Report

International ASPnet Training of Trainers on the Whole-Institution Approach to Climate Change

Rabat, Morocco | 10-12 May 2017

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Acknowledgments

Introduction

Context

In the framework of the implementation of the Global Action Programme on Education for Sustainable Development (ESD), a pilot group of schools from UNESCO's Associated Schools Project Network (ASPnet) is implementing a whole-institution approach[1] (WIA) to ESD, with a specific focus on climate change. The aim 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, girls and boys, to play an active role in this process.

For schools to integrate the principles of the WIA, UNESCO organized a training for trainers, targeting a group of school facilitators and national project coordinators. Participants were then expected to train their peers at a national level and act as mentors throughout the duration of the project.

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 activities undertaken as part of the WIA, and the national project coordinators to effectively guide, support and monitor the work in the schools and coordinate the process among them. Secondly, the training will equip both groups with the skills and tools they need to train other facilitators at a national level on the topic.

To achieve these goals, the training included the following:

- An 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*"
- Training on the step-by-step implementation of the WIA to climate change: how to mobilize stakeholders within schools, launch an inclusive process and work with the local community

- A briefing on UNESCO's current work on ESD and climate change
- A presentation of selected teaching and learning resources and classroom materials on the fight against climate change
- Training in monitoring, reviewing and assessing whole-institution action on climate change
- A presentation on how to use the key functionalities of the new Online Tool for ASPnet (OTA) and the thematic space on climate change
- A session on developing the skills and techniques needed to train peers.

Results

Organised in the framework of the implementation of the Global Action Programme on Education for Sustainable Development (ESD), this training allowed to:

- Train facilitators and national project coordinators[2] from 13 countries to lead and facilitate the implementation of the WIA to climate change in their respective schools, and to coordinate, monitor and evaluate their action
- Provide facilitators and national project coordinators with the competence and confidence they need to organize and deliver peer training (to school facilitators) at a national level.

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[1] In this report, we refer to the whole-institution approach to (1) be consistent with its use in Global Action Programme documents and (2) cover all types of establishments and institutions, from pre-school to non-formal education centres and teacher training institutions.
[2] See the list of participants, accessible from the conclusion section.

Section 1: Training

Beneficiaries

The training of trainers welcomed about fifty participants over a three-day period, including school facilitators, national project coordinators (experts in ESD or climate change, or national ASPnet coordinators) and the representatives (principals and teachers) of Moroccan schools spearheading a global action on climate change.

Various academic levels were represented (pre-school establishments, primary and secondary schools, technical and vocational schools, and teacher training institutions), as well as stakeholders of different functions (principals, teachers, other school staff). Accordingly, discussions tapped into the diversity of experiences.

Speakers

Speakers included specialists from UNESCO Headquarters in Paris and the UNESCO Office in Rabat, as well as a consultant-trainer. Interventions addressed the following issues: the whole-institution approach, ESD and climate change, assessment, analysis and evaluation, and peer training.

Proceedings

On the basis of the goals presented in the Introduction, the training particularly focused on practice and methodology through various group activities gathering coordinators, facilitators and country groups. The training was organized around four main lines:

1. Plenary speeches on themes linked to the implementation of the WIA, with a focus on climate change (PowerPoint presentations, examples of participative methods used to guide group work sessions, role-playing games, exercises from handouts given to participants). All these interventions are available on the USB keys handed to all the participants

2. Workshop sessions based on the four dimensions of the WIA promoted by UNESCO and based on country groups

3. Exchange of work summaries and follow-up of the discussions between participants on the contributions of each country representatives regarding their progress on the relevant topic

4. Visit of a UNESCO ASPnet primary school in Rabat to enable participants to gain knowledge on the actions implemented in the four areas of the WIA.

Themes

The main themes raised during the training include:

- Notions of the key concepts:
    - WIA and its four dimensions (school governance, teaching and learning, facilities and operations, community partnerships);
    - Climate change, its causes and its effects
    - UNESCO's actions in the areas of ESD and climate change education
- Role of facilitators in implementing the WIA, and the importance of communication in contributing to the approach
- Reinforcement of climate change education through its inclusion in school programmes
- Development and follow-up of a national peer training programme and the definition of the roles of facilitators and coordinators in peer training
- Follow-up and evaluation of the WIA according to its four dimensions
- Presentation of the main functions of the OTA.

Preparatory work

Participants were invited to prepare their participation in the training to optimize the exchange of experiences, difficulties encountered and lessons learned with the other participants, and to make it possible to adapt debates, to the extent possible, to the participants' needs.

For school facilitators, the preparatory work mainly involved examining the approach to climate change implemented in their respective schools. This informed their discussions and encouraged participants to share their experience during the training. It also encouraged an auto-evaluation, a requirement for each school participating in the project.

For national project coordinators, the aim of their preparatory work was to enable them to set the WIA to climate change within their national network and identify activities that could potentially help schools and school facilitators

in their individual and collective efforts to implement the approach. To this end, the national project coordinators have started to gather documents from the participating schools, such as:

- School environmental policy and strategy
- School organigram showing its various stakeholders
- Eco-plans detailing the schools' facilities and operations
- photos of "green" school buildings
- School procurement/purchasing policies (which could, for instance, encourage the purchase of local products, the respect for the environment and social responsibility)
- School guidelines on recycling and waste management
- Global action plan on climate change
- Any other document relating to the WIA to climate change.

Section 2: Interventions and group activities

2.1 Understanding the key concepts

Opening ceremony

- The opening ceremony of the ASPnet Training of Trainers on the whole-institution approach to climate change was introduced by *Mr Philippe Maalouf, the representative of the UNESCO Cluster Office in Rabat*. Mr Maalouf underlined the importance of the network to the project: "working with the network on this topic is a strategic choice. Distributed among 180 countries, the 11,000 or so associated schools concretely work towards UNESCO's values, two of which are sustainable development and quality education. As a driving force for innovation, the network truly has its place in the project to create a transformative momentum throughout the entire educational system."
- *Mr Mohamed Ben Abdelkader, Deputy Minister to the Head of Government responsible for the Reform of the Administration and Civil Service and Deputy Secretary-General to Morocco's National Commission for UNESCO*, thanked the participants, the national coordinators, the principals and the teachers. He stated "global warming is one of the major problems of our time. Without a stable climate, sustainable development is simply impossible." He added that it was "crucial that teachers acquire an accurate knowledge of climate change and its links with economic and socio-cultural problems", because educational systems advocate change.
- *Mr Malak Tazi, Deputy Director for Cooperation in Morocco's Ministry of National Education*, stressed that "the environment and sustainable development are cross-cutting and civic issues that, according to our strategic vision, should be addressed through basic learning, language classes, citizenship classes, school club activities and, more specifically, through extracurricular activities."

ASPnet and WIA to climate change

Ms Sabine Detzel, International Coordinator for ASPnet, briefly presented the context of the training – the "Today for Tomorrow" project – and ASPnet's place in the 2030 Agenda, as a driving force for innovation and quality education for ESD. She reminded participants of how the training would proceed, the way in which they would work (in plenary sessions and in group workshops) and the importance of developing an action plan for each country.

The concept of WIA and the role of facilitators

The trainer *Ms Dorcas Otieno* underlined the role of participants as peer trainers and national coordinators. She presented the principles and characteristics of adult education and the actions favouring successful adult training. She reminded participants that despite all existing differences, there was one common goal: ESD. She then presented the concept of WIA, its principles and its process, stressing the importance of the active, democratic participation of all stakeholders inside and outside of the school.

The participants formed groups to discuss the advantages of the WIA concerning climate action. Exchanges were rewarding thanks to the preparatory work carried out by participants before the training. These exchanges allowed to capitalize on and benefit from each person's experience, while asking the right questions as to what could be adapted and changed according to the context of each country to guarantee the full appropriation of the programme.

Climate change

During his speech, *Mr Hassane Belguenani, Senior programme specialist for natural sciences of the UNESCO Cluster Office in Rabat*, defined climate change as a rise in the planet's average temperature due to industrialization and in direct link to human activity. He focused on the reaction of the international community, mentioning the United Nations Framework Convention on Climate Change (UNFCCC), adopted in 1992, and the Kyoto Protocol, elaborated to reduce greenhouse gas (GHG) emissions caused by human activity. He underlined the two Conferences of the Parties to the United Nations Framework Convention on Climate Change (COP 21 and COP 22) held in Paris in 2015 and in Marrakech in 2016, respectively.

UNESCO and education for sustainable development (ESD)

Ms Elodie Khavarani, Project Officer at UNESCO Headquarters in Paris, defined the concept of ESD and presented the Sustainable Development Goals (SDGs), particularly SDG 4 on education, the Global Action Programme on ESD and its priority action areas. She underlined UNESCO's role and action in these areas, as well as good practices and current resources. A video was shown to highlight the crucial role of education in the fight against climate change, illustrating the reality of climate change, the importance of building the capacities of the populations most exposed to climate change and the need to develop a coordinated action plan.

Ms Khavarani invited participants to examine ESD in the context of each of the participants' country. The discussion time given to the participants allowed them to share their experience in each of their respective schools and countries, and exchange on how to rise to the challenges they had to face.

2.2 Putting WIA into action

Awareness-raising and communication

The trainer Ms Otieno reminded participants that facilitators had to play a leadership role in raising awareness and forming partnerships; from the school to the community and vice-versa. She stressed the importance of having a common goal and inclusive, effective communication to launch and conduct sustained work (clear elocution, enthusiasm and confidence, using visual supports in addition to speeches).

To circumvent any obstacles to effective communication, which could be physical, psychological and/or socio-cultural, the message communicated had to state the content of and reason for the change, the actions that the targeted public was to undertake so as to sustain the suggested change, and the solutions to consider if the change did not take place. A group exercise allowed each participant to practise motivating and convincing the school community to commit to the goal of reducing the impact of climate change.

Inclusive process and integration of the theme (facilitators)

The successful implementation of WIA requires the proactive participation of all the members of the school or institution. Each individual must gain knowledge and develop the skills needed to create a more sustainable society, be it the pupils, teachers, school administrators, non-teaching staff, parents, members of the local community or other actors around the school.

Ms Otieno demonstrated that every subject had the potential to integrate elements of the WIA to climate change. She underlined the importance of developing a curricular matrix to facilitate the integration of action against climate change. Examples of how to include the approach and elements of climate change in school programmes and extracurricular activities were shared. For instance, in mathematics - a subject with low potential for integration - it is possible to develop graphics illustrating the potential of green energy technologies to lessen the effects of climate change.

On the basis of their preparatory work, the facilitators exchanged on the ways to cultivate an inclusive, participatory environment. This enabled them to benefit from each other's experiences as to what could be adapted and changed, according to the context of each country and school, for them to wholeheartedly embrace the programme.

Progress status and national resources (coordinators)

During two group activities, the coordinators shared (1) their progress status and (2) the national resources available in each of the 13 countries participating (see the summary table below). These group activities also gave them the opportunity to discuss each country's strategy, priorities and challenges. The exchange generated a learning space where diverse experiences and unequal levels of progress merged.

Country	Situation	National resources
Cape Verde	• Support of the Ministry of Education (national priority 1) • Contact with the Ministry of Environment, United Nations agencies, and financial support from the United Nations Development Programme (UNDP). • Letters to the municipalities of the 10 schools • Gender component taken into account • Distribution of UNESCO documents and questionnaire, and meetings between facilitators and school principals Upcoming: National training on 29-31 May, Communications planned (community educational radio, press conference), Visits to schools.	• Good practices to systematize • Project documentation from the Ministries of Education and of Science • Translation of documents into Portuguese • Preparation of a PowerPoint on the project
Canada	• 3 priorities of the National Commission for UNESCO: youth, gender and reconciliation • Organization of summer camps on the issue of the inclusion of indigenous peoples • Contact with a non-governmental organization (NGO): Learn for Sustainable Development • Collaboration with UNESCO Chairs	• 1,000 free educational activities on climate change freely accessible online • Documentation from the Eco-Schools network, Green Schools and OXFAM Quebec
Costa Rica	• Contact with the dedicated ESD UNESCO Chair "Earth Charter" • Partnership with the private sector • Creation of a video clip illustrating pupils' work on the project Upcoming: Peer training planned for all associated schools	• Documentation from a pilot project: "The World of Children" • Development of a manual and a guide for teachers
Haiti	• Identification of the 10 participating schools • Distribution of a questionnaire adapted to WIA, and participation of parents and communities • Contact with the UNESCO Office in Port-au-Prince, municipalities and commitment of mayors Challenges: Funding, translation of the guide for teachers	• Lack of equipment or resources • Documentation from UNDP on disaster risk reduction and ESD • Documentation from "Youth Forum" and annual Rally of associated schools documents
Kuwait	• Identification of participating schools and facilitators Challenges: Lack of institutional commitment Upcoming: national training initially planned for 18-19 May postponed until the start of term	• School documents and resources • Use of the UNESCO Guide
Lao People's Democratic Republic	• Identification of the 10 participating schools • Scaling up involvement to other schools • Presence of a national strategy, a national committee and a Commission for climate change education • Teacher training on the themes of climate change and disasters • Lifelong learning for teachers and education personnel with the financial support of the Korean National Commission for UNESCO Upcoming: National training	• Translation of the Guide into Laotian, to be printed • Action plan of associated schools on recycling • Toolkit for students and teachers, guides and CD-ROMs on relevant themes

Mali	• Identification of the 10 participating schools • Development of an action plan and evaluation of behavioural changes • Partnerships with the local community and exchanges between schools and villages • Contact with the UNDP and the German Agency for International Cooperation • Call for sponsors (telecommunications companies, NGOs, private and public sector, etc.) • Organization of an open-doors day on climate change Challenges: Connectivity and communication problems, lack of means, difficulty to respect the gender component (1 female facilitator out of 20), work based on volunteering and personal investment of time and energy Upcoming: National training on 26-28 May 2017, Organization of competitions between schools, Optimization of the local radio by teachers and pupils in the local language and in French, Use of plays and sketches on climate change, Competitions between teachers	• National study on climate change • Limited resources, documentation available at the National Commission • Use of materials provided by UNESCO
Montenegro	• National Action Plan of the Ministry of Education • Exchanges and mentoring between participating schools • Development of a better strategy within schools Upcoming: National training on 30 May 2017, Art exhibition	• 2 interdisciplinary guides on the implementation of ESD • Translation and adaptation of the UNESCO Guide on climate change and the Guide for teachers • Documentation from Eco-School, CDs and interactive DVDs
Morocco	• Changes within the Ministry affected the coordination of the project and of ASPnet • Presence of an ESD department in the Ministry • Partnerships with the Ministry and associations Upcoming: National training end of May 2017, Production of a 7-10 minutes video	• Development of a kit containing 7 documents on sustainable development, climate change and climate migration • Translation and adaptation of the UNESCO Guide
Mozambique	• Presence of a strategy on sustainable development, and particularly on climate change and ESD, priority policies • Partnerships with United Nations agencies and the UNDP Challenges: Movement and communication difficulties (15 days delay for answers), Lack of institutional commitment	
Nepal	• Training on ESD for associated schools and teachers • Development of a programme on natural disasters Upcoming: National training	• Translation and adaptation of the UNESCO Guide • Booklet on the natural disasters programme
Tanzania	• Presence of a national strategy on ESD, but the concept remains theoretical for teachers • Climate change education is taught throughout all subjects and concrete activities • Inclusion of ESD in teacher training Challenges: Connectivity difficulties	• Documentation on WIA from Germany and Japan

Uganda	• Identification of the 10 participating schools and facilitators • Introduction of climate change in ASPnet summer camps • Organization of a meeting among the 10 schools • Support from the parents	• National climate change learning strategy for all educational institutions • Video on the effects of climate change by the National Commission • National strategy on ESD and report on climate change

2.3 Organizing the national training

Training development

The participants, divided into groups of facilitators and national coordinators, reflected on their role and defined several points to elaborate a training plan, and in particular the desired goals and results, a review of the activities needed to achieve the group of goals, methodology, content and structure, resources and supports, as well as monitoring and evaluation activities.
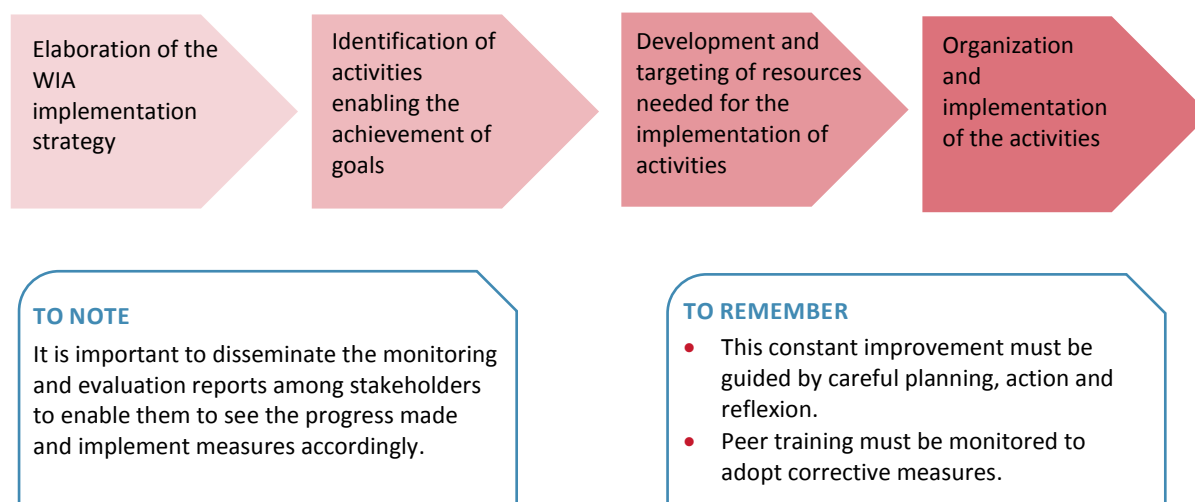
Monitoring and evaluation

Monitoring is achieved by observing the progress of an ongoing activity, comparing it to what had been planned and looking at whether activities are implemented in accordance with the initial plan. The monitoring system depends on the plan developed by each country, as these will vary according to the priorities and solutions envisaged to address problems caused by climate change. As for the evaluation, it is a continuous process used to evaluate the results, effects and impact of the project during and after its implementation, and against specific indicators.

Sustainability

To guarantee the sustainability of the project and the WIA in schools, the trainer Ms Otieno raised the question of methodology, and stressed the importance of consensus in the procedure to take to ensure a continuous improvement, guided by good planning.

STEPS

Elaboration of the WIA implementation strategy → Identification of activities enabling the achievement of goals → Development and targeting of resources needed for the implementation of activities → Organization and implementation of the activities

TO NOTE

It is important to disseminate the monitoring and evaluation reports among stakeholders to enable them to see the progress made and implement measures accordingly.

TO REMEMBER

• This constant improvement must be guided by careful planning, action and reflexion.
• Peer training must be monitored to adopt corrective measures.

2.4 Banking on resources and collaboration

Documentation and online platform

Ms Detzel presented the various UNESCO resources available to the participating countries, in particular the training script – and its annexes – specifically developed for the project, the educational methods to use, the monitoring and evaluation tool as well as OTA, the online Tool for ASPnet. She particularly encouraged participants to use OTA in the context of the project, as it would facilitate exchange of good practices and collaboration, as well as daily exchanges with the ASPnet Secretariat at UNESCO.

Techniques

The trainer, Ms Otieno, presented a technique to use during peer training: **role-playing**. She invited the participants to reflect on what could be a non-inclusive WIA during a role-playing exercise, and to analyse each person's role in that context and the environment created in order to draw learnings from it.

Good practices

To experience the good practices illustrating WIA, participants were provided with the opportunity to visit the an ASPnet school, the Abdelmoumen primary school. The visit enabled the group to observe activities linked to fighting climate change against the four areas of WIA. Before visiting the school, participants were divided into four groups. Each group was invited to focus on one of the four areas of WIA during the visit and to take notes that they would share afterwards.

With the means at its disposal, the school has committed to protecting the environment through awareness-raising activities by and for students and parents on climate change and sustainable development issues. It mobilizes, notably on a volunteering basis, teaching staff and parents' association, actively involved in the school's activities and management (cleaning of the school, for example).

Several awareness activities on environmental and ecological issues have been developed in the school, mainly aimed at raising awareness among the pupils. Activities, including arts and crafts and other artistic pursuits, consist of the planting of trees and plants, the breeding of animals (ducks and tortoises), the recycling plastic materials and water conservation. The examples below illustrate the action and activities carried out by the Abdelmoumen school in favour of climate and sustainable development.

Water conservation by harvesting used water

Use of the collected water to water trees and plants

Arts and crafts creations using recycled materials (plastic bottles and lids)

Environmental preservation charter for a healthy environment

Parcels in which seeds are planted and cultivated

Planting trees and plants

Poster: "Make your environment green and forget disease and medicine"

Poster: "Protecting the environment starts with fighting pollution"

Section 3: Fundamental takeaways

3.1 Implementing the project at national level

OUTREACH

- Ministries: Education, Environment
- National Commissions
- On-site United Nations agencies
- Local authorities, municipalities and town halls
- NGOs
- UNESCO Chairs
- UNEVOC Centres
- MAB
- Media: press, radio

EXCHANGE

- Carry out an initial, shared and consensual diagnosis
- Provide a Guidebook
- Organize inclusive competitions
- Develop twinning opportunities

CHALLENGES

- Education of youth at home
- Lack of means
- Lack of support at national level or from the school
- Communication difficulties
- Engagement of the community

SUPPORT

- Constant communication between and among project coordinators and school facilitators:
  - ✓ Mailing list
  - ✓ Telephone
- School
- Principal:
  - ✓ Letter informing of the project in transparency
  - ✓ Give an important role

RESOURCES

- Government
- UNESCO
- Private sector (sponsoring)
- NGOs and civil society
- Local or international expertise
- Community:
  - ✓ Parents and families
  - ✓ Municipality

3.2 The participants' takeaways

Draft peer training plan	Draft implementation and activities plan	Understanding of the key concepts	Materials, resources and ideas

Conclusion

UNESCO's Associated Schools Project Network (ASPnet) is one of the Organization's oldest and largest networks. It has continued to develop in more than 180 countries during the last six decades. Thanks to the commitment of all stakeholders and the mobilization of its different actors, it has helped to improve the quality of education by establishing new approaches and teaching and learning practices, including those linked to education for sustainable development (ESD) and the fight against climate change.

This training is part of the ASPnet project on the whole-institution approach to climate change. It enabled participants to develop skills in the fields of climate change and community mobilization in schools and communities, for sustainable development. The training aims to equip the whole school with the tools needed for all to adopt WIA and train other facilitators in the topic at a national level. The training concluded with a ceremony in which participants were handed certificates by the representative of the UNESCO Cluster Office in Rabat, Mr Philippe Maalouf, Ms Sabine Detzel and Deputy Director for Cooperation in Morocco's National Ministry of Education, Mr Malak Tazi.

The training also strengthens the work of ASPnet, which is based on cooperation and exchange of good practices. The seminar enabled participants, with their diverse backgrounds and experiences, to share their ideas, forge bonds, reflect on new approaches to teaching and to ESD, and develop an action plan on the whole-institution approach to climate change.

Find all the training documents on the collaborative space dedicated to the project on OTA, the Online Tool for ASPnet:

- Concept note
- Agenda
- List of participants
- Photo album
- Evaluation questionnaire
- Infographic: evaluation results