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**SCALING UP NUTRITION LEARNING  
AND EVALUATION (SUN LE):  
PROVINCIAL COACHES TRAINING  
ON DATA FOR DECISION MAKING  
(JUNE 12-14, 2019)**

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# REPORT:

## SUN LE Provincial Coaches Training on Data for Decision Making June 12-14, 2019

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Cover Photo: Group photo of participants in Provincial Coaches Training, Kabwe

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## ACRONYMS

| Acronym | Definition  |
|---------|---|
| DDU     | Data Demand and Use   |
| GRZ     | Government Republic of Zambia   |
| HMIS    | Health Management Information System                                  |
| IMAM    | Integrated Management of Acute Malnutrition                           |
| MAM     | Management of Acute Malnutrition                                      |
| MARF    | Multisectoral Activity Report Form                                    |
| MCDSS   | Ministry of Community Development and Social Services                 |
| MUACIII | Mid-Upper Arm Circumference MUAC                                      |
| MWDSEP  | Ministry of Water Development, Sanitation, and Environmental Planning |
| NFNC    | The National Food and Nutrition Strategic Plan                        |
| SUN     | Scaling Up Nutrition  |
| SUN LE  | Scaling Up Nutrition Learning and Evaluation                          |
| SUN TA  | Scaling UP Nutrition Technical Assistance                             |
| UNICEF  | United Nations International Children's Emergency Fund                |
| USA     | United States of America  |
| USAID   | United States International Aid                                       |
| ZDHS    | Zambia Demographic and Health Survey                                  |
| ZIAMIS  | Zambia Integrated Agriculture Management Information System           |

## 1 BACKGROUND

This report provides details of the “Provincial Coaches Training” conducted by the Scaling up Nutrition Learning and Evaluation (SUN LE) Project in collaboration with the Zambia National Food and Nutrition Commission (NFNC). The training was conducted as part of SUN LE’s wider support to the Government of Zambia’s (GRZ) Scaling Up Nutrition (SUN) program and the USAID funded Scaling Up Nutrition Technical Assistance (SUN TA) activity which both aim to reduce child stunting in Zambia.

Held 12-14 June 2019 at the Tuskers Hotel in Kabwe, Zambia, the training was primarily designed and conducted by ICF, a SUN LE Consortium partner.

## 2 PURPOSE AND OBJECTIVES OF THE TRAINING

The purpose of the 3-day training was to build the coaching and mentorship skills of provincial GRZ staff to facilitate data use at district level for improving the implementation of the SUN 2.0 program.

Under SUN LE objective 1 (Box 1), the project is expected to build a learning culture and adaptive management to facilitate the speedy achievement of SUN 2.0’s overarching goal of reducing childhood stunting in Zambia. To effectively inculcate a learning culture and adaptive management, the project supported NFNC to identify a team of GRZ officers to be trained and serve as mentors and coaches to district-level focal point managers. The trained provincial team is expected to coach and facilitate data use among SUN 2.0 district managers in the 30 districts under the scaling up nutrition.

### Box 1: SUN LE Objectives

1. Create a culture of learning and adaptive management under SUN 2.0;
2. Conduct baseline, midline, and end line surveys for SUN 2.0;
3. Conduct focused studies, and
4. Conduct biennial performance audits of SUN 2.0.

## 3 APPROACHES

### 3.1 SELECTION OF TRAINING PARTICIPANTS

The Provincial Coaches Training targeted GRZ provincial-level managers who routinely supervise the districts implementation of SUN 2.0 within the province.

In each province, three provincial level officers – from the Ministries of Health, Water Development, Sanitation and Environmental Protection (MWDSEP); Community Development and Social Services (MCDSS); Fisheries and Livestock; or Agriculture – were targeted for the training. Staff from these ministries were targeted because they represent ministries that together account for majority of SUN programme outcomes.

In addition, 7 of 11 national-level officers from key ministries involved in SUN implementation (Ministry of Health; MWDSEP; Livestock and Fisheries) as well as NFNC participated. These national level staff were included in the training to ensure continuing leadership and coordination from the highest level.

The NFNC, in collaboration with five line-ministries at national level, led the selection of provincial-level training participants, based on the following criteria:

1. Staff who work at the provincial level
2. Staff who routinely supervise district-level managers,
3. Staff who oversee the monitoring of nutrition interventions (specific or sensitive) in their respective province(s) and district(s), and
4. Staff who are directly involved in leading planning (involving data collection and/ or use) of SUN interventions.

Selection of training participants also considered alignment to the participants' core responsibilities in SUN program management at provincial level (including data management, planning and program implementation) to ensure that this effort would not be an added responsibility or something outside their current mandate. Potential participants were assessed for their willingness and commitment to take up the role of a coach/facilitator through a pre-training assessment that was administered to all identified participants. The assessment also solicited for gaps in skills (see section 3.3.4 below for more information on the Training Assessments).

## 3.2 TRAINING OUTCOMES AND OUTPUTS

The expected outcomes of the Provincial Coaches Training were as follows:

1. Provincial-level GRZ participants trained in coaching and facilitation
2. Improved knowledge and skills in participants' coaching and facilitation skills as measured through the pre- and post-training tests
3. Provincial GRZ participants able to facilitate ongoing data and information use and facilitate the creation of a learning culture in the districts they support

The main outputs (i.e., deliverables) for the Provincial Coaches Training include:

1. Curriculum for the Provincial Coaches Training, including handouts, PowerPoint presentations, and other materials
2. Training manual and other materials for conducting follow-on district-level trainings
3. Draft training plans for district level workshops (participants, venues and training requirements)
4. Overall Provincial Coaches Training report

## 3.3 SCOPE AND ORGANIZATION OF THE TRAINING

### 3.3.1 DATE AND LOCATION

The 3-day Provincial Coaches Training was held from 12 -14 June 2019 in Kabwe, Zambia, approximately 145 km from Lusaka. This location was chosen because of its centrality relative to the provinces where most participants came from.

### 3.3.2 TOPICS AND AGENDA

The training covered eight topics as shown in Table 1. Annex 1 provides more detail on the timing and duration of the sessions.

### 3.3.3 FACILITATION

Facilitation of the training was done by three staff from the SUN LE project who presented on different topics (see the Training Agenda in Annex 1).

Table 1. List of Topics covered during the training

|  |  |
|--|--|
| <p>1. Facilitation basics</p> <ul style="list-style-type: none"> <li>• Planning and facilitating meetings and discussions</li> <li>• Strategies for addressing difficult issues and managing group dynamics</li> <li>• Ensuring participation from all</li> <li>• Generating and using emerging ideas during small group work</li> </ul> <p>2. Using data to inform policies and programs</p> <ul style="list-style-type: none"> <li>• The value of data collection and use in program monitoring and improvement</li> <li>• Key concepts in data demand and use</li> <li>• The decision-making process and how data can be used to influence decision making at all levels</li> </ul> <p>3. Determinants of data use</p> <ul style="list-style-type: none"> <li>• Data quality</li> <li>• The data use conceptual framework</li> <li>• Determinants of data use</li> <li>• Potential barriers to data use</li> <li>• Assessment of Data Use Constraints tool</li> </ul> <p>4. Data and information flow</p> <ul style="list-style-type: none"> <li>• Identifying opportunities for improving data production and use</li> <li>• Identifying opportunities for feedback mechanisms</li> <li>• Identifying points at which data and information can support programmatic decision making</li> </ul> | <p>5. Linking data to action</p> <ul style="list-style-type: none"> <li>• Identifying priority decisions and programmatic questions</li> <li>• Linking decisions/questions with potential data sources</li> <li>• Creating a time-bound plan for using data in decision making</li> </ul> <p>6. Coaching teams in data utilization</p> <ul style="list-style-type: none"> <li>• Principles of coaching</li> <li>• Setting objectives</li> <li>• Boosting morale and problem solving</li> <li>• Incorporating coaching in a busy day</li> </ul> <p>7. Facilitating data utilization meetings</p> <ul style="list-style-type: none"> <li>• Planning and facilitating meetings and discussions</li> <li>• Strategies for addressing difficult issues and managing group dynamics</li> <li>• Ensuring participation from all</li> </ul> <p>8. How to implement the district level training</p> <ul style="list-style-type: none"> <li>• Suggested agenda/schedule</li> <li>• Suggested Materials</li> <li>• Logistical preparations</li> <li>• Reporting back on the district training</li> <li>• Developing action plans aligned with government planning process and calendar</li> </ul> |
|--|--|

### 3.3.4 TRAINING ASSESSMENTS

#### PRE-TRAINING ASSESSMENT

A pre-training assessment (Annex 2) was emailed to nominated candidates to assess current levels of knowledge related to: data use practices; barriers and enabling factors, and participants' previous training and experience in data use. This was designed to ensure that the planned training built on

existing knowledge and focused on addressing identified gaps. Nearly half (45% or 16) training participants completed the pre-training assessment.

An analysis of the pre-training assessment (see Annex 3) yielded the following findings:

- All (100%) of provincial- level respondents indicated that one of their key responsibility involved providing support to district staff
- All (100%) expressed willingness to take up the responsibility of coaching and mentorship
- 20% said they did not have experience in facilitating data use workshops
- 13% said they did not have experience in coaching and mentorship

#### *Reported barriers to data use*

Respondents identified the following barriers to data use:

- Incomplete data due to unavailability of anthropometric equipment (i.e., recumbent baby length scale, under five cards, height boards, etc.)
- Health workers trained in nutrition are not available in all facilities
- Staff lack the technical know-how among officers working on nutrition program and health workers, of how to interpret nutrition data
- Limited number of [nutrition] indicators in the HMIS
- No standard reporting tools for nutrition
- Persistent late reporting on nutrition from lower levels [health facility and district levels] to provincial and national levels
- A preoccupation with using data for reporting and a lack of appreciation for using information for adapting programmes and decision making
- Limited resources to implement data-informed decisions

#### *Reported facilitators of data use*

Respondents shared the following factors that previously facilitated data use:

- Easy access to data through the HMIS
- Data use discussed during provincial integrated planning meetings
- Availability of data collection and reporting tools

#### *Support needed to improve data use*

Respondents indicated the type of support they needed to help improve data use at district level:

- Development and distribution of data management tools and guidelines for nutrition programmes
- Routine supportive supervision, mentorship, monitoring, spot-checks, regular follow-up, review meetings and encouraging facility staff to use data at facility level
- Capacity building in nutrition information management (i.e., data analysis, etc.) and interpretation of indicators
  - Facility staff and Neighbourhood Health Committees (NHCs) need training on nutrition data use
- Regular involvement of nutrition programme staff in data cleaning and interpretation of program outcomes
- Support for provincial staff to participate in district data review meetings and data audits

- Increased availability of anthropometric instruments (i.e., height-boards, weighing scales) and data capturing tools including monitoring charts and Under-Five Cards

#### *Recommended topics to be covered in the training*

When asked for suggestions on topics they would like to be included in the training, respondents expressed interest in the following areas:

- Basics in data manipulation using MS Excel (i.e., pivot tables and charts, etc.)
- How to establish effective linkages in offering nutrition programs
- Data analysis and presentation:
  - How to analyse anthropometric data (e.g. height/weight/arm circumference)
  - Use and analysis of data generated and stored in the IMAM database
  - Data visualization
  - Presentation skills
- Learning how to use the Multisectoral Activity Report Form (MARF) - the SUN database-, navigating through HMIS, the information management system from Ministry of Agriculture, and Ministry of Education and the ZIAMIS.

Information from the pre-training assessment was used to finalize the training package. However, it was noted that some topics were beyond the scope of the planned training objective. Therefore, it is envisioned that other implementing partners will take up training in analysis and data collection at the base levels of the data and information flow (i.e., the facility and community levels). SUN TA is one partner that has since begun developing training modules covering data collection and analysis.

Results of the pre-training assessment are available in Annex 3.

#### ASSESSMENTS DURING THE TRAINING

During the training, anonymous pre- and post-training tests (Annex 4) were administered to the participants as follows:

- An anonymous pre-test was administered to assess the levels of knowledge and self-assessment of participants' skills in coaching and facilitation on data use
- At the end of the three-day training, an anonymous post-test was administered to assess changes in the levels of knowledge and self-assessment of participants skills in facilitation and coaching on data use
- At the end of every day, a questionnaire was administered to each participant to solicit feedback on each and every training session

The daily feedback helped to identify some important areas that required immediate improvement during the course of the training as follows:

- Participants were able to provide feedback about the need to improve the quality of PowerPoint presentations due to a faulty projector provided by the hotel
- Participants were able to make recommendations to use a PA system to improve audibility
- Participants were able to provide feedback for facilitators to moderate their speed of delivery
- Participants provided feedback on elements of the training that required more explanation

### *Findings of the in-training assessments*

Participants were asked to provide a self-assessment of their confidence in mentorship and coaching (the scale was from 0 to 10; 10 being the highest score and 0 being the lowest). Figure 1 showing the average scores, before and after the training, demonstrates an improvement in confidence from 6.4 in the pre-test to 9.5 in the post-test.

Likewise, in terms of overall knowledge levels, Figure 2 shows a slight improvement in the levels of knowledge in facilitation and coaching, from 3.1 to 3.2.

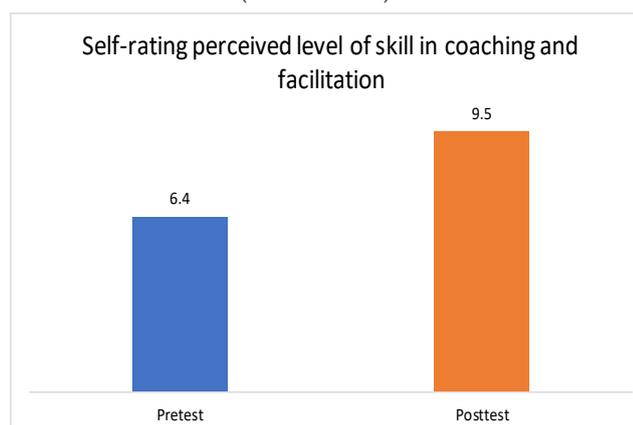
It is also notable that the some knowledge elements showed negative changes, between the pre-test and post-test (knowledge that even non-professionally trained people can coach; knowledge that coaching is about asking questions; knowledge on the prerequisites for establishing a data use culture; knowledge of the most recognized/prominent weakness in information flow; knowledge of how to assess data within a broad context and knowledge of goof facilitation skills). Some reasons for the modest or negative changes include: lack of clarity in some questions asked, and that participants appeared to have rushed through the post-test. Overall, a proper assessment of the participants will be done through real life observations of participants. The most important parts of the training were the discussions and practical activities and these will practically be assessed through observation, during the planned district data use meetings.

SUN LE will strengthen identified areas of weakness in the delivery of the training in subsequent trainings.

### *Limitations of the assessments*

Low response rates, especially during the post-tests, may have affected the assessment of the training. Possible explanations for the low response rate include, respondent anonymity, some unclear questions, and/or participants rushing through the assessments, among others.

Figure 1. Self-rating score in coaching and facilitation skills (from 1-10)



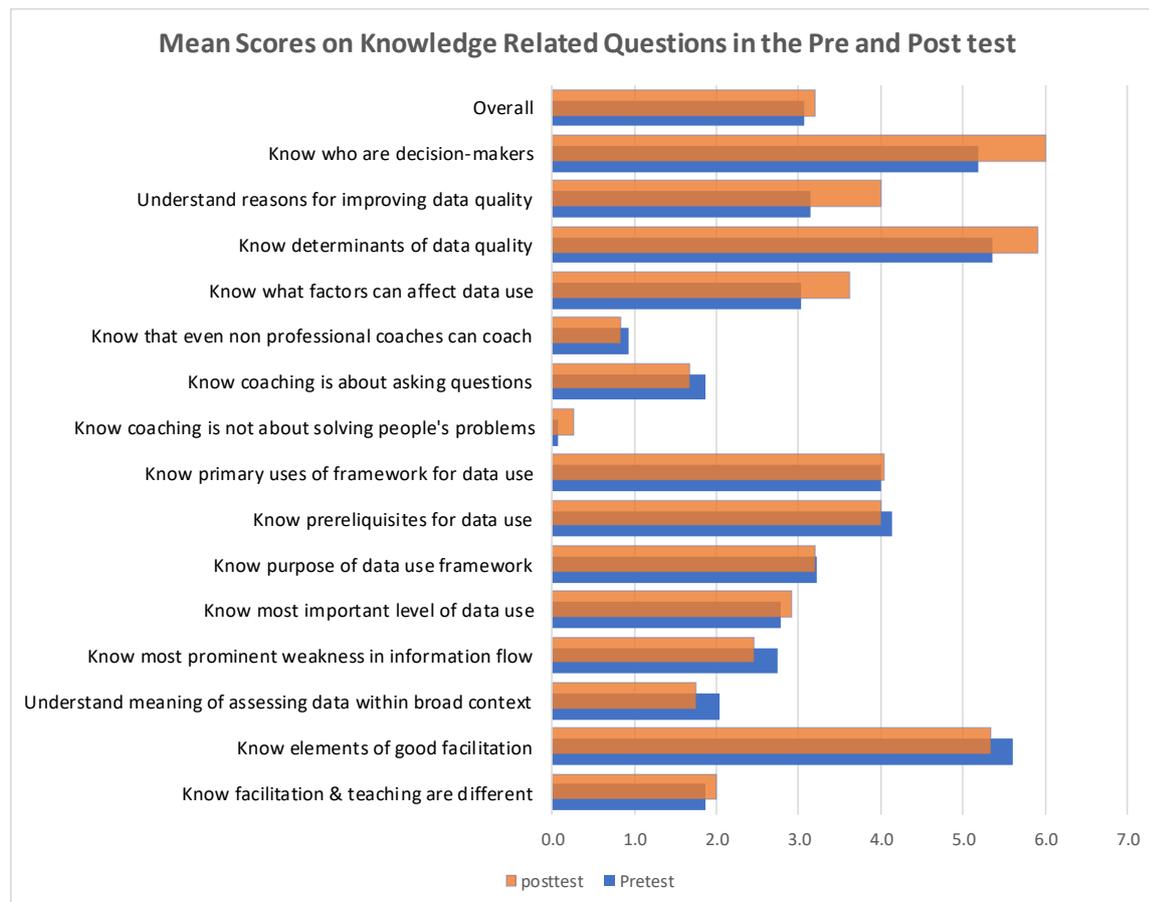
### **3.3.5 METHODS OF TRAINING**

The Provincial Coaches Training employed a mix of learning approaches which included lectures/presentations, group work, role-playing, and discussions.

#### LECTURES / PRESENTATIONS

Lectures and presentations were used as the main training mode for delivery of information. The trainers used PowerPoint presentations, lecture notes, illustrations, and graphic presentations of learning materials. These were designed to facilitate the acquisition of key concepts by participants.

Figure 2. Mean Scores on Knowledge-Related Questions in the Pre and Post test



Training materials and methods were adapted from the MEASURE Evaluation data demand and use (DDU) strategy<sup>1</sup>.

All training materials were loaded on flash drives and shared with participants. Participants were also provided with printed copies of key materials for easy reference during the training.

#### GROUP ACTIVITIES

The training used small and large group activities/exercises to achieve participation, active learning, and practice in using data. Participants were given group exercises based on scenarios and situations and asked to engage in role plays, review key concepts, or create illustrations in terms of their work environments, and report back to plenary. This helped achieve experiential learning.

#### 3.3.6 MATERIALS

Training materials were developed by SUN LE Consortium partner ICF with input from other consortium partners. The following materials were used for the training:

<sup>1</sup> <https://www.measureevaluation.org/our-work/data-demand-and-use>

## HANDOUTS

Participants were given handouts based on the workshop activities, including PowerPoint presentations. These were printouts of the PowerPoint presentations and materials used for small group work.

## PARTICIPANTS' TRAINING PACKAGE

The package was prepared for participants for their reference as they coach and facilitate data use workshops with district-level SUN Managers. The package provided material on coaching and facilitation techniques and procedures focused on improving and institutionalizing data use in all planning for SUN interventions (see Annex 1 for the training programme). Key modules of the training included the following sessions:

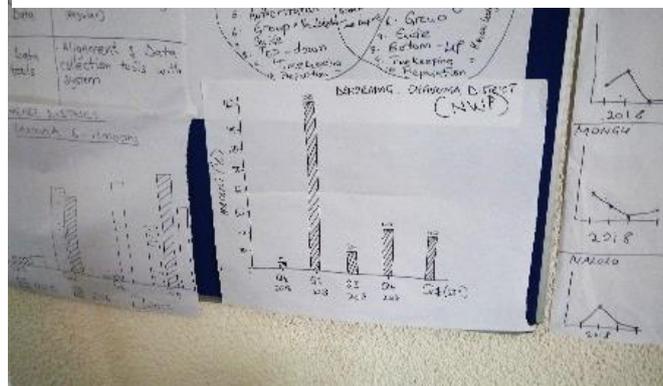
1. **Facilitation basics**: This session included discussions on how to plan for and facilitate meetings, including strategies for addressing difficult issues and managing group dynamics. Participants were expected to learn how to conduct participatory, effective, and impactful meetings.
2. **Using data to inform policies and programs**: This session focused on the importance and value of data in program monitoring and improvement. Specifically, the session took participants through the decision-making process and demonstrated how data can be used to influence decision making at all levels.
3. **Determinants of data use**: The session focused on identifying barriers and constraints that inhibit effective practices in data use, including organizational constraints (where systematic processes are inadequate for sharing data in a way that promotes evidence-based decision making), technical constraints (in data collection and computer/technological shortages), and individual constraints.
4. **Information Use mapping**: This session focused on identifying how information flows from the collection to the point where it is used across the hierarchy. The major tool discussed is the information use map that identifies opportunities for improved data use and feedback mechanisms for stakeholders across different levels. It provides a visual context for gaps and defects in data sharing, leading to mid-course course improvements.

**Figure 3: Training participants during a role play on conducting coaching and mentorship visit**



5. **Linking data with action:** This session exposed participants to the Framework for Linking Data with Action<sup>2</sup>, which assists program managers and policy makers to appreciate the need for good data to support decision making. It also helps those that collect data, researchers and M&E specialists visualize how their work can be applied to the program and policy context.
6. **Coaching teams in data utilization:** The coaching session provided a foundation for implementing data use interventions to individuals and teams. It included strategies of how to incorporate coaching in a busy day and how to execute and follow through plans that have been developed to facilitate data use. This session also incorporated practical data use exercises on how to present data and conducting interpretation and linking the information to specific programme decisions.

**Figure 4: Picture of training outputs developed by one provincial team**



### 3.3.7 MANAGEMENT OF TRAINING

The training was managed by the SUN LE project staff in collaboration with the NFNC. The team coordinated meeting preparations which included facilitating the selection of participants and processing invitations. SUN LE provided logistics for the training including provision of per diems, training materials, and transport refunds for participants.

### 3.3.8 DATA AND INFORMATION PRODUCTS

The training used HMIS data from the Ministry of Health, and data from the 2013 Zambia Demographic and Health Survey (ZDHS) to assess nutrition interventions and identify trends and gaps of nutrition programs in the provinces.

## 4 MAJOR OUTCOMES

### 4.1 PARTICIPATION

As shown in Table 2, 78.5% of invited participants (33 of the targeted 42) attended the training. Participants unable to attend cited competing demands as the primary reason. Those who did not attend will be given an orientation by their provincial peers who participated in the training. In addition, they will be included in subsequent district trainings to increase their exposure to the data use and coaching principles.

<sup>2</sup> <https://www.measureevaluation.org/resources/publications/ms-11-46-b>

Table 2. Number of training participants targeted and actuals

| Organisation   | Targeting Frame       | Total Targeted | Actual Participation |
|--|-----------------------|----------------|----------------------|
| <b>Provincial-Level GRZ</b>  |                       | <b>28</b>      | <b>25</b>            |
| Ministry of Health   | 2 per province        | 20             | 21                   |
| Ministry of Water Development Sanitation and Environmental Protection  | 2 across 10 provinces | 2              | 1                    |
| Ministry of Fisheries and Livestock  | 1                     | 1              | 0                    |
| Ministry of Community Development and Social Services (One officer from Comdev and the other from Social Protection) | 2 across 10 provinces | 2              | 1                    |
| Ministry of Agriculture  | 3 across 10 provinces | 3              | 2                    |
| <b>National-Level GRZ</b>  |                       | <b>11</b>      | <b>7</b>             |
| NFNC   | 3                     | 3              | 3                    |
| Ministry of Health (2 from Nutrition Unit and 1 from M&E Unit)   | 3                     | 3              | 2                    |
| Ministry of Water and Sanitation   | 1                     | 1              | 1                    |
| Ministry of Agriculture  | 1                     | 1              | 0                    |
| Community Development and Social Services  | 1                     | 1              | 0                    |
| Livestock and Fisheries  | 1                     | 1              | 1                    |
| <b>Other</b>   |                       | <b>3</b>       | <b>1</b>             |
| UNICEF   |                       |                | 1                    |
| SUN TA   | 2                     | 2              | 0                    |
| <b>TOTAL</b>   |                       | <b>42</b>      | <b>33</b>            |

## 4.2 FEEDBACK ON THE DISTRICT TRAINING PACKAGE

SUN LE obtained feedback from training participants on the district training package and they recommended that training slides should include more detail so that is easy for users to follow on their own. This could be in form of facilitator notes or including more details in the slides.

## 5 LESSONS LEARNT

Establishing a data-driven learning culture is a process that will involve systematic, ongoing support to build and establish. SUN LE will therefore endeavour to establish clear milestones for engagement with provincial teams, and document/adapt approaches as necessary.

Further, to achieve a learning culture and adaptive management, it is important to include all levels of the information hierarchy – from data collection to the highest decision-making levels. As such, SUN LE will partner with relevant implementing partners to develop the additional modules on data collection and basic analysis into the already developed package on information flow, utilization, monitoring and documenting data use efforts to better inform data use under the SUN programme.

## 6 RECOMMENDATIONS

It is recommended that provincial coaches be provided continuous support and mentorship in the form of annual refresher trainings designed to build on what the teams do and to share any new developments and approaches in coaching and mentorship. These annual refresher trainings will also serve as platforms for participants to share lessons learnt and best practices, and to identify areas of improvement.

## 7 NEXT STEPS

Following the training, provincial coaches will be supported to carry out district data use meetings for district-level staff implementing food and nutrition SUN 2.0 interventions in their respective districts.

The 2-day orientations are scheduled to take place from September to December 2019 and, will focus on building district level managers' skills to use data for SUN programming in their respective districts.

## ANNEX 1: TRAINING PROGRAM

### SUN LE Provincial Coaches Training 12-14 June 2019 (Location: Kabwe, Zambia)

#### Day 1: 12 June 2019

| Time        | Topic   | Objectives  |
|-------------|---|---|
| 08:00-08:30 | Registration  |   |
| 08:30-08:40 | NFNC Welcome remarks                                      |   |
| 08:40-09:15 | Introduction and icebreaker                               |   |
| 09:15-09:30 | Training objectives and expectations                      | <ul style="list-style-type: none"> <li>Provide overview of workshop objectives and expectations</li> </ul>  |
| 09:30-09:45 | Pre-test  | <ul style="list-style-type: none"> <li>Establish baseline of workshop participants</li> </ul>   |
| 09:45-10:15 | Background of the SUN programme (GRZ SUN, SUN TA, SUN LE) | <ul style="list-style-type: none"> <li>Provide an overview of the SUN programme from the GRZ, SUN TA and SUN LE perspectives</li> </ul>   |
| 10:15-10:30 | Health break  |   |
| 10:30-11:15 | Facilitation basics                                       | <ul style="list-style-type: none"> <li>Planning and facilitating meetings and discussions</li> <li>Strategies for addressing difficult issues and managing group dynamics</li> <li>Ensuring participation from all</li> <li>Generating and using emerging ideas during small group work</li> </ul>  |
| 11:15-12:00 | Using data to inform policies and programs                | <ul style="list-style-type: none"> <li>Understanding what good quality data looks like and how to ensure data quality</li> <li>Understand the value of data collection and use in program monitoring and improvement</li> <li>Understand the key concepts in data demand and use</li> <li>Understand the decision-making process</li> </ul> |
| 12:00-12:30 | Small group activity                                      | <ul style="list-style-type: none"> <li>Identify small group facilitators</li> <li>Discuss examples of data-informed policies</li> </ul>   |
| 12:30-13:00 | Group work report back                                    |   |
| 13:00-14:00 | Lunch Break   |   |
| 14:00-14:30 | Determinants of data use                                  | <ul style="list-style-type: none"> <li>Explain the data use conceptual framework</li> <li>Highlight the determinants of data use</li> <li>List potential barriers to data use</li> <li>Introduce the Assessment of Data Use Constraints tool</li> </ul>   |
| 14:30-15:15 | Small group activity                                      | <ul style="list-style-type: none"> <li>Discuss constraints to data use in provinces and districts</li> <li>Identify potential solutions to overcome constraints to data use</li> </ul>  |
| 15:15-16:15 | Group work report back                                    |   |

**Day 2: 13 June 2019**

| Time        | Topic  | Objectives  |
|-------------|--|---|
| 08:15-09:00 | Data and information flow                      | <ul style="list-style-type: none"> <li>Identify opportunities for improving data production and use</li> <li>Identify opportunities for feedback mechanisms</li> <li>Identify points at which analysis and data could support programmatic decision making</li> </ul> |
| 09:00-09:30 | Small group activity                           | <ul style="list-style-type: none"> <li>Map data flow among communities, districts, provinces and other levels</li> </ul>  |
| 09:30-10:10 | Group work report back                         |   |
| 10:10-10:25 | Health break                                   |   |
| 10:25-11:15 | Linking data to action                         | <ul style="list-style-type: none"> <li>Identify priority decisions and programmatic questions</li> <li>Link decisions/questions with potential data sources</li> <li>Create a time-bound plan for using data in decision making</li> </ul>                            |
| 11:15-12:15 | Small group activity                           | <ul style="list-style-type: none"> <li>Draft provincial plans for data use</li> </ul>   |
| 12:15-13:15 | Group work report back                         |   |
| 13:15-14:15 | Lunch break                                    |   |
| 14:15-15:15 | Coaching teams in data utilization             | <ul style="list-style-type: none"> <li>Discuss principles of coaching</li> <li>Setting objectives</li> <li>Boosting morale and problem solving</li> <li>Incorporating coaching in a busy day</li> </ul>   |
| 15:15-16:30 | Coaching teams in data utilization – role play | <ul style="list-style-type: none"> <li>Observation, filming and critiques</li> </ul>  |

**Day 3: 14 June 2019**

| Time        | Topic  | Objectives   |
|-------------|--|--|
| 08:15-9:15  | Facilitating data utilization meetings             | <ul style="list-style-type: none"> <li>Planning and facilitating meetings and discussions</li> <li>Strategies for addressing difficult issues and managing group dynamics</li> <li>Ensuring participation from all</li> <li>Generating and using emerging ideas</li> </ul> |
| 09:15-09:45 | Small group work                                   | <ul style="list-style-type: none"> <li>Draft agenda for District Data Use Workshops</li> </ul>   |
| 09:45-10:15 | Group work report back                             |  |
| 10:15-10:30 | Health break                                       |  |
| 10:30-11:30 | Reviewing materials in district training package   | <ul style="list-style-type: none"> <li>To provide GRZ provincial staff with district training packages and review package materials</li> </ul>   |
| 11:30-12:30 | Small group work                                   | <ul style="list-style-type: none"> <li>Using materials for facilitating District Data Use Workshops; adjustments and adaptations</li> </ul>  |
| 12:30-13:30 | Lunch Break  |  |
| 13:30-14:30 | Large group discussion                             | <ul style="list-style-type: none"> <li>Adaptations to materials and anticipated benefits and challenges</li> </ul>   |
| 14:30-15:00 | Developing action plans for district trainings and | <ul style="list-style-type: none"> <li>Templates for action planning</li> </ul>  |

| Time               | Topic                | Objectives   |
|--------------------|----------------------|--|
|                    | presentations        |  |
| <b>15:00-16:00</b> | Small group work     | <ul style="list-style-type: none"><li>• Developing action plans for district trainings and presentations</li></ul> |
| <b>16:00-16:30</b> | Post-test and review |  |
| <b>16:30-16:45</b> | NFNC Closing Remarks |  |

## ANNEX 2: PRE-TRAINING ASSESSMENT

### Scaling Up Nutrition (SUN) Provincial Coaching and Facilitation Training

#### Pre-Training Assessment Tool

##### A. BACKGROUND INFORMATION

1. What is your work designation?

2. How long have you worked in that position?

- Less than 1 year  
 1 -2 year  
 More than 2 years

3. At what level do you operate? (tick all that apply)

- Provincial  
 District  
 Community

4. In which ministry do you work?

- Ministry of Agriculture  
 Ministry of Community Development and Social Services  
 Ministry of Livestock and Fisheries  
 Water development Sanitation and Environmental Protection  
 Ministry of Health  
 Education  
 Other pls specify: \_\_\_\_\_

##### B. JOB RELEVANCE

5. What is your main role implementing nutrition programs? (tick all that apply)

- Planning nutrition interventions  
 Monitoring and evaluating nutrition interventions  
 Programmatic supervision of nutrition interventions  
 Other Pls specify \_\_\_\_\_

6. List SUN nutrition interventions implemented by your ministry/institution

7. Do your main responsibilities involve leading planning and supervising the implementation of SUN interventions?

- Yes  
 No

**C. Training History and use**

8. Have you ever been trained in using the information management system used by your institution?

- Yes
- No
- Don't know/Unsure

9. How frequently do you use your information management system to view dashboards, extract data, etc.

- weekly
- monthly
- quarterly
- annually

10. What is the name of the information management system used by your institution?

11. Have you ever received any training in using data for program planning?

- Yes
- No
- Don't know/Unsure

12. Have you ever received any training in using data for learning / adaptive management?

- Yes
- No
- Don't know/Unsure

13. If yes to either question above, how long ago did you receive the most recent training?

- Within two years ago
- Over two years ago
- Not applicable

14. From 1 to 10, one being the lowest and 10 being the highest, how would you rate your general skills in facilitation?

- 1-10 [ ]

15. From 1 to 10, one being the lowest and 10 being the highest, how would you rate your general skills in coaching/mentoring?

- 1-10 [ ]

16. Do you have any experience in facilitating workshops on data use/adaptive management?

- Yes please rate your experience from 1-10 [ ]
- No

17. Do you have any experience in coaching/mentoring on data use/adaptive management?

- Yes please rate your experience from 1-10 [ ]
- No

18. Do you think a training in facilitating and coaching for nutrition data use for district-level staff would be useful to your work?

- Yes
- No

**D. Required Support to enhance data use at district and community level**

19. Apart from financial resources, what, in general, do you think is required to support data use at the district level?

20. Apart from financial resources, what kind of support do you, personally, need to enhance data use at the district level?

21. What could support for data use at the facility level look like?

22. What could support for data use at the Community level look like?

**E. IDENTIFYING DISTRICT TRAINING PARTICIPANTS**

23. Which nutrition implementers and planners should be targeted for coaching to achieve improved data use in planning?

**F. DATA USE PRACTICES**

24. Please describe how you currently use nutrition data in planning and decision making? (describe the data sources, what steps you take, and how you use data in ongoing planning and course correction, and how often you do these things)

25. How do you document or report your nutrition activities currently?

**G. BARRIERS AND FACILITATORS TO DATA USE**

26. What are some barriers you face in using nutrition data for decision making, program course correction or program improvement?

27. What are some factors that have made it easier for you to use nutrition data for decision making and course correction?

**H. WILLINGNESS AND COMMITMENT TO BE A PROVINCIAL COACH**

28. Have you ever acted as a coach/mentor in any program?

- Yes
- No
- Don't know / unsure

29. Would you be willing to be a provincial coach for SUN nutrition data use and adaptive management at district level?

- Yes
- No

30. Do your job demands allow you to perform the role of a provincial coach in data use for decision making and adaptive management? [Summary **description of the coaching role:** *this role will require you to set aside time to go round SUN districts to lead and facilitate dissemination of SUN data to district level staff for them to use the data during planning meetings. It will involve travel and making regular contact with district staff as you monitor how they are using data to inform their programs. You will also be required to submit summary reports*]

- Yes
- No

31. On a scale of 1 to 10, one being the lowest and 10 being the highest, how would rate your commitment to being a provincial coach in data use for decision making and adaptive management?

- 1-10 [ ]

**Training Topics**

32. The planned training is considering including the following topics:

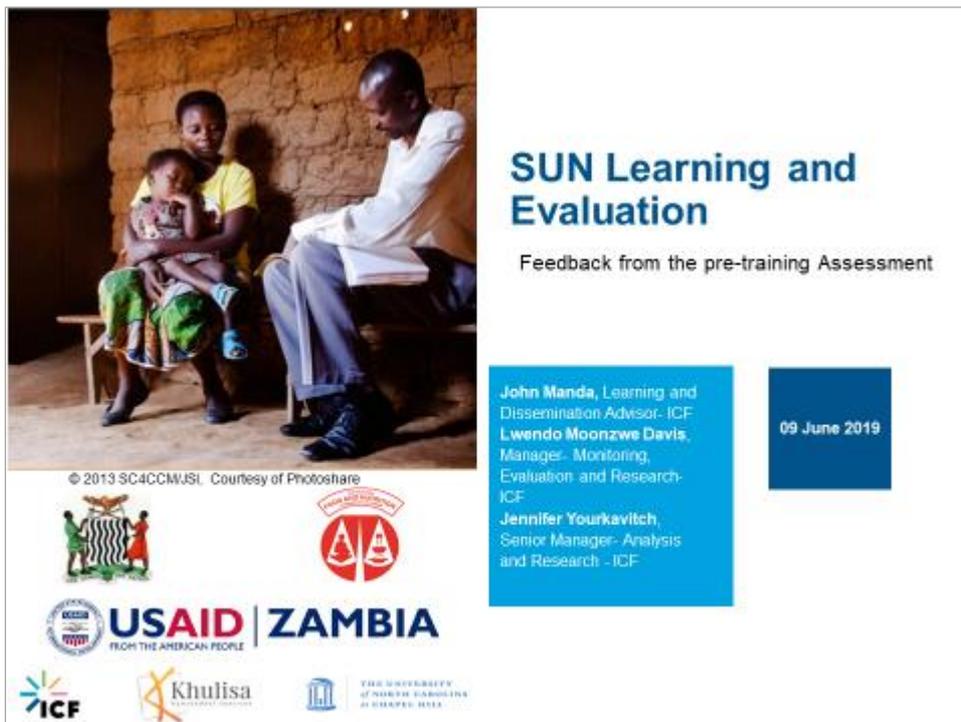
- Training Facilitation basics
- Coaching Mentoring basic
- Using data to inform policies and programs
- Determinants of data use
- Data and information flow
- Linking data to action
- Coaching teams in data utilization
- Facilitating data utilization meetings
- How to implement the district level training

33. Do you think this list includes topics that you are interested in?

- Yes
- No

34. What topics would like to be trained on in relation to data use and adaptive management which are not included on this list? Please mention as many as possible:

## ANNEX 3: PRE-TRAINING ASSESSMENT SUMMARY REPORT



**SUN Learning and Evaluation**

Feedback from the pre-training Assessment

John Manda, Learning and Dissemination Advisor- ICF  
Lwendo Moonzwe Davis, Manager- Monitoring, Evaluation and Research- ICF  
Jennifer Yourkavitch, Senior Manager- Analysis and Research - ICF

09 June 2019

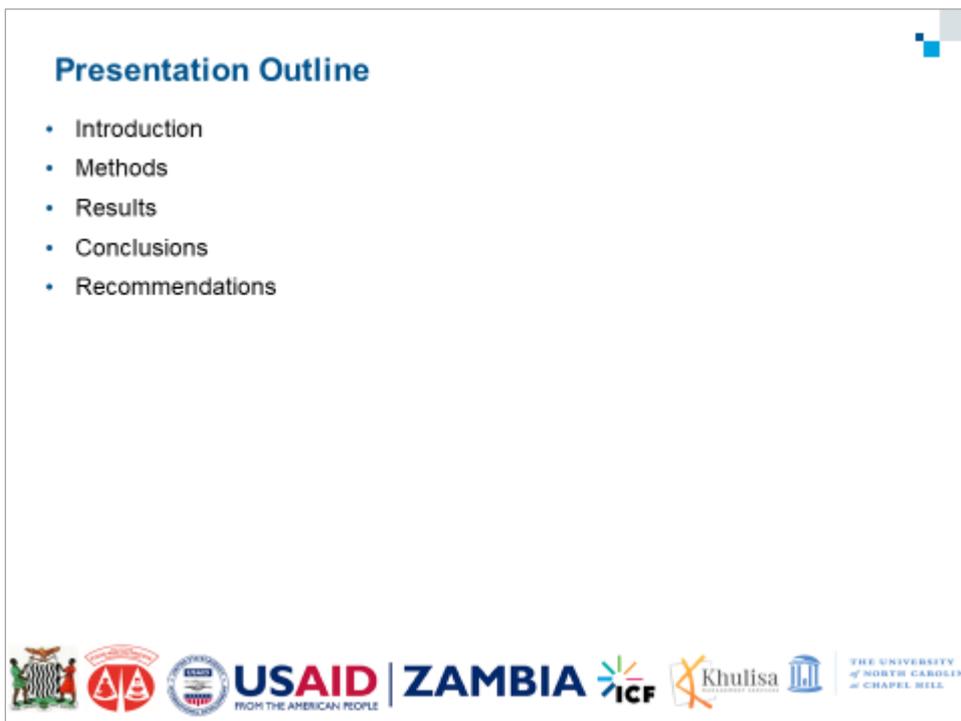
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### Presentation Outline

- Introduction
- Methods
- Results
- Conclusions
- Recommendations



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## Introduction



## Purpose of the assessment

- To establish the training needs among provincial offices
- Establish the relevance of the planned training and
- To help package the training to respond to identified needs



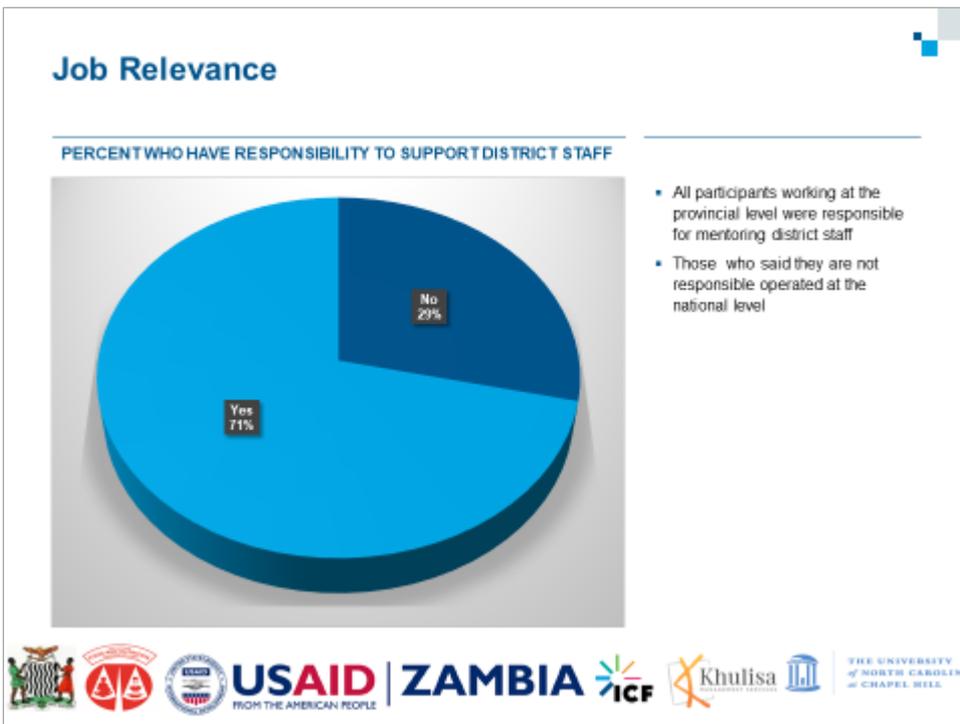
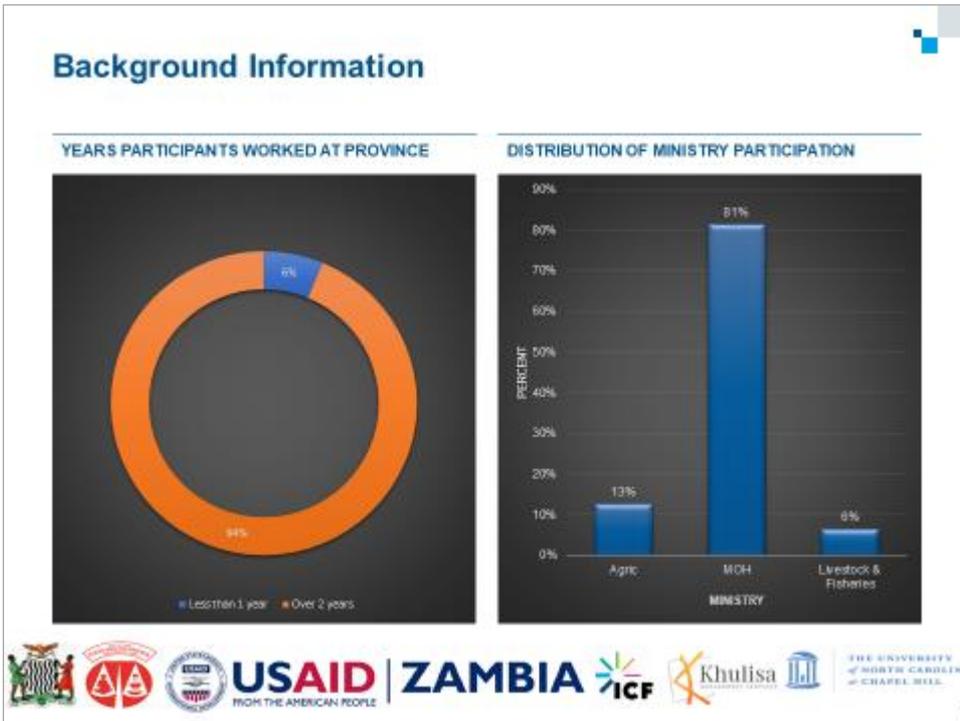
## Methods

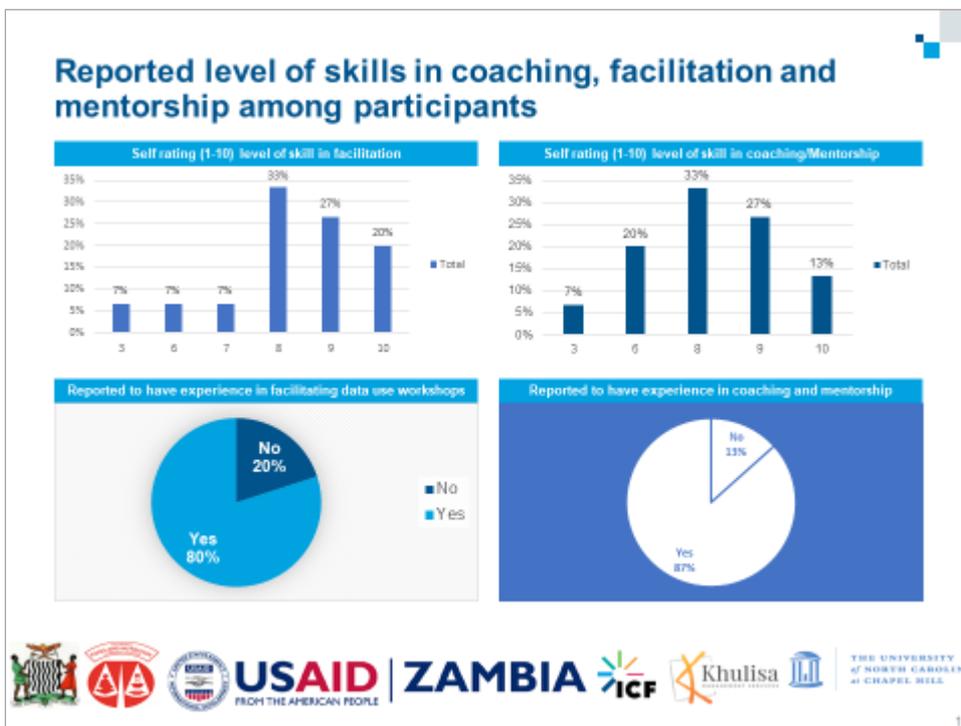
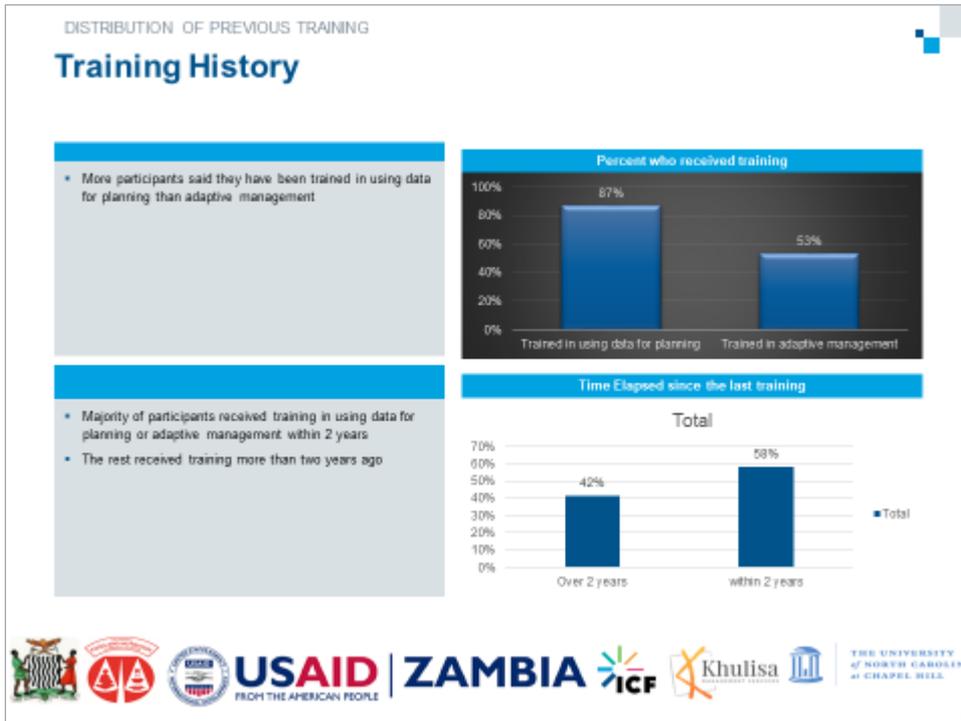
- **The assessment had the following sections**
  - Background information
  - Job relevance
  - Training history and use
  - Required support to enhance data use at decision making levels
  - Identifying critical district training participant
  - Prevailing data use practices
  - Barriers and facilitators to data use
  - Willingness and commitment to be a provincial coach
  - Relevance of prioritized topics
- **The assessment was administered to all 41 participants**
  - 16 participants responded to the survey



## Results







## Feedback on type of support required to enhance data use at district level from provincial participants

- Development and distribution of data management tools and guidelines
- Equipment (i.e. computers)
- Frequent mentorship, monitoring, spot checks, review meetings and encouraging facility staff to use data at facility level
- Provide information management applications and capacity building
- Regular follow up, timely resolving of errors, and showing staff on how indicators are calculated
- Data skills improvement through on-site mentorship and technical support



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## Type of support provincial staff personally require to enhance data use at the district level

- Continuous and consistent internet access
- Continuous involvement of program officer in data cleaning and interpretation of program outcomes
- Attending district data reviews and data audits
- Data use will be enhanced through holding Nutrition Programme Officers accountable
- Support for higher level staff to provide routine supportive supervision and/or mentorship.
- Equipping staff with reliable computers and training them in information management
- Review/revision of adaptive learning tools
- Skills and knowledge acquiring by Information Officers who periodically analyse data and undertake monitoring and evaluation



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## Feedback on type of support required at the facility level as provided by provincial staff

- Availability of nutrition related supplies such as recumbent baby length scale, weighing scales etc.
- Continuous and consistent availability of data capturing tools (either or both paper and electronic as the situation may apply) including monitoring charts, recording cards i.e. Under 5 Cards etc.
- Data skills improvement through on-site mentorship and technical support
- Interpretation of data elements and their relevance to achieving program outputs/outcomes
- Localizing data use for program implementation and performance



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## Type of support required for facilities to use data Cont'd

- On-site mentorship in linking facility performance through data use to facility needs such as program supplies, financial demands e.tc
- Availability of simple, uncomplicated and effective data collection and interpretation tools.
- Frequent technical support, data use supervisory visits, data review meeting and data quality audits
- Display of Analytical tools - Use of charts for growth monitoring, cold chain monitoring, child health week etc
- Facility staff need close mentoring and audit. They will need to be supported with specific skills through a focused nutrition data use training and this should involve Neighbourhood Health Committees (NHCs).



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## Type of support required for facilities to use data Cont'd

- Increase human resource for data collection and entry
- Need to make data bases user-friendly
- Need for district and facility staff to understand the information cycle, principles and concepts for effective data utilization
- Supply facilities with data capturing tools and support districts with skills to provide mentorship
- Technical support to districts, mentorship and quarterly data review meetings with the district staff
- Develop a check list of patient management outcomes and review of the check list monthly
- Training staff in data manipulation and use in decision making
- Verification of data being reported; assign specific staff to manage data



## Barriers to data use identified by target participants

- Data reported by facilities is incomplete and inaccurate because measuring equipment are not available in most facilities i.e. recumbent baby length scale, under five cards
- Children's clinic cards (CCC) are in short supply such that most mothers just use exercise books which do not contain Z-scores. Correct interpretation of the child's nutrition status using a book is very difficult.
  - "correct tallying of the nutrition status of the same child without a Children's clinic card poses a big challenge. Arising from these challenges, gaps are noticed in the data captured at facilities. A good number of children are not accurately captured if they are using exercise books in place of CC Cards."
- Lack of nutrition staff



## Barriers to data use identified by target participants Cont'd

- Inadequate financial support (I,e No computers for office use)
- Inadequate partner support
- Lack of technical know how at certain level in interpretation of nutrition data
- Incomplete data; Few reporting on certain indicators due to lack of data capturing tools
- Incorrect data compilation and having hostile participants.
- Lack of resources (financial, transport and therapeutic feeds for severely malnourished children)
- Limited access to other [ministries'] information systems
- Limited indicators in the HMIS, No standard reporting tools for nutrition, Late reporting from the lower levels.



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## Barriers to data use identified by target participants Cont'd

- "Then, one thing I would like to confess is that I believed generally, like some other staff, that nutrition data were just to be collected and conveyed to the next level of care, that is all. Little did we appreciate that the data were to be used for local decision making. This culture is not strong in our set up"
- The nutrition data tool is only accessed by nutrition officers and not on the public electronic platform such as DHIS2



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## Facilitating factors to data use in the past

- Experience and exposure especially as it relates to partner supported programs such as MDGi and RMNCH&N"
- "We need more access to internet, access to the data base, exposure to review meetings and planning, interaction with Information Officers and other officers. My position at the province has compelled me to use nutrition data to argue for nutrition support from government and partners. But, I need formal training in nutrition data use to strengthen my grip."
- Collaboration with Government and NGOs
- Collaboration, with Information Officers; Depending on the IMAM data base even if its parallel to HMIS



## Facilitating factors to data use in the past Cont'd

- Consistent data reporting by districts has made it easier
- Data from surveys
- Data has been analysed, decisions made but not implemented due to non-availability of resources
- Easy access to the DHIS 2 web based data base. I have been able to access this data Analyse it and share with all the districts especially during Provincial integrated and planning meetings.
- Having the right tools to collect information which can be smartly analysed.
- The nutrition data is collected on monthly basis



## Willingness to serve as coach

- All provincial staff said they are willing to serve as coaches in data use to district-level staff
- All said the list of proposed topics included what they were interested in learning



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## Topics they were also interested in

- Basics in data manipulation using MS excel, pivot tables, charts, etc.
- Creating linkages in offering nutrition programs
- Data analysis and presentation
  - How to analyse data on height/weight/arm circumference
  - Use and analysis of data generated and stored in the IMAM database
  - Analysis of Anthropometric data such as height, MUACIII, adult MAM"
  - Data Visualization
  - Presentation skills and reporting using data
- Learning how to use the SUN data base (MARF), navigating through HMIS, ZIAMIS from Ministry of Agriculture, and that for Ministry of Education



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## ANNEX 4: PRE-POST-TEST QUESTIONNAIRE

### Coaching and Facilitation Training in Data Use “Test”

#### A. Facilitation

1. From 1 to 10, one being the lowest and 10 being the highest, how would you rate your skills in coaching and facilitating workshops in data use and adaptive management?
  - [ ]
2. Facilitation and teaching are the same thing:
  - True
  - False
3. Circle all relevant characteristics of good facilitation, below:
  - Allow an expert to speak more than anyone else
  - Call on participants who repeatedly raise their hands
  - Lecture throughout the entire workshop
  - Mix small group activities with lecture and discussion
  - Avoid small group activities—they get out of control
  - One way to encourage participation is to ask for guest facilitators from among the participants

#### B. Data and information flow

4. What does it mean to assess data within a broad context?
  - Comparing local data with locations in the same region
  - Giving feedback to originators of the data
  - Assessing data within a policy framework
  - None of the above
  - Don't know
5. Which of the following is the most prominent weakness in the data flow of most institutions?
  - Data not being collected
  - Feedback not provided from higher levels
  - Data not used at the same level
  - Reports not developed
  - All of the above
  - Don't know
6. Which of the following is the most important point at which data is supposed to be used to inform decisions?
  - Facility level
  - District level
  - National level
  - Don't know

#### C. Linking data with Action

7. Which one of the following is not one of the reasons for using the framework for linking data with action?
  - Identify the basis for making decisions
  - Identify need for quality data
  - Helps stakeholders to prioritize data collection activities

- Helps stakeholder prioritize decisions
  - None of the above
  - Don't know
8. Which of the following option(s) are the critical elements required to ensure that data and information are used to inform decisions?
- Has to be planned for
  - Use systematic tools
  - Understand information needs
  - Budget for data use
  - Buy computers for all users
  - All of the above
  - Don't know
9. Which of the following do not qualify as primary uses of the framework for linking data to action?
- To expose incompetent staff
  - To expose data gaps
  - Show timeline for data collection
  - Identify decision makers
  - To identify programme questions
  - All of the above
  - Don't know

#### D. Coaching

10. Coaching is about helping people through solving problems
- true
  - false
11. An important part of coaching is asking questions:
- true
  - false
12. Only trained, professional coaches should coach
- true
  - false

#### E. Data use and quality

13. Which of the following can affect data use?
- Motivation of staff
  - Technical skill or capacity
  - Political interference
  - Unclear roles and responsibilities
  - All of the above
  - Don't know
14. Which of the follow is not a determinant of data quality?
- Integrity
  - Validity
  - Timeliness
  - Rigor
  - Reliability
  - Precision

15. What are some of the reasons it is important to improve data quality?

- It can increase financial investment
- It increases accountability
- It improves the national health information system
- It increased the demand for evaluations and research
- All of the above
- Don't know

16. Which of the following can be decision-makers (circle all that apply)

- Caregivers
- Community health workers
- Facility staff
- M&E officers
- Donors
- Community leaders
- None of the above
- All of the above
- Don't know

**Good Luck**

## ANNEX 5: DAILY WORKSHOP EVALUATION QUESTIONNAIRES

**Provincial Coaches Training  
Kabwe, 12 June 2019  
Day 1 Daily Workshop Evaluation**

|  |         |
|--|---------|
| 1. What did you like best about the workshop today?  |         |
|  |         |
| 2. What did you learn that was new today?  |         |
| Topic 1: Facilitation basics   |         |
|  |         |
| Topic 2: Using data to inform policies and programs  |         |
|  |         |
| Topic 3: Determinants of data use  |         |
|  |         |
| 3. What did you learn today that needs further clarification?                                  |         |
|  |         |
| 4. How would you rate the facilitators today on a scale of 1 (needs improvement) to 5 (great!) |         |
| Topic 1 rating [ ]   | Explain |
|  |         |
| Topic 2 rating [ ]   | Explain |
|  |         |
| Topic 3 rating [ ]   | Explain |
|  |         |

**Provincial Coaches Training  
Kabwe, 13 June 2019  
Day 2 Daily Workshop Evaluation**

|  |         |
|--|---------|
| 1. What did you like best about the workshop today?  |         |
|  |         |
| 2. What did you learn that was new today?  |         |
| Topic 1: Data and information Flow   |         |
|  |         |
| Topic 2: Linking Data to Action  |         |
|  |         |
| Topic 3: Coaching teams in data Utilization  |         |
|  |         |
| 3. What did you learn today that needs further clarification?                                  |         |
|  |         |
| 4. How would you rate the facilitators today on a scale of 1 (needs improvement) to 5 (great!) |         |
| Topic 1 rating [ ]   | Explain |
|  |         |
| Topic 2 rating [ ]   | Explain |
|  |         |
| Topic 3 rating [ ]   | Explain |
|  |         |

**Provincial Coaches Training  
Kabwe, 14 June 2019  
Day 3 Daily Workshop Evaluation**

|  |         |
|--|---------|
| 1. What did you like best about the workshop today?  |         |
|  |         |
| 2. What did you learn that was new today?  |         |
| Topic 1: Facilitating data utilization meetings  |         |
|  |         |
| Topic 2: Developing Action plans   |         |
|  |         |
| 3. What did you learn today that needs further clarification?                                  |         |
|  |         |
| 4. How would you rate the facilitators today on a scale of 1 (needs improvement) to 5 (great!) |         |
| Topic 1 rating [ ]   | Explain |
|  |         |
| Topic 2 rating [ ]   | Explain |
|  |         |