

INTRODUCTION TO QUALITATIVE ANALYSIS

AMPLIFY Training July 21st, 2020

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QUALITATIVE DATA TYPES BEING DISCUSSED TODAY:

- **Focus group discussions (FGDs) or one on one interviews**
 - Transcripts
 - Notes
- **Written answers from surveys.**



GUIDELINES FOR QUALITATIVE ANALYSIS

1. MANY ways to do qualitative analysis—we are covering ONE way today.
2. Much of qualitative analysis is driven by the person doing the analysis—'subjective' (and that's a good thing).
3. Much like any research, what you learn is dependent on the quality of the question you ask or the indicator being addressed. This drives everything.
4. Keep in mind that qualitative data is good for different things than quantitative.



2 WAYS TO REPRESENT QUALITATIVE DATA:

1. Quantitatively:

Summarize data in terms of numbers.

2. Qualitatively:

Summarize data in terms of participants own words and the stories, narratives and themes which emerge.



2 WAYS TO REPRESENT QUALITATIVE DATA:

1. Quantitatively:

Summarize data in terms of numbers.

Example: 60% of participants reported feeling more confident as a result of the program.

2. Qualitatively:

Summarize data in terms of participants own words and the stories, narratives and themes which emerge.

Example: Girls reported feeling that “*they had control over their own lives for the first time, that they “could see the direction their life was taking.”* Many girls expressed that they could understand their strengths and weakness and felt comfortable for the first time expressing themselves in class, at home, and with their male peers. This is evidenced by the following quote: “*Before this program, I was scared to speak. It was like there was something pressing down on my chest every time I opened my mouth. But the skills which I have learned here have helped me to be brave and speak my mind. I am now doing that and also teaching my younger sisters to be like me.*”



ANALYSIS METHOD: THEMATIC CODING

How is thematic coding performed? 4 steps

- **Step 1: Read & Code.** Assign 'codes' or labels to sections of text—words, phrases, sentences or sometimes whole paragraphs.
- **Step 2: Compare or Tally** codes across people—so you can see what people have said on a specific topic.
- **Step 3: Summarize** Key findings from each 'code'
- **Step 4: (Optional) Interpret** data by grouping codes into themes and/or understanding how codes/themes relate to each other.



STEP 1: CODE

- **Code = label**, “coding” simply means giving sections of text a ‘label’ to describe their contents.
- **You determine a label based on...**
 - The indicator you are tracking or the question you are asking.
 - the element(s) of the program you are trying to find out about.
 - The main idea in a bit of text
 - New ideas that emerge!
- You can code multiple times, different ways, and continue to learn new things.
- There is no right or one way to code. You must code according to you and what you think is important.



STEPS 2 & 3: COMPARE CODES AND SUMMARIZE

- Look at these statements, or quotes all together.
- Compare and/or tally what different people say on a specific topic.
- Summarize the key points—these will be the things most interesting for you based on the questions you are asking.
- Use quotes or tallies to support your statements.



STEP 4: INTERPRET (ANALYZE)

- Decide which codes are the most important (or use all of them).
- Interpret your data by:
 1. Making categories by bringing the codes together and labeling them as “themes.” (especially useful when you have a lot of codes)
 2. Describing connections between codes (or themes) and thinking about how they are inter-connected.
- The CORE of your findings are the ‘themes’ that emerge and how they are related.



TWO WAYS TO CONDUCT THEMATIC CODING (WITHOUT SOFTWARE)

- In Microsoft word (or hardcopy on paper)
 - Best suited for longer interviews or focus group discussions
- In Excel
 - Best suited for short-answer survey questions



EXAMPLE 1: FOCUS GROUP DISCUSSION ON GIRLS' RIGHTS

Scenario: Girls who are participants in a Sexual and Reproductive Health education program which covers sexual and reproductive health and knowledge about girls' rights.

Rights component is relatively new and the organization wants to know if girls are getting it. The org conducts a focus group during which a group of girls are asked:

- *Talk about girls rights. Do girls have rights of their own? Are those different from boys' rights?*

Data Source: Focus Group Discussion Transcript

Purpose of the Focus Group: To understand if girls know that they have specific rights, and the extent to which they feel empowered by those rights in their lives.


Addresses program indicators:

- 1.1 Girls know that they have rights and can clearly articulate those rights.
- 1.2 Girls feel empowered by knowledge about their rights.



FGD EXAMPLE STEP 1: CODING

Codes:

 = School

From Focus Group Discussion (FGD) 1 on Girls' Rights:

When I was younger I didn't know anyone who had gone to school, so it was hard for me to imagine that I should.

When I think about rights for girls, I think about the freedom to say no. Boys are always pressuring us to do things, but we should be able to assert ourselves.

My mother never had any rights growing up so she got married when she was 15. I don't think she knew that she could do anything else.

Girls have lots of opportunities, we go to school and can become doctors or nurses.

From FGD 2 on Girls' Rights:

I'm not sure if girls have rights that are different from boys, but boys definitely have a lot more freedoms.

At home my brothers don't do any of the housework or cooking and cleaning.

They go to school the same as me though, but have a lot more time to do their homework.

Now is the time of the girl child. We have more rights than we ever have before.


WE can go to school and refuse marriage if we want. Even the government supports us.

Girls don't have the right to refuse her father or brothers.



FGD EXAMPLE STEP 1: CODING

Codes:

 = School

 = Marriage

From Focus Group Discussion (FGD) 1 on Girls' Rights:

When I was younger I didn't know anyone who had gone to school, so it was hard for me to imagine that I should.

When I think about rights for girls, I think about the freedom to say no. Boys are always pressuring us to do things, but we should be able to assert ourselves.

My mother never had any rights growing up so she got married when she was 15. I don't think she knew that she could do anything else.

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Girls don't have the right to refuse her father or brothers.

-  = School
-  = Marriage
-  = Boys/Men



FGD EXAMPLE STEP 1: CODING

Codes:

-  = School
-  = Marriage
-  = Boys/Men
-  = Autonomy?

From Focus Group Discussion (FGD) 1 on Girls' Rights:

When I was younger I didn't know anyone who had gone to school, so it was hard for me to imagine that I should.

When I think about rights for girls, I think about the freedom to say no. Boys are always pressuring us to do things, but we should be able to assert ourselves.

My mother never had any rights growing up so she got married when she was 15. I don't think she knew that she could do anything else.

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We can go to school and refuse marriage if we want. Even the government supports us.

Girls don't have the right to refuse her father or brothers.



FGD EXAMPLE STEP 2: COMPARE CODES ACROSS PEOPLE

Indicator: 1.1 Girls know that they have rights and are able to clearly articulate those rights.

School:

When I was younger I didn't know anyone who had gone to school, so it was hard for me to imagine that I should.

Girls have lots of opportunities, we go to school

At home my brothers don't do any of the housework or cooking and cleaning. They go to school the same as me though, but have a lot more time to do their homework.

*We have more rights than we ever have before.
WE can go to school*

Marriage:


My mother never had any rights growing up so she got married when she was 15.

We have more rights than we ever have before. WE can go to school and refuse marriage if we want. Even the government supports us.



FGD EXAMPLE STEP 3: SUMMARIZE KEY FINDINGS

Indicator: 1.1 Girls know that they have rights and are able to clearly articulate those rights.

 = School

 = Marriage

Key Findings on Rights (Marriage & School):

1. Girls were able to clearly identify the right to avoid early marriage and to attend school. Exemplified by the quote: *“Girls have the right to go to school and avoid marriage if they want.”*
2. Girls recognize that these rights are changing, and have already changed substantially from the time of their parents. Girls reported that *“My mother never had any rights growing up, she was married at 15,”* and *“we have more rights than we have ever had before,”* indicating that girls are aware that their access to rights is much different than that of their mothers.



FGD EXAMPLE STEP 2: COMPARE CODES ACROSS PEOPLE

Indicator: 1.2 Girls feel empowered by knowledge about their rights.

Autonomy:

When I think about rights for girls, I think about the freedom to say no.

Girls don't have the right to refuse her father or brothers.

Boys are always pressuring us to do things, but we should be able to assert ourselves.

WE can go to school and refuse marriage if we want. Even the government supports us.

My mother never had any rights growing up so she got married when she was 15. I don't think she knew that she could do anything else.

Boys & Men:

Boys are always pressuring us to do things, but we should be able to assert ourselves.

I'm not sure if girls have rights that are different from boys, but boys definitely have a lot more freedoms.

At home my brothers don't do any of the housework or cooking and cleaning. They go to school the same as me though.

Girls don't have the right to refuse her father or brothers.



FGD EXAMPLE STEP 2: COMPARE CODES ACROSS PEOPLE

Indicator: 1.2 Girls feel empowered by knowledge about their rights.

Key Findings on Empowerment (Boys/Men & Autonomy):

1. As much as girls could articulate the right to marriage and school, they were conflicted on whether or not those rights superseded the the authority of their men and fathers: *“Girls don’t have the right to refuse her father or brothers,”* and there was still a sense that girls lives were bounded by gendered hierarchies *“At home my brothers don’t do any of the housework or cooking and cleaning. They go to school the same as me though.”*
2. Even though girls felt their rights were constrained in some way by men and boys, many of them also had a sense that they should be able to overcome these constraints: *“Boys are always pressuring us to do things, but we should be able to assert ourselves.”* This was related to a sense of autonomy, which girls themselves seemed to think of as another, distinct, right: *“When I think about rights for girls, I think about the right to say no.”* This sense of the right to ‘autonomy’ is interesting and poses opportunity for follow up to understand better.

 = Boys/Men

 = Autonomy?




FGD EXAMPLE: STEP 4- INTERPRETATION

1.1 Girls know that they have rights and are able to clearly articulate those rights.

1.2 Girls feel empowered by knowledge about their rights.

We only had a few codes. So how can they be grouped and how are these inter-related?

 = School

 = Boys/Men

 = Marriage

 = Autonomy?




FGD EXAMPLE: STEP 4- INTERPRETATION

1.1 Girls know that they have rights and are able to clearly articulate those rights.

1.2 Girls feel empowered by knowledge about their rights.

We only had a few codes. So how can they be grouped and how are these inter-related?

Rights = School + Marriage + Autonomy

 = School

 = Boys/Men

 = Marriage

 = Autonomy?



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1.1 Girls know that they have rights and are able to clearly articulate those rights.

1.2 Girls feel empowered by knowledge about their rights.

We only had a few codes. So how can they be grouped and how are these inter-related?

Rights = School + Marriage + Autonomy

Boys/Men + Autonomy = Constraints to rights

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 = Boys/Men

 = Marriage

 = Autonomy?



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1.1 Girls know that they have rights and are able to clearly articulate those rights.


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We only had a few codes. So how can they be grouped and how are these inter-related?

Rights = School + Marriage + Autonomy

Boys/Men + Autonomy = **Constraints to rights**

Major Themes: Rights & Constraints to Rights

 = School

 = Boys/Men

 = Marriage


 = Autonomy?



FGD EXAMPLE: STEP 4- INTERPRETATION

1.1 Girls know that they have rights and are able to clearly articulate those rights.

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We only had a few codes. So how can they be grouped and how are these inter-related?

Rights =  School +  Marriage +  Autonomy

 Boys/Men +  Autonomy = **Constraints to rights**

Major Themes: Rights & Constraints to Rights

Example Findings summary: Two clear themes emerged from our analysis: rights and articulated constraints to rights. Girls were able to clearly articulate two specific rights (right to attend school, and right to refuse marriage), alongside a third more, general right (right to autonomy). In many cases girls still viewed gender norms as constraining of their rights. Autonomy was both viewed as a right and a constraint, as girls articulated indecision about whether or not they could decide for themselves. Overall, however, girls felt largely optimistic and positive about their futures, and freedoms.



EXAMPLE SUMMARY OF OUR FINDINGS

(AS YOU WOULD REPORT THEM TO FUNDERS)

1.1 Girls know that they have rights and are able to clearly articulate those rights.

1.2 Girls feel empowered by knowledge about their rights.

Executive Summary: Two clear themes emerged from our analysis: rights and articulated constraints to rights. Girls were able to clearly articulate two specific rights (**right to attend school**, and **right to refuse marriage**), alongside a third more, general right (**right to autonomy**). In many cases girls still viewed gender norms as constraining of their rights. Autonomy was both viewed as a right and a constraint, as girls articulated indecision about whether or not they could decide for themselves. Overall, however, girls felt largely optimistic and positive about their futures, and freedoms.



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1.1 Girls know that they have rights and are able to clearly articulate those rights.

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Key Findings:

1. Girls were able to clearly identify the right to avoid early marriage and to attend school. Exemplified by the quote: *“Girls have the right to go to school and avoid marriage if they want.”*
2. Girls recognize that these rights are changing, and have already changed substantially from the time of their parents. Girls reported that *“My mother never had any rights growing up, she was married at 15,”* and *“we have more rights than we have ever had before,”* indicating that girls are aware that their access to rights is much different than that of their mothers.



EXAMPLE SUMMARY OF OUR FINDINGS

(AS YOU WOULD REPORT THEM TO FUNDERS)

1.1 Girls know that they have rights and are able to clearly articulate those rights.

1.2 Girls feel empowered by knowledge about their rights.

Key Findings (Continued):

3. As much as girls could articulate the right to marriage and school, they were conflicted on whether or not those rights superseded the the authority of their men and fathers: *“Girls don’t have the right to refuse her father or brothers,”* and there was still a sense that girls lives were bounded by gendered hierarchies *“At home my brothers don’t do any of the housework or cooking and cleaning. They go to school the same as me though.”*
4. Even though girls felt their rights were constrained in some way by men and boys, many of them also had a sense that they should be able to overcome these constraints: *“Boys are always pressuring us to do things, but we should be able to assert ourselves.”* This was related to a sense of autonomy, which girls themselves seemed to think of as another, distinct, right: *“When I think about rights for girls, I think about the right to say no.”* This sense of the right to ‘autonomy’ is interesting and poses opportunity for follow up to understand better.



FGD EXAMPLE: STEP 4- INTERPRETATION

1.1 Girls know that they have rights and are able to clearly articulate those rights.

1.2 Girls feel empowered by knowledge about their rights.

Consider the original purpose of the analysis:

To understand if girls know that they have specific rights, and the extent to which they feel empowered by those rights in their lives.

Did we answer the question?



EXAMPLE 2: SHORT ANSWER SURVEY DATA

IN EXCEL

Scenario: Girls' gap year economic empowerment program. As part of the program girls engage in 4 weeks of classes with different modules including:

- *Career guidance*
- *Job interviewing skills*
- *Job seeking skills*
- *Educational field trips to different places of employment*

Data Source: Survey data (short answer response)

Purpose of the Survey: A final evaluation of the program.

The survey is used to address many indicators. In this example we will consider indicator 1.1:

1.1 Girls feel empowered by the knowledge gained in the program to be able to secure a job.



EXAMPLE: STEP 1 CODING IN EXCEL

Addresses Indicator:

1.1 Girls feel empowered by the knowledge gained in the program to be able to secure a job.

Do you feel like you have the knowledge you need to get a job when you finish school?	Code	2 nd Code	Yes/No
1. Yes, I feel like I learned a lot. Especially on the topics of career guidance.			
2. Most of the times I feel confident about this, mainly because our teachers did such a good job of preparing us. CV writing was especially helpful.			
3. Our career guidance sessions were very useful, especially on the topic of CVs.			
4. I had never thought about filling out a job application before, or thought about how to make a CV or how to interview. Now I am able to do this and I feel confident I will get a job.			
5. I don't know. I am still confused about whether or not I can finish school.			
6. My teachers helped me a lot. I think I can get a job, but the economy is not good. Even my brothers can't find work right now.			
7. Yes! Career guidance helped me a lot.			
8. Me, I loved the educational visits we took. They helped expose me to jobs and the workplace.			
9. I never thought about working in an office before, now I know what's expected of me when I go to interview.			
10. I have skills I never had before. And I know where to look for jobs. I am confident.			

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3. Our career guidance sessions were very useful, especially on the topic of CVs.			Maybe
4. I had never thought about filling out a job application before or thought about how to make a CV or how to interview. Now I am able to do this and I feel confident I will get a job.			Yes
5. I don't know. I am still confused about whether or not I can finish school.			No
6. My teachers helped me a lot. I think I can get a job, but the economy is not good. Even my brothers can't find work right now.			No
7. Yes! Career guidance helped me a lot.			Yes
8. Me, I loved the educational visits we took. They helped expose me to jobs and the workplace.			Maybe
9. I never thought about working in an office before, now I know what's expected of me when I go to interview.			Yes
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2. Most of the times I feel confident about this, mainly because our teachers did such a good job of preparing us. CV writing was especially helpful.	CV writing	teachers	Yes
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5. I don't know. I am still confused about whether or not I can finish school.	Finish school		No
6. My teachers helped me a lot. I think I can get a job, but the economy is not good. Even my brothers can't find work right now.	Teachers	economy	No
7. Yes! Career guidance helped me a lot.	Career guid		Yes
8. Me, I loved the educational visits we took. They helped expose me to jobs and the workplace.	Educational visits	workplace	Maybe
9. I never thought about working in an office before, now I know what's expected of me when I go to interview.	interview		Yes
10. I have skills I never had before. And I know where to look for jobs. I am confident.	Job seeking		Yes

EXAMPLE: STEP 2 SORT & TALLY CODES

SORT AND TALLY COLUMN BY COLUMN

Career Guidance- 3
CV writing-3
Interview -2
Teachers-2

Do you feel like you have the knowledge you need to get a job when you finish school?	Code	2 nd Code	Yes/No
1. Yes, I feel like I learned a lot. Especially on the topics of career guidance.	career guid.		Yes
3. Our career guidance sessions were very useful, especially on the topic of CVs.	Career guid.	CV writing	Maybe
7. Yes! Career guidance helped me a lot.	Career guid		Yes
2. Most of the times I feel confident about this, mainly because our teachers did such a good job of preparing us. CV writing was especially helpful.	CV writing	Teachers	Yes
4. I had never thought about filling out a job application before, or thought about how to make a CV or how to interview. Now I am able to do this and I feel confident I will get a job.	CV writing	Interview	Yes
8. Me, I loved the educational visits we took. They helped expose me to jobs and the workplace.	Educational visits	workplace	Maybe
5. I don't know. I am still confused about whether or not I can finish school.	Finish school		No
9. I never thought about working in an office before, now I know what's expected of me when I go to interview.	interview		Yes
10. I have skills I never had before. And I know where to look for jobs. I am confident.	Job seeking		Yes
6. My teachers helped me a lot. I think I can get a job, but the economy is not good. Even my brothers can't find work right now.	Teachers	economy	No

EXAMPLE: STEP 2 SORT & TALLY CODES

6/10 responded yes
2/10 were positive
but not definite
2/10 no

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EXAMPLE: STEP 3 SUMMARIZING FINDINGS FROM EXCEL

Addresses Indicator:

1.1 Girls feel empowered by the knowledge gained in the program to be able to secure a job.

Do you feel like you have the knowledge you need to get a job once you finish school?

1. 6/10 girls or 60% responded with a degree of confidence that they had the skills and knowledge they needed to get a job.
2. Many reasons for their confidence were cited, the most common were:
 - Career Guidance Sessions
 - CV Writing
 - Interview skills and
 - The quality of the Teachers



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 - CV Writing
 - Interview skills and
 - The quality of the Teachers
3. The girls who expressed doubt about their ability to get a job linked their lack of confidence to:
 - Bad economy
 - Insecurity about finishing school



EXAMPLE: STEP 2 SORT & TALLY CODES

Those who were not sure cited inability to finish school and the economy

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SUMMARY

- **MANY** ways to do qualitative analysis—we learned Thematic Coding.
- Qualitative Analysis can take long and requires focus.
- Qualitative analysis is driven by the person doing the analysis—'subjective' (and that's a good thing).
- Much like any research, what you learn is dependent on the quality of the question you ask or the indicator being addressed. This drives everything.
- Qualitative gives you different information—often more detailed.
- Qualitative data can be summarized quantitatively or qualitatively using quotations to support your answer.



SOME QUALITATIVE ANALYSIS SOFTWARE

- **Quirkos:** is software designed to help people sort and manage text-based data, by managing sections of text described as being about a particular topic or theme. It allows you to highlight and code text-based data easily, and then automatically pulls up all the related quotes assigned to a particular code.

<https://www.quirkos.com/index.html>

- **NVivo:** is a software program used for qualitative and mixed-methods research. Specifically, it is used for the analysis of unstructured text, audio, video, and image data, including (but not limited to) interviews, focus groups, surveys, social media, and journal articles. It is produced by QSR International.

<https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/home>

- **AtlasTI:** Is similar, but since ATLAS.ti accepts a wide variety of data formats, it encourages drawing qualitative analytical connections between many different materials, from video and images to survey data to case study transcripts.

<https://atlasti.com/>



FURTHER RESOURCES (WEBSITES & VIDEOS)

- Qualitative indicators:

<http://www.dmeforpeace.org/educateforpeace/demystifying-qualitative-indicators/>

- Videos on Coding:

▪ <https://www.youtube.com/watch?v=1YzhgMZii3o> (this video uses Quirkos)

▪ <https://www.youtube.com/watch?v=wilBzZLjZ1M>

