

Information Collection

Use of Different Methodologies

Assessment	Baseline Data Collection	Monitoring
<p>Exploratory Walk</p> <p>Use to collect initial data on what facilities are available at present and what the main problems/risks are. Provides a rapid impression of the situation</p> <p>See PHAST</p>	<p>A check list can be used to record information gathered</p> <p>Use PHAST Tool Kit</p> <p>This will be impressionistic and cannot be presented as 'survey' data.</p>	<p>Using 'crude' indicators such as a rating of how much indiscriminate defecation is observed, stagnant water, garbage</p>
<p>Key Informant Interviews</p> <p>Use to collect initial data on main problems/risks, population numbers, social structure.</p> <p>See PHAST</p>	<p>Record information and identify themes and trends to help define indicators.</p> <p>Cannot be presented in percentages or as statistical information but as narrative and <u>qualitative</u>.</p>	<p>Repeat interviews and ask people to identify changes they perceive to have taken place, use previously identified indicators to measure results.</p> <p>Previous and new key informants should be interviewed.</p>
<p>Mapping</p> <p>May be possible to do at the same time as interviewing key informants, should be done by a group of people including men and women.</p> <p>See PHAST</p>	<p>Allows a partial analysis particularly with regard to water and sanitation as well as other features of relevance to the project</p> <p>To have a visual representation of the community with a view to understanding the use of space in the community better.</p>	<p>Repeat mapping to use as visualisation of community perceived changes at three monthly intervals.</p>
<p>Focus Group Discussion</p> <p>Should organise at beginning of programme activities as part of initial assessment and planning</p>	<p>Information needs to be summarised and cross checked with other information collected and presented in a narrative format.</p> <p>Cannot be interpreted as percentage and gives <u>qualitative</u> information</p>	<p>Subsequent focus groups should NOT identify the same groups.</p> <p>Organising focus groups should be an ongoing activity as this is an opportunity for community discussion and learning</p>

<p>Three Pile Sorting</p> <p>Carry at beginning of programme activities. Good exercise to use as group work.</p> <p>See PHAST</p>	<p>Can provide detailed information on how people perceive problems if careful recording is made.</p> <p>Cannot be presented in percentages – narrative required</p>	<p>Should form part of ongoing training. Key information should be recorded.</p>
<p>Household Interviews – Observations</p> <p>Useful to visit one or two houses during exploratory walk</p>	<p>Random selection of small number of houses, gives impressionistic data only.</p> <p>Report in narrative form, provided <u>qualitative</u> information</p>	<p>Repeat random household observations especially after distributions.</p> <p>Carry out this process every 3 months.</p> <p>This is only useful when cross checked with other methods</p>
<p>Pocket Chart</p> <p>To be conducted at start of programme, gives good insight into people's practices.</p> <p>See PHAST</p>	<p>Can provide some quantitative data but cannot be presented as percentages. Should be reported in a narrative form.</p> <p>Provides entry point into discussion around good and bad health practices.</p>	<p>Should form part of ongoing training. Key information should be reported.</p>
<p>Matrix Ranking</p> <p>Can be used as part of Key Informant or random household interviews.</p>	<p>Gives an understanding of beneficiaries major concerns</p>	<p>Conduct again after 6 months to see if there has been a change in the ranking</p>
<p>Seasonal Calendar</p> <p>Necessary for planning so should be conducted at beginning of programme</p>	<p>Can provide useful information of peak seasons/months for sickness. Useful for making linkages between environment and sickness and planning for change.</p>	<p>More useful as a training and planning tool than as a monitoring tool.</p>
<p>Gender Analysis</p> <p>Information should be sought on gender roles and responsibilities</p> <p>See PHAST</p>	<p>Understanding gender roles will help with programme planning.</p>	<p>Probable not possible to view significant change in the short term but may be able to measure changes in roles, responsibilities and workloads over the long term.</p>