

MFL Resource Package – Facilitator’s Guide (Draft)

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FACILITATOR GUIDE FOR THE MFL TRAINING

INTRODUCTION

Introduction to Facilitator Guide

This Master Facility List (MFL) guide is for persons who will facilitate the MFL training to help guide the preparation and delivery of the training. This guide is accompanied by a package of training materials that include 10 PowerPoints, resource materials in the appendices, and the MFL Resource Package. Facilitators must become familiar with all in preparation for the training.

The purpose of this training, through a combination of lectures and group exercises, is to help participants understand the requirements for achieving a comprehensive, up-to-date, and shareable MFL and guide them through a self-assessment and action planning process.

The training builds on detailed guidance in the Master Facility List Resource Package: Guidance for Countries Wanting to Strengthen their MFL.¹ It is imperative that training facilitators familiarize themselves thoroughly with the contents of the MFL Resource Package prior to the training as well as have a thorough understanding of the current status of the country's own MFL. The MFL Resource Package provides more detail than the PowerPoint presentation can convey.

Overall Training Objectives

- Understand the components of a functional MFL.
- Become familiar with the steps needed to establish a functional, up-to-date, and shareable MFL.
- Understand the processes required to establish and maintain an MFL.
- Learn how to assess a country's current MFL and develop an action plan to strengthen it.

Audience for the training

This training should bring together key stakeholders who will be involved in the establishment or strengthening of the MFL. Participants can include:

- Stakeholders within the country wanting to establish or strengthen an MFL.
- Persons who are directly involved in planning and managing an MFL or other facility list.
- Staff from several organizations:
 - Any unit in the Ministry of Health (MOH) that manages a facility list as part of the country's information system
 - Subnational-level MOH staff who support the updating of facility lists
 - Staff from non-government organizations that support information systems that incorporate facility lists, such as the Health Management Information System (HMIS) or the Logistics Management Information System (LMIS)
- Donors and partners that support an MFL

¹ http://www.who.int/healthinfo/country_monitoring_evaluation/mfl/en/

- Decision-makers and staff who can move action planning forward after completing the training

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Proposed Training Agenda²

Day 1	Session Description	Comments
30 min	Welcome <ul style="list-style-type: none"> ▪ Facilitator and staff introductions ▪ Participant introductions ▪ Review training objectives, participant expectations, and training agenda ▪ Discuss training logistics 	
75 min	Module 1: Introduction to a Master Facility List (MFL)	
15 min	BREAK	
30 min	Module 1: Presentation on status of country's MFL <ul style="list-style-type: none"> ▪ Key accomplishments ▪ Key challenges ▪ Planned next steps Discussion	<ul style="list-style-type: none"> ▪ Pre-arrange for someone to prepare and deliver this presentation. ▪ Ask participants for brief comments and questions
60 min	Module 2: MFL Assessment Discuss approach to assess an MFL and develop an action plan.	
60 min	LUNCH	
90 min	Module 3: Key Considerations	
15 min	BREAK	
55 min	Module 3: Key Considerations (continued)	
Day 2	Description	Comments
15 min	Recap of Day 1, Modules 1–3	
90 min	Module 4: Governance	
15 min	BREAK	
80 min	Module 4: Governance (continued)	
LUNCH		
90 min	Module 5: MFL Data Content	
15 min	BREAK	
75 min	Module 5: MFL Data Content (continued)	
Day 3	Description	Comments
15 min	Recap of Day 2, Modules 4–5	
70 min	Module 6: Geographic Coordinates	
15 min	BREAK	
145 min	Module 7: Establishing an MFL Dataset	
60 min	LUNCH	
85 min	Module 8: Establishing a Facility Registry Service	
15 min	BREAK	
85 min	Module 8: Establishing a Facility Registry Service (continued)	
Day 4	Description	Comments
15 min	Recap of Day 3, Modules 6–8	
90 min	Module 9: Maintaining the MFL	
15 min	BREAK	
60 min	Module 9: Maintaining the MFL (continued)	
60 min	LUNCH	
60 min	Presentation of the current maintenance procedures	Pre-arrange for someone to prepare and deliver this presentation

² Countries may decide to adapt based on status of the MFL in their country.

30 min	Module 9: Maintaining the MFL (continued) Action planning	
15 min	BREAK	
60 min	Module 9: Maintaining the MFL (continued) Action planning	
Day 5	Description	Comments
15 min	Recap of Day 4, Module 9	
95 min	Module 10: Sharing the MFL	
15 min	BREAK	
105 min	Module 10: Sharing the MFL (continued)	
60 min	LUNCH	
60 min	Final session: Training Recap and Next Steps <ul style="list-style-type: none"> ▪ What has been covered and achieved High-level review of the action plans	
15 min	BREAK	
45 min	Final session: prioritizing action plans	
45 min	Final session: Next steps— Discuss plans to: <ul style="list-style-type: none"> ▪ Consolidate the action plans ▪ Assign roles and responsibilities ▪ Cost and prioritize activities ▪ Engage stakeholders Obtain resources and buy-in	
15 min	Final session: Closing remarks and evaluation	

Developing an MFL action plan as part of the MFL workshop

One of the objectives of this MFL training is to draft a preliminary action plan to help guide improvements toward a functional MFL.

To achieve this, participants will conduct various activities and small group work sessions to assess the current situation of establishing or strengthening an MFL in a county and identify gaps. We will use checklists and various exercises for this purpose spread out over the course of the training. Participants will then work in groups to outline key actions that are needed for a functional MFL.

The aim is for participants, after the training, to engage key leaders to build on the results achieved in this training workshop and further develop the action plan, prioritize the tasks, and mobilize resources to support the implementation of the action plan.

The following text box shows an outline for assessment and action planning activities throughout the training. This action planning process is introduced at the end of Module 2. The text throughout the training refers to numerous checklists, which appear in the following appendixes:

- Appendix A: Key Considerations for the MFL Checklist
- Appendix B: Governance Checklist
- Appendix C: Data Content Checklist
- Appendix D: Geographic Coordinates Checklist
- Appendix E: Facility Registry Service Checklist
- Appendix F: MFL Maintenance Checklist
- Appendix G: MFL Sharing Checklist

Assessment and action planning activities throughout the training

Module 1. Introduction to the MFL

- Requires no action planning.

Module 2. Assessment

- Identify other facilities lists and duplications among lists.

Module 3. Key Considerations

- Discuss a vision for the MFL.
- Participants use the Key Considerations Checklist (Appendix A) to identify gaps and create an action plan.

Module 4. Governance

- Participants use the Governance Checklist (Appendix B) to identify gaps and create an action plan.

Module 5. Data Content

- Present Data Content Checklist (Appendix C) if an MFL exists.
 - Checklist completed only if MFL exists
- If no MFL exists, participants will be instructed to fill out the checklist (post-meeting) for the main facility lists in country.

Module 6. Geographic Coordinates

- Participants use the Geographic Coordinates Checklist (Appendix D) to identify gaps and create an action plan.

Module 7. Establishing an MFL Dataset

- Identify steps needed to establish an MFL dataset or fill in gaps in an existing MFL dataset.

Module 8. Establishing a Facility Registry

- Participants use the Facility Registry Checklist (Appendix E) to identify gaps and create an action plan.

Module 9: Maintain the MFL

- Participants use the MFL Maintenance Checklist (Appendix F) to identify gaps and create an action plan.

Module 10: Sharing the MFL

- Participants use the MFL Data Sharing Checklist (Appendix G) to identify gaps and create an action plan.

Adapting the training to a specific country context

The MFL training materials have been developed to fit a wide range of country contexts; however, not all countries are at the same phase of MFL development, and some topics may be less relevant than others. Use the following options to adapt the training:

- Make activities more country-specific.
- Abbreviate certain modules. We recommend not excluding them altogether to better present a comprehensive picture of the MFL. The assessments and action planning in modules that are less applicable may reveal aspects that need to be strengthened.
- Intersperse presentations with participation of local partners to describe work they have done on their facility lists.

Preparing the training presentation and materials

In-person trainings require advance preparation to be successful. If you are responsible for organizing this training, allow for at least four weeks before the workshop, for preparation. The following planning and logistical factors should be considered:

Materials required:

- Facilitator guide
- Flip charts and colored makers
- Folders, pens and pencils, small sticky note pads, and writing paper
- MFL assessment tool in digital format, printouts of slide presentation, and MFL Resource Package (separate document, available [here](#)) in print or digital format
- Name tags
- Projector and computer with PowerPoint slides loaded

Six to eight weeks before the training:

- Become familiar with contents of the MFL Resource Package.
- Define specific workshop objectives and outputs for the country targeted for this training.
- Identify training facilitators, including someone who can present on the current MFL status in the selected country.
- Select the number and type of participants to invite, which may depend of the budget available.

Three to four weeks before the training:

- Confirm facilitators and send them the MFL Resource Package and training materials.
- Identify a person to give a 30 minute presentation (in Module 1) on the current status of the MFL in the country.
- Reserve the venue and equipment.
- Review training materials and adapt to the country context, if needed.
- Send out invitations.

Two weeks before the training:

- Finalize the agenda and update with facilitator assignments.
- Finalize training materials, if adapted to a specific country.
- Send out MFL Resource Package to participants so they can familiarize themselves with content.

One week before the training:

- Confirm equipment needed with facilitators and the venue staff.
- Confirm participant attendance.
- Convene facilitators to review and discuss the training objectives and session assignments and timing. Assign timekeepers and note takers for group sessions.
- Print handouts for participant notebooks.
- Purchase supplies: flip charts; handout notebooks; marker pens, pencils and pens; name tags, small sticky note pads.

One day before the training:

- Check all equipment to ensure it is working properly.
- Pack all materials.

Day of the training:

- Set up the room in a configuration with small round tables for group work.
- Set up a table for facilitators for handouts and supplies.

Tasks for the course coordinator and training team:

- Discuss logistical issues, such as break times, bathroom locations, and class courtesy.
- Distribute the course evaluation at the end of the training.
- Facilitate a debriefing for facilitators at the end of each day and prepare a recap to be delivered the next day.
- Introduce speakers, facilitate transitions, and maintain class courtesy.
- Load slide presentations for each speaker.
- Problem solve needs for supplies, more handouts, and technology assistance.
- Work with the venue management on participants' special needs (e.g., special meal choices) and facilitators' tools (e.g., microphone).
- Keep things running on time. Alert people when to return from breaks, and then round them up if necessary. Use the laminated time cards to keep presentations on time.
- Make note of questions that cannot be answered during the discussions, and work with facilitators to prepare the answers for the following day.
- Note changes needed for subsequent training.

MODULE 1: INTRODUCTION TO THE MASTER FACILITY LIST

Estimated time, 105 minutes

Module 1 Learning Objectives

- Define a Master Facility List (MFL).
 - Describe the advantages of an MFL.
 - Describe the components of an MFL.
 - Define a functional MFL.
- Define key concepts related to an MFL.

Topics Covered

- Definitions, purpose of an MFL, overview of what is needed for a functional MFL

Teaching Methods

- Lecture
- Discussion
- Questions and answers

Materials Needed

- PowerPoint presentation: Module 1, Introduction to the MFL
- Flip charts
- Markers
- Copies of the MFL Resource Package to distribute to participants

Suggested Resources

None necessary

Module 1 Agenda

Time	Title and description	Methods
5 min	Introduction and learning objectives	Lecture slides 1-3
30 min	Activity 1: What is an MFL? What are the benefits of an MFL?	Ask participants, Lecture slides 4-6
15 min	Characteristics of a functional MFL	Lecture slides 7-9
15 min	Questions and answers	
10 min	Overview of the MFL Resource Package	Lecture slides 10-11, hand out MFL Resource Package to participants
30 min	Presentation on status of country's MFL <ul style="list-style-type: none"> ▪ Key accomplishments ▪ Key challenges ▪ Planned next steps Discussion	<ul style="list-style-type: none"> ▪ Pre-arrange for someone to prepare and deliver this presentation ▪ Ask participants for brief comments and questions

Module 1 Activities

Activity 1. What is an MFL? What are the benefits of an MFL? (30 min)

- In plenary, ask participants to state what an MFL is.
- Write responses on a flip chart. Ask if other participants have different definitions or thoughts. Keep asking until no one adds a response.
- Next, ask participants to state what they think are the benefits of having an MFL. Write responses on a flip chart. Ask if others have different thoughts. Keep asking until no one adds a response.
- Show Lecture slide 5 and read aloud the definition of an MFL. Compare that definition to participant responses, noting differences.
- Show Lecture slide 6, read it aloud, and compare it to the participant responses, noting differences.

Presentation on Status of Country's MFL (30 min)

- Prior to the training, identify a person to give an update on the country's current MFL status
- Ask the person to prepare a 30 minute presentation about the country's MFL, focusing on:
 - Key accomplishments
 - Key challenges
 - Planned next steps
 - Group discussion and questions
- If possible have the presentation sent to you in a PowerPoint, and integrate with the other appropriate PowerPoints for the training.
- As the person is presenting, have a volunteer write the overall status on a piece of flip chart as reference throughout the training.

MODULE 2: MFL ASSESSMENT

Estimated time, 60 minutes

Module 2 Learning Objectives

- Understand the purpose of an MFL assessment.
- Identify and define the different MFL components that need to be assessed.
- Describe how to implement an MFL assessment.

Topics Covered

- Purpose of an MFL assessment, description of the assessment focus areas.

Teaching Methods

- Lecture
- Plenary discussion
- Questions and answers

Materials Needed

- PowerPoint presentation: Module 2, MFL Assessment
- Projector
- Flip charts and markers

Suggested Resources

- None necessary

Module 2 Agenda

Time	Title and description	Methods
5 min	Introduction and learning objectives	Lecture slides 1–4
5 min	Overview of MFL assessment	Lecture slides 5–9
15 min	Assessment focus areas	Lecture slides 10–21
20 min	Activity 1: What facility lists exist?	Plenary activity
15 min	Introduction to action planning process	Lecture slides 23–26 <i>Distribute a blank action planning form to each participant, discuss content</i>

Module 2 Activities

Activity: What facility lists exist? (20 min)

This activity is intended to help participants to take stock of all the facility lists and become aware of redundancies and duplication of efforts in maintaining separate lists.

- In plenary, ask participants to name all the facility lists that they know are used in their country and ask who owns or manages the list (15 min).
- Ask participants to discuss whether these lists are synced to each other or to an MFL. Ask participants how the data in the different lists are kept updated.

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MODULE 3: KEY CONSIDERATIONS

Estimated time, 145 minutes

Module 3 Learning Objectives

- Know decisions that need to be made on key MFL considerations.
- Describe a vision for the MFL.
- Identify gaps in key considerations.

Topics Covered

- Key MFL considerations
- MFL vision statement
- Gaps in key considerations

Teaching Methods

- Lecture
- Small group activity
- Plenary discussion

Materials Needed

- PowerPoint presentation: Module 3 Key Considerations
- Projection equipment
- Large pad of paper, poster board, or flip chart
- Marking pens, pens, or pencils
- Key Considerations Checklist (Appendix A)
- MFL Action Planning Form (Appendix H)

Suggested references:

- [Tanzania Data Management and Maintenance Workflows](#)
- [Examples of user requirements for an MFL \(OHIE\)](#)

Module 3 Agenda

Explain that the Key Considerations module introduces important factors that must be taken into account when establishing or strengthening an MFL. Many topics covered in this module are covered in detail in later modules. Points for discussion are located in the notes section of the slides.

Time	Title and description	Methods
20 min	Introduction to the Key Considerations module	Lecture slides 1–7, discussion
30 min	Activity 1. Vision statement	Group discussion

30 min	Details for individual key considerations	Lecture slides 9–17, discussion
5 min	Summary and conclusions; review topics to be discussed in subsequent modules, wrap up discussion, and any additional questions	Lecture slide 18
60 min	Activity 2: Action planning	Small group work

Module 3 Activities

Activity 1. Discuss Lecture slide 8: What is the vision of an MFL and a vision statement? (30 minutes)

- In small groups, discuss the following questions:
 - What role will the MFL play in the overall health system?
 - What role will the MFL have as part of a broader eHealth strategy?
 - How is the MFL expected to contribute to the generation of strategic information?
- Ask participants to work in small groups for 10 minutes to write themes and key words on flip charts for later reference. Compare to the checklist on slide 6. Ask groups to use the key words to write a vision statement (10 minutes). Allow 10 minutes to report back (may have to limit the number of groups that report back).

Use the discussion to develop an MFL vision statement that reflects the interests of various stakeholders and describes how the MFL will function in a best-case scenario. Explain that a technology vision statement is a useful tool to ensure that multiple stakeholder goals align with the overall MFL vision. Describe how a technology vision statement succinctly outlines MFL objectives that include the interests of government officials, implementing partners, and donors.

- Describe this example vision statement: The Ministry of Health of [Country Name] will have an up-to-date list of all health facilities in the country that is shareable with other government agencies, implementing partners, donors, and citizens in a standardized manner. The MFL administrators will be supported by up-to-date technology that ensures provision of quality services that are efficient and cost-effective.
- Keep the vision statement posted for reference throughout the rest of the training.

Activity 2. Action planning, Lecture slide 19 (60 minutes)

- Divide participants into four to six groups and ask them to fill out the Key Considerations Checklist (Appendix A) and summarize the key gaps identified (20 minutes). Ask the groups to fill out the Action Planning Form to list the key actions needed to bridge the identified gaps (10 minutes).
- Ask groups to report to plenary on the key gaps and proposed actions. Allow time for discussion (30 minutes).

MODULE 4: GOVERNANCE

Estimated time, 170 minutes

Module 4 Learning Objectives

- Define governance and its importance.
- Identify leadership and their roles and responsibilities for the MFL.
- Describe stakeholder engagement in the MFL.
- Identify policies in place and needed for the MFL governance.
- Describe sustainability for the MFL.

Topics Covered

- Describe MFL governance.
- List key elements necessary to set up the MFL governance.
- List potential challenges to establishing and maintaining MFL governance.

Teaching Methods

- Facilitator presentations
- Activities
- Group work
- Participant presentations
- Plenary discussions

Materials Needed

- PowerPoint slide presentation (Module 4: Governance)
- Flip chart paper
- Markers
- Sticky notes
- Projection equipment
- Governance checklist (Appendix B)
- Action Planning Form (Appendix H)

Suggested Resources

- [Ghana eHealth Strategy](#)
- [WHO National eHealth Strategy Toolkit](#)

Module 4 Agenda

Time	Title and description	Methods
5 min	Introduction to Governance	Lecture slides 3–7

15 min	Overview of Key Elements for Governance: Leadership and Stakeholder Engagement	Lecture slides 8–17
15 min	Activity 1: Stakeholder Engagement	Lecture slide 18, plenary activity
15 min	Overview of Key Elements for Governance: Policy Environment and Institutionalization and Sustainability	Lecture slides 23–28
10 min	Addressing Potential Challenges	Lecture slides 29–30
30 min	Activity 2: Stakeholder Analysis	Lecture slides 31–34, small group work
80 min	Activity 3: Action Planning	Lecture slide 35, small group work

Module 4 Activities

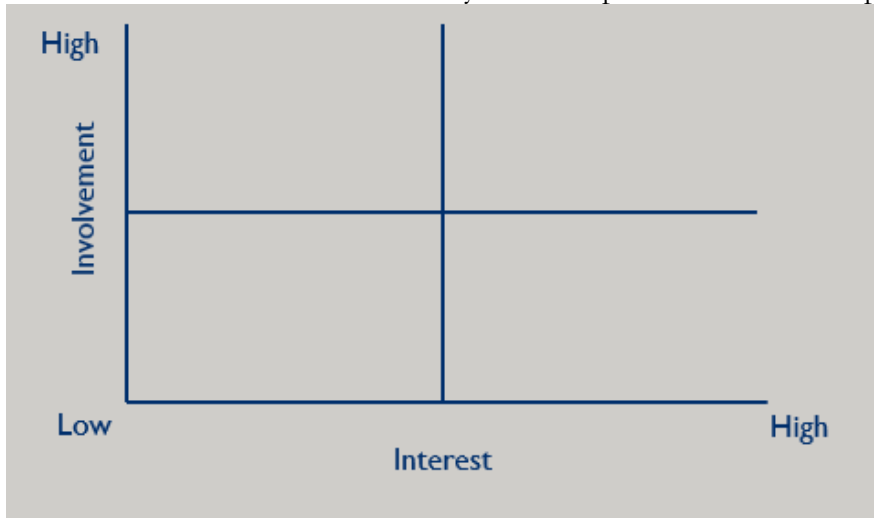
Activity 1. Stakeholder engagement (15 minutes)

- In plenary, ask participants to identify existing and potential MFL stakeholders, thinking about those who can influence the MFL and those who would benefit from the MFL.
- Set up four flip charts. Ask participants to identify stakeholders in each of these four categories:
 - Stakeholders involved in MFL management, governance, operation, and institutionalization
 - MFL data consumers
 - Stakeholders who can provide resources to the MFL, including funding and staffing
 - Stakeholders who can provide technical assistance to the MFL
- Determine if any key stakeholders are missing from the list.

Activity 2. Stakeholder analysis (30 minutes)

- Divide participants into small groups to perform an MFL stakeholder analysis. Assign each group with three to four stakeholders identified in Activity 1.
- For each stakeholder identified, create a table on a piece of flipchart paper or print and distribute the table in Appendix I. List the following stakeholder information:
 - Stakeholder name
 - Role and contribution to MFL
 - Degree of interest (high, medium, low)
 - Involvement (high, medium, low)
 - Importance to the stakeholder
 - Support the stakeholder can lend to the project
 - Roadblocks the stakeholder could present for the project
- In plenary, ask each group to present their work, followed by a discussion, if time allows.

- Optional add-on activity (if extra time, approximately 20 minutes): Ask the group to use the stakeholder analysis to create a stakeholder matrix divided into high, medium, and low involvement and high, medium, and low interest.
 - High, medium, and low involvement: Rate the stakeholder on the degree of involvement and amount of MFL influence and governance.
 - High, medium, low interest: Rate the stakeholder on the degree of interest and benefit derived from the MFL.
- Write each stakeholder on a sticky note and place it in the matrix plot:



- Ask the groups to discuss their placement, compared to the matrix in Lecture slide 34 that shows how to engage stakeholders.



Activity 3. Action planning (80 minutes)

Ask participants to divide into four to six groups and fill out the Governance Checklist (Appendix B). Ask groups to summarize the key gaps identified (30 minutes). Ask groups to fill out the Action Planning Form (Appendix H) to prepare a list of key actions to bridge the

identified gaps (20 minutes). Ask groups to report to plenary on these key gaps and proposed actions. Allow time for discussion (30 minutes).

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MODULE 5: DATA CONTENT

Estimated time, 165 minutes

Module 5 Learning Objectives

- Explain the difference between the signature and service domains and the type of data elements contained in each.
- Describe best practices for deciding which data to include in the MFL.
- Discuss tradeoffs between including optional data elements and data collection costs.
- Discuss the importance of data specifications and international standards.

Topics Covered

- Signature domain data elements
- Service domain data elements
- Data specifications

Teaching Methods

- Lecture
- Group activities
- Group discussion

Materials Needed

- PowerPoint presentation: Module 5 Data Content
- Projection equipment
- Large pad of paper, poster board, or flip chart
- Marking pens, pens, or pencils
- Data Content Checklist (Appendix C)
- Action Planning Form (Appendix H)

Suggested Resources

- [Haiti MFL Codebook](#)
- [Tanzania Health Facility List Data Specification](#)
- [Rwanda Registry Specification](#) (see page 17)

Module 5 Agenda

Time	Title and description	Methods
10 min	What do we mean by MFL data content?: Define data content and describe best practices	Lecture slides 1–7

30 min	MFL data domains: signature and service domains	Lecture slides 8–12
15 min	Activity 1: Keeping the service domain manageable and sources of service domain data	Group discussion, Lecture slide 13
30 min	Data specifications and standards	Lecture slides 14–16
10 min	Activity 2: Review samples of data specifications	Discussion, Lecture slide 17
5 min	Summary and conclusions	Lecture slide 18
65 min	Activity 3: Action planning	Plenary and small group work

Module 5 Activities

Activity 1. Discuss keeping the service domain manageable and finding sources of service domain data (15 min):

- Hold discussions in plenary or small groups, depending on the workshop size and facilitator availability, to explore examples of facility data that remain relatively constant over time and compare to data that can change often (signature data compared to service data).
- Discuss other information systems in the country that may include facility data, such as HMIS and RHIS.
- Discuss the availability of service data that can be collected or accessed.

Activity 2. Review resources on data specifications (15 min):

- Review these resources, which were downloaded before the training began:
 - [Haiti MFL Codebook](#)
 - [Tanzania Health Facility List Data Specifications](#)
 - [Rwanda Registry Specification \(pg 17\)](#)

Activity 3. Action planning (65 min):

- In plenary, distribute and review the Data Content Checklist (Appendix C).
- If the country has a MFL, break into small groups to complete the checklist referring only to the MFL (not any other facility lists), and summarize the key gaps identified (30 minutes). Groups then fill the Action Planning Form (Appendix H) to prepare a list of key actions to bridge the identified gaps (15 minutes). Groups report back to plenary on these key gaps and proposed actions. Allow time for discussion (20 minutes).
- If the country does not yet have a MFL, explain that it will be necessary to identify the main facility lists in the country and to assess each list using the Data Content Checklist (Appendix C). Explain that this activity is time consuming and will not be done during the training, but emphasize that this step needs to be added to the Action Planning Form.

MODULE 6: GEOGRAPHIC COORDINATES

Estimated time, 70 minutes

Module 6 Learning Objectives

- Describe geographic coordinates and their importance in an MFL.
- Outline the steps for implementing geographic coordinates in an MFL.

Topics Covered

- Assigning valid geographic coordinates to the MFL

Teaching Methods

- Facilitator presentations
- Group work
- Plenary discussions

Materials Needed

- PowerPoint presentation (Module 6: Geographic Coordinates)
- Flip chart paper
- Markers
- Projection equipment
- Handouts (MFL Training Geographic Coordinates Checklist)

Suggested Resources

- None necessary

Module 6 Agenda

Time	Title and description	Methods
5 min	Introduction to Geographic Coordinates	Lecture slides 5–8
35 min	Overview of steps for implementation	Lecture slides 9–22
10 min	Activity 1: What steps on the checklist need to be done for valid geographic coordinates?	Lecture slides 23–24, group discussion
20 min	Activity 2: Action planning	Small group work

Module 6 Activities

Activity 1: Steps needed for valid geographic coordinates (10 minutes)

- In plenary, discuss which steps in the following list need to be addressed for valid geographic coordinates for the country's MFL:
 - Define the geographic schema.
 - Define the level of accuracy required.
 - Select the people responsible for geographic coordinates.
 - Determine data sources to obtain geographic coordinates.
 - Conduct primary data collection.
 - Validate the geographic coordinates.
 - Maintain the geographic coordinates in the MFL.
 - Decide how widely to share the geographic coordinates.
 - Determine if there are gaps in the current MFL for geographic coordinates?
 - Assess what has been achieved to date.
 - Determine what is plausible in the country's context for creating and maintaining geographic coordinates.
- In plenary, discuss (1) steps that have been completed and (2) steps that need to be done to achieve valid geographic coordinates. Ask the facilitator or a volunteer to write up the two lists on a flip chart.

Activity 2: Action planning (20 Minutes):

- Ask the small groups to review the Geographic Coordinates Checklist (Appendix D) to determine the next steps needed to validate MFL geographic coordinates and prioritize them (10 minutes).
- In plenary, ask participants to harmonize next steps and determine priorities for validating geographic coordinates (10 minutes).

MODULE 7: ESTABLISHING AN MFL DATASET

Estimated time, 145 minutes

Module 7 Learning Objectives

- Describe steps to establish an MFL dataset.
- Determine which sections of this module apply to the MFL country.
- Identify gaps in the country's MFL, if applicable.

Topics Covered

- Steps and challenges to establishing an MFL dataset

Teaching Methods

- Facilitator presentation
- Group discussion
- Group activities

Materials Needed

- PowerPoint presentations (Module 7: Establishing an MFL Dataset)
- Flip chart paper
- Markers
- Projection equipment

Suggested Resources

- [Development of a Master Health Facility List in Nigeria](#)
- [Development of a Master Health Facility List: Haiti's Experience](#)
- [Tanzania MFL Data Collection Form](#)
- [Rwanda MFL Data Collection Form](#)

Module 7 Agenda

Time	Title and description	Methods
10 min	Introduction to establishing a dataset	Lecture slides 5–7
30 min	Overview of key steps in establishing a dataset	Lecture slides 8–20
10 min	Governance issues and potential challenges	Lecture slides 21–24
20 min	Activity 1: Data validation	Lecture slides 26–27, small group work
30 min	Activity 2: Steps for establishing an MFL dataset	Lecture slides 28–29, small group work

45 min	Activity 3: Action planning	Small group work
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Module 7 Activities

Activity 1. Create a data validation process (20 minutes):

- In small groups, outline a data validation process and include resources as a cross-source to check the list data, potential contacts for validation, and supervisors or officers who could perform additional data validation or collection.
- If a process already exists for the country, describe the process for data validation and continue on to the next steps.
- Point out gaps or challenges in the data validation process and provide solutions, if possible.
 - At the end of the process, determine if it is too costly to validate data and if collecting new data would be a better option.
 - In plenary, present the data validation process.

Activity 2: Practice a data validation (30 minutes):

- In small groups, outline a data validation process for MFL data, and include this information:
 - Resources as a check for the list data (e.g., Does a list already exist? Does information need to be collected from other sources, and which ones?)
 - Potential contacts for validation (e.g., facility or regional contacts that have data for each facility)
 - Supervisors or officers who can perform additional data validation or collection
- In small groups, discuss the expense and feasibility of collecting new data, if that is a better option.
- In small groups, outline the data validation process on a flip chart and present it to the plenary.
- In plenary, discuss the differences and similarities among group results and validation processes. Harmonize the processes into one list, if time permits.

Activity 3. Action planning to determine the steps for establishing a complete MFL dataset (45 minutes):

- In small groups, determine which steps are needed to establish or fill gaps in the MFL dataset.
- In plenary, discuss proposed steps and approaches and fill in the Action Planning Form (Appendix H).

MODULE 8: ESTABLISHING A FACILITY REGISTRY SERVICE

Estimated time, 170 minutes

Module 8 Learning Objectives

- Define a facility registry service.
- Describe the steps in establishing a facility registry service.
- Develop an action plan for launching/re-launching a facility registry service.
- Articulate the process for addressing outstanding and new priorities.
- Describe and identify gaps or needs in the growth and technical support plan.
- Describe common challenges and solutions in establishing a facility registry service.

Topics Covered

- Establishing and maintaining a facility registry service

Teaching Methods

- Lecture
- Web search and discussion

Materials Needed

- PowerPoint presentation: Module 8 Establishing a Facility Registry Service
- Projection equipment
- Facility Registry Service Checklist (Appendix E)
- Action Planning Form (Appendix H)

Suggested Resources

- [OpenHIE Facility Registry Community](#)
- [Tanzania Resource Map User Guide](#)
- [DHIS2 Documentation](#)
- [Tanzania MFL User Requirements](#)
- [Potential Use Cases for the Development of an Electronic Health Facility Registry in Nigeria](#)
- [OHIE Facility Registry Service User Testing Guide](#)
- [Planning an Information Systems Project - PATH](#)

Module 8 Agenda

This module presents many opportunities for robust discussion, depending on the participants and where their countries are in the MFL process.

Time	Title and description	Methods
10 min	Introduction of Facility Registry Service	Lecture slides 1-6

45 min	Overview of steps to establishing a Facility Registry Service	Lecture slides 7–12, discussion
30 min	Activity 1. Virtual facility registry tour	Web activity
15 min	Review steps to configure and arrange hosting for the Facility Registry Service	Lecture slide 14–15
15 min	Review steps to Launch-Iterate-Grow	Lecture slides 16–19
5 min	Common challenges	Lecture slide 20
5 min	Summary and conclusions	Lecture slide 22
45 min	Activity 2: Action planning	Small groups

Module 8 Activities

Activity 1. Virtual tour (30 min):

- Visit some existing free Facility Registry Services:
 - Resource Map: <http://resourcemap.instedd.org/>
 - DHIS 2: <https://www.dhis2.org/>
- Visit some implementations:
 - Tanzania’s HFR: <http://hfrportal.ehealth.go.tz/>
- Visit some Communities of Practice:
 - OpenHIE CoP: <https://wiki.ohie.org/display/SUB/Facility+Registry+Community>
- Discuss these resources.

Activity 2: Action planning (45 minutes):

Divide participants into four to six groups and ask them to fill out the Facility Registry Service Checklist (Appendix E) and then summarize the key gaps identified (15 minutes). Using the Action Planning Form (Appendix H), prepare a list of key actions to bridge the identified gaps (15 minutes). Groups report the results to the plenary, listing key gaps and proposed actions. Allow time for discussion (15 minutes).

Optional or dependent activities (20 minutes, each):

- Develop a launch action plan if a Facility Registry Service is already established or near completion.
- Listen to common challenges from representatives of another country’s MFL implementation, which can be shared virtually.

MODULE 9: MAINTAINING THE MFL

Estimated time, 300 minutes

Module 9 Learning Objectives

- Describe the steps in maintaining the MFL.
- Develop an action plan for maintaining the MFL.
- Understand the inputs required for maintaining the MFL long-term.
- Describe and identify gaps or needs in the maintenance plan.
- Describe common challenges and solutions in maintaining the MFL.

Topics Covered

- Steps involved in maintaining the MFL, description of maintenance processes, definitions, and common challenges

Teaching Methods

- Lecture
- Group discussion
- Questions and answers

Materials Needed

- PowerPoint presentation: Module 9, Maintaining the MFL
- Projector
- Flip charts and markers
- MFL Maintenance Checklist (Appendix F)
- Action Planning Form (Appendix H)

Suggested Resources

- [Kenya Master Facility List Administrative Documents](#)
- [Tanzania Health Facility Registry Curation Tool User Guide](#)

Module 9 Agenda

Time	Title and description	Methods
5 min	Introduction and learning objectives	Lecture slides 1–4
25 min	Processes needed for maintaining the MFL	Lecture slides 5–15
60 min	Activity 1: Identify skills and staffing needs for maintaining the MFL.	Small group work
60 min	Activity 2: Discuss MFL workflows, data submission, approval processes, roles, and responsibilities.	Small group work

60 min	Current maintenance procedures used or planned for the country	Seek volunteer to present
5 min	Summary and conclusions	
85 min	Activity 3: Action planning	Small group work

Module 9 Activities

Activity 1. Identify skills and staffing needs for maintaining the MFL (60 min):

- Divide participants into small groups and ask participants to write on flip charts the following two lists (20 minutes):
 - Skills required to maintain an MFL
 - Staffing needs at different health system levels to maintain the MFL
- In plenary, present group results (30 minutes).
- Discuss whether the lists have gaps (10 minutes).

Activity 2. Discuss country MFL processes (90 min):

- In small groups, discuss and draw on flip chart page the process flow, step-by-step, for the following information:
 - Workflow
 - Data submission
 - Approvals
- Identify roles and responsibilities for each step at different system levels.

Activity 3: Action planning (85 min):

- Divide participants into four to six groups to fill out the MFL Maintenance Checklist (Appendix F) to summarize the key gaps identified (40 min).
- Ask groups to fill out the Action Planning Form (Appendix H) to list key actions to bridge the identified gaps (20 min).
- In plenary, ask groups to report results on these key gaps and proposed actions. Allow time for discussion (25 min).

MODULE 10: SHARING THE MFL

Estimated time, 200 minutes, or longer, depending on the participants.

Module 10 Learning Objectives

- Describe three methods for sharing the MFL and discuss considerations for each method.
- Discuss the benefits of sharing the MFL.
- Differentiate between the types of domain users and the security requirements for each type.
- List the documentation needed for data consumers.
- Prepare an outline of management roles and the needs for them, including support for MFL sharing.

Topics Covered

- Data sharing policies
- Integration

Teaching Methods

- Lecture
- Group discussion

Materials Needed

- PowerPoint presentation: Module 10 Sharing the MFL
- Projection equipment
- MFL Sharing Checklist (Appendix G)
- Action Planning Form (Appendix H)

Suggested Resources

- [Facility Registry API](#)
- [CSD: IHE Documentation](#)
- [OpenHIE Workflow: Query health worker and/or facility records](#)

Module 10 Agenda:

This module delves into technical topics. The depth of coverage depends on participants.

Time	Title and description	Methods
15 min	What do we mean by sharing the MFL?	Lecture slides 1–7, demonstration
5–10 min	Why is sharing the MFL important?	Lecture slide 8, discussion
10 min	Key aspects of MFL data sharing	Lecture slide 9–10
15 min	Activity 1. Discuss data sharing policy	Group discussion, slide 12

15 min	Key aspects, continued	Lectures slides 13–17
10 min	Activity 2. Discuss types of data sharing	Group discussion, slide 18
10 min	Considerations for integrating the MFL: What is integration?	Lecture slides 19–20
10 min	Activity 3. Discuss integration	Group discussion, slide 21
20 min	Considerations for integration, continued	Lecture slides 22–26
5 min	Management and support of data sharing	Lecture slide 27
5 min	Summary and conclusions	Lecture slide 28
75 min	Activity 4: Action planning	

Module 10 Activities

Activity 1. Discuss data sharing policy (15 Min):

- Give participants a few minutes to review the existing data sharing policy. Discuss what changes might be needed. If no policy exists, discuss what information would be important to include.

Activity 2. Discuss types of data sharing (10 min):

- Discuss the pros and cons of types of data sharing. If the vision activity has been completed, discuss how the type of data sharing aligns with the vision statement.

Activity 3. Discuss integration (10 min):

- Discuss pros and cons of integrating. Who might it be important to integrate the MFL and with what systems?

Activity 4: Action planning (85 min):

- Divide participants into four to six groups and fill out the MFL Sharing Checklist (Appendix G). Ask groups to summarize the key gaps identified (40 minutes). Ask groups to fill out the Action Planning Form (Appendix H) to prepare a list of key actions to bridge the identified gaps (15 minutes). In plenary, ask groups to report on these key gaps and proposed actions. Allow time for discussion (20 minutes).

FINAL SESSION: TRAINING RECAP AND NEXT STEPS

Estimated time, 165 minutes

Final Session Learning Objectives

- Review, at a high level, the action plans developed during the training
- Discuss next steps for the MFL for refining action plans and implementing the activities

Topics Covered

- Training summary
- Next steps

Teaching Methods

- Lecture
- Group discussion

Materials Needed

- PowerPoint presentation: Module 10 Sharing the MFL
- Projection equipment
- Evaluation form

Suggested Resources

- None necessary

Final Session Agenda

Time	Title and description	Methods
30 min	Recap of what has been covered throughout the training	
30 min	High-level review and discussion of action plans developed during training	Group discussion
45 min	Activity 1: Prioritizing actions	Group discussion
45 min	Discuss next steps for the group, including: <ul style="list-style-type: none">• Consolidating the action plans• Assigning roles and responsibilities• Costing and prioritizing activities• Engaging stakeholders in the process• Establishing resources and buy-in	Group discussion
15 min	Evaluation	Post training evaluation

FACILITATOR GUIDE FOR THE MFL TRAINING

APPENDICES

Appendix A: Key Considerations for the MFL Checklist

Question		Yes/No or NA (for not applicable)	Details/Notes
Purpose of the MFL			
Has a long-term vision for the MFL been clearly articulated by the Ministry of Health?			
Is there a written document that describes the purpose of the MFL in the national health system?			
	Name of document and where it can be found.		
Overall, is there consensus among stakeholders on the purpose of the MFL?			
Leadership of the development process			
Has a specific institution or group been tasked with leading the MFL development?			
Is a specific institution or group leading the MFL development or strengthening it?			
Institutional home of the MFL			
Has the institutional home for the MFL been determined?			
If no:	Is there a process in place for making this decision?		
If yes:	List the institution and unit that will manage the MFL.		
Are there concerns that the institutional home will be able to do the following tasks:			
	Mobilize resources in support of the MFL?		
	Coordinate across stakeholders and take their needs into account?		
	Dedicate a team to the MFL?		
	Create a team that has the necessary data management and skills for GIS and information technology to maintain the MFL?		
Types of facilities included in the MFL			
Has a decision been made on the type of facilities to include in the MFL?			
What types of facilities does or will the MFL include?			

	Public health facilities		
	Private health facilities		
	Mobile clinics		
	Community dispensaries		
	Community health worker service delivery points		
	School clinics		
	Prison clinics		
	Military hospitals		
	Pharmacies		
	Blood banks		
	Other (specify)		
Were other criteria are used to include facilities in the list? (If any of the following were used, please provide additional information.)			
	Ownership		
	Location		
	Size		
	Services offered		
	Other (specify)		

Appendix B: Governance Checklist

Questions		Yes/No	Details/Notes
Governance			
Has an MFL steering committee been established?			
If there is a steering committee:			
	Does it include individuals from the MOH, the institutional home (department or unit) of the MFL, key data consumers, and facility registry service advisors?		
	Has it developed an overall vision for the MFL and its role in the broader health information system?		
	Has it outlined a roadmap for achieving that vision?		
	Does it have a strategic plan for MFL implementation and management?		
	Does it have a workplan and agenda for the next 12 months?		
	Has it secured funding for the next 12 months of implementation?		
	Does it make critical decisions about the MFL through consultation and consensus?		
	Does it take leadership in assigning tasks and responsibilities for MFL implementation?		
	Does it have terms of reference (TORs)?		
	Does it meet at least quarterly to discuss how the MFL is functioning and what improvements are needed?		
Is there a list of current and potential MFL data consumers?			
Have the key MFL stakeholders, including facility list managers and data consumers, been engaged in discussions around the MFL?			
	Were they consulted about important decisions regarding the content of the MFL?		
	Were they consulted regarding the requirements for the facility registry?		
Do data consumers have a voice in shaping how the MFL is implemented?			
Is there a national authority responsible for the MFL? If yes, who?			
Is there an institutional home for the MFL? If yes, where?			
Is there a technical working group that meets regularly to discuss how the MFL is functioning and what improvements are needed?			

Is there oversight of the MFL to ensure that people are carrying out their roles and responsibilities?		
Does the governing body regularly consider how the MFL fits in with other health information systems in the country?		
Is there a costed strategic plan for the MFL?		
Are there terms of reference or standard operating procedures to guide the processes to establish and maintain the MFL?		
What challenges exist, or do you foresee challenges, that are related to the governance of the MFL?		
Policy environment		
Is there a mandate for MFL implementation?		
Is the MFL part of the country's broader health information system strategic plan?		
Is there a national document that describes health facility classifications for the country? (Name, publication date)		
	If yes, can it be used for the MFL?	
Is there a national document that specifies the requirements for a health facility to be considered functional? (Name, publication date)		
	If yes, can it be used for the MFL?	
What is the national authority responsible for the regulation of health facilities?		
	Openings and closings	
	Accreditation	
	Can the national authority regularly share information to help update the MFL?	
	How can the information be shared (e.g., system integration or file sharing through email)	
Is there a national e-Health strategy document? (Name, publication date)		
	If yes, was it reviewed to determine how it affects the MFL and facility registry?	
Is there a national open data policy? (name and publication date)		
	If yes, was it reviewed to determine how it affects the MFL and facility registry?	
Is there a national policy about data sharing? (name and publication date)		
	If yes, was it reviewed to determine how it affects the MFL and facility registry?	
Is there a national policy on hosting of health data? (name and publication date)		

	If yes, was it reviewed to determine how it affects the MFL and facility registry?		
Do other existing policies apply to the establishment and maintenance of an MFL? (name and publication date of each)			
MFL strategy			
Is there an MFL strategy? If yes, does it answer the following questions:			
	Who is responsible for implementation, oversight, revisions, and updates to the MFL strategy?		
	Who is accountable for the MFL and the facility registry service that houses it?		
	Who is responsible for defining required MFL data elements?		
	How re updates to the MFL made?		
	How are access and data sharing granted?		
	What funding mechanism exists for recurring costs for MFL maintenance and constraints associated with the funding?		
	What is the required level of coordination among stakeholders needed to establish, maintain, and sustain the MFL?		

Appendix C: Data Content Checklist

To be filled out for the MFL or for other facility list reviewed when seeking to establish or complete an MFL.

Question	Yes/No	Details/Notes
List content and completeness		
NAME OF THE LIST:		
Who owns the list?		
What institution and team manages the list content?		
What is the purpose of this facility list and what is it used for?		
What facility information is included in the list? Check all that apply and add comment as needed.		
Signature Domain		

	Unique facility identifier		
	Facility name		
	Facility type		
	Ownership or managing authority		
	Administrative areas		
	Location or address		
	Geographic coordinates		
	Contact information—telephone number		
	Contact information—email address		
	Operational status		
	Data year		
	Service Domain		
	Services offered		
	Number of beds		
	Human resources (e.g., # of doctors, # of nurses)		
	Infrastructure: # of inpatient beds or cots, including maternity		
	Other (specify)		
What types of facilities are included in the list? (Note: For the MFL, this information is included in the Key Considerations Checklist)			
	Public health facilities		
	Private health facilities		
	Mobile clinics		
	Community dispensaries		
	Community health worker service delivery points		
	School clinics		
	Prison clinics		
	Military hospitals		
	Pharmacies		
	Blood banks		
	Other (specify)		

Were other criteria used to include facilities in the list? If any of the following are used, please provide additional information.			
	Ownership		
	Location		
	Size		
	Services offered		
	Other (specify)		
How many entries are in the list?			
What is the geographic coverage of the list?			
What is the list's level of completeness?			
	Facilities missing from the list (Indicate # or %, by type if possible)		
	Fields missing data (Indicate fields most often incomplete)		
Are there obvious errors in the list data?			
Using a basic online map, do the facility locations appear to be correct?			
Is there a data specification guide or data dictionary? (Indicate document name, publication date)			
	If yes, was it reviewed to determine if it matches specifications and standards defined for the MFL?		
How is the unique facility identifier assigned?			
Do the IDs depend on administrative information? (e.g., province or district)			
When was the list last updated?			
During the most recent update, was the list updated in its entirety?			
	for all facilities?		
	for all data elements?		
Were the data validated following the most recent update? If so, how and by whom?			
Who uses the list?			
Who has access to the facility list?			
Who funds the maintenance of the list?			
What software is used to store the facility list?			
What procedures and workflows are used to update the list?			

Are these procedures documented?		
If an MFL exists, does this list pull data from the MFL? If yes, what data?		
Is the list linked to other systems? If yes, please specify the systems by type.		

Appendix D: Geographic Coordinates Checklist

Question	Yes/No	Details/Notes
List Content and Completeness		
NAME OF THE LIST:		
Do all facilities in the list have geographic coordinates?		
Is the date the coordinates were collected available?		
Is the method used to collect the geographic coordinates known?		
Is the precision of the geographic coordinates consistent across facilities?		
Have the geographic coordinates ever been validated?		
	Has this validation been done for all facilities in the list?	
	When were these data validated?	

Appendix E: Facility Registry Service Checklist

Question	Yes/No	Details/Notes
Facility Registry Service: Software and supporting infrastructure		
What software or facility registry service is used to store the MFL?		
Has a technical working group been established to oversee the facility registry service?		
Where is the MFL being hosted (i.e., cloud-based or local)?		
Is the facility registry service embedded within another information system or is it independent?		
Who is responsible for the technical maintenance of system in which the list is housed?		
Who can use the facility registry service and for what purposes?		
How does the facility registry service interact with other information systems? Does it push or pull data?		

Does the facility registry service include external applications to meet some of its requirements?			
Does the facility registry service allow for the following:			
	MFL data to be shared (i.e., downloaded, exported)?		
	Data consumers to search and sort data?		
	Persons to suggest changes to the data?		
	Interoperability with other information systems?		
What workflows exist to use and update the facility registry service?			
Is the facility registry service easy to use?			
Is the technology reliable?			
Are there new software solutions that may be more appropriate?			
What challenges have users (data curators or data consumers) encountered when using the service?			
What barriers to technology exist (e.g., electricity, servers, bandwidth, computers) at what levels?			
Are infrastructure updates planned?			
Are there facility registry service staff who can do the following:			
	Manage updates?		
	Handle compatibility issues?		
	Ensure data security?		
	Back up the MFL periodically, if not automated?		
	Ensure the server is fully operational, if hosted locally?		
	Assist users in troubleshooting issues?		
	Troubleshoot issues on integration and interoperability?		
Have gaps in the registry been assessed and addressed?			

Appendix F: MFL Maintenance Checklist

Question	Yes/No	Details/Notes
List maintenance		
What unit within the implementing agency or organization is responsible for maintaining the MFL?		

Is MFL data management centralized or decentralized?			
Is there a standard process for maintaining and updating the MFL? (Ensure steps below are described.)			
Please explain the process of maintaining the MFL. Make sure to address each of the items below. If an item is not addressed, prompt the respondent for information.			
	Identification of new facilities (+ frequency)		
	Identification of changes to facilities (+ frequency)		
	Collection of data (new facilities and updates to existing facilities)		
	Validation of collected data (+ when this occurs in the process and who is responsible)		
	Compilation of facility data for list updates at the district level		
	Compilation of facility data for list updates at the national level		
	Approval of list updates (+ centralized or decentralized)		
	Entry of updates to list		
	Supervision or oversight of the maintenance process		
	Distribution and sharing of the list		
	Other (specify)		
Is there documentation of the process? (e.g., SOP) (Document name, publication date)			
	Obtained a copy		
	Observed a copy		
	Neither observed or obtained		
Observe process documentation			
What information is included in the documentation? Comment on the following components:			
	Identification of new facilities (+ frequency)		
	Identification of changes to facilities (+ frequency)		
	Collection of data (new facilities and updates to existing facilities)		
	Validation of collected data		
	Compilation of facility data for list updates at the district level		

	Compilation of facility data for list updates at the national level		
	Approval of list updates		
	Entry of updates to the list		
	Supervision of the maintenance process		
	Dissemination of the list (+ distribution medium: Excel, XML, HTML, web services)		
	Other (specify)		
Seek respondent's process knowledge			
	At what stage do data become electronic?		
	Describe the distribution of process documentation (e.g., where, how, and who has them).		
	Are there other job aids for maintaining, updating, or validating the list?		
	What data sources are used to update the MFL (e.g., services offered at a facility)?		
	Does a document summarize the frequency and updating process for data consumers?		
	Is there a log of recent changes to MFL data?		
	At what stage do the data becomes electronic?		
	What data sources are used to update the MFL? (e.g., services offered at a facility)		
	How are MFL updates documented? (e.g., regular backups, adding rather than overwriting entries)		
	What is the frequency of backups?		
	What is the date of the most recent backup?		
Human resources, if MFL exists			
	Are staff dedicated solely to maintaining and supporting the MFL?		
	Are staffing levels sufficient to maintain and support the MFL?		
	Have roles and responsibilities been clearly defined?		
	Data collectors to gather new data		
	Data curators to maintain, update, and validate MFL content regularly or continuously		
	Data sources to provide updates when facility data change		
	MFL managers to oversee MFL implementation		
	Software developers to create, maintain, and adjust the facility registry service to meet the needs of data consumers		

	Steering committee to facilitate high-level oversight and funding		
	Trainers		
	Supervisors		
Do job descriptions exist for the positions listed above?			
Has national-level staff who maintain the MFL received training (+ number of days)?			
Has national-level staff who maintain the list received ongoing support (+ frequency) (e.g., supervision, regular meetings, refresher training, reference person)?			
Has subnational staff who maintain the MFL received training (+ number of days)?			
Has subnational staff who maintain the MFL received ongoing support (+ frequency) (e.g., supervision, regular meetings, refresher trainings, reference person)?			
What additional support or training does the staff need?			
Are any positions unfilled? If so, why?			
Does the MFL rely primarily on local staff or on international consultants?			
Is staff turnover high?			
Are systems in place to address issues of high staff turnover?			
Is recurring funding sufficient for staffing?			
Human resources, if MFL does not exist			
Are staff available to manage the establishment and maintenance of the MFL? Who and where?			
Are there people within the MOH or with other local partners who have the following skills needed to develop an MFL? If yes, are they available to focus on the MFL?			
	Database management		
	Information technology		
	Software developers		
	Geographic Information Systems (GIS)		
	Other areas?		
Is training available if there are gaps in necessary skillsets? (Ask about each skill for which there is a gap.)			
	Who can provide the training?		
	Who can be trained?		
Financial Resources			
Have funding sources been identified?			

Has a costed action plan been developed?			
Does the costed action plan include ongoing regular MFL maintenance?			
Does the national budget have a line for MFL maintenance, including support of IT components?			
What are potential funding sources for establishing and maintaining the MFL?			
Are there opportunities for cost-sharing with other initiatives that use the MFL?			
Have the following tasks that require financial commitments been accounted for in funding considerations, if not already completed? (<i>indicate "Already funded," "Funding identified," "Funding needed," or "N/A"</i>)			
	Collection of data to fill gaps in MFL?		
	Cleaning and harmonization of data from facility lists for inclusion in the MFL?		
	Development of a facility registry service?		
	Provision of on-going technical support to facility registry service?		
	Development of SOPs, policies, and job aids to support MFL?		
	Training of staff to collect, validate, and use data?		
	Steering committee and technical working group meetings?		
	Communication?		
	Staff to manage MFL over the long-term?		
Challenges and Improvements			
What challenges are encountered in maintaining the MFL?			
What challenges are encountered in using the MFL?			
What organizations and agencies can use MFL information but are not currently doing so?			
Are there plans to improve the MFL?			
Are there other steps that could be taken to improve the MFL?			

Appendix G: MFL Sharing Checklist

Question		Yes/No	Details/Notes
MFL use			

Who are the most common MFL users?			
What are the most common MFL uses?			
Is support available for users?			
Has anyone been denied use of the MFL?			
What types of data requests can the MFL accommodate?			
Who handles MFL inquiries?			
Are requests for MFL data addressed and handled consistently?			
What reports are generated using the MFL?			
MFL access			
Do parts of the MFL have restricted access?			
Who has access to the MFL?			
	Approval process		
	Public domain users (i.e., access to non-sensitive information in the MFL)		
	Trusted domain users (i.e., with broad access to information in the MFL, including sensitive information)		
	Middle domain users (i.e., access to information in the MFL somewhere between public and trusted domain users)		
	Administrative domain users (i.e., complete data access, including editing rights)		
How is the MFL accessed?			
	Login IDs required		
	Written requests required		
	Public portal		
	Other (specify)		
MFL Sharing			
How are the MFL data shared?			
	Sent electronically (e.g., by email)		
	Made available as read-only document that can be viewed or downloaded from a website		
	Shared through an online interface		

	Shared through integration with other information systems		
Have data sharing tools been developed?			
	Application programming interfaces (API)		
	If no API's exist, then formats such as GeoJSON, RSS, and CSV		
Is there a policy established for sharing the MFL?			
Is the purpose of the MFL simply to share data or is it a curation tool as well?			
Are there mechanisms by which users can provide feedback? (e.g., data errors)			
Are MFL data sharing procedures and decisions transparent and known to current and potential MFL data users?			
What MFL data are shared? Is the sharing limited?			
Has documentation for data consumers been developed?			
	Data specifications document		
	Summary of update process		
	Change log		
Links to systems			
Is the MFL linked to other systems? If yes, please specify the systems by type:			
	Financial		
	Human resources		
	Infrastructure		
	Other (specify)		
What is the process by which each system is updated with changes to the MFL?			
How frequently are MFL updates incorporated into each system?			
Is there process documentation for updating each system? (document name, publication date)			
	Obtained a copy		
	Observed a copy		
	Neither observed or obtained		
Has alignment of data been considered?			
	Syntactic interoperability (How are the data formatted?)		

	Semantic interoperability (How are the data defined?)		
Other aspects to consider for data alignment:			
	Facility identifiers match and legacy identifiers preserved		
	Geographic or administrative hierarchies match, or both		
	Facility types and service categories are defined the same		
	Data values match		
	Agreement on <i>empty</i> , <i>NA</i> , and <i>null values</i>		
	Records exist of when data were last updated and by whom		
	Maintenance of ontology mappings between terminology standards and project datasets		
Management and Support			
Is a person designated to respond to requests?			
Is technical staff available to handle ethical issues and fix bugs?			
Does the steering committee meet regularly to plan and maintain a strategic vision for the MFL and integrations?			
	Funding for technical support activities		
	Tiered approach to cost sharing		
	Cost recovery model		
	No fee access		

Appendix H: MFL Action Planning Form

Instructions for filling in the MFL Action Plan Form:

- For each row, write down a gap identified through the assessment process.
- Define the actions needed to address and bridge each gap (could be more than one).
- Identify the person responsible and action due dates to eliminate vagueness.
- Note resources needed that are unavailable.

DRAFT

MFL Action Planning Form

MODULE:						
GAPS IDENTIFIED	ACTION TO ADDRESS GAP	PARTY/DEPT RESPONSIBLE	WHEN ACTION IS NEEDED (Immediate, Medium-term, Long-term)	RESOURCES REQUIRED (Staff, Technology, Materials)	DESIRED OUTCOME	NOTES

Appendix I: Stakeholder Engagement Table, Activity 2

Stakeholder name	Role or contribution to MFL	Interest (high, medium, low)	Involvement (high, medium, low)	What is important to the stakeholder?	How can the stakeholder support the MFL?	How could the stakeholder present road blocks to the MFL?

APPENDIX J: EVALUATE THE WORKSHOP MODULES

1. Module 1. Introduction to the MFL

1. a. On a scale of 1–3 (with 3 being useful), please rate this session. Circle the number that best corresponds to your rating:

1	2	3
Not at all useful	Somewhat Useful	Useful

1. b. Would you recommend that this session be included in future workshops? Why or why not?

1. c. What do you recommend to improve the session?

2. Module 2. MFL Assessment

2. a. On a scale of 1–3 (with 3 being useful), please rate this session. Circle the number that best corresponds to your rating:

1	2	3
Not at all useful	Somewhat Useful	Useful

2. b. Would you recommend that this session be included in future workshops? Why or why not?

2. c. What do you recommend to improve the session?

3. Module 3. MFL Key Considerations

3. a. On a scale of 1–3 (with 3 being useful), please rate this session. Circle the number that best corresponds to your rating:

1	2	3
Not at all useful	Somewhat Useful	Useful

3. b. Would you recommend that this session be included in future workshops? Why or why not?

3. c. What do you recommend to improve the session?

4. **Module 4. MFL Governance**

4. a. On a scale of 1–3 (with 3 being useful), please rate this session. Circle the number that best corresponds to your rating:

1	2	3
Not at all useful	Somewhat Useful	Useful

4. b. Would you recommend that this session be included in future workshops? Why or why not?

4.C. What do you recommend to improve the session?

5. **Module 5. MFL Data Content**

5. a. On a scale of 1–3 (with 3 being useful), please rate this session. Circle the number that best corresponds to your rating:

1	2	3
Not at all useful	Somewhat Useful	Useful

5. b. Would you recommend that this session be included in future workshops? Why or why not?

5. c. What do you recommend to improve the session?

6. **Module 6. Geographic Coordinates**

6. a. On a scale of 1–3 (with 3 being useful), please rate this session. Circle the number that best corresponds to your rating:

1	2	3
Not at all useful	Somewhat Useful	Useful

6. b. Would you recommend that this session be included in future workshops? Why or why not?

6. c. What do you recommend to improve the session?

7. **Module 7. Establishing an MFL Dataset**

7. a. On a scale of 1–3 (with 3 being useful), please rate this session. Circle the number that best corresponds to your rating:

1	2	3
Not at all useful	Somewhat Useful	Useful

7. b. Would you recommend that this session be included in future workshops? Why or why not?

7. c. What do you recommend to improve the session?

8. **Module 8. Facility Registry Service**

8. a. On a scale of 1–3 (with 3 being useful), please rate this session. Circle the number that best corresponds to your rating:

1	2	3
Not at all useful	Somewhat Useful	Useful

8. b. Would you recommend that this session be included in future workshops? Why or why not?

8. c. What do you recommend to improve the session?

9. Module 9. Maintaining the MFL

9. a. On a scale of 1–3 (with 3 being useful), please rate this session. Circle the number that best corresponds to your rating:

1	2	3
Not at all useful	Somewhat Useful	Useful

9. b. Would you recommend that this session be included in future workshops? Why or why not?

9. c. What do you recommend to improve the session?

10. Module 10. Sharing the MFL

10. a. On a scale of 1–3 (with 3 being useful), please rate this session. Circle the number that best corresponds to your rating:

1	2	3
Not at all useful	Somewhat Useful	Useful

10. b. Would you recommend that this session be included in future workshops? Why or why not?

10. c. What do you recommend to improve the session?

Skills Building

Have the skills you learned during this MFL training workshop contributed to or helped you in your work? In what way?

Current Work

Please describe your current responsibilities, particularly those that relate to the MFL:

Thank you for participating in the Master Facilities List training workshop for facilitators. We appreciate your contributions, and we look forward to using your evaluation to improve future workshops.