III. Field Visit

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16. RHIS in the host country

Time: 30 minutes

Materials:

- RHIS Overview Tool for the host country (handout for all)

Preparation:

- Fill out the RHIS Overview Tool with host country representatives, make copies. Host country representative prepares to give information about the field sites.

Learning Objectives:

By the end of this session, participants will be able to:

- Use the completed RHIS Overview Tool to find information about the basic structure and data flows of the host country's RHIS.
- Explain basic contextual facts about the host country's health system and the specific facilities to be visited.
- Explain how the PRISM Tools were modified for the host country.

Plan of activities:

This session helps participants prepare for using the PRISM Tools during field visits.

1. Orientation to the field work (15 min)

♦ Invite a representative from the host country to lead this session. They should present the following information:

- Information System Mapping, Information Flowchart and Information System Profile (s) from the RHIS Overview Tool, filled out for host country (distribute as a **handout**).
- Overview of the RHIS data flow from facility to higher levels, and back via feedback.
- Organogram of health services.
- Context and background information about the host country's health system.
- Profile of the specific facilities to be visited.
- Copies of the monthly (or quarterly) report which was supposed to be reviewed, including identification of the data elements that would be checked for data accuracy during field, types of report etc.
- Copies of the sample register that would have the identified data elements for checking accuracy

2. Orientation to PRISM Tool forms (15 min)

♦ Go through the PRISM Tools in the form in which they were modified for the host country. Point out important differences from the original form. Explain terminology that is specific to the host country (e.g. for governance levels or types of health facilities).

17. Field visit preparation

Time: 45 minutes

Materials:

- Blank PRISM Tool forms for each participant and/or each team
- Flipcharts with team assignments written on them.

Preparation:

- Make field work group assignments.

Learning Objectives:

By the end of this session, participants will have:

- Generated a list of norms for how they will conduct themselves on field trips.
- Outlined the purpose, schedule, and process for carrying out the assessments on site.
- Planned with their team for how to carry out the field work, including roles and tasks.

Plan of activities:

The next step in this training will be to apply the PRISM approach in the field. The purpose of the field visit is:

To practice using the PRISM Tools in the field, and to gather data for analysis according to the PRISM approach.

1. Logistical planning for field work (15 min)

- Give participants their **team assignments** and explain which team will go to which facility or office. Give a brief overview of all the facilities (e.g. rural or urban setting, primary populations served, level in the health system, etc.)
- Explain the **schedule** for the visits (when each team will leave and return, when they can expect to eat lunch, etc.).
- Brainstorm a list of "**norms**" that the group will follow during the field trips. Ask them to respond to this question: **Think about your own work, and how it is when you have visitors. How do you wish they would behave?**
-

Add the following to the list if not mentioned:

- Treat hosts and others with respect.
- Do not criticize the work that is being done at the facility; offer your opinions only if

the hosts ask for them.

- Listen carefully to the responses so that you avoid repeating questions.
- Before taking any photographs, ask permission. It is probably a good idea to have one designated photographer.

One suggestion is to have one person in the group act as the "ambassador" for the group—introducing the group members, the purpose of the visit, and thanking the hosts at the end of the visit.

2. Team planning (30 min)

- Ask participants to work with their teams to prepare for the field visit. This should include the following:
    - Review the PRISM Tools and make sure you understand how to use them.
    - Agree on which team member will carry out which parts of the assessment, and in what order.

        A) Some parts require touring and observing the facility, some require going through records, and others require interviewing staff.

        B) Think about how to organize your time, especially if there is only one facility in -charge available to talk with you.
    - Agree on how you will work together. For example, will other team members be allowed to interrupt when one person is asking the questions?

- Tools to be used during the field work:
    - Facility/Office Checklist
    - Diagnostic Tool
    - Organizational & Behavioural Assessment Tool

- Note: The other sections of the RHIS Overview Tool have been filled out in advance. The RHIS Management Assessment Tool will be filled out in the classroom after the field work.

Steps for Field Work

1. List district(s) and inform them of the day and time of visit

2. Identify names of facilities in the district to be surveyed

3. Have a map of the district(s)

4. Have three groups of 10 participants each.

    a. Each group should have a vehicle
    b. Each group should have a **guide** for the fieldwork
    c. Each group should have a trainer with them

5. The team will use the following PRISM tools:

    α. Diagnostic tool (Data quality and Use of information)
    b. Facility checklist
    c. Organizational and behavioral assessment tool
    d. Make 25 copies of these tools and distribute to each group

6. Each group should be further divided into three teams

    α. Each team should have a list of six facilities and a map to visit those facilities
    b. First, drop off all three teams at the facilities
    c. Divide responsibilities
    d. The team leader should introduce team members and the purpose of the visit. Inform the facility in-charge that they need his/her presence and one more person to help with completing the survey. Ask for the required register(s) and monthly (periodic) report for the data accuracy check using diagnostic tool and assign a team member to check the registers.
        - While other members are doing the data accuracy check, the team leader should give the OBAT to the facility in-charge to fill out
        - Once the data accuracy check is complete, with the help of other facility staff, the facility checklist should be filled by making an observation. For the observation, the facility in-charge's help is needed. Then wait for the facility in-charge to provide the required documentation.
    e. Second, completing the work at a given facility, the team should visit the next set of facilities
    f. One of the teams will visit the district office
    g. The team leader is responsible for collecting all questionnaires at a facility and giving it to the trainer (CESAG/MEASURE team member) for review
    h. Each trainer should make sure that all forms are filled in completely.

18. Field visit: Guidelines for trainers

During the field visits, each field group should be assigned one person from the host country organizing team if possible. This person should speak the local language and be familiar with the area.

Materials (suggested):

It is helpful if the trainer/facilitator assigned to each field group has the following:

- List of field group participants assigned to their group
- Cell phone contact list for all group facilitators
- Contact information and directions/map for the field sites
- Extra blank copies of the PRISM Tools

Role of the trainer/facilitator:

- To provide support, guidance, and information when requested. The team of participants should take the lead in organizing themselves and interacting with the field staff.
- To clarify questions about how to implement the PRISM tools.
- To help keep the group on task if they cannot do so themselves.
- To help ensure that the team keeps track of the completed tools and keeps them in a safe place.

19. Field visit: De-briefing

Time: 1 hour

Materials: None

Learning objective:

By the end of the session, participants will be able to:

- Discuss observations and reactions to the on-site assessments and the process that was followed to carry them out.

Plan of activities:

This debriefing session is a chance for participants to share their broad observations and immediate reactions to the field trip before going into the detailed data analysis.

♦ Discuss in plenary questions like the following:

- What did you see? What did you hear?
- What information were you able to gather?
- How did the PRISM tools work?
- What was most useful? What was most problematic?
- What suggestions would you have for the future use of the tools?
- How were these health facilities/offices different from or similar to your home country?

***Note**: When the field trips are over, the course staff should write and send a thank-you letter to both the officials who approved the visits and the people whom they visited.*

IV. Analysis of Field Data

20. Data entry

Time: **2 hour**

Materials:

- One computer per field work group *(participants may be able to use their own laptops)*
- CDs with PRISM tools (*at least one per group)*
- Blank CD or flash drive

Preparation:

- Load PRISM tools onto the computers/laptops in advance if possible. Determine a way to collect the completed data files from each group via internet, flash drives, etc.

Learning objectives:

By the end of this session, participants will be able to:

- Correctly and accurately enter data collected using the PRISM tools.

Plan of activities:

1. Give an identification number to the questionnaire using Data Entry and Analysis Tool (DEAT) (20 minutes)

Start by reminding participants to assign and mark each questionnaire with a unique identifier.

2. Code the OBAT questionnaire (15 minutes)

Next, remind them that unlike the Diagnostic Tool, where the answers from the paper tool are entered directly into the analysis file, the Organizational & Behavioral Assessment tools have to be coded first. Then the codes are entered into the analysis file.

- Provide the answer code sheet. Discuss how to code some of the more complex questions.
- Give the groups time to code their questionnaires on their own. Circulate to help and answer questions. (15 min.)
- When most groups have finished coding, move on to entering data into the file.

3. Enter data using DEAT (1 hour)

When groups are finished, ask them to look at the pre-set charts to see the results.

Collect copies of all data files in one central location so that the trainers can aggregate the groups' data. (Depending on the computer resources in your setting, you may want to email them, collect them on flash drives, floppies, or CDs, etc.)

Note for Trainers: During lunch, copy the files from the different groups into one aggregate data file. Print out and photocopy the outputs (charts).

21. Analysis: Diagnostic Tool

Time: 2 hours 50 minutes

Materials:

- Computer loaded with data from the field
- Print-outs of field data from the Diagnostic Tool (*both Quality and Use sections*) for all participants
- Flipchart with group assignments
- Slides.

Preparation:

- Participants should have entered their field data into the DEAT templates and submitted copies to the trainers in a previous session.
- Trainers check and clean data from the field; print out results of Diagnostic Tool, and photocopy for all participants.
- Assign participants to new groups. (Keep people with their trio from field work, and put two trios together to form a six-person group. Also, split up the district group in order to assign one district person per group if possible). Post assignments on a flipchart.

Learning objectives:

By the end of this session, participants will be able to:

- Interpret the results of the field work data from the Diagnostic Tool on use of information and quality of data.
- Diagnose the status of RHIS performance in the sites visited in the field.

Plan of activities:

1. Diagnostic data analysis: Performance quality of data and use of information results (5 min)

♦ Show the RHIS performance improvement cycle again (slide).

♦ Tell participants that we are at the "**Analysis"** stage

♦ Remind participants that the Diagnostic Tool is designed to start the analysis process by identifying the major performance gaps and pinpointing whether these gaps relate to quality of data and/or use of information.

♦ **Present the results** from the Diagnostic Tool (distribute handout with print-outs of results). Do not discuss yet.

♦ Remind participants that the

1. **Quality results are reported in terms of**: (*Data quality chart*)

   - A. The three main elements of data quality: accuracy, timeliness, and completeness. The triangle graph shows the relative strength of data quality for each of these three elements.
   - B. The steps in the information generating process: broadly defined as data recording, data transmission, and data processing for the purpose of this tool.

2. **Use of information results are reported as**: *(Use of information Chart)*

   - 1. **Discussion**; 2. **Decision**; 3. **Referral**; 4. **Use of information in reports**.
   - Comparison between data quality and use of information.

3. **RHIS process results are reported as**: *(RHIS Processes Chart)*

   - Recording, transmission, completeness, quality check, processing, display, feedback.

4. **Technical determinants results are reported as:** *(Technical Determinant Chart)*

   - RHIS design, user friendliness, forms and register, ICT

5. **Supervision results are reported as:** (*Supervision Chart*)

   - Frequency and quality of supervision

Tell participants that they will now assess the status of RHIS data quality and use of information.

2. Group work: RHIS Performance (30 min)

- Ask participants to work in new assigned groups (posted on a flipchart). Explain that they will do several tasks before reporting back all of their results. After the first task, they will break and learn more about the field work results.
- Ask them to use the Task Sheet in their manuals. They should complete this task in 30 minutes.

Analysis Group Work: Diagnostic Results (BOTH facility and district data)
Part 1: RHIS Performance – Data quality
1) Review together the print-out of data from the field work on quality of data from the Diagnostic Tool. **1.1 Based on these results, what is your assessment of data quality in the health facilities surveyed?** **1.2 Which components of data quality (accuracy, timeliness, and completeness) have the most serious problems?** **Explain your findings on a flipchart. Describe facility and district data separately.**
Part 2: RHIS Performance – Use of information
2. Review together the print-out of data from the field work on use of information from the Diagnostic Tool. **2.1. With the group, discuss and decide which steps in the process of using information are performing well, and which ones have weaknesses. (1. Discussion; 2. Decision; 3. Referral; 4. Use of information in reports)** **2.2. Study the comparison chart of data quality and use of information.** **Explain your findings on a flipchart. Describe facility and district data separately.**
Part 3: RHIS Processes and Other Determinants
3. Review together the print-out of data from the field work on: **3.1 RHIS processes** **3.2 Technical determinants** **3.3 Supervision frequency and quality** **Explain your findings on a flipchart. Describe facility and district data separately.**
Write your responses on a flipchart to be presented later. You have 30 minutes to work.

3. Report back: (1 Hour)

- Invite each group to present their outputs: Each group will get 15 minutes to present and 5 minutes for Q&A.
- Encourage groups to be as specific as possible about where they found performance gaps (e.g. if data quality is poor because reports are incomplete, are they incomplete at the facility level or at the district aggregate level?)
- In discussion, draw out the different ways that each group interpreted the same results, and point out areas of agreement among the groups.

- In conclusion, ask: **Based on these findings from the Diagnostic Tool, which do you think should be a higher priority: improving the use of information, improving data quality, or both? Why?**

Make sure that participants understand that these two outcomes are interrelated. Use of information will increase the demand for better quality information (both in relevance of information and quality of data). On the other hand, quality of data needs to achieve a certain level in order to be effectively used.

22. Analysis: RHIS Management Assessment Tool

Time: 1 hour

Materials:

- RHIS Management Assessment Tools filled out in the field
- Flipchart table to summarize scores as shown below.

Preparation:

- Make and post the flipchart shown below for summarizing scores.

Learning objectives:

By the end of the session, participants will be able to:

- Explain the strengths and weaknesses of the various management functions.
- Compare it with performance level to see their impact on performance.
- Use findings from the tool to identify directions for RHIS improvement.

Plan of activities:

1. Share the RHIS Management Assessment Tool Results (10 min)

- Give the management function chart to the participants.
- Give them five minutes to study it.
- Inform them that it is mean level comparison of different management functions.

2. Discuss in plenary (20 min)

- When all groups are finished, ask a volunteer to summarize the average scores and what they think we can see for the total picture of RHIS management performance in this sample.

Through discussion in plenary, identify which RHIS management functions are exhibiting problems, and which ones are performing relatively well:

1. Governance
2. Planning
3. Training

4. Supervision
5. Use of performance improvement tools
6. Finances

3. Compare results to Diagnostic Tool (15 min)

- Ask: **How do these results from the RHIS Management Assessment Tool compare to our findings from:**

  i. Diagnostic Tool: Data Quality section
  ii. Diagnostic Tool: Use of information section

- Write responses on a flipchart for later reference. Discuss whether results are similar or different across the various tools.

- Point out that this "triangulation" process of checking results from one tool against another allows us to hone in on the actual status of the RHIS.

23. Analysis: RHIS Overview and Facility/Office Checklist

Time: 1 hour

Materials:

- Copy of RHIS Overview (previously distributed)
- Facility/office checklists filled out in the field

Learning objectives:

By the end of the session, participants will be able to:

- Interpret the results of the RHIS Overview and Facility/Office Checklists.
- Use these findings to identify factors leading to RHIS performance gaps in the field sites.

Plan of activities

1. Review results of RHIS Overview (15 min)

♦ Instruct participants to look at their copies of the **RHIS Overview**, which was filled out and presented by the host country staff in the previous week.

♦ Ask:

- **What were the key findings from this RHIS Overview?**
- **What were the main strengths of the RHIS as identified by this tool?**
- **What were the main areas needing improvement as identified by this tool**?

List responses on a flipchart and post as participants name them.

2. Review results of Facility/Office Checklist: Group work (15 min)

♦ Instruct participants to sit with their field groups and look together at their Facility/Office Checklists that they filled out.

♦ Show the following task on a slide:

SLIDE. REVIEW RESULTS OF FACILITY/OFFICE CHECKLIST:

♦ With your group, list at least five key findings about the status of RHIS resource availability as identified with this checklist at the sites you visited. You have 15 minutes to work

3. Report back and discuss Facility/Office Checklist results (30 min)

♦ Invite each group in turn to present their findings. Write the responses on a flipchart.

♦ When all groups have reported, ask:

- **Where do you see common findings from more than one group?**
- **What can we conclude from this tool?**

♦ Finally, ask participants to compare what they have learned with the results of the other tools.

- **How do these findings compare to what we discovered about RHIS structure, management, supplies, logistics, and infrastructure in the other tools?**

♦ Help the group identify findings that are similar or different among the tools.

24. Analysis: Organizational & Behavioral Assessment Tool

Time: 3 hours

Materials:

- Handouts with charts showing results of Organizational & Behavioral Assessment Tool (OBAT); slides.

Preparation:

- Participants should have entered and submitted field data from the OBAT in a previous session.
- Merge the files from the different sites, check and clean the data, and print out and photocopy charts of the results.

Learning objectives:

By the end of the session, participants will be able to:

- Interpret the results of the Organizational & Behavioral Assessment Tool.
- Use these findings to identify factors leading to RHIS performance gaps in the field sites.

Plan of activities

1. Present Organizational & Behavioral Assessment Tool (OBAT) Results (20 min)

♦ Remind participants that after diagnosing the main RHIS performance problems, the other tools will help determine the *causes* or *factors* creating the problems. The OBAT in particular looks at non-technical factors.

♦ Present the charts showing the results of the OBAT. Do not discuss and interpret yet. However, spend time going over the charts, explain what information and concepts are presented in each one, and answer any questions.

Note to trainer: Give the groups charts that present the OBAT results only; do not give them charts that compare with Diagnostic Tool data yet.

2. Group work: OBAT (45 min)

♦ Tell participants they will now conduct a group exercise to analyze the OBAT results in detail.

♦ Go over the task sheet (*found in the* **Participant Manual**) and explain it in plenary:

SLIDE. ANALYSIS GROUP WORK: ORGANIZATIONAL & BEHAVIORAL ASSESSMENT TOOL

Review the three charts your group was given. Make sure you all understand what variables are being presented.

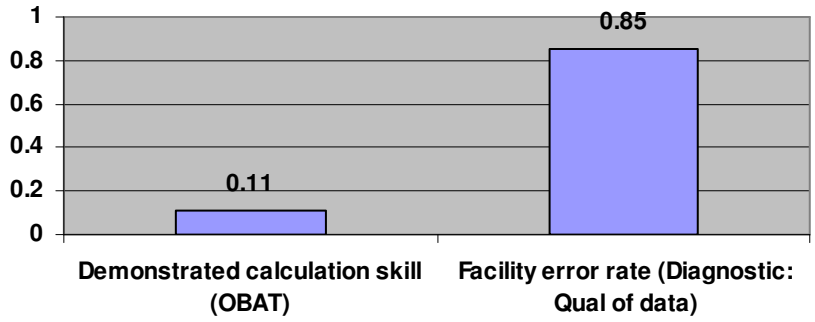
For each chart, write one sentence interpreting what the chart means. Write the sentences on a flipchart.

- Compare the OBAT results to the results of the Diagnostic Tool: **Data Quality section**. Draw a chart on a flipchart comparing the findings.
- Compare the OBAT results to the results of the Diagnostic Tool: **Use of Information section**. Draw a second chart on a flipchart comparing the findings.
- Compare the OBAT results to the results of the **Management Assessment Tool**. Draw a third chart comparing the findings.

Be prepared to present your responses to the class. You will have 45 minutes to work

♦ To explain the comparison charts, tell participants:

- You can show results that support the same conclusions, or contrast findings that point to different conclusions.
- The following is an example of a comparison chart (show on slide):



Example: This chart shows that only 11% of respondents to the questionnaire could demonstrate competency in calculation, and that facilities had errors in 85% of the RHIS forms checked. The lack of calculation skills is probably a factor contributing to the high error rate.

♦ Tell participants to return to the same groups and follow the task sheet (*above*). Assign each group three of the field results charts, so that groups are working on different charts.

3. Report back (45 min)

- Start by asking each group to share one of its three sentences interpreting one of their charts. If the sentences are not accurate or not specific enough, ask the class to help them improve the interpretation. Discuss any disagreements the class has about the interpretations of the data.
- Then ask each group in turn to present and explain their charts comparing data from the different tools. Again, encourage the groups to be specific and accurate, and probe for why they came to a particular conclusion.

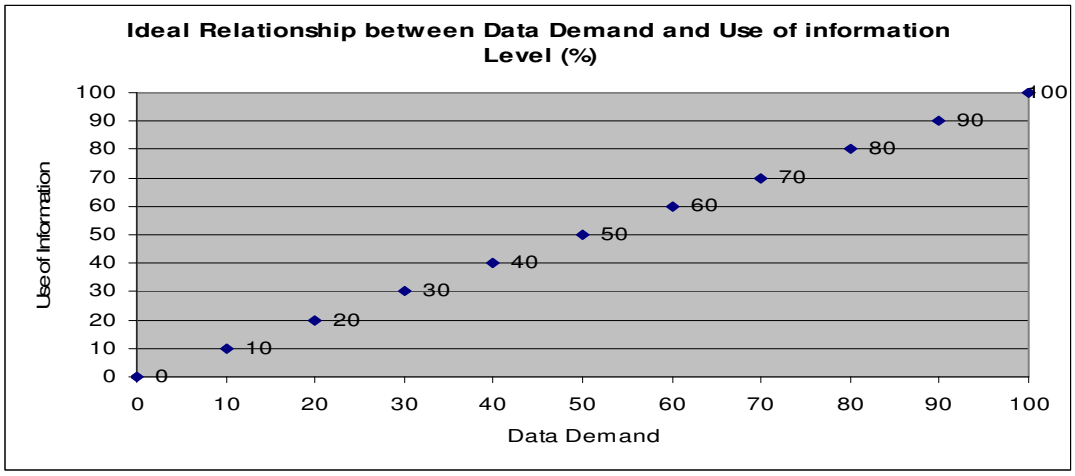
4. Discuss pre-set OBAT charts and conclude (70 min)

- Using the projector, show participants the pre-set charts in the OBAT file that compare results from the OBAT to results from the Diagnostic Tool.
    - Explain how the data from the Diagnostic Tool should be entered in order to make this comparison.
    - Define and explain the concepts represented on the comparative charts.

- Remind participants of the first week's discussion of data demand and information use.

- Ask: **What have we learned about the relationship of data demand to information use through this assessment? What do specific findings from the PRISM tools tell us about this?**

    Answer:
    - Data demand is measured on the OBAT (questions U1a, U1c and U2).
    - Use of information is measured by the Diagnostic Tool.
    - These two pieces of information can be plotted on the same graph to show how the two variables are associated. For example, it might take any of these numbers (see chart below) or one number may be higher than other.



- Ask participants to plot this data demand and use of information using the data from the field work. Discuss what the findings show:
    - Is there indeed a positive association between greater use of information and greater demand for data?
    - Which needs more improvement: demand or use?

  The answers to these questions can help guide improvement strategies.

- Conclude by asking for volunteers to summarize what they see as the main issues uncovered by this analysis.

25. Problem tree analysis

Time: 3 hours

Materials:

- 50 pieces of blank paper (A4 cut in half)
- Tape
- Labeled flipcharts for problem tree analysis (*see below*)
- Slides

Preparation:

- Tape several blank flipcharts to the wall. Label them with the PRISM components as shown below. This session requires two trainers.

Learning objectives:

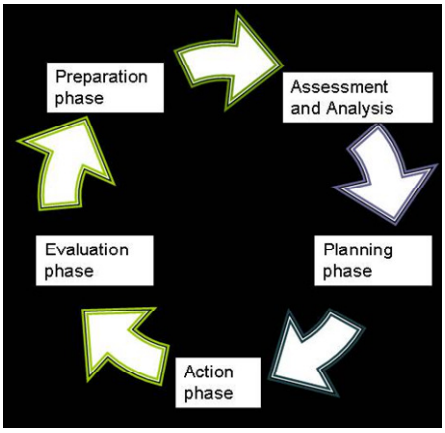
By the end of this session, participants will be able to:

- Identify the highest-priority RHIS issues to address in the field sites, based on findings from the PRISM assessment.
- Explain which problems are underlying or "root" causes, and which are intermediate causes.
- Create a problem tree that visually outlines the structure of basic RHIS performance problems as observed in the field.

Plan of activities:

1. Lecture: Identifying RHIS performance issues (5 min)

Show the planning cycle again:

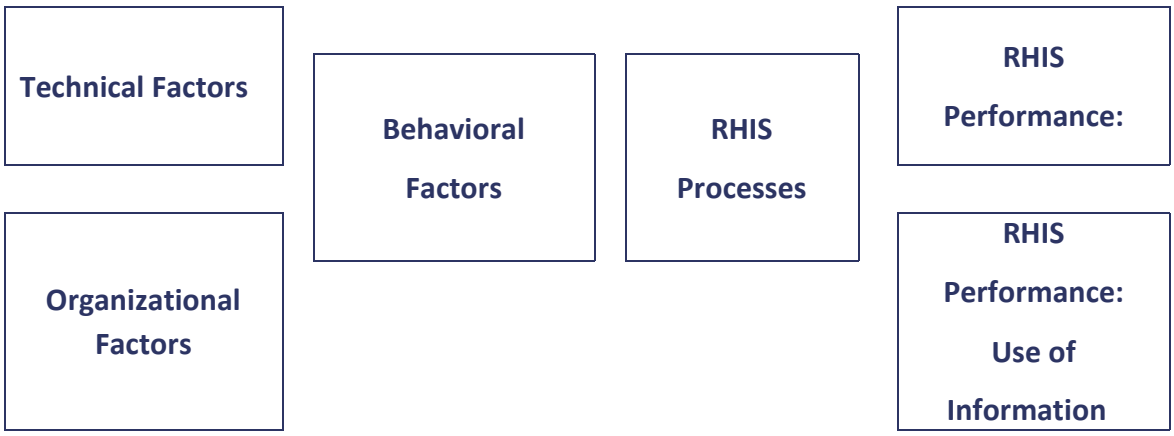


We are now moving to the planning phase.

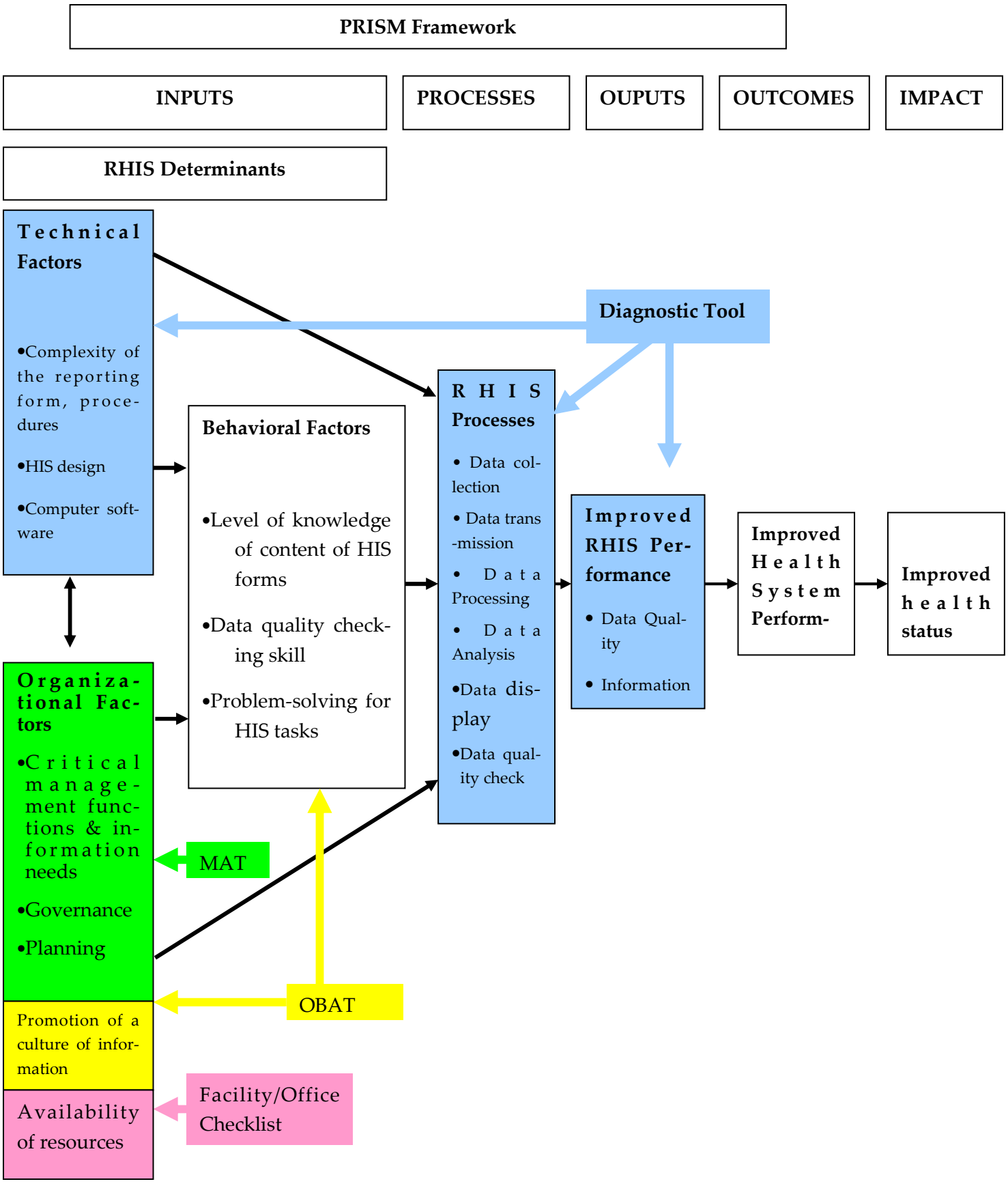
- Acknowledge that once we have performed an assessment and analysis, it is not a simple thing to identify interventions to address the problems identified. People may have different opinions about what should be a priority. You will need to think about a process for (1) identifying and prioritizing problems to address, (2) considering and choosing interventions to address them, and (3) reaching agreement with key stakeholders on this.
- Tell participants that the next exercise will help them synthesize findings from the field work and focus on the most critical problems.

2. Identify RHIS strengths and problems (1 hr 30 min)

- To begin the process of identifying and selecting problems to address, start with a review of the strengths and weaknesses of each of the PRISM tools.
- ***Preparation:*** *Before the session, make a set of flipcharts for each component of the PRISM framework to help organize the problem tree. Write the following labels on flipcharts in big letters, and tape them up on the wall, like this:*



- Remind participants of the PRISM framework, represented by these flipcharts. Show the slide with the complete framework and refer participants to the same diagram in their manuals.


PRISM Framework
INPUTS
PROCESSES
OUPUTS
OUTCOMES
IMPACT
RHIS Determinants
Technical Factors
•Complexity of the reporting form, procedures
•HIS design
•Computer software
Diagnostic Tool
Behavioral Factors
•Level of knowledge of content of HIS forms
•Data quality checking skill
•Problem-solving for HIS tasks
RHIS Processes
• Data collection
• Data transmission
• Data Processing
• Data Analysis
•Data display
•Data quality check
Improved RHIS Performance
• Data Quality
• Information
Improved Health System Perform-
Improved health status
Organizational Factors
•Critical management functions & information needs
•Governance
•Planning
MAT
OBAT
Promotion of a culture of information
Availability of resources
Facility/Office Checklist

- Tell participants that now we will review and synthesize the findings from the field work. We will organize them according to the PRISM framework.

- **Go through the components of the framework** one by one and ask participants to state the assessment findings related to each component.

  1) Start with the findings about RHIS performance: data quality and information use.
  2) Then work backward to RHIS processes.
  3) Then go through the three determinants: technical, organizational, and behavioral.

- As participants state the findings, write each one down on a separate piece of paper and tape it to the flipchart under the appropriate category. *(Note: Have another trainer or a participant assist you.)*

- *Guidelines for managing this activity:*
  - Help participants to state the findings specifically and in quantitative terms when possible. (*For example, if a participant says, "The facilities don't have enough RHIS forms," ask them to restate it as "80% of facilities surveyed had a stockout of forms in the past three months.")*
  - If participants leave out important findings, prompt them by asking questions (*e.g. "No one has mentioned data presentation. What did we learn about how data is presented at the sites we visited?"*).
  - Encourage participants to list findings from ALL portions of the PRISM tools, and to look at what different tools said about the same topic. (*For example, the OBAT might show that staff perceive data quality to be poor, and the Diagnostic Tool might confirm this by showing a high error rate in data transfer from registers to monthly forms.)*
  - Good performance as well as poor performance should be discussed; this exercise should not just focus on problem areas, but should also identify strengths.

- To conclude, ask participants to look at the overall picture of RHIS performance that they created together.
- Ask: **Does this diagram represent the main strengths and problems in the RHIS that we assessed? If not, what needs to be added or changed?**

  - *Make any final adjustments as needed.*

3. Cause/effect analysis (45 min)

Tell participants that we will now look more closely at how these findings relate to each other. We will examine what factors are causing the performance of RHIS to be good or poor. Remind participants that the PRISM Framework is a cause-effect model, so these relationships are built into the framework.

- Start with **RHIS Performance: Data Quality**. Review the findings listed on that flipchart.
- Ask**: Looking back to the RHIS processes we listed, which ones are related to data quality? Which ones are causing good (or poor) performance, as identified in the assessment?**
    - Draw arrows between the pieces of paper to show this relationship as described by participants.

- Then move back another step to look at the three determinants.

- Ask: **Which factors are contributing to good/poor performance of data quality? Among those factors, which ones are the "root" causes – in other words, which factors are the sources of other factors?**
    - Again, draw arrows to show the relationship according to participants' responses. If necessary, move the papers around and group them to show the cause-effect relationships more clearly. Encourage participants to group duplicates together (if there are findings that provide the same information about the same factor).

- When you have finished with issues related to data quality, go back to the **RHIS performance flipcharts** and repeat this process for use of information.