OFFICE OF THE PRIME MINISTER

Multi-Sectoral Nutrition Action Planning Training Module
GUIDE FOR FACILITATORS

September 2017

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Abbreviations and Acronyms

CAO   Chief Administrative Officer
CDO   Community Development Officer
CSO   civil society organisation
DDP   District Development Plan
DiNCC   Division Nutrition Coordination Committee
DNCC   District Nutrition Coordination Committee
HMIS   Health Management Information System
LLG   Lower Local Government
M&E   monitoring and evaluation
MNCC   Municipal Nutrition Coordination Committee
MSNAP   Multi-Sectoral Nutrition Action Plan
MSP   multi-stakeholder partnership
NCC   Nutrition Coordination Committee
NDP II   Second National Development Plan 2015/16–2019/20
NPA   National Planning Authority
OPM   Office of the Prime Minister
POCC   potentials, opportunities, challenges, and constraints
PPT   PowerPoint presentation
SNCC   Sub-County Nutrition Coordination Committee
SUN   Scaling Up Nutrition
TNCC   Town Council Nutrition Coordination Committee
UNAP   Uganda Nutrition Action Plan (2011–2016)

Foreword

The Second National Development Plan (NDP II) recognises nutrition as a major driver to development. The NDP II is aligned to the different international and regional nutrition planning frameworks including the Sustainable Development Goals; World Health Assembly targets on nutrition for 2025; the Scaling Up Nutrition (SUN) Movement Strategy and Roadmap (2016 -2020); the UN Decade of Action on Nutrition 2016-2025 and Africa Agenda 2063.

The Uganda Nutrition Action Plan (UNAP) provides the overall policy and regulatory framework that guides nutrition planning and implementation of interventions specified in the NDP II.

Nutrition is a cross-cutting issue and implementation must take a multi-sectoral approach. The critical sectors are Health, Agriculture, Education, Gender and Social Development, Trade and industry, water and sanitation. Therefore, Ministries, Departments and Agencies (MDAs) at National and Local Government levels should address nutrition in their development plans. This planning module will guide local governments to develop Multi-Sectoral Nutrition Action Plans and budgets in line with the national nutrition planning frameworks to promote better nutrition outcomes.

I urge all stakeholders implementing nutrition interventions in local governments to support the development of Multi-Sectoral Nutrition Action Plans and ensure that programs are aligned to the Multi-Sectoral Nutrition Action Plans. The main aim of the module is to enhance alignment of multi-sectoral nutrition interventions within the existing development plans and budgets.

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How to Use this Guide

PURPOSE OF THE NUTRITION PLANNING TRAINING MODULE

As noted above, planning for nutrition should take place at both the district level and at the lower local government (LLG) level, with participation from communities. The purpose of this training is to guide districts/LLGs and key stakeholders through the process of drafting Multi-Sectoral Nutrition Action Plans (MSNAPs). The methodology outlined in this guide was developed from experiences at the district level, however, the examples and guidance included in this guide have been detailed to fit the MSNAP development process at both the district and LLG levels. The materials can be easily adapted by the facilitation team to meet the needs of all types Nutrition Coordination Committees (NCCs), including District Nutrition Coordination Committees (DNCCs), Sub-County Nutrition Coordination Committees (SNCCs), Municipal Nutrition Coordination Committees (MNCCs), Division Nutrition Coordination Committees (DiNCCs), and Town Council Nutrition Coordination Committees (TNCCs) that are developing MSNAPs.

OBJECTIVES OF THE TRAINING

- Develop a draft five-year MSNAP tailored to the district/LLG context.
- Describe the nutrition situation within the district/LLG.
- Develop a multi-sectoral nutrition results framework and monitoring and evaluation (M&E) plan.
- Estimate required resources for implementation of nutrition strategies and activities.
- Understand the process of MSNAP finalisation and approval by the appropriate Council.

TRAINING STRUCTURE AND DURATION

The training is divided into an Introduction Unit and six Units that follow the MSNAP template structure. The training is designed to take place over a five-day period. Although the training can be adapted to meet the needs of stakeholders, it is recommended that no fewer than five days be allocated to complete the work detailed in the sessions. A sample five-day timetable, which also includes scheduled time to work on drafting a MSNAP, is provided in Annex 1.

During the training, facilitators should be flexible with the timing of the sessions and allow adequate time for teams to input their group work results into the MSNAP template. It can be helpful, however, to designate a timekeeper who is not part of the facilitation team. This will help to keep training sessions running on time and ensure that all sessions are completed by the end of the five days.

UNITS/SESSIONS

Introduction Unit
0.1 Opening and Introductions
0.2 Training Objectives and Expectations
0.3 Introduction to Materials and Roles

Unit 1: Introduction to the Nutrition Situation in Uganda
1.1 Nutrition Situation Overview
1.2 Uganda Nutrition Policy and Planning Frameworks

Unit 2: Nutrition Situation Analysis
2.1 Understanding the Nutrition Situation
2.2 Prioritising Nutrition Challenges by LLG
2.3 Nutrition Timeline
2.4 Sharing the Nutrition Situation Analysis – Part 1
2.5 Nutrition Stakeholder Analysis
2.6 POCC Analysis
2.7 Problem Tree
2.8 Sharing the Nutrition Situation Analysis – Part 2

Unit 3: Nutrition Planning
3.1 Identifying Solutions to Nutrition Problems
3.2 Developing the Multi-Sectoral Nutrition Results Framework
3.3 Results Framework Gallery Walk

Unit 4: Monitoring and Evaluation
4.1 Developing the M&E Framework
4.2 M&E Gallery Walk

Unit 5: Identifying Resources
5.1 Identifying Resources

Unit 6: Next Steps
6.1 Review Draft MSNAPs
6.2 Next steps
6.3 Closing

FACILITATION

The training is best conducted with a team of two to three facilitators for a group of 20 to 30 participants (facilitator–participant ratio of 1 facilitator for 10 participants). Facilitators will provide support to the training sessions, small group discussions and exercises, and the MSNAP drafting process. At least one facilitator should be conversant in the government planning systems at both national and district/LLG levels and one should be a nutritionist who understands multi-sectoral nutrition programming in Uganda.

PARTICIPANTS

Participants should represent the following departments: administration, health, planning, education, production, community development, trade and industry, and water. Whenever possible, it is important to have the full participation of the district/LLG Administrative Officer, District/LLG Planner, and Community Development Officer (CDO). Participation of key political leaders and other district/LLG nutrition stakeholders is also encouraged, since these individuals can support the approval of the MSNAP by the Council. Intensive participation from all key district/LLG departments and stakeholders is critical to ensure that a quality draft MSNAP is produced at the end of the five-day period. It is critical to have someone from the planning office, such as the District/LLG Planner, with access to district/LLG and sector-wide data. The presence of the CDO is critical since he/she oversees all sector actions in the community and knows the underlying issues well. Those districts/LLGs that have a nutritionist should also invite this person to be part of the team. See Annex 2 for a sample participant invitation.

LOCATION AND VENUE

If possible, conduct the training in the district, LLG, or region where the participants work, at a location accessible to participants from the departments. The venue should be comfortable and have enough space to display multiple flip charts on the walls and to project slides onto a white screen or wall.

The room should be set up with space for participants to easily work in district/LLG teams. There should also be access to multiple power sources so that participants can use laptops during the MSNAP drafting process. In addition, a table for registration, a table/space for facilitator materials, and space for breaks should also be requested.

REQUIRED MATERIALS

Multi-Sectoral Nutrition Action Planning Training Module Package

Facilitator's Guide

The Facilitator's Guide contains information needed to plan the sessions and lead participants through the training, including:

- ☐ Detailed instructions for each session
- ☐ Guidance on session preparations and materials
- ☐ Sample timetable for a five-day training
- ☐ Sample participant invitation
- ☐ Evaluation form for participants

Participant Handbook

It is unlikely that participants will leave the training with a completed draft MSNAP. The primary purpose of the handbook is to provide a place for participants to take notes on the training proceedings, document how their district/LLG team came to decisions on MSNAP content, and to note what areas require follow up after the conclusion of the training. In addition, the Participant Handbook contains reference materials, including key terms and concepts and group work guidance.

Presentations

PowerPoint (PPT) presentations have been prepared to guide the facilitation team through each of the sessions outlined in the Facilitator's Guide. Presentation files are organised by Unit, with subsections for each session.

MSNAP Template

District/LLG teams should be provided with a soft copy of the MSNAP template to be completed throughout the course of the training. This template aligns with the requirements outlined in the Uganda National Nutrition Planning Guidelines. Districts/LLGs should align with this template as much as possible to ensure that all required planning elements are captured.

In addition to the materials included as part of the training package, other resource documents and supplies are required to conduct the training. The contents of the resource pack and other supplies for both facilitators and participants are detailed below.

Resource Pack

- National Nutrition Planning Guidelines 2015
- Second National Development Plan 2015/2016–2019/2020
- Uganda Vision 2040
- Uganda Nutrition Action Plan 2011–2016
- Uganda Demographic and Health Survey (DHS)
- USAID Multi-Sectoral Nutrition Strategy 2014-2025

Facilitator/Trainer Materials

- Facilitator's Guide
- Participant Handbook
- MSNAP template
- Training timetable (see Annex 1 for sample)
- Registration sign-in sheets
- Name tags
- PPT presentations
- Resource Pack
- Projector[1]
- Flip chart and stand set up at front of room
- Markers
- Tape

Participant Materials

For each participant:
- Participant Handbook
- Self-assessment (two copies for each person) (see Annex 3 for sample)
- Name tag
- Pen or pencil
- Training timetable

For each team:
- Resource Pack
- Soft copy of MSNAP template
- Flip charts
- Coloured cards and/or large sticky notes
- Markers in multiple colours
- Tape

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[1] If a projector is not available, facilitators can print the slides onto transparencies and use an overhead projector or copy the slide content onto flip chart pages. Slides can also be shown on teams' laptops.

To support the completion of the draft MSNAPs, it is important that participants bring copies (printed or electronic files, as available) of the following district/LLG-specific resources (see participant invitation in Annex 2):

- Copy of the approved District Development Plan (DDP) or draft

- District/LLG nutrition data, both quantitative and qualitative if available. Examples include sector/department data, reports from implementing partners, district/LLG reporting [e.g., Health Management Information System (HMIS), Education Management Information System (EMIS), surveys (e.g., Standardised Methods for Assessment in Relief Transitions (SMART), Semi-Quantitative Evaluation of Access and Coverage (SQUEAC), (Simplified Lot Quality Assurance Sampling Evaluation of Access and Coverage (SLEAC), Demographic Health Surveys (DHS), Lot Quality Assurance Survey (LQAS), surveillance reports], and nutrition situation analysis reports

- Copy of the draft Multi-Sectoral Nutrition Action Plan, if available

The training utilises participatory methods to encourage active learning and to keep participants interested and alert. Presentations, facilitated group work, and cross-team sharing and reflection are some of the main methods used throughout the training. Participants work in teams grouped by district or LLG (e.g., DNCC, MNCCs, DiNCC, TNCC, or SNCC teams) to develop context-specific MSNAPs to guide nutrition implementation in their districts/LLGs.

Facilitation methods use a multi-stakeholder partnerships (MSP) approach. The MSP approach engages different perspectives and points of view in order to clarify and agree on common objectives and expectations. For more information about MSP and for additional resources, please visit: http://www.mspguide.org.

PREPARATION FOR FACILITATION

The required materials and advance preparation are provided at the start of each unit and session. Additional facilitation tips are provided at the start of each session, which present strategies to ensure that session objectives are met.

The sessions as presented in the facilitation guide are geared towards the development of MSNAPs, to be undertaken by NCCs. Session guidance and PPTs should be adapted to fit the appropriate NCC level and context prior to conducting this training.

Introduction Unit

Purpose

Set the scene for the training, agree on norms and expectations for the week, and introduce training materials.

Objectives

- Understand the purpose and objectives of the training.
- Discuss expectations of the training and the facilitation team.
- Complete a self-assessment on knowledge of multi-sectoral planning for nutrition.

Preparation

- Load PPT 0: Introduction Unit.
- Set up registration table with sign-in sheets and name tags for participants.
- Ensure venue is set up correctly with a projector, adequate space for group work, and power access for each team.
- Set up each table with the materials for individual participants and teams and label the tables with the district/LLG names.

Sessions

- Session 0.1. Opening and Introductions
- Session 0.2. Training Objectives and Expectations
- Session 0.3. Introduction of Materials and Roles

Time to Complete

2 hours

30 minutes

Materials

- PPT 0, session 0.1
- Training timetable

Facilitation Tips

- Emphasise the need to work as a team to reach consensus on what to include in the nutrition action plans.
- Check that everyone has a copy of the training timetable.

Opening and Introductions

OBJECTIVE

Facilitators and participants have been welcomed and introduced.

STEPS

Step 1: If appropriate, have an official welcome the participants and open the training.

Step 2: Facilitators introduce themselves.

Step 3: Invite participants to introduce themselves. Tailor the length of the introductions to the size of the overall group. Examples of what to include, in addition to names, are: district/LLG, title, and how nutrition is relevant to the person's work.

Sidebar

60 minutes

Materials

- PPT 0, session 0.2
- Copies of self-assessment

Facilitation Tips

- Give time for participants to ask questions about the objectives.
- Encourage participants to be open about their training expectations.
- Check that each participant has a copy of the self-assessment.
- Be sure to collect and keep the self-assessments so you can compare results at the end of the week. Make sure everyone has included their name, initials, or other identifier so you can easily compare pre-/post-test results.

Main content

Training Objectives and Expectations

OBJECTIVES

1. Participants clearly understand training objectives.
2. Facilitators clearly understand participants' expectations.
3. Self-assessment is completed.

FACILITATION METHOD

Continue presentation of PPT 0.

STEPS

Step 1: Use the PPT 0, session 0.2 to take participants through the training objectives:

- Develop a draft five-year Multi-Sectoral Nutrition Action Plan (MSNAP) tailored to the district/LLG context.

- Describe the nutrition situation within the district/LLG.

- Develop a multi-sectoral nutrition results framework and monitoring and evaluation (M&E) plan.

- Estimate required resources for implementation of nutrition strategies and activities.

- Understand the process of MSNAP finalisation and approval by the appropriate Council.

Step 2: Ask participants to state their expectations on coloured cards. Write the heading "expectations" on a flip chart and position it where the teams can see it. Invite participants to display their expectations on the flip chart.

Step 3: Ask participants to complete the self-assessment. Explain that the purpose of the assessment is for participants to track their own progress and learning during the week; they will take another assessment at the end of the training to compare what they have learned. Give participants 10–15 minutes to complete the assessment. Collect the assessment when participants have finished.

Step 4: While participants are taking the self-assessment or during a break, cluster expectations and group them under different headings.

Step 5: Briefly reflect upon and acknowledge the expectations with the participants before closing the session.

🕐	**30 minutes**

🔧	**Materials**

- PPT 0, session 0.3
- Participant Handbook
- Hard and soft copies of MSNAP Template

🔍	**Facilitation Tips**

- Check that each participant has a copy of the Participant Handbook
- It can be helpful to provide printouts of the MSNAP template so that teams have an idea of what they will be completing. You can also project the template on the screen.
- Make sure each team selects a MSNAP editor and be sure that the editor has a soft copy of the MSNAP template.

Introduction of Materials and Roles

OBJECTIVES

1. Materials are distributed and explained.
2. Teams have selected a MSNAP editor.

STEPS

Step 1: The facilitators should introduce the participants to key materials that will be used during the next five days:

- **Participant Handbook:** Ensure every participant has a copy before starting the explanation. The Participant Handbook includes reference materials to support participants throughout the MSNAP drafting process. The handbook outlines the purpose and objectives of each Unit, includes key definitions, session instructions, and most importantly a place for participants to record reflections, observations, and ideas to be integrated into their MSNAPs.

- **MSNAP template:** The MSNAP template outlines the required content for the MSNAP, per the National Nutrition Planning Guidelines 2015. Teams will work towards the completion of each section as the training sessions are completed. Time will be provided throughout the week for each team to draft their MSNAPs in this template.

Step 2: Ask teams to select their MSNAP editor:

- **MSNAP editor:** Each team will select an 'editor' who will record material in the MSNAP template. It is important that the editor take careful notes, with the aid of the Participant Handbook. The editor will need regular access to a laptop computer for entering information into the MSNAP template. Teams can support the MSNAP editor by also taking careful notes in the Participant Handbook and by sharing ideas throughout the drafting process. The editor should be an

individual with reasonably fast typing speed and computer knowledge. It can also be helpful if this person is from the planning unit (District/LLG Planner, Statistician, or Population Officer). Once the editors have been selected, ensure that they have soft copies of the MSNAP template. This can be shared via email or flash drive.

Unit 1: Introduction to the Nutrition Situation in Uganda

Purpose

Understand the multi-sectoral causes and consequences of malnutrition in Uganda and the policy and planning frameworks around which this training is designed.

Objectives

- Understand the types of malnutrition, their causes and consequences, and the role of all departments in improving nutrition.
- Understand the global, regional, and national nutrition policy and planning frameworks.

Preparation

- Load PPT 1: Unit 1.
- Print copies of presentation notes for each facilitator (included within the PPT slides).
- The facilitation team can make use of district/LLG resource persons to give these presentations. For example, a representative from the health sector or a nutritionist can present session 1.1 and/or the CAO or District/LLG Planner can present session 1.2.

Sessions

Session 1.1: Nutrition Situation Overview
Session 1.2: Uganda Nutrition Policy and Planning Frameworks

Time to Complete

1 hour

30 minutes

- 20 minutes: presentation
- 10 minutes: questions

Materials

- PPT 1, session 1.1

Facilitation Tips

- Be sure to use the notes in the PPT 1.1 to guide your facilitation of this session.
- Refer participants to their handbooks for key terms and other presentation content that they can refer to throughout the week.
- It is useful to revisit key terms and concepts again later in the week to confirm participants' understanding.

SESSION 1.1

Nutrition Situation Overview

OBJECTIVE

Understand the nutrition situation in Uganda, including types of malnutrition, national statistics, the multi-sectoral causes of malnutrition, and consequences of malnutrition to households, communities, and the country.

FACILITATION METHOD

Presentation of PPT 1, session 1.1.

STEPS

Step 1: Present PPT 1, session 1.1.
- Use simple language to explain nutrition problems and the consequences. Prepare additional examples that are relevant to the participants, based on their specific district/LLG context.
- Explain the multi-sectoral causes of malnutrition within households and communities and at district/LLG and national levels. Emphasise that the causes of malnutrition can not only be addressed by the health and production departments but that all departments contribute to ending malnutrition.

Step 2: Take questions from participants.
- Allow for an open discussion and contextual experience sharing and provide clarifications to participants on the nutrition situation.

30 minutes

- 20 minutes: presentation
- 10 minutes: questions

Materials

- PPT 1, session 1.2

Facilitation Tips

- Print a copy of PPT 1.2 slides with notes to reference during the presentation.
- Inform participants that all policy documents are resource materials in developing the introductory sections of the nutrition action plans.
- Participants should take note that addressing stunting is a national development priority.

Uganda Nutrition Policy and Planning Frameworks

OBJECTIVE

Discuss the policy environment for nutrition at global, regional and national levels to help participants understand that nutrition is a global and national development priority. Take into consideration the global, regional, national, and district/LLG level policies and strategies.

FACILITATION METHOD

Presentation of PPT 1, session 1.2.

STEPS

Step 1: Present content of PPT 1, session 1.2. Emphasise the need to align the efforts to address malnutrition within the existing policy documents and strategies, including the Sustainable Development Goals, African Union Declarations, the Constitution of Uganda, the Uganda Vision 2040, Second National Development Plan (NDP II) 2015/2016–2019/2020, Uganda Nutrition Action Plan 2011–2016, Local Government Planning Guidelines 2014, National Nutrition Planning guidelines 2015, Sector Development Plans, and District Development Plans.

Step 2: Take questions from participants. Allow for an open discussion and provide clarification to participants on the national nutrition priorities.

Unit 2: Nutrition Situation Analysis

Purpose

Analyse the current nutrition situation in your district/LLG and identify the causes of malnutrition.

Objectives

- Understand the complexity of the nutrition situation in the district/LLG.
- Identify how the various departments programmes are linked to the nutrition situation.
- Identify nutrition stakeholders and their roles.
- Identify the nutrition challenges and opportunities in the district/LLG.

Preparation

- Load PPT 2: Unit 2
- Prepare stationery for each session (flip charts, markers, coloured cards, tape).
- Ensure there is a large space on the walls where all teams can display group work for all sessions.

Sessions

Session 2.1: Understanding the Nutrition Situation
Session 2.2: Prioritising Nutrition Challenges by LLG
Session 2.3: Nutrition Timeline
Session 2.4: Sharing the Nutrition Situation Analysis – Part 1
Session 2.5: Nutrition Stakeholder Analysis
Session 2.6: Potentials, Opportunities, Challenges, and Constraints (POCC) Analysis
Session 2.7: Problem Tree
Session 2.8: Sharing the Nutrition Situation Analysis – Part 2

Time to Complete

7 hours

60 minutes

- 15 minutes: presentation
- 45 minutes: group work

Materials

- PPT 2, session 2.1

Ensure each team has:
- Flip chart paper
- Markers (different colours)
- Coloured cards
- Tape
- District/LLG-specific nutrition information and resources

Understanding the Nutrition Situation

OBJECTIVES

1. Identify the various factors influencing the nutrition situation in the district/LLG.
2. Understand the linkages between different departments/stakeholders in relationship to nutrition.
3. Recognise the distribution of nutrition challenges in the district/LLG.

FACILITATION METHOD

Rich Picture: A rich picture helps teams to think holistically about the nutrition situation in the district/LLG based on the idea that 'a picture is worth a thousand words'. A rich picture will help teams to see relationships and connections that may otherwise be missed. It consists of pictures, text, symbols, and icons, which are all used to illustrate the situation. It is called a rich picture because it illustrates the richness and complexity of a situation. The rich picture exercise helps to identify the linkages between and contributions from the different departments to the nutrition situation.

STEPS

Step 1: Each team should nominate one person to facilitate the team work and each team member should be encouraged to contribute to the illustration development. The facilitators should walk around to check that teams begin drawing.

- Explain that understanding the nutrition situation within the district/LLG will enable the district/LLG teams to write about the present situation in the MSNAP.
- Allow for open discussion in the teams about the nutrition situation.
- Encourage multi-sectoral thinking when illustrating the nutrition situation within the district/LLG by ensuring all departments are included in the drawing.
- Remind groups not to forget to also draw the people. Where are the children, the mothers, other vulnerable groups?

Step 2: Each team will develop a rich picture that reflects the current nutrition situation in their district/LLG.

- First, draw the district/LLG boundaries on the flip chart.
- Start with a few physical elements of the district/LLG (roads, houses, mountains, forests, rivers, etc.).
- Draw the current nutrition situation and stakeholders (e.g., women growing crops; sick children in homes). Teams can use symbols or some words to indicate the nutrition situation, but avoid long sentences and too many words.
- Draw the environment and the causes any other relevant social, economic, political, cultural, environmental features or issues that influence the nutrition situation within the district/LLG.
- Remind teams to also illustrate the relationships in the picture. We want to illustrate the problems and situations in the district/LLG, not just draw a map. For example, how do stakeholders interact? How are specific groups (e.g. children, women, farmers) impacted by certain situations?
- The team facilitator should encourage discussion of the team's understanding of the nutrition situation within its district/LLG. For example: Who is most affected? What are the causes of a poor nutrition situation? Who are the key stakeholders involved? How do the causes of malnutrition link/relate within the district/LLG? How are the people and situations in the picture linked?

Step 3: Ask teams to reflect on what stands out from the rich pictures; what are the **3 key challenges**? Write these on a coloured card to display next to the picture.

Step 4: Make sure teams check that all departments are included in the rich picture. Also walk around and check the work of each team.

Step 5: Display the completed rich picture on wall in preparation for the gallery walk in Session 2.4.

Sidebar

60 minutes

- 15 minutes: presentation
- 45 minutes: group work

Materials

- PPT 2, session 2.2

Ensure each team has:

- Flip chart paper
- Red, orange, and green markers (or three different colours)
- LLG nutrition information/data

Facilitation Tips

- Remind teams to reference the nutrition information from their LLGs. If they do not have data for the LLGs, they should use their professional experience and local knowledge to rank the LLGs.
- Make sure teams identify causes for each ranking, not just the poorest. It is also important to identify factors that contribute to good nutrition outcomes in the LLGs that are doing better than others.

Main content

Prioritising Nutrition Challenges by Lower Local Government

OBJECTIVE

To understand the nutrition situation in the district/LLG and prioritise/rank LLGs from greatest to least need.

FACILITATION METHOD

Traffic Light: This method helps teams to rank and prioritise by assigning different colours to align with the quality of the nutrition situation (good, moderate, poor) in the LLGs.

STEPS

Step 1: Draw a map of the district/LLG on a flip chart, including LLG boundaries (e.g., LLGs, parishes, wards).

Step 2: Using the traffic light system, teams indicate on their maps the nutrition situation in the LLGs.

- The LLGs with a poor nutrition situation are coloured **RED**.

- The LLGs with a moderate nutrition situation are coloured **ORANGE**.

- The LLGs with a good nutrition situation are coloured **GREEN**.

- Different colours can be used if these colours are not available. Be sure to include a key of colours used and their corresponding levels.

Step 3: On a separate flip chart, group the LLGs by ranking and add notes on the following:

- Explain the immediate and root causes that contribute to the nutrition situation (good, moderate, poor).

- Who is the most affected by the nutrition problems and why?

- What actions are needed to improve the situation for these groups?

60 minutes

- 15 minutes: presentation
- 45 minutes: group work

Materials

- PPT 2, session 2.3

Ensure each team has:
- Flip chart
- Markers

Facilitation Tips

- Be aware of the level of institutional memory among the teams. If team members are new to the district/LLG, they may need to follow-up with colleagues to complete the timeline after the training.
- Make sure teams consider all departments and actors when developing the timeline
- Remind teams of key national events that may have also influenced district/ LLG events around the same time.

Nutrition Timeline

OBJECTIVES

1. Identify current and past nutrition-sensitive, nutrition-specific and nutrition governance activities being undertaken in the district/LLG.
2. Identify the factors influencing the nutrition situation.

FACILITATION METHOD

Timeline: The timeline will enable district/LLG teams to analyse the past and present undertakings in nutrition as well as the factors affecting implementation of nutrition activities. This will enable districts/LLGs to recognise and appreciate factors responsible for the current nutrition situation, which can be used to inform future strategies.

STEPS

Step 1: Using flip chart paper and markers, the team should draw a timeline across several pages of flip chart paper (about 2 meters in length). Teams should aim to cover approximately five years in their detailed timeline and include any major historical events further in the past that may still be contributing to the current nutrition situation. Leave extra space for years where there were many events that impact nutrition. Make sure that teams can link each event on their timeline back to its impact on the nutrition situation.

Step 2: The group should then discuss the following questions to help them build the timeline:

- What were the main events and what were the causes/factors responsible for what happened?
- What went well, what challenges were faced, what were lessons learned, what are the opportunities/factors/challenges responsible for what happened?
- How does each event link to/influence the current nutrition situation in the district/LLG?

Step 3: The facilitator summarises common themes and common gaps across the timelines and asks the participants what they learned and why they believe the history of nutrition undertakings is important. Look for emerging patterns in the timelines and relate the timeline history to future opportunities. Request the thoughts, feelings, and observations of the participants.

30 minutes

Materials

- PPT 2, session 2.4
- Rich Picture (Session 2.1)
- LLG ranking (Session 2.2)
- Timeline (Session 2.3)

Facilitation Tips

- Make sure that all teams have visitors, and that the visiting team members spread out evenly. Teams do not have to visit the displays as a group.
- If teams are not circulating around the gallery walk, try pairing teams at the start and then ask them to swap every 10 minutes.

Sharing the Nutrition Situation Analysis – Part 1

OBJECTIVE

Enhance learning and sharing between participants and districts/LLGs.

FACILITATION METHOD

Gallery Walk

STEPS

Step 1: Each team displays its rich picture, LLG ranking (traffic light), and timeline on the wall, with one representative staying with the display to answer questions and receive feedback from other teams. Remaining team members should visit the work of the other teams and collect ideas to share with their team members.

Step 2: Encourage teams to walk around the room and visit the other teams' displays. They should allow enough time at each display to have an open discussion, answer questions, and provide clarifications. This will enable the teams being visited to further synthesise the information to be included in the draft MSNAP. Pose the following questions to facilitate discussion:

- What are the achievements and successes?
- Are some of the causes of malnutrition the same as in your district/LLG?
- Which lessons can you learn from other teams?

Step 3: After the sharing, teams return to their tables and share ideas from visiting other teams. The host shares ideas from guests. Discuss as a group and update the analysis, if needed.

60 minutes

- 15 minutes: presentation
- 45 minutes: group work

Materials

- PPT 2, session 2.5

Ensure each team has:
- Flip chart
- Markers

Facilitation Tips

- Ensure that teams are considering all stakeholder groups as part of their analysis and that all departments are included. Even if certain groups aren't stakeholders now, they should be considered for the future.

Nutrition Stakeholder Analysis

OBJECTIVES

1. Identify and recognise the different stakeholders in nutrition within the district/LLG.
2. Understand the roles of the different nutrition stakeholders identified.
3. Identify the vulnerabilities influencing nutrition in the district/LLG.

FACILITATION METHOD

Stakeholder Analysis Matrix: The Stakeholder Analysis Matrix will enable the district teams to structure information, to see which gaps there are, to see what motivates stakeholders, and to take strategic action in assigning roles, developing capacity, and using available resources.

STEPS

Step 1: Present PPT 2, session 2.5, and explain the analysis process:

- **First identify all key stakeholders:**
  - o Who are the key stakeholders who should be involved in this process of improving nutrition outcomes in the district/LLG?
  - o Be specific – which organisation/stakeholder precisely?
  - o Remember to include stakeholders from government departments, civil society organisations (CSOs) and partners, private sector, media, academia, religious institutions, and individuals like youth and mothers.
  - o Include both current and **potential** stakeholders.

- **Then for each stakeholder, analyse the following:**
  - o **Interest:**
    - ▪ What is the interest the stakeholder has in the envisioned nutrition changes?
    - ▪ What are the incentives that drive the stakeholder for this change?

- o **Roles and responsibilities:**
    - What are the stakeholder's roles and responsibilities related to nutrition?
- o **Capacity:**
    - What is the current capacity of the stakeholder to understand nutrition issues and to implement nutrition activities? Capacity includes not only financial resources but also technical capacity such as knowledge and skills.
    - Give the capacity level (none, limited, adequate, good) and an explanation.
- o **Operation:**
    - How does the stakeholder operate on a day-to-day basis? Who does he or she interact and collaborate with? Where do you see very little or no collaboration?
- o **Resources:**
    - What are the stakeholder's available resources and how can these resources be mobilised for nutrition?

Step 2: Ask teams to refer to their Participant Handbook and create the matrix on a flip chart.

60 minutes

- 15 minutes: presentation
- 45 minutes: group work

Materials

- PPT 2, session 2.6

Ensure each team has:

- Flip chart
- Markers

Facilitation Tips

- Remind groups to refer back to the work done during the rich picture, timeline, and stakeholder analysis sessions to help them identify the potentials, opportunities, challenges, and constraints.

Potentials, Opportunities, Challenges, and Constraints (POCC) Analysis

OBJECTIVE

Each team completes a POCC analysis for the district/LLG.

FACILITATION METHOD

Present PPT 2.6 and group work

STEPS

Step 1: Present PPT 2, session 2.6. When the slide with the Potentials, Opportunities, Challenges, and Constraints (POCC) template is displayed, provide the definitions for each section:

- **Potentials** refer to *internal* factors, advantages, and resources that can enable the district/LLG to enhance its chances of achieving the selected goal and objectives.
- **Opportunities** are the *external* factors (beyond the district/LLG) that positively influence development in the district/LLG to enhance its chances of achieving the selected goal and objectives.
- **Challenges** are the *external* factors or obstacles (outside the district/LLG) that may hamper smooth development efforts.
- **Constraints** are the disadvantages emanating from *internal* factors that hinder the district/LLG from achieving the selected development goal and objectives.

Step 2: Ask participants to duplicate the POCC template on a flip chart and guide them to fill out the potentials, opportunities, challenges, and constraints based on the information from the timeline exercise and stakeholder analysis. Participants should include at least four items under each category. The POCC analysis begins the process of identifying the issues to be addressed in the MSNAP. The items identified in the POCC analysis should all have clear links back to nutrition.

60 minutes

- 15 minutes: presentation
- 45 minutes: group work

Materials

- PPT 2, session 2.7
- Flip chart
- Markers

Facilitation Tips

- Familiarize yourself Conceptual Framework for Undernutrition (Annex 4) in advance of facilitating this session.
- Make sure the trees have a logical flow from root to top.
- Make sure all teams have an immediate cause that is nutrition-specific, nutrition-sensitive, and nutrition governance related
- Make sure that the flip charts with the problems are kept on the wall for the next session.

Problem Tree

OBJECTIVE

Think through the causes that are contributing to the district/LLG's main nutrition problem (e.g., the underlying causes of stunting).

FACILITATION METHOD

Problem Tree: The purpose of the exercise is to generate discussion, debate, and dialogue generated in the process of creating the problem tree. Encourage the teams to incorporate the information collected from Unit 2 into chapters 1 and 2 of the MSNAP template. This information will strengthen the background and situational analysis sections of the MSNAP.

STEPS

Step 1: Take the participants through an example problem tree using the session 2.7 PPT. Then guide them through the group work steps:

- Write the main nutrition problem facing the district/LLG (e.g., stunting) at the top of a flip chart.
- Identify the immediate causes of the main nutrition problem, and write them on cards and place them below. Then brainstorm the causes of the identified immediate causes and write them on cards. Put only one cause per card. Place these cards under the corresponding immediate cause.
- Repeat this process until the root causes of the problem are identified.

Step 2: Ask teams to consider the following questions to help them complete their problem tree:

- Are the economic, political, and socio-cultural dimensions to the problem considered?
- Which causes are already being addressed and which causes need more attention? Focus on causes that need more attention to uncover their root causes.
- Remind teams to refer back to the Causes of Malnutrition Framework in Session 1.1 and explain the Conceptual Framework for Undernutrition in Session 2.7 of the Participant Handbook.

Step 3: Make sure teams check that all departments are represented in the problem tree. Walk around and check the work of each team.

SESSION 2.8

30 minutes

Materials

- PPT 2, session 2.8
- Nutrition Stakeholder Analysis (Session 2.5)
- POCC Analysis Matrix (Session 2.6)
- Problem Tree (Session 2.7)

Facilitation Tips

- Remind teams to finish drafting the situational analysis section of the MSNAP.

Sharing the Nutrition Situation Analysis – Part 2

OBJECTIVE

Enhance learning and sharing between participants and districts/LLGs.

FACILITATION METHOD

Gallery Walk

STEPS

Step 1: Each team displays its nutrition stakeholder analysis, POCC analysis matrix, and problem tree on the wall, with one representative staying with the display to answer questions and receive feedback from other teams. Remaining team members should visit the work of the other teams and collect ideas to share with their team members.

Step 2: Before teams begin sharing, ask each team to review its work and identify three areas where they think they can strengthen or improve their analysis. Ask teams to write these three areas on cards and display them on the wall next to their other work. Visitors should provide suggestions to improve these areas.

Step 3: After the sharing, teams return to their tables and share ideas from visiting other teams. The host shares ideas from guests. Discuss as a group and update the analysis, if needed.

Unit 3: Nutrition Planning

Purpose

Begin planning the response to the identified nutrition problems.

Objectives

- Identify the goal for the MSNAP and ensure it is aligned to national priorities and the DDP.
- Develop a results framework to address identified nutrition problems.
- Identify linkages between the district/LLG and other actors (e.g., CSOs, private sector, media) working together towards their common MSNAP nutrition goal.

Preparation

- Load PPT 3: Unit 3.
- Prepare one flip chart and coloured cards for an example results framework (see example in PPT section 3.2).
- Ensure each team has the required materials (flip charts, markers, cards in different colours, tape).

Sessions

Session 3.1: Identifying Solutions to Nutrition Problems
Session 3.2: Developing the Multi-Sectoral Nutrition Results Framework
Session 3.3: Results Framework Gallery Walk

Time to Complete

3.5 hours

60 minutes

- 15 minutes: presentation
- 45 minutes: group work

Materials

PPT 3, session 3.1

Ensure each team has:
- Flip chart
- Markers
- Coloured cards
- Tape
- Problem tree (Session 2.7)

Facilitation Tips

- Facilitators should actively check to ensure that the solution cards align with the problem cards.
- Facilitators should walk around and support teams to get started on changing problems into solutions.

Identifying Solutions to Nutrition Problems

OBJECTIVES

1. To identify solutions to address the nutrition problems identified in Unit 2.

FACILITATION METHOD

Group Work: Following the problem tree analysis, it is possible to rephrase each of the problems into positive, desirable outcomes. In this way, root causes and consequences are turned into possible activities and entry points to consider when the process of developing the nutrition results framework begins.

STEPS

Step 1: Explain that the problem tree will be turned into a solutions tree. A solutions tree is made by reversing the negative problem statements made in session 2.7 into positive statements. For each problem card in the problem tree, a solution card is made for the solutions tree. This process is a starting point for identifying objectives and activities to be included in the final MSNAP.

Step 2: Ask the teams to make solutions cards and arrange them so that they mirror the problem cards in the problem tree.

Step 3: The teams check whether the solutions tree is clear, logical, and complete. Is it true that if the underlying causes are turned in solutions, that the causes higher up are also solved, or are more solutions needed? If there are any missing steps in the problem tree, these should be added to the solutions tree.

Step 4: Make sure teams check that all sectors are represented in the solutions tree. Walk around and check the work of each team.

120 minutes

- 45 minutes: presentation
- 75 minutes: group work

Materials

PPT 3, session 3.2

Ensure each team has:
- Flip charts (2 taped together)
- Markers
- Coloured cards
- Resource pack and DDP
- Problem tree (Session 2.7) and solutions tree (Session 3.1)

SESSION 3.2

Developing the Multi-Sectoral Nutrition Results Framework

OBJECTIVES

- Develop the goal of the MSNAP.
- Determine key objectives of the MSNAP
- Determine the strategies and activities that will be implemented in order to achieve the identified goal and objectives.

FACILITATION METHOD

Presentation and facilitated group work

STEPS

Step 1: Take participants through the PPT for session 3.2. Start with explaining the purpose of a goal and practice writing SMART goals. Explain that SMART stands for:

- **S**pecific: indicates exactly what needs to be achieved and for whom
- **M**easurable: includes a change that can be seen or quantified
- **A**chievable: can be realistically completed by the stakeholders
- **R**elevant: addresses key nutrition issues important for the target group
- **T**ime-bound: identifies the period by when the action should be achieved

Have teams use their solutions tree to develop their MSNAP goal.

- Remind teams to reference the Resource Pack and their DDP.
- Explain that all districts/LLGs have to contribute to the achievement of national priorities, otherwise targets will not be met. Therefore, the MSNAP goal should align to national priorities. However, the underlying causes that contribute to nutrition problems are district/LLG-specific; therefore, activities will be unique to the district/LLG context.
- Explain that identifying the MSNAP nutrition goal and objectives will inform the focus of their nutrition strategies and activities.
- The main activities tend to be awareness raising, sensitisation and training. Encourage teams to include other activities as well. Refer them to Annexes 5 and 6 in the National Nutrition Planning Guidelines for examples of other activities and strategies.

Step 2: Explain the concept of a results framework and its components. Ask teams to use their solutions trees to identify at least three key objectives. There should be at least 1 nutrition-specific objective, 1 nutrition-sensitive objective, and 1 nutrition governance objective. Check whether it is true that if the outcomes of these objectives are reached, that the MSNAP goal will also be reached. Ensure that all departments can contribute to the selected objectives.

Step 3: Ask teams to divide so that some members work on each identified objective. Then identify the necessary strategies and activities required to achieve the objective. Strategies and activities should align with the items in the lower levels of the solutions tree. Write strategies and activities on cards and arrange them under the appropriate objective. At the end, add arrows to show the overall flow of the results framework: activities → strategy → objective → goal.

Step 4: Make sure teams check that all departments are included in the results framework. Walk around and check the work of each team.

30 minutes

Materials

- PPT 3, session 3.3
- Results framework

Facilitation Tips

- Point out which teams have a good result framework on an issue and encourage teams to visit these.
- The facilitators should circulate and ask questions to stimulate discussion.
- Remind teams to start working on chapter 3 of the MSNAP template.

Results Framework Gallery Walk

OBJECTIVE

Increase sharing, coherence, and pride among the teams. After the gallery walk they can still update their material based on ideas and feedback from other teams. This information will help to complete chapter 3 of the MSNAP.

FACILITATION METHOD

Gallery walk: This encourages experience sharing and is a participatory method for all team members.

STEPS

Step 1: Ask the teams to display their flip charts with result frameworks, with one district/LLG representative staying with the display to present, answer questions, and receive feedback from other districts/LLGs.

Step 2: Share the following guiding questions to facilitate discussion:
- Are the results frameworks logical (activities leading to strategies leading to objectives)?
- Can all departments contribute?
- What other actors are involved?

Step 3: After the Gallery Walk, teams return to their tables and share ideas from visiting other teams. The host shares ideas from guests. Discuss as a group and update the analysis, if needed.

Unit 4: Monitoring and Evaluation

Purpose	Plan how to track progress towards the identified goal and objectives.
Objectives	• Identify indicators for nutrition objectives, strategies, and activities. • Develop an M&E framework and communication plan for monitoring nutrition strategies and activities in the district/LLG.
Preparation	• Load PPT 4: Unit 4. • Provide a list of health management information system (HMIS) nutrition indicators and relevant indicators from other sector/departments, as available. • The facilitation team can make use of district/LLG resource persons to give these presentations. District/LLG planners, population officers, and statisticians are good options.
Sessions	Session 4.1: Developing the M&E Framework Session 4.2: M&E Gallery Walk
Time to Complete	2 hours

90 minutes

- 30 minutes: presentation
- 60 minutes: group work

Materials

- PPT 4, session 4.1

Ensure each team has:
- Flip chart
- Markers
- DHS, HMIS indicators, DDP, sector/department data carried by teams

Facilitation Tips

- Allow teams to first focus on identification of indicators. Then, as time permits, guide the teams individually on identifying targets for the indicators.
- Make sure that indicators are multi-sectoral (e.g., all departments have indicators to which they can contribute data/results).
- Consider both quantitative and qualitative indicators.

Developing the M&E Framework

OBJECTIVE

By the end of the session, participants should understand M&E basic principles, develop the M&E framework, and select a set of key indicators to monitor and evaluate their MSNAP.

FACILITATION METHOD

Guided discussion

STEPS

Step 1: Present PPT 4, session 4.1 on M&E. Be prepared to give examples of indicators.

Step 2: Ask teams to complete the following using flip charts:
- Complete the M&E framework.
    - Identify at least 1 indicator for each item in the results framework.
    - If teams have time, begin working on setting targets.
    - Ensure that the indicator numbering matches the numbering in the results framework so that the indicators can be linked to specific objectives, strategies, and activities.
- Develop an M&E Communication Plan.
    - Who are the main M&E data users?
    - What are their data needs?
    - Who collects and analyses the data?
    - How will the data be communicated to stakeholders? Through what specific means?
    - How will lessons learned be identified and shared?

30 minutes

Materials

- PPT 4, session 4.2
- M&E Framework and Communication Plan

Facilitation Tips

- Facilitators should participate in the gallery walk and also provide feedback to teams.
- Remind teams to record their M&E information in the MSNAP template; check progress.
- Instead of a gallery walk, teams can place a blank flip chart next to their M&E framework and other participants can leave written comments.

SESSION 4.2

M&E Gallery Walk

OBJECTIVE

Teams have opportunity to get feedback on their audiences and indicators as well as get ideas from other teams about possible indicators to add.

FACILITATION METHOD

Gallery walk and discussion

STEPS

Step 1: Ask teams to display their M&E framework and communication plan flip charts on the wall. One team member should stay behind to get feedback while the remaining team members visit the other displays to give feedback and get ideas. Pose the following discussion questions:

- Were any of your indicators similar?
- Did you see new indicators or ideas that could be added to your M&E framework or communication plan?

Step 2: Teams then return to their tables to share feedback received and ideas from other teams.

Step 3: The teams should then make revisions, as needed, to their M&E framework.

Step 4: Once the draft indicators are agreed upon, teams should begin to record indicators in chapter 4 of the MSNAP template.

Unit 5: Identifying Resources

Purpose	Estimate the resources required to implement planned strategies and activities.
Objectives	• Estimate costs of MSNAP implementation. • Identify potential sources of funding and other resources.
Preparation	• Load PPT 5: Unit 5. • Ensure teams have district/LLG-specific budgeting information.
Session	Session 5.1: Identifying Resources
Time to Complete	1.5 hours

90 minutes

- 15 minutes: presentation
- 1 hour 15 minutes: group work

Materials

- PPT 5, session 5.1
- DDP and other district/LLG references

Facilitation Tips

- Check who in the team has experience in budgeting and encourage them to take a leadership role in this session.
- Allow teams to work somewhat independently. They should be familiar with the budgeting process and resources identification needs for their individual districts/LLGs.
- Ensure that teams complete both the budget table and the narrative paragraphs that describe funding sources (e.g., budgeted or off-budget).
- Teams will most likely not be able to finish the budgets during the training. They should begin outlining key sections and complete the budgeting process with the appropriate district/LLG officials.

Identifying Resources

OBJECTIVE

Determine the resource requirements for their identified activities.

FACILITATION METHOD

Group work

STEPS

Step 1: Take teams through the PPT for session 5.1.

Step 2: Allow teams to work independently to come up with estimates. Remind them:

- Consider all possible sources: e.g., government grants, partners, locally generated funding.

- Not every activity needs a new budget or additional funding; consider what activities are already covered in existing department budgets and note them. In-kind support should also be included and planned.

- Always include budget notes that explain what is included in the figures and how estimates were made.

- Check the numbering of activities so you can easily link the budget to the other sections of the MSNAP.

Step 3: Remind teams to begin working on the Financing and Resource Mobilisation section of the MSNAP template.

Unit 6: Next Steps

Purpose

Finish drafting the MSNAP and understand the next steps to have it approved and implemented.

Objectives

- Complete a draft MSNAP to bring back to the district/LLG for additional feedback.
- Understand the next steps to finalise and approve MSNAPs.
- Understand annual planning requirements, based on the approved MSNAP.

Preparation

- Load PPT 6: Unit 6.
- Rearrange room, as required, to ensure teams can host visitors at their tables and display their draft MSNAPs on a laptop.

Sessions

Session 6.1: Review Draft MSNAPs
Session 6.2: Next Steps
Session 6.3: Closing

Time to Complete

3 hours

90 minutes

- 10 minutes: presentation
- 60 minutes: visit teams
- 20 minutes: revise MSNAPs

Materials

- PPT 6, session 6.1

Ensure each team has:
- DDP, particularly budget section
- Seating space at tables for visiting teams

Facilitation Tips

- Be clear who is going to which table! Have a good check that all teams decided who will be the two hosts staying at the table, and how the others have decided to spread themselves to all other teams to cover all of them.
- Maintain strict time keeping to ensure that teams circulate to all tables.

Review Draft MSNAPs

OBJECTIVE

By the end of the session participants have received constructive feedback to further improve their draft MSNAP.

FACILITATION METHOD

Ritual Dissent or World Cafe (facilitator decides), depending on the size of the group (World Cafe is ideal for training with more than three to four individual teams). Visit mspguide.org for guidance on facilitation for Ritual Dissent sessions.

STEPS

Step 1: (for each team)

- Decide who will be the **two** hosts staying at your table. These team members will present the MSNAP to visitors. Open the MSNAP template and **show it on a laptop**. Arrange the table so that guests can sit and view the laptop.

- Decide who from your team will go to the other district/LLG tables.

- Hosts: Prepare your MSNAP presentation and be sure to present all key sections. Be clear on the parts where you **request advice and suggestions** from the guests. Hosts: be sure to note these suggestions to share with your team.

Step 2: Round 1 (30 min)

- Guests arrive and hosts present for 10 minutes.

- Afterwards: Allow for 20 minutes of discussion.

- Guests can give compliments, constructive feedback, check the logic of the result framework, clarity of activities and indicators, completeness of budgets.

Step 3: Round 2 (30 min) Check that people move to other tables to provide feedback to additional teams.

Step 4: Participants return to their teams. Hosts present the suggestions they received from visitors; other team members share new ideas they gained while visiting other teams.

Step 5: Teams decide what feedback and new ideas they would like to incorporate and make final edits to the draft MSNAP template.

30 minutes

- 20 minutes: presentation
- 10 minutes: questions

Materials

PPT 6, session 6.2

Facilitation Tips

- Document and summarise the necessary next steps.
- Ensure roles and responsibilities for next steps are agreed upon and assigned.

Next Steps

OBJECTIVES

Present to teams the next steps in the MSNAP finalization and review process.

FACILITATION METHOD

Presentation and discussion

STEPS

Step 1: Present PPT 6.2.

Step 2: Answer questions from teams about next steps.

Step 3: Ask teams to work together and identify specific next steps that they will take when they leave training. These should be recorded in their participant handbooks. Consider:

- What additional information needs to be collected/confirmed to complete the MSNAP?

- Who needs to review the draft MSNAP before it is submitted for approval?

    - Departments, CAO, partners?

- What is the timeline to complete the draft MSNAP?

- When should it be submitted to the Council for approval?

    - Who needs to be involved in the approval process?

SESSION 6.3

60 minutes

- 20 minutes: discussion
- 10 minutes: self-assessment
- 30 minutes: closing words

Materials

- PPT 6, session 6.3
- Self-assessment

Facilitation Tips

- Share contact information required for follow-up actions.

Closing

OBJECTIVES

- Check that training objectives were met and get feedback from participants.
- Complete second self-assessment.

FACILITATION METHOD

Presentation and discussion

STEPS

Step 1: Present PPT 6.3. Check with participants to see whether they felt that the training objectives were met. Allow time for feedback and discussion.

Step 2: After the discussion, distribute the self-assessment and ask participants to complete it. Compare the scores from the end of the week with the scores from the start of the week to track improvement in skills.

Step 3: If appropriate, have an official formally close the training.

Annex 1. Sample 5-Day Training Timetable

Nutrition Action Planning Training [add venue and dates]

DAY 1	DAY 2	DAY 3	DAY 4:	DAY 5
8.30: Registration	**8.30:** Recap of Day 1	**8.30:** Recap of Day 2	**8.30:** Recap of Day 3	**8.30:** Recap of Day 4
9:00: Session 0.1: Opening and Introductions	**9.00:** Session 2.5: Nutrition Stakeholder Analysis	**9.00:** Session 3.3: Results Framework Gallery Walk	**9.00:** Session 5.1: Identifying Resources	**9.00:** Finalising MSNAP drafts
9.30: Session 0.2: Training Objectives and Expectations	**10.00:** Session 2.6: POCC Analysis	**9.30:** MSNAP drafting working time		**10.00: S**ession 6.2: Next Steps
10.30: Tea break	**10.30:** Tea Break	**10.30:** Tea break	**10.30:** Tea break	**10.30:** Tea break
11:00: Session 0.3: Introduction of Materials and Roles	**11.00:** Session 2.6: POCC Analysis – continued	**11.00:** Session 4.1: Developing the M&E Framework	**11.00:** MSNAP drafting working time	**11.00:** Session 6.3: Closing
11.30: Session 1.1: Nutrition Situation Overview				
12:00: Session 1.2: Uganda Nutrition Policy and Planning Frameworks	**11.30:** Session 2.7: Problem Tree			
12.30- 13.30: Lunch	**12.30 - 13.30:** Lunch	**12.30 - 13.30:** Lunch	**12.30 - 13.30:** Lunch	**12.30 - 13.30:** Lunch
13.30 Session 2.1 Understanding the Nutrition Situation	**13.30:** Session 2.8: Sharing the Nutrition Situation Analysis - Part 2	**13.30:** Session 4.2: M&E Gallery Walk	**13.30:** Session 6.1: Review Draft MSNAPs	Departure participants and facilitators
	14.00: Session 3.1: Identifying Solutions to Nutrition Problems			
14.30: Session 2.2: Prioritising Nutrition Challenges by LLG	**15.00:** Session 3.2: Developing the Multi-Sectoral Nutrition Results Framework	**14:00:** MSNAP drafting working time		
15.30: Session 2.3: Nutrition Timeline			**15:00:** Finalising MSNAP drafts	
16:30: Session 2.4: Sharing the Nutrition Situation Analysis – Part 1				
17.00-17:30: Tea Break	**17.00-17:30:** Tea Break	**17.00-17:30:** Tea Break	**17.00-17:30:** Tea Break	

Annex 2. Sample Participant Training Invitation

Dear [participant name],

You are invited on behalf of the Office of the Prime Minister to take part in a Multi-Sectoral Nutrition Action Planning Training on [insert dates]. The training will take place in [insert venue and location].

The purpose of this training is to begin the process of drafting a multi-sectoral nutrition action plan for your [district, municipality, town council, division or sub-county]. The development of this plan is part of your mandate as a member of the [District, Municipal, Division, Town Council, or Sub-County Nutrition Coordination Committee].

To ensure that your [district/LLG] is able to complete a draft nutrition action plan by the end of the training, please ensure that you bring the following resources to support the development of your plan:

- Copy of the approved District Development Plan (DDP) or draft

- District/LLG nutrition data, both quantitative and qualitative if available. Examples include sector/department data, reports from implementing partners, district/LLG reporting (e.g., HMIS, EMIS), surveys (e.g., SMART, SQUEAC/SLEAC, DHS, LQAS, surveillance reports), and nutrition situational analysis reports

- Copy of the draft Multi-Sectoral Nutrition Action Plan, if available

Kindly confirm your participation or that of a representative to [insert name and contact] by [insert confirmation date].

Kind regards,

[name and title of person sending invite]

Annex 3. Self-Assessment

Multi-Sectoral Nutrition Action Planning Training

[add venue and dates]

SELF-ASSESSMENT

Name: **Date:**
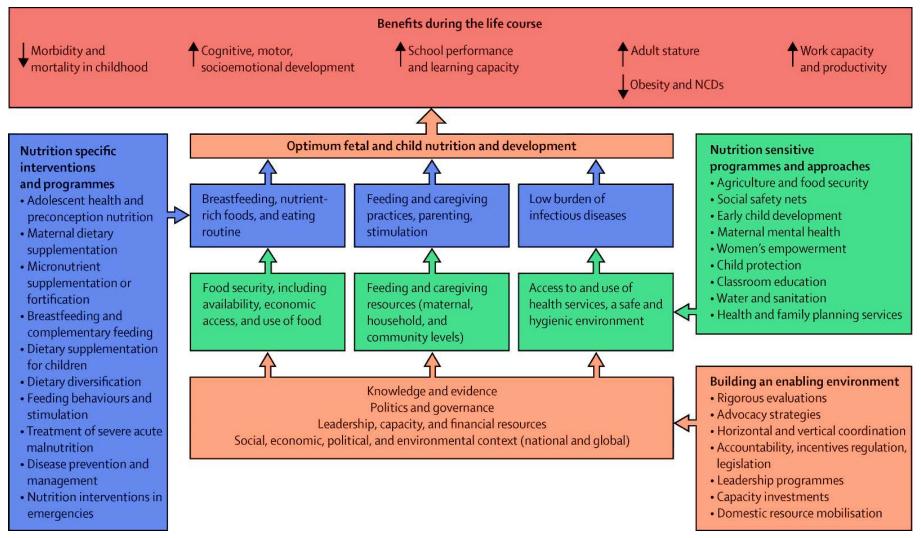
INSTRUCTIONS: This self-assessment is designed to help you assess the new skills and competences you acquired during this training. You will take the same assessment again at the end of the training. Please return this assessment to the facilitator after completion.

For each statement, tick the box that best describes your ability to undertake the action in the statement.

		Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1	I know the various causes of malnutrition and understand how departments can contribute to improve the nutrition situation in the district/LLG.					
2	I can explain to others why it is important for districts/LLGs to develop a nutrition action plan.					
3	I am familiar with the Uganda nutrition policy and planning frameworks and how they relate to the district/LLG.					
4	I understand the nutrition situation in my district/LLG and can prioritise areas for action.					
5	I know who are the key nutrition stakeholders in my district/LLG and which stakeholders need to be brought on board to support nutrition.					
6	I can identify both opportunities and challenges to good nutrition in my district/LLG.					

		Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
7	I understand how to develop a Results Framework for nutrition					
8	I understand how to develop a Monitoring and Evaluation Plan for nutrition and how to track progress towards nutrition goals and objectives.					
9	I understand how to identify and estimate resources for nutrition from various sectors and stakeholders.					
10	I know the nutrition action plan approval process and can identify next steps that I need to take.					

Annex 4. Conceptual Framework for Undernutrition

Benefits during the life course

↓ Morbidity and mortality in childhood

↑ Cognitive, motor, socioemotional development

↑ School performance and learning capacity

↑ Adult stature
↓ Obesity and NCDs

↑ Work capacity and productivity

Optimum fetal and child nutrition and development

Nutrition specific interventions and programmes
- Adolescent health and preconception nutrition
- Maternal dietary supplementation
- Micronutrient supplementation or fortification
- Breastfeeding and complementary feeding
- Dietary supplementation for children
- Dietary diversification
- Feeding behaviours and stimulation
- Treatment of severe acute malnutrition
- Disease prevention and management
- Nutrition interventions in emergencies

Breastfeeding, nutrient-rich foods, and eating routine

Feeding and caregiving practices, parenting, stimulation

Low burden of infectious diseases

Food security, including availability, economic access, and use of food

Feeding and caregiving resources (maternal, household, and community levels)

Access to and use of health services, a safe and hygienic environment

Nutrition sensitive programmes and approaches
- Agriculture and food security
- Social safety nets
- Early child development
- Maternal mental health
- Women's empowerment
- Child protection
- Classroom education
- Water and sanitation
- Health and family planning services

Knowledge and evidence
Politics and governance
Leadership, capacity, and financial resources
Social, economic, political, and environmental context (national and global)

Building an enabling environment
- Rigorous evaluations
- Advocacy strategies
- Horizontal and vertical coordination
- Accountability, incentives regulation, legislation
- Leadership programmes
- Capacity investments
- Domestic resource mobilisation

Source: Black et al. 2013 "Maternal and child undernutrition and overweight in low-income and middle-income countries"
The Lancet 2013 382.

Annex 5: Glossary of Terms

Baseline	A measure taken before an intervention or activity has started against which progress can be measured.
Challenges	Challenges are the *external* factors or obstacles (outside the district/LLG) that may hamper smooth development efforts. This is part of a POCC analysis.
Constraints	Constraints are the disadvantages emanating from *internal* factors that hinder the district/LLG from achieving the selected development goal and objectives. This is part of a POCC analysis.
Indicator	A quantitative or qualitative variable that provides a valid and reliable basis for assessing or measuring achievement, performance, or change resulting from an intervention. Data or statistics that describe a person, place, or an event and/or the changes in it.
Malnutrition	People are malnourished if their diet is not balanced with their nutritional needs. Malnutrition includes both undernutrition (stunting, wasting, underweight, and micronutrient deficiencies) and overnutrition (overweight and obesity).
Monitoring and Evaluation (M&E)	Monitoring is the routine tracking of a programme's activities by measuring on a regular, ongoing basis whether planned activities are being carried out. It is used to track changes in programme performance over time. Evaluation measures the extent to which change occurs consistent with programme objectives.
Multi-sectoral approach	An approach to nutrition planning and programming in which different departments coordinate and collaborate to address both direct and underlying causes of malnutrition.
Nutrition governance	Nutrition governance represents actions taken to provide an institutional framework and systems to facilitate the institutionalization of nutrition in existing government structures, policies and frameworks. Nutrition governance includes: information management, coordination and partnership, advocacy, communication, and policy development and implementation.
Nutrition situation	This describes the result of all the factors that contribute to the nutritional outcomes of the population. These include: the factors that cause malnutrition, the existing multi-sectoral nutrition-related interventions, the stakeholders, the food security situation, among others.

Nutrition-sensitive interventions	Nutrition-sensitive interventions address some of the underlying and basic causes of malnutrition—such as food security; adequate caregiving resources at the maternal, household, and community levels; and access to health services and a safe and hygienic environment—and incorporate nutrition goals and actions from a wide range of sectors. They can also serve as delivery platforms for nutrition-specific interventions, potentially increasing their scale, coverage, and effectiveness.
Nutrition-specific interventions	Nutrition-specific interventions address the immediate causes of malnutrition (e.g., inadequate dietary intake) and some of the underlying causes (e.g., feeding practices and access to food).
Obesity	Obesity is a range of weight that is much greater than what is generally considered healthy for a given height. For adults, obesity is having a body mass index (BMI) of 30 or higher. In children under 5, obesity is a BMI-for-age more than 3 standard deviations (> +3 SD) above the median of the WHO Child Growth Standards, and in children 5–19, obesity is a BMI-for-age more than 2 standard deviations (> +2 SD) above the median of the WHO Growth Reference.
Objective	A measurable step along the way to achieving a goal.
Oedema (Bilateral pitting oedema)	An excess accumulation of fluid that starts in both feet and can progress to other parts of the body. Also known as nutritional oedema or oedematous malnutrition, bilateral pitting oedema is a sign of severe acute malnutrition. It is verified when thumb pressure applied on the tops of both feet for three seconds leaves an indentation after the thumb is lifted.
Opportunities	Opportunities are the *external* factors (beyond the district/LLG) that positively influence development in the district/LLG to enhance its chances of achieving the selected goal and objectives. This is part of a POCC analysis.
Outcome indicator	Measures the broader results achieved through the provision of goods and services, such as a change in behaviour.
Output indicator	Measures the quantity of goods and services produced and the efficiency.
Overnutrition	Overnutrition happens when a person's daily energy intake consistently exceeds energy requirements. If the continues over time, a person may become overweight or obese.
Overweight	Overweight is a range of weight that exceeds what is generally considered healthy for a given height. For adults, overweight is having a BMI from 25 to 29.9. In children under 5, overweight is a BMI-for-age more than 2 standard deviations (> +2 SD) above the median of the WHO Child Growth Standards, and in children 5–19, overweight is a BMI-for-age more than 1 standard deviation (> +1 SD) above the median of the WHO Growth Reference.

Potentials	Potentials refer to *internal* factors, advantages, and resources that can enable the district/LLG to enhance its chances of achieving the selected goal and objectives. This is part of a POCC analysis.
Qualitative Indicator	Descriptive information that examines beliefs, perceptions, and behaviours.
Quantitative Indicator	Data in numerical form that can be put into categories, ranked, or measured.
Results Framework	An illustration of how a goal will be achieved. The flow of the results framework should reflect cause and effect relationships. Components of a results framework include: a goal, objectives, strategies, and activities.
Rich Picture	A Rich Picture helps to think holistically about the nutrition situation in the district/LLG based on the idea that 'a picture is worth a thousand words'. It consists of pictures, text, symbols, and icons, which are all used to illustrate the situation. It is called a Rich Picture because it illustrates the richness and complexity of a situation and helps to identify relationships and connections that might otherwise be missed. The Rich Picture exercise helps to identify the linkages between and contributions from the different departments to the nutrition situation.
Stakeholder	An organisation, group, or individual who has a direct or indirect interest in the nutrition issues in the district/LLG; who affects or is affected positively or negatively by the implementation of nutrition activities and their outcomes.
Strategy	An approach taken to achieve an objective.
Stunting	Stunting, or chronic malnutrition, occurs when a child fails to grow at a healthy pace and is shorter than expected for a healthy child of the same age. Stunting develops over a long period because of long-term inadequate nutrition (including poor maternal nutrition and poor infant and young child feeding practices) and/or repeated illness or infection. Stunted children have a higher risk of death from diarrhoea, pneumonia, and measles. Stunting is associated with poor cognitive and motor development and lower school achievement. In children under 5 it is defined as a height-for-age of more than 2 standard deviations below the median (<-2 SD) of the WHO Child Growth Standards (children under 5).
Target	Also called 'milestones', targets tell us what we plan to achieve at specific points during projects or programmes.

Undernutrition	Undernutrition is a consequence of a deficiency in nutrient intake and/or absorption in the body. The different forms of undernutrition, which can appear alone or in combination, are acute malnutrition (bilateral pitting oedema and/or wasting), chronic malnutrition (stunting), underweight (combined form of wasting and stunting), and micronutrient deficiencies.
Underweight	A composite form of undernutrition that includes elements of stunting and wasting and is defined in children under 5 as a weight-for-age of more than 2 standard deviations below the median (<-2 SD) of the WHO Child Growth Standards. This indicator is commonly used in growth monitoring and promotion (GMP) and child health and nutrition programmes aimed at prevention and treatment of undernutrition.
Wasting	This occurs when an individual is very thin for his or her height. It happens when a person loses weight rapidly or a growing child does not gain adequate weight relative to their growth in height. Wasting may be caused by inadequate food intake, such as a drop in food consumption or sub-optimal infant and young child feeding practices; by disease or infection, including HIV or tuberculosis; or a combination. In children under 5 it is defined as weight-for-height of more than 2 standard deviations below the median (<-2 SD) of the WHO Child Growth Standards or MUAC under 125 mm. Wasting is one form of acute malnutrition.

Annex 6: List of Contributors

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