

2023

Learning Review Climate And Finance Practicum

Practical, InnoVative, On-the-Job Training Experience

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Acronyms List

ALP	Action Learning Project
ACW	All Cohort Week
ADS	Automated Directives System
CFP	Climate and Finance Practicum
CIL	Climate Integration Lead
CLA	Collaborating, Learning, and Adapting
CDCS	Country Development Cooperation Strategy
DFC	Development Finance Corporation
EEO	Equal Employment Opportunity
EGEA	Economic Growth, Environment, and Agriculture
EOI	Expression of Interest
FGD	Focus Group Discussion
FSN	Focus Service National
FSO	Foreign Service Officer
FO	Front Office
ILTP	Individual Learning and Training Plan
IDEA	Integrated Development and Emergency Assistance
KII	Key Informant Interview
MEL	Monitoring, Evaluation, and Learning
OAA	Office of Acquisition and Assistance
OFM	Office of Financial Management
POC	Point of Contact
PIVOT	Practical, InnoVative, On-the-Job Training (PIVOT)
PREPARE	President's Emergency Plan for Adaptation and Resilience
PSC	Personal Services Contractor
PSE	Private Sector Engagement
REED	Regional Environment, Education, and Democracy Office
REGO	Resilient Economic Growth Office
REXO	Regional Executive Office
ROAA	Regional Office of Acquisition and Assistance
RPPDO	Regional Program and Project Development Office
RCC	Resilient Coastal Communities
RISE	Respectful, Inclusive, and Safe Environments
SCC	Supervisor Certificate Course
SEED	Sustainable Environment and Economic Development
USAID	United States Agency for International Development

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Executive Summary

Across the globe, countries, communities, and individuals are experiencing the effects of climate change. From extreme drought to an influx of cyclones, intense heat waves and devastating flooding; climate change is upending lives, and threatening the stability, security, and progress of countries and their citizens. In response to this growing world-wide crisis and the United States Agency for International Development's (USAID) call to action as outlined in the 2022–2030 Climate Strategy,¹ the Africa Bureau's Economic Growth, Environment, and Agriculture (EGEA) Division launched the Climate and Finance Practicum (CFP).

The Climate and Finance Practicum (CFP)

The CFP is an action learning² experience. Based on the [Practical, InnoVative, On-the-Job Training \(PIVOT\) model](#), CFP focuses on strengthening and reinforcing the behaviors of USAID Mission staff through participation in a holistic and immersive learning-by-doing approach. Specifically, the CFP was designed to build participants' technical skills in climate, climate equity, climate finance, collaboration, learning, and adapting (CLA), and leadership development in a brave³ and engaging environment that encourages experimentation, reflection, and feedback. Ultimately, the CFP seeks to renovate Mission culture⁴ by:

1. strengthening participants' knowledge and skills related to **climate, climate equity, and the application of a climate lens** across Mission programming,
2. expanding participants' familiarity with how to pursue and mobilize **finance for equitable climate action**,
3. increasing participants' understanding and utilization of **USAID's CLA framework** to improve programming, and
4. building and refining **leadership skills** to equip USAID staff to be catalysts for change and to establish strong teams within their respective Missions.

Utilizing an action learning approach and employing behavioral science techniques, the CFP contributes to change and cumulative impact at three distinct but intertwined levels: enhancing individual skills and learned behaviors, empowering high-trust teams, and renovating Mission culture.

The CFP Learning Review

To reflect on the CFP's progress and to understand its effectiveness in achieving its desired outcomes, EGEA commissioned a Learning Review of the CFP. Utilizing a mixed methods approach, the Learning Review seeks to rigorously assess the ways in which CFP has successfully fostered workforce competencies related to the implementation of the Climate Strategy, with a keen focus on climate, climate equity, and finance. Data was collected from seven key CFP stakeholder groups: Team Leads; Team Members, Coaches; Supervisors; and Front Office (FO) Champions from the six participating Missions, as well as CFP Implementation Team Members, and members of USAID/Africa Bureau's Office of Sustainable Development. To support comparative analysis, data was also collected from PIVOT 1.0 and 2.0 participants, and a sample of non-participating USAID Mission staff, including Climate Integration Leads (CILs), Private Sector Engagement (PSE) points of contact (POCs), and Development Finance Corporation (DFC) POCs. As a result of these efforts, the Learning Review team conducted a total of 32 key informant interviews (KIIs), facilitated seven focus group discussions, and collected over 88 responses across two online surveys.

Key Lessons Learned

CFP’s whole-of-human approach to action learning measurably improved individual knowledge and skills, and strengthened their levels of confidence and motivation.

Action learning is proven to cultivate a growth mindset⁵ for continuous learning, facilitate meaningful behavior change, and empower individuals as leaders for renovation. While sufficient time has not passed to determine the full impacts of CFP, evidence indicates that action learning, as opposed to traditional, one-directional learning, increases the likelihood of real-world application, and enhances the potential of renovating an organization’s culture or behavior over time.

For example, 93 percent of participants—including Team Leads, Team Members, Supervisors, and FO Champions—agreed that the **CFP experience increased their ability to explore and implement systematic approaches to addressing climate change, which is essential for the successful implementation of USAID’s Climate Strategy.** In comparison, when surveyed, only 69 percent of a sample of USAID staff⁶ who did not participate in CFP felt that they were equipped to explore and implement systematic approaches to addressing climate change. Refer to Figure 1.

In addition to building technical knowledge and skills, **by valuing and strengthening participants’ leadership and power skills,⁷ CFP invested in this diverse network of participants as humans first—rather than resources.**

As a result, the majority of CFP participants expressed improved leadership skills, indicating—for example—that they frequently integrate active listening to effectively facilitate meetings. By acquiring and applying knowledge⁸ and skills such as mindfulness, self-awareness, power dynamics, active listening and apologizing, **CFP successfully encouraged participants to bring their whole selves to work, while encouraging participants to make room for others to do the same.** This success, however, was not without its challenges and setbacks. While building and refining individual leadership and power skills is a critical factor for renovating culture and improving workplace effectiveness, refining leadership and power skills can be uncomfortable. Furthermore, the full value of these skills can only be recognized over time as one exercises and applies these skills in the workplace.

Taken together, **individuals who participated in the CFP were as—if not more—confident in their role and ability to create agency within their office to promote climate action (90 percent) as compared to a sample of the Agency’s non-participating CILs, PSE, and DFC POCs.** Refer to Figure 2.

This finding is significant considering that CILs are among the Agency’s staff with the most relevant knowledge and skills for climate action, as well as a clear role to operationalize the Climate Strategy. Ultimately, the improvements garnered as a result of the CFP have contributed to increasing individual agency and expanding and diversifying the Agency’s pool of leaders and champions for equitable climate action.

Figure 1. Have the ability to explore and implement systematic approaches to addressing climate change

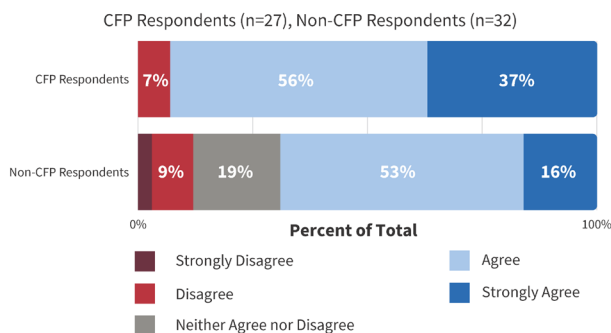
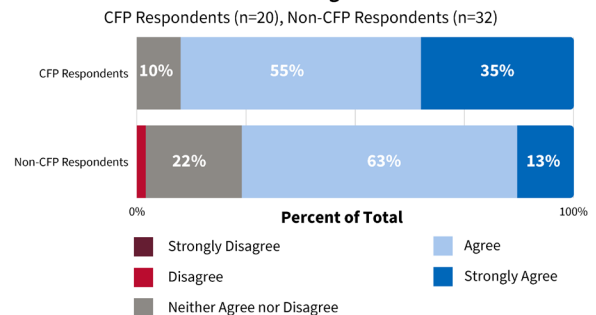


Figure 2. Believe that I play a key role in ensuring the operationalization of the Agency's Climate Strategy as taking action on climate is an urgent matter



“From our diverse group, we have private sector, we have OAA, we have people who[se] everyday portfolio has nothing to do with [climate or] finance. [This] helped me to realize that it affects everybody. It requires all of our expertise to move beyond the mitigation and adaptation strategies.”

-CFP Participant



All-Cohort Week, Private Sector Partner Engagement Session, Washington, DC, 2022. A CFP Mission team engages with a private-sector partner to explore potential opportunities to collaborate and mobilize finance for climate action.

“The emphasis on front office engagement from the beginning, having a front office champion made a huge difference, having those check-ins with the mission director was really critical.”

-CFP Participant

The CFP has successfully laid the foundation to foster equitable climate action across missions by intentionally engaging diverse and inclusive teams.

The CFP was designed to help Missions respond to USAID’s Climate Strategy, recognizing that diverse leadership, knowledge, and skills are essential to achieve the Agency’s climate goals. Critical to the CFP approach, and likewise to effectively operationalizing USAID’s Climate Strategy, is behavior change at the individual level. Individual behavior change is not only necessary for broader Mission change—it is the mechanism for organizational change. In addition, empowering and resourcing individuals as part of a cultivated, dynamic whole with a common goal or direction is imperative for cultural renovation.⁹ CFP Missions were encouraged to formulate their teams drawing on staff with distinct functions and responsibilities, including from technical and supporting offices, different hiring mechanisms, and varying levels of sectoral expertise. Not only was this approach perceived by participants and their respective FOs to be a strength; this approach contributed to building stronger teams and enhancing collaboration across Missions. According to results garnered from network analysis,¹⁰ the CFP cohort was comprised of a group of tightly knit individuals. Furthermore, individuals within this network were relatively accessible to one another despite their varying roles, hiring mechanisms, and levels of seniority—including with Agency leadership and Missions’ FO staff.

Of importance, the **CFP provided a unique and rare opportunity to empower foreign service nationals (FSNs)**,¹¹ with over 60 percent of participants representing this population group. FSNs have historically and continue to “represent the largest segment of USAID’s workforce, and are critical to achieving Agency goals.”¹² Despite their unique role in navigating local operating environments and sustaining organizational improvement, however, FSNs are often underrepresented in the Agency’s training and capacity building programs,¹³ fueling the existing barriers to their empowerment. While CFP observed improvement in knowledge and skills across participants alike, **FSNs were more likely than their non-FSN Team Members to demonstrate knowledge and skills improvement as well as preliminary changes in behavior following CFP.** Notably, almost all Missions were able to identify at least one individual, most often an FSN and/or a woman within their respective teams, who emerged as a new leader or climate champion.

The CFP unleashes USAID resources to operationalize agency wide strategies by recognizing and valuing its workforce and providing clear access to power.

The way in which the CFP engaged whole Mission Teams—from Mission Directors to CILs, from Supervisors to, for example, Acquisition and Assistance Specialists—contributed to motivating and promoting teams to reflect on existing behaviors, prepare for change, and then employ learned behaviors to drive cultural renovation.

CFP was intentionally designed to create an opportunity for individuals and teams to learn in a collaborative, multi-directional way—ensuring that *one is seen, heard, and valued*. Importantly, throughout the practicum, the CFP also provided opportunities for participants to routinely connect with Agency leadership and their respective FOs, including Mission and Deputy Mission Directors.

As observed during CFP, leaders, including CFP Team Leads, Supervisors, and FO Champions, were found on several occasions to enhance a team's experience, contributing to high levels of motivation to encourage behavioral change. Notably, participating Supervisors and FO Champions acknowledged the CFP allowed them to give attention to those who wouldn't normally receive it. In contrast, some leaders were found to stymie the progress of CFP participating teams when less engaged. Therefore, the sustainability of the results and the extent to which they will lead to renovating Mission culture is heavily dependent on each Mission's awareness of the need for change and the extent to which CFP participants—with the support of Supervisors and Mission leadership—continue to foster their individual growth, share knowledge and skills with their colleagues, and are encouraged to be champions for climate action.

Priority Recommendations

Facilitate greater involvement and accountability by FO Champions and Supervisors. USAID should consider integrating Supervisors and FO Champions more directly into the action learning project (ALP) process, by requiring formal and periodic progress check-ins with Supervisors, and facilitating routine oral updates on the development of the ALP with the FO. In addition, USAID could consider establishing a feedback mechanism to allow participants to acknowledge where they are not receiving the anticipated level of support from their Supervisors—allowing the CFP Implementation Team to intervene before it is too late. Across both PIVOT 2.0 and the CFP, supportive, engaged FO Champions and Supervisors were critical to a team's success. These regular interactions and engagements provided opportunities to fully absorb CFP's objectives and approaches, discuss progress within the practicum, and identify how learned concepts, skills, and techniques could be applied to their everyday work, encouraging behavior change and cultural renovation. On the contrary, teams that did not have regular interaction and meaningful engagement with the FO and their respective Supervisors, were less motivated to continue with the CFP over time.

Establish a common understanding of the immediate and long-term goals and objectives of the CFP at the Mission, team, and individual levels. The CFP was designed to catalyze change or movement, setting individuals, teams, and Missions on their unique pathway to renovating Mission culture for equitable climate action. The CFP was not designed as an end point or the realization of climate action across participating Missions. To promote transparency and ensure that Missions, teams, and individuals are aware of the expectations from

the onset, USAID should establish a common vision of success at the start of future practicums in collaboration with Mission Teams. USAID should review and expand its existing theory of change to articulate both the immediate and long term goals and objectives, and the subsequent desired yet realistic results at each stage. This could include the use of standard and/or custom performance indicators to measure change in levels of knowledge and skills, frequency in application of knowledge gained and skills built, changes in behaviors at the individual, team, and Mission level, and ultimately, to changes contributing to the goals outlined in the USAID Climate Strategy.

Integrate power skills through the lens of climate and finance, or the targeted technical action. The majority of CFP participants valued the integration of power skills; however, they often did not see a clear linkage to the technical areas of focus—climate and finance. In future practicums, USAID should introduce and apply power skills through the relevant technical lens to support uptake and sustainable behavior change. This could be done through formal application in the acquiring knowledge modules, and reinforced through coaching sessions, peer assists, and/or Supervisor one-on-one meetings.

Leverage the PIVOT model to renovate USAID's capacity building programs to operationalize whole-of-Agency strategies and priorities. With the release of USAID's Climate Strategy, USAID could consider drawing upon the PIVOT model and the learnings garnered from the CFP, and applying it to other Agency climate priorities. For example, pending available resources, USAID could consider developing a comprehensive set of practicums to support and address the objectives outlined in the Climate Strategy more fully, including areas such as: reducing emissions and catalyzing urgent mitigation efforts; building resilience among populations vulnerable to climate impacts; localization and partnering with Indigenous Peoples and local communities; and amplifying crucial voices to lead climate action. These practicums could be designed in sequential order or be selected by participating Missions based on their existing levels of capacity and needs. Furthermore, USAID could consider deploying this model to enhance other whole-of-Agency priorities, such as the Agency's diversity, equity, inclusion, and accessibility mandate to “meet people where they are and expand our collective space for ownership, innovation, and leadership to help USAID achieve its transformative mission around the world,” or the forthcoming knowledge management and organizational learning policy.

Introduction

Across the globe, countries, communities, and individuals are experiencing the effects of climate change. From extreme drought to an influx of cyclones, intensive heat waves and devastating flooding; climate change is upending lives, threatening the stability, security, and progress of countries and their citizens. In response to this growing worldwide crisis, the United States Agency for International Development (USAID) developed the 2022–2030 Climate Strategy. This Climate Strategy presents a “whole-of-Agency approach... [to] work on the ground with partner governments and local actors to set the global trajectory toward [USAID’s] vision of a resilient, prosperous, and equitable world with net-zero greenhouse gas emissions.”¹⁴

In cadence with the Agency’s call to action, the Africa Bureau’s Economic Growth, Environment, and Agriculture (EGEA) Division launched the Climate and Finance Practicum (CFP). To reflect on the CFP’s progress, and to understand its effectiveness in achieving its desired outcomes, EGEA commissioned a Learning Review of the CFP. Specifically, the Learning Review seeks to rigorously assess the ways in which CFP has successfully fostered workforce competencies related to the implementation of the Climate Strategy, with a keen focus on climate, climate equity, and climate finance.



All-Cohort Week, group shot, Washington, DC, 2022. Representatives from the participating CFP Missions along with USAID leadership and the implementation team engaged in a collaborative, hybrid (virtual and remote) week-long experience to support Missions in developing a more systematic approach to identifying and assessing partners for climate action.

Overview of the CFP

Based on the Practical, InnoVative, On-the-Job Training (PIVOT) model, the CFP focuses on strengthening and reinforcing the behaviors of USAID Mission staff through participation in a holistic and immersive action learning or learning-by-doing experience that builds technical skills in climate, climate equity, climate finance, collaborating, learning, and adapting (CLA), and leadership development in a brave¹⁵ and engaging environment that encourages experimentation, reflection, and feedback.

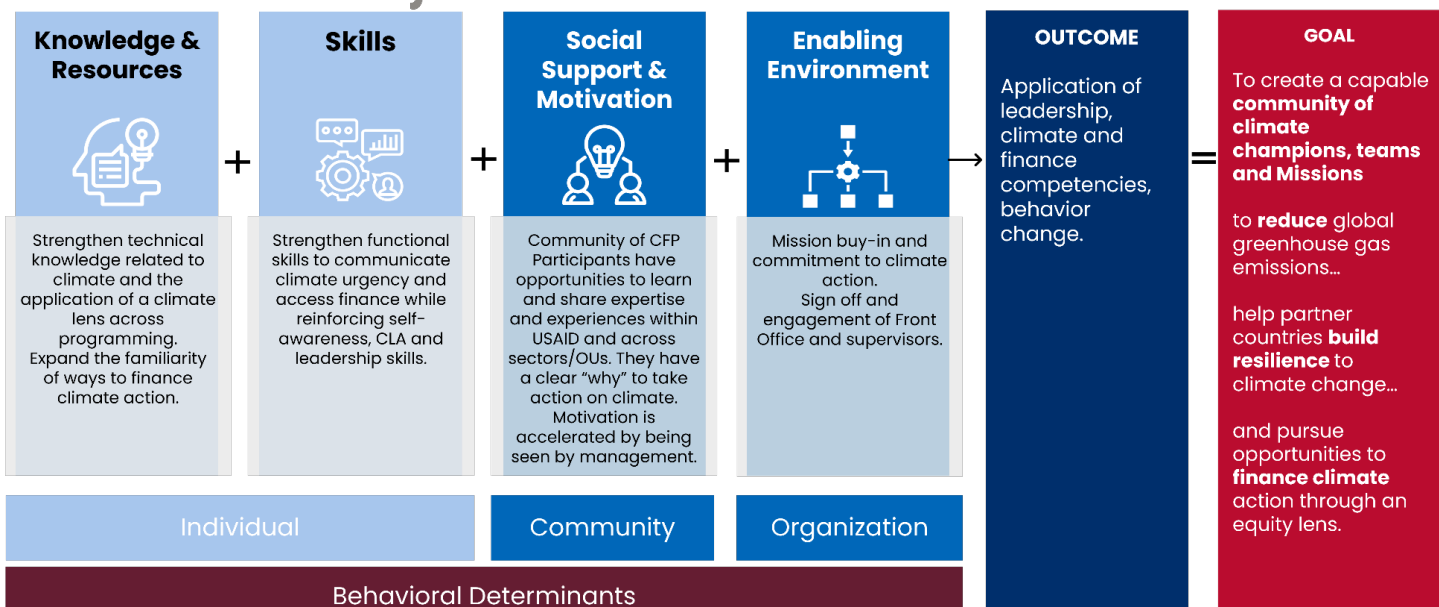
Ultimately, the CFP seeks to renovate Mission culture¹⁶ by:

1. strengthening participants' knowledge and skills related to climate, climate equity, and the application of a climate lens across Mission programming,
2. expanding participants' familiarity with how to pursue and mobilize finance for equitable climate action,
3. increasing participants' understanding and utilization of USAID's CLA framework to improve programming, and
4. building and refining leadership skills to equip USAID staff to be catalysts for change and to establish strong teams within their respective Missions.

Utilizing an action learning approach and employing behavioral science techniques, the CFP sought to contribute to change and cumulative impact at three distinct, but intertwined levels: enhancing individual skills and learned behaviors, empowering high-trust teams, and renovating Mission culture.

Figure 3. CFP Theory of Change.*

The PIVOT Theory of Action



* Adapted from the USAID Water Security, Sanitation and Hygiene Capacity Building Strategy.

Renovating Mission Culture: CFP's Core Objectives

- Strengthen USAID staff and Mission Teams' knowledge and skills related to climate and climate equity
- Develop USAID staff and Mission Teams' familiarity of how to pursue and mobilize finance for equitable climate action
- Improve the utilization of USAID's CLA framework across Missions
- Build and refine leadership skills to equip USAID staff and Mission Teams to serve

CFP Application Process

On January 6, 2022, the CFP Implementation Team released an Agency Notice inviting Africa Bureau Missions to apply for the CFP.¹⁷ After an initial meeting for Missions to ask questions in an effort to clarify the application process and objectives of CFP, participating CFP Missions were selected through a two-step application process which included:

- Step 1. Interested Missions submitted an Expression of Interest (EOI), and
- Step 2. The Selection Committee, comprised of the CFP Implementation Team and CFP Expert Circle,¹⁸ evaluated EOIs and determined which Missions were eligible for the practicum.

The CFP received a total of nine EOIs from interested Missions including Kenya, Liberia, Madagascar, Malawi, Mozambique, Rwanda, Southern Africa, Tanzania, and Uganda on January 21, 2022. Each Mission's EOI provided detailed responses to three prompts outlining the Mission's approach to participating in the CFP. Specifically, the EOIs provided (1) a summary of an Action Learning Project (ALP); (2) a list of Mission Team Members, including the identification of a Front Office (FO) Champion and meaningful representation of cross-sectoral teams; and (3) a series of Commitment Statements including Mission Director approval and Supervisor support for each prospective participant indicating that he/she/they "understands and has reviewed the time commitment required for this initiative, supports the participant's professional development goals as they relate to this initiative, and agrees to monthly, one-hour, skill-building sessions with their participating staff member."¹⁹

In section I of the EOI, **Choosing an ALP**, Missions were required to identify an ALP to apply and integrate their learning. The ALP was intended to address Mission needs and priorities, as well as how the Mission planned to implement the USAID Climate Strategy's finance target. Missions were provided full ownership in determining the proposed ALP and encouraged to identify associated learning questions. Moreover, in addition to the ALP proposal, Missions were asked to outline the anticipated Mission-level results they would like to see as a result of participation in the CFP. As part of this process, Missions examined the following: (1) internal strengths and opportunities to successfully complete the ALP, (2) barriers to successful completion of the ALP and the Mission's power to reduce those barriers, and (3) skills that the team needs to move forward to be able to achieve its climate finance goals.²⁰

In section II of the EOI, **List Mission Team Members**, Missions were asked to form a highly motivated group of individuals. The EOI encouraged cross-functional and cross-sectoral teams of individuals who each had a role in the ALP. This included a blend of individuals from technical and supporting offices, with differing levels of experience and hiring mechanisms (Foreign Service Officers (FSOs), Foreign Service Nationals (FSNs),²¹ U.S. Direct Hires, and other staff). The EOI did not limit the team size and provided space for Missions to determine team size based on their Mission structure and their selected ALP. Once the Mission determined a group of individuals, the EOI required a brief rationale for the role of each selected Team Member. The available roles included Team Members, Team Leads, FO Champions, and Team Members' Supervisors. The EOI explicitly outlined the time commitment expected for each role.²²

Finally, each prospective participant was expected to read, understand, and initial a list of **Commitment Statements** regarding their involvement in the CFP.

- Team Members committed to the following:
 - "I confirm that I have funding for travel and commit to attend one in-person meeting (appr. 4 days long) should travel conditions allow;"
 - "My Supervisor understands and has agreed to the time commitment, and I have his/her approval to dedicate the time to this initiative;"
 - "I have taken steps to have technical/leadership for change management/collaboration, learning, and adaptation (CLA)—related tasks/responsibilities explicitly articulated in my daily responsibilities and Individual Learning and Training Plan (ILTP);"
 - "I commit to spend the necessary time and to prioritize my work to fully participate in the practicum activities;"
 - "I agree to regularly seek out and participate in opportunities to intentionally apply and practice my new technical, climate change and CLA competencies;" and,
 - "To the best of my knowledge, I am able to participate in the program for four months, until the end of April 2022."
- FO Champions committed that "I will be engaged, provide input to the Team's efforts, serve as a conduit to decision making processes/mechanisms in the Mission, and stay informed. I will attend select sessions, e.g., the launch and closing activities, and milestone events related to ALP."
- Team Supervisors committed "to participating in a one-hour monthly CFP meeting to practice skill building with my Supervisee related to the Mission's selected ALP."
- Lastly, prospective Team Leads were asked to describe his/her/their interest in the role, to outline recent activities related to development (personal and professional), and to identify the anticipated support from Mission leadership, Team Members, and others in order to be successful in the role.²³

Of the nine applications received, as part of Step 2, the CFP Implementation Team selected six Missions to participate in the CFP based on three criteria: (1) strength of the team, (2) Mission leadership and supervisory support, and (3) proposed ALP. Acceptance emails were sent to each of the six Missions on February 4, 2022, namely Liberia, Madagascar, Mozambique, Rwanda, Southern Africa, and Tanzania.²⁴ For the three Missions not selected to participate in the practicum, the CFP Implementation Team indicated that the EOI responses, and specifically, the ALPs, did not directly respond to or address objectives in the USAID Climate Strategy, that there was an ambiguous understanding of USAID's involvement, and that proposed teams lacked diversity amongst Team Members.²⁵ In addition, the CFP Implementation Team also recognized their own resource limitations, restricting the total number of selected Missions to no more than six.

CFP Participating Missions

The following provides a brief introduction to the six Missions that were selected to participate in the CFP, including an overview of their proposed ALP and corresponding team. Please refer to the Mission Stories in Annex I for a more detailed description of each Mission's ALP and how the teams adapted their proposed ALPs based on learning garnered through the CFP.

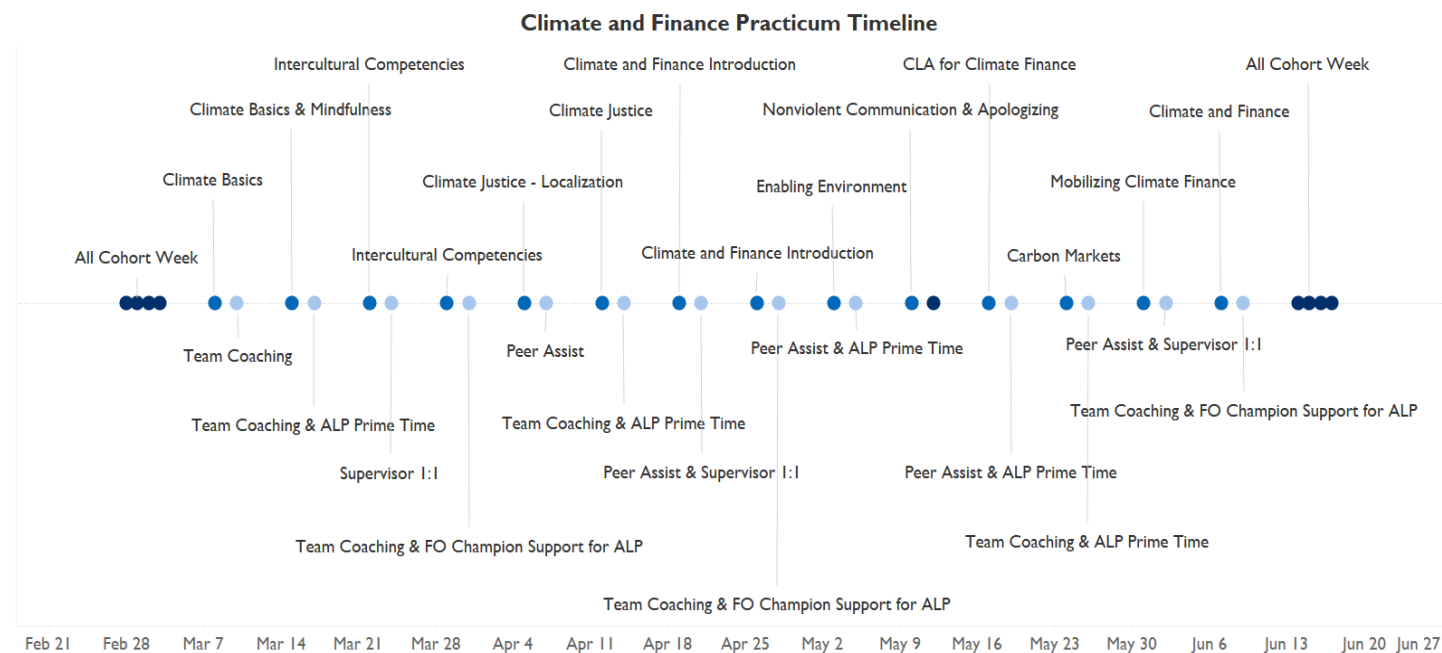
- **Liberia.** The Liberia Mission Team's proposed ALP, Technical Assistance for Sustainable Climate Finance Solutions, sought to develop a climate finance strategy that would identify opportunities for climate finance, support ongoing activities through the integration of climate finance, and influence local enterprises and the government to capitalize on climate finance opportunities. To support this effort, the Liberia Mission proposed a team of five Mission staff to participate in the CFP, one of whom was designated as the Team Lead, a second as the Mission's FO Champion and three were FSNs. Collectively, the Liberia team represented three USAID/Liberia Offices including the Economic Growth Office, the Program Office, and the FO.²⁶
- **Madagascar.** In Madagascar, the Mission Team proposed the Voluntary Carbon Market Enabled ALP, which sought to explore carbon markets in an effort to influence and improve the Government of Madagascar's regulatory and administrative framework for carbon financing, and design and lead related activities. To achieve this goal, USAID/Madagascar proposed a team of six core members including three Team Members and two co-Team Leads—all of whom were FSNs, and one FO Champion. Collectively, the Madagascar team represented five of the Mission's Offices: the Sustainable Environment and Economic Development (SEED) Office, the Program Office, the Integrated Development and Emergency Assistance (IDEA) Office, the Financial Management Office, and the FO.²⁷
- **Mozambique.** The Mozambique Mission Team's proposed ALP, the Carbon Credit Opportunities in Mozambique, investigated carbon credit and carbon offset opportunities to support ongoing Mission activities. To support this effort, the Mozambique Mission proposed a team of six Mission staff to participate in the CFP, two of whom were designated co-Team Leads and a third as the Mission's FO Champion. Collectively, the Mozambique team represented five FSNs and three USAID/Mozambique Offices, including the Program Office, the Resilient Economic Growth Office (REGO), and the FO.²⁸
- **Rwanda.** In Rwanda, the Mission Team's proposed ALP, Develop a Mission Strategy, sought to increase access to private sector finance for climate change adaptation measures. To achieve this goal, USAID/Rwanda proposed a team of five including three Team Members, one Team Lead, and one FO Champion representing a total of two FSNs and four Offices: the Economic Growth Office, the Program Office, the Financial Management Office, and the FO.²⁹
- **Southern Africa.** The Southern Africa Mission Team's proposed ALP, A Roadmap for Accelerating a Climate Finance Framework in Southern Africa, set out to develop a Mission roadmap with an accompanying toolkit to outline specific climate actions and accompanying guidance. As a regional bureau and representing the largest CFP team, USAID/Southern Africa proposed a team of 18 staff spanning 11 Offices and including nine FSNs to engage in the CFP. Of the 18 staff, 15 staff served as Team Members, one Team Lead, an FSN, and one FO Champion. Collectively the group represented USAID/Namibia, USAID/Botswana, USAID/Angola, and USAID/Southern Africa, including the Regional Program and Project Office (RPPDO), the Regional Executive Office (REXO), the Regional Office of Health, Regional Acquisition and Assistance (ROAA), Power Africa, the REGO, the Regional General Development (REED) Office, and the FO.³⁰
- **Tanzania.** The Tanzania Mission Team's ALP, Piloting Climate Finance Solutions, was designed to explore the integration of climate finance into two ongoing Mission activities with the goal of securing Tanzania's water supply and strengthening women's natural resources management rights. To achieve these goals, USAID/Tanzania proposed a six person team including four Team Members, one Team Lead, and one FO Champion from three Offices: the Economic Growth Office, the Office of Acquisition and Assistance, and the FO.³¹

CFP Course Structure

To achieve its stated objectives, CFP engaged the six selected Missions through a 16-week, 80-hour action learning experience employing a two-lane approach in which participants "acquire knowledge" through instruction on Tuesdays, and "apply and integrate knowledge" on Thursdays. The practicum introduced a series of climate content blocks throughout the course that included climate basics, climate justice, climate finance orientation, the enabling environment, and mobilizing finance. The climate blocks were then coupled with CLA and leadership skills to provide a holistic experience to build climate champions across Missions and support the implementation of USAID's Climate Strategy. Notably, the first and last week of the CFP were All Cohort Weeks during which participants engaged for four consecutive days for three to four hours each day. The first All Cohort Week, which opened the practicum, occurred virtually, while the second, which closed the practicum,

occurred in a hybrid environment in Washington, DC. The sessions designed to build participants' knowledge and provide an opportunity to apply and integrate the acquired knowledge were delivered virtually, during weeks 2–14 over the course of two, two-hour sessions each week. Please refer to Figure 4 for an overview of the CFP course structure and timeline.³² Please refer to Annex 2 for an expanded overview of the CFP timeline and the related course materials.

Figure 4. CFP Course Overview and Timeline



Acquire Knowledge

Tuesday sessions were facilitated by technical area experts and focused on systems thinking to explore the *what*—what basic concepts do participants need to understand and what data or basic information demonstrates the importance of this topic?; the *why*—why is it relevant to the ALP and why is this important to USAID?; and the *how*—how can you apply these concepts in your life and/or your work to bring about systemic change?³³ Topics on Tuesdays included, among others, climate basics, mindfulness, intercultural competencies, climate justice, nonviolent communication, climate and finance, and carbon markets. Employing an action learning approach, the CFP Implementation Team used dyads, triads, breakout groups, and other participatory approaches to limit the use of traditional, unidirectional approaches to knowledge and skills building.

Apply and Integrate Knowledge

Thursday sessions varied throughout the CFP, but participants engaged in a total of eight hours of Mission coaching, five hours of peer assist, five hours of ALP prime time, and four hours of Supervisor one-on-ones.³⁴

- Mission coaching sessions were a time for Mission Teams to meet with their designated Mission Coach to discuss progress on the ALP, identify challenges, and receive technical support.
- Peer assist sessions were an opportunity for participants to engage across the cohort and to support one another's learning and experience. During peer assist, participants engaged in conversations with colleagues across the agency sharing their experience with climate and finance to clarify questions on course content, address challenges, and generate ideas to advance their Mission ALP.
- ALP prime time was a designated hour for Mission Teams to collaborate and make decisions to move their ALP forward.
- Supervisor one-on-ones were a time for Supervisors and Supervisees to build and practice skills related to the ALP.³⁵ Prior to Supervisor one-on-one sessions, Supervisors were invited to participate in three unique preparation sessions. While attendance was limited at these preparation sessions, the majority of those that attended the first session, also attended subsequent preparation sessions.

Competency Framework

The course structure was further guided by the CFP Competency Framework, as depicted in Figure 5. The Competency Framework itself is centered around five competency areas: readiness, alignment, processes, programming, and relationships. Each competency includes three practice statements which are centered around the key themes of the content blocks and skills: climate action, CLA, and leadership.

Figure 5. CFP Competency Framework

Competencies	1. Readiness	2. Alignment	3. Processes	4. Programming	5. Relationships
Objective	Promote personal and team readiness to address climate change and integrate USAID's Climate Strategy objectives across the Mission.	Identify areas of alignment of priorities between key stakeholders and USAID to advance climate objectives.	Facilitate processes that involve people from multiple sectors and functions in service of the implementation of the Climate Strategy across the Mission.	Convert opportunities to mobilize resources for climate action into strategic programmatic approaches.	Develop relationships with public and private sector contacts and other climate stakeholders.
Climate Practice Statement	I effectively advocate for the objectives of the Agency's climate strategy in alignments with Mission development objectives and key Agency processes and policies.	I cultivate potential partnerships with key stakeholders to advance USAID climate objectives.	I generate climate action planning informed by analysis of key systems, local country context, and Mission priorities.	I am conversant in and able to utilize multiple approaches to mobilizing finance.	I operationalize specific partnering opportunities for climate action.
CLA Practice Statement	I facilitate strategic collaboration in the exploration of new programming approaches to address climate change.	I seek out and practice strategic collaboration across the Mission to advance USAID climate objectives.	I facilitate processes that inspire trust and confidence that lead to buy-in and formal approval.	I collaborate with OAA, leadership, and other technical units to advance strategic programmatic opportunities.	I facilitate effective meetings by listening actively and asking questions to surface synergies.
Communication and Leadership Development Practice Statement	I practice self-awareness to influence the positive institutionalization of climate action.	I engage in strategic thinking and analysis that leads to a clear set of goals, plans, and new ideas.	I use engagement skills (e.g., interpersonal, facilitation, and team building skills), to achieve consensus.	I contribute to decision-making processes for identifying programmatic options and resources for climate action.	I communicate climate related priorities in a manner that engages and empowers partners and other climate stakeholders.

Leadership

Critical to the CFP approach is the integration of leadership skills. In addition to providing participants with an opportunity to gain new skills and knowledge with respect to the technical area of focus, climate and finance, the CFP provided opportunities for participants to learn, test, and apply USAID's core leadership skills on the job. These skills, including mindfulness, self-awareness, power dynamics, active listening, apologizing, and giving and receiving feedback, are reflective of USAID's Formal Leadership Approach as outlined in USAID's Leadership Philosophy, USAID's Formal Leadership Training Program,³⁶ and USAID's Foreign Service Evaluation Framework.³⁷ The CFP Implementation Team strategically framed its leadership competencies, and the respective curriculum and experiences, on these strategic approaches to reinforce the Agency's desired leadership skills.

- **USAID’s Leadership Philosophy** emphasizes the Agency’s core belief that leadership must be enabled at all levels to truly “foster a culture of respect, learning, and accountability.”³⁸ The Leadership Philosophy goes on to provide USAID’s definition of a leader. A leader (1) inspires, (2) listens, (3) develops other leaders, (4) promotes well-being, (5) innovates, (6) acts and empowers, and (7) advances accountability. Notably, leadership trait no. 4 promotes well-being and emphasizes the importance of mindfulness: “Leaders are mindful and care for the well-being of ourselves and others.”³⁹ The inclusion of mindfulness in the CFP is framed inside this authorizing leadership framework, among other leadership traits.
- **USAID’s Formal Leadership Training Program**, a competitive and sequential program for leaders, serves as the Agency’s gold standard for leadership development. The Leadership Training Program is organized around five core training programs: (1) cultivating the leader within, (2) intentional leadership, (3) collaborative leadership, (4) adaptive leadership, and (5) strategic leadership.
- **Cultivating the Leader Within** “is designed to foster and strengthen the ability of junior and future leaders to effectively grow and demonstrate their leadership knowledge and capabilities on the job.”⁴⁰ Throughout this training program, training participants are provided an opportunity to identify the strengths and values necessary to build a leader within the workforce. Participants are tasked with creating a plan for continued leadership development. Through practicing oral and presentation skills, applying the Emotional Intelligence framework, and exercising self-advocacy and influencing techniques, participants are encouraged to demonstrate the desired growth mindset techniques.
- **The Intentional Leadership Program** “focuses on leading from where you are, your sphere of influence, self-awareness through introspection, and leadership communication skills.”⁴¹ In addition, this training program, through the use of coaching techniques, introduces participants to the Full-Range Leadership Model.
- The **Collaborative Leadership Program** “focuses on working in and leading teams and conducting effective meetings; and builds on the leadership communication skills and competencies developed during the Intentional Leadership program.”⁴² Throughout this program, participants are not only provided with the skills and tools to mentor and coach others, but they also receive instruction on how to meaningfully receive coaching from others to enhance their team’s effectiveness.
- **The Adaptive Leadership Program** focuses “on advanced communication skills, coaching, the Constitutional framework, working with Congress, and leading through change.”⁴³ Through a blended learning approach, this training program includes both an online component as well as an in-person session to be completed prior to the online component. In addition, this training program utilizes assessments for self-reflection, feedback, and the identification of areas for future growth.
- **The Strategic Leadership Program** draws upon “the continuum of programs with emphasis on employing elements of the Full Range Leadership Model. Additionally, content is built on shared and adaptive leadership theories addressed in earlier programs, with this program rooted in meta-leadership (a framework that supports leading up, down, across, and beyond).”⁴⁴ Participants are given the opportunity through this training program to exercise critical awareness, gain actionable knowledge, and create a plan for the application of leadership concepts and skills by addressing government-wide complex problems.
- **USAID’s Foreign Service Evaluation Framework** outlines the four core skills required for staff promotion including (1) leadership, (2) results and impact, (3) professionalism, and (4) talent management. While the CFP seeks to enhance participants’ journeys towards improvement across each of these four skill areas, the leadership competencies covered under the practicum focus heavily on the leadership, professionalism, and talent management skills.



Table I. USAID Foreign Service Evaluation Framework⁴⁵

Core Skills	Definition	Subskills
Leadership	Assesses the environment, including the local and international context, and draws upon headquarters, staff, and local stakeholder input to establish direction and vision for the Operating Unit. Builds consensus and partnerships to implement the vision. Motivates and empowers staff by establishing clear goals, demonstrating enthusiasm and commitment, appropriately delegating decision making, and encouraging innovation and adaptation, when appropriate, to achieve the mission.	<ul style="list-style-type: none"> • Building Consensus & Partnerships • Contextual Awareness & Political Astuteness • Motivation & Empowerment • Vision
Results and Impact Focused	Maximizes performance and production of results and contributes to long-term impacts with assigned resources. Understands and applies Agency policies and regulations in managing resources and displays acumen in using USAID business systems, adapting programs and processes when appropriate. Combines substantive knowledge of backstop, local and international context, and understanding of Agency vision/ objectives/norms/business processes to manage and implement the Agency’s portfolio and operations, solve problems, take smart risks, meet customer needs and achieve sustained results. Stays abreast of U.S. foreign policy interests and developments in the discipline and applies that new knowledge in USAID operations and programming as appropriate.	<ul style="list-style-type: none"> • Accountability for Results • Problem Solving • Taking & Managing Risks • Technical & Substantive Expertise
Professionalism	Conducts self and accomplishes work in a manner that is consistent with the highest ethical standards and USAID values, including respect for different points of view and cultures. Readily contributes to team efforts, clearly communicates ideas, actively listens and supports others, accepts feedback, and facilitates a productive working environment with colleagues where conflicts are addressed quickly. Maintains openness to new information and effectively adjusts to challenges or shifts in priorities.	<ul style="list-style-type: none"> • Adaptability & Flexibility • Communication • Cross-Cultural Competence • Interpersonal Skills • Teamwork
Talent Management	Mentors, coaches, engages, and guides staff to perform at their highest level and to assume increasing responsibility in the organization. Seeks and provides constructive feedback. Takes responsibility for professional development of self and others. Ensures that staff is appropriately utilized, appraised, and rewarded. Creates a productive and supportive environment where conflicts are addressed quickly and personnel problems are resolved in a fair and transparent manner. Ensures that staffing is in line with program/Mission size and complexity and deployed to support most critical work. Fosters equal employment opportunity (EEO) and a respectful work environment free of discrimination and promotes a diverse and inclusive workplace in which the contributions of all employees are valued.	<ul style="list-style-type: none"> • Supports EEO, Diversity, and Inclusion • Professional Development • Supervision and Human Resource Management

Leveraging these foundational resources, the CFP Implementation Team intentionally designed the CFP curriculum to allow participants to learn and practice their expanded leadership skills while simultaneously exercising their newly acquired technical skills. Participants were given the opportunity to exercise these skills hand-in-hand through on-the-job experiences, encouraging the sustainable and scalable growth of USAID’s core leadership skills across participating Missions.



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Research Method and Design

Learning Review Design

The Learning Review team developed a Design Matrix (see Table 2) that presents the key research questions to understand the effectiveness of CFP in achieving its desired outcomes. The Design Matrix further identifies sub-questions and corresponding data sources required to respond to those questions. The Design Matrix laid out the mixed-methods research requirements for the Learning Review and clearly delineated the qualitative and quantitative, primary and secondary data needed to deliver a thoughtful and comprehensive response to assess the extent to which the CFP successfully fostered workforce competencies related to the implementation of the Climate Strategy, with a keen focus on climate and climate finance.

The Learning Review design is informed by two methodological approaches: Outcome Harvesting and Most Significant Change.

Outcome Harvesting is the identification and mapping of outcomes back to the CFP. This approach facilitates an assessment of whether and how the CFP contributed to those identified outcomes as well as an assessment of the CFP theory of change and its implementation. **Most Significant Change** collects stories of significant changes related to the CFP program to support the Outcome Harvesting approach and deepen the evidence base of the Learning Review.

The Learning Review is designed to facilitate comparison along three dimensions, in alignment with the CFP objectives.

- First, **participating CFP Missions** were compared to assess their individual, team, and Mission-level experiences. The data was disaggregated and analyzed by stakeholder group to compare participating Missions (1) at the individual Team Member or participant level, (2) within Mission Teams comprised of the individual Team Members or participants, and (3) across Missions more broadly including FO Champions and Supervisors.
- Second, **CFP Missions were compared to non-CFP Mission Teams** to compare the levels of skills and knowledge among USAID staff at the individual level. Non-CFP Mission respondents included Mission staff who currently serve as Climate Integration Leads (CILs), Private Sector Engagement (PSE) Points of Contact (POCs), and Development Finance Corporation (DFC) POCs.
- Third, self-reported survey results from PIVOT 1.0 and 2.0 participants in 2021 (immediately after the completion of PIVOT 2.0) were compared to responses collected in 2022. This **time-series comparison** helps the Learning Review to understand the sustainability of results achieved through the PIVOT model, which informed the CFP.

Table 2. Learning Review Design Matrix

Learning Questions	Learning Sub-Questions	Learning Activities
<p>1. How effective was CFP in achieving its stated learning objectives?</p>	<p>1.a. To what extent, if any, and how has CFP strengthened knowledge and skills of individuals, teams, and Missions in the field of climate change and their ability to apply a climate lens across programming?</p>	<ul style="list-style-type: none"> • Literature Review • Online Survey • Key Informant Interviews (KIIs) • Focus Group Discussion (FGDs)
	<p>1.b. To what extent, if any, and how has CFP expanded individual, team, and Missions' familiarity of ways to finance climate action? To what extent, if any, and how has CFP contributed to the pursuit to mobilize climate finance?</p>	<ul style="list-style-type: none"> • Literature Review • Online Survey • KIIs • FGDs
	<p>1.c. To what extent, if any, and how has CFP increased individual, team, and Mission understanding and utilization of CLA to improve programming?</p>	<ul style="list-style-type: none"> • Literature Review • Online Survey • KIIs • FGDs
	<p>1.d. To what extent, if any, and how has CFP built and refined leadership skills among individuals, teams, and Missions to be catalysts for change? <i>(Topics to be explored include six leadership skills—(1) mindfulness, (2) self-awareness, (3) navigating power dynamics internally and externally, (4) active listening, (5) giving and receiving feedback, and (6) apologizing—and skills related to meaningfully promoting transformative diversity, equity, and inclusion programming.)</i></p>	<ul style="list-style-type: none"> • Literature Review • Online Survey • KIIs • FGDs
<p>2. How effective was CFP's approach to bring about behavioral change at the individual, team, and Mission-levels?</p>	<p>2.a. What strategies or approaches were most successful? Why? (Topics to be explored include cost effectiveness, time allocation, structure of activities, and sequencing of activities, among others.)</p>	<ul style="list-style-type: none"> • Literature Review • Online Survey • KIIs • FGDs
	<p>2.b. What strategies or approaches were least successful? Why? (Topics to be explored include cost effectiveness, time allocation, structure of activities, and sequencing of activities, among others.)</p>	<ul style="list-style-type: none"> • Literature Review • Online Survey • KIIs • FGDs
	<p>2.c. What key factors, conditions and/or behaviors supported and/or inhibited CFP's effectiveness? (Topics to be explored include operating environment, commitment and level of engagement among participants, and COVID-19, among others.)</p>	<ul style="list-style-type: none"> • Literature Review • Online Survey • KIIs • FGDs
<p>3. How has CFP contributed to USAID's Climate Strategy objectives?</p>	<p>3.a. How has CFP contributed to USAID's Climate Strategy objectives, specifically by strengthening operations and approaches to programming to address climate change and further climate justice within USAID?</p>	<ul style="list-style-type: none"> • Literature Review • KIIs • FGDs
	<p>3.b. How has CFP contributed to USAID's Climate Strategy objectives, notably increasing the flow of and equitable access to finance to support adaptation and mitigation?</p>	<ul style="list-style-type: none"> • Literature Review • KIIs • FGDs

Learning Questions	Learning Sub-Questions	Learning Activities
4. How well did CFP apply and adapt to learning from PIVOT 1.0 and 2.0 as well as throughout implementation to renovate the culture among the participating Missions?	4.a. What mechanisms and approaches did CFP utilize to monitor and apply learning during the design and implementation of the CFP?	<ul style="list-style-type: none"> • Literature Review • Online Survey • KIs • FGDs

Data Collection and Analysis

The Learning Review first completed a literature review to better understand the content and delivery methods of the CFP and to better contextualize the results of the Learning Review. The literature review leveraged internal CFP documents and external resources from other donors, academia, and gray literature to review the topics of climate and finance, action learning, and renovating organizational culture. Please refer to Annex 3 for the detailed literature review.

The Learning Review collected primary qualitative data through KIs and FGDs using a semi-structured live interview format. KIs engaged one CFP stakeholder at a time for a period of 30–60 minutes. KIs were conducted with the CFP Implementation Team at USAID and INVEST; ⁴⁶ Team Lead(s) and Team Members from participating CFP Missions; FO Champions; Supervisors; Coaches; and members of USAID/Africa Bureau's Office of Sustainable Development. FGDs included three to six respondents, lasted between 60–120 minutes, and were completed with Mission Teams, including both Team Members and Team Leads. All qualitative data collection activities were recorded, supplemented by live note taking. Interview recordings were transcribed using the software Otter.ai and manually checked for accuracy. All final transcripts were iteratively coded in Dedoose. Iterative qualitative coding utilizes a series of preliminary thematic codes that are added during the analysis process to capture all relevant themes as they emerge from the data. In total, the Learning Review completed 32 KIs and seven FGDs. Please refer to Annex 4 for the qualitative data collection tools and instruments.

The Learning Review further implemented an online survey to collect self-reported data from CFP participants, their Supervisors, and relevant stakeholders from other Missions, including PSE POCs and CILs. The survey asked respondents to describe and/or rate changes in relevant knowledge and skills and subsequently their attitudes and behaviors. Additional survey questions asked respondents to reflect on the culture within teams/Missions and to describe social networking and conduits for information sharing. Please refer to Annex 4 for the quantitative data collection tools and instruments and Annex 5 for a summary of the survey results.

Key Informant Interviews		Focus Group Discussions		Online Survey	
32 KIs conducted		7 FGDs facilitated		68 surveys collected	
CFP Team Leads	9	CFP participants (Team Members and Team Leads) spanning the six participating Missions	25	CFP Team Members and Team Leads	27
FO Champions	4			CFP Supervisors, FO Champions, and Coaches	9
INVEST—CFP Implementation Team	3			Non-CFP participants	32
USAID—CFP Implementation Team	2				
CFP Coaches	3				
CFP Supervisors	3				
Members of USAID/Africa Bureau's Office of Sustainable Development	2				
Team Members/Team Leaders	2				
Other stakeholders (who served in multiple roles)	4				

To assess the extent to which the CFP, or more broadly the PIVOT model, contributes to sustainable knowledge and skills building, and encourages behavioral change, a separate online survey was distributed to all PIVOT 1.0 and 2.0 participants to help assess the extent to which changes from those interventions have been sustained.⁴⁷ All online surveys were implemented via Google Forms. Survey data was cleaned and analyzed using RStudio. Data visualizations were created using the software Tableau. Please refer to Annex 4 for the quantitative data collection tools and instruments and Annex 5 for a summary of the survey results.

Following the completion of data collection and preliminary data analysis, the Learning Review held a virtual data interpretation workshop with CFP participants and a virtual data validation workshop with USAID. The data interpretation workshop served as a data analysis activity, in which the team facilitated a reflective discussion with CFP participants to make meaning of the data collected and draw their own conclusions. This approach helped to recognize participant experiences within the identified data trends while ensuring the accuracy and relevance of findings and lessons learned. During the data validation workshop with USAID, the Learning Review presented preliminary findings related to the Learning Objectives and the PIVOT theory of change. Following a facilitated reflective discussion, USAID stakeholders identified and prioritized actionable recommendations.

Informed consent was collected from all KII and FGD participants as well as Online Survey respondents prior to data collection. To protect the privacy and confidentiality of all interviewed and surveyed individuals, respondent names are not shared in any form in the Learning Review. All data is presented in aggregate and direct quotes identify only the participant's role within the CFP.

Limitations

The use of a mixed methods approach, which offers comparison and corroboration across data sources, provides a good foundation for results but is not without limitations. Cognitive bias—where respondents do not accurately recall events or purposefully deliver what they perceive as the “desired” response instead of accurate details—can occur in qualitative data collection activities, including the KII, FGD, and Online Survey completed as part of this Learning Review. To mitigate this risk, the Learning Review began each KII and FGD with a clear description of the CFP's objectives, the objectives of the Learning Review, and the manner in which respondent privacy would be ensured. Additionally, during KIIs and FGDs, the Learning Review asked probing questions to clarify initial responses where needed. Probing for additional details can help minimize the effects of cognitive bias.



PIVOT Survey	
20 surveys collected	
PIVOT 1.0 participants	12
PIVOT 2.0 participants	8

CFP and the Launch of USAID's Climate Strategy

The CFP Learning Review examines the extent to which the CFP successfully fostered workforce competencies related to the implementation of the Climate Strategy, with a keen focus on climate and climate finance. The Learning Review focused on the four core learning objectives—operationalizing USAID's Climate Strategy, the CFP approach and its application of learning and adaptation, its effectiveness in strengthening knowledge and skills, fostering behavioral change, and promoting an enabling environment that empowers and equips individuals, teams, and Missions—to capture lessons learned and generate recommendations looking ahead.

USAID's Climate Strategy

The CFP provided participating Missions, teams, and individuals with an opportunity to directly engage with USAID's newly released Climate Strategy 2022–2030. Using a “whole-of-Agency” approach, USAID's Climate Strategy seeks to “advance equitable and ambitious actions to confront the climate crisis” by “accelerating and scaling targeted climate actions”⁴⁸ and “catalyzing transformative shifts to net-zero and climate-resilient pathways.”^{49,50} Integral to the Climate Strategy is an additional Special Objective, “Do our Part.” This Special Objective recognizes and places value on the need for USAID and its implementing partners to collectively respond to the growing climate crisis by strengthening climate programming, greening operations, advancing climate justice, and strengthening the Diversity, Equity, Inclusion, and Accessibility of the climate workforce. This objective is further reinforced through a series of embedded principles, including locally led development, equity and inclusion, private sector engagement, nature-based solutions, and evidence and innovation, as outlined in Figure 6. Taken together, USAID's Climate Strategy is designed “[to] work on the ground with partner governments and local actors to set the global trajectory toward [USAID's] vision of a resilient, prosperous, and equitable world with net-zero greenhouse gas emissions.”⁵¹

Figure 6. USAID Climate Strategy Embedded Principles



The CFP was intentionally designed to help Missions respond to the objectives laid out in USAID's Climate Strategy using a successful and integrated approach to climate action that recognized that diverse leadership, knowledge, and skills are vital to effectively target technical action (SO 1), specifically with a focus on intermediate result 1.3 (increase the flow of and equitable access to finance to support adaptation and mitigation), in addition to elevating the importance of a systems approach to bring about change (SO 2). The CFP further provided participating individuals and teams with hands-on opportunities to apply learning, exercise new behaviors, and foster an environment conducive to doing “our” part by strengthening USAID's internal “operations and approaches to programming to address climate change and further climate justice.”⁵²

The CFP specifically sought to equip individuals and Mission Teams with a basic understanding of climate and finance, as

well as knowledge and skills related to mobilizing climate finance, promoting climate justice, and encouraging localization. Simultaneously, in recognition of a systems approach—particularly in valuing the individuals and relationships that comprise the institutions and organizations within the climate ecosystem—the CFP encouraged participants to obtain and apply knowledge and skills to practice self-awareness and mindfulness, recognize stakeholder motivations, navigate power dynamics, strengthen intercultural competencies, and to actively listen, exercise non-violent communication, and apologize in the workplace.

An integrated approach to capacity building—one which recognizes and values diversity in leadership, knowledge, and skills—is vital to renovating organizational culture.

The CFP Approach

The CFP builds on the action learning approach previously utilized in PIVOT 1.0 and 2.0. PIVOT was an 11-month whole-of-human action learning experience with a technical focus on PSE, rather than climate and finance. The application of action learning and whole-of-human principles from PIVOT to the CFP are explored below, as well as the incorporation of specific recommendations that came out of the PIVOT experience.

Action Learning

Traditional learning focuses on delivering information about “what is known” to a passive audience. Traditional learning, typically in the form of lectures, is instructor-centered, and the flow of information is one directional. By contrast, action learning is a form of learning by doing. Action learning engages individuals in an interactive, non-hierarchical environment where they can share knowledge and skills, question course material, reflect, and collaborate on problem solving. Behavioral scientists promote action learning as the preferred approach to cultivate a growth mindset⁵³ for continuous learning, facilitate meaningful behavior change, and enable individuals to apply built capacity in the real world.⁵⁴ Action learning uses a participatory approach to build knowledge and skills, as well as motivation to utilize those skills within a broader supportive environment to achieve meaningful outcomes. In the words of one CFP participant, the ALP “*pushes us to get more information ourselves,*” building capacity and confidence hand in hand.⁵⁵

The action learning model continues to be viewed by participants and Agency leadership as a unique and promising approach to strengthening capacity while simultaneously empowering leaders. The CFP theory of change reflects the main tenants of action learning: by 1) strengthening knowledge, resources, and skills at the individual level, 2) generating motivation and support through participatory experiences and applied learning, and 3) cultivating an enabling environment for change through Supervisor and FO engagement, Participants will be able to apply leadership skills and technical competencies to create a community of climate champions.⁵⁶ This framework incorporates technical knowledge, motivation, leadership, and the broader supportive environment—all key principles of action learning.

The inclusion of the ALP was a critical component of the action learning model and reflects an approach utilized in PIVOT 1.0 and 2.0. Applying Missions were directed to identify and design an ALP based on the Mission’s existing priorities that informs “an actual challenge, activity, or program that the Mission Team is working on.”⁵⁷ The ALP thus provides a tangible opportunity for CFP participants to apply their new knowledge and skills to a real-world problem, one which was selected and prioritized by the Mission—a **learning by doing approach is a key tenant of action learning.**

Lessons Learned

Action learning is proven to cultivate a growth mindset for continuous learning, facilitate meaningful behavior change, and empower individuals as leaders for renovation.



All-Cohort Week, Facilitator, Washington, DC, 2022. The CFP implementation team facilitated a series of hybrid experiences to support CFP Missions in developing a more systematic approach to identifying and assessing partners for climate action.

Whole-Of-Human Approach

Research in behavioral science and organizational culture change indicates that employees are more engaged, effective, and productive when they are valued and respected as individuals. When employees feel brave and empowered to bring their whole selves to work, Missions “benefit from the diversity of perspectives, approaches, and skill sets that a whole person is able to bring.”⁵⁸ The whole-of-human approach was actualized through the use of mindful moments, centering exercises, and appreciative closing activities. **The whole-of-person approach, combined with capacity building in leadership, CLA, and technical content within an action learning environment, is central to cultivating the climate champions “needed to successfully execute the Agency’s Climate Strategy.”**⁵⁹ Borrowing the words of one CFP participant, the practicum “*started addressing me first as the person, and then it addressed me and my knowledge on the theory and the science behind climate change.*”⁶⁰ Engaging with staff as humans first—rather than resources—encourages staff to bring their whole self to work, and to make room for others to do the same.

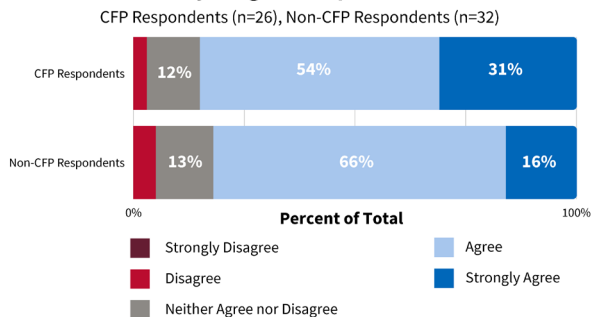
Lessons Learned: The Results and Impacts of CFP

The Strategic Objectives of USAID’s Climate Strategy

While it is too early to directly link learned competencies from the CFP and the extent to which they have contributed to the strategic objectives outlined in USAID’s Climate Strategy, the vast majority **(85 percent) of participants, including Team Members, Team Leads, Supervisors, and FO champions, agree that they are better equipped, empowered, and connected to integrate the objectives of the Climate Strategy within their Mission’s program and strategy designs and implementation efforts following their participation in the CFP.** As shown in Figure 7, these results demonstrate slightly elevated levels of abilities as compared to non-CFP participants—a sample of CILs, PSE POCs, and DFC POCs from non-CFP participating USAID Missions (82 percent).

Of significance, is the percentage of respondents that “strongly agreed” with the statement, 31 to 16 percent respectively, among CFP and non-CFP respondents. It is worth pointing out, however, that while the non-CFP comparison group represents a small sample of USAID staff, the sample includes a significant proportion of CILs from across the Agency. It is reasonable to assume that USAID’s CILs are among the Agency’s staff with the highest ability to integrate USAID’s Climate Strategy within their work. Thus, if the sample of non-CFP respondents was expanded to include a diverse representation of Mission staff, as was the case for the CFP teams, it is reasonable to assume that this number would drastically decrease.

Figure 7. Have the ability to integrate USAID's Climate Strategy objectives within my Mission's strategy and program, project, and/or activity design and implementation



Moreover, as a result of one’s participation in the CFP, CFP participants were found to be more confident in their role and ability to create agency within their office to promote climate action than their non-CFP counterparts within USAID—as represented by a sample of CIL, PSE POCs, and DFC POCs, 90 and 76 percent respectively. (Data not shown.)

Participating Mission staff demonstrated higher frequencies of exercising positive behaviors that are believed to contribute to addressing and/or supporting USAID’s strategic objectives as outlined in the Climate Strategy. USAID staff who participated in the 16-week CFP course were found to more frequently conduct efforts to engage and cultivate relationships with both public and private actors to advance climate action. Sixty-two percent of CFP participants indicated that they “frequently” or “often” cultivated potential partnerships with key stakeholders, including private and public actors, civil society, and local communities, in efforts to advance USAID’s climate objectives as compared to only 38 percent of non-CFP participants.

In addition, CFP participants had higher levels of proficiency in formulating a strategy for USAID to partner with others to mobilize resources for climate action as compared to their non-participating counterparts, 48 and 34 percent, respectively. One CFP participant noted that “by the time [they] left the training, [they had] learned [they are] so much more conversant about climate finance now that it’s amazing. And each meeting or each opportunity, [they] have to talk with the different stakeholders, either government, private sector, or others. Whenever they talk about what they do, [they] immediately see opportunities for engaging on climate, climate change, and climate finance.”⁶¹ Similarly, another CFP participant noted, “being part of this practicum, it just helps you consider so much on what we learned here, for example, just around climate justice, are we speaking to local communities? Are we taking into consideration, what they have to say, or the impact of some of our work on their environments, for example, so I think, in terms of that there’s definitely been a light switch that’s gone off.”⁶²

The Effectiveness of CFP in Strengthening Knowledge and Skills

The CFP sought to strengthen knowledge and skills across four core areas in efforts to address and support the objectives of the Climate Strategy: (1) climate action; (2) climate finance; (3) CLA; and (4) leadership. While results varied across these core areas, as described below—two notable cross-cutting results and lessons learned emerged.

First, **CFP was designed to and did in fact engage a diverse technical network of Mission Staff to comprise the CFP.** As noted above, Missions were encouraged to formulate their CFP teams drawing on staff with distinct functions and responsibilities (from technical and supporting offices), different hiring mechanisms, and varying levels of sectoral expertise. At large, this approach was perceived to be

a strength—contributing to building stronger teams and enhancing collaboration across Missions. As expressed by one member of the CFP Implementation Team, “people really having a better understanding of climate and how it’s touching various areas outside of just the one person at the mission who might work on climate... builds awareness and [a network of] champions for climate change.”⁶³

Similarly, one participant indicated that the diversity of their team was “one of the greatest achievements of the CFP,” specifically pointing out that “when Missions were selected, they were allowed to select their members... to form their own teams... demonstrate[ing] that climate is a cross-cutting thing. So they [had Team Members from] Office of Financial Management (OFM) and finance and Office of Acquisition and Assistance (OAA)—we are a diversified group working together...one group. I think that was one of the greatest achievements.”⁶⁴ This was further echoed by another participant who stated, “From our diverse group, we have private sector, we have OAA, we have people who[se] everyday portfolio has nothing to do with [climate or] finance. [This] helped me to realize that it affects everybody. It requires all of our expertise to move beyond the mitigation and adaptation strategies.”⁶⁵

Yet, while most viewed this as a strength, some did see this as a weakness limiting their individual potential for increased knowledge and skills suggesting that there is a tradeoff between expanding individual knowledge and skills as compared to strengthening the capacities of a team. “I think the participants still benefited and were able to advance in their project. But with a lot more difficulty. It seemed like there was a pretty broad diversity in this cohort. And I’m wondering if this made it less efficient than it could have been?”⁶⁶

Secondly, there is an important distinction between cultivating champions and empowering technical experts. While not stated explicitly in the design, it is clear from the facilitation materials and targeted competencies, that the **CFP was designed to cultivate champions not technical experts.** As defined by one of the CFP implementers, “a champion is somebody that can help catalyze, change, motivate others, and help push forward a culture that will adopt new practices. So it’s a bit distinct from saying, I’m a climate finance expert.”⁶⁷

The following provides a summary of the key results and lessons learned regarding the extent to which CFP strengthened the knowledge and skills of individuals, teams, and Missions across the four respective areas of focus.

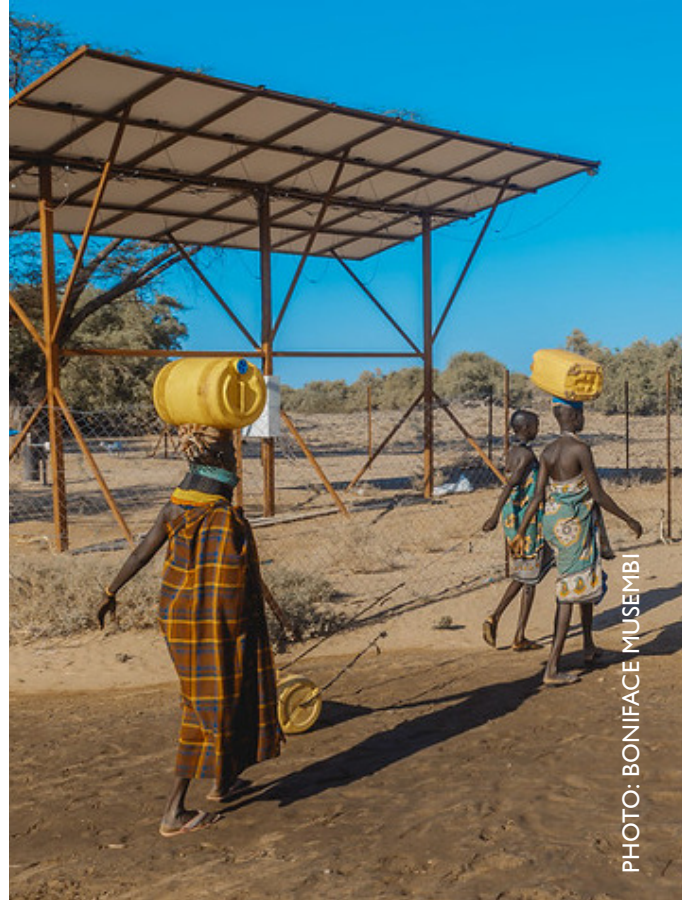
Climate Action

The CFP equipped participants with an increased awareness and understanding of climate change and strengthened their individual knowledge, skills, and level of confidence in applying a climate lens to the design and implementation of strategies, programs, and projects.

One CFP participant noted that the “CFP pushed us to explore climate change issues in a more scientific, rigorous way, looking at data and facts. The CFP was a good place to explore that evidence and open our eyes about the emergency of the issues and how we should take action.”⁶⁸

Lessons Learned

Operationalizing USAID’s Climate Strategy does not require everyone to be climate experts—rather, Agency staff should be empowered to do their part by advocating and creating programs across sectors with a climate lens.



Lessons Learned

CFP’s whole-of-human approach to action learning not only contributed to improved climate action knowledge and skills, but empowered individuals by expanding their levels of confidence and motivation to combat climate change.

These sentiments were echoed by another CFP participant who stated that “what the training did for us, or more especially for me, was to sharpen my understanding about climate issues and also building my skills to take the lead on climate action.”⁶⁹

When surveyed, 93 percent of participants—including Team Leads, Team Members, Supervisors, and FO Champions—agreed that the **CFP experience increased their ability to explore and implement systematic approaches to addressing climate change**. In contrast, however, USAID Mission staff who did not participate in the CFP were less confident (69 percent) in their levels of understanding and ability to explore and implement systematic approaches to addressing climate change. Refer to Figure 8.

Interestingly, of the 93 percent that agreed or strongly agreed, the vast majority represented the participating FSNs as depicted in Figure 9. All of the FSN Team Members (100 percent) across five of the six participating Missions (along with 86 percent in the sixth Mission), indicated that they are better equipped to explore and implement strategic approaches to address climate change—aside from one Mission, all non-FSN Team Members neither agreed or disagreed, disagreed, or strongly disagreed.

Figure 8. Have the ability to explore and implement systematic approaches to addressing climate change

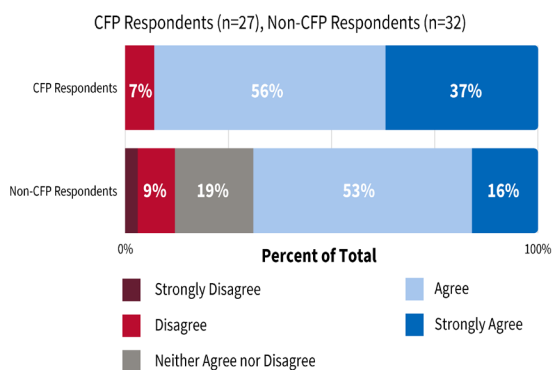
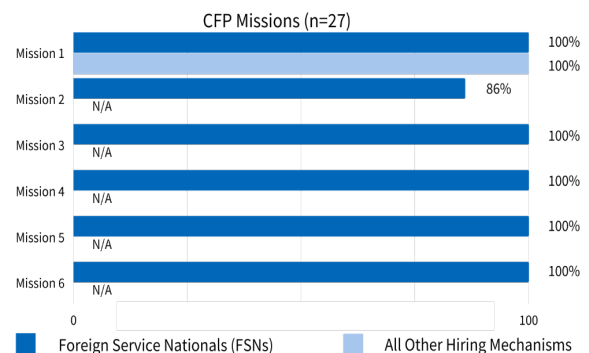


Figure 9. Have the ability to explore and implement systematic approaches to addressing climate change, CFP Missions



Notably, participants across the CFP indicated that they not only had increased understanding, confidence, and knowledge to take on climate action, but they also expressed higher levels of motivation to learn more and serve as climate action champions within their respective Missions. Specifically, one CFP Team Lead noted that the CFP “has given me knowledge in terms of where I was, and where I am now; my ability to speak on climate matters is certainly better than it was. But it also created a desire for me to want to learn more.”⁷⁰

Another Team Lead stated that one of their Team Members who, at the start, indicated that they “knew nothing, but wanted to learn and halfway through the CFP, they had become their ally. [...] Because they participated in this, they are now the first person to actually respond to anything climate risk related.”⁷¹ Following the completion of the CFP, 63 percent of participants indicated that they frequently apply their new knowledge and skills, by exploring and implementing systematic approaches to addressing climate change as compared to only 54 percent of their nonparticipating Mission counterparts. Notably, among the participating CFP Missions, while varying levels of application among Mission Teams were observed, only FSN Team Members reported that they “always” or “often” explore or implement systematic approaches to addressing climate change as compared to their non-FSN Team Members who only indicated that they “sometimes,” “rarely,” and/or “never” exercise these new knowledge and skills.

While the vast majority of CFP participants observed some level of improvement in knowledge and skills with respect to climate action, levels of knowledge and skills observed varied drastically from participant to participant.

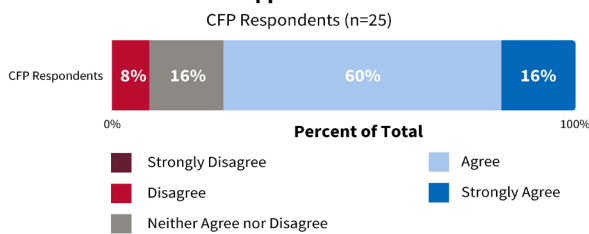
Participants that entered into the CFP with high levels of understanding at the beginning of the experience indicated little improvement, whereas those who were unfamiliar with climate change at the start indicated higher levels of improvement. One of the participating Mission’s CILs stated, “I don’t feel like it increased my technical knowledge all that much. But I do this day in, day out. And so [the CFP] wasn’t really tailored for people like me as much; it was much more tailored to people [performing other functions within the Mission].”⁷² Similarly, another participant stated, “I didn’t come out of the course as a specialist, but I came out of the course very aware, and I appreciate that it would have taken much longer to make us all specialists in climate finance or climate mitigation or adaptation. So what matters to me is I’m aware I can go and find those things in other areas and study and read for myself now.”⁷³

Financing Climate Action

To achieve the objectives and goals outlined in USAID’s Climate Strategy, it is critical for the global community at large to identify the prevailing financing gaps and leverage existing opportunities to catalyze finance for climate change. Climate finance is universally recognized as local, national, or transnational financing, drawn from public, private, and other sources, that aim to support climate mitigation and adaptation actions designed to combat climate change. Financing tools and mechanisms are needed to increase investment and improve equity⁷⁴ in climate finance. The existing climate finance community relies on an array of financing tools and mechanisms, including more traditional debt and equity financing as well as innovative financing approaches like blended finance and green bonds.

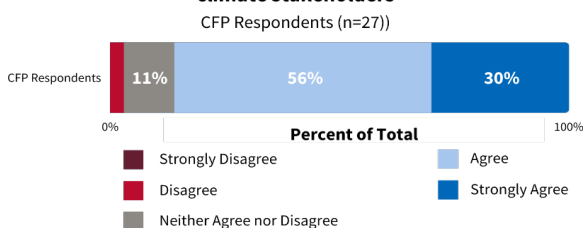
The CFP expanded participants’ awareness and familiarity with how to finance climate action and provided practical, hands-on opportunities to mobilize finance. Following the CFP, 76 percent of participants stated that they had an increased ability to convert opportunities to mobilize resources for climate action into strategic programmatic approaches. Refer to Figure 10.

Figure 10. Have an increased ability to convert opportunities to mobilize resources for climate action into strategic programmatic approaches



Additionally, 86 percent, as depicted in Figure 11, had an increased ability to develop and manage relationships with both public and private sector contacts to mobilize finance. One participant stated, “I have definitely improved knowledge around climate financing. I think that that’s a no-brainer, because again, I think so many of us, even those with climate change backgrounds in the course, didn’t know or don’t know finance at all. ... the underlying improvement and capacity to understand finance, I think it has increased significantly.”⁷⁵

Figure 11. Have an increased ability to develop and manage relationships with public and private sector contacts and other climate stakeholders



In comparison, representatives from a sample of, non-CFP Missions—including CILs, PSE POCs, and DFC POCs—reported lower ability levels to convert opportunities to mobilize resources for climate action (40 percent) and to develop and manage relationships with public and private sector contacts (69 percent). (Data not shown.)

Some of the participating CFP Missions have begun to apply the knowledge and skills gained within their current programming, beyond CFP and the related ALP, to mobilize finance in concrete ways. One of the FO Champions of a participating Mission indicated that they had observed “clear knowledge and skills that were built through this process.” They went on to explain that their team was “immediately applying [the knowledge and skills gained] to certain programs that were ongoing. They were going out to the field, and they were having consultations with the DFC, banks, and implementing partners about how to change things in order to incorporate some of the lessons learned.”⁷⁶ Another FO Champion noted that their team “learned how [climate finance] worked in other countries” and was able to leverage and “apply” that knowledge on an existing grant “to advocate for [climate finance] and move it forward.”⁷⁷

Notably, as CFP participants were empowered as climate champions and equipped with communication and leadership skills, one Mission saw motivation for engaging climate finance, and the expansion of knowledge and skills around climate finance, transferred to colleagues beyond the CFP Team Members. The respective Mission’s FO Champion explained, “We have a program here with a [local institute] where [climate finance] is one of the models that they were looking at. The village land use plans are looking for ways to finance those and getting [the] private sector involved. The Mission put the implementing partner in touch with a [local] bank drawing from some of the things that they’ve learned from their colleagues that participated in the climate finance practicum and the practical relationships that were built within the Mission in looking for ways to leverage each other’s resources, etc.”⁷⁸

Despite these successful cases, however, the extent to which individuals, teams, and Missions have had the opportunity to consistently and regularly apply their knowledge and skills gained through the CFP to explore and employ innovative approaches to mobilizing finance since the completion of the CFP, is emerging at best.

One participant shared that while they have improved their knowledge regarding climate finance, “[that] doesn’t mean we can actually go and do something about it.”⁷⁹ Similar concerns were echoed by Team Leads and FO Champions alike. In looking at the frequencies of utilizing approaches to mobilize finance, while CFP participants demonstrated higher frequencies as compared to their non-participating counterparts, only 44 percent of participants indicated that they always or often utilize multiple approaches to mobilize finance. Refer to Figure 12.

As summarized in Figure 13, of the 44 percent, the participants utilizing multiple approaches were largely FSNs. Mission Team No. 6, however, represented the one exception as 100 percent of non-FSNs and 75 of FSNs indicated that they often or always utilize multiple approaches to mobilizing finance.

Figure 12. Utilize multiple approaches to mobilizing finance

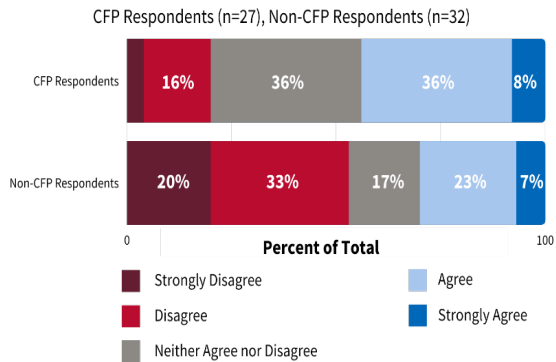
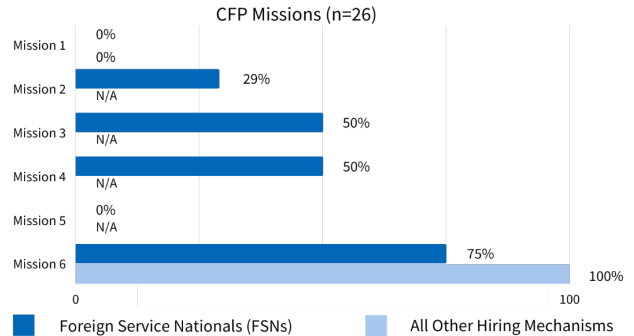


Figure 13. Often or always utilizes multiple approaches to mobilizing finance, CFP Missions



Collaborating, Learning, and Adapting

CFP’s approach strengthened participants’ CLA skills, particularly with respect to internal and external collaboration, integrating and applying evidence and learning to program, and ensuring flexibility across the program cycle.

The vast majority of CFP participants, 91 percent, indicated that they had **increased their ability to collaborate and promote flexibility** following their engagement in the practicum. In addition, CFP participants demonstrated **higher levels of frequency applying CLA concepts within their everyday work** as compared to non-CFP participants. As demonstrated in Figure 14, 60 percent of CFP participants indicated that they regularly facilitate strategic collaboration in the exploration of new programming approaches in contrast to only 35 percent of non-CFP participants. Relatedly, CFP participants were found to more frequently seek out and practice strategic collaboration to advance USAID climate objectives than their non-CFP counterparts, 52 as compared to 42 percent, respectively. Refer to Figure 15.

Despite these results, roughly half of CFP participants expressed a general lack of confidence in their understanding and ability to operationalize the CLA Framework—including employing the maturity matrix and integrating CLA planning into their programs. *“I think a lot of us haven’t seen [the CLA framework] for a long time so it is probably kind of a new and exciting and a useful tool. But I always felt that when we were applying it and using it, everyone was very unsure because they didn’t really know how it works or where it fits and why we are doing it.”*⁸⁰

Figure 14. Facilitate strategic collaboration in the exploration of new programming approaches

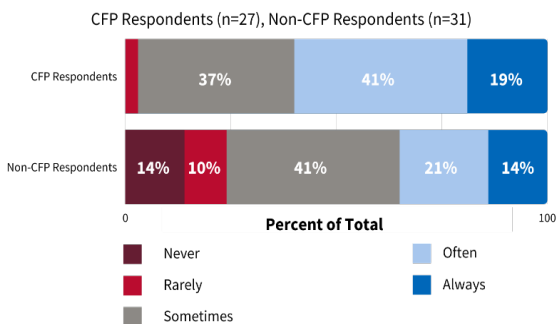
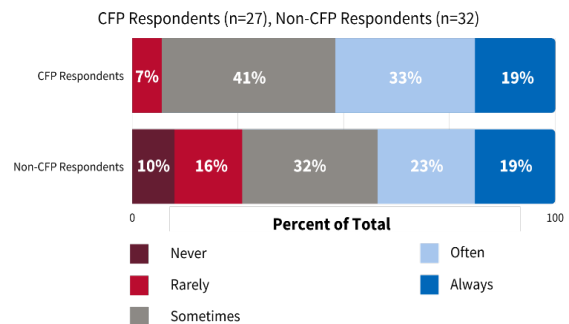


Figure 15. Seek out and practice strategic collaboration across the Mission to advance USAID climate objectives



Leadership

The vast majority of CFP participants indicated that they were motivated, empowered, and seen as leaders through the CFP experience. While, as discussed below, participant feedback varied on the introduction and application of power skills within the CFP, results suggest that the integration of mindfulness, self-awareness, power dynamics, active listening, apologizing, and giving and receiving feedback did in fact contribute to strengthening leadership skills and one's effectiveness at work. The CFP approach to leadership, which is grounded in USAID's Formal Leadership Philosophy—described above—convincingly produces empowered champions or staff who have an equal opportunity: to benefit from and contribute to USAID's programming and decision making processes; leverage the available internal resources and rewards; and realize their individual role and agency to create change regardless of gender, age, position, or hiring mechanisms. Notably, CFP integrated these skills explicitly throughout the curriculum to be able to engage participants in applying the Agency's localization and climate equity goals in meaningful ways. When USAID staff were given the opportunity to enhance their leadership skills through action learning skill building opportunities via the CFP, the vast majority demonstrated many of the behaviors that are expected of USAID leaders in moving an action forward as part of a team towards formal consensus. CFP participants not only reported that they felt like leaders with agency to take action, but many were seen as leaders by their peers, Supervisors, and FO Champions.

*"It really required coming out of our comfort zones that we're used to every day... And [as a result] I think we came out [as stronger leaders] and more bonded and gelled as a cohort. From those experiences and seeing that everything has relevance and interconnection, it just takes a bit of time to try and to take initiative, which is a key characteristic of a leader to try and just understand and go that extra mile on different engagements."*⁸¹ It is important to note, however, that across the various power skills, participants *"felt at the beginning this has nothing to do with climate and finance. And [were] only [able] to connect the dots at the end..."*⁸²

Self-awareness. In alignment with USAID's Formal Leadership Training Program, the CFP introduced participants to the concept of intentional leadership and being self-aware. While CFP participants did not understand the benefits of self-awareness at the start when it was introduced during the Climate Science Basics module, by the end of the practicum, participants valued self-awareness and its effects on their leadership skills. As expressed by one participant, *"I needed to know myself first in order to respond better or to act better... and how do I then react as the person and as a person in a group... We are different, different portfolios, different types of personalities, different positions... but how we work together [is important]."*⁸³ As a whole, following their engagement in the CFP, 62 percent of participants indicated that they frequently practice self-awareness, specifically to influence the positive initialization of climate action within their teams and Missions. This demonstrates a higher rate of frequency as compared to non-CFP Mission staff (48 percent).

Lessons Learned

The CFP approach to leadership, which is grounded in USAID's Formal Leadership Philosophy, convincingly produces empowered champions that not only feel like leaders with agency to take action, but are viewed as leaders by their peers, Supervisors, and FO Champions.



PHOTO: USAID MOZAMBIQUE

Lessons Learned

While building and refining leadership skills among a diverse network of individuals within a given organization is a critical factor to renovating culture and improving workplace effectiveness, it is often uncomfortable, and the full impacts of these efforts are only realized in hindsight.

Mindfulness. As defined by Brene Brown, “Mindfulness means maintaining a moment-by-moment awareness of our thoughts, feelings, and surrounding environment. Mindfulness also involves acceptance, meaning that we pay attention to our thoughts and feelings without judging them—without believing, for instance, that there’s a “right” or “wrong” way to think or feel...”⁸⁴ Similarly, as emphasized by USAID, “leaders are mindful and care for the well-being of ourselves and others.”⁸⁵ The CFP intentionally introduced mindfulness, one of USAID’s core leadership traits, as the second foundational power skill. Furthermore, to reinforce the value of mindfulness, the CFP started “each class and each meeting with this thing called the mindful moment.”⁸⁶

“Power is a critical tool which leaders can leverage to bring about a desired change in efforts to achieve a given purpose. While, power itself is not inherently good or bad - when power is driven by fear and used over others it becomes dangerous. “Daring and transformative leaders share power with, empower people to, and inspire people to develop power within.”

Brown, Brene. *Dare to Lead.*

Prior to engaging in the content block for each Tuesday/Thursday session, participants were guided through a “centering exercise,” such as deep breathing, visualization exercises, or moments of stillness, among others, to ensure participants brought their whole self to each session, creating an environment where each participant had the “freedom and space to be themselves... benefit[ing from a] diversity of perspectives, approaches, and skill sets that a whole person is able to bring.”⁸⁷ The majority of participants recognized that “mindfulness... [which] we tend to overlook, [is a] very critical [skill] especially [when engaging] with local communities.”⁸⁸ Interestingly, one participating Mission Team noted that during their “internal weekly meetings...[they always] open up the meeting [with] the mindful moment.”⁸⁹

Power Dynamics. Critical to one’s leadership skills is the ability to acknowledge and consider how gender, age, workplace hierarchies, social status, and other forms of power may impact a working environment and the implementation and/or success of programs. In alignment with USAID’s Formal Leadership Philosophy, the CFP sought to equip participants with the tools to understand how power dynamics influence their day-to-day work, to seek contributions from a diverse pool of stakeholders employing a systems-based approach, and to intentionally consider implications of beliefs/thoughts and consequences of action given existing local power dynamics. Drawing upon Brene Brown’s Navigating Power Dynamics Framework,⁹⁰ the CFP provided participants with the knowledge and skills to create opportunities to value all voices and perspectives, by recognizing the formal and/or informal constructs of “power over, power with, power within, and power to.” Specifically, the CFP provided relevant examples of how USAID’s culture—a hierarchical culture—has traditionally advanced and/or inhibited power dynamics to reinforce USAID’s aspirations to create a culture of power with, power to, and power within.

As a result of these efforts, the majority of participants indicated that the CFP expanded their knowledge and understanding of power dynamics—particularly in how power dynamics can influence climate action. Notably, as depicted in Figure 16, 68 percent of CFP participants indicated that they are “proficient,” “highly proficient,” and/or “experts” in power dynamics and in seeking contributions from a diverse group of individuals as compared to only 57 percent of non-CFP respondents. In contrast, CFP participants demonstrated comparable levels of capacity in intentionally considering the implications of one’s beliefs/thoughts and consequences of actions on all stakeholders given the existing local power dynamics as compared to representatives from a sample of non-CFP missions, 53 and 58 percent, respectively. Refer to Figure 17. This finding suggests that USAID as a whole is beginning to take into consideration how power dynamics can influence or be influenced by its programming worldwide.

Figure 16. Have a strong understanding of power dynamics and know how to seek contributions from a diverse group of individuals

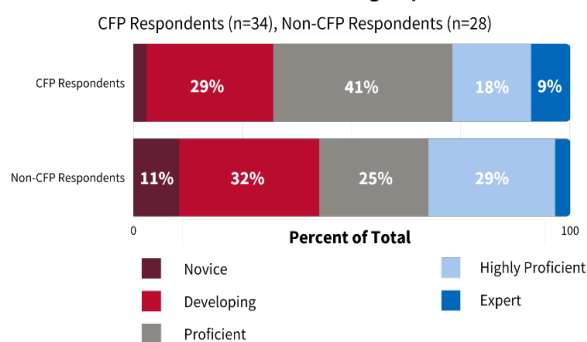
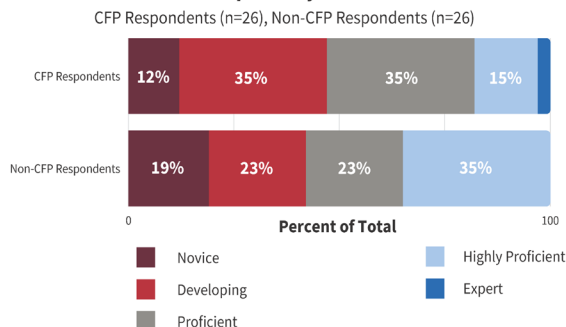
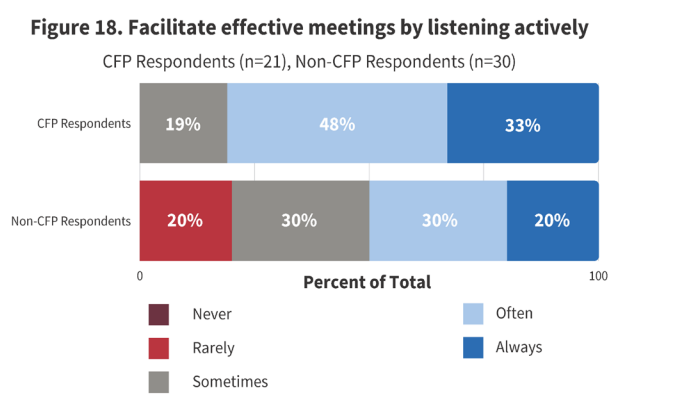


Figure 17. Know how to internationally consider implication of beliefs/thoughts and consequences of actions on all stakeholders given local power dynamics



Purposeful Communication. Similarly to PIVOT 2.0, CFP’s emphasis on purposeful communication skills, such as active listening, apologizing, and giving and receiving feedback (which was introduced under CFP) built a foundational skill set for participants to effectively engage with internal and external stakeholders. These skills are critical components to both USAID’s Formal Leadership Philosophy (i.e., Listening—a core characteristic of a leader) and USAID’s Foreign Service Evaluation Framework (i.e., Professionalism and inter-personal skills). As described by one CFP participant, “...active listening is very important because they say speak less and listen more. So active listening is important for the application of climate and understanding issues.”⁹¹ Active listening occurs when individuals make a “conscious effort to hear, understand, and retain information... to pick up on intent, content, and emotion from the speaker.”⁹² Active listening, as echoed by CFP respondents, helps individuals collaborate and build working relationships to operate more effectively as a team and enhances teams to form highly functional Missions. Among the power skills covered by the CFP, “[Active listening was] one of the biggest gains for me and things that I’ve actually also started practicing since participating in the practicum.”⁹³

As a result, the majority (81 percent) of CFP participants indicated that they frequently integrate active listening to effectively facilitate meetings. In comparison, only 50 percent of non-CFP participants mirror the frequency of applying these skills to facilitate meetings. Refer to Figure 18. Notably, a CFP participant stated, “One thing that for me, I’ve developed, and I’ve actually started practicing, is active listening. Just listening to make sure that I understand listening without judging and you know, when in a conversation just asking the question, ‘I hear you say... am I hearing you correctly’, and I find that it ... has enriched conversations.”⁹⁴



CFP contributed to building climate champions, cultivating leaders for climate action, and formulating teams among USAID staff. Notably, almost all Missions were able to identify at least one individual, who was most often an FSN and/or a woman within their respective teams, who emerged as a new leader or champion. One Mission Director in particular pointed out

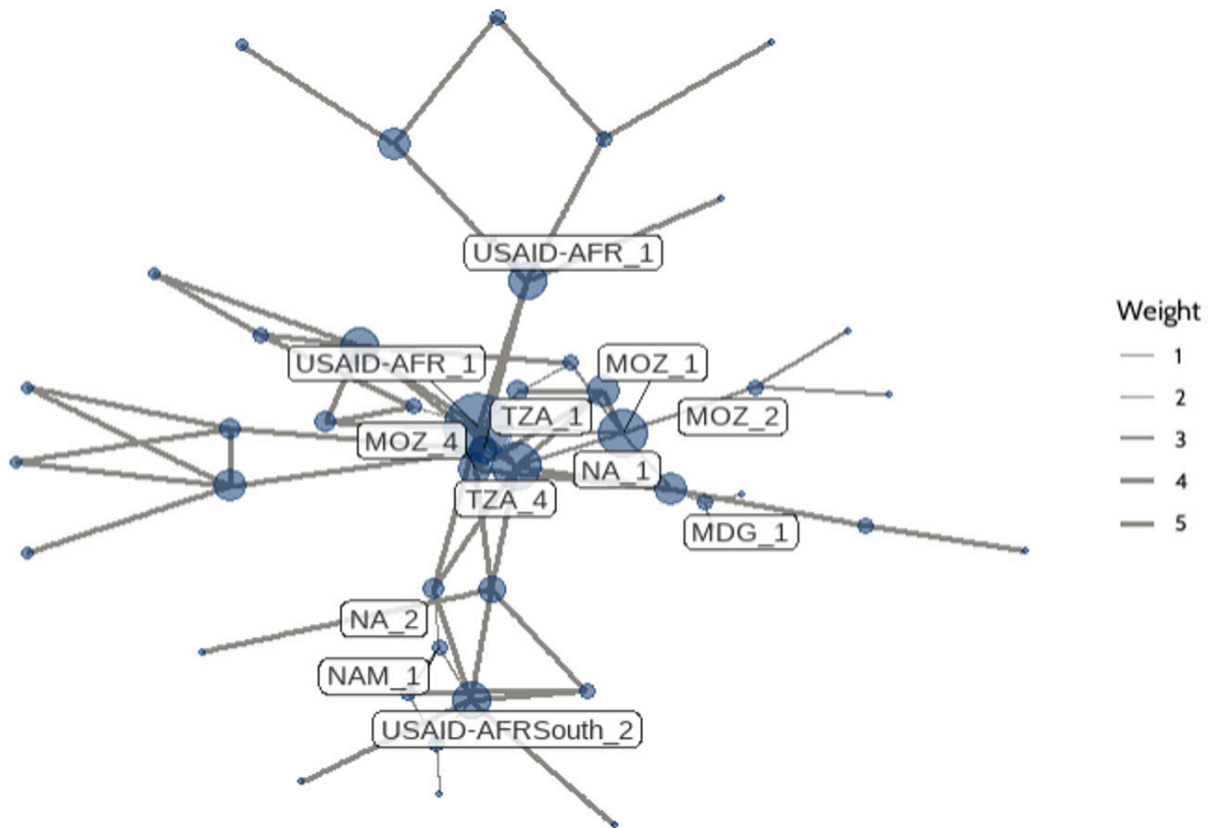
that “a real leader on our team [name], who is just a real champion [was] really the glue, in many cases that help[ed] people participate, to help them to feel that they had something very important to contribute.”⁹⁵ The respective Mission Team’s Coach went on to say, “[Name] took such a great leadership role... I just saw the evolution of their leadership skills over time.”⁹⁶ Another Mission Team recognized the “empowerment of FSNs who normally perhaps don’t have as clear a voice to advocate for specific programming to really find their voice and refine their ability to communicate. [...] We saw an agriculture officer get courageous enough to lead the practicum through a mindful moment”⁹⁷ This shift in power dynamics among FSNs was also recognized by another Mission Team’s Mission Director who noted, “We talk as an Agency a lot about the critical importance of our cadre of FSNs. I think it was really compelling to hear an FSN of such talent, of such professionalism, of such leadership.”⁹⁸ “[These leaders] were isolated and now [they] are empowered. And it matters that [these emerging leaders are FSNs] and women...”⁹⁹ One leader in particular stated, that “For me, what was most useful was sort of being the Team Lead and getting help from the CFP team about how to be a leader and how to talk about climate and how to spearhead our ALP, to where we got it.”¹⁰⁰

To assess the strength built within teams through the CFP, the Learning Review employed network analysis. Network analysis measures relationships between individuals to identify leaders, determine how closely or loosely connected the network is, and assess levels of engagement within the network. The Learning Review collected network data through the online survey. Specifically, respondents within the CFP cohort were asked the following question: Throughout your engagement with the CFP, with whom do you interact? Please provide the top three individuals with whom you interact, including their names and titles. The team recorded a response rate of 75 percent to the question.

On the network analysis graphs below, individuals are represented by circles. Lines linking different circles (i.e., different individuals) represent their reported relationship. The strength of the relationship is reflected in the thickness of the line—thicker lines indicate a stronger relationship with more frequent engagement, while thinner lines indicate lower engagement. The relative importance of individuals within the network is represented by the size of the circles, with larger circles representing leaders within the network who have connections with comparatively more individuals.

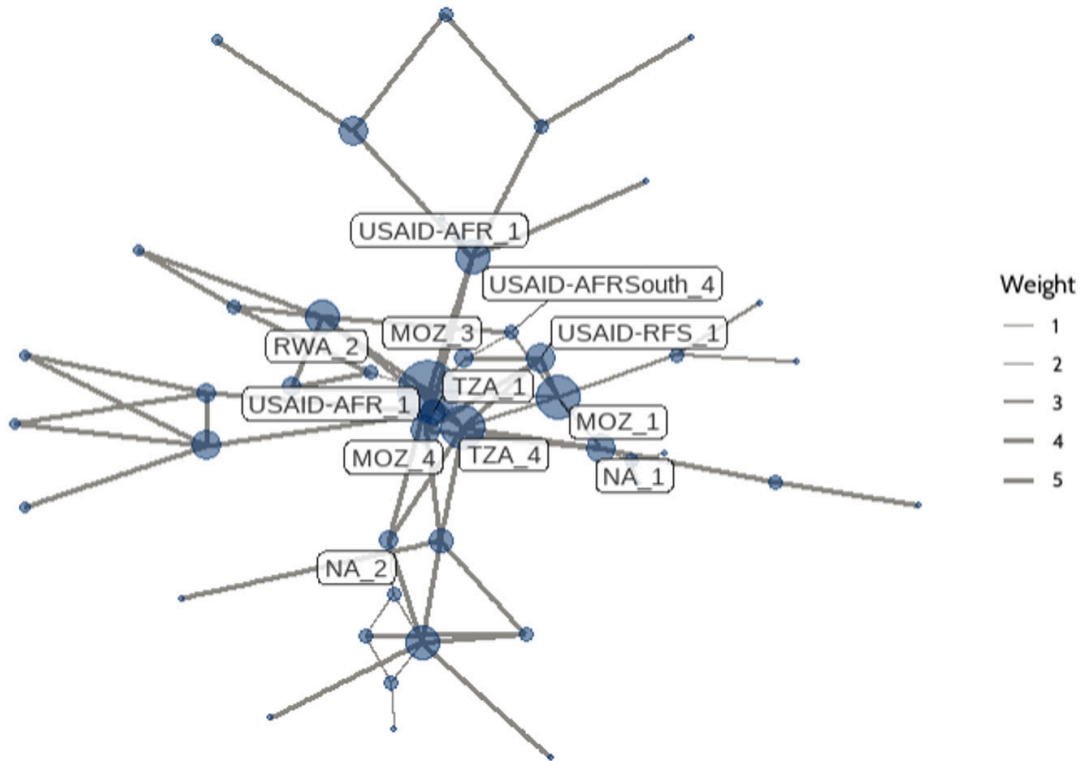
Betweenness Centrality. The betweenness centrality is determined for each individual. This measurement reflects the number of times that the individual is on the shortest path between other individuals. Betweenness centrality can thus illustrate individuals who serve as connectors or bridges linking individuals within the network. For the CFP network, there were ten individuals functioning as central conduits connecting the rest of the network members, as depicted in Figure 19. These individuals had betweenness centrality scores higher than three-quarters of all survey respondents. These individuals were most often Coaches (four of 10) and Team Leads (also four of 10). The remaining two were Team Members. Thus, as demonstrated by the network analysis and betweenness centrality, despite CFP’s intentionality to ensure that each Mission Team was comprised of diverse subject matter experts, the identified leaders or conduits were primarily those individuals representing the core technical areas of focus, i.e., Environment, Energy, and Infrastructure sectors, as well as Economic Growth and Agriculture.

Figure 19. Between Centrality



Closeness Centrality. Closeness centrality measures how many steps are needed to link a given individual with every other individual in the network. The lower the closeness centrality score, the more central that individual is in the network and the closer they are to everyone else in the network. The closeness centrality scores indicate that the CFP cohort was a tightly-knit network. This indicates that every member was relatively accessible to others within the network, and few were isolated from each other. This was the case even among those with comparatively higher closeness centrality scores (i.e., more distance from other members). The tight-knit nature of the network was found across a wide diversity of roles and Operating Units. Refer to Figure 20.

Figure 20. Closeness Centrality



While the positive results garnered from the analysis of the network’s closeness centrality reinforce the positive results described in detail above, the sustainability of these results and the extent to which they will lead to renovating Mission culture is heavily dependent on each Mission’s cognitive awareness of the need for change and the extent to which CFP participants—with the support of Supervisors and Mission leadership—continue to foster their individual growth, share knowledge and skills with an increasingly diverse pool of colleagues, and are encouraged to be champions for climate action.

One Mission Director of a participating CFP Mission noted that “... one of our goals is to take what we’re learning here, and inject that into the bloodstream of the Mission as a whole... And I haven’t seen that happen. I would say in terms of like the subset of people who are engaged with the practicum, I think, tools that are certainly going to help prepare us better for that engagement and for doing more in that area. But in terms of the Mission as a whole, I don’t think it has really spread.”¹⁰¹ In contrast, another Mission Director noted the challenge of bringing the lessons of the CFP to the broader Mission and offered their solution: “the challenge will now be how do we bring that to the rest of the Mission? So we’re talking about having a lecture

series, to educate our colleagues, and get them a little bit up to speed on that. But the CFP team, I think, is pretty well placed now.”¹⁰² A passive approach may be insufficient while Missions that take a more active approach to sustain and expand the CFP outcomes may see greater long-term results.

Lessons Learned

While the desired impact of CFP was to improve knowledge, skills, and behaviors of individuals, teams, and Missions—as a 16 week course, CFP became the launch pad to equip and empower individuals, teams, and Missions to pursue their unique path to cultural renovation.

The Effectiveness of CFP in Promoting Behavioral Change

The CFP incorporated a range of design elements to build knowledge, skills, and promote behavior change. Through the data collection and analysis process, several key elements emerged concerning the structure and content of the CFP: the action learning approach (particularly the Tuesday/Thursday structure), the coverage of both technical content and power skills, time requirements and the allocation of time across tasks, and the inclusion of Supervisors. The purpose and perceived effectiveness of these elements is discussed below.

Action Learning and Tuesday/Thursday Sessions

Nearly all stakeholders identified the structure of the CFP along with action learning principles as effective. Action learning is a form of learning by doing where the members of an action learning “set” drive their own learning process. This is distinct from traditional learning, which is often characterized by the passive receipt of information from an external source.¹⁰³

The above quote from a CFP Team Lead encapsulates the majority perspective that the learning by doing approach was a highly effective and valued method for learning and development. The more hands-on Thursday sessions were cited by the majority of stakeholders as an important factor in their uptake of knowledge and skills. One CFP participant shared that the Thursday sessions, which included “*talking to other colleagues throughout USAID or even your ALP, coaching sessions, or whatever it was, [you’re] applying what you thought you knew, what you don’t know, what you thought you’d learned, what you misunderstood. All of that comes to the fore in those discussions. And I think you’ve learned probably as much or more in those discussions compared to the Tuesday knowledge delivery sessions.*”¹⁰⁴

Engaging with the material during the Thursday sessions was universally perceived as critical for comprehension and confidence. Furthermore, the delineation of acquiring knowledge on Tuesdays and applying the knowledge on Thursdays gave participants time to better absorb the information. Although the overall time commitment was a challenge (discussed in greater detail below), the majority of participants appreciated the twice weekly schedule. One Team Lead shared that “*there was a lot of information. But then there was also time to process the information between sessions.*”¹⁰⁵

A common challenge in action learning is balancing the involvement of the external facilitator with the principle that the participants should be the ones directing the experience. A small minority of CFP participants shared that the more self-directed Thursday sessions felt less structured and unguided, to the detriment of their learning experience. This view may be linked to their level of engagement with their team’s ALP; individuals on teams who in hindsight felt that their ALPs were less targeted, less relevant, and overall less successful, were those that also reported having struggled with the self-guided Thursday sessions.

“What has stood out and what is also still pushing me to work on our ALP [since the end of the CFP] is the premise that we learn by doing. Not knowing what a roadmap should look like is not scaring me anymore. I’m saying, what should we do? [...] The fact that we will learn by doing it is an important factor for me. And it’s what is motivating me to work on the roadmap and hopefully see the roadmap come to fruition. We are in it together now.”

– CFP Participant

The inclusion of internal USAID staff as “content block teachers” was identified as a particularly effective and valued approach. Staff from across the Agency were brought in to deliver technical content according to their expertise. One advantage of this approach was that it demonstrated “*who some of these people are [inside the agency] that you could go to for questions*” on key technical topics.¹⁰⁶ While some participants mentioned the value of building these professional networks, CFP participants were more focused on the importance of learning from internal USAID staff. The speakers helped them understand “*what USAID’s role could or couldn’t be*” within the climate and finance space.¹⁰⁷

The consensus across all participants was that having expert speakers from within USAID helped the technical content resonate with them and their work. CFP participants (including Team Leads) from nearly all participating Missions valued hearing case studies from other USAID programs, noting that this enhanced their understanding of how to approach climate issues in their own country. While participants themselves provided positive feedback on the “content block teachers,” nearly half of individuals who were involved in the design and implementation of CFP suggested that presenters should be better trained to adhere to “*the way in which we wanted to impart knowledge*”—that is, to better align with participatory, action learning principles.¹⁰⁸

Lessons Learned

While the specific structure and time allotted to acquiring and applying knowledge will vary based on content and available resources, the PIVOT model—employing action learning as opposed to traditional learning methods—presents a promising approach to not only empower USAID’s workforce with increased knowledge and skills, but to foster an environment conducive to behavioral change where employees feel valued and motivated.

Coverage of Technical Content, Power Skills, and Whole-Of-Human Approach

Individual receptivity to power skills and the whole-of-human approach varies. While CFP’s unique approach is built on the intentional and strategic integration of power skills within an experiential practice in pursuit of a whole-of-Agency priority; some people are open to engaging on these topics while others perceive it unnecessary, even uncomfortable. The majority of interviewed CFP participants expressed overall positive views on the inclusion of power skills, although nearly half expressed frustration with those topics. Of interest was the perspective that power skills and leadership content is available through other trainings from USAID or their individual missions,¹⁰⁹ though no specific trainings were referenced. While opportunities for leadership and related training appear to be available, course material and data on the outcomes of these courses are not widely available. Limited available reporting data provides, the number of USAID trained, but information to assess the effectiveness of these courses in strengthening leadership skills for example, is not widely available. Building upon emerging evidence and in alignment with USAID’s Formal Leadership Philosophy, the CFP seeks to strengthen USAID staff’s leadership skills by shifting the focus from the Agency as a whole to the individual employees that form its Missions. By equipping USAID staff with the tools to produce skilled, knowledgeable, empowered, and motivated employees, USAID will see greater yield on their investment and sustainable and scalable development results.

Nevertheless, the perception that power skills and leadership content could be obtained elsewhere led some stakeholders to describe the inclusion of this content in the CFP as “*duplicative and not necessary. [...] Whereas climate, it’s pretty niche, and not something you hear a lot about unless you’re in this sector. And I wanted [my team] to learn about climate.*”¹¹⁰ Similar sentiments were heard across stakeholder groups, including participants, Team Leads, and Supervisors. The cultural appropriateness of certain whole-of-human approaches—particularly mindful moments—was questioned by several stakeholders. One individual recalled feeling that such activities in the workplace verged on “*inappropriate*” after hearing an FSN ask whether mindfulness was a religious practice.¹¹¹

Lessons Learned

At the intersect of technical content and power skills—lies the foundation for behavior change—which can be cultivated or stymied by leadership. Strong leaders, those who can build high-powered teams to cultivate change, recognize and invest in employees as whole humans.

Among those stakeholders who expressed frustration with the inclusion of power skills, almost all specified that their frustration arose from not understanding how power skills related to the technical content they signed up to learn. As one participant shared, “*when you are going to play football, immediately you get on the field, you want to see the football.*”¹¹² Individuals arrived at the CFP with expectations to learn technical climate and finance content. Not seeing that content immediately created confusion and frustration. Indeed, this was recognized by the CFP Implementation Team, a member of which shared, “*I would have liked to see more about why this is important at the beginning.*”¹¹³ Some participants ultimately saw the connection between power skills and the technical content, and its value at the individual and the Mission level. One CFP participant initially thought power skills had “*nothing to do with climate and finance.*” However, the CFP ultimately helped “*trigger [their] passion to act*” by cultivating an understanding that climate change is “*here, it’s happening. And how do I then react as a person and as a person in a group.... We have different portfolios, different types of personalities, different positions, senior and junior level, newcomers, middle comers, people who have been there, but how do we work together as a region? So that is how I realize where my Enneagram came in. The [power skills] competencies were important.*”¹¹⁴ Similarly, a handful of participants who reported feeling frustrated at the onset of the CFP, ultimately understood the linkage between power skills and the technical content by the end. Stakeholders, however, from all but one of the participating CFP Missions shared they wished technical content had been introduced earlier, and clear linkages made between the power skills, whole-of-human approach, and the technical content. The technical content was universally perceived by stakeholders as relevant; participants simply desired more of it.

Time Requirements and the Allocation of Time Across Activities

The CFP was a 16-week, 80-hour practicum that engaged participants twice a week for a total of four hours a week. **Ultimately, the 16-week timeline was well received and perceived as contributing to the effectiveness of the CFP.** All participants remarked on the challenge of committing to the duration of the practicum and continuing their regular workload on top of it. However, nearly a third of participants, the majority of Team Leads, and a handful of members of the CFP Implementation Team reflected that while it was a challenge, the 16-week sprint pushed teams to focus intensely on the CFP in a way that a more drawn out, infrequent meeting schedule is unlikely to accomplish. One Team Lead summarized the challenge and the benefit of the “*sprint*,” saying that “*to really make a difference and to get action happening, you do need to have a fairly intensive schedule. [...] But it’s also just inherently difficult to get your whole team to be able to join every single time.*”¹¹⁵

Perceptions on the effectiveness of the 80-hour commitment, however, hinged on individual expectations for what the CFP could and would achieve during that time.

Some participants and Supervisors entered the CFP with high expectations around the level of technical competency they would acquire. There was natural disappointment when the anticipated level of expertise was not acquired during the 16 weeks. As one participant shared, “I don’t know if I got what I thought was going to get out of it. There were some areas of success that I felt were beneficial to my professional development, but I don’t think [I could] walk into a room and give a speech on climate finance, for example.”¹¹⁶ However, such high expectations for improvement within the given timeframe do not align with the expectations of CFP designers and implementers. As discussed above, the CFP was designed to cultivate climate champions to serve as leaders for climate action among USAID’s diverse portfolios and equip individuals, teams, and Missions with the building blocks and motivation for continued knowledge and skills building to bring about sustained behavioral change and cultural renovation. Informed change cannot occur faster than the rate of learning.¹¹⁷

As one interviewed member of the CFP Implementation Team said, the objective was to “move people one degree” in their capacity in each of the CFP competencies, not to build climate experts.¹¹⁸ The unrealistically high expectations among some participants and Supervisors for the 80-hour CFP also colored perceptions of the power skills components of the CFP. When expectations for technical capacity building were inappropriately high, participants and Supervisors perceived the “leadership portion of the course” as something that “detracted from the effectiveness of the other learning because it took up a lot of time.”¹¹⁹

“To really make a difference and to get action happening, you do need to have a fairly intensive schedule. [...] But it’s also just inherently difficult to get your whole team to be able to join every single time.”

– CFP Participant

There was a consensus that the CFP covered a great breadth of material, but that breadth sacrificed the depth to which participants could engage with the content. As one participant described it, the CFP went “an inch deep and a mile wide, rather than a mile deep and an inch wide.”¹²⁰ The pressure of “being taught about debt,” for example, “in the space of 45 minutes was a lot,” especially when many participants had never engaged in that subject matter before.¹²¹ Covering so much content also limited the time available for break out discussion, peer assist sessions, and other opportunities to engage with the content and with each other in a facilitated forum to the depth that participants desired. Participants across missions indicated a desire for more time to be allocated to these participatory learning opportunities. Indeed, all stakeholder groups shared this sentiment. The general perception was that breakout groups and other participatory engagement opportunities would yield higher learning if people had

more time to “get to more of a conclusion in those groups, as opposed to having it be too rushed and flustered and not really that valuable, if it’s too short for the purposes.”¹²²

Inclusion of Supervisors

The inclusion of stakeholders from all levels of the organizational hierarchy is a recognized best practice when working to renovate organizational culture, but the envisioned participation of Supervisors in the CFP was not realized. The CFP included a diverse range of staff spanning various levels of seniority, including the Supervisors of CFP participants. The CFP provided an opportunity via a series of eight, one-hour sessions for Supervisors to practice core principles of USAID’s Foreign Service Evaluation Framework, i.e., Talent Management. Notably, these sessions were designed to help participants connect the various competencies—climate practice, CLA, and communication and leadership development—to one another. For example, the second Supervisor session was designed to help Supervisors practice and emulate active listening when discussing the team’s ALP. However, despite agreeing “to participate in these one-hour [sessions] to practice skill building with their Supervisee...”¹²³ during the application process, some interviewed Supervisors did not fully understand their role, the extent of their required engagement, or expectations for their involvement—including Supervisors that did attend the vast majority of Supervisor sessions. On average, only 15 percent of Supervisors attended the designated Supervisor prep sessions and 25 percent attended the Supervisor one-on-one sessions.¹²⁴ Some Supervisors did not attend any sessions, by their own admission or as reported by their supervisees.

Essentially, some Supervisors felt they were in a gray area of not being full participants but nevertheless having significant involvement; those dynamics created confusion. As one Supervisor shared, “Why am I attending a supervisory session? What’s it about? What am I supposed to be doing? I think that it needed to be clear from the beginning.”¹²⁵ A member of the CFP Implementation Team reflected that “there isn’t really a requirement for [Supervisors] to be there” but they should ideally view the CFP as not simply “an opportunity for their teams, but as a capacity building opportunity for them as well.” This expectation was not clearly understood by all Supervisors.¹²⁶

Sustainability of PIVOT 1.0 And 2.0

The structure and content of the CFP is purposefully designed to build knowledge, skills, and competencies that can promote behavior change and ultimately facilitate cultural renovation within USAID missions. It is too soon to assess the sustainability of changes precipitated by the CFP. However, the PIVOT 1.0 and 2.0 cohorts, which utilized a similar action learning model, provide an opportunity to explore what change is sustained.

On the whole, individual-level capacities—particularly relating to power dynamics and mindfulness—appear sustained. In 2021, 73 percent of PIVOT 1.0 and 2.0 participants reported “completely” or “very much” agreeing with the following statement: I intentionally consider factors like gender, workplace hierarchies, social status and other forms of power in my decision making. In 2022, 85 percent indicated they “completely” or “very much” agreed. Refer to Figure 21.

This result suggests that improved recognition of power dynamics remains well integrated in individual behavior. Similar trends were seen in questions relating to the individual application of mindfulness techniques, belief in their ability to be a change maker, and their use of CLA techniques like pause and reflect sessions. In many cases the proportion of individuals who “completely” agreed with the statements declined but there was little to no regression to the lower levels of agreement. Refer to Figures 22, 23, and 24 respectively.

Figure 21. Intentionally consider factors like gender, workplace hierarchies, social status and other forms of power in my decision making

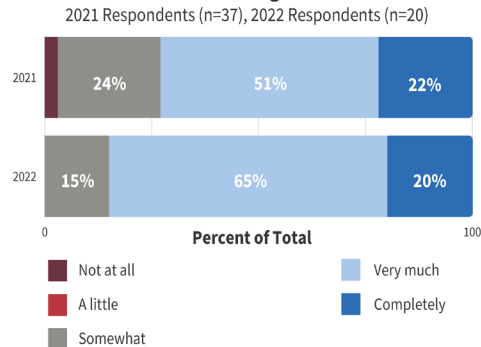


Figure 22. Practice techniques that enable me to be more composed, flexible, and less emotionally reactive in the workplace

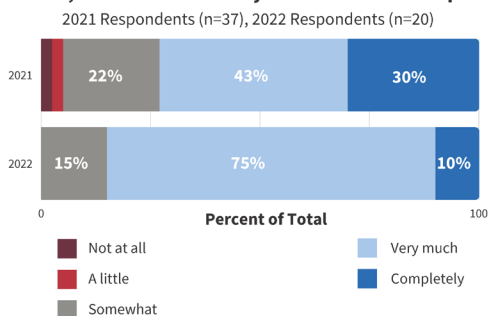


Figure 23. Believe I can create change in my Office

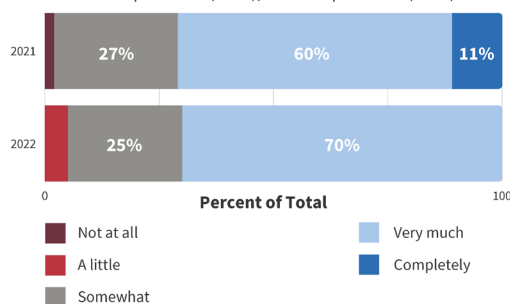


Figure 24. Carry out pause and reflect sessions to inform future work

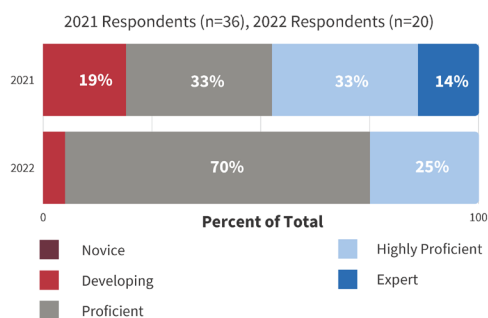
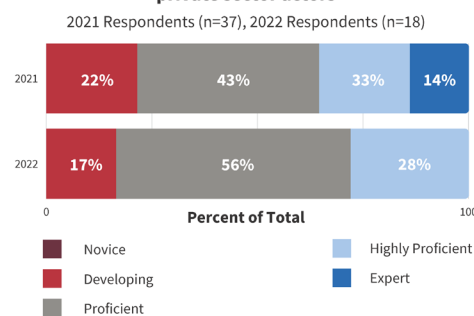


Figure 25. Know how to co-create solutions with private sector actors



Individual capacity among technical areas similarly appears relatively sustained. When asked to characterize their capacity to co-create solutions with private sector actors, approximately 79 percent of PIVOT 1.0 and 2.0 2021 survey respondents said they were “expert,” “highly proficient,” or “proficient.” All these proficiency levels reflect an ability to perform the task independently. In 2022, 84 percent of PIVOT 1.0 and 2.0 survey respondents described themselves at such a level (although no one in the 2022 survey described themselves as an expert). Refer to Figure 25.

While individual-level behavior change appears to have been sustained among PIVOT 1.0 and 2.0 participants, behaviors that require team or Mission-wide support saw greater variation. PIVOT 1.0 and 2.0 respondents reported less regular collaboration across technical offices in the 2022 survey compared to the 2021 survey. In 2021, approximately three percent of respondents reported “never” or “rarely” collaborating across technical offices. In 2022, that rose to 20 percent. This suggests that silos between technical offices have reformed—which may, in part, be attributed to the onset of the COVID-19 pandemic and a remote working environment.

Enabling Environment

A review of the internal and external factors, conditions, and behaviors that supported, inhibited, or both supported and inhibited CFP effectiveness are explored below. Taken together, these factors, conditions, and behaviors make up the enabling environment that is critical to the success of the CFP.

Supportive Factors, Conditions, and Behaviors

Level of Mission Leadership Engagement. The CFP was structured so each team had a FO Champion who was a member of Mission leadership. Teams would meet with the FO Champion periodically throughout the CFP so Mission leadership was aware of what was happening in the CFP and could support the team.

Engagement with Mission leadership was seen as one of the most important enabling conditions of the CFP structure. All participants felt they would not have had access to the FO without the CFP's initiative to do so, and with FO involvement, teams were able to secure support from the top down. This support unlocked team potential, from affirming that the CFP was a priority, to carving out more time in participants' schedules, to integrating the CFP's goals more widely in the Mission. It worked in the other direction as well. Teams are more accountable to produce results when the FO is watching them, creating a reinforcing mechanism that elevates the CFP's success. A CFP Team Lead explained, *"The emphasis on FO engagement from the beginning, having a FO champion made a huge difference, having those check-ins with the Mission Director was really critical."*¹²⁷ A FO Champion acknowledged the CFP allowed them to give attention to those who wouldn't normally receive it.¹²⁸ A few challenges and suggestions were also mentioned. Some thought the meetings were overly prescribed by the CFP Implementation Team. The required frequency and structure did not always align with Mission needs and preferences, according to some interviewed stakeholders. Others thought the meetings were too unstructured and would have preferred to give specific reports, though this may be Mission specific and not a criticism of how the CFP structured them. Finally, some mentioned the difficulty of engaging with the FO due to personnel changes, which ultimately highlights the benefit of having many stakeholders in the Mission involved throughout the process, so when one person leaves, it does not leave an unfillable gap.

Diversity of teams. The CFP Implementation Team encouraged participating Missions to form diverse, cross-sectoral teams from several technical and supporting offices, and multiple hiring mechanisms. The benefits of this diversity were emphasized over and over by FO Champions, Supervisors, Team Leads, and participants alike. FO Champions, Supervisors, Team Leads, and participants repeatedly noted team diversity as an effective method to raise awareness on climate throughout the Mission by engaging those who do not normally work in the climate space. This is paramount in making the Climate Strategy an Agency-wide initiative. Further, participants reported benefiting from interacting with and learning from colleagues with different expertise than their own. A FO Champion reflected on their experience saying, *"What was really interesting in the discussions that I was able to engage on is people have so many disciplines, coming together and really putting that collaborative learning in place, and sharing across disciplines, and the value for me, to put it simply, was connecting the dots."*¹²⁹



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CFP teams additionally included a mix of FSOs, FSNs, and Personal Service Contractors (PSCs). Implementers and participants agree that there are both short- and long-term benefits of FSN involvement that improve the enabling environment for achieving the CFP's goals and more broadly, the goals and objectives of USAID's Climate Strategy. Many interviewed stakeholders emphasized the permanence of FSNs relative to FSOs within Missions. Their longevity within Missions allows them to continue advancing the work and improving on the knowledge gained at the CFP within a particular Mission. In comparison, FSOs, who routinely rotate in and out of Missions, may not support longevity within a given Mission, but will hopefully take their enhanced knowledge and skills with them and potentially share them with others at their new post.

The CFP was also able to give FSNs and PSCs leadership opportunities, such as being Team Leads—as was seen across over half of the participating Missions—creating spaces for them to grow when such opportunities may traditionally be limited. One CFP Team Leader described their experience as follows: *“It took me out of my comfort zone in a space where I would rather not speak or be seen or I prefer being in the background. But then participating in the CFP, [...] I had to grow, I had to learn to speak up. Sometimes when we have a team meeting, I'm like, no one is speaking, just to try and push people to speak or encourage people to speak, which is something that I was not used to, and I'm still not used to. But then I have learned to just be a little bit bold in the work that I do.”*¹³⁰ FSN participants developed their confidence and leadership skills within CFP sessions as well as during presentations to the FO and during the All Cohort Week (ACW): *“The presentation that we had to make, at the close of the CFP it was really not easy for me to stand up and to prepare for the presentation and present. But then having people in the team that say to me, [name] you can do it, and kept on encouraging me, showing me where I can improve and improving from there. That has really helped me, as a leader I see myself that I have grown, especially in the communication space, like just speaking up and not typing or writing all the time, but just raising my voice.”*¹³¹ These conclusions are amplified by the results of the CFP Monitoring, Evaluation, and Learning (MEL) Report, which found that FSNs had a greater degree of change in all proficiency levels compared to FSOs, addressing disparities in knowledge or access to knowledge and promoting greater equality.¹³²

Enthusiastic and Supportive Team Lead. Each team involved in the CFP had a Team Lead or co-Team Leads. Stakeholders across the CFP agree that the Team Lead is a key enabler for the CFP's success. Examples from different teams highlighted the role a good leader played in their successes, from keeping the team engaged and moving forward, to helping form the team initially, to playing a supportive role with teammates and encouraging them to participate, to spearheading the ALPs. One Team Lead also emphasized the guidance they received from the CFP Implementation Team to improve their leadership skills, indicating support mechanisms are in place to help Team Leads succeed. One Coach, when reflecting on why their team wasn't as successful, felt that low levels of engagement stemmed from a lack of accountability that should have been the responsibility of the Team Lead.¹³³

Real World Connection. The CFP connected its learning to real world examples in a few ways. Content block teachers would incorporate real world examples from USAID programming, other donors, or the private sector, so participants could better understand how these ideas were being applied. One Supervisor commented on their Supervisee's experience saying, *“The case studies, other examples, like practical things he could use, he got much more interested in it.”*¹³⁴ Participants also valued the peer-assist sessions, where they would engage in discussions across teams to address challenges, clarify content, and advance their ALPs. These sessions allowed participants to work with the content and their projects in a helpful and productive way. Also, during the ACW, teams were able to network with private sector enterprises involved in the climate finance space. Participants described these experiences networking with the private sector as significantly enhancing their learning and ability to apply what they learned. One participant indicated that learning what other donors and the private sector were doing helped them understand how they can work and collaborate to create a joint effort around this cause.¹³⁵ Another said, *“The other thing I also found positive was the interaction with the private sector companies, I thought it was great ... it was a very good opportunity to discuss with them, understand their concerns, and how some of the time we end up assuming that we know what they want, but that is not the case.”*¹³⁶ The only inhibitor surrounding this theme was that participants wanted more of it. Participants complained that not every technical topic offered tangible examples, and that PSE was only done in the final week of the practicum.

CFP Implementation Team. The CFP Implementation Team was praised by participants for their passion, commitment, and skills in carrying out the practicum, especially in managing a virtual environment. From a facilitation perspective, participants appreciated the accessible nature certain content teachers took, working to make sure everyone was able to upskill. Facilitators were also praised for the tone set at meetings, which made participants comfortable to participate. Further, participants valued the resources that were shared each week, such as recordings and resource libraries, that could be used to catch up on a topic or explore one more deeply.

Factors, Conditions, and Behaviors That Were Both Supportive and Inhibiting

Virtual/hybrid environment. The CFP was completed in a hybrid format, where the first 15 weeks of the practicum were held virtually, followed by an ACW in Washington, DC. that had both in person and virtual participation. Participants had mixed opinions on whether this approach, specifically the virtual aspect, was successful. Generally, the shortcomings participants noted were outside the scope of the practicum's design or CFP Implementing Team's control, but more broadly reflect the frustrations with virtual collaboration and learning. Participants noted that it is harder to communicate and collaborate in a virtual format, and it takes longer to achieve the same level in a

conversation or discussion. Participants are also less committed to virtual training, and it's harder to get them to carve out time. One suggestion to improve collaboration was to work with Missions to get the entire team into a single room for the relevant sessions. Related, while the issue was never presented to the CFP Implementation Team, one participant thought the CFP Implementation Team should be more aware that many participants work in open floor plan offices, where it is not always easy or feasible to be on camera and speaking, out of respect for your other colleagues. The CFP Implementation Team should work with Missions and participants to improve this dynamic.

Despite these challenges, participants were also positive about aspects of the practicum's format. Many participants thought the practicum exceeded their expectations. One CFP Coach praised the CFP Implementing Team, saying the practicum was, "*The best I've ever seen in terms of getting participation and repeatedly reinforcing the value of that participation for a big group in a virtual setting.*"¹³⁷ The functionality of Google Meets was also cited as a positive. Finally, there was overwhelming consensus that the in-person ACW was well executed and highly beneficial. One participant said, "*I think there's a lot of added value of being in the room and meeting people face to face.*"¹³⁸ Some did note the challenge of traveling to Washington, based either on financial, health risk, or time constraints. A potential solution mentioned was integrating an in-person week within the region, which could offer many benefits, from quicker and cheaper travel, to seeing and learning from projects and partners closer to the context these Missions find themselves. Health risks brought on by the COVID-19 pandemic will have to be assessed for the foreseeable future, and it is unlikely that any large in person gathering will be immune from its impacts. On the planning side, an implementing partner felt that hiring another consultant experienced in event management would be useful.¹³⁹ Others mentioned the desire to have more than one in-person ACW in a future iteration to help reinforce buy-in and further develop relationships among participants and other stakeholders.

Baseline knowledge in climate and climate finance.

Missions selected their own teams for the CFP, and there was no precondition for knowledge or experience in climate related topics. This was seen as both supporting and inhibiting CFP team effectiveness. On one hand, stakeholders across groups agreed it was integral to include participants who did not have preexisting knowledge and who do not typically work in the context of climate. As described earlier, this approach engages a broader swathe of Mission staff and facilitates the USAID Climate Strategy's objective of making climate an Agency-wide initiative. However, more experienced participants found it difficult to progress while some beginners had trouble keeping up. This difficult balance was summed up well by one CFP Team Lead: "*With carbon markets [the practicum] came in at a level that was too high for most people, and then did some backtracking to try to get everybody on board.*"¹⁴⁰ While the CFP Implementation Team did adjust the curriculum based on participants' needs, suggestions from various CFP stakeholders to further alleviate or minimize these issues include: (1) assessing

knowledge throughout the practicum so content can be tailored to the appropriate level (including assessing the level of a team as a whole), and pacing can be adjusted to align with how quickly participants are grasping material; (2) using the expertise of the more advanced participants to help guide or lead in some capacity; (3) including supplemental sessions or materials for more advanced learners; (4) offering different tracks for different levels; and (5) having a prerequisite course in climate basics so everyone comes in with some level of knowledge. Many of these suggestions also find merit in the literature on working with different levels of baseline knowledge.¹⁴¹

Recruitment and Application Process. As described above, interested Missions were required to submit an EOI as part of the CFP application process. Stakeholders saw positives and negatives in the application process. In general, stakeholders believed it was beneficial to formulate ideas for an ALP as part of the application process. This forced teams to think critically about the CFP's objectives and intended outcomes. Additionally, obtaining buy-in from different levels of the Mission during the application process increased support for the CFP from the start. Participants also thought there was an enormous benefit to the practicum being voluntary—for both Missions and individual Team Members. Participants saw this as an enabling factor for team motivation, and ultimately, success. The main issue participants had with the process was the timing. Many thought the two-week application process did not allow them sufficient time to orient to the objectives of the CFP and fully conceptualize an actionable, achievable ALP.

Furthermore, an array of stakeholders noted the challenges associated with ALP conception. Some teams were too ambitious in their ALPs and did not have a benchmark for what was possible (given the different levels of collective knowledge between the teams). This forced teams to evolve their ALP during the CFP, or to use a project that they did not feel connected or accountable to. One member of the CFP Implementation Team summarized the benefits and challenges of the ALP well, sharing "*I think the less specific [ALPs] had trouble gaining traction. You know, I think the participants still benefited and still were able to advance in their project, but with a lot more difficulty.*"¹⁴²

Time Requirement. The CFP was a 16-week, 80-hour practicum that included meeting for a total of four hours weekly. While discussed above in greater detail, it is important to acknowledge that the weekly time requirement was perceived as both an inhibitor and a supporter of the CFP's effectiveness. In practice, individual Team Members could not attend every session, due to schedule conflicts, field visits, sick leave, or pre-planned personal leave. Absences can lead to cohesion issues within teams and a loss of morale. Despite these concerns, however, the CFP Implementation Team shared that overall levels of participation did not dwindle as the CFP progressed, and that participation and morale remained relatively steady throughout.

Inhibiting Factors, Conditions, and Behaviors

Supervisor Support. Participant Supervisors were designed to play an active role in the CFP. They would attend sessions of the practicum periodically to learn skills alongside their Supervisees, then have one-on-one meetings with their supervisees. Participants and the CFP Implementation Team agree that the idea of having Supervisor involvement is important in enabling participants and teams to succeed, but the execution was not successful. A few anecdotes show the power Supervisors can have when they are fully involved in the process. One CFP participant noted the importance of Supervisor participation, *“When this opportunity came up for the all-cohort week, I didn’t even have to put up my hand and say, ‘oh, can I go?’ It was almost a given because he was one of those who attended every Supervisor session. So, I had that support, which was great. But also, it helped us in our sessions. All the active listening information actually helped us in our sessions, because when we had our own sessions outside of that, he would practice some of those things that were shared during those sessions.”*¹⁴³ One Supervisor shared similar levels of appreciation for the role of Supervisors as part of the CFP. Specifically, they noted, *“I very much appreciated the approach of deliberate engagement of the Supervisors... too often we send people off to training and forget they’re gone. And then they come back, and we don’t really talk about the training and then we move on, and nothing really holds... having [Supervisor] engagement throughout the process, being able to talk about what they’re experiencing was very valuable and this stretches up into the FO... engage[ing] that team in their training with the whole mission.”*¹⁴⁴

However, the majority of feedback surrounding Supervisor involvement was not positive. It was not that Supervisors were viewed negatively by participants; rather, Supervisors were not very active in the process. Someone from the CFP Implementation Team noted that when Supervisors did show up, they often did not know what was happening.¹⁴⁵ Poor attendance by Supervisors amplified frustrations. One Supervisor highlighted that *“the pre-meeting was redundant because people would miss those and then everything would be repeated at the main meeting.”*¹⁴⁶ Ultimately, that Supervisor stopped attending the Supervisor-only pre-meetings. Interviewed Supervisors also reported confusion about learning only power skills in their sessions and described a lack of clarity in their role.

Level of climate finance funding available. The climate specific goals within the CFP were to (1) strengthen participants’ knowledge and skills related to climate and the application of a climate lens across Mission programming, and (2) expand participants’ familiarity of ways to pursue finance for climate action, giving Missions more avenues to pursue climate related programming. Even so, many participants emphasized their concern about implementing what they had learned with minimal USAID funding available for climate action. This was voiced by many different stakeholders, from CFP Team Members to FO Champions to Mission Directors, indicating this type of thinking pervades through the USAID hierarchy. Even those who

understood that the CFP wasn’t meant to use the existing pool of USAID funding, discussed their doubts on the actionability of what they had learned due to the Agency’s competing priorities, existing levels of funding for climate action, and day-to-day workloads. Although some did mention that the CFP will help them to address climate needs through an integrated, cross-sectoral approach by doing what they can with what they have, and leveraging private sector resources, they noted it would be easier to leverage finance for climate action if the Mission had specific climate funds.¹⁴⁷

Unclear Expectations. Stakeholders across the board highlighted either frustrations or improvements that could be made regarding the clarity of expectations set at the beginning of the practicum. This includes what teams will be working on throughout the practicum, time commitments (particularly outside the sessions), and expectations concerning the different roles. This would help teams manage expectations and guide them in their team selection. Some CFP participants and Supervisors noted there was less of a focus on technical skills than they initially anticipated, which was exacerbated by low participant understanding of how the power skills connected to the technical skills.¹⁴⁸ Several members of the CFP Implementation Team as well as Mission leadership felt the description of the CFP for applicants did not realistically describe the eventual balance of technical vs. power skills.¹⁴⁹ It’s clear that if individuals or teams show up with different expectations than what the CFP seeks to achieve, it may affect an individual’s level of motivation and engagement with a learning experience, and thus, inhibit the success of those individuals and consequently, their teams. One suggestion was to get feedback from CFP Teams before the practicum starts so the material could be customized to their wants and needs. The practicality of that may be difficult, but it echoes other recommendations concerning the need for a better understanding of individual and collective team knowledge to guide the practicum.

Key Lessons Learned

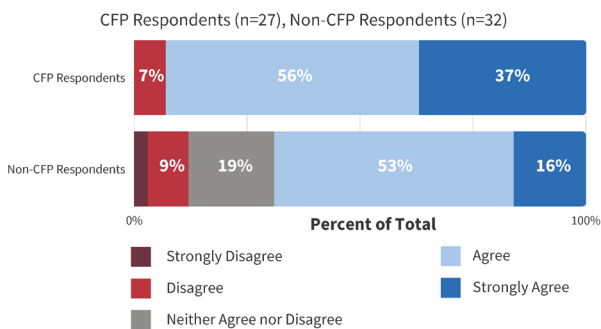
CFP’s whole-of-human approach to action learning measurably improved individual knowledge and skills, and strengthened levels of confidence and motivation.

Action learning is proven to cultivate a growth mindset for continuous learning, facilitate meaningful behavior change, and empower individuals as leaders for renovation. While sufficient time has not passed to determine the full impacts of CFP, evidence indicates that action learning, as opposed to traditional, one-directional learning, increases the likelihood of real-world application and enhances the potential of renovating an organization’s culture or behavior over time.

Following the CFP, individuals demonstrated an increased awareness and understanding of climate change, the application of a climate lens, familiarity with how to finance climate action, internal and external collaboration, and flexibility throughout the program cycle, among others.

For example, 93 percent of participants—including Team Leads, Team Members, Supervisors, and FO Champions—agreed that the **CFP experience increased their ability to explore and implement systematic approaches to addressing climate change, which is essential for the successful implementation of USAID’s Climate Strategy.** In comparison, when surveyed, only 69 percent of a sample of USAID staff¹⁵⁰ who did not participate in the CFP felt that they were equipped to explore and implement systematic approaches to addressing climate change. Refer to Figure 26.

Figure 26. Have the ability to explore and implement systematic approaches to addressing climate change

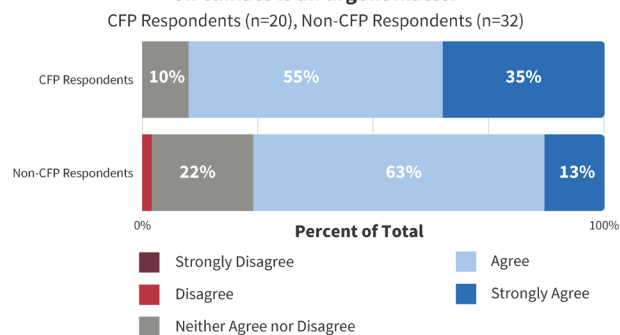


In addition to building technical knowledge and skills, **by valuing and strengthening participants’ leadership and power skills,¹⁵¹ the CFP invested in this diverse network of participants as humans first—rather than resources.** As a result, the majority of CFP participants expressed improved leadership skills, indicating—for example—that they frequently integrate active listening to effectively facilitate meetings. By acquiring and applying knowledge¹⁵² and skills such as mindfulness, self-awareness, power dynamics, active listening and apologizing, **CFP successfully encouraged participants to bring**

their whole selves to work, while encouraging participants to make room for others to do the same. This success, however, was not without its challenges and setbacks. While building and refining individual leadership and power skills is a critical factor to renovating culture and improving workplace effectiveness, refining leadership and power skills can be uncomfortable. Furthermore, the full value of these skills can only be recognized over time as one exercises and applies these skills in the workplace.

Taken together, **individuals who participated in the CFP were as—if not more—confident in their role and ability to create agency within their office to promote climate action as compared to a sample of the Agency’s non-participating CILs, PSE, and DFC POCs (90 as compared to 76 percent respectively).** Refer to Figure 27.

Figure 27. Believe that I play a key role in ensuring the operationalization of the Agency’s Climate Strategy as taking action on climate is an urgent matter



This finding is significant considering that CILs are among the Agency’s staff with the most relevant knowledge and skills for climate action, as well as a clear role to operationalize the Climate Strategy. Ultimately, the improvements garnered as a result of the CFP have contributed to increasing individual agency and expanding and diversifying the Agency’s pool of leaders and champions for equitable climate action.

The CFP has successfully laid the foundation to foster equitable climate action across missions by intentionally engaging diverse and inclusive teams.

The CFP was designed to help Missions respond to USAID’s Climate Strategy, recognizing that diverse leadership, knowledge, and skills are essential to achieve the Agency’s climate goals. Critical to the CFP approach, and likewise to effectively operationalizing USAID’s Climate Strategy, is behavior change at the individual level. Individual behavior change is *not only necessary* for broader Mission change—it is the mechanism for organizational change. In addition, empowering and resourcing individuals as part of a cultivated, dynamic whole with a common goal or direction is imperative for cultural renovation.¹⁵³

“From our diverse group, we have private sector, we have OAA, we have people who[se] everyday portfolio has nothing to do with [climate or] finance. [This] helped me to realize that [climate and climate finance] affects everybody. It requires all of our expertise to move beyond the mitigation and adaptation strategies.”

– CFP Participant

CFP Missions were encouraged to formulate their teams drawing on staff with distinct functions and responsibilities, including from technical and supporting offices, different hiring mechanisms, and varying levels of sectoral expertise.

Not only was this approach perceived by participants and their respective FOs to be a strength; this approach contributed to building stronger teams and enhancing collaboration across Missions. According to results garnered from network analysis, the CFP cohort was comprised of a group of tightly-knit individuals. Furthermore, individuals within this network were relatively accessible to one another despite their varying roles, hiring mechanisms, and levels of seniority—including with Agency leadership and Missions’ FO staff.

Of importance, the **CFP provided a unique and rare opportunity to empower FSNs**,¹⁵⁴ with over 60 percent of participants representing this population group. FSNs have historically and continue to “represent the largest segment of USAID’s workforce, and are critical to achieving Agency goals.”¹⁵⁵ However, despite their unique role in navigating local operating environments and sustaining organizational improvement, FSNs are often underrepresented in the Agency’s training and capacity building programs,¹⁵⁶ fueling the existing barriers to their empowerment. While CFP observed improvement in knowledge and skills across participants alike, **FSNs were more likely than their non-FSN Team Members to demonstrate knowledge and skills improvement as well as preliminary changes in behavior following CFP.** Notably, almost all Missions were able to identify at least one individual, most often an FSN and/or a woman within their respective teams, who emerged as a new leader or climate champion.

The CFP unleashes USAID resources to operationalize agency-wide strategies by recognizing and valuing its workforce and providing clear access to power.

The way in which the CFP engaged whole Mission Teams—including Missions Directors, Supervisors, and diverse technical experts—contributed to motivating and promoting teams to reflect on existing behaviors, prepare for change, and then employ learned behaviors to drive cultural renovation. CFP was intentionally designed to create an opportunity for individuals and teams to learn in a collaborative,

Lessons Learned

Operationalizing USAID’s Climate Strategy does not require everyone to be climate experts—rather, Agency staff should be empowered and motivated to do their part by advocating and creating equitable climate action regardless of their sectoral expertise or hire mechanisms.

multi-directional way—ensuring that one is seen, heard, and valued. Importantly, throughout the practicum, the CFP also provided opportunities for participants to routinely connect with Agency leadership and their respective FOs, including Mission and Deputy Mission Directors. Notably, participating Supervisors and FO Champions acknowledged the CFP allowed them to give attention to those who wouldn’t normally receive it. In contrast, some leaders were found to stymie the progress of CFP participating teams when less engaged. Therefore, the sustainability of the results and the extent to which they will lead to renovating Mission culture is heavily dependent on each Mission’s awareness of the need for change and the extent to which CFP participants—with the support of Supervisors and Mission leadership—continue to foster their individual growth, share knowledge and skills with their colleagues, and are encouraged to be champions for climate action.

“The emphasis on FO engagement from the beginning, having a FO champion made a huge difference, having those check-ins with the Mission Director was really critical.”

– CFP Participant



Recommendations

Priority Recommendations

Facilitate greater involvement and accountability by FO Champions and Supervisors. USAID should consider integrating Supervisors and FO Champions more directly into the ALP process, by requiring formal and periodic progress check-ins with Supervisors and facilitating routine oral updates on the development of the ALP with the FO. In addition, USAID could consider establishing a feedback mechanism to allow participants to acknowledge where they are not receiving the anticipated level of support from their Supervisors—allowing the CFP Implementation Team to intervene before it is too late. Across both PIVOT 2.0 and the CFP, supportive, engaged FO Champions and Supervisors were critical to a team’s success. These regular interactions and engagements provided opportunities to fully absorb the CFP’s objectives and approaches, discuss progress within the practicum, and identify how learned concepts, skills, and techniques could be applied to their everyday work, encouraging behavior change and cultural renovation. On the contrary, teams that did not have regular interaction and meaningful engagement with the FO and their respective Supervisors were less motivated to continue with the CFP over time.

Establish a common understanding of the immediate and long term goals and objectives of the CFP at the Mission, team, and individual levels. The CFP was designed to catalyze change or movement, setting individuals, teams, and Missions on their unique pathway to renovating Mission culture for equitable climate action. The CFP was not designed as an end point or the realization of climate action across participating Missions. To promote transparency and ensure that Missions, teams, and individuals are aware of the expectations from the onset, USAID should establish a common vision of success at the start of future practicums in collaboration with Mission Teams. USAID should review and expand its existing theory of change to articulate both the immediate and long term goals and objectives, and the subsequent desired yet realistic results at each stage. This could include the use of standard and/or custom performance indicators to measure change in levels of knowledge and skills, frequency in application of knowledge gained, and skills built, changes in behaviors at the individual, team, and Mission level, and ultimately, to changes contributing to the goals outlined in the USAID Climate Strategy.

Integrate power skills through the lens of climate and finance, or the targeted technical action. The majority of CFP participants valued the integration of power skills; however they often did not see a clear linkage to the technical areas of focus—climate and finance. In future practicums, USAID should introduce and apply power skills through the relevant technical lens to support uptake and sustainable behavior change. This could be done through formal application in the acquiring knowledge modules and reinforced through coaching sessions, peer assists, and/or Supervisor one-on-one meetings.

Leverage the PIVOT model to renovate USAID’s capacity building programs to operationalize whole-of-Agency strategies and priorities. With the release of USAID’s Climate Strategy, USAID could consider drawing upon the PIVOT model and the learnings garnered from the CFP, and applying it to other Agency climate priorities. For example, pending available resources, USAID could consider developing a comprehensive set of practicums to support and address the objectives outlined in the Climate Strategy more fully, including areas such as: reducing emissions and catalyzing urgent mitigation efforts; building resilience among populations vulnerable to climate impacts; localization and partnering with Indigenous Peoples and local communities; and amplifying crucial voices to lead climate action. These practicums could be designed in sequential order or be selected by participating Missions based on their existing levels of capacity and needs. Furthermore, USAID could consider deploying this model to enhance other whole-of-Agency priorities such as the Agency’s diversity, equity, inclusion, and accessibility mandate to “meet people where they are and expand our collective space for ownership, innovation, and leadership to help USAID achieve its transformative mission around the world,” or the forthcoming knowledge management and organizational learning policy.

Additional Recommendations

Emphasize the varying capacities of individuals from the onset. USAID might consider conducting a needs assessment to measure existing levels of knowledge and skills related to climate and finance prior to the launch of the practicum. This assessment could help to identify individuals’ existing capacities and which technical skills are most relevant and need to be refined and to tailor the curricula based on the incoming cohort’s priorities and needs. USAID could also use this information to create additional learning opportunities for those with

advanced technical skill sets, further empowering these individuals to be leaders and champions for climate change. Implementation teams could consider extending invitations to these individuals to serve as facilitators and/or integrating an independent study component into the practicum. On the other hand, for those individuals with lower levels of knowledge and skills going into the practicum, USAID could consider requiring completion of basic courses in climate and finance as prerequisites to ensure that all participants have a common understanding of the core competencies. USAID might also consider developing individual work objectives in response to participants' existing capacities to be included in their performance evaluation plans as part of the Agency's approach to resource, leadership and talent management.

More intentionally and strategically promote CLA. While participants across Missions indicated increased knowledge and skills with respect to core components of USAID's CLA Framework—including internal and external collaboration, learning and evidence application, and flexibility and adaptation—most did not recognize these skills as components of CLA. As a result, CFP participants reported low levels of confidence and awareness of CLA. Looking ahead, USAID could consider introducing CLA earlier in the curriculum and making a more intentional effort to identify and demonstrate how knowledge activities, such as scenario planning, and the weekly plus/delta reflection activities, are great examples of CLA in practice during the practicum. USAID could also consider integrating “formal” CLA activities throughout the ALP design and development process such as stakeholder mapping, developing communication strategies, identifying key learning questions and generating a learning agenda, maintaining change logs, and facilitating pause and reflect sessions or after action reviews, among others.

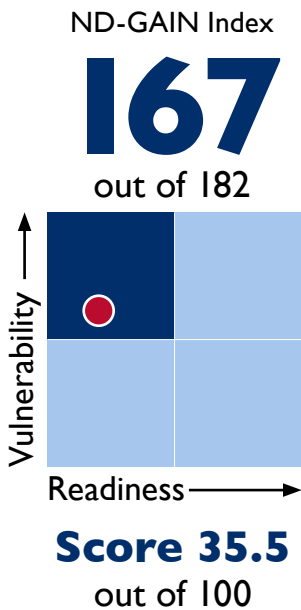
Commission an impact evaluation or meta-analysis of USAID's internal training and capacity building efforts. While USAID recognizes and values the need to continuously improve and strengthen Mission staffs' knowledge, skills, and behaviors, the Agency generally leverages traditional adult learning tools and techniques as opposed to approaches that are more innovative, such as those that draw on action learning experience. To fully understand the impacts of the PIVOT model and its potential effect on the Agency's workforce, USAID should consider commissioning an impact evaluation or meta-analysis to understand how USAID approaches capacity strengthening—including the extent to which USAID's training efforts target improvements in knowledge, skills, and/or behaviors at the individual, team, and Mission-levels. In addition, the evaluation or meta-analysis should assess the extent to which these efforts are intentionally and meaningfully being measured, including the use of theories of change, key performance indicators, and post training follow-ups. USAID might consider collecting data to inform these efforts by monitoring participants' journeys through a training or capacity building program (e.g., a CLA course or USAID emerging leader course) from start to finish to understand what is happening.



PHOTO: RACHEL COUCH

Annex I: Mission Stories

Strengthening Madagascar's Legal and Regulatory Framework to Pave The Way to Finance a Voluntary Carbon Market



The ND-GAIN Country Index is a globally ranking that “summarizes a country’s vulnerability to climate change and other global challenges in combination with its readiness to improve resilience.”¹⁵⁷



Madagascar boasts one of the most unique ecosystems in the world. However, the country suffers from environmental degradation and a reliance on subsistence agriculture which are increasingly exacerbated by the growing impacts of climate change. Consequently, the vast majority of the Malagasy population is trapped in poverty. Madagascar has one of the highest poverty rates, with more than 80 percent of the population living below the international poverty line of USD 1.90 per day.¹⁵⁸ Extreme poverty along with internal migration as a result of climate change promotes unsustainable resource use, such as deforestation and slash and burn agriculture, further reinforcing the vicious cycle.

To prevent further degradation while working to eradicate poverty across the country, the Government of Madagascar (GOM) has prioritized the REDD+ mechanism to further motivate actions and initiatives to reduce deforestation. This mechanism is relatively new in the country. However, test sales of carbon on the voluntary market have been initiated since 2006, demonstrating the dynamism and willingness of the country to prepare for this mechanism. Madagascar’s forest-based carbon credits not only represent Greenhouse Gas sequestration but also incredible biodiversity conservation benefits. In February 2021, the GOM signed a carbon credit sales program with the World Bank’s Forest Carbon Partnership Facility (FCPF) for 50 million USD to reduce carbon dioxide emissions from deforestation and forest degradation by 10 million tons in the country’s tropical forest-rich east coast between 2020 and 2024 over an area of seven million hectares. A [decree](#) on the regulation of access to the forest carbon market link was enacted in January 2022. Its purpose is to regulate, define procedures and standards on carbon rights, governance of the REDD+ mechanism, financial management and carbon benefits sharing, and access to international markets. It is the first element of the carbon market legal framework. Madagascar presents an opportunity for the private sector to invest in various sectors that can generate resources and wealth through voluntary carbon markets and offset mechanisms.

USAID/Madagascar and the Climate Finance Practicum

The United States Agency for International Development Madagascar Mission (USAID/Madagascar) recognizes the potential impact that a voluntary carbon market program could have on the country. However, while the country presents a great opportunity for private sector investment, “the country does not have [the incentive nor] an effective legal and administrative framework for private investment in carbon sequestration and offset projects.”¹⁵⁹ To support the GOM efforts to introduce a voluntary carbon market program, and in alignment with the Mission’s Country Development Cooperation Strategy, USAID/Madagascar enrolled in USAID’s Climate and Finance Practicum (CFP).

The CFP is a demand-driven, holistic, and immersive learning-by-doing approach to mobilizing USAID’s Climate Strategy in a brave, equitable, and engaging environment that encourages experimentation, reflection, and feedback.¹⁶⁰ Specifically, USAID/Madagascar fielded a six-person CFP team. Two co-Team Leads (a climate specialist and a private-sector engagement specialist) brought relevant yet cross-cutting technical experience as well as complementary leadership skills to collaboratively lead the team.

As part of the CFP—and its action learning, on-the-job approach—Mission teams were required to identify an Action Learning Project (ALP) at the onset of the practicum. The USAID/Madagascar team proposed the Voluntary Carbon Market Enabled ALP. The ALP was designed to increase USAID/Madagascar’s staff knowledge on carbon markets to:

1. Influence initiatives and policies on a voluntary carbon market to improve the enabling environment for carbon finance in Madagascar, and
2. Design and lead related activities to mobilize public and private investments in solutions to climate change affecting vulnerable populations.

To focus this learning, the USAID/Madagascar team sought to develop a framework for carbon markets and to design a pilot program which would include a private sector partnership component. The Voluntary Carbon Market, enabled by USAID/Madagascar’s theory of change, posits that by increasing staff knowledge to design and lead Mission activities, and to influence GOM initiatives and policies, the GOM will institute an effective regulatory framework. The regulatory framework will enable and incentivize voluntary carbon projects with the private sector and communities. Furthermore, USAID/Madagascar will evaluate the regulatory framework’s effectiveness through the pilot program, which is intended to demonstrate an effective process for partnering with the private sector and implementing voluntary carbon market-related projects.¹⁶¹

As USAID/Madagascar engaged in the CFP and incorporated new learning, their ALP evolved. At commencement, USAID/Madagascar shared a more concentrated goal: to improve the regulatory and administrative framework for carbon finance in Madagascar. As a result of learning, USAID/Madagascar engaged in new conversations with the GOM, private sector, and donors on the carbon finance topic, and adopted a systems thinking approach to expand the framework’s scope, identify gaps, and include a timeline and budget.

Specifically, the CFP provided time for the team to reflect on the country’s needs and current status of the carbon market, as well as the opportunity for stakeholder consultations.¹⁶² The USAID/Madagascar team shared they likely would not have engaged in such a reflective, holistic approach were it not for the CFP. However, they now have a robust “first draft” of a concept note that they can build on and utilize to support the GOM to develop a regulatory framework and market system that will encompass carbon finance and acknowledge

“The CFP taught us to adopt a systems thinking approach to identify gaps in climate policies, activities, and financing.”

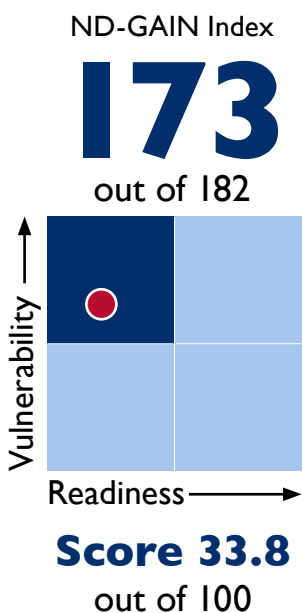
USAID/Madagascar, CFP Participant

the different sub-categories such as clean energy, reforestation, waste management, transportation, and industrial processes. The new framework will define the most favorable conditions to strengthen the GOM’s climate strategies and institutions, stimulate private sector and donor funding in climate finance, and ultimately, deliver sustainable and inclusive benefits to vulnerable communities.¹⁶³

USAID/Madagascar Key Learning Objectives

- Transaction cost reduction and project bundling to reach scale
- Best practices to develop effective and efficient legal and regulatory frameworks
- Areas to enable more voluntary carbon market opportunities
- Methods for identifying voluntary carbon market funding sources
- Increase private sector commitment to voluntary carbon market actions

Financing Sustainable Climate Solutions in Partnership With Liberia to Mitigate the Erosion of Development Outcomes



The ND-GAIN Country Index is a globally ranking that “summarizes a country’s vulnerability to climate change and other global challenges in combination with its readiness to improve resilience.”¹⁶⁴

Situated within the Upper Guinea Rainforest Region—one of the world’s most biologically diverse and dense tropical rainforests—Liberia is home to a critical source of carbon sequestration and biodiversity. Despite its distinct and varied topographical landscape which ranges from lagoons and marshes, to rolling hills and densely forested low mountains and plateaus, Liberia is ranked by the ND-GAIN Index¹⁶⁵ among the top 10 countries most vulnerable to climate change impacts globally. Liberia, in fact, is already experiencing the effects of short-term climate variability such as rising temperatures and changes in annual and seasonal rainfall. As the impacts of climate change continue to emerge, the progress Liberia has made in recent years to address development outcomes is also under threat and may begin to erode, “pos[ing] serious risk to food security and adaptive capacity.”¹⁶⁶

To address these concerns and to mitigate the impacts of climate change on the country’s broader political, social, and economic ecosystems, the Government of Liberia (GOL) is increasingly interested in the potential for climate financing. Responding to more frequent climate shocks and stresses, including floods and higher temperatures, can reduce the resources and capacity needed to foster inclusive economic growth and can also act as a barrier to Liberia’s continued development. Thus, climate financing has the potential to support critical projects, including quantifying the value of Liberia’s natural capital and monitoring protected forest areas. However, Liberia faces challenges related to the technical capacity to design, deconflict, and implement climate finance policies and strategies to attract sustainable financing.



USAID/Liberia and the Climate Finance Practicum

As one of Liberia’s key development partners, the United States Agency for International Development (USAID) seeks to partner with Liberia by strengthening “national and local capacity... [including] strengthening governance and citizen participation... to understand and respond to climate risks.”¹⁶⁷ Specifically, USAID/Liberia seeks to support the GOL by providing technical assistance in the exploration and preparation of the identification and mobilization of climate finance opportunities.

As part of its strategy and in collaboration with the USD 1.4 million Africa Trade and Investment Activity, USAID/Liberia identified a relatively small yet nimble team of Mission staff to participate in USAID’s Climate and Finance Practicum (CFP). **The CFP is a demand-driven, holistic, and immersive learning-by-doing approach to mobilizing USAID’s Climate Strategy in an environment that encourages experimentation, reflection, and feedback.**¹⁶⁸ The USAID/Liberia CFP team was

composed of an economist Team Lead, three Team Members, and a Front Office Champion. Notably, the three Team Members each represented a strategic area of focus directly related to the Mission’s climate finance objectives—government, private-sector engagement, and environmental policy and programming. The three Team Members were also Foreign Service Nationals, who have a more permanent presence at the Mission compared to U.S. Direct Hires and are subsequently, better positioned to support USAID/Liberia to implement CFP learnings over the longer term.

As part of the CFP—and its action learning, on-the-job approach—Mission teams were required to identify an Action Learning Project (ALP) at the onset of the practicum. To this end, USAID/Liberia set out to develop a climate finance strategy that:

1. Identifies and capitalizes on opportunities for climate finance;
2. Supports the Mission’s existing biodiversity activities to make them more attractive to climate finance partners; and
3. Provides general business support to ecotourism enterprises in Liberia that work closely with local communities to protect critical ecosystems.

Throughout the CFP experience, Team Members were given the opportunity to incorporate identified learnings into the design and development of the ALP.¹⁶⁹ Specifically, USAID/Liberia Team Members highlighted the value of learnings on **inclusive, equity-driven, and locally led elements** to incorporate into their ALP. The CFP—including peer-to-peer learning—provided examples of other Missions’ work that helped the Mission team start “thinking more about the transaction level interventions with the private sector, companies, and investors” and realize “there’s a lot of flexibility” to engage diverse actors.¹⁷⁰ Reflecting back upon their experience, the team emphasized that **one of the most valuable contributions of the practicum was the provision of a dedicated space and time for the team to learn, innovate, and strategize—something which they do not often have**. As a result of knowledge and skills gained through the CFP, the Mission revised its ALP, dropping the technical assistance component to the government. Instead, in alignment with the Mission’s Country Development Cooperation Strategy (CDCS) IR 1.3, “natural resources are sustainably, equitably and productively managed,” the Mission’s climate finance strategy now focuses on building a pipeline of climate finance projects through early-stage project financing.

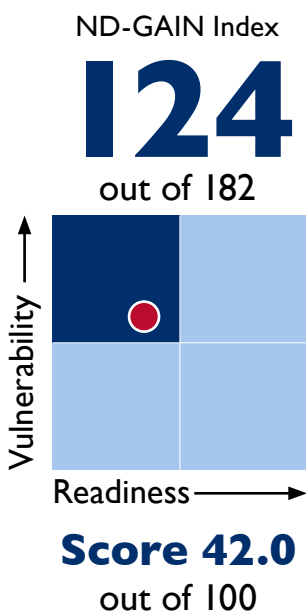
“The CFP empowers us to be advocates of inclusive, equity-driven, and locally led climate action.”

USAID/Liberia, CFP Participant

USAID/Liberia Key Learning Objectives

- Key incentives to attract private sector actors
- Opportunities and constraints for climate finance
- Scale of potential investment for climate action
- Effective public-private partnership arrangements
- Best practices for climate finance engagement

Tailoring USAID's Climate Strategy to Address Local Needs And Challenges to Addressing Climate Change in Rwanda



The ND-GAIN Country Index is a global ranking that “summarizes a country’s vulnerability to climate change and other global challenges in combination with its readiness to improve resilience.”¹⁷¹

Despite experiencing more extreme dry and rainy seasons as a result of climate change, affecting Rwanda’s key industries such as agriculture and hydropower production, the country has experienced significant economic growth in recent years. However, like many other countries in Africa, Rwanda is highly vulnerable to the impacts of climate change.

While the country has “one of the highest reforestation rates globally, which has mitigated greenhouse gas emissions from the land use and forestry sector,” forest depletion, water pollution, and lack of water storage capacity continues to heighten its vulnerabilities to climate change.¹⁷² Moreover, climate adaptation efforts, i.e., efforts to adjust to the current and future effects of climate change, receive only a small fraction of private climate finance in comparison to mitigation efforts. This can largely be attributed to a shortage of private-sector engagement due to a lack of clear profits resulting from adaptation efforts.

USAID/Rwanda and the Climate Finance Practicum

As part of its mission and given the prioritization of climate change by the Biden-Harris Administration, the United States Agency for International Development Rwanda Mission (USAID/Rwanda) sought to partner with the Government of Rwanda (GOR) to increase the Mission’s contributions towards Rwanda’s journey to climate resilience. But climate resources and expertise across the Mission were minimal. To address this, USAID/Rwanda elected to participate in USAID’s Climate and Finance Practicum (CFP). **The CFP is a demand-driven, holistic, and immersive learning-by-doing approach to mobilizing USAID’s Climate Strategy in a brave, equitable, and engaging environment that encourages experimentation, reflection, and feedback.**¹⁷³

USAID/Rwanda mobilized a team managed by a Team Lead with expertise in climate and energy issues to participate in the CFP. The Team Lead was joined by three additional core Team Members from the economic growth, financial management, and program offices. Together, the team comprised a group of cross-cutting expertise which was envisioned to increase the likelihood that the knowledge and skills gained from the CFP remained within the Mission for the longer term. A Front Office Champion also brought deep topical experience in climate and energy issues in addition to acting as a promoter of and liaison between the CFP team and Mission leadership.¹⁷⁴

As part of the CFP—and its action learning, on-the-job approach—Mission teams were required to identify an Action Learning Project (ALP) at the onset of the practicum. For their ALP, USAID/Rwanda sought to develop a Mission Strategy to Increase Access to Private Sector Finance for Climate Change Adaptation Measures.



Rwanda’s CFP team with Teddy Mugabo, the CEO of FONERWA, Rwanda’s Green Fund

The ALP's objective was to increase private sector financing for climate change adaptation measures by:

1. Contributing to and shaping new and existing multilateral and bilateral adaptation funds;
2. Supporting multiple climate risk finance strategies;
3. Strengthening capacity to assess finance for adaptation and develop bankable investments; and,"
4. Mobilizing private capital.¹⁷⁵

This project directly responded to Pillar 3: Mobilizing Finance and Private Capital of the President's Emergency Plan for Adaptation and Resilience (PREPARE) initiative.¹⁷⁶ USAID/Rwanda's ALP was initially designed to address the gap in adaptation funding efforts by drawing on the Mission's extensive private-sector engagement experience; engaging local and foreign private sector entities (businesses, trade associations), NGOs, and universities to explore areas of opportunity for collaboration on developing, financing, and implementing adaptation plans; and seeking input from locally led communities and vulnerable groups. Furthermore, the strategy was envisioned to support the design of the upcoming USAID/Rwanda Feed the Future Modernizing Agriculture Activity, as well as other activities designed to strengthen the agriculture sector's resilience to climate change.

USAID/Rwanda entered the CFP with a focus on private sector adaptation and finance, but through acquired learning garnered through the practicum, the team expanded the project to cover a whole-of-Mission climate strategy.¹⁷⁷ As the team attended learning sessions and consultations with the private sector, other donors, and government stakeholders, they identified the limited role the private sector plays in climate adaptation, specifically, the challenges adaptation activities introduced, including a lack of clear profits, which discourages private sector investment.¹⁷⁸

Through the CFP, the team "gathered a lot of information that was really valuable and changed our minds about what we should do" with the ALP, including expanding and diversifying the strategy.¹⁷⁹ **Furthermore, the team acknowledged the CFP not only provided an environment to apply knowledge and skills and obtain useful information to identify and/or address key challenges and gaps in their approach to mobilizing private sector finance for climate change; it also enhanced the Mission's understanding and levels of motivations to create agency within their teams, offices, and more broadly, across the Mission.** This was especially true for the Front Office, who, as part of the CFP structure, received regular updates from the CFP team about its progress and results.

USAID/Rwanda ended the CFP with energy and new ideas for how to solve the puzzle of private sector investment for climate action, but also for integrating climate change across all its technical offices. Notably, since the conclusion of CFP, the Mission has made progress in the development of a Mission-specific climate strategy and has

"The CFP exemplified the relevance of climate to the whole-of-Mission."

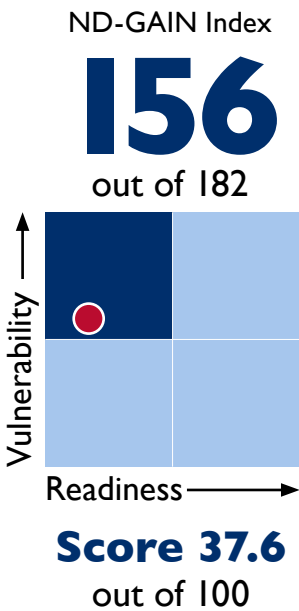
USAID/Rwanda, CFP Participant

taken steps to strengthen the capacity of their colleagues across all levels within the Mission through the launch of a climate speaker series. Going forward, the legacy of the CFP and climate integration will continue at the Mission, supported by the soon-to-be-formed Climate Working Group.

USAID/Rwanda Key Learning Objectives

- Opportunities for private sector investment in climate adaptation
- Challenges and constraints to climate finance for adaptation
- Socio-cultural and gender-specific opportunities and constraints to climate finance for adaptation

Leveraging Carbon Credits to Promote Climate Resilience and Address Alleviation in Northern Mozambique



The ND-GAIN Country Index is a global ranking that “summarizes a country’s vulnerability to climate change and other global challenges in combination with its readiness to improve resilience.”¹⁸⁰

Mozambique’s extensive forest and coastal resources offer significant economic and social opportunities. However, the country’s extensive coastline, for example, also poses significant risks as it heightens the country’s level of vulnerability to tropical cyclones and surge flooding. Importantly, a large percentage of the country’s population lives in these low lying coastal areas, threatening Mozambicans livelihoods. Extending inward, beyond the coastline, 40 percent of Mozambique’s land mass is covered by forests.

Yet due to the increased demand for timber and lack of economic opportunities in rural areas, Mozambique is experiencing rapid deforestation. Deforestation, combined with “agriculture expansion, wildfires, and excessive harvesting are driving greenhouse gas emissions in Mozambique’s highest emitting sector, land use and forestry change.”¹⁸¹ Taken together with other climate change impacts, including rising temperatures, shifting precipitation patterns, and greater frequency and intensity of extreme weather, Mozambique is facing severe negative socio-economic impacts for Mozambicans including economic implications, food insecurity, and water-related illness. As the fourth most vulnerable country to climate change and the growing threat of natural disasters, stakeholders across the country recognize that now is the crucial time for climate action.

USAID/Mozambique and the Climate Finance Practicum

Among other actors partnering with Mozambique to mitigate the future impacts of climate change, the United States Agency for International Development (USAID) seeks to support the “development of climate-resilient infrastructure consistent with the Government of Mozambique’s (GOM) priority of reducing the vulnerability of communities, the economy, and infrastructure to climate risks and natural and man-made disasters.”¹⁸² With this in mind and to increase the Missions capacity to integrate climate change across programs and activities, USAID/Mozambique chose to participate in USAID’s Climate and Finance Practicum (CFP).

The CFP is a demand-driven, holistic, and immersive learning-by-doing approach to mobilizing USAID’s Climate Strategy in a brave, equitable, and engaging environment that encourages experimentation, reflection, and feedback.¹⁸³

The USAID/Mozambique CFP team utilized a co-Team Lead approach, engaging the complementary expertise of individuals from the private-sector engagement and climate spaces. The co-Team Lead approach was designed to amplify cross-sectoral synergies to support the team’s goals. The team was further composed of two core Team Members, an additional non-core Team Member, and a Front Office Champion. As part of the CFP—and its action learning, on-the-job approach—Mission teams were required to identify an Action Learning Project (ALP) at the onset of the practicum. Collectively, the team identified an ALP to develop the Carbon Credit Opportunities in Mozambique project. The project was envisioned to:

- I. Explore carbon credit and carbon offset potential in Mozambique by undertaking stakeholder mapping;



2. Identify opportunities for carbon credits, financing, and carbon credit development; and
3. Work with national and local governments to create an action plan for attracting carbon capture investment.

Moreover, the ALP was designed to increase coordination and collaboration across the Mission's portfolio, maximizing synergies among the USAID Strengthening the Policy Environment for Economic Development (SPEED) activity and the anticipated Resilient Coastal Communities (RCC) activity to take climate action. USAID/Mozambique also hoped that through the CFP, the team would be better equipped to pursue partnerships with private sector entities to promote carbon credits schemes and financial transactions working with local communities to improve their socio-economic livelihoods and incomes and improve the management of natural resources at the local level.

Initially, the Mission's ALP was designed to tap into opportunities to reverse the effects of deforestation, restore mangroves, and identify green and blue carbon capture sources. Carbon capture will enable and empower the nation to participate in carbon trading. The new source of revenue, which comes from carbon trading, can empower Mozambique to reinvest in public priorities, such as education, health, and infrastructure, which in turn supports rural poverty alleviation.¹⁸⁴

Applying the new knowledge, skills, and lessons learned through the CFP, USAID/Mozambique continuously refined and adapted the ALP. **Notably, the team emphasized the critical role case scenarios, an action learning exercise, played in creating the space and time to better understand how the political frameworks and carbon tax at play could influence, or be influenced by, the project.** This work, among other CFP modules and exercises, shaped the evolution and adaptation of the ALP. In addition to the improvements made to strengthen the ALP over time, as a result of the CFP, the team themselves felt more equipped to work with donors and partners on a national carbon tax policy following their participation in the practicum.¹⁸⁵ The CFP team supported USAID/Mozambique's ability to recognize climate as a cross-sectoral issue and to harness other sectoral funding to support climate activities.¹⁸⁶ As one Team Member described, they are now better "able to identify areas of opportunities" and are "ahead of the curve" for implementing identified activities thanks to the advancements made through the CFP.¹⁸⁷

"The CFP taught us to identify and harness sectoral funding to support climate activities."

USAID/Mozambique, CFP Participant

USAID/Mozambique Key Learning Objectives

- Convene and incentivize key stakeholders for climate action
- Best practices for climate finance and climate adaptation
- Mechanisms for private sector climate financing
- Best practices to leverage and attract private sector investment in carbon markets

Accelerating a Climate Finance Framework in Southern Africa

ND-GAIN Index

(avg. across 4 participating countries)

112
out of 182

South Africa: Rank 96 | Score 47.4

Angola: Rank 154 | Score 37.9

Botswana: Rank 89 | Score 48.3

Namibia: Rank 107 | Score 45.1

Score 44.7
out of 100

(avg. across 4 participating countries)

The ND-GAIN Country Index is a global ranking that “summarizes a country’s vulnerability to climate change and other global challenges in combination with its readiness to improve resilience.”¹⁸⁸

The Southern Africa region, stretching across 11 countries, including among others, Angola, Botswana, Namibia, and South Africa, represents one of the most climatically vulnerable regions on the African continent. While the region has already felt the significant impacts of climate change—including, for example, rising temperatures, increased incidences of floods and droughts, and changes in wildfire frequency and ranges—the continued acceleration of climate change threatens the resiliency of each country and the livelihoods of their populations.

The existing and potential effects of climate change are further exacerbated by the region’s low adaptive capacity to climate variability and existing critical vulnerabilities as the region relies heavily on natural resources for livelihood support. Moreover, while “greenhouse gas emissions are generally low across the region, the potential for significant increases in the future is high as energy and power needs increase and current development pathways are followed.”¹⁸⁹

As the region is at a critical point to take climate action, it is imperative that the region work collaboratively to generate and secure investment opportunities that will benefit the region as a whole. “Investment is needed urgently in cost effective mechanisms that will help Southern Africa address its vulnerabilities and build a better future based on integrating climate smart development with investment opportunities.”¹⁹⁰ While many of the countries within the region have committed to new or updated and more ambitious Nationally Determined Contributions during the recent COP26 Climate Conference, many countries lack the capacity to implement and achieve these contributions. Relatedly, despite the availability of climate financing globally, evidence suggests that partner governments and private sector stakeholders across Southern Africa lack the capacity to access it.

USAID/Southern Africa and the Climate Finance Practicum

As part of its mission, the United States Agency for International Development Southern Africa Regional Mission (USAID/Southern Africa) is committed to partnering with the various host country governments in the region to take clear steps to climate action. As outlined in the Regional Development Cooperation Strategy, USAID has pledged to integrate climate-resilience considerations into all of the Mission’s work. Climate considerations have thus been woven into each of the Mission’s development objectives spanning economic growth, governance, and the resilience of people and systems.¹⁹¹ However, to further advance this work and the Mission’s capacity to mobilize financial resources for climate action, USAID/Southern Africa elected to participate in USAID’s Climate and Finance Practicum (CFP).

The CFP is a demand-driven, holistic, and immersive learning-by-doing approach to mobilizing USAID’s Climate Strategy in a brave, equitable, and engaging environment that encourages experimentation, reflection, and feedback.¹⁹²

Among other participating Missions teams, USAID/Southern Africa fielded the largest team in the CFP, comprising a Team Lead, Front Office Champion, and sixteen Team Members (including five non-core Team Members). Team members came from numerous



countries within the Southern Africa region, including Angola, Botswana, Namibia, and South Africa, as well as diverse offices and technical backgrounds such as health; democracy, human rights, and governance; private-sector engagement; energy finance; and acquisitions, among others. The size and diversity of the team promoted the engagement and dissemination of learnings from the CFP throughout the Southern Africa region.

As part of the CFP—and its action learning, on-the-job approach—Mission teams were required to identify an Action Learning Project (ALP) at the onset of the practicum. The USAID/Southern Africa team proposed a Roadmap for Accelerating a Climate Finance Framework in Southern Africa. The Roadmap was designed to respond directly to USAID’s Climate Strategy and was envisioned to provide detailed plans to:

1. Improve climate and finance related capacity further across the Mission;
2. Develop climate champions within different Mission offices;
3. Advance climate integration across the Mission portfolio;
4. Improve the ability of staff to identify, lead, and implement opportunities around climate and finance; and
5. Leverage financing from other donors and the public and private sectors.

The roadmap was also designed to include a toolkit to outline specific actions and accompanying guidance, for example, steps and resources for climate risk processes, sector guidance for improved climate integration, technical finance support, and sources of climate finance (international, regional, local) and criteria for their use, among others.¹⁹³

USAID/Southern Africa posited that by strengthening staff understanding of the USAID Climate Strategy’s objectives, climate risks and opportunities, and skills related to climate finance, that staff will be better prepared to integrate climate into USAID/Southern Africa programming. Additionally, staff will be better equipped to fill the role of educating, convening, and facilitating climate and climate finance discussions, both internal and external to the Mission. Externally, staff will cultivate relationships between climate finance stakeholders across governments, project developers, communities, and other local and global stakeholders. In total, built capacity will empower USAID/Southern Africa to advance global climate targets.¹⁹⁴

“The CFP empowered us to be Climate Champions throughout all development sectors and Mission Offices.”

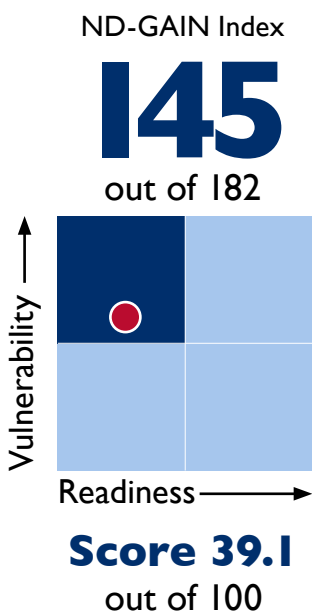
USAID/Southern Africa, CFP Participant

As USAID/Southern Africa partook in the CFP, Team Members expressed how the ALP evolved from an idea into a tangible draft.¹⁹⁵ The roadmap and overall ALP goal evolved to support all technical teams (health, economic growth, environment, etc.), especially including those who do not understand the role of climate in their sector. **The USAID/Southern Africa team realized throughout the CFP that it is imperative that all Mission staff understand that they have a role in mobilizing finance and achieving climate goals.** The ALP successfully brought a cross-sectoral and cross-functional team to work on a common goal and the team hopes to continue developing the ALP into a concrete and operationalizable strategy.¹⁹⁶

USAID/Southern Africa Key Learning Objectives

- Comparative advantage in the pursuit of climate finance
- Priority sectors to improve resilience to climate change
- Best practices to implement a whole-of-Agency approach to climate change
- Barriers and constraints to realizing climate finance

Piloting Climate Finance Solutions To Secure Tanzania's Water Supply And Strengthen Women's Natural Resources Management Rights



The ND-GAIN Country Index is a global ranking that “summarizes a country’s vulnerability to climate change and other global challenges in combination with its readiness to improve resilience.”¹⁹⁷



Tanzania’s rich, globally significant biodiversity and wildlife drive a thriving tourism sector that creates jobs for youth and women, and currently contributes around 17 percent of the country’s annual gross domestic product.¹⁹⁸

However, the continued success of this industry, and more importantly the national goals for sovereignty, security, and economic justice, are threatened by the communities unsustainable use of natural resources and water catchments. Taken together with the effects of climate change—including the increased occurrence of drought and more variable rainfall—the security of water and food is becoming more vulnerable, threatening the very livelihoods of the Tanzanian people, especially women and families.

The Government of Tanzania (GOT) recognizes the potentially devastating effects of climate change and the need to address climate risk and increase the resilience of households, communities, and systems. To demonstrate its commitment to climate action, the GOT published a National Climate Change Adaptation Action Plan in 2007, approved a National Climate Change Strategy in 2012 (revised in 2021), published the Tanzania Agriculture Climate Resilience Plan in 2014, and ratified the Paris Agreement in 2018. In November 2021, at the 26th Conference of the Parties, Tanzania’s President stated, based on low adaptive capacity and future climate projections, that 30 percent of the country’s gross domestic product (from agriculture, forestry, and fisheries) is just not sustainable.

USAID/Tanzania and the Climate Finance Practicum

As part of the United States Agency for International Development Tanzania Mission (USAID/Tanzania) commitment to supporting the GOT towards enhancing climate resilience, the Mission elected to participate in USAID’s Climate and Finance Practicum (CFP). **The CFP is a demand-driven, holistic, and immersive learning-by-doing approach to mobilizing USAID’s Climate Strategy in an equitable and engaging environment that encourages experimentation, reflection, and feedback.**¹⁹⁹ Importantly, the Mission saw the CFP as an opportunity to gain the knowledge and skills to strengthen its existing programs—spanning the agriculture, water and sanitation, natural resources, and health portfolios—by integrating measurable and reportable climate change activities.

USAID/Tanzania engaged a multi-disciplinary team with backgrounds in private-sector engagement, water, sanitation and hygiene, natural resource management, and acquisition & assistance to participate in the CFP. The CFP team consisted of a Team Lead, four core Team Members, and a Front Office Champion. As part of the CFP and its action learning, on-the-job approach, Mission teams were required to identify an Action Learning Project (ALP) at the onset of the practicum. The USAID/Tanzania team proposed the Piloting Climate Finance Solutions to Secure Tanzania’s Water Supply and Strengthen Women’s Natural Resources Management Rights Project. This project was designed to facilitate the integration of climate finance into two of USAID/Tanzania’s flagship activities: the Landscape Conservation in Western Tanzania (LCWT) activity and the Maji na Usafi wa Mazingira (MUM) activity. Taken together, these activities seek to address U.S. government goals for climate change adaptation.

- The **LCWT activity** engages communities in sustainable forest management and carbon sequestration. Specifically, the activity works to protect endangered chimpanzee populations and safeguard chimpanzee habitats through effective land use planning, while simultaneously empowering local communities through more productive livelihoods.²⁰⁰
- The **MUM** activity seeks to strengthen community resilience and watershed management by working with national, regional, and district stakeholders to improve Tanzanian systems for planning, financing, and implementing actions to expand and sustain access to water, sanitation, and hygiene and water resource management—and incorporating climate risk scenarios such as drought.²⁰¹

As USAID/Tanzania engaged in the CFP, the team adapted the ALP to reflect a more locally driven framework in recognition of the country’s current enabling environment. Specifically, the CFP supported the team in identifying political challenges related to carbon credits.²⁰² **Additionally, through discussions with technical area experts, private sector actors, and CFP coaches, USAID/Tanzania became more aware of available resources and networks.**²⁰³ The CFP also encouraged USAID/Tanzania to focus on short-term results, such as making phone calls and partnerships, in addition to long term results, to celebrate both small and large achievements.²⁰⁴ As one member of the Tanzania team shared, the CFP and specifically the ALP, provided a concrete area of focus to apply the new knowledge, skills and learning gained while the CFP itself offered “a kind of place where we could get advice and learn different things about what was available to us.”²⁰⁵

“The CFP showed us how to Identify and leverage Agency climate experts and resources.”

USAID/Tanzania, CFP Participant

USAID/Tanzania Key Learning Objectives

- Identify potential risks to USAID project funding and outcomes/results when utilizing public and/or private climate finance
- Identify potential approaches to mitigate risks when utilizing public and/or private climate finance
- Identify opportunities for implementing partners to address the risks associated with utilizing public and/or private climate finance
- Identify best practices to measure and monitor benefits from climate finance

Annex 2: CFP Timeline and Competencies

The table below outlines the CFP timeline and competencies. Blue text is representative of the CFP *acquiring knowledge* sessions, while the red text is representative of the CFP *applying knowledge* sessions. Below each CFP session are the session-focused competencies, practices statements, and sub-practice, as applicable.

Date(s)	Competency	Practice Statement	Sub-practice
February 28: All Cohort Week, Day 1 March 1: All Cohort Week, Day 2 March 2: All Cohort Week, Day 3	Readiness	Communication and Leadership Development	Model a deep understanding of the impact my behavior has on myself, others, and organizational outcome.
			Adjust my response and behavior depending on what the situation requires.
			Remain composed, and less reactive under pressure, by applying mindfulness and self-awareness techniques.
			Incorporate effective communication strategy and tools to support staff to transition from their current state to a future state of work.
			Navigate disagreement and work productively through conflict.
			Understand power dynamics and seek contributions from a diverse group of individuals.
March 3: All Cohort Week, Day 4	Readiness	Climate Action	Use systematic thinking that reveals underlying causes and structural barriers, relationships and patterns that have hindered climate action in the Mission.

Date(s)	Competency	Practice Statement	Sub-practice
March 8: Climate Basics and Systems Thinking	Part 1: Climate Basics		
	Readiness	Climate Action	Use systematic thinking that reveals underlying causes and structural barriers, relationships and patterns that have hindered climate action in the Mission.
	Part 2: Systems Thinking		
	Readiness	Climate Action	Educate my colleagues about the objectives of the Agency's climate strategy and the need to support systems transformation along with targeted direct action.
			Use systematic thinking that reveals underlying causes and structural barriers, relationships and patterns that have hindered climate action in the Mission.
CLA	Develop and use collaborative processes to use tools and frameworks for systems analysis.		
March 10: Mission Team Coaching March 15: Climate Basics and Team Mindfulness	Readiness	Climate Action	Educate my colleagues about the objectives of the Agency's climate strategy and the need to support systems transformation along with targeted direct action.
			Create a sense of urgency and personal responsibility for climate action by helping my colleagues understand the potential role of various teams/ departments in operationalizing the Climate Strategy.
			Use systemic thinking that reveals underlying causes and structural barriers, relationships and patterns that have hindered climate action in the Mission.
			Provide examples of systems level programming that the Mission can support to catalyze public and private investment in climate action.
	Readiness	Communication and Leadership Development	Model an understanding of the impact my behavior has on myself, others, and organizational outcomes.
			Adjust my response and behavior depending on what the situation requires.
			Remain composed, and less reactive under pressure, by applying mindfulness and self-awareness techniques.
			Incorporate effective communications strategy and tools to support staff to transition from their current state to a future state of work.

Date(s)	Competency	Practice Statement	Sub-practice
<p>March 17: Mission Team Coaching and ALP Prime Time</p> <p>March 22: Intercultural Competencies</p>	Readiness	Communication and Leadership Development	Model an understanding of the impact my behavior has on myself, others, and organizational outcomes.
			Adjust my response and behavior depending on what the situation requires.
			Remain composed, and less reactive under pressure, by applying mindfulness and self-awareness techniques.
	Processes	Communication and Leadership Development	Practice my individual self-awareness gained through assessment tools (e.g., Strengths Finder, DiSC, Intercultural Development Inventory (IDI)) and an understanding of my own biases.
Relationships	Communication and Leadership Development	I understand the influence of culture on values and behaviors and respond mindfully in contexts that may be unfamiliar or challenging.	
<p>March 24: Supervisor I:I</p> <p>March 29: Intercultural Competencies</p>	Readiness	Communication and Leadership Development	Model an understanding of the impact my behavior has on myself, others, and organizational outcomes.
			Adjust my response and behavior depending on what the situation requires.
			Remain composed, and less reactive under pressure, by applying mindfulness and self-awareness techniques.
	Processes	Communication and Leadership Development	Practice my individual self-awareness gained through assessment tools (e.g., Strengths Finder, DiSC, Intercultural Development Inventory (IDI)) and an understanding of my own biases.
	Relationships	Communication and Leadership Development	I understand the influence of culture on values and behaviors and respond mindfully in contexts that may be unfamiliar or challenging.

Date(s)	Competency	Practice Statement	Sub-practice
<p>March 31: Mission Team Coaching and FO Champion Support for ALP</p> <p>April 5: Climate Justice and Localization</p>	Part 1: Climate Equity		
	Readiness	Communication and Leadership Development	Understand power dynamics and seek contributions from a diverse group of individuals.
	Alignment	Communication and Leadership Development	Inspire leadership at all levels to be as inclusive & equitable as possible and invite a range of background, experiences, and perspectives.
			Consider implications of beliefs/thoughts and consequences of actions on all stakeholders given existing local power dynamics.
			Articulate, challenge, and adapt assumptions.
	Relationships	Climate Action	Enable locally led action and seek means to defer decision-making authority to local actors to the greatest extent possible.
			Encourage feedback, allow for correction and adjustment of message, commit to make people feel heard and respected, and address problematic remarks to promote an inclusive and respectful environment.
			Better understand and acknowledge how history and systems impact relationships and take power dynamics into account when engaging with contacts.
	Part 2: Climate Justice Localization		
	Readiness	Climate Action	Create a sense of urgency and personal responsibility for climate action by helping my colleagues understand the potential role of various teams/departments in operationalizing the Climate Strategy.
			Use systemic thinking that reveals the underlying causes and structural barriers, relationships and patterns that have hindered climate action in the Mission.
			Use chains of influence and compelling evidence and data to affect actions, behavior, and opinions to generate support.
	Programming	Communication and Leadership Development	Guide colleagues through differences, encourage others to weigh alternatives while supporting constructive dissent.
	Relationships	Communication and Leadership Development	I take power dynamics into account when engaging contacts and forming relationships.

Date(s)	Competency	Practice Statement	Sub-practice
<p>April 7: Peer Assist</p> <p>April 12: Climate Justice</p>	Readiness	Communication and Leadership Development	Understand power dynamics and seek contributions from a diverse group of individuals.
	Alignment	Communication and Leadership Development	Inspire leadership at all levels to be as inclusive & equitable as possible and invite a range of background, experiences, and perspectives.
			Consider implications of beliefs/thoughts and consequences of actions on all stakeholders given existing local power dynamics.
			Articulate, challenge, and adapt assumptions.
	Relationships	Climate Action	Enable locally led action and seek means to defer decision-making authority to local actors to the greatest extent possible.
			Encourage feedback, allow for correction and adjustment of message, commit to make people feel heard and respected, and address problematic remarks to promote an inclusive and respectful environment.
Better understand and acknowledge how history and systems impact relationships and take power dynamics into account when engaging with contacts.			
<p>April 14: Mission Team Coaching and ALP Prime Time</p> <p>April 19: Climate and Finance Introduction and Active Listening</p>	Part 1: Climate and Finance Introduction		
	Readiness	Climate Action	Use systemic thinking that reveals the underlying causes and structural barriers, relationships and patterns that have hindered climate action in the Mission.
	Processes	Climate Action	Gather and integrate applicable evidence, data, and approaches into strategic - and activity - level planning and monitoring.
	Programming	Climate Action	Effectively engage finance experts to incorporate blended finance approaches and risk mitigation tools into program design.
	Part 2: Active Listening		
	Readiness	Communication and Leadership Development	Incorporate effective communications strategies and tools to support staff to transition from their current state to a future state of work.
	Alignment	Communication and Leadership Development	Articulate messages and information in clear and succinct ways while recognizing how it may be received.

Date(s)	Competency	Practice Statement	Sub-practice
April 21: Peer Assist and Supervisor 1:1 April 26: Climate and Finance Introduction	Readiness	Climate Action	Use systemic thinking that reveals the underlying causes and structural barriers, relationships and patterns that have hindered climate action in the Mission.
	Processes	Climate Action	Gather and integrate applicable evidence, data, and approaches into strategic - and activity - level planning and monitoring.
	Programming	Climate Action	Effectively engage finance experts to incorporate blended finance approaches and risk mitigation tools into program design.
April 28: Mission Team Coaching and FO Champion Support for ALP May 3: Enabling Environment	Readiness	Climate Action	Use chains of influence and compelling evidence and data to affect actions, behavior, and opinions to generate support.
	Processes	Climate Action	Gather and integrate applicable evidence, data, and approaches into strategic - and activity - level planning and monitoring.
	Programming	Climate Action	Assess elements within the financial ecosystem that can enable greater public and private investment in climate action.
May 5: Peer Assist and ALP Prime Time May 10: Nonviolent Communication and Apologizing	Readiness	Communication and Leadership Development	Adjust my response and behavior depending on what the situation requires.
			Remain composed, and less reactive under pressure, by applying mindfulness and self-awareness techniques.
			Incorporate effective communication strategies and tools to support staff to transition from their current state to a future state of work.
	Relationships	Communication and Leadership Development	I take power dynamics into account when engaging contacts and forming relationships.
May 12: Mission Team Coaching and Supervisor 1:1 May 17: CLA for Climate Finance	Processes	CLA	Use the CLA Maturity Tool as a touchstone to strategically and/or enabling conditions that are involved in implementing the action learning project that serves the Climate Strategy.
	Programming	Communication and Leadership Development	Share new information and evidence as it becomes available and communicate the need to adapt strategies and maximize outcomes as required.

Date(s)	Competency	Practice Statement	Sub-practice
<p>May 19: Peer Assist and ALP Prime Time</p> <p>May 24: Carbon Markets</p>	Readiness	Climate Action	Use systemic thinking that reveals the underlying causes and structural barriers, relationships and patterns that have hindered climate action in the Mission.
	Processes	Climate Action	Gather and integrate applicable evidence, data, and approaches into strategic - and activity - level planning and monitoring.
	Programming	Climate Action	Effectively engage finance experts to incorporate blended finance approaches and risk mitigation tools into program design.
<p>May 26: Mission Team Coaching and ALP Prime Time</p> <p>May 31: Mobilizing Climate Finance</p>	Readiness	Climate Action	Provide examples of systems level programming that the Mission can support to catalyze public and private investment in climate action.
	Processes	Climate Action	Apply relevant USAID processes, mechanisms, and tools to establish formal partnerships to achieve USAID's climate objectives.
	Programming	Climate Action	Accurately describe multiple approaches to mobilizing finance for climate action and articulate the value of pursuing a particular approach.
<p>June 2: Peer Assist and Supervisor 1:1</p> <p>June 7: Climate Finance</p>	Alignment	Climate Action	Advance mutual understanding of objectives between USAID and climate stakeholders.
			Formulate a strategy for partnering with USAID to mobilize resources for climate action.
Programming	Climate Action	Effectively engage finance experts to incorporate blended finance approaches and risk mitigation tools into program design.	

Date(s)	Competency	Practice Statement	Sub-practice
<p>June 9: Mission Team Coaching and FO Champion Support for ALP</p> <p>June 13: All Cohort Week, Day 1</p>	Alignment	Climate Action	Effectively engage key stakeholders (e.g., financial sector, civil society, local governments, women or youth networks, and Indigenous Peoples, and other groups affected by climate change) in the identification of priority development challenges, problems, and opportunities.
			Advance mutual understanding of objectives between USAID and climate stakeholders.
			Use research and analysis from varied resources to identify potential partners.
			Formulate a strategy for partnering with USAID to mobilize resources for climate action.
	Processes	CLA	Brief leadership to achieve buy-in, get strategic input, and remove barriers with the goal of getting formal approval of key documents and related processes.
			Use the CLA Maturity Tool as a touchstone to strategically identify elements of the Program Cycle and/or enabling conditions that are involved in implementing the action learning project that serves the Climate Strategy.
			Contribute to and/or facilitate relevant parts of the design and implementation of the action learning plan.
			Conduct pause and reflect sessions regularly and update/ adapt the CDCS and other Mission-wide planning and strategic documents and processes accordingly.
	Relationships	Communication and Leadership Development	Collaborate with partners to align strategic objectives, think through issues jointly, and ensure widespread agreement resulting in a co-created solution or approach.
			Recognize USAID and partner(s) operate differently and articulate to the partner(s), without jargon, how USAID operates and set expectations early.
			Share relevant data and utilize processes to promote accountability and feedback with partners.
			Enable locally led action and seek means to defer decision-making authority to local actors to the greatest extent possible.

Date(s)	Competency	Practice Statement	Sub-practice
<p>June 14: All Cohort Week, Day 2</p>	<p>Alignment</p>	<p>Climate Action</p>	<p>Effectively engage key stakeholders (e.g., financial sector, civil society, local governments, women or youth networks, and Indigenous Peoples, and other groups affected by climate change) in the identification of priority development challenges, problems, and opportunities.</p>
			<p>Advance mutual understanding of objectives between USAID and climate stakeholders.</p>
			<p>Use research and analysis from varied resources to identify potential partners.</p>
			<p>Formulate a strategy for partnering with USAID to mobilize resources for climate action.</p>
<p>June 15: All Cohort Week, Day 3</p>	<p>Alignment</p>	<p>Climate Action</p>	<p>Effectively engage key stakeholders (e.g., financial sector, civil society, local governments, women or youth networks, and Indigenous Peoples, and other groups affected by climate change) in the identification of priority development challenges, problems, and opportunities.</p>
			<p>Advance mutual understanding of objectives between USAID and climate stakeholders.</p>
			<p>Use research and analysis from varied resources to identify potential partners.</p>

Annex 3: Literature Review Executive Summary

In response to the devastating effects of climate change and the escalating climate crises felt among countries, communities, and individuals worldwide, the United States Agency for International Development (USAID) recently launched the 2022 – 2030 Climate Strategy. The 2022 - 2030 Climate Strategy presents a “whole-of-Agency approach... [to] work on the ground with partner governments and local actors to set the global trajectory toward [USAID’s] vision of a resilient, prosperous, and equitable world with net-zero greenhouse gas emissions.”^[1] In cadence with the Agency’s call to action, the Africa Bureau’s Economic Growth, Environment, and Agriculture (EGEA) Division launched the Climate and Finance Practicum (CFP) to leverage opportunities to develop resilient, low-emissions pathways, catalyzing finance for climate action. The CFP is an action learning experience based on the [Practical, Innovative, On-the-Job Training \(PIVOT\) model](#) that focuses on strengthening and reinforcing the behaviors of USAID Mission staff through participation in a holistic and immersive learning-by-doing approach. Specifically, the CFP was designed to strengthen participants’ technical skills in climate; climate finance; collaborating, learning, and adapting (CLA); and, leadership development in a brave and engaging environment that encourages experimentation, reflection, and feedback.

Today, more than ever, it is critical for the global community to identify the prevailing financing gaps and leverage existing opportunities to catalyze finance for climate action. Climate finance is recognized as funds or capital raised at the local, national, and/or transnational levels in support of climate actions. Climate finance most often originates from public and private actors who draw on traditional financing mechanisms such as debt and equity financing. To achieve the goals and targets set forth by international treaties, bilateral agreements, and donor strategies – including USAID’s 2022 – 2030 climate strategy – however, it is imperative that public and private actors alike explore new and innovative approaches to stimulate funding for climate mitigation and climate adaptation efforts, like green bonds and blended finance. To this end, through an action learning experience, the CFP was designed to increase participants’ knowledge, skills, and utilization (behaviors) of the traditional as well as emerging sources of financing ultimately, to enhance the potential of USAID’s programming and support for climate action.

Action learning, in contrast to traditional learning, is a multi-directional and dynamic approach to improve knowledge and skills as well as to influence long-term behaviors. Action learning is designed to create an environment where learners, participants and instructors alike, share knowledge and skills, question course materials, and reflect on their individual and collective experiences to understand “what we know.” Action learning is proven to increase the likelihood real-world application and enhance the potential of renovating an organization’s culture or behavior over time.^[2] Organizational culture informs the way people “perceive, think, and feel,” it is the people within the organization who—consciously or unconsciously—develop, realize, and sustain that culture. Thus, changing organizational culture, or individual and team behavior, is not easy, nor is it generally a quick process. Creating an enabling environment for organizational culture renovation requires thoughtful and systematic engagement with structures, processes, and their interplay at the macro, meso, and micro levels. Collaboration from members at all levels of the organization is key to successful culture renovation, and thought leaders agree that collaboration must start at the very beginning.

This literature review seeks to capture thought leadership in the field of adult learning related to climate and climate finance; to establish a foundational understanding of the approaches and best practices to foster action learning; and to better understand how USAID, among others, are employing and measuring behavioral change at the individual, team, and Mission or organizational levels.



Utilizing an action learning approach and employing behavioral science techniques, the CFP sought to encourage change, cumulative impact, and leadership at three distinct, but intertwined levels: renovating **Mission** culture, empowering high-trust **teams**, and enhancing **individual** skills and learned behaviors.

Introduction

Across the globe, countries, communities, and individuals are experiencing the effects of climate change. From extreme drought to an influx of cyclones, intensive heat waves and devastating flooding; climate change is upending lives, threatening the stability, security, and progress of countries and their citizens. In response to this growing world-wide crisis, USAID developed the 2022 – 2030 Climate Strategy. This Climate Strategy presents a “whole-of-Agency approach... [to] work on the ground with partner governments and local actors to set the global trajectory toward [USAID’s] vision of a resilient, prosperous, and equitable world with net-zero greenhouse gas emissions.”²⁰⁶

Responding to the climate crisis and the Agency’s call to action to leverage opportunities to develop resilient, low-emissions pathways, USAID Africa Bureau’s Economic Growth, Environment, and Agriculture (EGEA) Division launched the Climate and Finance Practicum (CFP), based on the [Practical, Innovative, On-the-Job Training \(PIVOT\) model and experience](#). To reflect on the CFP’s progress and to understand its effectiveness in achieving its desired outcomes, EGEA is using the Prosper Africa buy-in with USAID Data Services in M/CIO to conduct a learning review of the CFP. The purpose of this Learning Review is to produce a rigorous assessment of the CFP to examine the ways in which it has successfully fostered workforce competencies related to the implementation of the Climate Strategy, with a keen focus on climate and climate finance.

The CFP is an action-learning experience that focuses on strengthening and reinforcing the behaviors of USAID Mission staff through participation in a holistic and immersive action learning or learning-by-doing experience that builds technical skills in climate, climate finance, CLA, and leadership development in a brave²⁰⁷ and engaging environment that encourages experimentation, reflection, and feedback. Ultimately, the CFP seeks to renovate Mission culture²⁰⁸ by: (1) strengthening participants’ knowledge and skills related to climate and the application of a climate lens across Mission programming, (2) expanding participants’ familiarity of how to pursue and implement financing climate action, (3) increasing participants’ understanding and utilization of USAID’s Collaborating, Learning, and Adapting (CLA) framework to improve programming, and (4) building and refining leadership skills to equip USAID staff to be catalysts for change and establish strong teams within their respective Missions.

Utilizing an action learning approach and employing behavioral science techniques, the CFP sought to encourage change, cumulative impact, and leadership at three distinct, but intertwined levels: renovating **Mission** culture, empowering high-trust **teams**, and enhancing **individual** skills and learned behaviors.

Purpose of the Literature Review

This literature review, which is part of the CFP Learning Review, seeks to capture thought leadership in the field of adult learning related to climate and climate finance; to establish a foundational understanding of the approaches and best practices to foster action learning; and to better understand how USAID, private sector actors, and other donors are employing and measuring behavioral change at the individual, team, and Mission or organizational levels.



Methodology

While this literature review offers context and discussion regarding the expanding literature on fostering adult learning to strengthen knowledge and skills using behavior science, particularly in the fields of climate and climate finance, it is not exhaustive. To ensure that this document is as systematic as possible and includes a diverse body of literature, document collection for this literature review followed a simple methodology. First, the Learning Review team collected internal CFP documents as well as other relevant USAID and other donor, academic, and gray literature using the Google Scholar search engine and USAID's internal Development Experience Clearinghouse (DEC). Second, the Learning Review team focused on literature and sources of evidence published (or republished) after 2000. Third, the Learning Review team employed a 'snowball' approach to gathering documents, wherein the reviewer followed a trail of citations within various publications to identify others. This approach allows the literature review to highlight common themes and trends in as diverse a set of publications as possible. Employing this type of methodology also allowed the literature review to mitigate the threat of cherry-picking data.

Using this approach (like the literature review for PIVOT 1.0 and 2.0), this document has two main objectives. First, it seeks to collate a large amount of published information, highlighting common themes and trends relevant to CFP programming and more broadly, the PIVOT model. Second, it seeks to leverage the data collected through this review to inform the Learning Review and respond to the identified learning objectives. It is important to note that this literature review is part of a compendium of knowledge. While this literature review focuses on climate and climate finance, action learning, and cultural renovation, it is intended to build upon the PIVOT 1.0 and 2.0 literature reviews which covered CLA for change management and leadership competencies as well as power dynamics and mindfulness, among other topics, respectively. This literature review should therefore be viewed as contributing to a larger and expanding compendium of knowledge related to the PIVOT model.

Climate and Finance

The USAID Climate Strategy, released in April 2022, is set to guide the Agency’s work from 2022-2030 using a “whole-of-Agency” approach to climate action. To inform the Learning Review and notably—to assess the relevance and effectiveness of the CFP in fostering workforce competencies related to the implementation of the Climate Strategy—it is vital to develop an understanding of the key themes that comprise the Strategy, as well as the Agency’s priorities as it relates to climate and finance. Figure 1 presents USAID’s Climate Strategic Framework.

Figure 1. USAID’s Climate Strategic Framework²⁰⁹





Figure 2. Sources of Climate Financing

Public

Multilateral Development Banks (MBD)
 Bilateral and National Development
 Finance Institutions (DFIs)
 Multilateral Climate Funds (MCFs)
 Bilateral Government Agencies
 State-owned Financial Institutions
 Governments Direct Finance Flows

Private

Corporations
 Commercial Financial Intermediaries
 Private Funds
 Households and Individuals

Based on a review of USAID’s Climate Strategy and CFP documentation, the CFP is most closely aligned with the Strategy’s Intermediate Result (IR) 1.3: Increase the flow of and equitable access to finance to support adaptation and mitigation. As stated in USAID’s Climate Strategy, this IR “will provide and mobilize public and private finance,” including actions on catalyzing finance, mobilizing climate finance, developing pipelines of climate friendly projects for investment, and helping increase climate finance to governments and nongovernmental organizations (NGOs), to name a few targeted actions.²¹⁰ Within this IR, CFP focused specifically on climate finance, “working with the finance and investment community to mobilize greater resources.”²¹¹

While to a lesser extent, the CFP’s design also aligns closely with IRs 2.1 and 2.2, which focus on (2.1) transforming key systems and sectors to reduce emissions and enhance resilience and (2.2) supporting a transition to resilient, net-zero economics and financial systems. Furthermore, as a cross-cutting theme and integral to its integrated approach, the CFP design recognizes the role of climate justice and the importance of involving marginalized groups such as indigenous peoples²¹², women, and youth to increase equitable engagement within climate action both internally within the Agency’s own operational practices and climate workforce as well as externally through programmatic implementation, as highlighted under IRs 1.2, 1.3, 1.4, and 1.5.

This section of the literature review will focus on key themes and areas of focus which have emerged from USAID’s Climate Strategy, and which are most relevant within the climate and finance ecosystem. Notably, these key themes which are explored below, include public and private sector investment in climate action including investments in mitigation and adaptation, and climate equity.²¹³

Public and Private Investment in Climate Action

To achieve the objectives and goals outlined in USAID’s Climate Strategy – as well as the objectives of the Paris Agreement – it is critical for the global community at large to identify the prevailing financing gaps and leverage existing opportunities to catalyze finance for climate change. Climate finance is universally recognized as funds or capital raised at the local, national, and/or transnational levels in support of climate mitigation and adaptation actions designed to combat climate change. Climate finance most often originates from public and private actors (refer to Figure 2), but can also stem from alternative sources of financing such as public private partnerships.²¹⁴

Despite the commitment of over 200 countries and the formation of the Glasgow Climate Pact as well as increasing investments from the private sector in climate related activities, the level of investment in climate action still falls far short of the trillions of dollars needed to meet the net zero goal and to adapt to climate induced changes. Understanding the risks and barriers for this investment is imperative to leveraging instruments to unlock this investment potential. Risks can be broken down into three categories: project, country, and financing.²¹⁵

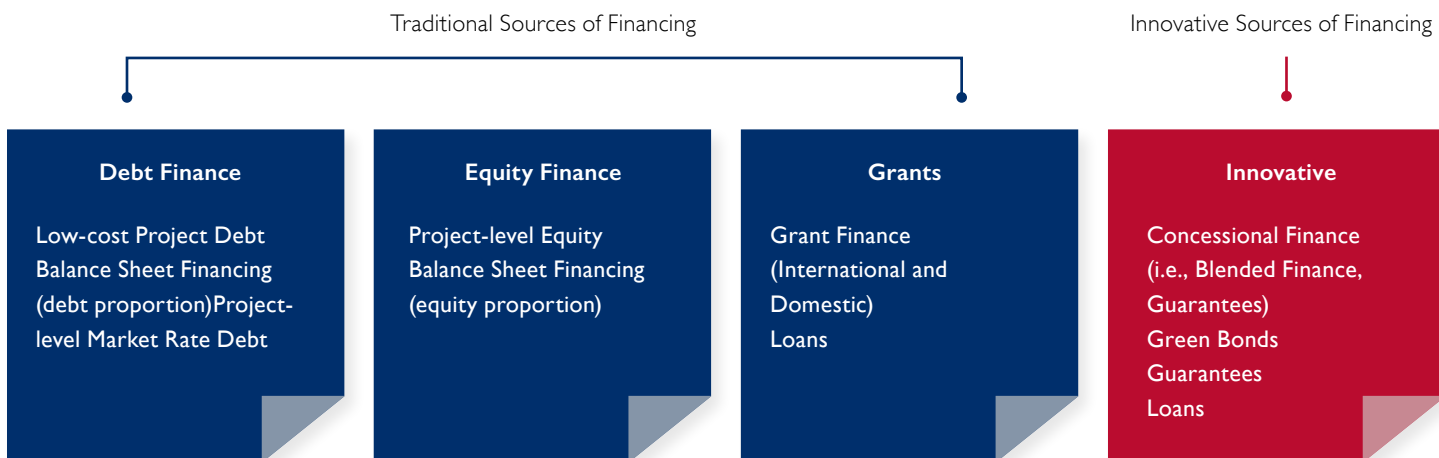
- **Project** risks include financial viability of the project along with technological risks, as many low carbon technologies are new or have not been tested globally.
- **Country** risks include the regulatory, foreign exchange, appropriation, and country stability risks.
- **Financing** risks include debt and equity availability.

Barriers can most often be organized into financial, structural, and technical/capability, which can be improved through policy and capital access/technical assistance.²¹⁶

Climate Finance Tools and Mechanisms

Financing tools and mechanisms are needed to increase investment and improve equity²¹⁷ in climate finance. The existing climate finance community relies on an array of financing tools and mechanisms, including more traditional debt and equity financing as well as innovative financing approaches like blended finance and green bonds, that can be further leveraged to boost the level of investment in climate finance, particularly by increasing private sector engagement. Refer to Figure 3.²¹⁸

Figure 3. Examples of Finance Tools and Mechanisms



Traditional mechanisms, which still account for the vast majority of climate finance funds, include debt and equity financing.²¹⁹ These mechanisms are used extensively by both the public and private sector. Debt financing is the process of raising capital through debt instruments, involving investors who lend money with the expectation that it will be paid back with interest.²²⁰ Equity financing is the process of raising capital through selling shares, or part ownership, to investors.

Public financiers are increasingly using a variety of other financing mechanisms to attract and increase investment from the private sector in the climate space, including blended finance. Blended finance uses donor or financier funds to mitigate investment risks, promoting investments that would otherwise not be able to exist on strictly commercial terms²²¹. Blended finance solutions include debt products, which help with the high cost of market entrance; guarantee/risk sharing products, which reduce or spread the risk of activities that are perceived to have high levels of risk; equity products, which work to share the equity risk among lenders; and technical assistance which can aid in developing the necessary enabling environment for certain climate activities to thrive.

Among climate action financiers, MDBs and multilateral climate funds (MCFs) represent leading sources of climate financing.²²² MDBs and MCFs often bridge the public and private sector by providing financing to government and private funded projects alike, and work to mobilize other sources of financing as well. In this role, they are able to play an “honest broker” between governments and the private sector, which enables more investment to occur with respect to the policy and regulatory landscape for climate related finance; and the private sector largely, including companies, banks, financial institutions, and investors.²²³

Historically, public-private partnerships (PPPs), which leverage public resources with private funds, have attracted and increased investment from the private sector in the climate finance space by helping to absorb the gap in risk-return expectations that would traditionally limit private sector investment.²²⁴ By leveraging the skills and capital of the private sector, a PPP structure can promote innovation, maximize technical and economic efficiency, and resilience while reducing public budgetary strain of capital investment. Many examples of successful PPPs exist, showcasing how innovative solutions can unlock capital in environments where funding was previously insufficient. One example is the “INOCAS Sustainable Palm Oil” project which improved the sustainability of agricultural practices in Brazil, with the added benefits of reducing emissions and improving the standard of living.²²⁵ Financing was unlocked through a public-private blended finance model that incorporated de-risking mechanisms, such as a grant that was only to be repaid if the company was profitable, which improved the risk/return profile of the project, incentivizing private investment.²²⁶ PPPs are not without issue though, Lu and Zetao (2019) highlight the limitations of PPPs with respect to equity specifically within international development. Equity concerns include donor motivation, stemming from donor country interests (political, business, etc.), profit seeking which can corrupt development outcomes, and investment bias away from the least developed countries.²²⁷

Green bonds are another way financiers can support investment for climate change solutions.²²⁸ Green bonds focus on low carbon investment and can apply to any number of eligible technologies and activities. These bonds can be applied to any debt format, and can be issued by central or local governments, banks, or corporations.²²⁹ The green bond market has been steadily gaining traction, with a range of countries, sectors, and use cases accounting for more than \$100 billion in new green bonds in the first half of 2019 alone.²³⁰ The highest growth is in the Asia-Pacific region, while Africa has struggled to get its market off the ground (markets do exist, they are just much smaller, and few bonds have been issued).²³¹

While the literature review focuses on mobilizing financing for climate action, it is important to note that there are also many ways stakeholders can improve the climate finance investment landscape. An enabling policy environment is one possibility, which could include phasing out fossil fuel subsidies and creating feed-in tariffs for low carbon technologies. More broadly, building markets and improving institutional and technical capacity can help sustain investment in climate activities over time.²³²

Investment in Mitigation

Finance related to mitigation actions is a sub-area under climate finance. Mitigation refers to actions “that will reduce or prevent emissions of greenhouse gases.”²³³ Much of the current investment in climate finance flows to mitigation activities, accounting for 93 percent of total flows in 2017/2018.²³⁴ Mitigation activities include, but are not limited to, renewable energy (RE), energy efficiency (EE), waste management to create energy or reduce energy consumption, agriculture and forestry, and “cleantech” such as clean transport and green buildings.²³⁵ Commitments from the 2021 United Nations Climate Change Conference (COP 26) have increased the opportunities for private sector investment, especially those working on “mitigation actions in developing countries and emerging economies.”²³⁶ RE is the primary destination sector for climate finance as of 2017/2018 at \$337 billion followed by low carbon transport at \$136 billion.²³⁷ RE projects use a variety of financing mechanisms. For example, the World Bank Group’s Scaling Mini-Grid initiative is using blended finance to mitigate demand risk with the expectation of mobilizing \$400 million in capital investment.²³⁸ Carbon markets are another innovative solution countries are using to meet their climate goals. Carbon markets are defined as “a market where countries can trade carbon credits generated by the reduction or removal of greenhouse (GHG) emissions from the atmosphere,” examples include transitioning from fossil fuel to renewable energy or increasing or conserving carbon stocks in various ecosystems such as forests.²³⁹ These markets can help mobilize finance by directing investment where mitigation actions make the most economic sense.

Investment In Adaptation

Finance related to adaptation actions is the other major sub-area under climate finance. Adaptation refers to actions that “reduce the risk, exposure or sensitivity of human or natural systems to climate change.”²⁴⁰ Adaptation actions are context specific and can take a

variety of forms, but their goal is to build resiliency and respond to the impacts of climate change that are already happening, as well as prepare for future impacts. Examples of climate adaptation actions include building flood defenses, setting up early warning systems for cyclones, and switching to drought-resistant crops. Investments in adaptation actions are most needed in communities and countries with the highest vulnerability to climate change effects. Key challenges remain in finding ways to mobilize private sector finance into adaptation actions. A 2020 UNEP report found that large financing gaps remain for developing countries related to adaptation projects and urges public and private actors to increase climate adaptation investments while using nature-based solutions.²⁴¹ Although there have been increases in financing for adaptation, it still represents roughly only five percent of the total pool of climate finance.²⁴² An Inter-American Development Bank (IDB) article analyzed past climate finance geared towards adaptation and found the largest barriers, other than access to capital, are transition risks and transaction costs, which include a limited understanding of adaptation benefits and the required scale for effective investment. These issues can be alleviated through government structures and reliable monitoring systems.²⁴³ The report emphasized the need for public-private approaches, such as those discussed above, which incorporate blended finance strategies. Existing examples include the CLIMADAPT program in Tajikistan which used MCF funding to partner with local banks and microfinance institutions to accelerate adoption of adaptation technologies to reduce water usage and soil erosion, which are important improvements as most of the impacts of climate change will be felt through the water cycle.²⁴⁴ A recent World Bank article laid out a blueprint for increasing private investment in adaptation and resilience, aimed at outlining what governments need to do to create an enabling environment. The steps include long term adaptation planning support, developing a national adaptation investment plan, completing a market assessment and pipeline screening, project preparation support, and downstream transaction demonstration.²⁴⁵

Climate finance has not been distributed evenly between adaptation and mitigation due to a bias for supporting mitigation given there is more of a measurable global benefit. The result is insufficient finance for adaptation, especially to the most vulnerable, with only four percent of climate finance going to the most vulnerable countries.²⁴⁶ Market forces are also at play, Islam (2022) shows that countries with better investment readiness were likely to receive more adaptation and overlap funds. Countries categorized as “most vulnerable” were likely to receive less funding than “moderately vulnerable” countries. Finally, countries within the Sub-Saharan Africa and South Asia regions, despite their higher climatic vulnerabilities, were likely to receive significantly less adaptation and overlap funding.²⁴⁷

Action Learning

ACTION LEARNING AND BEHAVIORAL SCIENCE

Reginald Revans, the pioneer of action learning, drew inspiration from Kurt Lewin's dictum, "No research without action, no action without research."²⁴⁸ Research is the key for action. Put differently, learning is the key for action or change. Revans defines learning as the combination of programmed knowledge (obtained through traditional instruction) and questioning insight (gathered through reflection). Action learning is intended to help address difficult problems with unknown solutions. It is a mechanism for peer groups to diagnose paths of action—through instruction, questioning, and reflection—to identify optimal solutions in "situations where there is no single solution."²⁴⁹ **Informed change therefore cannot occur faster than the rate of learning.**²⁵⁰

Action learning is distinct from traditional learning approaches. Traditional learning, typically in the form of lectures, is instructor-centered and the flow of information is one directional. Traditional learning focuses on delivering information about "what is known." By comparison, action learning focuses on "how we come to know" and redefining "what do we know." An action learning approach provides an environment for learners to share their knowledge and skills, question course material, and reflect. This type of environment prepares individuals for life-long learning and real-world application.²⁵¹ Indeed, an effectiveness study on action learning conducted from 2018 to 2020 found that active learning improved course performance and increased an individual's engagement in the course field.²⁵²

Action learning further falls under the umbrella of "learning by doing." It is distinct from other forms of learning by doing because it does not seek to change individuals' roles, functions, or responsibilities. Rather, action learning provides space for individuals to reflect, to question the status quo, and to optimize **their "present function in the organization."**²⁵³

Behavioral science is the study of human behavior through observation and experimentation. This field helps us understand how people are motivated—and how learning processes can be optimized to promote individual, team, and organizational change. Behavioral learning research has produced the 70:20:10 framework to describe where and how people learn best. This states that 70 percent of learning occurs from on-the-job experiences, 20 percent from peer interaction, and 10 percent through traditional learning, as outlined above. This framework reinforces the value of action learning, which offers a space for peers to collaboratively engage with real life challenges and opportunities.²⁵⁴ Action learning prioritizes the first two components by creating a space where peers can collaborate on and engage in real life challenges and opportunities.

An Action Learning Set

Action learning is traditionally designed to function through an action learning set. An action learning set is a group of four to nine individuals who are peers/colleagues and who volunteer to participate in the action learning process. According to Revans, the individuals' voluntary participation in the action learning set is a critical precondition to its success. Revans postulated that individuals only change behavior when they want to.



PHOTO: Walt Ratterman, Sunepi

An action learning approach provides an environment for learners to share their knowledge and skills, question course material, and reflect. This type of environment prepares individuals for life-long learning and real-world application.

Wanting to change one's behavior requires cognitive awareness of the need for behavior change.²⁵⁵ The members of the action learning set meet regularly to support each other in addressing a problem or opportunity by “listening, questioning, both supporting and challenging, exploring alternatives for action, and reflecting together on the learning from these actions.”²⁵⁶

An action learning set often engages in the context of an action learning classroom (ALC). Unlike a traditional classroom, ALCs are a multimodal, interactive, non-hierarchical environment. They utilize small-group discussion, breakout rooms, and various interactive technologies to promote engagement and facilitate collaboration. The multimodal environment provides instructors with the ability to quickly transition from knowledge delivery activities (such as brief lectures) to alternate forms of engagement and learning. This approach allows participants to receive and exchange knowledge and skills and collaborate on problem solving.²⁵⁷

The Role of the Facilitator/Instructor

As described above, an action learning set is an egalitarian space. There is no leader, per se. The action learning process is communal, and solutions should emerge from the group. The process of action learning does not necessarily require a facilitator, but many action learning processes utilize one and they are typically viewed in the literature as a valuable addition. When a facilitator is involved, their role centers on three main areas. First, a facilitator can support the establishment of ground rules for the action learning set. Ground rules are established to foster a safe environment for participants to share, respect opinions and views, and actively listen. Second, the facilitator directs topics of discussion. They may guide discussions away from less productive or less relevant topics and refocus the action learning set around roles, problems, or opportunities of interest. This helps to avoid unproductive and “circular grumbling.” Third, facilitators can encourage a problem-solving perspective. The facilitator can help the action learning set to “think about something from a different perspective” and foster “a mentality that is open to other ways of thinking and conducive to problem solving.”²⁵⁸

Coaches are similarly identified in the literature as a possible contributor to cultivating behavior change in action learning programs. The Fogg Behavioral Model identifies three elements as necessary to cultivate behavior change. Those elements are:

- **Motivation** to change behavior to achieve an identified goal;
- **Ability** to execute the desired new behavior;
- **Prompts**, or triggers, that cue individuals to implement the new behavior.

To address these elements, some practitioners promote the inclusion of coaching within an action learning model to best address where, why, and how people change behavior. Coaches can support each of these three elements by helping to sustain momentum for change (motivation), combining knowledge with consistent practice (ability), and identifying ways to integrate new behaviors into work processes (prompts).²⁵⁹

While much of the literature on action learning highlights the value of a neutral, external facilitator and the positive effect of a coach, others argue that reliance on an external facilitator is contrary to the philosophy of action learning as a communal, egalitarian, reflective exercise. Revans argued that the facilitator should be removed from the set “at the earliest possible moment,” if one was brought in at all.²⁶⁰ Revans identified several potential downsides of a facilitator. The action learning set may become reliant on the facilitator. Such over-reliance can diminish the ability of the action learning set to adopt the skills required to “take full control of their learning.”²⁶¹ Additionally, the facilitator may hinder open and productive discussion about challenging issues. Participants may be reticent to discuss such issues in the presence of a facilitator. To combat these potential negative effects of a facilitator, it is important that organizations consider the needs of the action learning set at the outset to determine the level of facilitation that is required by the set.²⁶²

Frameworks for Action Learning

Most models for organizational development reflect, implicitly or explicitly, the principles of action learning. For example, the Drexler-Sibbet Team Performance Model consists of seven phases: (1) orientation, (2) trust building, (3) goal clarification, (4) commitment, (5) implementation, (6) high performance, and (7) renewal.

In the first three phases, the team prepares for action learning by developing a purpose, cultivating trust in one another, and drafting strategic goals. In the fourth and fifth phases, the team commits to a course of action and allocates resources, asking questions such as, “who does what?”, “when?” and “where?” Once the team masters its processes and begins to achieve its strategic objective, the team enters the sixth phase. At this phase, each team member begins to act as part of a whole, allowing the team to achieve a productive flow. The seventh and final phase emulates the traditional action learning process of reflection. During this phase, the team reassesses commitment, learns from accomplishments, and builds best practices for a future project or team.²⁶³

Figure 4. Drexler-Sibbet Team Performance



Personal Versus Cultural Change

According to Revans, action learning is about self-development. Individuals are responsible for their own self-development, regardless of seniority. This principle reinforces the precondition that action learning set participants must be volunteers—people who choose to be there are more likely to recognize the need for, and then enact, change. The action learning set supports organizational development by including many voices in decision-making.²⁶⁴ Frameworks applicable to action learning, such as the Drexler-Sibbet Model discussed above, reflect the connection between individuals and organizations. There must be trust, clarity, and commitment from individuals to collectively change to address a specified goal, problem, or opportunity. **Personal behavior change is not only necessary for broader organizational change—it is the mechanism for organizational change.**

Capacity Building

Action learning's unique approach is described as contributing to positive outcomes and increased capacities at the individual, team, and organizational levels. At the individual level, participants in action learning processes report increased self-confidence; improved awareness of how assumptions, beliefs, and attitudes influence decisions; and enhanced ability to reflect on personal experience to promote learning. At the team level, action learning develops mutually respectful working relationships; enhances collaboration and breaks down silos; and fosters leadership and team engagement. At the organizational level, action learning promotes a culture of staff engagement, helps to resolve business challenges, and establishes a collaborative and safe working environment.²⁶⁵

The ability of action learning to promote such positive outcomes hinges on the centrality of reflection in the action learning process. Reflection is a purposeful action defined as “the intentional attempt to synthesize, abstract, and articulate the key lessons learned from an experience.”²⁶⁶ Research has found that after reaching a certain level of experience with a task, the benefits of reflection outweigh the benefits of continued practice with the task. A field experiment conducted with employees at a large business-process outsourcing firm found that when provided additional time to practice or reflect on a task, the individuals who reflected outperformed those who simply practiced more. Interestingly, when allowed to choose between practice and reflection, the majority of individuals opted for more practice. The study suggests that individuals need to be guided toward reflection, as it is not the natural choice for many. Furthermore, reflection increases perceived self-efficacy, which is defined as “the belief in one’s capabilities to organize and execute sources of action required to manage prospective situations.” In other words, **reflection builds self-confidence and translates to increased capacity.**²⁶⁷

Barriers And Preconditions To Action Learning

Despite the countless benefits of action learning, there are barriers to its use. Action learning often requires a facilitator; even when used sparingly and only at the start, a facilitator is a cost that not all organizations can absorb. The cost of an action learning facilitator is reportedly often greater than the cost of a traditional learning instruction; action learning requires significantly more time to prepare, given the multi-modal, interactive approach that typically spans multiple sessions.²⁶⁸ Because action learning takes place over multiple sessions, it also increases the time required from participants. This may be discouraging and generate a negative mindset among participants, who may struggle to incorporate it into their workflow and perhaps feel that traditional knowledge methods are more efficient.²⁶⁹

Power hierarchies and power dynamics also play a role in action learning sets. Power can be defined in terms of control; power is a relational resource that is unequally distributed, corresponds to the different kinds and quantities of resources that an individual or group can access and control, and is sustained through social divisions such as gender, age, caste, class, ethnicity, race, religion, and education, among many others and further solidified through the law.²⁷⁰ Despite carefully populating an action learning set with volunteer peers and utilizing approaches to help participants identify and diminish opinions regarding power within a group, negative power dynamics can continue to emerge. Available literature on the existence and effect of hierarchies within action learning sets is limited. However, one study examined hierarchies within an action learning set of master's program students within a university. They were asked to reflect on "what's it like being in an action learning set?" The study found that inequalities in academic and professional qualifications shone through. Participants who perceived themselves as being on the lower end of these hierarchies experienced self-doubt regarding their ability to contribute to the action learning set; they reportedly engaged less in the set. Furthermore, organizational or occupational seniority dampened the effectiveness of the action learning set. Individuals who held dissimilar positions had a limited understanding of each other's roles and responsibilities, which limited questioning insights. In instances where an individual was a subordinate to another in the group, they expressed feelings of intimidation.²⁷¹ Assertiveness, or dominance of the action learning set by certain individuals, also created negative feelings among set members. All these hierarchies—academic and professional qualifications, seniority, and dominance—can change over time.

Action Learning In Practice

PwC conducted an action learning exercise titled, "Fostering Cultural Change by Harnessing Ideas from the People Inside, for the People Inside." PwC was experiencing performance issues that affected internal performance and, consequently, performance with clients. A company-wide survey found that performance issues differed across 80 offices in the United States. Custom solutions were needed. In response, PwC leveraged two tools: the Marketplace of Ideas and

the Innovation Stockmarket. The Marketplace of Ideas was a process to collect a broad spectrum of perspective and ideas through a series of increasingly focused thinking exercises toward the identification of a set of practical steps. Each office brought forward particular issues, and through the Marketplace of Ideas, shared thoughts, aligned around the issues, and developed ideas and recommendations. After the Marketplace of Ideas, PwC implemented the Innovation Stockmarket. In this exercise, employees were divided into a sales team and a venture capitalist team, where ideas were "sold" and "invested in." The ideas with the highest investment were selected and implemented in the office. The exercise allowed for the voices of all individuals to be heard, resulting in increased care and commitment for improving the work environment and making cultural shifts to address unique challenges.²⁷²

The mining company Anglo American administered an action learning exercise, titled "Change Agents: Leaders Tapped to Turn New or Structure into Growth." At the time of the exercise, Anglo American recognized its organizational structure was hindering opportunities for global growth. To support cultural renovation, leaders participated in a year-long learning module to be agents of change for personal growth and, by extension, for organizational renovation through team transformation. In the first module, Leading Self, coaches supported participants to interpret 360 feedback to identify areas for improvement. In module two, a Learning Lab provided a safe space to practice acquired knowledge, skills, and behaviors to address those areas of improvement. In the Learning Lab, participants worked in groups of eight to ten through series of mental exercises wherein they experimented, explored, and tested abilities. In the final module, Learning Business, participants presented proposals to an executive committee. Overall, the intervention provided a sense of heightened importance for participants as it demonstrated the company was investing in their future, which in turn led to high staff retention. Additionally, supervisees reported increased engagement by supervisors.²⁷³

Action Learning Within USAID

USAID's Collaborating, Learning, and Adapting (CLA) Framework reflects key principles of the action learning process.²⁷⁴ CLA is an approach that can and should be integrated into existing processes across a range of disciplines. The three components of CLA—collaborating, learning, and adapting—are an iterative process and are not necessarily linear.

Collaborating refers to collaboration internal to USAID and with external partners. Individuals identify and prioritize teams, offices, and stakeholders for strategic partnership; determine how to engage identified groups; and schedule regular communication. The newly formed group then engages in intentional learning by reviewing the available technical evidence base, questioning assumptions (often found in programmatic theories of change), and identifying and responding to opportunities and risks through scenario planning. Traditional Monitoring and Evaluation (M&E) can provide important data to support these learning activities. Adaptation activities, like pause and reflect sessions, help group members reflect on the outputs of the learning activities to inform decision making.²⁷⁵

By implementing the CLA framework, individuals, teams, Offices, Bureaus, and the Agency can undergo transformation. Transformation, however, is reliant on enabling conditions, such as culture, processes, and resources.²⁷⁶ Literature identifies the following conditions as critical for an enabling environment:²⁷⁷

- Curious individuals with a "growth mindset" who are capable of empathizing with colleagues;
- Teams with high levels of trust and "psychological safety";
- Leaders;
- Frontline staff and local partners with decision-making autonomy; and
- Decision-makers who demand, define, and interpret evidence

These conditions, combined with the application of a CLA Framework, contribute to organizational transformation and positive development outcomes. A 2020 literature review of the CLA evidence base expands on this concept.²⁷⁸ Strategic collaboration and allocating time to pause and reflect, amongst individuals and teams, was found to yield improved learning and performance. Continual learning is directly linked to job satisfaction, feelings of empowerment, and employee engagement. Furthermore, positive development outcomes are linked to data-driven CLA activities. Specifically, when M&E activities inform program management, support learning, and are included in decision making, informed adaptation can be made to promote more program effectiveness. Lastly, positive and sustainable development outcomes are often a result of adaptive management. This type of management is reflective of leadership support, public support, investment in time, and locally led development solutions.²⁷⁹

USAID Capacity Strengthening

Building upon the CLA Framework, while emerging, there is evidence to suggest that USAID – as an Agency – is exploring opportunities to enhance awareness of and employ action learning principles among its workforce to strengthen capacity. For example, USAID websites consistently provide access to tools, courses, and bodies of evidence for its employees to proactively engage with. USAID University, one such website, serves as USAID's learning management system and provides online and in-person learning courses for employees to gain knowledge about CLA in the program cycle, among others, including, "Introduction to Collaborating, Learning, and Adapting (CLA)," and "Better Development Programming through Collaborating, Learning, and Adapting (CLA)."²⁸⁰ The USAID Learning Lab further provides CLA Evidence Collection and CLA Case Studies.²⁸¹ The CLA Maturity Tool is also a predominant resource for groups to think deliberately about problems and opportunities while using the framework.^{282, 283} Furthermore, the Program Cycle Mechanism is a technical and advisory tool that supports Operating Units in strategy development; evidence-based project and activity design; monitoring; evaluation; and CLA.²⁸⁴

Beyond enhancing awareness, the Office of Human Capital and Talent Management/Center for Professional Development (HCTM/CPD) recognized an apparent gap in the dichotomy between the technical skills USAID staff are most often hired for and the management and relationship-building skills that are required to complete their day to day tasks as captured in the Federal Employee Viewpoint Survey. To address this concern, as highlighted in a recent USAID CLA Case Competition, HCTM/CPD designed and facilitated the Supervisor Certification Course (SCC) to support "continuous learning through a combination of classroom and virtual learning, supported by just-in-time job aids and coaching support."²⁸⁵ Notably, the SCC integrated action learning projects to ensure "practice, application and knowledge management with the broader unit, team, mission or bureau."²⁸⁶ Ultimately, SCC sought to integrate action learning into its capacity strengthening efforts to equip USAID staff to "better manage and supervise its multicultural and diverse workforce."²⁸⁷

The USAID Respectful, Inclusive, and Safe Environments (RISE) learning and engagement platform represents another promising example of how USAID is integrating action learning within its efforts to improve knowledge and skills. Since June of 2020, more than 6,100 USAID staff have received training through the RISE platform, including a third of the USAID workforce and more than half of leadership. A six-month pilot, the RISE Inclusive Leadership Seminar was designed to bring together leaders across the Agency to catalyze action on diversity, equity, inclusion, and accessibility issues. Specifically, RISE is “grounded in principles of CLA and places a strong emphasis on adult learning best practices such as scenario-based learning.”²⁸⁸

Despite these examples - among others, however, on a whole – USAID’s approach to strengthening knowledge and skills whether through its internal training program or available resources center on traditional training and knowledge sharing methodologies that projects information in a relatively unilateral direction from instructor to student.

Renovating Organizational Culture

What is organizational culture? Answering this foundational question first requires defining culture more broadly. While a single definition does not exist in the literature, it is generally agreed that culture is shared, learned, and adaptive, and comprises at its core “what people think, what people do, and what people make.”²⁸⁹ The same concepts apply when we consider organizational culture. Dr. Edgar Schein of MIT’s Sloan School of Management, considered by many as the ‘father’ of organizational development, defines organizational culture as “a pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems.”²⁹⁰ So while organizational culture informs the way people “perceive, think, and feel,” it is the people within the organization who—consciously or unconsciously—develop, realize, and sustain that culture. Changing organizational culture is not easy, nor is it generally a quick process.²⁹¹ However, recognizing the active role members of an organization play in generating and sustaining culture means recognizing the power of organization members to *change* their culture. Borrowing the language of thought leader Kevin Oakes, this literature review refers to organizational culture change as organizational culture renovation.²⁹²

The remainder of this section will reflect the concepts found in literature on various facets of understanding organizational culture renovation, including approaches to organizational development and mechanisms for behavior change to renovate culture, how to create an enabling environment for culture renovation, the role of power dynamics in culture renovation, and approaches to measuring culture renovation.

Approaches to Organizational Development and Behavior Change

As the above quote by Dr. Schein exemplifies, common models for organizational culture renovation have behavior change at their heart. Numerous models, including the McKinsey 7S Framework, Lewin’s Three Step Change Model, Kotter’s 8 Steps Model, and the Organizational Culture Assessment Instrument (OCAI), establish the centrality of people and shared behavior in the culture renovation process.²⁹⁴ Different models of culture renovation, however, conceptualize differently the ‘where’ and ‘how’ of behavior change. Considering that only 15 percent of corporations would describe their efforts of cultural renovation as successful, it is critical to understand what the mechanisms for behavior change are, and how organizational culture renovation occurs.²⁹⁵

Dr. Schein’s seminal research on organizational culture establishes three dynamic and interconnected cultural drivers: artifacts, espoused values, and underlying assumptions.²⁹⁶

- Artifacts are the surface-level phenomena of organizational culture. They comprise the visible symbols, organizational structures/hierarchies, processes, and rituals that help to establish a common organizational identity and bind individuals into a larger whole.
- Espoused values are the formal written values, principles, and strategies of the organization.



“Use the word [culture] less and use words like, I want to change behavior; I want to change a value.”

Dr. Edgar Schein²⁹³

- Underlying assumptions comprise the foundational values of how an organization operates. They are unwritten but widely understood. They are commonly viewed as “non-negotiables” and “nondebatable.”

Any actor hoping to renovate culture must first understand these visible and invisible cultural drivers. It is essential to understand these drivers individually and how they interact, including where drivers align, where they contradict each other, and whether the espoused values are aspirational or reflect what really happens.

Keeping these complex culture drivers in mind, we can better understand models for the behavior change that drives culture renovation. Some models offer a simple, linear representation of the mechanism for behavior change. For example, Lewin’s Three Step Change Model (see Figure 4) characterizes the cultural renovation process as unfreezing the existing culture to prepare for change, implementing that change, and refreezing or sustaining the new culture.²⁹⁷ While straight-forward and rational, this linear model excludes natural “human feelings and experiences” that can impact culture renovation in positive and negative ways.²⁹⁸ Managing enthusiasm and motivations, as well as resistance and aversion, at every stage of the culture renovation process is critical. Iterative engagement with human emotion as part of the change process—and, critically, during the “refreeze” component after change occurs—is omitted in such linear models.

Figure 5. Lewin’s Three Step Change Model

Chip and Dan Heath made engaging human emotion a central aspect of their noted behavior change model, which utilizes the analogy of the elephant, the rider, and the path.²⁹⁹ The elephant is the



emotional part of the brain, the rider is the rational part, and the path is the broader environment we operate in.³⁰⁰ Change requires three things: you must “direct the rider” by following “bright spots” (i.e., things that are working) and identify a specific destination; you must “motivate the elephant” by cultivating a sense of identity and instilling a growth mindset; and you must “shape the path” by tweaking the environment to support new behaviors and identities.³⁰¹ Indeed, the elephant, or emotional side, is arguably the most important component in the behavior change equation. As Dan Heath said, “above all, we need enthusiastic elephants” and that “sparks [for change] come from emotion, not information.”³⁰²

Alternative, non-linear models reinforce change “as a multifaceted, messy, problematic, subjective and iterative process (rather than as a simple linear trajectory connecting intervention to outcome).”³⁰³ Such models—such as Peirson et al.’s Ecological Process Model of Systems Change—focus on the complex interplay of forces at the macro, meso, and micro levels that inform both individual and group beliefs, behavior, and actions. Such approaches put individuals at the heart of culture change efforts while recognizing that individuals are themselves influenced by myriad factors that emanate from the larger group. “Through this widened and compound perspective, individual, social, and system challenges and changes are viewed within synergistic and embedded contexts.”³⁰⁴ Individuals and the systems within which they operate each influence—and are influenced by—the other. In a way, this non-linear model expands on the “path” element of the Heath model by emphasizing the strong and iterative effect that contexts have on individuals (and vice versa) as a critical way to understand how change happens.

USAID is increasingly incorporating the comprehensive, systemic approaches found within these models for behavior change and organizational development within internal capacity building efforts. The Building Better Programs Guide—developed as part of the Knowledge Management Collection resource toolkit created with support from the USAID Bureau for Global Health, Office of Population and Reproductive Health—reflects important principles for behavior change in its Theory of Change. It is not a training program per se, but a tool to generate, capture, synthesize, share, and assess knowledge in a participatory, equitable manner that promotes learning, action, and behavior change for improved programming results.³⁰⁵ By explicitly addressing equity, cultural relevancy, and other key concepts throughout the knowledge management process, the Building Better Programs Guide reflects components of the behavior change models discussed above, which emphasize the need to address broader contextual forces that can drive or inhibit behavior change. While developed specifically for health sector programming, this model could be applied to diverse technical sectors.

Similarly, the Capacity Building Strategy for the water security, sanitation, and health (WSSH) sector reflects the need to work at the “macro, meso, and micro” levels, per the Peirson et al non-linear model

of behavior change. Within the WSSH Capacity Building Strategy, these are the individual, community, and organization levels. The Theory of Change further reflects the “elephant, rider, and path” approach by addressing knowledge, motivation, and systems: “IF USAID WSSH Leads have the technical knowledge, evidence-based resources, social support and motivation, and supporting structures in place THEN WSSH Leads will be able to apply best practices, systems, process, and tools to design, manage, learn from and adapt WASH programs.”³⁰⁶

Regarding external capacity building efforts, USAID guidance and assessment documents reflect the primacy of action learning as a capacity building methodology. A series of 2019 papers supporting the Self-Reliance Learning Agenda examined how development practitioners should approach strengthening organizational capacity with local actors. The authors “emphatically argue that local organizations must — and can — build their own capacity” and cite the consensus among researchers that action learning, including experiential approaches, mentoring, and peer-to-peer learning, among others, and the recommended tools to promote behavior change and organizational development.³⁰⁷ Indeed, USAID’s Local Capacity Development Policy includes in its guidance the need to “develop diverse capacities through diverse approaches,” including through learning by doing (i.e., action learning) models. The policy explicitly states that traditional forms of “training will not be [USAID’s] default approach to local capacity development.”³⁰⁸ The guidance further includes listening to local actors and understanding the context before embarking on capacity development and taking an iterative, reflective approach to identify and mitigate any unintended consequences.

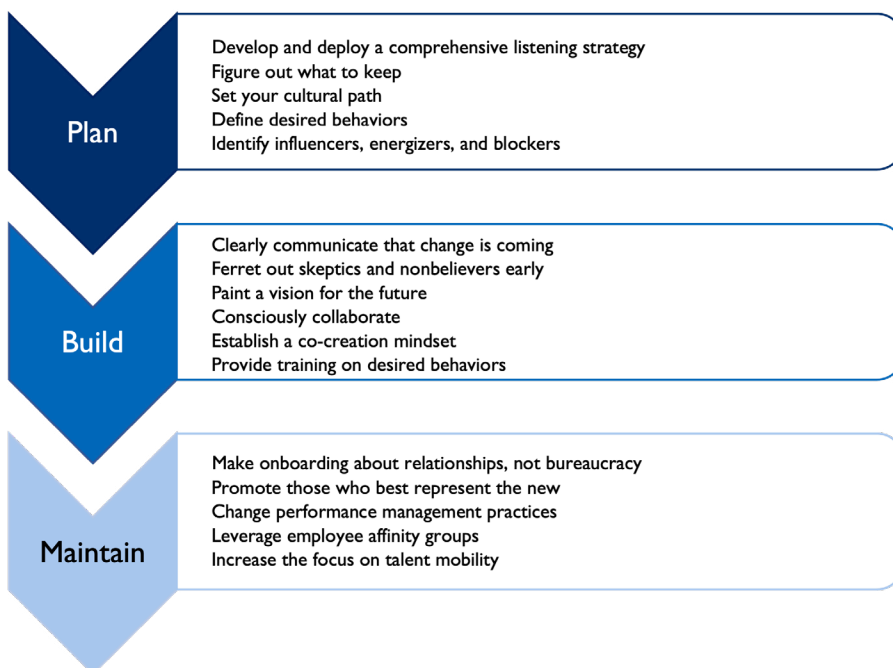
Creating an Enabling Environment for Organizational Development

Creating an enabling environment for organizational culture renovation requires thoughtful engagement with structures, processes, and their interplay at the macro, meso, and micro levels. **Collaboration from members at all levels of the organization is key to successful culture renovation, and thought leaders agree that collaboration must start at the very beginning.**

Numerous researchers and practitioners within the field note that the first step of any organizational culture renovation is for the organization to collectively understand the current culture and identify what aspects of it need changing. As Kevin Oakes presents in his book *Culture Renovation: 18 Leadership Actions to Build an Unshakeable Company*, the first stage of any culture renovation is planning. This planning stage comprises six individual steps that merge the power of leaders with the importance of approaching the endeavor collectively as an organization (see Figure 5). Indeed, Step 1 of the planning stage is to “develop and deploy a comprehensive listening strategy,” followed by “figure out what to keep.”³⁰⁹ These steps allow leaders to understand the current culture, identify what aspects of it that people value, and ensure planned change reflects the needs of the group, rather than making assumptions about the current culture and unilaterally dictating changes that may or may not be relevant.³¹⁰

Figure 5. Kevin Oakes’ 18-step culture change blueprint

Among practitioners of cultural renovation, USAID/Senegal operationalized this philosophy in its own efforts to renovate its organizational



culture. The Mission developed an action plan for cultural renovation through an “intentional and highly consultative process [that] prioritized people.”³¹¹ Using the Federal Employee Viewpoint Survey (FEVS), management identified areas that scored particularly high or low, or where there was significant discrepancy in scores between Direct Hires and Foreign Service Nationals. Instead of immediately developing an action plan to address these areas, Mission leadership—with the support of an external facilitator—chose instead to circulate the selected findings to all staff. Through a series of mini-retreats, breakout sessions, and plenary groups, the Mission deliberately created space for staff to reflect on the findings and share their perspectives. The facilitated approach “focused on strengthening relationships through information and perspective sharing,” and grounded the process in a shared understanding of organizational strengths and challenges. Including these planning steps as part of the formal culture renovation process produced some ‘quick wins’ by setting the tone for positive interpersonal engagement, trust, and synergistic support at macro, meso, and micro levels. Such ‘quick wins’ are broadly cited in the literature as an important mechanism to generate and sustain both enthusiasm and momentum in the culture renovation process.

Culture renovation—and the behavior change that underpins it—requires more than just open communication, cooperation, and trust. While much of the literature focuses on these aspects of culture renovation, it is important to note the role of new technical skills in driving behavior change for culture renovation. The ecological process model of systems change contains what Peirson et al. call the “Change Succession” stage. During this stage the system actively evolves through the introduction of new resources, adaptation of existing entities, and alteration in the interdependence of system entities, agents, and functions. While often overlooked, “tangible and intangible resources may be added to, reallocated within, and/or removed from the system” to support the culture renovation process. These resources may be financial or human resources, specific tools or technologies, or technical skills delivered through trainings, workshops, courses, etc.³¹² Leadership capabilities, talent acquisition and management, and staff performance metrics also play a role when it comes to resources and processes that promote culture renovation. As Peirson et al. make clear, enabling culture renovation requires thoughtful and cooperative adaptation of technical skills and interpersonal skills (vis-à-vis enhancing the ‘interdependence’ of system agents) within the context of a supportive environment. This concept was effectively summarized by Satya Nadella, Microsoft CEO, who oversaw a culture renovation within the corporation, who described “growth mindset” as the key factor in generating behavior change toward culture renovation.³¹³ Empowering and resourcing individuals as part of a cultivated, dynamic whole is imperative for behavior change towards culture renovation.

The Roles of Power Dynamics and Supervisor Engagement

Within the context of behavior change for culture renovation, power dynamics emerges as an important consideration. Intra-team power dynamics reflect competition for power between members of a group and are informed and exacerbated by ideas of social class, gender, race, and cultural identity.³¹⁴ As explored in the above sections, successful culture renovation requires understanding and engaging with the holistic complexity of organizational culture. As the ecological model makes clear, we must understand culture—and culture renovation—through its individual components and their relationships with each other. Power dynamics are inherent when considering these relationships. Power dynamics can be formal and visible—such as through the clear delineation of power through organizational hierarchies. Power dynamics can also be informal and invisible, with members operating along implicit lines of authority. All of this can be exacerbated by unspoken ideas about class, gender, race, and other identifiers.

Building a coalition for change. As noted above, experts in organizational development agree that successful culture renovation requires an inclusive, collaborative approach that combines leadership with bottom-up inclusivity. Taking an inventory of the organization’s formal and informal power structures provides rich insight on how the organization operates, where change is needed, and what players are key to the process. Within any organization there are likely “influencers and energizers” who are key to making the organization run but who are “buried in the hierarchy of the organization” and are often “hidden” to senior management.³¹⁵ Identifying and obtaining the support of these informal power brokers is key to the success of the culture renovation endeavor. These “hidden” power players are critical to building a coalition for change within the organization. Indeed, resistance to change is one of the top two reasons why change efforts fail, according to a 2007 survey conducted by the Society for Human Resource Management (SHRM). Culture renovation can be interpreted as reducing an individual’s power compared to the “old way” of doing things.³¹⁶ Winning support from informal power brokers within the organization is an important mechanism of combatting broader resistance and cultivating support.

Building trust within the organization. Altering how members of an organization interact with each other requires changes to the artifacts, espoused values, and underlying assumptions that comprise the organization’s culture.

In addition, culture renovation will likely require changes in how members of the organization perceive themselves and others, which may require difficult but necessary discussions around class, gender, race, and other identifiers that can define intra-team power dynamics. USAID/Senegal provides an excellent example of pursuing these challenging reflective exercises and discussions.

The Mission utilized breakouts based on hiring mechanisms (allowing participants to self-select into groups) to provide safe spaces with peers to discuss issues relating to the Mission culture. Plenary debriefs with mixed groups provided a collaborative space for different groups to share their views with the whole. This approach offered “both a safe space to surface issues as well as an open forum to share the different perspectives widely. [...] iterative meetings about the [FEVS] findings developed levels of trust required to discuss concerns that were previously swept under the rug.” USAID/Senegal additionally used an outside facilitator—rather than Mission leadership who were part of the internal power dynamic—to promote open and honest discussion.³¹⁷

Measuring Organizational Development and Improvement in Skills, Knowledge, and Behaviors

Measuring organizational development is an important part of the culture renovation process. Thought leaders agree that it should be planned for and clearly defined from the start. Indeed, Kevin Oakes includes monitoring and evaluation (M&E) planning within his Phase I: Planning stage of culture renovation, demonstrating the importance of planning for this aspect from the start. The M&E component is included in Phase I Step 6: determine how progress will be measured, monitored, and reported.³¹⁸ This can serve as a useful exercise to help define what should change, and what is expected to replace the current status quo.

Literature on assessing the effectiveness of partnerships is relevant for our purposes in measuring organizational development. As the ecological model makes clear, partnerships at various levels are a key aspect of organizational culture and an important level of culture renovation. By understanding organizational culture as a partnership of individuals, we can assess the partnership along various indicators. These can include how individuals are oriented and onboarded into the partnership; whether the defined goals of individuals are being met by the partnership, and whether the broader objectives of the partnership as a whole are being met; if decisions reflect the desires of one individual or the collective; what channels exist to identify areas where adaptation or modification may be needed and how such feedback is addressed.³¹⁹ In this manner, USAID/Senegal has used the annual FEVS data to inform the launch of their culture renovation process, and as a way to check in on progress.

Additionally, the CLA Maturity Tool, described earlier in this literature review, can be utilized to measure organizational development and improvement in key areas. The CLA Maturity Tool guides organizations through a reflective assessment to examine the extent to which CLA is integrated throughout the program cycle and the extent to which the “organizational culture, processes, and resource allocation support CLA institutionalization.”³²⁰ In addition to providing a framework for self-assessment, the matrix can help organizations establish a vision, focus their action plan, and measure progress over time.

Beyond the CLA Maturity Tool, the literature review did not find any internal tools or systemic efforts to measure organizational development, including culture change or even at an individual level meaningfully measuring knowledge and skills improvement beyond pre-and post-testing, within USAID. Externally, however, for programs fully or partially funded by USAID, routine data about training programs and participants must be uploaded to the USAID TraiNet system.³²¹ Standard indicators support the measurement and reporting of external capacity development efforts, including standard indicator CBLD-9: “Percent of USG-assisted organizations with improved performance.”³²² CBLD-9 is calculated by dividing the number of organizations with improved performance by the number of USG-assisted organizations receiving organizational capacity development support. Capacity development is distinct from culture renovation, but similar principles apply. Notably, USAID directs stakeholders to “identify key performance metrics in line with [the] objectives” defined by the organization. Given the emphasis of inclusivity and collective ownership in the models of culture renovation, metrics for culture renovation should similarly align with the objectives of the culture renovation effort.

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Annex 4: Data Collection Tools and Instruments

KII Protocol – Introduction

Interview Information
Date
Interviewer Name
Primary Notetaker Name

Thank you for taking the time to talk to me. My name is [INSERT NAME]. With me, is my colleague [INSERT NAME], who will also participate in today's discussion by asking questions and taking notes. We are from DevTech Systems Inc., a U.S.-based international development advisory firm.

The United States Agency for International Development (USAID), Africa Bureau Division for Economic Growth, Environment and Agriculture (EGEA) has contracted our team to conduct a Learning Review for the Climate and Finance Practicum. The purpose of the learning review is to (1) assess the extent to which the practice achieved its learning objectives and to (2) assess the effectiveness of its approach to behavioral change to identify what worked, what did not work, and how change happened. Through this learning review, we also hope to (3) identify key factors, conditions, and/or behaviors that supported and/or inhibited the practicum's effectiveness and provide recommendations to highlight opportunities for greater impact and scalability. We hope to (4) collect evidence to determine where, if at all, Mission teams adapted their ALP's design, theory of change, or implementation approach based on learning garnered from the practicum and to (5) examine how learned competencies from the practicum address and/or support the strategic objectives outlined in USAID's Climate Strategy. Finally, as part of the learning review, we plan to (6) assess how the CFP adapted to apply learning from PIVOT 1.0 and 2.0 as well as throughout implementation to renovate the culture among the participating Missions.

To inform the learning review and achieve these stated objectives, I would like to ask you questions related to your experience with the Climate and Finance Practicum.

This interview will last approximately one hour (1h). With your permission, I would like to audio record this session for report writing and analysis purposes only. The recordings will be stored on our secure server and destroyed once we complete our analysis. Is this okay with you?

Yes

No

In addition, I wanted to note that your participation in this interview is completely voluntary, you may decline to respond to our questions or end the interview at any time. The learning review team will make every effort to protect the anonymity and confidentiality of our discussion. Your responses to this interview will be aggregated in an anonymous data set, and the data we collect will only be used to present aggregate responses to our learning questions. We hope you will feel comfortable providing honest feedback on your experiences and points of view.

Do you understand that this is an anonymous and voluntary interview that you can end at any point, and are you still willing to participate?

Yes

No

Respondent Information	
Respondent Name	
Respondent Mission	
Respondent Title	

Respondent CFP Role	
Stakeholder Type	
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Non-binary <input type="checkbox"/> Refusal

KII Protocol – CFP Participants

LR LO 1: Assess the extent to which the CFP achieved its learning objectives.

1. Can you tell me what the Climate and Finance Practicum (CFP) is?
 - a. What was the objective or purpose of the CFP?
 - b. What were you most excited to get out of the CFP?
2. To what extent did the CFP achieve its purpose or objectives? Meet your expectations?
 - a. Reflecting on your expectations for the CFP, to what extent do you think the CFP was a success? In what ways was the CFP valuable? Can you provide a few examples?
3. To what extent do you feel that have you and your colleagues grown and/or demonstrated progress in: (*probe for specific examples*)
 - a. Strengthening your individual and your team’s knowledge and skills related to climate and the application of a climate lens across programming,
 - b. expanding your individual and your team’s familiarity of ways to and pursuit of financing climate action,
 - c. increasing your individual and your team’s understanding and utilization of USAID’s Collaborating, Learning, and Adapting(CLA) framework to improve programming,
 - d. building and refining leadership skills to in efforts to be catalysts for change and establish strong teams within their respective Missions.

LR LO 2: Assess the effectiveness of its approach to behavioral change to identify what worked, what did not work, and how change happened at each of the three intervention levels: individual, team, and Mission – as well as the sustainability of the observed results from PIVOT 1.0 and 2.0.

4. What worked well about CFP activities? What did not work well?
5. **Structure:** We understand that each week participants engaged in two sessions: one session in which participants would acquire knowledge through instruction on key topics and a second session to apply and integrate knowledge. Reflecting on this structure, what did or did not work well?
 - a. Each “acquire knowledge” session included a Climate Action, CLA, and Communication and Leadership Practice Statements or, if you will, session-specific objectives. To what extent was this integration approach (focusing each week on introducing a new Climate Action, CLA, and Communication and Leadership statement) successful or unsuccessful?
Were the topics relevant and timely considering the current context in which the Mission operates and maturity of your Mission?
What topics did you consider most useful? Were there any you thought were less helpful or relevant?
 - b. With respect to the “apply and integrate knowledge” sessions, to what extent do you feel that these sessions were useful in applying your new skills and learnings to your work? To what extent were these activities relevant to your current work?
What methods of “applying and integrating knowledge” did you find most effective? Ineffective? (Mission Team Coaching, Peer Assist, ALP Prime Time, Front Office Champion Support, and Supervisor 1:1)
To what extent are you hoping to continue your coaching sessions and/or front office check-ins? Why?
To what extent do the skills, competencies, and behaviors learned translate into your everyday work? Have you integrated these skills and learning into other aspects of your work beyond the pre-identified Action Learning Project?
6. **Sequencing:** Reflecting on the composition of the CFP, how did you find the flow of information and sequencing of sessions? What about the composition of each session (i.e. mindful moment, review of competencies, technical content, and appreciative close)?
 - a. Did you feel that the time allotted to each session and the respective components of each session were appropriate? Sufficient?
 - b. To what extent did you feel like 16 weeks/80 hours was sufficient to achieve the CFP’s stated objectives? Please explain.

7. **Hybrid:** Taking into consideration the new working environment in which we find ourselves, how do you feel that the CFP implementation team adapted to a hybrid working environment? What worked well? What could be improved?
8. To what extent would you consider the CFP equally accessible to men and women, persons with disabilities, and USAID staff representing minorities and/or other vulnerable populations? Can you provide an example of why you feel this way?

LR LO 3: Identify key factors, conditions, and/or behaviors that supported and/or inhibited the CFP's effectiveness and provide recommendations to highlight opportunities for greater impact and scalability.

9. Reflecting on your team's engagement throughout CFP, what factors or variables would you say contributed to the level of effectiveness of your Mission's engagement in the practice? What factors inhibited its effectiveness?
10. Looking ahead, are there any preconditions you would suggest other Missions have in place prior to participating in the CFP or a similar learning experience to ensure their success?

LR LO 4: Collect evidence to determine where, if at all, Mission teams adapted their ALP's design, theory of change, or implementation approach based on learning garnered from the CFP.

11. Reflecting on where your Mission's ALP was at the start of the CFP to where it is today, to what extent did your Mission's ALP change overtime? What influenced these adaptations
12. In what ways did the CFP support and/or help facilitate the adaptation of your Mission's ALP? In what ways did it inhibit?

LR LO 5: Examine how learned competencies from the CFP address and/or support the strategic objectives outlined in USAID's Climate Strategy.

13. To what extent is your Mission more prepared to address the objectives outlined in the USAID Climate Strategy? Which objectives are you and your team most focused on
14. To what extent have you observed increased climate and climate finance competencies by team members?
15. To what extent/How does the CFP prepare participants to address climate change and climate justice within the agency?
16. To what extent does the CFP prepare participants to access climate financing for USAID programming?

LR LO 6: Assess how the CFP adapted to apply learning from PIVOT 1.0 and 2.0 as well as throughout implementation to renovate the culture among the participating Missions.

The learning review team will assess progress against LO 6 by conducting a separate focus group with those CFP informants who participated in PIVOT 1.0 and/or 2.0 in addition to CFP.

KII Protocol – FO Champions and Supervisors

LR LO 1: Assess the extent to which the CFP achieved its learning objectives.

1. Can you tell me what the Climate and Finance Practicum (CFP) is?
 - a. What was the objective or purpose of the CFP?
 - b. What were you most excited to get out of the CFP?
2. As a Front Office Champion/Supervisor, what was your role? *(Probe: Was your role clear at the onset of the CFP? If not, how could the CFP improve?)*
3. To what extent do you feel that your Mission Team/Supervisee grew and/or demonstrated progress in: *(probe for specific examples)*
 - a. Strengthening individual and team knowledge and skills related to climate and the application of a climate lens across programming,
 - b. expanding individual and team familiarity of ways to and pursuit of financing climate action,
 - c. increasing individual and team understanding and utilization of USAID's Collaborating, Learning, and Adapting (CLA) framework to improve programming,
 - d. building and refining leadership skills to in efforts to be catalysts for change and establish strong teams within their respective Missions.

LR LO 2: Assess the effectiveness of its approach to behavioral change to identify what worked, what did not work, and how change happened at each of the three intervention levels: individual, team, and Mission – as well as the sustainability of the observed results from PIVOT 1.0 and 2.0.

4. Thinking about the CFP's efforts to generate behavioral change at the individual, team, and Mission levels, what worked well about CFP activities? What did not work well?
5. To what extent do you think your Mission team/ supervisee will sustain knowledge, skills, and behavior changes after the CFP?
6. To what extent would you consider the CFP equally accessible to men and women, persons with disabilities, and USAID staff representing minorities and/or other vulnerable populations? Can you provide an example of why you feel this way?

LR LO 3: Identify key factors, conditions, and/or behaviors that supported and/or inhibited the CFP's effectiveness and provide recommendations to highlight opportunities for greater impact and scalability.

7. Reflecting on your team's engagement throughout CFP, what factors or variables would you say contributed to the effectiveness of your Mission's engagement in the practice? What factors inhibited its effectiveness?
8. To what extent do you think your role may have contributed to your Mission team's success? *(Probe: did any factors support or inhibit your role?)*
9. Looking ahead, are there any preconditions you would suggest other Missions have in place prior to participating in the CFP or a similar learning experience to ensure their success?

LR LO 4: Collect evidence to determine where, if at all, Mission teams adapted their ALP's design, theory of change, or implementation approach based on learning garnered from the CFP.

10. In what ways did the CFP support and/or help facilitate the adaptation of your Mission's ALP? In what ways did it inhibit?
11. To what extent did the ALP support your Mission team/ supervisee's on-the-job learning experience?
12. To what extent do you think the ALP will be implemented into your Mission?

LR LO 5: Examine how learned competencies from the CFP address and/or support the strategic objectives outlined in USAID's Climate Strategy.

13. To what extent is your Mission more prepared to address the objectives outlined in the USAID Climate Strategy?

LR LO 6: Assess how the CFP adapted to apply learning from PIVOT 1.0 and 2.0 as well as throughout implementation to renovate the culture among the participating Missions.

The learning review team will assess progress against LO 6 by conducting a separate focus group with those CFP informants who participated in PIVOT 1.0 and/or 2.0 in addition to CFP.

KII Protocol – Implementation Team and Coaches

LR LO 1: Assess the extent to which the CFP achieved its learning objectives.

1. Can you tell me what the Climate and Finance Practicum (CFP) is?
 - a. What was the objective or purpose of the CFP? What motivated you to participate in the CFP?
2. Can you please describe your role and respective responsibilities as it relates to the CFP?
3. Reflecting on your expectations for the CFP, to what extent do you think the CFP was a success? In what ways was the CFP valuable? Can you provide a few examples?
4. To what extent have climate or climate and finance champions/ focal points/ or leaders emerged?

LR LO 2: Assess the effectiveness of its approach to behavioral change to identify what worked, what did not work, and how change happened at each of the three intervention levels: individual, team, and Mission – as well as the sustainability of the observed results from PIVOT 1.0 and 2.0.

5. What strategies and approaches were most successful (cost effectiveness, supervisor engagement, front office champions, mindfulness)? What strategies and approaches were less successful?
6. **Hybrid:** Taking into consideration the new working environment in which we find ourselves, how do you feel that the CFP implementation team adapted to a hybrid working environment? What worked well? What could be improved?
7. **Structure:** We understand that each week participants engaged in two sessions: one session in which participants would acquire knowledge through instruction on key topics and a second session to apply and integrate knowledge. Reflecting on this structure, what did or did not work well?
 - a. Each “acquire knowledge” session included a Climate Action, CLA, and Communication and Leadership Practice Statements or, if you will, session-specific objectives. To what extent was this integration approach (focusing each week on introducing a new Climate Action, CLA, and Communication and Leadership statement) successful or unsuccessful?
What topics did you consider most useful? Were there any you thought were less helpful or relevant?
 - b. With respect to the “apply and integrate knowledge” sessions, what methods of “applying and integrating knowledge” did you find most effective? Ineffective? (Mission Team Coaching, Peer Assist, ALP Prime Time, Front Office Champion Support, and Supervisor 1:1)
8. **Sequencing:** Reflecting on the composition of the CFP (i.e. mindful moment, review of competencies, technical content, and appreciative close):
 - a. Did you feel that the time allotted to each session and the respective components of each session was appropriate? Sufficient?
 - b. To what extent did you feel like 16 weeks/80 hours was sufficient to achieve the CFP’s stated objectives? Please explain.
9. Do you think the CFP encourages behavior change at the individual and Mission team level? If yes, how? If no, why not
10. To what extent would you consider the CFP equally accessible to men and women, persons with disabilities, and USAID staff representing minorities and/or other vulnerable populations? Can you provide an example of why you feel this way?

LR LO 3: Identify key factors, conditions, and/or behaviors that supported and/or inhibited the CFP’s effectiveness and provide recommendations to highlight opportunities for greater impact and scalability.

11. What barriers did you face in implementing the CFP, if any? How could those barriers be solved?
12. What factors or conditions, if any, at USAID Missions supported or inhibited the CFP’s effectiveness? (Probe: Mission goals, CDCS, funding, level of engagement)
13. What external factors or conditions, if any, supported or inhibited the CFP’s effectiveness? (Probe: business environment, COVID-19)
14. Looking ahead, are there any preconditions you would suggest other Missions have in place prior to participating in the CFP or a similar learning experience to ensure their success? (Probe: are there any preconditions that could be dropped?)

LR LO 4: Collect evidence to determine where, if at all, Mission teams adapted their ALP's design, theory of change, or implementation approach based on learning garnered from the CFP.

15. To what extent did the ALP facilitate or inhibit individual and Mission team engagement throughout the CFP?
16. What elements of the ALP worked well? Did not work well?
17. To what extent did you feel prepared to provide knowledge and feedback in ALP coaching sessions?

KII Protocol – SD Management

LR LO 1: Assess the extent to which the CFP achieved its learning objectives.

1. Can you tell me what the Climate and Finance Practicum (CFP) is?
 - a. What was the objective or purpose of the CFP?
 - b. What was your role/level of engagement?
2. To what extent did the CFP achieve its purpose or objectives? Meet your expectations?
 - a. Reflecting on your expectations for the CFP, to what extent do you think the CFP was a success? In what ways was the CFP valuable? Can you provide a few examples?

LR LO 2: Assess the effectiveness of its approach to behavioral change to identify what worked, what did not work, and how change happened at each of the three intervention levels: individual, team, and Mission – as well as the sustainability of the observed results from PIVOT 1.0 and 2.0.

3. To what extent did you feel like 16 weeks/80 hours was sufficient to achieve the CFP's stated objectives? Please explain.
4. Do you think the CFP encourages behavior change at the individual and Mission team level? If yes, how? If no, why not?
5. **Hybrid:** Taking into consideration the new working environment in which we find ourselves, how do you feel that the CFP implementation team adapted to a hybrid working environment? What worked well? What could be improved?
6. To what extent would you consider the CFP equally accessible to men and women, persons with disabilities, and USAID staff representing minorities and/or other vulnerable populations? Can you provide an example of why you feel this way?

LR LO 3: Identify key factors, conditions, and/or behaviors that supported and/or inhibited the CFP's effectiveness and provide recommendations to highlight opportunities for greater impact and scalability.

7. What factors or conditions, if any, at USAID Missions supported or inhibited the CFP's effectiveness? (*Probe: Mission goals, CDGS, funding, level of engagement*)
8. What external factors or conditions, if any, supported or inhibited the CFP's effectiveness? (Probe: business environment, COVID-19)
9. Looking ahead, are there any preconditions you would suggest Missions have in place prior to participating in the CFP or a similar learning experience to ensure their success?

LR LO 4: Collect evidence to determine where, if at all, Mission teams adapted their ALP's design, theory of change, or implementation approach based on learning garnered from the CFP.

10. Reflecting on the ALP process, do you consider it a helpful approach to hands-on action-learning?

LR LO 5: Examine how learned competencies from the CFP address and/or support the strategic objectives outlined in USAID's Climate Strategy.

11. To what extent are Missions more prepared to address the objectives outlined in the USAID Climate Strategy?
12. To what extent/How does the CFP prepare participants to address climate change and climate justice within the agency?
13. To what extent does the CFP prepare participants to access climate financing for USAID programming?

LR LO 6: Assess how the CFP adapted to apply learning from PIVOT 1.0 and 2.0 as well as throughout implementation to renovate the culture among the participating Missions.

14. Can you recall any learnings from the PIVOT 1.0 or 2.0 programs that were incorporated into the design of the CFP?

The learning review team will assess progress against LO 6 by conducting a separate focus group with those CFP informants who participated in PIVOT 1.0 and/or 2.0 in addition to CFP.

KII Protocol – CFP Team Leads

LR LO 1: Assess the extent to which the CFP achieved its learning objectives.

1. Can you tell me what the Climate and Finance Practicum (CFP) is?
 - a. What was the objective or purpose of the CFP?
 - b. What were you most excited about getting out of the CFP?
2. To what extent did the CFP achieve its purpose or objectives? Meet your expectations?
 - a. Reflecting on your expectations for the CFP, to what extent do you think the CFP was a success? In what ways was the CFP valuable? Can you provide a few examples?
3. To what extent do you feel that have you and your colleagues grown and/or demonstrated progress in: (*probe for specific examples*)
 - a. knowledge and skills related to climate and the application of a climate lens across programming,
 - b. expanding your individual and your team's familiarity of ways to and pursuit of financing climate action,
 - c. increasing your individual and your team's understanding and utilization of USAID's Collaborating, Learning, and Adapting (CLA) framework to improve programming,
 - d. building and refining leadership skills to in efforts to be catalysts for change and establish strong teams within their respective Missions.

LR LO 2: Assess the effectiveness of its approach to behavioral change to identify what worked, what did not work, and how change happened at each of the three intervention levels: individual, team, and Mission – as well as the sustainability of the observed results from PIVOT 1.0 and 2.0.

4. What worked well about CFP activities? What did not work well?
5. **Structure:** We understand that each week participants engaged in two sessions: one session in which participants would acquire knowledge through instruction on key topics and a second session to apply and integrate knowledge. Reflecting on this structure, what did or did not work well?
 - a. Each “acquire knowledge” session included a Climate Action, CLA, and Communication and Leadership Practice Statements or, if you will, session-specific objectives. To what extent was this integration approach (focusing each week on introducing a new Climate Action, CLA, and Communication and Leadership statement) successful or unsuccessful?
 - Were the topics relevant and timely considering the current context in which the Mission operates and maturity of your Mission?
 - What topics did you consider most useful? Were there any you thought were less helpful or relevant?
 - b. With respect to the “apply and integrate knowledge” sessions, to what extent do you feel that these sessions were useful in applying your new skills and learnings to your work? To what extent were these activities relevant to your current work?
 - What methods of “applying and integrating knowledge” did you find most effective? Ineffective? (Mission Team Coaching, Peer Assist, ALP Prime Time, Front Office Champion Support, and Supervisor 1:1)
 - To what extent are you hoping to continue your coaching sessions and/or front office check-ins? Why?
 - To what extent do the skills, competencies, and behaviors learned translate into your everyday work? Have you integrated these skills and learning into other aspects of your work beyond the pre-identified Action Learning Project?
6. **Sequencing:** Reflecting on the composition of the CFP, how did you find the flow of information and sequencing of sessions? What about the composition of each session (i.e. mindful moment, review of competencies, technical content, and appreciative close)?
 - a. Did you feel that the time allotted to each session and the respective components of each session were appropriate? Sufficient?
 - b. To what extent did you feel like 16 weeks/80 hours was sufficient to achieve the CFP's stated objectives? Please explain.
7. **Hybrid:** Taking into consideration the new working environment in which we find ourselves, how do you feel that the CFP implementation team adapted to a hybrid working environment? What worked well? What could be improved?
8. To what extent would you consider the CFP equally accessible to men and women, persons with disabilities, and USAID staff representing minorities and/or other vulnerable populations? Can you provide an example of why you feel this way?

LR LO 3: Identify key factors, conditions, and/or behaviors that supported and/or inhibited the CFP's effectiveness and provide recommendations to highlight opportunities for greater impact and scalability.

9. Reflecting on your team's engagement throughout CFP, what factors or variables would you say contributed to the level of effectiveness of your Mission's engagement in the practice? What factors inhibited its effectiveness?
10. Looking ahead, are there any preconditions you would suggest other Missions have in place prior to participating in the CFP or a similar learning experience to ensure their success?

LR LO 4: Collect evidence to determine where, if at all, Mission teams adapted their ALP's design, theory of change, or implementation approach based on learning garnered from the CFP.

11. Reflecting on where your Mission's ALP was at the start of the CFP to where it is today, to what extent did your Mission's ALP change overtime? What influenced these adaptations?
12. In what ways did the CFP support and/or help facilitate the adaptation of your Mission's ALP? In what ways did it inhibit?

LR LO 5: Examine how learned competencies from the CFP address and/or support the strategic objectives outlined in USAID's Climate Strategy.

13. To what extent is your Mission more prepared to address the objectives outlined in the USAID Climate Strategy? Which objectives are you and your team most focused on?
14. To what extent have you observed increased climate and climate finance competencies by team members?
15. To what extent/How does the CFP prepare participants to address climate change and climate justice within the agency?
16. To what extent does the CFP prepare participants to access climate financing for USAID programming?

LR LO 6: Assess how the CFP adapted to apply learning from PIVOT 1.0 and 2.0 as well as throughout implementation to renovate the culture among the participating Missions.

The learning review team will assess progress against LO 6 by conducting a separate focus group with those CFP informants who participated in PIVOT 1.0 and/or 2.0 in addition to CFP.

FGD Protocol – CFP Participants

Interview Information
Date
Interviewer Name
Primary Notetaker Name

Thank you for taking the time to talk to me. My name is [INSERT NAME]. With me, is my colleague [INSERT NAME], who will also participate in today's discussion by asking questions and taking notes. We are from DevTech Systems Inc., a U.S.-based international development advisory firm.

The United States Agency for International Development (USAID), Africa Bureau Division for Economic Growth, Environment and Agriculture (EGEA) has contracted our team to conduct a Learning Review for the Climate and Finance Practicum. The purpose of the learning review is to (1) assess the extent to which the practice achieved its learning objectives and to (2) assess the effectiveness of its approach to behavioral change to identify what worked, what did not work, and how change happened. Through this learning review, we also hope to (3) identify key factors, conditions, and/or behaviors that supported and/or inhibited the practicum's effectiveness and provide recommendations to highlight opportunities for greater impact and scalability. We hope to (4) collect evidence to determine where, if at all, Mission teams adapted their ALP's design, theory of change, or implementation approach based on learning garnered from the practicum and to (5) examine how learned competencies from the practicum address and/or support the strategic objectives outlined in USAID's Climate Strategy. Finally, as part of the learning review, we plan to (6) assess how the CFP adapted to apply learning from PIVOT 1.0 and 2.0 as well as throughout implementation to renovate the culture among the participating Missions.

To inform the learning review and achieve these stated objectives, I would like to ask you questions related to your experience with the Climate and Finance Practicum.

This focus group discussion will last approximately 90 minutes. With your permission, I would like to audio record this session for report writing and analysis purposes only. The recordings will be stored on our secure server and destroyed once we complete our analysis. Is this okay with you?

Yes

No

In addition, I wanted to note that your participation in this interview is completely voluntary, you may decline to respond to our questions or end the interview at any time. The learning review team will make every effort to protect the anonymity and confidentiality of our discussion. Your responses to this interview will be aggregated in an anonymous data set, and the data we collect will only be used to present aggregate responses to our learning questions. We hope you will feel comfortable providing honest feedback on your experiences and points of view.

Do you understand that this is an anonymous and voluntary discussion that you can end at any point, and are you still willing to participate?

Yes

No

Respondent Information	
Respondent Name	
Respondent Mission	
Respondent Title	
Respondent CFP Role	
Stakeholder Type	
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Non-binary <input type="checkbox"/> Refusal

LR LO 1: Assess the extent to which the CFP achieved its learning objectives.

1. Thinking back to the start of the CFP, can you tell me what you understood to be the objectives or purpose of the CFP?
2. Relatedly, when you were asked or volunteered to participate in the CFP, what most excited or motivated you to participate in this experience?
3. Reflecting on your expectations for the CFP, to what extent do you think the CFP was a success? In what ways was the CFP valuable? Can you provide a few examples?

LR LO 2: Assess the effectiveness of its approach to behavioral change to identify what worked, what did not work, and how change happened at each of the three intervention levels: individual, team, and Mission – as well as the sustainability of the observed results from PIVOT 1.0 and 2.0.

4. **Structure:** We understand that each week participants engaged in two sessions: one session in which participants would acquire knowledge through instruction on key topics and a second session to apply and integrate knowledge. Reflecting on this structure, what did or did not work well?
 - a. Were the topics relevant and timely considering the current context in which the Mission operates and maturity of your Mission?
 - b. What topics did you consider most useful? Were there any you thought were less helpful or relevant?
 - c. What methods of “applying and integrating knowledge” did you find most effective? Ineffective? (Mission Team Coaching, Peer Assist, ALP Prime Time, Front Office Champion Support, and Supervisor 1:1)
 - d. To what extent are you hoping to continue your coaching sessions and/or front office check-ins? Why?
 - e. To what extent do the skills, competencies, and behaviors learned translate into your everyday work? Have you integrated these skills and learning into other aspects of your work beyond the pre-identified Action Learning Project?
5. **Sequencing:** Reflecting on the composition of the CFP, how did you find the flow of information and sequencing of sessions? What about the composition of each session (i.e. mindful moment, review of competencies, technical content, and appreciative close)?
 - a. Did you feel that the time allotted to each session and the respective components of each session were appropriate? Sufficient?
 - b. To what extent did you feel like 16 weeks/80 hours was sufficient to achieve the CFP’s stated objectives? Please explain.

LR LO 4: Collect evidence to determine where, if at all, Mission teams adapted their ALP’s design, theory of change, or implementation approach based on learning garnered from the CFP.

6. Can you tell me a bit about your Action Learning Project and how it has changed, if at all, since the start of the CFP?
7. In what ways did the CFP support and/or help facilitate the adaptation of your Mission’s ALP? In what ways did it inhibit?

LR LO 5: Examine how learned competencies from the CFP address and/or support the strategic objectives outlined in USAID’s Climate Strategy.

8. In thinking about the objectives outlined in the USAID Climate Strategy, which objectives are you and your team most focused on
9. To what extent/How does the CFP prepare participants to address climate change and climate justice within the agency, including through climate financing?

LR LO 1: Assess the extent to which the CFP achieved its learning objectives

10. To what extent do you feel that have you and your colleagues grown and/or demonstrated progress in: (*probe for specific examples*)
 - a. knowledge and skills related to climate and the application of a climate lens across programming,
 - b. familiarity of ways to and pursuit of financing climate action,
 - c. understanding and utilization of USAID’s Collaborating, Learning, and Adapting(CLA) framework to improve programming,
 - d. building and refining leadership skills to in efforts to be catalysts for change and establish strong teams within their respective Missions.

LR LO 3: Identify key factors, conditions, and/or behaviors that supported and/or inhibited the CFP's effectiveness and provide recommendations to highlight opportunities for greater impact and scalability

11. Reflecting on your team's engagement throughout CFP, what factors or variables would you say contributed to the level of effectiveness of your Mission's engagement in the practice? What factors inhibited its effectiveness?
12. Looking ahead, are there any preconditions – knowledge or skills – you would suggest other Missions or CFP team members have in place prior to participating in the CFP or a similar learning experience to ensure their success?

Final thoughts

13. Knowing what you know now, how likely would you be to recommend the CFP to your colleagues across the Agency or to participate in a similar learning experience in the future? (*Yes or No*)

Data Collection Tool – CFP Online Survey

The USAID Data Services Team was contracted by USAID's Africa Bureau Division for Economic Growth, Environment and Agriculture (EGEA) via the Prosper Africa buy-in mechanism to conduct a Learning Review for the Climate and Finance Practicum (CFP). The Climate and Finance Practicum (CFP) is an action-learning experience, based on the Practical, InnoVative, On-the-Job Training (PIVOT) model and experience, that seeks to renovate Mission culture by: (1) strengthening participants' knowledge and skills related to climate and the application of a climate lens across Mission programming, (2) expanding participants' familiarity of ways to pursue financing climate action, (3) increasing participants' understanding and utilization of USAID's Collaborating, Learning, and Adapting (CLA) framework to improve programming, and (4) building and refining leadership skills to equip USAID staff to be catalysts for change and establish strong teams within their respective Missions.

The purpose of this Learning Review is to produce a rigorous assessment of the Climate and Finance Practicum (CFP) to examine the ways in which it has successfully fostered workforce competencies related to the implementation of the Climate Strategy with a keen focus on climate and climate finance. Specifically, the assessment will examine the extent to which participants have obtained relevant technical knowledge and skills as well as knowledge and skills in the areas of Collaborating, Learning, and Adapting (CLA) and leadership. In addition, the Learning Review will assess how these knowledge and skills have been applied and the extent to which they have contributed to renovating culture at the individual, team, and Mission-levels.

The Climate and Finance Practicum (CFP) Learning Review team requests your participation in this study, by completing the following survey. You have been selected to participate in this survey because you have either (1) participated in the Climate and Finance Practicum (CFP) in some way for example, as a team member or leader, front office champion, coach, or supervisor or (2) you have been identified as a relevant stakeholder from a USAID Mission that is comparable to the Missions who participated in the Climate and Finance Practicum (CFP) or has received comparable training. We estimate that this survey will take around 30 minutes to complete.

Please note, participation is voluntary; also, you may decline to respond to any of the survey questions. While the survey itself does not require the disclosure of any identifiable information, however, we kindly ask survey respondents to voluntarily provide their name and Mission with whom they are representing. The reason we are collecting this information is to conduct a social network analysis of the Climate and Finance Practicum (CFP) to research how information is shared. The Learning Review team will make every effort to protect the anonymity and confidentiality of your responses. Notably, only the analysts working on this Learning Review will have access to this personally identifiable information. It will be stored on a secure, password protected server. This information will not be shared with the Climate and Finance Practicum (CFP) implementing partners or your Mission and will not be included in any materials, public or internal, produced as part of this effort. The Learning Review team hopes that you will feel comfortable providing honest feedback on your experiences and points of view.

Privacy Act Statement (PAS)

- Authority: Executive Order 14035: Diversity, Equity, Inclusion and Accessibility in the Federal Workforce.
- Purpose: To collect data to 1) identify how the Practicum supports individuals differently 2) to examine the Practicum's commitment to the USAID DEI Strategy.
- Routine Uses: The personal information (age and disability status) will be used by the Learning Review Team to determine how the Practicum's approach to strengthening knowledge, skills, and behaviors impacts USAID staff differently; to ensure the Practicum's accessibility to everyone; and to allow for the exploration of how the Practicum actively responds to the USAID DEI strategy. This information will only be available to individuals on the Learning Review Research Team. Results will be presented in aggregate in the Learning Review Report and Learning Review Presentation. Once research is complete, the Team will remove all elements of PII from the dataset and submit to the Development Data Library (DDL). The DDL will assess the level of risk of the dataset and ensure all PII is removed appropriately. Once the data is approved by the DDL, the original dataset will be destroyed.
- Disclosure: Disclosure is voluntary for the following two questions: "What age group do you fall within?" and "Do you identify as a person with a disability?". The omission of response will have no impact on the respondent's overall survey submission.

No.	Question	Answers
Introductory Information		
	What is your name? <i>Optional</i>	
	What is your title? <i>Optional</i>	
1.	Gender: How do you identify?	<input type="radio"/> Man <input type="radio"/> Non-binary <input type="radio"/> Woman <input type="radio"/> Prefer to self-describe <input type="radio"/> Prefer not to say
2.	Age: What age group do you fall within?	<input type="radio"/> Under 29 <input type="radio"/> Between 30 - 35 <input type="radio"/> Over 36 <input type="radio"/> Prefer not to say
3.	Disability Status: Do you identify as a person with a disability?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Prefer not to say
4.	Operating Unit or Mission: What operating unit or Mission do you represent?	
5.	Hiring Mechanism: What is your current hiring mechanism?	<input type="radio"/> Foreign Service National (FSN) <input type="radio"/> Civil Service (CS) Employees <input type="radio"/> Foreign Service Officers (FSO) <input type="radio"/> United States Personal Services Contractor (USPSC) <input type="radio"/> Eligible Family Member (EFM) <input type="radio"/> Foreign Service Limited (FSL) <input type="radio"/> Third Country National (TCN) <input type="radio"/> Other <input type="radio"/> Prefer not to say
6.	Development Sector: What development sector(s) do you primarily focus on? <i>Please select all that apply.</i>	<input type="radio"/> Agriculture and Food Security <input type="radio"/> Anti-Corruption <input type="radio"/> Democracy, Human Rights, and Governance <input type="radio"/> Economic Growth and Trade <input type="radio"/> Education <input type="radio"/> Environment, Energy, and Infrastructure <input type="radio"/> Gender Equality and Women's Empowerment <input type="radio"/> Global Health <input type="radio"/> Humanitarian Assistance <input type="radio"/> Innovation, Technology and Research <input type="radio"/> Nutrition <input type="radio"/> Water and Sanitation <input type="radio"/> Other <input type="radio"/> Prefer not to say

No.	Question	Answers
7.	Do you serve as either a Private Sector Engagement Point of Contact, Climate Integration Lead, or a Development Finance Corporation Point of Contact within your Mission?	<input type="radio"/> Yes, I am the Private Sector Engagement Point of Contact (PSE POC). <input type="radio"/> Yes, I am the Climate Integration Lead (CiL) <input type="radio"/> Yes, I am the Development Finance Corporation Point of Contact (DFC POC) <input type="radio"/> No, I do not serve as the Mission's POC or Lead for Private Sector Engagement, Climate Integration, or Development Finance.
8.	CFP Participation: Did you participate in the Climate and Finance Practicum? <i>If "yes" proceed to question no. 9. If "no" proceed to question no. 62. If "prefer not to say" end the survey.</i>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Prefer not to say

- **Questions 9 – 12 are designed for all CFP participants.**
- **Questions 13 – 36 are designed for CFP Supervisors, Front Office Champions, Coaches, and Team Leaders.**
- **Questions 37 – 56 are designed for CFP Team Members.**
- **Questions 57 – 61 are designed for all CFP participants.**
- **Questions 62 – 79 are designed for non-CFP respondents, control group.**
- **Questions 80 – 106 are designed for all survey respondents, control, and treatment.**

CFP Participants – All

9.	<p>CFP Engagement: What primary role did you hold as part of the CFP? Please select the most relevant.</p> <p><i>If “Supervisor Front Office Champion, Coaches, or Team Lead” proceed to question no. 13. If “Team Member” proceed to question no. 37. If “prefer not to say” end the survey.</i></p>	<ul style="list-style-type: none"> <input type="radio"/> Supervisor <input type="radio"/> Coach <input type="radio"/> Front Office Champion <input type="radio"/> Team Lead <input type="radio"/> Team Member <input type="radio"/> Prefer not to say
10.	<p>Structure: Which of the following types of sessions, “acquiring knowledge” vs. “applying and integrating knowledge” did you find most useful and relevant for your work?</p>	<ul style="list-style-type: none"> <input type="radio"/> Acquiring Knowledge <input type="radio"/> Applying and Integrating Knowledge <input type="radio"/> Prefer not to say
11.	<p>Sequencing: Please rank the following sessions in order of most to least relevant for your work.</p>	<ul style="list-style-type: none"> <input type="radio"/> Climate Basics <input type="radio"/> Systems Thinking <input type="radio"/> Mindfulness <input type="radio"/> Intercultural Development Inventory <input type="radio"/> Pause, Reflect, Move Forward <input type="radio"/> Climate Justice <input type="radio"/> Localization <input type="radio"/> Active Listening <input type="radio"/> Finance Introduction <input type="radio"/> Climate Finance Introduction <input type="radio"/> Enabling Environment <input type="radio"/> Nonviolent Communication <input type="radio"/> Apologizing <input type="radio"/> CLA for Climate Finance <input type="radio"/> Case Study: Kenya <input type="radio"/> Carbon Markets <input type="radio"/> Mobilizing Climate Finance <input type="radio"/> Climate Finance in Practice <input type="radio"/> CLA Action Planning <input type="radio"/> Private Sector Engagement Sessions
12.	<p>PIVOT Engagement: In addition to CFP, did you participate in any of the prior PIVOT programs? Please select all that apply.</p>	<ul style="list-style-type: none"> <input type="radio"/> PIVOT 1.0 (2019 – 2022) <input type="radio"/> PIVOT 2.0 (2020 – 2021) <input type="radio"/> Prefer not to say
<h3>CFP Supervisors, Front Office Champions, Coaches, and Team Leaders, Treatment</h3>		
13.	<p>Practice Statements - Readiness: Please rate the frequency in which you do the following:</p>	

13a.	<p>Readiness: Engage with my supervisee(s)/team member(s) to explore and implement systematic approaches to addressing climate change?</p>	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
13b.	<p>Readiness: Engage with my supervisee(s)/team member(s) to integrate USAID's Climate Strategy objectives within my Mission's strategy and program, project, and/or activity design and implementation?</p>	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
13c.	<p>Climate Action Practice Statement: Engage with my supervisee(s)/team member(s) to effectively advocate for the Agency's climate strategy in alignment with Mission development objectives and key Agency processes and policies.</p>	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
13d.	<p>CLA Practice Statement: Encourage my supervisee(s)/team member(s) to facilitate strategic collaboration in the exploration of new programming approaches.</p>	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
13e.	<p>Communication and Leadership Development Practice Statement: Encourage my supervisee(s)/team member(s) to practice self-awareness to influence the positive institutionalization of climate action.</p>	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
<p>14. Practice Statements - Alignment: Please rate the frequency in which you do the following:</p>		
14a.	<p>Alignment: Engage with my supervisee(s)/team member(s) to identify areas of alignment of priorities between key stakeholders & USAID.</p>	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say

14b.	Climate Action Practice Statement: Encourage my supervisee(s)/team member(s) to cultivate potential partnerships with key stakeholders to advance USAID climate objectives.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
14c.	CLA Practice Statement: Encourage my supervisee(s)/team member(s) to seek out and practice strategic collaboration across the Mission to advance USAID climate objectives.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
14d.	Communication and Leadership Development Practice Statement: Encourage my supervisee(s)/team member(s) to engage in strategic thinking and analysis that leads to a clear set of goals, plans, and new ideas.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
15.	Practice Statements - Process: Please rate the frequency in which you do the following:	
15a.	Process: Engage with my supervisee(s)/team member(s) to design and facilitate processes that involve people across the Mission (multi-sectors/ functions) in service of implementation of the Climate Strategy across the Mission.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
15b.	Climate Action Practice Statement: Encourage my supervisee(s)/team member(s) to generate climate action planning informed by analysis of key systems local country and community context, and Mission priorities.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
15c.	CLA Practice Statement: Encourage my supervisee(s)/team member(s) to facilitate processes that inspire trust and confidence that lead to buy-in and formal approval.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
15d.	Communication and Leadership Development Practice Statement: Encourage my supervisee(s)/team member(s) to use self-awareness, engagement skills (e.g., interpersonal, facilitation, and team building skills), and demonstrate an understanding of competing interests to achieve consensus.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
16.	Practice Statements - Programming: Please rate the frequency in which you do the following:	

16a.	Programming: Engage with my supervisee(s)/ team member(s) to convert opportunities to mobilize resources for climate action into strategic programmatic approaches.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
16b.	Climate Action Practice Statement: Encourage my supervisee(s)/team member(s) to be conversant in and able to utilize multiple approaches to mobilizing finance.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
16c.	CLA Practice Statement: Encourage my supervisee(s)/team member(s) to collaborate with OAA, leadership, and other technical units to advance strategic programmatic opportunities.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
16d.	Communication and Leadership Development Practice Statement: Encourage my supervisee(s)/team member(s) to develop and lead decision-making processes for identifying programmatic options and resources.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
17.	Practice Statements – Relationships: Please rate the frequency in which you do the following:	
17a.	Relationships: Engage with my supervisee(s)/ team member(s) to develop and manage relationships with public and private sector contacts and other climate stakeholders.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
17b.	Climate Action Practice Statement: Engage with my supervisee(s)/team member(s) to operationalize specific partnering opportunities for climate action.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
17c.	CLA Practice Statement: Encourage my supervisee(s)/team member(s) to facilitate effective meetings by listening actively.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say

17d.	<p>CLA Practice Statement: Encourage my supervisee(s)/team member(s) to facilitate effective meetings by asking questions to surface synergies.</p>	<ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say <input type="radio"/>
17e.	<p>Communication and Leadership Development Practice Statement: Encourage my supervisee(s)/team member(s) to communicate climate related priorities in a manner that engages and empowers partners and other climate stakeholders.</p>	<ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
18.	<p>Throughout the CFP, how frequently did you talk to your supervisee(s)/team member(s) about the CFP?</p>	<ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
19.	<p>Throughout the CFP, how frequently did you talk to your supervisee(s)/team member(s) about how they/the team could integrate the knowledge imparted from the CFP into their work?</p>	<ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
20.	<p>Based on your experience with the CFP, in what competency has your knowledge improved most? <i>Please rank the following from most to least improved.</i></p>	<ul style="list-style-type: none"> <input type="radio"/> Readiness: Promote personal and team readiness to support systemic approaches to addressing climate change and integrating USAID's Climate Strategy objectives across the Mission <input type="radio"/> Alignment: Identify areas of alignment of priorities between key stakeholders and USAID. <input type="radio"/> Process: Design and facilitate processes that involve people from multiple sectors and functions in service of the implementation of the Climate Strategy across the Mission. <input type="radio"/> Programming: Convert opportunities to mobilize resources for climate action into strategic programmatic approaches. <input type="radio"/> Relationship: Develop and manage relationships with public and private sector contacts and other climate stakeholders. <input type="radio"/> Prefer not to say

21.	Based on your experience with the CFP, in what sub-practice has your knowledge improved most? <i>Please rank the following from most to least improved.</i>	<ul style="list-style-type: none"> <input type="radio"/> Climate Action <input type="radio"/> Climate Finance <input type="radio"/> Collaborative, Learning, and Adapting <input type="radio"/> Communication and Leadership <input type="radio"/> Prefer not to say
22.	Based on your experience with the CFP, in what competency has your supervisee(s)/team member(s) knowledge improved most? <i>Please rank the following from most to least improved.</i>	<ul style="list-style-type: none"> <input type="radio"/> Readiness: Promote personal and team readiness to support systemic approaches to addressing climate change and integrating USAID's Climate Strategy objectives across the Mission <input type="radio"/> Alignment: Identify areas of alignment of priorities between key stakeholders and USAID. <input type="radio"/> Process: Design and facilitate processes that involve people from multiple sectors and functions in service of the implementation of the Climate Strategy across the Mission. <input type="radio"/> Programming: Convert opportunities to mobilize resources for climate action into strategic programmatic approaches. <input type="radio"/> Relationship: Develop and manage relationships with public and private sector contacts and other climate stakeholders. <input type="radio"/> Prefer not to say
23.	Based on your experience with the CFP, in what sub-practice has your supervisee(s)/team member(s) knowledge improved most? <i>Please rank the following from most to least improved.</i>	<ul style="list-style-type: none"> <input type="radio"/> Climate Action <input type="radio"/> Climate Finance <input type="radio"/> Collaborative, Learning, and Adapting <input type="radio"/> Communication and Leadership <input type="radio"/> Prefer not to say
Belief Statements: Please indicate the extent to which you agree with the following statements.		
24.	To what extent do you agree with the following statement: "With their participation in the CFP, I have observed an increased ability of my staff to explore and implement systematic approaches to addressing climate change."	<ul style="list-style-type: none"> <input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
25.	To what extent do you agree with the following statement: "With their participation in the CFP, I have observed an increased ability of my staff to integrate USAID's Climate Strategy objectives within my Mission's strategy and program, project, and/or activity design and implementation."	<ul style="list-style-type: none"> <input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say

26.	To what extent to do you agree with the following statement: "With their participation in the CFP, I have observed an increased ability of my staff to identify areas of alignment of priorities between key stakeholders & USAID."	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
27.	To what extent to do you agree with the following statement: "With their participation in the CFP, I have observed an increased ability of my staff to design and facilitate processes that involve people across the Mission (multi-sectors/functions) in service of implementation of the Climate Strategy across the Mission."	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
28.	To what extent to do you agree with the following statement: "With their participation in the CFP, I have observed an increased ability of my staff to convert opportunities to mobilize resources for climate action into strategic programmatic approaches."	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
29.	To what extent to do you agree with the following statement: "With their participation in the CFP, I have observed an increased ability of my staff to develop and manage relationships with public and private sector contacts and other climate stakeholders."	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
30.	To what extent to do you agree with the following statement: "With their participation in the CFP, I have observed increased communication skills of my staff."	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
31.	To what extent to do you agree with the following statement: "With their participation in the CFP, I have observed increased collaboration and flexibility of my staff."	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
32.	To what extent to do you agree with the following statement: "With their participation in the CFP, I have observed increased confidence of my staff."	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say

33.	To what extent do you agree with the following statement: “I believe climate finance can be mobilized to advance climate and development outcomes.”	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
34.	To what extent do you agree with the following statement: “I believe a climate lens can be applied across all programming to advance development outcomes.”	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
35.	To what extent do you agree with the following statement: “I believe I can create agency in my office and among my team to promote climate action.”	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
36.	To what extent do you agree with the following statement: “I believe that I play a key role in ensuring the operationalization of the Agency’s Climate Strategy as taking action on climate is an urgent matter.” <i>Skip to question 57.</i>	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say

CFP Team Members, Treatment

37.	Practice Statements - Readiness: Please rate the frequency in which you do the following:	
37a.	Readiness: Explore and implement systematic approaches to addressing climate change?	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
37b.	Readiness: Integrate USAID’s Climate Strategy objectives within your Mission’s strategy and program, project, and/or activity design and implementation?	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say

37c.	Climate Action Practice Statement: Effectively advocate for the Agency's climate strategy in alignment with Mission development objectives and key Agency processes and policies.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
37d.	CLA Practice Statement: Facilitate strategic collaboration in the exploration of new programming approaches.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
37e.	Communication and Leadership Development Practice Statement: Practice self-awareness to influence the positive institutionalization of climate action.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say <input type="radio"/>
38.	Practice Statements - Alignment: Please rate the frequency in which you do the following:	
38a.	Alignment: Identify areas of alignment of priorities between key stakeholders & USAID.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
38b.	Climate Action Practice Statement: Cultivate potential partnerships with key stakeholders to advance USAID climate objectives.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
38c.	CLA Practice Statement: Seek out and practice strategic collaboration across the Mission to advance USAID climate objectives.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
38d.	Communication and Leadership Development Practice Statement: Engage in strategic thinking and analysis that leads to a clear set of goals, plans, and new ideas.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
39.	Practice Statements - Process: Please rate the frequency in which you do the following:	

39a.	Process: Facilitate processes that involve people across the Mission (multi-sectors/functions) in service of implementation of the Climate Strategy across the Mission.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
39b.	Climate Action Practice Statement: Generate climate action planning informed by analysis of key systems local country and community context, and Mission priorities.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
39c.	CLA Practice Statement: Facilitate processes that inspire trust and confidence that lead to buy-in and formal approval.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
39d.	Communication and Leadership Development Practice Statement: Use self-awareness, engagement skills (e.g., interpersonal, facilitation, and team building skills), and demonstrate an understanding of competing interests to achieve consensus.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
40. Practice Statements - Programming: Please rate the frequency in which you do the following:		
40a.	Programming: Convert opportunities to mobilize resources for climate action into strategic programmatic approaches.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
40b.	Climate Action Practice Statement: Utilize multiple approaches to mobilizing finance.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
40c.	CLA Practice Statement: Collaborate with OAA, leadership, and other technical units to advance strategic programmatic opportunities.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say

40d.	<p>Communication and Leadership Development Practice</p> <p>Statement: Develop and lead decision-making processes for identifying programmatic options and resources.</p>	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
<p>41 Practice Statements – Relationships: Please rate the frequency in which you do the following:</p>		
41a..	<p>Relationships: Develop and manage relationships with public and private sector contacts and other climate stakeholders.</p>	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
41b.	<p>Climate Action Practice Statement: Operationalize specific partnering opportunities for climate action.</p>	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
41c.	<p>CLA Practice Statement: Facilitate effective meetings by listening actively.</p>	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
41d.	<p>CLA Practice Statement: Facilitate effective meetings by asking questions to surface synergies.</p>	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say <input type="radio"/>
41e.	<p>Communication and Leadership Development Practice Statement: Communicate climate related priorities in a manner that engages and empowers partners and other climate stakeholders.</p>	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
42.	<p>Based on your experience with the CFP, in what competency has your knowledge improved most? Please rank the following from most to least improved.</p>	<input type="radio"/> Readiness <input type="radio"/> Alignment <input type="radio"/> Process <input type="radio"/> Programming <input type="radio"/> Relationship <input type="radio"/> Prefer not to say

43.	Based on your experience with the CFP, in what sub-practice has your knowledge improved most? <i>Please rank the following from most to least improved.</i>	<input type="radio"/> Climate Action <input type="radio"/> Collaborative, Learning, and Adapting <input type="radio"/> Communication and Leadership <input type="radio"/> Prefer not to say
Belief Statements: Please indicate the extent to which you agree with the following statements.		
44.	To what extent do you agree with the following statement: “Following my participation in the CFP, I have an increased ability to explore and implement systematic approaches to addressing climate change?”	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
45.	To what extent do you agree with the following statement: “Following my participation in the CFP, I have an increased ability to integrate USAID’s Climate Strategy objectives within my Mission’s strategy and program, project, and/or activity design and implementation?”	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
46.	To what extent do you agree with the following statement: “Following my participation in the CFP, I have an increased ability to identify areas of alignment of priorities between key stakeholders & USAID.”	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
47.	To what extent do you agree with the following statement: “Following my participation in the CFP, I have an increased ability to design and facilitate processes that involve people across the Mission (multi-sectors/functions) in service of implementation of the Climate Strategy.”	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
48.	To what extent do you agree with the following statement: “Following my participation in the CFP, I have an increased ability to convert opportunities to mobilize resources for climate action into strategic programmatic approaches.”	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
49.	To what extent do you agree with the following statement: “Following my participation in the CFP, I have an increased ability to develop and manage relationships with public and private sector contacts and other climate stakeholders.”	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say

50.	To what extent to do you agree with the following statement: "Following my participation in the CFP, I have increased my communication skills."	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
51.	To what extent to do you agree with the following statement: "Following my participation in the CFP, I have increased collaboration and flexibility."	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
52.	To what extent to do you agree with the following statement: "Following my participation in the CFP, I have increased my confidence."	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
53.	To what extent to do you agree with the following statement: "I believe climate finance can be mobilized to advance climate and development outcomes."	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
54.	To what extent to do you agree with the following statement: "I believe a climate lens can be applied across all programming to advance climate and development outcomes."	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
55.	To what extent to do you agree with the following statement: "I believe I can create agency in my office and among my team to promote climate action."	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
56.	To what extent to do you agree with the following statement: "I believe that I play a key role in ensuring the operationalization of the Agency's Climate Strategy as taking action on climate is an urgent matter."	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say

All CFP Participants, Treatment

Social Networking Questions		
57.	<p>Do you agree with the following statement: "I have developed a professional network through CFP that helps me answer questions related to climate, climate finance, CLA, and Leadership."</p> <p><i>If yes, proceed to question 58.</i></p> <p><i>If no, proceed to question 60.</i></p> <p><i>If "prefer not to say", proceed to question 60.</i></p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Prefer not to say</p>
58.	<p>Throughout your engagement with the CFP, with whom do you interact? Please provide the top three individuals with whom you interact, including their names and titles.</p>	
59.	<p>How often did you talk?</p>	<p><input type="radio"/> Several times per week</p> <p><input type="radio"/> Once a week</p> <p><input type="radio"/> Bi-weekly (every other week)</p> <p><input type="radio"/> Once a month</p> <p><input type="radio"/> Not applicable</p> <p><input type="radio"/> Prefer not to say</p>
60.	<p>If you did not develop any new working relationships through the CFP Program, why not?</p>	
61.	<p>To what extent do you agree with the following statement: "As a result of CFP, I know who to reach out to within the agency when I have specific climate, climate finance, CLA, or Leadership questions."</p> <p><i>Skip to question 80.</i></p>	<p><input type="radio"/> Strongly Disagree</p> <p><input type="radio"/> Disagree</p> <p><input type="radio"/> Neither Agree nor Disagree</p> <p><input type="radio"/> Agree</p> <p><input type="radio"/> Strongly Agree</p> <p><input type="radio"/> Prefer not to say</p>

Non-CFP Respondents, Control

Practice Statements: Please rate the frequency in which you do the following:		
62a.	Readiness: Explore and implement systematic approaches to addressing climate change?	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
62b.	Readiness: Integrate USAID's Climate Strategy objectives within your Mission's strategy and program, project, and/or activity design and implementation?	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
63.	Alignment: Identify areas of alignment of priorities between key stakeholders & USAID.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
64.	Process: Facilitate processes that involve people across the Mission (multi-sectors/functions) in service of implementation of the Climate Strategy across the Mission.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
65.	Programming: Convert opportunities to mobilize resources for climate action into strategic programmatic approaches.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
66.	Relationships: Develop and manage relationships with public and private sector contacts and other climate stakeholders.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
67a.	Climate Action Practice Statement: Effectively advocate for the Agency's climate strategy in alignment with Mission development objectives and key Agency processes and policies.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
67b.	Climate Action Practice Statement: Cultivate potential partnerships with key stakeholders to advance USAID climate objectives.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say

67c.	Climate Action Practice Statement: Generate climate action planning informed by analysis of key systems local country and community context, and Mission priorities.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
67d.	Climate Action Practice Statement: Utilize multiple approaches to mobilizing finance.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
67e.	Climate Action Practice Statement: Operationalize specific partnering opportunities for climate action.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
68a.	CLA Practice Statement: Facilitate strategic collaboration in the exploration of new programming approaches.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
68b.	CLA Practice Statement: Seek out and practice strategic collaboration across the Mission to advance USAID climate objectives.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
68c.	CLA Practice Statement: Facilitate processes that inspire trust and confidence that lead to buy-in and formal approval.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
68d.	CLA Practice Statement: Collaborate with OAA, leadership, and other technical units to advance strategic programmatic opportunities.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
68e.	CLA Practice Statement: Facilitate effective meetings by listening actively and asking questions to surface synergies.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say

69a.	Communication and Leadership Development Practice Statement: Practice self-awareness, recognizing my personal strengths and areas in need of improvement, to influence the positive institutionalization of climate action.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
69b.	Communication and Leadership Development Practice Statement: Engage in strategic thinking and analysis that leads to a clear set of goals, plans, and new ideas.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
69c.	Communication and Leadership Development Practice Statement: Use self-awareness, engagement skills (e.g., interpersonal, facilitation, and team building skills), and demonstrate an understanding of competing interests to achieve consensus.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
69d.	Communication and Leadership Development Practice Statement: Develop and lead decision-making processes for identifying programmatic options and resources.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
69e.	Communication and Leadership Development Practice Statement: Communicate climate related priorities in a manner that engages and empowers partners and other climate stakeholders.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Often <input type="radio"/> Always <input type="radio"/> Prefer not to say
Belief Statements: Please indicate the extent to which you agree with the following statements.		
70.	To what extent to do you agree with the following statement: "I have the ability to explore and implement systematic approaches to addressing climate change."	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
71.	To what extent to do you agree with the following statement: "I have the ability to integrate USAID's Climate Strategy objectives within my Mission's strategy and program, project, and/or activity design and implementation."	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
72.	To what extent to do you agree with the following statement: "I have the ability to identify areas of alignment of priorities between key stakeholders & USAID."	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say

73.	To what extent to do you agree with the following statement: “I have the ability to design and facilitate processes that involve people across the Mission (multi-sectors/functions) in service of implementation of the Climate Strategy.”	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
74.	To what extent to do you agree with the following statement: “I have the ability to convert opportunities to mobilize resources for climate action into strategic programmatic approaches.”	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
75.	To what extent to do you agree with the following statement: “I have the ability to develop and manage relationships with public and private sector contacts and other climate stakeholders.”	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
76.	To what extent to do you agree with the following statement: “I believe climate finance can be mobilized to advance climate and development outcomes.”	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
77.	To what extent to do you agree with the following statement: “I believe a climate lens can be applied across all programming to advance climate and development outcomes.”	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
78.	To what extent to do you agree with the following statement: “I believe I can create agency in my office and among my team to promote climate action.”	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
79.	To what extent to do you agree with the following statement: “I believe that I play a key role in ensuring the operationalization of the Agency’s Climate Strategy as taking action on climate is an urgent matter.”	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say

All Respondents, Control and Treatment

Expertise Statements: Please assess your level of expertise in the following areas:

<p>80.</p>	<p>I know how to use systemic thinking to reveal underlying causes and structural barriers, relationships, and patterns that hinder climate action at the Mission.</p>	<ul style="list-style-type: none"> <input type="radio"/> Novice: <i>I am just starting to explore this skillset</i> <input type="radio"/> Developing: <i>I have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the job. AND I expect to need help when performing this skill.</i> <input type="radio"/> Proficient: <i>I am able to successfully complete tasks as requested AND may require help from an expert from time to time but usually can perform this skill independently.</i> <input type="radio"/> Highly Proficient: <i>I can perform relevant tasks and action without assistance AND am recognized within my organization as “a person to ask” when difficult questions arise regarding this skill.</i> <input type="radio"/> Expert: <i>I am known as an expert in this area AND can provide guidance, troubleshoot, and answer questions related to this skill.</i> <input type="radio"/> I do not know <input type="radio"/> This subject matter is unknown or not applicable to me and my role <input type="radio"/> Prefer not to say
<p>81.</p>	<p>I know how to use chains of influence and compelling evidence and data to affect actions, behavior, and opinions to generate support.</p>	<ul style="list-style-type: none"> <input type="radio"/> Novice: <i>I am just starting to explore this skillset</i> <input type="radio"/> Developing: <i>I have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the job. AND I expect to need help when performing this skill.</i> <input type="radio"/> Proficient: <i>I am able to successfully complete tasks as requested AND may require help from an expert from time to time but usually can perform this skill independently.</i> <input type="radio"/> Highly Proficient: <i>I can perform relevant tasks and action without assistance AND am recognized within my organization as “a person to ask” when difficult questions arise regarding this skill.</i> <input type="radio"/> Expert: <i>I am known as an expert in this area AND can provide guidance, troubleshoot, and answer questions related to this skill.</i> <input type="radio"/> I do not know <input type="radio"/> This subject matter is unknown or not applicable to me and my role <input type="radio"/> Prefer not to say

82.	I know how to develop and use collaborative processes to apply tools and frameworks for systems analysis.	<ul style="list-style-type: none"> ○ Novice: <i>I am just starting to explore this skillset</i> ○ Developing: <i>I have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the job. AND I expect to need help when performing this skill.</i> ○ Proficient: <i>I am able to successfully complete tasks as requested AND may require help from an expert from time to time but usually can perform this skill independently.</i> ○ Highly Proficient: <i>I can perform relevant tasks and action without assistance AND am recognized within my organization as “a person to ask” when difficult questions arise regarding this skill.</i> ○ Expert: <i>I am known as an expert in this area AND can provide guidance, troubleshoot, and answer questions related to this skill.</i> ○ I do not know ○ This subject matter is unknown or not applicable to me and my role ○ Prefer not to say
83.	I have a strong understanding of power dynamics and know how to seek contributions from a diverse group of individuals.	<ul style="list-style-type: none"> ○ Novice: <i>I am just starting to explore this skillset</i> ○ Developing: <i>I have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the job. AND I expect to need help when performing this skill.</i> ○ Proficient: <i>I am able to successfully complete tasks as requested AND may require help from an expert from time to time but usually can perform this skill independently.</i> ○ Highly Proficient: <i>I can perform relevant tasks and action without assistance AND am recognized within my organization as “a person to ask” when difficult questions arise regarding this skill.</i> ○ Expert: <i>I am known as an expert in this area AND can provide guidance, troubleshoot, and answer questions related to this skill.</i> ○ I do not know ○ This subject matter is unknown or not applicable to me and my role ○ Prefer not to say
84.	I know how to effectively engage key stakeholders in the identification of priority development challenges, problems, and opportunities.	<ul style="list-style-type: none"> ○ Novice: <i>I am just starting to explore this skillset</i> ○ Developing: <i>I have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the job. AND I expect to need help when performing this skill.</i> ○ Proficient: <i>I am able to successfully complete tasks as requested AND may require help from an expert from time to time but usually can perform this skill independently.</i> ○ Highly Proficient: <i>I can perform relevant tasks and action without assistance AND am recognized within my organization as “a person to ask” when difficult questions arise regarding this skill.</i> ○ Expert: <i>I am known as an expert in this area AND can provide guidance, troubleshoot, and answer questions related to this skill.</i> ○ I do not know ○ This subject matter is unknown or not applicable to me and my role ○ Prefer not to say

85.	I know how to use research and analysis from varied resources to identify potential partners and create a prioritized action plan.	<ul style="list-style-type: none"> ○ Novice: <i>I am just starting to explore this skillset</i> ○ Developing: <i>I have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the job. AND I expect to need help when performing this skill.</i> ○ Proficient: <i>I am able to successfully complete tasks as requested AND may require help from an expert from time to time but usually can perform this skill independently.</i> ○ Highly Proficient: <i>I can perform relevant tasks and action without assistance AND am recognized within my organization as “a person to ask” when difficult questions arise regarding this skill.</i> ○ Expert: <i>I am known as an expert in this area AND can provide guidance, troubleshoot, and answer questions related to this skill.</i> ○ I do not know ○ This subject matter is unknown or not applicable to me and my role ○ Prefer not to say
86.	I know how to formulate a strategy for partnering with USAID to mobilize resources for climate action.	<ul style="list-style-type: none"> ○ Novice: <i>I am just starting to explore this skillset</i> ○ Developing: <i>I have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the job. AND I expect to need help when performing this skill.</i> ○ Proficient: <i>I am able to successfully complete tasks as requested AND may require help from an expert from time to time but usually can perform this skill independently.</i> ○ Highly Proficient: <i>I can perform relevant tasks and action without assistance AND am recognized within my organization as “a person to ask” when difficult questions arise regarding this skill.</i> ○ Expert: <i>I am known as an expert in this area AND can provide guidance, troubleshoot, and answer questions related to this skill.</i> ○ I do not know ○ This subject matter is unknown or not applicable to me and my role ○ Prefer not to say
87.	I know how to conduct pause and reflect sessions to generate data to refine my strategic collaboration.	<ul style="list-style-type: none"> ○ Novice: <i>I am just starting to explore this skillset</i> ○ Developing: <i>I have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the job. AND I expect to need help when performing this skill.</i> ○ Proficient: <i>I am able to successfully complete tasks as requested AND may require help from an expert from time to time but usually can perform this skill independently.</i> ○ Highly Proficient: <i>I can perform relevant tasks and action without assistance AND am recognized within my organization as “a person to ask” when difficult questions arise regarding this skill.</i> ○ Expert: <i>I am known as an expert in this area AND can provide guidance, troubleshoot, and answer questions related to this skill.</i> ○ I do not know ○ This subject matter is unknown or not applicable to me and my role ○ Prefer not to say

88.	I know how to gather and integrate applicable evidence, data, and approaches into strategic- and activity-level planning and monitoring.	<ul style="list-style-type: none"> ○ Novice: <i>I am just starting to explore this skillset</i> ○ Developing: <i>I have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the job. AND I expect to need help when performing this skill.</i> ○ Proficient: <i>I am able to successfully complete tasks as requested AND may require help from an expert from time to time but usually can perform this skill independently.</i> ○ Highly Proficient: <i>I can perform relevant tasks and action without assistance AND am recognized within my organization as “a person to ask” when difficult questions arise regarding this skill.</i> ○ Expert: <i>I am known as an expert in this area AND can provide guidance, troubleshoot, and answer questions related to this skill.</i> ○ I do not know ○ This subject matter is unknown or not applicable to me and my role ○ Prefer not to say
89.	I know how to assess the necessary levels of change (individual, team, Mission) for successfully institutionalizing climate change priorities into the Mission’s strategy	<ul style="list-style-type: none"> ○ Novice: <i>I am just starting to explore this skillset</i> ○ Developing: <i>I have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the job. AND I expect to need help when performing this skill.</i> ○ Proficient: <i>I am able to successfully complete tasks as requested AND may require help from an expert from time to time but usually can perform this skill independently.</i> ○ Highly Proficient: <i>I can perform relevant tasks and action without assistance AND am recognized within my organization as “a person to ask” when difficult questions arise regarding this skill.</i> ○ Expert: <i>I am known as an expert in this area AND can provide guidance, troubleshoot, and answer questions related to this skill.</i> ○ I do not know ○ This subject matter is unknown or not applicable to me and my role ○ Prefer not to say
90.	I know how to use the CLA Maturity Tool as a touchstone to strategically identify elements of the Program Cycle and/or enabling conditions that are involved in implementing the projects that serve the Climate Strategy.	<ul style="list-style-type: none"> ○ Novice: <i>I am just starting to explore this skillset</i> ○ Developing: <i>I have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the job. AND I expect to need help when performing this skill.</i> ○ Proficient: <i>I am able to successfully complete tasks as requested AND may require help from an expert from time to time but usually can perform this skill independently.</i> ○ Highly Proficient: <i>I can perform relevant tasks and action without assistance AND am recognized within my organization as “a person to ask” when difficult questions arise regarding this skill.</i> ○ Expert: <i>I am known as an expert in this area AND can provide guidance, troubleshoot, and answer questions related to this skill.</i> ○ I do not know ○ This subject matter is unknown or not applicable to me and my role ○ Prefer not to say

91.	I know how to use a coaching approach to engage, motivate, influence, and empower colleagues	<ul style="list-style-type: none"> ○ Novice: <i>I am just starting to explore this skillset</i> ○ Developing: <i>I have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the job. AND I expect to need help when performing this skill.</i> ○ Proficient: <i>I am able to successfully complete tasks as requested AND may require help from an expert from time to time but usually can perform this skill independently.</i> ○ Highly Proficient: <i>I can perform relevant tasks and action without assistance AND am recognized within my organization as “a person to ask” when difficult questions arise regarding this skill.</i> ○ Expert: <i>I am known as an expert in this area AND can provide guidance, troubleshoot, and answer questions related to this skill.</i> ○ I do not know ○ This subject matter is unknown or not applicable to me and my role ○ Prefer not to say
92.	I know how to assess elements within the financial ecosystem that can enable greater public and private investment in climate action	<ul style="list-style-type: none"> ○ Novice: <i>I am just starting to explore this skillset</i> ○ Developing: <i>I have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the job. AND I expect to need help when performing this skill.</i> ○ Proficient: <i>I am able to successfully complete tasks as requested AND may require help from an expert from time to time but usually can perform this skill independently.</i> ○ Highly Proficient: <i>I can perform relevant tasks and action without assistance AND am recognized within my organization as “a person to ask” when difficult questions arise regarding this skill.</i> ○ Expert: <i>I am known as an expert in this area AND can provide guidance, troubleshoot, and answer questions related to this skill.</i> ○ I do not know ○ This subject matter is unknown or not applicable to me and my role ○ Prefer not to say
93.	I know how to incorporate blended finance approaches and risk mitigation tools into program design	<ul style="list-style-type: none"> ○ Novice: <i>I am just starting to explore this skillset</i> ○ Developing: <i>I have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the job. AND I expect to need help when performing this skill.</i> ○ Proficient: <i>I am able to successfully complete tasks as requested AND may require help from an expert from time to time but usually can perform this skill independently.</i> ○ Highly Proficient: <i>I can perform relevant tasks and action without assistance AND am recognized within my organization as “a person to ask” when difficult questions arise regarding this skill.</i> ○ Expert: <i>I am known as an expert in this area AND can provide guidance, troubleshoot, and answer questions related to this skill.</i> ○ I do not know ○ This subject matter is unknown or not applicable to me and my role ○ Prefer not to say

94.	I know how to use a decision-making framework to propose and substantiate a potential strategic programmatic approach to mobilize internal and external resources for climate action.	<ul style="list-style-type: none"> ○ Novice: <i>I am just starting to explore this skillset</i> ○ Developing: <i>I have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the job. AND I expect to need help when performing this skill.</i> ○ Proficient: <i>I am able to successfully complete tasks as requested AND may require help from an expert from time to time but usually can perform this skill independently.</i> ○ Highly Proficient: <i>I can perform relevant tasks and action without assistance AND am recognized within my organization as “a person to ask” when difficult questions arise regarding this skill.</i> ○ Expert: <i>I am known as an expert in this area AND can provide guidance, troubleshoot, and answer questions related to this skill.</i> ○ I do not know ○ This subject matter is unknown or not applicable to me and my role ○ Prefer not to say
95.	I know how to enable locally led action and seek means to defer decision-making authority to local actors to the greatest extent possible.	<ul style="list-style-type: none"> ○ Novice: <i>I am just starting to explore this skillset</i> ○ Developing: <i>I have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the job. AND I expect to need help when performing this skill.</i> ○ Proficient: <i>I am able to successfully complete tasks as requested AND may require help from an expert from time to time but usually can perform this skill independently.</i> ○ Highly Proficient: <i>I can perform relevant tasks and action without assistance AND am recognized within my organization as “a person to ask” when difficult questions arise regarding this skill.</i> ○ Expert: <i>I am known as an expert in this area AND can provide guidance, troubleshoot, and answer questions related to this skill.</i> ○ I do not know ○ This subject matter is unknown or not applicable to me and my role ○ Prefer not to say
96.	I know of a variety of types of funding available for climate action	<ul style="list-style-type: none"> ○ Novice: <i>I am just starting to explore this skillset</i> ○ Developing: <i>I have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the job. AND I expect to need help when performing this skill.</i> ○ Proficient: <i>I am able to successfully complete tasks as requested AND may require help from an expert from time to time but usually can perform this skill independently.</i> ○ Highly Proficient: <i>I can perform relevant tasks and action without assistance AND am recognized within my organization as “a person to ask” when difficult questions arise regarding this skill.</i> ○ Expert: <i>I am known as an expert in this area AND can provide guidance, troubleshoot, and answer questions related to this skill.</i> ○ I do not know ○ This subject matter is unknown or not applicable to me and my role ○ Prefer not to say

97.	I know how to how to work with stakeholders to access and mobilize funding for climate action.	<ul style="list-style-type: none"> <input type="radio"/> Novice: <i>I am just starting to explore this skillset</i> <input type="radio"/> Developing: <i>I have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the job. AND I expect to need help when performing this skill.</i> <input type="radio"/> Proficient: <i>I am able to successfully complete tasks as requested AND may require help from an expert from time to time but usually can perform this skill independently.</i> <input type="radio"/> Highly Proficient: <i>I can perform relevant tasks and action without assistance AND am recognized within my organization as “a person to ask” when difficult questions arise regarding this skill.</i> <input type="radio"/> Expert: <i>I am known as an expert in this area AND can provide guidance, troubleshoot, and answer questions related to this skill.</i> <input type="radio"/> I do not know <input type="radio"/> This subject matter is unknown or not applicable to me and my role <input type="radio"/> Prefer not to say
Culture Statements		
98.	To what extent to do you agree with the following statement: “In my Office, people often resist untried approaches.”	<ul style="list-style-type: none"> <input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
99.	To what extent to do you agree with the following statement: “Despite the workload, people in my Office find time to review and reflect on how efforts are going to integrate climate into programming. “	<ul style="list-style-type: none"> <input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
100.	To what extent to do you agree with the following statement: “In my Office if you make a mistake, it is not held against you.”	<ul style="list-style-type: none"> <input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
101.	To what extent to do you agree with the following statement: “In my Office there are structured opportunities for peer dialogue and learning among those working on climate and climate finance.”	<ul style="list-style-type: none"> <input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Prefer not to say
102.	How is climate and climate finance most often taught or demonstrated in your Office?”	
103.	How is CLA to improve programming most often taught or demonstrated in your Office?	

104.	How is communications and leadership most often taught or demonstrated in your Office?	
105.	What motivations do you consider essential to ensure the success of individuals, teams, and Mission in operationalizing the Climate Strategy and the Agency's vision of a resilient, prosperous, and equitable world with net-zero greenhouse gas emissions?	
106.	What components of an enabling environment are most vital to ensure the success of individuals, teams, and Mission in operationalizing the Climate Strategy and the Agency's vision of a resilient, prosperous, and equitable world with net-zero greenhouse gas emissions?	

Data Collection Tool – PIVOT Online Survey

The USAID Data Services Team was contracted by USAID's Africa Bureau Division for Economic Growth, Environment and Agriculture (EGEA) via the Prosper Africa buy-in mechanism to conduct a Learning Review for the Climate and Finance Practicum (CFP), a program that uses the PIVOT model to foster knowledge, skills, and behaviors related to climate and climate finance. As part of this Learning Review, a follow-up from the Learning Review for the Practical, InnoVative, On-the-job Training (PIVOT) Cohort program is being completed involving a follow-up survey of the PIVOT participants. The purpose of this survey is to understand how the competencies gained through the PIVOT program have been sustained since the program ended.

The Climate and Finance Practicum (CFP) Learning Review team requests your participation in this study, by completing the following survey. We estimate that this survey will take between 15 and 20 minutes to complete. The Learning Review team hopes that you will feel comfortable providing honest feedback on your experiences and points of view.

Privacy Act Statement (PAS)

- Authority: Executive Order 14035: Diversity, Equity, Inclusion and Accessibility in the Federal Workforce.
- Purpose: To collect data to 1) identify how the Practicum supports individuals differently 2) to examine the Practicum's commitment to the USAID DEI Strategy.
- Routine Uses: The personal information (age and disability status) will be used by the Learning Review Team to determine how the Practicum's approach to strengthening knowledge, skills, and behaviors impacts USAID staff differently; to ensure the Practicum's accessibility to everyone; and to allow for the exploration of how the Practicum actively responds to the USAID DEI strategy. This information will only be available to individuals on the Learning Review Research Team. Results will be presented in aggregate in the Learning Review Report and Learning Review Presentation. Once research is complete, the Team will remove all elements of PII from the dataset and submit to the Development Data Library (DDL). The DDL will assess the level of risk of the dataset and ensure all PII is removed appropriately. Once the data is approved by the DDL, the original dataset will be destroyed.
- Disclosure: Disclosure is voluntary for the following two questions: "What age group do you fall within?" and "Do you identify as a person with a disability?". The omission of response will have no impact on the respondent's overall survey submission.

No.	Question	Response
All PIVOT Participants		
1.	How do you identify?	<ul style="list-style-type: none"> · Man · Woman · Non-Binary · Prefer not to say
2.	What age group do you fall within?	<ul style="list-style-type: none"> · Under 29 · Between 30-35 · Over 36 · Prefer not to say
3.	Do you identify as a person with a disability?	<ul style="list-style-type: none"> · Yes · No · Prefer not to say
4.	What is your current hiring mechanism?	<ul style="list-style-type: none"> · Foreign Service National · Civil Service · Foreign Service Officer · United States Personal Service Contractor · Eligible Family Member · Foreign Service Limited · Third-Country National · Prefer not to say
5.	What Mission or Operating Unit were you representing during either PIVOT 1.0 or PIVOT 2.0?	<ul style="list-style-type: none"> · Ethiopia · Tanzania · Rwanda · Kenya/East Africa · Uganda · Ghana · Madagascar · Southern Africa
6.	Which development sector do you primarily focus on?	<ul style="list-style-type: none"> · Agriculture and Food Security · Anti-Corruption · Democracy, Human Rights, and Governance · Economic Growth and Trade · Education · Environment, Energy, and Infrastructure · Gender Equality and Women's Empowerment · Global Health · Humanitarian Assistance · Innovation, Technology, and Research · Nutrition · Water and Sanitation · Other · Prefer not to say
7.	Were you the supervisor of a Practical, InnoVative, On-the-job Training (PIVOT) participant?	<ul style="list-style-type: none"> · Yes · No
8.	Did you serve as a Private Sector Point of Contact within the participating PIVOT Mission?	<ul style="list-style-type: none"> · Yes · No

9.	Were you a Practical, InnoVative, On-the-job Training (PIVOT) change team member?	<ul style="list-style-type: none"> · Yes · No
10.	What Practical, InnoVative, On-the-job Training (PIVOT) cohort did you participate in?	<ul style="list-style-type: none"> · Practical, InnoVative, On-the-job Training (PIVOT) 1.0 (2019 - 2020) · Practical, InnoVative, On-the-job Training (PIVOT) 2.0 (2020-2021)
11.	Which Practical, InnoVative, On-the-job Training (PIVOT) Affinity Group were you a part of?	<ul style="list-style-type: none"> · Health · Education · Agriculture · Program Office · Environment · Contracts/Office of Acquisition and Assistance (OAA) · Economic Growth · Conflict and Governance · I am/was not in a Practical, InnoVative, On-the-job Training (PIVOT) Affinity Group

- **Questions 12a – 15d are designed for PIVOT Supervisors.**
- **Questions 16a – 22e are designed for PIVOT Change Team Members.**
- **Questions 26a – 27d are designed for All PIVOT Participants.**
- **Questions 28-30 are designed for PIVOT Supervisors.**
- **Question 31 is designed for All PIVOT Participants.**

PIVOT Supervisors

Practice Statements: Supervisors: Since Practical, InnoVative, On-the-job Training (PIVOT) has ended, please rate the frequency in which you do the following.		
12a.	Talk to your supervisee about engaging the private sector?	<ul style="list-style-type: none"> · Never · Rarely · Sometimes · Often · Always
12b.	Talk to your supervisee about using a collaborating, learning, and adapting (Collaboration, Learning, Adapting) approach to manage change?	<ul style="list-style-type: none"> · Never · Rarely · Sometimes · Often · Always
12c.	Talk to your supervisee about their leadership skills and how to improve them?	<ul style="list-style-type: none"> · Never · Rarely · Sometimes · Often · Always
12d.	Talk to your supervisee about how you can integrate the knowledge imparted from the Practical, InnoVative, On-the-job Training (PIVOT) program into their work?	<ul style="list-style-type: none"> · Never · Rarely · Sometimes · Often · Always

13.	In what subject area has your supervisee's knowledge been sustained the most? (Rank from First to Third)	<ul style="list-style-type: none"> · Private Sector Engagement (articulate in their own words what Private Sector Engagement is and how it can contribute to the mission) · Collaboration, Learning, Adapting for change management (assess necessary levels of change for a particular change, determine the readiness of Office for a particular change, identify strategies to address resistance and rank, have strategies and techniques to manage change) · Leadership (communicate professionally with people of all backgrounds, give, and receive constructive feedback)
14.	I am confident Practical, InnoVative, On-the-job Training (PIVOT) has taught valuable knowledge to my supervisee.	<ul style="list-style-type: none"> · Not at all confident · Only slightly confident · Somewhat confident · Moderately confident · Very confident
Belief Statements: Do you agree with the following statements?		
15a.	Since their participation in Practical, InnoVative, On-the-job Training (PIVOT), I have observed an increased ability of my staff to communicate about or take action on Private Sector Engagement.	<ul style="list-style-type: none"> · Not at all · A little · Somewhat · Very much · Completely
15b.	Since their participation in Practical, InnoVative, On-the-job Training (PIVOT), I have observed increased collaboration and flexibility of my staff.	<ul style="list-style-type: none"> · Not at all · A little · Somewhat · Very much · Completely
15c.	Since their participation in Practical, InnoVative, On-the-job Training (PIVOT), I have observed increased confidence of my staff.	<ul style="list-style-type: none"> · Not at all · A little · Somewhat · Very much · Completely
15d.	Since their participation in Practical, InnoVative, On-the-job Training (PIVOT), I have observed increased communication skills of my staff.	<ul style="list-style-type: none"> · Not at all · A little · Somewhat · Very much · Completely

PIVOT Change Team Members

Belief Statements: Please rate your agreement with the following statements.		
16a.	I believe I can engage the private sector to advance development outcomes.	<ul style="list-style-type: none"> · Not at all · A little · Somewhat · Very much · Completely
16b.	I believe I can create change in my Office.	<ul style="list-style-type: none"> · Not at all · A little · Somewhat · Very much · Completely
16c.	I believe Private Sector Engagement contributes to sustainable development outcomes.	<ul style="list-style-type: none"> · Not at all · A little · Somewhat · Very much · Completely
16d.	Engaging the private sector for development and humanitarian outcomes excites and motivates me.	<ul style="list-style-type: none"> · Not at all · A little · Somewhat · Very much · Completely
Practice Statements: Do you agree with the following statements?		
17a.	I intentionally consider factors like gender, workplace hierarchies, social status, and other forms of power in my decision making.	<ul style="list-style-type: none"> · Not at all · A little · Somewhat · Very much · Completely
17b.	I make decisions by considering a range of alternatives, as well as opposing perspectives, and by utilizing the best available data.	<ul style="list-style-type: none"> · Not at all · A little · Somewhat · Very much · Completely
17c.	I practice techniques that enable me to be more composed, flexible, and less emotionally reactive in the workplace.	<ul style="list-style-type: none"> · Not at all · A little · Somewhat · Very much · Completely
18.	What techniques do you use?	
Practice Statements: Please select your proficiency according to the following statements?		

19a.	I share and teach Private Sector Engagement techniques and tools with colleagues.	<ul style="list-style-type: none"> · Novice (you are just starting to explore this skill.) · Developing (you have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the-job. AND You are expected to need help when performing this skill.) · Proficient (you are able to successfully complete tasks as requested. AND Help from an expert may be required from time to time, but you can usually perform the skill independently.) · Highly Proficient (you can perform relevant tasks and actions without assistance. AND You are recognized within your organization as “a person to ask” when difficult questions arise regarding this skill.) · Expert (you are known as an “expert” in this area. AND You can provide guidance, troubleshoot, and answer questions related to this area) · I don't know; N/A (this subject matter is unknown or not applicable to me.)
19b.	I integrate Private Sector Engagement strategies and capabilities into programs.	<ul style="list-style-type: none"> · Novice (you are just starting to explore this skill.) · Developing (you have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the-job. AND You are expected to need help when performing this skill.) · Proficient (you are able to successfully complete tasks as requested. AND Help from an expert may be required from time to time, but you can usually perform the skill independently.) · Highly Proficient (you can perform relevant tasks and actions without assistance. AND You are recognized within your organization as “a person to ask” when difficult questions arise regarding this skill.) · Expert (you are known as an “expert” in this area. AND You can provide guidance, troubleshoot, and answer questions related to this area) · I don't know; N/A (this subject matter is unknown or not applicable to me.)

19c.	I carry out pause and reflect sessions to inform future work.	<ul style="list-style-type: none"> · Novice (you are just starting to explore this skill.) · Developing (you have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the-job. AND You are expected to need help when performing this skill.) · Proficient (you are able to successfully complete tasks as requested. AND Help from an expert may be required from time to time, but you can usually perform the skill independently.) · Highly Proficient (you can perform relevant tasks and actions without assistance. AND You are recognized within your organization as “a person to ask” when difficult questions arise regarding this skill.) · Expert (you are known as an “expert” in this area. AND You can provide guidance, troubleshoot, and answer questions related to this area) · I don't know; N/A (this subject matter is unknown or not applicable to me.)
19d.	I consistently and intentionally invite feedback, input, and opportunities for collaboration.	<ul style="list-style-type: none"> · Novice (you are just starting to explore this skill.) · Developing (you have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the-job. AND You are expected to need help when performing this skill.) · Proficient (you are able to successfully complete tasks as requested. AND Help from an expert may be required from time to time, but you can usually perform the skill independently.) · Highly Proficient (you can perform relevant tasks and actions without assistance. AND You are recognized within your organization as “a person to ask” when difficult questions arise regarding this skill.) · Expert (you are known as an “expert” in this area. AND You can provide guidance, troubleshoot, and answer questions related to this area) · I don't know; N/A (this subject matter is unknown or not applicable to me.)

19e.	I know the major markets (and actors) in my sector.	<ul style="list-style-type: none"> · Novice (you are just starting to explore this skill.) · Developing (you have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the-job. AND You are expected to need help when performing this skill.) · Proficient (you are able to successfully complete tasks as requested. AND Help from an expert may be required from time to time, but you can usually perform the skill independently.) · Highly Proficient (you can perform relevant tasks and actions without assistance. AND You are recognized within your organization as “a person to ask” when difficult questions arise regarding this skill.) · Expert (you are known as an “expert” in this area. AND You can provide guidance, troubleshoot, and answer questions related to this area) · I don't know; N/A (this subject matter is unknown or not applicable to me.)
19f.	I draw on (my own, the Mission, the Agency's) past Private Sector Engagement experiences to improve Private Sector Engagement programming.	<ul style="list-style-type: none"> · Novice (you are just starting to explore this skill.) · Developing (you have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the-job. AND You are expected to need help when performing this skill.) · Proficient (you are able to successfully complete tasks as requested. AND Help from an expert may be required from time to time, but you can usually perform the skill independently.) · Highly Proficient (you can perform relevant tasks and actions without assistance. AND You are recognized within your organization as “a person to ask” when difficult questions arise regarding this skill.) · Expert (you are known as an “expert” in this area. AND You can provide guidance, troubleshoot, and answer questions related to this area) · I don't know; N/A (this subject matter is unknown or not applicable to me.)

19g.	In conversation with the private sector, I learn and understand their interests.	<ul style="list-style-type: none"> · Novice (you are just starting to explore this skill.) · Developing (you have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the-job. AND You are expected to need help when performing this skill.) · Proficient (you are able to successfully complete tasks as requested. AND Help from an expert may be required from time to time, but you can usually perform the skill independently.) · Highly Proficient (you can perform relevant tasks and actions without assistance. AND You are recognized within your organization as “a person to ask” when difficult questions arise regarding this skill.) · Expert (you are known as an “expert” in this area. AND You can provide guidance, troubleshoot, and answer questions related to this area) · I don't know; N/A (this subject matter is unknown or not applicable to me.)
20.	What types of private sector organizations do you tend to work with?	<ul style="list-style-type: none"> · Financial institutions and investors · Business associations · Large national enterprises · Multinational corporations MNC's · Formal Micro, Small, and Medium sized enterprises (MSME's) · Informal Formal Micro, Small, and Medium sized enterprises (MSME's) · American businesses · NGO's or social enterprises
21.	Please discuss the other metrics (size, income, sector, foreign versus national) you use to identify potential private sector partners.	
Action Statements: When I engage in Private Sector Engagement,		
22a.	I engage collaborators across technical offices to develop and refine opportunity maps.	<ul style="list-style-type: none"> · Never · Rarely · Sometimes · Often · Always
22b.	I use the Collaboration, Learning, Adapting Maturity Tool.	<ul style="list-style-type: none"> · Never · Rarely · Sometimes · Often · Always

22c.	I update/adapt the Private Sector Engagement planning and implementation process based on pause and reflect sessions.	<ul style="list-style-type: none"> · Never · Rarely · Sometimes · Often · Always
22d.	I use the mappings (of vocabulary, concepts, and interests between the USAID/ donor and private sector sectors) to draw out and discern shared interests among relevant stakeholders.	<ul style="list-style-type: none"> · Never · Rarely · Sometimes · Often · Always
22e.	I carry out internal pause and reflect sessions to generate data for decision making and adaptation.	<ul style="list-style-type: none"> · Never · Rarely · Sometimes · Often · Always
Social Networking Questions: Please answer the following questions.		
23.	How often do you interact with anyone from your Practical, InnoVative, On-the-job Training (PIVOT) cohort?	<ul style="list-style-type: none"> · Several times per week · Once weekly · Bi-weekly · Once monthly · I no longer interact with anyone from my Affinity Group
24.	How often do you interact with anyone from your Change Team?	<ul style="list-style-type: none"> · Several times per week · Once weekly · Bi-weekly · Once monthly · I no longer interact with anyone from my Affinity Group
25.	How often do you interact with anyone from your Affinity Group?	<ul style="list-style-type: none"> · Several times per week · Once weekly · Bi-weekly · Once monthly · I no longer interact with anyone from my Affinity Group

All PIVOT Participants

Expertise Questions: Please answer the following questions according to the following scale.

26a.	I know how to build alliances and partnerships with the private sector.	<ul style="list-style-type: none"> · Novice (you are just starting to explore this skill.) · Developing (you have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the-job. AND You are expected to need help when performing this skill.) · Proficient (you are able to successfully complete tasks as requested. AND Help from an expert may be required from time to time, but you can usually perform the skill independently.) · Highly Proficient (you can perform relevant tasks and actions without assistance. AND You are recognized within your organization as “a person to ask” when difficult questions arise regarding this skill.) · Expert (you are known as an “expert” in this area. AND You can provide guidance, troubleshoot, and answer questions related to this area) · I don't know; N/A (this subject matter is unknown or not applicable to me.)
26b.	I know how to co-create solutions with private sector actors.	<ul style="list-style-type: none"> · Novice (you are just starting to explore this skill.) · Developing (you have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the-job. AND You are expected to need help when performing this skill.) · Proficient (you are able to successfully complete tasks as requested. AND Help from an expert may be required from time to time, but you can usually perform the skill independently.) · Highly Proficient (you can perform relevant tasks and actions without assistance. AND You are recognized within your organization as “a person to ask” when difficult questions arise regarding this skill.) · Expert (you are known as an “expert” in this area. AND You can provide guidance, troubleshoot, and answer questions related to this area) · I don't know; N/A (this subject matter is unknown or not applicable to me.)

26c.	I know how to harness private-sector expertise and innovation.	<ul style="list-style-type: none"> · Novice (you are just starting to explore this skill.) · Developing (you have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the-job. AND You are expected to need help when performing this skill.) · Proficient (you are able to successfully complete tasks as requested. AND Help from an expert may be required from time to time, but you can usually perform the skill independently.) · Highly Proficient (you can perform relevant tasks and actions without assistance. AND You are recognized within your organization as “a person to ask” when difficult questions arise regarding this skill.) · Expert (you are known as an “expert” in this area. AND You can provide guidance, troubleshoot, and answer questions related to this area) · I don't know; N/A (this subject matter is unknown or not applicable to me.)
26d.	I know how to use pay for results approaches.	<ul style="list-style-type: none"> · Novice (you are just starting to explore this skill.) · Developing (you have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the-job. AND You are expected to need help when performing this skill.) · Proficient (you are able to successfully complete tasks as requested. AND Help from an expert may be required from time to time, but you can usually perform the skill independently.) · Highly Proficient (you can perform relevant tasks and actions without assistance. AND You are recognized within your organization as “a person to ask” when difficult questions arise regarding this skill.) · Expert (you are known as an “expert” in this area. AND You can provide guidance, troubleshoot, and answer questions related to this area) · I don't know; N/A (this subject matter is unknown or not applicable to me.)

26e.	I know how to use blended and innovative finance.	<ul style="list-style-type: none"> · Novice (you are just starting to explore this skill.) · Developing (you have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the-job. AND You are expected to need help when performing this skill.) · Proficient (you are able to successfully complete tasks as requested. AND Help from an expert may be required from time to time, but you can usually perform the skill independently.) · Highly Proficient (you can perform relevant tasks and actions without assistance. AND You are recognized within your organization as “a person to ask” when difficult questions arise regarding this skill.) · Expert (you are known as an “expert” in this area. AND You can provide guidance, troubleshoot, and answer questions related to this area) · I don't know; N/A (this subject matter is unknown or not applicable to me.)
26f.	I know how to assess the necessary levels of change for a particular organizational change initiative.	<ul style="list-style-type: none"> · Novice (you are just starting to explore this skill.) · Developing (you have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the-job. AND You are expected to need help when performing this skill.) · Proficient (you are able to successfully complete tasks as requested. AND Help from an expert may be required from time to time, but you can usually perform the skill independently.) · Highly Proficient (you can perform relevant tasks and actions without assistance. AND You are recognized within your organization as “a person to ask” when difficult questions arise regarding this skill.) · Expert (you are known as an “expert” in this area. AND You can provide guidance, troubleshoot, and answer questions related to this area) · I don't know; N/A (this subject matter is unknown or not applicable to me.)

26g.	I know how to determine the readiness of my Office for a particular change.	<ul style="list-style-type: none"> · Novice (you are just starting to explore this skill.) · Developing (you have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the-job. AND You are expected to need help when performing this skill.) · Proficient (you are able to successfully complete tasks as requested. AND Help from an expert may be required from time to time, but you can usually perform the skill independently.) · Highly Proficient (you can perform relevant tasks and actions without assistance. AND You are recognized within your organization as “a person to ask” when difficult questions arise regarding this skill.) · Expert (you are known as an “expert” in this area. AND You can provide guidance, troubleshoot, and answer questions related to this area) · I don't know; N/A (this subject matter is unknown or not applicable to me.)
26h.	I know how to identify and develop strategies to address resistance and risk.	<ul style="list-style-type: none"> · Novice (you are just starting to explore this skill.) · Developing (you have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the-job. AND You are expected to need help when performing this skill.) · Proficient (you are able to successfully complete tasks as requested. AND Help from an expert may be required from time to time, but you can usually perform the skill independently.) · Highly Proficient (you can perform relevant tasks and actions without assistance. AND You are recognized within your organization as “a person to ask” when difficult questions arise regarding this skill.) · Expert (you are known as an “expert” in this area. AND You can provide guidance, troubleshoot, and answer questions related to this area) · I don't know; N/A (this subject matter is unknown or not applicable to me.)

26i.	I have strategies and techniques to effectively manage change.	<ul style="list-style-type: none"> · Novice (you are just starting to explore this skill.) · Developing (you have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the-job. AND You are expected to need help when performing this skill.) · Proficient (you are able to successfully complete tasks as requested. AND Help from an expert may be required from time to time, but you can usually perform the skill independently.) · Highly Proficient (you can perform relevant tasks and actions without assistance. AND You are recognized within your organization as “a person to ask” when difficult questions arise regarding this skill.) · Expert (you are known as an “expert” in this area. AND You can provide guidance, troubleshoot, and answer questions related to this area) · I don't know; N/A (this subject matter is unknown or not applicable to me.)
Culture Statements: Do you agree with the following statements?		
27a.	In my Office, people often resist untried approaches.	<ul style="list-style-type: none"> · Not at all · A little · Somewhat · Very much · Completely
27b.	Despite the workload, people in my Office find time to review and reflect on how Private Sector Engagement efforts are going.	<ul style="list-style-type: none"> · Not at all · A little · Somewhat · Very much · Completely
27c.	In my Office if you make a mistake, it is not held against you.	<ul style="list-style-type: none"> · Not at all · A little · Somewhat · Very much · Completely
27d.	In my Office there are structured opportunities for peer dialogue and learning among those working on Private Sector Engagement.	<ul style="list-style-type: none"> · Not at all · A little · Somewhat · Very much · Completely

PIVOT Supervisors

Office Questions: Please answer the following questions about your Office.	
28.	How is Private Sector Engagement most often taught or demonstrated in your Office?
29.	How is Collaboration, Learning, Adapting for change management most often taught or demonstrated in your Office?
30.	How is leadership most often taught or demonstrated in your Office?

All PIVOT Participants

Final Feedback	
31.	Is there anything else you would like to share regarding the how the Practical, InnoVative, On-the-job Training (PIVOT) experience has or has not affected you, your team, and/or your Mission?

Annex 5: Survey Results

Two online surveys (The CFP Online Survey and the PIVOT Online Survey) were disseminated as part of the Learning Review process. The results of these surveys are displayed below.

Table A4-1 reports a sector breakdown of respondents of the CFP Online Survey, highlighting the differences in the make up between CFP respondents and Non-CFP respondents. Respondents were allowed to choose more than one option, so the sum of n will not equal the number of respondents. Table A4-2 reports the results of the CFP Online Survey, disaggregated by operating unit and hiring mechanism. Table A4-3 reports the results of the PIVOT Online Survey, which was a re-surveying of PIVOT 1.0 and 2.0 participants (who were originally surveyed in 2021), and thus, results are disaggregated by survey year.

Table A4-1: Sector Breakdown of CFP Online Survey Respondents

Stakeholder	Sector	n
CFP Respondent	Environment, Energy, and Infrastructure	21
	Economic Growth and Trade	16
	Agriculture and Food Security	10
	Water and Sanitation	10
	Gender Equity and Women's Empowerment	7
	Global Health	6
	Democracy, Human Rights, and Governance	5
	Humanitarian Assistance	5
	Innovation, Technology, and Research	5
	Education	4
	Nutrition	4
	Anti-Corruption	2
	Other	8
Non-CFP Respondent	Agriculture and Food Security	19
	Economic Growth and Trade	19
	Environment, Energy, and Infrastructure	16
	Water and Sanitation	10
	Democracy, Human Rights, and Governance	9
	Gender Equity and Women's Empowerment	8
	Nutrition	7
	Education	6
	Humanitarian Assistance	6
	Innovation, Technology, and Research	5
	Global Health	3
	Other	8

Table A4-2: CFP Online Survey Results

		Operating Unit Disaggregation							Hiring Mechanism Disaggregation		
Question	Response	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5	Mission 6	Other	All Other Hiring Mechanisms	Foreign Service National (FSN)	Total Responses
13a. Engage with my supervisee(s)/team member(s) to explore and implement systematic approaches to addressing climate change?	Often	1	1	0	0	1	2	2	3	4	7
	Sometimes	2	1	0	0	0	1	2	5	1	6
	Rarely	0	0	0	0	0	0	1	1	0	1
13c. Engage with my supervisee(s)/team member(s) to effectively advocate for the Agency's climate strategy in alignment with Mission development objectives and key Agency processes and policies.	Often	2	0	0	0	0	2	2	4	2	6
	Sometimes	1	1	0	0	0	1	2	4	1	5
	Rarely	0	1	0	0	0	0	0	0	1	1
	Always	0	0	0	0	1	0	1	1	1	2
13d. Encourage my supervisee(s)/team member(s) to facilitate strategic collaboration in the exploration of new programming approaches.	Often	2	2	0	0	0	2	1	3	4	7
	Sometimes	1	0	0	0	1	0	2	3	1	4
	Rarely	0	0	0	0	0	1	0	1	0	1
	Always	0	0	0	0	0	0	2	2	0	2
13e. Encourage my supervisee(s)/team member(s) to practice self-awareness to influence the positive institutionalization of climate action.	Often	1	1	0	0	1	1	0	1	3	4
	Sometimes	2	0	0	0	0	1	2	5	0	5
	Always	0	0	0	0	0	0	2	2	0	2
14a. Engage with my supervisee(s)/team member(s) to identify areas of alignment of priorities between key stakeholders & USAID.	Always	1	0	0	0	1	0	1	2	1	3
	Often	2	0	0	0	0	2	0	3	1	4
	Sometimes	0	1	0	0	0	0	3	3	1	4
14b. Encourage my supervisee(s)/team member(s) to cultivate potential partnerships with key stakeholders to advance USAID climate objectives.	Always	1	0	0	0	0	0	2	3	0	3
	Sometimes	2	0	0	0	0	1	3	6	0	6
	Often	0	1	0	0	1	1	0	0	3	3
	Rarely	0	1	0	0	0	0	0	0	1	1
14c. Encourage my supervisee(s)/team member(s) to seek out and practice strategic collaboration across the Mission to advance USAID climate objectives.	Always	1	0	0	0	0	0	3	4	0	4
	Sometimes	2	1	0	0	1	0	1	3	2	5
	Often	0	1	0	0	0	3	0	1	3	4
	Rarely	0	0	0	0	0	0	1	1	0	1

		Operating Unit Disaggregation							Hiring Mechanism Disaggregation		
Question	Response	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5	Mission 6	Other	All Other Hiring Mechanisms	Foreign Service National (FSN)	Total Responses
14d. Encourage my supervisee(s)/team member(s) to engage in strategic thinking and analysis that leads to a clear set of goals, plans, and new ideas.	Often	1	1	0	0	1	2	1	3	3	6
	Sometimes	2	0	0	0	0	0	2	4	0	4
	Rarely	0	1	0	0	0	0	0	0	1	1
	Always	0	0	0	0	0	1	2	2	1	3
15a. Engage with my supervisee(s)/team member(s) to design and facilitate processes that involve people across the Mission (multi-sectors/functions) in service of implementation of the Climate Strategy across the Mission.	Often	1	0	0	0	1	1	1	2	2	4
	Sometimes	2	2	0	0	0	0	2	4	2	6
	Always	0	0	0	0	0	1	1	1	1	2
	Rarely	0	0	0	0	0	1	1	2	0	2
15b. Encourage my supervisee(s)/team member(s) to generate climate action planning informed by analysis of key systems, local country and community context, and Mission priorities.	Always	1	0	0	0	1	0	1	2	1	3
	Sometimes	2	1	0	0	0	1	2	5	1	6
	Often	0	1	0	0	0	2	2	2	3	5
15c. Encourage my supervisee(s)/team member(s) to facilitate processes that inspire trust and confidence that lead to buy-in and formal approval.	Always	1	0	0	0	0	1	2	3	1	4
	Often	1	1	0	0	0	2	1	3	2	5
	Sometimes	1	0	0	0	1	0	2	3	1	4
	Never	0	1	0	0	0	0	0	0	1	1
16a. Engage with my supervisee(s)/team member(s) to convert opportunities to mobilize resources for climate action into strategic programmatic approaches.	Often	2	1	0	0	0	2	1	3	3	6
	Sometimes	1	0	0	0	1	1	1	3	1	4
	Rarely	0	1	0	0	0	0	1	1	1	2
	Always	0	0	0	0	0	0	2	2	0	2
16b. Encourage my supervisee(s)/team member(s) to be conversant in and able to utilize multiple approaches to mobilizing finance.	Often	1	0	0	0	0	3	0	2	2	4
	Sometimes	2	1	0	0	1	0	4	6	2	8
	Rarely	0	1	0	0	0	0	0	0	1	1
	Always	0	0	0	0	0	0	1	1	0	1

		Operating Unit Disaggregation							Hiring Mechanism Disaggregation		
Question	Response	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5	Mission 6	Other	All Other Hiring Mechanisms	Foreign Service National (FSN)	Total Responses
16c. Encourage my supervisee(s)/team member(s) to collaborate with Office of Acquisition and Assistance (OAA), leadership, and other technical units to advance strategic programmatic opportunities.	Often	1	1	0	0	0	1	0	1	2	3
	Sometimes	2	0	0	0	1	1	2	5	1	6
	Rarely	0	1	0	0	0	0	0	0	1	1
	Always	0	0	0	0	0	1	2	2	1	3
	Never	0	0	0	0	0	0	1	1	0	1
16d. Encourage my supervisee(s)/team member(s) to develop and lead decision-making processes for identifying programmatic options and resources.	Often	1	1	0	0	1	2	1	2	4	6
	Rarely	1	0	0	0	0	0	0	1	0	1
	Sometimes	1	0	0	0	0	1	2	4	0	4
	Never	0	1	0	0	0	0	0	0	1	1
	Always	0	0	0	0	0	0	2	2	0	2
17a. Engage with my supervisee(s)/team member(s) to develop and manage relationships with public and private sector contacts and other climate stakeholders.	Often	2	0	0	0	0	2	2	5	1	6
	Sometimes	1	0	0	0	0	0	3	4	0	4
	Always	0	1	0	0	1	1	0	0	3	3
	Never	0	1	0	0	0	0	0	0	1	1
17b. Engage with my supervisee(s)/team member(s) to operationalize specific partnering opportunities for climate action.	Often	2	1	0	0	0	1	3	5	2	7
	Sometimes	1	1	0	0	0	1	2	4	1	5
	Always	0	0	0	0	1	1	0	0	2	2
17c. Encourage my supervisee(s)/team member(s) to facilitate effective meetings by listening actively.	Often	1	0	0	0	0	2	1	3	1	4
	Rarely	1	0	0	0	0	0	0	1	0	1
	Sometimes	1	1	0	0	1	0	1	2	2	4
	Always	0	1	0	0	0	0	3	3	1	4
17d. Encourage my supervisee(s)/team member(s) to facilitate effective meetings by asking questions to surface synergies.	Always	1	1	0	0	0	0	2	3	1	4
	Often	1	0	0	0	1	2	1	3	2	5
	Rarely	1	0	0	0	0	0	0	1	0	1
	Never	0	1	0	0	0	0	0	0	1	1
	Sometimes	0	0	0	0	0	0	2	2	0	2

		Operating Unit Disaggregation							Hiring Mechanism Disaggregation		
Question	Response	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5	Mission 6	Other	All Other Hiring Mechanisms	Foreign Service National (FSN)	Total Responses
17e. Encourage my supervisee(s)/team member(s) to communicate climate related priorities in a manner that engages and empowers partners and other climate stakeholders.	Often	1	1	0	0	1	1	2	3	3	6
	Sometimes	2	1	0	0	0	1	2	5	1	6
	Always	0	0	0	0	0	1	1	1	1	2
18. Throughout the Climate and Finance Practicum (CFP), how frequently did you talk to your supervisee(s)/team member(s) about the Climate and Finance Practicum (CFP)?	Often	2	1	0	0	1	1	4	6	3	9
	Sometimes	1	0	0	0	0	1	0	2	0	2
	Always	0	1	0	0	0	1	1	1	2	3
19. Throughout the Climate and Finance Practicum (CFP), how frequently did you talk to your supervisee(s)/team member(s) about how they/the team could integrate the knowledge imparted from the Climate and Finance Practicum (CFP) into their work?	Often	1	0	0	0	1	1	5	6	2	8
	Sometimes	2	1	0	0	0	0	0	2	1	3
	Always	0	1	0	0	0	1	0	0	2	2
	Rarely	0	0	0	0	0	1	0	1	0	1
24. To what extent to do you agree with the following statement: “With their participation in the Climate and Finance Practicum (CFP), I have observed an increased ability of my staff to explore and implement systematic approaches to addressing climate change.”	Agree	3	1	0	0	0	2	0	3	3	6
	Neither Agree nor Disagree	0	1	0	0	0	0	0	0	1	1
	Strongly Agree	0	0	0	0	1	0	4	4	1	5
	Disagree	0	0	0	0	0	1	1	2	0	2
25. To what extent to do you agree with the following statement: “With their participation in the Climate and Finance Practicum (CFP), I have observed an increased ability of my staff to integrate USAID’s Climate Strategy objectives within my Mission’s strategy and program, project, and/or activity design and implementation.”	Agree	2	1	0	0	1	1	0	2	3	5
	Strongly Agree	1	0	0	0	0	1	3	4	1	5
	Neither Agree nor Disagree	0	1	0	0	0	1	2	3	1	4

		Operating Unit Disaggregation							Hiring Mechanism Disaggregation		
Question	Response	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5	Mission 6	Other	All Other Hiring Mechanisms	Foreign Service National (FSN)	Total Responses
26. To what extent to do you agree with the following statement: “With their participation in the Climate and Finance Practicum (CFP), I have observed an increased ability of my staff to identify areas of alignment of priorities between key stakeholders & USAID.”	Agree	2	1	0	0	0	3	3	6	3	9
	Strongly Agree	1	1	0	0	1	0	1	2	2	4
	Neither Agree nor Disagree	0	0	0	0	0	0	1	1	0	1
27. To what extent to do you agree with the following statement: “With their participation in the Climate and Finance Practicum (CFP), I have observed an increased ability of my staff to design and facilitate processes that involve people across the Mission (multi-sectors/functions) in service of implementation of the Climate Strategy across the Mission.”	Agree	2	2	0	0	1	1	1	3	4	7
	Strongly Agree	1	0	0	0	0	0	2	3	0	3
	Neither Agree nor Disagree	0	0	0	0	0	1	2	3	0	3
28. To what extent to do you agree with the following statement: “With their participation in the Climate and Finance Practicum (CFP), I have observed an increased ability of my staff to convert opportunities to mobilize resources for climate action into strategic programmatic approaches.”	Neither Agree nor Disagree	1	2	0	0	1	0	1	2	3	5
	Strongly Agree	2	0	0	0	0	0	1	3	0	3
	Agree	0	0	0	0	0	1	3	3	1	4
	Disagree	0	0	0	0	0	1	0	1	0	1
29. To what extent to do you agree with the following statement: “With their participation in the Climate and Finance Practicum (CFP), I have observed an increased ability of my staff to develop and manage relationships with public and private sector contacts and other climate stakeholders.”	Agree	1	0	0	0	0	2	2	4	1	5
	Strongly Agree	2	1	0	0	1	1	2	4	3	7
	Neither Agree nor Disagree	0	1	0	0	0	0	1	1	1	2

		Operating Unit Disaggregation							Hiring Mechanism Disaggregation		
Question	Response	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5	Mission 6	Other	All Other Hiring Mechanisms	Foreign Service National (FSN)	Total Responses
30. To what extent to do you agree with the following statement: “With their participation in the Climate and Finance Practicum (CFP), I have observed increased communication skills of my staff.”	Agree	1	0	0	0	1	2	0	1	3	4
	Neither Agree nor Disagree	1	0	0	0	0	1	1	3	0	3
	Strongly Agree	1	2	0	0	0	0	3	4	2	6
31. To what extent to do you agree with the following statement: “With their participation in the Climate and Finance Practicum (CFP), I have observed increased collaboration and flexibility of my staff.”	Agree	3	1	0	0	0	2	2	5	3	8
	Strongly Agree	0	1	0	0	1	0	2	2	2	4
	Neither Agree nor Disagree	0	0	0	0	0	1	0	1	0	1
32. To what extent to do you agree with the following statement: “With their participation in the Climate and Finance Practicum (CFP), I have observed increased confidence of my staff.”	Agree	1	1	0	0	0	2	1	2	3	5
	Neither Agree nor Disagree	1	0	0	0	0	1	1	3	0	3
	Strongly Agree	1	1	0	0	1	0	3	4	2	6
33. To what extent to do you agree with the following statement: “I believe climate finance can be mobilized to advance climate and development outcomes.”	Agree	1	1	0	0	1	2	0	1	4	5
	Strongly Agree	1	1	0	0	0	0	6	7	1	8
	Neither Agree nor Disagree	0	0	0	0	0	1	0	1	0	1
34. To what extent to do you agree with the following statement: “I believe a climate lens can be applied across all programming to advance development outcomes.”	Strongly Agree	3	2	0	0	0	0	5	8	2	10
	Neither Agree nor Disagree	0	0	0	0	1	0	0	0	1	1
	Agree	0	0	0	0	0	2	1	1	2	3
	Disagree	0	0	0	0	0	1	0	1	0	1

		Operating Unit Disaggregation							Hiring Mechanism Disaggregation		
Question	Response	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5	Mission 6	Other	All Other Hiring Mechanisms	Foreign Service National (FSN)	Total Responses
35. To what extent to do you agree with the following statement: “I believe I can create agency in my office and among my team to promote climate action.”	Agree	1	0	0	0	1	2	0	1	3	4
	Strongly Agree	2	1	0	0	0	0	4	6	1	7
	Neither Agree nor Disagree	0	1	0	0	0	1	0	1	1	2
36. To what extent to do you agree with the following statement: “I believe that I play a key role in ensuring the operationalization of the Agency’s Climate Strategy as taking action on climate is an urgent matter.”	Strongly Agree	3	1	0	0	0	1	4	7	2	9
	Agree	0	1	0	0	1	1	0	0	3	3
	Disagree	0	0	0	0	0	1	0	1	0	1
37a. Explore and implement systematic approaches to addressing climate change?	Often	1	4	1	1	0	0	1	0	8	8
	Sometimes	1	1	3	0	1	0	0	1	5	6
	Rarely	0	1	0	0	0	0	0	0	1	1
	Always	0	0	0	3	0	2	0	0	5	5
	Never	0	0	0	0	0	0	1	0	1	1
37b. Integrate USAID’s Climate Strategy objectives within your Mission’s strategy and program, project, and/or activity design and implementation?	Often	1	1	0	1	0	0	1	0	4	4
	Sometimes	1	3	2	0	1	0	0	1	6	7
	Always	0	1	1	3	0	2	0	0	7	7
	Rarely	0	1	1	0	0	0	0	0	2	2
	Never	0	0	0	0	0	0	1	0	1	1
37c. Effectively advocate for the Agency’s climate strategy in alignment with Mission development objectives and key Agency processes and policies.	Sometimes	2	2	2	0	0	0	1	1	6	7
	Always	0	2	0	2	0	1	0	0	5	5
	Never	0	1	0	0	1	0	0	0	2	2
	Rarely	0	1	0	0	0	0	0	0	1	1
37c. Effectively advocate for the Agency’s climate strategy in alignment with Mission development objectives and key Agency processes and policies.	Often	0	0	2	2	0	1	1	0	6	6

		Operating Unit Disaggregation							Hiring Mechanism Disaggregation		
Question	Response	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5	Mission 6	Other	All Other Hiring Mechanisms	Foreign Service National (FSN)	Total Responses
37d. Facilitate strategic collaboration in the exploration of new programming approaches.	Sometimes	2	2	2	0	1	0	1	1	7	8
	Always	0	1	1	1	0	2	0	0	5	5
	Often	0	3	1	3	0	0	1	0	8	8
37e. Practice self-awareness to influence the positive institutionalization of climate action.	Sometimes	2	0	1	0	0	0	1	1	3	4
	Always	0	4	1	1	0	1	0	0	7	7
	Rarely	0	2	0	0	0	0	0	0	2	2
	Often	0	0	2	3	0	1	1	0	7	7
	Never	0	0	0	0	1	0	0	0	1	1
38a. Identify areas of alignment of priorities between key stakeholders & USAID.	Rarely	1	0	0	0	0	0	0	0	1	1
	Sometimes	1	3	2	1	1	0	0	1	7	8
	Always	0	3	1	2	0	1	0	0	7	7
	Often	0	0	1	1	0	1	2	0	5	5
38b. Cultivate potential partnerships with key stakeholders to advance USAID climate objectives.	Often	1	1	2	3	0	2	1	0	10	10
	Sometimes	1	2	1	0	0	0	1	1	4	5
	Always	0	1	1	1	0	0	0	0	3	3
	Rarely	0	2	0	0	1	0	0	0	3	3
38c. Seek out and practice strategic collaboration across the Mission to advance USAID climate objectives.	Often	1	0	0	2	0	2	1	0	6	6
	Sometimes	1	3	3	0	0	0	1	1	7	8
	Always	0	2	1	2	0	0	0	0	5	5
	Rarely	0	1	0	0	1	0	0	0	2	2
38d. Engage in strategic thinking and analysis that leads to a clear set of goals, plans, and new ideas.	Often	1	2	1	3	0	2	1	1	9	10
	Sometimes	1	2	1	1	0	0	1	0	6	6
	Always	0	2	1	0	0	0	0	0	3	3
	Rarely	0	0	1	0	1	0	0	0	2	2
39a. Facilitate processes that involve people across the Mission (multi-sectors/ functions) in service of implementation of the Climate Strategy across the Mission.	Sometimes	2	4	2	0	0	0	0	1	7	8
	Often	0	1	1	4	0	2	1	0	9	9
	Rarely	0	1	1	0	0	0	0	0	2	2
	Never	0	0	0	0	1	0	0	0	1	1

		Operating Unit Disaggregation							Hiring Mechanism Disaggregation		
Question	Response	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5	Mission 6	Other	All Other Hiring Mechanisms	Foreign Service National (FSN)	Total Responses
39b. Generate climate action planning informed by analysis of key systems, local country and community context, and Mission priorities.	Rarely	1	2	0	0	0	0	0	0	3	3
	Sometimes	1	2	3	1	1	0	2	1	9	10
	Never	0	1	0	0	0	0	0	0	1	1
	Often	0	1	1	3	0	2	0	0	7	7
39c. Facilitate processes that inspire trust and confidence that lead to buy-in and formal approval.	Rarely	1	2	0	0	0	0	0	0	3	3
	Often	0	1	1	2	0	1	0	0	5	5
	Sometimes	0	3	2	1	0	0	2	0	8	8
	Always	0	0	1	1	0	1	0	0	3	3
40a. Convert opportunities to mobilize resources for climate action into strategic programmatic approaches.	Never	0	0	0	0	1	0	0	0	1	1
	Rarely	1	3	1	0	0	0	0	0	5	5
	Sometimes	1	1	2	1	0	0	0	1	4	5
	Always	0	1	0	0	0	2	0	0	3	3
40b. Utilize multiple approaches to mobilizing finance.	Often	0	1	1	3	0	0	1	0	6	6
	Never	0	0	0	0	1	0	0	0	1	1
	Sometimes	2	2	1	1	1	0	0	1	6	7
	Always	0	1	1	0	0	0	0	0	2	2
40c. Collaborate with Office of Acquisition and Assistance (OAA), leadership, and other technical units to advance strategic programmatic opportunities.	Never	0	1	0	0	0	0	0	0	1	1
	Often	0	1	1	2	0	1	1	0	6	6
	Rarely	0	1	1	1	0	0	0	0	3	3
	Often	1	2	1	2	0	0	2	1	7	8
40d. Develop and lead decision-making processes for identifying programmatic options and resources.	Rarely	1	1	0	0	1	0	0	0	3	3
	Always	0	1	2	2	0	2	0	0	7	7
	Never	0	1	0	0	0	0	0	0	1	1
	Sometimes	0	1	1	0	0	0	0	0	2	2
40d. Develop and lead decision-making processes for identifying programmatic options and resources.	Often	1	2	1	2	0	2	1	1	8	9
	Sometimes	1	3	2	1	1	0	0	0	8	8
	Never	0	1	0	0	0	0	0	0	1	1
	Always	0	0	1	1	0	0	0	0	2	2

		Operating Unit Disaggregation							Hiring Mechanism Disaggregation		
Question	Response	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5	Mission 6	Other	All Other Hiring Mechanisms	Foreign Service National (FSN)	Total Responses
41a. Develop and manage relationships with public and private sector contacts and other climate stakeholders.	Rarely	1	2	0	0	0	0	0	0	3	3
	Sometimes	1	1	2	0	0	0	0	1	3	4
	Never	0	1	0	0	1	0	0	0	2	2
	Often	0	2	1	3	0	1	1	0	8	8
	Always	0	0	1	1	0	1	0	0	3	3
41b. Operationalize specific partnering opportunities for climate action.	Rarely	1	0	0	0	0	0	0	0	1	1
	Sometimes	1	3	3	1	0	0	0	1	7	8
	Never	0	2	0	0	1	0	0	0	3	3
	Often	0	1	0	2	0	1	1	0	5	5
	Always	0	0	1	1	0	0	0	0	2	2
41c. Facilitate effective meetings by listening actively.	Often	1	5	0	1	0	1	2	1	9	10
	Sometimes	1	0	2	0	1	0	0	0	4	4
	Always	0	1	2	3	0	1	0	0	7	7
41d. Facilitate effective meetings by asking questions to surface synergies.	Often	1	3	1	1	0	0	1	1	6	7
	Sometimes	1	1	2	0	1	0	1	0	6	6
	Always	0	2	1	2	0	2	0	0	7	7
41e. Communicate climate related priorities in a manner that engages and empowers partners and other climate stakeholders.	Sometimes	2	2	2	0	1	0	0	1	6	7
	Always	0	1	1	0	0	1	0	0	3	3
	Never	0	1	0	0	0	0	0	0	1	1
	Rarely	0	1	1	0	0	0	0	0	2	2
	Often	0	0	0	4	0	1	1	0	6	6
44. To what extent to do you agree with the following statement: "Following my participation in the Climate and Finance Practicum (CFP), I have an increased ability to explore and implement systematic approaches to addressing climate change?"	Strongly Agree	2	2	0	3	1	0	1	1	8	9
	Agree	0	3	4	1	0	2	1	0	11	11
	Disagree	0	1	0	0	0	0	0	0	1	1

		Operating Unit Disaggregation							Hiring Mechanism Disaggregation		
Question	Response	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5	Mission 6	Other	All Other Hiring Mechanisms	Foreign Service National (FSN)	Total Responses
45. To what extent to do you agree with the following statement: “Following my participation in the Climate and Finance Practicum (CFP), I have an increased ability to integrate USAID’s Climate Strategy objectives within my Mission’s strategy and program, project, and/or activity design and implementation?”	Strongly Agree	2	1	0	3	0	0	0	1	5	6
	Agree	0	4	4	1	1	1	1	0	12	12
	Disagree	0	1	0	0	0	0	0	0	1	1
	Neither Agree nor Disagree	0	0	0	0	0	1	0	0	1	1
46. To what extent to do you agree with the following statement: “Following my participation in the Climate and Finance Practicum (CFP), I have an increased ability to identify areas of alignment of priorities between key stakeholders & USAID.”	Agree	2	4	4	0	1	1	1	1	12	13
	Disagree	0	1	0	0	0	0	0	0	1	1
	Strongly Agree	0	1	0	4	0	1	0	0	6	6
	Neither Agree nor Disagree	0	0	0	0	0	0	1	0	1	1
47. To what extent to do you agree with the following statement: “Following my participation in the Climate and Finance Practicum (CFP), I have an increased ability to design and facilitate processes that involve people across the Mission (multi-sectors/functions) in service of implementation of the Climate Strategy.”	Agree	1	4	4	1	0	0	1	0	11	11
	Strongly Agree	1	0	0	3	0	1	1	1	5	6
	Disagree	0	1	0	0	0	0	0	0	1	1
	Neither Agree nor Disagree	0	1	0	0	1	1	0	0	3	3
48. To what extent to do you agree with the following statement: “Following my participation in the Climate and Finance Practicum (CFP), I have an increased ability to convert opportunities to mobilize resources for climate action into strategic programmatic approaches.”	Agree	2	4	4	1	1	2	0	1	13	14
	Disagree	0	1	0	0	0	0	0	0	1	1
	Neither Agree nor Disagree	0	1	0	0	0	0	0	0	1	1
	Strongly Agree	0	0	0	3	0	0	1	0	4	4

		Operating Unit Disaggregation							Hiring Mechanism Disaggregation		
Question	Response	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5	Mission 6	Other	All Other Hiring Mechanisms	Foreign Service National (FSN)	Total Responses
49. To what extent to do you agree with the following statement: “Following my participation in the Climate and Finance Practicum (CFP), I have an increased ability to develop and manage relationships with public and private sector contacts and other climate stakeholders.”	Agree	2	3	4	1	0	2	0	1	11	12
	Disagree	0	1	0	0	0	0	0	0	1	1
	Strongly Agree	0	2	0	3	0	0	1	0	6	6
	Neither Agree nor Disagree	0	0	0	0	1	0	1	0	2	2
50. To what extent to do you agree with the following statement: “Following my participation in the Climate and Finance Practicum (CFP), I have increased my communication skills.”	Agree	1	3	4	2	1	2	1	1	13	14
	Strongly Agree	1	2	0	2	0	0	0	0	5	5
	Neither Agree nor Disagree	0	1	0	0	0	0	1	0	2	2
51. To what extent to do you agree with the following statement: “Following my participation in the Climate and Finance Practicum (CFP), I have increased collaboration and flexibility.”	Agree	1	2	4	0	1	0	1	1	8	9
	Strongly Agree	1	2	0	4	0	2	1	0	10	10
	Neither Agree nor Disagree	0	2	0	0	0	0	0	0	2	2
52. To what extent to do you agree with the following statement: “Following my participation in the Climate and Finance Practicum (CFP), I have increased my confidence.”	Agree	1	3	4	1	1	0	1	1	10	11
	Strongly Agree	1	2	0	3	0	2	0	0	8	8
	Neither Agree nor Disagree	0	1	0	0	0	0	1	0	2	2
53. To what extent to do you agree with the following statement: “I believe climate finance can be mobilized to advance climate and development outcomes.”	Neither Agree nor Disagree	1	0	0	0	0	0	0	0	1	1
	Strongly Agree	1	5	1	2	0	1	0	1	9	10
	Agree	0	1	3	2	1	1	2	0	10	10

		Operating Unit Disaggregation							Hiring Mechanism Disaggregation		
Question	Response	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5	Mission 6	Other	All Other Hiring Mechanisms	Foreign Service National (FSN)	Total Responses
54. To what extent to do you agree with the following statement: "I believe a climate lens can be applied across all programming to advance climate and development outcomes."	Agree	1	1	4	1	0	1	1	0	9	9
	Strongly Agree	1	5	0	3	1	1	0	1	10	11
	Neither Agree nor Disagree	0	0	0	0	0	0	1	0	1	1
55. To what extent to do you agree with the following statement: "I believe I can create agency in my office and among my team to promote climate action."	Agree	2	3	4	1	0	2	0	1	11	12
	Neither Agree nor Disagree	0	1	0	1	1	0	1	0	4	4
	Strongly Agree	0	2	0	2	0	0	1	0	5	5
56. To what extent to do you agree with the following statement: "I believe that I play a key role in ensuring the operationalization of the Agency's Climate Strategy as taking action on climate is an urgent matter."	Neither Agree nor Disagree	1	0	0	1	0	0	0	1	1	2
	Strongly Agree	1	3	0	2	0	0	1	0	7	7
	Agree	0	2	4	1	1	2	1	0	11	11
57. Do you agree with the following statement: "I have developed a professional network through Climate and Finance Practicum (CFP) that helps me answer questions related to climate, climate finance, Collaborating, Learning, and Adapting (CLA), and Leadership."	Yes	5	6	4	4	2	4	8	11	22	33
	No	0	2	0	0	0	1	0	0	3	3

		Operating Unit Disaggregation							Hiring Mechanism Disaggregation		
Question	Response	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5	Mission 6	Other	All Other Hiring Mechanisms	Foreign Service National (FSN)	Total Responses
61. To what extent do you agree with the following statement: “As a result of Climate and Finance Practicum (CFP), I know who to reach out to within the agency when I have specific climate, climate finance, Collaborating, Learning, and Adapting (CLA), or Leadership questions.”	Agree	1	3	4	1	1	2	3	3	12	15
	Strongly Agree	4	3	0	3	0	1	4	7	8	15
	Disagree	0	1	0	0	0	0	0	0	1	1
	Neither Agree nor Disagree	0	1	0	0	1	2	0	1	3	4
	Strongly Disagree	0	0	0	0	0	0	1	0	1	1
62a. Explore and implement systematic approaches to addressing climate change?	Never	0	0	1	0	0	0	0	0	1	1
	Often	0	0	2	0	0	0	10	5	7	12
	Sometimes	0	0	0	0	1	0	9	2	8	10
	Always	0	0	0	0	0	0	5	2	3	5
	Rarely	0	0	0	0	0	0	4	0	4	4
62b. Integrate USAID’s Climate Strategy objectives within your Mission’s strategy and program, project, and/or activity design and implementation?	Often	0	0	2	0	1	0	8	7	4	11
	Sometimes	0	0	1	0	0	0	6	0	7	7
	Always	0	0	0	0	0	0	9	2	7	9
	Rarely	0	0	0	0	0	0	3	0	3	3
63. Identify areas of alignment of priorities between key stakeholders & USAID.	Always	0	0	1	0	0	0	8	4	5	9
	Often	0	0	2	0	1	0	13	5	11	16
	Never	0	0	0	0	0	0	1	0	1	1
	Rarely	0	0	0	0	0	0	4	0	4	4
	Sometimes	0	0	0	0	0	0	1	0	1	1
64. Facilitate processes that involve people across the Mission (multi-sectors/ functions) in service of implementation of the Climate Strategy across the Mission.	Often	0	0	2	0	0	0	9	6	5	11
	Sometimes	0	0	1	0	1	0	7	2	7	9
	Always	0	0	0	0	0	0	3	1	2	3
	Never	0	0	0	0	0	0	3	0	3	3
	Rarely	0	0	0	0	0	0	4	0	4	4

		Operating Unit Disaggregation							Hiring Mechanism Disaggregation		
Question	Response	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5	Mission 6	Other	All Other Hiring Mechanisms	Foreign Service National (FSN)	Total Responses
65. Convert opportunities to mobilize resources for climate action into strategic programmatic approaches.	Often	0	0	1	0	0	0	3	3	1	4
	Rarely	0	0	2	0	0	0	8	1	9	10
	Sometimes	0	0	0	0	1	0	8	3	6	9
	Always	0	0	0	0	0	0	3	2	1	3
	Never	0	0	0	0	0	0	5	0	5	5
66. Develop and manage relationships with public and private sector contacts and other climate stakeholders.	Always	0	0	1	0	0	0	6	2	5	7
	Rarely	0	0	1	0	0	0	5	0	6	6
	Sometimes	0	0	1	0	1	0	10	4	8	12
	Never	0	0	0	0	0	0	3	0	3	3
	Often	0	0	0	0	0	0	4	3	1	4
67a. Effectively advocate for the Agency's climate strategy in alignment with Mission development objectives and key Agency processes and policies.	Often	0	0	2	0	0	0	6	4	4	8
	Rarely	0	0	1	0	0	0	4	0	5	5
	Sometimes	0	0	0	0	1	0	10	3	8	11
	Always	0	0	0	0	0	0	7	2	5	7
67b. Cultivate potential partnerships with key stakeholders to advance USAID climate objectives.	Rarely	0	0	2	0	1	0	1	1	3	4
	Sometimes	0	0	1	0	0	0	11	2	10	12
	Always	0	0	0	0	0	0	3	1	2	3
	Never	0	0	0	0	0	0	3	0	3	3
	Often	0	0	0	0	0	0	9	5	4	9
67c. Generate climate action planning informed by analysis of key systems, local country and community context, and Mission priorities.	Rarely	0	0	1	0	0	0	6	0	7	7
	Sometimes	0	0	2	0	1	0	8	7	4	11
	Always	0	0	0	0	0	0	5	1	4	5
	Never	0	0	0	0	0	0	5	0	5	5
	Often	0	0	0	0	0	0	3	1	2	3
67d. Utilize multiple approaches to mobilizing finance.	Often	0	0	1	0	0	0	6	2	5	7
	Rarely	0	0	2	0	0	0	8	3	7	10
	Sometimes	0	0	0	0	1	0	4	2	3	5
	Always	0	0	0	0	0	0	2	1	1	2
	Never	0	0	0	0	0	0	6	0	6	6

		Operating Unit Disaggregation							Hiring Mechanism Disaggregation		
Question	Response	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5	Mission 6	Other	All Other Hiring Mechanisms	Foreign Service National (FSN)	Total Responses
67e. Operationalize specific partnering opportunities for climate action.	Rarely	0	0	3	0	1	0	5	2	7	9
	Always	0	0	0	0	0	0	4	2	2	4
	Never	0	0	0	0	0	0	6	0	6	6
	Often	0	0	0	0	0	0	7	3	4	7
	Sometimes	0	0	0	0	0	0	5	1	4	5
68a. Facilitate strategic collaboration in the exploration of new programming approaches.	Never	0	0	1	0	0	0	3	0	4	4
	Often	0	0	1	0	0	0	5	4	2	6
	Sometimes	0	0	1	0	1	0	10	3	9	12
	Always	0	0	0	0	0	0	4	2	2	4
	Rarely	0	0	0	0	0	0	3	0	3	3
68b. Seek out and practice strategic collaboration across the Mission to advance USAID climate objectives.	Never	0	0	1	0	0	0	2	0	3	3
	Sometimes	0	0	2	0	0	0	8	2	8	10
	Rarely	0	0	0	0	1	0	4	1	4	5
	Always	0	0	0	0	0	0	6	2	4	6
	Often	0	0	0	0	0	0	7	4	3	7
68c. Facilitate processes that inspire trust and confidence that lead to buy-in and formal approval.	Never	0	0	1	0	0	0	6	0	7	7
	Often	0	0	2	0	0	0	6	4	4	8
	Always	0	0	0	0	1	0	4	4	1	5
	Rarely	0	0	0	0	0	0	1	0	1	1
	Sometimes	0	0	0	0	0	0	8	1	7	8
68d. Collaborate with Office of Acquisition and Assistance (OAA), leadership, and other technical units to advance strategic programmatic opportunities.	Always	0	0	1	0	0	0	2	1	2	3
	Often	0	0	1	0	1	0	13	7	8	15
	Rarely	0	0	1	0	0	0	5	0	6	6
	Never	0	0	0	0	0	0	2	0	2	2
	Sometimes	0	0	0	0	0	0	4	1	3	4
68e. Facilitate effective meetings by listening actively and asking questions to surface synergies.	Always	0	0	1	0	1	0	4	4	2	6
	Often	0	0	1	0	0	0	8	3	6	9
	Rarely	0	0	1	0	0	0	5	0	6	6
	Sometimes	0	0	0	0	0	0	9	2	7	9

		Operating Unit Disaggregation							Hiring Mechanism Disaggregation		
Question	Response	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5	Mission 6	Other	All Other Hiring Mechanisms	Foreign Service National (FSN)	Total Responses
69a. Practice self-awareness, recognizing my personal strengths and areas in need of improvement, to influence the positive institutionalization of climate action.	Often	0	0	1	0	0	0	10	5	6	11
	Sometimes	0	0	2	0	1	0	12	3	12	15
	Always	0	0	0	0	0	0	4	1	3	4
	Rarely	0	0	0	0	0	0	1	0	1	1
69b. Engage in strategic thinking and analysis that leads to a clear set of goals, plans, and new ideas.	Always	0	0	1	0	1	0	7	5	4	9
	Sometimes	0	0	2	0	0	0	7	2	7	9
	Often	0	0	0	0	0	0	10	2	8	10
	Rarely	0	0	0	0	0	0	4	0	4	4
69c. Develop and lead decision-making processes for identifying programmatic options and resources.	Always	0	0	1	0	1	0	4	4	2	6
	Sometimes	0	0	2	0	0	0	10	2	10	12
	Never	0	0	0	0	0	0	1	0	1	1
	Often	0	0	0	0	0	0	6	3	3	6
	Rarely	0	0	0	0	0	0	6	0	6	6
69d. Communicate climate related priorities in a manner that engages and empowers partners and other climate stakeholders.	Often	0	0	1	0	0	0	7	5	3	8
	Rarely	0	0	1	0	0	0	6	0	7	7
	Sometimes	0	0	1	0	1	0	7	3	6	9
	Always	0	0	0	0	0	0	4	1	3	4
	Never	0	0	0	0	0	0	4	0	4	4
70. To what extent to do you agree with the following statement: "I have the ability to explore and implement systematic approaches to addressing climate change."	Agree	0	0	2	0	0	0	15	7	10	17
	Neither Agree nor Disagree	0	0	1	0	1	0	4	1	5	6
	Disagree	0	0	0	0	0	0	3	0	3	3
	Strongly Agree	0	0	0	0	0	0	5	0	5	5
	Strongly Disagree	0	0	0	0	0	0	1	1	0	1

		Operating Unit Disaggregation							Hiring Mechanism Disaggregation		
Question	Response	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5	Mission 6	Other	All Other Hiring Mechanisms	Foreign Service National (FSN)	Total Responses
71. To what extent to do you agree with the following statement: “I have the ability to integrate USAID’s Climate Strategy objectives within my Mission’s strategy and program, project, and/or activity design and implementation.”	Agree	0	0	3	0	1	0	17	8	13	21
	Disagree	0	0	0	0	0	0	2	0	2	2
	Neither Agree nor Disagree	0	0	0	0	0	0	4	0	4	4
	Strongly Agree	0	0	0	0	0	0	5	1	4	5
72. To what extent to do you agree with the following statement: “I have the ability to identify areas of alignment of priorities between key stakeholders & USAID.”	Agree	0	0	2	0	0	0	18	5	15	20
	Strongly Agree	0	0	1	0	1	0	5	4	3	7
	Disagree	0	0	0	0	0	0	1	0	1	1
	Neither Agree nor Disagree	0	0	0	0	0	0	3	0	3	3
73. To what extent to do you agree with the following statement: “I have the ability to design and facilitate processes that involve people across the Mission (multi-sectors/functions) in service of implementation of the Climate Strategy.”	Agree	0	0	2	0	0	0	14	7	9	16
	Neither Agree nor Disagree	0	0	1	0	1	0	6	2	6	8
	Disagree	0	0	0	0	0	0	4	0	4	4
	Strongly Agree	0	0	0	0	0	0	3	0	3	3
74. To what extent to do you agree with the following statement: “I have the ability to convert opportunities to mobilize resources for climate action into strategic programmatic approaches.”	Disagree	0	0	1	0	0	0	7	2	6	8
	Neither Agree nor Disagree	0	0	1	0	1	0	7	3	6	9
	Strongly Agree	0	0	1	0	0	0	1	0	2	2
	Agree	0	0	0	0	0	0	10	3	7	10
	Strongly Disagree	0	0	0	0	0	0	1	1	0	1

		Operating Unit Disaggregation							Hiring Mechanism Disaggregation		
Question	Response	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5	Mission 6	Other	All Other Hiring Mechanisms	Foreign Service National (FSN)	Total Responses
75. To what extent to do you agree with the following statement: "I have the ability to develop and manage relationships with public and private sector contacts and other climate stakeholders."	Agree	0	0	2	0	1	0	13	6	10	16
	Disagree	0	0	1	0	0	0	2	0	3	3
	Neither Agree nor Disagree	0	0	0	0	0	0	6	1	5	6
	Strongly Agree	0	0	0	0	0	0	6	2	4	6
	Strongly Disagree	0	0	0	0	0	0	1	0	1	1
76. To what extent to do you agree with the following statement: "I believe climate finance can be mobilized to advance climate and development outcomes."	Agree	0	0	1	0	0	0	14	3	12	15
	Disagree	0	0	1	0	1	0	1	2	1	3
	Neither Agree nor Disagree	0	0	1	0	0	0	3	1	3	4
	Strongly Agree	0	0	0	0	0	0	9	3	6	9
77. To what extent to do you agree with the following statement: "I believe a climate lens can be applied across all programming to advance climate and development outcomes."	Agree	0	0	2	0	0	0	17	6	13	19
	Neither Agree nor Disagree	0	0	1	0	0	0	1	0	2	2
	Disagree	0	0	0	0	1	0	1	1	1	2
	Strongly Agree	0	0	0	0	0	0	8	1	7	8
	Strongly Disagree	0	0	0	0	0	0	1	1	0	1
78. To what extent to do you agree with the following statement: "I believe I can create agency in my office and among my team to promote climate action."	Agree	0	0	1	0	0	0	14	4	11	15
	Neither Agree nor Disagree	0	0	1	0	1	0	6	2	6	8
	Strongly Agree	0	0	1	0	0	0	5	3	3	6
	Disagree	0	0	0	0	0	0	2	0	2	2

		Operating Unit Disaggregation							Hiring Mechanism Disaggregation		
Question	Response	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5	Mission 6	Other	All Other Hiring Mechanisms	Foreign Service National (FSN)	Total Responses
79. To what extent do you agree with the following statement: "I believe that I play a key role in ensuring the operationalization of the Agency's Climate Strategy as taking action on climate is an urgent matter."	Agree	0	0	1	0	0	0	19	6	14	20
	Neither Agree nor Disagree	0	0	1	0	1	0	5	2	5	7
	Strongly Agree	0	0	1	0	0	0	3	1	3	4
	Disagree	0	0	0	0	0	0	1	0	1	1
80. I know how to use systemic thinking to reveal underlying causes and structural barriers, relationships, and patterns that hinder climate action at the Mission.	Developing	2	1	1	1	1	2	7	5	10	15
	Highly Proficient	2	0	0	0	1	1	6	4	6	10
	Proficient	1	3	3	3	0	1	8	5	14	19
	Novice	0	3	2	0	0	1	5	0	11	11
	Expert	0	0	0	0	0	0	4	3	1	4
81. I know how to use chains of influence and compelling evidence and data to affect actions, behavior, and opinions to generate support.	Developing	2	4	0	1	0	2	10	4	15	19
	Highly Proficient	3	0	1	0	1	0	7	6	6	12
	Novice	0	2	2	0	1	0	3	0	8	8
	Proficient	0	1	2	3	1	3	7	5	12	17
	Expert	0	0	0	0	0	0	3	3	0	3
82. I know how to develop and use collaborative processes to apply tools and frameworks for systems analysis.	Developing	3	3	0	0	1	0	6	5	8	13
	Highly Proficient	2	0	1	0	0	2	6	6	5	11
	Novice	0	1	3	0	0	1	5	0	10	10
	Proficient	0	3	3	4	1	2	10	5	18	23
	Expert	0	0	0	0	1	0	3	3	1	4
83. I have a strong understanding of power dynamics and know how to seek contributions from a diverse group of individuals.	Developing	2	1	1	0	1	2	12	4	15	19
	Expert	1	0	0	0	0	1	2	3	1	4
	Highly Proficient	1	0	1	1	1	1	9	5	9	14
	Proficient	1	5	3	3	1	1	7	8	13	21
	Novice	0	0	2	0	0	0	2	0	4	4

		Operating Unit Disaggregation							Hiring Mechanism Disaggregation		
Question	Response	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5	Mission 6	Other	All Other Hiring Mechanisms	Foreign Service National (FSN)	Total Responses
84. I know how to intentionally consider implications of beliefs/thoughts and consequences of actions on all stakeholders given existing local power dynamics.	Developing	2	2	0	0	1	2	11	5	13	18
	Highly Proficient	2	1	1	0	1	1	8	7	7	14
	Proficient	1	2	3	4	1	0	7	6	12	18
	Novice	0	2	3	0	0	1	3	0	9	9
	Expert	0	0	0	0	0	1	0	0	1	1
85. I know how to encourage feedback, allow for correction and adjustment of message, commit to make people feel heard and respected, and address problematic remarks to promote an inclusive and respectful environment.	Developing	1	2	0	0	0	2	6	1	10	11
	Highly Proficient	3	3	0	1	0	2	10	7	12	19
	Proficient	1	1	5	3	1	0	12	8	15	23
	Expert	0	1	0	0	2	0	3	4	2	6
	Novice	0	1	2	0	0	1	1	0	5	5
86. I meaningfully acknowledge how history and systems impact relationships and take power dynamics into account when engaging with stakeholders.	Developing	2	1	0	0	1	2	10	3	13	16
	Highly Proficient	3	1	1	1	2	2	7	8	9	17
	Expert	0	1	0	0	0	0	3	1	3	4
	Novice	0	2	2	0	0	0	4	0	8	8
	Proficient	0	3	4	3	0	1	9	8	12	20
87. I know how to effectively engage key stakeholders in the identification of priority development challenges, problems, and opportunities.	Developing	1	3	0	0	0	1	8	1	12	13
	Expert	1	2	1	0	0	0	3	4	3	7
	Highly Proficient	2	0	1	1	2	1	10	9	8	17
	Proficient	1	2	3	3	0	1	11	6	15	21
	Novice	0	1	2	0	0	0	3	0	6	6
88. I know how to use research and analysis from varied resources to identify potential partners and create a prioritized action plan.	Expert	1	1	1	0	0	0	4	5	2	7
	Highly Proficient	1	1	0	1	1	2	8	7	7	14
	Proficient	3	4	4	3	1	1	12	6	22	28
	Novice	0	2	1	0	0	0	2	0	5	5
	Developing	0	0	1	0	0	1	9	1	10	11

		Operating Unit Disaggregation							Hiring Mechanism Disaggregation		
Question	Response	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5	Mission 6	Other	All Other Hiring Mechanisms	Foreign Service National (FSN)	Total Responses
89. I know how to formulate a strategy for partnering with USAID to mobilize resources for climate action.	Developing	2	5	0	0	0	1	7	3	12	15
	Proficient	3	0	5	3	0	1	7	9	10	19
	Expert	0	1	0	0	0	0	1	0	2	2
	Highly Proficient	0	1	0	1	1	2	4	2	7	9
	Novice	0	1	2	0	1	0	8	2	10	12
90. I know how to conduct pause and reflect sessions to generate data to refine my strategic collaboration.	Developing	2	3	1	0	1	1	7	4	11	15
	Proficient	3	1	4	4	1	0	13	9	17	26
	Expert	0	1	0	0	0	0	3	2	2	4
	Highly Proficient	0	1	1	0	1	2	4	5	4	9
	Novice	0	2	1	0	0	1	6	0	10	10
91. I know how to gather and integrate applicable evidence, data, and approaches into strategic- and activity-level planning and monitoring.	Developing	1	1	0	0	1	1	8	3	9	12
	Proficient	4	3	5	3	1	1	16	11	22	33
	Expert	0	1	0	0	0	0	3	3	1	4
	Highly Proficient	0	1	0	1	1	1	3	2	5	7
	Novice	0	2	2	0	0	1	3	0	8	8
92. I know how to assess the necessary levels of change (individual, team, Mission) for successfully institutionalizing climate change priorities into the Mission's strategy	Developing	2	3	0	0	0	2	12	6	13	19
	Highly Proficient	1	0	2	0	2	1	3	6	3	9
	Proficient	2	2	3	4	0	1	7	5	14	19
	Novice	0	2	2	0	1	0	6	0	11	11
	Expert	0	0	0	0	0	0	2	1	1	2
93. I know how to use the Collaborating, Learning, and Adapting (CLA) Maturity Tool as a touchstone to strategically identify elements of the Program Cycle and/or enabling conditions that are involved in implementing the projects that serve the Climate Strategy.	Developing	1	1	0	1	1	2	12	6	12	18
	Highly Proficient	1	0	0	1	0	0	1	2	1	3
	Proficient	3	3	4	2	2	1	11	9	17	26
	Novice	0	3	2	0	0	0	5	0	10	10
	Expert	0	0	0	0	0	0	2	1	1	2

		Operating Unit Disaggregation							Hiring Mechanism Disaggregation		
Question	Response	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5	Mission 6	Other	All Other Hiring Mechanisms	Foreign Service National (FSN)	Total Responses
94. I know how to use a coaching approach to engage, motivate, influence, and empower colleagues	Developing	2	2	0	1	0	1	7	2	11	13
	Highly Proficient	1	0	1	1	2	3	5	7	6	13
	Proficient	2	3	3	2	0	0	11	7	14	21
	Expert	0	1	0	0	0	0	4	3	2	5
	Novice	0	1	2	0	1	0	5	0	9	9
95. I know how to assess elements within the financial ecosystem that can enable greater public and private investment in climate action	Developing	2	1	0	0	1	1	8	6	7	13
	Highly Proficient	1	0	0	1	0	2	4	4	4	8
	Proficient	2	2	4	3	1	0	6	5	13	18
	Novice	0	4	3	0	0	1	8	3	13	16
	Expert	0	0	0	0	0	0	1	0	1	1
96. I know how to incorporate blended finance approaches and risk mitigation tools into program design	Developing	2	1	0	1	0	0	8	4	8	12
	Highly Proficient	1	1	0	1	0	1	3	3	4	7
	Proficient	2	1	4	2	1	2	6	7	11	18
	Expert	0	1	0	0	1	0	1	0	3	3
	Novice	0	4	3	0	1	1	9	5	13	18
97. I know how to use a decision-making framework to propose and substantiate a potential strategic programmatic approach to mobilize internal and external resources for climate action.	Developing	3	1	0	1	0	2	11	6	12	18
	Proficient	2	3	4	3	1	1	8	7	15	22
	Expert	0	1	0	0	0	0	2	1	2	3
	Novice	0	3	3	0	1	0	4	3	8	11
	Highly Proficient	0	0	0	0	0	1	1	1	1	2
98. I know how to enable locally led action and seek means to defer decision-making authority to local actors to the greatest extent possible.	Developing	2	1	0	0	0	1	10	4	10	14
	Highly Proficient	1	0	0	1	2	2	4	5	5	10
	Proficient	2	2	5	3	0	0	8	8	12	20
	Expert	0	2	0	0	0	0	2	1	3	4
	Novice	0	3	2	0	1	1	5	2	10	12

		Operating Unit Disaggregation							Hiring Mechanism Disaggregation		
Question	Response	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5	Mission 6	Other	All Other Hiring Mechanisms	Foreign Service National (FSN)	Total Responses
99. I know of a variety of types of funding available for climate action	Developing	2	4	0	0	1	0	6	3	10	13
	Highly Proficient	1	0	0	1	1	2	4	3	6	9
	Proficient	2	1	4	3	0	0	6	5	11	16
	Expert	0	1	0	0	0	0	2	2	1	3
	Novice	0	1	2	0	0	1	11	3	12	15
100. I know how to how to work with stakeholders to access and mobilize funding for climate action.	Developing	2	4	0	1	0	0	11	5	13	18
	Highly Proficient	1	0	2	1	1	1	4	2	8	10
	Proficient	2	1	2	2	0	2	6	8	7	15
	Expert	0	1	0	0	0	0	0	0	1	1
	Novice	0	2	2	0	1	1	7	1	12	13
101. To what extent to do you agree with the following statement: “In my Office, including my immediate supervisor and team members, people often resist untried approaches.”	Agree	1	1	1	0	0	1	7	3	8	11
	Neither Agree nor Disagree	3	2	1	1	1	1	11	7	13	20
	Strongly Agree	1	1	0	0	0	0	3	1	4	5
	Disagree	0	4	3	2	2	2	12	6	19	25
	Strongly Disagree	0	0	1	1	0	0	2	1	3	4
102. To what extent to do you agree with the following statement: “Despite the workload, people in my Office find time to review and reflect on how efforts are going to integrate climate into programming. “	Agree	2	1	3	2	1	3	15	8	19	27
	Disagree	1	0	0	0	0	0	5	3	3	6
	Neither Agree nor Disagree	1	7	2	0	2	1	10	3	20	23
	Strongly Disagree	1	0	0	0	0	0	1	2	0	2
	Strongly Agree	0	0	1	2	0	0	4	2	5	7

		Operating Unit Disaggregation							Hiring Mechanism Disaggregation		
Question	Response	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5	Mission 6	Other	All Other Hiring Mechanisms	Foreign Service National (FSN)	Total Responses
103. To what extent do you agree with the following statement: “In my Office if you make a mistake, it is not held against you.”	Agree	3	4	2	0	1	0	9	4	15	19
103. To what extent do you agree with the following statement: “In my Office if you make a mistake, it is not held against you.”	Neither Agree nor Disagree	1	4	4	1	1	1	20	7	25	32
	Strongly Agree	1	0	0	0	1	0	4	5	1	6
	Disagree	0	0	0	1	0	3	2	2	4	6
	Strongly Disagree	0	0	0	2	0	0	0	0	2	2
104. To what extent do you agree with the following statement: “In my Office there are structured opportunities for peer dialogue and learning among those working on climate and climate finance.”	Agree	2	1	3	2	2	3	14	8	19	27
	Disagree	1	1	0	1	0	1	8	4	8	12
	Strongly Agree	1	0	1	1	0	0	3	2	4	6
	Strongly Disagree	1	0	0	0	0	0	1	2	0	2
	Neither Agree nor Disagree	0	6	2	0	1	1	9	2	17	19

Table A4-3: PIVOT Online Survey Results

Total Responses to the 2021 PIVOT Survey: 37

Total Responses to the 2022 PIVOT Survey: 20

Question	Response	2021 survey	2022 survey
16a. I believe I can engage the private sector to advance development outcomes.	Completely	9	5
	Somewhat	4	1
	Very much	24	14
16b. I believe I can create change in my Office.	A little	0	1
	Completely	4	0
	Not at all	1	0
	Somewhat	10	5
16c. I believe Private Sector Engagement contributes to sustainable development outcomes.	Very much	22	14
	Completely	21	8
	Somewhat	1	0
16d. Engaging the private sector for development and humanitarian outcomes excites and motivates me.	Very much	15	12
	Completely	20	7
	Somewhat	2	1
17a. I intentionally consider factors like gender, workplace hierarchies, social status and other forms of power in my decision making.	Very much	15	12
	Completely	8	4
	Not at all	1	0
	Somewhat	9	3
17b. I make decisions by considering a range of alternatives, as well as opposing perspectives, and by utilizing the best available data.	Very much	19	13
	Completely	9	3
	Somewhat	3	3
17c. I practice techniques that enable me to be more composed, flexible, and less emotionally reactive in the workplace.	Very much	25	14
	Completely	11	2
	Not at all	1	0
	Somewhat	8	3
	Very much	16	15
19a. I share and teach Private Sector Engagement techniques and tools with colleagues.	Developing	5	2
	Expert	2	0
	Highly Proficient	13	4
	Proficient	17	13
19b. I integrate Private Sector Engagement strategies and capabilities into programs.	Developing	6	2
	Expert	0	1
	Highly Proficient	17	7
	Proficient	14	9
19c. I carry out pause and reflect sessions to inform future work.	Developing	7	1
	Expert	5	0
	Highly Proficient	12	5
	Proficient	12	14

Question	Response	2021 survey	2022 survey
19d. I consistently and intentionally invite feedback, input, and opportunities for collaboration.	Developing	3	2
	Expert	4	1
	Highly Proficient	18	8
	Novice	1	0
	Proficient	11	9
19e. I know the major markets (and actors) in my sector.	Developing	7	6
	Expert	5	0
	Highly Proficient	11	3
	Novice	1	0
	Proficient	13	10
19f. I draw on (my own, the Mission, the Agency's) past Private Sector Engagement experiences to improve Private Sector Engagement programming.	Developing	4	4
	Expert	2	1
	Highly Proficient	17	8
	Proficient	14	6
19g. In conversation with the private sector, I learn and understand their interests.	Developing	1	1
	Expert	9	1
	Highly Proficient	18	9
	Proficient	8	8
22a. I engage collaborators across technical offices to develop and refine opportunity maps.	Always	4	1
	Never	0	1
	Often	21	7
	Rarely	1	3
	Sometimes	11	8
22b. I use the Collaboration, Learning, Adapting Maturity Tool.	Always	2	1
	Never	6	1
	Often	8	6
	Rarely	7	1
	Sometimes	14	11
22c. I update/adapt the Private Sector Engagement planning and implementation process based on pause and reflect sessions.	Always	2	1
	Never	0	1
	Often	17	5
	Rarely	3	4
	Sometimes	15	9
22d. I use the mappings (of vocabulary, concepts, and interests between the USAID/donor and private sector sectors) to draw out and discern shared interests among relevant stakeholders.	Always	4	1
	Never	0	1
	Often	17	4
	Rarely	6	5
	Sometimes	10	9
22e. I carry out internal pause and reflect sessions to generate data for decision making and adaptation.	Always	2	1
	Never	0	1
	Often	19	7
	Rarely	7	3
	Sometimes	9	8

Question	Response	2021 survey	2022 survey
23. How often do you interact with anyone from your Practical, InnoVative, On-the-job Training (PIVOT) cohort?	Bi-weekly	4	4
	Engagement varies, it can be as often as 3 times a week or as little as once a week.	1	0
	every once in a while	1	0
	I no longer interact with anyone from my PIVOT cohort	0	6
	Intermittently based on the issue we are jointly working on	1	0
	It depends, weekly and sometimes biweekly	1	0
	It is really based on the need and there is no specific timeline per se.	1	0
	N/A	3	0
	Not regular	1	0
	Now he is no more with us in Madagascar Mission	1	0
	Occasionally	1	0
	On a need basis, while reviewing activity performance	1	0
	Once in a while	1	0
	Once monthly	5	8
	Once weekly	5	1
	Several times per week	9	1
	When I need information	1	0
24. How often do you interact with anyone from your Change Team?	As noted above	1	0
	Bi-weekly	6	2
	I no longer interact with anyone from my Change Team	0	7
	It depends. Could range once a week or once biweekly	1	0
	N/A	1	0
	Not regularly	1	0
	On a need basis, when designing and reviewing activities	1	0
	Once in couple months	1	0
	Once monthly	6	6
	Once weekly	5	2
	Several times per week	12	2
	When we have the opportunity	1	0

Question	Response	2021 survey	2022 survey
25. How often do you interact with anyone from your Affinity Group?	I in two months	1	0
	A couple times in the year.	1	0
	Ad hoc	1	0
	Bi-weekly	3	1
	every once in a while	1	0
	I no longer interact with anyone from my Affinity Group	0	13
	I talk to Affinity Group members as part of the PIVOT meetings	1	0
	Infrequently	1	0
	More frequently earlier on in the program - a few times	1	0
	n/a	1	0
	N/A	4	0
	Never	1	0
	Not Applicable	1	0
	Not regularly	1	0
	Not very regular	1	0
	Occasionally	2	0
	Once monthly	9	5
	Once weekly	4	0
	Several times per week	1	0
	We had several calls in October and November as we were interested into a GDA opportunity and since have been talking during resilience and food security bureau calls	1	0
When I need information	1	0	
26a. I know how to build alliances and partnerships with the private sector.	Developing	6	2
	Expert	1	0
	Highly Proficient	12	7
	Proficient	18	9
26b. I know how to co-create solutions with private sector actors.	Developing	8	3
	Expert	5	0
	Highly Proficient	8	5
	Proficient	16	10
26c. I know how to harness private-sector expertise and innovation.	Developing	8	3
	Expert	2	1
	Highly Proficient	8	3
	Proficient	19	11

Question	Response	2021 survey	2022 survey
26d. I know how to use pay for results approaches.	Developing	8	10
	Expert	3	0
	Highly Proficient	3	1
	Novice	6	1
	Proficient	17	5
26e. I know how to use blended and innovative finance.	Developing	13	5
	Expert	2	0
	Highly Proficient	9	4
	Novice	5	2
	Proficient	8	7
26f. I know how to assess the necessary levels of change for a particular organizational change initiative.	Developing	9	7
	Highly Proficient	9	1
	Novice	3	0
	Proficient	15	10
26g. I know how to determine the readiness of my Office for a particular change.	Developing	9	6
	Expert	1	0
	Highly Proficient	9	3
	Novice	1	0
	Proficient	17	9
26h. I know how to identify and develop strategies to address resistance and risk.	Developing	11	4
	Expert	1	0
	Highly Proficient	6	2
	Proficient	19	12
26i. I have strategies and techniques to effectively manage change.	Developing	7	3
	Expert	2	1
	Highly Proficient	7	1
	Novice	1	0
	Proficient	20	13
27a. In my Office, people often resist untried approaches.	A little	0	7
	Not at all	0	1
	Somewhat	0	9
	Very much	0	1
27b. Despite the workload, people in my Office find time to review and reflect on how Private Sector Engagement efforts are going.	A little	0	5
	Somewhat	0	9
	Very much	0	4
27c. In my Office if you make a mistake, it is not held against you.	A little	0	2
	Completely	0	1
	Not at all	0	2
	Somewhat	0	9
	Very much	0	4
27d. In my Office there are structured opportunities for peer dialogue and learning among those working on Private Sector Engagement.	A little	0	3
	Somewhat	0	9
	Very much	0	6

Endnotes

- 1 USAID Climate Strategy 2022–2030, <https://www.usaid.gov/sites/default/files/documents/USAID-Climate-Strategy-2022-2030.pdf>.
- 2 Action learning, in contrast to traditional learning, is a multi-directional and dynamic approach to improve knowledge and skills as well as to influence long-term behaviors. Action learning is designed to create an environment where learners, participants, and instructors alike, share knowledge and skills, question course materials, and reflect on their individual and collective experiences to understand “what we know.”
- 3 A brave space is defined as an environment that is inclusive to all races, sexes, genders, abilities, roles, and lived experiences; a space that recognizes and values diversity, equity, inclusion, and accessibility. In order to create an environment conducive to success, it is critical for facilitators and learners alike to be empowered to courageously express their viewpoints and lived experiences, to challenge the thoughts and ideas of each other in a positive way, and to collectively reflect on learning from one another.
- 4 Cultural renovation is a holistic approach to assessing and strengthening, removing, and/or improving behaviors, knowledge, skills, and processes within a given environment to encourage and bring about healthy cultural change. It seeks to build upon what works while remaining vulnerable and open to change what does not. In addition, cultural renovation embraces continuous care and maintenance to ensure one’s culture evolves and adapts in response to the dynamic context in which it exists. This definition is based on Kevin Oakes’ Culture Renovation theory and approach to renovating the workplace culture.
- 5 A growth mindset is widely understood to be the way in which an individual views challenges and setbacks, hand in hand with the belief that they can develop and refine their skills and behaviors to overcome these challenges and setbacks through dedication and hard work.
- 6 Non-CFP Mission respondents included Mission staff who currently serve as CILs, as well PSE and DFC POCs.
- 7 Power skills, sometimes referred to as soft skills, are highly complex skills that are essential for executing and learning within the CFP workplan. They also include leadership skills—skills that are critical to directing, motivating, coaching, guiding, and managing individuals, teams, and Missions. CFP integrated a number of power skills into its design including mindfulness, self-awareness, power dynamics, active listening, apologizing, and giving and receiving feedback.
- 8 CFP employed a two-lane approach in which participants “acquired knowledge” through instruction on Tuesdays, and “applied and integrated knowledge” on Thursdays. Tuesday sessions were facilitated by technical area experts and focused on understanding key basic concepts, their relevance, and their application in the workplace through a systems thinking lens to bring about systemic change. Thursday sessions varied but included Mission coaching, peer assists, prime time, and Supervisor one-on-ones.
- 9 To better understand cultural renovation or organizational change, the CFP drew on Chip and Dan Heath’s analogy of the elephant, the rider, and the path. The elephant is the emotional part of the brain, the rider is the rational part, and the path is the broader environment in which we operate. Change requires three things: you must “direct the rider” by following “bright spots” (i.e., things that are working) and identify a specific destination; you must “motivate the elephant” by cultivating a sense of identity and instilling a growth mindset; and you must “shape the path” by tweaking the environment to support new behaviors and identities. Indeed, the elephant, or emotional side, is arguably the most important component in the behavior change equation. As Dan Heath said, “above all, we need enthusiastic elephants” and that “sparks [for change] come from emotion, not information.” Heath, Chip and Dan. The Switch Framework. N.d. <https://heathbrothers.com/member-content/the-switch-framework/>.
- 10 To assess the strength built within teams through the CFP, the Learning Review employed network analysis. Network analysis measures relationships between individuals to identify leaders, determine how closely or loosely connected the network is, and assess levels of engagement within the network.
- 11 Foreign Service Nationals (FSNs) is an informal term used throughout this document to refer to both direct hire foreign service nationals and cooperating country nationals on personal services contracts.
- 12 USAID, 2018, Fact Sheet: Leveraging FSN Talent. <https://www.usaid.gov/documents/1868/fact-sheet-leveraging-fsn-talent>.
- 13 USAID, 2018, Fact Sheet: Leveraging FSN Talent. <https://www.usaid.gov/documents/1868/fact-sheet-leveraging-fsn-talent>.
- 14 USAID. USAID Climate Strategy 2022–2030. 2022. <https://www.usaid.gov/sites/default/files/documents/USAID-Climate-Strategy-2022–2030.pdf>.

15 A brave space is defined as an environment that is inclusive to all races, sexes, genders, abilities, roles, and lived experiences; a space that recognizes and values diversity, equity, inclusion and accessibility. In order to create an environment conducive to success, it is critical for facilitators and learners alike to be empowered to courageously express their viewpoints and lived experiences, challenge the thoughts and ideas of each other in a positive way, and to collectively reflect on learning from one another.

16 Cultural renovation is a holistic approach to assessing and strengthening, removing, and/or improving behaviors, knowledge, skills, and processes within a given environment to encourage and bring about healthy cultural change. It seeks to build upon what works while remaining vulnerable and open to change what does not. In addition, cultural renovation embraces continuous care and maintenance to ensure one's culture evolves and adapts in response to the dynamic context in which it exists. This definition is based on Kevin Oakes' Culture Renovation theory and approach to renovating the workplace culture.

17 USAID. Climate and Finance Practicum Application—Agency Notice.

18 The CFP Expert Circle was comprised of 31 leading USAID experts with extensive knowledge and experience relating to climate, finance, CLA, and leadership, as well as an in-depth understanding of USAID's strategies, policies, resources, training materials, and networks. In addition to reviewing EOI submissions, experts provided support to advance the development of CFP's core competencies, ensuring the practicum's alignment with the Agency's climate goals.

19 USAID. Climate and Finance Practicum—Expression of Interest (EOI) Template. November 2021.

20 Ibid.

21 Foreign Service Nationals (FSNs) is an informal term used throughout this document to refer to both direct hire foreign service nationals and cooperating country nationals on personal services contracts.

22 Ibid.

23 Ibid.

24 USAID. Expert Circle Meetings—Email to Participants.

25 USAID. Expert Circle Meetings—EOI Overviews.

26 USAID/Liberia. Climate and Finance Practicum—Expression of Interest. '

27 USAID/Madagascar. Climate and Finance Practicum—Expression of Interest.

28 USAID/Mozambique. Climate and Finance Practicum—Expression of Interest.

29 USAID/Rwanda. Climate and Finance Practicum—Expression of Interest.

30 USAID/Southern Africa. Climate and Finance Practicum—Expression of Interest.

31 USAID/Tanzania. Climate and Finance Practicum—Expression of Interest.

32 USAID. Climate and Finance Practicum—Weekly Schedule.

33 USAID. Climate and Finance Practicum—Essential Components to Session Development.

34 USAID. Climate and Finance Practicum—Weekly Schedule.

35 Ibid.

36 USAID's Four Course Formal Leadership Training Program

37 USAID's Foreign Service Evaluation Framework

38 USAID's Leadership Philosophy

39 USAID's Leadership Philosophy

40 USAID's Four Course Formal Leadership Training Program

- 41 USAID's Four Course Formal Leadership Training Program
- 42 USAID's Four Course Formal Leadership Training Program
- 43 USAID's Four Course Formal Leadership Training Program
- 44 USAID's Four Course Formal Leadership Training Program
- 45 USAID's Foreign Service Evaluation Framework
- 46 The USAID-funded INVEST project, is an initiative that mobilizes private capital for better, more sustainable development results. <https://www.usaid.gov/invest>
- 47 Although the 2022 survey had fewer respondents (20) than the 2021 survey (37), the survey nevertheless can be interpreted with a high degree of confidence. The results have a 90 percent confidence interval with a margin of error of 15 percent.
- 48 Strategic Objective (SO) 1: Targeted Direct Action.
- 49 SO 2: Systems Change.
- 50 USAID. USAID Climate Strategy 2022–2030. 2022. <https://www.usaid.gov/sites/default/files/documents/USAID-Climate-Strategy-2022-2030.pdf>.
- 51 USAID. USAID Climate Strategy 2022–2030. 2022. <https://www.usaid.gov/sites/default/files/documents/USAID-Climate-Strategy-2022-2030.pdf>.
- 52 USAID. USAID Climate Strategy 2022–2030. 2022. <https://www.usaid.gov/sites/default/files/documents/USAID-Climate-Strategy-2022-2030.pdf>.
- 53 A growth mindset is widely understood to be the way in which an individual views challenges and setbacks—hand in hand with the individual's belief that they can develop and refine their skills and behaviors to overcome these challenges and setbacks through dedication and hard work.
- 54 Park, Elizabeth S. The Effect of Active Learning Professional Development Training on College Students' Academic Outcomes. April 2021. https://cpb-us-w2.wpmucdn.com/wp.ovptl.uci.edu/dist/6/18/files/2021/08/ERI_WP_Final_Park-Xu.pdf. See also Gifford, Johnny. Action Learning: Principles and Issues in Practice. Brighton, UK: Institute for Employment Studies, 2005. https://cpb-us-w2.wpmucdn.com/wp.ovptl.uci.edu/dist/6/18/files/2021/08/ERI_WP_Final_Park-Xu.pdf. See also <https://www.employment-studies.co.uk/resource/action-learning>. Deeper discussion on action learning is available in the literature review produced as part of this Learning Review.
- 55 FGD 01.
- 56 USAID. "Climate and Finance Practicum: Monitoring, Evaluation, and Learning (MEL) Report." June 30, 2022.
- 57 USAID. Climate and Finance Practicum Description. 2021.
- 58 USAID. Climate and Finance Practicum Description. 2021.
- 59 USAID. "Climate and Finance Practicum: Monitoring, Evaluation, and Learning (MEL) Report." June 30, 2022.
- 60 KII 25.
- 61 FGD 03.
- 62 KII 25.
- 63 KII 12.
- 64 FGD 05.
- 65 KII 25.
- 66 KII 05.

67 KII 03.

68 FGD 07.

69 FGD 05.

70 KII 25.

71 KII 22.

72 KII 27.

73 FGD 04.

74 A Deloitte wrap-up paper on COP26 notes that conventional financing leads developing countries, which have done the least to cause climate change, into more debt, and emphasizes the need for innovative mechanisms, such as concessional financing, equity, guarantees, and results-based grants, to achieve an equitable transition. It highlights three activities discussed at COP26 to achieve climate equity: (1) engaging communities on the ground to understand their needs, (2) embracing data that can be used to inform government where action is needed most, and (3) leveraging technology and innovation of businesses to attract investors. Lack of capacity also leaves vulnerable countries without data to understand what projects are needed and how projects are progressing, compounded by accountability historically being structured towards donor interests rather than recipient needs. As a result of these larger power dynamics, the limited interventions that do occur may not focus on what is most needed (Pettinotti, et al.).

75 KII 17.

76 KII 02.

77 KII 07.

78 KII 24.

79 KII 17.

80 KII 17.

81 FGD 06.

82 KII 25.

83 KII 25.

84 Brown, Brene. *Rising Strong, The Reckoning, The Rumble, The Revolution*. 2015.

85 https://www.usaid.gov/sites/default/files/documents/1868/USAID_leadership_philosophy.pdf

86 KII 11.

87 USAID. *Climate and Finance Practicum Description*. 2021.

88 FGD 04.

89 FGD 01.

90 Brown, Brene. 2018. *Dare to Lead*. London, England: Vermilion.

91 FGD 03.

92 Colorado State University Global. "What is Active Listening? 4 Tips for Improving Communication Skills." 10 May 2021. <https://csuglobal.edu/blog/what-active-listening-4-tips-improving-communication-skills>.

93 FGD 04.

94 FGD 04.

95 KII 23.

96 KII 01.

97 KII 21.

98 KII 23.

99 KII 10.

100 FGD 02.

101 KII 24.

102 KII 27.

103 A more thorough discussion of action learning is available in the literature review.

104 KII 17.

105 KII 22.

106 KII 12.

107 KII 15.

108 KII 20.

109 The Automated Directives System (ADS) Chapter 458 on Training and Career/Professional Development describes the importance of mandatory and elective trainings “to help achieve the Agency’s mission and performance objectives by improving individual and organizational performance. They also support the Agency’s core values of teamwork and participation; valuing diversity; customer service; results management; and empowerment and accountability.” USAID. ADS Chapter 458: Training and Career/Professional Development. October 2015.= <https://www.usaid.gov/sites/default/files/documents/458.pdf>

110 KII 11.

111 KII 11.

112 FGD 05.

113 KII 20.

114 KII 25.

115 FGD 02.

116 KII 04.

117 Pedler, Mike. “Reginald Revans: The Pioneer of Action Learning.” In *The Palgrave Handbook of Organizational Change Thinkers*, 1–19. Palgrave MacMillan, 2017.

118 KII 10.

119 KII 11.

120 KII 04.

121 FGD 04.

122 KII 26.

123 USAID. Climate and Finance Practicum—Expression of Interest (EOI) Template. November 2021.

124 USAID. Climate and Finance Practicum—Supervisor Attendance.

I25 FGD 01.

I26 KII 06.

I27 KII 27.

I28 KII 28.

I29 KII 23.

I30 FGD 04.

I31 FGD 04.

I32 USAID. "Climate and Finance Practicum: Monitoring, Evaluation, and Learning (MEL) Report." June 30, 2022.

I33 KII 12.

I34 KII 07.

I35 FGD 03.

I36 FGD 03.

I37 KII 26.

I38 FGD 01.

I39 KII 20.

I40 KII 27.

I41 General recommendations on corporate trainings highlight the importance of assessing participant knowledge to make necessary adjustments. They also highlight the value of peer-to-peer learning. Peer-to-peer learning can be difficult to cultivate in a training setting though, as newer learners may feel intimidated by the level of knowledge of others. This can be mitigated through allowing experienced learners to lead certain aspects of the training, while still allowing new learners to work together as to encourage their participation as much as possible (Mindi Lewis, "Change It Up: Keys to Training Different Levels of Expertise"; Blake Beus, "Top Best Practices For Training And Development"; and Kelly Palmer and David Blake, "How to Help Your Employees Learn from Each Other"). The goal being to increase everyone's knowledge and skills as much as possible through unlocking the expertise that already exists within the group.

Within education instruction research there is a method called "differentiation," which is aimed at designing instruction to meet the needs of all students. Lessons from this method can be used to tailor adult learning as well (<https://www.edutopia.org/article/teaching-class-big-ability-differences-todd-finley>) (Todd Finley, "Teaching a Class With Big Ability Differences"). LinkedIn adapted this model to guide corporate trainings (Jeremy Clark, "Offering Differentiation in Corporate Training"). They suggest trainers vary the ways they present content and offer participant guides to fill in while training, which has been shown to dramatically increase participant recall. The next idea is process, allowing learners to process and recall the information in different ways and working to engage learners. They also discuss the need for distributed assessments that are both formative and summative to help trainers understand where learners are before moving too far ahead. It's important to offer multiple ways for learners to demonstrate knowledge as well, other than the standard multiple choice knowledge checks. Overall, they acknowledge the paramount role of the instructor in these settings. The instructor should be active in observing how learners are engaging and responding to their instruction and adapt based on these observations (Huong L. Pham, "Differentiated Instruction And The Need To Integrate Teaching And Practice").

I42 KII 05.

I43 KII 25.

I44 KII 08.

I45 KII 20.

I46 KII 07.

I47 KII 18.

I48 See LO2 for a more thorough discussion on perceptions around the content covered in the CFP.

I49 KII 16.

I50 Non-CFP Mission respondents included Mission staff who currently serve as CILs as well as PSE and DFC POCs.

I51 Power skills, sometimes referred to as soft skills, are highly complex skills that are essential for executing and learning within the workplan. They also include leadership skills—skills which are critical to directing, motivating, coaching, guiding, and managing individuals, teams, and Missions. CFP integrated a number of power skills into its design including mindfulness, self-awareness, power dynamics, active listening, apologizing, and giving and receiving feedback, among others.

I52 CFP employed a two-lane approach in which participants “acquired knowledge” through instruction on Tuesdays, and “applied and integrated knowledge” on Thursdays. Tuesday sessions were facilitated by technical area experts and focused on understanding basic concepts, their relevance, and their application in the workplace through a systems thinking lens to bring about systemic change. Thursday sessions varied, but included Mission coaching, peer assists, prime time, and Supervisor one-on-ones.

I53 To better understand cultural renovation or organizational change, the CFP drew on Chip and Dan Heath’s analogy of the elephant, the rider, and the path. The elephant is the emotional part of the brain, the rider is the rational part, and the path is the broader environment we operate in. Change requires three things: you must “direct the rider” by following “bright spots” (i.e., things that are working) and identify a specific destination; you must “motivate the elephant” by cultivating a sense of identity and instilling a growth mindset; and you must “shape the path” by tweaking the environment to support new behaviors and identities. Indeed, the elephant, or emotional side, is arguably the most important component in the behavior change equation. As Dan Heath said, “above all, we need enthusiastic elephants” and that “sparks [for change] come from emotion, not information.” Heath, Chip and Dan. The Switch Framework. N.d. <https://heathbrothers.com/member-content/the-switch-framework/>.

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- capacity also leaves vulnerable countries without data to understand what projects are needed and how projects are progressing, compounded by accountability historically being structured towards donor interests rather than recipient needs. As a result of these larger power dynamics, the limited interventions that do occur may not focus on what is most needed (Pettinotti, et al.)
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