



MECCE

MONITORING AND EVALUATING
CLIMATE COMMUNICATION
AND EDUCATION PROJECT

RESEARCH. CONNECT. MOBILIZE.



2022 KEY ACTIVITIES

A MECCE PROJECT
PROGRESS UPDATE

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Acknowledgements

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Message from the Director

The MECCE Project has now completed its second year of an ambitious international research program devoted to improving the quality and quantity of climate change communication and education (CCE). It is a delight to look back and reflect on what our growing partnership of over 100 partners, collaborators, and staff achieved in 2022.



After an overwhelming response to our first Call for Proposals, the first cohort of 12 funded [Case Studies](#) began in 2022. A fascinating addition to the Project, the Case Studies explore a broad diversity of quality CCE approaches from 10 countries, with the vast majority in the Global South and engaging with climate justice. A new cross-case analysis component will examine emerging themes across the Case Studies. For example, several of the CCE initiatives navigate areas of significant tension within their contexts, several are engaging youth, and others are using unique approaches to increase public participation and awareness. The cross-case analysis allows exploration of these themes in greater depth, and on an ongoing basis as our second and third cohorts emerge in 2023 and 2024.

A major achievement of the Project in 2022 was the launch of our first set of collaboratively developed [Global Indicators](#). The Indicators are high-quality, research-informed, and open-access, with strong data coverage in Latin America and the Caribbean, Europe and North America, and some areas of Asia and Africa. The Indicators cover not only expected areas, such as uptake of climate change in formal education policy, but also items such as perceived impact of climate change on future generations, or the extent of climate change related publishing in higher education. A second slate of Indicators is under development, and we are continuing to explore ways to increase data diversity and measures that address quality CCE across sectors and populations.

We have now produced 50 [Country Profiles](#) in partnership with the UNESCO Global Education Monitoring Report. The 50 countries selected are home two-thirds of the global population and represent all levels of climate vulnerability, income, and SDG region. Our team has compiled an impressive amount of information on national contexts, climate change communication and education activities, and national CCE monitoring activities that is being used by policy-makers, educators, and civil society internationally to inform their work.

Finally, we also launched the [Interactive Data Platform](#) in 2022, which allows users to visualize, analyze, and share all of the Project data. This interactive resource is intended to help inform policy- and decision-making at a variety of levels, including in bench marking and target setting on CCE and 'Action for Climate Empowerment' (ACE). Our work is receiving growing attention from the international and intergovernmental communities as the need for monitoring and evaluating CCE and ACE is being increasingly recognized. We were invited to contribute to a technical workshop for the ACE community at the 2022 UN Climate Change Conference in Bonn, and the Project continued to develop new relationships, and strengthen existing collaborations, with negotiators, policy-makers, and civil society through attendance at several high level events, including [COP27](#) and the [UN Transforming Education Summit](#), and through outputs such as [blog posts](#) as well as reports, briefs, and webinars (available on our [Digital Library](#)).

We look forward to building on our considerable progress in supporting the international community to offer more and better quality CCE. I hope you enjoy reading about our team work in this progress update.

Professor Marcia McKenzie

Director and Principal Investigator
MECCE Project



Meet the Team

STEERING COUNCIL

Marcia McKenzie (University of Saskatchewan & University of Melbourne)
Aaron Benavot (University at Albany-SUNY)
Dirk Hastedt (IEA, International Association for the Evaluation of Educational Achievement)
Heila Lotz-Sisitka (Rhodes University)
Daniel Schaffer (Foundation for Environmental Education)
Amber Webb (UN Sustainable Development Solutions Network)

ADVISORY COMMITTEE

Intergovernmental Panel on Climate Change
Global Education Monitoring Report
UNESCO (UN Educational, Scientific and Cultural Organization)
UNFCCC (UN Framework Convention on Climate Change)

REGIONAL HUB CO-CHAIRS

Africa: Ludwig Chanyau, Sidney Muhangi (Rhodes University)
Americas: Oren Pizmony-Levy (Columbia University), Joe Henderson (Paul Smith's College)
Australasia: Kartikeya Sarabhai (Centre for Environment Education), Susie Ho (Monash University)
Canada: Marjorie Shepherd (Environment and Climate Change Canada), Ellen Field (Lakehead University)
Europe: Pramod Sharma (Foundation for Environment Education), Stefan Bengtsson (Uppsala University)

COLLABORATORS

AASHE (Association for the Advancement of Sustainability in Higher Education)
Columbia Earth Institute
Columbia University
EAUC (Environmental Association for Universities and Colleges)
Global Centre on Adaptation
Lakehead University
Manitoba Education
McMaster University
Mount Royal University
National Oceanic and Atmospheric Administration
Paul Smith's College
Stanford University
Tokai University
UNESCO Mahatma Gandhi Centre
UNFCCC-ECOS
Universidad Veracruzana
Universität Leipzig
Université du Québec à Montréal
University of Bristol
University of Potsdam
Wageningen University

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Climate Action Network
Climate Outreach
Environment and Climate Change Canada
Foundation for Environmental Education
Freie Universität Berlin
IEA (International Association for the Evaluation of Educational Achievement)
International Association of Universities
International Institute for Sustainable Development
Monash University
NAAEE (North American Association for Environmental Education)
Rhodes University
Sulitest
SWEDESD (Swedish International Centre of Education for Sustainable Development)
UN Sustainable Development Solutions Network
UNESCO International Bureau of Education
UNESCO International Institute for Information Technologies in Education
UNESCO Office for Climate Education
University at Albany—SUNY
University of Cambridge
University of Education Freiburg
University of Melbourne
University of Saskatchewan

MECCE OFFICE STAFF

Nicola Chopin, Project Manager
Aaron Redman, Axis 2 Coordinator
Mariana Campos Rivera Axis 1 Coordinator
Aaron Morehouse, Case Studies Coordinator
Christina Wong, Administrative Assistant

We are grateful to the nearly 40 Research Assistants, Research Associates, and Graduate Students for their invaluable contributions this year.



Key Activities from 2022

The Monitoring and Evaluating Climate Communication and Education (MECCE) Project is an international research-based partnership of over 100 partners, collaborators, and core staff. We are working together to improve the quality and quantity of climate change communication and education (CCE). The 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, and an additional \$2+ million in partner funding. Visit mecce.ca and sepn.ca for more information.

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

Axis 1: Evaluating and Improving CCE Quality

Country Profiles

At COP27, we published 30 new [Country Profiles](#) in partnership with the UNESCO Global Education Monitoring (GEM) Report, adding to the 20 country profiles published in 2021. The Country Profiles, which are also available on the GEM Report's [PEER website](#), 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 Profiles.

In addition to providing information on CCE quality in a variety of national contexts, the Country Profiles also support the Project's indicator development work. For example, in 2022, national documents such as laws, strategies, policies, and plans relevant to CCE contributed to a training indicator of climate change uptake in national level Technical and Vocational Education Training.

The MECCE Project and GEM Report have also collaborated on a series of measures that map out CCE activity across the Country Profiles. A selection of the measures are provided in Figure 1 below. A [research brief](#) and [blog post](#), released at COP27, summarize key findings from these measures in the first 50 Country Profiles.

Figure 1. Select Country Profile Findings

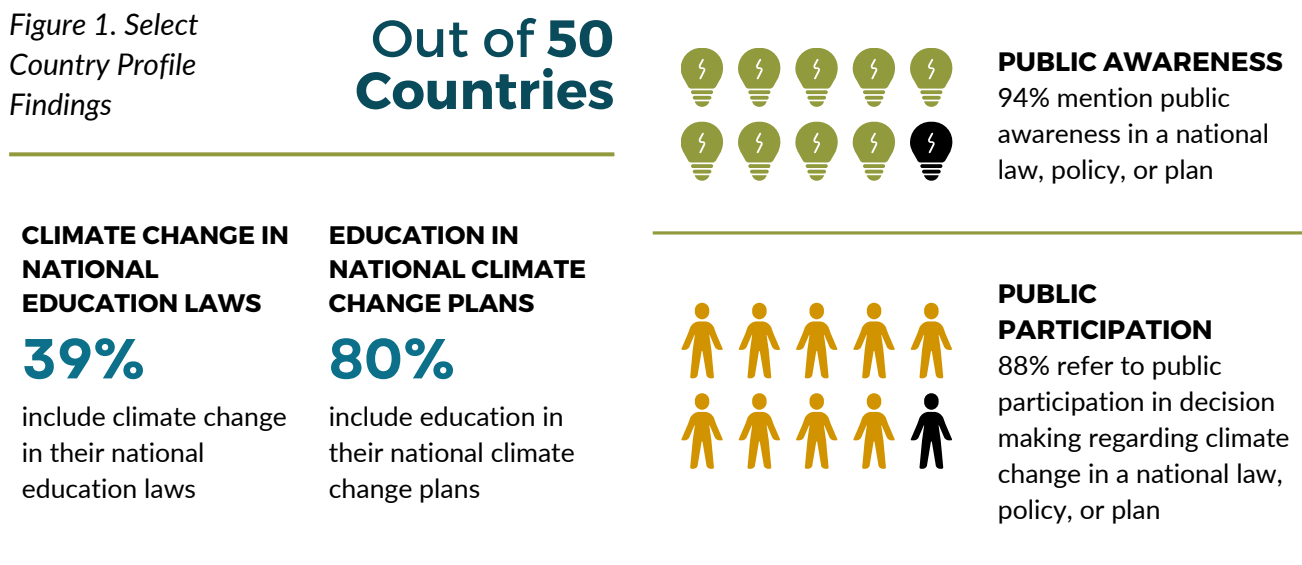
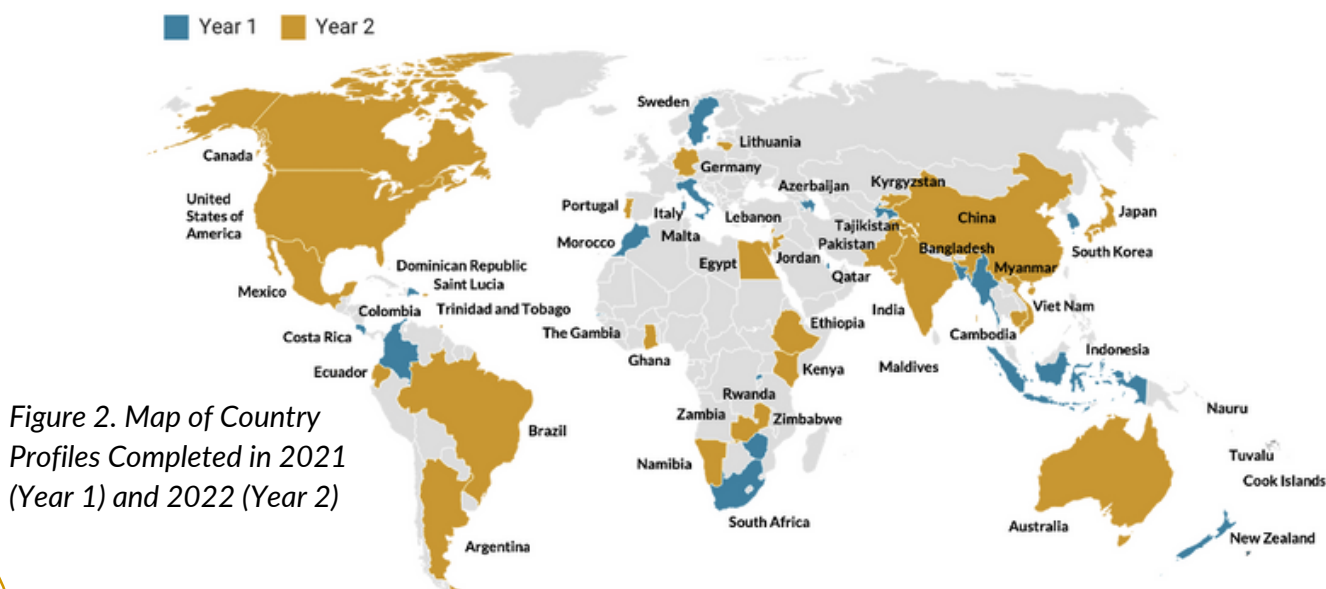


Figure 2 below shows the locations of the Country Profiles published in 2021 (year 1), and those published in 2022 (year 2). In total, the countries covered by the Country Profiles are home to 67% of the global population and include all levels of climate vulnerability, income/development, and SDG regions. Thirty more profiles will be released at COP28, and at that time, the countries represented by the 80 Country Profiles will cover approximately 75% of the global population.





Funded Case Studies

The Project funds in-depth [Case Studies](#) to improve understandings of how quality CCE policy and practice address holistic, cultural, and regional factors. The Case Studies also explore the impacts of quality CCE at varying levels, including on the participants, local policy environments, and across and between national contexts.

We received over 160 proposals from nearly 50 countries in response to our first Call for Case Studies Proposals. A round of 12 proposals from 10 countries were ultimately funded with \$10,000 CAD each to carry out their Case Study. In this first cohort of Case Studies, 67% are focused on “education” (e.g., formal education, training), 25% are focused on “communication” (e.g., public awareness, public participation), and 8% are focused on both education and communication. In total, 92% of the Case Studies include climate justice-related aspects and 33% include Indigenous knowledges and/or participants. Figure 3 shows that the regional distribution of the 12 funded Case Studies is largely concentrated in the Global South.

Once the Case Study adjudication process began, it became evident there would be significant benefits to exploring common themes across the Case Studies and to supporting peer learning and networking amongst the Case Studies. As a result, in 2022, we began developing a voluntary cross-case analysis to investigate emerging themes across the Case Studies. The Case Studies Working Group provided input on the cross-case analysis in 2022, and will provide another round of input in 2023. Data collection will begin after the first cohort of Case Studies submits final reports in 2023. All funded Case Studies will be given the opportunity to participate in this additional analysis in the future.

The [second call for proposals](#) was also launched in 2022, and we anticipate the second cohort of funded case studies will be announced by June. By 2024, the Project will fund 30 Case Studies across a diversity of contexts. Funded Case Studies have one year to complete their research. Descriptions of the first Case Studies are available on the [Interactive Data Platform](#), and final reports and media from each Case Study will be shared once available.

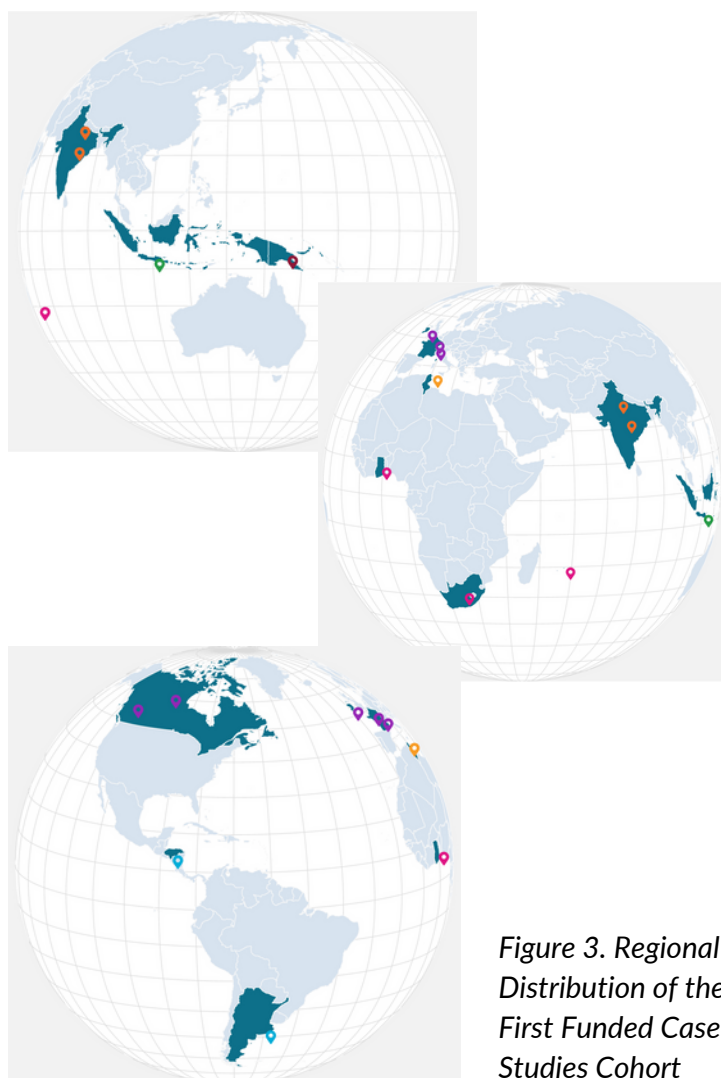


Figure 3. Regional Distribution of the First Funded Case Studies Cohort

Regional Hubs & Case Studies Adjudication

The [Regional Hubs](#) are networking forums for sharing knowledge related to monitoring, evaluating, and reporting on CCE, and for supporting regionally and culturally relevant input across the MECCE Project's Axes. The Hubs are open to anyone with an interest in advancing monitoring, evaluation, and reporting of CCE.

In 2022, the Regional Hub network grew its ranks to 635+ members, including policy-makers, educators, non-governmental organization representatives, and youth. In 2022, there were five Hubs representing the African, Australasian, European, and Americas regions, and we began discussions with key stakeholders in Latin America to pursue development of a South American Hub.

Across the African, Australasian, European, and Americas Regional Hubs, 22 Adjudicators and 9 Regional Hub Co-Chairs adjudicated the Case Study proposals in 2022. After deliberating together, the strongest 10 proposals in each Hub were forwarded to the [Steering Committee](#) for final funding consideration. The Case Studies will be given the opportunity to present their projects to the Regional Hubs in 2023.



Axis 2: Monitoring and Increasing CCE Quantity

Comparable global data and indicators on quality CCE are important for benchmarking, target setting, and monitoring the amount of quality CCE occurring. The MECCE Project's "Indicator Development Axis" is collaboratively developing new research-based Global Indicators to support increased quantity of quality CCE. Open-access, non-self-reported, high quality data sources form the foundation of the Indicators.

At COP27, the MECCE Project released its first suite of nine Global Indicators of quality CCE, which are described in Figure 3 on the next page. The Indicators and accompanying data provide country-, region-, and global-level data to support progress tracking of national-, regional-, and international-level changes in primary/secondary education, higher education, training, public awareness, public access to information, and public participation. The team is also developing non-formal education indicators. The datasets, calculations, and indicators received several rounds of input from the Indicator Development Expert and Working Groups through meetings and electronic feedback requests, and external key experts.

Over the long term, Axis 2 will work to 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. This includes initiatives to increase data diversity and collaborations with data partners, including MECCE Project partners, to increase availability of global CCE data. The Project uses a phased approach, with new and updated Indicators being released regularly until at least 2026.

Figure 4. The First Slate of Global Indicators of Quality CCE



Global Indicators of Quality CCE

PRIMARY / SECONDARY EDUCATION

Students' Self-declared Knowledge of Climate Change

60 Countries Covered
Student Assessment Data
Outcome Indicator
Data from PISA OECD, 2018



Integration of Climate Change in National Curriculum Policy

158 Countries Covered
Keyword Analysis Data
Input Indicator
Data from MECCE Project, 2000-2022



HIGHER EDUCATION

Extent of Climate Change focus in Research Publications

197 Countries Covered
Research Publications Data
Output Indicator
Data from Web of Science, 2000-2020

TRAINING

Integration of Climate Change in Technical / Vocational Training Policy

102 Countries Covered
Keyword Analysis Data
Output Indicator
Data from MECCE Project, 2000-2022



PUBLIC AWARENESS

Perceived Impact of Climate Change on Future Generations

103 Countries Covered
Survey Data
Outcome Indicator
Data from Meta Data for Good, 2022



PUBLIC ACCESS TO INFORMATION

Availability of Information on Climate Change Impacts

105 Countries Covered
Multi-level Desk Research Data
Outcome Indicator
Data from Global Data Barometer, 2019-2021



Perception of Climate Change as a Serious Threat

139 & 118 Countries Covered
Survey Data
Outcome Indicator
Data from World Risk Poll, 2019 & 2021

Perceived Frequency of Exposure to Climate Change Information

103 Countries Covered
Survey Data
Outcome Indicator
Data from Meta Data for Good, 2022



PUBLIC PARTICIPATION

Adult Willingness to Participate in Climate Action

103 Countries Covered
Survey Data
Outcome Indicator
Data from Meta Data for Good, 2022

Higher Education Data Development Partnerships

Higher education represents a unique challenge for indicator development, as higher education institutions worldwide typically have a great deal of autonomy in their governance, teaching, research, operations, and community outreach priorities. As a result, individual or small numbers of institutions cannot be considered representative of the entire country's higher education system.

In 2022, we collaborated with MECCE Project partner the [International Association of Universities](#) (IAU) to include climate change education questions in the IAU's annual Higher Education Sustainable Development (HESD) Global Survey. After collecting 464 valid responses from higher education institutions in 120 countries, the survey found that most respondents were engaging with CCE to some extent but that CCE uptake at the institutional level is fairly shallow. For example, climate change content was integrated in a small percentage of courses and integrated in few departments and disciplines. Detailed results are available in the [final report](#) and [report launch webinar](#).

A second data partnership with Clarivate resulted in bibliometric data from the Web of Science database being used for our higher education indicator on [climate change-related publishing in higher education](#). The partnership has proved fruitful, and collaboration between the Project and Clarivate is ongoing. For example, Clarivate published a [blog post](#) profiling the MECCE Project's adoption of their Web of Science data and we are currently exploring the possibility of co-authoring publications.

We will continue higher education data and indicator development activities in 2023, including with MECCE Partner Sulitest.

Mapping the CCE Landscape in the United States

In 2022, we published the first findings from a collaboration with the North American Association for Environmental Education (NAAEE) which is exploring CCE policy and practice in the US.

Mapping the Landscape of K-12 Climate Change Education Policy in the United States explores the extent and type of climate change uptake in formal education policy in primary and secondary education across all 50 states. The study uses a whole institution approach and examines use of holistic approaches in CCE. The findings are available in a [final report](#) and [executive summary](#).

In 2023, the reports for a study exploring climate change uptake in higher education policy will be released, as will a report on non-formal climate change education. Following the US non-formal education study, data collection will be expanded out globally through the Regional Hubs. Maps and graphs of key findings from these studies will also be released on a data visualization platform developed with guidance from MECCE Partner, the International Institute for Sustainable Development.

CLIMATE CHANGE IN STATE STANDARDS AND CURRICULUM FRAMEWORKS



74%

had a cognitive focus



10%

had a socio-emotional focus



7%

had an action focus

Figure 5. Select Findings from the US K-12 Policy Analysis



Axis 3: Research Impact

Interactive Data Platform

Launched in 2022, the [Interactive Data Platform](#) provides accessible information on the extent and type of CCE provision across countries, regions, and the globe. The following data types are available on the platform:

- [Country Profiles](#), with research methods and overall trends for 50 countries. An interactive map is able to be filtered by UNFCCC Party type, SDG region, and UNFCCC negotiating group.
- Descriptions of the funded [Case Studies](#), with final reports, photographs, and videos to be posted as they become available. The locations of the Case Studies are mapped and able to be filtered by SDG region.
- Individual [Global Indicators](#), along with research methods, background information, and frequently asked questions, are accessible through a drop down menu. A list of countries in each indicator level is also available. An interactive map is filterable by SDG region, UNFCCC negotiating group, UNFCCC Party type, and year.

The first version of the Platform was developed as a formal collaboration between the MECCE Project, the University of Melbourne's Data Analytics Platform, and the Melbourne eResearch Group.

The Platform is a powerful tool for supporting decision-making and reporting related to CCE. Maps, graphs, and numerical data are useful for tracking CCE progress, while narrative and visual data provide important in-depth contextual information on quality CCE. The Project will engage key stakeholders in 2023 to further enhance the Platform's capacity to inform policy- and decision-making.

Also in 2023, a collaboration with Microsoft will add features to support exploration of CCE activities in relation to variables such as country emissions, climate vulnerability, and economic characteristics. The Project is also exploring development of digital storytelling through the Interactive Data Platform to further bring the data to life.



Figure 6. The Interactive Data Platform

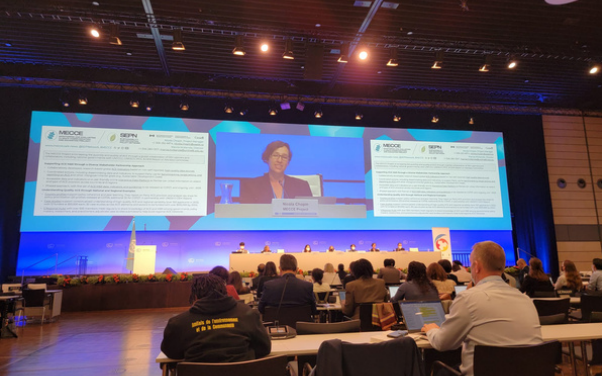


Figure 7. The MECCE Project at UNFCCC Events

Intergovernmental Engagement

This year saw the adoption of a four-year Action Plan for the Glasgow Work Programme on Action for Climate Empowerment (ACE), in which Monitoring, Evaluation and Reporting (MER) is one of the four priority areas. The MECCE Project closely observed the negotiations and provided input into constituency group responses during the negotiations. In meetings with National ACE Focal Points, Project partners and collaborators, and other key stakeholders, our message relaying 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 at the UN Climate Change Conference in Bonn, Germany in June. Representing the Project, Project Manager Ms. Nicola Chopin, spoke about the important role collaborations between Party and non-Party stakeholders play in ensuring accessible, global data and monitoring tools to support member Parties in conducting monitoring, evaluation, and reporting. The Project's [submission to the conference](#) provides an update on how the Project's research informs monitoring, evaluation, and reporting of ACE.

At [COP27 in Sharm El Sheikh](#), MECCE Project representatives included Indicator Development Lead Prof. Aaron Benavot, Targeted Communications Co-Lead Dr. Susie Ho, Project Manager Ms. Nicola Chopin, and research staff Ms. Stefanie Mallow and Ms. Srishti Singh. They were joined by 13+ MECCE Project partners and collaborators also in Egypt to discuss and advocate for enhanced climate action.

In addition to launching the Interactive Data Platform, Global Indicators and Country Profiles, the MECCE Project participated in three side events:

- A [UN CC: Learn Climate Classroom](#), with co-presenters from the UNESCO GEM Report;
- An [official COP27 Side Event](#) with Project partners and collaborators the Centre for Environment Education, Foundation for Environmental Education, Office for Climate Education, UNESCO, as well as with the Danish Society of Engineers, Hellenic Society for the Protection of Nature, and others; and
- A [Climate Education Hub Pavillion Side Event](#), with co-presenters from YOUNGO, the official UNFCCC youth constituency.



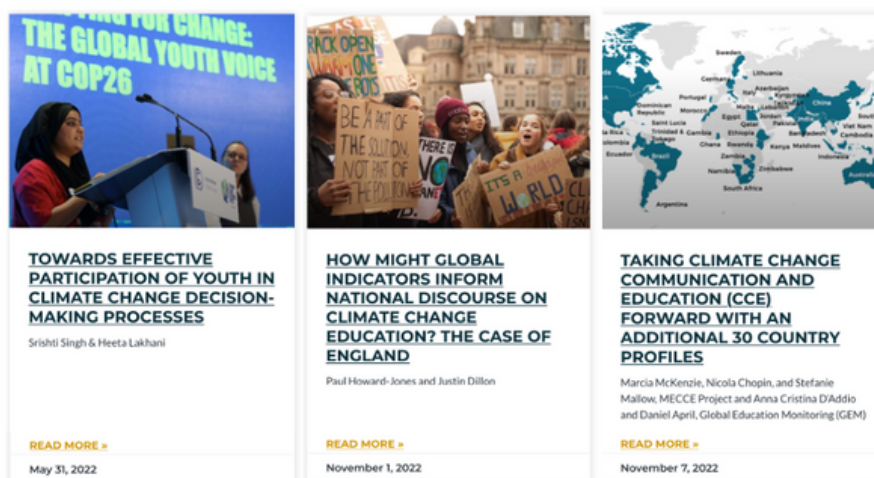
Global CCE Blog

The Project published several blog posts in 2022. A post on [youth participation in CCE policy decision-making](#), published as a follow up to a Project webinar (details below), explores the barriers to youth participation in national and intergovernmental policy-making processes, and suggests actionable mechanisms for strengthening the involvement of this critical group. The post was co-authored by Srishti Singh, of MECCE Partner, the Centre for Environment Education, and Heeta Lakhani, YOUNGO Global Youth Focal Point (2020-2021).

MECCE Project collaborator Prof. Paul Howard-Jones and co-author Prof. Justin Dillon co-authored a blog post exploring [how CCE strategies benefit from being research-informed](#). Using England as a case study, the authors examine the role global indicators in informing a national approach to climate change education, and discuss how the MECCE Project is contributing to this work.

The final blog post of 2022 provides a [snapshot of trends, strengths, and gaps in global CCE](#) drawn from the first 50 Country Profiles. The post was written as a collaboration between MECCE Project contributors Marcia McKenzie, Director, Nicola Chopin, Project Manager, and Stefanie Mallow, Research Associate, and GEM Report contributors Anna Cristina D'Addio and Daniel April.

Figure 8. Blog Posts for 2022



Collaborating to Develop an Australian CCE Policy

A research-policy collaboration with the Department of Education in Victoria, Australia is supporting Victorian schools to take sustainability and climate action through the development of an Environmental Sustainability in Schools Policy. The policy development process included a scoping workshop and a series of 10 consultations held with key stakeholders, including associations and organizations representing parents, principals, unions, and social services, as well as principals, teachers, and students. The policy is in final stages of approval and will be released in 2023. Related scholarly publications are also underway, including discussing the policy development process as a form of policy co-design and collaborative governance. The project is supported by Climate Research Accelerator funding from Melbourne Climate Futures.



Youth Engagement

This year, several MECCE Project activities highlighted the importance of including youth in climate change policy- and decision-making. For example, a [February webinar](#) discussed barriers and enablers of effective youth participation in policy- and decision-making related to CCE. Speakers Ms. Heeta Lakhini, the YOUNGO Global Youth Focal Point for 2020-2021, and Ms. Lucy Skelton, Founder and CEO of Student Voice Network shared their experiences and provided recommendations. A follow up [blog post](#) on youth participation in national and intergovernmental policy-making processes was co-authored by Ms. Srishti Singh of MECCE Partner, the Centre for Environment Education, and Ms. Lakhani. At our [COP27 Climate Education Hub Side Event](#), we presented MECCE Project findings related to youth engagement, and YOUNGO co-presenters, Hailey Campbell and Zusanna Borowska discussed mainstreaming of ACE and youth engagement in the UNFCCC process.

In 2022, nearly 40 graduate students, research assistants, and research associates made vital contributions to advance the day-to-day research across the Country Profiles, Case Studies, Indicator Development, and MECCE Project activities related to project impact, such as presenting at conferences and meetings, and contributing content to the Interactive Data Platform, blog, and webinars. At COP27, the MECCE Project's delegation included youth delegate Ms. Stefanie Mallow, who observed negotiations, attended meetings and networking events, presented at a side event, and represented the Project on YOUNGO.



Figure 9. Youth Participation in Climate Change Decision-Making

Looking Forward

As we move into 2023, the MECCE Project will continue to provide data and tools to support advancement of global climate literacy and action through our ambitious international research agenda. Throughout this report, we have provided a glimpse of what is to come in 2023. The coming year will see the publication of an additional 30 Country Profiles, final reports from the first cohort of Case Studies, at least 10 new Case Studies funded, and a new slate of Global Indicators, which will all be available on an expanded Interactive Data Platform.

The Project's collaborative approach ensures research insights are built on a broad knowledge base and mobilized widely through a global partnership network. We look forward to continuing this important work with our partners as well as collaborators, including Regional Hub members and country experts such as National ACE Focal Points, via input processes, knowledge sharing activities, and capacity building events.

We invite interested readers to join our [Regional Hub](#) network, sign up for our [e-News](#), and follow us on social media @SEPNetwork #MECCE.



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