

## CASE STUDIES APPLICATION FAQs, INSTRUCTIONS, AND DEFINITIONS

This document includes important information to help applicants responding to the Monitoring and Evaluating Climate Communication and Education (MECCE) Project's Case Studies Call for Proposals understand the application submission requirements. Applicants should consult this document and the Call for Proposals to ensure all the required information is included in the submitted application. We also encourage applicants to read the [descriptions of our Year 1 funded Case Studies cohort](#).

**Please Note: The funding must be used to conduct Case Study research on a Climate Change Communication and/or Climate Change Education (CCE) initiative. The funding CANNOT fund program or project related costs unless directly applicable to the research for the Case Study.**

We welcome applicants to direct inquiries to [mecce.info@usask.ca](mailto:mecce.info@usask.ca).

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### FREQUENTLY ASKED QUESTIONS

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#### What kind of Case Study is a good fit for this funding?

We are looking for Case Studies studying examples of quality CCE, rather than of 'business as usual' CCE.

This means the initiative studied should:

- Attend to multiple aspects of climate understanding and learning (e.g., cognitive, socio-emotional, and action oriented)
- Address climate justice
- Focus on at least one Action for Climate Empowerment (ACE) element (i.e., Education: formal education and training. Communication: public awareness, public access to information, public participation, and international cooperation)

The definitions section below provides more information on these terms.

Adjudicators will also be looking for diversity in the CCE policy and/or practice initiatives being studied according to the following criteria:

- Sectors and target audiences (e.g., students, adults, girls and women, Indigenous peoples, people at risk of displacement, climate deniers, business communities, government, the general public, etc.)
- Implementation scales (e.g., community, city, state, country, multiple countries, two locations within a country, regional, global, etc.)
- Delivery mechanisms and implementation settings (e.g., schools, higher education, social media, rural adult education, climate activist networks, etc.)

Examples of the types of Case Studies that may be funded:

- An evaluation of the implementation of mandatory climate change education in a national curriculum
- An exploration of the impact of a partnership between a higher education institution and a community-based organization focused on climate justice
- A study of the effects of a program that retrains oilfield workers to work in green jobs
- A youth action research project where participants decolonize a climate change education curriculum
- A study of a digital literacy campaign's impact on target audiences' abilities to navigate climate change misinformation
- An examination of a participatory approach to developing climate change policy
- A study exploring the role of networks in developing federal CCE strategies, plans, or policies

### **Who is eligible to apply?**

The Call for Proposals is open to individuals, organizations, collaborations, and partnerships able to engage in a contract for service to carry out a Case Study. We invite proposals from researchers, practitioners, and stakeholders who are able to conduct high quality Case Studies of quality CCE Initiatives. You do not need to be an academic or professional researcher to submit a proposal. If you do not have an existing relationship with a research institution or researcher, we recommend you establish such a relationship if your Case Study is funded.

### **What are the benefits of undertaking a Case Study?**

Participants who undertake a Case Study with the MECCE Project will benefit through:

- Receiving up to \$10,000 CAD to develop and carry out their Case Study
- Showcasing their innovative work on CCE at a global scale
- Connecting with a global network working to improve CCE
- Presenting their Case Study to a network active in advancing quality CCE
- Sharing their Case Study on the MECCE Project's website, including our Interactive Data Platform and Digital Library
- Participants will also be given the opportunity to contribute to optional additional opportunities such as scholarly publications, blog posts, and cross-case study analyses

### **How many Case Studies will be funded?**

We intend to fund at least 30 Case Studies by 2024, with an average of 10 funded/year. This Call for Proposals is the second of three annual rounds of MECCE Project funded Case Studies.

### **How is funding awarded?**

The Case Study researcher or host organization will engage in a contract for service for the total proposed budget. Funded Case Studies will invoice the MECCE Project for 50% upon submission of research methods and a work plan and invoice for the remaining 50% upon submission of the deliverables.

### **What is the procedure for deciding which Case Studies will be funded?**

Applications will be reviewed and evaluated by sub-committees within the MECCE Project's Regional Hubs. Each Regional Hub's top proposals will be forwarded to the MECCE Project's Steering Council, which will determine the final set of funded Case Studies. Final adjudication will prioritize diversity in CCE Initiatives, ACE elements, sectors, scales, target audiences, and regions.

### What are the proposal evaluation criteria?

The evaluation criteria include:

- Overall fit with MECCE Project objectives
- Alignment with understandings of quality CCE
- Uniqueness of the CCE Initiative to be studied
- The CCE Initiative's potential for applicability to other settings
- Appropriateness of the team carrying out the Case Study
- Quality and rigour of proposed Case Study methods
- Quality of the Case Study dissemination plan
- Feasibility of the proposed Case Study, including budget and timeframes
- Appropriateness of the budget

### Can we collect quantitative data as part of our Case Study?

We are seeking in-depth qualitative analyses of CCE policy or practice initiatives through the Case Studies. Qualitative analyses allow the investigation of complex phenomena in context. Narratives and stories from the Case Study data can be used as sources of inspiration and deeper engagement for target audiences, including policy-makers and practitioners. Where appropriate and properly justified, qualitative analysis may also be complemented by quantitative data collection methods.

### What are the deliverables?

Funded Case Studies will:

- Participate in 2-3 calls with the MECCE Project Office to provide progress updates, receive appropriate research support, and connect with other funded Case Studies around the globe
- Submit a Final Report summarizing the Case Study and its key findings and implications
- Submit a Multimedia Package to illustrate the Case Study in action (e.g., photos, videos)
- Publish findings in an academic or professional publication, and present the findings to target audiences
- In addition, you will be invited to participate in an interview or other data collection to contribute to some 'cross-case study' research that draws on the learning across all the Case Study sites

### What are the timelines?

Applications should be submitted through the submission portal at [mecce.ca/case-studies-cfp](https://mecce.ca/case-studies-cfp).

February 19, 2023, 11:59pm EST	Proposal deadline
May 2023	Successful Case Studies notification Onboarding (orientation and administrative paperwork)
June 2023 – May 2024	Case Study research conducted
May 2024	Final deliverables submitted

## APPLICATION FORM INSTRUCTIONS

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### Section 1: Contact Information

Please enter all the necessary information about the Case Study's primary research and administrative contacts. Please list only the key contacts. Additional partners and their affiliations can be added as well.

### Section 2: Project Information

#### Background Information

This section is used to gather background information on the CCE Initiative that you will research and will be used to select diverse Case Studies.

#### Detailed CCE Initiative Description

In your description of the CCE Initiative, please ensure that you include information about:

- The objectives and activities of the CCE Initiative that will be researched in the Case Study
- How the CCE Initiative addresses climate change adaptation and/or mitigation through communication and/or education
- What makes the CCE Initiative unique and worthy of study
- How the CCE Initiative addresses holistic understanding and learning of climate change, including cognitive, psychosocial, and action components
- How the CCE Initiative engages with climate justice
- The scale of the CCE Initiative
- The main target audience of the CCE Initiative

### Section 3: Case Study Information

This section aims to gather more details about the research methods to be used in the Case Study. The research activities described must be achievable within the timeframe and proposed budget.

1. Title: Please provide the title of your Case Study. This should reflect the topic of the Case Study research, rather than the name of the CCE Initiative being studied.
2. Aims and Objectives: Include information on the Case Study aims and objectives. Please ensure you articulate how your Case Study connects to the overall MECCE Project's objectives of better understanding and informing quality CCE.
3. Research Questions: Please outline the Case Study's research questions. You should be able to provide key questions that will guide your research, or in other words, what are you hoping to find out through the Case Study.
4. Data Collection and Analysis Methods: Describe the planned research methods. Include information on the number and type of participants with whom you might collect data, and other specifics of the planned data collection and data analysis processes.
5. Reporting: Please outline how you plan to share the Case Study's findings. There is an expectation that Case Studies will be published in an academic or professional publication, and presented to target audiences (e.g., policy, public, academics) as part of the required MECCE Project Case Study deliverables. Please name at least one proposed publication and one

proposed presentation venue that you are committed to undertaking as part of the Case Study work.

6. **Ethics:** Please explain how you will ensure the research is ethical. All Case Studies must comply with the ethical guidelines of the [Canadian Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans](#). Please also consider the [Guidelines for the Merit Review of Indigenous Research](#) if applicable. If you do not have an existing relationship with a research institution or researcher, we recommend you establish such a relationship if your Case Study is funded to support any required ethics applications and to fully consider ethics and other research considerations.
7. **Researcher Qualifications:** Please tell us why the applying researcher(s) are qualified to conduct the Case Study. Please address key aspects that will ensure successful completion within the timeframes (e.g., initiative access, research expertise). Case Studies focused on Indigenous research methods and/or participants are required to have Indigenous researchers on their research team, and please address this in your application. Please do not submit full CVs.

#### **Section 4: Budget**

Describe how the awarded funds will be used for Case Study research. The budget must relate to the data collection, data analysis, and reporting components in the Case Study description. Expenses should be realistic, reasonable, and adequately justified, with appropriate calculations shown.

The maximum budget is CAD \$10,000. **All costs must be indicated in Canadian Currency.**

**Funds can only be used to support the direct costs of the Case Study, not to support the CCE Initiative being studied. This means the funds cannot be used for programming activities or overhead costs. Overhead costs are indirect costs such as administrative fees, the costs to upkeep offices, and other costs not related to the direct implementation of the Case Study.**

**The budget table is to be downloaded from the application portal and submitted as a word document, or PDF.**

#### Personnel Costs

Using one position per row, indicate the costs associated with personnel who will carry out the Case Study research.

- Column 1: provide the position name (e.g., research assistants, videographer, etc.)
- Column 2: briefly describe the personnel's roles and responsibilities for working on the Case Study research project
- Column 3: provide an hourly rate and estimate of hours
- Column 3: indicate the total cost of the personnel in Canadian Dollars

#### Travel and Subsistence Costs

If applicable, please provide amounts associated with the travel. You may use the funds to travel to a conference to share the results of your Case Study research.

- Column 1: enter the travel expense type (e.g., bus ticket, per diem, accommodation)
- Column 2: describe why the travel is necessary to conduct or report on the Case Study

- Column 3: using economy fares, provide estimated expense amounts and calculations. Car rentals are an eligible expense only if essential to the research and must be strongly justified
- Column 3: indicate the total cost of travel in Canadian Dollars

### Supplies and Equipment

You may include supply items (e.g., stationery, postage) if they relate directly to the research. Purchase or rental of equipment (e. g., audio or video equipment) is allowable only if it is not accessible through your employer, school, etc. and must be strongly justified.

### Other Expenses

Describe other research and/or related expenses not already included. Honoraria for participants, Elders, and knowledge keepers are eligible expenses. Funds may be used for publication fees.

### **Consent to Use Information**

Sharing findings from the Case Study research is an important part of the MECCE Project's activities to support improvements in the quality of CCE globally and to help highlight and share the important work being done worldwide in CCE. Potential venues include on the Project's website and social media accounts, as well as possible publications. Please indicate your consent to:

- Have a description of the CCE Initiative (as written in Section 2) represented on the Project's website, regardless of whether it is funded. You may request to have the information removed at any time. The MECCE Project reserves the right to not publish initiatives it deems do not sufficiently correspond to the Call for Proposals' criteria
- Be tagged on the MECCE Project's social media accounts if funded

## **DEFINITIONS**

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### Learning Dimensions

Holistic CCE approaches engage multiple types of understanding and learning, including cognitive, social and emotional, and action, including in both CCE processes and outcomes.

*Cognitive* - Aimed at developing the knowledge of and the learning agility necessary to better understand climate change, including its underlying anthropogenic and biophysical causes, impacts, and solutions.

*Social and Emotional* - Aimed at developing the emotional intelligence and/or interpersonal skills that enable people to manage emotions and feelings about climate change and its impacts, and to more effectively collaborate, negotiate, and communicate with others to address climate change. This can include self-reflection skills, knowledge, values, attitudes, and motivations that enable learners to build their own capacity for resilience.

*Action* - Aimed at developing an ability to advance action on climate change, including through skills and practices, and individual and collective agency.

Action for Climate Empowerment (ACE) is a term adopted by the United Nations Framework Convention on Climate Change (UNFCCC) to denote work under Article 6 of the Convention (1992) and Article 12 of the Paris Agreement (2015). The overarching goal of ACE is to empower all members of society to engage in climate action through the six 'ACE elements' of education, training, public awareness, public access to information, public participation, and international cooperation on these

issues. These six terms are defined further below (marked by an asterisk\*) as informed by [UNFCCC contexts](#).

#### \*Education (Formal)

Education that is institutionalized, intentional, and planned through public organizations and recognized private bodies which—in their totality—constitute the formal education system of a country. Formal education programs are recognized by relevant national or sub-national education authorities. Formal education consists mostly of initial education (e.g., pre-primary, primary, secondary, and tertiary education).

#### Non-formal Education

Education that is an addition, alternative, and/or complement to formal education within individuals' lifelong learning processes. Often provided to guarantee the right of access to education for all. It caters to people of all ages but does not necessarily apply a continuous pathway structure. It may be short in duration and/or low intensity, and is typically provided in the form of short courses, workshops, or seminars. Mostly leads to qualifications that are not recognized by relevant national or sub-national education authorities or to no qualifications at all. Non-formal education includes programs on life skills including literacy and numeracy, work skills, and social or cultural development. Most types of adult education are also included.

#### Informal Education

Education with the purpose to educate the population at large. Informal education is not institutionalized and not part of the national or public education system. Rather, it can happen through other means, such as national radio, television, and social media. Informal education overlaps with communication and the public-related ACE elements.

#### \*Training

Programs or activities designed to teach specific practical skills to individuals, communities, and organizations, often with a practical application. Typically delivered in formal and non-formal Technical and Vocational Education and Training (TVET) settings targeting older adolescents and young adults and/or reskilling and upskilling the existing (adult) workforce. Can sometimes overlap with upper secondary and tertiary education.

#### \*Public Awareness

Outreach programs or activities that use targeted, systematic communications to the public. This type of activity may be developed by governments, non-governmental organizations, intergovernmental organizations, or other entities.

#### \*Public Access to Information

Programs or activities that make information, data, and statistics available to the public. Provision of information is facilitated by technology such as databases and the internet, often in multiple languages.

#### \*Public Participation

Programs or activities to mobilize the general public in climate change mitigation and/or adaptation activities and to integrate public perspectives in policy decision-making, community action, or policy advocacy.

### \*International Cooperation

Programs or activities for sharing success stories, exchanging personnel, or strengthening institutional capacity around climate change programming generally, and Action for Climate Empowerment specifically, amongst governments and relevant stakeholders often through the exchange of expertise, and financial and technical resources.

### Climate Change Education

Education to help people, in particular youth, understand, address, mitigate, and adapt to the impacts of climate change. It encourages the attitude and behaviour changes needed to foster sustainable development and build a new generation of climate change-aware citizens. This term encompasses the ACE elements of formal and non-formal education and training (e.g., primary to tertiary education, TVET, workplace training).

### Climate Change Communication

Communication and public engagement efforts aimed at educating and informing the general public, or specific audiences, about climate change and its impacts in order to mobilize climate change mitigation and/or adaptation. This term encompasses the ACE elements of Public Awareness, Public Access to Information, and Public Participation.

### Climate Change Mitigation

Education/communication designed to reduce emissions or to enhance the removal of greenhouse gases, i.e., by increasing learning that leads to action by individuals and communities that reduces emissions.

### Climate Change Adaptation

Education/communication designed to help adjust to actual or expected impacts of climate change, i.e., by increasing learning that enables action by individuals and communities that adjusts to the risks and effects of climate change, both present and projected.