

**USE THIS MODULE FOR
REGULAR MONITORING
OF YOUR PROGRAM**

MODULE SIX

**What do I do with the
information I have collected
during monitoring?**

Session 1: Fieldwork Debriefing

Session 2: Tabulating Results

Session 3: Analyzing Results

MODULE SIX/Session 1: Fieldwork Debriefing

PURPOSE The purpose of this session is to bring participants together to discuss their experiences while they were collecting the monitoring data. You can also find out whether there are any data missing or any other problems that you may need to address.

TIME One hour.

OBJECTIVES By the end of this session each data collector or team of collectors will have

1. Shared important lessons learned during the survey with one another.
2. Identified their needs for follow-up and planned to deal with outstanding issues.

Debriefing on these issues will be based on the following questions:

1. List what was difficult and easy about the data collection.
2. If you did not finish the data collection, what support do you need to complete it?
3. What other issues must the manager address?
4. What suggestions do you have for dealing with these issues?
5. What did you learn about your community or your project through this process?

PREPARATION

1. If necessary, have boxes available to collect and store questionnaires.
2. Also have extra copies of the questionnaires available in case there are questions you need to answer about them, or in case questionnaires become lost and need replacing.
3. Have results from baseline or previous surveys to discuss progress.

DELIVERY



STEP 1—Have the participants report on the status of the data collection in each supervision area. Display Overhead #1: Status Report on Data Collection (refer participants to their manual) and complete the boxes for their supervision area.

SUGGESTION: Discuss the manager's or team's plan to complete any outstanding interviews and tabulation.

STEP 2—Discuss lessons learned from the data collection experience and record answers on a flip-chart. Ask participants to discuss what went well and what was difficult. For each of the difficulties, discuss suggestions for overcoming or avoiding this problem in the future.

MODULE SIX/Session 2: Tabulating Results

- PURPOSE** The main purpose of conducting a survey (except for baseline surveys) is to find out how the various health interventions in a given area are performing and as a result to be able to identify the best places (locations or specific interventions within the same location) to concentrate your resources. The first step after completing a survey, therefore, is to tabulate the results from your questionnaires.
- TIME** Continue until finished. The time needed will depend on the length of the questionnaire. One day, minimum, is encouraged.
- OBJECTIVES** By the end of this session, participants will have:
1. Described why it's important to tabulate.
 2. Tabulated the questionnaires used in the survey.
 3. Used a checklist to check for errors in tabulation.
- PREPARATION** This is a lengthy session which needs much preparation.
1. Participants must be told to bring their completed questionnaires to this session.
 2. You will need to prepare a blank tabulation (or results) table for each type of questionnaire used in the survey. See STEP 2. This table must be based on the questionnaire used in the survey and, therefore, may be several pages long. See Appendix 7 for more examples.
 3. The correct response key (column 3 on the tabulation table contains all the correct responses) should already be included in this tabulation table, but will be discussed with all the participants.
 4. Change Overhead #2 to match a section of your blank tabulation table to be used for the demonstration.

DELIVERY

STEP 1—Discuss why it's important to tabulate. Explain what tabulation is:

IMPORTANT: TABULATION is bringing together the information collected during the interviews in a form so you can analyze it. This information is called "data."

Then ask the group why it's important to do this. (Possible answers should be: to make program decisions; to identify priorities by SA or by program within an SA; to better assign resources.)

If the participants have carried out LQAS several times in the past, you may be able to skip Step 1.

STEP 2—Review correct responses.



We will now review the correct responses to the questions on the questionnaire to be sure there is agreement.



Display Overhead #2: Result Tabulation Table for a Supervision Area. Show each page of the tabulation table, one at a time, to be tabulated. Cover both steps A and B below before going to the next page of the tabulation table.

NOTE TO TRAINER: OVERHEAD #2 is only a SECTION of a tabulation table. We have prepared only 1 overhead in the Participant Manual to conserve space and to demonstrate the idea of the tabulation table. The actual tabulation table being reviewed in this session (which may be several pages) must be developed prior to tabulation and be based directly on the questionnaire. See Appendix 7 for more examples.

- A. Read each of the questions and the correct responses already written in column 3.

IMPORTANT: Ask participants to stop you if they disagree and make any changes needed in the tabulation sheets to resolve any disagreements.

- B. For any question that has “skip” as a result or which may already have been skipped, discuss why the blank response equals an automatic “incorrect” or “correct.” Most often an intentionally skipped response equals an “incorrect” response.



STEP 3—Show tabulation. Continue to display Overhead #2: Result Tabulation Table for a Supervision Area (or use a handout and refer participants to their copy) and lead participants through the following. **(Note: This manual contains only a sample table. The table you use must be developed from the questionnaire used during the survey.)**

- A. Prepare participants for tabulation.

Let's begin tabulation. First, please gather all the completed questionnaires you have for one SA. The questionnaires should be ordered LQAS # 1-19. Then, for the tabulation, it is best to work in groups of 3.



Sometimes there may be one long questionnaire (perhaps in modules but all together and stapled) and the tabulation table on the overhead will need to reflect one section of the long questionnaire. Therefore participants would need to flip the pages of the questionnaire to the section(s) matching the sections on the overhead's tabulation table.

- B. Explain that whenever possible tabulation should be done in groups of three:
- The first person reads the question number and correct answers from “column 3” of the tabulation sheet.
 - The second person, simultaneously, looks at the answer on the questionnaire and decides if the response on the survey is “correct” or “incorrect” and calls out the code.
 - The first person then records the answer on the tabulation sheet.
 - The third person corroborates that the second person correctly determined if the answer should be coded “1” or “0” or “S” or “X” and that the first person recorded it correctly. If the response was intentionally skipped, then a code of “1,” “0” or “S” is possible. (See D.4.)

Working in a group of three may seem tedious and unnecessary, but as tabulation progresses participants become tired and more errors will be made. The three people can change roles to share the work.

(The meaning or codes for “S” and “X” are described below in D.4.)

- C. Fill in blank lines at the top of the table (such as NGO, name of SA, name of supervisor).
- D. Begin tabulation with a demonstration using Overhead #2. Organize a group of three people, including the trainer as one. Select one of the questions to be tabulated (one that is of particular interest to the audience) and do the following:
- 1) Trainer (first person) reads the question number and answer(s) from the tabulation sheet.

0 = incorrect answer

1 = correct answer

S = question cannot be coded 0 or 1 according to instructions on the questionnaire

X = missing response (where there should be a response)

- 2) Second person reviews the response on one questionnaire and calls out whether it is correct.
- 3) Trainer repeats this information.
- 4) If not corrected (by third person), the trainer records the information on the tabulation table as shown in Overhead #2:

- Write a "0" for an incorrect answer.
- Write a "1" for a correct answer.
- If a question was skipped through instruction of the questionnaire, then any one of three values ("0," "1," or "S") could result.

On many occasions a skipped question has the same meaning as a "0" and should be recorded as "0."

SKIPPED = "0," FOR EXAMPLE: Usually a question is skipped because the interviewee did not know the answer to a filter question (e.g., have you ever heard of HIV/AIDS); in this case all the following questions are automatically incorrect and should be recorded as "0." For example, if the respondent had never heard of HIV/AIDS, then she does not know ways to prevent HIV transmission.

On occasion, a skipped question means the same as a correct response and should be coded as "1" because it equals a correct response.

SKIPPED = "1," FOR EXAMPLE: There may be questions in which a positive response requires that subsequent questions are skipped. If we ask a respondent a question to learn if she started breastfeeding her child within the first hour of birth and she responds "Yes," then we skip the following question asking her if she fed her baby colostrum. Because she started breastfeeding her baby within one hour of birth, the skipped response is automatically correct and coded as "1."

On other occasions, a skip means the respondent should be taken out of the denominator altogether. These cases should be coded as "S."

SKIPPED = "S," FOR EXAMPLE: If a set of questions concern a child who has had diarrhea within the last 2 weeks, and the respondent's child has not had diarrhea, then those questions would not apply. In this case, write an "S" in the table. See Appendix 7 for tabulation tables designed for these types of questions.

- Write an "X" to show no response is written on the questionnaire where there should be a response (there is a missing answer). An "X" means we do not know whether the response is a "1" or a "0." Later, all the "Xs" will be removed from the analysis and from the denominator.

There should be very few missing answers. If there are too many, then the program manager or trainer should send the interviewer back to the communities to get the missing information.

- 5) Third person corroborates that the information written down is correct.
- E. Repeat this process for the remaining 18 questionnaires for that question. Occasionally, the trainer should repeat or write down the "wrong" information which the second person then has to correct.

IMPORTANT: It is very important to tell participants that we are recording the responses to one question for all 19 questionnaires ONLY FOR THE PURPOSES OF THIS DEMONSTRATION. This is to show how to make an LQAS decision. In actual practice, it is much better to code the responses to ALL the questions on one questionnaire before going on to another questionnaire.

F. Repeat this entire process for another question. Use a different volunteer and have another participant assume the recorder role.

G. After you have completed two questions (the horizontal row) for all 19 questionnaires, show how to fill in the two boxes at the end of each row. These are the extreme right-hand columns.

1) For the column called Total Correct in SA, add up all the boxes where there is a "1" and write this number in the box.

2) For the column called Total Sample Size, add up all the boxes where there is a "1" and a "0" and write this number in the box. The total should be 19 unless there is an "X" or an "S" that was not counted as a "1" or a "0."

REMEMBER that a skipped question should always be entered as a "1" or "0" if it is equal to a "1" or a "0."

Total Number Correct = count all the "1"s

**** if skipped question is considered CORRECT (or equal to 1) then count it in the total correct.**

Total Sample Size = count all the "1"s and "0"s

**** total should be 19 unless there is an "X" or "S" not counted as a "1" or "0."**

Refer everyone to the Review Handout in the Workbook

STEP 4— Review Handout: Tabulation Quality Checklist. Review each step, confirming with the participants that they understand each one. Ask them to review the checklist in their work teams and to keep doing this during the tabulation.

STEP 5— Ask participants to work together to tabulate all the remaining questions from all questionnaires from their SA, according to the instructions in A.-F. below. While participants are doing this and all other tabulation work, the trainers should spend time with each team as they work and be sure to do the following:

- ✓ **Check that teams are using the correct tabulation table and type of questionnaire.**
- ✓ **Check that teams are using an adequate procedure for calling out, recording, and verifying marks on the tabulation table.**
- ✓ **Verify all "S" and "X" codes, and review questions that should have some "S" codes to be sure participants are using the correct codes.**
- ✓ **Check that teams are using the Tabulation Quality Checklist.**
- ✓ **Answer questions that arise.**

Each team will:

- A. Appoint a caller, a recorder, and a verifier.
- B. Go through each questionnaire one at a time, filling in the information for all questions in the tabulation sheet (in other words, move vertically down the tabulation table page). Use the procedure described under STEP 3-D above.
- C. Refer to the Tabulation Quality Checklist periodically during the tabulation to be sure that they are still on track and following the procedure.
- D. Stop after completing the first questionnaire on their own and ask the trainer/facilitator to check the group's work before going on to the next questionnaire.
- E. Ask them to fill in the two columns at the far right (Total Number Correct and Total SA Sample Size) as described under STEP 3-G above.
- F. If there is more than one type of questionnaire, this step will have to be carried out for them as well. Once data from one questionnaire have been entered into the tabulation table, ask SA teams to move on to the next questionnaire. Remember that each questionnaire will have its own tabulation tables.

NOTE: As a general rule, allow 20-30 minutes to complete a single tabulation table.

MODULE SIX/Session 3: Analyzing Results

PURPOSE

In this session, workshop participants will practice simple analysis of data and become familiar with a useful format for reporting data.

TIME

2 hours 15 minutes. Times vary according to the number of SAs for the organization. The number of SAs influence the time needed to complete the summary tabulation tables.

OBJECTIVES

By the end of this session, participants will have:

1. Used a summary tabulation sheet to identify low-performing SAs for each indicator.
2. Calculated average coverage.
3. Reviewed how to use an LQAS table to judge SAs.
4. Identified priorities among SAs and among indicators for the same SA using the summary results.
5. Used a useful format for reporting survey findings.

PREPARATION

Before you begin this session, you will need to do the following:

1. Prepare summary tabulation sheets in advance, based on the tabulation tables used in Module 6 Session 2.
2. Change Overhead #8: Monitoring Survey Report Format used in STEP 6 to suit the needs of the project.
3. Provide calculators for the use of participants.
4. Ask the managers to bring the coverage targets they already set for each indicator.

DELIVERY



STEP 1—Show how to complete a summary tabulation sheet. Present Overhead #3: Summary Tabulation Sheet for Regular Monitoring. This overhead is an example only. You should prepare in advance an example summary tabulation sheet for your own program, based on the questionnaire used in the survey.

- A. Prepare participants for completing the summary table.



Please gather all your individual tabulation sheets and organize them by SA. For each SA we will first record the "Total SA Correct" and the "Total SA Sample Size."

- B. Explain transferring information from the individual tabulation table to the summary table.

For each SA we will now transfer the "Total SA Correct" and the "Total SA Sample Size" from the individual tabulation table to the appropriately labeled columns on the summary table. This information has already been totaled and is available on the individual tabulation sheets for each SA.



- C. Using an overhead, have a participant read the "Total SA Correct" and "Total SA Sample Size" for each SA for one indicator while the trainer records the numbers on Overhead #3.

IMPORTANT: The "Total SA Correct" is recorded above the split row.

- D. Next add the total correct for all SAs together and record the results in the column “Total Correct in Program” for each indicator. Do the same for the “Total Sample Size in Program” by adding together the “Total SA Sample Sizes.”
- E. Calculate the “average coverage” and complete that column.

Again, average coverage is the percentage of people in a catchment area who know of and/or practice a recommended health behavior or receive a particular service. Average coverage data are more accurate if data from at least five SAs are added together. Also, average coverage should not be computed for any indicator with data for fewer than three SAs.



STEP 2—Show how to decide which indicators in which SAs have below-average coverage. Display Overhead #4: The LQAS Table. (This is the same table that is used in Module One/Session 4.)

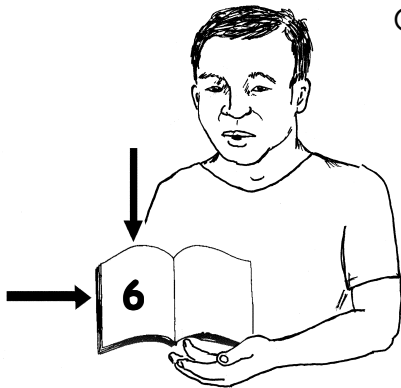
- A. Find the average coverage on the percentage columns on this table.



Let's say we calculate coverage to be 41%. We need to **ROUND UP** to the next highest percentage on the table—45%. **PUT YOUR FINGER ON 45%.**

- B. Find the sample size for each SA in the far-left column (probably 19). But if an SA has a smaller sample size you need to use the row corresponding to that number.

And then find the sample size in the left column—19. **PUT ANOTHER FINGER ON 19.**



- C. Bring the first finger down the page (from 45% coverage column) and the other finger across the page (from sample size 19).

IMPORTANT: Where your fingers meet is the decision rule (6 in this example). However, if an SA has a sample size of 17 then the decision rule would be 5.

- D. Now find and record the decision rule for all other SAs and indicators, which is 6 in this case.
- E. Record in the left cell below each split row the decision rule below the total correct for the matching SA (on Overhead #3). Ask participants to circle indicators for any SAs that are below the decision rule.

SUGGESTION: Explain that these are indicators and SAs needing attention because they have below-average coverage.



STEP 3—Show how to decide whether interventions are reaching coverage targets. Display Overhead #5: Defining Program Goals and Annual Targets.

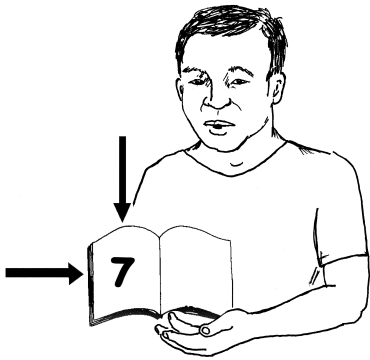


During routine monitoring you can also use LQAS to determine whether interventions are reaching coverage targets established for a particular period.



Again, display Overhead #3: Summary Tabulation Sheet for Regular Monitoring. Point to the last column of the summary table marked “Coverage Target.” Have them write the coverage target for each indicator in the space provided.

Review with the participants the current performance targets, which have been discussed and set by program managers and their teams. If the program does not have annual targets, the participants should calculate the average coverage and identify SAs that fall below it.



- A. Display Overhead #4 again (the LQAS Table). Find the coverage target on the percentage columns on this table. Let's assume an annual coverage target of 50% for women (15-49 years) who know two or more ways to prevent HIV transmission. Ask participants to find the column labeled 50% and put a finger there.
- B. Find the sample size for an SA (19) in the far left column and put another finger there.
- C. Bring the fingers together to find the decision rule (where the fingers converge), which is 7 in this case.
- D. Have them write the coverage target decision rule next to and at the right of the decision rule you already entered for average coverage.



Please mark the indicators that are below the decision rule with a star (*).

... These are indicators and SAs needing special attention because they are below the 50% performance coverage target.

See answer guide for correct answers to OVERHEAD #1



E. Display Overhead #6: How to Identify Priority SAs During Regular Monitoring. Tell participants that they can find the highest-priority SA among those already circled because they did not reach a coverage target or because they are below average (as already discussed earlier in STEP 2). Do so in the following manner:



1) Display Overhead #7: Using LQAS to Assess One Indicator. If an SA is circled because it is below average and is marked with a star (*) because it has not reached the coverage target, it is the highest-priority SA.

IMPORTANT: SAs with both a circle and a star have the lowest coverage of all since they are both below the annual coverage target and below average.

2) If the SA is marked with only a star (*) or a circle, then it is the next-highest priority.



3) Display Overhead #8: Monitoring Targets and Average Coverage Over Time: In a Catchment Area. This overhead is a graphical representation of Overhead #7 and can be used to reinforce the idea of monitoring a project's goals and progress at different time points—such as each year. It compares planned annual targets to the measured annual coverage for a catchment area.



Through repeated data collection, analysis, and planning, teams are able to adjust their program goals, refocus their resources, and maximize their achievements over time.



STEP 4—Have participants practice using the summary tables to analyze data and identify priorities. Then display Overhead #9: How To Analyze Data and Identify Priorities Using the Summary Tables. Have overhead transparencies or flip-chart paper available for participants to use to present their findings to the whole group.



Please form small groups with the other members of your organization and discuss the points on Overhead #9. If there are many participants, you can divide into subgroups based on experience or common interests (safe motherhood, child health, HIV/AIDS, etc.).

STEP 5—Have participants discuss and plan average targets for the coming year.

Ask participants to select key indicators on which they want to have an impact in the next 12 months. Based on the findings of their monitoring study, ask the groups to set or revise annual coverage targets for each indicator.

Have participants discuss their recommendations. This discussion could be very important for the program.

STEP 6—Have participants prepare their reports.



A. Display Overhead #10: Monitoring Survey Report Format and review each section heading and page limit. This format should be changed earlier to suit the needs of the project.



B. Display Overheads #11: Methodology, #12: Main Findings, and #13: Action Plans/Goals/Coverage targets to provide more detail for these three sections of the report.



SUGGESTION: Ask participants to include established annual coverage targets for the coming year in their reports.



- C. Display Overhead #5 and #8 again and review the program monitoring cycle and program goals/coverage targets.
- D. Give participants a reasonable deadline to submit their reports, with revised annual coverage targets, project goals, and a time for the next monitoring of their program with LQAS.
- E. You may need to visit participants one or more times while they prepare their reports and redesign their programs. They may need to review with you again how to analyze their results and decide on their priorities. This last step may be the most important step of your entire work.

You have now finished this next part of the LQAS training. Now continue to improve your programs by learning what is working well to help you improve what is not working yet. Continue to use LQAS regularly to track how well your program is progressing and always make program changes when necessary to do so. LQAS will help you do that. Always revise your targets so you can continue improving the quality of your work.

REMEMBER, take enough time to analyze results and revise and improve your program. You have invested effort in collecting very good quality information. Use it well and you will improve the health conditions in the communities where you work!

Answer Guide for Overhead 3

(Note: This answer guide should not appear in the participant's manual)

Summary Tabulation Table: Monitoring Females 15 – 49 Years																	
NGO name: _____													DATE: _____				
#	Indicator	Total Correct in Each SA/Decision Rule						Total Correct in Program	Sample Size						Total Sample Size in Program	Average Coverage = $\frac{\text{Total Correct}}{\text{Sample Size}}$	Coverage Target
		1	2	3	4	5	6		1	2	3	4	5	6			
CIRCLE IF BELOW AVERAGE COVERAGE DECISION RULE MARK WITH A STAR (*) IF BELOW COVERAGE TARGET DECISION RULE																	
Section 3: Family Planning																	
1	Age of mother at first birth	13	6*	9	11	5*	49	19	19	17	19	19	112	43.75%	50%		
		6	7	5	6	6	7	6	7	6	7	6	7				
2	How long should a female wait after the birth of a child to have another?																
3	What can a female or male do to avoid pregnancy?																
Section 4: HIV/AIDS and Other Sexually Transmitted Infections																	
1	Have you ever heard of an illness called HIV/AIDS?																
2	Is there anything a man can do to avoid getting HIV/AIDS?																
3	What can a man do to avoid getting HIV/AIDS?																
4	Is there anything a woman can do to avoid getting HIV/AIDS?																
5	What can a woman do to avoid getting HIV/AIDS?																