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Monitoring, Evaluating, & Reporting on Action for Climate Empowerment

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MECCE
MONITORING AND EVALUATING
CLIMATE COMMUNICATION
AND EDUCATION PROJECT



SEPN
SUSTAINABILITY
AND EDUCATION
POLICY NETWORK



Social Sciences and
Humanities Research
Council of Canada

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en sciences humaines
du Canada



THE UNIVERSITY OF
MELBOURNE



The Monitoring and Evaluating Climate Communication and Education (MECCE) Project

- Works to increase the *quality* and *quantity* of climate change communication and education (i.e., ACE) globally.
- Collaborates with country and intergovernmental policymakers to provide country data to assist with reporting and decision-making
- A global partnership with 80+ partners and collaborators, with UNFCCC, UNESCO, IPCC, & GEM Report on Advisory Committee
- CA\$4.5M 6-year (2020-2026) project funded by the Social Sciences and Humanities Research Council of Canada

MECCE Project Key Activities

1

Case Studies to inform understandings of quality ACE/CCE

- 3 Knowledge syntheses: psycho-social factors in ACE, regional and cultural considerations of ACE, indicator development
- 50-70 country profiles of ACE provision
- 30 funded case studies (\$10,000 CAN each) of quality ACE across sectors & countries

Evaluating & improving ACE quality

2

Dataset and Indicator Development to support ACE/CCE monitoring and target-setting

- Identify indicator areas and relevant datasets for ACE
- Develop robust indicators using existing & potential datasets
- Compare country and regional patterns & trends
- Support country and agency voluntary use of data and indicators

Monitoring & increasing ACE quantity

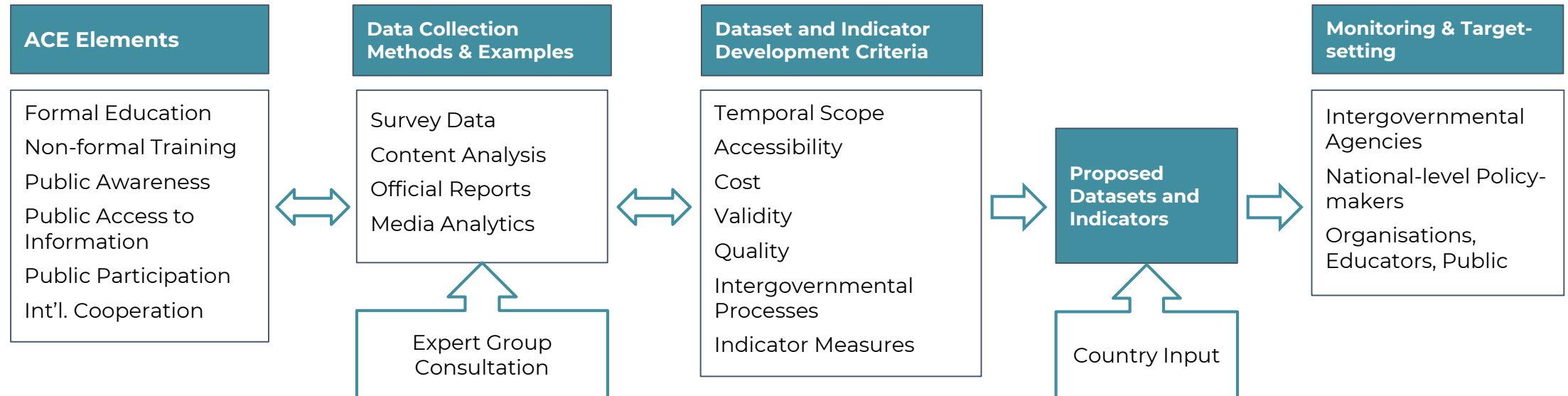
3

Knowledge Mobilization to support intergovernmental and country policymakers

- Policy briefs, fact sheets and guidelines
- Interactive data platform
- Webinars, blog, newsletters at www.mecce.ca
- Regional hub network
- Learning institutes for ACE focal points & policymakers
- Consultations with countries

Partnership impact on ACE

Development of Global Indicators for Voluntary Use





Datasets for Voluntary Use

ACE Element	Data sources reviewed	Cross-national data sets identified	Cross-national data sets that could be constructed	Total existing and potential datasets for indicator development
Primary/Secondary Education	25	5	6	11
Higher Education	19	13	1	14
Training, Adult NFE, Workplace Learning, TVET	23	4	1	5
Public Awareness	41	32	3	35
Public Access to Information	17	11	3	14
Public Participation	20	16	3	19
Total	125	66	12	78

Indicator Areas: Education & Training

ACE Element	Possible Indicator Areas (TBC)	Possible Indicators	Sample Datasets
Primary and Secondary Education	e.g. Student knowledge and awareness of CC	e.g. % of secondary students declaring basic knowledge of CC issues	e.g. OECD PISA
	Presence of CCE in national curricular frameworks and sector plans	% of countries that mention CCE in CFs and ESPs	National Curricular Frameworks & Education Sector Plans
Higher Education	e.g. Prevalence of CC related degrees and programs	e.g. # of CC-related degree and programs by HEIs	e.g. UNESCO GEM Report Data
	HEI's commitment to carbon neutrality	# of higher ed. institutions committed to carbon neutrality	Global Climate Letter
Training, Adult NFE, Workplace Learning, TVET	e.g. Foreign assistance to LMICs related to mitigation or adaptation training	e.g. Foreign assistance to LMICs related to mitigation or adaptation training (in USD)	e.g. OECD External Development Finance Statistics
	Adult population having participated in CC training	# people participating in CC training	



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+ Country Profiles

- Policy analysis exploring how 50+ countries are approaching ACE/CCE provision
- Set of 20 countries profiles complete, to be released at COP26; all 50+ profiles to be published in 2022
- Hosted on the MECCE Project's Interactive data platform and on the UNESCO GEM Report's website
- Support future country monitoring and voluntary target-setting
- Inform global understandings of a diversity of quality ACE from around the world

New Zealand



1. Context

1) Climate change context

Due to its isolated position in the Pacific, New Zealand is vulnerable to various climate change risks. The country's 7th [National Communication](#) to the United Nations Framework Convention on Climate Change (UNFCCC) from 2017 states that New Zealand's low population density, variety of landscapes, long coastline, and strong focus on agriculture all make New Zealand vulnerable to climate change. In particular, floods have been a threat to New Zealand in recent years.

New Zealand is a medium to high emitting country according to the [Global Carbon Atlas](#) (2019), emitting 7.6 tCo2/Person. New Zealand has a combined land area of around 27 million hectares, a coastline of 17,200 km, and is home to around 5.1 million people, according to the [World Bank](#) and [Statistics New Zealand](#). The country's highest emissions come from the energy (including transport), agriculture, industrial processes and product use, and waste sectors (National Communication, 2017).

As an [Annex 1 country](#) (or industrialized country) in the UNFCCC framework, New Zealand ratified the [Kyoto Protocol](#) in 2002 and the [Paris Agreement](#) in 2016. The country also takes part in [multilateral assessments](#), which means it is regularly audited by other countries to ensure it will reach its climate goals.



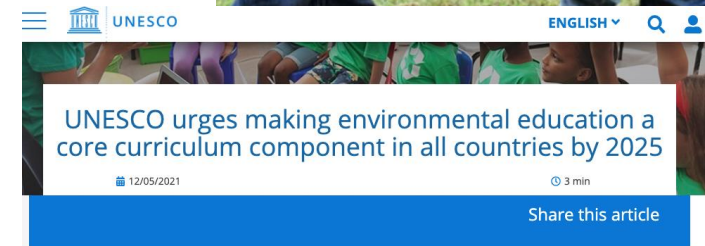
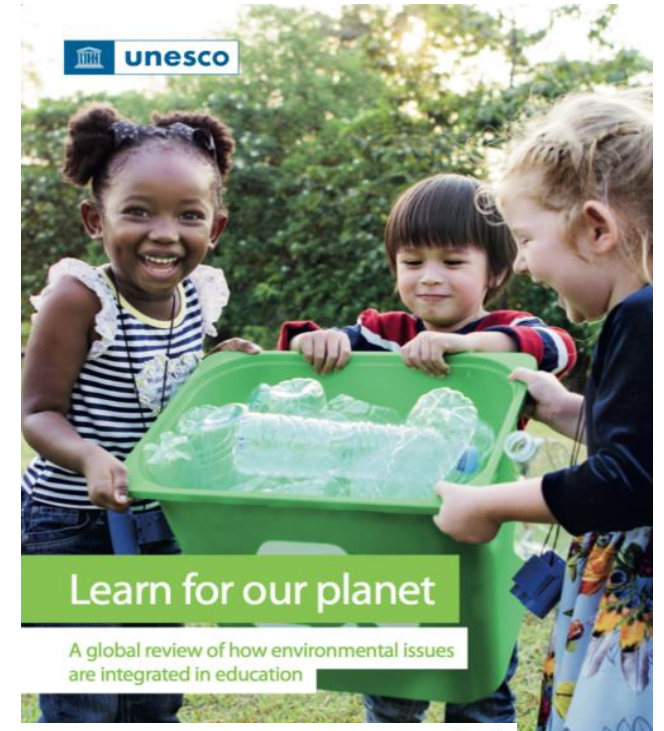
<https://education-profiles.org/>

+ Review of National Curricular Frameworks

- Findings address inclusion of climate change in nearly 50 countries' national curricular frameworks and education sector plans, with review of 40+ additional countries NCFs for release by UNESCO at COP26
- 20+ key informant interviews and survey of 1,600 educators
- Supports countries in addressing climate change and environment in education
- Resulted in UNESCO setting a target to make environmental education a core curriculum component in all countries by 2025



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<https://bit.ly/3ztDVi6>



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