



MECCE
MONITORING AND EVALUATING
CLIMATE COMMUNICATION
AND EDUCATION PROJECT

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Key Activities in 2021

**A Progress Update on the Monitoring and Evaluating
Climate Communication and Education (MECCE) Project**



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Social Sciences and Humanities
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Canada

Key Activities in 2021

A Progress Update on the Monitoring and Evaluating Climate Communication and Education (MECCE) Project

The Monitoring and Evaluating Climate Communication and Education (MECCE) Project has made significant progress in 2021 through core project staff and researchers, and a growing team of more than 100 partners and collaborators around the world.

Together, we have generated new insight into how countries plan and implement climate communication and education (CCE), on what quality in CCE looks like, and on how activity can be benchmarked and monitored to help support ambition. We have also made contributions to intergovernmental processes, such as via joint reporting with UNESCO and in relation to the new UNFCCC Action for Climate Empowerment (ACE) Work Programme.

The MECCE Project leadership and team members look forward to building on our achievements in 2021 through continued collaboration in 2022. This report summarises the MECCE Project's key activities and achievements in 2021, with links to further detail.

Axis 1: Evaluating and Improving Quality

Country Profiles

Developed in partnership with UNESCO's Global Education Monitoring (GEM) Report, the profiles summarize country progress on Action for Climate Empowerment (ACE) and Sustainable Development Goals (SDGs) Targets 4.7 and 13.3. The first slate of 20 country profiles was launched at COP26 and available on the [MECCE Project website](#) and GEM Report's [PEER website](#). Figure 1 shows the countries with profiles completed in 2021. Another 30 more profiles are underway and will be released in advance of COP27 in 2022.

Figure 1. Locations of Country Profiles Completed in 2021



Knowledge Syntheses

Two reviews of the research literature are near to completion:

Psycho-social and behavioural considerations for action on CCE: This systematic review is being conducted by the MECCE Project team at Stanford University, with Lead Dr. Nicole Ardoin. A draft article is complete and planned revisions will be undertaken in early 2022, after which the article will be submitted to a journal.

Cultural and regional considerations for CCE policy and practice: The MECCE Project team at Rhodes University, led by Professor Heila Lotz-Sisitka, has prepared regional summaries of the

literature review findings. The summaries are being synthesized into a full review for academic publication. In addition, short summaries will be compiled for each region and shared with the Regional Hub network for input in 2022.

Case Studies

Over 160 proposals from around the world were submitted in response to our first [Call for Proposals](#) for case studies of innovative CCE. The proposals will be reviewed by sub-committees of the [Regional Hubs](#) and each Regional Hub will recommend 10 proposals to the MECCE Project Steering Committee. The Steering Committee will select at least 10 studies to fund (up to \$10,000 CA) in 2022. We anticipate funding at least 30 case studies over the next three years.

The case studies will assist the MECCE Project in better understanding quality CCE policy and/or practice and in sharing this combined knowledge with policy makers, practitioners, and researchers around the globe. The case studies will contribute to an emerging global knowledge base and help inform and improve policy and practice in local, regional, and global contexts.

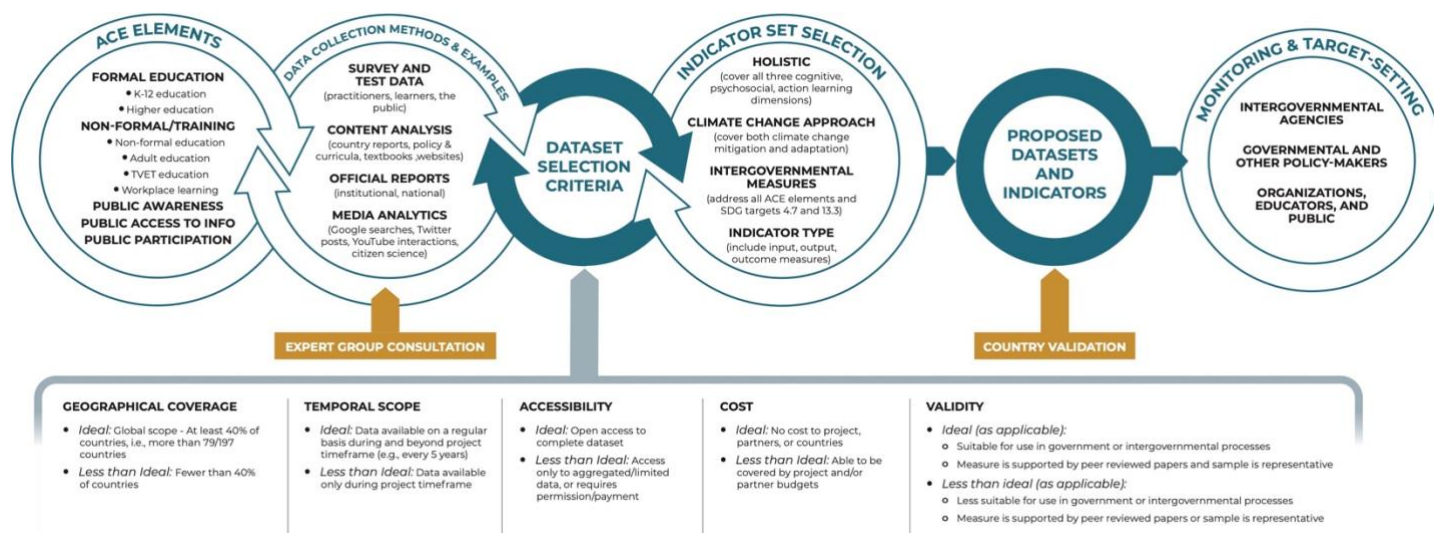
Axis 2: Monitoring and Increasing Quantity

Dataset Review

Core Axis 2 staff, led by Professor Aaron Benavot, have drafted a scholarly publication of our year 1 cross-disciplinary literature review on indicator development. The review identifies insights from the indicator literature in: i) Environment, Climate, and Biodiversity; ii) Education and Communication; and iii) Environment and Education/ Communication. Several team members, Research Assistants, and Research Associates have contributed to the article, which is planned to be submitted for publication in early 2022.

Following a comprehensive review of potential and existing datasets led by the Axis 2 team at the University at Albany-SUNY in year 1, we have identified a total of 125 existing datasets that could potentially support global ACE monitoring and reporting. From this, 32 datasets (existing or in progress) were identified as being of potentially sufficient quality to support indicator development using the criteria from the MECCE Project's indicator development process (see Figure 2).

Figure 2. Indicator Development Process

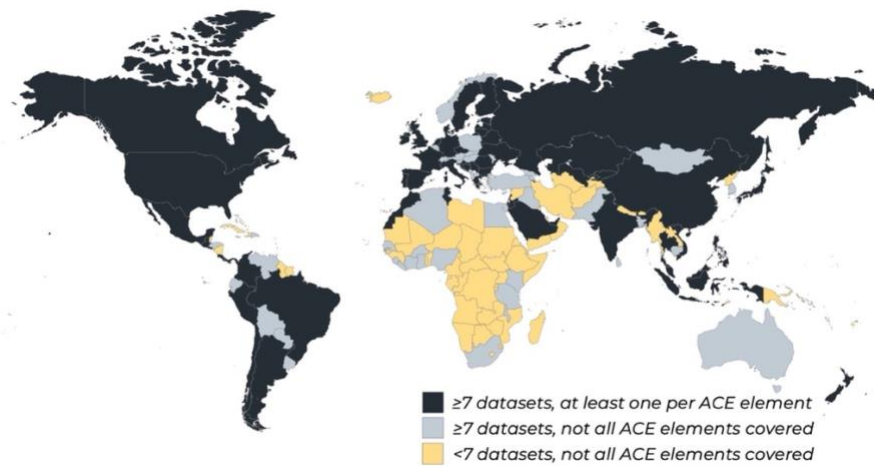


Data coverage across ACE elements: As shown in Table 1, of the six ACE elements, Training has only 3 datasets and Public Access to Information has only 2 datasets with current, relatively global, data availability. The ACE elements with the greatest number of identified datasets to potentially support indicator development are Public Participation and Higher Education.

Data coverage gaps at the country level:

- We found limited data availability for 90 out of 197 UNFCCC Parties (Figure 3). The data gap encompasses over 920 million people, with large gaps in lower-income countries, including in Sub-Saharan Africa, Latin America and the Caribbean, and Oceania.
- We also found large data availability variations in country coverage by ACE element. Overall, the Higher Education datasets cover the fewest countries (84) and the Public Participation and Training datasets each cover the most countries (196 each).

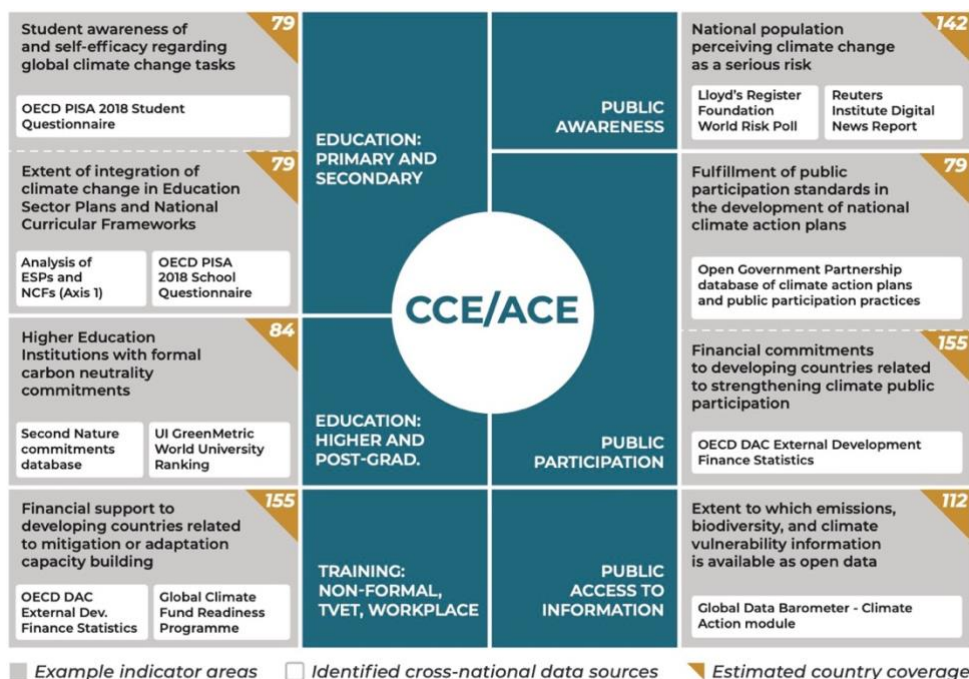
Figure 2. Map of Dataset Availability



Indicator Development

Over 50 possible indicator areas have been defined that could use data from the existing or in progress datasets identified. Data compilation has begun for the more defined indicator areas, and mapping has begun for new indicator areas and innovative data sources.

Figure 3. Sample Indicator Areas, Associated Existing Datasets, and Country Coverage



Building Diverse Datasets and Indicators

Now that we have confirmed existing quality data availability, and identified country and indicator area coverage gaps, we are exploring additional potential datasets that the MECCE Project could build. Expanding the diversity of data types will be a key Axis 2 activity going forward.

Adding CCE modules to existing data sources: Axis 2 work has involved exploring synergies between data collection tools coordinated by MECCE Project partners, including the Foundation for Environmental Education (FEE), International Association for the Evaluation of Educational Achievement (IEA), International Association of Universities (IAU), and Sulitest. We have also met with prominent organisations, such as the ILC Secretariat at IFAD, Gallup, Lloyd's Register Foundation, Programme for the International Assessment of Adult Competencies (PIAAC), and World Values Survey to explore data collection via their tools. The MECCE Project has been invited to provide input into Lloyd's Register Foundation (LRF) 2023 questionnaire, the 2021 analysis plan of the World Risk Poll, and the TALIS 2024 draft.

Mapping innovative datasets and indicator areas: The MECCE Project team at the University at Albany-SUNY team is reviewing relevant literature and resources to identify possible indicator areas and datasets that might not have been considered previously. In addition, they are reviewing literature on indicator frameworks relevant to the MECCE Project. We have also mapped a process to identify and prioritize ideal CCE indicator areas and innovative data sources that could be further developed as datasets for the MECCE Project's indicators. Once complete, we will determine which datasets and indicator areas to prioritize in the coming years.

Axis 3: Research Impact

Digital Research Environment

Led by Co-Leads Professor Julie McLeod and Dr. Ligia (Licho) Lòpez Lòpez at the University of Melbourne, this innovative online platform is designed to increase the project's impact and is a key part of the Project's knowledge mobilization strategy.

MECCE Project Website: Launched in November 2021, the [MECCE Project's website](#) includes a variety of CCE resources including our [Country Profiles](#), [Digital Library](#) with written publications and videos, and [Blog](#).

Global CCE Blog: Also launched in November 2021, members of the MECCE Project team published [two blog posts](#) this year. Team members from Monash University contributed "Teaching Climate Change Communication Skills: The Role of Universities." In addition, MECCE Project leads wrote about "The Role of Indicators in Advancing Global Climate Communication and Education." Several posts are now under development, and we invite MECCE Project partners and collaborators to contribute to the blog. Other posts in development for the coming months will focus on Youth and Indigenous Engagement in CCE.

Interactive Data Platform (IDP): We have undertaken initial scoping of the IDP and, following a successful application to the University of Melbourne's Melbourne Data Analytics Platform (MDAP), we will develop the IDP in collaboration with MDAP's team of technical specialists in 2022. The IDP will be publicly available and provide users with a user-friendly interface through which to perform data analysis and visualizations, and downloadable outputs such as graphs and cross-tabulated data. We are also exploring the feasibility of collecting some indicator data directly into the IDP. The first version of the IDP will include an initial set of indicators and supporting datasets; country profiles; and reports, photos, and videos from our funded case studies. We aim to release this version in time for COP27.

Social Media: Our broader engagement activity focused on sharing MECCE Project and partner activities on [Twitter](#), and a migration towards [LinkedIn](#) from [Facebook](#). This will continue in 2022 as part of our research impact strategy.

Targeted Communications

Led by Co-Leads Dr. Susie Ho and Dr. David Holmes of Monash University, this MECCE Project component includes communications products intended for specific target audiences and key influencers including policy makers at intergovernmental, national, and sub-national levels who can effect political change, the civil society sector, and key influencers such as youth climate activists and the media.

Research Brief: Our brief "[Advancing Global Climate Literacy and Action](#)" includes insights from the knowledge syntheses, country profiles, and indicator development work, including data availability, gaps, and sample indicators.

COP26 Engagement:

- **Resources:** We launched a variety of resources at [COP26](#), including a research brief (described above) with insights from the MECCE Project's first year; our [2021 country profiles](#); and a blog post about the [importance of indicators for advancing CCE globally](#). Our data was also featured in a [UNESCO brief](#) entitled "Getting every school climate-ready: How countries are integrating climate change issues in education."
- **Side event:** Associate Director Dr. Kate Greer and Co-Investigator Professor Alex Wilson presented as part of an ACE-focused side event entitled "Rethinking and Re-organizing Action for Climate Empowerment (ACE) and the COP26 Future of ACE Decision." The event was coordinated by International Association for the Advancement of Innovative Approaches to Global Challenges (IAAI) and the GloCha Global Challenges Foundation New York, and included presentations from ACE-AT Project (Austria), YOUNGO, CliMates, Ghanian ACE Focal Point, and ECOS.
- **Networking:** We met with ACE focal points, observer parties, and MECCE Project collaborators in the lead up to, and during COP26. The MECCE Project's delegation also followed ACE negotiations closely and provided input into constituency group responses during the negotiations. As a result of our extensive ACE-related engagement, we plan to establish an ACE Focal Point Advisory Group in 2022 to help inform the MECCE Project's policy impact at national and international levels.

MECCE Project Presentations: We presented to a variety of international policymaking, research, and practitioner audiences. Through the presentations, we promoted the importance of monitoring and evaluation for advancing global climate communication and education and introduced the MECCE Project's related contributions. A key highlight includes invitations to present as part of the review of the Doha Work Programme on Article 6 of the Convention conducted by the UNFCCC ACE Secretariat. The presentations and further details of the review and ACE Activity Series are available on the UNFCCC website: information on the first expert group meeting on 14 April is available [here](#), and information on the Workshop on Voluntary Guidelines for Monitoring, Evaluation and Reporting of ACE Activities on 6 April is available [here](#).

Climate Leader Forums

Led by Co-Leads Professor Jo-Anne Dillabough and Dr. Elsa Lee, this component of the project focuses on training CCE leaders and researchers.

Cambridge University Face-to-Face Learning Institute: Initially proposed for 2020/21, the Institute was delayed to July 2022 due to the pandemic. Given the unexpected, ongoing impacts of the pandemic, we are exploring whether to host the institute digitally or to delay the institute until 2023.

Regional Hubs: The Hubs are forums for sharing and developing knowledge related to CCE, and for supporting input and integration across the MECCE Project's Axes. In June 2021, the MECCE Project launched Regional Hubs in Africa, Australasia, Canada, Europe, and the Americas. The Hub membership now comprises over 500 policy-makers, educators, non-governmental

organization representatives, and others with an interest in CCE. The Regional Hub membership form is available on the [MECCE Project website](#).

Webinar Series: We hosted three webinars to contribute to global conversations on CCE: i) Artificial Intelligence and SDG Monitoring (February 2021), ii) Using Storytelling and Narratives to Communicate about Climate Change (April 2021); and iii) Indicators for Impact: Developing and Using Indicators to Promote Change (December 2021). Webinar recordings are available on the [YouTube channel](#) of the MECCE Project’s host organization, the [Sustainability and Education Policy Network](#). The next webinar, which will focus on youth participation in CCE decision-making, is being planned for February 2022.



MECCE Project RA/Student Lab: This lab is for students, Research Assistants, and Research Associates working on the MECCE Project and includes people based in Australia, Canada, Costa Rica, India, Italy, Germany, Morocco, South Africa, the United Kingdom, and the United States. Through monthly meetings, the lab supports academic skill development and fosters an international, interdisciplinary network of early career researchers.

Early Findings from the MECCE Project

Insights from the first year of the MECCE Project are summarized in our research brief, [“Advancing Global Climate Literacy and Action.”](#) They include:

- Inclusion of CCE/ACE content in countries’ laws, strategies, and policies is often minimal and lacking in depth
- Climate change communication frameworks often identify marginalized and vulnerable groups
- Primary and secondary education on CCE/ACE often focuses mostly on cognitive learning
- Addressing psychosocial factors and engaging transformative learning empowers action
- Tailoring CCE to audiences furthers action
- Climate change impacts and broader public discourses often catalyze interest in CCE
- Technology availability influences CCE content and approaches in varied regional contexts
- Current CCE/ACE data availability is uneven across regions and ACE elements, particularly Training and Public Access to Information
- Collaboration to generate greater diversity of accessible data across all ACE elements and regions is key to furthering CCE/ACE action

Collaborate and Learn with Us

Our collaborative approach ensures project insights are built on a broad knowledge base and mobilized widely through a global network. Visit [mecce.ca](#) or [sepn.ca](#) to find out more and sign up for our e-News. Follow @SEPNetwork on   or find us on LinkedIn.

The MECCE Project is a Sustainability and Education Policy Network (SEPN) initiative funded by a \$2.5M CAD Partnership Grant from the Social Sciences and Humanities Research Council of Canada, with an additional \$2+ million in partner funding.

IMPROVING CCE QUALITY	Our research supports improved understanding and practice of effective CCE through research syntheses and case studies	Interactive Data Platform supports decision-making and action
INCREASING CCE QUANTITY	We are developing indicators and datasets to enable national and intergovernmental benchmarking and target setting, to spur increased CCE provision and action	Global Webinar Series offers key CCE questions and topics
MOBILIZING CCE ACTION	We offer unique learning products and engage stakeholders to support setting and achieving of CCE targets at local to intergovernmental levels	Learning Institutes build CCE leadership capacity
		Regional Hub Network supports regional input and action
		Digital Library with publications and resources, including reporting guidelines, negotiator briefs and fact sheets
		Global CCE Blog explores emerging issues in CCE