USAID MEDICINES, TECHNOLOGIES, AND PHARMACEUTICAL SERVICES (MTaPS) PROGRAM

Improved Access. Improved Services. Better Health Outcomes.

Streamlined Political Economy Analysis Methodology

Uganda

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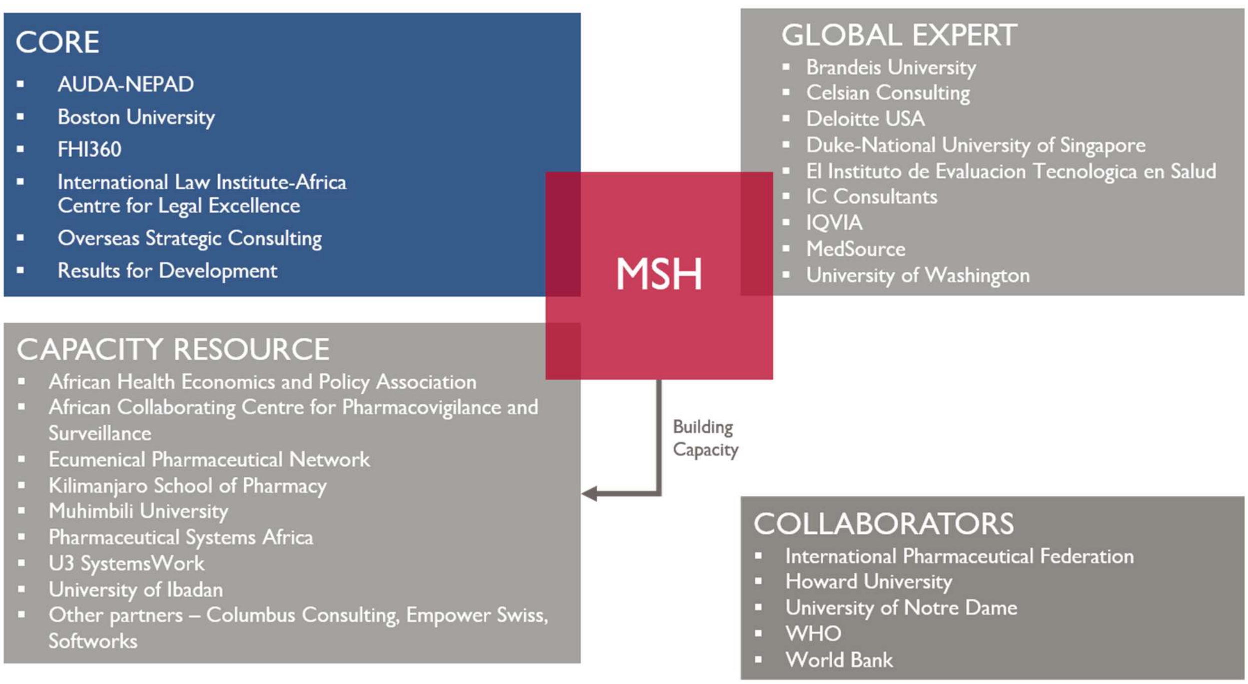
About the USAID MTaPS Program

The USAID Medicines, Technologies, and Pharmaceutical Services (MTaPS) Program enables low- and middle-income countries to strengthen their pharmaceutical systems, which is pivotal to higher-performing health systems. MTaPS focuses on improving access to essential medical products and related services and on the appropriate use of medicines to ensure better health outcomes for all populations. The program brings expertise honed over decades of seminal pharmaceutical systems experience across more than 40 countries. The MTaPS approach builds sustainable gains in countries by including all actors in health care—government, civil society, the private sector, and academia. The program is implemented by a consortium of global and local partners and led by Management Sciences for Health (MSH), a global health nonprofit.

The MTaPS Consortium



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ACRONYMS AND ABBREVIATIONS

CFR	Code of Federal Regulations
FP	Family planning
MOH	Ministry of Health
MSH	Management Sciences for Health
MTaPS	Medicines, Technologies, and Pharmaceutical Services program
PEA	political economy analysis
USAID	US Agency for International Development
USSCS	USAID-Strengthening Supply Chain Systems Activity
WHO	World Health Organization

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PROJECT SUMMARY

Program Name:		USAID Medicines, Technologies, and Pharmaceutical Services (MTaPS) Program
Activity Start Date And End Date:		September 20, 2018–September 19, 2023
Name of Prime Implementing Partner:		Management Sciences for Health
Contract Number:		7200AA18C00074
MTaPS Partners	**Core Partners**	Boston University, FHI 360, Overseas Strategic Consulting, Results for Development, International Law Institute-Africa Centre for Legal Excellence, NEPAD
	Global Expert Partners	Brandeis University, Deloitte USA, Duke-National University of Singapore, El Instituto de Evaluacion Technologica en Salud, IC Consultants, Imperial Health Sciences, MedSource, QuintilesIMS, University of Washington
	Capacity Resource Partners	African Health Economics and Policy Association, Ecumenical Pharmaceutical Network, U3 SystemsWork, University of Ibadan, University of Ghana's World Health Organizations (WHO) Pharmacovigilance Collaborating Center, Kilimanjaro School of Pharmacy, Muhimbili University, Pharmaceutical Systems Africa
	Collaborators	International Pharmaceutical Federation, Howard University, University of Notre Dame, WHO, World Bank

1. BACKGROUND

Political economy analysis (PEA) is an approach to situate development interventions within the political and economic contexts in which they operate. This requires an understanding of the issue(s) at hand to be addressed, whom they impact (and are impacted by), the views of these actors, what influence they exert on the processes driving these issues, and the economic underpinnings of the existing and envisioned systems to support potential interventions.[1,2] A streamlined PEA is a more rapid application of the same approach, with more targeted or abbreviated procedures to research specific questions.

This document will serve as a primer to adapt PEA methods to a streamlined approach, using the example of a recent streamlined PEA implemented in Uganda aimed at increasing domestic resource mobilization for family planning products to illustrate each step in practice.

2. APPROACH

A streamlined PEA is conducted using many of the same tools that support traditional PEA approaches: desk literature review, semi-structured key informant interviews, and content analysis. However, instead of an expensive, multimonth approach, a streamlined PEA is designed to be completed in in as little as four weeks and can be conducted remotely if need be. This allows the PEA to be conducted during the inception or startup phase of a new project, or to be repeated periodically as a means of tracking trends or shifting context.

Five key features allow a streamlined PEA to be completed more rapidly than a traditional PEA:

1. Articulation of focused research questions
2. Targeted desk literature review and stakeholder identification
3. Rapid questionnaire co-creation
4. Informed sampling
5. Actionable, audience-tailored reporting

The following sections describe a recommended research team and specific steps necessary to undertake a streamlined PEA and highlight key considerations for each step along the way. Additional resources on the PEA methodology are listed in annex D.

[1] Menocal AR, Cassidy M, Swift S, Jacobstein D, Rothblum C, Tservil I. Thinking and working politically through applied political economy analysis: a guide for practitioners. Center of Excellence on Democracy, Human Rights and Governance, USAID. 2018;1.
[2] Whaites A. The beginner's guide to political economy analysis (PEA). National School of Government International (NSGI). 2017 Jul;13.

Box 1: Implementing a streamlined PEA to increase domestic resource mobilization for family planning products in Uganda

In many Sub-Saharan African countries, the fiscal space for health is limited. Family planning (FP) must also compete with other health priorities. In addition to underfunded health systems, constraints to increasing domestic funding for FP products and supply chains can potentially include cultural and social factors.[3] Additionally, in a decentralized health system, decision-making on budgetary allocations may be influenced by a wider range of stakeholders, and different contextual factors and mechanisms may shape their interactions and decision-making.[4]

Beginning in late 2020, the United States Agency for International Development (USAID) Mission through the USAID-Strengthening Supply Chain Systems (USSCS) Activity supported the development and implementation of the 10-year supply chain road map plan aimed at fast-tracking the Government of Uganda's journey to self-reliance in supply chain and medical products including: procurement, warehousing, distribution, quality assurance, and human resources. The USAID Medicines, Technologies, and Pharmaceutical Services (MTaPS) program contributed to this endeavor through a streamlined PEA activity. To inform Government of Uganda strategies for financing with respect to FP commodity security and logistics and also USAID's and the USSCS project planning for supporting Uganda's progress toward sustainable financing for FP (including potential entry points), it was important to understand the factors, including political and economic, that currently influence budget and procurement allocations for FP products and that will shape decisions around future allocations as donor funding falls; how decisions are made; and the interests and influence of different groups at the national and subnational levels. This understanding is helpful in supporting more feasible and effective strategies, the identification of where opportunities for positive change are likely to occur, and adaptation of approaches through problem solving. The impact of the COVID-19 pandemic on the availability of donor and domestic resources for FP may be another important consideration.

A streamlined PEA approach was selected for this activity due to the proposed timeline and restrictions on travel and face-to-face meetings during the COVID-19 pandemic. The streamlined methodology lends itself to virtual engagement and rapid deployment.

3. PREPARATORY CONSIDERATIONS

3.1. TEAM COMPOSITION

A streamlined PEA is most easily conducted by a team of two to four researchers working in parallel. Although it might be possible to conduct a streamlined PEA solo, the diversity of perspectives, increased literature review capacity and notetaking benefits offered by a team of at least two recommend against it. At the other end of the spectrum, a large research team might appear to offer an even broader array of perspectives and more opportunities for burden sharing, but the increased challenges associated with reaching consensus on the meaning of rich literature review and interview data more than offset these apparent benefits.

At least one—ideally all—member(s) of the research team will be located in the country where the streamlined PEA is being conducted. Although physical presence is not required for interviews, it may be helpful in some cases, either because interviewees are unwilling to meet with strangers from abroad, or

[3] HP+ (2020) Guide for Identifying Catalytic Investments to Raise Domestic Resources for Family Planning. Available from: http://www.healthpolicyplus.com/ns/pubs/18418-18749_CatalyticInvestmentsforFP.pdf
[4] HP+ (2014) The Effects of Decentralization on Family Planning: A Framework for Analysis. Available from: https://www.healthpolicyproject.com/index.cfm?ID=publications&get=pubID&pubID=445

because poor connectivity makes remote interviewing impractical. Having at least one team member physically present also facilitates scheduling appointments, speeds collection of key documents that may not be publicly available, and, if the team member is a resident of the country in question, aids greatly in the assessment of relevant contextual information.

3.2. REQUIRED SKILLS AND TOOLS

As noted in most PEA literature, no special training is required to undertake an effective assessment, though familiarity with the concept of thinking and working politically is essential. Beyond that, a strong foundation of contextual knowledge, good interviewing technique, and comfort with qualitative analysis should each be embodied in at least one member of the team. Depending on the research question at hand, additional specialized skills (e.g., financial analysis, social network analysis) may also be required.

No specialized software or hardware is required to conduct a streamlined PEA. That said, research teams may find it helpful to utilize cloud-based collaboration and task management software if they are working remotely. There are numerous free options available, virtually all of which offer visualization, audit trail, and communication features that offer big advantages over simply emailing static documents and more than justify any time required to learn their features. In the Uganda example, the research team used Google Drive to share files and collaborate remotely, and they used Google Sheets and Excel to organize literature review findings, track key informant interviews, and record and analyze interview findings. Web conferencing platforms such as WebEx, Google Meet, Microsoft Teams, and Zoom were used to conduct interviews and hold internal meetings.

3.3. ARTICULATING RESEARCH QUESTIONS

Rather than attempting to understand the political economy of an entire country or even an entire sector, a streamlined PEA derives its speed and analytical power from applying the political economy lens to a precise set of issues to identify barriers to change and possible solutions. In this sense, a streamlined PEA is just a narrowly focused, applied PEA.

Developing two to three clear research questions is therefore crucial to the success of the streamlined PEA approach. If the research questions are not known at the outset of the exercise, a brief problem or motivation statement can help to distill the issue at hand. From there, research questions can be developed. Assuming the problem itself is well-defined, research questions will generally focus on understanding the following:

Box 2: Research questions for a streamlined PEA in Uganda

1. What relevant political economy factors influence priority setting, planning, and resource allocation for FP resources and supply chain in Uganda at national and decentralized levels?
2. Who are the important stakeholders and influential actors with respect to domestic resource mobilization at national and decentralized levels? What are their respective interests or perspectives?
3. What are the potential opportunities, incentives, entry points, and constraints to influencing priority setting, planning, and resource allocation to achieve sustainable funding for FP products and supply chain in Uganda?

1. The landscape of key actors and their relationships to one another
2. Political, social, and economic drivers of the prevailing status quo
3. Possible solutions to the problem and likely constraints on their implementation

Research questions should be vetted with stakeholders prior to beginning the literature review process to ensure they are both clear and sufficiently focused on the problem. Subquestions that emerge from the research question development process may serve as the foundation for the creation of the question bank and/or specific interview forms.

3.4. INSTITUTIONAL REVIEW BOARD APPROVAL

Institutional review board approval is not typically sought for interview-based assessments such as the rapid PEA described here. Such research is generally considered exempt under the United States Code of Federal Regulations (CFR) Policy for the Protection of Human Subjects (45 CFR 46), also known as the Common Rule. That said, Common Rule standards should be followed in the creation of consent forms and consenting procedures (example in annex B).

While this approach limits the ability to share findings in a peer-reviewed publication, findings are typically more highly valued by the stakeholders who participated in the assessment and the funding organization than by a broad academic audience. The need to maintain respondent anonymity in the context of a relatively small sample size also limits the ability to share data sets with other researchers.

4. TARGETED DESK LITERATURE REVIEW

A targeted desk literature review is a crucial step in the streamlined PEA process. A well-organized and focused desk literature review provides researchers with the background necessary to:

1. Understand the basic sociopolitical context in which decision-making is taking place
2. Discern (preliminarily) factors that may influence decision-making
3. Sharpen research questions into specific interview questions
4. Identify a preliminary list of stakeholders/influential actors to interview

A targeted desk literature review differs from a standard literature review primarily insofar as it prioritizes documents created by and for stakeholders likely to be engaged in the study over academic literature and/or broad contextual documents that may be of limited practical value. Directed searches of development partner databases, stakeholder websites, and databases maintained by international nongovernmental organizations and host country governments should take priority. Specific inclusion criteria will depend on the research questions at hand, but items flagged for full review should generally be less than five years old—sociopolitical context evolves relatively rapidly—and have a title or executive summary that includes language related to one of the core research questions.

Searches of online academic databases such as Medline, JSTOR, and Google Scholar should still be conducted using an agreed-upon list of search terms and Boolean operator combinations, but these results should be carefully screened for timeliness and relevance before being selected for full review.

Box 3: Uganda targeted literature review

The literature search objectives were to:

1. Ascertain the status of domestic funding for FP products and supply chain in Uganda and commitments made, actions taken or planned, including those supported by USAID to increase domestic resources if donors reduce their contributions
2. Identify relevant Ugandan policies, laws, regulations, and guidelines and international agreements, including those that influence decision-making space/role at decentralized levels
3. Identify/map relevant institutions, institutional relationships, and decision-making processes for priority setting, planning, and resource allocation and financial flows for FP commodities and supply chain in Uganda and the role of the decentralized level in decision-making and FP supply chain management
4. Initial identification of influential actors and their incentives, influences that may support or hinder domestic resource mobilization for FP resources and supply chain in Uganda
5. Initial identification of relevant civil society and multistakeholder advocacy/coordination/accountability mechanisms in Uganda that could be leveraged
6. Identify relevant factors that influence priority setting, planning, and resource allocation for FP in Uganda at national and decentralized levels

Members of the MTaPS Uganda team compiled an initial list of relevant resources for review and synthesis as the foundation for the literature search. These selected documents and websites pertained to topics and stakeholders that aligned with the identified purpose and objectives of the literature search and were used to identify further resources for inclusion. Each source was cataloged according to its relevance to each literature search objective, and key highlights were extracted. Where available, links and references to additional sources were reviewed as part of the literature search and were included in the catalog if they were deemed relevant to the search and its objectives.

This approach was supplemented through keyword searches of Google and Google Scholar. Search terms and combinations were developed based on the wording of the objectives.

Financial information from government and development partner sources was also analyzed to identify funding sources, trends in funding levels, and the role of any underlying legislative or regulatory frameworks in budget formulation and execution. Financial flow data was also used to establish how domestic funding for FP is allocated and released to actors throughout the health system.

Document review should be divided among team members to speed the process. Notes should be organized by research question and carefully referenced so that other members of the team can refer to the relevant section of the source document.

Importantly, a targeted literature review is a dynamic process. Initial document review is likely to uncover additional areas for exploration, or sources of information not previously considered. Implementing partners, donors, or other stakeholders may need to be approached directly as some documents may not be publicly available. Discussion sessions where team members share findings from their individual reviews therefore be organized at two to three points during the process to ensure adequate information sharing and discuss additional research needs.

5. INTERVIEW PREPARATION

5.1. RAPID QUESTIONNAIRE CO-CREATION

The streamlined PEA approach relies on a three-step process to rapidly develop customized questionnaires for each stakeholder interview. Team input is gathered, and consensus achieved at each step in the process through a combination of dialogue and ranked-choice voting.

Based on the literature review, the team first creates a comprehensive "question bank," organized by research question. This question bank contains the full set of questions the team may want to ask stakeholders of all types (e.g., government, civil society organizations, etc.). Specific interview questions may be generated by all team members in either a collaborative or serialized process. Questions should be written in plain language, open-ended, and formulated so as not to presume a particular point of view on the part of the respondent. Below are several examples of potentially valuable questions that would benefit from a careful rephrasing (table 1).

Table 1: Potential questions, weaknesses, and alternate phrasing

Potential Question	Weakness	Alternative Phrasing
Why is domestic financing for family planning commodities so low?	Presupposes the respondent believes the funding level is too low	How would you characterize the current level of domestic financing for family planning commodities?
How has the recent consolidation of political power influenced bargaining and settlement with respect to domestic resource mobilization?	Complex, technical wording may not be understood by respondent Consolidation framing may be off-putting to some respondents	How do political considerations shape funding levels, if at all?
How often does your ministry engage with other ministries during the budgeting process?	Closed ended question that seeks numerical answer without further elaboration	Can you describe the process your ministry engages in when creating its annual budget?

It is likely that many questions will need to be culled from the initial list either because they are duplicative, do not address a research question, or may disrupt the interview. If working remotely, team members may find it helpful to utilize an online collaboration tool to facilitate question sharing, discussion, and any voting that needs to take place to reach consensus on this master list of questions. Questions may be tagged for relevance to a specific stakeholder or stakeholder group at this stage to speed the process of creating individual interview forms.

With the question bank in hand, the team can begin to create custom question lists for each planned interview.[5] Team members should strive to maintain a relatively even mix of specific questions that address each overarching research question, while ensuring that each interview focuses on questions a given interviewee is likely to be able to answer. While only 8–10 questions can typically be covered in a 45–60-minute interview, it is prudent to include additional, lower-priority questions at the end of the list

[5] A PEA, streamlined or traditional, is not a survey from which statistically representative data and analysis is to be extracted. As such, while it is good practice to begin with a list of standard questions that the research team agrees are both useful and properly formulated, it is not necessary to ask the same questions in every interview. The goal of each interview should be to glean as much insight as possible in the time available. Thus, questions likely to yield rich answers should be prioritized in each case, while an overall balance of questions touching on each major research question is maintained.

in case there is an opportunity to ask them. An example question bank for the Uganda FP PEA example is in annex A.

5.2. INFORMED SAMPLING

Box 4: Interview sampling in Uganda

The research team identified the following stakeholders through the literature review and inputs from the local USAID-USSCS team

Executive Level Government	■ Ministry of Finance, Planning, and Economic Development ■ Ministry of Health (MOH) ○ Maternal and Child Health and FP Technical Working Groups ○ FP/Reproductive Health Commodity Security Group ○ Department of Pharmaceutical and Natural Medicines ■ Ministry of Local Government ■ National Population Council ■ MOH - subnational level (two districts)
Medical Stores	■ National Medical Stores ■ Joint Medical Stores
Development Partner–United Nations	■ United Nations Population Fund– Uganda
Civil Society/ Nongovernmental Organizations	■ Family Planning Budget Advocacy Group ■ Samasha Medical Foundation ■ Coalition for Health Promotion and Social Development Uganda ■ Uganda Family Planning Consortium ■ Civil Society Budget Advocacy Group ■ Sexual and Reproductive Health and Rights Alliance Uganda
Donors	■ World Bank ■ USAID
Implementing Partners	■ USSCS ■ Advocates Coalition for Development and Environment ■ PathFinder International ■ Marie Stopes Uganda ■ Population Services International ■ Clinton Health Access Initiative ■ Palladium

A streamlined PEA emphasizes rapid collection of high-quality data up to the point where saturation is reached on each research question. Therefore, purposive and snowball sampling should be used to ensure that respondents with the greatest understanding of the issues surrounding the research question are contacted, while ensuring that as wide a variety of perspectives as possible are gathered. The literature review will highlight many institutional stakeholders that the team should interview. The team will need to work closely with the funder and any other available contacts to identify, prioritize, and contact individual interviewees.

Depending on the research questions at hand, representatives from government (national and subnational), civil society (national and subnational), the private sector, and the international donor community should be selected from the list of stakeholders identified during the literature review. Once identified, individual respondents should be selected based on their personal level of engagement in the current processes under investigation and their relevant decision-making authority within their institution. Wherever possible, respondents with a combination of deep engagement and decision-making authority within their institution should be selected for interviews. To a lesser degree, respondent availability may also play a role in selection of interview candidates. If a respondent proves unavailable, an alternate from the same institution can be selected. Crucially, additional interviews may be scheduled during the data collection process if respondents suggest other stakeholders have valuable perspectives that should be captured.

Potential respondents should initially be contacted by email to schedule an interview. A letter of support from the assessment's sponsor and/or the relevant government authority should be attached to the email to encourage participation. Where necessary, follow-up phone calls can be used to encourage participation by selected stakeholders.

The focused nature of the research questions, combined with limited research time and budget constraints mean that 25 interviews should be the approximate target for a streamlined PEA. That said, more or fewer interviews may be required depending on the sociopolitical context and any additional stakeholders uncovered through the interview process itself. Building flexibility into the interview schedule will allow researchers to adjust the number of interviews as necessary to reach saturation (i.e., the point where no additional data are being found with additional interviews) on each research question.

6. CONDUCTING INTERVIEWS

6.1. INTERVIEW FORMAT

Interviews should be conducted by two to three members of the research team, at least one of whom must be fluent in the primary language of the respondent. Interviews can be conducted remotely using video conferencing software (e.g., Zoom, Webex) or telephone depending on connectivity and respondent preference. Interviews should generally not be audio or video recorded to encourage open discussion. Interviews should consist of a series of open-ended questions and be designed to be completed in 45–60 minutes, inclusive of introductions and obtaining consent.

6.2. INTRODUCTIONS AND CONSENT

Key informant interviews for a streamlined PEA should be transparent exercises that offer stakeholders the opportunity to explain "how things really work" to interviewers who may have only a paper-based understanding of the issue. As such, interviewers should begin every interview with a clear introduction of the team, its institutional affiliations, and the roles of everyone on the call. Respondents should similarly be given the opportunity to introduce themselves and their position within their organization or community.

Following introductions, the lead interviewer should explain the purpose of the research, how the results will be used, and how the research team will work to ensure that any data gathered during the interview is not personally attributable to the respondent. The interview team should then seek consent for the interview by reading a prepared consent statement and seeking verbal (if virtual) or written (if in person) consent from the participant. Annex B offers a sample introduction and consent statement.

6.3. INTERVIEW QUESTIONS

As noted above, to ensure interviews adhere to the 45–60-minute target, interviewers should select eight to ten open-ended interview questions from a question bank containing a range of questions that contribute to the core research questions prior to beginning each interview. While the exact questions will vary from interview to interview, the selected questions will be arranged in a customized interview form such that they generally address the following topics in the order below:

- How the process works now
- Key actors
- Gender and other power dynamics
- Demand for change
- Constraints for change
- What has been tried and failed
- How to move forward/opportunities for change
- What else can be shared

Interviewers may ask additional questions from the question bank or elsewhere if time and interest permit, but the objective of each interview will be to ask all pre-selected questions during the interview. See Annex C for a sample interview form and Annex A for the question bank that was developed for the Uganda example.

6.4. INTERVIEWING TECHNIQUE

Interviews should be conducted in a conversational style, with interviewers taking turns probing for more detailed responses and asking subsequent questions from the interview form. If respondents need a question clarified or rephrased, any interviewer can take the lead in attempting to clarify.

To ensure open-ended questions produce maximally valuable responses, interviewers should ask probing questions to elicit more complete responses wherever respondents offer partial or unclear answers. As with the interview questions themselves, probing questions should themselves be open-ended and phrased so as not to bias a respondent's answer. Possible probes include:

- Can you say more about that?
- Why do you think that is the case?
- What is the impact of that?
- How does that process work?
- What happens after that?
- What would happen if…?
- If that were not the case, how would things be different?

Relevant probes should be included in the interview form, so they are readily available at the time of the interview.

Interviewers should remain mindful of the respondent's comfort level throughout the interview and should be careful not to probe repeatedly if a respondent appears reluctant to answer a question. If respondents stray from the topic or fail to answer a question entirely, questions can be repeated, but maintaining a good rapport with the respondent throughout the interview should take precedent over developing the "perfect" response to any particular question. Interviewers should remind respondents that they can decline to answer a question or stop the interview at any time if they feel uncomfortable providing further information.

At the conclusion of each interview, the interview team should thank the respondent for their time and confirm again that the interview notes will remain confidential and any findings appearing in the report will not be attributable to an individual. The interview team may also inform respondents when and how findings from the PEA will be disseminated.

6.5. RECORDING RESPONSES

As the mix of questions utilized will vary according to respondent affiliation, responses will be recorded using the customized interview form used during each interview. All interviewers will record responses to the questions on their own copies of the interview form for later comparison and discussion.

Since interviews will generally not be audio or video recorded, the team should designate a primary notetaker prior to each interview. The primary notetaker will be responsible for noting responses to each question as completely as possible, capturing salient quotes as they are delivered. They will take a secondary role in asking core interview and probing questions to permit more rapid and complete notetaking and will indicate readiness to proceed to the next question to ensure everything is captured prior to beginning a new question.

Although responses will not be formally coded (see below), interviewers should endeavor to capture the respondent's answers with enough detail to permit the notes to be understood by another member of the interview team. Interviewers, particularly the primary notetaker, will endeavor to capture illustrative quotes and add emphasis to their notes in areas where core research questions are directly addressed.

Box 5: Analysis of responses for Uganda

In the Uganda streamlined PEA example, responses for each question were collected and color coded based on the respondent type. Where respondents agreed with one another, this was noted, along with any conflicting responses. Where respondents did not agree with regards to a process or other finding, the interview team noted these discrepancies and followed up with other key informants and further document review to determine which response most accurately reflected the actual situation under investigation. Refer to annex C for a sample interview recording sheet, which formed the basis of the compiled data analysis.

6.6. DATA PROTECTION

The research team should record data using password protected Word, Excel, or fillable PDF documents to eliminate the need for transcription and reduce the time required for any cleaning, translation, and analysis. All files should be named according to a coding system developed by the research team and stored in a password-protected Excel workbook. Neither the coding system nor any of the research instruments themselves should record personally identifiable information.

Laptops and any portable storage devices (e.g., flash drives) used to store research files should be password protected and equipped with full disk encryption. All research files should be backed up each evening (at a minimum) on separate electronic media. Any cloud storage of data should be encrypted, password protected, and access-controlled with access limited to the research team.

7. ANALYSIS AND REPORTING

7.1. POST-INTERVIEW DATA ANALYSIS

The interview team will reconvene after approximately three interviews to discuss key findings, areas for further exploration in subsequent interviews, and any adjustments that may need to be made to the interviewing process. Key takeaways from each interview should be summarized in an interview summary sheet (annex C). Daily or weekly discussions of interview findings are strongly encouraged, both to improve interview technique and facilitate subsequent data analysis.

When all data have been collected, the team should collate key findings for each research question and ensure there is consensus on these results. At this stage in the process, it may be helpful to remember that, although though it may be referred to as a research project, a streamlined PEA is a tool for helping decision-makers advance an issue that might otherwise stall for reasons that remain opaque to some or all stakeholders. As such, data analysis should focus on identification of core challenges and their potential real-world solutions. A mini–thematic and content analysis may be conducted for frequently asked interview questions, producing a simple summary that can be compared to and grouped with other responses to that same question to produce a quasi-quantitative understanding of respondent views on a particular topic.

The team should work collaboratively to develop recommendations or other next steps that flow from the key findings. Depending on the nature of the project, these may naturally organize themselves under the research questions, but often a new framework will be required. In either case, the research team should ensure recommendations and next steps are both clear (i.e., who should do what, and how) and feasible under prevailing conditions.

7.2. REPORT WRITING

In keeping with the streamlined PEA's overarching pragmatism and focus on actionable information, the final report should be concise and tightly focused on key findings and recommendations so decision-makers can easily absorb and digest it. While stakeholder (particularly funder) interests will influence the structure, length, and style of the final report, the team should endeavor to place background information, methodology, secondary findings, and suggestions for future research in annexes that more interested readers can access. Any highly sensitive findings may also be placed in an annex distributed only to select audiences.

Development of the report should be a collaborative effort, with each member of the team taking a role in drafting and reviewing portions of the report. Having multiple members of the team review each section of the report will ensure consensus on recommendations and/or nuanced findings that were not deeply probed during the analysis phase. To the extent possible, the report should be written in the same conversational, nontechnical language used in interviews. Decision-makers with limited background and limited time should be able to understand the report on its first, brief reading.

Several report types are appropriate for documenting the findings of a streamlined PEA. Since a PEA is typically part of a larger strategy (e.g., for advocacy, strategic planning, tracking commitments, etc.), the report format selected should fit with the broader strategic framework and suit the chosen audience. Some potential report types that may be used to convey the findings from a PEA approach include:

- **Informational reports** aim to provide information about a particular topic. They are strictly factual and do not include recommendations for improvement or proposed actions. They may vary in length and can include briefs or longer technical reports. Since informational reports aim to present facts in a neutral way, they may be particularly useful for wide circulation to stakeholders in preparation for the development of a strategy or as the basis for continued dialogue.
- **Advocacy briefs** report the condensed findings from the PEA and promote a particular set of actions or recommendations to advance a specific position or goal. Advocacy briefs should be circulated to key stakeholders that the PEA identified as important to engage further. Caution should be taken to consider the political implications of the recommendations and findings, and advocacy briefs should be written with their intended audience in mind.
- **Progress reports** should be used to document the findings of a PEA where the PEA is undertaken to monitor the implementation of an existing strategy or commitment. In this case, the PEA is part of an approach that is already being implemented. Ideally the PEA methodology would be used at various points during the implementation process, to track changes in stakeholder makeup, power dynamics, and positions over time.
- **Stakeholder mapping** is a broad category of methods used to map and categorize stakeholders and provide some guidelines for engaging them. PEA is very similar to stakeholder mapping but doesn't necessarily include the actual plotting of stakeholders relative to each other with regards to varying characteristics, which is a defining feature of a stakeholder mapping approach. PEAs can easily be used to inform stakeholder mapping approaches and can provide the information required for reporting that accompanies stakeholder mapping tools. Refer to annex D for resources on stakeholder mapping that can be used to translate PEA findings to a number of stakeholder mapping templates and tools.

8. CONCLUSION

A streamlined PEA approach is possible for anyone and does not need to be expensive or take multiple months to implement. Through careful planning and framing of research questions, small teams can complete the process in as little as four weeks. By following the steps outlined above and tailoring the approach to concise research questions, PEA teams can quicky generate meaningful findings to inform their approach with a detailed view of the stakeholders involved.

ANNEX A: SAMPLE QUESTION BANK (UGANDA EXAMPLE)

The research team for the Uganda FP commodity PEA activity used the core research questions to develop a bank of potential research questions. They co-created this bank based on comments and inputs from all team members, informed by the results of the literature review.

Uganda PEA Questions- Full Set, No Prioritization

What relevant factors drive priority setting, planning, and resource allocation for FP commodities and supply chain in Uganda at national and decentralized levels?

1. How is the current level of domestic financing for FP commodities determined at the national level?
2. What are the major barriers to increasing domestic funding for FP commodities and supply chain?
3. What laws and regulations influence the level of domestic funding for FP commodities and supply chain?
4. What social, religious, or cultural factors influence this process, if any?
5. How is the level of funding for FP commodities determined at the district level?
6. Why is the level of domestic funding for FP commodities and supply chain determined in this way?
7. Who would benefit from increasing the level of domestic funding for FP commodities and supply chain?
8. Are there any important differences between women and men when it comes to the process of determining FP commodity funding levels?
9. Why is the level of domestic funding for FP commodities determined in this way at the national/district level?
10. How do political considerations shape domestic funding levels for FP commodities, if at all?
11. How does donor funding for FP commodities and supply chain impact the government's funding in the same areas?

Add a card...

Who are the important stakeholders and influential actors with respect to domestic reource mobilization at national and decentralized levels? What are their respective interests or perspectives?

12. Who are the most important/powerful actors in determining the level of FP commodity and supply chain financing at the national level?
13. Who are the most important/powerful actors in determining the level of FP commodity and supply chain financing at the district level?
14. How are you/your organization involved in the budgeting, allocation, and resource mobilization process?
15. Which actors have an interest in seeing domestic funding for FP commodities and supply chain increase? Why?
16. What role do international donors play in determining the level of domestic funding for FP commodities and supply chain?
17. Are there any influential actors who are not included in funding decision-making process that should be? Why?
18. What role do private companies (e.g. domestic commodity producers, private pharmacies, etc.) and trade associations play in influencing the level of domestic funding for FP commodities and supply chain?
19. Who is demanding/foiling change in domestic funding of FP commodities and supply chain? Why?
20. What role do NGOs play in mobilizing domestic resources for FP commodities and supply chain?

Add a card...

What are the potential opportunities, incentives, entry points and constraints to inclencing priority setting, planning, and resource allocation to acheive sustainable funding for FP commodities and supply chain in Uganda?

46. What has been effective in mobilizing more government/domestic resources for FP commodities and also for related supply chain operations?

21. How effective is engagement/advocacy with the government on FP commodity and supply chain financing?

25. What prevents advocacy efforts from being more effective?

22. How can more funding be found to support FP commodities and supply chain within Uganda?

23. What incentives might create increased support for domestic funding of FP commodities and supply chain in the future?

24. What (e.g. data, funding, votes, etc.) needs to be tracked to see progress on domestic funding for FP commodities and supply chain?

26. Are there opportunities for subnational actors to play a greater role in mobilizing domestic funding for FP commodities?

27. How can the international donor community best support increase domestic funding for FP commodities and supply chain?

28. What are potential additional sources of domestic funding for FP commodities and supply chain?

29. What are the most promising opportunities for encouraging the government to devote additional resources to FP commodities and supply chain?

30. How do you think FP2030 will impact domestic funding for FP commodities and supply chain?

47. What existing or new accountability levers or mechanisms could be utilized to increase domestic resource allocations for FP commodities and related supply chain operations?

48. What opportunities exist for actors to influence the budget cycle in an effort to increase funding for FP commodities and supply chain operations?

49. What are the key points in the budget cycle where change might be produced?

Add a card...

Potential Questions (Not yet allocated to a specific research question, often very specific)

31. Are there any additional documents we should read?
32. Is there anyone else we should speak with?
33. Who benefits from keeping domestic funding levels for FP commodities as they are? How do they benefit?
34. Who benefits from the current system of allocating FP commodities at the district level?
35. How does the centralized nature of revenue generation impact FP commodity and supply chain funding?
36. How has the decline in GoU spending on health impacted funding for FP commodities and supply chain?
37. How can domestic funding for FP commodities be improved?
38. Are there opportunities to increase out of pocket payments for FP commodities?
39. Would alternative financing schemes (e.g. RBF) help to mobilize additional domestic resources for FP commodities and supply chain?
40. How has the total market approach impacted FP commodity funding, if at all?
41. How do international agreements and initiatives shape domestic funding for FP commodities and supply chain?
42. Are there inequities in funding for or access to FP commodities at the district level? If so, why?
43. How is COVID-19 and the government's response to it impacting domestic funding for FP commodities and supply chain?
44. Are there any specific issues or focus areas that might make advocacy for increased domestic funding of FP commodities more effective?
45. Is domestic funding for FP commodities controversial? Why/why not?
50. Regarding the FP, supply chain management financing, and for each risk factor listed below, what are the contributing factors/causes and the description of the impact linked to the risks? a) weak domestic financing mobilization required to fill the financial gaps b) Risk of donor funding reduction C) Risk of abandoning certain free services or subsidizing contraceptive products d) Insufficient and non-timely availability of funding for the implementation of the interventions e) Persistence of inefficiency in the use of resources intended for FP and supply chain management

Add a card...

ANNEX B: INTERVIEW INTRODUCTION AND CONSENT SCRIPT

Hello, my name is *<interviewer>* and this is *<primary notetaker>*. I will now read you a consent form to explain the purpose of the assessment and inform you of your rights as a participant. If you agree to participate in the assessment, I will ask for your verbal consent to proceed with the interview.

We are working with the <*USAID Medicines, Technologies, and Pharmaceutical Services (MTaPS) program in collaboration with the USAID/Uganda Strengthening Supply Chain Systems (USSCS) Activity*> in providing support to the <*Ministry of Health*> to <*explore the factors that influence resource allocations to family planning commodities and related supply chain operations*> with a view to <*achieving sustainable financing*>. If you choose to participate, I will ask questions about your perspective on the factors that influence priority setting, planning, and budgetary allocations for <*family planning commodities and related supply chain operations*> in <*Uganda*>.

The interview will take about one hour. To remind us of what you say, my colleague will take notes throughout our conversation. Our discussion will not be recorded, and you can ask us to stop taking notes at any time during the interview. The notes will be stored on a secure computer network and no one outside our research team will have access to them.

There is minimal risk involved in participating in this assessment. Our notes, your name and any information that can identify you will be kept confidential, which means that only our research team will see and be able to access this information. We will not share this information with anyone, and we will do our best to keep this information confidential.

I would like to say again that this interview is entirely voluntary. You can stop this interview at any time. You can let us know if you do not wish to answer any of the questions we ask during the interview. If you want to take a break at any time, please let me know. Not answering my questions will not exclude you from any activity or donor-funded support you are receiving or may receive in the future.

We would like to thank you for your participation in this assessment, which will help us to improve strategies for <*supporting Uganda's progress toward sustainable financing for family planning commodities and related supply chain operations*>. We anticipate that the findings will directly contribute toward <*the implementation of the 10-year supply chain road map plan aimed at fast tracking the Government of Uganda Journey to self-reliance in supply chain and commodities including: procurement, warehousing, distribution, quality assurance, and human resources that USAID is supporting through the USAID/SSCS Activity*>.

Do you have any questions about the interview or assessment more generally? Is there a part that you do not understand? Do you agree to spend this time talking to me?

ANNEX C: SAMPLE INTERVIEW SUMMARY SHEET

Each interview in the Uganda streamlined PEA example was recorded using a version of this interview summary sheet. Following the completion of the interviews, all sheets were compiled and annotated. Instances where respondents agreed and disagreed were noted and follow up actions were developed to finalize the findings and conclusions for each research question.

Institution	*Full name of institution with whom interview is affiliated*		
Interviewee Name	*Given and family name(s) of interviewee(s)*		
Interviewee Title	*Full professional title of interviewee(s), including office/unit affiliation if applicable*		
Contact info	*Professional email address and phone number of interviewee. Include multiple phone numbers if appropriate.*		
Date of Interview	*Date of interview (DD/MM/YY). If interviewer and interviewee are on different days, use date where interviewee is located*		
Key Findings–Question 1	*List 3–4 bullets with key points from responses to questions addressing this research question*		
Key Findings–Question 2	*List 3–4 bullets with key points from responses to questions addressing this research question*		
Key Findings–Question 3	*List 3–4 bullets with key points from responses to questions addressing this research question*		
Conclusions	*List 2–3 bullets highlighting insights, opportunities, or fundamental challenges emerging from the discussion*		
Other Comments	*Note other important moments, including key quotes or anecdotes*		
Next Steps (if applicable)	*List additional documents to review, interviewees to contact, or follow-up with this interviewee that may be required*		
Interviewer(s)	*Initials*		

ANNEX D: RESOURCES

The following resources provide an overview of the political economy analysis approach and introduce the methodology and its applications to development interventions.

- Lane C, Martinko D (2018). The Use of Political Economy Analysis in Health Systems Strengthening. HFG Project
- Menocal AR, Cassidy M, Swift S, Jacobstein D, Rothblum C, Tservil I. Thinking and working politically through applied political economy analysis: a guide for practitioners. Center of Excellence on Democracy, Human Rights and Governance, USAID. 2018;1.
- USAID (2018). Thinking and Working Politically Through Applied Political Economy Analysis (PEA). Available from: https://www.usaid.gov/documents/1866/thinking-and-working-politically-through-applied-political-economy-analysis
- USAID (2018). Thinking and Working Politically Through Applied Political Economy Analysis (PEA) - Applied PEA Framework: Guidance on Questions for Analysis at the Country, Sector and Issue/Problem Levels. Available from: https://usaidlearninglab.org/sites/default/files/resource/files/applied_pea_framework.pdf
- USAID (2018). Tips on Power Dynamics and Theories of Change. Available from: https://usaidlearninglab.org/library/tips-power-dynamics-and-theories-change
- USAID. Context-Driven Adaptation Resources. Available from: https://usaidlearninglab.org/context-driven-adaptation-overview
- Whaites A. The beginner's guide to political economy analysis (PEA). National School of Government International (NSGI). 2017 Jul;13.

Resources for Stakeholder Mapping

- USAID (2021). Stakeholder Mapping Tool. Available from: https://www.usaid.gov/engendering-industries/accelerated-program/stakeholder-mapping-tool
- Wageningen University (ND). The MSP Tool Guide. Available from: https://mspguide.org/the-msp-tool-guide/
- Wageningen University (ND). MSP Tools. Available from: https://mspguide.org/msp-tools/
- International Institute for Environment and Development (2005). Power Tools: Stakeholder influence mapping. Available from: https://policy-powertools.org/Tools/Understanding/docs/stakeholder_influence_mapping_tool_english.pdf
- International Institute for Environment and Development (2005). Power Tools: Stakeholder power analysis. Available from: https://policy-powertools.org/Tools/Understanding/docs/stakeholder_power_tool_english.pdf
- International Institute for Environment and Development (2005). Power Tools: The four Rs. Available from: https://policy-powertools.org/Tools/Understanding/docs/four_Rs_tool_english.pdf