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ANNUAL WORK PLAN— FY2011

GLOBAL CLIMATE CHANGE TRAINING, OUTREACH,
AND COMMUNICATIONS



ADAPTATION



CLEAN ENERGY



SUSTAINABLE LANDSCAPES

February 2011

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AUTHORITY

Prepared for USAID/EGAT's Global Climate Change (GCC) team under Contract Number AID-EPP-I-00-03-00006/AID-OAA-TO-10-00029 awarded August 10, 2010, entitled Global Climate Change Training, Outreach and Communications (GCC TOC).

This Annual Work Plan document was completed in partial fulfillment of Clause F.6(c) of the reference task order. The views expressed and opinions contained in this report are those of the GCC TOC team and are not intended as statements of policy of USAID or the contractor companies or parent companies.

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The activities described in this document are based on the task order Section C – Statement of Work, the revised technical proposal submitted May 19, 2010, discussions with EGAT's Global Climate Change team, and regional roundtable meetings with other USAID bureaus on September 9 and September 15, 2010. This final revised version incorporates USAID comments on the draft submitted in 1st Quarter FY2011 and a revised version submitted in January, 2011. This is the Final Revised Version of the FY2011 work plan.

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GLOBAL CLIMATE CHANGE TRAINING, OUTREACH AND COMMUNICATION ANNUAL WORK PLAN— FY2011

COVERING THE PERIOD 10TH AUGUST 2010
THROUGH 30TH SEPTEMBER 2011

DISCLAIMER

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

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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.

AFR	Africa [USAID Regional Bureau]
CIFOR	Centre for International Forestry Research
COP	Conference of Parties [UNFCCC governing body]
COTR	Contracting Officer's Technical Representative
DOC	Development Outreach & Communication [USAID public affairs officers]
E&E	Europe and Eurasia [USAID Regional Bureau]
EGAT	Economic Growth, Agriculture and Trade [USAID Bureau]
ENRM LI	Environment and Natural Resources Management Learning Initiative
FY	Fiscal year [for US government: 01 October through 30 September]
GCC	Global Climate Change
GHG	Greenhouse gas
ICRAF	World Agroforestry Centre [formerly International Centre for Agroforestry Research]
IQC	Indefinite Quantity Contract [USAID procurement mechanism]
IRG	International Resources Group
LAC	Latin America and Caribbean [USAID Regional Bureau]
LMS	Learning Management System [USAID University electronic catalog]
LPA	Legislative and Public Affairs [USAID Bureau]
OTS	Organization for Tropical Studies [based at Duke University]
PPL	Policy, Planning, and Learning [USAID Bureau]
RDMA	Regional Development Mission for Asia [USAID Regional Mission]
REDD	Reduced emissions from deforestation and forest degradation
TNA	Training Needs Assessment
TNC	The Nature Conservancy
TOC	Training, Outreach and Communications [task order]
UNFCCC	United Nations Framework Convention on Climate Change
USAID	United States Agency for International Development
USDA	United States Department of Agriculture
V&A	Vulnerability and adaptation
WWF	World Wildlife Fund

PREFACE

The United States Agency for International Development (USAID)/Bureau for Economic Growth, Agriculture, and Trade (EGAT), Global Climate Change (GCC) team awarded to International Resource Group (IRG) a task order under the Energy II Indefinite Quantity Contract (IQC) # AID-EPP-I-00-03-00006/AID-OAA-TO-10-00029. USAID and IRG signed the contract on August 10, 2010 with effective dates of August 10, 2010 to August 9, 2012.

This task order engages IRG and its implementing partner Battelle Memorial Institute to support global climate change training for USAID staff, as well as outreach and communication efforts, in coordination with the President's Global Climate Change Initiative.

Global Climate Change is among the top three priorities for USAID programming worldwide, along with Food Security and Global Health. With the increased profile of Global Climate Change comes an increased level of funding for USAID climate change programs, including dedicated funding that contributes toward US Government commitments under the Copenhagen Accord, Cancun Agreements and other policy directives.

USAID staff members playing a leading role in implementing these policy priorities need to be aware of technical and programming issues related to climate change, and need to understand the effects of climate change on any development efforts whether or not dedicated funding is being programmed.

Therefore the need for building capacity around climate change within USAID is an urgent matter that directly affects the ability of Missions to identify, design, and implement effective programs with the potential for long-term development.

Outreach and communications are likewise important parts of building internal USAID capacity on climate change issues and effectively addressing them, as well as informing a wide range of external stakeholders about the work that USAID is doing on this critical global challenge.

IRG is required by this task order to submit a work plan to USAID "that will detail the work to be accomplished during the coming year." The annual work plan "may be revised on an occasional basis, as needed, to reflect changes on the ground and with the concurrence of the COTR." This document is the Annual Work Plan for 2011, covering the period August 10, 2010 through September 30, 2011, the first year of implementation of the GCC Training, Outreach and Communications task order.

The Annual Work Plan consists of two chapters. The first is an overview of task order activities and progress achieved by USAID to date, including a very brief review of previous and ongoing capacity building for climate change programming. The 2nd chapter details the specific activities to be undertaken by the IRG-Battelle team in order to achieve progress. Detail on actions planned under each of the various Tasks and Subtasks is provided, as well as the expected resource requirements.

A set of Annexes provide the following: (1) a draft performance monitoring plan for the task order combined with a summary of the work plan in tabular format for ease of reference; (2) a draft calendar of training events for Fiscal Year 2011 (FY11); and (3) a preliminary projection of the financial implications of implementing the work plan.

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February 2011

GCC TOC OVERVIEW

This document is the Annual Work Plan for FY 2011 of the Global Climate Change Training, Outreach and Communications task order of the United States Agency for International Development (USAID), Bureau for Economic Growth, Agriculture, and Trade (EGAT), Global Climate Change team. This work plan covers the period from August 10, 2010, through September 30, 2011.

This chapter¹ of the work plan section briefly presents an overview of the task order, as well as some of the prior achievements and challenges experienced by EGAT's Global Climate Change team in other training and outreach activities undertaken to date.

INTRODUCTION AND BACKGROUND

As one of the great global challenges affecting every nation, global climate change is a cross-cutting concern inextricably linked to a variety of development issues which USAID has a long history of successfully addressing. Addressing the causes and effects of climate change has been a focus of USAID development assistance since the 1990s, through environmental programs that reduce growth in greenhouse gas (GHG) emissions while promoting energy efficiency, forest conservation, biological diversity, and other development goals. USAID programs active in more than 40 developing and transition countries apply a “multiple benefits” approach that supports economic development without sacrificing environmental health. Support to developing and transition countries involves training, tools, and other means of capacity building to assist countries in addressing climate-related concerns as part of their overall development goals.

USAID's approach to climate change is field support-focused: developing the tools, methods, and resources to facilitate USAID Mission efforts to help countries advance. The program is forward looking and action oriented, translating evolving science, pilot projects, case studies, lessons learned, and economic realities, into cost-effective, leading-edge activities that address hurdles to development. Technical assistance, technical and targeted training, development, improvement and dissemination of tools, and demonstration projects are part of the approach the Agency employs.

EGAT's Global Climate Change team executes a number of roles and responsibilities to help the Agency carry out its development mission, including, among others:

- Integrating scientific advances into development,
- Providing technical leadership in the three major pillars of Agency climate change engagement
 - Clean energy;
 - Sustainable landscapes/forestry; and
 - Adaptation.
- Capacity building across these three pillars,
- Serving as a technical and policy resource for senior Agency officials, Missions and Regional Bureaus,
- Engaging in forums that deal with the multi-sectoral issues of climate change,
- Participating in interagency processes to deliberate climate change policy in order to bring Agency insights into effective policy development and to ensure decisions recognize Agency capabilities and priorities,
- Managing annual reporting on USAID's activities, and

¹ This section of the Annual Work Plan is adapted slightly from the Task Order contract.

- Using program resources for pilot programs and tool development to help Missions address climate change in the field.

The climate change program particularly emphasizes partnerships with the private sector and working with local and national authorities, communities, and nongovernmental organizations to create alliances that build on the relative strengths of each. Bringing together a diverse range of stakeholders helps avoid unnecessary duplication and lays the foundation for a sustained, integrated approach.

USAID GCC TRAINING, OUTREACH & COMMUNICATIONS

The Global Climate Change Training, Outreach & Communication task order provides for the development and delivery of targeted, comprehensive climate change trainings, as well as the production and delivery of outreach and communication products on climate change issues. This section of the work plan provides an overall summary of the purpose of the task order, with detail on specific activities to be undertaken in the initial year of the two-year project presented in the following chapter.

TRAINING

Training and technical assistance to Missions, implementing partners, and host country staff help build the capacity to address climate change and development, while innovative pilot projects serve as useful demonstration activities that can be replicated.

USAID has conducted a number of specific training efforts in the past 18 months designed to build the capacity of USAID staff on programming and designing climate change activities. These capacity building efforts often are embedded in various activities sponsored by the GCC team, as well as integrated into other USAID environment training efforts.

For example, USAID organized an in-depth, targeted, comprehensive global climate change training in Washington, DC in July 2009, which provided more than 100 USAID staff from headquarters and field Missions with information on GCC tools and resources to help the Agency integrate climate change into development assistance efforts. Other training events conducted recently include the following:

Dedicated GCC courses designed for USAID audiences

- Global Climate Change and Development – the comprehensive 5-day course mentioned above; Washington DC, July 2009
- Water and Climate Change Adaptation – introduction to water-related climate adaptation principles and programming approaches; Thailand, January 2010
- Water Sector V&A training – Peru, February 2010
- Integrating Climate Change into Development – covering adaptation, mitigation and sustainable landscapes; Washington DC, August 2010

GCC sessions delivered during other USAID courses

- Clean Energy – set of six presentations given during Infrastructure Training; Washington DC, December 2009
- Climate Change Issues in Latin America – set of four presentations given during LAC Economic Growth and Environment Strategic Planning Workshop; Panama, May 2010
- Copenhagen Outcomes, Climate Change and Economic Growth – session given during the Economic Growth Conference; Washington DC, June 2010
- Agriculture and Climate Change – session covering climate change, agriculture, and food security given during Development Leadership Initiative training; Washington DC, July 2010

GCC courses designed by others and delivered to USAID audiences

- Forests and Climate Change – conducted by Centre for International Forestry Research (CIFOR); South Africa, May 2009²
- International Seminar of Climate Change and Natural Resource Management – conducted by US Forest Service International Programs; Sacramento, May 2009³
- Forests and Climate Change Training Workshop – conducted by Organization for Tropical Studies (OTS); Washington DC, August 2010⁴

Scores of USAID staff from headquarters and regional and country Missions have taken one or more of these trainings. However, due to increasing Administration priorities on climate change and the potential increases in development assistance in this area, there is a tremendous need to educate and train USAID staff on programming and designing climate change activities. Building on the training efforts conducted to date, EGAT's Global Climate Change team now seeks to develop and offer training on the latest science and policy, along with practical applications for incorporating climate change into program design, including training on tools developed by the GCC team.

OUTREACH AND COMMUNICATIONS

Another objective of this Task Order is to update and improve the understanding, awareness and capacity of USAID staff to address global climate change through development activities. The trainings, along with training materials, will be complemented by communication/outreach materials that target USAID officers and a broader group of U.S. and Foreign National program, project and general development staff.

A second, external set of audiences for outreach and communications include U.S. legislators and their staff, other agencies of the U.S. government, civil society, nongovernmental organizations, other donors, private sector, and international stakeholders.

All of these audiences need to be aware of how global climate change affects their host country and their sector, and how to incorporate GCC adaptation and/or mitigation into their programs to achieve sustainable development. Another aspect of outreach and communications is to describe to these audiences the work that USAID is doing in response to global climate change.

Most of the GCC outreach and communications efforts of USAID to date have centered around four mechanisms:

1. Participating in annual side events coinciding with the United Nations Framework Convention on Climate Change (UNFCCC) Conference of Parties (COP) meetings
2. A series of explanatory brochures describing Agency-wide as well as region-specific activities
3. Program descriptions on the public website plus information dissemination internally on the intranet for USAID staff, including a point of contact (climatechange@usaid.gov) which results in numerous meeting requests and correspondence
4. Participating in conferences and outreach events to discuss USAID's climate change efforts (e.g. USAID Development Outreach & Communication officer [DOC] Conferences, Mission Director conferences, as well as non-USAID centric venues)

² Design and delivery of this course was partially sponsored by USAID.

³ Course participants included nine USAID staff from country Missions, two staff from US Embassies, three counterpart government officials, and nine staff from developing country conservation organizations.

⁴ Course design was not sponsored by USAID but the training was delivered to 27 USAID staff from Washington, DC and country Missions.

ACTIVITY DESCRIPTION

The purpose of the GCC Training, Outreach & Communications task order awarded to IRG in association with Battelle Memorial Institute is to develop and provide targeted, comprehensive climate change training for USAID staff, as well as to develop and deliver outreach and communications materials on climate change issues to target audiences within and outside of USAID. The task order Statement of Work (section C) defines the specifications for the team in implementing the activity, which is divided into two sets of requirements (Tasks) further delineated by Subtask, as shown in Table 1.

Table 1: Tasks and Subtasks specified in the GCC Training, Outreach & Communication statement of work

TASKS	SUBTASKS
Training Requirements	
	1) Assess USAID training needs
	2) Design and develop a set of core competency-based trainings and training materials
	3) Coordinate, streamline, and standardize USAID's GCC courses and materials
	4) Field test global climate change training
	5) Deliver training courses
	6) Develop and undertake a process for evaluation of training delivered and training materials
Communication and Outreach Requirements	
	1) Identify audiences, assess need, and design a communication/outreach strategy
	2) Design, test, and produce communication and outreach materials
	3) Establish and manage the USAID GCC websites and webpages
	4) Distribute communication/outreach materials

In FY10-FY11, EGAT will expand training/capacity building efforts, including increased field support, to respond to demands for incorporating climate change into mission programs. Through this task order, the IRG team will work with the GCC team to develop a suite of blended climate change training courses (both in Washington and in the field) building on the foundations of the previous courses.

Specifically, five courses have core materials that the team will build upon in developing training courses, training materials, and outreach and communications materials. Those courses include:

1. Global Climate Change and Development Training – the five-day course delivered in July 2009
2. Integrating Climate Change into Development – a one-day course delivered in August 2010
3. Environment and Natural Resources Management Foundations course (ENRM 101) global climate change module offered online through <http://www.enrmllearning.org>
4. ENRM Applications course (ENRM 201) – both distance learning component and face to face module, currently under development; expected to be completed within the first quarter of FY2011
5. Forests and Climate Change Training Workshop – four-day course developed and delivered by the Organization for Tropical Studies (OTS) in August 2010

Building from this base of content, and various other presentations delivered by GCC team members, the IRG-Battelle team will develop and deliver targeted, comprehensive training courses and materials to further increase internal USAID capacity to implement climate change programs.

In addition, the team will work with EGAT and other units of USAID to develop and deliver outreach and communications materials to target audiences, assist in response to information requests, and make informational materials and resources available as needed within USAID.

GEOGRAPHIC PRIORITIES

During a pair of regional roundtable consultations conducted as part of the work planning process, and written communications from field missions, the IRG team received input to this work plan from various regional bureaus [Africa Bureau (AFR), Europe & Eurasia Bureau (E&E), Latin America & Caribbean Bureau (LAC)], several individual country Missions [including the Regional Development Mission for Asia (RDMA)], and the Climate Change, Forestry, and Water teams of the EGAT technical bureau. This valuable sharing of needs and priorities helps the IRG-Battelle team to be responsive to those areas of greatest need, thus provides the targeting necessary to effectively increase USAID staff capabilities with limited resources.

The GCC Training, Outreach and Communications task order is global in scope, so will not produce customized regional training content. The following represents generalized areas of primary emphasis within each region based on previous and ongoing training efforts, and unmet training needs.

- **Africa:** While training in all aspects of climate change programming is needed, the highest priorities identified by the region are in adaptation, sustainable landscapes, and the integration of GCC with food security programs, including Feed the Future.
- **Asia:** The full range of mitigation, adaptation, and integration activities are underway, with USAID staff in different countries having comparatively greater training needs in one or another of these.
- **Europe & Eurasia:** To date, nearly all climate-related programming has involved clean energy. Some selected country missions have identified additional needs in sustainable landscapes training.
- **Latin America & Caribbean:** All aspects of climate change programming are underway, with some countries having comparatively greater emphasis on one aspect more than others.

DETAIL OF 2011 ANNUAL WORK PLAN

This section of the Work Plan provides detail for implementing the tasks and subtasks identified in the previous chapter, specifically those actions to be undertaken during the 2011 program year. For the benefit of readers who may not be familiar with USAID fiscal years, the program year of this Annual Work Plan commences October 1, 2010 and concludes September 30, 2011. Also listed below in table format are key actions, person(s) responsible, expected timelines, and key resource requirements necessary during implementation of each task and subtask.

TASK #1: TRAINING

Training will include face-to-face courses, distance learning modules, and/or other means of course delivery. Additional materials such as the development of case studies and strategies to effectively integrate climate change into development may be useful in the training sessions. These training materials developed under this task order will be made accessible through the USAID GCC internal website.

A minimum of one course shall take place in Washington, DC, while other courses will be offered regionally. Some courses may be provided online, such as a prerequisite “fundamentals” course or some specialized modules. Successful completion of online prerequisite courses may be required before taking follow-on courses that delve more deeply into subject matter. The courses are intended to help USAID staff expand their knowledge of climate change and its importance to USAID’s work, stay up to date on key climate change issues and topics as well as access important technical data.

Because the capacity building needs vary from country to country, mission to mission, and region to region, a menu of GCC courses will be offered (some online and some face to face). The number of courses, types of courses, delivery methods and number of participants per course will be flexible, so that the IRG-Battelle team can be responsive to changing needs using a demand-driven approach. Preliminary assessment of those needs indicates that possible courses could include the following:

- Overview of Global Climate Change (Climate Change 101) – as a distance learning course
- Integrating Climate Change into Development
- Specialized Module: Climate Change Adaptation
- Specialized Module: Climate Change Mitigation – Clean Energy
- Specialized Module: Climate Change Mitigation – Sustainable Landscapes/Reduced Emissions from Deforestation and Degradation (REDD)
- Specialized Module: Climate Change/Agriculture/Food Security – likely in late FY11 or early FY12
- Specialized Module: Financing Climate Change [carbon markets/payment for environmental services (PES)] – possibly in early FY12, pending further development and stability of carbon markets

Under this task order the IRG-Battelle team will design, coordinate, deliver and evaluate trainings and training materials through six interconnected subtasks identified below.

TASK 1.1: ASSESS USAID TRAINING NEEDS

The IRG-Battelle team will work with EGAT's GCC team and relevant Regional Bureau staff to identify key training needs and articulate a set of core competencies related to GCC. We will also assess the fit between existing USAID Environment and Natural Resources Management (ENRM) training modules and identified training needs and core competencies.

The training needs assessment process is underway as this work plan is being written, consisting of several types of input: (1) evaluation feedback from previous training events, (2) Regional Roundtable discussions held with USAID regional and technical bureau officers on September 9th and 15th, 2010, (3) input submitted electronically by RDMA and several bilateral missions in Asia, and (4) discussions with the Contracting Officer's Technical Representative (COTR) and other members of the GCC team. These discussions, along with the survey described below, provide primary data for identifying key training needs.

Subtask 1.1.1: Develop and implement a global survey of USAID training needs

One of the best ways to quickly obtain a sample of training needs is to provide an online survey to staff of all Missions in all regions, including USAID headquarters. While self-selected response to a voluntary survey is not statistically robust enough to be considered representative, it does provide insights into the needs of those enthusiastic about increasing their skills. The very beginning of the Fiscal Year (after end-of-year reporting is complete) is an ideal time to conduct a needs assessment, as many field officers will be thinking about the year ahead and possible training opportunities.

During the first quarter of task order implementation, IRG will design and conduct an online survey using a commercially-available low-cost program with which we have experience. Upon approval of the survey questions, we will roll the survey out to all Missions identified by the COTR for inclusion, then compile and analyze results as part of the Training Needs Assessment report.

Table 2: Subtask 1.1.1. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Develop a draft survey questionnaire based on models from USAID's Education, Environment and Water sectors, and submit for review/revision	Sept. 30, 2010	K. Curtis P. Burke	3 days LOE 1 day LOE
Upon questionnaire approval, administer survey to USAID country/regional/DC based staff, in collaboration with GCC team	Oct. 8, 2010	K. Curtis	1 day LOE
After 2-week survey response period, compile, analyze, and report the results	Oct. 29, 2010	K. Curtis P. Burke	4 days LOE 2 days LOE

Deliverable: The technical report from this subtask will include: (a) quantitative data on the current level of climate change knowledge, skills, and attitudes shown by respondents; (b) prioritized ranking of topic areas of training need as identified by respondents; and (c) summary data on respondent profiles, for example by region, primary job duties, and other aggregated data collected on the survey (not respondents' names).

Subtask 1.1.2: Analyze fit between existing training modules and survey results

Using the existing training materials and training evaluations described above, the survey results from subtask 1.1.1, and the inputs received from regional and technical bureaus, the IRG-Battelle team will analyze USAID training needs and prepare a draft Training Needs Assessment report for EGAT's GCC team to review and comment.

Table 3: Subtask 1.1.2. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Inventory existing USAID training modules not already distributed to team	Oct. 29, 2010	N. Thapa	1 day LOE
Compile and organize inputs to TNA, then circulate to team members for review and analysis along with existing modules	Nov. 5, 2010	N. Thapa	1 day LOE
Individual team members conduct analysis based on subject matter, and submit relevant parts to TNA report	Nov. 10, 2010	P. Burke T. Johnson J. Steele E. Zell	1 day LOE 1 day LOE 1 day LOE 1 day LOE
Compile draft TNA report and submit for USAID review and comment	Nov. 12, 2010	N. Bright T. Johnson	0.5 day LOE 1 day LOE

Deliverable: The product from this subtask will be the draft Training Needs Assessment report.

Subtask 1.1.3: Convene roundtable discussion on TNA report with relevant SMEs

Once the analyses and draft Training Needs Assessment (TNA) report are completed, the team will convene a roundtable discussion of subject matter experts (SMEs) among technical staff of USAID, IRG, Battelle, and possibly external experts to conduct a peer review of the preliminary assessment. We expect to accomplish two objectives from such a review. First, insights of roundtable participants may be useful to supplement or triangulate the survey results. Secondly, additional training materials on the identified topics may be introduced which had not yet been identified.

Table 4: Subtask 1.1.3. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Circulate draft TNA report and organize roundtable discussion of draft	Nov. 12, 2010	N. Bright	0.5 day LOE
Conduct roundtable discussion of TNA report	Week of Nov. 15	N. Bright P. Burke T. Johnson J. Steele E. Zell	0.5 day LOE 0.5 day LOE 0.5 day LOE 0.5 day LOE 0.5 day LOE
Compile and distribute minutes of the roundtable discussion	Nov. 19, 2010	N. Bright	0.5 day LOE

Deliverable: The product from this subtask will be the minutes of the roundtable discussion.

Subtask 1.1.4: Finalize training needs assessment into TNA report

The last step in the task “Assess USAID Training Needs” will be to complete the TNA report. We expect to have this delivered not later than November 30, 2010. Thereafter, Task 1.1 will be complete.

Table 5: Subtask 1.1.4. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Each team member draft / revise sections of final TNA report relevant to specialty	Week of Nov. 22, 2010	P. Burke T. Johnson J. Steele E. Zell	1 day LOE 1 day LOE 1 day LOE 1 day LOE
Consolidate all inputs into final TNA report and submit to USAID	Nov. 30, 2010	T. Johnson	1 day LOE

Deliverable: The product from this subtask will be the final TNA report that guides development and delivery of trainings and training materials throughout the remainder of the task order period of performance.

TASK I.2: DESIGN AND DEVELOP A SET OF CORE COMPETENCY-BASED TRAININGS AND TRAINING MATERIALS

Increasing Administration priorities on climate change and the potential increases in development assistance in this area, there is a tremendous need to educate and train USAID staff on programming and designing climate change activities. Building on the training needs assessment, input from roundtable discussions, and existing training materials, the IRG-Battelle team will work with EGAT's GCC team and other relevant USAID staff and implementing partners to develop GCC trainings and resource materials based on USAID's current and foreseeable needs within the sector. As noted above, the approach to course topics will remain flexible in order to be demand-driven. This will be tempered by the need to also remain global. Resources are insufficient for the team to respond to all training needs, or to customize trainings to each nuance of contextual distinctions across regions or countries within regions.

Balancing these competing – perhaps even conflicting – realities of a demand-driven approach where supply cannot meet all demand is a challenge that is compounded by “bimodal” baseline skills among prospective training participants. Some of the USAID staff who will be responsible for designing programs to address climate change have expertise in unrelated technical disciplines. Others may have solid foundations in climate science but are unfamiliar with USAID processes. Still others are well-versed in the technical and operational aspects, and require greater depth of knowledge on their specific programming element. Some missions will not have dedicated climate change funding, yet are very interested in learning how to integrate climate into their portfolio of programs.

Achieving workable balance within these parameters requires creativity and innovativeness. Three general aspects of the strategy for achieving that balance include:

1. Using a modular approach to training design that balances differential baseline skills, different training needs, and different regional contexts against a global mandate and limited resources.
2. Presenting a menu of courses that prospective participants can select from to tailor their individual learning experiences to their needs while using standardized courses and training materials.
3. Developing training formats that utilize best practices for adult experiential learning, including online courses, face-to-face courses, and, where possible, field-based training around case studies.

Although the process for designing and developing each course will follow a similar pattern, the individuals involved and the specific steps to undertake will differ (for example, whether or not the development is a compilation and revision of existing materials or development of new materials). Therefore, each course currently anticipated is presented as a separate subtask.

Subtask 1.2.1: Design and develop a prerequisite Global Climate Change Overview course for online format

The first course to be developed will be an online course that establishes a “floor” of basic understanding of global climate change. The Global Climate Change Overview (or “Global Climate Change 101”) course will be modeled on the ENRM Foundations course and will build upon some elements of the five-day course Global Climate Change and Development delivered in July 2009.

Topics to be covered may include the following:

- Fundamental concepts about the science of global climate change, its causes and effects, with particular emphasis on why climate change matters for development programs regardless of sector and uncertainties about global, regional and national models of impacts ;
- Overview of previous and ongoing international negotiation processes within the UNFCCC framework, including Kyoto, Bali, and Copenhagen documents and unresolved issues, as well as how these international processes affect USAID programming;
- Practical application of climate science and linkage to USAID program and project design and implementation, including an introduction to the pillars of USAID funding in climate change; and
- Practical realities of programming GCC funds within a USAID context, including best practice examples of climate change projects currently underway around the world.

The course will be presented in terms that are understandable to educated laymen for whom English is not their first language. This will make the course widely acceptable and comprehensible to the full range of USAID staff.

Table 6: Subtask 1.2.1. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Review course materials from GCC core courses, ENRM or other USAID implementing partners as well as other sources	Oct. 9, 2010	P. Burke	1 day LOE
Develop a draft PowerPoint outline of an online course in Fundamentals of Global Climate Change that will be a prerequisite for registering in other courses and circulate for review	Oct. 22, 2010	P. Burke	2 days LOE
Participate in review meeting on draft outline for GCC Overview online course	Oct. 27, 2010	P. Burke T. Johnson	0.5 day LOE 0.5 day LOE
Incorporate comments into final outline, develop content, and circulate for review	Nov. 12, 2010	P. Burke R. Thibault	5 days LOE 2 days LOE
Complete course content in online format and submit for final review	Week of Nov. 22	R. Thibault	2 days LOE
Upon USAID approval, copy edit, format and brand materials for online posting	Dec. 17, 2010	L. Chamberlain	1 day LOE
Conduct beta test of course, then revise	Dec. 31, 2010	R. Thibault	1 day LOE

Deliverable: The product from this subtask will be an online prerequisite course Overview of Global Climate Change and accompanying training materials ready for posting on the USAID or other website.

Subtask 1.2.2: Revise the course Integrating Climate Change into Development

One of the most prominent evaluation comments from the August 2, 2010, presentation of the Integrating Climate Change into Development course was that it was not long enough. The IRG-Battelle team will

expand this course to a two-day format. Based on the evaluation comments, some topics that might be included or expanded in a longer course include (1) integrating climate change into programs that are not receiving GCC funding; (2) links among pillars of GCC funding; (3) more information on indicators for GCC results; (4) practical exercises on programming GCC funds; and (5) interactions among USAID initiatives on climate change, food security, and water.

Table 7: Subtask 1.2.2. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Review course materials from August 2, 2010 Integrating course, evaluations, and regional and technical bureau inputs	Oct. 22, 2010	E. Zell G. Anderson	1 day LOE 0.5 day LOE
Participate in review meeting on draft outline for GCC Overview online course	Oct. 27, 2010	E. Zell G. Anderson	0.5 day LOE 0.5 day LOE
Develop a draft outline for a 2-day course on Integrating Climate Change into Development and circulate for review	Nov. 30, 2010	E. Zell G. Anderson P. Burke	2 days LOE 0.5 day LOE 0.5 day LOE
Incorporate comments into final outline and circulate for final review & approval	Dec. 10, 2010	E. Zell P. Burke	0.5 day LOE 0.5 day LOE
Identify best practice examples and lessons learned, based on existing USAID or other donor development projects that successfully integrate climate change, then prepare materials and circulate for review	Dec. 22, 2010	G. Anderson E. Zell P. Burke	2 days LOE 2 days LOE 0.5 day LOE
Develop detailed case study activities and circulate for review and comments	Dec. 22, 2010	G. Anderson E. Zell P. Burke	2 days LOE 2 days LOE 0.5 day LOE
Package materials into sessions and draft accompanying materials (facilitator's guide, participants handbook), then circulate for review	Jan. 21, 2011	E. Zell P. Burke	2 days LOE 0.5 day LOE
Incorporate comments to complete course content and submit for final review and approval	Jan. 31, 2011	E. Zell	1 day LOE
Upon USAID approval, copy edit, format and brand materials for distribution	Feb. 15, 2011	L. Chamberlain	2 days LOE

Deliverable: The product from this subtask will be the final design of a revised (expanded) two-day course on how to integrate climate change into development programs at regional and country levels.

Subtask 1.2.3: Design and develop a specialized module on Climate Change Adaptation

As more USAID staff around the world increase their general knowledge of climate change, through the online Global Climate Change Overview course, as well as the Integrating course, they will both want and need more specific training on the pillar with which they are most closely working. During FY10 and FY11, the largest amount of funding with the most countries involved will be Climate Change Adaptation.

This subject matter also presents some of the more challenging conceptual and vocabulary differences from traditional USAID programs. Therefore, the initial specialized module will focus on Adaptation. Building from the several courses and seminars developed by EGAT's GCC team, regional bureaus, and others, the IRG-Battelle team will design and develop a module on Adaptation that overcomes some of the challenges by simplifying conceptually difficult subject matter – such as vulnerability, resilience, and adaptive capacity – into both a format and content that is more easily accessible to those without experience in climate modeling.

As an example, participants may be presented with an overview of different development sector programs such as agriculture, health, infrastructure, or economic growth, and then guided through a process to identify vulnerability to climate change impacts in each sector, along with potential strategies for adapting to those impacts. The impacts identification will focus on a practical perspective of “How can I apply the information in my daily work,” while also understanding the uncertainties inherent in climate models.

Table 8: Subtask 1.2.3. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Review materials from previous courses on Adaptation, course evaluations, and regional and technical bureau inputs	Oct. 22, 2010	E. Zell G. Anderson	1 day LOE 0.5 day LOE
Participate in review meeting on draft outline for GCC Overview online course	Oct. 27, 2010	E. Zell G. Anderson	n/a [covered above]
Meet with GCC and relevant technical sector teams to map outline of course objectives and content, including possible best practice and case study materials	Nov. 15, 2010	G. Anderson E. Zell	0.5 day LOE 0.5 day LOE
Draft outline of a 2-day Adaptation Module including sub-modules and circulate for review and comments	Nov. 30, 2010	E. Zell G. Anderson P. Burke	2 days LOE 0.5 day LOE 0.5 day LOE
Incorporate comments into final outline and circulate for final review & approval	Dec. 10, 2010	E. Zell	0.5 day LOE
Identify best practice examples and lessons learned, based on existing USAID or other donor climate change adaptation projects, then prepare draft materials and circulate for review	Jan. 15, 2011	G. Anderson E. Zell P. Burke	2 days LOE 2 days LOE 0.5 day LOE
Develop detailed case study activities and circulate for review and comments	Jan. 31, 2011	G. Anderson E. Zell P. Burke	2 days LOE 2 days LOE 0.5 day LOE
Package materials into sessions and draft accompanying materials (facilitator’s guide and participants’ handbook), then submit materials for review and comment	Feb. 18, 2011	E. Zell G. Anderson P. Burke	2 days LOE 1 day LOE 0.5 day LOE
Conduct peer review of Adaptation module and materials	Feb. 25, 2011	A. Huff	2 days LOE
Revise draft Adaptation module and materials, then submit for review	Feb. 28, 2011	E. Zell	0.5 day LOE
Incorporate USAID comments and submit revised drafts for final review & approval	Mar. 15, 2011	E. Zell	1 day LOE
Upon USAID approval, copy edit, format and brand materials for distribution	Mar. 31, 2011	L. Chamberlain	2 days LOE

Deliverable: The product from this subtask will be a final specialized module on Climate Change Adaptation and accompanying training materials that is ready for presentation in two-day face-to-face format.

Subtask 1.2.4: Design and develop a specialized module on Clean Energy

Perhaps the least amount of existing material is available currently on programming Clean Energy from a specific climate change perspective. Although a number of countries have been engaged in renewable energy, energy efficiency, and energy policy reform programs for nearly 20 years, those programs are only now coming to include greenhouse gas emissions reductions, low emissions development strategies, and other GCC-related aspects. The specialized module will build from the solid base of knowledge within the energy

sector staff of USAID to focus on how these newer initiatives can be incorporated and integrated into their programs rather than on developing parallel efforts that omit the history of successes in the sector.

The full module is expected to be completed within the 2nd quarter.

Table 9: Subtask 1.2.4. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Participate in review meeting on draft outline for GCC Overview online course	Oct. 15, 2010	J. Steele	0.5 day LOE
Meet with GCC and Energy teams to map outline of course objectives and content, including possible case study materials	Jan. 15, 2011	J. Steele	0.5 day LOE
Draft outline of a 2-day Clean Energy Module including sub-modules and circulate for review and comments	Jan. 31, 2011	J. Steele P. Burke	1 day LOE 0.5 day LOE
Incorporate comments into final outline and circulate for final review & approval	Feb. 15, 2011	J. Steele	0.5 day LOE
Identify best practice examples and lessons learned, based on existing USAID or other donor clean energy projects, then prepare draft materials and circulate for review	Feb. 28, 2011	J. Steele P. Burke	5 days LOE 1 day LOE
Develop detailed case study activities and circulate for review and comments	Mar. 15, 2011	J. Steele P. Burke	5 days LOE 1 day LOE
Package materials into sessions and draft accompanying materials (facilitator's guide and participants' handbook), then submit materials for review and comment	Mar. 31, 2011	J. Steele P. Burke	3 days LOE 2 days LOE
Conduct peer review of Clean Energy module and materials	Apr. 10, 2011	G. Lough	2 days LOE
Revise draft Adaptation module and materials, then submit for review	Apr. 15, 2011	J. Steele	0.5 day LOE
Incorporate USAID comments and submit revised drafts for final review & approval	Apr. 30, 2011	J. Steele	2 days LOE
Upon USAID approval, copy edit, format and brand materials for distribution	May 31, 2011	L. Chamberlain	2 days LOE

Deliverable: The product from this subtask will be a final specialized module on Clean Energy and accompanying training materials building on existing programs in the sector, and highlighting those aspects that are specific to emissions measurement, low emissions development strategies, and CE funding requirements.

Subtask 1.2.5: Design and develop a specialized module on Sustainable Landscapes

The most highly developed of the various training materials available as of September 2010 are those related to Reduced Emissions from Deforestation and Forest Degradation. In developing a module for this pillar, the IRG-Battelle team will focus on the USAID-related aspects that may not be as prominent in training courses developed by conservation organizations (e.g., The Nature Conservancy [TNC], World Wildlife Fund [WWF]), research institutions (e.g., CIFOR, World Agroforestry Center [ICRAF], universities), or other US Government agencies such as the U.S. Department of Agriculture (USDA) Forest Service.

Table 10: Subtask 1.2.5. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Participate in review meeting on draft outline for GCC Overview online course	Oct. 27, 2010	T. Johnson	n/a [covered above]
Conduct thorough review of previous training content and materials on topics related to Sustainable Landscapes	Nov. 12, 2010	T. Johnson	1 day LOE
Meet with GCC and Energy teams to map outline of course objectives and content, including possible case study materials	Nov. 17, 2010	T. Johnson	0.5 day LOE
Draft outline for a 2-day Sustainable Landscapes Module including sub-modules and circulate for review and comments	Nov. 30, 2010	T. Johnson P. Burke	1 day LOE 0.5 day LOE
Incorporate comments into final outline and circulate for final review & approval	Dec. 10, 2010	T. Johnson	0.5 day LOE
Identify best practice examples and lessons learned, based on existing USAID or other donor projects on relevant topics (e.g., REDD), then prepare draft materials and circulate for review and comment	Jan. 15, 2011	T. Johnson P. Burke	3 days LOE 0.5 day LOE
Develop detailed case study activities and circulate for review and comments	Jan. 31, 2011	T. Johnson P. Burke	3 days LOE 0.5 day LOE
Package materials into sessions and draft accompanying materials (facilitator's guide and participants' handbook), then submit materials for review and comment	Feb. 11, 2011	T. Johnson P. Burke	3 days LOE 0.5 day LOE
Conduct peer review of Sustainable Landscapes module and materials	Feb. 28, 2011	A. Sommers	2 days LOE
Revise draft Sustainable Landscapes module and materials, then submit for review and comment	Mar. 11, 2011	T. Johnson	0.5 day LOE
Incorporate USAID comments and submit revised drafts for final review & approval	Mar. 25, 2011	T. Johnson	1 day LOE
Upon USAID approval, copy edit, format and brand materials for distribution	Mar. 31, 2011	L. Chamberlain	2 days LOE

Deliverable: The product from this subtask will be a final specialized two-day module on Sustainable Landscapes concepts and programming, along with accompanying training materials, specifically targeted to USAID staff.

Subtask 1.2.6: Design and develop a specialized module on GCC-Food Security-Agriculture linkages

While the Integrating Climate Change into Development course described above (cf. Table 7) will cover the links between and among climate change, food security, and agricultural development, this is a critical area of identified need in several regions. The IRG-Battelle team will collaborate closely with COTR, EGAT's GCC team and USAID's newly formed Bureau for Food Security (BFS) to design and develop a more in-depth treatment of this subject matter in a way that seeks to address the many questions being asked and clarifications being sought by mission staff at regional and country levels. We anticipate that many of the details of the needs in this area will emerge during the Training Needs Assessment task and will leverage on efforts underway within USAID/BFS.

Table 11: Subtask 1.2.6. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Review the USAID Agriculture team concept paper on Sustainable Agriculture and Climate Change Training	3 rd quarter 2011	TBD	0.5 day LOE
Conduct roundtable planning session with USAID Office of Agriculture and other relevant regional or technical specialists	3 rd quarter 2011	TBD	0.5 day LOE
Develop a draft course outline and submit for review; revise as appropriate	3 rd quarter 2011	TBD P. Burke	0.5 day LOE 0.5 day LOE
Finalize outline, develop content, and draft training materials (facilitator's guide and participants' handbook), then submit materials for review and comment	3 rd quarter 2011	TBD P. Burke	3 days LOE 1 day LOE
Submit completed course, including training materials, to USAID for approval	3 rd quarter 2011	TBD	0.5 day LOE
Upon USAID approval, copy edit, format and brand materials for distribution	3 rd quarter 2011	L. Chamberlain	2 days LOE

Deliverable: The product from this subtask will likely be a final short course and training materials for a two-day course that address the critical needs among USAID staff for additional knowledge on linking climate change, food security, and agricultural development programs for maximum success.

TASK 1.3: COORDINATE, STREAMLINE, AND STANDARDIZE USAID'S GCC COURSES AND MATERIALS

Given the number of courses already conducted, a large amount of information and presentations is available on the various topics of GCC training subject matter. In order to respond in both a timely and cost-effective manner to growing needs, and also to avoid duplication of effort, the IRG-Battelle team will utilize these materials with appropriate updating and revision.

We will develop and maintain a graphic and structural look for GCC training content consistent with USAID branding requirements, including staying abreast of and appropriately incorporating ongoing changes to those requirements. In doing so, IRG will collaborate with the current USAID ENRM training contractors and contribute to the existing central calendar and web resources for USAID ENRM trainings. This will include an annual calendar of USAID training opportunities describing objectives, content, activities and date of each course, to be posted on the USAID intranet, SharePoint, or other appropriate online forums and links.

Subtask 1.3.1: Develop a standard graphic and structural look for GCC training

In addition to branding compliance with USAID requirements, the IRG publications office will draft for review, and then finalize, a consistent graphic identity so that all audiences can easily tell that training materials are products of EGAT's GCC team.

Table 12: Subtask 1.3.1. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Develop and circulate 2-3 options for graphic and structural look of training courses and materials	By 15 th Oct. 2010	J. Ablett J. Kim R. Thibault	1 days LOE 2 days LOE 2 days LOE
Based on feedback, revise and resubmit until design is approved	By 29 th Oct. 2010	J. Ablett J. Kim R. Thibault	0.5 day LOE 1 days LOE 1 days LOE

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Upon approval, develop templates for use by all SME course developers	By 15 th Nov. 2010	J. Kim	3 days LOE

Deliverable: The product from this subtask will be the final graphic identity produced in close coordination with EGAT's GCC team and other appropriate USAID officials.

Subtask 1.3.2: Enter all GCC courses into a central training calendar

The USAID Intranet, a SharePoint portal, or other appropriate online calendar tool selected by the GCC team will be used to maintain a current calendar of all training events, including online courses, webinars, face-to-face short courses, and other events. The current calendar tools that should, at a minimum, be populated with training schedules include the following:

1. USAID GCC Intranet training section
2. EGAT Intranet training calendar
3. Online Learning Management System (LMS)/USAID University
4. ENRM Learning Initiative Gateway

Table 13: Subtask 1.3.2. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Develop and maintain calendar of training events in each designated location	Ongoing thru FY11	R. Thibault	2 days LOE over FY11

Deliverable: The product from this subtask will be an updated, easily accessible calendar of all training events organized under this task order. The calendar will be common with ENRM and other EGAT activities.

Subtask 1.3.3: Post all training materials to GCC Intranet site.

Depending on the development of policies regarding posting of materials on the USAID Intranet, training materials may be posted there for ease of access from within the USAID firewall at country Missions. If regulations or security protocols do not permit this, then the materials will be posted to an external website similar to the MicroLINKs or ENRM Gateway.

Table 14: Subtask 1.3.3. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Explore options for posting of training materials on intranet or external website	1 st Quarter FY2011	R. Thibault	1 day LOE over FY11
After determining best location for materials, post these as each course is designed and delivered	Ongoing thru FY11	R. Thibault	1 day LOE over FY11

Deliverable: The product from this subtask will be that all GCC materials produced under this task order are online in an accessible location to the extent that USAID regulations allow.

TASK 1.4: FIELD TEST GLOBAL CLIMATE CHANGE TRAINING

On the advice of the COTR, 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.

TASK 1.5: DELIVER TRAINING COURSES

The IRG-Battelle team will schedule, organize, and facilitate the 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.). We will also provide a facilitator and instructors (although some instructors may be USAID personnel) for each course. All facilitators and instructors will have obtained prior approval by the COTR.

Subtask 1.5.1: Deliver online courses and webinars

The online course Global Climate Change Overview (Climate Change 101) is designed to set a foundation of skills to be attained by all participants in subsequent classroom course. Development of the Climate Change 101 course was discussed above (cf. subtask 1.2.1). This subtask, then, covers ongoing maintenance of the online course and monitoring its completion by participants registering for classroom courses.

Another online learning tool is webinars. These may be developed as needed throughout the program year depending on demand from different USAID staff audiences for this format of content delivery. At this time, we expect that webinars may be an appropriate forum for more advanced topics targeted to a smaller number of USAID staff. Examples of potential webinars may include one aimed at Mission Directors, one covering basics of carbon finance, or specialized aspects of clean energy (e.g., solar or other off-grid technologies). These are likely to be no more than one hour in length, and will be conducted as live events at pre-determined times then archived for continuing access by interested participants.

Table 15: Subtask 1.5.1. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Post online prerequisite course on Global Climate Change Overview (Climate Change 101)	Feb. 2011	P. Burke	n/a [covered above]
Monitor usage data and completion of prerequisite course by all participants registering for classroom courses	Ongoing throughout FY2011	R. Thibault	Included within website maintenance
Report quarterly on usage data	Ongoing throughout FY2011	R. Thibault	Included within website maintenance
Adjust or revise course content as needed based on participant feedback	3 rd -4 th Quarter FY2011	P. Burke	5 days LOE
Develop webinars based on sufficient demand from potential participants	Ongoing throughout FY2011	P. Burke SME team	5 days LOE TBD

Deliverable: The product from this subtask will be the online course Climate Change 101 completed by all participants in classroom training courses as a prerequisite to registering for those courses.

Subtask 1.5.2: Deliver classroom courses according to agreed calendar

The classroom courses developed under Task 1.2 will be delivered thrice each in Africa, Washington DC, and Asia during FY 2011. Delivery in Latin America & Caribbean region is tentatively scheduled for early in FY2012, within calendar year 2011.

Table 16: Subtask 1.5.2. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Organize all courses throughout the year	Ongoing throughout FY 2011	T. Johnson N. Bright N. Thapa	5 days LOE 4 days LOE 4 days LOE
Deliver three iterations of the course Integrating Climate Change into Development in Africa, Asia and DC	3rd and 4th quarters FY2011	E. Zell P. Burke [USAID experts]	3 x 5 days LOE 3 x 5 days LOE Intl travel costs Training venue costs
Deliver three iterations of the specialized module on Climate Change Adaptation	3rd and 4th quarters FY2011	E. Zell P. Burke [USAID experts]	3 x 2 days LOE 3 x 2 days LOE [intl. travel & venue costs included above]
Deliver at least two iterations of the specialized module on Clean Energy	3rd and 4th quarters FY2011	J. Steele [USAID experts]	2 x 5 days LOE [intl. travel & venue costs included above]
Deliver at least two iterations of the specialized module on Sustainable Landscapes	3rd and 4th quarters FY2011	T. Johnson [USAID experts]	3 x 5 days LOE [intl. travel & venue costs included above]

Deliverable: The product from this subtask will be that each of the core set of courses has been delivered regionally or centrally at least twice within the FY2011 period.

TASK 1.6: DEVELOP AND UNDERTAKE A PROCESS FOR EVALUATION OF TRAINING DELIVERED AND TRAINING MATERIALS

USAID global results monitoring specifies that one indicator for training projects is the number of people trained. IRG will track and report on numbers of people trained – disaggregated by gender – throughout task order implementation, as part of monitoring. However, recognizing the difference between monitoring and evaluation, we will also undertake activities designed to provide insights into the effectiveness of training. The IRG-Battelle team will 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.

In addition to participant evaluations to suggest areas needing attention for continual improvement, we will engage in discussions with EGAT’s GCC team and other parts of USAID involved in performance and monitoring (e.g., possibly Bureau for Policy, Planning, and Learning [PPL]) to identify qualitative indicators of training success. This may involve pre-test/post-test at each training event, six-month post-training assessments of skills applied, after-action reviews by the training team, or other techniques for evaluating the effectiveness of training delivered.

Subtask 1.6.1: Administer pre- and post-test to participants in online and classroom training courses

One of the most common methods for assessing the effectiveness on training courses in the near term is to have participants take a pre-test at the start of training and a post-test at the conclusion. When the questions are the same, and the individuals are the same, we have controlled for variability to the point that differences in scores gives a reasonable estimate of skills gained during the training itself.

For the online Overview course, the pre-test becomes a test-out option. For those participants completing the online course as a prerequisite to register for another course, we will present the option of passing the pre/post test without going through the various sessions. This recognizes and reinforces the skills of those who are starting from a higher base level of knowledge, while retaining one key purpose of the prerequisite course: ensuring that all classroom training participants have a common baseline level of knowledge.

Table 17: Subtask 1.6.1. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Develop draft pre-test for each training course and submit for review & comment	Apr. 5, 2011	P. Burke	0.5 day LOE
Revise pre-test based on feedback and incorporate into facilitator's guidebook	Apr. 10, 2011	P. Burke	0.5 day LOE
Administer pre-test to each participant at the beginning of classroom courses	Variable throughout FY 2011	P. Burke	n/a [covered above]
Administer post-test to each participant at the conclusion of classroom courses	Variable throughout FY 2011	P. Burke	n/a [covered above]

Deliverable: The product from this subtask will be completed pre-tests and post-tests for all training participants for all courses, reported on a course-by-course basis for classroom courses, and monthly or quarterly for the online Overview course.

Subtask 1.6.2: Administer course evaluations to each participant

In addition to assessing participants' gains in skills as a result of training, it is also very important to provide them an opportunity to assess the training team's performance. Course evaluations are a standard tool for this. The IRG-Battelle team will work with the EGAT GCC team to develop and implement a brief course evaluation at the close of each training course. The items to be covered will include, inter alia, the structure, format, length, content, and support materials (both substance and presentation). Feedback received on these evaluations will inform both future iterations of the same course, and designs of any additional courses that may be developed under this task order, in much the same way that evaluation comments from past courses are being incorporated into current designs.

Table 18: Subtask 1.6.2. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Develop evaluation tool and circulate for EGAT GCC team comments, then revise	Jan. 31, 2010	K. Curtis P. Burke	2 days LOE 0.5 day LOE
Administer evaluation form to participants in all training courses (online / classroom)	Three times during FY 2011	[training facilitator(s)]	n/a [covered in course delivery LOE]
Compilation of evaluations at the end of each training course delivery	Three times during FY 2011	K. Curtis	3 days LOE

Deliverable: The product from this subtask will be completed evaluations of course content, format, length, and materials from all training participants for all courses.

Subtask 1.6.3: Conduct after-action review by training team after each course delivery

Another useful tool for evaluating the effectiveness of training is to gather the reflections of the training team members themselves immediately after a training course is completed. These after-action reviews provide a structure for organizing and documenting what worked, what can be improved, and how those recommended improvements will be incorporated into existing or future course designs. Using the USAID publication PN-

ADF-360⁵ as a guide, the IRG-Battelle team will develop a process and structure for after-action reviews to be conducted at the close of each training course. These would be in addition to, and slightly more formal than, the end-of-day debriefing consultations that any training team conducts as a matter of best practice.

Table 19: Subtask 1.6.3. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Develop after-action review tool, circulate for EGAT GCC team comments, and revise	Jan. 31, 2010	P. Burke	1 day LOE
Conduct after-action review at conclusion of all classroom training courses	Three times during FY 2011	[training facilitator(s)]	n/a [covered in course delivery LOE]
Complete after-action review report of recommendations for future courses	Three times during FY 2011	[training facilitator(s)]	n/a [covered in course delivery LOE]

Deliverable: The product from this subtask will be completed after-action review reports for all courses conducted.

Subtask 1.6.4: Conduct post-facto follow-up on participants' use of new skills

The final piece of the evaluation process will be a follow-up assessment of skills retention and application. This will focus on the effectiveness of training in terms of translating skills into knowledge and knowledge into action. The IRG-Battelle team will work with EGAT's Global Climate Change team to develop a brief, yet comprehensive, tool and process for conducting follow-up assessment approximately six months after a training course has been completed. Initial thoughts about how this process could be structured are to explore a "360" assessment that includes feedback by the training participant themselves, plus their immediate supervisors, and any USAID staff whom they supervise.

Table 20: Subtask 1.6.4. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Develop a draft survey questionnaire or other tool(s) to structure post-facto follow-up assessment of participants' application of skills, and submit for review and revision as necessary	Jun. 30, 2011	K. Curtis P. Burke	2 days LOE 0.5 day LOE
Upon questionnaire approval, administer survey to USAID training participants, supervisors, and subordinates	Aug. 31, 2011	K. Curtis	1 day LOE
After 2-week survey response period, compile, analyze, and report the results	Sept. 30, 2011	K. Curtis	3 days LOE

Deliverable: The product from this subtask will be completed reports of six-month post-facto interviews.

⁵ Available at <http://www.usaid.gov/km/aar.htm>

TASK #2: COMMUNICATIONS AND OUTREACH

Details for this Task have been developed through a series of consultations between the COTR, IRG Communications and Outreach Specialist, USAID's Bureau of Legislative and Public Affairs (LPA) as well as USAID's Bureau of Policy, Planning, and Learning (PPL) and other stakeholders in this component of the task order implementation. The outreach and communications task has two primary purposes: 1) to increase understanding of why climate change matters for development, across sectors, and among both internal and external stakeholders to USAID's Global Climate Change Program; and 2) to communicate and publicize what USAID is contributing and achieving in support of the President's Global Climate Change Initiative. For the purposes of this task order, internal stakeholders are those regularly and substantively involved in developing and implementing GCC activities and programs. External stakeholders would then include those with oversight, coordination, or other interests in USAID GCC programming, but not having direct, regular, and substantive involvement in either the design or implementation of those programs.

An initial process of identifying stakeholders for GCC outreach produced the following preliminary list for specific focus in FY 2011:

Internal Audiences

1. USAID staff at different levels in regional and technical bureaus, and regional and bilateral missions, including those involved directly in GCC programming and those who are not; and
2. USAID senior management at Bureau and Mission levels, focusing on their need to understand how climate change affects the achievement of development objectives; and
3. State Department officials with direct involvement in, or oversight of, U.S. GCC policy.

External Audiences

1. Other agencies within the executive branch of the U.S. Government such as USDA, EPA, and others who have regular and substantive interaction with USAID's GCC Program;
2. Members and staff of the legislative branch of the U.S. Government;
3. International and U.S.-based civil society including nongovernmental and faith-based organizations interested in climate change as advocacy groups, implementing partners, etc.;
4. A general international audience that may include host country governments, and multilateral and other bilateral donors; and
5. The U.S. general public, including students, prospective employees, and others interested in learning more about USAID's Global Climate Change Program.

Four activities are identified in the task order to achieve the desired outreach and communications results. These are: 1) identify audiences, assess need, and design a communications/outreach strategy; 2) design, test, and produce communication and outreach materials; 3) establish and maintain the USAID GCC websites and webpages; and 4) distribute communication/outreach materials.

TASK 2.1: IDENTIFY AUDIENCES, ASSESS NEED, AND DESIGN A COMMUNICATION OUTREACH STRATEGY

The IRG-Battelle team will work with EGAT's GCC team and collaborate with LPA, PPL, and Regional Bureau staff to identify specific internal and external communication audiences and their informational needs regarding global climate change and incorporating adaptation and/or mitigation activities into USAID activities. We will conduct a stakeholder mapping exercise to define audiences, survey each audience to identify specific needs of each, and then use those data to design a communication and outreach strategy that identifies how we will respond to the needs of each stakeholder. The Communication Outreach Strategy

must be compatible with, and to the extent possible support implementation of, the USAID GCC Strategy currently under development by PPL.

Subtask 2.1.1: Conduct stakeholder mapping of internal and external audiences

One of the first steps in the process of developing a strategy for outreach and communications is to “map” the stakeholders. This step uses a structure designed to ensure that those with genuine interest (“stakes”) in USAID’s Global Climate Change Program are considered. The stakeholder mapping also helps to show the relationships between and among those stakeholders, whether internal or external.

The IRG team will further define key USAID internal stakeholder groups and target audiences using this stakeholder mapping process, and follow a similar process to refine the external stakeholder audiences. Working with EGAT’s Global Climate Change team, and incorporating knowledge gained from the training needs assessment survey (cf. subtask 1.1.1), we will prioritize these stakeholders by region, mission, position, and interest in messaging to contribute to increases in understanding of global climate change and the USAID response to this challenge.

The resulting prioritized stakeholder map will guide the other tasks and subtasks by identifying those audiences for targeting in FY11, recognizing that not every audience can be reached simultaneously.

Table 21: Subtask 2.1.1. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
<ul style="list-style-type: none"> Review survey analysis; Determine impacts, if any, for prioritizing stakeholders 	Week of Nov. 1	J. Ablett	0.5 day LOE
<ul style="list-style-type: none"> Meet with EGAT’s GCC team to prioritize stakeholder list; Segment priority list by region, mission, position and interest Meet with LPA and PPL to determine resources and mutual interest 	During January, 2011	J. Ablett	1 day LOE
Prepare stakeholder map template and circulate to GCC team for review	Week of January 31	J. Ablett	3 days LOE
Incorporate inputs and finalize priority stakeholder map	Week of February 7	J. Ablett	0.5 day LOE

Deliverable: The product from this subtask will be a stakeholder map showing important audiences for communication and outreach materials to be developed by the team.

Subtask 2.1.2: Determine needs of each internal and external audience through stakeholder analyses

After the stakeholders have been mapped, the next step in formulating an effective communications and outreach strategy is to analyze their needs. Several tools can be used to effectively conduct stakeholder analyses with key informants or leaders. Among the options are face-to-face brainstorming sessions, focus group discussions, leveraging USAID staff conferences or similar opportunities, and webinar or Skype conference calls or other mechanisms for key informant/leader interviews.

The IRG team will conduct a stakeholder analysis for each category of audience, defining outreach objectives in terms of behavior change, level of learning desired, or other outcome-oriented objective. Essentially, this step entails specifically articulating “What do we want ___ to do differently than they are now?” Once the objectives are clarified, the analysis reviews both current and possible new channels to identify the best way to communicate a desired message to the stakeholder. Following that, we will identify challenges or obstacles to reaching that audience, for example time, distance, level of understanding, language, or other challenges. Finally, the analysis leads to identifying core messages, the best outreach materials, and best mechanism for

delivery of the message to the audience. The result of these efforts is data input to the Outreach and Communications Strategy document described under the next subtask.

Table 22: Subtask 2.1.2. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
<ul style="list-style-type: none"> Meet with GCC team to determine best options for conducting stakeholder analyses sessions Prioritize and schedule sessions 	Week of February 7	J. Ablett	0.5 days LOE
Review and compile list of mechanisms and schedule; circulate for GCC input and revise accordingly	Week of February 7	J. Ablett	0.5 days LOE
<ul style="list-style-type: none"> Conduct priority stakeholder analyses sessions: four regional bureaus, other EGAT, Sr. Management, other agencies For each stakeholder group, determine: interests and needs, objectives, challenges, key messages, delivery mechanisms, timeline, feedback process 	February 28	J. Ablett	1 hr session per group= 3 days LOE

Deliverable: The product from this subtask will be the identified needs for each internal and external stakeholder audience, identifying core messages and the best delivery mechanism for those messages, that then fit into the Communications and Outreach Strategy described below.

Subtask 2.1.3: Produce a communications and outreach strategy for the task order

The final step in formulating a communications and outreach strategy for the task order is to draft it and circulate for comments. Based on the stakeholder analyses and the training needs survey results, the IRG team will produce a draft strategy for review by EGAT's Global Climate Change team, the LPA liaison to EGAT's GCC team, the PPL liaison to EGAT's GCC team, and perhaps some of the Development Outreach & Communication officers (DOCs) from regional bureaus or bilateral missions.

The strategy document will lay out the overall approach, and the communications objectives and cores messages for GCC outreach. It will also include specific approaches, messages, materials required, channels, and implementation timeline for each key stakeholder group, including who will be responsible for message delivery to each targeted priority stakeholder audience during strategy implementation. In order to ensure that the internal and external USAID GCC websites form an integral part of the Communications and Outreach Strategy, the webmaster will be asked to provide insights on this medium of message delivery.

Table 23: Subtask 2.1.3. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Meet with GCC team to determine needs, expectations for the Strategy document	March 4	J. Ablett	0.5 days LOE
Based on stakeholder analyses, draft strategic plan	Week of March 14	J. Ablett	3 days LOE
Collaborate with webmaster to integrate online delivery of outreach as appropriate	Week of March 14	J. Ablett R. Thibault	0.5 days LOE 0.5 days LOE
Circulate plan to GCC team for input	April 4	J. Ablett	
Incorporate input	Week of April 11	J. Ablett	1 day LOE
Finalize plan, including format, copy-edits, etc.	Week of April 18	J. Ablett L. Chamberlain	0.5 days LOE 1 day LOE

Deliverable: The product from this subtask will be the final GCC Communications and Outreach Strategy that delineates key messages and delivery mechanisms for each identified stakeholder audience.

Subtask 2.1.4: Conduct a mid-term assessment of the Strategy and revise as appropriate

The Task Order specified that an assessment of the Strategy be conducted during the fourth quarter of the first project year. In light of the ongoing dynamics related to USAID communications and outreach, including formulation of the overall USAID GCC Strategy and accompanying elements related to outreach efforts, the COTR and IRG have agreed that this sub-task may provide more useful information if postponed into the first or second quarter of the second project year or other time mutually agreed during FY 2011.

TASK 2.2: DESIGN, TEST, AND PRODUCE COMMUNICATION AND OUTREACH MATERIALS

In order to implement the Communications and Outreach Strategy that builds on the communication needs assessment, the IRG team will work with key climate change outreach staff at USAID and implementing partners, as appropriate, to develop and produce communication and outreach materials. Some materials may be printed, while others may web-based. We will proactively seek to identify and exploit specific outreach opportunities and venues for brown-bags, panel discussions, and other similar events.

All materials will meet USAID branding and marking requirements⁶, while also establishing a graphic identity immediately identifying them as USAID GCC materials that fit into a coordinated graphic family.

Details of the materials and most appropriate delivery mechanism for messages to key stakeholders will be provided in the Strategy. It is expected that materials may include, among others:

1. Items related to USAID participation at the U.S. COP-16 Center 28th November through 10th December 2010 in Cancun, Mexico.
2. Items supporting Agency-wide initiatives such as implementation of the 2011 USAID GCC Strategy, 50th Anniversary celebration, and other special events as appropriate.
3. Items to be included on both the internal and external USAID GCC websites (cf. Task 2.3).
4. Items intended for internal USAID and USG audiences focused on why climate change matters for development, how climate change affects each sector, and USAID's GCC Program.

Subtask 2.2.1: Design communications materials for USAID internal audiences and test

It is likely that the majority of items produced during the period covered by this work plan will be the internal audiences who are also the key target for training courses. Based on the stakeholder analyses and the overall Outreach and Communications Strategy formulated by IRG and EGAT's Global Climate Change team, we will provide text, layout, graphic design, and other services to produce these materials.

Table 24: Subtask 2.2.1. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Design materials for COP 16 and related materials for internal GCC website	November 30, 2010	R. Thibault	2 days LOE
Based on needs, design materials for GCC websites and other mechanisms for reaching internal audiences	End March 2011	J. Ablett R. Thibault J. Kim L. Chamberlain	3 days LOE 2 days LOE 1 day LOE 1 day LOE

⁶ USAID's Bureau of Legislative & Public Affairs is in the process of reviewing and revising the USAID branding materials and guidance. IRG will stay abreast of these developments and maintain compliance with all branding requirements, including rebranding as directed by USAID.

Deliverable: The product from this subtask will be the final communication and outreach materials intended for internal USAID audiences, including those in other US Government agencies with which USAID collaborates closely.

Subtask 2.2.2: Design communications materials for USAID external audiences and test

External audience materials have an additional step of undergoing LPA review, so they are listed here separately.

Table 25: Subtask 2.2.2. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Based on needs, design materials for audiences external to USAID and collaborating USG agencies	End April 2011	J. Ablett R. Thibault J. Kim L. Chamberlain	3 days LOE 2 days LOE 1 day LOE 1 day LOE

Deliverable: The product from this subtask will be the final communication and outreach materials intended for audiences external to USAID and its collaborating U.S. Government agencies. These audiences include Capitol Hill, host country governments, other multilateral and bilateral donors, US and international NGOs and other advocacy groups, and implementing partners.

TASK 2.3: ESTABLISH AND MANAGE USAID GCC WEBSITES

Part of operating effective communications and outreach will be making effective use of the web for quickly disseminating information widely. The IRG team will continue ongoing updates to the USAID intranet website on climate change by engaging the same consultant who has been supporting those revisions.

An updated external website is also needed in order to communicate with and reach out to external audiences. The IRG team will maintain and update the existing USAID GCC website, 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, information on current USG and USAID policy on climate change, a database of case studies and project examples, and other appropriate information.

A critical aspect of the websites will be the role that they play in implementing the overall Communications and Outreach Strategy. Ongoing collaboration between the Communication Specialist and Webmaster will be used to provide timely determinations of appropriateness and usefulness of online materials.

Subtask 2.3.1: Complete ongoing revisions of USAID Intranet website

IRG will make all reasonable efforts to engage the consultant currently supporting the USAID GCC intranet updates so that those revisions may be concluded as quickly and seamlessly as possible. Updates completed under this subtask include ongoing revisions to the internal USAID GCC website that were underway at the time of Task Order award, and those materials developed as part of preparation for COP-16.

Table 26: Subtask 2.3.1. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Negotiate new contract with webmaster	Oct. 15, 2010	T. Johnson N. Bright	Minor management LOE
Conclude revisions of USAID intranet	Oct. 29, 2010	R. Thibault	5 days LOE

Deliverable: The product from this subtask will be the final completed revisions to the USAID intranet as requested and instructed by USAID.

Subtask 2.3.2: Provide ongoing USAID Intranet site maintenance

Once the Intranet revisions are completed, ongoing webmaster services to maintain and periodically update the site will be needed. These are not expected at this time to require intensive levels of effort.

Table 27: Subtask 2.3.2. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Provide ongoing webmaster services to maintain intranet website operations	Ongoing thru FY11	R. Thibault	6 days LOE over FY11
Provide content updates as required	Ongoing thru FY11	R. Thibault	4 days LOE over FY11

Deliverable: The product from this subtask will be a monthly report on web hits and page views, plus a completed monthly test for, and repair of, dead links.

Subtask 2.3.3: Develop design for USAID GCC internet website

The next step in “telling the story” of USAID’s GCC work is to update the external website and possibly conduct a redesign of that site as part of a broader USAID website redesign. Working in close consultation with EGAT’s Global Climate Change team, LPA, PPL, and other relevant officials of USAID or other parts of Government, the IRG webmaster will develop, submit for review, revise, and develop updates and – upon request – a redesign of the www.usaid.gov/climate web presence. This presence may include use of Web 2.0 tools, web pages on existing websites, social media, or other tools.

Efforts implemented under this subtask will be aimed at both the short-term updates required for COP-16 and the longer-term revisions to the GCC website within a broader LPA-led process of overhauling the Agency website. This latter set of revisions will integrate the GCC website materials into the EGAT GCC Communications and Outreach Strategy that is the core purpose of this Task Order component.

Table 28: Subtask 2.3.3. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Provide immediate-term updates as needed in preparation for COP-16 Cancun	Nov. 2011	R. Thibault	8 days LOE
Participate as requested in discussions with LPA about Agency website revision	Ongoing thru FY11	J. Ablett R. Thibault	Incorporated into overall LOE
Collaborate on an ongoing basis to ensure integration of web-based materials into GCC Communications & Outreach Strategy implementation	Ongoing thru FY11	J. Ablett R. Thibault	Incorporated into overall LOE
Provide longer-term updates in response to requests from EGAT’s GCC team	Ongoing thru FY11	R. Thibault	10 days LOE

Deliverable: The product from this subtask will be the final completed USAID GCC website and/or other related tools as detailed in the Communications and Outreach Strategy.

TASK 2.4: DISTRIBUTE COMMUNICATION / OUTREACH MATERIALS

According to the approved communication strategy, the IRG team will assist EGAT’s GCC team in distribution of communication and outreach materials, and will keep records of distribution. This will include

print materials for distribution to stakeholder audiences, including posters, brochures, pamphlets, booklets, reports, and other printed materials as necessary.

Subtask 2.4.1: Distribute communications and outreach materials

Actual distribution of materials will involve reproduction, packing, shipping, confirming receipt, and maintaining accurate records of all distribution by item and by stakeholder group. Electronic distribution of materials on flash drives, CDs, or other media will also be recorded and regularly reported.

Table 29: Subtask 2.4.1. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Reproduce print materials and distribute	Ongoing thru FY11	N. Thapa	3 days LOE
Reproduce electronic materials, distribute	Ongoing thru FY11	N. Thapa	1 day LOE
Maintain comprehensive records of materials distribution by item and by stakeholder group as appropriate	Ongoing thru FY11	N. Thapa	n/a [covered above]

Deliverable: The product from this subtask will be the records of materials distribution, to be provided to the GCC team on a quarterly basis as an annex to the quarterly reports.

Subtask 2.4.2: Conduct ongoing evaluation of effectiveness of materials

Using the same or similar tools to that used for assessing effectiveness of the outreach and communication strategy, the IRG team will assess the effectiveness of outreach and communications materials so that mid-course adjustments can be made as needed to improve in any areas identified as comparatively weak.

Table 30: Subtask 2.4.2. Actions for period September 2010—September 2011

ACTION	COMPLETION DATE	PERSON RESPONSIBLE	RESOURCES REQUIRED
Agree with EGAT GCC team on parameters for assessing effectiveness of materials	End 3 rd Quarter FY11	J. Ablett T. Johnson	0.5 days LOE Minor mgmt. LOE
Compile statistics and report on usage and distribution of materials by audience	Ongoing thru FY11	N. Thapa J. Ablett	n/a [covered above]
Design survey or other appropriate tool for evaluating materials effectiveness based on user application	4 th Quarter FY11	J. Ablett T. Johnson	0.5 days LOE TBD

Deliverable: The product from this subtask will be an assessment report on the materials, either as a stand-alone document or combined with the evaluation report for the Strategy (cf. 2.1.4).

ANNEX A: 2011 ANNUAL WORK PLAN PERFORMANCE MONITORING TABLE

Table 31: 2011 Annual Work Plan Performance Monitoring Table—tasks and sub-tasks, indicators

WORK PLAN TASK	SUB-TASK	PERFORMANCE INDICATOR	TEAM MEMBER(S) RESPONSIBLE	EXPECTED COMPLETION DATE
Task #1: Training				
Task 1.1. Assess USAID training needs	Develop and implement a global survey of USAID training needs	Technical report providing: <ul style="list-style-type: none"> 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) 	K. Curtis P. Burke	October 29, 2010
	Analyze fit between existing modules and identified training needs	Draft Training Needs Assessment report	P. Burke T. Johnson J. Steele E. Zell	November 12, 2010
	Convene roundtable discussion on draft TNA with relevant SMEs	Minutes of roundtable discussion	N. Bright SME team	November 19, 2010
	Finalize training needs assessment into TNA report	Final TNA report	T. Johnson with input from SME team	November 30, 2010
Task 1.2. Design and develop a set of core competency-based trainings and training materials	Design and develop prerequisite Climate Change Overview (101) course for online format	Online prerequisite course Overview of Global Climate Change and accompanying materials	P. Burke	December 31, 2010
	Revise the Integrating Climate Change into Development course	Revised 2-day course on Integrating GCC into Development and accompanying materials	E. Zell P. Burke A. Huff	February 15, 2011
	Design and develop specialized module on Climate Change Adaptation	Final 2-day specialized module on Climate Change Adaptation and accompanying materials	E. Zell G. Anderson P. Burke	March 31, 2011
	Design and develop specialized module on Clean Energy	Final 2-day specialized module on Clean Energy and accompanying materials	J. Steele P. Burke G. Lough	May 31, 2011

WORK PLAN TASK	SUB-TASK	PERFORMANCE INDICATOR	TEAM MEMBER(S) RESPONSIBLE	EXPECTED COMPLETION DATE
	Design and develop specialized module on Sustainable Landscapes	Final 2-day specialized module on Sustainable Landscapes and accompanying materials	T. Johnson P. Burke A. Sommers	March 31, 2011
	Design and develop specialized module on GCC-Food Security-Agriculture linkages	Final 2-day specialized module on GCC-Food Security-Agriculture linkages and accompanying materials	TBD P. Burke	3 rd Quarter FY2011
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 EGAT/GCC and other appropriate USAID officials	J. Ablett J. Kim R. Thibault	November 15, 2010
	Enter all GCC courses into central training calendar	Updated, easily accessible calendar for all training events	R. Thibault	Ongoing throughout FY2011
	Post all training materials to GCC Intranet and other website(s)	All GCC materials produced under this task order are online in accessible location	R. Thibault	Ongoing throughout FY2011
Task 1.4. Field test global climate change training	n/a	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	P. Burke Others TBD	Ongoing throughout FY2011
	Deliver classroom courses according to agreed calendar	Core set of courses delivered to USAID audiences regionally: 1. Integrating Climate Change into Development 2. Climate Change Adaptation 3. Clean Energy 4. Sustainable Landscapes	P. Burke E. Zell J. Steele, T. Johnson	Ongoing throughout FY2011
Task 1.6. Develop and undertake a process for evaluating training delivered and training materials	Administer pre- and post-test to participants in online and face-to-face training courses	Completed pre-tests and post-tests for all training participants for all courses	P. Burke	Variable throughout FY2011
	Administer course evaluation by participants	Completed evaluations of course content, format, length, and materials for all courses	K. Curtis P. Burke	Three times during FY2011
	Conduct After-Action Review by training team after each course	Completed AAR reports from all courses conducted	P. Burke	Three times during FY2011
	Conduct post-facto follow-up on participants' use of new skills	Completed reports of 6-month post-facto interviews	K. Curtis P. Burke	September 30, 2011

WORK PLAN TASK	SUB-TASK	PERFORMANCE INDICATOR	TEAM MEMBER(S) RESPONSIBLE	EXPECTED COMPLETION DATE
Task #2: Communications and Outreach				
Task 2.1. Identify audiences, assess need, and design a communication / outreach strategy	Conduct stakeholder mapping of audiences	Stakeholder map highlighting important audiences for outreach and communications products	J. Ablett	February 2011
	Determine needs of stakeholder audiences	Results of stakeholder analysis identifying core messages, best outreach materials, and best delivery mechanisms	J. Ablett	February 2011
	Produce a communications and outreach strategy for task order	Final GCC Communications and Outreach Strategy	J. Ablett	April 2011
	Conduct mid-term assessment of the Strategy and revise as appropriate	Mid-term assessment report and revised strategy if needed	J. Ablett	4 th Quarter FY2011
Task 2.2. Design, test, and produce communication and outreach materials	Design communications materials for USAID internal audiences and test	Final materials agreed for delivery to USAID internal audiences	J. Ablett J. Kim R. Thibault	2 nd Quarter FY2011
	Design communications materials for USAID external audiences and test	Final materials agreed for delivery to USAID external audiences	J. Ablett J. Kim R. Thibault	3 rd Quarter FY2011
Task 2.3. Establish and manage the USAID GCC websites and webpages	Complete ongoing revisions to USAID intranet website	Final completed revisions to USAID intranet website	R. Thibault	October 29, 2010
	Provide ongoing USAID intranet site maintenance	Monthly report on web hits and page views; operating links	R. Thibault	Ongoing throughout FY2011
	Develop design for USAID GCC website / web pages	Final completed updates to USAID GCC website &/or related tools	R. Thibault	4 th Quarter FY2011
Task 2.4. Distribute communication/outreach materials	Distribute communications and outreach materials	Record of materials distribution, reported quarterly	N. Thapa	Ongoing throughout FY2011
	Conduct ongoing evaluation on effectiveness of materials	Assessment report on effectiveness of materials	J. Ablett	4 th Quarter FY2011

ANNEX B: DRAFT TRAINING CALENDAR FOR FY11

Table 32: Draft Training Calendar for GCC Courses: online & classroom Q3 FY 2011-Q1 FY 2012

COURSE TITLE	APR				MAY				JUN				JUL				AUG				SEP				OCT				Nov				DEC											
	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4				
GCC OVER-VIEW (ONLINE)	AVAILABLE ONLINE THROUGHOUT THE YEAR FROM APRIL 1, 2011 REQUIRED AS PRE-REQUISITE TO REGISTER FOR CLASSROOM COURSES																																											
INTEGRATING CLIMATE CHANGE INTO DEVELOPMENT		A															W	W							A	A																		
GLOBAL CLIMATE CHANGE ADAPTATION		A															W	W							A	A																		
GLOBAL CLIMATE CHANGE AND SUSTAINABLE LANDSCAPES		A															W	W							A	A																		
GLOBAL CLIMATE CHANGE AND CLEAN ENERGY																	W	W							A	A																		

NOTE: course design will take place in Quarters 1 and 2 of FY 2011

Prospective USAID Trainers: (1) Integrating Climate Change into Development: Andre Mershon, or designate; (2) Climate Change Adaptation: Andre Mershon or designate; (3) Sustainable Landscapes: Andre Mershon, or designate; (4) Clean Energy: Andre Mershon, or designate.

Prospective IRG/Battelle Trainers: (1) Integrating Climate Change into Development: Erica Zell; (2) Climate Change Adaptation: Erica Zell; (3) Sustainable Landscapes: Todd Johnson; (4) Clean Energy: Jason Steele

ANNEX C: PROJECTED LOE USAGE AND ODCs TO IMPLEMENT THE WORK PLAN

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