LEAD International
Inspiring leadership for a sustainable world

LEAD International: Learning from the British Council Climate Change Programme

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1.0 Introduction

Since December 2007, LEAD International (LI) has supported the British Council (BC) Climate Change programme by running nine different climate leadership and project development workshops in Indonesia, Japan, Thailand, The UK, Korea and Mexico.

2.0 Who is the Climate Change Programme for?

The BC Climate Change programme is a global programme with over 3,000 climate advocates (or "champions") in 60 countries. Climate Leaders are university students and young professionals from media, community (NGO / NPO), corporate, education, and government sectors who are committed to making a difference on the climate change issue. The age range is approximately 18-32.

3.0 Branding

The branding and design of the BC Climate Change Programme varied slightly depending on the region. In Asia Pacific the first workshop was called "Asia Young Leaders Climate Forum AYLCF"[1] and later branded as "Climate Cool"[2]. In Europe the programme is called "Challenge Europe"[3]. In 2010 the British Council in Latin America and the Caribbean region became the last region to roll out the climate change programme, calling it "Climate Generation"[4].

4.0 Aims of the programme

Despite the different branding, the aims of the BC programme are broadly the same everywhere[5]:

- To achieve understanding of the case for tackling climate change now;
- To establish relationships and networks which lead to action;
- To mobilise public pressure for progress on international agreements.

5.0 The LEAD Approach: Key Dimensions of the Workshops

To date LEAD has run 9 Climate Leader workshops for the British Council. Our approach to the design and delivery of the workshop is continuously evolving and has a number of key dimensions as follows.

5.1 Climate leader competencies

In order to help us make decisions about training content we developed a list of Climate Leader Competencies (see figure 1 below).

[1] http://www.youtube.com/watch?gl=GB&v=JqesLQ4ZTuE
[2] http://climatecoolnetwork.ning.com/
[3] http://challengeeurope.britishcouncil.org/
[4] http://www.britishcouncil.org/jamaica-climate-generation.htm
[5] http://www.britishcouncil.org/japan-science-climate-change-projects-climate-change-champion.htm

Figure 1 Climate Leader Competencies

Climate Leader Competencies		**Score**
Knowledge	• Climate change challenges and opportunities • Local / regional community and business needs and interests • Project management tools and techniques • Community and stakeholder engagement concepts and tools • Communication tools and techniques • Influencing and advocacy • Social Entrepreneurship	
Skills	• Vision, able to take a holistic view of climate change challenges • Project management cycle – initiate, plan, deliver, evaluate • Systematic approach to project management, project management tools and templates • Success criteria: impact, innovation, sustainability • Leading and managing projects • Ability to lead, manage and motivate a team • Ability to work with different sectors and cultures • Social entrepreneurship • Identifying and engaging stakeholders • Communications skills, advocacy and influencing • Persistence	
Self-Awareness	• Who am I? • What are my values? • What's my vision? • How innovative am I and how can I develop my ability to think more creatively? • What influence do I have? • How can I increase my area of influence? • What are my personal values? • Do I walk the talk?	

These competencies proved very useful when we were having conversations with the British Council about training content, what to include and how much emphasis to give a specific topic. Four of our most popular short skills modules were tried and tested with the BC Climate Change Programme: "Leadership for Climate Change", "Getting your message across", "Stakeholder and community engagement" and "Using digital media to promote leadership for sustainability".

Together with LEAD Europe's Eight Dimensions of Leadership, the Climate Leader Competencies in Figure 1 formed the basis of the 2010 LEAD Europe Twenty Competencies for Leadership for Sustainable Development. One of the benefits of LEAD's involvement in the Climate Change Programme is the cross fertilisation of training materials and concepts between the programme and a number of other LEAD International programmes and projects including LEAD Europe, UNEP and the International Sessions.

5.2 Emphasis on younger learners: managing expectations

The Climate Change workshops are designed for young leaders aged 18-32 who are likely to have high expectations in terms of training content and process design based on their experience of other training workshops. In effect, the programme targets the "YouTube" generation who more often than not are digitally literate, and this is very important from a design point of view. Young climate leaders are accustomed to watching video clips on demand that last no more than a few minutes. For this reason learning interventions need to be concise and creative to have a chance of "sticking" in the minds of participants and meeting the learning objectives.

In order to fully engage the participants, the focus of the workshops must be on the learners, and the training tools and methods must be participative, creative and challenging. Each workshop has a core curriculum, usually around climate leadership and project development. As far as possible, however, our aim is to give participants responsibility for their own learning and above all, opportunities to learn from each other. We also design workshops to encourage learners to give their full attention to listening, observing, questioning and thinking together. We do this by creating clearly defined spaces in the programme for high energy activities and also quieter moments for individual and group reflection. Creating end of day "base groups" facilitated by previous participants worked very well, particularly in larger groups where quieter participants might find it difficult to make their voice heard. The purpose of the "base groups" is to provide a safe space where participants can share their thoughts and feelings about the day and ask questions. The "base groups" help to "incubate" leaders in the group so that members of the group may take responsibility for leading discussions as their confidence grows.

The "Stickiness Factor"

How to make the learning "stick" when working with culturally diverse groups of young people is a challenge. Some of the training tools and methods we use to engage participants with different learning styles and preferences are:

- "Pecha Kucha" presentations which encourage participants to share their passions, knowledge and experience with each other while practicing their presentation skills http://www.pecha-kucha.org/

- Video clips that explore climate change challenges and opportunities, effective communication and advocacy and influencing skills
- Storytelling which serves a number of different purposes including sharing information about different cultures, climate change, and leadership challenges. Storytelling enhances participants' communication skills and helps to build the team
- A focus on how to use digital media to develop team projects collaboratively on-line. This is essential where project teams members live in different countries
- Visual, verbal and physical games and problem solving activities with a slightly competitive element including
    - Shields or crests which allow participants to share their values, their objectives, what they want and what they have to share
    - Actors' games which encourage movement and break down barriers
    - Word games which help people to remember names. This is particularly important in cross cultural groups where not everyone is comfortable speaking in English
    - Bingo, tailored to the training content e.g. leadership, ethics and values
    - Art and drawing exercises: asking participants to create an image that represents leadership or climate change to them. Or showing participants photos and paintings and asking them to make connections with leadership and climate change
    - Problem solving games like "The Zin Obelisk" which test leadership, communication and knowledge management skills
    - "Washing lines", where people hang out their ideas on a washing line
    - "The Front page", where participants create a newspaper front page that tells the story of the previous day.
- **Learning logs: capturing learning LEAD** encourages participants to complete a learning log at the end of each day to help them remember what they learned. LEAD provides a simple learning log template designed to help participants capture their thoughts and feelings. Sometimes participants do this in their base groups and share their reflections with each other. This process encourages participants to take responsibility for what they have learned. People are usually surprised how much they have learned.

5.3 Training Curriculum in a box: portable skills modules

The title, aims and content of each workshop was discussed and agreed in advance with the British Council project managers. Initially the core modules were “Leadership for Climate Change”, “Project Development and Management” and “Train the Trainer”. Over time we added “Getting your Message Across”, “Compelling Presentation Skills”, “Influencing and Advocacy Skills”, “Social Entrepreneurship”, “Developing Partnerships and Networks” and “Using Digital Media to Promote Leadership for Climate Change”. Having a number of self-contained skills modules enabled us to tailor the content of each programme to different training specifications. It also increased our adaptability and flexibility in the field where sometimes we had to react quickly to unforeseen local factors and developments. The design of each programme took account of a range of different factors including the number of participants, their needs and profile (age, country, language, knowledge and experience), the location, the opportunities to engage with local stakeholders, the number of training days and the budget. For an example of a climate change workshop schedule please see Appendix 6.3. This workshop was unusual in that there were few external site visits.

5.4 Focus on deliverables

The focus of all the workshops (except the 2008 Train the Trainer workshop in Bogor) was on project development and delivery. During the workshops, participants are expected to develop a practical and realistic project proposal that can be delivered and ideally scaled up across the region. Most but not all participants arrive at the workshops with a project proposal or an idea for a project which they share with the group and develop further during the week. Sometimes participants had an opportunity to present their ideas to local stakeholders from business, government or academia. This was an added incentive to clarify their chosen aims, objectives and methodology.

5.5 Peer to peer learning: towards a sustainable network

One of the three aims of the Climate Change Programme is to “establish relationships and networks which lead to action”. Involving previous participants in the delivery of workshops helped to achieve this aim and contributed to the creation of a sustainable network of climate leaders in Asia and the Pacific. To do this we ran a three day Train the Trainer workshop in 2008 in Bogor, Indonesia which gave participants the skills and confidence to deliver the core skills modules that we had developed specifically for the programme. In this instance the modules were “Climate Leadership” and “Project Management”. An unexpected outcome was that one of the participants helped LEAD International to deliver a Challenge Europe workshop in 2010.

5.6 Cascading the learning: making the programme sustainable

This approach was further developed in Mexico in 2010 where the training specification was for a "Train the Trainer" workshop that would enable British Council Staff and partner organisations in Latin America and the Caribbean to cascade the training in different countries.

One of the main outputs from this workshop was a template for a two and half day Climate Leaders workshop that can be delivered by British Council Staff and Partner organisations in Latin America and the Caribbean (See Figure 2).

Figure 2 Train the Trainer Schedule

The key elements of the curriculum are:

- Leadership and climate change
- Project development and management
- Engaging stakeholders
- Using Digital Media to promote your project
- Networking
- Measuring your global footprint

5.7 Participants' Workbook: A practical resource for the future

One of the main resources that we developed for the Climate Change Programme is a participants' workbook that contains practical information about the core curriculum, as well as a number of supplementary self assessment questionnaires, tools and templates that participants can complete either before or after the workshop. The workbook is designed to be a learning resource to which participants can add in the future. The contents list in Appendix 6.4 illustrates the scope and content of the workbooks. The workbooks were updated and adapted to each workshop.

6.0 Conclusions: Key Learning for LEAD International

Being involved in the British Council Climate Programme has given LEAD International an opportunity to connect with a large number of inspiring climate leaders in Asia Pacific, Europe and Latin America and the Caribbean. Some of the things we have learned about delivering climate leader workshops include:

- Plan systematically and engage as many stakeholders in the design of the schedule as possible
- Learn as much as you can about the participants before the workshop
- Manage participants' expectations
- Be clear about the essential competencies for climate leaders
- Ensure that the design of the workshop is learner focused, and allows participants to take responsibility for their own learning
- Ensure that the design of the workshop creates opportunities for learners to share their existing knowledge and skills with their peers
- Select training tools and methods that are participative, creative and appropriately challenging
- Ensure the schedule balances learning from doing with time for reflection
- Be flexible during the workshop and be ready to adapt the schedule to address feedback from the participants
- Refer to the workbook regularly so that participants can see a connection between the curriculum and the workbook
- Use plain English
- Take backup materials to use should the schedule be interrupted for any reason
- Do not rely on having an internet connection
- If using video clips download them in advance and take them with you on a stick.

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6.0 Appendices

6.1 A Complete List of Workshops

To date LI has delivered nine climate change workshops for the British Council:

1. 3-7 December 2007, Bogor, Indonesia – "Asia Young Leaders Climate Forum (AYLCF)"
2. 20-29 August 2008, Bogor, Indonesia – "Train the Trainer" (3 days) and "Project Management and Leadership Workshop" (5 days)
3. 11-15 March 2009, Shonan Village, nr Tokyo, Japan – "Climate Cool, Project Management and Leadership Workshop"
4. 12 August 2008, London, UK – "English Advocates"
5. 23-25 October 2008, Birmingham, UK – "Challenge Europe: Great Britain Advocates' Workshop"
6. 12 – 18 October 2009, Khao Yai, Thailand – "Climate Leaders: Release Your Creative Powers"
7. 25-29 March 2010, Seoul, Korea – "Japan / Korea Climate Champions: Leadership and Project Development Workshop"
8. 18-21 June 2010 Ammerdown, UK – "Challenge Europe: Leadership and Project Management Workshop"
9. 5-9 July 2010 Mexico City, Mexico "Climate Generation: Leadership, and Project Management Train the trainer workshop"

6.2 British Council Climate Change Programme on YouTube/Face book

Asian Young Leaders Climate Forum Indonesia 2007
http://www.youtube.com/watch?v=JqesLQ4ZTuE

"Becoming a leader" Korea 2009
http://www.facebook.com/video/video.php?v=402594176282&ref=mf

6.3 Example Schedule: Japan/Korea Climate Leaders' Workshop 25-29 March 2009

Day 0 24th March WEDNESDAY	DAY 1 25th March THURSDAY	DAY 2 26th July FRIDAY	DAY 3 27th July SATURDAY	DAY 4 28th July SUNDAY	DAY 5 29th July MONDAY
Delivery team planning meetings	Welcome and introduction	Buddy Groups Night thoughts Pecha Kucha (x 4)	Buddy Groups Night thoughts Pecha Kucha (x 4)	Buddy Groups Night thoughts Pecha Kucha (x 4)	Buddy Groups Night thoughts Pecha Kucha (x 4)
	Introductions • Getting to know each other Making the most of the programme • Working and learning together • Setting up a monitoring and feedback group Introduction to Pecha Kucha • Demonstration • Top Tips	The Leadership Odyssey: • Exploring leadership styles and preferences The Project Management Cycle • Carousel Ten top tips Leadership theory and models • Input • Pair work • Personal developme nt plans	Presentations from three speakers Different perspectives on climate change • Arguments for and against • Ten facts you should know	Monitoring and evaluating your projects EK • Why do this? • Tools and methods • Agreeing SMART objectives • Aims, outputs, milestones, and outcomes Cross cultural collaboration • What does leadership mean in our countries?	Developing project proposals • Pair and group work • Refining and planning • Presenting ideas
	Lunch	Lunch	Lunch	Lunch	Lunch
	The Zin: team task • Exploring project management and leadership Communications Presentation	Getting the message across • Creating compelling messages for different audiences • Theory and practice	Climate Change debate • Two teams • Preparing the arguments for and against • Making the case • Group debate	Developing and maintaining our network • Introduction to social media EK	Review and evaluation • Individual learning objectives • Personal development plans • Next steps
	Lecture: RaeKwon Chung (Korea climate change Ambassador)	Pecha Kucha x 4	Pecha Kucha x 4	Pecha Kucha x 4	Closing Circle
	Buddy Groups Reflection time Learning logs	Buddy Groups Reflection time Learning logs	Buddy Groups Reflection time Learning logs	Buddy Groups Reflection time Learning logs	Participants depart
	Evening meal	Evening meal	Evening meal	Evening meal	
Welcome Dinner	Pecha Kucha x 4	Storytelling evening (tbc)	To be confirmed (Tbc)	Cultural Evening	

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