

# Impact Survey Report

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May 2020



UN CC:Learn

Le Partenariat One.UN pour l'Apprentissage sur les Changements Climatiques



Schweizerische Eidgenossenschaft  
Confédération suisse  
Confederazione Svizzera  
Confederaziun svizra

**Swiss Agency for Development  
and Cooperation SDC**

## Key Points

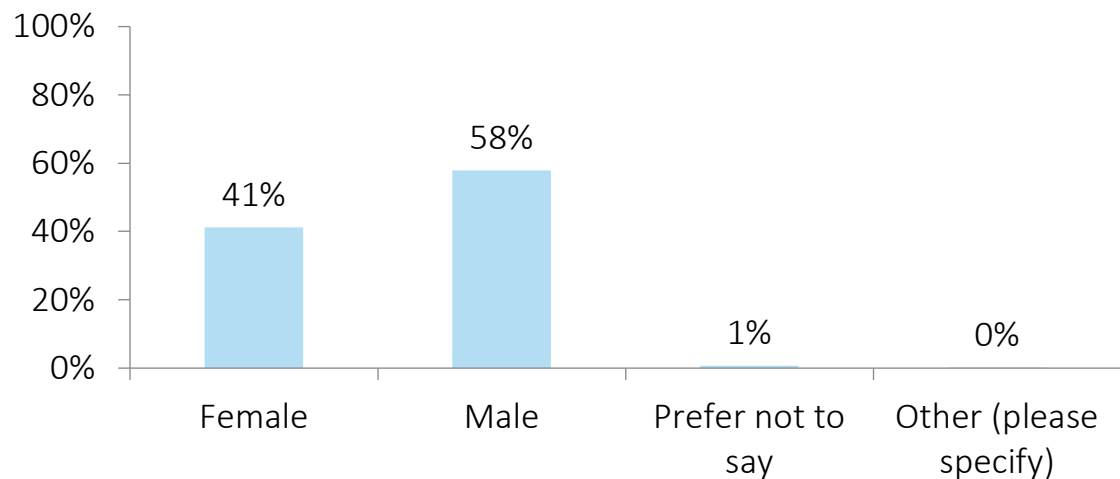
- This impact survey took place between 12<sup>th</sup> to 26<sup>th</sup> May 2020. It was based on a sample of 5,087 participants with a response rate of 10% corresponding to 519 responses. The online survey was developed by UN CC:Learn in collaboration with an independent evaluator. The survey contained 30 questions and was available in English, French and Spanish.
- 58% of respondents were male; 41% were female and 1% preferred not to say.
- In terms of age, 49% of respondents were less than 35-year-old; 31% were between 35-44-year-old and 19% were above 45-year-old.
- Regarding professional affiliation, the top three sectors were: 32% of respondents from educational section (school and academia); 22% were from private sector and 19% were from the government (either national, provincial or local level).
- **8%** of respondents **received a pay raise**.
- **76%** of respondents **have applied or used the knowledge** from the course taken.
- **99%** of respondents **have frequently applied knowledge acquired** from a course and 39% of them have applied it at least monthly.
- **78%** of respondents **changed completely or mostly how they think about climate change**.
- **89%** of respondents **have changed their consumption pattern to some extent** and **have altered how they think and act** in relation to climate change.
- **84%** of respondents **became more confident to speak or advocate** for climate change after taking a course.

- 27% of respondents **received a promotion or additional responsibility** after taking a course .
- 48% of respondents **had professional interest when enrolling** to UN CC:Learn courses.
- 53% of respondents **would be prepared to donate** to make content available to vulnerable people.
- As a consequence of Covid-19, 60% of respondents said that UN CC:Learn should **increase the visibility of the e-course on health and climate change**.

# Results

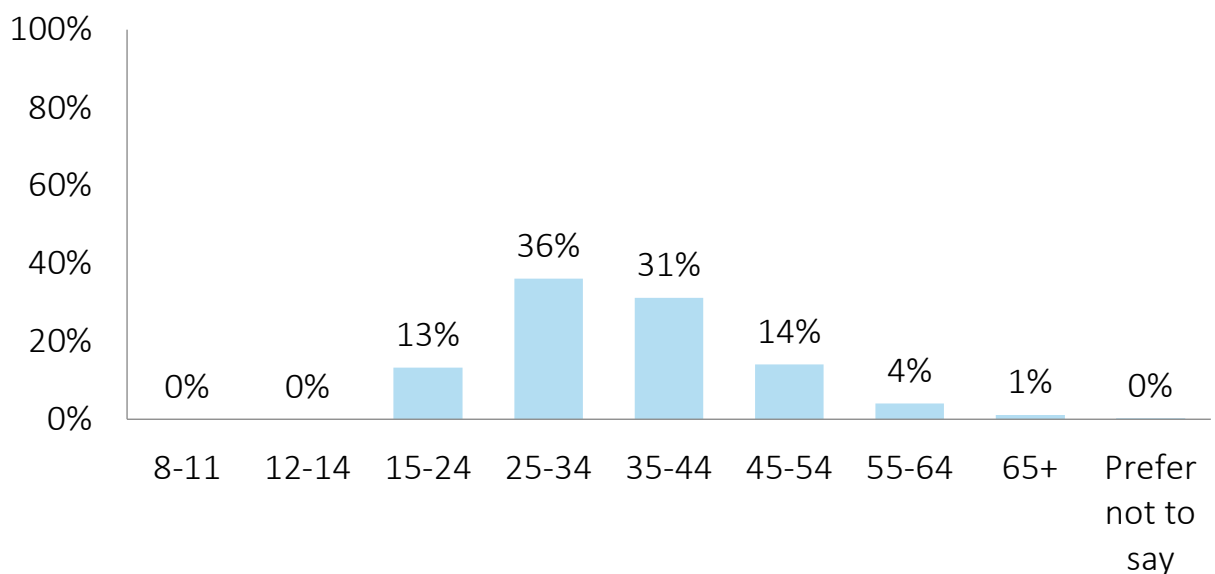
## I. Respondents Profile

### 1. What is your gender?



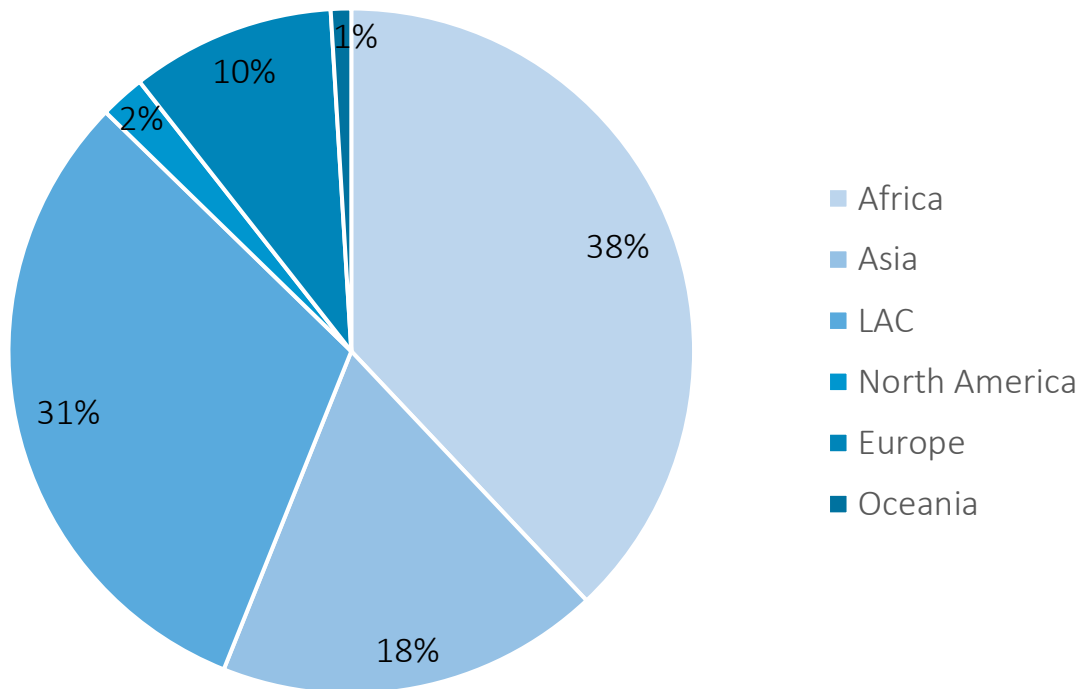
- 58% of respondents are male.
- 41% are female.
- 1% prefer not to say.

### 2. What is your age bracket?



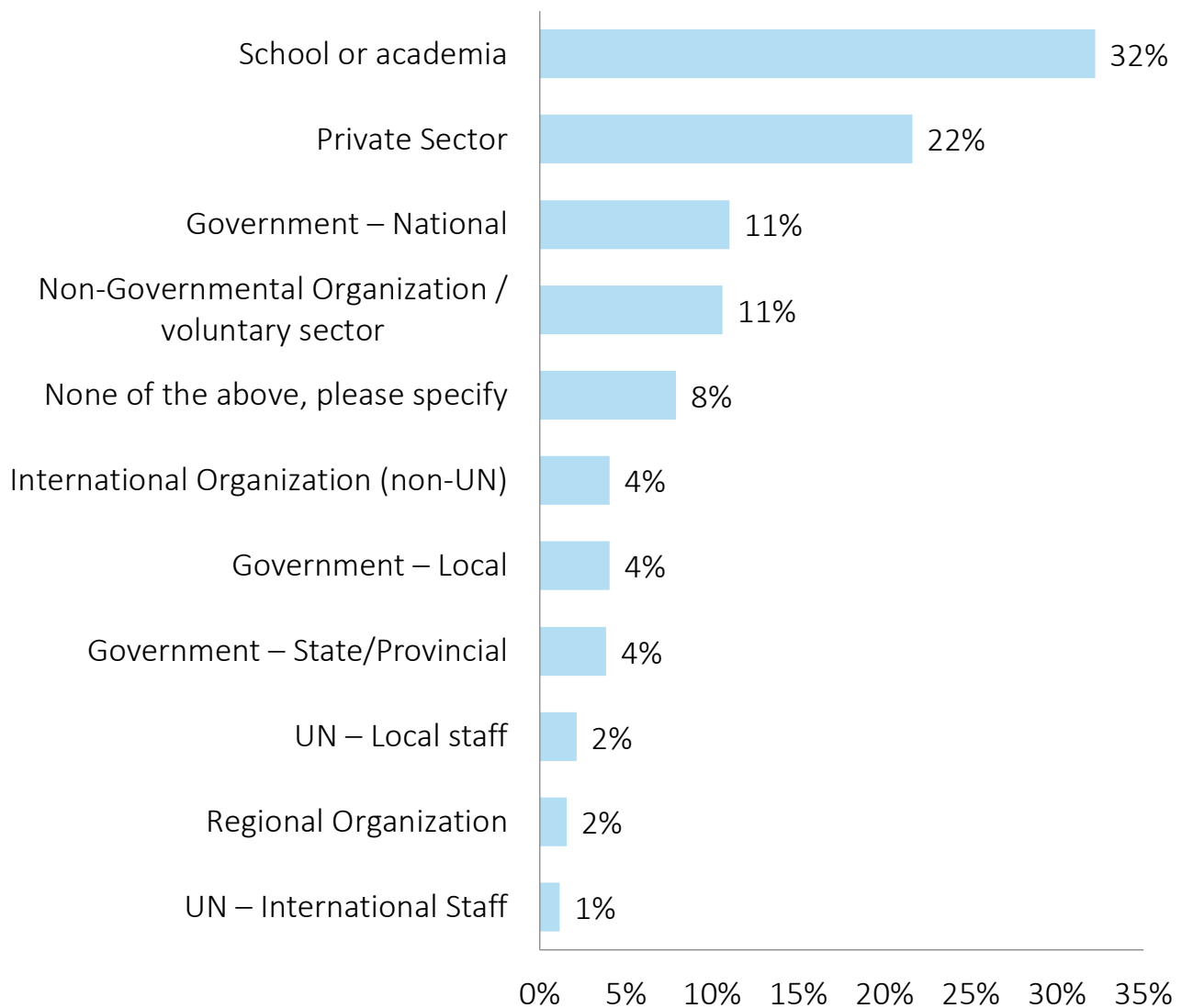
- 49% of respondents are less than 35 years old; 31% of them are 35-44 years old and 19% of respondents are above 45 years old.

### 3. What is your nationality?



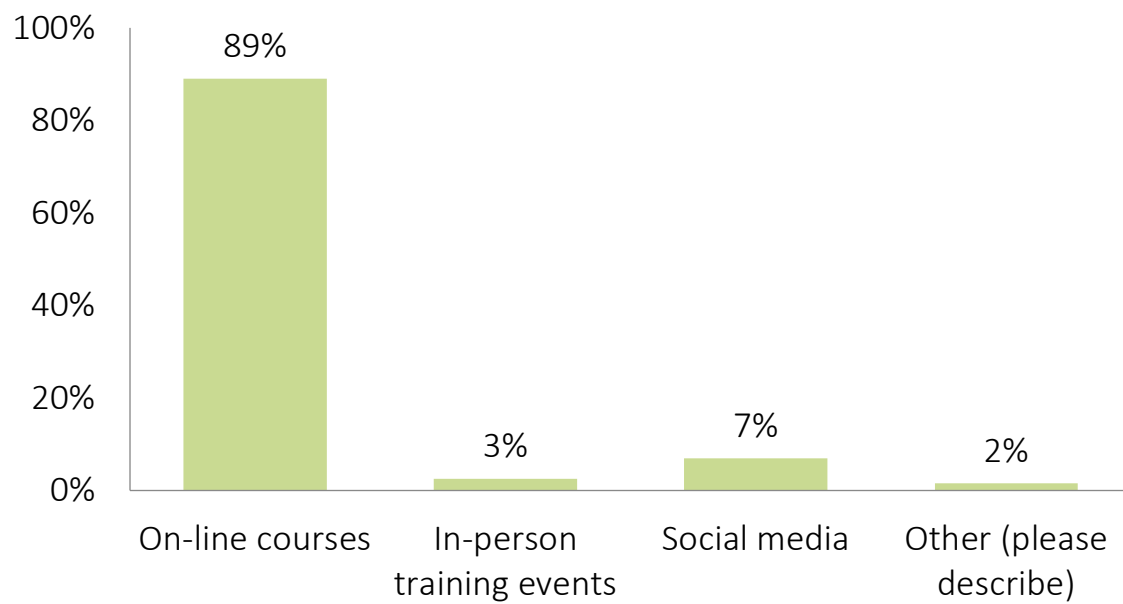
- 38% of respondents are from Africa.
- 31% of respondents are from Latin America and the Caribbean.
- 18% of respondents are from Asia.
- 10% of respondents are from Europe.
- 2% of respondents are from North America.
- 1% of respondents are from Oceania.

#### 4. Please tick the sector in which you operate or work.



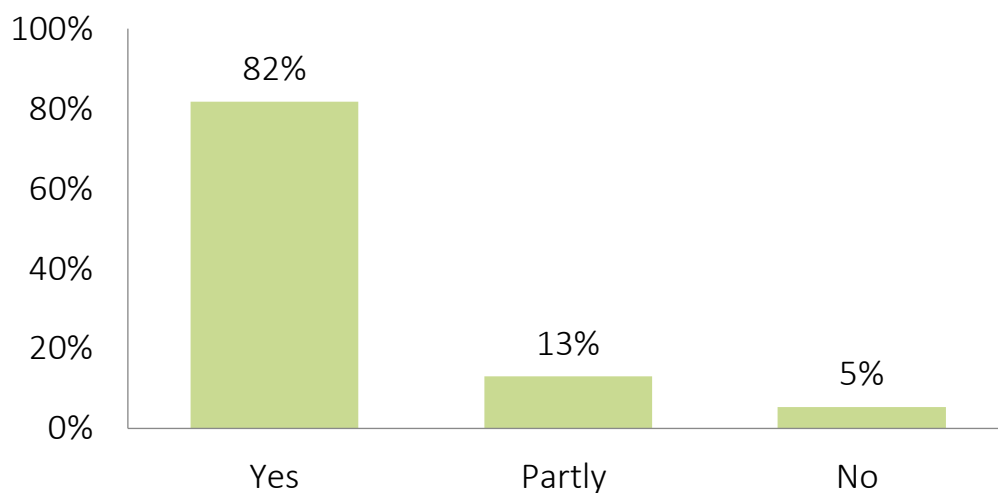
- 32% of respondents are from school or academia.
- 22% of respondents are from the private sector.
- 19% respondents work for the government (national, provincial or local level).
- 11% of respondents work for NGOs or voluntary sector.
- 6% respondents work for an international or regional organization except the United Nations.
- 3% of respondents work for the United Nations either as international or local staff.

## 5. What is the main way in which you interact with UN CC:Learn?



- 89% of respondents engage with UN CC:Learn through online courses.
- 7% interact through social media.

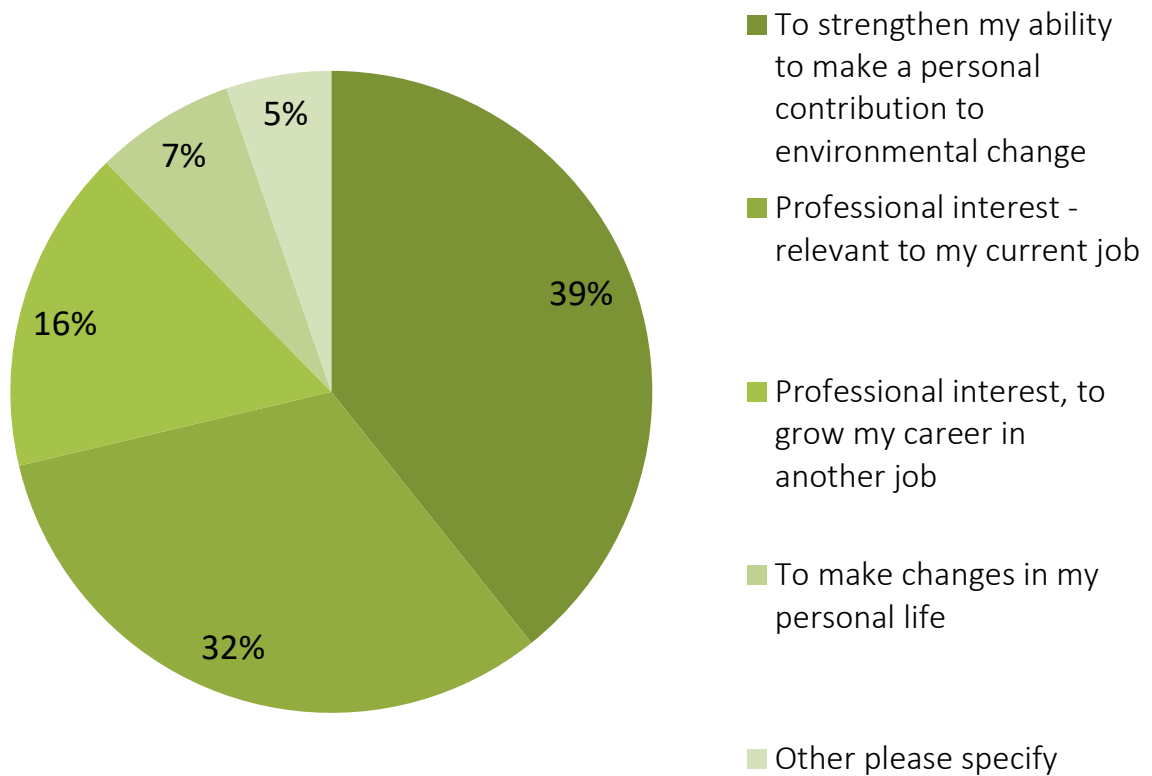
## 6. Was the course, event, guide, or social media content relevant to your needs? If not, what was missing, or what were you looking for?



- 82% of respondents found UN CC:Learn content on courses, social media or event relevant to their needs.



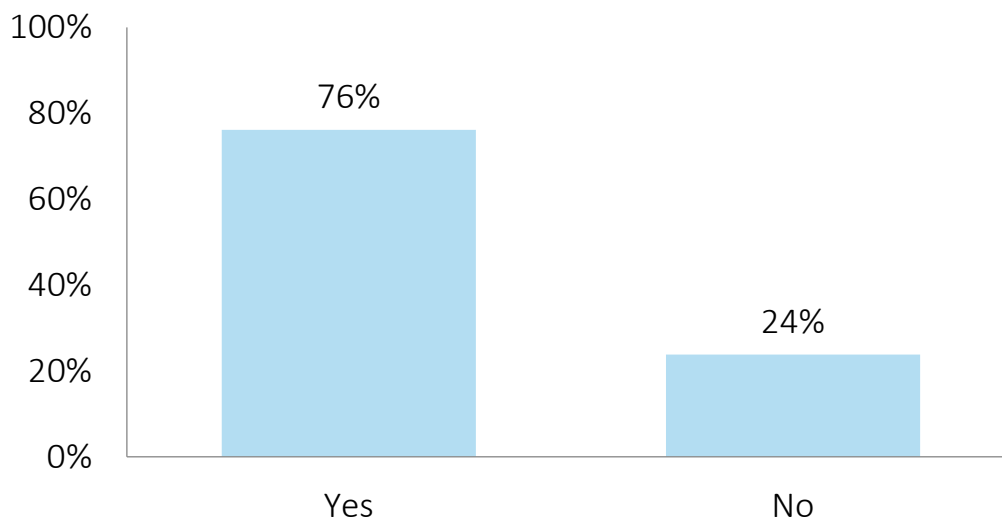
7. What was your main reason for enrolling in the last course or event you participated in?



- 39% of respondents enrolled to a course with the goal of strengthening their ability to make personal contribution to environmental change.
- 48% of respondents had professional interest when enrolling to UN CC:Learn courses.

## II. The Impact of UN CC:Learn e-Courses

### 8. Have you applied / used the acquired knowledge from the course / event?



- 76% of respondents have applied or used the knowledge from the course taken.
- 24% have not applied or used the knowledge learnt from a course.

What learners have said:

**“I have been running community-based climate program where the leaders on the community are sensitized on how best to keep the environment clean and impact of such on the climate.”**

**“I was able to do some sensitization in my community so people will understand the effect of climate change.”**

**“As a Gender specialist, I have used it in creating some awareness in my area and also used it in designing projects tackling women in the fight against environmental hazards but still to get approval. “**

**“During project and program design, implementation and monitoring I’ve used the knowledge and experiences acquired. In addition, mainstreaming climate change issues in and development programming.”**

**"I apply this knowledge when conducting Environmental Impact assessments."**

**"I'm a coordinator for a REDD+ project, the project's goal is to prepare sub nations/provinces to implement REDD. The fundamental on REDD+ online course really helped me in planning and implementing the project."**

**"I work in the Agriculture sector, and the course has enabled me to teach the farmers I work with on the smart agricultural practices they can implement on their respective farms."**

**"The training helped me to plan more efficiently communication and participation campaigns on REDD+ in Togo."**

**"Educating people in my community to stop practicing agriculture in the swamps, by sharing the consequences we might face in coming years, like, droughts caused by lack of rainfall due to disturbance of water sources in the swamps, pollution of the environment caused by continuous cutting down of trees to get spaces for farming and lack of clean sources of water caused by the uncivilized human activities in swamps."**

**"I am working in a hotel as an executive housekeeper. With this course I am implementing lots of initiative to help the environment."**

**"in the development of contents about climate change, to teach children of public education, and the enrichment of all the actions taken in public health related to this item."**

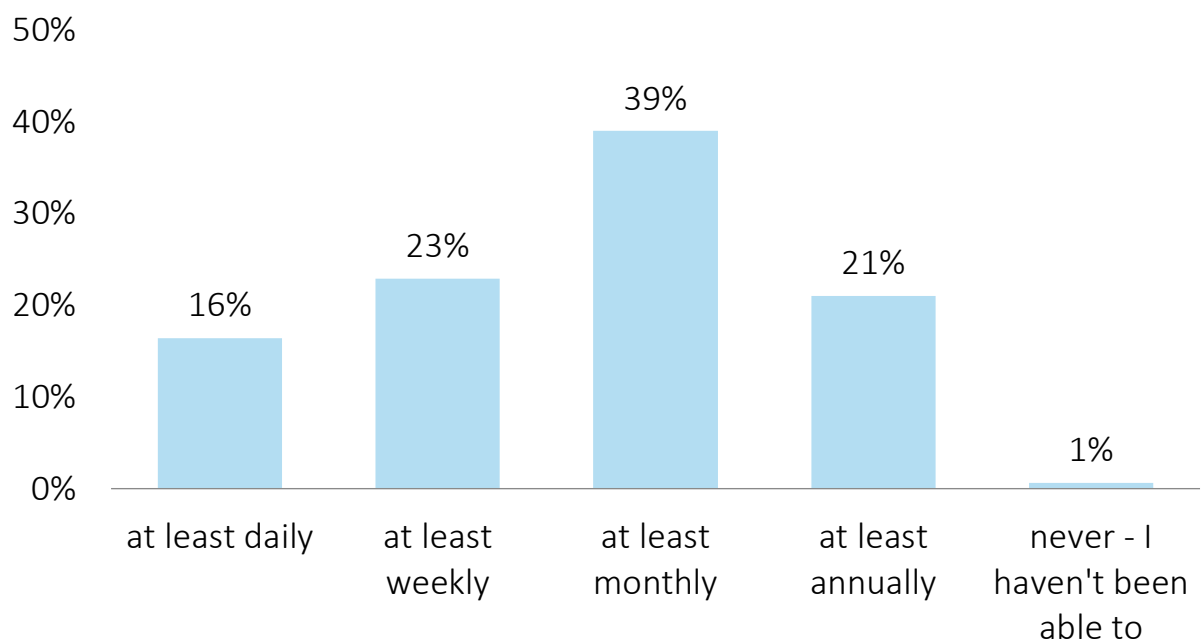
**"I organized a Virtual Dialogue about the climate change and the Earth Charter."**

**"I've made personal commitment to reduce my carbon footprints in terms of being more prudent in my use of electricity at home/office, avoiding unnecessary long trips alone in my car, avoid generation of polythene waste shopping bags by mostly carrying my shopping items in recycle bags, avoid unnecessary waste of water e.g. by now taking my night bath with water collected in bucket/bowl rather than straight running shower as I used to do etc."**

“I helped **design CC awareness training for local government members.**”

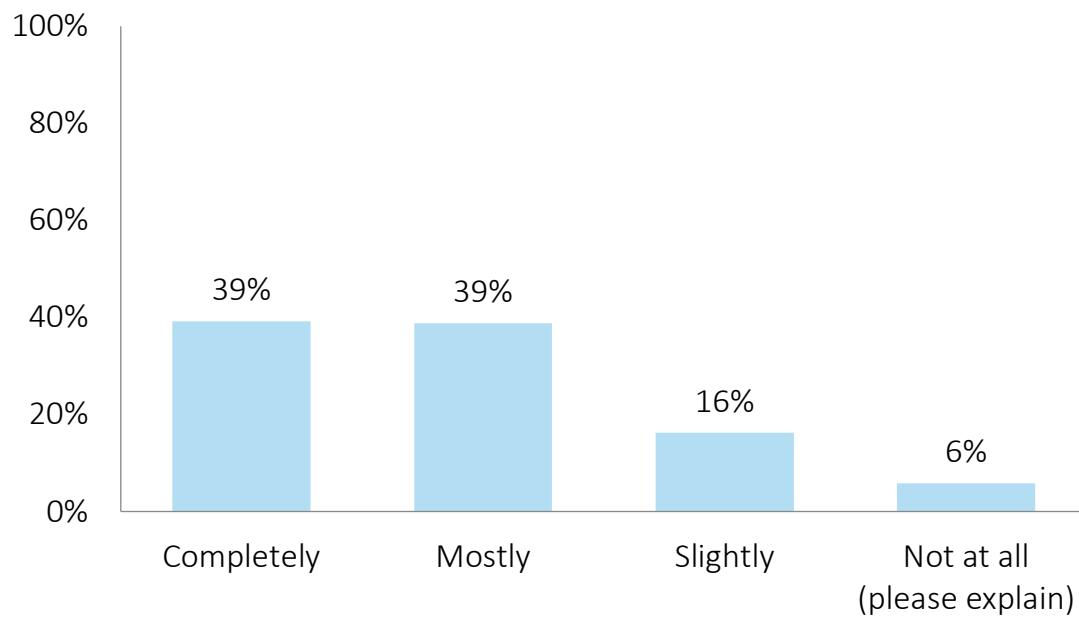
“Currently, I **am working on a climate change response in Cambodia.** UNITAR training is very important to support and increase knowledge and skills for governmental staff. After joining the training of UNITAR in Cambodia, I have **provided the training to government staff** on climate change policy and public finance. We still continue this type of training for ministries and sub-national government agencies.”

9. Please indicate how frequently you have applied the knowledge you gained from participating (whether in your personal or in your professional life).



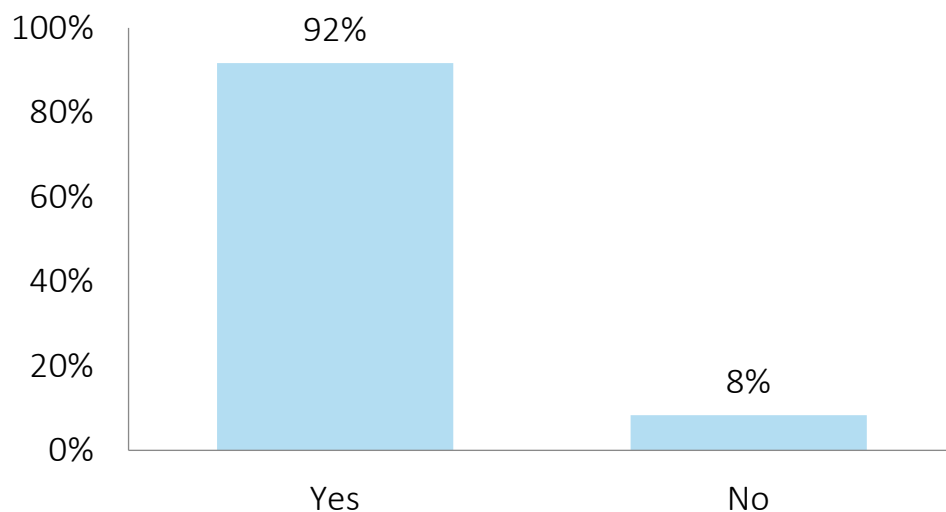
- 99% of respondents have frequently applied the knowledge gained from participating in a course.
- 39% have applied the knowledge at least monthly.

### 10. Did the course or event change the way you think about climate change?



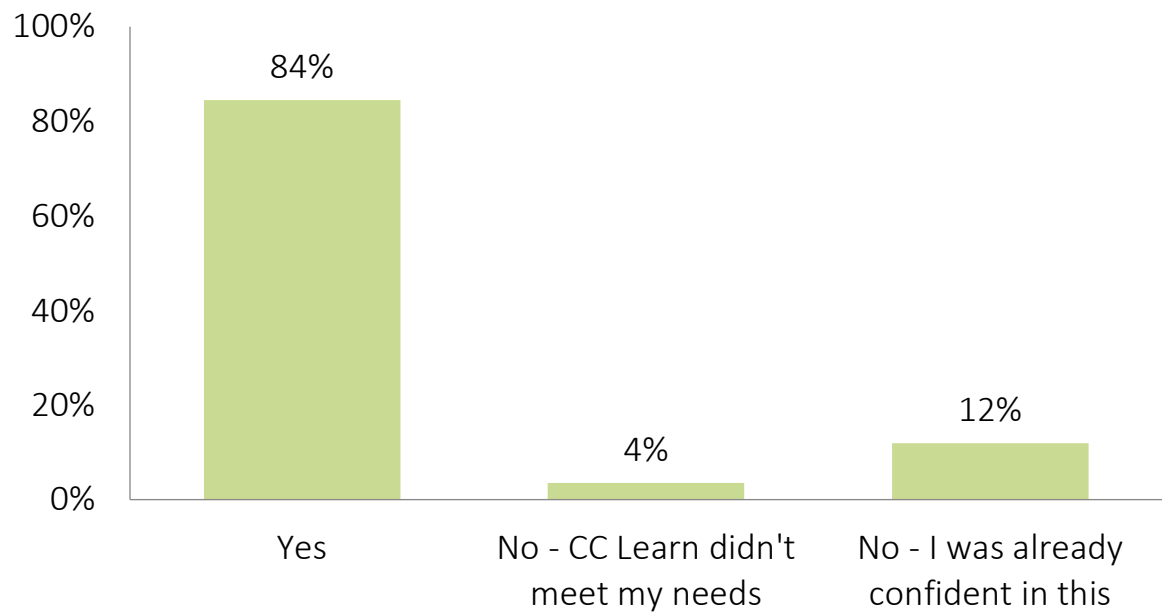
- 78% of respondents changed completely or mostly the way they think about climate change after taking a course.

### 11. Do you speak or advocate about climate change?



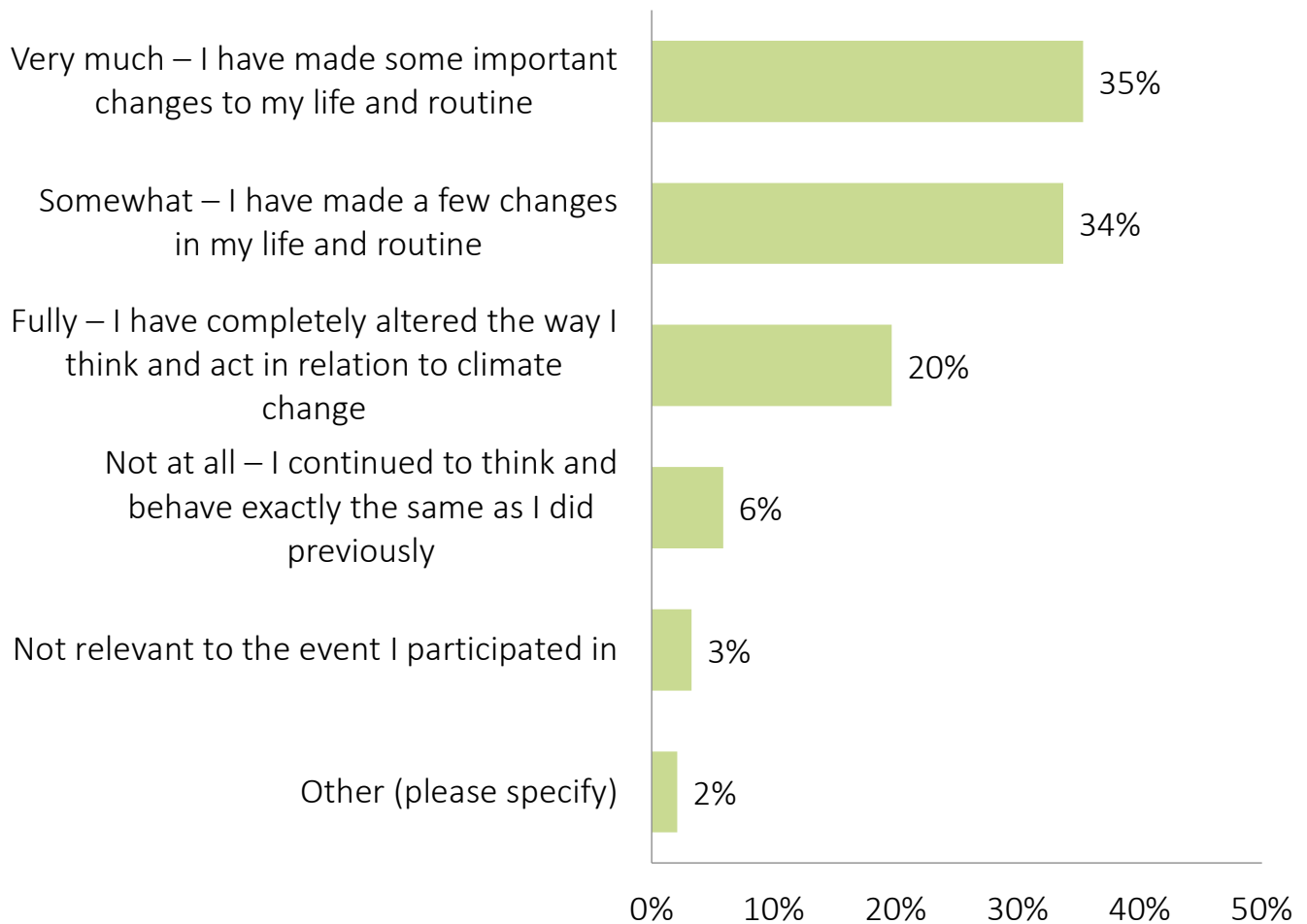
- 92% of respondents advocate or speak about climate change.
- 8% of respondents don't advocate or speak about climate change.

12. Have you become more confident in speaking or advocating about climate change because of the course / event?



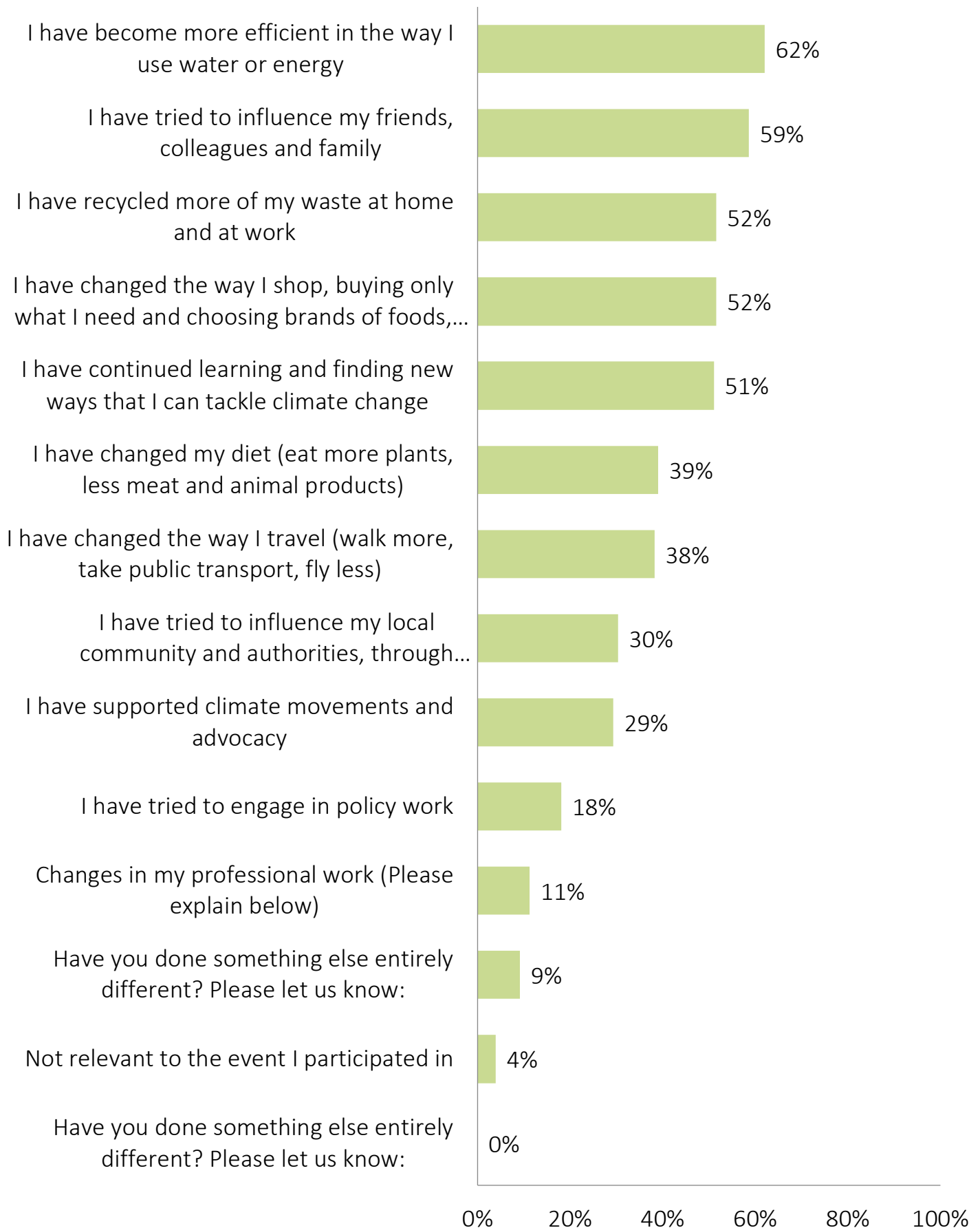
- 84% of respondents become more confident to speak or advocate for climate change after taking a course.
- 12% of respondents were already confident about speaking or advocating for climate change.

13. Have you changed your resource consumption pattern because of the course / event?



- 89% of respondents have changed their consumption patterns to some extent and have altered how they think and act in relation to climate change.
- 6% of respondents continued to think and behave exactly the same as before.

**14. As a result of taking the course/event, what actions have you adopted to tackle climate change?**





- The five sustainable actions that have been adopted by more than 50% of respondents are:
  - Becoming more efficient in the use of water or energy use;
  - Influencing friends, colleagues and family to adopt sustainable actions;
  - Recycle at home and at work;
  - Changing how they shop, select brands of foods, clothes or cleaning products and privilege those that are locally sourced or more environmentally friendly;
  - Continuing to learn new ways to tackle climate change.

What learners have said:

**"I organize a regional youth climate camp every year in West Africa** to discuss the kind of actions we can adopt in our communities to help people to fight against climate change."

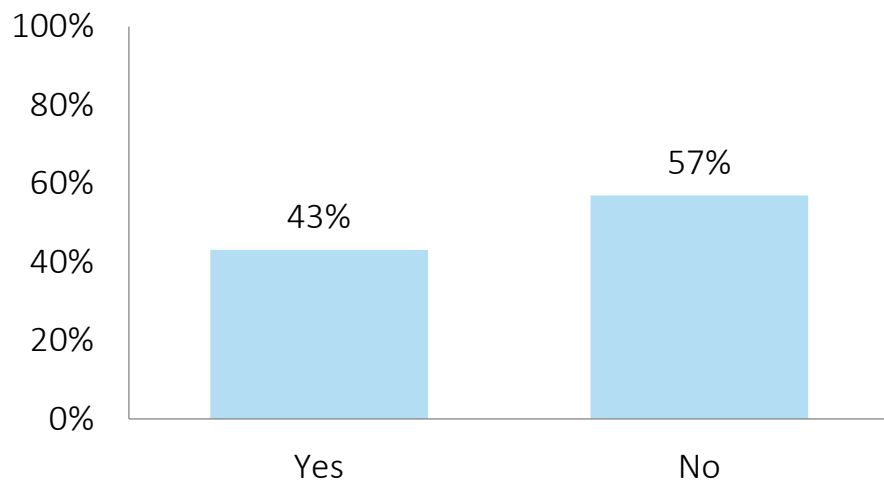
**"I have initiated a discussion with a national meteorology agency to improve climate information,** I have done crop specific climate modeling forecast and narratives (supported by CCAFS and WUR) for 4 commodities. I have also **started developing climate smart crop production manuals** for 4 commodities and introduced climate smart FFS methodology."

**"I stopped using non degradable material."**

**"I have practiced organic farming** that promotes less use of inorganic fertilizers."

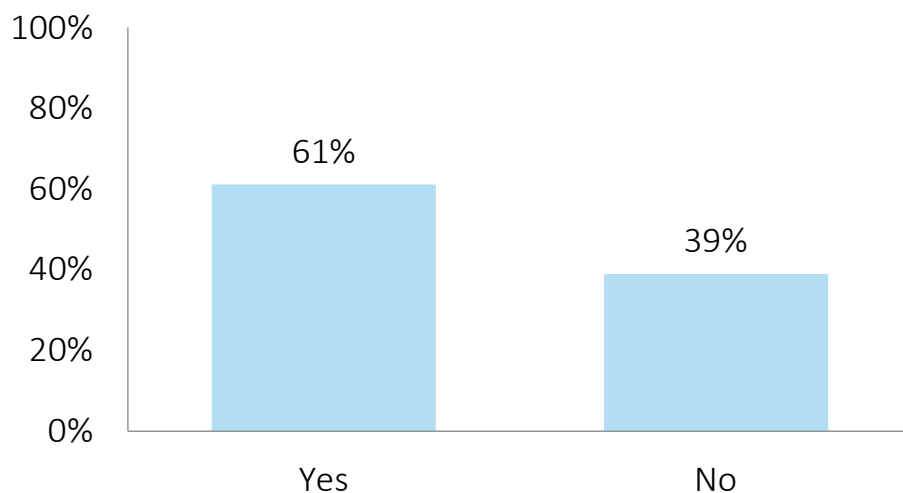
**"I speak regularly to large groups of children** about climate change as well as staff at meetings."

15. Have you been involved in any other activities related to addressing climate change related behaviours because of the course / event?



- 57% of respondents have not been involved in other activities to address climate change related behavior.

16. Did participating in the course lead to some changes in your personal or professional life that you would not have expected?



- 61% of respondents noticed a change in their personal or professional life that was not expected after taking a course.

What learners have said:

“Less purchasing of meat and other tinned stuff for home consumption and relying more on backyard farm produce.”

“It led me to recycle more than I ever did in the past and use environmentally friendly products”

“My diet has completely changed. I eat more local products and recycle.”

“I become much more concerned about climate change and therefore I try to influence my students on how to preserve our nature at their ends.”

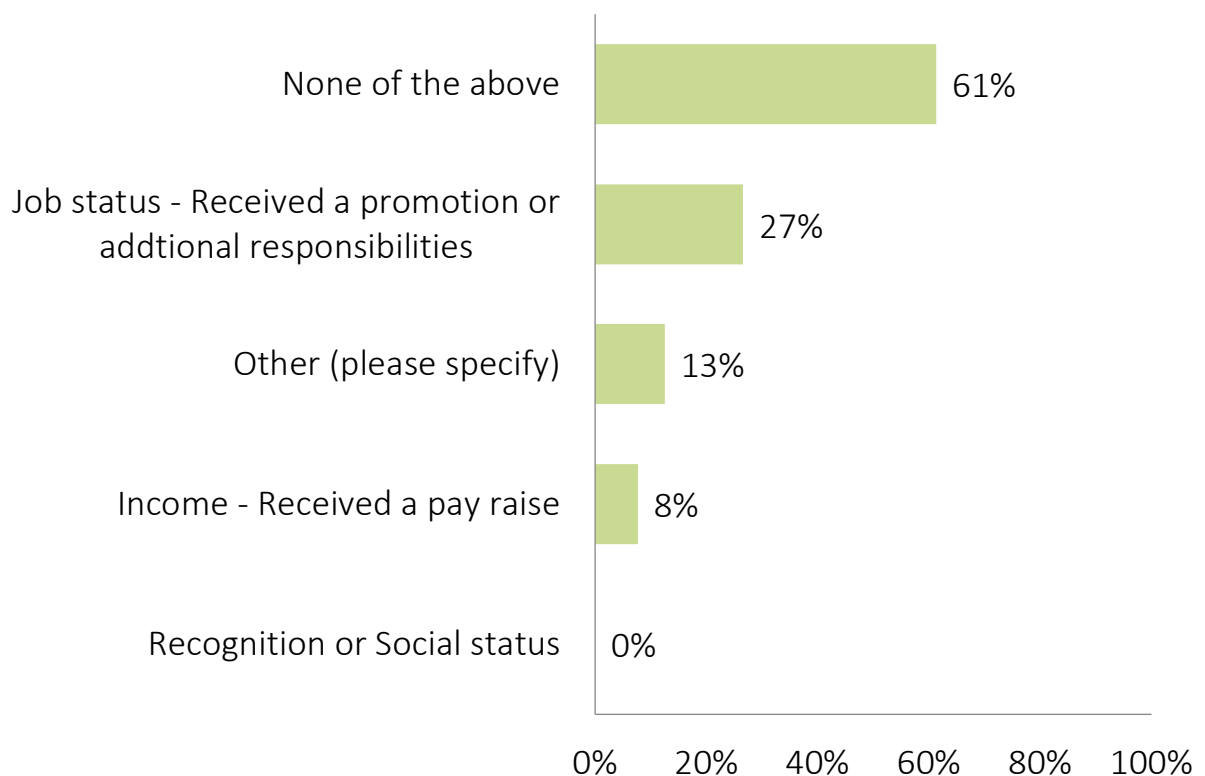
“I have been more prudent in energy and water use as well as waste generation.”

“I eat more vegetables now.”

“I was able to stop bad waste management practice like the burning of tyres and plastic. I promoted the use of tyres and carbon papers to make household and office furniture.”

“It helped me in my judgement about investments. I put the environment first.”

### 17. Which of the following did the course / event help you improve?



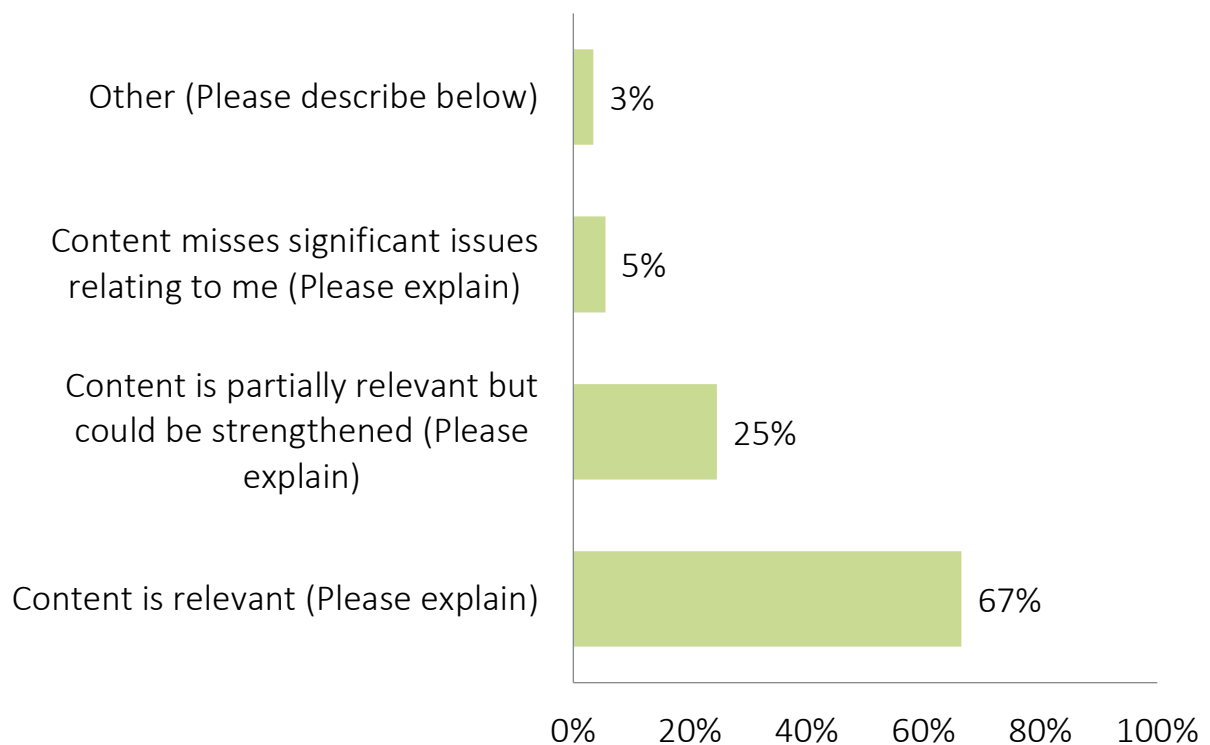
- 27% of respondents received a promotion or additional responsibility after taking a course.
- 8% of respondents received a pay raise.

What learners have said:

“Me permitió **lograr un contrato docente** en la Universidad UNCP.”

“I had opportunity **to participate at summer school** about climate change in Benin and Algeria.”

18. To what extent do you find UN CC:Learn climate and environment content addresses or misses your specific needs due to your age, gender, abilities, health, religion, sexuality or ethnicity?



- 82% of respondents found the content relevant, to some extent, as a way of addressing their specific needs regarding age, gender, abilities, health, religion, sexuality or ethnicity.

### III. Looking Forward

19. Do you have any suggestions to make the content more inclusive of people of different genders, abilities, ethnicities or other difference?

“Aprovechar las nuevas plataformas virtuales para **transmitir conferencias** por las redes sociales (Google Meet) por ejemplo.”

“People with **visual or hearing disabilities** should be able to enter and participate in these courses; that means all the facilities must exist for them to do so.”

“**More case studies and some live discussion sessions** may be more valuable to learn from each other.”

“Provide an alternative for those who **can't access or afford Internet**.”

“I would suggest that the courses can be provided in **more languages**. That is, if UN CC:learn would go beyond French, Spanish and English languages”

“As the course is introductory, issues **related to Indigenous communities and minorities** could be explored further. A specific course dealing with these issues could be developed.”

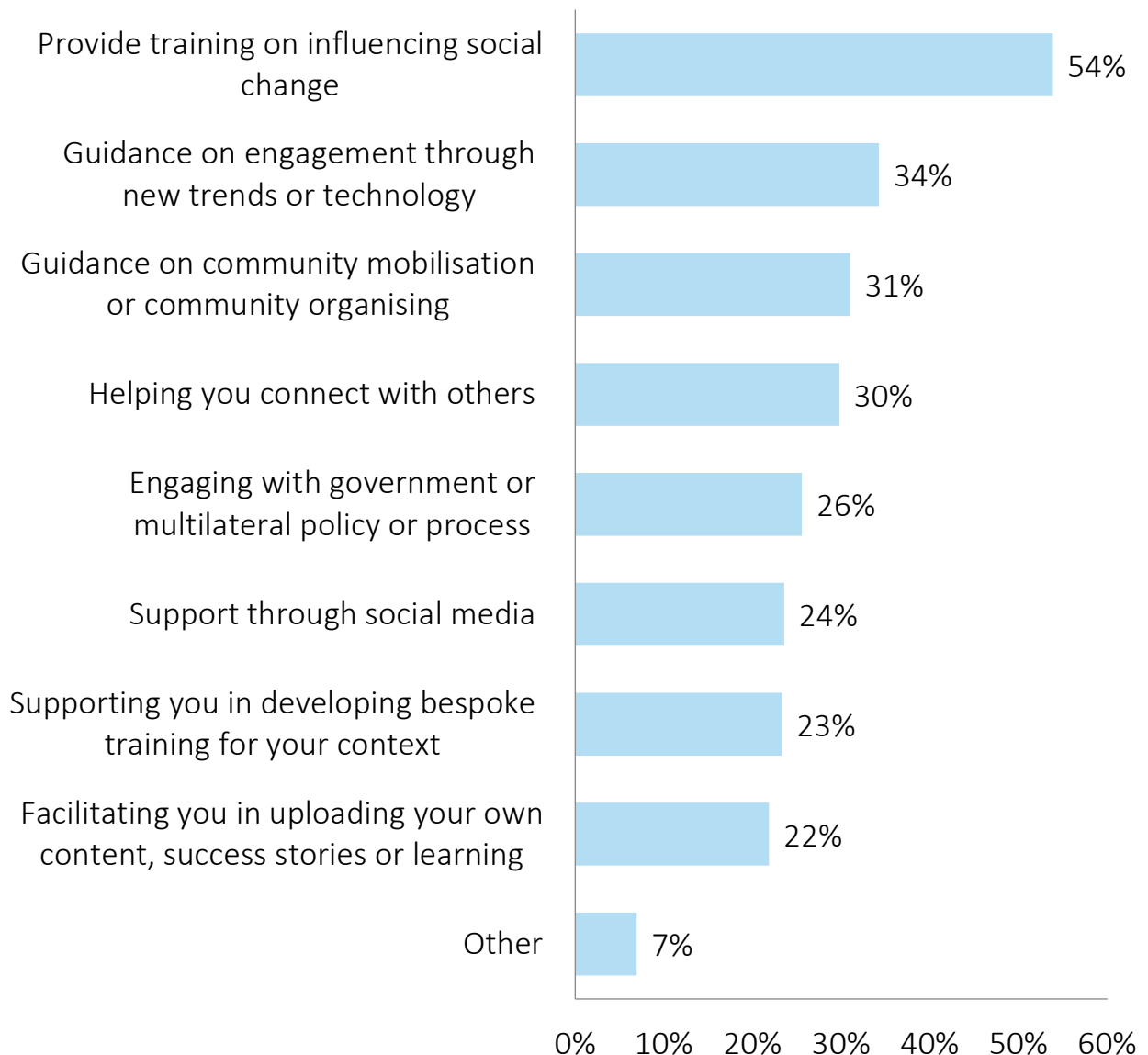
“After completing the course, I was expecting to get a **physical certificate** instead of a digital certificate.”

“It would be better if **PowerPoint presentations are made available** for all the courses, since they can be used to pass on knowledge to those that don't have access to the internet.”

“Every environment is different; **content should be localized** so people can easily relate with it. When people can feel and understand the issue at stake by connecting with it, they can better relate with the course.”

“A greater **focus on the roles that individuals** can play towards climate change adaptation.”

## 20. Is there any other way in which UN CC:Learn could help you?



- 54% of responders said that UN CC:Learn could provide training on how to influence social changes.

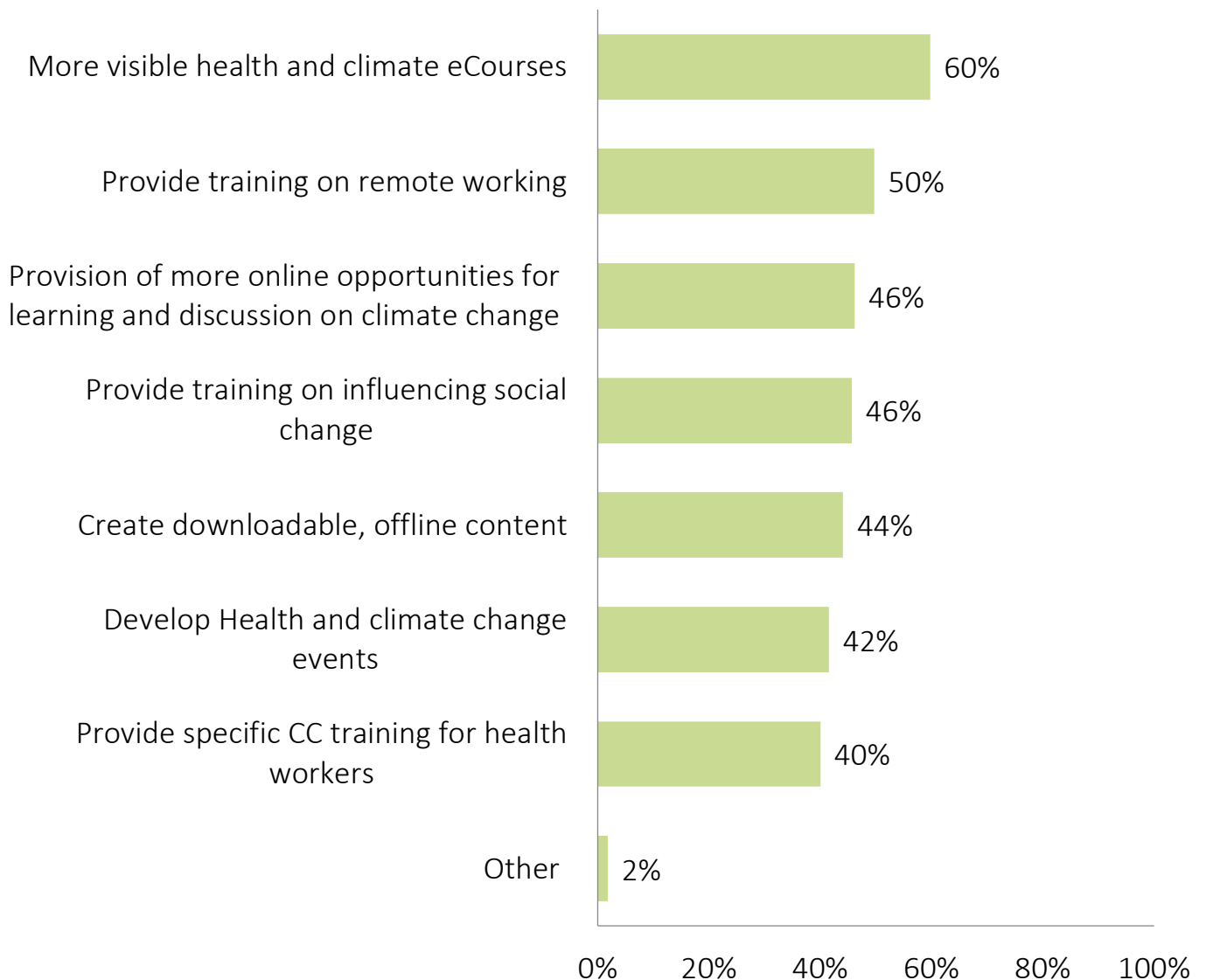
Other suggestions:

“Intégrer plus de cas pratiques dans les cours en ligne. Engager des partenariat avec les universités et les écoles en faveur des nouvelles générations.”

“Connect professionals and **create networks**.”

“Provide other **material** that can be use **without internet access**.”

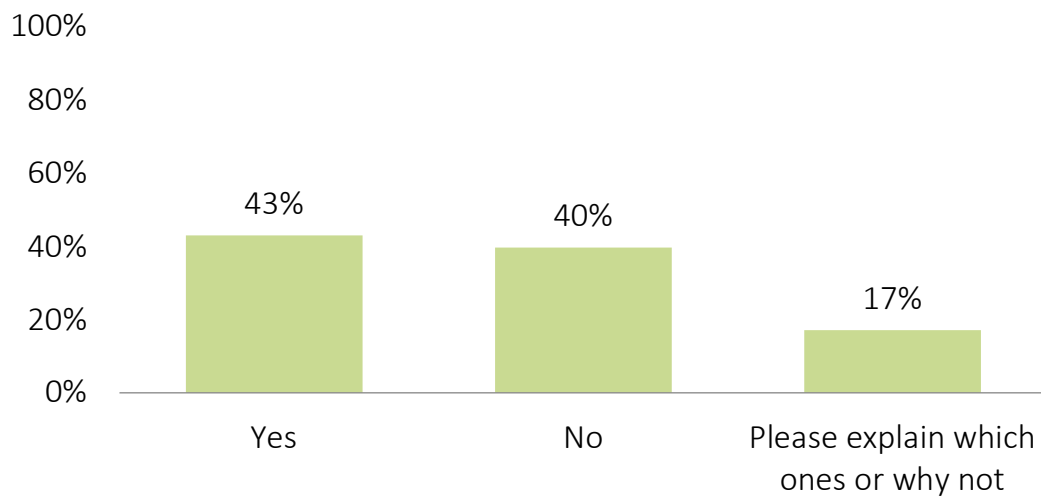
## 21. How could UN CC:Learn build on learning from the 2020 Covid-19 pandemic?



- As a consequence of Covid-19, 60% of respondents said that UN CC:Learn should increase the visibility of the e-course on health and climate change.
- 50% of respondents said UN CC:Learn should provide training on remote areas.
- 46% of respondents believe that UN CC:Learn should provide more online opportunities for learning and discussing climate change.

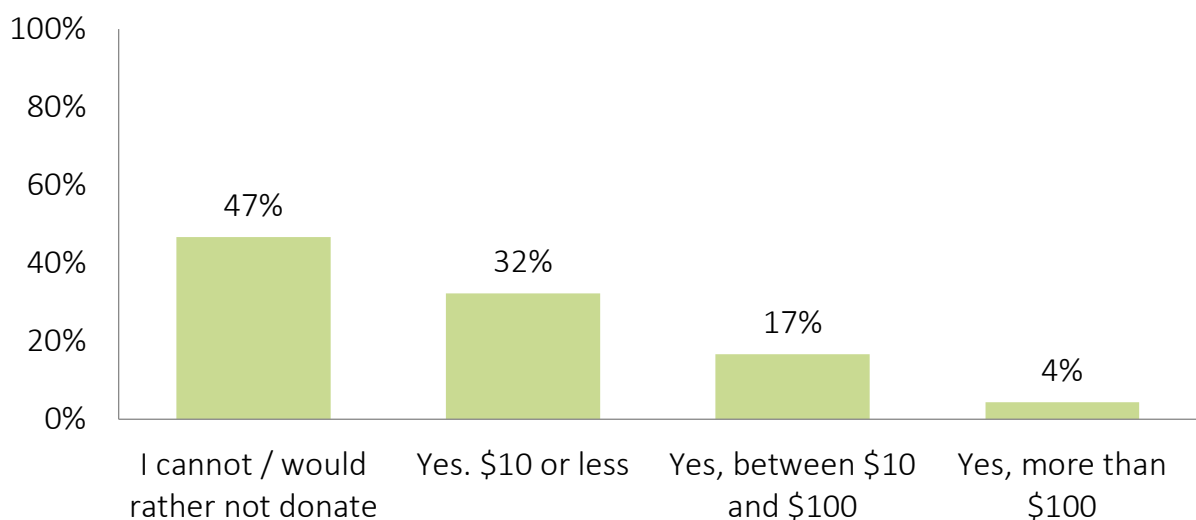


## 22. Are you learning from any other climate change initiatives?



- 43% of respondents are also learning with other climate change initiatives.
- Examples: Center for Earth Resources Observation and Science (EROS); Futurelearn; Young African Leaders Initiatives (YALI); Centre for Science and Environment (India); World Bank; KAYA; EdX

## 23. If UN CC:Learn gave you the opportunity and donor funding ceases, would you be likely to donate funds to make the course content available to people made vulnerable? \$ = USD



- 53% of respondents can donate some amount to make the content available to vulnerable people.
- 47% of respondents can't donate.