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**Training the trainers – an important step in the training strategy for the
SEEA**

(for discussion)

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Background

Recent events resulted in an increased demand for training on the System of Environmental Economic Accounting. These events included: (a) the adoption of the System of Environmental Economic Accounting 2012 (SEEA) Central Framework as an international statistical standard by the United Nations Statistical Commission (UNSC) in February 2012; (b) the endorsement by the UNSC in February 2013 of the implementation strategy for the SEEA Central Framework; (c) the encouragement for countries to test the SEEA Experimental Ecosystem Accounting; (d) the recognition of the SEEA as the statistical framework in support of several policy frameworks (e.g. green economy/green growth, natural capital accounting and WAVES partnership, the poverty and environment initiative of UNDP and UNEP, etc.). The increasing demand for training could not be met with traditional methods of regional or sub-regional workshops and in countries mission.

The purpose of this paper is to outline a specific aspect of the training strategy which envisages three steps. The first step involves the development of technical materials, such as the implementation guide, standardized presentations, technical notes on specific topics, exercises. The second step involves the training the trainers to ensure that trainers are familiar with the technical material and carry out the training in the most effective and interactive way. The third step involves the development of E-learning after the technical materials and techniques and strategies to carry out the training have been tested by the trainers. This paper focuses on the second step of the training strategy.

Goals for Training of Trainers

The Training of Trainers is not intended to prescribe how potential trainers will conduct the workshops they are leading in individual countries. The rationale for this flexibility is partially driven by the differences among the trainers but also relates to differences between the countries where they are conducting the training and the audiences attending the training. Given the differences in the specific structure of any particular training, the Training of Trainers should focus on developing the identified trainers to be facilitators with technical knowledge of the SEEA and diagnostic tool who create a productive learning environment for workshop participants, and equipping these trainers with a solid set of skills and materials. As such, four key goals for the Training of Trainers are:

- (1) Technical understanding of the SEEA and diagnostic tool
- (2) Development of facilitation skills
- (3) Awareness of instructional design processes and benefits
- (4) Provision of materials in a central, online repository and ability of trainers to understand and access these materials

These goals are described in detail below as components of the Training of Trainers. When developing both the components and the list of potential trainers, the various audiences for the workshops are important to keep in mind. These would include:

- (1) Compilers
- (2) Users
- (3) Senior Managers in National Statistical Offices

Compilers are those who will be using various data sources to populate the environmental-economic accounting tables. Users will take the information inputted into the accounting tables and apply the outputs, or indicators developed from the outputs, to selected policy priorities. The first wave of training workshops will be technical in nature and focus on those compiling and using the environmental-economic accounts. Senior managers in National Statistical Offices will have a specific interest in the statistical production processes that need to be in place for compiling and using the environmental-economic accounts. The second wave of training workshops will target these senior managers and focus on how to integrate environmental-economic accounts and supporting statistics into statistical production processes, including discussion of necessary legal and institutional changes. Each of these user groups will require and expect to attain different learning objectives through participation in the Training of Trainers.

Proposed Components of Training of Trainers

(a) Technical knowledge of the SEEA and diagnostic tool

The Training of Trainers will consist of a review of the SEEA, diagnostic tool, and time for discussion of these items. This component of the Training of Trainers should not be designed to provide detailed SEEA instruction but should instead provide a forum for those who have worked with SEEA and the diagnostic tool or conducted SEEA workshops to share their experiences with the group. Given the potential role of the diagnostic tool in these workshops, any specific content delivery in the Training of Trainers should likely focus on working through this product. The goal of this portion of the Training of Trainers would be to confirm that all potential trainers feel comfortable with the SEEA and diagnostic tool at a technical level.

(b) Facilitation skills

The trainers leading the workshops on the SEEA implementation will need to do more than simply deliver a lecture to participants. In fact, the success of the training may in part be judged by the relative balance of time that the trainer is speaking compared with the participants. As such, developing facilitation skills is a critical component of the Training of Trainers. The trainers selected to lead the workshops should be able to manage group dynamics and assist participants in meeting their desired learning objectives through review of the appropriate content. Given the varied groups participating in the training, facilitation skills will be key to ensure that all country

participants leave the workshop with strategies for environmental-economic accounting that will work within their administrative structure and specific circumstances.

(c) Instructional design

The design and delivery of the materials is important to ensure that participants remain engaged in the learning process throughout the workshop. By reviewing and discussing key points in instructional design, the Training of Trainers will help the potential trainers (and those compiling the materials described under “d” below) ensure that instructional materials are targeted to the appropriate audience and responsive to the needs of the learners. The ADDIE model is one frequently applied to questions of instructional design. This model consists of five steps: (1) Analysis, (2) Design, (3) Development, (4) Implementation and (5) Evaluation. Various modifications and elaborations of this model are also available.

Given the varied audiences described above, learning objectives will need to be developed that are specific for each workshop. Those designing or selecting instructional materials will need to consider what is appropriate for each workshop based on the specified learning objectives. Following each workshop, evaluation of the training materials will be key to ensuring success with future audiences. The focus of the Training of Trainers on instructional design will ensure that trainers keep these principles in mind when approaching the planning of a regional, sub-regional, or national workshop.

(d) Materials for Training of Trainers

A set of materials will be prepared for the trainers to use in their activities. These materials will include presentations, tabletop exercises, and specific examples of completed accounting tables. The materials should be uploaded to an easily accessible central repository for the trainers to access as needed. As described above, some effort will be necessary to ensure that materials meet the objectives of the specific workshop and audiences and that the materials are updated based on evaluation from workshop participants.

Materials should include:

- (1) Presentations on the SEEA, ranging from introductory material to review of compilation of specific accounts
- (2) Implementation Guide for the SEEA Central Framework
- (3) Exercises for participants to complete, including the diagnostic tool
- (4) Workshop evaluation forms
- (5) Facilitation and instructional design presentations (to be uploaded following the Training of Trainers)

An initial compilation of materials through coordination with members of the London Group on Environmental Accounting will provide a first set of potential workshop documentation for consideration. Ahead of the Training of Trainers some effort will be

necessary to provide a suggested set of materials geared toward the specific audience types. For some specifically focused workshops, such as those focused on statistical production processes, it may be necessary to reach out to an audience broader than those involved in environmental-economic accounting (e.g., presentations used for implementation of the System of National Accounts). The training and development consultant hired to organize and lead the Training of Trainers would provide presentations on facilitation skills and instructional design that could serve as a useful reference for trainers following completion of the Training of Trainers.

Identification of Potential Trainers

Potential trainers for the workshops may come from (1) the pool of experts and consultants who are familiar with environmental-economic accounting (2) from within countries that will be leading the sub-regional clusters (3) from quality assurance and statistical production divisions within National Statistical Offices. These trainers will range in expertise, but some effort should be made to seek people who are already familiar with the SEEA and its implementation strategy. Given the potentially large number of trainers needed for implementation, however, it may be necessary to recruit some who are less familiar with SEEA and provide additional SEEA training outside of (and ideally before) the Training of Trainers to ensure a sufficient knowledge base when beginning the Training of Trainers.

Organization of Training of Trainers

Professional training and development consultants will be selected to facilitate the Training of Trainers. These consultants will determine the exact format and structure of the Training of Trainers, but a two- to three-day workshop is currently envisioned. The majority of the workshop would likely focus on components (b), (c), and (d) described above (facilitation skills, instructional design, and provision of materials). Some participants will have greater experience in facilitation and/or instructional design and the Training of Trainers should bring those experiences out for discussion and review. Participants should leave the workshop with understanding of key concepts regarding facilitation skills and instructional design and a familiarity with the materials available to address the different potential audiences.

Proposed Timeline for Training of Trainers

The Training of Trainers would take place in the first half of 2014. Identification of a training consultant for the Training of Trainers, selection of potential trainers, and compilation of draft sets of materials will occur in the second half of 2013. The London Group meeting in November 2013 will provide an opportunity to review progress on these tasks.

Proposed UNCEEA Actions

Given the multiple steps involved in preparing for completion of a Training of Trainers by mid-2014, the UNCEEA should establish a subcommittee on training and development composed of country and institution representatives to organize and coordinate the planning activities. This subcommittee (composed of perhaps 10 representatives) would have the overall near-term role of providing technical and logistic support for an initial Training of Trainers, by ensuring preparation of training materials for the SEEA implementation, developing the list of potential trainers for participation in the Training of Trainers, and overseeing the work of a professional consultant from the training and development field. The consultant will be responsible for developing the agenda for the initial Training of Trainers (based on objectives to be confirmed by the UNCEEA subcommittee) and leading the initial Training of Trainers. The consultant's work would include development of materials for the Training on Trainers (with the exception of the technical SEEA presentations). As indicated below, the Terms of Reference for this consultant should be developed by the subcommittee.

The subcommittee will provide monthly reports on its progress to UNCEEA and the UNSD secretariat. Once the first Training of Trainers is complete, the subcommittee may have a long-term role in supporting further trainings by gathering materials generated in future workshops and reviewing evaluation forms to determine any potential changes required or concerns raised. Depending on the direction of UNCEEA following the initial Training of Trainers, the subcommittee could continue to work with the consultant to modify training materials and deliver additional Training of Trainer workshops.

Proposed specific tasks for this subcommittee and associated proposed deadlines (in parentheses) would include:

- (1) Agreement on objectives of Training of Trainers and drafting of work plan with timeline for completing Training of Trainers by mid-2014 (August 31, 2013)
- (2) Development of Terms of Reference (based on (1) above) for a consultant to be charged with organization of Training of Trainers (September 30, 2013)
- (3) Determination of funding available for conducting Training of Trainers meeting and hiring training and development consultant (September 30, 2013)
- (4) Request for proposals from professional training and development consultants (October 15, 2013)
- (5) Review of consultant proposals and associated budgets for conducting Training of Trainers (October 31, 2013 – November 30, 2013)
- (6) Selection of consultant (December 31, 2013)
- (7) Collection of materials from UNCEEA members that will form initial set of workshop presentations (e.g., SEEA Overview, SEEA-Water, SEEA-Energy) (June 2013 – December 2013)
- (8) Review of available tabletop exercises from prior workshops and generation of new exercises to provide practical experience with SEEA accounting tables (June 2013 – December 2013)
- (9) Initial categorization of materials collected by relevance to different potential workshop audiences (January 31, 2014)

- (10) Finalization of SEEA Central Framework Implementation Guide as reference for potential trainers and for potential use in workshops/distribution (August 1, 2013)
- (11) Development of list of potential trainers for participation in Training of Trainers (October 31, 2013)
- (12) Coordination with consultant in confirmation of objectives and development of agenda and materials for Training of Trainers (February 2014 – April 2014)
- (13) Initial Training of Trainers workshop (May 2014)

One of the first tasks of the subcommittee (as described in (1) above) would be determination of a timeline that ensures completion of the Training on Trainers by the first half of 2014. This committee should likely be established by early to mid-summer 2013 to allow for timely completion of the tasks and the initial Training of Trainers.