



MECCE

MONITORING AND EVALUATING
CLIMATE COMMUNICATION
AND EDUCATION PROJECT

RESEARCH. CONNECT. MOBILIZE.

KEY ACTIVITIES

A MECCE PROJECT
PROGRESS UPDATE 2023



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www.mecce.ca

Acknowledgements

We gratefully acknowledge the financial and in-kind support of our partners and contributors. The MECCE Project was funded by a Partnership Grant from the Social Sciences and Humanities Research Council (SSHRC, Grant No. 895-2020-1019). We are also grateful for the financial and in-kind support from our host institution, the University of Saskatchewan's Office of Vice-President Research, College of Graduate and Postdoctoral Studies, College of Education, and Sustainability Education Research Institute (SERI).

We acknowledge Indigenous territories and pay respects to Indigenous Elders and knowledge holders around the world. We support Indigenous sovereignty as climate action.

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Message from the Director



As I look back at what we have achieved over the past year, 2023 emerges as a landmark year for the MECCE Project.

When the Project received its initial seed funding three short years ago, there was little capacity to benchmark, target-set, and monitor global climate change communication and education (CCE). The education and communications fields were just beginning to grapple with how existing CCE approaches had not produced the large-scale, systemic

changes needed to respond to the climate crisis. The concept of 'quality CCE' was emerging, and the conversation about what effective CCE entails was happening piecemeal within and across countries as a vast network of CCE stakeholders worked on climate challenges. It was against this backdrop that the MECCE Project formed its partnership to help develop a global research-base to support the CCE field to increase the quality and quantity of CCE. The strong global appetite for this work, and rapid building of momentum in the CCE field, has enabled us to make great strides in this ambitious research program.

The Project has now developed 14 [Global Indicators](#) across all areas of CCE. The five indicators released this year exemplify the value of partnerships in creating Global Indicators. The 'completion of online UN courses on climate change' training indicator was made possible through a partnership with UN:CC Learn. The 'extent of climate activities organized by libraries and library associations' indicator, which is the first indicator of non-formal education produced by the Project, was made possible through a partnership with the International Federation of Library Associations. A partnership with Columbia University's Center for Sustainable Futures is mapping the global network of CCE organizations. This fruitful partnership has not only resulted in a new Global Indicator of public participation; it has produced a growing database of over 5,000 CCE organizations to support network and capacity-building. These outputs are now available on our [Interactive Data Platform](#), redesigned in partnership with Microsoft's AI for Good and with funding from Environment and Climate Change Canada (totalling \$317K CAD, which also contributed to the funded case studies and CCE organization mapping).

As of 2023, we have also published a total of 80 [Country Profiles](#) in partnership with the UNESCO GEM Report. The Country Profiles overview national-level CCE policy and practice, previously unavailable elsewhere. The 80 countries represent 41% of the 197 signatories to the United Nations Framework Convention on Climate Change (UNFCCC). Strategic sampling has ensured the 80 countries represent all levels of climate vulnerability, development, and SDG regions. This year, data from a [mapping of the profiles](#) reached our quality thresholds for Global Indicators, resulting in our first cross-cutting indicator: 'national-level government activity on CCE.'

The first cohort of funded [Case Studies](#) also published their final reports in 2023. Key findings from this first cohort are available as narratives on the Interactive Data Platform. A second cohort of Case Studies is currently underway, and a third is being selected through our [Regional Hub](#) network. These in-depth studies of quality CCE are contributing to our understandings of how quality CCE policy and practice address holistic, cultural, and regional factors.

Finally, this has been a very successful year for research impact. We actively contributed to UN Climate Change Conferences and delivered the two-day [2023 Action for Climate Empowerment \(ACE\) Focal Points Academy](#) to build national policy-maker and UN negotiator capacity for monitoring, evaluation, and reporting of CCE/ACE. This year also saw the Project undertaking a study of ['green' content in Grade 9 science and social science subject curricula of 85+ countries](#), commissioned by the UNESCO ESD section and published in June 2024, and a parallel study analyzing Grade 3 and 6 subject curricula, commissioned by the GEM Report. A [policy paper with the GEM Report](#), co-published in June 2024, explores links among formal, nonformal, and informal education and climate change.

We are incredibly proud of what the MECCE Project partnership has accomplished to date, and grateful to the wonderful team of partners, collaborators, and research staff without whom this work would not be possible. In this report, you will learn about our new activities, read partnership highlights, and receive a sneak peek into our future plans. We appreciate this strong community that is taking up this work so enthusiastically and looking forward to our continued work together.

Marcia McKenzie

MECCE Project Director and Principal Investigator

Meet the Research Team



MECCE
MONITORING AND EVALUATING
CLIMATE COMMUNICATION
AND EDUCATION PROJECT

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UNESCO Global Education Monitoring Report
UNESCO (United Nations Educational, Scientific and Cultural Organization)
UNFCCC (United Nations Framework Convention on Climate Change)

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Canadian Commission for UNESCO (CCUNESCO)
Centre for Environment Education (CEE)
Centre for Sustainable Futures, Columbia University
Climate Action Network-Réseau action climat (CAN-Rac)
Climate Outreach
Environment and Climate Change Canada (ECCC)
Foundation for Environmental Education (FEE)
Freie Universität Berlin
International Association for the Evaluation of Educational Achievement (IEA)
International Association of Universities (IAU)
International Federation of Library Associations and Institutions (IFLA)
International Institute for Sustainable Development (IISD)

North American Association for Environmental Education (NAAEE)
Office for Climate Education (OCE)
Rhodes University
Sulitest
SWEDESD, Uppsala University
UN CC:Learn
UN Sustainable Development Solutions Network (SDSN)
UNESCO International Bureau of Education (IBE)
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University of Melbourne
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We are grateful to the Research Assistants and Research Associates who contributed to the MECCE Project this year. Many thanks also to Catch Analytics for their work on the Interactive Data Platform. Without your work, the Project would not have been possible.



“The MECCE Project is putting on the map the challenge of monitoring climate change education.”

Director Manos Antoninis
UNESCO Global Education Monitoring Report
MECCE Project Advisory Committee



About the MECCE Project

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 communication and education (CCE). The Project is a Sustainability and Education Policy Network (SEPN) initiative funded by a \$2.5 million CAD Partnership Grant from the Social Sciences and Humanities Research Council of Canada, and an additional \$3+ million in partner and consultancy funding. Visit mecce.ca and sepn.ca for more information.

This report highlights a selection of MECCE Project activities in 2023 which progressed our main Axes of research:

- **Indicator Development**, which is providing Global Indicators to support country benchmarking, target setting, and progress monitoring of quality CCE
- **Case Studies**, which is developing culturally and regionally-based understandings of quality CCE policy and practice, including through Country Profiles and Funded Case Studies
- **Research Impact**, which mobilizes insights from the research to support CCE stakeholders' engagement in climate action, including through our Interactive Data Platform, the Global CCE Blog, Intergovernmental Engagement, and Scholarly Publications.



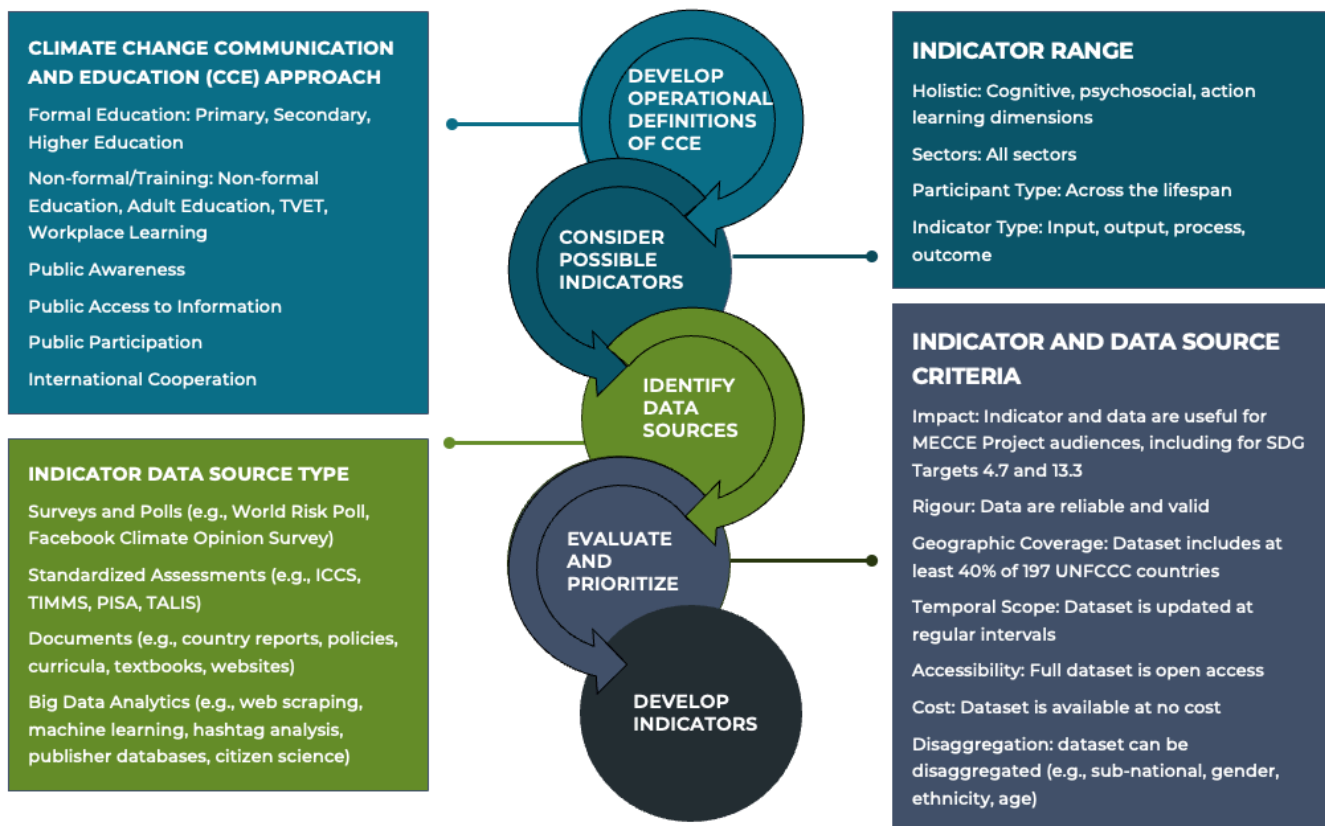
Key Activities

Increasing the Quantity of Quality CCE

Global Indicators

The Project has now released 14 [Global Indicators of quality CCE](#) to support benchmarking and progress tracking at national, regional, and global levels. Developed using a lifecycle approach to indicator development (see figure below), the datasets, calculations, and indicators are reviewed by experts within and outside the MECCE Project team.

Figure 1. Lifecycle approach to indicator development



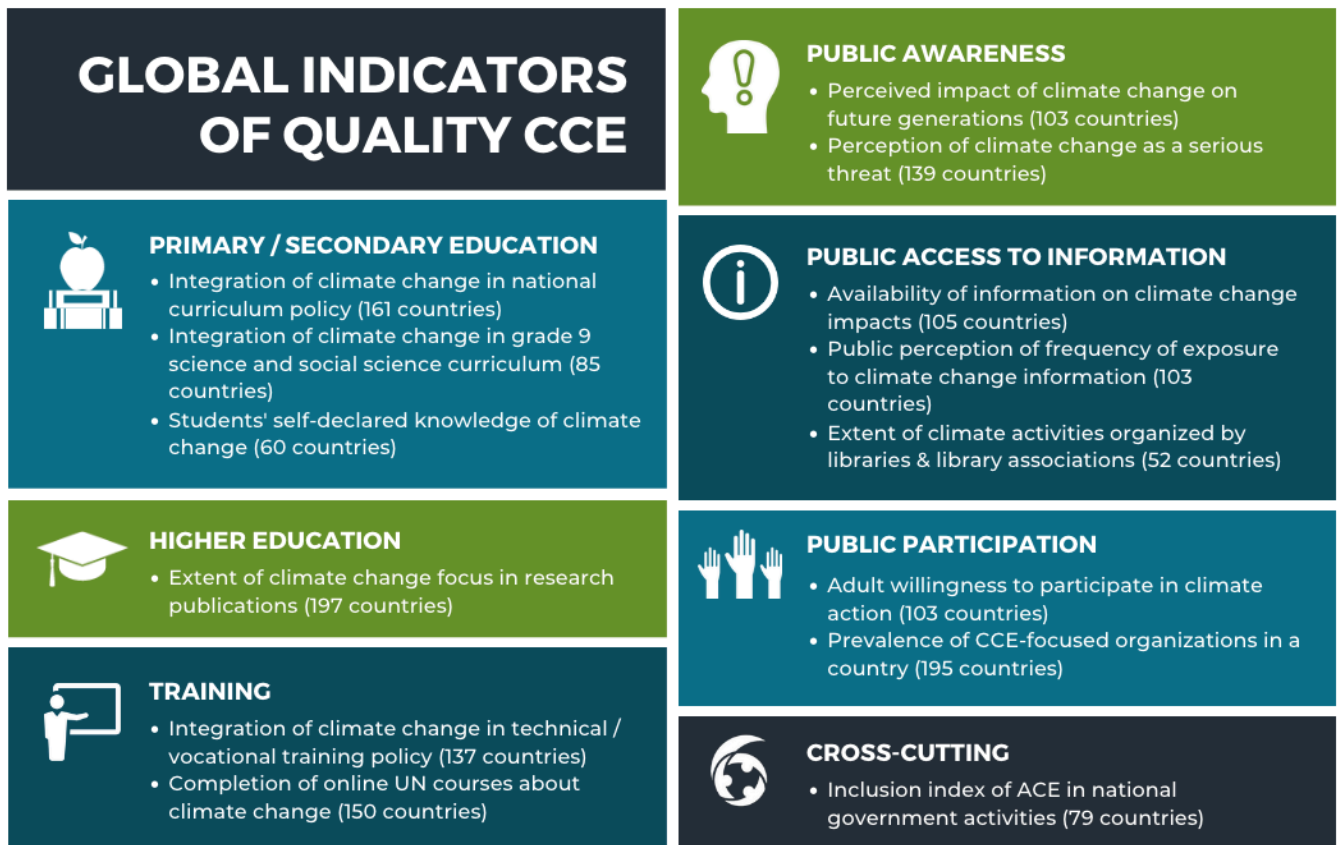


The Global Indicators are research-informed and underpinned by an unparalleled set of existing international datasets, and datasets created by the Project. This year's addition to our indicator suite are a testament to the strong partnerships developed through the research:

- Integration of climate change in grade 9 science and social science curriculum in 85 countries, with partial support through a UNESCO commissioned-study
- Completion of online UN courses about climate change in 139 countries, made possible through a partnership with UN:CC Learn
- Number of organizations working in the field of CCE in 103 countries, made possible through partnerships with the North American Association for Environmental Education and Columbia University, Teachers College's Center for Sustainable Futures, and funding from Environment and Climate Change Canada
- Extent of climate activities organized by libraries and library associations in 52 countries, made possible through a partnership with the International Federation of Library Associations
- An inclusion index of CCE in national government activities in 80 countries, made possible through a partnership with the Global Education Monitoring Report

The Indicators are available open-access on our [Interactive Data Platform](#). We are continuing to develop new Global Indicators and update existing indicators. Future additions include integration of climate change in grade 3 and 6 science and social science curricula and an index of 'greening education' that compiles the vast amount of curriculum data collected by the Project to date. The Project is currently exploring justice-focused indicators, including a potential indicator of climate protests.

Figure 2. Global Indicators of quality CCE

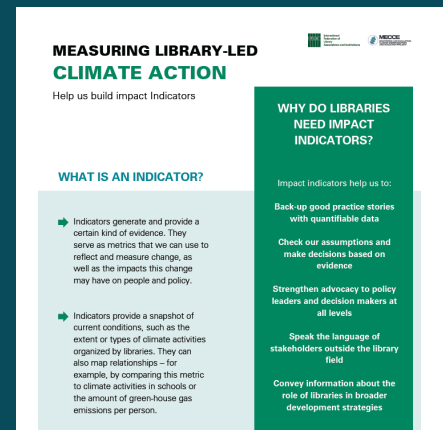




Developing Global Indicators Through Partnership Approaches

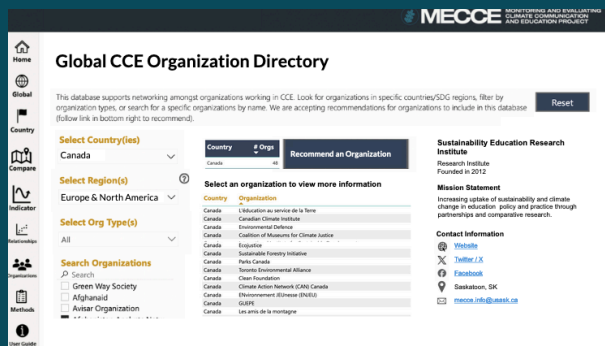
This year's indicator slate highlights the many forms data partnerships for developing indicators can take. For instance, in some cases, the Project brings technical expertise to guide the partner in developing new data. This was precisely the case for a partnership between the MECCE Project and the International Federation of Library Associations and Institutions (IFLA), which is developing metrics on the roles libraries are playing to address the climate crisis. A survey of libraries and library associations was co-developed with several rounds of input from MECCE Project experts, and distributed through IFLA networks in July 2023. The data benefits both organizations: IFLA is using it to promote climate action among members, and the MECCE Project created a Global Indicator of CCE implementation in libraries. The Project and IFLA are continuing this fruitful partnership to increase the number of libraries and library associations represented by the indicator.

Figure 3. Brochure on the climate activities in libraries Global Indicator



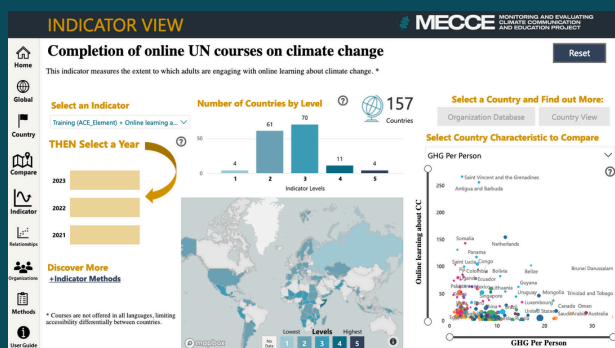
In another data development project this year, a partnership with Columbia University's Centre for Sustainable Futures resulted in co-implementation of a multi-year census of organizations carrying out CCE. Through structured online searches, nearly 6,000 CCE organizations in all 197 UNFCCC countries were identified. This database, available on the 'organizations' tab of the Interactive Data Platform, is the most comprehensive global database on such organizations. A follow-up survey, which is currently in progress,

Figure 4. View of the CCE Organization Database



has collected detailed information on the programs, networks, opportunities, and challenges of such organizations. The MECCE Project used census data for a Global Indicator of public participation based on the prevalence of CCE organizations in a country, and the partners continue to collect survey data to amplify this unique database.

Figure 5. Global Indicator of online UN climate change training



Finally, a partnership with UN CC:Learn shows the possibilities for creating indicators with partners' internally collected data. In 2023, a collaboration between the Project and UN CC:Learn resulted in a Global Indicator of training in 139 countries. The data comes from an internal database maintained by UN CC:Learn to evaluate their catalogue of over 100 online climate courses for adult learners. The partnership approach used to develop this indicator exemplifies the value of continuing to develop and maintain relationships over time. The Global Indicator, which tracks completion of online UN courses about climate change, comes after many years of exploring potential collaborations and an openness to discuss and share organizational structures and activities.



“The MECCE Project is bringing large scale attention to CCE and its implementation is the first real global attempt to capture the reality on the ground. It provides a wider outlook beyond the traditional focus on what governments are doing.”

CEO Daniel Schaffer
Foundation for Environmental Education
MECCE Project Steering Council

Improving CCE Quality

Country Profiles

We have now published 80 [Country Profiles of CCE](#) in partnership with the UNESCO GEM Report. The countries covered represent all levels of climate vulnerability, income/development, and SDG regions. They are also home to 75% of the global population. The Country Profiles, which are also available on the GEM Report’s [PEER website](#), capture national-level progress on Action for Climate Empowerment (ACE) and Sustainable Development Goal (SDGs) Targets 4.7 and 13.3. Specifically, the profiles synthesize the country’s national CCE context, including laws, policies, plans, and national budget related to CCE, and provide comprehensive overviews of CCE practices happening in the country. The profiles also review national CCE monitoring activities. Each Country Profile is developed with a specific methodology and 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.

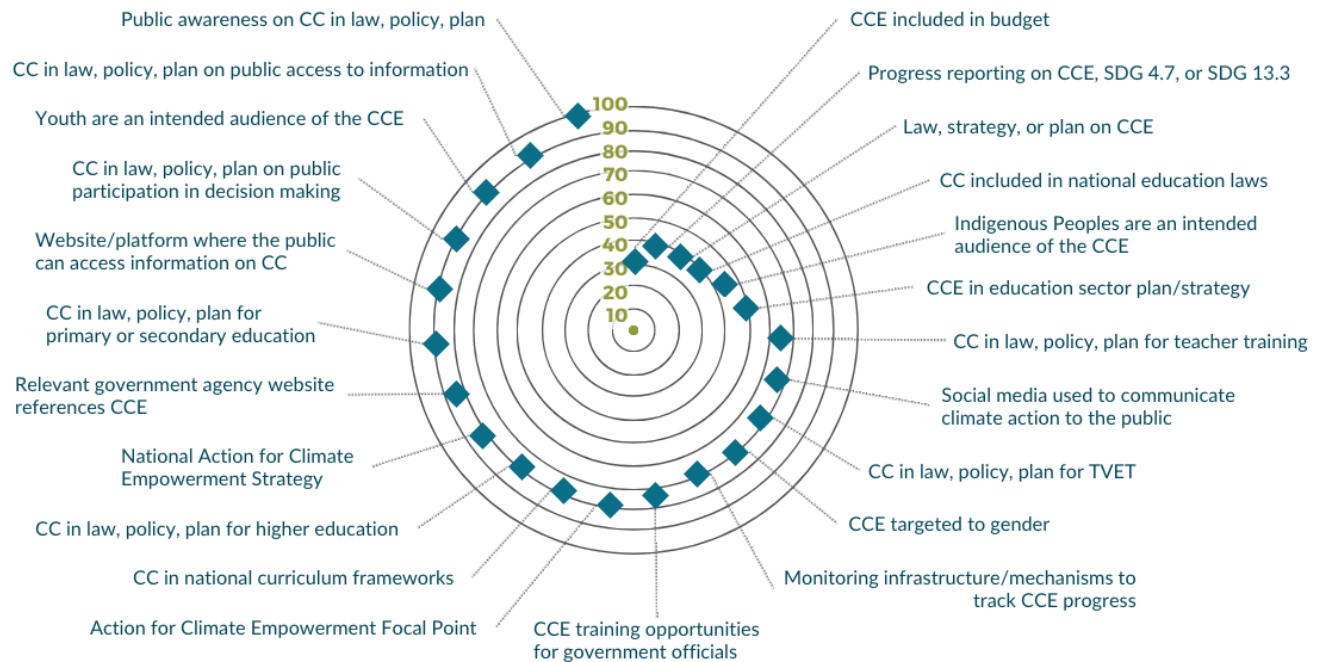
Figure 6. Map of countries covered by the 80 country profiles





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, the MECCE Project and GEM Report have collaborated on a series of measures that map ACE activity across the country profiles (see Figure 7). In addition, the Project has now produced Global Indicator of CCE in national government activities using the country profiles mapping data which is available on our [Interactive Data Platform](#).

Figure 7. Percentage of countries with laws and policies related to CCE/ACE from the mapping



CC = climate change, CCE = climate change communication/education
Source: PEER & MECCE Project Country Profiles

A [research brief](#) and [blog post](#) released at COP28 summarize key findings from the 80 profiles.

The Project's [Digital Library](#) and [Global CCE Blog](#) provide access to additional publications written about this extraordinary collection from prior years.

Figure 8. Publications with findings from 80 Country Profile

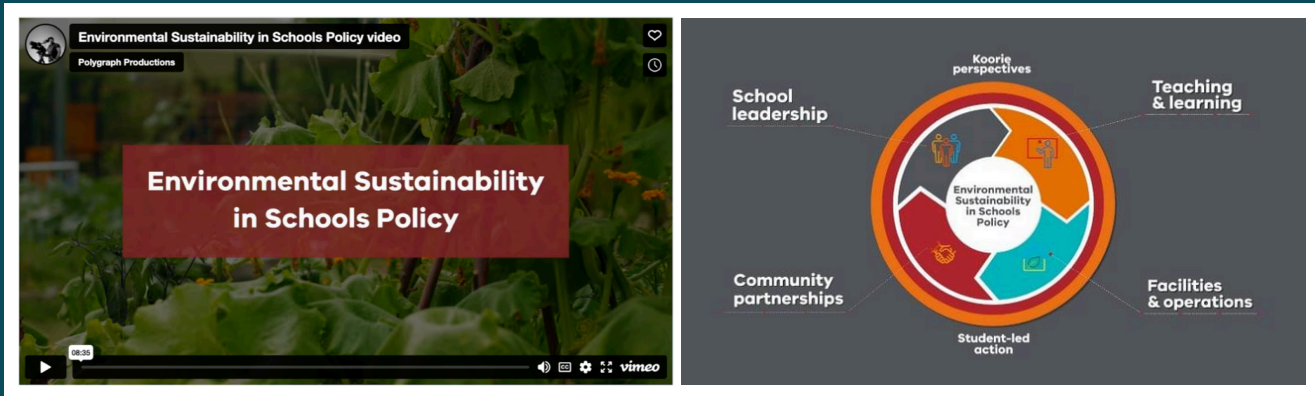




Research-Policy Collaborations in Australia

The Australian Government of Victoria's Environmental Sustainability in Schools Policy was the result of a fruitful research-policy collaboration between the Department of Education and Training and MECCE Project researchers at the University of Melbourne. Developed through consultations with schools, youth, and education and climate change stakeholders, the policy supports Victorian schools in advancing sustainability and climate action using a whole institution approach. The policy and a series of resources, including a video demonstrating how the policy can be applied in schools, are publicly available.

Figure 9. Environmental Sustainability in Schools Policy implementation resources



Exploring Uptake of Sustainability in Canadian Education Policy and Practice

The final reports for the Sustainability and Education Policy Network's flagship project, SEPN-Canada, were released this year. Made possible through the contributions of nearly 40 partners and collaborators, SEPN-Canada explores uptake of sustainability in education policy and practice across Canada's formal education sector. The final reports synthesize findings from across an ambitious series of policy analyses, surveys, and site visit case studies conducted with 2,600 participants over 8 years. Separate reports are available for primary/secondary education and higher education. Companion reports include policy and practice examples collected through the research. This ambitious project led to the creation of the robust international MECCE Project network; one that continues to make an impact on sustainability and climate change education policy and practice through large-scale comparative education research. We are grateful to all those who contributed imagination, time, effort, and funds to this important initiative.

Figure 10. The SEPN-Canada final reports





Funded Case Studies

The MECCE Project funds in-depth [Case Studies](#) to improve understandings of how quality CCE policy and practice address holistic, cultural, and regional factors. This year, the first cohort of Case Studies final reports were released and the second cohort began their research. Narratives and descriptions of the case studies are available on our [Interactive Data Platform](#). Final reports from the first cohort of case studies can also be found on our [Digital Library](#). The final reports for the second cohort will be published in September 2024 and a third and final cohort (currently being selected through our [Regional Hubs](#) and [Steering Council](#)) will begin their research this year. A video delving into shared characteristics of quality CCE identified through the case studies will soon be released. The video aims to provide practitioners and policymakers with a visual way to learn about quality CCE.

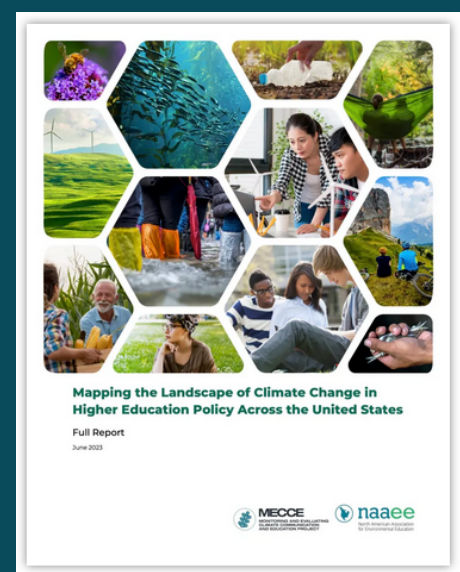
Figure 11. CCE in action: Photographs from the first cohort of funded case studies



Mapping the Landscape of Climate Change Education in the United States

This year marked the completion of a \$180K+ multi-year collaboration to map the landscape of CCE in the US, funded by the Woka Foundation. A [report exploring climate change policies in universities and colleges](#) in all 50 US states and the District of Columbia, was co-published with the [North American Association for Environmental Education \(NAAEE\)](#). The report provides recommendations for the higher education sector to advance CCE and climate action. Data from the [K-12](#) and [higher education](#) studies are available open-access on the [Interactive Data Platform](#), developed in consultation with the International Institute for Sustainable Development. A study of organizations offering nonformal CCE education was also carried out in partnership with NAAEE and the Centre for Sustainable Futures at Teachers College, Columbia University (report forthcoming). Together, these studies provide benchmarks about whether and how climate change is being taken up in formal education and nonformal education in the US, and help inform and motivate uptake of climate change in US education policy and practice.

Figure 12. Higher education US landscape analysis final report





“The MECCE Project is the leading think tank for enhancing quality climate change education practice and policy at a national, regional and global level.”

Co-Investigator Susie Ho
Monash University
MECCE Project Knowledge Mobilization Lead &
Regional Hub Co-Chair, Australasia

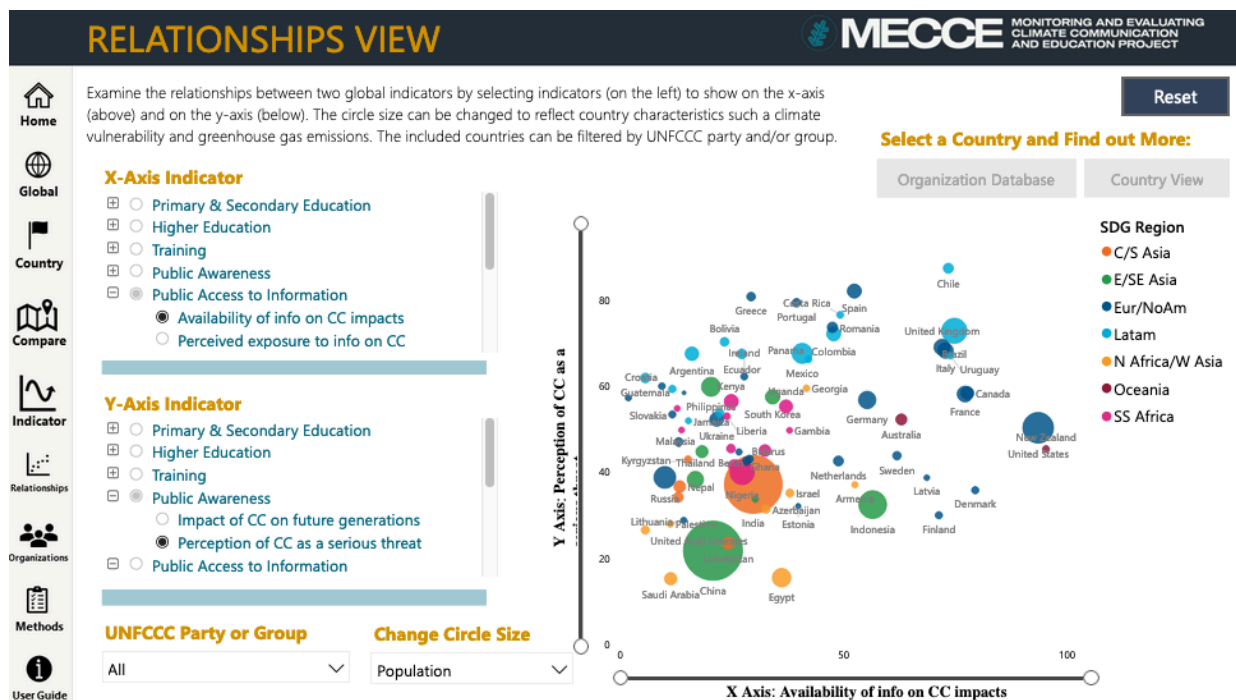
Research Impact

Interactive Data Platform

This year, the Project completely redesigned the [Interactive Data Platform](#) through a partnership with Microsoft and funding from Environment and Climate Change Canada. The Platform supports benchmarking, progress monitoring, decision-making, and reporting on quality CCE. Users are now able to analyze and visualize the MECCE Project’s extensive quantitative and qualitative global data on the extent and type of CCE provision in and across countries globally. New features added this year include:

- Visualization and analysis of the Global Indicators through global, region, and country views
- Side-by-side visualizations of region- and country-level indicators to support peer learning
- Analysis of the relationships between CCE activities and variables such as country emissions, climate vulnerability, and economic characteristics
- Narrative and photographic data on quality CCE to provide contextual, in-depth information on quality ACE and its implementation
- Compilation of a publicly available global database of organizations working on CCE

Figure 13. The ‘relationships view’ of the updated Interactive Data Platform





The [Case Studies](#), [Country Profiles](#), and [Global Indicators](#) are all available open-access on the Platform, as is the CCE organization directory. Future updates to the Platform will include a 'data warehouse,' which will house open access Project data, including 1,500+ policy documents from nearly all 197 UNFCCC member states compiled by the Project, and a refined version of the CCE organization directory.

Intergovernmental Engagement

Monitoring, evaluating, and reporting (MER) was the focus of the Action for Climate Empowerment (ACE) Glasgow Work Programme of the United Nations Framework Convention on Climate Change (UNFCCC) in 2023. Technical and resource challenges provide many opportunities for growth and capacity building in this area, and the MECCE Project provided several capacity-building events to support country- and region-level progress in this area.

2023 ACE Focal Points Academy

In June, the MECCE Project delivered the hybrid 2-day [2023 ACE Focal Points Academy](#) at the UN climate meeting in Germany. On day 1, National ACE Focal Points and negotiators participated in a series of capacity-building workshops to build skills in National ACE Strategy development and MER of quality ACE. Youth from the ACE Empowerment Hub youth exchange joined the Academy on the 2nd day of the event, where participants analyzed local and regional contexts and developed next steps for action.

Our resource, [Monitoring, Evaluating, and Reporting on Action for Climate Empowerment: A Toolkit to Support Country-Level Leadership](#), was developed for the Academy. The toolkit can support sub-national, national, and international cooperation in ACE MER by providing guidance for developing a strategic ACE MER framework and overviewing key principles and methods for carrying out ACE MER. The document also outlines processes for engaging key stakeholders and communities in ACE MER.

Figure 14. The MECCE Project at UN climate change meeting events (continued on next page)





UN Climate Change Meetings

The MECCE Project sent delegations to UN climate meetings in Bonn, Germany as well as in Dubai, United Arab Emirates. Through presentations on MECCE Project work, networking with key ACE stakeholders and MECCE Project partners, and attendance at events, Project delegates both taught and learned about MER of quality ACE around the world.

At the [SBI58 in Germany](#), MECCE Project representatives included Director Prof. Marcia McKenzie, Knowledge Mobilization Lead Dr. Susie Ho, Project Manager Ms. Nicola Chopin, and research staff Dr. Aaron Redman and Ms. Mariana Campos Rivera. At the ACE Dialogue, our delegates presented on the Global Indicators, launched an overhauled Interactive Data Platform, assisted UNESCO colleagues on a presentation about the Country Profiles, and participated in the ACE Dialogue world café. We also presented posters on the [MECCE Project](#) and [Monash University's Changing Climates Program](#) at the ACE Gallery. The Project's participation was also highlighted in two news pieces from partner institutions, the [University of Melbourne](#) and [University of Saskatchewan](#). The Project's [submission to the conference](#) provides an update on how the Project's research informs MER of ACE.

At [COP28 in Dubai](#), MECCE Project representatives included Indicator Development Lead Prof. Aaron Benavot, Targeted Communications Co-Lead Dr. Susie Ho, and Project Manager Ms. Nicola Chopin. Many MECCE Project partners and collaborators were also in attendance to share climate action work. Not only did the Project launch a suite of new and updated Global Indicators, a new set of Country Profiles, and narratives and reports from the first cohort of Case Studies, the Project also announced its second cohort of Case Studies, and participated in several side events:

- [Monitoring, evaluating and reporting of ACE](#), an official UNFCCC side-event, provided a range of real-world examples of ACE MER from the co-hosts, the MECCE Project, Australian Council for Educational Research, Centre for Environment Education, and the ACE Focal Point for Senegal.
- [Youth and ACE: Capacity-building for national-level monitoring, evaluation, and research](#) focused on youth contributions to ACE MER and explored potential indicators and data to capture youth-related ACE activity. The session featured important contributions and messages from youth representatives at Care About Climate, Mock COP, and YOUNGO.
- A transformative target: Strengthening climate communication and education for the future launched a new set of Country Profiles produced by the GEM Report and MECCE Project. During the session, which included Professor Jeffrey Sachs (Columbia University), GEM Report representatives outlined ways the Country Profiles are supporting decision making and prioritization of policy and practice. Finland, Senegal, and UAE also offered unique perspectives and approaches to CCE.
- Implementing youth-led solutions for quality climate education showcased ways to raise ambition on climate education and action. Hosted by Mock COP, and with contributions from the Office for Climate Education and Ministry of Foreign Affairs of Mexico.



Global CCE Blog

The [Global CCE Blog](#) published five posts on a broad range of topics this year. The blog unpacked quality CCE from a multitude of angles and levels. Some posts shared MECCE Project analyses of the country profiles and education content in IPCC policymaker summaries, while others deconstructed colonial processes by providing guidance for educators to interrogate climate coloniality and explore how ‘wild’ SDG policymaking undermines decolonization in higher education contexts. The blog’s first social media analysis—a hashtag analysis of anti-pipeline activism—was also published this year.

Greening Education Approaches Worldwide
Anna Cristina D'Addio, Daniel April, Marcia McKenzie, Nicola Chopin, and Mariana Campos Rivera
This post synthesizes key findings from 80 country profiles of CCE, created in partnership with the Global Education Monitoring Report. The post discusses how the country profiles provide a foundation to inform policy discussions at sub-regional, regional, and international levels, and support the development of solutions to overcome climate change challenges.

Dismantling Climate Coloniality
Preeti Nayak
Climate coloniality refers to the enduring legacies of colonialism and imperialism on vulnerable communities around the world. The post poses three questions that may help guide practitioners, curriculum developers, and policymakers consider how to dismantle climate coloniality in their educational contexts.

Instagramming Climate Crisis
Carrie Karsgaard
The author explores the possibilities and tensions of social media for informal online anti-fossil fuel and climate education. Through an analysis of Instagram hashtags, imagery, emojis, and text about the Trans Mountain pipeline, the post unpacks several themes of anti-pipeline activism—climate action, climate justice, and pro-oil— and discusses the opportunities and challenges of social media as public pedagogy.

Wild Policy
Alex Wilson and Marcia McKenzie
Reviewing key findings from the paper “Sustainability as wild policy: Mobile SDG interventions and land-informed policy in education,” this post examines climate and sustainability policy development in two higher education settings. The post explores considerations of sustainability policy making in the Canadian province of Saskatchewan and the Arctic territory of Nunavut before drawing conclusions about how ‘wild’ policy-making can undermine decolonization, and how systematic and more specific place- and land-informed policy approaches can be more effective and just.

Climate Change Education is Lava
Kristen Hargis and Marcia McKenzie
This post analyzes uptake of education in IPCC Policymaker summaries. The analysis shows the education sector is typically mentioned as potential stakeholders or included in a list of key climate mitigation and adaptation sectors. In cases where education is discussed in more depth, the summaries focus on changing behaviours or sharing information on climate change. The post makes a case for the importance for IPCC policymaker summaries to include a stronger focus on education, including in relation to Indigenous knowledge and climate justice.



Scholarly Contributions

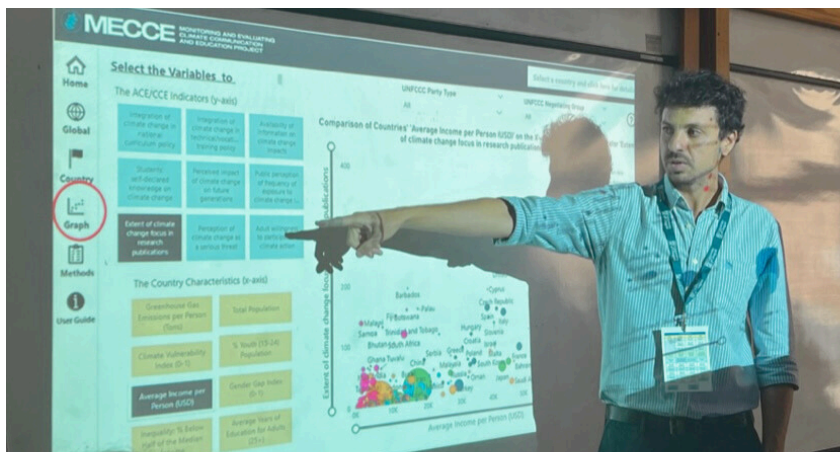
In addition to contributing applied research to further CCE policy and practice, the MECCE Project also contributes to the scholarly literature in a variety of fields. Below, we describe some key scholarly contributions from this past year.

Monitoring education at global scales is notoriously challenging, and this challenge is reflected in monitoring of the Sustainable Development Goal (SDG) 4, which is limited by inadequate data. In [Global Indicators of Progress on Climate Change Education: Non-state Actor Data Collaboration for SDG4](#) in the *International Journal of Educational Development*, MECCE Project Director Marcia McKenzie (UMelbourne and USask), Indicator Development Lead Aaron Benavot (UAlbany-SUNY), and Research Coordinator Aaron Redman (USask) highlight the value of partnerships in enabling capacity for large-scale datasets to support global indicators.

A new special issue on “[Climate Change and Educational Research: Mapping Resistances and Futurities](#)” was released in *Research in Education*, by MECCE Project co-editors Marcia McKenzie and Joseph Henderson, (Paul Smith’s College) along with Fikile Nxumalo (University of Toronto). This Special Issue examines the complex resistances at play in climate inaction and maps possibilities for education to produce better futures in a world with a rapidly changing climate. Special Issue authors explore futures where resisting human-centrism, coloniality, and racial capitalism produces liveable outcomes. Papers in the issue explore affective, interdisciplinary, and intergenerational approaches, including through storytelling and art.

At the 2023 European Conference on Educational Research (ECER), a panel session “[Monitoring and Evaluating Climate Communication and Education \(MECCE\): The MECCE Project’s Interactive Data Platform](#)” reviewed the intersections between [Global Indicators](#) and [Country Profiles](#) data for nine European countries. MECCE Project Director Marcia McKenzie, Indicator Development Lead Aaron Benavot, and Research Coordinator Aaron Redman were joined by European Regional Hub Co-Chair Stefan Bengtsson (UppsalaU) and Research Assistants Stephanie Mallow (UMelbourne) and Diego Posada (UAlbany-SUNY), who presented an analysis demonstrating how different kinds of data can be used to advance country-driven monitoring, evaluation, and reporting, including in relation to the UNFCCC’s Glasgow Work Programme on ACE and its Action Plan.

Figure 15. Diego Posada demonstrates the Interactive Data Platform (left) and delegates (right) at the ECER Conference





“There's real value in scaling CCE analysis across the world and developing the social network and research architecture to actually do comparative policy and practice analysis. To my knowledge there's really nothing else like it.”

Co-Investigator Joe Henderson
Paul Smiths College
MECCE Project Regional Hub Co-Chair, Americas

Looking to 2024 and Beyond

The MECCE Project has undertaken development of unprecedented global data to support increasing the quality and quantity of CCE. In 2024, the Project will continue its Global Indicator, Country Profiles, and Case Studies work. This includes working group meetings of the MECCE Project research team to explore ways to continue and expand the partnership's trajectory.

We look forward to continuing existing Project partnerships and are also in the process of exploring new funding and consultancy opportunities. Future work under consideration includes the creation of new Global Indicators such as those focused on climate justice, analyses of UNFCCC country reports such as National Adaptation Plans and Nationally Determined Contributions, and collaborating on a new possible indicator with the hope of UN uptake for monitoring Greening Education Partnership and Sustainable Development Goal 4.7 outcomes.

On the research impact front, the Project has been developing a series of publications across all research components and will be releasing new data and sharing insights through a webinar series and in reports, research briefs, and scholarly publications. Planning is underway for a summer institute on policy research methodologies for graduate students and early career researchers. The institute will take place in Australia in 2024 and will include sessions that link MECCE Project's research with theoretical and scholarly work. Finally, the Project is also creating a 'data warehouse' which will include the CCE organization database and open access policy document data for the Interactive Data Platform. With policies from nearly all 197 UNFCCC member states, the Project has compiled an impressive array of National Curriculum Frameworks and Education Sector Plans; science and social science subject syllabi for Grades 3, 6, and 9; policy documents on Technical and Vocational Education and Training; as well as National Adaptation Plans, National Communications, and Nationally Determined Contributions.

We are grateful to the CCE community, especially our partners, collaborators, and research team, without whom our work would not be possible. We look forward to continuing to work with you to build the social and political will and capacity to address the climate crisis with the urgency and skills required.



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CLIMATE COMMUNICATION
AND EDUCATION PROJECT



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