Performance of Routine Information System Management (PRISM) Toolkit
ACKNOWLEDGMENTS

MEASURE Evaluation, funded by the United States Agency for International Development (USAID), thanks those who contributed to the updated version of the Performance of Routine Information System Management (PRISM) Series – a collection of tools and supporting materials. It builds on the 2011 version of PRISM, developed by Anwer Aqil, Dairiku Hozumi, and Theo Lippeveld, all then members of MEASURE Evaluation, John Snow, Inc. (JSI), in collaboration with Mounkaila Abdou, JSI, and Alan Johnston, Constella Futures (now Palladium). This updated version draws on best practices and lessons learned from the many countries that have implemented PRISM assessments, as well as the new routine health information system (RHIS) Rapid Assessment Tool, developed by MEASURE Evaluation (available here: https://www.measureevaluation.org/resources/tools/rhis-rat/routine-health-information-system-rapid-assessment-tool).

First, we wish to acknowledge USAID for its support.

Second, we thank the 80-plus respondents who answered our call for feedback on the original tools. We received feedback from GEMNet-Health partners as well as RHIS professionals from Afghanistan, Bangladesh, Canada, Ethiopia, Ghana, India, Indonesia, Kenya, Lesotho, Liberia, Malawi, Mexico, Namibia, Nepal, Nigeria, Philippines, Senegal, South Africa, Thailand, Uganda, the United States, and Zimbabwe.

Third, we extend our appreciation to the PRISM technical working group (TWG), an internal project advisory group, for its work in updating the tools. Members of the PRISM TWG are Tariq Azim, Alimou Barry, Hiwot Belay, David Boone, Suzanne Cloutier, Marc Cunningham, Mike Edwards, Upama Khatri, Sergio Lins, Moussa Ly, Amanda Makulec, Imelda Moise, and Kolawole Oyediran, from MEASURE Evaluation, JSI; Tara Nutley, from MEASURE Evaluation, Palladium; Sam Wambugu, from MEASURE Evaluation, ICF; David Hotchkiss, from MEASURE Evaluation, Tulane University; Stephen Sapirie, from MEASURE Evaluation, Management Sciences for Health (MSH); and Hemali Kulatilaka, from MEASURE Evaluation, University of North Carolina at Chapel Hill (UNC).

Fourth, we recognize the core team at MEASURE Evaluation for leading the revision effort and for their contributions. Special thanks go to Hiwot Belay, Sergio Lins, Suzanne Cloutier, Tariq Azim, and Jeanne Chauffour of MEASURE Evaluation, JSI, for their extensive work in revising and finalizing the PRISM Series.

Finally, we thank MEASURE Evaluation’s knowledge management team for editorial and production services.

For any questions about the tools or implementing any part of the assessment, please contact: measure@measureevaluation.org.

Suggested citation:
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**ABBREVIATIONS**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>eRHIS</td>
<td>electronic routine health information system(s)</td>
</tr>
<tr>
<td>HIS</td>
<td>health information system(s)</td>
</tr>
<tr>
<td>LQAS</td>
<td>lot quality assurance sampling</td>
</tr>
<tr>
<td>MAT</td>
<td>Management Assessment Tool</td>
</tr>
<tr>
<td>OBAT</td>
<td>Organizational and Behavioral Assessment Tool</td>
</tr>
<tr>
<td>PRISM</td>
<td>Performance of Routine Information System Management</td>
</tr>
<tr>
<td>RHIS</td>
<td>routine health information system(s)</td>
</tr>
<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
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</table>
OVERVIEW OF THE PRISM SERIES

Using data to make evidence-informed decisions is still weak in most low- and middle-income countries. Especially neglected are data produced by routine health information systems (RHIS). RHIS comprise data collected at public, private, and community-level health facilities and institutions. These data, gleaned from individual health records, records of services delivered, and records of health resources, give a granular, site-level picture of health status, health services, and health resources. Most are gathered by healthcare providers as they go about their work, by supervisors, and through routine health facility surveys.

When routine data are lacking, or are not used, the results can be lower-quality services, weak infection prevention and control responses, lack of skilled health workers available where they are needed, and weak supply chains for drugs and equipment. These factors contribute to poor health outcomes for people.

MEASURE Evaluation, which is funded by the United States Agency for International Development (USAID), has provided technical and financial assistance to strengthen RHIS for more than 15 years. We have contributed to best practices at the global level and to the strengthening of RHIS data collection, data quality, analysis, and use at the country level. One of the project’s mandates is to strengthen the collection, analysis, and use of these data for the delivery of high-quality health services.

MEASURE Evaluation developed the Performance of Routine Information System Management (PRISM) Framework and suite of tools in 2011 for global use in assessing the reliability and timeliness of an RHIS, in making evidence-based decisions, and in identifying gaps in an RHIS so they can be addressed and the system can be improved. The framework acknowledges the broader context in which RHIS operate. It also emphasizes the strengthening of RHIS performance through a system-based approach that sustains improvements in data quality and use. PRISM broadens the analysis of RHIS performance to cover three categories of determinants that affect performance:

- **Behavioral determinants**: The knowledge, skills, attitudes, values, and motivation of the people who collect, analyze, and use health data
- **Technical determinants**: The RHIS design, data collection forms, processes, systems, and methods
- **Organizational determinants**: Information culture, structure, resources, roles, and responsibilities of key contributors at each level of the health system
What the 2018 PRISM Series Offers

With USAID’s support, MEASURE Evaluation has revised the PRISM Tools and developed other elements, based on the PRISM Framework, to create a broad array of materials: the “PRISM Series.” It’s available on the MEASURE Evaluation website (https://www.measureevaluation.org/prism) and has the following components:

- **PRISM Toolkit**
  - PRISM Tools (this is the fundamental manual of PRISM Tools)
  - PRISM Tools to Strengthen Community Health Information Systems

- **PRISM User’s Kit** (consisting of four guidance documents)
  - Preparing and Conducting a PRISM Assessment
  - Using SurveyCTO to Collect and Enter PRISM Assessment Data
  - Analyzing Data from a PRISM Assessment
  - Moving from Assessment to Action

- **PRISM Training Kit**
  - Participant’s Manual
  - Facilitator’s Manual (this document)
  - 9 PowerPoint training modules
This new, more comprehensive PRISM Series is useful for designing, strengthening, and evaluating RHIS performance and developing a plan to put the results of a PRISM assessment into action.

The revised “PRISM Tools”—the PRISM Series’ core document—offers the following data collection instruments:

**RHIS Overview Tool**

This tool examines technical determinants, such as the structure and design of existing information systems in the health sector, information flows, and interaction of different information systems. It looks at the extent of RHIS fragmentation and redundancy and helps to initiate discussion of data integration and use.

**Performance Diagnostic Tool**

This tool determines the overall level of RHIS performance: the level of data quality and use of information. This tool also captures technical and organizational determinants, such as indicator definitions and reporting guidelines, the level of complexity of data collection tools and reporting forms, and the existence of data-quality assurance mechanisms, RHIS data use mechanisms, and supervision and feedback mechanisms.

**Electronic RHIS Performance Assessment Tool**

This tool examines the functionality and user-friendliness of the technology employed for generating, processing, analyzing, and using routine health data.

**Management Assessment Tool**

The Management Assessment Tool (MAT) is designed to take rapid stock of RHIS management practices and to support the development of action plans for better management.

**Facility/Office Checklist**

This checklist assesses the availability and status of resources needed for RHIS implementation at supervisory levels.

**Organizational and Behavioral Assessment Tool**

The Organizational and Behavioral Assessment Tool (OBAT) questionnaire identifies behavioral and organizational determinants, such as motivation, RHIS self-efficacy, task competence, problem-solving skills, and the organizational environment promoting a culture of information.

**Uses of the PRISM Tools**

These PRISM tools can be used together to gain an in-depth understanding of overall RHIS performance, to establish a baseline, and to rigorously evaluate the progress and effectiveness of RHIS strengthening interventions every five years, contributing to the national RHIS strategic planning process. Each PRISM tool can also be used separately for in-depth analysis of specific RHIS performance areas and issues.
INTRODUCTION TO THE PRISM TRAINING

To support the use of the PRISM Tools, we have developed a curriculum consisting of nine training sessions. These are:

- Session 1. Training Content and Orientation
- Session 2. Introduction to the Health Information System
- Session 3. Introduction to the Routine Health Information System
- Session 4. Introduction to the PRISM Framework
- Session 5. Measuring Data Quality
- Session 6. Use of Information for Decision Making
- Session 7. Overview of the PRISM Tools
- Session 8. Assessment Implementation
- Session 9. Assessment Analysis

The Facilitator’s Manual explains how to conduct the training sessions and complements the Participant’s Manual. Both accompany the nine training PowerPoint slide decks.

The in-country team responsible for the management of the PRISM assessment should go through this training to become familiar with the overall concepts of health information systems and the PRISM Framework, and gain in-depth understanding on the PRISM Tools, how to conduct the assessment, and how to analyze and use the assessment data. As such, the primary audiences of this training are the health managers, supervisors, and planners directly involved with managing the PRISM assessment.

The training is conducted over three days (see Appendix 1 in the Facilitator’s Guide for an agenda). The Facilitator’s Guide presents the learning objectives for each session, as well as the topics covered, a session plan (including session duration), the teaching method to use, materials needed for the session, and activities, such as group work. Information on how to present the training materials is also provided (e.g., PowerPoint presentation, plenary discussion, and handouts). Session 7 (Overview of the PRISM Tools) and Session 8 (Assessment Implementation) are the longest. Sufficient time for questions and answers (Q&A) and practice should be spent in these two sessions to gain a thorough understanding of the tools and the assessment method. We also recommend scheduling fifteen-minute breaks in the morning and afternoon and one-hour lunch breaks every day to create a relaxed environment during training, which by itself could be very intensive in nature. Adult learning method is followed throughout the sessions.

This training can be applicable for the data collectors also. However, for the data collectors, Session 7 (Overview of the PRISM Tools) is the most appropriate and their training should provide in-depth understanding of each question, the skip patterns, and the data collection norms for all the tools. This includes a practice session and a field test in a health facility setting. Those directly involved in electronic data entry should be thoroughly trained on the PRISM electronic data entry tools and the PRISM Analysis Tool (available at https://www.measureevaluation.org/prism)
SESSION 1. TRAINING CONTENT AND ORIENTATION

Session duration: 1 hour

Session Learning Objectives

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

- List their expectations about the training
- Explain the training objectives, content, agenda, and methods
- Set training rules

Topics Covered

- Training objectives and content
- Training methods
- Training agenda (schedule)
- Training evaluation process
- Training rules

Teaching Methods

- Facilitator presentation
- Plenary discussion and Q&A

Materials Needed

- PowerPoint presentation, “Session 1: Training Content and Orientation”
- Flip chart paper
- Markers
- Pens or pencils
- Projection equipment
- Handout: Participant’s Manual
## Session Plan

<table>
<thead>
<tr>
<th>Time</th>
<th>Title and Description</th>
<th>Methods</th>
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<tbody>
<tr>
<td>15 minutes</td>
<td><strong>Activity 1. Icebreaker exercise: participant introductions</strong> Engage participants to</td>
<td>Icebreaker game</td>
</tr>
<tr>
<td></td>
<td>introduce themselves using an icebreaker game</td>
<td></td>
</tr>
<tr>
<td>15 minutes</td>
<td><strong>Activity 2. Participant’s expectations</strong> Engage participants to express their</td>
<td>Plenary session</td>
</tr>
<tr>
<td></td>
<td>expectations about the training</td>
<td>Brainstorming</td>
</tr>
<tr>
<td>30 minutes</td>
<td><strong>Activity 3. Training objectives, content, methods, agenda, evaluation process, and</strong></td>
<td>Present PowerPoint</td>
</tr>
<tr>
<td></td>
<td><strong>rules</strong> The facilitator presents Session 1 slides and engages participants in</td>
<td>Session 1</td>
</tr>
<tr>
<td></td>
<td>discussing the agenda and setting training rules</td>
<td>Large group discussion</td>
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<td></td>
<td></td>
<td>Handout: Participant’s Manual</td>
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</tbody>
</table>
SESSION 2. INTRODUCTION TO THE HEALTH INFORMATION SYSTEM

Session duration: 1 hour

Session Learning Objectives

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

- Define the health system and its generic functions
- Describe the relationship between the health system and the health information system (HIS)
- Describe the relationship between the health system and the routine health information system (RHIS)

Topics Covered

- Health system components
- Functions and outcomes of the health system
- HIS and its importance
- Core components and standards of the HIS

Teaching Methods

- Lecture/facilitator presentation
- Exercise and group work
- Plenary discussion and Q&A

Materials Needed

- PowerPoint presentation: “Session 2: Introduction to the Health Information System”
- Writing board or large pad of display paper and an easel, or a personal laptop
- Markers
- Pens or pencils
- Projection equipment
- Handout: Participant’s Manual
## Session Plan

<table>
<thead>
<tr>
<th>Time</th>
<th>Title and Description</th>
<th>Methods</th>
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<tbody>
<tr>
<td>30 minutes</td>
<td><strong>A quick review of the health system and the HIS</strong></td>
<td>Lecture; present PowerPoint Session 2 (Slides 1 to 9)</td>
</tr>
<tr>
<td></td>
<td>• Health system and its six components/building blocks; outcomes of the health system</td>
<td>Discussions</td>
</tr>
<tr>
<td></td>
<td>• HIS and its functions</td>
<td>Handout: Participant’s Manual</td>
</tr>
<tr>
<td></td>
<td>• Categories of the HIS, based on data source and data collection frequency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Contribution of HIS to addressing health challenges at the three management levels of the health system</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Core components of a well-functioning HIS</td>
<td></td>
</tr>
<tr>
<td>30 minutes</td>
<td><strong>Brainstorm</strong></td>
<td>Present PowerPoint Session 2 (Slide 10)</td>
</tr>
<tr>
<td></td>
<td>• Enablers of and barriers to:</td>
<td>Plenary discussion, listing on flip chart</td>
</tr>
<tr>
<td></td>
<td>o Assuring HIS data quality</td>
<td></td>
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<tr>
<td></td>
<td>o HIS information use</td>
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</tbody>
</table>
SESSION 3. INTRODUCTION TO THE ROUTINE HEALTH INFORMATION SYSTEM

Session duration: 30 minutes

Session Learning Objectives

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

- Define the key data collection concepts
- Explain the roles of the RHIS in health system management
- Describe the data management processes and needs
- Describe the importance and structure of good RHIS data-management practices
- Identify and analyze possible constraints in the RHIS data management processes

Topics Covered

- Data collection concepts
- Overview and types of data collection
  - Patient/client data
  - Health services data
  - Resources data (human resources, commodities, finance, and infrastructure)
- Data aggregation
- Data flow
- Data reporting and transmission
- RHIS data management

Teaching Methods

- Lecture/facilitator presentation
- Exercise and group work
- Plenary discussion and Q&A

Materials Needed

- PowerPoint presentation: “Session 3: Introduction to the Routine Health Information System”
- Projection equipment
- Large pad of paper or writing board and an easel, or a personal laptop
- Markers
- Pens or pencils
- Handout: Participant’s Manual
### Session Plan

<table>
<thead>
<tr>
<th>Time</th>
<th>Title and Description</th>
<th>Methods</th>
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</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td><strong>A quick review of the RHIS</strong></td>
<td>Lecture; present PowerPoint Session 3</td>
</tr>
<tr>
<td></td>
<td>• Present the basic concepts of data collection</td>
<td>Discussions</td>
</tr>
<tr>
<td></td>
<td>• Explain the roles of the RHIS in management of the health</td>
<td>Handout: Participant’s Manual</td>
</tr>
<tr>
<td></td>
<td>system</td>
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<tr>
<td></td>
<td>• Provide examples of RHIS subsystems</td>
<td></td>
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<tr>
<td></td>
<td>• Present and discuss the RHIS data management processes</td>
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</tbody>
</table>
SESSION 4. INTRODUCTION TO THE PRISM FRAMEWORK

Session duration: 45 minutes

Session Learning Objectives

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

- Define “good” RHIS performance (to measure production, management, and use of high-quality data)
- Demonstrate an understanding of the three determinants of RHIS performance
- Explain the components and uses of the PRISM Framework and the PRISM Conceptual Model
- Identify and understand the factors influencing RHIS performance

Topics Covered

- Introduction to the definition of RHIS performance
- The PRISM Framework
- Determinants of RHIS performance

Teaching Methods

- Lecture/facilitator presentation
- Exercise and group work
- Plenary discussion and Q&A

Material Needed

- PowerPoint presentation: Session 4: “Introduction to the PRISM Framework”
- Large pad of display paper and an easel, or a personal laptop
- Markers
- Pens or pencils
- Poster paper for sticky notes
- Projection equipment
- Handout: Participant’s Manual
<table>
<thead>
<tr>
<th>Time</th>
<th>Title and Description</th>
<th>Methods</th>
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<tbody>
<tr>
<td>45 minutes</td>
<td><strong>Introduction to the PRISM Framework for assessing RHIS performance</strong></td>
<td>Lecture; present PowerPoint Session 4</td>
</tr>
<tr>
<td></td>
<td>• RHIS performance definition</td>
<td>Discussions</td>
</tr>
<tr>
<td></td>
<td>• PRISM Framework</td>
<td>Handout: Participant’s Manual</td>
</tr>
<tr>
<td></td>
<td>• PRISM Conceptual Model</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Examples of factors influencing RHIS performance</td>
<td></td>
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</tbody>
</table>
SESSION 5. MEASURING DATA QUALITY

Session duration: 1 hour

Session Learning Objectives

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

- Describe the data quality concept and definition
- Explain the dimensions of data quality
- Understand and explain the importance of and responsibilities for maintaining the quality of data across the different RHIS management levels
- Define, calculate, and interpret the main data quality metrics
- Identify the main types of data quality problems

Topics Covered

- Data quality
- Dimensions of data quality
- Data quality metrics
- Common threats to data quality

Teaching Methods

- Lecture/facilitator presentation
- Plenary discussion and Q&A

Materials Needed

- PowerPoint presentation: Session 5: “Measuring Data Quality”
- Large pad of display paper and an easel
- Markers
- Pens and pencils
- Projection equipment
- Handout: Participant’s Manual
### Session Plan

<table>
<thead>
<tr>
<th>Time</th>
<th>Title and Description</th>
<th>Methods</th>
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<tbody>
<tr>
<td>60 minutes</td>
<td><strong>Introduction to data quality</strong></td>
<td>Lecture, present PowerPoint Session 5</td>
</tr>
<tr>
<td></td>
<td>• Present the data quality concept and definition</td>
<td>Discussions</td>
</tr>
<tr>
<td></td>
<td>• Present the dimensions of data quality</td>
<td>Handout: Participant’s Manual</td>
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<tr>
<td></td>
<td>• Present the data quality performance metrics</td>
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<tr>
<td></td>
<td>o Accuracy (explain if there is any overreporting or underreporting)</td>
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<tr>
<td></td>
<td>o Reporting completeness (availability of reports)</td>
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</tr>
<tr>
<td></td>
<td>o Data completeness (reports with data elements filled out)</td>
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<tr>
<td></td>
<td>o Timeliness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discuss common threats to data quality</td>
<td></td>
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</tbody>
</table>
SESSION 6. USE OF INFORMATION FOR DECISION MAKING

Session duration: 45 minutes

Session Learning Objectives

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

- Explain the importance of using data to inform program planning and policy development
- Appreciate how data use interventions can improve a HIS
- Define data demand and data use
- Identify barriers for using data/information

Topics Covered

- Data-informed decision making process
- Data demand and use
- Barriers to using data/information
- Commitment to using data

Teaching Methods

- Lecture/facilitator presentation
- Plenary discussion and Q&A
- Brainstorm with participants

Materials Needed

- PowerPoint presentation: Session 6: “Use of Information for Decision Making”
- Large pad of display paper and an easel, or a personal laptop
- Markers
- Pens or pencils
- Projection equipment
- Handout: Participant’s Manual
## Session Plan

<table>
<thead>
<tr>
<th>Time</th>
<th>Title and Description</th>
<th>Methods</th>
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<tbody>
<tr>
<td>25 minutes</td>
<td><strong>Using information for decision making</strong></td>
<td>Lecture, present PowerPoint Session 6 (Slides 1 to 7)</td>
</tr>
<tr>
<td></td>
<td>• Value of data</td>
<td>Discussions</td>
</tr>
<tr>
<td></td>
<td>• Data informed decision making process</td>
<td>Handout: Participant’s Manual</td>
</tr>
<tr>
<td></td>
<td>• Data demand and use</td>
<td></td>
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<tr>
<td></td>
<td>• Determinant of data demand and use</td>
<td></td>
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<tr>
<td></td>
<td>•</td>
<td></td>
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<tr>
<td>20 minutes</td>
<td><strong>Brainstorm:</strong></td>
<td>Present PowerPoint Session 6 (Slides 8 and 9)</td>
</tr>
<tr>
<td></td>
<td>• Identify and list the main barriers to using or getting others to use data or information</td>
<td>Plenary discussion</td>
</tr>
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<td></td>
<td>• Way forward to establishing culture of information</td>
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</table>
SESSION 7. OVERVIEW OF THE PRISM TOOLS

Session duration: 7 hours and 45 minutes

Session Learning Objectives

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

- Describe how the PRISM Tools are organized
- Link each PRISM tool to the PRISM Framework
- Explain the purpose of each tool to diagnose RHIS performance and how to use it

Topics Covered

- Purpose of a PRISM assessment
- The PRISM Tools
- Linkage between the PRISM Tools and the PRISM Conceptual Model
- Overview of the PRISM Tools to assess and improve RHIS performance
  - RHIS Overview Tool
  - RHIS Performance Diagnostic Tool
  - Electronic RHIS (eRHIS) Assessment Tool
  - Management Assessment Tool (MAT)
  - Facility/Office Checklist
  - Organizational and Behavioral Assessment Tool (OBAT)

Teaching Methods

- Lecture/facilitator presentation
- Q&A

Materials Needed

- PowerPoint presentation: Session 7: “Overview of the PRISM Tools”
- Projection equipment
- Handouts:
  - Participant’s Manual
  - PRISM Tools
## Session Plan

<table>
<thead>
<tr>
<th>Time</th>
<th>Title and Description</th>
<th>Methods</th>
</tr>
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</table>
| 30 minutes | **Overview of tools to assess RHIS performance**  
  - Present the PRISM Tools  
  - Explain and discuss the purpose of using the PRISM Tools  
  - Present and explain the linkage between the PRISM Tools and the PRISM Framework (presented in Session 4) | Lecture, present PowerPoint Session 7 (Slides 1 to 6)  
  Discussions  
  Handout: Participant’s Manual |
| 45 minutes | **1. RHIS Overview Tool**  
  - Present the structure and purpose of the RHIS Overview Tool  
  - Explain the tool’s sections in detail | Lecture, present PowerPoint Session 7 (Slide 7)  
  Q&A  
  Handout: PRISM Tools |
| 120 minutes | **2. RHIS Performance Diagnostic Tool**  
  - Present the structure and purpose of the RHIS Performance Diagnostic Tool  
  - Explain the tool’s sections in detail | Lecture, present PowerPoint Session 7 (Slides 8 to 10)  
  Q&A  
  Handout: PRISM Tools |
| 90 minutes | **3. eRHIS Performance Assessment Tool**  
  - Present the structure and purpose of the eRHIS Performance Assessment Tool  
  - Explain the tool’s sections in detail  
  - Explain the technical factors that this tool, in combination with the Overview Tool and Performance Diagnostic Tool, measures | Lecture, present PowerPoint Session 7 (Slide 11)  
  Q&A  
  Handout: PRISM Tools |
| 30 minutes | **4. Management Assessment Tool (MAT)**  
  - Present the structure and purpose of the MAT  
  - Explain the tool’s sections in detail | Lecture, present PowerPoint Session 7 (Slide 12)  
  Q&A  
  Handout: PRISM Tools |
| 30 minutes | **5. Facility/Office Checklist**  
  - Present the structure and purpose of the Facility/Office Checklist  
  - Explain the tool’s sections in detail | Lecture, present PowerPoint Session 7 (Slide 13) |
<table>
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<tr>
<th>Time</th>
<th>Title and Description</th>
<th>Methods</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Q&amp;A</td>
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<td></td>
<td></td>
<td>Handout: PRISM Tools</td>
</tr>
<tr>
<td>120 minutes</td>
<td><strong>6. Organizational and Behavioral Assessment Tool (OBAT)</strong></td>
<td>Lecture, present PowerPoint Session 7 (Slides 14 to 17)</td>
</tr>
<tr>
<td></td>
<td>• Present the structure and purpose of the OBAT</td>
<td>Q&amp;A</td>
</tr>
<tr>
<td></td>
<td>• Explain the tool’s sections in detail</td>
<td>Handout: PRISM Tools</td>
</tr>
</tbody>
</table>
SESSION 8. ASSESSMENT IMPLEMENTATION

Session duration: 1 hour and 45 minutes

Session Learning Objectives

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

- Describe the PRISM assessment implementation steps
- Describe the criteria for adapting the PRISM Tools to the local context
- Explain the sampling method
- Become familiar with PRISM electronic data entry

Topics Covered

- PRISM implementation steps in pre-assessment, while conducting an assessment, and post data-collection
- Review of sampling methods, including lot quality assurance sampling (LQAS)
- Overview of PRISM electronic data entry

Teaching Methods

- Lecture/facilitator presentation
- Demonstration of how to use the data entry
- Plenary discussion and Q&A

Materials Needed

- PowerPoint presentation: Session 8: “Assessment Implementation”
- Projection equipment
- Laptop computers, tablets, or smart phones
- Handouts:
  - Participant’s Manual
  - PRISM User’s Kit: Preparing and Conducting a PRISM Assessment
  - PRISM User’s Kit: Using SurveyCTO to Collect and Enter PRISM Assessment Data
## Session Plan

<table>
<thead>
<tr>
<th>Time</th>
<th>Title and Description</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td><strong>Assessment implementation</strong></td>
<td>Lecture, present PowerPoint Session 8 (Slides 1 to 11)</td>
</tr>
<tr>
<td></td>
<td>- Present the steps of PRISM implementation</td>
<td>Discussions</td>
</tr>
<tr>
<td></td>
<td>- Explain how to adapt the PRISM Tools to the local context.</td>
<td>Handout: Participant’s Manual</td>
</tr>
<tr>
<td></td>
<td>- Sampling method; a quick overview of the LQAS method, which is primarily used during PRISM application</td>
<td>Handout: PRISM User’s Kit: Preparing and Conducting a PRISM Assessment</td>
</tr>
<tr>
<td>30 minutes</td>
<td><strong>PRISM data collection and entry</strong></td>
<td>Present PowerPoint Session 8 (Slide 12)</td>
</tr>
<tr>
<td></td>
<td>- Introduce the electronic data collection application (SurveyCTO) for data collection during the PRISM assessment</td>
<td>Discussions</td>
</tr>
<tr>
<td></td>
<td>- Present “Using SurveyCTO to Collect and Enter PRISM Assessment Data” (from the User’s Kit). Guide participants to install SurveyCTO on their laptops, tablets, or smart phones and upload form definition files, which are available for download here: <a href="https://www.measureevaluation.org/prism">https://www.measureevaluation.org/prism</a>.</td>
<td>Handout: PRISM User’s Kit: Using SurveyCTO to Collect and Enter PRISM Assessment Data</td>
</tr>
<tr>
<td>45 minutes</td>
<td><strong>Using SurveyCTO for PRISM assessment data collection and entry</strong></td>
<td>PowerPoint Session 8 (Slide 15)</td>
</tr>
<tr>
<td></td>
<td>Facilitator demonstrates on a big screen how to enter data collected during the PRISM assessment using SurveyCTO</td>
<td>Handout: PRISM User’s Kit: Using SurveyCTO to Collect and Enter PRISM Assessment Data</td>
</tr>
</tbody>
</table>
SESSION 9. ASSESSMENT ANALYSIS

Session duration: 1 hour and 30 minutes

Session Learning Objectives

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

- Explain how to analyze PRISM assessment data
- Become familiar with the types of analyses performed in several countries
- Describe examples of strengthening interventions based on PRISM assessment findings

Topic Covered

- Analyses using each PRISM tool
  - RHIS Performance Diagnostic Tool
  - Management Assessment Tool
  - Organizational and Behavioral Assessment Tool
  - Facility/Office Checklist
- Results overview
- Examples of RHIS strengthening interventions

Teaching Methods

- Lecture/facilitator presentation
- Plenary discussion and Q&A

Material Needed

- PowerPoint presentation: Session 9: “Assessment Analysis”
- Projection equipment
- Handouts:
  - Participant’s Manual
  - PRISM User’s Kit: Analyzing Data from a PRISM Assessment
  - PRISM User’s Kit: Moving from Assessment to Action
### Session Plan

<table>
<thead>
<tr>
<th>Time</th>
<th>Title and Description</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 minutes</td>
<td><strong>Assessment analysis</strong>&lt;br&gt;• Present and discuss the types of analyses by using each PRISM tool&lt;br&gt;  ▶ RHIS Performance Diagnostic Tool&lt;br&gt;  ▶ MAT&lt;br&gt;  ▶ OBAT&lt;br&gt;  ▶ Facility/Office Checklist&lt;br&gt;• Explain the analyses performed in selected countries&lt;br&gt;• Present, interpret, and discuss the template of PRISM’s overall results&lt;br&gt;• Provide examples of strengthening interventions, by RHIS performance determinant/factor</td>
<td>Lecture, present PowerPoint Session 9 (Slides 1 to 20)&lt;br&gt;Discussions&lt;br&gt;Handouts: Participant’s Manual;&lt;br&gt;PRISM User’s Kit: Analyzing Data from a PRISM Assessment;&lt;br&gt;PRISM User’s Kit: Moving from Assessment to Action</td>
</tr>
<tr>
<td>30 minutes</td>
<td><strong>Assessment analysis (continued)</strong>&lt;br&gt;• Present, interpret, and discuss the template of PRISM’s overall results&lt;br&gt;• Provide examples of strengthening interventions, by RHIS determinant or factor</td>
<td>Lecture, present PowerPoint Session 9 (Slides 21 to 25)&lt;br&gt;Discussions&lt;br&gt;Handouts: Participant’s Manual;&lt;br&gt;PRISM User’s Kit: Analyzing Data from a PRISM Assessment;&lt;br&gt;PRISM User’s Kit: Moving from Assessment to Action</td>
</tr>
</tbody>
</table>

### PRISM Assessment: Training Evaluation Form

At the end of Day 3 (the last training day), during the closing session, the facilitator will distribute the Training Evaluation Form (Appendix 2) to all participants and ask them to fill it out, individually and anonymously, in order to provide their feedback on the training. Participants should return their completed forms to the facilitator.
## APPENDIX 1. TRAINING AGENDA

### Training Agenda

**Performance of Routine Information System Management (PRISM) Assessment Training**

**Place:**  
**Date:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY 1</strong></td>
<td></td>
</tr>
<tr>
<td>9:00 – 9:30</td>
<td>Registration</td>
</tr>
<tr>
<td>9:30 – 10:30</td>
<td>Opening of the training</td>
</tr>
<tr>
<td></td>
<td>• Welcome remarks</td>
</tr>
<tr>
<td></td>
<td>• Introductions (participants and facilitators)</td>
</tr>
<tr>
<td></td>
<td>• Participant expectations</td>
</tr>
<tr>
<td></td>
<td>• Session 1: Training Content and Orientation</td>
</tr>
<tr>
<td>10:30 – 11:00</td>
<td>Tea break</td>
</tr>
<tr>
<td>11:00 – 12:00</td>
<td>Session 2: Introduction to the Health Information System</td>
</tr>
<tr>
<td>12:00 – 12:30</td>
<td>Session 3: Introduction to the Routine Health Information System</td>
</tr>
<tr>
<td>12:30 – 13:30</td>
<td>Lunch</td>
</tr>
<tr>
<td>13:30 – 14:15</td>
<td>Session 4: Introduction to the PRISM Framework</td>
</tr>
<tr>
<td>14:15 – 15:15</td>
<td>Session 5: Measuring Data Quality</td>
</tr>
<tr>
<td>15:15 – 15:45</td>
<td>Tea break</td>
</tr>
<tr>
<td>15:45 – 16:30</td>
<td>Session 6: Use of Information for Decision Making</td>
</tr>
<tr>
<td><strong>DAY 2</strong></td>
<td></td>
</tr>
<tr>
<td>9:00 – 9:15</td>
<td>Recap of DAY 1</td>
</tr>
<tr>
<td>9:15 – 10:30</td>
<td>Session 7: Overview of the PRISM Tools (Introduction to PRISM Tools and the RHIS Overview Tool)</td>
</tr>
<tr>
<td>10:30 – 11:00</td>
<td>Tea break</td>
</tr>
<tr>
<td>11:00 – 12:30</td>
<td>Session 7: Overview of the PRISM Tools (Performance Diagnostic Tool)</td>
</tr>
<tr>
<td>12:30 – 13:30</td>
<td>Lunch</td>
</tr>
<tr>
<td>13:30 – 14:00</td>
<td>Session 7: Overview of the PRISM Tools (Performance Diagnostic Tool, continued)</td>
</tr>
<tr>
<td>14:00 – 15:30</td>
<td>Session 7: Overview of the PRISM Tools (eRHIS Performance Assessment Tool)</td>
</tr>
<tr>
<td>Time</td>
<td>Topics</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>15:30 – 16:00</td>
<td>Tea break</td>
</tr>
<tr>
<td>16:00 – 16:30</td>
<td>Session 7: Overview of the PRISM Tools (Management Assessment Tool [MAT])</td>
</tr>
<tr>
<td>16:30 – 17:00</td>
<td>Session 7: Overview of the PRISM Tools (Facility/Office Checklist)</td>
</tr>
<tr>
<td><strong>DAY 3</strong></td>
<td></td>
</tr>
<tr>
<td>9:00 – 9:15</td>
<td>Recap of DAY 2</td>
</tr>
<tr>
<td>9:15 – 10:30</td>
<td>Session 7: Overview of the PRISM Tools (Organizational and Behavioral Assessment Tool [OBAT])</td>
</tr>
<tr>
<td>10:30 – 11:00</td>
<td>Tea break</td>
</tr>
<tr>
<td>11:00 – 11:45</td>
<td>Session 7: Overview of the PRISM Tools (OBAT, continued)</td>
</tr>
<tr>
<td>11:45 – 13:00</td>
<td>Session 8: Assessment Implementation</td>
</tr>
<tr>
<td>13:00 – 14:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>14:00 – 14:30</td>
<td>Session 8: Assessment Implementation, continued</td>
</tr>
<tr>
<td>14:30 – 16:00</td>
<td>Session 9: Assessment Analysis</td>
</tr>
<tr>
<td>16:00 – 16:30</td>
<td>Tea break</td>
</tr>
<tr>
<td>16:30 – 17:00</td>
<td>Q&amp;A; closing</td>
</tr>
</tbody>
</table>
APPENDIX 2. TRAINING EVALUATION FORM

PRISM TRAINING EVALUATION FORM

Place: __________________________ Date: __________________________

For each training session listed below, please answer the following questions:

- How useful was the training session? Circle the response that best represents your opinion.
- Did the training session contain information that was new to you? Circle Yes or No.

<table>
<thead>
<tr>
<th>Session</th>
<th>How useful was the training session?</th>
<th>New information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Introduction to the Health Information System</td>
<td>Not useful</td>
<td>Somewhat useful</td>
</tr>
<tr>
<td>3 Introduction to Routine Health Information System</td>
<td>Not useful</td>
<td>Somewhat useful</td>
</tr>
<tr>
<td>4 Introduction to the PRISM Framework</td>
<td>Not useful</td>
<td>Somewhat useful</td>
</tr>
<tr>
<td>5 Measuring Data Quality</td>
<td>Not useful</td>
<td>Somewhat useful</td>
</tr>
<tr>
<td>6 Use of Information for Decision Making</td>
<td>Not useful</td>
<td>Somewhat useful</td>
</tr>
<tr>
<td>7 Overview of the PRISM Tools</td>
<td>Not useful</td>
<td>Somewhat useful</td>
</tr>
<tr>
<td>8 Assessment Implementation</td>
<td>Not useful</td>
<td>Somewhat useful</td>
</tr>
<tr>
<td>9 Assessment Analysis</td>
<td>Not useful</td>
<td>Somewhat useful</td>
</tr>
</tbody>
</table>

Comments or suggestions: 

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Page 1 of 2
### Overall

<table>
<thead>
<tr>
<th>Question</th>
<th>Too short</th>
<th>Just right</th>
<th>Too long</th>
</tr>
</thead>
<tbody>
<tr>
<td>How was the length of the training?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How would you rate the amount of information presented?</td>
<td>Too little</td>
<td>Just right</td>
<td>Too much</td>
</tr>
<tr>
<td>How would you rate the level of detail of the information presented?</td>
<td>Too little</td>
<td>Just right</td>
<td>Too much</td>
</tr>
<tr>
<td>How was the pace of training?</td>
<td>Too slow</td>
<td>Just right</td>
<td>Too fast</td>
</tr>
<tr>
<td>Was the content of the materials distributed adequate?</td>
<td>Too short</td>
<td>Just right</td>
<td>Too long</td>
</tr>
<tr>
<td>Were the sessions presented in a logical order?</td>
<td>No</td>
<td>Somewhat</td>
<td>Yes</td>
</tr>
<tr>
<td>Were the venue and training logistics satisfactory?</td>
<td>No</td>
<td>Somewhat</td>
<td>Yes</td>
</tr>
<tr>
<td>Were the facilitators knowledgeable?</td>
<td>No</td>
<td>Somewhat</td>
<td>Yes</td>
</tr>
<tr>
<td>Did the facilitators use effective training methods?</td>
<td>No</td>
<td>Somewhat</td>
<td>Yes</td>
</tr>
<tr>
<td>Were your expectations met?</td>
<td>No</td>
<td>Somewhat</td>
<td>Yes</td>
</tr>
<tr>
<td>Will you be able to apply what you learned in your work?</td>
<td>No</td>
<td>Yes</td>
<td>Not sure</td>
</tr>
</tbody>
</table>

Please provide any additional comments or suggestions regarding the training:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Thank you for your feedback!