

# The Caribbean Educator's Guide to Sustainable Energy Education and Awareness

*Working together to usher in an era  
of sustainable economic development  
in the Caribbean region*



Organization of  
American States



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Prepared by:



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American States

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# Executive Summary

A country's energy resources affect nearly every aspect of its economic development. This is true for all countries, but is particularly crucial for those in the Eastern Caribbean, where most energy resources are imported and the high cost of modern energy services directly affect national development.

It has become clear that utilizing renewable energy and increasing energy efficiency play a pivotal role in mitigating climate change, enhancing energy security, and moving toward sustainable economic development.

In support of these, the Organization of American States (OAS), through its Department of Sustainable Development (DSD), is executing a four-year initiative funded by the European Union (EU) called the Caribbean Sustainable Energy Programme (CSEP). CSEP is jointly implemented by the Caribbean Community (CARICOM) Secretariat, the Caribbean Electric Utility Services Corporation (CARILEC), and the Renewable Energy and Energy Efficiency Partnership (REEEP), in close association with various Caribbean agencies, such as the Organisation of Eastern Caribbean States (OECS) Secretariat and the Caribbean Renewable Energy Development Programme (CREDP), which receives financial support from the government of Germany.

Since its inception in 2008, CSEP has endeavoured to improve market conditions in its participating countries with the ultimate goal of accelerating said countries' prompt transition to cleaner, more sustainable energy use. These countries include Antigua and Barbuda, Grenada, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, the Commonwealth of the Bahamas, and the Commonwealth of Dominica. The OAS/CSEP project team has contributed to the advancement of this objective by helping to establish a national

energy policy (NEP) and/or national sustainable energy plan (NSEP) in each participating country as a means of articulating each nation's plan to incorporate sustainable energy solutions in its overall energy matrix.

The establishment of NEPs in participating countries necessitated a multi-tiered CSEP consultation process during which the need for a citizenry that understands and places significant value on the role of energy sustainability was identified and subsequently indicated as one of the NEPs' objectives:

To provide educational programmes relating to energy sector issues, particularly regarding energy conservation, energy efficiency and the use of renewable energy sources. adapted from *Saint Vincent and the Grenadines, National Energy Policy, First Edition*

In addition, CSEP has fulfilled its mission to develop strong ties with the local institutions responsible for selecting, managing, and promoting sustainable energy programmes and projects. Through these relationships, CSEP has participated in the establishment of the Regional Coordinating Unit based in Saint Lucia and responsible for supporting the establishment and strengthening of energy desk offices in each participating country.

These offices are housed in government ministries responsible for energy and climate change policy-making. The project team also undertook technical training (via study tours, workshops, seminars, and forums) to energy sector stakeholders related to renewable energy and energy efficiency (i.e. utility company managers, relevant government personnel, and Bureau of Standards officials). Training was also extended to educators and curriculum officers from the ministries of education with the goal of raising awareness and providing instructions on how to share said knowledge in a pedagogical setting.

As one of its core actions, CSEP aims to attract relevant individual and institutional stakeholders from each of the aforementioned countries with opportunities that will not only support their use of sustainable energy, but encourage further development. This goal places further emphasis on an already mentioned priority: addressing education and awareness in each participating nation. As a result, CSEP and its partners, including Egis International (EI), have established the Caribbean Energy Education and Awareness Programme (CEEAP). CEEAP is proposed as an extension of the European Union-funded initiative CSEP, which is expected to conclude in April of 2013.

CEEAP's implementers recognised, through consultation with key stakeholders, that developing and appending an independent sustainable energy component to the existing formal educational curriculum would be an impractical means of helping the Caribbean satisfy its immediate need for a citizenry that understands and supports a regional movement toward sustainable energy; so during the consultation phase, CEEAP devised a more effective strategy, which involves integrating the relevant energy-related information into topics that already exist in the curriculum. To this end, teacher training programmes and text book amendment were identified as viable first steps.

It is imperative that the issues of sustainable energy, and energy efficiency and conservation reach the top of the Caribbean islands' national agendas – particularly as the subjects of education and awareness campaigns – given the fact that the islands have a particular vulnerability arising from their dependency on imported fuels and the concomitant local and global environmental damages. It is our strong belief that the Caribbean would benefit from residents who are well informed about the region's specific energy needs and characteristics. Once a desirable level of awareness is achieved, each nation will have an informed citizenry that can be held accountable for its own energy consumption attitudes and practices.

This bodes well for the region's energy future because accountability often serves as a catalyst for responsible action. Energy education and awareness strategies are critical for building such beneficial knowledge and attitudes among individuals and institutions.

The need for national strategies for energy conservation and sustainable energy education was identified as a pressing deficit in CSEP-participant countries. In the absence of these, it is predicted that ad hoc initiatives will arise, likely resulting in a disjointed series of activities that have a negligible collective impact. When approaching environmental education, governments, through their ministries of education, environment and energy, may find it beneficial to assume a leadership role in developing a framework and policy that support national sustainable energy education objectives.

The following publication presents, in a consistent and comprehensive manner, the fundamentals of a regional programme entitled Caribbean Energy Education and Awareness Programme (CEEAP).

CEEAP is primarily concerned with reinforcing the institutional and pedagogic capacities of the ministries of education, energy, and environment in CSEP-participant countries with the overarching goal of educating the upcoming generations as it concerns the mitigation of climate change, the enhancement of energy security, and the movement toward sustainable economic development – the achievement of which are all attendant upon an acute awareness of the importance of using energy responsibly. With this objective in focus, the Programme is set to execute an education and awareness campaign entitled Learn and Save, which targets public institution students and teachers at upper primary and lower secondary levels while indirectly engaging a secondary target group consisting of ministerial officers, parents, and other social actors participating in the education sector.

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Figure 3: Communication and awareness campaign implementation scheme.



# ACRONYMS

APUA	Antigua Public Utilities Authority
BEC	Bahamas Electricity Corporation
BNT	Bahamas National Trust
BREEF	Bahamas Reef Environment Education Foundation
CCA	Caribbean Conservation Association
CDB	Caribbean Development Bank
CFL	Compact Fluorescent Lamp
CARICOM	Caribbean Community Secretariat
CARILEC	Caribbean Electric Utility Services Corporation
CARIMAC	Caribbean Institute for Media and Communication
CREDP	Caribbean Renewable Energy Development Project
CSEP	Caribbean Sustainable Energy Program
CXC	Caribbean Examination Council
DOMLEC	Dominica Electricity Services Limited
EAG	Environmental Awareness Group (of Antigua and Barbuda)
EMAP	Energy Management Action Plan
GEF	Global Environmental Facility
GRENLEC	Grenada Electricity Services Limited
IDB	Inter-American Development Bank
IEC	Information, Education, and Communication Programme
KAP's surveys	Knowledge, Attitudes, and Practices (KAP) surveys
LUCELEC	St. Lucia Electricity Services Limited
NEPs	National Energy Policies
NEVLEC	Nevis Electricity Company
OAS	Organization of American States
OECS-ESDU	Organization of Eastern Caribbean States – Environment and Sustainable Development Unit
OPAAL	Protected Areas and Associated Sustainable Livelihoods
OECS-SEPs	Sustainable Energy Plans
SKED	St. Kitts Electricity Department
UNDP	United Nations Development Program
UNEP	United Nations Environmental Program
VINLECSt.	Vincent Electricity Services Limited

# SECTION 1.

## CEEAP IMPLEMENTATION STRATEGY

Having considered the recommendations that emerged subsequent to the completion of the various consultation methods as well as the findings of the statement and context analysis, it was decided that a regional programme that successfully addresses current concerns must attend to the following:

**National strategies for sustainable energy education:** the first deficit that needs to be addressed by the programme is the lack of national strategies for sustainable energy education in all seven of the participating islands. The forthcoming strategies should encompass both formal and informal educational methods.

**The sustainable energy knowledge deficit:** renewable energy, energy efficiency, and energy conservation are relatively new to mainstream socio-political discourse, so they are not very well-known in the sub-region. When attempting to eliminate the sustainable energy knowledge deficit, it would be beneficial to educate primary agents of change (i.e. teachers, the media, NGOs, and facilitators of resource management processes) and encourage them (and by second-party stimulation, their respective audiences) to make an investment in this cutting-edge field of knowledge, research, and innovation. Note that instructional material reflecting the specific concerns and characteristics of the Caribbean is not readily available in most of the countries here referred.

**Attitudes toward and practices relating to energy efficiency and energy conservation:** the level of awareness regarding the pressing importance of

changing attitudes toward and practices concerning energy consumption patterns is still low among sub-region populations. Targeting students in primary and secondary schools studying at the upper primary and lower secondary grade levels (with the intention of expanding to broader audiences) has been deemed an effective starting point for effecting change. An education and awareness campaign (on occasion, also here referred as a communication and awareness campaign) specially oriented to the identified initial audience is presented in Section 4.

In the following pages, The Caribbean Educator's Guide delineates the overall goal, specific objectives, implementation strategy, components, and activities of the Programme and its associated campaign. It also describes recommendations for the distribution of messages, monitoring and evaluation, management and implementation, and necessary budgeting.

## OVERALL GOAL AND SPECIFIC OBJECTIVES

Given the nature of the Caribbean energy situation with the majority of the islands being 100% dependent on non-renewable energy sources and vulnerable to the detriments of climate change, CEEAP's main goal is:

To achieve by the end of Year 3, a citizenry in each of CEEAP's participating countries of which at least 40% is satisfactorily informed about and sensitized to the importance of diversifying national energy sources, and is able to translate knowledge and awareness to practical action by participating actually and intellectually in the predominant use of clean and renewable energy and its concomitant technology, generally accompanied by the more efficient and rational use of energy overall.

Specific objectives have been identified, which cumulatively executed, will contribute to the achievement of the above goal.

**They are as follows:**

1. To develop national strategies that account for the integration of topics such as renewable energy, energy efficiency, and energy conservation in the curriculum as well as in extra-curricular activities in order to ensure the active participation of all relevant social actors involved in and/or interacting with the education sector.
2. To strengthen sub-regional pedagogy in the area of sustainable energy and auxiliary issues via training activities for teachers and other agents of change (e.g. NGOs and CSO representatives, media, etc.) and the use of region-appropriate instructional material.
3. To increase the knowledge and awareness of the upcoming sub-regional generation in the areas of renewable energy, energy efficiency, and energy conservation, particularly as it pertains to sustainable energy sources and their uses, via guided exposure to specific instructional material.

## STRATEGY AND COMPONENTS

To reiterate a previous recommendation, it is proposed that the implementation of CEEAP is approached with a segmented education and communication model based on the findings of the stakeholder and target audience analyses. The model will take into account the distinct characteristics, interests, motivations, and concerns of the different stakeholders and target groups. For this reason, the Programme will be divided into three components, each related to one of the three specific objectives and its respective actors. The third component will consist of a communication and awareness campaign with its own distinct, but integrated conceptual and visual identity.

**Component 1: Developing national sustainable energy education strategies.**

This component coordinates with objective one,

which addresses the necessity for national strategies for sustainable energy education in the sub-region in order to avoid ad hoc initiatives that are likely to result in disconnected activities with a negligible cumulative impact. Advances made in this area thus far have shown themselves to be the success of the current Programme.

In response to the need for sub-regional governments to develop a framework and policy that supports sustainable energy education objectives, CEEAP will support national committees with the aim of facilitating the communion of all key actors in the energy and education sectors combined.

The committees will facilitate discussions about the Programme strategy and avenues for its amendment and adoption by each individual country; and, more pressingly, the committee will act as a medium for the development and adoption of national strategies. Simultaneously with these, CEEAP will function as a regional platform ensuring appropriate consistency among the seven participant countries' strategies. This measure is necessary to facilitate benchmarking, which, in turn, allows for regional coordination and the execution of complementary action in accordance with other regional programmes.

**Component 2: Strengthening pedagogy with regard to sustainable energy in formal and informal educational contexts.**

There are three main actions that have been identified as beneficial to the task of strengthening pedagogy in the area of sustainable energy and its auxiliary issues. They are the revision of formal curricula with the intent of integration, the administration of appropriate educator training, and the creation of region-specific instructional material. CEEAP will provide mediation with regional institutions like the Caribbean Examination Council (CXC) and the various national curriculum development departments, as well as technical and logistical support for training activities and the production of instructional material.

**Component 3: Imparting knowledge to and raising awareness among target primary and secondary school students via the Learn and Save education and awareness campaign.**

The Programme's third component consists of the Learn and Save education and awareness campaign, which is concerned with two main target groups:

1. **Primary target group, via direct practical engagement**, consisting of students and teaching and administrative staff.

2. **Secondary target group, via indirect practical engagement**, consisting of parents and officers of the ministries of education.

The campaign's proposed implementation strategy is delineated in Section 2 of this document.

## BENEFICIARIES

The beneficiary countries include Antigua and Barbuda, Grenada, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, the Commonwealth of the Bahamas, and the Commonwealth of Dominica.

More than half of the total combined population of the seven participant islands (last estimated at 929 545) is expected to benefit from CEEAP's practical engagement either directly, as it pertains to members of the primary target group, who account for 17.6%; or indirectly, as it pertains to members of the secondary target group, who account for up to 47%. Prospective results include, for example, a substantial reduction in the volume of electricity consumed in households and schools (indicated by kWh consumed per month, and reflected monetarily i.e. on the corresponding electricity bills), this change arising from a significant shift in attitudes toward and practices relating to electricity consumption. A similar theory may be applied to energy consumption patterns in the transportation sector. Upon consideration of these theories, it is plausible that the attempted inculcation of the target groups into

the pro-green movement will have far-reaching effects outside of the Programme's specific population goal.

## CEEAP'S CONCEPTUAL AND VISUAL IDENTITY

Four main concepts were taken into account when designing the visual identity here proposed. They are as follows:

- CEEAP is a programme intended to impart specific knowledge to and raise awareness among the youthful generations in the sub-region with the specific goal of sensitising the primary target group to the importance of implementing energy conservation and efficiency measures and developing renewable energy sources as the sub-region's supplementary and, shortly thereafter, primary energy source in the place of non-renewable sources.

- CEEAP is a regional programme, so the logo should emphasize the unifying characteristics of the participant countries, without highlighting, and therefore appearing to elevate, any one nation's particular feature(s).

- The visual identity is intended to appeal to students, teachers, and other adults.

- The logo should be clearly related to the themes of the campaign, but not so much so that the logo overpowers the themes.

The above having been considered, the following logotype is proposed:



## Caribbean Energy Education and Awareness Programme

The advantages of the above logotype are that it is neutral and easily recognisable, and with its cyclical sequence of shapes that recall natural phenomena such as waves or leaves, it is visually representative of the natural, symbiotic interaction between the various renewable energy sources.

### IMPLEMENTATION TIMELINE

The regional strategy's implementation process is expected to be executed over a period of roughly three (3) years.

The majority of the activities under component one and two are expected to be completed within the first year of execution of the strategy. The Learn and Save education and awareness campaign may be launched in the first year and implemented in the two years that follow.

### IMPLEMENTATION SCHEME

An implementation scheme similar to that utilised for CSEP is proposed for CEEAP. The scheme will follow an approach that values local engagement, which is believed to be essential for fostering a sense of national pride as it relates to the sustainable energy movement. During CSEP's implementation, the operation of local focal points within key ministries ensured that initiative came not only from the project team working alongside participant governments, but from the governments themselves. If such a mood becomes preva-

lent in CEEAP-participant countries, the education and awareness strategy should reap considerable benefits.

A visual representation of the Programme's management scheme is presented below:

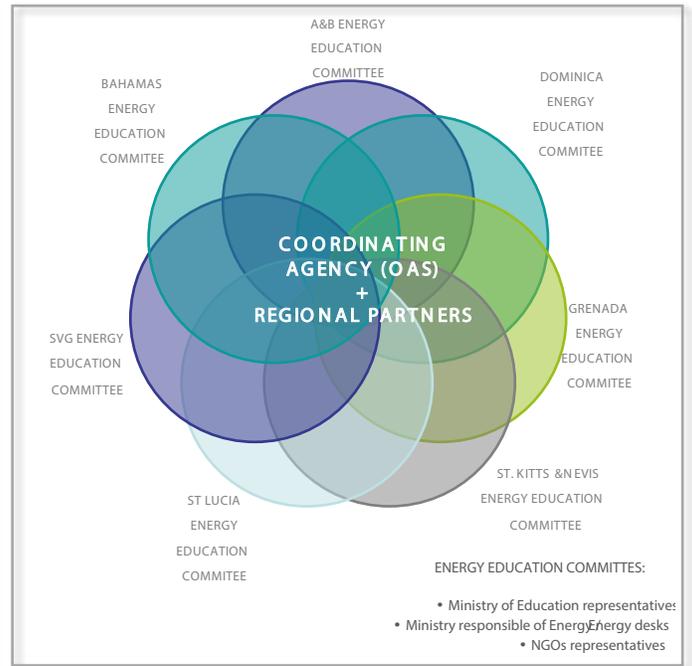


Figure 1: CEEAP implementation scheme

Figure 1 indicates that local committees comprised of representatives of the ministries of education and the ministries responsible for energy, as well as representatives of those NGOs and SCOs involved in the education sector will have the responsibility of designing and implementing CEEAP's national strategies. OAS and other regional partners may assume the roles of coordinators and facilitators.

#### OAS: REGIONAL COORDINATING AGENCY

OAS will serve as the regional coordinating agency, providing key technical and policy advice to participant countries. Other relevant partners will be selected based on their qualifications and suitability to the energy education sector.

## NATIONAL COMMITTEES AND FOCAL POINTS

As previously mentioned, national pride is a key factor in the success of the Programme. CEEAP national committees will serve as agents of change at the national level with the following responsibilities:

- Designing and implementing national strategies while maintaining consistency with the regional CEEAP strategy and its concomitant approach and actions,
- Coordinating the Programme's activities with the relevant local authorities and utilising available resources to encourage participation, and
- Revising instructional and expositive material to reflect national concerns.

It is recommended that two CEEAP focal points per participating island be selected from the local ministries of education and/or ministries responsible for energy. The focal points will be expected to share the above-mentioned responsibilities and liaise with the coordinating agency.

## Synergistic commonalities between CEEAP and CSEP

CEEAP shares much of CSEP's policy framework and implementation approach. One of CSEP's main achievements is that subsequent to an extensive consultation process involving the main energy sector stakeholders, NEPs have been developed for the seven CSEP-participant countries.

CEEAP's implementation strategy proposes to mirror CSEP's region-wide network of agencies and individuals with useful links to the energy sector. The active participation of those agencies and individuals combined with the actions of appointed focal points is interpreted as a near

guarantee for the success of this Programme vis-à-vis the success of CSEP.

## Necessary commonalities for the coordination of CEEAP with other initiatives

CEEAP is part of a synergistic effort to promote sustainable energy in the Caribbean region, which necessitates partnership with other similarly aimed initiatives.

In this spirit, CEEAP intends to coordinate with the European Union-funded Caribbean Renewable Energy Capacity Support (CRECS) project executed by the CARICOM Secretariat, which produced a publication entitled Communication Strategy Development for Energy-Related Programmes in the Caribbean as a guideline for implementers working toward sustainable economic development in the region. As an energy-related programme itself, CEEAP supports CRECS' investment in the next generation of pro-green initiatives.

CEEAP also maintains ties with the Caribbean Renewable Energy Development Programme (CREDP), which, as a joint project of CARICOM and the German International Cooperation (GIZ), seeks to remove barriers for the use of renewable energy and the application of energy efficiency measures in the Caribbean region. CEEAP intends to coordinate with CREDP through participation in and promotion of CARICOM's annual Energy Week for which CREDP is to review a guidebook. CEEAP's specific coordination goals include scheduling some of the activities associated with the Learn and Save campaign so that they fall within Energy Week. The proposed activities (detailed in Section 3) are in keeping with the existing roster of Energy Week events, which includes science and technology fairs and competitions.



Lastly, the objectives of the Organization of Eastern Caribbean States (OECS) Secretariat's initiative Sustainable Energy Technical Assistance for a Competitive OECS (SETA-OECS) coincide with CEEAP's education and awareness programme, which will seek to affect the knowledge deficit in, and current attitudes toward and practices relating to renewable energy and energy efficiency and conservation.

One of SETA-OECS' main activities since its January 2011 launch has been to develop a sub-regional awareness strategy and action plan as well as individual national awareness strategies and action plans focusing on renewable energy and energy efficiency as the twin pillars of sustainable energy for the member countries of the OECS. CEEAP, with its narrower focus on the education sector, which is a sub-group of SETA-OECS's target audience, should function practically as a component. This necessitates certain commonalities between CEEAP and SETA-OECS, for example, coordination of CEEAP's conceptual and visual identity to achieve an appropriate level of consistency with SETA-OECS's. CEEAP may also find it necessary to coordinate some of its communication and awareness activities (for example, regional competition launches, distribution of awareness material, etc.) so that they coincide with those associated with SETA-OECS's efforts.

# SECTION 2.

## LEARN AND SAVE CAMPAIGN IMPLEMENTATION STRATEGY

CEEAP's third component proposes to launch an education and awareness campaign aimed at bridging the knowledge deficit in the areas of energy conservation, energy efficiency, and renewable energy among the young citizenry of CSEP-participant countries.

### MAIN GOAL AND SPECIFIC OBJECTIVES

The proposed main goal of the Learn and Save campaign coincides with the Programme's third specific objective:

To achieve by the third year a primary and secondary target group (comprising students and teaching and administrative staff in primary and secondary schools in CEEAP's participating countries) of which at least 71 % is informed about and sufficiently sensitized to the importance of diversifying national energy sources by using energy – primarily clean, renewable energy and its concomitant technology – efficiently and rationally.

Toward the achievement of this goal, the following staggered implementation strategy is proposed:

- During year one (commencement the pilot phase), participant countries are expected to develop a campaign action plan and agree on a common conceptual and visual identity consisting of a campaign name, logotype, and slogan.
- By the end of year two (conclusion of the pilot phase), it is expected that 20% of the target group

members within the student body and staff of the public primary and secondary schools in each participant country will have been exposed to the campaign's instructional material. It is predicted that interaction with this material will result in an 18% increase in sustainable energy awareness among members of the primary target group, and 21% among members of the secondary target group.

- By the end of year three, it is expected that 70% of the student body and staff of public primary and secondary schools in each participant country will be familiar with the campaign's instructional material. It is predicted that interaction with these materials will result in a 63% increase in sustainable energy awareness among members of the primary target group, and 73% among members of the secondary target group.

- By the end of the campaign, it is expected that 81% of the primary target group and 94% of the secondary target group will be well-informed about the importance of developing renewable energy sources and well-aware of the benefits of implementing energy efficiency and energy conservation measures.

### OVERALL APPROACH

Toward the aforementioned objectives and taking into account the review of the findings of the KAP's and other surveys, the following are proposed as components of the overall approach:

- **Segmented audience-centred communication** wherein instructional material and communication methods are to be tailored according to the distinct interests, motivations, and concerns of the chosen target groups.
- **A practical campaign implementation schedule** spanning a predetermined period of time of approximately one to two years and consisting of

actions that are well-placed in order to reach different target groups at the optimal time.

- A campaign name, slogan, visual identity, and body of educational and communicative action that conveys the following three central concepts:

•The global impact of individual energy consumption habits: Appropriate emphasis should be placed on the link between individual energy use and regional and international environmental and economic consequences. Phrases such as “climate change” and “scarcity of energy resources” should be raised in the context of the Caribbean’s future.

•Urgency: the campaign should attach an appropriate level of urgency to the importance of the immediate implementation of energy efficiency and energy conservation measures.

• The role of temporality – the link between the present and the future: the campaign should demarcate the link between everyday energy practices and the planet’s environmental future. This concept should be evident in the slogan and other communication methods.

- Exposure for renewable energy as an academic concept via training activities and instructional material such as booklets, DVDs, websites, etc. Messages should be tailored to emphasize regional concerns, such as the unique vulnerability faced by the Caribbean islands with regard to the consequences of energy dependency, most ominous among which is climate change; and the region’s ability (potential obstacles included) to utilize renewable energy and effect national energy policies.

- The “learning by doing” approach is suggested as an educational method for target groups engaging with the concepts of energy conservation and energy efficiency. The approach is best supported by interactive activities such as field trips, participation in energy innovation competitions and school energy saving programmes that

have specific and measurable goals, and similar activities. The ECO-school program and its “green flag” catchphrase would be a useful addition to the list of interactive activities and should be considered for extension to more public schools in the sub-region.

- An eye-catching visual identity capable of securing and sustaining the interest of the targeted age group i.e. lower secondary school students between 12 and 14 years old.

- Communication of easy-to-adopt pro-sustainable energy (i.e. energy efficiency and energy conservation) practices via clear, straightforward messages. Awareness material such as posters and bookmarks should be eye-catching and attractive. An effective visual identity should establish positive initial contact between the awareness campaign and its prospective audience

National action plans that coordinate activities, messages, and other components to encourage a sense of national pride in the sustainable energy movement. Because the same materials will be distributed region-wide, care should be taken to account for socio-cultural differences between participant nations.

- A multimedia approach that utilizes the relationship between the young target audience (i.e. upper primary and lower secondary school) and social media platforms like Facebook, Twitter, Instagram, etc. Interactive web-based support should also be offered as part of the campaign material.

- The use of non-traditional media channels such as message posting on school buses, in school public spaces, etc.

## TARGET AUDIENCE

In keeping with the segmented audience-centred approach afore discussed, two target groups were identified. Figure 2 below shows the primary and secondary target groups within the populations of each of the seven participant island-nations.

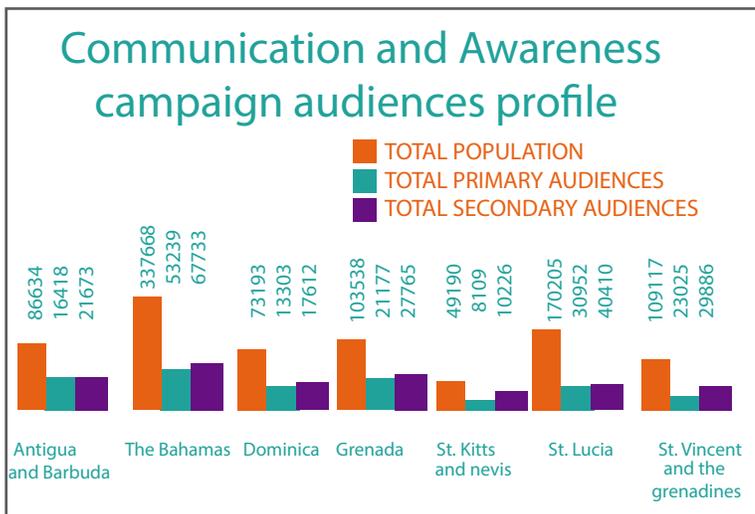


Figure 2: Audience profile for Learn and Save communication and awareness campaign.

## PRIMARY TARGET GROUP

- **Subgroup 1: Primary and secondary public school students**, particularly students at the higher primary and lower secondary levels, who benefit from some familiarity with the topic of energy and whose knowledge and attitude toward energy conservation and sustainable energy need only be modified in order to effect real improvements in school and household energy consumption patterns. This group consists of **150.338** students.

- **Subgroup 2: Teaching and administrative staff**, particularly primary decision-makers and administrators within the schools (i.e. principals, head of departments) and architects and planning boards within the Ministry of Education, who are entrusted with the responsibilities of learning process quality assurance and general improvement of the school environment. This group consists **12.885** persons.

## SECONDARY TARGET GROUP

- **Subgroup 1:** Parents of primary target group, subgroup one’s members.
- **Subgroup 2:** Science curriculum officers at the ministries of education.
- **Subgroup 3:** Other institutions and individuals involved with or related to the education sector.

The secondary target group, all subgroups included, consists of approximately **215.305** persons, which represents **25.5 %** of the total combined population of CEEAP’s seven participant nations.

## CONCEPTUAL AND VISUAL IDENTITY

Bearing in mind the aforementioned guiding concepts of the campaign, the following title is proposed:

### Learn and Save

The title is extended as an invitation to the reader from a group of interlocutors later to be identified as the energy masters. The energy masters invite the reader to learn about sustainable energy and the environment (“Let’s learn and save together!”) with the goal of training him/her to act more responsibly with regard to energy consumption (as a student and/or member of a household) and related national decision-making (as a citizen of Caribbean nation). The title is simple, memorable, and effective, characteristics that are likely to make the campaign appealing to its primary target group.

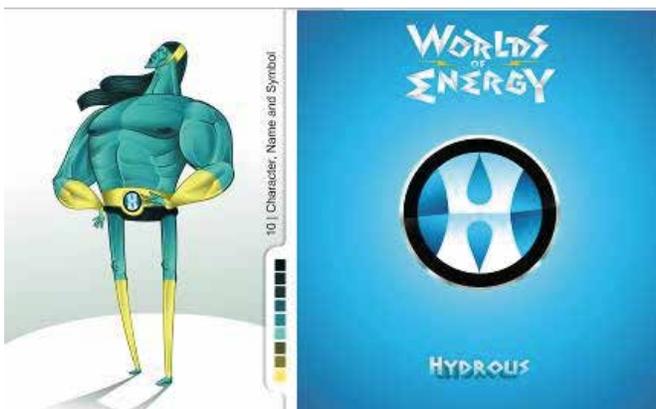
A multitude of logos and mascots have been used in the past to head sustainable energy awareness campaigns within CEEAP-participant countries.

In order to distinguish the Learn and Save campaign’s visual identity from CEEAP’s visual identity as well as from various logos and mascots used by previous sustainable energy awareness campaigns in participant countries, the following is proposed:



Note the modern-style typography of the campaign's name. This image will appear in all of the campaign's published literature. The logo will be accompanied by the campaign's main characters – the energy heroes, masters, or savers – each of which represents either a non-renewable or renewable source of energy. The energy masters are the frontrunners of an alluring multi-character visual strategy and plot that will secure and sustain the interest of the campaign's prospective audience, particularly the primary target group.

Below is an example of one of the energy masters who will serve as the primary messengers of the campaign's conceptual identity with the support of supplementary media such as informative fliers and stickers, radio and TV PSAs, promotional attire, etc.



## KEY MESSAGES

Based on analysis of the results of the KAP's survey conducted by Egis International in 2011 in Antigua and Barbuda, Bahamas, Dominica, Saint Lucia, and Saint Vincent and the Grenadines, the following key messages have been identified with the intention of embedding them in the campaign's instructional material:

## SOURCES OF ENERGY

The Caribbean islands consume the equivalent of approximately 240 000 barrels of oil per day, 95 % of which is derived from fossil fuels. The region is essentially a net importer of crude oil and refined oil products, the vast majority of which originate from extra-regional merchants.

The use of renewable energy in the Caribbean is still limited, although various measures related to alternative energy (some permanent, others amounting to experience) have already been introduced.

The use of "unclean" energy like fossil fuel is directly linked to the environmental consequences associated with global warming and climate change, to which the Caribbean is particularly vulnerable.

The cost of electricity in the Caribbean is one of the highest in the world at about XCD 0.83/kWh in the OECS and BCD 0.20/kWh in the Bahamas.

## CONSUMPTION AND CONSERVATION OF ENERGY

Almost half of the Caribbean's electricity is consumed by the domestic sector with the commercial sector (including public consumption at hospitals, schools, administrative buildings etc.) coming in at a close second.

Almost half of the Caribbean’s electricity is consumed by the domestic sector with the commercial sector (including public consumption at hospitals, schools, administrative buildings etc.) coming in at a close second. Industry and street lighting are minor sources of consumption.

The Learn and Save campaign offers many easy-to-learn-and-do tips to save energy at school and at home

## IMPLEMENTATION SCHEME

The Learn and Save campaign is proposed to be implemented by CEEAP’s participant countries’ national committees and coordinated regionally by OAS. The committees will rely on the Learn and Save leaders that will be appointed in all primary and secondary participant country schools.

A graphic representation of the campaign’s hierarchical management scheme is presented below:



Figure 3: Learn and Save campaign implementation scheme

## ROLE OF CEEAP FOCAL POINTS AND NATIONAL COMMITTEES

The campaign will be led region-wide by the CEEAP focal points and national committees. Together they will form the main body responsible for the successful implementation of education and awareness activities in participant schools, also serving as national correspondents for OAS and other regional organizations responsible and/or involved with the project. With regard to the organization of training activities, the focal points and committees will work closely with the Learn and Save leaders.

## ROLE OF LEARN AND SAVE LEADERS

The CEEAP focal points and national committees will select a number of schools to participate in the campaign’s pilot implementation phase. A Learn and Save leader will be selected from among groups of teaching staff volunteers (with a preference for science or geography teachers, where possible, particularly those who have already made contributions during the consultation phase). One leader will be appointed in each selected school to assume responsibility for the implementation of the campaign-related education and awareness activities conducted in that school. Other responsibilities will include serving as a point of contact for the national committees and participating regularly in periodical meetings. Leaders may be invited to participate in a workshop in order to become familiar with the campaign’s action plan.

Note that the success of the campaign relies on the mobilization of the entire school staff in addition to Learn and Save leaders. The campaign will require support from the administrators of every participant school.

## IMPLEMENTATION TIMELINE

The Learn and Save campaign is expected to span two school years. Some campaign-related activi-

ties will be conducted during a preliminary phase, which falls within the first year of CEEAP’s implementation, but the campaign is expected to commence in full force in the school year directly following that.

During the first year of full force commencement, or the pilot implementation phase, the campaign, inclusive of all its instructional material and awareness actions and activities, will be tested on a sample of 120 schools, which represents 20% of the total number of participant schools in all seven of CEEAP’s participant nations.

During the second year, or the extensive implementation phase, the campaign is expected to be extended to an additional 60% of the participant schools up to a total of 80% or 421 schools. The chart below is a graphic representation of the implementation timeline as it corresponds to the aforementioned staggered approach to the target group. Note that the numerical values correspond to the number of participant schools.

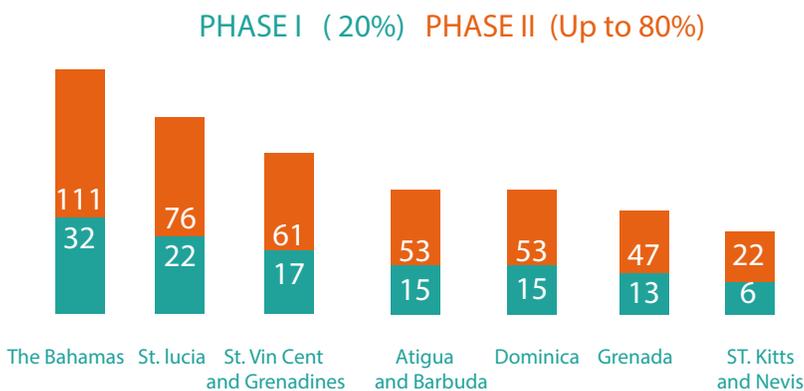
## COMMUNICATION AND AWARENESS ACTIVITIES AND TASKS

See Section 3.

## COMMUNICATION AND AWARENESS TOOLS

See Section 4.

## LEARN AND SAVE PARTICIPATING SCHOOLS



# SECTION 3.

## MATRIX OF ACTIVITIES: CEEAP AND LEARN AND SAVE CAMPAIGN

### PROPOSED ACTIVITIES BY COMPONENT

#### COMPONENT 1: BUILDING NATIONAL STRATEGIES

**OBJECTIVE:** To develop national capacities for sustainable energy education and to establish frameworks for the integration of sustainable energy as a curricular and extracurricular topic.

Activities and Tasks	Objectives	Output Indicators	Outcome Indicators	Target Groups	ICA Materials	Coordinating Agent	Timeline
<p>1.1 Establishing CEEAP committees</p> <p>1.1.1 To identify key governmental and non-governmental stakeholders.</p> <p>1.1.2 To appoint two CEEAP focal points</p> <p>1.1.3 To establish CEEAP national committees.</p> <p>1.1.4 To assist during the CARICOM Energy Week every November.</p>	<ul style="list-style-type: none"> <li>To foster national pride and communal commitment.</li> <li>To re-evaluate stakeholders' interests, motivations, and capacities.</li> </ul>	<ul style="list-style-type: none"> <li>At four months, the successful establishment of CEEAP committees, each having prepared a meeting calendar.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of year one, all key stakeholders are committed and participating actively in CEEAP.</li> </ul>	<ul style="list-style-type: none"> <li>Representatives of the ministries of education, NGO's and other relevant institutions.</li> </ul>	<ul style="list-style-type: none"> <li>CEEAP brochure and website.</li> </ul>	<ul style="list-style-type: none"> <li>OAS Programme Coordinator.</li> </ul>	<p>First 4 months.</p>
<p>1.2 Design, approval, and launch of CEEAP national strategies</p> <p>1.2.1 To carry out regional workshop on education and communication strategy development</p> <p>1.2.2 To design and secure approval for CEEAP national strategies.</p> <p>1.2.3 To promote strategies among key stakeholders.</p>	<ul style="list-style-type: none"> <li>To prepare committee members to develop education and communication strategies.</li> <li>To create relevant CEEAP national strategies.</li> <li>To define stakeholders' roles and responsibilities.</li> <li>To create a schedule for national implementation strategies.</li> </ul>	<ul style="list-style-type: none"> <li>The meaningful participation of key organizations' representatives from the seven islands in the workshop.</li> <li>At six months, the approved status of CEEAP national strategies.</li> <li>At eight months, the successful design and distribution of CEEAP's promotional material.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of year one, strategic and institutional basis for sustainable energy education will have been reinforced in all seven CEEAP participant countries.</li> </ul>	<ul style="list-style-type: none"> <li>Representatives of ministries of education, NGO's and other relevant institutions.</li> </ul>	<ul style="list-style-type: none"> <li>CEEAP brochure and website.</li> </ul>	<ul style="list-style-type: none"> <li>OAS Programme Coordinator.</li> <li>CEEAP focal points.</li> <li>Communication consultant.</li> </ul>	<p>First 8 months.</p>

## COMPONENT 2: STRENGTHENING PEDAGOGY IN THE AREAS OF SUSTAINABLE ENERGY AND ENERGY CONSERVATION.

**OBJECTIVE:** To reinforce strides in sustainable energy education with training activities for teachers and other agents of change and the development of region-appropriate material.

Activities and Tasks	Objectives	Output Indicators	Outcome Indicators	Target Groups	ICA Materials	Coordinating Agent	Timeline
<p>2.1 Introduction of relevant topics to primary and secondary school curricula</p> <p>2.1.1 To identify knowledge gaps in the current curricula and propose solutions.</p> <p>2.1.2 To discuss and secure approval for suggested modifications.</p> <p>2.1.3 To gradually introduce modifications within 2012-2013 and 2013-2014.</p>	<ul style="list-style-type: none"> <li>To ensure that the target group is formally educated in the relevant subject areas.</li> <li>To ensure CEEAP's sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>At four months, knowledge gaps and solutions are identified.</li> <li>At six months, suggested solutions are discussed and approval for these is secured.</li> <li>During year two, changes are introduced in 20% of target schools.</li> <li>During year three, changes are introduced in 80% of target schools.</li> </ul>	<ul style="list-style-type: none"> <li>During year two, 17% of students in primary and secondary schools have been formally educated in the relevant subject areas and up to 80% during year three.</li> </ul>	<ul style="list-style-type: none"> <li>Students in public primary and secondary schools.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>OAS Programme Coordinator.</li> <li>CEEAP focal points.</li> <li>CEEAP national committees.</li> <li>Teachers' colleges and other relevant institutions.</li> <li>Energy consultant.</li> </ul>	3 years.
<p>2.2 Providing training to educators and auxiliary teaching staff in the relevant subject areas.</p> <p>2.2.1 To prepare an appropriate training module.</p> <p>2.2.2 To conduct a regional workshop for teachers with a master's level education and other agents of change.</p> <p>2.2.3 To introduce this module to the annual teachers' professional development programme.</p>	<ul style="list-style-type: none"> <li>To ensure that teachers and other agents of change are prepared to teach and instruct in the relevant subject areas.</li> <li>To ensure CEEAP's sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>Within four months, to make an appropriate training module on sustainable energy and energy conservation available.</li> <li>By the end of year one 30% of teachers with master's level education and other agents of change are trained in the relevant subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of years two and three, pedagogical capacities for sustainable energy and energy conservation education have been reinforced in all seven CEEAP participant countries.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and educators at public primary and secondary schools.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' training modules</li> </ul>	<ul style="list-style-type: none"> <li>OAS Programme Coordinator.</li> <li>CEEAP focal points.</li> <li>CEEAP national committees.</li> <li>Teachers' colleges and other relevant institutions.</li> <li>Energy consultant.</li> </ul>	3 years

## COMPONENT 2: STRENGTHENING PEDAGOGY IN THE AREAS OF SUSTAINABLE ENERGY AND ENERGY CONSERVATION.

**OBJECTIVE:** To reinforce strides in sustainable energy education with training activities for teachers and other agents of change and the development of region-appropriate material.

Activities and Tasks	Objectives	Output Indicators	Outcome Indicators	Target Groups	ICA Materials	Coordinating Agent	Timeline
<p>2.3 Production of teaching materials.</p> <p>2.3.1 To prepare an appropriate teachers' resource booklet.</p> <p>2.3.2 To launch a competition in sustainable energy teaching</p> <p>2.3.3 To create a website with useful information on the relevant topics.</p> <p>2.3.4 To produce a documentary film on sustainable energy in the Caribbean.</p> <p>2.3.5 To make extensive use of the relevant material.</p>	<ul style="list-style-type: none"> <li>To ensure teachers and educators have region-specific materials that lend well to the quality of the teaching/learning processes in the relevant subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of year one, this module is formally incorporated in the Primary and Secondary School Teachers' Professional Development Programme.</li> <li>By the end of year two, 40 % of science and geography teachers have received training in the relevant subject areas, and up to 70 % by the end of year three.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of years 2 and 3, pedagogical capabilities for sustainable energy and energy conservation education have been reinforced in all 7 CEEAP participant nations.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers in upper primary school (grades 5-6) and teachers in lower secondary school (grade 7).</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' Resource Booklet</li> <li>Teachers' competition poster</li> </ul>	<ul style="list-style-type: none"> <li>OAS Programme Coordinator.</li> <li>CEEAP focal points.</li> <li>CEEAP national committees.</li> <li>Energy and communication consultant.</li> </ul>	3 years

## COMPONENT 2: STRENGTHENING PEDAGOGY IN THE AREAS OF SUSTAINABLE ENERGY AND ENERGY CONSERVATION.

**OBJECTIVE:** To reinforce strides in sustainable energy education with training activities for teachers and other agents of change and the development of region-appropriate material.

Activities and Tasks	Objectives	Output Indicators	Outcome Indicators	Target Groups	ICA Materials	Coordinating Agent	Timeline
<p>2.4 Production of learning materials.</p> <p>2.4.1 To prepare an appropriate instructional material for higher primary and lower secondary students, potentially consisting of the following:</p> <ul style="list-style-type: none"> <li>- A booklet</li> <li>- Board (trivia) games</li> </ul> <p>2.4.2 To produce an Interactive DVD with relevant, well-presented information.</p> <p>2.4.3 To create a website for students as a source of useful information in the relevant subject areas.</p> <p>2.4.4 To make extensive the use of the instructional material.</p>	<ul style="list-style-type: none"> <li>• To ensure students have region-appropriate material that lends well to the quality of the teaching/learning process.</li> </ul>	<ul style="list-style-type: none"> <li>• Within 4 months, to have launched an online benchmarking platform promoting information exchange in the relevant subject areas. By the end of year 2, to have at least 40% of science and geography teachers using these resources, and by year 3, up to 70 %.</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of years two and three education in the subject areas of sustainable energy and energy conservation is at a satisfactory level in all seven CEEAP participant countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Students in higher primary school levels and lower secondary school levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and Save kit (containing booklet, DVD, board games)</li> <li>• Interactive Website</li> <li>• Documentary film</li> </ul>	<ul style="list-style-type: none"> <li>• OAS Programme Coordinator</li> <li>• CEEAP national committees</li> <li>• Energy and communication consultants</li> <li>• Design consultant</li> </ul>	3 years

## COMPONENT 3: LEARN AND SAVE COMMUNICATION AND AWARENESS CAMPAIGN

**OBJECTIVE:** To raise awareness in the areas of sustainable energy and energy conservation among students, educators and educational administrators, parents of target group students, and other potential agents of change related to the education sector.

### Preliminary Activities

Activities and Tasks	Objectives	Output Indicators	Outcome Indicators	Target Groups	ICA Materials	Coordinating Agent	Timeline
<p>3.1 Design and secure approval for campaign's action plan</p> <p>3.1.1 To outline action plan, making inclusions for:</p> <ul style="list-style-type: none"> <li>- Nation-specific objectives</li> <li>- Nation-specific implementation approaches</li> <li>- Target groups and participant school profiles</li> <li>- Implementation scheme and implementation evaluation methods.</li> <li>- Specific communication media and materials Identifying partners and stakeholders</li> </ul> <p>3.1.2 To promote strategies among key stakeholders</p>	<ul style="list-style-type: none"> <li>• To ensure that a sense of national pride in the sustainable energy movement is fostered in each participant nation</li> <li>• To develop national strategies including campaign implementation.</li> <li>• To define stakeholders' roles and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• At 6 months, to have designed and secured approval for Learn and Save campaign's action plans for each of the seven participating nations.</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of year one, strategic and institutional basis for sustainable energy education is established in all seven CEEAP participant nations.</li> </ul>			<ul style="list-style-type: none"> <li>• OAS Programme Coordinator.</li> <li>• CEEAP focal points.</li> <li>• CEEAP national committees</li> <li>• Communication consultant.</li> </ul>	Year 1.
<p>3.2 Appointment and training of Learn and Save leaders in selected schools</p> <p>3.2.1 To meet with selected schools' principals and appoint Learn and Save Leaders.</p> <p>3.2.2 To train leaders with regard to the campaign's objectives, strategy, implementation scheme, etc.</p>	<ul style="list-style-type: none"> <li>• To ensure the meaningful participation of selected schools.</li> <li>• To ensure coordination and consistency of activities.</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of year one, to have all Phase I Learn and Save leaders appointed and trained in selected schools.</li> <li>• By the end of year two, to have all Phase II Learn and Save leaders appointed and trained in selected schools.</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of Phase II, energy management capabilities are reinforced in 80 % of public target group schools.</li> </ul>		<ul style="list-style-type: none"> <li>• Learn and Save campaign action plan</li> <li>• training module.</li> </ul>	<ul style="list-style-type: none"> <li>• OAS Programme Coordinator.</li> <li>• CEEAP focal points.</li> <li>• CEEAP national committees.</li> <li>• Communication consultant.</li> </ul>	Year 2.

## COMPONENT 3: LEARN AND SAVE COMMUNICATION AND AWARENESS CAMPAIGN

**OBJECTIVE:** To raise awareness in the areas of sustainable energy and energy conservation among students, educators and educational administrators, parents of target group students, and other potential agents of change related to the education sector.

### Preliminary Activities

Activities and Tasks	Objectives	Output Indicators	Outcome Indicators	Target Groups	ICA Materials	Coordinating Agent	Timeline
3.3 Design and production of instructional materials 3.3.1 To create content and format for instructional material. 3.3.2 To produce and distribute these materials in selected phase 1 schools.	<ul style="list-style-type: none"> <li>To promote the campaign and communicate its key messages in the manner most appropriate to each target group.</li> </ul>	<ul style="list-style-type: none"> <li>By year one, to have designed and produced all instructional material.</li> <li>By year two, to have exposed 20% of primary target group to the campaign's communication mechanisms.</li> <li>By year three, to have exposed 80% of primary target group to campaign's communication mechanisms.</li> </ul>	<ul style="list-style-type: none"> <li>To have a primary target group of which 70% is able, after one year of exposure to the relevant communication mechanisms, to identify the campaign, and positively recollect its key messages.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and students in all selected schools.</li> </ul>		<ul style="list-style-type: none"> <li>OAS Programme Coordinator.</li> <li>CEEAP focal points.</li> <li>CEEAP national committees.</li> <li>Communication and design consultant.</li> </ul>	Year 1.
<b>PHASE 1: PILOT IMPLEMENTATION</b>							
3.4 Dissemination and evaluation of instructional materials. 3.4.1 To disseminate instructional materials in selected phase 1 schools. 3.4.2 To assess the reception and impact of said material.	<ul style="list-style-type: none"> <li>To expose primary and secondary target groups to campaign's key messages.</li> <li>To evaluate message reception and impact and introduce changes, if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of Phase 1, to have exposed 17 % of primary target group to campaign's key messages.</li> <li>By the end of phase 2, to have evaluated effectiveness of materials.</li> </ul>	<ul style="list-style-type: none"> <li>To have a primary target group of which 70% is able, after one year of exposure to the relevant communication mechanisms, to identify the campaign, and positively recollect its key messages.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and students in all selected schools.</li> </ul>	<ul style="list-style-type: none"> <li>All ICA materials.</li> </ul>	<ul style="list-style-type: none"> <li>OAS Programme Coordinator.</li> <li>CEEAP focal points.</li> <li>CEEAP national committees</li> <li>Learn and Save leaders</li> <li>Communication consultant.</li> </ul>	Year 2.

## COMPONENT 3: LEARN AND SAVE COMMUNICATION AND AWARENESS CAMPAIGN

**OBJECTIVE:** To raise awareness in the areas of sustainable energy and energy conservation among students, educators and educational administrators, parents of target group students, and other potential agents of change related to the education sector.

### PHASE 1: PILOT IMPLEMENTATION

Objectives	Output Indicators	Outcome Indicators	Target Groups	ICA Materials	Coordinating Agent	Timeline
<p>3.5 Establishment of a monthly Learn and Save day</p> <p>3.5.1 To design and implement Energy Management Action Plans (EMAPs) in all selected schools.</p> <p>3.5.2 To evaluate the results of the EMAPs one year subsequent to implementation.</p>	<ul style="list-style-type: none"> <li>• To encourage energy saving practices in members of primary target group via a “learning by doing” approach.</li> <li>• To demonstrate the importance of quotidian energy saving attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of Phase I, to have successfully implemented EMAPs and Learn and Save” in selected schools.</li> <li>• By the end of Phase II, to have measured and received energy consumption values.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and students in all selected schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and Save poster and flyer.</li> </ul>	<ul style="list-style-type: none"> <li>• OAS Programme Coordinator.</li> <li>• CEEAP focal points.</li> <li>• CEEAP national committees.</li> <li>• Learn and Save leaders</li> <li>• Public utility companies.</li> </ul>	Year 2.
<p>3.6 Annual participation in Energy Week</p> <p>3.6.1 To set up a plan of activities for an annual energy week at all selected schools.</p> <p>3.6.2 To carry out specific energy-related activities during Energy Week (i.e. fieldtrips, conferences, competitions, etc.).</p>	<ul style="list-style-type: none"> <li>• To disseminate pertinent information with the goal of raising awareness among students through a “learning by doing” approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Within the first month of Phase I, to have prepared a plan of activities for the energy weeks of all selected schools.</li> <li>• Develop educational activities during Annual Energy Weeks.</li> </ul>	<ul style="list-style-type: none"> <li>• Students in upper primary school (grades 5-6) and students in lower secondary school (grade 7).</li> </ul>	<ul style="list-style-type: none"> <li>• Energy Week posters.</li> </ul>	<ul style="list-style-type: none"> <li>• OAS Programme Coordinator.</li> <li>• CEEAP focal points.</li> <li>• CEEAP national committees.</li> <li>• Learn and Save leaders</li> <li>• Sponsoring public utility companies.</li> </ul>	Year 2.
<p>3.7 Series of Learn and Save conferences</p> <p>3.7.1 To identify a team of energy specialists and create a series of conferences.</p> <p>3.7.2 To implement the Learn and Save” Cycles of Conferen-</p>	<ul style="list-style-type: none"> <li>• To disseminate pertinent information about the energy sector in the Caribbean: including discussions related to the content of the National Energy Policy,</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of phase I, to have evidence of a 60% increase in knowledge in the area of sustainable energy among primary target group members in selected schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Students in upper primary school (grades 5-6) and students in lower secondary school (grade 7).</li> </ul>	<ul style="list-style-type: none"> <li>• Flyer</li> </ul>	<ul style="list-style-type: none"> <li>• OAS Programme Coordinator.</li> <li>• CEEAP focal points.</li> <li>• CEEAP national committees.</li> <li>• Learn and Save leaders.</li> <li>• Sponsoring public utility companies.</li> </ul>	Year 2.

## COMPONENT 3: LEARN AND SAVE COMMUNICATION AND AWARENESS CAMPAIGN

**OBJECTIVE:** To raise awareness in the areas of sustainable energy and energy conservation among students, educators and educational administrators, parents of target group students, and other potential agents of change related to the education sector.

### PHASE 2: EXTENSIVE IMPLEMENTATION

Activities and Tasks	Objectives	Output Indicators	Outcome Indicators	Target Groups	ICA Materials	Coordinating Agent	Timeline
<p>3.4 Dissemination and evaluation of communication and awareness materials (phase 2)</p> <p>3.4.3 To disseminate communication and awareness materials in Phase II selected schools.</p> <p>3.4.4 To assess the reception and impact of said material.</p>	<ul style="list-style-type: none"> <li>To expose primary and secondary target groups to campaign's key messages.</li> <li>To evaluate appropriateness of the materials and introduce changes, if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of phase 2, 71 % of primary target group has been exposed to campaign's key messages.</li> <li>By the end of phase 2 effectiveness of material has been evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>To have a primary target group of which 70% is able, after one year of exposure to the relevant communication mechanisms, to identify the campaign, and positively recollect its key messages.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and students in all selected schools.</li> </ul>	<ul style="list-style-type: none"> <li>All ICA materials.</li> </ul>	<ul style="list-style-type: none"> <li>OAS Programme Coordinator.</li> <li>CEEAP focal points.</li> <li>CEEAP national committees.</li> <li>Learn and Save leaders.</li> <li>Communication consultant.</li> </ul>	Year 2.
<p>3.5 Establishment of a monthly Learn and Save day (phase 2)</p> <p>3.5.1 To design and implement Energy Management Action Plans (EMAPs) in all selected schools.</p> <p>3.5.2 To evaluate the results of EMAP after one year.</p>	<ul style="list-style-type: none"> <li>To encourage energy saving practices among members of primary target group through a "learning by doing" approach.</li> <li>To demonstrate the importance of quotidian energy saving attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of phase 2 to have successfully implemented EMAPs and "Learn and Save" days at selected schools.</li> <li>By the end of phase 2, to have measured and received a significant positive value for energy savings.</li> </ul>	<ul style="list-style-type: none"> <li>To have evidence that 60% of students in phase 1's participant schools are aware of and meaningfully practising energy conservation measures on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and students in all selected schools.</li> </ul>	<ul style="list-style-type: none"> <li>Learn and Save poster and flyer.</li> </ul>	<ul style="list-style-type: none"> <li>OAS Programme Coordinator.</li> <li>CEEAP focal points.</li> <li>CEEAP national committees.</li> <li>Learn and Save leaders</li> <li>Public utility companies.</li> </ul>	Year 2.
<p>3.6 Meaningful participation in annual Energy Weeks (phase 2)</p> <p>3.6.1 To set up a plan of activities for energy weeks' in all selected schools.</p> <p>3.6.2 To carry out specific energy-related activities during energy weeks (i.e. fieldtrips, conferences, competitions, etc.).</p>	<ul style="list-style-type: none"> <li>To disseminate pertinent information and raise awareness among students through a "learning by doing" approach.</li> </ul>	<ul style="list-style-type: none"> <li>Within the first month of phase 2, plans of activities for Energy Weeks have been prepared for all selected schools.</li> <li>Relevant educational activities have been carried out during energy weeks.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of Phase II, to have evidence of at least a 60% increase in knowledge in the area of sustainable energy among members of primary target group in selected schools.</li> </ul>	<ul style="list-style-type: none"> <li>Students in upper primary school (grades 5-6) and students in lower secondary school (grade 7).</li> </ul>	<ul style="list-style-type: none"> <li>Energy Week posters.</li> </ul>	<ul style="list-style-type: none"> <li>OAS Programme Coordinator.</li> <li>CEEAP focal points.</li> <li>CEEAP national committees.</li> <li>Learn and Save leaders.</li> <li>Sponsoring public utility companies.</li> </ul>	Year 2.

## COMPONENT 3: LEARN AND SAVE COMMUNICATION AND AWARENESS CAMPAIGN

**OBJECTIVE:** To raise awareness in the areas of sustainable energy and energy conservation among students, educators and educational administrators, parents of target group students, and other potential agents of change related to the education sector.

### PHASE 2: EXTENSIVE IMPLEMENTATION

Activities and Tasks	Objectives	Output Indicators	Outcome Indicators	Target Groups	ICA Materials	Coordinating Agent	Timeline
<p>3.7 Learn and Save series of conferences</p> <p>3.7.1 To identify a team of energy specialists and create a series of conferences.</p> <p>3.7.2 To implement the Learn and Save series of conferences.</p>	<ul style="list-style-type: none"> <li>To disseminate pertinent information about the energy sector</li> </ul>	<ul style="list-style-type: none"> <li>By the end of phase 2, to have secured the meaningful participation of 60% students in phase 1 selected schools for the conference series.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of phase 2, to have evidence of at least a 60% increase in knowledge in the area of sustainable energy among primary target group members in selected schools.</li> </ul>	<ul style="list-style-type: none"> <li>Students in upper primary school (grades 5-6) and students in lower secondary school (grade 7).</li> </ul>	<ul style="list-style-type: none"> <li>Flyer</li> </ul>	<ul style="list-style-type: none"> <li>OAS Programme Coordinator.</li> <li>CEEAP focal points.</li> <li>CEEAP national committees.</li> <li>Learn and Save leaders</li> <li>Sponsoring public utility companies.</li> </ul>	Year 2.
<p>3.8 Learn and Save champions competition and prize label</p> <p>3.8.1 To launch a national competition awarding entrants who performed the best during EMAP implementation. Schools hosting competition winners will be awarded the energy saving champion label.</p>	<ul style="list-style-type: none"> <li>To raise awareness among students through a learning by doing approach.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of phase 2, Energy Saving Champion competition will have been launched in all seven CEEAP participant countries.</li> <li>20% of campaign's participant schools will have been awarded the Energy Saving Champion label during Energy Week.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of the campaign, to have evidence of at least a 40% decrease in electricity consumption in campaign's participant schools.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and students in all selected schools.</li> </ul>	<ul style="list-style-type: none"> <li>Energy saving Champion certificate and statuette.</li> </ul>	<ul style="list-style-type: none"> <li>OAS Programme Coordinator.</li> <li>CEEAP focal points.</li> <li>CEEAP national committees.</li> <li>Learn and Save leaders</li> <li>Sponsoring public utility companies.</li> </ul>	Year 3.
<p>3.9 Learn and Save clubs</p> <p>3.9.1 To identify an NGO in each participant country to which club management can be assigned.</p> <p>3.9.2 To prepare learning modules and a ten-month plan of activities for clubs in selected schools.</p> <p>3.9.3 To organize monthly educational activities (i.e. fieldtrips, conferences, etc.)</p>	<ul style="list-style-type: none"> <li>To stimulate students' interest in sustainable energy issues and events as part of the quest to raise awareness through an extracurricular learning by doing approach.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of phase 2, Learn and Save clubs have been created and are active in 20% of campaign's participant schools with a 15% (i.e. 3 out of 20) participation rate.</li> <li>100% of club members have mastered the sustainable energy basics.</li> </ul>	<ul style="list-style-type: none"> <li>To guarantee all clubs a continued existence for one year subsequent to the end of the campaign.</li> </ul>	<ul style="list-style-type: none"> <li>Students in upper primary school (grades 5-6)</li> </ul>	<ul style="list-style-type: none"> <li>Flyer</li> </ul>	<ul style="list-style-type: none"> <li>OAS Programme Coordinator.</li> <li>CEEAP focal points.</li> <li>CEEAP national committees.</li> <li>Learn and Save leaders.</li> <li>Selected NGOs.</li> </ul>	Year 3.

## COMPONENT 3: LEARN AND SAVE COMMUNICATION AND AWARENESS CAMPAIGN

**OBJECTIVE:** To raise awareness in the areas of sustainable energy and energy conservation among students, educators and educational administrators, parents of target group students, and other potential agents of change related to the education sector.

### PHASE 2: EXTENSIVE IMPLEMENTATION

Activities and Tasks	Objectives	Output Indicators	Outcome Indicators	Target Groups	ICA Materials	Coordinating Agent	Timeline
<p>3.10 Innovative Learn and Save science fair competition</p> <p>3.9.1 To prepare and distribute a list of sustainable energy and energy conservation research topics.</p> <p>3.9.2 To launch a school-based sustainable energy innovation competition and select the entrants with the best project proposals to participate in science fairs.</p> <p>3.9.3 To award the three best project proposals in year two and year three respectively with the “Innovations in Energy” prize.</p>	<ul style="list-style-type: none"> <li>To stimulate research and innovation in sustainable energy and energy conservation among students.</li> </ul>	<ul style="list-style-type: none"> <li>Within phase 2 internal competitions have been held in selected schools and winning proposals selected for entry into science fairs.</li> <li>Winning proposals have been awarded with the “Innovating in Energy” in Science Fairs in Year two and three in all CEEAP’s participating countries.</li> </ul>	<ul style="list-style-type: none"> <li>By the end phase 2, 20 % of students are motivated by the research in sustainable energy and energy conservation.</li> </ul>	<ul style="list-style-type: none"> <li>Students in lower secondary school (grade 7).</li> </ul>	<ul style="list-style-type: none"> <li>Science fair posters.</li> <li>Flyer.</li> </ul>	<ul style="list-style-type: none"> <li>OAS Programme Coordinator.</li> <li>CEEAP focal points.</li> <li>CEEAP national committees.</li> <li>Learn and Save leaders.</li> <li>Sponsoring public utility companies.</li> </ul>	Year 3.
<p>3.11 “Worlds of Energy” theatre competition</p> <p>3.11.1 To launch “Worlds of Energy” competition which will require entrants to write and perform plays based on characters in the Worlds of Energy booklet.</p> <p>3.11.2 To award the best script and performance with entry into the national competition.</p> <p>3.11.3 To award three top performances from the national competition during Energy Week.</p>	<ul style="list-style-type: none"> <li>To stimulate students’ interest in sustainable energy issues and events with the goal of raising awareness through a learning by doing approach.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of phase 2 to have familiarized at least 60% of students with the topic of sustainable energy.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of phase 2 to have familiarized at least 60% of students with the topic of sustainable energy.</li> </ul>	<ul style="list-style-type: none"> <li>Students in upper primary school (grades 5-6).</li> </ul>	<ul style="list-style-type: none"> <li>Flyer</li> </ul>	<ul style="list-style-type: none"> <li>OAS Programme Coordinator.</li> <li>CEEAP focal points</li> <li>CEEAP national committees.</li> <li>Learn and Save leaders.</li> <li>Sponsoring public utility companies.</li> </ul>	Year 3.

# SECTION 4.

## MATRIX OF INSTRUCTIONAL AWARENESS AND COMMUNICATION MATERIALS

This Section presents a summary of instructional awareness and communication material for CEEAP and the Learn and Save campaign.

### INSTRUCTIONAL MATERIALS

Tool	Objectives	Content	Features	Target Groups	Coordinating Agent	Timeline
1. Teachers' Resource Booklet for Integrated Instruction in Sustainable Energy (Appendix 1)	<ul style="list-style-type: none"> <li>To provide science and geography teachers along with other related subject instructors with region-appropriate teaching material about energy conservation, energy efficiency, and renewable energy.</li> </ul>	<ul style="list-style-type: none"> <li>Booklet will contain one chapter each on the following: energy basics, non-renewable energy and concomitant environmental impact, renewable energy and its use and potential use in the sub-region, energy efficiency and conservation.</li> <li>For each topic, indications will be provided for learning outcomes, specific objectives, key vocabulary, procedures and activities, and skills and attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>Letter size foldable, full colour.</li> <li>2,000 copies (4 per school)</li> </ul>	<ul style="list-style-type: none"> <li>Teachers in upper primary school (grades 5-6) and teachers in lower secondary school (grade 7).</li> </ul>	<ul style="list-style-type: none"> <li>OAS Programme Coordinator.</li> <li>CEEAP focal points.</li> <li>CEEAP national committees.</li> <li>Learn and Save leaders.</li> <li>Sponsoring public utility companies.</li> </ul>	4 months
2. Learn and Save instructional set (Appendix 2)	<ul style="list-style-type: none"> <li>To provide students with region-appropriate learning material for sustainable energy and energy conservation.</li> </ul>	<ul style="list-style-type: none"> <li>The set will be designed for group use in the classroom or in private lesson hours.</li> <li>Set will contain a booklet on sustainable energy and energy Conservation and several board games.</li> </ul>	<ul style="list-style-type: none"> <li>Box, full colour</li> <li>2,000 copies (4 per school)</li> </ul>	<ul style="list-style-type: none"> <li>Students in upper primary school (grades 5-6) and students in lower secondary school (grade 7).</li> </ul>	<ul style="list-style-type: none"> <li>OAS Regional Coordinator</li> <li>CEEAP focal points</li> <li>Communication and energy consultant</li> <li>Design consultant</li> </ul>	4 months

## INSTRUCTIONAL MATERIALS

Tool	Objectives	Content	Features	Target Groups	Coordinating Agent	Timeline
3. Learn and Save textbook (Appendix 3)	<ul style="list-style-type: none"> <li>To provide students with region-appropriate learning material in the subject areas of sustainable energy and energy conservation and related topics.</li> </ul>	<ul style="list-style-type: none"> <li>The textbook intends to disseminate scientific facts relating to non-renewable and renewable sources of energy, energy efficiency, and energy conservation.</li> <li>Energy saving tips and board activities will be included.</li> <li>It will feature a group of fictional characters known as the energy masters, who live in a fictional world and who, through their characteristics, behaviour, and narration, explain the energy sources.</li> </ul>	<ul style="list-style-type: none"> <li>30 p. full colours.</li> <li>Recycled materials.</li> <li>10 000 copies (20 per school)</li> </ul>	<ul style="list-style-type: none"> <li>Students in upper primary school (grades 5-6) and students in lower secondary school (grade 7).</li> </ul>	<ul style="list-style-type: none"> <li>OAS Regional Coordinator.</li> <li>CEEAP focal points.</li> <li>Communication and energy consultant.</li> <li>Design consultant.</li> </ul>	4 months
4. Learn and Save interactive DVD (Appendix 4)	<ul style="list-style-type: none"> <li>To provide students with region-appropriate learning material in the subject areas of sustainable energy and energy conservation.</li> </ul>	<ul style="list-style-type: none"> <li>The DVD intends to present scientific facts about non-renewable and renewable sources of energy, energy efficiency, and energy conservation.</li> <li>Energy saving tips and interactive activities and tests will be included.</li> <li>It will be presented attractively and interactively featuring a number of fictional characters known as the energy masters who, through their characteristics, behaviour, and narration, will explain the energy sources.</li> </ul>	<ul style="list-style-type: none"> <li>30 screens.</li> <li>10 000 copies (20 per school)</li> </ul>	<ul style="list-style-type: none"> <li>Students in upper primary school (grades 5-6) and students in lower secondary school (grade 7).</li> </ul>	<ul style="list-style-type: none"> <li>OAS Regional Coordinator</li> <li>CEEAP focal points</li> <li>Communication and energy consultant</li> <li>Design consultant</li> </ul>	4 months

## INSTRUCTIONAL MATERIALS

Tool	Objectives	Content	Features	Target Groups	Coordinating Agent	Timeline
5. Interactive Learn and Save website for teachers and students.	<ul style="list-style-type: none"> <li>To provide teachers and students, as well as the general public, with region-appropriate learning material in the subject areas of sustainable energy and energy conservation.</li> </ul>	<ul style="list-style-type: none"> <li>The website intends to disseminate scientific fact about non-renewable and renewable sources of energy, energy efficiency, and energy conservation.</li> <li>Energy saving tips and interactive activities and tests will be included.</li> <li>It will present attractive and interactively featuring a number of fictional characters known as the energy masters, who, through their characteristics, behaviour, and narration, will explain the energy sources.</li> </ul>	<ul style="list-style-type: none"> <li>30 p. screens.</li> <li>To be hosted by SEPA portal.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and students in upper primary school (grades 5-6) and teachers and students in lower secondary school (grade 7).</li> <li>General public.</li> </ul>	<ul style="list-style-type: none"> <li>OAS Regional Coordinator.</li> <li>CEEAP Focal Points</li> <li>Communication and energy consultant.</li> <li>Design consultant.</li> </ul>	4 months
6. Documentary film on sustainable energy	<ul style="list-style-type: none"> <li>To provide teachers and students in higher primary and lower secondary grades, and general public, with region-appropriate learning material in the subject areas of sustainable energy and energy conservation in the Caribbean.</li> </ul>	<ul style="list-style-type: none"> <li>Documentary will present scientific facts about non-renewable and renewable sources of energy, energy efficiency, and energy conservation in the particular context of the Caribbean region.</li> <li>Interviews with energy specialists, public utility companies' representatives, and other stakeholders will be included.</li> <li>Documentary will be created as part of the body of instructional material to be used in classrooms, but it may also be broadcast on TV.</li> </ul>	<ul style="list-style-type: none"> <li>Duration 15 to 20 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and students in upper primary school (grades 5-6) and teachers and students in lower secondary school (grade 7).</li> <li>General public.</li> </ul>	<ul style="list-style-type: none"> <li>OAS Regional Coordinator</li> <li>CEEAP focal points</li> <li>Communication and energy consultant</li> </ul>	6 months

## AWARENESS MATERIAL

Tool	Objectives	Content	Features	Target Groups	Coordinating Agent	Timeline
7. Learn and Save poster	<ul style="list-style-type: none"> <li>To promote energy saving practices at school and at home.</li> </ul>	<ul style="list-style-type: none"> <li>Energy saving tips. Messages must be immediately clear, and focused on simple, easily adoptable behavioural changes.</li> </ul>	<ul style="list-style-type: none"> <li>24" X 36" or 27" X 39". Full colour. Recycled paper, 250 g.</li> <li>450 copies.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and students in selected schools.</li> </ul>	<ul style="list-style-type: none"> <li>OAS Programme Coordinator.</li> <li>Communication and design consultant.</li> </ul>	Year 1
8. Learn and Save brochure	<ul style="list-style-type: none"> <li>To educate and inform about renewable energy.</li> </ul>	<ul style="list-style-type: none"> <li>Information on non-renewable energy and its environmental consequences, and renewable energy and its potential in the region.</li> </ul>	<ul style="list-style-type: none"> <li>8.5" X 11" Double Parallel Fold. Full colour. Recycled Paper, 120 g.</li> <li>5 000 copies.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and students in selected schools.</li> </ul>	<ul style="list-style-type: none"> <li>OAS Programme Coordinator.</li> <li>Communication and design consultant.</li> </ul>	Year 1
9. Learn and Save radio and TV PSAs	<ul style="list-style-type: none"> <li>To promote energy saving practices at school and at home.</li> </ul>	<ul style="list-style-type: none"> <li>Energy saving tips. Messages must be immediately clear, and focused on simple, easily adoptable behavioural changes.</li> </ul>	<ul style="list-style-type: none"> <li>Radio PSA: Pleasing music with voice-over featuring child's voice. Duration 30 to 50 minutes.</li> <li>TV PSA: Animated characters. Duration 30 to 50 minutes.</li> <li>To be broadcast by public and private radio and TV Channels during children's programming.</li> </ul>	<ul style="list-style-type: none"> <li>General public.</li> </ul>	<ul style="list-style-type: none"> <li>OAS Programme Coordinator.</li> <li>Communication and design Consultant.</li> </ul>	Year 1
10. Energy Saving Champion diploma and statuette.	<ul style="list-style-type: none"> <li>To award school for successful implementation of EMAPs.</li> </ul>	<ul style="list-style-type: none"> <li>Eye-catching graphics e.g. Learn and Save logo) and "Worlds of Energy" characters.</li> </ul>	<ul style="list-style-type: none"> <li>Diploma: A4, full colour. Recycled paper 120g.</li> <li>Statuette: Papier-mâché technique.</li> <li>150 copies.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and students in selected schools.</li> </ul>	<ul style="list-style-type: none"> <li>OAS Regional Coordinator.</li> <li>Communication consultant.</li> <li>Design consultant.</li> </ul>	Year 1
11. Learn and Save stickers	<ul style="list-style-type: none"> <li>To present energy saving tips for commonly used schools electronics (e.g. lighting, computers, photocopiers, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Straightforward and eye-catching messages.</li> </ul>	<ul style="list-style-type: none"> <li>4.74" X 5", full colour.</li> <li>10. 000 copies</li> </ul>	<ul style="list-style-type: none"> <li>Staff and students in selected schools.</li> </ul>	<ul style="list-style-type: none"> <li>OAS Programme Coordinator.</li> <li>Communication and design Consultant</li> </ul>	Year 1

## AWARENESS MATERIAL

Tool	Objectives	Content	Features	Target Groups	Coordinating Agent	Timeline
12. Learn and Save bookmarks	<ul style="list-style-type: none"> <li>To promote energy saving practices at school and at home.</li> </ul>	<ul style="list-style-type: none"> <li>Energy saving tips. Messages must be clear, straightforward and focused on simple behaviours changes that can be easily adopted.</li> </ul>	<ul style="list-style-type: none"> <li>2" X 6". Full colour. Recycled paper.</li> <li>10. 000 copies</li> </ul>	<ul style="list-style-type: none"> <li>Students in higher primary and secondary levels.</li> </ul>	<ul style="list-style-type: none"> <li>OAS Programme Coordinator.</li> <li>Communication and Design Consultant Firm.</li> </ul>	Year 1
13. Learn and save screensaver	<ul style="list-style-type: none"> <li>To promote energy saving practices.</li> </ul>	<ul style="list-style-type: none"> <li>Straightforward and eye-catching messages.</li> </ul>	<ul style="list-style-type: none"> <li>Dark colour.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and students in selected schools.</li> </ul>	<ul style="list-style-type: none"> <li>OAS Programme Coordinator.</li> <li>Communication and Design Consultant Firm.</li> </ul>	Year 1
14. CEEAP brochure	<ul style="list-style-type: none"> <li>To promote the Programme among institutions and individuals linked to the energy and education sectors.</li> </ul>	<ul style="list-style-type: none"> <li>Clear and consistent information about the Programme including its objectives, components, beneficiaries, implementing agents, etc.</li> </ul>	<ul style="list-style-type: none"> <li>8.5" X 11" Double Parallel Fold. Full colour. Recycled Paper, 120 g.</li> <li>500 copies.</li> </ul>	<ul style="list-style-type: none"> <li>Representatives of governmental and non-governmental organizations and individuals linked to energy and education sectors.</li> </ul>	<ul style="list-style-type: none"> <li>OAS Programme Coordinator.</li> <li>Communication and design consultant.</li> </ul>	Year 1
15. CEEAP website	<ul style="list-style-type: none"> <li>To promote the Programme among institutions and individuals linked to the energy and education sectors.</li> </ul>	<ul style="list-style-type: none"> <li>Clear and consistent information about the Programme including its objectives, components, beneficiaries, implementing agents, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Interactive platform to be hosted by the SEPA portal.</li> </ul>	<ul style="list-style-type: none"> <li>Representatives of governmental and non-governmental organizations and individuals linked to energy and education sectors.</li> </ul>	<ul style="list-style-type: none"> <li>OAS Programme Coordinator.</li> <li>Communication and design consultant.</li> </ul>	Year 1
16. Sustainable Energy Teaching Competition poster	<ul style="list-style-type: none"> <li>To promote the competition among science and geography teachers in target schools in CEEAP's participant countries.</li> </ul>	<ul style="list-style-type: none"> <li>Unequivocal information about the competition including its fundamentals, schedule, associated prizes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Poster: 24" X 36" or 27" X 39". Full colour. Recycled paper, 120g. To be used outdoors</li> <li>450 copies.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers in targeted primary and secondary schools.</li> </ul>	<ul style="list-style-type: none"> <li>OAS Regional Coordinator</li> <li>CEEAP focal points</li> <li>Communication consultant</li> <li>Design consultant</li> </ul>	Year 1

## COMMUNICATION MATERIAL

## COMMUNICATION MATERIAL

Tool	Objectives	Content	Features	Target Groups	Coordinating Agent	Timeline
17. "Learn and Save" Cycle of Conferences Flyer .	<ul style="list-style-type: none"> <li>To promote the conference series and promote contributors and topics.</li> </ul>	<ul style="list-style-type: none"> <li>Clear information about the series i.e. its purpose and schedule.</li> </ul>	<ul style="list-style-type: none"> <li>8.5" X 11" Letter Size Flyer. Full Colour. Recycled paper, 80 g.</li> <li>8 000 copies.</li> </ul>	<ul style="list-style-type: none"> <li>Staff, students and parents in participating schools.</li> </ul>	<ul style="list-style-type: none"> <li>OAS Programme Coordinator.</li> <li>Communication and design consulting firm</li> <li>CEEAP focal points</li> <li>Learn and Save leaders</li> <li>Sponsoring public utility companies.</li> </ul>	<ul style="list-style-type: none"> <li>Years 2 and 3</li> </ul>
18. Learn and Save clubs flyer	<ul style="list-style-type: none"> <li>To promote the clubs and inform about their purpose and activities.</li> </ul>	<ul style="list-style-type: none"> <li>Clear information about the clubs i.e. purpose, activities, conditions of membership, etc.</li> </ul>	<ul style="list-style-type: none"> <li>8.5" X 11" Letter Size Flyer. Full Colour. Recycled paper, 80 g.</li> <li>4 000 copies.</li> </ul>	<ul style="list-style-type: none"> <li>Primary school students in grades 5 and 6 and their parents.</li> </ul>	<ul style="list-style-type: none"> <li>OAS Programme Coordinator.</li> <li>Communication and design consultant</li> <li>CEEAP focal points</li> <li>Learn and Save leaders</li> <li>Sponsoring public utility companies.</li> </ul>	<ul style="list-style-type: none"> <li>Years 2 and 3</li> </ul>
19. "Worlds of Energy" Theatre Competition poster and diploma	<ul style="list-style-type: none"> <li>To promote the competition in participating schools.</li> </ul>	<ul style="list-style-type: none"> <li>Clear information about the competition's fundamentals, schedule, and prizes.</li> </ul>	<ul style="list-style-type: none"> <li>Diploma: A4. Full Colour. Recycled paper 80 g.</li> <li>Poster: 24" X 36" or 27" X 39". Full colour. Recycled paper, 120g. To be used outdoors.</li> <li>1 000 copies</li> </ul>	<ul style="list-style-type: none"> <li>Students in grades 5 and 6.</li> </ul>	<ul style="list-style-type: none"> <li>OAS Programme Coordinator.</li> <li>Communication and design consultant.</li> <li>CEEAP focal points.</li> <li>Learn and Save leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Year 3</li> </ul>

## SECTION 5. NECESSARY RESOURCES AND BUDGET

CATEGORY	COST (US)
INTERNATIONAL EXPERTISE	22 900
REGIONAL EXPERTISE	6 500
LOCAL EXPERTISE	104 160
PERMANENT STAFF	123 750
ALLOCATIONS	489 100
INSTRUCTIONAL COMMUNICATION & AWARENESS MATERIAL	92 055
LOGISTICAL	21 080
Sub-total	859 795
10 % contingency	85 979
<b>TOTAL</b>	<b>945 524</b>

## SECTION 6. MONITORING AND EVALUATION

The following three-step evaluation strategy is proposed to assess the results of the Programme:

### - Ex-ante evaluation

The stakeholders and audience analysis (KAP's survey results) carried out during the pilot phase could be used as a baseline for the mid-term and ex-post evaluations.

### - Mid-term evaluation

This evaluation should be conducted at the end of year two of the Programme, which is the conclusion of the Learn and Save campaign's pilot phase.

### - Ex-post evaluation

The Programme's final evaluation should be conducted at the end of year three. The results should be compared with the results of ex-ante and mid-term evaluation in order to map the trajectory of measures of effectiveness. The following three main evaluation methods are proposed:

## 1. MONITORING ACTIVITIES

It is strongly recommended that all Programme activities be regularly monitored both quantitatively and qualitatively. The parameters to be monitored and measured include:

1. Target group participation in CEEAP activities
2. Quality of training activities: to be evaluated via knowledge tests (i.e. quizzes) conducted at the beginning and end of each activity, the results of which will allow for assessment of effectiveness of knowledge dissemination
3. Quality of communication and awareness activities: To be evaluated through participant satisfaction survey conducted upon completion of the relevant activity or event.

## 2. RANDOMIZED EVALUATION OF AWARENESS CAMPAIGN

Randomized evaluation is proposed as the most appropriate method for assessing the effectiveness of the campaign. The main purpose of this type of evaluation is to determine whether the campaign has the desired impact and if so, to quantify that impact.

It will require that comparisons between experimental and control groups, in this case, the members of schools that were exposed to the campaign and those who were not. It is recommended that the evaluation be conducted in 15% of the schools participating in the campaign, or the beneficiary schools. The evaluation will be conducted in three steps, each occurring:

- Before the launch of the Learn and Save campaign
- At the end of the phase 1
- At the end of the phase 2

Evaluation tools like the KAP's survey and other observation methodologies will be used to collect and analyse relevant information.

### 3. MEDIA SURVEY

It is strongly recommended that a comprehensive record of all articles and/or news items published in mass media is kept.

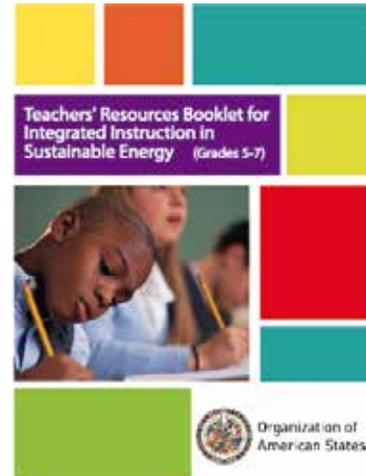
<sup>1</sup> For further information about this methodology see the Abdul Latif Jameel Poverty Action Lab website: <http://www.povertyactionlab.org/methodology>

## APPENDIX 1: TEACHERS' RESOURCE BOOKLET FOR INTEGRATED INSTRUCTION IN SUSTAINABLE ENERGY

Because we believe that the support and involvement of teachers is integral to the success of CEEAP, we designed a teachers' resource booklet. The booklet is divided into five modules and includes practical examples specifically tailored to the Caribbean context. The modules are as listed below:

- Module 1: Energy basics
- Module 2: Electricity

- Module 3: Non-renewable energy sources
- Module 4: Renewable energy sources
- Module 5: Uses of energy and energy efficiency and conservation.



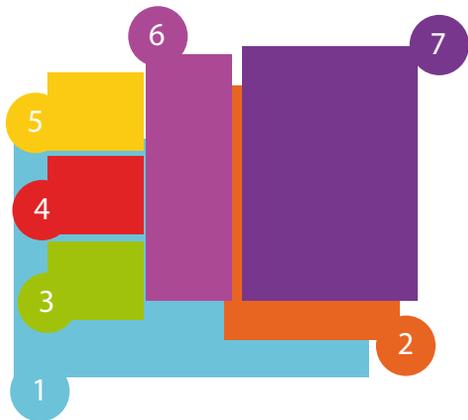
## APPENDIX 2: INSTRUCTIONAL KIT

We envision the energy learning box being distributed in schools. The material will be most effective if the teacher divides the class into manageable-sized groups, that is, with an average of eight to ten students per group.

### BOX

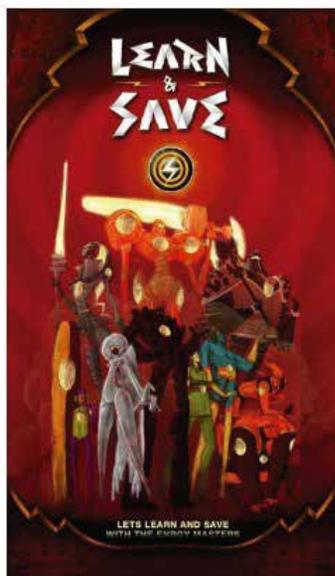


## A LOOK INSIDE THE BOX



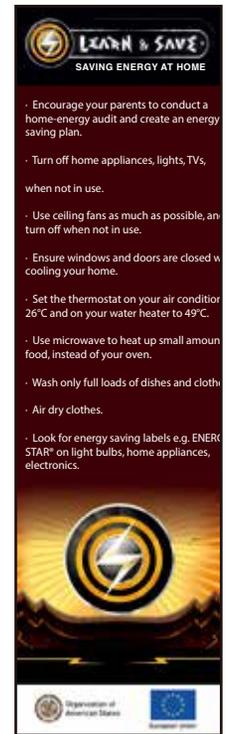
- 1 Posters
- 2 Trivial
- 3 Memo
- 4 Pieces
- 5 Playing cards
- 6 Bookmarks and bracelets
- 7 Booklets

## POSTER



## BOOKMARKS

The bookmarks are intended to be handy reminders of tips for conserving energy at school and at home.



## GAMES AND ACTIVITIES

These are intended to be enjoyed in groups of up to five students under the supervision of a teacher. Each games and activities bundle consists of a trivia game, two puzzles, and one deck of memo cards.

## TRIVIA GAME



## MEMO CARDS



## BRACELETS



## APPENDIX 3: INTERACTIVE MULTIMEDIA DVD

The Learn and Save DVD has two main sections, one for teachers and one for students. The section for teachers replicates the content of the four modules in the Teachers' Resource Booklet. It enhances the booklet's contents by providing links to energy and environmental programmes being implemented in other regions of the world. The section for students is divided into eight chapters, which include the four chapters of the Learn and Save textbook. The DVD complements the textbook by providing interactive tutorials on the history of energy, guided questions and quizzes, an interactive version of the Caribbean map, and a plethora of other stimulating games and activities.



## APPENDIX 4: LEARN AND SAVE BOOKLET



The Learn and Save textbook embeds knowledge in the story of two energy families living in a fictional world that is akin to a pro-green planet. Several characters, each representing one of the energy sources, are brought to life with appealing illustrations and descriptions, including special powers and adventure stories. The textbook has four chapters:

Chapter 1: Learning Energy

Chapter 2: Sources of Energy

Chapter 3: Using and Saving Energy

Chapter 4: Energy Activities

### SYNOPSIS:

There once was a planet called Energia. Its inhabitants knew everything there was to know about energy. They also knew one very important rule: energy is neither created nor destroyed; it can only be transformed from one state to another. Energia had two main families. The first was the Sustainable Sources family. There were seven members. Their names are Hydrous, Wavy-Kid, Wonder Winder, Volkano, the Sunder brothers, and Biotyfuel.

This family provided Energia with all the clean renewable energy they needed to run their cars, buses, trucks, and other transportation systems as well as their lights and the rest of their households.

The second family was the Non-Renewable Sources family. This was an old, noble family with four members. Their names are Sir Oiler, Lord Nukleus, Koal Knight, and Lady Gassna. The Energians, the Sustainable Sources family, and the Non-Renewable Sources family all came together to make a promise. They agreed that the members of the Non-Renewable Sources family would live quietly in the planet's core because if they were used to generate energy, they could harm Energia's environment.

Unfortunately, one member of the Non-Renewable Sources family broke the promise and told a powerful energy company called ENERGOX about the secret hiding place. No longer protected within Energia's core, the Non-Renewable Sources family was used day after day, year after year to generate energy. This caused so much damage to Energia that the planet was destroyed nearly a billion years later.

Because of this tragedy the Non-Renewable Sources family and the Sustainable Sources family made a new promise. They swore that they would both live in harmony together in the universe and would protect other planets from being destroyed like Energia. Hydrous, Wavy-Kid, Wonder Winder, Volkano, the Sunder brothers, Biotyfuel, Sir Oiler, Lord Nukleus, Koal Knight, and Lady Gassna have all noticed that our Earth is in danger. They are here to help us today. Read on to meet them and let's all learn and save with the energy masters!

Antigua and Barbuda  
Argentina Barbados  
Belize Bolivia Brazil  
Canada Chile  
Colombia  
Costa Rica Cuba  
Dominica  
Dominican Republic  
Ecuador El Salvador  
Grenada Guatemala  
Guyana Haiti Honduras  
Jamaica Mexico  
Nicaragua  
Panama Paraguay Peru  
Saint Kitts and Nevis  
Saint Lucia  
Saint Vincent and  
the Grenadines  
Suriname The Bahamas  
Trinidad and Tobago  
United States of America  
Uruguay Venezuela



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Organization of  
American States