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World Food
Programme

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Instructions for mixed methods data Triangulation

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Objectives of Mixed Methods Data Triangulation

- Deepen understanding of quantitative measurements based on a more holistic picture of the results as told through both statistics as well as through beneficiary voices.
- Develop the main points for narratives that can be told regarding WFP interventions.
- Use this template as a starting point for developing an outline for key storylines in reporting of study/assessment results.

post-coding Qualitative themes
and narratives

Qualitative Themes & Narratives Worksheet

- The **Qualitative Themes and Narratives worksheet** was created to support data interpretation for mixed methods analysis by:
 - Presenting qualitative narratives based on the main findings from the data
 - Highlight key points in the qualitative data and relevant quotes
- This worksheet allows data analysts to extract information from the qualitative data without having to refer to the original transcripts/notes or the use the data analysis software.
- The worksheet allows data analysts to share the main findings, key points, and quotes from the qualitative data to other team members without access to the qualitative analysis software.

How to navigate the Qualitative Themes & Narratives Worksheet

| | B | C | D | E | F | G | H |
|---|---------------|---|---|---|-------------------------|--|--|
| | Module Areas | Module questions | Themes | Key points | Categories | Narrative on key points | Key quotations |
| 1 | | | | | | | |
| 2 | Food Security | 1. How have household food consumption practices shifted in the context of the ration cuts for different household members? | 1. While not all beneficiaries have reduced their meal frequencies, beneficiary meal sizes and meal content has changed to less diverse, less-protein and vitamin-rich foods. | Meal skipping has occurred in the context of the cuts | reducing meal frequency | Many describe skipping meals since the cuts, mostly having 2 meals instead of three to avoid the food shortage end of the month. Many households who have less income are eating less to cope for the whole months food availability | <p>The people of this household used to eat three meals before when they did not have WFP ration cuts, but now they eat two meals after the ration cut. They eat rice, fish, dry fish pulses, vegetables. 1 cup of cooked rice for each person at each meal. Buy 250 grams of fish after 1 day. Sometimes they don't want to eat these but because of food shortage they control themselves. Eats less than 1 meal sometimes.</p> <p>The people of this household used to eat three meals before when they did not have WFP ration cuts, but now they eat two meals after the ration cut.</p> <p>When they first heard about WFP's ration cuts, they were very upset. They got very worried when the cut was made. Earlier they could eat three meals a day but after cut they started eating two meals occasionally. Earlier she could make pitha with flour and eat it but now she can't. Due to less food, their body has become weak. One day she stood in a que to get clothes. Where she fell senseless and remained senseless</p> |

- **Module Areas:** can be based on key focus areas (e.g., subject headings that are used to categorize indicators on Survey Designer) or indicators
- **Module Questions:** key thematic research questions or areas used in design of qualitative study.
- **Themes:** summary of key findings in response to the thematic research question/area.
- **Key point:** statement on a key result that came out of the data.
- **Categories:** categories where codes and text extracts/quotations on the key point is currently grouped. Data analysts can refer to this category if further exploration of the data is needed on Atas.ti or Excel.
- **Narrative on key points:** additional details about the key results coming out of the data, written as a narrative summary.
- **Key quotations:** most relevant text extracts and quotations taken directly from the transcripts or data collection notes.

How to use the Qualitative Themes & Narratives Worksheet

- Data analysts can filter by “Module Area” to see results that are most relevant to the themes/indicators that they would like to triangulate.
- Both “Themes” and “Key Points” can be reviewed to determine the most relevant points for triangulation with the quantitative data.
- “Narrative on key points” and “Key quotations” can be used in the writing of the combined narrative based on how the qualitative results are used against the quantitative data.

Mixed methods triangulation template

Instructions for Triangulation Template

- The quantitative analysis of indicators and Qualitative Themes & Narratives worksheet should have already been completed prior to using this template.
- If possible, this template should be used as a basis for discussion with the study team: after filling out the “quantitative” and “qualitative” narrative section of the template, the study team can work together to determine how the findings can be combined.
- CO should designate a notetaker who will be responsible for filling out this template based on team agreements on what should belong in each column.

How to use the Triangulation Template

5. [Thematic area]

| Quantitative narrative What does the quantitative say? <i>List the results from various indicators</i> | Qualitative narrative: Which themes in the qualitative help to explain or deepen the quantitative results? <i>Copy in the relevant theme and any key points</i> | Integrated narrative: How do the results speak to each other? <i>Describe in bullet points how the data points can be used together</i> |
|---|--|--|
| | | |

- In the “Quantitative narrative” section, the data analyst will write a summary of the key results from the relevant qualitative indicators as a descriptive narrative of the findings.
- In the “Qualitative narrative” section, the data analyst will refer to the Qualitative Themes & Narratives worksheet and determine the most relevant themes and key points to include, which should speak to the same thematic area as the quantitative narrative.
- In the “Integrated narrative” section, the data analyst will discuss with their team how the two narratives complement one another. Generally, qualitative findings can help to deep quantitative findings in the following ways:
 - Deepens understanding of quantitative results by providing contextual details
 - Explains unanticipated or complex quantitative results
 - Confirms or refutes quantitative results
 - Identifies issues or obtains information that did not emerge during quantitative surveys

Example: Food Security (the Community of Sminab in WFP Kambawe CO)

Step 1: key findings from quantitative (food security) indicators.

Step 2: in Themes & Narratives worksheet, filter out “Food Security” narratives and decide which themes and key points are most relevant

Step 3: Discuss with the team how the data points can be used together. Include quotes where relevant.

| <u>Quantitative narrative</u> What does the quantitative say? | <u>Qualitative narrative:</u> Which themes in the qualitative help to explain or deepen the quantitative results? | <u>Integrated narrative:</u> How do the results speak to each other? |
|---|---|--|
| <p>Food Consumption score in the Community of Sminab did not significantly decrease since the assistance cuts; however, the consumption of protein decreased, and consumption of legumes and starches stayed the same.</p> <p>Overall, rCSI was found to be at 16.2 out of a maximum of 56, nearly 2/3 of households restricted their food consumption.</p> | <p>While not all beneficiaries have reduced their meal frequencies, beneficiary meal sizes and meal content has changed to less diverse, less-protein and vitamin-rich foods that do not make people feel good.</p> <p>Assistance from WFP is currently inadequate for meeting peoples' food needs and people are therefore only eating what they are able to afford</p> <p>Many people describe reliance on WFP assistance; however, it is inadequate to cover peoples' food needs and prices of food have increased</p> <p>Inadequacy of assistance means that beneficiaries need to access additional food by borrowing food from others, using remittance from relatives, through money from livelihood activities, taking loans, begging, and top ups.</p> | <ul style="list-style-type: none">• Gaps in assistance may have been covered through borrowing/livelihood/remittance/ negative coping strategies, which may help to explain little change in FCS.• Both data sets show that beneficiaries are eating less protein and a less diverse diet of mostly vegetables and rice – people are only eating what they can afford, which is sometimes poor-quality food: <i>“we usually purchase rotten and stale onion with limited amount of money from local market. This is how we manage”</i>• In interviews with Sminab beneficiaries, they said that meal frequencies may not have always changed but meal sizes have changed as well as content of the meals.• In interviews with Sminab beneficiaries, they confirm that their community, particularly children, are affected by the less nutritious diet and do not feel healthy. |

How to use the integrated narrative findings

- The integrated narrative findings should provide the study team with a narrative that they can easily extract and use in the report.
- Key storylines for the report can be developed based on looking at the integrated narrative findings of all relevant module themes together.