MECCE
MONITORING AND EVALUATING
CLIMATE COMMUNICATION
AND EDUCATION PROJECT

Submission on the 2024 ACE Dialogue | The Contributions of Monitoring, Evaluation, and Reporting to Priority Area C: Tools and Support in the Glasgow Work Programme on ACE and its Action Plan

The Monitoring and Evaluating Climate Communication and Education (MECCE) Project (mecce.ca) is an international partnership focused on increasing the quantity and quality of ACE globally. The Project assembles over 100 Party and non-Party stakeholders, with the UNFCCC, UNESCO, IPCC, and UNESCO GEM Report on the Advisory Committee. The Project is responding to the lack of data available to support countries in benchmarking and target-setting quality ACE. The Project is also supporting improved quality ACE through provision of data on good ACE policies and practices.

With the 2024 ACE Dialogue in SB60 focusing on Tools and Support "for building capacity and raising awareness among Parties, national ACE focal points and non-Party stakeholders with regard to ACE," this submission:
- Overviews how MER acts as a tool and support for furthering ACE implementation.
- Highlights select MECCE Project contributions to furthering global ACE action through the Tool and Support of Monitoring, Evaluation, and Reporting (MER).
- Provides suggestions for the format, speakers, and guiding questions for the ACE Dialogue.

We welcome the opportunity to elaborate further on this submission and are available to support Parties and the Secretariat during SBI60 and throughout implementation of the Action Plan. Links to relevant MECCE Project resources and information are located at the end of this document.

MER as a Tool and Support
MER is a tool and support for increasing ACE quantity and improving ACE quality, nationally and globally. Specifically:
- **Monitoring:** Provides insights into the extent and types of ACE being delivered, and helps identify where ACE-related investment is being made. This enables countries to establish benchmarks, set targets, and track progress in ACE policy-making and practice.
- **Evaluation:** Deepens understanding of quality ACE, including barriers and enablers to ACE and climate action for youth, Indigenous, and other marginalised groups.
- **Reporting:** Provides an evidence-base for ACE reporting, such as in National Communications and Nationally Determined Contributions. Reporting also supports peer learning through sharing of ACE activities and expertise across countries and regions.

The MECCE Project recommends that ACE implementation be advanced with MER-related tools and support, including:
- Training to develop MER technical expertise amongst ACE stakeholders, beginning with Member Parties. Such training could address how MER advances ACE action in different contexts; the use and impacts of indicators; and engaging youth, Indigenous people, and other marginalised groups in MER processes.
- Developing mechanisms to support collaboration and data sharing amongst ACE stakeholders (e.g., through MER networks, workshops, communities of practice).

MECCE Project Data as a Tool and Support
Below we overview MECCE Project data that are available to support Member Parties, Non-member Parties, and other ACE stakeholders to enhance the quality and increase the quantity of ACE through the tool and support of MER.

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Global Indicators

A suite of 14 global indicators of quality ACE provide country-, region-, and global-level data to support benchmarking and progress tracking of national-, regional-, and international-level changes within and across the ACE elements. 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, and the extent of climate change related publishing in higher education. We continue to develop new global indicators and update existing indicators.

Figure 5. The global indicators of ACE

CROSS-CUTTING
- Inclusion Index of ACE in National Government Activities

PRIMARY / SECONDARY EDUCATION
- Integration of Climate Change in National Curriculum Policy
- Integration of Climate Change in Grade 9 Science and Social Science Curriculum
- Students' Self-declared Knowledge of Climate Change

HIGHER EDUCATION
- Extent of Climate Change Focus in Research Publications

TRAINING
- Integration of Climate Change in Technical / Vocational Training Policy
- Completion of Online UN Courses about Climate Change

PUBLIC AWARENESS
- Perceived Impact of Climate Change on Future Generations
- Perception of Climate Change as a Serious Threat

PUBLIC ACCESS TO INFORMATION
- Availability of Information on Climate Change Impacts
- Perceived Frequency of Exposure to Climate Change Information
- Extent that NGOs Engage and Inform the Public about Climate Change
- Extent of Climate Activities Organized by Libraries and Library Associations

PUBLIC PARTICIPATION
- Adult Willingness to Participate in Climate Action

Country Profiles

We have now published 80 country profiles of ACE in partnership with the UNESCO GEM Report. Developed through a careful methodology using consistent search terms, the profiles summarize each country's national level ACE activities. This includes through overviewing the country's national ACE context (e.g., climate change impacts; laws, policies, and plans; national budget allocated to ACE); activities related to each of the ACE elements; and national ACE monitoring.

In total, the countries covered by the country profiles are home to 75% of the global population and include all levels of climate vulnerability, income/development, and SDG regions. The country profiles are validated by country experts, including National ACE Focal Points. Anecdotally, we have heard from many ACE Focal Points that the country profiles have assisted them in mapping ACE activities occurring in their countries of which they were not previously aware.
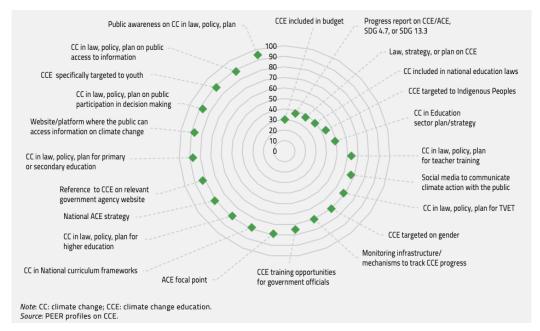
Figure 1. Map of countries covered by the 80 country profiles

The MECCE Project and GEM Report have collaborated on a series of measures that map out ACE activity across the country profiles (see figure below). A research brief and blog post released at COP28 summarize key findings from these measures in the 80 country profiles. Our digital library and blog provide access to additional publications on the country profiles.

Figure 2. Percentage of countries with laws and policies related to ACE and/or climate change from the country profiles mapping

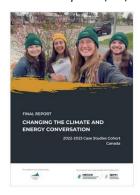*(Figure from UNESCO GEM Report & MECCE Project, 2023)*

Funded Case Studies

The MECCE Project funds in-depth case studies to improve understandings of quality ACE and its impacts. The Project has funded 20 case studies since 2022, and plan to fund a total of 30 case studies across the ACE elements with up to $10,000 CAD each by 2024. The case studies are identified through a call for proposals process, and adjudicated through the regional hubs and steering committee.

Narratives and descriptions of the case studies are available on our interactive data platform. Final reports from the first cohort of case studies may be found on our digital library. We are also currently welcoming applications to the third call for proposals.
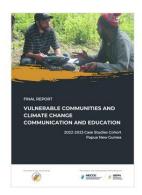
Figure 3. Final reports for first cohort case studies on the digital library

[Changing the Climate and Energy Conversation. Canada Case Study (Full Report)](#)

[The Whole-School Approach in Action: A Year With Primary School No. 12 Mar Chiquita. Argentina Case Study (Full Report)](#)

[Vulnerable Communities and Climate Change Communication and Education. Papua New Guinea Case Study (Full Report)](#)

Figure 4. Call for proposals for the third cohort of funded case studies

Tools to Support ACE Decision-Making

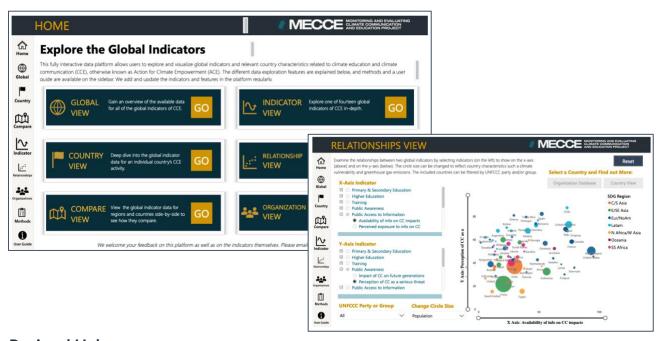### Interactive Data Platform

Developed in partnership with the University of Melbourne and Microsoft, the [interactive data platform](#) is a key tool to support decision-making and reporting related to ACE implementation. Users are now able to analyze and visualize an unprecedented amount of research-led, rigorous quantitative and qualitative global data on the extent and type of ACE provision in and across countries globally. All of the MECCE Project's data, including the [case studies](#), [country profiles](#), and [global indicators](#) are available open-access on the platform.

The platform allows ACE stakeholders, including intergovernmental and country-level policymakers, researchers, and practitioners to learn about how other countries are implementing ACE. This

supports the setting of country benchmarks and targets, and tracking and reporting of ACE progress. This includes through:

- Visualizing and analyzing the global indicators through global, region, and country views.
- Supporting peer learning via side-by-side visualizations of region- and country-level indicators.
- Allowing in-depth exploration of the relationships between ACE activities and variables such as country emissions, climate vulnerability, and economic characteristics.
- Provision of narrative and photographic data on quality ACE to provide contextual, in-depth information on quality ACE and its implementation.
- Compilation of a publicly available global database of organizations working on ACE.

Figure 5. The interactive data platform home page and relationship view
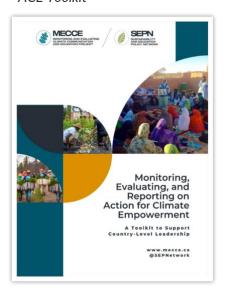

Regional Hubs

The MECCE Project's growing Regional Hub network comprises governments, policy makers, researchers, and practitioners, including National ACE Focal Points. The Regional Hubs meet to share knowledge of ACE and MER; adjudicate case studies submissions; and help build regional ACE networks. Parties and non-Party Stakeholders are invited to join the Regional Hubs by submitting a membership application.

Digital Library

All of the MECCE Project's publications and resources are available open access on its digital library. Research briefs, research reports, case study final reports, scholarly publications, and webinar videos are all available to support ACE decision-making.

ACE stakeholders may be particularly interested in our resource, *Monitoring, Evaluating, and Reporting on Action for Climate Empowerment: A Toolkit to Support Country-Level Leadership*. The toolkit was developed for the 2023 ACE Focal Points Academy to support sub-national, national, and international cooperation in

Figure 6. The Monitoring, Evaluating, and Reporting on ACE Toolkit

undertaking ACE MER activities through provision of: (1) a roadmap to guide development of Strategic ACE MER Frameworks; (2) a basic understanding of the principles and methods of carrying out ACE MER; and (3) processes to engage key stakeholders and communities in ACE MER. In addition to providing technical guidance, the booklet includes good practices on ACE MER as well as a list of relevant resources.

Figure 7. The 2023 ACE Focal Points Academy

Suggested Format, Speakers, and Content for the ACE Dialogue in SBI60

The MECCE Project is available to support Parties and the Secretariat in developing the ACE Dialogue agenda. The MECCE Project's recommends the Secretariat and Parties consider the following formats, content, and speakers:

- In support of C.1 ('Providing capacity-building opportunities for national ACE focal points'):
  - Ensure the ACE Dialogue employs interactive sessions (e.g., workshops, trainings, one-on-one access to experts), including Party and non-Party stakeholders, experts in ACE and ACE MER, and youth and Indigenous representatives.
  - The links between "Tools and Supports" and other Priority Areas of the Glasgow Work Programme and its Action Plan should be explored during the ACE Dialogue.
  - **Members of the MECCE Project research team are available to act as experts, presenters, and/or facilitators for the ACE Dialogue and other activities during the SBI.**

- In support of C.2 ('Mapping and collating existing guidelines and good practices'):
  - Provide concrete examples of good practices, key learnings, enablers, and barriers for mapping methodologies that link the identification and engagement of ACE stakeholders (including youth and Indigenous representatives), which will help build ACE capacity. Examples of how mapping can tie into ACE MER frameworks should also be provided.
  - We recommend the examples of quality ACE be holistic (i.e.,the ACE provides tools to take systemic and individual action, and deal with emotions from climate change); use regionally and culturally specific approaches, including that address Indigenous knowledges and climate justice.
  - **The MECCE Project is available to provide research-informed insight on what constitutes quality ACE as well as mapping data from the country profiles and other MECCE Project research.**

- In support of C.3 ('Organizing an expert-run session on writing strong project proposals… to support implementation of ACE activities'):

- o   Ensure the session includes training on developing MER frameworks for the purposes of evaluating project outcomes.
- o   Provide participants with real-world examples of quality ACE to encourage funding of quality ACE. Effort should be made to locate examples of quality ACE that are currently being monitored, evaluated, and reported in collaboration with non-Party stakeholders.
- o   **The MECCE Project is available to provide expertise on ACE MER frameworks and proposal-writing.**

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MECCE Project Office
Contact Nicola Chopin at nicola.chopin@usask.ca to arrange a briefing meeting from MECCE Project experts.

Relevant MECCE Project Resources

1.   View the MECCE Project's data on the [interactive data platform](#).

2.   Explore the [global indicators](#).

3.   Read the [country profiles](#).

4.   Learn about the first and second cohorts of [funded case studies](#).

5.   See the [call for proposals](#) for our third cohort of funded Case Studies.

6.   Visit the [digital library](#).

7.   Read the [Global Climate Change Communication and Education Blog](#).

8.   Join the [regional hubs](#).