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DCHA/PPM LEARNING AND TRAINING SUPPORT

FY2014 ANNUAL REPORT

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DCHA/PPM LEARNING AND TRAINING SUPPORT FY 2014 ANNUAL REPORT



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DCHA/PPM Learning and Training Support Task Order

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ACRONYMS

ACA	Advanced Conflict Assessment
ASHA	DCHA Office of American Schools and Hospitals Abroad
BS-76	Backstop 76
C102	Conflict 102 Course
CAF	Conflict Assessment Framework
CCF	Complex Crisis Fund
CMC	DCHA Office of Civilian – Military Cooperation
CMM	DCHA Office of Conflict Management and Mitigation
COACT	Crisis [and Political] Opening Action Coordination Team
COR	Contracting Officer’s Representative
CS3	DCHA Office of Crisis Surge Support Staff (formerly OCR)
CSG	Crisis, Stabilization, and Governance course
DAI	Development Alternatives Incorporated
DCHA	Democracy, Conflict, and Humanitarian Assistance
DLI	Development Leadership Initiative
DRG	DCHA Center of Excellence on Democracy, Human Rights and Governance
FFP	DCHA Office of Food for Peace
FY	Fiscal Year
G&C	Gender and Conflict Course
GENDEV	Gender Equality and Women’s Empowerment
IFES	International Federal for Electoral Systems
IQC	Indefinite Quantity Contract
MCC	Millennium Challenge Corporation
ME/TS	Monitoring, Evaluation, and Technical Support
MSI	Management Systems International, Inc.
OAA	USAID Office of Acquisition and Assistance

OCR	DCHA Office of Civilian Response (currently CS3)
OFDA	DCHA Office of U.S. Foreign Disaster Assistance
OSC	Office of Special Counsel
OTI	DCHA Office of Transition Initiatives
PACOM	United States Pacific Command
PPL	Policy, Planning, and Learning
PPM	DCHA Office of Program, Policy and Management
TICA	Thailand International Development Cooperation Agency
TO	Task Order
TOT	Training of Trainers
USAID	United States Agency for International Development
USAID/AFR	USAID Bureau for Africa
USAID/BFS	USAID Bureau for Food Security
USAID/E&E	USAID Bureau for Europe and Eurasia
USAID/GH	USAID Bureau for Global Health
USAID/LAC	USAID Bureau for Latin America and Caribbean
USAID/OST	USAID Office of Science and Technology
USAID/RDMA	USAID Regional Development Mission of Asia
WLC	Washington Learning Center

EXECUTIVE SUMMARY

In fiscal year 2014 (FY14) the DCHA Learning and Training Task Order team implemented by Management Systems International (MSI) and managed by COR, Rochelle Thompson, increased participant ratings, increased the number of participants trained, and increased overall quality of courses. The project assisted the Bureau of Democracy, Conflict and Humanitarian Assistance's (DCHA) Office of Program, Policy and Management (PPM) and the Office of Conflict Management and Mitigation (CMM) conduct 75 percent more trainings in FY14 than in fiscal year 2013 (FY13), for a total of 28 courses and three major analytical works this year. The graph below shows the increase in participants trained since the task order began.

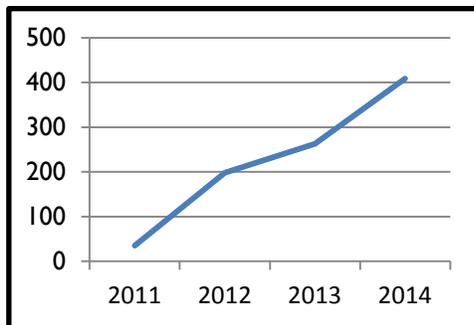


Figure 1: The project trained a total of 409 participants in FY14, a 56% increase from FY13.

Key Accomplishments of FY14:

Worked with multiple clients concurrently, especially PPM and CMM, the project's main clients. This year, 43 percent of trainings took place in overseas missions, the most since the start of the task order.

Increased the average course scores from FY13 and trained the highest number of participants on the task order to date by providing a spectrum of support from e-module development and analytical services to training and coaching, and logistical support. Based on participant evaluations, overall ratings for each course steadily increased this year. The Advanced Conflict Analysis (ACA) course had the highest overall average score among core

courses; the Conflict 102 course had the greatest increase in scores from FY13 to FY14; while the DCHA 101 and CSG scores remained steady.

Increased participants trained by 56 percent from FY13. This was a result of streamlined registration systems, marketing of courses to colleagues and alumni, and increased popularity of courses offered.

Overall cost per course in FY14 decreased by 35 percent compared to FY13 and cost per participant decreased by 33 percent. The "other direct costs" budget category decreased the most from FY13, largely due to MSI's ability to use USAID-owned spaces. Overall labor costs also decreased by 27 percent this year in large part because labor-intensive course design tasks were not required.

Highlights of Lessons Learned:

- **Strategically marketing courses will continue to increase enrollment.** The project trained a record number of participants, in part a result of outreach to office and mission training coordinators.
- **Establish specific intervals for course curriculum revisions.** Scheduling set times for content revisions throughout the year, instead of after each iteration, is more cost efficient and systematic.
- **Require TOTs for all presenters and trainers.** Periodic TOTs will help ensure the same quality standards among trainers across course iterations.
- **Set the right tone: invite a senior DCHA representative to open or close a course.** Having a senior official open a training course lends credibility to the trainers, the content and the participants.
- **Continue to integrate interactive activities and technologies into courses.** The use of interactive activities, such as the case study video used in ACA, or technologies, such as the audience response system in DCHA 101, enhances the adult learning experience and course ratings.

INTRODUCTION

This annual report documents and analyzes the activities conducted during FY14, which took place Sept. 30, 2013, through Sept. 29, 2014. This year is the fourth year of the contract and the first year an annual report will be submitted. The contract will conclude on Sept. 30, 2015.

The purpose of this report is to review and examine trends across project activities by primarily focusing on the training courses implemented throughout the year. Data has been collected from participant evaluations to make comparisons within course iterations, across courses and against the results from fiscal year 2013 (FY13).

These comparisons are made in acknowledgement that each course supported by MSI takes a different approach on training or facilitation. For instance, some courses are entirely designed and taught by MSI, while others require a combination of tasks by MSI and members of the Democracy, Conflict, and Humanitarian Assistance (DCHA) offices. Below are some examples by course of how MSI supports core project trainings:

- **DCHA 101:** Facilitator, coach and logistical support roles.
- **Crisis Stabilization and Governance:** Full course design and redesign, training and logistics.
- **Conflict Management and Mitigation (CMM) suite of courses:** Onsite logistical support for Washington, D.C., offerings of these three courses, as well as logistical support for overseas offerings. Also designed a new set of facilitator guides, to be used in all three courses.

Overview of the Learning & Training Task Order:

MSI is the prime contractor on USAID’s Learning and Training Support task order under the Analytical Services IQC for the Democracy, Conflict, and Humanitarian Assistance (DCHA) Program, Policy, and Management Office. MSI also supports training initiatives for DCHA’s Conflict Management and Mitigation Office.

Under this project, MSI supports numerous training activities for DCHA offices, including PPM, CMM, CS3, CMC, CCF and FFP. In addition, MSI provides curriculum design, coaching, facilitation support, e-module development, survey development and analytical services for DCHA initiatives.

DCHA Course Descriptions for FY14

DCHA 101

DCHA 101 provides an overview of the DCHA Bureau (its history, organizational structure and current goals, initiatives and priorities) and the nine individual DCHA offices (their missions, mandates, budgets, criteria for engagement, “business models,” operational capabilities and complementarity with other DCHA and USAID offices). DCHA Essentials is a suite of courses including the “DCHA 101” course and six others designed and conducted independently by each DCHA office. The DCHA 101 course is 2.5 days long, consisting of presentations about each DCHA office, given by senior leadership members from each, and culminating with a capstone exercise about the COACT.



Figure 2: DCHA 101 COACT Exercise

DCHA e-Learning Modules

DCHA at a Glance trains 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. *DCHA in the Field* trains D.C. and field-based 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 their collaborative project to the appropriate DCHA office.

Systems Thinking & Analysis in Complex Environments

This course was a noncredit course offering for USAID staff interested in crisis response and humanitarian assistance. It taught the fundamentals of systems thinking and complexity science while applying it to participants’ respective technical or regional areas of responsibility.

Crisis, Stabilization & Governance (CSG)

This course improves 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 toward resilient states. Originally designed for a Development Leadership Initiative (DLI) audience, this course is now open to broader participation across all USAID bureaus.

Advanced Conflict Assessment (ACA)

This 3.5-day course serves to ensure a commonly understood and consistently applied framework for USAID conflict assessments; familiarize USAID staff with the assessment process and considerations for planning; improve participant skills in using the USAID Conflict Assessment Framework to guide data collection and analysis; and provide tools for synthesizing information into key findings that link to concrete recommendations for USAID programmatic response.



Figure 3: Trainers led an exercise at ACA

Conflict 102 (C102)



Figure 4: Group work during 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.

Gender & Conflict (G&C)

This 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.

DCHA Regional Africa Workshop

The purpose of this workshop is to support critical BS-76 technical leadership and management functions for more effective programming. The Workshop will be framed around the theme of *Keeping it Local* – a local systems approach to building resilience and improving participatory development in crisis and conflict-affected settings. A memo for OAA approval was generated during Quarter 4 and is still pending approval.

Analytical Services

Complex Crisis Fund (CCF) Marketing Publication and Talking Points:

The aim of the marketing publication is to tell CCF's story, including its mandate and functionality within the U.S. Government generally and USAID specifically. It will highlight CCF's utility to USAID both in Washington and in the field, noting success stories and results from around the globe, incorporating infographics and photos. This year, MSI initiated work on this publication and expects to deliver 1,000 printed copies of this professionally edited and formatted publication next fiscal year.

Conflict Sensitivity Guide

This draft guide provides an overview of existing literature in conflict and development assistance programming and provides USAID program and technical staff with approaches, good practices and tools for advancing development assistance in a conflict-sensitive manner. This year, MSI submitted two rounds of drafts for CMM's review and response.

DCHA Professional Development Needs Assessment

To better support DCHA staff, its Program, Policy and Management (PPM) Office and MSI designed a professional development survey to assess and prioritize topics, skills and initiatives of interest to DCHA staff in Washington and in the field. Survey design reviewed existing data from the Federal Employee Verification Survey to avoid overlapping with already asked questions. In the last quarter of FY14, MSI made final edits to the survey and submitted it to the COR for distribution to DCHA senior management.

KEY ACCOMPLISHMENTS

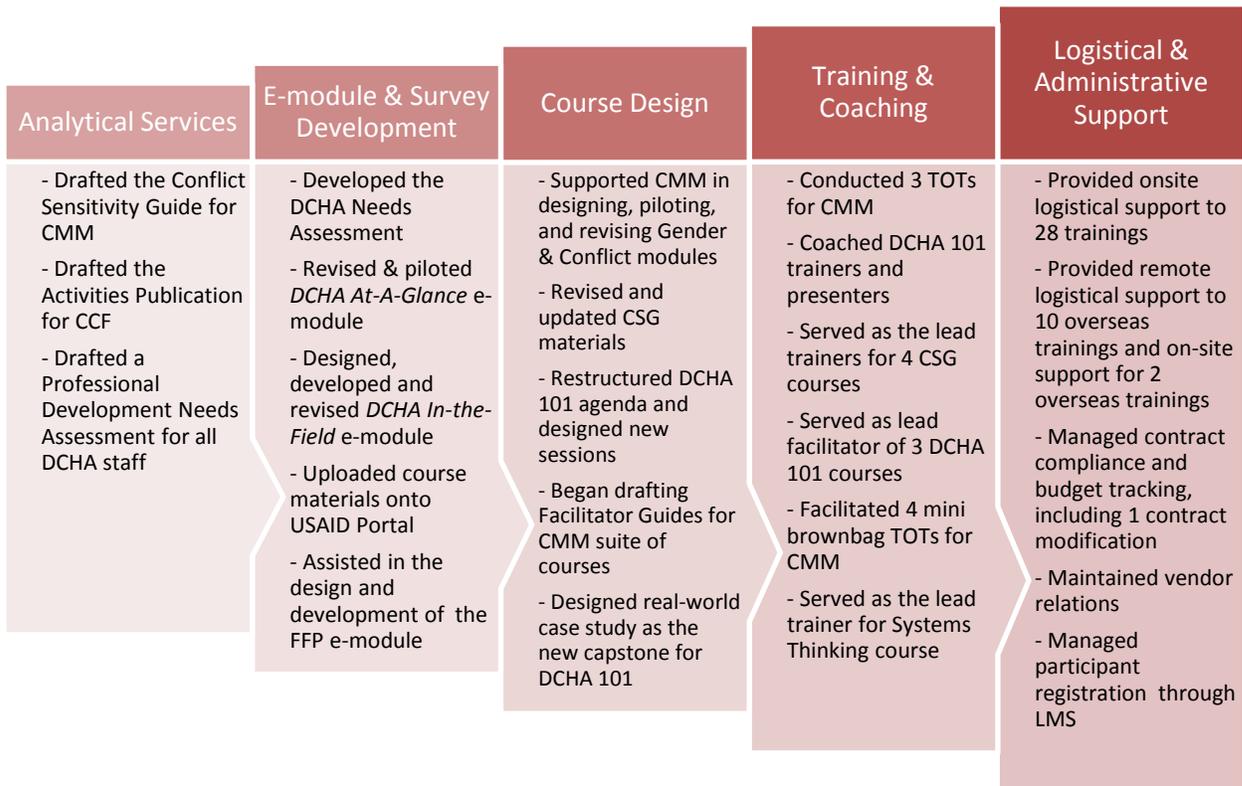
In its fourth year, this task order had a steady increase in the number of training courses and tasks performed, as well as number of participants trained. The success of these increases can be attributed to accomplishments of FY14 outlined below:

- **Worked with multiple clients concurrently, supporting upwards of 20 tasks simultaneously.** This task order requires working with several clients and numerous stakeholders to ensure appropriate and responsive support to meet a wide variety of DCHA training needs. Using a highly service-oriented approach, we successfully collaborated and strengthened relationships with the following USAID counterparts:
 - *USAID Offices: PPM, CMM & CCF:* We were responsive and flexible to planned, ad hoc and surge requests for PPM and CMM, resulting in 30 well organized and executed training activities, and three significant analytical and marketing products.
 - *Missions:* This year, 43 percent of trainings conducted took place in overseas missions, the most since the task order began. We provided remote support to these trainings by seamlessly

coordinating logistics and supplies, and onsite support by providing expert trainers and in some cases logistical assistance.

- *Washington Learning Center (WLC)*: We strengthened our relationship with WLC staff to successfully organize seven trainings at the center this year. This resulted in a clearer understanding of the roles and responsibilities of WLC staff regarding MSI’s logistics team, as well as a streamlined working relationship.
- **Increased the average course scores from FY13 and trained the highest number of participants on the task order to date.** Our team of talented trainers, subject matter experts, logisticians and managers quickly performed a variety of training and learning tasks, from e-module development and analytical services to training and coaching (see graphic below).

Task Order Spectrum of Support:



- **Costs per core course decreased in FY14 while overall ratings for core courses increased.** Overall, costs in FY14 decreased by 35 percent from FY13, while the overall average course ratings taken from participant evaluations increased. This was achieved through:
 - *Gaining access and efficiently utilizing USAID internal systems* such as LMS and using a USAID.gov email address. This enabled MSI to provide DCHA with faster, more direct support that reduced costs and improved MSI’s responsiveness to participants and PPM.
 - *Drawing on trainers who provided a triad of skills*, from facilitation and subject matter expertise to in-depth knowledge of USAID’s functions and policies. MSI’s ability to retain trainers that possess all these skills greatly enhanced each course’s quality and reduced the learning curve.
 - *Proactively reserving USAID training spaces* whenever possible to eliminate external venue costs.
- **Successfully adjusted course material and agenda structure to meet the changing needs and experience level of participants.** Over the year, participant profiles of DCHA 101 and CSG courses

changed from the original target audience: DCHA 101 was designed for DLIs new to the bureau and CSG initially targeted BS-76ers who had spent a year at a mission or who had served two years in a fragile environment. This year, both courses saw an influx of mid- to senior-level USAID participants that required the revision of course material and the agenda structure to ensure the content challenged the higher-level participants.

- **Increased participants trained by 78 percent from FY13.** Streamlined registration systems, marketing of courses to colleagues and alumni, and increased popularity of courses offered led to this increase.
- **Supported PPM and CMM to revise and expand key courses,** particularly DCHA 101 and Gender and Conflict.
 - *DCHA 101:* MSI worked closely with the COR to restructure the course agenda, shortening the overall course from three days to two and a half. This was in large part due to two new e-modules that provide the basic overview of the DCHA Bureau in Washington and in the field, eliminating the need to review this information in great detail during DCHA 101. Additionally, MSI provided ongoing coaching and feedback to office presenters to make their sessions engaging. Lastly, in the final quarter, MSI introduced an audience response system to quiz participants after each presentation, enhancing retention and building in more time for participant interaction.
 - *Gender and Conflict:* This course was expanded significantly, with eight courses that trained 131 total participants — the most of all courses under this task order in FY14. Compared to FY13, when CMM conducted one pilot and one dry run consisting of 21 participants total, this is a substantial ramp-up.

COURSE EVALUATION ANALYSIS

This section examines course trends and milestones in FY14, beginning with an overall analysis that takes a macro view of the year’s data across courses. To do this, we aggregated participant evaluations from each course iteration in FY14 and, when possible, compared those results to similar statistics from FY13. Although each course has customized evaluations, we extrapolated some common trends across the evaluations. This section also provides a snapshot of FY14’s participant profile and compares it to FY13. Lastly, this section analyzes trends in the courses conducted this year.

Participant evaluations provided findings for this report. Although evaluations are not standardized among the courses, each has some similar questions, such as “rate the overall learning experience” or “rate the usefulness of each session.” Each rating used a scale of 1 to 5, where 1 equaled “very poor” and 5 equaled “excellent,” or a scale of 1 to 5 where 1 equaled “not useful” and 5 equaled “very useful.” In both cases, 5 is the highest score and 1 is the lowest. Based on this scale, MSI aggregated, averaged and compared scores.

Overall Analysis

The DCHA Training and Learning Task Order assisted DCHA/PPM and CMM in conducting 30 percent more trainings in FY14 than in FY13, for a total of 28 courses this year, shown in the chart that follows. (See Annex I for a detailed breakdown of participants by course.) Sixteen of the courses implemented this year took place in Washington and the majority used USAID-owned space to minimize costs. The number of courses at missions also increased significantly this year, with 12 courses implemented overseas, up from four in FY13.

FISCAL YEAR 2014 TRAINING TOTALS

28 courses delivered:

- 16 D.C. Metro-based trainings
- 12 international trainings

Total of **409** participants trained:

- **128** were from the **DCHA Bureau**.
- **175** were from **USAID missions**.
- **40** were from other **USAID bureaus**.
- **18** were from other **U.S. agencies**.
- **48** were from non-U.S. **implementing partners**.

Based on participant evaluations, overall ratings for each course also steadily increased this year. Figure 5 illustrates the average overall ratings participants gave each course in FY13 compared to FY14. The two ACA courses conducted this year had the highest overall average score among all core courses; the C102 course had the greatest increase in scores from FY13 to FY14; and DCHA 101 scores decreased slightly, but remain high compared to other core courses. More detailed analysis on these scores is discussed in the Course Analysis section.

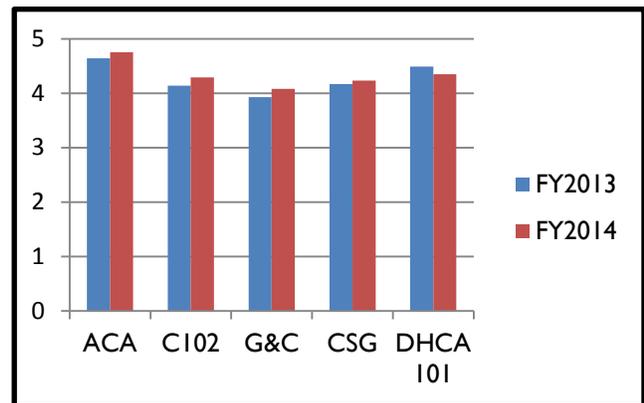


Figure 5: Average Overall Course Ratings by Year

Participant Profiles

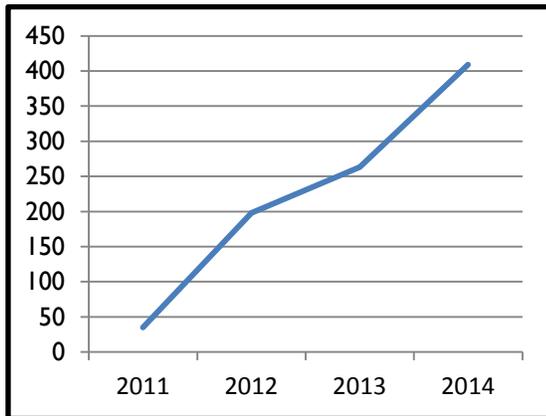


Figure 6: Number of Participants Trained by Year

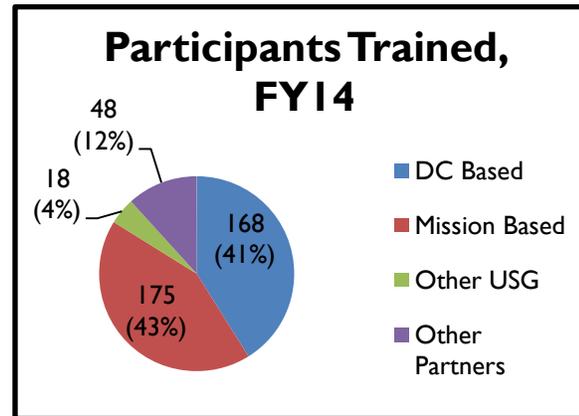


Figure 7: Division of Participants Trained in FY14

The number of trainees continued trending upward this year (see Figure 6). In FY14, 409 participants were trained, including three Training of Trainer courses for C102 and G&C. This represents a 56 percent increase in participants trained compared to FY13. When disaggregated between the project's two main clients, 30 percent of participants trained attended PPM-led courses and 70 percent attended CMM courses.

Nearly half (43 percent) of all participants trained were from missions, largely due to the increase in overseas trainings in FY14. About a third of the participants were from the DCHA Bureau, compared to 45 percent in

FY13; this decrease is likely due to the effort to expand the participant pool to many core courses for other U.S. agencies, implementing partners and non-DCHA staff within USAID. This effort resulted in the project’s highest number of participants (18) trained from other U.S. agencies, notably the State Department, as well as 12 percent of participants representing other partners, largely from CMM-led courses (see Figure 6).

The following table summarizes the number of participants by course each year of the project:

NUMBER OF PARTICIPANTS BY COURSE AND BY YEAR				
Course	2014	2013	2012	2011
Gender and Conflict	131	21	--	--
Conflict 102	113	80	71	--
DCHA 101	67	82	58	25
Crisis, Stabilization, and Governance	43	40	37	10
Advanced Conflict Assessment	30	14	32	--
OCR Lessons Learned Workshop	--	26	--	--
Systems Thinking & Analysis in Complex Environments	12	--	--	--
Gender and Conflict Training of Trainers	9	--	--	--
Conflict 102 Training of Trainers	4	--	--	--
Total	409	263	198	35

MSI tracked the sex of all participants, revealing that almost 60 percent of all participants were female and 40 percent were male. By far, the G&C course trained the most females (83), with C102 coming in next (62) and DCHA 101 third (40). C102 trained the most males (51), followed by G&C (48) and DCHA 101 (27).

Training Logistics

Overall, participants rated logistics a 4.3/5; however, only three course evaluations included questions regarding logistics support: CSG, C102 and G&C. This made it a challenge to assess a truly representative rating. This average rating is an increase from FY13, when the overall score in those courses was 4.23/5.

“CMM trainings are very well coordinated and a model the rest of USAID should follow!”

— Participant at G&C training in December 2013

Participant evaluation comments generally praised the training room environment (room set-up, space to move around freely and availability of refreshments) as well as pre-course communication, seen as consistently better than for other trainings. Interestingly, however, areas that participants generally felt needed improvement also centered on training room environment, such as room noise, temperature and lighting.

Many participants also noted that registering through LMS is sometimes a challenge. For a more “behind the scenes” look at training logistics, see Annex III.

Course Analysis

DCHA Essentials

DCHA 101

Three iterations of DCHA’s flagship course “DCHA 101” were conducted this year in Washington, D.C. in January, June, and August 2014. The course trained a total of 67 participants and had an average class size of 22, an increase from FY13’s average class size of 20 and the highest class size of all courses conducted on the task order this year. In terms of number of participants trained, however, there was a slight 10% decrease in FY14 compared to FY13, when 82 participants were trained, although it should be noted that there were four DCHA 101 courses in FY13.

On average, participants gave the course an overall score of 4.35/5, which is the second highest overall average score (behind the ACA course) across all the courses conducted this year under the project. While high when compared to other task order

courses, the score does represent a decrease from the FY13 DCHA 101 overall average score of 4.49/5.

There are several possible reasons for this:

- The profile of the typical DCHA 101 participant started to change this year from the original target audience — new DLIs — to all DCHA staff. This meant varying levels of knowledge and experience in the room at any given training. To respond to this, MSI supported DCHA in developing two e-modules that cover DCHA foundational knowledge for participants to take prior to the course. These modules were piloted in June 2014 and offered to participants thereafter. Since both modules are prerequisites, participants can now enter DCHA 101 with relatively similar foundational understanding of the bureau, minimizing the knowledge gap and raising the baseline of knowledge in the room. Over the year, PPM and MSI also substantially revised the course agenda by removing or shortening sessions that were redundant with the e-modules, shortening the entire course from three days to two and a half.
- Recognizing that DCHA 101 primarily uses PowerPoint exercises from various presenters, MSI worked with PPM to make the course more interactive. In the August iteration, an audience response system was launched to quiz participants following each office presentation. Participant evaluations from August showed that this tool was highly appreciated and the August iteration had the highest overall evaluation score of the year. MSI expects this trend to continue in FY 2015.
- Across the three iterations this year, participants consistently scored the tour of Office of Foreign Disaster Assistance’s Operations Center low, with an average rating of 3.49. These scores brought down the overall average of the course. On evaluations, participants often remarked that this session needed more structure.

DCHA 101 by the Numbers

- **Number of courses: 3**
 - All in D.C.
- **Number of participants: 67**
- **Average class size: 22**
- **Average overall score: 4.35/5**

Overall Average Scores By Course Iteration:

- **January 2014: 4.4**
- **June 2014: 4.19**
- **August 2014: 4.47**

'DCHA at A Glance' and 'DCHA in the Field' e-Modules

As mentioned, MSI worked closely with PPM to develop and pilot two new e-modules — *DCHA at a Glance* and *DCHA in the Field* — to serve as prerequisites for the course. The first e-module covers the basic bureau structure, history, mission and objectives of the DCHA bureau, as well as provides brief overviews of each DCHA office. The second e-module focuses on DCHA's work in the field at missions. Both e-modules feature interactive quizzes, videos and links to resources. *DCHA at a Glance* was completed and uploaded to a testing site in June 2014 and *DCHA in the Field* is undergoing final approval. Once they are housed on USAID University's LMS, MSI will be able to track how many participants complete them; however, in feedback from the test site, almost 85 percent found the DCHA e-module "very easy" or "easy" to navigate.

Crises, Stabilization and Governance

MSI supported PPM in organizing and delivering four CSG courses this year: two in D.C. (in October 2013 and September 2014), and two at USAID missions in Dakar (February 2014) and Bangkok (May 2014). This

CSG by the Numbers

- Number of courses: 4
 - 2 in D.C.
 - 2 in missions
- Number of participants: 43
- Average class size: 11
- Average overall score: 4.23/5

was an increase from three trainings in FY13. Over the year, MSI refined and updated course materials, particularly the use of case studies, a useful way for participants to practically apply the course skills. Module 8, *Programming Responses in Fragile Environments: Timor Leste, Colombia and DRC* was the highest-rated session this year, resulting in an increase in the average course score from 4.17 in FY13 to 4.23 in FY14.

CSG trained 43 U.S. Government employees this year, up from 40 trained last year. CSG was the only PPM course to train a participant from an agency other than USAID. The course also attracted a majority of participants (60 percent) based in missions. The course was designed to train a maximum of 15 participants given the intensity of small group work, so an average class size of 11 is reasonable.

While higher than in FY13, the course scores decreased slightly through the year. The first iteration in October 2013 had the highest average score of 4.5/5 and the last iteration in September 2014 had the lowest at 3.73/5. This decrease is likely due to the change in participant profiles: The target audience was new DLI staff, so the content was designed to build foundational knowledge; however, the course eventually accepted more seasoned participants with higher levels of knowledge and experience. Qualitative remarks from the September CSG iteration included comments such as: "We were the wrong audience" and "[The course] could be more advanced."

Conflict Management and Mitigation (CMM) Courses

Conflict 102

In FY14, MSI worked with DCHA/CMM to implement seven C102 courses in FY14, two more than in FY13. Five of these iterations (70 percent) took place at overseas USAID missions, while the remaining two courses (30 percent) occurred in Washington. This marks a shift from FY13, which had only one mission-based training and four D.C.-based trainings.

C102 by the Numbers

- Number of courses: 7
 - 2 in D.C.
 - 5 in Missions
- Number of participants: 113
- Average class size: 16
- Average overall score: 4.29/5

Compared to the other courses in the task order, C102 had the largest increase in overall average score from FY13 to FY14 with a jump from 4.14/5 to 4.29/5. The June 2014 iteration was rated particularly high, which could be attributed to several factors, including the following:

- A combination of participants from USAID and from implementing partners. Both participant groups also had a high level and variety of conflict-related experience to enrich the course material;
- The training venue at the OFDA facility created a comfortable and convenient training environment.

The course had a 41 percent increase of participants trained from FY13 to FY14, for a total of 113 trained in FY14. In the overall ranking of courses conducted under the task order this year, C102 has the second-highest number of participants trained. C102 also had the most participants from other U.S. agencies, with the majority from the State Department.

In March 2014, MSI conducted a two-day C102 TOT in Washington for four new trainers. While there were not any formal evaluations of the TOT, a debrief with the participants revealed the following:

- All participants said the workshop achieved its objectives by “familiarizing future trainers with C102 objectives, content and methodologies” and “enhancing understanding of different training and learning styles and modalities.”
- Participants praised the extent to which they were encouraged to learn by doing. One noted that a favorite part of the workshop was receiving group feedback: “I learned a great deal through the discussion and grasped the concepts at a deeper level.” Peer feedback after each participant presentation illustrated how a session works best in the field and incorporated additional examples.

Advanced Conflict Assessment

Two ACA courses took place in Washington during FY14, in January and July 2014. The course trained 30 participants this year, an increase of 114 percent from last year. Sixty percent of participants represented CMM partner organizations, likely due to CMM inviting its newly awarded PEACE IQC partners to participate.

The average score for ACA, 4.75/5, was the highest of all task order courses. This can be attributed to the following factors:

- Course content is largely based on using a practical tool — the Conflict Analysis Framework (CAF) — that participants can apply after the training course;
- A real-life case study on Nigeria is fully integrated throughout the course, providing participants a live walk through an actual conflict assessment on the ground; again adding to the course’s practicality;
- A multi-modal training approach humanizes the experience for participants. Live footage from the Nigeria assessment experience, a civil rights exercise using video and physical movement, as well as interactive role plays and small group work, enhance the adult learning experience; and,
- Participants are carefully selected and typically reflect an experienced group of conflict practitioners who learn from each other as well as engage deeply with the course content.

ACA by the Numbers

- Number of courses: 2
 - 2 in D.C.
- Number of participants: 30
- Average class size: 16
- Average overall score: 4.75/5

Gender and Conflict

MSI supported CMM in conducting eight one-day G&C iterations, training 131 participants. This represents both the most iterations conducted this year across the task order and the highest number of participants trained. Five of the eight courses (63 percent) took place at overseas missions; participants based at missions

represented 56 percent of all those trained. This course also trained 20 participants from partner organizations, the most of any course under this task order in FY14.

G&C by the Numbers

- **Number of courses: 8**
 - 3 in D.C.
 - 5 in Missions
- **Number of participants: 131**
- **Average class size: 16**
- **Average overall score: 4.08/5**

In conducting iterations of this course, the trainers noted that the G&C audience can be self-selecting, with an above-average number of gender experts in the room who usually have a keen interest in the material. This course was originally designed in conjunction with the launch of the USG Gender Policy; it now appears that participants have absorbed the foundation of this policy and are looking for very specific tools and practical experiences of how to weave in these ideas into conflict programming. Thus, Module 1 (intro session) is rated lower than

others and tends to bring down overall rating.

Participants rated the June 2014 iteration of this course the highest, and the annual average course score is 4.08/5. In FY13, CMM revised the course content and piloted this revision, so no sufficient data exists for comparison; however, the final report will include many comparisons.

In November 2013 and March 2014, MSI worked with CMM to conduct two TOTs for G&C. These sessions trained seven CMM staff and two USAID staff from other bureaus. A total of nine new trainers completed these TOTs.

Systems Thinking & Analysis in Complex Environments Course

From Sept. 30 to Oct. 4, 2013, MSI worked with CCF to organize a one-time course on systems thinking. MSI contracted Dr. Ali Mostashari to design and lead this course, which trained 12 participants: eight staff representing the DCHA Bureau, two from the USAID/Mali Mission, one from the USAID/Yemen Mission and one from USAID Bureau for Policy, Planning and Learning (PPL).

This advanced course is suitable for mid- to senior-level staff members with prior experience or knowledge of analytical systems thinking or complexity theory. Dr. Mostashari used a systems thinking software called Vensim to visualize and model complex development problems. A little more than 60 percent of the participants rated this course as “good” and the remaining nearly 40 percent rated it “excellent.”

FINANCIAL ANALYSIS

Overall Analysis

Costs in FY14 decreased by 35 percent overall compared to FY13 and cost per participant decreased by almost 33 percent. As Figure 8 indicates, the “other direct costs” budget category decreased the most from FY13, largely due to MSI’s ability to use USAID-owned spaces such as the WLC, Office of Foreign Disaster Assistance (OFDA) Training Center and other training rooms in the Ronald Reagan Building,

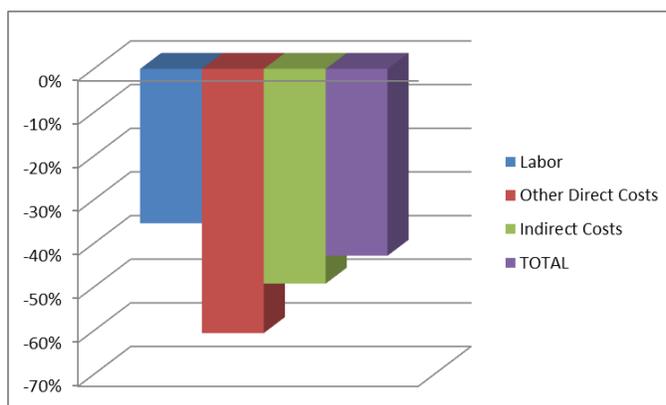


Figure 8: Percentage of Cost Decreases by Type

eliminating venue-related costs that would have fallen in the “other direct cost” budget category. Overall labor costs also decreased by 27 percent this year as several courses, specifically G&C and DCHA 101 transitioned from a labor-intensive course design phase to a streamlined implementation phase. (See Annex IV: Detailed Finance Analysis for more information.)

The cost of each course differs due to the different levels of support that MSI provides. A significant factor is whether a privately owned venue or a USAID-owned venue is used. In some instances private venues had to be used due to lack of availability of government venues. Courses that are overseas instead of in D.C. require varying levels of support and include different budget line items (e.g., airfare). MSI compared each course cost from FY13 to FY14 to denote any changes.

Cost Analysis by Course from FY13 to FY14

COST CHANGES: FY 2013 TO FY 2014

Percent change	Overall 2013 vs 2014	DCHA 101 2013 vs 2014	CSG 2013 vs. 2014	ACA 2013 vs. 2014	C102 2013 vs. 2014	G&C 2013 vs. 2014
Labor	-27%	-17%	12%	-5%	58%	-78%
Other Direct Costs	-55%	-56%	-34%	-33%	-49%	46%
Indirect Costs	-42%	-44%	-15%	-14%	-34%	88%
TOTAL	-35%	-34%	1%	-13%	9%	-71%

The G&C course had the biggest decrease in costs (71 percent) from FY13 because of a substantial reduction in labor when the course design and pilot work were complete. As a result of utilizing USAID-owned venues such as the International Gateway as well as fewer course design revisions this year, DCHA 101 costs also decreased by 34 percent. Costs for the CSG course increased slightly (1 percent) in FY14, mainly because the September iteration was treated as sort of a TOT for CSG, with two additional trainers observing and practicing delivery for this iteration, increasing labor costs. C102 costs also increased slightly (9 percent) for the following reasons:

- MSI provided onsite junior-level administrative support for the Bangkok course in October 2013 and
- MSI’s technical director attended the June course for the development of the CMM facilitator guides.

Costs per Participant

In addition to overall course costs decreasing, the average cost per participant across all project courses went down by a third compared to last year. The “other direct costs” budget category had the largest reduction as seen in the table below.

Percent change in cost per participant from 2013 to 2014	
Labor	-25%
Other Direct Costs	-53%
Indirect Costs	-40%
TOTAL	-33%

Overseas vs. D.C.-Based Courses

There is a considerable cost difference between iterations conducted in the Washington metro area compared to overseas, which add the cost of travel, airfare and per diem for MSI trainers and sometimes the training coordinator. However, bringing training to an overseas mission represents a cost savings compared to bringing mission staff to the United States. Figures 9 and 10 compare the cost breakdown of a D.C.-based CSG course and a field-based CSG course by budget category:

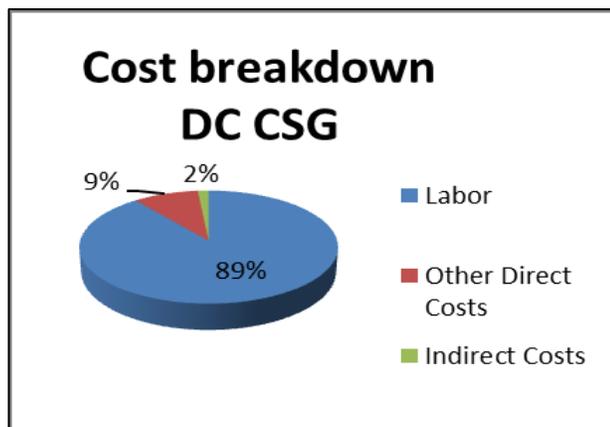


Figure 9: Cost Breakdown for Overseas Training

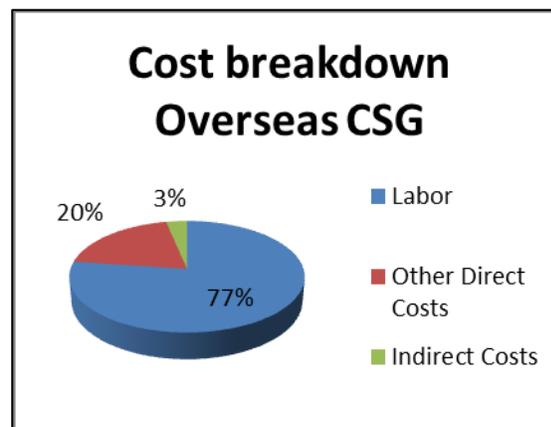


Figure 10: Cost Breakdown for DC Training

PROJECT LESSONS LEARNED

Throughout this task order, MSI has learned key lessons from a range of activities, including training logistics, course design and analytical services. These lessons are:

- **Participant evaluations should be more consistent.** MSI recognizes that each course has separate objectives and structure; however, inserting standard set of fundamental evaluation questions (e.g., overall course rating, objectives met, logistics support, etc.) would enable stronger meta-analysis to better assess learning, participant satisfaction and areas of improvement. It would also yield easier comparisons within course iterations to allow for timely course corrections when needed.
- **Strategically marketing courses will continue to increase enrollment.** In FY14, the task order trained a record number of participants, in part because of outreach to office and mission training coordinators. Continuing to identify and draw on a dedicated point person in the targeted bureaus, offices and missions will better market DCHA training courses and boost enrollment numbers.
- **Check, double check and develop a contingency plan.** When conducting training logistics preparations, detailed and systematic logistic checklists are crucial through each step. In addition, understanding that unexpected issues will arise in trainings and planning for contingencies — such as developing filler activities to address time gaps — will maintain the high standards and conducive learning environment of a training.
- **Define clear roles and responsibilities among the training team for logistic and administration functions.** Clearly understanding the roles for MSI, the trainer, the client and the venue reduces duplication and confusion, resulting in a streamlined and organized team and training. Communicating these roles in advance and assessing them throughout the training is critical.

- **Establish specific intervals for course curriculum revisions.** In this training context, participant profiles, government policies and agency priorities are constantly evolving, requiring course content to also be updated to remain relevant. Scheduling set times for content revisions throughout the year, instead of revising course content after each iteration, is cost efficient and systematic.
- **Require TOTs for all presenters and trainers.** The numerous courses conducted under this task order demand a wide variety of training and facilitation skillsets. Periodic TOTs will help ensure the same quality standards among trainers across courses.
- **Set the right tone: invite a senior DCHA representative to open or close a course.** Having a senior official open a training course lends credibility to the trainers, the content and the participants.
- **Maintain version control of course materials.** This year, MSI used Google Docs to help USAID upload and share course materials and revise materials internally. This system worked well; however, Google Docs does not preserve a document's formatting. Another platform, such as SharePoint, might be more appropriate.
- **Consider several factors when setting participant numbers for a course.** Room size, length of training, types of small group work and target audience should dictate the size of the training. Focusing on quality over quantity of participants ensures a training's success. Selecting participants from other U.S. agencies or from implementing partners elevates the learning experience.
- **Continue to integrate interactive technologies into course activities.** The courses that integrated interactive activities, such as the case study video used in ACA, or technologies, such as the audience response system in DCHA 101, enhance adult learning.
- **Adhere to existing policies and processes of the WLC and other USAID venues.** Understanding and adhering to the specific policies, such as WLC's food policy, and processes, such as room reservation process, helps ensure a coordinated and streamlined training at these commonly used venues.
- **Maintain constant contact with participants.** As discussed in the sections above, the project trains a wide variety of participants from USAID staff to trainees from other USG agencies as well as implementing partner organizations. MSI has learned that maintaining regular, clear and concise communication with participants from the registration stage through the post-training follow-up improves participants' training experience.

PLANS FOR NEXT FISCAL YEAR

- Offer a **DCHA 101 Course** in Washington in October 2014;
- Provide logistical support for a **CMC Working with the Military Course** in Washington in October 2014;
- Provide logistical support for a **FFP 101 Course** in Washington in October 2014;
- Offer a **CSG Course** in Islamabad, Pakistan, in November 2014;
- Deliver a **CCF marketing publication** and one-page **talking points** in October 2014;
- Finalize work on the **Facilitator Guides** for the **CMM** suite of courses by November 2014;
- Finalize edits to the **We Are CMM video** by close of CMM subtask;
- Offer a **DCHA 101 Course** in Washington in January 2015;
- Provide logistical support for a **CMC Working with the Military Course** in Washington in February 2015;
- Provide logistical support for a **FFP 101 Course** in Washington in February 2015;
- Offer a **DCHA 101 Course** in Washington in Spring 2015;

- Provide logistical support for a **CMC Working with the Military Course** in Washington in Spring 2015;
- Provide logistical support for a **FFP 101 Course** in Washington in Spring 2015;
- Offer a **CSG Course** in Rabat, Morocco, in Winter 2015;
- Finalize and upload **DCHA 101 and 102 e-modules** to USAID University and continue support of these e-modules;
- Release the **DCHA Needs Assessment Survey** and analyze aggregated results;
- Transfer the **DCHA Portal** to USAID's Intranet page;
- Provide logistical support for **DCHA Regional Workshop** in March 2015; and,
- Submit final report and training guidelines in July 31, 2015.