MECCE
MONITORING AND EVALUATING CLIMATE COMMUNICATION AND EDUCATION PROJECT

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Key Activities in 2022

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

SEPN SUSTAINABILITY AND EDUCATION POLICY NETWORK

Social Sciences and Humanities Research Council of Canada
Conseil de recherches en sciences humaines du Canada

Canada

Key Activities in 2022

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

The Monitoring and Evaluating Climate Communication and Education (MECCE) Project's international research-based partnership of over 100 partners, collaborators, and core staff are working together to improve the quality and quantity of climate change communication and education (CCE).

In this report, we highlight key activities made in 2022 to advance our three Axes of research: 1) Case Studies, to develop culturally and regionally-based understandings of quality CCE policy and practice; 2) Indicator Development, to provide global data to support country benchmarking, target setting, and progressing the quantity of CCE provision; and 3) Knowledge Mobilization, to support our stakeholders' engagement in climate action, including setting and achieving quality CCE targets at intergovernmental through to local levels.

Axis 1: Evaluating and Improving Quality

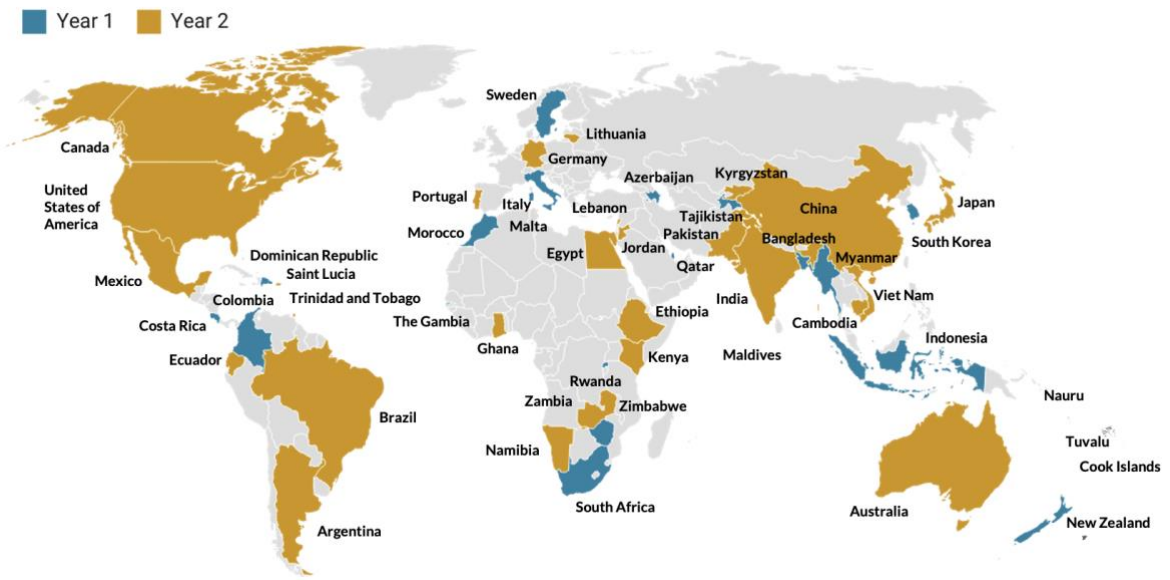
Country Profiles

Developed in partnership with UNESCO's Global Education Monitoring (GEM) Report, the country profiles summarize country progress on Action for Climate Empowerment (ACE) and Sustainable Development Goals (SDGs) Targets 4.7 and 13.3. Countries are selected to ensure representation across SDG regions, emissions levels, and climate vulnerability levels. Each country profile is reviewed by country experts, including MECCE Project team members and ACE National Focal Points, who are recruited by the GEM Report to provide input on the country profile drafts.

A total of 30 country profiles will be released on the MECCE Project website and GEM Report's PEER website in advance of COP27, adding to the 20 country profiles published in 2021. Last year, we reported on an analysis of the first 20 country profiles developed in the MECCE Project's Research Brief and a UNESCO brochure. We are in the process of updating and refining the measures from last year, and new results will be published at COP27 in collaboration with the GEM Report.

The figure below shows the locations of the country profiles published in 2021, and those to be published in 2022.

Figure 1. Locations of Country Profiles Completed in 2021 (Year 1) and 2022 (Year 2)



In addition to providing us with information on CCE quality, the country profiles are also supporting the Project's indicator development work. For example, the documents collected for the country profiles (e.g., national-level laws, strategies, policies, and plans relevant to CCE) are being analyzed to provide insight on CCE related to Technical and Vocational Education Training activity in different countries.

Case Studies

The Project's case studies of innovative CCE will improve understandings of quality CCE policy and practice. We received a total of 166 proposals from 46 countries in response to our first Call for Case Studies Proposals. Eligible proposals were reviewed by 22 Adjudicators and 9 Co-Chairs in the Project's Regional Hubs.

Figure 2. Locations of Case Studies Applications Received in 2021/2022 Call for Proposals

A total of 43 short-listed proposals were reviewed by the MECCE Project Steering Committee for final consideration. Ultimately 12 case studies were selected for funding, and we look forward to announcing the 2022 cohort in October 2022.

The case studies have one year to complete their projects and will prepare a report and media package, which will be shared on the MECCE Project website and Interactive Data Platform. The case studies will also present to their respective Regional Hubs and will share their findings with select target audiences in a way that is appropriate for their case study.

In addition, in looking across the portfolio of projects, we found there would be a significant benefit to adopting a collaborative and participatory approach the case studies, including to support peer learning amongst the case studies. As a result, we are developing a cross-case study analysis, which will explore questions related to the locality, impacts, and applicability of innovative, holistic CCE approaches around the globe.

At least 20 more case studies will be funded over the next two years and anticipate the next Call for Proposals will be announced in late 2022. Sign up for the MECCE Project's e-News to stay up to date on the case studies Call for Proposals.

Figure 3. Regional Distribution of the Funded Case Studies

Knowledge Syntheses

The insights from two knowledge syntheses will be useful for improving CCE quality in various cultural and regional contexts.

Psycho-social and behavioural considerations for action on CCE: The MECCE Project team at Stanford University, led by Dr. Nicole Ardoin, are in the final stages of drafting the article for this systematic review. The paper identifies and describes the psychological and social factors of climate change inaction in a range of social science fields, including psychology, sociology, anthropology, and communications. The authors unpack the relationships between emotions, political ideologies, social and cultural forces, and non-political values and beliefs, and climate change denial and inaction. The review ultimately highlights the importance of prioritizing transformative learning which empowers learners to build collective action and direct emotions towards positive change.

Cultural and regional considerations for CCE policy and practice: The MECCE Project team at Rhodes University, led by Professor Heila Lotz-Sisitka, has compiled summaries for each region and are now working to finalize the drafts. The review will describe the influence of regional climate change impacts and risks on CCE. For example, experiences with new climate vulnerabilities such as drought, flooding, and wildfires can catalyse interest in CCE amongst a wide range of publics. The review will also discuss the ways in which diverse political discourses, cultural habitus, livelihood demands, and available technologies impact CCE. Regional summaries from this review will be shared with the Regional Hub network for input and validation, and distributed through plain language publications, the Project's website, the Regional Hub network, and other venues.

Axis 2: Monitoring and Increasing Quantity

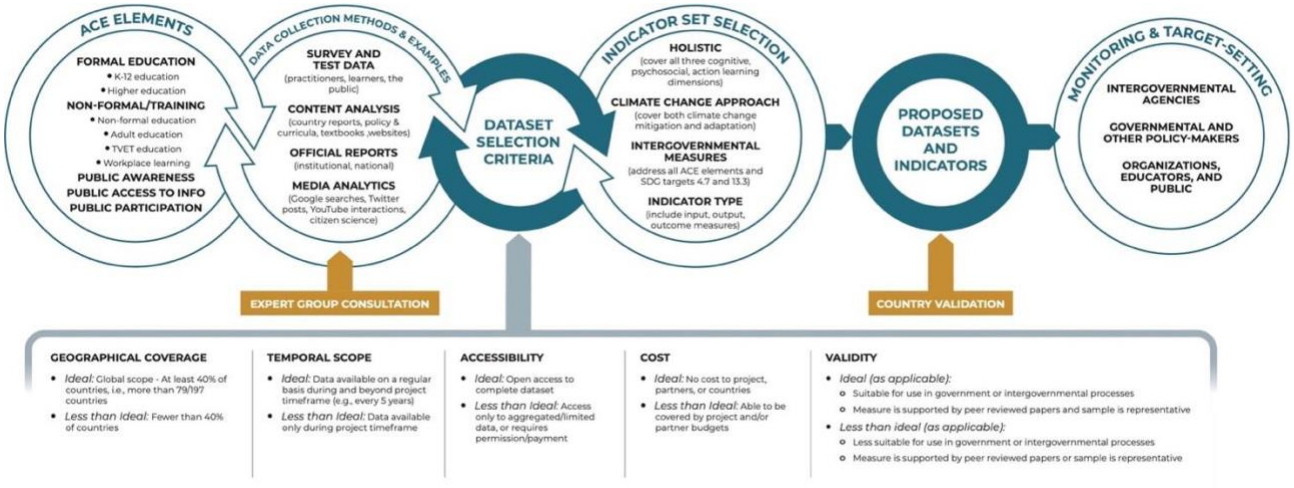
Led by Prof. Aaron Benavot of the University at Albany-SUNY, the Indicator Development Axis, aims to increase the quantity of quality CCE through developing new datasets and indicators to support global CCE target-setting and monitoring. Specifically, Axis 2 aims to:

- Provide data infrastructure and expertise to enable global monitoring and target-setting, inform intergovernmental processes, propel national and regional progress in quantity of CCE policy and practice across the UNFCCC's ACE elements
- Develop novel datasets to address the dearth of quality data for CCE indicators and that are responsive to regional and cultural diversity
- Create ethically and theoretically robust indicators of CCE-related inputs, outputs, and outcomes, including indicators to measure the extent or quality of learning and its effect on behaviours
- Support country, agency, and organisations to use data and indicators use of data

Over the long term, Axis 2 will fill identified gaps in availability and coverage of quality data, and enhance the Project's ability to support countries in developing ambitious CCE goals to achieve the level of action required to achieve IPCC targets within appropriate timeframes.

After carrying out a comprehensive global review of datasets (existing or in progress) that could be used to calculate CCE indicators, Axis 2 work has now turned its attention to prioritizing datasets and indicator areas to develop, following the Indicator Lifecycle Approach below.

Figure 4. Indicator Lifecycle Process



An initial set of indicators is in development, and the first iteration is planned for release at COP27. Anticipating improvements in the availability of quality data over time, including due to the Project's own activities and investments, the MECCE Project will refine its indicators as the project progresses, including via input from the MECCE Project's team and Regional Hub network, and country experts as appropriate. This flexibility will allow the Project to respond to relevant future data advances and continuously improve its suite of recommended indicators.

Table 1. Summary of Indicator Development in Axis 2

ACE Element	Datasets Reviewed	Prioritised datasets *(short & medium term)*	Prioritised datasets for COP27
Primary and Secondary Education	28	4	2
Higher Education	18	4	2
Training	34	4	2
Public Awareness	46	2	1
Public Participation	49	6	1
Public Access to Information	19	2	1

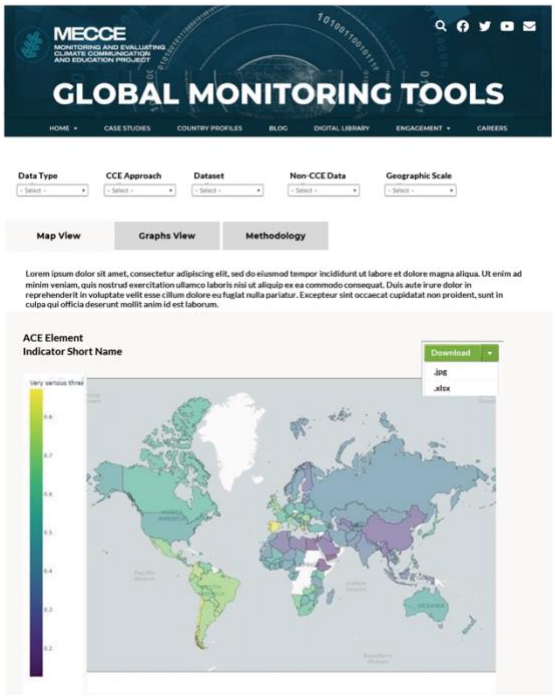
Table 2. Selection of prioritized indicators

ACE Element	Indicator(s)	Dataset(s)
Primary and Secondary Education	1) Student awareness of and "self-efficacy" regarding global climate change tasks 2) % of secondary students declaring basic knowledge of CC issues	PISA 2018
Primary and Secondary Education	Extent of integration of Climate Change in National Curricular Frameworks (NCFs) and Education Sector Plans (ESPs)	NVivo database of compiled NCFs & ESPs
Higher Education	# of CCE published articles/year, standardized by overall number of published articles or total number of scientists and researchers	Academic/ bibliographic databases: Scopus, Web of Science
Training	Extent of inclusion of CC in Training relevant parts of official documents	NVivo database of 4-5 document types (e.g., TVET laws, NCFs, ESPs, National Adaptation Plans, climate laws)
Public Awareness	1) % of population who think that climate change is a very serious threat, by gender 2) % of population who think that climate change is not a threat at all, by gender	Lloyd's Register Foundation World Risk Poll
Public Participation	Student engagement in environ action based on composite index of 5 items: 1) I reduce energy I use at home to protect env 2) I choose certain products for ethical & environmental reasons, even if more expensive 3) I sign environmental or social petitions online 4) I boycott products or companies for political, ethical or environmental reasons 5) I participate in activities in favor of env protection	PISA 2018
Public Access to Information	1) Extent to which emissions information is available as open data 2) Extent to which information on endangered species and ecosystems is available as open data 3) Extent to which climate vulnerability information is available as open data	Global Data Barometer

Axis 3: Research Impact

Interactive Data Platform

The Interactive Data Platform (IDP) is a publicly available, user-friendly online interface which supports analysis and visualization of the Project's data. A key component of the MECCE Project's research impact strategy, the IDP is led by Co-Leads Professor Julie McLeod and Dr. Ligia (Licho) Lòpez Lòpez at the University of Melbourne.



The IDP is currently under development as a formal Collaboration with the University of Melbourne's Data Analytics Platform (MDAP), which began in March 2022. After completing prototyping of various data analytics and visualization functions, we are now in the process of developing the IDP. The IDP, along with the first set of MECCE Project data and indicators will be launched at COP27, and updates will be made regularly as the Project progresses.

The 2022 United Nations Climate Change Conference

At this year's UN Climate Change Conference, in Bonn, Germany, the Action for Climate Empowerment (CCE) negotiations centred on developing an Action Plan for the new Glasgow Work Programme on Action for Climate Empowerment. Monitoring, Evaluation and Reporting (MER) is one of the four priority areas of the Glasgow Work Programme on ACE, alongside Policy Coherence, Coordinated Action, and Tools and Support. See here for the MECCE Project's submission to the conference.

This year, Project Manager, Ms. Nicola Chopin represented the MECCE Project at the conference. In meetings with ACE focal points, observer parties, and MECCE Project collaborators, the Project's message of the importance of monitoring and evaluation in advancing global climate action was well received.

The MECCE Project was invited by the UNFCCC Secretariat to present at a mandated Technical Workshop on the important role collaborations between Party and non-Party stakeholders play in ensuring accessible, global data and monitoring tools are available to support member Parties in conducting monitoring, evaluation, and reporting. Ms. Chopin also presented on the Interactive Data Platform at a side event on digital data innovations alongside the International Association for the Advancement of Innovative Approaches to Global Challenges.

In addition to meetings and presentations, we also followed ACE negotiations closely and provided input into constituency group responses during the negotiations. The Project was also invited by collaborator ECOS to participate in their Community Press Conference, where the MECCE Project called upon Parties to develop mechanisms to advance a coordinated, flexible approach to ACE monitoring and reporting, including through drawing on the supports and resources offered by multi-stakeholder, multi-partnership approaches.

Figure 5. The MECCE Project Participates in the UN Climate Change Conference

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Advancing the Glasgow Work Programme on Action for Climate Empowerment Through the Priority Areas

A Submission from the Monitoring and Evaluating Climate Communication and Education Project

Introduction

The importance of Monitoring and Reporting (M&R) for advancing Action on Climate Empowerment (ACE) has been recognised in the new Glasgow Work Programme on ACE. Monitoring and Reporting was identified as one of four priority areas for advancing ACE implementation, alongside the related areas of policy coherence, coordinated action, and tools and support. The Monitoring and Evaluating Climate Communication and Education (MECCE) Project welcomes Member Parties' commitment to M&R, and the impetus this provides for enhancing the quality and quantity of activity across the six ACE elements. Effort now needs to be directed towards determining how Member Parties can make rapid progress to deliver on this commitment, in coordination with the UNFCCC Secretariat and working in collaboration with Non-member Parties, informal groups, and the broader ACE community.

In brief, the MECCE Project recommends the following matters be addressed at the in-session technical workshop as means to advance ACE implementation through the four priority areas, in order to support development of an action plan to guide the annual in-session Action for Climate Empowerment dialogue:

- That ACE target-setting and reporting be included within Nationally Determined Contributions and National Communications, underpinned by an evidence-based approach to M&R.
- That an expert group be established to support the development and implementation of M&R, bringing together expertise from Member Parties and Non-member Parties, M&R specialists, and representatives of youth, Indigenous, and marginalised groups.
- That tools and support be identified and implemented to build M&R technical capability and support sharing and collaboration amongst Member Parties, Non-member Parties, and other ACE stakeholders, including financial support.
- That coordinated, flexible approaches to M&R be developed and implemented. This could include an overarching international framework underpinned by robust data and indicators that will support diverse ACE activity.

In addition, we recommend that the upcoming in-session technical workshop include discussion of what constitutes quality ACE in diverse contexts; specifically, what quality ACE means in different countries and contexts amongst Member Parties and Non-member Parties, youth, Indigenous, and marginalised groups. This would involve exploring diverse needs and approaches to ACE, regional and cultural considerations, as well as barriers and enablers to action.

This submission sets out how M&R supports progress on the priority areas and offers suggestions for matters to be discussed during the in-session technical workshop in June 2022 to advance implementation of the six ACE elements. We outline ways in which the MECCE Project is contributing to global ACE action through M&R, and provide links to MECCE Project resources and information. The MECCE Project welcomes the opportunity to elaborate on this submission further, including by participating in the workshop and bringing expertise of the project's 100+ partners to global progress on M&R and other priority areas.

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Blog Post and Webinar on Youth Participation in CCE Policy Decision-Making

Our most recent blog post unpacks the barriers to youth participation in national and intergovernmental policy-making processes, and explores actionable mechanisms for strengthening the involvement of this critical group. The post was co-authored by Srishti Singh, of the Centre for Environment Education and MECCE Project Regional Hub Australasia's Co-ordinator, and Heeta Lakhani, YOUNGO Global Youth Focal Point (2020-2021).

In a related webinar, speakers Heeta Lakhini, YOUNGO Global Youth Focal Point (2020-2021) and Lucy Skelton, Founder/CEO of Student Voice Network shared their experiences with the barriers and enablers of effective youth participation in policy- and decision-making related to climate change education.