



USAID
FROM THE AMERICAN PEOPLE



I±^a; 2014

LEARNING NEEDS ASSESMENT

Quantitative and Qualitative Data Report

April 2014

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Introduction

The ECO team started the Learning Needs Assessment process to identify learning required to ensure that USAID staff are equipped to manage programs and/or integrate programming considerations for Environment and Natural Resources Management (ENRM), Global Climate Change (GCC) and Water. In the case of the Global Climate Change audience, this process also assessed learning needs for partners/implementers. The term “Learning Needs Assessment” (LNA) captures our premise that effective adult learning comprises a variety of formal and informal learning opportunities. It encompasses training and knowledge management (KM), as well as other methods of instruction to improve an individual’s work and ultimately that of an organization.

The Learning Needs Assessment provides the foundation for the development of an ECO Learning Strategy. As such, it was critical that the process be participatory, involving the full ECO team (four USAID ECO Offices, partners from TRG, Engility/IRG and Forum One).

Objectives & Process of the LNA Data Collection & Analysis Phase

During the data collection and analysis phase of the LNA, the ECO team aimed to:

- A. Determine the learning (related to both training and knowledge management) required for/desired by the target audience to effectively design, implement, and monitor GCC, Water, and Environment and Natural Resources Management programs according to current competencies and future needs based on USAID’s recently approved Global Climate Change, Water Strategies and the Biodiversity Policy.
- B. Identify learning preferences of the target populations.
- C. Identify the most effective ways to offer training to target audience(s).
- D. Provide the basis for a learning strategy that provides a layout for training, knowledge management and communications.
- E. Identify ways to engage Field-based staff in this learning process, not only as learners but also as content/experience providers.
- F. Provide a baseline for Monitoring and Evaluation (M&E) efforts and investigate the most effective ways to implement this learning strategy.

One of the first steps the LNA team pursued was the clarification of the target audiences. Annex 1 includes the description of target audiences considered in this assessment process.

The overall assessment included:

- 1) Development and implementation of a survey comprised of 55 questions organized in the following sections:
 - a) Professional background
 - b) General environment and climate change competencies
 - c) Environment and climate change technical sections: Overview, Environment and Natural Resources Management, Water Learning Needs, Global Climate Change Needs.
 - d) Integration
 - e) Learning Methods
 - f) Knowledge Management

The number of survey respondents was 460. Once the data was cleaned, the data set for analysis comprised 437 surveys.

- 2) Conducted focus groups and interviews as follows¹:
 - a) 14 Focus Groups (6 Field; 8 Headquarters)
 - b) 23 Interviews (14 Field; 9 Headquarters)

This report presents findings from the data analysis and conclusions.

Overarching Conclusions

The following conclusions surfaced from the analysis and comparison of the data sets used for this Learning Needs Assessment.

As you read these conclusions please keep this important demographic information in mind:

- **Most BS-40s responded to all sections of the survey except the Integration section.** They form a representative sample at a 95% confidence level and a 6% confidence interval. Responses therefore can be viewed as representative of the total population of BS-40s.
- **Most Non-BS-40s responded just to the Integration, Learning Styles and KM sections of the survey.** They form a representative sample of their population at a 95% confidence level and a 5% confidence interval and can therefore be viewed as representative of their total population.
- 68% of survey respondents were from the Field and 32% from Headquarters (HQ).
- Among Field respondents, 46% were from the Africa Region.
- From HQ respondents, 43% were from the Latin America and Caribbean (LAC) Bureau.
- Overall, 60% of respondents have been in the agency less than 5 years.
- The qualitative data captured from interviews and focus groups is suggestive and is intended to help illustrate what we were capturing in the survey responses. This helps verify/validate what was discovered through the GCC TOC and CK2C.

¹ See page 16 for themes and numbers of participants.

Conclusions – General Competencies

- Two variables most consistently impact learning needs related to competencies: employment category and years of experience working in the environment/GCC sector.
 - FSNs report greater general learning need than USDHs². In 51% of the 45 measures of general competency in the survey, the difference in self-ratings between FSNs and USDHS was statistically significant, indicating a high probability of a relationship between ratings and employment category. The conclusion underlines the importance of ensuring that learning opportunities reach FSNs. This conclusion was also reached in both the GCC TOC and CK2C final reports.
 - Respondents with five or fewer years of experience in the environment sector report greater learning need than those with more experience. In 49% of the 45 measures of general competency in the survey, the difference in self-ratings between these two categories was statistically significant, indicating a high probability of a relationship between ratings and years of experience in the environment sector. This shows that learning opportunities should be calibrated to the varying needs of learners based on their years of experience.
 - Operating unit (Field or HQ) does not appear to have significant bearing on learning need.
- The areas of greatest learning need were *Approaches to Energy Development and Market, Trade, Economic and Environment*.

Conclusions: Technical Areas

- As concluded in relation to BS-40 general competencies, employment category is related to learning need. FSNs report greater technical learning need than USDHs. In 59% of measures related to technical competencies, the differences between ratings of FSN and USDH were statistically significant, indicating a high probability of a relationship between ratings and employment category.
- While the variable of years of environment experience may impact competencies, the cohort of respondents with less than five years of experience was too small to allow for analysis.
- As with the general competencies, the variable of operating unit does not appear to have significant bearing related to learning need.
- Learning needs are high and varied across all technical areas.
 - **Biodiversity, Forestry and NRM:** Learning needs are very high in this area, particularly related to building public-private partnerships and responding to wildlife trafficking threats. Those working with these funds indicated a learning need of 78% and 73%, respectively. Both data sets showed a strong need for instruction on wildlife trafficking. Integrated programming with other sectors also came out in the

² See page 9 for an explanation of the usage of “FSN” and “USDH” in this report.

qualitative data and is supported with the learning need in the quantitative data as well as the HQ focus on implementation of the Biodiversity Policy.

- **Water:**
 - **Water for Health:** The highest learning need expressed in the survey related to this area was in being able to design, deliver and monitor WASH programs, at 76% of respondents. This was supported by the qualitative data, particularly around how to do monitoring and evaluation. There was also discussion of the challenge of working in a fragmented sector where there are many partners (both internal and external to USAID).
 - **Water for Agriculture:** This area had some of the highest learning needs of all technical sectors, with 86% of respondents indicating a learning need related to managing agricultural water in a sustainable and productive manner to enhance food security. The qualitative data suggests that there is a lack of understanding of how to implement this objective, specifically with Feed the Future programming. In addition, the qualitative data suggests that participants are unclear about linkages between SO I and SO II and the importance of taking water resources management issues into both types of programming in the Field.
- **Global Climate Change:**
 - **LEDS:** Enhancing Capacity for Low Emission Development Strategies ranked as the highest learning need in this area, cited by 82% of respondents, followed by develop strategies for LEDS at 80% of respondents. All of the topics in this survey section were mentioned in the qualitative interviews and focus groups. The qualitative data suggests that the movement from “strategy planning” to implementation will bring new challenges in working with LEDS in both Clean Energy and Sustainable Landscapes.
 - **Clean Energy:** Within this area, 78% of respondents indicated that their greatest learning need is preparing procurement documents for GCC Clean Energy programming. In interviews and focus groups, clean energy was viewed as a “hot topic” in the Agency, particularly with the focus on Power Africa and Powering Agriculture. It was suggested that instruction on climate financing, designing and programming for clean energy and helping countries to strategize around clean energy investments would be needed.
 - **Sustainable Landscapes:** For 78% of respondents, the greatest learning need was in developing national or sub- national strategies for Reducing Emissions from Deforestation and Forest Degradation (REDD+). In focus groups and interviews, participants acknowledged that UNFCCC Negotiations and TFA may impact their work. The need to know more about climate financing also was mentioned. While there is a sense by some that there is a

movement from strategic planning to implementation, others feel that REDD+ is not “living up to its promise” and that there may be a shift away from this topic area. Despite this, “REDD+” still featured prominently as a learning need.

- **Adaptation:** The greatest learning need indicated by respondents in relation to Adaptation was in identifying appropriate responses to climate change stresses and vulnerability factors (74% of respondents). In the interviews and focus groups, adaptation was identified as the least clear of all the GCC pillars (e.g. what it means, what USAID’s niche is and how to program/measure it). There was discussion that USAID may be trying to do “too much” in adaptation and there is a need for more focus within the Agency.
- There is no consensus on topics or learning methods for advanced technical training. Across interviews and focus groups, individuals stated that advanced technical training would be better acquired outside the agency. In addition, several participants indicated that training may in fact not be the best solution when it comes to advanced topics and proposed different alternatives, such as mentoring, coaching, conferences/workshops, and networking.
- There are some clear cross-cutting learning themes that apply to all technical areas:
 - Program design and management (highlighting monitoring and evaluation and theory of change);
 - Communication, influencing and networking skills;
 - Political savvy (within and outside USAID);
 - Integration within environment and GCC areas as well as with other sectors (this includes learning about other sectors -- not merely other sectors learning about environment and GCC);
 - Knowledge and data management (being able to sift through information and analyze data);
 - Applying critical and systems thinking (taking a holistic approach to development and being strategic).
- There is a clear need to reach beyond environment officers, to include program officers, senior leadership and other sectors.

Conclusions - Integration

- Over a third of staff in a representative sample have integrated biodiversity, GCC or water considerations and/or objectives in programming in sectors other than the environment/GCC.
- In the majority of focus groups and interviews with staff in the Field and HQ, integrated programming is clearly seen as a trend, a challenge and an area for skills and knowledge development.

- The main barriers to integrated programming relate to how USAID is structured, including funding streams and silos around initiatives and reporting requirements; as well as a lack of understanding and/or engagement from senior leadership and program officers.
- In terms of key learning areas, staff highlighted understanding and networking with other sectors. Overall, staff appreciate cross-sector training that highlights integrated topics and joint understanding of initiatives, objectives, funding streams and reporting requirements.
- The principal enabling factors for success in integrated programming or mainstreaming are Mission and HQ leadership, teamwork and collaboration.
- The data collected was insufficient to conclude if there is a difference in the learning needs of staff looking to integrate environmental considerations versus mainstream environmental considerations.

Conclusions - Learning Preferences

- Face-to-face training is the overwhelmingly preferred learning method (83% of respondents). Online courses, provision of reading materials and toolkits rank second, third and fourth among survey respondents (46%, 44% and 43%, respectively).
- Training is preferred and most accessible in the country in which they work; 4-5 days is the optimal length of training when travel is required; 2-3 days is the optimal length when no travel is required.
- Self-paced online learning and blended online learning of up to two hours are the preferred methods of online learning.
- 289 people expressed interest in attending the proposed GCC and Environment Workshop. March/April 2015 is the preferred time for all respondents except those from HQ.

Conclusions - Knowledge Management

- Time is the greatest barrier to Knowledge Management.
- Email and face-to-face meetings are the preferred means of sharing information. This finding is consistent with the recent CIO communications survey and the CK2C final evaluation.
- For the majority of respondents, KM is experienced as a set of activities and processes, which are not considered to be part of their jobs.
- 76% of respondents use Google and other search engines to find technical information about the environment and GCC. Colleagues and the USAID Intranet are sources of technical information for 43% and 37% of respondents, respectively.

Methodology

The following methodology was applied to analysis of the quantitative survey data:

- 1) Preliminary review of the complete raw data set
- 2) Determination of minimum standards for inclusion of a submitted survey in the data set for analysis
- 3) Cleaning of the data to remove surveys not meeting minimum standards and reconciling other inconsistencies
- 4) Sorting data by agreed composite categories
 - o Headquarters and Field
 - o Foreign Service Nationals and all others (e.g., USDH, PSC)
 - o 0-5 years of experience and 6 or more years of experience
- 5) Descriptive analysis of data, including determining distribution, average ratings and rankings
- 6) Inferential analysis to determine significance of differences between composite categories

Analysis of the qualitative data collected during interviews and focus groups was conducted as follows:

- 1) Preliminary review of the complete raw data set
- 2) Sorting of data by agreed categories
- 3) Determination of a system for including comments from interviews and focus groups
- 4) Determination of themes
- 5) Coding of data and tabulation by themes

Once the quantitative and qualitative data were analyzed, they were cross-compared and overarching conclusions were developed.

I. Demographics

SURVEY DEMOGRAPHICS

There were 460 respondents to the survey. Once the data was cleaned, the data set comprised 437 respondents. The distribution of respondents by category is included in the Figures and Tables below (see [Figure 1](#)).

a) Employment Category

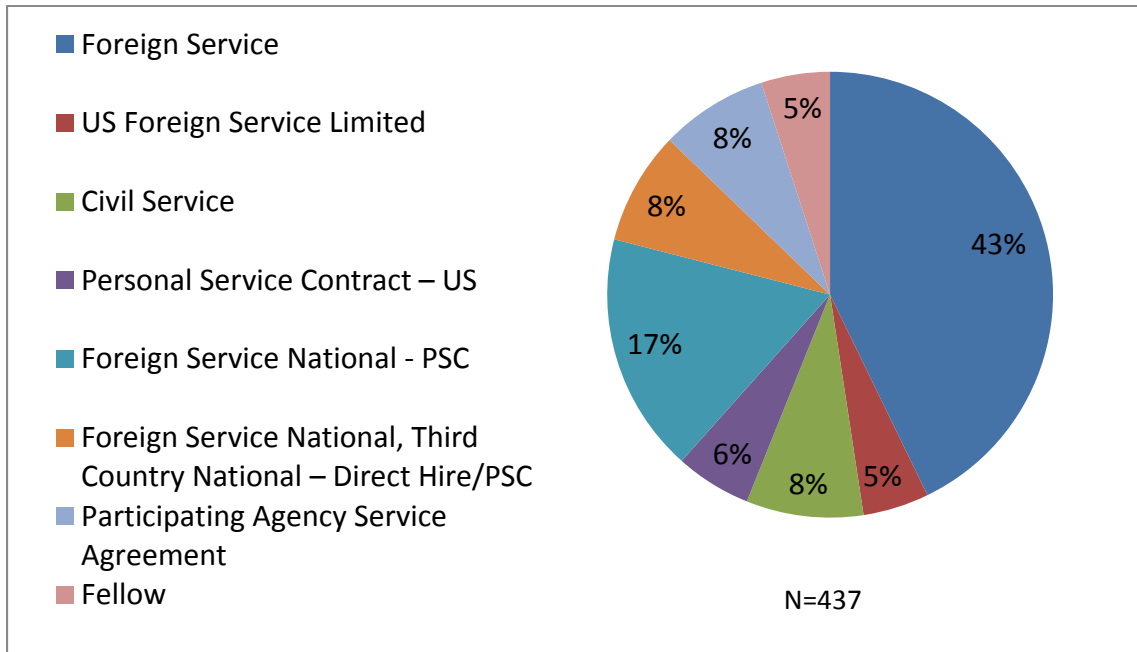
Respondents represent eight employment categories. For the purposes of analysis, the following classifications were used:

- Foreign Service + US Foreign Service Limited + Civil Service + Personal Service Contract (US) + Participating Agency Service Agreement + Fellow = **“USDH”**³
- Foreign Service National (PSC) + Foreign Service National or Third Country National (Direct Hire/PSC) = **“FSN”**

³ It is recognized that “USDH” is inaccurate for some of the sub-categories included in this classification, but is applied for ease of reference in the report.

Using this classification, respondents include: **75% USDH and 25% FSN**

Figure 1: Distribution by employment category



b) Technical Area

Respondents represented 33 technical areas. [Figure 2](#) below shows that Backstop 40s represent the largest portion of respondents. The ‘Other’ category includes 26 different technical areas, including areas such as management and donor engagement.

Figure 2: Distribution by technical area

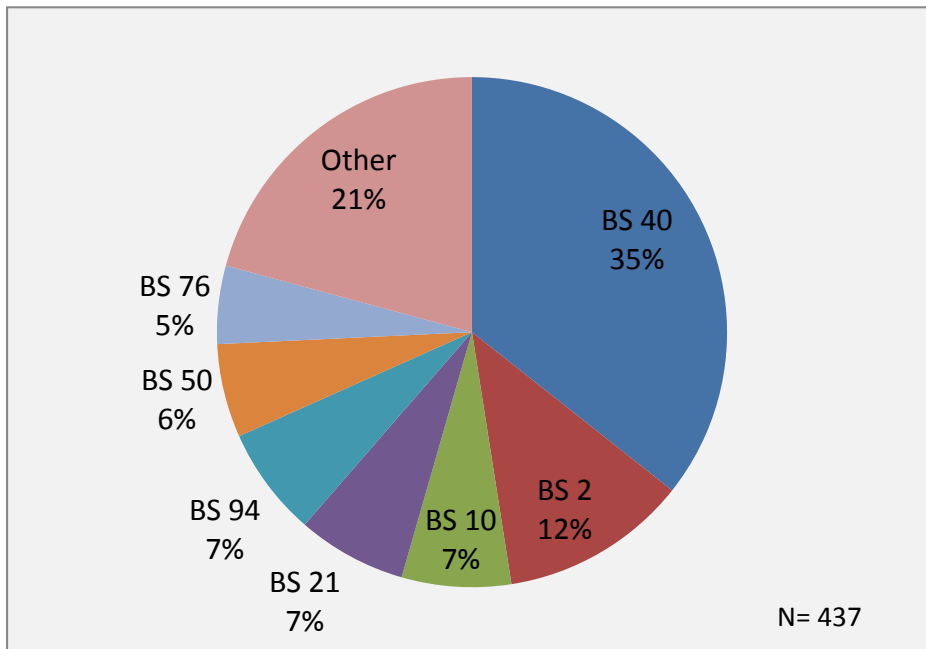


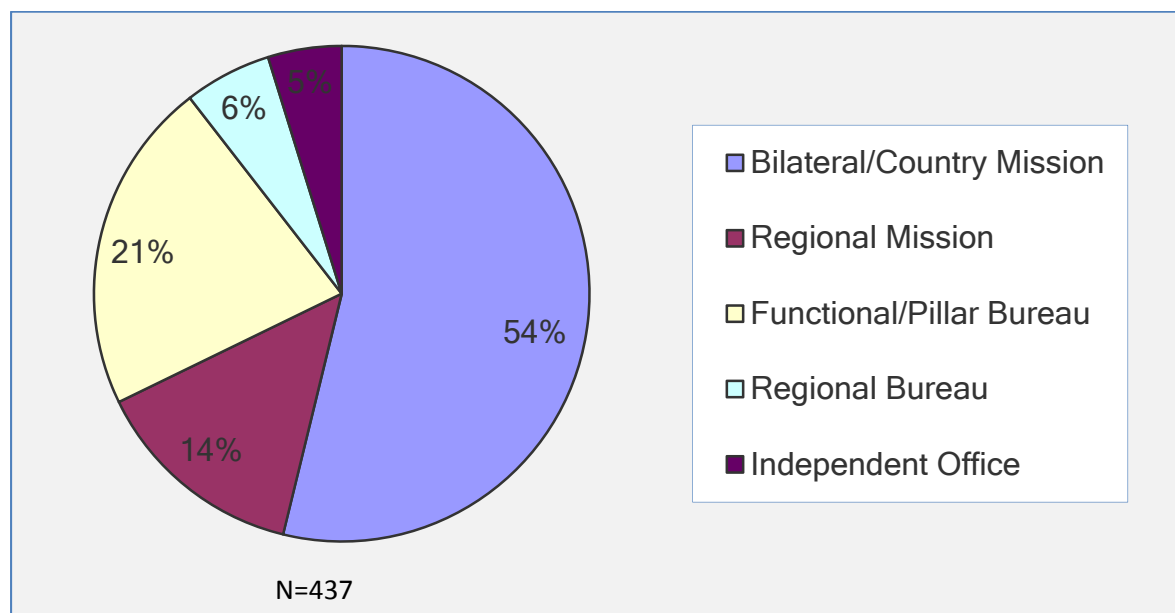
Table 1: Distribution by technical area

| Backstop (BS) | Total |
|--|-------|
| BS-40: Environment and Global Climate Change | 155 |
| BS-2: Program Analysis | 51 |
| BS-10: Agriculture | 33 |
| BS-21: Private Enterprise | 31 |
| BS-94: Project Development | 29 |
| BS-50: Health, Population and Nutrition | 27 |
| BS-76: Crisis, Stabilization and Governance | 19 |
| Other | 55 |

c) Operating Unit

Respondents represented five operating units as seen in Figure 3. For the purposes of analysis, Bilateral/Country Mission and Regional Mission were combined into a “Field” category and Functional/Pillar Bureau, Regional Bureau and Independent Office were combined into a “Headquarters” category. Among respondents, **68%** work in the Field and **32%** work at HQ.

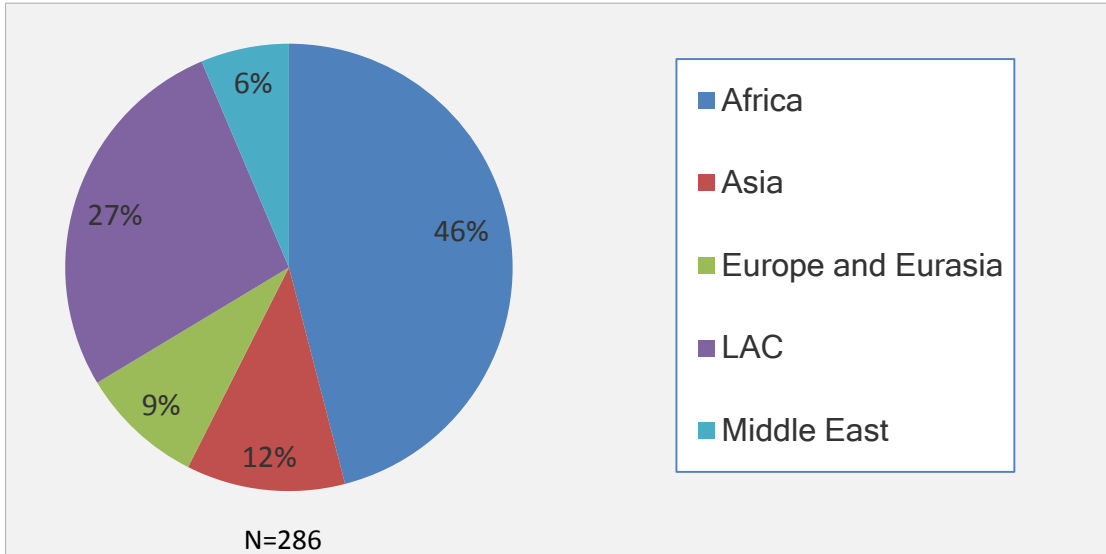
Figure 3: Distribution by operating unit



d) Regions

Respondents represented five USAID Regions (see Figure 4), with the largest representation from Missions in Africa.

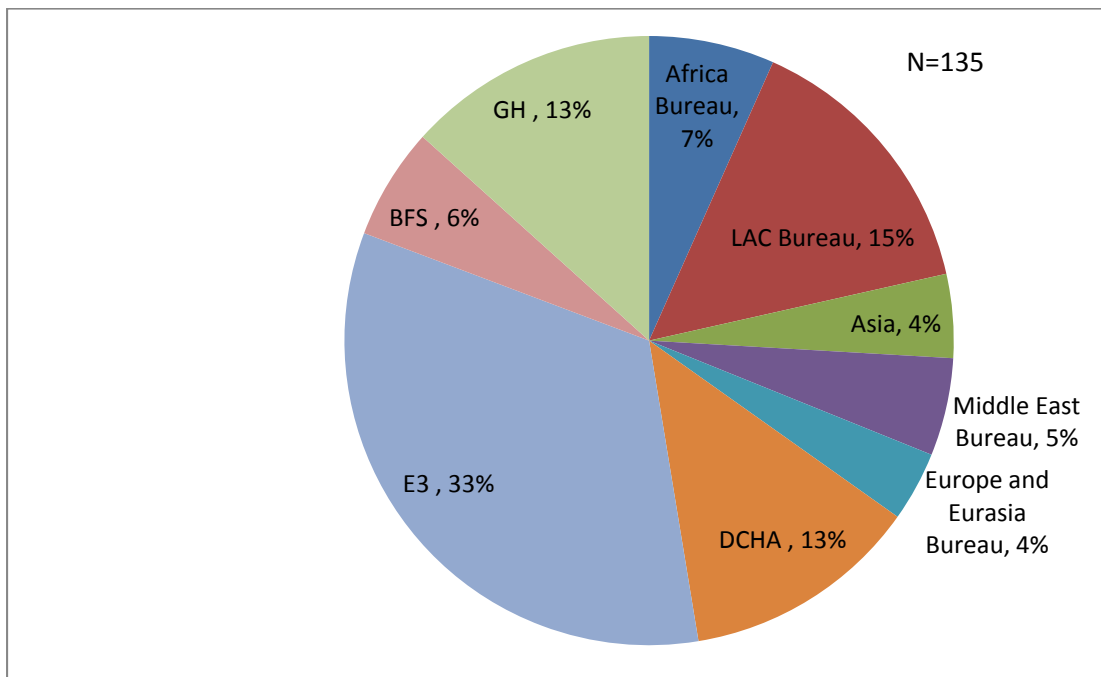
Figure 4: Distribution by Region



e) Headquarters Regional Bureau/Office

Representation by Regional Bureaus and Pillar Offices can be seen in Figure 5, with the greatest representation coming from E3 among Offices and LAC among Regional Bureaus.

Figure 5: Distribution by HQ Regional Bureau/Office



f) Years Employed with USAID

Almost half of the respondents are in the 2-5 years range of employment with USAID. For the purposes of analysis, two categories were used:

1. 0-5 years (including less than 2 years and 2-5 years of USAID employment), representing 60% of the population
2. Six or more years (including 6-10 years, 11-15 years and more than 15 years), representing 40% of the population

Figure 6: Distribution by Years Employed with USAID

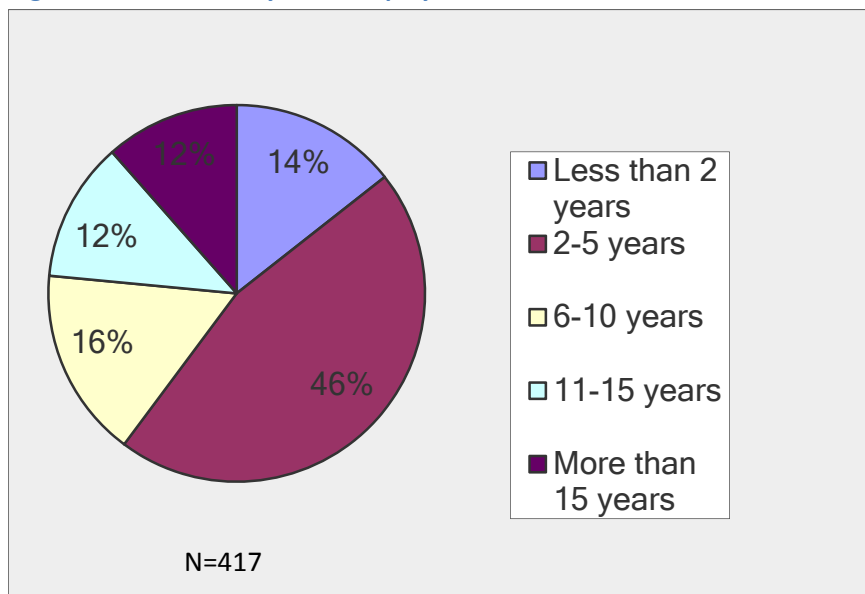


Figure 7: Distribution by Years of Environment Experience

g) Years of Environment Experience

While 21% of respondents have no prior experience in the environment sector, over 30% have 11 or more years of experience (see Figure 7). Per funding stream, the number of people with no prior experience ranges between 7-15%, as can be seen in Figure 8. In the case of biodiversity and the three GCC streams, at least a quarter of the staff working with these funds have 15 or more years of experience.

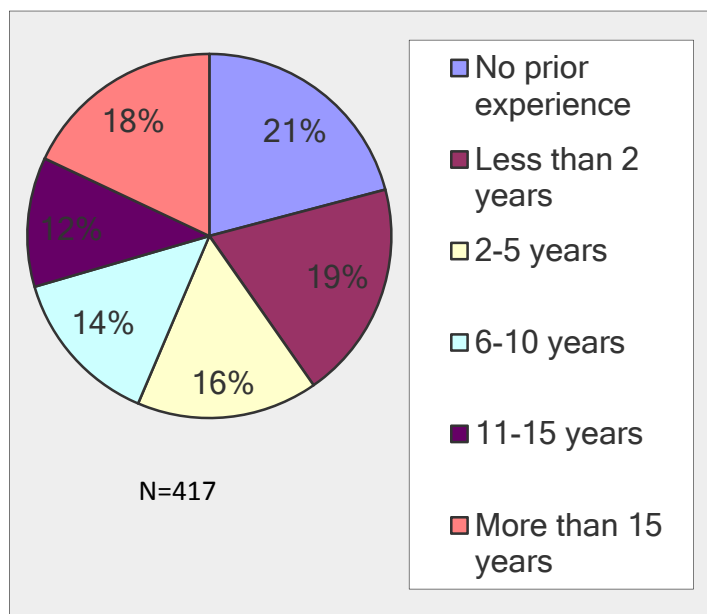


Figure 8: Years of Environment Experience by Funding Stream

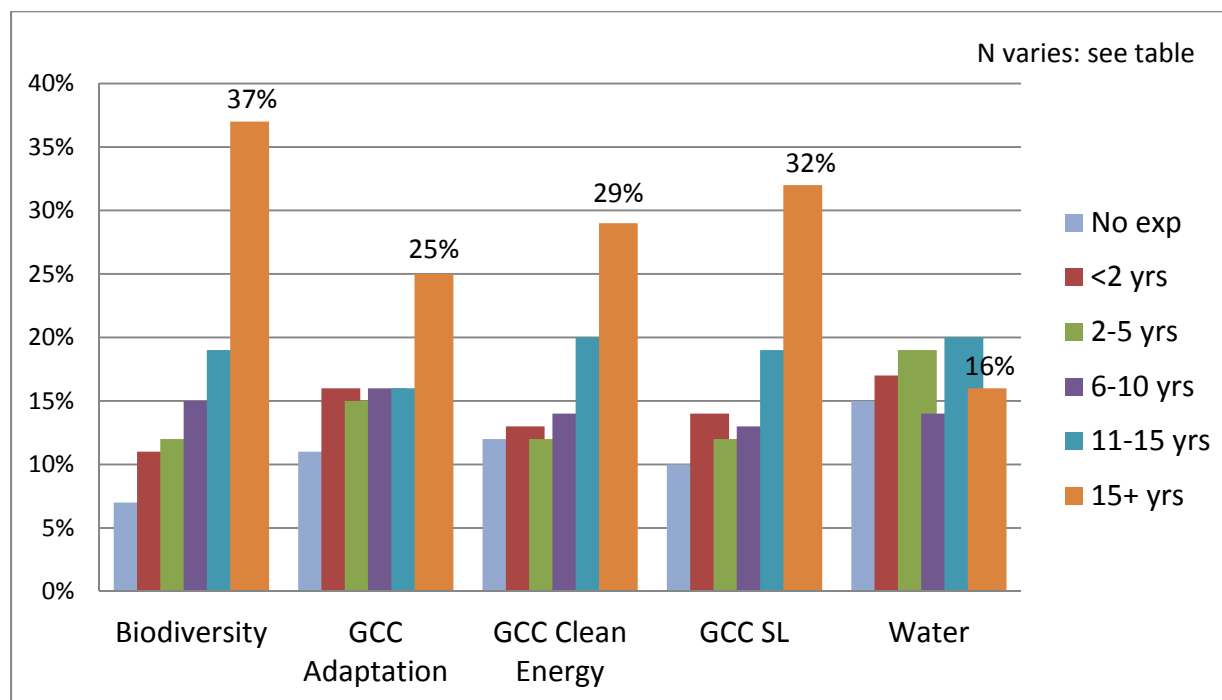


Table2: Years of Environment Experience by Funding Stream

| | No prior experience | Less than 2 years | 2-5 years | 6-10 years | 11-15 years | More than 15 years | Total Responses |
|----------------------------|---------------------|-------------------|-----------|------------|-------------|--------------------|-----------------|
| Biodiversity | 10 | 16 | 17 | 21 | 27 | 53 | 144 |
| GCC Adaptation | 18 | 27 | 24 | 27 | 27 | 41 | 164 |
| GCC Clean Energy | 10 | 11 | 10 | 12 | 17 | 24 | 84 |
| GCC Sustainable Landscapes | 11 | 16 | 14 | 15 | 21 | 36 | 113 |
| Water | 16 | 18 | 21 | 15 | 22 | 17 | 109 |

h) Funding Streams

In identifying the funding streams with which they work, a total of 1045 selections were made by 417 respondents, indicating respondents are likely working, on average, with two or more funding streams. The largest portion of respondents is working with GCC Adaptation Funds, as can be seen in the table below.

Table 3: Funding Streams

| Answers | Response Percent | Response Count |
|-------------------------------------|------------------|----------------|
| GCC Adaptation | 39% | 164 |
| Biodiversity | 35% | 144 |
| Economic Support Funds | 32% | 135 |
| Feed the Future | 30% | 126 |
| GCC Sustainable Landscapes | 27% | 113 |
| Water | 26% | 109 |
| Unrestricted Development Assistance | 23% | 96 |
| GCC Clean Energy | 20% | 84 |
| Global Health | 18% | 74 |

i) Courses taken

The courses below represent those that the largest percentages of respondents have taken.

Table 4: Courses Taken

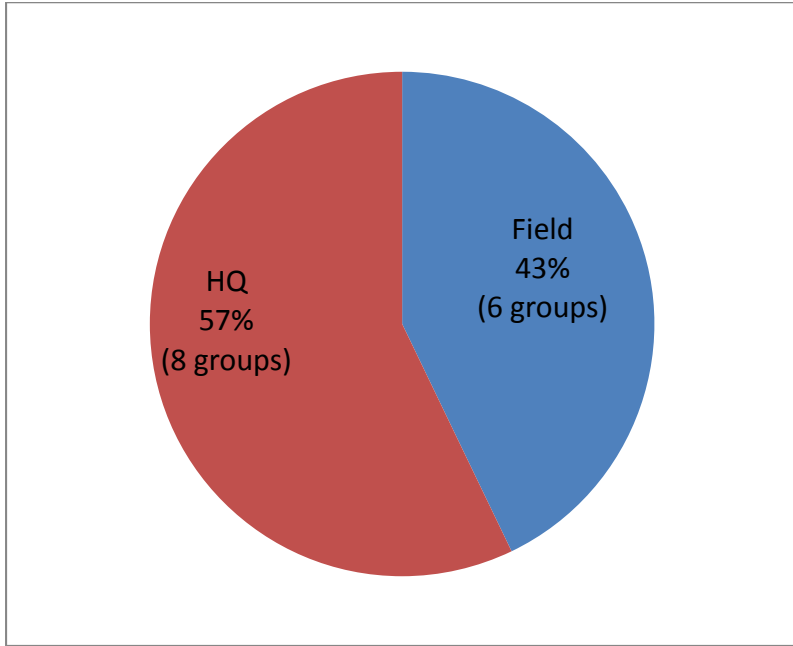
| Course | Response % | Response Count |
|--|------------|----------------|
| Environmental Compliance | 47% | 194 |
| GCC 101 | 35% | 144 |
| Environment and Natural Resources Management | 27% | 111 |
| Environment Matters | 22% | 92 |
| GCC-AD & ID | 19% | 78, 77 |
| Foundations of ENRM | 18% | 76 |

Ninety-one respondents, or 21%, indicated they had not taken any of the USAID courses listed. A comparison of the needs of those who had taken USAID courses with those who had not taken these courses was discussed, though it was determined to not be feasible given the small number (<10) of respondents per question who had not taken any USAID courses. Discussion further underlined the importance of ensuring that learning opportunities include a robust monitoring and

evaluation system that allows for measuring learning applications and developing competencies (from basic to advanced) that can be at least partially attributed to learning events.

FOCUS GROUP AND INTERVIEW DEMOGRAPHICS

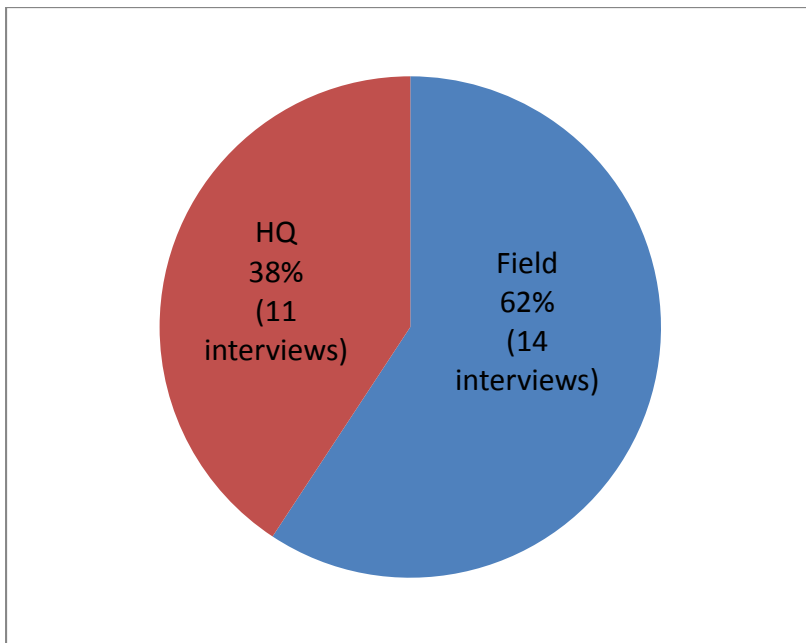
Figure 9: Distribution of Focus Groups



14 Focus Groups

- 3 FAB/NRM (1 HQ/1 Mixed/ 1 Field)
- 3 Water (1 HQ/2 Field)
- 5 GCC (3 HQ/2 Field)
- 1 Leadership (HQ)
- 1 Integrated Programming (HQ)
- 1 GCC Mainstreaming (HQ)

Figure 10: Distribution of Interviews



27 Interviews

- 17 GCC (13 Field, 4 HQ)
- 1 GCC and FAB/NRM (Field)
- 1 GCC and Leadership (Field)
- 1 FAB/NRM (Field)
- 2 Water (HQ)
- 5 Leadership (HQ)

Number of people per primary pillar area

- 7 Adaptation
- 4 Clean Energy/LEDS
- 5 Sustainable Landscapes
- 1 GCC/Leadership

II. General Environment & Climate Change Competencies (BS-40)

This section includes findings from analysis of the responses to questions that targeted respondents whose technical area or backstop is environment and climate change. **Respondents included 141 BS-40s and 13 others representing the following backstops (2, 10, 4, 11, 21, 25, 50 and 94).**

Ratings of the latter group were comparable to that of BS-40s and were therefore analyzed together.

The analysis was based on responses to questions that asked respondents to rate their abilities relative to 45 measures in 10 areas of competency using the following scale:

- 1=Expert level, can coach others
- 2= Able to perform on own
- 3= Some ability, needs additional support
- 4= Not able to do this
- 5= Not relevant to my work

For the purpose of quantifying learning needs, this analysis is based on the following assumption:

A self-rating of “3” or “4” implies a learning need ostensibly relevant to the development of a learning strategy.

Based on this assumption, “learning need” was quantified by calculating the sum of the number of respondents scoring their ability a ‘3’ and the number of respondent scoring their ability a ‘4’.

Given the interest in understanding learning needs relative to those for whom a particular skill or competency is relevant, all ratings of ‘5’ or “Not relevant to my work” were removed from the calculation of percentages, weighted averages, rankings and determination of statistical significance.

It should be noted that respondents indicating a score of “1” or “expert level/can coach others”, might be a useful resource for consideration in the Learning Strategy, enabling the Strategy to leverage “in-house” expertise and provide a wider array of learning opportunities and modalities.

It should also be noted that behaviors measured within each area of competence vary in their competency level; whereas some represent a basic competency level, others represent a medium or advanced level. This should be taken into account when considering how best to address learning need.

a) Cross-Sector Environmental Programming, Implications, and Relationships

Quantitative Findings

- Overall, learning need in this competence area ranges from 11%-30%, relative to the four behaviors or tasks examined.
- 42% of FSNs indicated they need more support or cannot do these tasks compared to 17% of USDHs. The differences between FSN and USDH ratings in all areas (a-d) are

statistically significant ($p = 0, .0149, .0061$ and 0 , respectively), indicating a high probability of a relationship between the ratings and employment category.

- Differences are not statistically significant when comparing the ratings of the Field with HQ, with learning needs quantified at 25% and 20%, respectively. Differences are also not statistically significant between regions.
- Regarding levels of experience, 45% of people with 0-5 years of experience indicated learning needs, against 19% of those with 6+ years of experience. The difference is statistically significant in three areas (a, b and d) ($p = .0065, .0178$ and 0 , respectively), indicating a high probability of a relationship between the ratings and the level of experience.
- Relative to funding streams, learning needs were generally similar, with the highest learning need at above 25% among those working with Economic Support Funds (d), Feed the Future (c, d), Global Health (b), Unrestricted Development Assistance (b), Water (d), GCC Adaptation (c) and GCC Clean Energy (d).

Figure 11: Environmental Programming, Implications, and Relationships

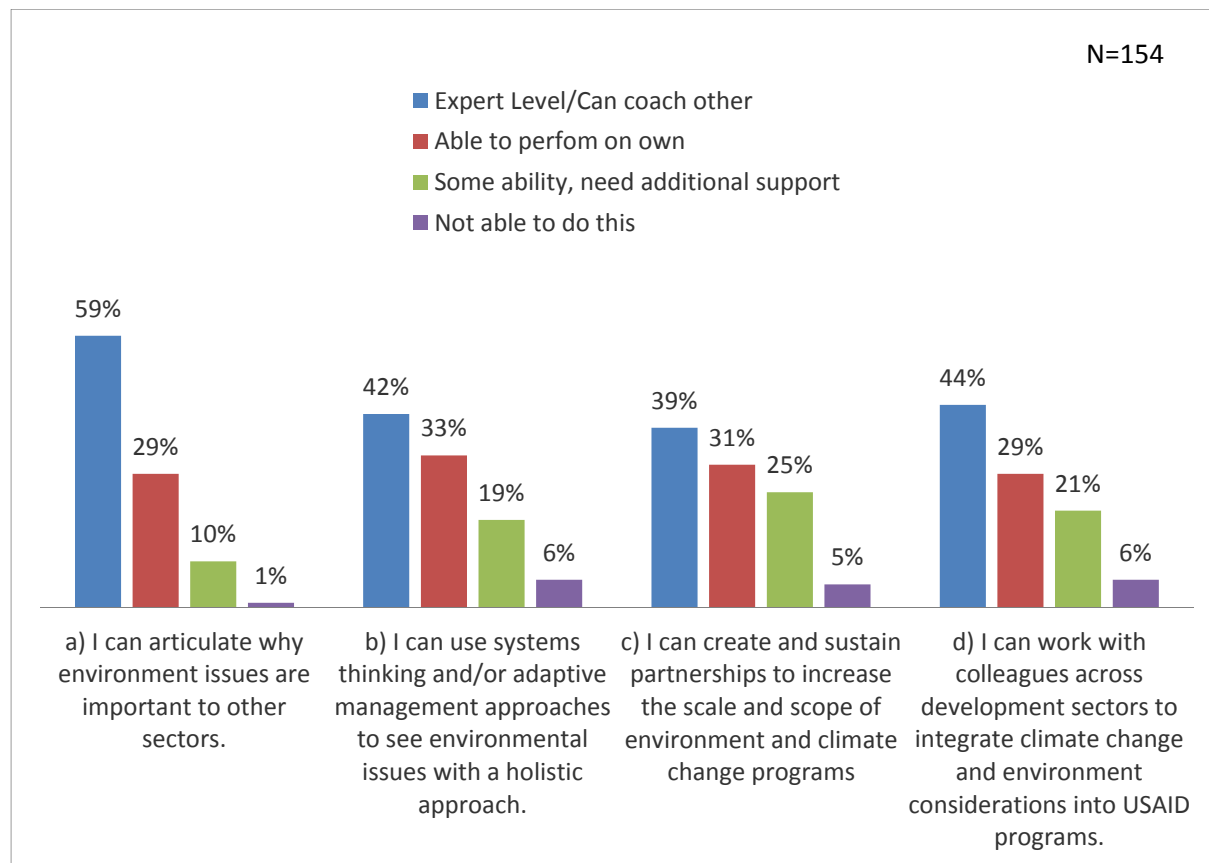


Table 5: Environmental Programming, Implications, and Relationships ordered by rating average

| Environmental Programming, Implications, and Relationships | Expert Level/Can coach others | Able to perform on own | Some ability, need additional support | Not able to do this | Rating Average | Response Count | Learning Need |
|--|-------------------------------|------------------------|---------------------------------------|---------------------|----------------|----------------|---------------|
| c) I can create and sustain partnerships to increase the scale and scope of environment and climate change programs | 60 | 48 | 38 | 8 | 1.96 | 154 | 30% |
| d) I can work with colleagues across development sectors to integrate climate change and environment considerations into USAID programs. | 68 | 45 | 33 | 10 | 1.9 | 156 | 27% |
| b) I can use systems thinking and/or adaptive management approaches to see environmental issues with a holistic approach. | 66 | 51 | 30 | 9 | 1.88 | 156 | 25% |
| a) I can articulate why environment issues are important to other sectors. | 90 | 45 | 16 | 2 | 1.54 | 153 | 11% |

b) Markets, Trade, Economics and the Environment

Quantitative Findings

- Learning needs across all sub-groups except HQ respondents range from 50% to 80% in this area.
- 69% of the Field indicated they need more support or could not do these tasks, compared to 22% of HQ staff indicating the same. The difference is statistically significant ($p=0$), indicating a high probability of a relationship between the ratings and the variable of operating unit.
- In every funding stream, at least half of respondents indicated they need more support or could not do this task.
- There were no statistically significant differences between ratings of FSNs and USDH, categories of years of experience or between Regions.

Figure 12: Markets, Trade, Economics and the Environment

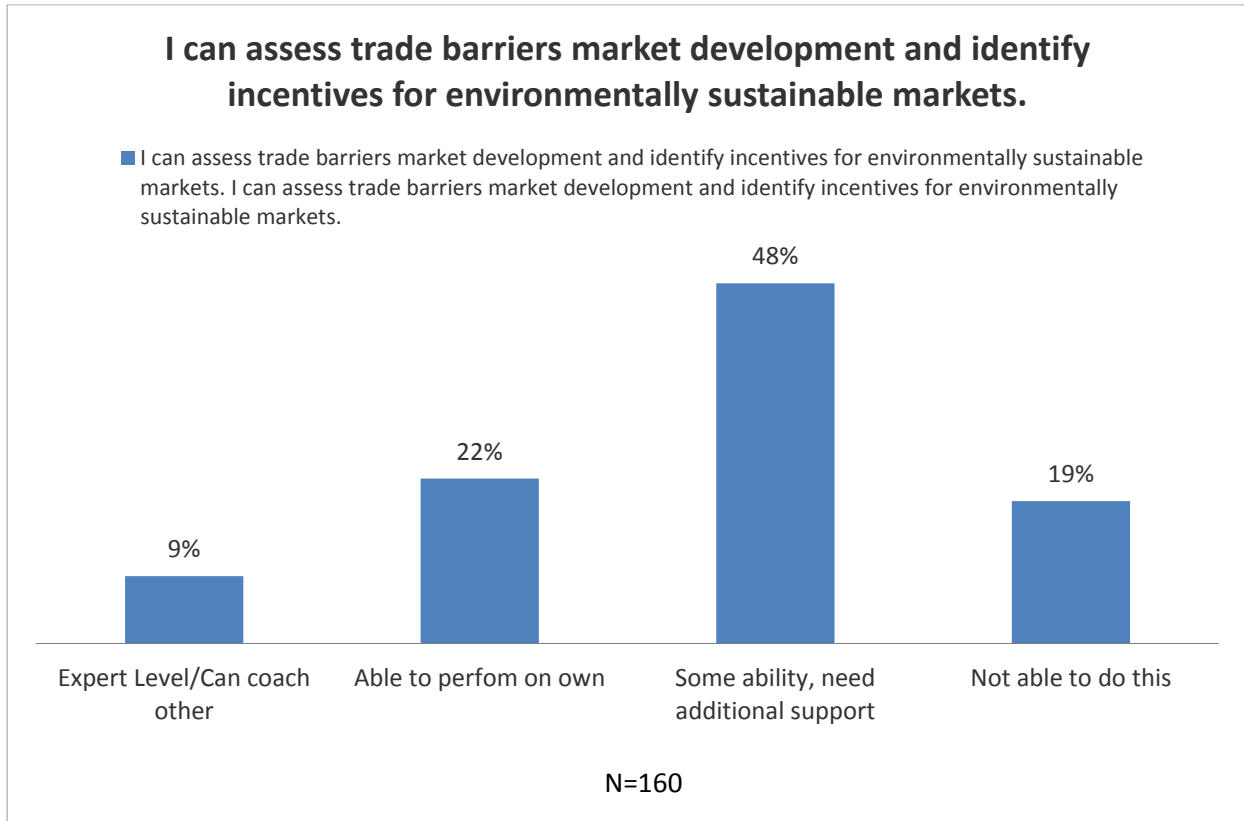


Table 6: Markets, Trade, Economics and the Environment

| Markets, Trade, Economics and the Environment | Expert Level/Can coach others | Able to perform on own | Some ability, need additional support | Not able to do this | Rating Average | Response Count |
|---|-------------------------------|------------------------|---------------------------------------|---------------------|----------------|----------------|
| I can assess trade barriers market development and identify incentives for environmentally sustainable markets. | 14 | 35 | 71 | 28 | 2.76 | 160 |

c) Environmental Compliance

Quantitative Findings

- Learning needs range from 24%-35% relative to the three skills examined in this area.
- Overall, 49% of people with 0-5 years of experience indicated they need more support or cannot do this task compared to 25% of people with 6+ years of experience. This reflects a significant statistical difference in all three examined areas ($p = .0212, .0538, .0245$ respectively), indicating a high probability of a relationship between the ratings and the level of experience.
- Learning needs reached its highest level of 32% among those working with Biodiversity funding, Economic Support Funds and GCC Adaptation funding streams.
- There are no statistically significant differences between the ratings and learning needs of FSNs and USDH, Field and HQ or between the Regions.

Figure 13: Environmental Compliance

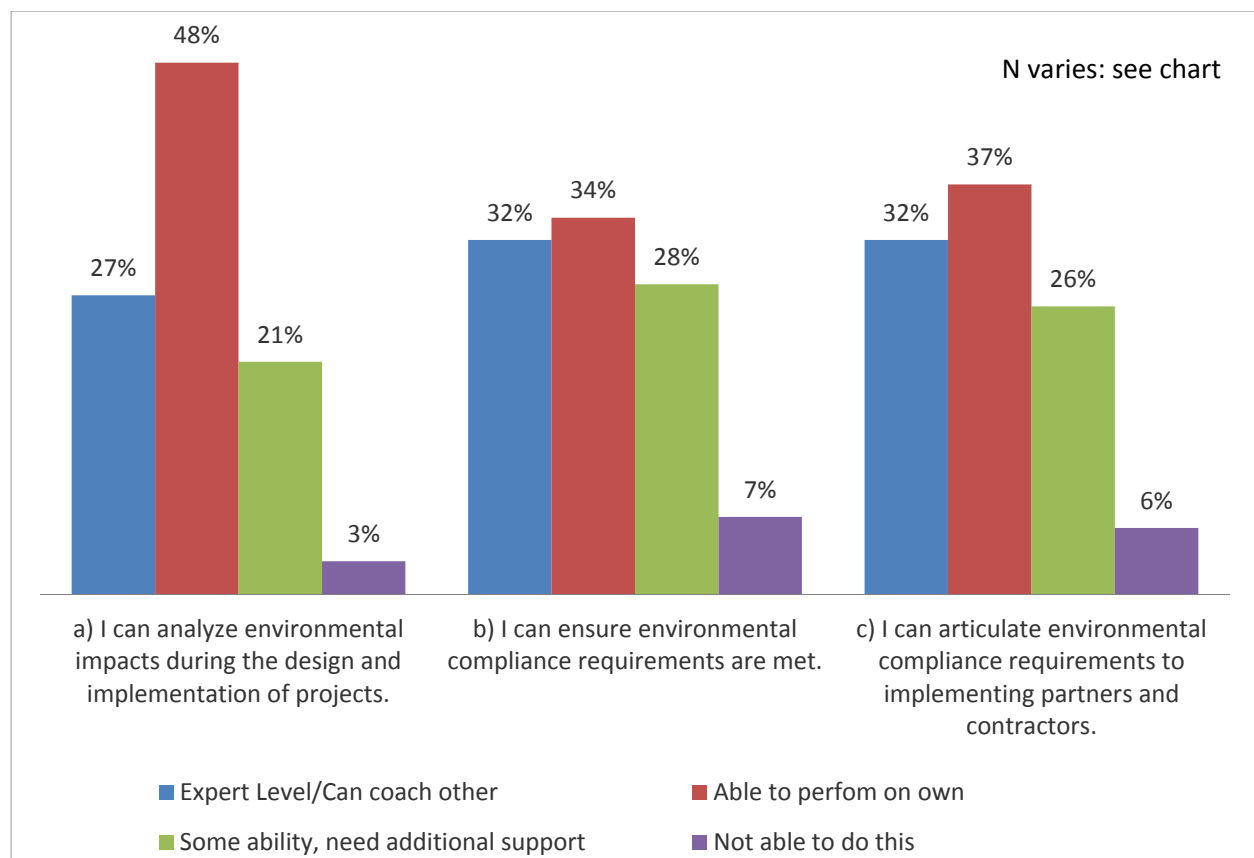


Table 7: Environmental Compliance ordered by rating average

| Answer Options | Expert Level/ Can coach others | Able to perform on own | Some ability, need additional support | Not able to do this | Rating Average | Response Count | Learning Need |
|---|--------------------------------|------------------------|---------------------------------------|---------------------|----------------|----------------|---------------|
| b) I can ensure environmental compliance requirements are met. | 47 | 51 | 41 | 10 | 2.09 | 149 | 35% |
| c) I can articulate environmental compliance requirements to implementing partners and contractors. | 46 | 54 | 37 | 8 | 2.05 | 145 | 32% |
| a) I can analyze environmental impacts during the design and implementation of project activities. | 40 | 71 | 31 | 5 | 2.01 | 147 | 24% |

d) Environment and Governance

Quantitative Findings

- Learning needs range from 33% to 50% relative to the five skills examined in this area.
- Overall for this topic, 62% of those with 0-5 years of experience indicated they need more support or cannot do these tasks. 34% of those with 6 or more years of experience indicated the same. This reflects a statistically significant difference in two areas (a) and (b) ($p=.0486$, $.0101$ respectively), indicating high probability of a relationship between the ratings and the variable of level of experience.
- There are no statistically significant differences between the ratings and learning needs of FSNs and USDH, HQ and the Field or between the Regions.

Figure 14: Environmental Governance

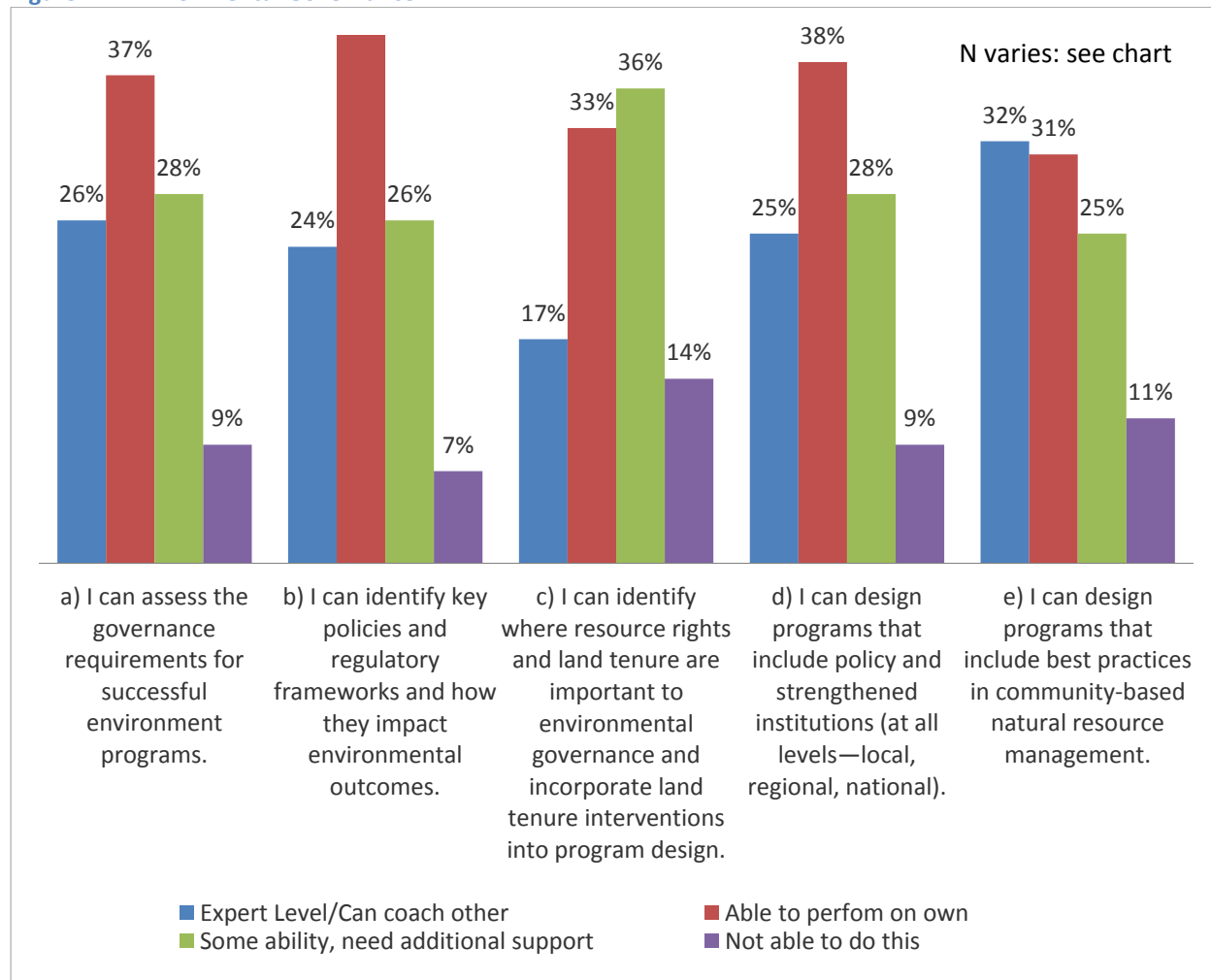


Table 8: Environmental Governance ordered by rating average

| Answer Options | Expert Level/Can coach others | Able to perform on own | Some ability, need additional support | Not able to do this | Rating Average | Response Count | Learning Need |
|--|-------------------------------|------------------------|---------------------------------------|---------------------|----------------|----------------|---------------|
| c) I can identify where resource rights and land tenure are important to environmental governance and incorporate land tenure interventions into program design. | 25 | 48 | 53 | 20 | 2.47 | 146 | 50% |
| d) I can design | 37 | 57 | 42 | 14 | 2.22 | 150 | 37% |

| | | | | | | | | |
|---|----|----|----|----|------|-----|-----|--|
| programs that include policy and strengthened institutions (at all levels—local, regional, national). | | | | | | | | |
| a) I can assess the governance requirements for successful environment programs. | 38 | 55 | 42 | 13 | 2.20 | 148 | 37% | |
| e) I can design programs that include best practices in community-based natural resource management. | 48 | 46 | 37 | 17 | 2.16 | 148 | 36% | |
| b) I can identify key policies and regulatory frameworks and how they impact environmental outcomes. | 36 | 63 | 38 | 10 | 2.15 | 147 | 33% | |

e) Climate Change and Development Approaches and Technologies

Quantitative Findings

- Learning needs range from 40%-63% relative to the nine skills examined in this topic.
- Overall for this topic, 66% of FSNs indicated they need additional support or cannot do these tasks compared to 40% of USDHs. The difference between the sub-groups is statistically significant in all nine areas ($p=0, .001, 0, .01, .022, .003, 0, 0, .002$, respectively), indicating a high probability of a relationship between the ratings and the variable of employment category.
- 69% of respondents with 0-5 years of experience indicated they need support or cannot do these tasks, compared to 47% of respondents with 6 or more years of experience. The difference is statistically significant in two areas: b, d ($p=.026, .042$, respectively), indicating a high probability of a relationship between the ratings and years of experience.
- There are no statistically significant differences in ratings between HQ and the Field, or between Regions.

Figure 15: Climate Change and Development Approaches and Technologies

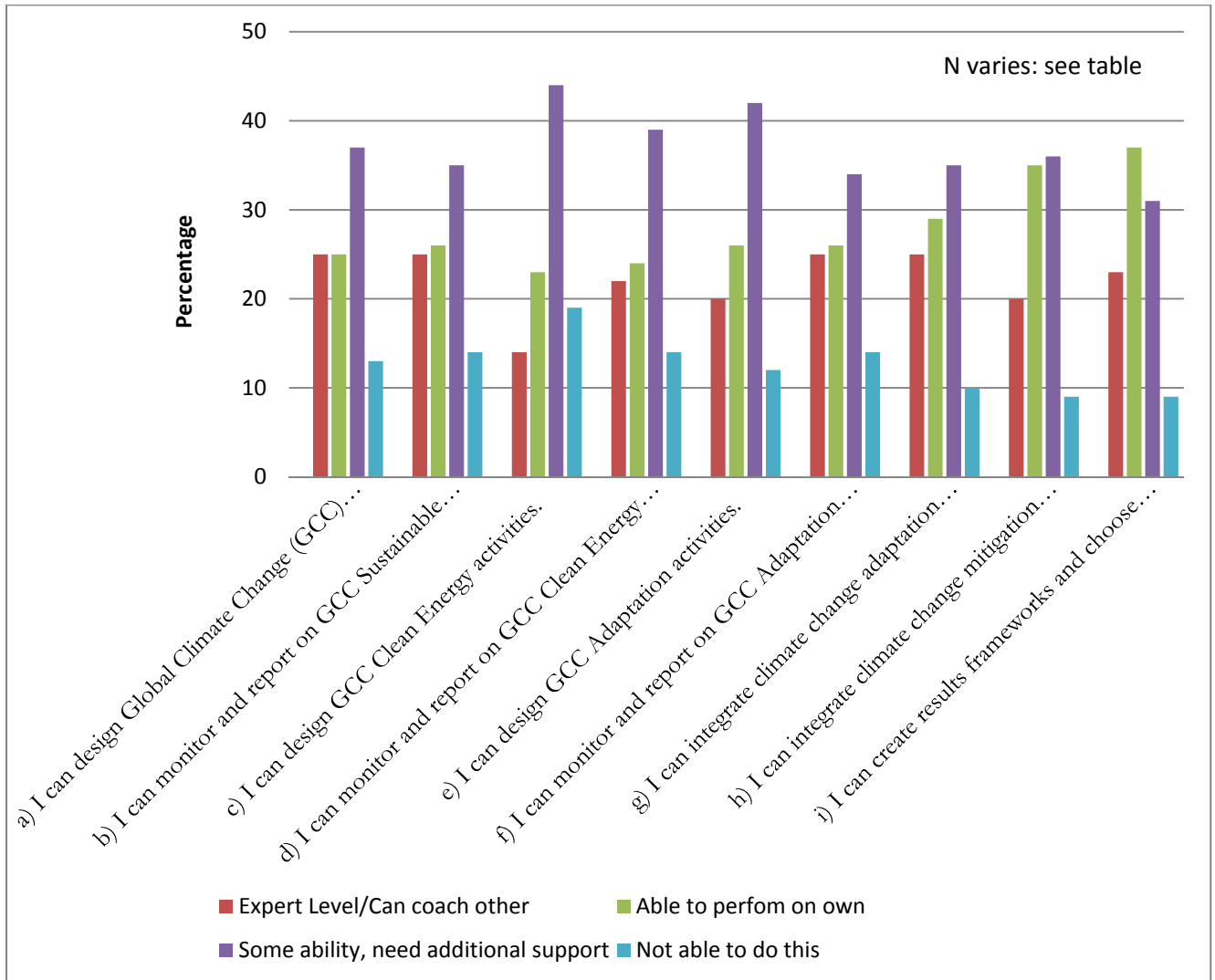


Table 9: Climate Change and Development Approaches and Technologies ordered by rating average

| Answer Options | Expert Level/C an coach others | Able to perform on own | Some ability, need additional support | Not able to do this | Rating Average | Response Count | Learning Need |
|--|--------------------------------|------------------------|---------------------------------------|---------------------|----------------|----------------|---------------|
| c) I can design GCC Clean Energy activities. | 17 | 29 | 54 | 24 | 2.69 | 124 | 63% |
| d) I can monitor and report on GCC Clean Energy activities. | 28 | 30 | 49 | 18 | 2.46 | 125 | 53% |
| e) I can design GCC Adaptation activities. | 29 | 37 | 60 | 17 | 2.45 | 143 | 54% |
| f) I can monitor and report on GCC Adaptation activities. | 36 | 38 | 50 | 21 | 2.39 | 145 | 48% |
| a) I can design Global Climate Change (GCC) Sustainable Landscapes activities. | 32 | 33 | 48 | 17 | 2.38 | 130 | 50% |
| b) I can monitor and report on GCC Sustainable Landscapes activities. | 33 | 35 | 47 | 18 | 2.38 | 133 | 49% |
| h) I can integrate climate change mitigation considerations into programming in other sectors. | 28 | 49 | 51 | 13 | 2.35 | 141 | 45% |
| g) I can integrate climate change adaptation considerations into programming in other sectors. | 37 | 43 | 51 | 15 | 2.30 | 146 | 45% |
| i) I can create results frameworks and choose appropriate indicators for Global Climate Change programs. | 33 | 54 | 45 | 13 | 2.26 | 145 | 40% |

f) Approaches to Energy Development

Quantitative Findings

- Learning needs range from 72%-74% relative to the three skills examined in this topic.
- There is no statistically significant difference between ratings of FSNs and USDHs, with learning needs at 73% and 71%, respectively.
- There is a similarly high percentage of learning needs indicated by the Field and HQ at 70% and 69%, respectively.
- Learning needs are indicated at 80% for those with 0-5 years of experience and 71% for respondents with 6 or more years of experience. Though not perceptible in the overall percentages, there is a statistically significant difference in (b) regarding years of experience ($p=0$), indicating a high probability of a relationship between the ratings and level of experience.
- Across all funding streams, at least half of respondents indicated learning needs.

Figure 16: Approaches to Energy Development

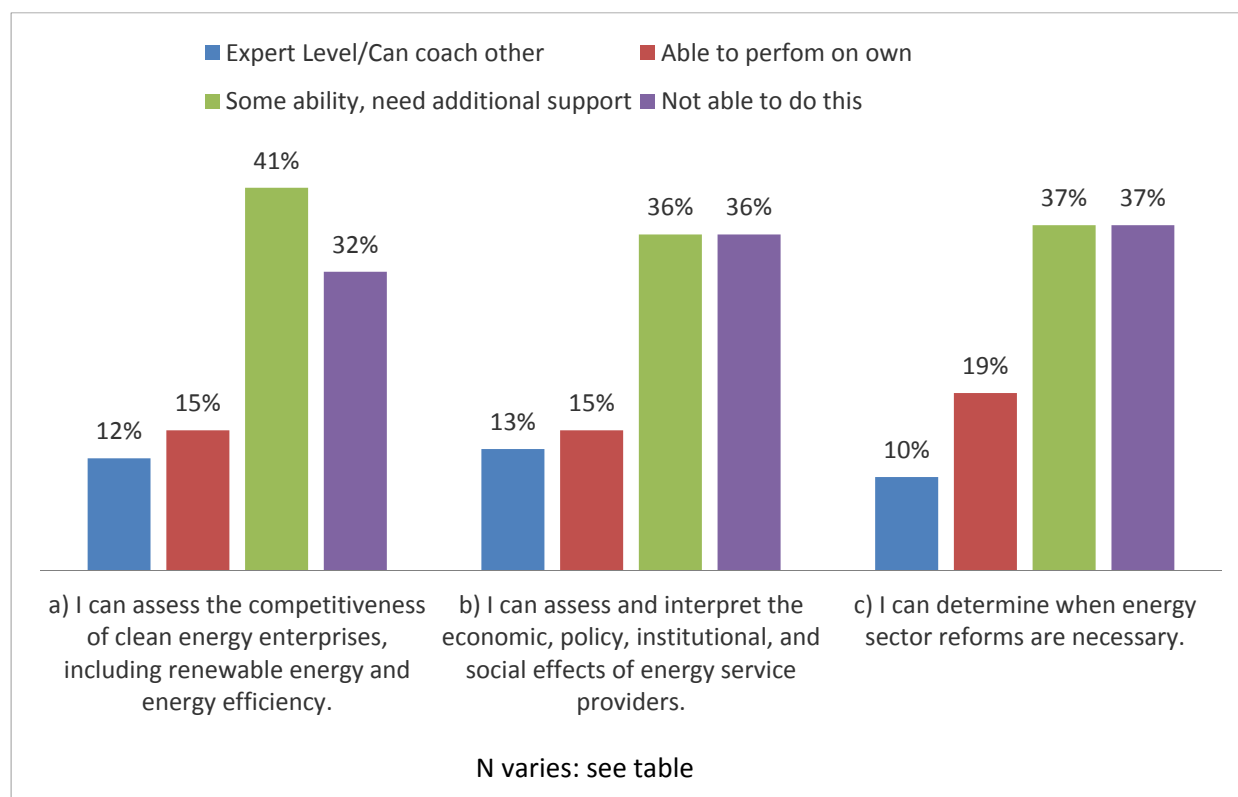


Table 10: Approaches to Energy Development, ordered by rating average

| Answer Options | Expert Level/Can coach others | Able to perform on own | Some ability, need additional support | Not able to do this | Rating Average | Response Count | Learning Need |
|--|-------------------------------|------------------------|---------------------------------------|---------------------|----------------|----------------|---------------|
| c) I can determine when energy sector reforms are necessary. | 12 | 23 | 42 | 45 | 2.98 | 122 | 74% |
| b) I can assess and interpret the economic, policy, institutional, and social effects of energy service providers. | 16 | 18 | 45 | 44 | 2.95 | 123 | 72% |
| a) I can assess the competitiveness of clean energy enterprises, including renewable energy and energy efficiency. | 14 | 18 | 50 | 39 | 2.94 | 121 | 73% |

g) Natural Resources Management Approaches and Technologies

Quantitative Findings

- Overall, learning needs range from 37%-54% relative to the seven skills examined in this area.
- 57% of FSNs indicated they need more support or cannot do these tasks, compared to 39% of USDHs. The difference is statistically significant in four areas (c, d, e, f) ($p=.003, .009, .037, .042$, respectively).
- There are no statistically significant differences between HQ/Field. Both populations indicate needs of about 45%.
- 72% of respondents with 0-5 years of experience indicated they need more support or cannot do these tasks, compared with 40% of those with 6+ years of experience. These differences are statistically significant in six areas (a, c, d, e, f, g, h) related to years of experience ($p=.008, 0, 0, 0, .005, .002$, respectively).

Figure 17: Natural Resources Management Approaches and Technologies

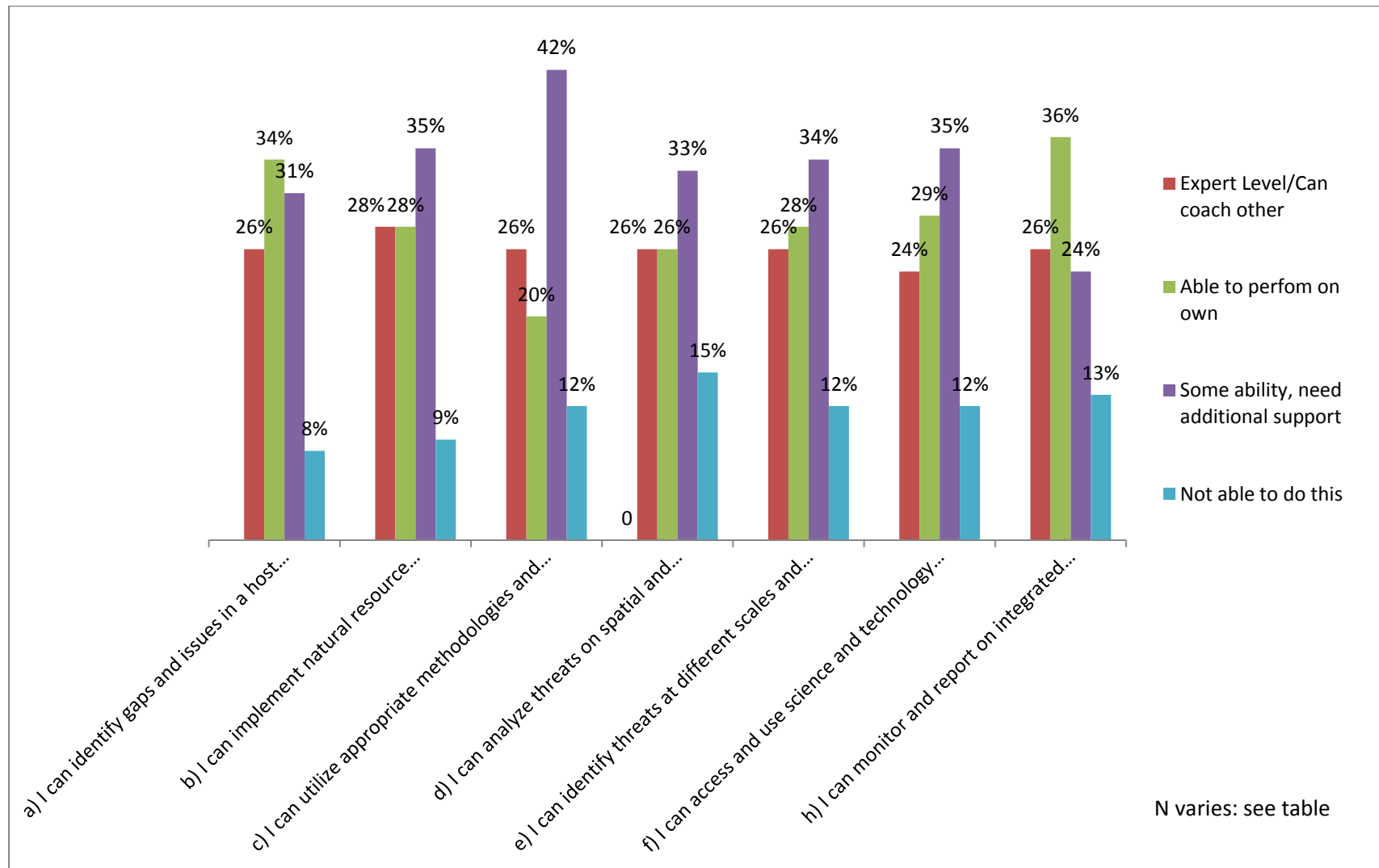


Table 11: Natural Resources Management Approaches and Technologies ordered by rating average

| Answer Options | Expert Level/C an coach others | Able to perform on own | Some ability, need additional support | Not able to do this | Rating Average | Response Count | Learning Need |
|--|--------------------------------|------------------------|---------------------------------------|---------------------|----------------|----------------|---------------|
| d) I can analyze threats on spatial and temporal scales and design programs to mitigate these threats. | 36 | 36 | 46 | 21 | 2.37 | 139 | 48% |
| f) I can access and use science and technology to generate evidence for environment programming. | 34 | 40 | 49 | 17 | 2.35 | 140 | 47% |
| e) I can identify threats at different scales and design programs to mitigate them. | 36 | 39 | 47 | 16 | 2.31 | 138 | 46% |
| a) I can identify gaps and issues in a host country's natural resource management programs across sectors. | 37 | 48 | 44 | 11 | 2.2 | 140 | 39% |
| b) I can implement natural resource management activities using various approaches, such as Nature, Wealth and Power, Payments for Ecosystem Services, Landscapes/Seascape planning, and/or Integrated Water Resources Management. | 38 | 39 | 48 | 12 | 2.25 | 137 | 44% |
| c) I can utilize appropriate methodologies and frameworks to conduct field assessments and data collection to identify critical natural resource management concerns. | 36 | 28 | 59 | 16 | 2.25 | 148 | 54% |
| h) I can monitor and report on integrated biodiversity programs. | 34 | 47 | 31 | 17 | 2.24 | 129 | 37% |

h) Urban Approaches and Technologies

Quantitative Findings

- Overall, 57% of respondents indicated learning needs relative to the skill examined in this area.
- Across all groups, at least half of respondents indicated they need more support or are not able to do this task.
- There are no statistically significant differences in ratings or learning needs between FSNs and USDH, HQ and the Field, between Regions or between categories of years of experience.

Figure 18: Urban Approaches and Technologies

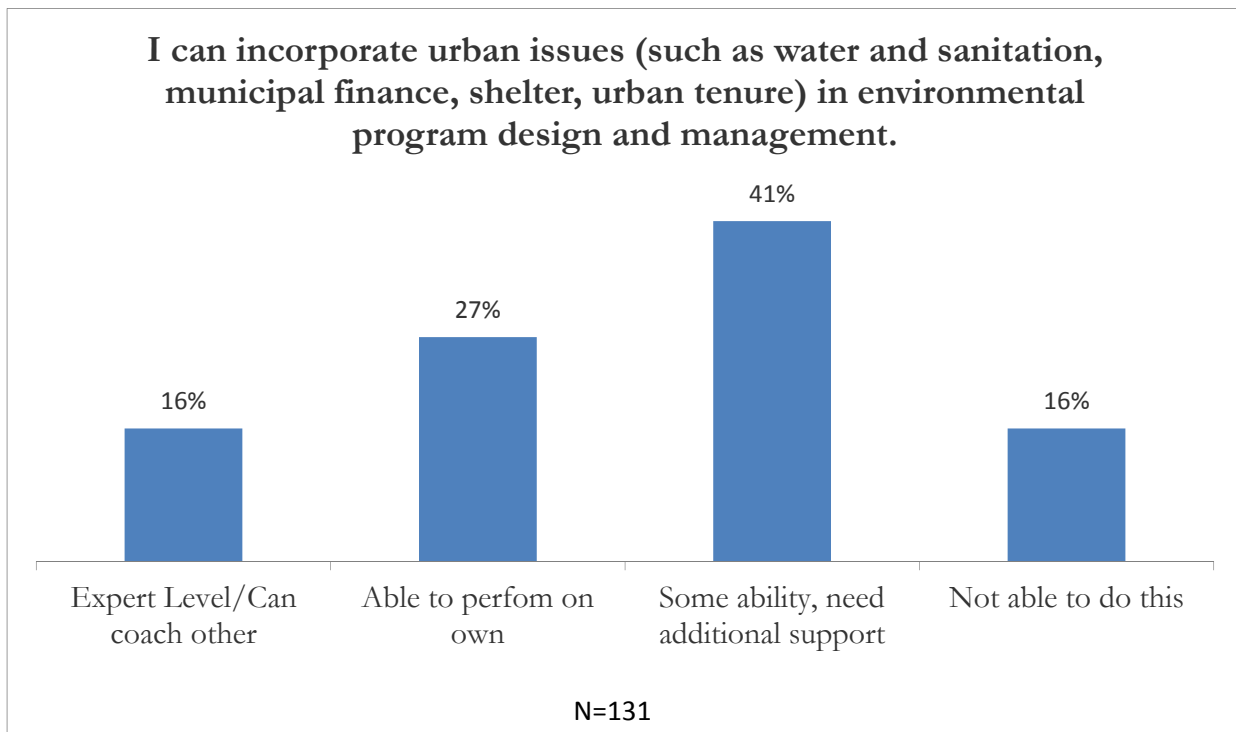


Table 12: Urban Approaches and Technologies

| Answer Options | Expert Level/Can coach others | Able to perform on own | Some ability, need additional support | Not able to do this | Rating Average | Response Count |
|---|-------------------------------|------------------------|---------------------------------------|---------------------|----------------|----------------|
| I can incorporate urban issues (such as water and sanitation, municipal finance, shelter, urban tenure) in environmental program design and management. | 16% | 27% | 41% | 16% | 2.57 | 131 |

i) Select Tools & Approaches

Quantitative Findings

- Overall, learning needs range from 39%-66% relative to the five skills examined in this area.
- 59% of FSNs indicated they need more support or cannot (e) design programming that integrates environment and/or climate change funding with funding from other sectors, compared to 46% of USDHs. This reflects a statistically significant difference ($p=0.00003089$), indicating a high probability of a relationship between rating and employment category.
- 53% of Field staff indicated they need more support or cannot do task (a) apply participatory social change approaches, compared to 46% of HQ. This reflects a statistically significant difference in (a) ($p=0.033$), indicating a high probability of a relationship between ratings and operating unit.
- Consistent with overall ratings, learning needs ranged from 45% among those with 0-5 years of experience to 66% among those with 6 or more years of experience.
- At least half of respondents across all funding streams indicated they need additional support or cannot (a) apply participatory social change approaches and (b) conduct sustainability analyses.

Figure 19: Select Tools & Approaches

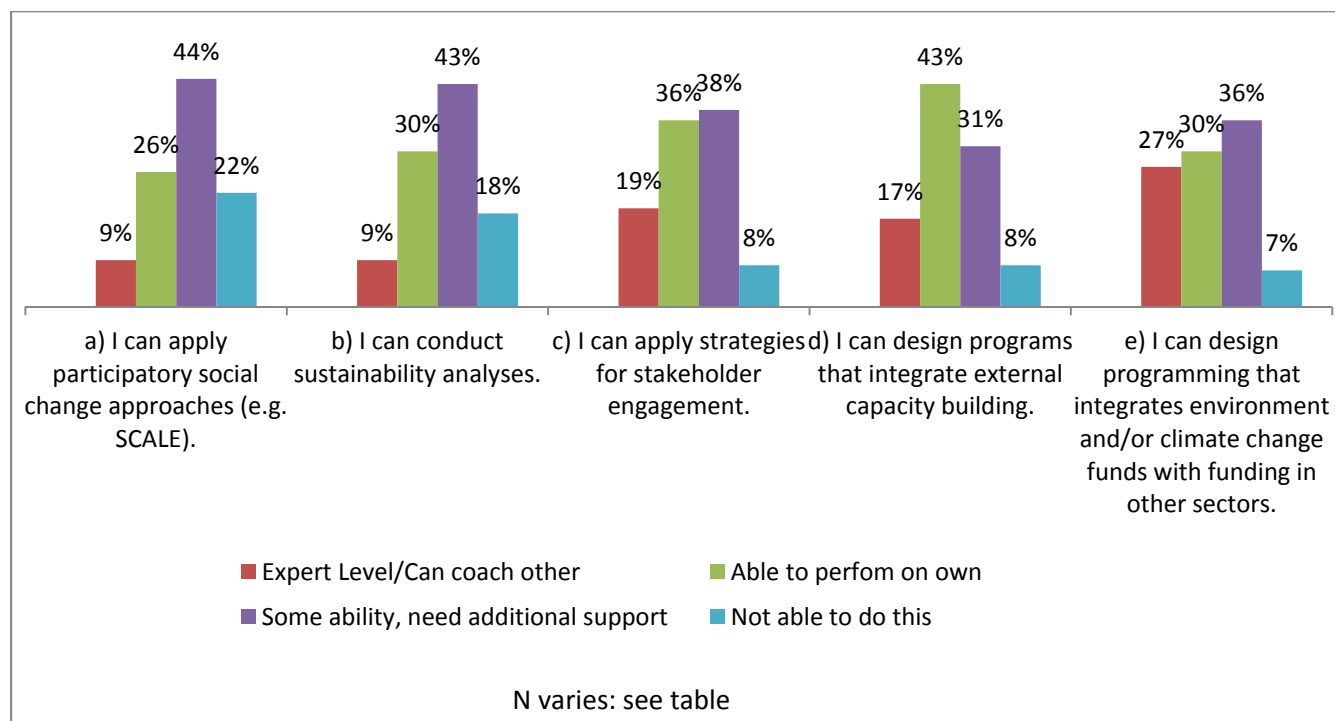


Table 13: Select Tools & Approaches ordered by rating average

| Answer Options | Expert Level/Can coach others | Able to perform on own | Some ability, need additional support | Not able to do this | Rating Average | Response Count | Learning Need |
|--|-------------------------------|------------------------|---------------------------------------|---------------------|----------------|----------------|---------------|
| a) I can apply participatory social change approaches (e.g. SCALE). | 12 | 36 | 62 | 31 | 2.79 | 141 | 66% |
| b) I can conduct sustainability analyses. | 13 | 42 | 60 | 26 | 2.7 | 141 | 61% |
| c) I can apply strategies for stakeholder engagement. | 27 | 52 | 54 | 11 | 2.34 | 144 | 46% |
| d) I can design programs that integrate external capacity building. | 25 | 62 | 44 | 12 | 2.3 | 143 | 39% |
| e) I can design programming that integrates environment and/or climate change funds with funding in other sectors. | 39 | 43 | 51 | 10 | 2.22 | 143 | 43% |

j) Ranking of Learning Needs by BS -40 Competency Area

Based on an aggregation of the above analyses of competency areas, Figure 19 below represents the percentage of learning need per BS-40 competency area, ranked from greatest to least learning need. Percentages reflect needs only among respondents where the behavior was relevant and applicable to their work.

Figure 20: Ranking of BS-40 Learning Needs



Comparing aggregate learning needs across sub-groups shows that *Approaches to Energy Development* ranks in the top two areas of greatest need across all subgroups. The same is true for *Market, Trade, Economic and Environment* with the exception of HQ. *NRM approaches and Technologies* ranks 5th for both FSN and USDHs, 3rd for 6+ years of experience, 4th for HQ and 5th for the Field.

k) Leadership

Quantitative Findings

- Overall, learning needs range from 14%-38% regarding the five skills examined in this area.
- 35% of FSNs indicated they need more support or cannot do these tasks compared to 17% of USDHs. The difference is statistically differences in five areas: a, b, c, d and f (p =.007,

.001, 0, .006, 0, respectively), indicating a high probability of a relationship between ratings and employment category.

- 41% of respondents with 0-5 years of experience indicated they need support or cannot do these tasks, compared to 21% of those with 6 or more years of experience. This reflects a statistically significant difference in four areas: b, d, e, f ($p = .038, .024, 0, .033$), indicating a high probability of a relationship between ratings and years of experience.
- Both the Field and HQ indicated a 24% level of learning needs in this area.
- There are no statistically significant differences in ratings and learning needs between the Regions.

Figure 21: Leadership

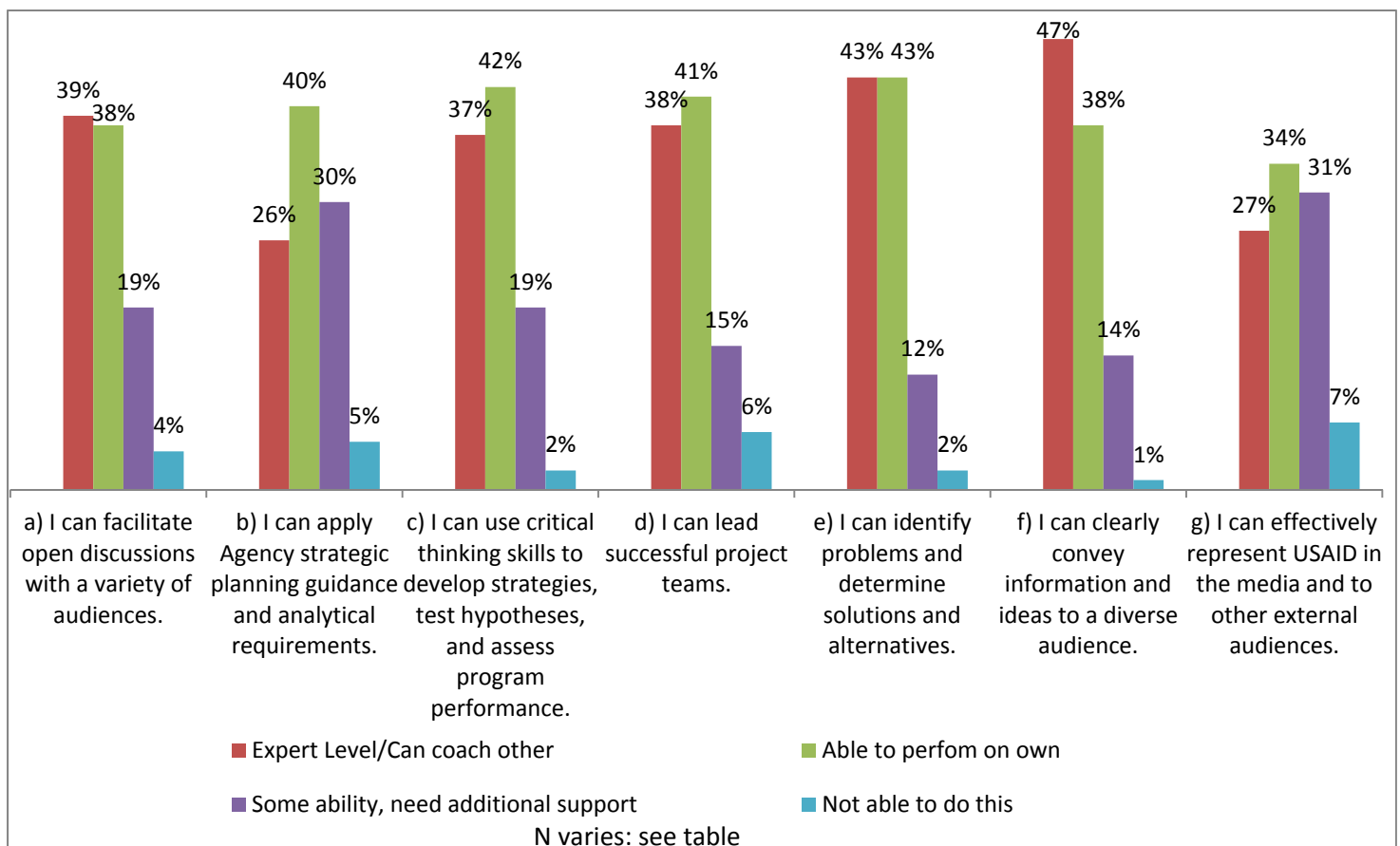


Table 14: Leadership ordered by rating average

| Answer Options | Expert Level/C an coach others | Able to perform on own | Some ability, need additional support | Not able to do this | Rating Average | Response Count | Learning Need |
|---|--------------------------------|------------------------|---------------------------------------|---------------------|----------------|----------------|---------------|
| g) I can effectively represent USAID in the media and to other external audiences. | 38 | 48 | 44 | 10 | 2.19 | 140 | 38% |
| b) I can apply Agency strategic planning guidance and analytical requirements. | 37 | 57 | 43 | 7 | 2.14 | 144 | 35% |
| a) I can facilitate open discussions with a variety of audiences. | 55 | 54 | 27 | 6 | 1.89 | 142 | 23% |
| d) I can lead successful project teams. | 55 | 58 | 21 | 9 | 1.89 | 143 | 21% |
| c) I can use critical thinking skills to develop strategies, test hypotheses, and assess program performance. | 52 | 60 | 27 | 3 | 1.87 | 142 | 21% |
| e) I can identify problems and determine solutions and alternatives. | 61 | 62 | 17 | 3 | 1.73 | 143 | 14% |
| f) I can clearly convey information and ideas to a diverse audience. | 67 | 54 | 20 | 1 | 1.68 | 142 | 15% |

Qualitative Findings

We conducted one focus group (HQ) and six interviews (5 HQ and 1 Field) on the topic of leadership. Generally, there were not many common themes. The qualitative data summarized below represents data from 2 or more sources (interview or focus group).

Anticipated Developments and Challenges

Each person was asked to share the anticipated developments they see for ENV/GCC in the next three years. The following is a summary of common responses.

- **There is a growing appreciation for environment/GCC issues.** Across the Agency and beyond, there is greater visibility of these issues. As one participant indicated, *“There is a growing appreciation for the environment issues. LTRM is getting a lot of attention. Water is getting more attention. Senior policy-makers are starting to pay more attention and there is more visibility of environmental issues. I will be interested to see what the Hill does. I see more Missions and local countries being interested. It will put pressure on the staff to be the “thought” leaders, and doing more programs.”*
- **Climate change will continue to be important.** It was noted in a few interviews that climate change will continue to grow in the amount of funding and work tasks. In addition, it was noted that climate change now encompasses some related issues like adaptation and mitigation that staff are still learning about.
- **Strategies and policies are set and now it is time to move to implementation.** Some leaders stated that the strategy and policy development processes are over and it’s time to see how these policies/strategies will be implemented, including how it will affect their own work. Some see the policies and strategies driving work in the Agency moving forward, while others question what impact these documents will have on the work of staff in the Field.
- **Development of a Senior Technical Group.** It was shared that a new career stream called the Senior Technical Group has been developed. This is intended to open up opportunities for staff that want to move up in the Agency in their technical area, rather than expecting that staff need to move to management for career progression.

Challenges identified by the leadership group include:

- **Integration.** Staff noted a variety of challenges associated with integrated programming. Some interviewees shared that more integration is needed both within the four offices as well as with other USAID sectors. On the other hand, another participant said there is ‘integration fatigue:’ *“In the last 3-4 years, there has been a plethora of policies without practical ways to implement the policies, while still navigating the bureaucracy and challenges such as earmarks.”* One participant shared that there is a lack of technical experience in integration both in the Field and in DC as most people only have strong technical skills in one specific area and there are a limited number of specialists Agency-wide. Finally, another integration-related theme was with getting new staff comfortable with integration (both with funding and mainstreaming).
- **Educating USAID Senior Leadership.** Participants cited that despite the growing interest and visibility of ENV/GCC issues, getting the attention of USAID senior leadership is a challenge. As shared by a participant, *“I think there is a pretty significant deficiency in environmental knowledge, not necessarily technical but just general knowledge among senior leadership. Team leaders need to*

justify things to these senior leaders, but they have trouble knowing the technical knowledge (e.g. biodiversity and climate change), communicating the messages and finding the support in the absence of this. Some senior leaders are bridging that gap to know more about the environment.”

- **Finding, Distilling and Sharing Information.** Another challenge identified is officers’ ability to distill and process information. Comments ranged from issues with using the new intranet and Missions calling DC staff for information they might not have on lessons learned, to the ability to sift through information. As one person stated, *“We are being asked, Where are we on climate change? What is going on in the field? What scopes are being used? We’d like to see examples of SOWs and PMPs.’ We get a mountain of noise.”*

Knowledge and Skills for Staff Managing Programs

This section had more consensus than previous sections so themes identified here were stated by 3-4 groups/interviewees. In addition, integration is a cross-cutting theme mentioned throughout the knowledge and skills areas listed below.

- **Technical expertise in your sector.** Four leaders mentioned the importance of having technical expertise in the sector they are working in. In one case, a leader shared that he/she looks for new staff to have experience in at least two facets of the environment field and demonstrate a willingness to learn about other areas. Participants also think it is important for emerging leaders to know how the field is changing. Specific topics mentioned include sustainable development and wildlife trafficking.
- **Political savvy.** As summarized by one participant, *“To be successful in AID you need to understand the bureaucracy. It is important to understand the sectors you will be responsible for but it is more important to understand AID beyond sectoral work; how to maneuver through the Agency; understanding the big picture of how things fit together; staying abreast of large initiatives.”* Participants noted that political savvy also includes knowing about the context for development (e.g., why USAID is working in a country or on a sector/initiative).
- **Communication and networking skills.** Participants shared that there is a need for good communication and influencing skills, especially with integration. This includes the ability to communicate key messages (both upward to management and to other sectors), supporting presentations with evidence, being able to speak the language of other sectors, using your “dendrites” to reach out to other projects in the Agency and connecting with individuals in DC, regions and Missions. As one person shared, *“It is really crucial to convey the message in 10 minutes or less. Sometimes in 3 minutes. Many times I have 2 minutes to summarize issues, convincing people at high levels in a compelling manner and being persuasive. You need to take an idea from technical people and translate those into a 2-minute message.”*

- **Openness to learning.** There were several statements about being open to learning as a key need in order for staff to be successful. Specifically, several people mentioned being able to speak the language of other sectors. Participants stated, *“We need to talk about how to integrate, understand other sectors. We have to know much more about health, economic growth, political systems, etc. Only knowing environmental issues is not enough.”*
- **Program design skills.** Several participants indicated a need for staff to have good program design skills and to be mentored on program design. Specifically, one interviewee shared, *“The Agency is getting the right people to come into the room. If you are coming into the Agency without the implementation experience, however, it is hard to be a donor. It is about having the experience of designing a program, managing it, and evaluating it. When I was new, I had had the implementation experience. I remember the most helpful thing was to be paired with someone senior and working through an entire program design.”* As other person stated, this is the *“ability to translate USAID’s messages and goals into SOWs and budgets for activities.”* The importance of program design was also mentioned in relationship to integration and bringing together program design teams at the start of projects.

Encouraging, Developing and Strengthening Leadership Skills

- **Utilize USAID’s Executive Federal Management and Emerging Leaders Courses.** Several participants mentioned these courses and their benefits for eligible USAID staff. It was noted that these courses are focused on leadership and one person shared that training on supervisory skills is still needed.
- **Mentoring and coaching.** In a few instances, people mentioned the benefits of mentoring and coaching staff. Examples included pairing junior and senior staff on TDYs and more informal mentoring. As one interviewee shared, *“Younger people may not want to feel “mentored,” but we see a different working environment when you get to know someone as a person (both in the field and post-field).”*
- **Learning opportunities outside the Agency.** A few participants outside USAID would be beneficial even though they are not encouraged now. For some, this is a good option so they can obtain the technical skills specific to their work, while in other cases people support outside learning to get engaged from a technical standpoint and bring new information into the Agency. As one person shared, *“If we keep it just in AID, we tend to have the same conversations.”*
- **Utilizing social media and journals to keep up on technical information and disseminating information.** Stated one participant, *“I think the technical journals are great. Reading an article and then including that as a sound bite for colleagues takes time. Sending an article only is not enough. Websites, blogs, or articles that can help do that are great. There are more resources than traditionally. It just takes time digesting this info and sending it out.”* Others also mentioned the benefit of short videos (e.g. YouTube).

III. Environment and Climate Change Technical Sections: Biodiversity, ENRM, Water, GCC Learning Needs

These sections include an analysis of a survey that targeted respondents working in specific technical areas. **As such, the number of respondents varied per technical sub-section, ranging from 79-126, with about 2/3 of respondents being BS-40s. As in the previous section, the ratings on non BS-40s were comparable to those of BS-40s and were therefore analyzed together.**

The analysis was based on responses to questions that asked respondents to rate their abilities relative to competencies using the following scale:

Yes=Yes, I need to increase my knowledge/skills in this area

No= No, I have the knowledge/skills I need

N/A= Not relevant to my current or future work

IDK= I don't know; I am unsure what this is and/or if I will need it

For the purposes of quantifying learning need, this analysis is based on the following assumption:

A self-rating of "Yes" implies definitive need and, as such, can support the formation of an understanding of minimum level of learning need essential to the development of a learning strategy.

Given the interest in understanding learning need relative to those for whom a particular skill or competency is relevant, all ratings of "N/A" were removed from the calculation of percentages, weighted averages and rankings and determination of statistical significance.

A. Biodiversity, Forestry and NRM

Quantitative Findings

- There are universally high learning needs ranging from 59%-86% across sub-groups relative to the six skills examined in this area.
- 86% of FSNs indicated they need to increase their knowledge/skills in this area compared to 66% of USDHs. This reflects statistically significant differences in 3 areas: b, c and e ($p = .026, .01$ and $.005$, respectively), indicating a high probability of a relationship between ratings and employment category.
- There is no statistically significant difference between ratings and learning needs of HQ and Field or among Regions.
- Among the 82 respondents who work in Biodiversity, learning needs ranged from 57% (e) to 78% (b/f).

Figure 22: Biodiversity, Forestry and NRM

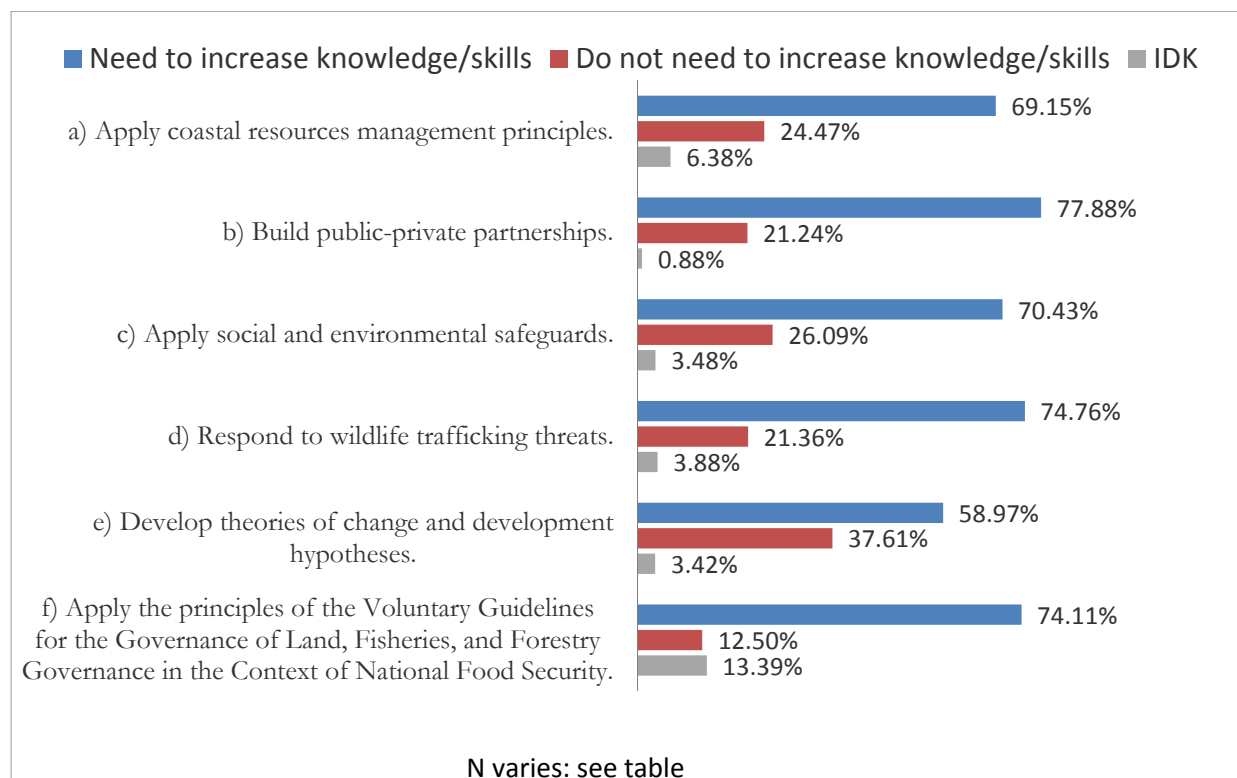


Table 15: Biodiversity, Forestry and NRM

| Answer Options | Need to increase knowledge/skills | Do not need to increase knowledge/skills | I Don't Know | Response Count |
|--|-----------------------------------|--|--------------|----------------|
| a) Apply coastal resources management principles. | 65 | 23 | 6 | 94 |
| b) Build public-private partnerships. | 88 | 24 | 1 | 113 |
| c) Apply social and environmental safeguards. | 81 | 30 | 4 | 115 |
| d) Respond to wildlife trafficking threats. | 77 | 22 | 4 | 103 |
| e) Develop theories of change and development hypotheses. | 69 | 44 | 4 | 117 |
| f) Apply the principles of the Voluntary Guidelines for the Governance of Land, Fisheries, and Forestry Governance in the Context of National Food Security. | 83 | 14 | 15 | 112 |

Qualitative Findings

One interview and three focus groups (each with 3-5 participants) were conducted specifically on the topics of Biodiversity and Natural Resources Management (NRM). These discussions included a mix of Field and Washington, DC, based staff. Themes for Forestry, Biodiversity and NRM in this report are included if they were mentioned in two or more interviews and/or focus groups.

Developments and Challenges

All participants were asked to think about the major developments and challenges for USAID countries in Biodiversity, Forestry and NRM over the next three years.

Common major developments identified included:

- **Integration.** In all three focus groups, at least one person discussed the push for integration that will happen (or continue to happen). Participants identified integration of several different areas, including: biodiversity, climate change and water (e.g. hydropower, oceans and rivers); forestry, biodiversity and economic growth; climate change and biodiversity; natural resources management and economic resources and alternatives (1); and integration with other sectors (general).
- **Wildlife Trafficking.** A new focus on wildlife trafficking will be a major development, as cited by participants, based on the new Presidential Directive in this area. One participant alluded to the impact of this when he/she stated: *“Wildlife tracking and wildlife crime are coming out as big issues across Africa in terms of the protection of wildlife and also wildlife trade. This requires a different skill set than our focus on communities, conservation and ecotourism – it is a very different knowledge base.”*
- **Implementing the Biodiversity Policy.** In two focus groups, participants mentioned the biodiversity policy, and specifically its implementation over the next three years. As one participant stated, *“The biodiversity strategy/policy just came out and I think we will see a lot of questions about how to implement it. Individuals will be seeking guidance in this area.”* Related to this topic, participants discussed the need to get people involved with setting the biodiversity policy agenda and contributing to building the evidence base. They acknowledged that staff will need to know how to integrate the policy into CDCSs and with other strategic objectives to make it effective. Finally, in one focus group, participants noted that they are interested to see how the identification of Tier 1 and Tier 2 countries will impact funding (if at all).
- **Building USAID staff understanding of biodiversity and increasing technical clarity around a variety of related topics.** In two focus groups, participants cited a need to increase knowledge about biodiversity USG-wide as well as within USAID specifically. This included a range of comments from having technical clarity about what biodiversity is and its drivers to more specific topics including how to integrate conservation programs on oceans and rivers into

biodiversity-focused programs and how to quantify and integrate ecosystems considerations into such programs.

Common challenges anticipated by the focus group and interview participants include:

- **Wildlife trafficking.** Also identified as a new development, participants in interviews and focus groups anticipate that wildlife trafficking will pose a challenge for USAID staff. Issues include a lack of experience and expertise in wildlife trafficking and the acknowledgement that knowledge and skills related to this issue are different from other types of programming typically done in countries. Needs on this topic varied by region. Participants from Asia and Africa stated that they will need to improve coordination among agencies, especially for trade, and pay attention to how changes in infrastructure may open up new corridors. There is also the sense, at least from one participant, that there is a lot of expertise among implementing partners on this topic but that USAID staff does not have enough related knowledge to effectively evaluate partner experience. In Latin America and the Caribbean, as one participant stated, *“Wildlife trafficking is a presidential order and it seems to target animals in Africa. This means that justifying it in Latin America is a challenge. Biodiversity in general seems to be interpreted as ‘wildlife vertebrates.’ In Latin America, our biodiversity focus should be on other themes, for example illegal logging is a big issue. This will be a challenge for wildlife trafficking activities in Central America: what is intended, what is it here, and how do our issues fit within the presidential order?”*
- **Lack of experience/expertise of USAID staff.** In addition to the lack of expertise on wildlife trafficking, USAID staff also acknowledged a lack of sufficient expertise on water-related issues (e.g. marine and freshwater biodiversity – mentioned by two groups), integrated programming (e.g. public health and the environment, livelihoods and biodiversity) and land rights and tenure issues.
- **Implementing the Biodiversity Policy,** Two groups discussed a wide variety of challenges associated with implementing the biodiversity policy. From the different groups, topics included: communicating the strategy to others and getting people involved with the policy; communicating conservation results and new metrics; doing sound NRM programming (e.g. forest conservation, agricultural activities, ecosystems, working with communities in specific landscapes) without biodiversity funding due to the new focus (e.g. hard to rely on water or agriculture funds to do NRM work); and working on integrated programs with biodiversity (e.g. working with funding streams and being able to adhere to the biodiversity code).

Core Skills and Knowledge: Effective Management of Biodiversity and NRM Programs

- **Wildlife trafficking.** This included basic understanding of wildlife trafficking and what funding/requirements are attached to the new policy and how to work with different groups, such as law enforcement. One participant shared that they lacked *“understanding of what USAID is allowed to do in terms of engaging with enforcement groups (e.g. military and police), and how we can manage those restrictions.”*
- **Understanding compliance issues and regulations.** Specifically, participants highlighted a need to understand Biodiversity Earmark Requirements to be able to design and implement USAID programming. As one participant noted, *“We need continued training and guidance in using Biodiversity earmarked funds - particularly geared to NON-biodiversity people (like our program office).”* There are many other compliance-related issues participants cited as important for staff to have awareness of, including: understanding USG policies; understanding national and international legal instruments on biodiversity and USAID’s role in these; knowledge of what Leahy vetting is and the process and funding implications; knowing what NRM tools and approaches USAID can fund and any limitations; and understanding regional trade and NRM laws and policies. As one person summed up, *“We need a tool kit for USAID biodiversity and NRM managers on how to navigate the USG legalese and still achieve our goals.”*
- **Monitoring and evaluation.** As stated by one participant, *“Developing more robust program design and monitoring and evaluations and measuring impact. Staff need to be taking a systems approach, then thinking about how you actually have the results change to impact biodiversity theories of change. It is about critical thinking, not necessarily taking very big leaps, and knowing how to reach their biodiversity goals.”* In addition, another participant shared on this topic, *“We need to know effective methodologies for measuring “improvements” in natural resource management so we can actually assess our impact.”*
- **Biodiversity, conservation and development.** There was a sense from some participants that knowledge of biodiversity and development is important to grow, particularly with people who are non-Environment Officers. As one person shared, *“Many people in our office don't actually understand the difference between biodiversity conservation and just broad conservation. Finding a way to educate staff both in the ENV office as well as in the Mission about what a threats-based approach is needed.”* In addition, knowing what technology is out there for biodiversity management was a topic cited by a few participants.
- **Integration of Biodiversity and other topics.** As shared by one participant, *“How to integrate biodiversity issues into other topics – health, economic growth, security, etc. We had a very interesting session with climate change officers and biodiversity officers. It is clear for us how many of the topics relate and integrate. The central question is: How do we as Environment Officers get to understand better the connections with other backstops? And the other way around? What are the interaction points? There might be some skills needed here in linking the items.”* Participants cited a need to be open to learning about other sectors, knowing what good integration looks like and what it takes and doing more mainstreaming of integrated

development in general. As highlighted by one of the participants on the topic of water and biodiversity, *“We need more training on water... that are not just WASH focused!! We are moving to bringing all our water programming together holistically - WASH, agriculture (irrigation), and freshwater biodiversity. It would be great to have trainings that show how these can be designed together (e.g. the Africa WASH and Biodiversity manual that just came out).”*

- **Governance.** Several topics related to governance came up across interviews and focus groups, including knowledge of access rights, public participation methods, working at all levels of government to increase capacity, working with law enforcement, knowing how to work with public-private partnerships and new methods for community participation. It also included mention of advocacy skills as being important when working with host country governments.
- **Reaching Staff (other than Environment Officers).** As one person stated, *“It can be a challenge to program environment. I have been to a lot of environmental training and it’s a lot of Environment Officers, it is not the upper management. Need better targeting upper management and getting outside of just the Environmental Officer individuals. You are not working with people who have a strong understanding of the biodiversity code and how it is interpreted.”*

Advanced Training Topics: Forestry, Biodiversity and NRM

There was no consensus on areas for advanced training topics when participants were asked specifically.

- **Practical design for Biodiversity programs.** As shared by one participant, *“When I hear advanced, it sounds like very focused specialized training. Maybe training on developing, designing biodiversity practically. Understanding and applying in a workshop and standard tools to how to collect data, the whole [program design] system, indicator management, what are the skillsets required to do that? Maybe that can be advanced specialized training.”*
- **Behavior Change and Advocacy.** A participant highlighted: *“Some of the grayer areas of behavior change and governance. These are indirect topics but influence the key technical issues. How do you really change behavior? How do you do advocacy for biodiversity with people who have few options for livelihoods? How do you scale up?”* In addition, another participants shared later in the discussion, *“The technical area of behavior change communication and improving people’s practices with regards to the environment as a technical topic where we need more information I think it is a critical area for us to gain more expertise on as an Agency. I would love to see some specific focus on the best tools for doing this, how we can best work this into our programs, and how to evaluate success.”*
- **Advanced Technical Area Training Topics.** Other technical area topics mentioned included:
 - Biodiversity, Ecosystems and Economic Growth
 - Governance
 - Tropical Forests
 - WASH

- *I think about the questions I heard in (the) first generation of climate change courses. I was dissatisfied since I have good background knowledge; I thought the info in that training was low level. I was hoping to get more USAID specific, more in-depth. But I did see that other people who don't have background too, so finding that balance is hard. Each topic should focus on only that and dig deeper. For example, US FS has a series of training that are great – 2-3 weeks courses that are intense, goes to different national parks.*

B. Water Findings

1. Water Supply, Sanitation and Hygiene (WASH)

Quantitative Findings

- Learning needs range from 62% to 76% relative to the seven skills examined in this area.
- 86% of FSNs indicated they need to increase their knowledge/skills in these areas. 61% of USDHs indicated the same. This reflects statistically significant differences in 3 areas: a, c and f (p= .029, .0489, .037, respectively) indicating a high probability of a relationship between ratings and employment category.
- Learning needs were over 50% in every funding stream except Unrestricted Development Assistance.
- There are no statistically significant differences among ratings and learning needs for HQ and Field or among Regions.

Figure 23: Water Supply, Sanitation and Hygiene (WASH)

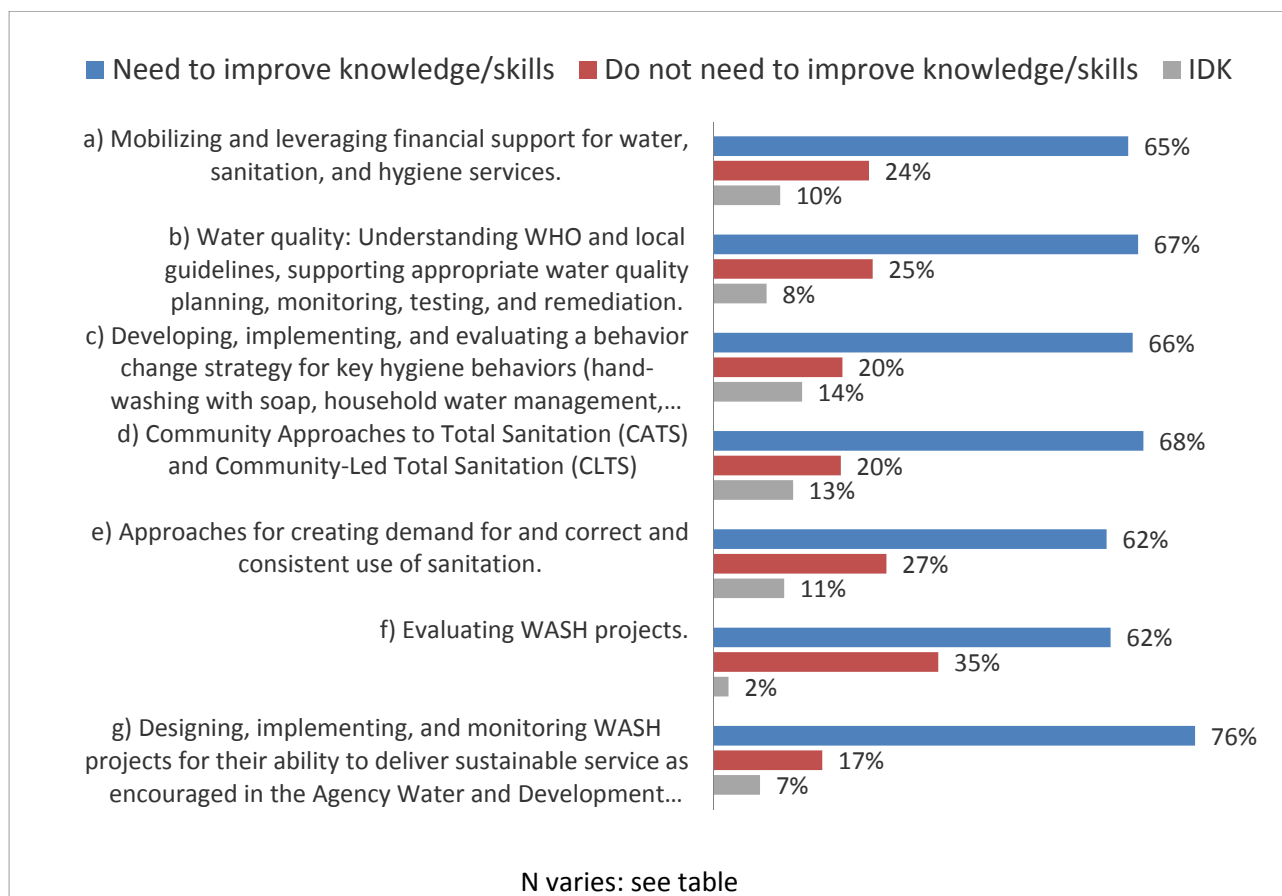


Table 16: Water Supply, Sanitation and Hygiene (WASH)

| Answer Options | Need to increase knowledge/skills | Do not need to increase knowledge/skills | I Don't Know | Response Count |
|--|-----------------------------------|--|--------------|----------------|
| a) Mobilizing and leveraging financial support for water, sanitation, and hygiene services. | 62 | 14 | 6 | 82 |
| b) Water quality: Understanding WHO and local guidelines, supporting appropriate water quality planning, monitoring, testing, and remediation. | 53 | 30 | 2 | 85 |
| c) Developing, implementing, and evaluating a behavior change strategy for key hygiene behaviors (hand-washing with soap, household water management, and safe disposal of human excreta). | 50 | 22 | 9 | 81 |
| d) Community Approaches to Total | 54 | 16 | 10 | 80 |

| Sanitation (CATS) and Community-Led Total Sanitation (CLTS) | | | | |
|---|----|----|----|----|
| e) Approaches for creating demand for and correct and consistent use of sanitation. | 52 | 16 | 11 | 79 |
| f) Evaluating WASH projects. | 56 | 21 | 7 | 84 |
| g) Designing, implementing, and monitoring WASH projects for their ability to deliver sustainable service as encouraged in the Agency Water and Development Strategy. | 56 | 21 | 9 | 86 |

Qualitative Findings

Two interviews and three focus groups (each with 2-3 participants) were conducted on the topics of WASH and Water for Food Security. These discussions included a mix of Field and Washington, DC-based staff. Themes for WASH and Water for Food Security in this report are included if they were mentioned in two or more interviews and/or focus groups.

Developments and Challenges

All participants were asked to think about the major developments and challenges for USAID countries in Water over the next three years. Common developments that were cited included:

- **Water, Sanitation and Hygiene.** Interviewees and focus group participants indicated that Water, Sanitation and Hygiene will continue to be an important area for the Agency. It was noted that within the next three years, the Water for the Poor Act will expire and currently Congress is looking at the new Water for the World Act.
- **New Sustainable Development Goals.** As one participant stated, *“We are at an interesting turning point with the Sustainable Development Goals (SDG) and post-2015 agenda. We are sure there will be an SDG agenda on water. In contrast to the MDG [Millennium Development Goals] on Water, this one will be much broader and holistic. We have a shrinking water supply, climate change, economic growth and energy demand all impinging on that supply. People understand that to take a single sector approach is absolutely not helping governments reach their water security goals. We cannot just focus on water for agricultural needs. People will ask us to broaden our assistance.”*
- **Emphasis of the Water and Development Strategy⁴.** In two focus groups, participants indicated that the Water and Development Strategy will change the emphasis of work on water in the Agency on mandates such as sustainability, water quality, agricultural water

⁴ The Water and Development Strategy has two strategic objectives (SO). SO1 is to improve health outcomes through the provision of sustainable safe water, sanitation, and hygiene (WASH).SO2 is to manage water in agriculture sustainably and more productively to enhance food security.

management, WASH integration and nutrition. In addition, in two groups participants questioned why water resources management was not included in the strategy and emphasized the importance of paying attention to these issues as well in their countries.

Common challenges identified included:

- **Managing water as a finite resource.** As one participant stated, *“The field needs to know how to manage water as a finite resource. Water is just one piece of the puzzle. Managing the resource wisely is where we need to go.”* In addition, another person shared, *“The country hasn’t faced water shortages before, so in the future, as water resources become scarce, it will become a challenge.”*
- **Coordination:** Issues of coordination with governments, ministries and donors was highlighted as challenge that water programs will face. It was acknowledged by participants that there are many stakeholders in the water sector to work with on a number of issues. Especially in the WASH sector, participants highlighted the large number of ministries responsible for water supply, hygiene and sanitation. As one participant shared, *“Our problem is communication between them [development partners in country] - the different programs, and the government. Internally [at USAID], 22 programs have a water angle, but not all are using the water money. They are spread out through health education, EG, DG, OFDA, etc. Every office has something to do with water.”*
- **Integration with other sectors.** While not always characterized as a challenge, integration came up a number of times as challenges were discussed. Participants shared examples of where integration might happen with water, including Feed the Future, WASH and nutrition, health, NRM, biodiversity, water supply, governance. In particular, integration with agriculture and Feed the Future was highlighted as an area where work is still being done to determine how to leverage programs and identify metrics.
- **Lack of understanding of SO II (Water and Food Security).** In conjunction with the theme above, several participants highlighted throughout their discussions a lack of understanding of what is to be accomplished through this objective. Comments ranged from some participants being unsure as to what the linkages are between SO I and SO II to how to integrate water considerations into Feed the Future programs that are already underway. As shared by one person, *“In SO2, there are some people with expertise in water management with agriculture. It’s bit of an add-on to Feed the Future - to what extent can they look into this? There’s not a group of people that has clear thinking on that and there won’t be a lot of space to do it. It would be easier if it was clear and focused but it’s still a bit ambiguous so it will be a challenge to bring together in the field for coherency.”*

Skills and Knowledge for Staff Managing SO I Programs (WASH)

- **Project design and M&E.** *“We have a strong emphasis on evaluation, that we would expect field staff to have better understanding on, looking at M&E at a critical way. A lot of other issues – like sanitation,*

there's many approaches and I can't think of particular skills, so knowledge of those is important, but we hire from outside for real technical skills. I would focus on M&E that are more qualitative skills – it's more than just moving things forward, which to me is something new.” Particularly on the topic of M&E, another participant shared, *“For this focus area, for example, health has big numbers and there's higher scrutiny. So for SO1, are we reporting those millions in a correct way?”*

Advanced Technical Training for SO I and SO II

Several topics were identified as “deeper dive” topics under SO I (beyond the WASH Overview course) and SO II, but there was no strong consensus on the topics identified. Areas identified by individuals included:

- **Sanitation** including ecological sanitation and fecal sludge management.
- **Taking a holistic approach to water for sustainability** and planning post-project monitoring.
- **Water quality issues** around microbiological and arsenic testing (part of Reg216) and defining “safe drinking water” depending on contextual issues.
- **Water diplomacy** including joint coordination across borders to manage water resources. May also include natural resources management issues and mitigating conflict.
- **Rainwater harvesting and multiple use systems.** * (NOTE: A participant stated that this could also be captured under SO II).
- **Ensuring staff have the broader context of development** including systems thinking, topics like NRM to help people get “out of their silos.”

2. Water and Food Security

Quantitative Findings

- Learning needs in this area are universally high across all sub-groups and funding streams ranging from 54% to 92%.
- 89% of FSNs indicated they need additional knowledge and skills, compared to 73% of USDHs indicating the same. This reflects a statistically significant difference in (a) ($p = .023$), indicating a high probability of a relationship between ratings and employment category.
- There is no statistically significant difference in ratings or learning needs between HQ and Field or among Regions.
- Learning needs for (b) how to complete a water resources sustainability assessment are over 75% for every funding stream.

Figure 24: Water and Food Security

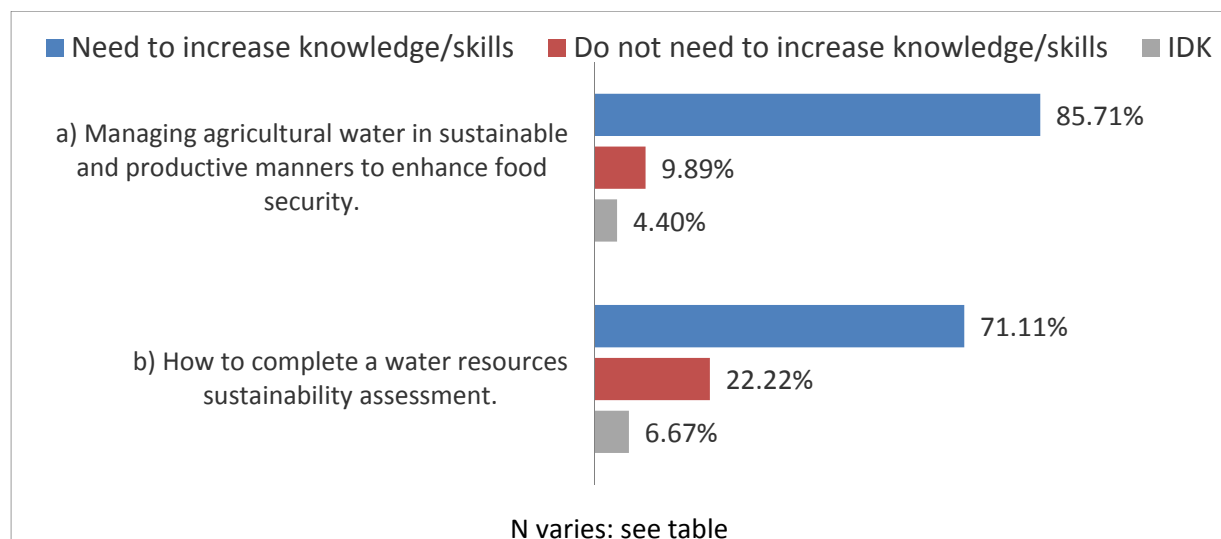


Table 17: Water and Food Security

| Answer Options | Need to increase knowledge/skills | Do not need to increase knowledge/skills | I Don't Know | Response Count |
|--|-----------------------------------|--|--------------|----------------|
| a) Managing agricultural water in sustainable and productive manners to enhance food security. | 64 | 20 | 6 | 90 |
| b) How to complete a water resources sustainability assessment. | 78 | 9 | 4 | 91 |

Skills and Knowledge for Staff Managing SO II Programs (Water and Food Security)

- Clear definition of SO II.** For SO II, participants again shared that this area is still under development and that targets and metrics need to be set. Participants reiterated that they need a better idea of what is to be accomplished in this objective and how to implement it. As one participant shared, *“When I investigated some water programming, my [FTF] colleagues were disinterested because they already have massive projects and they don’t want to make it larger by adding water programming that does not fit well with what they are doing. SO II is problematic – it is too grey so I cannot define my training needs.”* In addition, participants mentioned again their lack of clarity about how SO I and SO II are supposed to link.
- Agriculture for water management.** Two topics that arose as knowledge areas for USAID staff were alternative irrigation systems and soil conservation. As one participant stated, *“This SO II is very nebulous. Water efficiency and water productivity – there isn’t agreement on how to measure these things. The field would be trying to assess the current agricultural processes for efficiency. How is it impacting soil use and fertility? It would include implementation for Agriculture for Water*

Management (AWM) and trying to maintain and improve farm practices. Water and soil conservation includes terracing, no till/low till, having a fallow season, intercropping, agroforestry to improve the soil fertility and reduce runoff. It also includes measuring soil moisture.” Another participant also noted, “We will need to explore alternative irrigation systems, perhaps that capture and store river runoff.”

Advanced Training for SO II (Water and Food Security)

There was no consensus on advanced training topics for SO II. In one case, it was stated that advanced training is not really needed. Some topics identified by participants included:

- **Integrated Water Resources Management** including key hydrology concepts and policies, catchment and development, conflict and the use of resources, managing resources, international agreements and thinking on this area, and the impacts of engineering and climate change (e.g. adaptation and groundwater).
- **More on water and conflict** to explore further what ‘do no harm’ principles mean in areas of conflict around water supply systems.
- **Introductory technical training on concepts like** nutrition and water, water and treatment, multiple use water (e.g. irrigation and drinking), grey water recycling and differences in rural vs. urban areas.

C. Global Climate Change

1. GCC: LEDS

Quantitative Findings

- There is a universally very high level of learning needs, ranging from 61%-82% relative to the six skills examined in this area.
- 93% of FSNs indicated they need more knowledge/skills compared to 65% of USDHs. The difference is of statistical significance ($p=0$ for a-f), indicating a high probability of a relationship between ratings and employment category.
- 80% of the Field indicated they need more knowledge/skills compared to 64% of HQ staff. This reflects a statistically significant difference in (c) ($p=.014$), indicating a high probability of a relationship between ratings and operating unit.
- Across funding streams, learning needs in this area are universally high, ranging from 60-87%.
- There is no statistically significant difference in ratings or learning needs among categories of years of experience, where need is 79% for respondents with 0=5 years of experience and 74% among respondents with six or more years of experience.

Figure 25: GCC LEDS

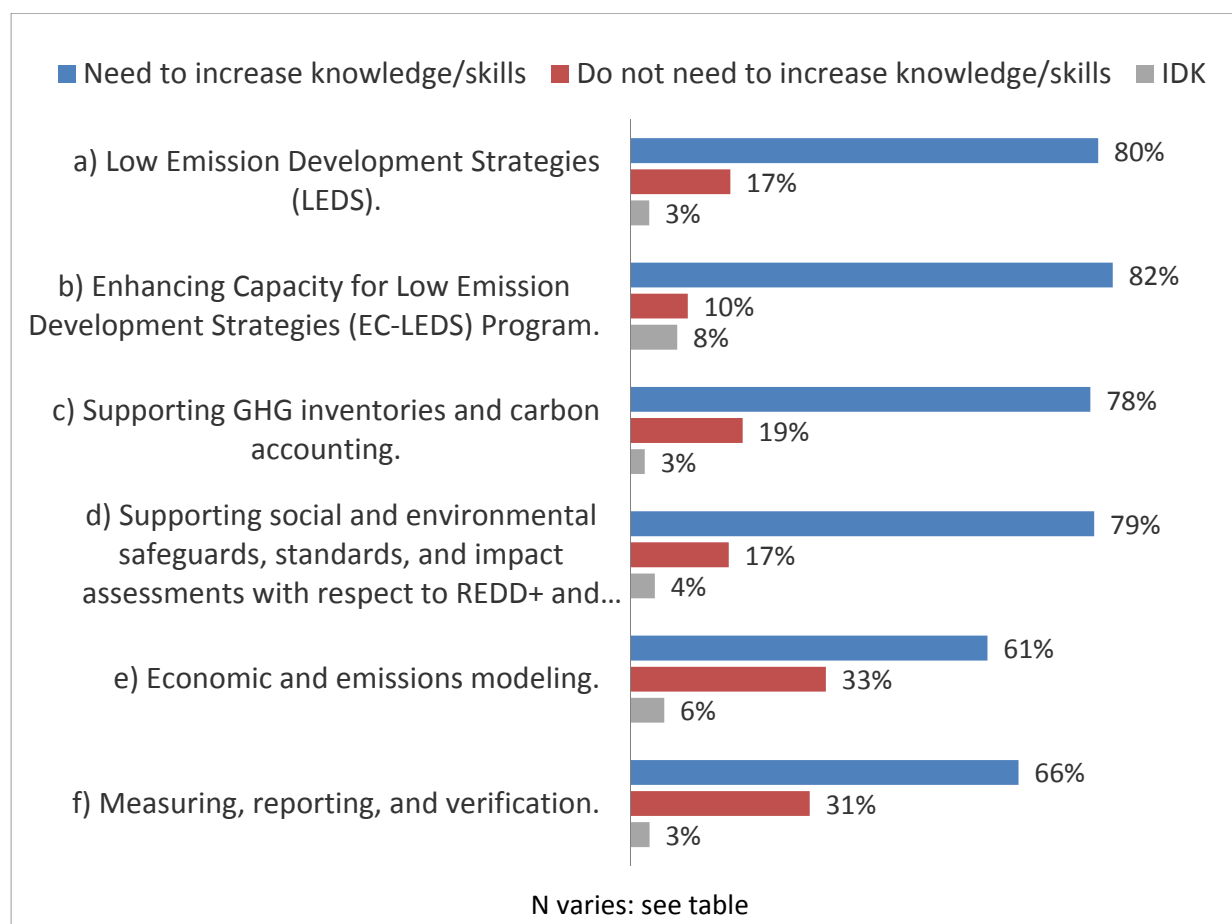


Table 18: GCC LEDS

| Answer Options | Need to increase knowledge/skills | Do not need to increase knowledge/skills | I Don't Know | Response Count |
|--|-----------------------------------|--|--------------|----------------|
| a) Low Emission Development Strategies (LEDS). | 80 | 37 | 4 | 121 |
| b) Enhancing Capacity for Low Emission Development Strategies (EC-LEDS) Program. | 73 | 40 | 7 | 120 |
| c) Supporting GHG inventories and carbon accounting. | 94 | 20 | 5 | 119 |
| d) Supporting social and environmental safeguards, standards, and impact assessments with respect to REDD+ and LEDS. | 94 | 23 | 3 | 120 |
| e) Economic and emissions modeling. | 92 | 11 | 9 | 112 |
| f) Measuring, reporting, and verification. | 98 | 21 | 4 | 123 |

2. GCC: Clean Energy

Quantitative Findings

- There are universally high learning needs across all sub-groups, ranging from 57% to 78% relative to the seven skills examined in this area.
- There is no statistically significant difference in ratings or learning needs between FSNs and USDH, HQ and Field, among Regions, or categories of years of experience.
- Of the 48 respondents who indicate they work in CE, learning needs range from 61% (b/f) to 72% (g), which is comparable to those working in other funding streams with the exception of (a) which is considerably lower at 37%.

Figure 26: GCC: Clean Energy

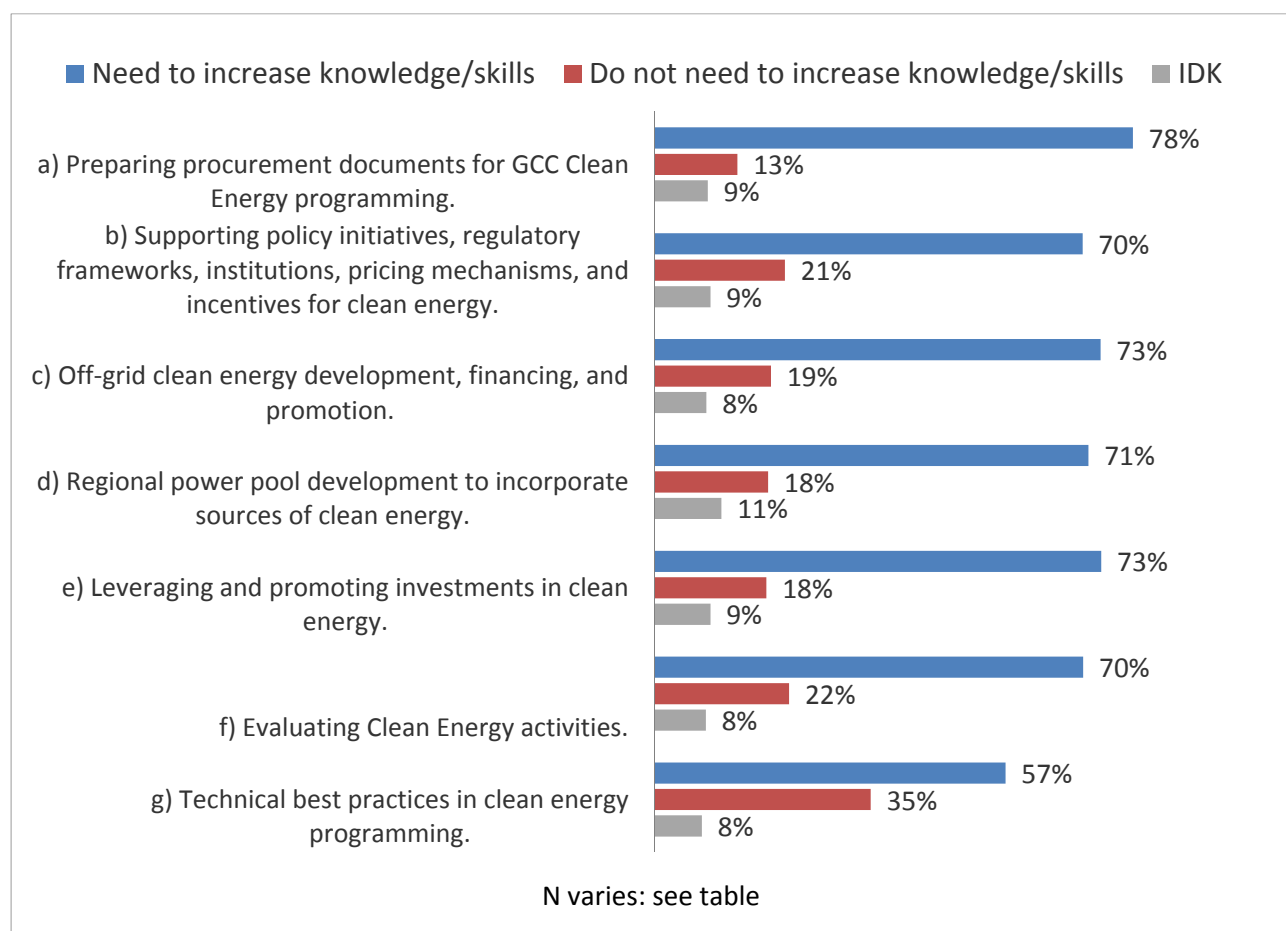


Table 19: GCC: Clean Energy

| Answer Options | Need to increase knowledge/skills | Do not need to increase knowledge/skills | I Don't Know | Response Count |
|--|-----------------------------------|--|--------------|----------------|
| a) Preparing procurement documents for GCC Clean Energy programming. | 52 | 32 | 7 | 91 |
| b) Supporting policy initiatives, regulatory frameworks, institutions, pricing mechanisms and incentives for clean energy. | 67 | 21 | 8 | 96 |
| c) Off-grid clean energy development, financing and promotion. | 72 | 18 | 9 | 99 |
| d) Regional power pool development to incorporate sources of clean energy. | 65 | 17 | 10 | 92 |
| e) Leveraging and promoting investments in clean energy. | 69 | 18 | 8 | 95 |
| f) Evaluating Clean Energy activities. | 69 | 21 | 9 | 99 |
| g) Technical best practices in clean energy programming. | 81 | 14 | 9 | 104 |

3. GCC: Sustainable Landscapes

Quantitative Findings

- There are universally high learning needs across all sub-groups, ranging from 65% to 78% relative to the eight skills in this area.
- There are no statistically significant differences in ratings or learning needs between FSNs and USDH, HQ and Field, among Regions or categories of years of experience.
- Of the 67 respondents indicating they work in SL, learning needs range from 64% (h) to 82% (g). It is comparable to, and at times higher, than those working in other funding streams.

Figure 27: GCC: Sustainable Landscapes

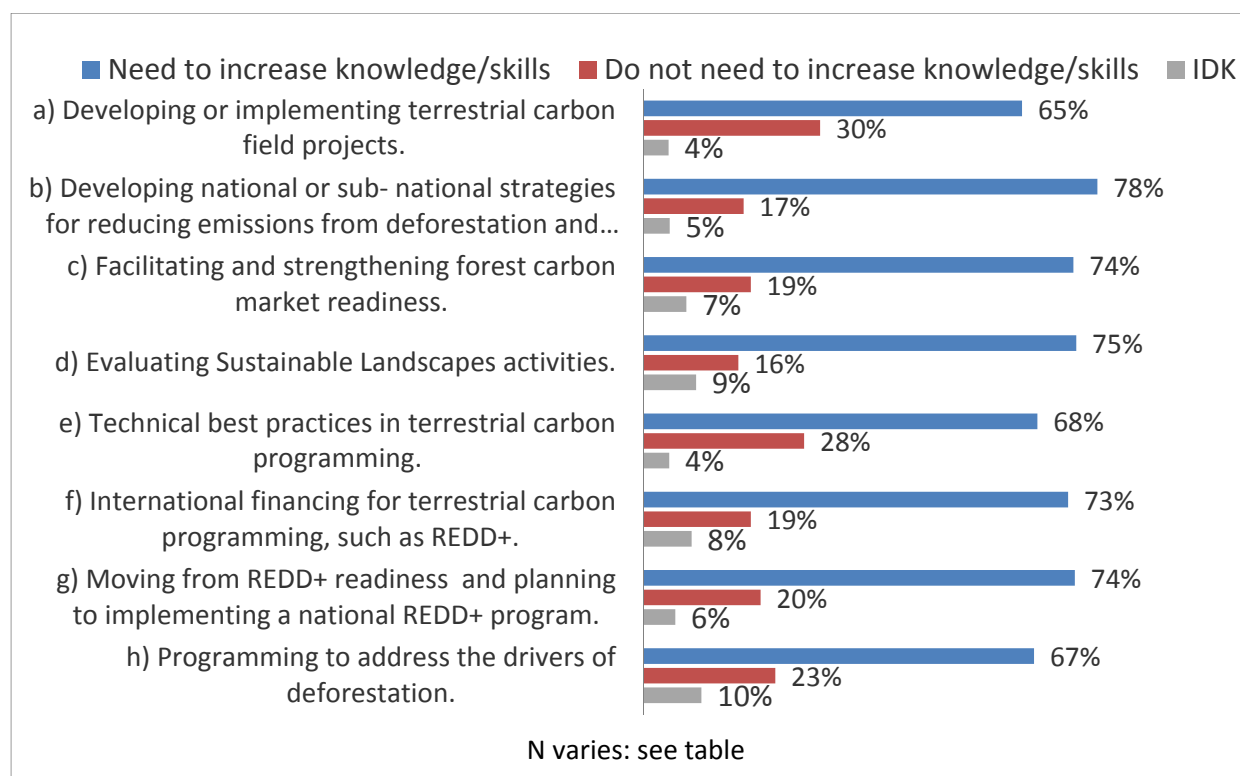


Table 20: GCC: Sustainable Landscapes

| Answer Options | Need to increase knowledge/skills | Do not need to increase knowledge/skills | I Don't Know | Response Count |
|--|-----------------------------------|--|--------------|----------------|
| a) Developing or implementing terrestrial carbon field projects. | 74 | 25 | 11 | 110 |
| b) Developing national or sub- national strategies for reducing emissions from deforestation and forest degradation (REDD+). | 81 | 22 | 6 | 109 |
| c) Facilitating and strengthening forest carbon market readiness. | 79 | 20 | 9 | 108 |
| d) Evaluating Sustainable Landscapes activities. | 76 | 31 | 5 | 112 |
| e) Technical best practices in terrestrial carbon programming. | 82 | 18 | 10 | 110 |
| f) International financing for terrestrial carbon programming, such as REDD+. | 80 | 20 | 8 | 108 |
| g) Moving from REDD+ readiness and planning to implement a national REDD+ program. | 86 | 19 | 5 | 110 |
| h) Programming to address the drivers of deforestation. | 75 | 35 | 5 | 115 |

4. GCC: Adaptation

Quantitative Findings

- Learning needs range from 62% to 74% relative to the eight skills in this area.
- 93% of FSNs indicated they need to increase knowledge/skills in the area compared to 57% of USDHs indicated the same. This is reflective of a statistically significant difference ($p=0$ in all areas), indicating a high probability of a relationship between ratings and the employment category.
- There is no statistically significant difference among ratings or learning needs between HQ and Field, between Regions or categories of years of experience.
- Of the 48 respondents who indicate they work in Adaptation, learning need ranges from 56% (e) to 72% (f), which is comparable to those working in other funding streams.

Figure 28: GCC Adaptation

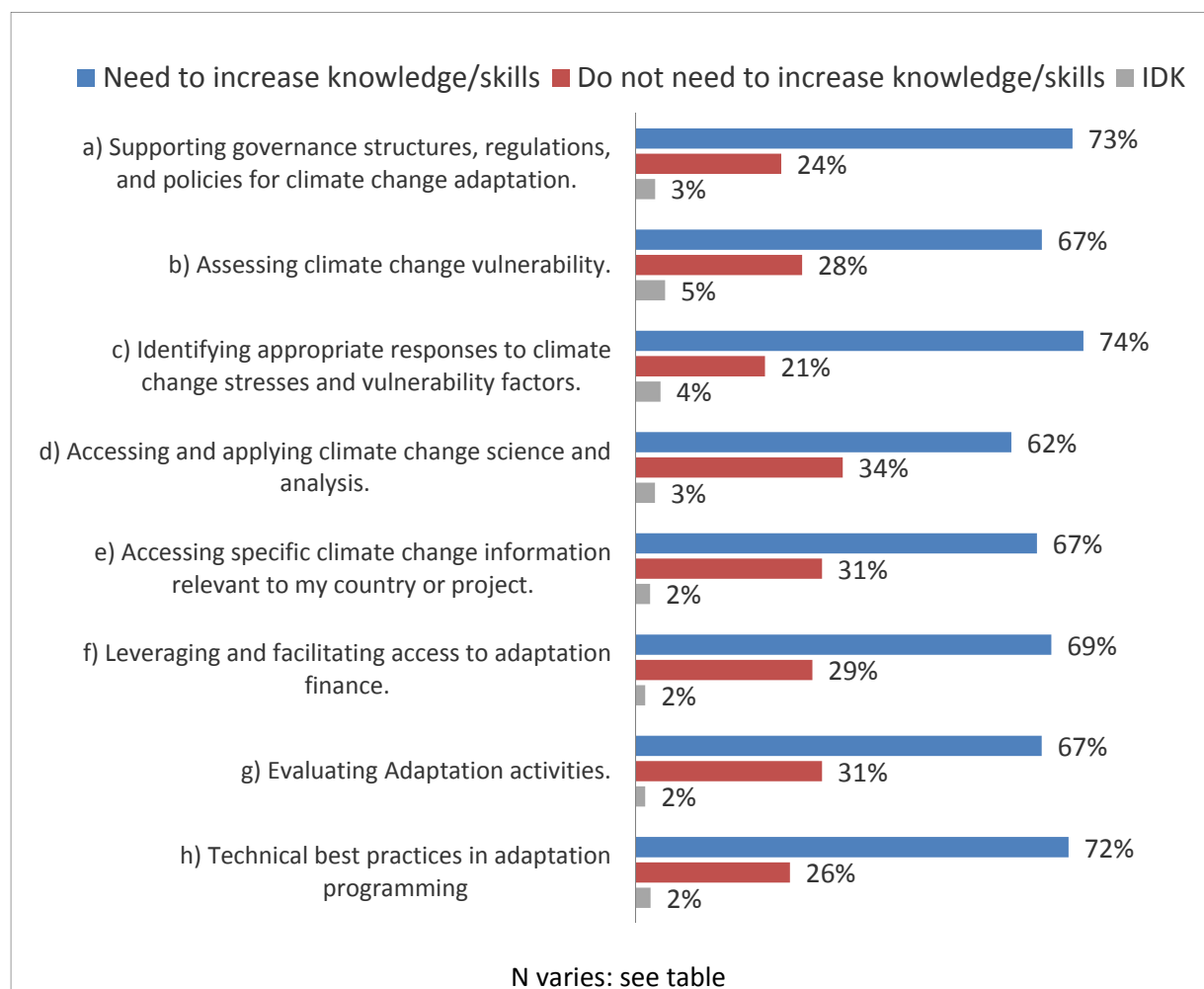


Table 21: GCC Adaptation

| Answer Options | Need to increase knowledge/skills | Do not need to increase knowledge/skills | I Don't Know | Response Count |
|---|-----------------------------------|--|--------------|----------------|
| a) Supporting governance structures, regulations, and policies for climate change adaptation. | 87 | 32 | 3 | 122 |
| b) Assessing climate change vulnerability. | 85 | 40 | 2 | 127 |
| c) Identifying appropriate responses to climate change stresses and vulnerability factors. | 87 | 38 | 2 | 127 |
| d) Accessing and applying climate change science and analysis. | 85 | 39 | 3 | 127 |
| e) Accessing specific climate change information relevant to my country or project. | 79 | 43 | 4 | 126 |
| f) Leveraging and facilitating access to adaptation finance. | 90 | 27 | 5 | 122 |
| g) Evaluating Adaptation activities. | 84 | 34 | 6 | 124 |
| h) Technical best practices in adaptation programming | 91 | 30 | 4 | 125 |

D. Qualitative Data: Global Climate Change

We conducted 16 interviews (14 Field and two HQ) and four focus groups (1 Field and three HQ) to discuss Global Climate Change, including Adaptation, Clean Energy and LEDES, and Sustainable Landscapes and LEDES.

Anticipated Challenges and Developments

General

- **Change of Administration.** Staff acknowledged that with the US Presidential election coming up in two years, things will change regardless of who is elected. This might have impacts on climate change specifically depending on the new Administration.

Clean Energy and LEDS

- **Energy and extreme poverty.** Participants stated that this is a trend emerging from the Front Office. As one participant noted, *“We have some tie-ins to Power Africa and Powering Africa where Clean Energy elements are included.”*
- **Moving to implementation.** For some countries, there will be a shift from LEDS planning to implementation. This will be a new focus and as one participant shared, *“In terms of needs for Mission staff it would be to understand the options for the analytics. Just in terms of looking at advantages and disadvantage of technologies and economic development pathways (e.g. coal-fired, hydro, wind). Missions are right in the mix with countries to get the right technical expertise.”*
- **Climate Energy Finance.** This topic came up in several interviews and focus groups as important as countries move toward implementation. There is a sense that this topic is important for staff in the Field to be aware of, particularly for CE and LEDS work, as well as for the other pillars.

Sustainable Landscapes and LEDS

- **The Tropical Forest Alliance (TFA).** A few people mentioned that the TFA will be a new development in work in Sustainable Landscapes, particularly focusing on public-private partnerships with the private sector and other governments around commodities.
- **Broader focus.** Several participants noted that in the coming years the focus on sustainable landscapes will broaden to include cross-landscapes (not just forests), also addressing other types of land issues like agriculture, etc. As shared by one person, *“The Sustainable Landscapes pillar used to be all about forests, but there has now been opening up to work on agriculture issues and emissions reductions in agriculture. This will be a new area that will get a lot of emphasis.”*
- **UNFCCC negotiations on REDD+.** Individuals and groups also mentioned the potential impacts of the UNFCCC negotiations on REDD coming in 2015. USAID staff are curious to see what contributions countries will make post-2020 and wonder about the impact on AID programming. Unfortunately, depending on negotiations, we may find some loss of interest as well. As shared by one participant, *“We may find that the REDD+ arena may fall backwards if progress does not advance in agreements and finance.”*

Adaptation

- **New Agency Adaptation Plan and New Executive Order.** It was mentioned that the Agency has been working on a new adaptation plan and that there is a new Executive Order as of last fall. As part of this, there will be more pressure to look at the vulnerability of agency assets and operations, in addition to USAID’s programs.

- **Pressure to integrate Adaptation funding with other pots of money.** Participants acknowledge that management burden in Missions is very high and so there is an incentive to get adaptation funding combined with other pots of money. Overall there is a sense that there is a push for integration whether it makes technical sense or not. In addition, over coming years there is supposed to be a transition to less adaptation money out of Washington and more out of the Missions.
- **Adaptation is a fast, evolving and young field.** Participants shared that the Agency has not been working in Adaptation very long and there is *“lots of work to be done at Missions about what are the best methodologies? What are the latest tools available? How can they be applied locally? How to find the information and apply it?”* This was seen as an opportunity to reach out in a new area, to new people and to weigh in on the *“results we should be reporting or measuring against.”* It was acknowledged repeatedly that of all the climate change pillars this one is the most vague, especially for Field staff.
- **A need to find USAID’s Adaptation niche.** Across participants there is a sense that USAID is doing too much in the area of adaptation and needs to get some focus on what its niche is in this area. It was also shared that management feels similarly and there will be pressure soon to establish what USAID is doing.
- **Discussions on loss and damages.** Particularly in the Africa region, there is more focus on “loss and damages.” While this has not cropped up much so far, some staff wonder if it will become more of an issue in the future and extend beyond Africa. USAID may need better coordination with State on this topic.
- **Linkages between Adaptation and Humanitarian Assistance.** There is also an acknowledgment that there are more linkages between adaptation and humanitarian assistance than in the past. This new direction focuses less on compensation and more on how to incorporate the two topics and count how humanitarian assistance is done.

Core Skills and Knowledge for GCC

Given the mix of participants and pillar areas, results below are shown by general category area first, followed by a list of topics per pillar area. Topics in the general area were mentioned by 4 or more interviewees and focus groups.

- **Communications and Knowledge Management.** Overall, communication skills were mentioned the most by interviewees and focus group participants. Communication skills covered a wide variety of topics, including taking climate change technical information and making it succinct and digestible messaging, being able to advocate for climate change considerations (inside and outside the Agency), being able to translate how local programs help to achieve broader goals (e.g. in the country and in Washington, DC). In addition, some

participants mentioned that effective communications not only include one-on-ones and presentations but written communication skills as well. Some participants advocated for the use of different forms of communications to share messages and gather information. Examples included using reporting methods to tell the story of what programs are doing, using different forms of communication (e.g. video, creative brochures, etc.) and doing outreach with internal and external partners. The aim is to be able to translate how a local program helps to achieve goals set out by Washington. In addition, a few people discussed the importance of knowledge and data management. This included sharing stories and information through peer-to-peer exchange and using systems to report on outcomes.

- **Understanding of the fundamentals of climate change.** Participants also highlighted the need for staff (typically non-GCC staff) to understand the fundamentals of climate change and climate change science. This included a range of topics from understanding what climate change is, to what it means, why it is important, and what is certain and uncertain, the impacts and causes of climate change, utilizing GIS, and knowing what makes forecasts and projections reliable. Especially for staff that is learning the fundamentals, there is also a need to distinguish between what is climate change vs. other environmental issues.
- **Understanding good development practices and integration of climate change into other sectors.** The breadth of participants also noted the importance of skills and knowledge about the integration of climate change into other sectors. Building on some of the comments in project design and management skills, this area included having an understanding of “good development” topics, such as economic development strategies, understanding barriers, considering gender and social issues, governance issues/policies, participatory planning and action, land use dynamics, building coalitions among diverse interests, and sustainable development. In particular, the integration of economic growth and biodiversity (especially around Sustainable Landscapes) was mentioned throughout the data gathering process.
- **Project design and management skills.** For climate change, as well as the other technical areas, good project design and management skills were seen as essential for success. Skills associated with project design and management include being able to turn programming guidance into good project designs with indicators and theory of change; doing research, detailed planning and costing with partners; preparing concept designs; managing implementation issues and regular check-ins; programming around uncertainty and integrating evidence into project design; and integrating evidence and impact evaluation frameworks so you are testing different approaches and using evidence to see what is effective or not over the life of the program. Especially in integrated design, this also included knowledge of other sectors, including biodiversity, economic growth, etc.

- **Awareness of international context.** Participants cited that to be successful, staff need to be aware of international agreements and policies around climate change and understand the linkages to USAID and how it impacts the country where they are working. This included understanding climate negotiations and what other countries are doing with their adaptation strategies, knowing who the big players are (e.g. World Bank, the UN) and what they are doing and being aware of global discussions that might impact their country.
- **Having political savvy and networking with partners.** It was shared that participants found networking and interpersonal skills when working with partners (in particular government and ministries) to be essential to their success. This included networking with government partners across multiple ministries to understand their planning process and participating in forums/discussions with officials and other donors. As one person shared, it is about “knowing how to do institutional analyses and understanding the roles different institutions play, getting the right actors in the room for conversations.” Also, a few people mentioned working with the private sector as important.

Summary of Technical Area Topics

There was no clear consensus among participants on technical skills and knowledge topics for learning. This finding reflects the variety of GCC and other USAID programming as well as the qualitative results from the survey. Below is a list of topics by pillar area mentioned across focus groups and interviews.

- Understanding and using vulnerability assessments and climate models (e.g. need to know what they are telling you, knowing what projections are reliable) (ALL)
- Knowledge of cost-benefit analysis. (ALL)
- Understanding climate financing (e.g. what it is, opportunities, actors involved, dynamics across different funds, lending institutions, how we can work with them effectively) (LEDS)
- Understanding carbon accounting tools (e.g. Forest Carbon Calculator and the CLEER protocol) (LEDS)
- Understanding a variety of technological solutions (e.g. pros and cons) and supporting market conditions for new technologies. (CE)
- Understanding the linkages to biodiversity and forest conservation in REDD+ (SL)
- Understanding conceptual models and contextual factors that relate to deforestation (SL)
- Leveraging relationships between biodiversity and climate change (particularly on SL)
- Having a broader understanding of energy systems, utilities, distributions systems, transport. (e.g. Power Sector 101) (CE)
- Understand more about urban resilience and urban ecosystem-based adaptation, the actors involved and how it works in different parts of the world. (AD)
- Better technical understanding of adaptation, the guidance, project finance and how to leverage funds. (AD)

- Articulate what adaptation programming looks like at different levels (e.g. local, regional, national). (AD)
- Integration of adaptation and mitigation programming (this push is coming from outside the Agency) (AD)

Advanced Technical Training Topics: GCC

There was not a high degree of consensus about topics for advanced trainings. Below is a summary of the ideas presented throughout the interviews and focus groups.

- **Project design and management skills for GCC.** As one participant stated, “Have a GCC-specific Project Design and Management course. Talk about the GCC indicators, learning about the various ways that other programs are evaluating the impact of GCC programs.” This also includes putting together a good PMP and being able to evaluate key personnel against specific positions. As another person shared, “*One big recurring question is, ‘What do I do about programming? How do I operationalize the stuff shared in the trainings or in new policies?’ Also: ‘How do you design a program to be strategic and effective?’ and ‘How do you address underlying issues in a country?’*” Finally, another idea for advanced training mention is knowledge of technology options and integrating them into programming. As one person shared, “*I see that an emerging skill set the Mission staff will need to focus on is not the technology, but to have enough conceptual thought on technology options to see if there is something we should be supporting with our budgets and writing into RFPs.*”
- **Understanding the GCC Framework, Kyoto Protocol, GCC finance 101 and the international architecture.** Staff cited a need to understand the international context and process and get more direction on where international policy is going, as well as help to contextualize USAID’s program against the larger global effort. Also relevant is understanding the confusion at the global scale and why it influences us.
- **Climate finance.** This includes how to finance development projects, how to connect governments to existing global funds, and how to help them better budget these types of activities within their own system. It may also include financial mechanisms, like loan guarantees, how to leverage additional finance, establishing projects that are bankable and getting them implemented – sometimes not with AID funds but establishing the connection between partners.
- **Monitoring, Reporting and Verification (MRV).** As one participant shared, “*There seems to be a lot of interested in what does a MRV system look like. MRV for GHG emissions and helping countries to do their regular reporting to the UNFCCC. There are lots of people who are still struggling with what really needs to be in it.*” As another participant highlighted, “*I see the need for more advanced technical training and understanding on a deeper level and what this implies in a project in which we are expected to implement MRV protocols within a country.*”

- **Helping people to network and connect peer-to-peer inside and outside USAID.** Staff observed that GCC Office staff could help to lead peer-to-peer exchanges of information through the PMP and connect Missions (and especially FSNs) to networks across the Agency. As one person shared, *“In the mission, we do not have people to talk to about these issues; the best way is to get people together in person.”* Also, one participant stated, *“How can we learn from other donors and groups – they have different approaches. Can USAID foster a broader learning community outside of USAID? Everyone is tackling the same issues. What are others doing? What has worked and what has not worked? Are we repeating the same mistakes made by others?”*
- **Keeping up with how climate change is affecting other issues** (e.g., environment, health, etc.). A participant noted that since this changes quickly, it may not lend itself to training and we would need to access technical expertise (e.g. scientists and other technical professionals). Staff said a consideration might be using social media to access research and take individual responsibility for developing networks and bringing technical expertise back to the Agency.
- **Clean Energy:**
 - Understanding of electricity markets, energy sector, integration of climate change and coastal mitigation (e.g. blue carbon) and LEDS in general.
 - More depth on the same business development side and would add in a lot more on energy-related policy and how that’s related to clean energy.
- **Sustainable Landscapes:** A few participants in these discussions noted the importance of getting a greater depth on carbon accounting, carbon markets, carbon credits and finance. In addition, at least one participant touched upon community engagement and stakeholder mobilization. As stated by one individual, *“What you typically find in a landscape project or forestry project is there are lot of people involved in affecting the land, many people are dependent on it, they are often quite vulnerable. There are competing uses, and not much government presence (often at least) so you really need local engagement and a lot of buy-in in protecting forest or growing forest.”*
- **Adaptation:**
 - Doing a deep dive on the specifics of adaption (e.g. how do you manage and monitor carbon stock? What are the governance issues affecting this?)
 - As shared by one participant, *“Understanding potential climate impacts and creative ways to address them. This includes knowing main impacts and how to identify best solutions. The skill is related to being creative - you need to think of new things, be creative in programs. When you look at it creatively, you start thinking about land use planning, thinking about economic incentives that might encourage people to move to high ground, thinking about how to put in road infrastructure that will drive development to other places. Things that will take a lot of time thinking about it to reach those ideas.”*

- As stated by another participant, “[USAID staff need to understand how different countries operate and think about adaptation and how they are doing it is important. What’s the status of their implementing, and what are the gaps? When we know the gaps, we know how we can help.”
- **Better understanding of the links between biodiversity and climate change.** As stated by one participant, “Biodiversity and climate are closely connected. We do not do different things. Climate emissions and maintaining sustainable biodiversity are important. This includes a better understanding of fundamental principles of biodiversity conservation, how the size of conservation areas matters, the location has an impact on biodiversity. Better understanding of how human actions, expansion of agriculture or logging or fire management, how those things influence and affect the results we are trying to measure in terms of climate change mitigation.” The suggestion also included looking at the social dimensions of these issues. “

E. Program Officers

Throughout the LNA interviews and focus groups, the need to enhance Program Officers’ (PO) knowledge of ENV/GCC sectors and issues was seen as critical for successful programming. Based on this feedback, one additional interview was conducted with PPL staff focused on the Program Cycle and the development of Program Officers (POs) in the BS-02 and BS-94 categories throughout the Agency. The interviewee shared that one of the findings of a current survey on the program cycle has revealed that people think they understand the program cycle even though they have not been trained. PPL is working on instituting the program cycle as part of the “discipline of development” and incorporation of this concept into daily work. The interviewee felt strongly that the program development process and budget cycle need to be understood by all Agency staff, not just Program Officers. In talking about their role, the interviewee wants POs to be seen as “interlocutors” and see their role to “help technical officers to get to a point of incorporating and understanding the program cycle, understanding the parameters of policies and how to meet the earmark”. The interviewee added, “BS-02’s and BS-94’s need to understand enough about the sector to meet them in the design, strategy and budget phase.”

IV. Integration

Respondents to this section of the survey included 215 Backstops (including nine BS-40s) and 30 non- Backstops. Integration was conceptualized as "mainstreaming" in the survey, i.e. integrating biodiversity, GCC, or water considerations into sectors other than the environment and climate change.

Table 22: Respondents by Backstop

| Backstop | Program Analyst/Project Development (BS 2/94) | Operations/Administrative Management (BS 3) | Financial Management (BS 4) | Agriculture (BS 10) | Economics (BS 11) | Private Enterprise Development (BS 21) | Engineering (BS 25) | Env/Natural Resource Management and/or CC (BS 40) | Health, Population, and Nutrition (BS 50) | Education (Backstop 60) | Crisis, Stabilization, and Governance (BS 76) |
|----------|---|---|-----------------------------|---------------------|-------------------|--|---------------------|---|---|-------------------------|---|
| Number | 69 | 7 | 4 | 31 | 10 | 28 | 10 | 9 | 25 | 4 | 19 |

Quantitative Findings

- [Figure 29](#) shows that 42%, or 103 respondents, have already integrated biodiversity, GCC or water considerations and/or objectives in programming in sectors other than the environment/GCC. Half, or 123 respondents, have not yet taken any steps towards integrating or ever thought about it.
- There are no statistically significant differences in responses between FSNs and USDH, Field and HQ, among Regions or funding streams.
- Proportionate to their representation among survey respondents, Agriculture Backstops indicated the greatest amount of experience (68% of BS 10s) integrating biodiversity, GCC, or water considerations and/or objectives in programming in sectors other than the environment/CC followed by Private Enterprise Development Backstops (60% of BS 21s).
- [Table 23](#) shows what respondents indicated they need in order to integrate biodiversity, global climate change or water considerations and/or objectives into programming in their sector. The most common themes were knowledge/training in other sectors to know how to integrate, support and guidance from leadership (at the Missions and at HQ), examples from Missions where integration has been successful and support in overcoming barriers related to integrating programs such as lack of funding and inflexible funding mechanisms.
- Analysis of themes by sub-population show some minor differentiation as can be seen in [Tables 24-26](#).

Figure 29: Integration

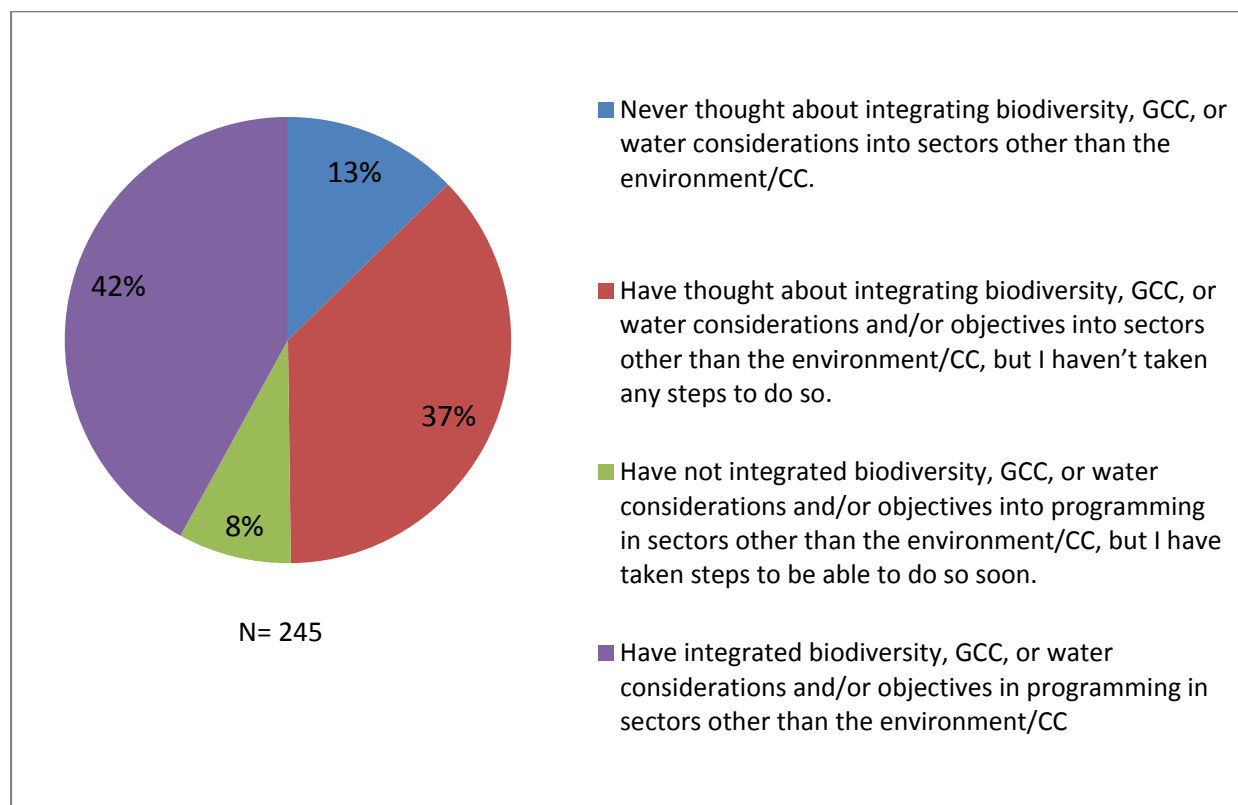


Figure 30: Integration Responses by Region

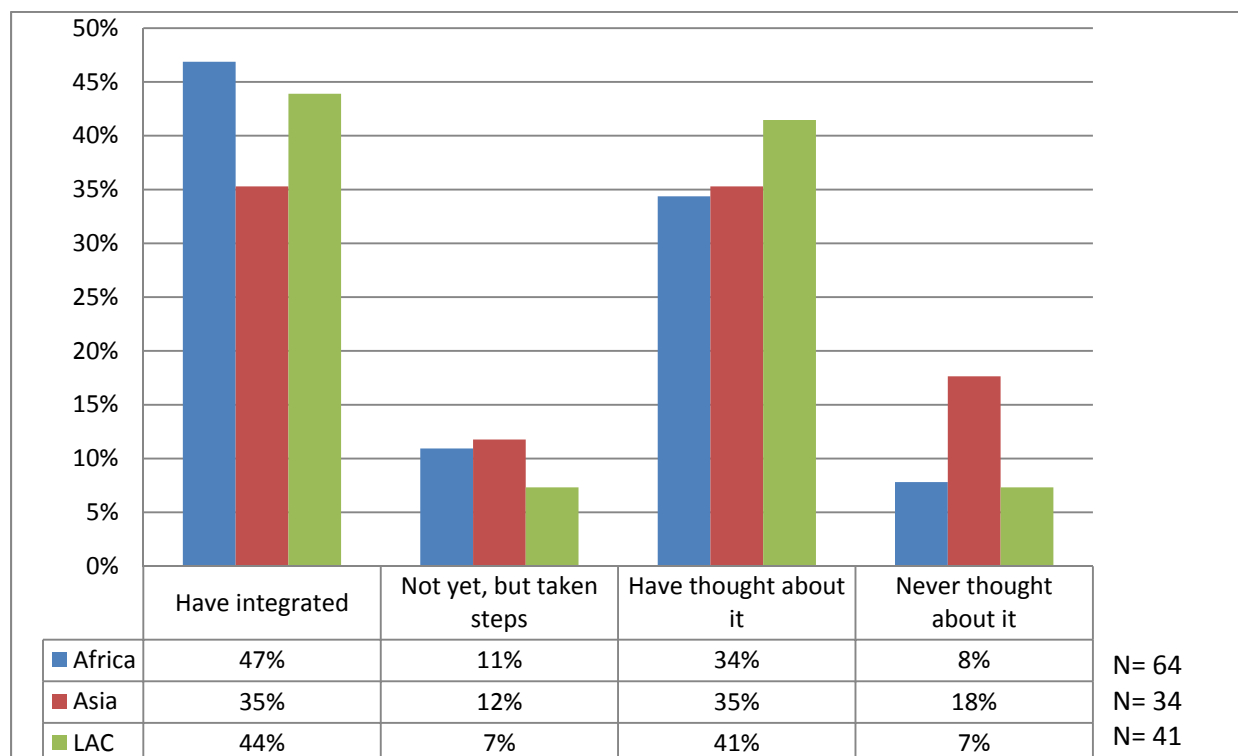


Table 23: Integration Needs

| Theme | Frequency |
|---|-----------|
| Knowledge and Training - Integration Specific and/or Technical | 89 |
| Support and guidance/direction from leadership (HQ and Mission Management) | 35 |
| Examples of program and/or funding integration from Missions, including best practices, challenges, methods used | 26 |
| Support in overcoming funding challenges that discourage or inhibit integration, such as lack of funds and inflexible funding | 26 |
| Time | 19 |
| Guiding documents/resources: e.g., toolkits, SOWs, checklists | 11 |
| Increased cooperation from staff | 10 |
| Other | 21 |
| No Answer/Not Relevant/Not Applicable | 37 |

The top three themes related to Integration needs given by Field respondents were:

Table 24: Integration Needs: Field

| Theme | Responses |
|---|-----------|
| Knowledge and Training - Integration Specific and/or Technical | 69 |
| Support and guidance/direction from leadership (HQ and Mission Management) | 23 |
| Funding challenges discourage or inhibit integration, such as lack of funds and inflexible funding. | 17 |

The top three themes related to Integration needs given by HQ respondents were:

Table 25: Integration Needs: HQ

| Theme | Responses |
|--|-----------|
| Knowledge and Training - Integration Specific and/or Technical | 20 |
| Support and guidance/direction from leadership (HQ and Mission Management) | 12 |
| Examples of program and/or funding integration from Missions including best practices, challenges and methods used | 12 |

For all Backstops, knowledge and training on integration and technical knowledge related to other sectors was the most commonly cited need for enabling integration. Ranked second for backstop 94/2 and 21 was support and guidance/direction from leadership, which was defined as HQ and Mission leadership. The second highest ranked need for BS-10s was examples of program and/or

funding integration from Missions, which was the third highest ranked need for BS-94/2s. The remaining responses were mentioned by five or less people from a backstop. See [Table 26](#) for the full list of responses by theme.

Table 26: Integration Needs: Backstops

| Theme | Backstop | | | | | | | | | | | |
|--|----------|---|---|----|----|----|----|----|----|----|----|------|
| | 2 | 3 | 4 | 10 | 11 | 21 | 25 | 40 | 50 | 60 | 76 | 94/2 |
| Knowledge and Training - Integration Specific and/or Technical | 2 | 1 | 0 | 8 | 4 | 6 | 1 | 5 | 12 | 0 | 7 | 27 |
| Support and guidance/direction from leadership (leadership defined by HQ and Mission Management) | 0 | 0 | 0 | 4 | 1 | 6 | 2 | 3 | 3 | 1 | 2 | 7 |
| Examples of program and/or funding integration from Missions including best practices, challenges and methods used. | 1 | 0 | 0 | 6 | 1 | 5 | 0 | 1 | 3 | 0 | 1 | 6 |
| Support in overcoming funding challenges that discourage or inhibit integration including a lack of funds, inflexible funding. | 1 | 0 | 0 | 3 | 0 | 4 | 2 | 0 | 2 | 0 | 2 | 5 |
| Time | 0 | 0 | 0 | 1 | 0 | 2 | 3 | 1 | 1 | 1 | 1 | 3 |
| Guiding documents/resources: ex. Toolkits, SOWs, checklists, etc. | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 3 | 0 | 0 | 4 |
| Increased cooperation from staff is needed to create effective integrated programs. | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 3 |

The top three responses given by the Regions related to Integration needs can be seen in the [Table 25](#) below. The ME and EE Regions have not been included given their very small response numbers.

Table 27: Integration Needs: Regions

| Themed responses | AFR | Asia | LAC |
|--|-----|------|-----|
| Knowledge and Training - Integration Specific and/or Technical | 27 | 14 | 22 |
| Support and guidance/direction from leadership (HQ and Mission Management) | 7 | 4 | 6 |
| Examples of program and/or funding integration from Missions including best practices, challenges and methods used | 6 | 4 | |
| Funding challenges discourage or inhibit integration such as lack of funds, inflexible funding, or difficulty in operationalization integrated funds | | | 2 |

Qualitative Findings

Two focus groups were conducted on integrated programming in Washington, DC: one with the focus on integrated programming with funds and one with a focus on mainstreaming. Given the low number of participants, the qualitative data presented is a **summary of the comments** from these sessions rather than identification of common themes as with previous sessions. Overall, most comments between the two groups were similar so their data has been combined below. Where appropriate, distinctions between integrated programming (with funds) and mainstreaming perspectives are captured below.

Examples of Integrated Programming and Mainstreaming

Each group was asked to share examples of integrated programming or mainstreaming of programs. In both groups, the overwhelming sense was that there were few programs in which integration and/or mainstreaming is happening. In the integrated programming group, there were several examples of integration of various ENV/GCC sectors in learning and resources around conflict, such as the Water and Conflict Toolkit, the Treasure, Turf and Turmoil Course and Water, other CK2C courses, and Climate Change and Conflict. Work examples included a program in Zambia that focuses on global climate change, Feed the Future and biodiversity programs. For the EVC MOT program, support is being provided for biodiversity and social conflict issues around extractive industries, and a WASH program is being done in conjunction with integrated water resources management. A few areas of future integration/mainstreaming that were identified include: water and productivity (agriculture); and working on wildlife trafficking, conflict and biodiversity, specifically in South Sudan.

It is interesting to note that in the integrated programming focus group, there was a sense that more “conceptual integrated programming” or mainstreaming may be happening, whereas the mainstreaming group sensed that more integrated programming happens with various funding streams.

Challenges and Barriers to Integrated Programming and Mainstreaming

As stated in the examples section, both groups shared a number of challenges associated with both integrated programming and mainstreaming. One key challenge was that the Agency’s funding and initiative streams create a disincentive for working across sectors. As participants shared, given the requirements around funding streams, initiative priorities and indicators/reporting makes it difficult to integrate when there are limited resources in a program. They also cited that the 5-year program cycle is particularly difficult when working with climate change. In the integrated programming group specifically, they also mentioned the importance of considering where in the life a program you are trying to integrate and ensuring your program is not just an “add-on.”

Participants in both groups identified a lack of senior leadership support for integrated programming (e.g. Mission Directors, USAID leadership, etc.). In addition, staff mentioned that Program Officers, from a lack of understanding or disinterest, can be a significant barrier.

Success Factors, Skills and Knowledge Needed for Integration and Mainstreaming

Participants identified a range of success factors, skills and knowledge needed to be successful when integrating or mainstreaming programs. These included:

- **Having the support of senior leadership to integrate** (including LOE and resources). As one participant shared, *“Office Directors or Mission Directors also need to be sold on integrated programming as they are the ones that can make sure their staff has the time and resources to do it. It might be a wasted effort.”*
- **Co-location.** As shared by one participant, *“Co-location for integrated programs is key. If individuals are geographically collocated then it is easier to ask the right questions and look at questions from multiple views.”*
- **Developing personal relationships.** This included building networks of people to get information from and to learn about other sectors. Connecting with experts in other sectors on integrated projects to review implementing partner products.
- **Flexibility and adaptive management.**
- **Teamwork and collaboration.** This refers to the need to be good at promoting and fostering teamwork and collaboration as a mean to ensure integration.
- **Knowledge of climate change.** This includes better knowledge of climate change predictions and what is uncertain/what is not and how to think about climate change outcomes when you have a 5-year timeline. It was also mentioned that having locally relevant information is also important.
- **Program design skills for integration.** For integration, skills in assessment were cited as particularly important to ensure it is done in a strategic way. This includes the ability to do problem analysis, identify strategic entry points, know the requirements of earmarks, the ability to develop indicators, etc. In the mainstreaming group in particular, staff said there needs to be more strategic thinking, planning and decision-making as programs sometimes end up as a “mish mash” of everything to keep groups happy. Groups discussed the importance of integrating programming when relevant rather than just trying to integrate everything.
- **Knowledge of other sectors.** In several focus groups and interviews, the need to better understand other sectors was mentioned. For example, a GCC staff member needs to understand health, water, etc.

Tools, Documents and Resources

Participants took some time to discuss the tools, documents and resources that would be most useful to help USAID staff looking to integrate or mainstream. Below is the list of tools, documents and resources mentioned by each group.

Table 28: Tools, Documents and Resources

| Integration | Mainstreaming |
|--|---|
| Mission staff are already overburdened. Tools need to reach the right people with some technical expertise. Tools need to be quick and useful. | Need to know what resources exist already/only create new documents that are useful – there are too many documents, audience is not always clear, need to be sure what we have is used and useful |
| Conceptual models that staff can apply | Offer more joint trainings (e.g. climate and agriculture) |
| Looking theories of change from other sectors and seeing how to apply them | Share what justifications exist in terms of progress towards initiatives or congressional earmarks or mandates |
| Case studies of successes and failures | Do creative outreach (e.g. video screening, celebrities, advocacy to higher-ups to share with staff) |
| Knowledge of and access to information about indicators (and new indicators better measure) | |

Learning Content and Methods for Integration and Mainstreaming

Groups were asked to discuss what learning content and methods were needed for improving integration and mainstreaming. Below is a list summarizing the ideas from each group.

Learning Content

- **Problem Analysis.** Understanding the dynamics and relationships for integration. *“For example, you must understand conflict dynamics, land tenure, climate change and how they relate to biodiversity. We need to be able to do the proper analysis in order to identify the issue, the connections, and then pull funding.”*
- **Indicators.** *“We are designing a course for climate smart food security. The course infuses climate change considerations into Feed the Future programming. The approach that we are taking is to provide climate change information at the beginning of the FTF programming process and help the group understand how to report on indicators. Indicators bring everything back to reality from the programming perspective, at least at USAID.”*

Learning Methods

- **Learning activities.** A number of methods of learning activities were offered, including picking a sector program or a geographic location and pushing integration, spending time on how programming is done (e.g. interventions, decision-making), doing a simulation with a multi-sector group of technical experts and sharing ideas about what you would do

(including consequences for decisions, understanding time and money considerations), sharing a variety of good examples in USAID in other Missions and bureaus, and modeling/scenario planning.

- **Advanced trainings must be context/content specific.** Help participants to think through a series of questions for the situations they are facing. This may include examining variables, stressors and potential dimensions at different stages, how to evaluate risks with a climate change lens, differences in integrating with different sectors, and deciding what indicators can be used. As one participant stated, *“For you the challenge will be getting into enough detail while also recognizing that the ‘detail’ is often very specific to a certain context. The effective structure will be for people to understand the theoretical concepts and then use some of the more specific tools to apply concepts to their situation.”*
- **Offer more training at different levels.** Offer different training for audiences who need more basic information and for those who need more advanced information.

Learning for Implementers on Integration and Mainstreaming

Participants were asked to consider what learning needs might be different for implementing partners. From these discussions, the following pointers were made:

- **Highlighting USAID Issues and Goals.** Helping partners to see the larger picture, what we are trying to do and why. This includes ensuring that partners are thinking at a systems level.
- **Knowing the methodologies.** Participants acknowledged that it is important for implementing partners to know the methodologies they are using well. However, USAID staff also have to know the methodologies so they can make good decisions when implementers give them information.
- **USAID Forward has changed the implementers USAID works with.** Participants noted that there is more work now with local NGOs on small contracts.
- **Spatial awareness of programs.** Sharing how projects and programs are laid out and the distance and relationship between them.

V. Learning Styles

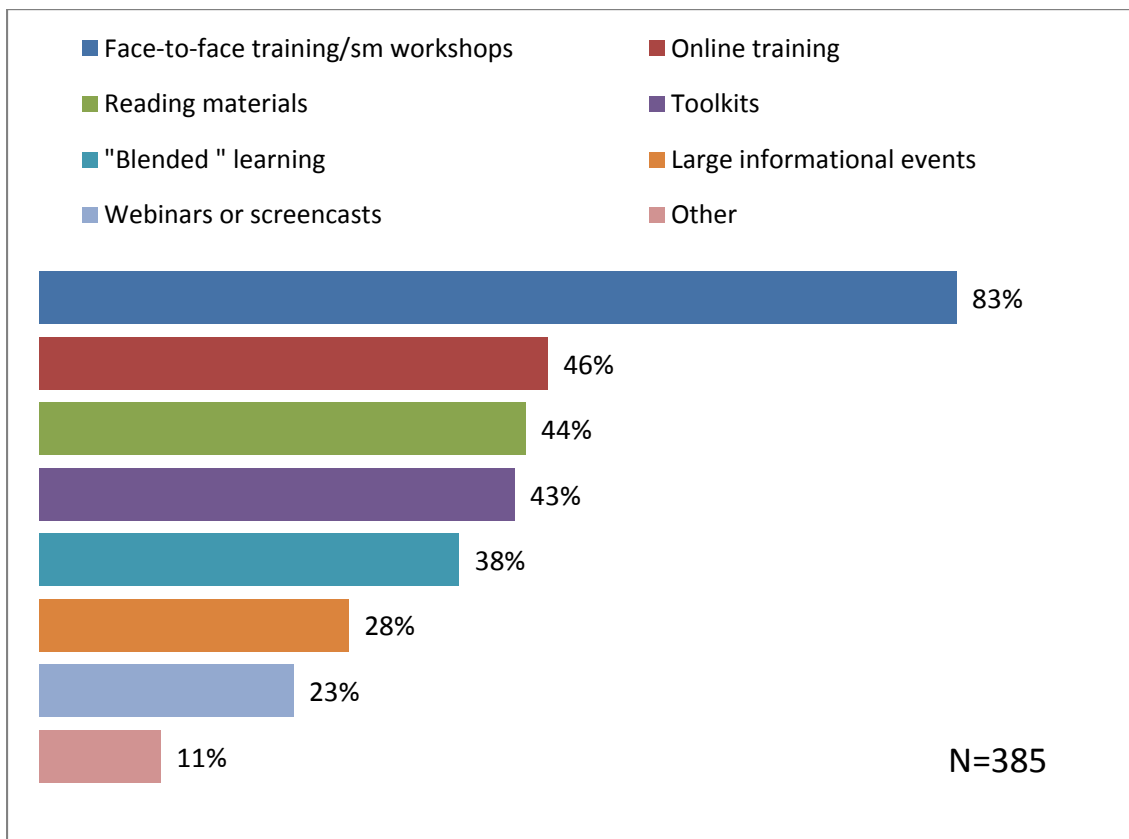
This section includes an analysis of the learning styles of the respondents to inform potential learning events. Respondents to questions in this section ranged from 374 to 389. About 2/3 of respondents to this section were USDHs. Similarly, about 2/3 of respondents were field staff.

a. Learning Methods

Quantitative Findings

- Face-to-face training is the preferred style of training for respondents in general as well as respondents in every sub-population examined: HQ/Field/Region/FSN/USDH.
- Face-to-face training, online courses and reading materials represent the top three highest ranked learning preferences for Field and HQ staff. FSNs ranked reading and blended learning equally after face-to-face training. Slight differences are observed in preferences among Regions, with Africa and Asia ranking toolkits 2nd and ME ranking it 3rd.

Figure 31: Learning Methods



Narrative responses have been coded according to theme and tallied in the table below:

Table 29: Learning Methods Narrative Responses

| Comments | Frequency |
|--|-----------|
| On the job training | 5 |
| Mentoring, including through TDYs and peer review | 5 |
| Visiting examples or demonstrations of projects | 5 |
| HQ support: - GCC guidance (1) - follow-up with sector specialists and Program Office staff (1) - examples of successful projects (2) | 4 |
| State of the Art, learning from peers | 3 |
| Blend of written and online for discussion | 2 |
| Reference materials and on-demand info | 2 |
| Field exposure | 2 |
| Brown-bags ,briefings with "policy makers" within the Agency | 2 |
| Other (1 ea): - Online learning not dependent on others - Depends on the learning intended - Inter-Mission collaboration and cooperation - Time - Work more with the NGO doing the work. - Events for host country - problem solving oriented training courses, assessment and project design - Receiving a toolkit after training - Apps - Face-to-face preferred, but easier to do online though learning is compromised | 9 |

b) Training location

Quantitative Findings

- For all sub-groups except HQ staff, the preferred location of a training is in their Mission, following by training in their Region and, lastly or least preferred, in Washington, D.C.
- HQ staff ranked Washington, DC as their most preferred training location, followed by training in a Mission, and lastly, training in the Region.

- Rankings for each location are included in the [Tables 30 and 31](#).⁵

Figure 32: Training location

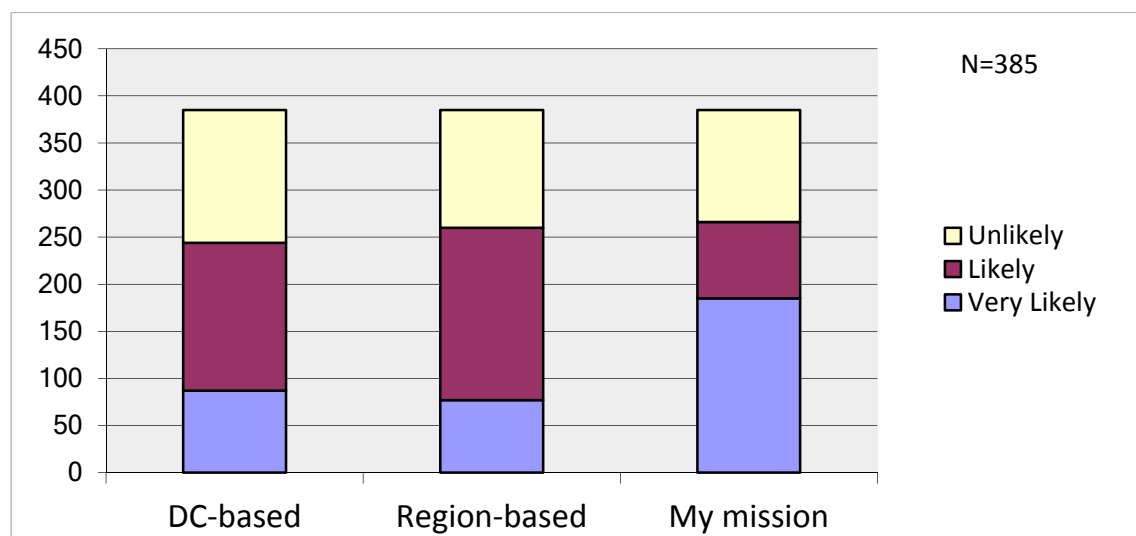


Table 30: Training Location

| | All | FSN | USDH | Field | HQ |
|------------|------|------|------|-------|------|
| My Mission | 2.17 | 2.53 | 2.07 | 2.58 | 1.29 |
| Region | 1.88 | 2.33 | 1.72 | 2.13 | 1.2 |
| DC-based | 1.86 | 1.9 | 1.85 | 1.61 | 2.39 |

Table 31: Training Location – Responses by Region

| | AFR | Asia | EE | ME | LAC |
|------------|------|------|------|------|------|
| My Mission | 2.59 | 2.66 | 3.83 | 2.69 | 2.6 |
| Region | 2.1 | 2.24 | 2.22 | 2.08 | 2.03 |
| DC-based | 1.29 | 1.49 | 1.94 | 1.69 | 1.88 |

c) Preferred Length of Time

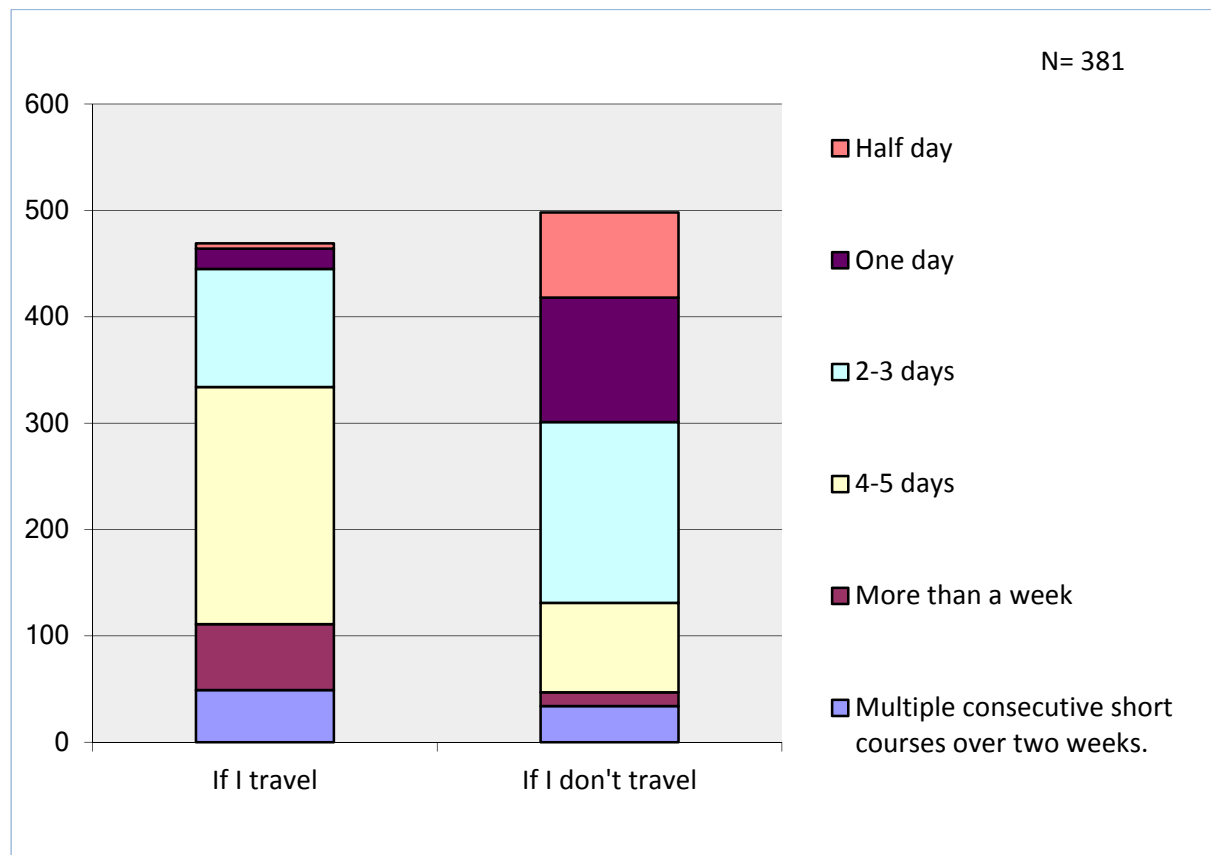
Quantitative Findings

- 4-5 days is the preferred length of training for all sub-groups when travel is required.
- When no travel is required, 2-3 days is preferred by everyone except HQ staff, which prefer 1 day.

⁵ Rankings determined using weighted averaging.

- The least preferred options were:
 - One day when travel is required
 - Multiple consecutive short courses over two weeks when no travel is required

Figure 33: Preferred Length of Time



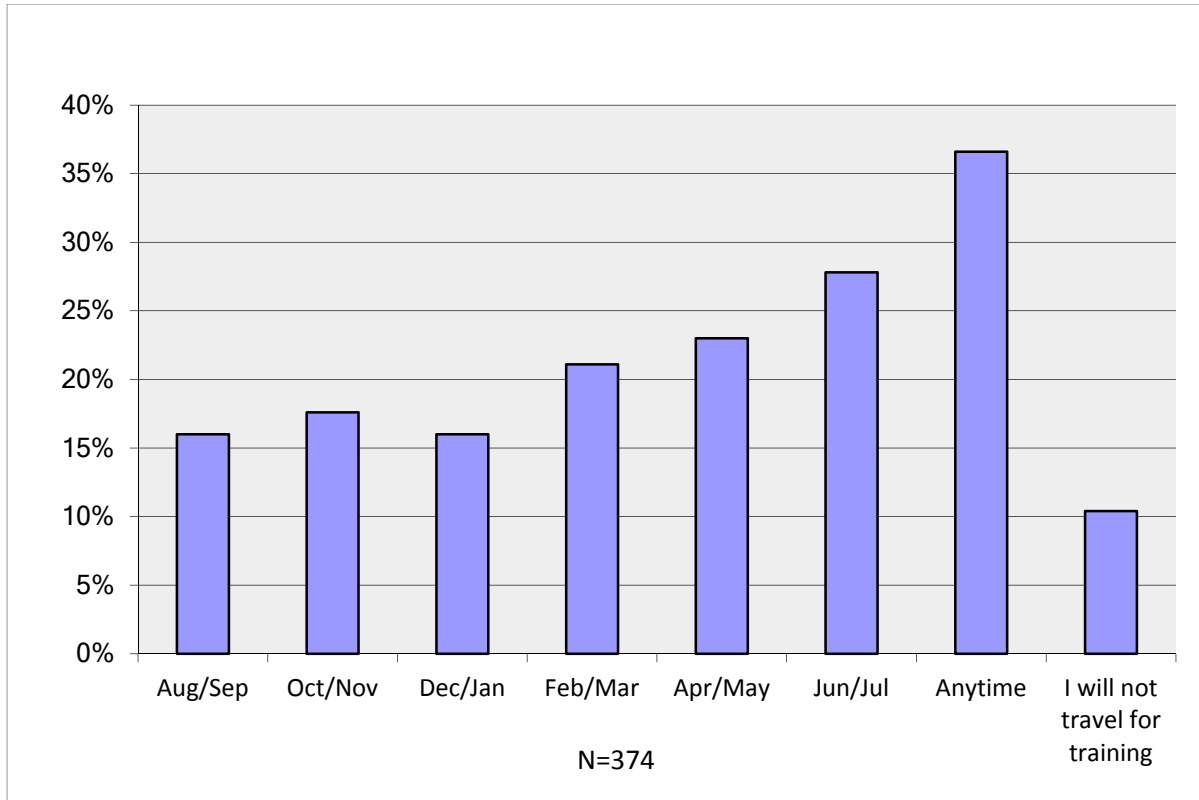
d) Preferred Time for Training

Quantitative Findings

- Overall, FSNs and USDHs as well as Field and HQ indicated *Anytime* as their most preferred time for training. This may imply there are other factors, more critical than time, impacting whether or not a staff member attends a training.
- Variation in preferences can be seen among the Regions:
 - AFR- June/July
 - Asia & ME- anytime
 - EE- Oct/Nov
 - LAC-Apr/May

- Jun/July was in the top two preferences for all sub-groups except HQ staff, for whom Feb/March was their second choice.

Figure 34: Preferred Time for Training



e) Online Course Preferences

Quantitative Findings

- All sub-groups selected *Self-paced* and *Blended learning courses* as their most preferred online course preferences.
- *Collaborative online courses* was the third choice for most sub-groups, with the exception of HQ and the LAC Region, which selected *Live webinars* as their third choice. The EE Region selected both *Collaborative* and *Live webinars* in equal measure.

Figure 35: Online Course Preferences

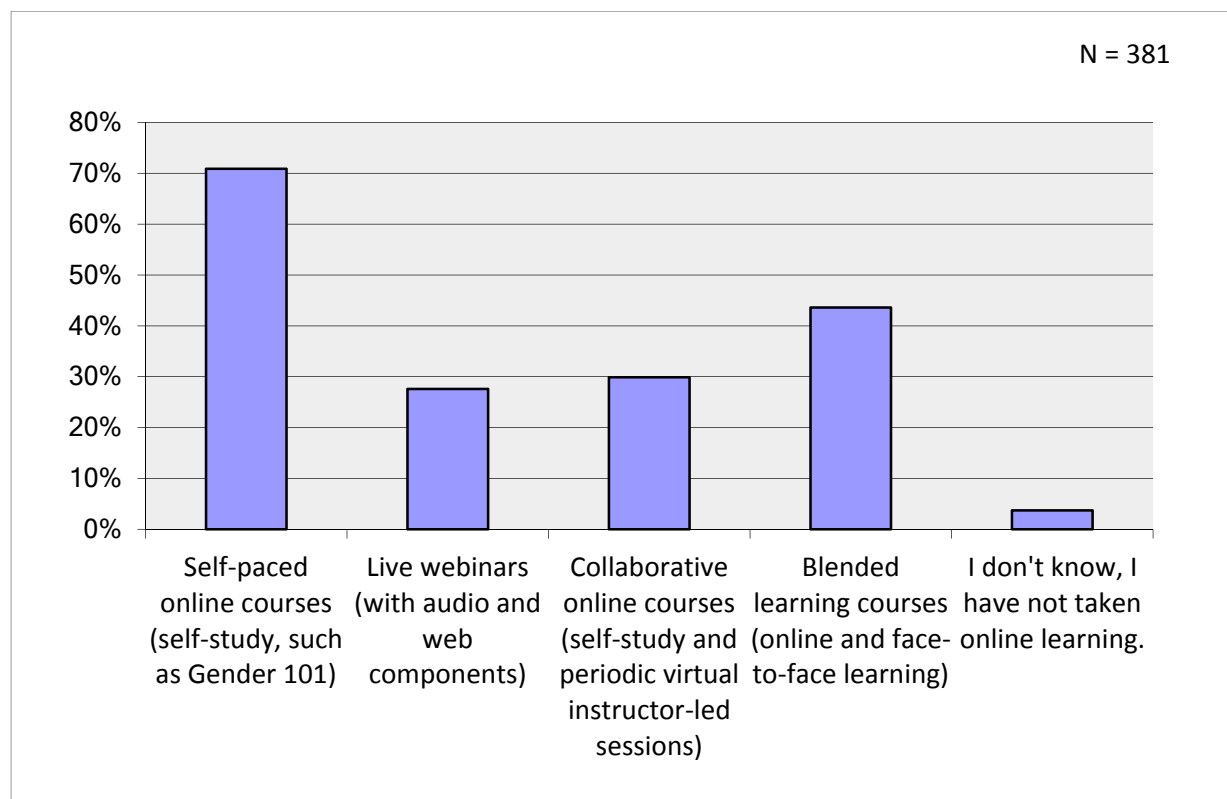


Table 32: Online Course Preferences

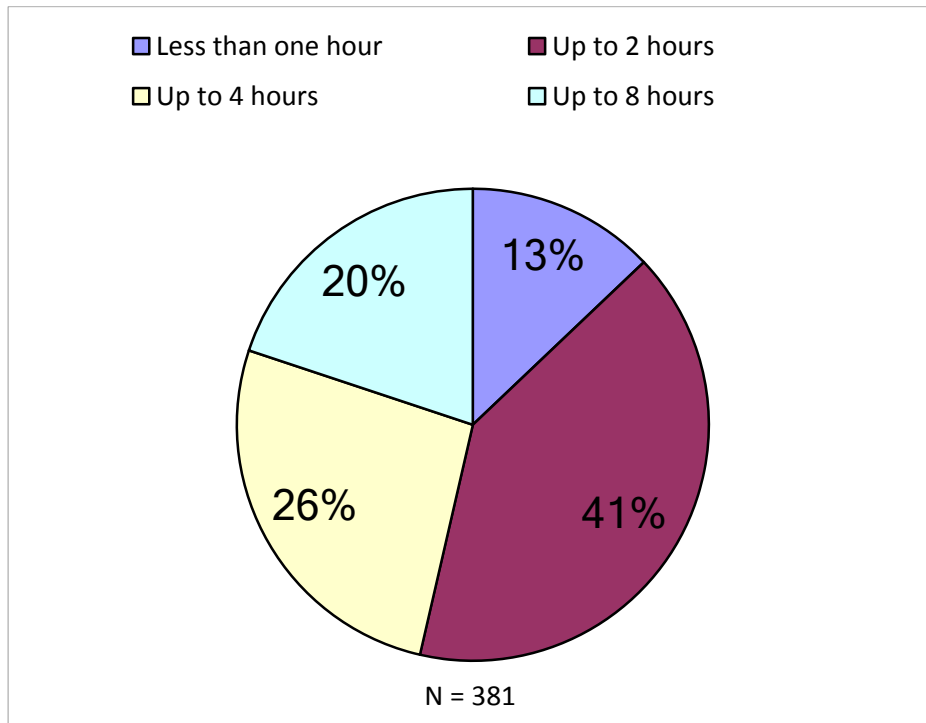
| Comments | Frequency |
|---|-----------|
| Not a fan of online training (including one that just wants online reference materials and toolkits) | 8 |
| Time difference makes participation difficult if instructor in DC | 3 |
| Short videos (20 minutes max) from experts | 3 |
| Live webinars tricky- IT issues for Missions | 2 |
| Other: <ul style="list-style-type: none"> • Depends on the material • Self-paced, less audio • Keep sessions under a few hours • Use simulations • Would like to go to a university for 3-4 weeks • Have an interactive discussion about climate change finance for a few key people, not a whole course. • Offer a structured way to keep up with the literature • Small, cross-sector consultations to complement on-line coursework could be done by Region. | 1 each |

f) Self-Paced Online Learning

Quantitative Findings

- All sub-groups selected ‘up to 2 hours’ as the length of time they would be willing to spend on self-paced online learning with the exception of the AFR Region, which indicated ‘up to 4 hours’.
- Less than one hour was the least preferred length of self-paced online learning.

Figure 36: Self-paced Online Learning

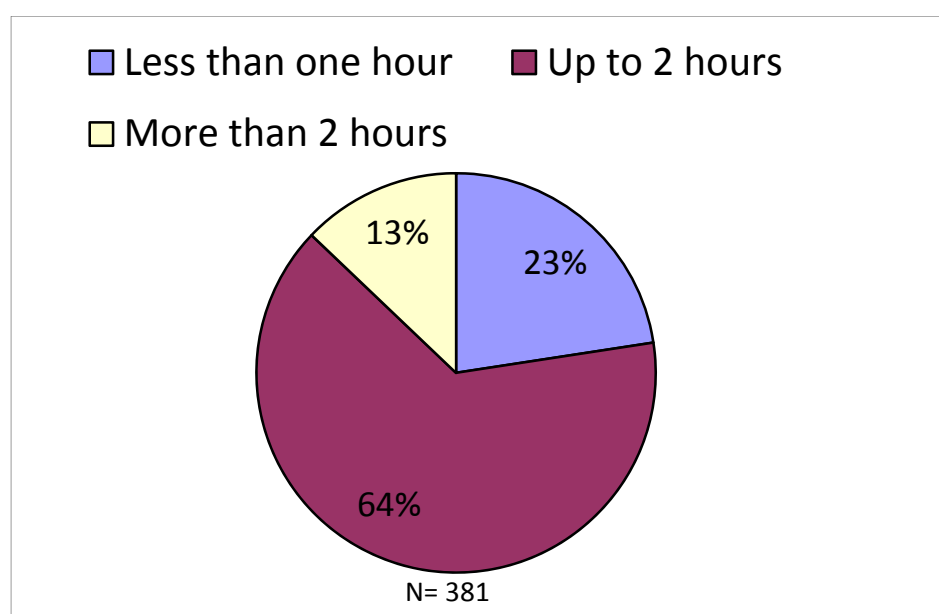


g) Live Online Learning

Quantitative Findings

- ‘Up to 2 hours’ was the preferred length of live online learning for all sub-groups except the ME Region, for whom this was their second most preferred length. The Asia Region chose ‘Up to 2 hours’ and ‘more than 2 hours’ in equal measure.
- All sub-groups except the ME Region chose ‘less than 1 hour’ as their second most preferred length of live online learning.

Figure 37: Live Online Learning

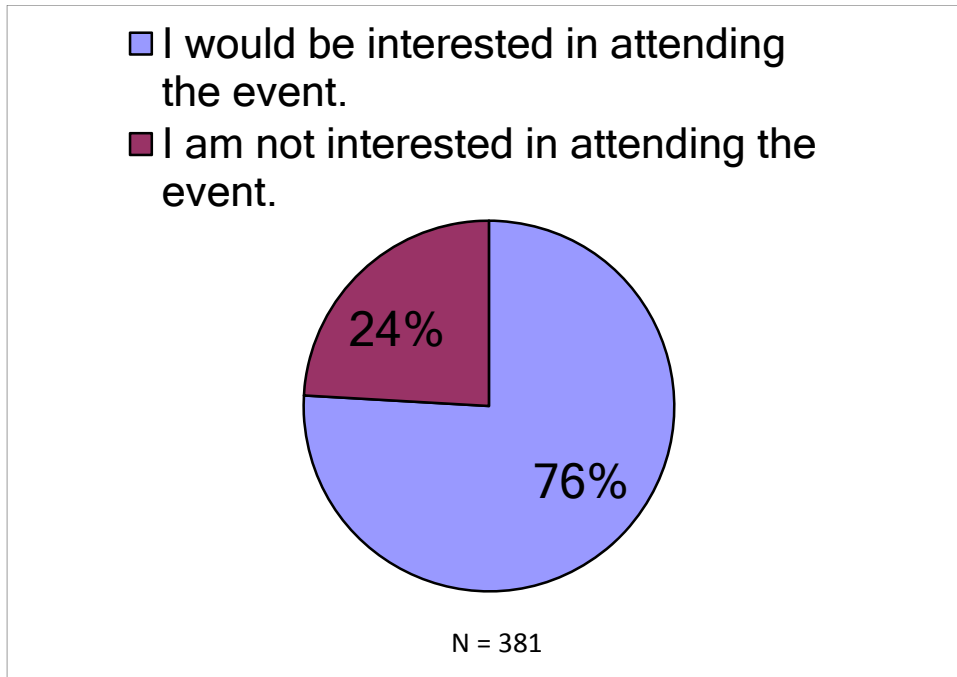


h) Climate Change and Environment Workshop

Findings

- A total of 289 respondents indicated that they are interested in attending the proposed Climate Change and Environment Workshop, including:
 - 81 FSNs, 208 USDHs
 - 186 Field staff, 103 HQ staff
 - 65 staff from AFR, 48 from Asia, 14 from EE, 10 from ME and 42 from LAC
 - 120 staff working with GCC funding

Figure 38: Climate Change and Environment Workshop

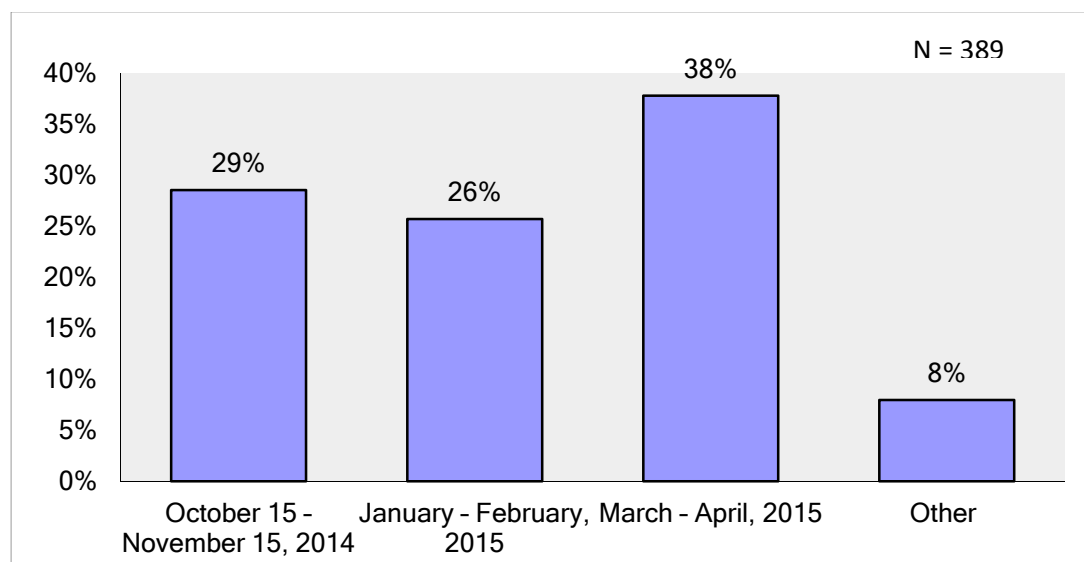


i) Preferred Months

Findings

- March/April is the most preferred time for training for all sub-groups except HQ respondents. March/April was the 3rd choice for HQ respondents.
- Jan/Feb is the second choice for FSNs and the Field overall, but Oct/Nov is the second choice for Asia, EE, ME and LAC.

Figure 39: Preferred Months



j) Obstacles to Training

Quantitative Findings

- Time was among the top three obstacles to attending training cited by all sub-groups.
- Leadership support for non-required training was in the top three obstacles for all sub-groups except HQ.
- FSNs cited training opportunities offered (20%) and OE funding (19%) as their top two obstacles; USDHs cited time (31%) and leadership support for non-required training (18%).

Table 33: Obstacles to Training

| Responses | Frequency | Response Percent |
|--|-----------|------------------|
| Time | 244 | 64% |
| Leadership support to participate in non-required training | 153 | 40% |
| Operating Expenses (OE) funding for travel | 151 | 40% |
| Training opportunities offered | 137 | 36% |
| Leadership support to participate in required training | 78 | 21% |
| Program funding for travel | 76 | 20% |
| Training or professional development plan | 29 | 8% |
| Equipment/technology | 13 | 3% |
| Other | 53 | 14% |
| Total responses | | 381 |

Qualitative Findings

In a variety of focus groups and interviews, participants were asked to discuss which learning methods they preferred for topics including GCC, Biodiversity and NRM, Water, Integration and Leadership. Across these groups the following themes about learning methods emerged:

- **Face-to-face training.** Many participants who cited learning methods said face-to-face learning is their preference. In most cases, they said these events are best for discussion, exchanging best practices and networking. Some participants argued that for some technical areas, face-to-face is also preferred given how complex the information is and so that they can ask questions.
- **Blended learning.** In a few cases, participants mentioned blended learning (though not frequently). Some participants said that they prefer online “foundation” courses (e.g. more basic information that people can learn on their own) and then a deeper dive in a shorter in-person event. Others stated that they would prefer to go to a face-to-face course first to get to know people and then follow up with online training.
- **Self-paced online learning.** As with blended learning, a few participants mentioned online learning. Participants shared that they preferred courses that allow them to “grab and go” – effectively getting information when they needed it. There was also a stated preference by a few participants for being able to test out of modules (as with a feature available in the new Gender 101 course). Some participants stated that online courses might be better for offering technical information, versus soft skills.
- **Conferences (global, regional, State of the Art).** Several participants stated that conferences are an effective method for growing knowledge. People felt that conferences are the best way to get state-of-the-art knowledge, and if in a regional event, connected closely to their context. It was acknowledged that across USAID it is hard to get permission to attend these events. One participant shared that they hope ECO is able to bring in the state of the art to USAID.
- **External learning opportunities.** Several participants also shared that they thought outside USAID learning experiences would be most useful in helping staff attain the knowledge and skills they need. Given the variability of staff needs and skills, especially in technical areas, participants thought it would be most effective if USAID supported more external training.
- **Allow for networking and exchange of information.** Many participants cited the importance of discussion and exchange among staff in the Agency, particularly the importance of Mission-to-Mission sharing.

- **Other learning types.** A variety of other learning types/activities were suggested across groups, including:
 - Case Studies (success and failures)
 - Simulations and Modeling/Scenarios (to understand impacts of decisions)
 - Site Visits
 - Rotations
 - Bring in outside experts to present
 - Mentoring and coaching (formal or informal)
- **Separate training for people at different levels.** Several participants noted the need to ensure there are different levels of training available for different levels of staff. Some staff will need a deeper dive for the content of a course to be relevant to their work and their level of experience. As was noted several times that staff outside of Environment Officers (e.g, Senior Leadership, Program Officers, people from other sectors) need to be reached to effectively integrate ENV/GCC understanding throughout the Agency.
- **Ensure training is relevant to the context/can be applied.** Across interviews and focus groups, it was shared that training needs to be relevant to the context of the participants. While some people envision this being done through more specific trainings, others shared that this would mean introducing conceptual models and ensuring there is time for application.
- **Mixed reaction in terms of whether to use outside experts or USAID.** There was a mix of perspectives on whether or not it is preferable to have outside experts or internal USAID staff design and deliver learning. It was acknowledged that USAID staff need to play a role to ensure that learning is relevant in the context of USAID. It was also stated that USAID technical staff have been overburdened in the past in developing learning and there is a need to find a new model for training development. In other cases, some participants stated that having outside experts would be important so that USAID staff can gain new perspectives on their sectors.

In addition to these themes, several learning themes were captured under knowledge management and are included in the following section.

VI. Knowledge Management

This section includes an analysis of respondents preferences related to seeking, sharing and storing information to inform potential approaches to knowledge management. Respondents to questions in this section ranged from 366 to 379. Similar to the learning styles section, about 2/3 of respondents to this section were USDHs and about 2/3 were field staff.

The responses to the knowledge management section mirrored responses from other KM and Communications surveys and evaluations administered in the last few years. As in the recent communications survey and the CK2C CKM evaluation, respondents to this survey indicated that their preferred means of sharing information is email and face-to-face meetings. Blogs and social media are not often used to collect or share information.

Most important for the majority of respondents, Knowledge Management is experienced as a set of activities and processes which are not part of their jobs. These findings, corroborated by other surveys and evaluations, present the ECO team with opportunities to help USAID leverage existing preferences, processes, procedures and technology to better support KM needs in the Field and in DC.

It must be noted that there were a few interviewees who made use of blogs and social media to access and share technical information for their work. For example, one person taught themselves how to use twitter and LinkedIn to keep up to date with evolving knowledge around climate change and make connections with the global scientific community and practitioners for constant information exchange. In view of the strong preference by most respondents to consult colleagues for both technical and administrative information related to their work, these positive outliers could be helpful in getting more USAID personnel to make use of knowledge sharing tools.

a) Access to web-based resources

Findings

- Over 90% of staff both at HQ and in the Field use an office computer
- A much larger segment of HQ staff have access to a home computer: 70% compared to 35% of Field staff
- There appears to be no significant difference between regions or between FSOs and FSNs within Missions.

Figure 40: Access to web-based resources

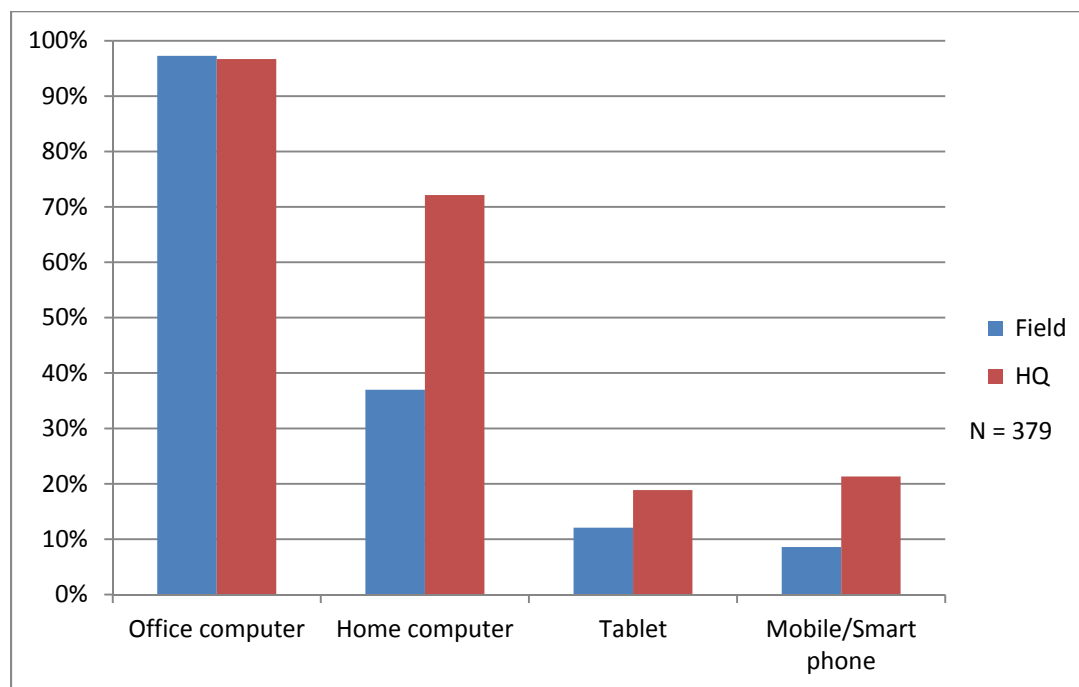


Table 34: Access to web based resources

| Response | Frequency | Response Percent |
|--------------------|-----------|------------------|
| Office computer | 368 | 97% |
| Home computer | 183 | 48% |
| Mobile/Smart phone | 48 | 13% |
| Tablet | 54 | 14% |
| Other | 9 | 2% |

b) Sources of technical information about the environment and Climate Change

Findings

- Over 70% of respondents both at the Mission level and at HQ selected Google and other search engines.
- Colleague selected by 45% of Mission staff and 39% of HQ staff.
- 40% of Mission staff use the USAID intranet, compared with 28% of HQ staff.
- Less than 5% of Mission staff use social media, Frameweb, the RM portal or the water wiki.
- Less than 10% of DC staff use social media, Frameweb, or the water wiki.
- 13% of DC staff use the RM portal.

Figure 41: Source of Technical Information

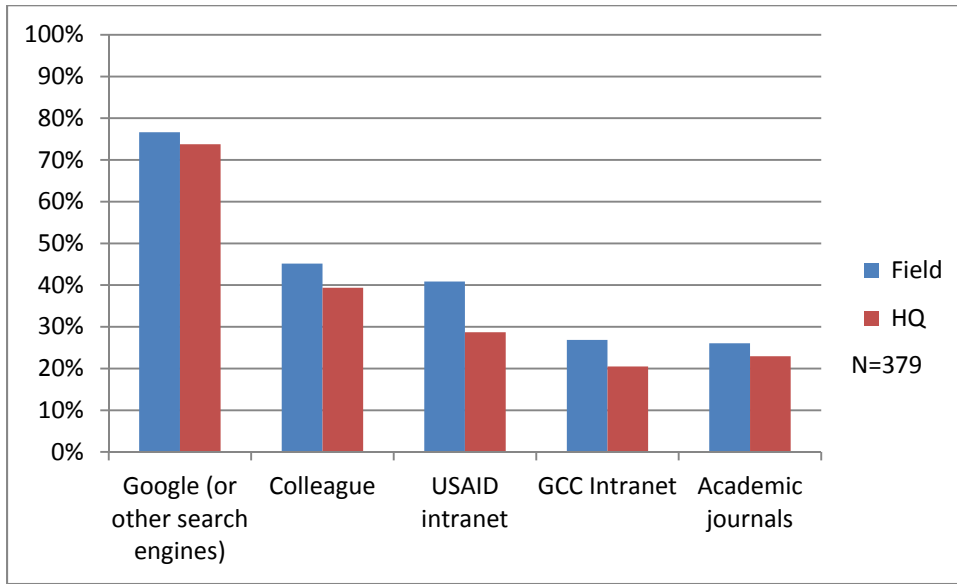


Table 35: Source of Technical Information

| Answer Options | Frequency | Response Percent |
|----------------------------------|-----------|------------------|
| Google (or other search engines) | 287 | 76% |
| Colleague | 164 | 43% |
| USAID intranet | 140 | 37% |
| Academic journals | 95 | 25% |
| GCC Intranet | 94 | 25% |
| USAID.gov | 61 | 16% |
| Other | 56 | 15% |
| Mission websites | 47 | 12% |
| GCC Bulletin | 46 | 12% |
| AgriLinks | 37 | 10% |
| Listservs | 34 | 9% |
| USAID Impact Blog | 25 | 7% |
| USAID Learning Lab | 24 | 6% |
| FRAMEweb | 21 | 6% |
| RM Portal | 19 | 5% |
| Social media | 16 | 4% |
| Developedia | 15 | 4% |
| Water Wiki | 6 | 2% |

c) Sources of internal USAID Programming Guidance such as funding and reporting requirements

Findings

- Colleagues are the most trusted source of information: selected by over 65% of respondents.

Figure 42: Sources of Internal USAID Programming Guidance

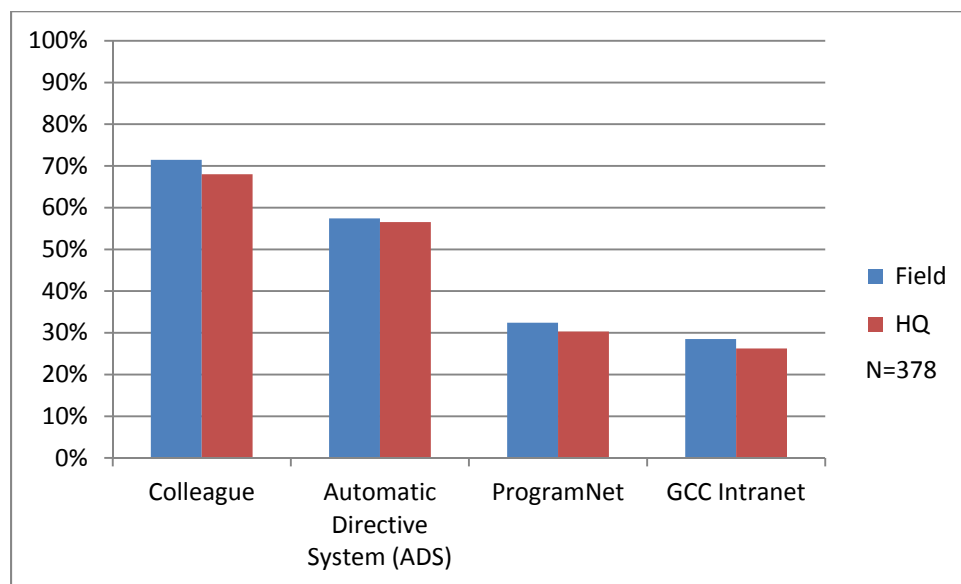


Table 36: Sources of Internal USAID Programming Guidance

| Answer Options | Frequency | Response Percent |
|----------------------------------|-----------|------------------|
| Colleague | 266 | 70% |
| Automatic Directive System (ADS) | 216 | 57% |
| ProgramNet | 120 | 32% |
| GCC Intranet | 105 | 28% |
| Other | 42 | 11% |
| FAB Intranet | 25 | 7% |
| LTRM Intranet | 13 | 3% |
| Water Wiki | 4 | 1% |

d) Means of sharing information within one’s Mission or Bureau

Findings

- Email is by far the preferred means of sharing information with colleagues within the same Mission or Bureau, followed closely by meetings.
- Less than 15% of either Mission-based staff or DC-based staff selected print or intranet as a means of sharing information within their office.

Figure 43: Means of sharing information within one’s Mission/Office or Bureaus

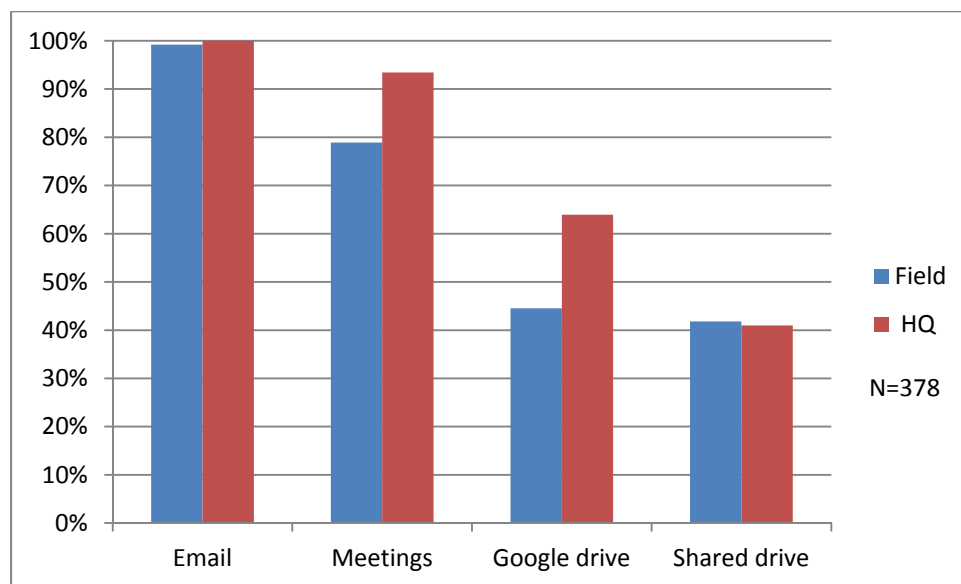


Table 37: Means of sharing information within one’s Mission/Office or Bureaus

| Answer Options | Frequency | Response Percent |
|----------------|-----------|------------------|
| Email | 376 | 100% |
| Meetings | 316 | 84% |
| Google drive | 192 | 51% |
| Shared drive | 157 | 42% |
| Print | 43 | 11% |
| Intranet | 26 | 7% |
| Other | 12 | 3% |

e) Means of sharing information across USAID

Findings

- Emails and face-to-face meetings remain the most favored means of sharing information.
- There is a significant difference between the Missions and DC in the use of Agency notices: 29% of HQ staff use Agency notices while only 11% of Mission staff use Agency notices
- There appears to be no significant difference related to the use of email, meetings and Google Drive at the Regional level or within Missions.

Figure 44: Means of sharing information across USAID

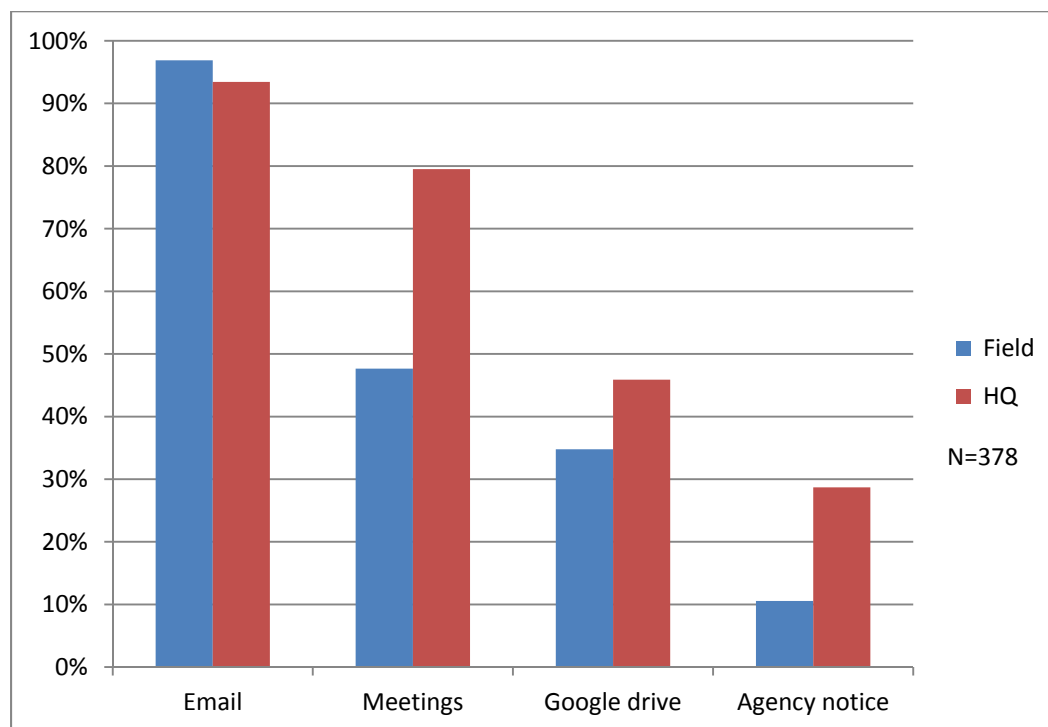


Table 38: Means of sharing information across USAID

| Answer Options | Frequency | Response Percent Field | Frequency | Response Percent HQ |
|----------------------------|-----------|------------------------|-----------|---------------------|
| Email | 248 | 97% | 114 | 93% |
| Meetings | 122 | 48% | 97 | 80% |
| Google drive | 89 | 35% | 56 | 46% |
| Agency notice | 27 | 11% | 35 | 29% |
| USAID Office Intranet site | 25 | 10% | 18 | 15% |
| Blogs | 9 | 4% | 15 | 12% |
| Print | 18 | 7% | 10 | 8% |
| Portals | 11 | 4% | 10 | 8% |
| Other | 16 | 6% | 7 | 6% |

f) Major barriers faced in accessing knowledge related to work

Findings

- Over 60% of respondents cited lack of time as a major barrier.
- Over 25% of respondents do not know where to go and feel that there is too much information.

- The data at the Regional level as well as within Missions does not vary from this. One notable piece of data is that 12% of FSNs selected “Too little information” as a barrier compared with only 4% of USDHs.

Figure 45: Major barriers faced in accessing knowledge

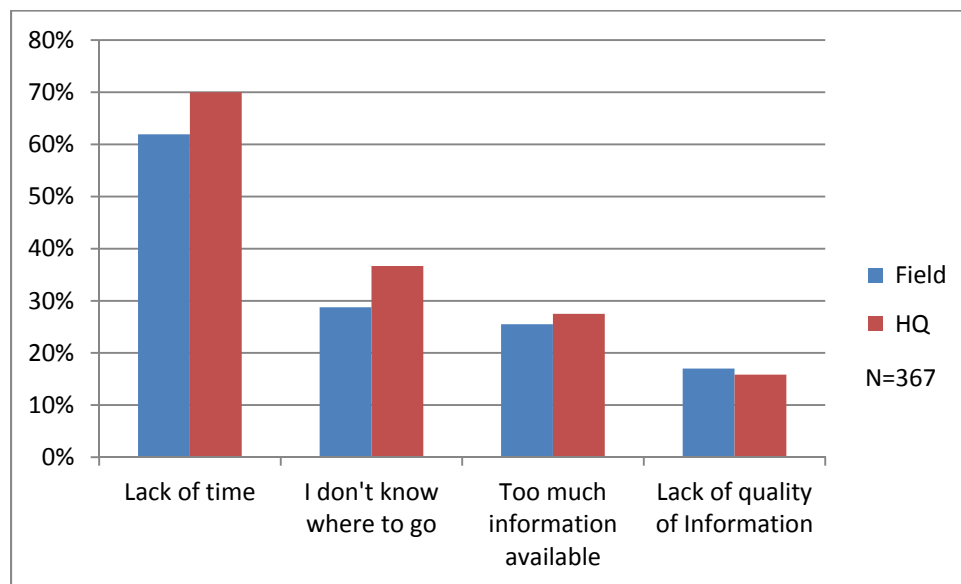


Table 39: Major barriers faced in accessing knowledge

| Answer Options | Frequency | Response Percent |
|----------------------------------|-----------|------------------|
| Lack of time | 237 | 65% |
| I don't know where to go | 115 | 31% |
| Too much information available | 96 | 26% |
| Lack of quality of Information | 61 | 17% |
| Other | 45 | 12% |
| Too little information available | 23 | 6% |

g) Major barriers faced in capturing knowledge related to work

Findings

- Over 60% of respondents cited lack of time as a major barrier.
- Over 20% are not sure how to best capture knowledge. This is also reflected among Regions as well as among within Missions.

- Comments provided in response to this question illustrate respondents’ confusion over the difference between knowledge capture and accessing knowledge which may be due to a difference in language usage.

Figure 46: Major barriers faced in capturing knowledge

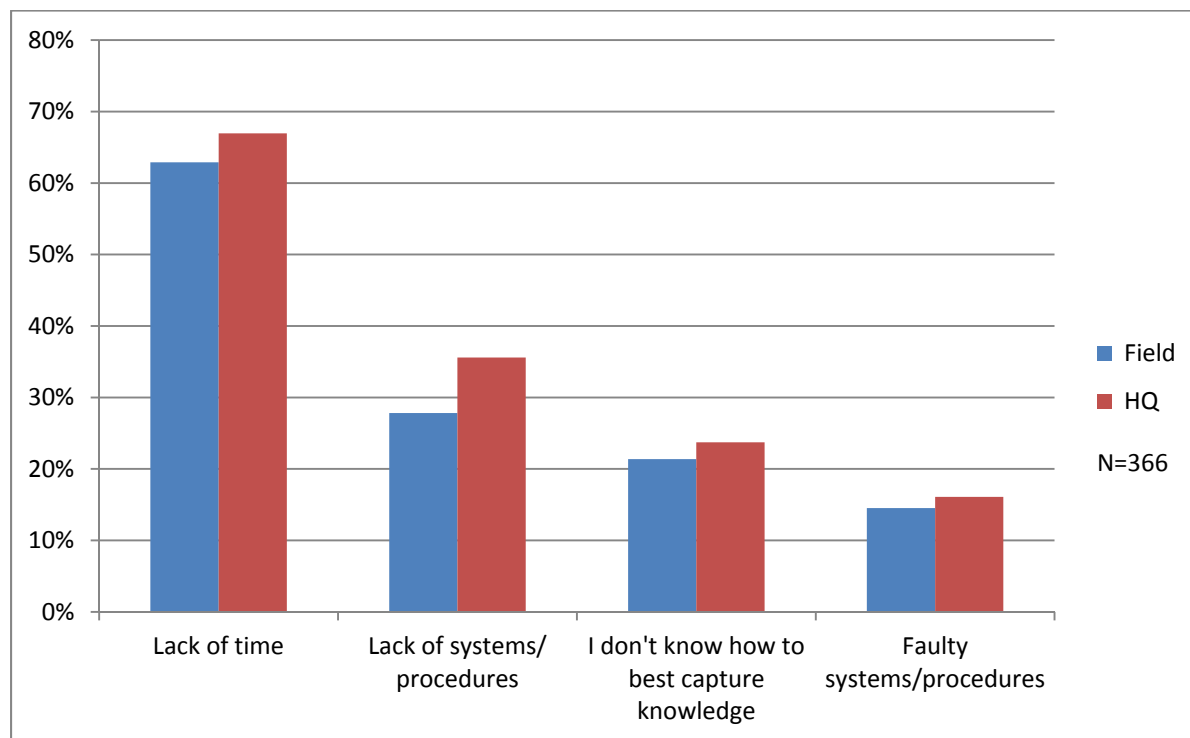


Table 40: Major barriers faced in capturing knowledge

| Answer Options | Frequency | Response Percent |
|--|-----------|------------------|
| Lack of time | 235 | 64% |
| Lack of systems/ procedures | 111 | 30% |
| I don't know how to best capture knowledge | 81 | 22% |
| Faulty systems/procedures | 55 | 15% |
| Other | 46 | 12% |

h) Major barriers faced in sharing knowledge related to work

Findings

- Over 60% of respondents cited lack of time as a major barrier.
- Comments pointed to lack of time on the part of colleagues as one of the causes for not “Getting the attention of the people with whom I am trying to share.”

- The data at the Regional level as well as within Missions does not vary from this.

Figure 47: Major barriers faced in sharing knowledge

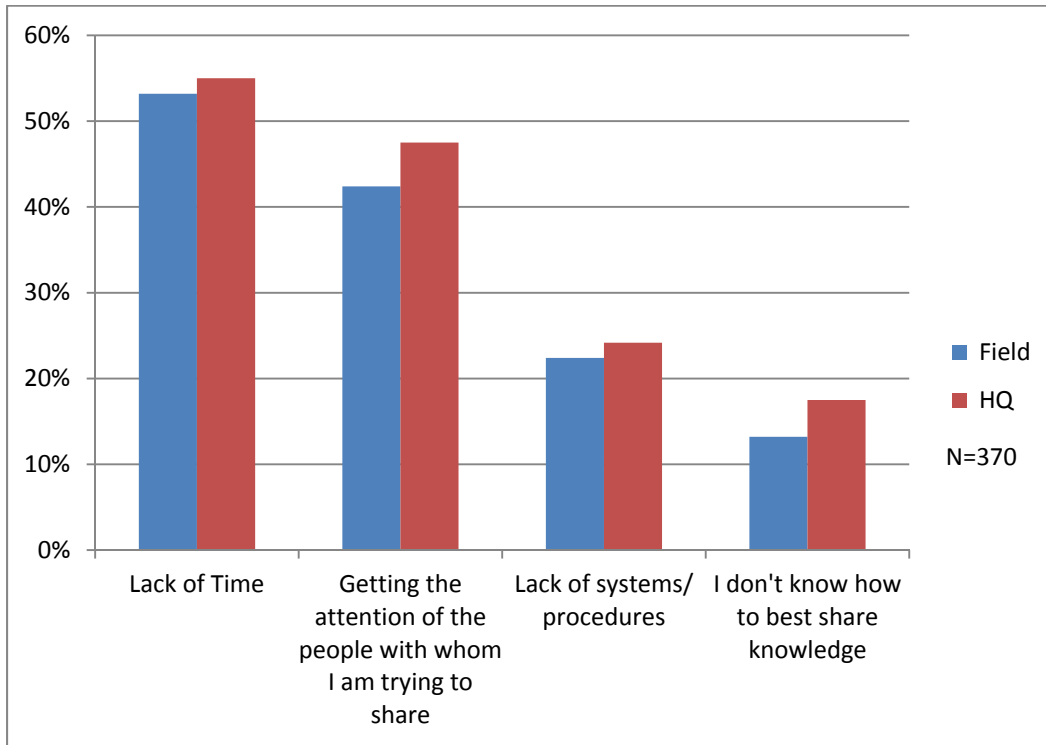


Table 41: Major barriers faced in sharing knowledge

| Answer Options | Frequency | Response Percent |
|--|-----------|------------------|
| Lack of Time | 199 | 54% |
| Getting the attention of the people with whom I am trying to share | 163 | 44% |
| Lack of systems/ procedures | 85 | 23% |
| I don't know how to best share knowledge | 54 | 15% |
| Other | 42 | 14% |
| Faulty systems/procedures | 31 | 8% |

Annex 1: ECO LNA Audiences

| Audience | Description | Examples |
|----------------------------|--|--|
| Primary Audience | TECHNICAL ENVT STAFF | BS-40 environment officers, FSNs, and Washington-based technical staff |
| Secondary Audience: | OTHER STAFF INVOLVED IN PROGRAMMING ENVT FUNDS | program officers, health officers, BFS/ag officers, DRG, Gender (Field and Washington-based) |
| Tertiary Audience | OTHER STAFF NOT INVOLVED IN PROGRAMMING ENVT FUNDS (INTEGRATION) | program officers, health officers, BFS/ag officers, DRG, Gender (Field and Washington-based) |
| Quaternary Audience | IMPLEMENTING PARTNERS | local NGOs, host country government counterparts |

Annex 2: ECO LNA Survey (see following pages)

- The data at the Regional level as well as within Missions does not vary from this.

Figure 49: Major barriers faced in sharing knowledge

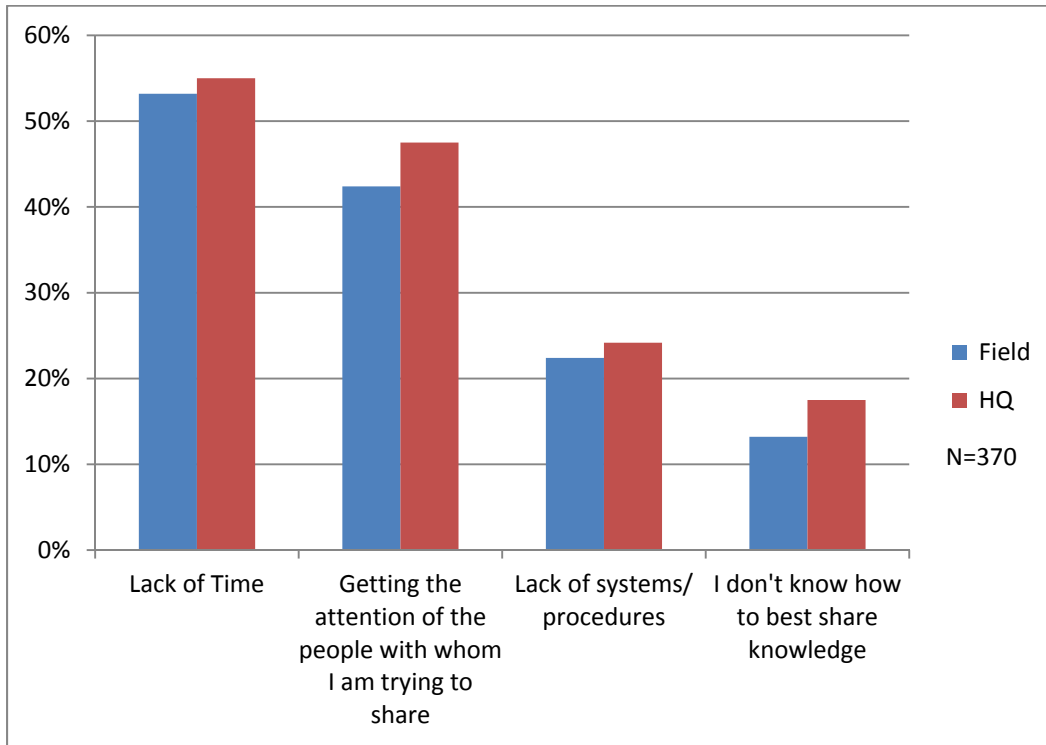


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| Lack of systems/ procedures | 85 | 23% |
| I don't know how to best share knowledge | 54 | 15% |
| Other | 42 | 14% |
| Faulty systems/procedures | 31 | 8% |

Annex 1: ECO LNA Audiences

| Audience | Description | Examples |
|----------------------------|--|--|
| Primary Audience | TECHNICAL ENVT STAFF | BS-40 environment officers, FSNs, and Washington-based technical staff |
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| Tertiary Audience | OTHER STAFF NOT INVOLVED IN PROGRAMMING ENVT FUNDS (INTEGRATION) | program officers, health officers, BFS/ag officers, DRG, Gender (Field and Washington-based) |
| Quaternary Audience | IMPLEMENTING PARTNERS | local NGOs, host country government counterparts |

ECO Learning Needs Assessment

Welcome!

Welcome to the ECO Learning Needs Assessment Survey! USAID's ECO (Environmental Communication, Learning, and Outreach) Project provides training, communication, and knowledge management services for four E3 offices: Forestry and Biodiversity (FAB), Global Climate Change (GCC), Land Tenure and Resources Management (LTRM), and Water.

The Learning Needs Assessment Survey is open to all USAID staff. The results of this survey will be used to identify learning needs and inform the development of training and knowledge management efforts related to the environment and climate change.

This survey is anonymous. Thank you in advance for taking the time to help us focus and improve learning resources to better serve your needs.

If you have any questions regarding this survey, please feel free to contact Megan Hill mhill@usaid.gov or Matt Folmar at mfolmar@trg-inc.com

Professional Background

1. Please identify your employment category:

- Foreign Service (FS)
- US Foreign Service Limited (USFSL)
- Civil Service (CS)
- Personal Service Contract – US (PSC US)
- Foreign Service National - Personal Service Contract (PSC FSN)
- Foreign Service National or Third Country National – Direct Hire (FSN/TCN DH)
- Participating Agency Service Agreement (PASA/RSSA)
- Fellow (AAAS, etc.)
- Other (please specify):

ECO Learning Needs Assessment

Professional Background

2. Please identify the technical area or backstop that describes your work.

- Program Analysis (Backstop 2)
- Operations/Administrative Management (Backstop 3)
- Financial Management (Backstop 4)
- Agriculture (Backstop 10)
- Economics (Backstop 11)
- Private Enterprise Development (Backstop 21)
- Engineering (Backstop 25)
- Environment/Natural Resource Management and/or Climate Change (Backstop 40)
- Health, Population, and Nutrition (Backstop 50)
- Education (Backstop 60)
- Crisis, Stabilization, and Governance (Backstop 76)
- Legal (Backstop 85)
- Project Development (Backstop 94)
- Other (please specify):

3. Please indicate your operating unit type:

- Bilateral/Country Mission
- Regional Mission
- Pillar Bureau
- Regional Bureau
- Independent Office
- Other (please specify):

4. (a) Please select your region:

- West Africa
- East Africa
- Southern Africa
- South and Central Asia
- Europe and Eurasia
- Middle East
- Latin America and the Caribbean

5. (b) Please select your Bureau/Office:

- Bureau for Africa
- Bureau for Asia
- Bureau for Europe and Eurasia
- Bureau for Latin America and the Caribbean
- Bureau for the Middle East
- Office of Afghanistan and Pakistan Affairs

6. (c) Please select your Pillar Bureau:

- DCHA (Democracy, Conflict and Humanitarian Assistance)
- E3 (Economic Growth, Education and Environment)
- BFS (Bureau for Food Security)
- GH (Global Health)

7. How many total years have you been employed with USAID?

- Less than 2 years
- 2-5 years
- 6-10 years
- 11-15 years
- More than 15 years

8. How many total years of environment and/or climate change experience do you have, including both work and graduate school?

- No prior experience
- Less than 2 years
- 2-5 years
- 6-10 years
- 11-15 years
- More than 15

9. What funding source(s) do you work on? (Select all that apply.)

- Biodiversity
- Economic Support Funds
- Feed the Future
- GCC Adaptation
- GCC Clean Energy
- GCC Sustainable Landscapes
- Global Health
- Unrestricted Development Asst
- Water

ECO Learning Needs Assessment

10. Select ALL USAID- sponsored environment- and/or climate change-related training courses you have completed.

- Environment Matters Course
- Foundations of ENRM (online)
- Environment and Natural Resources Management (ENRM) Overview Course (ENRM 101)
- Applied ENRM Programming Course or ENRM Applications Course (ENRM 201)
- Treasure, Turf and Turmoil: The Dirty Dynamics of Land and Natural Resources Conflict (3Ts)
- Water, Sanitation, and Hygiene Overview Course (WASH)
- Water and Food Security
- Overview of Global Climate Change (GCC-101) (online)
- Integrating Climate Change into Development (GCC-ID)
- Global Climate Change Adaptation (GCC-AD)
- Global Climate Change and Clean Energy (GCC-CE)
- Global Climate Change and Sustainable Landscapes (GCC-SL)
- Monitoring and Reporting on GCC Projects and Programs (GCC-MR)
- Global Climate Change Mission-based Training (GCC-WA, GCC-CB, GCC-CA)
- Water and Climate Change Adaptation (GCC-WAT)
- Climate Smart Food Security
- Land Tenure and Property Rights: Issues and Best Practices Course
- Environmental Compliance
- I have not attended any of these courses.
- Other (please specify):

ECO Learning Needs Assessment

General Competencies

In this section you will be asked to rate your current abilities to program in the environment sector and climate change issues area.

Please answer the question below to determine if you should take this section. If you select "no" you will skip this section move on to the next relevant section of the survey.

11. Is your technical area or backstop environment and climate change (BS-40)?

- Yes
- No

ECO Learning Needs Assessment

General Environment and Climate Change Competencies

Below you will see a series of statements. For each statement, you will be asked to assess your current ability. Use the following scale:

- 1 = Able to do this at an expert level and can coach/mentor others
- 2 = Confident in my ability do this on my own but not able to coach/ mentor
- 3 = Some ability to do this, but need additional support
- 4 = Not able to do this now
- 5 = Not relevant for my work

12. Cross-Sectoral Environmental Programming, Implications and Relationships

Respond to each statement below. Remember to use the scale described at the top of this page.

| | 1 | 2 | 3 | 4 | 5 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) I can articulate why environment issues are important to other sectors. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) I can use systems thinking and/or adaptive management approaches to see environmental issues with a holistic approach. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) I can create and sustain partnerships to increase the scale and scope of environment and climate change programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) I can work with colleagues across development sectors to integrate climate change and environment considerations into USAID programs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

13. Markets, Trade, Economics, and the Environment

Respond to each statement below. Remember to use the scale described at the top of this page.

| | 1 | 2 | 3 | 4 | 5 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) I can assess environmental aspects of market development and trade and identify incentives for sustainable resource management. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) I can assess both positive and negative impacts of environmental aspects of market development and trade as well as identify incentives for sustainable resource management. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ECO Learning Needs Assessment

General Environment and Climate Change Competencies (continued)

Below you will see a series of statements. For each statement, you will be asked to assess your current ability. Use the following scale:

- 1 = Able to do this at an expert level and can coach/mentor others
- 2 = Confident in my ability do this on my own but not able to coach/ mentor
- 3 = Some ability to do this, but need additional support
- 4 = Not able to do this now
- 5 = Not relevant for my work

14. Environmental Compliance

Respond to each statement below. Remember to use the scale described at the top of this page.

| | 1 | 2 | 3 | 4 | 5 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) I can analyze environmental impacts during the design and implementation of project activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) I can ensure environmental compliance requirements are met. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) I can articulate environmental compliance requirements to implementing partners and contractors. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

15. Environment and Governance

Respond to each statement below. Remember to use the scale described at the top of this page.

| | 1 | 2 | 3 | 4 | 5 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) I can assess the governance requirements for successful environment programs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) I can identify key policies and regulatory frameworks and how they impact environmental outcomes. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) I can identify where resource rights and land tenure is important to environmental governance and incorporate land tenure interventions into program design. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) I can design programs that include policy and strengthened institutions (at all levels—local, regional, national). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) I can design programs that include best practices in community-based natural resource management. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ECO Learning Needs Assessment

General Environment and Climate Change Competencies (continued)

Below you will see a series of statements. For each statement, you will be asked to assess your current ability. Use the following scale:

- 1 = Able to do this at an expert level and can coach/mentor others
- 2 = Confident in my ability do this on my own but not able to coach/ mentor
- 3 = Some ability to do this, but need additional support
- 4 = Not able to do this now
- 5 = Not relevant for my work

16. Climate Change and Development Approaches and Technologies

Respond to each statement below. Remember to use the scale described at the top of this page.

| | 1 | 2 | 3 | 4 | 5 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) I can design GCC Sustainable Landscapes activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) I can monitor and report on GCC Sustainable Landscapes activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) I can design GCC Clean Energy activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) I can monitor and report on GCC Clean Energy activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) I can design GCC Adaptation activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) I can monitor and report on GCC Adaptation activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) I can integrate climate change adaptation considerations into programming in other sectors. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) I can integrate climate change mitigation considerations into programming in other sectors. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i) I can create results frameworks and choose appropriate indicators for global climate change programs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

17. Approaches to Energy Development

Respond to each statement below. Remember to use the scale described at the top of this page.

| | 1 | 2 | 3 | 4 | 5 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) I can assess the competitiveness of clean energy enterprises, including renewable energy and energy efficiency. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) I can assess and interpret the economic, policy, institutional, and social effects of energy service providers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) I can determine when energy sector reforms are necessary. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ECO Learning Needs Assessment

General Environment and Climate Change Competencies (continued)

Below you will see a series of statements. For each statement, you will be asked to assess your current ability. Use the following scale:

- 1 = Able to do this at an expert level and can coach/mentor others
- 2 = Confident in my ability do this on my own but not able to coach/ mentor
- 3 = Some ability to do this, but need additional support
- 4 = Not able to do this now
- 5 = Not relevant for my work

18. Natural Resources Management Approaches and Technologies

Respond to each statement below. Remember to use the scale described at the top of this page.

| | 1 | 2 | 3 | 4 | 5 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) I can identify gaps and issues in a host country's natural resource management programs across sectors. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) I can implement natural resource management activities using various approaches, including Nature, Wealth and Power, Payments for Ecosystem Services, Landscapes/Seascape planning, and/or Integrated Water Resources Management. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) I can utilize appropriate methodologies and frameworks to conduct field assessments and data collection to identify critical natural resource management concerns. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) I can analyze threats on spatial and temporal scales and design programs to mitigate these threats. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) I can identify threats at different scales and design programs to mitigate them. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) I can access and use science and technology to generate evidence for environment programming. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) I can monitor and report on integrated biodiversity programs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

19. Urban Approaches and Technologies

Respond to each statement below. Remember to use the scale described at the top of this page.

| | 1 | 2 | 3 | 4 | 5 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I can incorporate urban issues (such as water and sanitation, municipal finance, shelter, urban tenure) in environmental program design and management. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ECO Learning Needs Assessment

General Environment and Climate Change Competencies (continued)

Below you will see a series of statements. For each statement, you will be asked to assess your current ability. Use the following scale:

- 1 = Able to do this at an expert level and can coach/mentor others
- 2 = Confident in my ability do this on my own but not able to coach/ mentor
- 3 = Some ability to do this, but need additional support
- 4 = Not able to do this now
- 5 = Not relevant for my work

20. Leadership

Respond to each statement below. Remember to use the scale described at the top of this page.

| | 1 | 2 | 3 | 4 | 5 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) I can facilitate open discussions with a variety of audiences. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) I can apply Agency strategic planning guidance and analytical requirements. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) I can use critical thinking skills to develop strategies, test hypotheses, and assess program performance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) I can lead successful project teams. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) I can identify problems and determine solutions and alternatives. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) I can clearly convey information and ideas to a diverse audience. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) I can effectively represent USAID in the media and to other external audiences. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

21. Best Practices

Respond to each statement below. Remember to use the scale described at the top of this page.

| | 1 | 2 | 3 | 4 | 5 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) I can apply participatory social change approaches (e.g. SCALE). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) I can conduct sustainability analyses. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) I can apply strategies for stakeholder engagement. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) I can design programs that integrate external capacity building. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) I can design programming that integrates environment and/or climate change funds with funding in other sectors. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Environment and Climate Change Technical Sections: Overview

You will now be asked to assess your learning needs in three technical areas: 1) forestry, biodiversity, and natural resource management; 2) water resource management, and 3) climate change. You may answer only the technical section(s) relevant to you, or all three.

Before each section you will be asked to respond if you currently work in the technical sector or anticipate doing so in the next 1-3 years. If you respond "no" you will skip those technical questions and move on to the next relevant section.

22. Do you currently work in programs related to biodiversity, forestry, and/or natural resources management sectors or anticipate working with these sectors in the next 1-3 years?

- Yes, I currently work in at least one of these areas.
- Yes, I anticipate working in at least one of these sectors in the next 1-3 years.
- No, I do not work in these sectors and do not expect to in the next 1-3 years.

ECO Learning Needs Assessment

Environment and Natural Resources Management

In this section you will be asked to consider a number of environment and natural resources management tools and approaches and determine which you need to increase your knowledge and skill in over the next 1-3 years.

23. Review the following statements and indicate which areas you will need to increase your knowledge and skills in over the next 1-3 years. Choose from the following options:

Yes: I need to increase my knowledge/skills in this area.

No: I have the knowledge/skills I need.

N/A: This is not applicable to my current or future work.

I Don't Know: I am unsure what this is and/or if I will need it.

| | Yes | No | N/A | I Don't Know |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Apply coastal resources management principles. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Build public-private partnerships. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Apply social and environmental safeguards. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Respond to wildlife trafficking threats. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Develop theories of change and development hypotheses. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Apply the principles of the the Voluntary Guidelines for the Governance of Land, Fisheries, and Forestry Governance in the Context of National Food Security. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Water Learning Needs

In this section you will be asked to consider a number of water-related skills and knowledge areas.

Before beginning this section, respond to the question below. If you select "no" you will skip this section and move on to the next relevant section of the survey.

24. Do you currently work on water-related programs or anticipate working on water-related programs in the next 1-3 years?

- Yes, I currently work on water-related programs.
- Yes, I anticipate working on water-related programs.
- No, I do not currently work on water-related programs, and I do not expect to in the next 1-3 years.

ECO Learning Needs Assessment

Water Learning Needs

25. Improving Health Outcomes through the Provision of Sustainable Water, Sanitation, and Health (WASH)

Review the following statements and indicate which areas you will need to increase your knowledge and skills in over the next 1-3 years. Choose from the following options:

Yes: I need to increase my knowledge/skills in this area.

No: I have the knowledge/skills I need.

N/A: This is not applicable to my current or future work.

I Don't Know: I am unsure what this is and/or if I will need it.

| | Yes | No | N/A | I Don't Know |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Mobilizing and leveraging financial support for water, sanitation, and hygiene services. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Water quality: Understanding WHO and local guidelines, supporting appropriate water quality planning, monitoring, testing, and remediation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Developing, implementing, and evaluating a behavior change strategy for key hygiene behaviors (hand-washing with soap, household water management, and safe disposal of human excreta). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Community Approaches to Total Sanitation (CATS) and Community-Led Total Sanitation (CLTS) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Approaches for creating demand for and correct and consistent use of sanitation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Evaluating WASH projects. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Design, implement, and monitor WASH projects for their ability to deliver sustainable service as encouraged in the Agency Water and Development Strategy. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ECO Learning Needs Assessment

Water Learning Needs

26. Managing Water Sustainability and Productively for Agriculture to Enhance Food Security.

Review the following statements and indicate which areas you will need to increase your knowledge and skills in over the next 1-3 years. Choose from the following options:

Yes: I need to increase my knowledge/skills in this area.

No: I have the knowledge/skills I need.

N/A: This is not applicable to my current or future work.

I Don't Know: I am unsure what this is and/or if I will need it.

| | Yes | No | N/A | I Don't Know |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Manage water in agriculture sustainably and more productively to enhance food security | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Managing agricultural water in sustainable and productive manners to enhance food security. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) How to complete a water resources sustainability assessment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Global Climate Change Learning Needs

In this section you will be asked to consider a number of GCC-related skills and knowledge areas.

Before beginning this section, respond to the question below. If you select "no" you will skip this section and move on to the next relevant section of the survey.

27. Do you currently work on Global Climate Change(GCC)-related programs or anticipate working on GCC-related programs in the next 1-3 years?

- Yes, I currently work on GCC-related programs.
- Yes, I anticipate working on GCC-related programs in the next 1-3 years.
- No, I do not currently work on GCC-related programs, and I do not expect to in the next 1-3 years.

ECO Learning Needs Assessment

Global Climate Change Learning Needs

28. Low Emission Development Strategies (LEDS)

Review the following statements and indicate which areas you will need to increase your knowledge and skills in over the next 1-3 years. Choose from the following options:

Yes: I need to increase my knowledge/skills in this area.

No: I have the knowledge/skills I need.

N/A: This is not applicable to my current or future work.

I Don't Know: I am unsure what this is and/or if I will need it.

| | Yes | No | N/A | I Don't Know |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Low Emission Development Strategies (LEDS). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Enhancing Capacity for Low Emission Development Strategies (EC-LEDS) Program (integrated mitigation planning). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Supporting GHG inventories and carbon accounting. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Supporting social and environmental safeguards, standards, and impact assessments with respect to REDD+ and LEDs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Economic and emissions modeling. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Measuring, reporting, and verification. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Nationally Appropriate Mitigation Actions (NAMAs). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ECO Learning Needs Assessment

Global Climate Change Learning Needs

29. Clean Energy

Review the following statements and indicate which areas you will need to increase your knowledge and skills in over the next 1-3 years. Choose from the following options:

Yes: I need to increase my knowledge/skills in this area.

No: I have the knowledge/skills I need.

N/A: This is not applicable to my current or future work.

I Don't Know: I am unsure what this is and/or if I will need it.

| | Yes | No | N/A | I Don't Know |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Preparing procurement documents for GCC Clean Energy programming. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Supporting policy initiatives, regulatory frameworks, institutions, pricing mechanisms, and incentives for clean energy. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Off-grid clean energy development, financing, and promotion. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Regional power pool development to incorporate sources of clean energy. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Leveraging and promoting investments in clean energy. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Evaluating Clean Energy activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Technical best practices in clean energy programming. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ECO Learning Needs Assessment

Global Climate Change Learning Needs

30. Sustainable Landscapes

Review the following statements and indicate which areas you will need to increase your knowledge and skills in over the next 1-3 years. Choose from the following options:

Yes: I need to increase my knowledge/skills in this area.

No: I have the knowledge/skills I need.

N/A: This is not applicable to my current or future work.

I Don't Know: I am unsure what this is and/or if I will need it.

| | Yes | No | N/A | I Don't Know |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Developing or implementing terrestrial carbon field projects. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Developing national or sub- national strategies for reducing emissions from deforestation and forest degradation (REDD+). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Facilitating and strengthening forest carbon market readiness. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Evaluating Sustainable Landscapes activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Technical best practices in terrestrial carbon programming. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) International financing for terrestrial carbon programming, such as REDD+. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Moving from REDD+ readiness and planning to implementing a national REDD+ program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) Programming to address the drivers of deforestation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ECO Learning Needs Assessment

Global Climate Change Learning Needs

31. Adaptation

Review the following statements and indicate which areas you will need to increase your knowledge and skills in over the next 1-3 years. Choose from the following options:

Yes: I need to increase my knowledge/skills in this area.

No: I have the knowledge/skills I need.

N/A: This is not applicable to my current or future work.

I Don't Know: I am unsure what this is and/or if I will need it.

| | Yes | No | N/A | I Don't Know |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Supporting governance structures, regulations, and policies for climate change adaptation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Assessing climate change vulnerability. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Identifying appropriate responses to climate change stresses and vulnerability factors. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Accessing and applying climate change science and analysis. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Accessing specific climate change information relevant to my country or project. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Leveraging and facilitating access to adaptation finance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Evaluating Adaptation activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) Technical best practices in GCC Adaptation programming | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ECO Learning Needs Assessment

Additional Knowledge and Skills

32. What, if any, additional knowledge or skills do you need to be effective in your work in environment and/or climate change?

Please type your response in the box below.

ECO Learning Needs Assessment

Integration

The following questions pertain to integration of biodiversity, global climate change (GCC), or water considerations and/or objectives into programming in other sectors, without these funding streams.

Examples: taking into account the vulnerability of a global health program to climate change, considering a program's impact on biodiversity or water sources, factoring in environment and/or GCC considerations during program design.

With this in mind, respond to the questions below.

33. Choose the option below that most closely reflects what you think or do. Please read all options before selecting:

- I have never thought about integrating biodiversity, global climate change, or water considerations and/or objectives in programming in sectors other than the environment and climate change, other than following environmental compliance requirements.
- I have thought about integrating biodiversity, global climate change, or water considerations and/or objectives into programming in sectors other than the environment and climate change, but I haven't taken any steps to do so.
- I have not integrated biodiversity, global climate change, or water considerations and/or objectives into programming in sectors other than the environment and climate change, but I have taken steps to be able to do so soon, such as taking a training on climate change adaptation.
- I have integrated biodiversity, global climate change, or water considerations and/or objectives in programming in sectors other than the environment and climate change

34. What do you need to help you integrate biodiversity, global climate change, or water considerations and/or objectives into programming in your sector?

Please type your response in the box below.

ECO Learning Needs Assessment

Learning Methods

35. Which of the following learning methods are best suited to your professional development needs? (Select all that apply)

- Face-to-face training/small workshops
- Online-based training
- "Blended" learning (online and face-to-face components in a single course)
- Reading materials or "how to" notes
- Webinars or screencasts
- Toolkits
- Large informational events (e.g. conferences, panels, etc.)
- Other (please specify):

36. How likely are you to attend a face-to-face training course in the following locations?

| | Unlikely | Likely | Very Likely |
|---------------|-----------------------|-----------------------|-----------------------|
| DC-based | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Region-based | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mission-based | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ECO Learning Needs Assessment

Learning Methods

37. What is your preferred length of time for face-to-face training and workshops to meet your professional development needs? (Select all that apply).

| | Half day | One day | 2-3 days | 4-5 days | More than a week |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| If I travel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| If I don't travel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

38. What time of the year are you most likely to participate in face-to-face training programs where you have to travel? (Select up to three options)

- Aug/Sep
- Oct/Nov
- Dec/Jan
- Feb/Mar
- Apr/May
- Jun/Jul
- Anytime
- I will not travel for training

39. What is your preference regarding online courses? (Select all that apply)

- Self-paced online courses (self-study, such as Gender 101)
- Live webinars (with audio and web components)
- Collaborative online courses (self-study and periodic virtual instructor-led sessions)
- Blended learning courses (online and face-to-face learning)
- I don't know, I have not taken online learning.

Other (please specify):

ECO Learning Needs Assessment

Learning Methods

40. If you are going to take a self-paced online learning course, how much time would you be willing to commit?

- Less than one hour
- Up to 2 hours
- Up to 4 hours (in sections)
- Up to 8 hours (in sections)

41. If you are going to take a live online learning course, how much time would you be willing to commit?

- Less than one hour
- Up to 2 hours
- More than 2 hours

42. E3 is considering having a Climate Change and Environment Workshop in Washington, DC in the next year and a half. The workshop is intended for any USAID staff who work on global climate change or environment programming. It will provide an opportunity to learn state-of-the-art technical information in these areas, and share best practices and lessons learned.

Please select the statement that best describes you:

- I work in environment and/or climate change and would be interested in attending.
- I work in environment and/or climate change but I am NOT interested in attending.
- I do not work in environment and/or climate change, and I am not interested in attending the event

ECO Learning Needs Assessment

43. Select your top 3 preferred months/ years to attend in the next year and a half (e.g. Oct. 2014).

| | Month | Year |
|---|----------------------|----------------------|
| 1 | <input type="text"/> | <input type="text"/> |
| 2 | <input type="text"/> | <input type="text"/> |
| 3 | <input type="text"/> | <input type="text"/> |

44. What are the biggest obstacles that you face in getting the training you need?

Look at the list below and select which options are lacking or are limited. (Select all that apply.)

- Training opportunities offered
- Time
- Leadership support to participate in required training
- Leadership support to participate in non-required training
- Training or professional development plan (such as an IDP or ILTP)
- Operating Expenses (OE) funding for travel
- Program funding for travel
- Equipment/technology
- Other (please specify):

Knowledge Management

45. How do you access web-based resources (e.g. webinars, e-learning modules, communities of practice, and online tools)? (Select all that apply.)

- Office computer
- Home computer
- Mobile/Smart phone
- Tablet
- Other (please specify):

46. What communication channels do you use most for work? (Select all that apply)

- Web
- Email
- Chats (e.g. google chat)
- Mobile apps
- Facebook
- Twitter
- Telephone
- In-person
- N/A
- Other (please specify):

ECO Learning Needs Assessment

47. Where do you go when you need technical information about the environment and climate change sector?

(Select all that apply)

- Google (or other search engines)
- Impact Blog
- GCC Intranet
- Academic Journals
- GCC Bulletin
- Water Wiki
- USAID.gov
- USAID intranet
- USAID Learning Lab
- RM Portal
- FRAMEweb
- Developedia
- AgriLinks
- Colleague
- Listservs
- Social Media
- Mission websites
- Other (please specify)

ECO Learning Needs Assessment

48. Please specify which listservs, websites, social media, etc. you use. Type your responses in the box below.

49. Where do you go when you need internal USAID programming guidance such as funding and reporting requirements? (Select all that apply)

- GCC Intranet
- LTRM Intranet
- FAB Intranet
- Water Wiki
- ProgramNet
- Automatic Directive System (ADS)
- Colleague
- Other (please specify)

Knowledge Management

**50. How do you share information within your immediate office (mission or pillar bureau)?
(Select all that apply.)**

- Email
- Meetings
- In person
- Print
- Google drive
- Shared drive
- Other (please specify):

51. How do you share information across USAID? (Select all that apply.)

- Email
- Meetings
- In person
- Print
- Google drive
- Agency notice
- USAID.gov
- Portals
- Blogs
- Other (please specify):

ECO Learning Needs Assessment

52. How do you share information with partners and external stakeholders? (Select all that apply.)

- Email
- Meetings
- In person
- Print
- Google drive
- USAID.gov
- Portals
- Blogs
- Conferences/ meetings
- Publications
- Videos
- Other (please specify):

53. What is/are the major barrier(s) you face in accessing knowledge related to your work? (Select up to two)

- I don't know where to go
- Time
- Lack of quality of Information
- Too little information available
- Too much information available
- Other (please specify)

ECO Learning Needs Assessment

54. What is/are the major barrier(s) you face in capturing knowledge related to your work?

(Select up to two)

- I don't know how to best capture knowledge
- Time
- Lack of systems/ procedures
- Systems exist, but I don't use those systems
- Other (please specify)

55. What is/are the major barrier(s) you face in sharing knowledge related to your work?

(Select up to two)

- (I don't know how to best share knowledge
- Getting the attention of the people with whom I am trying to share
- Time
- Lack of systems/ procedures
- Systems exist, but I don't use those systems
- Other (please specify)

ECO Learning Needs Assessment

Thank you!

Thank you for completing the ECO Learning Needs Assessment.

We truly value the information you have provided. Your responses are vital to helping us support you in your work with environment and climate change.

Stay tuned for new learning opportunities coming soon. In the meantime, for more information on the environment and climate change visit our sites:

FRAMEweb (Community of Practice): frameweb.org

RMPortal (Library, Collaboration, e-Learning and More): rmportal.net

GCC Intranet Site: blog.usaid.gov/climate

ECO Learning Needs Assessment

Welcome!

Welcome to the ECO Learning Needs Assessment Survey! USAID's ECO (Environmental Communication, Learning, and Outreach) Project provides training, communication, and knowledge management services for four E3 offices: Forestry and Biodiversity (FAB), Global Climate Change (GCC), Land Tenure and Resources Management (LTRM), and Water.

The Learning Needs Assessment Survey is open to all USAID staff. The results of this survey will be used to identify learning needs and inform the development of training and knowledge management efforts related to the environment and climate change.

This survey is anonymous. Thank you in advance for taking the time to help us focus and improve learning resources to better serve your needs.

If you have any questions regarding this survey, please feel free to contact Megan Hill mhill@usaid.gov or Matt Folmar at mfolmar@trg-inc.com

ECO Learning Needs Assessment

Professional Background

1. Please identify your employment category:

- Foreign Service (FS)
- US Foreign Service Limited (USFSL)
- Civil Service (CS)
- Personal Service Contract – US (PSC US)
- Foreign Service National - Personal Service Contract (PSC FSN)
- Foreign Service National or Third Country National – Direct Hire (FSN/TCN DH)
- Participating Agency Service Agreement (PASA/RSSA)
- Fellow (AAAS, etc.)
- Other (please specify):

ECO Learning Needs Assessment

Professional Background

2. Please identify the technical area or backstop that describes your work.

- Program Analysis (Backstop 2)
- Operations/Administrative Management (Backstop 3)
- Financial Management (Backstop 4)
- Agriculture (Backstop 10)
- Economics (Backstop 11)
- Private Enterprise Development (Backstop 21)
- Engineering (Backstop 25)
- Environment/Natural Resource Management and/or Climate Change (Backstop 40)
- Health, Population, and Nutrition (Backstop 50)
- Education (Backstop 60)
- Crisis, Stabilization, and Governance (Backstop 76)
- Legal (Backstop 85)
- Project Development (Backstop 94)
- Other (please specify):

3. Please indicate your operating unit type:

- Bilateral/Country Mission
- Regional Mission
- Pillar Bureau
- Regional Bureau
- Independent Office
- Other (please specify):

4. (a) Please select your region:

- West Africa
- East Africa
- Southern Africa
- South and Central Asia
- Europe and Eurasia
- Middle East
- Latin America and the Caribbean

5. (b) Please select your Bureau/Office:

- Bureau for Africa
- Bureau for Asia
- Bureau for Europe and Eurasia
- Bureau for Latin America and the Caribbean
- Bureau for the Middle East
- Office of Afghanistan and Pakistan Affairs

6. (c) Please select your Pillar Bureau:

- DCHA (Democracy, Conflict and Humanitarian Assistance)
- E3 (Economic Growth, Education and Environment)
- BFS (Bureau for Food Security)
- GH (Global Health)

7. How many total years have you been employed with USAID?

- Less than 2 years
- 2-5 years
- 6-10 years
- 11-15 years
- More than 15 years

8. How many total years of environment and/or climate change experience do you have, including both work and graduate school?

- No prior experience
- Less than 2 years
- 2-5 years
- 6-10 years
- 11-15 years
- More than 15

9. What funding source(s) do you work on? (Select all that apply.)

- Biodiversity
- Economic Support Funds
- Feed the Future
- GCC Adaptation
- GCC Clean Energy
- GCC Sustainable Landscapes
- Global Health
- Unrestricted Development Asst
- Water

ECO Learning Needs Assessment

10. Select ALL USAID- sponsored environment- and/or climate change-related training courses you have completed.

- Environment Matters Course
- Foundations of ENRM (online)
- Environment and Natural Resources Management (ENRM) Overview Course (ENRM 101)
- Applied ENRM Programming Course or ENRM Applications Course (ENRM 201)
- Treasure, Turf and Turmoil: The Dirty Dynamics of Land and Natural Resources Conflict (3Ts)
- Water, Sanitation, and Hygiene Overview Course (WASH)
- Water and Food Security
- Overview of Global Climate Change (GCC-101) (online)
- Integrating Climate Change into Development (GCC-ID)
- Global Climate Change Adaptation (GCC-AD)
- Global Climate Change and Clean Energy (GCC-CE)
- Global Climate Change and Sustainable Landscapes (GCC-SL)
- Monitoring and Reporting on GCC Projects and Programs (GCC-MR)
- Global Climate Change Mission-based Training (GCC-WA, GCC-CB, GCC-CA)
- Water and Climate Change Adaptation (GCC-WAT)
- Climate Smart Food Security
- Land Tenure and Property Rights: Issues and Best Practices Course
- Environmental Compliance
- I have not attended any of these courses.
- Other (please specify):

ECO Learning Needs Assessment

General Competencies

In this section you will be asked to rate your current abilities to program in the environment sector and climate change issues area.

Please answer the question below to determine if you should take this section. If you select "no" you will skip this section move on to the next relevant section of the survey.

11. Is your technical area or backstop environment and climate change (BS-40)?

- Yes
- No

ECO Learning Needs Assessment

General Environment and Climate Change Competencies

Below you will see a series of statements. For each statement, you will be asked to assess your current ability. Use the following scale:

- 1 = Able to do this at an expert level and can coach/mentor others
- 2 = Confident in my ability do this on my own but not able to coach/ mentor
- 3 = Some ability to do this, but need additional support
- 4 = Not able to do this now
- 5 = Not relevant for my work

12. Cross-Sectoral Environmental Programming, Implications and Relationships

Respond to each statement below. Remember to use the scale described at the top of this page.

| | 1 | 2 | 3 | 4 | 5 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) I can articulate why environment issues are important to other sectors. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) I can use systems thinking and/or adaptive management approaches to see environmental issues with a holistic approach. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) I can create and sustain partnerships to increase the scale and scope of environment and climate change programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) I can work with colleagues across development sectors to integrate climate change and environment considerations into USAID programs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

13. Markets, Trade, Economics, and the Environment

Respond to each statement below. Remember to use the scale described at the top of this page.

| | 1 | 2 | 3 | 4 | 5 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) I can assess environmental aspects of market development and trade and identify incentives for sustainable resource management. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) I can assess both positive and negative impacts of environmental aspects of market development and trade as well as identify incentives for sustainable resource management. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ECO Learning Needs Assessment

General Environment and Climate Change Competencies (continued)

Below you will see a series of statements. For each statement, you will be asked to assess your current ability. Use the following scale:

- 1 = Able to do this at an expert level and can coach/mentor others
- 2 = Confident in my ability do this on my own but not able to coach/ mentor
- 3 = Some ability to do this, but need additional support
- 4 = Not able to do this now
- 5 = Not relevant for my work

14. Environmental Compliance

Respond to each statement below. Remember to use the scale described at the top of this page.

| | 1 | 2 | 3 | 4 | 5 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) I can analyze environmental impacts during the design and implementation of project activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) I can ensure environmental compliance requirements are met. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) I can articulate environmental compliance requirements to implementing partners and contractors. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

15. Environment and Governance

Respond to each statement below. Remember to use the scale described at the top of this page.

| | 1 | 2 | 3 | 4 | 5 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) I can assess the governance requirements for successful environment programs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) I can identify key policies and regulatory frameworks and how they impact environmental outcomes. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) I can identify where resource rights and land tenure is important to environmental governance and incorporate land tenure interventions into program design. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) I can design programs that include policy and strengthened institutions (at all levels—local, regional, national). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) I can design programs that include best practices in community-based natural resource management. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ECO Learning Needs Assessment

General Environment and Climate Change Competencies (continued)

Below you will see a series of statements. For each statement, you will be asked to assess your current ability. Use the following scale:

- 1 = Able to do this at an expert level and can coach/mentor others
- 2 = Confident in my ability do this on my own but not able to coach/ mentor
- 3 = Some ability to do this, but need additional support
- 4 = Not able to do this now
- 5 = Not relevant for my work

16. Climate Change and Development Approaches and Technologies

Respond to each statement below. Remember to use the scale described at the top of this page.

| | 1 | 2 | 3 | 4 | 5 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) I can design GCC Sustainable Landscapes activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) I can monitor and report on GCC Sustainable Landscapes activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) I can design GCC Clean Energy activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) I can monitor and report on GCC Clean Energy activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) I can design GCC Adaptation activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) I can monitor and report on GCC Adaptation activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) I can integrate climate change adaptation considerations into programming in other sectors. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) I can integrate climate change mitigation considerations into programming in other sectors. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i) I can create results frameworks and choose appropriate indicators for global climate change programs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

17. Approaches to Energy Development

Respond to each statement below. Remember to use the scale described at the top of this page.

| | 1 | 2 | 3 | 4 | 5 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) I can assess the competitiveness of clean energy enterprises, including renewable energy and energy efficiency. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) I can assess and interpret the economic, policy, institutional, and social effects of energy service providers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) I can determine when energy sector reforms are necessary. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ECO Learning Needs Assessment

General Environment and Climate Change Competencies (continued)

Below you will see a series of statements. For each statement, you will be asked to assess your current ability. Use the following scale:

- 1 = Able to do this at an expert level and can coach/mentor others
- 2 = Confident in my ability do this on my own but not able to coach/ mentor
- 3 = Some ability to do this, but need additional support
- 4 = Not able to do this now
- 5 = Not relevant for my work

18. Natural Resources Management Approaches and Technologies

Respond to each statement below. Remember to use the scale described at the top of this page.

| | 1 | 2 | 3 | 4 | 5 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) I can identify gaps and issues in a host country's natural resource management programs across sectors. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) I can implement natural resource management activities using various approaches, including Nature, Wealth and Power, Payments for Ecosystem Services, Landscapes/Seascape planning, and/or Integrated Water Resources Management. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) I can utilize appropriate methodologies and frameworks to conduct field assessments and data collection to identify critical natural resource management concerns. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) I can analyze threats on spatial and temporal scales and design programs to mitigate these threats. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) I can identify threats at different scales and design programs to mitigate them. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) I can access and use science and technology to generate evidence for environment programming. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) I can monitor and report on integrated biodiversity programs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

19. Urban Approaches and Technologies

Respond to each statement below. Remember to use the scale described at the top of this page.

| | 1 | 2 | 3 | 4 | 5 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I can incorporate urban issues (such as water and sanitation, municipal finance, shelter, urban tenure) in environmental program design and management. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ECO Learning Needs Assessment

General Environment and Climate Change Competencies (continued)

Below you will see a series of statements. For each statement, you will be asked to assess your current ability. Use the following scale:

- 1 = Able to do this at an expert level and can coach/mentor others
- 2 = Confident in my ability do this on my own but not able to coach/ mentor
- 3 = Some ability to do this, but need additional support
- 4 = Not able to do this now
- 5 = Not relevant for my work

20. Leadership

Respond to each statement below. Remember to use the scale described at the top of this page.

| | 1 | 2 | 3 | 4 | 5 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) I can facilitate open discussions with a variety of audiences. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) I can apply Agency strategic planning guidance and analytical requirements. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) I can use critical thinking skills to develop strategies, test hypotheses, and assess program performance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) I can lead successful project teams. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) I can identify problems and determine solutions and alternatives. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) I can clearly convey information and ideas to a diverse audience. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) I can effectively represent USAID in the media and to other external audiences. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

21. Best Practices

Respond to each statement below. Remember to use the scale described at the top of this page.

| | 1 | 2 | 3 | 4 | 5 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) I can apply participatory social change approaches (e.g. SCALE). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) I can conduct sustainability analyses. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) I can apply strategies for stakeholder engagement. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) I can design programs that integrate external capacity building. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) I can design programming that integrates environment and/or climate change funds with funding in other sectors. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Environment and Climate Change Technical Sections: Overview

You will now be asked to assess your learning needs in three technical areas: 1) forestry, biodiversity, and natural resource management; 2) water resource management, and 3) climate change. You may answer only the technical section(s) relevant to you, or all three.

Before each section you will be asked to respond if you currently work in the technical sector or anticipate doing so in the next 1-3 years. If you respond "no" you will skip those technical questions and move on to the next relevant section.

22. Do you currently work in programs related to biodiversity, forestry, and/or natural resources management sectors or anticipate working with these sectors in the next 1-3 years?

- Yes, I currently work in at least one of these areas.
- Yes, I anticipate working in at least one of these sectors in the next 1-3 years.
- No, I do not work in these sectors and do not expect to in the next 1-3 years.

ECO Learning Needs Assessment

Environment and Natural Resources Management

In this section you will be asked to consider a number of environment and natural resources management tools and approaches and determine which you need to increase your knowledge and skill in over the next 1-3 years.

23. Review the following statements and indicate which areas you will need to increase your knowledge and skills in over the next 1-3 years. Choose from the following options:

Yes: I need to increase my knowledge/skills in this area.

No: I have the knowledge/skills I need.

N/A: This is not applicable to my current or future work.

I Don't Know: I am unsure what this is and/or if I will need it.

| | Yes | No | N/A | I Don't Know |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Apply coastal resources management principles. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Build public-private partnerships. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Apply social and environmental safeguards. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Respond to wildlife trafficking threats. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Develop theories of change and development hypotheses. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Apply the principles of the the Voluntary Guidelines for the Governance of Land, Fisheries, and Forestry Governance in the Context of National Food Security. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ECO Learning Needs Assessment

Water Learning Needs

In this section you will be asked to consider a number of water-related skills and knowledge areas.

Before beginning this section, respond to the question below. If you select "no" you will skip this section and move on to the next relevant section of the survey.

24. Do you currently work on water-related programs or anticipate working on water-related programs in the next 1-3 years?

- Yes, I currently work on water-related programs.
- Yes, I anticipate working on water-related programs.
- No, I do not currently work on water-related programs, and I do not expect to in the next 1-3 years.

ECO Learning Needs Assessment

Water Learning Needs

25. Improving Health Outcomes through the Provision of Sustainable Water, Sanitation, and Health (WASH)

Review the following statements and indicate which areas you will need to increase your knowledge and skills in over the next 1-3 years. Choose from the following options:

Yes: I need to increase my knowledge/skills in this area.

No: I have the knowledge/skills I need.

N/A: This is not applicable to my current or future work.

I Don't Know: I am unsure what this is and/or if I will need it.

| | Yes | No | N/A | I Don't Know |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Mobilizing and leveraging financial support for water, sanitation, and hygiene services. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Water quality: Understanding WHO and local guidelines, supporting appropriate water quality planning, monitoring, testing, and remediation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Developing, implementing, and evaluating a behavior change strategy for key hygiene behaviors (hand-washing with soap, household water management, and safe disposal of human excreta). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Community Approaches to Total Sanitation (CATS) and Community-Led Total Sanitation (CLTS) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Approaches for creating demand for and correct and consistent use of sanitation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Evaluating WASH projects. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Design, implement, and monitor WASH projects for their ability to deliver sustainable service as encouraged in the Agency Water and Development Strategy. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ECO Learning Needs Assessment

Water Learning Needs

26. Managing Water Sustainability and Productively for Agriculture to Enhance Food Security.

Review the following statements and indicate which areas you will need to increase your knowledge and skills in over the next 1-3 years. Choose from the following options:

Yes: I need to increase my knowledge/skills in this area.

No: I have the knowledge/skills I need.

N/A: This is not applicable to my current or future work.

I Don't Know: I am unsure what this is and/or if I will need it.

| | Yes | No | N/A | I Don't Know |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Manage water in agriculture sustainably and more productively to enhance food security | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Managing agricultural water in sustainable and productive manners to enhance food security. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) How to complete a water resources sustainability assessment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Global Climate Change Learning Needs

In this section you will be asked to consider a number of GCC-related skills and knowledge areas.

Before beginning this section, respond to the question below. If you select "no" you will skip this section and move on to the next relevant section of the survey.

27. Do you currently work on Global Climate Change(GCC)-related programs or anticipate working on GCC-related programs in the next 1-3 years?

- Yes, I currently work on GCC-related programs.
- Yes, I anticipate working on GCC-related programs in the next 1-3 years.
- No, I do not currently work on GCC-related programs, and I do not expect to in the next 1-3 years.

ECO Learning Needs Assessment

Global Climate Change Learning Needs

28. Low Emission Development Strategies (LEDS)

Review the following statements and indicate which areas you will need to increase your knowledge and skills in over the next 1-3 years. Choose from the following options:

Yes: I need to increase my knowledge/skills in this area.

No: I have the knowledge/skills I need.

N/A: This is not applicable to my current or future work.

I Don't Know: I am unsure what this is and/or if I will need it.

| | Yes | No | N/A | I Don't Know |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Low Emission Development Strategies (LEDS). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Enhancing Capacity for Low Emission Development Strategies (EC-LEDS) Program (integrated mitigation planning). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Supporting GHG inventories and carbon accounting. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Supporting social and environmental safeguards, standards, and impact assessments with respect to REDD+ and LEDs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Economic and emissions modeling. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Measuring, reporting, and verification. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Nationally Appropriate Mitigation Actions (NAMAs). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ECO Learning Needs Assessment

Global Climate Change Learning Needs

29. Clean Energy

Review the following statements and indicate which areas you will need to increase your knowledge and skills in over the next 1-3 years. Choose from the following options:

Yes: I need to increase my knowledge/skills in this area.

No: I have the knowledge/skills I need.

N/A: This is not applicable to my current or future work.

I Don't Know: I am unsure what this is and/or if I will need it.

| | Yes | No | N/A | I Don't Know |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Preparing procurement documents for GCC Clean Energy programming. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Supporting policy initiatives, regulatory frameworks, institutions, pricing mechanisms, and incentives for clean energy. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Off-grid clean energy development, financing, and promotion. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Regional power pool development to incorporate sources of clean energy. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Leveraging and promoting investments in clean energy. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Evaluating Clean Energy activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Technical best practices in clean energy programming. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ECO Learning Needs Assessment

Global Climate Change Learning Needs

30. Sustainable Landscapes

Review the following statements and indicate which areas you will need to increase your knowledge and skills in over the next 1-3 years. Choose from the following options:

Yes: I need to increase my knowledge/skills in this area.

No: I have the knowledge/skills I need.

N/A: This is not applicable to my current or future work.

I Don't Know: I am unsure what this is and/or if I will need it.

| | Yes | No | N/A | I Don't Know |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Developing or implementing terrestrial carbon field projects. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Developing national or sub- national strategies for reducing emissions from deforestation and forest degradation (REDD+). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Facilitating and strengthening forest carbon market readiness. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Evaluating Sustainable Landscapes activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Technical best practices in terrestrial carbon programming. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) International financing for terrestrial carbon programming, such as REDD+. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Moving from REDD+ readiness and planning to implementing a national REDD+ program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) Programming to address the drivers of deforestation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ECO Learning Needs Assessment

Global Climate Change Learning Needs

31. Adaptation

Review the following statements and indicate which areas you will need to increase your knowledge and skills in over the next 1-3 years. Choose from the following options:

Yes: I need to increase my knowledge/skills in this area.

No: I have the knowledge/skills I need.

N/A: This is not applicable to my current or future work.

I Don't Know: I am unsure what this is and/or if I will need it.

| | Yes | No | N/A | I Don't Know |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Supporting governance structures, regulations, and policies for climate change adaptation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Assessing climate change vulnerability. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Identifying appropriate responses to climate change stresses and vulnerability factors. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Accessing and applying climate change science and analysis. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Accessing specific climate change information relevant to my country or project. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Leveraging and facilitating access to adaptation finance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Evaluating Adaptation activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) Technical best practices in GCC Adaptation programming | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ECO Learning Needs Assessment

Additional Knowledge and Skills

32. What, if any, additional knowledge or skills do you need to be effective in your work in environment and/or climate change?

Please type your response in the box below.

ECO Learning Needs Assessment

Integration

The following questions pertain to integration of biodiversity, global climate change (GCC), or water considerations and/or objectives into programming in other sectors, without these funding streams.

Examples: taking into account the vulnerability of a global health program to climate change, considering a program's impact on biodiversity or water sources, factoring in environment and/or GCC considerations during program design.

With this in mind, respond to the questions below.

33. Choose the option below that most closely reflects what you think or do. Please read all options before selecting:

- I have never thought about integrating biodiversity, global climate change, or water considerations and/or objectives in programming in sectors other than the environment and climate change, other than following environmental compliance requirements.
- I have thought about integrating biodiversity, global climate change, or water considerations and/or objectives into programming in sectors other than the environment and climate change, but I haven't taken any steps to do so.
- I have not integrated biodiversity, global climate change, or water considerations and/or objectives into programming in sectors other than the environment and climate change, but I have taken steps to be able to do so soon, such as taking a training on climate change adaptation.
- I have integrated biodiversity, global climate change, or water considerations and/or objectives in programming in sectors other than the environment and climate change

34. What do you need to help you integrate biodiversity, global climate change, or water considerations and/or objectives into programming in your sector?

Please type your response in the box below.

ECO Learning Needs Assessment

Learning Methods

35. Which of the following learning methods are best suited to your professional development needs? (Select all that apply)

- Face-to-face training/small workshops
- Online-based training
- "Blended" learning (online and face-to-face components in a single course)
- Reading materials or "how to" notes
- Webinars or screencasts
- Toolkits
- Large informational events (e.g. conferences, panels, etc.)
- Other (please specify):

36. How likely are you to attend a face-to-face training course in the following locations?

| | Unlikely | Likely | Very Likely |
|---------------|-----------------------|-----------------------|-----------------------|
| DC-based | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Region-based | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mission-based | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ECO Learning Needs Assessment

Learning Methods

37. What is your preferred length of time for face-to-face training and workshops to meet your professional development needs? (Select all that apply).

| | Half day | One day | 2-3 days | 4-5 days | More than a week |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| If I travel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| If I don't travel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

38. What time of the year are you most likely to participate in face-to-face training programs where you have to travel? (Select up to three options)

- Aug/Sep
- Oct/Nov
- Dec/Jan
- Feb/Mar
- Apr/May
- Jun/Jul
- Anytime
- I will not travel for training

39. What is your preference regarding online courses? (Select all that apply)

- Self-paced online courses (self-study, such as Gender 101)
- Live webinars (with audio and web components)
- Collaborative online courses (self-study and periodic virtual instructor-led sessions)
- Blended learning courses (online and face-to-face learning)
- I don't know, I have not taken online learning.

Other (please specify):

ECO Learning Needs Assessment

Learning Methods

40. If you are going to take a self-paced online learning course, how much time would you be willing to commit?

- Less than one hour
- Up to 2 hours
- Up to 4 hours (in sections)
- Up to 8 hours (in sections)

41. If you are going to take a live online learning course, how much time would you be willing to commit?

- Less than one hour
- Up to 2 hours
- More than 2 hours

42. E3 is considering having a Climate Change and Environment Workshop in Washington, DC in the next year and a half. The workshop is intended for any USAID staff who work on global climate change or environment programming. It will provide an opportunity to learn state-of-the-art technical information in these areas, and share best practices and lessons learned.

Please select the statement that best describes you:

- I work in environment and/or climate change and would be interested in attending.
- I work in environment and/or climate change but I am NOT interested in attending.
- I do not work in environment and/or climate change, and I am not interested in attending the event

ECO Learning Needs Assessment

43. Select your top 3 preferred months/ years to attend in the next year and a half (e.g. Oct. 2014).

| | Month | Year |
|---|----------------------|----------------------|
| 1 | <input type="text"/> | <input type="text"/> |
| 2 | <input type="text"/> | <input type="text"/> |
| 3 | <input type="text"/> | <input type="text"/> |

44. What are the biggest obstacles that you face in getting the training you need?

Look at the list below and select which options are lacking or are limited. (Select all that apply.)

- Training opportunities offered
- Time
- Leadership support to participate in required training
- Leadership support to participate in non-required training
- Training or professional development plan (such as an IDP or ILTP)
- Operating Expenses (OE) funding for travel
- Program funding for travel
- Equipment/technology
- Other (please specify):

Knowledge Management

45. How do you access web-based resources (e.g. webinars, e-learning modules, communities of practice, and online tools)? (Select all that apply.)

- Office computer
- Home computer
- Mobile/Smart phone
- Tablet
- Other (please specify):

46. What communication channels do you use most for work? (Select all that apply)

- Web
- Email
- Chats (e.g. google chat)
- Mobile apps
- Facebook
- Twitter
- Telephone
- In-person
- N/A
- Other (please specify):

ECO Learning Needs Assessment

47. Where do you go when you need technical information about the environment and climate change sector?

(Select all that apply)

- Google (or other search engines)
- Impact Blog
- GCC Intranet
- Academic Journals
- GCC Bulletin
- Water Wiki
- USAID.gov
- USAID intranet
- USAID Learning Lab
- RM Portal
- FRAMEweb
- Developedia
- AgriLinks
- Colleague
- Listservs
- Social Media
- Mission websites
- Other (please specify)

ECO Learning Needs Assessment

48. Please specify which listservs, websites, social media, etc. you use. Type your responses in the box below.

49. Where do you go when you need internal USAID programming guidance such as funding and reporting requirements? (Select all that apply)

- GCC Intranet
- LTRM Intranet
- FAB Intranet
- Water Wiki
- ProgramNet
- Automatic Directive System (ADS)
- Colleague
- Other (please specify)

Knowledge Management

**50. How do you share information within your immediate office (mission or pillar bureau)?
(Select all that apply.)**

- Email
- Meetings
- In person
- Print
- Google drive
- Shared drive
- Other (please specify):

51. How do you share information across USAID? (Select all that apply.)

- Email
- Meetings
- In person
- Print
- Google drive
- Agency notice
- USAID.gov
- Portals
- Blogs
- Other (please specify):

ECO Learning Needs Assessment

52. How do you share information with partners and external stakeholders? (Select all that apply.)

- Email
- Meetings
- In person
- Print
- Google drive
- USAID.gov
- Portals
- Blogs
- Conferences/ meetings
- Publications
- Videos
- Other (please specify):

53. What is/are the major barrier(s) you face in accessing knowledge related to your work? (Select up to two)

- I don't know where to go
- Time
- Lack of quality of Information
- Too little information available
- Too much information available
- Other (please specify)

ECO Learning Needs Assessment

54. What is/are the major barrier(s) you face in capturing knowledge related to your work?

(Select up to two)

- I don't know how to best capture knowledge
- Time
- Lack of systems/ procedures
- Systems exist, but I don't use those systems
- Other (please specify)

55. What is/are the major barrier(s) you face in sharing knowledge related to your work?

(Select up to two)

- (I don't know how to best share knowledge
- Getting the attention of the people with whom I am trying to share
- Time
- Lack of systems/ procedures
- Systems exist, but I don't use those systems
- Other (please specify)

ECO Learning Needs Assessment

Thank you!

Thank you for completing the ECO Learning Needs Assessment.

We truly value the information you have provided. Your responses are vital to helping us support you in your work with environment and climate change.

Stay tuned for new learning opportunities coming soon. In the meantime, for more information on the environment and climate change visit our sites:

FRAMEweb (Community of Practice): frameweb.org

RMPortal (Library, Collaboration, e-Learning and More): rmportal.net

GCC Intranet Site: blog.usaid.gov/climate