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# Advancing Global Climate Literacy and Action

## Monitoring & Evaluation in the new ACE Work Programme

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**MECCE**  
MONITORING AND EVALUATING  
CLIMATE COMMUNICATION  
AND EDUCATION PROJECT



**SEPN**  
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# Monitoring, Evaluation & the New ACE Work Programme

*“... (the) need for more consistency and ambition at the international level, **including in relation to monitoring and reporting**, to facilitate national ACE implementation, while maintaining flexibility and a country-driven approach.”*

Informal note of the Co-facilitators of the SB-I of the UNFCCC and the Paris Agreement ([link](#))

- **Monitoring** enables target setting, benchmarking, and tracking progress. It enables transparency of investment and effort so that policymakers and other organizations can direct their efforts towards increasing ambition on climate change communication and education (CCE) (i.e., ACE)
- **Evaluation** enables deepening understanding of what constitutes quality CCE/ACE around the world, including of understanding psychosocial influences, and regional and cultural considerations

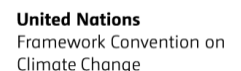
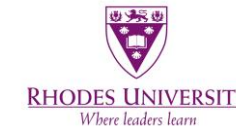
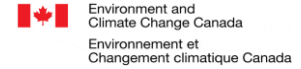


[www.mecce.ca/COP26](http://www.mecce.ca/COP26)



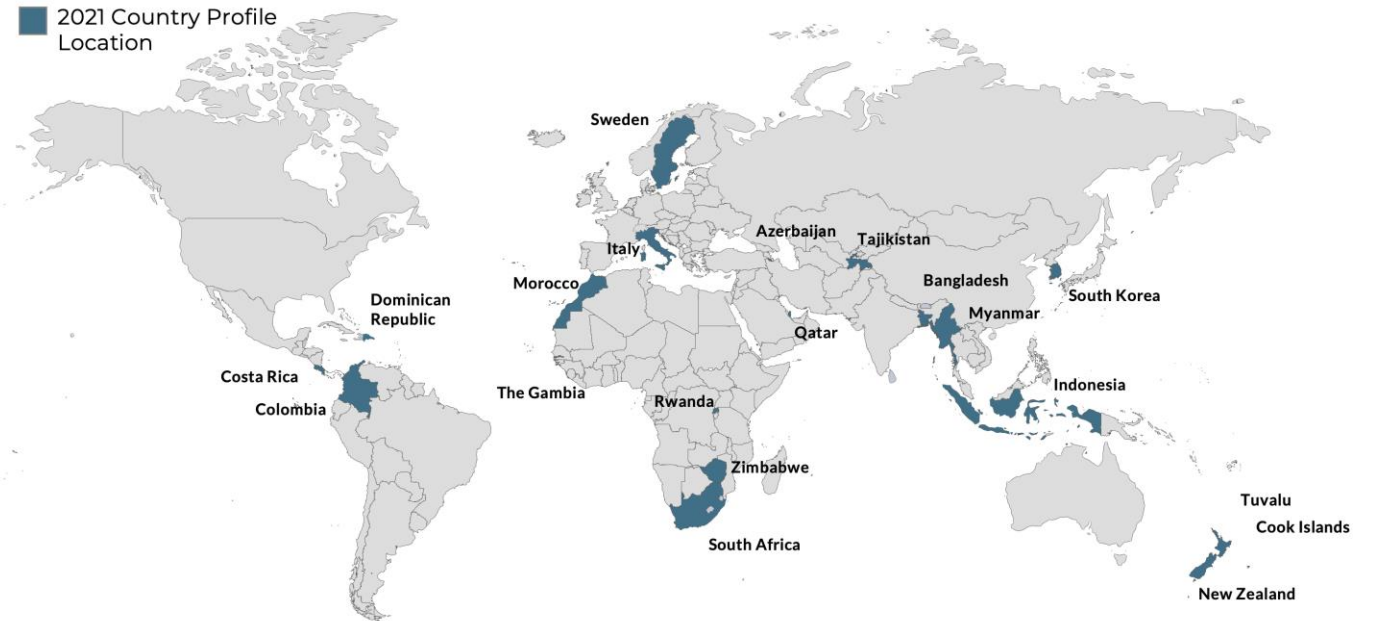
# The MECCE Project

- Aims to increase the *quality* and *quantity* of climate change communication and education (CCE) (i.e., ACE) globally
- Provides international and national policymakers with the latest evidence-based insights to support decision-making
- A global collaboration with 80+ partners and collaborators, with UNFCCC, UNESCO, IPCC, & GEM Report on Advisory Committee
- CA\$4.5M 6-year (2020-2026) project, main funding from the Social Sciences and Humanities Research Council of Canada



# MECCE Project Insight: Country Approaches to CCE/ACE

- Inclusion of CCE/ACE content in countries' laws, strategies, and policies is often limited and lacking in depth
- Climate change communication frameworks often identify marginalized and vulnerable groups as priorities
- Primary and secondary education on CCE/ACE often focuses mostly on cognitive learning



<https://education-profiles.org/>



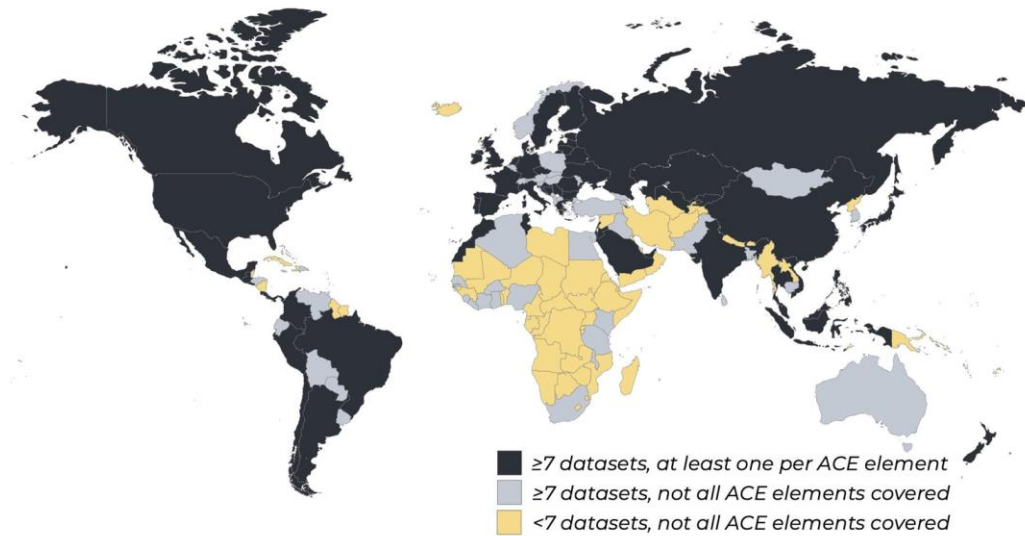
COUNTRY PROFILES OF CLIMATE CHANGE COMMUNICATION AND EDUCATION

A partnership between the UNESCO Global Education Monitoring (GEM) Report and the MECCE project is generating new insights on country approaches to climate communication and education (CCE).

The profiles offer a comparative perspective of country progress on Action for Climate Empowerment (ACE) and Sustainable Development Goal (SDG) Targets 4.7 and 13.3. The profiles aim to promote peer learning and policy dialogue between countries on CCE.



<https://mecce.ca/climate-change-country-profiles/>



## MECCE Project Insight: Indicator Development

- Current data gaps are most pronounced in lower-income countries across the globe, specially in Sub-Saharan Africa, Latin America and the Caribbean, and Oceania
- Data availability across ACE elements is uneven. Of all the ACE Elements, Training and Public Access to Information have the least available databases that can be linked to relevant indicator areas
- Collaboration is key, including with youth and Indigenous groups, to generate greater data diversity across all ACE elements and regions and to furthering CCE/ACE action





# MECCE Project Insight: CCE/ACE Quality

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- Addressing psychosocial factors and engaging transformative learning empowers action
- Tailoring CCE/ACE to audiences furthers action
- Climate change impacts and broader public discourses often catalyze interest in CCE/ACE
- Technology availability influences CCE/ACE content and approaches in varied regional contexts



Photo Credit: Abir Abdullah / Climate Visuals Countdown (accessed via Climate Outreach Visuals)



Photo credit: US Department of Agriculture / US Department of Agriculture (accessed via Climate Outreach Visuals)

# Collaborating to Advance ACE M&E

The collage features several key elements of the MECCE project:

- GLOBAL CCE BLOG:** A header for a blog with a navigation menu (HOME, COP26, CASE STUDIES, COUNTRY PROFILES, BLOG, DIGITAL LIBRARY, ENGAGEMENT) and an article titled "THE ROLE OF INDICATORS IN ADVANCING GLOBAL CLIMATE COMMUNICATION AND EDUCATION" by Aaron Benavot, Marcia McKenzie, Kate Greer, and the broader MECCE Project team. Below the article is a photo of a group of people in a meeting.
- MECCE MONITORING AND EVALUATING CLIMATE COMMUNICATION AND EDUCATION PROJECT:** A large logo featuring a stylized leaf.
- MECCE Project Regional Hub Sign-Up:** A form with the text "Please enter your information below to join the MECCE Project's Regional Hub network." and a field for "Email \*". Below the field is a note: "Valid email address". At the bottom, it says "This form is collecting email addresses. Change settings".
- CONVOCATORIA DE PROPUESTAS ESTUDIOS DE CASO DE COMUNICACIÓN Y EDUCACIÓN CLIMÁTICA:** A call for proposals in Spanish. It describes the MECCE project as a program of research and international cooperation aimed at increasing the quality of climate communication and education. It mentions a call for proposals for case studies.
- Dashboard:** A complex dashboard with various charts and maps. It includes a world map showing "High-income countries" and "Sustainable Development Goals". There are also bar charts and a pie chart. The dashboard is titled "MECCE Project Regional Hub Sign-Up" and "Please enter your information below to join the MECCE Project's Regional Hub network."

<https://bit.ly/3w3rJEJ>

- In working towards the next ACE Work Programme, the MECCE Project calls for Member Party support for coordinated monitoring and evaluation
- Mobilizing knowledge through regional hubs, a new call for proposals for funded case studies, an interactive data platform, webinars and blogs, and learning institutes



# Collaborating to Advance ACE M&E

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