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DCHA/PPM LEARNING AND TRAINING SUPPORT

QUARTERLY REPORT: YEAR 5, QUARTER 4

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DCHA/PPM LEARNING AND TRAINING SUPPORT

QUARTERLY REPORT: YEAR 5, QUARTER 4

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DCHA/PPM Learning and Training Support Task Order (TO)

DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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OVERVIEW

This quarterly report covers the fourth quarter of fiscal year 2015 (July 1-September 30, 2015). The contract is in its fifth and final year of performance and ends September 30, 2015.

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

The following list summarizes the activities undertaken this quarter:

Course Delivery & Retreats

- Delivered one **DCHA 101 course** from July 28 – 30 in Washington, D.C.
- Facilitated one **Crisis, Stabilization and Governance (CSG) course** from August 17 – 21 in Washington, D.C.
- Conducted one **Women, Peace & Security (WPS) Training of Trainers (TOT)** session on July 17 in Washington, D.C.
- Conducted a **DCHA senior staff retreat** on July 15 and submitted recommendations based on decisions made at the retreat.

E-module Development

- Submitted the **FFP e-module** for publication on USAID University.
- Completed content and graphic revisions to the **Security Sector Assistance (SSA) e-module** for approval by DCHA/DRG.
- Completed and published the **DCHA at a Glance** and **DCHA in the Field e-modules** for publication on USAID University.

Analytical Products

- Edited, formatted, and submitted the site content for the **DCHA Staff Support & Resources site** on the myUSAID platform, as well as submitted a Content Management Strategy guide.

Contract Management

- Submitted **master alumni database** including all participants trained under this TO.
- Completed and submitted the contract's **2015 Annual Report** and **Final Report**.
- Finalized and submitted **Training Guidelines** document, detailing all training mechanisms used under this contract.
- Submitted a final **inventory list** of all remaining supplies under this TO.

In order to facilitate the efficient implementation of these projects, MSI and the COR held weekly and bi-weekly planning meetings. E-modules especially have become a way for offices to reach DCHA staff in

the field that might not otherwise be able to undertake training. MSI has found that careful planning for these e-modules increases efficiency and improves communication with the client.

COURSE DELIVERY & RETREATS

DCHA 101

Twenty-two participants attended this iteration. The participant pool was comprised mostly of new USAID staff, with 65% of the participants working for USAID less than one year. At the close of the 2.5 day training, participants rated the course a **4.58** out of 5, with 100% rating it “very good” or “excellent.” Participants praised the course as “nicely done” and noticed that “it seems like this training has been greatly refined—it’s great!” One hundred percent of participants agreed the course met its learning objectives, and 100% praised the logistical support at “very good” or “excellent.”



Figure 1: participants engaged in an energizer on Day 2 of DCHA 101

The learning objectives for the July 28 – 30, 2015 DCHA 101 course are listed below. After the 2.5-day DCHA 101 course, participants will be able to:

- Cite examples of DCHA’s work that reflect the bureau’s objectives and its’ five focus areas: resilience, prevention, response, recovery, and transition;
- Name each of the nine DCHA offices, identify their mandate, cite examples of their work, and compare their staffing and budget levels;
- Identify the key operational capabilities, special authorities, and funding mechanisms within each office;
- Identify the main participants in the DCHA budgeting process, and match the DCHA appropriation accounts with the offices that use them;
- Describe DCHA’s cross-sector initiatives and how they are incorporated into the Bureau’s work;

- Use their new knowledge of the DCHA offices to participate successfully in a summative COACT capstone exercise.

This is the second DCHA 101 to use the pre- and post-test questions. The participants are tested on the same set of ten questions at the beginning of the course and at the end. Participants averaged a 23.8% improvement from pre-test to post-test. The results are shown in the table below.

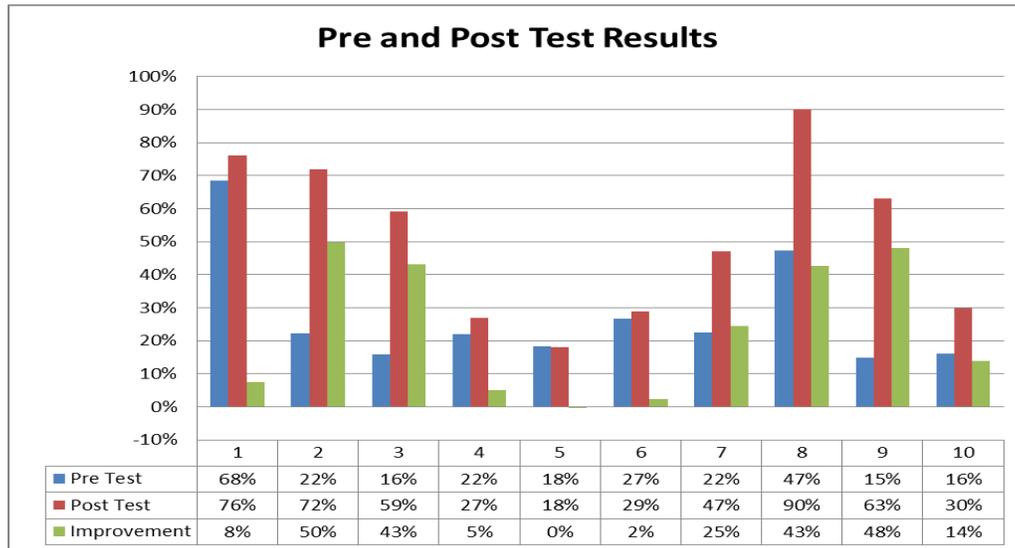


Figure 2: DCHA 101 pre- and post-test scores

Crisis, Stabilization and Governance

Fourteen participants attended the training held from August 17 – 21, 2015 in Washington, D.C. Participants represented several missions (Afghanistan, Pakistan, Democratic Republic of Congo, Jamaica, Ukraine, Caucuses, and Germany) and Bureaus/Independent Offices including the Offices of Democracy, Conflict and Humanitarian Assistance (DCHA), Africa (AFR), and Afghanistan and Pakistan (OAPA).

Collectively, this was an experienced group of participants from D.C. and the field. Several participants had multiple years serving in diverse conflict and crisis posts and were very generous about sharing their experiences, making the course richer. When asked to provide an overall rating for the CSG training, participants gave it an average score of **4.6** with 100% finding it “good” or “excellent.” This score was the highest of any CSG workshop under the project. Comments reflected a high level of support for the course, and several participants suggested that it should be mandatory for all officers working in a critical priority country.

The course objectives are to improve participant understanding and ability to apply concepts as staff:

- 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;

- Apply appropriate sequencing and planning approaches to support progression towards resilient states.

DCHA Senior Staff Retreat:

On July 15, the project helped facilitate a half day Senior Staff Retreat for the DCHA bureau that focused on professional development, morale, and performance management. The MSI facilitator shared key findings from the bureau's professional development survey, helped participants brainstorm and prioritize professional development recommendations, and submitted a final activity report summarizing the retreat evaluations and priority recommendations on July 27.

Women, Peace & Security Training of Trainers (TOT)

The Women, Peace and Security (WPS) Training of Trainers (TOT) was a half day workshop that took place in Washington, D.C. on July 17, 2015 and had the following learning objectives:

- Understand and apply the WPS training content and methodologies;
- Understand USAID WPS policy objectives and their relationship with this training;
- Identify opportunities to adapt curriculum for diverse audiences.

The workshop introduced seven participants from the DCHA, Africa, and Europe and Eurasia Bureaus to the new WPS training modules developed in early 2015 and was co-facilitated by the WPS team and an MSI expert trainer.

The TOT workshop agenda provided participants with clear talking points on the WPS initiative and USAID's National Action Plan (NAP), as well as allowed participants to practice the interactive activities in the two hour training module. It also asked participants to reflect on how they could adapt these materials for their individual audiences, and they created an action plan for doing so following the workshop. This was the first TOT conducted using the new WPS training materials. Participants gave the TOT an average rating of 4.8 with all participants scoring the TOT a 4 ("good") or 5 ("excellent").

E-MODULE DEVELOPMENT

Security Sector Assistance (SSA) e-Learning Module

MSI and the DCHA/DRG Office designed the *Introduction to Security Sector Assistance* e-module. During this final quarter, the Point of Contact (POC) in the DRG office for this e-module changed, resulting in the new POC requesting additional revisions. The project team worked with the e-module development vendor and MSI's graphic designer to address these content and graphic requests in a quick, one month turnaround to produce a more graphically polished and accurate e-module, as seen in an example slide below.

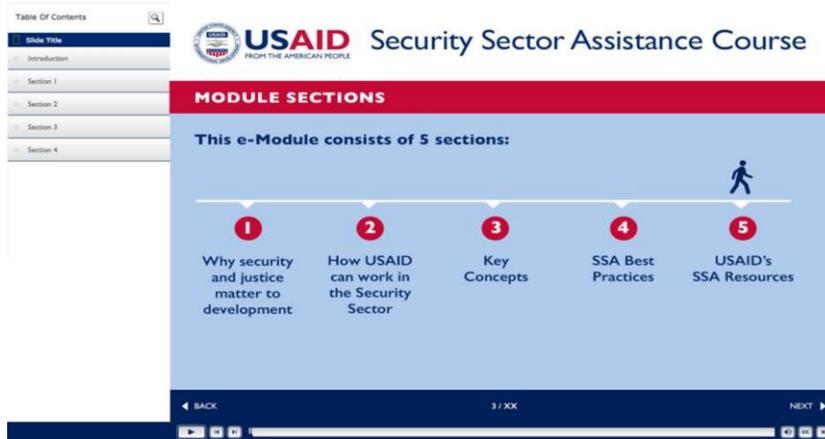


Figure 3: updated graphic design on the SSA e-module

FFP e-Learning Module:

The project submitted the *Introduction to FFP* e-module to the USAID University testing site soon after receiving final approval on the module from FFP on September 11; by the end of this quarter, the e-module is live on the LMS. The training team and FFP representative have also included a pre-test and post-test within the FFP e-module, to be used separately with an online survey tool. The results of this pre- and post-test will be used by FFP to review any e-module updates that may be desired on an annual basis.

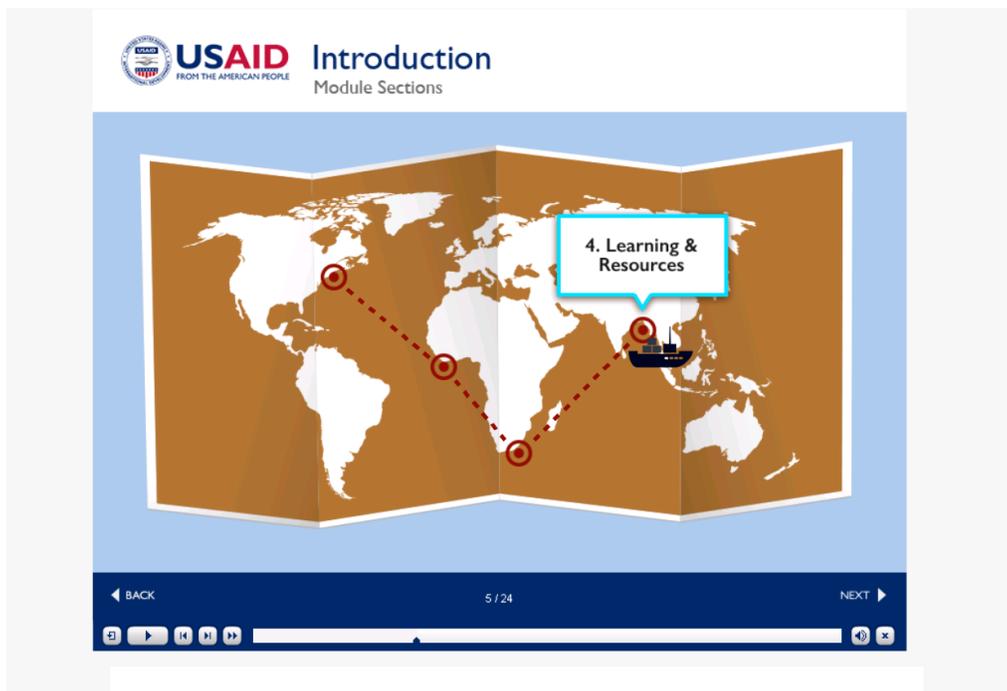


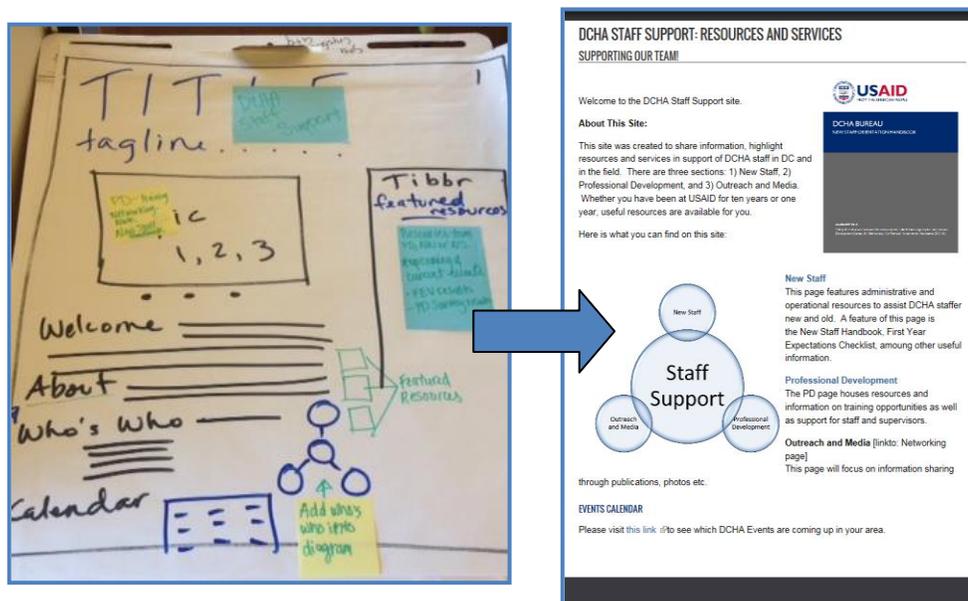
Figure 4: the FFP e-module in Captivate software

ANALYTIC SUPPORT

myUSAID Pages Migration

In the fourth quarter, MSI continued work on the final stages of the DCHA Staff Support & Resources *myUSAID* site. As the *myUSAID* platform does not yet have library capability, the training team elected to use a USAID-owned Google Drive library to store all site documents during this design phase. The project team submitted the final draft of the site to the COR for approval on September 22, along with a Content Management Strategy. This document will act as a guide for the future of the site, as resources and documents will need to be edited and updated within the site as time goes on. After submission, the COR will approve the site prior to submission to the *myUSAID* publication team for final approval and publication.

An example of the framework design and one of final pages appears below.



CONTRACT MANAGEMENT

MSI submitted the final deliverables, inclusive of the Final Report and FY 2015 Annual Report, to the COR for review on September 4, 2015. Additional documents such as the Training Guidelines document and the final inventory list were also presented during this quarter.

Final Report

The Final Report for this TO was submitted to the COR on September 4, 2015. This report provides a retrospective analysis of all activities that occurred under this TO, which took place October 1, 2010 through September 30, 2015, including:

- A total of 112 training, learning and analytical activities took place under this contract.

- Eighty-four percent of these activities supported training delivery, while 9 percent included knowledge management and analytical services and 7 percent were curriculum design activities.
- Through this work, the project closely worked with six DCHA offices and three units within the DCHA Program, Policy and Management (PPM) office.

The Final Report reviews the history of the contract, the changes that have taken place over the course of its five years, as well as key accomplishments and recommendations. Annexes include a list of all activities throughout the five year contract, a complete alumni list (detailed below), financial analysis, and the Fiscal Year 2015 Annual Report.

Annual Report

The Annual Report for Fiscal Year 2015 was submitted to the COR on September 4, 2015. The Annual Report details the activities taking place during the final year of the contract, including several e-modules, analytical products and one-time events, as well as the regular training workshops of core DCHA courses. The key accomplishments included in the Annual Report appear here:

- Increased overall average evaluation scores from FY 2014 by updating course materials and agenda structures.
- Worked collaboratively with three new DCHA clients: Women, Peace and Security, Security Sector Assistance team within DRG, and the COACT team.
- Met the increased demand for e-learning by supporting two new online modules.
- Launched the “DCHA Staff Support: Resources and Services” *myUSAID* page for PPM.
- Successfully concluded all activities with CMM.

The Annual Report also includes an Executive Summary and Key Recommendations, as well as detailed summaries of the activities completed.

Training Guidelines

The Training Guidelines document was submitted to the COR on July 31, 2015. This document outlines the preparation, delivery and evaluation processes used to implement DCHA’s core training courses and provides a consistent approach to training preparation, delivery and evaluation of DCHA’s suite of core courses based on adult learning theory, lessons learned and best practices. This guide will be most useful to trainers and training coordinators implementing DCHA courses. Trainers generally design and facilitate the courses, while training coordinators provide logistics support. The guide is organized into three parts:

- Part 1: Describes the overall task order (TO) and the core DCHA courses supported by the trainers and training coordinators.
- Part 2: Outlines the adult learning principles and methods used throughout DCHA’s core courses and provides detailed session designs and agendas for trainers.

- Part 3: Details the logistical steps required for the training coordinator to support a successful training either in Washington, D.C., or in an overseas USAID mission.

The guide also includes comprehensive annexes, featuring session designs, logistical checklists, and necessary templates and forms.

Alumni List

The final alumni database was submitted to the COR along with the Final Report on September 4, 2015. This database contains all the alumni trained under this TO, organized by name, office, courses taken, and funding mechanism. Until June 2014, MSI tracked course alumni in After Action Reports that followed the completion of each course. At that time, MSI built a comprehensive alumni database, in order track alumni information more comprehensively and cohesively.

LESSONS LEARNED

Lessons learned this quarter include:

1. DCHA 101 pre- and post-tests

Including a pre and post-test quiz in DCHA 101 is an effective way to assess participants' increased learning at the end of the course. By reviewing the results, the training team was also able to quickly identify areas in the content that should be clarified. In order to identify macro learning trends and make any needed revisions to the pre- and post-test questions, test results should be examined semi-annually.

2. e-module Planning Purposes

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.

3. DCHA Senior Staff Retreat

Materials should be sent out to attendees beforehand, allowing them to familiarize themselves with the subject matter to be discussed. Some staff at the retreat noted they would have preferred to receive the professional development survey results beforehand.

4. myUSAID DCHA Staff Support and Resources site

The construction of this site has been expanded to include three phases: Planning, Building, and Management. This careful and methodical planning process for the new *myUSAID* pages is a clear improvement over the DCHA Portal planning process, in which the COR did not have enough buy-in. The Building and Management phases were completed during this quarter, and due to thorough planning, communication with the COR, and editing support, the new site was published in accordance with audience needs.