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# CAPITALIZING KNOWLEDGE, CONNECTING COMMUNITIES (CK2C) FINAL REPORT

2007 - 2013



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# CK2C

# FINAL REPORT

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# ABBREVIATIONS

AAR	After Action Review
AWF	African Wildlife Foundation
CARE	Cooperative for American Relief Everywhere
CBFM	Community-Based Forest Management
CBNRM	Community-Based Natural Resource Management
CCA	Climate Change Adaptation
CIFOR	Center for International Forestry
CK2C	Capitalizing Knowledge, Connecting Communities
CoP	Community of Practice
COPASSA	Conservation Partnerships for Sustainability in Southern Africa
DAI	Development Alternatives, Inc.
DENR	Department of Environment and Natural Resources
DLI	Development Leadership Initiative
ENRM	Environment and Natural Resource Management
ENRM-LI	Environment and Natural Resource Management Learning Initiative
FAB	Forestry and Biodiversity
FSN	Foreign Service National
FSO	Foreign Service Officer
GCC	Global Climate Change
GIS	Geographic Information System
IUCN	International Union for the Conservation of Nature
KM	Knowledge Management
LTRM	Land Tenure and Resources Management
M&E	Monitoring and Evaluation
MI	Measuring Impact
NGO	Non-Governmental Organization
NORAD	Norwegian Agency for Development Cooperation

NR	Natural Resources
NRM	Natural Resource Management
PEF	Programming Environmental Funding
RM	Resource Management
SCALE	System-wide Collaborative Action for Livelihoods and the Environment
SCAPES	Sustainable Conservation Approaches in Priority Ecosystems
STEWARD	Sustainable and Thriving Environments for West African Regional Development
TOT	Training of Trainers
TRG	Training Resources Group
USAID	United States Agency for International Development
USFS	United States Forest Service
WASH	Water Sanitation and Hygiene
WCS	Wildlife Conservation Society
WDC	Washington, DC
WRI	World Resources Institute
WWF	World Wildlife Fund

# EXECUTIVE SUMMARY

The Capitalizing Knowledge, Connecting Communities (CK2C) program operated from October, 2007 to September, 2013. The program consisted of four main tasks: **Task 1 - Assessing and Analyzing Natural Resource Management Successes**, **Task 2 - Web-based Tools for Building Capacity and Communities**, **Task 3 - Environment and NRM Competency-based Training**, and **Task 4 - Biodiversity Reporting and Communications**. At inception, the CK2C team was comprised of staff from Development Alternatives Inc. (DAI), the Academy for Educational Development and Training Resources Group (TRG), but by the end of the program, there were only two implementing partners: DAI and TRG.

The principal results under Task 1 were based on impact assessments or stocktakings of community-based natural resource management (CBNRM). CK2C conducted stocktakings in five southern African countries: Botswana, Malawi, Mozambique, Zambia and Zimbabwe. In addition, two assessments were undertaken in the southeast Asia region in the Philippines and in Kalimantan, Indonesia. All exercises included multi-stakeholder consultative workshops to discuss preliminary findings. In the last year of the program, CK2C convened a high-level CBNRM workshop in Washington, DC that attracted over 90 in-person participants as well as over 150 online attendees. Task 1's final output was a practical guide on how to conduct natural resource management (NRM) stocktakings.

A notable best practice from stocktaking exercises concerned partnering with local organizations and employing local experts to enhance longevity and effective advocacy. Working with local institutions facilitated the whole stocktaking process and increased the likelihood that the findings would continue to be communicated and utilized. National CBNRM forums provided an institutional home for stocktaking; most planned to repeat the assessment every few years. Using local experts to conduct the assessments also reinforced local ownership of the findings and will no doubt lead to stronger and more effective CBNRM champions and advocates.

Increased linkages to, and buy-in from USAID Missions is recommended for future stocktaking exercises. Collaboration with USAID Missions was tenuous in several countries; in some cases, there was good, initial contact but then follow-up opportunities were not capitalized (due in part to the lack of permanent, overseas CK2C staff). More accent on partnering with USAID Missions could have led to better integration of stocktaking results in development programming.

CK2C's Task 2 managed the FRAMEweb site ([www.frameweb.org](http://www.frameweb.org)) which hosted numerous communities of practice for natural resource management stakeholders. During the program's 6 years, these communities generated over 150 discussions on a range of NRM topics with participation from more than 30 developing countries across 6 continents. The upgraded site, benefitting from constant facilitation, attracted 2,243 new members. FRAMEweb also produced and hosted numerous knowledge products and events. This included over 40 blogs and 6 webinars on topics such as food security, extractive industries, health and conservation, peace-building and NRM, water resource management, and integration of CBNRM approaches into national development strategies.

One of the key lessons from Task 2 concerned investing in curating and facilitation. At program inception, a deliberate decision was made to invest more in human knowledge management rather than software. The decision was based on various factors: USAID's initial investment in purchasing the software; the functionality of the Tomoye ECCO community of practice software; and the long-term

sustainability of custom-built software. This allowed CK2C to focus the majority of its budget and human resources on community facilitation and outreach, curating information, and knowledge product development. This has been a crucial element of the program's success, despite a comparatively small operational budget.

Utilization and championing of FRAMEweb by USAID for thought leadership and USAID Forward constitutes one of the main recommendations from Task 2. FRAMEweb should be considered and integrated as part of the Land Tenure and Resources Management and Forestry and Biodiversity Offices' communications and knowledge management strategies. The integration of an external social media and knowledge management tool would give USAID an opportunity to not only learn, but to build capacity and identify field-based innovations as part of the USAID Forward initiative. Overall, FRAMEweb has objectives similar to those of USAID Forward; by promoting a strategy in which use by USAID staff is enhanced, FRAMEweb could help reinforce and further the initiative of bringing good development practice to scale.

The Environment and Natural Resource Management Learning Initiative (ENRM-LI) was the hallmark of CK2C's Task 3. The initiative designed and delivered 9 courses over 40 times to USAID staff during the life of the program. Courses ranged from a 1-day overview entitled Environment Matters to a 5-day, in-depth course called Applied Environmental and Natural Resource Management Programming. The ENRM-LI also developed an online resource – the Learning Gateway – which included several distance learning modules. The initiative was notable for the fact that it was comprised of USAID trainers and integrated technical content from several USAID Office's into its curriculum. Another key result consisted of the development and application of a rigorous monitoring and evaluation process that included post-training interviews to assess how trainees were using new skills and knowledge in their day-to-day jobs.

Using an integrated approach to design the learning events was a notable, Task 3 best practice. The ENRM-LI encapsulated this approach by having four USAID Offices working and training together. That said, integrated approaches to training design mirror the complications of integrated programming. For example, having different expectations and a different understanding of the same concept requires a more thorough communication system. Consequently, using an integrated approach requires more time for buy-in; conversely, the training programs gained more upfront inputs which have helped the course concepts stand the “test of time,” producing solid designs and materials that only need to be fine-tuned rather than redesigned.

A key Task 3 recommendation involved expanding the cadre of USAID trainers in Washington, DC and in the field. Participants frequently cited how much they appreciated USAID trainers delivering the substantive sessions. At the same time, it is apparent that USAID ENRM-LI trainers have been tapped many times and that “training fatigue” is setting in. Moving forward, it is important to continue to expand the cadre of USAID trainers. Beyond CK2C's training of trainers practices, we suggest including formalized mentoring and observation processes.

Task 4 provided a range of communication and learning support services to USAID's Forestry and Biodiversity Office. One of the most significant results was leading the development of USAID's soon-to-be-released Biodiversity Policy. The CK2C team also drove the learning component of USAID's landscape-scale conservation program, resulting in a natural resource governance tool and an online climate change adaptation tool tailored to conservation practitioners. Additional, notable products included two 100+ page reports to Congress on Forestry and Biodiversity, an updated, 300+ page

Biodiversity Handbook, and a communications and knowledge management assessment for the Forestry and Biodiversity Office.

A key lesson from Task 4 related to the challenges of working under a demand driven scope of work. During CK2C, workplan activities went from generalized and slightly vague to very focused. The more focused the activities became, the more Task 4 was able to meet targeted deliverables. That said, requests for new activities are more easily accommodated under generalized workplan targets and activities but this can sometimes distract from on-going tasks. Overall, a more focused scope of work for Task 4 from the outset would have resulted in smoother delivery of technical assistance.

In general, we recommend promoting synergies through an integrated support contract. CK2C covered a wide range of topics and technical areas. While team members worked to promote synergies across tasks and activities, it was not as seamless as it could have been if there had been a slightly different program structure. Perhaps future programming could focus on fewer technical tasks and have communications and knowledge management feature across the program as cross-cutting themes.



# 1. OVERVIEW

The Capitalizing Knowledge, Connecting Communities (CK2C) program operated from October, 2007 to September, 2013. Originally conceived as a program with three components and a duration of 2 years, it blossomed into a 6-year program with four components. The program was diverse, but in essence consisted of natural resource management (NRM) impact assessments or stocktakings, management of an online platform for NRM communities of practice (CoPs), environmental and NRM learning and training for USAID staff, and communications and learning support for USAID's Forestry and Biodiversity Office. CK2C conducted these activities via four main tasks:

**Task 1: Assessing and Analyzing Natural Resource Management Successes,**

**Task 2: Web-based Tools for Building Capacity and Communities,**

**Task 3: Environment and NRM Competency-based Training, and**

**Task 4: Biodiversity Reporting and Communications<sup>1</sup>.**

At the start of the program, the CK2C team was comprised of staff from Development Alternatives Inc. (DAI), the Academy for Educational Development and Training Resources Group (TRG). By the end of the program, there were only two implementing partners: DAI and TRG.

CK2C's Task 1 built on lessons learned and impacts generated by NRM initiatives. The overarching purpose of the stocktakings was to improve communication on these impacts, lessons, and best practices so that they could be used to inform NRM decision-making and policy reform as well as development programming. During the life of the program, CK2C conducted stocktakings of community-based natural resource management (CBNRM) in 7 different countries – 5 in southern Africa and 2 in southeast Asia.

In collaboration, Tasks 1 and 2, via the stocktaking and CoP activities, were designed to help the development community work smarter and more strategically by capitalizing on lessons learned in the field and strengthening the roles played by NRM champions in critical decision making. CK2C pursued these objectives by managing and developing the FRAME website ([www.frameweb.org](http://www.frameweb.org)) throughout the program's 6 years. Using a re-designed, user-friendly platform, Task 2 was able to build upon and expand the FRAMEweb site and also supported both Tasks 1 and 4 with online resources and discussions for NRM stocktaking and USAID communications on biodiversity. By the end of the program, over 150 environment- and NRM-related discussions had taken place in FRAMEweb's various CoPs and over 2,200 new members had joined.

From 2007 to 2013, under Task 3, the CK2C team created and implemented the Environment and Natural Resource Management Learning Initiative (ENRM-LI). The main objective was to develop a competency-linked learning program. Using an assessment, design, implementation, and monitoring and evaluation process, and working closely with four different USAID Offices, the Task 3 team designed 9 ENRM courses and delivered them over 35 times during CK2C's 6 years. Over 800 USAID staff participated in these learning events.

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<sup>1</sup> Task 4 was added to the CK2C contract in June of 2009.

CK2C’s Task 4 provided support to USAID’s Forestry and Biodiversity (FAB) Office, emphasizing collection, synthesis and “repurposing” of information for a variety of internal and external audiences, and producing targeted knowledge products related to biodiversity and forestry. This included provision of technical assistance for drafting USAID’s first ever Biodiversity Policy and updating USAID’s 300+ page Biodiversity Handbook and the development of USAID’s first-ever Biodiversity Policy. Task 4 also facilitated the learning agenda within USAID’s landscape-scale conservation initiative, producing tools on natural resource governance and integration of climate change adaptation into conservation initiatives.

# 2. TASK I: ASSESSING AND ANALYZING NATURAL RESOURCE MANAGEMENT SUCCESSES

## INTRODUCTION

CK2C's Task 1 focused on impact assessments of NRM programs that integrated economic and livelihood, governance, and improved natural resource management activities. These assessments were conducted utilizing a NRM stocktaking methodology and employing a nature-wealth-power analytical framework. The overarching purpose was to identify and communicate impacts, lessons and best practices that could be used to inform NRM decision-making and policy reform as well as development programming. Publicizing stocktaking findings could, for example, increase NRM decisions based on NRM experience and could provide input for new policies based on identified barriers and challenges. Comparing a range of sites allowed the stocktaking exercises to isolate and identify the factors that led to NRM success. The assessments were also intended to contribute to combatting resource depletion and, ultimately, to the conservation and sustainable use of natural resources and biodiversity. An attempt was also made to link NRM stocktakings to emerging sectors and issues such as global climate change.

Ensuring local ownership was another key element of the CK2C stocktaking approach. For each stocktaking exercise we employed local experts and partnered with local organizations. In most cases, the stocktaking team leader was a host country national and local partner organizations drove the recruitment of the local stocktaking teams and the organization of the multi-stakeholder consultative workshops. Overall, this contributed to CK2C's assets-based approach – in this case the assets being local individuals and institutions. Moreover, it was anticipated that local practitioners and organizations would be empowered by the stocktakings and would become effective advocates and champions for scaling up of promising NRM practices and revision of NRM policy. The emphasis on local ownership aligned with CK2C's subordinate stocktaking goals of providing tools and resources to local partners to conduct assessments of successful (but perhaps not widely communicated) NRM programs and practices, and building broader support for these programs and practices. Another key aspect of the stocktaking rationale was that it would uncover unanticipated outcomes and would increase awareness among the development community of significant but overlooked impacts.

From the start, CK2C's stocktaking activities were closely linked to Task 2's FRAME website and its NRM communities of practice. The two Tasks were highly complementary and Task 2 facilitated an additional stocktaking goal or purpose: using stocktaking exercises as platforms for NRM thought leadership and nurturing NRM champions. Participants in all the multi-stakeholder consultative workshops became members of FRAMEweb's two CBNRM communities of practice. Many became involved in subsequent online discussions focused on issues, impacts and lessons raised through the stocktaking findings or during the workshops. All stocktaking reports and workshop proceedings were posted on FRAMEweb and are available to thousands of CBNRM stakeholders and practitioners worldwide.

Activities commenced in late 2007 with the identification of NRM themes and topics that were significant for emerging CoPs and which could benefit from an impact assessment or stocktaking. Initial interest led to the first stocktaking of community-based forest management in Kalimantan, Indonesia. A partnership with the Conservation Partnerships for Sustainability in Southern Africa (COPASSA) project resulted in CBNRM stocktakings in five countries in southern Africa as well as a regional workshop and synthesis report. During the final year of the project, these efforts culminated in a Washington, DC workshop on CBNRM and the development of a stocktaking guide.

## MAJOR RESULTS AND IMPACTS

TASK I ACHIEVEMENTS, AT A GLANCE	
Major results	Observations
Initial identification of 5 NRM stocktaking themes; testing/canvassing interest through e-mail and web-based discussions	Themes identified in 2007-08 period: (1) Peat forest conservation in Borneo (emphasis on CBFM); (2) inland fisheries management in East and Central Africa; (3) Miombo woodland management in East Africa (subsequently expanded to include CBNRM in East and Southern Africa); (4) CBFM in West Africa (emphasis on forest belt); and (5) dryland forest management in the Sahel
2 Southeast Asia NRM stocktakings: CBFM in Kalimantan, Indonesia; CBNRM in Philippines	Kalimantan stocktaking workshop in April 2009, final report published on FRAMEweb in February 2010; Philippines stocktaking workshop in June 2011, final report published in July 2012
5 Southern Africa CBNRM stocktakings: Zimbabwe, Malawi, Zambia, Mozambique, Botswana; exercises included consultative, multi-stakeholder workshops (proceedings for all workshops published on FRAMEweb) and final, country profile reports	Zimbabwe workshop, February 2010, report published April 2010; Malawi workshop, July 2010, report published October 2010; Zambia workshop, July 2010, report published August 2011; Mozambique workshops (2) in February 2011, report published April 2011; and Botswana workshop February 2011, report published October 2011
Organized Southern Africa CBNRM regional workshop; produced consolidated report, 5 policy briefs; organized virtual roundtable or webinar with policy- and decision-makers	Regional workshop November 2011 in Johannesburg; proceedings posted on FRAMEweb October 2012; report and policy briefs finalized in June 2013; webinar in late June 2013
Planned and organized large CBNRM wrap-up workshop, “Cutting across multi-sector divides”; included 17 presentations by leading practitioners and thinkers on a range of CBNRM-related topics	Workshop held in Washington, DC in mid-January, 2013; over 90 in-person participants and 154 online participants from 30 countries
Development of stocktaking guide, version 1.0; methodology codified into 4 phases (Prepare, Discover, Analyze and Apply) and associated steps	Included 2 field tests; first field test generated report and significant interest from USAID/Malawi; guide revisions based on field tests

### CBNRM STOCKTAKINGS IN SOUTHERN AFRICA

Starting in 2009, CK2C partnered with the USAID-funded and World Wildlife Fund (WWF)-implemented COPASSA project on CBNRM stocktakings in the southern Africa region. WWF’s Norwegian Agency for Development Cooperation (NORAD)-funded regional CBNRM capacity building program was also a key partner in these exercises. After some initial consultation, five countries were selected for impact assessments or stocktakings: Botswana, Malawi, Mozambique, Zambia and Zimbabwe. (In addition, WWF conducted a 6<sup>th</sup> stocktaking in Namibia where the COPASSA project was

based). In all five countries, CK2C worked closely with the national CBNRM forums that had been established by WWF. The forums led the identification and selection of the local, stocktaking consultants (including the Team Leader) and were full partners in the organization of the multi-stakeholder consultative workshops. The stocktaking exercises began in Zimbabwe in late 2009, followed by Malawi and Zambia in 2010 and then Botswana and Mozambique in 2011. Stocktaking teams interviewed resource people and organizations using a standardized questionnaire – developed in collaboration with WWF – and, in most cases, visited representative field sites. Content of the reports focused on impacts, lessons and best practices, and challenges and barriers. Once preliminary reports had been completed, workshops were organized with a range of CBNRM practitioners and stakeholders (including government officials) to discuss the initial findings; on average, there were 30 participants – many of them CBNRM forum members – at each workshop. Based on the workshop discussions, stocktaking reports were finalized and posted on FRAMEweb; proceedings of each of the workshops were also produced and posted on FRAMEweb.

Once the stocktaking exercises were completed, a regional, 2-day workshop in Johannesburg was organized in November of 2011 to compare and contrast the experiences of CBNRM in each country, discuss universal or common CBNRM principles, discuss the draft, regional CBNRM report, and examine the linkages between the CBNRM stocktaking exercises and CBNRM performance monitoring and evaluation (PME). A total of 49 participants attended, representing all 6 countries as well as a range of stakeholder groups: practitioners, resource people/experts, non-governmental organizations (NGOs) and government officials. Based on recommendations from the workshop, a more concise regional report, targeting policy- and decision-makers was produced, accompanied by 5 policy briefs. These briefs covered an introduction to CBNRM and then CBNRM in relation to rural development, conservation, rural democracy, and climate change. Finally, in June of 2013, a virtual roundtable for decision-makers was organized to further the discussion on CBNRM, focusing on how CBNRM contributed to rural development (and how it could be incorporated into rural development policy).

Some of the key impacts of the southern Africa CBNRM stocktakings follow:

- Overall, the national CBNRM forums gained visibility, experience, and were strengthened via the stocktaking exercises. For most forum members, the process confirmed the validity and potential of the CBNRM approach and provided new impetus for the forum members to intensify advocacy efforts (often aimed at policy reform).
- At the regional workshop, there was general agreement that the stocktaking exercise should be repeated in each country every two or three years to produce and update a “state-of-the-art” CBNRM profile (as has been done in Namibia since 2005). Participants also recognized that the CBNRM stocktaking methodology could be used to establish and update a national-level CBNRM database and that it could be used for CBNRM performance monitoring and evaluation.
- In general, CK2C’s work reinforced the utility of both stocktaking and the CBNRM approach. The NORAD-funded CBNRM capacity building program appreciated the stocktaking methodology and began planning for a similar exercise in East Africa (Tanzania or Kenya). Subsequent to the regional workshop, CK2C provided information to the program on the approximate costs of conducting a national-level CBNRM stocktaking exercise.
- The individual stocktaking reports also generated and distilled extensive learning on CBNRM in each country, consolidating results and impact data and identifying best practices and lessons. These details are too numerous to cite here; for more information on the findings of the CBNRM stocktakings, the interested reader is referred to individual stocktaking reports posted in the two CBNRM CoPs on FRAMEweb [[www.frameweb.org](http://www.frameweb.org)].

## **CBNRM STOCKTAKINGS IN SOUTHEAST ASIA**

CK2C's first NRM impact assessment took place in Kalimantan, Indonesia, focusing on community-based forest management. This theme was selected based on CK2C-facilitated email discussions and strong interest from an emerging CoP that occurred during 2008; the interest was partly based on the concern with poor management of Kalimantan peat forests and potential contributions to global climate change. A team of 5 experts conducted field work at 3 sites in west Kalimantan during the first quarter of 2009. The multi-stakeholder workshop was held in April 2009 and subsequent presentations, discussions and dialog with USAID/Indonesia and USAID/Washington occurred in October 2009. A second stocktaking theme – CBNRM in the Philippines was identified in 2010. This theme was selected from several potential themes (community-based forest management [CBFM] in the Maya Biosphere and in Guinea were also considered) due to strong interest from USAID/Philippines and their main governmental environment sector partner, the Department of Environment and Natural Resources (DENR). A team of four Filipino experts conducted field site visits and interviews – at both coastal/marine and terrestrial sites – during April-June of 2011. The multi-stakeholder workshop in Manila at the end of June attracted 56 practitioners and stakeholders and fostered a lively dialog on CBNRM challenges and future directions. At the request of USAID/Philippines, 15 hard copies of the final report were printed and shipped to Manila.

Some impacts that were generated from these two stocktaking exercises are noted below:

- Previous analyses of CBNRM in the Philippines did not take economic impacts into account sufficiently. Consequently, CK2C's stocktaking exercise focused on this aspect. Although some initial economic data was unearthed, the exercise identified the need to focus future monitoring and evaluation efforts on the economics of CBNRM.
- As noted, there was significant interest from both USAID/Philippines and DENR in the stocktaking exercise. Personnel from both institutions were involved throughout and stated their intention to use the findings in future development programming, NRM program implementation, and policy reform.
- Dialog at the Jakarta workshop on the Kalimantan CBFM stocktaking highlighted several key forest management challenges in need of rapid and increased attention. Perhaps the most important was to improve the delineation of roles of local government and the Forestry Ministry, and general governance practices where communities currently practice sustainable forest management.
- Again, for specific details on the findings of the CBNRM stocktakings, the interested reader is referred to individual stocktaking reports posted in the two CBNRM CoPs on FRAMEweb [[www.frameweb.org](http://www.frameweb.org)].

## **CBNRM WRAP-UP WORKSHOP**

Planning for a wrap-up workshop, based on the CBNRM stocktakings, began in the summer of 2012. Initially, the identified focus was stocktaking, but this changed to an emphasis on CBNRM and an expanded format that would include a range of international development practitioners and stakeholders. The decision was also made to concentrate on CBNRM linkages and contributions to other development sectors, namely food security, democracy and governance, and global climate change. Subsequent to these decisions, a steering committee, composed of USAID/Washington staff, was established in order to

facilitate the workshop planning process (including finalizing the agenda, formulating session objectives and identifying speakers).

The 2-day event, entitled “CBNRM workshop: Cutting across multi-sector divides,” was held in Washington, DC in mid-January, 2013. Objectives included exploring how CBNRM achieves multiple development impacts, and learning about current state-of-the-art approaches, practices and tools for effective CBNRM programs. The workshop was attended by over 90 participants from a wide range of organizations, including donors, development contractors, NGOs and research institutions. One of the special features of the event was that it was webcast, allowing the virtual participation of an additional 154 CBNRM stakeholders from over 30 countries (many of them posed online questions that were communicated to presenters during question and answer periods). Workshop proceedings were subsequently posted on FRAMEweb and 8 video vignettes of selected workshop presentations and discussions produced (these vignettes specifically targeted decision makers [5 shorter videos] and practitioners [3 longer videos] and were posted in the second half of September).

Selected impacts from the CBNRM wrap-up workshop follow:

- The workshop generally helped raise the profile of CBNRM and reinvigorated enthusiasm for the approach. Current and new issues, lessons, and challenges were brought to the attention of key NRM and environmental stakeholders and practitioners. As USAID’s Director of the Land Tenure and Resources Management (LTRM) Office noted, the workshop “presented a new beginning for CBNRM” and he expressed that “USAID is looking forward to continued dialogue on CBNRM approaches and applications.”
- CK2C capitalized the existing CBNRM CoPs throughout the workshop activities. Not only did members of these CoPs participate in the workshop itself via the webcast, but they contributed to planning. During the fall of 2012, CoP members were asked to vote on important and emerging CBNRM topics that should be addressed in workshop sessions. Approximately 35 members took part in this discussion, helping to shape the workshop’s content.
- CBNRM’s cross-cutting nature and positive contributions to a range of development sectors was confirmed during the workshop. As noted during the closing remarks on day 1, it can serve as a platform, not only for improved NRM, but also for good governance and economic growth. Multiple examples of contributions to climate change resiliency were also noted throughout the workshop.

## **STOCKTAKING GUIDE**

Efforts to produce a guide on how to conduct NRM stocktakings began in 2012. Several iterations of a detailed, annotated outline of the purpose, approach and steps of the stocktaking process were produced with the input of individuals who had participated in exercises prior to CK2C (especially in the West African Sahel exercise). During the first half of 2013, a dedicated team of 4 professionals – 2 from USAID’s LTRM Office and 2 from the CK2C team (including an instructional guide expert) – developed an initial draft of the guide. This included defining a process map and the major phases of the methodology (prepare, discover, analyze and apply), learning objectives for each phase, and producing content for each phase. In June 2013, the draft guide underwent a field test in Malawi. A number of sites in northern Malawi were visited and NRM practices such as facilitated natural forest regeneration and conservation agriculture were observed. A small workshop at the end of the test was organized in Lilongwe to discuss the findings; a report by the field test team was produced and finalized in August

2013. Briefing discussions with USAID/Malawi as well as participation in the field test demonstrated a strong interest in the stocktaking process.

Subsequently, a 2<sup>nd</sup> field test focusing on southern Malawi was organized in late August, 2013. The stocktaking guide text was revised based on both field tests and version 1.0 of the guide was produced in September of 2013. The potential impact of the guide is great, especially for post-project or post-program assessments that occur several years after a project or program has ended. NRM practices that have been promoted by multiple development donors and organizations over the medium to long term also stand to benefit from application of the stocktaking methodology. USAID has stated its intention to continue to promote and test the guide and it is likely that it will receive sustained attention and will be the target of discussions on the next iteration of FRAMEweb. Version 2.0 of the guide may be produced in 2014.

## LESSONS AND BEST PRACTICES

### OVERARCHING CBNRM LESSONS AND BEST PRACTICES

The individual stocktaking exercises in southern Africa and southeast Asia identified many specific lessons and best practices with respect to CBNRM. A selection of some of the notable and more common or widely applicable examples are noted below. (For a more extensive treatment of CBNRM lessons and best practices, the interested reader is referred to individual stocktaking reports posted in the two CBNRM CoPs on FRAMEweb [[www.frameweb.org](http://www.frameweb.org)].)

#### Lessons

- CBNRM is critical for sound NRM, especially in the absence of State resources, with community members filling many local NRM functions, including patrolling, and lowering costs for government entities (e.g., Mozambique and Zambia).
- Strong social cohesion, community leadership and a long-term NRM vision are factors of success and bode well for sustainability of local CBNRM efforts (e.g., Kalimantan, Indonesia).
- Less than full devolution of rights and responsibilities to local communities will result in eventual disinterest and declining participation in CBNRM (e.g., Zimbabwe).

#### Best practices

- The short-term objectives of CBNRM should be focused on economic benefits, including linking people to markets (e.g., the Philippines).
- Joint venture partnerships between communities and the private sector are most successful when the arrangements between the two parties are equitable and communities are empowered via benefit sharing and capacity building (e.g., Botswana).
- Developing and abiding by detailed land use plans is a key success factor (e.g., Zimbabwe).

### CBNRM STOCKTAKING LESSONS AND BEST PRACTICES FROM A PROJECT IMPLEMENTATION PERSPECTIVE

***Lesson: Identification and engagement with host country decision- and policy-makers is difficult without in-country personnel.*** One of the goals of CK2C's stocktaking exercises was to inform NRM decision-making and policy. To do this properly, a sustained communication strategy and knowledge of individual members of the target audience are necessary. Project personnel would ideally be able to establish contact with decision- and policy-makers via initial, face-to-face meetings and then would be able to follow up with emails, phone calls, subsequent meetings, or invitations to focus group discussions.

Since the CK2C staff was based in the US, this identification and engagement from afar was difficult at best. For example, we spent many months communicating with contacts in southern Africa to identify decision- and policy-makers to invite to our virtual roundtable on integrating CBNRM approaches into rural development. The process was onerous and the eventual identification and participation of these individuals did not attain desired levels. This activity could have been improved by stronger participation or buy-in in the stocktaking exercise by USAID Missions or by an expanded role of the local consultants and team leaders who carried out the assessments.

***Best practice: Partner with local organizations and employ local experts for longevity and effective advocacy.*** Working with local institutions not only facilitated the whole stocktaking process, but also certainly will increase the likelihood that the findings will continue to be communicated and utilized. As demonstrated during the regional workshop in southern Africa, the national CBNRM forums will provide an institutional home for stocktaking; most plan to repeat the assessment every few years, using it – at least partially – as a database and a monitoring and evaluation tool. Many of the forums were obviously re-energized by the stocktaking process; in Zambia, actions were identified to redouble advocacy efforts aimed at reforming CBNRM policy so that benefits are more equitable. On the individual level, using local experts to conduct the assessments also reinforces local ownership of the findings and will no doubt lead to stronger and more effective CBNRM champions and advocates. This was demonstrated by the articulate presentations of two of the local stocktaking experts – one from the Philippines and one from Zambia – at the wrap-up workshop in Washington, DC.

***Best practice: Early and sustained engagement with partners and resource organizations will lead to better results and stronger buy-in.*** Experience with the CK2C stocktakings demonstrated that early and periodic contact with collaborating institutions and potential users of the findings led to stronger support and better potential uptake of the results. A case in point was the Philippines exercise where the local team leader immediately shared the stocktaking scope of work with the government’s DENR and also met with USAID/Philippines. This led to revision of the scope and recognition that the exercise should focus on economic benefits of CBNRM. The local team continued to provide DENR and USAID/Philippines with updates during the process and both institutions asked, during the final write-up period, when the report would be ready as they wanted to share the results and use the findings in their programming and implementation activities. Similarly, consultation with local partners in Indonesia (e.g., CIFOR [Center for International Forestry], local NGOs) and in southern Africa strengthened support for the exercises and generated superior site selection (in Indonesia) and an agreed questionnaire (in southern Africa).

***Best practice: Prolonged field study results in detailed, in-depth findings and stronger dialog.*** The more time field teams are able to spend with local communities, collecting information, and understanding the context and nuances, the more productive and richer the stocktaking exercise becomes. For example, the Indonesian CBFM team spent over a month at the three field sites. The resulting, credible findings reinforced the subsequent multi-stakeholder dialog, convincing many that better definition of roles of the various actors – especially government actors – involved in CBFM was needed and that policy needed to be reformed. Similarly, extended field time by the Mozambique stocktaking team allowed them to identify and communicate two very informative success stories. In contrast, stocktaking exercises that did not conduct sufficient field visits (e.g., Zambia) tended to be a bit more generalized and superficial.

## **SYNERGIES AND LINKAGES WITH OTHER CK2C TASKS**

***Lesson: An active community of practice requires incentives for participation.*** While linking the stocktaking exercises to communities of practice was beneficial overall, the dynamism and activity of the

CoPs did not attain desired levels. We believe the main issue was that many CoP members are extremely busy professionals who need some sort of incentive to spend time engaging in a CoP. This could take the form of something like esteem points from peers or a collaborative output (e.g., a white paper or thought piece) that the CoP would produce and publish.

***Best practice: Linking stocktakings to communities of practice provides a platform for uptake of results.*** Pairing stocktaking exercises and groups of practitioners and other stakeholders who share interests and experience is valuable as the two can easily complement and stimulate one another. During the CK2C project, this practice was routine and effectively tied Tasks 1 and 2 together. Many of the stocktaking reports generated discussion from the associated community of practice and several exchanges were instructive and expanded understanding of the findings. For example, a discussion on how to apply CBNRM principles and policy to joint forest management opportunities in Zambia produced additional information and viewpoints that were not part of the stocktaking report nor discussions during the consultative workshop. The two CBNRM communities of practice also helped shape the agenda for the wrap-up workshop. Overall, linking CoPs to stocktaking exercises is an effective way to disseminate and elevate emerging NRM results and impacts.

## RECOMMENDATIONS

### OVERARCHING CBNRM RECOMMENDATIONS

***Repeat stocktaking exercises, inclusive of comprehensive data collection.*** In most of the countries where CBNRM stocktaking was conducted, there was a need for more systematic and comprehensive data collection. In general, information was scattered and difficult to consolidate. National-level CBNRM stocktakings should commence with generating an exhaustive listing of CBNRM initiatives, projects and programs – both past and present – through wide-ranging interviews with experts, resource organizations and other stakeholders. This enumeration should also be coupled with development of a standardized data collection sheet (which could be linked to a standardized questionnaire). The stocktaking effort could then populate a national database on CBNRM that could then be leveraged to “tell the CBNRM story.” This could be in the form of a “state-of-the-art” report on CBNRM, published and updated every 2 or 3 years, constituting an invaluable tool for CBNRM champions, advocates and proponents.

***Improve monitoring of economic impacts.*** As many developing country governments are focused on economic growth, it is imperative that practitioners and stakeholders demonstrate and communicate the positive impacts of CBNRM. In many of the countries where CBNRM stocktakings were conducted, these impacts are only anecdotal. In other countries, such as Malawi, the contributions to gross domestic product are estimated to be significant but the data to support this estimation is lacking. In general, more emphasis and better monitoring of the economic impacts of CBNRM can greatly facilitate its promotion and expansion.

***Devote more attention to developing apex organizations.*** Strong national-level organizations that represent the interests of communities engaged in NRM have proven to be successful advocates and champions in countries such as Nepal and Namibia. These apex organizations were lacking in countries like the Philippines and not sufficiently developed in several of the southern African countries. In most of these countries representative from the communities themselves were absent and could have seemingly strengthened the CBNRM forums. Support and development of strong, national-level institutions that can advocate for CBNRM would contribute to improved NRM policy and enabling conditions for

community-based organizations. These organizations can also act as information clearinghouses and institutional homes for stocktaking findings and similar assessments and evaluations.

***Continue to focus on making linkages to other sectors.*** As demonstrated by the consolidated southern Africa stocktaking report and the wrap-up workshop, CBNRM has enormous potential to make positive, cross-cutting contributions to rural development. A case in point is resiliency to climate change: generally, improved, sound NRM, of which well-practiced CBNRM is a sub-set, contributes to mitigating shocks and stresses on the environment, including global climate change. Consequently, CBNRM can and should be part of most climate adaptation programs. Presentation and dialog at the CBNRM wrap-up workshop also confirmed positive linkages – actual and potential – to improved governance, increased revenue and food security. CBNRM proponents should continue to promote these contributions and advocate for the integration of CBNRM approaches into rural development programs.

## **CBNRM STOCKTAKING RECOMMENDATIONS FROM A PROJECT IMPLEMENTATION PERSPECTIVE**

***Place more emphasis on ensuring engagement and interest from local partners.*** While the partnership with the COPASSA project, and more widely, with WWF, on the southern Africa stocktakings resulted in excellent linkages to the CBNRM forums in each country, this local-level linkage was lacking in the two southeast Asia stocktakings. More time should have been spent on identifying a local partner who could champion stocktaking results and provide an institutional home for the findings. This would likely have led to a more sanguine perspective with respect to using stocktaking findings in development programming and in policy reform efforts. It also would have increased the likelihood of sustaining advocacy and championing efforts on CBNRM.

***Dedicate more resources to stocktaking exercises.*** In several instances, the stocktakings left something to be desired with respect to field work and engaging policy- and decision-makers. More emphasis on field visits and interviews would have significantly enhanced the stocktaking results. Overall, more time should have been spent on investigating local examples of CBNRM in more numerous areas or regions of the countries where the stocktakings were conducted. This would have resulted in more in-depth and representative findings. Similarly, more time and resources should have been dedicated to identifying and engaging policy- and decision-makers – a key element of the apply phase of stocktaking as described in the stocktaking guide. In theory, the result would have been more informed and improved NRM decisions and policy.

***Increase linkages to and buy-in from USAID Missions.*** Collaboration with USAID Missions was tenuous in several of the countries where the stocktakings were undertaken. In some cases, there was good, initial contact but then follow-up opportunities were not capitalized (due in part to the lack of permanent, overseas CK2C staff). For example, in Indonesia stakeholders identified using the stocktaking findings to launch a broader debate about CBFM opportunities as a future activity, but it was not pursued. In the southern Africa countries, there was, perhaps, too much emphasis on partnering with WWF and not enough attention to linkages with USAID Missions. More accent on this latter aspect could have led to better integration of stocktaking results in development programming.

***Widen the scope and content of the stocktaking guide to include programmatic assessments.*** The national-level CBNRM stocktakings conducted by CK2C were essentially assessments of NRM programs, systems or a suite of NRM practices. As currently written, the stocktaking guide focuses on discrete NRM practices such as facilitated natural regeneration or improved water harvesting. The guide should be expanded to describe and provide instruction on how to conduct broader, programmatic

assessments such as those undertaken by CK2C. This could include content on how to analyze programs and distill them into a suite of NRM practices that could be viewed as an NRM system.

## **OTHER RECOMMENDATIONS**

***Continue testing and promoting the stocktaking guide as a tool for post-project assessment.*** One of the most useful aspects of the stocktaking methodology is that it can capture unanticipated outcomes years after a program's funding has ended. As there seems to be growing interest in post-project analysis and assessment at the time of this report, this could be an opportunity for the stocktaking guide to make a significant contribution. The objective, open-mind philosophy – the exercises are intended to be non-judgmental – of the stocktaking approach also enables findings that may not be detected by traditional evaluations. This constitutes another basis upon which to promote the guide.

***Clarify the audience for the stocktaking guide and target this group accordingly.*** Subsequent iterations of the stocktaking guide should identify, a bit more clearly, the target audience for the stocktaking guide. During the development of version 1.0, there seemed to be two different ideas regarding the end users or audience: (1) USAID staff, or (2) the larger development community, including other donors. Once the end users are more clearly defined, dissemination to this group should occur.

## **SYNERGIES AND LINKAGES WITH OTHER CK2C TASKS**

***Develop mechanisms to incorporate stocktaking findings into training curricula and communication efforts.*** There are ample opportunities for using stocktaking results and findings in the other task areas of CK2C. Results could easily be incorporated into environmental training course curricula, presented as case studies, formulated as current issues briefs, or framed as emerging best practice. Results could also become part of the communication efforts of USAID's environmental offices, both internally and externally. Stocktaking exercises could also be easily linked to learning and knowledge management efforts. The key for enabling this incorporation and these linkages would be putting in place a deliberate mechanism that would allow systematic utilization of stocktaking findings.

***Use stocktaking methodology to contribute to enhanced biodiversity conservation and NRM programs.*** The stocktaking methodology can be applied to a wide range of topics. It would be instructive to identify overarching themes and issues within large NRM or conservation programs and then commission stocktaking exercises to pinpoint lessons, best practices, and unanticipated outcomes. For example, within a large conservation program such as Sustainable Conservation Approaches in Priority Ecosystems (SCAPES), it may be useful to conduct a stocktaking of natural resource governance across several landscapes.

# 3. TASK 2: WEB-BASED TOOLS FOR BUILDING CAPACITY AND COMMUNITIES

## INTRODUCTION

The primary objective of CK2C’s Task 2 was to build upon and expand the existing FRAMEweb site, using a new CK2C model, and provide continued support to communities of practice and NRM partners. Task 2 supported both Tasks 1 and 4 with online resources for NRM stocktaking and communications for the USAID Forestry and Biodiversity Office.

Web-based tools offer the benefits of a community commons to share resources and discussions. The CK2C team maintained and built upon the FY11 FRAMEweb upgrade of Tomoye – NewsGator’s latest Community of Practice (CoP) software platform - ECCO 3.2. A refresh of FRAMEweb allowed Task 2 to continue to build a more reliable, efficient, and easy-to-use, online tool to support stocktaking, communities, partners, and training.

During the life of the CK2C program, the team focused on the following sub-tasks under Task 2:

- Managing the FRAMEweb site;
- Supporting communities and NRM partner organizations; and
- Capacity building and communications.

## MAJOR RESULTS AND IMPACTS

### TASK 2 ACHIEVEMENTS, AT A GLANCE

Major results	Observations
153 discussions on environmental and NRM topics from 2007-2013	In the six years of the CK2C program, social media and web-based communications has evolved to be a part of daily life— namely via Facebook and Twitter. Based on this trend, FRAMEweb moved to a more organic, question-and-answer based format versus moderated discussions. This model has been successful at providing ‘real-time’ learning opportunities and fostering south-south dialogue. That said, FRAMEweb would have benefitted from more engagement by USAID and other experts to provide moderated online discussions or AskAID type chats to help motivate North-South dialogue as well.
120 countries represented in the FRAMEweb community	CK2C utilized FRAMEweb’s foundation and long history in Africa to expand and amplify its reach to Asia and Latin America through bilingual outreach and regional thematic communications. In achieving this result, it was also essential to maintain and build upon the FRAMEweb branding that was developed under the predecessor contract.
2,243 new accounts on FRAMEweb from 2007-2013	By focusing on mentoring and outreach, CK2C was able to continually and consistently increase membership and participation. CK2C has followed the mantra that the majority of tacit technical knowledge is field-based. With that, so is the need for ‘in-time’ or ‘real-time’ learning. CK2C identified and promoted this supply and demand relationship through targeted outreach via user profile information. The utilization and push for updating user profiles in FRAMEweb 2.0 (by FRAMEweb support staff) has been essential for

Major results	Observations
	connecting and relating to our user-base, a trend that will only continue as professional social networking expands.
75 knowledge products and events developed and facilitated	CK2C offered powerful web tools to enhance valuable collaboration and learning. Supplementing these tools with informative and curated knowledge products elevated FRAMEweb as a reliable technical source among practitioners as well as amplified opportunities for the network to collaborate and share best practices. From newsletters, to blogs, videos, and webinars covering an array of emerging topics including food security, extractive industries, health and conservation, peace-building and NRM, and water resource management, CK2C was able to not only cater to, but feature experts within its network and engage community members in productive discussions.

## FRAMEWEB COMMUNITIES OF PRACTICE

Over the last six years, FRAMEweb grew and innovated to adapt to and, in part, shape the social media landscape in the NRM sector. FRAMEweb remains one of the few communications and networking platforms in the sector and continues to be a trusted and reputable source for accessing and disseminating tacit and explicit knowledge. One of CK2C’s most meaningful results was FRAMEweb’s success in nurturing and amplifying south-south collaboration among NRM practitioners. Through metrics analysis and user profile information, CK2C was able to monitor the social network connections among users, resulting in 153 discussions from more than 30 developing countries across 6 continents. The impact of this tacit and explicit knowledge exchange resulted in 78 percent of members utilizing FRAMEweb content.

Members came from environmental and energy ministries, donor agencies and development banks, NGOs, community-based organizations, universities, media, and the private sector, representing 120 different countries and 100 different languages. In 2011, a member in the US posted a discussion on property rights, REDD (Reduced Emissions from Deforestation and forest Degradation), and poverty reduction. The conversation followed a seminar in Washington, DC. After the video and questions were posted, members from Zambia, Malawi, the US, and the UK joined in with feedback. A project in Cambodia was also posted as a potential case study to examine, including a link to the activity on GeoExplorer. This is an example of how FRAMEweb has been used to facilitate a discussion originating in one country and then providing an exchange of solutions globally.

## OUTREACH AND AT-LARGE COMMUNICATIONS

Communities for CK2C started with networks. Building from a network of practitioners and champions, or an organic online conversation from practitioners seeking knowledge, to a community with shared interests and goals, requires nurturing and active moderation. Supporting the core processes of building community and generating value from the interaction requires skilled facilitation, participation by members, and strategic outputs outside the community to build and sustain it.

The original model of connecting communities virtually after they have met in person has evolved with the expansion of social media over the years. While FRAMEweb does still support this type of community, there has been an explosion in spontaneous, user-generated sharing, brought about through increased visibility in web searches like Google and internet access throughout the world. New members have been joining daily with no previous connection to the CK2C program or to “physical” members on the ground. The Sustainable Land Management Community is one example. Originally designed as a follow-on activity to meetings in Africa, this community has grown over the years to include resources and discussion contributions from newer members who did not attend the original meetings. Years later,

events related to the original land management community discussions were hosted at USAID in Washington, DC, and were “tweeted” to the rest of the FRAMEweb community in real-time, allowing for much broader access to the presentations.

With that, CK2C has continued to explore and utilize technologies to support communication and analysis, including Geographic Information Systems (GIS) through the accompanying GeoExplorer and peripheral social media tools. In 2012, FRAMEweb revived its Twitter account. The account has since gained 229 followers to total 326 followers today. As an alternative to the RSS (Really Simple Syndication) feed, the team used Twitter to keep members up-to-date with new information about the site and relevant partner events.

Among its outputs, in addition to the bimonthly FRAMEgram, FRAMEweb began its own blog, which evolved into a series called the “FRAME of Things,” to keep members informed on discussions, resources, and events happening among FRAMEweb members. Over 40 blogs were published under the FRAMEweb Help CoP in FY12. In addition to keeping members engaged with FRAMEweb as a brand, the blog was meant to expand on various topics and demonstrate how a user can utilize the site.

Finally, throughout the course of the CK2C program, FRAMEweb hosted 6 webinars ranging from topics around food security, extractive industries, health and conservation, peace-building and NRM, water resource management, and integration of CBNRM approaches into national strategies. Webinars have proved to be a cost-effective way of engaging members to network, share, and discuss varied and emerging topics. Before, during, and after, staff and presenters engaged in discussion and uploaded content to take advantage of the benefits provided by a community of practice and to encourage continued collaboration around topics of interest. In just one webinar, for example, 100 practitioners responded with interest, resulting in 64 practitioners from 12 countries gathering online to connect with four practitioners from the World Bank and the World Resources Institute based in Washington, DC.

## LESSONS AND BEST PRACTICES

CK2C had the privilege of helping FRAMEweb celebrate its 10<sup>th</sup> year anniversary. With that has come the advantage of perspective – reflecting on FRAMEweb’s evolution from concept to recognized leader in the NRM and knowledge management sector. During this time of reflection, we have gathered lessons and best practices that can be applied to the growth and development of FRAMEweb’s next iteration.

***Investing in curating and facilitation.*** In 2007, CK2C and USAID made a deliberate decision to invest more in human knowledge management rather than software. At the beginning of the contract, staff identified that the FRAMEweb site was in need of an upgrade and redesign. After an assessment that gathered information on a software landscape comparison, it was decided to continue with the current proprietary software rather than transfer to open-source software such as Drupal. This decision was based on various factors: USAID’s initial investment in purchasing the software; the functionality of the Tomoye ECCO community of practice software; the long-term sustainability of custom-built software; and anticipated funding levels to continue updating custom software during the life of program. This decision allowed CK2C to focus the majority of its budget and human resources on community facilitation and outreach, curating information, and knowledge product development. This has been a crucial element of the program’s success, despite a comparatively small operational budget.

***Incentivizing for engagement.*** FRAMEweb faced a challenge encountered by most social media and communities of practice: sustained engagement. CK2C has tried various methods for incentivizing engagement from contests to recognition in blogs and publications. Two lessons are clear: (1) when a

question is asked or replied to that directly affects user's day-to-day work, they engage; and (2) when someone with technical status or reputation is involved, users are more likely to engage. Two such examples follow.

- A biogas production expert from Central America posted a question: "I need more information on economic production of biogas for rural communities as a way of replacing the cooking wood and forest dependency." He received 19 answers from experts in 11 countries, including Tanzania, Mozambique, Kenya, Mauritius, and Bolivia. Back and forth dialog emerged, ideas were exchanged, and contact information shared in the aim of bringing and adapting best practices for scale.
- In January 2013, USAID held a CBNRM wrap-up workshop in Washington, DC to present and consolidate the results from regional stocktakings. Beyond featuring the event on FRAMEweb, organizers posted discussion questions on FRAMEweb to engage practitioners in a dialog that was not limited by location. The gravity of the event and the reputation of USAID attracted thirty-five responses to help shape the workshop agenda.

A third lesson related to engagement is to build upon existing knowledge events. Face-to-face workshops, seminars, and meetings often build a natural community of practice. Some of FRAMEweb's most successful discussions stemmed from the USAID Biodiversity Seminar series. These face-to-face and video-recorded events stimulated online discussions with the online community of practice platform expanding the reach beyond Washington for field-based participation.

***Building on foundations.*** Celebrating FRAMEweb's 10-year anniversary made it clear that keeping the FRAMEweb name and branding has been critical to its integrity as a known and trusted source. Additionally, supporting its existing partners has encouraged the expansion of the FRAMEweb user-base and knowledge dissemination through exposure to wider audiences and platforms. For example, FRAMEweb's partnership with ABCG (African Biodiversity Collaborative Group) has added 243 members and made valuable content and resources available to the larger network.

Additionally, partnerships with other USAID knowledge management (KM) portals like Agrilinks have been mutually beneficial, maximizing the reach of knowledge by having multiple outlets sharing a useful resource. Disseminating knowledge through partnerships makes it easier to cross-pollinate and repurpose knowledge so practitioners can receive and digest it in the way they most prefer.

In supporting the Sustainable and Thriving Environments for West African Regional Development (STEWARD) program, FRAMEweb has worked with United States Forest Service (USFS) staff to set up a number of communities over the years, including helping STEWARD populate GeoExplorer with activities in West Africa. In FY2012, STEWARD uploaded 17 tools and resources, inspiring a total of 8,272 downloads from members. Success with STEWARD has led to supporting other USFS programs including PEGG (Program for Environmental Governance in Guinea) and a community focused on watershed modeling and mapping based out of Rwanda.

Finally, while FRAMEweb's relationship with the resource management (RM) Portal has sometimes been challenging, it has been a vital partnership for the community of practice. The collaborative relationship allowed FRAMEweb to focus on acting as a platform for community collaboration while being connected to sectoral information, resources and reference materials.

Conversely, FRAMEweb also had several examples of communities that were started but never really thrived. For example, the US Fish and Wildlife Service approached FRAMEweb with the idea that it would constitute an online platform to complement their face-to-face community of practice in Latin America. It never really achieved its purpose because it lacked leadership and a plan regarding how to integrate FRAMEweb as part of their objectives.

Through all of these partnerships and others, one of the larger lessons is that successful partnerships are built on personal connections. Without a strong champion who understands and believes in the impact of social media and/or knowledge management as a tool or mechanism to achieve the community's development goals, community partnerships fail.

***Growing with technology.*** Apart from keeping the look and feel of FRAMEweb current with Tomoye/ECCO upgrades and customizations to pique user interest, CK2C made a conscious effort to provide easier access to content and communications. For example, the use of a “push-based” communication strategy, including the use of newsletters, Twitter, and content-targeted emails sent by the FRAMEweb team to keep users informed and involved directly where they work most, increased site activity and information flow. By using Twitter, FRAMEweb has been able to host Tweetinars around land management and live discussions about maximizing the impact of CBNRM. This, however, only has a small following at the moment and could be improved in FRAMEweb's next iteration.

Although user profiles in social media are now commonplace and expected, it was a real turning point for FRAMEweb five years ago. In the previous iteration of FRAMEweb, the user profile capability was not enabled due to USAID privacy policies. In 2007, with the FRAMEweb 2.0 upgrade, the CK2C team negotiated enabling user profile functionality, knowing that it was an essential part of building a community of practice. Part of incentivizing engagement is knowing and trusting the community and the network. This was impossible to achieve without allowing fellow members and administrators to recognize user's areas of interest, language or country.

It has also been observed that users respond to short and informative curated products for which media such as blogs and videos are a great medium. For example, tagging or labeling content as a video gains high visibility and becomes easy to share among colleagues. It would be useful to invest more time and funds in developing such technical knowledge products in the form of interviews or videos from the field. Webinars also provided a cost-effective method of bringing together practitioners to present and discuss important emerging topics and share short and informative curated products as an alternative to a long report.

Blogs can be used to present larger ideas in a concise form or used to repackage knowledge products to reach a broader audience. In FRAMEweb's case, a blog was used to keep members updated on latest discussions and content uploads on the site. Additionally, blogs allowed CK2C to expand on various topics and demonstrate how users could utilize the site to meet their needs. In the future, blogs could be generated by members in the community of practice to increase sharing and networking, bring best practices to scale, and incentivize participation through creating opportunities for recognition.

GeoExplorer is an example of how CK2C leveraged new technologies and experimented with various mediums and tools to encourage further collaboration and data visualization. The latest version, linked to FRAMEweb in July 2013, offers members the ability to share best practices spatially, literally aiming to bring best practices to scale. This multi-year effort made clear to CK2C that for any tool or KM initiative to succeed, objectives need to be articulated clearly from the outset. With an investment this large, a

USAID champion specializing in GIS tools should have been integrated into the project team to help support the development and utilization from a USAID perspective.

***Synergies and linkages with other CK2C tasks.*** Communication of Task 1 stocktaking results has been a vital facet of raising awareness on current issues and advocating for policy reform related to CBNRM. The posting of final assessment reports and workshop proceedings on FRAMEweb has allowed this information to be available to thousands of NRM practitioners across the globe. Highlighting key findings and issues via questions to CoPs comprises another method for elevating the profile of emerging NRM issues and advancing thinking on important challenges. The key set of issues that the stocktaking reports have underscored are the linkages between NRM and other broad development issues such as food security, climate change, governance, and poverty alleviation. Another important component of communication and results dissemination is spatial information: using GeoExplorer, NRM programs are able to tell their story spatially; this type of information can depict impacts quickly and can assist policy- and decision-makers with land-use planning issues. Moreover, sharing information promotes learning, helps ensure that past shortcomings are not repeated, and enables the replication of successful models and approaches. Finally, communication efforts help increase the awareness of the development community about significant but overlooked impacts.

Similarly, FRAMEweb was used to support Task 4 activities as a resource to solicit and manage feedback from practitioners and experts regarding niche tools, resources, policies, and frameworks. For example, upon launching the first version of the Natural Resource Governance Guide, the USAID Sustainable Conservation Approaches in Priority Ecosystems (SCAPES) learning initiative used FRAMEweb to conduct low-cost outreach and peer-review by inviting practitioners to review the methodology, apply it in their project areas, and share their experiences with other users.

Also, in supporting Task 1, CK2C staff strove to share reports and other relevant information with government policy- and decision-makers in southern Africa to continue discussions that started in their respective CoPs and workshops. In June 2013, CK2C held a high-level virtual roundtable with African government officials to share the results from its 4-year CBNRM stocktaking activities in southern Africa. Constituting a first step, the roundtable fit into the larger aim of initiating and reinforcing a community of thought on CBNRM policy to potentially forge a consistent, shared vision for the future of CBNRM in southern Africa and ultimately integrate CBNRM policy into national development strategies. The virtual meeting format was the first of its kind in connection with CBNRM.

Finally, in supporting Task 3, the ENRM-LI Gateway added linkages within its course pages to relevant FRAMEweb communities and discussions to allow traffic between the two sites. While this is an initial step toward linking online learning with the benefits of a community of practice, it could be an area for expansion as the potential benefits are significant. Further exploring this integration can happen by actively implementing exercises that require participation with both sites by linking courses with online conversations. Such understanding could help connect USAID staff with actual practitioners in the field around current lessons and topics. It could also allow FRAMEweb members to know who else has taken the same class, enabling people to “meet up” virtually to compare notes and get peer-based support.

Taken together, the activities outlined above demonstrate best practices with respect to linking impact assessments, training and learning, and communication with online communities of practice.

## **RECOMMENDATIONS**

In pursuing the next iteration, USAID should protect its investment in FRAMEweb, with a focus on determining its larger KM needs and objectives and how the platform can further those goals. The most

actionable and concrete recommendation is to improve the FRAMEweb site, including linking it to training, expanding the activity base, optimizing tools, and possibly resetting expectations.

**Utilization and championing by USAID for thought leadership and USAID Forward.** FRAMEweb should be considered and integrated as part of the Land Tenure and Resources Management and Forestry and Biodiversity Offices' communications and knowledge management strategies. The integration of an external social media and knowledge management tool, such as FRAMEweb, would give USAID an opportunity to not only learn, but to build capacity and identify field-based innovations as part of the USAID Forward initiative.

Among its objectives, the Forward initiative aims to deliver results at a meaningful scale, build high-impact partnerships for sustainable development, and scale up evidence-based and innovative approaches. Along these lines, FRAMEweb is focused on the same objectives for environment and natural resource management CoPs. By promoting a strategy in which it is used by USAID staff, FRAMEweb could help reinforce and further the initiative of bringing good development practice to scale.

**FRAMEweb 3.0.** In FY2013, CK2C performed a social media assessment in which Sonjara – a small information technology business – was subcontracted to evaluate and recommend improvements for FRAMEweb. From the assessment, it was determined that there are four main strengths of FRAMEweb that need to be protected and capitalized: the strong and diverse audience, its reputation, the technology infrastructure, and the depth of content and knowledge.

**Strong, diverse audience.** USAID thoughtfully kept the name FRAME from the previous contract when it incorporated the website into the CK2C program. The underlying technology infrastructure may change based on emerging technology, but the branding and name should continue. The transition period needs to be managed to make sure users are not confused or lost during this period. Additionally, by making improvements to usability, mobile phone access, and integration with social media, the already strong audience can continue to grow. For example, integrating with other social media via “share buttons,” using sentiment analysis to track and participate in emerging NRM conversations, and considering social media tools as marketing devices will continue expansion of the audience as more and more NRM field-based practitioners come online.

**Positive associations with FRAMEweb.** In addition to being diverse, the user base has positive associations with FRAMEweb. By continuing surveys and personal communications with users, FRAMEweb can maintain the community “feel” of the site. The online community should supplement and strengthen partnerships and professional relationships but not replace them. Along these lines, it is important to address the usability issues and look at additional tools and resources that users may like. Users appreciate and respond well when their needs and preferences are taken into account. In the future, it may be useful to survey NRM practitioners who have not heard of or visited FRAMEweb to determine what gaps FRAMEweb can start or continue to fill.

Additionally, FRAMEweb could go beyond the annual surveys and assessments to collect useful information for monitoring and evaluation on a regular basis. Tracking subscriptions, tracking views generated from emails, including forwards via FRAMEweb, and collecting metrics on emails, including invitations to discussions, could all benefit site administrators. Right now, there are basic measures that are limited to the last 30 days and then on a month to month basis for up to 15 months. However, more detailed metrics including how many members have contributed, and to which communities, would be

very beneficial. Instead of establishing how knowledge is managed, FRAMEweb could respond to the needs being demonstrated by the behavior of its members.

***Significant amount of good content.*** Over the life of the CK2C program, FRAMEweb has managed 3,518 accounts, 3,062 contributions, and 153 discussions. As the technology needs to be replaced or upgraded, attention must be paid to migrating the existing data and user accounts to the new system to avoid loss of content. However, there is room for improvement in the usability of FRAMEweb, specifically with respect to making discussions more widely available and the content more visually appealing.

In addition to making the existing conversations more available and easy to find, additional research and analysis can be performed on a periodic basis on FRAMEweb and other social and collaboration media tools to find innovations, hot topics, and emerging trends to share with the rest of the community. Understanding that most users are busy and often feel isolated in their work, having a group that is actively monitoring the landscape and sharing these nuggets of information and knowledge could be seen as very valuable. One of the major needs for USAID staff is more meta-analysis tools like maps, charts, and infographics. FRAMEweb could provide source data and the ability to capture real world feedback on this analysis. FRAMEweb can also continue to provide raw data for emerging trends, best practices, and case studies. Additional analysis and staff resources would be required to transform this raw data into meta-analysis tools.

One major role for KM collaboration tools is that of knowledge aggregator, i.e., capturing the current trends in a field, and offering ways for industry experts to weigh in and discuss. Hosting guest experts to talk about these topics, especially those that may be challenging or controversial, is a great way to engage audiences and capture knowledge to share. Webinars have provided an opportunity to do this as well as elevating FRAMEweb as a site for learning.

***GeoExplorer: Mapping best practices.*** A survey sent out to FRAMEweb members in September 2011 included questions focused on GeoExplorer. The results from the survey indicated that GeoExplorer is the number one feature of FRAMEweb that members would like to learn more about. In response to one of the open-ended questions on the survey – “*Explain how a Geographic Information System (GIS) or online mapping would benefit the work you do,*” – many members agreed that it would help plan activities, identify potential partners and collaborators, and measure both organizational and cumulative impact. The usage and role of GeoExplorer could be improved through assessing and analyzing the following elements. To begin with, consider how USAID and other key user groups could use the map for decision-making or project design. Secondly, consider incorporating open data sources such as from the World Bank and FEWSNET (Famine and Early Warning System Network). Thirdly, examine how GeoExplorer can be exported back to open source data uses. Finally, the entire data capture process needs to be thoroughly analyzed: where does the data exist now and in what format? Who has access to it and who has the requisite knowledge to be able to use and understand it? If crowdsourcing the data, what incentives exist for individuals to share their data, and how can the process be made as easy as possible?

***Technology infrastructure with good networking functionality.*** There are no major gaps in functionality, but rather in the usability of that functionality. By optimizing tools and adding features to FRAMEweb, not only can there be added incentive and ease of using the platform, but the user experience can become more tailored and encourage a more dynamic flow of knowledge across the platform. A personalized dashboard based on interests, expertise, favorite items, and network can create customized user experiences that add incentive to using FRAMEweb. The most common excuse for not participating in

knowledge management platforms is time and energy. With a personalized dashboard, users will be encouraged to use FRAMEweb because of the convenience and ease of accessing and sharing knowledge.

As a crowd-sourced, user-generated application, being able to link with other social media sites such as LinkedIn, Facebook, Twitter, and even Agrilinks and other KM Portals, allows an opportunity for viral sharing. Viral sharing will not only further the reach of valuable knowledge, but can also elevate the branding of FRAMEweb through increased exposure. Some will argue that the utility of knowledge decreases with the overwhelming nature of oversharing. However, beyond disseminating knowledge, another goal of KM is to serve the consumer. Packaging and repackaging knowledge, and collaborating with other KM entities, caters to the consumer by accommodating different preferences for accessing and digesting knowledge.

The software used to power FRAMEweb offers powerful networking functionality, allowing individuals to meet-up and track others based on their posts. However, this is not used as much as it could be, and, as a platform for communities of practice, FRAMEweb could better play up its networking capabilities to really engender a community feel. Some added features could include a suggested connections tab, automated measurements of social connections, integration with other social media, and a single sign in with LinkedIn and/or the USAID Learning Lab.

Finally, a smart phone optimized screen for mobile devices may encourage more consumption by readers who are trying to read the newsletter or getting forwards from other users. As pointed out above, a sizable percentage of users in the developing world only have access to the internet through their mobile devices. Moreover, in a survey conducted in FY2012, there were anecdotal accounts of USAID Mission staff having better internet access through their smartphone than at the Mission. Many people also now use their phones to catch up on email and browse articles when away from their desks.



# 4. TASK 3 - ENRM COMPETENCY-BASED TRAINING

## INTRODUCTION

CK2C's Task 3 – essentially a learning and training component – began in the last quarter of 2007 with the main objective of developing a competency-linked learning program. From 2007 to 2013, the CK2C team created and implemented the ENRM Learning Initiative (ENRM-LI). To create this initiative, the CK2C team worked closely with USAID's Land Tenure and Resource Management (LTRM), Forestry and Biodiversity (FAB), Global Climate Change (GCC), and Water Offices. The team followed an assessment, design, implementation, and monitoring and evaluation process, that allowed for innovation and creation of learning programs for a changing audience: USAID staff managing environment programs throughout the world.

In order to assess and develop specific competencies for staff managing environment and NRM programs in USAID, the CK2C team initially undertook a competency development and learning needs assessment process that engaged over 250 USAID staff members. The assessment – interviews, focus groups and a survey were used to collect data – provided input to develop the competencies and establish clear learning needs. As part of the process, the CK2C team identified the target audience and did a gap analysis to determine the learning path (curriculum) required to master proposed competencies for all staff managing environment and NRM programs in the Agency. In 2009, the competencies developed by the CK2C's integrated team were adopted and incorporated into the Backstop 40 competencies developed by the USAID Human Resources team.

By the end of the CK2C program, the ENRM-LI comprised a learning path with core and elective courses (see text box), a virtual library with tailored resources for each learning opportunity, and a virtual

### *The ENRM-LI\**

#### **CORE COURSES:**

Environment and Natural Resource Management Foundations Course

Environment Matters

Environment and Natural Resource Management Overview (101) Course

Applied Environment and Natural Resource Management Programming (201) Course

Programming Environmental Funds

*Environmental Compliance*

#### **ELECTIVE COURSES:**

*Global Climate Change (various courses)*

Water, Sanitation and Hygiene Overview Course

Treasure, Turf and Turmoil (Conflict in NRM)

*Sustainable Tourism*

SCALE Training

*Land Tenure and Property Rights*

*Infrastructure for Re-building and Developing Countries*

\* Courses in italics, though considered part of the ENRM-LI, were not designed and delivered by CK2C.

calendar, all housed in the ENRM Learning Gateway<sup>2</sup>. At the time of this report, the core courses were mandatory for new Backstop 40 staff in the Agency and integrated in the staff’s Individual Development Plans.

## MAJOR RESULTS AND IMPACTS

This section includes a description of results and impacts of CK2C efforts with respect to the ENRM-LI as well as the [ENRM Learning Gateway](#).

### TASK 3 ACHIEVEMENTS, AT A GLANCE

Major results	Observations
Initial assessment and development of Backstop 40 competencies; ENRM-LI learning path and core and elective courses to meet and fill critical training gaps for USAID staff managing environment programs	Taking a holistic approach to the learning, the ENRM-LI linked competencies, the ENRM-LI learning path and identified gaps in training/learning needs to be filled. CK2C developed, designed and delivered training courses to meet competency and learning needs not met by current Agency training/learning resources.
9 courses designed and delivered 42 times to over 800 USAID staff	Learning locations included Washington, DC, Thailand, Panama, Colombia, the Philippines, South Africa, Ghana and via the Web.
Applied best practices and innovative approach in adult learning	Included experiential learning, blended learning, face-to-face learning and e-learning best practices in design, development and delivery of course materials. Offered a Training of Trainers program to USAID staff to share adult learning methods and enhance interactive presentation skills.
Integration of USAID Offices, trainers and content for the ENRM sector	Forestry and Biodiversity, Global Climate Change, Land Tenure and Resource Management, and Water Offices all contributed to the design, development and delivery of the ENRM Overview, Applied ENRM Programming, and Programming Environment Funds Courses. Additional USAID counterparts from the Bureaus of Global Health, Food Security and Conflict Mitigation and Management were included as key members of training design, development and delivery teams for elective courses.
Implementation of rigorous M&E process	The M&E process included in course assessments/quizzes, course training evaluation, After Action Reviews with training team members and post-course interviews and surveys to gather data on participant satisfaction, the impact of learning events on their work, and additional learning needs. Feedback was integrated on an ongoing basis to improve courses developed under CK2C.

## RESULTS

- Implementing and sustaining the ENRM-LI for 6 years as an integrated effort during which the FAB, LTRM, GCC, and Water Offices invested their resources and worked together to design and deliver multiple face-to-face and blended (e-learning and face-to-face) courses.** A key achievement of CK2C was the collective creation and implementation of adult learning, communication, and management methods to assess, design, deliver and monitor inter-sectoral courses. This process included utilization of integrated learning material and integrated training teams coming from different sectors and Offices. For example, the Applied ENRM (201) course brought together technical and cross-cutting ENRM themes (biodiversity and forestry, food security, water, global climate change, sustainability and gender) using interactive presentations and a simulation based on the USAID program cycle. Similarly, the Treasure, Turf and Turmoil: Conflict in NRM

<sup>2</sup> The ENRM Gateway is an online learning platform based on the Moodle learning management software.

course brought together the inter-sectoral dynamics of land tenure and property rights, conflict management, and biodiversity. It was designed and developed with trainers and resources from the three offices and demonstrates the intersection of different development sectors.

- **Implementing a rigorous competency building and learning assessment process and integrating the proposed competencies into the Agency-wide Human Resources competencies initiative.** CK2C’s Task 3 monitoring and evaluation process is documented in Annex 1 and included a series of interviews, focus groups as well as a survey (when needed) to reach a broader audience. In addition, the first overall needs assessment for the ENRM-LI combined the interviews and focus groups with a major survey done by USAID staff using survey monkey (see Annex 2 for details).
- **Achieving consistently good to excellent ratings for course delivery during CK2C’s 6 years.** The CK2C team applied a consistent evaluation system for all courses and documented good to excellent ratings. Specific results per course can be found in the program’s final PMP report.
- **Training over 800 USAID staff world-wide<sup>3</sup> (this includes both face-to-face and online participants).**
- **Designing 9 courses (3 five-day blended courses, 2 three-day courses, 1 one-day course, and 3 distance learning courses), and 1 training of trainers course and delivering them 42 times.**
- **Promoting a “shared adult learning culture” among more than 20 USAID trainers from the FAB, LTRM, GCC and Water Offices.** The CK2C team established a process to incorporate and mentor new trainers for the ENRM-LI. The process included taking a Training of Trainers (TOT) course, taking the course for which the person would become a trainer, and then delivering the course with mentors. This process was applied during CK2C’s 6 years. By the end of the program 20 trainers had taken a TOT course and more than 16 staff were delivering courses. (See Annex 3 for a list of USAID trainers.)
- **Designing and Implementing a rigorous Monitoring and Evaluation (M&E) System that continuously informed the design and delivery of the courses.** A complete description of the system can be found in Annex 4.

The following table summarizes some of the results mentioned above as well as providing additional details.

<b>Courses Designed by CK2C</b>	<b>No. of Deliveries</b>	<b>No. of People Trained</b>	<b>% of Participants Rating the Course Good to Excellent</b>
ENRM Foundations	Continuous	63	91%
ENRM Overview (101)	8	155	92%
Environment Matters	15	262	93%
Applied ENRM Programming (201)	3	58	99%

<sup>3</sup> Please see the CK2C final PMP report, Annex B (Task 3 M&E report) for a full breakdown of course participants.

<b>Courses Designed by CK2C</b>	<b>No. of Deliveries</b>	<b>No. of People Trained</b>	<b>% of Participants Rating the Course Good to Excellent</b>
WASH	4	88	97%
Treasure, Turf and Turmoil: Conflict in NRM	4, plus one webinar	68	95%
Water and Food Security	1	26	96%
Trainer of Trainers (TOT)	3	16	N/A
PEF	Continuous	4	N/A
SCALE	Continuous	0	N/A
<b>Total</b>	<b>42</b>	<b>740</b>	

## IMPACTS

- **Cumulative results from the three, five-day courses delivered by CK2C show that more than 89% of participants applied at least one concept learned from the course in their current work.**<sup>4</sup>
- **CK2C created awareness about environmental programming, environment-related earmarks and directives, and the need for integrated approaches via all 42 course deliveries.** Data on application of concepts show that earmarks, integrated approaches and systems thinking were among the most memorable topics from the courses.
- **CK2C achieved its main objective of training Agency staff managing environment programs (including those with limited environmental knowledge or experience).** Data from CK2C's last year of course delivery suggest that, in general, the ENRM- LI audience had changed. Coupled with the end of the Development Leadership Initiative (DLI) hiring program, the increasing field experience of new DLI and Backstop 40 staff, the experience of tenured staff, and the number of staff trained via CK2C courses, there is likely a need for more advanced ENRM learning opportunities in the future.
- **CK2C established an ENRM-LI gateway – a central virtual learning place where all online courses reside, with a courses calendar and a library and all related training materials and resources.** This gateway constituted a one-stop-shop for the ENRM-LI, establishing links with other USAID ENRM platforms such as FRAMEweb and the RM Portal and providing a more interactive space than the USAID University was able to offer.

The following graphic demonstrates the high percentage of ENRM-LI participants who subsequently used learning in their day-to-day jobs.

### ENRM OVERVIEW COURSE: PARTICIPANT QUOTES

"I have attended a lot of trainings over the past couple of months and this was by far the best. Although the days were very long and my capacity to absorb new info at the end of the days was diminished, the facilitators really tried to make the activity participatory and active". (Pretoria, 2009)

"The ENRM Overview course gave me the basics on how to program environment funds and the Applied ENRM Programming Course brought these concepts together in a more cohesive way." (Washington, DC, 2013)

"The ENRM Overview Course is not a course for people with good academic background and experience in other agencies about Environment" (Washington, DC, 2013)

### APPLIED ENRM PROGRAMMING COURSE: PARTICIPANT QUOTES

"The facilitated conversations based on key topics (H2O, adaptive management, etc.) were great. In general, tasks doing more work to assess participants' interests/needs would have helped us focus the week more on what's needed to address the critical ENRM challenges we face." (Bangkok, 2013)

"It would be nice if we could go into more detail and learn about some cutting edge best practices/research – even if only in one technical area. It could just be one session where new developments/research is

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<sup>4</sup>See Task 3 M&E report annex in CK2C's final PMP report for additional, detailed data on the courses.

## LESSONS AND BEST PRACTICES

### BEST PRACTICES FROM OVERALL CK2C IMPLEMENTATION OF THE ENRM-LI

- **Having a common adult learning methodology for course design and delivery.** The training team internalized adult learning theory and methods and consistently applied them in the design and delivery of all courses (including distance learning courses).
- **Possessing clarity about the overall ENRM-LI audience and each course’s audience and learning objectives before commencing design of learning sessions.**
- **Having a very good logistics process and check lists** regarding what needs to happen starting at six months before the training delivery through to the after action review (AAR).
- **Ensuring “training team cohesion” during the delivery of courses.** Prior to every course delivery, the full training team met on multiple occasions to discuss course preparation progress, work on training materials and presentations, and agree on how the training team would work together and support one another throughout the training. During the course, all training team members met at the end of day to do a quick recap, discuss any participant feedback, and prepare for the following day.
- **Creating clear and detailed course Trainer’s Guides** allowed any new trainer to deliver the content. Creating mentoring sessions between current and new trainers to ensure sustainability and improvement of the content without constant redesign also facilitated continuity of course deliveries.

### LESSONS LEARNED FROM BLENDED LEARNING

#### 1. Lessons learned regarding target audience:

- **It is important to be aware of changes or evolution in the target audience.**
  - Given the changes in the ENRM-LI training audience, it was important to stop after a two- or three-year milestone, review the target audience, their needs and expectations, and how existing learning efforts satisfy those needs. For example, after four years of the ENRM-LI, the arrival of new Foreign Service Officers with academic background and experience in ENRM resulted in a gap between the learning needs of new Foreign Service Officers (FSOs) with ENRM background but no USAID experience, and other USAID staff, including Foreign Service Nationals (FSNs), managing environment programs without ENRM background but some USAID experience.
  - The USAID target audience for ENRM desired more experiential approaches, i.e., less lectures and Power Point presentations and more case-based approaches (both addressing what is working and what is not), with input from participants’ own experience.
  - A new culture of learning at USAID is embracing knowledge management and other virtual learning methods. More research and experimentation needs to be done with USAID staff as to what kinds of resources and online learning experiences they would value, utilize and be able to effectively apply to their work.
- **Learning opportunities are not reaching FSNs.** It has proven to be very difficult to reach FSNs with face-to-face learning opportunities for a variety of reasons, e.g., geographic location of events,

budget restrictions, etc. When the courses are offered in the Missions or in Regional hubs, there is a greater chance to reach FSNs. (For example, out of the courses delivered in FY2013, the average FSN participation for DC-based courses was 17% compared to 41% for courses based at Regional hubs.)

- **There is a growing need for sharing and learning from each other.** In addition to training, and as a result of learning events, there is more interest and need for forums where USAID environment staff could share experiences and have conversations about pressing issues and difficulties, emerging topics, lessons learned and, in general, the work they do. The challenge lies in the fact that there are many examples of web-based tools supported by USAID such as communities of practice, blogs, etc., but these are not utilized fully for a variety of reasons.

## 2. Lessons learned regarding learning methods:

- **Consistently applying a variety of adult learning approaches has promoted learning.** Utilizing a variety of adult learning approaches that address the different ways people learn has been effective in promoting learning and constant engagement throughout the learning experience. For example, the use of fun activities for learning reflection, such as simulations and role plays, and the ability to extract concrete learning from each session acknowledges the differences in learning styles and accommodates variations therein. There has been a reaffirmation of the need for adult learning methods that allow for targeted conversation while generating fun, as well as confirmation of limited patience with long PowerPoint presentations, lectures, etc.
- **Creating a cadre of trainers is critical to ensure courses are delivered consistently and with the same quality.** It is important to incorporate a comprehensive “Training of Trainers” program into learning initiatives, as well as support for new trainers throughout the process.
- **It is valuable to have USAID colleagues as trainers.** Participants appreciated being trained by their USAID colleagues as they needed a clear understanding of the USAID realities (bureaucracy, earmarks, etc.), and how to promote and implement integrated programming in the USAID context. In addition, this allowed participants and trainers to network with colleagues both from the field and within Washington, DC. Participants also appreciated having implementing partners present concrete experiences and lessons learned from the field (e.g., telling the story and sharing the “how to” of a tool or approach). This was the model used for the Treasure, Turf and Turmoil course.
- **Using fun ways to measure learning during the course was helpful.** Games that allow “testing of knowledge” helped participants consolidate their learning and allowed the training team to analyze if the method to deliver the concept was effective.

## 3. Lessons learned regarding content and course design:

- **Using a blended approach works if it is obligatory (pre-course requisite for course).** A blended approach (e-learning and face-to-face course) only works when the asynchronous e-learning component is obligatory, short, interactive, and meaningful. There is not yet a culture in USAID to complete the e-learning component as a pre-requisite through self-motivation; trainers found that it was hard to deliver the face-to-face courses assuming participants already had a certain level of understanding gained from e-learning (if the e-learning component is not obligatory).

- **It is important to use an integrated approach to design the learning events.** The ENRM-LI encapsulated an integrated approach by having the FAB, GCC, LTRM, and Water Offices working and training together.
  - That said, integrated approaches to training design mirror the complications of integrated programming. For example, having different expectations and different understanding of the same concept requires a more thorough communication system. Overall, the Task 3 steering committee proved to be a good communications and decision-making body via regular meetings.
  - It was important for the training team to set the rules of engagement clearly, be willing to negotiate differences or even accept the differences, and be ready and willing to have difficult conversations.
  - Using an integrated approach requires more time for buy-in; conversely, the training programs gain more upfront inputs which have helped the course concepts stand the “test of time,” producing solid designs and materials that only need to be fine-tuned rather than redesigned.
- **Content related to “how does it work in USAID” for new and tenured staff is needed.** Permanent training content on directives, earmarks, how USAID/Washington works, integrated programming, and sustainability is still required. There also needs to be space in the courses that allows staff to share their successes, failures and questions.
- **Revising course content is important.** The CK2C team found that both face-to-face and e-learning content should be updated at least every 3 years in order to remain relevant and adapt to changing conditions and audiences.
- **Creating a course to be delivered by different trainers requires careful and systematic communication among trainers and content designers.** The sustainability of a course’s key messages from each training session and session design depends on common understanding among potential trainers. The CK2C team learned that transferring sessions to new trainers without proper conversations and communication of core messages and session design was not sustainable. In general, new trainers did not feel comfortable with the content designed by previous colleagues. When there was communication between designer and trainer, the content was improved and sustained over time. Another aspect of this sustainability is the need for new trainers to invest time to understand proposed core messages and session design and ask questions of previous trainers.

## LESSONS LEARNED IN E-LEARNING

- **Developing good asynchronous (e.g., self-directed) online learning requires a significant investment of time and resources, even for basic programs.** The cost savings comes through the potential delivery to a wide-ranging audience, not in the iterative design process.
- **Putting together a team of internal testers that represents your audience, for “beta testing,” greatly improves e-learning programs.**
- **Audiences from the field spend more time on the material and have appreciated and shared the content more with their peers than audiences from Washington, DC.**

- **There is a need to identify the best interfaces for e-learning (e.g., the ENRM Gateway, USAID University, FRAMEweb, RM Portal) at USAID that support not only the e-learning program but also interaction prior and post face-to-face course delivery.** There are many systems available but there are limitations to each.
- **Investing first in face-to-face course delivery and delivering the virtual learning subsequently has promoted more virtual learning and interaction.** In researching practices from other clients, TRG has found that delivering the online component as a follow up to the face-to-face course has promoted more learning and achieved more participation than pre-course learning.
- **Converting existing face-to-face courses and materials into online learning requires a significant investment of time and resources.** It is often assumed that, because course materials have already been produced, face-to-face courses can simply be “converted” to online learning. While it can be done, often the online learning products that result from these processes lead to belabored learning sessions where participants walk away frustrated and without retaining any of the key information. When taking a course from face-to-face to online (or parts of it for blended learning), trainers need to be willing to commit the time and effort to create meaningful online learning that has objectives, distills information down to the most critical components, adopts new learning methods for activities as opposed to what was done in the face-to-face course, and be willing to iteratively design, review and test materials before the course delivery. Given the work that is needed, these processes need to start early: a minimum of 4-6 months before delivery dates.
- **Thinking about the audience when deciding on virtual learning tools and media is important.** Throughout CK2C and interaction with other projects, we learned much about the variety of media formats that could meet the needs of different USAID learners (e.g. videos, podcasts, screencasts, infographics, etc.). It will be important to allow flexibility in the use of virtual tools in future learning initiatives.

## LESSONS LEARNED ON THE MONITORING AND EVALUATION SYSTEM

- **Initiating the M&E development process should be done in tandem with the overall development of the learning initiative.** CK2C started the M&E process in the third year of the learning initiative. This resulted in some revisions of custom indicators and modification of evaluation methods after 2 years of data had been collected. Ideally, the system should have been set up when the learning initiative commenced in order to collect consistent data from the inception.
- **Create custom indicators that go beyond number of people trained.** We created conservative custom indicators. For example, we measured the application of one idea or concept learned during the course. We did not aim to measure behavioral change for many reasons: 1) it is difficult and costly to collect the required data, 2) it has proven difficult to demonstrate change with only one course, and 3) it requires more formal involvement of trainees’ supervisors and connection of training to performance management.
- **Collecting level two data – e.g., testing your knowledge – requires maturity of the learning event or training course.** CK2C measured learning during the overview course with a fun quiz, using technology to collect data after the course was out of the pilot phase on its 3rd delivery. This allowed for the training team to make adjustments to the course before adding this data collection method.
- **Fostering an M&E culture in the training team leads to course improvement.** M&E became part of the fabric of the “way we do learning”. Training team members knew and expected post-course

after action reviews, read through participant evaluations, and gathered and discussed daily feedback. We included games to measure learning and applied different data collection methods (e.g., quizzes, interviews, focus groups). Most importantly, M&E data was used consistently to update courses.

- **Ensuring consistency of the evaluation system across all similar learning opportunities, allows application and comparison of the same measurement to all learning events.** For the face-to-face and e-learning courses, the same evaluation categories and variables were applied to collect comparable data from learning events. This helped to enable better analysis of trends within courses and across courses.
- **Creating opportunities to discuss learning and lessons learned after each learning event (after action reviews) allows the learning team to ensure continuous improvement and adaptation.** It is critical to create these opportunities in order to enable continuous learning about the training event. AARs were crucial aspects of the success of CK2C; they allowed team reflection and permanent improvement of courses.
- **Ensuring required resources is essential for the M&E process.** M&E requires time and resources and needs to be included in the overall project costs.

## REMAINING CHALLENGES

- **Ensuring relevancy of learning events as audience changes.** The USAID ENRM target audience continues to change and have different expectations about learning. At the same time, the Agency is also changing how it thinks about learning and programming and is heading towards Mission-focused learning.
- **Keeping competencies relevant: in many organizations, competencies are developed and then left to gather dust.** At the time of this report, the ENRM Backstop 40 competencies are 3-years old; a key question will be how to ensure that they continue to be relevant and how to identify what needs to be done next to help USAID staff achieve different levels of competence throughout their careers.
- **Achieving training team sustainability, especially when trainers come from USAID.** Designing and delivering training is time consuming and adds significantly to the workload of USAID staff. During CK2C, it has been a challenge to ensure availability of trainers as well as ensuring knowledge and understanding of the content by different trainers so they can deliver the training without major changes to the course for every delivery.
- **Measuring application and impact.** We have collected data that allows us to say if staff are applying concepts of the courses, but we also know that the courses are not the only influence or input with respect to applying learning to work. We know the courses are appreciated and needed, yet we do not know concretely if there is subsequent changed behavior and performance at work. Additionally, during our data gathering process, we have found it increasingly difficult to get course alumni to participate in post-course impact interviews or surveys.
- **Developing programs and motivating staff to learn virtually.** USAID staff and associated new learning programs are examining integrated e-learning, knowledge management systems, and other virtual tools to help reach USAID's globally distributed audience so that they can learn on demand. During the CK2C project, our ENRM Learning Gateway was intended to be a hub for USAID ENRM learners – a one-stop shop for their learning needs – that circumvented the USAID University system which could not support online learning and the level of interaction desired at the inception of the ENRM-LI. The e-learning programs within the Gateway have received mixed feedback: some participants have really appreciated and even shared site trainings and resources with others, while

others find the programs difficult to use and too basic for their learning needs. Anecdotally, participants have noted that having another system to go to takes time (including an additional login), which is ultimately a disincentive for participation. In addition, a key challenge has been communicating about available online courses and getting participants to sign up and complete courses that are not required pre-requisites. Finally, to create an integrated training and knowledge management component for the ENRM-LI, more work needs to be done on establishing a common learning agenda, identifying key audiences across platforms and products (e.g., FRAMEweb, the RM Portal, and the Gateway’s learning and resources sections), and ascertaining the learning preferences of these users.

## RECOMMENDATIONS

### ENRM-LI

- 1. Conduct a new target audience and learning needs and behavior assessment.** The ENRM-LI has demonstrated how critical a good needs assessment is to decision-making on what courses and modules to offer, what the target audience’s needs are, and what learning methods to utilize. With the initial data for the ENRM-LI assessment now 6-years old, it is time to step back and re-evaluate the target audiences, their learning needs, and their behaviors (e.g., their learning styles, preferred activities, delivery methods, etc.).
- 2. Reassess, update and repurpose courses.** Based on evaluation data and a new learning needs assessment, all courses should be reviewed and revised (if needed) to ensure that objectives are sound (or are reframed) and that course content meets course objectives, is technically comprehensive, and is organized so it can be repurposed (by trainers, participants and other USAID staff) for training, coaching, online learning, knowledge management, etc. In addition, all course materials should be revised, especially PowerPoint presentations and trainer’s guides to ensure that the core content is streamlined, easy to understand, accessible for new trainers, and takes into consideration how the audience learns (e.g., reducing PowerPoint text and increasing visuals).
- 3. Expand the cadre of USAID trainers in Washington, DC and in the field.** Over and over, participants cited how much they appreciated USAID trainers delivering the substantive sessions. At the same time, we acknowledge that USAID trainers across the FAB, GCC, LTRM and Water Offices have been tapped many times to offer the trainings and that “training fatigue” is setting in. During 2013, new trainers have joined the team to help lighten the load and they have injected new energy and new ideas into the ENRM-LI. Moving forward, it is important to continue to expand the cadre of USAID trainers – not just in Washington, but in the field as well. Beyond CK2C’s current TOT practices, we would suggest including formalized mentoring and observation processes so that seasoned trainers are still part of the trainings and are able to offer insights on why content choices were made, while the new trainers are given the room to modify, update and add new perspectives while retaining core messages and course design concepts.
- 4. Continue to experiment with online learning, tools and platforms.** Online learning has a lot to offer and as we have seen from the CK2C project, more thought needs to be devoted to how online learning is effectively delivered and communicated for the broad range of audiences targeted in the ENRM-LI. For current asynchronous learning packages, we would suggest a review and upgrade of all programs in order to streamline content, include new learning methods and media (e.g., videos, screencasts, podcasts, infographics, etc.), and incorporate facilitated group discussion. We would also encourage broader thinking about the types of online learning in relation to the pre-course, during-

course, and post-course phases (e.g., hosting during-course blogs, tweets, and surveys, post-course synchronous learning sessions, etc.).

- 5. Review the M&E process and identify and test other means for data collection.** As noted above, the rigorous M&E process throughout the CK2C program has been invaluable. We would suggest, as new learning programs implement the M&E processes, that they: 1) decide on indicators before starting the process and utilize these indicators to measure performance and impact throughout, and 2) identify other evaluation methods and processes (beyond surveys, interviews, and focus groups) or evaluate the best mix of methods to collect data from participants post-learning. We have found it difficult to get responses from our requests for post-course interviews and surveys, and without this data, it is hard to accurately interpret the overall impact of the ENRM-LI.

## **SYNERGIES AND LINKAGES WITH OTHER CK2C TASKS**

***Develop a strong link to communities of practice and motivate participants to actively contribute.***

Throughout the life of the CK2C project, an attempt was made in each course and through the ENRM Gateway to link participants with the FRAMEweb communities of practice. While participants expressed an interest in continuing dialogues before, during and after courses, very little, if any, discussion was activated as a result of the courses. We believe a stronger linkage could be made before and during courses to help drive post-course discussion. We also acknowledge that many participants have good intentions but are busy and need to be motivated, incentivized and reminded of the value of FRAMEweb and other CoP sites for ongoing dialogue and to solve issues collaboratively.

***Incorporate stocktaking findings and workshops into training course development, materials and resources.*** As mentioned in the Task 1 recommendations, there are ample opportunities for using stocktaking results and findings in the other task areas of CK2C. Results could easily be incorporated into environmental training course curricula, presented as case studies, formulated as current issues briefs, or framed as emerging best practice. These materials would not only be valuable additions to blended course learnings as simulations, case studies, examples, quiz questions, etc., but could also be shared as additional knowledge resources for self-directed learning resources and synchronous learning events. In addition, video, presentations, outcomes from technical events, such as the CBNRM workshop, could serve as valuable learning resources for face-to-face and web-based courses and/or learning resources.

***Connect training with knowledge management and communications efforts to mutually reinforce learning and information sharing.*** In reviewing the variety of Task 4 efforts, more connections could have been made to link the internal communications and knowledge management efforts as appropriate with training and learning. Future linkages might include examples from the Biodiversity Handbook, the natural resource governance tool, outcomes of SCAPES technical learning, and the climate change adaptation tool. Learning sites and training events could integrate some of the tools and information into learning products and sessions, promote new tools or serve as a space to gather feedback from potential users.

# 5. TASK 4: BIODIVERSITY AND FORESTRY REPORTING AND COMMUNICATIONS

## INTRODUCTION

In June 2009, CK2C received a contract modification that included an expansion of work into a new area. This add-on introduced Task 4 which focused on the FAB Office's goal of collecting, synthesizing and "repurposing" information for a variety of internal and external audiences to produce targeted knowledge products related to biodiversity and forestry. The intention was that, with these tools in hand, field staff would be better equipped to program funds and understand what support is available from USAID/WDC, and that a dialogue on best practices could flourish. During the past four years, Task 4 worked closely with USAID to produce a number of publications ranging from reports to Congress and a comprehensive, updated biodiversity handbook, to a variety of short publications and updated web pages and interactive tools for USAID's external website. Task 4 helped the FAB Office to develop and disseminate tools and messages to USAID/WDC and the field that distilled lessons and best practices related to biodiversity and natural resource management. In the first two years of Task 4, this also included the organization of a monthly biodiversity-themed seminar series.

Additionally, the CK2C Task 4 team supported learning activities related to USAID's landscape conservation initiative, Sustainable Conservation Approaches in Priority Ecosystems (SCAPES). Support to SCAPES learning included the organization of meetings and workshops that helped to develop, synthesize and publicize knowledge gained from SCAPES implementation. Over the past four years, CK2C organized and delivered three annual global partner's meetings that brought together approximately 35 people from the field and Washington, DC to discuss challenges and opportunities around thematic topics. CK2C staff also helped develop and launch two technical tools designed with field practitioners in mind: a natural resource governance tool and a climate change adaptation tool. The governance tool was field tested in four sites and presented to international practitioners at two high-level meetings. At the time of this report, the climate change adaptation tool has just been launched in beta form and will be further tested and developed by SCAPES partners.

During FY11, USAID introduced a new activity to Task 4, the development of USAID's Biodiversity Strategy (now, Policy). CK2C staff worked closely with USAID from the inception to develop and draft the Agency's first ever Biodiversity Policy. The Policy was designed to promote a forward looking, long-term vision for "biodiversity conservation for development" which recognizes that sound natural resource management is a foundation for economic and social development. Currently, the Policy is in the final review stage and is expected to be released to the public later in 2013.

The Task 4 team worked closely with other CK2C tasks to identify opportunities for synergies across the project. This included creating communities of practice for SCAPES learning on FRAMEweb, facilitating the production of CBNRM best practice videos from a workshop organized by Task 1, ensuring lessons and content developed under Task 3's training programs are conveyed in the Biodiversity Handbook, and supporting a field test of the Task 1 Stocktaking Guide.

## MAJOR RESULTS AND IMPACTS

### TASK 4 ACHIEVEMENTS, AT A GLANCE

Major results	Observations
Drafted, edited, designed and published 2 100+ page reports to Congress on Tropical Forestry and Biodiversity and the 300+ page Biodiversity Handbook; facilitated layout, publication and 508 compliance for numerous flyers, brochures, and Congressional and technical reports	The Biodiversity Handbook development took place over the course of three years with input and writing by USAID and CK2C staff. During the final months of the program, another USAID contract collaborated on revising content on M&E and program cycles. With the exception of the larger publications, most requests for support came in an ad hoc fashion and usually with a quick deadline.
Led the development of the Biodiversity Policy including producing 5 analytical reports that contributed to the Policy's content	A Team Leader was assigned to this task for a 15-month period. During this time, the Team Leader worked closely with USAID's Steering Committee to guide thinking on and development of the Policy. CK2C was also responsible for the editing and layout of the final draft of the Policy.
Completed four case studies and a standalone executive summary on best practices for biodiversity and climate change adaptation integration	As a complement to the Biodiversity Policy, these case studies and the accompanying summary will serve to help missions conceptualize integration in ongoing and new programs.
Developed NR governance learning tool for SCAPES: provided technical assistance in the development and field testing of the tool; layout and publication support; and organization of a workshop to compare and contrast the tool with 4 other NR governance tools	The NR governance tool has been field tested in 3 SCAPES sites and 1 non-SCAPES site. It was presented at two international fora: World IUCN Congress in 2012, and Society for Conservation Biology in 2013. NR Governance workshop occurred in September 2013 and featured participation from: WRI, CARE, Mercy Corps, and ProFor.
Developed learning tool for SCAPES climate change adaptation activity	Due to a late start on this activity, CK2C focused on producing a beta version of the tool before project end. Tool is designed to help program managers and implementers consider climate adaptation implications and activities for their local context via a simple, user-friendly format.
Organized and delivered numerous meetings for the SCAPES program: 3, 5-day annual partner's meetings, 11 quarterly meetings	Annual meetings brought together field and DC-based staff from all SCAPES partners for five days of intensive dialogue, presentations and exchanges. Quarterly meetings were focused on program management for DC-based staff.
Designed, drafted and disseminated 5 issues of the SCAPES Update, and the SCAPES brochure	The update served as a periodic newsletter on SCAPES program activities and results.
Completed Communications Strategy and Knowledge Management Assessment for the FAB Office	CK2C worked with a specialized firm to develop a three-year communications strategy and implementation plan. The KM assessment identified ways the FAB Office could better harness and disseminate knowledge.
Designed and developed interactive map for USAID FAB external web page	Working with a web design firm, CK2C developed an interactive map that features country-level data with a focus on Biodiversity Policy Tier 1 countries.
Organized, recorded and disseminated 9 Biodiversity Seminar Series events	The Seminar Series was discontinued in FY 2011 due to the difficulty in securing appropriate meeting space in the RRB on a regular basis.

## **COMMUNICATIONS**

CK2C assisted USAID with their publication needs – writing, repurposing, copy editing, and publishing a variety of documents from one-page flyers to a comprehensive compendium on biodiversity best practice (the Biodiversity Handbook) as well as two 100+ page Congressional Reports (118/119 Reports). Task 4 also provided hands-on support to the development of the Biodiversity Policy from inception to final draft. CK2C worked with the FAB Office to create a dynamic web presence on the USAID external site. This included suggestions for an updated layout and development of country-level content for the forestry and biodiversity pages along with generation of an interactive map to visually display program activities. Details of specific results follow.

### **1. Biodiversity Handbook**

During a three-year period, CK2C staff worked closely with USAID to update the Biodiversity Guide (now Handbook), last updated in 2005. This major undertaking began with the development of the table of contents to determine what should be featured in the update. CK2C led the process to identify writers, from within DAI and USAID, to begin to draft the Handbook. USAID initially tested a collaborative writing approach to ensure all FAB Office team members had the opportunity to contribute to the Handbook. To facilitate the writing process, DAI hosted two writing workshops to create an environment dedicated to sharing ideas for the Handbook and moving forward with the writing. Both workshops were highly successful and led to a regular, dedicated work day at DAI for the lead USAID writer.

Drafting of the Handbook stalled several times during the three-year period due to a number of factors. Namely, the collaborative writing model did not produce the desired content and the lead USAID writer was not able to focus exclusively on the Handbook. Furthermore, Office leadership expressed an interest in linking the new Biodiversity Policy with the Handbook which meant the Policy had to be released publically first, with the Handbook to follow. During the final 9 months of the program, USAID sought additional assistance from a new contract – Measuring Impact (MI) – that focused on monitoring and evaluation. MI joined the writing team and led finalization of several chapters while CK2C focused on chapters addressing technical intersections. The Handbook is now complete and will be shared in discrete chapters on USAID’s intranet for final comment as it proceeds through clearance.

### **2. Biodiversity Policy**

In June 2011, USAID approached CK2C with a request to help support their efforts to develop an Agency-wide Biodiversity Strategy. A first of its kind, the Strategy (now Policy) aimed at placing biodiversity in the spotlight as an integral piece of all development programming. CK2C quickly hired a senior biodiversity consultant to lead the team of USAID cross-sectoral staff assembled to work on the Policy as well as a team of in-house consultants to produce a number of analytical reports. The Task 4 team worked closely with USAID’s Steering Committee over the course of 15 months to lead the thought process, contribute to the drafting and development of key sections of the Policy, and assist with the final internal and external consultations and packaging. During this process, Task 4 produced five analytical reports and a section on integration of biodiversity in development programming for the final draft of the Policy. Reports included analysis and recommendations on: Conservation Priority Setting, Donor Funding Priorities, Country Commitment Index, Monitoring and Evaluation, and Biodiversity Integration Talking Points. The Policy is currently in a final draft and has been edited and laid out for publication by CK2C. Recommendations for a launch event and roll-out activities have been drafted and shared with USAID.

### **3. FAB Communications Strategy and KM Assessment**

CK2C, through a firm specialized in communications and KM, led a process of assessment and analysis of ongoing communications efforts and KM challenges with the goal of proposing a tailored approach to meet current and future aspirations of the FAB Office. During the course of the activity, Task 4 reviewed communications materials, interviewed staff within the FAB Office as well as other related USAID Offices, and proposed recommendations for implementing an actionable communications plan and suggestions for enhancements in the knowledge flow within the FAB team.

### **4. Other Communications: Congressional reports, short publications, seminar series, web content**

Over the course of Task 4, CK2C supported the drafting, editing and publication of numerous knowledge products. During the first two years of Task 4, CK2C worked closely with USAID to draft, edit, layout, and print the 100+ page Tropical Forestry and Biodiversity (118/119) annual report. This report to Congress evolved from a glossy, in-depth, well produced publication that required dedicated support for several months, to a streamlined brochure of less than 20 pages. As the report evolved, CK2C engagement shifted to the publication side of the process with USAID taking the lead in drafting the text.

Also, during 2010, CK2C's Task 4 provided support to the ongoing Biodiversity Seminar Series. The monthly seminars were successful opportunities for outreach and thought leadership as USAID highlighted current and emerging topics in the biodiversity community. Topics ranged from conservation certification and climate change adaptation to land tenure issues. CK2C supported nine monthly seminars by organizing, filming and sharing the sessions. Task 4 uploaded all sessions onto Vimeo and shared the videos broadly within the online [Seminar Series community](#) on FRAMEweb.

Late in the project, CK2C received approval to engage on a long stalled effort to update FAB webpages on USAID's external site and create an interactive map to display a range of program-level data. CK2C completed this effort, which also included the development of web content for individual country pages, in a very short timespan.

Some of the key impacts of the CK2C communications efforts can be summarized as follows.

- Publication of the Biodiversity Handbook will equip USAID/WDC, USAID Missions and field practitioners with a better understanding of biodiversity issues and how to address programming issues from a cross-sectoral perspective.
- Finalization of the Biodiversity Policy and its launch will deliver multiple benefits to the biodiversity community. It will provide clear guidance for USAID/WDC and Missions on how to consider biodiversity issues from an integrated programming perspective and further reinforce the importance of biodiversity for social and economic development. To date, the public has expressed great interest and support for the draft Policy (feedback from sharing the draft and requesting comments).
- The FAB Communications Strategy and Knowledge Management Assessment will likely have a positive impact on the FAB Office. The strategy presents concrete communications goals and details actionable items for how to meet these goals. Already, the process for developing the strategy and the KM audit has generated much thought and discussion within the FAB Office on the role of KM in the team's everyday work and how communications can be more focused and timely.

- Congress, USAID/WDC, USAID Missions and field practitioners have been kept informed of the latest successes and thinking related to biodiversity and forestry through targeted knowledge products. The public was engaged in regular seminar series discussions on timely topics related to biodiversity.

## **SCAPES LEARNING**

CK2C provided extensive support to the learning component of the USAID SCAPES program – a landscape/seascape conservation initiative. CK2C worked with four SCAPES partners (AWF [African Wildlife Foundation], WCS [Wildlife Conservation Society], WWF and a consortium led by Pact) and USAID staff to explore, develop and promote learning and development of best practices for a variety of biodiversity conservation topics. Learning took place in the form of quarterly and annual meetings, and development of tools. Additional efforts included the development of communications products such as the SCAPES brochure and the periodic SCAPES update, a newsletter for the wider SCAPES community in the field.

### **1. Annual Meetings**

Task 4 supported the development, organization, facilitation and delivery of three annual partner’s meetings. The four- to five-day meetings brought together field practitioners and DC-based partner and USAID staff for focused discussions and lesson sharing on select topics related to biodiversity conservation. The first annual meeting, held in Luray, VA, in December 2011, addressed different aspects of sustainability– ecological, social and financial. The second meeting, held in Easton, Maryland, in November 2012, focused on integration of conservation and development, and the final meeting, held in Baltimore, MD, in March 2013, focused on monitoring and evaluation for impact. For all meetings, CK2C worked closely with USAID staff on agenda development, identification of outside speakers, and venue selection and travel logistics. Each year, CK2C secured the participation of approximately 15 field-based partner staff and another 20 DC-based staff for the retreats. Task 4 promoted opportunities for continued, post-annual meeting dialogue through a [dedicated CoP](#) on FRAMEweb. The CoP featured uploaded presentations and photos from each annual meeting for easy access. Evaluations from each of the annual meetings indicated a high level of satisfaction with both the content and organization of the meetings. On a more regular basis, CK2C organized and provided notes capture for 11 quarterly SCAPES meetings for the DC-based partner representatives and USAID activity managers.

### **2. Technical learning**

SCAPES learning truly began in Task 4’s second year. Time was spent at the outset to gauge interest and support from partners on a learning agenda, resulting in the identification of two emerging and important topics. Once CK2C facilitated a high level of partner engagement, development of the learning tools was able to commence in earnest. Overall, SCAPES partners championed the learning topics with CK2C providing targeted technical assistance and facilitation.

#### **a. Natural resource governance tool**

In this learning activity, Task 4 staff worked to support WCS and Pact as the principal SCAPES champions. CK2C first hired a consultant to help define the scope of a possible governance tool for conservation and natural resource management practitioners. The tool took shape quickly thereafter with technical engagement from CK2C’s Chief of Party and partner champions. Once a draft was completed, CK2C provided editing and layout support and posted a copy for discussion on the [FRAMEweb CoP](#). The main premise behind the tool is that conservation and natural resource management practitioners need a simple, user-friendly tool by which they could identify and measure governance factors that

possibly limit or enhance their efforts. The tool, which has been tested in four landscapes (Madidi in Bolivia, Ustyrt Plateau in Kazakhstan, Kilimanjaro in Tanzania and the Adirondacks in the US), provides an approach to identifying the most important groups with rights to or influence over management of natural resources within a landscape or seascape, characterizing a small set of factors believed to be essential elements of good natural resource governance, and assessing the governance strengths and weaknesses of each group. The tool describes an approach and data collection method that together constitute a relatively simple, low-cost, expert opinion-based method for assessing governance strengths and weaknesses and changes in these over time.

Partner staff, taking full ownership of the product, presented the tool at two high-level international conservation meetings: the International Union for the Conservation of Nature's (IUCN) World Conservation Congress in Jeju, South Korea, in September 2012 and the annual meeting of the Society for Conservation Biology in Baltimore, MD, in July 2013. Preceding each event, CK2C updated the tool from field pilots and peer review sessions and printed copies for dissemination. During these presentations, it became evident that other comparable tools are in development, or have been recently commissioned, and that a dialogue on the pros and cons of each tool was needed. CK2C organized and facilitated a day-long workshop in September 2013, to bring together tool designers of four comparable tools— WRI (World Resources Institute), Mercy Corps, CARE (Cooperative for American Relief Everywhere) and ProFor – for a discussion on the merits and limitations of each tool. In addition to the tool designers and implementers, CK2C invited academics and USAID staff focused on governance issues. It is anticipated that SCAPES partners will adopt the tool across their field programs and further enhance, tweak and promote the tool to a broader audience. Using the CoP on FRAMEweb as a home base will provide longevity to the tool as a living document and encourage conservation and NRM programs in all settings to test it and provide feedback to SCAPES champions.

#### **b. Climate change adaptation (CCA) tool**

SCAPES partners identified climate change adaptation as an area of interest early in the discussions on the learning program. In 2011, CK2C worked with SCAPES champions (WWF and AWF) on two outputs to stimulate learning on this topic: a review and assessment of current approaches and tools used by SCAPES partners to address climate adaptation and a grey literature review of the case for ecosystem-based adaptation in conservation and development programs. Outputs from both studies served as a foundation for a deeper examination of climate change adaptation and prompted partners to think about a second phase of the learning activity. After lengthy consultations with climate change adaptation (CCA) experts and organizations engaged in this topic, SCAPES partners determined that a need existed for a simple, user friendly tool for biodiversity conservation/NRM project managers tasked with making programming decisions in the context of a changing climate.

In 2013, CK2C engaged an in-house expert to lead the development of the tool. After undertaking a rapid assessment of existing CCA tools, the CK2C and SCAPES team identified the need for a new decision support tool that complements those currently being used and, importantly, fills a niche that adds value for program managers. The SCAPES team, in consultation with USAID's FAB and GCC Offices, quickly determined that building the tool on a web-based platform would promote dynamic, user-friendly engagement. Under a tight timeline, Task 4 accelerated the tool development phase and hired a web design firm to translate content development into a live web platform. It is anticipated that the beta tool developed by CK2C will be pilot tested by field programs and further enhanced by the SCAPES partners.

### 3. Communications products

CK2C worked with USAID to draft, layout and publish a brochure for the SCAPES program. CK2C ran several printings of the brochure and produced a web-ready version for USAID’s public website. In addition, Task 4 designed, drafted and disseminated six issues of the SCAPES Update— a newsletter that served to inform USAID Mission and partner staff in the 19 countries where SCAPES works about program activities and successes.

Following is a summary of some of the key impacts of the CK2C SCAPES learning efforts.

- The SCAPES annual partner’s meetings provided field staff an excellent opportunity to engage with practitioners from other landscapes and learn about conservation issues in a broader perspective. Engagement beforehand offered participants an opportunity regarding what the meeting would cover and the benefits they could expect.
- SCAPES partners truly owned the natural resources (NR) Governance tool and engaged in numerous international presentations and discussions on the tool, including its merits and limitations. This feedback was instrumental in helping to further refine the tool.
- The pressure of a concluding contract helped to push the initial SCAPES CCA tool to completion. After much reflection and consultation, SCAPES partners now have a beta version of the tool that they can promote and update as implementers begin to test the tool.
- Through the SCAPES Update, USAID Mission and partner staff were able to keep abreast of the latest achievements of the SCAPES program.

## LESSONS AND BEST PRACTICES

### COMMUNICATIONS

**Lesson: Writing by committee creates great challenges and delays.** The intention behind a collaborative writing model for the Biodiversity Handbook served to unite FAB Office team members at the outset. It became quickly evident, however, that sustained interest in writing discrete pieces proved difficult as did securing engagement for technical reviews of drafts; much of this was due to staff’s extremely limited time available to dedicate to this effort. If a future update of this kind is anticipated, it would be best to pair a lead technical writer from outside of USAID with a single lead drafter on the USAID side, free both individuals from competing priorities and provide them with a window to complete the task unfettered by other deadlines. While it is difficult to identify a single writer with a wide technical scope, relying on a multitude of USAID contributors is not a viable option.

**Best Practice: Working with dedicated FAB Office staff on a specific target works well.** Task 4’s experience working with USAID on the Biodiversity Policy demonstrated that when staff are empowered to focus exclusively (or at least largely) on a given task, timelines are met with minimal challenges. The Task 4 team worked with a champion within USAID who harnessed the efforts of a cross-sectoral Steering Committee to ensure timely progress on the policy development activity. Any delays associated with the process were ultimately beyond the control of the champion and were related to Agency dynamics and, at times, dampened enthusiasm for the policy by senior decision-makers.

### SCAPES LEARNING

**Lesson: Engaging partners for SCAPES learning early and often and with clear incentives encourages buy-in and commitment.** The SCAPES learning agenda experienced a slow start, partly due to the fact

that the SCAPES program was new and the partners were just launching their programs, and partly due to the engagement structure of bringing on CK2C. Tasked with a facilitation and management role, CK2C worked carefully to ensure learning topics were driven by the SCAPES partners with appropriate support from CK2C. This posed a challenge for how directive CK2C could be in a largely supportive role. As the relationships strengthened and partners took greater interest and ownership of their learning activities, CK2C increased its efforts and provided needed technical support to help meet their needs in a timely fashion. This turnaround involved greater engagement by the partners. Perhaps incorporating CK2C as a full partner from the beginning and providing clear incentives would have established greater trust and action from the partners. Better involvement from the partners from the start gives them greater power to drive the process and request resources as needed. Too much time was spent waiting for partners to engage on learning topics. It seemed that once buy-in was established, the SCAPES learning teams were able to generate results more quickly.

***Lesson: Using a contractor to move the learning agenda of a cooperative agreement forward poses challenges.*** USAID created the SCAPES learning agenda independent of CK2C and included it in the CK2C Task 4 scope of work. This demand-driven, partner learning was only described briefly and with broad objectives in the original Task 4 add-on. CK2C was not involved in the design and, yet, was expected to help drive the learning forward without clarity of objectives or full empowerment. At the same time, SCAPES partners were expected to drive the learning with substantive support from CK2C. Oftentimes, however, their needs were not articulated fully or at all, and delays ensued. CK2C would then need to engage USAID to push the learning forward, resulting in high transactions costs all around. Perhaps empowering CK2C as a full partner from the beginning and soliciting feedback on how a unique learning agenda could be managed, with clearer focus on roles and responsibilities, would have been helpful.

***Best Practice: Working with a single champion on SCAPES Annual Meeting planning works best.*** Overall, USAID engagement and responsiveness in organizing the three SCAPES annual meetings was quite strong. Reflecting on what worked best during the three experiences, CK2C found that having a single decision maker helped facilitate many things from venue selection and agenda development, to delivery of the meeting. Previous years saw greater collaboration and engagement from a wide group of FAB staff, which at times slowed decision-making and progress.

## **OVERALL LESSONS/BEST PRACTICE**

***Lesson: Working under a demand driven scope of work poses challenges.*** Over the course of Task 4, workplan activities went from generalized and slightly vague to very focused. The more focused the activities became, the more Task 4 was able to meet targeted deliverables. The challenge of a demand driven contract is that requests for new activities are more easily accommodated under generalized workplan targets and activities which can sometimes distract from on-going tasks. CK2C also observed that the demand driven nature of the project meant that our USAID counterpart would be on the receiving end of multiple requests for our services that would require regular review, prioritization, and recalibration to ensure optimal conditions for delivery. Overall, a more focused scope of work for Task 4 from the outset would have resulted in smoother delivery of technical assistance.

***Best practice: Working across tasks and promoting synergies within CK2C enhanced project output and outreach.*** From the start, Task 4 sought to maximize opportunities for synergies across other CK2C tasks. Task 4 used FRAMEweb, managed by Task 2, extensively to promote activities, share lessons learned and technical tools and engage in dialogue with field practitioners. Creating CoPs for several

communities, including the Biodiversity team (subsequently, the FAB Office), Seminar Series and SCAPES learning meant that community members had a place to go to find relevant materials and seek exchanges. Task 4 also used FRAMEweb to seek feedback from public stakeholders on the initial draft of the Biodiversity Policy.

As noted earlier in the Task 1 chapter, participation in CoPs could be improved with an enhanced incentive structure that would further engage interested, yet otherwise busy, individuals. The SCAPES learning communities on FRAMEweb saw reasonable traffic, especially after annual meetings when presentations and resource materials were posted. Further, having a dedicated space for the NR governance tool and the climate change adaptation tool means both efforts will continue to engage users and evolve post-CK2C.

Additionally, Task 4 identified opportunities for the transfer of knowledge developed under Task 3's training component into the Biodiversity Handbook. This ensured the dissemination of a unified message for training participants and future Handbook users. Also, in support of Task 1 stocktaking efforts, Task 4 provided support and funds to several efforts that included: creating videos from a high-level CBNRM workshop for use on USAID's YouTube site; field testing a stocktaking guide in Malawi; and publishing the stocktaking guide for public release.

## RECOMMENDATIONS

### Communications

***Enable a USAID staff member to focus solely on the advancement of communication priorities without having to manage other commitments.*** CK2C worked well with an activity manager who focused largely on communications. However, a dedicated USAID staff member that focuses exclusively on communications initiatives without the burden of other assignments would ensure that these needs are articulated and addressed in a timely fashion. Further, with a greater ability to focus on communications work, a dedicated resource could facilitate the development of an even larger number of publication products and reach a wider audience, thus fully leveraging what a support contract can offer.

***Couch communications efforts in a well-crafted strategy.*** The FAB Office's recent activity regarding a communications strategy indicates that it will move forward with a well-conceived implementation plan that places relevant communications in a more structured framework. This will ensure that the FAB Office advances the aspirations of the Biodiversity Policy and engages internal and external stakeholders with relevant materials and engaged outreach.

### SCAPES Learning

***Continue testing and promoting the SCAPES NR Governance tool.*** It would be useful to dedicate some resources in a follow-on program to support a fresh round of field tests of the SCAPES NR Governance tool. Another consideration would be to dedicate resources to a comparative field test where two governance assessment tools are selected and applied in a given landscape or site. Further engagement through a moderated discussion on the CoP would be useful to stimulate discussion and eventual testing, and uptake outside of the SCAPES partners.

***Continue testing and promoting the SCAPES CCA tool.*** It is critical for USAID to continue support to the CCA tool. Now in a beta testing stage, the tool could be tested in a number of program sites and revisions made based on user feedback. Once field tests are performed and the tool is updated, tool owners should proceed with a marketing plan that promotes the tool in relevant climate, conservation and

development fora. It would be ideal if a follow-on contract can continue to support the tool testing and refinement for up to a year. At that point, SCAPES will have concluded and partners may wish to integrate the tool as part of their ongoing programs and continue to advance it within the conservation and development community.

#### **Program Design**

*Promote synergies through an integrated support contract.* CK2C covered a wide range of topics and technical areas. While team members worked to promote synergies across tasks and activities, it was not as seamless as it could have been if there had been a slightly different program structure. Perhaps future programming could focus on fewer technical tasks (e.g., limit the tasks to training and technical excellence) and have communications and knowledge management feature across the program as cross-cutting themes.

# 6. SYNTHESIS AND CONCLUSION

Throughout its 6 years, the CK2C program was able to produce many significant results and impacts via a range of environmental sector activities. Several of these impacts were generated across tasks, the notable example being the strong linkage between the CBNRM stocktakings and associated CoPs. Additional impacts under Task 1 included internalization and replication of the stocktaking methodology for CBNRM practitioners and programs: national CBNRM forums in several southern African countries plan to use the technique bi-annually to update “state-of-the-art” reports, and the NORAD-funded CBNRM capacity building program planned to apply the assessment methodology in Tanzania. The stocktaking methodology is also poised to be utilized by NRM practitioners worldwide through the publication and promotion of the Stocktaking Guide, version 1.0.

Task 2 successfully shepherded FRAMEweb into the social media era. Employing a redesigned, user friendly platform, the site proved to be a cost effective tool to foster south-south environment and development exchanges among practitioners. Over 150 discussions on environmental themes and best NRM practices among over 30 countries were recorded during the life of the CK2C program. Task 2 also refined and improved the utilization of new communication tools – such as webinars – to enhance the dialog on NRM issues. For example, one engaging webinar attracted 64 virtual participants from 12 countries.

The Environment and Natural Resource Management Learning Initiative pioneered under CK2C’s Task 3 offered an array of stimulating learning and training opportunities for USAID staff. The Task 3 team meticulously developed 9 high-quality courses that were delivered over 35 times during CK2C’s 6 years. Over 85% of participants reported using concepts learned during training, subsequently, in their day-to-day jobs.

CK2C’s support to USAID’s FAB Office spanned a range of initiatives and activities and produced noteworthy outputs. The Biodiversity Handbook promises to be utilized by a range of USAID staff as well as environment, NRM and development practitioners as they design and implement integrated conservation programs. Similarly, the NR governance tool developed by the SCAPES partners has been well received to date and has reinforced and elevated the importance of governance considerations to the conservation and NRM communities. The launch of the Biodiversity Policy will serve to highlight the importance of biodiversity for social and economic development.

Reflecting on 6 years of implementation, program staff identified a number of best practices and lessons. Overall, the themes and content are varied, reflecting the diverse nature of CK2C. Some of the more notable best practices and lessons included:

- Partnering with local organizations and champions was important for sustained uptake and advocacy (Task 1),
- Prolonged time in the field leads to high quality findings and subsequent dialog (Task 1),
- Investment in community facilitation, outreach and curating information was a key success factor (Task 2),
- CoP participation increases when discussion affects the day-to-day work of members and when reputable experts are involved (Task 2),

- A common understanding and consistent application of adult learning methodology and training team cohesion were success factors for the ENRM-LI (Task 3),
- An integrated approach to course development, utilizing expertise from four USAID Offices, produced high quality training materials that have only needed minor updates and revisions during CK2C's 6 years (Task 3),
- Early and frequent engagement of partners led to improved buy-in and commitment and produced high-quality learning products (Task 4), and
- Working across tasks enhanced CK2C program outputs and outreach (Task 4).

Similarly, the recommendations for future initiatives, programs, projects and activities similar to those undertaken by CK2C tended to be varied and specific. Some of the highlights included:

- Augmenting linkages to USAID Missions and government decision- and policy-makers,
- Integrating FRAMEweb into KM strategies and using it as a tool to enhance USAID Forward,
- Protecting the investment in FRAMEweb, especially its strong and diverse audience, and its depth of content and knowledge,
- Continuing to explore online learning tools and platforms,
- Updating the learning and needs assessment (in keeping with the lesson on the importance of knowing one's audience), and
- Using a more integrated program structure to enhance synergies among tasks: focus on fewer technical tasks and activities and promote communications and KM as cross-cutting components.

Overall, the CK2C program demonstrated that significant environment and development results and impacts can be produced via a dedicated and enthusiastic staff, as well as robust partnerships with local and international actors, and teamwork with USAID counterparts and staff. The relevancy of the program's activities have also been confirmed through strong engagement and interest by a large swath of NRM, biodiversity conservation, environmental and development practitioners, professionals, communities and audiences. CK2C has left a strong foundation of assessment and learning methodologies, online platforms, and communication and knowledge products upon which future environment and development programs can build.

# ANNEXES

1. Competency-Building and Learning Path Process for USAID Water Staff and Competency-Building and Learning Needs Assessment Process for USAID Environmental Officers and Cooperating Country Staff Managing NRM portfolios
2. Survey Monkey Results, NRM/ENV & WASH Training Needs
3. List of USAID CK2C Trainers
4. ENRM-LI Monitoring and Evaluation Process

## ANNEX 1:

# PART 1: A COMPETENCY-BUILDING AND LEARNING PATH PROCESS FOR USAID WATER STAFF

### I. INTRODUCTION:

The primary objective of the CK2C Water Training Activity is to update and improve the technical skills, awareness and capacity of USAID staff managing Water Programs (Water; Water, Sanitation and Hygiene (WASH); Water Productivity and Water Resources Management).

This document describes the process to identify required competencies and learning path for staff managing Water Programs at USAID.

### II. OBJECTIVES OF THE COMPETENCY-BUILDING PROCESS:

The objectives of this process are to define: a) core technical and cross cutting competencies for USAID staff managing Water programs (including Water, WASH, Water Productivity and WRM); and b) a Learning Path (set of learning opportunities and curriculum) required to master identified competencies.

### III. COMPETENCY LEVEL WE ARE TRYING TO BUILD

Dreyfus and Dreyfus have introduced a rubric for the levels of competence in competency development. The levels are:

- Novice: Rule based behavior, strongly limited and inflexible
- Practitioner: Incorporates aspects of the situation and acts consciously from long term goals and plans
- Knowledgeable practitioner: Sees the situation as a whole and acts from personal conviction
- Expert: Has an intuitive understanding of the situation and zooms in on the central aspects, has a higher degree of competence, advances the standards and has an easy and creative way of doing things
- Maestro: Changes the history in a field by inventing and introducing radical innovations

*For our purposes, we will be focusing on the knowledgeable practitioner.*

#### Key Definitions:

**Competence** is a standardized requirement for an individual to properly perform a specific job. It encompasses a combination of knowledge, skills and behavior utilized to be effective or superior performer.

A person possesses a competence as long as specific skills, abilities, and knowledge enable him/her to perform effective action within a certain workplace environment.

#### What is a Learning Path?

Learning Path is composed of recommended core learning opportunities (courses or other learning events) and a list of elective learning opportunities meant to update and improve the technical skills, awareness and capacity of USAID staff

### IV. PROPOSED PROCESS FOR DEFINING COMPETENCIES AND LEARNING PATH:

#### 1. IDENTIFY TARGET POPULATION AND LEVEL(S) OF COMPETENCIES FOR DEVELOPMENT:

The CK2C Training Team will identify technical competencies and a learning path for USAID staff managing Water programs at a “Knowledgeable Practitioner” competence level. This program is not focusing on “professional competencies” (management and administrative competencies). The target population is about 100-150 USAID staff managing water programs in Washington, DC (All Pillar Bureaus – E3, GH, DCHA, FS - and All Regional Bureaus) and in the Field (at least 50-60 countries<sup>5</sup> with water programs). The target population should also include an even broader audience to include people in other sectors that are interested or need to know about water for whom the basic water courses might be appropriate.

## 2. DATA COLLECTION PROCESS:

The following process was conducted in 2012:

- a) **Identified top performers** (staff managing water programs at USAID): A group of 32 top performers were identified as models for what we would like others to achieve.
- b) **Identified practitioners that are managing water-related programs:** Practitioners provided information about needs, gaps and requirements for water staff managing water programs in the field.
- c) **Collected data from those top performers:** Using behavioral interviews with the sample selected in Item b, we identified knowledge, skills and behaviors required to be a good performer (at knowledgeable practitioner level) when managing Water Programs. Thirteen interviews were conducted.
- d) **Collected data through focus groups with practitioners from USAID HQ:** Conducted four focus groups with 13 participants to collect information regarding target population roles, responsibilities, skills and learning needs and behaviors required to manage Water programs.

## 3. DEVELOP COMPETENCIES:

- a) **Analyze Data:** CK2C and water team will analyze data collected from top performers and E3 practitioners to identify skills, behaviors and knowledge required to manage Water Programs in USAID.
- b) **Develop Competencies for Knowledgeable Practitioner:** CK2C and Water team staff will identify data in the report that can help to discern the knowledge and skills that distinguish between superior and average performance. With that information the team will produce the first draft of the Competencies required to manage Water Programs in USAID.
- c) **Validate Competencies:** The set of competencies are validated by asking E3 and Mission managers to review and approve them (perhaps the same people –top performers- interviewed, selected managers, and other external observers such as selected contractors).

## 4. DEFINE WATER LEARNING PATH

- a) **Determine concrete learning needs based on data analysis, interviews, focus groups and competencies:**  
Respond to the following questions:
  - What kind of learning does the selected population need to master proposed competencies to manage Water programs in USAID?
  - What are the gaps between core, desired competencies and current competence level?

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<sup>5</sup> This may vary from year to year.

**b) Propose learning opportunities to satisfy learning needs:**

- a. Review current learning opportunities (include different modes of learning – training, self-directed learning, e-learning, etc.)
- b. Propose a concrete learning path, identifying what learning opportunities already exist and what learning opportunities will need to be created.

**V. FINAL CORE COMPETENCIES AND PROPOSED LEARNING PLAN**

- Final document describing proposed competencies.
- Plan to develop recommended Learning Path.
- Recommendations and suggested next steps

**PART 2: A COMPETENCY-BUILDING AND LEARNING NEEDS ASSESSMENT PROCESS FOR USAID ENVIRONMENTAL OFFICERS AND COOPERATING COUNTRY STAFF MANAGING NRM PORTFOLIOS**

**I. INTRODUCTION:**

The primary objective of task 3 of Capitalizing Knowledge, Connecting Communities CK2C project is to update and improve the technical skills, awareness and capacity of USAID staff in core competencies in state-of-the-art natural resources management. The first step in accomplishing this task is to identify what the natural resources management core competencies for USAID staff are and what learning needs emerge from them.

This document describes the “Competency-Building and Learning Needs Assessment Process” that the CK2C Training Team is following to identify desired competencies and determine learning needs. These two components (competencies and learning needs) are the input for designing a learning plan.

**Objective of the Competency-Building and Learning Needs Assessment Process:**

The objective of this process is to define core technical competencies in natural resources management for USAID environment officers and identify learning needs based on core competencies.

**II. STRATEGY:**

- Use one assessment process to provide information for both core competencies and learning needs.
- Start the competency-building process focusing on staff that are new to managing environment programs for the Agency, example new staff (NEPs) and existing staff (FSOs, FSNs etc) new to managing environmental programs.
- Based on the experience with the first target population and the results of the learning needs assessment, the training team will decide on next steps of the competency-building process for other target populations. Initial projections estimate a total population of 250 to 300 environmental officers and FSNs.

**III. KEY DEFINITIONS:**

**1. Competence** is a standardized requirement for an individual to properly perform a specific job. It encompasses a combination of knowledge, skills and behavior utilized to be effective or superior performers.

A person possesses a competence as long as specific skills, abilities, and knowledge enable him/her to perform effective action within a certain workplace environment. Therefore, one might not lose knowledge, a skill, or an ability, but still lose a competence if what is needed to do a job well changes.

## 2. What is a Learning Needs Assessment?

It is a process that provides management and learning specialists with information about the current and the desired situation or status of the learner(s). The process will help to identify learning required to improve or acquire identified competencies and the best means and tools to promote that learning (training is one of those means).

## IV. WHAT KIND OF COMPETENCIES ARE WE TRYING TO BUILD?

Dreyfus and Dreyfus have introduced a language for the levels of competence in competence development. The levels are:

- Novice: Rule based behavior, strongly limited and inflexible
- Practitioner: Incorporates aspects of the situation and acts consciously from long term goals and plans
- Knowledgeable practitioner: Sees the situation as a whole and acts from personal conviction
- Expert: Has an intuitive understanding of the situation and zooms in on the central aspects, has a higher degree of competence, advances the standards and has an easy and creative way of doing things
- Maestro: Changes the history in a field by inventing and introducing radical innovations

## V. PROPOSED METHODOLOGY FOR COMPETENCY-BUILDING:

### 1. Identify jobs to be studied and level(s) of competencies we are building:

In this phase the training team needs to decide for what jobs or what target population we are trying to define core competencies.

The CK2C Training Team decided to start by designing a learning program aimed to bring all staff that are new to managing environment programs for the Agency to a “knowledgeable Practitioner” competence level in their “technical function”. This program is not focusing on “management and administrative competencies”.

2. **Identify top performers for the jobs selected:** Identify a group of top performers in the job to be studied. No more than 5 or 6 people that model what we would like others to achieve. (Done)
3. **Collect data from those top performers:** Behavioral interviews with the sample selected in Item. 3. (In progress)

Note - The team will need to:

- a) Prepare interview protocols for these interviews – in progress.
- b) Conduct interviews not focus groups –in progress.
- c) Decide if a survey is required

4. **Analyze Data and Develop a Competency Model:** in this stage all sources and methods are analyzed to identify the personality and skill competencies that distinguish between superior and average performance.
5. **Validate Competency Model:** This could be accomplished by asking managers and knowledgeable practitioners to validate proposed competencies (perhaps the same people –top performers- interviewed, selected managers, and other external observers such as selected contractors).

In the long term, competencies will be validated by training people in the competencies and observing/measuring performance improvement.

## VI. PROPOSED METHODOLOGY FOR LEARNING NEEDS ASSESSMENT:

### a) **Data analysis of:**

- Current survey data (in process)
- Competencies
- Validating competence interviews/focus groups

Respond to the following questions:

- What does the selected population need to reach the desired level of performance in specific jobs
- What are the gaps between core, desired competencies and current competence level?
- What are the preferred means for learning?

### b) **Description of learning needs**

- Specific learning needs based on data analysis

### c) **Assessment of current learning opportunities/means (including training) compared with learning needs assessment results.**

- Inventory and assessment of current training programs or available materials
- Inventory and assessment of information sharing opportunities

## VII. REPORT OF CORE COMPETENCIES FOR SELECTED TARGET POPULATION AND LEARNING ASSESSMENT

- Final list and detailed description of core competencies
- Clear description of learning needs
- Inventory and assessment of current learning opportunities
- Recommendations and suggested next steps

Note: Based on this report we will create a specific learning plan (curriculum) that will allow target population to achieve desired competence levels.

## ANNEX 2:

# SURVEY MONKEY RESULTS, NRM/ENV & WASH TRAINING NEEDS

## WASHINGTON AND FIELD ANSWERS COMBINED

### OVERVIEW

- 290 total survey responses were received. Of these, 260 respondents expressed some interest in either NRM/ENV or WASH training, or both. All analyses of response data exclude the ‘non-interested’ respondents from the pool (i.e., are based on a total of 260 rather than 290).
- Responses for NRM/ENV questions as well as WASH questions include both those indicating that they were only interested in one of these areas, as well as those who expressed interest in both.
- Separate analyses were conducted for all interested respondents, and separately for Washington-based versus field-based staff.
- Percentages answering for multiple choice questions are calculated based on the total answered that question only.

### SUMMARY OF FINDINGS

#### *Overall*

- Most respondents (68%) are interested in both NRM/ENV and WASH training, suggesting that many staff hold multiple and cross-cutting responsibilities in Missions and in Washington.
- Most respondents were field staff in Missions – 220 of 260 expressing interest in some kind of training (85% of the total).
- There is a very high demand for training in both the NRM/ENV and WASH sectors. A conservative estimate would be somewhere between 200-500 for NRM/ENV, and between 300 and 600 staff for WASH requesting such training, mostly in the field.<sup>6</sup>
- Current self-assessed skill levels were overall lower in the WASH area than in NRM/ENV (48.5% versus 30.3% rating themselves as having low or no level of knowledge/expertise, respectively).

#### *Technical content*

##### NRM/ENV

- In NRM/ENV, there was a generally high to very high level of interest in most topic areas within the sector. The highest scoring subsectors (combining those who answered “high” or “very high”) are: sustainable agriculture, climate change, and land tenure/property rights. Medium scoring sectors were pollution prevention, freshwater resources, and clean energy.
- The level of interest in cross-cutting approaches within NRM/ENV is very high – rating 85% (combined high and very high level of interest).

##### WASH

- The most interest (combined high or very high scores) was expressed for the rural water supply (82.2%) and rural sanitation (80.2%) subsectors, followed by hygiene (76.2%). Slightly lower levels of interest were expressed for training on urban water supply (64.3%) and urban sanitation (71.6%).

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<sup>6</sup> Estimate was derived by taking both low and average numbers within the answer ranges of the question on numbers interested, multiplied by the number of respondents.

## Training

- The most popular method to build capacity was in in-person course (80.3% of the total). Technical guides/manuals (59.5%) individualized technical assistance (55.4%), mentoring (54.7%) were also popular (combine high and very high interest scores).
- There was a good acceptance of possible “virtual” training opportunities, with 51.6% ranking this high or very high interest.
- Most people with interest in either NRM/ENV or WASH (or both) preferred courses either from 2-3 days (40.4%) or 4-6 days (38.8%) in length.
- The majority of respondents preferred courses that included their implementing partners for all or part of the time.

## SURVEY RESULTS

### WASHINGTON AND FIELD ANSWERS COMBINED

<b>Please indicate in which of the following general technical areas you have staff training needs (check all that apply):</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
*ONLY* Environment (ENV) or Natural Resources Management (NRM)	20.8%	54
*ONLY* Water Supply, Sanitation, and Hygiene (WASH)	18.5%	48
*BOTH* Environment/Natural Resources Management (ENV/NRM) and Water Supply, Sanitation, Hygiene (WASH)	60.8%	158
*NEITHER* Environment/Natural Resources Management (ENV/NRM) and Water Supply, Sanitation, Hygiene (WASH)	0.0%	0
<i>answered question</i>		<b>260</b>

<b>How would you rate your current level of knowledge/expertise in the Environment (ENV)/Natural Resources Management (NRM) sector?</b>				
<b>Answer Options</b>	<b>TOTAL Response Percent</b>	<b>Response Count (those answering "both")</b>	<b>Response Count (those answering "NRM only")</b>	<b>TOTAL</b>
High	26.4%	39	16	55

Medium	<b>43.3%</b>	<b>67</b>	<b>23</b>	<b>90</b>
Low	27.9%	44	14	58
None	2.4%	5	0	5
Comments		27	9	36
<i>answered question</i>		<b>155</b>	<b>53</b>	<b>208</b>

Number	Comments
1	I have worked in the field for many years, but I am interested in new and emerging trends like environmental services, carbon trading, climate change mitigation, etc.
2	Exposure successful methods used elsewhere is medium.
3	My expertise is mostly in technical and administrative monitoring of env/nrm projects.
4	I am a Democracy and Governance Officer but is the designated MEO. Mission has small number of technical staff and as such we are multi-functional. In addition, the Mission's does not have an Env or NRM program.
5	Unfortunately this area only comes up when we have targeted resources and so we cut our Environmental Officer (reported to me) a year ago. I have some basic understanding of the subject area.
6	I am at a small mission which focuses on health and education. I am somewhat knowledgeable about ENV/NRM issues as they pertain to these two sectors and Agency requirements to design and implement environmentally friendly projects.
7	Knowledge on NRM is site or region specific. We focus more on tropical forest environment.
8	As the Team Leader for Economic Growth, I have answered this question and will respond to others from the perspective of the Economic Growth Team, and not only as an individual.
9	Personal level. Mission staff level is much lower.
10	Knowledge of NRM/ENV issues is high, knowledge of how USAID implements and manages such projects is relatively low.
11	High on the Mission-level but rather medium in terms of the regional/border issues in Southeast Asia
12	Very high technical knowledge. Low understanding of USAID policy and approach to various issues.
13	I want to know more on Environmental Economics to rate projects in their cost effectiveness regard to the environment.
14	With a 20 years field experience in protected areas (national parks) management and planning.
15	Well-versed in practical aspects of CBNRM (wildlife/forestry), ecological monitoring, land-use planning and project management in these disciplines. Currently building my level of expertise in land tenure, property rights and economic valuation of natural resources. Would like further study/practical experience in these fields.
16	I have had some little training in Environmental Natural resources but none in Water and Sanitation.

<b>17</b>	I have limited (not professionally trained) knowledge on water on water but none on Natural Resource Management sector.
<b>18</b>	Based on my working experience and some academic training.
<b>19</b>	Mission has one USDH with backstop 10 - agriculture, but with academic training in environmental science issues. Mission has one senior FSN who serves as an agriculture/environment program analyst. No specific environment/NRM professional experience.
<b>20</b>	I would like to increase my knowledge on both NRM and ENV because these two are interrelated.
<b>21</b>	Disconnect here- my understanding is high, but our FSN employees are relatively new to USAID and need additional training opportunities.
<b>22</b>	PhD in Environmental Sciences; many years of water/wastewater project experience
<b>23</b>	My knowledge is mainly on environmental health (sanitation and hygiene issues) and not so much on natural resource management.
<b>24</b>	Aside from common knowledge and what I've read, I've never had any experience during my time at USAID in this sector.
<b>25</b>	well, I am not sure how you define these terms above but I would rather rate myself as between Medium and High depending on the knowledge of the different sub-sectors and my country, Morocco.
<b>26</b>	I am currently pursuing research in a Ph.D Program in Rural Urban Environmental Management (not in a timely manner).
<b>27</b>	Currently the Mission is not working in this area except for irrigation water users area. The mission doesn't plan to have NRM projects in the future either, therefore there is no huge need in knowledgeable experts.
<b>28</b>	Currently we have more staff with knowledge/expertise in water & sanitation compared to Env/NRM. There's only one FSN with Env/NRM expertise at the moment and he is retiring this year.
<b>29</b>	Being the Regional Environmental Advisor for USAID/SA and also being an Environmental Engineer by education, and formerly CTO for various NRM, Water and Energy programs, in which I am fairly exposed to such issues, it is safe to say that I have high knowledge of the issues.
<b>30</b>	Staff have different mixes of specific expertise but are typically in place for their technical skills. Updating on emerging trends, contextual knowledge, USAID-specific, and global trends (e.g., MDG) information is needed, however.
<b>31</b>	High in some parts of this sector but not all.
<b>32</b>	we do not have any specific expertise in the Environment/Natural Resources Management sector. We have technicians that have general knowledge in these sectors.
<b>33</b>	This varies among office staff in Mozambique. I previously worked for the Soil Conservation Service of USDA (2 years) and worked 7 years on the LAC environment team for USAID.
<b>34</b>	quite knowledgeable about some areas, no knowledge in others
<b>35</b>	water sanitation is a very important issue in El Salvador it cost more than 15 million annually in health
<b>36</b>	Training has been limited to compliance with USAID Environmental Regulations. No training has been received in the area of NRM.

**What technical areas within the ENV/NRM sector do you feel you need additional knowledge about to do your job effectively (check all that apply)?**

Answer Options	Very High Priority		High Priority		Medium Priority		Low Priority		No Interest		Response Count
Biodiversity	25	16.2%	55	<b>35.7%</b>	51	33.1%	35	22.7%	6	3.9%	129
Climate Change	39	25.3%	59	<b>38.3%</b>	57	37.0%	29	18.8%	5	3.2%	142
Forestry	23	14.9%	47	30.5%	57	<b>37.0%</b>	36	23.4%	8	5.2%	126
Freshwater Resources	32	20.8%	53	34.4%	57	<b>37.0%</b>	27	17.5%	7	4.5%	133
Coastal/Marine Resources	16	10.4%	43	27.9%	37	24.0%	46	<b>29.9%</b>	19	12.3%	122
Sustainable Agriculture	39	25.3%	62	<b>40.3%</b>	45	29.2%	23	14.9%	10	6.5%	136
Land and Resource Tenure / Property Rights	40	26.0%	54	<b>35.1%</b>	52	33.8%	25	16.2%	5	3.2%	132
Pollution / Waste Management	37	24.0%	51	33.1%	55	<b>35.7%</b>	36	23.4%	4	2.6%	142
Clean / Renewable Energy	37	24.0%	49	31.8%	53	<b>34.4%</b>	30	19.5%	6	3.9%	134
Cross-Sectoral/Interdisciplinary NRM (with DG, Health, Economic Growth, etc.)	60	39.0%	71	<b>46.1%</b>	35	22.7%	10	6.5%	4	2.6%	136
Other	4	2.6%	3	1.9%	0	0.0%	0	0.0%	7	4.5%	30
											<b>154</b>

**If there are any specific aspects of these topic areas that are of interest, please let us know!**

Number	(please specify)
1	Environmental services, carbon trading
2	community mobilization around water and sanitation matter

<b>3</b>	payments for environmental services
<b>4</b>	Market development and Financing of Clean Energy Technologies
<b>5</b>	Landscape Ecology
<b>6</b>	Economics of natural resource management
<b>7</b>	Environmental services payments, Reduced Impact Logging, social aspects of logging, land tenure in tropical forestry
<b>8</b>	Environment at the urban level; environmental awareness
	Access to markets for NR related products that are generated by local communities.
<b>9</b>	Policy development to foster local and regional markets for local produce.
<b>10</b>	Improved techniques for systematization of information in order to ensure an effective monitoring.
<b>11</b>	Collaborative Management Case Studies
<b>12</b>	municipal infrastructure as related to environment/nrm
<b>13</b>	Climate change is the biggest priority. Training in other areas and their links to climate change are also important.
<b>14</b>	There are a number on going projects/activities, these supports a lot on climate change mitigation/adaptation. how can we maximize that. .
<b>15</b>	It would be of interest to have an indepth knowledge in principles of intergrated water resources management and ecohydrology.
<b>16</b>	I am part of a Health Team in a USAID Mission
<b>17</b>	Wildlife / Species conservation
<b>18</b>	Planning for climate change adaptation and Carbon trading mechanisms under voluntary and compliance markets (CDM). Building support for land tenure & property rights into projcets -- getting the technical focus correct in Statements of Work & Program Descriptions; defining appropriate indicators.
<b>19</b>	Cross-sectoral work is essential in the Middle East; include a heavy dose of impacts from political patronage and potential political stability repercussions on management decision making.

<b>20</b>	Actual examples cross-sectoral projects that have been implemented. Copies of SOWs would be useful and would a compilation of lessons learned.
<b>21</b>	I am interested in looking at biodiversity and freshwater resources and how they can be integrated from a transboundary point of view
<b>22</b>	Creating integrated programming for NRM and agriculture/private enterprise.
<b>23</b>	Sustainable management of tropical rainforests
<b>24</b>	Integrated Water Resources Management + How to improve the capacity of those working in the field of irrigation management to use participatory management methods as a part of irrigation reforms. Be introduced to diverse experiences of other nations in the world in Participatory Irrigation Management.
<b>25</b>	need access to latest thinking and lesson learned across all topics
<b>26</b>	All technical areas above mentioned are very important to me to carry out my job as CTO for several agricultural and forestry project as well as my position as MEO.
<b>27</b>	The interest would be greater if this was targeting our FSN employees.
<b>28</b>	With DG and EG in particular.
<b>29</b>	How to minimize harm to the environment when dealing with HIV/AIDS programs that work in clinics, generate waste, and are still struggling with proper disposal technologies
<b>30</b>	Linkages between Population, Health and Environment
<b>31</b>	The 'carrying capacity' of coastal zones earmarked for critical development.
<b>32</b>	Disposal of obsolete agricultural chemicals
<b>33</b>	Nexus between energy production and environment (e.g., natural resource conservation, pollution). Cost/benefits/tradeoffs/advantages of economic growth (esp. from increased energy availability) and natural resource depletion.
<b>34</b>	Linkage with Climate Change adaptation and disaster mitigation
<b>35</b>	I am particularly interested on the design of programs in these sectors that I checked as very High and high priority.
<b>36</b>	Implications of urbanization on resource extraction and management
<b>37</b>	Fisheries management

<b>38</b>	Note: a different Mission office supports the tourism sector which also deals with biodiversity conservation.
<b>39</b>	Comment - the responses above are in relation to areas I would like to strengthen (personally) - ie., while I have a strong background in forestry, biodiv, climate change and sus. ag. - I could use additional info on the medium and high priority areas.
<b>40</b>	Also sustainable exploitation of said nat resources, e.g., tree planting for watershed management and productive livelihood. Especially practical applications for poorest communities/farmers and sensible indicators for partner M&E systems.
<b>41</b>	prevention of industrial & domestic pollution to rivers and water bodies

<b>What tools and approaches in the ENV/NRM sector do you need additional knowledge about or improved skills in to do your job effectively (check all that apply)?</b>											
<b>Governance Approaches</b>											
<b>Answer Options</b>	<b>Very High priority</b>		<b>High priority</b>		<b>Medium priority</b>		<b>Low priority</b>		<b>No interest</b>		<b>Response Count</b>
Stakeholder Participation/ Community Organization / Civil Society Strengthening	54	27.6%	67	<b>34.2%</b>	63	32.1%	10	5.1%	2	1.0%	196
Community Based Management Approaches (including CBNRM and co-management)	58	29.6%	80	<b>40.8%</b>	44	22.4%	11	5.6%	1	0.5%	194
Policy and Legal Reform / Enabling Environment	56	28.6%	80	<b>40.8%</b>	41	20.9%	12	6.1%	0	0.0%	189
Other	7	<b>3.6%</b>	7	3.6%	0	0.0%	1	0.5%	6	3.1%	21
										(please specify)	18
										<i>answered question</i>	<b>196</b>

Number	(please specify)
1	Program design for the largest impact. How to influence national level programs and assure sustainability.
2	Conservation Financing
3	Advocacy
4	financing, public-private partnerships related to env/nrm
5	Use of GDA and DCA mechanisms in water and sanitation activities.
6	To learn from international experience where Participatory Irrigation Management is being promoted + to learn about the different dimensions of water users associations + Capacity building for the sustainability of water user associations (how to keep these associations sustainable after establishment).
7	especially in fragile or post-conflict environments
8	How to reach out to the government to take on greater responsibility for environmental protection
9	Research to inform policy
10	Governance is at the heart of all problems Morocco is facing in NRM/ENV
11	Cleaner Production - Incentives
12	tools for assisting planners/policy makers to weight the costs and benefits, advantages and disadvantages, of resource use/conservation, regulation, waste control (solid and sanitary).
13	environmental impact assesment
14	labor intensive public works including infrastucture such as roads, minidams, water harvesting, terracing, - design and planning
15	Linking larger security/OMA issues with NRM issues

<b>16</b>	Financing Mechanisms
<b>17</b>	interested in any governance issues related to energy (including household energy production, such as charcoal), or energy as an enabling element (i.e., energy needed to pump/treat water, dry crops, etc)
<b>18</b>	Public-Private participation is essential to ensure adequate funding and programs and that private sector bring in innovative and efficient approaches to the problems

<b>Financial Approaches</b>											
<b>Answer Options</b>	<b>Very High priority</b>		<b>High priority</b>		<b>Medium priority</b>		<b>Low priority</b>		<b>No interest</b>		<b>Response Count</b>
Sustainable Enterprise Development (including sustainable tourism, product green certification, non-timber forest products, etc.)	55	26.8%	65	<b>31.7%</b>	46	22.4%	17	8.3%	5	2.4%	188
Credit (including loan guarantees/DCA, microfinancing, microcredit)	41	20.0%	62	<b>30.2%</b>	51	24.9%	24	11.7%	4	2.0%	182
Payment for Environmental Services (including carbon credits, watershed management fees, conservation easements, bioprospecting fees, etc.)	54	26.3%	63	<b>30.7%</b>	51	24.9%	21	10.2%	5	2.4%	194
Debt-for-Nature Swaps (including TCFA)	23	11.2%	36	17.6%	68	<b>33.2%</b>	35	17.1%	8	3.9%	170
Public-Private Partnerships	56	27.3%	86	<b>42.0%</b>	42	20.5%	9	4.4%	1	0.5%	194
Other	2	1.0%	0	0.0%	1	0.5%	0	0.0%	7	<b>3.4%</b>	10
(please specify)											4
<i>answered question</i>											<b>205</b>

<b>Number</b>	<b>(please specify)</b>
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<b>1</b>	This knowledge would help to assist partners desmystify those subjects. What is new that would encourage grantees to improve their skills to build capacity in their organizations?
<b>2</b>	Stakeholder Capacity Building
<b>3</b>	Water Pricing/Cost Sharing/Cost Recovery
<b>4</b>	I don't know what a "Debt-for-Nature Swaps (including TCFA)" is??

<b>Technical Approaches</b>											
<b>Answer Options</b>	<b>Very High priority</b>		<b>High priority</b>		<b>Medium priority</b>		<b>Low priority</b>		<b>No interest</b>		<b>Response Count</b>
	Information Management Systems / Mapping / Geographic Information Systems (GIS)	33	16.1%	66	<b>32.2%</b>	55	26.8%	36	17.6%	3	
Environmental Technology Transfer	28	13.7%	55	26.8%	62	<b>30.2%</b>	37	18.0%	5	2.4%	187
Environmental Management Systems (EMS) / Audits	30	14.6%	51	24.9%	64	<b>31.2%</b>	42	20.5%	7	3.4%	194
Other	0	0.0%	1	0.5%	0	0.0%	0	0.0%	6	<b>2.9%</b>	7
(please specify)											6
<i>answered question</i>											<b>205</b>

<b>Number</b>	<b>(please specify)</b>
<b>1</b>	I do not deal with it directly, but it is an issue that should also be taken into consideration during the monitoring exercise.
<b>2</b>	Technology Transfer in the management of water resources.

<b>3</b>	Simple technologies suitable and applicable for community based/participatory activities
<b>4</b>	I would greatly appreciate having a course on GIS. This is something that I am in great need for.
<b>5</b>	how to actually establish an EMS by specific sector for small scale development projects, including relevant monitoring indicators for output and impact.
<b>6</b>	Impact Monitoring and Evaluation of technical approaches and documentation of successful as well as unsuccessful public-private partnerships, if any.

<b>Cross-cutting Tools</b>											
<b>Answer Options</b>	<b>Very High priority</b>		<b>High priority</b>		<b>Medium priority</b>		<b>Low priority</b>		<b>No interest</b>		<b>Response Count</b>
Program Design	47	23.2%	78	<b>38.4%</b>	48	23.6%	8	3.9%	1	0.5%	182
Program Monitoring and Evaluation (including indicators and PMP Development)	49	24.1%	89	<b>43.8%</b>	48	23.6%	9	4.4%	2	1.0%	197
Education, Communication, and Outreach	27	13.3%	50	24.6%	78	<b>38.4%</b>	23	11.3%	1	0.5%	179
Gender Mainstreaming	19	9.4%	42	20.7%	84	<b>41.4%</b>	31	15.3%	3	1.5%	179
Environmental Impact Assessments - Regulation 216	35	17.2%	68	<b>33.5%</b>	57	28.1%	25	12.3%	4	2.0%	189
Public-Private Alliance Building	48	23.6%	77	<b>37.9%</b>	45	22.2%	13	6.4%	2	1.0%	185
Earmark Clarification and Application	26	12.8%	48	23.6%	66	<b>32.5%</b>	25	12.3%	7	3.4%	172
Reporting (Biodiversity, GCC, Water)	34	16.7%	50	24.6%	55	<b>27.1%</b>	35	17.2%	4	2.0%	178
NRM/ENV and the Foreign	22	10.8%	45	22.2%	46	<b>22.7%</b>	19	9.4%	11	5.4%	143

Assistance Framework												
Other	3	1.5%	1	0.5%	0	0.0%	1	0.5%	3	1.5%	8	
<i>answered question</i>											203	

Number	(please specify)
1	The low priority 'ticks' are not because they are unimportant. Rather, feel I'm well-versed and perform competently in these areas.
2	especially for conflict and fragile environments
3	It would be good to know how NRM funding decisions are made, including the role of the bureaus and of F.
4	Biotechnology and Biosafety issues
5	Integrated pest management
6	Population Health and Environment linkages

In your opinion, how many people in your Operating Unit would be interested in some type of ENV/NRM training?		
Answer Options	Response Percent	Response Count
0	0.0%	0
1 to 2	42.9%	91
3 to 5	37.7%	74
more than 5	19.5%	39
Comments		14
<i>answered question</i>		218

Number	Comments
1	Both energy and environment programs
2	More than 5 if the training can be extended to implementing partners
3	I am currently in a Program Officer position, hence the lower number.
4	Health & Agric/Business teams would find training in Reg 216 of interest. We're just finalizing a major IEE for our OPH program. They have over 70 prime recipients and many more sub-awardees. A tremendous amount of responsibility will be placed on the health team for ensuring Envir Compliance.
5	our Mission is very small so it would be difficult to send more than one staff at the same time for the training but NVRM and ANV is a cross-cutting issue so all SO team should be given opportunity to attend the training.
6	We are trying to figure out how to work with our regional environmental officer to conduct a training for staff in Namibia. It would be even better if we could also get 1 person from AID/W or a CA that does this well
7	I manage two projects (biodiversity and coffee cooperatives) and would like to two people trained.
8	Thanks for giving us the opportunity to comment on the agency's training needs. And Happy New (and Clean!) Year 2008!
9	Members of staff of the OGD have reportedly received training in NRM/ENV.
10	I am currently rotating and unaware of other colleague's interests in ENV/NRM training,
11	If coordinated through the program office
12	Operating Unit in this case is a regional technical office
13	I think most would be interested in training that was targeted and beyond what we know ourselves; most likely this would involve energy and climate change
14	Due to our large infrastructure, energy & water programs in Afghanistan

**Please feel free to make any other comments and suggestions regarding your ENV/NRM training needs below.**

Answer Options	Response Count
<i>answered question</i>	55

Number	Response Text
1	No comments
2	More training opportunities are definitely needed to support field activities, understand new trends and opportunities, and to deal with high staff turnover.
3	I suggest that training courses take into consideration the diversity of countries USAID works in and the specific conditions of each country, in order to learn tools that can be as applicable as possible to our region and country of focus.
4	I just want to register my dissatisfaction regarding the great number of reporting demands from Washington that prevent us from performing our job, i.e. being in the field monitoring our projects, ensuring that activities are being implemented and duly registered to feed into USAID reports. Although we constantly update Washington, everytime one needs a piece of information he/she comes to us instead of looking for information available in annual reports, operational plans, GCC reports and so on.
5	I suggest to make it mandatory so I can participate, otherwise it will be difficult to justify it in front of my supervisors (lack of budget, few personnel taking care of the office etc etc).
6	This survey rocks Sharon!
7	I could be both a participant and a trainer depending on subject matter. As a participant I am most interested in climate change issues as well as tradeoffs between biofuels, carbon sequestration and other land uses that affect rural smallholders and forest users. I wonder if anyone is interested in cultural aspects of conservation relating to ways that different cultures we work in perceive nature, manage natural resources, and evolve with new constraints and opportunities.
8	COMpliance monitoring is a critical need.
9	ENV/NRM training needs include updating knowledge of best practices, lessons-learned from other programs, better understanding of the challenges and focus on USAID manageable interests.
10	Regulation 16 training is needed now. Forest and protected area management is another one.
11	make more experiential and based on practical concerns
12	interregional/border issues should be a priority in Southeast Asia (including China and India) in terms of wildlife trade, logging, mining, energy related extraction, indigenous peoples tenure rights over national sovereignty.  Conflict in NRM should also be included
13	Interested in such a training, but of course many variables, such as timing, length of training, supervisor approval, etc would be of most concern.
14	The MEO trainings are meant to familiarize on the REG 216, where as the Environmental sound design guidelines are for small scale activities. There is no higher level training for MEOs to expose/ equip with the current issues regarding the environment. Eg. Carbon trading,
15	My career goals are to integrate key socio-economic concepts and economic tools for managing natural resources and ecosystem conservation using interdisciplinary approaches and knowledge management to support broader community development efforts; and using mathematical modeling and ecohydrological principles to get an understanding of the interplay between biological and hydrological processes and the factors that regulate and shape them for efficient utilization of water resources in the overall sustainable ecosystem (landscape scale) and watershed management.
16	Great idea, as a new FSO I think it would be good to talk about the career options for BS-40 types given the current staffing pattern. I hope to get back to BS-40 work although the opportunities overseas seem

	a bit limiting and I am not sure that folks with BS-40 skills are given as much weight for general EG positions. I think it would be useful (at a given training/workshop) to discuss how BS-40 specialists fit into other EG backstops.
17	Generally, this is much needed training. I will probably be taking a management position that deals with water and environment issues and programming within the agency. While I have economic growth experience and experience in other sectors like energy, this training will be very valuable to me personally as I take on new responsibilities.
18	I am team leader of 3 FSN professionals focusing on Envir/NR Mgmt and Planning. I would like all to attend the 2-year certified educator course in Holistic Management. It's taught in modules, requires practical application, a learning contract and the 'student' works w/a 'mentor'. The training is offered by 'Holistic Management, Int'l' (based in Albuquerque), but the training in Africa is coordinated by the African Center for Holistic Management (Zimbabwe), with practical work in Kenya.
19	A class-room type training plus a site visit will be a perfect module.
20	Need for integration and cross-training between Ag, FFP, EG, DG, and HLT staff on ENV/NRM, especially those of us in the field.
21	Environmental impact assessment Impact of climate change on the environment
22	The topics are complementary to "core" ones more directly related to health. My interest in ENV/WASH comes from the transdisciplinary character of many approaches to infectious diseases control
23	Multidisciplinary approaches are required but they in turn are hampered by the stovepipe characteristics of USAID Mission structures. New methods are needed for procuring services to work across stovepipes are needed. Why? Because budgets are allocated by SO (stovepipe) and accounting for the funds is difficult when an implementer is working across the boundaries. My vision, for now, is a mechanism whereby an implementer majordomo has overall management responsibility and has the duty to assign task orders, if you will, to other implementers for individual deliverables. Deliverables could be within the boundaries defined by a stovepipe or could slop across boundaries. There needs to be an understanding and acceptance of a master CTO from one SO with assistant CTO's from other SOs who manage task orders as appropriate to their discipline. We work in water and environment but see increasing needs under the economic opportunities and social sectors SOs for water and environment components to programs.
24	I believe that Geographic Information systems need more Emphasis
25	I am Mission's Deputy Environmental Officer and did not receive any formal training on Regulation 216.
26	I feel that here in Southern Africa ENV/NRM issues take a back seat to other sectors while without water none of the other sectors will be able to grow. I would like to see countries in the region have the capability to report honestly on water resources so that informed decisions can be made about how to invest in new water infrastructure as well as inform best management options. What I see is a lot of lip service from water departments on the "need" to conserve water but no one really having the political will to do so.
27	Design programs that provides tangible incentives to the local communities for NRM. What ever actions proposed, should benefit the community members. Incentives could be income generating activities. For instance, tree planting exercises which will hold up the land for a number years should have alternative livelihood for the community members
28	These are very important and timely issues that affect both developed and developing countries. The dangerous situation that world is facing regarding the changing environment and depleting fresh water resource need urgent solution that needs multisectoral approach that needs skilled professionals for program design, implementation and monitoring with impact assessment.
29	It would be good to include trade and markets perspectives for poor communities and rural development.
30	None
31	NRM/ENV and Foreign Assistance is an important area that needs to be addressed urgently owing to the fact that a lot of the old SOs have been phased into the new OP process.
32	PEPFAR Focus countries need extra attention on blood and injection safety and waste management

33	I wish that courses be conducted in Egypt and Europe because I am so much willing to attend these courses that I mentioned in the survey and in the same time I cannot go to the U.S. as I can't fly for long distances.
34	I hope any major training in ENV/NRM would be held in the summer to allow USDHs working overseas to participate. For many of us OE-funded people, it is difficult to get to Washington or even travel outside of our country in the region for training. Sometimes it is easier to couple the training with R&R or Home Leave when we are in the States so that it is more affordable for Missions. Often training is scheduled in the first quarter of the FY when there is a CR and I have no idea who can travel at that time. At any rate, travel is easier in the summer when people can do it in conjunction with vacation.
35	It is very difficult to get USAID professionals excited about NRM/ENV while Agency management through their funding decisions clearly indicates this sector is not a priority.
36	of course, who would pay and if the course/training could come to missions would make or break this initiative. Of course, delivery in missions as preferred and most cost efficient and feasible for us. thanks
37	I have no other comments to make. My only concern is that environmental issues are not given high priority attention as compared to other issues such as HIV/AIDS.
38	<p>There definitely will be a need for environmental training and environmental focus in the Mission given:</p> <ul style="list-style-type: none"> <li>a) the reports emanating from the recent Environmental Conference held in late 2007; which attracted 'worldwide' interest and participation; and</li> <li>b) the current effects of global warming which all nations are experiencing.</li> </ul> <p>In my opinion, environmental programs will loom large, in the not too distant future, in the USAID's portfolio worldwide.</p>
39	Fight to get more unearmarked resources for the ENV/NRM sector. We need to demonstrate better the economic value of ecological services to society by focusing on the Economic Growth (ala Stern's GCC analysis), Health and Civil Society sides of the equation, and lessen the perception that doing green work is nice and fluffy, but not instrumental to achieving a better, more prosperous world. Money to promote Environmental Equity needs to surface in Development Assistance resource planning, and staff need to know more about Env. Equity, and what it means to have a large percentage of an industrialized nation's population living in unsuitable, unhealthy conditions.
40	Since I finish my work with the mission at the end of the month, my responses have been based on the mission's program and activities being implemented as well as those planned for the future.
41	I think all CTOs need to take Reg. 216 training and on-hands examples.
42	I think the nexus between free trade and the environment could be an interesting issue to explore. Tied with that is the increased focus on enforcement and the use of voluntary mechanisms. Also, on the issue of water, not just access to water but sources of water pollution.
43	This approach to training should be useful to link USAID supported activities to the global activities in the sector.
44	The Mission has very limited training funds and almost none of the env/NRM will be approved by the training committee. Env/NRM is generally very low on the agenda so there are no projects in this area. Currently, only the Mission Environmental Officer has an interest in better understanding of all of the above in order to better do his work on biodiversity reports writing and Reg. 216 projects monitoring, plus 1-5 people in public-private alliance building mechanisms, credits and other economic growth basics.
45	Being in a field mission with a well functioning environment office, we still need training, especially for new FSN staff and for "emerging" issues such as climate change, however, I feel the need is even greater, albeit unrecognized, in mission managing NRM, Biodiversity, Fisheries, Ag, CRM, Energy etc. programs with no expertise in these areas on staff. I hope you directed this survey at those USAID individuals also.
46	What I need now is specialised or in-depth training in some of the technical areas, indicated as High Priority and Extremely high

47	The Agency is in need of Environmental and NRM specialists and officers. Meanwhile, I believe it is a no-brainer to provide training to those at the agency that lack environmental skillsets to be an effective CTO within the Environmental and NRM arena. This is becoming more than a necessity for the agency to enhance skills and knowledge of those who are in the environmental and NRM sectors, sometimes as CTO, but who lacks the necessary skill sets.
48	Presentation skills are a particular need. Our unit needs to be better at presenting ideas clearly, quickly tailoring information for different purposes/audiences, preparing high-quality presentation materials, English language writing, and logic.
49	-Given the shift in attention from NRM impacts to inputs and outputs, I would like to see more training on assessing and capitalizing on impacts produced by the Agency's past investments in NRM.  -Related to the above, I would like to see a session identifying and discussing NRM trends and impacts over the last 15 to 20 years. As a development Agency, I think that we spend less and less time discussing and learning from these trends and impacts. Making such a session part of the training program would strengthen EGAT's technical leadership role.
50	Sometimes it's difficult to attend trainings for OU staff (budget limitations.) If this training takes place, maybe hold various sessions regionally to allow as many as possible to benefit from it. It would be a great opportunity, we haven't had an in-depth comprehensive training in a long time. (for overseas staff).
51	Community participation and capacity building of local organizations for natural resources management are critical to the success of our environmental program. It would be very useful to have these organizations attending some ENV/NRM training sessions specifically designed for them. Such targeted audience, when trained, would make the dialog between PVOs and CBOs easier.  Thanks!
52	As mentioned earlier, energy and climate change-related training would be of interest. It would probably also be useful for us to learn about some of the community-based approaches taken to water/sanitation, and see if they could be applied to community-based energy projects.
53	Location where this training takes place is an important factor for our Operating Unit. I would suggest that some of these training programs be conducted in the Asia and Near East areas.
54	Environmental services, payment & compensation becomes an issue that we need to know and work in. Adaptation to Climate Change, tools and methodologies are increasingly important to react to the demands of partners, incl. state.
55	There needs to be a more consolidated effort by USAID/W to support a coordinated training in Water and Sanitation with regard to bringing together the various elements involved. The policy, and technical implications and the cross cutting programmatic issues are all important inputs to this training effort.  Thanks.

<b>How would you rate your current level of knowledge/expertise in the Water Supply/Sanitation/Hygiene (WASH) sector?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
High	8.6%	17
Medium	42.9%	85
Low	<b>46.5%</b>	92
None	2.0%	4
	Comments	15
	<i>answered question</i>	<b>198</b>

Number	Comments
1	I was a Wat/San Technician in the Peace Corps. I supervised latrine projects, gravity fed water system projects, hygiene education, and training for community water boards and plumbers. I am not an engineer. I've also trained other Volunteers in the same s
2	I am a civil engineer and have some background knowledge of water & sanitation
3	We are designing a municipal governance/infrastructure program that will emphasize water and sanitation projects.
4	We had a wastewater/water project that just finished in December.
5	I implemented several springs camping projects and participated in developing hygiene messages for people in rural area years ago.
6	My knowldge in this area is more between Medium amd High.
7	High technical understanding, but complete lack of consistnt guidance from USAID/W on priorities, approaches, funding, etc.
8	My knowledge on Water and sanitation is based on program management, and some from my Health professional background.
9	Our DG program is about to move into an agreement with SAG to provide TA in the Water supply/Sanitation sector. I would need to skill myself up for this.
10	I have only worked for three years in the Management of the Water Resources but I am so much interested in this field (although my 20+ previous years of experience were in the fields of water, wastewater and groundwater).
11	My knowledge about water supply/sanitation is very narrow.
12	Only the Food for Peace Officer works in this area, thus knowledge on general within the mission is inadequate.
13	the Mission is not involved with drinking water supply. Some of the sanitation/hygiene trainings are being provided by Health and Education office. Unfortunately, there are no Mission plans for more involvement with all of these issues, therefore no hug
14	Although I have low level expertise, my portfolio requires me to adress Water Supply and Sanitation issues in the mission.
15	This does not mean that further training is not required but on the contrary in order to upgrade skills and be more effective in a rapidly changing world.

**What technical areas within the Water Supply/Sanitation/Hygiene (WASH) sector do you feel you need additional knowledge about to do your job effectively? (check all that apply)**

Answer Options	Very High priority		High priority		Medium priority		Low priority		No interest		Response Count
Water Supply - Urban	33	21.9%	64	<b>42.4%</b>	51	33.8%	17	11.3%	6	4.0%	133
Water Supply - Rural	49	32.5%	75	<b>49.7%</b>	48	31.8%	13	8.6%	3	2.0%	144
Sanitation – Urban	46	30.5%	62	<b>41.1%</b>	43	28.5%	15	9.9%	5	3.3%	131
Sanitation – Rural	49	32.5%	72	<b>47.7%</b>	45	29.8%	16	10.6%	4	2.6%	141
Hygiene Practices and Behavior Change	49	32.5%	66	<b>43.7%</b>	37	24.5%	27	17.9%	5	3.3%	140
Other	3	2.0%	1	0.7%	2	1.3%	0	0.0%	3	2.0%	6
										(please specify)	3
										<i>answered question</i>	<b>151</b>

Number	Response Date	(please specify)
1	01/03/2008 09:23:00	Heating
1	12/14/2007 09:33:00	water safety
2	12/14/2007 10:53:00	Well and borehole management
3	01/08/2008 12:32:00	Best WASH approaches to reduce environmental impacts

**If there are any specific aspects of these topic areas that are of interest, please let us know!**

Answer Options	Response Count
	27
<i>answered question</i>	27

Number	Response Text
1	Development of government policy for water and sanitation.
2	I am currently not overseas yet, so don't know what my job will entail. The ratings are based on my level of expertise. I know most about rural water supply and sanitation. But the field has probably changed somewhat. I'm sure there would be new things to learn. Also, I am not as familiar with Water/San in the USAID context.
3	Building partnership/coalition around water as unifying theme for different sectors.
4	While not needed in my current position (we currently have no wat/san funding), the future potential of working in a program with water/hygeine components makes such training of interest.
5	Financing schemes for water and sanitation.
6	Dealing with a complex issue of conversion of ownership and management from centrally publicly managed water/sanitation entities to locally and privately managed companies.
7	Beacause rural water supply in developing countries is very basic and serves so many scattered communities, I am more interested in how to use USG funding in a more sustainable manner through financing infrastructure for larger urban populatins which have a higher sustainability factor and which system can be locally strengthened to then extend to scattered communities.
8	Others' experiences with using community volunteers (children, young people, mothers groups) as the vanguard in spreading hygiene and sanitation messages
9	What is USAID's contribution to these areas. Many of the rural aspects especially are well covered by other agencies...WSP, UNICEF, WHO. How will USAID engage with these much deeper programs?
10	Economic aspects of water supply and sanitation.
11	Ensuring that water conservation and water demand management programs and in general IWRM principles are incorporated into the overall plan when building new infrastructure and then actually monitored
12	The cross-cutting importance of water and sanitation
13	Appropriate technologies for rural communities
14	Sustainable use of water supply systems.
15	Water source protection (groundwater, surface water) -- best practices Biodigesters as a sanitation solution

<b>16</b>	rural water supply and sanitation continue to be a major challenge in South Africa.
<b>17</b>	dealing with the problem of sanitation in rural areas and the discharge of untreated wastewater in waterways.
<b>18</b>	access to lessons learned; urban-rural linkages
<b>19</b>	Rural Water Finance
<b>20</b>	Water supply in urban and rural areas
<b>21</b>	Target our FSN's and the interest in these topics would be greater.
<b>22</b>	I would like to see the Agency spend their scarce W/WW money in rural applications.
<b>23</b>	Municipal water supply and sanitation
<b>24</b>	Cross-cutting and linkage between WASH and other sectors (Env/NRM, health, EG, etc.)
<b>25</b>	Linkages with environmental services, especially upland watersheds and water supplies Feasibility (pros cons) of desalination
<b>26</b>	I would like to see a session that discusses the impacts of soil and water conservation (SWC) measures on ground water tables. I think that this "unintended" consequence of SWC has important implications for rural potable water supplies.
<b>27</b>	watershed management - ecological flows - hydrological monitoring

**What tools and approaches in the WASH sector do you need additional knowledge about or improved skills in to do your job effectively (check all that apply)?**

**Governance Approaches**

Answer Options	Very High priority		High priority		Medium priority		Low priority		No interest		Response Count
Stakeholder Participation/ Community Organization / Civil Society Strengthening	57	29.4%	67	<b>34.5%</b>	50	25.8%	15	7.7%	1	0.5%	190
Policy and Legal Reform / Enabling Environment	47	24.2%	75	<b>38.7%</b>	42	21.6%	17	8.8%	1	0.5%	182
Utility Reform/Corporatization	36	18.6%	52	<b>26.8%</b>	50	25.8%	29	14.9%	6	3.1%	173
Other	4	<b>2.1%</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4
(please specify)											6
<i>answered question</i>											<b>194</b>

Number	(please specify)
1	Lobbying tools using cost/benefit analysis.
2	Decentralization - pros and cons
3	system finance
4	especially conflict and fragile environments
5	Given the decline in water funding I think there is a lot more we could be doing with very little funding on utility reform and corporatization. I would like to see a short training course prepared on that particular subject.
6	-I would like to have a joint session with our DG colleagues on NRM as an effective driver in the democratization and governance process

<b>Financial Approaches</b>											
<b>Answer Options</b>	<b>Very High priority</b>		<b>High priority</b>		<b>Medium priority</b>		<b>Low priority</b>		<b>No interest</b>		<b>Response Count</b>
Credit / Loan Guarantees (e.g., DCA)	33	17.3%	60	<b>31.4%</b>	47	24.6%	20	10.5%	10	5.2%	170
Microfinancing	35	18.3%	53	27.7%	54	<b>28.3%</b>	22	11.5%	8	4.2%	172
Bond financing	24	12.6%	44	<b>23.0%</b>	43	22.5%	37	19.4%	10	5.2%	158
Revolving Funds (large)	22	11.5%	55	<b>28.8%</b>	53	27.7%	24	12.6%	12	6.3%	166
Public-Private Partnerships	51	26.7%	82	<b>42.9%</b>	35	18.3%	10	5.2%	3	1.6%	181
Entrepreneurial Approaches / Microenterprise	39	20.4%	65	<b>34.0%</b>	50	26.2%	16	8.4%	6	3.1%	176
Other	0	0.0%	1	0.5%	1	0.5%	0	0.0%	4	2.1%	6
(please specify)											3
<i>answered question</i>											<b>191</b>

<b>Number</b>	<b>(please specify)</b>
<b>1</b>	In addition to the "how to" portion of this training, I would like to see a session on successful and less successful case studies on building enterprise capacity at the community level. There have been some successes that are poorly appreciated and undercapitalized.
<b>2</b>	trust-funds
<b>3</b>	decentralized infrastructure sustainability and recovery of O&M costs

<b>Technical Approaches</b>						
<b>Answer Options</b>	<b>Very High priority</b>	<b>High priority</b>	<b>Medium priority</b>	<b>Low priority</b>	<b>No interest</b>	<b>Response Count</b>

Information Management Systems	27	14.2%	47	24.7%	65	<b>34.2%</b>	33	17.4%	3	1.6%	175
Utility Benchmarking	21	11.1%	47	24.7%	52	<b>27.4%</b>	33	17.4%	9	4.7%	162
Water Supply Technologies	36	18.9%	69	<b>36.3%</b>	58	30.5%	11	5.8%	5	2.6%	179
Sanitation Technologies	44	23.2%	73	<b>38.4%</b>	49	25.8%	11	5.8%	5	2.6%	182
Point-of-Use Treatment Approaches	35	18.4%	76	<b>40.0%</b>	44	23.2%	14	7.4%	2	1.1%	171
Wastewater Treatment Technologies (small-scale)	45	23.7%	67	<b>35.3%</b>	53	27.9%	13	6.8%	6	3.2%	184
Other	1	0.5%	0	0.0%	2	1.1%	0	0.0%	3	1.6%	6
										(please specify)	3
										<b>answered question</b>	<b>190</b>

Number	Response Date	(please specify)
1	12/14/2007 02:06:00	Community Appropriate Technologies
2	01/08/2008 08:07:00	Social marketing for WASH
3	01/08/2008 19:13:00	a focus on small-scale, decentralized, post-conflict please!

### Cross-cutting Tools

Answer Options	Very High priority		High priority		Medium priority		Low priority		No interest		Response Count
Program Design	57	30.0%	69	<b>36.3%</b>	45	23.7%	10	5.3%	2	1.1%	183
Program Monitoring and Evaluation (including indicators and PMP Development)	51	26.8%	67	<b>35.3%</b>	46	24.2%	19	10.0%	1	0.5%	184
Education, Communication, and Outreach	35	18.4%	63	<b>33.2%</b>	52	27.4%	30	15.8%	1	0.5%	181
Gender Mainstreaming	22	11.6%	44	23.2%	70	<b>36.8%</b>	36	18.9%	2	1.1%	174
Environmental Impact Assessments - Regulation 216	40	21.1%	41	21.6%	59	<b>31.1%</b>	32	16.8%	6	3.2%	178

Public-Private Alliance Building	47	24.7%	68	<b>35.8%</b>	50	26.3%	11	5.8%	2	1.1%	178
Earmark Clarification and Application	31	16.3%	37	19.5%	53	<b>27.9%</b>	39	20.5%	7	3.7%	167
WASH and the Foreign Assistance Framework	29	15.3%	40	21.1%	59	<b>31.1%</b>	36	18.9%	7	3.7%	171
Other	0	0.0%	2	1.1%	0	0.0%	0	0.0%	2	1.1%	4
(please specify)											5
<i>answered question</i>											<b>190</b>

Number	(please specify)
1	Again, all my ratings are based on what I would consider my weaknesses-or areas where I have less experience. For example, I've been working with gender for the past 20 years. They are all important topics to know.
2	particularly the involvement of community and health facilities in monitoring and evaluating the health outcome impact of sanitation and hygiene interventions
1	These all are very relevant topics!!
2	Integrative approaches to program design (WASH,NRM, governance, etc)
3	-In order to help Missions develop more strategic programs, I would like to see a session on using the Results Framework as a program design tool.

Answer Options	Response Percent	Response Count
0	2.1%	4
1-2	55.0%	105
3-5	30.9%	59
more than 5	12.0%	23
Comments		5
<i>answered question</i>		191

Number	Comments
1	I can't comment at this time as I have not yet moved overseas.
2	including the participating country personal
3	Currently we are severely understaffed and planning to rectify this situation during 2008. Once staffed up, there will be training needs in this area.
4	I really cannot tell at this point in time.
5	not sure

Please feel free to make any other comments and suggestions regarding your WASH training needs below.	
Answer Options	Response Count
	31
<i>answered question</i>	31

Number	Response Text
1	Share best practices and/or lessons learned on water and sanitation projects in both rural and urban areas.
2	On-line training would be the most useful, as no one in the Mission has any funds or will receive time to travel for on-site training.
3	I personally am very interested in water/sanitation issues, and would enjoy the opportunity to increase my knowledge outside of the implementation of rural water and sanitation projects. I would be very interested in the management, operational, organizat
4	Thank you - No comments.
5	We do not put much emphasis on WASH probably due to lack of knowledge and skills in the area but its a very important areas that makes a lot of difference in the lives on people.
6	I have strong interest in learning about any Lobbying Tools that take into consideration cost/benefit analysis regarding WASH. I often hear about \$1 invested in WASH generates \$8-value results so I'd like to be able to elaborate more about it.
7	Staff involved with water and sanitation should have appropriate training that will allow them to function in their role covering what ever particular aspect of program or project that is being addressed by the Mission at the time. This runs the range of
8	Cannot specify in detail what training needs will be, but we do expect to be expending as much as \$10 m. annually for next few years on water system upgrading and institutional reform. We likely will hire an engineer who will know the technical aspects w

9	It will be useful if the WASH can be integrated to the broader health system strengthening approach. Due to human resources issue that public health systems are facing, an integrated approach of the WASH is important to promote.
10	n/a
11	Thanks for the survey. This is a critical area for USAID's investment.
12	I work in a poor country with bad hygiene. I need as training something appropriate for illiterate people either in sanitation or behavior change.
13	I would be much more interested in WASH training than ENV as presently a health officer and this one area we have yet to address.
14	Please consider Bangkok as a possible location for performing the training
15	My career goals are to integrate key socio-economic concepts and economic tools for managing natural resources and ecosystem conservation using interdisciplinary approaches and knowledge management to support broader community development efforts; and using mathematical modeling and ecohydrological principles to get an understanding of the interplay between biological and hydrological processes and the factors that regulate and shape them for efficient utilization of water resources in the overall sustainable ecosystem (landscape scale) and watershed management.
16	A class room-typed training plus a site visit will be an ideal module.
17	Same as above.
18	See comments in previous section. Need to learn how to effectively bring other SOs into our sector.
19	Mission has water, sanitation and hygiene promotion components in its health, education, earthquake reconstruction and Federally Administered Tribal Areas (FATA) Development Programs. Any formal online and/or class room training in these areas would be very useful in program design, implementation and monitoring and evaluation of these activities.
20	For water and sanitation it would be important to discuss how both affect EG and DG and other sectors.  Also, the importance of potable water not only for hygiene, but its importance for other health issues, such as nutrition, HIV/AIDS, ect.
21	Resources to provide WASH is a real need especially when Food Aid resources which have been the main provider is phasing out. Thus measures to source for alternate funding sources are very welcome. Ghana can meet the MDGs only when donor funds, which currently make up over 90% of the sector budget are sustained. Training on how to sustain community revolving funds for operations and management of the facilities will be needed
22	n
23	None
24	Monitoring and Evaluation tool and technologies in this area would be very helpful to learn
25	Water point-of use-is very important for PEPFAR Focus countries that fund ART.
26	If we are going to learn NRM and WASH it would be good to also learn how to integrate them both into field activities - that is, how do you build a project that has both NRM and WASH components.
27	We are so busy in our daily lives at work that we rarely have the time to read up and maintain current on key issues impacting our work. Continued training is essential to maintain our edge. I think not only access to water but water quality are going to continue to be important issues in the future.
28	Impact of water-sanitation infrastructure on health of urban poor. How can improvement in health of urban poor be tracked and related to improved water and sanitation services. How an integrated program can/should be designed to improve water-sanitation services with improved hygiene awareness and proper use of infrastructure provided.
29	The comments are same as for NRM: as there are no on-going projects in this area, practically nobody will be approved by the mission training committee for such a training. In general, the the Mission Environmental officer is interested more than anybody else in getting trained in all the above. Even for the MEO it will be difficult to get approval for funding.

30	Thanks for this opportunity!
31	My personal interest is in learning how to combine household-level water/hygiene and energy projects, so that they can leverage each other. Other people in the office will be interested in the regulation and management of water-related infrastructure.

<b>Have you used any USAID training course offerings *or* materials in either the Environment/Natural Resources Management or Water Supply/Sanitation/Hygiene sector in the past?</b>		
Answer Options	Response Percent	Response Count
Yes	48.0%	118
No	52.0%	128
<i>answered question</i>		246

<b>If so, please indicate which one(s) and how useful you found them (check all that apply)?</b>											
<b>Answer Options</b>	<b>Extremely useful</b>		<b>Very useful</b>		<b>Somewhat useful</b>		<b>Not useful</b>		<b>N/A</b>		<b>Response Count</b>
Reg. 216 Training	40	<b>34.2%</b>	37	31.6%	15	12.8%	0	0.0%	9	7.7%	101
Environmental Officers' Training / Conferences	32	<b>27.4%</b>	31	26.5%	6	5.1%	0	0.0%	22	18.8%	91
Agricultural Officers' Training / Conferences	4	3.4%	14	<b>12.0%</b>	9	7.7%	0	0.0%	46	39.3%	73
Agriculture/Environment/Natural Resources Management (AENRM) Training - 2005	8	6.8%	11	<b>9.4%</b>	8	6.8%	0	0.0%	46	39.3%	73
Health Officers' Conference / training	0	0.0%	2	<b>1.7%</b>	2	1.7%	0	0.0%	62	53.0%	66
Food for Peace Officers' Conference / training	3	2.6%	10	<b>8.5%</b>	2	1.7%	1	0.9%	54	46.2%	70
Global Climate Change Training Workshop	5	<b>4.3%</b>	5	4.3%	1	0.9%	2	1.7%	56	47.9%	69
Land Tenure and Property Rights Courses	3	2.6%	7	<b>6.0%</b>	2	1.7%	1	0.9%	57	48.7%	70
Geographic Information Systems (GIS)	2	1.7%	4	3.4%	6	<b>5.1%</b>	1	0.9%	55	47.0%	68
Sustainable Tourism Training	3	2.6%	4	<b>3.4%</b>	4	3.4%	2	1.7%	55	47.0%	68
Biodiversity Guide	11	9.4%	20	<b>17.1%</b>	10	8.5%	1	0.9%	32	27.4%	74
Adapting to Climate Variability and Change Guidance Manual	4	3.4%	10	<b>8.5%</b>	7	6.0%	1	0.9%	47	40.2%	69
Other	5	4.3%	2	1.7%	0	0.0%	1	0.9%	12	10.3%	20
<i>answered question</i>											<b>117</b>

<b>Number</b>	<b>Other (please specify)</b>
<b>1</b>	Payment for Environmental Services
<b>2</b>	I would have benefited from many of the courses listed, but was unaware of them being offered or unavailable.

<b>3</b>	Financing for water Infrastructure
<b>4</b>	DCA Training, Water utility reform training
<b>5</b>	"Making Cities Work: financing for Water infrastructure" + "Rural and Agricultural Finance "
<b>6</b>	Environmental Services; FRAME - Sustainable Agriculture and Biodiversity trianing
<b>7</b>	Research and technical articles and W/S Project evaluaitons
<b>8</b>	water infrastructure finance

**Which methodologies are you most interested in to help you and your staff build technical competencies (check all that apply)?**

Answer Options	Very High interest		High interest		Modest interest		Little interest		No interest		Response Count
Classroom-based training courses	75	32.2%	112	<b>48.1%</b>	39	16.7%	7	3.0%	0	0.0%	233
Distance/web-based learning	34	15.4%	80	<b>36.2%</b>	74	33.5%	27	12.2%	6	2.7%	221
Toolkits (web-based or print)	33	15.6%	93	<b>43.9%</b>	67	31.6%	13	6.1%	6	2.8%	212
Technical reading materials	26	11.8%	83	37.7%	84	<b>38.2%</b>	22	10.0%	5	2.3%	220
Agency guidance documents	38	17.8%	67	31.3%	84	<b>39.3%</b>	22	10.3%	3	1.4%	214
Mentoring opportunities	32	15.2%	83	<b>39.5%</b>	62	29.5%	26	12.4%	7	3.3%	210
Individualized technical assistance	37	18.0%	77	<b>37.4%</b>	65	31.6%	18	8.7%	9	4.4%	206
Other	2		1		0		0		7		10
(please specify)											9
<i>answered question</i>											<b>245</b>

Number	(please specify)
1	workshops
2	NB: We have no-zero-budget for training-related travel
3	Technical conferences and Workshops
4	Mentoring and Individual Technical Assistance would only be relevant if I were managing a Wat/San projects and needed to increase my capacity.
5	Case Studies and experiences exchange across countries
6	Also group works + individual exercises
7	Offer Agricultural Officers' Training / Conferences to Backstop 21 FSOs with Ag responsibilities in their portfolios.
8	We have a wealth of information and best practices developed. This information should be compiled on the internet.
9	field work practicums

For classroom-based training, what is your preferred length of technical training courses?		
Answer Options	Response Percent	Response Count
Half-day or less	2.9%	7
1 day	6.9%	17
2-3 days	40.4%	99
4-6 days	38.8%	95
more than a week	4.1%	10
Other (please specify)	6.9%	17
<i>answered question</i>		<b>245</b>

Number	Other (please specify)
1	Depends on the subject matter
2	Length of course should be determined by the number of topics to be covered, depth and what is expected out of the training.
3	Really not an option for field staff with no funding
4	4-6 days, but with appropriate field trips
5	should be at a Regional location, not Washington
6	Very subject and detail dependent; from an organizational constraint perspective one week is enough for one time.
7	Depends on the material to be covered.....
8	4 days with additional days for on-the-field training
9	no more than one week per course
10	1 day on a given topic, but multiple days if multiple areas are covered
11	2-3 days of classroom based training, 1 day case study, 1 day field based
12	depends on the subject and content
13	Depends on what information you need
14	Varies according to subject, 2-5 days typically, or a combination or sequential courses
15	Two or three half-days on consecutive days in a week
16	depends on the topic; 1-3 days
17	10 days

For classroom-based training, please indicate your preferred mix of participants:											
Answer Options	Very High interest		High interest		Modest interest		Little interest		No interest		Response Count
	USAID staff only for the entire course	25	14.7%	56	32.9%	69	<b>40.6%</b>	14	8.2%	6	
USAID staff together with outside partners for the entire course	62	27.9%	102	<b>45.9%</b>	44	19.8%	11	5.0%	3	1.4%	222
USAID staff only for part of the course, and outside participants included for part of the course	55	29.1%	70	<b>37.0%</b>	45	23.8%	12	6.3%	7	3.7%	189
										<i>answered question</i>	242

For classroom-based training, what is your preference for the location of training courses (check all that apply)?											
Answer Options	Very High interest		High interest		Modest interest		Little interest		No interest		Response Count
	Mission or other local site (no travel required)	58	29.1%	76	<b>38.2%</b>	47	23.6%	10	5.0%	8	
Other city within region (travel required)	56	25.2%	107	<b>48.2%</b>	34	15.3%	11	5.0%	14	6.3%	222
Washington, D.C.	37	17.6%	84	<b>40.0%</b>	61	29.0%	15	7.1%	13	6.2%	210
"Virtual" - online	28	14.1%	57	28.8%	62	<b>31.3%</b>	35	17.7%	16	8.1%	198
"Virtual" - video-conference	13	6.9%	41	21.8%	57	<b>30.3%</b>	45	23.9%	32	17.0%	188
Other	1		2		0		0		7		10
										(please specify)	7

Number	(please specify)
1	This trainings need to have participants from different Mission & Regions for knowledge share opportunities from peers.
2	Online would have to be self driven simply because to the time differences - i.e., everyone online at the same time would be difficult.
3	Please plan on-site case studies or experience sharing.
4	onlone training is good but as long as I am in the office, I am very busy and I can't just quit all what I have to do to work on the on line course.
5	I am not located at a Mission but if travel is possible think overseas venue is best
6	The question is really when, not where.
7	since I'm based in DC, I'd like it here, since it's too hard to get the ok to travel elsewhere

What are the biggest obstacles you face in getting the technical training you need (check all that apply)?											
Answer Options	Biggest obstacle		Significant obstacle		Moderate obstacle		Minor Obstacle		Not an Obstacle		Response Count
Lack of available training opportunities offered	51	22.2%	94	<b>40.9%</b>	65	28.3%	13	5.7%	7	3.0%	230
Lack of time to participate in training	40	18.1%	86	<b>38.9%</b>	68	30.8%	20	9.0%	7	3.2%	221
Lack of supervisor support to participate in training	15	7.1%	41	19.4%	34	16.1%	62	<b>29.4%</b>	59	28.0%	211
Lack of an Individual Development Plan (IDP) to identify and acquire necessary skills	11	5.4%	36	17.6%	40	19.5%	45	22.0%	73	35.6%	205
Limited OE funding (for travel to training)	71	33.3%	46	21.6%	28	13.1%	21	9.9%	47	22.1%	213

Limited program funding (for travel to training)	43	20.0%	48	22.3%	49	22.8%	30	14.0%	45	20.9%	215
Lack of equipment/technology (for virtual training)	11	5.6%	18	9.2%	44	22.6%	38	19.5%	84	43.1%	195
Other	2		2		1		0		8		13
										(please specify)	16
										<i>answered question</i>	<b>244</b>

Number	(please specify)
1	MTB is causing problems... we have a travel budget, but not all teams have the same level of funding available and in an attempt to ensure "equity", the Mission Director is not allowing teams with training and travel funds to participate in activities that other teams can't afford.
2	Key challenge is that I am in a BS-02 job, although I think my supervisor would support it if I knew several months in advance that the course was to be offered.
3	IDP does not help as they are often not followed
4	I have an OE shortage, my staff has a program funds shortage
5	Can't comment yet.
6	Though not connected legally (I think), the Mission balances the training budget to keep OE and Program funded training levels equal. I would like to see this link broken but have faced it to date at every post. FSN staff skill enhancement is impaired because of OE budgets for USDH training.
7	The reason we don't have more staff training is due to 'equity'. We have good levels of program resources for training. However, OE-funded personnel are constrained due to limitations in OE resources. Mission mgmt tries to provide training for all, but in doing so, limits training opps for program-funded staff to stave off feelings of envy & discontent among the OE-funded staff.
8	Course not perceived as relevant by supervisors
9	Lack of support by my OU's AA for approving non-Mission-support cost-shared travel.

<b>10</b>	In the mission we have a system of points where every office have access to a limited number of training points. These points are never sufficient for everybody to go to training courses outside the country. Inside the mission, no technical training is provided.
<b>11</b>	not able to get approval for travel if training not in DC
<b>12</b>	There is not a lot of emphasis on these program areas just now in the Mission and there does not appear to be any time soon. It is not an area of priority so there would be little interest in funding people to go to training, or even to participate in such programs over the web.
<b>13</b>	Conflicting training times/dates make it difficult to participate in other trainings offered at the same time.
<b>14</b>	How many people are dedicated to water and sanitation slots
<b>15</b>	not aware of any GCC-related training
<b>16</b>	Water, sanitation and hygiene to date is a small part of what I do. I would like it to be a bigger part, which depends on many factors, including detailed program planning now in process.

<b>Please indicate the type of USAID Operating Unit you belong to:</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Bilateral/Country Mission	68.0%	166
Regional Mission	13.9%	34
Pillar Bureau	13.1%	32
Regional Bureau	3.3%	8
Other (please specify)	1.6%	4
<i>answered question</i>		<b>244</b>

<b>Number</b>	<b>Other (please specify)</b>
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<b>1</b>	regional field OU
<b>2</b>	Moving from DC to a bilateral mission in January
<b>3</b>	Country Mission - no bilateral program
<b>4</b>	LAC/RSD/Environment

**If you work in a regional bureau or field mission, please tell us which region and country:**

Answer Options	Response Percent	Response Count
Africa (AFR)	36.3%	77
Asia/Near East (ANE)	29.7%	63
Europe and Eurasia (EE)	11.3%	24
Latin America / Caribbean (LAC)	22.6%	48
<i>answered question</i>		<b>212</b>
<i>skipped question</i>		<b>48</b>

<b>Mission Name:</b>	
Answer Options	Response Count
	57
<i>answered question</i>	<b>57</b>

Number	Response Text
1	usaid indonesia
2	Vietnam
3	USAID/ETHIOPIA
4	Zimbabwe
5	CAR
6	Kenya
7	USAID/WA
8	USAID/Brazil

<b>9</b>	USAID/Colombia
<b>10</b>	Ecuador
<b>11</b>	Washington
<b>12</b>	USAID Peru
<b>13</b>	Egypt in January
<b>14</b>	OMEP
<b>15</b>	Afghanistan
<b>16</b>	Cairo
<b>17</b>	Kenya
<b>18</b>	USAID/ Jordan
<b>19</b>	India
<b>20</b>	Guatemala
<b>21</b>	USAID/Namibia
<b>22</b>	USAID/Malawi
<b>23</b>	USAID MADAGASCAR
<b>24</b>	Senegal
<b>25</b>	Peru
<b>26</b>	Central Asian Republics/Kyrgyzstan
<b>27</b>	USAID - Kinshasa / Democratic Republic of Congo
<b>28</b>	Afghanistan
<b>29</b>	Madagascar
<b>30</b>	USAID/CAR Tajikistan Country Office
<b>31</b>	USAID/Lebanon
<b>32</b>	USAID/Panama
<b>33</b>	USAID/CAR
<b>34</b>	Mission to Ukraine, Moldova and Belarus
<b>35</b>	Ghana
<b>36</b>	Bangladesh

37	West Africa Regional Mission
38	Democratic Republic of Congo (DRC)
39	India
40	India
41	Jordan
42	USAID/India
43	Ethiopia
44	USAID/Malawi
45	USAID/Georgia
46	Sri Lanka
47	USAID/Ecuador
48	USAID/Guatemala
49	USAID/HAITI
50	USAID/Panama
51	Mozambique
52	USAID/Madagascar
53	USAID/Liberia
54	Ghana
55	Russia
56	USAID/Uganda
57	USAID Nepal

<b>If you work in a Pillar Bureau, what bureau do you work in?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
EGAT	64.3%	45
Global Health	20.0%	14
DCHA	11.4%	8
Other (please specify)	4.3%	3

<i>answered question</i>	<b>70</b>
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<b>Number</b>	<b>Other (please specify)</b>
<b>1</b>	Global Health NEP
<b>2</b>	Program development support & Environment
<b>3</b>	afr

<b>How many years have you been employed with USAID?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Less than 1 year	<i>6.2%</i>	15
1-3 years	<i>22.3%</i>	54
4-6 years	<i>25.6%</i>	62
7-9 years	<i>16.1%</i>	39
10 or more years	<i>29.8%</i>	72
<i>answered question</i>		<b>242</b>

<b>What is your employment status?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Foreign Service Officer (FSO)	<i>34.2%</i>	83
Foreign Service National (FSN)	<i>38.3%</i>	93
Personal Services Contractor (PSC)	<i>7.8%</i>	19
Third Country National (TCN)	<i>1.6%</i>	4
Foreign Service Limited (FSL)	<i>4.5%</i>	11
Fellow	<i>1.2%</i>	3

Participating Agency Service Agreement (PASA/RSSA)	8.2%	20
U.S. Direct Hire (USDH-GS)	3.3%	8
Other (please specify)	0.8%	2
<i>answered question</i>		<b>243</b>

<b>Number</b>	<b>Other (please specify)</b>
<b>1</b>	Institutional Contractor
<b>2</b>	Institutional Support Contract

<b>What sector/office are you assigned to?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Environment/NRM	25.5%	62
Agriculture	3.7%	9
Economic Growth	19.8%	48
Health	17.3%	42
Democracy/Governance	1.2%	3
Urban Programs	1.2%	3
Food For Peace	2.5%	6
Humanitarian Assistance	0.8%	2
Program Planning and Design	11.5%	28
General Development	5.8%	14
Front Office	1.6%	4
Other (please specify)	9.1%	22
<i>answered question</i>		<b>243</b>

<b>Number</b>	<b>Other (please specify)</b>
<b>1</b>	Executive Office
<b>2</b>	ofda water
<b>3</b>	Water and wastewater
<b>4</b>	Water and Environment
<b>5</b>	NRM/EG
<b>6</b>	Productive Sector Development (includes Environment, Agriculture and Water Resource Management)
<b>7</b>	Trade
<b>8</b>	water and infrastructure
<b>9</b>	Alternative Development (functions as Ag + Econ)
<b>10</b>	Program Office

11	Infrastructure, Engineering and Energy
12	As Country Officer in Tajikistan I'm a Supervisory Program Officer
13	It actually both Ag./NRM, but also EG.
14	Economic Growth and Democracy/Governance
15	and Trade
16	infrastructure
17	Environment and Water Resources
18	I am the Mission Environmental Officer for five countries ensuring Mission projects compliance with reg 216.
19	Should have allowed multiple entries. I am an environmental officer imbedded within an Economic Growth Office and also provide regional services
20	Energy and Environment
21	Infrastructure and engineering (kind of interesting it didn't even make your list)
22	environment

May we contact you to get additional information about your training needs or preferences?		
Answer Options	Response Percent	Response Count
Yes	72.3%	172
No	27.7%	66
Please provide your name and email address if you are willing to be contacted (NOTE: Your answers will remain anonymous if you choose this option):		130
<b>answered question</b>		<b>238</b>

<b>Number</b>	<b>Please provide your name and email address if you are willing to be contacted (NOTE: Your answers</b>
---------------	--

	<b>will remain anonymous if you choose this option):</b>
<b>1</b>	Barney Popkin, bpopkin@usaid.gov
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<b>8</b>	Jennifer Billings - jbillings@usaid.gov
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<b>24</b>	Mike McCord, Supervisory Program Officer

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<b>71</b>	Carolyn (Teddy) Bryan at <a href="mailto:cbryan@usaid.gov">cbryan@usaid.gov</a>
<b>72</b>	Please do, i will be happy to provide any additional feedback.

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<b>127</b>	Please contact technical officers who are closer to this material.
<b>128</b>	<a href="mailto:bnabirumbi@usaid.gov">bnabirumbi@usaid.gov</a>
<b>129</b>	<a href="mailto:sbamulesewa@usaid.gov">sbamulesewa@usaid.gov</a>
<b>130</b>	Linda Kentro, but do keep in mind that this is not yet an interest that I have requested approval on or that would be given high priority by others, for me. Nonetheless, I am Linda Kentro at <a href="mailto:Lkentro@usaid.gov">Lkentro@usaid.gov</a>

## **ANNEX 3:**

### **LIST OF USAID CK2C TRAINERS**

#### **USAID Trainers – Training of Trainers (TOT) participants:**

Hannah Fairbank, Diane Russell, Duane Muller, Sharon Murray, Andre Mershon, Megan Hill, Jenny Dato, Richard Volk, Barbara Best, Cynthia Gill, , Kathy Rostkowski, Olaf Zerbock, Eric Streed, Alicia Grimes, Jennifer Kane, Jesse Shapiro, Helen Petach, Katherine Beggs, David Kahler, Moffat Ngugi

**Other USAID Trainers:** Mary Rowen, Rachelle Rainey, Merri Weinger, Becky Chacko, Cynthia Brady

## **ANNEX 4:**

### **ENRM LEARNING INITIATIVE**

#### **MONITORING AND EVALUATION PROCESS**

##### Introduction

The main objective of the ENRM Learning Initiative (LI) monitoring and evaluation system is to determine the effectiveness of the training programs offered under the initiative. The overall effectiveness of the LI will be measured at three levels (following the work of Dr. Jim Kirkpatrick in training evaluation systems<sup>7</sup>):

- Level One - general satisfaction of the participants in the training programs
- Level Two - participant learning - knowledge acquisition and skills developed or improved
- Level Three - changes in behavior which refers in this case to the percentage of participants that are able to apply in their work one concept or skill received during a course.

CK2C has identified indicators for the overall ENRM-LI. This methodology describes indicators used to measure Kirkpatrick's first 3 levels of training evaluation for each course or learning event and describes methods to gather required data.

The CK2C PMP currently stipulates 2 impact and 2 performance indicators under Task 3. In addition, there are two customer satisfaction indicators (overall impact) directly linked to Task 3. This methodology approved by the CK2C Steering Committee in April 7, 2010 specifies ways to collect data so that it can be compiled and used to complement original PMP indicators and it will provide additional information to monitor progress and trends with regard to the ENRM-LI.

Data gathered and the M&E report with the analysis are tools for CK2C's ongoing adaptive management efforts and also provide input to continuous ENRM LI evolution.

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<sup>7</sup> Kirkpatrick, Donald L & Kirkpatrick, James D. Evaluating Training Programs. © 2006.

## The Methodology

### Level One – Evaluating Reaction

Level 1 evaluation is our measure of customer satisfaction. It provides information that can be used to improve the course or training program and it furnishes immediate feedback about the content, trainers and the logistics of the course. ENRM LI trainers inform trainees that their feedback is valuable and helps to shape future courses. Data is gathered by using course evaluation forms at the end of each training. During the first two deliveries of any course, this evaluation form is complemented by data gathered during the course through focus groups. (Annex 1- Sample of Applied ENRM Programming Course Evaluation Form).

#### **Indicator: (Task 3 customer satisfaction indicator in PMP):**

Percentage of trainees that rate CK2C training as good to excellent

#### Data gathering method:

- a. Evaluation Form. All evaluation forms will include the following question to measure the overall reaction towards the course:

Overall, how would you rate this course...?

<b>Excellent</b> 5	<b>Very good</b> 4	<b>Good</b> 3	<b>Fair</b> 2	<b>Poor</b> 1
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Quantifiable data about trainers and facilitators, facilities and logistics is also part of level one. In the evaluation form the following questions are included:

- 1) Course design and content (including flow of course, presentations, simulation & daily reflections)

Excellent	Very good	Good	Fair	Poor
5	4	3	2	1

#### Comments:

- 2) The course material was (binder with power points, resources, etc.)

Excellent	Very good	Good	Fair	Poor
5	4	3	2	1

#### Comments:

3) Trainers & Facilitator

Excellent	Very good	Good	Fair	Poor
5	4	3	2	1

Comments:

4) Logistical support and facilities

Excellent	Very good	Good	Fair	Poor
5	4	3	2	1

Comments:

5) What other comments do you have about the training?

- b. In addition to these level one data, ENRM LI gathers traditional data about the number of participants who have taken the courses, gender, number of modules and highlights the number of participants taking more than one course.

### Level Two – Evaluating Learning

Level 2 evaluation measures the extent to which participants have changed attitudes, improved knowledge and/or increased skills as a result of attending the course. It is a good way to also know how effective trainers are in focusing on “participant learning”.

The ENRM LI measures Level 2 in two ways:

1. Measuring the extent to which participants increase their skills or knowledge by meeting the course learning objectives. The ENRM LI courses are built to achieve specific “learner centered objectives” (competency linked).

**Indicator:** The percentage of participants that at the end of the course believe the training event helped them to meet the learning objectives, allowing them to apply or understand the approaches or models presented in the course.

Data Gathering method:

- Specific question about each learning objective in the course evaluation form applied at the end of the course. Participants are asked to rate using a scale from one to five, the degree to which the training helped them meet each proposed learning objective. This is one example.

**Objective 1:** Operationalize key Environment and Natural Resource Management concepts and approaches (integration, systems and sustainability) throughout the USAID program cycle, including: Assessment, Design, M&E and Adaptive Management and Implementation.

Successfully met				Not met
5	4	3	2	1

Comments:

- Measuring specific levels of knowledge acquired and skills developed, or improved, as a result of taking the course. Under CK2C, we only applied this method to the ENRM Overview Course. To do that on the four day of the training a test is applied. The test is anonymous; it looks like a game that uses a Turning Point Audience Response System. The questions of this test are linked to the course learning objectives.

**Indicator:** Percentage of participants that rate 80% or higher in the “test your knowledge” assessments applied at the end of the training event.

For the ENRM Foundations Course (DL), participants need to score 80% or higher to pass the course and receive a certificate.

CK2C tested during two years in the ENRM Overview Foundations Course (Distance Learning) the application of a pre and post-test. Each test had different questions and allowed participants to know if they improved their knowledge as a result of taking the course. The methodology was followed during 2 years and interrupted the last year of the project as the course became a standalone DL course.

### Level Three: Evaluating Behavior

Level three evaluation measures the change in job behavior or the application of course knowledge or skills that are attributable to a participant’s attendance in an ENRM training program. It responds to the question: what does happen when trainees leave the classroom and return to their jobs? And how much transfer of knowledge, skills and attitudes does occur?

It requires that external factors happen; for example trainees need to have the opportunity to apply the new knowledge or skills learned and believe in them. The CK2C team has discovered that in general participants are eager to apply what they learned and the main obstacles are the lack of opportunity to apply the learning in their current job or timing, among others. Questions that arise are: Do participants believe in the concept/principle learned? Can participants apply the approaches and tools in their Mission under their current management conditions?

**Current indicator PMP Indicator (Tables 9 and 10 of PMP):**

Percentage of trainees that understand the importance of sound environmental management, good conservation and integrated programming based on responses to five tailored survey question (addressing the substance of perceptions). This indicator is being measured with the same interview mentioned in the new proposed indicator.

**New Indicator:**

Percentage of participants that start implementing at least one of the environment and natural resources management approaches, principles or tools taught during the training event.

Data gathering method:

Phone interviews to a sample (15% to 20%) of participants from face to face courses. The interviews will be done systematically 6 months after the course.

An interview protocol with seven questions is applied consistently to participants from the five-day courses: ENRM Overview, Applied ENRM Programming and WASH. See Annex 2.

At the end of each year, the CK2C team produces an M&E report, as part of the PMP with all data collected from the 8 courses delivered in the ENRM LI, with recommendations for contind improvement and evolution of the ENRM LI.



## Sample Course Evaluation Form

### APPLIED ENRM PROGRAMMING COURSE

### EVALUATION

JUNE 11 – 15, 2012

Your evaluation of this Applied ENRM Programming Course will help us improve offerings of the course in the future. Thank you for taking time to complete this evaluation form.

#### I. Overall, how will you rate this course:

Excellent	Very good	Good	Fair	Poor
5	4	3	2	1

Comments:

#### II. Course Objectives and content:

Several objectives were stated at the beginning of the training. Using a scale from one to five, please rate the degree to which the training helped you meet each of these objectives.

- a. **Objectives:** By the end of the course you will be able to:

**Objective 1:** Operationalize key Environment and Natural Resource Management concepts and approaches (integration, systems and sustainability) throughout the USAID program cycle, including: Assessment, Design, M&E and Adaptive Management and Implementation.

Successfully met				Not met
5	4	3	2	1

Comments:

**Objective 2:** Better understand the state-of-the-art in key Environment and Natural Resource Management sectors and be able to apply and integrate these issues into environmental programming.

Successfully met				Not met
5	4	3	2	1

Comments:

- b. The course simulation allowed a real USAID-like application of knowledge and skills discussed during the course (program cycle phases and the core ENRM technical areas). If not, what suggestions will you offer to enhance the simulation experience?

Strongly Agree		Agree		Strongly Disagree
5	4	3	2	1

Suggestions:

### III. Learning and Application:

- a. What did you find most relevant about this course?

### IV. The Fundamentals of Applied ENRM Programming - Distance Learning (DL) component of this course:

- a. This course requires a DL pre-requisite component, did that component added value to these 5 days?

Strongly Agree		Agree		Strongly Disagree
5	4	3	2	1

Comments:

- b. Reflecting on your experience during this five-day Applied ENRM Programming course, what additional comments would you offer regarding the DL Course?

### V. I would recommend this blended Applied ENRM Programming course (DL and face-to-face) to others?

Strongly Agree		Agree		Strongly Disagree
5	4	3	2	1

Comments:

**VI. Course Delivery:**

a. Course design and content (including flow of course, presentations, simulation & daily reflections)

Excellent	Very good	Good	Fair	Poor
5	4	3	2	1

Comments:

b. The course material was (binder with power points, resources, etc.)

Excellent	Very good	Good	Fair	Poor
5	4	3	2	1

Comments:

c. Trainers & Facilitator

Excellent	Very good	Good	Fair	Poor
5	4	3	2	1

Comments:

d. Logistical support and facilities

Excellent	Very good	Good	Fair	Poor
5	4	3	2	1

Comments:

e. What other comments do you have about the training?

Providing your name and contact information is optional, but if you are interested in following-up with the training team on any of this feedback please provide the following information:

\_\_\_\_\_

Name

\_\_\_\_\_

Email Address

## Level 3 Evaluation – Interview Protocol

### ENRM Learning Initiative

### Learning Application

### Interview Protocol

#### Interviewer Introduction:

The purpose of this interview is to determine the extent to which participants in the [insert name course] have been able to apply the approaches, principles and tools for environmental programming discussed during the course; and to understand the factors that have helped participants to apply those concepts or hindered the possibility.

[Here insert statistics/updates about the course]. The results of this interview will help us assess the effectiveness of the program thus far and identify other learning opportunities or ways in which it can be made more practical for those who attend. Please be frank and honest in your answers. The information we are collecting is confidential & anonymous; at the end we will create one report with key themes, a quote or idea you expressed may be included in the report but not your name.

Thanks for taking the time to talk to us. This interview will take 30 minutes maximum.

#### Questions:

1. As you think back about the course experience, what are the key concepts or principles you remember from the course? or If you look over these concepts which ones can you recall clearly or can you describe?" [interviewer will send course agenda in advance]
2. When you left the course, how eager were you to change your behavior or practices regarding ENRM programming (example: doing more integrated ENRM programming)?

<b>Very Eager</b>	
Quite Eager	
Not Eager	

Comments:

3. What are some examples of ways in which those concepts or principles (list those mentioned in No. 1) have served you in your job or ways you have applied them?
4. If you are not applying any of those concepts and/or principles that you were taught or encouraged to follow, what has hindered you?

	<b>How Significant</b>
--	------------------------

	Very	To some extent	Not
It was not practical for my job/situation			
I do not have management support			
Haven't found time			
I tried and did not work			
I do not believe in it			
I did not have enough knowledge/information			
Other reasons			

**Optional question for those who have not used concepts and principles:**

5. To what extent do you plan to apply the course concepts/principles in the future?
  - a. What exactly are you planning to apply?

<b>Large Extent</b>	
Some Extent	
No Extent	

Comments:

*Follow up question:*

- b. If you do not plan to do use the concepts/principles, what are the reasons?
6. Thinking of our main objective for this interview: “determine to what extent participants in the ENRM Courses have been able to apply concepts/principles taught in the course”, do you have any additional comments?
7. What is one ENRM related learning opportunity you wish you could have now to better perform your job?