



Evaluation of the In-Service National Training Programme for Nutrition Officers in Tanzania, 2014/15

FINAL REPORT - ANNEXES

27 February 2019

Contract Ref:

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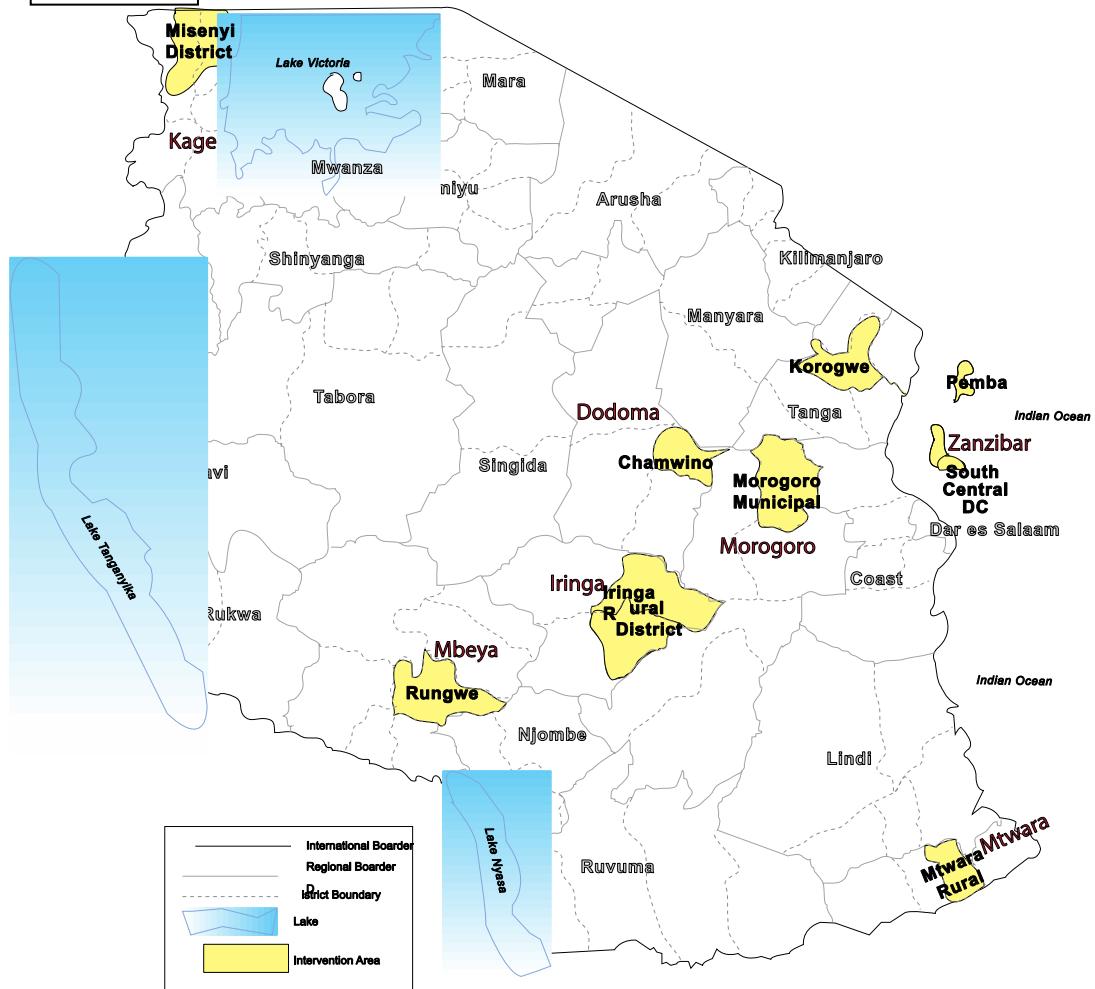
Annex 1: Evaluation Matrix

EVALUATION MATRIX

No	Subsequent question	Measure /indicator	Main Source of information	Data collection	Tools	Data analysis methods
Key Question 1: What is the relevance of your Organization and Experience in Food and Nutrition in general and specifically in-service Training of Nutrition Officers and Focal Persons						
1.1	What period respondents has been with	Profile of people supported/age, gender, location	KII: Policy makers, Program managers/ Key Informants - Policy Makers, Managers	KII: Quantitative survey; Interviews	KII Guide and KII Guide	Thematic analysis and Descriptive Statistics
1.3	How have organizations observed the	Proportion of organizations that	Key Informants - Policy Makers, Managers	Interviews	KII Guide	Thematic analysis and Descriptive Statistics
Key Question 2: Was the approach used by the in-service training relevant within the context of Tanzania. Was it relevant to address the needs of nutrition officers and focal points						
2.1	What are organizations experiences with in-service training	Proportion of organizations giving a	KII - Policy Makers, Managers, Key Informants - Policy Makers, Managers	Interviews	KII Guide	Descriptive Statistics and Descriptive Statistics
2.2	What staff is involved with in-service training	Proportion of nutritionists and nutrition officers	KII - Policy Makers, Managers, Key Informants - Managers	Interviews	KII Guide	Descriptive Statistics and Descriptive Statistics
2.3	What prompted organization to get involved with in-service training	Proportion of nutrition officers	Key Informants - Policy Makers, Managers	KII Interviews and KII Guide	KII Guide	Descriptive Statistics and Descriptive Statistics
2.4	What specific knowledge, skills and attitudes were required for the in-service training	Proportion of nutrition officers who	Key Informants - Policy Makers, Managers	KII Interviews and KII Guide; Questionnaire	KII Guide	Descriptive Statistics and Descriptive Statistics
2.5	What were the objectives of the in-service training	Number of KI who correctly mentioned the objectives	Key Informants - Managers	Interviews	KII Guide	Thematic analysis
2.6	Was the in-service training relevant to the needs of the trainee nutrition officers	Number of KI who mentioned that	KII - Policy Makers, Managers, Key Informants - Managers	KII Interviews and KII Guide; Nutrition	KII Guide; Nutrition	Descriptive Statistics and Descriptive Statistics
2.7	Was the training on coordination	Number of KI who mentioned that	KII - Policy Makers, Managers, Key Informants - Managers	Interviews; Quantitative	KII Guide; Nutrition	Descriptive Statistics and Descriptive Statistics
2.8	Are there approaches and strategies used	Number of KI who mentioned that	KII - Policy Makers, Managers, Key Informants - Managers	Interviews	KII Guide	Descriptive Statistics and Descriptive Statistics
Key Question 3: Were the selected staff the most appropriate for the identified needs in terms of qualifications, level of operation and sector representation						
3.1	Which staff members were targeted for the in-service training	Profile of nutrition officers targeted	Key Informants -	Interviews; Quantitative	KII Guide	Descriptive Statistics and Descriptive Statistics
3.2, 3.3	What are their academic qualifications	Level of education attained	Key Informants -	Interviews; Quantitative	KII Guide; Nutrition	Descriptive Statistics and Descriptive Statistics
Key Question 4: What is the extent to which the planned outputs met the needs of the in-service training program and the intended beneficiaries who are the trainee nutrition officers and nutrition focal persons						
4.1	What services are provided to the in-service training	Type of services provided	KII - Policy Makers, Managers, Key Informants -	Interviews	KII Guide	Descriptive Statistics
4.2	What would be an ideal in-service training	Type of ideal training mentioned	KII - Policy Makers, Managers, Key Informants -	Interviews	KII Guide	Descriptive Statistics
4.3	To what extent would nutrition outcomes be improved	Prevalence of malnutrition by region	KII - Policy Makers, Managers, Key Informants -	Interviews	KII Guide	Descriptive Statistics
4.4	What strengths have been observed in the in-service training	Proportion of nutrition officers giving a	KII - Policy Makers, Managers, Key Informants -	Interviews	KII Guide and	Descriptive Statistics
4.5	What challenges /difficulties have been faced	Types of challenges observed	KII - Policy Makers, Managers, Key Informants -	Interviews	KII Guide; Nutrition	Descriptive Statistics
4.6	Has the planning and budget targets been met	Existence of evidence based plans;	KII - Policy Makers, Managers, Key Informants -	Interviews	KII Guide; Nutrition	Descriptive Statistics
4.7 to 4.11	What was the purpose of the needs assessment?	Existence of a Needs Assessment report	KII - Policy Makers, Managers, Facilitators/Trainers	Interviews; Surveys; site observations	On	Descriptive Statistics; Thematic analysis
Issue Area 2: Efficiency (Timeliness)						
Key Area 5: Was the implementation of the In-service Training programme of nutrition officers and focal persons efficient. Was partnership established to assess the needs, design and roll-out of the training						
5.1	Was the implementation of the in-service training efficient	Number of KI who reported that	KII - Policy Makers, Managers, Key Informants -	Interviews; Quantitative	KII Guide; Nutrition	Descriptive Statistics
5.2	Was partnership established to assess the needs of the in-service training	Number of KI who reported that	KII - Policy Makers, Managers, Key Informants -	Interviews; Quantitative	KII Guide; Nutrition	Descriptive Statistics
5.3 to 5.5	Have the objectives been achieved at the end of the in-service training	Number of KI who reported that	Key Informants - Policy Makers, Managers	Interviews	KII Guide	Descriptive Statistics
5.6	What was the cost of transferring one US\$	Ratio of programme to overhead	Expenditure reports submitted to Irish	Document review	Document review	Financial analysis
5.7	Was the rate of spending per annum (i.e.,	Ratio of annual total expenditure to overhead	Expenditure reports submitted to Irish	Document review	Document review	Cost effectiveness analysis
5.8	Where resources wasted? Do benefits exceed costs?	Ratio of annual total expenditure to overhead	Expenditure reports submitted to Irish	Document review	Document review	Cost effectiveness
Issue Area 3: Effective (progress/achievements measured against set Key Performance Indicators						
Key Question 6: To what extent were the outputs achieved? What were the major factors influencing the achievements or non-achievements of the outputs against set Key Performance Indicators in the Log frame						
6.1 to 6.2	What were the expected outputs from the in-service training	Number of KI reported that outputs	Key Informants; Policy Makers; Key Informants -	Interviews; Quantitative	Key Informant Interview	Descriptive Statistics
6.3 to 6.4	To what extent have the outcomes been met	Number of KI who report outcomes	Key Informants; Policy Makers; Key Informants -	Interviews	Key Informant Interview	Descriptive Statistics
6.5	How was effective coordination achieved?	Proportion of R/DNSCs sensitized and trained	Key Informants; Policy Makers; Key Informants -	Interviews; On-site	Key Informant Interview	Descriptive Statistics
Issue Area 4: Impact and main achievements						
Key Question 7: After the in-service training, were there notable improvements on the capacities of nutrition officers and focal persons to coordinate, manage, plan and budget for the delivery of nutrition services						
7.1 to 7.2	What extent has the in-service training improved the capacities of nutrition officers and focal persons	Informants reporting that NOs have improved	Key Informants; Policy Makers; Key Informants -	Interviews	Key Informant Interview	Descriptive Statistics
7.4 to 7.5	Has the training led to more regular and effective monitoring and evaluation	Existence of Monitoring and evaluation	Key Informants; Policy Makers; Key Informants -	Interviews; On-site	Key Informant Interview	Descriptive Statistics
7.6	What would you say were the major challenges faced by the in-service training	Level of KI; nutrition officers	Key Informants; Policy Makers; Key Informants -	Interviews; On-site	Key Informant Interview	Descriptive Statistics
7.7	What aspects of the in-service training were the most effective	Existence of testimonies by trainees	Key Informants; Policy Makers; Key Informants -	Interviews	Key Informant Interview	Descriptive Statistics
7.8	Were there any unintended positive results?	Unintended results reported	Key Informants; Policy Makers; Key Informants -	Interviews	Key Informant Interview	Descriptive Statistics
7.9	What impact has the programme had on the trainee nutrition officers	Level of KI satisfaction with expected outcomes	Key Informants; Policy Makers; Key Informants -	Interviews; On-site	Key Informant Interview	Descriptive Statistics
7.1	Analysis of what the nutrition officers and focal persons have learned	Proportion of R/DNSCs that can	Key Informants; Policy Makers; Key Informants -	Interviews; On-site	Key Informant Interview	Descriptive Statistics
Issue Area 5: Gender and Equity in access						
Key Question 8: Does the in-service training programme for nutrition officers and focal persons/points contribute to promoting equity in access (including those with disability), gender equality? Has it used equity principles through the project?						
8.1	How did the In-service training programme work?	Existence of gender, disability mainstreaming	Key Informants; Policy Makers; Key Informants -	Interviews; On-site	Key Informant Interview	Descriptive Statistics
8.2	What and how were gender issues addressed?	Existence of gender mainstreaming	Key Informants; Facilitators/ Trainers; Key Informants -	Interviews; On-site	Key Informant Interview	Descriptive Statistics
8.3	What are the Government's interventions?	Existence of basic and in-service training	Key Informants; Policy Makers; Key Informants -	Interviews	Key Informant Interview	Descriptive Statistics
8.4	What are the Government's approaches on	Proportion of R/DNSCs with gender	Key Informants; Policy Makers; Key Informants -	Interviews	Key Informant Interview	Descriptive Statistics
Issue Area 6: Sustainability Potential for Sustainability: existing strategies, next steps						
Key Question 9: To what extent are the achievements of the in-service training of nutrition officers and focal points sustainable? Will it be necessary to roll-out a second phase of the In-service Training for nutrition officers and focal persons?						
9.1	Will it be necessary to roll-out a second phase of the In-service Training	Type of feedback and actions taken	Key Informants; Policy Makers; Key Informants -	Interviews	Key Informant Interview	Descriptive Statistics
9.4	What assistance would be needed? Post training	Existing strategies; Post training	Key Informants; Policy Makers; Key Informants -	Interviews; Surveys	Key Informant Interview	Descriptive Statistics
9.5	What determine the long-term success of the In-service Training	Type of feedback	Key Informants; Policy Makers; Key Informants -	Interviews; Surveys	Key Informant Interview	Descriptive Statistics
9.6	Which aspects of the In-service Training were the most effective	Type of feedback	Key Informants; Policy Makers; Key Informants -	Interviews; Surveys	Key Informants; Nutrition	Descriptive Statistics
9.8	Which opportunities for intervening with the in-service training were opened by new	Opportunities being opened by new	Key Informants; Policy Makers; Key Informants -	Interviews	Key Informant Interview	Descriptive Statistics
9.9	What are the purposes for which the in-service training was conducted?	Purposes for which technical	Key Informants; Policy Makers; Key Informants -	Interviews	Key Informant Interview	Descriptive Statistics
9.10	Which aspect did not enhance government participation?	Proportion of organizations reporting	Key Informants; Policy Makers; Key Informants -	Interviews; Observations	Key Informant Interview	Descriptive Statistics
9.11	What extent were Government	Proportion of annual work plans that	Key Informants; Policy Makers; Key Informants -	Interviews; Observations	Key Informant Interview	Descriptive Statistics
9.12	Did trained staff, and Government	Proportion of R/DNSCs quarterly	Key Informants; Policy Makers; Key Informants -	Interviews; Observations	Key Informant Interview	Descriptive Statistics
Issue Area 7: Lessons learnt/Key Challenges/ and Recommendations						
Key Question 10: From the lessons learnt in the first phase of this in-service training for nutrition officers and focal persons/points, what would you regard as the best approaches to obtaining outcome / impact evaluation findings? What could be practiced						
10.1	Has the GoT used lessons from the in-service training	Proportion of work plans that	Key Informants; Policy Makers; Key Informants -	Interviews; Observations	Key Informant Interview	Descriptive Statistics
10.2	Has GoT and Sokoine University used the in-service training	Existence of Revised course content	Key Informants; Policy Makers; Key Informants -	Interviews; Observations	Key Informant Interview	Descriptive Statistics
10.3	Has GoT drawn any lessons on in-service training	Existence of evidence based training	Key Informants; Policy Makers; Key Informants -	Interviews; Observations	Key Informant Interview	Descriptive Statistics
10.4	Were there any adverse changes in the in-service training	Proportion of respondents reporting	Key Informants; Policy Makers; Key Informants -	Interviews	Key Informant Interview	Descriptive Statistics
10.5	Was there a forum for discussion of the in-service training	Proportion of R/DNSCs quarterly	Key Informants; Policy Makers; Key Informants -	Interviews; Observations	Key Informant Interview	Descriptive Statistics
10.6	How effective was the cooperation between the in-service training and the Government	Level of KI satisfaction on	Key Informants; Policy Makers; Key Informants -	Interviews	Key Informant Interview	Descriptive Statistics
Issue Area 8: Innovations/ Best practices and Implementation						
Key Question 11: What would be the best ways to conduct in-service training of this nature to obtain the best quality, relevance, efficiency, effectiveness, and impact?						
11.1	Who are the best person/ organization to conduct in-service training	Type of suggestions made on who, what and how	Key Informants; Policy Makers; Key Informants -	Interviews; Survey for	Key Informant Interview	Descriptive Statistics
11.2	What other institutions of learning offer in-service training	Number and Type of other learning	Key Informants; Policy Makers; Key Informants -	Interviews	Key Informant Interview	Descriptive Statistics
11.3	What are the best ways to educate adults	Type of ways to educate adults	Key Informants; Policy Makers; Key Informants -	Interviews	Key Informant Interview	Descriptive Statistics
11.5	What organizations have conducted in-service training	Number of organizations	Key Informants; Policy Makers; Key Informants -	Interviews	Key Informant Interview	Thematic analysis

Annex 2: Map of Tanzania Showing the Districts for the In-depth Study

Map 1: Sampled Regions and Districts for the In-depth Study



Annex 3: Data Collection Tools

Nutrition for Health and Sustainable
Development Centre (NUDEC)
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P.O. Box 12861 Dar Es Salaam

TOOL No. 1: Key Informant Interviews Guide: Policy Makers (PMO, PO-RALG, MoHSWCD, MoAg, MoEd, MoF) and other line Ministries

REGION _____ DISTRICT _____

Date: ____ / ____ / ____

1. Introduction; Thank you for agreeing to do this interview. My name is (**NAME**). I am here on behalf of two organizations namely JIMAT and NUDEC. The two organizations (JIMAT and NUDEC) are conducting the final evaluation of the in-service national training program for nutrition officers and nutrition focal points in mainland Tanzania and Zanzibar on behalf of UNICEF and the Government of Tanzania. The training was conducted in 2014/15. The purpose of the final evaluation of the Training Program is twofold:

- First, to assess progress made towards achieving expected results. That is to what extent the in-service training contributed to enhancing the capacity of nutrition officers to coordinate, manage, plan and budget for the delivery of nutrition services;
- Second, to assess the need for further in-service training, and to gather lessons learned in terms of the cost-effectiveness of delivering such training. As such, the evaluation is also forward looking.

This information will be treated as confidential, and the report will not identify the sources. (*Give the consent FORM, allow time to read and ask if the individual is willing to continue with the interview. Let her/him sign and give a copy.*

2. Personal Information of respondent(s)

Name of Respondent (s)	Organization	Position/Designation/Job title	Gender	Contact address

AREA 1: RELEVANCE AND APPROPRIATENESS OF THE INSERVICE TRAINING

Key Question 1: What is the relevance of your Organization and Experience in Food and Nutrition in general and specifically In-service Training of Nutrition Officer and Focal Persons

Experience in supervising Nutrition Officers and Focal Persons

1. What services do you provide for nutrition in your area?
2. What is your sector/organization experience in supervising nutrition officers and focal persons?
3. Have you been involved in the in-service training of nutrition officers and focal persons which was conducted in 2015? What role did you/your sector/organization take in the training?

Key Question 2: Was the approach used by the In-service Training programme relevant and appropriate within the national context of Tanzania? Was it relevant to address the identified needs/gaps of nutrition officers and focal persons?

1. How was the in-service training relevant in addressing the needs of nutrition officers and nutrition focal persons? What are the purposes/objectives of the in-service training?
2. What prompted your organization to get involved in this In-service Training programme?
3. From your understanding, explain how the knowledge and skills given on training of coordination/management/Monitoring and Evaluation/advocacy relevant in involving multi-sectors actors involved in nutrition work.
4. To what extent has the in-service training improved the capacities of nutrition officers and focal points to coordinate, manage, plan and budget for the delivery of nutrition services?
5. What is your experience with in-service training of nutrition officers and focal persons in Tanzania in working with other sectors/organizations? (*Get details—with whom, what they know, what have they tried, how they assessed, etc.*)
6. What staff, who from your organization have been involved in this program? (*Probe for any Nutrition Officer or Focal Person on Nutrition*).

Key Question 3: Were the selected staff the most appropriate for the identified needs in terms of qualifications, level of operation, and sector represented?

1. From your understanding, which staff members were targeted for capacity building through the In-service Training programme?
2. What nature of work do they do (*Terms of References/ Job description*) ((Refer to staff members target as responded above, such as nutrition officers, nutrition focal persons, other nutrition service providers if applicable)?

Key Question 4: What is the extent to which the planned outputs met the needs of the In-service Training programme, and the intended beneficiaries who are the trainee nutrition officers and nutrition focal persons?

1. What is the extent to which the planned outputs met the needs of the In-service Training program and the intended beneficiaries who are the trainee nutrition officers and nutrition focal persons?
2. To what extent would nutrition outcomes be attributed to this in-service training interventions/ program? What facilitates or challenges these outcomes?
3. What services/support do you provide to the in-service trained nutrition officers and nutrition focal persons? (*Probe nature of the support provided- including monitoring and supervision, technical support, chairing of the Multi-sectoral Committee, facilitate plans and budgets*).

(Request a copy of the Monitoring and Supervision Tools being used in the Region/district; reports of combined monitoring visits to lower levels).

4. To date what **strengths** have you observed in the Training Strategy?
5. What **challenges** have you observed in the implementation of the Training Strategy for in-service training of district and regional nutrition officers?
6. In your opinion, has the planning and budget targets been met? Can you share with us the budgets and plans for 2012, 2014, 2016, and 2017? (*Instruction: Collect or review the budgets and complete Cost Analysis Tool??) Have there been any notable improvements in budgetary support from government?*

AREA 2: EFFICIENCY (TIMELINESS)

Key Question 5: Was the implementation of the In-service Training programme of nutrition officers and focal persons efficient? Was the partnership established to assess the needs, design and roll-out of the training efficient?

1. Was the implementation of in-service training of nutrition officers and focal persons efficient (on time, through the most economical way and on budget)? What facilitated or challenged the efficiency?
2. Was the partnership established to assess the needs, design and roll-out the training efficient? What facilitated or challenged the establishment of partnerships
3. What is your opinion on resource use and Value for Money. (*Probe efficiency in use of resources, disbursement of funds, accountability, delivery of results, supervision*).
4. What facilitated or challenged the use of resources in an efficient manner?
5. What challenges have you observed in the implementation of the Training Strategy for in-service training of district and regional nutrition officers?

AREA 3: EFFECTIVENESS (Progress/achievements measured against key performance indicators)

Key question 6: To what extent were the outputs achieved? What were the major factors influencing the achievements or non-achievements of the set outputs.

1. To what extent has the outcome/ impact been achieved (when you consider the extent to which capacities created by the training have been applied in the work place)?
2. In your opinion what would you say were the major achievements/successes of the In-service Training program? Have the multi-sector approaches /interventions and instruments used produced the expected effects? (*from training, Food and Nutrition, mentorship, regional peer learning visits, policy-related research e.g.,?*)
3. If achieved, how was effective coordination be achieved (*Probe for nutrition planned meetings coordinated and achieved; follow up*)
4. Explain what aspects of the In-service training were most appreciated by the agencies which support nutrition activities in your area.

AREA 4: IMPACT AND MAIN ACHIEVEMENTS

Key Question 7: After the In-service Training, were there notable improvements on the capacities of nutrition officers and focal persons to coordinate, manage, plan and budget for the delivery of nutrition services?

1. In your opinion, to what extent has the in-service training improved coordination, management, planning and budgeting for the delivery of nutrition services? Use rating scale: 1=Significant improvement; 2=Moderate improvement; 3=little improvement; 4=No improvement. *(Explain your answer)*
2. Has the training led to generation of nutrition data and information to support decision making? *(Explain your answer)*
3. To what extent has the trained nutrition officers provided more accurate and real-time information about the nutrition situation prevailing in their regions/districts? Use Rating Scale: 1= To a large extent; 2= To a moderate extent; 3= To a small extent; 4=No change.
4. Has the training led to more regular and systematic tracking and monitoring of changes/ indicators (progress and impact indicators) in nutrition? *(Explain how?)*

AREA 5: GENDER AND EQUITY

Key Question 8: Did the in-service training programme for nutrition officers and focal persons contribute to promoting equity in access (including those with disability), gender equality?

1. How did the In-service Training use equity principles through the project?
2. What and how were gender issues addressed/incorporated in the nutrition training packages?
3. What are the Government's interventions on gender mainstreaming in basic and in-service nutrition training?
4. What are the Government's approaches on gender mainstreaming in nutrition?

AREA 6: SUSTAINABILITY (potential for sustainability; existing strategies, Next steps)

Key Question 9: To what extent are the achievements of the in-service training of nutrition officers and focal points sustainable? Will it be necessary to roll-out a second phase of the In-service Training for nutrition officers and focal persons?

1. To what extent do you think the achievements of the in-service training of nutrition officers and focal persons are sustainable? Use Rating Scale: 1= To a large extent; 2= To a moderate extent; 3= To a small extent; 4=No change. Explain your answer.
2. Will it be necessary to roll-out a second phase of the in-service for nutrition officers and focal persons? *If so, explain how?*
3. Will the impacts continue if there is more public funding (*any improvements on budgetary support from government/public funding*)? Are financial resources available or can they be mobilized (*from either government or development partners*) for In-service Training support?
4. What are the current and future In-service Training needs in the regions, districts and other relevant government ministries or agencies involved in food and nutrition training?

5. Which opportunities for intervening with capacity building support are being opened up by new development priorities of Tanzania (as stated in the *Multi-sectoral Nutrition Action Plan (MNAP) national development plans*)?

AREA 7: LESSONS LEARNT/ KEY CHALLENGES/ GAPS AND RECOMMENDATIONS

Key question 10: From the lessons learnt in the first phase of this in-service training for nutrition officers and focal persons, what would you regard as the best approaches to obtaining outcome / impact evaluation findings? What could be practical uses for outcome evaluation findings of this in-service training?

1. Has your office used the findings from studies conducted/ or nutrition status information to inform decisions on food and nutrition security planning and budgeting for interventions? *Explain how?*
2. Has your office drawn any lessons on In-service training support that will guide your decisions concerning other on-going or future In-service training support projects? *If so give some examples.*
3. Was there a forum for discussion of the challenges faced with the programme? (*Probe for forum, challenges discussed*). What solutions did the key stakeholders come up with to solve some of the challenges enlisted above?
4. In retrospect, how effective was the cooperation between your office and UNICEF or other Development Partners in working in your region/district in addressing the challenges encountered during implementation? What would you recommend?

AREA 8: INNOVATIONS /BEST PRACTICES AND IMPLEMENTATION

Key question 11: What would be the best ways to conduct in-service training of this nature to obtain the best quality, relevance, efficiency, effectiveness, and impact?

1. Who is the best person/ organization to manage the in-service training and conduct training? How should it be done? How feasible is this? When is the best time to engage the nutrition officers? (*Probe for role of private sector, Tanzania Social Action Fund*)
2. What are the best ways to educate adults and change the behaviors of stakeholders in nutrition sensitive approaches? How feasible is this?
3. Apart from SUA, are there other institutions of learning offering nutrition related training courses either as pre-services or in-service? (*Probe for Ministry of Agriculture Diploma/Certificate that incorporates Nutrition*)
4. What are the best ways to bring nutrition officers, multi-sectors together around a common goal on impacting nutrition services?
5. What do you consider to be the best practices in evaluating in-services training in a multi-sector setting? What facilitates these best practices? What are the challenges to those best practices?
6. What is the most important message that you want us to include in the report?

Is there anything else that you would like to add about any of the topics we have discussed or other areas that we didn't discuss but you think are important?

Closing

Thank you very much for your time and participation in this interview. Your knowledge and insights will be very helpful to us as we evaluate the In-service National Training program for nutrition officers. When the Evaluation Report is complete, it will be shared. Thank you.

----- END -----

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Tool No 2: Key Informant Interviews Guide: Facilitators/ Trainers (SUA, TFNC, MOA, Regions and NGOs (CONSENUTH and others))

REGION _____ DISTRICT _____ WARD _____

Date: ____ / ____ / ____

1. Introduction; *Greet and invite the respondent to the interview.* Thank you for agreeing to do this interview. My name is (**NAME**). I am here on behalf of two organizations namely JIMAT and NUDEC. The two organizations (JIMAT and NUDEC) are conduction the final evaluation of the in-service national training program for nutrition officers and nutrition focal points in mainland Tanzania and Zanzibar on behalf of UNICEF and the Government of Tanzania. The training was conducted in 2014/15. The purpose of the final evaluation of the training programme is twofold:

1. To assess progress made towards achieving expected results. That is to what extent the in-service training contributed to enhancing the capacity of nutrition officers to coordinate, manage, plan and budget for the delivery of nutrition services;
2. To assess the need for further in-service training, and to gather lessons learned in terms of the cost-effectiveness of delivering such training. As such, the evaluation is also forward looking.

This information you provide will be treated as confidential, and the report will not identify the sources. (*Give the consent form, allow time to read and ask if the individual is willing to continue with the interview. Let her/him sign and give a copy.*)

2. Personal Information of respondent(s)

Name of Respondent (s)	Organization	Position/Designation/Job title	Gender	Contact address

**AREA 1: RELEVANCE OF THE ORGANIZATION AND EXPERIENCE IN NUTRITION
SPECIFICALLY IN-SERVICE TRAINING OF NUTRITION OFFICER AND FOCAL PERSONS**

Key Question 1: What is the relevance of your Organization and Experience in Food and Nutrition in general and specifically In-service Training of Nutrition Officer and Focal Persons

Experience in In-service Training of Nutrition Officer and Focal Persons

1. What services do you provide for nutrition in Tanzania?
2. What experience does your organization have in dealing with in-service training of nutrition officers and focal persons?
3. Have you been involved in the training? What role did you/your organization take in the training?
4. Why do you think your institution was selected to play this role in the in-service training of nutrition officers? What added-value (e.g., strengths/advantages) did you bring to the programme as an organisation?

Key Question 2: Was the approach used by the In-service Training programme relevant and appropriate within the national context of Mainland Tanzania and Zanzibar? Was it relevant to address the identified needs/gaps of nutrition officers and focal persons?

Relevance and appropriateness of the In-service Training Program

1. From your understanding, what specific knowledge, skills and technologies were missing before the In-service Training was introduced.
2. In your opinion was the training relevant to address the needs of nutrition officers and nutrition focal persons?
(Use rating scale for relevance: 1=highly relevant; 2=relevant; 3=little relevance; 4=not relevant). *Explain*.
3. Were the training approaches and strategies relevant for the given content, trainees and identified gaps.
(Use rating scale for relevance: 1=highly relevant; 2=relevant; 3=little relevance; 4=not relevant).
4. From your understanding, were the knowledge and skills given on training of coordination/management/monitoring and evaluation/advocacy relevant in involving multi-sectors actors involved in nutrition work.
5. Was the content adequate to address the identified gaps/challenges in coordination/management/monitoring and evaluation/advocacy? (Use rating scale for relevance: 1=highly relevant; 2=relevant; 3=little relevance; 4=not relevant).

Key Question 3: Were the selected staff the most appropriate for the identified needs in terms of qualifications, level of operation, and sector represented?

1. From your understanding, which staff members were targeted for capacity building through the In-service Training program within Tanzania and other institutions? (*Probe for other institutions such as University of Dodoma, Nelson Mandela AIST, Agriculture Training Institute by Ministry of Agriculture, etc*)
2. What are their academic qualifications (*Refer to staff members target as responded above, such as nutrition officers, nutrition focal persons, other nutrition service providers if applicable? Probe to get if there is the same understanding of who are Nutrition Officers, Nutrition Focal Persons, any nutrition officers in line ministries trained also. For example in Mwanza, Nutrition Officers from Agriculture were also trained*).
3. What nature of work do they do (*Terms of References/ Job description*) ((*Refer to staff members target as responded above, such as nutrition officers, nutrition focal persons, other nutrition service providers if applicable*)?)
4. Overall, were the selected staff the appropriate? (Use rating scale for relevance: 1=highly appropriate; 2=appropriate; 3=little appropriateness; 4=not appropriate).

Key Question 4: What is the extent to which the planned outputs met the needs of the In-service Training program, and the intended beneficiaries who are the trainee nutrition officers and nutrition focal persons?

1. What services do you provide to the In-service Training of nutrition officers and nutrition focal persons? (*Nature of the support provided to the In-service Training of nutrition officers and nutrition focal persons. Probe for the roles and responsibilities of SUA, TFNC and Wageningen consultant*)?
2. To what extent would nutrition outcomes be attributed to this in-service training interventions/ program? What facilitates or challenges these outcomes? (*Explain answer. Use rating of 1 to 5*)
3. To date what **strengths** have you observed in the Training Strategy?
4. Have you observed any **weaknesses** in the implementation of the Training Strategy for in-service training of district and regional nutrition officers?
5. In your opinion, has the planning and budget targets been met by District Councils and Regional Administrative Secretary since this was a Module (2) of emphasis during training? What facilitated or challenged meeting of these targets?
6. Why was there a need for Training Needs Assessment (TNA) ? (*Probe how the TNA identified the interventions to be implemented, the human resource capacity problems identified, who was targeted for the needs assessment? Was Zanzibar included?*)
7. Who conducted the TNA? What other stakeholders were involvement? Were you satisfied with the outcome of the assessment? (*Probe further with TFNC, SUA*)
8. What were the major training gaps identified? How were the gaps addressed in the curriculum/training modules (*Probe further with TFNC, SUA*)
9. To what extent were Government institutions, regional and district councils in the lead (or *actively involved*) in defining the content of the In-service training and the target groups, or proposing changes in the way the training activities are done, or experts that UNICEF provides? (*Probe further with TFNC, SUA*)

Key Question 5: Was the implementation of the In-service Training program of nutrition officers and focal persons efficient. Was the partnership established to assess the needs, design and roll-out of the training efficient?

1. Was the implementation of in-service training of nutrition officers and focal points efficient? What facilitated or challenged the efficiency?
2. Were training inputs (technical, human and financial) adequate and provided timely? (*Explain*) (*Probe TFNC and SUA*)
3. How was the partnership established to assess the needs, design and roll-out the training efficient? What facilitated or challenged the establishment of partnerships
4. What is your opinion on resource use and Value for Money. (*Efficiency in use of resources, disbursement of funds, accountability, resource utilization, delivery of results, supervision*). What facilitated or challenged the use of resources in an efficient manner? (TFNC, SUA). Probe on efficiency of regional approach vs zonal training; probe on feasibility of e-learning
5. What have been the relationships between TFNC, SUA and other Trainers? (*Probe TFNC on their role to validate what is done by SUA and other Trainers*)

AREA 3: EFFECTIVENESS (PROGRESS/ ACHIEVEMENTS MEASURED AGAINST SET KEY PERFORMANCE INDICATORS)

Key question 6: To what extent were the outputs achieved? What were the major factors influencing the achievements or non-achievements of the outputs against set Key Performance Indicators in the Logframe

1. What were the expected outputs from the in-service training? In your opinion, to what extent were the outputs achieved? (*Explain*)
2. What were the major factors influencing the achievements or non-achievements of the training objectives?
3. To what extent has the outcome/ impact been achieved? Have the multi-sector approaches /interventions and instruments used produced the expected effects? (*Explain*) Could more results be obtained by using different approaches and instruments? *Explain how?*
4. As a trainer what were the strengths/challenges in facilitating the training?
5. How did you use the training packages? Were they easy to use? What would you wish to include/delete from the training packages to have a smooth facilitation of the training?
6. How did you manage the allocated training time per module? What challenges did you experience in facilitation of the modules? *Probe on adequacy of time*

Key Question 6B: Extent to which the In-service Training program have been successful in improving learning (Mainly to be addressed to TFNC and SUA)

1. What were mechanisms for mentorship/ support and supervision, follow up training, post training evaluation? (*Probe for provision of teaching aids, information, and other materials to*

motivate them and improve their performance) (Instruction: Request TFNC, SUA, Trainers for reports)

2. Apart from SUA, are there other institutions of learning offering nutrition related training courses either as pre-service or in-service? (*Probe for Ministry of Agriculture Diploma/Certificate*)
3. Who led the development of the materials? Were you satisfied; if not which areas were not satisfactory?
4. How were the training conducted, participants identified, and training methods used? How were the practical conducted? What was the duration?
5. Explain how the training curricula, manuals and materials have incorporated the following key challenges for scaling-up of nutrition interventions (**Refer to the Tanzania In-service Training Strategy**) (*Inadequate human resource, nutrition planning and management at national and local government levels: Limited nutrition knowledge and skills of health and agriculture extension workers, non-existence of Scheme of Service and job description for stakeholders involved in nutrition activities which has resulted in lack of clarity among various district level sectors: Inadequate pre-service (diploma level), and in-service training: Poorly defined nutrition roles and tasks and job description or duty statements*)
6. Does Pre-service (SUA- BSc Home Economics and Nutrition; BSc Food Science) and in-service curriculum now address the following challenges that you had listed in the strategy: (*Management of nutrition program: Planning and budgeting and Reporting Skills*)
7. In your opinion explain the usefulness of the Comprehensive Training Needs Assessment; (ii) What modifications could be made (content, duration, participants, equipment, equity, equilibrium, etc.);

AREA 4. IMPACT AND MAIN ACHIEVEMENTS:

Key Question 7. After the In-service Training, were there notable improvements on the capacities of nutrition officers and focal persons to coordinate, manage, plan and budget for the delivery of nutrition services? (Explain answer).

1. In your opinion, to what extent has the in-service training improved the capacities of nutrition officers and focal points to coordinate, manage, plan and budget for the delivery of nutrition services?
2. From your knowledge, to what extent has the trained nutrition officers provided more accurate and real-time information about the food and nutrition security situation prevailing in their regions/districts?
3. Has the training led to more regular and systematic tracking and monitoring of changes/ indicators (progress and impact indicators) in rural household food and nutrition security conditions. Explain how?
4. In your opinion what would you say were the major achievements/ successes of the In-service Training programme (*from training, Food and Nutrition Security assessments, mentorship, regional peer learning visits, policy-related research e.g.,*)?
5. What aspects of the In-service training were most appreciated by the recipients of the technical assistance (staff in Government ministries, the Sokoine University and other Institutions of higher learning, Regions, districts)?

6. Were there any unintended positive results from any of the activities that were implemented as part of the In-service training program? If yes, which ones? Explain how they came about.
7. What impact has the program had on their deliverables? To what extent were the expected outcomes achieved (*Explain answer. Use rating of 1 to 5*).
8. Analysis of what the nutrition officers and nutrition focal points have done differently since returning from training (Skills transfer- how has the trainee/nutrition officers and focal persons/points applied new knowledge and skills occurring outside the classroom setting:-
(a) at individual level; (b) at work level; (c) at community level

AREA 5: GENDER AND EQUITY IN ACCESS

Key Question 8: Does the in-service training program for nutrition officers and focal persons/points contribute to promoting equity in access (including those with disability), gender equality?

1. What and how were gender issues addressed/incorporated in the nutrition training packages?
2. What are the Government's interventions on gender mainstreaming in basic and in-service nutrition training?
3. What are the Government's approaches on gender mainstreaming in nutrition district nutrition plans (*Probe TFNC Training Coordinator*)
4. Does the content of in-service training program for nutrition officers and focal persons contribute to promoting equity and gender equality? In what ways does it do so?

AREA 6: SUSTAINABILITY (POTENTIAL FOR SUSTAINABILITY; EXISTING STRATEGIES, NEXT STEPS)

Key question 9: To what extent are the achievements of the in-service training of nutrition officers and focal points sustainable? Will it be necessary to roll-out a second phase of the In-service Training for nutrition officers and focal persons?

1. What support do you think the trained nutrition officer needed for them to be effective after training?
2. What are the current and future In-service Training needs in the regions and other relevant government ministries or agencies involved in nutrition training?
3. What determines the long-term sustainability of the in-service training program (*Probe for Institutional Memory*)?
4. Which opportunities for intervening with capacity building support are being opened by new development priorities of Tanzania (as stated in the *Multi-sectoral Nutrition Action Plan (MNAP) national development plans*)?
5. To what extent were Government institutions, regional councils and sub-regions in the lead (or actively involved) in defining the content of the In-service training and the target groups, or proposing changes in the way the training activities are done, or experts that UNICEF provides? (*TFNC to respond*)
6. Did trained staff, and Government institutions at the different levels have opportunity to give feedback to your organization, UNICEF and the Sokoine University on the appropriateness

of the In-service training program, content, relevance in the field, and practicalities rendered to them? Explain. (TFNC to response)

AREA 7: LESSONS LEARNT/ KEY CHALLENGES/ GAPS/ AND RECOMMENDATIONS

Key question 10: From the lessons learnt in the first phase of this in-service training for nutrition officers and focal persons/points, what would you regard as the best approaches to obtaining outcome / impact evaluation findings? What could be practical uses for outcome evaluation findings of this in-service training?

1. Who is the best person/ organization to manage the in-service training and conduct training? How should it be done? How feasible is this? When is the best time to engage the nutrition officers? (*Probe for role of private sector, Tanzania Social Action Fund*)
2. What are the best methods to educate adults and change the behaviours of stakeholders in nutrition sensitive approaches?
3. How did you apply these methods? If not? Probe
4. Is there anything else that you would like to add about any of the topics we have discussed or other areas that we didn't discuss but you think are important?
5. What lessons have you learnt that will guide decisions concerning other ongoing or future in-service training?

AREA 8: INNOVATIONS/ BEST PRACTICES AND IMPLEMENTATION

Key question 11: What would be the best ways to conduct in-service training of this nature to obtain the best quality, relevance, efficiency, effectiveness, and impact?

1. Who is the best person/ organization to manage the in-service training and conduct training? How should it be done? How feasible is this? When is the best time to engage the nutrition officers? (*Probe for role of private sector, Tanzania Social Action Fund*) (Ask TFNC for the *Innovations presented by Nutrition Officers at the Multi-sectoral Nutrition Action Plan meeting held week of 4 September 2017*).
2. Apart from SUA, are there other institutions of learning offering nutrition related training courses either as pre-services or in-service? (*Probe for Ministry of Agriculture Diploma/Certificate that incorporates Nutrition*)
3. What are the best ways to bring nutrition officers, multi-sectors together around a common goal on impacting nutrition services (*Explain*)
4. What are the best ways to educate adults and change the behaviors of stakeholders in nutrition sensitive approaches? *How feasible is this?*
5. What is the most important message that you want us to take away from this interview?
6. What do you consider to be the best practices in evaluating in-services training in a multi-sector setting? What facilitates these best practices? What are some challenges to those best practices?

Is there anything else that you would like to add about any of the topics we have discussed or other areas that we didn't discuss but you think are important?

Closing

Thank you very much for your time and participation in this interview. Your knowledge and insights will be very helpful to us as we evaluate the In-service National Training program for nutrition officers. When the Evaluation Report is complete, it will be shared. Thank you.

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Nutrition for Health and Sustainable Development Centre
(NUDEC)
Plot 586 Mindu Street, Upanga
P.O. Box 12861 Dar Es Salaam

TOOL No. 3: Key Informant Interviews Guide: Managers and Supervisors (Regional Medical Officer (RMO), Regional Agriculture Officer (RAO), Regional Nutrition Officer (RNuO), Regional Administrative Secretary (RAS). District Executive Director (DED) District Medical Officer (DMO), District Agriculture Officer (DAO), District Nutrition Officer (DNuO),

REGION _____ DISTRICT _____

Date: ____ / ____ / ____

1. Introduction; *Greet and invite the respondent to the interview.* Thank you for agreeing to do this interview. My name is (**NAME**). I am here on behalf of two organizations namely JIMAT and NUDEC. The two organizations (JIMAT and NUDEC) are conducting the final evaluation of the in-service national training program for nutrition officers and nutrition focal points in mainland Tanzania and Zanzibar on behalf of UNICEF and the Government of Tanzania. The training was conducted in 2014/15. The purpose of the final evaluation of the Training Programme is twofold:

- First, to assess progress made towards achieving expected results. That is to what extent the in-service training contributed to enhancing the capacity of nutrition officers to coordinate, manage, plan and budget for the delivery of nutrition services;
- Second, to assess the need for further in-service training, and to gather lessons learned in terms of the cost-effectiveness of delivering such training. As such, the evaluation is also forward looking.

This information will be treated as confidential, and the report will not identify the sources. (**Give the consent note**) *Allow time to read and ask if the individual is willing to continue with the interview. Let her/him sign and give a copy.*

2. Personal Information of respondent(s)

Name of Respondent (s)	Organization	Position/Designation/Job title	Gender	Contact address
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AREA 1: RELEVANCE AND APPROPRIATENESS OF THE INSERVICE TRAINING

Key Question 1: What is the relevance of your Organization and Experience in Food and Nutrition in general and specifically In-service Training of Nutrition Officer and Focal Persons

Experience in supervising Nutrition Officers and Focal Persons

4. What nutrition services do you provide in your region/district?
5. What is your sector/organization experience in supervising nutrition officers and focal persons?
6. Have you been involved in the in-service training of nutrition officers and focal persons which was conducted in 2015? What role did you/your sector/organization take in the training?

Key Question 2: Was the approach used by the In-service Training programme relevant and appropriate within the national context of Tanzania? Was it relevant in addressing the identified needs/gaps of nutrition officers and focal persons?

7. How was the in-service training relevant in addressing the needs of nutrition officers and nutrition focal persons? What were the purposes/objectives of the in-service training?
8. What prompted your organization to get involved in this In-service Training programme?
9. Which staff, from your organization have been involved in this program? (*Probe for any Nutrition Officer or Focal Person on Nutrition*).
10. From your understanding, explain how the knowledge and skills given on training of coordination/management/Monitoring and Evaluation/advocacy relevant in involving multi-sectors actors involved in nutrition work.
11. To what extent has the in-service training improved the capacities of nutrition officers and focal points to coordinate, manage, plan and budget for the delivery of nutrition services?
12. What is your experience with in-service training of nutrition officers and focal persons in Tanzania in working with other sectors/organizations? (*Get details—with whom, what they know, what have they tried, how they assessed, etc.*)

Key Question 3: Were the selected staff the most appropriate for the identified needs in terms of qualifications, level of operation, and sector represented?

3. From your understanding, which staff members were targeted for capacity building through the In-service Training programme?
4. What nature of work do they do (*Terms of References/ Job description*) ((Refer to staff members target as responded above, such as nutrition officers, nutrition focal persons, other nutrition service providers if applicable)?

Key Question 4: What is the extent to which the planned outputs met the needs of the In-service Training programme, and the intended beneficiaries who are the trainee nutrition officers and nutrition focal persons?

7. What is the extent to which the planned outputs met the needs of the In-service Training program and the intended beneficiaries who are the trainee nutrition officers and nutrition focal persons?
8. To what extent would nutrition outcomes be attributed to this in-service training interventions/ program? What facilitates or challenges these outcomes?
9. What services/support have you been providing to the in-service trained nutrition officers and nutrition focal persons after they attended the in-service training? (Probe *nature of the support provided- including monitoring and supervision, technical support, chairing of the Multi-sectoral Committee, facilitate in planning and budgeting*). (Request a copy of the *Monitoring and Supervision Tools being used in the Region/district; reports of combined monitoring visits to lower levels*).
10. To date what **strengths** have you observed in the Training Strategy?
11. What **challenges** have you observed in the implementation of the Training Strategy for in-service training of district and regional nutrition officers?
12. In your opinion, has the planning and budget targets been met? Can you share with us the budgets and plans for 2012, 2014, 2016, and 2017? (*Instruction: Collect or review the budgets and complete Cost Analysis Tool???) Have there been any notable improvements in budgetary support from government?*

AREA 2: EFFICIENCY (TIMELINESS)

Key Question 5: Was the implementation of the In-service Training programme of nutrition officers and focal persons efficient? Was the partnership established to assess the needs, design and roll-out of the training efficient?

6. Was the implementation of in-service training of nutrition officers and focal persons efficient (on time, through the most economical way and on budget)? What facilitated or challenged the efficiency?
7. Was the partnership established to assess the needs, design and roll-out the training efficient? What facilitated or challenged the establishment of partnerships
8. What is your opinion on resource use and Value for Money. (*Probe efficiency in use of resources, disbursement of funds, accountability, delivery of results, supervision*).
9. What facilitated or challenged the use of resources in an efficient manner?
10. What challenges have you observed in the implementation of the Training Strategy for in-service training of district and regional nutrition officers?

AREA 3: EFFECTIVENESS (Progress/achievements measured against key performance indicators)

Key question 6: To what extent were the outputs achieved? What were the major factors influencing the achievements or non-achievements of the outputs.

5. To what extent has the outcome/ impact been achieved (when you consider the extent to which capacities created by the training have been applied in the work place)?
6. In your opinion what would you say were the major achievements/successes of the In-service Training program? Have the multi-sector approaches /interventions and instruments used produced the expected effects? (*from training, Food and Nutrition, mentorship, regional peer learning visits, policy-related research e.g.,?*)
7. If achieved, how was effective coordination be achieved (*Probe for nutrition planned meetings coordinated and achieved; follow up*)
8. Explain what aspects of the In-service training were most appreciated by the agencies which support nutrition activities in your area.

AREA 4: IMPACT AND MAIN ACHIEVEMENTS

Key Question 7: After the In-service Training, were there notable improvements on the capacities of nutrition officers and focal persons to coordinate, manage, plan and budget for the delivery of nutrition services?

5. In your opinion, to what extent has the in-service training improved coordination, management, planning and budgeting for the delivery of nutrition services?
Use rating scale: 1=Significant improvement; 2=Moderate improvement; 3=little improvement; 4=No improvement. (*Explain your answer*)
6. Has the training led to generation of nutrition data and information to support decision making. (*Explain your answer*)
7. To what extent has the trained nutrition officers provided more accurate and real-time information about the nutrition situation prevailing in their regions/districts?
Use Rating Scale: 1= To a large extent; 2= To a moderate extent; 3= To a small extent; 4=No change.
8. Has the training led to more regular and systematic tracking and monitoring of changes/ indicators (progress and impact indicators) in nutrition? (*Explain how?*)

AREA 5: GENDER AND EQUITY

Key Question 8: Did the in-service training programme for nutrition officers and focal persons contribute to promoting equity in access (including those with disability), gender equality?

5. How did the In-service Training use equity principles through the project?
6. What and how were gender issues addressed/incorporated in the nutrition training packages?
7. What are the Government's interventions on gender mainstreaming in basic and in-service nutrition training?
8. What are the Government's approaches on gender mainstreaming in nutrition?

AREA 6: SUSTAINABILITY (potential for sustainability; existing strategies, Next steps)

Key Question 9: To what extent are the achievements of the in-service training of nutrition officers and focal points sustainable? Will it be necessary to roll-out a second phase of the In-service Training for nutrition officers and focal persons?

6. To what extent do you think the achievements of the in-service training of nutrition officers and focal persons are sustainable?
Use Rating Scale: 1= To a large extent; 2= To a moderate extent; 3= To a small extent; 4=No change. Explain your answer.
7. Will it be necessary to roll-out a second phase of the in-service for nutrition officers and focal persons? *If so, explain how?*
8. Will the impacts continue if there is more public funding (*any improvements on budgetary support from government/public funding*)? Are financial resources available or can they be mobilized (*from either government or development partners*) for In-service Training support? Would the Regional/District administration be willing to sponsor the training of their nutrition officers?
9. What are the current and future In-service Training needs in the regions, districts and other relevant government ministries or agencies involved in food and nutrition training?
10. Which opportunities for intervening with capacity building support are being opened up by new development priorities of Tanzania (*as stated in the Multi-sectoral Nutrition Action Plan (MNAP) national development plans*)?

AREA 7: LESSONS LEARNT/ KEY CHALLENGES/ GAPS AND RECOMMENDATIONS

Key question 10: From the lessons learnt in the first phase of this in-service training for nutrition officers and focal persons, what would you regard as the best approaches to obtaining outcome / impact evaluation findings? What could be practical uses for outcome evaluation findings of this in-service training?

5. Has your office used the findings from training reports and studies on nutrition status information to inform decisions on food and nutrition security planning and budgeting for interventions? *Explain how?*
6. Has your office drawn any lessons on In-service training support that will guide your decisions concerning other on-going or future In-service training support projects? *If so give some examples.*
7. Was there a forum for discussion of the challenges faced with the programme? (*Probe for forum, challenges discussed*). What solutions did the key stakeholders come up with to solve some of the challenges enlisted above?
8. In retrospect, how effective was the cooperation between your office and UNICEF or other Development Partners in working in your region/district in addressing the challenges encountered during implementation? What would you recommend?

AREA 8: INNOVATIONS /BEST PRACTICES AND IMPLEMENTATION

Key question 11: What would be the best ways to conduct in-service training of this nature to obtain the best quality, relevance, efficiency, effectiveness, and impact?

7. Who is the best person/ organization to manage the in-service training and conduct training? How should it be done? How feasible is this? When is the best time to engage the nutrition officers? (*Probe for role of private sector, Tanzania Social Action Fund, E-learning*)
8. What are the best ways to educate adults and change the behaviors of stakeholders in nutrition sensitive approaches? How feasible is this?
9. Apart from SUA, are there other institutions of learning offering nutrition related training courses either as pre-services or in-service? (*Probe for Ministry of Agriculture Diploma/Certificate that incorporates Nutrition*)
10. What are the best ways to bring nutrition officers, multi-sectors together around a common goal on impacting nutrition services?
11. What do you consider to be the best practices in evaluating in-services training in a multi-sector setting? What facilitates these best practices? What are the challenges to those best practices?
- 12. What is the most important message that you want us to include in the report?**

Is there anything else that you would like to add about any of the topics we have discussed or other areas that we didn't discuss but you think are important?

Closing

Thank you very much for your time and participation in this interview. Your knowledge and insights will be very helpful to us as we evaluate the In-service National Training program for nutrition officers. When the Evaluation Report is complete, it will be shared. Thank you.

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Nutrition for Health and Sustainable Development
Centre (NUDEC)
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Tool No. 4: Key Informant Interviews for Development Partners and CSOs
(UN: UNICEF, FAO, WHO, WFP; CSOs, IMA, COUNSENUTH, TAHEA, CUAAM, PACT/IRDO, PANITA, CRS, World Vision, AgaKhan, Save the Children)

REGION _____ DISTRICT _____ WARD _____

Date: _____ / _____ / _____

1. Introduction; Greet and invite the respondent to the interview. My name is (**NAME**). I am here on behalf of two organizations namely JIMAT and NUDEC. The two organizations (JIMAT and NUDEC) are conduction the final evaluation of the in-service national training program for nutrition officers and nutrition focal points in mainland Tanzania and Zanzibar on behalf of UNICEF and the Government of Tanzania. The training was conducted in 2014/15. The purpose of the final evaluation of the Training Programme is twofold:

. The purpose of the final evaluation of the Training Program/Project is twofold:

- *First, to assess progress made towards achieving expected results. That is to what extent the in-service training contributed to enhancing the capacity of nutrition officers to coordinate, manage, plan and budget for the delivery of nutrition services;*
- *Second, to assess the need for further in-service training, and to gather lessons learned in terms of the cost-effectiveness of delivering such training. As such, the evaluation is also forward looking.*

Information will be treated as confidential, and the report will not identify the sources. (Give the consent note) Allow time to read and ask if the individual(s) are willing to continue with the interview. Let them sign give them a copy.

2. Personal Information of respondent(s)

Name of Respondent (s)	Organization	Position/Designation/Job title	Gender	Contact address

AREA 1: RELEVANCE OF THE ORGANIZATION AND EXPERIENCE IN FOOD AND NUTRITION IN GENERAL AND SPECIFICALLY IN-SERVICE TRAINING OF NUTRITION OFFICER AND FOCAL PERSONS

Key Question 1: What is the relevance of your Organization and Experience in Food and Nutrition in general and specifically In-service Training of Nutrition Officer and Focal Persons

1. What services do you provide for nutrition in Tanzania?
2. What is your organization experience dealing with in-service training of nutrition officers and focal persons?
3. Have you been involved in the in-service training? What role did you/your organization take in the training?

Key Question 2: Was the approach used by the In-service Training programme relevant and appropriate within the national context of Tanzania? Was it relevant to address the identified needs/gaps of nutrition officers and focal persons?

1. What is your organization experience with in-service training of nutrition officers and focal persons?
2. From your understanding, what were the purposes/objectives of the In-service Training of nutrition officer and nutrition focal persons?
3. What services do you provide to the In-service Training of nutrition officers and nutrition focal persons?
4. What was the goal for your effort? What did you hope to achieve? What are you hoping/were hoping will result from this training?

5. From your understanding, what specific knowledge, skills and technologies were missing before the In-service Training.
6. From your understanding, was the training on coordination capacities relevant to involve multi-sectors (nutrition sensitive sectors)? What facilitates or challenges the coordination? (*Probe for challenges*)
7. Are the approaches and strategies used in this training still relevant in the context of the changes in the global, regional, and country nutrition landscape? If not, what changes should the stakeholders make? Do they correspond to local, national and global priorities?

Key Question 3: Were the selected staff the most appropriate for the identified needs in terms of qualifications, level of operation, and sector represented?

1. From your understanding, which staff members were targeted for capacity building through the In-service Training programme? (*Probe for other institutions such as University of Dodoma, Nelson Mandela AIST, Agriculture Training Institute by Ministry of Agriculture, etc*)
2. What are their academic qualifications of the targeted trainees?
3. What nature of work do they do (*Terms of References/ Job description*)
4. In your opinion, to what extent are the In-service Training programme objectives justified in relation to the country needs as it relates to food and nutrition in a multi-sectoral manner (inclusive of nutrition sectors)?

Key Question 4: What is the extent to which the planned outputs met the needs of the In-service Training programme, and the intended beneficiaries who are the trainee nutrition officers and nutrition focal persons?

1. To what extent would nutrition outcomes be attributed to this in-service training interventions/ programme? What facilitates or challenges these outcomes?
2. What **challenges** have you observed in the implementation of the Training Strategy for in-service training of district and regional nutrition officers?
3. In your opinion, has the planning and budget targets been met by District Councils and Regional Administrative Secretary since this was a Module (2) of emphasis during training? What facilitated or challenged meeting of these targets?
4. To what extent were Government institutions, regional and district councils in the lead (or actively involved) in defining the content of the In-service training and the target groups, or proposing changes in the way the training activities are done, or experts that UNICEF provides?

AREA 2: EFFICIENCY (TIMELINESS)

Key Question 5: Was the implementation of the In-service Training programme of nutrition officers and focal persons efficient. Was the partnership established to assess the needs, design and roll-out of the training efficient?

1. Was the implementation of in-service training of nutrition officers and focal points efficient? What facilitated or challenged the efficiency? (*Explain*)

2. Was the partnership established to assess the needs, design and roll-out the training efficient? What facilitated or challenged the establishment of partnerships (*Explain*)
3. In your opinion, have the objectives been achieved at the lowest cost? Could better effect be obtained at the same cost?
4. What is your opinion on resource use and Value for Money.(Efficiency in use of resources , disbursement of funds, accountability, resource utilization, delivery of results, supervision). What facilitated or challenged the use of resources in an efficient manner?
5. Were inputs for the in-service training provided adequately and timely? (*Probe for technical, human and financial*)

AREA 3: EFFECTIVENESS (progress/ achievements measured against set Key Performance Indicators)

Key question 6: To what extent were the outputs achieved? What were the major factors influencing the achievements or non-achievements of the outputs against set by the programme?

1. What were the expected outputs from the in-service training? In your opinion, to what extent were the outputs achieved? (*Explain*)
2. What were the major factors influencing the achievements or non-achievements of the outputs? (*Explain*)
3. To what extent has the outcome/ impact been achieved? Have the multi-sector approaches /interventions and instruments used produced the expected effects? (*Explain*)
4. Could more results be obtained by using different approaches and instruments? Explain how?

AREA 4: IMPACT AND MAIN ACHIEVEMENTS:

Key Question 7. After the In-service Training, were there notable improvements on the capacities of nutrition officers and focal persons to coordinate, manage, plan and budget for the delivery of nutrition services?

1. Has the training led to more regular and systematic tracking and monitoring of changes/ indicators (progress and impact indicators) in nutrition. Explain how?
2. In your opinion what would you say were the major achievements/ successes of the In-service Training programme
3. From your knowledge, to what extent has the trained nutrition officers provided more accurate and real-time information about nutrition situation prevailing in their respective regions/districts? (*Explain*).
4. From your knowledge, to what extent has the trained nutrition officers provided more accurate and real-time information about nutrition situation prevailing in their respective regions/districts? (*Explain*).
5. Were there any un-intended positive results from any of the activities that were implemented as part of the In-service training programme? Explain why if any.
6. What impact has the programme had on their deliverables? To what extent were the expected outcomes achieved (*Explain*)

AREA 5: GENDER AND EQUITY IN ACCESS

Key Question 8: Does the in-service training programme for nutrition officers and focal persons contribute to promoting equity in access (including those with disability), gender equality?

1. How did the In-service training use equity principles?
2. What and how were gender issues addressed/incorporated in the nutrition training packages?
3. What are the Government's interventions on gender mainstreaming in basic and in-service nutrition training and nutrition district plans?

AREA 6: Sustainability (potential for sustainability; existing strategies, Next steps)

Key question 9: To what extent are the achievements of the in-service training of nutrition officers and focal persons sustainable? Will it be necessary to roll-out a second phase of the In-service Training for nutrition officers and focal persons?

1. Will the impact continue if there is more public funding (any improvements on budgetary support from government/public funding)? Are financial resources available or can they be mobilized (from either government or development partners) for In-service Training support?
2. In your opinion, what determines the long-term sustainability of the in-service training programme (*Probe for Institutional Memory*)?
3. Which aspects of the In-service Training enhanced Government ownership of the training processes, activities and results? (*Explain how*)? Which aspect did not enhance government ownership? (*Explain why*)
4. Which opportunities for intervening with capacity building support are being opened up by new development priorities of Tanzania (as stated in the *Multi-sectoral Nutrition Action Plan (MNAP) national development plans*)?
5. To what extent were Government institutions, regional councils and districts in the lead (or actively involved) in defining the content of the In-service training and the target groups, or proposing changes in the way the training activities are done, or experts that UNICEF provides?
6. Did trained staff, and Government institutions at the different levels have opportunity to give feedback to your organization on the appropriateness of the In-service training programme, content, relevance in the field, and practicalities rendered to them? (*Explain*). **From the lessons**

AREA 7: LESSONS LEARNT/ KEY CHALLENGES/ GAPS/ AND RECOMMENDATIONS

Key question 10: Are there lessons learnt in the first phase of this in-service training for nutrition officers and focal persons. What would you regard as the best approaches to obtaining outcome / impact evaluation findings? What could be practical uses for outcome evaluation findings of this in-service training?

1. From your knowledge are there lessons learned from the first in-service training. Has your organization used lessons learned to inform its decision-making in nutrition programming, planning in-service training programmes in Tanzania? *Explain how?*
2. From your knowledge, has the Government of Tanzania (GoT) and/or TFNC and/or Sokoine University used the training reports to inform decisions on nutrition interventions and review of course content? *Explain how?*
3. Has GoT drawn any lessons on In-service training support that will guide its decisions concerning other on-going or future In-service training support projects? *If so give some examples.*
4. From your knowledge what challenges faced the in-service training program? *Explain.* Was there any forum for discussion of the challenges? What solutions did the key stakeholders come up with to solve some of the challenges enlisted above?
5. In retrospect, how effective was the cooperation between GoT and Development Partners (UNICEF and others) in addressing the challenges encountered during implementation? *Explain*

AREA 8: INNOVATIONS/ BEST PRACTICES AND IMPLEMENTATION

Key question 11: What would be the best ways to conduct in-service training of this nature to obtain the best quality, relevance, efficiency, effectiveness, and impact?

1. Who is the best person/ organization to manage the in-service training and conduct training? How should it be done? How feasible is this? When is the best time to engage the nutrition officers? (*Probe for role of private sector, Tanzania Social Action Fund, E-learning*)
2. Apart from SUA, are there other institutions of learning offering nutrition related training courses either as pre-services or in-service? (*Probe for Ministry of Agriculture Diploma/Certificate that incorporates Nutrition*)
3. What are the best ways to bring nutrition officers, multi-sectors together around a common goal on impacting nutrition services and reduction of nutrition problems?
4. To your knowledge, what other organizations have conducted in-service training for multi-sectors? Have any been successful in impacting on nutrition officers and focal persons/ person to coordinate, manage, plan and budget for the delivery of nutrition services and eventually impact on nutrition outcomes?
5. What do you consider to be the best practices in evaluating in-services training in a multi-sector setting? What facilitates these best practices? What are the challenges to those best practices?
6. What is the most important message that you want us to include in the report?

Is there anything else that you would like to add about any of the topics we have discussed or other areas that we didn't discuss but you think are important?

Closing

Thank you very much for your time and participation in this interview. Your knowledge and insights will be very helpful to us as we evaluate the In-service National Training program for nutrition officers. When the Evaluation Report is complete, it will be shared. Thank you.

----- END -----

Nutrition for Health and Sustainable Development
Centre (NUDEC)
Plot 586 Mindu Street, Upanga
P.O. Box 12861 Dar Es Salaam

Tool No. 6: Nutrition Officers and Focal Persons Interview Questionnaire

General Introduction:

REGION-----

DISTRICT

Questionnaire ID:

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Date

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Start time _____; End time _____;

Introduction. Greet and invite the respondent to the interview.

Thank you for agreeing to do this interview. My name is (**NAME**). I am here on behalf of two organizations namely JIMAT and NUDEC. The two organizations (JIMAT and NUDEC) have begun a final evaluation of the in-service national training program for nutrition officers and nutrition focal points in mainland Tanzania and Zanzibar on behalf of UNICEF and the Government of Tanzania. The purpose of the final evaluation of the Training Program/Project is twofold:

- First, to assess progress made towards achieving expected results. That is to what extent the in-service training contributed to enhancing the capacity of nutrition officers to coordinate, manage, plan and budget for the delivery of nutrition services;
- Second, to assess the need for further in-service training, and to gather lessons learned in terms of the cost-effectiveness of delivering such training. As such, the evaluation is also forward looking.

This information will be treated as confidential, and the report will not identify the sources. (**Give the consent note**) Allow time to read and ask if the individual is willing to continue with the interview. Let her/him sign and give a copy.

A. Background related to Nutrition Officers and Nutrition Focal Persons

1. Participant Name (optional): _____

2. Gender: Male: Female:

3. Age: 1 = <30 years; 2 = 30-50 years; 3 >50 years:

4. Any disabilities (as observed): 1 = Yes 2 = No

5. Education qualifications: (Tick relevant box)

Diploma Degree Masters Postgraduate Certificates

6. Job Title: Tick relevant box

Nutrition Officer:

Agriculture Nutrition Officer

Nutrition Focal Person

Other Specify

7. Respondents organization: _____

8. Respondents phone, email: _____

9. Years in present position? 1 = <1yrs; 2 = 1-3 yrs; 3 = > 3-5 yrs; 4 = 5+ yrs

10. Have you ever received any Nutrition training? Yes = 1 No = 2

No =

10 a) If the answer is Yes mention the training received :

10b) If No give reasons

11. To whom do you report (a) Technical issues: _____

(b) Administrative issues: _____

B. The Nutrition In-Service Training Course

12. Date, month and year when In-service course was attended: ____ / ____ / ____

13. Training Location/Venue (*include district and region*): _____

14. Number of Facilitators/Those who provided training (if you remember): _____

15. Describe your situation before and after the In-service Training in terms of your level of understanding of the key concepts of food and nutrition and your ability to apply the concepts? (**Using a rating of 1-5**. Using the following codes: 1=very low; 2=low; 3=medium; 4=high; 5 very high).

Evaluation Area	Rating Before Training	Rating After Training	Comments if any
Understanding of key concepts on Nutrition situation and basic concepts			
Planning and Budgeting for Nutrition			
Nutrition Assessment and data management			
Resource Mobilization			
Ability to apply the concepts covered during the course in your day to day work in the district/ region			

Ability to apply advocacy and negotiation skills for effective coordination (inclusive of stakeholder mapping)			
Ability to plan and budget for nutrition within a multi-sector platform (inclusive of nutrition sensitive approaches)			
Ability to use existing evidence and prioritize interventions with highest potential impact in tackling different forms of malnutrition (including nutrition sensitive approaches)			
Ability to achieve annual targets as set in the annual workplan			
Ability to handle data collection equipment, collect data, analyze, interpret findings and use data for action planning towards addressing identified nutrition priorities			
Ability to manage nutrition services with activities implemented timely and according to annual plans			
Ability to conduct regular supportive supervision at all levels including health care workers, community health workers and other nutrition service providers			

16. Since the training was completed, what kinds of successes have you experienced attributed to the training? _____

17. Since the training was completed, what kinds of challenges have you experienced attributed to this training? _____

18. Please describe the area in which you feel most competent or least competent concerning coordination, monitoring and supervision, planning and budgeting, and program management. Using a rating of 1-5, whereby 1 is least competent and 5 is most competent (Use the following codes 1=very low; 2=low; 3=medium; 4=high; 5 very high)

Area	Level of competency	Comments/ Explain your answer
Coordination		
Program Management		
Planning and budgeting		
Monitoring and supervision		

19. Please give your assessment of the course in terms of the following criteria for assessment of the In-Service Course you attended. (*Please indicate with the ratings of your satisfaction with the course and a narrative explanation of the rating you have made for the criterion*). Rating of your satisfaction with each aspect of the In-service course? Choose appropriate score for the aspect in the left column: Ratings: 1=very low satisfaction; 2=low satisfaction; 3=medium satisfaction; 4=high satisfaction; 5=very high satisfaction. NA = Not Applicable

Assessment aspects	Rating	Reasons for your rating
a) Relevance and appropriateness of training content aspects to your needs as nutrition officer/ your job		
b) Field practice		
c) Duration of the course		
d) Facilitator (s)' knowledge and skills of the concepts		
e) Course delivery approaches (pedagogical)		
f) Appropriateness and qualifications of Trainees (<i>(Ensure gender, disability equity is included)</i>)		
g) Venue and facilities for theory and practical's (comfortable, provided everything needed to learn		
h) Timing/ period of the training		
i) Extent to which you have been able to apply what you learnt to improve your work		
j) Extent to which the training activities provided you with sufficient hands on practice and return demonstrations		
k) Level of supportive supervision received from TFNC and/ or PO-RALG, R/DNSCs		
l) Level of feedback received from national level institutions, R/DNSCs		
m) Interactive multimedia system used to deliver the training content. (<i>Was the interactive multimedia system available at time and places convenient to you. What other types of information or training should be available via interactive multimedia?</i>)		

20. What **aspects** of the training did you find most valuable about the training? Explain why?

21. What **aspects** of the training did you find least valuable? Explain why?

22. What aspects of the training did you find most difficult?

23. In what ways would you improve the training in terms of design, content and execution (*Instruction: Tick all that is mentioned*)

Areas that need to be improved in future trainings	Put a tick in relevant area
Provide better information before training to enable participant to prepare adequately for the course	
Provide better information on materials to carry for training	
Clarify the course objectives	
Reduce content covered in course	
Increase content covered in course	
Update evidence-based content covered in course	
Improve the instructional methods	
Make course activities more stimulating	
Improve course organization	
Make the course less difficult	
Make the course more difficult	
Slow down the pace of the course	
Speed up the pace of the course	
Allot more time for the course	
Shorten the time for the course	
Improve the tests used in the course	
Add more videos/ illustrations to the course	

24. What other improvements would you recommend in training? (*Probe for how government is motivating the nutrition officers to improve their performance, job descriptions, mentorship/supportive supervision*)

25. Will you be motivated to pay for the in-service training modules? Yes = 1 No=2

Give reasons for any response

C. Capacities of nutrition officers to coordinate effectively

26. What are the main **factors** that have helped you to coordinate with multi-sectoral stakeholders and implement nutrition programs? List them

- a) Existence of the LGA Multi-sectorial Committee
- b) Existence of the Nutrition Multi-sectoral Steering Committee
- c) Good networking
- d) write down any others mentioned

From your opinion, what factors are contributing to development of relationships with other stakeholders (*Probe for each stakeholder as listed below*)

Stakeholders	Factors contributing to development of relationship with the stakeholders
Local Government Authorities within your region/districts	Aware and adherence of policies and various guidelines of the LGAs; Regular relevant meetings; Sharing of reports/information; Participation to supportive supervision; Participation in planning and budgeting sessions; Participation in quarterly and annual forums
Local and international CSOs in your region,	Sharing information/reports; Participating in relevant meetings; Sharing of Plans and budgets of relevant activities.
National level institutions such as Tanzania Food and Nutrition Centre (TFNC)	Sharing of information/reports; Sharing of relevant Guidelines and tools; Supervisory visits by relevant institutions;
President's Office Regional Administration and Local Government (PO-RALG).	Sharing of information/reports; Sharing of relevant Guidelines and tools; Supervisory visits by relevant institutions;
Other sectors implementing nutrition sensitive activities	Sharing of information/reports; sharing plans and budgets; Participating in relevant meetings;
Private sector	
Development partners/funders	
Media	

28. What do you see as the strengths of the system for coordination of stakeholders for nutrition services?

- a) Effective multi-sectoral committee
- b) Networking and sharing of information and reports
- c) Existence of relevant guidelines

29. What are the main challenges to the coordination of nutrition sensitive approaches with other stakeholders? List them

- a) Weak multi-sectoral committees
- b) Weak networking and lack of sharing of information
- c) No relevant guidelines
- d) Managers in other sectors not aware that their projects have a positive outcome in nutrition

d) others as mentioned

Views and Opinion on Multi-sectoral Approach

30. What is your role in the Multi-sector Committee?

31. How do you find your work as Secretariat to the Nutrition Multi-sectoral Steering Committee? _____

D. Program Management

32. What management support was there to facilitate or inhibit you in performing your newly skills attained. Mention _____

33. What motivation did you receive after the in-service training to perform your newly attained skill/s
Mention _____

34. What were the main challenges you encountered in delivering nutrition services as per your plans?
(List some the challenges probe e.g. existence of nutrition tools for joint supervision; _____

35. Was there a forum for discussing the challenges faced in program management?

Yes = 1; No = 2

If Yes explain _____

E. Capacities in Planning and Budgeting

38. Are you participating in the annual Planning and budgeting sessions?

Yes = 1; No = 2

If No give reasons _____

39. To what extent have the plans in the district or region incorporated nutrition sensitive approaches interventions? (Probe for nutrition interventions for each sector and using rating 1 to 5: 1=very low; 2=low; 3=medium; 4=high; 5 very high). its own table

Sectors	Rating
Health	
Agriculture and Livestock	
Infrastructure	
Water and Sanitation	
Community Development	
Education	
Others nutrition related sectors	

40. Has the training enabled you to write funding proposals? If yes request to see it. If probe for reasons and what needs to be done

F. Capacities in Monitoring and Supervision

40. Has the training led to more regular and systematic tracking and monitoring of changes/ indicators (process and impact indicators) in nutrition?

Yes = 1 No = 2

Explain in any response _____

41. To what extent have the results influenced Local Government stakeholders and other partners in decisions on budgets of nutrition services delivery? Explain

G. Gender and equity

42. What are the gender challenges observed in your district/region? How have these been addressed? List the challenges and how they have been addressed (*Probe if: approach lays emphasis is on addressing the practical needs of women and children, instead of focusing on addressing the underlying causes of gender inequality? Request for the plans to review*)

Challenge	How addressed

43. How is gender mainstreaming incorporated in District nutrition plans? What areas could be improved? Explain

44. In your opinion, are senior officials working for gender mainstreaming in nutrition aware of gender issues? Yes = 1, No = 2

If Yes or No? Explain _____

H. Sustainability

45. To what extent are the achievements of the In-service Training of nutrition officers and focal persons sustainable? Explain

46. What are the existing opportunities and pathways to enable the scaling-up of the In-service training program? Mention opportunities and pathways _____

47. What are the current and future In-service Training needs in the regions/**districts** and other relevant government ministries or agencies in food and nutrition security program at community level? Explain

48. Which opportunities for intervening with capacity building support are being opened by new development priorities of Tanzania? _____

49. From your experience and knowledge to date, which staff need technical know-how and the number of category of staff that would benefit from continuation of the In-service Training support, and which knowledge, skills, technologies and tools would add value to their work? (*Ensure gender, disability equity*)? _____

Closing

Thank you very much for your time and participation in this interview. Your knowledge and insights will be very helpful to us as we evaluate the In-service National Training program for nutrition officers. When the Evaluation Report is complete, it will be shared. Thank you again.

----- END -----

Nutrition for Health and Sustainable Development
Centre (NUDEC)
Plot 586 Mindu Street, Upanga
P.O. Box 12861 Dar Es Salaam

Tool No. 6: Nutrition Officers and Focal Persons Interview Questionnaire

General Introduction:

REGION-----

DSTRICT

Questionnaire ID:

Date

Start time _____; End time _____;

Introduction. Greet and invite the respondent to the interview.

*Thank you for agreeing to do this interview. My name is (**NAME**). I am here on behalf of two organizations namely JIMAT and NUDEC. The two organizations (JIMAT and NUDEC) have begun a final evaluation of the in-service national training program for nutrition officers and nutrition focal points in mainland Tanzania and Zanzibar on behalf of UNICEF and the Government of Tanzania. The purpose of the final evaluation of the Training Program/Project is twofold:*

- First, to assess progress made towards achieving expected results. That is to what extent the in-service training contributed to enhancing the capacity of nutrition officers to coordinate, manage, plan and budget for the delivery of nutrition services;
- Second, to assess the need for further in-service training, and to gather lessons learned in terms of the cost-effectiveness of delivering such training. As such, the evaluation is also forward looking.

This information will be treated as confidential, and the report will not identify the sources. (Give the consent note) Allow time to read and ask if the individual is willing to continue with the interview. Let her/him sign and give a copy.

A. Background related to Nutrition Officers and Nutrition Focal Persons

1. Participant Name (optional): _____

2. Gender: Male: Female:

3. Age: 1 = <30 years; 2 = 30-50 years; 3 >50 years

4. Any disabilities (as observed): 1 = Yes 2 = No

5. Education qualifications: (Tick relevant box)

Diploma Degree Masters Postgraduate Certificates

6. Job Title: Tick relevant box

Nutrition Officer:

Nutrition Focal Person

Agriculture Nutrition Officer

Other Specify

7. Respondents organization: _____

8. Respondents phone, email: _____

9. Years in present position? 1 = <1 yrs; 2 = 1-3 yrs; 3 = > 3-5 yrs; 4 = 5+ yrs

10. Have you ever received any Nutrition training? Yes = 1 No = 2

No =

10 a) If the answer is Yes mention the training received :

10b) If No give reasons

11. To whom do you report (a) Technical issues: _____

(b) Administrative issues: _____

B. The Nutrition In-Service Training Course

12. Date, month and year when In-service course was attended: ____ / ____ / ____

13. Training Location/Venue (*include district and region*): _____

14. Number of Facilitators/Those who provided training (if you remember): _____

15. Describe your situation before and after the In-service Training in terms of your level of understanding of the key concepts of food and nutrition and your ability to apply the concepts? (**Using a rating of 1-5. Using the following codes: 1=very low; 2=low; 3=medium; 4=high; 5 very high**).

Evaluation Area	Rating Before Training	Rating After Training	Comments if any
Understanding of key concepts on Nutrition situation and basic concepts			
Planning and Budgeting for Nutrition			
Nutrition Assessment and data management			
Resource Mobilization			
Ability to apply the concepts covered during the course in your day to day work in the district/region			
Ability to apply advocacy and negotiation skills for effective coordination (inclusive of stakeholder mapping)			
Ability to plan and budget for nutrition within a multi-sector platform (inclusive of nutrition sensitive approaches)			
Ability to use existing evidence and prioritize interventions with highest potential impact in tackling different forms of malnutrition (including nutrition sensitive approaches)			
Ability to achieve annual targets as set in the annual workplan			
Ability to handle data collection equipment, collect data, analyze, interpret findings and use data for action planning towards addressing identified nutrition priorities			
Ability to manage nutrition services with activities implemented timely and according to annual plans			
Ability to conduct regular supportive supervision at all levels including health care workers, community			

health workers and other nutrition service providers			
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16. Since the training was completed, what kinds of successes have you experienced attributed to the training? _____

17. Since the training was completed, what kinds of challenges have you experienced attributed to this training? _____

18. Please describe the area in which you feel most competent or least competent concerning coordination, monitoring and supervision, planning and budgeting, and program management. Using a rating of 1-5, whereby 1 is least competent and 5 is most competent (Use the following codes 1=very low; 2=low; 3=medium; 4=high; 5 very high)

Area	Level of competency	Comments/ Explain your answer
Coordination		
Program Management		
Planning and budgeting		
Monitoring and supervision		

19. Please give your assessment of the course in terms of the following criteria for assessment of the In-Service Course you attended. (*Please indicate with the ratings of your satisfaction with the course and a narrative explanation of the rating you have made for the criterion*). Rating of your satisfaction with each aspect of the In-service course? Choose appropriate score for the aspect in the left column: Ratings: 1=very low satisfaction; 2=low satisfaction; 3=medium satisfaction; 4=high satisfaction; 5=very high satisfaction. NA = Not Applicable

Assessment aspects	Rating	Reasons for your rating
a) Relevance and appropriateness of training content aspects to your needs as nutrition officer/ your job		
b) Field practice		
c) Duration of the course		
d) Facilitator (s)' knowledge and skills of the concepts		
e) Course delivery approaches (pedagogical)		
f) Appropriateness and qualifications of Trainees (<i>Ensure gender, disability equity is included</i>)		

g) Venue and facilities for theory and practical's (comfortable, provided everything needed to learn)		
h) Timing/ period of the training		
i) Extent to which you have been able to apply what you learnt to improve your work		
j) Extent to which the training activities provided you with sufficient hands on practice and return demonstrations		
k) Level of supportive supervision received from TFNC and/ or PO-RALG, R/DNSCs		
l) Level of feedback received from national level institutions, R/DNSCs		
m) Interactive multimedia system used to deliver the training content. (<i>Was the interactive multimedia system available at time and places convenient to you. What other types of information or training should be available via interactive multimedia?</i>)		

20. What **aspects** of the training did you find most valuable about the training? Explain why?

21. What **aspects** of the training did you find least valuable? Explain why?

22. What aspects of the training did you find most difficult?

23. In what ways would you improve the training in terms of design, content and execution (*Instruction: Tick all that is mentioned*)

Areas that need to be improved in future trainings	Put a tick in relevant area
Provide better information before training to enable participant to prepare adequately for the course	
Provide better information on materials to carry for training	
Clarify the course objectives	
Reduce content covered in course	
Increase content covered in course	
Update evidence-based content covered in course	

Improve the instructional methods	
Make course activities more stimulating	
Improve course organization	
Make the course less difficult	
Make the course more difficult	
Slow down the pace of the course	
Speed up the pace of the course	
Allot more time for the course	
Shorten the time for the course	
Improve the tests used in the course	
Add more videos/ Illustrations to the course	

24. What other improvements would you recommend in training? (*Probe for how government is motivating the nutrition officers to improve their performance, job descriptions, mentorship/supportive supervision*) _____

25. Will you be motivated to pay for the in-service training modules? Yes = 1 No=2

Give reasons for any response

C. Capacities of nutrition officers to coordinate effectively

26. What are the main **factors** that have helped you to coordinate with multi-sectoral stakeholders and implement nutrition programs? List them

- a) Existence of the LGA Multi-sectorial Committee
- b) Existence of the Nutrition Multi-sectorial Steering Committee
- c) Good networking
- d) write down any others mentioned
.....

From your opinion, what factors are contributing to development of relationships with other stakeholders (*Probe for each stakeholder as listed below*)

Stakeholders	Factors contributing to development of relationship with the stakeholders
Local Government Authorities within your region/districts	Aware and adherence of policies and various guidelines of the LGAs; Regular relevant meetings; Sharing of reports/information; Participation to supportive supervision; Participation in planning and budgeting sessions; Participation in quarterly and annual forums
Local and international CSOs in your region,	Sharing information/reports; Participating in relevant meetings; Sharing of Plans and budgets of relevant activities.

National level institutions such as Tanzania Food and Nutrition Centre (TFNC)	Sharing of information/reports; Sharing of relevant Guidelines and tools; Supervisory visits by relevant institutions;
President's Office Regional Administration and Local Government (PO-RALG).	Sharing of information/reports; Sharing of relevant Guidelines and tools; Supervisory visits by relevant institutions;
Other sectors implementing nutrition sensitive activities	Sharing of information/reports; sharing plans and budgets; Participating in relevant meetings;
Private sector	
Development partners/funders	
Media	

28. What do you see as the strengths of the system for coordination of stakeholders for nutrition services?

- a) Effective multi-sectoral committee
- b) Networking and sharing of information and reports
- c) Existence of relevant guidelines

29. What are the main challenges to the coordination of nutrition sensitive approaches with other stakeholders? List them

- a) Weak multi-sectoral committees
- b) Weak networking and lack of sharing of information
- c) No relevant guidelines
- d) Managers in other sectors not aware that their projects have a positive outcome in nutrition
- d) others as mentioned

Views and Opinion on Multi-sectoral Approach

30. What is your role in the Multi-sector Committee?

31. How do you find your work as Secretariat to the Nutrition Multi-sectoral Steering Committee? _____

D. Program Management

32. What management support was there to facilitate or inhibit you in performing your newly skills attained. Mention _____

33. What motivation did you receive after the in-service training to perform your newly attained skill/s
Mention _____

34. What were the main challenges you encountered in delivering nutrition services as per your plans?
(List some the challenges probe e.g existence of nutrition tools for joint supervision;

35. Was there a forum for discussing the challenges faced in program management?

Yes = 1; No = 2

If Yes explain _____

E. Capacities in Planning and Budgeting

38. Are you participating in the annual Planning and budgeting sessions?

Yes = 1; No = 2

If No give reasons _____

39. To what extent have the plans in the district or region incorporated nutrition sensitive approaches interventions? (Probe for nutrition interventions for each sector and using rating 1 to 5: 1=very low; 2=low; 3=medium; 4=high; 5 very high).

Sectors	Rating
Health	
Agriculture and Livestock	
Infrastructure	
Water and Sanitation	
Community Development	
Education	
Others nutrition related sectors	

40. Has the training enabled you to write funding proposals? If yes request to see it. If probe for reasons and what needs to be done

F. Capacities in Monitoring and Supervision

40. Has the training led to more regular and systematic tracking and monitoring of changes/ indicators (process and impact indicators) in nutrition?

Yes = 1 No = 2

Explain in any response _____

41. To what extent have the results influenced Local Government stakeholders and other partners in decisions on budgets of nutrition services delivery? Explain

G. Gender and equity

42. What are the gender challenges observed in your district/region? How have these been addressed? List the challenges and how they have been addressed (*Probe if: approach lays emphasis is on addressing the practical needs of women and children, instead of focusing on addressing the underlying causes of gender inequality? Request for the plans to review*)

Challenge	How addressed

43. How is gender mainstreaming incorporated in District nutrition plans? What areas could be improved? Explain

44. In your opinion, are senior officials working for gender mainstreaming in nutrition aware of gender issues? Yes = 1, No = 2

If Yes or No? Explain

H. Sustainability

45. To what extent are the achievements of the In-service Training of nutrition officers and focal persons sustainable? Explain

46. What are the existing opportunities and pathways to enable the scaling-up of the In-service training program? Mention opportunities and pathways

47. What are the current and future In-service Training needs in the regions/districts and other relevant government ministries or agencies in food and nutrition security program at community level? Explain

48. Which opportunities for intervening with capacity building support are being opened by new development priorities of Tanzania?

49. From your experience and knowledge to date, which staff need technical know-how and the number of category of staff that would benefit from continuation of the In-service Training support, and which knowledge, skills, technologies and tools would add value to their work? (*Ensure gender, disability equity*)?

Closing

Thank you very much for your time and participation in this interview. Your knowledge and insights will be very helpful to us as we evaluate the In-service National Training program for nutrition officers.

When the Evaluation Report is complete, it will be shared. Thank you again.

----- END -----

Annexe 4: Sample Timetable

TRAINING PROGRAMME FOR DISTRICT AND REGIONAL LEVEL NUTRITION OFFICERS IN MWANZA TANZANIA-29TH SEPTEMBER-10TH OCTOBER, 2014

10:30-1:00	Module 1 Overview of Nutrition Situation in Tanzania	Module 2 Introduction to National Nutrition Strategy (NNS): Concepts and its Rationale	Module 2 Process involved in Planning and Budgeting for Nutrition	Resource Mobilization	Module 4 Training and counselling(Muhanga and Bundala)	Module 4 Facilitation and Supportive supervision	Module 3 Nutrition assessment Methods	Module 3 Data management analysis and Interpretation	Module 3 Field visit	Module 3 Exercises
1:00-2:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
2:00-4:00	Module 1 Initiatives and commitments to scale up nutrition in Tanzania	Module 2 Integrating NNS Implementation Plans into district plans	Module 2 Process involved in Planning and Budgeting for Nutrition	Resource Mobilization	Module 4 Training and counselling	Module 4 Plenary session	Module 3 Management of malnutrition	Module 3 Data management analysis and Interpretation	Module 3 Field visit reflections and practical-Data analysis	Final evaluation Post Test
4:00-4:15	Nutrition break	Nutrition break	Nutrition break	Nutrition break	Nutrition break	Nutrition break	Nutrition break	Nutrition break	Nutrition break	Nutrition break
4:15-5:30	Module1 Nutrition relevant interventions at district level	Module 2 Integrating NNS Implementation Plans into district plans	Module 2 Process involved in Planning and Budgeting for Nutrition	Module 4 Advocacy lobbying and Negotiation	Module 4 Facilitation and Supportive supervision	Module 4 Plenary session	Module 3 Designing and planning of nutrition activities	Module 3 Data management analysis and Interpretation	Module 3 Practical Data analysis	Way forward

Annexe 5: Additional table

Assessment of the course by evaluation specific criteria

On a scale of 1 for very low to 5 for very high, nutrition officers were asked to rate their level of satisfaction with the course according to specific assessment aspects. The ratings ranged from 2.9 for “Level of feedback received from Regional Nutrition Steering committees (R/NSCs)” to 4.4 for “Facilitator (s)’ knowledge and skills of the concepts”. It can be concluded that participants had a moderate satisfaction level with the course according to 9 out of 16 assessment aspects and high to very high level of satisfaction according to 7 out of 16 assessment aspects.

	Assessment aspects	Rating
34	Duration of the course	3.2
35	Relevance and appropriateness of training content aspects to your needs as nutrition officer/ your job	4.3
36	Field practice	3.4
37	Facilitator (s)' knowledge and skills of the concepts	4.4
38	Course delivery approaches (pedagogical)	4.3
39	Ensure gender, disability equity are included	3.7
40	Venue and facilities for theory and practical's (comfortable, provided everything needed to learn	3.8
41	Important facilities needed o the training	4.1
42	Extent to which you have been able to apply what you learnt to improve your work	4.0
43	Level of supportive supervision received from TFNC	3.2
44	Level of supportive supervision received from PO-RALG	3.1
45	Level of supportive supervision received from RNSCs	3.2
46	Level of supportive supervision received from DNSCs	3.1
47	Level of feedback received from – TFNC	2.9
48	Level of feedback received from - PO-RALG	3.0
49	Level of feedback received from Regional Nutrition Steering committees (R/NSCs)	2.9