



Knowledge and Capacity Building Products (KCP) Proposal

Policy and Capacity Development

I. General Information

KCP Title:

Phase I: Climate Friendly Education (CFE)

OPUS Number:

RG-T2046

Date of Proposal:

7/14/2011

Linked to project:

Team Leader / Unit:

NASLUND-HADLEY, EMMA INGRID - SCL/EDU

Peer Reviewer 1:

BIEHL, MARIA LORETO

Peer Reviewer 2:

NETTO DE A. C. SCHNEIDER, MARIA E.

Joint Proposal:

INE/ECC, INE/ENE, KNL

Proposed amount, without counterpart in USD equivalent (enter whole number only): USD 600,000

Must match total of budget table on section VI, and of OPUS

Proposed amount including counterpart (if applicable) in USD equivalent:

USD 600,000

Proposed Fund:

Sustainable Energy and Climate Change Fund

Unit of Technical Responsibility:

SCL/EDU

Unit of Disbursement Responsibility:

SCL

Execution:

Bank

Letters of Request available (or equivalent)

No

Doc# (IDBdocs):

Non-objection available:

No

Doc# (IDBdocs):

Execution period: 24 months

Disbursement period: 30 months

Required Start Date: 11/28/2011

Please provide justification why the Bank is the Executing Agency:

This is a regional TC that requires Bank coordination. Given that the CFE initiative benefits all 26 regional member countries, the Bank is the natural executing agency of the KCP. The Bank's experience from developing and managing the Carbon initiative and portal makes it well positioned to also lead the development of the CFE initiative.

Beneficiary Countries:

All countries

Beneficiary entity: Schools throughout LAC

Sector: EDUCATION

II. KCP Type

Origination

Originated in client: KCP is the result of clients' demands.

The client may require to address a current public discussion, an advice to draft a law or a regulation, support for policy analysis and formulation, a capacity improvement for the execution of a recently approved program, an analysis of a public policy or private sector problem, or generate consensus around a specific issue.

Scope

Short term purpose:

Demand for this KCP has an immediate, short-term scope, possibly drawing from knowledge and experience that is readily available.

III. Alignment of the KCP proposal with IDB's Institutional Priorities (GCI9).

1. Social Policy for Equity and Productivity Education

3.1 Explain how the knowledge produced with this KCP will be used (policy advice, institutional strengthening, input for programming and strategy, pipeline development, input for other KCPs):

The KCP will create a complete climate friendly education package that can be integrated into school curricula at both the primary and secondary levels. The KCP would also generate a Green School Toolkit to help schools provide a healthy learning environment while conserving energy and water. A second phase will finance a comprehensive web-based dissemination strategy with packages that will be made available to schools throughout the Latin American and Caribbean (LAC) region.

IV. OBJECTIVES, EXPECTED RESULTS AND ACTIVITIES (Maximum 4 pages)

4.1 Describe the challenge that this KCP addresses (e.g. policy, institutional, technical):

The challenge addressed by this KCP is to correct the lack of knowledge about climate change and to encourage positive change in young people. Although responding to climate change is an Institutional Priority of the Bank and strengthening knowledge and capacity building on the subject is a component of the IDB Climate Change Strategy (Section 4A), no steps have been taken to include climate change education into school curricula. According to a Gallup poll from April 2011, 56% of Latin Americans believe that climate change is the result of human activities, a high percentage relative to other geographic regions, but a full 23% responded that they do not know about the issue. Therefore, it is imperative that measures taken for adaptation to and mitigation of climate change causes are accompanied by educational initiatives in the subject.

4.2 Describe lessons learned from previous similar KCP:

There is little precedent of climate-change education in Latin America. Some UN agencies are supporting schools in the integration of climate change into the curricula. However, the education work remains ad hoc and is not yet widely recognized by the education and climate change communities. The Bank has previously supported regional policy and capacity development as well as outreach and dissemination activities to strengthen awareness and capacities in the private and public sectors (RG-T1835). The Bank has also supported climate change awareness and capacities of financial institutions (RG-T1844). However, climate change education activities have until now been limited to the piloting in one country of a few didactic tools for primary education (PE-T1155).

4.3 State the KCP objectives:

The overall objective is to expand the climate change agenda in LAC to promote education as a tool to enhance adaptive capacity and ensure that lifestyles and livelihoods are climate-friendly. The specific objectives are to contribute to: (i) greater interest among students in sustainable development and climate change and better information about how natural environments function and how individuals can manage their behavior and ecosystems to live sustainably; (ii) knowledge of teachers about how to change their pedagogical practices to foster learning about sustainable development and climate change through both formal and informal curricula; and (iii) interest of education policy makers to help schools and school systems integrate climate change into the curricula and ensure that schools are environmentally sustainable and carbon neutral.

4.4 State the KCP expected results:

The KCP will result in a Climate Friendly Education (CFE) package, including a curriculum, an interactive website for teachers and students, and a Green School toolkit that will be made available to schools throughout LAC. In addition, education sector counterparts will receive information and training on how to integrate these tools into education programs. In 2012, a second KCP will be approved (Phase II) that will finance the promotion of the new materials among LAC students, teachers and schools, making them more aware of climate change issues and better prepared to engage in climate change response.

4.5 Provide a description of the main outputs and related activities expected to be carried out:

Component 1. Development of a curriculum and didactic materials for climate friendly education. The KCP would develop and/or adapt and validate tools for teaching and learning about how natural environments function and how behaviors can be managed to live sustainably. The curriculum and didactic materials created would emphasize five areas highlighted by UNESCO's climate change education plan: the environment (what it is, why we protect it), climate change (its causes and consequences), disaster preparedness and response (based on the association between climate change and disaster incidence), the unique perspectives and vulnerability of indigenous and islander populations, and an applied section on how students can take action in their communities. The curriculum will consist of two separate parts for the primary and secondary levels. The didactic materials will be inquiry-based in their approach.

Component 2. Green schools with environmental strategies. There are thousands of schools in LAC and ensuring that they are environmentally sustainable and carbon neutral is one way that education policy can contribute to climate change mitigation. The KCP would include the development/adaptation of concrete "toolkits" (based on e.g. the Cool California School Toolkit) that school districts, teachers and students can use to take action. Toolkits would include information about how to reduce the carbon footprint of the schools, with activities for both students and teachers to perform and tips on how to promote climate-friendly habits, like turning computers and lights off when not in use and recycling. The toolkits would also assist schools in developing environmental strategies that go beyond limiting emissions to promote sustainable development and positive learning environments more broadly.

4.6 Identify the main audience or expected users of knowledge generated or disseminated by this KCP

The audience for the knowledge generated will be school districts, students, teachers and policy makers that make decisions regarding the implementation of curricula in Latin America.

4.7 Additional technical information

If necessary, in an appendix please provide further technical details that you consider relevant to evaluate the technical quality of this KCP. Appendix Doc#(IDBDocs):

V. KCPs RESULTS FRAMEWORK. Main Outcomes and Outputs.

5.1 Results Matrix:

Please, in the first column fill in each outcome indicator with the relevant outputs. You can use the table of indicators here attached.

Results Matrix

	Unit	Baseline		Year 1		Year 2		Expected Completion Date	Data Source
		Value	Year	Planned	Actual	Planned	Actual		
CFE Package	Number	0	2011	1		0		9/30/2012	Consultancy Product
Green School Toolkits	Number	0	2011	2		0		9/30/2012	Consultancy Product

Note: Please note that this outcome and output indicators will be the input for the PMR and will be monitored in the Quarterly Business Review.

VI. BUDGET (*):

6.1 Budget should be presented by outputs or groups of outputs (for example: three publications, three conferences, seminars or workshops; one database; one survey; two training courses), and the relevant activities. Total available funds from counterpart sources should be reported. Use whole numbers only.

Costs	Project Cost – IDB Financing					Counter-part Resources	Other Financing
	Year 1		Year 2	Total request			
	Consult.	Travel (consultants only)	Other				
Component 1. Climate Friendly Education Package	200,000	50,000	0	50,000	300,000	0	0
• 1 CFE Package	200,000	50,000		50,000	300,000		
Component 2. Green School Toolkit	100,000	50,000	0	50,000	200,000	0	0
• 1 Green School Toolkit	100,000	50,000		50,000	200,000		
Miscellaneous	0	0	100,000	0	100,000	0	0
• Miscellaneous			100,000		100,000		
Sub-total	300,000	100,000	100,000	100,000	600,000	0	0
	Monitoring and evaluation						
Total	300,000	100,000	100,000	100,000	600,000	0	0

Approximate value of in-kind counterpart

6.2 Describe the source and type of counterpart resources

The KCP will benefit from work of students and teachers throughout the region who participate in the competition and use the portal.

6.3 Types of Consultants: Firms or individuals and main activities/outputs:

Type: Individual or Firm (if available)	Nationality (if available)	Estimated Cost	Main Activities / Outputs
Individual	n/a	300,000	Develop, adapt, translate and validate CFE curriculum and tools
Individual	n/a	200,000	Develop, adapt, translate and validate a green school toolkit

VII. Bank costs:

For the Bank's internal purposes, please provide information in Bank costs associated with the execution of this KCP:

7.1 Bank staff participation in KCP:

Staff Name	Bank Unit	FTEs
DENGEL, CRISTINA G.	KNL/002	0.1
ODELL, VICTORIA	SCL/EDU	0.1

PAREDES, JUAN ROBERTO	INE/ENE	0.1
CARDENAS, SUSANA ROSARIO	INE/ECC	0.1
COX, CLAUDIA Y.	SCL/EDU	0.1
CHRISTOFF TAGWERKER	INE/ECC	0.1
FABIAN KOSS	IMG/DVL	0.1
SAEZ, BERNARDITA	LEG/SGO	0.1
NASLUND-HADLEY, EMMA INGRID	SCL/EDU	0.2

VIII. Risks:

Fill-out the KCP's Environmental Screening and Classification using this link to the [Environmental Screening and Classification Toolkit](#). Then save it in IDBDOCS and record its number in the box below (*):

[36285382](#)

8.1 Implementation Risks:

The risks related to this KCP are low and largely limited to the duplication of activities of knowledge products. To avoid this risk, this KCP is based on collaboration among entities of the Bank engaged in climate change and has established alliances with other organizations that have initiated the promotion of climate friendly education at the international level. The activities are design to build on existing work, avoiding duplication, and supporting the work generated by other divisions by the Bank and outside actors.

8.2 Please identify key environmental and social risks and impacts, and the strategy to address them:

The activities that will be supported aim to strengthen pedagogical practices and will not have any negative environmental effects. As regards the social impact of the operation, the knowledge produced is expected to lead a significant positive impact on the use of education to combat climate change.

IX. Coordination with other MDBs

9.1 Summarize collaboration or coordination with other MDBs, donors and other strategic partners (if any):

The Bank is coordinating with UNESCO and the KCP aims to support the de facto implementation of the climate friendly education plan developed by this agency.

X. Monitoring and evaluation plan.

Fill-out the KCP's Development Effectiveness Matrix (DEM) using this link to the PCD [DEM template](#). Then save it in IDBDOCS and record its number (*): [36362690](#)

10.1 Summarize the basic elements of the Monitoring and Evaluation plan, including key activities and associated budget:

In the future, the aim is to promote the use of the Climate Friendly Education Package and the Green School Toolkit in Bank-financed operations. The hope is that the impact of these instruments on climate change knowledge and attitudes would be evaluated through the regular program evaluations.

10.2 Exceptions to Bank policies:

None.

10.3 Contractual Clauses:

Standard bank procedures for contracting will be followed (GN-2349-9 and GN-2350-9).

Terms of Reference Doc#(IDBDocs): [36362672](#)

(*) All documents saved in IDBDocs must have read permissions granted to the group DOCS Users