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DCHA/PPM TRAINING AND LEARNING PROJECT

FY 2015 ANNUAL REPORT

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DCHA/PPM TRAINING AND LEARNING PROJECT

FY 2015 ANNUAL REPORT



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DCHA/PPM Learning and Training Support Task Order

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ACRONYMS

ASHA	DCHA Office of American Schools and Hospitals Abroad
BS-76	Backstop 76
C102	Conflict 102 Course
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
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
IQC	Indefinite Quantity Contract
MSI	Management Systems International, Inc.
OFDA	DCHA Office of U.S. Foreign Disaster Assistance
PPM	DCHA Office of Program, Policy and Management
TO	Task Order
TOT	Training of Trainers
USAID	United States Agency for International Development
WLC	Washington Learning Center

EXECUTIVE SUMMARY

The Democracy, Conflict, and Humanitarian Assistance Bureau's (DCHA) Training and Learning project supports the bureau's training and learning activities, such as curriculum design, coaching, facilitation support, e-module development, survey development and analytical services for DCHA initiatives in both the field and in Washington, D.C. from September 2010 through 2015. Managed by the DCHA Office of Program, Policy and Management (PPM) under the Analytical Services IV IQC, this project concluded its fifth and final year having conducted 112 project activities, including 21 in Fiscal Year (FY) 2015.

The project successfully trained a total of 250 participants in 14 training activities in FY 2015, as well as developed and finalized two e-modules and two curriculum design activities. The project also supported bureau offices and teams with three of analytical and knowledge management services, The Spectrum of Support graphic below illustrates the breadth of activities completed in FY 2015.

Analytical Services	Course Design	Training & Coaching	E-module Development	Logistical & Administrative Support
<ul style="list-style-type: none"> - Composed COACT Review Activity for PPM - Submitted Activities Publication for CCF - Submitted a Professional Development Needs Assessment for all DCHA staff - Designed structure, edited content, and transferred content to PPM's <i>myUSAID</i> site 	<ul style="list-style-type: none"> - Revised and updated CSG materials - Restructured DCHA 101 agenda with more interactive sessions - Submitted Facilitator Guides for CMM's Gender & Conflict course - Designed a suite of training materials for WPS 	<ul style="list-style-type: none"> - Coached DCHA 101 trainers and presenters - Served as the lead trainers for 2 CSG courses - Served as lead facilitator of 3 DCHA 101 courses - Facilitated a retreat for DCHA Senior Leadership - Co-trained a training of trainers for WPS 	<ul style="list-style-type: none"> - Revised and finalized <i>DCHA At-A-Glance</i> e-module - Revised and finalized <i>DCHA In-the-Field</i> e-module - Developed and finalized the FFP e-module - Developed and finalized an e-module for the DRG/SSA team 	<ul style="list-style-type: none"> - Provided onsite logistical support to 9 trainings - Provided remote logistical support to 2 trainings and on-site support for 1 overseas training - Managed contract compliance and budget tracking - Maintained vendor relations - Managed participant registration through LMS - Completed all missing fields in the contract's Alumni Database

Summary of Key Accomplishments

- Increased overall average evaluation scores from FY 2014 by updating course materials and agenda structures**, particularly for DCHA 101 and CSG. For DCHA 101, MSI responded to participant feedback to refine course exercises, and these improvements resulted in an increase in the average overall DCHA 101 evaluation scores from 4.36 in FY 2014 to 4.41 in FY 2015. The project team also revised CSG materials to align with updated USAID policies, and saw evaluation scores also increase from the overall average score of 4.13 in FY 2014 to 4.34 in FY 2015.

- **Worked collaboratively with three new DCHA clients: Women, Peace and Security, Security Sector Assistance team within DRG, and the COACT team.** This task order requires working with several clients simultaneously to ensure the appropriate support to meet a wide variety of DCHA's needs. This year, MSI continued using a highly service-oriented approach to address the specialized needs of each DCHA client.
- **Met the increased demand for e-learning by supporting two new online modules.** E-modules are an efficient mechanism to build the capacity of DCHA staff based in field missions as well as in headquarters. The growing demand for e-modules manifested this year with the development of two new online modules for the FFP Office and the SSA team. Through this work, MSI refined its e-module development process from storyboarding to narration and animation, and was able to create professional products while remaining cost efficient.
- **Launched the “DCHA Staff Support: Resources and Services” myUSAID page for PPM.** The project supported PPM by developing a comprehensive new site map for the page, updating and organizing content on topics ranging from training opportunities to professional development support for supervisors, building the site with interactive features, and developing a content management strategy for the site's sustainability.
- **Successfully concluded all activities with CMM.** CMM was the project's second largest client behind PPM, and since 2012 the project provided intense support to CMM's training agenda from designing new courses to developing facilitator guides. Over the course of this contract, 508 participants were trained across the 38 activities supported by MSI all within the initial budget guidelines.

Summary of Lessons Learned

- **More vigorous evaluation measures better track participant learning.** This year the project added pre and post-test questions to the April and July DCHA 101 courses, and the *DCHA at a Glance*, *DCHA in the Field*, and FFP e-modules. As a result, the project could quickly measure the increase in learning from before the course or e-module compared to afterwards. It also assists in developing a baseline of knowledge across the agency. Adding these pre and post tests required only a minimal level of effort and is a useful tool in helping gauge the extent of learning taking place.
- **Standard training guidelines for each course is an important tool to ensure quality control and consistency across iterations.** This year MSI worked to catalogue and refine its session designs and logistic checklists for each core DCHA course. This effort resulted in a comprehensive training guideline packet for future DCHA trainers and training coordinators, and will help ensure that the lessons MSI has learned and the standards built over the last five years are sustainable.
- **Overseas trainings require more mission buy-in.** It was challenging to generate the minimum number of participants to enroll in overseas offerings of CSG due to the fact that participants must arrange to travel to the overseas course location, which requires sufficient advance preparation, as well as limited marketing of the offering by the project and mission. To mitigate this, missions could take more responsibility for ensuring a minimum number of participants and the COR could communicate to the mission's training point of contract that the workshop will only be held if the mission can confirm a certain number of participants by a certain date, perhaps six to eight weeks from the course date.

INTRODUCTION

This annual report documents and analyzes the activities conducted during FY 2015, which took place Sept. 30, 2014, through Sept. 29, 2015. This year is the fifth and final year of the contract. Two annexes accompany this report: Annex I details participants trained by course and Annex II provides financial analysis for the year.

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 previous fiscal years.

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.

Overview of the Training & Learning Task Order:

MSI is the prime contractor on USAID's Training and Learning task order under the Analytical Services IQC for the Democracy, Conflict, and Humanitarian Assistance (DCHA) Bureau's Program, Policy, and Management Office.

In FY 2015, MSI supported 21 activities under this contract, contributing to a total of 112 activities during the contract.

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 FY 2015

The following section describes project activities and accomplishments completed in FY 2015.

DCHA Essentials

DCHA Essentials is suite of courses including the "DCHA 101" course and six others designed and conducted independently by each DCHA office. In FY 2015, the project conducted three DCHA 101 courses in October 2014, January 2015, and July 2015. DCHA 101 is 2.5 days long and provides an overview of the DCHA Bureau, its nine offices, and consists of presentations and culminates with a capstone exercise about DCHA's Crisis Opening and Action Coordination Team (COACT). In addition to DCHA 101, the project supported three FFP 101 one-day courses and two CMC 101 one-day courses, which are a part of the DCHA Essentials suite. DCHA 101 is typically offered once a quarter; however this year, there were only three offerings because the winter DCHA 101 was canceled twice due to inclement weather that closed the government.

DCHA e-Learning Modules

Two e-modules support the DCHA 101 course and provide introductory overview of the DCHA Bureau: *DCHA at a Glance* and *DCHA in the Field*. This year the project team made continual revisions to the *DCHA at a Glance* e-module by updating the organizational charts, adding in the bureau's new objectives, and rerecording the narration for that section. The two e-modules remained on the testing server for the majority of year and as a result were not formal prerequisites for DCHA 101, as was their intention.

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. The project delivered two CSG courses in FY 2015: one at the USAID/Pakistan Mission in November 2014 and one in Washington, D.C. in August 2015.

Women, Peace, and Security Training Support

A suite of three complementary training modules were produced and a Training of Trainer’s conducted for the Women, Peace, and Security (WPS) team within the PPM Office. The training modules aim to familiarize USAID staff with the core goals and objectives of the U.S. National Action Plan (NAP) on Women, Peace, and Security and USAID’s approaches to implementation and to identify opportunities and ways to integrate NAP objectives in USAID programming. The project developed the training slides, graphics, handouts, and a facilitator guide for the 30 minute briefing, one hour module, and two hour module. The project also hired two gender and conflict subject matter experts from the George Mason University Center for the Study of Gender and Conflict to update the training materials and design an interactive role play.

Training of Trainers: On July 17, 2015, the project also supported the WPS team in designing and delivering a Training of Trainers workshop to understand and apply the WPS training content and methodologies, understand WPS policy objectives and their relationship with the training, and identify opportunities to adapt curriculum for diverse audiences.

“It’s great to have all the training materials already developed and ready to go in the 3 different time formats.”
– WPS TOT participant

DCHA Regional Africa Workshop

The purpose of this workshop was to support critical BS-76 technical leadership and management functions for more effective programming; however, it was canceled in the first quarter of FY 2015 due to lack of budget approvals.

FFP E-Module Development

Throughout the year MSI supported the FFP Office to develop an e-module for new and existing staff. The e-module features interactive quizzes and knowledge checks throughout and explains who FFP is, program highlights, their global operating environment, and the learning resources available to staff. MSI assisted FFP staff in storyboarding the e-module, writing and recording the narration, and building the e-module using the Captivate software. The completed e-module was launched onto USAID University on in September 2015.

SSA E-Module Development

The project supported the Security Sector Assistance (SSA) team within the DRG Office develop a web-based training explaining the rationale for USAID’s work in the security sector and the ways in which Agency staff – in DCHA and beyond – can utilize this knowledge in their programming work. The e-module is approximately one hour and includes interactive quizzes and features. MSI delivered a draft e-module to the SSA team in the DRG Center in September 2015.

CMM Training Support

DCHA/CMM funded multiple activities under this contract which came to a close in FY 2015. These activities included:

Facilitator Guides: MSI developed a more structured and visual facilitator guide template and used it to update facilitator guides for two CMM courses this year: Gender and Conflict and Conflict 102. MSI modified each session’s guide, updating the timing, streamlining activity descriptions, and reorganizing the structure as necessary. The resulting guides are now uniform and reader-friendly. The updated guides were submitted to CMM in the second and third quarters, respectively.

Updating the “We Are CMM” video: The project edited CMM’s *We Are CMM* video and submitted a revised version to CMM on February 3, 2015. The video was shortened from approximately 17 minutes to 12 with a number of new segments to reflect current CMM leadership and staff. The shorter running time makes it more concise and user-friendly for training purposes.

DCHA Senior Leadership Retreat

The project helped organize and facilitate a DCHA retreat for the front office, office directors and their deputies on July 15, 2015. Twenty-two senior staff attended the half-day retreat, which focused on talent management within the bureau and included presentations from office directors on morale, performance management, and professional development, and also featured a presentation on of the key findings and conclusions from the DCHA professional development survey report. Senior staff were then tasked to prioritize recommendations the bureau should undertake to improve morale, performance management, and professional development. Acting Assistant Administrator Tom Staal also emphasized that it will be very important to report out to staff on the retreat and COACT discussion/recommendations, including at a possible September DCHA town hall meeting.

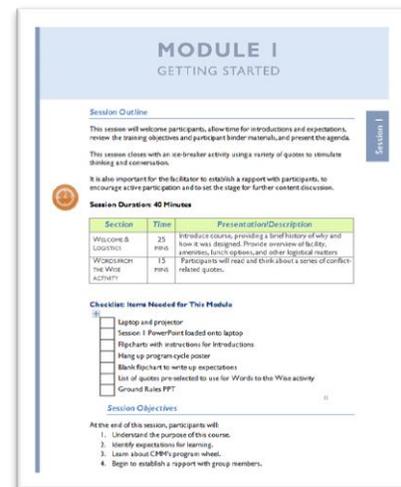


Figure 1: Gender and Conflict Facilitator's Guide

“Appreciate very much devoting an entire offsite [event] to management issues.” – Senior retreat participant

Analytical Services

Complex Crisis Fund (CCF) Marketing Publication and Talking Points

The CCF marketing publication and talking points was finalized this year. The purpose of this publication is to tell PPM/CCF's story, including its mandate and functionality within the U.S. Government generally and USAID specifically. It highlights PPM/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.

DCHA Professional Development Survey

This year, the DCHA professional development survey was launched and received over 200 responses from DCHA staff in Washington, D.C. and missions. The survey results were analyzed and triangulated in a detailed survey report that outlined the key findings and conclusions from the survey, as well as posited recommendations for DCHA senior management. These conclusions and recommendations were also presented at the DCHA Senior Management Retreat in July.

COACT Review Sessions & Workshop

This activity reviewed the functionality of DCHA's COACT by conducting key informant interviews and soliciting feedback from a series of four staff focus groups that discussed the COACT's overall effectiveness, professional enrichment, selection criteria, and standing down process. This feedback was incorporated into a half-day review workshop with DCHA senior leadership. A final report captured the feedback and summarized recommendations and action items the COACT team can implement (see "Select COACT Review Recommendations" text box).

Select COACT Review Recommendations

1. Devote the last Thursday of every month/senior staff meeting to COACT discussion
2. Create COACT fact sheet and look at other mechanisms for communication (e-mail, digest, etc.)
3. Communicate and update the Standard Operating Procedures.
4. Convene meeting to discuss changing COACT to more "marketable" name/acronym.
5. Change and follow the revised selection criteria.

myUSAID Web Platform

Since USAID has introduced a new agency-wide web platform called *myUSAID*, the project supported DCHA/PPM in redesigning the new professional development and training pages for the bureau, including reviewing existing content on the defunct Training and Learning portal and identifying and updating that content to migrate to the new myUSAID site, drafting new content when needed, finalizing the site design, and building the content onto the site.

Contract Management

Alumni Tracking

For the first three years of the project, MSI tracked course alumni in After Action Reports (AARs) that were submitted after the completion of each course; however, in order to holistically track alumni, MSI built a comprehensive alumni database in June 2014 that records the name, e-mail address, office, courses taken, and "funding mechanism" of each participant. A preliminary report of alumni data for Fiscal Years 2012, 2013,

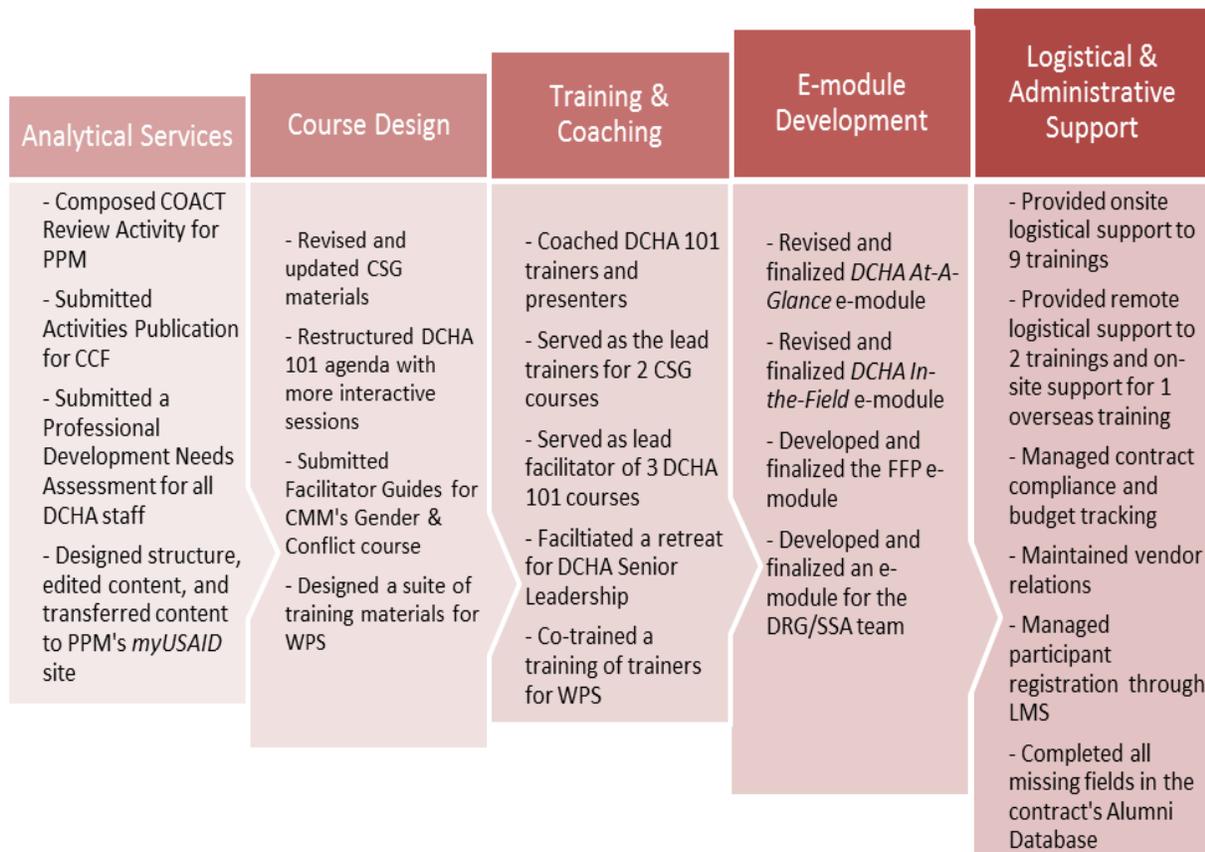
and 2014 was submitted to the COR on February 23; however, since many participants were added retroactively to this database, some of their demographic information was incomplete, notably the funding mechanism information. Knowing the participants' funding mechanism greatly helps the COR report on which alumni have been funded by which mechanism.

This year, MSI and the COR embarked on a major endeavor to find missing this funding mechanism data for over 400 alumni. The team took a multi-pronged approach to finding the remaining information and was able to complete alumni database in June 2015.

Close Out

In February 2015, the project developed a close out plan for COR approval and executed that plan over the next six months. Close out activities included preparing all the final contract deliverables, inclusive of files of all training materials, the final report, and this annual report; as well as updating the inventory for final disposition. In addition, MSI finalized comprehensive training guidelines for future trainers and training coordinators to organize and deliver DCHA 101 and CSG courses. The guidelines include detailed logistic checklists and session designs for both DCHA 101 and CSG.

FY2015 Spectrum of Support



KEY ACCOMPLISHMENTS

In its fifth and final year, this task order successfully accomplished the following:

- **Increased overall average evaluation scores from FY 2014 by strategically updating course materials and agenda structures**, particularly for DCHA 101 and CSG courses. For DCHA 101, MSI responded to participant feedback by inserting an energizer activity on day 2 of the course to make the day more interactive, and also piloted a pre and post-test in order to better assess participant learning. These improvements resulted in a five percent increase in average overall DCHA 101 evaluation scores from 4.36 in FY 2014 to 4.62 in FY 2015. The project team also revised CSG materials to align with updated USAID policies and current world events, and saw evaluation scores also increase by 4 percent from the overall average score of 4.13 in FY 2014 to 4.34 in FY 2015.
- **Worked collaboratively with three new DCHA clients: Women, Peace and Security, Security Sector Assistance team within DRG, and the COACT team.** This task order requires working with several clients simultaneously to ensure the appropriate support to meet a wide variety DCHA's needs. This year, MSI continued using a highly service-oriented approach to develop and revise curriculum for three interactive training modules for WPS on an abbreviated timeline. In creating e-modules with the SSA team in the DRG Center, we guided them through a structured process while also remaining flexible to ensure client satisfaction. We were consistently responsive to the needs of the COACT team and dynamics within the bureau when facilitating focus groups and a high level workshop with DCHA senior leadership.
- **Successfully concluded all activities with CMM.** CMM was the project's second largest client behind PPM, and since 2012 the project provided intense support to CMM's training agenda from designing new courses to developing facilitator guides. Over the course of this contract, 508 participants were trained across the 38 activities supported by MSI all within the initial budget guidelines.
- **Met the increased demand for e-learning by supporting two new online modules.** E-modules are an efficient mechanism to build the capacity of DCHA staff based in field missions as well as in headquarters. The growing demand for e-modules manifested this year with the development of two new online modules for the FFP Office and the SSA team. Through this work, MSI refined its e-module development process from storyboarding to narration and animation, and was able to create professional products while remaining cost efficient.
- **Retroactively collected all alumni data needed for participant tracking and reporting.** A master alumni list that tracks participants' name, office, and funding mechanism (e.g. operational expense or program) was only created in FY2014, resulting in missing funding mechanism data for over 400 alumni trained earlier in the contract. This year, MSI retroactively compiled that missing data and updated the alumni list for accurate and complete tracking and reporting.
- **Launched the "DCHA Staff Support: Resources and Services" *myUSAID* page for PPM.** The arrival of a new agency-wide web platform called *myUSAID* prompted PPM to revisit the Professional Development and Learning portal, which was suspended earlier in the project, to determine the content that needed to be updated and transferred to the new site. The project supported PPM throughout this process by developing a comprehensive new site map for the "Staff Support" page, updating and

organizing content on topics ranging from training opportunities to professional development support for supervisors, building the site with interactive features, and developing a content management strategy for the site’s sustainability.

- **Measured participant learning more effectively by adding pre and post-test questions** to DCHA 101 course and three e-modules: the *DCHA at a Glance*, *DCHA in the Field*, and FFP New Staff Orientation. Embedding the pre and post-test questions within the audience response polling system used in DCHA 101 made the test easy to administer and analyze, and serves as a management best practice. These tests can be used in the future to measure Kirkpatrick level 2 – knowledge gained after the learning intervention.

COURSE EVALUATION ANALYSIS

This section examines course trends and milestones in FY 2015, 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 FY15 and, when possible, compared those results to similar statistics from FY14.

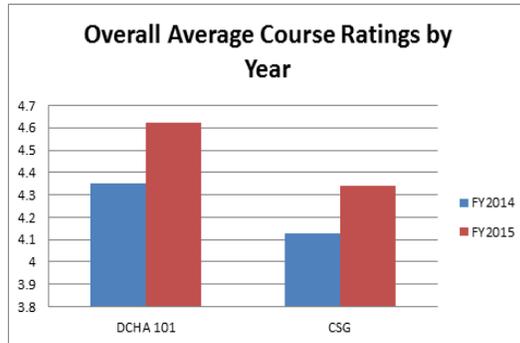
Overall Analysis

The DCHA Training and Learning Task Order conducted a total of 21 activities, including 13 training courses, two e-modules, and one senior staff retreat that trained a total of 250 participants. (See Annex I for a detailed breakdown of participants by course.) Additionally, the project supported two curriculum design efforts in developing the WPS training modules and editing the *We Are CMM* video for C102, and two analytical support activities: building the “DCHA Staff Support” page on *myUSAID* and the COACT review.

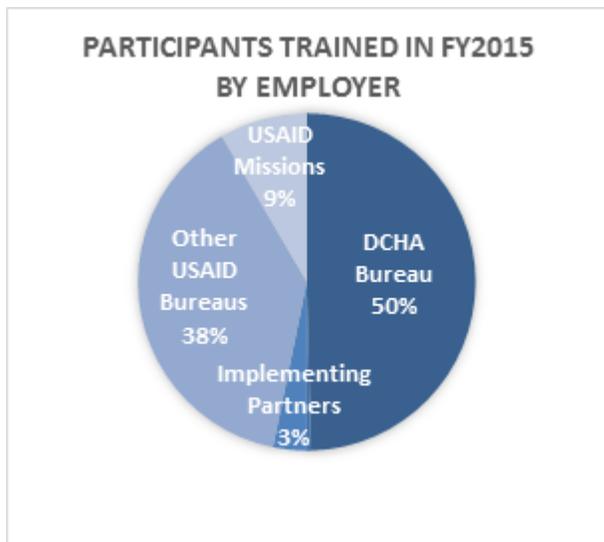
In FY14, the project supported 28 trainings; the decrease in FY 2015 is largely a result of CMM trainings being phased out of the contract, and also several course cancelations due to low enrollment or inclement weather (CSG in Morocco, winter DCHA 101). One course – CSG – took place in overseas for USAID/Pakistan, resulting in 94 percent of the courses being implemented in Washington, D.C. This is a significant difference from FY14, in which 68 percent of trainings took place in Washington and the remaining 32 percent were conducted at missions. This decrease is largely due to the fact that CSG is the only remaining course on the project that is offered overseas since CMM support closed out.

FISCAL YEAR 2015 TRAINING TOTALS	
<p>21 activities conducted:</p> <ul style="list-style-type: none"> • 13 classroom trainings • 2 e-modules • 1 senior staff retreat • 2 curriculum design • 3 analytical support 	<p>Total of 250 participants trained:</p> <ul style="list-style-type: none"> • 124 were from the DCHA Bureau. • 96 were from other USAID bureaus. • 21 were from USAID Missions. • 8 were from implementing partner organizations. • 1 was from another U.S. agencies.

At the end of each course, participants complete evaluations that rate their overall satisfaction with the course on scale from 1 – 5 (see text box). Based on these evaluations, overall average ratings for each course increased by five percent this year for DCHA 101 (4.35 to 4.62) and by four percent for CSG (4.13 to 4.34), as shown in the “Overall Average Course Rating by Year” graph. The April DCHA 101 iteration had the highest average score of 4.73, followed by the August iteration of CSG with a high average score of 4.6.



Evaluation Rating Scale
 5 = excellent
 4 = good
 3 = average
 2 = poor
 1 = unacceptable



Participant Profiles

As CMM support came to a close this fiscal year, the total number of participants trained in FY 2015 (250) declined by almost a third (32 percent). In FY 2014, 476 participants were trained, including 283 from CMM courses and 193 from PPM courses. In comparing only DCHA/PPM participants trained in FY 2014 to FY 2015, there was in fact a 12 percent increase in FY 2015.

The vast majority (96 percent) of participants trained were from USAID. As shown in the “Participants Trained in FY 2015 By Employer” chart, half (50 percent) of all participants trained were from within the DCHA Bureau with the most coming from FFP.

The CSG course trained all USAID mission-based participants (9 percent). Interestingly, 38 percent of all participants trained this year came from other USAID bureaus indicating that core DCHA courses have a broad appeal across the agency. As CSG was the only overseas course this year, the project trained a much smaller percentage of USAID Mission staff in FY 2015 compared to FY 2014. Participants from implementing partner organizations accounted for three percent of participants trained in FY 2015, compared with nine percent in FY 2014. In FY 2015, implementing partner participants attended FFP 101 courses, while in FY 2014, most implementing partner participants attended CMM courses.

With completed alumni tracking data, the project was able to determine that 57 percent of all participants trained in FY 2015 were program-funded, while 43 percent were funding by operating expenses. As table 1 shows below, the courses conducted in FY 2015, most participants (60 percent) completed a DCHA Essentials course (inclusive of one day office courses).

Table 1. Number of Participants Trained by Course and By Year						
Course	Total	2015	2014	2013	2012	2011
DCHA Essentials	530	151	138	158	58	25
Crisis, Stabilization, and Governance	160	30	43	40	37	10
Conflict 102	264	--	113	80	71	--
Gender and Conflict	152	--	131	21	--	--
Advanced Conflict Assessment	76	--	30	14	32	--
CMC Staff Retreat	11	--	--	--	11	--
OCR Lessons Learned Workshop	26	--	--	26	--	--
Systems Thinking & Analysis in Complex Environments	12	--	12	--	--	--
Advanced Conflict Assessment TOT	3	--	--	--	3	--
Gender and Conflict TOT	9	--	5	4	--	--
Conflict 102 TOT	4	--	4	--	--	--
Crucial/Courageous Conversations	38	38	--	--	--	--
Women, Peace, Security TOT	7	7	--	--	--	--
DCHA Senior Staff Retreat	24	24	--	--	--	--
Total	1316	250	476	343	212	35

Training Logistics

Overall, participants rated logistics an average of 4.62/5 across all core courses (DCHA 101 and CSG), which is a six percent increase from FY 2014. Participants gave DCHA 101 logistics an excellent rating with an average score of 4.84/5. All three DCHA 101 courses were held at the International Gateway center in the Ronald Reagan Building, and this aided the consistency and familiarity of course logistics. An MSI training coordinator traveled to the USAID/Pakistan Mission to support the CSG training, and this also greatly impacted the success of course logistics. Participants rated the August CSG as “good” with an average score of 4.4/5. In addition, MSI updated the logistics checklists for each course, ensuring that lessons learned and best practices were captured.

Participant Comments on Logistics:

“Really liked the clickers, and the facilitators made everything run smoothly.” – DCHA 101 participant, July 2015

“Materials very good. Trainers knowledgeable and high energy.” – CSG participant, August 2015

Course Analysis

DCHA Essentials

DCHA Essentials is a suite of courses including the “DCHA 101” course and a series of courses designed and conducted independently by each DCHA office. The analysis below examines the progress DCHA 101 has made this year and also provides an overview of the courses designed independently by other offices.

DCHA 101

The project trained a total of 61 participants in three iterations of DCHA’s flagship course “DCHA 101” conducted this year in Washington, D.C. in October 2014, and April and July 2015. Forty-seven participants were from the DCHA Bureau with the most coming from FFP (16), OFDA (7), and DRG (7). The remaining 14 participants came from other USAID Bureaus, namely the Bureau for Food Security, E3, and Global Health. Based on the demographic questions asked at the beginning each DCHA 101 course, over half of participants this year had been at USAID for less than one year (53 percent). The course had an average class size of 20 participants this year, a slight decrease from FY 2014’s average class size of 22. Sixty-nine percent of DCHA 101 participants were program funded, the highest of any course conducted in FY 2015.

On average, participants gave the course an excellent overall average score (4.62/5), which represents a five percent increase from FY 2014 scores (4.36/5). This improvement can be attributed to the following:

- **Consistent Leadership:** over the course of contract, MSI has delivered a total of 33 DCHA 101 trainings, including the three FY 2015 courses, using the same trainer and led by the same COR for each offering. This consistency has built a strong relationship of trust between the COR and the trainer and created a knowledgeable foundation for fast and flexible decision making, and for the course to be refined over time based on participant feedback.

DCHA 101 by the Numbers

- Number of courses: 3
 - All in D.C.
- Number of participants: 61
- Average class size: 20
- Average overall score: 4.62/5

- Continued Interaction:** Over the course of the year, MSI revised the budgeting session, refined the COACT capstone session, and added an energizer activity following several lecture sessions on Day 2 to continue to foster an interactive learning environment. By debriefing participant evaluation comments as a team, the DCHA 101 COR, trainer, and coordinators were able to prioritize revisions and respond to key participant feedback. The course also continued using the interactive polling system, which helped to maintain a continued level of interaction throughout the course.

The team also incorporated a pre and post-test into the April and July offerings of DCHA 101 as a way to evaluate Kirkpatrick’s level two of learning. Using the polling software, participants answered ten pre-test questions on Day One of the course and then the same questions in a post-test at the end of the course. Participants could select an “I don’t know” option for each question in an attempt to minimize guessing, which can skew the results. In the April DCHA 101 course, participants’ post-test scores improved by a solid 47 percent compared to the pre-test. In the July course, participants averaged a 24 percent improvement compared to the pre-test. The value in the pre- and post-test data is utilized when analyzing data from multiple courses over time, not in one course alone; as such, the training team recommends analyzing the pre and post-test response rates from DCHA 101 courses on a semi-annual basis.

DCHA Essentials: Individual Office Courses

Five one-day office courses took place this year: two from CMC and three from FFP. These courses trained a total of 90 participants (see table 2 below). This represents a 12 percent increase from FY 2014, and is 60 percent of all participants trained in the DCHA Essentials suite in FY 2015. The October FFP one day course trained the only participant this year who was from another USG agency, USDA. Of the CMC 101 participants, 58 percent were OE funded, while most FFP 101 participants were program funded (63 percent). Table 2 below shows the number of participants trained by each course iteration.

Table 2. Participants Trained in FFP and CMC 101 Courses in FY 2015		
Date	Workshop Name	Number of Participants
17-Oct-14	CMC 101	12
21-Oct-14	FFP 101	14
4-Feb-15	FFP 101	28
10-Feb-15	CMC 101	14
8-Jul-15	FFP 101	22
TOTAL		90

FFP and CMC organized and trained these courses without MSI support; therefore, the project did not collect any evaluation data.

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

Again this year DCHA 101 participants were strongly encouraged to complete both *DCHA at a Glance* and *DCHA in the Field* e-modules prior to attending DCHA 101. While these e-modules remained on the MSI testing server for the majority of the year, they were not mandatory; however, participants were asked to self-report whether they completed the e-modules at the beginning of DCHA 101 and over half said they had (54 percent). Several participant comments from all three DCHA 101 evaluations indicated that the e-modules and some of the Day One modules cover the same content and were repetitive as a result.

Pre and post-test questions were added to both e-modules per contract requirements, and MSI made final updates to the bureau overview and objectives section in *DCHA at a Glance*. Both e-modules were uploaded onto USAID University in September 2015. Development of both e-modules began during Year 3, Quarter 3 of the contract, representing a 26 month period of performance for this activity – the longest on the project. This was mainly due to the fact that the modules needed to be updated frequently as DCHA staff and objectives changed.

Once up on USAID University, *DCHA in the Field* will be a required prerequisite for all DCHA 101 participants and they will be encouraged to take the *DCHA at a Glance* module, although it will not be mandatory in order to avoid duplication with DCHA 101 classroom exercises. Instead, *DCHA at a Glance* will be marketed to field missions where DCHA staff do not have as many opportunities to attend the DCHA 101 course in Washington, D.C.

Crises, Stabilization and Governance

MSI supported PPM in organizing and delivering two CSG courses this year: one in the USAID/Pakistan Mission in November 2014 and one in D.C. in August 2015. Another CSG iteration was scheduled, postponed, and eventually canceled for the Morocco Mission. This was a decrease from four trainings in FY 2014, and can be largely attributed to the cancellation of the Morocco offering.

CSG trained 30 participants this year. This represents a decrease of 18 percent from 43 trained last year; however, there were three iterations delivered in FY 2014 compared to two iterations in FY 2015. CSG was the only course held at an overseas mission this year. Almost 60 percent of CSG participants were program-funded. The course was designed to train a maximum of 15 participants given the intensity of small group work, and both course iterations in FY 2015 reach that maximum, indicating a healthy interest in the course subject.

CSG by the Numbers

- **Number of courses: 2**
 - 1 in D.C.
 - 1 in mission
- **Number of participants: 30**
- **Average class size: 15**
- **Average overall score: 4.34/5**

When asked about the overall satisfaction with CSG, participants rated the November course an average score of 4.09/5 and the August course an average of 4.6/5. The two CSG courses in FY 2015 had quite different participant profiles, and this impacted participant evaluation scores. The CSG conducted with the USAID/Pakistan Mission comprised largely of Foreign Service National staff, who were enthusiastic about the course topic, but wanted to see more Pakistan or regional-specific examples used throughout the course. In contrast, the August iteration held in Washington, D.C. had a broad mix of participants from DCHA, other USAID bureaus, and some Mission-based program officers, who appreciated the breadth of material covered and its applicability to their daily jobs. The August iteration's overall average score of 4.6/5 was the

highest course score among all CSG courses conducted on the project. In this iteration, individual session ratings ranged from an average high of 4.8 (Introduction to Conflict and Case study part 1) to an average low of 4.3 (several sessions). No sessions received lower than a 4.3/5 rating.

After delivering a total of 13 CSG courses under the project, the team observed that CSG would benefit from substantial content revisions to better engage BS-76 officers, such as tailoring the course with examples and exercises with more focused content on emerging issues in crisis and conflict environments. These may include the intersection of crime and conflict, violent extremism, and human rights. Future iterations of CSG should also continue to engage USAID backstops outside of DCHA, who often work in conflict-affected or fragile environments but are not as familiar about tools and techniques for working on conflict as those in the DCHA bureau. For instance, one CSG participant from August noted that the course was “very relevant to my work and helpful introduction to topics outside of my normal lane / experience.”

CSG Participant Comments:

“I think all Program Officers should take this course (DG officers too!).”

“Overall, the trainers were extremely knowledgeable and the training provided an outstanding overview of the various tools and concepts that impact the program cycle in a conflict affected environment.”

Women, Peace, and Security Training Suite & TOT

From December 2014 through March 2015, the project worked with the WPS team to develop three training modules that scale from a 30-minute briefing to a two hour session. The WPS training team piloted the two hour training session on January 30 as a part of USAID’s five day Gender 101 course. Despite being a pilot and the first time the trainers had facilitated the new material, the participants gave the WPS session the second highest evaluation score out of 18 sessions delivered during the five day course. Forty-three percent of all evaluation comments highly praised the interactive role play exercise that was developed for the session, which asked participants to assume a role of an IDP discussing whether or not the camp should have a women’s protection network.

WPS Pilot Participant Comments

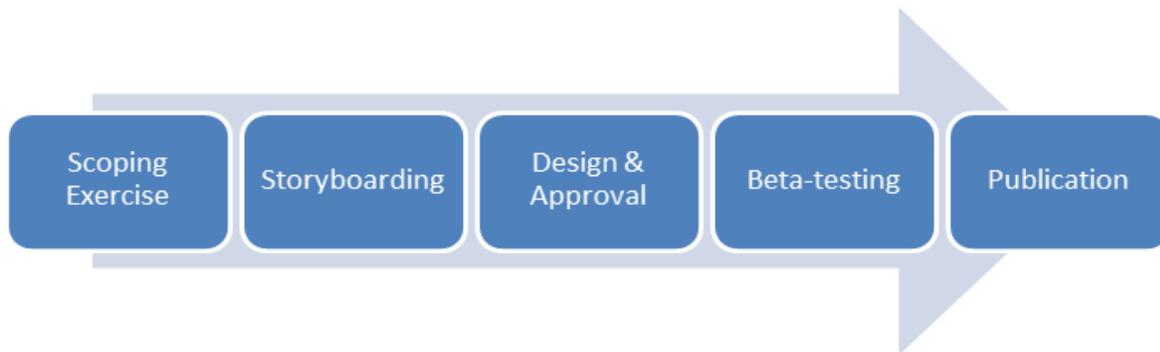
Participants found most useful:

- *“the variation in presentations – video clips, print materials and PPT.”*
- *“the role play was [an] interesting way of forcing us to think outside the box.”*

The project also supported and co-facilitated a TOT workshop on the WPS training materials in July 2015. Seven participants from across the agency attended this half-day TOT, which provided them with standard talking points on WPS objectives, introduced them to the three various training modules, and allowed them to practice several of the interactive sessions for future use. All of the participants said the training met the learning objectives in their evaluations.

Development of e-Modules

MSI refined its approach to e-module development this year by starting with a scoping exercise to determine the features and identify the content needed to build the module. This information was then used to create a more accurate scope of work, timeline and budget for each e-module activity and resulted in a more efficient process: the FFP e-module took approximately 10 months to complete and the SSA e-module took seven months. The graphic below illustrates MSI's e-module development process.



PROJECT LESSONS LEARNED

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

- **More vigorous evaluation measures track participant learning better.** This year the project added pre and post-test questions to the April and July DCHA 101 courses, and the *DCHA at a Glance*, *DCHA in the Field*, and FFP e-modules. As a result, the project could quickly measure the any increase in learning from before the course or e-module compared to afterwards. Adding these pre and post tests required only a minimal level of effort for the project team and is a useful tool in helping gage the extent of learning taking place.
- **Contingency planning for inclement weather allows for efficient decision-making and clear communication** on whether to cancel or postpone a course. MSI recommends following a common and easily-accessible system like the Office of Personnel Management (OPM)'s operating status updates that allows the participants and the training team to know what is going on at all times. For example, after the OPM status was updated to “closed” prior to the January DCHA 101 course, the training team quickly communicated with the participants and the presenters to let them know the course would be rescheduled for another time. Through this process, the participants and trainers knew that the course was to be rescheduled and did not need to ask for further clarification.
- **Alumni tracking can be completed retroactively but is best done from the start of the project.** Through various methods, the project team and COR were able to gather all the missing funding information for over 400 alumni trained under this contract. Given the alumni reporting needs this contract has, an alumni database should be created at the beginning of the project, and the training coordinator should ensure that all participants in any given training complete the funding mechanism information on the course sign-in sheet.
- **Overseas trainings require more mission buy-in.** It was challenging to generate the minimum number of participants to enroll in the CSG Morocco offering and it was postponed and then

canceled as a result. This could be due to the fact that trainers and some participants must arrange to travel to the overseas course location, which requires sufficient advance preparation since travel approval can take several weeks. To mitigate this, missions could take more responsibility for ensuring a minimum number of participants and the COR could communicate to the mission's training point of contact that the workshop will only be held if the mission can confirm a certain number of participants by a certain date, perhaps six to eight weeks from the course date.

- **Printing specifications should be factored into the design of any DCHA publications.** The project received final approval of the CCF publication on March 3; however, the publication was not printed by the close of the project. The delay was due to the fact that the publication had a specialty design that the USAID print shop was unable to produce; as a result, two additional days of LOE were needed for the graphic designer to reformat the design into a more print-friendly version. This delay could have been avoided if print specifications had been discussed at the beginning of the design process.
- **Identify a clear timeline for the development and administration of bureau-wide surveys** not to exceed six months to ensure current relevancy and appropriateness of all questions. It took 21 months for the DCHA Professional Development survey to be launched due to all the approvals that were needed, resulting in some of questions becoming less relevant over time. In addition, the project also learned that obtaining clear buy-in from DCHA office directors to disseminate survey and to encourage their staff to respond worked well to increase the survey response rates.
- **Scoping exercises lay the foundation for efficient and effective e-module development.** For the SSA e-module, MSI began the process with a scoping exercise that worked closely with the USAID point of contact to finalize the learning objectives, instructional approach, implementation plan and timeline, and budget. This SSA exercise, and scoping exercises generally, was important because it saved so much time: discussing the scope, or what the e-module will be, during a meeting or series of meetings sets expectations for the both the project and the client and reduces the need to make later changes to the activity budget or approach later on.
 - Unfortunately in the case of the SSA e-module, this main point of contact left USAID in the final month of the activity, and new activity managers and principals were brought in to finalize the e-module. This personnel change created discord between the scope, approach, and ascetic agreed upon with the original point of contact, delaying the completion of the e-module. Through this process, the project learned the importance of gaining more widespread buy-in on content and design before finalizing the e-module.
- **Dedicate substantial time to revising e-modules following the beta test.** Beta testing an e-module is one of the final steps to completion: it is usually conducted in the last few weeks of the development process in which beta testers provide feedback on the functionality of the module (e.g. do links work? Does the narration sync properly, etc.). Experience with both the FFP and SSA e-modules has shown, however, that beta testers often have content or design-related comments that can require substantial changes to the module, from rerecording narration to adding or deleting sections. As a result, three weeks to one month should be reserved in the e-module development timeline to address beta test comments, rather than one week.
- **Developing a visual map for the *myUSAID* site was a helpful way to organize content and track development.** MSI and the COR created a site map using Prezi software that became the project's roadmap as the "DCHA Staff Support: Resources and Services" *myUSAID* site was being development. Additionally, the project also created mock-ups of each page on the new portal, inclusive of content placement, pictures, and other interactive features. Creating these visuals allowed

the team to have an in-depth understanding of how the site would look and how the content will fit together, resulting in a more cohesive site and helping to make the development process more efficient.

- **Piloting interactive exercises in advance of a workshop results in a more seamless and effective exercise.** In creating participatory exercises for the WPS training sessions, MSI saw that the training's role play exercise greatly benefited from an internal pilot session. Piloting this exercise let the designers to improve the exercise in very specific ways so that when the WPS team formally trained the session, the role play exercise worked smoothly and received very high marks in the participant evaluations.
- **Standard training guidelines for each course is an important tool to ensure quality control and consistency across iterations.** This year MSI worked to catalogue and refine its session designs and logistic checklists for each core DCHA course. This effort resulted in a comprehensive training guideline packet for future DCHA trainers and training coordinators, and will help ensure that the lessons MSI has learned and the standards built over the last five years are sustainable.
- **The future audience for CSG is likely backstops other than BS-76.** If possible, outreach to participants should be intensified for Program Officers, Health, Economic Growth, Education, etc. This audience may benefit from the contents in a similar way that the target audience (BS76 DLIs) did in the beginning. Participants observed throughout the course that content is particularly relevant to those deploying for the first time to a critical priority country.

ANNEX I: DETAILED FY15 PARTICIPANT NUMBERS

DCHA/PPM Courses	Location & Dates	Participant Description
DCHA 101	Washington, D.C. October 7-9, 2014	16 Participants: 13 from DCHA (within DCHA: 1 from CMC, 2 from DRG, 6 from FFP, 1 from OFDA, 2 from OTI and 1 from PPM.) 2 from USAID/BFS and 1 from USAID/E&E.
CMC 101	Washington, D.C. October 17, 2014	12 Participants: 5 from DCHA (within DCHA: 1 from CS3, 1 from FFP, 1 from OFDA 1 from OTI and 1 from PPM), 1 from USAID/E3, 1 from USAID/GH, 2 from USAID/HR, 1 from USAID/IDEA, 1 from USAID/OAPA and 1 from the Malawi Mission.
FFP 101	Washington, D.C. October 7-9, 2014	14 Participants: 6 from DCHA (within DCHA: 3 from FFP, 2 from OFDA, and 1 from PPM); 1 from USAID/E3, 1 from USAID/OHR, 2 from USAID/BFS, 2 from USAID/GH, 1 from USAID/M and 1 from AMEX.
Crises, Stabilization and Governance course	Pakistan, November 17-21, 2014	16 Participants: 1 from DCHA (within DCHA: 1 from OTI) and 15 from the USAID mission in Pakistan
FFP 101	Washington, D.C. February 4, 2015	28 Participants: 3 from DCHA (within DCHA: 1 from CMM, 1 from OFDA, and 1 from PPM) 4 from USAID/AFR, 15 from USAID/BFS, 3 from USAID/GH, 1 from USAID/FSO, 1 from USDA, and 1 unknown.
CMC 101	Washington, D.C. February 10, 2015	14 Participants: 3 from DCHA (within DCHA: 1 from FFP, 1 from OTI, and 1 from PPM); 3 from USAID/M, 1 from USAID/OAPA, 1 from USAID/AFR, 2 from USAID/ASIA, 1 from USAID/BFS, 1 from USAID/FS, 1 from USAID/LAC, and 1 from USAID/SEC.
DCHA 101	Washington, D.C. April 28 – 30, 2015	25 Participants: 18 from DCHA (within DCHA: 2 from AA, 2 from ASHA, 1 from CS3, 3 from DRG, 7 from FFP, 1 from CMC, 2 from OFDA, and 2 from PPM), 1 from USAID/E3, 1 from USAID/EGEE, 2 from USAID/GH, and 1 from South Sudan/DGO, DEM & GOV OFC
Senior Leadership Retreat	Washington, DC July 15, 2015	24 Participants: 22 from DCHA (within DCHA: 2 from AA, 1 from ASHA, 1 from CMC, 1 from CMM, 2 from CS3, 3 from DRG, 2 from FFP, 2 from OFDA, 3 from OTI, and 5 from PPM) 1 from USAID/BFS and 1 from USAID.
DCHA/PPM Courses	Location	Participant Description
FFP 101	Washington, D.C. July 8, 2015	22 participants: 7 from DCHA (within DCHA: 4 from FFP, 2 from OFDA, and 1 from PPM); 1 from USAID/ASIA, 2 from USAID/BFS, 4 from USAID/Investigations, 2 from USAID/Performance Audits, 1 from USAID/GH and 5 unknown.
WPS TOT	Washington, D.C. July 17, 2015	7 participants: 4 from DCHA (within DCHA: 2 from DRG, 1 from OTI, and 1 from PPM); 1 from

		USAID/AFR, 1 from USAID/GH, and 1 from USAID/E-E.
Crucial/Courageous Conversations	Washington, DC July 23, 2015	23 participants: 20 from DCHA (within DCHA: 1 from AA, 2 from ASHA, 3 from CMM, 3 from DRG, 4 from FFP, 2 from OFDA, 1 from OTI, 1 from PFNP, and 3 from PPM); 1 from USAID/AFR, 1 from USAID/COMP, and 1 from USAID/E3.
DCHA 101	Washington, D.C. July 28-30, 2015	21 participants: 18 from DCHA (1 from AA, 4 from FFP, 3 from DRG, 2 from ASHA, 2 from CMM, 3 from OFDA, 3 from OTI); 1 from CMAG, 1 from USAID/COMP and, 1 from the Lab
Crises, Stabilization and Governance course	Washington, D.C. August 17-21, 2014	14 participants: 6 from DCHA (within DCHA: 1 from CS3, 1 from FFP, 1 from OFDA, 1 from PPM, 1 from OTI, 1 from CMC); 2 from USAID/OAPA, 1 from USAID/AFR, 1 from USAID/Jamaica, 1 from USAID/DRC, 1 from USAID/Afghanistan, 1 from USAID/Pakistan, and 1 from USAID/Caucuses
Crucial/Courageous Conversations	Washington, DC August 24, 2015	14 participants: 11 from DCHA (within DCHA: 2 from ASHA, 1 from CMC, 3 from DRG, 1 from FFP, 2 from OFDA, and 2 from OTI); 1 from USAID/HR, 1 from USAID/LAV, and 1 from USAID/PPL.
Totals:		
14 Courses Delivered: <ul style="list-style-type: none"> 13 D.C. Metro-based trainings/workshops 1 international training 		<p>Total of 250 participants trained.</p> <p>139 were from DCHA Bureau. Among those within DCHA: 5 were from CMC, 19 were from DRG, 34 were from FFP, 19 were from OFDA, 16 were from OTI, 18 were from PPM, 5 were from CS3, 6 were from AA, 9 were from ASHA, 7 were from CMM and 1 was from PFNP.</p> <p>20 were from USAID Missions. Among those from Missions, 1 was from Malawi, 16 were from Pakistan, 1 was from Jamaica, 1 was from the DRC, and 1 was from Afghanistan.</p> <p>81 were from other USAID Bureaus. Among those from other USAID Bureaus, 1 was from USAID/E&E, 23 were from USAID/BFS, 4 were from USAID/E3, 10 were from USAID/GH, 3 were from USAID/HR, 1 was from USAID/IDEA, 4 were from USAID/OAPA, 1 was from USAID/OHR, 4 were from USAID/M, 8 were from USAID/AFR, 1 was from USAID/FSO, 1 was from USAID/FS, 1 was from USAID/LAC, 1 was from USAID/SEC, 1 was from USAID/EGEE, 4 were from USAID/Investigations, 2 were from USAID/Performance Audit, 1 was from USAID/PPL, 3 were from USAID/ASIA, 1 was from USAID/Caucuses, 2 were from USAID/COMP, 1 was from the lab, 1 was from USAID/E-E, 1 was from</p>

		<p>USAID/LAV and I was from USAID</p> <p>I was from other U.S Government Agencies. Among those from other agencies, I was from USDA.</p> <p>9 were from other non – U.S Government Implementing Partners. Among them, I was from AMEX, I was from CMAG, I was from South Sudan/DGO, DEM & GOV OFC and 6 were unknown.</p>
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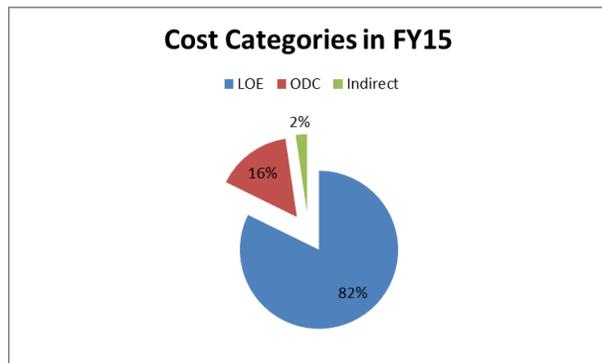
ANNEX II: FY15 DETAILED FINANCIAL ANALYSIS

Over the last year of the DCHA Training and Learning contract, MSI has supported a variety of learning activities in partnership with DCHA/PPM and other offices as requested. The detailed financial analysis below includes the overall cost analysis; cost analysis by office, course, and type of analytic support for FY 2015, which began on October 1, 2014 and concluded September 30, 2015.

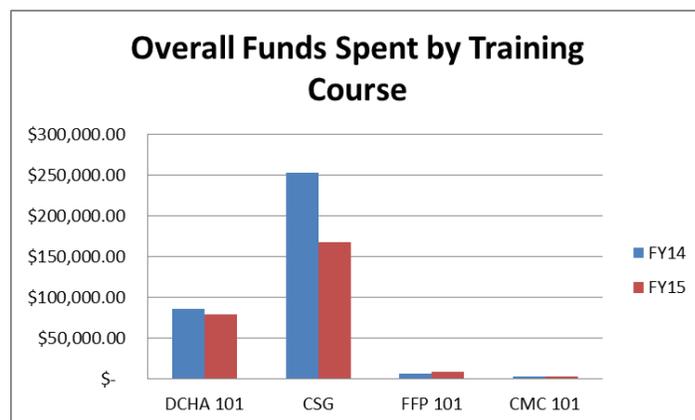
Overall Analysis

The DCHA Training and Learning project conducted a total of 21 activities in FY 2015. Of those activities, 16 were classroom-based training courses, two were e-module development, two were curriculum design activities, and three involved analytical and knowledge management support. The project spent a total of \$680,858.73 on all activities in FY 2015. The majority of these funds – 79% -- were spent on training and training-related activities (\$329,308.91) inclusive of training courses, e-module development, and curriculum design support. The project spent the remaining 21% of activity funds on analytical and knowledge management services (approximately \$85,800)

The contract divided funds into three main budget categories: labor, other direct costs (including travel), and indirect costs. As shown in the “Cost Categories in FY2015” graph, 82% of all contract funds spent accounted for labor, which is slightly more than in previous years, largely due to the increase in analytical and knowledge management activities conducted this year. Other Direct costs (ODCs) included renting training venues, catering, producing training materials, travel for overseas courses, and subcontractor costs, representing 16% of all funds spent. The remaining 2% of project funds went to indirect costs, such as administrative services.



In Year Five, the project spent the most overall funds on delivering two CSG trainings (\$167,362.21),



followed by three DCHA 101 trainings (\$79,746.47). CSG is a 4.5 day course while DCHA 101 is 2.5 days; thus, CSG costs are always more than DCHA 101 costs. These course costs were both less than FY 2014 spending as seen in the “Overall Funds Spent by Training Course” graph because of the high costs associated with CSG, namely labor costs for two senior trainers. The other two courses shown, FFP 101 and CMC 101, do not use MSI trainers and entail mainly ODCs.

Costs per Participant

The cumulative average cost per participant in FY15 was \$993.45. Costs per participant in DCHA 101 (\$635.64) and CSG (\$1,351.26) were generally on par with costs per participant from FY14 (\$804.07).

Key Cost Trends by Training Course

PPM Courses

DCHA 101

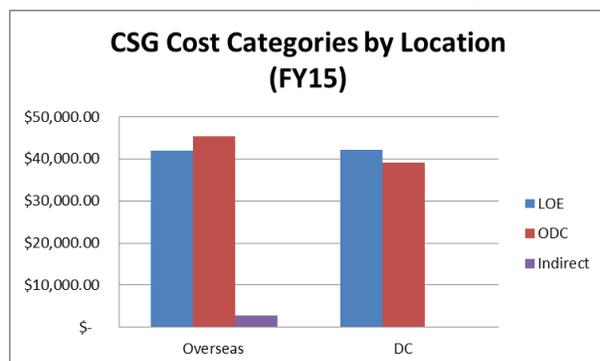
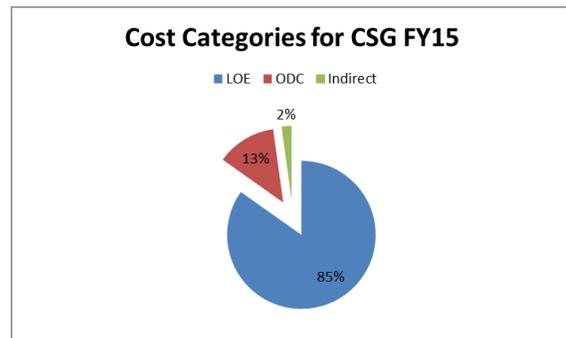
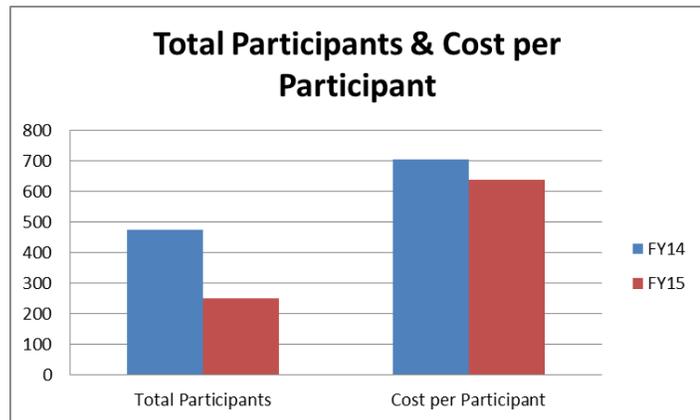
DCHA 101 is a 2.5-day course with an average of 20 participants. The project trained 61 participants in a total of three course iterations throughout the year. A total of \$79,746.47 was spent on DCHA 101 in FY 2015, which amounted to an average of \$26,582.16 per course. This represents an 8% decrease in total costs from FY 2014 to FY 2015 mainly due to 19% lower labor costs from FY14 to FY15 as the training team streamlined the needs of the course even further.

CSG

CSG is a 4.5-day course with an average of 13 participants per course. The project trained 30 participants in the two courses conducted in FY 2015, spending a total of \$167,362.21 inclusive of workshop facilitation, content revisions, on-site logistic support, materials production, light catering, and travel to Pakistan for one course. This amounted to an average of \$83,681.10 per course. Overall, CSG costs decreased 34% from FY 2014 to FY2015. As in previous years, the majority of the costs in FY 2015 were incurred through the labor category (85%) as shown in the “Cost Categories for CSG FY15” chart.

The average cost per participant (\$2,743.64) increased 27% from FY 2014 to FY 2015. Though costs went down in FY2015 overall, the cost per participant was greater because of the smaller number of participants trained in FY15. While the cost of a workshop is generally the same regardless of the size of the class, the cost per participant depends exclusively on the number of participants.

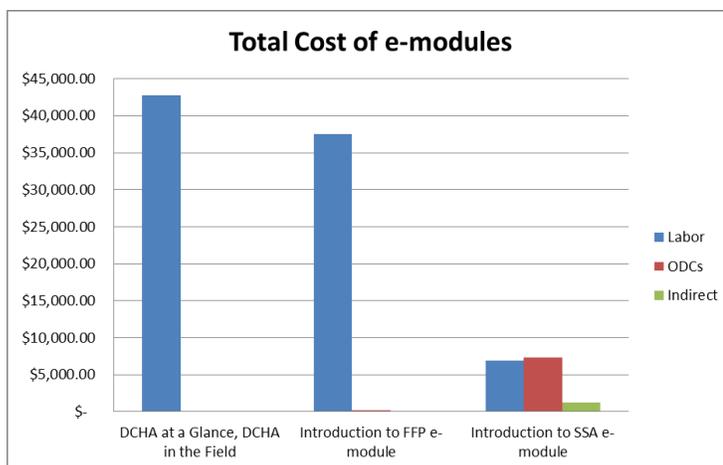
Conducting a course overseas costs an average of 17% more than conducting an iteration in D.C., due to the additional costs of travel for the two CSG trainers and one logistician, which are included in the ODC line. The travel costs associated with the



Pakistan CSG course contribute to a 39% increase in ODC from FY14s. The “Cost Categories by Location” graph shows the costs of a DC-based course and a field-based course, by cost category.

e-modules

Fiscal Year 2015 saw the development of two new e-modules for FFP and DRG, as well as the completion of the two PPM e-modules, *DCHA at a Glance* and *DCHA in the Field*. The cost of all four e-modules totaled \$96,160.83. All but the DRG e-module began prior to the start of FY 2015. The cost of each e-module is related to the length of time spent in development. As shown in the “Total Cost of e-modules” graph at right, the DCHA e-modules have a much higher cost. Although these are two e-modules billed together, they were in development for at least twice as long as the SSA e-module. The SSA e-module, *Introduction to SSA*, utilized an outside contractor to build the e-learning module since MSI’s in-house designer was unavailable. This contributed to the lower labor costs and higher ODCs.



Curriculum Development

Women, Peace and Security Training Support

The Women, Peace and Security (WPS) unit of the PPM office requested support from MSI in creating several training modules based on existing content. MSI worked closely with the WPS team and two outside Subject Matter Experts (SMEs) to create three learner-centered training modules: 30 minutes long, 1 hour long, and 2 hours long. The new curriculum cost a total of \$24,722.40. The work was 99% labor based, with no need for Other Direct Costs.

Because the curriculum was so well received, WPS also worked with MSI to offer a Training of Trainers (TOT) on the course material. Seven people attended the course, which was taught by two staff from WPS and two trainers from MSI. This activity cost a total of \$7,230.04.

CMM Training Support

Facilitator Guides:

In FY 2015, MSI submitted the model for future facilitator guides used by CMM as well as completed Gender & Conflict and C102 facilitator guides. The total cost of the updated facilitator guides was \$9,677.67, all of which was labor costs.

We Are CMM Video Updates:

MSI submitted updates to a video used in the Conflict 102 course called “*We Are CMM*.” Updating the video required the Technical Director coordinate with the CMM office to write updated scripts, arrange interview times, and review changes. MSI’s video editor also worked to create an improved overall video. The total cost of edits to the video was \$22,166.32.

Analytic and Knowledge Management Services

Complex Crises Fund Publication and Talking Points

The Complex Crises Fund (CCF) is a fund created to prevent or respond to emerging or unforeseen complex crises overseas. CCF and the project team worked together to create an “explainer” publication be written, designed and printed. Senior technical experts and a graphic designer worked on the publication, which was created in an accordion style fold. The total cost of the CCF publication was \$11,518.71. At the close of the project, the publication had yet to be printed.

DCHA Professional Development Survey

The DCHA Professional Development Survey was a major effort and resulted in valuable data collection for the Bureau. The survey began in Year Three, Quarter Three and ended in Year Five, Quarter Two. The total cost of the work done on the survey was \$31,954.91. This cost was entirely labor-based, as the online tool was no-cost. In addition to the project team, two Subject Matter Experts worked on the survey for a combined level of effort of five days to review the key survey findings and assist with forming recommendations for the bureau. Staff time was also spent on creating the survey in creating, updating and finalizing the survey within the online survey platform.

COACT Review Sessions & Workshop

The two Crisis and (Political) Opportunity Action Coordination Team (COACT) advisors within the PPM office requested MSI conduct a series of focus groups to establish a “way forward” for the Bureau regarding the COACTs. A senior technical expert and junior project manager from MSI conducted a series of key informant interviews and select focus groups. Using the data from these sessions, the technical expert wrote a comprehensive report on the way DCHA staff regard the COACTs and suggested “next steps” for the Bureau. The report was unpacked at a retreat for senior staff in the Spring of FY 2015, conducted by the MSI training team. The total cost of the report and the COACT review activity and retreat was \$34,489.82.

DCHA Learning Portal & myUSAID

In FY2015, USAID rolled out a plan for a new Intranet platform called myUSAID, based on the SharePoint platform. Seeing an opportunity to utilize the strength of an Agency movement, the COR tasked the MSI project manager, who already had experience with SharePoint, to take the existing information from the Portal and reimagine it for the new myUSAID site. The cost of working on this site totaled \$7,895.69. This cost was so much less than the Learning Portal because the site structure was already in place under myUSAID. Templates and other software design were already built and had no cost to the project. Additionally, much of the text used was already written, and only required updates and edits. The site was completed by MSI in Quarter Four, along with a content management strategy.