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GLOBAL CLIMATE CHANGE TRAINING, OUTREACH & COMMUNICATION FINAL REPORT



August 2013

This report was produced for review by the United States Agency for International Development (USAID). It was prepared by International Resources Group (IRG), a wholly-owned subsidiary of Engility.

GLOBAL CLIMATE CHANGE TRAINING, OUTREACH & COMMUNICATION FINAL REPORT

Prepared for USAID Bureau for Economic Growth, Education, and Environment's Office of Global Climate Change (GCC) under Contract Number AID-EPP-I-00-03-00006/AID-OAA-TO-I0-00029 awarded August 10, 2010, entitled Global Climate Change Training, Outreach and Communication.

This Final Report was completed in partial fulfillment of Clause F.6(d) of the reference task order. The views expressed and opinions contained in this report are those of the GCC task order team and are not intended as statements of policy of USAID or the contractor companies or their parent companies.

The results described in this document are based on the task order Section C – Statement of Work, the approved Annual Work Plans as revised, discussions with the GCC Office team, and input from members of the technical implementation team.

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The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for

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ACRONYMS

Abbreviations and acronyms have been kept to a minimum in the text of this document. Where these have been used, they are accompanied by their full expression the first time they appear, unless commonly used and generally understood abbreviations such as NGO, Kg. etc. However, in the tables in this work plan, some acronyms have been used without explanation in the text. Their meaning will be found below.

AAR	After Action Review
CC+D	Climate Change and Development [USAID Strategy]
CCRD	Climate Change Resilient Development Program
COP	Conference of Parties [UNFCCC governing body]
COR	Contracting Officer's Representative
COTR	Contracting Officer's Technical Representative
E3	Economic Growth, Education, and Environment [USAID Bureau]
EC-LEDS	Enhancing Capacity for Low Emission Development Strategies
EGAT	Economic Growth, Agriculture and Trade [USAID Bureau]
ENRM	environment and natural resources management
ESP	Environment and Science Policy [former unit under EGAT Bureau]
FY	Fiscal year [for US government: 01 October through 30 September]
GCC	Global Climate Change
GCCI	Global Climate Change Initiative
IPCC	Intergovernmental Panel on Climate Change
IQC	Indefinite Quantity Contract [USAID procurement mechanism]
IRG	International Resources Group [wholly-owned subsidiary of Engility]
IT	information technology
LAC	Latin America and Caribbean [USAID Regional Bureau]
LMS	Learning Management System [USAID University electronic catalog]
LPA	Legislative and Public Affairs [USAID Bureau]
p-days	person-days
PPL	Policy, Planning, and Learning [USAID Bureau]
TNA	Training Needs Assessment
UNFCCC	United Nations Framework Convention on Climate Change
USAID	United States Agency for International Development
USG	U.S. Government

GCC TRAINING, OUTREACH & COMMUNICATION: FINAL REPORT AND RESULTS

This document is the Final Report of the Global Climate Change Training, Outreach and Communication task order of the United States Agency for International Development (USAID), Bureau for Economic Growth, Education, and Environment (E3), Office of Global Climate Change. This report covers results achieved during the Task Order period of performance from August 10, 2010 through August 9, 2013.

The Final Report highlights improvements in the process of building capacity within USAID to design and implement global climate change programs. Specifically, the report details progress made during Task Order implementation, and matches accomplishments to the specific paragraphs in the Task Order Statement of Work (Section C).

OVERVIEW OF THE TASK ORDER

The Global Climate Change Training, Outreach & Communication Task Order was designed to fill a critical need among USAID staff and external stakeholders for greater breadth and depth of knowledge on the science and policy of global climate change (GCC). The Task Order provided for the development and delivery of targeted, comprehensive climate change trainings at a time of rapid acceleration of interest in these issues. There were several factors behind this acceleration of interest in climate change within USAID and among its implementing partners:

- The U.S. Government's (USG) Global Climate Change Initiative (GCCCI) was being launched, requiring veteran staff in USAID headquarters and field Missions to quickly learn programmatic requirements of the Initiative as well as the latest developments in rapidly-evolving fields related to climate change.
- A large number of new staff was being engaged under the Development Leadership Initiative, many of whom had academic backgrounds related to climate change. These new staff required a deeper understanding of USAID policies and procedures, including those governing programming of climate change funds, and insight into what does and what does not work in the field.
- The United States was proactively re-engaging in the international arena on global climate change, including presidential-level involvement in the United Nations Framework Convention on Climate Change (UNFCCC) negotiations, requiring a widening need for communication products on climate change issues to reach internal USAID audiences and targeted external audiences of key stakeholders.

While USAID already had conducted several training courses on GCC, these rapid developments required a substantial increase in the number and range of topics covered. It was in this context that the USAID GCC Office awarded this Task Order to International Resources Group (IRG) and Battelle Memorial Institute.

By the end of the Task Order, the critical gap in knowledge about global climate change issues and programming among those working on programs under the GCCCI has been met. **USAID now has a core of GCC training materials and hundreds of trained staff and implementing partners, which was not the case three years ago.** In addition, USAID staff across the agency, as well as staff from other U.S. Government agencies who work with USAID on GCC programs, have a clearer understanding of how USAID is addressing this key development challenge of the 21st century.

The remainder of this report is divided into two sections. The first section provides highlights of progress and results achieved through Task Order implementation, lessons learned about building internal capacity among USAID staff on climate change issues, and some areas for further consideration in future training and communications programs. The second section details accomplishments under the Task Order matched against the Statement of Work.

HIGHLIGHTS OF TASK ORDER RESULTS, LESSONS LEARNED, AND CONSIDERATIONS FOR FUTURE PROGRAMS

HEADLINE RESULTS

The overall impact of this Task Order is that the number of USAID staff that have taken training on global climate change has increased dramatically in the past three years; 395 individual USAID staff from about 75% of all Missions and Bureaus have taken GCC training through this Task Order.

Table 1 summarizes key “headline” results achieved throughout the Task Order period of performance (August 2010 – August 2013):

Table 1: Summary headline results from Global Climate Change Training, Outreach and Communication Task Order

DESCRIPTION OF PARAMETER MEASURED	RESULTS
Total number of participants completing training courses on global climate change topics¹	1,155
Total participants from USAID	976
<i>Missions represented among USAID participants (field-based staff)</i>	60+
<i>Bureaus represented among USAID participants (DC-based staff)</i>	13
Total participants from other U.S. Government agencies	75
<i>Agencies represented among other USG participants</i>	11
Total participants from USAID implementing partners (ongoing, field-based)	105
Total number of person-hours of training provided in classroom or online formats	13,519
Total person-hours provided in classroom-based courses (one to three days each)	13,024
Total person-hours provided in online course (1.5 hours length; self-paced, narrated)	495
Average number of person-hours of training completed by each participant	11.7
Total person-hours of training completed by male participants (51.5%)	7,039
Total person-hours of training completed by female participants (48.5%)	6,480
Unique individuals participating in one or more training course	529
Unique individuals from USAID (DC- and Mission-based)	395
Unique individuals from other U.S. Government agencies	41
Unique individuals from USAID implementing partners	93
Number of classroom-based courses delivered	33
Courses delivered in Africa (including customized course in West Africa Mission)	2
Courses delivered in Asia (including two customized courses in Indonesia Mission)	9
Courses delivered in Latin America and the Caribbean (including customized courses in Jamaica and El Salvador Missions)	8
Courses delivered in Washington, DC	14
Number of annual UNFCCC negotiations conferences supported with outreach materials produced for the GCC Office of USAID	4

¹ This tally corresponds with the F standard indicator for training, which counts the total number of courses that a person has taken, not the total number of individuals trained.

In addition, the project contributed to outreach materials used by the **USAID Global Climate Change Coordinator** in her regular meetings and other interactions with a wide range of stakeholders, including the UNFCCC negotiations

Also, training materials developed under the Task Order have been **leveraged by other USAID Offices and Bureaus** and requested by other U.S. Government agencies. Other units of USAID interested in conducting similar types of training are using the materials developed under this project to convey basic information on climate change, key considerations for integrating climate into USAID's work across development sectors, and foundational concepts relevant to the three funding pillars of the GCCI (Adaptation, Clean Energy, and Sustainable Landscapes). Other projects' use of these materials has both increased overall efficiency by reducing duplication of effort and helped to promote consistent approaches and messaging across different parts of USAID. These leveraging opportunities included:

- Climate Change Resilient Development Program (CCRD) (GCC Office) – GCC-AD materials
- Energy and Infrastructure Office – A course developed for the 2012 Infrastructure online course for USAID's DLIs drew heavily upon materials originally developed for the GCC-101 online course
- Bureau for Food Security – GCC-101 was used as an online pre-requisite for its Climate Smart Food Security course in May 2013
- The National Renewable Energy Laboratory, US Forest Service International Programs, and Peace Corps have requested either to use or distribute GCC-AD, GCC-SL, and/or GCC-101 materials

Table 1 above shows summary results for the Task Order, while Annex A provides details, by fiscal year, on the courses developed, number of people trained, person-hours of training delivered (gender disaggregated) and institutional category (USAID, other USG agency, implementing partner) of training participants.

BROADER LESSONS LEARNED

Three years' experience developing and implementing interactive online and classroom-based Global Climate Change trainings for USAID staff and their implementing partners has yielded a number of broader lessons regarding effective training strategies. These lessons are summarized briefly in this section.

LESSON: Adaptive Management and a Focus on Continual Improvement Result in Consistently High Participant Satisfaction

The implementation team – composed of staff from the USAID GCC Office and IRG – adopted two strategies: adaptive management and continual improvement. Each iteration of training delivery provided an opportunity to re-assess the responsiveness and applicability of the training courses to participant needs, with the results incorporated into the next round of deliveries.

In addition, each Mission-based course was preceded by a survey of training needs; the results informed the tailoring of Mission deliveries. Each training design covered the GCC funding pillars, sectors, and issues that the Mission highlighted as priorities in their survey. The training delivery team also rooted the Mission-based training in the local context by using country- or region-specific examples as well as engaging local experts to present on national climate change trends and initiatives.

While using these strategies increased the levels of effort needed from USAID and contractor staff, they resulted in consistently high participant satisfaction with the courses. This was reflected in training evaluation scores, which were nearly all above 4.0 (out of 5.0) across all deliveries. Table 2 is a summary of the evaluation results for courses delivered in 2011, 2012, and 2013, including the online GCC-101 course that is available anytime to all USAID personnel.

Table 2 Summary of average evaluation scores for courses delivered in under the Task Order

COURSE DELIVERY	COURSE OBJECTIVES WERE MET	COURSE FORMAT WAS APPROPRIATE	COURSE MATERIALS WERE USEFUL AND APPROPRIATE	LEARNING WAS EFFECTIVE FOR MY WORK	AVERAGE
Online course	4.11	4.16	3.49	3.56	3.83
Washington, DC FY11	4.27	3.82	4.16	4.13	4.10
Bangkok FY11	4.40	4.26	4.33	4.24	4.31
Miami FY12	4.26	3.82	4.17	4.15	4.10
Addis Ababa FY12	4.38	4.46	4.43	4.54	4.45
Bangkok FY12	4.30	4.47	4.60	4.58	4.49
Washington, DC FY12	4.38	4.44	4.40	4.44	4.41
Jakarta FY13	4.04	4.13	4.33	4.45	4.24
Accra, Ghana FY13	4.28	4.01	4.20	4.40	4.22
Kingston, Jamaica FY13	3.99	4.10	3.95	4.07	4.03
San Salvador, El Salvador FY13	4.40	4.19	4.33	4.30	4.30
Washington, DC FY13	4.46	4.14	4.18	4.30	4.27
Average	4.26	4.16	4.20	4.26	4.22

NOTE: All scores are based on a maximum value of 5.

LESSON: Mixed Training Teams Draw on Respective USAID and Contractor Strengths

Training teams for classroom-based courses were comprised of at least one trainer from USAID and a trainer from the IRG team, with USAID and contractor trainers assigned roles and responsibilities that leveraged their respective strengths. Involving a USAID trainer in each of the training deliveries enabled coverage of issues specific to USAID, such as appropriate and strategic programming of GCC funds, and brought the classroom courses a greater level of credibility and utility than contractor-only training teams could have achieved with a USAID audience. Trainers from the IRG team provided complementary field perspectives that helped tie the higher-level view presented by USAID to on-the-ground realities, and enabled USAID participants to gain insight into the challenges faced by implementing partners.

LESSON: Use a Variety of Training Methods to Meet Learning Objectives and Participant Needs

In keeping with good adult learning practices, the classroom-based training courses were designed from the outset with a balance of lecture presentations to convey key concepts and approaches, and exercises to apply them. A mix of methods was also utilized to accommodate the different ways in which visual vs. oral learners take in and integrate information; this included presentations, discussions, and videos.

Based on participant feedback and to meet evolving and differing needs in the context of Mission deliveries, over time, the emphasis on lecture presentations was decreased. This allowed time for more – and more practical – exercises to be incorporated. Additionally, to facilitate peer learning, lecture presentations took advantage of available participants’ skills. This became possible in part due to the increasing availability of examples from field experience as climate change programming rolled out. Participant presentations enabled Missions to share, and others to learn from, their experience programming GCC funds, their successes, and their challenges.

LESSON: Consider the Full Lifecycle of Communication Products

A range of communication products was developed under the Task Order to meet a set of needs identified in consultation with USAID, including raising key stakeholders' awareness of climate change issues and USAID's work to address them. The timeframes and resources required to finalize these products varied depending on the purpose and intended audience, as they influenced the approvals that were required within USAID. Given these potential constraints, it is important to explicitly consider the full intended lifecycle of these products, including potential updates and tracking of distribution. This helps to ensure that adequate time and effort are set aside to develop products. It also facilitates distributing materials through appropriate mechanisms, which can increase materials' utility, and gauging the extent of outreach based on numbers and types of stakeholder reached. With these steps in place, it is possible to measure the effectiveness of outreach.

Additional lessons:

- **Formal Training Needs Assessment (TNA) surveys are most effective when supplemented by targeted consultations with knowledgeable stakeholders.** In this way, information collected through the TNA can be supplemented with more nuanced understanding of the factors affecting participants' answers. This results in better interpretation of TNA results to inform training development.
- **Self-paced online courses are not necessarily less expensive in time and resources to produce and to keep current.** While per-person delivery costs can be an attractive advantage of online formats, those advantages are only realized if the materials are effective in stimulating independent learning by motivated participants. Material that may change rapidly – as is the case in many climate-related topics – or which is most effective when it triggers good discussion among practitioners should be delivered in an appropriate format that uses the dynamism as an advantage for learning.
- **Establishing and maintaining consistent graphic design and branding of materials requires a significant investment of time and resources to be built into budgets and timelines.** However, they facilitate learning by allowing participants to focus on course content rather than other details, and contribute to greater perceived professionalism of courses by participants.

CONSIDERATIONS FOR FUTURE GLOBAL CLIMATE CHANGE TRAINING

As the Agency's body of experience designing and implementing climate change projects grows, trainings will need to be adjusted to: 1) better leverage the increasing knowledge and experience of USAID staff, and 2) meet their evolving needs. Some considerations that may be useful for future climate change trainings are summarized in this section.

CONSIDER: Balance of Programmatic and Technical Training Content

USAID staff responsible for programming GCC funds require knowledge of both programmatic and technical issues. Understanding programmatic issues (e.g., the Strategic Objectives and Intermediate Results in the Climate Change and Development Strategy) enables USAID staff to meet the Agency requirements that govern strategic use of GCC funds and design of projects. Familiarity with technical considerations allows USAID staff to provide guidance to implementing partners on issues such as appropriate methods and best practices, and make contributions to the broader climate change community.

In order to equip USAID staff with the knowledge and skills they need, coverage of programmatic and technical issues will continue to be essential for future climate change trainings. It is important to note that both areas of content are dynamic. As a result, regular updates to the materials will be needed to ensure the trainings reflect changes in USAID requirements, advancements in climate change science, and USAID's increasing experience with climate change interventions.

CONSIDER: Depth vs. Breadth of Future Training – Meeting the Needs of Specialized and General Audiences

As USAID continues to improve understanding of climate change issues among staff, it may become increasingly necessary to develop training modules or courses that target a smaller, specialized audience (e.g., Mission staff responsible for programming dedicated GCC funds who have already taken the core GCC courses), or a wider, general audience such as Mission staff from a range of backstops who are integrating climate considerations into their work.

For more advanced participants, exercises to support application and opportunities for interacting directly with trainers and peers will be critical for building capacity, suggesting the continued relevance of classroom-based trainings for this audience. However, development and delivery of classroom-based courses can entail significant costs for travel and training logistics (e.g., venue, catering, materials, etc.), and USAID staff may not have the time and/or resources to travel for trainings held outside their Mission.

Interactive online modules may also be an effective way to teach specific concepts or provide an overview of a specific area such as climate change and health. Considerations for online courses include the fact that they often require significant upfront investment of time and resources to design and implement, but additional costs per delivery are minimal. Webinars may be a low-cost means to deliver specific training modules, host follow-up sessions, and connect USAID staff to each other. Their effectiveness will be influenced by factors such as reliability and speed of participants' Internet connection.

In addition to meeting the deeper technical needs of a more advanced audience, Strategic Objective 3 of USAID's Global Climate Change and Development Strategy ("Strengthen development by integrating climate change in Agency programming, learning, policy dialogues and operations") suggests the necessity of also reaching a wider general audience with basic climate change training. One potential means to accomplish this is to increase awareness of and access to the GCC-101. Another is to include an introductory component to Mission deliveries to provide interested staff with an overview of basic climate change concepts.

CONSIDER: Needs of Mission vs. DC-based staff

Conducting trainings regionally and at Missions underscored the differing needs of Mission staff and other USAID staff, particularly individuals working for Bureaus based in Washington, D.C. Mission staff require practical application of concepts in contexts similar to theirs and real-life examples from the field on programming and implementing GCC investments. In contrast, Washington, D.C.-based Bureau staff require a higher-level overview of USAID's approaches to mitigation and adaptation in order to assist Missions in designing and implementing programs and projects that utilize GCC funds and/or integrate GCC considerations.

This suggests that Mission staff may benefit from inclusion of technical assistance components in trainings. This would provide them with the opportunity to apply GCC concepts and approaches directly to their work. For instance, Mission trainings may be designed to walk participants through a series of activities that can provide inputs to and inform development of a scope of work that they are developing. Challenges associated with trainings tailored for Missions are that they require considerable effort to design and modify for specific Missions, and resources to cover delivery costs.

CONSIDER: Leveraging the Increasing Knowledge and Experience of USAID Staff for Training and Communications

The number of USAID staff trained and working on climate change issues has increased significantly in the past few years. The growing body of knowledge and experience within USAID is an important asset. Drawing on it in future climate change trainings will allow Missions to share successes, challenges, and lessons learned. Understanding what worked and did not work for various Missions can help to inform increasingly effective design and implementation of dedicated and integrated climate change interventions across USAID. In addition, as participant evaluations frequently request more opportunity to learn from their peers, inclusion of a greater number of Mission presentations and USAID examples can increase the resonance and applicability of training content for participants.

DETAILS OF TASK ORDER ACCOMPLISHMENTS MATCHED TO STATEMENT OF WORK

This section of the Final Report details accomplishments against the requirements laid out in the Statement of Work, as specified in F.6(d) of the Task Order .

TASKS AND SUBTASKS

The statement of work specifies two tasks, comprised of nine subtasks, as outlined in Table 3 below:

Table 3: Tasks and Subtasks of the GCC Training, Outreach and Communication Task Order

TASK	SUBTASKS
Training	
	Assess USAID training needs
	Design and develop trainings and training materials
	Coordinate, streamline, and standardize USAID GCC courses and materials
	Deliver training courses
	Develop and undertake a process for evaluation of training delivered and training materials
Communication and Outreach	
	Identify audiences, assess needs, and design a communication and outreach strategy
	Design, test, and produce communication and outreach materials
	Establish and manage the USAID GCC website and webpages
	Distribute communication and outreach materials

ACCOMPLISHMENTS FOR TASK I: TRAINING

Under this task, IRG was required to “design, coordinate, test, deliver, and evaluate trainings and training materials through six interconnected tasks” detailed below.

Task I.1: Assess USAID Training Needs

IRG was tasked to “*work with EGAT/ESP/GCC [now the E3 Bureau GCC Office] and relevant Regional Bureau staff to identify key training needs and articulate a set of core competencies related to GCC.*”

In completing this task, IRG used several sources of information to triangulate specific needs of USAID staff for information on climate change and its incorporation into development programming. Sources included:

1. Training Needs Assessment surveys conducted in the first quarters of FY11 and FY12
2. Participant evaluations of online and classroom training events conducted throughout the Task Order period
3. Discussions with USAID regional and technical bureau officers, especially those working actively on GCC programming
4. Discussions with the Contracting Officer’s Representative (COR) and other members of the GCC Office.

IRG worked with the GCC Office and relevant Regional Bureau staff to identify preliminary training needs and to develop an online survey instrument. The initial TNA conducted in October 2010 surveyed 415 staff in headquarters and Missions, while the FY12 survey in December 2011 was sent to approximately 500 individuals. The TNA survey for FY12 used the same survey form as that conducted in FY11, to prevent bias of the survey results.

The 2012 TNA report guided revisions of existing courses as well as the development of additional learning opportunities for 2013. Response rates were high for the online surveys, with 114 respondents in FY11 and 121 in FY12, from 55 operating units (Missions, Bureaus, and regional offices). This rate of response (~25% each year) provided a degree of confidence that the sample included a wide enough range of perspectives so that conclusions could be drawn. Table 4 shows a geographic profile of those responding to the survey.

Table 4: Geographic Profile of Respondents to the Training Needs Assessment Online Surveys

REGION OF POSTING AT TIME OF SURVEY	NUMBER OF RESPONDENTS		PERCENTAGE OF TOTAL RESPONSES	
	FY2011	FY2012	FY2011	FY2012
Africa	27	13	23.68%	10.74%
Washington	24	31	21.05%	25.62%
Latin America & Caribbean	24	24	21.05%	19.83%
Asia & Middle East	18	40	15.79%	33.06%
Europe & Eurasia	9	6	7.89%	4.96%
not indicated	12	7	10.54%	5.79%
TOTAL	114	121	100.00%	100.00%

At the request of the COR, no global TNA was conducted for 2013. Instead, the GCC Office and IRG team undertook a series of consultations with USAID colleagues in E3, Regional Bureaus, and Missions. Additionally, localized surveys were conducted for Missions who hosted customized training courses to ensure that the training design fit their specific needs and contexts.

Other attributes of the training audience and their training needs emerged from the survey analysis. Highlights of these include the following:

- The primary audience for the training courses is well-educated professionals who are fairly new to USAID and have relatively little experience in the fields of climate change or environment
- The suite of GCC training courses met the needs of USAID staff, although slight differences in depth of coverage were necessary for classroom trainings held in different regions
- Respondents confirmed that a mixture of online and classroom-based, instructor-led trainings was the most appropriate methodology given the resources available
- Each region has some individuals who are qualified and willing to serve as co-facilitators or champions of training in their region on one or more topics
- Among FY12 respondents, potential new courses that prospective participants identified included Low Emission Development Strategies (LEDS) and Monitoring and Reporting on GCC Programs

The overall result of the TNA surveys was to confirm in a systematic way that the instinctive assessment by team members was accurate in terms of identifying both the audience characteristics for training courses on global climate change, and the topics of greatest interest and need by that audience.

Core competencies

Regarding the articulation of a set of core competencies related to GCC, according to the USAID Office of Human Resources competency requirements updated in 2009, all Environment Officers (BS-40) are required to have the following competency only if they are working on GCC programming:

“Sound and relevant approaches to addressing and mainstreaming global climate change considerations (including mitigation and adaptation) and their implications for USAID, the host country and cross-sectoral development”

Please see further discussion below on how core competencies were included in the course curricula.

Task 1.2: Design and develop a set of core competency-based trainings and training materials

The Task Order required IRG to “[*build*] on the training needs assessment, as well as the *Current Workforce Competencies developed by USAID’s Office of Human Resources...[to]...work with key climate change USAID staff and implementing partners to develop GCC trainings and resource materials based on USAID’s current and foreseeable needs within the sector.*”

Under the Task Order, IRG was initially tasked with developing and delivering foundational climate change training to build the capacity of USAID staff to identify key climate challenges, program GCC funding, and integrate climate change considerations across USAID’s portfolio. In order to accomplish this, a suite of online and classroom-based courses was developed for a general USAID audience (i.e., assuming little or no previous knowledge of climate change). The courses sought to introduce participants to basic climate change, adaptation, and mitigation concepts, as well as to USAID’s approaches to adaptation and mitigation, including the new funding areas of Adaptation and Sustainable Landscapes.

Five core training courses were developed during FY11 that built from courses offered by USAID prior to award of this Task Order and provided the “sound and relevant approaches to addressing and mainstreaming global climate change considerations” as specified in the referenced Current Workforce Competencies. The courses used a building block approach to establish a baseline of knowledge across Agency staff and build toward understanding of programming climate change into new or existing programs to achieve development objectives. The team delivered one or more of these core courses seven times throughout the Task Order period. The suite of core courses consisted of the following:

1. **Overview of Global Climate Change (GCC-101)** – A distance learning course intended for all USAID staff interested in having a solid foundation of understanding on the basic science of climate change and how it affects achievement of USAID development objectives.
2. **Integrating Global Climate Change into Development (GCC-ID)** – A two-day classroom course to provide greater detail on the linkages between climate change and USAID development efforts, including practical ways to consider GCC in program and project design in any development sector.
3. **Global Climate Change Adaptation (GCC-AD)** – A two-day classroom course to provide a basic understanding of how to identify vulnerable populations, distinguish between climate and non-climate stressors on communities, and begin programming Adaptation funding.
4. **Global Climate Change and Clean Energy (GCC-CE)** – A two-day classroom course to provide a basic understanding of ways to identify options for lower emissions pathways and begin programming Clean Energy funding in renewable energy and energy efficiency projects.
5. **Global Climate Change and Sustainable Landscapes (GC-SL)** – A two-day classroom course to provide a basic understanding of the role of forests and other land uses in climate change, identifying opportunities to reduce emissions from deforestation and forest degradation, and begin programming Sustainable Landscapes funding in forest carbon projects.

The full set or subset of classroom-based courses was delivered regionally (Latin America and Caribbean, Asia, Africa) in FY2011 and FY2012. (See Task 1.5 for more details.) In the latter half of FY2012, decreasing participant registration numbers for the classroom-based trainings suggested that demand by the initial target population had largely been met and the current delivery mechanism was becoming less suitable for remaining demand. To determine how best to respond to evolving USAID climate change training needs, the GCC Office and IRG Team undertook a series of consultations with USAID colleagues in E3, Regional Bureaus, and Missions to inform work planning for the final year of the project. These consultations indicated that there was a need for training taking a more detailed look at specific technical areas related to adaptation and mitigation, such as low emission development strategies.

These consultations with regional Bureaus and other units within USAID and the 2012 TNA described above informed identification of specific topics for additional training courses to be developed in 2013. In the fourth quarter of FY12, a preliminary list of proposed topics was circulated for further comment by regional

Bureaus and select field Missions. This selection, consultation, and prioritization process led to identifying the following topics as priority needs for climate change training of USAID field staff. These are listed below in order of priority, accompanied by a description of what was accomplished for each:

- Monitoring and Reporting on Global Climate Change Programs and Projects – Developed for classroom delivery
- Water and Climate Change Adaptation – Revised for classroom delivery; also developed advanced draft outline for possible online delivery
- Global Climate Change and Health – Developed penultimate “clearance” draft for online production
- Low Emission Development Strategies – Developed two modules for classroom delivery or possible online production; also developed two additional, advanced modules for possible online production
- Integrating Gender into Global Climate Change Programming – Draft for online production
- Integrating Global Climate Change and Urban Issues – Integrated into GCC-ID, GCC-AD, GCC-CE, and GCC-WAT classroom courses rather than as a stand-alone course

These courses help to fill priority climate change training gaps identified by USAID and to meet the needs of a more advanced audience that has already taken the foundational courses and/or increased their knowledge of climate change based on field experiences. The first four of these new courses were developed in at least advanced draft status. In the case of Integrating Gender into Global Climate Change Programming, USAID decided to finalize this course internally in order to align with evolving guidance on the ADS regarding the integration of gender considerations into development (and climate) programming. The last item was later determined by the E3 staff working on urban issues to be accomplished better through integration into other appropriate courses. Table 5 gives a complete listing of all courses developed under the Task Order and their status at the end of the period of performance.

Table 5: Complete GCC training course catalog developed under the Task Order, including status on Aug. 9, 2013 and recommended next steps for classroom or online delivery

COURSE	FINAL STATUS ON AUGUST 9, 2013	POTENTIAL NEXT STEPS FOR FURTHER ACTIVITY
GCC-101	<ol style="list-style-type: none"> 1. Completed updates to online course, posted online for: <ol style="list-style-type: none"> a) internal USAID users on USAID University LMS b) external non-USAID users on platform [www.usaidgcctraining.com] 2. Completed script (MS Word format) and slide deck (StoryLine files) 	KEY FOLLOW-ON ACTIVITY: ANNUAL UPDATES <ol style="list-style-type: none"> 1. Periodic (annual) review and update of content. LOE depends on extent of revisions to pillars; estimate not more than 10 person-days (p-days) 2. Cross-check technical compatibility with platform 3. Record and synchronize new or revised narration
GCC-ID	Completed two-day classroom-based training course on "Integrating Global Climate Change into Development" (delivered six times), consisting of a final set of updates to slide decks and materials as delivered in DC in July 2013, comprising PPTs, Trainer's Guide, activities, and additional resources.	KEY FOLLOW-ON ACTIVITY: UPDATES PRIOR TO EACH DELIVERY <ol style="list-style-type: none"> 1. Approximately 10-15 p-days for review and update of content prior to any subsequent deliveries (may include USAID staff, contractor staff, or both) 2. Cross-check technical consistency with Integration SO (Climate Change and Development [CC&D] Strategy) as appropriate 3. Approximately 5-10 p-days to revise exercises, slides, handouts per after action review (AAR)
GCC-AD	Completed two-day classroom-based training course on "Global Climate Change Adaptation" (delivered nine times), consisting of a final set of updates to slide decks and materials as delivered in DC in July 2013, comprising PPTs, Trainer's Guide, activities, and additional resources.	KEY FOLLOW-ON ACTIVITY: UPDATES PRIOR TO EACH DELIVERY <ol style="list-style-type: none"> 1. Approximately 5-10 p-days for review and update of content prior to any subsequent deliveries (may include USAID staff, contractor staff, or both) 2. Cross-check technical consistency with new Adaptation guidance and Strategy Implementation Guidance as appropriate 3. Approximately 5-10 p-days to revise exercises, slides, handouts per AAR

COURSE	FINAL STATUS ON AUGUST 9, 2013	POTENTIAL NEXT STEPS FOR FURTHER ACTIVITY
GCC-CE	Completed two-day classroom-based training course on "Global Climate Change and Clean Energy" (delivered five times), consisting of a final set of updates to slide decks and materials as delivered in DC in July 2013, comprising PPTs, Trainer's Guide, activities, and additional resources.	KEY FOLLOW-ON ACTIVITY: UPDATES PRIOR TO EACH DELIVERY 1. Approximately 5-10 p-days for review and update of content prior to any subsequent deliveries (may include USAID staff, contractor staff, or both) 2. Cross-check technical consistency with new OP guidance and Strategy Implementation Guidance as appropriate 3. Approximately 5-10 p-days to revise exercises, slides, handouts per AAR
GCC-SL	Completed two-day classroom-based training course on "Global Climate Change and Sustainable Landscapes" (delivered five times), consisting of a final set of updates to slide decks and materials as delivered in DC in July 2013, comprising PPTs, Trainer's Guide, activities, and additional resources.	KEY FOLLOW-ON ACTIVITY: UPDATES PRIOR TO EACH DELIVERY 1. Approximately 5-10 p-days for review and update of content prior to any subsequent deliveries (may include USAID staff, contractor staff, or both) 2. Cross-check technical consistency with new OP guidance and Strategy Implementation Guidance as appropriate 3. Approximately 5-10 p-days to revise exercises, slides, handouts per AAR
GCC-MR	Completed one-day classroom-based training course on "Monitoring and Reporting on Global Climate Change Programs and Projects" (delivered four times), consisting of PPTs, script, Trainer's Guide, activities, and additional resources.	KEY FOLLOW-ON ACTIVITY: UPDATES PRIOR TO EACH DELIVERY 1. Approximately 5-10 p-days for review and update of content prior to any subsequent deliveries (may include USAID staff, contractor staff, or both) 2. Cross-check technical consistency with Evaluation Strategy as appropriate 3. Approximately 5-10 p-days to revise exercises, slides, handouts per AAR
GCC-WAT (live)	Completed three-day classroom-based training course on "Water and Global Climate Change Adaptation" (delivered once), consisting of PPTs, detailed course delivery guidance, updated exercises, handouts, resources, and other materials.	KEY FOLLOW-ON ACTIVITY: UPDATES PRIOR TO EACH DELIVERY 1. Approximately 10-15 p-days for review and update of content prior to any subsequent deliveries (may include USAID staff, contractor staff, or both) 2. Cross-check technical consistency with new Water Strategy as appropriate 3. Approximately 5-10 p-days to revise exercises, slides, handouts per AAR
GCC-WAT (online)	Detailed outline (approved by USAID/E3/GCC office) for online course (60 min).	KEY FOLLOW-ON ACTIVITY: DEVELOP MATERIALS INTO ONLINE COURSE 1. To continue to develop this course into a one-hour online module, approximately 10-20 p-days needed to build the PowerPoint from the Detailed Outline, using the updated 3-day course materials plus additional technical expertise in non-overlapping topic areas. 2. In addition, an estimated 15-30 p-days (depending on developer and software) will be needed to import slides, develop interactions and quizzes, record and sync narration, and publish online.
GCC-HL	Clearance draft of PowerPoint slides with script for module (60-90 min) on "Introduction to Climate Change and Health," including developer guidance ² (as slide notes in PPT) for publishing as an online course in the future. Draft should next be circulated to Bureau for Global Health.	KEY FOLLOW-ON ACTIVITY: FINALIZE MATERIALS AS ONLINE COURSE 1. Content reviews by USAID/E3/GCC office – approximately one to two weeks (~5-10 p-days of USAID staff time) 2. Content reviews by Global Health Bureau and other health contacts (at the discretion of USAID/E3/GCC office) – potentially two to six weeks (~10-30 p-days USAID staff time) 3. Approximately 5-10 p-days by Subject Matter Expert (SME) to revise/update content based on input received from external reviewers 4. Approximately 15-30 p-days (depending on developer and software) to import slides, develop interactions and quizzes, record and sync narration, and publish online

² N.B.: "developer guidance" here is more concrete and comprehensive than "guidance ideas" e.g., on LEDS modules

COURSE	FINAL STATUS ON AUGUST 9, 2013	POTENTIAL NEXT STEPS FOR FURTHER ACTIVITY
GCC-LEDS	<p>1. Two completed classroom-based modules</p> <ul style="list-style-type: none"> a) Overview of Low Emission Development Strategies (LEDS 1) b) Overview of the Enhancing Capacity for Low Emission Development Strategies (EC-LEDS) Program (LEDS 2) <p>2. Advanced drafts with instructions and navigational design (as slide notes in PPT) for adapting the classroom sessions for an online learning environment, where appropriate</p> <p>3. Two additional, advanced modules in draft status for use as the basis for either classroom or online course delivery, as appropriate:</p> <ul style="list-style-type: none"> a) Introduction to Greenhouse Gas Inventories (LEDS 3) b) Modeling and Analytical Tools for LEDS Decision Making (LEDS 4) 	<p>KEY FOLLOW-ON ACTIVITY: LEDS 1&2: UPDATES PRIOR TO EACH DELIVERY, LEDS 1-4: DEVELOP MATERIALS INTO ONLINE COURSE</p> <p>CONSOLIDATED ACROSS ALL MODULES (individual modules listed below):</p> <ol style="list-style-type: none"> 1. Content reviews by USAID/E3/GCC Office EC-LEDS team – approximately 10-15 person-days of USAID staff time 2. Approximately 20-50 p-days by SME to update content based on input received from reviewers [all modules] 3. Approximately 50-100 p-days (depending on developer and software) to import slides, develop interactions and quizzes, record and sync narration, and publish online – assuming economies of scale in doing modules concurrently [e.g., rollover definitions and recording should be less]
LEDS 1	<p>Completed two-session classroom-based module (1hr45 min) on "Overview of Low Emission Development Strategies," consisting of PowerPoint slides with script and activities, in addition to guidance ideas (as slide notes in PPT) for publishing as an online course in the future.</p>	<p>Classroom module (sessions) ready to deliver again with minor update review; the following assumes development of an online course:</p> <ol style="list-style-type: none"> 1. Final clearance review of content by USAID/E3/GCC Office EC-LEDS team 2. Approximately 15-30 p-days (depending on developer and software) to import slides, develop interactions and quizzes, record and sync narration, and publish online
LEDS 2	<p>Completed classroom-based module (60 min) on "Overview of the Enhancing Capacity for Low Emission Development Strategies (EC-LEDS) Program," consisting of PowerPoint slides with script and activities for classroom delivery, in addition to guidance ideas (as slide notes in PPT) for publishing as an online course in the future.</p>	<p>Classroom session ready to deliver again with minor update review; the following assumes development of an online course:</p> <ol style="list-style-type: none"> 1. Final clearance review of content by USAID/E3/GCC Office EC-LEDS team 2. Approximately 10-20 p-days (depending on developer and software) to import slides, develop interactions and quizzes, record and sync narration, and publish online
LEDS 3	<p>PowerPoint slides with draft script for module (60 min) on "Introduction to Greenhouse Gas Inventories," including guidance ideas (as slide notes in PPT) for publishing as an online course in the future.</p>	<ol style="list-style-type: none"> 1. Penultimate draft review of content by USAID/E3/GCC Office EC-LEDS team – approximately 5 p-days USAID staff time 2. Approximately 10-20 days by SME to finalize content and incorporate comments from USAID reviewers 3. Approximately 15-30 p-days (depending on developer and software) to import slides, develop interactions and quizzes, record and sync narration, and publish online
LEDS 4	<p>PowerPoint slides with draft script for module (60 min) on "Modeling and Analysis for LEDS," including guidance ideas (as slide notes in PPT) for publishing as an online course in the future.</p>	<ol style="list-style-type: none"> 1. Penultimate draft review of content by USAID/E3/GCC Office EC-LEDS team – approximately 5 p-days USAID staff time 2. Approximately 10-20 days by SME to finalize content and incorporate comments from USAID reviewers 3. Approximately 15-30 p-days (depending on developer and software) to import slides, develop interactions and quizzes, record and sync narration, and publish online
GCC-GEN	<p>Draft PowerPoint slides with script (including case examples) for an online course "Introduction to Climate Change and Gender" for publishing in the future. Note that this course was not finalized per instruction from USAID; finalization is pending further internal work to incorporate evolving guidance on the ADS and related aspects of addressing gender and development more broadly, and integrating gender and climate change more specifically.</p>	<p>KEY FOLLOW-ON ACTIVITY: DEVELOP MATERIALS INTO ONLINE COURSE</p> <ol style="list-style-type: none"> 1. USAID-specific revisions to be added by USAID/E3/GCC team; estimated to need 10-20 p-days LOE from SME (depending on extent of revisions) 2. To continue to develop this course into an online module, an estimated 15-30 p-days (depending on developer and software) will be needed to import slides, develop interactions and quizzes, record and sync narration, and publish online

COURSE	FINAL STATUS ON AUGUST 9, 2013	POTENTIAL NEXT STEPS FOR FURTHER ACTIVITY
GCC-URB	No separate course produced per guidance from USAID E3/E&I. Other GCC courses for live delivery have been updated to include an "urban lens" with greater focus on urban environments in the integration, adaptation, clean energy, and water courses through the use of case studies, vulnerability assessments, and/or mission project experiences relating to the urban / municipal environment.	KEY FOLLOW-ON ACTIVITY: UPDATES TO URBAN CONTENT IN OTHER COURSES 1. If USAID/E3/GCC determines a future need or desire to develop a GCC-URB course based on the Urban Strategy, the following are rough estimates of LOE requirements to produce a 1-2 hour online course: a) SME(s) - approximately 30-40 p-days b) Online Developer(s) - approximately 20-30 p-days c) Video, audio and script Editor(s) - approximately 10-15 days 2. For existing materials integrated into other courses, ongoing consultations are needed with the Urban Team to ensure materials remain up to date and reflect best practice from the field.

In addition, the Task Order required IRG to make the materials accessible via the USAID website. This was also accomplished, as detailed under the Communication and Outreach component.

Although not required by the Task Order, the joint USAID/IRG team also reviewed and revised the set of courses as part of preparation for each training delivery. These revisions incorporated results from analyses of qualitative and quantitative data on course evaluations, described in more detail below.

Task I.3: Coordinate, streamline, and standardize USAID’s GCC courses and materials

The Task Order required IRG to *“develop and maintain a graphic and structural look for GCC training content consistent with USAID branding requirements?”* and to contribute to *“an annual calendar of USAID training opportunities describing objectives, content, activities, and date of each course.”*

As part of designing the courses, several opportunities arose that allowed the subject matter specialists to coordinate with GCC Office staff involved in developing and delivering other training courses with some content related to global climate change. This included those developing and delivering the environment and natural resources management (ENRM) courses, infrastructure courses, water management courses, and others. The objective for these interactions was to ensure standardization of content and messages across Agency-supported courses.

Other aspects of standardization related to the materials developed and distributed to course participants. These aspects included having a standard graphic design, confirming consistency of USAID branding, and having a consistent structure to all courses in the suite of offerings. For example, each of the courses began with an overview of the topics, placement within the context of USAID development activities and programs, and detail on the field application of conceptual principles reinforced by practical exercises. Each course then closed with a session on where to find additional resources and information so that participants can continue updating their skills in the particular topics most closely related to their work.

Two final parts of the standardized course content and materials were to develop and disseminate a course calendar, and to post materials regularly on the internal USAID GCC website. These were accomplished, including the posting of high-quality reference material developed by other organizations such as the Intergovernmental Panel on Climate Change (IPCC), World Bank, United Nations agencies, and others.

Task I.4: Field test global climate change training

As described in the Statement of Work: *“In coordination with EGAT/ESP/GCC [now E3 GCC Office] staff, [IRG] shall undertake the planning, logistics and coordination of selected and approved field-based trainings, including in Washington, DC. The number of courses, types of courses, delivery methods and number of participants per course will be finalized with [IRG] to determine the best approach once the contract is awarded.”*

In the initial Annual Work Plan covering the period from August 10, 2010 through September 30, 2011, the following text was approved:

“On the advice of the COTR [Contracting Officer’s Technical Representative], the field testing of the training courses will be the initial delivery of them under Task 1.5 described next, in order to both stretch limited resources under the task order and incorporate the “rolling design” using adaptive management techniques of continual improvement. No additional effort is anticipated to be required to complete this Task.”

In other words, USAID agreed to combine tasks 1.4 and 1.5 due to similarities in their objectives.

Task 1.5: Deliver training courses

The Task Order required IRG to “be responsible for delivery of face-to-face and online training including all logistics arrangements (such as course marketing, registration, development of participant workbooks, venue and catering, arranging speakers/trainers, etc.) and shall also provide a facilitator and instructors (although some instructors may be USAID personnel). The facilitator and instructors must be approved by the Contracting Officer’s Technical Representative (COTR).”

Due to the differing nature of online and classroom delivery of training courses, each format is described separately below.

Subtask 1.5.1: Distance learning

The online course Overview of Global Climate Change (GCC-101) was developed during the first and second quarters of FY11 and went live as a distance learning online course in April 2011. Subsequent updates for FY12 and FY13 were produced and posted on the USAID University Learning Management System (LMS). A version for use by implementing partners was posted on an external site in November 2012 ahead of the Mission-based delivery of GCC-AD in Jakarta, Indonesia.

As of the end of the Task Order, total registration for the online GCC-101 course was 569, comprised of 288 women (50.6%) and 281 men (49.4%). Of those registering, 330 had completed the course as of the most recent data available, including 158 women (47.9%) and 172 men (52.1%). Table 6 provides data on the GCC-101 online course obtained through the USAID University LMS.

Table 6: Data on registration, initiation, and completion of the GCC-101 online course (through May 30, 2013)

GCC-101 STATUS	WOMEN		MEN		TOTAL	
	#	% IN STATUS	#	% IN STATUS	#	% OF ALL REGISTRANTS
Registered for course	288	50.6%	281	49.4%	569	100%
Started course	201	47.5%	222	52.5%	423	74.3%
Completed course	160	48.5%	170	51.5%	330	58.0%

The external website that hosted GCC-101 for implementing partners from November 2012 to August 2013 did not have the ability to track participants according to registration, initiation, and completion of the course, so the data above only include those registering within the USAID LMS. In order to rectify this challenge, USAID and IRG created and launched an external web platform for participants outside USAID – whether from other U.S. Government agencies or from in-country implementing partners.

Upon receiving clearance from the USAID Website Governance Board of the Bureau for Legislative and Public Affairs (LPA), the project team purchased a domain name (www.usaidgctraining.com) and developed an externally-accessible platform for the hosting of online GCC training courses. Two important advantages of this platform are:

1. The platform can be accessed by staff from other agencies and implementing partners without conflicting with the USAID University LMS and its firewall restrictions
2. The platform LMS has the ability to track course participant registrations and course completions so that reporting more accurately reflects the full range of participants taking each online course

At the end of the project period of performance, this platform is live.

Subtask 1.5.2: Classroom-based training

USAID approved a total of 33 deliveries of classroom-based training courses during the Task Order period of performance. These are detailed in Table 7.

Table 7: Deliveries of classroom-based training courses through July 31, 2013

#	COURSE	CODE	VENUE	DATES OF DELIVERY	REGION / MISSIONS REPRESENTED
1	Integrating Global Climate Change into Development [16 hrs]	GCC-ID	Washington, D.C. Bangkok, Thailand Miami, Florida Bangkok, Thailand Washington, D.C. Washington, D.C.	July 26-27, 2011 September 13-14, 2011 November 7-8, 2011 May 1-2, 2012 July 24-25, 2012 July 9-10, 2013	Global Asia: RDMA etc. LAC Bureau Asia: RDMA etc. Global Global (incl. USG)
2	Global Climate Change Adaptation [16 hrs]	GCC-AD	Washington, D.C. Bangkok, Thailand Miami, Florida Addis Ababa, Ethiopia Bangkok, Thailand Washington, D.C. Jakarta, Indonesia Jakarta, Indonesia Washington, D.C.	August 1-2, 2011 September 19-20, 2011 November 9-10, 2011 March 1-2, 2012 May 3-4, 2012 July 26-27, 2012 November 26-27, 2012 November 29-30, 2012 July 11-12, 2013	Global Asia: RDMA etc. LAC Bureau Africa Bureau Asia: RDMA etc. Global Mission Staff Mission Partners Global (incl. USG)
3	Global Climate Change and Clean Energy [16 hrs]	GCC-CE	Washington, D.C. Bangkok, Thailand Miami, Florida Washington, D.C. Washington, D.C.	July 28-29, 2011 September 15-16, 2011 November 16-17, 2011 July 30 – Aug. 1, 2012 July 15-16, 2013	Global Asia: RDMA etc. LAC Bureau Global Global (incl. USG)
4	Global Climate Change and Sustainable Landscapes [16 hrs]	GCC-SL	Washington, D.C. Bangkok, Thailand Miami, Florida Washington, D.C. Washington, D.C.	August 3-4, 2011 September 21-22, 2011 November 14-15, 2011 August 1-2, 2012 July 17-18, 2013	Global Asia: RDMA etc. LAC Bureau Global Global (incl. USG)
5	Monitoring and Reporting on Global Climate Change Programs and Projects [8 hrs]	GCC-MR	Bangkok, Thailand Kingston, Jamaica San Salvador, El Salvador Washington, D.C.	January 23, 2013 March 20, 2013 May 10, 2013 July 19, 2013	Asia: RDMA etc. Caribbean Missions ECAM and Central American Missions Global (incl. USG)
6	Global Climate Change and Development/West Africa [24 hrs]	GCC-WA	Accra, Ghana	February 11-13, 2013	Africa Bureau and Regional Missions
7	Global Climate Change and Development/Caribbean [24 hrs]	GCC-CB	Kingston, Jamaica	March 18, 19, 21, 2013	Jamaica, Dominican Republic, Barbados and Haiti Missions plus Partners
8	Global Climate Change and Development/Central America [32 hrs]	GCC-CA	San Salvador, El Salvador	May 6-10, 2013	ECAM, El Salvador & Mexico Missions plus Partners
9	Water and Climate Change Adaptation [24 hrs]	GCC-WAT	Washington, D.C.	July 22-24, 2013	Global (incl. USG)

As noted earlier in this report, the first five of these courses were subject to review and revision before each of the deliveries listed. Often the revisions were based on feedback obtained through course evaluations, which are described in the next section.

At the beginning of FY13, delivery of classroom-based training shifted from a regional to a Mission focus. This enabled achievement of two objectives: obtaining wider participation from within Missions, and providing participants with training tailored to their specific needs and context. The four Mission-based deliveries were customized courses designed specifically for the intended audiences in those and nearby Missions. The customizations included inviting local experts to address climate change impacts being experienced in the respective areas and to discuss local responses.

The GCC-WAT course underwent substantial revision from a version first developed and was delivered jointly by trainers from the Water and GCC Offices in 2009 and 2013.

Task 1.6: Develop and undertake a process for evaluation of training delivered and training materials

For this portion of the Task Order, IRG was required to *“develop and implement evaluation of training and training material aimed at continuously informing the design, development and execution of global climate change training content and materials consistent with USAID’s development vision and evolving technical needs within the global climate change area.”*

Our approach to this task was to use evaluation information as a means to effect adaptive management and continual improvement, thereby addressing the aspect called for in the Task Order of “continuously informing the design, development and execution of training.” This process of ongoing feedback combined with flexibility built into the contract itself allowed Task Order managers to quickly adjust and adapt to evolving needs among the target audiences, and led to each delivery being more refined than the prior courses.

Information upon which to base the continual improvement consisted of three elements:

1. Oral feedback elicited at the conclusion of each training delivered
2. Written evaluations completed at the conclusion of each training by each participant
3. After-action reviews by the training team members within two weeks of training delivery

Each of these elements is described more fully below.

Table 8 provides summary evaluation scores across all deliveries of each course. One notable highlight is that, on average, the classroom-based courses scored higher than the GCC-101 online course, especially for whether “learning was effective for my work,” perhaps indicating a preference among USAID staff for the classroom-based format. The GCC-AD course on adaptation to climate change scored the highest on three of the four aspects measured, relative to GCC-ID, GCC-CE, GCC-SL, GCC-MR, and GCC-101. This may be a reflection of the larger number of deliveries made of this course (nine) relative to the other classroom-based courses (four-to-six times each), which underscores the importance of using the evaluation feedback to continually improve the courses.

Table 8: Summary of evaluation scores for each course across all deliveries

EVALUATED ASPECT	GCC-101	GCC-ID	GCC-AD	GCC-CE	GCC-SL	GCC-MR	AVERAGE OVER ALL COURSES
Course objectives were met	4.11	4.36	4.34	4.45	4.36	4.05	4.28
Course format was appropriate	4.16	4.26	4.45	4.12	4.19	4.36	4.25
Course materials were useful and appropriate	3.49	4.34	4.45	4.21	4.26	4.01	4.13
Learning was effective for my work	3.56	4.35	4.54	4.22	4.34	4.44	4.24
Average across all deliveries of courses	3.83	4.33	4.45	4.25	4.29	4.21	4.31

NOTES: All scores based on maximum value of 5
GCC-101 had a very low response rate online; values are from 2011, prior to revisions in the 2nd (2012) edition

Oral evaluation/feedback

The final session in each one- or two-day course usually concluded with an oral elicitation of feedback from participants. Typically, this consisted of a plenary exercise known as “Plus-Delta” wherein participants are asked to cite one aspect of the training that they felt worked very well (“Plus”) and one aspect that they would like to see changed (“Delta”) to improve the course for the next delivery.

Although sometimes these comments related to logistical aspects (“the room is too cold”; “the snacks were good”), they overwhelmingly resulted in affirmation of the basic course designs and execution, as well as solid ideas for improvements that more closely matched training needs of the audiences.

Written evaluation forms

At the conclusion of each one- or two-day course, the training facilitator distributed a formal evaluation form for participants to complete – anonymously if they preferred. These included quantification of qualitative data such as how well course objectives were met and other aspects, rankings of sessions by their usefulness to the participants’ needs and job performance, and space for comments and other qualitative information on the course and its effectiveness. This last category included participants’ ideas for improving the course. Summary results across all deliveries of the five regularly-conducted classroom courses can be found in

Table 8. A sample of written comments received is the following from a participant in the Asia regional trainings conducted at RDMA in 2011:

“The information you presented and insights you shared spoke directly to the challenges and opportunities we face in the field, and you effectively addressed the critical connections between our work in Missions, what’s happening in Washington, and the activities and interests of host-country governments and partners. Compared to other trainings I’ve participated in that have been largely designed and led by contractors, the GCC training in my view is a shining example of the benefits of using our own internal expertise to train our employees, and I thank you so much for all of the time and great thinking you put into it. It was an excellent and very enjoyable experience.”

After Action Reviews

In addition to the feedback received during online, written, and oral evaluations after each course, the team conducts an After Action Review (AAR) following each training delivery. These AARs provide a structure for organizing and documenting what worked, what can be improved, and how recommended improvements would be incorporated into existing or future course designs.

The purpose of these was to get feedback from the COR and discuss peer-to-peer observations about specific sessions, exercises, or other aspects of the training. The AAR participants included the full training delivery team, including the USAID trainers.

The AARs demonstrated their usefulness in providing the team a format for talking about suggestions from participants on ways to improve the courses, and the practicalities of incorporating ideas into the next iteration of course delivery. The AARs provided a valuable piece of operationalizing the “continual improvement” process that was described earlier.

ACCOMPLISHMENTS FOR TASK 2: COMMUNICATION AND OUTREACH

The second element of the Task Order relates to communication and outreach. In the Statement of Work, IRG was required to “*develop and deliver communication and outreach materials to target audiences, assist in response to information requests, and make informational materials and resources available as needed within USAID.*”

The primary purpose of the outreach and communication task was to increase understanding of why climate change matters for development, both across sectors and among USAID’s internal and external stakeholders. Four specific activities contributed to achieving this task. Each is described below, with the actual language from the Task Order Section C followed by details of accomplishments during Task Order performance.

Task 2.1: Identify audiences, assess need and design a communication/outreach strategy

The Contractor shall work with EGAT/ESP/GCC, and in collaboration with Regional Bureau staff, to identify communication audiences and their informational needs regarding global climate change and incorporating adaptation and/or mitigation activities into USAID programs. The Contractor shall design a communication/outreach strategy to respond to identified needs.

During implementation of the Task Order, all communication and outreach efforts were coordinated with and through the USAID Bureau for Legislative and Public Affairs, and other stakeholders. The COR, rather than the IRG team members, conducted this coordination within USAID. From the beginning of FY11 until early in FY12, LPA requested that development of a GCC communication strategy be postponed pending release of the USAID Climate Change and Development (CC+D) Strategy.

Following the release of the CC+D Strategy in January 2012, this task evolved in response to the guidance provided by LPA and others within USAID. Rather than produce a separate “GCC communication and outreach strategy,” the IRG team supported implementation of the USAID CC+D Strategy and the GCC Office’s communication plan in consultation with the COR, with particular emphasis on stakeholder outreach.

Specifically, the IRG team provided back-up support to communication and outreach in a way that remained flexible and responsive to the rapid dynamics of the Agency processes on outreach efforts. Key elements of that flexibility and responsiveness have included:

- Conducting strategic discussions and ongoing dialogue with the GCC Office communications advisors on evolving needs for communication products related to global climate change issues and USAID’s programs underway to address those issues
- Supporting USAID’s senior GCC advisors with fact sheets, brochures, posters, and other products for display and dissemination at high-profile events such as the annual Conference of Parties (COP) negotiations under the UNFCCC
- Engaging a full-time staff member in FY13 tasked with supporting the communication and outreach efforts of the GCC Office
- Providing “as-needed” technical assistance by a strategic communications specialist, graphic designer, copy editor, and materials production staff to the GCC Office

Task 2.2: Design, test, and produce communication and outreach materials

Building on the communication needs assessment, the Contractor shall work with key climate change outreach staff at USAID and implementing partners to develop and produce communication/outreach materials which may be printed and/or web-based. The materials shall meet USAID branding and marking requirements, while establishing a graphic identity immediately identifying them as USAID GCC materials that fit into a coordinated graphic family.

IRG carried the tactic of flexibility and responsiveness described above into the materials production work. In FY12, we developed a set of materials according to guidance received, and submitted those for review within USAID. Due primarily to shifting guidance related to changes in personnel, not all of those materials were finalized for production and distribution. In FY13, we developed more materials using new guidance. Some of these were updates to the existing materials, while others were new items. Table 9 lists items produced and submitted to USAID throughout the Task Order.

Table 9: Communication and outreach materials and support

MATERIALS	TOPIC OF SPECIFIC ITEM
Support to USAID GCC communication and outreach materials for UNFCCC Conference of Parties meetings	
COP 16 in Cancun, Mexico	<ul style="list-style-type: none"> • Integration poster • Adaptation poster • Clean Energy poster • Sustainable Landscapes poster
COP 17 in Durban, South Africa	<ul style="list-style-type: none"> • Imagery for interactive wall display • Brochures and fact sheets
COP 18 in Doha, Qatar	<ul style="list-style-type: none"> • Imagery for interactive wall display • Brochures and fact sheets
COP 19 in Warsaw, Poland	<ul style="list-style-type: none"> • Set of posters • Set of fact sheets • Tri-fold brochure
Support to ongoing stakeholder outreach through Fact Sheet briefing documents (2 pages each)	
General	<ul style="list-style-type: none"> • Development of graphic identity for Fact Sheet briefing documents
Integration:	<ul style="list-style-type: none"> • Integration Pilots (2012 edition, updated in 2013) • Integrating Climate Change and Gender (review draft)
Adaptation:	<ul style="list-style-type: none"> • Adaptation and Food Security (for clearance) • Adaptation and Economic Growth (review draft)

MATERIALS	TOPIC OF SPECIFIC ITEM
Clean Energy:	<ul style="list-style-type: none"> • Energy Efficiency (review draft) • Renewable Energy (review draft)
Sustainable Landscapes:	<ul style="list-style-type: none"> • REDD+ Readiness (for clearance)
Field Mission case studies on integration in practice	
Jamaica:	Integration of climate change impacts into agricultural sector support program
General communication support to ongoing operational outreach by the GCC Office	
Global Climate Change Bulletin	International news item summaries with relevance for USAID audience; formatting of final document and posting on Intranet website – updated on regular basis
GCC Flickr photo site ³	Organized site and uploaded additional photos; completed captions and credits; provided ongoing maintenance of GCC photo library
External stakeholder contacts	Organized master list of stakeholders and contacts to facilitate the dissemination of outreach materials on GCC topics

One important outcome of the more recent work in FY13 is the coordination across GCC projects of the graphic identity being used for all USAID GCC communication and outreach products. Centrally funded GCC projects managed from within the GCC Office now have graphic identities that are recognized as part of the “coordinated graphic family” called for in the Task Order. The IRG graphic designer worked with the GCC Office communications advisors to develop and disseminate this standard.

Task 2.3: Establish and manage the USAID GCC websites and webpages

The Contractor shall help continue to establish a GCC website/webpage, using USAID’s microLINKS site as a possible model, to link and organize all GCC communication efforts. At a minimum, the website will contain all communication materials, a database of case studies and project examples, and appropriate training materials.

In order to accomplish this task, IRG engaged the security-cleared webmaster who had provided support to the GCC Office under previous mechanisms. Throughout the Task Order, he provided support to both the internal and external GCC websites/webpages, with his duties including updating links and documents, testing for and repairing any dead links, providing web-based formatting prior to upload, liaison services with other information technology (IT) units of USAID, and routine maintenance of the sites.

During FY11, this webmaster completed a revision of the USAID GCC intranet website, under guidance from the COR, to provide an improved online resource on climate change for USAID staff. Also, as various USAID programs produced new materials that were relevant for staff interested in climate change issues, the webmaster uploaded or linked to these materials to the GCC websites.

During FY12 and FY13, the webmaster continued to provide ongoing maintenance of the Intranet and external GCC sites, while also supporting the redesign of the USAID GCC external website⁴ as part of an Agency-wide redesign of the entire USAID website.

Throughout the period of the project, the webmaster ensured that the most current, relevant information was available to USAID staff and partners in a timely manner. This included uploading the training materials at the conclusion of each set of training deliveries. Materials included each time were: the presentations (in PDF to reduce file size), participant lists, and links to key resources.

³ <http://www.flickr.com/photos/egatphotos/sets/72157625054176216/>

⁴ www.usaid.gov/climate

Task 2.4: Distribute communication/outreach materials

According to the approved communication strategy, the Contractor shall assist USAID/EGAT/ESP/GCC in distribution of communication and outreach materials, and will keep records of distribution.

At the direction of the GCC Office, all materials produced under Task 2.2 above were delivered to USAID for distribution. Therefore, IRG could not keep records of distribution in which it was not involved.

ANNEX A: PERFORMANCE MONITORING TABLE

(as of August 9, 2013)

WORK PLAN TASK	SUB-TASK	PERFORMANCE INDICATOR	STATUS ON AUG. 9, 2013
TASK #1: TRAINING			
Task 1.1. Assess USAID training needs	Develop and implement a global survey of USAID training needs	Technical report providing: a. quantitative data on the current level of knowledge, skills, and attitudes b. prioritized ranking of topic areas of training need as identified by respondents; and c. summary data on respondent profiles, e.g., region, primary duties, and other aggregated data collected on the survey (not respondents' names)	<i>Completed for FY11 and FY12 FY13 relied on consultations with USAID staff in technical and regional bureaus and Missions</i>
	Assess fit between existing training modules and identified training needs and core competencies	Training Needs Assessment report	<i>Completed as part of TNA and course designs</i>
Task 1.2. Design and develop a set of core competency-based trainings and training materials	Design and develop prerequisite Overview of Global Climate Change (GCC-101) course for online format	Online prerequisite course Overview of Global Climate Change and accompanying materials	<i>Completed in FY11; updated for FY12 and FY13, with Implementing Partners version</i>
	Revise the Integrating Global Climate Change into Development course	Revised 2-day classroom course on Integrating GCC into Development and accompanying materials	<i>Completed in FY11; revised and updated for each subsequent course delivery</i>
	Design and develop specialized course on Global Climate Change Adaptation	Final 2-day classroom course on Global Climate Change Adaptation and accompanying materials	<i>Completed in FY11; revised and updated for each subsequent course delivery</i>
	Design and develop specialized course on Global Climate Change and Clean Energy	Final 2-day classroom course on Global Climate Change and Clean Energy and accompanying materials	<i>Completed in FY11; revised and updated for each subsequent course delivery</i>
	Design and develop specialized course on Sustainable Landscapes	Final 2-day classroom course on Global Climate Change and Sustainable Landscapes and accompanying materials	<i>Completed in FY11; revised and updated for each subsequent course delivery</i>
	Design and develop specialized course on Monitoring and Reporting on Global Climate Change Programs and Projects	Final 1-day classroom course on Monitoring and Reporting on GCC Programs and Projects and accompanying materials	<i>Completed in FY13; revised and updated for each subsequent course delivery</i>

WORK PLAN TASK	SUB-TASK	PERFORMANCE INDICATOR	STATUS ON AUG. 9, 2013
	Design and develop specialized course on Low Emission Development Strategies	Final half-day classroom course on Low Emission Development Strategies and accompanying materials Advanced draft online course on advanced topics: <ol style="list-style-type: none"> 1. Introduction to Greenhouse Gas Inventories 2. Modeling and Analytical Tools for LEDS 	<p>Completed classroom modules in FY13:</p> <ul style="list-style-type: none"> • Overview of Low Emission Development Strategies • Overview of the Enhancing Capacity for Low Emission Development Strategies (EC-LEDS) Program
Task 1.3. Coordinate, streamline, and standardize USAID's GCC courses and materials	Develop a standard graphic and structural look for GCC training	Final graphic identity produced in close collaboration with E3/GCC and other appropriate USAID officials	Completed; all slides and materials are consistent with the USAID Graphic Standards Manual and have a similar graphic identity across courses and materials
	Enter all GCC courses into central training calendar	Updated, easily accessible calendar for all training events	<ul style="list-style-type: none"> • Courses posted on USAID University LMS & GCC Intranet site • Dual registration processes conducted • External LMS developed for tracking of participants from outside USAID
	Post all training materials to GCC Intranet and other website(s)	All GCC materials produced under this task order are online in accessible location	<ul style="list-style-type: none"> • Posting continued from FY11-FY13 • Final materials posted on Google drive
Task 1.4. Field test global climate change training	n/a	n/a	Completed – subsumed within Task 1.5 training delivery
Task 1.5. Deliver training courses	Deliver online courses and webinars	Online prerequisite course Climate Change 101 completed by all classroom participants	<ul style="list-style-type: none"> • Course launched online in April 2011 • Updated FY12 & FY13 versions reposted
	Deliver classroom courses according to agreed calendar	<p>Courses delivered to USAID and implementing partners in Washington, regionally, and in field Missions:</p> <ol style="list-style-type: none"> 1. Integrating Global Climate Change into Development (GCC-ID) 2. Global Climate Change Adaptation (GCC-AD) 3. Global Climate Change and Clean Energy (GCC-CE) 4. Global Climate Change and Sustainable Landscapes (GCC-SL) 5. Monitoring and Reporting on GCC Programs and Projects (GCC-MR) 6. Global Climate Change and Development/West Africa (GCC-WA) 7. Global Climate Change and Development/Caribbean (GCC-CB) 8. Global Climate Change and Development/ Central America (GCC-CA) 	Thirty-three course deliveries conducted (see Table 7)

WORK PLAN TASK	SUB-TASK	PERFORMANCE INDICATOR	STATUS ON AUG. 9, 2013
Task 1.6. Develop and undertake a process for evaluating training delivered and training materials	Conduct "plus/delta" oral assessments at the conclusion of course delivery	Completed oral assessments after each classroom course delivery	<i>Completed for most, but not all deliveries; did not use at Mission-based courses delivered in FY13</i>
	Administer course evaluations by participants	Completed evaluations of course content, format, length, and materials for all courses	<ul style="list-style-type: none"> • Evaluation forms completed by ~95% of all course participants • Evaluation scores incorporated into After Action Review process
	Conduct After-Action Review by training team after each course	Completed AAR reports from all courses conducted	<ul style="list-style-type: none"> • Completed for all deliveries • Results used to revise courses for subsequent deliveries
Task #2: Communication and Outreach			
Task 2.1. Identify audiences, assess need, and design a communication / outreach strategy	Produce a GCC communication and outreach strategy for the Task Order	Final GCC Communication and Outreach Strategy	<ul style="list-style-type: none"> • Discussions underway with LPA • Linked to broader USAID efforts
Task 2.2. Design, test, and produce communication and outreach materials	Develop and produce communication and outreach materials for USAID internal and external audiences and test	Final materials agreed for delivery to USAID internal and external audiences	<i>Completed materials as approved by USAID (see Table 9)</i>
Task 2.3. Establish and manage the USAID GCC websites and webpages	Complete revisions to USAID Intranet website	Final completed revisions to USAID Intranet website	<i>Completed in early FY12</i>
	Provide ongoing USAID intranet site maintenance	Monthly report on web hits and page views; operating links	<i>Completed from FY11 through mid-FY12; thereafter unable to develop reports due to changes in underlying architecture of site</i>
	Develop design for USAID GCC website / web pages	Final completed updates to USAID GCC website &/or related tools	<i>Completed by end of Task Order</i>
Task 2.4. Distribute communication/outreach materials	Distribute communication and outreach materials	Record of materials distribution, reported quarterly	<i>Materials delivered to USAID GCC Office; no data available on distribution / dissemination</i>

ANNEX B: NUMERICAL PROFILE OF TRAINING PARTICIPANTS AND RESULTS

Table 10 Final results from task order and numerical profile of training participants

USAID/E3/GCC												
GCC Training, Outreach & Communications task order results												
Participants Trained	Task Order Period of Performance Actual Results									Total Life of Project FY11 thru FY13		
	#	FY11 p-hrs	FY11 p-days	#	FY12 p-hrs	FY12 p-days	#	FY13 p-hrs	FY13 p-days	#	p-hrs	p-days
TOTAL PARTICIPANTS TRAINED*	434	4479	559.9	344	3793	474.1	377	5247	524.9	1155	13,519	1689.9
Male	213	2117.5	264.7	182	2042	255.3	197	2879.5	291.9	592	7039	879.9
Female	221	2361.5	295.2	162	1751	218.9	180	2367.5	232.9	563	6480	810.0
Total Unique Individuals Trained	153			161			215			529		
In-person**	264	4224	528	226	3616	452	335	5184	648	825	13024	1628
Male	124	1984	248	122	1952	244	176	2848	356	422	6784	848
Female	140	2240	280	104	1664	208	159	2336	292	403	6240	780
Online**	170	255	31.9	118	177	22.1	42	63	7.9	330	495	61.88
Male	89	133.5	16.7	60	90	11.3	21	31.5	3.9	170	255	31.88
Female	81	121.5	15.2	58	87	10.9	21	31.5	3.9	160	240	30.00
USAID**	434	4479	559.9	314	3429	428.6	228	2887	229.9	976	10795	1426.375
Male	213	2117.5	264.7	167	1831	228.9	115	1503.5	119.9	495	5452	681.50
Female	221	2361.5	295.2	147	1598	199.8	113	1383.5	109.9	481	5343	744.88
Other USG**	0	0	0	30	364	45.5	45	688	86	75	1052	131.50
Male				15	211	26.4	19	320	40	34	531	66.375
Female				15	153	19.1	26	368	46	41	521	65.13
Implementing Partners**	0	0	0	1	1.5	0.2	104	1672	209	105	1672	209
Male				1	1.5	0.2	63	1056	132	64	1056	132
Female							41	616	77	41	616	77
GCC-101 (recorded at 1.5 hrs each)	170	255	31.9	118	177	22.1	42	63	7.9	330	495	61.9
Male	89	133.5	16.7	60	90	11.3	21	31.5	3.9	170	255	31.9
Female	81	121.5	15.2	58	87	10.9	21	31.5	3.9	160	240	30.0
Integration (GCC-ID) [w/o WA, CB, CA]	77	1232	154	61	976	122	17	272	34	155	2480	310
Male	36	576	72	33	528	66	6	96	12	75	1200	150
Female	41	656	82	28	448	56	11	176	22	80	1280	160
Adaptation (GCC-AD) [w/o WA, CB, CA]	62	992	124	84	1344	168	56	896	112	202	3232	404
Male	29	464	58	45	720	90	29	464	58	103	1648	206
Female	33	528	66	39	624	78	27	432	54	99	1584	198
Clean Energy (GCC-CE) [w/o WA, CB, CA]	67	1072	134	39	624	78	22	352	44	128	2048	256
Male	30	480	60	21	336	42	9	144	18	60	960	120
Female	37	592	74	18	288	36	13	208	26	68	1088	136
Sustainable Landscapes (GCC-SL) [w/o WA, CB, CA]	58	928	116	42	672	84	25	400	50	125	2000	250
Male	29	464	58	23	368	46	16	256	32	68	1088	136
Female	29	464	58	19	304	38	9	144	18	57	912	114
Monitoring & Reporting on GCC Programs [8 hrs]							124	992	124	124	992	124
Male							60	480	60	60	480	60
Female							64	512	64	64	512	64
GCC & Water							21	504	63	21	504	63
Male							11	264	33	11	264	33
Female							10	240	30	10	240	30
CC&D / West Africa (ID, AD, & MR) [24 hrs]							30	720	90	30	720	90
Male							25	600	75	25	600	75
Female							5	120	15	5	120	15
GCC Caribbean (including ID, AD, LEADS, & SL) [24 hrs]							29	696	87	29	696	87
Male							12	288	36	12	288	36
Female							17	408	51	17	408	51
GCC Central America (including ID, AD, LEADS, SL, & CE) [32 hrs]							11	352	44	11	352	44
Male							8	256	32	8	256	32
Female							3	96	12	3	96	12

Notes: *This tally corresponds with the F standard indicator for training, which counts the total number of courses that a person has taken, not the total number of individuals trained. ** This tally sums the number of courses that a person has taken. It does not represent the number of individuals trained.

ANNEX C: LIST OF FINAL DELIVERABLES

Course	Final deliverable to be handed over at end of project	Potential next steps for follow-on activity
GCC-MR	Completed one-day classroom-based training course on "Monitoring and Reporting on Global Climate Change Programs and Projects" (delivered four times), consisting of PPTs, script, Trainer's Guide, activities, and additional resources	KEY FOLLOW-ON ACTIVITY: UPDATES PRIOR TO EACH DELIVERY 1. Approximately 5-10 p-days for review and update of content prior to any subsequent deliveries (may include USAID staff, contractor staff, or both) 2. Cross-check technical consistency with Evaluation Strategy as appropriate 3. Approximately 5-10 p-days to revise exercises, slides, handouts per AAR
GCC-WAT (live)	Completed three-day classroom-based training course on "Water and Global Climate Change Adaptation" (delivered once), consisting of PPTs, detailed course delivery guidance, updated exercises, handouts, resources, and other materials.	KEY FOLLOW-ON ACTIVITY: UPDATES PRIOR TO EACH DELIVERY 1. Approximately 10-15 p-days for review and update of content prior to any subsequent deliveries (may include USAID staff, contractor staff, or both) 2. Cross-check technical consistency with new Water Strategy as appropriate 3. Approximately 5-10 p-days to revise exercises, slides, handouts per AAR
GCC-WAT (online)	Detailed outline (approved by USAID/E3/GCC office) for online course (60min).	KEY FOLLOW-ON ACTIVITY: DEVELOP MATERIALS INTO ONLINE COURSE 1. To continue to develop this course into a one-hour online module, approximately 10-20 p-days needed to build the PowerPoint from the Detailed Outline, using the updated 3-day course materials plus additional technical expertise in non-overlapping topic areas. 2. In addition, an estimated 15-30 p-days (depending on developer and software) will be needed to import slides, develop interactions and quizzes, record and sync narration, and publish online.
GCC-HL	Clearance draft of PowerPoint slides with script for module (60-90min) on "Introduction to Climate Change and Health," including developer guidance (as slide notes in PPT) for publishing as an online course in the future. Draft should next be circulated to Bureau for Global Health. <i>[N.B.: "developer guidance" here is more concrete and comprehensive than "guidance ideas" e.g., on LEDS modules]</i>	KEY FOLLOW-ON ACTIVITY: FINALIZE MATERIALS AS ONLINE COURSE 1. Content reviews by USAID/E3/GCC office - approximately one to two weeks (~5-10 p-days of USAID staff time) 2. Content reviews by GHB and other health contacts (at the discretion of USAID/E3/GCC office) - potentially two to six weeks (~10-30 p-days USAID staff time) 3. Approximately 5-10 p-days by SME to revise/update content based on input received from external reviewers 4. Approximately 15-30 p-days (depending on developer and software) to import slides, develop interactions and quizzes, record and sync narration, and publish online

Course	Final deliverable to be handed over at end of project	Potential next steps for follow-on activity
GCC-LEDS	<p>1. Two completed classroom-based modules</p> <ul style="list-style-type: none"> a) Overview of Low Emission Development Strategies (LEDS 1) b) Overview of the Enhancing Capacity for Low Emission Development Strategies (EC-LEDS) Program (LEDS 2) <p>2. Advanced drafts with instructions and navigational design (as slide notes in PPT) for adapting the classroom sessions for an online learning environment, where appropriate</p> <p>3. Two additional, advanced modules in advanced draft status for use as the basis for either classroom or online course delivery, as appropriate:</p> <ul style="list-style-type: none"> a) Introduction to Greenhouse Gas Inventories (LEDS 3) b) Modeling and Analysis for LEDS (LEDS 4) 	<p>KEY FOLLOW-ON ACTIVITY: LEDS 1&2: UPDATES PRIOR TO EACH DELIVERY, LEDS 1-4: DEVELOP MATERIALS INTO ONLINE COURSE CONSOLIDATED ACROSS ALL MODULES (individual modules listed below):</p> <ol style="list-style-type: none"> 1. Content reviews by USAID/E3/GCC Office EC-LEDS team - approximately 10-15 person-days of USAID staff time 2. Approximately 20-50 p-days by SME to update content based on input received from reviewers [all modules] 3. Approximately 50-100 p-days (depending on developer and software) to import slides, develop interactions and quizzes, record and sync narration, and publish online - assuming economies of scale in doing modules concurrently [e.g., rollover definitions and recording should be less]
LEDS 1	<p>Completed two-session classroom-based module (1hr45min) on "Overview of Low Emission Development Strategies," consisting of PowerPoint slides with script and activities, in addition to guidance ideas (as slide notes in PPT) for publishing as an online course in the future.</p>	<p>Classroom module (sessions) ready to deliver again with minor update review; the following assumes development of an online course:</p> <ol style="list-style-type: none"> 1. Final clearance review of content by USAID/E3/GCC Office EC-LEDS team 2. Approximately 15-30 p-days (depending on developer and software) to import slides, develop interactions and quizzes, record and sync narration, and publish online
LEDS 2	<p>Completed classroom-based module (60min) on "Overview of the Enhancing Capacity for Low Emission Development Strategies (EC-LEDS) Program," consisting of PowerPoint slides with script and activities for classroom delivery, in addition to guidance ideas (as slide notes in PPT) for publishing as an online course in the future.</p>	<p>Classroom session ready to deliver again with minor update review; the following assumes development of an online course:</p> <ol style="list-style-type: none"> 1. Final clearance review of content by USAID/E3/GCC Office EC-LEDS team 2. Approximately 10-20 p-days (depending on developer and software) to import slides, develop interactions and quizzes, record and sync narration, and publish online
LEDS 3	<p>PowerPoint slides with draft script for module (60min) on "Introduction to Greenhouse Gas Inventories," including guidance ideas (as slide notes in PPT) for publishing as an online course in the future.</p>	<ol style="list-style-type: none"> 1. Penultimate draft review of content by USAID/E3/GCC Office EC-LEDS team - approximately 5 p-days USAID staff time 2. Approximately 10-20 days by SME to finalize content and incorporate comments from USAID reviewers 3. Approximately 15-30 p-days (depending on developer and software) to import slides, develop interactions and quizzes, record and sync narration, and publish online
LEDS 4	<p>PowerPoint slides with draft script for module (60min) on "Modeling and Analysis for LEDS," including guidance ideas (as slide notes in PPT) for publishing as an online course in the future.</p>	<ol style="list-style-type: none"> 1. Penultimate draft review of content by USAID/E3/GCC Office EC-LEDS team - approximately 5 p-days USAID staff time 2. Approximately 10-20 days by SME to finalize content and incorporate comments from USAID reviewers 3. Approximately 15-30 p-days (depending on developer and software) to import slides, develop interactions and quizzes, record and sync narration, and publish online

Course	Final deliverable to be handed over at end of project	Potential next steps for follow-on activity
GCC-GEN	<p>Draft PowerPoint slides with script (including case examples) for an online course "Introduction to Climate Change and Gender" for publishing in the future. Note that this course was <u>not</u> finalized per instruction from USAID; finalization is pending further internal work to incorporate evolving guidance on the ADS and related aspects of addressing gender and development more broadly, and integrating gender and climate change more specifically.</p>	<p>KEY FOLLOW-ON ACTIVITY: DEVELOP MATERIALS INTO ONLINE COURSE</p> <ol style="list-style-type: none"> 1. USAID-specific revisions to be added by USAID/E3/GCC team; estimated to need 10-20 p-days LOE from SME (depending on extent of revisions) 2. To continue to develop this course into an online module, an estimated 15-30 p-days (depending on developer and software) will be needed to import slides, develop interactions and quizzes, record and sync narration, and publish online
GCC-URB	<p>No separate course produced per guidance from USAID E3/E&I. Other GCC courses for live delivery have been updated to include an "urban lens" with greater focus on urban environments in the integration, adaptation, clean energy, and water courses through the use of case studies, vulnerability assessments, and/or mission project experiences relating to the urban / municipal environment.</p>	<p>KEY FOLLOW-ON ACTIVITY: UPDATES TO URBAN CONTENT IN OTHER COURSES</p> <ol style="list-style-type: none"> 1. If USAID/E3/GCC determines a future need or desire to develop a GCC-URB course based on the Urban Strategy, the following are rough estimates of LOE requirements to produce a 1-2 hour online course: <ol style="list-style-type: none"> a) Subject Matter Expert(s) - approximately 30-40 p-days b) Online Developer(s) - approximately 20-30 p-days c) Video, audio and script Editor(s) - approximately 10-15 days 2. For existing materials integrated into other courses, ongoing consultations are needed with the Urban Team to ensure materials remain up to date and reflect best practice from the field.

ANNEX D: CHECKLIST FOR MISSION-BASED TRAININGS

TASK AREA	RESPONSIBLE PARTY	ACTION
Details	Mission/Regional Bureau/GCC	Finalize dates (with input from Mission directors)
	GCC	Memo to files about waiver exemption
Venue	Mission	Obtain quotes (3)
	Mission	Book venue and pay for
	Mission	Confirm A/V equipment (projector, screen, laptop) + wireless access
	Mission	Confirm if VTC available2A
Scope	GCC/Mission	Determine target audience of training
	GCC/Mission	Determine Mission goals/objectives for training
Survey	GCC	Draft survey
	Mission/Regional Bureau POC	Review survey
	Mission	Send out survey
	Mission	Send on final reminder for survey
	GCC	Analyze survey results
	GCC	Distribute survey results
Course advertising	GCC/USAID University	Post to USAID University
	GCC/Webmaster/LPA	Post to registration form (transition site)
	GCC/Webmaster	Post to GCC training page (intranet site)
	GCC	Include in GCC Bulletin
	GCC	Post to GCC calendar (intranet site)
Outreach	Mission	Reach out to USAID staff
	Mission	Reach out to implementing partners
	GCC	Invite host mission director to speak during training
Agendas	Contractor/GCC	Develop short agenda based on survey
	Mission	Provide feedback on short agenda
	Contractor/GCC	Develop v1 long agenda based on short agenda
	Mission, Regional Bureau POC	Provide feedback on long agenda
	Contractor/GCC	Develop v2 long agenda
	GCC/Mission	Finalize long agenda
	GCC	Develop session agenda
Slides	GCC/Contractor	Rework session slides to match agenda
	GCC/Contractor	Review slides for formatting and copy editing
	GCC/Contractor	Confirm slides visible from distance
	GCC/Contractor	Check to make sure animations ok
Registration & logistics	Contractor/GCC	Determine if shuttle needed
	Contractor	Draft logistics memo with registration and venue information

TASK AREA	RESPONSIBLE PARTY	ACTION
	GCC	Finalize logistics memo
	Mission	Send logistics memo
	Contractor/GCC	Compile list of all participants
Outside speakers	GCC/Regional Bureau	Reach out to mission director about speaking
	GCC	Contact outside speakers (impacts & institutions)
	Outside speaker/GCC	Confirm outside speakers (impacts & institutions)
	GCC/Mission	Confirm speaking time
	Contractor/outside speaker	Confirm rate
	GCC	Send PPT template to speakers
	GCC	Ask for copy of presentation
	GCC	Review PPTs for length
	Contractor/GCC	Make payment
Trainers	GCC	Confirm trainer coverage for each session
Travel	GCC	Submit ETRAMS request & forward to USDA
	GCC	Book tickets
	GCC	Send eCC checklist and itinerary to Lela
	GCC	Confirm that trainers have made hotel and shuttle reservations
	GCC	Set time for training meeting check-in
Materials	Contractor/GCC	Identify which sessions need handouts
	Contractor	Print copies of slide presentations for participants (?)
	Contractor	Edit and print evaluations
	Contractor	Edit and print certificates
	GCC/Contractor	Decide number of prizes to bring (games + speakers)
	GCC/Contractor	Review materials checklist
	Contractor	Divide materials up by trainer
	GCC	Pick up materials at Contractor
Onsite logistics coordinator	GCC/Contractor	Determine if needed
	Contractor	Negotiate contract
	Contractor	Confirm contract signed
Training Research	GCC	KSC country briefing package
	GCC	Share development objectives with trainers
	GCC	Share funding streams with trainers
	GCC	Share list of participants with trainers
During Training	GCC/Contractor	Cross-check which participants attended full training
	GCC/Contractor	Write participant names on certificates
	GCC/Contractor	Take photos, including a group photo
Virtual Flash Drive	GCC/Contractor	Format photos from week of training
	GCC	Create separate folders for USAID staff and implementing partners
	GCC/Contractor	Upload documents to training materials folder
	GCC/Contractor	Upload photos to training materials folder
	GCC	Send link to training materials folder to participants with instructions
Thank You	GCC	Thank you to local POCs and Regional Bureau POC

TASK AREA	RESPONSIBLE PARTY	ACTION
	GCC	Thank you to speakers
	GCC	Thank you to the mission director
After Action Review	GCC/Contractor	Type up notes from daily debriefs
	GCC/Contractor	Send notes to training team
	GCC/Contractor	Hold after action review with training team and identify next steps

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