

# TB Drug Management Information System

## Facilitator Manual

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## INTRODUCTION

This facilitator manual contains the training sessions for the “Training on TB Drug Management Information System (TB-DMIS)”. The steps required to design, develop and deliver the “Training on TB-DMIS” can be found in the “TB-DMIS Training Plan”. The Training Plan outlines the objectives, needs, strategy, and curriculum to be addressed when training users on TB-DMIS.

## SESSION 1: INTRODUCTION AND OBJECTIVES

Time: 15 minutes

Materials required

- Colored cards 25
- Markers, one for each participant

### SESSION OBJECTIVES

- Know the overall Goal and Objectives of the Course.
- Know the fellow participants.
- Cite personal and group expectations from the course.
- Identify and explain the six Rights and purpose of Logistics Management.
- Individual are able to explain self-roles and responsibilities in implementing the objectives of Logistics Management Information System at District level

### SESSION 1.1: INTRODUCTION TO PARTICIPANTS

#### MATERIALS NEEDED

- Colored Cards to express expectation.
- Name Badge both for participants and trainers
- Multimedia projector
- Charts
- Marker Pen of different colors and

#### DOCUMENTS TO DISTRIBUTE

- Handout-1.1: Self-introduction
- Handout-1.2: Training Goal and Objectives.
- Handout-1.3: Six rights of logistics management
- Handout-1.4: Roles and responsibilities of District TB-DMIS operators
- Handout-1.5: Training schedule

#### PRESENTATIONS REQUIRED

- Training Goal and Objectives
- Training Schedule
- Session Objectives

- Training norms for participants and trainers during training session

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## TRAINER PREPARATION

- Prior to starting the session, the trainer(s) must be sure that all materials and equipments needed for the session are ready at hand.
- If the session is planned to be co-facilitated, the co-facilitators should decide, before the session, who will facilitate which part of the session and take preparation accordingly.
- If the session is planned to be co-facilitated, each facilitator should introduce him/herself before start of the session

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## ACTIVITIES

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### ACTIVITY 1.1: WELCOME THE PARTICIPANTS (LECTURE) – TIME: 05 MINUTES

WELCOME the District TB-DMIS Operators to the training and CONGRATULATE them for playing a key role in implementing the TB-DMIS. TELL them that the training team aims to impart skills and capacities to each of them so they can successfully implement web-based TB-DMIS at district level. TELL them that the automated reporting of logistics data will improve logistics management drastically and will avert stock-outs of ATT drugs and other commodities at district and facility level. MENTION that this is the main focus of this course

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### ACTIVITY 1.2 SELF INTRODUCTION; GET TO KNOW OF EACH OTHER (GAME) – TIME 15 MINUTES

MENTION that District TB-DMIS Operators, coming from same District, know each other very well and that is quite natural. But others in this room may not be well known to each other accordingly. Other thing is that the participants and the training team members are not also known to each other. In order to make the course a success, both participants and trainers need to know each other well. TELL them that the training team thinks that prior to starting the course; everybody in this room should know each other well. Explain that this will help us work together better. ASK the participants what do they think? TELL that both the participants and trainers can be known to each other through a simple game.

### Option 1

Ask participants to write three things about themselves on a piece of paper. Two of these items must be true and third must be a lie. The participants then introduce themselves one by one and tell their three characteristics in any order they wish. The group then has to identify which statement or characteristic is lie by voting.

## **Option 2**

EXPLAIN the ground rules of the game.

ASK the participants and the trainers to stand in a circle with pen and paper. TELL that you will ask some questions and they will find the participants who fit into the answers. TELL that they will get 10 minutes time to identify the people and after 10 minutes they will tell the names of their identified people. ASK if the instructions of the game clear to them or not? If not, repeat the instructions.

Question-1: Whose name starts with A, S, M, N, B, K, J, K. L, R, P, S, or H, ?

Question-2: Who are working in District Health or Population Welfare Department for five or more years?

Question-3: Who has worked as a TB-DMIS trainer before?

Question-4: Who has worked as a trainer for three or more years?

Question-5: Whose youngest kid is three or less than 3 years?

Question-6: Who travelled the most to attend this training?

Question-7: Whose Father / Guardian is still worried for his/her marriage?

Question-8: Who like singing?

Question-9: Who is good at playing cricket?

Question-10: Who knows how to swim?

Training team member will also participate in this game.

*Training team may distribute these questions to the participants in the form of **Handout-1.1** (Self Introduction) if they like.*

TELL that by participating in this game, I hope that we have known each other in respect of our personal liking, disliking, hobby, family condition, professional

life, etc. We believe we shall pass our time here very nicely if we value and respect all these sort of things.

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ACTIVITY 1.3 COURSE GOAL AND OBJECTIVES (LECTURE) – TIME: 15 MINUTES

TELL that now we shall discuss Goal and Objectives of the course.

Show slide # 1, title slide

Show slide # 2: **Course Goal**

ASK one of the participants to read the text: To get participants acquainted with the features of the TB-TB-DMIS application as well as build institutional capacity towards independent and sustainable data entry and data analysis through Reports and Graphs TB-DMIS for decision making.

ASK participants about what do they understand about the statement. TELL participants that each of the TB-DMIS operators has a critical role in enabling their department to independently enter, import and export data. TELL participants that TB-DMIS has valuable data the use of which depends on TB-DMIS operators' ability to generate reports and graphs. The meaningful analysis can be of great help in preventing stock outs and formulating policy changes responsive to supply chain challenges

Show slide # 3: **Course Objectives**

TELL participants that by the end of the training they will be able to

1. Enter and upload TB-DMIS data with almost 100% accuracy
2. Generate required reports and graphs
3. Analyze and interpret reports and graphs
4. Understand TB-DMIS problem solving approaches and how to contact helpdesk if needed

*Distribute Handout-1.2: Course goal and Objectives to all participants*

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ACTIVITY 1.4: PARTICIPANTS AND TRAINERS EXPECTATION (LECTURE, GAME, Q&A) – TIME: 15 MINUTES

TELL the participants that they have more practical experience of doing Logistics Management works in the Pakistan system than the training team. But the training team has long experience of designing training, developing training curriculum and facilitating training courses. TELL that the course has

been designed to implement putting together the practical experiences of participants and long training experience of trainers.

The training team expects that the course will be enjoyable and fruitful with the spontaneous participation of the participants. Everybody should take care so that the discussion does not become one sided. TELL that this course has been arranged in order to train participants in Logistics Management Information System operation. The course will impart all required skills to successfully enter, upload and analyze logistics data through TB-DMIS. TELL that the success of web-based system depends highly on their data collection and compilation skills gained in the existing reporting mechanisms. TELL that participants will take part in discussion in the light of their practical experiences, which will benefit them in their practical works later on.

TELL that participants might have some expectations out of this course. Similarly, the training team has also some expectations from the participants. TELL that participants' expectation may be to know the unknown things of TB-DMIS or to know the things which they do not know well. TELL that the participants will work in small groups, to identify their expectations from this course. They will have five minutes time to list the expectations. DISTRIBUTE charts and marker pen to each group. Prior to starting work, TELL the groups that they will identify their expectations only related to TB-DMIS, and not any administrative or financial aspects, because the training team does not have anything to do in this respect.

At the end of allotted time, ASK each of the groups to tell their expectations. WRITE the key points of their expectations on the chart and paste in a suitable place in the training room so that everybody can see. TELL that the training team will do its best to fulfill all the expectations.

TELL that like participants, the training team has also some expectations. DISPLAY the expectations on Multimedia and ASK the participants if they agree to these. If yes, PASTE these at an easily visible place and draw participants' attention from time to time, if needed.

CONCLUDE the discussion by saying that both the participants and training team will sincerely try to fulfill the expectations of each other.

### **Trainers Expectations:**

Course norms (Copy on the FLIPCHART and post in training room)

- Punctuality, both of trainers and trainees
- Respect each others' opinion and no side talking
- Speak one at a time
- Draw attention of trainer, by raising hand, if there is any question.
- Active participations from all
- Help each other, cooperative learning
- Equal participation and no domination
- Keep mobiles off or on silent mode. Only attend essential calls and that too after permission from trainers
- Friendly behavior with each other and have fun

After the participants have met in small groups and thought about their expectations review the lists of expectations with the whole group. Record the main ideas coming from the participants. When this is finished, call attention to some of the specific sessions that will be presented during the course, during which the specific expectation will be covered. Also mention any expectations that were mentioned by several participants. Finally, be sure to note (using a red circle or checkmark) any expectations that are **not planned** to be covered during the course.

#### **How to handle topics not specifically covered:**

Comment that while some of the topics mentioned in the expectations may not be covered through specific sessions, they may be discussed throughout the course in other topics (site one or two specific examples as appropriate).

Comment that from the self-introductions it was obvious that a lot of different expertise exists among the participants as well as the facilitators. Therefore, they should feel free to tap the expertise of others in the group. For example, if there are topics that will not be covered in depth during the course, it is possible that expertise exists among other participants. Comment that in any course such as this learning can take place between participants as from the facilitator to the participant, and participants should take advantage of this opportunity.

Mention also that due to time and other constraints, some topics simply will not be covered, but participants are free to discuss among themselves during breaks, lunches, or in the evenings.

## SESSION 2: ACCESSING TB-DMIS AND DATA ENTRY

Time: 3.5 hour

### MATERIAL NEEDED

- Laptops for each participant (with external mouse, Microsoft Office 2007, Internet explorer 8.0 or Firefox, WiFi)
- Calculators for each participant
- Date entry exercise (different for each participant)
- Multimedia projector
- TB-DMIS local server
- Network switch (to establish local area network)

### LEARNING OBJECTIVES

At the end of the session participants will be able to:

- Accessing TB-DMIS
- Identify various functions contained in TB-DMIS application
- Browse the application and obtain desired outputs
- Describe process of data entry

### ACTIVITY 2.1: ACCESSING TB-DMIS USING “GUEST” AND DISTRICT USERS

Open Presentation-2 Accessing TB-DMIS and data entry and project it.

Show Slide# 1, title slide: Introduction to TB-DMIS and TELL participants that how to access the TB-DMIS and how to enter data entry into TB-DMIS.

Show slide# 2 and tell participants that what are required to access the TB-DMIS. Also let them know that the users need laptop/desktop computer having internet explorer, Firefox or chrome web browser. TELL them that URL to access TB-DMIS is <http://lmis.pc.gov.pk>

Show slide# 3 and show home page of TB-DMIS. TELL them that LMIS is responsive for two types of product that is Contraceptives and ATT drugs.

Show slide# 4 TELL participants that Reports and Graphs of TB-DMIS can also be accessed through guest username and passwords. TELL participants, in order to login into TB-DMIS select TB-DMIS option and enter guest and guest as username and password.

Show Slide # 5. TELL participants that to enter the data into TB-DMIS users has to login using their district username and password. TELL that data entry for districts stock and its facilities can on be done by district operator. TELL that district health facilities data can be entered either aggregated or by facilities if facilities stores are available in the system.

Orient participants by logging-in into TB0DMIS and show the data entry interface.

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#### ACTIVITY 2.2: DATA ENTRY

Show slide # 6, TELL participants that now they will practice how to enter data in TB-DMIS as district users.

Show slide # 7, TELL participants that now they will practice how to enter data in TB-DMIS as district users. TELL participants to start practice users have to access the local server for data entry.

Tell them the url to access the local TB-DMIS server that may be [http://<IP\\_Address>/TBDMIS](http://<IP_Address>/TBDMIS). ASK participants, why they are not using <http://lmis.pc.gov.pk> for data entry practice. After getting comments from participants also TELL yourself that <http://lmis.pc.gov.pk> is a live server and dummy practice data cannot be entered in it. TELL them that local server is created for data entry practice.

ASK all participants district names and tell them their respective usernames and password to login into local server. If there are more than one user from the same district then provide username and password of any district whose participants are not present in the class for practice purpose

Show slide # 8 and TELL participants to login by provided usernames and passwords. TELL participants that the local server created is a normal desktop or laptop computer therefore, the response may be slow to login and opening data entry screens.

Before moving to next step ASK from all participants who have successfully login. Help participants who are not able to login

Show slide # 9 and TELL participants that Screen#1 will appear after login and click on “Data entry”, in order to start the process and they will be see like Screen#2. TELL participants there may be more then warehouse/stores in a district. Select warehouse in order to start data entry.

Show Slide# 10 and TELL participants, after selecting warehouse Screen#3 will appear and that will allow users to edit last three months report and add

subsequent month report. TELL participants when user clicks on the the month the Screen#4 will appear to edit or enter the data.

Show Slide# 11 and TELL participants about the indicators to be reported for each product available in TB-DMIS. Describe all.

Show Slide# 12: Distribute dummy exercise (Handout 2.2) to all participants and guide them through facilitators to enter and saving data

## SESSION 3: BASIC LOGISTICS CONCEPTS

Time: 2 hours

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### SESSION OBJECTIVES

- To make participants understand consumption, average monthly consumption and months of stock
- To enable to calculate the aforementioned indicators for their own district
- To make supply decisions based on these indicators

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### MATERIALS NEEDED

- Multimedia Projector
- Charts
- Calculators
- Answer key for exercises

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### DOCUMENTS TO DISTRIBUTE

- Handout (description of basic concepts)
- Exercise 1, 2 , 3 and 4

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### PRESENTATIONS REQUIRED

- Basic logistic concepts

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### TRAINER PREPARATION

- Prior to starting the session, the trainer(s) must be sure that all materials and equipment needed for the session are ready at hand

- If the session is planned to be co-facilitated, the co-facilitators should decide, before the session, who will facilitate which part of the session and take preparation accordingly

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ACTIVITY 3.1: INTRODUCTION TO BASIC LOGISTICS CONCEPTS – TIME: 30 MINUTES

APPRECIATE participants on their successfully entering data. TELL participants that once the data is uploaded it is visible worldwide and can be used for logistics decision and policy formulation. Stress the importance of utilizing data from district to national level. TELL participants that their role is not just limited to data entry and uploading, but they should be proactive in using this data for district based logistics management. Each TB-DMIS operator MUST understand his/her role in analyzing and interpreting TB-DMIS data. TELL participants that in order to understand reports they must grasp some basic logistics concepts. TELL participants that they may already be aware of some concepts and the exercises contained in this session will refine them further. PRESENT and elaborate basic logistics concepts

ASK participants what they understand by consumption of ATT drugs. They may possibly reply that it is dispensing of ATT Drugs at the facility level or issuance of ATT Drugs to facilities by district store. TELL participants that ideally the consumption is computed by issuance / dispensing of ATT Drugs at the facility level to the clients. However, issuance of ATT Drugs to facilities by district store can be considered as proxy for consumption in case facility level issuance data is not available. In our TB-DMIS we are using the district level issuance data as consumption.

TELL participants that it is important to compute the average monthly consumption for forecasting and other policy decisions as consumption may vary from month to month due to various reasons. ASK participants on how they calculate their flour or other home requirements and how frequently they replenish those items. They may respond that every month they buy a month's consumption based on what has been consumed previous month. TELL participants that ATT Drugs requirements can also be estimated keeping this principle in mind, however the estimation has to be more accurate. For a relatively accurate requirement of next month or so, Average Monthly Consumption is computed. TELL participants that AMC is computed by taking the average of previous three non-zero months, i.e.

Average Monthly Consumption (AMC) = last three non-zero months / 3

Non-zero months are those in which the reported consumption was not zero.

ASK participants that how they will estimate that how much time their current stock will last. They may respond that it will depend on future consumption. TELL participants that in order to estimate how much time their current stock will last they will calculate 'months of stock' (MOS). MOS will inform us the number of months' time before all stock is consumed. TELL participants that MOS is calculated by dividing the current Stock on Hand (SOH) by AMC

Months of Stock =  $SOH / AMC$

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#### ACTIVITY 3.2: EXERCISE ONE – CONSUMPTION – TIME 30 MINUTES

Give exercise one to all participants. ASK them to perform this exercise individually. TELL participants that they can do their calculations on calculator or excel sheet. GO around the hall to check if participants are having any difficulty in doing the exercise.

ASK participants to share their results. Compare the results with answer key and redo the calculation to make everyone understand how consumption is computed

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#### ACTIVITY 3.3 EXERCISE TWO – AVERAGE MONTHLY CONSUMPTION, TIME: 30 MINUTE

Give exercise two to all participants. ASK them to perform this exercise individually. TELL participants that they can do their calculations on calculator or excel sheet. GO around the hall to check if participants are having any difficulty in doing the exercise.

ASK participants to share their results. Compare the results with answer key and redo the calculation to make everyone understand how average monthly consumption is computed

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#### ACTIVITY 3.4: EXERCISE THREE – MONTHS OF STOCK, TIME: 30 MINUTES

Give exercise three to all participants. ASK them to perform this exercise individually. TELL participants that they can do their calculations on calculator or excel sheet. GO around the hall to check if participants are having any difficulty in doing the exercise.

ASK participants to share their results. Compare the results with answer key and redo the calculation to make everyone understand how average monthly consumption is computed

## SESSION 4: REPORTS & GRAPHS

Time: 1:30 hours

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### SESSION OBJECTIVES

Participants will be able to

- Access various reports and graphs contained in the TB-DMIS application
- Analyze and interpret data in reports & graphs

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### MATERIALS NEEDED

- Laptops
- Board and board markers

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### PRESENTATIONS REQUIRED

- Reports and Graphs

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### TRAINER PREPARATION

- Prior to starting the session, the trainer(s) must be sure that all materials and equipment needed for the session are ready at hand
- If the session is planned to be co-facilitated, the co-facilitators should decide, before the session, who will facilitate which part of the session and take preparation accordingly

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### ACTIVITY 4.1: ACCESSING & ANALYZING REPORTS (LECTURE + SCENARIOS + DISCUSSION), TIME 45 MINUTES

CONGRATULATE participants on successfully understanding the basics of reports and graphs in the last session. TELL participants that they will now be able to understand and interpret reports and graphs easily. TELL participants that they need to clearly understand how to extract required reports from TB-DMIS.

ASK participants to share their understanding of how the data is collated from individual reports. They may respond that it is collected and computed in central server.

Open the presentation 6.1: Reports

Show title slide # 1, TELL participants that we are now going to talk in detail about reports. The reports summarize the TB-DMIS data in meaningful ways

Show slide # 2. EXPLAIN the type of reports available in TB-DMIS. ASK one of the participants to read the slide shown above. TELL participants that reports are summarized at level from national to district. In addition, field and district store data can also be extracted separately through District and Field reports respectively.

TELL participants that they can get to know the distribution of stock of particular product from national to field level through the 'Stock availability report'. The stock availability report provides the available stock at each level of supply chain i.e. from central store to district.

Show slide # 3: SHOW what type of indicators the reports summarizes. ASK participants to recall their understanding of consumption, average monthly consumption and stock on hand from the previous session. EXPLAIN participants that TB-DMIS computes reporting rate by dividing the number of districts which had reported in TB-DMIS with the total number of districts, i.e.

$$\text{Reporting rate} = \text{Number of districts having reported} / \text{total number of districts}$$

TELL participants that reporting rate helps managers to monitor the timely reporting from districts.

The availability rate gives the 'months of stock' at each level in the pipeline and thus quickly identifies the stock distribution issues e.g. under stock and over stock situations.

Demonstrate how to ACCESS reports by opening the TB-DMIS first [www.lmis.pc.gov.pk](http://www.lmis.pc.gov.pk)

BROWSE to national summary report by first placing the cursor onto Reports and then in the reports sub-menu selecting the 'National Summary Report' as shown below



ASK all participants to browse to the report and GO around the hall to confirm all have been successful

Show slide # 4, DESCRIBE the National Summary Report. ASK one of the participants to read the slide given below. TELL participants that National Summary Report provides aggregate for all logistics indicators (mentioned above). The national consumption reflects the total sum of issuance of a commodity from all district stores in Pakistan.

Show slide # 5, Give scenario-1 to participants and ASK them to develop the required Report. GO around the hall to ensure that everyone has developed the Report

National Summary Report

The national report provides consumption, average monthly consumption, stock on hand, months of stock and couple years of protection by each commodity for a particular month. The data is summed up for all stakeholders in each commodity. More

MOS Legend ■ Stocked-out ■ Under-stocked ■ Over-Stocked ■ Satisfactory

MOS: ■ Over-stocked ■ Satisfactory ■ Under-Stocked ■ Stock Out ■

Filter by: Month:  Year:

Choose skin to apply:

National Report (August 2012)					
Product	Consumption	AMC	On Hand	MOS	
RHZE (150mg/75mg/400mg/275mg)	3,128,276	3,421,785.0	12,158,592	■	3.6
RH (150mg/75mg)	4,655,708	4,749,392.3	22,256,500	■	4.7
RHE(150mg/75mg/275mg)	342,269	332,201.3	1,575,277	■	4.7
S/INJ (1g)	61,043	52,895.3	240,934	■	4.6
D/WATER	46,563	41,534.3	190,381	■	4.6
SYRINGE (5ml)	48,652	43,735.7	263,970	■	6.0
RHZ (60mg/30mg/150mg)	58,471	46,433.0	205,400	■	4.4
RH (60mg/30mg)	99,004	80,611.3	660,877	■	8.2

Show slide # 6, DESCRIBE the Provincial / Regional Summary Report. ASK one of the participants to read the slide. TELL participants that provincial summary report summarizes the logistics indicators at the provincial level, in the same way National Summary Report does it at National level. TELL participants that there are options available to select all stakeholders or a specific stakeholder for the provincial report. TELL participants that they can obtain province wise reporting rate and availability rate same as in the case of national report

Demonstrate how to BROWSE the provincial summary report as shown below

DISCUSS utility of provincial summary report, especially in the context of current devolution.

Show slide # 7, GIVE scenario-2 to participants and ASK them to develop the required report. GO around the hall to see if all participants had correctly developed the report.

Province Report  
Add description for province report in under static page menu

Filter by: Month:  Year:  Stakeholder:  Product:

Choose skin to apply:

Province/Region Report For Stakeholder(s) = 'TB Control Program' And Product = 'RHE(150mg/75mg/275mg)' (June 2012)

Province/Region	Consumption	AMC	On Hand	MOS
<a href="#">Punjab</a>	168,884	168,684.0	195,739	1.2
<a href="#">Sindh</a>	91,151	91,151.0	411,674	4.5
<a href="#">Khyber Pakhtunkhwa</a>	40,900	40,900.0	180,194	4.4
<a href="#">Balochistan</a>	5,427	5,427.0	24,356	4.5
<a href="#">AJK</a>	5,904	5,904.0	24,659	4.2
<a href="#">FATA</a>	UNK	UNK	UNK	UNK
<a href="#">Gilgit Baltistan</a>	UNK	UNK	UNK	UNK
<a href="#">Islamabad</a>	UNK	UNK	UNK	UNK

Show slide # 8, DESCRIBE the district summary report. ASK one of the participants to read the slide below

TELL participants that district summary report is most critical of the reports for district level policy makers and logisticians. TELL participants that all logistics indicators are reported stakeholder wise in district monthly report. BROWSE the district monthly report as shown below and ask each participant to do the same. GO around the hall to see if each participant is able to browse the report correctly

Show slide # 9, GIVE participants scenario-3 as shown below. ASK them to develop the desired report. GO around the hall to see if all have developed the required reports

**District Report September 2012**

District Report  
Add description for district report in under static page menu

Filter by: Month:  Year:  Province/Region:  Stakeholder:  Product:

Choose skin to apply:

District Report For Province/Region = " And Product = 'D/WATER' (September 2012)					
Districts	Consumption	AMC	On Hand	MOS	
<b>Attock</b>					
TB Control Program	120	120.0	3,180	26.5	
<b>Bahawalnagar</b>					
TB Control Program	0	70.0	950	13.6	
<b>Bahawalpur</b>					
TB Control Program	467	467.0	190	0.4	
<b>Bhakkar</b>					
TB Control Program	200	200.0	1,670	8.4	
<b>Chakwal</b>					
TB Control Program	183	183.0	150	0.8	

Show slide # 10, ASK one of the participants to read the slide. TELL participants that item availability report shows stock at every level of supply chain up to the district store level. TELL participants that item availability report gives availability by stakeholder and province.

BROWSE item availability report and ask participants to do the same. CHECK to see if all participants have successfully browsed the item availability report.

Show slide # 11, ASK participants to develop the required report. GO around the hall to confirm whether all participants have developed the report

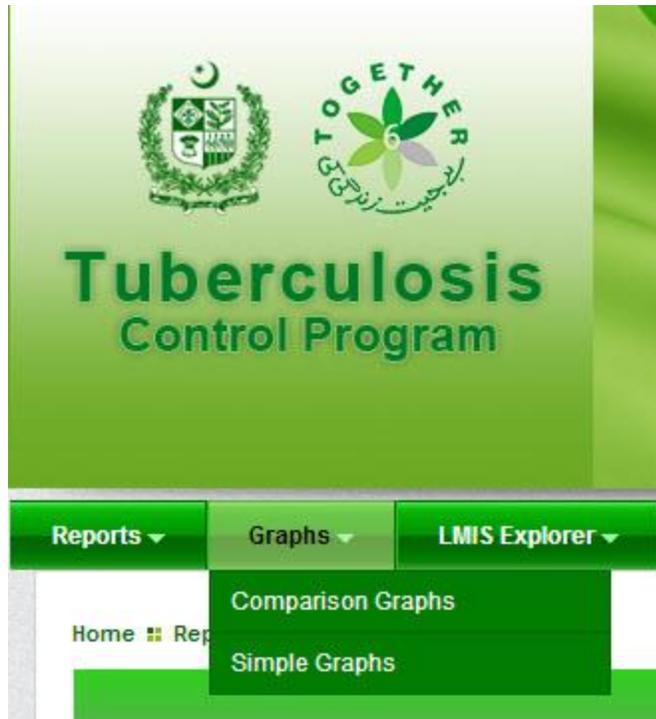
Show slide # 12, ASK one of the participants to read the slide. TELL participants that reporting rate helps to analyze the number of districts which have successfully uploaded the data for a particular month. The reporting rate quickly identified the non-reporting districts and helps managers to resolve issues and challenges in reporting.

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**ACTIVITY 4.2: ACCESSING & ANALYZING GRAPHS (LECTURE + SCENARIOS + DISCUSSION), TIME- 45 MINUTES**

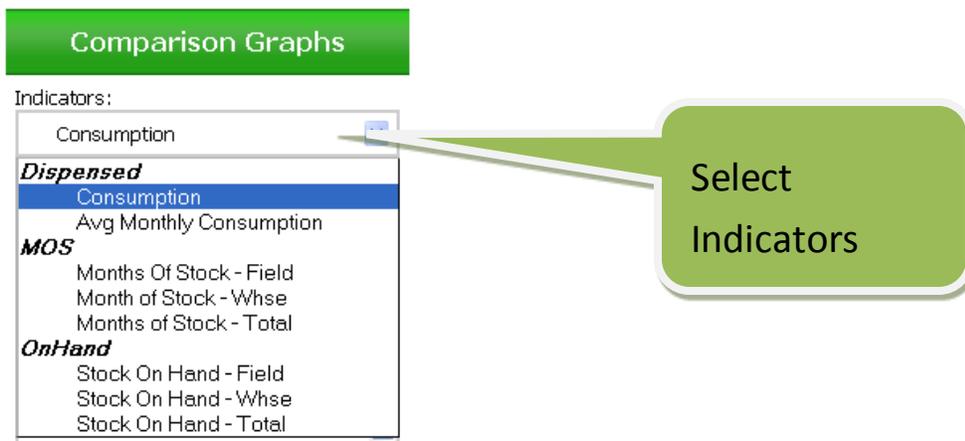
Show slide # 1, title slide. TELL participants that they we will now talk about graphs. TELL participants that Graphs are a visual way to present the data. In case of TB-DMIS the same data visible in the form of reports can be displayed in the form of graphs. TELL participants that graphs make it easy to observe trends and unusual changes over time. TELL participants that TB-DMIS graphs have time in months on x-axis and the indicators on y-axis. Elaborate the x and y-axis on chart if needed

Show slide # 2, TELL participants that TB-DMIS has two types of graphs, simple graphs and comparison graphs. ASK participants to browse the two types of graphs as shown below



Show slide # 3, ASK one of the participants to read the slide. TELL participants that the graph indicators are the same as they have observed in reports

Show participants how to browse and select the indicators as given below



Show slide # 4, TELL participants that there are various options to disaggregate the data in graphs. One of the options it to disaggregate the data on

geographical basis. The data can be disaggregated on national, provincial and district level.

Demonstrate participants on how to select from various geographical options as shown below

The screenshot shows a software interface titled "Simple Graphs" with a green header. Below the header are three filter sections:

- Indicators:** A dropdown menu currently showing "Consumption".
- Geographical Options:** A dropdown menu with "National" selected. The menu is open, showing options: "National" (highlighted in blue), "Provincial", and "District".
- Products:** A list box containing: "RHZE (150mg/75mg/400mg/2)", "RH (150mg/75mg)", "RHE(150mg/75mg/275mg)", "S/INJ (1g)", and "D/WATER".

A red callout box with a white border points to the "National" option in the Geographical Options dropdown menu. The text inside the callout box reads: "Select geographical options to choose from drop down menu".

Show slide # 5, ASK one of the participants to read the slide. TELL participants that the TB-DMIS data can be disaggregated by stakeholder. Demonstrate how to browse for and select stakeholder as shown below

## Simple Graphs

Indicators:

Consumption

Geographical Options

National

Stakeholder :

All Stakeholders  
All Stakeholders  
TB Control Program  
RHZE (150mg/75mg/400mg/2  
RH (150mg/75mg)  
RHE(150mg/75mg/275mg)  
S/INJ (1g)  
D/WATER

Click on stakeholders to select form the options

Show slide # 6, TELL participants that TB-DMIS users can select the time interval they wish to observe the indicators trend for. ASK one of the participants to read the options of time interval. Demonstrate how to select the interval as shown below

## Simple Graphs

### Indicators:

Consumption

### Geographical Options

National

### Stakeholder :

All Stakeholders

### Products:

RHZE (150mg/75mg/400mg/2  
RH (150mg/75mg)  
RHE(150mg/75mg/275mg)  
S/INJ (1g)  
D/WATER

### Time Interval:

First Quarter

**Quarter**  
First Quarter  
Second Quarter  
Third Quarter  
Fourth Quarter

**Half**  
First Half  
Second Half

**Annual**  
Annual

Click on time interval to choose from options

Show slide # 7, TELL participants that TB-DMIS users can select which years data should be displayed in graphs. Demonstrate how to select the year as shown below

**Simple Graphs**

Indicators:  
 Consumption

Geographical Options  
 National

Stakeholder :  
 All Stakeholders

Products:  
 RHZE (150mg/75mg/400mg/2  
 RH (150mg/75mg)  
 RHE(150mg/75mg/275mg)  
 S/INJ (1g)  
 D/WATER

Time Interval:  
 First Quarter

Year :  
 2013

Chart Type  
 Bar

**Generate Report**

Click year to select form options

Show slide # 8, TELL participants that TB-DMIS users can select the type of graph they want to create. The options available are bar and line graphs.. Demonstrate on how to select the type of graph as shown below

Time Interval:  
 First Quarter

Year :  
 2012

Chart Type  
 Line  
 Line  
 Bar

Show slide # 9, TELL participants that the graph shown is developed by following the instructions they have gone through. ASK participants to read the title of the graph. ASK participants about what options they need to select in the graphs menu to develop this graph. Facilitate participants to come up with correct options. GO to TB-DMIS live system and demonstrate how to develop the given graph. TELL participants that after they have selected all the required options they need to click the button 'Generate Graph' to develop the graph, as shown below

**Simple Graphs**

**Indicators:**  
Consumption

**Geographical Options**  
National

**Stakeholder :**  
TB Control Program

**Products:**  
RHZE (150mg/75mg/400mg/2)  
RH (150mg/75mg)  
RHE(150mg/75mg/275mg)  
S/INJ (1g)  
D/WATER

**Time Interval:**  
Annual

**Year :**  
2012

**Chart Type**  
Bar

**Generate Report**

Show slide # 10, TELL participants that this is another graph developed by following the instructions. ASK participants to develop this graph on their own

computers. GO around the hall to confirm that every participants has completed this task. Help the participants still having difficulty in creating this graph

**Simple Graphs**

**Indicators:**  
Avg Monthly Consumption ▼

**Geographical Options**  
National ▼

**Stakeholder :**  
TB Control Program ▼

**Products:**  
RHZE (150mg/75mg/400mg/2 ▲  
RH (150mg/75mg) ☰  
RHE(150mg/75mg/275mg) ▼  
S/INJ (1g)  
D/WATER ▼

**Time Interval:**  
Annual ▼

**Year :**  
2012 ▼

**Chart Type**  
Bar ▼

**Generate Report**

Show slide # 11, TELL participants that in addition to simple graphs, TB-DMIS also gives the option of comparison among relevant indicators. Demonstrate participants on how to browse the comparison graphs as shown below



TELL participants that there are three types of comparison attributes available in TB-DMIS as given below

1. Years – National, Provincial and District
2. Stakeholder – National; Provincial and District
3. Geographical – Provincial and District

Show slide # 12, TELL participants that it is essential to understand these comparison attributes to understand the comparison graphs. TELL participants that all options in comparison graphs menu are the same except with the addition of comparison attributes. A user can select the any of the option to compare the desired indicators. Following is the description of what every option compares

1. Year
  - a. Year – National: compares multiple years data at national level
  - b. Year – provincial: compares multiple years data at provincial level
  - c. Year – district: compares multiple years data at district level
2. Stakeholder
  - a. Stakeholder – National: compares different stakeholders at national level
  - b. Stakeholder – Provincial: compares different stakeholders at provincial level
  - c. Stakeholder – district: compares different stakeholders at district level
3. Geographical
  - a. Geographical – Provincial: compares provincial data
  - b. Geographical – District: compares various districts

Show slide # 13, ASK participants to develop a graph based on the query posted. GO around the hall to see if participants have correctly developed the graph.

Show slide # 14, Show participants the resulting graph. The slide also shows the actual data in a tabulated form. TELL participants to go through the tabulated data then observe how the data is shown in a visual form in the graph shown above. Participants should appreciate the ease of interpretation through graph

Show slide # 15, ASK participants to develop the required graph. GO around the hall to make sure that every participants develops the graph on their computer

Show slide # 16, Show participants the resulting graph



## SESSION 5: TROUBLESHOOTING AND ACCESSING HELPDESK

Time: 30 minutes

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### SESSION OBJECTIVE

The participants should be able to

- Troubleshoot some basic issues encountered while accessing and using TB-DMIS
- Able to access helpdesk in case of any unresolved issues

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### DOCUMENTS TO DISTRIBUTE

Handout 5.1 – Troubleshooting and how to access helpdesk

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### ACTIVITY 1: TROUBLESHOOTING

Show slide # 1, title slide. TELL participants there are some common issues being faced by TB-DMIS operator in successfully running the application. These issues can be easily resolved without any external help if TB-DMIS users follow some simple steps. TELL participants that they will now go through some basic issues and how to resolve them

Show slide # 2, Issue one, homepage does not appear. TELL participants that sometimes they may not be able to open the home page. The reasons for this issue are multiple and some of the common ones are

1. Inserting wrong web-address
2. No connectivity to the internet

TELL participants to copy and paste the address [www.lmis.pc.gov.pk](http://www.lmis.pc.gov.pk) in the web-browser. The users should write this address somewhere to enable them to check and verify if they are entering the correct address. TELL participants that they can also save the web-page in their browser's favorite list for ease of access.

TELL participants that after checking and verifying the address; if the homepage still does not open, the participants should check the internet connection (open some other website). Internet connection should be restored before the homepage could open

TELL participants to access the helpdesk by emailing at the system administrator [webmaster@xyz.com](mailto:webmaster@xyz.com) in case the above steps don't work

Show slide # 3, unable to login. TELL participants that this is also a common problem and usually occurs due to inserting wrong user name or password. TELL participants that they should check if they have caps lock on in your computer before inserting the password. If after verifying the user name and password the participant is still unable to login, he/she should contact system administrator as mentioned above.

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