

# International ASPnet Training of Trainers on the whole-institution approach to climate change

**Cantor Hotel  
Rabat, Morocco  
10-12 May 2017**

## Concept Note

### I. Background

In the context of the implementation of the Global Action Programme on Education for Sustainable Development (ESD), a pilot group of schools<sup>1</sup> of UNESCO's Associated Schools Network (ASPnet) will implement the whole-institution approach to ESD, with a special focus on climate change. The objective of the project is to support ASPnet schools in their efforts to reduce climate change by taking action at all school levels, and to empower young people to play an active role in this process.

250 schools from 25 countries will take part in this endeavour. Under the leadership and guidance of two facilitators, each school will develop and implement a local whole-institution action plan on climate change. To encourage mutual learning, schools will also engage in exchanges and share experiences with other participants at national and international levels. A national project coordinator will guide, monitor and evaluate the work at national level and stimulate the collaboration among schools.

For schools to be able to engage most effectively in the project, UNESCO organises a training of trainers (ToT) for a selected group of school facilitators and national project coordinators. Workshop participants will then be expected to train their peers at country level and to act as mentors throughout the project.

### II. Objectives

The objectives of the training of trainers are two-fold. Firstly, it aims to provide the facilitators with the necessary skills to successfully lead and facilitate the whole-institution work on climate change, and the national project coordinators to effectively guide, support and monitor the work in the schools and to coordinate the process among them. Secondly, the training will equip both groups with the skills and tools to train other facilitators at country level on the topic. To achieve the objectives, the training will include the following:

- Introduction to the concept and methodology of the whole-institution approach, including its different dimensions and phases of implementation based on the UNESCO ASPnet guide *"Getting climate ready: A guide for schools on climate action"*;
- Skills training on how to implement the whole-institution approach to climate change step by step: how to mobilise school-internal stakeholders? How to lead an inclusive process? How to work with the local community?
- Briefing on UNESCO's current work on ESD and climate change;
- Presentation of selected teaching and learning resources and classroom materials on climate change action;

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<sup>1</sup> The term "school" is used throughout the document and refers to ASPnet member institutions at all levels, formal and non-formal, namely pre-schools, primary and secondary schools, technical and vocational education institutions as well as teacher training institutions.

- Skills training on how to monitor, review and assess whole-institution actions on climate change;
- Presentation on how to use the key functionalities of the new Online Tool for ASPnet and the thematic space on climate change;
- Developing skills and techniques for conducting a successful peer training.

### III. Expected Outcomes

- 26 facilitators (2 per country) and 13 national project coordinators are able to lead and facilitate the implementation of the whole-institution approach to climate change in their respective schools, and to coordinate, monitor and evaluate whole-institution action.
- 26 facilitators (2 per country) and 13 national project coordinators are competent and confident to organise and deliver a peer training (to school facilitators) at national level.

### IV. Duration and participants

The training of trainers is designed for approximately 50 participants for a period of three days. Participants are as follows:

1. 26 school facilitators (2 per country);
2. 13 national project coordinators (ASPnet National Coordinator or dedicated focal point in charge of the project, e.g. assistant coordinator, national ESD referent);
3. Representatives (principals and teachers) of schools in Morocco working on whole-institution action for climate change;
4. 2-3 experts on the following topics: whole-institution approach; including on specific skills needed; ESD and climate change; review, assessment and evaluation; and peer education. These may be external experts (including from the GAP Partner Networks) or UNESCO staff from HQ and/or the Rabat office.
5. 1 lead facilitator

Different educational levels will be represented at the workshop (pre-schools, primary and secondary schools, technical and vocational schools and teacher training institutions) as well as stakeholders with different functions (principals, teachers, other school staff). Therefore, training sessions and group work will be organised to best leverage the diversity of backgrounds.

### V. Methodology, content and structure

An outline of the topics covered and methods used in the ToT is presented in the table in annex 1. Sessions will be conducted in an interactive and participatory style using different methods such as large and small group works, individual exercises followed by discussions, brainstorming, role-play, etc.

### VI. Preparation of participants

Participants are kindly asked to **prepare their participation in the training** to maximise the sharing of experiences, challenges and lessons learned with other participants and tailor the discussions as much as possible to the needs of participants.

The preparatory work which all training participants are invited to undertake is **outlined in annex 2**. For school facilitators, the main purpose of the preparatory work is to investigate in their respective school about the current approach to climate change. This will be a useful preparation of the self-assessment that each project school is expected to conduct and inform discussions and stimulate sharing of experiences at the training. The purpose of the preparatory work for national project coordinators is to get a clear understanding of the status of whole-institution approach to climate change in their national ASPnet and to identify possible action to support schools and school facilitators in their individual and joint efforts to implement the approach.

The preparatory questionnaire should be submitted online and copies of collected documents should be **sent as one file to UNESCO ([e.khavarani@unesco.org](mailto:e.khavarani@unesco.org)) by 27 April 2017** as indicated in annex 2. Please bring also one hard copy of each document to the Training.

## VII. Training material

UNESCO has commissioned training materials on the whole-institution approach to climate change. These are in the form of scripts for each training day and include power point presentations with brief explanatory notes, examples of participatory methods to conduct the sessions (group work, role-play, exercises with handouts for participants) as well as a list of teaching and learning resources on climate change for teachers and students.

With the support of:



**Annex 1: Overview items and methods**

Items	Key Topics and Methods	Participants
<p><b>Why a training of trainers?</b></p> <p><b>How to organise and conduct a peer training?</b></p>	<p>This topic will be split into several sessions throughout the training.</p> <p><u>Introductory Session:</u> Rationale and expectations from school facilitators on their role as trainers and mentors of other national school facilitators. National training workshop. Training peers, including principles on adult learning and methods of training.</p> <p>A dedicated session at the end of each day will allow participants to do exercises on how to train peers on a specific topic (techniques, tools, resources, etc.)</p> <p><u>Final Session:</u> Developing a checklist for a qualitative national training. Identifying tools and resources. Development of a peer training follow up/action plan with timeline.</p>	All
<p><b>The whole-institution approach: what is it?</b></p>	<p>Introduction of the different dimensions, phases and the process based on the UNESCO guidebook. Participants to present experiences on whole-institution work on climate change. Q &amp; A, group discussion and wrap-up.</p>	All
<p><b>The role of facilitators and critical skills</b></p>	<p>Introduction to the role of facilitators in developing and implementing whole-institution action on climate change. Skills needed.</p>	All
<p><b>1. How to convince my school to take or enhance whole-institution action on climate change?</b></p>	<p>Introduction on why effective communication is key to initiate and drive whole-institution work. Exercise on effective oral communication. National project coordinators to serve as mentors to facilitators in this exercise. Analysis and wrap-up.</p>	All
<p><b>2. How to involve everybody in the school?</b></p>	<p>Large group discussion on why all internal stakeholders should be represented. Discussion on inclusive process. Identification of internal school stakeholders. Exercise on the “climate action team”. Analysis and wrap-up.</p>	School facilitators
<p><b>3. How to work with the local community?</b></p>	<p>Introduction on importance of local partnerships. Exercise on identification of community stakeholders and benefits and challenges of engagement and ways of engagement. Analysis and wrap-up</p>	School facilitators

<b>Briefing on ESD and climate change</b>	Introduction to UNESCO's work on ESD and climate change education. Key features of climate change (causes, impacts, consequences, etc.). Discussion on impacts of climate change (based on preparations by participants).	All
<b>Whole-institution experiences from Morocco: field visit to an ASPnet school in Rabat</b>	Participants to prepare interview questions. Debriefing and group discussion after visit.	All
<b>Key resources on climate change and action in schools</b>	Project coordinators to present a selection of national teaching and learning resources (2-4) UNESCO to present the ASPnet Climate Change Guide and other resources	National project coordinators
<b>Facilitating exchanges among ASPnet schools on whole-institution action on climate change</b>	Clarification of the role of national project coordinators in facilitating exchanges among participating schools. Presentation of examples of national activities by national project coordinators. Large group discussion.	National project coordinators
<b>Group 1 (facilitators): Reviewing and assessing whole-institution action on climate change</b>	Introduction to review and assessment. Presentation of 2 existing assessment frameworks. Identifying the key aspects/steps of a review and assessment. Development of a checklist or a possible framework for review and assessment.	All (in 2 parallel groups)
<b>Group 2 (national project coordinators): Monitoring whole-institution action on climate change</b>	Clarification of the role of national project coordinators in monitoring whole-institution action on climate change of ASPnet schools. Development of a checklist.	
<b>Exchanging and sharing experiences online through OTA</b>	Presentation by UNESCO of the key functions of OTA and how to use it for the project. Qs & As in large group.	All

## Annex 2: Preparatory work for participants

Please submit your preparatory questionnaire and send **one** electronic file with all available documents indicated below to UNESCO ([e.khavarani@unesco.org](mailto:e.khavarani@unesco.org)) **by 27 April 2017**. Please also bring a hard copy of each document to the Training.

### 1. PLEASE SEND COPIES OF THE FOLLOWING DOCUMENTS, AS AVAILABLE

*National project coordinators should collect the following documents from all schools as available and send in one electronic file to UNESCO as above-mentioned.*

- ✓ School environmental policy & strategy;
- ✓ School organigram showing the school structure and its various stakeholders;
- ✓ Eco-plan for school facilities and operations;
- ✓ Pictures of green school buildings;
- ✓ School procurement/purchasing policy encouraging the purchase of local, environmentally and socially friendly products;
- ✓ School guidelines on recycling and proper waste management;
- ✓ Whole-school action plan on climate change;
- ✓ Any other document relating to the whole-institution approach on climate change.

### 2. PLEASE SUBMIT YOUR PREPARATORY QUESTIONNAIRE

*Responses should highlight key elements and be presented in bullet point format in no more than 150 words. Please consult relevant school stakeholders, as appropriate.*

- **National Coordinators**, kindly access your preparatory questionnaire at the following link:  
<https://goo.gl/forms/JSFJy7sbuNZdNjva2>
- **School facilitators**, kindly access your preparatory questionnaire at the following link:  
<https://goo.gl/forms/p3qRNgUjWb3mPoLi2>