Training Course

Climate Change Education Inside and Outside the Classroom

Hotel Tiéti, Poindimié, New Caledonia
27-30 October, 2014

REPORT ON THE TRAINING COURSE
Background

Between January and May 2013, a training course for secondary school teachers on “Climate Change Education Inside and Outside the Classroom” was developed by Dr Lausanne Olvitt, Senior Lecturer in the Environmental Learning Research Centre, Rhodes University and Dr Gillian Cambers, Co-Director of the Sandwatch Foundation. The preparation of this course was supported by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) through the Section for Small Island Developing States and the Section for Education for Sustainable Development. The course was developed in the context of UNESCO’s Climate Change Intersectoral Platform project “Climate Change Education for Sustainable Development in Africa and Small Island Developing States (SIDS) and Coastal Regions: Building excellence through teacher education”.

The course combines elements from UNESCO’s Climate Change Education for Sustainable Development Course for Teachers with the Sandwatch programme’s methodology (measure, analyse, share and take action - MAST) and has been developed specifically for educators in African coastal regions and Small Island Developing States (SIDS). These regions are especially vulnerable to the impacts of climate change and the challenges it raises for the wellbeing of people and the ecosystems on which they depend. The course supports a range of educators, most especially secondary school teachers, but also teacher educators, curriculum developers and community educators, to teach about climate change in ways that reflect the principles of education for sustainable development (ESD).

The objectives of the course are to:

- Stimulate and support the integration of education for sustainable development (ESD) approaches in pre- and in-service teacher education courses, in cross-curricula classroom practice, and in non-formal (community-based) learning programmes.
- Support educators to take local, contextualised action to mitigate and especially to adapt to climate change.

The aims of the course are to:

- Introduce educators to the MAST (measure, analyse, share and take action) application of ESD in the context of climate change.
- Incorporate rigorous scientific knowledge and ethical reflection into climate change adaptation and mitigation approaches and measures in small islands and coastal regions.
- Provide an outline course and supporting documents which educators can use to develop Climate Change ESD programmes, activities or materials specific to their professional and social-ecological context.

This report describes the fourth roll-out of the course dedicated to the Pacific region, which took place at Hotel Hotel Tiéti in Poindimié, New Caledonia from 27 - 30 October 2014. The course has already been piloted for the African region at Rhodes University, Grahamstown, South Africa, from 8-11 October 2013, and at Hotel PestanaTropica, Praia, Santiago,Cape Verde, from 20-23 November 2013, as well as for the Caribbean region at Hotel Bellevue, Boca Chica, Dominican Republic, from 26 – 29 May 2014. After having been piloted in these 3 regions, the course will be finalised and will be made available electronically.

Participants

The 28 participants came mainly from SIDS in the Pacific Ocean, the Maldives in the Indian Ocean, and from New Caledonia and comprised primary, secondary and tertiary level teachers, school principals, teacher trainers, educators and curriculum developers from ministries of education, and community educators from non-governmental organisations (NGOs). The list of participants is presented as Annex 1.
Agenda

The course consists of three modules and was delivered over a four day period. Module 1 presents some local and global perspectives on climate change and its impacts, as well as giving a background to climate change science and ESD. Module 2 introduces the participants to the Sandwatch approach and includes a field trip which allows participants to investigate past changes and future climate change scenarios at a local beach location. Module 3 provides an opportunity for participants to build on the materials and activities presented and develop an educational intervention that they will undertake on return to their home countries. The agenda for the four day course is presented as Annex 2.

Delivery of the CourseThe course was delivered in English, with documents and power point presentations in English and French. Whispering translation in French was also provided. An article on the course published (in French) in the national newspaper is shown in Annex 5.

Traditional gift giving ceremonies were organized with the local Chiefs as well as with the President of the North Province to welcome and close the workshop.

The training course was opened on 27 October by Ms Khalissa Ikhlef, Associate Climate Specialist, Small Islands Indigenous Knowledge Section, UNESCO. She welcomed the participants and thanked the workshop hosts from the North Province of New Caledonia, who also sponsored part of the workshop.

As part of the course introduction, Gillian Cambers described some of the ongoing climate change education activities ongoing in the Pacific region being led by national governments, regional and international organisations. This course aims to build on these existing and ongoing efforts and to provide a perspective on climate change education both inside and outside the classroom and through the lens of education for sustainable development.

Traditional gift giving ceremony with the local Chiefs
Following this, the participants introduced themselves and outlined their expectations for this course. This was followed by a circle sharing activity during which participants had the opportunity to share their personal experiences and knowledge of climate change.

The circle sharing activity proved a useful way for participants to exchange views on climate change

After the presentations and activities relating to climate change impacts and ESD, there were some interesting discussions about the types of education learners need to cope with climate change. In particular, participants emphasised the need for:

- A holistic approach to climate change education whereby climate change is integrated into all aspects of the curriculum and at all levels. (There was also discussion that this course, while initially designed for secondary school teachers, could be adapted for all levels of teaching).
- Open ended and investigative education
- An ethical and proactive approach to climate justice
- A focus on the school and home environment

Module 1 concluded with presentations and activities on climate change science and distinguishing between adaptation and mitigation.

During the delivery of module 2 the context changed from the global to the local level. After a presentation and activity relating to the Sandwatch approach, participants were informed about past changes in the beach at Poindimié by Mr Patrick Afchain, Engineer in charge of the Coastal Investigation Project for the North Province of New Caledonia. He presented some useful information comparing the beach in 1897 with the beach in 2006. The map/photo comparison showed there had been little change in the size of the beach. This finding was further discussed (and in some cases challenged) by some local residents who came on the morning of 29th October to share with workshop participants their observations over recent decades.

The field trip to Poindimié Beach, adjacent to the Hotel Tiéti, took place on 29th October, and the participants divided into three groups to study different sections of the beach. They then observed and measured different aspects of the beach to gain an insight into past and future changes. On return from the field trip, participants worked in small groups to prepare key statements about how the beach had changed in the past and prepared scenarios and levels of confidence into how the beach might change in the future as a result of climate change.
Field trip activities: Measuring the beach

The third module was presented on the final day of the workshop and after a presentation and discussion contextualising the activities from Modules 1 and 2, participants worked individually with a planning template to prepare a specific educational intervention that would be implemented on their return home. A brief outline of each participant’s proposed intervention is presented as Annex 3.

Course Evaluation

At the end of the course, participants completed an evaluation and the results are presented as Annex 4. The questions which related to the organisation, content, relevance and delivery of the course were rated high to very high, between 5 and 7 (the top score being 7) by more than 80% of the participants. In response to the question relating to the participants’ competence to implement the education intervention on their return home, 90% of the participants rated the course high to very high (5-7).

Some constructive comments on how the course could be improved are presented below:

- The course could have benefited from “…more demonstration on how you can apply aspects of the course into different areas of education.”
- “The workshop only concentrated on the use of scientific knowledge in relation to climate change. It might be better if another workshop is particularly done in the Pacific on the use of indigenous knowledge in relation to climate change.”
- The sharing of ongoing teaching practices in individual countries “… would have helped us learn from each other create constructive dialogue among the participants.”
# Annex 1
## Training Course
Climate change education inside and outside the classroom
**Hotel Tiéti, Poindimié, New Caledonia**

### 27-30 October, 2014

<table>
<thead>
<tr>
<th>Names</th>
<th>Departure Country</th>
<th>Title / Position</th>
<th>e-mail addresses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms Katherine Tatari MITCHEL</td>
<td>Cook Islands</td>
<td>Teacher - Cross Curricular Delivery Years 7-11, HOD Social Studies and Peu Maori</td>
<td><a href="mailto:tatari.mitchell@nukutere.edu.ck">tatari.mitchell@nukutere.edu.ck</a></td>
</tr>
<tr>
<td>Mr Orauamai I Te Maki PAIO</td>
<td>Cook Islands</td>
<td>Head of Department of Agriculture and Horticulture</td>
<td><a href="mailto:sopao@oyster.net.ck">sopao@oyster.net.ck</a></td>
</tr>
<tr>
<td>Ms Yolanda JOAB</td>
<td>Federated States of Micronesia</td>
<td>Senior Trainer and Head of Sub-Office at International Organization for Migration-Micronesia (IOM).</td>
<td><a href="mailto:vjoab@iom.int">vjoab@iom.int</a></td>
</tr>
<tr>
<td>Mr Mesake RAWAIKELA</td>
<td>Fiji</td>
<td>Education Lecturer</td>
<td><a href="mailto:rawaikela_m@usp.ac.fj">rawaikela_m@usp.ac.fj</a></td>
</tr>
<tr>
<td>Mr Sumiran Deo PRATAP</td>
<td>Fiji</td>
<td>Principal Education Officer, Suva District</td>
<td><a href="mailto:sumiran.pratap@govnet.gov.fj">sumiran.pratap@govnet.gov.fj</a></td>
</tr>
<tr>
<td>Ms Thérésa, Lorenza M’BOUERI</td>
<td>France/New Caledonia</td>
<td>Former Director, Tourism office, New Caledonia</td>
<td><a href="mailto:lorenzamboueri@live.fr">lorenzamboueri@live.fr</a></td>
</tr>
<tr>
<td>Mrs</td>
<td>Ane TEIAUA</td>
<td>Kiribati</td>
<td>Professional Development Coordinator</td>
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</tr>
<tr>
<td>Mr</td>
<td>Teeta KABIRIERA</td>
<td>Kiribati</td>
<td>Curriculum Development Officer for Science, CDRC, Ministry of Education</td>
</tr>
<tr>
<td>Ms</td>
<td>Aminath MOHAMED</td>
<td>Maldives</td>
<td>Science Curriculum Developer</td>
</tr>
<tr>
<td>Ms</td>
<td>Hannah LAFITA</td>
<td>Marshall Islands</td>
<td>Director of Curriculum, Instruction and Assessment, Ministry of Education</td>
</tr>
<tr>
<td>Ms</td>
<td>Sharon Dawn KAM</td>
<td>Nauru</td>
<td>Early Curriculum Manager, Education Department</td>
</tr>
<tr>
<td>Ms</td>
<td>Maryanne PalemiaDeve TALAGI</td>
<td>Niue</td>
<td>Campus Co-ordinator, USP</td>
</tr>
<tr>
<td>Mr</td>
<td>Tevita Robertson FAKAOSI</td>
<td>Tonga</td>
<td>In Country Coordinator for Tonga, Pacific Centre for Environmental and Sustainable Development, USP</td>
</tr>
<tr>
<td>Ms</td>
<td>Lorraine Alene TELLEI</td>
<td>Palau</td>
<td>Teacher of Math, Science, Music, Art and Health</td>
</tr>
<tr>
<td>Ms</td>
<td>Laumata Pauline MULITALO</td>
<td>Samoa</td>
<td>School Teacher, Biology</td>
</tr>
<tr>
<td>Mr</td>
<td>Tamosoalii SAVAISE</td>
<td>Samoa</td>
<td>Teacher and Curriculum Officer</td>
</tr>
<tr>
<td>Mr</td>
<td>Moses ASITARAU</td>
<td>Solomon Islands</td>
<td>In-Country Project Coordinator (ICC), Pacific Centre at USP for Environment and Sustainable Development and European Union Global Climate Alliance Project</td>
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<tr>
<td>Ms</td>
<td>Betty VAVE</td>
<td>Tuvalu</td>
<td>Acting School Supervisor</td>
</tr>
<tr>
<td>Mrs</td>
<td>Elvie TAMATA</td>
<td>Vanuatu</td>
<td>In-service Unit Manager teaching development to teachers.</td>
</tr>
<tr>
<td>Ms</td>
<td>Annette THEOPHILE</td>
<td>Vanuatu</td>
<td>Science Lecturer at Ministry of Education of Vanuatu. Coordinator of second chance training at USP. Curriculum writer in science and health</td>
</tr>
<tr>
<td>Mr</td>
<td>James MELTERES</td>
<td>Vanuatu</td>
<td>National Secondary Curriculum Coordinator at the Ministry of Education</td>
</tr>
<tr>
<td>Mrs</td>
<td>Lady POUYE</td>
<td>New Caledonia</td>
<td>Chief, Sustainable Development Department, Province Nord</td>
</tr>
<tr>
<td>Mr</td>
<td>Ludovic LEVY</td>
<td>New Caledonia</td>
<td>Boarding school educator, Province Nord</td>
</tr>
<tr>
<td>Mr</td>
<td>Gilles REISS</td>
<td>New Caledonia</td>
<td>Department of education (PN)</td>
</tr>
<tr>
<td>Mrs</td>
<td>Audrey HENRY</td>
<td>New Caledonia</td>
<td>Chief training centerTouho (PN)</td>
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<tr>
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</tr>
<tr>
<td>Ms</td>
<td>Vanessa MONTAGNAT</td>
<td>New Caledonia</td>
<td>Department of education, government of New Caledonia</td>
</tr>
<tr>
<td>Mr</td>
<td>Patrick AFCHAIN</td>
<td>New Caledonia</td>
<td>Engineer in charge of Coastal Plan for Province Nord</td>
</tr>
<tr>
<td>Mr</td>
<td>Julien BARRAULT</td>
<td>New Caledonia</td>
<td>Environnemental association (PN)</td>
</tr>
<tr>
<td>Ms</td>
<td>Khalissa IKHLEF</td>
<td>France</td>
<td>Associate Programme Specialist, Small Islands and Indigenous Knowledge Section, UNESCO</td>
</tr>
<tr>
<td>Ms</td>
<td>Gillian CAMBERS</td>
<td>Fiji</td>
<td>Co-Director, Sandwatch Foundation</td>
</tr>
<tr>
<td>Ms</td>
<td>Lausanne Laura OLVITT</td>
<td>South Africa</td>
<td>Senior Lecturer, Environmental Learning Research Centre, Rhodes University</td>
</tr>
</tbody>
</table>
Training Course
Climate change education inside and outside the classroom
Hotel Tiëti, Poindimié, Hotel Tiëti, Poindimié, New Caledonia
27-30 October, 2014

Module 1 Detailed Agenda

Day 1

8.30 - 10.00 Course Orientation
- Welcome and housekeeping
- Group Introductions
- 1.1 Presentation: Course Overview

10.00 - 10.20 Morning Tea

10.20 - 12.30 Climate Change: Local and Global Perspectives
- 1.2 Activity: Circle Sharing
- 1.3 Activity: Some Climate Change Stories
- 1.4 Handout: Climate Change Impact Descriptions for Africa & SIDS

12.30 - 1.30 Lunch

1.30 - 3.30 ESD as a response to climate change in Africa and SIDS
- 1.5 Presentation: ESD as a response to climate change in Africa & SIDS
- 1.6 Handout: An Introduction to Education for Sustainable Development
- 1.7 Handout: Climate Change & Education for Sustainable Development
- 1.8 Handout: The Focus of Climate Change Education
- 1.9 Activity: Educational Approaches

3.30 - 3.45 Afternoon tea

3.45 - 4.30 Future climate change scenarios?
- 1.10 Activity: Future Scenarios

4.30 - 5.00 Wrap-up Day 1, looking ahead to Day 2
Day 2

8.30 - 9.00  Group discussion on Day 1 matters

9.00 - 10.00 Basic Sci climate change
  - 1.11 Presentation: Climate Change Basics
  - 1.12 Handout: Climate Change Basics

10.00 - 10.20 Morning Tea

10.20 - 12.30 Climate Change: adaptation, mitigation
  - 1.13 Activity: Adaptation or mitigation?

12.30 - 1.30 Lunch

End of Module 1

Module 2 Detailed Agenda

Day 2

1.30-3.00 Exploring Sandwatch
  - 2.1 Presentation: Exploring Sandwatch
  - 2.2 Activity: Exploring Sandwatch Small Group Discussion

3.00-4.15 Field Trip Preparations
  - 2.3 Notes: Field Trip Logistical Guidelines
  - 2.4 Presentation: Field Trip Preparations (this includes information about the activities to be undertaken during the field trip)
  - 2.5 Activity: Field Trip Preparatory Work

7.30-9.00 Evening Activity (Optional)
  - Demonstration of Sandwatch International Database
  - Review selected Sandwatch training videos that cover different types of measurements
  - Participants share other beach-related and environmental activities in which they have been involved.

Day 3

8.00-2.00pm Field trip: Travel to/from beach location, complete field activities, picnic lunch
In small groups and at different sections of the beach:
  - Observation, record taking, preparation of a group sketch map and discussion of issues at the beach section (~1.5 hours)
  - Conduct the pre-prepared survey of residents/beach users’ views of how the beach has changed (~1 hour)
  - Conduct beach width measurements at 3 places along the selected beach length (~30 minutes)
  - Picnic time (~1 hour)

2.30-4.30 Reviewing Past Changes & Building Future Scenarios
Module 2

2.6 Presentation: Reviewing Past Changes & Building Future Scenarios
2.7 Activity: Reviewing Past Changes & Building Future Scenarios Small Group Discussion

4.30-5.00 Using the Sandwatch International Database
- 2.8 Presentation: Sandwatch International Database
- 2.9 Activity: Using the Database to Enter Field Trip Data

End of Module 2

Module 3 Detailed Agenda

Day 4

8.30 - 10.00 Preparing a classroom activity
- 3.1 Presentation: Lesson Planning for Climate Change
- 3.2 Handout: Case Studies of Classroom-based Climate Change and Environmental Interventions

10.00 - 10.20 Morning Tea

10.20 - 11.00 Choosing an Educational Intervention
- 3.3 Activity: Choosing an Environmental Intervention

11.00 – 12.00 Developing your educational intervention
- 3.4 Activity: Developing your education intervention
- 3.5 Handout: Planning template

12.00 - 1.00 Lunch

1.00 - 3.30 Developing your educational intervention continued
- 3.6 Handout: Guidelines for Post – Course Feedback

3.30 - 3.45 Evaluation

3.45 –4.00 Closing

End of Module 3
## Annex 3: Summary of Proposed Education Interventions

<table>
<thead>
<tr>
<th>Country</th>
<th>Participants</th>
<th>Nature of the Planned Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cook Islands</td>
<td>Katherine Tatari MITCHEL</td>
<td>Use the Sandwatch approach with high school years 7-11 to understand more about waste management on beaches</td>
</tr>
<tr>
<td>Cook Islands</td>
<td>Orauamai I Te Maki PAIO</td>
<td>With Form 7 students to study the water quality and riparian strip along the waterways</td>
</tr>
<tr>
<td>Federated States of Micronesia</td>
<td>Yolanda JOAB</td>
<td>Prepare 5 lessons to review pattern of landslides in Kosrae, read landslide comic, review climate change rainfall projections, field trip and conduct mini-landslide experiment</td>
</tr>
<tr>
<td>Fiji</td>
<td>Mesake RAWAIKELA</td>
<td>Integrate aspects of the CCESD workshop into teacher training (This will depend on the new curriculum which is at present being reviewed by the Ministry of Education).</td>
</tr>
<tr>
<td>Fiji</td>
<td>Sumiran Deo PRATAP</td>
<td>Hold a workshop with curriculum development unit officers to integrate climate change into all aspects of the curriculum and not just the one or two being used now,</td>
</tr>
<tr>
<td>Kiribati</td>
<td>Ane TEIAUA</td>
<td>Teacher Professional Development training on ESD (including the Sandwatch approach) as a response to climate change.</td>
</tr>
<tr>
<td>Kiribati</td>
<td>Teeta KABIRIERA</td>
<td>Hold a 1-2 day workshop with curriculum developers for years 5-6 to include elements of climate change and coastal erosion in curriculum materials (in a framework of ESD and Sandwatch)</td>
</tr>
<tr>
<td>Marshall Islands</td>
<td>Hannah LAFITA</td>
<td>Meet with Curriculum Science Specialist to organise a 2-days workshop with the primary school science teachers to introduce and practice the Sandwatch (MAST) approach</td>
</tr>
<tr>
<td>Nauru</td>
<td>Sharon Dawn KAM</td>
<td>Together with curriculum teachers at primary and secondary levels make a presentation on the Sandwatch MAST approach.</td>
</tr>
<tr>
<td>Niue</td>
<td>Maryanne PalemiaDeve TALAGI</td>
<td>Work with a community to help them prepare for and recover from the impacts of a natural disaster, e.g. cyclone and drought.</td>
</tr>
<tr>
<td>Tonga</td>
<td>Tevita Robertson FAKAOSI</td>
<td>Train community trainers on the MAST approach to be responsible citizens in relation to waste management and climate change</td>
</tr>
<tr>
<td>Palau</td>
<td>Lorraine Alene</td>
<td>Scientific experiment on ocean acidification with primary school class.</td>
</tr>
<tr>
<td>Country</td>
<td>Participants</td>
<td>Nature of the Planned Intervention</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Samoa</td>
<td>Laumata Pauline MULITALO</td>
<td>Work with science department teachers so that they have a better understanding of climate change</td>
</tr>
<tr>
<td>Samoa</td>
<td>Tamasoalii SAVAISE</td>
<td>Train science and geography teachers and year 9 students on the Sandwatch (MAST) approach</td>
</tr>
<tr>
<td>Solomon Islands</td>
<td>Moses ASITARAU</td>
<td>Train community trainers on the MAST approach to be responsible citizens in relation to waste management</td>
</tr>
<tr>
<td>Tuvalu</td>
<td>Betty VAVE</td>
<td>At a workshop for school leaders and teachers in January 2015, for years 7-13, improve lesson planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>relating to climate change including scientific basics, field trip, identification of a topic, and preparation of a lesson plan</td>
</tr>
<tr>
<td>Vanuatu</td>
<td>Elvie TAMATA</td>
<td>Integrate aspects of ESD into the teacher training course for Year 1.</td>
</tr>
<tr>
<td>Vanuatu</td>
<td>Annette THEOPHILE</td>
<td>Work with 3rd year science trainees to collect traditional knowledge relating to climate change in their villages and to relate scientific knowledge with traditional knowledge</td>
</tr>
<tr>
<td>Vanuatu</td>
<td>James MELTERES</td>
<td>With teachers and curriculum writers integrate aspects of the CCESD course to achieve better learning</td>
</tr>
<tr>
<td>New Caledonia</td>
<td>Audrey HENRY</td>
<td>Start a Sandwatch programme on one beach and as the “taking action” take erosion measurements and plant mangroves behind the beach</td>
</tr>
<tr>
<td>New Caledonia</td>
<td>Vanessa MONTAGNAT</td>
<td>One week training for teachers using an investigative approach and the MAST approach, and incorporating ridge to reef concepts, in July 2015. Initial activity will be to meet with colleagues and give a presentation.</td>
</tr>
<tr>
<td>New Caledonia</td>
<td>Gilles REISS, with several other participants</td>
<td>Several of the New Caledonian participants proposed to collaborate to hold field classes in the North Province, mainly the Kounac islets, to i) use investigative MAST approach with different habitats from the coral reef to the forest, and ii) develop targeted pedagogical tools by combining this CCESD course with Agenda 21 to further raise awareness and train teachers and NGOs on climate change adaptation and the principal of sustainable development</td>
</tr>
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</table>
Annex 4 Course Evaluation

Twenty-five (25) participants completed the evaluation form.

<table>
<thead>
<tr>
<th>The course was well structured</th>
<th>The course was poorly structured</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
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</table>

6 people gave the highest rating of 7
6 people rated 6
4 people rated 5
3 people rated 4
5 people rated 3
1 person rated 2

<table>
<thead>
<tr>
<th>The activities gave me the confidence that I can apply the knowledge in my work</th>
<th>The activities did not give me confidence that I can apply the knowledge in my work</th>
</tr>
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<tbody>
<tr>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>

5 people gave the highest rating of 7
11 people rated 6
5 people rated 5
2 people rated 4
2 people rated 3

<table>
<thead>
<tr>
<th>I found the Sandwatch Manual useful</th>
<th>I did not find the Sandwatch Manual useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
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</tbody>
</table>

13 people gave the highest rating of 7
5 people rated 6
6 people rated 5
1 person rated 4

<table>
<thead>
<tr>
<th>I learnt things that will be useful to my classroom</th>
<th>I did not learn things that will be useful to my classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>

9 people gave the highest rating of 7
9 people rated 6
4 people rated 5
1 person rated 4
(2 people left this question blank)

<table>
<thead>
<tr>
<th>The facilitators made the material enjoyable</th>
<th>The facilitators did not make the material enjoyable</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>

5 people gave the highest rating of 7
8 people rated 6
5 people rated 5
7 rated 4
I am confident that I can implement the activity I planned in Module 3
☐ ☐ ☐ ☐ ☐ ☐ ☐ I am not confident that I implement the activity I planned in Module 3

12 people gave the highest rating of 7
7 people rated 6
5 people rated 5
1 person rated 4

I would recommend this course to my colleagues ☐ ☐ ☐ ☐ ☐ ☐ ☐ I would not recommend this course to my colleagues

13 people gave the highest rating of 7
6 people rated 6
4 people rated 5
1 person rated 4
1 person rated 3

Do you have any further comments or feedback about any aspects of the training?.

- Financial welfare of participants be improved next time
- Thank you!!
- Completing three modules in four days is too short. No too much time for questioning. Please next time, have this kind of training for 2 weeks. Thank you.
- Use of adult learning principles. More demonstration on how you can apply aspect of the course into different areas of Education.
- Lausanne has been great with her presentation considering her lack of knowledge of Pacific Island states.
- We needed more time on some activities but due to time constraints things seemed to be in a rush.
- Incidental allowances should be paid to participants prior to their departure from countries. Some of us stopped for transit for more than 5 hours but didn’t have anything to eat because of lack of cash.
- The sharing of what we do at our place could be shared a bit more so we can learn from each other. The strategies that we follow so it will help the participants to communicate and it will create dialogue constructive dialogue among the participants. The facilitators were good in general, enjoyed the workshop. Thank you.
- Copies of notes and presentations could be given on a flash/USB. Everything is fine/flexible and not too stressful to participants. Keep up the good work.
- It would be much better if the workshop also covers the use of indigenous knowledge in relation to climate change so that participants can share all these knowledge to their various communities. The workshop only concentrated on the use of scientific knowledge in relation to climate change. It might be better if another workshop is particularly done in the Pacific on the use of indigenous knowledge in relation to climate change.
- Translation takes up time.
- Sandwatch can be translated into waterwatch/coastal watch.
- Welfare issues (funding) could have been better.
- A difficult area with language/currency/communication problems. Better logistics should have been provided.
- I found that in the same way doctors make the worst patients, that teachers/educators make the worst students. I felt that sometimes the facilitators lost control and some parts weren’t well planned for or organized such as when dialogue needed to be translated from English to French or vice versa. Wanted to learn more science about climate change rather than just the basics.
- I was looking forward to learning all of Sandwatch (cause it’s new) including use database but I learnt from other participants that we did skipped other activities concerning Sandwatch. Plus the language thing (French → English) was a turn off and very frustrating especially when I wanted to learn more about the database and Sandwatch.
- Need at least one day before the workshop and after the workshop for health reasons.
- The arrangement for the workshop needs improvement. There should have been more groundwork conducted prior to the training in the Pacific islands. Per diems were always paid to participants whenever there is such a workshop. The food was poorly arranged, there should have been better option available.
- The travelling arrangements could have been done better by allowing time for participants to rest before the training and after the training. Resource materials could be better prepared before the workshop with hard copies and soft copies for participants.
- Thoroughly enjoyed the introduction of the workshop. Group work activities were enjoyable, learning from each other. Other than other hiccups (travelling expenses) it was well-implemented and facilitated. Merci beaucoup!

FRENCH:
- Besoin de traduction simultanée plus efficace. (Need more efficient simultaneous translation).
- pb de Traduction/ Anglais/Français.
- C’était dommage que l’onaipaseu de traduction simultanée en Français. (It wasa pity that wehave not hadsimultaneous translationinFrench)
- C’était vraiment dommage d’avoir compris la moitié des choses à cause du language (Anglais). C’était pratiquement impossible d’échanger des idées avec nos voisins du Pacifique. (It was a shameI understandhalf the thingsbecauseof thelanguage(English). It wasvirtually impossibleto exchangetheideaswith ourPacific neighbours.)
- Faire plus de Terrain/ possibilité d’approfondir la théorie.
Annex 5: Article on the course in the national newspaper