



# 3 How to INTERPRET EiE data

## KEY MESSAGES

This tip sheet will help you assess how useful and trustworthy the data you have identified are for your purposes and how to link and analyze different data to inform your data use.

## ASSESSMENT

### What makes the data useful and trustworthy?

Although multiple sources provide Education in Emergencies (EiE) data, not all data will be appropriate for your needs and should be assessed before finalizing any interpretation.



**Tip 1: Temporality**, Check if the data were collected recently enough for your needs.

When was the data collected?	Has the situation changed since the data were collected?	How frequently should you update your conclusions?
<i>Your answer:</i>	<i>Your answer:</i>	<i>Your answer:</i>
<b>Consider:</b> The data collection date may differ from the data publication date. Try to find the data collection date.	<b>Consider:</b> Conflict and disaster settings are dynamic. Check if there was a change since the data were collected.	<b>Consider:</b> Your users may expect more regular updates than the data source allows. Make sure to set realistic expectations.



**Tip 2: Geography**, Check if the geography covered by the data aligns with the area you will use the data.

Where was the data collected?	Is the data representative of that area?	Can the data be analyzed at different geographic levels?
<i>Your answer:</i>	<i>Your answer:</i>	<i>Your answer:</i>
<b>Consider:</b> The data location may not correspond to the area you will use the data for. Make sure that the two areas overlap before drawing conclusions.	<b>Consider:</b> If data are not representative it is difficult to link to other data. Check if the data are representative before merging data or drawing general conclusions.	<b>Consider:</b> If you divide data into smaller units the sample decreases and your conclusions may no longer be as accurate, reliable, or representative. For summary statistics from a database or visual, the source has probably already only summarized at the level data are representative for.



**Tip 3: Quality**, Consider the following to assess the extent to which you trust the methods and source of the data for your purposes.

Methods	Source
<ul style="list-style-type: none"> <li>Was the sample appropriate?</li> <li>Were the questions clear and unbiased?</li> <li>What important information is not collected?</li> <li>Is the data collection process transparent?</li> <li>Do your data users trust the method?</li> </ul>	<ul style="list-style-type: none"> <li>What is the advocacy position of the source?</li> <li>Who gave the funding for the data collection?</li> <li>What can the source gain or lose from the data?</li> <li>Are the data collectors adequately trained?</li> <li>Do your data users trust the source?</li> <li>Make sure the data apply to the area you are interested in before drawing conclusions.</li> </ul>





## ANALYSIS How do you plan to approach data analysis?

**Tip 4: Overview**, Use summary statistics to identify the main finding.

**Tip 5: Disaggregation**, Determine the ways that you can subdivide the data to analyze subgroups.

Indicators may tell a different story for different subgroups; therefore, identify how you can subdivide the data and which subgroups are important for your use. Below are some important subgroups for EiE data analysts to consider:



### PERSONAL

Age  
Gender  
Disability



### EDUCATIONAL

Grade/Level  
Formal/Non-formal  
Enrollment Status



### CONTEXTUAL

Location  
Affiliation/Nationality  
Displacement Status

**Tip 6: Comparison**, Comparing two or more subdivisions of data make the data more meaningful.

When analyzing and drawing conclusions about a particular indicator it is helpful to have a point of comparison to determine if something is normal or unusual, high or low, new or old, good or bad, etc.



### COMPARE TIMES

Compare the most recent data to a previous point in time to see if it has changed and if so how.

#### Common examples

Compare before and after a policy or program.

.....  
Identify changes in school drop out and transition rates



### COMPARE PEOPLE

Compare one group of people to another whom you can disaggregate the data by.

#### Common examples

Compare participants in a program to non-participants.

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Identify disparities by gender or other characteristics.



### COMPARE PLACES

Compare different locations to see how context, policies, or programs affect indicators.

#### Common examples

Compare subnational regions, humanitarian settings, or countries.

.....  
Identify schools with better learning outcomes.

When comparing, it is important to standardize the data to ensure it is of the same 'type' before comparing. For example, report the % of out of school children instead of the # of out of school children so this issue can be understood relative to the population sizes in the areas you are comparing.