



Request for Proposals:

Curriculum Development and Implementation of Clean Cooking Education & Awareness Pilot for Ghanaian Youth

Background

The Global Alliance for Clean Cookstoves is a public-private partnership to save lives, improve livelihoods, empower women, and protect the environment by creating a thriving global market for clean cooking solutions. The Alliance's goal calls for 100 million households to adopt clean and efficient cookstoves and fuels by 2020. The Alliance is working with its over 1,000 partners around the world to build a thriving market for clean cookstoves and fuels by promoting a market-based approach that brings together the assets of the public and private sectors to ensure positive financial, social, and environmental returns and allows us to address the problem of household air pollution at scale. During Phase 1, the Alliance and its partners have helped over 20 million households adopt cleaner and more efficient cookstoves and fuels. These clean cooking solutions have helped save tens of thousands of lives, protected millions of trees in vulnerable ecosystems, and created hundreds of thousands of jobs.

Exposure to smoke from traditional cookstoves and open fires – the primary means of cooking and heating for nearly three billion people in the developing world – causes 4.3 million premature deaths annually.¹ Cookstove smoke contributes to a range of chronic illnesses and acute health impacts such as pneumonia, lung cancer, chronic obstructive pulmonary disease, cataracts, low birth weight, and burns. In Ghana, over 80% of households use biomass as their primary cooking fuel. Without intervention, the problem will continue to grow – the International Energy Agency estimates that by 2030, 100 million more people will use traditional biomass fuels than do so today.²

Reliance on biomass for cooking and heating also increases pressure on local natural resources (e.g., forests, habitat) and forces women and children to spend many hours each week gathering wood, or spend significant household income purchasing fuel. In addition, harvesting fuels for wood burning cookstoves can cause sustained land degradation. In conflict-affected settings, though food is distributed by the humanitarian community, fuel for cooking is often not provided or available, leaving millions of refugee and internally displaced women and girls at risk for daily attack. Inefficient cookstoves also contribute to global emissions of greenhouse gases such as carbon dioxide and short lived climate forcing agents such black carbon aerosols, major contributors to current global warming.

The Alliance is implementing a [specific strategy in Ghana](#) together with the government to enable 50% of Ghana's population to access LPG technology by 2020, and 50% to access clean cooking solutions by 2020. Clean cooking has also been integrated into Ghana's Sustainable Energy for All Action Plan. Over 13,000 deaths occur each year in Ghana as a result of exposure to Household Air Pollution (HAP) and more than 21 million people are impacted by exposure to HAP each year.³

In addition to helping to transition Ghana to cleaner fuels, the Alliance is partnering with government and in-country stakeholders, such as the Ghana Alliance for Clean Cookstoves (GHACCO), to support enterprise development, foster investment-ready entrepreneurs through

¹ World Health Organization (2014) Burden of disease from Household Air Pollution 2012
S. S. Lim et al. (2012) A comparative risk assessment of burden of disease...” Lancet 380(9859): 2224-2260.

² World Energy Outlook 2010. (2010). World Energy Outlook. International Atomic Energy Agency.

³ World Health Organization (2014) Burden of disease from Household Air Pollution 2012

capacity building, and work with the government to improve the country's regulatory environment to help strengthen and advance the clean cookstoves and fuels markets.

Project Overview

Through this call for proposals, the Alliance is seeking an implementation partner(s) to pilot school curricula in Ghanaian secondary schools to educate students about the dangers of cooking over open fires and the existence of cleaner, more efficient solutions. As part of this pilot project, the Alliance seeks to design and implement curricula that can be tested and evaluated against several outcomes, including: increased knowledge and positive attitudes towards clean cooking solutions, students' learning and leadership skills, teacher and school administrator buy in to the importance of teaching these topics, students' families and communities awareness levels, and purchases of cleaner cooking solutions. This project is meant to not only raise awareness about the negative impacts of traditional cooking practices among Ghanaian youth, but to provide opportunities for girls and boys to be part of the change as their own households transition to cleaner cooking solutions and to enhance their leadership skills.

There is extensive evidence showing that awareness among impacted populations of both the negative health impacts of cooking over open fires and inefficient stoves and the availability of clean cooking solutions is low. This lack of awareness hinders both stove purchase and ongoing use. The [Alliance is ramping up efforts to raise awareness and demand](#) in Ghana, and as part of that effort, the Alliance is piloting interventions that enhance and leverage the role that girls and boys can play in creating demand amongst their own families and within their communities. The Alliance and the Ghana Girl Guides currently have a project underway in the Ayamam community in the Greater Accra Region to pilot approaches that engage adolescent girls involved in afterschool programs in awareness raising in their communities and within their own homes.

Girls are often involved in the many hours per week spent searching for firewood and cooking over open flames, thus making them disproportionately impacted by their household's use of dirty and inefficient cooking practices and reliance on biomass for fuel. Additionally, boys are important advocates as they also need to understand the dangers of cooking over open fires in order to promote healthier solutions within their own families and communities. Girls and boys can play a valuable role educating their peers and community members by sharing messages and knowledge about clean cooking solutions, along with other activities. They can be change agents in their communities and play a crucial role in the widespread adoption of clean cooking solutions. They can leverage their networks and peer relationships to promote the adoption of new technologies. Ghanaian youth can become spokespeople promoting and encouraging the use of clean cooking products in their own households. However, in order for both boys and girls to do this, they need to be taught about the issue and provided with educational opportunities to learn about the impacts and solutions. This approach will influence the way future generations think about cooking practices and encourage adoption in the long-term.

The Alliance has conducted [market research](#) to identify the consumer segments and regions within Ghana with the greatest adoption potential in the near term and will prioritize these segments in its initial overall market development activities. The education pilot must align with

the geographic regions identified within this research. Therefore the Alliance is seeking proposals that pilot this work in one of the following areas of Ghana: Western, Central, Ashanti, Eastern, and Greater Accra region. The Alliance may also request that activities and messaging used in this pilot align with its broader work around demand generation and awareness raising in Ghana.

Scope of RFP

The main deliverables of this project include:

- 1) Create a Ghana Education Services (GES) curriculum manual to educate Ghanaian youth about the impacts of traditional cooking practices and availability and benefits of clean cooking and household energy solutions. This must be done in conjunction with GES in order to ensure all of their requirements are met and that the development of this manual is aligned with their processes and priorities.**
- 2) Design and implement a pilot project in at least one secondary school to test the curriculum, ideally within a variety of different subject areas, and to evaluate the curriculum's effectiveness in student knowledge and awareness of topics related to clean cooking and fuels, increased purchases of cleaner cooking solutions within the households of participating students, and increased awareness amongst teachers and school officials about the importance of teaching these topics. The curriculum should include training and tips for students to take these messages home and to their communities to encourage adoption of cleaner cooking solutions.**
- 3) Design and implement a set of additional activities at the school and in the community outside of the official curriculum being taught within different classes, such as onsite demonstrations and cooking exhibitions, afterschool projects, etc. However, these activities must link to the curriculum's learning objectives and should be a replicable component of the overall curriculum when being scaled to other schools.**
- 4) Develop a strategy and work plan to scale the curriculum nationally, including a process for updating and adapting it after the pilot according to the feedback from teachers, students, and other stakeholders, working with GES to develop a plan for integrating it into national curriculum, and conducting advocacy with GES and with school officials to ensure it is adopted.**
- 5) Develop and implement a monitoring and evaluation plan to measure against several outcomes, including students' knowledge and awareness of topics related to clean cooking and fuels, leadership skills, teacher and school administrator buy-in to the importance of teaching these topics, students' families and communities awareness levels, and changes in intents to purchase cleaner cooking solutions by the households of participating students. The M&E plan should include both quantitative and qualitative methodologies, and should also capture lessons learned**

and best practices from the pilot and evaluate effectiveness of the different lesson plans, behavior change and awareness activities, etc.

- 6) Produce a final report outlining findings and data analysis from the pilot project. The Alliance is planning to conduct similar education programs in other countries and these findings will inform these efforts as well.**

The objective of the project is to increase knowledge and awareness among Ghanaian youth about the impacts of traditional cooking, as well as the availability and benefits of clean cooking solutions, by developing curriculum that can be piloted, adapted, and scaled throughout the Ghanaian education system.

Proposals should include the following activities:

1) Curriculum Development

The selected implementing partner(s) will develop curriculum that will be tested in at least one secondary school through this pilot project. It is highly preferred that the implementing partner(s) work with the Ghana Education Service (GES) from the beginning of this project in order to facilitate the eventual scale up of this curriculum nationwide. GES has indicated that they are interested in working with the Alliance and its partners to develop a manual, as an addendum to the existing national curriculum, for teachers to teach a curriculum with learning objectives on cooking energy. Because the curriculum revision process is on a five year cycle, this approach will allow the Alliance to pilot curriculum in the near term, with a goal of eventually including these learning objectives into the national curriculum in appropriate subjects.

This curriculum should be for secondary school students and can be integrated into various subjects, as the applicant sees most relevant. Proposals should suggest the most appropriate subjects and existing curriculum to integrate clean cooking lessons into, and each suggestion should be accompanied by a rationale as to how the cooking curriculum could fit into existing learning objectives. Additionally, when proposing existing curriculum to integrate the cooking components into, proposals should outline the number of students that will be reached through their suggested approach.

The Alliance's preliminary analysis shows that curriculum on cooking energy could be included in the Integrated Science Syllabus of Junior High School, the Basic Design and Technology Syllabus, which includes Home Science, and/or Social Studies, under the Social and Economic Development section.

The curriculum manual should address topics such as: traditional cooking and its health, social, and environmental impacts, positive impacts and availability of clean and efficient cooking solutions, national and regional policies and environmental practices related to cooking energy, clean cooking technologies, and opportunities for students to get involved in the issue.

2) Implementation of Pilot Program

Applicants must include a plan for the implementation of the curriculum into one secondary school in one of the abovementioned regions. The pilot project should include the implementation of the curriculum manual, as well as a variety of other activities at the school, including but not limited to, involvement of afterschool groups, parent and teacher associations, technology demonstrations and exhibitions, and other ways to engage students beyond those being formally taught the lesson plans. The purpose of the pilot is to test the curriculum so that it can be adapted as necessary, but also to test other interventions that schools can implement to increase awareness outside of official classroom teaching. The implementation plan should have objectives and activities that are directly connected to increasing demand and adoption of clean cooking solutions in the communities and homes of the students participating in the pilot. As such, it should have a strong M&E framework to ensure that best practices and lessons learned are integrated into the updated version of the curriculum that will be produced after the piloting period, and that data on the outcome areas listed above is produced and analyzed. The plan should clearly outline inputs, activities, outputs, outcomes, and impacts on learning and leadership skills, knowledge and attitudes, technology adoption, demand and awareness among students, teachers, parents, and other community members.

3) Strategy for Scale Up

As part of this project, the implementing partner(s) will develop a strategy for scaling up the implementation of the curriculum and related activities across secondary schools nationwide. This strategy will include outreach and advocacy plans for necessary stakeholders at the national, regional, and district levels, timeframes for leveraging opportunities in the national curriculum revision cycle, and clear guidance on how to leverage existing Ministry of Education goals in order to make a strong case that this curriculum should be integrated nationwide. Proposals should outline the ways in which they have done this in the past with the Ministry of Education, how others have been able to influence curriculum in the long-term, and how existing relationships and experience will contribute to the overall long term objectives.

Proposal Guidelines & Deadlines

Eligibility

Proposals should outline and highlight experience and qualifications such as:

- Established relationships with schools and the education system in Ghana; proposals that include a pre-selected school(s) in the regions listed above as an official partner for the pilot are preferred.
- Experience with development and/or implementation of curriculum/educational programs in Ghana.

- Experience collaborating with GES or other government educational institutions and/or development of successful approaches for engaging with the Ministry of Education. Demonstrated success with creating curriculum addendums leading to integration into national curriculum preferred.
- Strong understanding of GES policies and guidelines for developing curriculum manuals.
- Experience collaborating with other education sector stakeholders, such as teachers and parents groups, education NGOs, etc.
- Experience in developing metrics and monitoring and evaluating outcomes of curriculum.
- Understanding of and existing relationships with the local community in the proposed pilot area.
- Experience with behavior change communications.
- Experience with cooking energy and/or energy access not required, but preferred.

Proposals:

A complete proposal must include the following:

1. Project Plan

The project plan (excluding literature cited) should not exceed ten (10) pages, using Times New Roman 11-point font size or larger, and 1 inch margins. The plan should be divided into the following sections:

Section A. Overall Objectives and Approach

Section B. Related Previous Work and Studies (not to exceed 1 page)

Section C. Work Plan, Methods, and Timeline

- *Describe the proposed activities. For each activity, describe deliverables and potential risks and mitigation strategies. Provide a timeline for these proposed activities that include the deliverable timelines.*
- *Provide clear steps about how the organization will work with key stakeholders including a school where the project will be implemented, curriculum development experts, GES, cooking energy experts, etc.*
- *Please outline experience in working with GES to develop curriculum and/or other approaches undertaken to educate students on topics not currently covered in the national curriculum. Describe what your role was, what the results were, and key lessons learned that can be applied in this project.*
- *Provide clear steps on how the organization will engage with the pilot school. If the organization does not already have a relationship with potential schools, describe how the school will be selected.*

- *The development of the curriculum and implementation plan should take no longer than 2 months, the pilot should be implemented for no longer than 9 months, and the final scale up strategy and report should be developed no longer than 2 months after the end of the pilot.*

Section D. Description of Study Team and Roles (1-2 pages)

- Include Organizational Qualifications as Relevant. Note that given the interdisciplinary nature of this work, the Alliance encourages the formation of joint proposals from qualified organizations. Please be sure to specify what role each organization will have and who will take the lead on each activity.

2. Bio-sketches / CVs

- One page for each proposed team member, as well as key subcontractors/subgrantees/consultants.

3. Narrative Budget

- Provide an itemized descriptive budget. The narrative budget justification should include descriptions of the specific roles, responsibilities, and compensation for all project team members and consultants, as well as detailed descriptions of proposed travel, supplies, and equipment to be purchased. Note that indirect cost estimates may not exceed 13%. In addition, sub-contract expenses should not be included in indirect cost calculations. The Alliance will award up to \$75,000 for this grant.

4. List of References

- Provide a list of up to three (3) references, including email address and telephone number. *References of past funders are highly preferred.*

Proposal Deadlines

Submission of Proposals

▪ **Letters of Intent (LOI)**

Electronic letters of intent (LOI) are encouraged, but not mandatory. LOIs help the Alliance staff 1) ensure that applications received are responsive to RFPs and 2) plan for the application review process. Applicants are encouraged to submit a LOI (maximum of 1 page) summarizing proposal goals, potential partnerships, and briefly describe their propose approach.

LOIs should be sent **NO LATER** than **June 5, 2015** to chart@cleancookstoves.org.

▪ **Full Application**

The deadline for submission of applications is June 26, 2015.

Electronic copies of full applications should be sent to: chart@cleancookstoves.org.

Please send any questions to Corinne Hart, Director of Gender and Humanitarian Programs, at chart@cleancookstoves.org.