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DCHA/PPM LEARNING AND TRAINING SUPPORT

QUARTERLY REPORT: YEAR 4, QUARTER 3

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DCHA/PPM LEARNING AND TRAINING SUPPORT

QUARTERLY REPORT: YEAR 4, QUARTER 3



Management Systems International
Corporate Offices

200 12th Street, South
Arlington, VA 22202 USA

Tel: + 1 703 979 7100

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OVERVIEW

This quarterly report covers the third quarter of fiscal year 2014 (April 1, 2014 through June 30, 2014). The contract is in its fourth year of performance and runs through September 30, 2015.

MSI is the prime contractor on the DCHA/PPM Learning and Training Support Task Order (TO). Under this TO, MSI supports numerous training activities for DCHA offices including PPM, CMM, CS3 (formerly OCR), CMC, and FFP. In addition, MSI provides curriculum design, coaching, facilitation support, e-module development, survey development, and analytical services for DCHA training initiatives.

The following list provides a chronological summary of the activities undertaken this quarter:

- Hosted one **Crises, Stabilization & Governance (CSG)** course for PPM at the Regional Development Mission Asia (RDMA) in Bangkok, Thailand and continued revisions for future iterations;
- Hosted one **Democracy, Conflict and Humanitarian Assistance 101 (DCHA 101)** course for PPM in Washington, D.C.;
- Provided logistical support for a one-day **Food for Peace (FFP)** course for PPM in Washington, D.C.;
- Hosted a **Conflict 102 (C102)** course for CMM in Washington, D.C.;
- Hosted a **Gender & Conflict (G&C)** course for CMM in Washington, D.C.;
- Continued work on the **DCHA At A Glance E-Learning Module** and the **DCHA In The Field E-Learning Module**;
- Completed and tested a final draft of the **DCHA Professional Development Survey** for PPM; and
- Prepared for courses that will take place next quarter, including: **Advanced Conflict Assessment (ACA)**, **DCHA 101**, one-day **Office for Civilian-Military Cooperation (CMC) Course**, **C102**, **G&C**, and **CSG**.

In addition, MSI made progress on developing **facilitator guides** for the **CMM** suite of courses and initiated work on a marketing publication for the **Complex Crisis Fund (CCF)**. A detailed description of these activities can be found under the following section.

The table below provides an updated list of the trainings delivered during the third quarter of fiscal year 2014, as well as the breakdown of participants trained.



Figure 1: Participant presentation in Conflict 102

DCHA/PPM Courses	Location & Dates	Participant Description
DCHA 101	Washington, D.C. June 16-18, 2014	23 Participants: 20 from DCHA (within DCHA: 0 from ASHA, 4 from CMC, 1 from CMM, 1 from CS3, 1 from DRG, 3 from FFP, 3 from OFDA, 3 from OTI, 1 from PPM, and 3 from OAA); 1 from the USAID/E3, 1 from USAID/OST and 1 from USAID/LAC
CSG course	Bangkok, Thailand May 19-23, 2014	11 Participants: 1 from DHCA/OTI, 9 from the USAID field missions (3 from Sudan, 2 from Pakistan, 1 from Guinea, 1 from Indonesia, 1 from Morocco, 1 from Nepal), 1 from PACOM.
DCHA/CMM Courses	Location	Participant Description
Conflict 102	Washington, D.C. June 25-26, 2014	12 Participants: 5 from DCHA (1 from DRG, 1 from CMM, 1 from OTI, 2 from PPM); 1 from USAID/PPL, 1 from USAID/BFS, 1 from USAID/GH, 1 from USAID/AFR, 1 from USAID/LAC, 1 from USAID/E&E and 1 from the U.S. State Department.
Gender & Conflict	Washington, D.C. June 27, 2014	19 participants: 5 from DCHA (2 from CMC, 1 from CMM, 1 from DRG, 1 from PPM); 2 from USAID/PPL, 1 from USAID/AFR; 1 from USAID/BFS; 1 from USAID/Peru; 1 from USAID/GH; 1 from the U.S. State Department's Bureau of Conflict Stabilization Operations (CSO); and 7 from Democracy International.

Quarterly Totals

4 Courses Delivered: 3 D.C. area based trainings 1 international training	<p>There were a total of 65 participants trained during the third quarter of FY14.</p> <p><i>31 from the DCHA Bureau</i></p> <ul style="list-style-type: none"> ○ 0 from ASHA ○ 6 from CMC ○ 3 from CMM ○ 3 from DRG ○ 3 from FFP ○ 1 from CS3 ○ 3 from OFDA ○ 5 from OTI ○ 4 from PPM ○ 3 from OAA <p><i>10 participants from USAID Field Missions</i></p> <p><i>14 Participants from other USAID Bureaus or Offices:</i></p> <ul style="list-style-type: none"> ○ 1 from the USAID Office of Science and Technology (OST) ○ 2 from the USAID Bureau for Latin America & the Caribbean (LAC)
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	<ul style="list-style-type: none"> ○ 1 from the USAID Bureau for Economic Growth, Education and Environment (E3) ○ 3 from the USAID Bureau for Policy, Planning and Learning (PPL); ○ 2 from the USAID Bureau for Food Security (BFS); ○ 2 from the USAID Bureau for Global Health (GH) ○ 1 from the USAID Bureau for Europe and Eurasia (E&E) ○ 2 from the USAID Bureau for Africa (AFR) <p>3 <u>Participants from other USG Agencies:</u></p> <ul style="list-style-type: none"> ○ 1 from the U.S. Army Pacific Command (PACOM) ○ 2 from the U.S. Department of State <p>7 <u>Participants from other Partners:</u></p> <ul style="list-style-type: none"> ○ 7 from Democracy International
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In order to facilitate the efficient implementation of these projects, MSI and the COR held weekly and bi-weekly planning meetings. MSI also submitted the quarterly accruals report to the COR for review and final approval.

COURSE DESCRIPTIONS

The section below provides full descriptions of each of the major activities undertaken this quarter.

Democracy, Conflict, and Humanitarian Assistance 101 (DCHA 101):

DCHA 101: DCHA Essentials introduces new DCHA bureau staff and partners who will work in one of DCHA’s nine offices. DCHA Essentials is a suite of courses comprised of the “DCHA 101” course (which provides an overview of the DCHA Bureau), and six courses designed and conducted independently by each DCHA office. This quarter, one DCHA 101 course was held in Washington, D.C. from June 16-18, 2014. This course had 23 participants: 20 from the DCHA bureau, one from USAID/E3, one from USAID/LAC, and one from USAID/OST.



Figure 2: Electronic polling card

Several changes to the DCHA 101 course were implemented during this iteration. Among them, the DCHA History and DCHA Professional Development sessions were removed and the DCHA on the Ground session was replaced with a capstone session featuring the DCHA Crisis and Political Opening Action Coordination Team (COACT), thus reducing the course length from 3 days to 2.5 days. The COACT coordinates the DCHA offices and programs for a “whole bureau response,” which translates well as a capstone activity for this course.

In addition, MSI piloted the use of an audience response system throughout the course, which enabled facilitators to interactively quiz and poll the participants after each office presentation. The audience response system consists of an electronic polling card for each participant (that he or she uses to respond to quiz questions), a USB receiver (connected to the training laptop used to load the presentations), and software that synchronizes with quiz questions in PowerPoint presentations. In

addition to increasing participant engagement throughout the PowerPoint heavy course, the audience response system enabled facilitators to incorporate a competition among participants and to analyze the participant responses by demographic information.

Observations from the June 2014 course include:

- From the facilitators' perspectives, the course objectives were met. Participants demonstrated that they gained knowledge through their answers to the group activities and interactive review questions, their engagement with the presenters, and their performance in the COACT exercise. In addition to having a highly participatory group, this iteration benefitted from a diverse mix of experienced and new staff, as well participants from other USAID bureaus.
- Comments from the participants indicated that the most important things learned from the course are the overall structure, budget, staffing and breadth of expertise of DCHA offices and how they work together; the effects and applications of cross-cutting initiatives on programmatic work; the budget process; and what the COACT is and how it operates.

Specific activities that received high marks from participants included the ASHA presentation, the FFP presentation and the COACT session. Overall, the participants praised the use of the audience response system throughout the course, and felt the voting technology helped test knowledge retention and made the review of each office more interesting. Participants appreciated ASHA's engaging and lively presenter and FFP's passionate and interactive presenter. They also enjoyed the overview and interactive timeline activity during the COACT session and felt the session was very hands-on and useful in terms of what happens during a crisis.

Crises, Stabilization & Governance (CSG) Course:

This course aims to improve participant understanding and ability to apply and integrate concepts of "transition from response to development" throughout the USAID program cycle; use a conflict sensitive lens to plan, program, monitor and evaluate programs; and apply appropriate sequencing and planning approaches to support the progression towards resilient states. Originally designed for a Development Leadership Initiative (DLI) audience, this course is now open to broader participation across all USAID Bureaus. Pre-requisites for participants include: serving at least one year at a Mission and completion of the Project Design and Management (PDM) course; or working for at least two years in a fragile environment. Priority consideration is given to participants who have also taken the C102 course. One CSG course was held this quarter from May 19 – 23, 2014, at the USAID's RDMA in Bangkok, Thailand. This offering had eleven participants—one from DCHA/OTI, nine from various USAID field missions and one from the U.S. Army Pacific Command (PACOM).

Observations from this iteration included:

- Seventy three percent (73%) of participants felt that the first and third course objectives relating to understanding the transition to development and sequencing and planning were fully met, with the balance (27%) indicating that they were partially met. Ninety one percent (91%) of participants thought that the second objective concerning application of a conflict sensitive lens was fully met, and 9% felt it was only partially met.
- Participants identified virtually all aspects of the course as being useful with the largest concentration focusing on conflict sensitive approaches including theories of change. Other topics mentioned included programming examples, monitoring and evaluation, local solutions (making it happen) humanitarian response, conflict assessment and Do No Harm.

- Participants noted that they would use many aspects of the training in their work including application of a conflict sensitive approach, using the crisis modifier, and revisiting all aspects of activity design, implementation and monitoring.

Conflict 102 (C102):

This course is a practical and highly participatory training that introduces USAID and interagency staff to USAID's conflict assessment tools; explains the importance of conflict sensitive programming across all development sectors; and addresses the issues of program design, implementation, and monitoring and evaluation in conflict settings. One C102 course was held this quarter in Washington, D.C. from June 25-26 at the OFDA training facility in Arlington, VA. This offering had 12 participants – five from DCHA, six from other USAID bureaus and one from the State Department.

Observations from the June 2014 Washington, D.C. offering included the following:

- Participants were especially pleased with the concrete and useful tools taught throughout the two-day course, such as the conflict equation, the Conflict Assessment Framework (CAF) and how to effectively leverage theories of change when reviewing programming proposals.
- CMM continues to include a range of participants from across the Agency in each course. Since the course relies so heavily on the individual experiences of the participants to add depth to the curriculum, the group aspect was a high point with evaluated participants.
- MSI will continue to work with CMM to update the facilitator binder. Merging the PowerPoint notes with the facilitator's notes will create a more seamless process for the trainers.

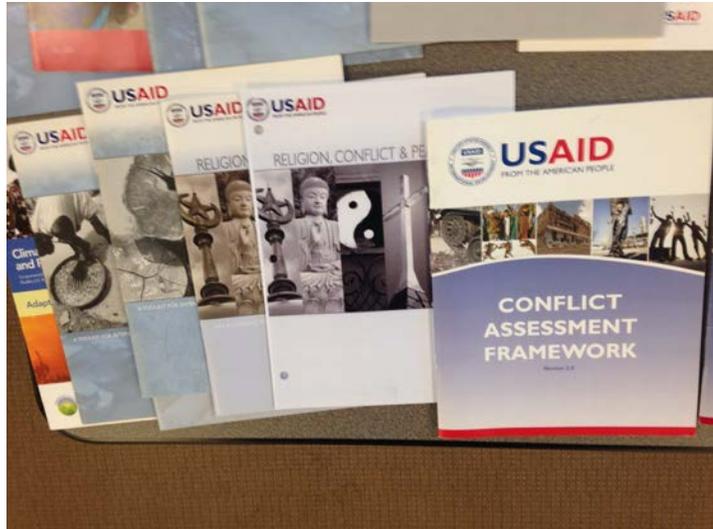


Figure 3: Resource Table from Conflict 102

Gender & Conflict (G&C):

This course puts ideas into practice by drawing on concepts from academic research and demonstrating how gender fits into USAID's CAF and conflict program design. The course examines common themes in gender norms; examines engendered components in relation to the CAF; and identifies ways in which gender roles change in conflict and post-conflict environments and what this means for development interventions. One G&C course was held this quarter in Washington, D.C. on June 27, 2014 at the OFDA training facility in Arlington, VA. This offering had 19 participants – five from DCHA, five from other USAID bureaus, one from a USAID field mission, one from the State Department and seven from Democracy International.

Observations from the June 2014 G&C offering in Washington, D.C. included the following:

- Participants responded enthusiastically to the active learning segments like “Take a Stand,” in which participants stand in an Agree/Disagree spectrum across the training room, according to statements read by the facilitator. This activity provides an opportunity for active learning and group discussion.
- This iteration benefitted from having a blend of participants from across the Agency and beyond, including participants from State and implementing partners, which broadened the range of experience in the training room and made for more stimulating discussion due to the different knowledge and experience of each participant.

CMM Facilitator Guides:

CMM has requested the creation of facilitator guides for suite of courses, including C102, G&C, and ACA. Working with CMM, MSI will revise, update and in some cases rewrite the existing facilitator notes embedded in each course’s set of PowerPoint slides to provide clear talking points and directions for each exercise. MSI’s Technical Director attended the full suite of courses with CMM’s Director of Training to observe and capture additional notes and revisions to be included in each session. In addition, videos used for the various courses (We Are CMM and the Nigeria case study video) were closely observed to note edits to be undertaken by MSI’s communication and videography team. These guides will allow the CMM training team to adhere to a more structured process for each training course as well as ensure that key messages are consistent throughout each session. MSI will deliver these facilitator guides and updated videos to CMM by the end of next quarter.

DCHA e-Learning Modules:

This quarter, work continued on two online DCHA e-Learning modules: the DCHA 101 e-module (renamed *DCHA at a Glance*), and the DCHA 102 e-module (renamed *DCHA in the Field*). *DCHA at a Glance* aims to train DCHA staff on the Bureau’s structure, policy environment, partner agencies, and four primary objectives (prevention, response, recovery and transition) as well as the mission, mandate, operational capabilities, budget and staffing numbers of the nine DCHA Bureau Offices. Based on feedback from the pilot groups (participants for the January 28-31 iteration of DCHA 101 and the February 24-28 iteration of CSG) and the DCHA office points of contact, MSI made changes to *DCHA at a Glance* and presented a final draft to the COR for approval by senior management. *DCHA in the Field* aims to train DC- and field-based CSG participants on the components of the Paris, Accra and Busan Agreements and their impact on DCHA programming; on how USAID policy is reflected in DCHA programming and on matching partner agencies and the project they collaborated to the appropriate DCHA office. This quarter, a series of revisions to this e-module took place after receiving feedback from the February 24-28 CSG participants, and it will be ready to undergo a testing and revision process with the DCHA office points of contact early next quarter.

DCHA Professional Development Survey:

MSI made further changes to the survey questions and submitted it to the COR for distribution to DCHA senior management. The survey is expected to be sent out to potential respondents early next quarter. After the deadline to respondents, data will be aggregated and analyzed. Outcomes of the survey will be used to influence future DCHA-led professional development opportunities.

Complex Crisis Fund (CCF) Marketing publication and talking points:

The CCF bought into this TO to request that MSI produce a marketing publication and a one-pager of talking points for Congress. The aim of the marketing piece is to tell the CCF story – their mandate and functionality within USG and USAID specifically. It will highlight their utility to USAID both in Washington and in the field, noting success stories and results from around the globe, incorporating infographics and photos that help to tell the CCF story. The one-pager will have a succinct purpose to provide a solid rationale to Congress as to why the fund should continue in years to come. This quarter, MSI completed and received approval on a proposed timeline and budget to complete this work. In addition, MSI began reviewing CCF existing data and project documents to complete a first draft of the narrative that will feed into both deliverables. MSI will continue this effort next quarter and will incorporate informational interviews with CCF staff and implementers to further support key messages relayed in the deliverables. If CCF and USAID senior management reviews take place within the approved timeline, MSI will deliver 1,000 printed copies of this professionally edited and formatted publication by the end of the fiscal year.

LESSONS LEARNED

Lessons learned this quarter include:

1. DCHA 101 Course:

- a. **Incorporating a competition with the interactive polling system enhances participant learning.** Several participants noted that the audience response system made them pay attention to the office presentations and made the review more engaging. As an incentive, the participant with the highest score on the interactive review questions received a small prize at the end of the course. For the next iteration, MSI recommends posting the top scores at the end of each day to further encourage competition and trainee participation during the review questions.
- b. **Participants gain a better understanding of the DCHA offices when real-world examples are used during interactive group activities.** Participants indicated that the COACT session was the best part of the training on Day 3, and appreciated how it pulled together the whole course with everything that has been learned.

2. Conflict Stabilization & Governance Course:

- a. **The needs and expectations among participants are increasingly diverse and therefore increasingly difficult to address in one training course.** Trainers have observed increased numbers of FSNs and Program Office staff participating in CSG, which is a positive indication that there is increasing understanding across the Agency that working in very fragile and conflict-affected environments requires a different approach than traditional development. However, as the participant roster for this course becomes increasingly diverse, the pace of the course may suffer, as very seasoned BS 76 officers may not find that the course is as in-depth as they anticipate and participants new to the content may find that it moves too quickly. In some cases, participants may only be involved in one aspect of the program cycle, such as monitoring and evaluation.

- b. **Given the dense and complex nature of the course materials, all trainers should have extensive preparation prior to each course.** Absent a more formal Training of Trainers course, MSI recommends utilizing DC-based iterations of CSG to introduce new trainers to the content and offer more experienced trainers continued training on both content and delivery.
- c. **Although the course description clearly focuses on programming aspects, there remains some confusion about what the training addresses.** Trainers have observed that some participants think that they are going to learn how to do stabilization program design and how to address governance issues specific to very fragile environments. While these concepts are components of underlying programming themes in terms of sequencing, prioritization, and moving from fragility to more resilient states, the course does not specifically address them. MSI recommends changing the title of the course to better reflect course content and the more “how to” nature of programming in fragile and conflict-affected environments.

3. Conflict 102:

- a. **Providing an overarching tool for the course enhances participant learning.** Participants consistently praise the conflict equation and the way in which it is integrated throughout C102. The inspiration for the conflict equation comes from the criminal justice system—participants report they are eager to use this concrete tool in their work after they depart the training.

4. Gender & Conflict:

- a. **Teaching participants how to use tools that can be easily applied to programming work – such as the “red flags” and “green flags” tools used in this course - help participants pinpoint errors in programs.** Gender & Conflict speaks to “red flags,” things which should not go into programming, and “green flags,” specific descriptions of gender sensitive programming. Participants responded well to these tools, as they are specific and will help them avoid the “add women and stir” red flag often seen in proposals.
- b. **A diverse range of participants enhances the learning experience.** Participants respond well to the mix of USG and non-USG participants as this makes for more interesting discussions and more diverse viewpoints. The participants from implementing partners, as well as from USG offices outside the Agency, created a stimulating blend of experience and perspectives.

PLANS FOR NEXT QUARTER

- Deliver an **ACA Course** in Washington, D.C.;
- Deliver a **DCHA 101 Course** in Washington, D.C.;
- Provide logistical support for a **CMC Working with the Military Course** in Washington, D.C.;
- Deliver a **C102 Course** and a **G&C Course** in Dakar, Senegal;
- Deliver a **CSG Course** in Washington, D.C.;
- Deliver a **CCF marketing publication** and one-page **talking points** document; and
- Continue work on the **Facilitator Guides** for the **CMM** suite of courses.