

CASE STUDIES CALL FOR PROPOSALS INSTRUCTIONS, FAQs, AND DEFINITIONS

This document includes important information to help applicants responding to the Monitoring and Evaluating Climate Communication and Education (MECCE) Project’s Case Studies Call for Proposals of existing climate change communication and education projects understand the application submission requirements. Applicants should consult this document and the Call to ensure all the required information is included in the submitted application.

We welcome applicants to direct inquires to [mecce.info\(at\)usask.ca](mailto:mecce.info(at)usask.ca).

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FREQUENTLY ASKED QUESTIONS

What is the rationale behind the Case Studies?

One of the MECCE Project’s main objectives is to support increased quality of climate change communication and education (CCE) worldwide. Holistic, effective CCE can spur personal, practical, and political change to better equip learners to address climate change, including by addressing deeper social and political transformations.

Currently, much of the CCE being offered focuses on transmitting information on climate change to learners. However, the latest research indicates holistic CCE is needed to help learners overcome feelings of loss, anxiety, denial, and apathy, which can be associated with inaction. Focusing on social learning and local, place-based problems and solutions can enable a sense of taking meaningful climate action. Quality CCE also engages with climate justice, including the disproportionate impacts of climate change in the Global South, for women, for racialized and Indigenous communities, and for other historically marginalized groups.

Given the urgency of the climate crisis, a range of CCE initiatives that impact learners in all life stages are required. Climate change education and climate change communication increase climate literacy and encourage the attitude and behaviour changes needed to respond to the challenges of climate change. The United Nations Framework Convention on Climate Change (UNFCCC) and the Paris Agreement recognize the role of education, including through the Action for Climate Empowerment Programme or ‘ACE,’ which engages all members of society in CCE through formal education, training, public awareness, public access to information, public participation, and international cooperation.

The Case Studies will assist the MECCE Project in better understanding quality CCE policy and/or practice and in sharing this combined knowledge with policy makers, practitioners, and researchers around the globe. The Case Studies will contribute to an emerging global knowledge base and help inform and improve policy and practice in local, regional, and global contexts. Finally, hopefully your Case Study will also be of benefit to the CCE initiative you are engaging with, in helping inform and further work in this area in your local context.

What is the MECCE Project looking for?

We are looking for Case Studies of exemplary, holistic, and innovative CCE approaches. Funded Case Studies must demonstrate the initiative's impact on participants/target audiences.

CCE Initiative – Required Components

The CCE initiative that will be the focus of the Case Study must:

- Already be underway
- Engage with holistic CCE approaches. That means they attend to all of the learning dimensions (i.e., cognitive, socio-emotional, and action-oriented), and consider climate justice
- Address at least one Action for Climate Empowerment element (i.e., formal education, training, public awareness, public access to information, public participation)

Please see the definitions section below for more information on these terms.

Other Selection Considerations

In selecting funded Case Studies of existing projects, we intend to ensure diversity in the CCE initiatives studied:

- 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, multiple countries, two locations within a country, regional, global)
- Delivery mechanisms/implementation settings (e.g., schools, extracurricular clubs, social media campaigns, radio programs)

Examples of the types of initiative Case Studies that may be funded:

- Innovations in climate change education approaches in primary and secondary schools
- Higher education initiative to promote climate justice
- Adult re-training program in green jobs that emphasizes climate change knowledge
- Initiatives that incorporate Indigenous knowledge into climate change learning
- Media training programs on effective climate change communication
- Engaging public participation in climate change decision-making through social media

Who is eligible to apply?

This Call seeks proposals from researchers, practitioners, and stakeholders to conduct high quality, rigorous Case Studies of exemplary climate change communication and/or education approaches. The Call is open to individuals, organizations, collaborations, and partnerships able to engage in a contract for service to carry out the case study.

How many Case Studies will be funded?

We intend to fund approximately 10 Case Studies per year for three years beginning in 2022.

Can we collect quantitative data as part of our Case Study?

We are seeking in-depth qualitative analyses of CCE policy or practice initiatives in relation to climate change adaptation and/or mitigation. Qualitative analyses allow the investigation of complex phenomena in context, which can be communicated through narrative storylines to act as sources of inspiration and deeper engagement for target audiences, including policy-makers and educators. Where appropriate and properly justified, the case study's qualitative analysis may be complemented by quantitative elements.

What are the benefits of undertaking a Case Study?

Participants who contribute a Case Study to the MECCE Project will increase their global profile through:

- Receiving up to **\$10,000 CAD** of funding to carry out their case study
- Showcasing innovative existing CCE work on an international scale
- Connecting with a global network working to improve CCE
- Presenting at MECCE Project Regional Hub meetings and other venues to exchange knowledge with a network active in advancing CCE
- Sharing their case study on the MECCE Project's website, including our Interactive Data Platform, Blog, and Digital Library

How is funding awarded?

The case study team will engage in a contract for service for the total proposed budget. The team will invoice the MECCE Project for 50% of the value on signing the contract, and invoice for the remaining 50% upon submission of the deliverables.

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 5 proposals will be forwarded to the MECCE Project's Steering Council, which will select the funded Case Studies. Final selections will be made with an eye toward ensuring diversity in CCE approaches, ACE elements, target audiences, sectors, scales, and regions.

What are the proposal evaluation criteria?

Proposals will be evaluated according to the following criteria:

- Overall fit with MECCE Project objectives
- Alignment with MECCE Project's understanding of quality CCE
- Innovativeness of the CCE initiative to be studied (i.e., unique or new approach)
- Appropriateness of the team carrying out the case study
- Quality and rigour of proposed case study methods
- Quality of the case study dissemination plan(s)
- Feasibility of the proposed case study, including budget and timeframes
- Appropriateness of the budget

What are the deliverables?

Funded Case Studies will be required to submit:

- Narrative Final Report (5-10 pages) summarizing the case study results
- Multimedia package to illustrate the case study in action (e.g., photos, videos)
- Complete Reporting Form

What are the timelines?

Applications must be submitted through the submission portal at www.mecce.ca/case-studies.

January 4, 2022, 11:59pm EST	Proposal deadline
March 2022	Successful cases notified by the MECCE Project
April 2022 – March 2023	Case studies conducted
April 2023	Final deliverables submitted

APPLICATION FORM INSTRUCTIONS

Please see the Frequently Asked Questions and Definitions Section for a detailed explanation of the most important terms.

Section 1: Contact Information

Please enter all the necessary information about the case study's primary contact person and supporting team members. Please list only the key people who will be involved.

Section 2: Project Information

Background Information

This section is used to gather background information on the CCE initiative that you will research for your case study and will be used by our team to select diverse types of Case Studies.

Detailed CCE Initiative Description

Please see the definitions and FAQs for more detail on required components and other selection considerations. Using a maximum of 500 words, please describe:

- The purpose, objectives, and activities of the CCE initiative that will be the focus of the case study
- How the initiative aims to address climate change through communication or education
- What makes the initiative an innovative case
- How the initiative addresses holistic learning, including cognitive, psychosocial, and action components
- What Action for Climate Empowerment (ACE) elements are addressed in the initiative

Consent to Use Information on MECCE Project Website

The funded Case Studies will be featured on the MECCE Project's interactive data platform. In addition, all interested applicants are eligible to have their CCE initiative represented on the platform, regardless of whether they are funded to help highlight and share the important work being done worldwide in CCE.

If you would like to have your initiative included on the platform, we will use the information from Section 2. 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 criteria.

Section 3: Case Study Information

This section aims to gather more details about the methods used to conduct the case study. The case study activities described must be achievable within the timeframe and proposed budget.

1. Please describe your proposed case study in detail. Include information on the objectives and aims. Briefly describe the intended research methods, including research questions, methods, and planned data collection and analyses. Please ensure you articulate how your case study connects to the overall MECCE Project's objectives to better understand and inform quality CCE. (500 words max)
2. Please describe the types of impacts and outcomes you anticipate demonstrating through the case study, ensuring you discuss the level (e.g., municipal, community, country) and groups (e.g., participants, target audiences) you expect the changes to occur in. (250 words max)

3. Please outline how you plan to distribute your 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), in addition to the MECCE Project case study deliverables. Please indicate your commitment to sharing the results of your study in at least one publication and one presentation venue. (250 words max)
4. Please briefly describe the ethical guidelines your research will use. Funded projects are responsible to ensure compliance with the [Canadian Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans](#). Please also address the [Guidelines for the Merit Review of Indigenous Research](#) if applicable. Please note that you will supply us with the full ethical statement to receive the full amount of funding (250 words max)
5. Please tell us why your team is qualified to conduct the case study, touching on key aspects that will ensure successful completion within the timeframes (e.g., program access, research expertise). It is not necessary to submit full CVs. (500 words max)
6. While we will not be able to fund all of the Case Study applications we receive, we would like to highlight as many innovative CCE projects as possible. If there is a possibility you might be interested in and able to conduct your project as a MECCE Project Case Study even if you are not awarded funding, please select “Yes” in the application. Please see the benefits outlined in the FAQs section of this document.

Section 4: Budget

Download the table from the application portal. Describe how the awarded funds will enable the case study activities. Your budget must relate to the activities in the case study description. Expenses should be realistic, reasonable, and adequately justified. The maximum budget is CAD \$10,000. Please note that all costs must be indicated in Canadian Currency. **Funds cannot be used for programming activities or overhead costs.**

Personnel Costs

Using one position per row, indicate the costs associated with personnel who will carry out the case study.

- Column 1: provide the position name (e.g., field research assistants, videographer, etc.).
- Column 2: briefly describe the personnel’s role and responsibilities and provide an hourly rate and estimate of hours.
- Column 3: indicate the total cost of the personnel in Canadian Dollars.

Travel and Subsistence Costs

If applicable, please provide amounts associated with the travel. You may use the funds to travel to a conference to share the results of your case study.

- Column 1: enter the travel expense type (e.g., bus ticket, per diem, accommodation).
- Column 2: using the lowest possible fares, include relevant amounts and calculations, and describe why the travel is necessary. Car rentals are eligible expense only if essential to the research.
- Column 3: indicate the total cost of travel in Canadian Dollars.

Supplies and Equipment

You may include supply items (e.g., stationery, postage, telephone calls) 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.

Other expenses

Describe other research and/or related expenses not already included. Funds may be used for publication fees.

DEFINITIONS

Learning Dimensions

Holistic CCE approaches engage three learning dimensions: cognitive, social and emotional, and action or behavioural. They are interrelated and engaged both in 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.

Social and Emotional - Aimed at developing the emotional intelligence and/or interpersonal skills that enable learners 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 and Behavioural - Aimed at developing action competencies, including skills and practices, individual and collective agency, and behavioral change to address climate change and to minimize one's own and collective climate impact.

Action for Climate Empowerment

[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 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 to educate the population at large. Informal education is not institutionalized and not part of the national or public education system. Rather, it happens through other means, such as national radio and television. 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. Provision of information is facilitated by technology such as databases and the internet, often in multiple languages.

* Public Participation

Efforts to mobilize the general public in climate change mitigation and 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 (CCE)

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 (CCC)

Communication and public engagement efforts aimed at educating and informing the general public, or specific audiences, about climate change and its impacts in order 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 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 adjusts to the risks and effects of climate change, both present and projected.