

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



Sarah Edith Jones, PhD
Senior M&E Advisor, USAID

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RERA Training



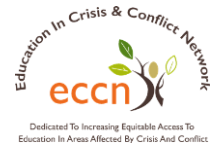
ANALYZING DATA, DEVELOPING FINDINGS



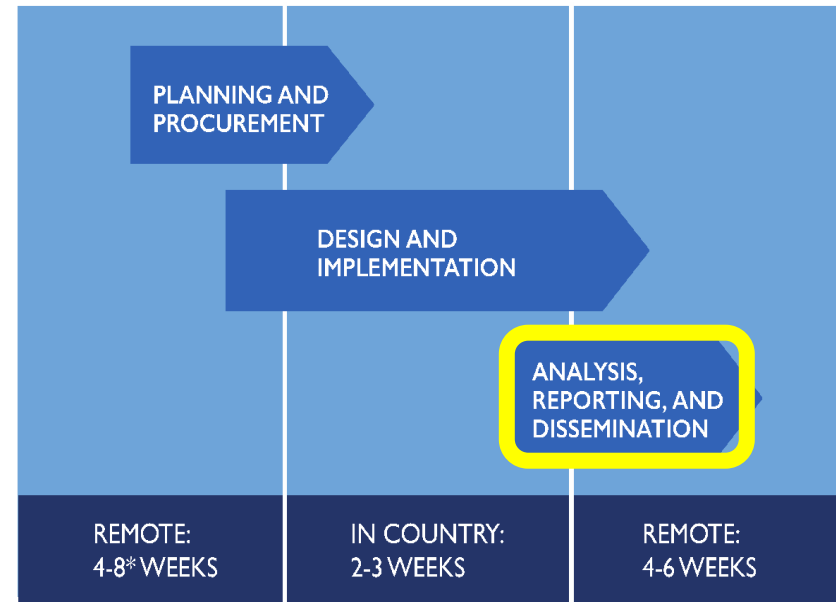
Objective: Participants will be able to explain how to analyze data and develop findings for a RERA

PHASE 3:

ANALYSIS, REPORTING, DISSEMINATION

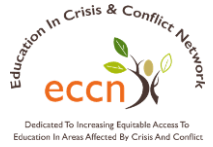


1. Organize and analyze both primary and secondary sources of data to develop findings aligned with the research questions
1. Use findings to develop conclusions and actionable recommendations
1. Hold validation/consultation meetings with USAID and partners
1. Write Final Report
1. Disseminate Final Report





DATA ANALYSIS: KEY STEPS



Reflexive Research: Daily Team Meetings

Data Organization: Categorizing, Coding, Sorting

Data Analysis and Triangulation

Defining and Developing Findings



DATA ANALYSIS: REFLEXIVE RESEARCH



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

How can we foster reflexivity in the RERA process?

The Daily Team Meeting:

What it is...

Emerging themes and variations

Challenges with questions

Recommended new questions/topics

Identifying potential biases

What it is *not*...

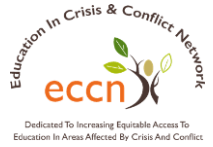
Consensus building

Test of validity and reliability





DATA ANALYSIS: DATA ORGANIZATION



Categorizing, Coding and Sorting:

What is coding?

- Process of organizing your data through categorization and sorting
- First level step of analysis
- Begins as you are locating themes in your daily meetings

Why do we code?

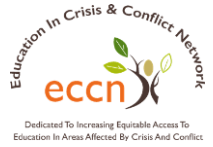
- Make our data more manageable for analysis

Where do codes come from?

- Your research questions (Tool 8)
- Themes identified in daily meetings
- Emerge through preliminary data review



DATA ANALYSIS: DATA ORGANIZATION



Exercise:

In your group use Tool 8: RERA Research Questions to develop a list of 5 codes with definitions that you may use to code data.



DATA ANALYSIS: ANALYSIS AND TRIANGULATION



Qualitative Analysis

- Content Analysis
Looking for themes and patterns in the data and assessing frequencies
- Constant Comparison
Looking for categories and comparing and contrasting one to another
- Phenomenological Analysis
Comparing meanings of different respondents.

Triangulation: Involves using multiple data sources in an investigation to produce understanding.



DATA ANALYSIS: IDENTIFYING FINDINGS



Question: What is the difference between a finding and a conclusion?

FINDING

- Fact-based
- Direct report of data
- Does not include an interpretation

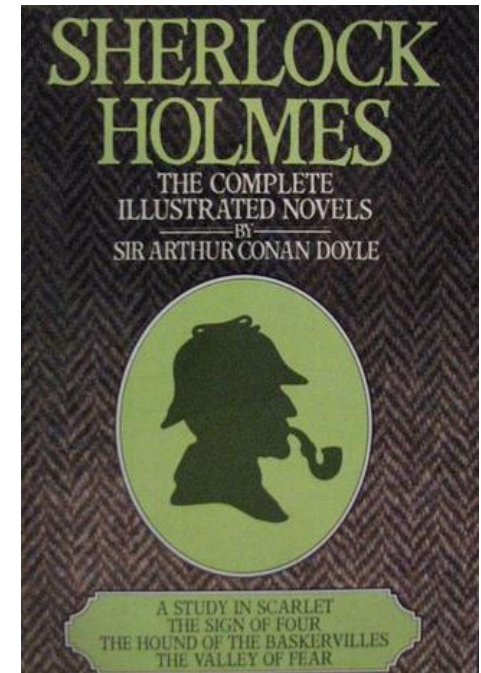
CONCLUSION

- Developed from findings
- Interpretation of findings
- Typically bigger picture items

IDENTIFYING FINDINGS

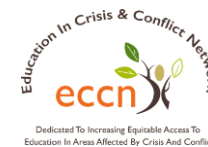
Tips for developing conclusions from findings:

- Avoid mystery novel writing
- Set a piece of paper with your research questions next to you as you write your report
- Begin with the answer to the question
- Ask yourself, “Is there sufficient evidence to back up this claim?”





IDENTIFYING FINDINGS



Examples:

RQ1: How does the education sector relate to the country's broader political, economic, social, security, and environmental situation?

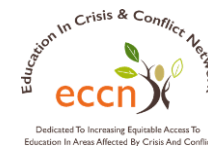
Answer: There are political competitions over the type of educational reforms should be put in place and a lot of disagreement. There is a mismatch between the curriculum and the student needs that may be related to a large portion of unemployed youth. A decrease in access to education may be contributing to violence in local areas.

Supporting Findings:

- Documentation of national policy on education includes 10 significant changes in policy approach to education at the national level
- Variance in policies at state level. 5 states have required schools to implement safety policies. 8 are without such a policy.
- Of 15 MOE representatives interviewed, not one agreed upon the primary purpose of education in their country
- 80% of education resources going towards teacher training in information technology
- 75% of current employment needs in agriculture
- Key informants unanimously reported a link between a lack of access to school and participation in violence.
- Crime data show that crime rates are highest in areas with lower number of schools per capita than those with higher numbers of schools per capita



IDENTIFYING FINDINGS



Activity:

1. What are the primary components of this research question?
2. What data sources might you draw from to answer these questions?
3. Construct conclusion statements for your assigned questions
4. Write findings to support your conclusion

Five RERA Research Questions:

- How does the education sector relate to the country's broader political, economic, social, security, and environmental situation?
- What are the causes, characteristics, consequences, and interactions of the main contextual risks in the country?
- What is the two-way interaction between contextual risks and the education sector, particularly at the school and community level?
- What are the resilience factors that positively influence access to as well as safety and quality of education? How can these factors be strengthened?
- What are key risks and opportunities for designing or adapting USAID strategies and programming?