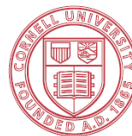




In collaboration with:



Tanzania Food
and Nutrition
Centre



Cornell University

ASTUTE: ADDRESSING STUNTING IN TANZANIA EARLY "MTOTO MWEREVU"

WORKSHOP TOOLKIT

LEARNING EXCHANGE WORKSHOP
TO PROMOTE MULTI-SECTORAL NUTRITION CAPACITY IN COUNCILS

7– 8 February, 2018

Adden Palace Hotel, Ilemela MC, Mwanza



Workshop participants (Regional Nutrition Officers from ATUTE Regions: Mwanza, Geita, Shinyanga, Kagera and Kigoma; Officers from PANITA and IMA World Health; Facilitators from Tanzania Food and Nutrition Centre, Sokoine University of Agriculture, Nelson Mandela Institution of Science and Technology, and Cornell University)

with the financial support of:



TABLE OF CONTENTS

TOOLKIT PURPOSE.....	3
USING A MENTORING APPROACH	3
POSSIBLE STEPS IN THE MSN INITIATIVE.....	5
CREATE A MSN ACTION TEAM	6
INVOLVE STAKEHOLDERS	7
DEVELOP A DISTRICT DATA PROFILE	8
HOLD A STAKEHOLDER ENGAGEMENT WORKSHOP	9
SHARE WORKSHOP RESULTS TO ADVOCATE FOR MSN	10
ANNEX 1. VISIT TEMPLATE TO GUIDE DISCUSSIONS AND DECISIONS	11
ANNEX 2. STAKEHOLDER INFORMATION WORKSHEET	13

TOOLKIT PURPOSE

This toolkit provides helpful tips and templates as well as considerations for starting project activities for the ASTUTE Initiative titled *“Strengthening Multi-sectoral Nutrition (MSN) Capacities among Council Officers”*. These tips and templates are meant to support approaches to building MSN in councils as discussed at the workshop held the 7-8 of February 2018. These tools are being shared in order to help guide Regional Nutrition Officers (RNOs) to use mentoring and provide support to a council MSN action team who will work together to learn best practices in strengthening MSN collaboration and action in districts. By providing tailored support, expertise, and advice to this team, RNOs will help build on existing knowledge of the best practices for promoting multi-sectoral collaboration for nutrition.

USING A MENTORING APPROACH

There are many tips and tools on mentoring available in the TFNC manual titled *Building a strong nutrition systems across sectors: A manual for strengthening district capacity to improve MSN planning and action*. The manual outlines the approaches used in the Building Strong Nutrition Systems project, examples of which were discussed during the workshop. TFNC will share this manual with ASTUTE RNOs at the end of March 2018. Part Two of the manual includes details on how to develop district MSN capacity through mentoring.

Good mentoring develops over time but the following guidelines may help you begin the mentoring process.

Make Introductions

- Introduce yourself – get to know the mentee.
- Explore interests – ask questions, promote discussion, and encourage conversations by sharing your own story and experiences.
- Develop rapport – have informal conversations with your mentee. Give yourself and the mentee ample time and room to get to know each other.
- Stay active – respond to the mentee promptly as well as reach out to the mentee with new information and resources they may appreciate as well as opportunities to network with others.
- Establish best channels of communication – choose what works well for both of you early and formalize expectations around meeting times.
- Seek out mentors – newer mentors can benefit from having additional guidance from those with more experience.

Build Respect and Trust

- Take mentee seriously – A question or problem that seems trivial may be more serious for your mentee.
- Listen patiently and look for the real problem – Give your mentee time to get to issues that they may find sensitive or embarrassing. Give important issues time to emerge.
- Be frank and direct – Let the mentee know what you can or cannot offer in the mentoring relationship. Explain concerns directly and offer recommendations.
- Help mentee develop self-esteem – Provide praise as well as suggestions for improvement.
- Invite other mentors – Acknowledge that not a single person can fulfill the needs of the mentee.

- Hold face to face meetings – Suggest meeting in the mentee’s office or suggested space so that you are working within his or her space.
- Be a wise and trusted counselor – It is important to be a mentor who cares and is there when needed.
- For example being on time for meetings, making notes during meetings and referring to those notes in follow up meetings.
- Don't over-direct – Suggest various “road maps” but allow your mentee to make their choices and avoid dictating choices or controlling the mentees’ behavior.
- Be constructive -- Critical feedback is essential to spur growth and improvement.
- Encourage feedback – Ensure you know the needs of the mentee so you are better able to help. Ask whether you are sufficiently or too involved.
- Talk at a good time – If the mentee reaches out to you at an inconvenient time suggest an alternative time instead of listening impatiently.
- Remember the goal – The goal is not to overtake the mentee but to provide guidance and help them be more equipped for their work. Encourage confidence, independent thinking, and self-sufficiency.

Mentoring is a different approach than supportive supervision. Supportive supervision often means administrative oversight, provided periodically to oversee and monitor officers, services, records, supplies, or finances. It revolves around planned supervisory visits or review of quarterly reports. Mentoring however involves a flexible, relationship-based approach that promotes goal setting, dialogue, and actions to reach common aims. It is a mutual learning experience across a range of individuals working in multiple sectors within a district. Below are tips for what a successful mentor aims for and what pitfalls they avoid.

What a Mentor DOES	What a Mentor DOES NOT Do
<p>Listen and learn to ask questions: Be open to the mentee’s problems and ideas and understand that many challenges are caused by larger complex factors.</p> <p>Support and facilitate: Help mentee develop a supportive network and provide access to new people and experiences. Invite higher authorities to be involved (e.g., DMO, DAICO).</p> <p>Review: Discuss country-level guidelines, terms of references, and the challenges and opportunities in actualizing them.</p> <p>Expand information and resources: Provide up-to-date knowledge and equip mentee with the ability to access resources to meet goals and make thoughtful decisions.</p> <p>Encourage and motivate: Develop mentee’s self-esteem, help mentees move beyond their comfort zone, and provide opportunities to learn by experience and broaden thinking.</p>	<p>Problem solve: Do not assume the role of problem solver for the mentee.</p> <p>Take over: Do not do what the mentees can do themselves.</p> <p>Create goals: Do not give goals to the mentee. Allow the mentee to shape and create his or her own goals.</p> <p>Force: Do not force mentees into one direction or determine choices.</p> <p>Condemn: Do not tell the mentee that he or she is wrong or focus on the negative. Do not underestimate mentees’ capabilities.</p>

Mentees also play an important role in the mentor-mentee relationship. The table below highlights the actions that mentees can focus on to increase their success, encourage a positive mentoring relationship, and which pitfalls to avoid.

What a Mentee DOES	What a Mentee DOES NOT Do
<p>Take initiative: Recognize the need for mentoring, seek advice when needed, clarify goals, and give feedback.</p> <p>Welcome experience: Be enthusiastic about pursuing a wide range of professional experiences.</p> <p>Accept challenges: Realize there are challenges in any work—try to learn from them.</p> <p>Be approachable and advocate: Network and build key relationships through hospital and community visits and public forums.</p> <p>Be proactive and collaborate: Seek opportunities to link with other officers and share learning from mentorship.</p>	<p>Avoid challenges: Do not expect mentors to solve your problems for you. Welcome activities that help you learn by doing.</p> <p>Stay in your comfort zone: Do not shy away from new learning experiences, even if they are challenging.</p> <p>Remain closed: Recognize that everyone (supervisors, colleagues, community leaders) has something to teach you.</p> <p>Be non-transparent: Do not hesitate to ask for advice on how to access opportunities and resources you need.</p>

Everyone in this project is learning together so please share questions and successes with the Whatsapp group of RNuOs, ASTUTE officers, and facilitators. Also, the research team including Luitfrid Nnally (Tanzania Food and Nutrition Centre) and Kate Dickin (Cornell University) can provide support as needed.

In the ASTUTE MSN Initiative, documenting the mentoring visits is an important part of understanding team goals and progress towards planned activities. A mentoring visit template to help RNuOs guide discussions, decisions, and progress is available in [Annex 1](#). RNuOs and teams can jointly fill out the template at each meeting. RNuOs can then share completed meeting notes with interviewers during interviews to discuss progress and what activities and discussions have occurred among team members.

POSSIBLE STEPS IN THE MSN INITIATIVE

You can provide support to selected DNuO and MSN teams by working within the existing government system to strengthen local capacity, motivate collaboration, and encourage relationship building.

The steps below are to guide RNuOs in supporting MSN action teams. While these steps can be used to guide the team, team members may also find other successful paths to follow. Each team can adapt capacity building activities to their own context and needs. The below steps are for action teams to lead and complete. Your role as RNuO is to provide mentorship and support.

STEP ONE: What does MSN look like in Tanzania?

- Create action teams
- Share knowledge and understand policies

STEP TWO: What is the district situation and how can we learn from each other?

- Reach out to stakeholders
- Create district profiles

STEP THREE: How can we work together to improve nutrition?

- Hold an engagement workshop
- Create networks and maintain communication
- Develop MSN priorities
- Use workshop results to advocate for MSN

The ASTUTE MSN Initiative is primarily a way for RNuOs to take an active role in learning, documenting, and sharing what works and what’s needed for MSN to work better.

Your experiences can make a difference

Globally, experts agree that multi-sectoral nutrition action matters

Why? To prevent chronic undernutrition, across generations, and improve development and well-being of populations.

What experts don’t know is....

HOW to make multi-sectoral action happen.

You can contribute to answering that question.

CREATE A MSN ACTION TEAM

There are different ways a council MSN action team can be developed. Work with the DNuO to understand their ideas for how to create a team based on their knowledge and experiences.

Consider asking the following questions to DNuOs to support them in developing a small action team of 2-3 additional members to participate in the ASTUTE MSN Initiative.

Example questions to ask DNuOs to help support creation of a council MSN action team:

1. What departments should be included? Why?
2. Who do you work well with in the district? What have you worked on together?
3. Who would be a valuable asset as a team member? Why?
4. Who currently does nutrition-sensitive work in this district?
5. Who has the time and motivation to commit to working on MSN actions?
6. Who could you consult to help you make this decision on who should be involved in the ASTUTE MSN Initiative?

It is helpful to establish expectations around meeting and communication early in the process. Ask your team how best to contact them, when and where you will meet, and how often you will communicate. Tell team members they should contact you if they have questions between meetings.

Structure the first 1-2 mentoring visits to discuss key MSN topics with team members. This will help you understand the team members’ experiences and how MSN might be strengthened. Workshop participants role-played what to discuss with council MSN action teams. You can discuss a range of topics and questions with team members, a few examples are below.

Suggested topics and questions to discuss with teams:

- Stunting and hidden hunger, even if not visibly malnourished
- Many activities influence nutrition—how can a team comprised of members from different sectors improve nutrition?
- Better nutrition also benefits other sectors—children learn better, workers are smarter and stronger, mothers and babies survive, and local food is valued

Examples of questions for action teams to work on together:

- What are the current district MSN challenges? What MSN opportunities exist?
- How could the action team strengthen MSN action?
- What outcomes do they hope to see after 6 months? After 1 year?

- What support does the team need to accomplish their goals?
- How will the team measure their success?
- How can the team strengthen:
 - collaboration between departments and key stakeholders?
 - knowledge on what nutrition-relevant activities are happening?
 - impacts on the MSN Steering Committee?
 - partnerships with CHWs, CSOs, and community-based groups?

As noted in the workshop report, the *National Multi-sectoral Nutrition Action Plan (NMNAP)* and the *Guideline for Councils for the Preparation of Plan and Budget for Nutrition* are two leading MSN documents that provide guidance and can be helpful to discuss with teams.

INVOLVE STAKEHOLDERS

Support action teams to identify and reach out to key stakeholders in the district. Mentoring could help action teams connect with CSOs, understand implementation challenges for CHWs, and help link CHWs with other sectors at the community level. Before teams reach out to stakeholders, discuss questions that will help them target who to identify and what topics to discuss, for example:

- What do you want to know?
- What information currently exists?
- How can you start new stakeholder relationships or strengthen ongoing partnerships?

When you discuss reaching out to stakeholders with your team, consider the following questions:

Example Questions for Team Members to Discuss:

- Which nutrition-specific and nutrition-sensitive actions are happening in the district (and where)? Which individuals, organizations, and sectors are implementing these actions?
- What delivery channels are being used to implement these activities?
- What gaps in actions or coverage exist?
- What are the MSN success stories in the district?
- What are the challenges for MSN stakeholders in implementing actions and connecting with others?
- How could nutrition actions be strengthened in other sectors?

Example Sources of Information on Stakeholders and Activities:

- What district-level data exist?
- Who might have relevant district-level data?
- Do other officers/departments know of nutrition-related problems and actions in the district?
- Does the action team connect with the people or organisations they need to? Who is missing?
- What information is at the Development Office registry, at PANITA, with HODs, at the community-level?
- How are current data and resources used?
- What additional data and resources could help you improve multi-sectoral nutrition actions?
- How could you collect additional information?
- How could the team compile information into a district data profile?

Example Approaches to Build Relationships:

- Find common ground. Identify an interest, topic, or opinion that you both share. Stakeholders are more likely to relax, trust you, and share their opinion if they feel you have common points of view.
- Listen attentively and with interest; understand the stakeholder's perspective and situation.
- Respond with genuine sincerity, concern, and interest.
- Ask open-ended questions. Give stakeholders opportunity to talk about their interests, values, needs, wants, challenges, and successes as they relate to providing nutrition-related activities.
- Follow-up to provide useful information/contacts or send a message to thank them for their time.
- Find ways to stay in touch and to connect stakeholders with each other.
- Invite stakeholders to take part in an engagement workshop to further discuss courses of action.

Your action team should collect information from stakeholders they feel is useful to fill their gaps in knowledge and to help them build professional relationships. A template for recording stakeholder information can be found in [Annex 2](#). This template can be adapted to fit what types of information teams identify as important.

Workshop participants discussed how to prioritize which stakeholders to contact and build relationships with. For tips on how to prioritize stakeholders, see below.

Tips for Prioritizing Which Stakeholders to Map

1. Identify influential and dynamic stakeholders. Look for people who can bring about rapid change.
2. Look for high-visibility individual champions and advocates. Committed and passionate individuals and groups in a sector are as important as the sector itself.
3. Locate organizations serving the most vulnerable in terms of limited human resources and the negative impact malnutrition already has on the economy and communities.

DEVELOP A DISTRICT DATA PROFILE

Participants each received sample data profiles of their regions and discussed the possibility of working with teams to develop district-level profiles.

A data profiling tool can give you lots of information and insights into where problems exist. For example, district-level data can highlight variability in the distribution of nutrition-related problems and the importance of multi-sectoral action to address the problems. When you talk with actions teams about district profiles consider the following questions:

- Who will you target? To make the profile meaningful, consider how the profiles will be used and who the profiles will target.
- What does the target audience care about? What data and evidence do you focus on? Once you know who the profile is for, decide what information the target audience is most interested in. What information is important that they lack? What decisions do they make where your information might be useful in the decision-making process?
- What are the challenges, but also where is there progress? Positive trends are motivating. Balance the district's successes with the challenges to show that success is possible and work to build upon that success. You can even show how other districts or countries have had successes to advocate for trying particular methods or activities.
- What if sophisticated local data don't exist? Action teams can use profiles to provide insights from information they learn and gather throughout connecting with stakeholders and other project activities. Strengthening relationships with stakeholders in government and communities is a great way to learn about existing data sources and information that otherwise might be unknown. Profiles are a way to communicate your own experiences and learning, but also key insights from others.

HOLD A STAKEHOLDER ENGAGEMENT WORKSHOP

Workshops are a great way to engage important stakeholders, get their input, share knowledge, make joint decisions, and plan for future actions. An engagement workshop involves stakeholders working actively towards common objectives. Have action teams adapt the engagement workshop approach to their own district needs.

Adults learn best when they are actively involved in the learning process. Encourage action teams to use participatory approaches to bring several people together to exchange knowledge, test assumptions, and solve problems. The learning in a workshop is linked to real life experiences where workshop participants can use and test new skills and receive feedback.

Your team can develop specific workshop goals and objectives which meet their needs. Some example goals include:

- Increase understanding and consensus of district MSN issues, priorities, and solutions.
- Build broader support for MSN programs and initiatives.
- Improve communication and collaboration through the sharing of information and experiences.
- Develop potential approaches to deliver programs more effectively and efficiently.
- Leverage resources and avoid duplication of MSN efforts.
- Ensure decisions are based on knowledge that otherwise might be overlooked, including local perspectives, or information typically shared among one department only.
- Reflect a wider range of concerns and values in decision-making.
- Strengthen capacity of district and community leaders.

Furthermore, your team should identify workshop activities which fit their needs. In the Building Strong Nutrition Systems project, DNuOs identified the following workshop activities which they made as participatory as possible to keep the stakeholders interested and engaged:

- Review the National Multi-sectoral Nutrition Action Plan (NMNAP) and guidance on nutrition-sensitive actions.
- Identify common goals, objectives, and interests across the individuals from different sectors.
- Examine stakeholder examples that highlights “what works” when trying to integrate nutrition into other sectors.
- Discuss challenges and opportunities in working across sectors.
- Develop joint multi-sectoral priorities relevant to the district context.
- Test the feasibility of possible future actions by discussing what information, resources, skills, commitment, and support is needed.
- Discuss the way forward and identify follow-up actions.

There are many different facilitation techniques to consider when planning workshop activities. By using several types of facilitation techniques, participants can have the opportunity to think, communicate, and share ideas in different ways. Particular facilitation techniques, when combined, help to maximize sharing and learning among stakeholders in a workshop. See below for a few examples.

Facilitation Techniques

Record Ideas	Ask participants to record their ideas on flip charts, posters, or post-it notes placed on the walls. This helps everyone see the thinking process throughout the workshop. It also makes it easy to review or build upon earlier ideas. At the end of the workshop, facilitators can also collect the posters to capture what has been shared.
Work in Different sized Groups	Enhance interaction and learning by using small group work. Include participants from different disciplines in each group. Groups of five or fewer people allow for a variety of ideas to be explored. However, if the activity requires participants to describe experiences in detail, then working in pairs allows both participants to talk and listen. Change the small groups throughout the day to ensure individuals get the opportunity to work with different people.
Report out	Bring the best ideas forward by asking small groups to report back their ideas to the larger group. Placing a time (or length) limit on the report out can help manage time. Alternatively, ask a few individuals or groups to report out and then individuals from other teams can add anything that is missing.
Use Reflective Writing	Use reflective writing to have participants think about topics discussed during the workshop. Reflection is an exploration of the topics discussed, not just a description of them. This activity can reveal gaps in the topics discussed as well as strengths and successes. Reflective writing can also help participants organize their thoughts before sharing them with the larger group.
Introduce Case Studies	Have participants examine a case study about a particular aspect or experience related to multi-sectoral nutrition planning and action. Case studies describe an individual, organization, event, or action in a specific time or place. They can help generate ideas and discussion. Choose a case that offers an interesting, unusual, or particularly revealing set of circumstances.

SHARE WORKSHOP RESULTS TO ADVOCATE FOR MSN

During the workshop a lot of information is shared and learned. After the workshop, summarize key findings and decisions made and report back to the stakeholders, to your supervisors and key district decision makers, and if appropriate, to the District Council Steering Committee on Nutrition. Results, including workshop goals, MSN challenges, and priority action areas identified, can be shared in a 1-2 page brief, in a district profile, in a presentation, or in a more formal report. Talk to your team to see what formats they are most familiar with or different ways to share information that they are most excited about. If there is interest, help your team learn new approaches to sharing information and advocating for MSN action.

ANNEX 1. VISIT TEMPLATE TO GUIDE DISCUSSIONS AND DECISIONS

Review previous visit worksheet filled during the last meeting which can serve as a starting point for the next visit.

General Information

Who is present: _____
Date: _____
Location _____

Activities and Accomplishments since Last Meeting

Activities Pursued since Last Meeting	Major Accomplishments
<ul style="list-style-type: none">▪▪▪	<ul style="list-style-type: none">▪▪▪

Meeting Agenda and Goals

The goals for this meeting to further develop activities and progress are:

1. _____
2. _____
3. _____

Topics of Discussion

Key topics discussed include:

1. _____
2. _____
3. _____

Perceived Challenges and Strategies to Address Them

State the key challenges encountered, actions taken to overcome them, and any pending matters to resolve.

Key Challenges	Actions Taken	Matters to Resolve
<ul style="list-style-type: none">▪▪▪	<ul style="list-style-type: none">▪▪▪	<ul style="list-style-type: none">▪▪▪

Activities to Pursue and Next Steps

List the major activities, tasks, or events the team is planning to undertake in the next few weeks and the steps for how to get there:

Next Steps: Specific tasks for the Council Officers	Next Steps: Specific tasks for the Regional Nutrition Officer
<ul style="list-style-type: none">▪▪▪▪	<ul style="list-style-type: none">▪▪▪▪

Other Upcoming Responsibilities

List any other upcoming events, trainings, initiatives, or responsibilities that team members will be engaged in that the team should know about and plan around:

1. _____
2. _____
3. _____
4. _____

Next Conversation

Date: _____ Hour: _____ Location: _____

RNuO's Meeting Notes

Document what went well. Did team members seem to be at ease? Motivated and engaged? What does the team most need to work on? Describe in detail your observations on this team and how this meeting went:

ANNEX 2. STAKEHOLDER INFORMATION WORKSHEET

This worksheet can help council officers conduct outreach to stakeholders to gather information on current nutrition-specific and nutrition-sensitive activities in the district. Talking to stakeholders to ask these questions encourages dialogue and builds relationships. The information gathered can be put together in a summary of district nutrition activities. This is an adaption based on the Initiative: <http://www.reachpartnership.org/reach-countries/tanzania> and pilot tested in Tanzania as part of the Building Strong Nutrition Systems project: <http://blogs.cornell.edu/centirgroup/research-projects/strengthening-nutrition-systems/>

A. STAKEHOLDER PERSONAL DATA:

1. District Registration Number	
2. Date of interview (dd/mm/yyyy)	
3. Organization/group name	
4. Organization type (circle one)	a. Civil society (CSO) b. Faith based (FBO) c. Government d. Non-government (NGO) e. Private sector f. Other, specify: _____
5. Organization main office location (address)	
6. Interviewee name	
7. Interviewee position title	
8. Interviewee phone	
9. Interviewee email	

B. STAKEHOLDER SIZE:

1. How many paid staff are a part of this organization?	(write response):
2. How many volunteers are a part of this organization?	(write response):

C. STAKEHOLDER ACTIVITIES:

1. I would like to learn generally what your organization does. Does your organization currently have activities related to...? (Read the list out loud and circle yes or no based on their response. More than one answer is possible.)	a. Agriculture and farming	0. No	1. Yes
	b. Disease prevention and management	0. No	1. Yes
	c. Economic activities	0. No	1. Yes
	d. Educational development	0. No	1. Yes
	e. Environmental conservation/Climate change	0. No	1. Yes
	f. Family planning and reproductive health	0. No	1. Yes
	g. Maternal and child health	0. No	1. Yes
	h. Social welfare and protection	0. No	1. Yes
	i. Water, sanitation, and hygiene (WASH)	0. No	1. Yes
	j. Other topic area (specify):	0. No	1. Yes
	_____	0. No	1. Yes
2. What specific activities is this organization currently involved in that affect the general health and growth of mothers, young children, or other vulnerable groups in this district? (list responses)	a. Activity 1:		
	b. Activity 2:		
	c. Activity 3:		

D. ACTIVITY SHEET

Activity Sheet # _____

Ask about and make notes on each activity mentioned that is relevant to the health and growth of mothers and young children. If there are many relevant activities and time allows, you can fill out extra sheets. Use the bullet point questions to help make sure you learn the key points about each activity.

1. I would like to learn about these activities in more detail. Starting with _____ (activity 1 above), please tell me more about this activity.

- What are the goals? What are the activities?
- Who are the target groups?
- How do you reach these groups? (eg. CHWs, agricultural agents, community meetings, media, schools, etc.)
- Where is it being implemented? (how many and which communities, wards, districts, etc.)

2. Now please tell me more about _____ (activity 2 above).

- What are the goals? What are the activities?
- Who are the target groups?
- How do you reach these groups? (eg. CHWs, agricultural agents, community meetings, media, schools, etc.)
- Where is it being implemented? (how many and which communities, wards, districts, etc.)

3. Now please tell me more about _____ (activity 3 above).

- What are the goals? What are the activities?
- Who are the target groups?
- How do you reach these groups? (eg. CHWs, agricultural agents, community meetings, media, schools, etc.)
- Where is it being implemented? (how many and which communities, wards, districts, etc.)

E. SUCCESSES, CHALLENGES AND COLLABORATIONS

1. What successes have you and this organization experienced in delivering these activities you've just described. (Probe): What has worked well?	<i>(write response):</i>
2. What kinds of challenges do you and your organization face when planning for and delivering these activities?	<i>(write response):</i>

3. Which government departments, if any, does this organization directly work with on the activities you have described?					
a. Agriculture and Food Security	0. No	1. Yes	i. Police and legal department	0. No	1. Yes
b. Communication & Information	0. No	1. Yes	j. Policy and Planning	0. No	1. Yes
c. Community development	0. No	1. Yes	k. Social Welfare	0. No	1. Yes
d. Education	0. No	1. Yes	l. Trade	0. No	1. Yes
e. Finance	0. No	1. Yes	m. Water and Irrigation	0. No	1. Yes
f. Health and Social Welfare	0. No	1. Yes	n. Other <i>(specify)</i>	0. No	1. Yes
g. Livestock and Fisheries	0. No	1. Yes			

4a. Do you work with any other organizations or partners on the activities you have told me about? (circle one)	0. No	1. Yes
4b. (If yes) Which organizations do you directly work with? (List each organization's name on a separate row)	1. _____ 2. _____ 3. _____	
4d. Are there any other organizations or stakeholders you know of who work in this district on similar types of activities that I could talk to? (If yes, list each organization's name on a separate row)	1. _____ 2. _____ 3. _____	

5. In your experience, in this district how is there collaboration among different groups or stakeholders to improve nutrition? What could be improved?	<i>(write response):</i>
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This concludes the questions I have for you today. I really am grateful for your willingness to share your time and experiences with me. I have learned a lot. Is there anything else you would like to share or discuss before we conclude our meeting?

Thank you!

F. STAKEHOLDER EVALUATION CHECKLIST

1. Does this organization reach groups that are particularly vulnerable to malnutrition?	0. No	1. Yes
2. Are the goals of this organization nutrition-sensitive?	0. No	1. Yes
3. Are the goals of this organization nutrition-specific?	0. No	1. Yes
4. Is this organization engaged in activities that could add or strengthen a nutrition component?	0. No	1. Yes
5. Do you think this organization is useful to partner with?	0. No	1. Yes

G. INTERVIEWER OBSERVATIONS

<p>1. What are your observations and impressions about this stakeholder?</p>	<p><i>(write response):</i></p>
<p>2. In what ways would multi-sectoral nutrition collaboration with this stakeholder make sense? Why or why not?</p> <p>What could be the next action steps?</p> <p>Do you think it would be useful to include them in a stakeholder engagement workshop?</p>	<p><i>(write response):</i></p>