OFFERING YOUTH

FINANCIAL AND NON-FINANCIAL SERVICES

MODULE V:
MONITORING OUTCOMES OF A YOUTH PROGRAMME—
LOT QUALITY ASSURANCE SAMPLING

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*   Freedom from Hunger, 'Lot Quality Assurance Sampling Trainer's Manual' (Davis, California, 2007).

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ACRONYMS

FSP – financial service provider

LNRA – learning needs and resource assessment

LQAS – lot quality assurance sampling

M&E – monitoring and evaluation

SA – supervision area

UNCDF – United Nations Capital Development Fund

SECTION A:

TRAINER'S GUIDE

PREFACE

This guide was adapted from four previous products on lot quality assurance sampling (LQAS):

- 'Lot Quality Assurance Sampling Trainer's Manual' by Freedom from Hunger.

- 'Assessing Community Health Programs: A Trainer's Guide—Using LQAS for Baseline Surveys' and 'Regular Monitoring and Assessing Community Health Programs: A Participant's Manual and Workbook' by Joseph J. Valadez, William Weiss, Corey Leburg and Robb Davis. (Available online at **http://www.coregroup.org/.**)

- 'Rapid Health Surveys: Principles and Sampling Design Handbook' by Robb Davis, Jennifer Luna, A. Rodriguez and Eric Sarriot. (Available online at **http://robbresearch.pbworks.com/.**)

Specifically, the content of these products was adapted for use with financial service providers (FSPs) that serve youth and have a MIS capable of tracking the number of active clients and disaggregating the data by gender and age.

This guide is intended for FSPs seeking the following:

1. A low-cost method to sample clients and other stakeholders;

2. A management tool for identifying low-performance areas within the organization and for prioritizing solutions; and,

3. A systematic and reliable method for collecting data to monitor and evaluate social performance indicators—such as poverty outreach, poverty status, health, and education levels.

In order to make best use of this guide, users should be comfortable with quantitative surveys for data collection and basic calculations using Microsoft Office Excel.

OVERVIEW OF THE TRAINER'S GUIDE

This user-friendly guide equips FSPs with the knowledge, skills and tools to apply low-cost management techniques to monitor their programmes. Specifically, by the end of this training, participants will have

1. Defined key terms used in LQAS and understood their application;
2. Discussed survey techniques for collecting data in a low-cost and efficient way;
3. Committed to random sampling and understood its importance;
4. Practiced taking a random sample of respondents;
5. Practiced effective interviewing, data recording, and monitoring of data collection;
6. Tabulated a sample dataset; and
7. Practiced analysing data to identify priorities for reaching programme targets.

The specific topics to be addressed as well as the objectives of each topic are listed in the table 'Module V: Monitoring outcomes of a youth programme—Lot quality assurance sampling.'

MODULE V: MONITORING OUTCOMES OF A YOUTH PROGRAMME — LOT QUALITY ASSURANCE SAMPLING	
Activity	**Objectives** *By the end of this activity, participants will have*
1. Introduction	Clarified the workshop norms, goals, objectives and framework. Discussed the rationale for using LQAS methodology to monitor their programme.
2. Dividing Catchment Area into Supervision Areas — Step 1 of LQAS	Divided their youth programme's catchment area into five supervision areas (SAs) in a meaningful way for tracking performance. Separated their youth client list into SAs in Excel.
3. Reviewing the Mini-Survey — Step 2 of LQAS	Listened to a definition of an indicator and a mini-survey. Stated examples of indicators. Located specific types of questions on a mini-survey.
4. Randomly Selecting Respondents — Step 3 of LQAS (Part 1)	Recalled the significance of the number 19 in the LQAS methodology. Participated in a demonstration of random sampling. Identified the consequences of not applying a random sampling approach to data collection.
5. Randomly Selecting Respondents — Step 3 of LQAS (Part 2)	Observed a demonstration of how to generate a randomized list of participants using a client list in Excel. Practiced using Excel to randomly select 95 mini-survey respondents and their replacements using case study data and their own client data.
6. Collecting Data — Step 4 of LQAS (Part 1)	Identified the responsibilities associated with managing a team of data collectors. Compared the advantages and disadvantages of hiring internal versus external data collectors. Discussed the consequences of failing to execute or poorly executing data collection tasks.
7. Collecting Data — Step 4 of LQAS (Part 2)	Named the skills required to accurately record respondent answers to survey questions. Identified 10 errors in a completed mini-survey.

Activity	Objectives *By the end of this activity, participants will have*
8. Collecting Data — Step 4 of LQAS (Part 3) Introduction	Discussed five effective interviewing techniques. Identified examples of ineffective interviewing techniques during role-plays.
9. Collecting Data — Step 4 of LQAS (Part 4)	Reviewed the observation checklist. Explained how an indicator ensures quality standards are attained in data collection and why it is important.
10. Collecting Data — Step 4 of LQAS (Part 5)	Discussed the implications of providing data collectors with effective feedback.
11. Collecting Data — Step 4 of LQAS (Part 6)	Practiced three fundamental activities in the data collection process: a) interviewing a respondent, b) recording data on a mini-survey, and c) using the observation checklist to observe data collection and provide feedback to a data collector.
12. Collecting Data — Step 4 of LQAS (Part 7)	Reviewed the activities in the LQAS Trainer's guide that can be used to train data collectors. Proposed steps and content that must be adapted when training data collectors.
13. Tabulating Results — Step 5 of LQAS	Assessed the coding of mini-surveys. Observed a demonstration of the coding and tabulation process. Practiced the tabulation process.
14. Analysing Results — Step 6 of LQAS (Part 1)	Calculated the average coverage of a catchment area. Practiced using the decision rule to compare performance across SAs and across indicators. Determined priority SAs and indicators based on the results of a baseline study.
15. Analysing Results — Step 6 of LQAS (Part 2)	Compared the performance of SAs and catchment area over time. Discussed how to set realistic but challenging coverage targets.
16. Analysing Results — Step 6 of LQAS (Part 3)	Analysed data and identified priorities using Excel. Compared data from a baseline LQAS study and a follow-up study.
17. Preparing Reports and Action Plans	Identified different stakeholder interests in LQAS results. Created an action plan for an LQAS study for their organization. ***Optional:*** Tested their knowledge of critical information about conducting an LQAS study.

This Trainer's guide is designed for

- FSPs that are currently offering financial and non-financial services to young clients and that would like to monitor and improve their programming; and

- Technical assistance providers that are supporting FSPs in monitoring and evaluation activities.

This Trainer's guide is best delivered by trainers who

- Have experience in youth programming and youth finance;

- Have prior experience in monitoring and evaluation, specifically in survey implementation and data analysis;

- Are comfortable using Microsoft Office Excel; and

- Will be able to facilitate the content and methods contained in this Trainer's guide accurately and with confidence.

Workshop implementation

This Trainer's guide contains 17 learning activities. The training workshop requires between 2-½ and 3 days and follows the 'Sample training agenda' on page 7. However, those organizations that are training experienced supervisors, who will only train in LQAS methodology, may choose to skip those activities labelled 'Optional.' Additionally, those organizations that are training data collectors should note that Activity 12 contains a proposed schedule (Handout 12.1) for using selected activities from this guide to conduct that training.

Each step of the LQAS methodology is outlined and practiced, sometimes over multiple activities. While each activity comprises multiple steps, the trainer can pause an activity after any step to allow for tea/coffee breaks, lunch breaks and for the end of the day to help facilitate scheduling.

The workshop was designed for 30 participants, but it can be easily adapted to accommodate smaller groups.

Workshop preparation

It is important for the trainer to review and complete the items listed in the box 'Workshop preparation checklist' in advance to ensure that the venue is effective for the training and that all important tasks have been accomplished.

WORKSHOP PREPARATION CHECKLIST

Tasks:

√ Update and administer the 'Learning Needs and Resources Assessment (LNRA)' in Appendix A

√ Design the 'get to know you' game in Activity 1 based on the LNRA results, updating Handout 1.1 'Learning needs and resources assessment (LNRA) activity' accordingly

√ Gather data from participants as prompted in the box 'Pre-workshop communication and tasks'

√ Read Handout 1.2 'Lot quality assurance sampling (LQAS) primer' to familiarize yourself with the technical information necessary for the workshop

√ Send a soft copy of Handout 1.2 'Lot quality assurance sampling (LQAS) primer' to participants for their reference and preparation

√ Review and prepare to present the Excel files that you will show to participants as models in Activities 2, 5, 13, 14, 15 and 16

√ In order for participants to have the 'Supplementary Excel and Word files' available to practice with and/or read during the workshop, either prepare thumb drives with the material to distribute personally to participants OR send the material to participants via email prior to the workshop

Venue:

√ Reliable electricity

√ A U-shaped table for large-group activities

√ Small tables (round or square) for break-out activities

√ Ample wall space for flip charts and posters

√ An LCD projector—especially important given the use of Excel in this training

√ At least two flip-chart stands

This training requires participants to work with both case study examples as well as their own programme information when selecting respondents and tabulating and analysing data. Therefore, it is important for the trainer to advise participants that they are required to prepare relevant materials in advance of the workshop. These requirements are found in the activities' information boxes and instructions. The trainer can use the text in the box 'Pre-workshop communication and tasks' for communicating with participants prior to the workshop and assigning the necessary tasks to gather relevant information.

PRE-WORKSHOP COMMUNICATION AND TASKS

Task 1: Get a map of the locations of your entire programme area (think of it as the specific areas that you want to monitor).

Try to find a map that gives you maximum detail and goes to small scale. It can be a formal map on which you clearly mark the boundaries of your programme area (known as the 'catchment area'). It is even better if it has roads, community names and geographical characteristics marked on it. You can often find maps at the Department of Statistics or the Census. If the Demographic and Health Survey has been conducted in your country, there are often maps available to use locally. If a map is not available, then please sketch one by hand to use during the training.

Task 2: Think about how to organize your programme area into supervision areas (management units).

During the training, we will use the term **supervision area** (SA) to mean a smaller area of management. To maximize the benefits of this methodology, we recommend you divide your programme area into at least five but not more than seven SAs. To decide on SAs, think about how many communities one supervisor can cover in one month or six weeks. Group communities that go together naturally (because of location, or who is in charge of them) and logically for effective and routine performance monitoring (for example, over six-month periods).

Task 3: Organize your data on all of your youth account holders.

Put together a list of all individual youth with an account (along with other data you track). This list will help you when we discuss sampling. **Prior to the training,** send the list to us (your trainers) in Excel so that we can have a better idea of who you are tracking and how you are tracking them.

Trainer preparation

Each activity begins with an information box that summarizes the objectives and preparations for each activity. **The trainer should review this information carefully.** The 'Preparation' section of the information box contains a list of materials needed for each activity. **The trainer should have these materials ready before the activity begins.**

Other important information about the Trainer's guide is as follows:

- Handouts are listed in the information box, and instructions in the text of each activity indicate how and when to distribute them. Handouts are located in Section B. They are numbered first by activity and then by order of distribution (1.1, 1.2, etc.). For example, a handout labelled 3.4 is found in Activity 3 and is the fourth handout used in that activity.

- Steps for implementing each activity are summarized in the information box and later listed in the activity. The trainer should conduct the activity as described, using his/her own words to explain each point and being careful to cover all of the steps in order, if possible.

- Answers to discussion questions, lengthy script and/or special guidance for the trainer are occasionally provided in a Trainer's box within the body of activity.

- A variety of additional features are written into the text and embedded in the format of each activity. The intention is to give the trainer written signals that will facilitate smooth delivery of the steps. The box 'Additional features of the Trainer's guide activities' summarizes these features.

ADDITIONAL FEATURES OF THE TRAINER'S GUIDE ACTIVITIES

- *Italic font* = instructions for the trainer. (Do not read this text to the participants.)
- Regular font = specific information or instructions for the trainer to read or closely paraphrase to the participants.
- Arrow (➢) = specific open questions for the trainer to ask participants. (Deliver this text as it is written.)
- [Brackets] = suggested answers to questions.
- (Parentheses) = additional instructions or technical information for the trainer.

Finally, the box 'Important principles to remember' provides an overview of some fundamental principles and practices of adult learning. It is important not to replace the interactive elements in each activity with lectures. The interactive elements are designed to enable participants to understand and remember the concepts and to develop their skills and confidence in LQAS practices. The trainer is also demonstrating to participants how to effectively deliver their own non-financial services.

IMPORTANT PRINCIPLES TO REMEMBER

- Create a <u>safe</u> learning environment where participants are free to explore and test their ideas and attitudes, as well as practice new skills.
- Give feedback to the participants and <u>affirm</u> their efforts.
- Ensure the <u>relevance</u> of the content by supporting participants' efforts to link new content with their own knowledge and experience in the topics.
- <u>Respect</u> the participants as equals who will use the training content and methods to draw their own conclusions, make their own decisions and solve their own problems.
- Let the participants know that you are a <u>learner</u> with them.
- Ask <u>open</u>—not closed—<u>questions</u> to promote interaction and deep engagement with the content.
- Use <u>small groups</u> (as suggested in the guide). Small groups enable all participants to engage in the learning tasks and materials.

SAMPLE TRAINING AGENDA
(OPTIONAL ACTIVITIES ARE LABELLED AND SHADED*)

	Starting time	Activity	Duration
D A Y 1	8:30 a.m.	1. Introduction	1:45
	10:15 a.m.	**BREAK**	0:20
	10:35 a.m.	2. Dividing Catchment Area into Supervision Areas—Step 1 of LQAS	2:30
	1:05 p.m.	**LUNCH**	1:00
	2:05 p.m.	3. Reviewing the Mini-Survey—Step 2 of LQAS	0:45
	2:50 p.m.	4. Randomly Selecting Respondents—Step 3 of LQAS (Part 1)	1:20
	4:10 p.m.	**BREAK**	0:20
	4:30 p.m.	5. Randomly Selecting Respondents—Step 3 of LQAS (Part 2)	1:05
	5:35 p.m.	**END of DAY 1**	

	Starting time	Activity	Duration
D A Y 2	8:30 a.m.	6. Collecting Data—Step 4 of LQAS (Part 1)	1:05
	9:35 a.m.	7. Collecting Data—Step 4 of LQAS (Part 2)	0:35
	10:10 a.m.	**BREAK**	0:20
	10:30 a.m.	8. Collecting Data—Step 4 of LQAS (Part 3) – **OPTIONAL**	0:40
	11:10 a.m.	9. Collecting Data—Step 4 of LQAS (Part 4)	0:40
	11:50 a.m.	10. Collecting Data—Step 4 of LQAS (Part 5) – **OPTIONAL**	0:35
	12:25 p.m.	**LUNCH**	1:00
	1:25 p.m.	11. Collecting Data—Step 4 of LQAS (Part 6), *including a* **BREAK** *of 20 minutes*	3:40
	5:05 p.m.	**END of DAY 2**	

	Starting time	Activity	Duration
D A Y 3	8:30 a.m.	12. Collecting Data—Step 4 of LQAS (Part 7) – **OPTIONAL**	1:00
	9:30 a.m.	13. Tabulating Results—Step 5 of LQAS	1:25
	10:55 a.m.	**BREAK**	0:20
	11:15 a.m.	14. Analysing Results—Step 6 of LQAS (Part 1)	1:45
	1:00 p.m.	**LUNCH**	1:00
	2:00 p.m.	15. Analysing Results —Step 6 of LQAS (Part 2)	0:40
	2:40 p.m.	16. Analysing Results—Step 6 of LQAS (Part 3)	1:15
	3:55 p.m.	**BREAK**	0:20
	4:15 p.m.	17. Preparing Reports and Action Plans, *including review game*	1:25
	5:40 p.m.	**END of DAY 3**	

*Those activities marked 'Optional' can be included or omitted from the training, depending on the need to train participants as supervisors of data collection; if the organization already has that capacity, the trainer may decide not to use those activities.

ACTIVITY 1: INTRODUCTION

OBJECTIVES

By the end of this activity, participants will have

1. Clarified the workshop norms, goals, objectives and framework.
2. Discussed the rationale for using LQAS methodology to monitor their programme.

PREPARATION

Actions:

- **Prior to the workshop,** update and administer the 'Learning needs and resources assessment (LNRA)' in Appendix A. Review the responses and update Handout 1.1 'Learning needs and resources assessment (LNRA) activity' accordingly—in particular the 'M&E activity' column.
- **Prior to the workshop,** communicate with participants to advise them of the materials they are required to prepare and subsequently send to the trainer and/or bring to the training, as described under 'Workshop preparation' in the 'Overview of the Trainer's guide' section of this guide.
- **Prior to the workshop,** prepare and label six flip charts, one for each LQAS step (i.e., Step 1, Step 2, etc.), and place them sequentially around the room.

Handouts:

1.1 Learning needs and resources assessment (LNRA) activity (1 per participant)

1.2 Lot quality assurance sampling (LQAS) primer (1 per participant)

Flip charts:

- Six LQAS flip charts: Step 1, Step 2, Step 3, Step 4, Step 5 and Step 6
- Blank flip chart with the title: LNRA activity
- Blank flip chart with the title: Workshop norms
- Workshop goals and objectives
- Website for more information
- LQAS discussion questions
- Workshop sequencing framework

TIME

105 minutes (1 hour 45 minutes)

STEPS

1. Introduce the workshop – 30 minutes
2. Review the workshop norms, goals and objectives – 20 minutes
3. Define LQAS – 45 minutes
4. Review the workshop sequencing framework – 10 minutes

STEP 1: Introduce the workshop – 30 minutes

Welcome participants to the workshop. Trainer(s) introduce yourself(selves), and give a short explanation of your background and your experience working with youth as well as in monitoring and evaluation (M&E). If any representatives of sponsoring or partnering institutions are present, invite them to introduce themselves.

Then invite participants to introduce themselves, say the organization they work for and share one hobby with the full group.

After all participants introduce themselves, distribute Handout 1.1 'Learning needs and resources assessment (LNRA) activity' to each participant. (Handout 1.1 is based on the LNRA that was given to participants prior to this workshop.)

Say:

We received a total of____*(INSERT NUMBER OF RESPONSES)* responses to our request for learning needs and resources assessments, or LNRAs for short, before the training! Thank you to everyone who responded. The information you provided informed the design of this training to reflect your interests, needs and questions.

Through your LNRAs, we found that many of you use different tools and methodologies to assess and measure the progress of your programmes. The handout I just distributed lists the various monitoring activities and tools identified in your LNRAs. Using this handout, discover what your colleagues are doing by

1. Circulating and asking others which of the listed activities they have implemented; and
2. Writing the person's and institution's name next to the activity implemented on the handout.
3. You have 10 minutes to write the name of at least one institution in each of the boxes on the handout. Go!

After 10 minutes, post the flip chart 'LNRA activity' and reconvene all the participants.

> **LNRA activity**

Ask some volunteers to share by naming each activity on the list and the institution associated with that activity. Keep note on the flip chart.

STEP 2: Review the workshop norms, goals and objectives – 20 minutes

Say:

Let's create a list of operating norms for our time together.

Post the flip chart 'Workshop norms.'

> **Workshop norms**

Ask:

> **What norms, or rules, are necessary for our workshop to be successful?**

List their answers on the flip chart. Suggested answers include (1) Put cell phone on silent or vibrate, (2) Be on time and (3) Limit email use to lunch and tea/coffee breaks.

Say:

Let's continue to follow these norms throughout the time we spend together.

In order to experience fully all the activities in this workshop, we will need to adhere to the following schedule.
- Each day will begin at_____*(INSERT START TIME)* and end at_____*(INSERT END TIME)*.
- Lunch will be served from_____*(INSERT LUNCH START TIME)* to_____*(INSERT LUNCH END TIME)*.
- Tea/Coffee breaks will be held from_____*(INSERT START TIME)* to_____*(INSERT END TIME)* in the morning and_____*(INSERT START TIME)* to_____*(INSERT START TIME)* in the afternoon.
- Each night, you will be given materials to review for the next day. Please be sure to spend at least one hour reviewing these materials so that we can stay on task.
- Each person should have a notebook, and pen or pencil. Be sure to write your name on your materials so that they can be easily located if you misplace them. Come to class with all your materials every day!

- You will receive handouts that give you more information or guide you through exercises.

Post the flip chart 'Workshop goals and objectives,' and ask a volunteer to read the objectives aloud.

Workshop goals and objectives

By the end of this training, participants will be equipped with the knowledge, skills and attitudes to

- Regularly monitor the outcomes of their youth programme using the lot quality assurance sampling (LQAS) methodology;
- Analyse and interpret LQAS data to inform management decisions;
- Improve programme implementation; and
- Assess whether the programme is likely achieving established performance goals.

To achieve these objectives, by the end of this training, participants will have

1. Completed steps 1–3 of their LQAS study with their own data.
2. Practiced steps 4–6 for conducting an LQAS study using a case study.

Ask:

> ➢ **What questions do you have about the workshop goals and objectives?**

Answer participants' questions as necessary. Make sure to mention the materials that participants prepared prior to the workshop (i.e., their client list) and emphasize that participants should have these materials with them at all times.

STEP 3: Define LQAS – 45 minutes

Ask:

> ➢ **What is the difference between monitoring and evaluation?**

Allow several volunteers to offer their ideas. Emphasize that, while there are different types of M&E (i.e., impact evaluation), the distinction is generally as described in the Trainer's box.

MONITORING VERSUS EVALUATION—TRAINER'S BOX

- **Monitoring** refers to ongoing, routine data collection and analysis used to make management decisions, improve programme performance and track progress against targets. Every person involved in a programme should participate in monitoring to some degree to give their input and to help them understand what is working and what is not working with the programme.
- **Evaluation** is generally a deeper investigation of the impact of a programme, which can include the results from routine monitoring.
    - *Programme/Project evaluation* should allow for an understanding of the change in outcomes over the course of the project and can indicate contribution of process and intermediate outcomes to the overall impact of the programme.
    - *Process evaluation* documents the processes of a programme, describing to what extent programme components were completed, at what level of quality, and according to plan.
    - *Impact evaluation* is an evaluation of the medium- and longer-term effects of a programme, typically with some method of measuring 'attribution' of changes observed to the programme activities. This type of evaluation requires more planning prior to intervention, can be expensive and requires specific technical expertise.

Ask:

> ➢ **What do you already monitor in your youth programme? What key indicators do you track?**
> *[Possible answers: number of active youth clients (segregated by gender and age), volume of savings, number of youth account holders and number of youth participating in financial education]*

➢ **What is the difference between quantitative data and qualitative data?**

*[**Quantitative** data is usually information that is measurable with numbers or codes, while qualitative data is usually more descriptive and is not written down numerically or in codes. **Qualitative** data typically allows for more in-depth information that answers the question 'why?', while quantitative data can provide meaning using statistical inferences and often answers the questions 'who?', 'what?' or 'how many/how much?']*

➢ **What tools do you use to monitor progress on these indicators?**

[Probable answers: MIS to track all data concerning financial services and clients, and Excel to track data related to non-financial services]

Say:

Lot quality assurance sampling, or LQAS for short, is meant to complement your current monitoring strategy by using your existing MIS. When reading the handout I am about to distribute and while listening to the background information on LQAS, please think about the following:

- How LQAS compares to your current methods;
- What interests you about the LQAS methodology; and
- What potential role LQAS could play in your current monitoring activities.

Distribute Handout 1.2 'Lot quality assurance sampling (LQAS) primer' to each participant, and allow participants to review it for 10 minutes. (Prior to the workshop, as noted in the 'Workshop preparation checklist' in the 'Overview of the Trainer's guide' section of this guide, participants should have received this handout via email to help them prepare.)

After those 10 minutes, explain LQAS methodology by giving a short lecture; say:

LQAS was developed for quality control in the manufacturing sector more than 75 years ago. It is a **monitoring** methodology that relies on small, randomly selected samples to track performance on key indicators, as well as to identify underperformance, across programme areas. LQAS is now widely used in the public health sector as a management tool for a number of reasons:

- It is low cost and efficient, not only because it uses small sample sizes but because analysing and interpreting results using Excel is straightforward and simple;
- It can be done in a short amount of time, due to small sample sizes; and
- The results can be compared over time to indicate what changes have occurred in programme performance.

LQAS has been employed in unique ways in industry, public health and more recently microfinance, in particular by financial service providers, or FSPs for short, that provide integrated financial and non-financial services.

Please note that the monitoring methodology that you will learn during this workshop is not a methodology for conducting **impact evaluation**. LQAS is a progress-tracking tool with the additional benefits of helping managers to prioritize resources within their youth programme, use data to inform their management decisions, and track and achieve programmatic goals.

Pause the lecture and ask:

➢ **What else would you like to measure in order to know if your programme is achieving specific objectives? What does your current MIS not allow you to track that you would also like to monitor?**

[Depending on the sophistication of the MIS of the FSPs, answers may include the following: account usage (number of transactions in youth accounts), cross-selling to parents/family members, poverty level of youth, and quality of the financial education or non-financial services being delivered.]

➢ **What are some of the challenges you face in monitoring these 'what else' indicators?**

[Poor MIS, high costs of large M&E exercises, limited time, lack of staff to do it]

Continue the lecture; say:

LQAS can complement the monitoring you are already doing in order to better understand your programme, and it can help you reliably measure those 'what else' indicators that you are unable to currently track in your MIS. It will help you to set targets for those 'what else' indicators and to measure progress towards meeting those targets. The strength of LQAS is that it provides decision-makers with quick and cost-effective information to make programmatic decisions.

Because it is low cost, simple and efficient, LQAS represents an important tool for assessing performance against key indicators in a given area, resolving problems and improving performance.

Before continuing, post the flip chart 'Website for more information.' Explain that the site is a reference for much of the information presented in this workshop. Leave this flip chart up and refer to it throughout the workshop so that those participants who would like to explore LQAS in more depth have a resource to do so.

> **Website for more information**
>
> http://robbresearch.pbworks.com/

Next post the flip chart 'LQAS discussion questions' and ask a volunteer to read it aloud.

> **LQAS discussion questions**
>
> ➢ **How does LQAS compare to your current monitoring methods?**
>
> ➢ **What are the advantages of using LQAS?**
>
> ➢ **What potential role could LQAS play in your current monitoring activities?**

Then say:

Using Handout 1.2, take 15 minutes to answer the questions on the 'LQAS discussion questions' flip chart with a partner. When you finish, we will discuss these questions as a large group.

While participants work in pairs, circulate to ensure that everyone understands the task. (These questions are designed to check comprehension so that you can be certain all participants understand the LQAS methodology clearly before beginning to work on sampling, data collection, tabulation and analysis.)

After 15 minutes, ask several volunteers to share their answers. Use the Trainer's box to affirm or correct participants' answers.

> **LQAS DISCUSSION QUESTIONS—TRAINER'S BOX**

> ➢ **How does LQAS compare to your current monitoring methods?**
> *The answer will vary by participant.*

> ➢ **What are the advantages of using LQAS?**
> *• [LQAS is low cost because it relies on small sample sizes to identify inadequate performance. It is also low cost because data analysis and interpretation are simple (e.g., they do not require a statistician or a computer), and action can be focused quickly on low-performance areas.]*
> *• [The methodology provides decision-makers with reliable information quickly and efficiently. LQAS allows organizations to take a relatively small sample in each branch area and quickly determine whether a given branch is significantly underperforming or not.]*

> ➢ **What potential role could LQAS play in your current monitoring activities?**
> *[Organizations can use LQAS to understand their 'what else' indicators that are not covered by their MIS. To institutionalize outcomes' monitoring, FSPs could train the staff in each branch in the sampling method, routinely select a sample during a specified time and survey clients concerning key indicators.]*

STEP 4: Review the workshop sequencing framework – 10 minutes

Say:

LQAS has six steps that you need to follow to ensure you get scientific and meaningful results.

Post the flip chart 'Workshop sequencing framework,' and ask a volunteer to read it aloud. (If you re-structured the workshop, be sure to update the 'Corresponding activities' column so that it follows your workshop structure.)

Workshop sequencing framework	
LQAS step	**Corresponding activities**
1. **Divide** the entire population, or catchment area, of the study into five 'lots' or **supervision areas**	Activity 2
2. Develop **mini-surveys** to collect information from the small sample of clients on the indicators you want to monitor	Activity 3
3. **Randomly** select a relatively **small** number of clients per lot or supervision area (19 per supervision area for a total of 95)	Activities 4–5
4. **Collect** information from respondents	Activities 6–12
5. **Tabulate** results using Excel	Activity 13
6. **Analyse** information and either set targets (if first time LQAS is done) or measure progress towards meeting targets	Activities 14–17

While you explain the flip chart 'Workshop sequencing framework' in more detail, point out the six areas of the room that you chose for each step. (As prompted in the 'Preparation' section of this activity's information box, you should have created a labelled flip chart for each step and placed it in a separate area of the room in the correct sequence.) Say:

This training is divided into six sections that follow each of these steps. At the beginning of each section, we will define the step under study. Then, we will use a case study or example to practice new skills associated with the step. Finally, at the end of each section, for sections 1 to 3 only, you will have the opportunity to apply what you learned to the data you brought to the training from your own organization.

Use any remaining time to answer participants' initial questions about LQAS.

ACTIVITY 2: DIVIDING CATCHMENT AREA INTO SUPERVISION AREAS—STEP 1 OF LQAS

OBJECTIVES

By the end of this activity, participants will have

1. Divided their youth programme's catchment area into five SAs in a meaningful way for tracking performance.
2. Separated their youth client list into SAs in Excel.

PREPARATION

Handouts:

2.1 LQAS case study #1 (1 per participant in Groups A and B)

2.2 LQAS case study #2 (1 per participant in Groups C and D)

2.3 LQAS case study #3 (1 per participant in Group E)

2.4 Screenshots for supervision areas in Excel (1 per participant)

Flip charts:

- LQAS step 1
- Catchment area (definition)
- Supervision area (definition)
- Supervision areas in Excel

Supplementary Excel files:

2.1 Save Up youth client list (1 copy for trainer to project and each participant's own soft copy, which was previously sent to them, to open on their computer)

Other materials:

- Sign for each group: A, B, C, D and E
- Computer with LCD projector connected (for trainer)
- Computers (for participants)
- Participants' own client list

TIME

150 minutes (2 hours 30 minutes)

STEPS

1. Provide key definitions to apply Step 1 of LQAS – 20 minutes
2. Use a case study to determine SAs – 30 minutes
3. Define SAs for participants' organizations – 30 minutes
4. Demonstrate how to separate a client list by SAs in Excel – 35 minutes
5. Separate the client list of participants' organizations by SAs in Excel – 35 minutes

STEP 1: Provide key definitions to apply Step 1 of LQAS – 20 minutes

Say:

Now that you have a basic introduction to LQAS, let us look at Step 1 of the LQAS methodology. I might use technical terms, but the basic idea is simple. Imagine your entire population. Then, think about how to divide that population into smaller groups or areas. During this workshop, we will imagine we are in the made-up country of 'Kangan,'[1] that our entire group is the population of Kangan and that this population is reached by the FSP 'Save Up.' Save Up works across the entire country of Kangan, and it has a project that combines financial and non-financial services for youth.

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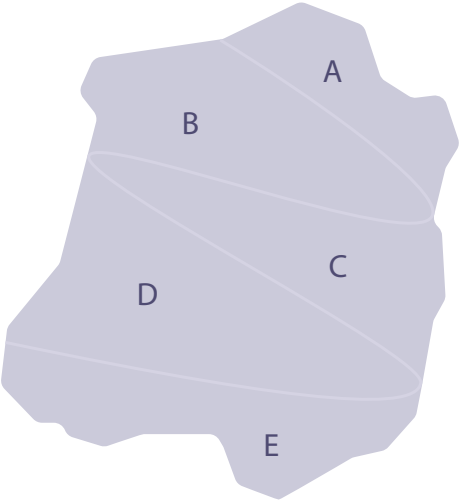
1   Kangan is an imaginary country whose name is taken from Chinua Achebe's novel *Anthills of the Savannah*.

Before we begin, write down the numbers 5 and 19. As we go through the first step of LQAS, listen for these two numbers, and be prepared to explain why they are important to the LQAS methodology.

Post the flip chart 'LQAS step 1,' and ask a volunteer to read it aloud.

LQAS step 1

Divide the entire population, or catchment area, of the study into five 'lots' or supervision areas (SAs).

Map of Kangan

Post the next two flip charts, and again have a volunteer read them aloud.

Catchment area (definition)

CATCHMENT AREA is your organization's entire programme area. In the example, it is the entire country of Kangan.

CATCHMENT AREA = SA A + SA B + SA C + SA D + SA E

Supervision area (definition)

SUPERVISION AREA (SA) is a division within a catchment area **meaningful** to your organization, particularly **to management**. Ideally, you will have five SAs that make up your catchment area.

Kangan has five SAs: A, B, C, D and E.

Say:

To help illustrate the concepts of catchment area and supervision area, or SA for short, you will form groups representing each of the five SAs and work together throughout this training.

Separate participants into five groups: A, B, C, D and E. (You can separate them by tables, if there are five tables, or areas of the room.) Give one representative of each group a sign with their letter, or place the sign on each group's table. Then say:

Your catchment area is defined as the **entire** area where you are implementing your youth programme. So, for example, if Save Up offered the youth programme in 300 branches, then the logical catchment area would be those 300 branches. If Save Up offered the programme in 200 of its 300 branches, those 200 branches would be the catchment area.

However, in LQAS, the catchment area is **ideally** divided into five SAs. In order to create your SAs, you need an organizing factor to divide your catchment area into five **meaningful** divisions.

Point at the Map of Kangan so that participants can see how the country is divided into SAs by region. Then ask:

➢ **What other organizing factors could you use to divide a catchment area that could be meaningful for your programme? That is, what divisions could there be beyond those just based on geography?**
[By branch coverage, population size, field officer or youth officer, regional offices—anything meaningful in terms of management decision-making and progress monitoring]

After several organizing factors are mentioned, continue:

In the case that your organization services five branches, it is easy to determine the SAs. Basically, one branch equals one SA. However, if your organization's youth programme were being implemented in 10 branches, then your catchment area would be those 10 branches. In that case, you may want to cluster two branches into one SA, or find another way to divide your catchment area into SAs.

There are some cases, though, in which you simply cannot find a way to neatly divide your catchment area into five SAs. In those cases, you can have more SAs; you just have to make sure that they are meaningful to you, whether by geography, by staff person responsible or by number of clients.

Another thing to consider when creating SAs is that, if your organizing factor means that you are forming SAs that have very different youth client populations, then you would need to make some adjustments to your analysis. For example, if you decide to form SAs by branches and one branch has many more youth clients, you need to use weighted averages rather than simple averages in your analysis. These adjustments will be described in more detail later in the training.

Emphasize the following:

LQAS is meant to be an efficient and low-cost way to collect data, and a small number of SAs helps to keep your study simple, efficient and low cost. Five SAs provide the minimum total sample of respondents required for LQAS analysis. Having more than five SAs would require you to collect more data than is necessary. Since you must survey 19 randomly selected respondents in each SA you choose, the more SAs you have, the more respondents you need to interview and the more time and resources—both human and financial—you have to spend for monitoring.

In keeping with the low cost and efficiency of LQAS, the sample size of respondents is also small. Nineteen is the number of randomly selected respondents you need to interview in each SA in order to collect enough data for your study to be meaningful. In Activity 4, we will demonstrate with a practical example that 19 respondents are enough. For the time being, let me ask you some questions:

➢ **How many respondents will you have to select in total if your catchment area has five SAs?**
[19 x 5 = 95]

➢ **How would you explain to someone the relevance of the numbers 5 and 19 to the LQAS methodology?**
[Five is the minimum number of SAs to monitor. Nineteen is the minimum total sample of randomly selected respondents in each SA. These numbers are the smallest possible to keep the study simple, efficient and low cost.]

➢ **From a management perspective, what are the advantages of limiting the SAs to 5 and respondents per SA to 19?**

Allow several participants to give their ideas. Before continuing to the next step, invite participants to ask clarifying questions.

STEP 2: Use a case study to determine SAs – 30 minutes

Instruct participants to work in their SA groups (A, B, C, D and E). Distribute Handout 2.1 'LQAS case study #1' to each participant in Groups A and B, Handout 2.2 'LQAS case study #2' to each participant in Groups C and D, and Handout 2.3 'LQAS case study #3' to each participant in Group E. Then say:

I just distributed a handout with a case study. Groups A and B have the same case study. Groups C and D have the same case study. And Group E has a different case study.

In total, you will have 15 minutes to review and discuss your case study using the questions provided. First, take 5 minutes to read the case study individually. Then, in your group, take 10 minutes to discuss the questions listed on your handout. Be prepared to share your answers with the full group.

➢ **What questions do you have about the instructions?**

Answer participants' questions and then give them 15 minutes to complete the task. While they are working in their groups, circulate to ensure that everyone understood the task.

After 15 minutes, call for a volunteer from Group A or B to present their output from the discussion triggered by the questions listed on the handout. Use the information in italics, and enclosed in square brackets, in the Trainer's box to guide you, if necessary, in surfacing critical information.

CASE STUDY #1 DISCUSSION QUESTIONS—TRAINER'S BOX

➢ **What are the main characteristics of the FSP in your case study?**
[To date, they have reached 118,760 youth clients in 300 different branches divided into eight different regions. Their MIS only tracks the number of youth clients with savings accounts or loans.]

➢ **Why do they want to use LQAS?**
[They want to use it to get a reliable estimate of how many youth clients have participated in the financial education programme and if attendance has been low in some regions. They also want to have an estimate of the poverty levels of the youth participating in the programme.]

➢ **What is the main challenge this FSP is facing in deciding how to divide its catchment area into SAs?**
[There are many branches in some regions, while there are few branches in others. There are also some branches that have 1,000 youth clients, whereas others have only 200 some clients.]

➢ **How do you suggest that this FSP divide its catchment area into SAs?**
[They can divide their catchment area into SAs by clustering some of the geographic areas. They can combine regions with few branches together as one SA. Another option is to divide their catchment area into SAs by clustering branches across all regions according to the number of clients served. For example, SA A will cluster branches serving up to 200 youth, SA B will cluster branches serving between 200 and 400 youth, and so on. Note that, while this strategy could be useful for management, the managers may need to account for varying population levels in their SAs through a process called 'weighting,' which participants will learn about later in this workshop.]

Then, call for a volunteer from Group C or D to present the output of their discussion. Use the information in the Trainer's box to guide you, if necessary, in surfacing critical information.

CASE STUDY #2 DISCUSSION QUESTIONS—TRAINER'S BOX

➢ **What are the main characteristics of the FSP in your case study?**
[It is a network of credit unions with 100 agencies that is pilot testing their youth programme in seven agencies. The number of youth reached has been similar in all seven branches.]

➢ **Why do they want to use LQAS?**
[They want to estimate account usage by youth and cross-selling to parents and relatives of youth clients in the seven pilot branches. This data will help them set targets for their roll-out phase and better prepare them to scale the programme by understanding why some branches may have performed worse than others.]

➢ **What is the main challenge this FSP is facing in deciding how to divide its catchment area into SAs?**
[They have seven equally sized SAs, so dividing them into five groups is a challenge.]

➢ **How do you suggest that this FSP divide its catchment area into SAs?**
[Although the methodology is most cost effective when there are five SAs, in this case having seven SAs that each correspond to one agency makes sense.]

Finally, call for a volunteer from Group E to present the output of their discussion. Use the information in the Trainer's box to guide you, if necessary, in surfacing critical information.

CASE STUDY #3 DISCUSSION QUESTIONS—TRAINER'S BOX

➢ **What are the main characteristics of the FSP in your case study?**
[It is a financial institution with 20,000 clients, 6,000 of whom are participating in the youth programme. All 21 branches have rolled out the youth programme.]

➢ **Why do they want to use LQAS?**
[They want to learn more about specific behaviours of their youth clients. There is anecdotal evidence that, in some branches, youth are not saving regularly. They want to know if it is a general trend among all the branches or if it is something that is only happening in one branch.]

➢ **What is the main challenge this FSP is facing in deciding how to divide its catchment area into SAs?**
[The more SAs an FSP has, the more respondents the FSP needs to survey and the more expensive the monitoring of the programme will be. So, even though there are many branches, it will be best to find a way to cluster them into fewer SAs.]

➢ **How do you suggest that this FSP divide its catchment area into SAs?**
[Clustering their 21 branches into five separate geographic regions will likely work best.]

Complete this step by asking a volunteer or volunteers to summarize briefly the criteria that each case study used. Focus on how the characteristics of each FSP influenced its decision on how to divide its catchment area into SAs. Then, thank participants for their good work!

STEP 3: Define SAs for participants' organizations – 30 minutes

Divide participants into groups according to their organization. Then say:

Please take 20 minutes to divide your organization's catchment area into five SAs. If you cannot identify any criteria for dividing your catchment area into five SAs, please let me know and we can take a look together. If it is necessary to add more SAs, try to limit the SAs to seven in total.

Be prepared to present the criteria you used to divide your catchment area into SAs and explain why it is the best strategy for your organization.

➢ **What questions do you have about this exercise?**

Answer participants' questions and then give them 20 minutes to work together. While they are working in their groups, circulate to ensure that they define five (or a maximum of seven) SAs using an organizing factor that will enhance their ability to manage the programme.

After 20 minutes, invite two or three groups to share with the others the criteria they used.

STEP 4: Demonstrate how to separate a client list by SAs in Excel – 35 minutes

Say:

Now that you identified your SAs, we will make sure that the list of youth clients you brought to the training can be filtered by SA, create a separate tab in Excel for each SA, figure out which clients belong in each SA, and populate each tab accordingly. To help you learn how to do all that, we will start by practicing with an example from Save Up.

Make sure the computer and LCD projector are ready to be used by you shortly; similarly, make sure participants are ready to use their computers. Post the flip chart 'Supervision areas in Excel.'

Supervision areas in Excel

1. Use Excel to create a master list of all the youth clients in your entire catchment. Create a new column labelled 'Supervision Area.' **Screenshot 2.1**.

2. Divide your catchment area by the organizing factor you selected (branch, field officer, geographic area, etc.) for creating SAs. Filter the information by this organizing factor. **Screenshots 2.2–2.4**.

3. For each organizing factor (SA), re-filter the list for that particular SA and fill in the correct SA label (i.e., A, B, C, D or E). **Screenshot 2.5**.

4. Leave the entire list as the first tab and label it 'Master.' Create five new separate tabs and label each tab as an SA. For each SA, filter, copy and paste the client list for that SA into the appropriate separate tab. **Screenshots 2.6 and 2.7**.

5. Cross-check that all data for each SA is in the correctly labelled tab.

Say:

I will demonstrate how to use Excel to separate clients into SAs for Save Up. You will also have a chance to practice. As you listen to the demonstration, write down any instructions that are not included on the flip chart that will help you replicate these steps for your organization later.

Save Up decided to divide its clients into five SAs—A, B, C, D and E—based on geography. Please open Excel file 2.1 'Save Up youth client list' on your computer, or follow along with a neighbour, while I use the same spreadsheet to demonstrate on the projector.

While participants are opening their copy of the spreadsheet on their computers, project Excel file 2.1 'Save Up youth client list' and distribute Handout 2.4 'Screenshots for supervision areas in Excel' to each participant. Use the Trainer's box, screenshots and script below to demonstrate and explain each step.

SUPERVISION AREAS IN EXCEL—TRAINER'S BOX

1. Use Excel to create a master list of all the youth clients in your entire catchment. This spreadsheet should include columns with critical identifying information, such as client name, account number, branch, field officer and location. Create a new column labelled 'Supervision Area.' **See Screenshot 2.1.**

2. You should be able to use the identifying information to divide your catchment area by the organizing factor you selected (branch, field officer, geographic area, etc.) for creating SAs. Filter the information by this organizing factor. **See Screenshots 2.2–2.4.**

3. For each organizing factor (SA), re-filter the list for that particular SA and fill in the correct SA label (i.e., A, B, C, D or E). **See Screenshot 2.5.**

4. Leave the entire list as the first tab and label it 'Master.' Create five new separate tabs and label each tab as an SA. For each SA, filter, copy and paste the client list for that SA into the appropriate separate tab. **See Screenshots 2.6 and 2.7.**

5. Cross-check that all data for each SA is in the correctly labelled tab. Check that the total number of clients from each tab adds up to the total in your 'Master' tab.
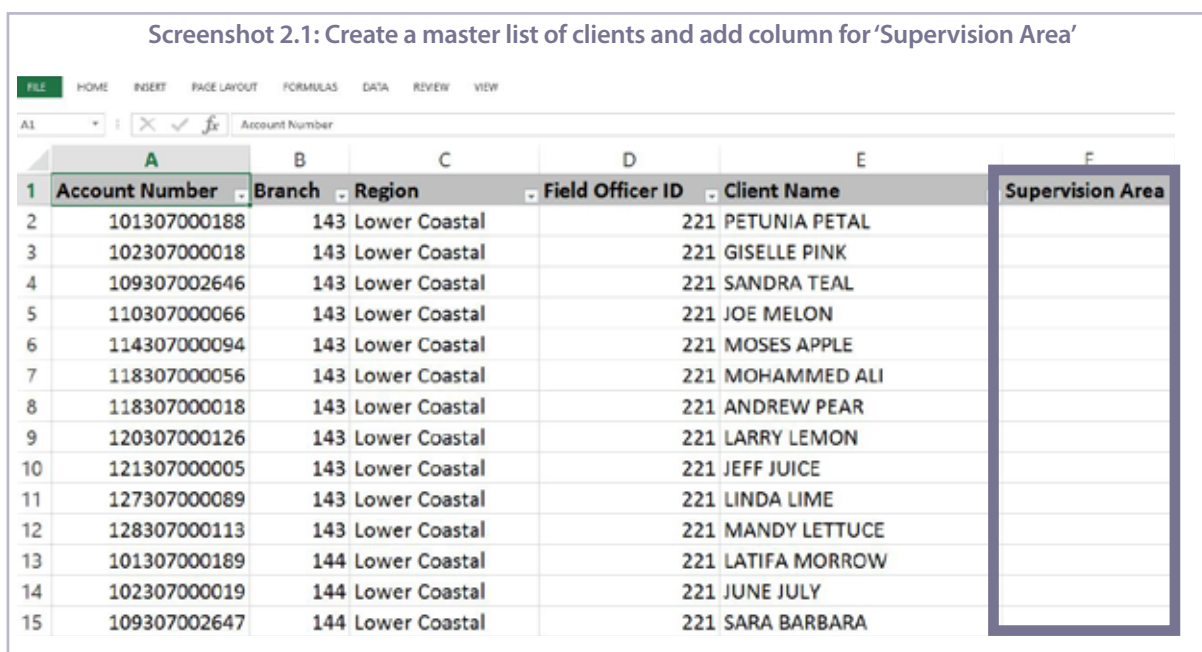
Say:

As you can see, Save Up's list of clients has five columns: account number, branch, region, field officer ID and client name. The names of the clients in this list are imaginary; they do not refer to real people.

Once you have a client list like this one in Excel, the first step is to add a column for SA.

Demonstrate adding a column labelled 'Supervision area' on the LCD projector and allow participants to practice doing so themselves before moving on to the next step.

Screenshot 2.1: Create a master list of clients and add column for 'Supervision Area'

	A	B	C	D	E	F
1	Account Number	Branch	Region	Field Officer ID	Client Name	Supervision Area
2	101307000188	143	Lower Coastal	221	PETUNIA PETAL	
3	102307000018	143	Lower Coastal	221	GISELLE PINK	
4	109307002646	143	Lower Coastal	221	SANDRA TEAL	
5	110307000066	143	Lower Coastal	221	JOE MELON	
6	114307000094	143	Lower Coastal	221	MOSES APPLE	
7	118307000056	143	Lower Coastal	221	MOHAMMED ALI	
8	118307000018	143	Lower Coastal	221	ANDREW PEAR	
9	120307000126	143	Lower Coastal	221	LARRY LEMON	
10	121307000005	143	Lower Coastal	221	JEFF JUICE	
11	127307000089	143	Lower Coastal	221	LINDA LIME	
12	128307000113	143	Lower Coastal	221	MANDY LETTUCE	
13	101307000189	144	Lower Coastal	221	LATIFA MORROW	
14	102307000019	144	Lower Coastal	221	JUNE JULY	
15	109307002647	144	Lower Coastal	221	SARA BARBARA	

Then say:

Save Up has over 300 branches serving youth clients, which will be separated into five SAs geographically by region. Save Up serves eight regions in Kangan, which will be categorized into five SAs. We will use the 'Filter' tool in Excel to work with Save Up's data.

Demonstrate on the LCD projector while explaining how to find the filter tool:

Put your cursor in column 3, row 1, and click on the 'Filter' icon that can be found in the 'Data' menu. When you click 'Filter,' you will see a small arrow appear in the right-hand corner of each cell in the first row of your worksheet. Let us practice finding the filter tool together.

Allow participants to practice finding it themselves before moving on to the next step.

Screenshot 2.2: Use the filter tool
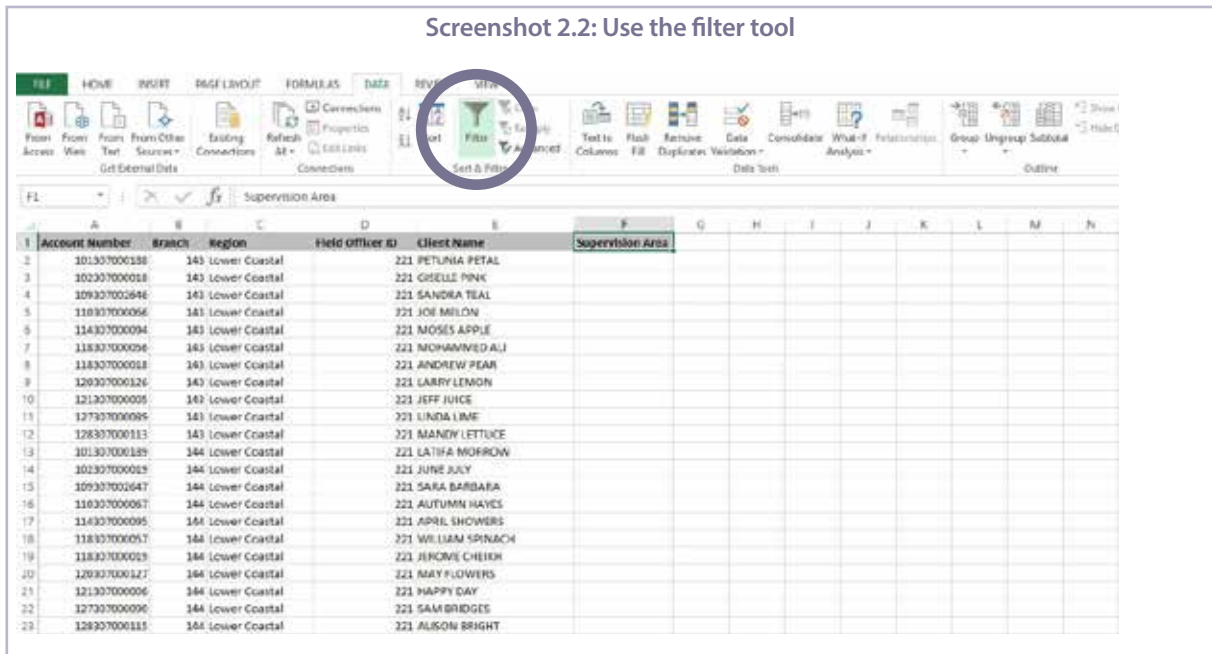
Next say:

Save Up management decided that they will combine the Northeast and Northwest regions into one SA, the Southeast and Southwest regions into one SA and the Upper and Lower Coastal regions into one SA. Upper Kangan will be one SA by itself, as will Lower Kangan.

On the flip chart with the Map of Kangan, point out how each region or regions will become an SA:

- *Northeast and Northwest regions = SA A*
- *Southeast and Southwest regions = SA B*
- *Upper and Lower Coastal regions = SA C*
- *Upper Kangan region = SA D*
- *Lower Kangan region = SA E*

Demonstrate on the LCD projector while explaining how to select and filter the regions to cluster:

First, click on the arrow that has appeared on the right-hand corner of the 'Region' column. Unselect the 'Select all' box. Then, click in the boxes next to 'Northeast' and 'Northwest' regions to select and filter just those regions.

Screenshot 2.3: Select the regions for SA A

	A	B	C	D	E	F
1	Account Number	Branch	Region	Field Officer ID	Client Name	Supervision Area
2	101307000188			221	PETUNIA PETAL	
3	102307000018			221	GISELLE PINK	
4	109307002646			221	SANDRA TEAL	
5	110307000066			221	JOE MELON	
6	114307000094			221	MOSES APPLE	
7	118307000056			221	MOHAMMED ALI	
8	118307000018			221	ANDREW PEAR	
9	120307000126			221	LARRY LEMON	
10	121307000005			221	JEFF JUICE	
11	127307000089			221	LINDA LIME	
12	128307000113			221	MANDY LETTUCE	
13	101307000189	144	Lower Coastal	221	LATIFA MORROW	
14	102307000019	144	Lower Coastal	221	JUNE JULY	
15	109307002647	144	Lower Coastal	221	SARA BARBARA	

Demonstrate on the LCD projector while explaining how to fill in the data using the pull-down tool:

Once you select and filter the regions for SA A, label them as 'SA A.' In the first cell under 'Supervision Area' at the top of your worksheet, type in 'SA A.'

Once you do so, use the pull-down tool to fill in all of the cells in that column with 'SA A.' Here's how. After you type 'SA A' into that cell, click on the cell. You will see a small black dot in the bottom right-hand corner of the cell. Hover over that dot with your arrow, and once you see a small cross or plus sign, click on it. Continue holding down the left mouse button, and pull the box down to the very bottom of the column.

Screenshot 2.4: Fill in the column 'Supervision Area' with 'SA A'

	A	B	C	D	E	F
1	Account Number	Branch	Region	Field Officer ID	Client Name	Supervision Area
717	101307000130	281	Northeast Kangan	249	CELENA CAGE	SA A
718	109307002710	281	Northeast Kangan	249	NICHOLLE NUNLEY	SA A
719	110307000166	281	Northeast Kangan	249	REFUGIO RAGAN	SA A
720	114307000031	281	Northeast Kangan	249	ROBERT RODRIGUZ	SA A
721	114307000239	281	Northeast Kangan	249	YON YARBERRY	SA A
722	118307000200	281	Northeast Kangan	249	MARIAM MCQUAY	SA A
723	118307000304	281	Northeast Kangan	249	ERA ENNIS	SA A
724	120307000008	281	Northeast Kangan	249	ANGELIQUE ANGERT	SA A
725	122307000130	281	Northeast Kangan	249	MILLICENT MEE	SA A
726	127307000167	281	Northeast Kangan	249	TYREE TALLARICO	SA A
727	128307000137	281	Northeast Kangan	249	GLADY GOUDREAU	SA A
728	101307000131	282	Northeast Kangan	249	FLORENCIA FAZZINO	SA A
729	109307002711	282	Northeast Kangan	249	CASSI CARTER	SA A
730	110307000167	282	Northeast Kangan	249	TOM TONKIN	SA A

Demonstrate on the LCD projector while explaining how to work with the data from the other regions:

Now, you will repeat the same steps to label all of the other regions. To do so, you first need to unselect the regions for SA A. Go to the arrow on the 'Region' column once again, and click on it. Then click 'Select All' twice so that it is blank.

Screenshot 2.5: Unselect region from SA A

Demonstrate on the LCD projector while explaining how to create a 'Master' tab:

You will continue filtering your data and labelling the SAs as I have explained. I will give you some time to complete this process in just a few moments.

Once you finish labelling each SA, you will need to label the 'Master' tab. To do so, right click on the name of the tab, which is currently 'Save Up Youth Clients.' Choose 'Rename' from the list, and type in 'Master.'

Screenshot 2.6: Label the 'Master' tab

Demonstrate on the LCD projector while explaining how to create separate tabs for each SA:

Finally, generate a separate tab for each SA. Filter your data again, this time by SA. When you have done so, copy the spreadsheet. Create a new tab, paste the data, and then label each one correctly, just as we did for the 'Master' tab.

Screenshot 2.7: Generate a separate tab for each SA
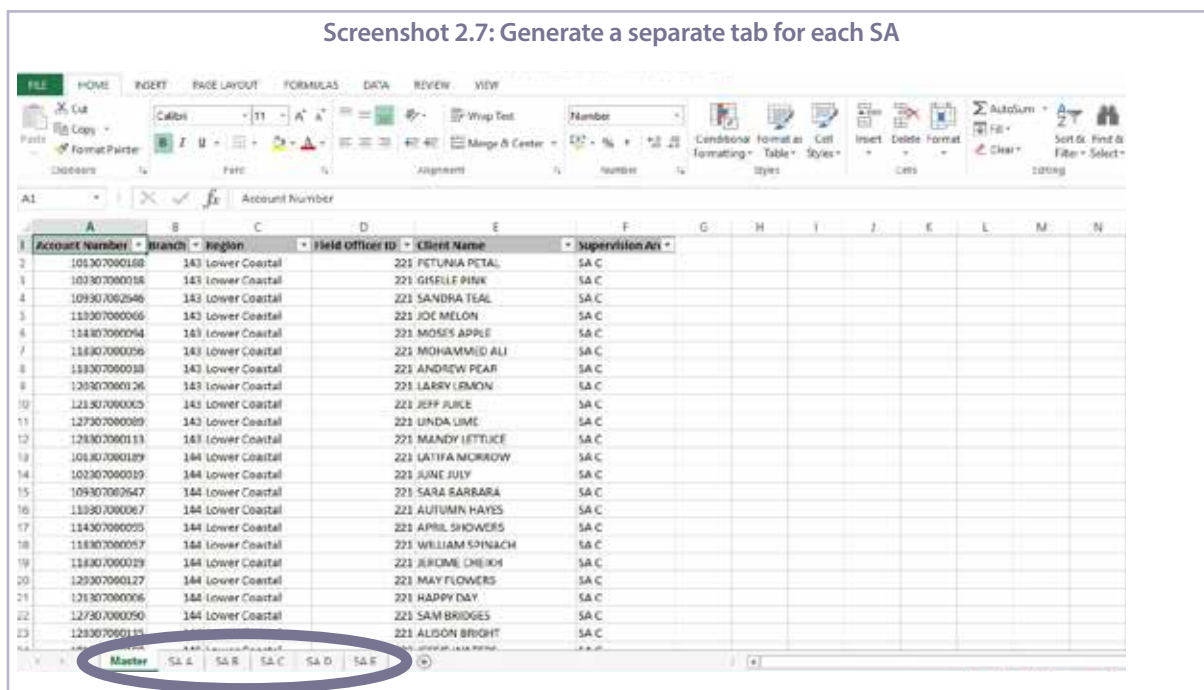
Then ask:

> ➤ **What questions do you have about the process you need to follow in Excel to cluster your branches by SAs?**

Answer participants' questions. Then say:

Now, with a partner, continue to work with Save Up's spreadsheet. Fill in the 'Supervision Area' column with the name of the other four SAs: B, C, D and E. Label the tab as 'Master' and then create five tabs for each SA. You have 15 minutes for this exercise.

Circulate while participants are doing the exercise and answer questions. After 15 minutes, ask one volunteer to go in front and demonstrate the process to cluster their branches in Excel.

STEP 5: Separate the client list of participants' organizations by SAs in Excel – 35 minutes

Again, divide participants into groups according to their organization. Invite them to open their own list of youth clients in Excel on one computer. Then say:

Now, together with the other representatives from your organization, take 30 minutes to follow the steps to separate your own client list into separate SA tabs. You should try to do so using the organizing factor that you chose earlier as the best way for your organization to assess performance.

If, for some reason, you do not have complete data from your organization or your data does not allow you to divide your catchment area by your preferred organizing factor, please tell me. You can practice using whatever data you have, and I am available to help you do so.

Answer participants' questions and then give them 30 minutes for the group work. While they are working in their groups, circulate and answer questions.

After 30 minutes, say:

Congratulations, you just completed the first step to conduct your own LQAS study.

Note: *Keep the 'LQAS Step 1' flip chart (with the Map of Kangan) posted throughout the workshop.*

ACTIVITY 3: REVIEWING THE MINI-SURVEY—STEP 2 OF LQAS

OBJECTIVES

By the end of this activity, participants will have

1. Listened to a definition of an indicator and a mini-survey.
2. Stated examples of indicators.
3. Located specific types of questions on a mini-survey.

PREPARATION

Handouts:

3.1 YouthStart financial and non-financial services mini-survey (1 per participant)

3.2 Cards for mini-survey exercise (cut along lines to create five cards)

Flip charts:

• Indicator and mini-survey (definitions)

• Indicator discussion questions

Other materials:

• *Optional:* Hat or box

TIME

45 minutes

STEPS

1. Introduce the activity with a teaser and definitions – 10 minutes
2. Review the mini-survey together with participants – 35 minutes

STEP 1: Introduce the activity with a teaser and definitions – 10 minutes

Remind participants of the workshop sequence from the introduction, and ask:

➢ **What is the second step in using LQAS?**

[Develop the mini-surveys to collect information from clients on the different indicators to monitor]

Say:

Prior to this workshop, we prepared and pre-tested a mini-survey in a local community. The pre-test helps us to ensure that respondents will understand the survey questions and how they are phrased. This mini-survey, designed for youth clients, will collect information that will help you learn, for example, if you are serving vulnerable youth or if the youth in your programme save regularly.

During this activity, we will review a sample mini-survey and discuss indicators that can be tracked with LQAS. We will start by defining the terms 'mini-survey' and 'indicator.'

Post the flip chart 'Indicator and mini-survey (definitions),' and ask a volunteer to read it aloud:

Indicator and mini-survey (definitions)

Indicator: An indicator is a sign or a signal that something exists or is true. In the context of monitoring and evaluation (M&E), an indicator is a quantitative metric that provides information to monitor performance, measure achievement and determine accountability.

Mini-survey: A short survey (15–20 minutes) on one or more topics with questions that correspond to indicators of clients' knowledge or practice in the topic(s).

Ask:

> **What is an example of an indicator?**

Allow several participants to offer examples, and affirm or correct as appropriate. Possible examples include the following:

- *Number (or percent) of vulnerable youth (with 'vulnerable' clearly defined)*
- *Number (or percent) of youth saving regularly (with 'regularly' clearly defined)*
- *Number of youth regularly attending financial education sessions*

Answer any questions from the participants before continuing to the next step.

STEP 2: Review the mini-survey together with participants – 35 minutes

Distribute Handout 3.1 'YouthStart financial and non-financial services mini-survey' to each participant, and say:

This mini-survey was developed by YouthStart, a programme at the United Nations Capital Development Fund, to help youth practitioners monitor key indicators of a youth programme that integrates financial and non-financial services. The mini-survey is divided into seven different sections. Sections A and B ask for basic background information:

- Name of the respondent
- Location, or where the interview is taking place
- Gender
- Name of the data collector, or person conducting the mini-survey
- Date of the survey
- Time at which the survey started and ended
- Whether the interview was completed or not

Section C provides a script that the data collector must read to the parent or guardian of the youth in order to obtain their permission in the case that the youth is a minor under 18 years of age. Interviewing a minor without parental consent is unethical, and often illegal. If the data collector cannot obtain permission from a parent or guardian, the data collector must end the interview.

Section D gives a script that the data collector must read to the youth prior to the interview so that they also grant their permission. If the data collector does not receive verbal or written consent from the youth, the data collector must end the interview. The organization may have an ethics committee that the data collector should consult prior to interviewing youth.

Section E lists questions about the background of the youth and their level of participation in the programme. Section F lists questions related to any financial issues the youth may face. Finally, Section G provides the data collector with a script to thank the youth for their time and end the interview.

Let us review the questions in Sections E and F in more detail. Work together in your SA groups—A, B, C, D and E—to find specific types of questions on the mini-survey by following these instructions:

1. Choose someone from your group to pick a card from me.
2. Read the card. Each card will name a topic and a specific number of questions to find on that topic.
3. Take 15 minutes to review the card and find the questions on the mini-survey as a group. Be prepared to share your answers with the full group.

Have a member of each group pick (from a hat, box or your hand) one of the cards you cut from Handout 3.2 'Cards for mini-survey exercise.' While participants are working in their groups, circulate and ensure that they understand the task. After 15 minutes, post the flip chart 'Indicator discussion questions' (each question corresponds to one of the groups' cards).

Indicator discussion questions

➢ **Which questions will help you determine the socioeconomic status of youth?**

➢ **Which questions will help you identify if the youth clients are bringing other business to the FSP through cross-selling?**

➢ **Which questions will give you quantitative information about youth participation in non-financial services?**

➢ **Which questions will give you qualitative information about youth participation in non-financial services?**

➢ **Which questions will give you information about account usage?**

➢ **Which questions will give you information about youth savings behaviours?**

Ask for a volunteer from each group to share their answers in plenary. Use the Trainer's box to affirm or correct their answers.

INDICATOR DISCUSSION QUESTIONS—TRAINER'S BOX

➢ **Which questions will help you determine the socioeconomic status of youth?**
[E2, E3, E4, E5]

➢ **Which questions will help you identify if the youth clients are bringing other business to the FSP through cross-selling?**
[E8]

➢ **Which questions will give you quantitative information about youth participation in non-financial services?**
[E9, E10, E11]

➢ **Which questions will give you qualitative information about youth participation in non-financial services?**
[E12, E13]

➢ **Which questions will give you information account usage?**
[F1, F2, F3, F5]

➢ **Which questions will give you information about youth savings behaviours?**
[F4, F7,F8,F9, F10, F11, F12]

After participants share their answers in plenary, say:

Every organization and programme is different, and therefore some modifications to the mini-survey may be necessary. For example, when you translate the mini-survey into your local language or languages, you may need to change some terms to make sure they are understood by youth.

Even though we developed this mini-survey specifically for a youth programme offering savings and financial education, your programme may be providing credit and health information. In that case, you will need to develop other questions that will help you monitor the appropriate indicators.

For any modifications or new questions, it is important that the questions be relevant for all youth. For example, if you are asking questions about loans, and some clients are not taking out loans, then you won't get the number of responses needed to conduct a meaningful analysis.

Additionally, the best questions for LQAS are ones that you can analyse in such a way that you can determine whether the response is 'correct' or 'incorrect.' Qualitative questions with open-ended answers often cannot be analysed using the LQAS methodology.

Before we move on, look at the time suggested to do the survey: about 30 minutes.

> **Given the suggested time, about how many surveys can be completed by one data collector in one day?**
>
> *[Answers need to account for time to travel **to** the SA and also for how dispersed the clients are from each other **within** the SA. Answers can differ a lot depending on whether the data collector is working in densely populated urban areas where he/she could complete 10 a day or in rural areas where travelling from one sampled client to the next within the same SA could take hours—in that case, the data collector may only be able to complete a few tools in one day.]*

> **If we were to add 10 minutes more of questions, what would happen?**
>
> *[The more questions we add, the more time we will need for conducting the interviews in the field and subsequently for analysis, which would increase costs and add complexity to the study.]*

Congratulate participants for their good work before moving on to the next activity.

ACTIVITY 4: RANDOMLY SELECTING RESPONDENTS— STEP 3 OF LQAS (PART 1)

OBJECTIVES

By the end of this activity, participants will have

1. Recalled the significance of the number 19 in the LQAS methodology.
2. Participated in a demonstration of random sampling.
3. Identified the consequences of not applying a random sampling approach to data collection.

PREPARATION

Action:

- Practice this activity prior to facilitating it for the participants.

Handouts:

3.1 YouthStart financial and non-financial services mini-survey (from Activity 3)

4.1 Statistical details of LQAS (1 per participant)

Flip charts:

- LQAS step 2
- Regular savers per supervision area, round 1
- Average coverage (definition)
- Regular savers per supervision area, rounds 2–3
- Blank flip chart with the title: Supervision area A

Other materials:

- Five bags with 250 candies (or checkers) per bag with the following characteristics:[2]
    - Bag 1 (SA A) has 100 red candies (40%) and 150 green candies
    - Bag 2 (SA B) has 50 red candies (20%) and 200 green candies
    - Bag 3 (SA C) has 150 red candies (60%) and 100 green candies
    - Bag 4 (SA D) has 60 red candies (24%) and 190 green candies
    - Bag 5 (SA E) has 175 red candies (70%) and 75 green candies
- Props to first impersonate a Save Up field agent and then a Save Up management officer (e.g., different wigs, hats, 'Save Up' nametags)

TIME

80 minutes (1 hour 20 minutes)

STEPS

1. Introduce the activity – 5 minutes
2. Demonstrate how a random sample of 19 per SA works – 60 minutes
3. Demonstrate the importance of random sampling – 15 minutes

STEP 1: Introduce the activity – 5 minutes

Remind participants of the workshop sequence from the introduction, and ask:

> ➢ **What are the two numbers critical to the LQAS methodology?**
>
> *[5 and 19]*

Say:

In this activity, we will focus on the significance of 19. In the third step of LQAS, you will randomly select 19

---

2 If you do not have red and green checkers or candies, use substitute items. The only criterion for the substitutes is to have the correct number of each item in two distinct colours.

clients within an SA to respond to your mini-survey. By the end of this activity, you will recognize why a random sample of 19 respondents provides statistically valid information about the performance of the SA.

During the following two activities, we will talk about how to randomly select respondents for the mini-survey from the five SAs that we already defined for Save Up in Kangan.

Let us use Save Up to demonstrate the process of simple random sampling. Save Up wants to learn more about the savings behaviours of the 118,000 youth clients in their entire catchment area. They are specifically interested in how regularly they are saving, which is something that Save Up's MIS cannot track.

> ➢ **Based on your experience, what would it cost for Save Up to survey all 118,000 youth?**

> ➢ **How much time would it take?**

Allow several participants to offer their ideas. Then say:

Surveying every client is time-consuming and costly and is impractical in many situations. Luckily, it is not necessary to collect information from ALL clients in order to monitor a programme well. By randomly selecting a small sample of 19 clients per SA, surveying those small samples and using their answers to represent all clients, you can reliably track performance.

STEP 2: Demonstrate how a sample of 19 respondents per SA works – 60 minutes

Say:

Let us now define what we mean by a 'small' sample of clients. Remember that the overall goal is to make the best use of limited resources and still conduct effective monitoring. You may remember that a defining characteristic of LQAS is that it uses a sample size of **just 19** for each SA. This activity will demonstrate how a sample of 19 is sufficient to produce meaningful monitoring data for management purposes.

Post the flip chart 'LQAS step 2.'

LQAS step 2

Randomly select 19 respondents in each SA:

in B = 19   A   in A = 19

B

in D = 19   C   in C = 19

D

E

in E = 19

Map of Kangan

Total youth in catchment area = 118,000
Total youth to survey per SA = 19
Total youth to survey in catchment area = 95

Say:

Save Up is interested in learning more about the specific savings behaviours of their youth clients and account usage. They want to know how regularly their youth clients are saving. We will frame the research question as 'What percentage of youth clients are saving regularly in their Save Up savings account?'

> **Can you recall, or find, which question on Handout 3.1 'YouthStart financial and non-financial services mini-survey' can help determine if youth clients are making regular deposits in their accounts?**
> *[Question F2: In the last three months, how many times have you put some of your money into your savings account to save for something?]*

After identifying the correct question, continue:

I am going to pretend that I am the youth mobilizer who is surveying the youth clients. I will survey 19 youth from each of the five SAs, which means I will survey 95 youth in total. This exercise will confirm for you that selecting 19 respondents per SA is adequate for identifying which SAs in the catchment area need more management attention with respect to youth saving regularly.

Divide the participants into the five groups from Activity 2: Groups A, B, C, D and E. Instruct them to sit in small circles around you. Stand in a place where all groups can see you, in the centre, with all of your materials (bags of candies or checkers, etc.) ready. (If you use candy, remind the participants NOT to consume any until the end of the demonstration!) Then say:

Imagine that each of these bags represents all youth with a savings account in an SA. A red piece represents someone who has saved at least once in the last three months. In other words, that person represents a regular saver. A green piece represents someone who is not a regular saver.

Distribute one bag of candies (or checkers, etc.) to each group and post the flip chart 'Regular savers per supervision area, round 1.'

Regular savers per supervision area, round 1						
	SA A	**SA B**	**SA C**	**SA D**	**SA E**	**Total**
Red pieces (regular savers)						
Green pieces (not regular savers)						
TOTAL SAMPLE						

Then say:

One representative in each group will randomly select, **with eyes closed**, 19 pieces from each bag. After he or she selects 19 pieces, another representative from the group will record on the flip chart the number of red and green pieces. You have 5 minutes for this exercise.

*After 5 minutes, review the groups' results recorded on the flip chart. (The numbers on the flip chart should be similar, more or less, to the **examples** in the Trainer's box.)*

REGULAR SAVERS PER SUPERVISION AREA, ROUND 1—TRAINER'S BOX						
	SA A	SA B	SA C	SA D	SA E	Total
Red pieces (regular savers)	6	5	11	5	11	**38**
Green pieces (not regular savers)	13	14	8	14	8	**57**
TOTAL SAMPLE	**19**	**19**	**19**	**19**	**19**	**95**

Say:

If you add up the number of regular savers and divide it by the total sample size, you get 38 divided by 95 or 40%. This finding allows us to say with 95% confidence that 40% of Save Up's youth clients are regularly saving, plus or minus 10%. In other words, 95% of the time the percentage of regular savers will fall between a value of 30% and 50%.

Post the flip chart 'Average coverage (definition)' and review it to help participants understand this concept.

Average coverage (definition)
Coverages for each SA are averaged to gain the point estimate or average for the entire programme/catchment area.

Post the flip chart 'Regular savers per supervision area, rounds 2–3.'

Regular savers per supervision area, rounds 2–3							
	SA A	SA B	SA C	SA D	SA E	A+B+C+D+E/95	Average coverage
Round 2: Red pieces (regular savers)							
Round 3: Red pieces (regular savers)							

Then say:

Let us run through this exercise twice more for the sceptics in the group. Return the pieces to their respective bags and shake them well. Select 19 pieces from the bag without looking at the contents, and then follow these instructions:

Then say:

Let us run through this exercise twice more for the sceptics in the group. Return the pieces to their respective bags and shake them well. Select 19 pieces from the bag without looking at the contents, and then follow these instructions:

1. After the 19 pieces are selected, record ONLY the number of red pieces in your sample of 19 on the flip chart.
2. Return the red pieces to the bag, shake the bag well, and repeat this process for a third time—again, selecting 19 pieces and recording ONLY the number of red ones on the flip chart.

You have 10 minutes.

Circulate as participants work in order to answer any questions and ensure that they understand the exercise. After 10 minutes, review the flip chart in plenary. (The average coverage calculations on the flip chart should be similar— but generally not exactly the same—to the percentage that they obtained in the first round.)

Ask:

➢ **How do the results from the first round compare to the second and third rounds when you took your sample of 19 pieces?**
[The results should be generally the same, although there will be some slight differences.]

Then say:

If you were to conduct this exercise repeatedly, the total percentage—for all five samples combined—of red and green pieces removed from the bag would be similar. If you were to take the time to dump out all the pieces in all five bags—the entire population, let us say—you would find that 42.8% of the youth clients are regular savers.

Thus, rather than counting 1,250 pieces individually to get an idea of the percentage of regular savers, we only had to count 95 to get a reliable estimate. When you think about what that means in terms of data collection with actual youth, sampling contributes to huge time and resource savings. In fact, the statisticians that developed the LQAS sampling methodology found that adding more respondents to the sample does not significantly increase the precision of the results. However, having samples with less than 19 respondents will dramatically lower the precision of the results.

To find out more, review Handout 4.1 'Statistical details of LQAS,' which I will distribute to you now.

Distribute Handout 4.1 'Statistical details of LQAS' to each participant, pointing out the website listed on the handout as a resource as well.

STEP 3: Demonstrate the importance of random sampling – 15 minutes

Say:

If a sample is meant to represent a larger population, the sample MUST be **randomly** selected. Random selection means that all the people in the sampled population had an equal chance of being selected.

Lay the blank flip chart 'Supervision area A' on the ground or on a table where all participants can see it.

Supervision area A

Draw an outline for a 'village' and a 'road,' like the ones shown in the Trainer's box. Empty SA A bag (the one with 100 red pieces and 150 green pieces) on the ground/table, and arrange the red pieces in a line that borders the road and the green pieces farther away from the road. (The pieces represent youth living in different houses.)

SUPERVISION AREA A—TRAINER'S BOX

Road

● = red pieces
○ = green pieces
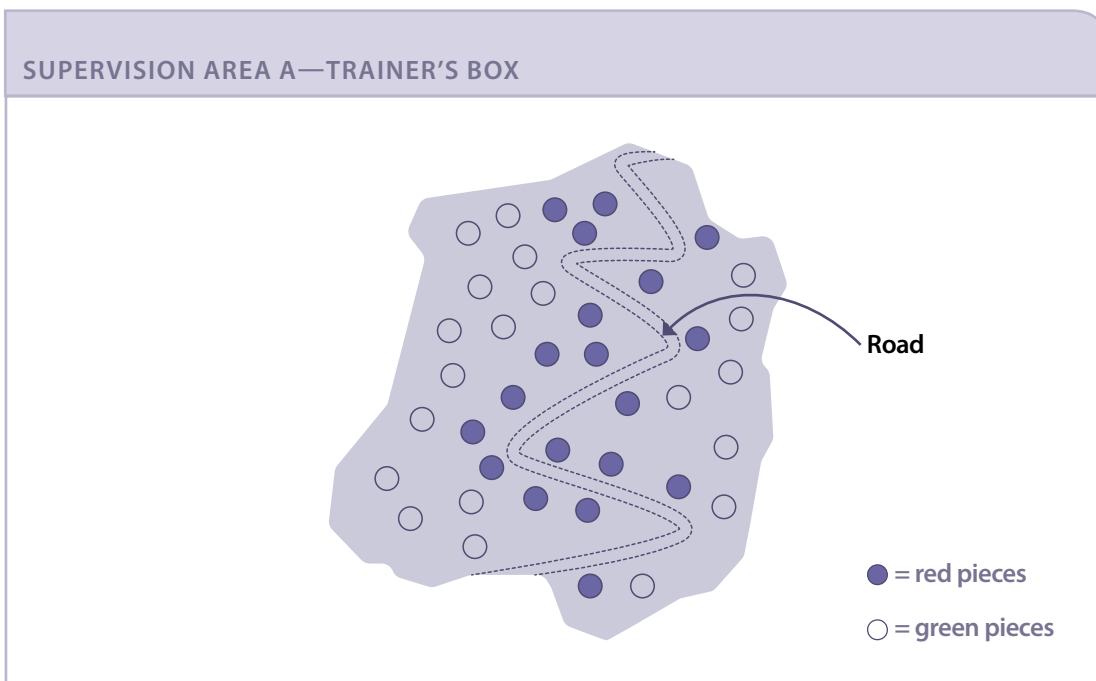
Then say:

Pretend that I am a field agent or youth mobilizer who, as a part of an LQAS study for Save Up in Kangan, is asked to conduct 19 mini-surveys in SA A. Our research question is to determine the percentage of youth who are saving regularly.

In this village, some of the youth are easier than others for me to survey. There are several reasons:

- Some of the youth live next to the road *(point to the red pieces along the road)*.
- Others live in remote areas and are more difficult to reach and survey *(point to the green pieces scattered at farther distances)*.

Now, play the role of a Save Up field agent. If possible, use a silly disguise, like a wig, a hat or a 'Save Up' nametag, so that participants understand that you are impersonating the field agent rather than your normal self. Say:

Oh my, it just started to rain, and I have to conduct 19 surveys. Well, all the youth in the village are the same, more or less, so as long as they are youth with a savings account, it does not matter which ones I interview. So, I will just survey the youth that live close to the road. That way, my car will not get stuck in the mud. It will save me a lot of time and money and let me stay out of the rain. Anyway, I think the information will be 'just as good.' Don't you?

Now, play the role of a Save Up management officer who is back at the office. If possible, use a different disguise, like a different wig, hat or 'Save Up' nametag, so that participants understand that you are impersonating someone else. Say:

The results for the surveys conducted by my field agent show that all the youth in this SA are regular savers. Therefore, as a Save Up management officer, I can confidently say that youth clients in this SA are 'Not Underperforming' in regularly using their accounts. Therefore, no more efforts need to be made in terms of improving usage in this SA.

End the role-play and ask:

➢ **How does this example of sampling compare with your experience in three rounds of random sampling with the red and green pieces? What differences did you see?**

[In the first three rounds with the red and green pieces, the clients were selected randomly. In the example, they were selected 'purposefully' by their location and how easy it was to find them.]

➢ **How will the field agent's report impact monitoring results? What will be the consequences on decision-making for Save Up managers who use these results?**

[The managers will have an inaccurate idea of how many youth with an account are actually saving regularly. Since it is possible that youth closer to the main road have easier access to the branch, they may have a much higher percentage of regular savers.]

➢ **What do you think about the decision of the field agent?**

[It could lead to biased data being given to his/her supervisor because the surveys were conducted with clients that were not randomly selected.]

Say:

To summarize, random sampling allows you to use the 'few' to describe the 'whole.' As previously mentioned, LQAS is low cost, efficient and accurate. I invite each of you to commit to random sampling throughout your LQAS mini-survey process—the key to this methodology is using random sampling. Compromising on the sampling approach could result in inaccurate data that, when used by managers to make programmatic decisions, could endanger the future of your programme.

ACTIVITY 5: RANDOMLY SELECTING RESPONDENTS— STEP 3 OF LQAS (PART 2)

OBJECTIVES

By the end of this activity, participants will have

1. Observed a demonstration of how to generate a randomized list of participants using a client list in Excel.
2. Practiced using Excel to randomly select 95 mini-survey respondents and their replacements using case study data and their own client data.

PREPARATION

Handouts:

5.1 Screenshots for generating random numbers in Excel (1 per participant)

5.2 Interview matrix for respondents (1 per participant)

Flip chart:

• Generating random numbers in Excel

Supplementary Excel files:

5.1 Generating random numbers (1 copy for trainer to project)

2.1 Save Up youth client list (1 participant's soft copy per group; the same file on which they worked in Activity 2)

Other materials:

• Computer with LCD projector connected (for trainer)

• Computers (for participants)

• Participants' own client list

• Prize for volunteer

TIME

65 minutes (1 hour 5 minutes)

STEPS

1. Demonstrate random number generation in Excel – 20 minutes
2. Practice randomly selecting respondents and alternates using Kangan data – 15 minutes
3. Practice randomly selecting respondents and alternates using participants' own data – 15 minutes
4. Practice putting respondent information into an interview matrix – 15 minutes

STEP 1: Demonstrate random number generation in Excel – 20 minutes

Say:

Now that we have reviewed the concept of random sampling, we can simplify the process by using Excel to **randomly** select 19 respondents in all five SAs.

You will learn the process by first using case study data from Save Up in Kangan and then using the client list from your own organization that you brought to the training. Do not make any changes to your organization's spreadsheet until after the demonstration.

Make sure the computer and LCD projector are ready to be used shortly. Distribute Handout 5.1 'Screenshots for generating random numbers in Excel' to each participant. Post the flip chart 'Generating random numbers in Excel.'

Generating random numbers in Excel

1. Add a column to the data for the 'SA A' tab. Label the column 'Random.' **Screenshot 5.1.**

2. Generate a random number between '0' and '1' in the first cell under your column labelled 'Random.' Use the random formula **[=RAND()]** to do so. **Screenshot 5.2.**

3. Drag the random formula down the column until you reach the end of your client list. **Screenshot 5.3.**

4. Create a new column next to 'Random' labelled 'Rand Value.' Copy and paste the values of your 'Random' column into the 'Rand Value' column. **Screenshot 5.4.**

5. Sort your data from smallest to biggest by your 'Rand Value' column. **Screenshot 5.5.**

6. Select the first 24 clients in your sorted 'Rand Value' column and explain the selection of 19 plus 5 alternate respondents. **Screenshot 5.6.**

Say:

As you listen to this demonstration, write down any instructions that may not be included on the flip chart. Once the demonstration is over, you will first practice using Kangan data and then apply the same steps to randomly selected respondents from your own client list.

Project Excel file 5.1 'Generating random numbers,' demonstrate and explain each step of the process; say:

Follow along on the projector and your handout as I demonstrate. First, add a column labelled 'Random' to your Excel spreadsheet.

Screenshot 5.1: Add a column labelled 'Random'

After you demonstrate, continue:

Next, use the formula '=RAND()' to generate a random number between 0 and 1 in the 'Random' column.

Screenshot 5.2: Generate a random number between 0 and 1 in the 'Random' column

After you demonstrate, continue:

Third, drag the random formula down until the end of your complete list of clients.

Screenshot 5.3: Drag the random formula down until the end of the list

After you demonstrate, continue:

Next, add another new column to the right of your 'Random' column. Label this new column 'Rand Value' for 'random values.' Then, copy and paste the values of your 'Random' column into the 'Rand Value' column.

Screenshot 5.4: Create a new column labelled 'Rand Value.' Copy and paste the values of your 'Random' column into the 'Rand Value' column

After you demonstrate, continue:

Once you paste the values, sort your data smallest to largest by the 'Rand Value' column.

Screenshot 5.5: Sort your data by the 'Rand Value' column

As you demonstrate, add:

Note: You will do this for each SA. Now, for the example of SA A, we will select the first 19 clients, plus five extra, just in case. Therefore, in total, we will select the first 24.

Count out the first 24 participants, as shown in Screenshot 5.6 with the first 19 in yellow and the 5 alternates in blue.

Screenshot 5.6: Select the first 24 clients of SA A

	A	B	C	D	E	F	G	H
1	Account Number	Branch	Region	Field Officer ID	Client Name	Supervision Area	Random	Rand Value
2	127307000184	298	Northeast Kangan	251	TERESA TURRELL	SA A	0.93916	0.00085595
3	122307000057	211	Northwest Kangan	233	JI JONAS	SA A	0.341127	0.00237287
4	114307000198	239	Northwest Kangan	238	CARITA CANTY	SA A	0.025425	0.00239449
5	120307000058	220	Northwest Kangan	235	AMINA ABELE	SA A	0.060668	0.01026889
6	127307000039	227	Northwest Kangan	236	LAYNE LOLLIS	SA A	0.33685	0.01290113
7	118307000368	211	Northwest Kangan	233	JACLYN JACOBO	SA A	0.421856	0.0149218
8	118307000130	217	Northwest Kangan	234	GABRIELE GARTMAN	SA A	0.841891	0.01693665
9	120307000051	213	Northwest Kangan	234	GWYN GERSHMAN	SA A	0.173682	0.0197642
10	114307000043	293	Northeast Kangan	250	TISH TALLMAN	SA A	0.974848	0.02089027
11	120307000061	223	Northwest Kangan	235	MIRTHA MACKEN	SA A	0.876076	0.02168149
12	122307000077	231	Northwest Kangan	237	KAREY KORAN	SA A	0.919438	0.02467051
13	128307000090	234	Northwest Kangan	237	LYDA LOACH	SA A	0.726665	0.02480836
14	118307000221	300	Northeast Kangan	252	MARI MAYWEATHER	SA A	0.983848	0.02741724
15	114307000153	216	Northwest Kangan	234	LOUISA LOFTIN	SA A	0.012241	0.02920228
16	127307000175	289	Northeast Kangan	250	ALDO ARTER	SA A	0.770657	0.03089431
17	110307000174	289	Northeast Kangan	250	ADAM AUBERT	SA A	0.402975	0.03116329
18	118307000147	233	Northwest Kangan	237	ELOISE EDGLEY	SA A	0.561103	0.03159625
19	118307000307	284	Northeast Kangan	249	FLORIDA FARREL	SA A	0.965951	0.03267263
20	122307000084	238	Northwest Kangan	238	ALITA ARNOLD	SA A	0.604916	0.03470967
21	118307000125	212	Northwest Kangan	234	JEWEL JASON	SA A	0.090178	0.03684093
22	127307000027	215	Northwest Kangan	234	ALIZA AUGUSTIN	SA A	0.517474	0.03883267
23	101307000145	294	Northeast Kangan	251	SAMUAL STUDSTILL	SA A	0.966316	0.04327266

Before you continue, say:

Frequently, a few selected respondents are unavailable or their parents or guardians will not agree to their participation. To ensure that this situation does not interfere with data collection in the field, select 5 alternate respondents before you start the data collection. Selecting alternates will save time and work in the long run!

➢ **What question do you have about randomly selecting 19 respondents, plus 5 alternates, for SA A?**

Respond to participants' questions. If necessary, repeat the six steps.

STEP 2: Practice randomly selecting respondents and alternates using Kangan data – 15 minutes

Before you begin, make sure that all participants are in their SA groups, with at least one computer per group, and that each computer has a copy of Excel file 2.1, which they used to create SAs in Activity 2. Then say:

Now, with others in your group, you will practice randomly selecting 19 respondents and 5 alternates for one SA in Kangan.

Refer to Handout 5.1 'Screenshots for generating random numbers in Excel,' the flip chart and your own notes to support you in each step. You have 10 minutes for this task.

Before releasing participants to work on the task, ask them to read each of the steps on the handout to review the process of randomly selecting respondents:

1. Add a column to the data for the 'SA A' tab. Label the column 'Random.'
2. Generate a random number between '0' and '1' in the first cell under your column labelled 'Random.' Use the random formula **[=RAND()]** to do so.

3. Drag the random formula down the column until you reach the end of your client list.

4. Create a new column next to 'Random' labelled 'Rand Value.' Copy and paste the values of your 'Random' column into the 'Rand Value' column.

5. Sort your data from smallest to biggest by your 'Rand Value' column.

6. Select the first 24 clients in your sorted 'Rand Value' column (19 plus 5 alternate respondents).

Circulate, answering participants' questions and confirming that everyone understands the task and is using the correct formula. After 10 minutes, ask one volunteer to present the process in Excel for randomly selecting 19 respondents and 5 alternates for one SA.

Give a prize to the brave volunteer when he/she completes the process!

STEP 3: Practice randomly selecting respondents using participants' own data – 15 minutes

Invite participants to get into their groups according to organization and to open their own list of youth clients in Excel on one computer. Then say:

With others from your organization, randomly select 19 respondents and 5 alternates from each of your SAs. You have 15 minutes for this task.

While they are working, circulate and offer assistance.

STEP 4: Practice putting respondent information into an interview matrix – 15 minutes

Distribute Handout 5.2 'Interview matrix for respondents' to each participant, and say:

We developed a sample interview matrix that is a planning tool you can use and adapt for your needs. Use the interview matrix now to record your respondents' names and any other important identifying information that will be useful for finding the respondents in the field.

➢ **What questions do you have about this task before you begin?**

Answer participants' questions and then give them 15 minutes for the task. While they are working, circulate and offer assistance.

After 15 minutes, say:

Congratulations, you just completed the third step in preparing to conduct your LQAS study!

ACTIVITY 6: COLLECTING DATA—STEP 4 OF LQAS (PART 1)

OBJECTIVES

By the end of this activity, participants will have

1. Identified the responsibilities associated with managing a team of data collectors.
2. Compared the advantages and disadvantages of hiring internal versus external data collectors.
3. Discussed the consequences of failing to execute or poorly executing data collection tasks.

PREPARATION

Handouts:

6.1 Role of the LQAS supervisor prior to and during the study (1 per participant)

6.2 Role-plays of LQAS supervisor tasks prior to and during the study (cut along lines to create five task slips; 1 task slip per team)

Flip chart:

- Blank flip chart with the title: External versus internal data collectors

TIME

65 minutes (1 hour 5 minutes)

STEPS

1. Introduce the activity – 5 minutes
2. Discuss advantages and disadvantages of using external versus internal data collectors – 20 minutes
3. Role-play the role of manager prior to and during the study – 40 minutes

STEP 1: Introduce the activity – 5 minutes

Say:

You have completed steps 1–3 of LQAS using sample data from Save Up in Kangan, our imaginary FSP and country. At this point, you should also have used your own client data to

1. Divide your catchment area into SAs,
2. Review a sample mini-survey and discuss the indicators it measures, and
3. Randomly select mini-survey respondents from your client list using Excel.

From this point on, you will not use your own data because we are going to examine the steps that relate to data collection, tabulation and analysis. However, we are still going to practice conducting the rest of the steps using Save Up in Kangan.

But, before we explore step 4, please identify yourself to the group if you have experience working with data collection or leading research teams.

Ask those who raised their hands:

> ➤ **What do you need to do to prepare your team to collect data?**
> *[Provide the necessary tools to data collectors so they can do their jobs, which includes norming the mini-surveys before starting the study, training the data collectors to collect information properly and to conduct interviews, providing contact information for respondents, providing enough printouts of forms, giving an adequate per diem, and supervising data collectors in the field to ensure the accuracy of their work]*

Say:

Step 4 of an LQAS study includes preparatory tasks for data collection as well as the actual tasks involved in data collection. In this activity, we will discuss who to use as data collectors, how to ensure that data is recorded accurately, and what should be included in a training workshop on data collection for those you will supervise.

➢ **What questions do you have about this activity?**

Answer participants' questions before continuing to the next step.

STEP 2: Discuss advantages and disadvantages of using external versus internal data collectors – 20 minutes

Divide participants into groups of four. Then say:

The very first thing you need to do as a manager of the study is choose your data collection team. There are two possibilities: either you can hire **external** data collectors for your study, or you can use your own **internal** field officers to collect your data.

In your groups, please take 10 minutes to discuss the advantages and disadvantages of each of these options. Prepare to share some of your thoughts with the full group.

After 10 minutes, post the flip chart 'External versus internal data collectors.'

External versus internal data collectors

Invite several volunteers to share their answers. Use the answers in the Trainer's box to affirm or correct them. Record their answers on the flip chart.

EXTERNAL VERSUS INTERNAL DATA COLLECTORS—TRAINER'S BOX		
	Using own/internal staff	**Hiring externally**
Advantages	• Has no additional staff costs • Builds staff capacity • Allows the FSP to conduct mini-surveys for the duration of the programme	• Presents less of a chance that the manager can manipulate data to show only positive results • Poses less danger that the information collected will be biased
Disadvantages	• Presents a danger of information bias • Allows the possibility that a manager could manipulate data or choose only good/positive results to share	• Is expensive and time consuming (recruitment and ongoing management of an external team) • Does not build capacity of programme staff • Requires the FSP to hire external staff every time it must monitor outcomes

Continue:

As you see, there are many advantages to using your own staff as well as a number of disadvantages to hiring external data collectors. Some important points to consider include the manipulation or biasing of data. It is possible that, when using internal staff, data will be biased because youth respondents may know the field officer who is conducting the interview and may not want to hurt his or her feelings. Or, the field officer may try to manipulate the data or respondents chosen so that his or her SA gets good scores or presents only a positive image.

➢ **How can you minimize or avoid those risks and still use your own staff as data collectors?**

[You can switch staff from different SAs. For example, a youth officer that works in SA A could go and interview the 19 respondents from SA B, and so on.]

Then say:

Since monitoring outcomes should become a routine exercise in your programme, as well as a cost-effective capacity-building exercise for your staff, we encourage you to use your own staff to conduct the mini-surveys. However, when doing so, please consider using data collectors who work in a different SA than the one where they collect data.

STEP 3: Role-play the role of manager prior to and during the study – 40 minutes

Distribute Handout 6.1 'Role of the LQAS supervisor prior to and during the study' to each participant, and say:

Once you select your data collectors, you as the manager or supervisor need to ensure that all the proper steps are taken both prior to and during the study. Please take 5 minutes to read Handout 6.1.

After 5 minutes, separate participants into five teams (use the five SA groups if time is an issue or, if you have enough time, use a game or activity to form new teams). Then say:

Each task on Handout 6.1 is vital to ensuring the quality of your data, and the reliability and validity of your LQAS study.

I will give each team a slip of paper with two tasks of an LQAS supervisor. Create a SHORT 3- to 4-minute role-play depicting the consequences of not completing the tasks on your slip of paper. Although you have not implemented an LQAS monitoring exercise in your organization, your experience with other M&E methods will help you identify the possible consequences of NOT completing the tasks on your slip. You have 10 minutes to prepare the role-play.

Give each team one task slip you cut from Handout 6.2. Circulate as the teams prepare their role-play, and clarify any misunderstandings. If any teams experience difficulty, use the Trainer's box to help guide them in thinking through the possible consequences of failing to complete their assigned tasks. Encourage them to be creative and comical, but remind them that they must be brief.

ROLE-PLAYS OF LQAS SUPERVISOR TASKS PRIOR TO AND DURING THE STUDY— TRAINER'S BOX

Tasks	Consequences of failing to complete
Translate the survey into the language you will use for data collection, and back-translate to ensure that each question makes sense. If feasible, pilot the survey within a similar population of clients.	Different people translate concepts and terms differently, so a question may change during translation or pilot test.
Give the data collectors the list of respondents and alternates they need to interview along with their contact and geographic information.	Technology may fail, and appointment times may be missed. In addition, it may be difficult for the data collectors to keep track of their appointments without a full list.
Organize logistics of the data collection and create a reasonable schedule with daily targets.	While LQAS is simple, without an organized schedule and planned logistics, you may be unable to ensure that the data collectors have all of the materials and information they need. Targets help teams stay on schedule.

Tasks	Consequences of failing to complete
Prior to a scheduled visit with a youth respondent, send a member of the team to meet the youth and his/her parents. Confirm their consent and availability.	Time will be wasted if the youth is not present to participate in the survey when the data collector arrives. You also may find that the parents/guardians are uncomfortable with their child participating in the survey. In such cases, you will have to schedule a new survey with another youth.
Train the data collectors. Review each question in the survey to clarify intention and how to code responses.	The data collectors will not know how to properly ask questions and record data, and you may be unable to analyse the results of their surveys.
Make sufficient copies of the final survey so that each data collector has a copy for each respondent, plus a few extras.	Some SAs may not have the resources (i.e., copy shops) available for data collectors to make copies themselves. Or, they may decide to cut corners and use blank paper, which would make your data entry and analysis much more difficult.
Conduct observations of every data collector early on to be sure that the surveys are being delivered correctly. Continue randomly observing each data collector in the field.	You will be unable to catch problems or identify challenges and to consequently require collectors to redo the surveys, which would waste time and resources and jeopardize the quality of your study.
Review every survey collected by the end of the day to ensure that all fields have been properly filled out.	Some surveys may be incomplete, and you will need to conduct additional surveys or spend more time going back to the respondents to get enough information to analyse the data.
Do random cross-checks of a sub-set of responses collected by the data collectors. Ensure that the cross-checks are done the same day the data is collected.	You may fail to notice if a data collector is making up data or misunderstanding questions, which would again waste time and resources as well as undermine the credibility of your results.
Supervise data collectors to make sure they are adhering to the sampling framework and not making any ad hoc substitutions.	Random sampling is critical to the reliability of this methodology. Data collectors must never substitute a preselected respondent or alternate for their own convenience or to stay on schedule.

After 10 minutes, invite each group to present its role-play. Remind them of the time limit (3–4 minutes), and advise them that you will raise your hand when they reach the 3-minute mark so they can finish up within another minute. When each group finishes, ask:

> ➢ **Which tasks were not completed in this role-play?**
> ➢ **What other consequences could there be if you fail to complete these tasks?**
> ➢ **How does this role-play compare with problems you have encountered when implementing other types of surveys?**

Limit participation to one or two answers in order to manage time. Then say:

Overall, the quality, reliability and validity of the study and the results you collect will be compromised if you do not follow the correct process both prior to and during the study. There is a saying that 'if you fail to plan, you plan to fail,' which is certainly true in the case of an LQAS study. That is why it is very important that you complete each one of these tasks.

ACTIVITY 7: COLLECTING DATA—STEP 4 OF LQAS (PART 2)

OBJECTIVES

By the end of this activity, participants will have

1. Named the skills required to accurately record respondent answers to survey questions.
2. Identified 10 errors in a completed mini-survey.

PREPARATION

Handouts:

3.1 YouthStart financial and non-financial services mini-survey (from Activity 3)

7.1 YouthStart financial and non-financial services mini-survey: Completed sample (1 per participant)

7.2 YouthStart financial and non-financial services mini-survey: Completed sample with errors (1 per participant)

Flip chart:

• Mini-survey discussion questions

TIME

35 minutes

STEPS

1. Explain how to record data in the mini-surveys – 15 minutes
2. Review the accuracy of a mini-survey – 20 minutes

STEP 1: Explain how to record data in the mini-surveys – 15 minutes

Say:

Now that you know the tasks you need to conduct as the manager of the study, let us focus specifically on the training of data collectors. This training is one of the most important steps in your LQAS study. There are two main skills that data collectors need to acquire before they begin to collect data:

• Recording data in the mini-survey, and
• Interviewing techniques.

Let us begin with recording data. Please take out the mini-survey from Activity 3: Handout 3.1. Working with a partner seated near you, take 10 minutes in total to review the mini-survey and to answer the questions on the flip chart I will post. Be prepared for a large-group discussion about your answers.

Post the flip chart 'Mini-survey discussion questions.' Read the questions together to ensure that participants understand them before they begin the task in pairs.

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Mini-survey discussion questions

1. Focus on the instructions in the mini-survey. Which instructions might the data collectors not notice or perhaps misunderstand and do incorrectly?

2. There are two types of questions in the mini-survey: questions with multiple-choice answers, and open questions.

    • What skills does a data collector use when recording answers to multiple-choice questions?

    • What skills does a data collector use when recording answers to open questions?

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After 10 minutes of pair work, discuss their responses in plenary. Use the Trainer's box to guide the discussion.

MINI-SURVEY DISCUSSION QUESTIONS—TRAINER'S BOX

1. **Focus on the instructions in the mini-survey. Which instructions might the data collectors not notice or perhaps misunderstand and do incorrectly?**
   [Instructions, like those found in E1, that might require providing more assistance to the respondent. Questions that require the interviewer to skip to another question, such as those in E5, E9, F2, F5, F7 and G1, if a certain answer is given. Interviewers must be aware of these questions and how to deal with them before they collect data.]
   [There are also instructions asking the interviewer to read a series of responses, or NOT read a series of responses. They need to be aware of these questions and understand why they were designed this way.]

2. **There are two types of questions in the mini-survey: questions with multiple-choice answers, and open questions.**

    • **What skills does a data collector use when recording answers to multiple-choice questions?**
    [Matching the respondent's answer to the closest response. Rephrasing or explaining a question without giving away the answer. Recognizing when it is better to mark 'do not know' than to lead the respondent to a specific answer or to select a response that is closest to what the respondent is communicating, so that the data is accurate.]

    • **What skills does a data collector use when recording answers to open questions?**
    [Quickly summarizing and writing critical and relevant information in a consistent manner. Practicing this skill in training will help data collectors to listen for important information and create a brief written summary of this information.]

Distribute Handout 7.1 'YouthStart financial and non-financial services mini-survey: Completed sample' to each participant. Discuss any skills and issues that did not surface during the plenary discussion, such as those contained in the Trainer's box.

COMPLETED SAMPLE—TRAINER'S BOX

The majority of the questions on the mini-survey require the interviewer to 'tick' the option that the respondent selects, which is the case for question E4. *(Pause, so that participants have a chance to look at question E4.)*

Some other questions require the interviewer to write the respondent's answer, which is the case for question E12. In that case, the interviewer must write a qualitative response, which means the interviewer usually needs to summarize the answer. *(Pause, so that participants have a chance to look at question E12.)*

Some questions allow multiple responses, which is the case for question E8. *(Pause, so that participants have a chance to look at question E8.)*

As discussed with the question on instructions on the flip chart, if a respondent does not fit the criteria for a question, then the question is skipped and crossed out. For example, section E covers participation in financial education sessions. If the youth respondent has not

participated in those sessions, then the interviewer should skip and cross out the rest of section E. The interviewer should go directly to section F. *(Pause, so that participants have a chance to look at question E9.)*

For those questions where the response is a number, the interviewer needs to record one number per box, and the interviewer needs to write '0' at the left in case it is a small number. An example is found in question F1. Filling out all the boxes in this manner assists in accuracy of data entry. *(Pause, so that participants have a chance to look at question F1.)*

Then ask:

> **What questions do you have about recording responses in the mini-survey?**

Answer participants' questions to ensure they understand the process before moving on to the next step.

STEP 2: Review the accuracy of a mini-survey – 20 minutes

Distribute Handout 7.2 'YouthStart financial and non-financial services mini-survey: Completed sample with errors' to each participant, and say:

This handout is an example of a mini-survey that has been completed by one of the youth mobilizers at Save Up. Review the completed mini-survey with the person sitting next to you and identify possible errors. You have 10 minutes for this task. Be prepared to discuss your results in plenary.

Circulate and answer any questions. After 10 minutes, invite volunteers to share their work, one error per volunteer. Use the information in the Trainer's box to affirm or correct their answers.

COMPLETED SAMPLE WITH ERRORS—TRAINER'S BOX

1. The interviewer did not record the interview end time

2. There is a mistake on question E2 or E3 because someone who is currently attending school (E2) cannot respond that he or she never went to school (E3)

3. Question E4 does not allow for multiple answers

4. The interviewer should have skipped question E6 because the answer to question E5 was 'No'

5. In question E7, the interviewer should have recorded the number of months—if it was 2 years exactly, then he/she should have put '2 years 0 months'

6. In question E10, there should be a '0' to the left of the 3

7. The answers to questions E12 and E13 could have been more specific

8. Question F7 was left unanswered

9. Question F11 was left unanswered

10. No final comments were given to explain any gaps in the data collection (G4)

Thank participants for their good work.

ACTIVITY 8: COLLECTING DATA—STEP 4 OF LQAS (PART 3)

OBJECTIVES

By the end of this activity, participants will have

1. Discussed five effective interviewing techniques.
2. Identified examples of ineffective interviewing techniques during role-plays.

PREPARATION

Action:

- Prior to the activity, review step 2 so that you are prepared to conduct the role-plays smoothly and so that you know what to do incorrectly.

Handouts:

3.1 YouthStart financial and non-financial services mini-survey (from Activity 3)

8.1 Role-play of interviewing techniques (2 copies—1 for the volunteer and 1 for the trainer)

Flip charts:

- Technique 1, 2, 3, 4 and 5

TIME

40 minutes

STEPS

1. Explain the five interviewing techniques – 10 minutes
2. Use a role-play to demonstrate the interviewing techniques – 30 minutes

STEP 1: Explain the five interviewing techniques – 10 minutes

Prior to beginning the activity, post the flip charts around the room.

Technique 1	Technique 2	Technique 3
Ask questions exactly as written or with minor changes that were agreed upon during the training	**Wait for a response, be silent, then probe**	**If the respondent does not understand the question or his/her answer is unclear, ask the question again, making as few changes in the wording of the question as possible**

Technique 4	Technique 5
Do not suggest—by tone of voice, facial expression or body language—what you expect for an answer or what you do not expect for an answer	**Do not ask leading questions that signal the correct answer or that suggest the answer you would like**

Remind participants of the different types of questions and instructions discussed in Activity 7. Then say:

Read the interviewing techniques on the flip charts.

   ➢ **Which of these interviewing techniques is unfamiliar?**

After participants identify any unfamiliar techniques, ask:

   ➢ **What questions do you have about these techniques before we explore them more deeply?**

Answer participants' questions before moving on to the next step.

STEP 2: Use a role-play to demonstrate the interviewing techniques – 30 minutes

Say:

Now, think about and select the interviewing technique that you consider the most important. When I say 'Go,' stand next to the flip chart containing the technique you selected. There can only be five people next to each flip chart, so if you do not get your first choice, be prepared to make a second choice. Go!

Wait until all participants are standing next to a flip chart. Ask everyone to get out Handout 3.1 'YouthStart financial and non-financial services mini-survey' (from Activity 3). Once they have the handout, instruct everyone to move their chairs and sit together in a circle, with you in the middle. Then say:

Now, I will do a role-play. For the role-play, I need one volunteer.

After someone volunteers, continue:

I will play the role of the interviewer and _____ *(INSERT VOLUNTEER'S NAME)* will play the role of the youth respondent. During the role-play, listen for when I fail to follow the interviewing technique you selected.

Whenever I fail to demonstrate the technique **you** selected, do an obvious and exaggerated thumbs-down gesture. *(Show participants an obvious, exaggerated thumbs-down gesture.)* In addition, everyone should pay attention to whether or not I follow the **instructions in italic** in the mini-survey. Whenever I do not follow the instructions, clap your hands once.

Let us assume that we already received consent, so we will start with section E, where the questions begin.

Give the volunteer Handout 8.1 'Role-play of interviewing techniques.' Be sure to tell the volunteer NOT to read the italic font; the volunteer should only read the script after 'Youth.' Use the script in the Trainer's box (or handout, which contains the same script) to conduct the role-play.

ROLE-PLAY OF INTERVIEWING TECHNIQUES—TRAINER'S BOX	
Interviewer:	I would like to begin by asking you a few questions about yourself and participation in YouthStart activities: How old are you in complete years?
Youth:	What do you mean in 'complete years?'
Interviewer:	Well, for example, my birthday is in August, but as of today, May 12, I am 25 years old. I am not 26 yet. Therefore, my age in complete years is 25.
Youth:	Oh, in that case, I am 15.
Interviewer:	Do you currently attend school?
Youth:	No.
The interviewer makes a facial expression indicating he/she disapproves of the respondent's absence from school. At this point, the group with technique 4 should do a thumbs down.	
Interviewer:	Before you decided to drop out of school, what grade were you attending?
The group with technique 1 should do a thumbs down.	

	ROLE-PLAY OF INTERVIEWING TECHNIQUES—TRAINER'S BOX
Interviewer:	Please tell me which of the following best describes the food consumed in your household over the last month: • Always had enough of what we wanted • We had enough food but not always the kinds we wanted • Sometimes we did not have enough food • Often we did not have enough food
Youth:	Excuse me, can you please repeat the question?
Interviewer:	Well, you always have enough food to eat, right?
Those with techniques 1, 3, 4 and 5 should do a thumbs down.	
Youth:	Ah, yes… well, at least today I had.
Interviewer:	Do you currently earn money?
Youth:	No.
Interviewer:	But, you do not go to school so you should be earning money. Tell me how you earn money. Do you work in agriculture, day labour… are you employed, self-employed?
The groups with techniques 1, 4 and 5 should do a thumbs down and everyone should clap their hands once.	
Youth:	Well, yes… I do some small jobs every now and then.
Interviewer:	How long have you been a client of Horizon?
The youth takes some time to respond, and the interviewer shows his/her impatience.	
Interviewer:	Well, since you do not know, let me look in Horizon's records. Oh, yes… since 2010.
Those with technique 2 should do a thumbs down and everyone should clap their hands once.	

After the role-play, say:

Let us discuss specific examples of when and why you made the thumbs-down gesture or clapped your hands.

> ➢ **May I have a volunteer from Group 2?** *(Wait for a response, be silent and then probe.)* **What is an example of something I did that caused you to make the thumbs-down gesture?**
> *[Question E7]*

> ➢ **Who can demonstrate for us what the interviewer could do differently that would be more effective or more accurate?**

Affirm participants' ideas for more effective/accurate techniques. Then prepare participants for a second role-play with another volunteer playing the role of youth respondent. Continue to play the role of interviewer, and ask several questions in section E of the mini-survey again. This time, though, ask question E4 in a leading way, such as 'Don't you think that your family sometimes doesn't have enough food to eat?'

Do not interrupt, and wait for the group to react with a clap or a thumbs down. Then ask:

> ➢ **May I have a volunteer from the group that chose technique 5 to tell us when you made the thumbs-down gesture?**
> *[Question E4]*

➢ **What was incorrect about the question asked by the interviewer?**

[The interviewer asked the question in a leading way, meaning that he/she gave an answer to the question while asking the question.]

➢ **How can you avoid asking leading questions?**

[Stick to what the mini-survey says and follow it without adding your own ideas or extra words]

➢ **Even if you follow the interview guide, you may still lead the respondent. How?**

[By making gestures or using a tone of voice that leads a participant to answer in a certain way]

➢ **What can you do to minimize the risk of asking leading questions?**

[Train the data collectors specifically on leading questions, and give feedback to data collectors while doing random checks if you see leading questions occur]

Thank the volunteers for their help and the rest of the participants for their attention and ideas.

ACTIVITY 9: COLLECTING DATA—STEP 4 OF LQAS (PART 4)

OBJECTIVES

By the end of this activity, participants will have

1. Reviewed the observation checklist.
2. Explained how an indicator ensures quality standards are attained in data collection and why it is important.

PREPARATION

Handout:

9.1 Observation checklist (1 per participant)

TIME

40 minutes

STEPS

1. Explain the observation checklist and review column 1 – 30 minutes
2. Review columns 2 and 3 of the observation checklist – 10 minutes

STEP 1: Explain the observation checklist and review column 1 – 30 minutes

Say:

Before discussing the training that you will conduct with the data collectors, let us review the tool that you can use to conduct random quality control checks.

To ensure that the quality of the data you collect is high, we are going to share a checklist of standards for data collectors for you to use. It contains performance indicators that you can observe during a data collection interview to ensure that the interviewer is following best practices. The form is designed to enable you to note your observations and use them to provide specific feedback to the data collector. Let us review the checklist together.

Distribute Handout 9.1 'Observation checklist' to each participant, and say:

At the top of the checklist are spaces for basic information:
- Date of the observation;
- Name of the data collector, or interviewer, conducting the mini-survey;
- Location, or where the observation is taking place;
- Name of the person observing; and
- Start and end time of the observation.

Then explain column 1 of the checklist:

The left-hand column, or column 1, divides the data collection quality standards into two categories: 1) what needs to happen **during** the survey, and 2) what needs to be checked **after** the survey is completed. Within each category are items. These items are 'indicators' that signal if the data collector is achieving the expected standard or not. Look at the indicators under 'Observing behaviours during the survey' as an example.

These indicators enable you to observe if the data collector has read the mini-survey thoroughly in advance, if the data collector is following the instructions in the mini-survey, and if the data collector is applying the data collection techniques he or she was trained on.

The indicators in the second section 'Reviewing how data was recorded' ensure that the data collector is recording data completely and correctly.

Please take 5 minutes to read the indicators in column 1.

After 5 minutes, say:

Now let us talk about the indicators in this column one at a time.

> **Why is item 'a' in the checklist an indicator of quality of data collection?**
> *[It is important to have the mini-survey printed and ready for the interview because, otherwise, it is impossible for the data collector to ask questions in the manner and order specified or record the data properly.]*

> **Why is item 'b' an indicator of quality of data collection?**
> *[It is important to have the consent of a parent because sometimes interviewing a youth without parental permission is illegal. In any case, it is always unethical and can pose problems for the relationship between youth and your programme later on.]*

Divide the participants into six small groups (preferably two to three participants per group), and assign each small group two of the remaining indicators. Then ask each small group to take 10 minutes to discuss the following question:

> **Why are your assigned indicators important to ensuring the quality of your data collection? Think about how it may affect the results of the study if the data collector does not follow these practices.**

After 10 minutes, allow each small group to share their answers in plenary. Use the Trainer's box to correct, affirm and/or expand upon their answers.

WHY INDICATORS ARE IMPORTANT TO ENSURING QUALITY OF DATA COLLECTION—TRAINER'S BOX	
Observing behaviours during the survey:	**Reasons**
a. Had the mini-survey printed and ready	*It is important to have the mini-survey printed and ready for the interview because, otherwise, it is impossible for the data collector to ask questions in the manner and order specified or record the data properly.*
b. Interviewed the youth only after their consent and, in the case of a minor, only after parental consent	*It is important to have the consent of a parent because sometimes interviewing a youth without parental permission is illegal. In any case, it is always unethical and can pose problems for the relationship between youth and your programme later on if consent is not given.*
c. Introduced him/herself properly to the youth	*It is important to introduce oneself properly for ethical reasons of consent as the respondent must be **informed** as to who is collecting his/her information and how that information will be used. It is also important for building rapport, which helps to ensure the respondent is comfortable and thus provides full responses.*
d. Told the youth and the adult, in case of a minor, how long the survey would take	*It is important for ethical reasons of consent as the respondent needs to be **informed** as to what will be expected of him/her. It is also important for confirming the respondent will be available to complete the entire survey.*

WHY INDICATORS ARE IMPORTANT TO ENSURING QUALITY OF DATA COLLECTION—TRAINER'S BOX

Observing behaviours during the survey:	Reasons
e. Followed instructions as written in the mini-survey	*In order for the responses to provide meaningful results, all data collectors must follow the same instructions; otherwise, there is interviewer bias and comparability of the responses across all the respondents will be affected.*
f. Asked questions exactly as written in the mini-survey	*In order for the responses to provide meaningful results, all data collectors must ask the same questions; otherwise, there is interviewer bias and comparability of the responses across all the respondents will be affected.*
g. Waited for a response, was silent and probed when necessary	*If a data collector does not carefully listen and interpret responses correctly, then the data recorded will not be accurate.*
h. When the respondent did not understand the question, asked the question again, making as few changes in the wording as possible	*If the respondent is not answering a question correctly, then the data recorded will not be accurate.*
i. Did not suggest—by tone of voice, facial expression, or body language—what he/she expected from an answer	*A respondent can unconsciously be influenced by the data collector's tone, expression and/or body language, and then the data recorded will not be accurate.*
Reviewing how data was recorded:	**Reasons**
a. Left no questions unanswered	*Leaving questions blank will affect the overall sample size, which will in turn affect the precision of the results. LQAS depends on very small sample sizes, thus any loss of data significantly affects precision.*
b. Wrote exact answers for the answers with no given options (open-ended questions)	*If open-ended questions are being interpreted by the data collector, it could affect the accuracy of the data recorded.*
c. Chose multiple answers only when allowed	*Single response questions cannot be analysed correctly if multiple answers are given; in such a case, the question would have to be dropped and the overall sample size and precision of the study would be negatively affected.*
d. Marked 'S' when the respondent did not fit the criteria for a question and the question needed to be skipped	*If a question is not clearly marked as 'S' when it should, then the question may have to be dropped and the overall sample size and precision of the study would be negatively affected.*
e. For answers with numbers, took into account the 0s on left	*Not completing the number boxes can lead to more human error when conducting data entry, which could negatively affect the accuracy of the data recorded.*

STEP 2: Review columns 2 and 3 of the observation checklist – 10 minutes

Explain column 2:

Now, let us look column 2. When a supervisor observes a data collector conducting the mini-survey, he or she records in column 2 whether or not the data collector is demonstrating the behaviour. The supervisor records his or her observations by giving the data collector a score of '1' if the collector is demonstrating the behaviour of the item or a score of '0' if the collector is not.

The purpose of the observation checklist is to keep track of quality and to help data collectors improve, not to 'pass' or 'fail' them. No data collector will deliver every question of a mini-survey perfectly each time.

For example, for indicator 'e,' a data collector may make a mistake and give one wrong instruction. The data collector should not get a score of zero for one mistake. If the data collector gets it right most of the time— for example, four times out of five—he or she should receive a score of one. Remember: the purpose of this checklist is not to test the data collector but to observe what he or she is doing well and what requires improvement in order to ensure quality data collection.

At the end of the observation, the score is totalled. If the data collector scores less than seven, he or she has not attained the quality standards and needs more practice and support.

Finally, explain column 3:

Finally, let us look at column 3. It is a space for the observer to write specific examples of when the data collector performed an indicator well and when the data collector did not. It is important to be as specific as possible. Specificity will help to give feedback to the data collector and to remember the details of what happened during the interview. We will talk more about giving feedback in an upcoming activity. You will also have a chance to practice using this observation checklist later on.

➢ **What questions do you have about the content or use of the checklist?**

Respond to any questions.

ACTIVITY 10: COLLECTING DATA—STEP 4 OF LQAS (PART 5)

OBJECTIVE

By the end of this activity, participants will have discussed the implications of providing data collectors with effective feedback.

PREPARATION

Flip charts:

- Blank flip chart (to draw STOP sign and mileage sign)
- Sheets of blank flip-chart paper (3 sheets total; 1 sheet per group)
- 2 flip charts: Feedback example 1, Options A and B
- 2 flip charts: Feedback example 2, Options A and B
- 2 flip charts: Feedback example 3, Options A and B
- Feedback principles and guidelines

Other materials:

- A prize (e.g., candy)

TIME

35 minutes

STEPS

1. Introduce the different types of feedback and their purpose – 5 minutes
2. Discuss different options for giving feedback – 30 minutes

STEP 1: Introduce the different types of feedback and their purpose – 5 minutes

Say:

As you drive through the streets of a city or large town, you will notice two kinds of signs.

On a blank flip chart, draw the following two signs:

Ask:

> ➢ **What information does each of these two signs provide to drivers?**
>
> *[Some signs give information to caution or correct drivers, such as the STOP sign, while others inform drivers that they are moving in the right direction, such as the mileage sign.]*

While pointing to the corresponding signs, explain:

After you, the supervisor, use the quality standards checklist to observe the data collectors conducting the mini-survey, it is important to schedule time to provide feedback. The purpose of the feedback is similar to the purpose of the signs. There is feedback that cautions you to stop doing something, such as the STOP sign. In addition, there is feedback that affirms what you are doing well so you know to continue, such as the mileage sign.

It is important to know how to give feedback in order to complete the third column of the observation checklist for controlling quality of data collection and to give verbal feedback. Let us look at that now.

STEP 2: Discuss different options for giving feedback – 30 minutes

Divide the participants into three groups and give each group a blank sheet of flip-chart paper. Then say:

Imagine that your supervisor is observing you conduct a mini-survey and providing feedback. The supervisor has a number of suggestions to make.

Post the two flip charts for Feedback example 1 on opposite walls. These flip charts correspond to feedback principle 1, 'Be specific and provide suggestions for improvement.'

Feedback example 1: Option A	Feedback example 1: Option B
You did not follow the instructions exactly as written in the mini-survey.	**You did not follow the instructions exactly as written in the mini-survey. For example, you read the options on question F8 aloud. By doing so, you biased the information provided by the youth. Next time, make sure you do not read aloud what is in *italics* when the instructions specify.**

Say:

Group 1, the supervisor is going to give you feedback on your interviewing skills. The supervisor has a choice in terms of how to phrase the feedback. You see the supervisor's two options posted on the wall. Read each option and stand under the feedback that you think would be better for you as a data collector to improve your skills.

After the members of Group 1 are standing under their preferred feedback option, remove both flip charts from the wall, hand them to Group 1 and say:

Discuss why you chose the feedback option you did and write your reasons on the blank flip chart. Describe how the option you chose is better for improving the skills of the data collector and ensuring better results. Be prepared to explain your choice to the full group. You have 10 minutes.

While Group 1 gets started, repeat the process for Group 2 with the Feedback example 2 flip charts. Group 2 will discuss feedback principle 2, 'Discuss examples of what went well, not just what needs to be improved.' Then repeat the process for Group 3 with the Feedback example 3 flip charts. Group 3 will discuss feedback principle 3, 'Understand the reasons for the data collector's actions.'

Feedback example 2: Option A	Feedback example 2: Option B
Let me tell you what data collection techniques you need to improve.	**You demonstrated some good data collection techniques. Let us talk about them so you can remember to keep doing them and then talk about techniques that you could improve.**

Feedback example 3: Option A	Feedback example 3: Option B
You should follow the instructions as they are written in the mini-survey.	**I noticed you changed the wording of question E12 to ask, 'Why were the financial education questions very good?' What was your reason for doing so?**

After 10 minutes, invite the groups to share their results and summarize their comments.

Note: *If participants have trouble choosing between options A and B in example 3, remind them that feedback is a dialogue between the observer and the person being observed. Feedback is not just about telling—it is about listening too.*

Then post the flip chart 'Feedback principles and guidelines,' and ask a volunteer to read each of the principles and guidelines aloud (ask if there are any questions or comments about each one).

Feedback principles and guidelines

Principles
1. Be specific and provide suggestions for improvement.
2. Discuss examples of what went well, not just what needs to be improved.
3. Understand the reasons for his/her actions. The reasons may suggest that there is a problem with a question or that the data collector needs additional skill development or coaching in a specific technique.

Guidelines
- The data collector says what he/she liked about his/her way of conducting the mini-survey and what he/she will change the next time he/she interviews a youth.
- The supervisor of the study provides feedback using the checklist for controlling quality of data collection.

Say:

When you give or receive feedback, follow the three principles of feedback as closely as possible! There will be an opportunity to practice shortly.

End the activity by hiding the principles for a moment and asking if anyone can remember all three without looking at their notes. Give a small prize (e.g., candy) to the first volunteer to get them all right!

Note: *Keep the 'Feedback principles and guidelines' flip chart posted during the practice activity, Activity 11.*

ACTIVITY 11: COLLECTING DATA—STEP 4 OF LQAS (PART 6)

OBJECTIVE

By the end of this activity, participants will have practiced three fundamental activities in the data collection process: a) interviewing a respondent, b) recording data on a mini-survey, and c) using the observation checklist to observe data collection and provide feedback to a data collector.

PREPARATION

Action:

- If it is not feasible to send participants into the surrounding community to interview youth, recruit youth to attend this activity prior to the workshop.

Handouts:

3.1 YouthStart financial and non-financial services mini-survey (from Activity 3; 1 new/blank copy per participant)

9.1 Observation checklist (from Activity 9; 1 new/blank copy per participant)

Flip chart:

- Feedback principles and guidelines (from Activity 10)

TIME

200 minutes (3 hours 20 minutes)

STEPS

1. Practice giving the mini-survey in pairs – 120 minutes (2 hours)
2. Ask participants to give feedback to each other using the observation checklist – 40 minutes
3. Discuss participants' experience as data collector and as supervisor – 40 minutes

STEP 1: Practice giving the mini-survey in pairs – 120 minutes (2 hours)

Distribute one new/blank copy of Handout 3.1 'YouthStart financial and non-financial services mini-survey' and one new/ blank copy of Handout 9.1 'Observation checklist' to each participant. Invite participants to get into pairs, and say:

This is your chance to practice conducting the mini-survey and to give and receive feedback. Together with a partner, you are going to go into the surrounding community and locate one youth to interview. For ethical reasons, please make sure the youth is over 18, so that you do not need to get the parents' authorization. One of you will interview the youth, while the other will use the observation checklist to monitor the quality of the interview.

Repeat this process with a different youth respondent and switch roles. The interviewer becomes the observer and the observer becomes the interviewer, so you will both have the chance to practice interviewing and using the observation checklist.

You have 1 hour and 30 minutes to conduct both interviews. Each survey should only take 15 to 25 minutes to complete. Once both of you practice interviewing, return to the training room and we will use the observation checklist to practice giving each other feedback.

➢ **What questions do you have about this exercise?**

Respond to participants' questions to clarify the exercise. Circulate during the exercise to give feedback and help shy or timid participants to recruit youth to interview.

STEP 2: Ask participants to give feedback to each other using the observation checklist – 40 minutes

Make sure that the flip chart 'Feedback principles and guidelines' is still visible. Say:

Congratulations. You just finished the first half of your practice. You have 40 minutes to practice giving feedback to your colleague using the observation checklist. Each feedback session should last no longer than 15 minutes. When I say, 'Switch,' switch roles. The principles and guidelines for giving feedback are posted on the wall. Use them to guide you while giving feedback.

> ➢ **What questions do you have about this task?**

Answer participants' questions. Circulate and observe. After 15 minutes, say 'Switch' to ensure that both participants provide feedback.

STEP 3: Discuss participants' experience as data collector and as supervisor – 40 minutes

Divide participants into pairs. Ask them to explore their experience conducting the interview by discussing the following two questions:

> ➢ **What did this experience teach you about collecting data with a mini-survey?**

> ➢ **What did this experience teach you about the content and methodology that you should include in a training for data collectors so that data is collected properly?**

Give participants 15 minutes to discuss the questions. Next ask the pairs to focus on their experience with the observation checklist by discussing the following questions:

> ➢ **What did you find useful about taking notes and giving feedback using the observation checklist? What did you find challenging?**

> ➢ **What did you experience as you received feedback?**

> ➢ **What will you do differently as an interviewer after receiving feedback from your partner?**

Conclude this activity by saying:

Please make sure you keep the mini-surveys that you completed for another activity.

ACTIVITY 12: COLLECTING DATA—STEP 4 OF LQAS (PART 7)

OBJECTIVES

By the end of this activity, participants will have

1. Reviewed the activities in the LQAS Trainer's guide that can be used to train data collectors.

2. Proposed steps and content that must be adapted when training data collectors.

PREPARATION

Action:

- Be sure to make copies of Activities 1, 3, 7, 8, 9 and 11 (including their associated handouts) from this Trainer's guide, and assemble them into packets (1 packet = 1 activity and its associated handouts).

Handout:

12.1 Sample agenda for training data collectors (1 per participant)

Flip charts:

- Sheets of blank flip-chart paper (6 sheets total; 1 sheet per group)

Other materials:

- Activity 1 packet (1 packet per Group 1 member)
- Activity 3 packet (1 packet per Group 2 member)
- Activity 7 packet (1 packet per Group 3 member)
- Activity 8 packet (1 packet per Group 4 member)
- Activity 9 packet (1 packet per Group 5 member)
- Activity 11 packet (1 packet per Group 6 member)

TIME

60 minutes (1 hour)

STEPS

1. Identify key content of the training for data collectors – 30 minutes

2. Share activity summaries in plenary – 30 minutes

STEP 1: Identify key content of the training for data collectors – 30 minutes

Say:

Now that you practiced collecting good quality data yourselves, let us discuss how to train your data collection team. You can use selected activities from our Trainer's guide to train data collectors.

Distribute Handout 12.1 'Sample agenda for training data collectors' to each participant, and divide the participants into six groups. Give each group a blank sheet of flip-chart paper. Then say:

Each group will carefully look at one activity of the Trainer's guide.

- Group 1 will review Activity 1: Introduction
- Group 2 will review Activity 3: Reviewing the mini-survey
- Group 3 will review Activity 7: Collecting data (part 2)
- Group 4 will review Activity 8: Collecting data (part 3)
- Group 5 will review Activity 9: Collecting data (part 4)
- Group 6 will review Activity 11: Collecting data (part 6)

Your task is to read the activity carefully and summarize the activity on a flip chart. Make sure your summary lists the following:

- The objective or objectives of the activity
- The key technical content of the activity
- What the data collectors must do in each step, in other words the methodology
- Any proposed adaptations to make to the activity so that it is appropriate for data collectors

Be prepared to share your answers with the full group. You have 30 minutes for this exercise.

➢ **What questions do you have about this exercise?**

Answer participants' questions. Then distribute the appropriate packets to each group (i.e., Activity 1 packet to each Group 1 member, Activity 3 packet to each Group 2 member, etc.). Circulate during the exercise to clarify any confusion and continue to answer questions.

STEP 2: Share activity summaries in plenary – 30 minutes

Invite a volunteer from each group to share their flip-chart activity summary. Make sure each group takes no longer than 5 minutes to present. Use the Trainer's box to guide your feedback to the groups.

After all the groups present their summary, ask:

➢ **What questions do you have about training data collectors?**

Respond to any questions.

ACTIVITY SUMMARIES—TRAINER'S BOX

Activity	Objectives	Key technical content	Steps	Adaptations
1. Introduction	Clarified the workshop norms, goals, objectives and framework. Discussed the rationale for using LQAS methodology to monitor their programme.	What is LQAS? Why are we using LQAS for our survey?	Introduce the workshop Review the workshop norms, goals and objectives Define LQAS Review the workshop sequencing framework	Eliminate the LNRA activity and replace with another icebreaker or energizer. Update the workshop objectives to match the objectives of training data collectors. Replace step 4 with information particular to your organization's LQAS study.
3. Reviewing the mini-survey	Listened to a definition of an indicator and a mini-survey. Stated examples of indicators. Located specific types of questions on a mini-survey.	Mini-survey questions	Introduce the activity with a teaser and definitions Review the mini-survey together with participants	The activity should stay the same, but use the mini-survey that your organization will use in the study.
7. Collecting data: *Filling out a mini-survey*	Named the skills required to accurately record respondent answers to survey questions. Identified 10 errors in a completed mini-survey.	Different ways to record responses: tick the response, write exact response, multiple responses, mark S when you skip a question, write 0 to the left for answer that involves a small number	Explain how to record data in the mini-surveys Review the accuracy of a mini-survey	Update the activity so that it matches the mini-survey that your organization will use in the study.
8. Collecting data: *Interviewing techniques*	Reviewed the observation checklist. Explained how an indicator ensures quality standards are attained in data collection and why it is important.	Checklist to control quality of data collection; how the different indicators can help to control quality	Explain the observation checklist and review column 1 Review columns 2 and 3 of the observation checklist	Rather than discussing the observation checklist as supervisors, amend the activity so that it makes sense to data collectors.

ACTIVITY SUMMARIES—TRAINER'S BOX

Activity	Objectives	Key technical content	Steps	Adaptations
11. Collecting data: *Practicing the mini-survey*	Practiced three fundamental activities in the data collection process: a) interviewing a respondent, b) recording data on a mini-survey, and c) using the observation checklist to observe data collection and provide feedback.	Practice of all concepts and skills learned in the training thus far	Practice giving the mini-survey in pairs Ask participants to give feedback to each other using the observation checklist Discuss participants' experience as data collector	Modify step 3 to focus only on experience as data collectors.

ACTIVITY 13: TABULATING RESULTS—STEP 5 OF LQAS

OBJECTIVES

By the end of this activity, participants will have

1. Assessed the coding of mini-surveys.
2. Observed a demonstration of the coding and tabulation process.
3. Practiced the tabulation process.

PREPARATION

Actions:

- Prior to this activity—during break or lunch—recruit two volunteers to help you demonstrate the tabulation process while you explain it.

Flip charts:

- Six LQAS flip charts: Step 1, Step 2, Step 3, Step 4, Step 5 and Step 6 (from Activity 1, which should have remained posted throughout the workshop)
- Scoring guide
- Roles of the tabulation team (three members)

Handouts:

3.1 YouthStart financial and non-financial services mini-survey (from Activity 3)

13.1 Set of 19 completed sample mini-surveys (1 per group of 3 participants)

13.2 Tabulation quality checklist (1 per participant)

Supplementary Excel files:

13.1 Template simple average (1 copy for trainer to project and each participant's own soft copy, which was previously sent to them, to open on their computer)

13.2 Template simple average - Baseline (1 copy for trainer to show groups)

Other materials:

- Computer with LCD projector connected (for trainer)
- Computers (for participants)

TIME

85 minutes (1 hour 25 minutes)

STEPS

1. Explain how to code answers – 10 minutes
2. Explain the roles of the tabulation team and the tabulation quality checklist – 10 minutes
3. Demonstrate the data tabulation process – 15 minutes
4. Tabulate responses for remaining surveys in small groups – 50 minutes

STEP 1: Explain how to code answers – 10 minutes

Remind participants of the six LQAS flip charts with all of the LQAS steps, which have been posted throughout the workshop. Then say:

Congratulations, you just completed the fourth step of LQAS and you are ready to start practicing the fifth step!

> **What is the fifth step of using LQAS?**
> *[Tabulating results]*

Say:

Tabulating results should be done **immediately** after conducting the mini-surveys. During this activity, I will guide you through the process of putting mini-survey data together in a form that can be analysed. Most of the questions

in your mini-survey can be analysed using the LQAS methodology, but some questions were included that may need to be analysed separately. Here are two examples:

1. When the question is only for demographic purposes, such as the age of respondent in question E1, the data can be summarized separately and included in the final report in the background section.

2. In the case of an open question, the respondent can give multiple answers that may be difficult to tabulate and analyse using LQAS, such as questions E12 and E13. This data will not be collected in the tabulation sheet, but it can be organized and analysed elsewhere.

Invite participants to take out Handout 3.1 'YouthStart financial and non-financial services mini-survey' (from Activity 3). Post the flip chart 'Scoring guide.'

Scoring guide

1 = A 'correct' answer to a question

0 = An 'incorrect' answer to a question

S = Intentionally skipped question, could be correct or incorrect

X = Unintentionally skipped question that should have been answered

BLANK CELL = Not acceptable. Go back and check; use one of the codes above!

Then say:

To be able to tabulate and analyse answers, they must be categorized as either 'correct' or 'incorrect.' For LQAS, we do not use the words 'correct' and 'incorrect' in the typical sense, such as when you either answer right or wrong on a test in school. In LQAS, when an answer is correct, it means that the specific indicator, which the question is measuring, demonstrates a desired programmatic outcome.

For example, let us assume that we decided that the 'correct' response for saving regularly means that a client has made a deposit at least once into his or her account in the last three months. If the respondent answered that he or she has deposited three times into his or her savings account in the past three months, then that respondent is demonstrating the desired outcome of the programme—saving regularly. So, we can call that answer 'correct.'

In the tabulation spreadsheet, correct answers are scored with a 1 and incorrect answers are scored with a 0. When questions are intentionally skipped, they are scored as 1, 0, or S. A question is only scored as S (skipped) if it cannot be determined that the answer is part of a correct or incorrect outcome. For example, in F6, the question is intentionally skipped if the respondent answered 'No' to F5. Here, we would code a skipped F6 response as 0 because it is part of an 'incorrect' outcome.

When responses are missing—for example, the data collector forgot to record the response or the respondent refused to answer the question—then the answers can be coded as X.

Generally, it is important to remember that the aim is to code all responses as 1 or 0. Any X or S coding will reduce the statistical power of the methodology.

➤ **What are your questions about the coding system for tabulating results?**

Answer participants' questions. Keep in mind that, if they are tabulating results for the first time, they will answer some of their questions through practice.

Next, invite participants to open their copy of Excel file 13.1 'Template simple average' on their computer and go to the 'Framework' tab. Then say:

Let us review in more detail the different codes for answers. With a partner, read column D of the 'Framework' tab. Then, discuss if you agree or disagree with the codes assigned to each question. You will see that only questions that can be analysed using LQAS were included in the template.

Please note two things:
- We pre-defined what is 'correct' and 'incorrect' in this mini-survey but, if you revise or add any questions, you will need to define or redefine what is correct and incorrect according to your programme. Defining correct and incorrect responses is also something to think about when you design new questions for your future surveys. If a question's response cannot be easily understood as 'correct' or 'incorrect,' you may not be able to use the LQAS methodology to analyse that question.
- For question F2, which concerns saving regularly, this mini-survey looks at deposits in the timeframe of 30 days—not three months, like in the mini-surveys that you previously examined.

You have 15 minutes for this exercise.

While participants are completing the exercise, circulate and answer their questions. After 15 minutes, invite participants to share their ideas and questions in plenary.

STEP 2: Explain the roles of the tabulation team and the tabulation quality checklist – 10 minutes

Say:

Let us examine the process to tabulate the data correctly immediately after the mini-surveys are conducted.

Make sure the computer and LCD projector are ready to be used shortly. Post the flip chart 'Roles of the tabulation team (three members),' and call the two volunteers you recruited prior to the activity to the front of the room to demonstrate the tabulation process.

Roles of the tabulation team (three members)

Step 1:

Team member 1 (recorder): Read the correct answer from the 'Correct Response' column in the Tabulation table in the spreadsheet that corresponds to your SA

Team member 2 (coder): Look at the respondent's answer on the mini-survey and determine if the response is correct or incorrect, or whether it was skipped or missed, and call out the appropriate code

Step 2:

Team member 1 (recorder): Record the code in the Tabulation table

Team member 3 (verifier—ideally the supervisor): Corroborate that Team member 2 correctly coded the answer and that Team member 1 correctly recorded it

---

Separate the participants into groups of three. Distribute Handout 13.1 'Set of 19 completed sample mini-surveys' to each group, and say:

Before demonstrating the tabulation process, let me explain the specifics. As you may recall, there are generally 5 SAs. Each SA will have a set of 19 mini-surveys. The set of 19 completed sample mini-surveys I distributed to each group is for SA A.

Look at your tabulation spreadsheet again. In the 'Framework' tab, enter the name 'Northeast and Northwest' in cell F2. We are assuming the population of this SA is 1,000.

Notice that there is one tabulation tab per SA. Go to the 'SA A' tab. Now look at survey #1 from the set, since we will use it as the example for the demonstration.

Project Excel file 13.1 'Template simple average' so that you can fill it in as you go along. As you explain the process, demonstrate it for everyone using the two volunteers and survey #1 from the set. Use the steps in the Trainer's box to guide your demonstration.

> **STEPS TO DEMONSTRATE THREE-PERSON PROCESS—TRAINER'S BOX**
>
> 1. As you see on the flip chart, each tabulation team has three members. In real life, they will ideally be two of the data collectors and you—the supervisor of the LQAS study.
> *Along with the two volunteers, introduce yourselves as the three members of the tabulation team.*
>
> 2. For each question on the mini-survey, Team member 1 *(point to Team member 1)* will read the correct response from the column 'Correct Response' in the Tabulation table.
> *Using question F2 as a sample, have Team member 1 read the correct response from the table so that everyone can hear.*
>
> 3. At the same time, Team member 2 *(point to Team member 2)* will look at the respondent's answer on the mini-survey and determine if the respondent's response is correct, incorrect, skipped or missed.
> *Have Team member 2 read the 'response.' For the sake of the demonstration, make the response 'correct.' Team member 2 will call out the code '1.'*
>
> 4. Team member 1 will then record the code in the Tabulation table.
> *Have Team member 1 record '1' in the correct cell so that everyone can see.*
>
> 5. Finally, Team member 3 *(point to Team member 3)* will check that Team member 2 correctly coded the answer and that Team member 1 correctly recorded it.
> *Have Team member 3 'think out loud' and check to be sure that the code and the recording are correct.*
>
> 6. This process will be repeated for all of the closed-ended questions on the mini-survey.

Pause the demonstration and ask:

> ➢ **What potential challenges or problems will this three-person process help you to avoid?**
> *[It is the best way to control the quality of the tabulation process because one person can misread an answer or accidentally type the wrong code. Having others check will help you to avoid data entry errors.]*

Say:

Working in a group of three may seem tedious, but as tabulation progresses, people often become tired and more errors are made. Having three people work together helps prevent these errors.

Distribute Handout 13.2 'Tabulation quality checklist' to each participant. Then say:

In addition to the quality control measure of a three-member tabulation team, there is a tabulation quality checklist that ensures the quality of the data that has been tabulated. Let us briefly review it.

Review each step on the checklist, confirming that participants understand each step. Ask them to review the checklist in their groups and to keep reviewing it during the tabulation to help them prevent errors.

STEP 3: Demonstrate the data tabulation process – 15 minutes

Continue to project Excel file 13.1 'Template simple average,' from the last step. Continue the demonstration using survey #1 from the set; say:

Let me demonstrate how to tabulate data with one mini-survey. Remember that we are looking at survey #1 from your set.

Start by checking that, in the 'SA A' tab, the SA name in cell B3 (at the top) matches the SA that you are planning to tabulate (in this case, Northeast and Northwest).

Then say:

I will play the role of the recorder, Team member 1. In other words, I will read the response for each of the questions on the mini-survey.

Participants to my right will play the role of the coder, Team member 2. In other words, they will look at the respondent's answer to each question and a volunteer from that group will call out the correct code. I will repeat the code so that the verifier has a chance to correct me before I record it on the Tabulation table.

Participants to my left will play the role of the verifier, Team member 3. In other words, they will check to make sure that the coding is correct and that I record it correctly.

We will go all the way through one mini-survey—that is, one respondent's answers—in order to practice coding each question together. Then we will shift and go through one question in all 19 mini-surveys in order to demonstrate the tabulation process.

Use the steps in the Trainer's box to guide your demonstration.

STEPS TO DEMONSTRATE TABULATION—TRAINER'S BOX

Part I: Go through the process for all the responses in one mini-survey

1. Using the tabulation quality checklist, confirm that the mini-surveys are in the right order.

2. Team member 1 (the trainer) reads the question number and correct response from the Tabulation table.

3. Team member 2 (participants to the right of the trainer) reviews the response on one mini-survey and a volunteer calls out the appropriate code.

4. Team member 1 (the trainer) repeats this information.

5. If not corrected (by Team member 3, the people to the left of the trainer), Team member 1 (trainer) records the code in the Tabulation table:

   - *Type '1' or '0' depending on the respondent's answer.*
   - *Type '1,' '0' or 'S' for a skipped question, based on the guidelines described previously in this activity.*
   - *Type 'X' when there was no response where there should be a response (that is, a missing answer).*

6. Team member 3 corroborates that the information recorded is correct.

7. Go through the steps outlined in the tabulation quality checklist in the section 'After completing each column.'

Part II: Repeat the process for one question with all 19 mini-surveys.

Part III: Repeat this entire process again for another question.

Note: *Occasionally, repeat or write down the 'wrong' information, which Team member 2 or Team member 3 should notice and correct.*

After tabulation is complete for two sample questions (the horizontal rows) for all 19 completed sample mini-surveys, explain the math and show the Excel formulas used to automate summations in the final two columns.

After the demonstration, ask:

➢ **What questions do you have about the data tabulation process?**

Answer any questions.

STEP 4: Tabulate responses for remaining surveys in small groups – 50 minutes

Say:

In your groups, please tabulate responses for the rest of the 19 completed sample mini-surveys in your set, which are for SA A, using Excel file 13.1 'Template simple average.'

Each group will do the following:

A. Appoint a coder, a recorder and a verifier. Remember, these roles are Team member 1, Team member 2, and Team member 3 from the demonstrations.

B. Go through each mini-survey one at a time filling in the codes for all questions in the Tabulation table. In other words, move vertically down the Tabulation table.

C. Refer to the tabulation quality checklist periodically during the tabulation to be sure that you are still on track and following the procedure.

D. Pause after completing the first mini-survey and ask the trainer to **check your group's work, before going on to the next mini-survey.**

E. When you completely code all questions in the 19 completed sample mini-surveys, review the totals calculated by Excel in the two columns at the far right.

I am available to answer questions throughout this process. Please let me know when your group finishes filling in your Tabulation table. You have 40 minutes for this exercise.

Note: *While participants are completing this exercise, spend time with each group as they work and be sure they are doing the following:*

- *Using the correct Tabulation table for their mini-survey.*
- *Following the procedures for coding, recording and verifying marks in the Tabulation table.*
- *Using the tabulation quality checklist.*

*Also, answer questions that arise. When a group finishes, show the answer key, Excel file 13.2 'Template simple average - Baseline,' to ensure that everyone got the same totals for each question for **SA A.***

ACTIVITY 14: ANALYSING RESULTS—STEP 6 OF LQAS (PART 1)

OBJECTIVES

By the end of this activity, participants will have

1. Calculated the average coverage of a catchment area.
2. Practiced using the decision rule to compare performance across SAs and across indicators.
3. Determined priority SAs and indicators based on the results of a baseline study.

PREPARATION

Action:

- Prepare thoroughly—this section requires careful preparation and a thorough understanding of coverage, average coverage and weighted average coverage. It also requires that you understand the decision rule and how it is calculated and used.

Handouts:

14.1 Calculate average coverage for Save Up (1 per participant)

14.2 Adjust results for weighted average coverage (1 per participant)

14.3 Determine underperformers (1 per participant)

14.4 Set priorities within one supervision area (1 per participant)

14.5 Set priorities across all supervision areas for multiple indicators (1 per participant)

14.6 Decision rule chart (1 per participant)

Flip charts:

- LQAS step 6: Analyse results
- Average coverage
- Blank flip chart with the title: Calculating average coverage
- Decision rule for a baseline study

Supplementary Excel files:

14.1 Template weighted average (each participant's own soft copy, which was previously sent to them, to reference if desired)

14.2 Decision rule chart (1 copy for trainer to project and each participant's own soft copy, which was previously sent to them, to open on their computer)

13.2 Template simple average – Baseline (from Activity 13; 1 copy for trainer to project)

Other materials:

- Computer with LCD projector connected (for trainer)
- Computers (for participants)

TIME

105 minutes (1 hour and 45 minutes)

STEPS

1. Define and calculate coverage and average coverage – 30 minutes
2. Calculate average coverage for Save Up and explain use of weighted average coverage – 10 minutes
3. Define the decision rule for a baseline study – 15 minutes
4. Determine underperforming SAs for Save Up – 15 minutes
5. Determine specific priorities within one SA – 20 minutes
6. Determine priorities across all SAs and multiple indicators – 15 minutes

STEP 1: Define and calculate coverage and average coverage – 30 minutes

Say:

Congratulations! You just finished practicing step 5 of LQAS.

➤ **What is the sixth step in using LQAS?**
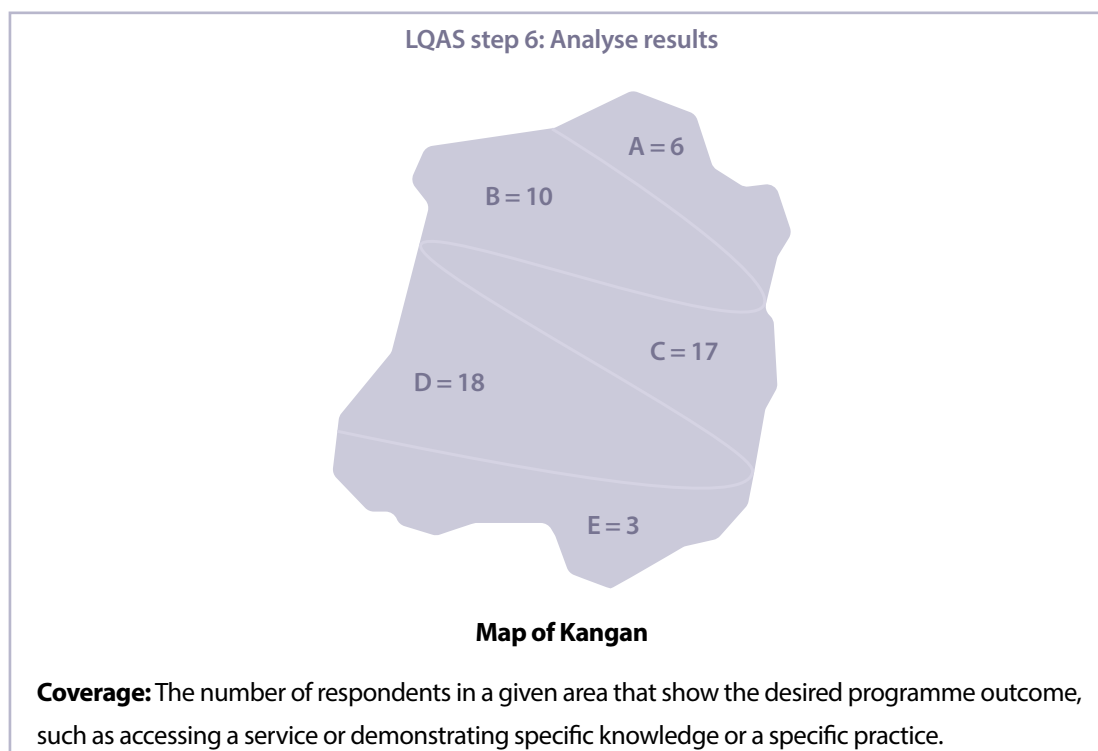
[Analyse results]

Say:

There are two ways to analyse results when using LQAS: one is for baseline studies and the other is for monitoring progress.

Because you have not yet done an LQAS study, the first example we will use is for a baseline study. Baseline results establish a reference point for comparing future results, which is why we will continue to refer to LQAS **baseline studies** in this activity.

This is the step-by-step process we will use to analyse a baseline study using LQAS:

1. First, we will define the terms coverage, average coverage and weighted average coverage;
2. Next, we will calculate the average coverage for Save Up;
3. Then, we will define the decision rule for a baseline study;
4. Using the decision rule, we will determine inadequate performance for Save Up;
5. Next, we will determine specific priorities within one of Save Up's SAs; and
6. Finally, we will put all the steps together to determine priorities across all SAs and multiple indicators.

Post the flip chart 'LQAS step 6: Analyse results,' and ask a volunteer to read it aloud.

LQAS step 6: Analyse results

A = 6

B = 10

C = 17

D = 18

E = 3

Map of Kangan

Coverage: The number of respondents in a given area that show the desired programme outcome, such as accessing a service or demonstrating specific knowledge or a specific practice.
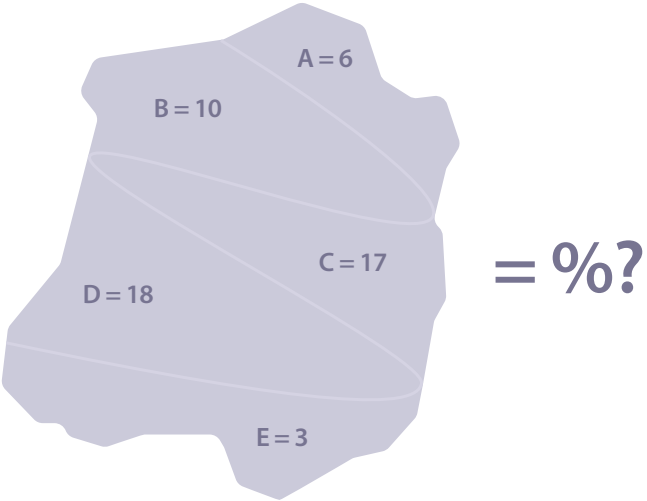
Then say:

The map on the flip chart shows the coverage for a baseline study of the indicator measured in question E8: cross-selling to family members. It shows the number of respondents who demonstrated the desired behaviour in each of the SAs. In other words, it shows the **coverage** per SA.

The first step to analyse what this coverage really means is to calculate the average coverage of the entire catchment area.

Post the flip chart 'Average coverage,' and ask a volunteer to read the definition aloud.

Average coverage

A = 6

B = 10

C = 17

D = 18

E = 3

= %?

Map of Kangan

Average coverage: The percentage of correct responses across all SAs or one catchment area.

$$\text{Average coverage} = \frac{\text{Total correct responses}}{\text{Total sample size}}$$

Then say:

Let us calculate the average coverage of the example together.

Post the flip chart 'Calculating average coverage.'

Calculating average coverage

As you ask the following questions, do the calculations on the flip chart:

➢ **How many respondents are demonstrating the desired behaviour in SA A?**

[6]

➢ **What about for SA B?**

[10]

➢ **And C?**

[17]

➢ **And D?**

[18]

➢ **And E?**

[3]

➢ **How many respondents are demonstrating the desired behaviour in the catchment area?**

[54]

➢ **How many respondents are in the catchment area? In other words, what is the sample size?**

[95]

➢ **How did you obtain 95?**

   [19 x 5]

➢ **What is the average coverage?**

   [57%]

➢ **How did you obtain 57%?**

   [54 / 95]

Say:

Since this indicator is measuring the number of family members of youth that joined Save Up as a result of the youth's participation in the programme, we could say with confidence that 57% of the youth accounts in the catchment area resulted in cross-sales to family members.

➢ **What questions do you have about calculating the average coverage?**

Answer participants' questions. Record any questions that you cannot answer, and direct any that you are unable to answer to Reach Global or YouthStart for more information (see contact information at the beginning of this guide). You may also refer to Robb Davis' open wiki on LQAS at **http://robbresearch.pbworks.com/.**

STEP 2: Calculate average coverage for Save Up and explain use of weighted average coverage – 10 minutes

Distribute Handout 14.1 'Calculate average coverage for Save Up' to each participant. Then say:

With the person sitting next to you, calculate the average coverage for the example in the handout. The figures in the example are the answers to question F2 from the mini-survey for Save Up in Kangan: 'In the last 30 days, how many times have you put some of your money into your Save Up savings account to save for something?' You have 5 minutes.

After 5 minutes, join pairs together for them to compare answers. If their answers differ, have them work together until they agree on an answer. When all are finished, clarify in plenary the average coverage by asking for a volunteer to answer:

➢ **What is the average coverage for the exercise?**

   [33%]

➢ **How did you calculate it?**

   [(5+8+10+3+5) / 95]

➢ **What does having an average coverage of 33% for this indicator mean?**

   [We could say with a certain confidence that, at baseline, only 33% of the youth in the catchment area are regular savers.]

Distribute Handout 14.2 'Adjust results for weighted average coverage' to each participant, and say:

The average coverage just described is a simple average calculation that assumes that the youth client populations from which you sampled do not vary in population size. However, sometimes your SAs are set up in such a way that the total number of youth clients in each SA differs substantially. For example, maybe in SA A, there are 500 total youth clients, while in SA B, there are 35, and so on.

In this case, you will need to consider calculating an average weighted coverage. The **average weighted coverage** provides a more accurate coverage estimate because it adjusts for differences in SA youth populations. Handout

14.2 provides clear guidance on a methodology for weighting your average coverage estimates. However, if you do find yourself in a situation in which you need to use average weighted coverage, it is best to bring someone with some background in statistics to your team to aid with or check on your analysis. Along with the other Excel file templates, we also included 14.1 'Template weighted average' for doing an LQAS analysis with weighted averages for your reference.

STEP 3: Define the decision rule for a baseline study – 15 minutes

Make sure the computer and LCD projector are ready to be used shortly. Then say:

The second step in analysing data is to use the average coverage calculation to determine which SAs can be described as underperforming. Let us refer again to question E8, which we just analysed together.

Since the average coverage is expressed as a percentage, and the coverage per SA is expressed as an absolute number, we can convert the average coverage into an absolute number called the 'decision rule.' In other words, we need to find, according to the 57% average coverage, how many 'correct respondents' for the SA samples of 19 respondents are needed to determine if the results of an SA are below average.

Post the flip chart 'Decision rule for a baseline study,' and ask a volunteer to read it aloud.

Decision rule for a baseline study

For a baseline study, the decision rule is the minimum number of respondents who must demonstrate the desired programme outcome in order for the organization to have sufficient evidence to conclude safely that an SA is performing **below average coverage.**

Remind participants that LQAS is a quick, efficient and cost-effective tool for management. It allows you to give coverage estimates for the entire catchment area but NOT for the individual SAs. For example, you CANNOT say that in SA A (6/19) or 32% of youth clients resulted in cross-sales to an adult. Emphasize that the small SA samples can only tell you which SAs are performing below the average or below a target as per the decision rule.

Then say:

In order to help us find the decision rule, the statisticians that developed the LQAS methodology developed a table that tells us the decision rule for average coverages for different sample sizes.

Invite participants to open Excel file 14.2 'Decision rule chart' on their computer. Project the same Excel file so that everyone can follow along together as well. Then explain how the decision rule chart works (refer to the figure in the Trainer's box to help you):

In this table, the first column, at the far left, is the sample size for one SA. Sample sizes from 12 to 50 are shown. In our example, 19 mini-surveys were used in each SA. The first row, at the top, shows the average coverages.

The average coverage found during a baseline study for question E8, for the purposes of using the decision rule chart, was 57%. However, you always round the average coverage **up** to the nearest interval of five. In this case, 57% is rounded **up** to 60%. Now, we will use this table to find the decision rule for an average coverage of 60%.

Find the 60% column and go down that column until you come to the row with the sample size. In this case, sample size is 19. The number that appears at the spot where the column and the row intersect is the decision rule or minimum number of correct respondents you need to decide whether an SA is underperforming. For the example of question E8, the **decision rule is nine**.

If the decision rule is nine, that means that we need to have at least 9 youth among the randomly chosen 19 respondents within an SA demonstrating the desired behaviour. In this case, the behaviour is cross-selling to family members.

DECISION RULE CHART—TRAINER'S BOX

	A	0%	5%	10%	15%	20%	25%	30%	35%	40%	45%	50%	55%	60%	65%	70%	75%	80%	85%	90%	95%	100%
12	12	ND	0	0	0	1	1	2	2	3	4	5	5	6			8	8	9	10	11	ND
13	13	ND	0	0	0	1	1	2	3	3	4	5	6	6				9	10	11	11	ND
14	14	ND	0	0	0	1	1	2	3	4	4	5	6	7				10	11	11	12	ND
15	15	ND	0	0	0	1	2	2	3	4	5	6	6	7					11	12	13	ND
16	16	ND	0	0	0	1	2	2	3	4	5	6	7	8						13	14	ND
17	17	ND	0	0	0	1	2	2	3	4	5	6	7	8					13	14	15	ND
18	18	ND	0	0	0	1	2	2	3	5	6	7	8	9						14	16	ND
19	**19**	**ND**	**0**	**0**	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**ND**
20	20	ND	0	0	0	1	2	3	4	5	6	7	8	9	11	12	13	14	15	16	17	ND
21	21	ND	0	0	0	1	2	3	4	5	6	8	9	10	11	12	13	14	16	17	18	ND
22	22	ND	0	0	0	1	2	3	4	5	7	8	9	10	13	13	14	16	16	18	19	ND
23	23	ND	0	0	0	1	2	3	4	6	7	8	10	11	12	13	14	16	17	18	20	ND
24	24	ND	0	0	0	1	2	3	4	6	7	9	10	11	13	14	15	16	18	19	21	ND
25	25	ND	0	0	1	2	2	4	5	6	8	9	10	12	13	14	16	17	18	20	21	ND
26	26	ND	0	0	1	2	3	4	5	6	8	9	11	12	14	15	16	18	19	21	22	ND
27	27	ND	0	0	1	2	3	4	5	7	8	10	11	13	14	15	17	18	20	21	23	ND
28	28	ND	0	0	1	2	3	4	5	7	8	10	12	13	15	16	18	19	21	22	24	ND

(Decision Rule arrow pointing to column N — 60%)

Continue:

Let us determine together inadequate performance of SAs for the example on the flip chart.

> **Using the decision rule for an average coverage of 60%, is SA A underperforming?**
>
> *[Yes, SA A is underperforming as compared with the other SAs.]*

> **Why?**
>
> *[Because it has only 6 respondents who demonstrate the desired behaviour, and 6 is less than 9—the decision rule]*

> **How about the performance of SA B?**
>
> *[Not Underperforming as compared with the other SAs]*

> **Why?**
>
> *[Because it has 10 respondents who demonstrate the desired behaviour, and 10 is equal to or higher than 9—the decision rule]*

> **How about the performance of SA C?**
>
> *[Not Underperforming]*

> **And for SA D?**
>
> *[Not Underperforming]*

> **And for SA E?**
>
> *[Underperforming]*

STEP 4: Determine underperforming SAs for Save Up – 15 minutes

Distribute Handout 14.3 'Determine underperformers' to each participant. Then say:

With the person sitting next to you, please do the following:

1. First, calculate the decision rule for the example in the handout.

2. Then, use the decision rule to determine if the performance in the SA, at baseline, is inadequate in comparison with the other SAs.

Remember that the figures in the example relate to a baseline study of question F2 of the mini-survey: 'In the last 30 days, how many times have you put some money into your savings account?' You have 5 minutes for this exercise.

After 5 minutes, ask:

➢ **What is the decision rule for an average coverage of 33%?**
  [4]

➢ **How did you calculate it?**
  *[Round 33% **up** to 35%, which is the nearest interval of 5, and follow that column down until it intersects with the row for a sample of 19]*

➢ **Compared to the average coverage, which SAs are 'Not Underperforming?'**
  [A, B, C and E]

➢ **Based on these results, which SA should be a priority for management?**
  [D]

STEP 5: Determine specific priorities within one SA – 20 minutes

Say:

You just analysed the results of Save Up's baseline study for one indicator across SAs and set priorities across those SAs. The last step is to use the results of your baseline study to determine which SAs and which issues require more management attention.

Distribute Handout 14.4 'Set priorities within one supervision area' to each participant, and say:

The figures in the handout relate to the results of the baseline study for a sample of five indicators in only one SA.

With your partner from the last exercise, take 10 minutes to review the handout and answer the following questions:

➢ **Based on the data, which indicators require more attention from Save Up managers within this SA?**
  [E8, F7/F8, F9]

➢ **To which programme activities should Save Up pay more attention and devote more resources to improve performance on underperforming indicators?**
  [Strategies to increase cross-sales and improve quality of the financial education being delivered]

After 10 minutes, ask a pair of volunteers to share their answers (decision rule and performance of the SA per indicator). Use the information in the Trainer's box to affirm or correct their answers.

DETERMINING SPECIFIC PRIORITIES WITHIN ONE SUPERVISION AREA— TRAINER'S BOX					
Indicator		**Nº of respondents demonstrating desired behaviour**	**Average coverage**	**Decision rule**	**Greater than or equal to decision rule?**
E8	Clients who have at least one adult in their immediate family with a savings account	6	57%	9	NO—Underperforming

DETERMINING SPECIFIC PRIORITIES WITHIN ONE SUPERVISION AREA—TRAINER'S BOX					
Indicator		**Nº of respondents demonstrating desired behaviour**	**Average coverage**	**Decision rule**	**Greater than or equal to decision rule?**
F2/F3	Clients who have put money into their savings account at least once in the past 30 days	5	33%	4	YES—Not Underperforming
F6	Clients who have visited the branch at least once	10	40%	5	YES—Not Underperforming
F7/F8	Clients who have a savings plan	4	45%	6	NO—Underperforming
F9	Clients who have a high degree of confidence in their capacity to save	7	61%	10	NO—Underperforming
F10	Clients who have a written budget	4	31%	4	YES—Not Underperforming

Briefly project Excel file 13.2 'Template simple average – Baseline,' the 'SA A Results Table' tab; point out that the template provides these results as well. However, emphasize that it is important that they understand how to do so manually. Congratulate participants on their good work so far and move on to the next step.

STEP 6: Determine priorities across all SAs and multiple indicators – 15 minutes

Distribute Handout 14.5 'Set priorities across all supervision areas for multiple indicators' to each participant, and say:

Now, let us put everything together by comparing the performance across all SAs for multiple indicators in Save Up's baseline LQAS study. With the person sitting next to you, take 10 minutes to review the handout, look at the data and answer the questions together.

After 10 minutes, ask a pair of volunteers to offer their answers to the questions from the handout:

> ➢ **Based on the data, what conclusions can you draw about each SA, for example which areas need support and which indicators need improvement?**

> ➢ **What are the implications of these conclusions for the programme manager? Where do they need to focus more attention?**

Probe for the following information if they do not offer it:

> ➢ **Which SA or SAs appear to need the most support for the overall programme: A, B, C, D or E?**
> *[SA A]*

> ➢ **Which indicator or indicators need improvement across most of the catchment area?**
> *[F7/F8]*

> ➢ **Which indicator or indicators need improvement in only one or a couple SAs?**
> *[E8, F2/F3, F6, F9, F10]*

> ➢ **Which SA or SAs would you visit to identify possible ways to help other SAs improve?**
> *[SA C and D]*

Before ending the activity, distribute Handout 14.6 'Decision rule chart' for ease of reference in future activities and use beyond the workshop. Thank participants for their hard work and answer any remaining questions about analysing data.

ACTIVITY 15: ANALYSING RESULTS—STEP 6 OF LQAS (PART 2)

OBJECTIVES

By the end of this activity, participants will have

1. Compared the performance of SAs and catchment area over time.
2. Discussed how to set realistic but challenging coverage targets.

PREPARATION

Flip charts:

- Situation at baseline: Cross-selling (E8)
- Target average coverage (definition)
- Monitoring progress with LQAS
- Progress of one indicator against target

Handout:

14.6 Decision rule chart (from Activity 14)

TIME

40 minutes

STEPS

1. Introduce the activity and define target average coverage – 10 minutes
2. Demonstrate how to monitor progress with LQAS – 30 minutes

STEP 1: Introduce the activity and define target average coverage – 10 minutes

Say:

Now that you know how to determine inadequate performance across SAs for multiple indicators in a baseline study, let us discuss how to use LQAS results for routine monitoring.

Post the flip chart 'Situation at baseline: Cross-selling (E8).'

Situation at baseline: Cross-selling (E8)

A = 6
B = 10
C = 17
D = 18
E = 3

Average coverage = 57%	
Decision rule = 9	

SA	Performance
A	Underperforming
B	Not Underperforming
C	Not Underperforming
D	Not Underperforming
E	Underperforming
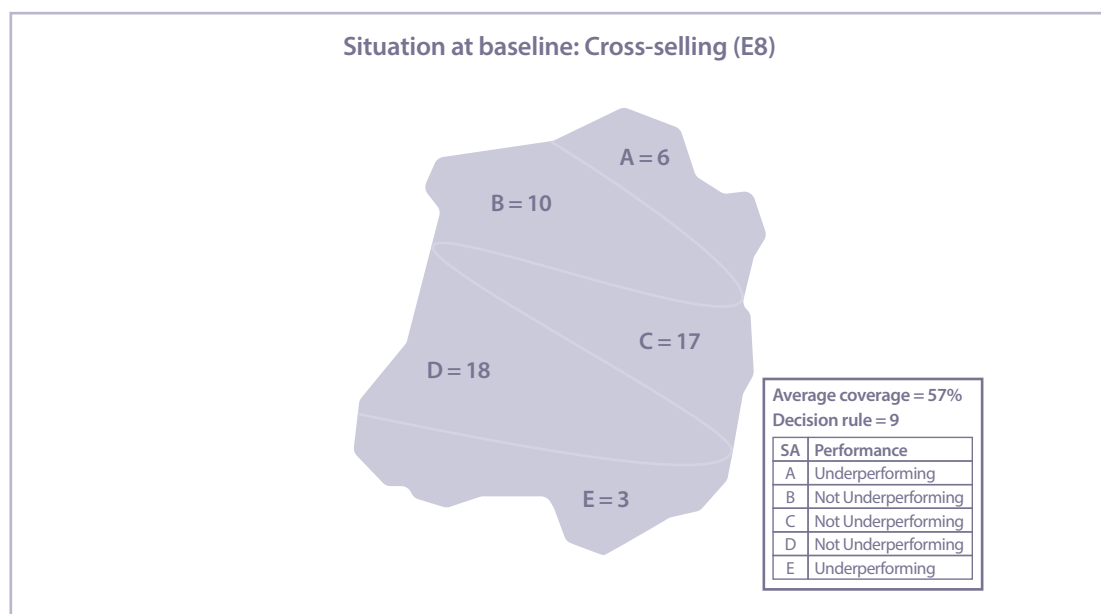
Say:

First, we will summarize what the baseline results revealed about indicator E8, which monitors cross-selling, in Save Up's catchment area:

- We can say with a certain confidence that, at baseline, 57% of youth in the catchment area have encouraged family members to join Save Up.
- Three of the five SAs are 'Not Underperforming' in comparison to ALL of the SAs.

So, if Save Up wants to monitor its progress over time in the indicators that the mini-survey tracks, then they need to set performance targets.

> **If we know that, at baseline, the percentage of youth accounts in the catchment area resulting in cross-sales to parents and family members is 57%, then what percentage should Save Up aim to achieve within six months?**

Allow several volunteers to share their thoughts. Make sure their response is higher than 57%. Suggest that they set a target of 65%, which would give them something to work towards but is not so high that it is unrealistic. Then say:

So, _____% *(INSERT TARGET COVERAGE)* is the minimum average coverage that Save Up wants the programme to achieve within six months. This is what we call the 'target coverage.'

Post the flip chart 'Target average coverage (definition),' and ask a volunteer to read it.

Target average coverage (definition)
The minimum average coverage that the organization expects the programme to reach in a certain period of time.

Then say:

This means that, if you set the target coverage at 65% after analysing the data from the baseline study, the decision rule that you will use for your monitoring study six months after the baseline will correspond to 65% and **not** to the average coverage of the monitoring study. Your baseline helps you determine the next step you would like to take.

STEP 2: Demonstrate how to monitor progress with LQAS – 30 minutes

Post the flip chart 'Monitoring progress with LQAS.'

Monitoring progress with LQAS			
SA	Performance at baseline	Coverage six months after baseline	Performance six months after baseline in comparison to target average coverage
A	Underperforming	10	
B	Not Underperforming	10	
C	Not Underperforming	18	
D	Not Underperforming	17	
E	Underperforming	5	
Average coverage	**57% at baseline**		Analysis:
Goal target average coverage	**N/A**	**65%**	

Invite participants to get out Handout 14.6 'Decision rule chart' again. Say:

Let us move ahead six months, after Save Up conducts another LQAS study. We will determine if the overall programme achieved the desired progress to 65% and the implications for managers. The flip chart shows the results of the monitoring study six months after the baseline. Refer to your decision rule chart to help me complete the flip chart.

Ask the following questions, writing the answers on the flip chart 'Monitoring progress with LQAS':

➢ **What is the decision rule for the target coverage?**
  [10]

➢ **Based on a decision rule of 10, how is the performance of SA A?**
  [Not Underperforming]

➢ **How about SA B?**
  [Not Underperforming]

➢ **And C?**
  [Not Underperforming]

➢ **And D?**
  [Not Underperforming]

➢ **And E?**
   [Underperforming]

➢ **Which one of the five SAs will require the greatest attention?**
  [E]

➢ **Who can tell me the new average coverage for the study?**
  [63%]

➢ **How did you calculate that number?**
  [(10+10+18+17+5)/95]

➢ **How did Save Up's catchment area do in comparison to the average coverage for the baseline study?**
  [Better]

➢ **What about in comparison to the target coverage Save Up set after the baseline?**
  [Did not meet the target]

➢ **Based on this information, what target should Save Up set for the next LQAS monitoring study?**
  [70% with a decision rule of 11]

➢ **In which SAs will Save Up have to focus efforts during the next six months to ensure they meet their target?**
  [A, B and E]

➢ **Which SA or SAs should Save Up's manager visit to learn about what they are doing well so that others replicate it?**
  [C and D]

Make sure that, at the end, the flip chart looks like the Trainer's box.

MONITORING PROGRESS WITH LQAS—TRAINER'S BOX

SA	Performance at baseline	Coverage six months after baseline	Performance six months after baseline in comparison to target average coverage
A	Underperforming	10	Not Underperforming
B	Not Underperforming	10	Not Underperforming
C	Not Underperforming	18	Not Underperforming
D	Not Underperforming	17	Not Underperforming
E	Underperforming	5	Underperforming
Average coverage	**57%**	**63%**	Analysis:
Goal target average coverage	**N/A**	**65%**	• Special attention to be given to SA E • Average coverage increased, but catchment area did not meet its target average coverage of 65% • Positive deviants: C and D

Post the flip chart 'Progress of one indicator against target.'
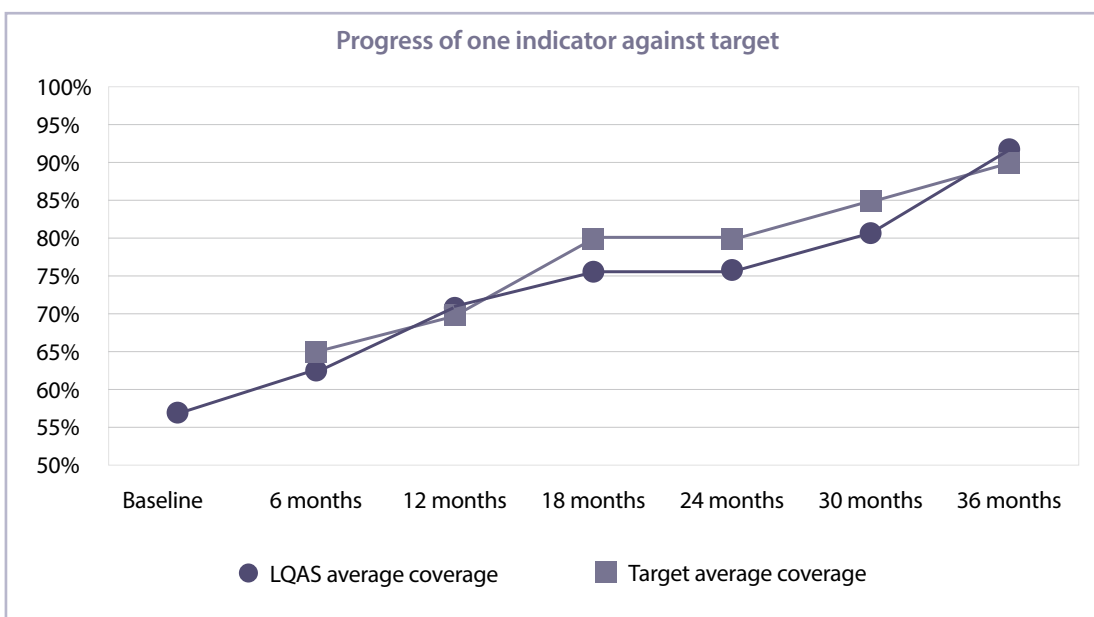
Say:

This graph shows how an organization can compare targets to the measured LQAS average coverage for a catchment area. Repeating data collection, analysis and programme planning periodically produces this information. As you can see, Save Up can now track its progress for one indicator neatly over time.

> ➢ **Based on the graph, what do you think is important to consider when setting coverage targets for each indicator?**

Facilitate a short plenary discussion and make sure participants mention that it is important to set realistic targets but, at the same time, to ensure the target encourages performance improvement. After the discussion, say:

In the following activity, we are going to put this all together using the Excel spreadsheets.

➢ **Before we continue, what questions do you have about analysing LQAS data to monitor the progress of indicators over time?**

Answer participants' questions and congratulate them on their work.

ACTIVITY 16: ANALYSING RESULTS—STEP 6 OF LQAS (PART 3)

OBJECTIVES

By the end of this activity, participants will have

1. Analysed data and identified priorities using Excel.
2. Compared data from a baseline LQAS study and a follow-up study.

PREPARATION

Flip charts:

- How to analyse data and identify priorities using the summary tables at baseline
- How to identify priority supervision areas using the summary tables during regular monitoring
- Monitoring one indicator over time in a catchment area

Supplementary Excel files:

13.2 Template simple average - Baseline (from Activity 13; 1 copy for trainer to project and each participant's own soft copy, which was previously sent to them, to open on their computer)

16.1 Template simple average - Follow up (1 copy for trainer to project and each participant's own soft copy, which was previously sent to them, to open on their computer)

Other materials:

- Computer with LCD projector connected (for trainer)
- Computers (for participants)

TIME

75 minutes (1 hour 15 minutes)

STEPS

1. Analyse data and identify priorities using Excel – 35 minutes
2. Plan average targets for the next LQAS study – 15 minutes
3. Discuss monitoring analysis – 25 minutes

STEP 1: Analyse data and identify priorities using Excel – 35 minutes

Make sure the computer and LCD projector are ready to be used shortly. Invite participants to again form groups with the other members of their organization and sit together. Say:

We will be working together to analyse data and identify management priorities using two Excel files with sample data. One important note for the future: when working in Excel, be careful when you unlock the cells in these files. When you unlock the cells, other tabs in the spreadsheets may be affected. The password to unlock the spreadsheets will be given to you at the end of the workshop, rather than right now, to avoid the risk of unintentional changes to the spreadsheets when you are still familiarizing yourselves with them.

Project Excel file 13.2 'Template simple average - Baseline,' and go to the 'Summary Tab.' Use the instructions, screenshots and script below to demonstrate and explain.

Show as you say:

The data that is coded in each SA tabulation spreadsheet, which you did earlier, gets linked to the 'Summary Tab' and is used to calculate the average coverages displayed in column O, 'Average coverage.'

Screenshot 16.1: Project and explain the 'Summary Tab' in Baseline Excel file

Next, show participants the various 'SA Results Table' tabs and how each indicator for each SA is identified as 'Underperforming' or 'Not Underperforming.' For example, in the 'SA A Results Table' tab (shown in Screenshot 16.2), indicators E8, F7/F8 and F9 are 'Underperforming,' while all of the rest of the indicators are 'Not Underperforming.'

Screenshot 16.2: Show the 'SA Results Table' tabs in Baseline Excel file

Then show the 'All SAs' tab, and say:

Excel automatically completes the steps that you learned in previous activities. The individual SA results are linked together in the 'All SAs' tab. This tab allows you to compare performance on the same indicators across the different SAs. For example, you can see that Upper Kangan is underperforming in reaching out to youth that are not in school and households experiencing hunger: indicators E2 and E4. Lower Kangan, on the other hand, is comparatively underperforming on financial education: indicators E9, E10 and E11.

Screenshot 16.3: Show the 'All SAs' tab in Baseline Excel file

Post the flip chart 'How to analyse data and identify priorities using the summary tables at baseline.' Say:

Take 25 minutes to work together in your groups to answer the questions on the flip chart. Use the 'All SAs' tab in Excel file 13.2 'Template simple average - Baseline' to do so.

How to analyse data and identify priorities using the summary tables at baseline

➢ **What are the priorities among the SAs for each indicator in a group of related indicators?**
➢ **What are the priorities within one SA among a group of related indicators?**

Circulate while participants discuss the questions to be sure they understand the exercise. After 25 minutes, call everyone back to plenary and allow one or two organizations to describe their findings. Use the examples in the Trainer's box to correct, affirm and/or expand upon their findings.

**HOW TO ANALYSE DATA AND IDENTIFY PRIORITIES USING
THE SUMMARY TABLES AT BASELINE—TRAINER'S BOX**

- Indicators E8, F4 and F7/F8 are underperforming in two or more SAs, which should make them a higher priority throughout the country due to their underperformance.
- Northeast and Northwest Kangan is underperforming in indicators F7/F8 and F9. Concentrating on helping clients create savings plans and increasing clients' confidence in their capacity to save should be a priority there.
- Southeast and Southwest Kangan is underperforming in indicators F4, F5 and F6. Focusing on places to save and locations of FSP branches could be helpful there, as well as potentially scheduling branch visits.
- Southeast and Southwest Kangan is also underperforming in indicators F10 and F11, which deal with budgeting and credit. It would be advisable to look at what is different between this SA and the others, since this SA is the only underperformer for these indicators.
- Upper Kangan is underperforming in indicators E2 and E4, so there may need to be greater focus there on targeting clients of lower income levels and with less schooling.
- Lower Kangan is underperforming in indicators E8, E9, E10, E11, F1 and F7/F8. Because indicators E9, E10 and E11 deal with financial education, it appears that this SA requires more effort in its financial education programme. As indicators F1 and F7/F8 deal with savings, this SA could potentially start its financial education and marketing with a focus on opening an account and on saving.

STEP 2: Plan average targets for the next LQAS study – 15 minutes

In Excel file 13.2 'Template simple average – Baseline,' project the 'Objective Table' tab. Say:

You can use the 'Objective Table' tab to set targets *(shown in yellow in Screenshot 16.4)* for the next round of LQAS. Excel automatically calculates the decision rule that each SA would need to achieve to meet the targets you set for the next round. For example, look at indicator E5, 'Clients' income.' Its average coverage is now 57% with a future target of 65%. Excel calculated that the decision rule in the next round will be 10.

Screenshot 16.4: Demonstrate with the 'Objective Table' tab in Baseline Excel file

Show participants how they can test different targets and what decision rules would be needed to meet those targets. For example, demonstrate using indicator E2. Using the LCD projector, type '30' in column E, row 4. (Excel automatically determines a decision rule of 3, which is the same decision rule as in the current LQAS study. Therefore, 30% may not be a high enough target for the next round of LQAS.) However, if you type '50' into column E, row 4, the decision rule becomes 7. (Depending on the institution's ability to target out-of-school clients, this target may be reasonable or it may be too high, a point that can be discussed.)

Then say:

In your same groups, please take 10 minutes to discuss coverage targets for each indicator for the next round of LQAS, using the sample data in Excel file 13.2. Specifically, be prepared to answer this question:

> **If you were managers of this project, which key indicators would you want to improve in the next six months?**

After 10 minutes, allow several groups to discuss their recommendations in plenary.

STEP 3: Discuss monitoring analysis – 25 minutes

Say:

Let us imagine Save Up just conducted a LQAS mini-survey six months after the baseline to measure progress towards the coverage targets they previously set.

Project Excel file 16.1 'Template simple average - Follow up,' the 'Objective Table' tab, and invite participants to open the same file on their computer. Say:

There are a few differences between Excel file 13.2 'Template simple average - Baseline' and Excel file 16.1 'Template simple average - Follow up' that I want to highlight, particularly regarding analysis against target coverage.

First, look at the 'Objective Table' tab. Now, there is a column labelled 'Target Coverage Set at BASELINE.' The targets set at the baseline LQAS study must be **manually** added to this column.

Point out the column (shown in yellow in Screenshot 16.5). Next draw participants' attention to the row for indicator E8—just as an example. Say:

As an example, notice that a target for indicator E8—65%—was manually added. As a result, E8 was completed in all the 'SA Results Table' tabs.

Allow participants to briefly look at the various 'SA Results Table' tabs and how E8 was completed.

Screenshot 16.5: Highlight target coverage analysis in 'Objective Table' in Follow-Up Excel file

Continue:

Another difference is that now there are two tabs labelled 'All SAs Target Coverage' and 'All SAs Average Coverage':

- 'All SAs Target Coverage' indicates how each SA fared in performance per indicator based on the targets set at the baseline—that is, 'Underperforming' or 'Not Underperforming;' and
- 'All SAs Average Coverage' indicates how each SA fared in performance per indicator based on the results of the follow-up LQAS study—again, 'Underperforming' or 'Not Underperforming.'

Allow participants to briefly look at each of those tabs. Then request participants to go back to the 'SA Results Tables' tabs, and say:

Yet another difference is that each 'SA Results Table' tab now also compares the SA correct responses to the target coverage decision rule along with the average coverage decision rule. That means that you can analyse performance against both average coverage and target coverage simultaneously. Let me demonstrate.

Post the flip chart 'How to identify priority supervision areas using the summary tables during regular monitoring.'

How to identify priority supervision areas using the summary tables during regular monitoring		
SA classification results		Priority status
Below target coverage	Below average coverage	Highest
Below target coverage	Not below average coverage	Second highest
Not below target coverage	Below average coverage	Second highest
Not below target coverage	Not below average coverage	Not a priority

Say:

As you saw, this Excel file has sample LQAS data filled in for indicator E8 from the second round of LQAS. Looking at the calculations for the average coverage AND target coverage AND the criteria on the flip chart, you can analyse and identify priorities.

> ➢ **Which of the SAs are 'highest priority,' 'second highest priority' or 'not a priority' for indicator E8? Why?**

After several responses, say:

Clearly, the highest priority areas for indicator E8 are those that are **both** below target coverage and average coverage. The second highest priority areas are those below either average coverage OR target coverage.

In this example, Lower Kangan is underperforming compared to average coverage AND target coverage. It would therefore be the highest priority SA for indicator E8.

Post the flip chart 'Monitoring one indicator over time in a catchment area.'

Monitoring one indicator over time in a catchment area				
Target average coverage		70%	80%	90%
Target decision rule		11	13	15
LQAS average coverage	57%	71%	76%	92%
Average coverage decision rule	9	12	14	15
	Baseline	**Year 1**	**Year 2**	**Year 3**
SA A	(6)	(10*)	(12*)	17
SA B	10	15	14	16
SA C	17	18	17	18
SA D	18	17	16	19
SAE	(3)	(7*)	(13)	17
Key: Circle = SA didn't meet average coverage decision rule; Asterisk = SA didn't meet target coverage decision rule				

Say:

The chart shows how Save Up could have used a series of regular LQAS studies to track progress and set targets for one indicator—E8, cross-selling—over time, in this case the entire project period. In this way, Save Up could prioritize SAs based on whether they were meeting the target coverage decision rule as well as the average coverage decision rule.

Point out those SAs with both circles and asterisks, since they represent the highest priority having neither met the average nor the target coverage decision rule. Then say:

Ideally your institution will do the same for each indicator, as you use LQAS to measure progress over time. It is for this reason that it is important not to choose too many indicators for your own mini-survey, so that you are able to monitor your institution's priorities over time.

ACTIVITY 17: PREPARING REPORTS AND ACTION PLANS

OBJECTIVES

By the end of this activity, participants will have

1. Identified different stakeholder interests in LQAS results.
2. Created an action plan for an LQAS study for their organization.
3. *Optional:* Tested their knowledge of critical information about conducting an LQAS study.

PREPARATION

Actions:

- *Optional:* If possible and available, obtain an example of an LQAS baseline survey report.
- *Optional:* Write down the trivia questions for the review game, provided in the Trainer's box, on separate cards to post around the room.

Handouts:

17.1 LQAS baseline report (1 per participant)

17.2 LQAS action plan template (1 per participant)

Flip charts:

- Baseline survey report format
- Overview of LQAS steps
- LQAS action plan template

Supplementary Word file:

- *Optional:* 17.1 LQAS baseline report (each participant's own soft copy, which was previously sent to them, to open on their computer)

Other materials:

- Computers (for participants)
- Copies of this entire Trainer's guide and accompanying handouts (1 copy per participant)
- *Optional:* Example LQAS baseline survey report (1 copy per participant)
- *Optional:* Trivia question cards (1 question per card)
- *Optional:* 10 sheets of blank writing paper (1 sheet per group)
- *Optional:* A prize (e.g., candy or a pen)

TIME

45 minutes *(OR 1 hour 25 minutes with optional review step)*

STEPS

1. Explain how to prepare an LQAS report – 15 minutes
2. Create an action plan for an LQAS study – 30 minutes
3. *Optional:* Review the main ideas of LQAS using a game – 40 minutes

STEP 1: Explain how to prepare an LQAS report – 15 minutes

Say:

We have reached the final activity in the workshop.

➢ **Considering everything you learned about LQAS, what are the main advantages of an LQAS study?**

Allow several participants to offer their ideas, and then emphasize the following:

LQAS and mini-surveys can be a very effective **management tool** for identifying weaknesses and strengths in a programme by indicator or by SA. A well-designed and executed LQAS study helps decision-makers to direct organizational resources towards priority problem areas.

Most importantly, these studies 1) are low cost, 2) are rapid, 3) make efficient use of resources, and 4) require a very small sample size.

Once you complete a study—whether a baseline study or a follow-up study—you can present the results using a simple and straightforward outline.

Post the flip chart 'Baseline survey report format' and review each section and page limit. Emphasize that the page limits are suggestions rather than hard rules but that they should generally not exceed the number of pages suggested.

Baseline survey report format	
Content	**Nº of pages**
Summary	½
Introduction (Description of programme and objectives)	½
Methodology (Description of sampling and data collection processes)	1
Analysis and interpretation of results (Analysis of catchment area and SA level results, Comparison of results to average coverage and target coverage, Setting objectives for next round)	5–7
Key recommendations (Identification of priority areas and next steps)	1–2
Appendix (Printout of summary tabulation sheet, final mini-survey)	3–4

*Distribute Handout 17.1 'LQAS baseline report' to each participant. (**Optional:** As an alternative, if participants have their own computers, ask them to open the Word file on their computer to better review the sections together.)*

*Read and discuss the different sections aloud together. Make sure to suggest that participants include established annual coverage targets for the coming year in their reports. (**Optional:** If possible or available, give participants an example of an LQAS baseline survey report.)*

Then ask:

➤ **What questions do you have the report and its format?**

Answer any questions before continuing.

STEP 2: Create an action plan for an LQAS study – 30 minutes

Invite participants to form groups with the other members of their organization and to sit together. Say:

We have learned a lot together over the past few days.

➤ **Can anyone list the steps you would take when planning and implementing your own LQAS study?**

Allow two or three volunteers to offer their ideas. Then, post the flip chart 'Overview of LQAS steps' and compare it with their answers, adding any steps they missed.

Overview of LQAS steps
1. Create a map of catchment area; determine SAs
2. Prepare client list for each SA in Excel
3. Take a random sample of 19 clients and alternates for each SA
4. Create interview matrix for each SA
5. Choose and train data collection teams
6. Collect data in the field using appropriate interview techniques

<table>
<tr><td colspan="1">Overview of LQAS steps</td></tr>
</table>

Overview of LQAS steps
7. Prepare the Tabulation table to determine correct and incorrect scoring of indicators and tabulate data
8. Analyse data
9. Set priorities and goals
10. Allocate resources!

Then ask:

➤ **What questions do you have about these steps?**

Answer any questions before continuing.

Distribute Handout 17.2 'LQAS action plan template' to each participant and post the flip chart of the same title.

LQAS action plan template		
Action item (Task)	**Who is responsible?**	**When will it occur?**
1. Planning: Decide who will collect the data (project/internal staff or external), and who will play which roles in the exercise		
2. Adapt and revise the tools		
3. Fix client lists for the sample, randomly choose the sample and create an interview matrix		
4. Assemble and train the data collection team		
5. Collect data in the field		
6. Tabulate, analyse and report on the data		
7. Make programmatic decisions (i.e., set priorities and targets based on results), create an ongoing plan and decide when the next round of LQAS will take place and submit to YouthStart (suggestion: every six months)		

Review the action plan template together.

Then, give participants 15 minutes to work together in their groups to sketch an action plan for their own LQAS study. Reassure them that they do not need to have ALL of the information now (exact resources, etc.) but that the more they can plan during the training, the less they will have to do when they return home.

As time allows, allow two or three groups to present their action plan in plenary.

Distribute a copy of the entire Trainer's guide and its accompanying handouts to each participant to take home. Also share the password to unlock the Excel spreadsheets: 'youth.' However, add:

It is only advisable to unlock the spreadsheets if you are very comfortable with Excel and your organization decided to make specific customizations to some of the formulas. Remember that intentional or accidental changes affect other tabs in the spreadsheets since they are all linked.

STEP 3 (OPTIONAL): Review the main ideas of LQAS using a game – 40 minutes

*** Note:** This step could be used at any time to provide a quick review and to add an active and participatory activity. ***

Post the trivia questions for the review game, provided in the Trainer's box, sequentially around the room—as shown in the figure.
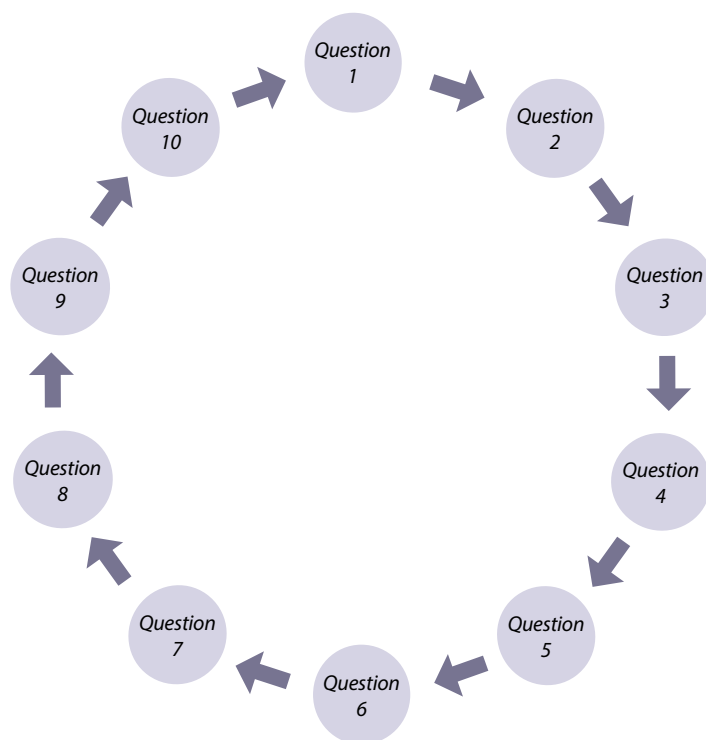
Using a fun activity, separate participants into 10 small groups. Assign each group a number between 1 and 10. Send each group to stand next to the question that matches their number and distribute one sheet of blank writing paper to each group. Then say:

1. Together with your group, you will have 2 minutes at each station.
2. Read the question, answer the question together, and write down the answer.
3. After 2 minutes, I will say 'SWITCH!' and you will progress to the next question station. So Group 1 will move from Question 1 to Question 2, Group 2 from Question 2 to Question 3, and so on.
4. When you finish all 10 questions, you will switch papers and see who has the most correct answers. The group with the most will win a small prize!
5. Do not yell or speak too loudly as you do not want other groups to overhear your answers!

➢ **What questions do you have about this game?**

Answer any questions, and then start the game. Use a stopwatch, clock or mobile phone to track the time.

When the groups answer all 10 questions, collect the papers and hand them out randomly. Go over the answers to the questions together (use the answers in the Trainer's box as a guide). Find out which group or groups had the most correct answers, and award them a small prize (e.g., candy or a pen).

Congratulate the participants on their hard work during the training. Be sure to give them any extra materials or resources that could help them conduct their LQAS study.

TRIVIA QUESTIONS FOR THE REVIEW GAME—TRAINER'S BOX
(CORRECT ANSWERS ARE STARRED '' AND IN **BOLD**)*

1. Which of the following is the correct definition of **CATCHMENT AREA?** A) A cost-effective monitoring tool that can be quickly analysed and used to strengthen programmes. **B) The entire area for your programme. It is composed of all of your SAs.*** C) The level of coverage that a supervisor hopes that the programme/intervention will achieve during a specific period of time.	2. In LQAS, you must have a minimum **TOTAL** sample size (combining all of your SAs) of which of the following? A) 19 **B) 95*** C) 120
3. Which of the following is the correct definition of **SUPERVISION AREA?** A) The proportion (or percentage) of respondents in a given area that show the desired programme outcome, such as accessing a particular service or demonstrating a specific knowledge or practice. B) The minimum number of respondents in a programme who must demonstrate the desired programme outcome (by indicator). **C) A division within your organization's catchment area that is meaningful to your organization, particularly to management. This division could be by regional office, by geography or by field officer.***	4. If you use LQAS to assess the indicator *'Respondents who know the location of the nearest bank branch'* and you get the following results (where 19 respondents answered in each SA)… <table><tr><td></td><td>**SA A**</td><td>**SA B**</td><td>**SA C**</td><td>**SA D**</td><td>**SA E**</td></tr><tr><td>*Respondents who know the location of the nearest branch*</td><td>12</td><td>9</td><td>16</td><td>11</td><td>14</td></tr></table> *Coverage estimate = 65.3%; Decision rule = 11* …then which of the following choices is true? **A) SA B is performing below the average coverage.*** B) 47.4% of youth clients in SA B know where the nearest branch is with a +/- 10% confidence interval. C) Almost 100% of all the clients in SA C know where the nearest branch is.
5. Which of the following questions is best analysed using LQAS? A) What are you saving for? **B) Have you ever kept a written record of your income and expenses?*** C) What did you like best about the financial education classes that you attended?	6. Using the decision rule chart, if 74% of your total sample (of 95 clients) display your desired result of *'having ever borrowed money for any reason,'* what is your decision rule for assessing whether each SA is below or above the average coverage? A) 7 **B) 12*** C) 9
7. What <u>can't</u> a random sample of 19 tell us about a programme? A) Which SAs are performing better than others, which might allow the organization to learn from them and thus improve the programme. B) Help set priorities among SAs where there are large differences in coverage. **C) The exact coverage in an SA.***	8. When I use Excel to randomly choose clients, what is the formula I will use to generate random numbers? **A) =RAND()*** B) =SUM(a,b,c) C) =AVERAGE(A1+B1)
9. When I randomly choose 19 clients to be respondents to my survey in one SA, how many alternates should I also randomly choose? **A) Ideally 5 for each SA.*** B) At least 19, one alternate for each of the first randomly chosen respondents. C) 95, one for each of the minimum number of respondents in my SA.	10. Which of the following is a key advantage of LQAS? A) It has a high sample size, meaning that LQAS results are highly statistically significant. B) It is a good way to conduct an impact evaluation. **C) It is a low-cost way to make effective management decisions.***

APPENDIX A: Learning needs and resources assessment (LNRA)

Dear participant:

Congratulations on your selection to attend this training workshop on 'Monitoring Outcomes of a Youth Programme—Lot Quality Assurance Sampling.' In order to allow us to tailor the course to your needs, please take 10 minutes to respond to the following questions. Please e-mail your responses to_____ *(INSERT EMAIL)* no later than_____*(INSERT DATE)*.

PART A: PARTICIPANT INFORMATION	
Name [surname first]	
E-mail	
Organization/Country	
Designation/Title	

PART B: UNDERSTANDING YOUR EXPERIENCE AND NEEDS

1. Monitoring and evaluation (M&E) refers to regularly observing and assessing changes among your clients as a result of the success of your institution's products and services. Do you have any prior experience with M&E? If yes, **briefly** describe your experience below.

2. Do you have any experience with the following specific M&E strategies? If so, please **briefly** describe your experience below. *If you do not have any experience, write N/A.*

a) Lot quality assurance sampling (LQAS)	
b) Social performance management	
c) Qualitative research (i.e., individual interviews, focus-group discussions)	
d) Quantitative research (i.e., surveys)	
e) Sampling (i.e., selecting respondents)	
f) Data analysis	

3. Briefly describe the way that M&E is practiced in your institution below.

a) Do you have a separate M&E department? Please describe.	
b) Do you currently have an M&E plan for YouthStart? If so, please describe the tools and process.	

4. What are the main questions that your institution needs to answer under YouthStart?

5. What are the main challenges that you face answering these questions under YouthStart?

6. Given these challenges you face, what would you like to be able to do as a result of this training?

7. How comfortable are you using Microsoft Office Excel? Please circle a level below.

| 1—Not comfortable at all (rarely use Excel) | 2—Somewhat comfortable (occasionally use Excel) | 3—Very comfortable (Often use Excel) |