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Education In Crisis & Conflict Network
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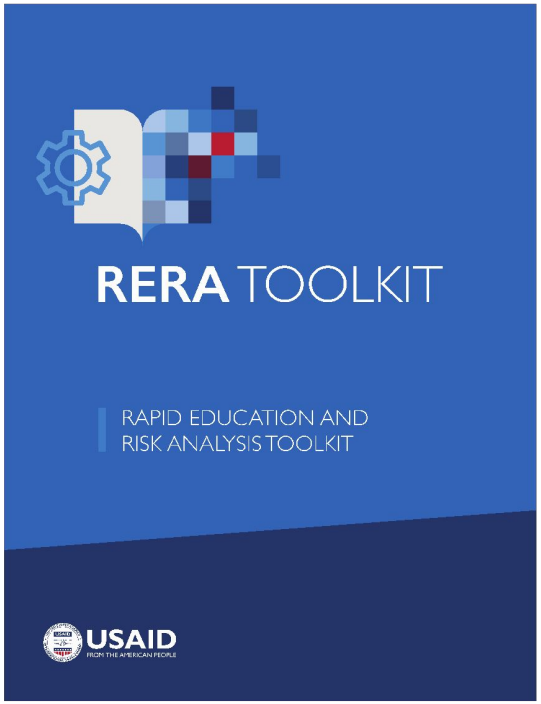
Dedicated To Increasing Equitable Access To
Education In Areas Affected By Crisis And Conflict

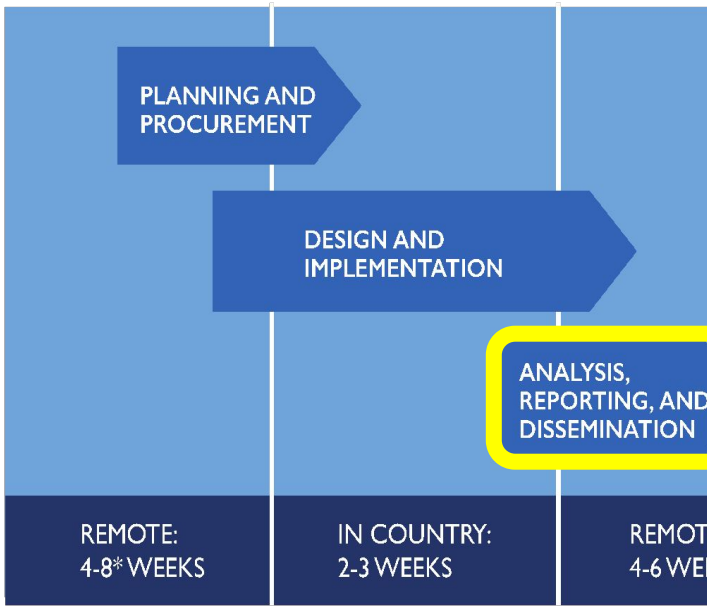
RAPID EDUCATION AND RISK ANALYSIS (RERA): ANALYZING DATA, DEVELOPING FINDINGS



Presenter: Anjuli Shivshanker & Jim Rogan
Date: September 10, 2019

PHASE 3:
ANALYSIS, REPORTING, DISSEMINATION

1. Organize and analyze data to develop findings
2. Use findings to develop conclusions and actionable recommendations
3. Hold validation or consultation meetings with USAID and partners
4. Write Final Report
5. Disseminate Final Report



ORGANIZE DATA, DEVELOPING FINDINGS
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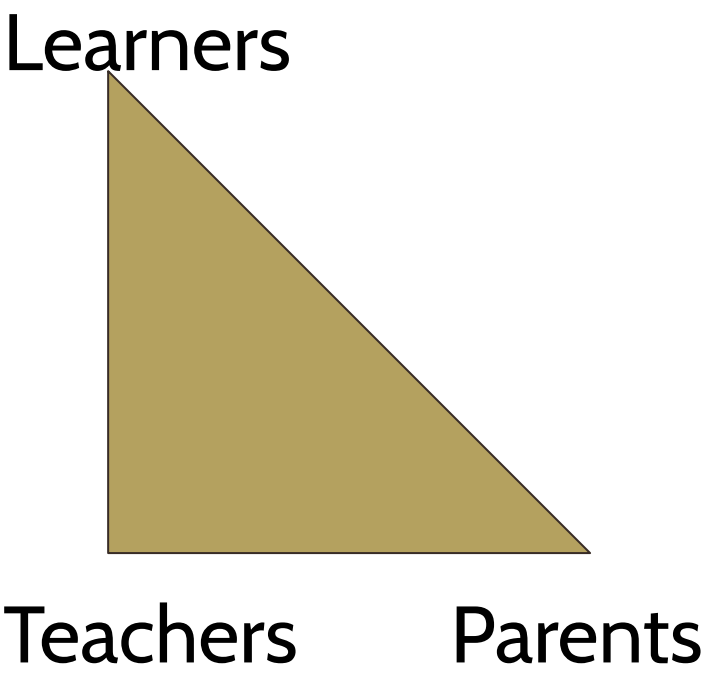
Objective: Participants will be able to explain how to organize data and develop findings for a RERA

DATA ORGANIZATION STARTS WITH THE DESK REVIEW & CONTINUES IN THE FIELD

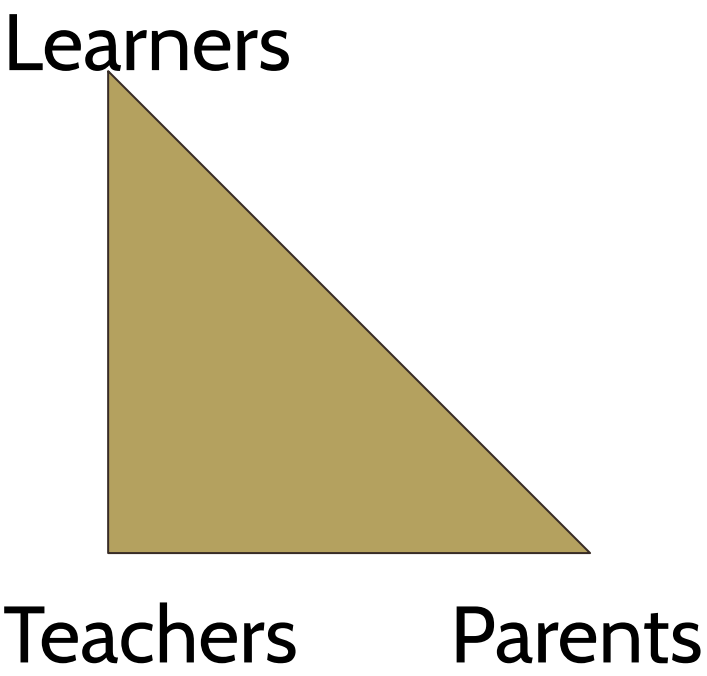
TRIANGULATION & SATURATION

TRIANGULATION & SATURATION



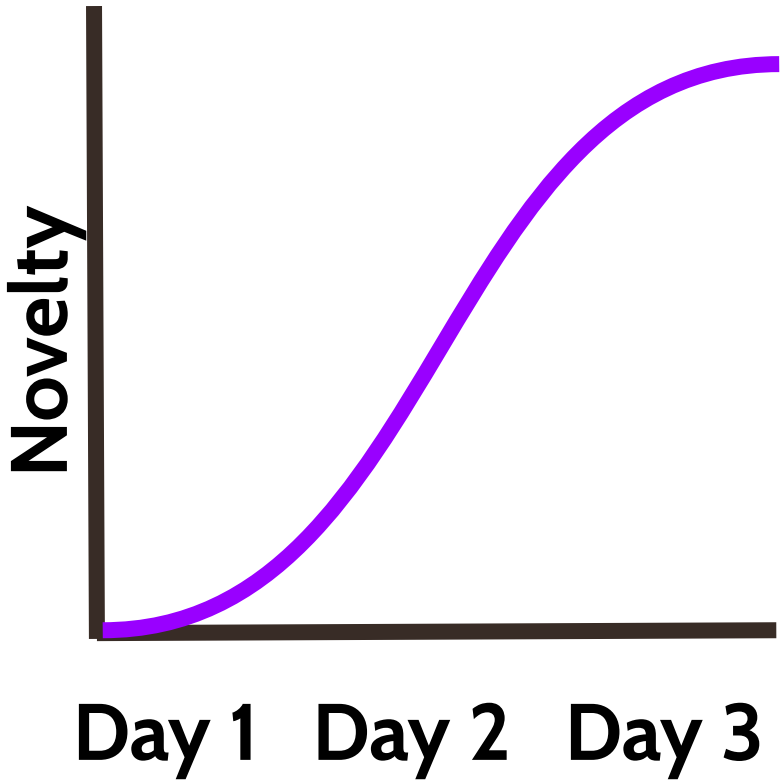
- Purposely planned as part of data collection
- Noted continuously in the field during data collection

TRIANGULATION & SATURATION



When we can't triangulate: People who should know the same information but don't. People who may have reason to be in agreement but aren't.

TRIANGULATION & SATURATION



- Nothing 'new' emerges

When we don't reach saturation: we hear different perspectives on the same issues throughout.

CODING DATA
pg.21

What is coding?

- Process of organizing your data through categorization
- Can be done during data collection or afterwards
- First step of analysis

CODING DATA
pg.21

Why do we code?

- Make our data more manageable for analysis

Where do codes come from?

- Your RERA research questions
- Risk & resilience categories
- Your desk review
- Themes identified by your team in real-time

EXAMPLES OF CODES

- School-community collaboration
- Social mobility
- Financial savings
- School leadership
- Community cohesion
- Standard Operating Procedures
- Trust
- Codes of conduct
- Child protection
- Flooding
- Gangs
- Crime
- Armed groups
- Bullying
- Ethnic tension
- VAWG
- Displacement
- Food insecurity
- Teacher absenteeism
- Loss of family

THE DAILY TEAM MEETING

What it is…

Emerging findings and areas of disagreement

Challenges with questions

Recommended new questions/topics

Identifying potential biases

DATA COLLECTED
DATA ENTERED
DATA CODED

ANALYSIS → FINDINGS
FINDINGS → CONCLUSIONS
CONCLUSIONS → RECOMMENDATIONS

WHAT QUESTIONS DID WE ASK AT THE BEGINNING?

What decisions do we need to make?

WHAT IS A FINDING?

WHAT IS A FINDING?

FINDING

- Fact-based
- Comes from analysis of the data or a direct report of data
- Does not include interpretation

WHAT IS A CONCLUSION?

WHAT IS A CONCLUSION?

CONCLUSION

- Should flow from and synthesize the findings
- May interpret, group, or regroup findings (and pair with contextual analysis)
- Should answer the research questions

EXAMPLES

Democratic Republic of Congo
Senegal

ACTIVITY: WRITE A FINDING

Your table will receive a scenario. These are all made up. But, the data do not tell a straightforward picture.

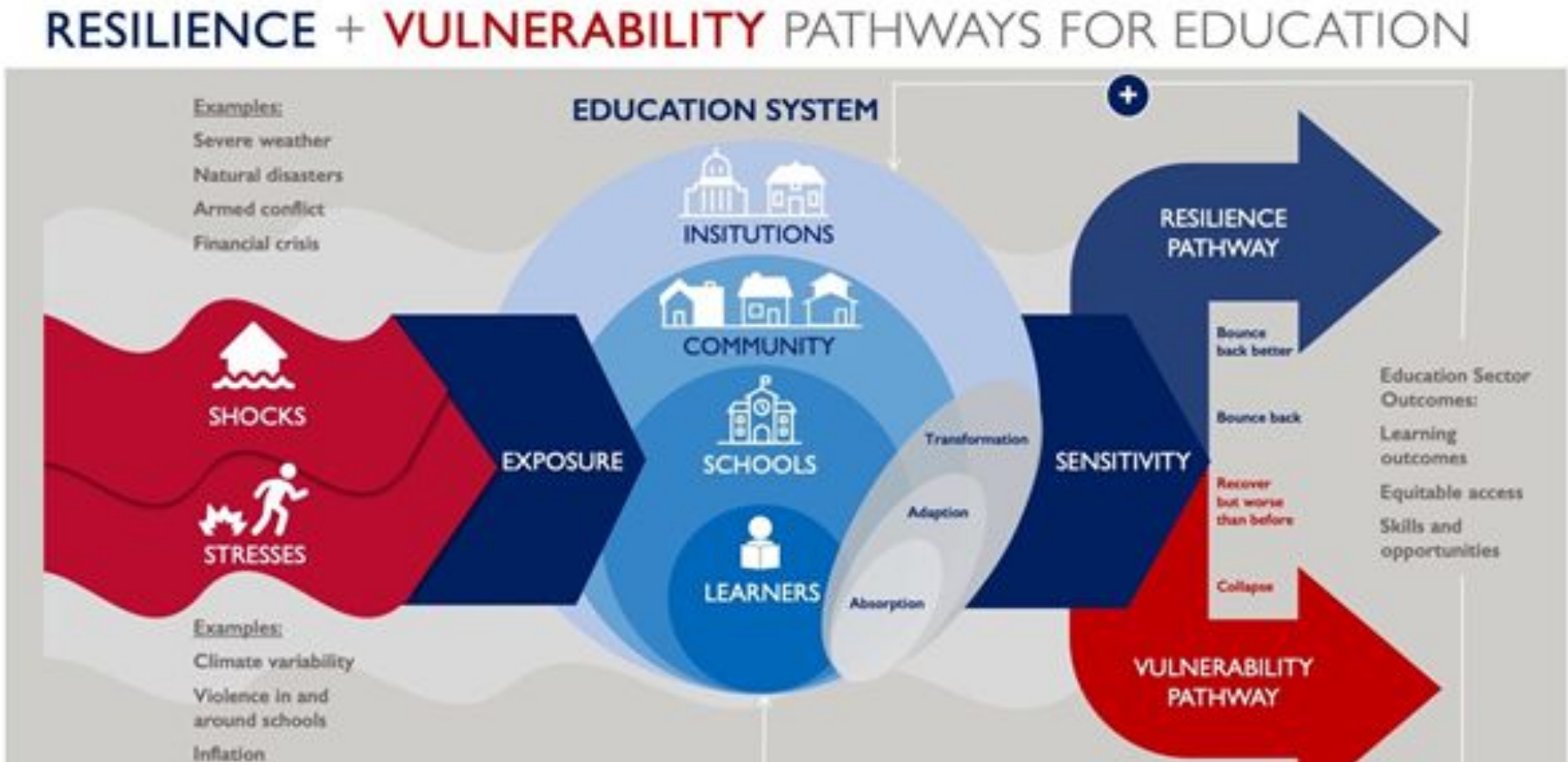
Please review the scenario, your data, and write one or two findings on your flip chart.

GOOD QUALITATIVE ANALYSIS IS OFTEN REFLEXIVE

Reflexivity: an attitude of attending systematically to the context of knowledge construction, especially to the effect of the researcher, at every step of the research process.

- Important aspect of analysis
- Mark of high quality qualitative research
- Should happen throughout analytic process

DATA ANALYSIS MUST FURTHER OUR UNDERSTANDING OF THE INTERACTION BETWEEN RISK AND RESILIENCE



WHAT'S A "GOOD ENOUGH" FINDING?

Data Triangulation: are multiple, diverse sources giving the same or similar answers?

Equity or Disaggregation: what data or information seem specific to key groups? (e.g. gender, role in school or community, age, disability, tribal group, ethnicity, religious affiliation, geography, etc.)

Extremes or outliers: to include or not include?