



FEED THE FUTURE

The U.S. Government's Global Hunger & Food Security Initiative



FEED THE FUTURE ENABLING ENVIRONMENT FOR FOOD SECURITY

KNOWLEDGE MANAGEMENT ASSESSMENT

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USAID
FROM THE AMERICAN PEOPLE

FEED THE FUTURE ENABLING ENVIRONMENT FOR FOOD SECURITY KNOWLEDGE MANAGEMENT ASSESSMENT

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ACRONYM LIST

BFS	Bureau for Food Security
CLA	Collaborating, Learning and Adapting
COP	Community of Practice
DEC	Development Experience Clearinghouse
DDL	Development Data Library
EAT	USAID Enabling Agricultural Trade project
EE for FS	Enabling Environment for Food Security
FTF	Feed the Future Initiative
KII	Key Informant Interview
KM	Knowledge Management
MPI	Office of Market and Partnership Innovations
USAID	United States Agency for International Development

I. INTRODUCTION

The Feed the Future Enabling Environment for Food Security project is a global support mechanism for Feed the Future focused and aligned Missions and other USAID offices and bureaus to address legal, institutional, and market constraints affecting food security. Launched in October 2015 and managed by the USAID Bureau for Food Security's Office of Market and Partnership Innovations (MPI), the project has a ceiling of \$13.5 million and period of performance of up to five years. This demand-driven mechanism promotes inclusive agricultural sector growth and improved nutrition outcomes through tailored analysis, institutional strengthening, capacity building, stakeholder engagement, and strategic knowledge management (KM) services. A key premise to the KM work under the project will be to work with appropriately targeted key stakeholders, address priority technical knowledge needs, in accessible formats as strategically and efficiently as possible to improve the enabling environment for food security.

The primary objective of this KM assessment is to **identify the most effective ways to reach key audiences of food security enabling environment topics** and **foster the exchange of information and knowledge** to inform the design of a KM implementation plan for the project. While not its original function, the assessment also established a collaborative, inclusive, and systematic foundation for approaching KM moving forward for USAID, the project, and other partners to engage and collaborate to improve the enabling environment for food security. The assessment team was led by Meaghan Murphy of Fintrac with support from independent consultant Mira Ibrisimovic.

Knowledge management was defined broadly for this assessment drawing on KM frameworks, terminology, and best practices.¹ Additional emphasis was placed on how KM can support achievement of goals, going beyond definitions more focused on purely information and/or data management and communications to include elements consistent with USAID's evolving work around collaborating, learning and adapting (CLA). Therefore KM was cited across engagements with stakeholders as encompassing information, communication, and knowledge exchange or sharing activities that can:

1. Increase the uptake and use of information developed under projects like Feed the Future Enabling Environment for Food Security to deepen the impact of work conducted through individual activities.
2. Improve the ways information and knowledge created under this project and others can be shared and exchanged to strengthen the larger knowledge base around enabling environment and food security.

The KM assessment engaged stakeholder groups through a mixed methods approach whereby the design of activities is informed by stakeholder needs, existing knowledge consumption behaviors, and knowledge management and exchange infrastructure.² The approach embodied best practices in knowledge management and sought to better understand:

- Topical knowledge gaps, issues, and interest areas.
- Preferred formats for accessing information and exchanging lessons learned and knowledge.
- How this information and knowledge is typically used and for what purposes in their work.
- Trusted information sources.
- Communities of practice, working groups, and online platforms for exchanging knowledge.
- Strategic opportunities for collaboration.

¹ See references for consulted resources.

² Ohkubo, S., Sullivan, T. M., Harlan, S. V., Timmons, B. T., & Strachan, M. (2013).

Between October and December 2015, multiple stakeholder groups were consulted, including:

- USAID Missions (country-specific and regional)
- USAID/Washington
- Implementing development partners (non-profit and for-profit development organizations)
- Other donors and multilateral development organizations
- Private sector companies and industry/trade associations
- Academic and research institutions
- Host country governments

These groups represent the main potential audiences for work to be conducted under the Feed the Future Enabling Environment for Food Security project.

Results of the KM assessment are analyzed and synthesized in this report by six thematic areas related to the objectives of the assessment, five summary stakeholder group knowledge user profiles, and a review of online relevant knowledge exchange platforms.

2. TECHNICAL APPROACH

2.1 MIXED-METHOD DATA COLLECTION

Five methods allowed for a combination of breadth and depth in data collection given the resources allocated for this activity:

1. **Document Review:** A brief review of key documents related to the enabling environment, food security, knowledge management, and learning informed the design of the tools used to collect information as well as the elements of the analysis in this assessment. These documents included but were not limited to the Feed the Future Learning Agenda, relevant Feed the Future documents reflecting work happening at the country and global level, USAID's work under the 2010-2015 Enabling Agricultural Trade (EAT) project, relevant materials on CLA and other USAID KM approaches, and key KM resources developed by other donors and partners.
2. **USAID Staff Electronic Survey:** An electronic survey for USAID staff was designed through Survey Gizmo and disseminated by the project COR on November 25, 2015 to 249 staff through several key listservs (Annex 1). **Sixty responses** were collected by December 4, 2015 resulting in a 24 percent response rate.³ The distribution lists prioritized USAID staff working on Feed the Future. The sample is not representative of all USAID staff but rather is intended to be illustrative and reflect the preferences and needs of those who responded. Annex 7 includes information around the profile of respondents.
3. **Multi-Stakeholder Electronic Survey:** A second electronic survey was designed through Survey Gizmo for a wide range of stakeholder groups, including researchers, private sector commercial partners, development partners, and donors (Annex 2). This survey contained approximately 80 percent of the questions from the USAID staff survey with minor adjustments to response options to fit the different audience. The survey was disseminated via three channels on December 7, 2015: (1) a direct email to approximately 1,500 individuals that worked with USAID-EAT, (2) a direct email to 3,500 stakeholders on the USAID Partnering for Innovation project, and (3) a posting on the Agrilinks blog. **Two hundred and twenty six**

³ Responses included those that completed the survey in entirety and those that completed only a portion resulting in varied total responses by question.

responses were gathered through December 17, 2015.⁴ Similar to the USAID staff survey, the sample is illustrative and reflective of preferences of those within the various groups surveyed but not directly representative. Annex 8 includes information around the profile of respondents.

4. **Key Informant Interviews:** Key informant interviews (KII) took place via phone from December 3-15, 2015 with **15 technical experts** in the enabling environment for food security from USAID and other institutions. Eighteen initial contacts were identified with input from USAID and project leadership. In a few cases, the individuals identified could not be reached or were not available, and other relevant experts within their institutions or offices were identified (Annex 4). The interviews followed an interview guide (Annex 3), although the prompts used varied somewhat depending on the background of the individual. This format complemented the surveys and provided the opportunity to gather more detail, clarify terms and objectives, and expand on important concepts and ideas reflected in the survey responses. Each interview lasted approximately 30-40 minutes and was conducted by Knowledge Management Officer Meaghan Murphy. Inputs were fed into this report and are also directly being incorporated into the KM implementation plan and other planning efforts.
5. **Review of Relevant Knowledge Exchange Platforms and Programs:** Finally, key knowledge exchange online platforms related to the enabling environment and food security were identified and reviewed. This iterative process between October and December identified existing platforms through sources utilized and engaged under USAID-EAT, document reviews, and the results of the surveys and key informant interviews. A total of 23 global and regional platforms funded by USAID and other donors or institutions were documented in an Excel template with key information including who operates them, their objectives, what content is hosted, key knowledge exchange features and differentiators, and primary audiences and users (Annex 5). To be included in the list, the platform was required to have interactive functionality – i.e. either host or promote content developed by third parties (in addition to their own) or allow interaction by site users through membership or non-membership posting.

2.2 ASSESSMENT LIMITATIONS AND CONSIDERATIONS

Limitations and assumptions during the activity were discussed with the USAID leadership team on an ongoing basis. Some considerations and limitations to note:

- The KM assessment was one of two initial activities conducted following the October 2015 launch of the project. While optimal for informing the design of the KM component of the project, the timing in some cases required an additional layer of outreach to sensitize stakeholders to the project for the first time. In these communications, the team always connected the project to ongoing Feed the Future efforts and emphasized where it would continue to build on them.
- The assessment is a systematic rapid assessment and not a research study, a distinction that is important in contextualizing the assessment findings.
- Host government stakeholders were incorporated to the extent possible given the resources, priorities, and methods selected for the assessment it is still an important caveat for interpreting results. Responses were less than we would have liked (see Annexes 7 and 8).
- Given the alignment of the surveys to Feed the Future audiences it is not surprising but worth noting the heavy representation geographically of respondents from Africa (see Annexes 7 and 8).

⁴ Responses included those that completed the survey in entirety and those that completed only a portion resulting in varied total responses by question. We are unable to calculate an estimated response rate due to the varied dissemination methods and potential duplications between lists.

- The multi-stakeholder survey responses included many more men than women (74 percent men and 26 percent women). This outcome likely reflects a combination of factors, among which could include different biases in the dissemination channel contact lists. For instance, the USAID-EAT contact list reflected in-country contacts from field assignments, which often had more men than women. Ensuring both genders are equally accessing information and addressing the gender challenges in the contexts in which we work will be important considerations for future work as will considering any differentiated needs or preferences to do so as we build on this assessment.
- Additional documentation and/or lessons learned from this activity (i.e. conducting a knowledge management assessment to inform a project KM implementation plan) will be addressed outside the assessment report and are contingent on further guidance and discussion with USAID.

2.3 PRESENTATION OF RESULTS AND ANALYSIS

Analysis by thematic areas: Summary results by question for each survey are presented in Annex 7 and 8. Key pieces of relevant information from these results, and to a more limited extent key informant interviews, are synthesized and presented in the results section according to six key thematic areas:

1. *Technical Knowledge Gaps and Priorities:* **what** topics stakeholders want and need to know about.
2. *Stakeholder Uses of Technical Information and Knowledge:* **why** they want this information (or for what purpose).
3. *Knowledge Synthesis and Communication Formats Preferences:* **how** they prefer to access this information.
4. *Knowledge Exchange Formats and Preferences:* **how** they prefer to exchange information with others (KM and communication format preferences).
5. *Evaluation of Relevant Knowledge Exchange Platforms:* **what** relevant online knowledge sharing platforms exist and **how** much potential they have for project knowledge exchange.
6. *Understanding Influencers in Enabling Environment for Food Security:* **where** they go to access trusted information and where they are engaging in terms of communities of practice, groups, or networks. This section also identifies technical leaders and influencers (such as institutions, existing technical groups, and projects or partners) named by respondents.

Knowledge user group profiles: Information collected from the KII and electronic surveys fed into the construction of five knowledge user profiles, which are found in Annex 5. The purpose of these profiles is to briefly present differentiated needs, priorities, and preferences by stakeholder groups to inform how KM will be applied across activities under the project mechanism. The profiles are not meant to imply a lack of diversity within stakeholder groups but rather call out where there may be different guiding principles or questions between different categories of stakeholders. The profiles will enable more intentional inclusion of stakeholder interests, motivations, and objectives for use of knowledge generated by the project from the beginning of an activity.

Excel database and rating of knowledge exchange and learning platforms: Five criteria were established for analyzing and rating each knowledge exchange and learning platform based on potential for future engagement in sharing and exchanging information under individual calls or overarching project activities. A discussion of these platforms and their ratings is found in Annex 6, and the entire database is included as an attachment to this report. The database will inform design of an online presence and promotion of knowledge exchange and learning as part of the broader KM implementation plan for the project. In particular, the database will be used to determine where there are knowledge exchange capabilities and opportunities to contribute content that might meet the differing geographic and technical area needs of different stakeholder audiences.

3. RESULTS AND ANALYSIS

3.1 TECHNICAL KNOWLEDGE GAPS AND PRIORITY TOPICS

One way to assess areas of interest is to determine what respondents perceive as the main challenges to improving the enabling environment for food security as well as key areas of interest for future learning. The electronic surveys each contained questions asking respondents to select (1) the top five issues and challenges for improving the enabling environment for food security and (2) their top five topics of interest for future learning in this field.

Top Issues and Challenges

In this assessment, key issues identified during the two electronic surveys were largely consistent between the mixed audience and USAID audience surveys. When asked in the electronic surveys to select their five biggest challenges or issues related to improving the enabling environment for food security, two tiers of issues emerged among all stakeholders from the list of over 17 topics.

Tier 1 identifies the four issues that resonated across groups with strongest consistency. Interestingly, the topics that received the most responses were ranked in almost the same order for both surveys. This is particularly the case for the top two issues where 80% and 62% of respondents to the multi-stakeholder survey and 67% and 60% of USAID survey respondents listed agricultural input policies and market infrastructure and information systems in the top five issues.

Table 1. Response Frequency: Top 5 Issues or Challenges to improving EE for FS

	USAID Stakeholder Survey (55 respondents)	Multi-Stakeholder Survey (224 respondents)
Top Issues- Tier 1		
Agricultural input policies (e.g. seed, fertilizer, land)	67%	80%
Market infrastructure and information systems	60%	62%
Governance	56%	49%
Institutions and/or institutional capacity	66%	44%
Top Issues- Tier 2		
Food safety	22%	33%
Gender equity and/or issues related to the role of women	24%	31%
Finance and tax related issues/and or policies	24%	31%
Enforcement of regulations and/or standards	36%	25%
Investment promotion policies and/or initiatives	15%	25%
Cross-border trade	36%	21%
Policies impacting domestic output markets	24%	21%

There was not a clear fifth issue but rather a second tier of issues (Tier 2) that were identified by at least 20% of respondents on both surveys (with the exception of one issue). Issues raised in this second tier are rated a bit differently by the two audiences in each of the surveys. The USAID survey ranked cross-border trade and enforcement issues higher in this tier than the mixed stakeholder survey, which cited food safety, gender, and finance/tax issues more frequently. The biggest difference in ranking in this tier was with respect to investment promotion policies and/or initiatives. The variation and lack of a clear top fifth issue suggests that other factors might shape what resonates as a salient issue to

improving the enabling environment and that these could all be important initial areas. A summary of responses by survey including those receiving less than 20% are provided in Annex 7 and 8.

The findings related to perceptions of top issues or challenges are useful on a few levels. The emerging tiers suggest potential areas of common priority and emphasis for learning and knowledge-sharing activities. The alignment between the stakeholder groups across both surveys is an interesting finding in terms of where there is commonality in terms of constraints to addressing the problem across a diverse stakeholder audience.

Interest in Future Learning Topics

Stakeholders were also asked in both surveys about technical topics they were interested in learning more about in the future. These were the same topics listed in the previous section around issues and challenges. However, respondents were not limited to selecting only their five top choices. Not surprisingly, there is quite a bit of overlap between perceptions of biggest challenges or issues and topics people want to learn more about. The topics identified in each survey receiving the most interest for future learning were also two of the top challenges perceived to improving the enabling environment for food security. The top three topics cited for future learning were the same for both surveys with slight differences in priority (agriculture input policies, market infrastructure and information systems and institutions and/or institutional capacity). This discrepancy in ranking could reflect a range of factors, including their existing backgrounds, their job scopes, and what they may already have access to in terms of past learning experiences and tools. Looking at USAID learning interests versus broader stakeholder interests will be important in considering the target audience and topics for different learning activities moving forward.

The rest of the topics don't fall as clearly into tiers or order. There is also a bit more variation between the two surveys in terms of interest across the topics. Institutions and/or institutional capacity, food safety, governance, investment promotion policies, enforcement of regulations and/or standards, gender, and cross-border trade were selected by 40% or more of the respondents on one or both of the surveys. Other health and nutrition policies/issues and labor and employment rose in frequency showing up as an area of interest. The mixed stakeholder respondents placed more emphasis on investment promotion and food safety, while USAID respondents rated governance, enforcement issues, and cross-border trade slightly higher. These differences are not large, however, and the important takeaway is that while there are differences between the groups, there is a substantial amount of agreement in terms of the citing them as being of interest.

Table 2. Response Frequency: Topics of Interest for Future Learning to improve EE for FS

USAID Stakeholder Survey (55 respondents)	Multi-Stakeholder Survey (197 respondents)
1. Market infrastructure and information systems (60%)	1. Agricultural input policies (e.g. seed, fertilizer, land) (83%)
2. Institutions and/or institutional capacity (58%)	2. Market infrastructure and information systems (65%)
3. Agricultural input Policies (e.g. seed, fertilizer, land) (49%)	3. Institutions and/or institutional capacity (46%)
4. Governance (47%)	4. Investment promotion policies and/or initiatives (43%)
5. Enforcement of regulations and/or standards (42%)	5. Food safety (42%)
6. Gender equity and/or issues related to the role of women (40%)	6. Gender equity and/or issues related to the role of women (39%)
7. Cross-border trade (40%)	7. Policies impacting domestic output markets (34%)
8. Investment promotion policies and/or initiatives (38%)	8. Finance and tax-related issues/policies (31%)
9. Food safety (35%)	9. Governance (30%)
10. Policies impacting domestic output markets (31%)	10. Cross-border trade (30%)
11. Labor and employment (27%)	11. Other health and nutrition issues (30%)
12. Finance and tax-related issues (24%)	12. Enforcement of regulations/ standards (28%)
13. Other health and nutrition policies and/or issues (22%)	13. Labor and employment (14%)

3.2 STAKEHOLDER USES OF TECHNICAL INFORMATION AND KNOWLEDGE

In addition to understanding what information matters to stakeholders, it is also important to consider what they intend to do with that information. This can vary by situation and context and should continually be raised during activity design. However, this assessment aimed to obtain a broad picture of what the most common purposes are for project key audiences. The two electronic surveys asked respondents to rate their likelihood of using information for each of purposes listed.⁵ As shown in Table 3, both survey groups identified project design, implementation, and stakeholder engagement as the most likely uses for technical knowledge related to enabling environment and food security, demonstrating a high degree of overall agreement between the two groups.

Both survey groups reported they would be least likely to use knowledge related to the enabling environment for food security to support internal operations, suggesting this type of support may not be in high demand moving forward, or, at least that this framing might not be the most effective in speaking to their needs. The multi-stakeholder group reported slightly more interest in using knowledge to support technical thought leadership. Overall the results suggest that the listed purposes do reflect likely uses of knowledge generated under the project and by others in this space. Continuing to ask people how they are using information is key; as noted in the user profiles in Annex 5 and in Table 3, individual uses or purposes cannot be ascribed into single user groups. Groups use information for multiple purposes; ensuring we understand their priority needs for any given activity or knowledge product could be useful to ensuring knowledge reaches people and in the ways that are most useful to them.

Table 3. Likelihood of Using Knowledge by Different Purposes

	USAID Survey (50-53 respondents)			Multi-Stakeholder Survey (173-180 respondents)		
	Likely/ Very Likely	Maybe	Unlikely/ Very Unlikely	Likely/ Very Likely	Maybe	Unlikely/ Very Unlikely
Technical or management support to existing programs, projects or other implementation activities	85%	15%	0%	89%	7%	4%
Design of new program, project, or activities	77%	23%	0%	87%	7%	6%
Engage civil society and/or private sector	72%	25%	2%	76%	18%	6%
Engage host country government officials	60%	37%	4%	61%	23%	16%
Technical thought leadership at global, regional, or country events and forums	53%	39%	8%	71%	20%	9%
Support internal office operations, strategies, or daily functions	58%	28%	14%	57%	22%	21%
Inform business strategies	N/A*	N/A*	N/A*	73%	18%	9%
Inform research and learning agendas	N/A*	N/A*	N/A*	76%	16%	8%

* Not asked in the USAID survey

⁵ Likelihood responses are self-reported and treated in the interpretation of results as a predictor of what stakeholders expect to do rather than evidence of what they have done in the past. Each respondent rated their likelihood from very unlikely to very likely for each of the purposes in the table unless otherwise noted by NA.

3.3 KNOWLEDGE SYNTHESIS AND COMMUNICATION FORMAT PREFERENCES

A series of questions was included in both electronic stakeholder surveys to inform how knowledge generated can be synthesized, packaged, and disseminated to meet people's needs and preferences.

Preferred knowledge products and communication formats

Given that knowledge can be synthesized and packaged in a variety of formats, one set of questions asked respondents to rate their likelihood on a scale of very unlikely to very likely around five common communication formats. Table 4 highlights the highest response category for each survey. Respondents across both surveys reported they were likely or very likely to use in-depth technical reports and internal or public synthesis documents. The respondents to the USAID survey were less decisive about interest in mixed media products, toolkits, and training guides, suggesting that context will be important for the promotion of these types of materials. The mixed stakeholder respondents still had more of a majority reporting they would likely use mixed media and toolkits/training products, suggesting these would be a way to consider reaching and communicating with stakeholders outside of USAID. In considering this information for dissemination, it raises an important point about how we strategically share and highlight these technical reports and shorter synthesis documents for the different purposes for which people need them. For instance, technical reports can provide context, detail, and support documentation while higher level summaries fulfil a different knowledge-seeking function.

Table 4. Likelihood of Using Different Communication and KM Product Types

	USAID Survey (47-49 respondents)			Multi-Stakeholder Survey (139-141 respondents)		
	Likely/ Very Likely	Maybe	Unlikely/ Very Unlikely	Likely/ Very Likely	Maybe	Unlikely/ Very Unlikely
Reports/ in-depth technical documents	86%	6%	8%	81%	9%	10%
Internal technical synthesis documents	78%	18%	4%	N/A*	N/A*	N/A*
Public technical synthesis documents	66%	23%	11%	82%	13%	5%
Mixed media products	33%	43%	24%	66%	26%	8%
Tool kits, guides, and/or training curricula	39%	47%	14%	66%	25%	9%

**Not an option included in the multi-stakeholder survey since it is not within the scope of the project.*

Preferred methods for accessing and exchanging knowledge: technical updates and/or findings and exchanging experiences and/or lessons learned

Once knowledge is packaged and synthesized in different formats, it can be shared and disseminated using a number of communication methods. For the purposes of this assessment, we were interested in understanding not only stakeholder preferences (and likelihood of use) around different communication methods or channels but also whether there was any substantial difference in these interests based on whether they were looking to access and consume knowledge, such as technical updates or findings, or looking to be more interactive and exchange information, such as experiences or lessons learned. Tables 5 and 6 summarize responses to two questions where respondents were asked to rate their likelihood of using a set of methods (on a scale of very unlikely to very likely) for accessing updates and exchanging experiences and/or lessons learned. The highlighted boxes represent the category receiving the most results by communication method in each survey.

Methods for accessing technical updates and/or findings. There are numerous methods that represent considerable likelihood for use across all stakeholders. Overall the multi-stakeholder group was receptive to nearly all of the listed communication methods with the exception of podcasts, which were cited as unlikely by 40% of respondents, and social media, which was fairly equally split across the unlikely, maybe, and likely categories. In-person interaction was rated highly by both groups for accessing updates (74% and 75%). Communities of practice, working groups, or learning networks was mentioned as more likely by the multi-stakeholder group compared to the USAID group (68% vs 38%).

The USAID staff responses suggest they may be more discerning in their preferred methods for accessing technical updates and findings. Social media responses fell heavily in the unlikely category, and podcasts were also designated as a fairly unlikely way to access this type of information and knowledge. Mainstream media sources represented approximately equal distributions of likelihood (unlikely, maybe, likely). In considering a strategy for KM and communications, results suggest the importance of continuing to look at how in-person communications and interactions can play a critical role in combination with other communication methods to ensure knowledge reaches intended audiences.

When accessing technical updates, there was slightly more interest expressed in trade journals by the multi-stakeholder audience and a clearer likelihood of using online platforms, whereas USAID respondents more frequently noted the potential (citing maybe). Webinars and email-based listservs were rated as likely but also situation-dependent (or with a high cited response of maybe). E-newsletters, a subtle but different email-based communication method, received a higher likely rating by both groups as compared to email-based listservs, especially for the multi-stakeholder group.

Across both surveys, many responses fell in the middle, suggesting again that context and further follow up will be important in communicating updates and technical findings. In summary, the various methods will be important to consider in terms of organizing project outreach and knowledge dissemination.

Table 5. Likelihood of Accessing Technical Updates & New Findings by Communication Method

	USAID Survey (50 respondents)			Multi-Stakeholder Survey (151-153 respondents)		
	Likely/ Very Likely	Maybe	Unlikely/ Very Unlikely	Likely/ Very Likely	Maybe	Unlikely/ Very Unlikely
E-newsletter	58%	26%	16%	78%	16%	6%
Email-based listserv	42%	30%	28%	58%	27%	15%
Online knowledge sharing platform or website	50%	34%	16%	75%	18%	7%
Blogs, Twitter, LinkedIn, or other social media	16%	22%	62%	38%	31%	31%
Mainstream media sources	34%	30%	36%	55%	30%	15%
Podcasts	16%	40%	44%	25%	35%	40%
Webinars	54%	34%	12%	47%	33%	20%
Conference calls	40%	46%	14%	62%	26%	12%
Workshops or conferences	74%	18%	8%	82%	16%	2%
In-person presentations	74%	20%	6%	75%	20%	5%
Industry or trade specific journal or associations	40%	32%	28%	65%	22%	13%
Community of practice, working groups, or learning networks	38%	40%	22%	68%	23%	9%

Methods for exchanging or sharing knowledge. When respondents were asked about their likelihood of using a similar set of communication methods and channels for exchanging or sharing knowledge related to experiences and/or lessons learned, there was a lot of consistency in responses but also some important differences. Overall the multi-stakeholder survey respondents showed clearer likelihood of using a number of communication methods or channels for exchanging and sharing knowledge, whereas USAID staff responded with a combination of likely and maybe responses for many of the methods. This result is inconclusive about the root of the differences in responses; it simply reflects preferences with respect to these listed methods. Across both groups, it seems that context and more information is needed to scope out which method might be the most appropriate for different activities. In-person presentations, conference calls, and workshops were cited by both survey respondents as the most likely methods for exchanging knowledge and sharing experiences and/or lessons learned. This was affirmed by many key informants as well. Communities of practice and online knowledge sharing platforms were particularly likely for the multi-stakeholder group and a bit more mixed for USAID respondents, also echoed by key informants. Similarly, industry journals and associations and email-based listservs were more likely to be preferred by the multi-stakeholder group. Both survey groups were lukewarm on the use of webinars, suggesting that they could be a useful tool but require more follow up to consider when and how to make the most of different webinar exchange platforms.

Table 6. Likelihood of Using Each Method for Exchanging Knowledge

	USAID Survey (52 respondents)			Multi-Stakeholder Survey (161-165 respondents)		
	Likely/ Very Likely	Maybe	Unlikely/ Very Unlikely	Likely/ Very Likely	Maybe	Unlikely / Very Unlikely
Email-based listserv	31%	42%	27%	61%	19%	20%
Online knowledge sharing platform or website	44%	31%	25%	72%	22%	6%
Blogs, Twitter, LinkedIn, or other social media	10%	15%	75%	35%	29%	36%
Webinars	50%	44%	6%	51%	30%	19%
Conference calls	51%	35%	14%	62%	28%	10%
Workshops or conferences	77%	17%	6%	88%	10%	2%
In-person presentations	79%	19%	2%	78%	18%	4%
Community of practice, working groups, or learning networks	36%	46%	18%	67%	22%	11%
Industry or trade specific journal or associations	25%	37%	38%	57%	25%	18%

3.4 KNOWLEDGE EXCHANGE FORMATS AND PREFERENCES

Building on the information discussed in the last section, the assessment focused methods through which different stakeholder groups prefer to work collaboratively. Preferences as well as current behaviors create an important picture as the project considers how it will share knowledge and foster the exchange of information between key stakeholders and knowledge generators in the fields related to the enabling environment and food security.

Preferred methods of working collaboratively

Both electronic surveys and key informant interviews inquired about different formats for collaboration, including the respondents' likelihood of using virtual versus face-to-face and real-time versus time-

delayed interactions. Similar to previous tables, how respondents rated their likelihood (from very unlikely to very likely) for each method is presented with shaded boxes highlighting the category receiving the most results by method for each survey.

No clear preferences emerged for either survey group, although clearer likelihood of use was expressed across all methods by the multi-stakeholder survey respondents. USAID respondents were most emphatic in their likelihood to use face-to-face and a combination of methods. The virtual format yielded the most ambiguity and was the least preferred format in this question.

Table 7. Likelihood of Participating in Different Methods to Collaborate with Others

	USAID Survey (50 respondents)			Multi-Stakeholder Survey (144 respondents)		
	Likely/ Very Likely	Maybe	Unlikely/ Very Unlikely	Likely/ Very Likely	Maybe	Unlikely/ Very Unlikely
Virtual (online groups, email-based exchanges)	42%	38%	20%	73%	19%	8%
Real-time person-person but remote	62%	32%	6%	84%	11%	5%
Face-to-face	76%	18%	6%	88%	10%	2%
Combination of methods	72%	24%	4%	82%	11%	3%

Current engagement in relevant working groups, community of practice or learning networks

Reported engagement levels varied quite a bit between the USAID survey respondents and the multi-stakeholder respondents when asked about current engagement in communities of practice, working groups, and learning networks. The two most frequently cited responses for the multi-stakeholder survey respondents were frequent (41%) and occasional involvement (39%), whereas for USAID respondents cited only occasional involvement (40%) or infrequent involvement due to other commitments/workload (20%). Only a small minority of the USAID respondents reported frequent involvement or no involvement in these types of groups (18% and 16%, respectively). The percentage reporting no involvement was more than twice as high among USAID survey respondents. This result could be for a range of reasons, but it is important to consider in terms of initiating new groups, communities, or networks or seeking out existing ones as there may be more constraints faced around USAID staff participation than the mixed stakeholder audiences. It is important to note that the question did not ask about interests in the future but rather sought to get a picture of the current level of engagement in these kinds of groups. This is useful in the context of designing new or supporting existing groups, and determining the best methods to reach people.

Table 8. Level of Involvement in a Working Group, Community of Practice, or Learning Network

	USAID Survey (50 respondents) % of total	Multi-Stakeholder Survey (144 respondents) % of total
Frequent involvement	16%	41%
Occasional involvement	40%	39%
Infrequent due to other commitments/work load	20%	13%
Infrequent due to the group level of activity/interaction	6%	<1%
Not involved in any	18%	7%

Organization of KM and learning activities: preferences by geography and topic

Stakeholders were also asked questions across both surveys about preferences in terms of the geographic and technical scope of knowledge management and learning activities. Respondents were asked which option from the list in Table 9 they preferred the most. As highlighted in the table, stakeholders were fairly consistent in being open to any geographic level with the next most frequent interest being in regional activities. A few write-ins from the USAID survey and input from the key informant interviews also expressed interest in Feed the Future countries.

Table 9. Geographic Level of KM & Learning Activities of Greatest Interest

	USAID Survey (50 respondents) % Most Interested	Multi-Stakeholder Survey (141 respondents) % Most Interested
All geographic levels	44%	40%
Global	8%	20%
Regional	28%	25%
National	18%	14%
Subnational	0%	<1%
None of the above	0%	<1%
Other- Feed the Future	2%	N/A

Respondents were also asked which option from the list in Table 10 they preferred in terms of the topical framing or organization of KM events. Stakeholders reported openness to either single issue events or multiple issues combined under a related theme, sector, or topic. The next most frequent response for both groups of survey respondents was the multiple topics or broader thematic level. These findings suggest when trying to ensure relevance, the choice of the scope of technical material covered may take many forms and should be tailored to the expressed needs of the intended audience.

Table 10. Topic Levels of Organization of KM/Learning Activities of Greatest Interest

	USAID Survey (50 respondents) % Most Likely to Participate	Multi-Stakeholder Survey (142 respondents) % Most Likely to Participate
Either single issue or multiple topics related to common theme	60%	50%
Multiple topics related to a theme or sector	28%	35%
Single topic or issue	12%	14%
None of the above	0%	1%

Existing relevant working groups/communities of practice

Both surveys and KIs were asked about participation in relevant working groups; responses yielded a list of more than 70 different groups. They represent a range of technical and geographic areas of focus, ranging from very broad to very specific/local. These results point towards the benefit in continuing to ask about these activities as project activities and thematic areas become clearer. The responses provided through the interviews and also the surveys yielded quite a bit of variety, suggesting it is important to look beyond some of the bigger or more commonly noted groups. They represent groups that span formal to informal, hyper-local to more global, and on a range of topics and facilitating institutions. For the purposes of this assignment, this list is helpful in tracking groups known to be active for potential collaboration but also suggests the importance of having a dialogue, defining terms, and

keeping an open mind about different pathways for collaboration. Some of the listed organizations are traditional working groups or communities of practice and some are broader groups or partners, highlighting the different meanings people ascribe to these different terms (community of practice, working group, or learning network). Discussions with key informants highlighted the presence of local information sharing networks that often exist topically by practitioners and donors alike. Some were led by donors, some by Missions, and some by practitioners. However increasingly there are ones tied to USAID Missions with the primary purpose of supporting coordination across activities and programs.

Table 11. COP's, Working Groups, or Learning Networks with Stakeholder Involvement

Alliance for a Green Revolution in Africa (AGRA)	AgTechXChange
International Fertilizer Development Center	AgTalk
AIARD Food Security/Nutrition Working Group	USAID Scaling Project
Aflatoxin Group	AgBioChatter
AgriLinks/ AskAg	Agriculture Data Working group Kenya
Arava International Centre for Agricultural Training	BOND private sector working group
Badrul Islam Siddique	Bunge la uchumi Tanzania
Brazil: Centro de Pesquisas Meteorológicas e Climáticas Aplicadas à Agricultura (CEPAGRI)	CGIAR - several groups
Commercial dairy farming, feed processing dairy groups	Community of practice of seed systems
Community of practice marketing value addition	Community of practice nutrition sensitive agriculture
FAO Climate Smart Agr Community of Practice	FAO community of practices/ groups
Nigeria: Federal Min. of Ag. and Rural Development	Feed the Future project networks in Bangladesh
Fertilizer and seed platforms in Mozambique	Finance Community of Practice
Gender and Resilience Working Group	Gender in Agriculture Partnership
Govt of Nigeria Food Security Task Group	IITA youth agripreneurs
Intergovernmental Panel on Climate Change (IPCC)	IR Maize project
India: Int'l Symposium on Underutilized Plants Species	Institute of Food Technology
Jeunesse Benin et Environnement (JBVE)	LinkedIn
Local Initiative for Empowerment-Sierra Leone	MINRESI Cameroon
MSU African Studies Center, USAID websites	McKnight Foundation ccrp
PACA	Patient Procurement Platform
Pedro Prado	Rural Farmer Practice Association
Seed Trade Association of Malawi	SEEP Gender network
Soybean Innovation Lab	UPendo Group
Kibwe boys group	Pangawe farming group in rural Morogoro
Feed the Future	UN Sustainable Development Solutions Network
WFP	Wangoh One Laptop Per Child Project
Zari APPSA Partners	Drying Project in Bangladesh (seed related)
Food security donor coordination group (Zimbabwe)	Morogoro group
Project Water	Quynh Nguyen
Mesa Nacional de Cambio Climático	Business Development Network for African Initiative
International Potato Centre	FFP Technical and Operational Program Support task forces
CORE Working Group	Red Sur Occidental de Cambio Climático
Mesa Regional del Agua	Red de Investigadores del Occidente de Guatemala
1,000 Days Advocacy Working Group	M&B SEEDS
BFS/ARP Policy Team Annual Partner Meetings	Donor Committee of Enterprise Development

3.5 EVALUATION OF RELEVANT KNOWLEDGE EXCHANGE PLATFORMS

In the attached Excel file (Annex 6), 23 different online knowledge exchange platforms were reviewed, generating a compilation of information about the purpose, functionality, funder, manager, type of content, and reach and impact (where possible) for each platform. To be included in the review, each platform was required to have some form of interactive functionality and enable content contributions by a third party. Additionally five criteria were established for analyzing and rating each of the platforms. These criteria included the following: content management, site interface, interactivity level and exchange functionality, ability to contribute, and technical content relevance. The results are described in the table below.

Each platform was rated on each criteria on a scale of 1-3 (where 1=less functionality/applicability; 2=fair functionality/applicability; and 3=high functionality/applicability), resulting in an overall score for potential engagement for sharing and exchanging information. For ease of review, they are color coded (1=red; 2=yellow; 3=green) as shown in the sample below.

Table 12. Evaluation Criteria for Knowledge Exchange Platforms

Criteria	Content Management	Site Interface	Interactivity and KM Exchange Functionality	Ability to contribute content	Technical Content	Cumulative Score
Description	Frequency updated, freshness of content, evidence of use	User friendly, intuitive, appealing, functionality works	Varied types of functionality possible for exchange of knowledge	Opportunities to share information and resources for third parties and/or users	Applicability to FTF and project scope	Overarching comparative score to other interactive relevant KM platforms
Rating	1-3	1-3	1-3	1-3	1-3	0-15
Example Rating	1	2	3	2	3	11
Example Results	Can't tell when last updated and recent resources more than 6 months old	Clear categories, where to go for different resources and functions	Can create a project profile, online exchanges or closed group potential	Can email to upload resources, contribute to newsletter	Topically relevant content	Overall a strong potential fit for collaboration and high potential for future use

The top-scoring knowledge sharing and exchange sites for overall relevance and potential for future collaboration were:

- Agrilinks
- Global Innovation Exchange
- East Africa, West Africa, and Southern Africa Trade Hubs
- BEAM Exchange
- South-South Knowledge Exchange

The Feed the Future public website will also be used for highlighting key activities and appropriate opportunities. Prioritization of topics, geography, and audiences will further inform the emphasis and use on an activity-by-activity basis. Some platforms may address the right audience(s), and we can better

engage with them knowing the strengths and weaknesses of each platform. This information will inform the project strategy for online engagement that emphasizes making project results readily accessible and ensuring knowledge created is contributed to existing knowledge forums. These results will also inform planning for online knowledge exchange and learning as part of the broader knowledge base and network-strengthening efforts (which are broader than just online). In particular, these findings call out where there are knowledge exchange capabilities and opportunities to contribute content that might meet the geographic and technical needs of different priority stakeholder audiences. While not included in the platform review, the project will utilize the USAID Development Experience Clearinghouse (DEC) and the Development Data Library (DDL) for dissemination of all public final deliverables and eligible data as agreed to with USAID.

3.6 UNDERSTANDING INFLUENCERS IN ENABLING ENVIRONMENT FOR FOOD SECURITY

In designing a KM plan that contributes meaningfully to the knowledge base for the enabling environment for food security, it will be important to consider the project's work in relation to other actors, institutions, and projects. It will be also helpful to understand not just who these other actors are but how they are perceived by others. Knowing where stakeholders are going for information related to this technical area is also helpful on a number of levels. It can orient our work, enable the design of effective partnerships and collaborations, and identify points of coordination.

Trusted sources for information

Stakeholders were asked to highlight the sources they deemed most trusted from a list of 11 different types of potential sources. Of these, seven emerged as most relevant for each survey with half (or in a few cases just over 40%) of respondents citing them. There is a lot of overlap among these two lists but also some differences in where they go when seeking trusted knowledge and information related to the enabling environment for food security. Multilateral development banks, donor-funded programs, academic institutions, and individuals from their respective institutions or technical areas all rated very high in terms of likely use. Journals/peer-reviewed publications and industry associations were slightly preferred by the multi-stakeholder survey respondents but clearly noted by many on the USAID survey. Think tanks and policy groups also come up as a trusted source for both survey groups. These all represent important potential partners and points of collaboration for the project. Information in the stakeholder profiles in Annex 5 also highlights the unsurprising but noteworthy finding that groups rated sources most similar to their own with high degrees of trust. In addition, the responses demonstrate that trusted sources come in many formats.

Table 13. Frequency with which Respondents Cited Sources of Technical Information as Trusted

USAID Survey (53 Respondents)	Multi-Stakeholder Survey (173 Respondents)
Multilateral development banks (76%)	Donor-funded programs (76%)
Donor-funded programs (70%)	Academic or research institutions (64%)
Individuals at USAID/Washington familiar w/ technical area (64%)*	Multilateral development banks (62%)
Academic or research institutions (62%)	Journals/peer-reviewed publications (54%)
Individuals at USAID Missions familiar with this technical area (57%)	Individuals in technical area (53%)*
Think tanks/policy groups (43%)	Associations/Industry trade groups (49%)
Journals/peer-reviewed articles (40%)	Think tanks/policy groups (43%)

**Represent slight differences in wording for each survey given different audiences*

Top recently consulted sources of technical knowledge related to enabling environment for food security

Stakeholders across both surveys were asked to write in up to three trusted sources they have recently consulted. The following table highlights those that were mentioned at least twice. The World Bank, FAO, USAID, IFAD, IFPRI, AfDB, and Feed the Future Initiative are all strong known influencers in this space and were cited heavily by respondents.

Table 14. Sources Listed as One of Top Three Recently Consulted

Frequency Cited	Source Listed
20	World Bank (including IFC and Secure Nutrition)
14	FAO (including FAO stat)
13	USAID
11	IFAD
10	International Food Policy Research Institute (IFPRI)
7	African Development Bank (AFDB)
6	Feed the Future Initiative
4	Asian Development Bank (ADB)
4	Devex
4	Ministry of Agriculture
3	AGRA
3	CGIAR
3	DFID/ UKAID
3	Gates Foundation
3	Michigan State University
3	The Economist
3	Technical sales literature and local journals
3	International Institute for Tropical Agriculture (IITA)
2	Agrilinks
2	CSIS
2	CGD/CGDev
2	International Fertilizer Development Centre (IFDC) site and publications
2	IITA
2	International Rice Research Institute (IRRI)
2	USAID Innovation Labs websites
2	Microlinks
2	SEEP Network
2	Food Security Journal

4. SUMMARY FINDINGS

Findings for the assessment are discussed under two broad categories, which correspond with the key objectives of the assessment; namely, **effective ways to reach key audiences** and **how best to foster knowledge exchange**. The results presented are put into context with good KM practice to lay the foundation for project KM implementation and work planning.

Most effective ways to reach key audiences of enabling environment for food security topics

Engage on topics and issues that matter to knowledge users to meet known challenges and address stated needs. As cited in the Guide to Monitoring and Evaluating Knowledge Management in Global Health Programs guide, and the stepwise constraints-based issue identification approach, one way to consider effective engagement is that it is predicated on the information and knowledge being meaningful and important to stakeholders. The Tier I topics (agricultural input policies, market infrastructure and information systems, governance, and institutions and/or institutional capacity) represent the top common issue areas, which are also consistent with the top areas of interest for future learning.⁶ Common challenges and knowledge gaps were explored by several key audiences in the user profiles component of the assessment. Variations in the frequency of the stakeholders that cited the topics is described by user group in the profiles. Overall the assessment found that the purposes of using information were more widely agreed upon than expected. While there was some variation by stakeholder, most groups reported similar levels of likely use for the purposes listed, suggesting stakeholders are performing multi-functional roles. Accordingly, it is important not to assume and attribute any one purpose to a group and to inquire in the design stages of activities about intended purposes and audiences.

Define target audiences or knowledge user group roles as much as possible in activity scoping. While it may seem obvious, the extent to which project activities can identify target users of information and knowledge generated through the activity, the more aligned the format and approach can be to reach them. USAID/Washington and USAID Missions both emerge as priority drivers of KM activities as well as consumers of knowledge. Based on the project scope and structure, other stakeholders are important users, influencers, and disseminators and fulfill other roles across the knowledge cycle.

Place emphasis on communication formats and methods that align with user preferences and consider relative as well as absolute interests. The assessment details clear preferences for certain communication formats and methods. Communication products reporting likely (and very likely) use included a combination of in-depth reports, technical documents, and synthesis documents. There was relatively more interest in mixed media and toolkits by the mixed stakeholders than by USAID. However, USAID respondents did commonly select “maybe” with respect to their potential use of mixed media or toolkits and/or training curricula, suggesting that where these formats are indicated in an activity, an additional step might be invested to ensure the conditions under which the target users would be interested in these materials are met. There is likely receptivity to the following formats for accessing technical updates and findings across stakeholder groups: workshops or conferences, in-person presentations, e-newsletters, online platforms, listservs, webinars, and industry or trade-specific journals. Mixed stakeholders overall seemed more receptive to social media, mainstream media sources, and conference calls, and may find knowledge sharing through communities of practice, working groups, or learning networks and industry or trade-specific journals or associations as more likely vehicles than

⁶ Other popular areas of interest for future learning included: investment promotion policies, gender equity and/or issues related to the role of women, food safety, cross border trade, enforcement of regulations and/or standards, and policies impacting domestic output markets.

USAID staff. However, breaking out the USAID respondents between Washington staff and Mission staff highlighted further differentiated preferences. In considering a subset of these formats for knowledge exchange, online knowledge sharing platforms, webinars, conference calls, workshops or conferences, and in-person presentations all emerge as having received likely or most likely responses. This suggests both potential opportunities as well as challenges for consideration in design and support to networks and activities.

Recommendations for further exploration in the project's KM implementation plan

- **Carefully consider the context of the information through the lens of specific issues and local contexts.** Findings are analyzed across the enabling environment for food security writ large and broader user groups. However, as project activities evolve, it will be important to revisit the findings to evaluate whether results and preferences differ with respect to specific topics (e.g. seed).
- **Consider how types of preferred methods have time and resource implications on project and stakeholder staff engagement.** High levels of interest in the in-person methods of knowledge exchange by both USAID and the multi-stakeholder groups (in receiving and sharing knowledge) have implications for time and resources of project staff. While higher emphasis on in-person activities could result in greater uptake, it may also limit the amount of time spent generating new information. Additionally, the strategies for engagement should take into consideration the time and resource limitations of target audiences as well (i.e. the most effective means of reaching target stakeholders may have trade-offs in terms of time and resources stakeholders must employ to participate).
- **Follow up on resource and cost estimates for different communication formats and methods, and consider return on investment.** Establishing the right mix of formats for reaching stakeholders for the project is a function of resources available, the cost of different methods, opportunities for cost-sharing and collaboration, the objectives and goals of the activity, and ultimately determining the highest return on investment for USAID.
- **Account for stakeholder feedback on likelihood to use certain formats.** This is critical to informing strategies to align activities under the project with reaching target audiences via the formats with which they are most comfortable. Another consideration is that a focus on understanding needs can highlight places where increasing confidence and trust in different tools or approaches can result in enhanced support in innovative ways that better meet needs.
- **Ensuring input and perspectives from host government counterparts and end users (i.e., smallholder farmers, beneficiaries, and communities) is a priority in our project work.** Tailored engagement and outreach strategies should be included and more attention paid to ensuring government counterpart participation. While there were very high responses across the board in both surveys from non-US audiences, this is still critical to keep in the forefront of planning and strategy efforts.

How to effectively foster the exchange of information and knowledge

Consider KM methods for knowledge exchange that match preferences and can be streamlined into functions and routines. Overall stakeholders expressed likelihood of using several varied methods of KM activity structure. However, there are important potential differences in the culture of engagement in a few different key knowledge sharing and learning approaches. Overall the preferences and interest in face-to-face interactions should factor heavily and shape strategies and plans.

Communities of practice, working groups, and learning networks. While KM literature differentiates these types of knowledge exchange with specific characteristics and definitions, in practice the terms and associated activities span the spectrum of formal to informal. In some cases, the different

terms or distinctions may or may not be conscious or intentionally identifiable to users. Therefore remaining open to definitions and drawing on relevant good practices of each could be key in the design of KM exchange activities moving forward. As noted in the user profiles and overarching analysis sections, there are some important differences indicated potentially around participation in working groups, communities of practice, and learning networks. Challenges of time and workload were cited by roughly one in five respondents to the USAID survey and by just over one in ten of the mixed stakeholder group. USAID staff cited occasional, infrequent, or no participation in these types of forums more than the number of times they cited frequent and very frequent participation combined. By contrast, the mixed stakeholders cited frequent participation more often than not.

Online and electronic engagement. Based on the evaluation criteria there are some platforms exhibiting high potential overall for the project, including Agrilinks. The popularity of e-newsletters also points toward an important tool for sharing new developments and opportunities with stakeholders. Social media was not highlighted as a likely priority vehicle but might exhibit a channel to combine with others to promote a diversity of options depending on return on investment. The project, however, should be opportunistic but also very strategic in dedicating project resources based on likely impacts.

In-person, remote, and virtual knowledge sharing and learning events. There was a lot of agreement about preferences and increased likelihood of participating in conferences and workshops as well as in-person presentations. There are also a substantial number of existing venues for this type of engagement. Thus, in addition to considering creating new opportunities to fill needs and gaps, another strategy is to consider side events and aligning other knowledge sharing around events already being attended by the influencers or intended target users of knowledge generated by the project. Key informants also highlighted the importance of informal and quasi formal networks and exchange that take place across all of these. Several formats for shifting these into more intentional and strategic dialogues is one important area for follow-up moving forward.

Knowledge exchange is also about successful good practices of facilitation and intentional structuring of sharing touchpoints (formal or informal) to ensure the right people, conditions, and foundations are in place for necessary information to be shared and transformed into knowledge. The assessment found an overall openness to varied levels of geographical focus for collaborative knowledge sharing activities (including global, regional, national, or subnational). Where respondents indicated a preference for a specific geographic level of focus, regional level activities were most preferred. Further focus by sub-topic and stakeholder may yield additional preference and differentiated needs and is worth additional consideration as the scope of individual assignments develops. Stakeholders also expressed openness to structuring events to focus on a single issue or at a more thematic or sector level. In ensuring the right mix of people with knowledge, the assessment found stakeholders reporting trusted sources and current sources of knowledge in several important ways. When looking by user, there is an unsurprising emerging theme of stakeholders expressing more trust of those in their same stakeholder group (or at least a high rating). The multilateral development banks, other development projects/partners, and researchers all resonate as important potential sources for coordination and potential collaboration.

Recommendations for further exploration in the project's KM implementation plan

- Follow up on listed communities of practices and working groups for alignment and potential for collaboration.
- Explore/consider formal and informal knowledge sharing based on what we know about how people engage and where they engage by topics.
- Establish practices and systems to build a culture of CLA within the project and embody good practice in knowledge sharing and collaboration.

- Follow-up on several of the successful knowledge sharing activities and models cited for effectiveness by key informants.
- Explore opportunities to improve information and knowledge flows at a few levels for Feed the Future, USAID, and other actors working in food security, especially:
 - Between Feed the Future Missions and Feed the Future activities (including implementers).
 - Across different sectors and bureaus of USAID working on similar related issues.
 - Across different parts of USAID/BFS working on policy and enabling environment issues.
 - Across project partners of USAID/BFS/MPI focusing on similar issues.
 - With other donors and institutions working on policy and enabling environment issues.
- Develop a database of contacts to create a network of stakeholders interested in engaging with the project on issues and different knowledge sharing activities.
- Develop a strategy for establishing a clear online presence and communication approach to stay connected with contacts (e.g. e-newsletter) with further scoping with key platform managers (e.g. Agrilinks, USAID trade hubs).
- Establish outreach strategies that build on established networks and leverage in-person interactions.
- Develop a framework for integrating KM across project activities to ensure consistent and streamlined knowledge capture, synthesis, dissemination, and application by priority stakeholders.

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ANNEX I: USAID STAFF ELECTRONIC SURVEY

1) Please identify your gender *

- Male
- Female
- Prefer not to answer

2) Please select the option that best represents where you currently work*

- USAID Mission (country specific)
- USAID Regional Mission
- USAID Washington, Bureau for Food Security
- USAID Washington, Other Bureau
- Other - Write In: _____

3) Please select where you currently live.

- Afghanistan and Pakistan
- Africa
- Asia
- Europe and Eurasia
- Latin America and Caribbean
- Middle East (and North Africa)
- Washington/ United States of America

4) How much do you work on the US Government's Feed the Future Initiative? *

- Always
 - Most of the time
 - Some of the time
 - Rarely
 - Never
-

Priority topics in enabling environment for food security

5) What are the top five (5) biggest challenges or issues you see related to improving the enabling environment for food security? (Select 5)*

- Agriculture input policies (e.g., seed, fertilizer, land)
- Gender equity and/or issues related to the role of women
- Food safety
- Other health and nutrition policies
- Institutions and/or institutional capacity
- Governance (e.g., corruption, transparency, dialogue)
- Finance and tax related issues and/or policies
- Business registration and/or licenses
- Labor and employment
- Market Infrastructure and information systems (e.g., cold storage facilities, warehouse facilities, roads)
- Investment promotion policies and/or initiatives
- Policies impacting domestic output markets
- Cross border trade policies and/or issues
- Effective use of contracts
- Enforcement of regulations and/or standards
- Intellectual property rights
- Other - Write In: _____

Technical topics of interest

6) Which enabling environment for food security topics are you most interested in learning more about in the future? This could be learning about work already happening and/or areas for future work. (Select all that apply)*

- Agriculture input policies (e.g., seed, fertilizer, land)
- Gender equity and/or issues related to the role of women
- Food safety
- Other health and nutrition policies and/or issues
- Institutions and/or institutional capacity
- Governance (e.g., corruption, transparency, dialogue)
- Finance and tax issues and/or policies
- Business registration and/or licenses

- Labor and employment
- Market infrastructure and information systems
- Investment promotion policies and/or initiatives
- Policies impacting domestic output markets
- Cross border trade policies and/or issues
- Effective use of contracts
- Enforcement of regulations and/or standards
- Intellectual property rights
- Other - Write In: _____

Interests in using technical information

7) Technical information can be used for many different purposes. In considering information about the enabling environment for food security, please select how likely you would be to use it for each of the following purposes.

	Very unlikely	Unlikely	Maybe	Likely	Very likely
A. Design new donor funded programs, projects or activities	()	()	()	()	()
B. Provide technical or management support to existing programs, projects or implementation related activities	()	()	()	()	()
C. Engage directly with host country government officials	()	()	()	()	()
D. Engage with civil society and/or the private sector	()	()	()	()	()
E. Support internal office operations, strategies and/or daily functions	()	()	()	()	()
F. Engage in technical thought leadership at global, regional or country events and forums	()	()	()	()	()

Sources of technical information

8) Who (or where) are your trusted sources of information about enabling environment and food security? (Check all that apply)*

- Donor funded programs (e.g., websites, program materials)
- Multilateral development banks (e.g., World Bank, African Development Bank)
- Multilateral financial institutions (e.g., IFAD, Islamic Development Bank)
- Journals or other peer reviewed publications
- Host or local government sources
- Academic or research institutions
- Think tanks and other policy groups
- Public media channels
- Blogs
- Associations or industry trade groups
- Individuals familiar with this technical area at USAID/Missions
- Individuals familiar with this technical area at USAID/Washington
- I don't know where to go
- Other - Write In: _____

9) Please name three sources that come top of your mind that you have consulted recently. These can be organizations, institutions, programs, websites, events or otherwise.

- A: _____
- B: _____
- C: _____

10) Please rate your likelihood of engaging each method for exchanging experiences or sharing lessons learned about a particular issue or topic. *

	Very unlikely	Unlikely	Maybe	Likely	Very likely
Email-based listservs	()	()	()	()	()
Online platforms or websites	()	()	()	()	()

	Very unlikely	Unlikely	Maybe	Likely	Very likely
Blogs, Twitter, LinkedIn, etc.	()	()	()	()	()
Webinars	()	()	()	()	()
Conference calls	()	()	()	()	()
Workshops or conferences	()	()	()	()	()
In-person presentations	()	()	()	()	()
Community of practice or learning networks	()	()	()	()	()
Industry or trade specific journals or publications	()	()	()	()	()

II) Please rate your likelihood of engaging each method for accessing updates about new technical findings, global agreements, policies, tools or approaches.*

	Very unlikely	Unlikely	Maybe	Likely	Very likely
E- newsletters	()	()	()	()	()
Email based listservs	()	()	()	()	()
Online knowledge sharing platform or websites	()	()	()	()	()
Blogs, twitter, LinkedIn or other social media channels	()	()	()	()	()
Mainstream media sources	()	()	()	()	()

	Very unlikely	Unlikely	Maybe	Likely	Very likely
Podcasts	()	()	()	()	()
Webinars	()	()	()	()	()
Conference calls	()	()	()	()	()
Workshops or conferences	()	()	()	()	()
In-person presentations	()	()	()	()	()
Industry or trade specific journal or associations	()	()	()	()	()
Community of practice, working groups or learning networks	()	()	()	()	()

Knowledge exchange and working collaboratively

I2) Please rate your likelihood of participating in each of the methods below for working collaboratively with colleagues or other stakeholders around specific technical issues or topics.*

	Very unlikely	Unlikely	Maybe	Likely	Very likely
Virtual (e.g., online groups or email based exchanges)	()	()	()	()	()
Real time person-to-person but remote (e.g., conference calls or webinars)	()	()	()	()	()
Face-to-face (e.g., in person meetings)	()	()	()	()	()

Combination of methods (in person, periodic remote and virtual)	<input type="checkbox"/>				
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13) What is your level of involvement in a working group, community of practice or learning network on a topic related to this survey? *

- Frequent involvement
- Occasional involvement
- Infrequent involvement, due to other commitments/ work load
- Infrequent involvement, because the group interacts infrequently
- Not involved in any activities like this

14) If you are involved in a group related to the topic of this survey please provide the name(s) below:

Scope of knowledge sharing activities

15) Knowledge sharing activities can be conducted at different geographic levels. Which level of knowledge sharing and/or learning activities are of greatest interest to you? (Select one)

- Global
- Regional (multi-country)
- National/ country specific
- Subnational
- All of the above
- None of the above
- Other - Write In: _____

16) Knowledge sharing and learning activities can also be organized around different issues, topics or themes. Which of the following are you most likely to participate in? (Select one)*

- Single topic or issue (e.g., contract farming)
- Multiple topics related to a broader theme or sector (e.g., food safety, dairy sector)
- Either type (single issue or multi topic)
- None of the above

Knowledge and communication products

17) How likely are you or your USAID Mission or Office to seek the following knowledge and communication products related to the enabling environment for food security?

	Very unlikely	Unlikely	Maybe	Likely	Very likely
Reports and/or in-depth technical documents (e.g., reports, in-depth technical resources)	()	()	()	()	()
Internal technical synthesis documents (e.g., USAID targeted messages, one pagers, PowerPoints)	()	()	()	()	()
Broader technical synthesis documents (e.g., public one pagers, briefs, PowerPoints)	()	()	()	()	()
Mixed media products (e.g., photo essays, videos, podcasts, blogs, social media)	()	()	()	()	()
Tool kits, guides and/or training curricula	()	()	()	()	()

18) How likely are you or your USAID Mission or Office to seek the following support services related to the enabling environment for food security?

	Very unlikely	Unlikely	Maybe	Likely	Unlikely
Technical analysis, data collection, and/or benchmarking at the country or regional level	()	()	()	()	()
Mission strategy development and/or program design	()	()	()	()	()

	Very unlikely	Unlikely	Maybe	Likely	Unlikely
Support priority action planning	()	()	()	()	()
Short-term technical assistance to implementing and/or other partners (e.g., embedded advisors)	()	()	()	()	()
Organization or facilitation of stakeholder consultations	()	()	()	()	()
Establishment and/or support for technical working group or community of practice	()	()	()	()	()
Training or other capacity building activities	()	()	()	()	()

19) What additional thoughts would you like to share with us to promote the uptake and use of knowledge generated by the Feed the Future Enabling Environment for Food Security project and others like it?

20) If you want to learn more about the results of the assessment and the Feed the Future Enabling Environment for Food Security project work moving forward please provide your contact information here. *Please note responses to the survey will remain confidential. Names and emails will be separated out for future communication purposes. This is optional and not required to complete the survey.*

Name: _____

Email: _____

21) Are you interested in providing further feedback as part of this assessment? Please check yes below and be sure you included contact information above.

Yes, please contact me

ANNEX 2: MULTI-STAKEHOLDER ELECTRONIC SURVEY

1) Please identify your gender *

- Male
- Female
- Prefer not to answer

2) Please select the option that best represents where you work*

- Academic or research institution
- For profit development company (e.g., contractor, consulting firm)
- For profit business or commercial company (e.g., international or national seed company)
- Trade or industry association
- Non-profit organization or private voluntary organization
- Foundation or policy group
- Foreign government
- US Government- USAID
- US Government- Other (e.g., MCC, State Department, USDA, Peace Corps)
- Multi-country or donor institution (e.g., World Bank, UN)
- Other donor institution (e.g., DFID)
- Other - Write In

3) Please select where you currently live*

- Afghanistan and Pakistan
 - Africa
 - Asia
 - Europe and Eurasia
 - Latin America and Caribbean
 - Middle East (and North Africa)
 - United States of America
-

Priority topics in enabling environment for food security

4) What are the top five (5) biggest challenges or issues you see related to improving the enabling environment for food security? (Select 5)*

- Agriculture input policies (e.g., seed, fertilizer, land)
- Gender equity and/or issues related to the role of women
- Food safety
- Other health and nutrition policies
- Institutions and/or institutional capacity
- Governance (e.g., corruption, transparency, dialogue)
- Finance and tax related issues and/or policies
- Business registration and/or licenses
- Labor and employment
- Market Infrastructure and information systems (e.g., cold storage facilities, warehouse facilities, roads)
- Investment promotion policies and/or initiatives
- Policies impacting domestic output markets
- Cross border trade policies and/or issues
- Effective use of contracts
- Enforcement of regulations and/or standards
- Intellectual property rights
- Other - Write In: _____

Technical topics of interest

5) Which enabling environment for food security topics are you most interested in learning more about in the future? This could be learning about work already happening and/or areas for future work. (Select all that apply)*

- Agriculture input policies (e.g., seed, fertilizer, land)
- Gender equity and/or issues related to the role of women
- Food safety
- Other health and nutrition policies and/or issues
- Institutions and/or institutional capacity
- Governance (e.g., corruption, transparency, dialogue)
- Finance and tax issues and/or policies
- Business registration and/or licenses
- Labor and employment

- Market infrastructure and information systems
- Investment promotion policies and/or initiatives
- Policies impacting domestic output markets
- Cross border trade policies and/or issues
- Effective use of contracts
- Enforcement of regulations and/or standards
- Intellectual property rights
- Other - Write In: _____

Interests in using technical information

6) Technical information can be used for many different purposes. In considering information about the enabling environment for food security, please select how likely you would be to use it for each of the following purposes.

	Very unlikely	Unlikely	Maybe	Likely	Very likely
A. Design new programs, projects or activities	()	()	()	()	()
B. Provide technical or management support to existing programs, projects or implementation related activities	()	()	()	()	()
C. Engage directly with host country government officials	()	()	()	()	()
D. Engage with civil society and/or the private sector	()	()	()	()	()
E. Support internal office operations, strategies and/or daily functions	()	()	()	()	()
F. Engage in technical thought leadership at global, regional or country events and forums	()	()	()	()	()
G. Inform business strategies	()	()	()	()	()
H. Inform research and learning agendas	()	()	()	()	()

Sources of technical information

7) Who (or where) are your trusted sources of information about enabling environment and food security? (Check all that apply) *

- Donor funded programs (e.g., websites, program materials)
- Multilateral development banks (e.g., World Bank, African Development Bank)
- Multilateral financial institutions (e.g., IFAD, Islamic Development Bank)
- Journals or other peer reviewed publications
- Host or local government sources
- Academic or research institutions
- Think tanks and other policy groups
- Public media channels
- Blogs
- Associations or industry trade groups
- Individuals familiar with this technical area at your agency
- I don't know where to go
- Other - Write In: _____

8) Please name three sources that come top of your mind that you have consulted recently. These can be organizations, institutions, programs, websites, events or otherwise.

A: _____

B: _____

C: _____

9) Please rate your likelihood of engaging each method for exchanging experiences or sharing lessons learned about a particular issue or topic. *

	Very unlikely	Unlikely	Maybe	Likely	Very likely
Email-based listservs	()	()	()	()	()
Online platforms or websites	()	()	()	()	()
Blogs, Twitter, LinkedIn, etc.	()	()	()	()	()
Webinars	()	()	()	()	()

	Very unlikely	Unlikely	Maybe	Likely	Very likely
Conference calls	()	()	()	()	()
Workshops or conferences	()	()	()	()	()
In-person presentations	()	()	()	()	()
Community of practice or learning networks	()	()	()	()	()
Industry or trade specific journals or publications	()	()	()	()	()

10) Please rate your likelihood of engaging each method for accessing updates about new technical findings, global agreements, policies, tools or approaches.*

	Very unlikely	Unlikely	Maybe	Likely	Very likely
E-newsletters	()	()	()	()	()
Email-based listservs	()	()	()	()	()
Online knowledge sharing platform or websites	()	()	()	()	()
Blogs, twitter, LinkedIn or other social media channels	()	()	()	()	()
Mainstream media sources	()	()	()	()	()
Podcasts	()	()	()	()	()
Webinars	()	()	()	()	()
Conference calls	()	()	()	()	()
Workshops or conferences	()	()	()	()	()
In-person presentations	()	()	()	()	()

	Very unlikely	Unlikely	Maybe	Likely	Very likely
Industry or trade specific journal or associations	()	()	()	()	()
Community of practice, working groups or learning networks	()	()	()	()	()

Knowledge exchange and working collaboratively

I 1) Please rate your likelihood of participating in each of the methods below for working collaboratively with colleagues or other stakeholders around specific technical issues or topics.*

	Very unlikely	Unlikely	Maybe	Likely	Very likely
Virtual (e.g., online groups or email based exchanges)	()	()	()	()	()
Real time person-to-person but remote (e.g., conference calls or webinars)	()	()	()	()	()
Face-to-face (e.g., in person meetings)	()	()	()	()	()
Combination of methods (in person, periodic remote and virtual)	()	()	()	()	()

I2) What is your level of involvement in a working group, community of practice or learning network on a topic related to this survey? *

- () Frequent involvement
- () Occasional involvement
- () Infrequent involvement, due to other commitments/ work load
- () Infrequent involvement, because the group interacts infrequently
- () Not involved in any activities like this

13) If you are involved in a group related to the topic of this survey please provide the name(s) below

Scope of knowledge sharing activities

14) Knowledge sharing activities can be conducted at different geographic levels. Which level of knowledge sharing and/or learning activities are of greatest interest to you? (Select one)

- Global
- Regional (multi-country)
- National/ country specific
- Subnational
- All of the above
- None of the above
- Other - Write In: _____

15) Knowledge sharing and learning activities can also be organized around different issues, topics or themes. Which of the following are you most likely to participate in? (Select one)*

- Single topic or issue (e.g., contract farming)
- Multiple topics related to a broader theme or sector (e.g., food safety, dairy sector)
- Either type (single issue or multi topic)
- None of the above

Knowledge and communication products

16) How likely are you to use the following knowledge and communication products related to the enabling environment for food security?

	Very unlikely	Unlikely	Maybe	Likely	Very likely
Reports and/or in-depth technical documents (e.g., reports, in-depth technical resources)	()	()	()	()	()
Broader technical synthesis documents (e.g., public one pagers, briefs,	()	()	()	()	()

	Very unlikely	Unlikely	Maybe	Likely	Very likely
PowerPoints)					
Mixed media products (e.g., photo essays, videos, podcasts, blogs, social media)	()	()	()	()	()
Tool kits, guides and/or training curricula	()	()	()	()	()

17) What additional thoughts would you like to share with us to promote the uptake and use of knowledge generated by the Feed the Future Enabling Environment for Food Security project and others like it?

18) If you want to learn more about the results of the assessment and the Feed the Future Enabling Environment for Food Security project work moving forward please provide your contact information here. *Please note responses to the survey will remain confidential. Names and emails will be separated out for future communication purposes. This is optional and not required to complete the survey.*

Name: _____

Email: _____

ANNEX 3: KEY INFORMANT INTERVIEW GUIDE

Introduction to Enabling Environment for Food Security. Building on the work of the Enabling Agricultural Trade (EAT) project, this new and flexible mechanism launched in October, will support Feed the Future focused and aligned Missions and other USAID offices and bureaus to address legal, institutional, and market constraints to create the conditions that enable inclusive agricultural growth and improved nutrition (more broadly food security). Managed by the Office of Markets and Partnership Innovation (MPI), this mechanism has a ceiling of \$13.5 million, an individual call order ceiling of \$6.5 million, and up to a 5 year period of performance. This project offers tailored analysis, strategic knowledge management, and technical implementation support to identify constraints and implement reform activities.

Introduction to the KM Assessment. One key differences between EAT and EEFS is a KM component. One of the reasons to incorporate a program component like knowledge management is to increase use of information, deepen and extend the impact of work done. And an opportunity to be intentional and strategic with the information generated through the project, and to potentially also look at the information generated by others more as well and how to promote its exchange. One of the first activities is to conduct a KM assessment which includes two online surveys, KI, and a mapping activity of online platforms and related programs all of which will be used to recommend a KM plan to USAID for consideration under this project. Approximately 15 key informants selected. **The primary purpose is to identify knowledge gaps and priority content areas, knowledge management opportunities and priorities.** The interview will be systematic and follow an interview guide with probing prompts based on responses. The goal is to have a facilitated discussion.

Interviewee Introduction. Where needed, asked for informants to briefly introduce themselves and their role at their organization.

Key Questions:

- 1) **Enabling environment and food security are quite broad terms. What aspects of these issues would you say you do the most work on?**
- 2) **What do you see as priority topics for work under this area (that EEFS focuses on and we've been discussing)?**
- 3) **What do you think a project like EEFS could do to improve the way information around enabling environment and food security is generated and exchanged?**
- 4) **Who do you think are some key USAID projects and/or other donor funded projects out there doing work around enabling environment and food security that you think EEFS should consider?**
- 5) **Are there learning networks or communities out there that would be worth supporting/collaborating with?**
- 6) **Any events or knowledge sharing opportunities that you think are particularly important for EEFS to consider engaging around or in coordination with? Any golden opportunities if you will?**
- 7) **USAID enabling environment components of FTF programs- is there a need for enhanced coordination or connection between them? (only sometimes asked due to time)**

- 8) As we pursue designing KM activities to strengthen the knowledge base around enabling environment and food security are there any lessons learned or key things you'd suggest we consider?**

Closing: Are there any questions you have for me? Or anything else you'd like to add? We hope you found this useful and that we can stay connected as our project evolves. Please let me know if you have further questions or if anything comes up you'd like to share moving forward. We look forward to doing the same. [To achieve the goal of building both awareness of the mechanism and establish an inclusive and collaborative process for the knowledge management plan and program moving forward]

ANNEX 4. KEY INFORMANT CONTACTS

USAID Contacts	Affiliation
Mark Huisenga	USAID/BFS/MPI
Kevin Fath	USAID/BFS/MPI
Maura Mack	USAID/BFS/Nutrition
Keith Schultz	Legislative Affairs
Wade Channell	USAID/E3 Bureau
Devi Ramkisson	USAID/BFS/CSI
Dany Khy	USAID/BFS/Asia
Janet Lawson	USAID/Guatemala
Non-USAID Contacts	Affiliation
Thom Jayne	MSU Food Policy Innovation Lab
Steven Haggblade	MSU Food Policy Innovation Lab
Jason Scarpone	African Fertilizer and Agribusiness Partnership
Michael Carter	UC Davis Assets and Market Access Innovation Lab
Loraine Ronchi	World Bank
Ed Keturkakis	World Bank
Clare Manuel	LASER Project/DFID

While not the structured key informant interview format, discussions were also held with staff from the USAID Knowledge Driven Agriculture Development and USAID LEARN projects.

ANNEX 5. USER PROFILES BY KEY STAKEHOLDER GROUP

User Profile: USAID Washington (especially Feed the Future-focused staff)	
Incentives to engage in knowledge sharing on the EE for FS	
<p>Broadly, seek to capture latest information and best practices on enabling environment policies and practices related to food security to inform USAID programs already in progress as well as FTF strategies and generational improvements in the FTF framework. Seek to engage or use KM especially to:</p> <ul style="list-style-type: none"> • Promote knowledge-sharing with or between USAID Missions for improved effectiveness of USAID programs • Improve USAID portfolio strategies and program design through access to latest data, trends, policies, and innovations • Identify technical priorities and knowledge gaps to inform future resource allocation and directions (i.e., Feed the Future programming) • Support USAID Missions more effectively with their programming and management needs • Align strategies and collaborate strategically and effectively with other donors, governments, and leaders • Support long-term expansion of the evidence base around the EE for FS as well as increased access and use of this knowledge by all stakeholders, including implementing partners, the private sector, and researchers 	
USAID respondents and informants from surveys/interviews	
<ul style="list-style-type: none"> • Twenty-seven USAID survey respondents of which 55% reported female, 89% work in USAID/BFS, and all are based in the US. • Sixty-three percent work on Feed the Future all of the time, while the remaining responses were split between “sometimes” and “most of time.” • Eight key informants, including a blend of BFS staff and staff of other Bureaus. Interviewees had different thematic focuses and roles related to the EE for FS. 	
Most common purposes cited for how technical information and knowledge is used	Top cited issues for improving the EE for FS, and areas for future learning
<ul style="list-style-type: none"> • Design new programs or activities (78%) • Support internal office operations (74%) • Engage with civil society and/or the private sector (74%) • Provide technical or management support to existing programs or implementation activities (73%) • Engage in technical thought leadership (65%) 	<ul style="list-style-type: none"> • Institutions and/or institutional capacity (72%) • Agricultural input policies (64%) • Governance (56%) • Market infrastructure and information systems (48%) • Enforcement of regulations/standards (40%) • Gender and investment promotion policies were also of high interest for future learning (48% and 44%, respectively)
Preferred Methods: Accessing technical information	Preferred Methods: Exchanging/ Sharing technical information
<ul style="list-style-type: none"> • In-person presentations (88%) • Workshops or conferences (80%) • Webinars (60%) • E-newsletters (48%) • Email-based listservs (44%) 	<ul style="list-style-type: none"> • In-person presentations (88%) • Workshops/conferences (82%) • Webinars (56%) • Conference calls (56%) • Online platforms (40%) • Overall respondents were more interested in an in-person or remote real-time interactions than virtual.

User Profile: USAID Washington (especially Feed the Future-focused staff)	
Trusted sources of EE for FS technical information	Community of practice and knowledge-sharing activity interests
<ul style="list-style-type: none"> • Individuals/technical experts in USAID/Washington (80%) • Academic or research institutions (72%) • Multilateral development banks (64%) • Donor-funded websites (60%) • Journals/peer reviewed articles (56%) • Individuals/technical experts in USAID Missions (52%) 	<ul style="list-style-type: none"> • Occasionally involved in working groups/communities of practice (44%), Sixteen percent cited constraints on time as the reason why they don't participate more in these groups. • Interested in information pertaining to a variety of geographic levels (52%), 20% preferred a regional focus, 16% national, and 12% global. • Interested in either single issue or theme/sector level-focused discussions (56%), 28% preferring a theme or sector focus, 16% a focus on a narrower specific issue.
Interest in potential support services from the project	
<ul style="list-style-type: none"> • Technical analysis, data collection, and/or benchmarking at the country/regional level (78% likely, 27% maybe) • Mission strategy development and/or program design (73% likely, 32% maybe) • Support for priority action planning (64% likely, 32% maybe) • Short-term technical assistance to implementing and/or other partners (59%, 37%) • Organization or facilitation of stakeholder consultations (59% likely, 36% maybe) • Training or other capacity-building activities (57% likely, 43% maybe) • Establishment/support to working groups or communities of practice (36% likely, 64% maybe) 	
Considerations for successful targeting/engagement of this audience	
<ul style="list-style-type: none"> • Focus KM priorities around the most salient knowledge issues/priorities and knowledge gaps. • Design specific and intentional activities to promote knowledge-sharing and expand the knowledge base at different levels, with different groups around priority issues. • Create and apply a framework and approach for integration of KM into support provided under the project. • Support identification of opportunities to leverage existing leaders, influencers. In particular, consider mapping connections and spheres of influence of key individuals and institutions as well as key in-person events and workshops. • Improve communication of project team with different parts of USAID and BFS when planning field activities. • Promote use/incorporation of KM so it can be (and is seen by stakeholders) as a catalyst for innovative enabling environment solutions in food security. 	

User Profile: USAID Missions (Regions/Countries)	
Incentives to engage in knowledge sharing on EE for FS	
<p>Broadly, seek to capture latest information and best practices on enabling environment policies and practices related to food security to inform USAID programs already in progress as well as Mission strategies/future programming. Seek to engage or use KM especially to:</p> <ul style="list-style-type: none"> • Identify best practices from other USAID Missions (and Feed the Future countries) for improved program effectiveness. • Align strategies and collaborate strategically and effectively with other donors, governments, and leaders at the national and regional level. • Strengthen Mission portfolio strategies and program design through access to latest data, trends, policies, and innovations. • Identify technical priorities and knowledge gaps to inform future resource allocation and directions (i.e., Feed the Future programming). • Promote engagement and knowledge-sharing within their country and region around similar issues, and share results and lessons learned. • Enlist support for technical and management needs within their own offices as well as implementing partners. • Support long-term expansion of the evidence base around the EE for FS as well as increased access and use of this knowledge by all stakeholders including implementing partners, the private sector, and researchers 	
USAID respondents and informants from surveys/interviews	
<ul style="list-style-type: none"> • Thirty-two USAID survey respondents of which 69% reported male, 94% work in bilateral USAID Missions (only a few respondents were from regional Missions). • Forty-four percent were based in Africa, 31% Asia, and 25% LAC. Forty percent reported working on Feed the Future most of the time, 38% all of the time, 19% sometimes, and less than 5% rarely. • Eight key informants, including a blend of BFS staff and other staff of other Bureaus. Interviewees had different thematic focuses and roles related to the EE for FS. 	
Most common purposes cited for how technical information and knowledge is used	Top cited issues for improving the EE for FS, and areas for future learning
<ul style="list-style-type: none"> • Provide technical or management support to existing programs or implementation activities (86%) • Engage with host country governments (76%) • Engage with civil society and/or the private sector (71%) • Design new programs or activities (69%) 	<ul style="list-style-type: none"> • Agricultural input policies (69%) • Market infrastructure and information systems (69%) • Institutions and/or institutional capacity (59%) • Governance (59%) • Cross-border trade issues (45%) <p>Food safety, gender, enforcement of regulations/standards, and investment promotion policies were also of notable interest for future learning.</p>
Preferred Methods: Accessing technical information	Preferred Methods: Exchanging/ Sharing technical information
<ul style="list-style-type: none"> • Workshops or conferences (67%) • E-newsletters (67%) • In-person presentations (58%) • Online platforms (46%) • Webinars (46%) 	<ul style="list-style-type: none"> • In-person presentations (69%) • Workshops/conferences (69%) • Conference calls (46%) • Online platforms (46%) • Webinars (42%) <p>Overall respondents were more interested in in-person or remote real-time interactions than virtual.</p>

User Profile: USAID Missions (Regions/Countries)	
Trusted sources of EE for FS technical information	Community of practice and knowledge-sharing activity interests
<ul style="list-style-type: none"> • Multilateral development banks (89%) • Donor-funded websites (82%) • Individuals/technical experts in USAID Missions (63%) • Academic or research institutions (56%) • Host/local government (56%) • Individuals/technical experts in USAID/Washington (52%) 	<ul style="list-style-type: none"> • Occasionally involved in working groups/communities of practice (38%), Twenty-five percent do not participate at all, 21% cited constraints on time as the reason why they do not participate, 5% reported being frequently involved in these groups. • Over a third were interested in information with a regional focus (38%), 21% in a national focus, a few in a global focus, and 33% in any geographic level. • Most respondents were interested in either single issue or theme/sector level discussions (67%), with an additional 25% preferring a theme or sector-level focus.
Interest in potential support services from the project	
<ul style="list-style-type: none"> • Technical analysis, data collection, and/or benchmarking at the country/regional level (71% likely, 25% maybe) • Short-term technical assistance to implementing and/or other partners (63% likely, 13% maybe) • Mission strategy development and/or program design (54% likely, 21% maybe) • Training or other capacity-building activities (46% likely, 42% maybe) • Organization or facilitation of stakeholder consultations (38% likely, 46% maybe) • Support for priority action planning (30% likely, 52% maybe) • Establishment/ support to working groups or communities of practice (17% likely, 46% maybe) 	
Considerations for successful targeting/engagement of this audience	
<ul style="list-style-type: none"> • Focus KM priorities around the most salient knowledge issues/priorities and knowledge gaps. • Limitations around participation in working groups and communities of practice should be considered carefully with USAID Mission staff. Other knowledge exchange methods cited should be considered more where possible (online platforms, conference calls, and webinars in addition to the in-person conference events (presentations/conferences) • Consider trusted sources in collaboration efforts. Multilateral institutions are particularly strong contenders for consideration. In addition, Government shows up more clearly as a trusted resource with this group than others in the survey results. • Regional knowledge-sharing and learning efforts could be further emphasized. 	

User Profile: Implementing Development Partners

Incentives to engage in knowledge sharing on the EE for FS

Implementing development partners engage or use KM especially to:

- Bolster technical knowledge, implementation, and management oversight of projects
- Utilize generated knowledge for optimal project design, incorporating best practices and lessons learned for more efficient and sustainable implementation
- Advance knowledge capital to develop improved business strategies, research, and knowledge agenda for current and future projects
- Engage and share knowledge generated through implementation with a wider audience of peers, donors, academia, and civil society.

Most common purposes cited for how technical information and knowledge is used

- Provide technical or management support to existing programs or implementation activities (89%)
- Design new programs, projects, or activities (85%)
- Inform research and learning agendas (78%)
- Engage in technical thought leadership (74%)
- Inform business strategies (73%)
- Engage with civil society and/or private sector (73%)

Top cited issues for improving the EE for FS, and areas for future learning

- Agricultural input policies
- Market infrastructure and information systems
- Governance
- Gender
- Institutions and/or institutional capacity
- Food safety

Preferred Methods: Accessing technical information

- Workshops or conferences (81%)
- E-newsletters (79%)
- On-line knowledge-sharing platforms/ sites (71%)
- In-person presentations (71%)
- Community of practice, working groups (66%)
- Industry or trade journal or association (65%)

Preferred Methods: Exchanging/ Sharing technical information

- Workshops/conferences (91%)
- In person presentations (78%)
- Online platforms or website (73%)
- Community of practice, working group or learning network (67%)
- Conference calls (67%)
- Email-based listservs (61%)

Trusted sources of EE for FS technical information

- Donor-funded websites (74%)
- Multilateral development banks (67%)
- Academic or research institutions (60%)
- Individuals/technical experts (54%)
- Associations or industry trade groups, peer reviewed journals, think tanks/policy groups, and multilateral financial institutions (all in the 40-50% range)

Community of practice and knowledge-sharing activity interests

- 52% cited frequent involvement in working groups, communities of practice, or learning networks on relevant topics. Only 10% cited other commitments or workload as a reason for not participating.
- 38% expressed interest in all geographic levels of knowledge-sharing, while 20% were particularly interested in a global focus, 20% in a regional-level focus, and almost 20% in a national-level focus.

Considerations for successful targeting/engagement of this audience

- Consider role as a knowledge generator and implementer of innovations in relevant technical areas.
- Consider role as a trusted resource partner and technical assistance provider for work in technical areas.
- Consider as consumer/user of knowledge generated by others to strengthen programming and design new programs
- Consider their vested interests in shared goals and common priorities/interests.
- Working groups and communities of practice/learning networks may be particularly beneficial ways to share knowledge with and among members of this group.

*89 respondents were from for profit, non-profit/private voluntary development organizations, close to 70% male/30% female. 45% based in Africa, 29% based in US, 16% Asia, 6% LAC, and 5% Europe and Eurasia.

User Profile: Academic and Research Institutions	
Incentives to engage in knowledge sharing on the EE for FS	
Seek to capture latest information and best practices on enabling environment policies and practices related to food security to improve the technical and management support of new and existing activities and inform new research and learning agenda. Academic and research Institutions engage or use KM especially to: <ul style="list-style-type: none"> • Advance academic research and knowledge products in EE and FS • Utilize generated knowledge for current or future development of curricula • Incorporate lessons learned and best practices in technical delivery of projects and research • Improved decision making in allocating funding for research in EE and FS • Disseminate generated knowledge through research and implementation with a wider audience of stakeholder 	
Most common purposes cited for how technical information and knowledge is used	Top cited issues for improving the EE for FS, and areas for future learning
<ul style="list-style-type: none"> • Provide technical or management support to existing programs or implementation activities (85%) • Inform research and learning agendas (82%) • Design new programs or activities (82%) • Engage directly with host country governments (67%), civil society/private sector (64%) 	<ul style="list-style-type: none"> • Agricultural input policies (85%) • Market infrastructure and information systems (60%) • Institutions and/or institutional capacity (53%) • Governance (45%) • Gender equity/issues related to role of women (38%) • Food safety (33%) These areas also represented most common areas cited for future learning.
Preferred Methods: Accessing technical information	Preferred Methods: Exchanging/ Sharing technical information
<ul style="list-style-type: none"> • Workshops or conferences (79%) • E-newsletters (75%) • Online knowledge-sharing platforms/sites (71%) • Email-based listservs (68%) • Conference calls (68%) 	<ul style="list-style-type: none"> • Workshops/conferences (77%) • In-person presentations (71%) • Email-based listservs (69%) • Online platforms and websites (63%) • Community of practice or learning networks (62%)
Trusted sources of EE for FS technical information	Community of practice and knowledge-sharing activity interests
<ul style="list-style-type: none"> • Academic or research institutions (90%) • Donor-funded programs (77%) • Journals or other peer reviewed publications (61%) • Multilateral development banks (58%) • Individuals/technical experts in this area (52%) • Host or local government sources (52%) 	<ul style="list-style-type: none"> • 28% frequently involved and 48% occasionally involved in a working group or community of practice, 12% infrequently involved due to other commitments. • 46% interested in knowledge-sharing activities at any geographic level followed by interest in a predominantly global (25%) or regional (21%) focus. • 46% interested in either single issue or theme/sector level discussions, 33% mostly interested in a theme/sector level focus.
Considerations for successful targeting/engagement of this audience	
<ul style="list-style-type: none"> • Consider role as a knowledge generator, driver, and implementer of work in relevant technical areas. • Consider role as also a trusted resource partner and technical assistance provider for work in technical areas. • Consider as a consumer/user of knowledge to drive research and learning and identify new opportunities. • Consider their vested interests in shared goals and common priorities/interests. • Collaboration between the project and universities on specific and appropriate activities could increase uptake and use of findings 	

*41 respondents, close to 83% male/15% female. 34% based in US, 29% based in Africa, 22% Asia, 10% LAC, and 5% Middle East/North Africa.

User Profile: Private Sector/Commercial Company/Industry Associations	
Incentives to engage in knowledge sharing on the EE for FS	
Seek to capture latest information and best practices on enabling environment policies and practices related to food security to advance technical delivery of existing work, improve the design of new products/services, and inform business strategies. Private sector/commercial companies/industry associations engage or use KM especially to: <ul style="list-style-type: none"> • Utilize acquired knowledge for better portfolio and organizational planning in EE and FS • Maximize implementation efforts and recalibrate strategies for targeted business offerings • Develop better proposals leveraging knowledge acquired • Engage with a wide audience of stakeholders sharing generated knowledge 	
Most common purposes cited for how technical information and knowledge is used	Top cited issues for improving the EE for FS, and areas for future learning
<ul style="list-style-type: none"> • Provide technical or management support to existing programs (89%) • Design new programs or activities (89%) • Inform business strategies (82%) • Inform research and learning agendas (75%) • Engage in technical thought leadership at different levels (73%) 	<ul style="list-style-type: none"> • Agricultural Input Policies (86%) • Market infrastructure and information systems (65%) • Governance (50%) • Institutions and/or institutional capacity (41%) • Food safety (39%) These topics and others (i.e. finance/tax-related issues, investment promotion policies, policies impacting domestic output markets, and enforcement of regulations/standards) were also areas of interest for further learning.
Preferred Methods: Accessing technical information	Preferred Methods: Exchanging/ Sharing technical information
<ul style="list-style-type: none"> • E-newsletters (87%) • Industry or trade-specific journal or association (82%) • Workshops or conferences (82%) • In-person presentations (80%) • Online knowledge-sharing platform or site (77%) 	<ul style="list-style-type: none"> • Workshops or conferences (93%) • In-person presentations (76%) • Industry or trade-specific journals or publications (74%) • Online knowledge-sharing platforms or sites (67%) • Community of practice or learning networks (61%)
Trusted sources of EE for FS technical information	Community of practice and knowledge sharing activity interests
<ul style="list-style-type: none"> • Donor-funded programs (76%) • Associations or industry trade groups (64%) • Journals or other peer-reviewed articles (56%) • Multilateral development banks (51%) • Academic or research institutions (51%) 	<ul style="list-style-type: none"> • 37% frequently involved in a working group or community of practice, 31% occasionally, 17% not involved due to other commitments • 41% interested in knowledge-sharing on any geographic level, 27% predominantly interested in regional, 18% in global, and 15% in national • 50% interested in either single issue or theme/sector-level discussions, 41% particularly in a theme/sector
Considerations for successful targeting/engagement of this audience	
<ul style="list-style-type: none"> • Consider role as a knowledge generator, driver, and implementer of innovations for work in technical areas. • Consider role as a trusted resource partner and technical assistance provider for work in technical areas. • Consider as a consumer/user of knowledge generated by others to drive own work and identify new opportunities. • Consider their vested interests in shared goals and common priorities/interests. 	

*60 respondents, close to 70% male/28% female. 70% based in Africa, 12% based in US, 10% Asia, 7% Europe and Eurasia, and 2% LAC. 80% identified as private companies, 20% as industry associations.

ANNEX 6. KNOWLEDGE EXCHANGE AND LEARNING PLATFORMS

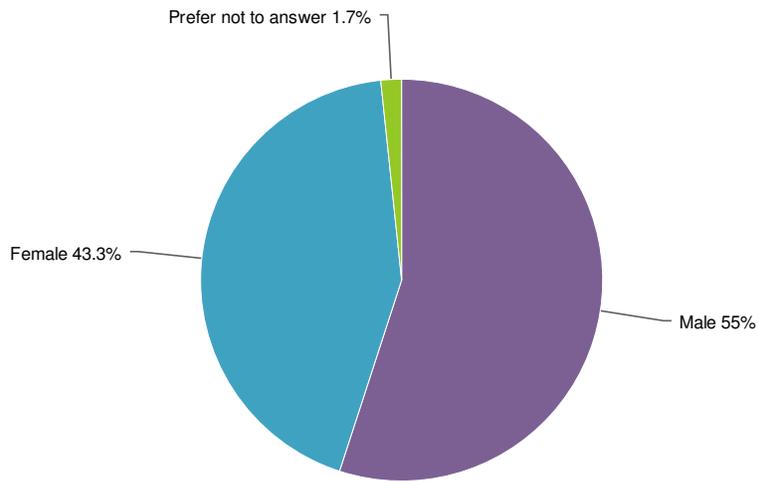
Note: For USAID. If interested in more information, please contact Meaghan Murphy mmurphy@fintrac.com.

ANNEX 7. SUMMARY RESULTS OF USAID STAFF SURVEY

Appendix- USAID Survey Results

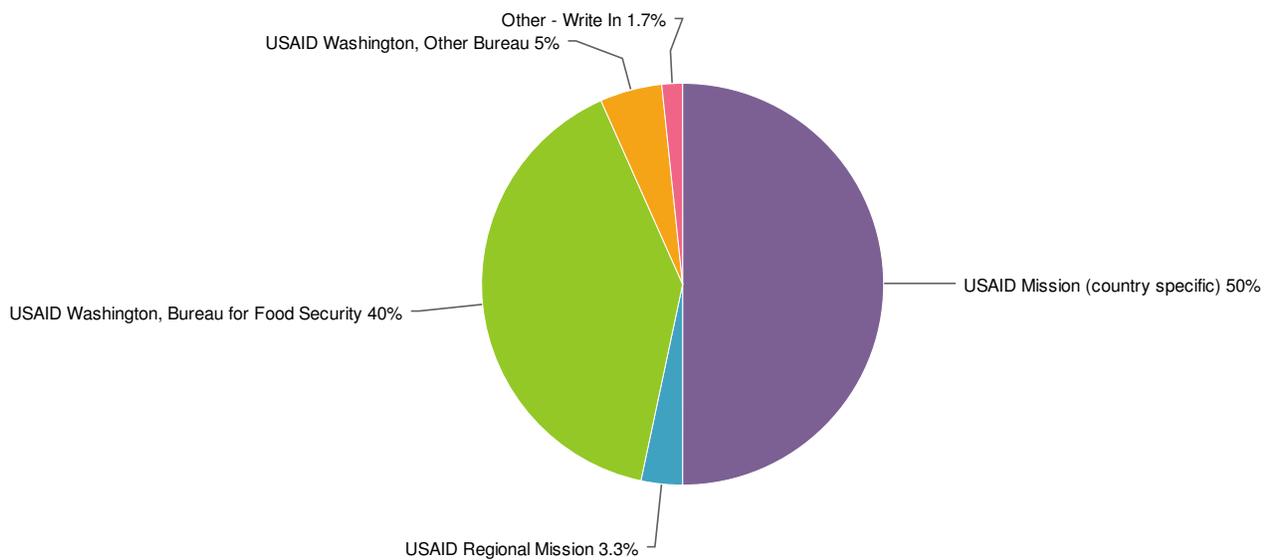
Survey: Enabling Environment for Food Security - Knowledge Management Needs Assessment

1. Please identify your gender



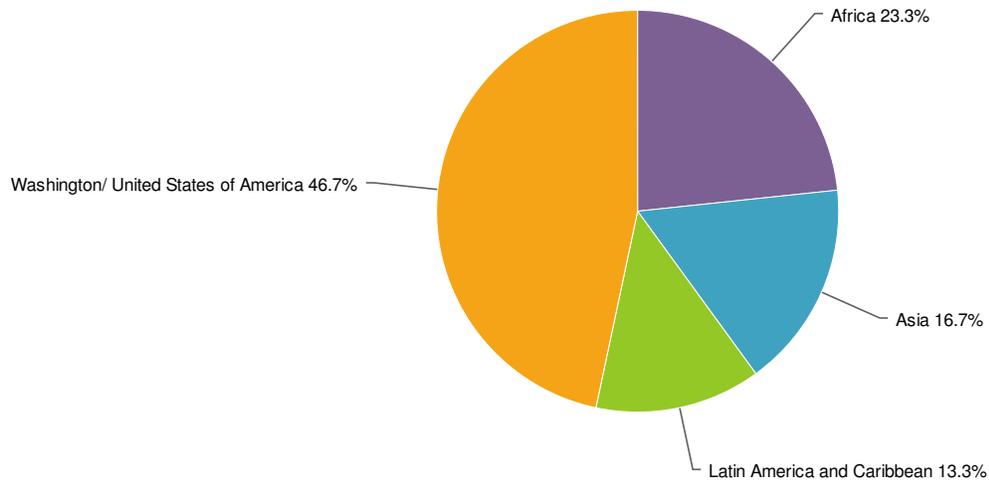
Value	Percent	Count
Male	55.0%	33
Female	43.3%	26
Prefer not to answer	1.7%	1
Total		60

2. Please select the option that best represents where you currently work



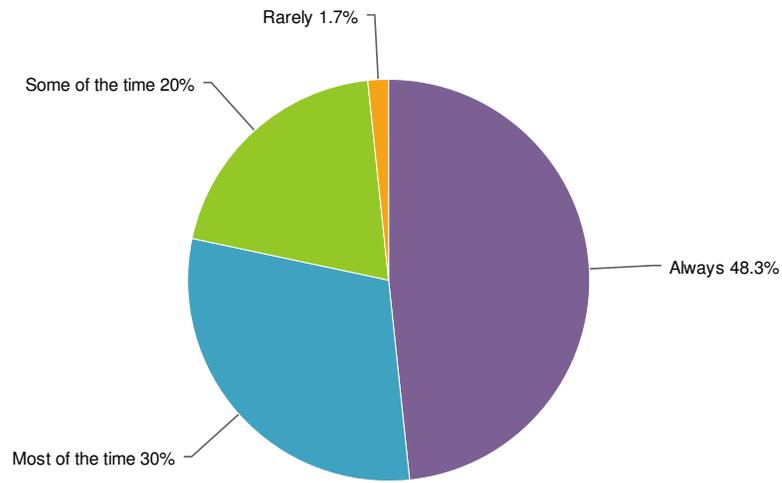
Value	Percent	Count
USAID Mission (country specific)	50.0%	30
USAID Regional Mission	3.3%	2
USAID Washington, Bureau for Food Security	40.0%	24
USAID Washington, Other Bureau	5.0%	3
Other - Write In	1.7%	1
Total		60

3. Please select where you currently live.



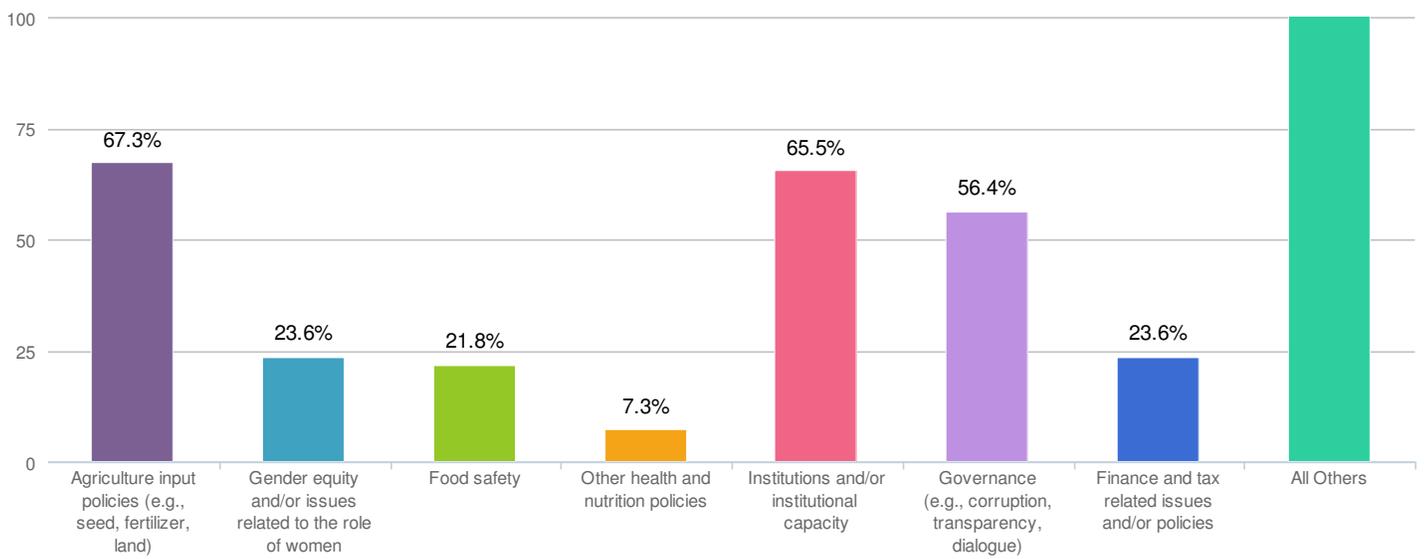
Value	Percent	Count
Afghanistan and Pakistan	0.0%	0
Africa	23.3%	14
Asia	16.7%	10
Europe and Eurasia	0.0%	0
Latin America and Caribbean	13.3%	8
Middle East (and North Africa)	0.0%	0
Washington/ United States of America	46.7%	28
Total		60

4. How much do you work on the US Government's Feed the Future Initiative?



Value	Percent	Count
Always	48.3%	29
Most of the time	30.0%	18
Some of the time	20.0%	12
Rarely	1.7%	1
Never	0.0%	0
Total		60

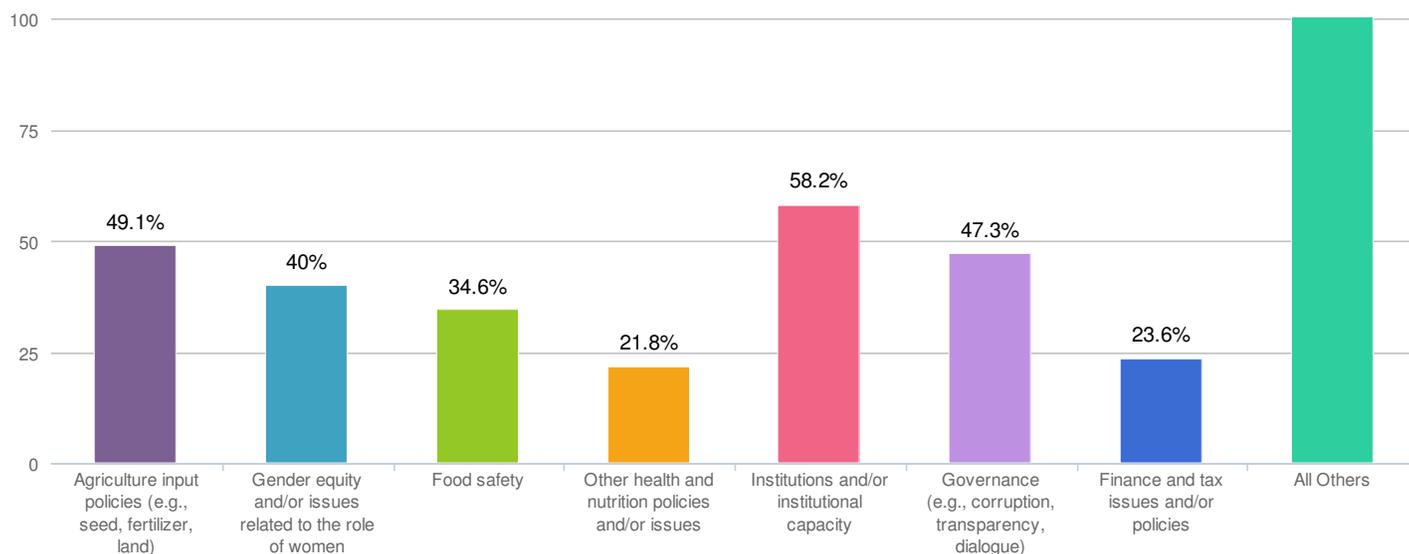
5. What are the top five (5) biggest challenges or issues you see related to improving the enabling environment for food security? (select 5)



Value	Percent	Count
Total		55

Value	Percent	Count
Agriculture input policies (e.g., seed, fertilizer, land)	67.3%	37
Gender equity and/or issues related to the role of women	23.6%	13
Food safety	21.8%	12
Other health and nutrition policies	7.3%	4
Institutions and/or institutional capacity	65.5%	36
Governance (e.g., corruption, transparency, dialogue)	56.4%	31
Finance and tax related issues and/or policies	23.6%	13
Business registration and/or licenses	10.9%	6
Labor and employment	14.6%	8
Market Infrastructure and information systems (e.g., cold storage facilities, warehouse facilities, roads)	60.0%	33
Investment promotion policies and/or initiatives	14.6%	8
Policies impacting domestic output markets	23.6%	13
Cross border trade policies and/or issues	36.4%	20
Effective use of contracts	3.6%	2
Enforcement of regulations and/or standards	36.4%	20
Intellectual property rights	1.8%	1
Other - Write In	18.2%	10
Market Infrastructure and information systems (e.g., cold storage facilities, warehouse facilities,	1.8%	1
Total		55

6. Which enabling environment for food security topics are you most interested in learning more about in the future? This could be learning about work already happening and/or areas for future work. (Select all that apply)

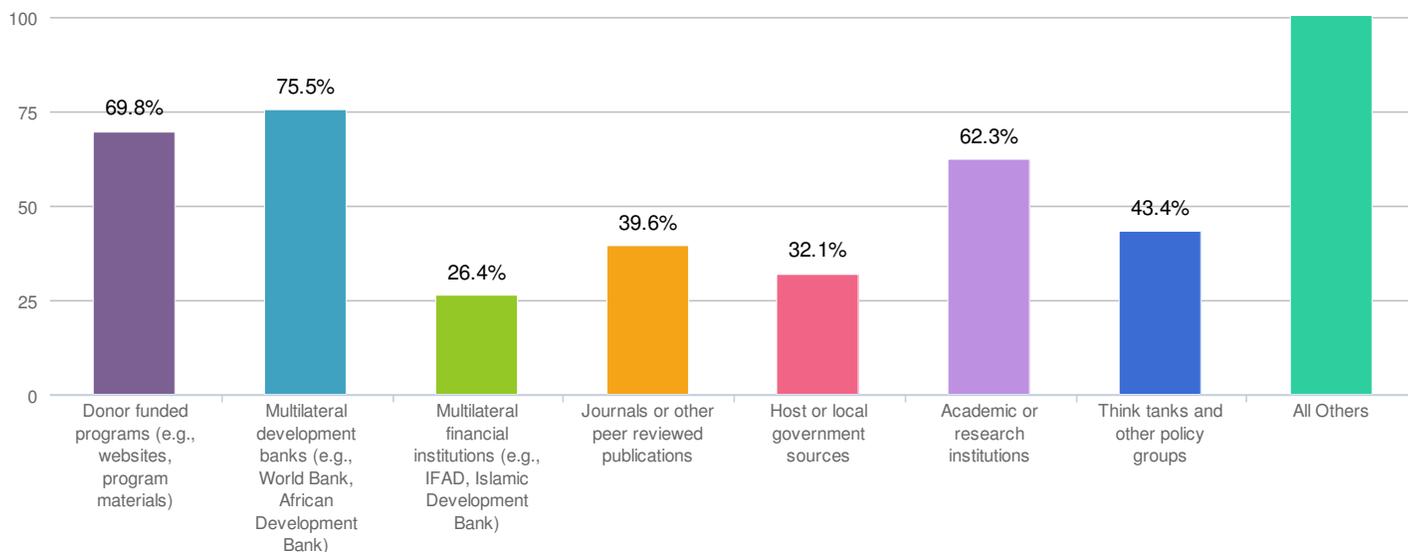


Value	Percent	Count
Agriculture input policies (e.g., seed, fertilizer, land)	49.1%	27
Gender equity and/or issues related to the role of women	40.0%	22
Food safety	34.6%	19
Other health and nutrition policies and/or issues	21.8%	12
Institutions and/or institutional capacity	58.2%	32
Governance (e.g., corruption, transparency, dialogue)	47.3%	26
Finance and tax issues and/or policies	23.6%	13
Business registration and/or licenses	14.6%	8
Labor and employment	27.3%	15
Market infrastructure and information systems	60.0%	33
Investment promotion policies and/or initiatives	38.2%	21
Policies impacting domestic output markets	30.9%	17
Cross border trade policies and/or issues	40.0%	22
Effective use of contracts	12.7%	7
Enforcement of regulations and/or standards	41.8%	23
Intellectual property rights	10.9%	6
Other - Write In	9.1%	5
Total		55

7. Technical information can be used for many different purposes. In considering information about the enabling environment for food security, please select how likely you would be to use it for each of the following purposes.

	Very unlikely	Unlikely	Maybe	Likely	Very likely	Responses
A. Design new donor funded programs, projects or activities	0 0.0%	0 0.0%	12 22.6%	27 50.9%	14 26.4%	53
B. Provide technical or management support to existing programs, projects or implementation related activities	0 0.0%	0 0.0%	8 15.4%	24 46.2%	20 38.5%	52
C. Engage directly with host country government officials	2 3.8%	0 0.0%	19 36.5%	18 34.6%	13 25.0%	52
D. Engage with civil society and/or the private sector	1 2.0%	0 0.0%	13 25.5%	21 41.2%	16 31.4%	51
E. Support internal office operations, strategies and/or daily functions	2 4.0%	5 10.0%	14 28.0%	19 38.0%	10 20.0%	50
F. Engage in technical thought leadership at global, regional or country events and forums	1 2.0%	3 5.9%	20 39.2%	20 39.2%	7 13.7%	51

8. Who (or where) are your trusted sources of information about enabling environment and food security? (check all that apply)



Value	Percent	Count
Donor funded programs (e.g., websites, program materials)	69.8%	37
Multilateral development banks (e.g., World Bank, African Development Bank)	75.5%	40
Multilateral financial institutions (e.g., IFAD, Islamic Development Bank)	26.4%	14
Journals or other peer reviewed publications	39.6%	21
Host or local government sources	32.1%	17
Academic or research institutions	62.3%	33
Think tanks and other policy groups	43.4%	23
Public media channels	9.4%	5
Blogs	1.9%	1
Associations or industry trade groups	18.9%	10
Individuals familiar with this technical area at USAID/Missions	56.6%	30
Individuals familiar with this technical area at USAID/Washington	64.2%	34
I don't know where to go	5.7%	3
Other - Write In	15.1%	8
Total		53

10. Please rate your likelihood of engaging each method for exchanging experiences or sharing lessons learned about a particular issue or topic.

	Very unlikely	Unlikely	Maybe	Likely	Very likely	Responses
Email based listservs	6 11.5%	8 15.4%	22 42.3%	12 23.1%	4 7.7%	52
Online platforms or websites	5 9.6%	8 15.4%	16 30.8%	17 32.7%	6 11.5%	52
Blogs, Twitter, LinkedIn, etc.	16 30.8%	23 44.2%	8 15.4%	2 3.8%	3 5.8%	52
Webinars	2 3.8%	1 1.9%	23 44.2%	20 38.5%	6 11.5%	52
Conference calls	0 0.0%	7 13.5%	18 34.6%	20 38.5%	7 13.5%	52
Workshops or conferences	1 1.9%	2 3.8%	9 17.3%	27 51.9%	13 25.0%	52
In-person presentations	1 1.9%	0 0.0%	10 19.2%	28 53.8%	13 25.0%	52
Community of practice or learning networks	2 3.8%	7 13.5%	24 46.2%	15 28.8%	4 7.7%	52
Industry or trade specific journals or publications	5 9.6%	15 28.8%	19 36.5%	10 19.2%	3 5.8%	52

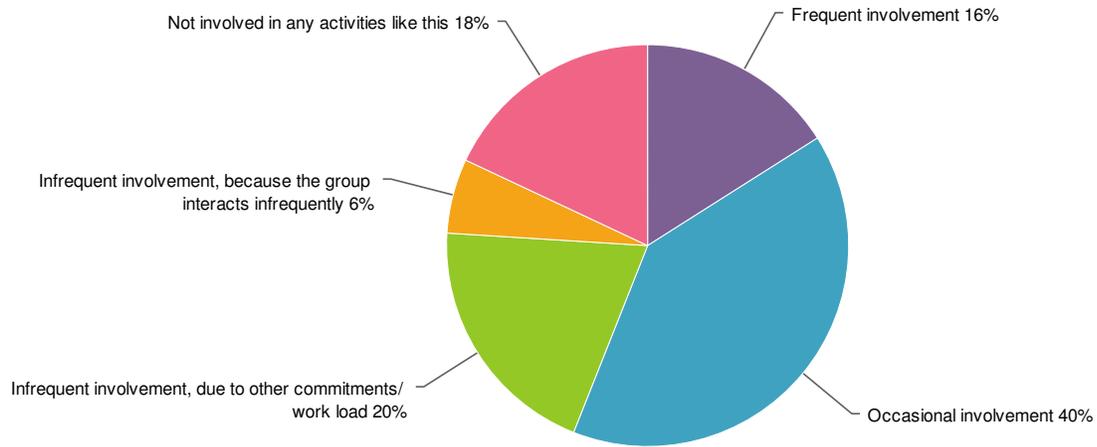
11. Please rate your likelihood of engaging each method for accessing updates about new technical findings, global agreements, policies, tools or approaches.

	Very unlikely	Unlikely	Maybe	Likely	Very likely	Responses
E- newsletters	1 2.0%	7 14.0%	13 26.0%	25 50.0%	4 8.0%	50
Email based listservs	2 4.0%	12 24.0%	15 30.0%	19 38.0%	2 4.0%	50
Online knowledge sharing platform or websites	1 2.0%	7 14.0%	17 34.0%	18 36.0%	7 14.0%	50
Blogs, twitter, LinkedIn or other social media channels	12 24.0%	19 38.0%	11 22.0%	5 10.0%	3 6.0%	50
Mainstream media sources	9 18.0%	9 18.0%	15 30.0%	16 32.0%	1 2.0%	50
Podcasts	11 22.0%	11 22.0%	20 40.0%	6 12.0%	2 4.0%	50
Webinars	2 4.0%	4 8.0%	17 34.0%	21 42.0%	6 12.0%	50
Conference calls	1 2.0%	6 12.0%	23 46.0%	16 32.0%	4 8.0%	50
Workshops or conferences	1 2.0%	3 6.0%	9 18.0%	27 54.0%	10 20.0%	50
In-person presentations	1 2.0%	2 4.0%	10 20.0%	23 46.0%	14 28.0%	50
Industry or trade specific journal or associations	5 10.0%	9 18.0%	16 32.0%	18 36.0%	2 4.0%	50
Community of practice, working groups or learning networks	2 4.0%	9 18.0%	20 40.0%	17 34.0%	2 4.0%	50

12. Please rate your likelihood of participating in each of the methods below for working collaboratively with colleagues or other stakeholders around specific technical issues or topics.

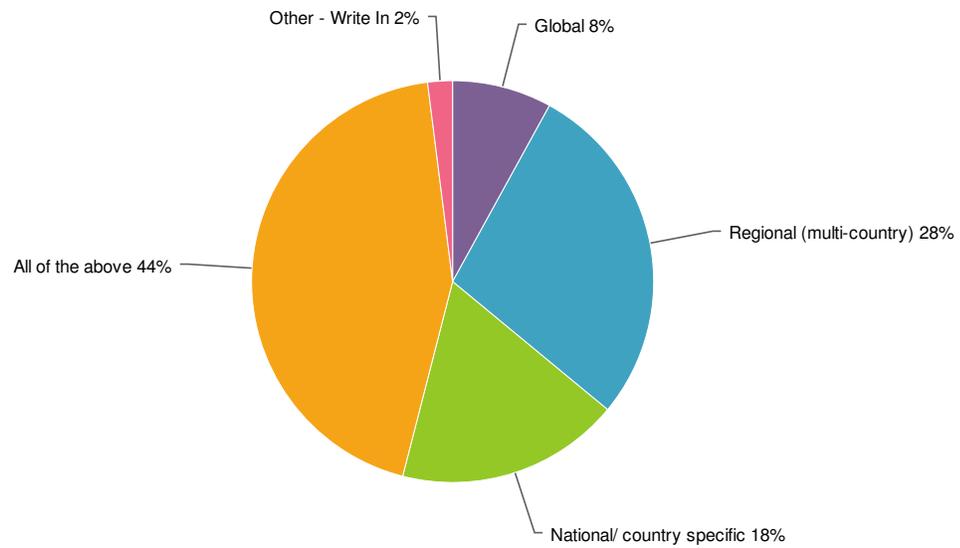
	Very unlikely	Unlikely	Maybe	Likely	Very likely	Responses
Virtual (e.g., online groups or email based exchanges)	3 6.0%	7 14.0%	19 38.0%	14 28.0%	7 14.0%	50
Real time person-to-person but remote (e.g., conference calls or webinars)	1 2.0%	2 4.0%	16 32.0%	24 48.0%	7 14.0%	50
Face-to-face (e.g., in person meetings)	1 2.0%	2 4.0%	9 18.0%	23 46.0%	15 30.0%	50
Combination of methods (in person, periodic remote and virtual)	0 0.0%	2 4.0%	12 24.0%	18 36.0%	18 36.0%	50

13. What is your level of involvement in a working group, community of practice or learning network on a topic related to this survey?



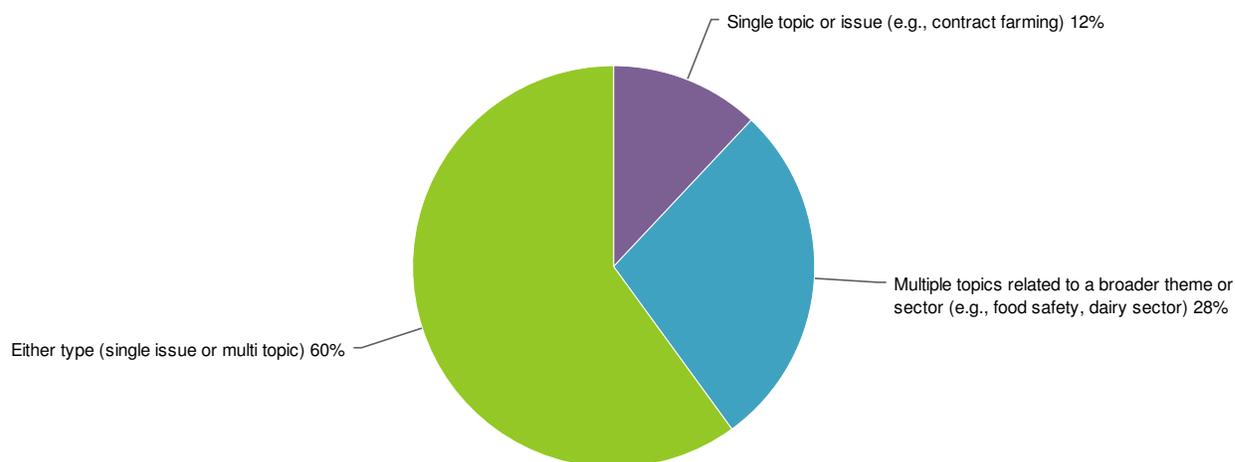
Value	Percent	Count
Frequent involvement	16.0%	8
Occasional involvement	40.0%	20
Infrequent involvement, due to other commitments/ work load	20.0%	10
Infrequent involvement, because the group interacts infrequently	6.0%	3
Not involved in any activities like this	18.0%	9
	Total	50

15. Knowledge sharing activities can be conducted at different geographic levels. Which level of knowledge sharing and/or learning activities are of greatest interest to you? (select one)



Value	Percent		Count
Global	8.0%		4
Regional (multi-country)	28.0%		14
National/ country specific	18.0%		9
Subnational	0.0%		0
All of the above	44.0%		22
None of the above	0.0%		0
Other - Write In	2.0%		1
		Total	50

16. Knowledge sharing and learning activities can also be organized around different issues, topics or themes. Which of the following are you most likely to participate in? (select one)



Value	Percent	Count
Single topic or issue (e.g., contract farming)	12.0%	6
Multiple topics related to a broader theme or sector (e.g., food safety, dairy sector)	28.0%	14
Either type (single issue or multi topic)	60.0%	30
None of the above	0.0%	0
Total		50

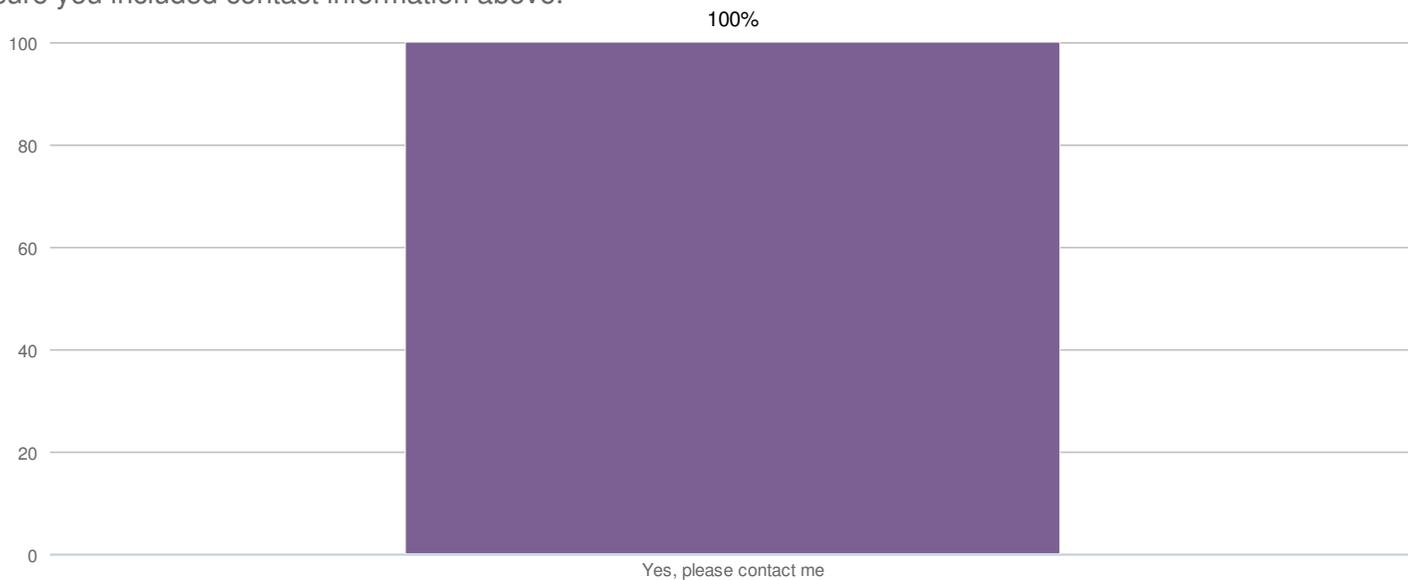
17. How likely are you or your USAID Mission or Office to seek the following knowledge and communication products related to the enabling environment for food security?

	Very unlikely	Unlikely	Maybe	Likely	Very likely	Responses
Reports and/or in-depth technical documents (e.g., reports, in-depth technical resources)	1 2.0%	3 6.1%	3 6.1%	26 53.1%	16 32.7%	49
Internal technical synthesis documents (e.g., USAID targeted messages, one pagers, Powerpoints)	0 0.0%	2 4.1%	9 18.4%	26 53.1%	12 24.5%	49
Broader technical synthesis documents (e.g., public one pagers, briefs, Powerpoints)	0 0.0%	5 10.6%	11 23.4%	17 36.2%	14 29.8%	47
Mixed media products (e.g., photo essays, videos, podcasts, blogs, social media)	4 8.2%	8 16.3%	21 42.9%	11 22.4%	5 10.2%	49
Tool kits, guides and/or training curricula	2 4.1%	5 10.2%	23 46.9%	16 32.7%	3 6.1%	49

18. How likely are you or your USAID Mission or Office to seek the following support services related to the enabling environment for food security?

	Very unlikely	Unlikely	Maybe	Likely	Unlikely	Responses
Technical analysis, data collection, and/or benchmarking at the country or regional level	0 0.0%	2 4.2%	11 22.9%	33 68.8%	2 4.2%	48
Mission strategy development and/or program design	0 0.0%	6 12.8%	11 23.4%	26 55.3%	4 8.5%	47
Support priority action planning	1 2.2%	8 17.4%	19 41.3%	17 37.0%	1 2.2%	46
Short-term technical assistance to implementing and/or other partners (e.g., embedded advisors)	1 2.1%	8 17.0%	11 23.4%	25 53.2%	2 4.3%	47
Organization or facilitation of stakeholder consultations	1 2.1%	8 17.0%	19 40.4%	18 38.3%	1 2.1%	47
Establishment and/or support for technical working group or community of practice	1 2.1%	12 25.5%	25 53.2%	9 19.1%	0 0.0%	47
Training or other capacity building activities	0 0.0%	3 6.5%	19 41.3%	21 45.7%	3 6.5%	46

21. Are you interested in providing further feedback as part of this assessment? Please check yes below and be sure you included contact information above.



Value	Percent	Count
Yes, please contact me	100.0%	9
Total		9

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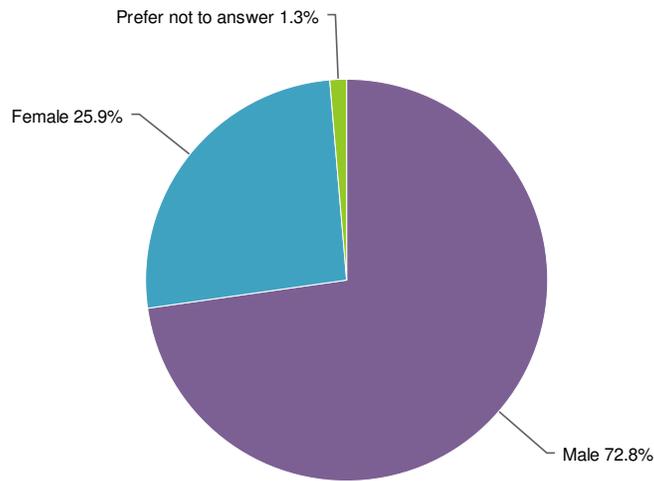
Count	Response

ANNEX 8. SUMMARY RESULTS OF MULTI-STAKEHOLDER SURVEY

Appendix Multi- Stakeholder Survey Results

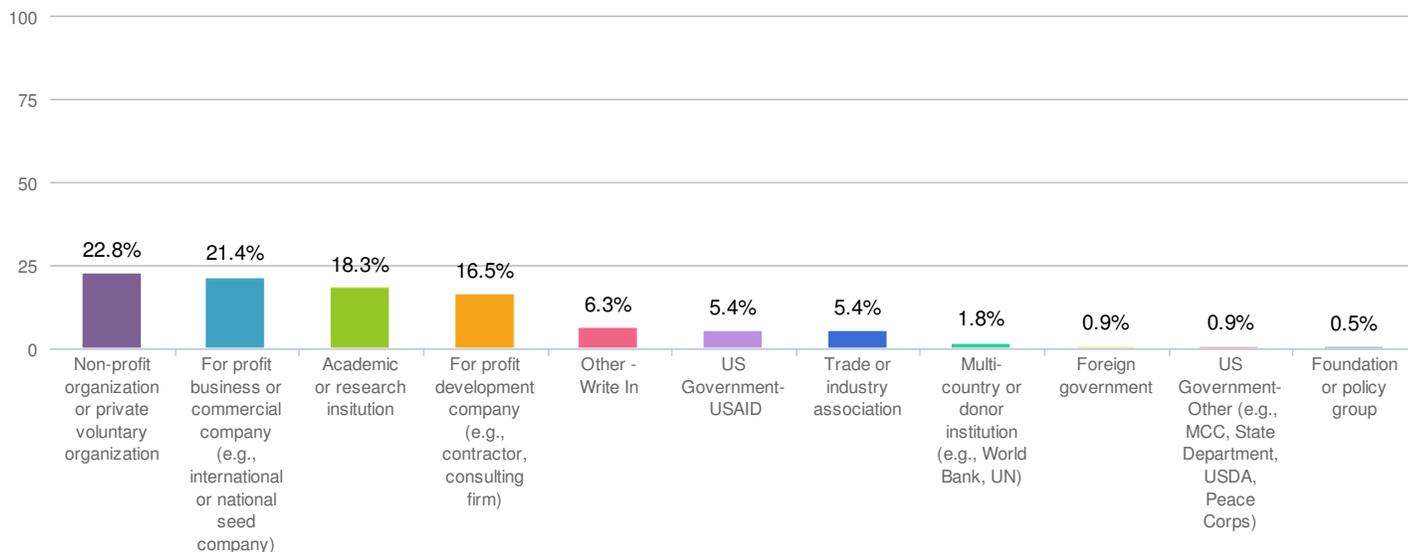
Survey: Enabling Environment for Food Security- KM Stakeholder Survey

1. Please identify your gender



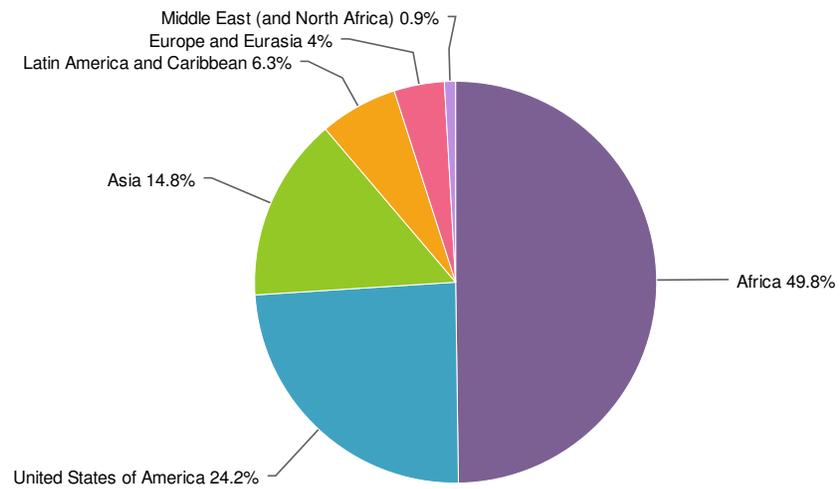
Value	Percent	Count
Male	72.8%	163
Female	25.9%	58
Prefer not to answer	1.3%	3
Total		224

2. Please select the option that best represents where you work



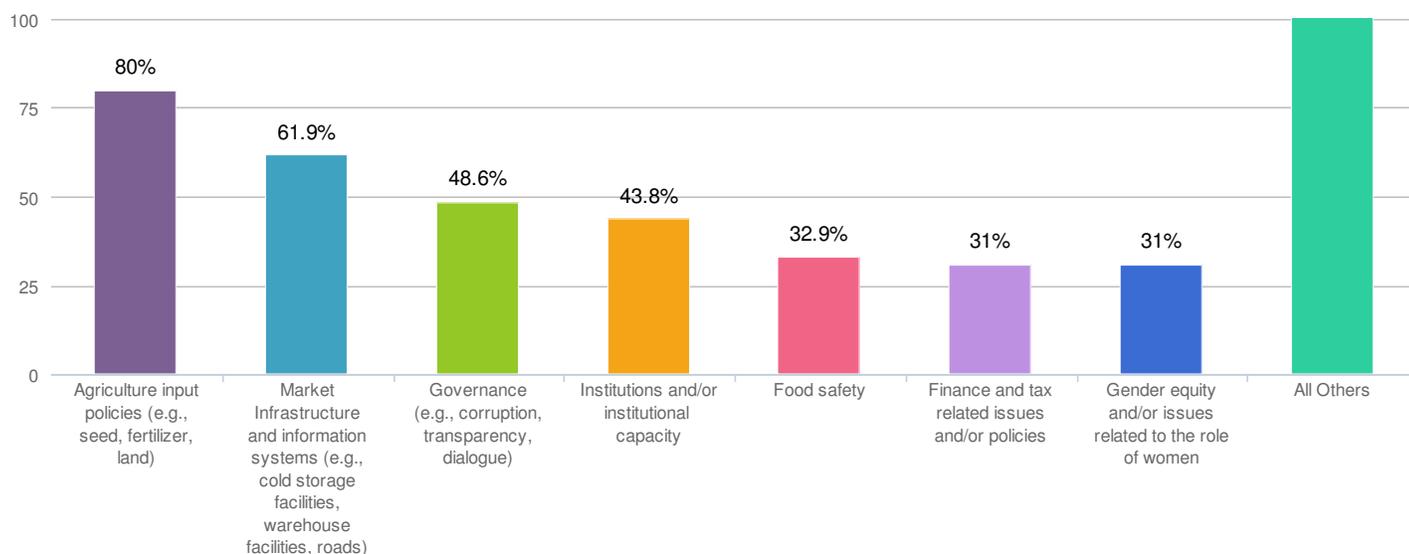
Value	Percent	Count
Non-profit organization or private voluntary organization	22.8%	51
For profit business or commercial company (e.g., international or national seed company)	21.4%	48
Academic or research institution	18.3%	41
For profit development company (e.g., contractor, consulting firm)	16.5%	37
Other - Write In	6.3%	14
US Government- USAID	5.4%	12
Trade or industry association	5.4%	12
Multi-country or donor institution (e.g., World Bank, UN)	1.8%	4
Foreign government	0.9%	2
US Government- Other (e.g., MCC, State Department, USDA, Peace Corps)	0.9%	2
Foundation or policy group	0.5%	1
Other donor institution (e.g., DFID)	0.0%	0
Total		224

3. Please select where you currently live



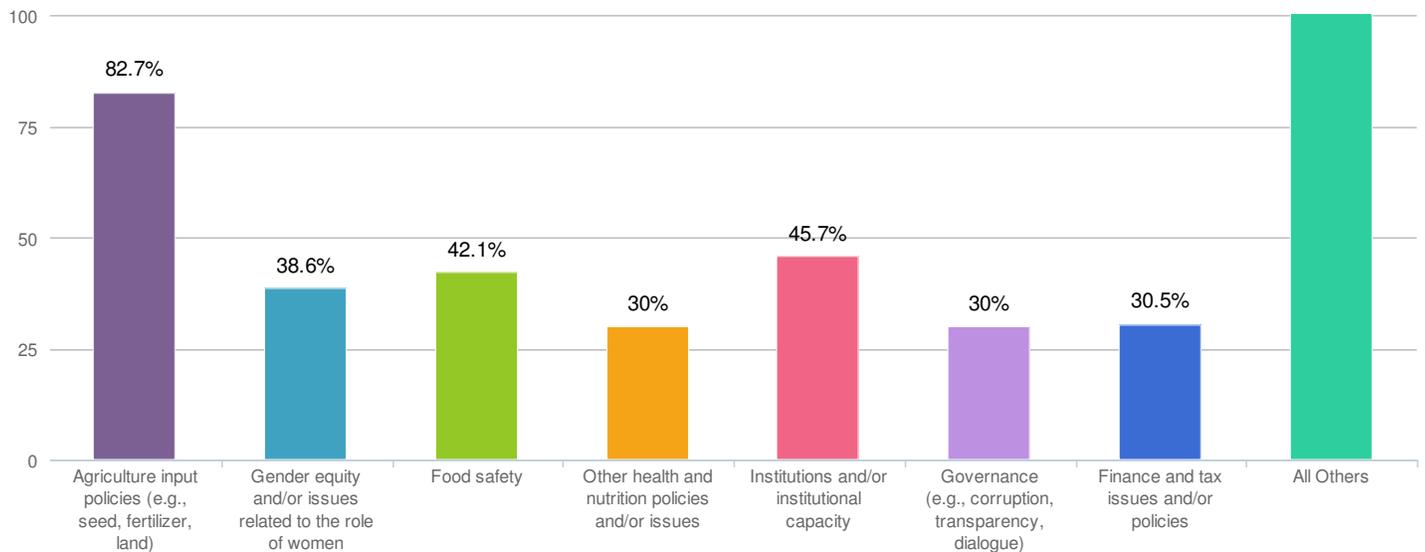
Value	Percent	Count
Africa	49.8%	111
United States of America	24.2%	54
Asia	14.8%	33
Latin America and Caribbean	6.3%	14
Europe and Eurasia	4.0%	9
Middle East (and North Africa)	0.9%	2
Afghanistan and Pakistan	0.0%	0
Total		223

4. What are the top five (5) biggest challenges or issues you see related to improving the enabling environment for food security? (select 5)



Value	Percent	Count
Agriculture input policies (e.g., seed, fertilizer, land)	80.0%	168
Market Infrastructure and information systems (e.g., cold storage facilities, warehouse facilities, roads)	61.9%	130
Governance (e.g., corruption, transparency, dialogue)	48.6%	102
Institutions and/or institutional capacity	43.8%	92
Food safety	32.9%	69
Finance and tax related issues and/or policies	31.0%	65
Gender equity and/or issues related to the role of women	31.0%	65
Investment promotion policies and/or initiatives	24.8%	52
Enforcement of regulations and/or standards	24.3%	51
Policies impacting domestic output markets	21.4%	45
Cross border trade policies and/or issues	21.4%	45
Other health and nutrition policies	17.6%	37
Labor and employment	16.7%	35
Other - Write In	11.0%	23
Effective use of contracts	9.1%	19
Intellectual property rights	6.7%	14
Business registration and/or licenses	5.7%	12
Total		210

5. Which enabling environment for food security topics are you most interested in learning more about in the future? This could be learning about work already happening and/or areas for future work. (Select all that apply)

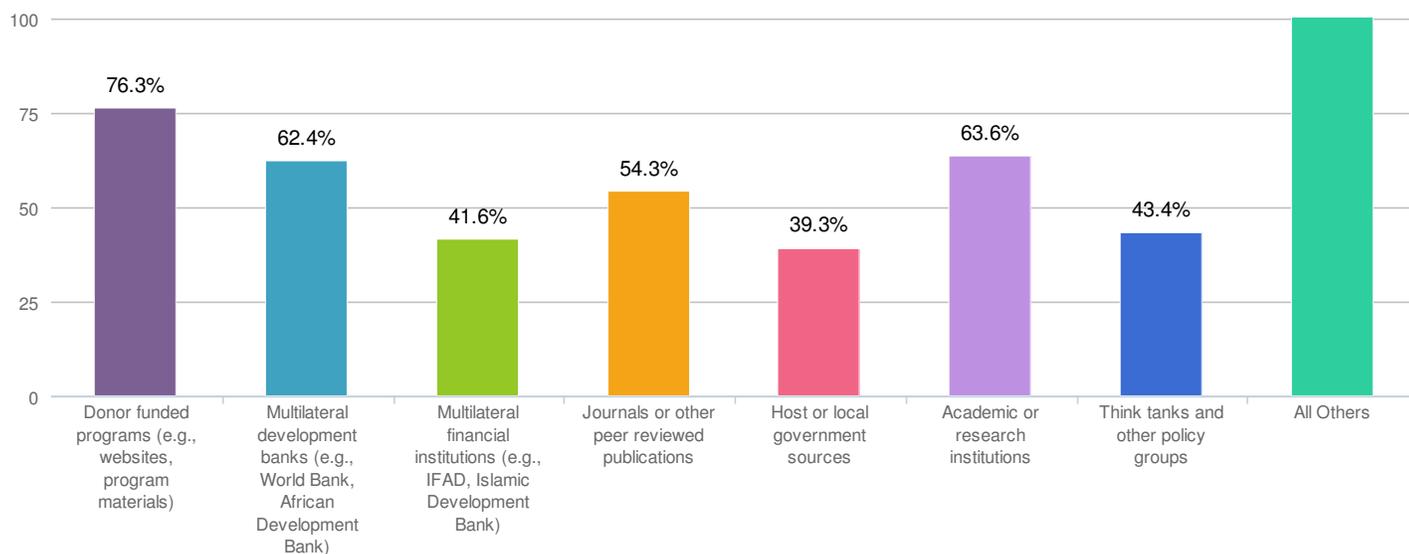


Value	Percent	Count
Agriculture input policies (e.g., seed, fertilizer, land)	82.7%	163
Gender equity and/or issues related to the role of women	38.6%	76
Food safety	42.1%	83
Other health and nutrition policies and/or issues	30.0%	59
Institutions and/or institutional capacity	45.7%	90
Governance (e.g., corruption, transparency, dialogue)	30.0%	59
Finance and tax issues and/or policies	30.5%	60
Business registration and/or licenses	11.2%	22
Labor and employment	13.7%	27
Market infrastructure and information systems	64.5%	127
Investment promotion policies and/or initiatives	42.6%	84
Policies impacting domestic output markets	34.0%	67
Cross border trade policies and/or issues	30.0%	59
Effective use of contracts	16.8%	33
Enforcement of regulations and/or standards	28.4%	56
Intellectual property rights	16.8%	33
Other - Write In	8.1%	16
Total		197

6. Technical information can be used for many different purposes. In considering information about the enabling environment for food security, please select how likely you would be to use it for each of the following purposes.

	Very unlikely	Unlikely	Maybe	Likely	Very likely	Responses
A. Design new programs, projects or activities	8 4.4%	2 1.1%	13 7.2%	66 36.7%	91 50.6%	180
B. Provide technical or management support to existing programs, projects or implementation related activities	4 2.3%	3 1.7%	12 6.8%	63 35.6%	95 53.7%	177
C. Engage directly with host country government officials	9 5.2%	18 10.4%	40 23.1%	60 34.7%	46 26.6%	173
D. Engage with civil society and/or the private sector	3 1.7%	8 4.5%	31 17.5%	65 36.7%	70 39.5%	177
E. Support internal office operations, strategies and/or daily functions	15 8.8%	22 12.9%	37 21.6%	56 32.7%	41 24.0%	171
F. Engage in technical thought leadership at global, regional or country events and forums	8 4.6%	8 4.6%	35 20.0%	59 33.7%	65 37.1%	175
G. Inform business strategies	6 3.4%	11 6.3%	31 17.6%	71 40.3%	57 32.4%	176
H. Inform research and learning agendas	7 4.0%	7 4.0%	28 15.9%	62 35.2%	72 40.9%	176

7. Who (or where) are your trusted sources of information about enabling environment and food security? (check all that apply)



Value	Percent	Count
Donor funded programs (e.g., websites, program materials)	76.3%	132
Total		173

Value	Percent	Count
Multilateral development banks (e.g., World Bank, African Development Bank)	62.4%	108
Multilateral financial institutions (e.g., IFAD, Islamic Development Bank)	41.6%	72
Journals or other peer reviewed publications	54.3%	94
Host or local government sources	39.3%	68
Academic or research institutions	63.6%	110
Think tanks and other policy groups	43.4%	75
Public media channels	25.4%	44
Blogs	14.5%	25
Associations or industry trade groups	49.1%	85
Individuals familiar with this technical area at your agency	53.2%	92
I don't know where to go	0.6%	1
Other - Write In	4.6%	8
	Total	173

Responses "Other - Write In"	Count
Left Blank	219
Cracking the Nut publications	1
Fellow Colleagues	1
Individuals at multilateral orgs and institutions	1
Meetings with individual businesspeople	1
USAID	1
current situations of the farming community	1
personal experience	1

9. Please rate your likelihood of engaging each method for exchanging experiences or sharing lessons learned about a particular issue or topic.

	Very unlikely	Unlikely	Maybe	Likely	Very likely	Responses
Email based listservs	12 7.3%	21 12.7%	32 19.4%	43 26.1%	57 34.5%	165
Online platforms or websites	3 1.8%	8 4.9%	36 22.0%	60 36.6%	57 34.8%	164
Blogs, Twitter, LinkedIn, etc.	22 13.6%	37 22.8%	43 26.5%	39 24.1%	21 13.0%	162
Webinars	9 5.6%	22 13.7%	49 30.4%	53 32.9%	28 17.4%	161
Conference calls	6 3.7%	11 6.8%	46 28.4%	56 34.6%	43 26.5%	162
Workshops or conferences	1 0.6%	3 1.8%	16 9.6%	71 42.8%	75 45.2%	166
In-person presentations	1 0.6%	6 3.7%	29 17.9%	66 40.7%	60 37.0%	162
Community of practice or learning networks	5 3.1%	15 9.3%	36 22.2%	60 37.0%	46 28.4%	162
Industry or trade specific journals or publications	9 5.6%	20 12.4%	40 24.8%	55 34.2%	37 23.0%	161

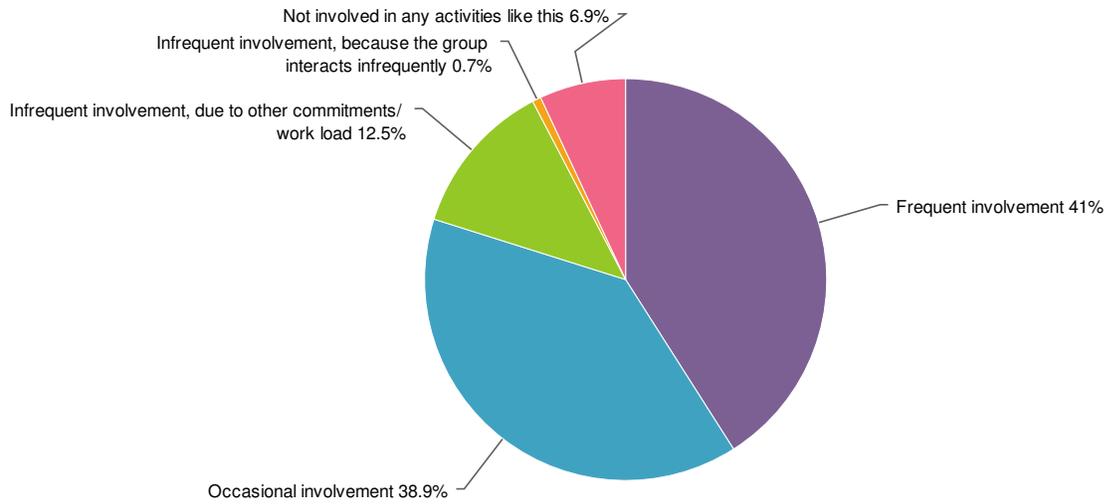
10. Please rate your likelihood of engaging each method for accessing updates about new technical findings, global agreements, policies, tools or approaches.

	Very unlikely	Unlikely	Maybe	Likely	Very likely	Responses
E- newsletters	3 2.0%	6 3.9%	25 16.3%	65 42.5%	54 35.3%	153
Email based listservs	5 3.3%	18 11.8%	41 26.8%	53 34.6%	36 23.5%	153
Online knowledge sharing platform or websites	4 2.6%	8 5.2%	27 17.6%	66 43.1%	48 31.4%	153
Blogs, twitter, LinkedIn or other social media channels	18 11.8%	30 19.6%	47 30.7%	35 22.9%	23 15.0%	153
Mainstream media sources	8 5.2%	15 9.8%	46 30.1%	62 40.5%	22 14.4%	153
Podcasts	22 14.5%	39 25.7%	53 34.9%	30 19.7%	8 5.3%	152
Webinars	8 5.3%	22 14.5%	50 32.9%	48 31.6%	24 15.8%	152
Conference calls	7 4.6%	11 7.3%	39 25.8%	58 38.4%	36 23.8%	151
Workshops or conferences	0 0.0%	2 1.3%	25 16.3%	55 35.9%	71 46.4%	153
In-person presentations	1 0.7%	5 3.3%	32 20.9%	53 34.6%	62 40.5%	153
Industry or trade specific journal or associations	6 3.9%	14 9.2%	33 21.6%	68 44.4%	32 20.9%	153
Community of practice, working groups or learning networks	6 4.0%	8 5.3%	34 22.5%	58 38.4%	45 29.8%	151

11. Please rate your likelihood of participating in each of the methods below for working collaboratively with colleagues or other stakeholders around specific technical issues or topics.

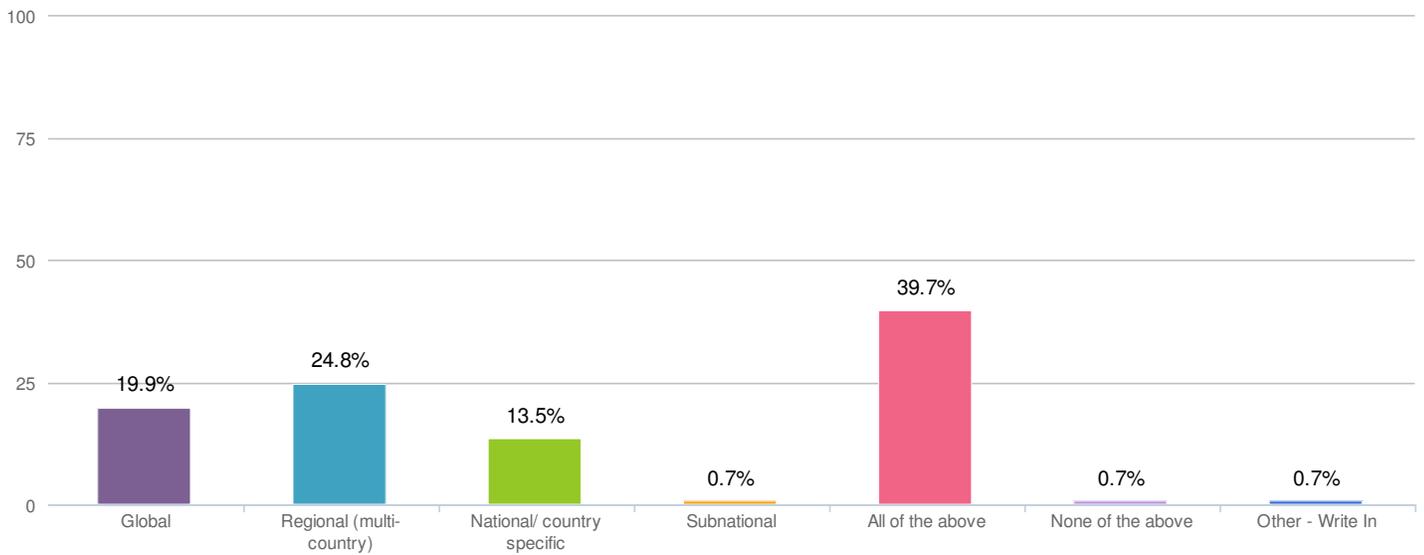
	Very unlikely	Unlikely	Maybe	Likely	Very likely	Responses
Virtual (e.g., online groups or email based exchanges)	5 3.5%	6 4.2%	28 19.4%	58 40.3%	47 32.6%	144
Real time person-to-person but remote (e.g., conference calls or webinars)	3 2.1%	4 2.8%	16 11.1%	64 44.4%	57 39.6%	144
Face-to-face (e.g., in person meetings)	0 0.0%	3 2.1%	15 10.4%	47 32.6%	79 54.9%	144
Combination of methods (in person, periodic remote and virtual)	0 0.0%	4 2.8%	16 11.1%	49 34.0%	75 52.1%	144

12. What is your level of involvement in a working group, community of practice or learning network on a topic related to this survey?



Value	Percent	Count
Frequent involvement	41.0%	59
Occasional involvement	38.9%	56
Infrequent involvement, due to other commitments/ work load	12.5%	18
Infrequent involvement, because the group interacts infrequently	0.7%	1
Not involved in any activities like this	6.9%	10
	Total	144

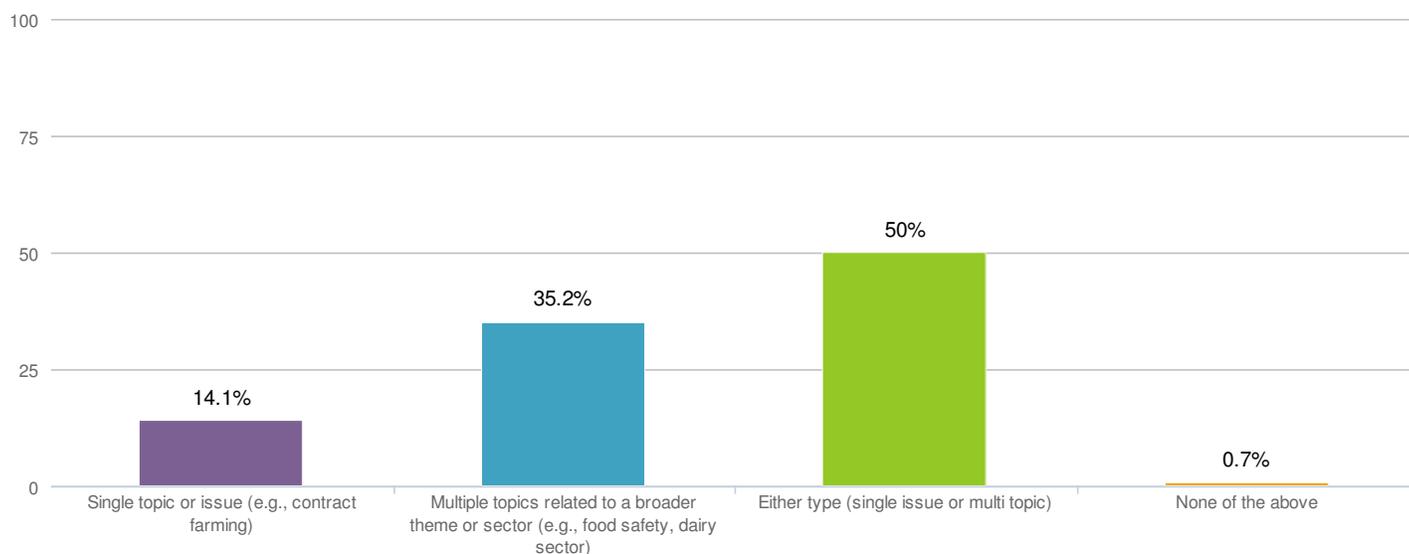
14. Knowledge sharing activities can be conducted at different geographic levels. Which level of knowledge sharing and/or learning activities are of greatest interest to you? (select one)



Value	Percent	Count
Global	19.9%	28
Regional (multi-country)	24.8%	35
National/ country specific	13.5%	19
Subnational	0.7%	1
All of the above	39.7%	56
None of the above	0.7%	1
Other - Write In	0.7%	1
Total		141

Responses "Other - Write In"	Count
Left Blank	225
Feed the Future countries	1

15. Knowledge sharing and learning activities can also be organized around different issues, topics or themes. Which of the following are you most likely to participate in? (select one)



Value	Percent	Count
Single topic or issue (e.g., contract farming)	14.1%	20
Multiple topics related to a broader theme or sector (e.g., food safety, dairy sector)	35.2%	50
Either type (single issue or multi topic)	50.0%	71
None of the above	0.7%	1
Total		142

16. How likely are you to use the following knowledge and communication products related to the enabling environment for food security?

	Very unlikely	Unlikely	Maybe	Likely	Very likely	Responses
Reports and/or in-depth technical documents (e.g., reports, in-depth technical resources)	4 2.8%	10 7.1%	13 9.2%	42 29.8%	72 51.1%	141
Broader technical synthesis documents (e.g., public one pagers, briefs, Powerpoints)	1 0.7%	6 4.3%	18 12.8%	57 40.4%	59 41.8%	141
Mixed media products (e.g., photo essays, videos, podcasts, blogs, social media)	4 2.9%	7 5.0%	37 26.4%	49 35.0%	43 30.7%	140
Tool kits, guides and/or training curricula	4 2.9%	6 4.3%	34 24.5%	50 36.0%	45 32.4%	139