

# Polycymakers and Girls' Education in Emergencies in Kenya

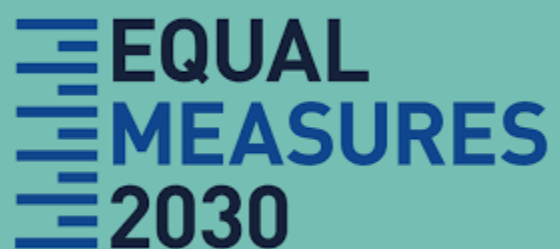
Report for Equal Measures 2030

July 2021

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**EQUAL  
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2030**

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Equal Measures 2030 (EM2030), and its partners, the Forum for African Women Educationalists (FAWE) and Initiative Pananetugri pour le Bien-être de la Femme (IPBF), are collaborating on the Global Affairs Canada-funded project “Data-Driven Advocacy for Girls Education in Emergencies (EiE) in Africa.” The project aims to work with both women’s rights organisations (WROs) and decision-makers to improve the collection and use of gender data to advance education for girls and women in fragile settings within Kenya and Burkina Faso. The project is part of the Global Affairs Canada commitment to The Charlevoix declaration, which aims to improve education for girls and women affected by crises, as well as lead to the collection of better sex- and age-disaggregated data on education in emergencies.

## Abbreviations

ACC	Assistant County Commissioner
CDE	County Director of Education
CESA	Continental Education Strategy for Africa
CSO	Civil Society Organisation
DCC	Deputy County Commissioner
DCI	Department of Criminal Investigation
EiE	Education in Emergencies
FAWE	Forum for African Women Educationalists
FGM	Female Genital Mutilation
JFA	Joining Forces Alliance
KNATCOM	Kenya National Commission for UNESCO
KNEC	Kenya National Examinations Council
KESSP	Kenya Education Sector Support Program
MoE	Ministry of Education
MEAL	Monitoring, Evaluation, Accountability and Learning
NACONEK	National Council for Nomadic Education Kenya
NGO	Non-Governmental Organisation
NEMIS	National Education Information Management System
QASO	Quality Assurance and Standards Officer
SAGA	Semi-Autonomous Government Agency
SCDE	Sub-County Director of Education
TSC	Teachers Service Commission
UPI	Unique Personal Identifier
WUSC	World University Service of Canada





## Executive summary

The aim of this research project was to understand the extent to which policymakers in Kenya have produced or used quality data to drive equitable and coordinated provisions of education for girls and women. To that effect, semi-structured interviews were conducted with a wide range of key stakeholders both at the national and county levels. Interviews were also conducted with other non-state actors such as United Nations organisations, civil society organisations, research organisations, non-governmental organisations, and religious authorities.

The report highlights the following key findings and recommendations:

1. Throughout the interviews, it was highlighted that **participants value data**.
2. There is a **need for disaggregated data on girls and women** in emergency contexts.
3. There is a **disconnect between key stakeholders** and actors, as accurate data is usually unavailable or unverified.
4. There is a **lack of data on teenage pregnancies and child marriages** in emergency contexts.
5. Communities and parents **need to be educated about the importance of girls' education**.
6. **Policymakers need to focus more on data disaggregation for policies targeting girls** to ensure that policies are context-specific and target disadvantaged groups.
7. There is a **need to collect more qualitative data** to provide more context to some of the issues that cannot be adequately captured quantitatively.
8. Some organisations **need training on how to process data for girls**, as data is sometimes not processed properly.
9. There is a **significant data gap around girls living with disabilities**.
10. With the **right data and the right support**, women's organisations can positively impact girls' education access and quality.
11. There is a **need for more collaboration between bigger and smaller organisations** to collect and share data on girls' education in emergencies.
12. There is a **need for data-driven advocacy for girls' education in emergencies** to better inform advocacy strategies.
13. **Data on girls' EiE is constantly changing** and as such needs to be collected on a regular basis. Most of the available data on girls EiE is outdated, which potentially hinders targeted interventions for girls.
14. **Boys are also getting left behind** in retention, transition, and completion. Though the national gender parity index is impressive, there are regions where boys are significantly underrepresented in basic education.

## 1. Introduction

This section introduces the purpose of the study, the research questions, methodology and the report structure.

### 1.1. Purpose

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This report was developed to support the Global Affairs Canada-funded project on “Data-Driven Advocacy for Girls Education in Emergencies (EiE) in Africa.” It explores the views of decision-makers on

- sources of data for girls’ education;
- cross-sectoral barriers;
- data gaps on girls’ education; and
- stakeholders’ policy priorities to help address barriers to education for girls in Kenya.

### 1.2. Research question

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The overarching research question for this study is:

*What is the extent to which policymakers in Kenya have produced or used quality data to drive equitable and coordinated provisions of education for girls and women?*

### 1.3. Methodology

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To answer the research question, 27 semi-structured interviews were conducted with key policymakers (at the county and national levels) and with influencers of girls’ education in emergencies. Policymakers included Ministry of Education staff, State Department for Gender officials, knowledge, and learning management specialists at non-governmental organisations (NGOs) and county government officials.

### 1.4. Report structure

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The report contains four chapters. [Chapter 1](#) provides an overview of the study, its objectives and methodology. [Chapter 2](#) presents the synthesis of the findings, [Chapter 3](#) presents the perspectives of central government policymakers, [Chapter 4](#) presents the perspectives of county government policy-makers and stakeholders, and [Chapter 5](#) presents the perspectives of NGOs and other relevant influencers, [Chapter 6](#) presents the perspectives of Religious organisations and [Chapter 7](#) presents a brief conclusion.

## 2. Synthesis of findings

This section provides a high-level synthesis of the findings.

### 2.1. Participants value girls EiE data

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All participants agreed that data is important for formulating policies for girls education in emergencies and implementing them. They report frequently using data such as enrolment data, completion rates, geographic location, marriages, pregnancies to plan, implement and monitor their respective programmes and interventions.

### 2.2. There is a need for disaggregated data on girls and women in emergency contexts

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The issue of disaggregated data for girls' education in emergency contexts — national vs. county as well as gender — was consistently raised throughout the interviews. It is generally not easy to collect data on salient issues affecting girls' education in emergencies (see points in Sections 2.5, 2.9 and 2.10). It was highlighted that the existing data in the NEMIS was not adequately disaggregated for girls' education in emergencies. It is evident that more needs to be done both at the collection and processing levels to provide high-quality gender-disaggregated and national/county-disaggregated data specific to girls' education in emergencies.

### 2.3. There is not enough data sharing among key stakeholders

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Interviewees frequently raised the lack of appropriate communication channels among key stakeholders for girls' education in emergencies to communicate and share data as a challenge. Specifically, there is a communications gap between NGOs, civil society organisations (CSOs), and the Ministry of Education at the national level. On a national level, it was highlighted that there is a disconnect among key line actors involved in girls' education in emergencies such as the Ministry of Health, the Ministry of Education, and the Ministry of Labour. Policymakers and stakeholders need to encourage more multi-sectoral and interagency collaboration; they need to establish appropriate channels of communication to ensure that data is shared freely, and duplication of efforts can be avoided. NGOs also reported some difficulties in accessing data from other NGOs.

## **2.4. Women's rights organisations play a critical role in girls' education in emergencies contexts**

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All interviewees stated that women's rights organisations have a crucial role to play in ensuring girls' education in emergencies such as identifying the key issue impacting girls in these scenarios, working with other stakeholders and ensuring service delivery. They equally acknowledged the importance of the work that these organisations have been carrying out at the national, regional and grassroots levels, especially in remote areas in Kenya because where they play a role in providing psychosocial support to dropouts, as well as the provision of financial support. The potential role they can play in generating evidence was also highlighted by CSOs.

## **2.5. Lack of data on teenage pregnancies and child marriages in emergencies contexts**

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Data on sensitive issues pertaining to girls' education in emergencies — such as teenage pregnancies and early marriages — still remain very difficult to access and collect in emergencies contexts and regions. This is because families tend to conceal such data to avoid follow up and investigations from regulatory authorities or stakeholders. Specifically, with regard to teenage pregnancies, the interviews revealed mixed findings. While in some regions there was a high stigma attached to adolescent pregnancies, it was mentioned that in some nomadic regions, these girls are looked up to by younger girls in schools.

## **2.6. Communities need to be educated about the importance of girls' education in emergencies**

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All participants alluded to the idea that some parents and community members in emergency contexts and remote areas lack the knowledge of the importance and value of educating the girl child, especially in regions that are deeply rooted in cultural practices that usually sideline the girl or assign her different responsibilities such as childbearing and housekeeping. This can be exacerbated by emergency contexts where girls are frequently displaced and as a result, they have less access to education. They also sometimes play parental roles and are withdrawn from school quite often.

## **2.7. Policymakers need to focus on data disaggregation for targeted girls' policies in emergency contexts**

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In order for policies to adequately address specific groups and disadvantaged

persons, it is important that communities take great responsibility in designing some policies with specific county considerations for a particular region. This will help in balancing between bottom-up and top-down policy design approaches. This has not been the case, as the central government has a top-down approach towards policy implementation at the grassroots. At the county level, it is sometimes challenging to implement government policies as some of them are perceived as contextually irrelevant to the needs of the communities.

## **2.8. Need to collect qualitative data on girls' education in emergency contexts**

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Participants stressed the need to collect qualitative data to provide context and deeper understanding for the already existing quantitative data. Qualitative data goes beyond the numbers to provide more context and understanding to situations that numbers may fail to capture or appropriately represent. Specifically, data relating to religious beliefs and cultural obligations were frequently cited with regard to girls' education in emergencies. Some participants were of the belief that this is more important than collecting more quantitative data, as the current quantitative data lacks context. This in turn translates to policies that are not context specific or policies that disregard disadvantaged groups such as girls. It was equally highlighted that some organisations do not have the required competencies to collect reliable qualitative data on pertinent issues linked with girls' education in emergencies.

## **2.9. Some organisations need training on how to process data for girls`**

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Based on the interviews conducted, it was evident that some organisations were not privy to data protection laws. Some participants hinted that they share sensitive information on their Facebook pages and other unsafe platforms about some of the girls they work with in emergency situations in a bid to raise awareness on some issues girls are facing.

## **2.10. Data on girls living with disabilities is a huge gap in emergency contexts**

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It was highlighted that there is very limited data on the number of girls living with disabilities in emergency zones. This was evident by the lack of applicants for the affirmative action scholarships specifically targeting girls with disabilities, and the government was forced to allocate these scholarships to other groups of children. The reason advanced for this was that parents tend to hide their children who have

disabilities and as such, there is no accurate database for this information. There is still a lot of stigmas and reporting bias, which are a critical aspect of addressing the credibility of data for girls' education in emergencies.

### **2.11. With the right data and the right support, women's organisations can positively impact girls' education access**

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Overall, the interviews highlighted the difficulty in collecting high-quality real-time data both at the national and county levels. This challenge is even more pronounced for smaller organisations, which may not have the technical and financial capacity and competencies to collect, process, and access high-quality data. This is particularly relevant for grassroots women's rights organisations, which have limited budgets and may choose to focus on other pressing issues such as advocacy and interventions as opposed to spending their limited resources on collecting data. There is therefore a need for key actors to share data with other relevant organisations.

### **2.12. Need for more collaboration between bigger and smaller organisations in emergency contexts**

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From the interviews conducted with smaller NGOs operating in disadvantaged areas, it was mentioned that sometimes *big organisations* do not collaborate with them and sometimes operate in silos or work on projects and interventions that small organisations have already previously implemented. This leads to duplication of efforts and can create community's fatigue if each organisation comes with similar strategies. Some smaller NGOs expressed that they sometimes felt disregarded despite the fact that they might have more knowledge of the people, issues affecting them, and also know the geographical terrain better. Collaborative efforts would be more effective and efficient.

### **2.13. There is a need for data-driven advocacy**

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Several stakeholders highlighted the need for advocacy to be data-driven to avoid instances where a certain kind of advocacy is targeting the wrong area. For example, in some areas, drug abuse is more of a problem than Female Genital Mutilation (FGM). In such a scenario, it will be an inappropriate use of resources to target FGM issues instead of drug abuse.

### **2.14. Data on girls in EiE is constantly changing**

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A recurring theme mentioned in the interviews was the dynamic and constantly changing nature of girls' data in emergency contexts. As a result, data on these

issues has to be collected on a very regular basis. Participants stressed the issue of out-of-date data which was not representative of the current situation, and which potentially hinders targeted interventions for girls. Participants hoped NEMIS could have real-time data that is accessible to many organisations.

## **2.16. Boys are getting left behind**

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The need to be sensitive about the specific needs of male children was also mentioned by several participants, as they are equally at the risk of getting left behind. This is due to some pressures and responsibilities that their cultures may assign to them. Some participants think that women's rights organisations have overemphasised the issues faced by girls, at the expense of boys' education. Therefore, the importance of bringing attention to the challenges boys are facing was suggested.



## 3. Perspectives of central government stakeholders

### 3.1. Use of data

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At the ministerial level, data is frequently used for decision-making, and the main source of information is the Ministry of Education's Education Management Information System.<sup>1</sup> It was also highlighted that, depending on the operation, primary data can be collected. This data is easily collected through the established networks<sup>2</sup> put in place by the Ministry of Education. Depending on the context, sometimes data can be collected on a daily basis. For example, since the onset of the COVID-19 pandemic, data is being collected by headteachers on a daily basis and passed through established networks. This keeps the government informed on the situation in schools and colleges for effective community-level strategies and monitoring. At other times, data can be collected intermittently for other interventions such as the distribution of sanitary pads, renovation of school premises, provision of textbooks, and awarding of scholarships.

#### 3.1.1. Sources of data

The main source of data is the National Education Management Information Systems (NEMIS) which gets its data from schools. The NEMIS, though critical to stakeholders, is generally a very accessible platform for few individuals in the ministry. Headteachers at the school levels have been trained on how to collect and provide data to the Quality Assurance Officers (QASO). The accessibility is limited to few people in the MoE to maintain integrity and management of data. Access is given on request, though, rather than via an open portal.

The Ministry of Education equally uses a multi-agency approach to collect data on cross-cutting issues affecting girls' education. For example, on issues of teenage pregnancy and early marriage, the Ministry of Education works closely with the

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<sup>1</sup> NEMIS : The National Education Management Information System (NEMIS) is a web based data management solution which collects data and information from education institutions; processes and reports the status of designed indicators; and provides the sector a solid ground for effective management to ensure that every Learner counts. The Online Platform tracks performance mobility of learners and teaching staff to ensure efficiency and effective utilisation of education resources.  
<http://nemis.education.go.ke/>

<sup>2</sup> Mainly the easiest network method used is the use of WhatsApp platforms that are said to be effective and time-efficient especially for emergency cases and or emails to the appropriate directorates in the ministry of Education. Otherwise, the information flows from headteachers to SCDE to CDE to the Ministry of Education's different directorates.

Ministry of Health and the Ministry of Interior and Coordination of National Government to collect relevant data. Other sources of reliable information are the National Bureau of Statistics, Ministry of Labour, Teacher's Service Commission (TSC), Kenya National Examination Council (KNEC), Anti-FGM Commission, and UNESCO.

### 3.1.2. Education data channel

At the national level, school-based data is normally collected by Quality Assurance and Standards Officers (QASO) from the headteachers on a daily basis or as the need arises and submitted to Sub-County Directors' of Education (SCDE). The SCDE then submit the data to County Directors' of Education (CDE) for validation, efficiency and effectiveness and who finally submit it to the Ministry of Education through established channels.

Local chiefs through the Chief's Act<sup>3</sup> (CAP 128) have the mandate to collect data on girls who drop out of school either due to early marriage or teenage pregnancy. This is coordinated through the Ministry of Interior and Coordination of National Government, and sometimes through the *Nyumba Kumi* initiative<sup>4</sup> (10 households initiative), where the leaders are tasked with providing information on each of the 10 households under their jurisdiction. This information is either passed directly to the chiefs or headteachers or to the Assistant County Commissioner (ACC) who can inform the DCC. If not passed directly to the DCC, the information is shared during the multi-agency working group meetings.

Since the multi-agency working group meetings are chaired by the Deputy County Commissioner (DCC), he/she can submit the collated data from the chiefs and other community elders who work under his jurisdiction. He equally submits it to the multi-agency working group as data from the Ministry of Interior and Coordination of National Government or can submit directly to the SCDE as the situation dictates. During the multi-agency meetings, each agency is free to share important information on various issues. The secretary to the multi-agency group is always the SCDE and therefore all collated education related data is passed to CDE through his office. However, if the multi-agency meetings are not frequent, any urgent data from the chiefs, ACC, DCC and village elders can be submitted to

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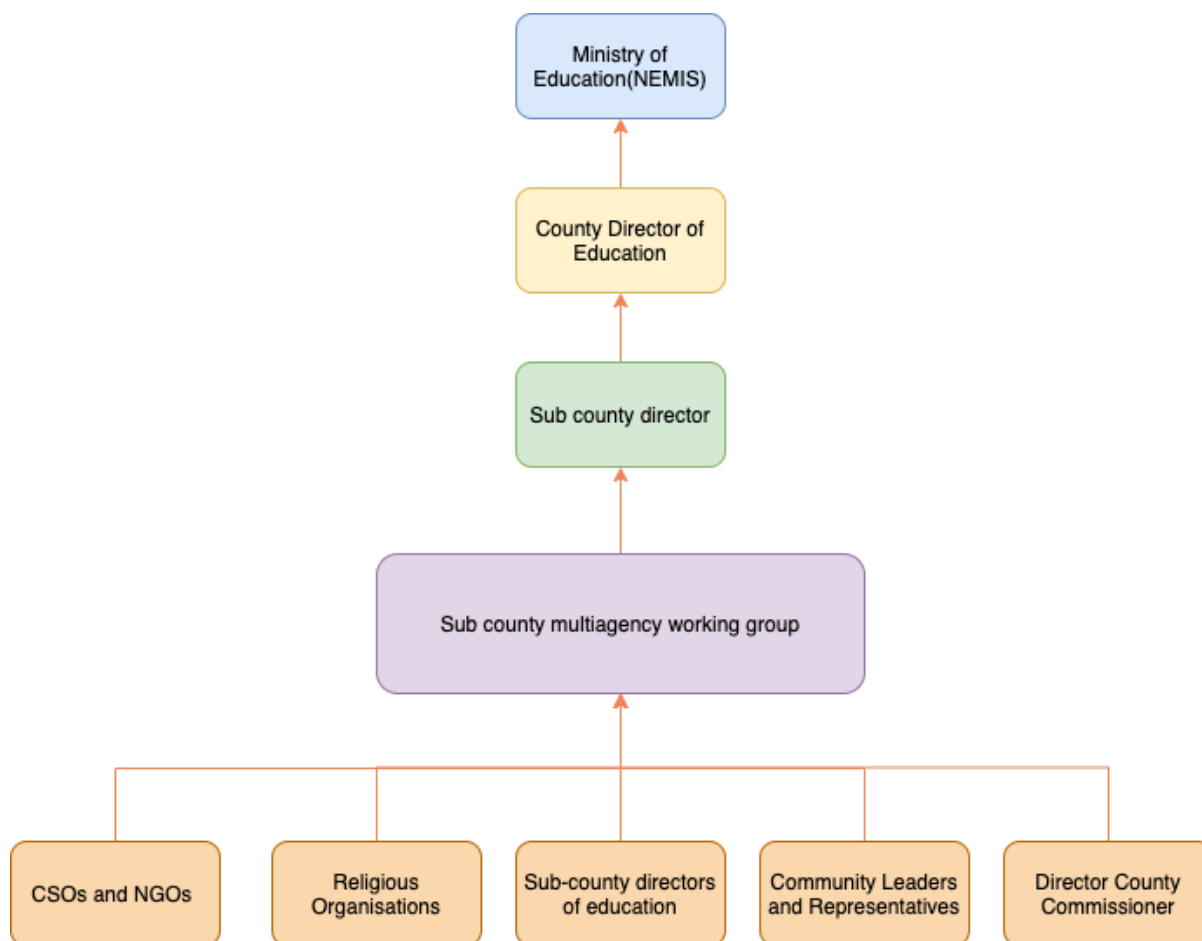
<sup>3</sup> ↑ [Chiefs' Act - Chapter 128; Government of Kenya \(2012\)](#).

<sup>4</sup> Nyumba Kumi Initiative : "Nyumba Kumi" is a Swahili phrase meaning ten households, though not literally. The Nyumba Kumi clusters cut across the various shades of society regardless of creed, political persuasion, ethnicity, race, gender or any other similar affiliation. Nyumba Kumi provides a framework that anchors Community Policing at the household/basic level. The concept is aimed at bringing Kenyans together in clusters defined by physical locations, felt needs and the pursuit of a common ideal of a safe, sustainable and prosperous neighbourhood. (↑ [Community Information Policing Booklet, National Police Service, 2017](#)).

the headteachers directly. As frequently as possible. In most cases, the chiefs or /and Nyumba Kumi village elders get real-time data since they are living within the communities and the chief and their assistants serve as the smallest unit of administration called locations and sub-locations.

The data channel is illustrated in Figure 1

**Figure 1. National education data channel**



*Source: Researcher-constructed based on interviews, Open Development and Education, 2021*

It was reported that this channel is effective, efficient and stakeholders are accountable to the data sources. Furthermore, this channel can help in collecting accurate data on a daily basis. In order for the MoE officers to collect, process and share data. The Ministry of Education has put in place guidelines on how to collect and process the data effectively. Frequent training on the guidelines is provided to several ministry officers from the national headquarters to county levels and cascaded downwards to the headteachers’ level.

The following example on the Elimu Scholarship describes the process of collecting

data collaboratively using a multi-agency approach.

### Example 1: The Elimu Scholarship

For the Elimu Scholarship, given by the Ministry of Education through Equity Bank, information flows through multi-agency working groups. Applicants download application forms from Equity Bank and Ministry of Education websites. Data is then collected by Equity Bank and the Ministry of Education, cleaned and sorted for validation, then returned to the Sub-County Multi-Agency Committee for selection of beneficiaries<sup>5</sup>. The multi-agency working group then considers the applications, acting with affirmative action to ensure that 10% of each award category is allocated to vulnerable applicants (such as girls and those with disabilities). Decision information is then channelled back to the Ministry of Education for disbursement of funds, in collaboration with Equity Bank.

It was noted that the Kenyan National Commission for UNESCO (KNATCOM), an MoE Semi Autonomous Government Agency (SAGA), is equally leading the process of developing a Monitoring, Evaluation, Accountability and Learning (MEAL) framework for the education sector in the country. This framework is aimed at tracking national targets that are spelled out in the national plans like the current Kenya Education Sector Support Program (KESSP) (2018-2022), the growth and regional targets that are spelled out in the Continental Education Strategy for Africa (CESA), and SDG 4 targets. This framework will effectively and efficiently provide both quantitative and qualitative results and performances. The National Education Management Information System (NEMIS) and Kenya National Examination Council (KNECK) will provide data among other sources.

## 3.2. Perspectives on the role of data in girls' education policy in emergency contexts

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Participants indicated that data has consistently informed all policies regarding girls and all decisions are made based on data. An example of this was the *National Guidelines for School Re-Entry in Early Learning and Basic Education, 2020 Policy*,<sup>6</sup>

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<sup>5</sup> ↑Elimu Scholarship Programme 2021.

<sup>6</sup> ↑National guidelines for school re-entry in early learning and basic education, Ministry of Education (2020).

which started in 2015 but was fast-tracked to enable re-entry and for school continuity following rampant teenage pregnancies during the school closures caused by COVID-19 in 2020. To do this, a national interagency working group approach was put in place to collect relevant data on teenage pregnancies, early marriages and generally why girls drop out of schools to inform the formulation of the policy. The policy was therefore put in place by the Ministry of Education and passed down to all counties with specific implementation guidelines. Equally, the presidential office commissioned a survey<sup>7</sup> on the impact of Covid-19 pandemic on adolescents in Kenya. The survey input has helped to shape major recommendations ; (i) ensuring that “nothing is done for adolescents without their involvement, (ii) adopting a multi-sectoral approach to adolescent programming, (iii) addressing the digital divide in education, (iv) addressing ongoing data gaps, (v) enhancing supply chain efficiencies in menstrual hygiene programmes, (vi) making the school meal programme better targeted, (vii) providing safe hubs and strengthening community accountability structures to counter violence, and (viii) linking rites of passage programmes with comprehensive curriculums.

There is also a mentorship policy, — launched in 2019 — whose main objective is the operationalisation and management of mentorship programmes in schools.

The National Education Sector Plan (2018- 2022)<sup>8</sup> also provides for the moulding, mentoring, and nurturing of national values. It champions a value-based education system and the need to transmit life skills, principles, and values for personal, social, and economic development. The sector plan has identified contemporary and emerging issues; for example, challenges of the girl child especially on teenage pregnancy, which affects the girl child and may affect education participation. This shows the prominence given to girls’ education and aligns to the re-entry guidelines<sup>9</sup> to schools.

### 3.2.1. Perspective on existing gaps

Participants highlighted the difficulty of obtaining data on child marriages and teenage pregnancies. This is because households usually conceal this information, meaning the issues it raises do not typically appear during surveys or interviews. In some instances, data on girls is not a priority, particularly if it involves sexual abuse and early marriage. Such cases usually go unreported and are only brought to light when a clan mechanism of payment fails, and the issue is brought to the Deputy

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<sup>7</sup> ↑Promises to Keep: Impact of COVID-19 on Adolescents in Kenya, Population Council & Presidential Policy and Strategy Unit (Kenya) (2021).

<sup>8</sup> ↑National Education Sector Strategic Plan for the Period 2018 - 2022, Government of Kenya (no date)

<sup>9</sup> ↑National guidelines for school re-entry in early learning and basic education, Ministry of Education (2020)

County Commissioner. This can sometimes compromise the integrity of teachers, chiefs and parents.

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**“Data is so important for planning, but there are many times when girls' data is not reflective of the reality on the ground. In some cases, there is a contradiction in different line ministries [such as the] Ministry of Health and Ministry of Labour. I feel there is no coordinated data framework in Kenya that can guide policy and programming.”**

**– KEMRI Researcher, 2021**

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Another sector where data was indicated to be lacking was on out-of-school children across the country. This is usually a problem in vast counties like Turkana, Tana River, Kilifi, Elgeyo Marakwet, Narok, and Samburu, where families are pastoralists, regularly migrating to different areas for pasture and therefore providing little opportunity for continuity of education for their children. It was reported that among pastoral communities, parents have little value for education and keeping animals takes precedence. The available Out-Of-School Children (OOSC) estimates data are based on the 2014 Kenya Demographic and Health Survey (KDHS)<sup>10</sup> that shows that close to a million children are out of school, either because they have never attended, or have dropped out. However, this data gap of over six years needs to be bridged and updated for effective and efficient programming and implementation. Through the collaboration of UNICEF and the National Council for Nomadic Education Kenya (NACONEK), a baseline survey is currently underway (during May and June 2021) that is likely to bridge the out-of-school data gap in the Arid and Semi-Arid Lands (ASAL) counties.

Participants also highlighted the lack of data on girls living with disabilities. The reason advanced for this was that parents tend to conceal information about their disabled children or hide them at home. As a result, there is no accurate database on the number of girls with disabilities, and they are even further behind than other girls in emergency situations. Some of them may never get an education, as they are never enrolled in school or registered in any database.

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<sup>10</sup> KDHS, 2014 <https://dhsprogram.com/publications/Recommended-Citations.cfm>

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**“For scholarship beneficiaries we really want as many girls with disabilities to apply, and we have put a 10% slot for affirmative action for girls with disabilities, but in the previous year (2020) the slots were taken by the other needy children. We have launched many campaigns and lowered the cut-off marks, but still the slots that have been set aside for girls with disabilities are not filled.”**

**– Ministry of Education Official, 2021**

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The lack of birth certificates also makes it very hard to collect data and track enrolment rates. This is very prominent in the primary school sector in disadvantaged areas, where some students do not have birth certificates and are not registered in any database. However, this is not the case in secondary schools, as students are each assigned a Unique Personal Identifier (UPI) which makes it easier to track them and automatically update the NEMIS.

### **3.2.2. Central government perspectives on data flow and coordination among organisations**

Interviewees reported that the Ministry of Education coordinates effectively with the Ministry of Health, the National Bureau of Statistics, and the Ministry of Interior and Coordination of National Government to produce or procure data on cross-cutting issues. Therefore, data is very easily accessible, especially for multi-sectoral working groups dealing with issues such as girls' education. However, the issue of high-quality data *disaggregated by gender* was raised, as this is currently lacking.

### **3.2.3. Central government perspectives on cross-sectoral barriers**

No issues on cross-sectoral barriers were reported as the government already has an established network in place with key stakeholders as well as established networks and channels to ensure appropriate data collection. However, it was mentioned that they would like to collaborate more with NGOs, CSOs, and CBOs working in education programmes, especially those in hard-to-reach areas where there is a presence of very active NGOs. These include Turkana, Tana River, Kilifi and other northern frontier counties; as well as Mandera and Moyale Counties, which are faced with perennial insecurity issues. This is in contrast to the views expressed by NGOs and CSOs (*see section 4.2.3*).

### 3.3. Perspectives on policy priorities to address barriers for girls in emergency contexts

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Several ideas for potential policy priorities to address barriers for girls were cited:

- Greater advocacy in regions where residents do not understand the importance of education for girls — particularly among pastoralist communities — to ensure that these communities are informed on the benefits of girls' education and are empowered to support it
- Create a database of female role models in each county so that they can serve as mentors to young girls
- Ministry of education to prioritise teenage pregnancies and early marriages by enacting the National Re-Entry guidelines at all levels and across regions
- Train chiefs and community leaders on the value of gender-disaggregated data and planning as the first-line responders to issues affecting girls' education
- Sensitise leaders at the local levels on affirmative policy and how to implement it to target girls
- Rethink, redefine and repackage the policy on teachers' recruitment and deployment. This is particularly important in regions where teachers have overstayed in one station or are from the local community and are able to compromise issues of girls' Gender-Based Violence (GBV), especially. Sometimes teachers might also be when they are the culprits of GBV.
- Create an all-inclusive framework on data collection and management, for efficient and effective evidence-based decisions which are contextually relevant to the needs of the communities affected.
- Address the need to recruit the right teachers and review teacher recruitment strategies, as they have a key role to play in girls' education in emergencies
- Adopt a multi-sectoral approach for protecting girls, both at the micro and macro levels

With the potential for significant impact on policymaking, the role politicians have to play in advocating for girls' education in emergencies was also highlighted. It was mentioned that some politicians usually avoid outrightly advocating for girls or speaking out on pertinent issues such as FGM and child marriage for fear of not getting re-elected.

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**“Our studies show that politicians are the weakest link to girls' education”.**

**– KNATCOM Official, 2021**

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Participants felt that building consensus and political will to support a gender-positive education agenda was an important element of supporting more effective support for girls' education in emergencies.

### 3.4. Perspectives on effective data usage

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Confidence among respondents in the effective use of data in Kenya is high. Participants reported that data is currently being used properly to ensure that girls have access to what they need and that interventions to improve girls' education are data-informed.

#### **Example 2: National Guidelines for School Re-Entry in Early Learning and Basic Education (2020)**

Due to the increase in the number of teenage pregnancies and early marriages between March and December 2020, the National Guidelines for School Re-Entry in Early Learning and Basic Education (2020) has been put in place. This has been put in place to provide a framework for enhancing re-entry of learners who drop out of school, including those with special needs and disabilities, in order to improve retention, transition and completion at all levels of basic education. This was highly influenced by the data collected on teenage pregnancies and the data on low completion and attendance rates for teenage mothers.

Other central government staff were however quite sceptical about how well the data has been used, as the figures can be quite misleading on an aggregate level.

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**“In Kenya, when we do the national average of gender parity, we have almost achieved gender parity. But when you go to disaggregate per region, you find a big, big challenge.”**

**– KNATCOM Official, 2021**

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Other participants were of the opinion that more qualitative data needs to be collected to provide context to the quantitative data. So far, the quantitative data collected has not been able to adequately capture the challenges girls education in emergencies is facing.

### 3.5. Perceptions on the role of women's rights organisations in girls' EiE

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Opinions on the role of women's rights organisations in girls' education in

emergencies vary among central government stakeholders. These organisations were highly commended by some stakeholders because of the large role they play in providing psychosocial support to dropouts, as well as the provision of financial support. Furthermore, they offer mentoring and coaching services to girls, and may sometimes provide employment opportunities. However, some participants felt that these organisations have had very little impact as they are not visible enough and do not advocate for girls and women as much as they should.

It was also mentioned that women's rights organisations focus too much on reproductive health rights and sometimes forget about other key issues women are facing such as displacement, nutrition, or poverty.

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**“Sometimes we have seen a lot of sexualisation of our girls and sexual reproductive rights have been very prominent.”**

**– KNATCOM Official, 2021**

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It was also alleged that some of these organisations do not focus on the needs of the specific region of intervention, but rather on global trends and other non-pressing issues (such as LGBT rights) to get funding.

## 4. Perspectives of county-level stakeholders

While there were some common perspectives across the different counties represented by the interview participants, each county presents its own unique challenges. This is in part due to the different socioeconomic dynamics of each county. For example, in counties with a large nomadic demographic such as Turkana, residents migrate frequently, meaning that enrolment and attendance data are constantly changing, and tracking individual students' progress through school is challenging. These counties also happen to be the most marginalised and fragile with regard to girls' education; culture, nomadic lifestyles, poverty, preferences for boys' education, parental lack of knowledge of the value of girls' education, exacerbates marginalisation of girls, and phenomena such as child marriage and teenage pregnancy are rising. As such, female enrolment, attendance and completion rates tend to be very irregular in these regions.

### 4.1. Data use at the county level

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At the county level, it was reported that data on girls' education is used and collected regularly. The data collected is aggregated on a termly basis, informing actions on education programmes. This data is also fed to the central government at the Ministry of Education to inform education policies and programmes at the national level.

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**“Data is key and central in the planning and execution of educational activities within the sub-county.”**

**– Member of Parliament, 2021**

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#### 4.1.1. Sources of data

The main source of all educational data at the county level are schools, which then transmit this data to all other levels. Quality Assurance Officers from the education county office are tasked with working together with principals and school authorities to produce this data. It is assumed by county-level officials that school authorities and teachers have information on the children's home situations such as parental involvement, child marriages, and teenage pregnancies. All this information is analysed at the sub-county level by the Teachers Service Commission (TSC), transmitted to the Ministry of Education for the purposes of capitation, grants and extracurricular activities. The data collected from the schools are relied on for all decisions. If data comes from different sources, such as

NGOs and CSOs, checks are conducted to verify its validity, reliability, and utility. However, some participants mentioned challenges in obtaining accurate data, especially on cross-cutting issues such as defilement by neighbours and incest. Some participants mentioned some collusion between parents of underage girls and the perpetrators, and this can be done even with the knowledge of local administrators and teachers.

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**“Sometimes parents collude with local administrators to change girls’ documents (like IDs) to conceal their age to avoid prosecution for defilement and other GBV issues.”**

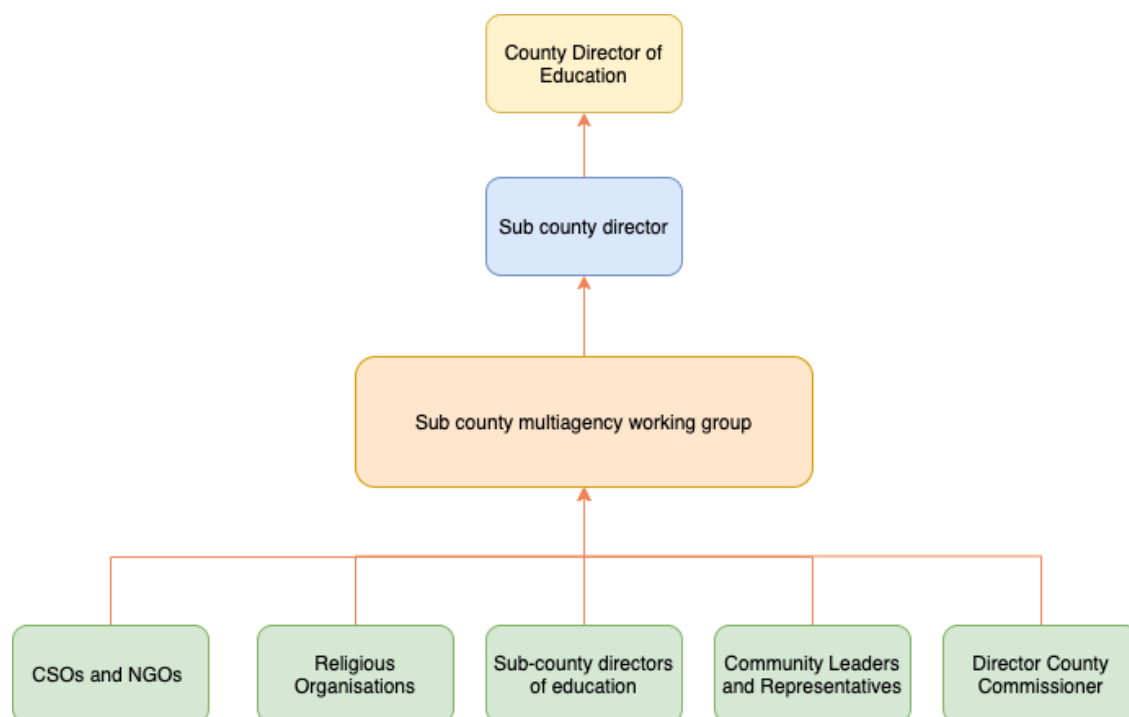
**– Member of Parliament, 2021**

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#### **4.1.2. Education data channel at the county level**

At the county level, enrolment, attendance and completion data are mainly collected from the schools. Quality Assurance Officers work closely with the schools to collect this data. Other relevant sources specifically on girls data are the local chiefs and the police and the health care centres. Sometimes, the county government uses data from NGOs, but this data is usually verified and validated by the County Director of Education before being used for programming and implementation strategies.

The figure below illustrates the data channel at the county level.

**Figure 2. County-Level Data Channel**

Source: Researcher-constructed based on interviews, *Open Development and Education, 2021*

## 4.2. Perspectives on the role of data in girls' education policy

With regard to the role of data in girls' education policy, some participants reported that data is being sufficiently collected and used for the formulation of policies on some targeted interventions. A cited example was an intervention on sanitary pads for girls, where data on the number of girls in each school, processed as per the guidelines of the Ministry of Education. Based on this data, sanitary pads were then distributed proportionally to schools. This has formed the basis for termly distribution of pads. However, continued data is needed to update the MoE database and accommodate other classes, as the initial target was Class 7 and 8. In addition, some policies such as the guidelines issued by NACONEK specifically target marginalised populations. The challenge, however, remains when some policies trickle down from the headquarters to the counties and have not involved stakeholders' participation at the local level. The buying and implementation are always poor, especially if the policy negates cultural beliefs and practices. Anti-FGM Policy is a case in point. Despite the policies, many counties in Kenya continue to practise FGM and also encourages early marriages.

### 4.2.1. Perspectives on data gaps

Given the dynamic local contexts, there are several gaps in education data in

general which leads to constantly fluctuating enrolment, attendance, and completion rates.

Specifically for girls, it was reported that parents tend to hide data about sensitive issues such as child marriage and pregnancy. In some cases, principals and school authorities are also complicit in this issue, as they might withhold such data out of fear of repercussions from families.

Collecting data from remote areas is also challenging, due to the difficulty in accessing these areas. This creates a gap in data on these regions, and sometimes the available data is not up-to-date.

#### 4.2.2. Perspectives on data flow and coordination among organisations

With regard to perspectives on data flow and coordination among organisations, participants' views were quite mixed. Some interviewees reported that there were no established networks or coordination between the county governments and existing NGOs and CSOs. Others mentioned that they worked closely with the local county government. This potentially hinders the sharing of information and data collected. Yet other participants reported that the already existing channels put in place by the government through the schools and quality assurance officers are working sufficiently well.

#### 4.2.3. Perspectives on cross-sectoral barriers

Most issues around cross-sectoral barriers were reported to be cultural. For example, parents might not give out data on the number of female children they have to avoid potential follow-up by authorities once those children reach an age considered suitable for marriage. With regard to procuring data on cross-cutting issues such as teen pregnancy from the Ministry of Health, it was reported that these are quite accessible with the right justifications.

### 4.3. Perspectives on policy priorities to address barriers for girls

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A few priorities were proposed by participants at the county level as follows:

- **The need for public education and sensitisation of parents on their roles and responsibilities** as pertains to their children's education was highlighted, irrespective of gender. It was suggested that schools should undertake this responsibility of sensitising parents.
- Secondly, emphasis was placed on **the prioritisation of county-based policies which are contextually relevant** and not the one-size-fits-all approach currently applied throughout the country, which is lacking in local

relevance. The current approach makes it difficult to implement some policies - for example in peripheral, instability-affected regions such as Turkana County — as they may not necessarily be context-specific.

- Lastly, it was suggested that the government should **enable the implementation of policies** that have been made by **providing technical support to people on the ground to implement the policy**.

#### 4.4. Perspectives on data usage

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On the question of how well data was being used by policymakers in Kenya, county-level respondents largely reported that policies created were sometimes not reflective of the data submitted by the county and as such not contextually relevant. This is usually a result of data aggregation at a national level where unique characteristics are lost and hence the lack of recognition of regional and cultural differences.

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**“Every region has its challenges. If you merge data in Turkana with that of Meru and Samburu, it will not be reflective of the situation in Turkana, hence the policy. We can not have a policy based on data from every region.”**

**– County Education Officer, 2021**

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In this regard, policymakers at the national level have failed to address the issue of contextual policymaking. This in itself presents a huge challenge to implementing some of these policies in the respective counties. It was, therefore, suggested that the data collected in locations such as Turkana should be used to design and inform ‘semi-policies’ (policies aligned to national strategies but with the flexibility to account for geographic or demographic differences) for these areas as well as other marginalised areas.

Political agendas also play a role in hindering the usage of data for policy design and implementation. It was reported that policy was not always influenced by data: political motives may sometimes interfere, and the most represented parties tend to pursue more self-serving policies. As a result, politics may divert resources to areas that might not be requiring them as urgently as other areas.

## 4.5. Perceptions on the role of women's rights organisations in girls' EiE

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At the county level, participants agreed that women's rights organisations have a crucial and instrumental role to play in changing the course of girls' education in Kenya. This is because they can reach the most marginalised populations that the government might sometimes struggle to reach, as well as tackle pertinent issues such as female inclusion.

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**“But they sometimes tend to go overboard. Sometimes the choice of messaging and representation can be vexatious.”**

**– Senior Policy Influencer, 2021**

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Yet it was also reported by some participants that women's organisations sometimes become “overzealous” in their advocacy and activities. It is unclear, however, to what extent this view of ‘overzealousness’ is a response to *how* these organisations are communicating, compared to *what* content they are communicating. Nonetheless, the broad support given to women's rights organisations demonstrates their role as key players who, through effective resourcing and relationship management, can be key players in improving girls' EiE in Kenya.



## 5. Perspectives of CSOs and NGOs

This section explores the perspectives of CSOs and NGOs on data usage and the role of data in girls' education policy.

### 5.1. Data use by NGOs and CSOs

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The organisations that participated in the survey mentioned that they use data to inform all their interventions and programmes and as such, data plays a very important role in their work.

#### 5.1.1. Sources of data used

The organisations that participated in the survey mentioned that they each undertake their own data collection at the organisational level. The data they collect usually depends on the intervention they are working on. They also rely on the use of data from the National Bureau of Statistics and the Ministry of Education. One of the challenges cited by some key informants is that sometimes the national data provided is condensed and lacks county-specific disaggregation for advocacy and programming.

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**“County-specific data is important, especially in hard-to-reach areas ... hindering [us from] reaching the vulnerable girls.”**

**– NGO, CEO, 2021**

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#### 5.1.2. Education data channels

NGOs and CSOs work closely with the schools and chiefs to generate data for their respective programmes and initiatives. The network is usually determined by the respective organisation, and usually involves actors such as the chiefs, religious authorities, health care workers, volunteers, and elders. Social media has also been handy, particularly WhatsApp, Twitter, and Facebook. However, these channels are not completely reliable because some cases just end at highlighting them, rather than collecting in-depth data. It is also very difficult and time-consuming to follow up on girls who have dropped out due to child marriage or childbirth, as they sometimes migrate.

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**“There are very low levels of expertise when it comes to collecting qualitative data. It takes a lot of expertise to build your own panel database.”**

**– WUSC Researcher, 2021**

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With regard to teachers collecting data on attendance and enrolment in refugee settings, the NGOs consulted mentioned that this could be time-consuming and ultimately reduce instructional time, which girls need.

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**“It is impractical to tell a teacher to collect data on about 100 students. It will take at least one hour of lesson time.”**

**– WUSC Researcher, 2021**

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## **5.2. Perspectives on the role of data in girls' education policy**

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Participants thought that real-time, up-to-date and gender-disaggregated data was key to designing effective education policy and educational interventions for girls. However, a lack of up-to-date data, the cost of collecting this data, and issues of communication between key actors continue to be a major hindrance. Even when an organisation has used clear and well-coordinated tools to produce information, they find the government disregarding the data sources citing a lack of validation and not collaborating with the existing data trends in the government sources.

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**“The Ministry of Education finds it difficult to use data collected by NGOs, in spite of the effective and efficient methodologies used.”**

**– NGO representative, 2021**

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This leaves the organisations in an awkward position in programming and implementation, especially when there are no existing data sets. This is more critical in hard-to-reach regions, where programming without local data is difficult.

This perspective appears to be contrary to the perspective of the government. It is beyond the scope of this report to determine whether this is an actual disconnect between line management or communication issues.

### **5.2.1. Perspectives on data gaps**

The need for disaggregated data around integration was stressed across the range of respondents. There is very limited data on the 'granular' issues around girls' integration such as transition, re-enrolment, and health. Some data gaps were identified in remote areas, meaning that even when aggregated at a national level, the existing data is not representative of the country. The same applies to data collected on girls in refugee settings. The issue of obtaining up-to-date data in real-time was also mentioned: respondents felt that interventions based on real-time data could be more responsive and more effective to current realities on the ground.

### **5.2.2. Data flows and channels among organisations**

Very little communication between NGOs/CSOs and other actors in the field were reported: this leads to situations where efforts and interventions are being duplicated and resources wasted (cf. Section 2.12). The need for bigger, international organisations to collaborate with and acknowledge the interventions of smaller, local organisations was also mentioned: this would reduce siloed efforts and build a more complementary ecosystem of organisations in the field of girls' EiE.

To address this issue, a group of NGOs have come together to set up the Joining Forces Alliance (JFA), comprised of six NGOs with a global presence (Save the Children, World Vision, SOS Children, Plan, Terre Des Hommes, Child Fund) with presence in 42 counties in Kenya. The JFA aims to jointly advocate on gender issues with a single voice and eventually share information among themselves. However, this still does not address the disparity of communication between big organisations and small organisations.

### **5.2.3. Perspectives on cross-sectoral barriers**

With regard to cross-sectoral barriers, issues around female education such as teenage pregnancies, abuse, and early marriages were reported as generally very difficult to access even from the government. This was due to cultural barriers, and even allegations of corruption or public-sector malpractice.

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**“Sometimes, fake queues are put in front of police stations just to delay access to information.”**

**– NGO Education Officer, 2021**

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Data has not been a priority in many instances, and especially because there is no comprehensive place to access data to help in programming. Many times, organisations rely on different sources that vary significantly in how that data was collected and who collected it. There are no inter-linkages between organisations that can provide data sources, and organisations tend to work in silos. For issues around Gender-Based Violence (GBV), the establishment of the national hotline for GBV 1195 and for ChildLine Kenya 116 hotline. These hotlines have proved helpful, but not everyone can access the data collected through the hotline numbers. This is because of the integrity and management of such sensitive data. The ChildLine Kenya 116 only manages the hotline on a day-to-day basis on behalf of the Department of Children Services. The Department of Criminal Investigation (DCI) also offers a hotline number (0800722203), with the social media tag #FichuakwaDCI), but the information is for their own operations.

### **5.3. Perspectives on data usage**

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Participants reported that existing data on girls' education has not been sufficiently leveraged. The reason frequently posited for this was the lack of gender-specific disaggregated data. As such, the existing data fails to allow for the identification of and advocacy around issues affecting girls and women, especially in education.

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**“Policymakers do not think ‘disaggregation’, they think ‘lump sum’. And this is why women struggle; because the data doesn't point to specific subsets of girls.”**

**– NGO Knowledge and Learning Management Specialist, 2021**

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Nonetheless, it was also acknowledged that the Kenyan government is steadily improving their use of data, even though previously data did not play a significant role in policy design and implementation. A pertinent example given was the government's response to the ongoing COVID-19 pandemic, during which data has

been used extensively to guide interventions.

However, where policies are formulated with the use of data, questions are raised about the validity of data as there is a lack of real-time data to inform these decisions. Decisions may be based on outdated data, and therefore might no longer be relevant, as the situation may have changed considerably. The need for questioning the efficacy of these policy-making decisions was therefore raised.

As at the county level, NGO and CSO participants also cited the issue of policies that were not culturally relevant to the region. The importance of contextualised policies particular to the dynamics of particular regions was also mentioned, particularly for areas more vulnerable to fragility and instability. The need for county-level policies and implementation plans was therefore stressed.

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**“I wish the Turkana could do things their own way because the Tukanas have very different dynamics. How a Turkana understands girl child education is very different from perceptions in Mombasa.”**

**– CSO Co-founder, 2021**

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## **5.4. Perspectives on policy priorities to address barriers for girls**

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Participants stressed the importance of participatory design, advocating for the inclusion of all relevant stakeholders in the discussion and design of education for girls. There is a need to have real-time data to avoid overreliance on outdated data in programming and the creation of interventions.

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**“The only authentic data available for our programming is KDHS, 2014, and we are in 2021 especially for our targeted variables.”**

**– KEMRI, Researcher, 2021**

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Despite the existing education policies, there is a need to revise them with a targeted approach to be inclusive and contextualised to the needs of specific regions and specific vulnerable groups.

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**“As a country, Kenya has really good education policies. The priority should be to revise those policies with a lens of targeted approach.”**

**– NGO Education Officer, 2021**

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Some participants stated that the government has already put in place sufficient policies and frameworks for education in general. Specific interventions should, therefore, focus on making these policies targeted to ease their implementation. However, even when guidelines and plans are developed, little is done by way of targeted dissemination and sensitisation. For example, it was reported that despite the recent publication of *National Guidelines for School Recently in Early Learning and Basic Education (2020)*, only very few headteachers and parents are actively following and implementing the policy.

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**“We have disaster management plans, but do we have girls' continuity education plans post-natural disasters?”**

**– NGO Education Officer, 2021**

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There is a need to further include girls' voices in policymaking to minimise practices harmful to girls. Increased female voices will help in devising an integrated and inclusive policy that empowers girls and helps them to make informed decisions. The need for evidence-based policymaking was also an area of concern, linked to the need to use real-time data to inform these policies. Participants suggested setting up a data hub specific to female education to increase the ease in efforts to collect, access, and collaborate with data.

## **5.5. Perceptions on the role of women's rights organisations in girls' EiE**

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Generally speaking, women's rights organisations were lauded and supported by interviewees, and the potential role they can play in generating evidence and collecting data was reiterated. Data collected by these organisations is a valuable resource that could be used to inform policy design and implementation and other relevant interventions. Their key role of advocating for girls and women was also recognised by participants. 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' EiE.

It was also reported that women's rights organisations should work closely with stakeholders. In this regard, the interventions of organisations such as FAWE were highly commended, as they work in close collaboration with stakeholders in the design and implementation of their programmes.

## 6. Religious organisations

Religious organisations play a significant role in girls education emergencies, and they are key influencers and stakeholders in this domain. They have built a lot of schools, and they have the capacity to operate in remote regions which the government might sometimes not be able to access. In addition, it was mentioned that several of the key policymakers passed through schools built by the church. They are equally well respected in the areas in which they operate and are generally looked upon as a voice of reason and authority. This is due to their contributions to society such as building schools, building healthcare centres, evangelism, charity and counsel. They also have a very little affiliation to the local government or politics in general, as their motives are usually driven by their religious beliefs.

### 6.1. Data Use

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Religious organisations collect data on the people they work with, and they equally share data with NGOs and the local government. They mostly share data with NGOs affiliated with their religion, but they mentioned that they collaborate with other NGOs. They collect data on youth activities, parents' professions, spiritual life, marriage and children. Similar to other key stakeholders, data is key to all their operations, and they collect education data on a daily basis in their schools.

#### 6.1.1. Sources of data

They tend to collect their own data on education in emergencies as they are usually in very remote areas where very few organisations tend to operate in general. However, they are also very much open to sharing their data and collaborating with NGOs, provided the data will be used and handled properly. They equally reported that they have a good working relationship with the NGOs on the ground, and they also get data from them. For them to be able to collect sensitive data on girls' education in these disadvantaged areas, they need to build a relationship with the elders (*wazee*). They also collaborate closely with other NGOs working on the ground.

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**“We do a lot of collaboration with Catholic NGOs. We are in contact with the diocese that coordinates the NGOs that we work with.”**

**– Catholic missionary, 2021**

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### 6.1.2. Education data Channels

They have an established data channel that cuts across the church and the local government, and they have a very good working relationship with the local government. Specifically, regarding the promotion of girl child education in these remote settings, they work directly with the governor's office. This keeps them privy to any projects or interventions targeting disadvantaged girls, and they follow up on these opportunities to ensure that parishioner's benefit.

## 6.2. Perspectives on the role of data in girls' education policy

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Overall, the general feeling was that data was not being adequately used to address issues for girls' education in emergencies. A recent example was the COVID-19 pandemic, where the number of teenage pregnancies increased, and data was collected on this issue and made public. Despite this data being made public, respondents claim that there have been no interventions to address this in more remote areas.

### 6.2.1. Perspectives on data gaps

Respondents highlighted a number of gaps in girls' education data, mentioning that it was very difficult to collect data on both specific issues (such as child marriage) and broader, more basic statistics (such as the number of children per family). Some respondents attributed this difficulty to the relationship between those collecting the data and the elders (*wazee*) of the local community.

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**“Kalapata is very remote, and the people don't easily open up, especially when you try to touch on issues like marriage, education of girls. You need prudence in your approach in places like that. If you push too hard, they will lie and make you look bad. You need patience, and you need to be on good terms with the *wazee*.”**

**– Mill Hill missionary, 2021**

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### 6.2.2. Data flow and channels among organisations

With regard to data flows and channels among NGOs and organisations in remote regions, it was mentioned that they have a very good relationship and share their data among themselves.

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**“There is a good working relationship between the mission and NGOs in Lokichar. I have never asked for data from an NGO and was not given [it]. Most of the data that I have comes from NGOs.”**

**– Catholic missionary, 2021**

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However, as highlighted by other respondents, the data flow from smaller FBOs and NGOs to larger organisations and government agencies remains an issue that contributes to a lack of contextualised local policy and programming.

## **6.5. Perceptions of the role of women's rights organisations**

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- It was suggested that women's rights organisations can empower more women through entrepreneurship
- More technical schools to provide girls with job market skills were equally suggested
- Targeted approaches were recommended to solve some of the complex issues that girls in emergencies face, such as child marriage and teenage pregnancy.

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**“Education will always come second in Turkana. Rearing cattle comes first”.**

**– Missionary, 2021**

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## 7. Conclusion

This research project aimed to understand the extent to which policymakers and stakeholders use data to guide decision-making on girls' education in emergencies. Our findings indicate that data is being used to inform girls' education interventions and overall, all stakeholders value data. The major challenge lies with the quality of the data collected, the competency in disaggregating or amalgamating data and collecting data from remote regions.

Therefore, the quality of data - both qualitative and quantitative data, needs to be improved. Relevant stakeholders need to work collaboratively to collect high-quality up-to-date data, that is representative of the local, regional and national context. Data collection, aggregation and disaggregation cannot be done by one organisation alone; shared data collection presents a significant opportunity for organisations to collaborate and collect higher quality data. Such collaborations should include CSOs, NGOs, UN agencies, FBOs and the government. Collaboration leverages the competencies and regional coverage of other organisations; this ensures that high-quality, up-to-date data on girls' education in emergencies is collected and used adequately.

## 8. Annex: Interview questions

Question	
Q1.	In your opinion, how has your organisation considered the use of data for girl's education? Do you collect girls' data on a regular basis?
Q2.	In your opinion, to what extent the policymakers in Kenya have produced or used quality data to drive the equitable and coordinated provision of education for girls and women?
Q3.	Are there established sources of data that your organisation uses to collect data?
Q4.	What is your opinion on sources of data for girls' education and cross-sectoral barriers?
Q5.	To what extent have you collected data on cross-sectoral barriers that affect girls' education?
Q6.	To what extent do existing policy frameworks and plans address the data on girls' education?
Q7.	To what extent have policies, plans and guidelines been incorporated in making decisions on girls' education?
Q8.	Are there established networks/channels/processes to ensure girls' education data and information flows effectively from different sources and back? How do you monitor, or how is it monitored?
Q9.	In your opinion are relevant girls' education data being collected and used to inform and adjust the policies as needed? How is such data being used for longer-term planning and better inclusiveness of girls in education?
Q10.	In your opinion, what are your perspectives on data gaps in girls' education?

Q11.	In your opinion, what are your views of the policy priorities to address barriers for girls in their country?
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