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ANNUAL PROGRESS REPORT — FY2011

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

GLOBAL CLIMATE
CHANGE TRAINING,
OUTREACH &
COMMUNICATION



November 2011

This report was produced for review by the United States Agency for International Development (USAID). It was prepared by International Resources Group (IRG).

GLOBAL CLIMATE CHANGE TRAINING, OUTREACH & COMMUNICATION ANNUAL PROGRESS REPORT — FY2011

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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.

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

The results described in this document are based on the task order Section C – Statement of Work, the Annual Work Plan – FY2011 as revised, discussions with EGAT's Global Climate Change team, and input from members of the technical implementation team.

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With: Battelle Memorial Institute

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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.

COP	Conference of Parties [UNFCCC governing body]
COTR	Contracting Officer's Technical Representative
EGAT	Economic Growth, Agriculture and Trade [USAID Bureau]
FY	Fiscal year [for US government: 01 October through 30 September]
GCC	Global Climate Change
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]
PPL	Policy, Planning, and Learning [USAID Bureau]
TNA	Training Needs Assessment
UNFCCC	United Nations Framework Convention on Climate Change
USAID	United States Agency for International Development

GCC TRAINING, OUTREACH & COMMUNICATIONS: PROGRESS REPORT AND FY2011 RESULTS

This document is the first Annual Report 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 report covers the period from August 10, 2010 through September 30, 2011. The Task Order was awarded on August 10, 2010 and by agreement with the Contracting Officer Technical Representative (COTR) the reporting cycle coincides with the U.S. Government fiscal year.

The Annual Report presents highlights of progress during the first year of Task Order implementation. The Annual Work Plan and regular Quarterly Reports provide background on the Task Order, including tasks and subtasks, geographic priorities, and a summary of training and outreach activities undertaken by EGAT’s Global Climate Change team before the Task Order was awarded.

OVERVIEW OF TASK ORDER

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. The primary audience for training courses is members of USAID staff posted to overseas field Missions as well as operating units at USAID headquarters in Washington, D.C. Communications and outreach efforts are intended to reach both internal USAID audiences and targeted external audiences of key stakeholders.

TASKS

The statement of work specifies two tasks, comprised of nine subtasks. These are outlined in Table 1 and detailed in the Annual Work Plan.

Table 1: Tasks and Subtasks of the GCC Training, Outreach and Communication Task Order

TASK	SUBTASKS
TRAINING	
	ASSESS USAID TRAINING NEEDS
	DESIGN AND DEVELOP TRAININGS AND TRAINING MATERIALS
	COORDINATE, STREAMLINE, AND STANDARDIZE USAID GCC COURSES AND MATERIALS
	DELIVER TRAINING COURSES
	DEVELOP AND UNDERTAKE A PROCESS FOR EVALUATION OF TRAINING DELIVERED AND TRAINING MATERIALS
COMMUNICATIONS AND OUTREACH	
	IDENTIFY AUDIENCES, ASSESS NEEDS, AND DESIGN A COMMUNICATIONS AND OUTREACH STRATEGY
	DESIGN, TEST, AND PRODUCE COMMUNICATIONS AND OUTREACH MATERIALS

TASK	SUBTASKS
	ESTABLISH AND MANAGE THE USAID GCC WEBSITE AND WEBPAGES
	DISTRIBUTE COMMUNICATIONS AND OUTREACH MATERIALS

Implementation of activities to accomplish these tasks and subtasks will result in USAID staff having broader and deeper understanding of global climate change issues, how they affect the achievement of development objectives, and how to integrate climate change as a cross-cutting issue into development programs regardless of sector. This last item recognizes that (1) global climate change affects development efforts in all countries and sectors, and (2) climate-related issues can be integrated into development programs with or without direct and specific funding for that purpose.

FY11 RESULTS

Data in Table 2 show the performance indicators agreed between the EGAT GCC team and IRG to measure and report results for the task order, with results against these indicators – compared to targets – for each quarter and cumulative annual. Targets for FY2012 and FY2013 will be in the next Annual Work Plan.

Table 2: Progress against GCC Indicators as of September 30, 2011

Program Element	Description	Indicator Number	Indicator Description		Q1 2011	Q2 2011	Q3 2011	Q4 2011	Total 2011
4.4.1	Modern Energy Services	4.4.1-28	Number of people receiving USG supported training in clean energy topics	Target	-	-	-	50	50
				Actual	-	-	-	67	67
4.8.1	Natural Resources Management and Biodiversity	4.8.1-14	Number of people receiving training in REDD+ as a result of USG assistance	Target	-	-	25	50	75
				Actual	-	-	0	60	60
4.8.2	Global Climate Change	4.8.2-6	Number of people receiving training in global climate change as a result of USG assistance	Target	-	-	80	160	240
				Actual	-	-	85	223	308
TOTAL				Target	-	-	105	260	365
				Actual	-	-	85	350	435

All targets were exceeded in FY2011 except indicator 4.8.1-14: “Number of people receiving training in REDD+ as a result of USG assistance.” This was due to the cancellation of training delivery in Africa.

A detailed breakdown of these results is provided below.

GCC TRAINING

In the approved Annual Work Plan, it was agreed that training courses developed and delivered in FY2011 include classroom-based courses and distance learning modules. The latter of these are designed to provide optimal flexibility to USAID staff in field and headquarters in terms of their schedule of learning. Online courses also have the additional advantage of being cost-effective in terms of the number of people trained; once investments have been made in developing a course, the cost per participant declines with each person taking the course. Online courses have the disadvantage of not providing opportunities to ask questions, share experiences with other participants, or seek clarification on topics as they are covered in the course.

For this reason, a suite of classroom-based courses are also offered. Other advantages of classroom-based courses include that they can be tailored to the region of training delivery, that feedback can be incorporated while training is being delivered, and that training materials distributed at the training venue provide additional background, reference material, or topical detail for participants to utilize upon return to their duty post. Materials developed under this task order will be made accessible through the USAID GCC training website.

TRAINING NEEDS ASSESSMENT

One of the first subtasks completed in FY2011 was to design, develop, and conduct an online training needs assessment (TNA), and then to compile, analyze, and report on results of the survey. We worked with the EGAT GCC team and relevant Regional Bureau staff to identify preliminary needs based on their interaction with the intended audience for training courses. This work was followed by an online needs assessment where more than 400 USAID staff were invited to participate over a two-week response period.

Response rates were very high for this type of survey, with 114 respondents, representing 55 operating units (Missions, Bureaus, and regional offices). This rate of response (~27.5%) provided a degree of confidence that the sample included a wide enough range of perspectives that conclusions could be drawn. Table 3 shows a geographic profile of those responding to the survey.

Table 3: Geographic Profile of Respondents to the Training Needs Assessment Online Survey

REGION OF POSTING AT TIME OF SURVEY	NUMBER OF RESPONDENTS	PERCENTAGE OF TOTAL RESPONSES
AFRICA	27	23.68%
WASHINGTON	24	21.05%
LATIN AMERICA & CARIBBEAN	24	21.05%
ASIA & MIDDLE EAST	18	15.79%
EUROPE & EURASIA	9	7.89%
NOT INDICATED	12	10.54%
TOTAL	114	100.00%

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

- The primary audience for the training courses is well educated professionals who are fairly new to USAID and have relatively little experience in the fields of climate change or environment.
- The initial suite of GCC training courses being planned would meet the needs of USAID staff, although slight differences in depth of coverage were necessary for classroom trainings.
- Respondents confirmed that a mixture of online and classroom-based, instructor-led trainings was the most appropriate methodology given the resources available.
- Each region has some individuals who are qualified and willing to serve as co-facilitators or champions of training in their region on one or more topics.

After the analyses and draft TNA report were completed, the team convened a roundtable discussion of subject matter experts among technical staff of USAID, IRG, and Battelle to review the assessment. We accomplished two objectives from this review. First, roundtable participants were able to supplement or triangulate the survey results based on team members' experiences. Secondly, consensus was reached on ways to harmonize training materials and course designs based on GCC topics identified by survey participants as being of greatest usefulness to them.

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

TRAINING COURSE DESIGN

From the results of the TNA, and discussions with EGAT and Regional Bureau specialists, five training courses were developed during FY 2011 that built from courses offered by EGAT prior to this particular task order. The courses use a building block approach that establishes a baseline of knowledge across Agency staff and builds toward understanding of programming climate change into new or existing programs to achieve development objectives. For FY 2011, the suite of courses was the following:

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

The team spent several months designing these courses, including successive rounds of meetings with EGAT GCC technical specialists in adaptation, clean energy, and sustainable landscapes to agree on (1) the level of technical depth to be covered in each course, (2) the flow of course content from concepts to practical application of those concepts in programming, and (3) the messaging about global climate change that needs to be consistent across regions and Missions as well as with policy guidance.

STANDARDIZED COURSE CONTENT AND MATERIALS

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

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

Two final parts of the standardized course content and materials were to develop and disseminate a course calendar, and to post materials regularly on the internal USAID GCC website. The first of these was done in

FY2011 while the latter was postponed until evaluations and feedback on the courses could be incorporated into fine-tuning the individual sessions. More on the evaluation process and its results is provided below.

TRAINING COURSE DELIVERY

Distance learning

The online course Overview of Global Climate Change (GCC-101) was developed during the first and second quarters of FY2011 and went live as a distance learning online course in April, 2011. As of the end of FY2011 on September 30, total registration for the course was 257 comprised of 138 women (53.7%) and 119 men (46.3%). Of those registering, 168 had completed the online GCC-101 course as of September 30, 2011 including 76 women (45.2%) and 92 men (54.8%). Table 4 provides data on the GCC-101 online course, while the next section summarizes results of the training evaluations completed by 27 participants (16.1%).

Table 4: Status of registration, initiation, and completion of online course GCC-101

GCC-101 STATUS	WOMEN		MEN		TOTAL	
	#	% IN STATUS	#	% IN STATUS	#	% OF ALL REGISTRANTS
REGISTERED FOR COURSE	138	53.7%	119	46.3%	257	100%
STARTED COURSE	98	49.8%	99	50.2%	197	76.7%
COMPLETED COURSE	76	45.2%	92	54.8%	168	65.4%

One interesting but as-yet-unexplained observation from these FY11 data is that women had a much lower completion rate compared to men. More than 3/4th of all men registering for GCC-101 have completed the course (77.3%), while the completion rate for women was only 55.1%. We will try to understand the reasons behind this as part of preparing for a revision and updating of the course in early FY2012, so that if there are aspects of course content, design, or delivery which have gender-related differences, they can be addressed.

Classroom-based training

Approval was sought and granted for three deliveries of the four classroom-based training courses (all of the above except GCC-101) in FY2011, as follows:

1. **Africa** – originally scheduled and approved for April 11-16 delivery in Pretoria, South Africa; cancelled due to insufficient registrations;
2. **Washington, DC** – scheduled and approved for July 26 – August 4 delivery for USAID staff based in headquarters as well as field Missions;
3. **Asia** – scheduled and approved for September 13-22 delivery in Bangkok, Thailand for USAID staff based in Asia regional and country Missions as well as others working outside the Asia region.

In addition, during FY2011, approval was sought and granted for delivery in November, 2011 for USAID staff working in the Latin America & Caribbean region. Table 5 provides a breakdown of the participants in both the Washington, D.C. and Bangkok training deliveries.

Table 5: Participants in GCC classroom-based training courses delivered in FY2011, by gender

COURSE	WASHINGTON 7/26/11 TO 8/4/11	BANGKOK 9/13/11 TO 9/22/11	TOTAL

	WOMEN		MEN		TOTAL	WOMEN		MEN		TOTAL	WOMEN		MEN		TOTAL
	#	%	#	%	#	#	%	#	%	#	#	%	#	%	#
GCC-ID	24	55.8	19	44.2	43	18	51.4	17	48.6	35	42	53.8	36	46.2	78
GCC-AD	18	52.9	16	47.1	34	15	53.6	13	46.4	28	33	53.2	29	46.8	62
GCC-CE	24	66.7	12	33.3	36	15	48.4	16	51.6	31	39	58.2	28	41.8	67
GCC-SL	20	55.6	16	44.4	36	9	37.5	15	62.5	24	29	48.3	31	51.7	60
TOTAL	86	57.7	63	42.3	149	57	48.3	61	51.7	118	143	53.6	124	46.4	267

TRAINING EVALUATION

After completing the online course, and at the end of each two-day course, participants are asked to complete an evaluation consisting of numerical scoring and open-ended questions about suggestions for improvement. A comprehensive analysis of evaluation results is ongoing as part of work planning for FY2012. Below is a summary of the evaluation results for courses delivered in FY2011, including the online GCC-101 course that is available anytime to all USAID personnel.

Table 6: Summary of average evaluation scores for courses delivered in FY2011

Evaluated Aspect	Online course	Washington, D.C.	Bangkok	Average
Course Objectives were met	4.11	4.27	4.40	4.31
Course format was appropriate	4.16	3.82	4.26	4.06
Course materials were useful and appropriate	3.49	4.16	4.33	4.16
Learning was effective for my work	3.56	4.13	4.24	4.11
Overall avg. score	3.81	4.11	4.30	4.15

NOTE: all scores based on maximum value of 5

One notable trend in these scores is that they increased between the Washington and Bangkok deliveries. This is likely due to two factors: (1) the courses were improved to become more attuned to participant needs, and (2) the participant needs themselves changed. Based on feedback in Washington, the team refined the course designs and content before delivery in Bangkok. More examples were available from field experience, and these were incorporated. Also, more exercises were conducted while the number of lecture presentations was reduced. There were significantly more participants in Bangkok with more years of field experience both within USAID and elsewhere.

Summary of evaluation comments

The qualitative responses to open-ended questions on the online and written evaluation forms indicated that the courses are effective in meeting the learning needs of the large majority of participants. While some of the suggestions for improvement would present practical challenges to implement – such as the inclusion of guest speakers on different topics or tailoring the courses to a particular Mission – many of the suggestions were insightful and productive contributions to improvement.

A few selected comments from the evaluation forms demonstrate that (1) feedback has been generally quite positive, and (2) that ideas for improvement are realistic and productive. Some of the comments below have been edited for clarity (e.g., acronyms or grammar):

- To provide a fuller understanding of the issues and complexities would have required a much longer course, but as an overview for further individual study, the course was quite good. [GCC-101]

- I thought the course was a good introduction to climate change that anyone from the Agency could easily understand. It did a good job of explaining the three pillars and giving examples of work under those pillars. [GCC-101]
- Insight: Always ask “How does this relate to GCC?” when planning activities. [GCC-ID; WDC]
- [Need] Implications of integrating GCC into existing programs; i.e., contract modification, capacity building for external partners, host government, etc. [GCC-ID; BKK]
- [Need] More literature and information on how science is used in adaptation, with challenges and examples. [GCC-AD; WDC]
- Address how to integrate climate change and Feed the Future. [GCC-AD; BKK]
- I found that I have a lot of gaps in my knowledge that I will have to work on before I ... apply what was presented, particularly regarding economics and business/private industry. [GCC-CE; WDC]
- Good as an overview. Need further reading/self-study to advance comprehension. [GCC-CE; BKK]
- “Biggest bang for the buck” on time and value to the Agency. [GCC-SL; WDC]
- Good peer discussions – opportunities to learn from each other. [GCC-SL; BKK]
- Consider having a separate course on Low Emission Development Strategies. [overall series; BKK]
- [Need] More on impact evaluation across all GCC courses, not just indicators. [overall series; BKK]

The IRG team is currently exploring ways to conduct a rigorous analysis of the full range of comments in a way that provides optimal learning from evaluation feedback. Detailed analysis of the GCC-101 evaluation comments is underway as this report is being written. Results from these analyses will be incorporated into course refinements in FY2012.

After Action Reviews

In addition to the feedback received during online, written, and oral evaluations after each course, the team conducts an After Action Review (AAR) following each training delivery. These AARs provide a structure for organizing and documenting what worked, what can be improved, and how recommended improvements will be incorporated into existing or future course designs. The purpose of these is to get feedback from the COTR and discuss peer-to-peer observations about specific sessions, exercises, or other aspects of the training. The AARs have demonstrated their usefulness in providing the team a format for talking about suggestions from participants on ways to improve the courses, and the practicalities of incorporating ideas into the next iteration of course delivery. It provides a valuable piece of the “continual improvement” process that was described in the Annual Work Plan for FY2011.

Post-facto application

One aspect of training evaluations that has not yet been implemented is to follow up with participants after returning to their duty posts, to assess how well the course content has been incorporated into their work. The Annual Work Plan indicated that the team would work with the EGAT GCC 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. This will focus on the effectiveness of training in terms of translating skills into knowledge and knowledge into action. Participants in the initial training delivery (July-August 2011) may be surveyed in the early part of FY2012 as the first of these assessments, which could be structured as a “360” assessment that includes feedback by the training participant themselves, plus their immediate supervisors and any USAID staff whom they supervise.

FY 2011 OUTREACH AND COMMUNICATIONS

In addition to the training courses, the team is working 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.

Any external communications and outreach are to be coordinated with and through the USAID Office of Legislative and Public Affairs (LPA), and other stakeholders in this component of the task order implementation. The primary purpose of the outreach and communications task is 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 programs. For the purposes of this task order, internal stakeholders are those regularly and substantively involved in developing and implementing GCC programs. External stakeholders 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.

COMMUNICATIONS OUTREACH STRATEGY

The initial task for communications and outreach was to develop a communications and outreach strategy for the task order. The IRG team was not able to accomplish this task in FY2011 due to broader processes underway within USAID regarding outreach and communications about global climate change. A USAID Climate Change Communications Plan was, however, developed by EGAT during FY2011, in consultation with LPA. The task order implementation team remains prepared to support implementation of this Plan or assist in any other appropriate way that is necessary for USAID communications and outreach efforts.

COMMUNICATIONS OUTREACH MATERIALS

The second subtask was to design, test, and produce materials for delivering appropriate messages to the different audiences identified in the stakeholder analysis, using a range of communications tools (i.e., print, video, electronic, etc.). Progress was therefore limited by the ongoing process described above.

One set of materials produced during FY2011 was posters for the sixteenth Conference of Parties (COP-16) to the United Nations Framework Convention on Climate Change (UNFCCC) held in Cancun in December, 2010. Four posters were prepared for display at the U.S. Center.

USAID GCC WEBSITES

Ongoing maintenance and updating of the internal and external USAID GCC websites was accomplished this year. As new materials from across the Agency are produced that have relevance for staff interested in climate change issues and programs, these have been uploaded or linked to the GCC website. The GCC webmaster also has conducted periodic maintenance of the site to ensure timely removal of dead links or outdated materials. As part of that process, he also tracks usage of the GCC websites – both internal and external – and prepares regular reports on traffic to these sites and pages within the sites. A complete summary of FY2011 usage is available separately, but a few highlights from the year-end report are:

- GCC pages continue to have much higher traffic volumes compared to other EGAT units, with the exception being the WID (Women in Development) pages. WID – like climate change – is a cross-cutting issue that interests people working in nearly all sectors.
- Month-to-month traffic flows have a familiar pattern linked to major events in the international and U.S. calendar for climate change discussions. Peaks occur in the times leading up to and during UNFCCC meetings, for example, while April or other months when little media attention is being given to climate change show lower volumes of traffic.
- Internal and external sites have generally similar patterns of usage, perhaps indicating that USAID's implementing partners' levels of interest in the materials available on the external site track closely with those of USAID staff accessing materials on the internal site.

- **FY 2011: GCC pages on USAID.gov (External Site)**
 - At the end of Q1, rolled out the main portion of a major reorganization and streamlining of the site, updating the content and reducing the total number of pages on the site.
 - At the end of Q2, removed the last of the old content (Country & Regional Programs).
 - With the new version of the site complete, fewer pages and documents were on the server, resulting in a measurable decrease in traffic.
 - From April 2011 through Q4, a 'steady state' pattern emerged regarding traffic levels, albeit with some seasonality.
 - July 2011 was an anomaly for all of USAID.gov where almost two weeks of traffic logs were lost from the server, preventing accurate reporting on usage for this period.
- **FY 2011: GCC pages on AIDNet (Intranet):**
 - During FY 10, a pattern of steady numbers had been established, with some seasonality on the old ESP intranet site. In terms of the traffic rankings across all EGAT offices' intranet sites, the GCC pages ranked at approximately the median point – sixth or seventh of the twelve groups being tracked. Traffic was quite low, accounting for approximately 5% of the total traffic of all groups tracked. In Q4, with the roll-out of a distinct GCC presence as part of an EGAT migration of intranet sites, an immediate bump of approximately 150% in traffic resulted, increasing ranking to third or fourth out of twelve and accounting for 10-12% of the total traffic of all groups tracked.
 - In Q1 FY11, GCC pages continued a third or fourth ranking as traffic continued to grow (with some seasonality).
 - By Q2, the GCC pages ranked second in usage, with approximately 15% of total traffic and in the third and fourth quarters, experienced traffic nearly equal (20% of total) to that of the WID office.
 - Over time, the Training section has grown to become the most visited portion of the site, followed by Resources, which has remained fairly consistent throughout the life of the new site.

ANNEX A: 2011 PERFORMANCE MONITORING TABLE

(as of September 2=30,2011)

WORK PLAN TASK	SUB-TASK	PERFORMANCE INDICATOR	STATUS ON SEPT. 30, 2011
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) 	<i>Completed</i>
	Analyze fit between existing modules and identified training needs	Draft Training Needs Assessment report	<i>Completed</i>
	Convene roundtable discussion on draft TNA with relevant SMEs	Minutes of roundtable discussion	<i>Completed</i>
	Finalize training needs assessment into TNA report	Final TNA report	<i>Completed</i>
Task 1.2. Design and develop a set of core competency-based trainings and training materials	Design and develop prerequisite Overview of Global Climate Change (GCC-101) course for online format	Online prerequisite course Overview of Global Climate Change and accompanying materials	<i>Completed</i>
	Revise the Integrating Global Climate Change into Development course	Revised 2-day course on Integrating GCC into Development and accompanying materials	<i>Completed</i>
	Design and develop specialized course on Global Climate Change Adaptation	Final 2-day specialized course on Global Climate Change Adaptation and accompanying materials	<i>Completed</i>
	Design and develop specialized course on Global Climate Change and Clean Energy	Final 2-day specialized course on Global Climate Change and Clean Energy and accompanying materials	<i>Completed</i>

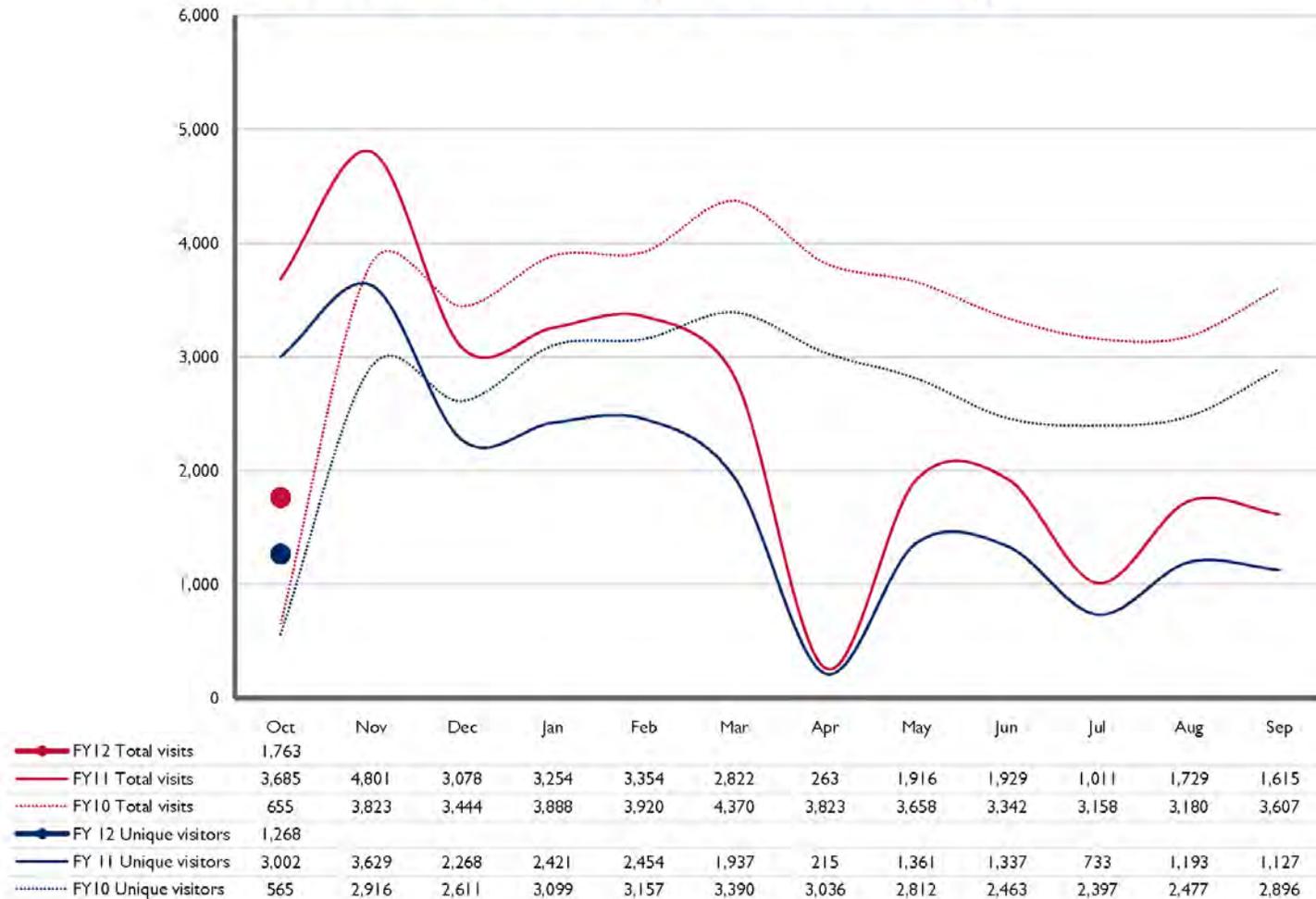
WORK PLAN TASK	SUB-TASK	PERFORMANCE INDICATOR	STATUS ON SEPT. 30, 2011
	Design and develop specialized course on Sustainable Landscapes	Final 2-day specialized course on Global Climate Change and Sustainable Landscapes and accompanying materials	<i>Completed</i>
	Design and develop specialized course on GCC-Food Security-Agriculture linkages	Final 2-day specialized course on GCC-Food Security-Agriculture linkages and accompanying materials	<ul style="list-style-type: none"> Discussions underway with BFS and AFR May get scheduled for FY12
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	<i>Completed</i>
	Enter all GCC courses into central training calendar	Updated, easily accessible calendar for all training events	<ul style="list-style-type: none"> Registration processes ongoing; Courses posted on LMS & GCC Intranet site
	Post all training materials to GCC Intranet and other website(s)	All GCC materials produced under this task order are online in accessible location	<ul style="list-style-type: none"> Posting to begin in 3rd Quarter Ongoing throughout FY2011
Task 1.4. Field test global climate change training	n/a	n/a	<i>Completed – subsumed within Task 1.5 training delivery</i>
Task 1.5. Deliver training courses	Deliver online courses and webinars	Online prerequisite course Climate Change 101 completed by all classroom participants	<ul style="list-style-type: none"> Course launched online in April Ongoing monitoring of course
	Deliver classroom courses according to agreed calendar	Core set of courses delivered to USAID audiences regionally: <ol style="list-style-type: none"> Integrating Global Climate Change into Development (GCC-ID) Global Climate Change Adaptation (GCC-AD) Global Climate Change and Clean Energy (GCC-CE) Global Climate Change and Sustainable Landscapes (GCC-SL) 	<ul style="list-style-type: none"> Pretoria, South Africa: April <ul style="list-style-type: none"> × Cancelled Washington, DC: July/August <ul style="list-style-type: none"> ✓ GCC-ID ✓ GCC-CE ✓ GCC-AD ✓ GCC-SL Bangkok, Thailand: September <ul style="list-style-type: none"> ✓ GCC-ID ✓ GCC-CE ✓ GCC-AD ✓ GCC-SL

WORK PLAN TASK	SUB-TASK	PERFORMANCE INDICATOR	STATUS ON SEPT. 30, 2011
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	<ul style="list-style-type: none"> Removed from course designs
	Administer course evaluation by participants	Completed evaluations of course content, format, length, and materials for all courses	<ul style="list-style-type: none"> Evaluation forms completed Courses begin July
	Conduct After-Action Review by training team after each course	Completed AAR reports from all courses conducted	<ul style="list-style-type: none"> AAR occurred August 9
	Conduct post-facto follow-up on participants' use of new skills	Completed reports of 6-month post-facto interviews	<ul style="list-style-type: none"> Scheduled to begin FY2012 To be led by Training Admin
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	<ul style="list-style-type: none"> Discussions underway with LPA Linked to broader USAID efforts
	Determine needs of stakeholder audiences	Results of stakeholder analysis identifying core messages, best outreach materials, and best delivery mechanisms	<ul style="list-style-type: none"> Discussions underway with LPA Linked to broader USAID efforts
	Produce a communications and outreach strategy for task order	Final GCC Communications and Outreach Strategy	<ul style="list-style-type: none"> Discussions underway with LPA Linked to broader USAID efforts Postponed to FY2012
	Conduct mid-term assessment of the Strategy and revise as appropriate	Mid-term assessment report and revised strategy if needed	<ul style="list-style-type: none"> Postponed to 1st Quarter FY2012
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	<ul style="list-style-type: none"> Pending completion & approval of Communications Outreach Strategy, which is linked to the soon to be released GCC and Development Strategy
	Design communications materials for USAID external audiences and test	Final materials agreed for delivery to USAID external audiences	<ul style="list-style-type: none"> Four posters (COP-16), postcard completed and delivered 2010 Other materials pending completion of Strategy Linked to broader USAID efforts

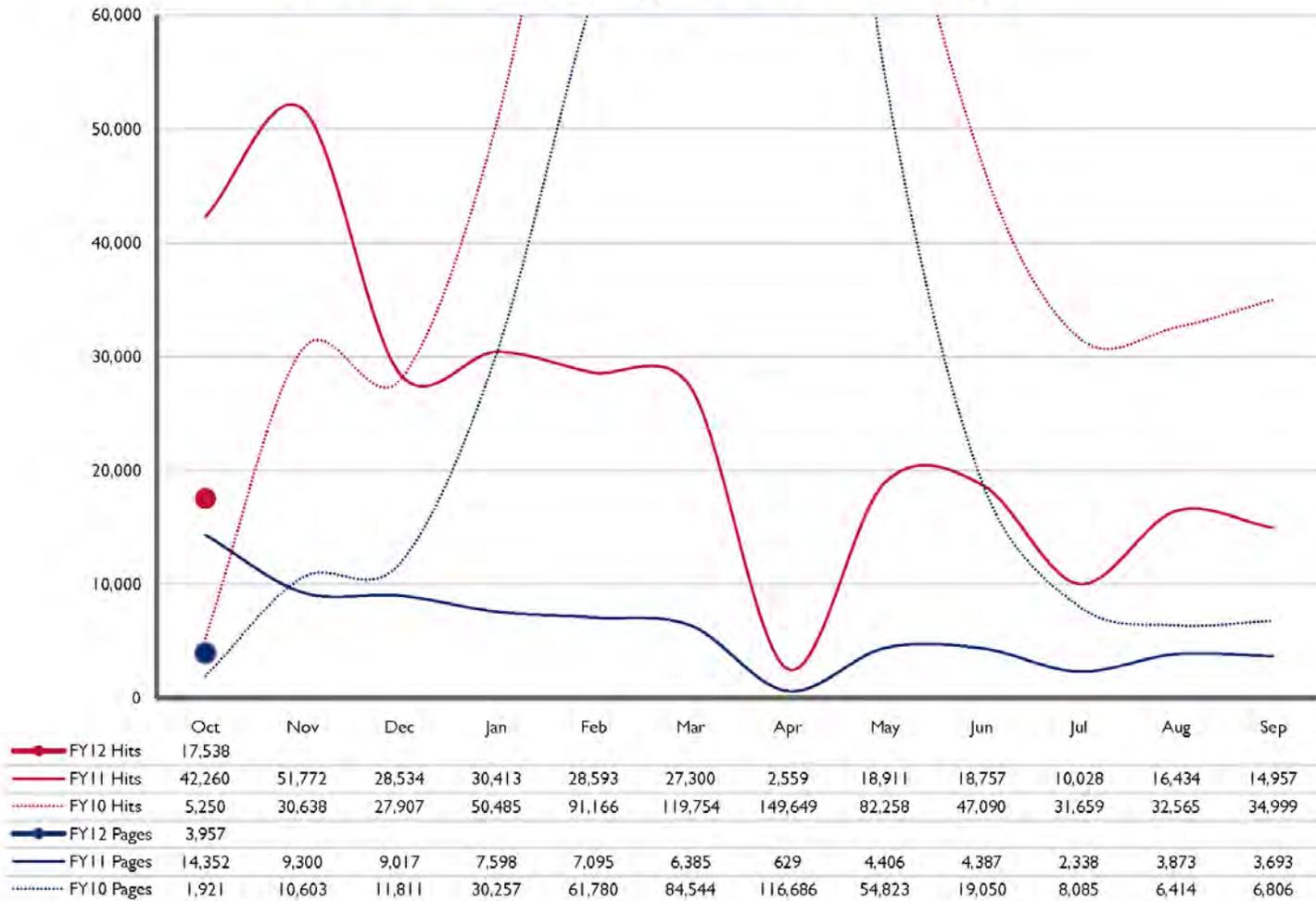
WORK PLAN TASK	SUB-TASK	PERFORMANCE INDICATOR	STATUS ON SEPT. 30, 2011
Task 2.3. Establish and manage the USAID GCC websites and webpages	Complete ongoing revisions to USAID Intranet website	Final completed revisions to USAID Intranet website	<i>Completed</i>
	Provide ongoing USAID intranet site maintenance	Monthly report on web hits and page views; operating links	<ul style="list-style-type: none"> Ongoing support to EGAT/GCC
	Develop design for USAID GCC website / web pages	Final completed updates to USAID GCC website &/or related tools	<ul style="list-style-type: none"> LPA and PPL guidance provided Ongoing posting of updated material as needed/requested
Task 2.4. Distribute communication/outreach materials	Distribute communications and outreach materials	Record of materials distribution, reported quarterly	<ul style="list-style-type: none"> Pending completion & approval of Communications Outreach Strategy
	Conduct ongoing evaluation on effectiveness of materials	Assessment report on effectiveness of materials	<ul style="list-style-type: none"> Postponed to 1st Quarter FY2012

ANNEX B: 2011 WEB-STATS FOR GCC INTERNAL AND EXTERNAL WEBSITES

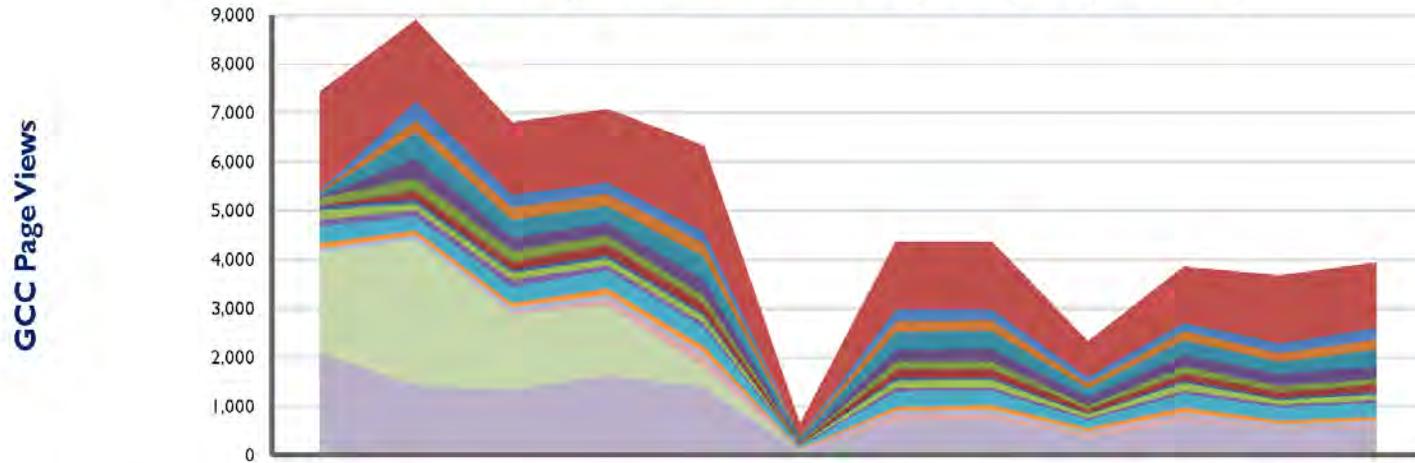
Global Climate Change Traffic at USAID.gov



Global Climate Change Traffic at USAID.gov

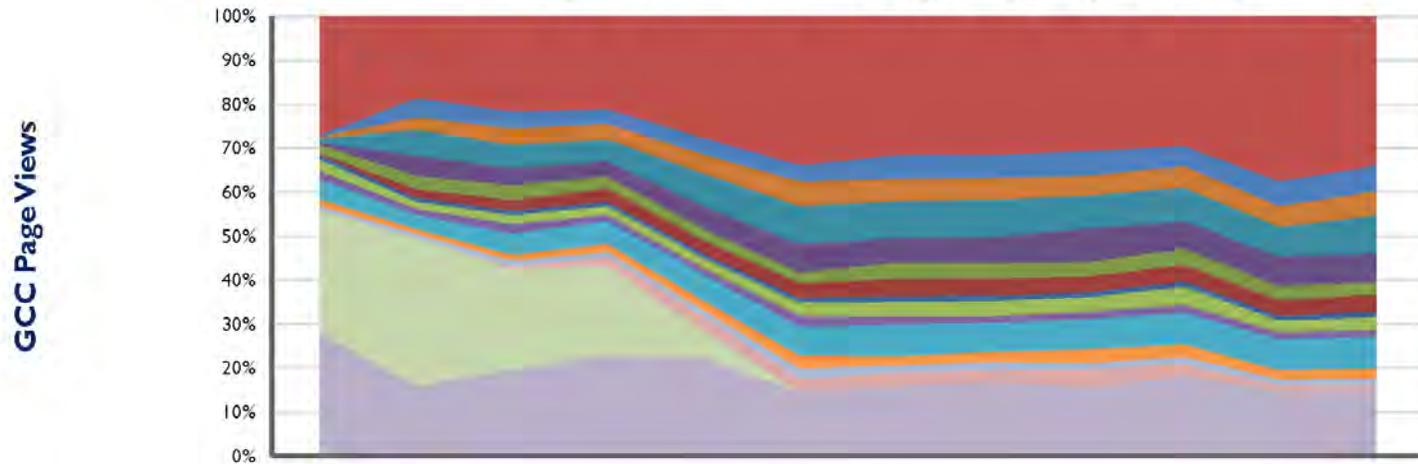


Global Climate Change Traffic at USAID.gov by Page Group



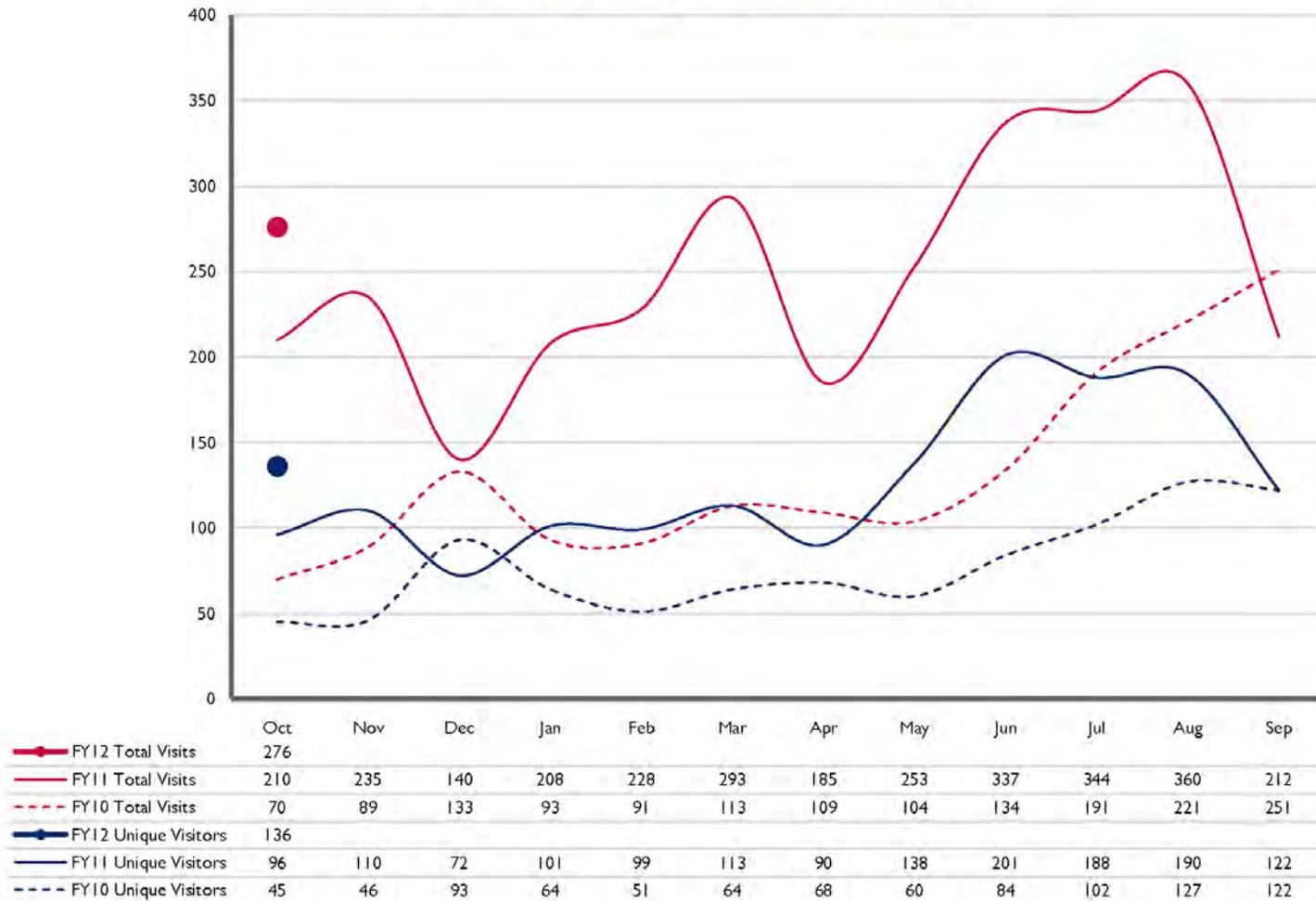
	Nov 1999	Dec 1646	Jan 1467	Feb 1490	Mar 1745	Apr 210	May 1375	Jun 1372	Jul 708	Aug 1133	Sep 1373	Oct 1335
Home - 11/11												
Clean Energy - 11/11	27	389	260	231	237	23	237	227	131	173	206	229
Sustainable Landscapes - 11/11	36	252	257	254	276	35	219	218	104	188	176	216
Adaptation - 11/11	69	525	360	351	468	54	367	367	174	296	246	343
LEDS - 11/11	34	412	265	248	329	40	242	259	177	239	249	252
REDD+ - 12/10	150	266	229	191	163	15	160	152	75	144	116	111
Funding - 11/11	21	172	165	214	194	21	173	171	84	142	130	154
Negotiations - 12/10	75	81	68	69	62	7	58	54	25	50	40	51
Capacity Building - 11/11	197	145	137	144	146	18	145	150	75	156	97	115
Climate Science - 11/10	136	116	150	95	86	15	77	67	41	67	55	58
Contact List - 11/11	338	289	324	367	378	41	318	288	158	278	262	285
Publications - 9/11	123	104	97	135	141	19	88	105	74	113	76	89
Related Programs - 9/11	72	83	88	81	86	15	71	78	33	61	53	69
Registration Forms - 10/11	0	0	45	142	209	18	141	113	93	106	47	54
Country & Regional Programs	2062	2995	1547	1435	398	0	0	0	0	0	0	0
Documents	2093	1424	1343	1629	1408	91	691	739	363	703	541	576

Global Climate Change Traffic at USAID.gov by Page Group



	Nov 1999	Dec 1646	Jan 1467	Feb 1490	Mar 1745	Apr 210	May 1375	Jun 1372	Jul 708	Aug 1133	Sep 1373	Oct 1335
■ Home - 11/11	1999	1646	1467	1490	1745	210	1375	1372	708	1133	1373	1335
■ Clean Energy - 11/11	27	389	260	231	237	23	237	227	131	173	206	229
■ Sustainable Landscapes - 11/11	36	252	257	254	276	35	219	218	104	188	176	216
■ Adaptation - 11/11	69	525	360	351	468	54	367	367	174	296	246	343
■ LEADS - 11/11	34	412	265	248	329	40	242	259	177	239	249	252
■ REDD+ - 12/10	150	266	229	191	163	15	160	152	75	144	116	111
■ Funding - 11/11	21	172	165	214	194	21	173	171	84	142	130	154
■ Negotiations - 12/10	75	81	68	69	62	7	58	54	25	50	40	51
■ Capacity Building - 11/11	197	145	137	144	146	18	145	150	75	156	97	115
■ Climate Science - 11/10	136	116	150	95	86	15	77	67	41	67	55	58
■ Contact List - 11/11	338	289	324	367	378	41	318	288	158	278	262	285
■ Publications - 9/11	123	104	97	135	141	19	88	105	74	113	76	89
■ Related Programs - 9/11	72	83	88	81	86	15	71	78	33	61	53	69
■ Registration Forms - 10/11	0	0	45	142	209	18	141	113	93	106	47	54
■ Country & Regional Programs	2062	2995	1547	1435	398	0	0	0	0	0	0	0
■ Documents	2093	1424	1343	1629	1408	91	691	739	363	703	541	576

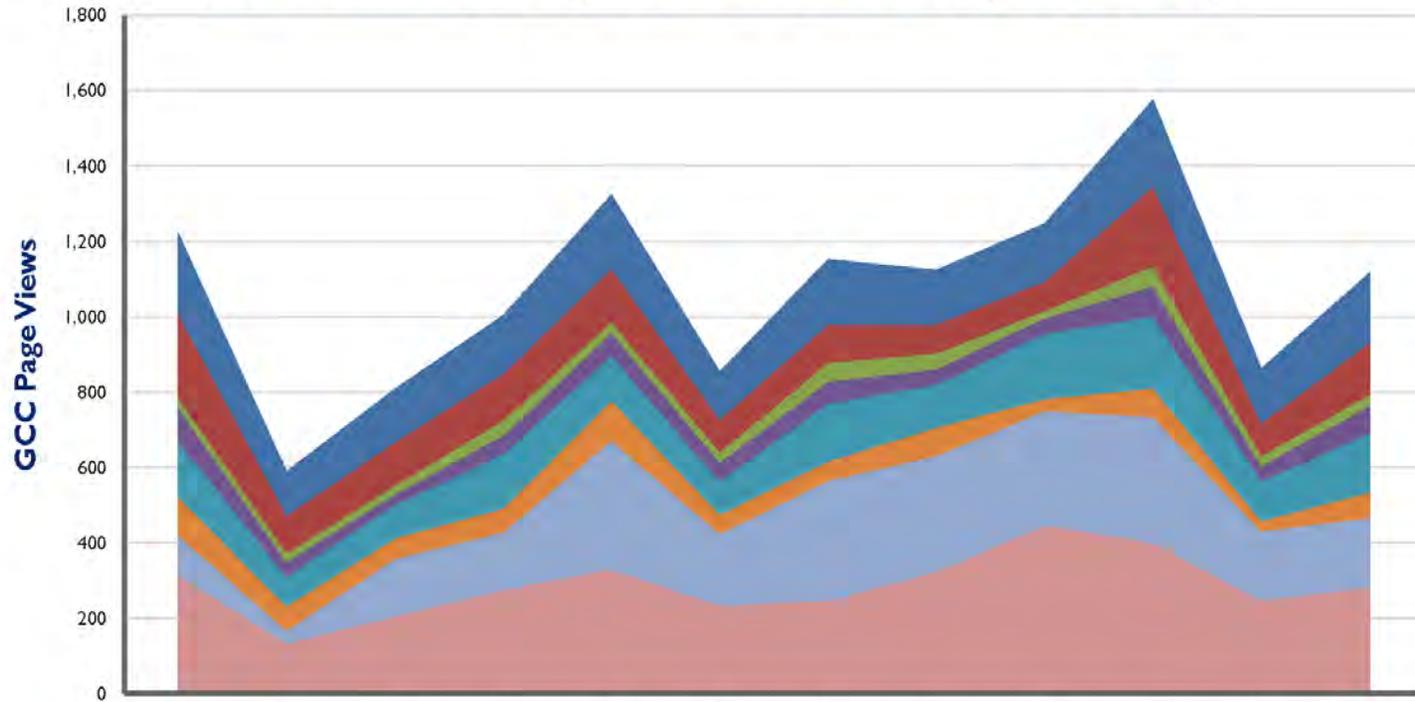
Global Climate Change Traffic on AIDNET



Global Climate Change Traffic on AIDNET

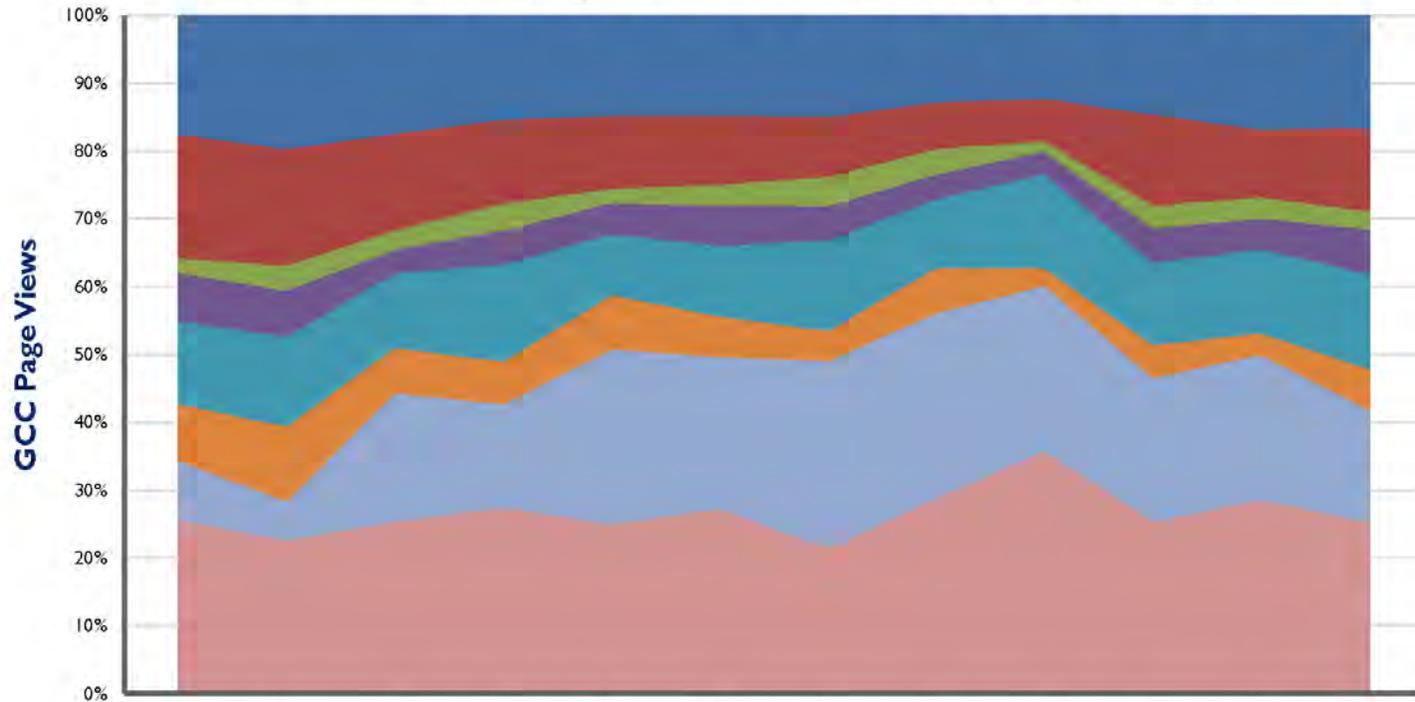


Global Climate Change Traffic on AIDNET by Page Group



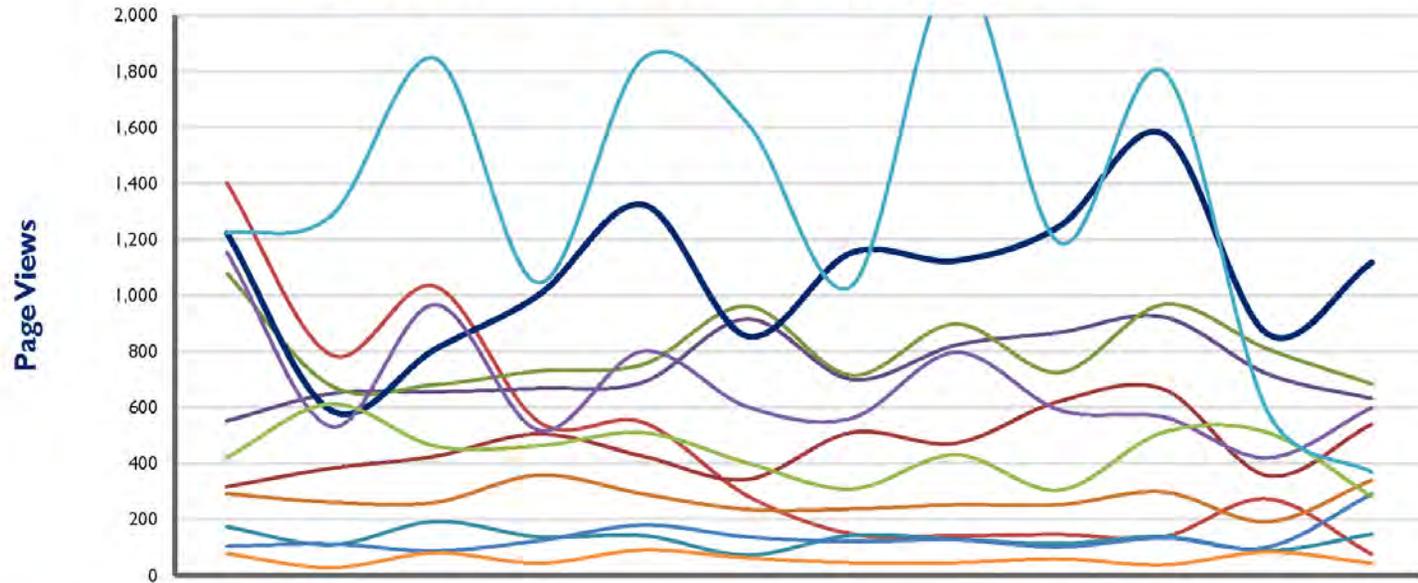
	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
Home	214	116	141	154	196	126	172	144	153	230	145	185
Overview	224	101	115	124	142	87	102	77	78	211	86	138
Programs	26	22	23	40	28	27	50	42	19	54	27	30
Publications	87	40	28	50	61	50	58	41	42	80	39	73
Resources	149	78	89	144	119	89	154	114	173	191	107	157
Staff	102	65	54	63	106	51	51	75	32	76	27	68
Training	107	34	153	153	342	191	319	308	303	334	185	184
Documents	313	133	205	275	330	233	246	323	447	400	246	282

Global Climate Change Traffic on AIDNET by Page Group



	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
Home	214	116	141	154	196	126	172	144	153	230	145	185
Overview	224	101	115	124	142	87	102	77	78	211	86	138
Programs	26	22	23	40	28	27	50	42	19	54	27	30
Publications	87	40	28	50	61	50	58	41	42	80	39	73
Resources	149	78	89	144	119	89	154	114	173	191	107	157
Staff	102	65	54	63	106	51	51	75	32	76	27	68
Training	107	34	153	153	342	191	319	308	303	334	185	184
Documents	313	133	205	275	330	233	246	323	447	400	246	282

EGAT Offices 12-Month AIDNet Comparison



	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
AG	1,402	788	1,032	547	546	284	148	142	146	138	273	75
DC	317	382	425	505	425	343	510	472	622	664	356	540
ED	551	649	655	668	690	916	700	822	868	923	719	631
EG	1,078	678	681	730	754	961	715	898	725	967	808	684
ESP (ex GCC)	173	109	192	137	142	72	143	129	113	138	88	147
GCC	1,222	589	808	1,003	1,324	854	1,152	1,124	1,247	1,576	862	1,117
I&E	291	261	260	358	290	235	237	251	252	297	191	340
NRM	104	112	87	124	179	137	121	127	101	134	101	290
PAICO	1,153	532	966	518	800	602	561	796	590	565	420	599
PDAM	421	612	461	462	509	401	308	430	304	511	509	281
PR	77	27	80	43	90	62	45	45	59	37	83	43
WVID	1,223	1,284	1,847	1,045	1,846	1,614	1,034	2,166	1,188	1,799	583	368

EGAT Offices 12-Month AIDNet Comparison



	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
WID	1,223	1,284	1,847	1,045	1,846	1,614	1,034	2,166	1,188	1,799	583	368
PR	77	27	80	43	90	62	45	45	59	37	83	43
PDAM	421	612	461	462	509	401	308	430	304	511	509	281
PAICO	1,153	532	966	518	800	602	561	796	590	565	420	599
NRM	104	112	87	124	179	137	121	127	101	134	101	290
I&E	291	261	260	358	290	235	237	251	252	297	191	340
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ED	551	649	655	668	690	916	700	822	868	923	719	631
DC	317	382	425	505	425	343	510	472	622	664	356	540
AG	1,402	788	1,032	547	546	284	148	142	146	138	273	75

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