# Survey to Assess Learning Needs and Priorities (Survey 1)

The purpose of Survey 1 is to obtain an understanding of learning and skills development priorities of key sectors and institutions related to climate change. It therefore targets government institutions with related policy-making and implementation functions (e.g. Ministries of Environment, Agriculture, Water, Health, Education, etc.) as well as organizations outside government (e.g. business, civil society organizations, media, etc.) with climate change-related operations and activities.

In selecting potential institutions for the survey, it might be valuable to concentrate on three to five priority sectors. Ministries with a mandate on education and training should be included in the survey, as they may have an interest in specific learning actions that would help in implementing their respective mandates.

The survey can be turned into an online questionnaire or be sent out as a Word document via email. The questionnaire can also be used by a consultant who interviews key actors in relevant institutions face-to-face.

For certain sectors and for major groups (e.g. civil society, media, etc.) it will not be possible to engage all individual members (e.g. individual farmers). In such cases, focus groups may be organized that bring together a small group representing the constituency.

*Survey Questions Targeting Institutions Whose Operations and Activities are Affected by Climate Change Considerations*

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| **General Information** |

Name of the Institution:

Address (Street, City, Postal Code, Country):

Telephone/Fax:

Email:

Website:

Name of Respondent(s):

Department/Unit:

Function/Position:

Email of Respondent(s):

Type of Institution:

* National Government
* Sub-national/Local Government
* Education/Training Institution
* Private Sector
* Civil Society
* Media
* Other

Number of staff: Number of women: Number of men:

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| **Identification of Human Resource Capacities and Learning Needs** |

Climate change affects all sectors of the economy. Therefore, a cross-sectoral and multi-stakeholder approach is needed to combat the challenges related to climate change, while also taking advantage of opportunities.

1. What specific climate change-related functions and tasks need to be performed by staff in your institution? What knowledge, competencies and skills are required? Which staff positions are concerned?

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| Relevant Functions and Tasks | Required Knowledge, Competencies and Skills | Staff positions concerned | Sex |
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1. Have staff in your institution recently participated in training and skills development activities concerned with climate change? (If yes, please specify.)

* Yes
* No

Please provide additional information:

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1. Does your institution have a staff development programme and budget?

* Yes
* No

If yes, are climate change-related themes covered?

* Yes
* No

If no, is there a potential to include them? (Please explain)

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1. Have any skills development/learning needs assessments relevant to climate change taken place?

* Yes
* No

If yes, please provide details

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1. To what extent are human resource capacities and skills levels in your institution sufficient to perform climate change-related functions and tasks?

* Highly adequate
* Moderately adequate
* Not adequate

1. If the answer to question 5 is “moderately adequate” or “not adequate”, what are specific human resource capacity gaps and what are the main reasons?

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| Capacity Gap | Main Reason(s)  (e.g. insufficient number of staff; staff lacks knowledge and skills; academic training of staff not matching performance needs; lack of incentives for staff to apply skills; etc.) |
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1. To what extent are the following cross-cutting climate change topics relevant for your institution and a priority for staff learning? How many staff would need to be trained? Please add any topics of interest not covered in the table below.

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| Topic | Learning Priority  (high, medium, low) | Number of staff |
| Fundamentals of Climate Change Science |  |  |
| Predicting Climate Change Variability |  |  |
| Vulnerability and Adaptive Capacity Assessment |  |  |
| Adaptive and Climate-Resilient Decision-making |  |  |
| Climate Change and Disaster Risk Management |  |  |
| Climate Change and Population Dynamics |  |  |
| Green House Gas Inventory Development |  |  |
| Mitigation and Emission Reduction Strategies/NAMAs |  |  |
| REDD |  |  |
| Green Economy, Growth and Jobs |  |  |
| Development of a Climate Investment Plan |  |  |
| International Climate Change Funding |  |  |
| Carbon Markets and CDM |  |  |
| International Climate Change Law and Negotiations |  |  |
| Green Technologies/Renewable Energies |  |  |
| Social Dimensions of Climate Change |  |  |
| Gender and Climate Change |  |  |
| Other |  |  |

1. Does your institution deliver and/or support learning activities targeting learners outside the institution?

* Yes
* No

If the answer is yes, your institution may consider responding to Survey 2, which assesses in more detail capacities of institutions to deliver learning.

1. Is there any important issue not covered in the above questions?

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