Mixed methods research in programme evaluation

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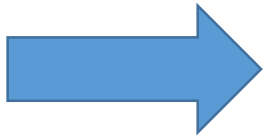
Our strategy:

- Reducing inequalities
- Accelerating sustainability
- Building inclusive and secure societies

Evidence-based practice is at the heart of what we do:

This seminar



Use of mixed methods in programme evaluation

- What are mixed methods?
- Using mixed methods
- Example of using mixed methods

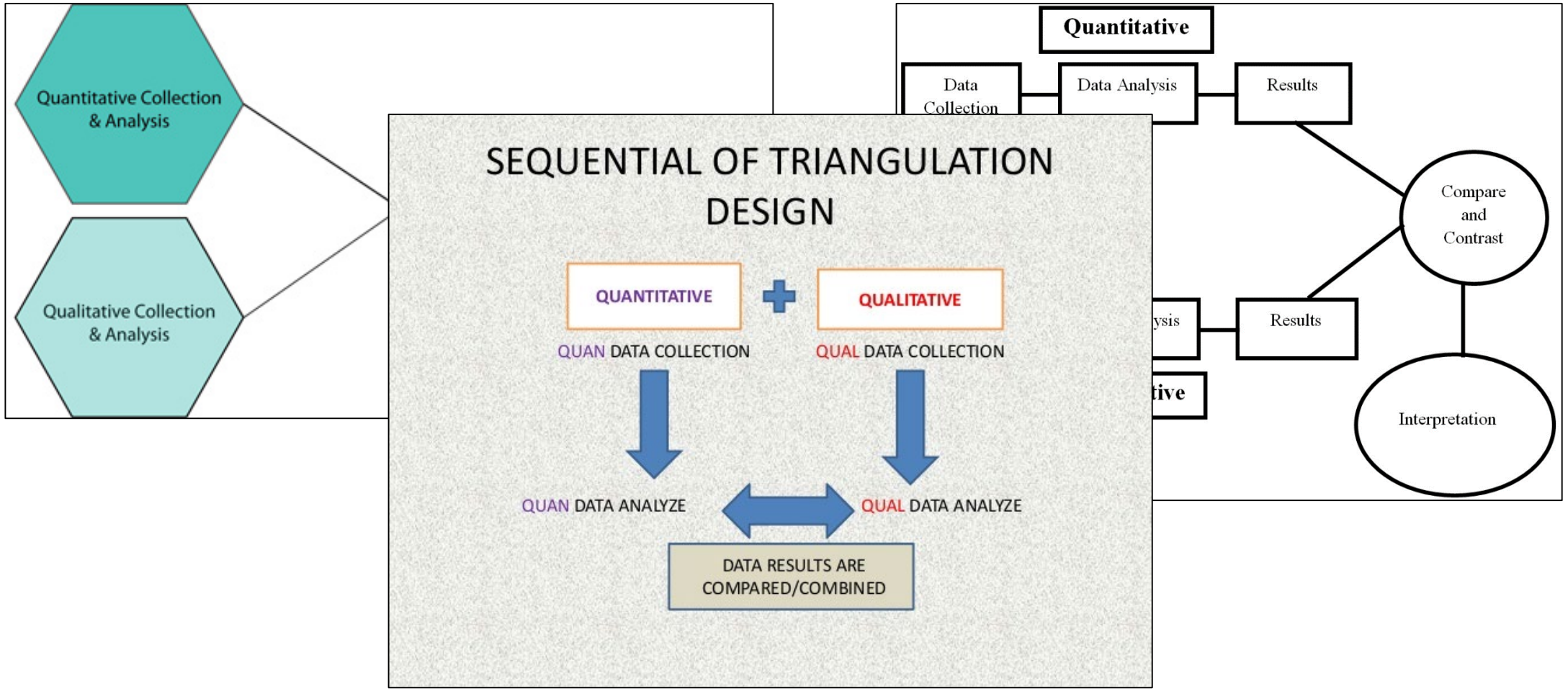
What are mixed methods?

Defining mixed methods

"Mixed methods research means adopting a **research strategy** employing **more than one type of research *method***. The methods may be a **mix** or qualitative and quantitative methods, a mix of quantitative methods or a mix of qualitative methods." *(Brannen, 2005: 4)*

Mixed methods could be any sort of mixture!

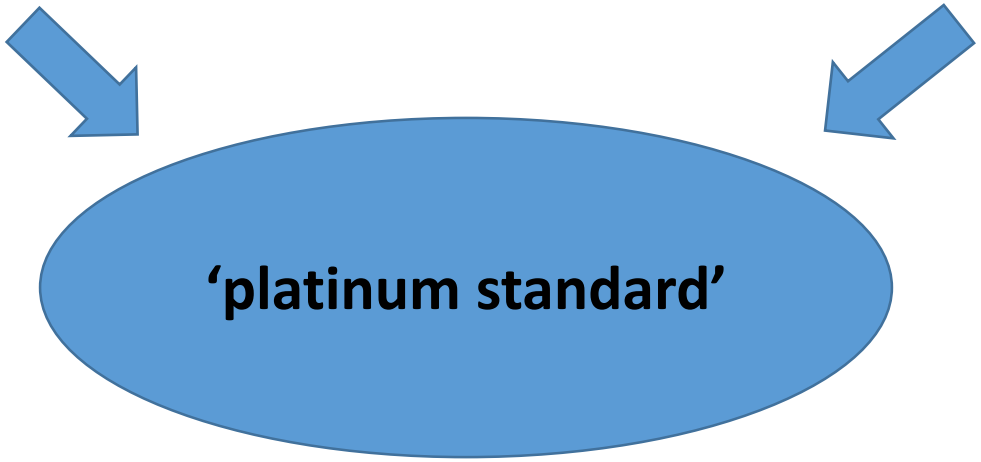
Defining mixed methods



Defining mixed methods

‘gold standard’ in **quant** methods – RCT/ experimental design

‘gold standard’ in **qual** methods – case studies/ causal mechanisms

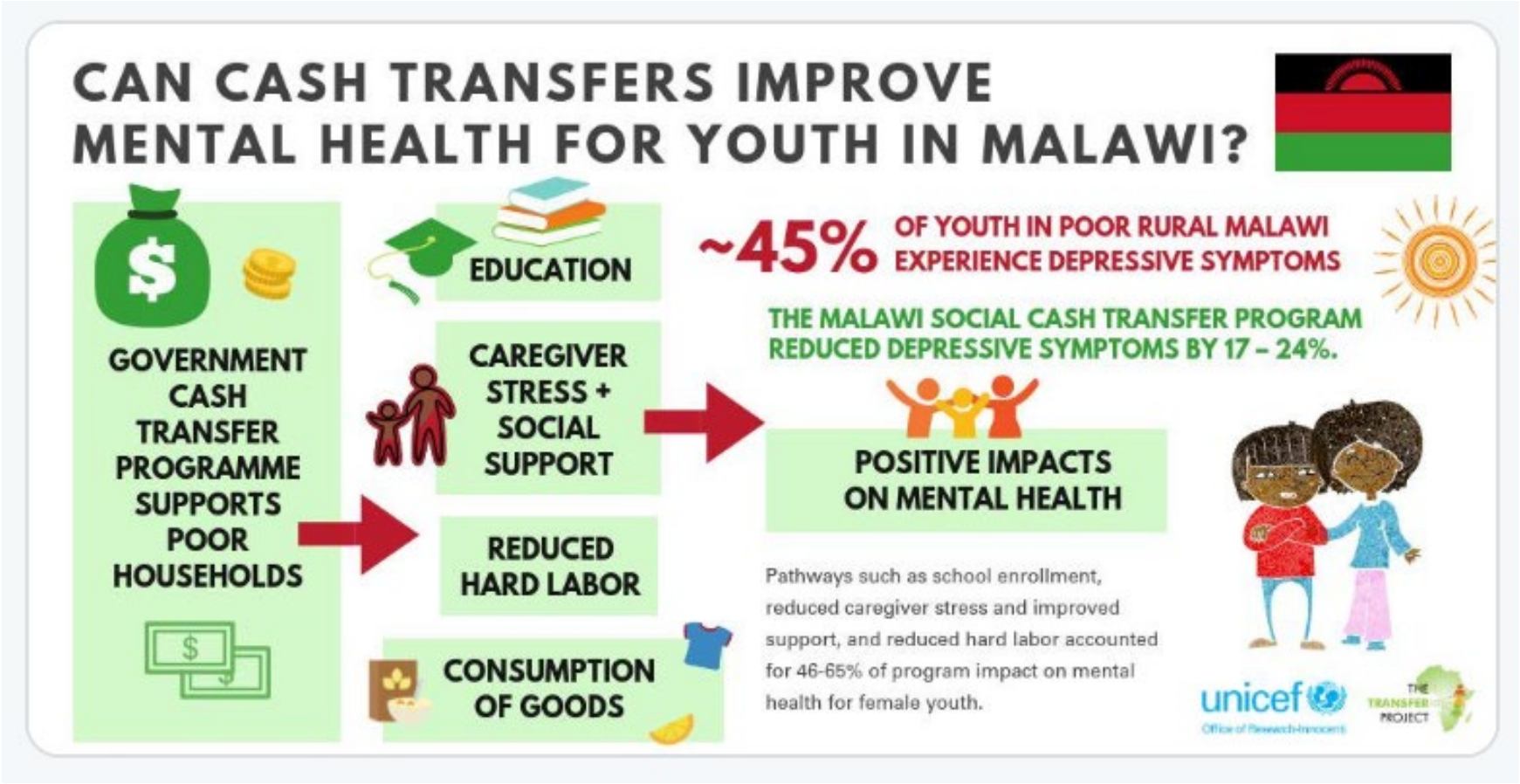


(Khagram & Thomas, 2010)

Benefits of mixed methods research

- Combining **breadth** and **depth**
- Facilitating **verification** and **triangulation**
- Allowing for investigation of **non-linearities** and **complexity**
- Adding **rigour** to research
- Thinking **outside of the box**

Benefits of mixed methods research



Answering ‘by how much?’ AND ‘why?’ or ‘why not?’

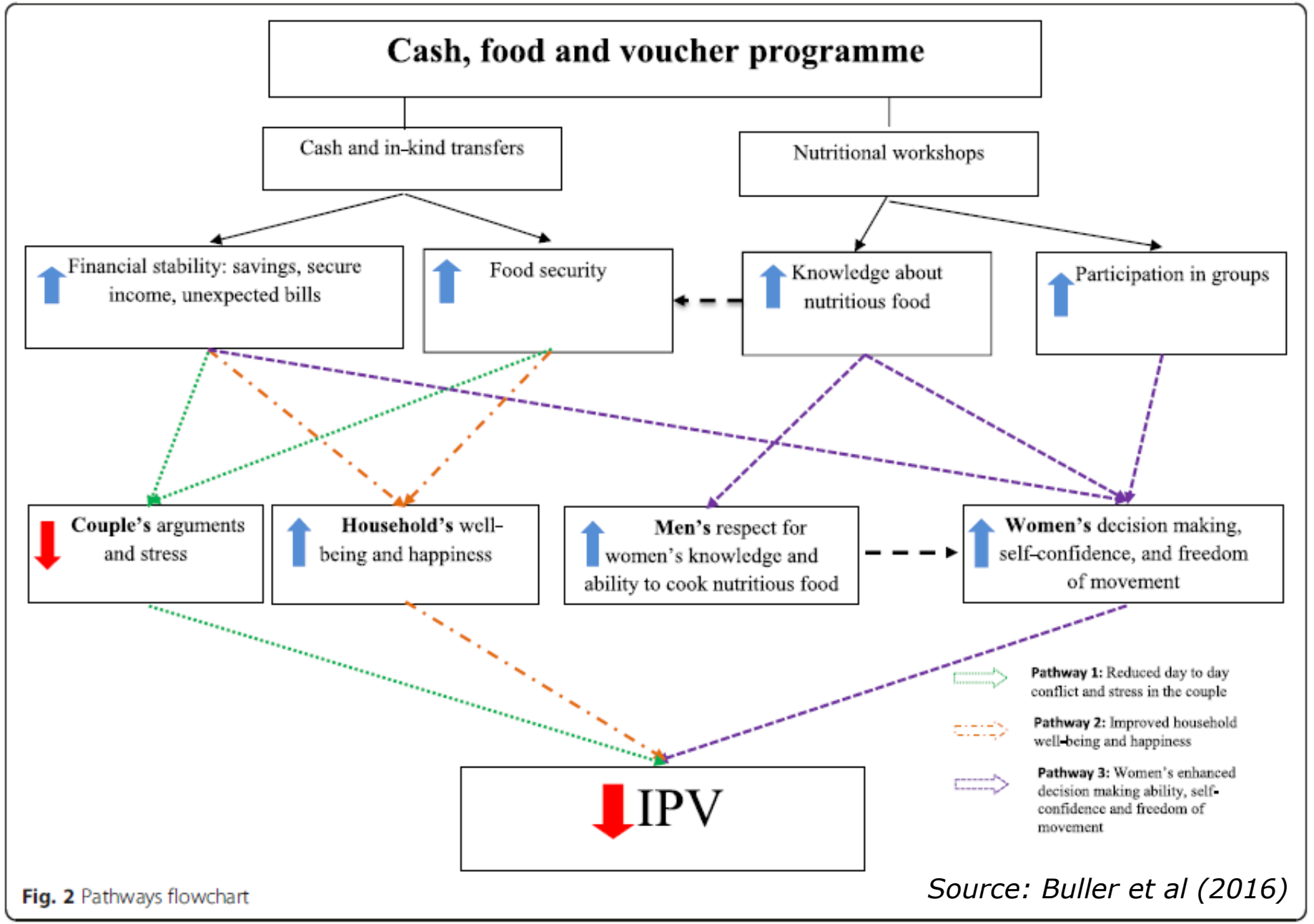
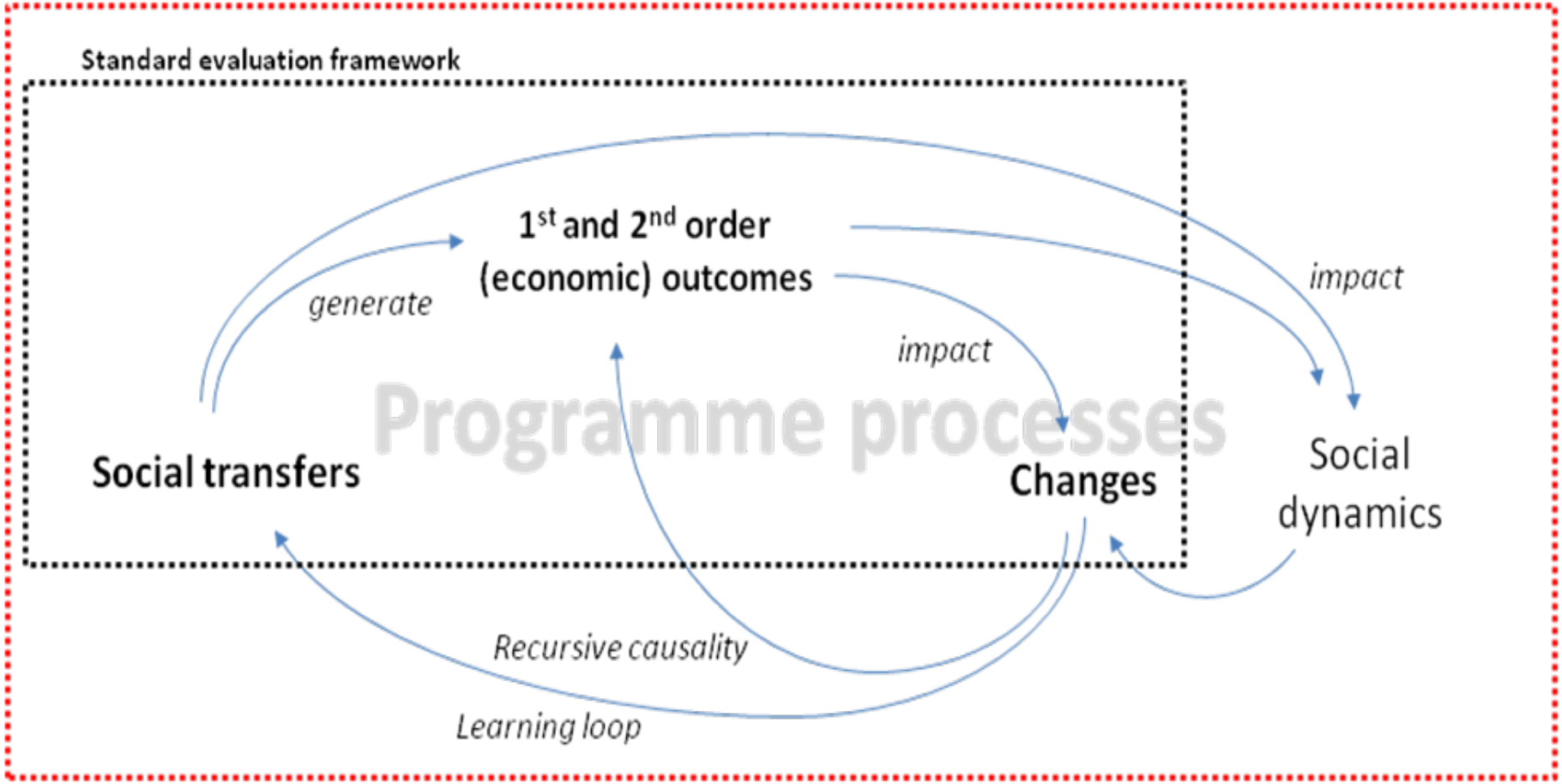


Fig. 2 Pathways flowchart

Source: Buller et al (2016)

Benefits of mixed methods research



Thinking outside the box – moving beyond ToCs

Source: Devereux et al (2013)

Benefits of mixed methods research

With 'cash plus' – interventions such as education can lead to improved food security, more diverse diets, and better child-feeding practices.

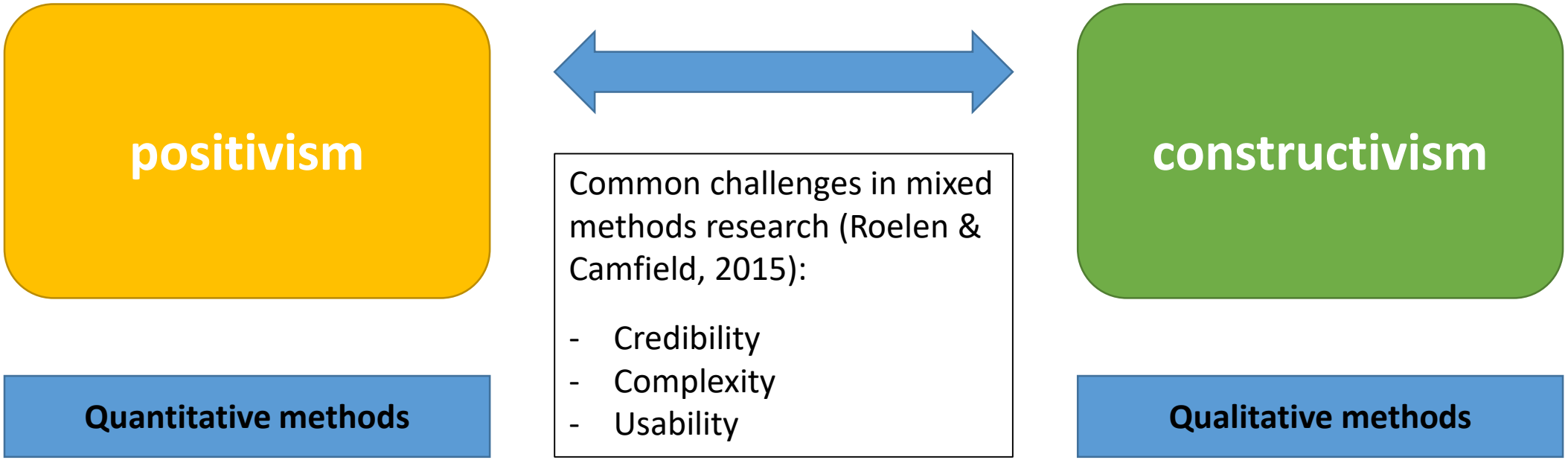
Challenges of mixed methods research

Doing mixed methods research requires **MORE**…

- MORE **time**
- MORE **money**
- MORE **expertise**

Challenges of mixed methods research

Epistemological differences…



Using mixed methods

Different ways of integrating, different levels of integration

- **Sequential**: one method informing the other

For example:

- Using qualitative data to design survey questionnaires
- Using quantitative data analysis to decide on sample for qualitative research
- Using qualitative data to verify or explain quantitative findings

EASY TO IMPLEMENT – CLEAR LINES OF INTEGRATION

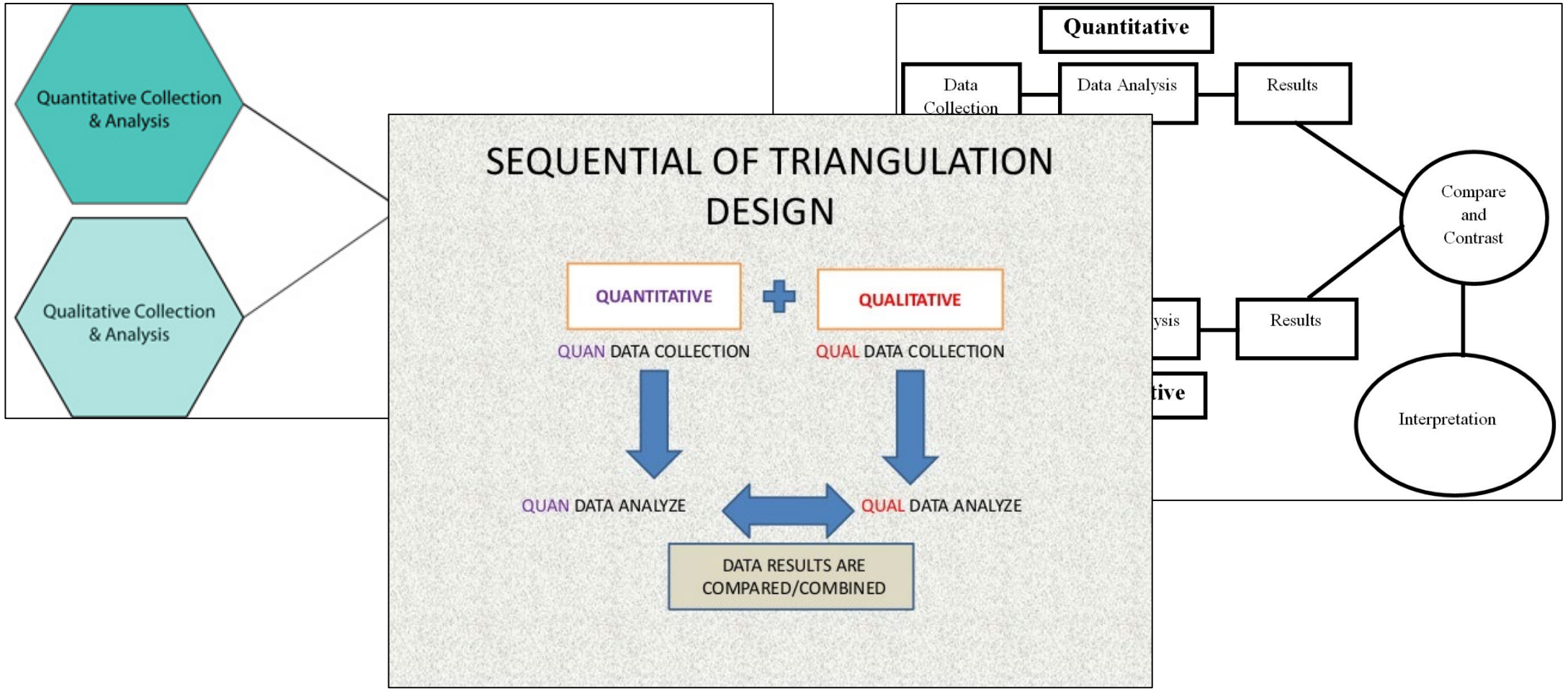
Using mixed methods

Different ways of integrating, different levels of integration

- **Parallel**: each method undertaken separately at the same time
- To investigate related sub-questions in answering the overall research question: understanding different pieces of the puzzle
- Combination of data occurs at stage of data analysis

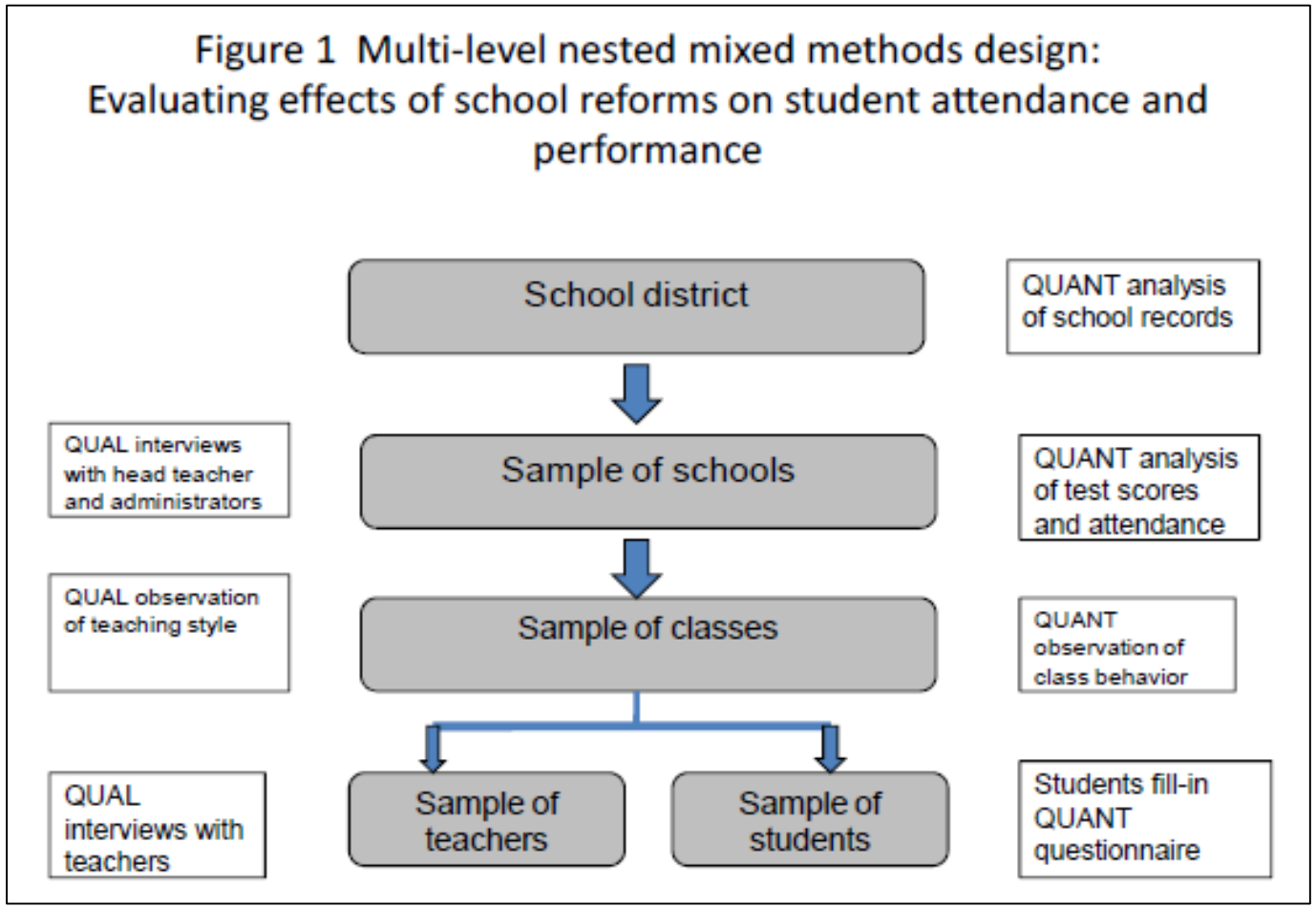
FAIRLY EASY TO IMPLEMENT – DATA ANALYSIS MOST DIFFICULT PHASE

Using mixed methods



Using mixed methods

For example:



(Bamberger et al, 2010)

Using mixed methods

Different ways of integrating, different levels of integration

- **Combined**: integrated use of methods
- Integrating data collection and analysis using different methods
- Allowing for adaptive and flexible approach
- BUT…

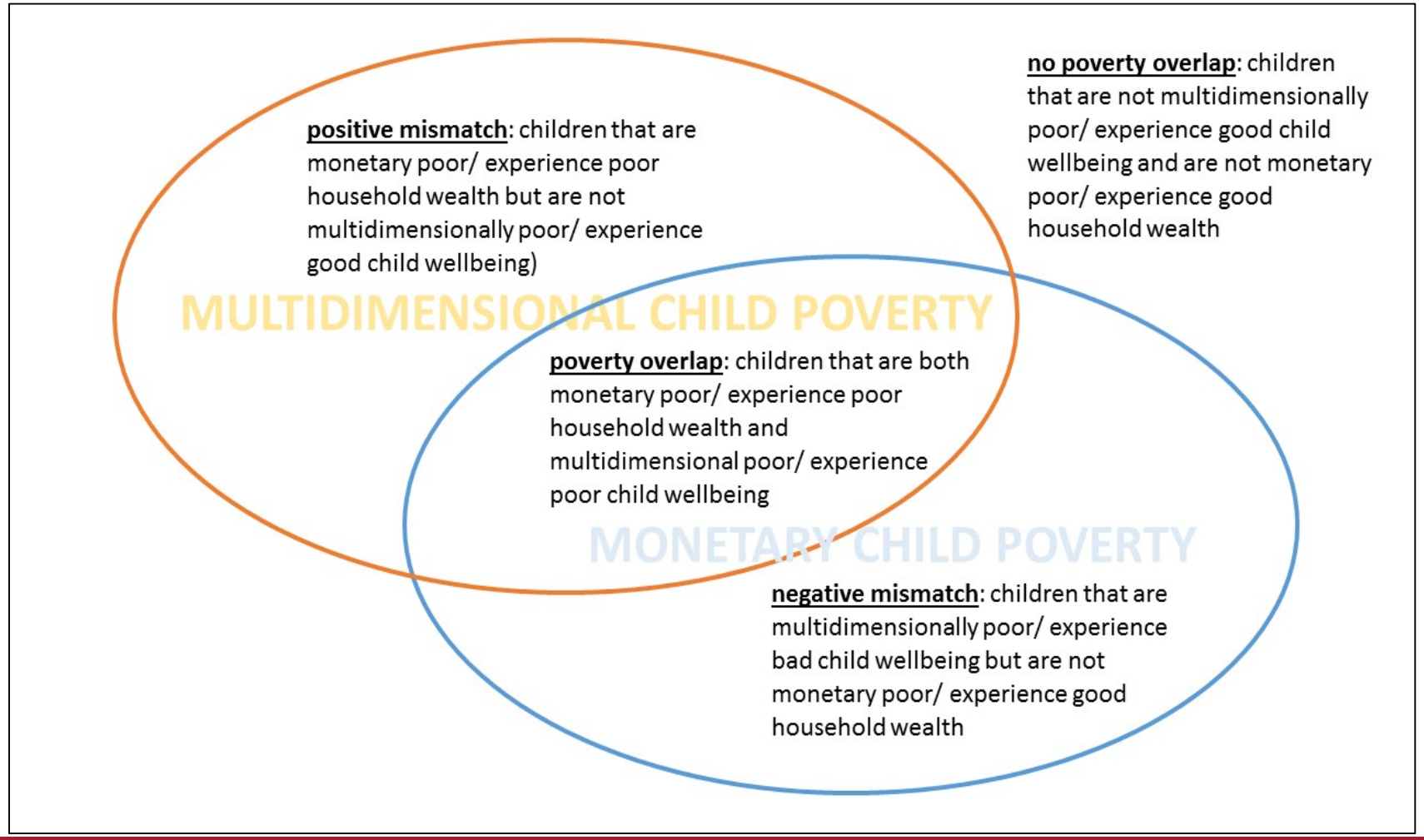
DIFFICULT TO IMPLEMENT – REQUIRES EXPERTISE OF MULTIPLE METHODS AT DATA COLLECTION AND ANALYSIS STAGES

Using mixed methods

To serve different purposes

- To verify and triangulate
- To add depth and understand ‘why?’
- To think outside of the box

Example – child poverty

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Svalbard (Nor.)
ARCTIC OCEAN
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Iceland
Norway
Sweden
Finland
Russia
United Kingdom
Ireland
Estonia
Latvia
Belarus
Ger.
Pol.
Ukraine
Kazakhstan
Mongolia
Georgia
Kyrgyzstan
Tajikistan
N. Korea
S. Korea
Japan
Portugal
Italy
Bulgaria
Turkey
Greece
Tunisia
Lebanon
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New Zealand
PACIFIC
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The ‘matching problem’

sample quantitative data

≠

sample qualitative data

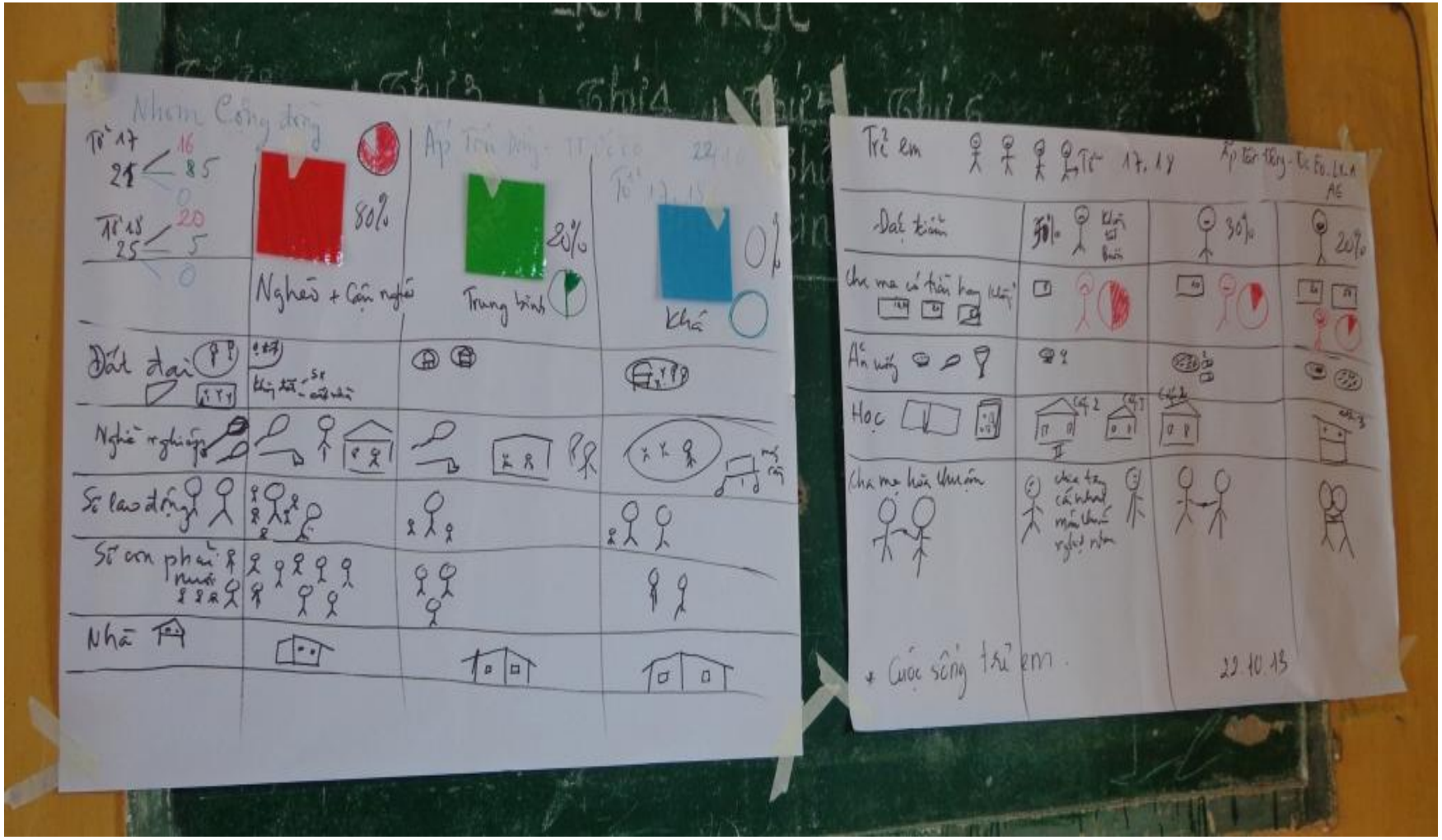
>> ‘community child poverty profiling exercise’

The ‘community child poverty profiling exercise’

6 stages

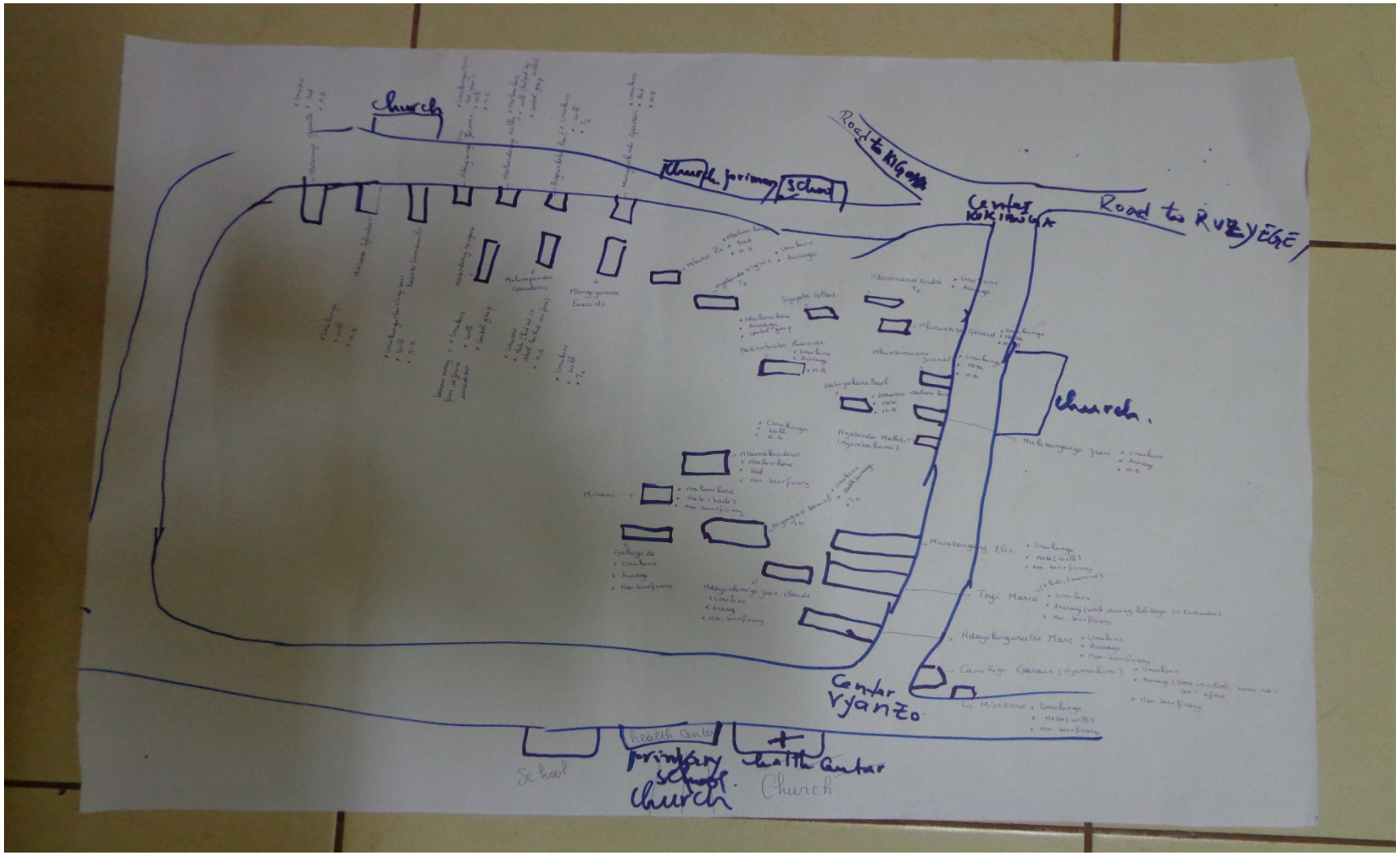
1) Establishing community-specific categories and criteria for **monetary poverty/ household wealth;**
2) Establishing community-specific categories and criteria for **child multidimensional poverty/ child wellbeing**;
3) Mapping or **listing the households** in the community (or sub-community up to 40 households);
4) Establishing which **category of monetary poverty/ household wealth** applies to each household;
5) Establishing which **category of multidimensional child poverty/ child wellbeing** applies to each household;
6) Establish whether there is **overlap or mismatch** between households’ identified categories of household wealth and child wellbeing. Given the categorisations for household wealth and child wellbeing, there are four categories of overlap and mismatch

The ‘community child poverty profiling exercise’



Vietnam

The ‘community child poverty profiling exercise’



Burundi

The ‘community child poverty profiling exercise’

Households	Child wellbeing category	Wealth category	To discuss?
Abraham	Bad	Average	Yes
Nestor	Bad	Poor	No
Novate	Average	Average	No
Liboire	Average	Poor	Yes
Pierre	Bad	Poor	No
Pascal	Average	Average	No
Hategekimana	Average	Poor	Yes

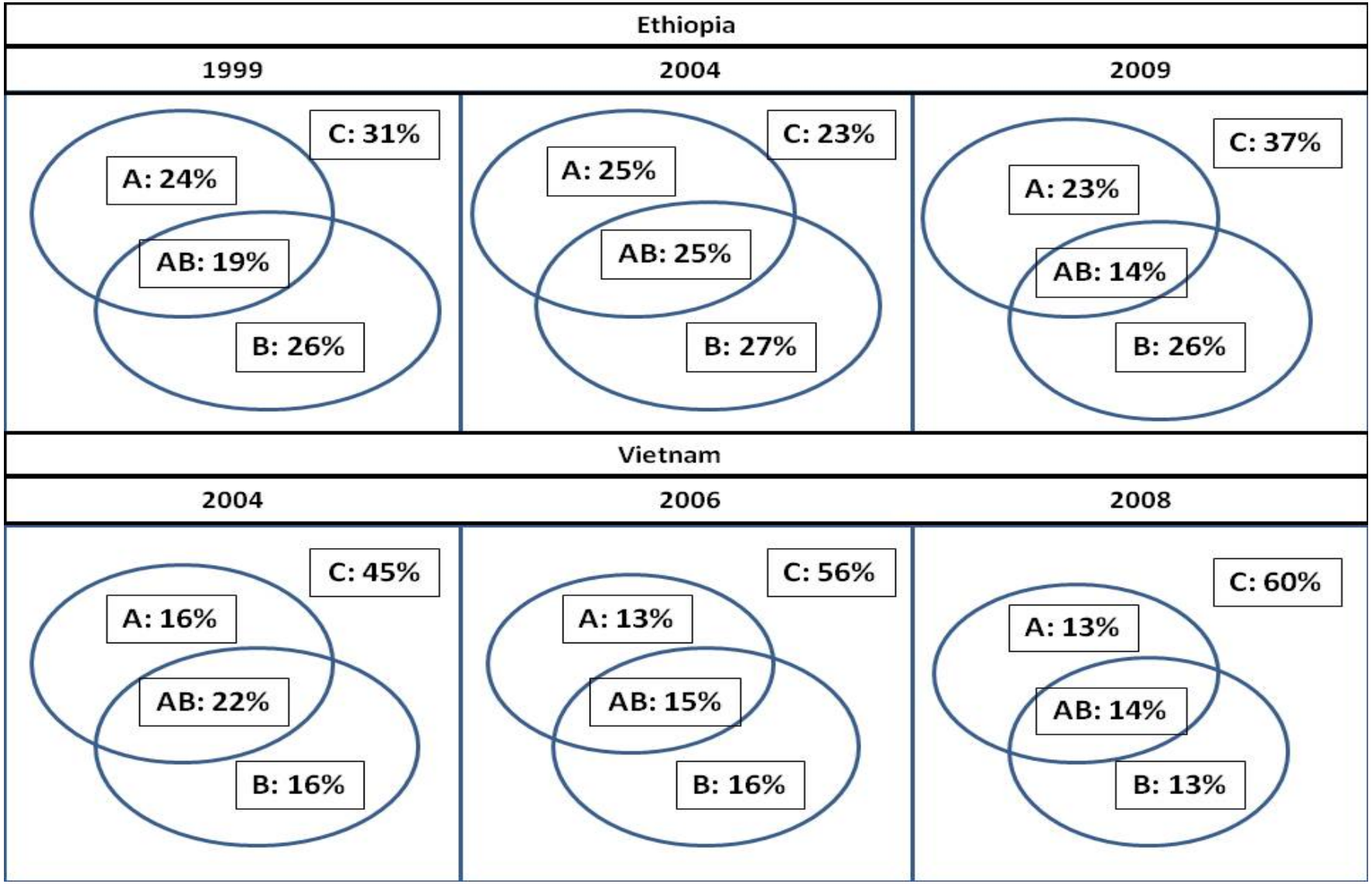
Burundi

Validation of exercise

1. Magnitude of poverty overlap and mismatch
2. Identification of case studies
3. Reality on the ground

	quantitative data	qualitative data		
	children	adults	children	total
Ethiopia	228 (ERHS, 2009)	88	61	159
Vietnam	364 (VHLSS, 2008)	145	78	223
Burundi	367 (Terintambwe, 2015)	91	40	131

Validation – magnitude



Validation – magnitude

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Ethiopia

Tabia, kushet	Source	Overlap	Positive mismatch	Negative mismatch	Non-poor	Total
Harresaw, Harresaw	exercise	74% (14)	11% (2)	16% (3)		100% (19)
	survey data	40% (30)	53% (39)	3% (2)	4% (3)	100% (74)
Harresaw, Limeat	exercise	64% (21)	27% (9)	9% (3)		100% (33)
	survey data	33% (25)	61% (47)	1% (1)	5% (4)	100% (77)
Geblen, Kaslen	exercise	70% (19)	26% (7)	4% (1)		100% (27)
	survey data	17% (7)	73% (30)		10% (4)	100% (41)
Geblen, Welaalabur	exercise	29% (11)	68% (26)	3% (1)		100% (38)
	survey data	11% (4)	89% (32)			100% (36)

Vietnam: community data identified more positive mismatch and less negative mismatch in comparison to survey data

Burundi: considerable consistency in findings on overlap and positive mismatch but greater negative mismatch in survey data

Validation – case studies

Burundi

Province, colline, commune	Consistent findings	Partially consistent findings	Inconsistent findings	Total
Cibitoke, Nyangwe, Bukinanyana	23% (5)	23% (5)	54% (12)	100% (22)
Cibitoke, Rushiha, Mabayi	31% (7)	17% (4)	52% (12)	100% (23)
Kirundo, Nyabikenke, Bugabira	12% (4)	3% (1)	85% (29)	100% (34)
Kirundo, Sigu, Busoni	13% (4)	10% (3)	77% (23)	100% (30)

Validation – reality on the ground

Ethiopia

Sara, 16 years old, living with her father, in grade 8

"I can say my wellbeing is good and bad. It is good because I am in school. My wellbeing is bad because I am working at home when I return from school."

Her father says: *"I don't send my children to work for other households but I believe children should work at home in household production."*

"If I pass the national examination, I want to continue my education in the town of Atsbi. But my father wants me to join the Dera high school in order to support him. I want to be an engineer in order construct road to my community in particular and my country in general."

Explaining discrepancies

- Use of different criteria for child wellbeing and household wealth in community and survey data
- Community assessments based on objective and additional subjective indicators
- Challenge of operationalising the abstract term of child wellbeing in community discussions
- Opposing findings for individual indicators complicated overall assessment
- Differential use of units of analysis in community versus survey data
- Response bias towards positive mismatch in community data
- Respondent fatigue in community exercise

What did we learn?

Community profiling exercise is a useful tool for identification of poverty overlap and mismatch at community level

Improvements:

- Consistent use of criteria for child wellbeing and wealth
- Individual child as unit of analysis
- Strong facilitation of community exercise

>> less suitable as proxy for quantitative findings

Learning from failure or finding truth in disagreement?

Conclusion

- Mixed methods approaches can add depth and rigour to research
- Mixed methods approaches can help to think beyond hypotheses and assumptions
- Mixed methods require more resources – time, budget, expertise
- Mixed methods count on open minds!

Thank you!

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