Primary Health Care Management Advancement Programme

ASSESSING COMMUNITY HEALTH NEEDS AND COVERAGE

MODULE 2
FACILITATOR'S GUIDE

THE AGA KHAN UNIVERSITY

AGA KHAN FOUNDATION

Primary Health Care Management Advancement Programme

ASSESSING COMMUNITY HEALTH NEEDS AND COVERAGE

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MODULE 2
FACILITATOR'S GUIDE

Aga Khan Health Services

URC/CHS

University Research Corporation
Center for Human Services

Dedicated to
Dr. Duane L. Smith (1939-1992),
Dr. William B. Steeler (1948-1992)
and all other health leaders, managers and workers
who follow their example in the effort to bring quality health
care to all in need.

The Primary Health Care Management Advancement Programme has been funded by the Aga Khan Foundation Canada, the Commission of the European Communities, the Aga Khan Foundation U.S.A., the Aga Khan Foundation's head office in Geneva, the Rockefeller Foundation, the Canadian International Development Agency, Alberta Aid, and the United States Agency for International Development under two matching grants to AKF USA. The first of these grants was, "Strengthening the Management, Monitoring and Evaluation of PHC Programs in Selected Countries of Asia and Africa" (cooperative agreement no. OTR-0158-A-00-8161-00, 1988-1991); and the second was "Strengthening the Effectiveness, Management and Sustainability of PHC/Mother and Child Survival Programs in Asia and Africa" (cooperative agreement no. PCD-0158-A-00-1102-00, 1991-1994). The development of Modules 6 and 7 was partially funded through in-kind contributions from the Primary Health Care Operations Research project (PRICOR) of the Center for Human Services under its cooperative agreement with USAID (DSPE-6920-A-00-1048-00).

This support is gratefully acknowledged. The views and opinions expressed in the PHC MAP materials are those of the authors and do not necessarily reflect those of the donors.

Contents

Foreword

What is the purpose of the Facilitator's guide?

The Facilitator's guide contains a suggested workshop design for use by individuals who will help PHC managers and staff learn how to use the Primary Health Care Management Advancement Programme (PHC MAP) series. There is a Facilitator's guide for each module in the PHC MAP series.

What information does it contain?

Each Facilitator's guide contains instructions for conducting a workshop on one of the modules in the PHC MAP series using the information contained in the User's guide.

The instructions are arranged in one to two hour sessions. The number of sessions depends on the amount of information and/or the number of steps contained in the User's guide. The first page of each session lists session objectives, major topic headings, time required, and materials and equipment. The following pages describe the instructional activities in outline form.

The outline is divided into two columns. The right-hand column indicates what the facilitator says or does to conduct the session. The left-hand column lists the handouts, overhead transparencies, or other materials needed to support the activity. Copies of these materials, suitable for duplication, appear at the end of the session in which they are first used. Some transparencies are used in more than one session.

How are the workshops organised?

The first session of each workshop contains activities designed to introduce the PHC MAP series and explain its importance to PHC programmes, present an overview of the workshop, explain the purpose of the module, review specific terms or concepts used in the module, and acquaint the participants with the organisation and content of the User's guide.

The final session of each workshop contains activities designed to review key points of the User's guide, if appropriate, help participants prepare an action plan, and brings the workshop to a formal conclusion. The sessions in between present the steps required to accomplish the purpose of the module and provide an opportunity for participants to apply those steps to their own programmes.

Each workshop is designed to be given on consecutive days, uninterrupted except for breaks, meals, and rest, if the workshop is longer than one day. It is recognised, however, that situations vary and the PHC MAP modules will be used singly or in combination by individuals and organisations in the field and on university campuses. Therefore, it is expected that the workshops described in the Facilitator's guides will be adapted to fit a range of circumstances. Indeed, those who facilitate PHC MAP workshops are encouraged to make adaptations to meet the needs of participants and/or specific PHC programmes.

Who can be a facilitator?

Ideally, the person who serves as facilitator has training and experience in the fields of public health, management, planning, and evaluation, as well as sampling and survey design. It is recommended that this person also be skilful in working with small groups.

The facilitator should be someone from outside the PHC programme, perhaps from another agency or a university. As a person with no direct interest in the programme, the facilitator can be neutral in disagreements that may arise and help the group members resolve an issue objectively. Having an outside person as facilitator also allows the programme director, who usually has a leadership role, to contribute his or her knowledge and experience as a full participant in the work of the group.

It is also recommended that a facilitator have a full set of PHC MAP User's guides and Facilitator's guides. It is sometimes necessary, in the course of completing one module, to refer to information in another module.

Who should participate in the workshop?

The primary audience for the PHC MAP series is the team that manages PHC programmes or other population-based health programmes in either the public or private sector. An example of a PHC management team in the public sector is the core staff of a district ranging from 100,000 to 300,000 in size of population served.

An example of a PHC management team in the private sector is the core staff of an NGO that provides PHC services to a specific population in a given geographic area. The average size of the service population may range from 40,000 to 60,000, but may be as small as 10,000 or more than 100,000. In either case, the management team should have:

- the knowledge and skills needed to complete the steps in the module
- the time and resources required to collect and analyse the required data
- the authority to plan and implement improvements in management systems and procedures based on this analysis.

If feasible, teams from several districts or from several PHC programmes within a given NGO, may work simultaneously with one facilitator to complete a module. It is recommended that one facilitator work with no more than four teams or 20 people at one time.

What does the facilitator do?

Understands the needs of participants. If the facilitator is working with one PHC programme, the most efficient way to gather information about participants and the programme in which they work is to meet with the PHC director to determine:

- the nature of the PHC programme (services provided, size and description of area served, number and type of facilities, number and qualifications of staff, community involvement, computer capability, strengths, major problems, etc.)
- if information needs have been clearly identified
- previous staff training in management information systems or related topics
- resources available for training (time, space, equipment)
- possibility for subsequent technical assistance to workshop participants.

Understands the content of Module 1. Read the User's guide and Facilitator's guide for Module 1 and consider options for workshop delivery.

- The purpose of Module 1 is to help participants select priority information needs and to review some basic concepts underlying management information systems. Depending on participant background, the amount of time available, and the need to establish priorities among management information needs, Module 1 can be presented in its entirety, limited to Level 1: Quick start, limited to the PHC MAP systems framework, or in summary form as contained in the first session of the Facilitator's guides for Modules 2 through 9.

- If information needs have not been clearly identified and participants have no background in systems, then Module 1 should be presented in full. The selection of the next module will depend upon priorities set by the participants as they complete the steps in Module 1.
- If information needs have been clearly identified and participants have no background in systems, then that portion of Module 1 can be added to the first session of the selected module.
- If information needs have been clearly identified and participants have a background in systems, then the overview of PHC MAP in the selected module will be sufficient.

Understands the content of the selected module. Read the User's guide and Facilitator's guide for the selected module and consider options for workshop delivery.

- Depending upon the length of the module and the availability of staff for training, the workshop sessions may be presented as described in the Facilitator's guide, or workshop sessions may be delivered at intervals (for example, every morning for a certain number of days, one session per week, or one day per week for three or four weeks).
- If follow-on technical assistance is available, the content of the module could be presented in the workshop and the application of the procedure to the PHC programme could be conducted on the job.
- Participants could plan steps in the workshop, complete them on the job, and bring the results to the next workshop session. This approach is particularly applicable to Module 2 which requires development of a questionnaire, selection of a survey sample, training of data collectors, and data collection. These steps cannot actually be carried out within the time limits of the workshop as contained in the Module 2 Facilitator's guide.
- Other options are possible depending upon the circumstances of each situation.

Determines what programme information, if any, is needed for completion of the module. For example, census data and lists of households are required to complete some of the steps in Module 3.

Determines the most appropriate people to attend the workshop. For example, Module 7 is best completed by those responsible for planning, training, supervision, logistics, and other management services.

Discusses the delivery options and participants with the PHC manager and make decisions regarding the most appropriate option and participant selection. Also determines if the needed information is available and if it is not, the alternatives for obtaining the information.

Notifies participants of the date, time, and purpose of the workshop and confirms attendance. Initial notice of the meeting may come from the PHC manager, with follow-up by the facilitator.

Prepares the agenda, using as a model the sample in Session 1 of the Facilitator's guide for the selected module.

Inspects the room where the workshop will be held and answers these questions:

- Is the room large enough to seat all the participants?
- Can chairs and tables be arranged in a variety of ways; all participants around one table; participants in groups of three or four at smaller tables?
- Is the lighting adequate?
- Can temperature and humidity be controlled?
- Is there an electrical outlet for an overhead projector?
- Is a microphone necessary for everyone to hear and to be heard?
- Are toilets conveniently located?
- Is the site convenient to parking, restaurants and public transportation?
- Are supporting facilities available and convenient: duplication, word processing, computers?

Prepares notes to conduct the workshop using the session outlines in the Facilitator's guide for the selected module, and makes the necessary adaptations. Refer to the appropriate User's guide for content.

Duplicates the worksheets and other handouts as indicated in the Facilitator's guide and obtains the necessary equipment.

Conducts the workshop as planned.

Provides follow-on assistance, if appropriate.

Session 1: Introduction and overview

Objectives:

Participants will be able to:

- Explain at least one purpose of Module 2.
- Discuss the purposes and benefits of rapid community surveys.
- Explain the major steps involved in conducting a rapid community survey.
- Discuss some limitations of rapid community surveys.

Session outline:

I. Introduction (30 minutes)
II. Overview of workshop (10 minutes)
III. Purpose of Module 2 (20 minutes)
IV. Module 2 User's guide (10 minutes)
V. Rapid community surveys (20 minutes)

Materials:

Module 2 User's guide

Handout 2-1:	Agenda
Transparency 2-1:	Workshop objectives
Transparency 2-2:	Purposes of Module 2

Equipment:

Flip chart, stand, markers, masking tape, overhead projector and screen

Session 1: Introduction and overview

I. Introduction (30 minutes)

Note: *Omit Section I if you have presented Module 1, or some other module, immediately prior to the presentation of Module 2.*

A. OPENING REMARKS

- **Introduce** self and other staff, as necessary.
- **Explain** your role in the workshop.
- If you do not know the participants, **ask** each one to state his or her name, position title, and job location.

Name tags or place cards

Note: *If the group is larger than 6 or 8, you may wish to have them wear name tags or place cards with their names at the places where they are sitting.*

Flip chart

- **Ask** each participant to complete this sentence: "As a result of attending this workshop, I expect . . . " and write their responses on the flip chart.
- When all responses have been recorded, **say** that you will return to this list after giving an overview of the workshop.

B. OVERVIEW OF PHC MAP

- **Explain** why information is important for PHC programmes.
- **Summarise** PHC MAP, including:
  Purpose of PHC MAP
  Title and purpose of each module and other materials
- **Make** the following points about PHC MAP:
  Has been field-tested and revised to ensure usefulness to PHC programme staff.
  Modules can be used in any sequence.

Session 1: Introduction and overview

Surveys and other materials can be adapted to fit a particular situation.

The procedures outlined in the modules can be adopted as routine monitoring activities in a PHC programme.

- **Explain** why MAP is being introduced in this PHC programme.

Note: *The remarks here should be tailored to the specific programme and should provide answers to these questions:*

Why are we doing this workshop?

What do we expect to achieve?

It may be appropriate for the PHC manager to make these remarks.

II. Overview of workshop (10 minutes)

Transparency 2-1: Workshop objectives

Handout 2-1: Agenda

- **Review** the workshop objectives.
- **Distribute** and **review** the workshop agenda, describing the activities that will take place to accomplish the workshop objectives.
- **Review** the expectations contributed by participants at the beginning of the session.

  Indicate which ones will be met and which ones will not and why.

  Suggest, if possible, alternatives for meeting the expectations that will not be met in this workshop.
- **Explain** the process to be followed in completing Module 2.

  Questions will be addressed in sequence.

  Facilitator will provide guidance and explanations as needed.

  Participants will complete the forms provided, drawing on their experience with their programme.

Session 1: Introduction and overview

- **Ask** for questions or comments.

III. Purpose of Module 2 (20 minutes)

Transparency 2-2:
Purposes of Module 2

- **Explain** that the purposes of Module 2 are to help managers:
  Collect and analyse population-based information on health status, behaviour, and knowledge.
  Assess PHC programme impact on health knowledge, behaviour, and status of target groups.
- **Review** the information that is helpful to have for this module and **provide** it, as appropriate.
  An estimate of the total population to be surveyed.
  An estimate of the size of the subunits of the sample.
  A map of the survey area.
  An up-to-date household listing of the community.
- **Ask** for questions and comments.

IV. Module 2 User's guide (10 minutes)

Module 2 User's guide

- **Distribute** a User's guide to each participant.
- **Highlight** key sections of the User's guide:
  Overview of PHC MAP has more details on its purpose and the materials included; information that has already been presented in summary form.
  Quick start provides a procedure for conducting a survey using the *Epi Info* computer program and can be used if the questionnaires do not need to be modified.

Session 1: Introduction and overview

10-step procedure for carrying out rapid community surveys.

Appendices (**refer** participants to the table of contents as you describe the purpose and contents of each appendix.)

- **Explain** that Session 2 will be devoted to Steps 1 and 2.

V. Rapid community surveys (20 minutes)

- **Explain** what are rapid community surveys.
- **Review** example discussed in User's guide.
- **Discuss** some limitations of rapid surveys:

  Does not provide for detailed findings or analysis

  Not designed to identify the determinants or causes of health problems

  Often conducted by nonprofessional interviewers

  Should be scheduled when respondents are likely to be home, to minimise bias

  Does not provide exact estimates of values

  Can be completed most rapidly if computers are used
- **Ask** for questions and comments.

WORKSHOP OBJECTIVES:

Participants will be able to:

1. Explain at least one purpose of Module 2
2. Explain the purposes and benefits of rapid community surveys
3. Explain the major steps involved in conducting a rapid community survey
4. Discuss some limitations of rapid community surveys

PURPOSES OF MODULE 2:

Module 2 will help PHC programme managers to:

1. Collect and analyse population-based information on health status, behaviour, and knowledge

2. Assess PHC programme impact on health knowledge, behaviour, and status of target groups

SAMPLE AGENDA MODULE 2*

Session 1 (1 hr, 30 mins)	Introduction and overview
Session 2 (2 hrs, 30 mins)	Specify the objectives and indicators (Steps 1, 2, and 3)
Session 3 (2 hrs, 20 mins)	Design the data collection instruments (Step 4)
Session 4 (2 hrs)	Develop the sampling procedures (Step 5)
Session 5 (1 hr)	Schedule the survey and collect the data (Steps 6 & 7)
Session 6: (1 hr, 25 mins)	Enter, verify, and tabulate the data (Step 8)
Session 7: (1 hr, 10 mins)	Report findings and develop an action plan (Steps 9 and 10)

*For an actual presentation, substitute the appropriate clock hours in the first column.

Session 2: Specify the objectives and indicators (Steps 1, 2 and 3)

Objectives:

Participants will be able to follow the directions in the Module 2 User's guide to:

- Specify the objectives of the rapid survey.
- Decide what indicators to use.
- Develop an outline for the survey report.
- Plan what information will be produced as a result of the outline.

Session outline:

I. Introduction (10 minutes)
II. Specify the objectives of the rapid survey (60 minutes)
III. Decide what indicators to use (40 minutes)
IV. Develop an outline (40 minutes)

Materials:

Module 2 User's guide

Transparency 2-3:	Session 2: Objectives
Transparency 2-4:	Information needed to state the objectives
Transparency 2-5:	KISS
Handout 2-2:	Worksheet for target groups, health services, and coverage indicators
Handout 2-3:	Worksheet for specifying rapid survey objectives

Equipment: Flip chart, stand, markers, masking tape, overhead projector and screen

Session 2: Specify the objectives and indicators (Steps 1, 2 and 3)

I. Introduction (10 minutes)

Transparency 2-3: Session 2: Objectives

- **Review** the session objectives.
- **Explain** the two reasons for knowing about the health status of target groups:
  Setting goals.
  Assessing programme impact on health.

II. Specify the objectives of the rapid survey (60 minutes)

- If participants have completed Module 1, **review** with them the information needs they have identified.

Handout 2-2: Worksheet for target groups, health services, and coverage indicators

- If participants have not completed Module 1, **assist** them to fill in the worksheet for target groups, health services offered, and coverage indicators.

Transparency 2-4: Information needed to state the survey objectives

- **Assist** participants to determine the information needed to state the objectives of the rapid survey, and then to draw conclusions:
  Who are the users of the information?
  Why is this information needed?
  Which target population and PHC components does the user want to study?
  What will be the geographic scope of the survey?
  What are the scheduling requirements?

Handout 2-3: Worksheet for specifying rapid survey objectives

- **Direct** participants to complete the Worksheet for specifying rapid survey objectives.
  Ask participants how satisfied they are with their answers to these questions.
  If they are not satisfied, **direct** participants to review and restate their information needs.

Session 2: Specify the objectives and indicators (Steps 1, 2 and 3)

Say that they may also check an information need for services they do not provide, but think they should.

- **Direct** participants to select one target group from Handout 2-2 and one corresponding service.
- **Direct** participants to write a specific rapid survey objective for this target group.

User's guide

- **Review** Appendix G.2.
  Explain the steps required to determine the sample sizes needed for a "before-and-after" comparison.
  Explain the study design used to conduct impact evaluations.
- **Ask** for questions and comments.

III. Decide what indicators to use (40 minutes)

- **Ask** participants to make a list of the key outcome (coverage) indicators for those services identified above, starting with the desired outcome.
  Review "if..., then..." statements from Module 1, p. 6.
- If participants require further assistance for this step, **refer** them to Module 5, which lists recommended indicators for each PHC service.
- **Review** the purpose of other types of data which are needed in a rapid survey:
  Descriptors
  Characteristics
  Survey management data

Session 2: Specify the objectives and indicators (Steps 1, 2 and 3)

IV. Develop an outline (40 minutes)

- **Review** the purpose of developing a survey report outline.
- **Discuss** the general outline format to be used.

  Refer participants to the generic outline in Step 9.

  Explain the purpose and content of each section.

  Work with participants to adapt the outline, as necessary, to fit the objectives they have specified.
- **Direct** participants to construct a list of "dummy tables."
- **Identify** the kinds of frequency distributions and cross-tabulations the user(s) will want (see Appendix I for an illustrative list).
- **Review** the typical questions that should be addressed in the report and **list** other questions and issues.
- **Emphasise** the use of visual presentations.
- **Remind** participants of "KISS."

Transparency 2-5: Keep it straightforward and simple

SESSION 2: OBJECTIVES

Participants will follow the directions in the Module 2 User's guide to:

1. Specify the objectives of the rapid survey

2. Decide what indicators to use

3. Develop an outline for the survey report

4. Plan what information will be produced as a result of the survey

WORKSHEET FOR TARGET GROUPS, HEALTH SERVICES AND COVERAGE INDICATORS

Target group	Health services offered	Coverage indicators

INFORMATION NEEDED TO STATE THE SURVEY OBJECTIVES:

1. Who are the users of the information?

2. Why is this information needed?

3. Which target population and PHC components does the user want to study?

4. What will be the geographic scope of the survey?

5. What are the scheduling requirements?

WORKSHEET FOR SPECIFYING RAPID SURVEY OBJECTIVES

User

_____ Manager
_____ Board
_____ Donor
_____ Community
_____ Other: ____________________

Purpose

_____ Planning
  _____ Health status/needs
  _____ Service status/needs

_____ Evaluation
  _____ Service coverage/effects
  _____ Health status/impact

Target groups

_____ Children
_____ Women: ____________________
_____ Other: ____________________
____

PHC service(s)

____
____
____
____

Geographic area: ____________________

Start date: ____________________
End date: ____________________

- **K** EEP
- **I** T
- **S** TRAIGHTFORWARD AND
- **S** IMPLE

Session 3: Design the data collection instruments (Step 4)

Objectives:

Participants will select and design the data collection instruments to be used.

Session outline:

I. Introduction (5 minutes)
II. Review main options (30 minutes)
III. Design or adapt data collection instrument(s) (50 minutes)
IV. Pretest the data collection instruments (20 minutes)
V. Estimate the data collection requirements (25 minutes)
VI. Develop a code book (10 minutes)

Materials:

Module 2 User's guide

Transparency 2-6:	Session 3: Objective
Handout 2-5:	Checklist for designing questionnaires
Transparency 2-7:	Pre-test the instrument

Equipment:

Flip chart, stand, markers, masking tape, overhead projector and screen

Session 3: Design the data collection instruments (Step 4)

I. Introduction (5 minutes)

Transparency 2-6: Session 3: Objective

- **Review** the session objective.
- **Give** an overview of session activities.

II. Review main options (30 minutes)

Handout 2-5: Checklist for designing questionnaires

- **Discuss** main differences and limitations of questionnaires and cluster registers.

  Questionnaires: provide more information, use exact phrasing, and have pre-coded responses, but researcher must use one questionnaire for each respondent.

  Cluster registers: Record all respondents from one cluster on the same page, but the number of questions is limited to size of the paper.
- **Direct** participants to select the type of survey instrument they will use.
- **Discuss** the option of selecting one target group or several:

  Single target group

  Several target groups

  Need to draw separate samples for each target group.

  Use of modular format for questionnaire.
- **Explain** the three options for including several topics and target groups in the same survey.

  Use the sample Multiple PHC service questionnaire in Appendix C.

  Combine several questionnaires from Appendix C into a single instrument.

  Construct a new instrument.

Session 3: Design the data collection instruments (Step 4)

- **Instruct** participants to select one or more target groups and, if appropriate, one of the three options for a multi-target group questionnaire.

III. Design or adapt data collection instruments (50 minutes)

- **Remind** participants that questions should be designed to collect information on the indicators they identified in Step 2.
- **Explain** the difference in statistical analysis between multiple choice and dichotomous questions.
- **Demonstrate** how a multiple choice question can be reworded into a dichotomous question.
- **Refer** participants to Appendix B, which includes some other suggestions for designing questionnaires, and **give** these directions:

  Read the section on physical layout on page 81.

  Select one of the questionnaires in Appendix C and look for examples of the recommendations for physical layout.

  Repeat this process for question construction, sequence of questions, precoding, and identification items.
- As participants work, circulate among them and **answer** questions individually.
- When all participants are done, **ask** for individual questions or comments.
- **Ask** participants to return to Handout 2-5: Checklist for designing questionnaires and indicate the type(s) of questions appropriate to their survey objectives.

Session 3: Design the data collection instruments (Step 4)

IV. Pretest the data collection instrument(s) (20 minutes)

Transparency 2-7:
Pre-test the instrument

- **Review** the steps involved in pre-testing the instrument, and the purpose of doing so.
- **Ask** for questions or comments.

V. Estimate the data collection requirements (25 minutes)

- **Review** requirements of a two-person team.
- **Explain** how to estimate the number of interviewers and days it will take to complete the data collection, based on the pre-test.
- **Review** the formula for estimating the minimum number of "team days".
- **Instruct** participants to estimate the requirements for this survey, considering the number of teams available, the length of the questionnaire, the nature of the sample and the time available to complete the survey.

VI. Develop a code book (10 minutes)

- **Explain** the purpose of code books and when a code book is recommended.
- **Review** the components of a code book.
  Variable number
  Name
  Label
  Value codes
  Value labels
- **Review** example of a code book included in Appendix B.
- **Ask** for questions and comments on the design of data collection instruments.

SESSION 3: OBJECTIVE

Participants will select and design the data collection instruments to be used

CHECKLIST FOR DESIGNING QUESTIONNAIRES

Type of survey instrument:

_____ Questionnaire
_____ Register
_____ Other: ______________________
____

Target group(s):

_____ Children
_____ Women
_____ Other: ______________________
____

Types of questions/fields:

_____ Yes/no
_____ Multiple choice
_____ Open-ended
_____ Dates
_____ Ranges (e.g., 1-4 years)

Coding:

_____ Uncoded
_____ Pre-coded
_____ Numerical
_____ Alphabetical
_____ NA: Not applicable
_____ DK: Don't know
_____ NR: No response

PRE-TEST THE INSTRUMENT:

- Translation

- Administer to small sample of intended target group

- Use actual survey interviewers, if possible

- Value of pre-testing
  - Understandable questions
  - Realistic responses
  - Logical sequence

- Revise

Session 4: Develop the sampling procedures (Step 5)

Objectives:

Participants will review the procedures for developing the sample.

Note: *This session is optional if participants have a complete household listing of the survey and/or if they plan to use a computer to draw the sample.*

Session outline:

I. Introduction (10 minutes)
II. Determine the size of the clusters (50 minutes)
III. Variations (60 minutes)

Materials:

Module 2 User's guide

Transparency 2-8:	Session 4: Objective
Handout 2-5:	Cluster identification form

Equipment:

Flip chart, stand, markers, masking tape, overhead projector and screen

Session 4: Develop the sampling procedures (Step 5)

I. Introduction (10 minutes)

Transparency 2-8: Session 4: Objective

- **Review** the session objective.
- **Explain** that computer programs can also be used to draw cluster samples.

II. Determine the size of the cluster (50 minutes)

- **Explain** the basic procedures for manually drawing a sample of 30 clusters.
- **Discuss** the definition of a population-based cluster.
- **Explain** that identification of the respondents in each cluster will be covered in Step 7.
- **Review** the importance of selecting a representative sample.
- **Explain** the random sampling procedure for cluster samples.

Handout 2-5: Cluster identification form

- **Instruct** the participants to use the cluster identification form from Exhibit 3 to list the subunits of the sample and their estimated population sizes.
- **Instruct** the participants to complete the cluster identification form up to Step D and then to calculate the sampling interval.
- **Review** each step of the example in the User's guide.

User's guide

- If actual survey information is available, **instruct** participants to identify the 30 clusters from their sampling list, using the steps explained, and then make any necessary revisions to the estimates they made at the end of Step 3.
- **Ask** for questions and comments.

Session 4: Develop the sampling procedures (Step 5)

III. Variations (60 minutes)

- **Explain** that very large populations (300,000 or more) require that the procedure be done twice.
  List large subunits (i.e., districts), and follow the procedure to identify where the 30 clusters are located.
  List the smaller subunits in each of those districts, and make computations again to find the village where each start number occurs.
- **Explain** what to do if the population is 15,000 or less using the WHO example for an EPI survey on page 34.

Note: *If the participants have fewer than 30 "natural clusters," demonstrate the sampling procedure described on page 35.*

User's guide

- **Explain** that surveys of rare events require larger clusters, and **review** the information needed to estimate cluster size for rare events.
  Percentage of the target group in the sample population.
  Percentage of that target group that has the attribute you are looking for (identified in Step 2).
  Review the antenatal care survey, as an example of a rare event survey.
- **Explain** that more accurate results can be achieved by increasing the number of clusters and the number of respondents per cluster.
  Review the rule-of-thumb for sampling of homogeneous and heterogeneous groups.
  Explain that there must be a minimum of 30 clusters.
  Refer participants to Appendix G for a computer programme that can help estimate the required sizes.

Session 4: Develop the sampling procedures (Step 5)

User's guide

Refer participants to the worksheet for identifying attributes and estimates on page 32 in the User's guide, and **direct** them to estimate the number of households needed to find the quotas for each part of the survey.

- **Review** the general rule-of-thumb for estimating minimal cluster sizes for multiple target groups, using the example for multiple target groups on page 26.
- **Explain** the modifications which must be made in order to measure mortality rates or ratios.

  Refer participants to the SIZE.WK1 worksheet in Appendix G.2 to estimate the size of the sample they will need.

  Review the vital events and health status questionnaire in Appendix C, used to collect mortality data.

  Review the sisterhood method of measuring maternal mortality.
- **Ask** for questions or comments.

SESSION 4: OBJECTIVE

Participants will review the procedures for developing the sample

CLUSTER IDENTIFICATION FORM

Number of clusters: ______________
Sample population size: ______________
Cluster size: ______________
Random start number: ______________

Input data Enter	Preset	Enter	Computer	**Output data** Preset	Computer	Sample Sites
(A) Community name	(B) Community number	(C) Estimated population	(D) Cumulative population	(E) Selected cluster	(F) Start number	(G) Community name
Total						

Session 5: Schedule the survey and collect the data (Steps 6 and 7)

Objectives:	Participants will review steps and forms needed to schedule and conduct the survey.
Session outline:	I. Introduction (5 minutes) II. Schedule the survey (20 minutes) III. Collect data (35 minutes)
Materials:	Module 2 User's guide Transparency 2-9: Session 5: Objective Transparency 2-10: Activities in scheduling the survey Transparency 2-11: Events to be scheduled Transparency 2-12: Written instructions
Equipment:	Flip chart, stand, markers, masking tape, overhead projector and screen

Session 5: Schedule the survey and collect the data (Steps 5 and 7)

I. Introduction (5 minutes)

Transparency 2-9: Session 5: Objective

- **Review** the session objective.

II. Schedule the survey (20 minutes)

Transparency 2-10: Activities in scheduling the survey
Transparency 2-11: Events to be scheduled

- **Explain** the major activities in scheduling the survey.
- **Review** the events that need to be scheduled based on estimates made in Step 5.
- Prepare the management forms.
  Explain the purposes of the management forms.
  Refer participants to Appendix H for examples of survey management forms for single and multiple target groups.
- Recruit and train the interviewers.
  Refer participants to Appendix E for training and supervision guidelines.

Transparency 2-12: Written instructions

  Review the points to be included in written instructions.

III. Collect data (35 minutes)

- **Remind** participants that in Step 5 they identified clusters in the population, and **explain** that in this step, they will select households from within those clusters.
- **Explain** the random sampling procedures for selecting households.
  Use an up-to-date household listing.
  Do a quick enumeration of households if the community is small and there is no listing.

Session 5: Schedule the survey and collect the data (Steps 5 and 7)

Explain the EPI method as a third alternative.

Explain that oversampling (10 households, instead of 7) will compensate for refusals, etc.

- **Remind** participants that a separate random sample must be drawn for each target group selected and for multiple target groups.
- **Explain** that if a respondent is not at home, at least two revisits should be attempted before replacing them with the next available respondent.

SESSION 5: OBJECTIVE

Participants will review steps and forms needed to schedule and conduct the survey

ACTIVITIES IN SCHEDULING THE SURVEY

- Finalise data collection schedule
- Prepare survey management forms
- Recruit and train interviewers

EVENTS TO BE SCHEDULED

- Recruitment and training
- Questionnaire production
- Logistical arrangements
- Checking and verifying procedures
- Data entry
- Analysis
- Report preparation

WRITTEN INSTRUCTIONS

- Household selection
- Call back visits: when, how often
- Checking completed forms
- What to do about a mistake

Session 6: Enter, verify, and tabulate the data (Step 8)

Objectives:

Participants will be able to follow the procedures in the User's guide to manually:

- Summarise the data that have been collected.
- Produce some simple tables.

Note: *This session is optional if participants plan to use Epi Info or some other computer programme for this step.*

Session outline:

I. Introduction (5 minutes)
II. Manual data entry (20 minutes)
III. Verifying and cleaning the data (20 minutes)
IV. Tabulation (40 minutes)

Materials:

Module 2 User's guide
Transparency 2-13: Session 6: Objectives

Equipment:

Flip chart, stand, markers, masking tape, overhead projector and screen

Session 6: Enter, verify, and tabulate the data (Step 8)

I. Introduction (5 minutes)

Transparency 2-13:
Session 6: Objectives

- **Review** the session objectives.
- **Explain** that this step may be skipped if the participants will use *Epi Info*, or some other computer program for data entry, verification, and tabulation.

II. Manual data entry (20 minutes)

- **Review** and explain the important steps in manual data entry.
- **Summarise** the data that have been collected.

  If cluster registers were used, compile the summary tabulations from each of the 30 registers on a summary form. **Review** the example in the User's guide.

  If questionnaires were used, summarise and tabulate the data from a cluster on a form similar to the cluster register, or develop a summary form with a column for each interview. **Refer** participants to Appendix I, which includes two computerised forms for this purpose.

  Produce some simple tables.

III. Verifying and cleaning the data (20 minutes)

- **Explain** that verification of data ensures that no mistakes were made in summarising and transferring the original data.
- **Explain** a simple verification procedure.

  Two separate teams independently summarise and transfer the data.

Session 6: Enter, verify, and tabulate the data (Step 8)

Results are compared and discrepancies checked.

- **Explain** that cleaning the data involves correcting mistakes in the original interview forms and summary sheets.

  Review each step of the data entry process to find the source of the mistake.

  Review the mistakes typically found:
  - using the wrong code
  - leaving a question mark
  - misinterpreting a written code
  - skipping to the wrong question
  - entering an answer in the wrong space

IV. Tabulation (40 minutes)

- **Review** the steps for manual tabulation.
- **Summarise** counts.

  Based on totals in the Summary Form and report outline prepared in Step 3, decide what information to prepare.

  Fill in data for the "dummy tables".

  Review Appendix I, which includes an illustrative list of frequency distributions and cross-tabulations.

  Compute **averages**.

  Perform the division of the data of the continuous variables entered in the summary table.

  Make sure that the correct denominator is used.

  Compute coverage **percentages**.

  Divide the number of people covered by the number of eligible respondents.

  Multiply that amount by 100 to convert into a percentage.

Session 6: Enter, verify, and tabulate the data (Step 8)

Prepare frequency distributions.

Explain that frequency distributions are used to determine the numbers and percentages of people who use different services, use different providers, have different reasons for accepting a service, etc.

Divide the number of people who use a specific source, provider, etc., by the total number who received that general category of service.

Multiply that amount by 100 to convert into a percentage.

Demonstrate each of these calculations using the examples in the User's guide on page 46.

- **Explain** that more detailed tabulations (and statistical analysis) can be done with the use of a computer program.

  Refer participants to Appendix I for examples of simple computerised tabulation procedures.

  Refer participants to Appendix I.3 for examples of a program for computing confidence intervals.

SESSION 6: OBJECTIVES

Participants will be able to follow the procedures in the User's guide to manually:

1. Summarise the data that have been collected

2. Produce some simple tables

Session 7: Report findings and develop an action plan (Steps 9 and 10)

Objectives:

Participants will:

- Review main issues for analysis and interpretation of the data collected.
- Develop an action plan.

Session outline:

I. Introduction (5 minutes)
II. Analysis and interpretation (15 minutes)
III. Reporting (20 minutes)
IV. Action plan (20 minutes)
V. Conclusion (10 minutes)

Materials:

Module 2 User's guide

Transparency 2-14:	Session 7: Objectives
Transparency 2-15:	Types of interpretation
Handout 2-6:	Worksheet for developing action plans

Equipment:

Flip chart, stand, markers, masking tape, overhead projector and screen

Session 7: Report findings and develop an action plan (Steps 9 and 10)

I. Introduction (5 minutes)

Transparency 2-14: Session 7 objectives

- **Review** the session objectives.
- **Explain** that this step should be based on the most important indicators, questions, and issues which were identified in the report outline constructed in Step 3.

II. Analysis and interpretation (25 minutes)

Transparency 2-15: Types of interpretation

- **Review** and **explain** the types of interpretation that should be applied to the completed tables.

  Descriptions present the facts, without the interpretation of the writer.

  Performance appraisals compare the descriptive data with performance expectations or standards.

  Explanations about the frequency distributions can stimulate staff discussion on the observed behaviour of the target population. The procedures in Modules 6 and 7 (Assessing the quality of services and Assessing the quality of management) can help gather some explanatory data.

  Implications address what future actions can or should be taken by the programme, given the findings of the survey.

  Issues pending further study identify questions which cannot be answered with the available data, and that might be investigated with a second survey or one of the other modules.

Session 7: Report findings and develop an action plan (Steps 9 and 10)

- **Remind** participants that analysis must be done on the entire sample, and that analysis of subsamples to compare groups requires separate rapid surveys for each group.
- **Ask** for questions and comments on interpretation of findings.

III. Reporting (20 minutes)

- **Ask** participants to review the outline they prepared in Session 2 and decide if they wish to make any modifications.
- **Discuss** report format options.

  Present findings from each question in the sequence followed in the questionnaire. This is the easiest way to prepare a report.

  Present major findings first.

  An oral report, if given, should include a few key tables and graphs.

  Keep the audience in mind when preparing the report.

IV. Action plan (20 minutes)

Handout 2-6: Worksheet for developing action plans

- **Explain** that the development of an action plan should be a separate step and that it should be introduced as part of the study objectives.
- **Review** and **explain** the main questions answered in an action plan.

  What are the specific actions to be taken as a result of the study?

  Which specific people will be responsible for each action?

Session 7: Report findings and develop an action plan (Steps 9 and 10)

When will these actions start and/or be completed?

Where will the actions take place?

How will the procedures be followed?

What resources will be made available to carry out the actions?

- **Explain** that specific details of these questions can be worked out after the formal report is ready.
- **Ask** for final questions or comments on this session or the workshop as a whole.

V. Conclusion (10 minutes)

- **Review** the workshop objectives.
- **Review** the list of participant expectations you recorded on a flip chart in Session 1 and **ask** participants to indicate the extent to which they were met.
- **Thank** participants for their attention and hard work.

SESSION 7: OBJECTIVES

Participants will:

1. Review main issues for analysis and interpretation of the data collected

2. Develop details of their action plan

TYPES OF INTERPRETATION

- Descriptions
- Performance
- Explanations
- Implications
- Issues needing further study

WORKSHEET FOR DEVELOPING ACTION PLANS

Action to take (What)	**Responsible** (Who)	**Dates** (When)	**Other** (Where, how, resources)

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MODULE 2
FACILITATOR'S GUIDE

Primary Health Care Management Advancement Programme