



Setting up a qualitative analysis system with Atlas.ti

December 2023



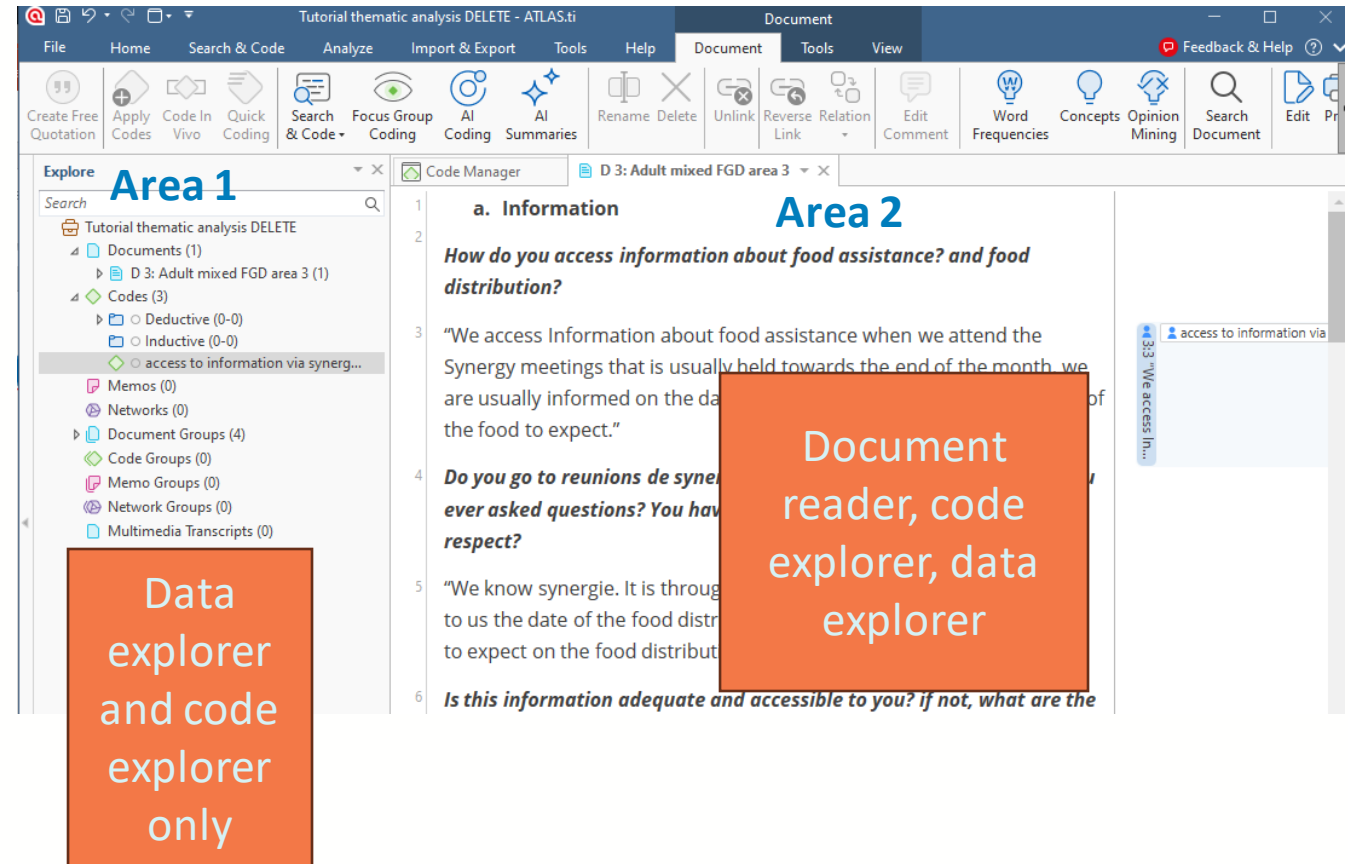
World Food
Programme

SAVING
LIVES
CHANGING
LIVES

Coding the document

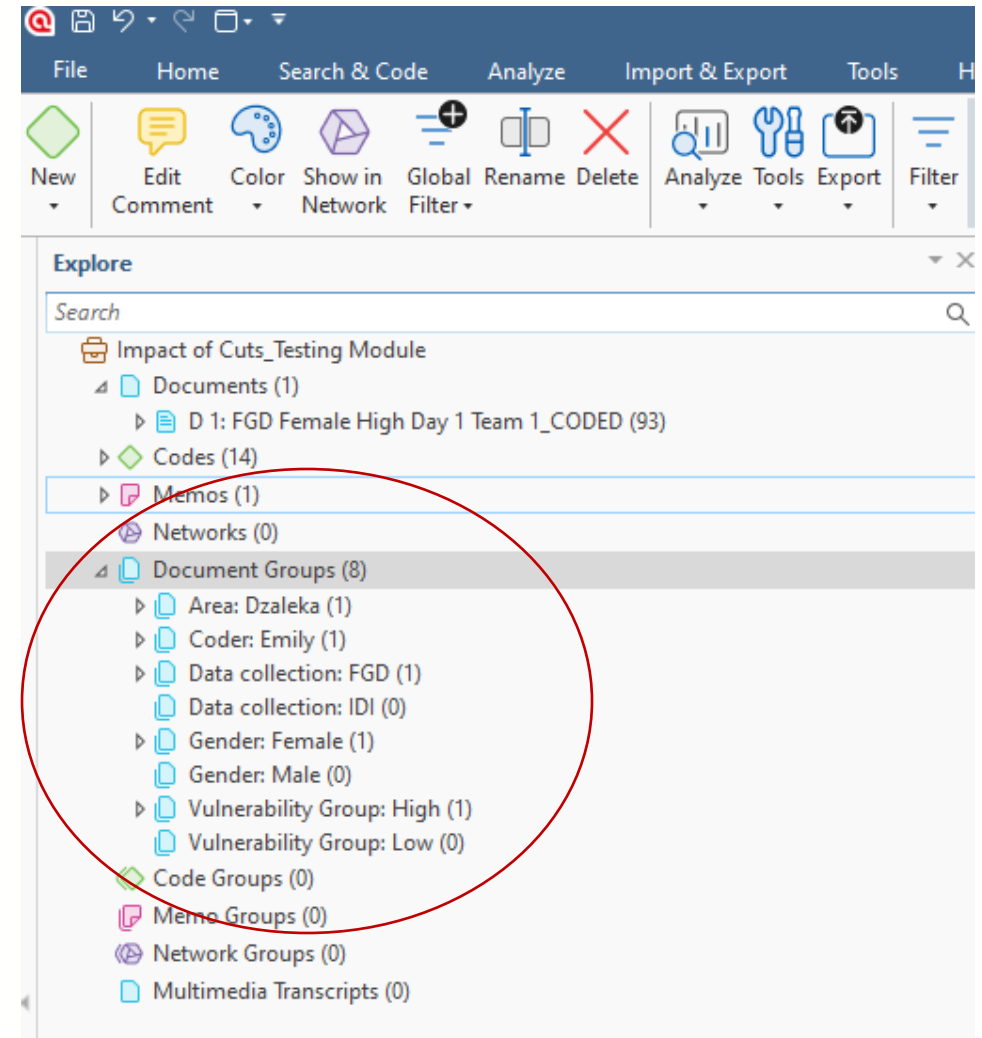
Getting to know the Atlas.ti Interface

- Area 1 can be used to explore data (e.g., what kind of data do I have?) as well as codes (e.g., what kind of codes do I have?)
- Area 2 can be used to code and read documents, as well as explore codes and data, and analyze data.



1. Import and sort the file into our collaborative project

- Make sure that your document is CLEANED- meaning no comments.
- Import it into Atlas.ti
- Under “Document Groups” create or find the relevant attribute and classification groups that you can fit your document into.
 - Drag your document file into the relevant document groups.



2.1 Create codes for your document

The screenshot shows the ATLAS.ti software interface. The document title is "Impact of Cuts_Testing Module - ATLAS.ti". The document content includes sections like "Traditional meals:" and "Food availability:". A context menu is open over a selected text block, showing options like "Apply Codes", "Code In Vivo", "Quick Coding", "Create Free Quotation", "Create Link Source", "Create Link Target", "Copy", and "Copy Content". The right sidebar displays a list of applied codes such as "traditional meals eaten refugees", "increased food price and no m...", "access to vegetables and nsima", "no money to buy food needs", "increased food prices", "no money to buy food needs", "adding groundnut to increase...", "buying vegetables only", and "having vegetables only (?)".

- Create a code by selecting a piece of text, right clicking and selecting Apply Code

2.2 Create codes for your document

where people are from but here it is pulb (porridge), small fish and plantains
ndi and Rwanda typically like to eat cassava, potatoes, green banana, and Irish potatoes.

The screenshot shows a software window titled "1 11 43 in FGD Female High Day 1 Team 1...". It features two tabs: "All Codes" and "Applied Codes". Below the tabs is a search bar with a magnifying glass icon and a "+" button. A list of codes is displayed, each preceded by a green diamond icon and followed by a "+" button. The codes include:

- access to vegetables and nsima
- adding groundnut to increase volume
- buying vegetables only
- buying vegetables only (2)
- Cannot get items to cook
- casual work groundnut shelling
- casual work or nothing money for food
- Challenges for children
- Challenges in parent-daughter relation...
- changing meals due to less money
- changing meals due to less money (2)
- Children conflict with host community

At the bottom of the list is a "Comment:" field with a placeholder text "Select a code to show its comment". The background shows a text document with various paragraphs, some of which are highlighted in blue.

- Type your unique descriptive code into the search and click the + sign to code.
- Don't forget that you can add more than 1 or even 2 descriptive codes for a piece of text.
- Code extracts of text based on what you can summarize in a descriptive code.

REMINDER: What is a descriptive code?

For thematic analysis: descriptive codes represent "what passages of data are about, they are a snapshot of the text"

Codes should be as specific and precise as possible
Code names should be **neither too broad nor too narrow**

❌ "attitude," "behavior"
✅ "dislike of the programme",
"carelessness in preparing dinner"

❌ "roles," "baking"
✅ "food preparation by women"

Example:

Field notes about food assistance distribution:

"Yes, we have the disabled and the elderly. We no longer see this type of group being assisted adequately by the UNHCR. But they get food assistance. If they are unable to get to the distribution centers to collect the food themselves, they send their kins or people they trust to collect for them food."

Codes:

- INADEQUATE ASSISTANCE
VULNERABLE PEOPLE
- FOOD COLLECTION
VULNERABLE PEOPLE

Sorting the codes into
containers

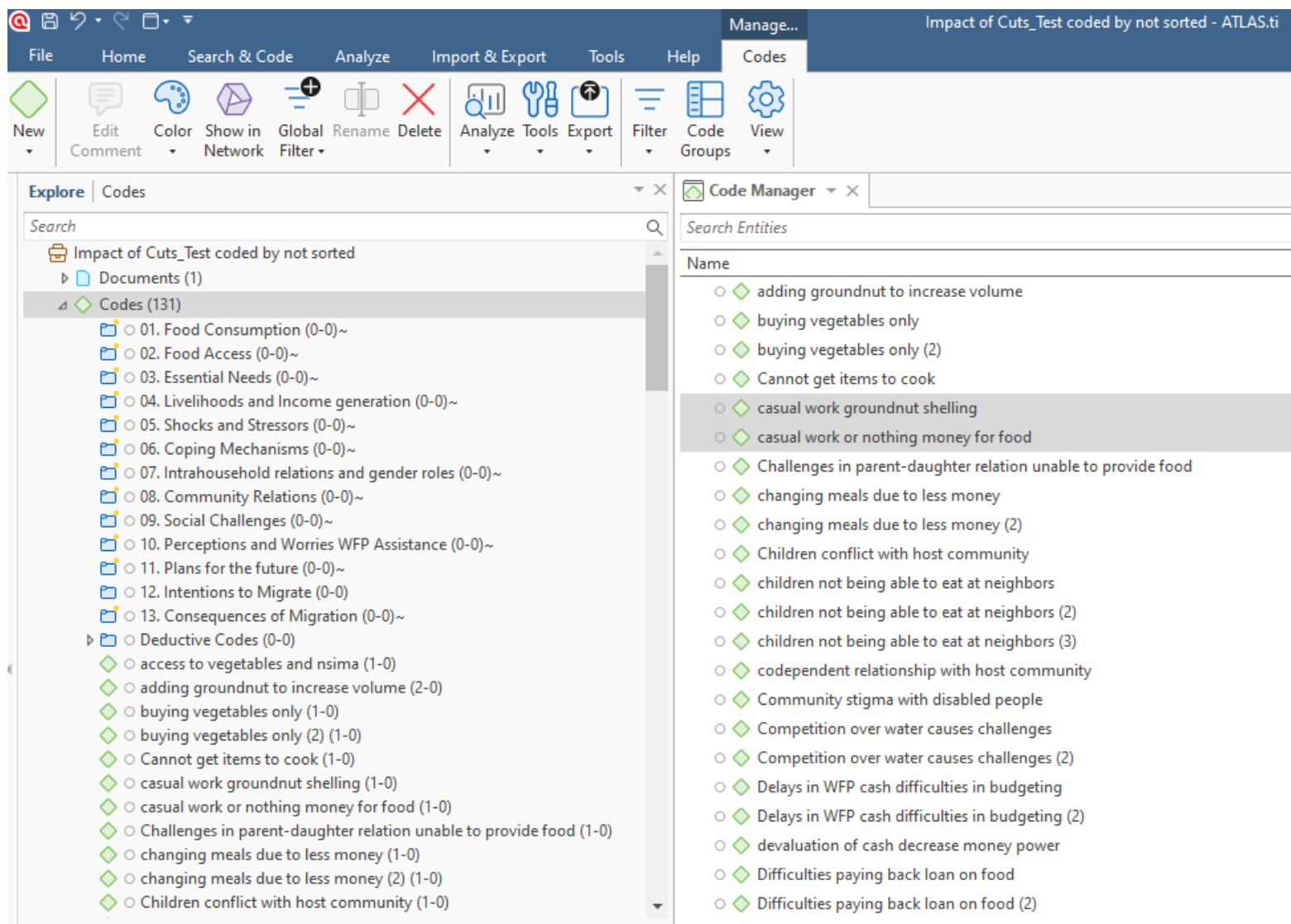
1. Open your Code Manager

The screenshot shows the ATLAS.ti interface with the 'Code Manager' panel open. A red circle highlights the 'Code Manager' option in the 'Manage...' dropdown menu. The main window displays a list of codes on the left, a central area with 'No code groups' message, and a right panel with a table of entities and their grounded status.

Name	Grounded	Density	Groups
10. Perceptions and Wor...	0	0	
11. Plans for the future	0	0	
12. Intentions to Migrate	0	0	
13. Consequences of Mi...	0	0	
Deductive Codes	0	0	
access to vegetables an...	1	0	
adding groundnut to in...	2	0	
buying vegetables only	1	0	
buying vegetables only (...)	1	0	
Cannot get items to cook	1	0	
casual work groundnut...	1	0	
casual work or nothing...	1	0	
Challenges in parent-da...	1	0	
changing meals due to l...	1	0	
changing meals due to l...	1	0	
Children conflict with h...	1	0	
children not being able t...	1	0	
children not being able t...	1	0	
children not being able t...	1	0	
codependent relationshi...	1	0	

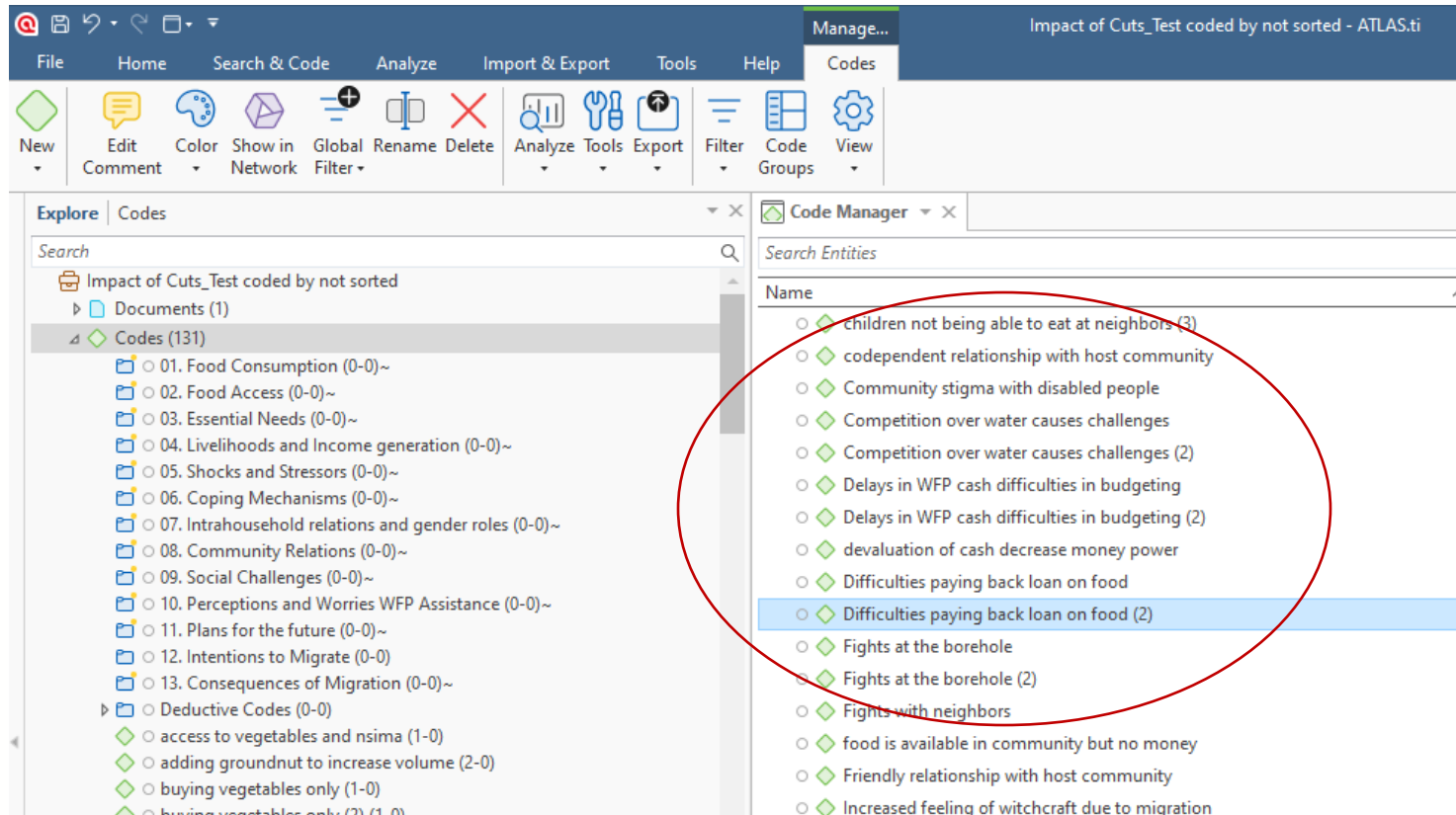
- Open your coding manager by double clicking “Codes” in the explorer panel on the left hand or by finding the drop-down tab at the top.

2. Prepare to sort your codes into the Code Folders



- Stretch your explore panel, close the Code Groups panel, and stretch out the “name” column in the code manager so that you can easily read the Code Folders on the left and the code names on the right.
- The **Code Folders** represent each of the thematic research questions that we used to develop the question guide.
- If you click on any of the folders, the research question will appear at the bottom of the Explore panel as a comment.
- Recommend to wait until you have coded all the files you are responsible for before starting this step.

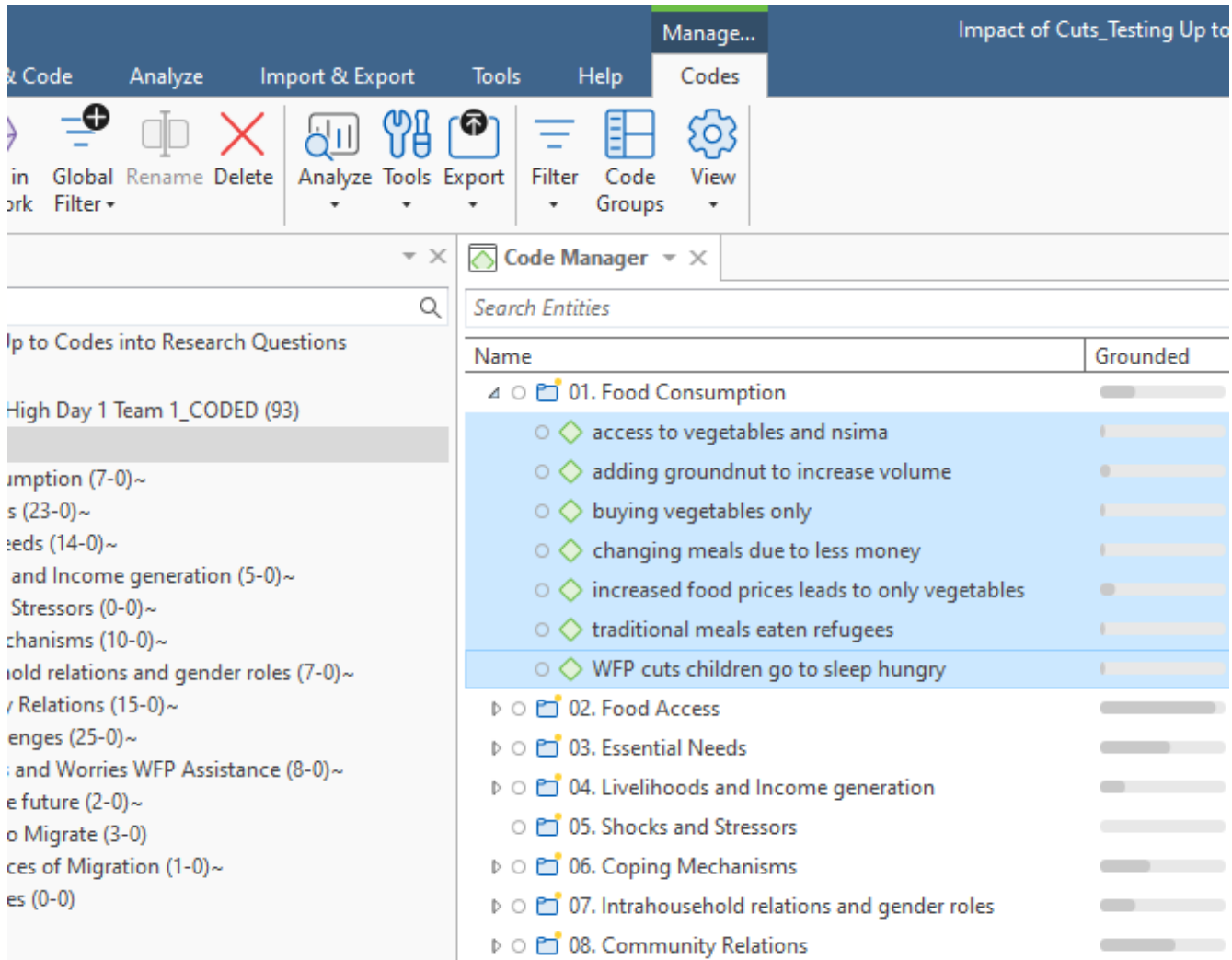
3. Sort the codes into the Folders



- To sort the code into the appropriate Code Folder, reflect on whether that code is related to a particular thematic research question(s).
- **If a code relates to 2 or more Code Folders, right click on the code and “Duplicate”**
- Drag the code into the relevant Code Folders

Categorizing the codes

1. Selecting all the codes in a Code Folder



The screenshot shows the 'Code Manager' window in a software application. The window has a search bar at the top labeled 'Search Entities'. Below it is a table with two columns: 'Name' and 'Grounded'. The table lists several code folders and their associated codes. The folder '01. Food Consumption' is expanded, and its contents are highlighted in blue. The other folders listed are '02. Food Access', '03. Essential Needs', '04. Livelihoods and Income generation', '05. Shocks and Stressors', '06. Coping Mechanisms', '07. Intrahousehold relations and gender roles', and '08. Community Relations'.

Name	Grounded
01. Food Consumption	
access to vegetables and nsima	
adding groundnut to increase volume	
buying vegetables only	
changing meals due to less money	
increased food prices leads to only vegetables	
traditional meals eaten refugees	
WFP cuts children go to sleep hungry	
02. Food Access	
03. Essential Needs	
04. Livelihoods and Income generation	
05. Shocks and Stressors	
06. Coping Mechanisms	
07. Intrahousehold relations and gender roles	
08. Community Relations	

- In the Code Manager, select a Code Folder, select all the files that have been sorted under that folder and copy.

2. Paste into a Separate Word Document

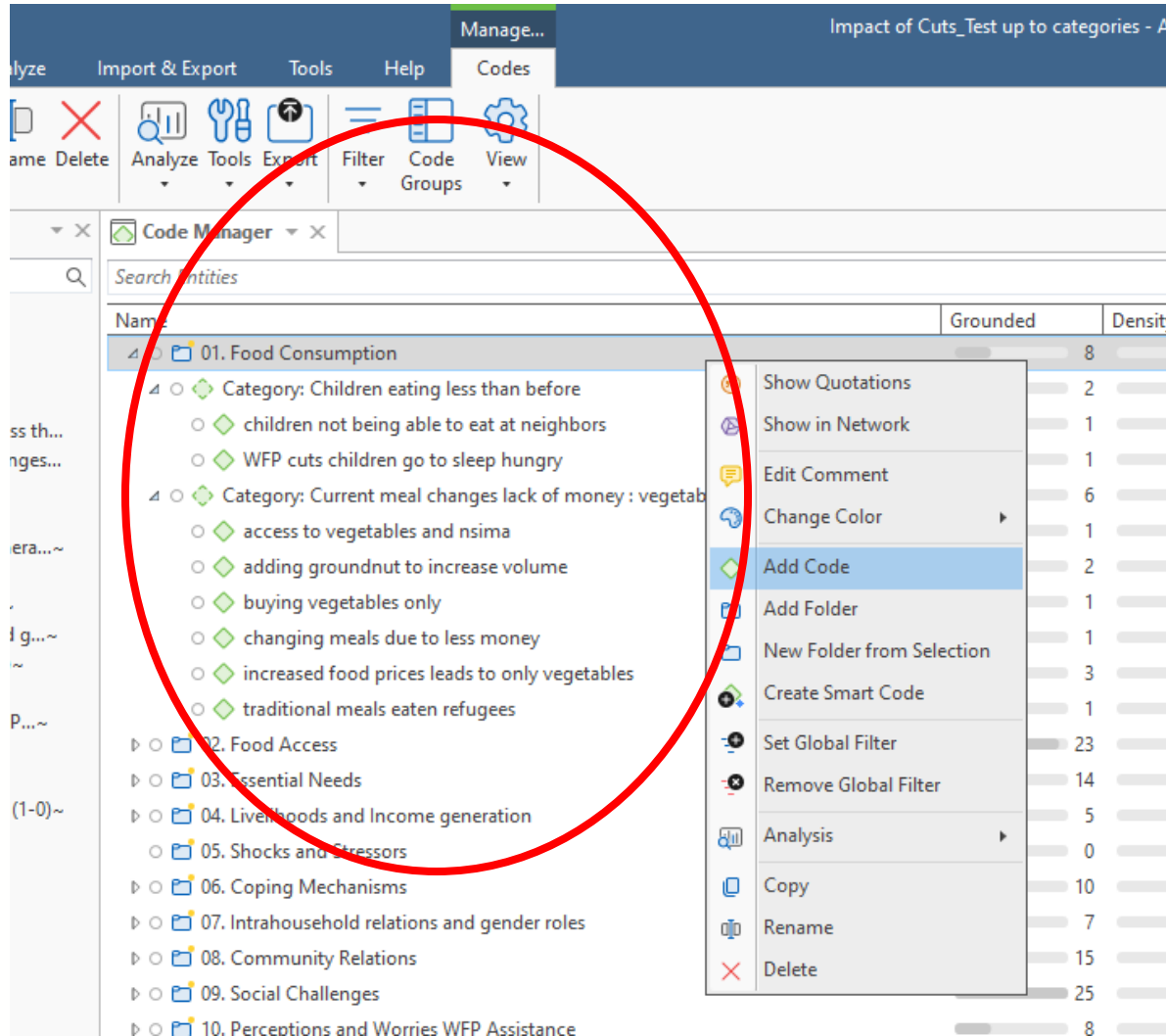
Research question: 1. How have household food consumption practices shifted in the context of the ration cuts for different household members?

Current meal changes lack of <u>money</u> : vegetables, <u>nsima</u> , groundnut	Children eating less than before
access to vegetables and <u>nsima</u> adding groundnut to increase <u>volume</u> buying vegetables only changing meals due to less money increased food prices <u>leads</u> to only vegetables increased food prices <u>leads</u> to only vegetables traditional meals eaten refugees	children not being able to eat at <u>neighbors</u> WFP cuts children go to sleep <u>hungry</u>

access to vegetables and nsima
adding groundnut to increase volume
buying vegetables only
changing meals due to less money
children not being able to eat at neighbors
increased food prices leads to only vegetables
traditional meals eaten refugees
WFP cuts children go to sleep hungry

- Open a word document
- Copy and paste in the thematic research area or question (the label of the container were the codes were held)
- You are going to categorize codes per thematic research question/area
- Create a table with at least 2 columns
- You can add more as you see fit
- Copy and paste in the codes from that thematic research question/area into the document and try to group them into columns based on similarities or patterns.
- Label each column.

3. Bring back these categories into Atlas.ti



- Right click on the relevant Code Folder and select “Add Code”
 - Create a code for the category you’ve developed on word.
 - Remember to label it first with “Category: ”
- Drag the codes into the relevant categories, remembering that codes can be sorted into multiple categories by duplicating that code
- Repeat steps 1-4 for all Code Folders

Interpreting codes for themes

Step 1: brainstorm how codes/categories answer thematic area/question

B	C	D	E	F	G
Module questions	Themes	Key points	Categories	Narrative on key points	Key quotations
1. How have household food consumption practices shifted in the context of the ration cuts for different household members?	Adults are taking measures to ensure that children are fed but cuts have impacted children's eating patterns and consequently their health and nutrition	adults in general reduce own meals to ensure children are fed (both Region X and Y) so that children eat enough.	children's eating patterns	HHS are struggling to afford food, and many are skipping meals or eating less nutritious food. Children are especially affected by food insecurity, and some are malnourished.	I provide three meals for my children, but I personally only have one meal each day. My children are too young to comprehend the situation
		Region X beneficiaries describe children experiencing malnutrition, challenges with with school feeding expenses for children, and some health issues due to their current diet.	children's eating patterns	HHs are sacrificing their own meals to ensure children have enough to eat, but children still lack essential nutrients and suffer from malnutrition. This affects their	child has come to understand the situation and says that he is not hungry and does not want to eat in order to save the food for the rest of the family - the child is
		Region X beneficiaries describe reducing the amount of food children eat due to the cuts	children's eating patterns		8-year-old son, who is frequently asks about the taste of barbecue.

- When all documents have been coded and categorized, you are ready for developing themes and interpreting the data. Use the linked template.
- Reflect on the categories against the thematic research area/question within which the codes /categories are contained:
 - How do these categories speak to the research area/question?

Step 2: filling in the template for themes, linked categories and key points

B	C	D	E	F	G
Module questions	Themes	Key points	Categories	Narrative on key points	Key quotations
1. How have household food consumption practices shifted in the context of the ration cuts for different household members?	Adults are taking measures to ensure that children are fed but cuts have impacted children's eating patterns and consequently their health and nutrition	adults in general reduce own meals to ensure children are fed so that children eat enough.	adults eat less for children	HHS are struggling to afford food, and many are skipping meals or eating less nutritious food. Children are especially affected by food insecurity, and some are malnourished.	I provide three meals for my children, but I personally only have one meal each day. My children are too young to comprehend the situation
		children experience malnutrition, and some health issues due to their current diet.	children's health	HHS are sacrificing their own meals to ensure children have enough to eat, but children still lack essential nutrients and suffer from malnutrition. This affects their education and overall well-being.	child has come to understand the situation and says that he is not hungry and does not want to eat in order to save the food for the rest of the family - the child is
		Beneficiaries say that they are reducing the amount of food children eat due to the cuts	children reduced eating	Children are eating once a day and sometimes going to bed hunger due to the cut and experiencing mental and emotional stress due to hunger.	8-year-old son, who is frequently asks about the taste of barbecue.

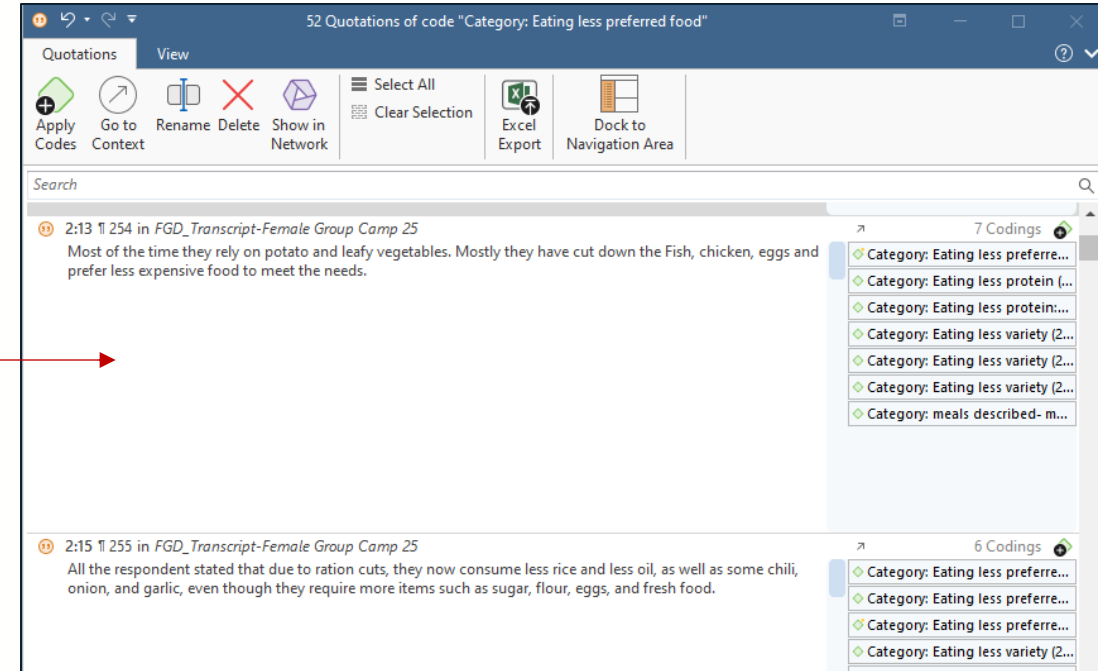
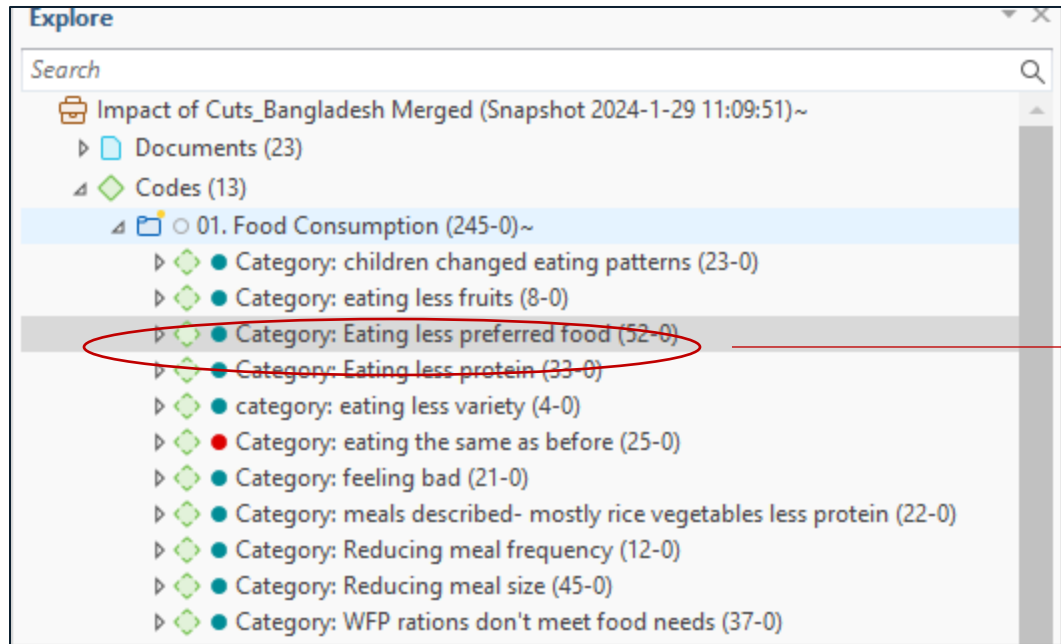
- Develop a few themes that reflect how the categories answer to the thematic research area/question and put these themes into **Column C**.
- In **Column E**, enter all of the categories that were used to develop each particular theme (tip: categories can speak to multiple themes).
- In **Column D**, expand on what the category means in one full and complete sentence.

Step 3: filling in the template for Narrative and key quotations

B	C	D	E	F	G
Module questions	Themes	Key points	Categories	Narrative on key points	Key quotations
1. How have household food consumption practices shifted in the context of the ration cuts for different household members?	Adults are taking measures to ensure that children are fed but cuts have impacted children's eating patterns and consequently their health and nutrition	adults in general reduce own meals to ensure children are fed so that children eat enough.	adults eat less for children	HHS are struggling to afford food, and many are skipping meals or eating less nutritious food. Children are especially affected by food insecurity, and some are malnourished.	I provide three meals for my children, but I personally only have one meal each day. My children are too young to comprehend the situation
		children experience malnutrition, and some health issues due to their current diet.	children's health	HHs are sacrificing their own meals to ensure children have enough to eat, but children still lack essential nutrients and suffer from malnutrition. This affects their education and overall well-being.	child has come to understand the situation and says that he is not hungry and does not want to eat in order to save the food for the rest of the family - the child is
		Beneficiaries say that they are reducing the amount of food children eat due to the cuts	children reduced eating	Children are eating once a day and sometimes going to bed hunger due to the cut and experiencing mental and emotional stress due to hunger.	8-year-old son, who is frequently asks about the taste of barbecue.

- To fill out **Column F**, go back to the codes that are contained within that category and write a more detailed narrative based on what the codes are saying specifically within that category.
- In **Column G**, extract any particularly important or notable quotes that help to explain the key point within that category.

Tips on extracting quotes from Atlas.ti



- In Area 1, double click on the category you would like to explore.
- Scroll through the list of quotes attached to the category, right click and select "Copy Content."

THANK YOU for your attention