



## Case Studies Call for Proposals | Application Frequently Asked Questions, Instructions, and Definitions

This document includes important information to help applicants to the Monitoring and Evaluating Climate Communication and Education (MECCE) Project's case studies call for proposals to 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 about the first and second cohort of [funded case studies](#). We welcome applicants to direct inquiries to [mecce.info@usask.ca](mailto:mecce.info@usask.ca).

**Please Note:** The funding must be used to conduct case study research on a quality Climate Change Communication and/or Climate Change Education (CCE) initiative. The funding CANNOT fund program or project-related costs. The funding must also provide a value-add over and above evaluations that would already be required of the CCE initiative's funders.

### In this Document

Frequently Asked Questions	1
Application Form Instructions	4
Definitions	7

## Frequently Asked Questions

### What is a case study?

This funding **is** for case study research on an already established quality CCE initiative. This funding is **not** to fund a CCE initiative development or implementation. As an example, this funding could be used to bring youth together for focus groups to help learn more about the impact of a CCE initiative they participated in; however, this funding could **not** be used to fund staff to deliver the CCE initiative itself.

The funding provides the chance to study and better understand a CCE initiative and its impacts, and to share this learning with others globally. Your case study should tell us how the CCE initiative being researched contributes to understandings of quality CCE. This requires clearly defined research questions, methods, and approaches. We anticipate your case study will use primarily qualitative research methods.

### What kind of case study is a good fit for this funding?

We are looking for case studies studying examples of quality CCE. This means the initiative studied should:

- 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);
- Attend to multiple aspects of climate understanding and learning (e.g., cognitive, psychosocial, and action-oriented); and/or
- Address climate justice.

The definitions section below provides more information on these terms.

Across the funded case studies, the MECCE Project aims to select case studies of a variety of CCE policy and/or practice initiatives 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)
- Implementation scales (e.g., community, city, state, country, two locations within a country, multiple countries, regional, global)
- Delivery mechanisms and implementation settings (e.g., schools, higher education, social media, rural adult education, climate activist networks)
- Regional representation (e.g., Global South, Small Island Developing States, non-Anglophone countries)

Examples of the types of case studies that may be funded:

- An evaluation of a higher education institution initiative that ensures all students take at least one course focused on climate change
- A study of the impacts of a program that retrain oilfield workers to work in green jobs
- A study of a digital literacy campaign's ability to teach learners to navigate online 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
- A youth action research project where participants decolonize a climate change education curriculum

### Who is eligible to apply?

We invite proposals from researchers, practitioners, and stakeholders to conduct case studies of quality CCE initiatives. You do not need to be an academic or professional researcher to submit a proposal; however, we do recommend applicants establish a relationship with a researcher who can support the development of a high-quality case study and research ethics application.

### What are the benefits of undertaking a case study?

Funding recipients who contribute a case study to the MECCE Project will increase their global profile by:

- Receiving up to \$10,000 CAD to develop and carry out a case study researching a quality CCE initiative
- Better understanding quality CCE and how to further advance CCE initiatives
- Connecting with a global network working to improve quality CCE policy and practice
- Showcasing innovative quality CCE work through the case study at an international scale, including through self-publication and the MECCE Project's [interactive data platform](#) and [digital library](#)
- Participating in optional activities such as joint scholarly publications, blog posts, and cross-case study analyses

### How many case studies will be funded?

We intend to fund at least 10 case studies in this call for proposals. This is the MECCE Project's third call for proposals. By 2024, at least 30 case studies will have been funded.

### How is funding awarded?

The case study's principal researcher or host organization will be engaged 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 and review of the deliverables by the MECCE Project.

**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 quality CCE initiatives, ACE elements, sectors, scales, target audiences, and regions. While all case study proposals are welcome and will be thoroughly adjudicated, this year we particularly welcome submissions focused on public participation in climate change-related decision-making and public access to information on climate change, including in sectors such as media communications, digital engagement, and climate activism. We are also interested in case studies of pre-primary, primary, higher, and vocational education contexts, as well as case studies on CCE initiatives based in Latin America and Eastern Europe.

**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 quality CCE initiative to be studied
- The quality 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

The MECCE Project reserves the right to prioritize funding projects with greater financial need. The MECCE Project may also consider the case study's ability to fill gaps in the current distribution of ACE elements and regions (see the [descriptions of the completed and in-progress case studies](#) to see if your case study fills a gap).

**Can we collect quantitative data as part of our case study?**

We are seeking in-depth qualitative analyses of quality CCE policy or practice initiatives through 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?**

The funded case studies will be required to:

- Participate in 3-4 calls with the MECCE Project Office to provide progress updates, receive research support, and connect with other funded case studies
- Submit a final report summarizing the case study and its key findings and implications
- Submit a multimedia package to show the case study work and the quality CCE initiative in action (e.g., photos, videos)
- Publish findings in an academic or professional publication, and present the findings to target audiences in an appropriate venue

## What are the timelines?

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

March 25, 2024, 11:59 pm EST	Proposal Submission deadline
June 2024	Notifications sent to successful case studies
July – August 2024	Onboarding (orientation and administrative paperwork)
September 2024 – August 2025	Case study research conducted
August 2025	Final deliverables submitted
Post-August 2025	Cross-case analysis participation

## Application Form Instructions

### 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: Quality CCE Initiative Information

This section tells us about the quality CCE initiative that the case study is studying. This is your opportunity to tell us how the initiative teaches people about climate change, what makes it unique and worthy of study, and how it is an example of quality CCE. Please note that the methodological details of the case study research you will conduct about the CCE initiative should be in Section 3.

### Background Information

This section is used to gather background information on the quality CCE initiative that you will research, including the quality CCE initiative sectors (e.g., businesses, local communities, government, schools, NGOs, etc) and will be used to select diverse case studies.

### Detailed Description

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

1. What are the objectives and activities of the quality CCE initiative being studied? Outline the goals, objectives, and activities of the quality CCE initiative that will be researched in the case study.
2. How does the quality CCE initiative address climate change adaptation and/or mitigation? Describe how the quality CCE initiative addresses climate change adaptation and/or mitigation through communication and/or education.
3. Why is it important to study this quality CCE initiative? In what ways is the quality CCE initiative exemplary and innovative? What makes the quality CCE initiative unique and worthy of study? What can this CCE initiative tell us about quality CCE?
4. How does the CCE initiative represent quality CCE? How does the quality CCE initiative address holistic understandings and learnings of climate change? You must describe both how

the initiative addresses cognitive, psychosocial, and/or action learning components and how the initiative is tailored to regional and cultural contexts.

5. How does the quality CCE initiative engage with climate justice? In what ways does the quality CCE initiative teach learners about equity and climate change? For example, do participants learn about the disproportionate impacts of climate change in the Global South, women, racialized and Indigenous communities, and other marginalized communities?

### Section 3: Detailed Case Study Description

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 quality 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 quality CCE.
3. Research Questions: Please outline the case study's research questions. Please provide the key research questions that will guide the research. The research questions should relate to what you are 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. Relationship to Required Evaluations: If the quality CCE initiative is required to be evaluated (e.g., by funders as part of financial accountability mechanisms), please describe how the funding will help your team go beyond routine evaluation(s).
6. 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 contract deliverables. Please name at least one proposed publication and one proposed presentation venue you are committed to undertaking as part of the case study work.
7. 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.
8. 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 this must be addressed in your application. Please do not submit full CVs.

## Section 4: Budget and Justification

Describe how the awarded funds will be used for the case study research and justify why is the funding needed in the 'justification' column. 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 budget table is to be downloaded from the [application portal](#) and submitted as a Word document or PDF. The maximum budget is CAD \$10,000.

**All costs must be indicated in Canadian currency.**

**Important Note:** Funds can only be used to support the direct costs of the case study, not to support the quality CCE initiative being studied. This means the funds cannot be used for teaching/programming activities or overhead costs. Overhead costs are indirect costs such as administrative fees, office internet/phone services, the costs to upkeep offices, and other costs not related to the direct implementation of the case study.

### 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 assistant, 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 for the personnel and an estimate of the hours they will work
- Column 4: Indicate the total cost of the personnel in Canadian Dollars

### Travel and Subsistence Costs

If your case study includes travel expenses, please provide amounts associated with the travel. You may use the funds to travel to a conference or meeting to share the results of your case study research.

- Column 1: Enter the travel expense type (e.g., train ticket, meals, 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 only an eligible expense if essential to the research and must be strongly justified
- Column 4: Indicate the total cost of travel in Canadian Dollars

### Supplies and Equipment

You may include supplies (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. The 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 quality CCE. Potential venues include the Project's website and social media accounts, as well as possible publications. Please indicate your consent to:

- Have a description of the quality 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

### 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.

*Psychosocial* - 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 of educating the population at large. Informal education is not institutionalized and is 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. The 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 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 is 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 adjust to the risks and effects of climate change, both present and projected.