

# Semi-Annual Report

November 2012 – August 2013



# TABLE OF CONTENTS

<b>Acronyms</b>	<b>2</b>		
<b>1. Introduction</b>	<b>5</b>		
<b>2. Portfolio Overviews</b>	<b>6</b>		
Web Development	6		
Knowledge & Learning	7		
Communications	7		
Adult Learning & Training	8		
Assessing & Learning	8		
<b>3. Microenterprise and Private Enterprise Promotion Program</b>	<b>9</b>		
Microenterprise Development	9		
Private Enterprise	21		
Women's Leadership in Small & Medium Enterprises	22		
Emerging Payment Systems	30		
Engaging the Power of the Private Sector for Development Training	32		
Recommendations	34		
<b>4. Grants Under Contract Program</b>	<b>36</b>		
<b>5. Economic Policy Program</b>	<b>37</b>		
Knowledge & Learning	37		
Communications	37		
Adult Learning & Training	37		
Recommendations	38		
<b>6. Food Security/Agriculture Program</b>	<b>40</b>		
Web Development	41		
Knowledge & Learning	43		
Communications	48		
Adult Learning & Training	54		
Assessing & Learning	56		
Recommendations	58		
<b>7. Jamaica Basic Education Program</b>	<b>59</b>		
Transition of the Community of Practice	59		
Community of Practice Activities	60		
Web Development	61		
Communications	61		
Recommendations	62		
<b>8. Development Credit Authority Program</b>	<b>63</b>		
		<b>9. Europe &amp; Eurasia Program</b>	<b>64</b>
		Web Development	64
		Knowledge & Learning	64
		Communications	64
		Recommendations	66
		<b>10. Global Partnerships Program</b>	<b>67</b>
		Adult Learning & Training	67
		Recommendations	67
		<b>11. Policy, Planning, and Learning Program</b>	<b>68</b>
		Collaborating, Learning, and Adapting	68
		Learning Lab	72
		Evaluation	80
		Organizational Learning	82
		Recommendations	93
		<b>12. Mobile Solutions Program</b>	<b>96</b>
		Knowledge & Learning	96
		Communications	97
		Adult Learning & Training	100
		Assessing & Learning	100
		Recommendations	101
		<b>13. Gender Development Program</b>	<b>102</b>
		Adult Learning & Training	102
		Recommendations	103
		<b>14. Cross-Project Initiatives</b>	<b>104</b>
		Project Management/Planning Tools	104
		Communications and Engagement Tools	104
		Continuous Learning Tools	105
		KDMD Blast Newsletter	106
		KDMD Highlights Newsletter	106
		Team Retreat	107
		Close-Out	107
		Recommendations	107
		<b>15. KDMD Management and Personnel</b>	<b>108</b>
		Project Staff	108
		KDMD Sub-Contractors	108
		<b>Appendix A: KDMD Organizational Chart</b>	<b>109</b>
		<b>Appendix B: USAID Activity Leads</b>	<b>110</b>
		<b>Appendix C: KDMD Activities</b>	<b>111</b>
		<b>Appendix D: Impact Survey Results Overview</b>	<b>113</b>
		<b>Appendix E: KDMD Design Awards</b>	<b>123</b>

# ACRONYMS

- A&L** Assessing & Learning
- AAR** After-Action Review
- ACDI/VOCA** Agricultural Cooperative Development International/Volunteers in Overseas Cooperative Assistance
- AET** Agricultural Education and Training
- AFR** USAID's Bureau for Africa
- AgN-GLEE** Agriculture and Nutrition Global Learning and Evidence Exchange
- ALT** Adult Learning & Training
- AMAP** Accelerated Microenterprise Advancement Project
- AMAP K&P II** Accelerated Microenterprise Advancement Project Knowledge and Practice II
- APLU** Association of Public and Land-Grant Universities
- ASC** Ag Sector Council
- BFS** Bureau for Food Security (Formerly the Office of Agriculture)
- BRAC** Bangladesh Rehabilitation Assistance Committee
- CARE** Cooperative for American Relief Everywhere
- CCA** Conference Center for the Americas
- CDCS** Country Development Cooperation Strategy
- CGAP** Consultative Group to Assist the Poor
- CHF** International Cooperative Housing Foundation International
- CIAT** International Center for Tropical Agriculture
- CIO** Chief Information Officer
- CLA** Collaborating, Learning, and Adapting
- CNFA** Citizen's Network for Foreign Affairs
- COMPASS** Center for Complex Adaptive Socio-technical Systems
- CoP** Community of Practice
- COP** Chief of Party
- COR** Contracting Officer's Representative
- CRM** Customer Relationship Management
- CRSP** Collaborative Research Support Program
- DAI** Development Alternatives International
- DCA** Development Credit Authority
- DCHA** USAID's Bureau for Democracy, Conflict, and Humanitarian Assistance
- DCOP** Deputy Chief of Party
- DG** Democracy and Governance
- DIV** Development Innovation Ventures
- dTS** Development & Training Services
- E&E** Europe & Eurasia
- E3** USAID's Bureau for Economic Growth, Education, and the Environment (Formerly the Bureau for Economic Growth, Agriculture and Trade)
- EG** Economic Growth
- EGLC** Economic Growth Learning Center
- EGO** Economic Growth Overview
- EIG** Evaluation Interest Group
- EP** USAID's Office of Economic Policy (Formerly the Economic Growth Office)
- EPS** Emerging Payment Systems
- FACET** Fostering Agriculture Competitiveness Employing Information Communication Technologies Project
- FAO** UN Food and Agriculture Organization
- FAQ** Frequently Asked Questions
- FHI 360** Family Health International
- FIELD-Support LWA** Financial Integration, Economic Leveraging, Broad-Based Dissemination and Support Leader with Associates
- FS** Financial Services
- FS/Ag** Food Security/Agriculture Program
- FSN** Foreign Service National
- FSN** Food Security Network
- FTF** Feed the Future
- GDA** Global Development Alliance
- GenDev** USAID's Office of Gender Equality and Women's Empowerment Gender Development team
- GH** USAID's Bureau for Global Health
- GLEE** Global Learning and Evidence Exchange
- GLS** Global Learning Systems
- GP** USAID's Office of Innovation and Development Alliances Global Partnerships Division

**GROOVE** Growing Organization Value Chain Excellence Learning Network

**GUC** Grant Under Contract

**HOT** Humanitarian OpenStreetMap Team

**HSS** Health Strengthening Systems

**IDEA** USAID's Office of Innovation and Development Alliance

**IFDC** International Fertilizer Development Center

**IFPRI** International Food Policy Research Institute

**ILO** International Labor Organization

**IDE** International Development Enterprises

**IP** Implementing Partner

**IPM** Integrated Pest Management

**IRG** International Resources Group

**IRRI** International Rice Research Institute

**IT** Information Technology

**J-PAL** Jameel Poverty Action Lab

**K&L** Knowledge & Learning

**KDAD** Knowledge-Driven Agricultural Development

**KDID** Knowledge-Driven International Development Portal

**KDMD** Knowledge-Driven Microenterprise Development Project

**KM** Knowledge Management

**KML** Keyhole Markup Language

**KSMS** Kenya School of Monetary Studies

**LAC** Latin America and the Caribbean

**LER** USAID/PPL's Learning, Evaluation, and Research Office

**LIFT** Livelihoods and Food Security Technical Assistance Project

**LMS** Learning Management System

**LOE** Level of Effort

**LPA** USAID's Bureau for Legislative and Public Affairs

**M&E** Monitoring & Evaluation

**MCH** Maternal and Child Health

**MD** Microenterprise Development

**MEDA** Mennonite Economic Development Associates

**MENA** Middle East and North Africa

**MIT** Massachusetts Institute of Technology

**MMAP** Mobile Money Acceleration Program

**MOU** Memorandum of Understanding

**MPEP** USAID's Microenterprise and Private Enterprise Promotion Office (Formerly the Microenterprise Development office)

**MS** Mobile Solutions

**mSTAR** Mobile Solutions Technical Assistance and Research

**MSU** Michigan State University

**NGO** Non-Governmental Organization

**OAPA** USAID's Office of Afghanistan and Pakistan Affairs

**OTI** USAID's Office of Transition Initiatives

**P3DP** Public-Private Partnership Development Program in Ukraine

**PE** Private Enterprise

**PPL** USAID's Bureau of Policy, Planning, and Learning

**PREM** Poverty Reduction and Economic Management

**PSD** Private Sector Development

**PSE** Private Sector Engagement

**Q&A** Question & Answer

**QA** Quality Assurance

**RTI** International Research Triangle Institute

**SEEP** Small Enterprise Education and Promotion

**SILK** Sharing Insights, Learning, and Knowledge

**SID-W** Society for International Development – Washington Chapter

**SME** Small and Medium Enterprises

**SoE** School of Education

**SOUTHCOMM** U.S. Southern Command

**SPP** USAID/PPL's Strategic and Program Planning Office

**SPRING** Strengthening Partners in Results, Innovation, and Nutrition, Globally

**ST** Social Transitions

**STTA** Short-Term Technical Assistance

**STP** Strengthening Technical Practice

**STRIVE** Supporting Transformation by Reducing Insecurity and Vulnerability with Economic Strengthening

**TOPS** Technical and Operational Performance Support

**TRG** Training Resources Group

**TSF** Training Support Fund

**TANGO** Technical Assistance to Non-Governmental Organizations

**TDY** Temporary Duty  
**TLL** Thought Leaders in Learning Speaker Series  
**TOPS** Technical and Operational Performance Support  
**TRG** Training Resources Group  
**TRR** USAID's Office of Trade and Regulatory Reform  
**UAT** User Acceptance Testing  
**USAID** United States Agency for International Development  
**UWI** University of the West Indies

**WASH** Water, Sanitation, and Hygiene  
**WEConnect International** Women's Enterprises Connect International  
**WISP** World Initiative for Sustainable Pastoralism  
**WLSME** Women's Leadership in Small & Medium Enterprises  
**VC** Value Chain  
**VEGA** Volunteers for Economic Growth Alliance

# I. INTRODUCTION

The QED Group, LLC is implementing the 5-year United States Agency for International Development (USAID) Knowledge-Driven Microenterprise Development (KDMD) project. The KDMD project designs and implements state-of-the-art knowledge management, learning, and sharing tools and approaches that promote collaboration among practitioners to speed innovation and adoption. These tools include online and in-person, formal and informal learning events; communications strategy development and implementation; web strategy development and implementation; and assessing and learning methods and approaches.

Through KDMD, the QED team maximizes the impact of USAID's knowledge and learning investments. Since 2008, the QED team has implemented strategies and processes to coordinate learning and knowledge sharing across a range of investments and activities of the Microenterprise and Private Enterprise Promotion (MPEP) Office. As the demand for knowledge and learning services has grown within USAID, other operating units have sought the services of the KDMD project. The KDMD contract allows other operating units to buy into the services that KDMD offers. This allows the project to leverage its successful knowledge management (KM) framework and processes to help USAID maximize its impact. In addition to MPEP's Microenterprise Development (MD) and Private Enterprise (PE) teams, the following USAID operating units have bought into the project:

- Economic Growth, Education, and Environment Bureau's Office of Economic Policy (E3/EP)
- Bureau for Food Security (BFS)
- The Jamaica Mission
- Economic Growth, Education, and Environment Bureau's Development Credit Authority (E3/DCA)
- Europe & Eurasia Bureau's Democracy and Governance Social Transitions team (E&E/DG/ST)

- Office of Innovation and Development Alliances' Global Partnerships Division (IDEA/GP)
- Office of Innovation and Development Alliances' Mobile Solutions team (IDEA/MS)
- Bureau for Policy, Planning, and Learning (PPL)
- Office of Gender Equality and Women's Empowerment's Gender Development team (GenDev)

The QED Group, LLC is pleased to present this Semi-Annual Report for the period from **November 15, 2012 - August 15, 2013\***. KDMD is implemented by The QED Group and its sub-contractors—Engility [formerly International Resources Group (IRG)], Training Resources Group (TRG), Global Learning Systems (GLS), and others. This report was prepared collaboratively by the entire KDMD team, and it represents their hard work and accomplishments over the 9-month period. During the course of this reporting period, the KDMD contract was extended from the original end date of May 13, 2013 to September 30, 2013.

The report begins with a brief overview of the portfolios that provide services across the programs. This is followed by sections on each of the programs that include work with MPEP, the grants under contract, and the offices that have bought into KDMD. These chapters provide information about KDMD's activities during the period and conclude with recommendations as to how USAID might consider continuing and/or expanding these activities in the future. There are additional chapters and appendices that provide cross-project information.

\* Although the reporting period for this Semi-Annual Report ended on August 15, 2013, the KDMD project had other ongoing activities between August 15–September 30. Where appropriate, these activities were included in the report.

## 2. PORTFOLIO OVERVIEWS

The KDMD project is currently organized into two interconnected groups: programs and portfolios. Programs are created through requests from offices, bureaus, and teams within USAID, with activities designed in accordance with client needs. Portfolios support program activities around knowledge capture, dissemination, and application. KDMD has five portfolios: Web Development & Management, Knowledge & Learning, Communications, Adult Learning & Training, and Assessing & Learning.

### WEB DEVELOPMENT

The Web Development & Management Portfolio is the technical leader in the development and management of the Knowledge-Driven International Development (KDID) portal ([kdid.org](http://kdid.org)) and the broader KDID family of websites, including Microlinks ([microlinks.org](http://microlinks.org)), Agrilinks ([agrilinks.org](http://agrilinks.org)), USAID Learning Lab ([usaidlearninglab.org](http://usaidlearninglab.org)), and Women's Leadership in Small & Medium Enterprises ([wlsme.org](http://wlsme.org)). The Web Development team also provided ongoing development and support for non-KDID sites, such as the Economic Growth Learning Center (EGLC) and the Feed the Future (FTF) website; transition support for the Jamaica Partners for Educational Progress Community of Practice website (now the Caribbean Partners); and close-out support for the Social Transitions website.

As the architects and maintainers of the knowledge infrastructure for KDMD, the team continues to advise clients and staff on technology, as well as new tools and capabilities required to achieve client objectives. The Web Development team employs in-house staff as well as vendors to create all aspects of site design, build, launch, and maintenance. To accomplish this, the team:

- Works with the server host vendor to create the databases and file systems for each site, either in a stand-alone system or as part of a multi-site architecture
- Works with clients and key stakeholders to translate needs into specific site requirements

- Utilizes requirements to create functional wireframes to determine layout, functionality, and development strategy
- Creates design slides based on the wireframes to illustrate the visual look and feel of the site and updates these slides as needed
- Builds and develops the sites based on the requirements, wireframes, and design slides
- Coordinates in-house builder/developer and external developers to ensure collaborative work processes
- Trains program managers and key site stakeholders on general and unique site functionality
- Conducts quality assurance tests for functionality and usability

After a site is launched, the Web Development team works closely with designated site managers to ensure each site is kept up-to-date and dynamic. The Web Development team continues to introduce new features and tools to the portal and its family of websites without compromising the integrity of the portal.

During this reporting period, KDID and the FTF sites received frequent updates and enhancements. In addition, the Web Development team successfully built, launched, managed, and enhanced three new Drupal 7 sites: a redesigned site for Agrilinks ([agrilinks.org](http://agrilinks.org)) that exists independent of the KDID portal, a new site for Women's Leadership in Small & Medium Enterprises ([wlsme.org](http://wlsme.org)), and PPL's USAID Learning Lab ([usaidlearninglab.org](http://usaidlearninglab.org)). Further, the Web Development team began the process of preparing each site for hand-off at the end of the contract.

## KNOWLEDGE & LEARNING

The Knowledge & Learning (K&L) Portfolio works with traditional and digital learning mechanisms to develop and implement innovative, creative, and effective ways to capture and share knowledge, leverage good practices, and improve performance for USAID and its partners. The K&L Portfolio, in collaboration with the rest of the KDMD team, designs and manages a dynamic portfolio of knowledge and learning activities utilizing a variety of innovative tools to pilot new approaches, consolidate best practices, and ensure the delivery of high-quality services to USAID. In addition to designing and implementing learning activities for USAID, the K&L Portfolio also documents promising practices through knowledge capture and management to share with the KDMD team, QED, and USAID.

K&L Portfolio activities include scoping, design, and facilitation of customized knowledge sharing activities and learning products including:

- Technical seminars
- Online discussions and webinars
- Screencasts, wikis, and other learning tools and products
- Learning networks, communities of practice, and working groups
- Trainings, workshops, and special events

The K&L Portfolio works with other portfolios across the project to provide support to KDMD programs. During this reporting period, the K&L Portfolio provided facilitation, documentation, and capture support for approximately 25 seminars, 5 external events, and 3 trainings, and provided facilitation and coordination support for 8 online discussions and 11 webinars. The K&L Portfolio also created numerous learning products and tools, and provided activity scoping assistance for multiple KDMD programs. In addition, the K&L Portfolio took a lead on the development of learning guidance for the PPL and Food Security/Ag Programs.

## COMMUNICATIONS

The Communications Portfolio provides support across KDMD's programs by developing and implementing communications strategies, creating and providing quality assurance on collateral and materials for distribution, leading online content management efforts, and supporting event management. The Communications team is divided largely by program and activity with designated points of contact to assist with activity management and to advise on issues of knowledge capture, packaging, and dissemination. The project's design staff are also members of the Communications Portfolio, providing sophisticated web-based and print design.

The team's work includes development of online and in-person engagement strategies and materials, such as email campaigns, print advertisements, and social media outreach. The Communications team also leads the project's development of innovative multimedia products, including video interviews and blogs, digital storytelling, interactive slideshows, simple animated stories, and website tours and tutorials.

The Communications team works closely with the Web Development team on all information architecture, design, branding, quality assurance, and user testing for new and existing websites. In addition to managing outreach and engagement strategies for the project's websites, the Communications team provides copy-editing, proofing, and meta-data tagging for online content and other project documents.

Finally, in this final period of the project, the Communications Portfolio has played a critical role in the development of KDMD's final reporting products. Along with the Assessing & Learning Portfolio, Communications helped to develop the framework for a streamlined, interactive online report to showcase the project's accomplishments over its 5-year life. Communications also curated the content submitted for this close-out product, led the design effort, and provided the majority of the technical implementation. Communications' close-

out work also involved conducting video interviews with USAID partners and departing project staff to capture insights on their experience with KDMD and the lessons to be learned from the project.

## ADULT LEARNING & TRAINING

The Adult Learning & Training (ALT) Portfolio promotes a blended learning approach which combines in-person and online interaction to drive the highest learning impact. Blended learning approaches move beyond the traditional classroom setting and include participatory and self-paced modules, interactive and stand-alone courses, videos, webinars, and other distance learning techniques. The team's blended approach helps to move the participants toward a continuous learning experience that extends learning before, during, and after a workshop or training.

The ALT team consists of instructional designers, adult learning specialists, programmers, and USAID subject-matter experts who collaborate to develop blended learning courses. The blended learning solutions are hosted on Microlinks, the Economic Growth Learning Center (EGLC), the USAID Learning Management System (LMS), and other sites. During this reporting period, the Adult Learning & Training team worked primarily on online learning development with EG, MD, PPL, and IDEA/GP.

The ALT team increased their collaboration with the USAID University team to load courses and build out training environments on their new platform with Cornerstone. KDMD met many times with the LMS team and consultants from Cornerstone to learn about this new system. The certification courses presented new requirements and configurations for USAID, which resulted in more coordination and planning than originally anticipated.

## ASSESSING & LEARNING

The Assessing & Learning (A&L) Portfolio provides assessing and learning support to both internal and external KDMD project products and services.



Figure 1:

KDMD staff interviews Beth Cullen of the International Livestock Research Institute in Addis Ababa, Ethiopia.

This is done through surveys, which measure client satisfaction, perceived usefulness of products and services, and continued use/application of products and services. Through the use of After-Action Reviews (AARs) and other tools, services and internal processes are also assessed and fed back into the project for continual improvement and adaptive learning. During the last nine months, the A&L team has continued to provide survey design and analysis support throughout the project. A&L created new survey instruments for the rebranded MPEP Seminar Series, Twitter chats, and newly designed trainings and courses for both BFS and E3 to better understand participant experience and incorporate feedback into future efforts. As this project nears its completion, A&L also played a key role in the evaluation and final reporting about the impact of KDMD. To capture more qualitative impact data, A&L launched the largest outreach and data collection initiative in the project's history, conducting over 20 key informant interviews and receiving feedback from hundreds of participants who have benefitted from KDMD. These findings provided a qualitative balance to an interactive online report that tells the story of KDMD. Working closely with the Communications Portfolio, the Assessing & Learning team established key indicators and collected data from a diverse array of project documents and platform analytics. These efforts have culminated in a comprehensive understanding of KDMD that will be reflected in the project's online final report.

### 3. MICROENTERPRISE & PRIVATE ENTERPRISE PROMOTION PROGRAM

QED’s knowledge management and training work began with the Microenterprise Development office under the Accelerated Microenterprise Advancement Project (AMAP). In early 2012, the Microenterprise Development office was reorganized into the Microenterprise and Private Enterprise Promotion (MPEP) Office, with two teams: the Microenterprise Development (MD) team and the Private Enterprise (PE) team. The KDMD contract sits in the MPEP Office and the team works with the Office across MPEP’s priority areas that fall within the scope of knowledge management and learning. KDMD continues to work with both the MD and PE teams, and on specific MPEP initiatives such as Women’s Leadership in Small and Medium Enterprises (WLSME), Emerging Payment Systems (EPS), and the “Engaging the Power of the Private Sector for Development” training. For clarity, this MPEP Program chapter is divided into five sections that cover MD, PE, WLSME, EPS, and the training.

#### MICROENTERPRISE DEVELOPMENT

During the earlier part of this reporting period, the MD team went through an extensive reorganization process to refine their strategy and focus areas. During this planning period, MD slowed its level of activity with KDMD, but in March 2013, Jeanne Downing became the new MD Activity Manager and began to work with KDMD to scope a pipeline of seminars as well as other activities for the remainder of the KDMD contract. The first seminar in the new MPEP series took place in March and focused on market systems, food security, and resilience. KDMD was also asked to support the organization and implementation of the third offering of the Private Sector Development Officers training, which became a major focus for the MD team from May–July (see the “Engaging the Power of the Private Sector for Development” training section later in this chapter for more information).

KDMD continued to support the following broad objectives in their collaboration with the MD team:

- Facilitate knowledge sharing and learning by assisting with the accumulation of tacit and explicit knowledge related to microenterprise development

**Table 1: Microlinks Monthly Analytics for Key Indicators (November 15, 2012–August 31, 2013)**

MONTH	VISITS	UNIQUE VISITORS	UNIQUE PAGEVIEWS	NEW VISITORS	RETURNING VISITORS
Nov 2012	4,978	3,947	8,714	3,486	1,492
Dec 2012	7,487	5,828	13,845	5,170	2,317
Jan 2013	8,632	6,593	16,559	5,939	2,693
Feb 2013	9,547	6,775	20,061	6,004	3,543
Mar 2013	9,973	7,056	21,463	6,279	3,694
Apr 2013	9,626	7,122	19,391	6,355	3,271
May 2013	7,561	5,289	15,788	4,564	2,997
Jun 2013	6,982	4,777	13,769	4,125	2,857
Jul 2013	7,276	5,165	14,741	4,566	2,710
Aug 2013	7,509	5,548	14,622	5,006	2,503

- Design, implement, and facilitate scalable, replicable knowledge and learning tools and approaches including implementation of the Grants Under Contract (GUC) mechanism
- Promote collaboration among practitioners by encouraging knowledge flow across the microenterprise development industry
- Contribute lessons learned to the broader fields of KM and adult learning

## Web Development

The Web Development Portfolio's work with the MD team during this period focused on maintaining the Microlinks website. The Web Development team continued to refine Microlinks, enhancing functionality and the user experience.

In collaboration with its subcontractor, the Web Development team continued efforts from the previous period to add Event functionality and update the Value Chain Development Wiki (VC Wiki). A new event series was created to meet the needs of the MPEP seminars. The VC Wiki update included a major overhaul to the way users navigate and access the wiki. In addition, new fields were added to the wiki nodes to better relate associated content and color code similar sections.

Efforts also continued through the end of the period to remove Microlinks from the KDID portal and migrate it to a standalone platform.

## Knowledge & Learning

### Seminars and Events

The K&L Portfolio supported the MD team throughout this reporting period primarily through the implementation of seminars and other in-person and online events. After discussions with the MD team throughout 2012, the decision was made to combine and re-brand the popular Breakfast and After Hours Seminar Series into one comprehensive series that focused on inclusive market development. The K&L Portfolio supported the development and launch of the new "MPEP Seminar Series" during this reporting period, with the first seminar taking

place in March 2013. While adjusting the focus of technical content, the series continued to provide a high quality, in-person and online forum for knowledge exchange through expert presentations, a webinar platform, and facilitated Q&A. A suite of learning products (including screencasts, webinar recordings, transcripts, PowerPoint presentations, and audio files) were regularly produced, posted, and promoted after all seminars.

The K&L Portfolio also supported the MD team through planning, implementation, and capture of the MPEP Evidence Summit and the follow-on online Speakers Corner. Finally, the K&L Portfolio led the development of resources on learning networks, including the "Practices of Successful Learning Networks" paper, based on experiences from the Growing Organizational Value Chain Excellence (GROOVE) Learning Network.

### MPEP Seminar Series

The USAID MPEP Seminar Series: Exploring Frontiers in Inclusive Market Development, was officially launched during this reporting period, following the Evidence Summit held in December 2012. This new series was the result of extensive discussions with the MPEP Office, and the decision was made to combine the former Breakfast and After Hours Seminar Series into one comprehensive series that reflected the MPEP Office's new strategy and objectives. The MPEP Seminar Series aims to promote inclusive market development through efforts to support households and smallholders to improve their well-being while participating in market systems. This series provides a venue for practitioners, donors, and researchers to explore emerging evidence and practice on effective ways to promote inclusive markets to a wide spectrum of people living in poverty. Seminar themes have included graduation strategies, inclusive value chain development, private sector engagement, agricultural and rural finance, gender, and emerging areas within USAID such as mobile solutions, youth, and resilience.

KDMD provided planning, design, outreach, implementation, and post-event product development support for five MPEP seminars

during this reporting period. A new interactive polling technology, Poll Everywhere, was utilized during the June seminar to collect and display immediate feedback from both in-person and online participants on three questions. Seminars conducted during this reporting period reached over 700 individuals, both in-person and through webinar, which included:

- “Pushing the Limits: Lessons from CARE on Market Systems Approaches, Food Security, and Resilience,” presented by Christian Pennotti (CARE) on March 21

**42** in-person **93** webinar

- “Monitoring and Evaluating when Facing Complexity: Perspectives from a Practitioner-Led Initiative,” presented by Marcus Jenal (Mesopartner) and Tjip Walker (USAID/PPL) on April 25

**38** in-person **100** webinar

- “Integrating Women into Value Chains: Lessons from Pakistan, Afghanistan, and Ghana,” presented by Helen Loftin and Ariane Ryan (MEDA) on May 16

**33** in-person **97** webinar

- “What Will it Take to Transform African Agriculture 2013-2030?” featured a panel discussion with Jerome Wolgin (USAID/AFR), Thomas Jayne (MSU), and David Atwood (USAID/BFS), moderated by Jeanne Downing (USAID/E3) on June 20

**76** in-person **154** webinar

- “Facilitating Systemic Change: Experiences from Feed the Future’s Projects in Uganda,” presented by Eric Derks (TetraTech) on August 1

**36** in-person **63** webinar

## KUDOS

“Really nice that CARE had folks online to answer questions. Great plan for future topics to make sure that audience gets engaged.”

- Webinar participant, MPEP Seminar #1

### Emerging Payment Systems Seminar Series

The purpose of the Emerging Payment Systems (EPS) Seminar Series (originally the Mobile Financial Services Seminar Series) was to facilitate knowledge sharing on key legal, regulatory, cultural, enforcement, security, and information technology (IT) issues, related to emerging payment systems (including, but not limited to, mobile financial services), with a special emphasis on safeguarding systemically important payment systems and increasing accessibility for usage by disabled persons. The last of the nine seminars in the series took place during this reporting period:

- “Mobile Financial Services for Visually Impaired End-Users Pilot Initiative,” presented by Aubrey Webson (Perkins International) and Martin Kieti (Perkins International’s Institutional Development Program), with moderators Charlotte McClain-Nhlapo (USAID) and Maria Stephens (USAID) on May 21

**12** in-person **28** webinar

### MPEP Evidence Summit

The K&L Portfolio provided critical support to the December 2012 MPEP Evidence Summit: From Microfinance to Inclusive Market Development, which was postponed from its original October 2012 date due to Hurricane Sandy. The Summit was organized to help guide USAID’s promotion of inclusive market development, particularly in support of the effort to achieve sustainable outcomes for vulnerable populations, and to align MPEP’s work with the Feed the Future and Global Climate Change initiatives over the next few years. The K&L Portfolio played a substantial role in working with USAID to implement and document this Summit. K&L provided project management

support to this event, including managing deliverables and agenda development, speaker outreach and technical assistance, participant communications, venue and vendor procurement, event planning, and logistics.

During the Summit, K&L staff also managed Turning Point Technologies, an audience response system. This helped to effectively engage the audience in a structured discussion on key questions and considerations. The K&L Portfolio also provided support in event capture for eight sessions, producing seven screencasts and a set of audio and transcript files.

Following the Evidence Summit, K&L collaborated with USAID to brainstorm and develop a pipeline of activities, aligned with the Office's theme of inclusive market development, for the remainder of the KDMD contract. In addition, K&L helped manage the February Speakers Corner, a follow-on conversation hosted on Microlinks.

## KUDOS

"The Summit was, by all measures, a high-quality event."

- MPEP staff member

"Thank you for all your great work to put on the Evidence Summit...It was a terrific success in my view. I learned a lot and enjoyed both the camaraderie and the venue. I truly appreciate the support you gave me to participate in the event."

- Summit panelist

### Online Facilitation

#### Speakers Corners

The K&L Portfolio supported one Speakers Corner during this reporting period. Speakers Corners are facilitated online discussions that give practitioners the opportunity to share their experiences, learn from peers, and advance a dialogue on critical issues. Discussion facilitators post daily topics and questions, while participants share their experiences and learn from one another.

The "Strengthening Smallholder Resilience Through Inclusive Markets: Considerations for Program Design" Speakers Corner was held on Microlinks from February 26-28, 2013. The discussion served as a public-facing follow-up to the MPEP Evidence Summit held in December 2012. The conversation centered around the role of inclusive market development in strengthening smallholder resilience and ultimately creating sustainable systems that break chronic cycles of poverty. Key discussion questions included:

- How can development partners such as USAID effectively reach the least productive majority of smallholders and achieve meaningful poverty reduction?
- What kinds of locally sustainable microfinance service and delivery systems have enabled subsistence smallholders to build their resilience capacity and even to accumulate productive assets and pursue commercial opportunities?
- What have we learned about bringing smallholders into value chains and market systems? What are the circumstances, policies, and programs that lead to inclusion?

Thomas Jayne (Michigan State University), Christopher Dunford (Freedom From Hunger), and Elizabeth Dunn (Impact LLC) facilitated the 3-day conversation. There were 111 people registered for the discussion (including KDMD support staff,

## KUDOS

"There is no way I can do justice to the richness of the discussion in a brief summary, so I hope that MPEP will be able to mine this resource more deeply. At the least, I hope to incorporate some of this into the paper that I am writing for [MPEP] on smallholder participation, value creation, and value capture."

- Discussion facilitator

"It was a great event! [It] provided a lot of content for us to use going forward!"

- MPEP staff member

facilitators, and USAID activity leads) with a total of 155 comments from facilitators and participants. Resources and summary posts for each day were posted on the online discussion space.

### **Webinars**

On March 6, the K&L Portfolio provided webinar support to Deloitte and Touche for their Impact Investing Fund Economics Project. The objectives of this event were to:

- Share observations from the Fund's economics disclosure exercise
- Share experiences from pilot funds with the larger group
- Discuss outstanding concerns around the financial reporting template and performance disclosures
- Agree on next steps

The K&L Portfolio assisted with the planning and implementation for this event through the Adobe Connect webinar platform. This webinar fed into an in-person event that was held in New York on March 14 that brought together Deloitte, participants in the Impact Investing Fund Economics Project, and USAID. Over 20 attendees participated in the discussion.

### **Learning Networks**

The K&L, Communications, and Web Portfolios finalized the "Practices of Successful Learning Networks" paper during this reporting period. This paper captured important lessons learned from the Growing Organizational Value Chain Excellence (GROOVE) Learning Network and shared reasons why learning networks can be a valuable tool to generate and share learning among network members as well as with the larger industry. The purpose of the paper was to:

- Characterize elements of a learning network, drawing on USAID experiences with learning networks supported through the KDMD project, and provide the rationale for why USAID or other donor institutions should invest in creating learning networks

- Provide a description of practices that contribute to the success of a learning network, and share practical lessons and examples from the GROOVE Learning Network that can be used by those who are considering whether to implement a learning network approach or who are currently participating in a learning network
- Set the stage for continued exploration and learning about learning networks as this approach is used by others and adapted to different settings

The paper is a companion piece and featured resource on the Learning Networks Resource Center ([usaidlearninglab.org/learning-networks](http://usaidlearninglab.org/learning-networks)) that is currently located on the Learning Lab website. The Center is an online space for USAID and partner organizations interested in learning and collaborating around the Agency's learning network approach.

### **Communications**

The Communications team continued to support MPEP's MD team by implementing the existing communications strategy and developing or updating diverse products tailored for specific audiences to easily access, digest, and apply knowledge resources. This strategy is based on an understanding of creating optimal formats for intended effect. Over the reporting period, the activities of the Communications team largely fell into four broad categories:

- Event support, promotion, and capture
- Product development
- Outreach and engagement
- Microlinks management

In these efforts, the team worked closely with the other project portfolios, especially K&L and Web Development, to support the program objectives.

#### **Event Support, Promotion, and Capture MPEP and EPS Seminars**

Based on efforts in the previous period to re-envision the various seminar series offered under the MPEP umbrella, Communications supported the launch of the new MPEP Seminar Series: Exploring the Frontiers of Inclusive Market

Development in March 2013. Communications implemented a rebranding of the seminars, which involved creating new templates for email invitations, reminders, presentations, promotional advertisements, and interview video graphics. In addition, Communications worked with the Web Development Portfolio to create a landing page for the new series and to update Microlinks' navigation and FAQs accordingly.

Beyond the series rebranding, the Communications team supported the actual implementation of the five MPEP seminars held during the period, as well as the final EPS seminar in the Emerging Payment Systems Seminar Series. Communications activities related to these seminars included supporting the invitation process; producing graphic design elements related to promotion, reviewing, and disseminating post-event products; and recording and producing greenroom interviews with presenters following the seminars. Communications also continued to encourage community engagement on social media platforms by actively promoting events and related content via Twitter, Facebook, and LinkedIn.

### **MPEP Evidence Summit**

For the MPEP Evidence Summit (originally scheduled for October 2012 and then rescheduled for December 2012), Communications provided substantial support for the invitation and registration processes and updated all Summit promotional materials when the event date was changed. In preparation for the Summit, Communications also finalized, formatted, and branded all of the materials for distribution during the event, including the agenda, session briefs, PowerPoint templates, speaker biographies, and the participant list. Also prior to the Summit, the Communications team recorded two video interviews with key industry experts who would not be able to attend in person—Gary Gereffi (Duke University) and Syed Hashemi (BRAC University)—so that they could be shown during the event.

During the Summit, the Communications team was on hand to record several key USAID presentations with Administrator Raj Shah, Assistant Administrator Eric Postel (E3), Deputy Assistant

Administrator Wendy Abt (E3), Senior Deputy Assistant Administrator Greg Gottlieb (BFS), and a panel that included Gottlieb, Deputy Assistant to the Administrator Tony Pipa (PPL), Director Dina Esposito (Office of Food for Peace), Global Climate Change Coordinator Katherine Batten, Senior Coordinator for Gender Equality and Women's Empowerment Carla Koppell, Senior Household Economic Strengthening Advisor Jason Wolfe (Office of HIV/AIDS), and Senior Enterprise Development Advisor Jeanne Downing. These were then produced into three videos and shared out through Microlinks.



Figure 2:

USAID Administrator Rajiv Shah speaks at the MPEP Evidence Summit, which focused on using evidence to guide USAID's inclusive market development strategies.

The team also supported the February 2013 follow-on Speakers Corner, advertising the online discussion through Microlinks and Agrilinks, Connections, and various social media outlets.

### **Other Events**

During this period, the Communications team was contacted by the SEEP Network and asked to assist in event capture at the May 30, 2013 Livelihoods and Food Security Technical Assistance (LIFT) Project Learning Event, "Harnessing the Power of Cross-sectoral Programming to Alleviate HIV/AIDS and Food Insecurity," jointly hosted by SEEP, USAID, and FHI 360. In support of the event, Communications staff recorded and produced six greenroom interview videos with key presenters identified by SEEP. KDMD also provided equipment for and advice on the audio recording of breakout sessions.



Figure 3:

KDMD staff interviewed Jason Wolfe from USAID’s Office of HIV/AIDS to capture his insight on the importance of cross-sector programming when designing public health-related projects.

### Product Development

The Communications Portfolio continued to produce the Connections e-newsletter on a monthly basis, working with content contributors and writing original stories for a total of 77 articles, 39 calendar items, and 12 special features. Connections was distributed to a mailing list of approximately 8,400 recipients (on average) in more than 90 countries. Moreover, after working through an intensive process with USAID’s Office of the Chief Information Officer, and with tremendous support from Zachary Baquet and Lane Pollack, the email

distribution problem that had been plaguing KDMD since the spring was largely resolved. The distribution list cleaning required by the process meant that the list’s growth rate was lower than in periods past, but the bounce rate dropped from 13.3 percent down to 1.5 percent. In practice, this means that nearly 1,000 USAID staff who had stopped receiving Connections are now getting the newsletter again. In the last 6 months, more than 30 industry partners contributed to or were featured in Connections (see text box).

### MICROLINKS & CONNECTIONS CONTRIBUTORS:

- ACDI/VOCA
- ACCION
- Afghanistan Microfinance Association
- Al Huda Centre of Excellence in Islamic Microfinance
- AZMJ
- Bill and Melinda Gates Foundation
- Business Fights Poverty
- CARANA
- CARE
- Center for Social Innovation (Stanford)
- Center for Sustainable Global Enterprise
- CGAP
- Catholic Relief Services
- Devex
- Eldis
- FIELD-Support LWA (FHI 360)
- Finance Alliance for Sustainable Trade
- Global Development Network
- Grameen Foundation
- GROOVE Learning Network
- ILO’s Microinsurance Innovation Facility
- Innovations for Poverty Action
- Institute for International Research
- International Youth Foundation
- Local Economic Development Network of Africa
- Making Cents International
- MasterCard Foundation
- MEDA
- Mercy Corps
- Michigan State University
- Microcredit Summit Campaign
- Microfinance Centre
- Microfinance Club of New York
- Microinsurance Network
- MicroRate
- Mobile World Congress
- OECD
- Oxfam
- Perkins Institute
- Royal Tropical Institute
- SEEP Network
- Shorebank International
- Small Business Banking Network
- UNDP
- Women’s World Banking
- World Bank
- World Council of Credit Unions

Due to the strong viewership and positive responses from the Microlinks video series in previous periods, Communications continued to conduct interview recordings and production for events and activities as requested. The Communications team also leveraged its experience creating “Video Notes,” a Food Security/Ag Program series, to capture the insights of Mike Ducker, Entrepreneur-in-Residence at USAID’s Global Entrepreneurship Program. The 11-minute Microlinks Video Note focuses on the Global Entrepreneurship Program’s work in Egypt to start, grow, and facilitate financing for growth-focused start-ups.

The following table summarizes the size and reach of the new videos in KDMD’s growing multimedia library over the last nine months:

**Table 2: Microlinks Video Statistics (November 2012–August 2013)**

VIDEO SERIES	NUMBER OF VIDEOS	COMBINED VIEWS AS OF 9.6.13
Seminar Greenroom Interviews	11	549
Nov 2012 SEEP Conference	10	732
Dec 2012 MPEP Evidence Summit	4	590
May 2013 LIFT Learning Event	6	123
Cracking the Nut Promotion	8	355
Video Note	1	189
<b>TOTAL</b>	<b>31</b>	<b>2,538</b>

In addition to updating the existing Microlinks collateral to reflect changes to MPEP’s Seminar Series, the Communications team was also asked to produce three new one-pagers related to MPEP’s learning activities for USAID’s “How E3 Promotes Learning: Reflect, Revise, Results” event held on June 26, 2013. The new collateral featured information about MPEP’s value chain resources (e.g., the Value Chain Development Wiki and online training course), the Life in the Village simulation activity co-created with BFS, and the Office’s series of New Payment Systems Technical Capacity Building Workshops.



**Figure 4:**  
Mike Ducker of the Global Entrepreneurship Program speaks with KDMD staff about facilitating angel investment for youth-owned start-ups in Egypt.

## KUDOS

“I cannot tell you enough how much you and your team amaze me. Given no guidance on this, you did a great job.”

*- KDMD COR on the E3 learning event collateral*

## Outreach and Engagement

KDMD's outreach efforts have focused on engaging USAID staff and missions, select partner organizations, and the industry as a whole through venues and channels appropriate to each. By reaching out to these various audiences, the team has worked to build channels to both capture knowledge about microenterprise development and effectively organize and disseminate it to provide increased value to the greater microenterprise development community.

As part of this effort, the Communication team continued to lead KDMD's participation in various industry events in order to promote MPEP's work in inclusive markets, raise awareness about the features that Microlinks and other KDMD activities can offer to the development community, identify and engage with future content contributors for knowledge products, and strengthen relationships with strategic partners. This conference participation is known on the project as the "Roadshow" since it is KDMD's opportunity to "go on the road" to engage with stakeholders at large industry gatherings, allowing the team to maximize its outreach opportunities.

Due to the scheduling of industry conferences (many of which tend to occur in the fall), KDMD's MPEP Program did not participate in many traditional Roadshow events between November 2012 and August 2013. Instead, KDMD's MPEP Program was involved in several new events, including:

- LIFT Learning Event
- USAID/E3's learning event
- USAID KM Expo

The project's usual participation in the Cracking the Nut Conference was complicated this year by the decision to hold two regional events—in Germany and Rwanda—rather than one conference in Washington, DC. To address KDMD's inability to attend the events and capture the typical video interviews, the Communications team worked with conference organizer AZMJ to record and produce eight pre-conference promotional interviews instead.

## KUDOS

"I wanted to extend my sincerest thank you to USAID and QED for the invaluable assistance provided to AZMJ to assist in the promotion of our Cracking the Nut Conferences. With its extensive expertise of knowledge management, QED has done an exemplary job in communicating the mission and content of our conferences to the public in an effective and engaging manner.... You have approached our partnership with the utmost professionalism and commitment to ensuring high-quality results. Flexible, responsive and positive, it has been an absolute pleasure to work with your team."

- Conference organizer

Similar to 2012, KDMD will also support the Global Youth Economic Opportunities Conference, which will be held after the end of the reporting period in September 2013. The MOU with conference organizer Making Cents International obligates KDMD to promote the conference prior to the event, record and produce five video interviews, record and produce a vignette video where multiple interviewees answer the same question, create and post at least six blog posts, and live-tweet during ten conference plenary and workshop sessions.

In addition to KDMD's Roadshow outreach, the team also continued to work closely with the FHI 360-implemented FIELD-Support LWA over the reporting period to assist in knowledge sharing and dissemination of the work done by FIELD's associate award projects. To this end, nine new FIELD Briefs, FIELD Reports, and other key associate award resources were added to Microlinks over the 9-month period. In addition, activity profiles were created on the KDID portal for three new associate awards—Mobile Money Accelerator Program (MMAP), Mobile Solutions Technical Assistance and Research (mSTAR) program, and Iraq Opportunities Project (Foras)—and updates were made to the FIELD main page, the Fostering Agriculture Competitiveness Employing Information Communication Technologies (FACET) project page, and the LIFT page. News about FIELD-funded knowledge products was also

featured regularly in Connections, including briefs and reports. from the following associate awards:

- FACET
- mSTAR
- Public-Private Partnerships Development Program in Ukraine (P3DP)
- Supporting Transformation by Reducing Insecurity and Vulnerability with Economic Strengthening (STRIVE)

Similar to these FIELD-Support LWA associate award profiles, KDMD developed a series of activity profiles on the KDID portal for the Volunteers for Economic Growth Alliance (VEGA). To date, a VEGA landing page and 15 activity pages have been created on the portal.

**Microlinks Management: Content, Design, and Promotion**

NEW MICROLINKS CONTENT	NUMBER OF VIDEOS
Blogs	57
External events	85
Library resources	119
News items	70
Opportunities	17
Rotator images	33

As Microlinks viewership and site use continued to grow over the last nine months, another key function of the Communications team was to upload and/or moderate the content being submitted by partner organizations and external users for inclusion on the site in the form of contributed event announcements, news stories, opportunities, and library resources. The Communications team also spent time researching new and relevant content, especially microenterprise development events and trainings, to be featured on Microlinks. This content was regularly promoted through Microlinks social media channels and on the other KDMD-managed websites, when appropriate. Especially noteworthy content was also promoted on the Microlinks homepage in the slideshow rotator.

**Adult Learning & Training**

**Value Chain Courses**

KDMD and GLS continued to advance on the final two courses of the USAID Value Chain Approach e-learning series. Through May 2013, the first two completed courses in the series reached a high level of participation: “Learning Value Chain Basics” had over 550 members and “Managing a Value Chain Project” had over 140 members. The courses continue to be hosted on both Microlinks and USAID’s new LMS platform.

During this period, the training team was excited to complete the development of the fourth course in the series, “Monitoring and Evaluation of a Value Chain Project.” This course provides an understanding of how the principles outlined in the “Learning Value Chain Basics” course can be applied throughout the implementation phase of a value chain activity, ensuring that USAID works with implementers to achieve the best results possible. This course will be loaded onto Microlinks as well as USAID University. Like the other courses in the series, Course 4 could be included as a recommended activity for the online portion of the Economic Growth Overview course.

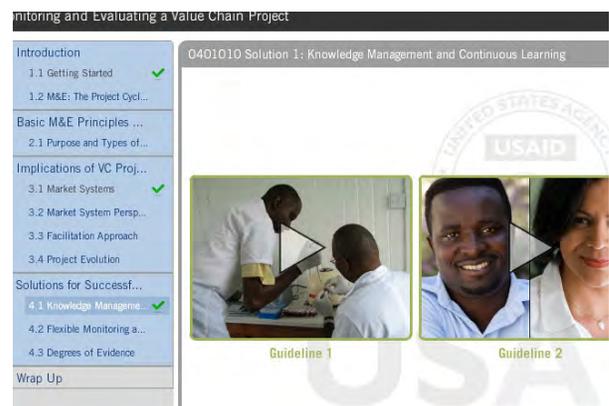


Figure 5: An example storyboard from the ALT “Designing a Value Chain Project” course.

**Value Chain Wiki**

KDMD completed the upgrade of the Value Chain Wiki, which was originally launched in 2009 serving as a popular tool in the suite of MD’s value chain learning resources. This interactive resource allows users of all levels of understanding (unfamiliar, basic, intermediate, advanced, and expert) to journey

# KUDOS

"I am currently busy with the Managing A Value Chain Project Course through Microlinks. It is brilliant and very relevant to the work we must launch in my country in about a week's time."

- Course participant

through their appropriate path to learn more about the value chain approach. The wiki upgrade, which began in the previous period and was finalized in this period, included navigational changes as well as structural improvements to the overall learning experience throughout the many stages of the value chain methodology.

## Assessing & Learning

The A&L Portfolio supports the MPEP Program by providing:

- Monitoring and evaluation structure
- Collection and analysis of program activities
- Statistics tracking systems
- After-Action Reviews and standardization of learning feedback loops

During this period A&L recalibrated both the survey instrument and activity reporting for the newly branded MPEP seminar series. Specifically, each survey featured customized questions that engaged participants learning around the specific topic, while maintaining standardized Likert scale questions to ensure the integrity of comparison. Activity reports now also include built-in sections that compare key statistics across the seminar series to provide clearer context to quantitative data about the specific event. Activity assessment surveys were distributed, collected, and analyzed for one Speakers Corner and five MPEP Seminars. Because the MPEP Seminar Series was a newly branded series, A&L also prepared synthesis documents that highlighted the successes of the series. These documents were shared with the larger MPEP Office, as well as the E3 Bureau's Front Office.

## Learning & Impact

The KDMD project uses information collected during monitoring, evaluation, and analysis activities and through the After-Action Review process to inform and capture lessons learned in the process of planning and implementing activities and the impacts that resulted from changes over time.

## MPEP Seminar Series



*Average Seminar Satisfaction: 4.36/5*

As has been previously mentioned, the most significant change to KDMD's first and largest program during this period was the creation of the MPEP Seminar Series, which combined two of the MPEP Office's long-standing event series. The new focus of the series reflected both changes in MPEP's strategy as well as discussions held with USAID staff and industry partners at the MPEP Evidence Summit in December 2012.

Working closely with MPEP staff, KDMD launched the new series in March 2013, taking care to sustain the best practices from four years of implementing other events for USAID. By doing so, the project was able to ensure a smooth transition and not only retained the audience base from the After Hours and Breakfast Seminar Series, but also grew the audience. As a result, MPEP Seminars, on average, boasted higher attendance numbers than either the After Hours or Breakfast Seminars in the previous year.

In addition to higher seminar attendance, with 870 participants total, the six MPEP Seminars have more effectively engaged a global audience: 203 participants have joined from outside the United States, representing 45 different countries, 73 percent of which were in Africa, Asia, and the LAC regions. Several factors contributed to the growth in seminar attendance, including higher web traffic on Microlinks, higher subscriptions to the monthly Connections newsletter, and more effective cross-promotion with other USAID Bureaus' KM initiatives.

The webinar has also become a space for more vibrant discussion. When CARE's Christian Penotti presented during the April MPEP Seminar, there were also members from CARE joining via webinar to field questions. The value that this added to the webinar experience was noted by the online participants. One remarked that it was "really nice that CARE had folks online to answer questions. Great plan for future topics to make sure the audience is engaged." Now, it is considered best practice for the presenting organization to have someone in the webinar space as well.

In the interest of ensuring that these seminars include mechanisms for two-way conversations, KDMD continued to look for new ways to engage with the audience. During the June 2013 MPEP Seminar—one of the program's mostly highly attended events—the team piloted the use of Poll Everywhere. This online tool allows the facilitation team to design poll questions, post those questions on a presentation or website, and receive immediate responses from participants via cell phone, Twitter, or online. In the case of the June seminar, Poll Everywhere was used to capture both webinar and live audience's response to the seminar topic. Although most people found it to be an entertaining exercise, it was also deemed too time consuming for the value add, and so was discontinued. KDMD hopes that MPEP will continue to look for other easy engagement tools as it implements seminars and events in the future.

### **Learning Networks**

USAID awarded the New Partners in Value Chain Development (later re-named to the Growing Organizational Value Chain Excellence—GROOVE—Learning Network) grant in June 2009 in an effort to support a growing cadre of non-governmental organization (NGO) and private voluntary organization (PVO) partners who are dedicated to improving their knowledge, skills, and abilities in the field of value chain development in collaboration with USAID and other major donors. The grant activities were implemented over a 3-year period, with grants managed by the KDMD project in partnership with USAID's MPEP Office.

Based on the project's work with GROOVE, KDMD and USAID staff began working in the fall of 2012 to capture lessons on building and facilitating successful learning networks. The guidance from the GROOVE experience has been synthesized into an online Learning Networks Resource Center (which is housed on USAID's Learning Lab) and the companion "Practices of Successful Learning Networks" report. Since these resources have only been finalized within the last months of the project, they will not inform any KDMD activities, but the project hopes that they will serve to guide USAID and partner organizations interested in learning and collaborating around the Agency's learning network approach in the future.

Although the "Practices of Successful Learning Networks" report and Learning Networks Resource Center were only launched in August 2013, KDMD has already received positive feedback about their impact. After reviewing the materials on Learning Lab, one user had this to say: "This is just to thank you for the good write-ups on Learning Networks. The content has come at the right time when I am working on creating a CoP for corporate sustainability under the United Nations Global Compact - Local network Uganda. For a long time now, I was having trouble translating the network into a virtual learning hub but this has inspired me to take the next step of knowledge evolution for the local networks that I work in."

### **Microlinks Platform Impact Survey**

In anticipation of the end of KDMD, A&L led a survey effort to capture the impact of the Microlinks platform and related activities, including the past After Hours and Breakfast Seminar Series. A&L created three distinct surveys for past participants, customized by their engagement with the platform. An email was designed and the survey was sent to Microlinks members and stakeholders on the various seminar invitation lists. In total, 176 responses were received. The survey also asked respondents to indicate if they were willing to give further context through an interview. Twenty people indicated they were willing to be interviewed, and nine were successfully contacted and interviewed. The results of the impact survey and interviews summaries are included in Appendix D.

## IMPACT

Emily Hendrick, a subcontractor for knowledge and performance management, is six months into a value chain development project in Lebanon. Her project is focused on eight value chains nation-wide, including apples and avocados. Hendrick first came across Microlinks in September 2012 when she was brushing up on the USAID approach to value chain projects. “The first thing that really grabbed me was the value chain development course. It was like a gold mine. It was like ‘Oh my goodness, this is what USAID is saying about how a value chain development project should be managed.’ So that was really useful.” The key concept she took away from the course was that value chain project management should concentrate on facilitation rather than direct implementation. Hendrick shared this approach with the chief of party and deputy chief of party of her project. From there, she went on to explore the Microlinks library to use the monitoring and evaluation resources. Using a CARE M&E design helped her craft a logic model. It was a useful exercise to go through with staff, and USAID was very happy with the work plan that came out for all of these sessions.

## PRIVATE ENTERPRISE

Beginning in December 2012, the focus of the Private Enterprise (PE) Program shifted away from the development of an online portal for corporate engagement. Instead, KDMD was asked to support the creation of a Private Sector Engagement (PSE) Primer for use inside USAID. Over the period, the A&L, Communications, and K&L Portfolios assisted MPEP’s Private Enterprise team not only to develop the new Primer, but also to ensure its effectiveness.

The Communications team, along with support from A&L, took content drafted by PE staff Lawrence Camp and Hugh Haworth and helped to organize and refine the messaging, as well as to incorporate effective mini case studies throughout the Primer. PE and KDMD worked through several draft versions of the Primer until Camp and Haworth felt it was ready to share with a

wider audience for feedback. To this end, KDMD organized an online focus group in February 2013.

Prior to the session, Communications distilled the Primer into a PowerPoint presentation and worked closely with K&L to outline the flow of the focus group. As activity facilitator, K&L also led moderators Camp and Haworth through a dry run/tech test for the session. During the online activity, participants had the opportunity to hear about USAID’s new direction for PSE and offered their own thoughts on the vision presented and what information would be useful to include in the Primer to support that vision. In total, there were nine very carefully selected focus group participants, most of whom were Economic Growth Officers from USAID missions and represented countries including Afghanistan, Ecuador, Ethiopia, Macedonia, Moldova, Pakistan, and South Africa.

Following the focus group, the A&L team prepared a synthesis of the comments and feedback and offered recommendations on edits to the Primer to the PE team. The feedback, as well as evolution in PE’s own thinking about the Primer content led to several additional iterations of the document until it was finalized and printed for the “Engaging the Power of the Private Sector for Development” training in July 2013. In addition to editing, formatting, and branding the Primer, KDMD’s Communications team also assisted PE with the formatting and production of a Financing Growth Field Guide for the training.

Beyond the Primer and Field Guide, several other potential activities for the PE Program workplan were discussed, but none were fully scoped. In May 2013, it was decided to refocus the program on implementation of the training. To learn more about the training, see the “Engaging the Power of the Private Sector for Development” training section later in this chapter.

## WOMEN'S LEADERSHIP IN SMALL & MEDIUM ENTERPRISES

A cross-portfolio team provided ongoing support to MPEP's Women's Leadership in Small & Medium Enterprises (WLSME) initiative through website development, content management, marketing and outreach, event support, and community of practice management. This team also facilitated production of new research on women-owned small and medium enterprises (SMEs) and access to finance. The overall WLSME initiative aims to advance the conversation on women SME business-owners to generate new learning about which women's SME entrepreneurship models work best in different developing country contexts. More specifically, this initiative will:

- Demonstrate what works and where
- Identify the most important constraints and which interventions work best
- Increase awareness around issues of women's entrepreneurship
- Showcase what is happening at USAID in this area

In this period, the initiative included the following major activities which supported these goals:

1. WLSME online community website launch, including ongoing content development and site maintenance
2. Community of practice development
3. Growing Economies Through Women's Entrepreneurship Seminar Series implementation
4. Research production
5. Event support

These activities reflect USAID's intentions both to grow the evidence base in the field of gender and enterprise development, and also to invest in explicit learning through the WLSME grantee network. From January–June 2013, KDMD hired two outside consultants to conduct research on USAID's Development Credit Authority's (DCA) portfolio of loan guarantees to women-owned SMEs. Independent consultants Lara Storm and Heather Kipnis were commissioned to do original analyses of DCA's loan database and individual case studies of DCA programs in Ghana and Ethiopia. Program



Figure 6:

USAID's WLSME.org allows users to quickly find resources, events, and updates related to women entrepreneurs and private enterprise development.

management responsibilities included onboarding the two consultants, coordinating travel to Ghana and Ethiopia, and monitoring expenditures. In support of the learning agenda within the WLSME grantee network, the Program Manager also oversaw Roberta Talmage of the Training Resources Group (TRG) in her continued leadership of the network.

## Web Development

### Website Official Launch and Approval

The Web Development Portfolio worked directly with KDMD’s Graphic Designer and subcontractor Zaloni to publicly launch the new WLSME online community on November 13, 2012, in time for the public launch of the WLSME initiative. Official website approval from LPA was given on November 16.

The initial website was designed to include a dynamic homepage, where users can find all of the latest content added to the site, conduct a quick search, and view the Member Directory. The Member Directory includes streamlined profiles which users can easily populate to share their information with the community. To enable greater community ownership on the site, a simplified content submission function was included to allow registered users to submit their own events and library resources, in addition to the content

posted by the site manager. As part of the Library, intuitive filtering was built so that users can browse resources by geography, topic, and resource type. An Events section was also designed to display seminars from the Growing Economies Through Women’s Entrepreneurship Series in addition to other WLSME-related events. Finally, a Groups section was built under the assumption that the WLSME grantee network would use a closed group to share resources, updates, and engage in discussion.

### Website Upgrades

In 2013, several enhancements were made to the site to better support the initiative’s knowledge sharing objectives. Based on the Agrilinks model, an Activities section was created to showcase work being conducted in related technical areas, both within USAID as well as other organizations. Each Activity includes a brief overview of the program, a list of ongoing activities, and related resources, updates, and contact information. While not comprehensive, this collection is intended to be a starting point for users to see what is already being done in the areas of women’s entrepreneurship and SME development and provide a pathway to connect. The site’s navigation and taxonomy were updated to incorporate Activities.

As USAID and the Communications team became more aware of external events, news, and other

**Table 3: WLSME Monthly Analytics for Key Indicators (November 15, 2012 - August 31, 2013)**

MONTH	VISITS	UNIQUE VISITORS	UNIQUE PAGEVIEWS	NEW VISITORS	RETURNING VISITORS
Nov 2012	77	55	164	55	22
Dec 2012	972	499	2,367	479	493
Jan 2013	748	306	1,999	256	492
Feb 2013	543	220	1,594	183	360
Mar 2013	1,072	624	2,574	557	515
Apr 2013	889	503	2,382	405	484
May 2013	662	421	1,813	348	314
Jun 2013	1,559	777	5,244	670	889
Jul 2013	782	460	2,248	368	414
Aug 2013	707	446	1,874	386	321

content opportunities, an Updates section was designed to house content in a flexible format. Since the implementation of the Updates section, the Communications team has cross-posted relevant news items from other sites, progress updates from the WLSME grantee projects, video interviews, and event summaries. When appropriate, Updates are linked to relevant Activities, Events, and resources in the Library.

In preparation for the Online Forum in July, the Web team added an additional content type to support an Online Forum activity (similar to Microlinks’ Speakers Corners). An Online Forum event page layout was designed and extensive testing was conducted to ensure the technology worked seamlessly.

The first Working Group was added at the end of November 2012.

### Reporting

The Web team also began producing regular monthly Google Analytics reports in March. USAID found these reports to be very useful as part of an ongoing exchange with other donors around website coordination efforts targeted at women’s entrepreneurship and SME development.

### Knowledge & Learning

#### Growing Economies Through Women’s Entrepreneurship Seminar Series

The Growing Economies Through Women’s Entrepreneurship Seminar Series was designed to address some of the most important constraints women face in growing their SMEs. The Series provided a venue for the wider expert community to discuss new findings, knowledge gaps, and new opportunities for research. The following seminars were held during this reporting period:

- “Women’s Leadership in SMEs: Islamic Contexts,” presented by Kanwal Bokharey (USAID/Pakistan), Andrew Baird (RTI International), and moderated by Caren Grown (PPL) on December 7

**40** in-person **36** webinar

- “Sourcing from Women: Meeting in the Missing Middle,” presented by Sarah Thorn (Wal-Mart), Elizabeth Vazquez (WEConnect International), and moderated by Caren Grown (PPL) on March 28

**35** in-person **45** webinar

- “New Insights on Lending to Women-Owned SMEs: USAID’s Credit Guarantees and Technical Assistance,” introduced by Anthony Cotton (DCA), with presentations from Lara Storm (Independent Consultant) and Heather Kipnis (Independent Consultant), and moderated by Anastasia de Santos (MPEP) on June 12

**39** in-person **60** webinar



Figure 7:

Panelists present “Sourcing from Women: Meeting in the Missing Middle” in-person seminar (top) while KDMD staff provide support for online participants (bottom).

# KUDOS

“You guys do such an excellent job with your events. I was on the phone with a person from Liberia, and she said, ‘I heard your question on the webinar the other day!’ You all get such amazing reach!”

- WLSME seminar participant

The K&L and Communications Portfolios captured key information from each seminar and produced a variety of post-event products, including webinar recordings, screencasts, audio recordings, transcripts, and greenroom interviews that were regularly shared out in post-event emails and on the WLSME website.

## Online Forum

The K&L Portfolio provided support for the “Financing Women-Owned SMEs: Continuing the Conversation” Online Forum on June 25-26, 2013. This online discussion brought together USAID, financial sector experts, lenders, and enterprise development partners to discuss examples of successes and challenges in accessing finance for women-owned SMEs. This event was co-hosted with USAID’s Development Credit Authority (DCA) as a way to highlight key findings from their recently published case studies in Ghana and Ethiopia. It also continued discussions from the June 12 seminar, “New Insights on Lending to Women-Owned SMEs: USAID’s Credit Guarantees and Technical Assistance.”

Anastasia de Santos (USAID/E3/MPEP) and Ana Luisa Pinto, Megan Rapp, Christine Ryan, Joseph Obi, and Anna Gohmann (all of USAID/E3/DCA) facilitated the 2-day discussion that brought together 65 participants from 11 countries. There were a total of 57 posts during the discussion with over 600 views throughout the event period. Following the event, a synthesis document was prepared by KDMD and shared out as a library resource on the WLSME website.

## WLSME Community of Practice

### Scoping

As part of the larger WLSME initiative, the MPEP Office allocated funds toward the development of what was originally designed to be a learning network to facilitate learning among the WLSME grantees. Since part of the initiative funding also supports research teams at the World Bank who are pursuing similar research agendas, USAID was interested in working collaboratively with the World Bank’s Poverty Reduction and Economic Management (PREM) Gender and Development Group. To support these goals, it was decided that the USAID grantees would form the core learning network, while World Bank colleagues would be invited to participate in all knowledge sharing activities, but with a less firm commitment to the group. Under this structure, TRG’s Roberta Talmage supported the WLSME Learning Network as its Facilitator, with additional support the Network’s Coordinator on the K&L team. At the close of the November 13–14 workshops, K&L designed an initial plan for interacting with learning network members, which was then shared with the USAID Activity Lead for approval.

### Virtual Meetings

The K&L team began by conducting brief phone calls with each of the learning network organizations and project teams to document their comfort level in sharing knowledge and what they wanted to get from the group. For the first group discussion, K&L determined that the best format would be to use the Adobe Connect platform so that everyone would have the ability to view materials and use the chat feature. Due to the number of participants, K&L advised that participants communicate strictly through the chat function. This structure was thought to be more organized and reduce the probability of technical problems.

In preparation for the virtual meeting, separate calls were arranged with meeting participants to run through an Adobe Connect orientation and troubleshoot any technological issues. The Network

Coordinator polled the learning network members to collect feedback on the most convenient meeting date and time. Invitations were then sent to all members to attend the meeting on April 9.

Meeting objectives set by the Facilitator included:

- Establishing how the members wanted to learn together
- Determining commitments the members wanted to make to each other
- Taking first steps in connecting and sharing

USAID's Senior Gender Advisor Caren Grown and MPEP Senior Technical Advisor Jennefer Sebstad were both interested in participating in the meeting, serving as expert resources to:

- Support the Learning Network when members ask for additional resources or assistance
- Offer perspectives when the group is struggling with a concept and self-discovery will not benefit the process
- Encourage the members to own the learning network and their learning process

A second virtual meeting, which included only USAID grantees, was held on July 18 through Adobe Connect. Since fewer participants planned to attend, all members were given the ability to contribute verbally, as well as via chat.

### **Learning Network Adaptation**

After the first virtual meeting, it became evident that USAID's vision for the learning network had evolved. Given the logistical challenges and limited support KDMD could provide to the network over the full 3-year period, USAID expressed an interest in taking a more directive approach to guiding discussions and planning agendas, meaning that the group would no longer meet the criteria of USAID's definition of a learning network.\* Therefore, during a strategic planning session in late April between the Program Manager and the USAID Activity

\* Learning networks typically employ a more rigid structure with required facilitation, development of learning agendas, and the production of time-bound network deliverables.

Lead, it was decided to simplify the structure of the group into a grantee network. Due to the looser structure and activities planned through the end of KDMD's contract, ongoing support was reduced to the Program Manager and Learning Network Coordinator. K&L continued to provide support to the Women Entrepreneurs in SMEs moderated group online by posting resources, fielding requests, and sending updates.

While no future activities are planned to support the Community of Practice through the end of KDMD's contract, K&L will play a role in communicating changes in knowledge management support and reaching out to members as needed so that the transition is seamless.

### **Communications**

The Communications Portfolio was heavily involved in all aspects of the WLSME initiative. In addition to fulfilling Program Manager responsibilities, Communications Specialist Heather Risley continued to act as the primary communications point of contact. Overall, support included web design, web content generation and curation, multimedia support, development of marketing materials, editing, report production, and event outreach.

### **Marketing**

Throughout all WLSME activities, the Communications team ensured brand consistency across all marketing materials.

Collectively, the Communications team produced:

- Updated email invitation templates in MailChimp
- Quarter-page event promotions
- Infographic to supplement research reports

With the introduction of the first WLSME Online Forum event, email invitation templates were revised to include a new banner and formatting relevant to this event type. In order to maximize the outreach efforts for the Online Forum, quarter-page promotional flyers were produced in time for the

last seminar in the Growing Economies Through Women's Entrepreneurship Series, which focused on the same subject and took place two weeks before the Online Forum. The timely production of marketing materials for both the seminar and Online Forum reinforced the interconnectedness of the discussions and maintained momentum.

Finally, since the last two WLSME events focused specifically on the new research reports, KDMD's Graphic Designer and the WLSME Program Manager worked closely to produce an infographic that distills key findings from the DCA Loan Portfolio Overview report in a visually powerful manner. The infographic was disseminated electronically during outreach for the seminar and Online Forum, and hard copies were distributed at the seminar as well as the "Engaging the Power of the Private Sector for Development" training event in July.

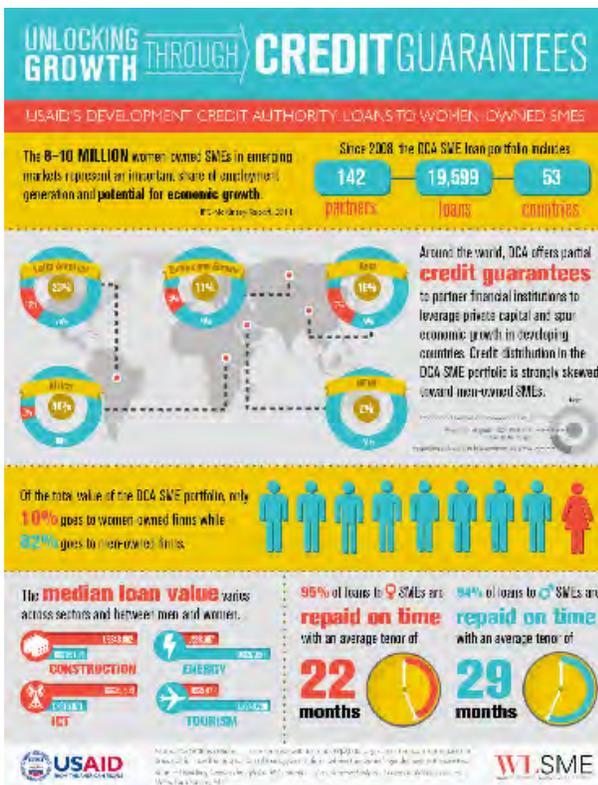


Figure 8: This infographic displaying information on USAID/DCA's credit guarantees to women-owned SMEs simplifies report findings in a more engaging way.

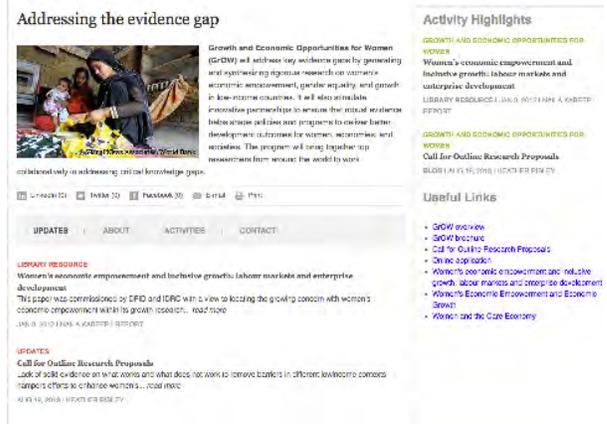


Figure 9: An example of an activity page that provides users with easy access to information about existing projects in the gender and enterprise development space.

### WLSME Management: Content, Design, & Promotion

In addition to providing design support and quality assurance (QA) testing on new features of the WLSME website, the Communications Portfolio took the lead on web content management. In the new Activities section, 13 profiles were created to feature USAID and externally-supported projects working on issues related to women SME entrepreneurs. In addition to the existing profiles for the 3 WLSME grantees, 10 additional projects were added to this section of the site. Each Activity page includes a brief overview, description of main activities, organizations supporting the work, related web links, and contact information. These profiles also have the ability to display relevant resources and updates as they are added to the site and tagged with the project name.

Instead of relying solely on events and resources to drive the site's content, a new Updates section was developed. To date, this section has included updates from the USAID-supported grantee projects, news articles from other outlets on related topics, blog posts from other organizations, press releases, and event summaries written by the Communications team. Any update that is directly related to a project in the Activities section is tagged accordingly so that content is as interconnected as possible.

Original content produced by the Communications team included:

- Video Note: How USAID is supporting finance to start-ups in Egypt (July 24)
- Financing Women-Owned SMEs: Summarizing the Conversation (July 2)
- Researchers identify opportunities to improve programs that support access to finance for women-owned SMEs (June 19)
- Corporate Perspectives on Integrating Women-owned Businesses into the Global Marketplace (April 4)
- USAID funds innovative research in supporting women entrepreneurs (March 5)
- Insights from “Women in Action: Leading the Way in Enterprise Development” (December 1)

When the decision was made to hold an Online Forum on the WLSME website, the Communications team supported QA of the newly developed functionality. The team also produced descriptive text, help text, and training materials before the Online Forum was promoted publicly. Since the Online Forum functionality is based on the online working group model, training materials included videos on “How to Join A Group” and a “Groups Orientation.” These videos were highlighted during all phases of the promotion and implementation of the Online Forum in an effort to make the user experience as easy as possible.

### **Outreach and Engagement**

In March, the Communications Portfolio disseminated the first e-newsletter for the WLSME initiative, called the “Women’s Entrepreneurship Wire.” With a growing collection of updates, it was decided that a monthly newsletter would be useful to alert subscribers to new content and encourage them to visit the site. With support from the KDMD Graphic Designer, a new MailChimp template was designed with a unique banner. The format of the newsletter template was based on Agrilinks’ eUpdate model. The newsletter also served as another platform through which KDMD could promote upcoming events and new resources.

To promote the Growing Economies Through Women’s Entrepreneurship Seminar Series and the Online Forum, the Communications Portfolio utilized existing branded event invitations and cross-promoted events on Microlinks, Agrilinks, in the Women’s Entrepreneurship Wire, in the Connections newsletter, and across various social media outlets. Since May 2012, the WLSME subscriber list has grown from 250 to approximately 1,200 members.

### **Research Support**

In an effort to generate new analysis on loans to women-owned SMEs, several research reports were commissioned in partnership with USAID’s Development Credit Authority (DCA). One research project involved a gender-sensitive analysis of the SME loan portfolio based on publicly available loan data across DCA’s programs. To date, DCA does not consistently report gender-disaggregated data, and no gender analysis had previously been conducted of existing data. The other two projects included in-depth case studies of DCA programs in Ethiopia and Ghana. These two countries were chosen because a large proportion of loans were given to women-owned businesses, and the data had been disaggregated by gender.

The Communications team developed templates to assist research consultants Lara Storm and Heather Kipnis in drafting their reports. KDMD also advised on appropriate information packaging and dissemination strategies. Once USAID completed a final review of the draft reports, the Communications team did a final copy-edit and completed formatting. Simultaneously, the Communications team worked together to produce an infographic reflecting the main findings from the Overview report. The final reports included:

- Unlocking Growth Through Credit Guarantees: An Overview Report, by Lara Storm
- Financing Women-owned SMEs: A Case Study in Ghana, by Heather Kipnis
- Financing Women-owned SMEs: A Case Study in Ethiopia, by Heather Kipnis

## KUDOS

“These are excellent initiatives....We are already incorporating aspects of what we learned at that seminar into our new program. So, definitely, the follow-on event is of great interest.”

- WLSME Seminar and Online Forum participant

One of WLSME’s Growing Economies Through Women’s Entrepreneurship seminars was devoted to sharing out main findings of the three reports and generating discussion around women entrepreneurs and access to finance. Since MPEP and DCA were both interested in collecting feedback from the broader expert community, KDMD hosted an Online Forum as a means to build on the conversation started during the seminar. The asynchronous discussion was also useful to accommodate participants from USAID Missions, a priority MPEP audience. These two events together were meant to extract maximum participation and feedback from the research conducted. All three reports and marketing materials were also shared during “Engaging the Power of the Private Sector for Development” training.

### Assessing & Learning

The A&L Portfolio supported the WLSME initiative by:

- Collecting and analyzing program activities
- Managing statistics tracking systems
- Leading After-Action Reviews and the standardization of learning feedback loops

### Learning & Impact

The KDMD project uses information collected during monitoring, evaluation, and analysis activities and through the After-Action Review process to inform and capture lessons learned in the process of planning and implementing activities and the impacts that resulted from changes over time. In

anticipation of the end of KDMD, A&L led a survey effort to capture the impact of the WLSME online community and related activities, including the Growing Economies Through Women’s Entrepreneurship series and the Online Forum. A&L created a custom survey for past participants. An email was designed, and the survey was sent to WLSME members and stakeholders. In total, 34 responses were received. The survey also asked respondents to indicate if they were willing to give further context through an interview. Five people indicated they were willing to be interviewed, and one was successfully contacted and interviewed. The results of the impact survey and interviews summaries are included in Appendix D.

### WLSME Platform



*Average Seminar Satisfaction: 4.5/5*

In an effort to generate new analysis on loans to women-owned SMEs, WLSME commissioned several research reports in partnership with USAID’s Development Credit Authority (DCA). By designing a knowledge sharing and engagement plan before the new research was conducted, KDMD was able to maximize the use of WLSME’s platform and activities to accomplish several objectives. With a firm understanding that knowledge in a report only goes so far, activities were designed to build off of each other, both providing opportunities for more people to engage and allowing the dialogue to continue over a longer period of time. WLSME packaged an event as part of the Growing Economies Through Women’s Entrepreneurship seminar series, an Online Forum, and a breakout session at the “Engaging the Power of the Private Sector for Development” training to maximize the reach of new learning, gain valuable input from several sources, and take advantage of opportunities for cross-collaboration and marketing. The training was especially effective in reaching USAID Mission staff with this important information, and the Online Forum was designed with the Missions in mind as it allowed for on-demand, asynchronous participation.

## IMPACT

Getaneh Gobezie, Senior Microfinance Expert at DAI/First Consult, has participated in webinars and accessed case study documents on WLSME. He described a case from Sweden shared during a recent webinar, which sparked new ideas applicable to his Private Enterprise Programme in Ethiopia project under the Women Entrepreneurship Development Programme. The case involved identifying women business owners who could be role models for other women, and called on them to present their experiences to other women who could learn from their success. This was of value to him because it emphasized that “some women in poor countries can be very risk averse and hesitate to participate in business, so this encouragement from other women is needed.” Gobezie says the lesson from the WLSME webinar gave him a new idea to discuss with the management on his project.

### WLSME Influence

Due to the robust interaction and network reach that the WLSME community established, a number of industry stakeholders gravitated toward partnering with USAID. While other organizations may have been in the early planning stages of creating communities around women and economic empowerment issues, they looked to USAID for leadership. Since the WLSME initiative started, some of the following online communities have launched, all of whom share knowledge and resources with USAID:

- World Bank: Female Entrepreneurship Resource Point
- IFC: Women’s Finance Hub
- UN Women: Knowledge Gateway for Women’s Economic Empowerment
- IDB/MIF: WEVentureScope
- Walmart: Empowering Women Together

## EMERGING PAYMENT SYSTEMS

### Technical Capacity Building Workshops

As part of KDMD’s support to USAID’s Emerging Payment Systems (EPS) knowledge management activities, the K&L Portfolio and the Project and Events Coordinator supported three regional workshops on emerging/new payment systems. KDMD’s role in this activity included scoping, budgeting, and logistics planning and coordination.

Two of the three workshops occurred during this reporting period: the first was held in Nairobi, Kenya in November 2012 and the second was held in Miami, Florida in June 2013. In accordance with language from the Financial Action Task Force released in May 2013, the third workshop took the name of “New Payment Systems,” as the systems were deemed “no longer emerging.”

The workshops brought together senior-level technical representatives from implementing partner country central banks, Ministries of Finance, Financial Intelligence Units/Lead Enforcement Authorities, and investigation/prosecution units to discuss issues of common concern related to EPS risk and oversight. Overall, 160 government representatives from 24 nations participated in the workshops. KDMD assisted in the outreach, travel, and communication with these participants.

### Emerging Payment Systems Technical Capacity Building Workshop, Nairobi, Kenya

The second overall EPS workshop was held at the Kenya School of Monetary Studies (KSMS) in Nairobi from November 14–16, 2012. The 57 participants included representatives from Burundi, Kenya, Rwanda, South Sudan, Tanzania, Uganda, and the U.S. The KDMD team assisted by procuring lodging arrangements and travel for participants, coordinating with speakers, assembling materials, managing onsite logistics, and organizing technology for a virtual presentation. Additionally, the KDMD team worked closely with identified KSMS staff on the venue and catering.



Figure 10:

KDMD supported the Emerging Payment Systems Technical Capacity Building Workshop in Nairobi, Kenya, which drew 57 participants from 7 countries.

**New Payment Systems Technical Capacity Building Workshop, Miami, Florida**

Incorporating participant feedback from earlier iterations of the workshop, the third workshop was expanded to four and a half days. Originally slated to take place early May 2013 in Bogota, Colombia, this third workshop was shifted to June 23-28 in Miami, Florida at the U.S. Southern Command (SOUTHCOM) Conference Center for the Americas (CCA). With a Latin America and the Caribbean (LAC) focus, the workshop included government representatives from Guatemala, El Salvador, Honduras, Colombia, Haiti, Panama, Brazil, and Mexico. The 53 participants also included a sizeable Department of Justice and Department of Defense/ Military presence.



Figure 11:

A poster designed by KDMD for the New Payment Systems Technical Capacity Building Workshop.

For this last workshop, KDMD staff worked closely with the CCA staff to ensure all protocols were followed in using the military conference facility. The team supported the activity with participant outreach and tracking, procuring lodging and travel for participants, assisting participants in visa processes, procuring conference interpreters and document translation, procuring catering, assembling and transporting materials, and managing onsite logistics.

In support of the Miami workshop, the Communications team rebranded the EPS materials to reflect the evolution to New Payment Systems. Folder covers, letterhead, and posters were created with the new name and updated graphic design elements chosen for this iteration of the workshop.

**Mobile Financial Services for Visually Impaired End-Users Pilot Initiative**

During this reporting period, the EPS Activity Lead decided to use part of the buy-in funds to collaborate with the Perkins School for the Blind on a pilot initiative to identify obstacles to fuller utilization of technologies for mobile financial services among the sight-impaired. Through this initiative, USAID’s MPEP and Disability Development Offices also seek to reduce or eliminate barriers created by sight-dependent technologies. KDMD supported this activity by assisting in determining a timeline for deliverables based on the concept note, creating and implementing a contract with Perkins, and monitoring the deliverables and schedule. Deliverables included a report on preliminary findings, a presentation on this report during the final EPS seminar, and a final presentation in Kenya, tentatively scheduled for September 2013.

It is anticipated that USAID’s Disability Development Office will pick up where this pilot left off to further pursue the striking findings from the Perkins research.

## “ENGAGING THE POWER OF THE PRIVATE SECTOR FOR DEVELOPMENT” TRAINING

USAID’s Private Sector Development (PSD) Officers have always had a mandate to promote reforms and provide assistance to enhance economic growth and competitiveness. To help the Agency’s PSD Officers meet the new opportunities and approaches for engagement, the E3 Bureau created a new training opportunity—Engaging the Power of the Private Sector for Development—hosted by the MPEP and Trade and Regulatory Reform Offices.

The KDMD team supported this training in a variety of ways, including the following capacities:

- Developing and implementing a pre-training survey
- Supporting logistical planning and event support
- Providing guidance for agenda and session preparation
- Liaising with presenters to support travel
- Creating branding and communications products
- Communicating with participants
- Developing and maintaining an online space to handle event preparation and information-sharing
- Providing knowledge capture support
- Developing and implementing training surveys

From July 8–12, 2013, 106 participants (including 83 PSD Officers, 75 percent of whom traveled from Missions to attend), convened to explore ways they can engage more effectively with the private sector to enhance economic growth and competitiveness. The training broadened participants’ view of “private sector engagement,” and shared new opportunities and approaches for working across USAID’s development objectives. The training covered new approaches to working with international investors, financing through new products and targets, promoting inclusive value chain development, and reforming trade for economic growth and poverty reduction. Based on a Likert Scale where 5 is a

“strongly agree” to the value of the training and a 1 is a “strongly disagree,” participants ranked the value of the training as a 4.4.

### Knowledge & Learning

The K&L Portfolio played a large role in supporting the training, from initial scoping to implementation to post-event activities. K&L provided project management support to this event, including managing deliverables and quality agenda development, speaker outreach and technical assistance, participant communications, venue and vendor procurement, event planning, and logistics.

In particular, the K&L Portfolio was involved in providing session preparation guidance for Day Three’s sessions. In collaboration with the Day Leads, K&L worked with session presenters on their key talking points and PowerPoint presentations. For the video featuring John Bowman shown during the “Ensuring Development Impacts of PSE?” session, K&L assisted USAID in the development of questions and editing of the recorded transcript. In the session entitled, “Examples of Good Practice,” K&L managed the Poll Everywhere software. Poll Everywhere is an audience response system that works well for live audiences using mobile devices. K&L supported USAID in using this software to engage the PSD Officers in a structured, lively Q&A session.



Figure 12:

Jeanne Downing of USAID/E3 interviews John Bowman, a Senior Agricultural Advisor for USAID/BFS. The interview was later used at USAID’s “Engaging the Power of the Private Sector for Development” Training.

In addition, K&L assisted session organizers Anicca Jansen, Margie Brand, and Jennefer Sebstad in modifying Life in the Village, an interactive simulation originally developed for the Bureau for Food Security’s Agricultural Core Course. Session organizers wanted to emphasize decision points made at the household level. The context of household economic portfolios affects decisions to participate or upgrade in specific value chains. To illustrate this relationship between household dynamics and the competitiveness of value chains, the team modified the simulation’s original parameters—including household profiles, sources of income, possible expenditures, and shocks—to meet this new learning objective. To effectively manage the simulation, the team adjusted the simulation delivery, shifting the facilitator’s role in particular. Given the number of participants, KDMD identified and assisted in the creation of role playing cards so that participants could largely self-direct their learning, with minimal verbal instructions from the facilitator.



Figure 13: KDMD staff helped facilitate “Life in the Village,” showing participants some of the decisions households in developing countries are forced to make related to food security.

Finally, K&L provided knowledge capture for a presentation by Tim Sturgeon of MIT entitled, “How SMEs and Small Farmers Can Improve Their Position in Global Value Chains.” This was turned into a screencast, and audio and transcript files were produced.

## Communications

The Communications Portfolio was involved in nearly every stage of the training’s development and implementation, from materials creation and invitation outreach to video capture at the event and publication of post-event resources.

Once the name was finalized for the training, Communications developed five potential graphic concepts for USAID’s consideration. The final selection was then used to brand all of the materials developed, including the agenda, PowerPoint presentation template, presenter biographies, participant lists, and more. Communications also provided editorial review and formatting of the materials, as well as a design for the binder and venue signage. The team also provided materials support for the development of the PSE Primer, the layout and printing of the Financing Growth Field Guide, and the updating and redesign of the Life in the Village simulation activity materials.

Communications also helped to facilitate the invitation process, which was especially complicated given that registration took place on USAID University, but the training information and materials resided on Microlinks. The Communications team worked with the KDMD Activity Manager to develop a branded event page



Figure 14: KDMD communications staff developed design concepts for USAID’s Private Sector Engagement Training.

and email invitation letters that clearly explained the registration process and to distribute the invitations through a general Microlinks email account.

Prior to the training, the Communications team was also asked to pre-record an interview with John Bowman, Senior Agricultural Advisor for USAID/BFS, since he was unable to attend in person. The interview, conducted by MPEP's Jeanne Downing, was produced into a video that was shown during Day Three of the training. Further video interviews were conducted at the training and, seven final video products were developed. The training presenters and participants interviewed by KDMD's Communications team included:

- Pearl Ackah (USAID/Ghana)
- Jay Banjade (Independent consultant)
- Margie Brand (EcoVentures International)
- James Burrowes (USAID/Jamaica)
- John Glover (PriceWaterhouseCoopers)
- John Heather (USAID/OAPA)
- Matthew Hutcherson (USAID/E3)
- Fina Kayisanabo (USAID/Rwanda)
- Rob Mosbacher (Initiative for Global Development)
- Kamran Niazi (USAID/Pakistan)
- Rahda Rajkotia (International Rescue Committee)
- Elizabeth Santucci (USAID/E3)
- Tim Sturgeon (MIT's Global Value Chain Initiative)
- Peter Trenchard (USAID/Ghana)

Finally, following the training, Communications continued to upload post-event resources to the event page on Microlinks as documents were shared with KDMD.

## KUDOS

"Thank you for your outstanding work and support in making our training a success. Having worked on conferences before, I have a deep appreciation of all the behind-the-scenes, thankless work and want to make sure you know how grateful I and my team are for what you've done."

- USAID Activity Lead for the training

"This is the best training event I've been to in the 2.5 years I've been at USAID. So fantastic that there was a huge field presence - the networking and cross-fertilization was so valuable!"

- Training participant

## Assessing & Learning

In preparation for the training, the MPEP planning team leading the initiative wanted to design an agenda that reflected the needs of attendees, and to solicit stories and expertise from the field. To support outreach for those objectives, A&L designed a survey to capture initial impressions on a proposed agenda, gauge technical understanding or core technical concepts, and recruit presenter participation. Thirty people responded, helping steer the direction of the training.

## RECOMMENDATIONS

KDMD has worked with the MPEP Office more than any other team at USAID. Over the years, KDMD has strived to always make improvements to their products and activities. Additionally, the team continuously found opportunities to introduce new approaches and tools in knowledge management and learning. Based on the five years of collaboration, KDMD would like to offer the following recommendations to the MPEP team for their future KM and learning endeavors. These recommendations are organized by the programs that fall under the MPEP banner (EPS has been excluded based on KDMD's understanding that MPEP is moving away from this area).

## Microenterprise Development

- Continue with the MPEP Seminar Series, since there has been demonstrated interest in the subject material as well as a dedicated audience. Consider holding the occasional seminars in series or a parallel series in a publicly accessible venue at the Ronald Reagan Building to encourage higher USAID attendance.
- Consider introducing (or growing) new knowledge sharing formats and events, such as Twitter Chats and additional Video Notes. Revive the Notes From the Field brand and transform it into a Video Notes series that captures the stories of field staff when they pass through Washington, DC.
- Continue integration and co-sponsorship with other USAID offices for events and activities (e.g., BFS, DCA, etc.)
- Consider funding new learning networks through future contracts. Continue strategic outreach and promotion for the Learning Networks Resource Center to encourage contribution of experiences and resource sharing.
- Develop the working groups space on Microlinks by encouraging interested parties to collaborate on technical topics.
- Upgrade Microlinks to the latest Drupal versions (Drupal 7, then Drupal 8 when it is launched) and promote accessibility with mobile devices.
- Create Activity pages that allow field projects to be featured on Microlinks.
- Begin to develop the Microlinks blog as a center for USAID thought leadership on inclusive markets by getting consistent posts from MPEP staff.
- Build on the new USAID-DFID-SDC partnership on market systems development by creating a partnership between Microlinks and the new Market Systems Development Platform that DFID and SDC are developing.
- Finalize and promote the four online value chain courses to USAID staff, the Microlinks audience,

and the broader microenterprise development community.

- Continue to use GUCs to support innovative research and tools development.

## Private Enterprise

- Consider development of an interactive Private Sector Engagement Hub on [usaid.gov](http://usaid.gov).
- Develop and/or expand the use of a robust customer relationship management (CRM) system for USAID to manage relationships with potential private sector partners in the US and abroad.
- Explore opportunities to incorporate PSE materials into Microlinks or some other publicly available knowledge portal where industry practitioners can access best practices, lessons learned, guidance, tools, and practical examples.

## Women's Leadership in Small and Medium Enterprises

- Continue ongoing support to the WLSME grantee network and plan for clear communication on any changes in support or expectations for knowledge management commitments.
- Be aware of opportunities to post content periodically on the WLSME website. If investing in an online community continues to be an objective, consider a social media strategy. Social media use can support community building, provide another option for interaction during events, and drive more traffic to the website.
- Pursue partnerships and find ways to leverage each others' capabilities. This could be as simple as cross-posting content, or as big as co-hosting an event or research project.
- Since the Seminar Series has developed a following, and remains the most common way the community interacts with the initiative, continue to plan seminars underneath an overarching theme. The more opportunities to include the virtual community, the better.

## 4. GRANTS UNDER CONTRACT (GUC) PROGRAM

As of April 30, 2013, KDMD successfully completed the implementation of the Grants Under Contract (GUC) program. Throughout the life of the contract KDMD has awarded, administered, and managed 11 small-scale knowledge management grants and 2 learning networks for a total of 20 grants with an aggregate value amount of \$2.5 million. The learning networks included:

### ■ **Poverty and Conflict**

- Members: Banyan Global, Columbia University, IRIS Center, Land O'Lakes, Mercy Corps  
July 2009-February 2011

### ■ **Growing Organizational Value Chain Excellence (GROOVE)**

- Members: Conservation International, CARE, Global Communities (formerly CHF International), Practical Action  
June 2009-September 2012

These learning networks served as a base for a great deal of work that emerged to inform other USAID operating units on the benefits and lessons of implement a learning network. Additional resources and activities can be found in the MPEP and PPL sections of this report, or visit the Learning Networks Resource Center ([usaidlearninglab.org/learning-networks](http://usaidlearninglab.org/learning-networks)) for more details.

## RECOMMENDATIONS

In 2009, QED awarded Practical Action a grant through the KDMD Grants Under Contract mechanism, in support of the New Partners in Value Chain Excellence Learning Network (also known as GROOVE). Funding was intended to cover a 3-year period with a ceiling of \$200,000. Late in the grant period of performance, the grantee asked for and was granted a cost extension. KDMD and Practical Action conducted an After-Action Review at the conclusion of the grant and generated several recommendations:

- At the beginning of the grant, the grant administrator should go over the grant cycle, highlight the important clauses in the grant agreement, and discuss in detail the reporting schedule(s).
- The grant administrator should ensure that the grantee understands the synergy between milestones/deliverables and financial status; both should always be in sync throughout the life of the grant.
- Over the life of a multi-year GUC, grantees may experience significant changes within their organization, such as restructuring, that can affect their grant activities. The grant administrator should anticipate that these situations will challenge the grantee's ability to balance contractual responsibilities and communication must be adjusted accordingly.
- Learning networks are first-rate investments. Cost-sharing requirements are key to ensuring a high return on those investments. Also, GUCs could be structured into learning networks that follow practices outlined in the "Practices of Successful Learning Networks" Paper\* to maximize the impact of grantee funding.

## KUDOS

"I wish all grant managers were like QED. From the beginning, you created a sense of closeness and friendship and an environment that nurtured learning, flexibility and openness that I have not seen in other managers."

- Grantee

\* The "Practices of Successful Learning Networks" Paper, developed by KDMD based on experience with the GROOVE Learning Network, is one component of a broader set of resources that can be accessed from USAID Learning Lab's Learning Networks Resource Center.

## 5. ECONOMIC POLICY PROGRAM

The Economic Policy (EP) Program has continued to stay focused on two broad initiatives: the organization and implementation of the Economic Growth Overview (EGO) blended course and the development of the EG certification courses. During this period, the Adult Learning & Training Portfolio collaborated with the EP course organizers to implement the eighth and final offering of the EGO course under KDMD. This was the last course organized by KDMD under this contract. Due to delays in working with USAID's LMS, the online portion of the June 2013 EGO course was hosted on the Economic Growth Learning Center (EGLC).

KDMD made significant strides in creating content and designing the user experience for the Financial Services (FS) certification course and began building out a work plan to develop the Trade certification course. During this reporting period, KDMD also completed design and development of the online version of the Post-Conflict course and the team is striving to have the course uploaded and functional in USAID University before the end of the contract.

KDMD is collaborating closely with the EP Office, as well as Development & Training Services (dTS), the new EP training contractor, to determine what is needed to complete the transfer process. KDMD plans to finish loading test versions for the FS certification and Post-Conflict courses by the end of the project. Due to the continued delays in working with USAID University, all other online course assets, including those for the EGO and the Trade certification course, will be passed to dTS, who will manage the upload process.

### **KNOWLEDGE & LEARNING**

The K&L Portfolio provided audio capture support for two EP courses during this reporting period. For a Post-Conflict course, the K&L team, in coordination with the Communication team, provided audio recording support in December 2012. Similarly, audio recording was supported by K&L for selected segments of the FS certification course in August 2013.

### **COMMUNICATIONS**

In January, the Communications team met with the EP Office to develop a high-level communications plan for their Inclusive Growth Diagnostic and Economist Research websites. The team identified key internal and external audiences that would benefit from the Office's knowledge base. After several scoping meetings with the EP team to prompt deeper thinking about their objectives, KDMD offered recommendations on how to move forward with development of a formal communications strategy. In February, the EP team decided that they wanted to do more work internally to build out strategy objectives before further involving KDMD. However, they asked for the Communication Portfolio's support in some light branding for their outreach activities. In response, KDMD's Graphic Designer provided the Office with recommendations and a template for their monthly email newsletter. There were no additional follow-up requests from EP regarding the communications strategy.

Over this period, the Communications Portfolio has also worked with KDMD's EP Program Manager to provide video capture for 15 presenters for the FS and Trade online certification courses. Intended to supplement presentations and audio in the final e-learning product, these videos of presenters will be inserted into the course to help learners maintain interest and connect with the material.

### **ADULT LEARNING & TRAINING**

#### **EGO Course**

The December 2012 Economic Growth Overview course marked the last offering of this training under the KDMD contract. Participation in the EGO course has been decreasing over the past few iterations, likely due to fewer new EG Officers, with an average of 20 percent fewer participants than in the early years of the project. There were no significant changes made from the prior offering in June 2012; however, there are a few adaptations worth mentioning.

For this iteration of the EGO course, in keeping with USAID's areas of interest, an emphasis was placed on integrating cross-cutting themes into the curriculum. The ALT Portfolio assisted the EP team in integrating the cross-cutting themes of gender, youth, and environment through the workshop. Additionally, two new sessions were added to Day One of the workshop: Fiscal Reform and the Arab Spring in Jordan and Economic Analysis and Capacity Building.

### **Certification Courses**

The development of the first EG certification course, Financial Services, took nearly a year and a half to complete, significantly longer than USAID and KDMD had anticipated. The course was completed in May 2013, but the team experienced delays working with USAID's LMS team to load the course to their new platform. Certification courses were new to USAID's platform, and they required numerous set-up and functional needs that were not yet operational.

KDMD started to coordinate with the Trade team, which consisted of USAID and CARANA, to design and develop the Trade certification course in June. KDMD continued to apply effective capture techniques to ensure quality and efficiency, including using a tablet-based teleprompter to keep presenters' eye centrally focused, using a USAID banner to ensure a consistent and clean backdrop, and recording the audio and video segments separately to ensure quality of each digital file with the use of a sound mixer.

Though it took a year and a half to complete the FS course, it only took five months to complete the Trade course. The FS course delays were partially due to the fact that the certification program was new and required clarification on many process and procedural issues between KDMD, EP, and USAID University. Additionally, the FS course included over a dozen presenters whose individual sessions had to be captured and developed. For the Trade course, KDMD only worked with three presenters for the entire course. Moreover, KDMD will not be responsible for the final loading of the Trade course to USAID University, the process which absorbed

so much time in the FS course finalization. dTS will load this second certification course to USAID University.

## **KUDOS**

"Thanks so much to you and your colleague for the highly professional manner in which you organized and executed the video and audio recording session this morning. The quality of your work will result in a much more attractive and useful online course....I love the teleprompter app you used on a tablet for the video recordings. Thanks again for a very productive, enjoyable session this morning."

- Course presenter

### **Post-Conflict Online Course**

During this reporting period, KDMD completed the development of the EG in Post-Conflict Countries online course. The demand for the in-person offering has decreased, but the course content still must be accessible. This course mainly consists of screencasts and knowledge-check quizzes, which are also used in the in-person course. The course also includes a number of educational videos, for which KDMD worked with USAID to attain the rights from USAID, the World Bank, and the Newsreel production team so that they could also be included in the online course. The videos are considered key learning guides in the workshop, so it was important to include these in the online version. KDMD completed the course in June 2013, but experienced delays in working with the USAID University team to load this to their platform. The team still plans to load the course to USAID's LMS before the end of KDMD, but if there are continued delays with the LMS team, then KDMD plans to pass the course files to dTS to finish the loading process.

### **RECOMMENDATIONS**

When this program started in 2009, KDMD began working with the EP Office to expand their training activities to meet the need of a growing Agency staff. At the onset of KDMD, there was a great influx

of Foreign Service Officers (FSOs) to USAID and the Office wanted to ensure their training program was sufficient to meet the demand. KDMD worked with EP to develop a blended learning approach, which would enable EP Officers to get the training they want when they need it. However, the blended learning model originally envisioned for the Office was really only integrated into the EG Overview course and partially into the EG in Post-Conflict course. Now that the hiring influx has ended, it may be beneficial for the EP Office to re-examine the goals of their training program and decide whether they still want to apply a blended approach. Here are some key questions the Office could explore:

- Is blended learning still the best approach for the EP Office?
- How can the approach be improved? What additional features or activities could be applied to ensure a continuous learning environment?
- How can USAID University be used to optimize training for the EP Office?

The certification program was new to the EP Office, the USAID University staff, and KDMD. The teams worked together to develop the course and test structure, as well as all the administration procedures, including creating a proctoring system. The USAID University's teams also coordinated to set up the program on their new platform. Given this new program, it would be helpful for the EP team to conduct a thorough assessment of the certification program once it is fully implemented. Rather than continuing to develop certification courses for the remaining EG courses, the Office should consider reviewing the adoption and completion rates of the program and assessing areas for improvement before developing the remaining courses.

## 6. FOOD SECURITY/AGRICULTURE PROGRAM

The KDMD project continued to support the USAID Bureau for Food Security (BFS) knowledge management goals with communications, knowledge and learning, assessing and learning, web, and training support during this period. The Food Security/Agriculture (FS/Ag) Program continued to grow through the implementation of technically relevant and innovative activities as well as through targeted communications and outreach. This period saw a number of changes in regards to support staff for the FS/Ag Program, with a change in the Program Manager, Assessing & Learning Portfolio point of contact, and dedicated Project Coordinator, along with the addition of a new program-focused Knowledge & Learning Specialist. However, even with these changes, the momentum of the program continued with solid management and support from the KDMD project.

Specifically, the FS/Ag Program implemented the following activities to reach its three primary objectives:

**Objective 1:** Develop and grow the knowledge base of agriculture and agriculture-led food security approaches, tools, and lessons learned from the field.

- Launched the upgraded Agrilinks 2.0 platform in mid-November 2012
- Organized 12 seminar/webinar events, including 8 Agriculture Sector Council seminars and 4 special event and training webinars
- Expanded outreach through social media, including implementing monthly #AskAg Twitter chats and tweeting during events
- Regularly published interactive and accessible products from events on the Agrilinks website, including screencasts, webinar recordings, greenroom interviews, audio recordings, and transcripts
- Ramped up Agrilinks videos, including the expansion of the Video Note Series and the introduction of the KM Insights Series
- Introduced the Urban Food Security blog series

- Launched a six-part series of literature reviews, annotated bibliographies, and blog posts on the six themes of the Feed the Future Learning Agenda
- Organized selected resources into “collections” on the Agrilinks platform for ease of navigation and access
- Captured key information from conferences and events and published on the Agrilinks website in the form of blogs, event listings, and videos

**Objective 2:** Improve knowledge flows within BFS; between BFS and other USAID offices and Missions; and between BFS, partners, and implementers.

- Facilitated three online training events to share information on Feed the Future indicators between USAID/Washington and Mission staff
- Increased the number of Agrilinks groups, while continuing support to existing groups through tailored guidance and the development of how-to resources
- Hosted three e-Consultations to gather input on upcoming initiatives and events
- Launched “Activities” pages on Agrilinks that feature projects and initiatives working with the Bureau for Food Security
- Provided ongoing support to the Feed the Future website
- Facilitated the Life in the Village game at the Food Security and Nutrition Network’s Washington, DC meeting in November 2012 and American University’s annual IMI Conference on Intercultural Relations in March 2013
- Provided support to two Global Learning and Evidence Exchange (GLEE) events in May and June 2013
- Grew the number of resources, events, guest blog posts, and members on the Agrilinks platform

- Distributed Agrilinks promotional materials, including one-pagers and bookmarks, to boost awareness of the brand and highlight opportunities to engage

**Objective 3:** Build the professional and technical capacity of USAID staff to design, implement, and manage effective agriculture and agriculture-led food security programs.

- Collaborated with USAID staff to refine training content for new and existing courses
- Engaged USAID/Washington and Mission staff in continuous learning through seminars, webinars, online discussions, and Twitter Chats on a variety of relevant technical topics
- Trained 28 USAID staff at the December 2012 Agriculture Overview Course
- Designed and implemented the Climate Smart Food Security Course in May 2013, training 25 individuals in the inaugural course

## WEB DEVELOPMENT

### Agrilinks Website

The FS/Ag Program aims to promote the exchange of lessons learned and key technical approaches to increase the impacts and reach of investments in agriculture and food security. One of the program’s cornerstone activities has been the launch, expansion, redesign, and upgrade of the Agrilinks website ([agrilinks.org](http://agrilinks.org)).

Agrilinks currently provides opportunities to:

- Engage with different audiences to share ideas, network, and learn from each other through the blog, social media, AgExchanges, and working groups
- Make technical knowledge consumable in multiple formats, including video interviews, screencasts, and blog entries
- Extend the reach of training and seminar events with webinars, screencasts, comments, blog entries, and social media

- Be audience-centric by responding to and acting on individual audience needs and interests obtained from surveys and feedback and incorporating this back into activities and programs

In addition to managing Agrilinks content, KDMD oversees the growth and development of the site in consultation with BFS. The site has been supported by the Web Development team, development partner Zaloni, the FS/Ag Program Manager and Project Coordinator, the Communications team, and a part-time Site Manager. The Agrilinks Site Manager leads quality assurance (QA) and coordinates with the KDMD team around new features and requests.

Please see the Communications section later in this chapter for more information about specific Agrilinks-related activities undertaken during this reporting period, including site promotion, blog posts, social media, and the Agrilinks eUpdate.

### Agrilinks Redesign and Upgrade

During this reporting period, KDMD launched Agrilinks 2.0 ([agrilinks.org](http://agrilinks.org))—a completely redesigned, stand-alone site built on Drupal 7, separate from the KDID portal. All of the Agrilinks members and content were extracted from the shared KDID database and migrated to the new installation. The new site launched on November 19, 2012, and continues to undergo updates to ensure the best user experience and that functionality and aesthetics are in line with established ideals.

Updates include:

- Modified the existing Activity content type to satisfy requests from FTF-FEEDBACK
- Cloned the Activity content type to provide the same functionality for cross-cutting issues
- Created aggregate pages to compile all content associated with specific vocabulary terms; created a block to display links to these “featured collections” on the Home and Library pages

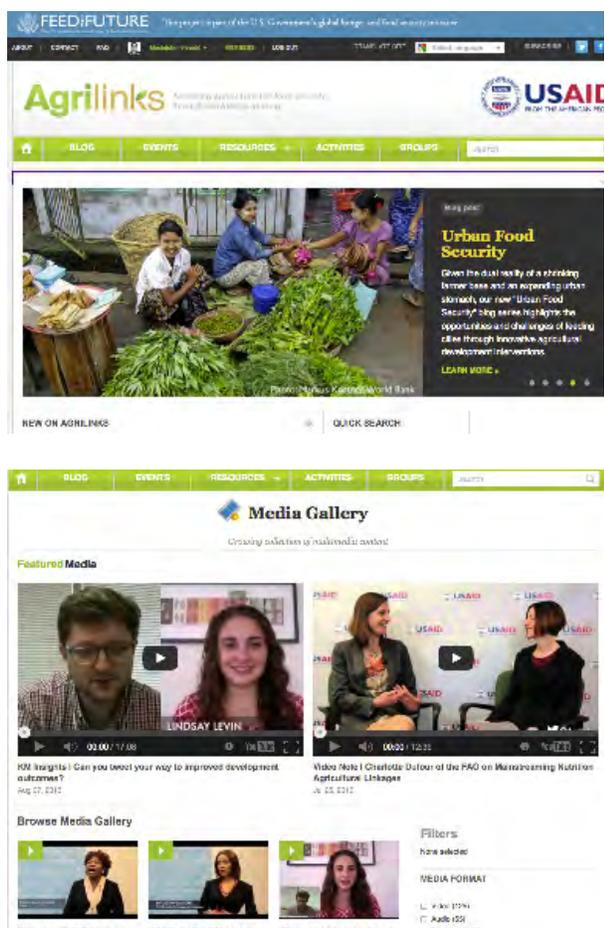


Figure 15:  
The Agrilinks interface was designed to allow users to quickly find and share resources.

- Enhanced filtering capability for Working Group resources
- Added a webform for users to request new Working Groups
- Modified CSS and template files to enhance user experience

### Agrilinks Analytics

During this period, there was a total of over 32,000 unique visitors (32,338 total) who visited the site over 52,000 times from over 200 countries. This marks an increase of over 200 percent in the number of visitors since the previous reporting period. The top ten countries in order of frequency of visits were the United States, India, Kenya, United Kingdom, Ethiopia, France, Canada, Philippines, Uganda, and Bangladesh.

### Feed the Future Website

The Web Development team provided technical/administration guidance and troubleshooting for the Feed the Future (FTF) website as needed.

Specifically, KDMD:

- Created new “Civil Society” content type (views, blocks, etc.) modeled after the “Research” content type
- Created new aggregate Resources page

Table 4: Agrilinks Monthly Analytics for Key Indicators (November 15, 2012 - August 31, 2013)

MONTH	VISITS	UNIQUE VISITORS	UNIQUE PAGEVIEWS	NEW VISITORS	RETURNING VISITORS
Nov 2012	103	86	205	86	17
Dec 2012	3,462	2,220	8,116	2,185	1,277
Jan 2013	5,685	3,405	15,667	3,155	2,530
Feb 2013	5,883	3,802	12,742	3,331	2,552
Mar 2013	6,249	4,116	13,450	3,580	2,669
Apr 2013	5,855	3,844	13,199	3,337	2,518
May 2013	7,079	4,099	18,148	3,478	3,601
Jun 2013	7,992	4,393	21,800	3,706	4,286
Jul 2013	6,627	4,163	13,620	3,443	3,184
Aug 2013	6,077	4,129	6,484	3,451	2,626

- Added ability to add/display/play videos on the Country landing pages
- Updated the Blog section of News & Events
- Updated the images on the Home, About, Approach, and Progress pages
- Updated the CSS to resolve caption, padding, and bullet list issues
- Added “View all” button to country “Recent News” lists, which sends users to a new page with country-specific news (filterable by country)
- Updated modules with recommended security updates

Day-to-day management of the Feed the Future website ([feedthefuture.gov](http://feedthefuture.gov)) rests with Jennifer Cupp of USAID/BFS.

### **Private Sector Engagement Hub**

The Private Sector Engagement Hub went live on the FTF website in early November 2012. This feature targets private organizations that wish to learn more about partnership opportunities with Feed the Future. It provides straightforward information about FTF’s needs, resources, and existing partnership models. It also contains a list of useful resources on public-private partnerships in international development and a glossary to help bridge the gap between government and the business world.

Over this period, the Web Development team continued to work with BFS and FreeRange, a visual and strategic approach agency, on a Private Sector Hub Partnering Tool, which was expected to go live on the Feed the Future site in early 2013. This interactive “decision tree” tool will enable a systematic, coordinated triage of partnership inquiries; make it easier to match potential partner interests with the needs of Feed the Future; and provide a mechanism to capture leads for follow-up. The tool was built in the AngularJS (by Google) framework using Javascript, with the exception of the form that was done with PHP. The team received content feedback from BFS in June, and updated the files. The Partnering Tool is currently awaiting

USAID approval before it can go live; KDMD is unsure whether this will happen before the end of the project.

### **Civil Society Landing Page**

The Web team developed and launched the FTF Civil Society landing page in June 2013. This section of the site highlights and organizes key information for existing and potential FTF civil society partners. It contains an up-to-date list of research opportunities, including fellowships, grants, and other programs.

## **KNOWLEDGE & LEARNING**

The K&L Portfolio supported the FS/Ag Program this reporting period through seminars, webinars, online discussions, Agrilinks groups, and content development (blogs and guidance documents). The K&L Portfolio continued to provide support to BFS’s ongoing Agriculture Sector Council Seminar Series. In addition, the K&L Portfolio provided support for three training webinars, four online discussions, and two special events in collaboration with numerous partners, including: the innovATE project; the Strengthening Partners in Results, Innovation, and Nutrition Globally (SPRING) project; the International Food Policy Research Institute (IFPRI); Michigan State University; Virginia Tech; and the USAID Technical and Operational Performance Support (TOPS) program. Finally, the K&L Portfolio took the lead in creating guidance on a variety of topics ranging from webinars to group facilitation that will be shared out through Agrilinks.

### **Events**

During the 9-month period, the K&L Portfolio supported the FS/Ag program through the ongoing Agriculture Sector Council Seminar Series and several special events. For all events, the K&L team designed and facilitated webinars, captured audio/video, and developed interactive learning products. Post-event learning products were typically posted in the Agrilinks library within approximately one week after each event, a turnaround time that encouraged maximum visibility on the website.

### Ag Sector Council Seminar Series

The Agriculture (Ag) Sector Council Seminar Series is a monthly series that highlights the latest developments in agriculture and food security, explores tools for effective programming, and discusses key lessons learned with industry experts. During this reporting period, the K&L team provided support for 8 seminars that reached a total of 930 participants (both in person and via webinar) and generated important participant feedback through the completion of 110 surveys. Ag Sector Council seminars held during this reporting period included:

- “Policy Options to Enable Fertilizer Industry Growth,” presented by Maria Wanzala (African Fertilizer and Agribusiness Partnership), Peter Heffernan (International Fertilizer Development Center [IFDC]), Raymond Hoyam (Advantager International), and David Atwood (USAID) on December 5, 2012

**27** in-person **21** webinar

- “Developing Private Sector Input Supply Systems,” presented by Patrick Norrell (CNFA), Dinnah Kapiza (Tisaiwale Trading), and Douglas T. Nelson (CropLife America) on January 30, 2013

**51** in-person **92** webinar

- “Agriculture Extension and Advisory Services under the New Normal of Climate Change,” presented by Brent M. Simpson (Michigan State University), and Gaye Burpee (Catholic Relief Services) on February 20, 2013

**52** in-person **111** webinar

- “Preventing Post-harvest Losses from Field to Market: A Food Security Imperative,” presented by John Bowman (USAID), Phillipe Villers (GrainPro), and Steve Sonka (University of Illinois) on March 27, 2013

**30** in-person **97** webinar

- “Fertilizer Deep Placement Technology: A Useful Tool in Food Security Improvement,” presented by Upendra Singh (IFDC) and John H. Allgood (IFDC) on April 24, 2013

**20** in-person **26** webinar

- “The Importance of Horticulture Research and Development to the Feed the Future Initiative,” presented by John Bowman (USAID), Elizabeth Mitchum (University of California-Davis), Rangaswamy Muniappan (Virginia Tech), and Don Humpal (DAI) on May 29, 2013

**28** in-person **52** webinar

- “Capacity Development for National Agricultural Research Systems: Rethinking USAID’s Role,” presented by Jock Anderson (Independent Consultant), Larry R. Beach (USAID ret’d), and Nienke Beitema (IFPRI) on June 26, 2013

**39** in-person **82** webinar

- “Scaling Agricultural Technologies: Bringing Research to Farmers and the Market,” presented by Sahara Moon Chapotin (USAID), Jerry Glover (USAID), Bob Nanes (IDE), and Steve New (Fintrac) on July 24, 2013

**53** in-person **150** webinar

## KUDOS

“Extremely well run online webinar. The chat discussion is actually a value added for offsite participants, which is a great incentive. Appreciate the resource of having moderator and presenters. Excellent slides and good additional resource sharing.”

- ASC webinar participant

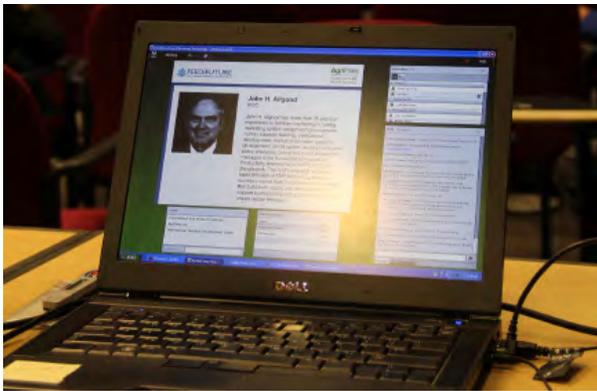


Figure 16:

KDMD staff supported 8 USAID Ag Sector Council seminars, which reached a combined total of 930 online and in-person attendees.

### Webinar Workshop

On September 9, the KDMD team, along with BFS, will host a workshop to bring together different groups who are implementing webinars on food security topics and/or who are funded by USAID/ BFS to learn from one another. At this half-day, in-person workshop, participants will share challenges encountered, good practices, and measures of success for webinars. The KDMD team will share lessons learned from their Ag Sector Council experiences. Presenters will include Zachary Baquet (USAID/ BFS), Marisol Pierce-Quinonez (QED Group LLC),

Liz Caselli-Michael (Fintrac), Okey Nwoke and Adrian Gaskin (Engility/IRG), and Soma Goshal (NetHope). The KDMD Communications team will capture short takeaways from workshop participants to be compiled into a KM Insights video.

## Online Facilitation

### Webinars

The K&L Portfolio provided support to four webinars this reporting period to increase the flow of information between USAID/Washington and the field. The webinars included:

#### FTF Indicator Training Webinar

On January 17, 2013, 60 participants attended this webinar on the purpose, history, and methodology for setting aspirational targets for reducing the prevalence of poverty in each Feed the Future focus country's zone of influence. The webinar also provided tools for setting poverty reduction targets and walked participants through a country-specific example. The methodologies for setting goal-level targets were developed by BFS, in consultation with the Bureau for Economic Growth, Education and Environment (E3) and Global Health (GH).

#### FTF Target Setting Webinar—Stunting & Underweight

On February 19, 2013, 53 participants attended this webinar on the purpose, history, and methodology for setting aspirational targets for reducing underweight and stunting in each FTF focus country's zone of influence. The webinar also provided useful tools for setting reduction targets and walked participants through a country-specific example. The methodologies for setting goal-level targets were developed by the Bureau for Food Security, in consultation with the Bureaus for Economic Growth, Education and Environment and Global Health.

#### FTF Target-Setting Webinar Guidance Q&A

On April 4, 2013, 55 participants attended this seminar that addressed BFS-issued guidance for target-setting for the percent growth in agricultural gross domestic product indicators and for the 13 zone of influence, population-based survey

indicators. This webinar provided an opportunity for FTF-focused Missions and their implementing partners to seek clarification on the guidance from members of the team that developed it. The webinar was split into four sessions so that participants could attend only those sessions where they needed clarification.

### **Agriculture and Nutrition GLEE Webinar**

The KDMD project provided all-day webinar support to the SPRING project for the Agriculture and Nutrition Global Learning and Evidence Exchange (GLEE) event held in Washington, DC on June 18, 2013. The event provided an overview of the primary principles and pathways for reaching nutrition through agriculture. These principles and pathways served as a conceptual framework for the regional workshops and the completion of a series of landscape analyses examining agriculture and nutrition integration in 19 Feed the Future countries. In addition to presenting findings from the landscape analyses and discussing monitoring and evaluation approaches for integrated programs, this event also shared the key points of learning that emerged from the three regional workshops. Over 120 participants joined via webinar with approximately 14 countries represented. Webinar recordings were produced and posted on Agrilinks following the event.

## KUDOS

"I wanted to thank you for your excellent support in making the Ag-N GLEE DC a success. From a seamless webinar experience to amazing coverage of the event through the Agrilinks site and social media, you did a great job. It was a pleasure working with such a competent and dedicated team! I hope we have an opportunity to do so again in the near future."

*-Ag-N GLEE organizer*

### **e-Consultations**

The K&L Portfolio provided support to four multi-day online discussions during this reporting

period. The topics of the discussions were varied and helped to gather feedback on a variety of initiatives important to BFS. The e-Consultations were all conducted through the Agrilinks platform and utilized increased functionality as a result of the upgrade, completed in November 2012. Upgrades to the "Discussions" feature of the website included the additions of facilitator, resource, and FAQ pages along with easier navigation within the discussion space.

### **Gender GLEE e-Consultation**

On January 30–31, 2013, the K&L Portfolio implemented the Gender Integration for Food Security e-Consultation. During this 2-day facilitated online discussion, USAID, gender experts, and implementing partners came together to discuss examples of successes and challenges in gender integration while thinking through next steps to effectively and sustainably scale up gender programming in Feed the Future programs.

As a part of this e-Consultation, the K&L and Communications Portfolios recorded a video interview with Caren Grown (Senior Gender Advisor at USAID) and Brian Bacon (USAID/BFS Chief of Staff) to share key results of a survey that was administered in October 2012 by BFS to USAID staff and Feed the Future implementing partners. This survey intended to gather information about gender integration in FTF programs and directly fed into the January e-Consultation.

### Key Stats

Registered participants: **80**  
Active participants: **29**  
Resources submitted: **12**  
Total posts: **126**  
Total pageviews: **604**

This e-Consultation was one in a series of events that made up USAID's Gender Global Learning and Evidence Exchange (GLEE) activities.

## Innovation for Agricultural Education and Training in Developing Countries

During this two-day facilitated online discussion, held on May 7–8, 2013, representatives from the InnovATE project, USAID, and agricultural education and training (AET) experts discussed best practices in AET. The conversation focused on developing programming for youth, AET in post-conflict environments, and incorporating gender into AET. This e-Consultation was being used to set the stage for an in-person AET forum expected in Fall 2013 and eventually an international AET community of practice.

### Key Stats

Registered participants: **77**  
Active participants: **18**  
Resources submitted: **11**  
Total posts: **51**  
Total pageviews: **789**

## KUDOS

“Thank you for all the hard work you put into making the Innovate e-Consultation a success. You guided us gently and expertly from beginning to end. It was a great pleasure to work with you, and I hope we have an opportunity to do something similar again next year.”

- InnovATE project staff

## Examining Integrated Pest Management Research Priorities

This e-Consultation was held on June 4–7, 2013, to discuss the future of USAID’s support for targeted, applied research on agriculture and food security challenges through the Integrated Pest Management (IPM) Innovation Lab\*. BFS asked for input on the technical challenges and opportunities in IPM, as well as capacity building needs, the strengths and weaknesses of the US University System in addressing these needs, and how to best scale up what works. The results of this e-Consultation are

\* Innovation Labs were formerly called Collaborative Research Support Programs or CRSPs.

being compiled into a synthesis document, which will eventually be used to help inform USAID in the design of a new Feed the Future Innovation Lab for Collaborative Research on IPM.

### Key Stats

Registered participants: **67**  
Active participants: **28**  
Resources submitted: **8**  
Total posts: **148**  
Total pageviews: **721**

## KUDOS

“Loving the @USAID @Agrilinks discussions on #IPM and emerging #pests today! Thanks, @FeedtheFuture”

- e-Consultation participant via Twitter

## Examining Sustainable Intensification Research Priorities

This June 18–21, 2013, e-Consultation was held to discuss the future of USAID’s support for targeted, applied research on agriculture and food security challenges through the Sustainable Intensification (SI) Innovation Lab. BFS asked for input on the technical challenges and opportunities in SI, as well as capacity building needs, the strengths and weaknesses of the U.S. University System in addressing these needs, and how to best scale up what works. The results of this e-Consultation are being compiled into a synthesis document, which will eventually be used to help inform USAID in the design of a new Feed the Future Innovation Lab for Collaborative Research on Sustainable Intensification.

### Key Stats

Registered participants: **110**  
Active participants: **21**  
Resources submitted: **10**  
Total posts: **138**  
Total pageviews: **2,208**

## Groups

The Agrilinks platform provides an online space for working groups and communities of practice to collaborate on topics relating to food security and agriculture. KDMD's support to Agrilinks groups included personalized scoping, recommendations on tools and activities to utilize in the group space, personalized training to group facilitators, technical support, and regular follow-up with facilitators.

The K&L Portfolio built off of the work done in the PPL Program to help BFS develop a process that could be replicated when new group requests were submitted. An online submission form was created to gather key information from interested groups. Once information in the form was received and approved by the KDMD project and BFS, the K&L Portfolio followed up with the designated group contact to further discuss the objectives goals of the group. After groups submitted content for their "About" page, as well as additional content to demonstrate commitment to group buy-in and engagement, the group was officially approved for creation.

Resources for all groups were adapted from the PPL guidance documents and will be housed on a library resource page on Agrilinks. This page will aggregate all group resources to make them easily accessible to group facilitators and members. Some of the resources created during this reporting period include:

- Website technical skills training for the group space
- Scoping questions for groups
- Recommendations for group facilitators on Agrilinks
- Communities of Practice guidance brief
- Outreach letter for facilitators

Groups on the Agrilinks Site include:

- Knowledge Network on Long-Term Technical and Leadership Training
  - 27 members with facilitation by Andrew Gilboy

(Independent Consultant) and Anne-Claire Hervy (APLU)

- Extension and Advisory Services Group
  - 35 members with facilitation by Andrea Bohn (Michigan State University)
- Agriculture & Nutrition Global Learning and Evidence Exchange (AgN-GLEE)
  - 127 members with facilitation by Heather Danton (SPRING Project)
- FTF FEEDBACK and FTF MS (will be formed in September 2013)

## Guidance

The K&L and Communications Portfolios customized guidance briefs for the Food Security/Ag Program based upon similar guidance drafted by the KDMD project for the PPL Program during this period. These documents were created to support USAID and participating partners on KM practices and Agrilinks site functionality based on the experience of the KDMD project. KDMD worked closely with BFS to determine which guidance docs should be prioritized. The following documents were either finalized or are being drafted during this reporting period:

- Webinars/Ag Sector Council Seminars
- AgExchanges/e-Consultations
- Twitter/Twitter Chats
- Blogs
- Videos
- Post-event Products

## COMMUNICATIONS

The Communications Portfolio continued to support the FS/Ag Program by implementing a communications strategy based on an understanding of optimal formats for intended effect and developing products tailored for specific audiences to easily access, digest, and apply new knowledge. Over the reporting period, the major areas of focus for the

Communications team were:

- Video development
- Social media outreach
- Outreach and engagement
- eUpdate production
- Agrilinks support

## Video Development

Due to continued strong viewership and positive responses from Agrilinks videos, the Communications team continued to conduct interview recordings for the Ag Sector Council Seminar Series and special events/activities as requested. The Communications team also continued production of the Video Notes series and introduced the KM Insights video series.

During this period, six Video Notes were produced:

- Pablo Manzano of the World Initiative for Sustainable Pastoralism (WISP) on sustainable pastoralism and the benefits of drylands production systems
- Peter Gubbels of Groundswell International on climate change in risk-prone areas
- Jan Leach of Colorado State University and the International Rice Research Institute (IRRI) on rice pathology research

- Charlotte Dufour of FAO on mainstreaming nutrition agricultural linkages
- Mpule Kwelagobe of the MPULE Institute for Endogenous Development on food security and the feminization of poverty in Africa
- Ruth Oniang'o of Rural Outreach Africa on the agriculture and health nexus

During this period, four KM Insights were produced with one more anticipated in September 2013:

- Sarah Schmidt of DAI and the USAID CK2C Project on the FRAMEweb platform
- Pablo Manzano of the World Initiative for Sustainable Pastoralism (WISP) on corralling traditional pastoralist knowledge
- Dar Maxwell of the USAID KDMD project on distance learning for development
- Lindsay Levin of the USAID KDMD project on social media for improved development outcomes



Figure 17:

(Top right) The KM Insights video series focused on integrating practical tips and insights to make knowledge management practices, concepts easily accessible to viewers. (Bottom) Videos from the Agrilinks YouTube channel helped to generate a following and provided quick overviews for people who missed seminars and events.

- Maciej Chmielewski of the USAID KDMD project on utilizing video for knowledge sharing in international development (anticipated)

The KM Insights videos were also cross-posted on USAID’s Learning Lab website.

In addition to regular video production, the Communications team led video capture and production for several high-level events. During this reporting period, production was completed on video interviews that were recorded in the previous reporting period from The World Food Prize 2013 Borlaug Dialogue and the FSN Meeting in Washington, DC. As part of KDMD’s support of the Gender GLEE, held in May 2013, the Communications team edited and published the recordings from seven event sessions. For the Agriculture and Nutrition GLEE, held in June 2013, the Communications team produced three video interviews. The Communications team also produced a video featuring Peter Gubbels of Groundswell International that was used during the Climate-Smart Food Security course in May. Lastly, the Communications team created a promotional video for #AskAg Twitter Chats that was initially developed as part of a USAID Social Media Week video competition.

The following table summarizes the number of the new videos in KDMD’s growing multimedia library over the last nine months:

VIDEO SERIES	# OF VIDEOS
ASC Greenroom Interviews	9
Video Notes	6
KM Insights	4
Gender GLEE	7
Ag and Nutrition GLEE	3
FSN Knowledge Sharing Meeting	8
World Food Prize Borlaug Dialogue	13
Courses	1
Twitter Chat promo	1

## KUDOS

“The videos are wonderful. It was so uplifting to hear about the featured organizations’ objectives and why they come to the World Food Prize every year.”

- World Food Prize staff member

“This rocks! I am impressed. I like the flow of the script and the visuals described. I like the powerful imagery of the start, followed by the more humble tone of the middle and ending with the larger aspiration. I appreciate also the references to Twitter as a tool for connecting people.”

- USAID Activity Lead about the Twitter Chats video

## Social Media Outreach

Social media has continued to open up tremendous opportunities for enhanced engagement between USAID and its partners. Social media use by the KDMD team has allowed BFS to broaden its reach and respond to different audiences through different learning styles. As part of outreach and engagement efforts, the Communications Portfolio implemented a social media strategy in alignment with USAID’s efforts.

## Blog

The Agrilinks Blog continued to gain traction during this period with approximately 170 blog posts published. In this period, there were 17,163 unique views of all blog posts on Agrilinks. The Communications Portfolio distributed blog guidance to various partners and key stakeholders

to assist with the writing and development of blog posts and also provided support on copy-editing, formatting, and meta-data tagging.

In this reporting period, two new blog series were launched. The Urban Food Security Series, led by KDMD's Knowledge and Learning Specialist Marisol Pierce-Quinonez, profiles agricultural development projects, reports, programs, and interventions that improve urban food security and promote a more sustainable agricultural value chain in the developing world. KM Insights, initially developed as a video series, was expanded during this period to include additional blog posts that explore knowledge sharing for food security programs.



Figure 18:

The Urban Food Security blog series on Agrilinks features diverse content related to urban food security and sustainable agricultural value chain development.

### Twitter

The Communications team continued to use Twitter to enhance BFS knowledge sharing activities. By the end of this reporting period, the Agrilinks Twitter account posted approximately 3,017 total tweets, had a total of 3,608 unique followers, and was listed 99 times. The Communications team continued to develop a list of key partners to monitor on Twitter to increase engagement opportunities and continued to use Twitter for partner engagement by cross-posting with various individuals and organizations. The KDMD Communications team also tweeted during all Ag Sector Council seminars. During this period, Agrilinks received 2,962 unique visits via Twitter.

### #AskAg Twitter Chat

One of the main social media initiatives during this reporting period was the continuation of the #AskAg Twitter Chats. The goal of Agrilinks #AskAg Twitter Chats is to create a space for individuals and organizations to ask questions of featured experts and discuss a selected topic. A hashtag is used to keep track of the conversation, and this format is useful because it is easily accessible online or via mobile devices around the world. It also continues to provide KDMD with the opportunity to use an innovative platform for connecting development practitioners and showcase USAID as a leader in innovative approaches to knowledge management.

This period, eight chats were held:

- “Making the Case for Investing in African Agriculture,” featuring Ben Hubbard (USAID/DCA), Nate Schaffran (Root Capital), and Sean Moore (Acumen Fund) on December 6, 2012
- “Serving the Poorest Smallholder Farmers,” featuring Roger Thurow (The Chicago Council on Global Affairs), Stephanie Hanson (One Acre Fund), and Michael Hudson (One Acre Fund) on January 10, 2013
- “Agricultural Higher Education,” featuring David Kraybill (Ohio State University), Kurt Richter (Virginia Tech), and Clara K. Cohen (USAID/BFS) on February 14, 2013
- “Gender in Agriculture—Not Only About Women,” featuring Mara Russell (Land O’Lakes International Development), Greta Schettler (U.S. Department of State), Wenchi Yu (U.S. Department of State), Lindsey Jones (ACDI/VOCA), and Sylvia Cabus (USAID/BFS) on March 8, 2013
- “Water and Food Security Nexus,” featuring Moffatt Ngugi (USAID), Timothy Prewitt (IDE), Julie Wroblewski (JW Strategic Consulting), Mark Duey (Water for People), and Elynn Walter (WASH Advocates) on March 22, 2013
- “Intersection of HIV and AIDS & Food Security,” featuring Meaghan Murphy (FHI 360), Kristen Weeks (DAI), and Jason Wolfe (USAID Office of HIV/AIDS) on May 23, 2013

- “Youth Employment in Agriculture,” featuring Rachel Blum (USAID Office of Education), Karen Brooks (IFPRI), David Feige (Making Cents International), and Carol O’Laughlin (Winrock International) on June 11, 2013
- “Smallholder Access to Improved Technology,” featuring Milton Lore (Kenya Feed the Future Innovation Engine), Bob Rabatsky (Feed the Future Partnering for Innovation), and Kristen Gendron (USAID Development Innovation Ventures) on July 16, 2013

A Twitter Chat on social media in international development will be held in September 2013 in collaboration with the PPL Program. During this reporting period, the KDMD team continued to adapt and enhance Twitter Chats based on feedback from participants and featured experts. Overall, the Twitter Chats moved away from a standard Q&A format, and were organized to maximize discussion and dialogue not just between



Figure 19: Twitter Chats, facilitated by KDMD, allowed participants across the globe to engage in specific topics in global food security with USAID and other subject matter experts.

between experts and participants, but among the audience as a whole. To do this, Twitter Chats were structured around six guiding questions that both the experts and participants could respond to. In addition, experts still answered direct questions from the online audience.

The Communications team also worked with A&L to develop specialized activity reports for Twitter Chats. By the end of this reporting period, Communications solidified the process for Twitter Chats and standardized a number of best practices.

### Additional Social Media

During this reporting period, the Communications team continued to use LinkedIn to connect with the agriculture and food security audience by posting event announcements within pre-existing groups on relevant topics. In addition, the Communications team continued to use Facebook for promotion and engagement through enhanced Agrilinks status updates that include photos, which have been demonstrated to increase Facebook activity. All videos created by KDMD continue to be uploaded to the Agrilinks YouTube account.

The Communications team also finalized a recording of a “Twitter 102” training. This 20-minute training provides information on how to navigate Twitter.com, follow an #AskAg Twitter Chat, and use advanced Twitter management tools such as HootSuite and Tweetdeck. This was widely promoted and distributed to USAID staff and partners.



Figure 20: The Twitter 102 Training was designed to take users with a basic understanding of Twitter to the next level with social media management tools.

## KUDOS

"Thanks so much for this fantastic wrap-up of the #AskAg chat on gender. We were so pleased with how it went and are interested in participating in future chats!"

- Land O'Lakes staff member  
and Chat participant

"I enjoyed the Twitter Chat and it made me feel young. Bus bumpers in Tanzania have crazy one-liners painted on them, many of them taken out of context. Occasionally, we see a bumper that says "Follow us on Twitter." The drivers don't know what that actually means but now, at least, I do!"

- USAID Activity Lead about  
the Twitter Chats video

"I asked for advice on Twitter chats and I got it: [agrilinks.org/blog/what-are-...](http://agrilinks.org/blog/what-are-...) #askag @Agrilinks@mSolutionsUSAID"

- USAID Mobile Solutions staff  
member via Twitter

## Outreach and Engagement

KDMD's outreach efforts have focused on engaging USAID staff, Missions, select partner organizations, and the industry as a whole through venues and channels appropriate to each. By reaching out to these various audiences, the team has worked to build channels to both capture knowledge about agriculture-led food security and effectively organize and disseminate it to provide increased value to the greater agriculture and food security community.

Between November 2012–August 2013, cross-portfolio teams of KDMD staff managed the FS/Ag Program's involvement at three events.

At the Global Health Knowledge Management Share Fair held on April 16, 2013 in Washington, DC, KDMD managed an exhibition booth to display Agrilinks materials and discuss the FS/Ag Program's knowledge sharing activities with event participants. KDMD team members presented at sessions to

share lessons learned and best practices on M&E indicators and digital media strategy. To accompany the latter session, the Communications team created the KDMD Multimedia Brochure, which later won an American Inhouse Design Award (see: Appendix E). Agrilinks also created a "Best of Agrilinks" DVD focused on nutrition-related activities to distribute at the Share Fair and additional events.

At the USAID Knowledge Management Expo, held on February 26, 2013 in Washington, DC, KDMD managed an exhibition booth, and the BFS Activity Lead presented at sessions on "Life in the Village" and social media.

Additionally, Agrilinks one-pagers were distributed at the EG Overview Course and the Ag Core Course offered during the period.

## eUpdate

During this period, KDMD continued the production of eUpdate newsletters to provide the FS/Ag Program's audience with regular updates on Agrilinks activity, including blog posts, library resources, event resources, upcoming events (both Agrilinks and outside events), community activity (e.g., tweets from the Agrilinks community), and more.

After a year of eUpdate production, it became clear that the eUpdates were a main driver of traffic to Agrilinks. Coupled with an increase in regular site updates, KDMD and the BFS Activity Lead made the decision to produce and send eUpdates twice a month, instead of once per month, beginning in May.

## Agrilinks Support

The Communications team played an integral role in maintaining and updating content on Agrilinks. The Communications team also worked closely with the Web team to refine several components of the upgraded website.

Communications assisted the Web team in organizing and uploading content for the Activities pages. KDMD spent significant time working with the FTF FEEDBACK program to create a



Figure 21:

The KDMD Multimedia Brochure was designed to offer advice to others looking to include more media in their KM activities.

customized Activity page that included enhanced features such as a rotating slideshow on the main activity landing page.

During this reporting period, the Communications team also supported the Web team through QA testing for the entire site, with a special focus on Agrilinks Groups. The Communications team worked closely with the K&L team to train and support Agrilinks group facilitators from partner organizations and to develop guidance to share on the site.

## ADULT LEARNING & TRAINING

### Agriculture Core Course

The KDMD project supported the implementation of a 5-day Agriculture Core Course in December 2012. The goal of the course was to provide USAID Agriculture Officers and other staff managing agriculture and food security programs with an understanding of current policies, technical approaches, and best practices for increasing rural

Table 5: eUpdate Statistics

eUPDATE	NUMBER OF RECIPIENTS	OPEN RATE	CLICK RATE	SUCCESSFUL DELIVERIES
December 17, 2012	4,450	20.1%	5.2%	4,428
January 28, 2013	4,403	20.5%	5.6%	4,379
February 19, 2013	5,070	23.8%	8.1%	5,028
March 19, 2013	5,640	22.7%	6.2%	5,598
April 15, 2013	5,122	19.6%	6.1%	5,080
May 6, 2013	5,209	23.3%	8.6%	5,142
May 20, 2013	5,243	20.2%	5.3%	5,202
June 3, 2013	5,351	21.6%	5.4%	5,317
June 17, 2013	5,328	19.5%	5.2%	5,296
July 8, 2013	5,632	22.5%	6.7%	5,586
July 22, 2013	6,085	21.1%	6.8%	6,047
August 7, 2013	6,858	20.6%	6.3%	6,762

incomes and reducing hunger through agriculture and food security programs. Objectives included:

- Explaining the role of agriculture in economic growth and food security
- Demonstrating the value of integrating other sectors into agriculture and food security for improved program impact
- Presenting technical approaches and best practices to increase incomes and reduce hunger through agriculture
- Strengthening the agriculture community of practice

The course was provided to 28 USAID and contractor staff working on BFS programs in sub-Saharan Africa, Latin America/Caribbean, Asia, Europe and Eurasia, the Middle East, and Washington, DC. Survey respondents overwhelmingly reported that the course was effective and met desired objectives.

### **Climate Smart Food Security Course**

This course, held from May 13–17, 2013, was the first iteration of a highly-anticipated cross-Bureau course focused on climate change dynamics affecting food security projects managed by BFS staff. The 5-day pilot course included presenters from the E3 Bureau, BFS, and individuals from outside USAID. Twenty-five participants attended the course to:

- Understand the importance and impact of climate change on agriculture and food security
- Learn about technical approaches and best practices in climate smart agriculture and food security
- Become aware of resources and tools to assist in strategic planning and program design

The KDMD project, including team members from all portfolios, provided support to BFS in the design, implementation, and capture of the training. Curriculum development and technical specialists from the KDMD project were brought in to help shape the course content and agenda along with a large team of representatives from BFS and other

USAID offices. This was the first KDMD-managed training held at the USAID training center located in Crystal City, Virginia.

A video interview between two training presenters (Tim Frankenberger of TANGO International and Peter Gubbels of Groundswell International) was pre-recorded before the course and played for participants. This video was later posted on the Agrilinks website with a blog post as a part of the Video Note series.

### **Life in the Village**

The Food Security/Agriculture team continued to refine and test the “Life in the Village” simulation activity with the goal of making the materials available for “off-the-shelf” use by interested parties. The activity, originally created by Lena Heron and Anicca Jansen of USAID for the Agriculture Core Course, allows participants to role play as heads-of-household in a small, poor village in a developing country, and guides them to make difficult decisions about where to place their resources. The simulation has expanded to include three villages of differing levels of wealth and market access, each with household balance sheets, shock cards, and accompanying facilitator’s guide.

During this period, KDMD led a session for 20 participants at the Food Security and Nutrition Network’s knowledge-sharing meeting in mid-November, showcasing a slightly compressed version of “Life in the Village” and leading a group discussion on the utility of simulation activities.

The game was used again on March 14, 2013 at the 14th Annual IMI Conference on Intercultural Relations at American University. The session attracted about 25 participants, allowing two groupings of “Village B” to be implemented simultaneously. Participants appreciated the interactive nature of the session and provided suggestions on how to enhance the activity with added cultural dimensions. Several requests were received for access to the materials and these participants were encouraged to adapt and share the simulation for their own trainings and courses.

As mentioned in the MPEP Program chapter, in July 2013, a modified version of the simulation was utilized in the “Engaging the Power of the Private Sector for Development” training hosted by USAID’s E3 Bureau.

## ASSESSING & LEARNING

The A&L Portfolio supported the FS/Ag program this reporting period by providing evaluation and analytics support for all activities. This included:

- Data collection and analysis for program activities
- Interviews and surveys to inform the redesign of Agrilinks
- Survey design, data collection, and analysis for trainings
- After-Action Reviews
- Web analytics reports for Agrilinks

## Learning & Impact

The KDMD project uses information collected during monitoring, evaluation, and analysis activities and through the After-Action Review process to inform and capture lessons learned in the process of planning and implementing activities and the impacts that resulted from changes over time. In anticipation of KDMD’s contracted end date, A&L also conducted two special activities designed to gauge the impact of the Ag Sector Council Seminar Series and the larger Agrilinks platform.

### Ag Sector Councils



*Average Seminar Satisfaction: 4.23/5*

The Ag Sector Council (ASC) Seminar Series—which began prior to KDMD, but has been managed by the project since February 2010—has been popular since the beginning and participation has been growing steadily. Besides constantly improving the webinar delivery, one factor that made the webinar space more vibrant has been incorporating featured contributors. These were

experts that were invited to participate in the chat box by contributing to the discussion and answering incoming questions.

In the final reporting period, A&L designed a survey aimed at gauging the impact of participating in ASC seminars. The survey was conducted both in-person at the last ASC and shared online with Ag Sector Council participants. There were 22 responses online and 8 responses in-person. One person was also successfully contacted and interviewed for additional qualitative feedback.

### Agrilinks Platform Impact

The Agrilinks platform impact survey designed by A&L was sent to all Agrilinks members and garnered 102 responses. The survey asked respondents to indicate if they were willing to give further context through an interview, 23 people responded positively to that question and out of that group, 10 were successfully contacted and interviewed. An overview of the survey results are included in Appendix D.

## IMPACT

Dr. Howard Elliott, an independent consultant and former Deputy Director General of the International Service National Agricultural Research, describes Agrilinks as a “reliable, evidence-based source of information for new developments in Agriculture.” More specifically, Howard stated that he had recently downloaded a resource from a June 2013 Ag Sector Council Seminar on National Agricultural Research Systems. That resource was then shared with colleagues and fellow members of a 12-person Expert Panel and 4-person Synthesis Team tasked with developing a Science Agenda for Agriculture in Africa that will ultimately be presented to Heads of State at the African Union in 2014.

### #AskAg Twitter Chats

As described earlier in this chapter, Agrilinks’ #AskAg Twitter Chats began as a one-time experiment in Spring 2012 and have transformed into a successful regular series for USAID’s Bureau for Food Security and Agrilinks. They

gained traction due to the low barrier to entry for participants already using Twitter and the wide reach of the platform. Over the period, Twitter Chat attendance grew by 222 percent, from 74 participants during November 2012 chat to 230 in the most recent September event.

Since the start of this activity, the KDMD team, in partnership with BFS, has continued to refine and adapt the structure and implementation of #AskAg Twitter Chats. In addition to internal feedback loops, the KDMD team relied on feedback from participants through surveys tweeted out immediately following each chat, as well as feedback collected informally from experts following chats.

### **Structure**

These chats originated as question and answer sessions allowing the Twitter audience to ask specific questions of experts, but participant feedback suggested a change in format that would maximize community engagement. The new format centered around four to six guiding questions served to the frame the conversation and allow participant and expert input. These adjustments received positive feedback. Based on experience, KDMD also maximized the use of the chat time by encouraging experts and participants to share introductory tweets with biographical and geographical information prior to the chat rather than during the event.

As a result of increased requests for links and resources, KDMD also began compiling a selected list of links and resources sharing during the chat to be included within the blog post recap of the chat on Agrilinks. These posts generated significant traffic back to the Agrilinks website.

### **Impact**

Twitter, like other social media platforms, presents certain challenges in terms of measuring impact. Although a number of quantitative indicators exist, a big element of social media's value is its ability to generate substantive conversation and engagement. The latter component is not as easy to measure. To gauge the impact of #AskAg Twitter Chats, KDMD prepared a Twitter Chat Final Report for the Bureau for Food Security, collecting both quantitative and qualitative data to reflect both sides of the story.

**The Numbers.** During earlier chats, the survey link was tweeted out several times from the Agrilinks account at the end of the chat. In an effort to increase the number of survey responses, KDMD began tweeting the link several times between the middle and end of the chat. In addition, KDMD tweeted the link individually, via mentions or direct mentions, to chat participants. This approach successfully increased the number of survey respondents. Of all survey respondents, 82 percent indicated that they “strongly agree” or “agree” that knowledge generated during #AskAg Twitter Chats can be applied to their work. In terms of the effectiveness of the format, 69 percent of survey respondents “strongly agree” or “agree” that Twitter chats are an appropriate and practical medium for knowledge exchange.

**The Stories.** To further assess the impacts of #AskAg Twitter Chats, the KDMD team held follow-up interviews with several chat participants. This allowed the team to get in-depth stories on how information and connections from Twitter Chats have a direct impact on improved development outcomes. In one case, the interviews revealed practitioners making connections via Twitter with plans to meet in-person and collaborate at an upcoming conference. In another case, a participant who lacked running water in his apartment in Jamaica was still able to join an #AskAg Twitter Chat through his mobile phone.

**USAID.** Overall, the USAID experts had a positive experience and found value in participating in #AskAg Twitter Chats. Many USAID staff were new to Twitter and saw the chats as a learning opportunity. The chats also connected USAID staff to new networks of development practitioners. While some experts used their experience as a launching pad for continued Twitter engagement, other experts found they were too busy to maintain a Twitter presence.

### **Looking Forward**

In the Twitter Chat Final Report, KDMD has shared recommendations with BFS related to reconnecting with USAID experts, further targeting USAID staff in outreach efforts, employing advanced analytics tools like Keyhole, developing impact-oriented surveys, and focusing some chats on specific regions.

## RECOMMENDATIONS

The FS/Ag Program has grown significantly since its buy-in to the KDMD project in 2009. Central to this growth has been the collaborative relationship between the KDMD team and the USAID/BFS Activity Manager. This collaboration has encouraged open conversation and exploration that has given rise to creative and innovative knowledge capture and sharing activities. A willingness to experiment and try new things has resulted in an enormously successful suite of products that are increasingly being adopted and replicated by others in the industry. Maintaining this type of relationship is essential for the continued success of this project.

It is recommended that the Knowledge-Driven Agricultural Development (KDAD) project continue all current activities originally implemented under the KDMD project and, as part of a larger knowledge management, communications, and training strategy, incorporate additional knowledge sharing activities that are complementary with USAID/BFS's overall strategy. Specifically, the Ag Sector Council seminars, Twitter Chats, video series, and blog activities have all proven to be extremely successful and should continue to be developed in the next contract.

Some current activities initiated under the KDMD project should continue to be developed and strengthened, including the Agrilinks Groups and profiling of projects and groups under the Activity pages. As part of a strategy to strengthen online groups, the KDAD project should consider initiating a community of practice of online facilitators working in agriculture and food security to bring together individuals working in online group spaces to share good practices and lessons learned. Similar to the webinar workshop that is being planned for September through the KDMD project, workshops on other topics such as communities of practice could potentially be a useful service to others working in the food security and agriculture sector.

Linkages between other knowledge sharing projects and platforms (both USAID-funded and beyond) should continue to be developed and streamlined.

The K&L team completed a survey of existing USAID-funded projects and platforms working on international food security and agriculture issues. This mapping activity catalogued the overarching program, mission, topical focus areas, target audiences, and knowledge sharing tools used by each platform. The research began during KDMD and will be published as a table along with two blog posts summarizing the programmatic focus areas and KM tools used by each platform on Agrilinks. This research should continue with the KDAD project, and results should continue to be shared out with the larger community through Agrilinks as a way to continue weaving together the different programs functioning in the KM for agricultural development space.

As part of a larger strategy for the KDAD project, additional activities to increase the flow of information between Washington and the field should be explored. This could include more featured presenters from field projects participating in Ag Sector Council seminars or Twitter Chats. Video capture in the field (either by KDAD staff or USAID/BFS) could also be a way to bring the voices of the field back to Washington, DC. Finally, participation by KDAD staff in events in the field (such as trainings, conferences, and field visits) could provide a valuable opportunity to capture information about new and interesting activities.

Finally, BFS should consider upgrading the Agrilinks website to Drupal 8 (when it is released) as a way to maintain the appearance, relevance, and functionality of the site. Mobile functionality for the site should also be further explored under the KDAD project to reach additional users. The purpose of the Jamaica Basic Education Program is to implement and manage the Partners for Educational Progress Community of Practice (CoP), a country-level community focused on improving basic education and early grade literacy in Jamaica. The CoP is a network of education professionals and stakeholders who collaborate virtually and in person to share knowledge, discuss critical issues, and provide peer support with the goal of advancing the country's education sector.

## 7. JAMAICA BASIC EDUCATION PROGRAM

The purpose of the Jamaica Basic Education Program is to implement and manage the Partners for Educational Progress Community of Practice (CoP), a country-level community focused on improving basic education and early grade literacy in Jamaica. The CoP is a network of education professionals and stakeholders who collaborate virtually and in person to share knowledge, discuss critical issues, and provide peer support with the goal of advancing the country's education sector.

In June 2012, the School of Education at the University of the West Indies, Mona, was approached to take over management of the CoP. Upon agreement of common goals and protocols, a transition plan and memorandum of understanding (MOU) were jointly developed by KDMD and UWI's School of Education. This transition marks a great success for USAID/Jamaica in fostering a program that will not only be sustained within the community, but through UWI leadership, will become a resource for the entire Caribbean region.

### TRANSITION OF THE COP

In late 2012, UWI's School of Education and the QED Group, LLC signed the MOU concerning the transition of the CoP, which was then renamed the Caribbean Partners for Educational Progress to more accurately reflect the scope of UWI's regional connections and the benefit of this transition. Once the MOU was in place, preparatory steps were taken to facilitate the transfer of ownership, which, in addition to renaming the CoP, included:

- Revising the CoP's goals and objectives
- Establishing an Advisory Committee
- Identifying and training the new facilitation team
- Rebranding the CoP website, upgrading it to the Drupal 7 platform, and migrating to UWI's hosting environment
- Transferring CoP assets
- Carrying out the handover ceremony

Through the CoP going forward, the School of Education endeavors to:

- Expand and broaden the community to include various topics beyond basic education
- Recognize the link between active CoP members and the work of the University by engaging the wider community around the research and areas of interest that can feed into UWI's work in exciting, meaningful, and relevant ways
- Influence policy by working closely with the Ministry of Education, distilling the lessons and experiences from the CoP community
- Provide a venue for educational discourse among and between students and alumni, keeping them connected to the research and practical application that affects the CoP community
- Utilize the online platform as a one-stop-shop archive for discussions and linkages with other resources

### CoP Advisory Committee

In January 2013, the School of Education (SoE) finalized the members of the CoP Advisory Committee, which now includes the Director of SoE, SoE staff, and representatives from the University's Mona Information Technology Service and Marketing and Communication Office. The committee held two meetings during the course of the transition period.

### The Facilitation Team

The SoE also identified three people from its Information Communication and Technology Unit to implement the future activities of the CoP. They received ongoing support between January 24–August 30, 2013, from the KDMD Jamaica CoP Research Assistant, who trained and guided the School's new facilitators to promote understanding of the CoP, its services, and the steps necessary to execute the CoP's online events and update its website.

Prior to migration of the newly upgraded CoP website, the facilitation team participated in training that included PowerPoint presentations and guided experience in implementing the activities of the CoP using the older Drupal 6 version of the website. Over the period, the facilitators participated in organizing online events, produced knowledge products, updated the website library, and shared resources with the CoP, and engaged on the community’s Facebook and Twitter pages.

Post-migration training sessions focused on ensuring that the team was fully versed in how to use the new website, especially in light of the changes that resulted from the upgrade. The team participated in a series of workshops that gave them the opportunity to ask questions, and get assistance to overcome challenges identified.

### Transfer of Assets

Apart from the CoP website, the following files, documents, and accounts were transferred to the School of Education during the transition period:

- CoP training materials
- EduFocus Bulletins
- Survey Gizmo
- MailChimp
- Facebook
- Twitter
- Flickr

### CoP Handover Ceremony

On June 25, the CoP was officially handed over to the SoE at the Mona Visitors’ Lodge and Conference Centre in Kingston, Jamaica. Event speakers included Professor Stafford Griffith, Director of the SoE; Professor Archibald McDonald, Deputy Principal of the University of the West Indies, Mona; Denise Herbol, USAID/Jamaica Mission Director; Molly Jacas, Education Officer at the Ministry of Education; and Thom Sinclair, representing USAID’s Bureau for Policy, Planning, and Learning. The program also included a cultural piece

performed by a student from Allman Town Primary School and a pre-recorded website demonstration. The ceremony had 38 in-person attendees and 68 online participants. The ceremony was also recorded and made available as a post-event resource.



Figure 22:

KDMD provided event capture support to the Jamaica Basic Education Community of Practice Handover Event.

### COMMUNITY OF PRACTICE ACTIVITIES

Since November 2012, with the support of KDMD’s Jamaica CoP Research Assistant, the facilitation team has planned and implemented three EduExchange online discussions, three EduFocus Bulletins, and five blog posts.

#### EduExchanges

- December 4–6, 2012: “Transition of the Community of Practice to the School of Education, UWI, Mona”
- April 10–12, 2013: “Questioning School Violence in Jamaican Schools—A Critical Perspective “
- June 3–5, 2013: “Quality Education for a Sustainable Future”

#### EduFocus Bulletins

- November 2012: “Raising the Standard: School Improvement Lessons from Three Projects in Jamaica”
- February 2013: “Filling the Cracks: Y.O.U.

Boosts Life Chances Through Mentorship and Remedial Education”

- May 2013: “Jamaica’s Progress Towards Equity and Quality”

## Outreach

CoP outreach activities during the period included distributing flyers at two in-person events—UWI Research Day 2013 (February 7–8) and the UWI/ UNESCO Workshop on Climate Change Education for Sustainable Development (May 15–17)— and regularly updating the CoP’s Facebook and Twitter accounts. There has been a renewed emphasis on using social media to promote the CoP and its activities. As a result, between January–July, a 400 percent increase was seen in the number of persons who “liked” the CoP Facebook page.

## WEB DEVELOPMENT

In preparation for handing over the CoP’s website to UWI’s School of Education, the Web Development team performed a “test run” of removing the Jamaica site from the KDID portal, including extracting those users from the database who were members of the Jamaica site, but keeping their accounts active on KDID. The “free-standing” site was then compressed and compiled for transfer. The CoP website was also upgraded from Drupal 6 to Drupal 7 to facilitate the transition to SoE’s platform, which was also being upgraded to Drupal 7. KDMD’s Web team worked with sub-contractor Zaloni to update the necessary modules and database to satisfy the requirements. The site was upgraded successfully and handed over with all users, content, and functionality in place.

As part of the website transfer process, the USAID logo was removed, reference to Jamaica Partners for Educational Progress was changed to Caribbean Partners for Educational Progress, and the necessary adjustments were made to the site logo and descriptive content.

The website was transferred in the first week in June and was live in time for the CoP handover ceremony on June 25. The new website address is <http://myspot.mona.uwi.edu/cop/>. Between June

25–August 12, 2013, the new CoP website received 2,164 unique pageviews.

In addition, the Web Development Portfolio also provided ongoing support for the CoP’s online EduExchanges.

## COMMUNICATIONS

To support the transfer of the Jamaica website to UWI, KDMD’s Graphic Designer updated the branding to reflect the new Caribbean-wide scope of the site and UWI’s leadership role in the CoP. The new logo and updated design were also incorporated into the materials for the transition event, including a large print banner and program handout that the Communications team developed for the ceremony. The team also worked with the CoP’s Research Assistant to produce a site overview video that was shared during the transition event. Based on KDMD’s experience developing website tours, the team created this video with audio narration and website screenshots to introduce the event attendees to the structure and functionality of the newly renamed Caribbean Partners for Educational Progress site.

Other communications support to the Jamaica Basic Education Program during this period included copy-editing EduFocus #16 and KDMD’s Transition Plan Concept Note. Communications also updated the EduFocus template to reflect the new CoP branding.

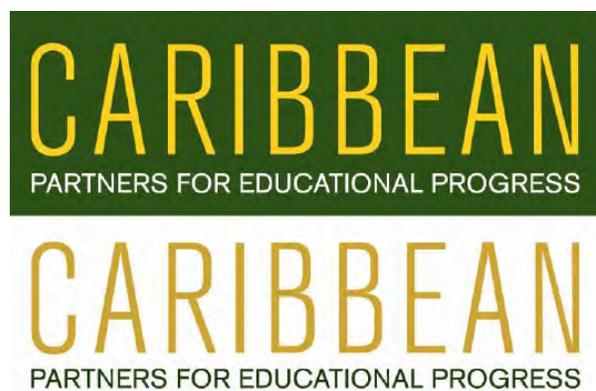


Figure 23:

KDMD provided updated branding to reflect the new owner of the Caribbean Partners for Educational Progress, the University of the West Indies.

Finally, as part of a PPL Program-sponsored Learning Improvement Project, the Communications team worked with the Jamaica Program Manager and the K&L Portfolio to scope possible learning products to document how the Community of Practice was successfully transferred to UWI's School of Education as an example of sustainable international development. KDMD decided to develop two digital stories that present reflections on what best practices and lessons learned can be extracted from the Jamaica experience with CoP development, sustainability, and local ownership. See the PPL Program chapter's Organizational Learning section for more information on these knowledge products.

## RECOMMENDATIONS

With the successful transition to the School of Education at the University of the West Indies, Mona, on June 25, the program has been handed over and is now in under their tutelage. There are lessons learned from this process that could be valuable to others starting a Community of Practice or to other Missions looking to incorporate local facilitation and sustainability strategies into their Country Development Cooperation Strategy (CDCS) and project design.

These lessons include:

- Find the right partner. Incorporate a plan for sustainability at the very beginning of the project and continually assess options as stakeholders are engaged.
- Strategic planning is critical for a successful transition. This provides an opportunity to discuss key features and resources of the existing project, determine a long-term vision, and ensure that requirements and timelines are in place as the transition moves forward.
- Knowledge sharing and mentoring provides access to the most important information and guidance, allows the new team to ask questions, and helps enable a seamless transition.
- Transparency is critical since there is no room for

surprises or unexpected consequences. Everything from financial data to statistics to process documentation should be on the table.

- Do not be afraid to adapt and change course if something does not make sense. Just because something worked before does not mean it will be successful in a new context.
- Make sure all key stakeholders are involved and in agreement.
- Do not point fingers; instead, focus on accomplishing goals and “where to go from here.”

## KUDOS

“We were happy to have worked with QED, because after we selected the facilitator and the research assistant, my work was so light, and QED... brought their own resources. You work with a contractor and they'll say, 'Well, it's not on the contract and we're not doing this.' It was never like that with [QED].”

*- USAID Activity lead for program*

“Since its launch, the CoP has facilitated the discussion of relevant and critical educational issues. I look forward to the same level of engagement now that the practice has a new home. This is a positive direction, as it points to the sustainability which has eluded us in regard to other equally meaningful initiatives. With its track record of success and commitment to high standards, I know that the UWI will deliver on its promise.”

*- Novelette McLean Francis, Jamaica Ministry of Education and Literary Advisor to the USAID/Jamaica Basic Education Project*

“I feel privileged to be a member of the community. I wish the group success as it grows from strength to strength.”

*- Joyce Campbell, CoP member*

## 8. DEVELOPMENT CREDIT AUTHORITY PROGRAM

The purpose of the Development Credit Authority (DCA) Program is to provide assistance to complement the Portfolio Management and Risk Assessments support to USAID's credit guarantee programs.

DCA Portfolio Management responsibilities under KDMD previously covered three DCA Regional Portfolios (LAC, Africa, and Asia/MENA), with a geographic reach of over 50 countries. Current DCA activities under KDMD focus on maintaining relationships with financial institutions and USAID missions for DCA's global deals, and deals in the Asia and MENA region, which covers 15 countries. Specific activities include monitoring and reporting on guarantee performance on a semi-annual basis, processing any claim requests, ensuring all fees are paid in a timely manner, and troubleshooting any problems related to the guarantees.

During this reporting period, DCA Portfolio Management continued to work with subcontractor Socrata, a leader in providing open data services, to develop an innovative data-sharing solution. That dashboard will enable DCA to dramatically improve the reach and usability of information by enhancing their ability to disseminate relevant data and to deploy data-driven services to a wide range of audiences. Socrata is expected to finalize all work on the dashboard by the end of the KDMD Project in September 2013.

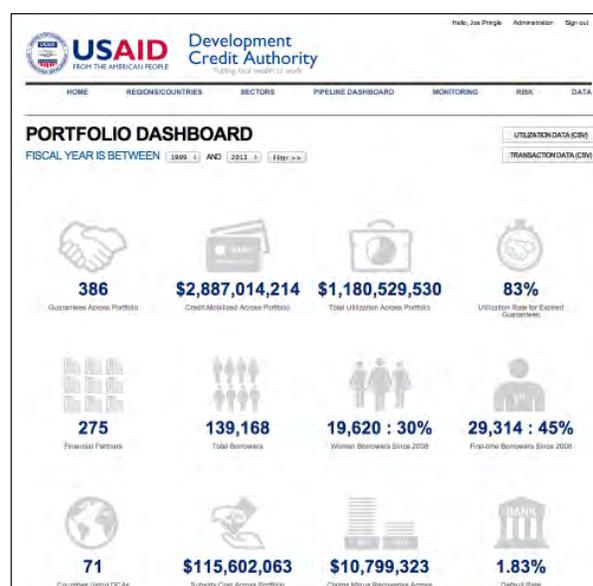
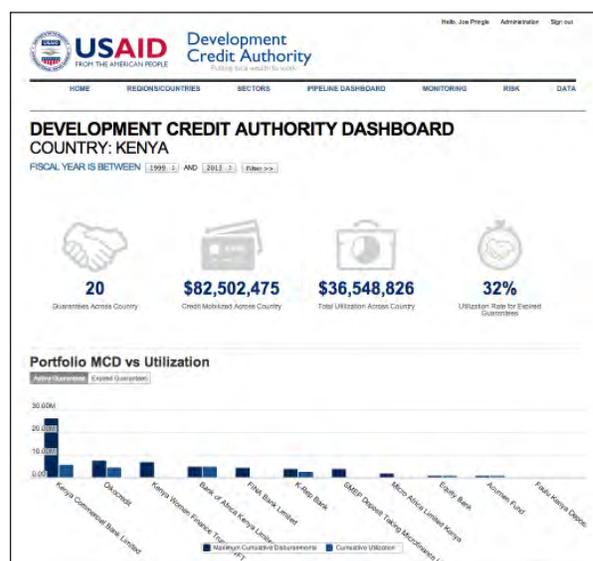
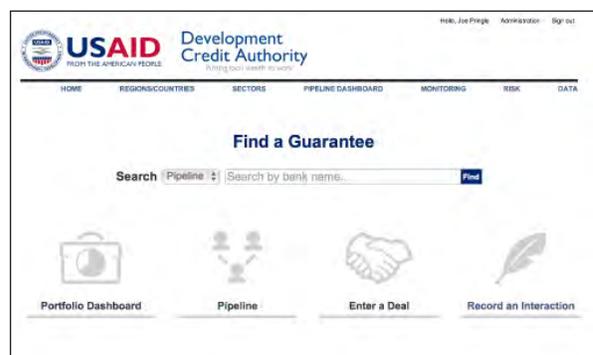
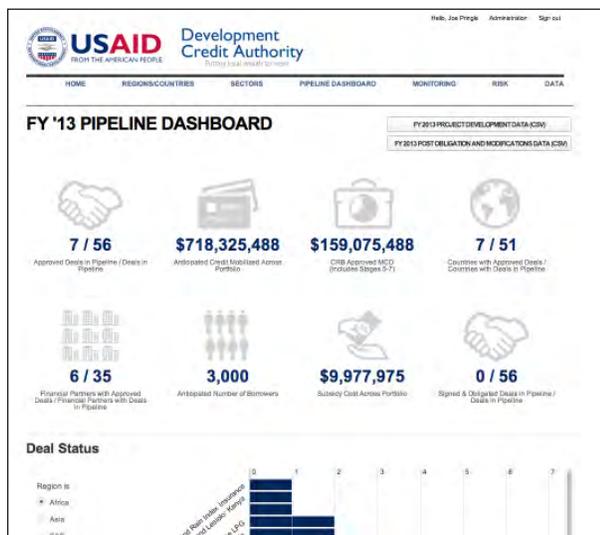


Figure 24:

KDMD worked with Socrata, to develop an innovative dashboard that allows users to easily view key statistics about USAID's Development Credit Authority.

## 9. EUROPE & EURASIA PROGRAM

The KDMD Europe & Eurasia (E&E) Program supports three teams within USAID's E&E Bureau: Social Transitions (ST), Health, and Democracy and Governance (DG). Since 2008, KDMD's role has been to assist these teams to develop knowledge sharing activities and products that increase awareness of their work.

During this reporting period, KDMD edited and finalized the Maternal and Child Health (MCH) and Health Systems Strengthening (HSS) digital stories for the USAID/E&E Health team, scoped additional activities with the ST team, and hosted one final knowledge sharing event—a webinar on inclusive education. KDMD's last activity with E&E was a Purchase Order with an NGO in Macedonia who will work with the ST team at USAID to produce several digital stories on inclusive education in Macedonia. KDMD provided some funding through the Purchase Order, as well as guidance on digital stories and USAID branding.

KDMD also continued to maintain the Social Transitions website during this reporting period and worked with the Activity Managers to determine next steps for the website and program assets.

### WEB DEVELOPMENT

The Web Development team updated the Social Transitions website as requested, most recently for the “Best Practices in Inclusive Education” event in June. Anticipating the end of the KDMD project, the ST team decided to retire its website, Social Transitions, due to the low volume of both subscribers and new site activity in the past year. The Web Development Portfolio presented the ST team with two options: extracting the site's resources and files (without theming, templates, or database information), or packaging a tarballed version of the site that could be repurposed as a stand-alone site at a later time. The ST team chose the first option and will preserve the resources and files independent of a website. As a result, the Social Transitions site will be discontinued in September 2013.

### KNOWLEDGE & LEARNING

The ST team's inclusive education programs work to address the educational needs of especially vulnerable children throughout the E&E region. Along with the Communications Portfolio, the K&L Portfolio worked with the ST team to host the “Best Practices in Inclusive Education” webinar that was held on June 25.

Eleven panelists from USAID, UNICEF, and the University of Maryland joined 30 participants from around the world to share best practices and programming methods in inclusive education. Charlotte McClain-Nhlapo, Coordinator of the Office for Disability and Inclusive Development, and Christy Vilsack, USAID Senior Advisor for International Education, were also brought in as presenters for this event. Participants included practitioners from 10 countries outside the U.S., including Ethiopia, Mali, Serbia, Jamaica, Vietnam, Macedonia, Philippines, Ecuador, Honduras, and the Dominican Republic. Discussion topics covered the international legal framework for inclusive education, lessons learned and identified gaps, and good practices for integrating inclusive development into Mission structures and programs. The webinar was recorded and shared with participants immediately following the event.

### COMMUNICATIONS

During this reporting period, the Communications team finalized the Europe & Eurasia Health Legacy digital stories. The two digital stories centered on successes generated through USAID's health programs in the E&E region, especially in the areas of maternal and child health (MCH) and health systems strengthening. Working off of earlier drafts of the digital stories developed in previous reporting periods, KDMD responded to E&E feedback to shorten the stories. This brought them more in line with KDMD's original recommendations regarding optimal length. Also, Communications incorporated custom graphic overlays to highlight some of the statistics that E&E was the most proud of and that



demonstrated cross-Agency/donor work. Other enhancements involved refining the audio, re-recording certain sections for consistency and flow, and sourcing regional music to enhance the storyline and give the digital stories a more professional tone. Finally, after discussions with E&E about their intended audience for the video, KDMD realized that the overall message of the videos needed to be updated. Originally, the digital stories were intended for a more targeted audience, but as the focus shifted to the broader public, the language was also broadened to be more inclusive.

The E&E Bureau has requested KDMD's support in strategizing a communications rollout of the two digital stories, as well as transfer of raw media files to USAID.

Based on KDMD's experience developing these digital stories, the Communications team was asked by the PPL Program to share its insights on the process as part of USAID Learning Lab's "Learning in Action" series. In the article, KDMD's Digital Designer explains what digital stories are, why the E&E Program chose this format to showcase their health programming legacy, and how others can use this approach effectively.



Figure 25:

Working with USAID/E&E, KDMD collected anecdotes, photos, and video footage from E&E Missions which were used to produce the Health Legacy digital stories.

The Communications team also assisted in promotion and general scoping of the "Best Practices in Inclusive Education" webinar. In addition to providing general invitation and event support, the Communications team worked on additional outreach options to boost low RSVP numbers, including cross-promotion on KDMD's other platforms beyond the Social Transitions website. Communications worked with event organizers to redesign the presentation to better fit the timeframe and audience considerations.

## RECOMMENDATIONS

KDMD recommends that E&E focus its knowledge management program around its most successful knowledge sharing activities: multimedia and events. Digital stories, when implemented strategically, can have an extremely powerful impact, and when hosted on platforms such as YouTube, can have a wide reach. KDMD hopes that the E&E Health team will make the most of the work done on its two legacy digital stories under the project by disseminating them to all of its key stakeholder audiences. These stories could also spark additional conversations about how to capture and demonstrate impact as USAID winds down its work in the region. As this scaling down takes place, KDMD recommends that USAID staff and implementing

partners think creatively about documenting their legacy not only through data and reports, but also with photos, audio and video recordings, and personal narratives from stakeholders and beneficiaries.

Events are most successful when organizers are able to target their key audiences, effectively reach out to them, and structure an experience where the topic, length, type, and timing of the event are all complimentary. KDMD recommends that the E&E Bureau expand the reach of its knowledge sharing and exchange events by connecting its topics to broader Agency initiatives (such as with the recent webinar) and/or packaging best practices and lessons learned in the E&E context in ways that other Regional Bureaus and Missions can adapt and apply them.

## 10. GLOBAL PARTNERSHIPS PROGRAM

KDMD resumed work with the Global Partnerships Office in May 2013 to finish their online course titled “Introduction to Partnerships at USAID.” The objectives for this course are to provide participants with basic information about USAID partnerships and knowledge of background terms and concepts. This course had been pending due to shifting leadership and priorities with the Global Partnerships team, but the course will be completed by the end of KDMD.

### ADULT LEARNING & TRAINING

The Global Partnerships team, consisting of USAID and Dexis, completed storyboards for the Partnership online course in July and passed them on to KDMD for development. Over the past six months, short videos were developed and added into the course content. These videos, depicting USAID’s experience with and process in developing partnerships, will enhance the experience of course. The online course will be loaded to USAID’s external website and may be placed on other websites in the future. After completing the online course, participants should have a better understanding of the following:

- Why USAID values partnerships
- A range of partnerships approaches
- Overlapping interest of partners
- The Global Development Alliance partnership model
- Initiating partnerships



Figure 26:

KDMD designed and delivered a new online module for USAID’s IDEA/Global Partnerships division, which focused on how organizations can partner with the Agency.

### RECOMMENDATIONS

The course that KDMD is developing through the GP Program provides an overview of USAID’s history of developing global partnerships and this training can be helpful for all USAID staff as well as partners. However, the course is most relevant for staff directly involved with alliance building, such as Private Sector Development Officers. To expand the reach of this course, the GP team should consider sharing it with the E3 Bureau’s TRR and EP Offices (especially with the staff in those Offices working to redefine the Agency’s approach to private sector engagement) so they can incorporate it into their future trainings, conferences, and industry events.

## 11. POLICY, PLANNING, AND LEARNING PROGRAM

Established in June 2010, the USAID Bureau for Policy, Planning, and Learning (PPL) leads USAID's policy planning efforts, shaping overall strategic and program planning, ensuring the Agency's evolution as a learning and evaluation organization, overseeing donor engagement, and institutionalizing science and technology in USAID work. PPL's Office of Learning, Evaluation, and Research (LER) was created to catalyze USAID's transformation into an effective learning organization that continuously learns through evaluation and research and applies outcomes from that learning to everything USAID does.

KDMD initially approached PPL's work in two different phases, based on LER's own strategic workstreams: Phase One focused on USAID Missions and implementing partners, while Phase Two focused on USAID/Washington technical and regional bureaus. Recognizing that all Agency staff and partners worldwide share common ground in regard to strengthening institutional learning, both KDMD and LER have shifted away from this phase-oriented structure in the final year of the project to focus instead on activities that could apply to all stakeholders. By breaking down these silos, KDMD aimed to engage and encourage dialogue on learning throughout the Program Cycle among Agency staff and implementing partners worldwide.

The PPL Program represented a large percentage of the work done by KDMD in the last nine months, with a complex workplan involving many different, but interconnected activities. In order to make connections between these activities across the various portfolios, this chapter has been subdivided into four sections that capture the major workstreams of the PPL Program during this reporting period:

1. Support to LER's **Collaborating, Learning, and Adapting** approach
2. Design, launch, ongoing web development, and content management for the USAID **Learning Lab** website

3. Knowledge capture and sharing for PPL's **Evaluation** activities
4. Assistance to USAID in exploring approaches to strengthen **organizational learning**

### **COLLABORATING, LEARNING, AND ADAPTING**

Collaborating, Learning, and Adapting (CLA) is a conceptual framework intended to enable USAID to become a more effective learning organization and thereby a more effective development organization. The approach aims to facilitate local participation and capacity building and promote country-led development.

CLA was initially developed by USAID/Uganda as a component of its Country Development Cooperation Strategy (CDCS) to ensure that the CDCS works as a "living strategy," providing guidance and reference points not only for implementation but also for learning and course correction as needed. In the last year, many Missions have begun to incorporate CLA into their CDCSs. This approach helps to create the conditions for development success by:

- Facilitating collaboration internally and with external stakeholders
- Feeding new learning, innovations, and performance information back into the strategy to inform funding allocations, program design, and project management
- Translating new learning, as well as information about changing conditions, into iterative strategic and programmatic adjustments
- Catalyzing collaborative learning and systemic analysis and problem solving among developing country citizens and institutions to foster country-led development

In this sense, CLA is a multifaceted approach designed to exert a multiplier effect on the Missions' development investments. Through events, clinics,

courses, and other activities, KDMD has supported LER's efforts to provide education, technical assistance, guidance, and resources to those Missions and other partners looking to implement the CLA approach.

## Knowledge & Learning

### Online Events

The Knowledge & Learning Portfolio provided support to the PPL Program for a variety of online events during this reporting period. These events included online discussions through PPL's Learning Lab web platform as well as planning and design for a webinar in collaboration with PPL's Office of Strategic and Program Planning (SPP). For all events, the K&L Portfolio worked closely with USAID Activity Managers to fully design, implement, and document interactive and informative learning activities for a range of audiences.

### Lab Sessions

KDMD organized "A CLA Dialogue: Missions and Partners Share Experiences and Best Practices," a webinar and multi-day online discussion—known on Learning Lab as a Lab Session—about USAID's CLA approach on June 4–5. The discussion brought together 181 USAID staff and implementing partners (IPs) on Learning Lab to share practical examples of how USAID Missions and partners collaborate while continuously learning and adapting to increase development impacts.



Figure 27:

A 2-day online discussion, called a Lab Session, allowed USAID staff to present to external partners on the CLA approach and to engage in a robust, asynchronous dialogue.

As a follow-on event, KDMD implemented a day-long discussion that was hosted on Learning Lab on August 7. This discussion was held in the CLA collaborative group space and brought together 98 members, including USAID staff and IPs. The event provided an opportunity for Missions and IPs to dig deeper and share additional examples of how to initiate a CLA approach, common challenges to engaging in learning activities, and practical examples of what is working well and what can be improved. Discussion questions asked during the event included:

- How do we build learning and adapting into mechanisms?
- How can we make the most of “check in” moments?
- How can CLA help mitigate risks of innovative programming?
- What does phasing and scaling up of CLA look like?

Eleven participants actively engaged in the discussion with over 507 pageviews throughout the event. Resources were collected and shared with participants during both events; KDMD is currently finalizing a synthesis document that compiles the shared case studies and practical CLA examples. This report will be shared with LER before the end of the project.

## KUDOS

“I wanted to thank you all for the tremendously hard work you put into last week's CLA events on Learning Lab and ProgramNet. This was a big deal for us, and you all made it a quality production. I know you all put huge effort into this, and I'm truly grateful. I hope you feel, as I do, that it paid off.”

- USAID Activity lead

## Webinars

In November 2012, PPL/LER approached the K&L Portfolio to design a webinar activity to engage selected pilot Missions that are working on CLA. KDMD provided guidance regarding the logistics and facilitation of this meeting, organized an Adobe Connect meeting room, and drafted invitations. Although KDMD's support was eventually limited, as the webinar was ultimately held on AIDConnect (accessible only by USAID staff within the Agency's firewall), KDMD provided guidance on a number of topics, including audio configuration and recording options.

In addition to supporting the CLA webinar, the K&L Portfolio provided support to PPL/SPP for webinars that were sponsored by the ProgramNet website and held on AIDConnect. KDMD shared best practices on AIDConnect meeting layouts, processed checklists for meeting organization, and provided suggestions for audio equipment.

## Technical Support

### USAID/Washington Clinics

During this reporting period, the K&L Portfolio began designing in-person clinics to train USAID/Washington staff on the CLA approach as part of PPL/LER's effort to better integrate effective collaboration, continuous learning, and adaptive implementation into Mission programs. In May 2013, KDMD held a focus group discussion with 10 USAID Program, Technical, and Desk Officers to gather information on how participants engage with Missions and how to best design coaching clinics.

Three important themes emerged from the focus group meeting:

- Participants recognized their CLA knowledge gaps and that their level of understanding was insufficient to satisfactorily engage with Missions regarding the CLA framework
- Some participants were unsure of their role in engaging around CLA-related issues, while others offered specific situations that they wanted help in addressing

- Most participants felt the need for more specific examples of how CLA is being used in Mission contexts

Based on these insights, the clinic structure shifted to focus on the information that USAID/Washington staff would need in order to participate in and make contributions to CLA activities in Missions.

The KDMD team has provided PPL/LER with the following recommendations in order to move forward with the CLA clinics:

1. Facilitate a second focus group meeting in order to solicit feedback on the revised clinic structure and focus
2. Develop a clinic pilot session that focuses on specific Missions and their proposals to implement a CLA framework
3. Gather and analyze lessons learned from the clinic pilot session to inform the design and launch of the first clinic session

## Mission Support

Led by the K&L Portfolio, KDMD helped PPL/LER develop a hiring and training procedure for consultants to provide short-term technical assistance (STTA) to selected Missions on CLA. Specifically, the STTA focused on designing Missions' learning strategies and institutionalizing learning processes and activities. These activities include:

- Virtual TDYs (e-TDYs) with Missions
- Virtual peer-assists (including regional Missions)
- Cross-Mission knowledge sharing
- Capturing and sharing challenges and lessons learned from Missions with PPL/LER staff
- Promoting the use of the CLA Community of Practice (CoP) group space on Learning Lab and providing operational support

KDMD produced resources to support virtual STTA in order to expand the reach of future technical

assistance. These documents included a CLA Mission scoping form, which is intended to gauge the type of technical assistance Missions need to support CLA work, as well as onboarding resources for new staff who provide CLA STTA to Missions.

KDMD also helped PPL/LER recruit short-term consultants who could perform STTA work with Missions. Out of nine applicants, three were short-listed for possible future work with PPL/LER after the KDMD project closes.

## Communications

### Marketing and Outreach

The Communications Portfolio designed and implemented an outreach strategy to raise the profile of the CLA approach among USAID staff and implementing partners. In preparation for the launch of the website, Communications worked to consolidate existing CLA resources on Learning Lab to provide a clear entry point for those new to the CLA concept. In response to the common complaint that “learning” and “CLA” are vague and difficult-to-apply concepts, the team made efforts to start building a brand around CLA that will hopefully become a more tangible concept over time. Based on the overwhelmingly positive response to the Program Cycle Overview video graphics (see the Learning Lab—Communications section), Communications found opportunities to integrate these elements in marketing and outreach materials, thereby reinforcing their connection to CLA.

The Communications Portfolio also led the implementation of all event outreach activities and provided quality assurance on all post-event materials. The event, “A CLA Dialogue: Missions and Partners Share Experiences and Best Practices,” was the first online discussion held on Learning Lab, and followed what has been historically known as a Speakers Corner format. To tie these activities more closely to the Learning Lab brand, the Communications team provided options of different titles. USAID decided to call these activities “Lab Sessions,” so invitation banners and web text were updated with this new terminology. In addition to branded event invitations,

the webinar and Lab Sessions were also promoted in the Learning Matters newsletter, through the Society for International Development’s communication channels, in PPL’s internal Policy Pulse newsletter, and across various social media outlets.

### Engagement

As part of the Communications team’s involvement in a larger engagement initiative around learning, team members proactively identified opportunities to either extract content or promote content in an effort to better illustrate what USAID means by the CLA approach. The team drafted a series of talking points for PPL/LER to use as a foundation for communicating with their USAID colleagues and externally with partners about CLA. This document was used in crafting standard explanatory text to populate webpages, the CLA CoP group space, event descriptions, and briefs for background purposes.

A significant theme that came out of the focus groups conducted with USAID Program Officers, Technical Officers, and Desk Officers was the need for more concrete examples of how CLA has been implemented in different contexts. To help meet this demand, the Communications team was heavily involved in identifying opportunities to showcase CLA examples. During this reporting period, KDMD began participating in debriefs with LER staff who had recently returned from TDY. While only one debrief took place in this reporting period, the meeting was very useful in understanding what questions Mission staff are asking and what their needs are. The CLA Lab Sessions were other great opportunities to mine examples from both USAID staff and implementing partners.

Information generated from these activities was packaged in several ways. The Communications team developed a series in the Lab Notes section of Learning Lab called “Learning in Action” stories. These brief articles are meant to focus exclusively on specific tools, approaches, and examples used to implement CLA which could be adapted by others. Feedback from the TDY debrief was also used to refine talking points and generate questions for the new Ask & Answer function on Learning Lab. Finally, the Communications team provided

substantial support in editing the upcoming synthesis document that brings together key themes and recommendations from the CLA Lab Sessions.

## Assessing & Learning

KDMD presented its draft monitoring and evaluation (M&E) plan for CLA in USAID Missions in February 2013. The M&E plan aims to:

- Iteratively learn and adapt to achieve maximum results
- Track how Missions implement CLA and how that changes processes and projects on the ground
- Generate lessons learned to apply to future project designs and the next CDCS
- Share these lessons with implementing partners and other stakeholders to inform their efforts

Using the draft Program Cycle Learning Guide, PPL presentations, and examples from early implementers, KDMD checked activities and programs against CDCS Guidance to determine which elements were unique to CLA. The draft M&E plan includes four basic steps: (1) strategic planning, (2) assessing baseline CLA activities, (3) conducting ongoing M&E as Mission-based CLA approaches develop, and (4) harvesting outcomes to show how the CLA approach contributed to Missions' development projects.

In order to assess baseline Mission CLA activities, A&L developed a CLA evaluation rubric. Since each Mission will likely implement the CLA approach in different ways, the rubric was designed to be augmented as Missions develop new activities and approaches. Between May–June 2013, the team contacted selected Mission staff and external partners in Uganda, Kenya, Liberia, Madagascar, and Ethiopia who are currently using CLA approaches in their work to elicit feedback on the rubric. To date, the team has received one response from the Mission in Uganda.

## LEARNING LAB

Learning Lab ([usaidlearninglab.org](http://usaidlearninglab.org)) is a collaborative space, built and managed by KDMD,

where USAID staff and partners jointly create, share, refine, and apply practical approaches in order to ground programs in evidence and adapt quickly to new learning and changing contexts, maximizing development outcomes. This online community is designed to generate collective learning for the ultimate goal of increasing the relevance and sustainability of development programs.

Learning Lab features key tools for USAID staff and implementing partners to share their experiences and support each other's efforts to develop a more dynamic approach to programs. These tools function to enhance the way USAID staff and partners already collaborate, learn, and adapt. Learning Lab supports the behind-the-scenes work of development—strategic planning, project design, implementation, performance monitoring, and evaluation—that is so important to strengthening the technical knowledge base on which strategies and programs are developed.

## Web Development

In January 2013, in collaboration with USAID/PPL staff, the Web Development and Communications teams tested, performed quality assurance, and launched the new USAID Learning Lab site on the Drupal 7 platform. At the time of launch, the site content included:

- an overview under the About section
- an Events page listing information about future seminars, special events, and archived event resources
- a Resources section that included a Library, which consists of migrated resources from the Learning Lab Library on KDID (as well as other related resources)
- a Media Gallery for event recordings, videos, and audio clips
- a link to the QUEST site, which is now hosted on the same Blackmesh server
- Working Groups

The taxonomy for the site is an amalgam of the taxonomies on KDID and ProgramNet. It was

decided to import all KDID users to populate the Learning Lab database.

Due to an intentionally iterative development process, and with feedback from early focus groups, KDMD worked with LER to add several site functions to Learning Lab from January–August 2013. These updates include:

- **Ask & Answer**—developed and themed new discussion functionality for collaboration among Learning Lab members in a forum that crowdsources possible solutions to shared challenges
- **Office Hours**—explored and tested several options before settling on a DrupalChat module and a third-party vendor (iFly) to meet the requirements for a scheduled, moderated online chat during which specific USAID/PPL staff will be available for live, online consultations
- **Learning Networks Resource Center**—customized the Working Group content type for this online space for USAID and partner organizations interested in learning and collaborating around the Agency’s learning network approach
- **Lab Notes**—modified the blog content type to capture the latest news, updates, and announcements about learning approaches for development
- **Lab Updates**—developed micro-blogging functionality that allows site members to post 140-character updates on the Lab Notes landing page
- **Program Cycle Learning Guide**—heavily modified and themed the Drupal Book content type to build a moderated wiki-like space that introduces users to Program Cycle concepts and learning approaches that may be embedded throughout that Cycle
- **Aggregate pages**—generated view pages to pull in content from across the site tagged with a specific vocabulary term to create topical landing pages for “featured collections”
- **Subgroups**—added the ability to create Subgroups within Working Groups
- **Group Digest Email**—implemented ability for users to select the frequency with which they receive updates regarding Group content
- **Working Group and Subgroup Resource filtering and searching**—added filters and search functionality to groups
- **Working Groups Resource Page**—developed and themed new content type to guide group members and facilitators on starting, growing, and sustaining Learning Lab’s online groups both from a technical and a content perspective
- **Working Group request webform**—created and themed a form for people to fill out to request a new Working Group
- **Link to ProgramNet**—added a link in the Resources menu to ProgramNet
- Numerous **blocks/views/reports** to enhance user and content editor experience

**Table 6: Learning Lab Monthly Analytics for Key Indicators (January 1, 2013 - August 31, 2013)**

MONTH	VISITS	UNIQUE VISITORS	UNIQUE PAGEVIEWS	NEW VISITORS	RETURNING VISITORS
Jan 2013	596	340	2,151	340	256
Feb 2013	4,714	3,135	12,349	3,073	1,641
Mar 2013	2,869	1,845	7,256	1,636	1,233
Apr 2013	3,885	2,402	10,546	2,179	1,706
May 2013	5,076	2,805	19,489	2,564	2,512
Jun 2013	4,450	2,432	15,915	2,073	2,377
Jul 2013	3,810	2,436	10,749	2,146	1,664
Aug 2013	4,474	2,757	11,884	2,080	2,394

USAID Learning Lab received official approval from the Bureau for Legislative and Public Affairs (LPA) on September 3, 2013.

## **Knowledge & Learning**

The K&L Portfolio provided support to USAID's Learning Lab web platform through two main activities during this reporting period: the development of guidance on collaborative group spaces and the development of the Learning Networks Resource Center.

### **Collaborative Groups**

In the last reporting period, KDMD provided support to 10 groups on Learning Lab including:

- The Sharing Insights, Learning, and Knowledge (SILK) Community of Practice (CoP)\*
- The Nexus between WASH, Nutrition, and Feed the Future
- Collaborating, Learning, and Adapting (CLA CoP)\*
- IDEA Local Sustainability\*
- USAID Science and Technology Pioneers Prize (closed July 2013)\*
- Higher Education Solutions Network
- Mobile Data Solutions
- Global Health Monitoring and Evaluation Group
- Sport for Development Monitoring and Evaluation Group

The K&L Portfolio continued to provide tailored support (including an engagement strategy) for four of these Learning Lab groups (CLA, SILK, IDEA Local Sustainability, and Science and Technology). This support included personalized scoping, recommendations on tools and activities to utilize in the group space, personalized training and regular follow-up for group facilitators, and technical

\* Indicates groups for which KDMD provided tailored support.

support. These groups were originally created during the previous reporting period but continued to grow during this period.

In addition, the K&L Portfolio took the lead to develop a new strategy and guidance for additional groups on the site. This strategy intended to (1) encourage group participation; (2) help groups capture, organize, and share knowledge; and (3) create learning champions within the groups.

The K&L Portfolio helped PPL/LER to develop a process that could be replicated when any new group was created on Learning Lab. The K&L and Communications Portfolios also developed resources for all groups, which are currently housed on a group resource page on Learning Lab. This page aggregates all group resources to make them easily accessible to group facilitators and members. Resources created during this reporting period include:

- Video tutorial on how to join and make the most of group spaces
- Video tutorial on technical skills for group facilitators
- "Requirements for Online Collaborative Space Creation on Learning Lab"
- "Scoping Questions for Working Group Facilitators"
- "Communities of Practice" Guidance Brief
- "Outreach Invitation Letter for Online Collaborative Spaces"

### **Learning Networks Resource Center**

The K&L Portfolio, along with the Communications and Web Portfolios, developed and launched the Learning Networks Resource Center in August 2013. The idea for the Center emerged from learning generated from the Growing Organizational Value Chain Excellence (GROOVE) Learning Network, originally funded by the USAID/MD office and supported by KDMD. The Resource Center is an online space for USAID and

partner organizations interested in learning and collaborating around the Agency’s learning network approach.

It is organized by the six primary phases of a learning network and includes characteristics, resources, practical examples, and “stories” from the GROOVE Learning Network. In addition, the Resource Center includes a Learning Network Catalogue that lists all learning networks that have been funded by USAID since 2001 and a general resource section.

The Center is also the home for a USAID/MPEP-funded companion paper, “Practices of Successful Learning Networks,” which was based on the lessons learned from the GROOVE Learning Network experience.

KDMD hopes that the Center will continue to grow through member contributions, resources, examples, and stories of learning networks from other implementers.



Figure 28: The Learning Networks Resource Center provides visitors with guidance and tools for facilitating learning networks based on experience from the GROOVE network model.

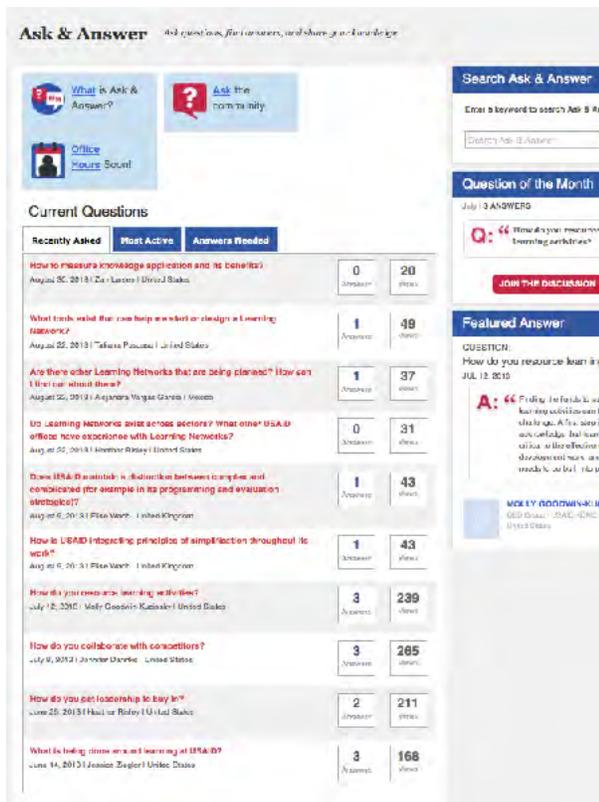
## Communications

### Website Design, Development, and Testing

As the KDMD team worked to finalize the design for the Learning Lab website in Fall 2012, Communications supported the team’s efforts by working with the PPL/LER activity team to make a final logo selection and to update the site’s design slides based on collaborative discussions about new functionality requests. These discussions were the result of client input as well as feedback from a focus group held on November 29. The Communications Portfolio Manager co-facilitated this focus group, during which USAID and implementing partner experts in KM for development were introduced to the Learning Lab concept, presented with a brief site overview, and given the opportunity to make recommendations.

Once all of the feedback was synthesized and prioritized for feasibility, Communications worked with the Web Portfolio to finalize the site design (with 14 pixel-perfect design slides) and assist with quality assurance (QA) and user acceptance testing (UAT) prior to the launch of Learning Lab in February 2013. At that time, the site was considered to be in an intermediate stage (version 1.5) of development between the earlier Learning Lab Library that had existed on the KDID portal (version 1.0) and the full site with complete functionality expected in September 2013 (version 2.0). As part of this iterative process, Communications provided recommendations during ongoing functionality development discussions and supported design and implementation of the following site sections:

- Lab Notes and Lab Updates**—Communications not only proposed the development of this section to serve as a space for news and editorial content, but also provided a design for the look and feel of the new feature. Before the launch of Lab Notes, the portfolio ensured that there was pre-populated content highlighting previous PPL Program events. The Communications team continues to work with K&L and guest bloggers to develop new Lab Notes, including featured Notes known as the “Learning in Action” series.



- **Ask & Answer**—Communications worked with the Web team to update Ask & Answer wireframes, originally designed for Microlinks, to fit Learning Lab. In conjunction with KDMD’s Chief of Party and LER staff, Communications posted several questions and answers to launch this feature and continues to solicit and post appropriate content to the Ask & Answer discussion boards (e.g., from Thought Leaders in Learning event Q&A sessions). The portfolio has promoted the functionality to the wider Learning Lab audience through Learning Matters and other communications channels.

- **Office Hours**—The Communications Portfolio participated in KDMD and PPL discussions about both the technology and processes needed to successfully implement an online office hours activity on Learning Lab. Once the Web team made progress on a development solution that fit PPL’s needs, Communications joined in the testing process and also provided training and recommendations to PPL staff on using this new feature.

- **Program Cycle Learning Guide**—The Communications team is supporting the Chief of Party and Web Manager in the development of this guide by providing web design for the space and recommendations on content organization.



Also in this period, the Communications team led the PPL Program’s efforts to develop frequently asked questions (FAQs) and training materials to assist Learning Lab members in making the most of their site experience. Products created include the Library User Guide, a video tour of the website, a video tutorial for working groups, and a working group facilitator’s functionality guide.

### Content Creation and Management

In addition to ensuring that the design and functionality of Learning Lab was ready for the site launch in February 2013, the Communications team also participated in KDMD’s work to migrate content from the KDID Learning Lab Library to the new stand-alone site. In most cases, this involved reviewing the automatic migration implemented by the web developers to ensure that the display and

Figure 29: Ask & Answer and the Program Cycle Learning Guide are two of Learning Lab’s newest features.

tagging was correct. In other instances, such as for the Strengthening Technical Practice and Program Cycle 101 materials, KDID content was manually moved to Learning Lab and organized in different ways. Throughout the period, Communications continued to review content submissions and provide recommendations on content organization.

The Communications Portfolio was also involved in content creation for the site, including Lab Notes posts, Learning in Action articles, and digital media products. The Lab Notes that Communications developed covered various topics, such as introductions of new site functionality, report-outs from learning events, and Learning in Action articles. Learning in Action is a series of mini case studies being developed for Learning Lab that seek to document the real-world experiences of development practitioners experimenting with learning approaches for the benefit of sharing what is possible. As of August 2013, three Learning in Action cases have been written: one from KDMD on digital storytelling and two from ACIDI/VOCA on learning at the organization and project levels. Learning Lab videos recorded and produced during this period largely focused on event-related videos, such as the Thought Leaders in Learning greenroom interviews (see the Organizational Learning section for more information), and the Program Cycle Overview video, “Inside USAID: The Program Cycle.”

Script development and storyboarding of the animated “Inside USAID: The Program Cycle” video was started in the previous period. The Communications team—especially the Graphic Designer and Digital Designer—worked with the LER team to refine the script and storyboard for the first several months of the current period. Faced with technology challenges, several rounds of client revisions to both the script and the design, and a request to re-record the narration, the team worked on video development from February to August 2013. The final video received overwhelmingly positive feedback from the LER team and KDMD will work with LER to develop a roll-out plan before the conclusion of the project.



Figure 30: KDMD designed and produced the “Inside USAID: The Program Cycle” video to clearly communicate important concepts from the Program Cycle Learning Guide in an engaging way.

## KUDOS

“WOW. Such a great job! It was such fun seeing all the pieces, nearly together now. My overall impression: amazing!!”

- USAID Activity Lead for the Program Cycle video

Beyond online and digital content, KDMD’s Communications team also produced print collateral for Learning Lab and the PPL Program during this period. In order to support promotion efforts, the team designed and printed a 7-foot tall Learning Lab roll-up banner and two different bookmarks—one that featured Learning Lab and one that featured Learning Lab and ProgramNet. Per LER’s request, the Communications team produced several one-pagers to provide overviews of Learning Lab, the Program Cycle, and PPL’s broader learning efforts at USAID. For the most part, this collateral was given to LER staff to distribute, although KDMD also used these materials in KDMD’s Roadshow activities where Learning Lab was featured (see the following Outreach and Engagement section).

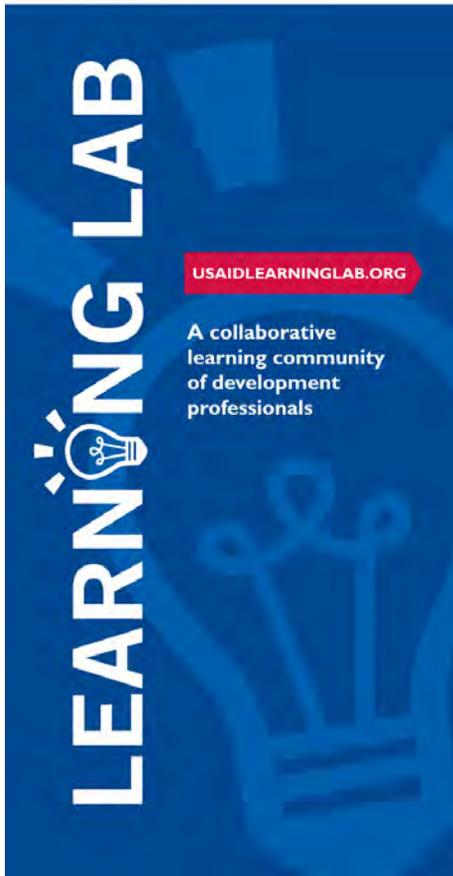


Figure 31:

To market the launch of USAID’s Learning Lab, KDMD produced both electronic and print collateral, including this stand-up banner used at events and conferences.

### Outreach and Engagement

As part of KDMD’s outreach and engagement efforts related to Learning Lab, Communications supported the team’s participation in various industry events in order to promote LER’s CLA work, raise awareness about the features that Learning Lab can offer to the development community, and identify and engage with future content contributors for knowledge products. This conference participation is known on the project as a “Roadshow,” since it was KDMD’s opportunity to “go on the road” to engage with stakeholders at large industry gatherings, allowing the team to maximize its outreach. During this period, KDMD’s Roadshow activities included:

- Brownbag presentation to the USAID Sharing Insights, Learning, and Knowledge (SILK) Community of Practice (January 31)
- Exhibit table, social media reporting, and post-event resource promotion for the USAID Knowledge Management Expo (February 26)
- Exhibit table, social media reporting, and post-event resource promotion for the Global Health Knowledge Management Share Fair (April 16)
- Exhibit table at the Society for International Development-Washington (SID-Washington) Annual Conference (June 6)
- Exhibit table at the USAID E3 Bureau Learning Marketplace (June 26)



Figure 32:

In an effort to introduce USAID staff to the Learning Lab, KDMD supported several workshops where staff could test features and ask questions.



Figure 33:

USAID’s Learning Lab was featured at the Global Health KM Share Fair where KDMD staff explained the functionality and encouraged conference attendees to become members.



Figure 34:

The Learning Matters e-newsletter was first disseminated in May 2013 featuring key resources and events on Learning Lab.

These activities were underpinned by a larger Learning Lab engagement strategy developed by the Communications team, in conjunction with LER staff. This is an evolving strategy that seeks to detail how KDMD can help LER to:

- Explain why USAID is invested in learning and what learning means at USAID
- Establish Learning Lab as the primary source for materials on learning for development
- Spread awareness of Learning Lab (and ProgramNet)

- Establish greater understanding of CLA and the Program Cycle
- Develop social learning habits
- Meet Learning Lab audiences' KM needs
- Facilitate linkages between industry lessons and Agency policy

In addition to developing these strategic objectives and proposing and implementing engagement activities to achieve them, KDMD also met regularly with LER staff to refine related talking points for USAID's use, document "learning champions," and identify synergies across LER's activities.

A key tool that supports Learning Lab outreach efforts is the Learning Matters e-newsletter, which was developed based on KDMD's best practices and lessons learned from the Microlinks Connections newsletter and the Agrilinks eUpdate. During this



Figure 35:

At USAID's Knowledge Management Share Fair, KDMD staff were on hand to distribute materials and answer questions about Learning Lab.

period, the concept, design, and coded MailChimp template were finalized for the newsletter. Learning Matters showcases the latest activity on Learning Lab, including library resources, Lab Notes, event resources, upcoming events and community activity. Since its launch in May, there have been two issues of the newsletter; a third is expected in September to announce the launch of Office Hours and the Program Cycle Learning Guide. The May 2013 and July 2013 issues averaged 6,500 recipients and had a total of 3,473 opens in 91 countries, and 4,002 opens in 86 countries, respectively.

In February 2013, the Communications team launched a social media presence for Learning Lab, as a tool for wider engagement. To date, the Learning Lab Twitter account (@USAIDlearning) has been used to announce new site features and promote and report out on events, especially Thoughts Leaders in Learning seminars, but in September, Learning Lab plans to co-host an #AskAg Twitter Chat with Agrilinks on social media for development. See the Food Security/Agriculture Program chapter for more information on #AskAg Twitter Chats. To date, the @USAIDLearning account has 285 followers and has posted 150 tweets. During this period, Learning Lab received 394 unique visits via Twitter.

## EVALUATION

In order to improve development results and to ensure accountability for the resources used to achieve them, development practitioners and funders must strive to continuously learn and improve their approach. The purpose of strong evaluation and performance monitoring practices is to apply learning gained from evidence and analysis. The development community must rely on the best available evidence to rigorously and credibly make hard choices, learn more systematically, and document program effectiveness.

Although they represented a relatively small portion of KDMD's PPL Program workplan, the project provided support for a few of the LER Office's evaluation-related activities, especially through in-person events and course development.

## Knowledge & Learning

### Seminars and Events

#### Evaluation Interest Group Seminar Series

USAID's Evaluation Interest Group (EIG) is a voluntary group of USAID and State Department staff who plan, manage, and/or are involved in evaluation-related work. The EIG invites outside speakers as part of its "Speakers Forum," which is designed to promote learning and dialogue related to various evaluation topics. The KDMD project provided support to this seminar series through outreach, communications, planning, implementation, and capture. The following seminars were held during this reporting period:

- "Outcome Harvesting: A Tool for Identifying and Understanding Results in Complex Circumstances," presented by Ricardo Wilson Grau on December 12, 2012. Developed by Wilson Grau and his colleagues, outcome harvesting is used to monitor and evaluate programs based on reports, interviews, and other sources to verify and document how a program or project has contributed to outcomes.

**33** USAID participants

- "Mixed Methods in Evaluation Strategies," presented by Dr. Michele Tarsilla on May 2. As more international development agencies call upon contractors to incorporate mixed methods, almost as a "default" evaluation strategy, the presentation reviewed current trends in mixed methods in evaluation and included a critical review of recent evaluations featuring a variety of mixed methods. The presentation allowed the audience to question their own evaluation practice and gain a more solid understanding of the rationale and added value of mixed methods.

**12** USAID participants

#### Evaluation Workshop

Patricia Rogers, Professor of Public Sector Evaluation at the Royal Melbourne Institute of Technology, presented a 2-day evaluation workshop

entitled “Linking Evaluation Questions to Strategies and Approaches” on January 14–15. The workshop reviewed how to choose different evaluation strategies and approaches and allowed participants to follow along through a series of interactive exercises. Participants’ responses were then evaluated at the end of every activity. The workshop attracted 27 participants on Day One and 16 participants on Day Two.

### **Jameel Poverty Action Lab Impact Evaluation Workshop**

The K&L team provided planning support to the Jameel Poverty Action Lab (J-PAL) Impact Evaluation Workshop on April 10-11 at the USAID Training Center in Washington, DC. This 2-day course included presentations on evaluation design and methodology, as well as the connection between evaluation and policy.

## **Communications**

### **Event Capture**

The Communications team captured both the 2-day J-PAL workshop and footage for the Evaluation Online Module. The J-PAL footage was turned into learning modules, and to date, two out of the four videos have been approved by USAID. The J-PAL videos will eventually live on the USAID’s Center of Excellence on Democracy, Human Rights, & Governance website, while the Evaluation videos will live on the USAID Learning Lab YouTube channel.

In order to share key points from the EIG workshops and seminars with a broader audience, the Communications team conducted video interviews after the events with Ricardo Grau, Patricia Rogers, and Michele Tarsilla. The Communications team designed opening and closing slides for all of the videos so that they were packaged under the EIG brand.

### **Content Promotion**

Although the EIG events were invite-only, there were post-event resources that USAID wanted to disseminate publicly. In order to facilitate this, the Communications team created an aggregated resource page in the Learning Library on Learning

Lab with screencasts from the events and video interviews. This page was then featured on the Learning Lab homepage as well as in the July issue of Learning Matters.

## **Adult Learning & Training**

### **Quantitative Methods Online Course**

PPL’s Evaluation team collaborated with KDMD to scope out the design and development of an online course for evaluation managers. The training aimed to increase USAID staff capacity in performance, monitoring, evaluation, and learning. Course content was developed directly from a 2-day training by Kathy McKnight, the Principal Director of Research at the Pearson Center for Education Effectiveness and an associate professor at George Mason University. Some minor adjustments to the course content were needed to ensure relevancy to USAID staff. The course aimed to help USAID staff who are involved in monitoring and evaluation understand:

- Basic concepts about statistics used in evaluation and research
- The role of measurement
- How different study designs address different questions
- Statistical terms used in an evaluation report

KDMD’s K&L and Communications teams coordinated the capture of this 2-day course in June 2013, which consisted of both audio and video recording. GLS developed a series of screencasts and short quizzes to package the full 2-day course. The inclusion of data simulations into the online course was new to KDMD’s online learning development. Including videos of SPSS demonstrations will help ensure that viewers better understand the data comparisons, rather than just listening to the audio.

The online course was completed and approved in July, and the course is available for USAID staff through the USAID University. The course may also be used as a prerequisite for future evaluation and research workshops.

# KUDOS

"I think the editing was done brilliantly and the overall quality is very good. I think that the course will be really useful for USAID."

- USAID Activity Lead for the Evaluation Course

## ORGANIZATIONAL LEARNING

The remaining activities in the PPL Program workplan are very diverse, but can generally be classified under the heading of supporting organizational learning in that they are meant to help USAID staff and implementing partners integrate learning practices into their organizational cultures. KDMD's work with USAID in this area was intended to serve several purposes:

- Inventory learning practices across technical practice areas
- Identify, celebrate, and share what's working
- Test concepts and tools
- Develop methods to measure the impact of learning investments
- Elevate attention to learning at all levels within the Agency

## Knowledge & Learning

### Seminars and Events

In the last nine months, the K&L Portfolio provided support to the Thought Leaders in Learning (TLL) Speakers Series, the Country Systems Experience Summit, and the Global Health Knowledge Management Share Fair. For all events, the K&L team worked closely with USAID activity managers to provide design, implementation, and capture support through the development of interactive learning products.

### TLL Speakers Series

During this period, the K&L Portfolio continued to plan and implement the TLL Speakers Series. This

Series recruits nationally renowned experts to share groundbreaking ideas to encourage collaboration, knowledge sharing, behavior change, innovation, and other learning-related topics with USAID staff and implementing partners worldwide. PPL hopes the alternative approaches presented and cross-pollination of innovative ideas will foster and ignite learning throughout the Agency. Interest in the Series grew substantially throughout the reporting period; the number of participants increased from approximately 50 in this reporting period's earliest seminar to more than 400 participants in the last seminar.

KDMD supported six TLL events in the last reporting period, including:

- "Too Big to Know: Scaling Knowledge in a Messy World," presented by David Weinberger (Berkman Center for Internet and Society and Harvard Library Innovation Lab) on December 11, 2012

**33** in-person **12** webinar

- "New Frontiers in Strengths-based Leadership: How Appreciative Inquiry Magnifies Innovation and Positive Collaboration," presented by David Cooperrider (Weatherhead School of Management, Case Western Reserve University, and Fowler Center for Sustainable Value) on January 11, 2013

**100** in-person **130** webinar

- "Time to Listen: Hearing People on the Receiving End of International Aid," presented by Dayna Brown (The Listening Program at CDA Collaborative Learning Projects) on February 13, 2013

**108** in-person **237** webinar

- "Participatory Impact Pathways Analysis," presented by Sophie Alvarez, (International Center for Tropical Agriculture [CIAT]) on April 11, 2013

**131** in-person **463** webinar

- *Simple: Conquering the Crisis of Complexity*, presented by Alan Siegel and Irene Etzkorn (co-authors of “Simple: Conquering the Crisis of Complexity”) on July 31, 2013

**124** in-person **293** webinar

- “Learning About Learning: Panel Discussion on Learning Networks,” presented by Jason Wolfe (USAID/E3), Christian Pennotti (CARE), and Stacey Young (PPL/LER) on August 20, 2013. This event was co-sponsored by the Society for International Development and did not include a webinar component.

**105** in-person

K&L served as the main point of contact for the TLL speakers, secured their participation, aided in topic selection and content creation, and coordinated the delegation of tasks between the KDMD team and USAID staff. These tasks included outreach through the Communications Portfolio and impact assessments conducted by the A&L Portfolio. The K&L Portfolio also provided capture support for all seminars and produced high-quality post-event products including screencasts, webinar recordings, audio recordings, and transcripts that were posted on USAID’s Learning Lab website.



Figure 36:

KDMD managed both the in-person and online segments of the Thought Leaders in Learning Speakers Series, which showcased prominent experts in various aspects of learning and organizational development.

## KUDOS

“Thanks for a wonderful and inspirational learning session.”

“This was amazing. Keep it up and share widely! Thanks so much.”

“Thanks for an inspiring program!”

“Thanks for the great online space and hosting for those of us who couldn't make it in person!”

- TLL event participants

### Strengthening Country Systems Experience Summit

KDMD's K&L, Communications, Web, and A&L Portfolios supported PPL/LER to design and implement the Strengthening Country Systems Experience Summit on November 27–28, 2012. This Summit brought together 129 participants (96 in-person and 33 online) from both USAID and external organizations to engage in a dialogue around USAID's past and present assistance efforts to strengthen country systems.

Prior to the event, KDMD worked with identified subject matter experts to develop five background papers on the Summit's main themes, which were disseminated prior to the event. A webinar was available for international participants for the Day One plenary sessions and Day Two closing sessions. To encourage maximum learning, the Summit utilized innovative session designs, including World Cafés and small group discussions. The Summit also promoted an active exchange of ideas among USAID and partners, which distilled lessons learned and identified challenges for USAID to consider as it develops guidance to support country systems.

KDMD supported event capture in several formats, including webinar recordings, greenroom interviews with speakers and key attendants, and the production of a brief that summarized key Summit findings. These products are currently available through the Summit event page on Learning Lab.



Figure 37:

In partnership with USAID/PPL, KDMD managed all aspects of the Strengthening Country Systems Experience Summit, ranging from concept development to marketing to event capture.

### Global Health Knowledge Management Share Fair

Through the K&L Portfolio, the KDMD project provided planning support and guidance to the K4Health Project and Global Health Knowledge Collaborative for a Share Fair in Washington, DC on April 16. This event was a 1-day symposium for global health and development knowledge management practitioners to advance KM science and practice. The K&L Portfolio attended numerous planning meetings to provide input into effective knowledge sharing formats and helped to design and implement two key portions of the event: the Knowledge Share Fair Marketplace and the panel session on “KM Beyond Health.”

The KDMD project also submitted applications for tables in the Marketplace; two tables were approved for the Agrilinks and the Learning Lab communities. Please see the Communications Portfolio for more information about this activity.

### Sharing Insights, Learning, and Knowledge

During this reporting period, the K&L Portfolio supported the Sharing, Insights, Learning, and Knowledge (SILK) Community of Practice (CoP) planning and implementation process. SILK is a closed CoP comprised of existing learning champions and supporters across nine USAID bureaus. The group was formed to share effective learning practices, discuss challenges and resource deficits, and test new learning models.

SILK meetings were structured in two ways: Strategic meetings and Topical and Tangible (T&T) meetings. Strategic meetings focused on how the SILK CoP could participate in and contribute to broader Agency-level learning. T&T meetings included presentations on replicable and innovative learning activities and were typically facilitated by USAID staff, external organizations, and partners. SILK meetings alternated between Strategic and T&T meetings and members were encouraged to contribute ideas for future meeting topics. In the last reporting period, KDMD supported eight in-person SILK activities.

1. On December 3, 2012, 12 SILK members attended a strategic meeting to assess the group's vision, organization, and communication strategy. The group expressed a desire for SILK to:
  - Serve as a "lab" for exchanging ideas about how to use learning approaches to improve development results
  - Bring a learning approach to USAID and its partners
  - Capture best and worst practices
  - Improve management and feedback loops
  - Invite other stakeholders to help implement learning approaches
  - Identify incentives for experimentation and learning
2. On January 23, 14 SILK members attended a T&T meeting entitled "Organizational Learning in International Development: Challenges and Potentials." Ali Mostashari, Director of the Center for Complex Adaptive Socio-technical

Systems (COMPASS), addressed organizational learning challenges and ways to enhance organizational learning.

3. On January 31, eight participants attended an event that introduced SILK members and invited guests to the Learning Lab. This event introduced the site and explained the difference between Learning Lab and USAID's ProgramNet platform.
4. On March 11, SILK members Meg Young and Joe McSpedon (DCHA/OTI) introduced the OTI Anywhere platform, its implications for capturing knowledge, and its application for better responses in the field. OTI strives to broadly capture and foster learning throughout their engagement program's design, implementation, and monitoring and evaluation, and wanted to share their practices with SILK members. Eighteen members attended.
5. On May 1, Courtney Matson from USAID/OAPA requested a peer assist with fellow SILK members to address the challenge of retaining institutional knowledge. Two main questions were raised to SILK members for discussion and input:
  - How do we capture and share staff learning from field deployments and what entices new staff to learn from the past?
  - How do we retain USAID's and partners' institutional learning from implementation across years of contract vehicles that come and go?

This was the first time the peer assist format was introduced and it was well received by members as a collaborative learning tool. The K&L Portfolio took the lead to establish the peer assist format to members and document it on Learning Lab for future use. Ten SILK members attended.
6. On May 15, SILK members attended a T&T meeting that focused on the Learning Improvement Projects. Each proposal submitter spoke for five minutes about their project in general (including timeframe, activities, deliverables, and ideal definitions of success) and the aspects of the project that could potentially be scaled up or replicated within the Agency. Each

presenter also discussed how their project would address different parts of the learning cycle. The meeting included time for SILK members to engage with individual presenters and concluded with a plenary to discuss the next steps. The presentations were recorded and a screencast was produced and shared on Learning Lab.

7. On July 19, USAID organized a T&T meeting with presenters from the Department of State who introduced SILK members to their internal crowdsourcing platform designed to allow personnel worldwide to complete short-term tasks for any office or mission, regardless of their physical location. Eight people were in attendance.
8. On September 4, SILK hosted a brown bag presentation for Learning Improvement Project proposal submitters to share the lessons that emerged from each project. Proposal submitters reported on the status of their projects, determined what worked and what did not work as well, and discussed ways to strengthen organizational learning throughout the Agency.

Recognizing the value of having a space where Agency “learning champions” can discuss ways to encourage learning and address challenges, PPL intends to support SILK activities going forward. PPL hopes that membership will continue to grow and the community will take ownership to determine its priorities, establish effective means of communication, and produce sustainable outputs.

### **Guidance Briefs**

In the last reporting period, the K&L Portfolio continued to support PPL by developing guidance briefs on key learning topics. The guidance documents are being created to support USAID Missions and implementing partners as they implement the CLA approach throughout the Program Cycle. Drawing on experience from the KDMD project, the documents share good practices, how-tos, and lessons learned about different learning concepts and activities. KDMD worked closely with PPL to refine and prioritize the topics for the guidance documents from the 30 that

were originally identified. The following documents were drafted (with finalization in progress) during this reporting period:

- After-Action Reviews
- Capturing and Transferring Tacit Knowledge
- Online Facilitation
- Webinars
- Twitter
- Blogs
- Communities of Practice
- Peer Assists

Two additional guidance briefs on adaptive management and planning learning activities were drafted this reporting period, but after review and further discussion with PPL, the finalization of these briefs was postponed.

In addition to providing content for the briefs, the K&L and Communications Portfolios designed an attractive template to group the briefs together in a coherent series. This series will be featured on Learning Lab in a “Featured Collection” page accessible from the Library section.

### **Learning Improvement Projects**

During this reporting period, the KDMD project, led by the K&L Portfolio, worked closely with LER to launch the Learning Improvement Projects. This initiative resulted from findings from a LER-led internal Agency discovery interview process, which took place from May–September 2012. The interview process revealed that while many USAID staff value learning and have great ideas to strengthen learning, they often feel that learning activities are under-utilized, under-funded, and under-staffed. In response, LER issued an Agency-wide call for proposals for innovative ideas on targeted learning improvements for USAID. More than 18 proposals were received; a selection committee comprised of USAID and KDMD project representatives approved 5 projects for implementation.

KDMD provided extensive management and technical support for these five projects during the reporting period. These efforts included designing activities, drafting guidance and outreach strategies, and managing contracts with external vendors. In addition, KDMD developed a monitoring and evaluation plan for each individual project and for the projects together as a whole. This plan consisted of interviews with project implementers and other key stakeholders to capture lessons learned throughout the course of each project, which can inform the design and implementation of future learning projects. Key content from these interviews will be compiled into a synthesis document as well as posted as a Lab Note on Learning Lab to share findings with a larger audience. As previously mentioned, on September 4, 2013 KDMD and PPL hosted a brown bag event when proposal submitters shared the status of their Learning Improvement Projects and key lessons learned. Each Learning Improvement Project is described in detail below.

### Advocacy Resource Center

KDMD provided support to USAID’s Office of Transition Initiatives (OTI) in three primary ways through their Learning Improvement Project: (1) creation of an online Advocacy Resource Center; (2) development of interactive online modules; and (3) promotion and outreach through a webinar and video interviews.

The Advocacy Resource Center aggregates resources and lessons learned based on three years of OTI’s work in Lebanon through the Lebanon Civic Support Initiative. OTI’s work in Lebanon aimed to catalyze youth activism in marginalized areas, enhance civil society organizations’ capacity to advocate for local and national issues, and assess capacity development over time. KDMD developed this interactive space, which includes a space for updates, discussions, resources, and user input on the KDID portal and populated it with resources.

KDMD also worked closely with OTI and vendor TechChange to convert an existing Advocacy Toolkit into an interactive training module that will live on the Resource Center. These modules will provide information and resources for USAID

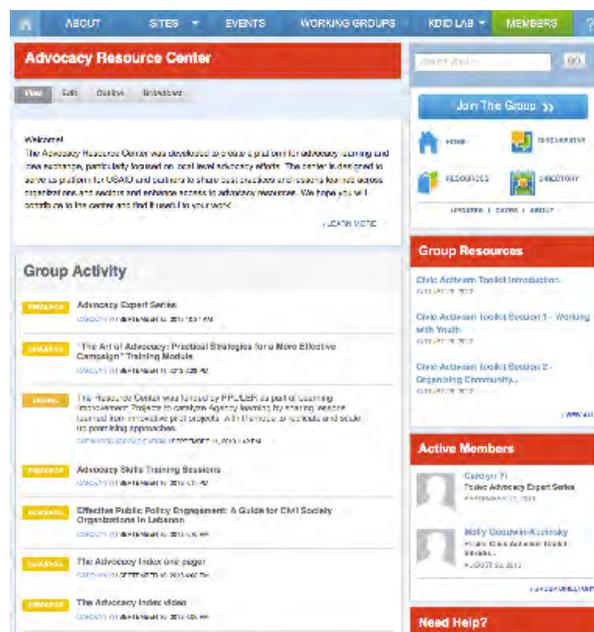


Figure 38:

As part of the Learning Improvement Projects, USAID/ OTI developed an Advocacy Resource Center that featured a training module and lessons learned from the Bureau’s work in Lebanon.

and implementing partners (including project managers, implementers, local organizations, and academic institutions) to think strategically about advocacy and civic activism programming, and share best practices to improve collective activism efforts worldwide.

Finally, to promote the newly designed Resource Center and the online modules, KDMD will organize a webinar to officially launch the online space and introduce the modules to USAID and implementing partners in September. The KDMD team hopes that the Resource Center will continue to grow through member contributions.

### Caribbean Partners for Educational Progress CoP

USAID/Jamaica launched the Jamaica Partners for Educational Progress community of practice (CoP) in 2010. This country-level CoP connected education stakeholders to share knowledge and experiences, access or offer help, discuss timely and critical issues, contribute to policy development, and collectively help advance the field of basic education.

In the summer of 2013, USAID/Jamaica identified the School of Education at the University of the West Indies (UWI), Mona, as a partner to adopt the CoP as part of the Mission’s long-term sustainability plan. At the time the Learning Improvement Project proposal was submitted, efforts were underway to transfer the CoP website to UWI and train staff on program activity management and implementation. The Learning Improvement Project aimed to capture lessons from the Jamaica CoP’s development, implementation, and transition, which could serve as a model for planning, sustainability, information sharing, and relationship building that could inform the wider USAID community. Project activities included:

- Technology upgrade support to make the current online space compatible with the UWI system
- Support for an in-person learning/transition event with high-level engagement of USAID/Jamaica staff, UWI partners, the Jamaica Ministry of Education, and other local policymakers, and representative education stakeholders
- On-site capture of event activities (photos, videos)
- Interviews with key CoP stakeholders
- Development of two digital stories that capture the CoP history and document lessons learned

The digital stories will be available on Learning Lab in order to share key lessons learned regarding the importance of local project ownership in order to enhance project sustainability.

**Economic Analysis Data Dashboard Feasibility Study**

The KDMD project provided extensive scoping and design support to USAID’s Office of Economic Policy (EP) for their Learning Improvement Project. EP hoped to organize and aggregate selected economic data (including cost-benefit analyses, inclusive growth diagnostics, and macroeconomic analyses) into a dashboard to make it more accessible and easier for USAID and external stakeholders to use.

During the reporting period, KDMD met numerous times with LER and representatives from the EP



Figure 39:

At the Jamaica Basic Education Community of Practice Handover Event, KDMD staff conducted interviews with project staff and other stakeholders and took photos which were incorporated into a digital story.

Office to discuss options and to streamline project activities with larger USAID initiatives. Specifically, KDMD helped to facilitate a discussion regarding possible utilization of existing database platforms, including AIDTracker, ProgramNet, and the USAID “developer” database. However, after multiple conversations, it was decided to continue with the development of an independent database to house EP’s cost-benefit analysis data. Further information was gathered from EP and sent to KDMD’s database developer. After fully recognizing the scope and complexity of the project, KDMD, LER, and EP decided that it would be best not to pursue the development of the database at this point in time.

Although this Learning Improvement Project did not meet its originally intended objectives, important lessons were learned that can be utilized in future contexts. KDMD will compile information about the process for this project as well as recommendations for possible future development of a database and will share this information with USAID.

### **Digital Data Feasibility Study**

USAID's Development Credit Authority (DCA) partnered with UN Global Pulse to conduct a feasibility study on using new digital data sources ("Big Data") to inform decision-making. DCA seeks to identify and fill gaps in access to finance by using partial credit guarantees, but statistics on access to finance are often out-of-date. Global Pulse mines real-time data using digital data sources to provide decision-makers with up-to-date information for current programming decisions.

Using Kenya as a pilot country, the feasibility study investigated the potential to gain new insights on access to finance by looking at digital sources including social media, blogs, news media, and Google searches. This study was USAID's first attempt to use Big Data to inform its decision-making process. The study aimed to determine if there is adequate online chatter to justify moving forward with a full project using Big Data.

Global Pulse interviewed DCA clients about their experience getting a loan in order to know what phrases to mine within all available data. Global Pulse also created a taxonomy of key words commonly used in Kenya related to loans and analyzed trends in social media conversations around access to finance. The feasibility study reported on the amount of online conversation, the demographics of online users, and location of the conversations. The report also included recommendations on the potential and limitations of using Big Data on access to finance in future programming.

### **OpenStreetMap and Field Papers Upgrade**

OTI's second Learning Improvement Project focused on the upgrade of two mapping tools: Field Papers and the Humanitarian OpenStreetMap Team (HOT) Export tool. Through two external contractors (Stamen Design and HOT), KDMD managed the technical upgrade process and drafted how-to guidance for both tools.

For Field Papers, Stamen Design made a number of technical upgrades to the website to improve the

user experience. Improvements were made to speed up atlas creation, make existing atlases easier to find by other users, and make syncing to external map editing tools easier. KDMD produced three guidance documents for Field Papers, including an overview and two how-to documents on creating an atlas and uploading a snapshot. A tutorial video is currently in progress and will be completed in September. All guidance will be available from the Field Papers website and also shared out on the OpenStreetMap Field Papers wiki page. KDMD provided similar support for the HOT Export tool. Working closely with the HOT team, KDMD developed a visual map tag chooser function, enabled map exporting in Keyhole Markup Language (KML) format, allowed creation of user accounts, and made the site available in multiple languages. In September, KDMD will finalize guidance documents to walk users through how to export a map using the HOT Export tool. KDMD will also develop and share an outreach plan with OTI for both tools.

### **Communications**

#### **Discovery Report on Organizational Learning at USAID**

In February, the PPL/LER Office was in the middle of a transition from focusing on what had been called "Strengthening Technical Practice" (STP) to focusing more on learning and adapting within USAID's Program Cycle. A final product was requested from the STP team, and KDMD assumed responsibility for synthesizing the formative research conducted in USAID/Washington around organizational learning and how the findings were then integrated into initial activities such as the TLL Series and the SILK CoP.

Based on a rough framework provided by LER's consultant Jindra Cekan, the Communications team drafted the Discovery Report to highlight findings from interviews conducted with USAID staff and the accomplishments made in the months leading up to this reporting period. The report was then formatted and submitted to USAID for review. Once Learning Lab was launched, the Discovery

Report was highlighted along with core resources on the Program Cycle and the Learning Guide.

### Experience Summit

In support of PPL's Strengthening Country Systems Experience Summit held on November 27–28, 2012, and based on the requests from the LER Office, the Communications team developed branding for the event that represented the connections between USAID's vast body of knowledge gathered over the years. Communications then worked with the USAID Activity Lead to develop several iterations of branded "Save the Date" messages, invitations, and event agendas. The Communications team also reviewed the event webpage and webinar layouts for consistency and accuracy. Following the Summit, Communications and K&L worked closely with the Activity Lead to produce a comprehensive and highly designed (44) event brief that synthesized the experiences shared. The 48-page brief was finalized and printed in February 2013.



Figure 40: KDMD produced a detailed event brief to capture important themes and messages from the Strengthening Country Systems Experience Summit.

### TLL Speakers Series

The Communications team continued to support the TLL Series by organizing outreach to targeted audiences, capturing valuable content, transforming abstract concepts into concrete messages, and disseminating it to the Learning Lab community. While the Speakers Series was initially focused on an internal USAID audience, USAID decided to open up the seminars to the general public to maximize the benefits of hosting the high-profile speakers. Given this shift in focus, and USAID's switch to a Gmail platform, the Communications team abandoned the use of Outlook email invitations in favor of MailChimp.

In February, a Twitter account was created for LER outreach with the handle @USAIDLearning. A Twitter avatar was designed as well as a backslash for the @USAIDLearning profile page. The account has largely been used to promote upcoming events and share post-event content. For the TLL seminars, the Communications team promoted the hashtag #usaidthll as the primary tag for Twitter users to include when referencing the seminars. The tag has helped consolidate buzz around the Speakers Series and establish the beginnings of a Learning Lab following on Twitter.

In this reporting period, KDMD worked more closely with LER staff as well as the Society for International Development's Washington chapter (SID-W), which co-sponsored some of the TLL seminars. The Communications team met with LER staff to identify more internal USAID communications channels through which to promote upcoming events. The events are now regularly included as updates in PPL's Policy Pulse newsletter and the USAID Agency Notice. PPL staff also continue to post flyers, designed by KDMD, about upcoming TLL seminars inside USAID for additional exposure. Per USAID request, the Communications team also coordinated with SID-W staff to cross-promote the seminars and live-tweet during the events. For the seminars which USAID was a co-sponsor with SID-W, the Communications team adapted event pages and event invitations to be co-branded.

Consistent with KDMD's traditional seminar support services, the Communications team recorded video interviews with all of the presenters at the end of each seminar and produced a number of summary articles. These products were posted in the Learning Lab media gallery, Lab Notes, and linked to the event page.

### **Sharing Insights, Learning, and Knowledge**

While the SILK meetings were largely supported by K&L this period, the Communications team assisted in transferring and organizing SILK resources from the KDID Learning Lab Library to the library on the new Learning Lab. In addition, Communications members met with the SILK community during a brown bag to provide an overview of the new site and explain how it could be useful to them.

### **Global Health Knowledge Management Share Fair**

As mentioned in a previous section, the Communications team supported and participated in the Global Health Knowledge Management Share Fair on April 16. Members from the team helped set up and manage the Learning Lab exhibit table, conducted social media reporting, and promoted post-event resources.

In addition, KDMD's Digital Designer was asked to participate in a Social Media Panel, along with members of other organizations, to share best practices in producing digital media for various knowledge management activities. For this presentation, a KDMD Digital Media visual primer was also prepared. After the panel discussion, the presenters participated in a peer-to-peer assist to further discuss how their respective organizations are making the most of digital media for knowledge sharing in the international development community.

### **Learning Improvement Projects**

In support of developing knowledge products for the Jamaica Partners for Educational Progress Community of Practice, the Communications team proposed the development of a digital story to capture best practices around CoP planning, sustainability, and local ownership. A member of

the Communications team traveled to Jamaica during the handover ceremony to record interviews with key stakeholders. While in country, eight interviews were conducted, which included program staff, the USAID Mission Director, professors at the University of the West Indies, and other members of the CoP. Several more interviews with key stakeholders and original architects of the CoP were conducted later in Washington, DC. Once all of the multimedia content is collected, the Communications team will move forward in drafting a script for the product and edit the footage into a coherent and engaging story line. A second video is planned that will focus more heavily on recommendations and important stages in the development of a Community of Practice.

Following upgrades made to USAID/OTI's GIS tool, Field Papers, the Communications team assisted in drafting how-to briefs which provide a simple, step-by-step process for how non-technical people can use the tool. After the drafts were finalized, the team formatted the three briefs into one-page how-to documents and developed an interactive video tutorial based on the guidance. Once the documents and tutorial are finalized, the Communications team will work closely with K&L to promote the products more broadly on Learning Lab and through other channels.

### **Assessing & Learning**

The A&L Portfolio supported the PPL Program's work on organizational learning during this reporting period by providing evaluation and analytics support for all activities. This included:

- Data collection and analysis for program activities
- Survey design, data collection, and analysis for the Thought Leaders in Learning Speakers Series
- After-Action Reviews
- Web analytics reports for Learning Lab

In the early months of this reporting period, the A&L team also designed and conducted an online retrospective time-use survey, which was completed by ten staff members in the MPEP Office.

The time-use study investigated how USAID personnel allocate their time in an average workday in order to understand the degree to which bureaucratic tasks detract from staff's ability to strengthen technical practice. KDMD intended to use the results of this study to improve PPL's leverage for change in USAID's human resource and information technology policies.

As KDMD anticipated, all staff indicated that they at least feel rushed or pressed for time sometimes, and five respondents indicated that they feel rushed or pressed for time always or often. If they had an extra five hours per week, respondents indicated that they would prefer to engage in learning activities, including learning about projects in the field and attending learning events. Supervisors reported significantly more use of time in administrative meetings and tasks compared to other employees, regardless of their level of seniority. Respondents reported that technical work offered the greatest opportunity to learn.

KDMD presented the results to the MPEP Office in May 2013. Results were used to evaluate perceptions of how staff spend their time compared to reality. MPEP reports that the process helped determine if staff were allocating their time appropriately to meet Bureau objectives of technical leadership and field support. Overall, MPEP reported that the time-use study provided valuable input to a broader conversation on Office strategy and resource allocation.

### **Learning & Impact**

The KDMD project uses information collected during monitoring, evaluation, and analysis activities and through the After-Action Review process to inform and capture lessons learned in the process of planning and implementing activities and the impacts that resulted from changes over time. As has been explained throughout this chapter, the PPL Program has experienced the most evolution over the course of this reporting period. Two excellent examples of how internal lessons have impacted the program can be seen in the Thought Leaders in Learning (TLL) Speakers Series and the Learning Improvement Projects.

### **Thought Leaders in Learning Series**



*Average Seminar Satisfaction: 4.33/5*

Developed to present alternative learning approaches, cross-pollinate innovative ideas, and ignite learning throughout the Agency, TLL was conceptualized as an internal USAID event series. TLL features nationally renowned experts who are invited to share groundbreaking ideas to encourage collaboration, knowledge sharing, behavior change, innovation, and other learning-related topics.

The Bureau for Policy, Planning, and Learning initially felt that USAID staff would feel more comfortable engaging on these topics in a closed environment. However, based on recommendations from KDMD, PPL quickly realized that they were missing an opportunity to further thought leadership across the industry by excluding the larger development community from the series. After only two seminars, the series was opened up to the public and KDMD worked across its various networks and with the Society for International Development's Washington Chapter to promote the events. As USAID staff were still the primary target audience for TLL, KDMD worked with PPL to advertise the seminars through event flyers, a common method of promotion at USAID.

As a result of these efforts, the number of participants increased from approximately 50 in this reporting period's earliest seminar to average of 396 people for the 4 open seminars held in the period. By the end of the project, TLL had become the highest attended event series across the project. Moreover, these events helped to drive traffic to the Learning Lab website as pageviews for the seminars jumped from 197 for the December 2012 TLL to an average of 924 for the seminars from January–July 2013, an increase of 369 percent. These pageviews also reflected the broad geographic reach of TLL webinars once the series was opened up: visitors from an average of 42 countries accessed Learning Lab event pages for the 4 open seminars.

### **Learning Improvement Projects**

Another strong example of how KDMD's work on the PPL Program has expanded to increase impact is through the Learning Improvement Projects. During the previous reporting period, KDMD supported the LER Office in an internal Agency discovery interview process that sought to identify how USAID staff have successfully incorporated learning into their everyday work and what barriers prevent them from doing so. The interview process revealed that while many USAID staff value learning and have great ideas to strengthen learning, they often feel that learning activities are underutilized, underfunded, and understaffed. In response, PPL/ LER worked with KDMD to provide resources and support for five Learning Improvement Projects.

Since the Learning Improvement Projects' activities extended through the life of the KDMD contract, it was not possible to measure intermediate outcomes and impacts. The A&L team focused its evaluation on the process behind each project. KDMD conducted interviews with each activity lead to gain insight on the proposal process itself, how their project addressed each component of the Learning Cycle, and each project's potential to be replicated and brought to scale. These individual reflections on lessons learned and potential for replication throughout USAID are available in the Lab Notes section of Learning Lab.

Overall, however, broader lessons learned include the importance of:

- securing buy-in from all stakeholders in advance
- being careful not to underestimate how much time a learning project will take
- making a plan and setting aside sufficient time for outreach
- remaining flexible with emergent issues throughout the process
- being content with project results, even if they were not what was expected or intended

This final point underscores the ultimate intention behind the Learning Improvement Projects: while the projects varied greatly in terms of their focus and results, they all demonstrate how USAID staff and implementing partners can try new approaches, learn from the challenges they encounter, and adapt along the way. Hopefully, this opportunity will encourage Agency staff and partners to engage in additional learning initiatives and continue discussion on how new approaches to knowledge creation, organization, sharing, and use can strengthen the Agency's work in global development.

### **RECOMMENDATIONS**

As PPL continues its efforts to strengthen USAID as a learning organization, KDMD recommends that PPL and its partners take the following steps in order to ensure a smooth transition as the project goes forward.

#### **Collaborating, Learning, and Adapating Events**

- Support peers at the Mission-level to champion CLA among other Mission staff; target core groups within USAID and among implementing partners
- Gather data about why certain stakeholders do not engage in CLA online events, instead of just data on the events themselves
- Host an in-person event for a core group of CLA champions and practitioners within the next year; offer in-person events in the field so fewer people have to travel
- Target top participants from the June CLA event who did not participate in the August Lab Session; solicit feedback on the barriers to participation and how they can be addressed
- Send out post-event emails highlighting resources; re-package case studies from previous events

## **M&E Plan**

- Continue the implementation and adaptation of KDMD's CLA M&E plan
- Take the lead and elicit feedback from Mission staff on the CLA rubric

## **STTA to Missions**

- Compile a list of Missions that are open to CLA; identify priority Missions
- Schedule a planning session with the SPP and LER Offices in order to capture the TDY process and replicate elements for an e-TDY
- Develop a training tip sheet for Missions that covers technology (i.e., a how-to guide)
- Develop training facilitation tips for hosts
- Use the Mission scoping form to reach out to Missions that may be willing to pilot e-TDY
- Schedule and implement a pilot e-TDY
- Create survey questions to evaluate the e-TDY process
- Follow up with Missions that have used the pilot e-TDY for qualitative evaluation
- Consider creating hard-copy "toolkits" for Missions that mirror electronic guidance on CLA and are designed for immediate practical application

## **Learning Lab**

- Upgrade to Drupal 8 when it is unveiled—the mobile functionality and improvements to content editing alone will be worth it
- Develop a social media strategy
- Build out more "wikis" on Learning Lab beyond the Program Cycle Learning Guide that illustrate LER's other learning agendas such as Learning About Learning (L-squared)
- Continue outreach through Learning Matters and Learning in Action

- Implement Office Hours
- Create a Training landing page
- Update the Learning Lab site tour once the Program Cycle Learning Guide and Office Hours are fully implemented
- Consider following up on "parking lot items" that were discussed but not completed under the KDMD contract:
  - Streamlined interaction with LinkedIn log-in functionality
  - Better connection to ProgramNet
  - My Learning Lab/playlists
  - Master class
  - Gamification

## **Organizational Learning**

### **SILK Community of Practice**

- Keep SILK (or a similar CoP) going, but forge a more member-driven model in regard to agenda creation, meeting schedule, and support needs. Further develop the SILK online space and encourage sharing of resources.

### **Learning Improvement Projects**

- Continue the Learning Improvement Project initiative—feedback from proposal submitters indicates that there is a great deal of enthusiasm for this type of initiative, and many ideas that simply await funding and technical support
- Improve the proposal and selection process by increasing transparency
- Remain cognizant of the amount of time and effort that it takes to implement these projects—even though the amount of funding disbursed is small, the projects may be very ambitious and require a significant amount of time and effort once funding has been awarded
- Think through each project's desired outcomes and develop an M&E framework beforehand to measure progress, including outputs, outcomes, and impacts

### **Guidance Briefs**

- For future guidance briefs, consider alternate formats, including a blog series utilizing Lab Notes, videos (perhaps using Adobe Connect for recording content and a presenter). Keep the topics for the briefs concise and avoid getting too theoretical.

### **Time-Use Study**

- Encourage other USAID offices to complete the time-use study

### **Outreach and Engagement**

- Continue outreach to other USAID bureaus and Missions to gauge where knowledge gaps are and what resources people need most (these might include partnering on events, guest brown bag sessions, internal USAID workshops, cross-Agency themed-activities, etc.)

- Provide targeted outreach to regional Missions, which could be a key convener of networks among country-level Missions
- Continue to pursue internal channels of communications within USAID and use them regularly
- Utilize multi-way channels of communication (e.g., social media, virtual discussions, crowd-sourcing information, “competitions,” share fairs, etc.)
- Continue strategic outreach and promotion for the Learning Networks Resource Center to encourage contribution of experiences and resource sharing
- Continue cross-promoting learning activities going on in other bureaus and offices at USAID on Learning Lab to develop champions across the Agency

## 13. MOBILE SOLUTIONS PROGRAM

KDMD began working with the IDEA/Mobile Solutions team in December 2011 to facilitate behavior change at the Mission-level and improve and scale-up mobile programming while making the Mobile Solutions team's model of support to Missions sustainable and scalable. The knowledge management strategy was designed based on a needs assessment exercise and focus group feedback. KDMD works in four general areas of KM support:

- Identifying and sharing lessons learned
- Identifying and sharing resources
- Identifying and addressing technical gaps
- Encouraging peer-to-peer knowledge exchange

During this reporting period, the program underwent reorganization to develop and implement activities that aligned with the Mobile Solutions team's shifting priorities, needs, and personnel. A cross-portfolio team supported this program through developing and launching the Mobile Solutions intranet, implementing webinars, facilitating communications strategy sessions, and managing two online courses and the development of a self-paced course. These activities reflect a growing demand for the Mobile Solutions team's field-based support, as well as increased staff capacity to lead KM and communications work moving forward.

### KNOWLEDGE & LEARNING

The K&L Portfolio supported the IDEA/Mobile Solutions team (MS) during this reporting period through the design and implementation of three webinars. The webinars were focused on topics important to the MS team and provided an opportunity to share out important information to a wide audience of USAID/Washington, Missions, and implementing partners. For each webinar, the K&L Portfolio helped to design the agenda, coach presenters, set up the online space, and provide technical and facilitation support throughout the event.

### Online Events

#### Strategies and Tools to Accelerate USAID's Development Goals

The IDEA/Mobile Solutions team invited USAID to participate in a live webinar on March 14 to discuss USAID's role and work in mobile money, mobile data solutions, and mobile access to accelerate the Agency's development goals. The MS team presented on key opportunities and strategies, as well as shared tools to enhance USAID's work and impact. During the online event, participants were also introduced to the new Mobile Solutions website and learned how it could be used to share technical resources, discuss lessons learned, and collaborate with others to improve and scale up mobile programming. Thirty-six USAID staff attended the webinar.

#### Demystifying Electronic Payments: Lessons From Pathfinder on Transitioning Away from Cash

On May 22, Nandini Harihareswara (USAID/IDEA), Mustafa Kudrati (Pathfinder), and Peter Mihayo (Pathfinder), as well as facilitator Hamilton McNutt (NetHope), presented an online discussion on USAID's commitment to electronic payments utilizing lessons learned from Pathfinder's experiences in Tanzania as a successful case study. Presenters Kudrati and Mihayo shared their story of commitment and adoption of mobile money in Tanzania during their portion of the presentation and participated in a rich Q&A session.

Over 170 participants from 22 countries engaged in the webinar with positive feedback. A Skype interview with Mustafa Kudrati, an event recording, a later blog post by Nandini Harihareswara on e-payments, and supporting files were produced from the webinar and shared with 260+ registrants.

## KUDOS

"That was really useful presentation...best webinar I have seen for a long time!"

- Webinar participant

### Using mSTAR to Support Your Work in Mobile

On August 6, the Mobile Solutions Technical and Research (mSTAR) team, led by Nandini Harihareswara (USAID/IDEA) and Shailee Adinolfi (FHI 360), hosted a special online event for USAID Mission staff to learn more about the mSTAR program. This program provides technical support to Missions that are looking to explore, test, and scale up activities focused on mobile technologies. Specifically, the mSTAR program helps Missions implement and scale solutions to foster the rapid adoption of mobile money, mobile technologies, and mobile data solutions in developing countries. During this event, Harihareswara and Adinolfi shared examples of current mSTAR work, walked through the mechanism and partner selection process, and clarified the roles and responsibilities of Missions, the MS team, FHI 360 staff, and mSTAR partners. During this event, a new mSTAR promotional video and Prezi presentation created by the Communications team were also debuted and positively received.

Twenty-seven USAID staff participants, including 17 participants abroad from 10 USAID missions, engaged in the webinar. The K&L team circulated the webinar recording, mSTAR Prezi, and the new mSTAR promotional video in the post-event email to over 70 recipients.

## COMMUNICATIONS

In June 2013, KDMD facilitated a set of workshops with the entire MS team to help them solidify certain elements of an evolving communications strategy for the division. The workshops focused on helping the team articulate a core message, prioritize key audiences, develop stakeholder profiles, and offer recommendations on the opportunities and challenges presented by specific communications/engagement products and activities.

Through the initial workshop, attended by 11 MS team members, KDMD's Chief of Party led a strategic planning session that encouraged the team to think about not only how they talk about mobile solutions, but also how they understand

and communicate their various work streams: Mobile Access, Mobile Data, and Mobile Money. This helped them to realize where their colleagues were having trouble articulating the value of streams other than their own. During the audience identification exercise, the MS team and KDMD worked to refine their major stakeholder groups into seven key audiences.

During the follow-on workshop, KDMD team members from the K&L and Communications Portfolios led the MS team through nearly a full day of activities—including a Venn diagram exercise designed to help the team identify overlaps in critical concepts across the various work streams. Other activities that were popular with the MS team involved stakeholder role playing and the chance to practice giving their 30-second elevator pitch in front of the team. Throughout the day, the Mobile Solutions Program Activity Lead also provided ongoing graphic facilitation to inspire the group and record a synthesis of the discussions in a very memorable way.

KDMD is working with the MS team to refine many of the elements developed during the workshops into an actionable communications manual. By September, KDMD will finalize a communications product matrix, an audience



Figure 41:  
KDMD led a strategic planning meeting with USAID's Mobile Solutions team to identify key stakeholders and ways to conduct outreach.



Figure 42:

As an alternative to written meeting notes, KDMD provided graphic facilitation to translate ideas from the USAID Mobile Solutions team meeting into memorable concepts.

profile chart, and a set of M&E recommendations intended to help the MS team gauge the impact of their engagement activities.

The Communications Portfolio also worked during this period to help the MS team with mission engagement related to their mSTAR mechanism. In order to introduce USAID staff to mSTAR and to help clarify the process, the portfolio worked with K&L to develop two communications products: a Prezi about the mSTAR process and an animated overview video. The former, based on a complex two-page flow chart, provided a simpler introduction to the steps needed to engage with mSTAR. The latter was developed to personalize the process by offering a hypothetical mission example using fun, hand-drawn characters, a simple, icon-based design, and bright colors that reflected the IDEA/Mobile Solutions color palette.

## KUDOS

"It's been a pleasure to work with all of you over the last few months on the communications and knowledge management priorities for the team. I know I've learned a lot from our collaborations."

- Former Mobile Solutions communications staff

Early in the period, the Communications Portfolio also finalized the various graphic elements for the IDEA Mobile Solutions internal website. KDMD's Graphic Designer completed updating all of the wireframes and design slides for the website and provided various image components for the site and future collateral, including a logo and color palette, an icon library to match the site's branding, email headers, and a series of homepage rotator graphics promoting the functionality available on the site. This site branding was also incorporated into a promotional business card to help direct stakeholders to the Mobile Solutions' website despite the lengthy URL.

Finally, Communications supported K&L and the MS team's outreach efforts related to online course and webinar announcements and event invitations.

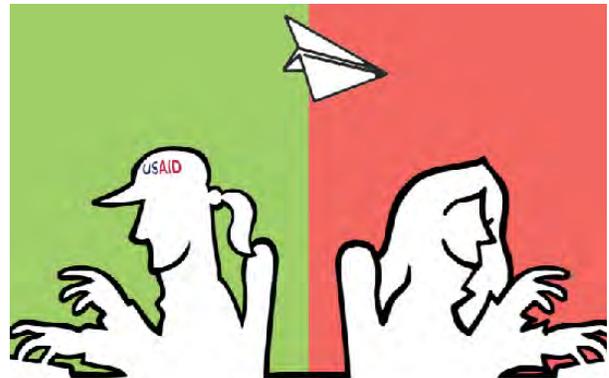


Figure 43:

This animated video provides an engaging overview of mSTAR, which was designed and produced by KDMD.

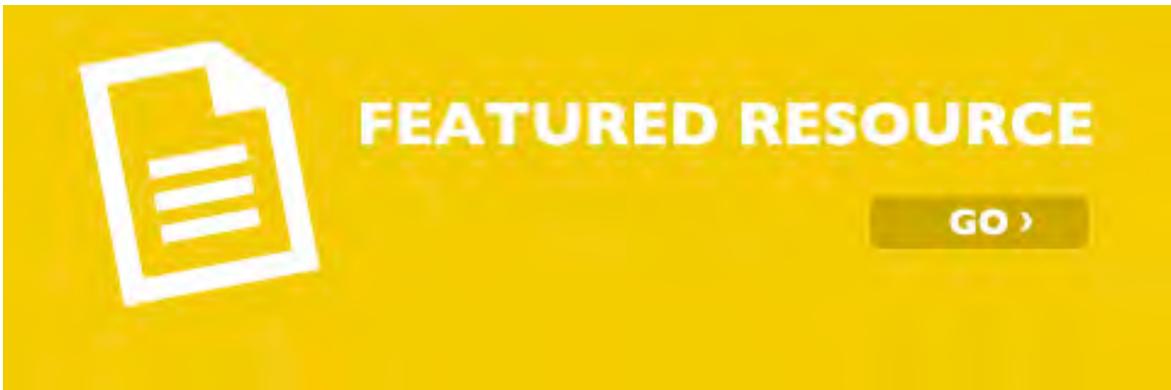


Figure 44:

To support the USAID Mobile Solutions internal website, KDMD designed powerful promotional images to be featured on the site's homepage.

## ADULT LEARNING & TRAINING

The KDMD project continued support courses tailored to the objective of scaling the IDEA MS team's support and technical assistance to Mission staff and implementing partners. In collaboration with USAID and KDMD, TechChange developed and delivered two facilitated, online courses and one self-paced course. With a mixture of expert presentations, discussion forums, technology demos, and selected readings, participants engaged in a hands-on, practical learning environment.

In February 2013, the team engaged over 173 participants from 21 countries, consisting of staff from USAID and implementing partners, through the first course—Mobile Data. The course enabled participants to:

- Provide examples of mobile data solutions from collection through visualization
- Articulate the benefits of using these solutions
- Assess whether or not particular mobile data solutions are appropriate for a project or problem
- Outline how to design a project or activity to include mobile data solutions
- Create an SMS survey and an enumerated survey
- Describe the challenges and opportunities when implementing mobile data solutions

Through the course, in order to truly see the potential of mobile data, participants were also able to select 10 questions that were then asked via SMS in the Democratic Republic of Congo and received over 1,500 responses. Student evaluations rated high levels of satisfaction (on a scale of 1–5, with 1 being the highest) with the course (1.81), content (1.68), meeting course objectives (1.97), course organization (1.90), and course material (1.77).

Similarly, in August 2013, the 4-week online course on Mobile Access convened 91 participants from 24 countries, consisting of staff from USAID and implementing partners. The course built a common understanding of:

- Mobile Access
- How it is being addressed across many different countries and contexts
- How USAID, implementers, and partners can better support mobile for development activities that have the greatest chance of succeeding and reaching the widest audience possible
- Why solving the critical Mobile Access issues will strengthen development work in all sectors that leverage mobile technology tools

This course included an educational animation introducing participants to challenges in mAccess, interactive exercises around personal use of phones and chargers, as well as live speakers from GSMA, Google, U.S. Department of State, Wikipedia, and more. The course is wrapping up its final week at the end of the current reporting period, but student evaluations will be released mid-September.

Finally, the content produced for the Mobile Money course was re-purposed into a self-paced module on mobile money. This 2-hour, self-paced Mobile Money course includes animations, exercises, video, and other interactive content that will be exported as a Flash module to be used for public-facing sites as desired. Developed in partnership with the MS team, this 7-module course is the successor to another 4-week online course on Accelerating Mobile Money in Fall 2012, which included an animation featuring Michael Joseph on “The Story of M-Pesa,” attracting 70 participants from 10 countries.

## ASSESSING & LEARNING

The A&L Portfolio supported the Mobile Solutions Program by providing the following:

- Monitoring and evaluation structure
- Collection and analysis of all KDMD activities
- Statistics tracking systems
- After-Action Reviews and standardization of learning feedback loops

During this period, A&L recalibrated both the survey instrument and activity reporting for the three webinars that KDMD facilitated. Because these were online-only events, A&L used Adobe Connect's polling function, having observed this tends to get significantly higher response rates than an embedded link to an online survey. For the Activity Reports, new sections and insights were designed to enhance learning and actionable next steps. Specifically for Demystifying Cash Payments, activity reporting disaggregated webinar polling on cash transfers by their status as implementing partner or Mission staff or their specific role within the organization. For the most recent mSTAR webinar Activity Report, A&L also included specific follow-up recommendations with contact information based on the polling responses by Adobe Connect.

After the MS team developed some initial communications objectives and activities, A&L expanded on these to create a results framework that included outputs, outcomes, impact, means of verification, and data collection protocols. In addition to this framework, a taxonomy to help the MS team identify key champions was created.

## **RECOMMENDATIONS**

### **Webinars and Online Courses**

- Formalize post-webinar/course follow-up for participants who express interest in additional information or support and cultivate these contacts systematically. A cultivated cohort of past participants can easily lead to advanced training courses.

## **Communications**

- KM goals should ideally be aligned with MS team strategy. In the interim, continue to align with each workstream's strategy.
- Audit information/content that the MS team has and wants to promote. Then define a decision tree for knowledge flows. What kind of knowledge is this? Who needs to know? Where should it live?
- Use the communications messaging manual as a living document. As the MS team becomes more familiar with the key talking points, design training for staff on communications messaging. Another key element is to identify and map your key stakeholders. With whom is the team already in contact? Who are your champions? Continue to cultivate these relationships in target audiences.
- Prioritize and develop communications products/channels to meet target audiences.

## 14. GENDER DEVELOPMENT PROGRAM

KDMD continued their collaboration with the Gender Development (GenDev) team to develop online learning courses during this reporting period. In early 2012, USAID's Gender Equality and Female Empowerment Policy mandated that basic training on gender equality and female empowerment be required for all Agency staff who design, evaluate, or manage strategies or projects; Agency staff (including Mission and Operating Unit Directors and Deputy Directors) who directly or indirectly supervise staff who design, evaluate, or manage strategies and projects; all Contracting and Assistance Officers; and Program Officers. The Agency's goal is for all new staff to receive basic training within two years of their start date and for all other staff mentioned above who have not had gender training to receive training within two years. In addition, the Policy requires missions to appoint Gender Advisors and/or Gender Points of Contact, and for the Agency to provide advanced training for these individuals.

### ADULT LEARNING & TRAINING

During this period, KDMD and the GenDev team completed the 101 course—Gender Equality at USAID—and the course was launched in USAID University's new LMS in July 2013. Unfortunately, the scoring functions of this course package were not functioning properly when the course was originally loaded into the new system. Working with USAID's new LMS, subcontractor GLS continues to explore options to fix the score tracking capabilities.

KDMD also continued design and development of the 103 course—The Roles and Responsibilities of Gender Advisors. This new course requires learners to demonstrate an understanding of the skills needed to perform gender analysis. The course will run through a series of scenarios to educate Gender Advisors on the multitude of situations that they may face. Much of the content for this course was



Figure 45:

With the recent release of USAID's Gender Policy, KDMD developed a Gender 101 Course for USAID's Office of Gender Equality and Women's Empowerment.

still under development and review by the broader Gender Development Office during this reporting period, which led to delays in finalizing the content outline and the course storyboards. Additionally, this course requires more customization for the course interface and will require GLS to spend more time and resources to build out the desired level of sophistication and interactivity.

## **RECOMMENDATIONS**

USAID placed a strong emphasis on their new Gender Policy over the past year and gender issues have become more integrated across various

technical areas. KDMD has seen this through their work in organizing and implementing USAID's conferences and trainings. Considering the demand for outreach around these new policies and the likelihood that this will stay a priority, the GenDev team could consider exploring future funding mechanisms to look beyond training. The team could also consider other types of communication and knowledge management strategies to increase USAID's understanding of gender policies and how these affect the Agency's development strategies.

## 15. CROSS-PROJECT INITIATIVES

Throughout the course of the project, KDMD's programs and portfolios have developed a variety of tools, procedures, and technologies that have been instrumental in providing high-quality services to the project's clients at USAID. Many of these tools cannot be directly attributed to a specific program within the project, yet are critical to the day-to-day operations at KDMD and are utilized across the project. The following section provides an overview of the cross-project initiatives that have assisted KDMD in streamlining its activities, both internally and externally, and have allowed the project to remain on the cutting edge of knowledge management.

### **PROJECT MANAGEMENT/PLANNING TOOLS**

#### **Basecamp**

KDMD's primary activity and workload management tool is the Basecamp online platform. Basecamp, part of the 37Signals suite of products that also includes Backpack (see below), is a cloud-based project management tool that incorporates to-do lists, task assignment, message boards, milestone calendars, writeboards, file storage, and time tracking. Basecamp is organized into sub-projects to consolidate decisions, tasks, people, conversations, etc. for a given activity. Basecamp integrates email functionality so that posts to Basecamp are emailed to those who are tagged on the message and they can respond via email. Within to-do lists, KDMD Activity Managers assign tasks to specific staff, provide deadlines, and track conversations about the task to record decisions.

#### **Backpack Calendar**

Since February 2012, the KDMD team has been using Backpack (a feature of the Basecamp project management system) to provide a central location for all KDMD activity. The goal of this shared team calendar is to provide a "big picture" place for the KDMD team to see major events, deadlines, holidays, and staff travel plans (vacation and off-site/working remotely). Each program has its own

color-coded calendar, and each event has a notes section for additional details. In addition to keeping the team informed of upcoming events and activities and assisting in planning decisions, it provides transparency in knowing who is out of the office and a detailed record of past events.

#### **KDMD Activity Pipeline**

For the third reporting period in a row, KDMD has utilized a cross-program pipeline to monitor current activities, track upcoming events, and document past events supported by the project. The pipeline, developed as a Google spreadsheet, is editable by all KDMD staff members and allows the team to monitor project deliverables and coordinate more efficiently on activity support, thereby reducing LOE. The pipeline is organized by program, activity, due date, and KDMD Activity Lead and also includes links to supporting Basecamp documents as well as space for additional notes. Once activities are confirmed, they are added to the Backpack Calendar.

### **COMMUNICATIONS AND ENGAGEMENT TOOLS**

#### **Adobe Connect**

Another tool that the KDMD team uses frequently for many events and knowledge sharing and capture activities is Adobe Connect, a webinar system that offers customizable webinar space, polling capability for participants, increased interaction between webinar attendees and hosts, and sophisticated recording capability to create interactive post-event products.

The KDMD project holds three licenses that have been used for the following online activities:

- Ongoing branded seminar series
- Special webinar events
- Online facilitation
- Online trainings

- Online focus groups
- Internal meetings and collaboration

### **MailChimp**

As part of its support to virtually all of the USAID programs involved in the project, KDMD sends out regular email news updates and invitations for USAID-sponsored events to over 2,500 USAID employees. Since June 2010, these e-campaigns have been sent out via the cloud-based email marketing platform MailChimp. MailChimp allows KDMD to produce highly designed campaigns, manage member lists, and carefully track analytics. KDMD's current MailChimp account has over 44,000 subscribers spread across more than a dozen subscription lists. Careful list management ensures that the project is easily able to target content and avoids "spamming" its members.

During this reporting period, KDMD sent out over 220 campaigns that were successfully delivered to more than 450,000 subscribers in total with an average open rate of 31 percent (compared to the industry average of 23 percent). A critical factor in the project's successful campaign delivery was KDMD's continued use of MailChimp's batch sending featured. As explained in previous Semi-Annual Reports, technical issues related to USAID's firewall and email filtering have been addressed largely by breaking up campaigns with several thousand recipients into smaller batches.

The only significant change to KDMD's use of MailChimp during this period was the work done to update campaign templates for proper display in Google Mail systems. This has been especially important since USAID adopted Google Mail as its email platform in early 2012.

### **Poll Everywhere**

During this reporting period, the KDMD team began using Poll Everywhere at several knowledge sharing events. This online tool allows the facilitation team to design poll questions, post them on a presentation or website, and receive immediate responses from participants via cell phone, Twitter, or online.

## **CONTINUOUS LEARNING TOOLS**

### **KSLAM**

As a way of internalizing the knowledge management principles that KDMD implements on USAID's behalf, approximately twice per month, the team hosts "Knowledge, Sharing, and Learning in the AM," or KSLam, meetings as a venue to learn from one another in a fun, less formal atmosphere. KSLam topics are generated by the team and tracked in the KDMD pipeline.

Examples of KSLam meetings during this reporting period focused on:

- Blended Learning Products
- Learning Network Facilitation
- Why Design Matters
- PPL's Evaluation Plan
- Agriculture and Food Security
- Event Planning
- Life Cycle of a Learning Project
- GUCs: Lessons Learned
- Logic Models
- Strengths Quest
- Negotiation and Management
- Open Data
- Speakeasy Storytelling

These meetings allow the team to share new ideas and gather feedback from staff across the project. They are also an opportunity for creativity and out-of-the box thinking that engage the whole team and help to build relationships and trust. Following each KSLam, the agenda, outcomes, and follow-up materials are posted to the KDMD wiki or KDMD Community for ongoing reference and team contributions.

## **KDMD Community**

The KDMD Community is a working group for the KDMD team hosted on the KDID website. As such, it serves several purposes. First and foremost, it is a learning space for the KDMD team to share ideas, ask questions, and post interesting documents and tools. Second, it allows KDMD staff to interact with the KDID working groups function from a user perspective, which provides an opportunity to understand the potential and realities of the format so that project staff can discuss and propose the best solutions with USAID programs and partners. And finally, it serves as a virtual repository of KDMD ideas and resources over time. Examples of recent resources and discussions include:

- My Secretary of State
- Knowledge Bazaars
- It's not how much you know, it's how fast you learn
- Upcoming Knowledge Sharing & Management seminars at GWU
- Resources from the 2013 USAID KM Expo
- Microsavings programs build wealth, pennies at a time
- KSLam resources

## **Wiki**

One of KDMD's key resources is an internal wiki used to better facilitate knowledge capture and use for the project. It is structured based on the knowledge cycle and includes page templates for KDMD tools, activities, programs, and portfolios. KDMD project staff are asked to update or create relevant pages of the wiki to ensure that information is up-to-date and reflective of current practices. This is especially relevant as an activity or program concludes to ensure that best practices are documented in order to advise future initiatives.

The ten most visited pages during this reporting period include:

1. Passwords
2. KDMD Blast Newsletter

3. Kudos
4. Twitter Chats
5. Team Contacts
6. Quick Links
7. E-Consultation
8. The KDMD Project
9. Adobe Connect
10. Programs & Portfolios

## **KDMD BLAST NEWSLETTER**

The end of this reporting period marked the 71st issue of the KDMD Blast newsletter, an internal resource that provides weekly updates on high-level program news, tools, ideas, information, facts, and team profiles and announcements. The newsletter creates a regular opportunity to connect staff across the project and focus on program and portfolio highlights that would otherwise only be shared through informal mechanisms and a brief description at the monthly team meetings.

The impact has been an increased understanding of programs and activities throughout the team, allowing people to make connections and follow up on specific areas of interest or synergy. It has also created documentation of KDMD accomplishments, priorities, and transitions. And last but not least, it has built relationships and trust among team members who have gained a deeper understanding of each other's background and experiences.

## **KDMD HIGHLIGHTS NEWSLETTER**

This monthly newsletter was initiated during the current reporting period as a response to requests for additional KDMD knowledge sharing among USAID KDMD programs. The newsletter focuses on high level activities and accomplishments from the previous month and includes a "Save the Date" section for upcoming events. Mid-month, the KDMD Chief of Party shares the newsletter with the COR, who then approves and sends it on to all USAID Activity Leads.

## TEAM RETREAT

On February 22, 2013, KDMD held a team retreat to regroup after learning of the project extension, discuss activity plans, and share information and ideas pertaining to project close-out. This retreat was facilitated by KDMD's Facilitation Advisor at TRG's office in Arlington, VA. As part of the agenda, team members were required to do pre-work in groups that included communicating the KDMD story in a creative/fun/unusual/innovative/memorable way. These ideas were used to inform the project's final report process.

## CLOSE-OUT

### Learning About Learning (L<sup>2</sup>)

As the KDMD project comes to a close, conversations between a team of former and current USAID CORs, USAID Activity Leads, and KDMD leadership have been facilitated and captured to help articulate the value and potential benefits of their ideas and experiences throughout the course of KDMD to share with other USAID-funded projects. Twenty-one topics were identified in two categories (KDMD Success Stories and Learning & KM Lessons), including:

- Resetting the Relationship
- Contractual Flexibility
- Adaptive Management
- Communications and Messaging
- Feedback Loops
- Leadership
- Processes
- Resources

- Risks
- Services
- Tools

Approximately every other week throughout this reporting period, the team has gathered to discuss each topic in-depth for 30 minutes and comments were captured in a wiki. As a final product, these wiki pages will be translated into one-pagers, and additional resources will be compiled to further illustrate each topic area. Ultimately, these products will be posted on the USAID Learning Lab website where they can be shared and used as examples for others who are looking to adopt a similar approach.

### KDMD Final Report

Taking inspiration from the 2011 Kiva Annual Report, KDMD has been creating a similar online, interactive platform for a cumulative final report which will cover the entire contract period from 2008–2013. This report will outline achievements, progress towards life-of-project results, and recommendations/lessons learned.

## RECOMMENDATIONS

These tools, customized and adapted through trial and error over the course of the project, have become part of the culture of the KDMD team. They provide transparency, ensure accuracy and consistency, promote internal knowledge sharing in a way that reaches across programs and portfolios, and allow for seamless integration of project activities. Although any team should determine the tools and resources that best fit their needs, those listed in this Cross-Project Initiatives chapter should certainly be considered for their utility, especially by other knowledge management projects.

## 16. KDMD MANAGEMENT AND PERSONNEL

Effective contract and financial management is important for this large, complex project. QED management regularly communicates with the COR and the Contracting Office regarding financial and contractual matters. Accurate and detailed monthly vouchers for KDMD are submitted to USAID for approval. Quarterly accruals and other financial reports, as requested, are submitted to the COR and Program Managers in their respective offices and bureaus. KDMD management reviews and approves all project time and expense reports.

The KDMD project was headed by Jennifer Dahnke, who served as Acting Chief of Party (COP) until May 1 when she was officially approved as COP, with overall responsibility for the project. The COP directly manages the Deputy Chief of Party (DCOP) and the Portfolio Managers. The COP is responsible for the relationship with the COR. Kristin O'Planick (MPEP) served as COR throughout this reporting period.

The Portfolio Managers are responsible for the work in the technical areas of Assessing & Learning, Web Development & Management, Knowledge & Learning, Communications, and Adult Learning & Training. The Portfolio Managers supervise the Activity Leads within their portfolios. A Senior Program Manager is responsible for direct management of all Program Managers. Program Managers manage the relationship with the USAID Activity Leads, managing the budget and providing quality control for deliverables. As a large and complex project, KDMD has personnel changes throughout the life of the project. The effects of these changes have been minimized with the use of the Basecamp online activity management tool, the team wiki that serves as a living repository for project knowledge, the KDMD orientation materials, frequent and consistent use of AARs, and hand-off procedures.

### PROJECT STAFF

As noted above, such a large and complex project has turn-over and finds new areas where it needs to expand its capacity. Over this reporting period, the following personnel changes have taken place:

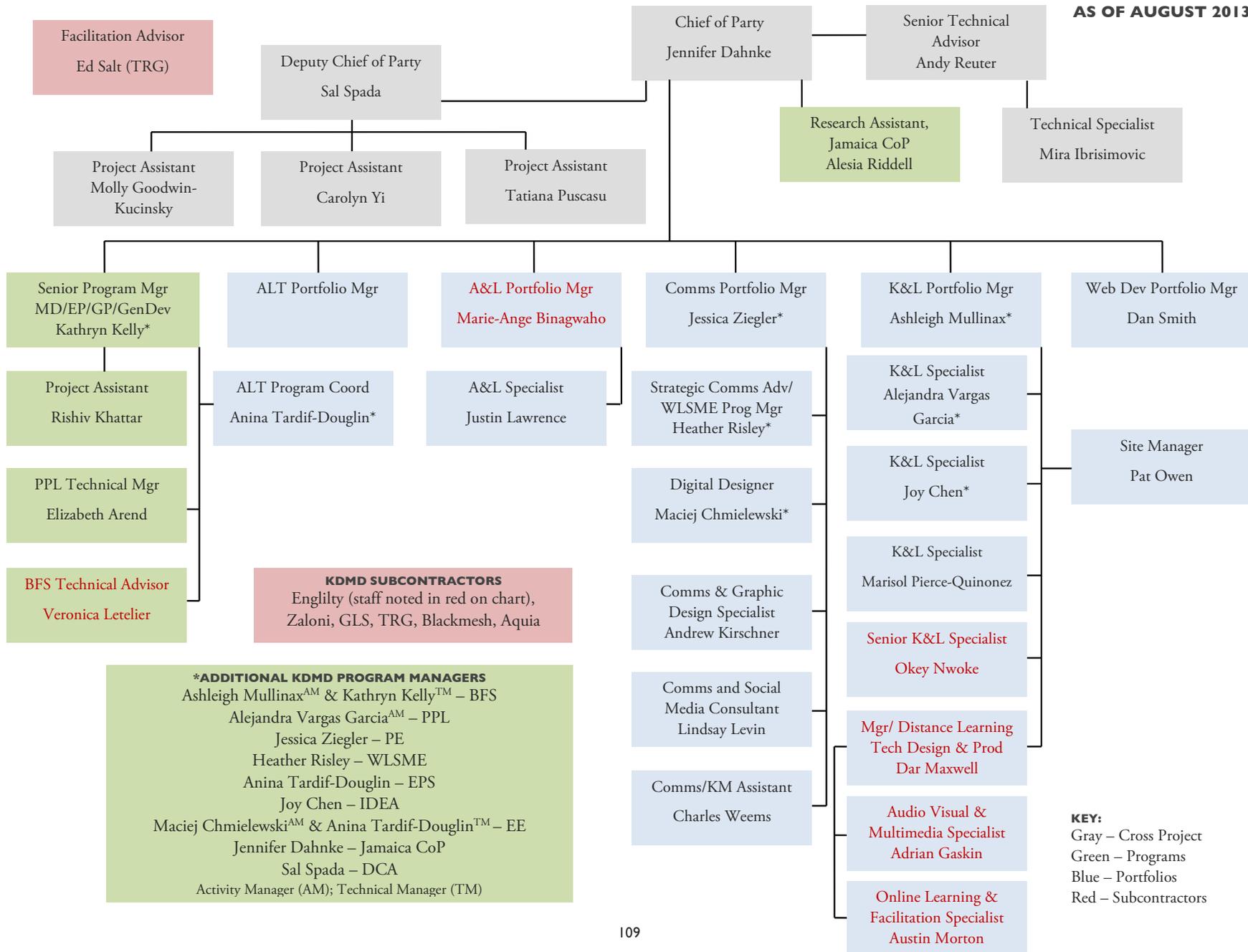
- QED hired Jacob Knight as an A&L Specialist
- QED hired Justin Lawrence as an A&L Specialist
- QED hired Marisol Pierce-Quinonez as a K&L Specialist
- QED hired Molly Goodwin-Kucinsky as a Project Assistant
- QED hired Charles Weems as a Communications/KM Assistant
- QED hired Tatiana Puscasu as a Project Assistant
- QED hired Elizabeth Arend as a Technical Manager for PPL
- QED employee Carolyn Yi joined KDMD as a Project Assistant
- Engility employee Okey Nwoke joined KDMD as a Senior K&L Specialist
- QED promoted Heather Risley to Strategic Communications Advisor/ WLSME Program Manager

### KDMD SUB-CONTRACTORS

Engility [formerly International Resources Group (IRG)], Training Resources Group (TRG), and Global Learning Systems (GLS) continue to provide support to KDMD. Web development work continues to be supported by Zaloni, the lead website development firm for KDMD's many websites.

# APPENDIX A: KDMD ORGANIZATIONAL CHART

AS OF AUGUST 2013



## APPENDIX B: USAID ACTIVITY LEADS

NAME	USAID BUREAU/OFFICE (KDMD PROGRAM)	EMAIL ADDRESS
Zachary Baquet	BFS (Food Security/Ag)	zbaquet@usaid.gov
Lawrence Camp	MPEP (PE)	lcamp@usaid.gov
Cathy Cozzarelli	E&E	ccozzarelli@usaid.gov
Anastasia de Santos	MPEP (WLSME)	adesantos@usaid.gov
Jeanne Downing	MPEP (MD)	jdowning@usaid.gov
Luba Fajfer	E&E	lfajfer@usaid.gov
Alex Gainer	EP	againer@usaid.gov
Mehlika Hoodbhoy	Gen/Dev	mhoodbhoy@usaid.gov
Audrey Hyland	IDEA (Mobile Solutions)	ahyland@usaid.gov
Naomi Logan	IDEA (Mobile Solutions)	nlogan@usaid.gov
Kristin O'Planick	MPEP (Project COR)	koplanick@usaid.gov
Ana Luisa Pinto	DCA	apinto@usaid.gov
Rob Schneider	IDEA (GP)	roschneider@usaid.gov
Thom Sinclair	PPL	thsinclair@usaid.gov
Claire Spence	Jamaica	cspence@usaid.gov
Maria Stephens	MPEP (EPS)	mstephens@usaid.gov
Stacey Young	PPL	styoung@usaid.gov

### Websites

The Knowledge-Driven International Development (KDID) family of websites is developed and managed by KDMD, a 5-year USAID project established to maximize the effectiveness of development assistance by connecting development practitioners through learning opportunities and spreading innovation and good practice. Websites include Microlinks, Agrilinks, USAID Learning Lab, Women's Leadership in SMEs, and Social Transitions. KDMD also designed and helps BFS manage the FeedtheFuture.gov website. Although each site is different, they generally feature libraries, blogs, events calendars, training resources, multimedia, and spaces for online collaboration and discussion.

### Communities of Practice and Working Groups

Online spaces are hosted through the websites mentioned above for development professionals to work together and discuss models, identify good practices, and collaborate to find solutions to problems. Groups can be open to membership or by invitation only. They offer users the ability to post new discussions, comment, and share resources within an open or private community.

### Seminars

KDMD supports the implementation of seminars for many programs, including PPL, MPEP, and BFS. Generally, the seminars are held monthly and include in-person and webinar options. The seminars are captured through various types of learning products, including screencasts and interactive webinar recordings.

### Webinars

KDMD frequently uses webinars as a way to engage and collaborate with stakeholders who cannot attend in-person events. A key feature of a webinar is that participants can provide and receive information as well as actively participate in discussions and Q&A with presenters. Webinars can be a component of seminars or they can stand alone.

### Video Interviews

Following KDMD events and seminars, short greenroom interviews capture takeaways from presenters to create a more interactive feel to post-event products, expanding the reach of the original content both in terms of time and audience. Other video series highlight best practices and lessons learned in the field.

### Speakers Corners, AgExchanges, and e-Consultations

These multi-day, online discussions bring together professionals from across the world to share ideas, debate approaches, and learn about new tools and resources to improve practice. Speakers Corners and AgExchanges are guided by leading experts and address issues pertinent to the various websites' topical areas. E-consultations are usually designed to obtain feedback on a particular topic from a specific group of stakeholders.

### Learning Networks

KDMD has facilitated the GROOVE and WLSME Learning Networks to generate knowledge targeted at key industry constraints and to capture and disseminate learning to the wider enterprise development community. The grantee organizations not only pursue their individual initiatives, but are encouraged to coordinate efforts, collaborate as a network on group deliverables, and seek input from other industry and practitioner networks.

### Wiki Development

KDMD has developed wikis that codify good practice. The Value Chain Development Wiki draws from research conducted under the leadership of the USAID Microenterprise Development team by the ACDI/VOCA AMAP BDS consortium and many other contributing organizations, academics, and institutions. The wiki is housed on Microlinks. Drawing on this experience, KDMD has also created a wiki to convert the USAID Program Cycle Learning Guide into an online format on the USAID Learning Lab website.

## **e-Newsletters**

The Microlinks Connections newsletter, Agrilinks eUpdate, WLSME Women's Entrepreneurship Wire, and USAID's Learning Lab Learning Matters, all published on a regular basis, feature significant USAID and non-USAID news, announcements, links to new tools and resources, and events and trainings.

## **Social Media**

KDMD uses social media platforms such as Twitter, Facebook, LinkedIn, and YouTube to increase awareness about USAID's development activities, share knowledge, encourage learning, promote dialogue, and provide technical expertise on a new platform. By building relationships with practitioners who are active on social media platforms, USAID reaches a broader audience of development professionals. Through its BFS Program, KDMD also hosts regular #AskAg Twitter Chats, monthly Twitter Q&A sessions to connect participants on Twitter directly with agriculture and food security experts.

## **Partnership Engagement**

KDMD's outreach efforts focus on engaging the development community through existing venues and channels, often by partnering with major conference organizers. Involvement in events like the SEEP Annual Conference, Cracking the Nut Conference, Global Youth Economic Opportunities Conference, World Food Prize, FSN Network regional meetings, USAID KM Expo, and the K4Health Share Fair offer the opportunity to promote USAID's technical and knowledge management activities and learn how KDMD can best support the field.

## **Special Events**

KDMD provides support to USAID for other special events upon request. Levels of support vary and can include activity scoping, logistics, communications and promotion, capture, live online engagement, knowledge product creation and dissemination, facilitation, and/or coordination and management.

## **Training Courses**

KDMD works with several teams within USAID to produce and conduct both online and in-person trainings. With the MPEP team, KDMD helped produce the four-course Value Chain Approach e-learning series. With BFS, KDMD helps conduct in-person trainings including the Agriculture Core course and the Agriculture Overview course. Similarly, KDMD helps the EP Office conduct the Economic Growth Overview course and the Economic Growth in Post-Conflict Countries course. KDMD has also worked with BFS and the EG team to pilot project design courses in their respective fields.

## **Learning Guidance**

KDMD develops customized learning guidance to document and share processes and good practices in KM activities. This guidance incorporates KDMD's extensive experience and lessons learned to provide succinct and targeted advice to stakeholders working on a variety of KM activities. Learning topics vary and have included guidance on activity planning, After-Action Reviews, peer assists, and tacit knowledge capture and exchange.

## **Digital Storytelling**

These multimedia products use classical storytelling, via an audio narrative, laid over digital photographs or video footage to convey a powerful message in a short period of time. The imagery and graphics can be used to reinforce the emotion of the narrative or call attention to important facts and figures. KDMD has produced digital stories to showcase the Europe & Eurasia Bureau's health programming legacy and to demonstrate how the Jamaica Partners for Educational Practice experience can help other communities of practice to start up or grow.

## APPENDIX D: IMPACT SURVEY RESULTS OVERVIEW

The following appendix contain the quantitative results for the Microlinks, Agrilinks, and WLSME platform impact surveys distributed to site users in and through KDMD's various communications channels in an effort to collect information for the project's final report.

### MICROLINKS IMPACT SURVEY

Unlike the surveys administered to the Agrilinks and WLSME users, the impact survey targeted to KDMD's MD Program audience was split into three separate versions to more accurately speak to a diverse pool of stakeholders experience. As such, some results that cannot be aggregated will be shared separately and be noted.

#### Demographic Questions

##### Q1a. What organization do you work for?

- AA and Associates
- AboutMicrofinance
- ACCION (3)
- ACDI/VOCA (3)
- Action Against Hunger
- ACWW
- ADRA international
- AFAAS
- Agricultural Finance Corporation
- Agrocomplex
- AGRUTA
- Arusha Women Entrepreneur
- ASA Philippines Foundation
- ATA
- Banco del Ahorro Nacional y Servicios Financieros, S.N.C. (3)
- Bancolombia
- BB Consult
- BeirneConsultancy
- Board of Investment
- Cardno Emerging Markets USA, Ltd
- CARE (2)
- CatRiskMexico
- Centre For Development Alternatives
- Chemonics International (3)
- Canadian Hunger Foundation
- ChildFund International, Indonesia National Office
- Chollima Agricultural Research Institute
- CNFA
- Concern Universal
- Cooperative Creation Investments
- Crested Trust Finance Ltd
- CRS
- DAI
- Eastern Private Sector Development Center
- FAO (2)
- Feed The Future Commodity Production and Marketing Activity
- FINCA
- Fundacion REDDOM
- Future Generations Graduate School
- Grameen Foundation
- Haramaya University
- Healing Fields Foundation
- Helvetas Swiss Intercooperation (2)
- HORUS Development Finance

- IFPRI
- Imana
- Independent/Consultant (7)
- Innovision Consulting Pvt. Ltd.
- Inter-American Foundation
- International Advocacy Cooperative
- International Federation of Red Cross and Red Crescent Societies
- International Military Student Office
- Jalbert Consulting
- Juhudi Kilimo
- Key Development Services
- Kiva
- Land O'Lakes, Inc.
- Legal Technical Assistance Services
- Making Cents International
- Matna Foods Company
- MEAS
- Mercy Corps (2)
- Microfinance and Small Loans Centre
- Ministry of Peace and Reconstruction
- Mjumita
- MMorgan Consulting
- Oxfam
- Pact Tanzania
- Parity CB
- Partners Worldwide
- Plan International
- Practical Action
- PRODEX
- Reliance Foundation
- responsAbility Social Investments
- Save the Children (2)
- SCCULT
- SEAF
- Shelter for Life International
- Sher-e-Bangla Agricultural University
- SNV (2)
- Step-Up Zambia
- Sugarcane Breeding Institute
- Suma Veritas Foundation
- Tadbeer Consulting Inc.
- Tameer Microfinance Bank
- TechnoServe
- Terrafina Microfinance
- UMCOR
- UNDP (2)
- United Cerebral Palsy
- University of Saskatchewan
- US Peace Corps
- USAID (7)
- USAID Ag. Inputs Project
- VSO
- World Relief
- World Vision (6)

**Q1b. Where are you based?**

Afghanistan, Argentina, Bangladesh, Bolivia, Burundi, Cambodia, Canada, Colombia, Costa Rica, Dominican Republic, Ecuador, Egypt, Ethiopia, Ghana, Honduras, India, Indonesia, Italy, Jordan Kenya, Kyrgyzstan, Lebanon, Madagascar, Malawi, Mali, Mexico, Morocco, Nepal, Niger, Nigeria, Pakistan, Peru, Philippines, Serbia, Sierra Leone, Sudan, Tanzania, Togo, Uganda, United Kingdom, United States, Vietnam, Zambia

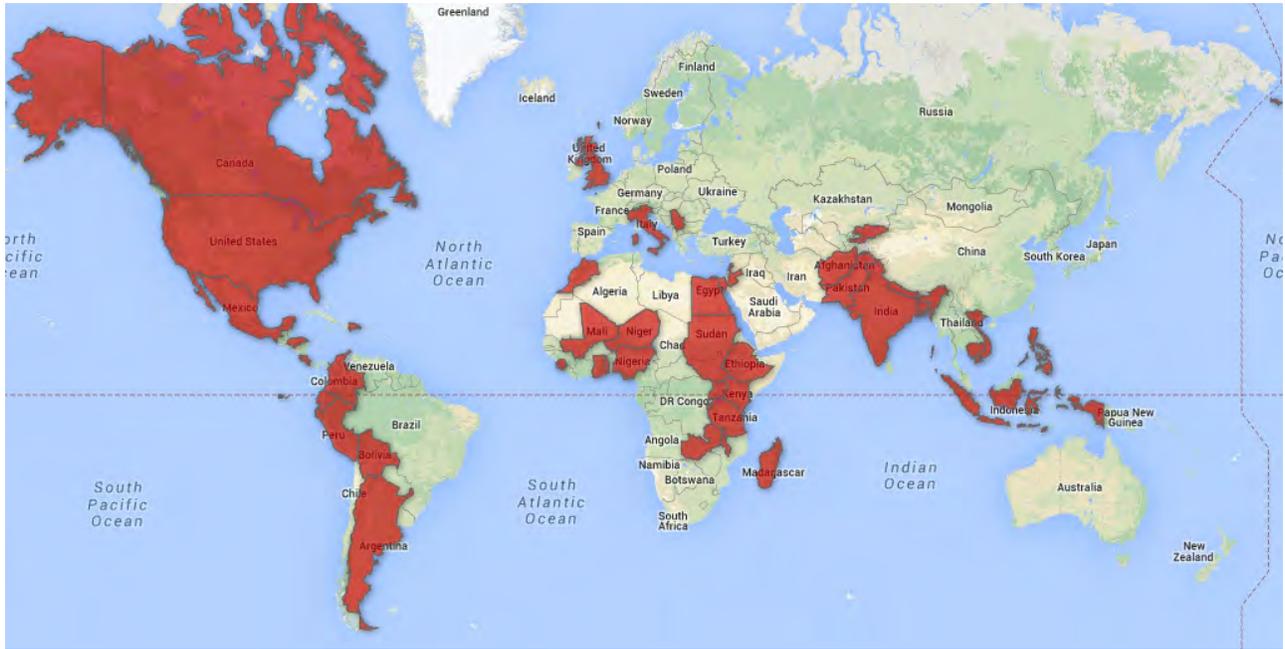


Figure 46:  
As the KDMD project comes to a close, staff sent surveys and conducted interviews with members of the Microlinks community around the globe to better assess the site’s influence.

**Q2. Which of the following Microlinks features have you used?**

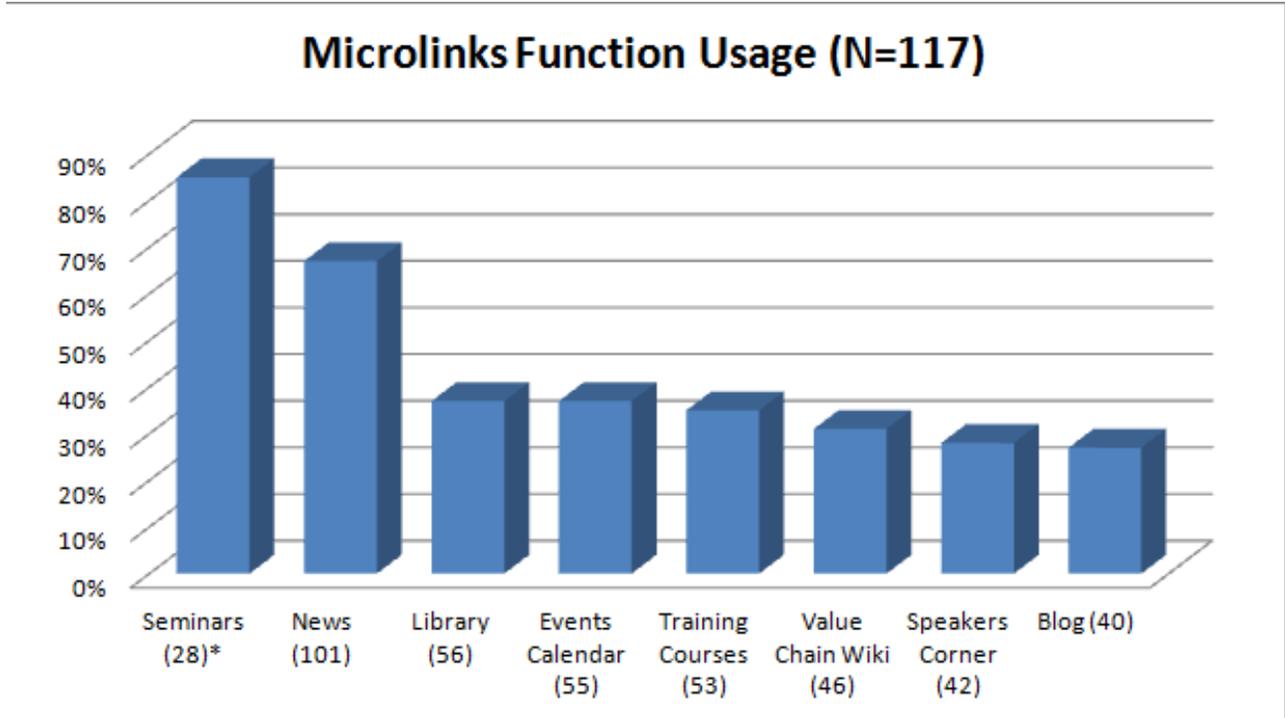


Figure 47:  
In a KDMD-produced survey to Microlinks community members, users were asked, “Which Microlinks features have you used?”

### Illustrative Open-ended Feedback\*

- VSO, (Kathmandu, Nepal): Yes, I tried to strengthen the value chain that we had identified in Lamjung, a Western hilly district in Nepal. Community users group, mostly women's group given training and introduced market based system to help them kick start incense making enterprise. I shared the basics of value chain to young volunteers from Nepal and the UK, who were working with members of the community. The project has already seen a couple of proactive individuals taking initial steps to start their own enterprises.
- USAID (Cambodia): I think prime benefit was not what we learned but what we had chance to present - the MSME project in Cambodia was presented by the Chief of Party. I think questions and interest we've received, as a mission, in the water and sanitation aspects, were a result of this training/presentation. I found ideas on visually impaired and mobile money - not so much in the specific, but in remembering to account for visual impairment in development programs - and talking to our staff about this. Reinvigorated discussion about inclusion, use of mobile technology.
- Independent Consultant, (Denton, MD): Despite the length of time that the term value chain has been used, there remains some confusion, or perhaps simple differences of opinion, about the concept. Value Chain wiki is instrumental in opening up the discussion.
- Catholic Relief Services (Baltimore, MD): In particular the articles on value chains for vulnerable people have been used as background materials for supporting our work in segmenting our clients and the 'packages' of interventions that are applicable for each segment. The articles on gender and value chains are also being used in undertaking engendered value chains studies.

\*Complete results will be shared with USAID's MPEP Office.

### AGRILINKS IMPACT SURVEY

#### Demographic Questions

##### Q1a. What organization do you work for?

- ACIDI/VOCA (2)
- Action Aid
- African Cereals Processors Ltd
- Agrepedia
- Agriculture Corner
- Ambo University
- ASNAPP
- Association of Public and Land-Grant Universities
- AVSI Foundation
- BRAC Tanzania
- Breme Developers Pvt. Ltd.
- Chemonics International (2)
- CIMMYT
- Colegio de Postgraduados
- CORAF/WECARD
- CORE Group
- CRS Ethiopia
- DAI (2)
- dTS
- Egerton University
- FAO
- FHI 360
- Fintrac Inc.(2)
- FIT Resources
- GIC Group Haramaya University
- Horticulture CRSP
- ICARE Foundation

- Independent consultant (6)
- Independent participant (3)
- Innovative Development Strategies (Pvt) Ltd
- Institute of Rural Management Anand
- International Livestock Research Institute (ILRI)
- International NGO
- Iowa State University
- IWMI
- John Snow, Inc
- Land O'Lakes (3)
- LimeTri BV
- Livestock Promotion Centre (2)
- M.S. Swaminathan Research Foundation
- MEASURE Evaluation
- Michigan State University
- Micro Enterprise Development Program (2)
- Microfinance Bank Ltd
- Ministry of Agriculture
- NCBA
- NETCO
- Northern Virginia Community College
- Paradeep Drivers' Association
- Peace and Development Forum
- Peace Corps
- Planet Aid
- Plant a Fruit
- Progressive Center for Equality, Symbiosis and Solidarity (PROCESS)
- Roger Beck Consulting Inc.
- Rural Organization for Food Security and Economic Empowerment (ROFSEE)

- Southern Africa trade hub
- The Cornucopia Group Inc
- The George Washington University
- University of California, Davis
- University of Hawaii
- University of Maryland
- University of Minnesota Extension
- US Department of State
- USAID (9)
- USAID East Africa Trade Hub
- USDOL
- Voluntary Service Overseas
- Waziri Umaru Federal Polytechnic
- Weidemann Associates
- Wollega University
- Womankind Kenya
- WUSC

**Q1b. Where are you based?**

Armenia, Botswana, Cameroon, Canada, Egypt, Ethiopia, India, Italy, Jamaica, Kenya, Liberia, Mexico, Nepal, Netherlands, Nigeria, Pakistan, Senegal, Sri Lanka, Switzerland, Tanzania, Thailand,

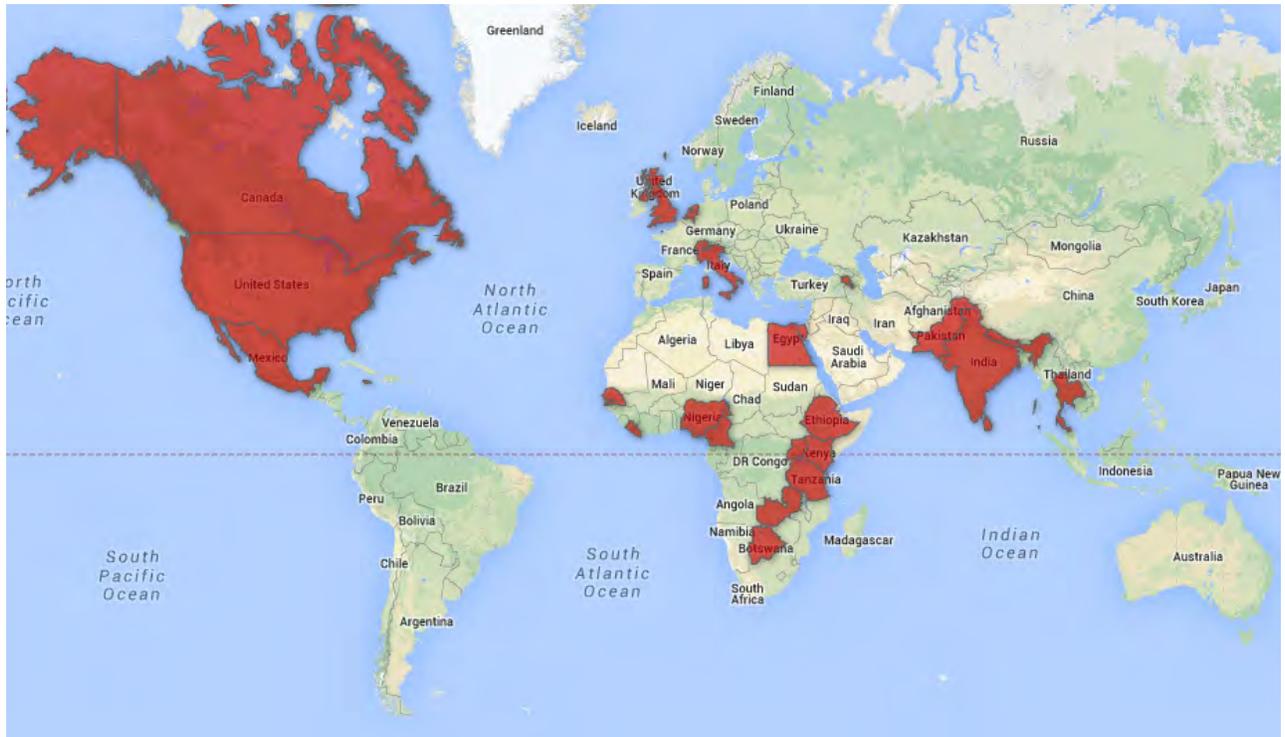


Figure 48:

As the KDMD project comes to a close, staff sent surveys and conducted interviews with members of the Agrilinks community around the globe to better assess the site’s influence.

Uganda, United Kingdom, and Zambia.

**Q2. Which of the following Agrilinks features have you used?**

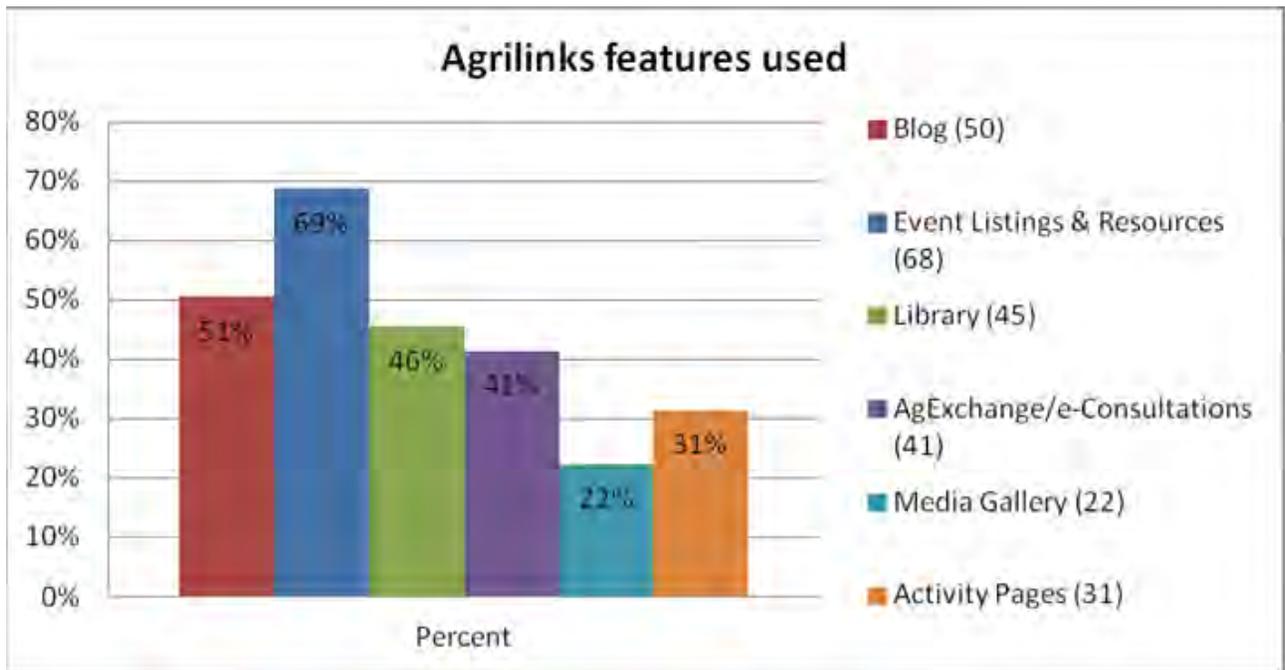


Figure 49:

In a KDMD-produced survey to Agrilinks community members, users were asked, “Which Agrilinks features have you used?”

### Illustrative Open-ended Feedback\*

- The majority of respondents found Agrilinks to be an effective learning platform and shared examples of how they applied that knowledge into their work, major themes being rethinking approaches, inspiration for research and teaching, learning from best practices and applications in the field. Some respondents highlighted networking, access to library resources and information sharing as useful upshots from their Agrilinks activity. Below are some stories that participants shared:
- Microfinance Bank Ltd (Bahawalpur, Pakistan): I updated my knowledge about microfinance practices and major changes in industry. It helped me to develop strategies to improve outreach in my country. It helped me to optimize resource utilization.
- Horticulture CRSP (Davis, CA): I did use the Life in the Village activity in the class I teach (introduction to international agricultural development) at UC Davis. I plan on using it again since the students continued to draw on that experience throughout the class.
- FIT Resources (Tanzania): YES - When I found myself involved in realignment and reprogramming of a controversially awarded USAID project reading through several of the Agrilinks cases as well as Microlinks gave me a good grounding in my assignment execution.
- Ambo University (Ambo, Ethiopia): Yes indeed. For example, I have improved my communication knowledge and knowledge sharing experiences. In the past I believed that knowledge should be kept in my private folders. But, now I am happy to share with the online community all what I know and have.

\*Complete survey analysis will be shared with the USAID Bureau for Food Security

### WLSME IMPACT SURVEY

#### Demographic Questions

##### Q1a. What organization do you work for?

- ACIDI/VOCA
- Association for Farmers Rights Defense (AFRD)
- AZMJ
- Care International
- Checchi and Company Consulting
- Chemonics International
- CIPE
- FINCA International
- INSTA Food Industries Pvt Ltd
- Institute for Women's Policy Research
- International Labour Organization
- Jalbert Consulting
- M/CIO Pact
- Save the Children Sweden
- Self-employed
- Small Business Banking Network/Capital
- Plus Exchange
- Southampton Solent University
- Tushiyah Advisory Services
- USAID
- Weidemann Associates, Inc.
- Wello
- West Communications and Business Support Services
- Women Entrepreneurship Development Programme (WEDP)
- Private Enterprise Programme Ethiopia (PEPE)

**Q1b. Where are you based?**

Afghanistan, Egypt, Ethiopia, Georgia, India, Jamaica, Malawi, Pakistan, Serbia, South Africa, Sudan, Switzerland, Uganda, Ukraine, United Kingdom, and United States.



Figure 50:

As the KDMD project comes to a close, staff sent surveys and conducted interviews with members of the WLSME community around the globe to better assess the site's influence.

**Q2. Which of the following WLSME features have you used (34)?**

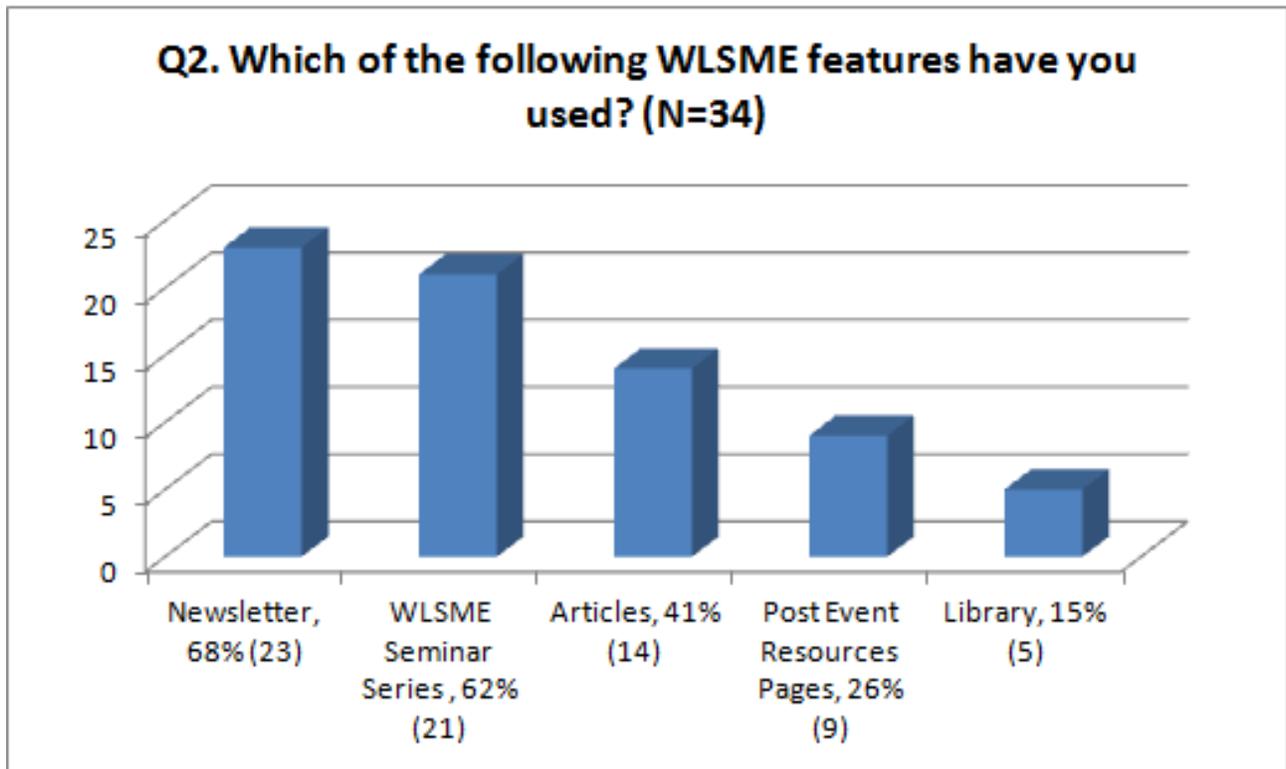


Figure 51:

In a KDMD-produced survey to WLSME community members, users were asked, “Which WLSME features have you used?”

**Illustrative Open-ended Feedback\***

- Most detail has already been incorporated into the best practices that I deliver; however, the WLSME initiative is most useful as a refresher and as fingertip materials to forward to the younger generation.
- I cannot say it has improved it, but taking time out to listen to others and consider how others are doing it is helpful as we are often caught with time constraints that don't give us a lot of time to 'think'.
- Yes, I connected with one of the seminar participants, [...] and we are now looking for partnership opportunities where we can work together.

\*Complete results will be shared with USAID's MPEP Office.

**THOUGHT LEADERS IN LEARNING SPEAKERS SERIES SURVEY**

Although the PPL Program's activities were determined to be too recent for a complete impact survey, frequent attendees of the Thought Leaders in Learning Speakers Series were surveyed to capture feedback to guide future design of the series. What follows is a synthesis of those surveys:

- 4 out of 5 respondents said they “strongly agree” and 1 out of 5 “agree” that the material presented during TLL seminars directly relates to their work.
- All participants either agreed or strongly agreed with the statement “I've shared what I've learned at TLL seminars with my colleagues/peers.”
- All participants either agreed or strongly agreed with the statement “I've used and applied what I've learned in TLL seminars in my work.”

- When how they felt about the statement “The ideas shared during TLL seminars strengthen my technical practice,” 1 out of 5 was neutral, 2 out of 5 agreed, and 2 out of 5 strongly agreed.
- When how they felt about the statement “I do NOT require additional support or resources to apply what I’ve learned in TLL seminars to my work,” 2 out of 5 disagreed, 2 out of 5 agreed, and 1 out of 5 was neutral.

Participants thought that the most useful aspect of the TLL series was:

- New information and innovative approaches (2 out of 5)
- The variety and caliber of the speakers (2 out of 5)
- Articulating knowledge management and learning in practice (1 out of 5)

Participants felt that the TLL series could be improved by:

- Hosting follow-on sessions to reinforce or discuss the application of what was originally presented
- Repackaging some of the content into other forms--like blogs or infograms--and posting them on PPL’s sites as well as other related websites
- Integrating lessons from applied international development speakers as well as thought leaders
- Including more time for Q&A; splitting time between presentations and audience questions

Participants offered the following suggestions for future TLL events:

- Host a TLL seminar on understanding organizational dynamics: there is a book called *The Org*, which explores how bureaucracies function. Hosting a seminar on network mapping, this helps us understand the relationships of influence in a change scenario.
- Invite Richard Margoulies or Nick Salafsky from Foundations of Success to speak on Miradi software development and the work they are doing with the Forestry and Biodiversity team of E3 on the Measuring Impact project; Mike McGahuey on the Stocktaking Guide process and its use in revisiting intervention sites several years after an intervention to measure lasting impact (there is a case study from Malawi and a new publication coming out).
- Invite sectoral experts (e.g. World Bank on evaluation, Asian Development Bank on KM, etc.)
- Add “Office hours” with learning experts
- Add follow-up sessions to address topics from previous TLL seminars



## 2013 GRAPHIC DESIGN USA AMERICAN INHOUSE DESIGN COMPETITION

**Agrilinks Homepage Design & KDMD Multimedia Brochure**

The American Inhouse Design Awards is the original and the premier showcase for outstanding work by inhouse designers. It provides a unique opportunity for inhouse design, marketing and communications departments to be recognized for their talent, for the challenges they face, and for their value to businesses and institutions.

KDMD received two awards from Graphic Design USA during this period: one for the redesigned Agrilinks website and the other for a printed Agrilinks booklet, designed for KDMD’s participation in the Global Health Knowledge Management Share Fair, that introduces KDMD’s multimedia approach.



## 2013 WEB MARKETING ASSOCIATION WEBAWARDS COMPETITION

**Agrilinks & USAID Learning Lab Web Design**

The Web Marketing Association awarded the Agrilinks and USAID Learning Lab websites with the Government Standard of Excellence in its 2013 WebAwards.

The WebAward program is the longest running annual website award competition dedicated to naming the best websites in 96 industries while setting the standard of excellence for all website development. The Standard of Excellence WebAward recognizes the standard of excellence for which all Web sites should strive. Winners at this level demonstrate that their site is above average.



Figure 52:

This award-winning, highly designed booklet illustrates KDMD’s digital media experience and provides broad guidance.



Figure 53:

Both Agrilinks and Learning Lab were designed and developed after an intensive discovery process to meet client and user needs.