

2021 Impact Survey





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**Swiss Agency for Development
and Cooperation SDC**

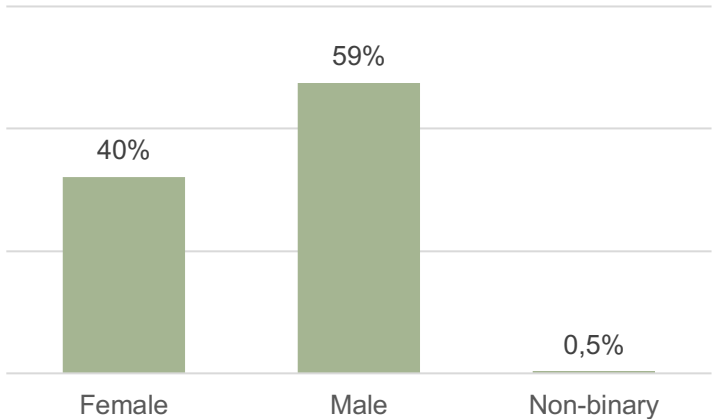
Key Points

- This impact survey was conducted in July 2021, and was based on a sample of 3'810 participants with a response rate of 11% corresponding to 421 responses. The survey was available in English, French, Spanish and Portuguese.
- 59% of respondents were male; 40% were female and 0,5% were non-binary.
- In terms of age, 52% of respondents were less than 35 years old; 48% were above 36 years old.
- Regarding professional affiliation, the top three sectors among respondents were: 52% of respondents are from the educational section (school and academia); 14% work for the government (either national, provincial or local level), and 13% were from the private sector.
- **87%** of respondents **have applied or used the knowledge** from the course taken.
- **75%** of respondents **changed completely or mostly how think about climate change**.
- **73%** of respondents **have changed their consumption patterns to some extent and have altered how they think and act** in relation to climate change.
- **90%** of respondents **become more confident to speak or advocate** for climate change after taking a course.
- **3%** of respondents **received a pay raise**.
- **10%** of respondents **received a promotion or additional responsibility** after taking a course.
- **26%** of respondents **improved their mental health in COVID-19** due to UN CC:Learn courses.
- **47%** of respondents **would donate** to make content available to vulnerable people.

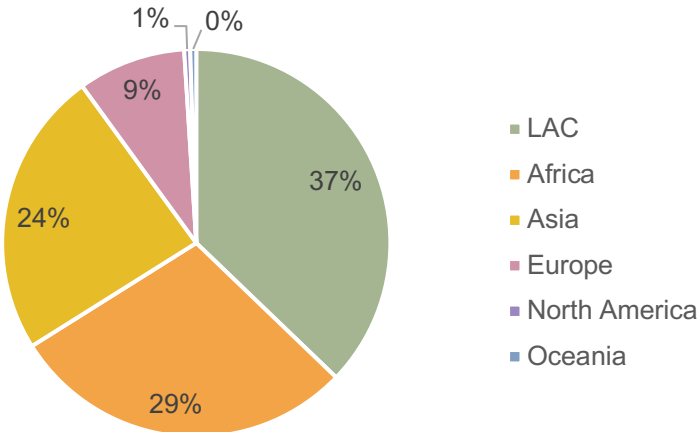
Our learners – who have been learning about climate change on UN CC: Learn platform

With the aim of leveraging climate literacy worldwide and encouraging learners to take climate action, UN CC:Learn has been offering e-courses free of charge on climate change. Currently, almost 500,000 learners have joined our learning community and more than 161,500 certificates have been issued. This impact survey was based on a sample of 3'810 participants with a response rate of 10% corresponding to 421 responses. In total, 59% of respondents that participated in this study were male while 40% were female, as shown in graph 1. In terms of geographical distribution of respondents (graph 2), 37% of them came from Latin America and the Caribbean, 29% from Africa, 24% from Asia, 9% from Europe and 1% from North America.

Graph 1. Gender of respondents

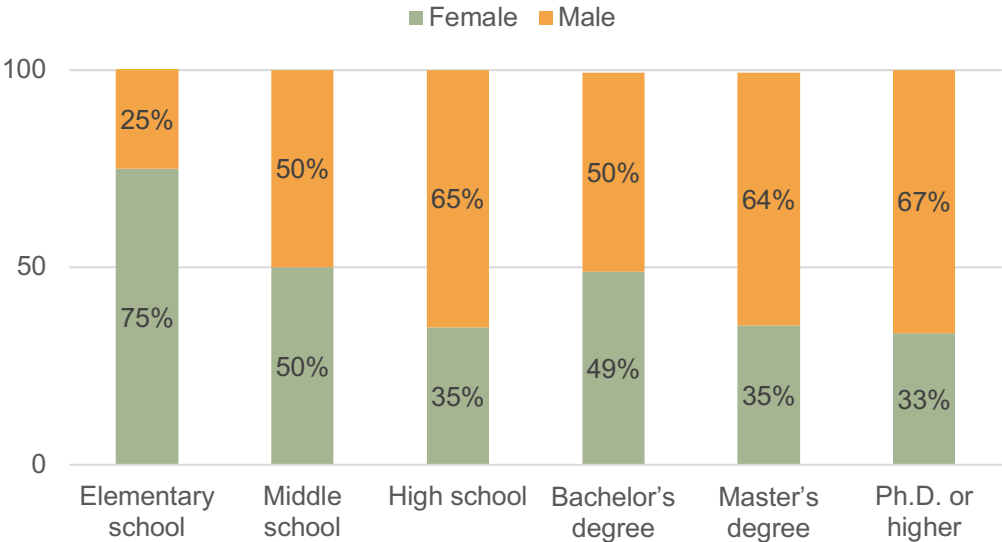


Graph 2. Geographical distribution of respondents, by region



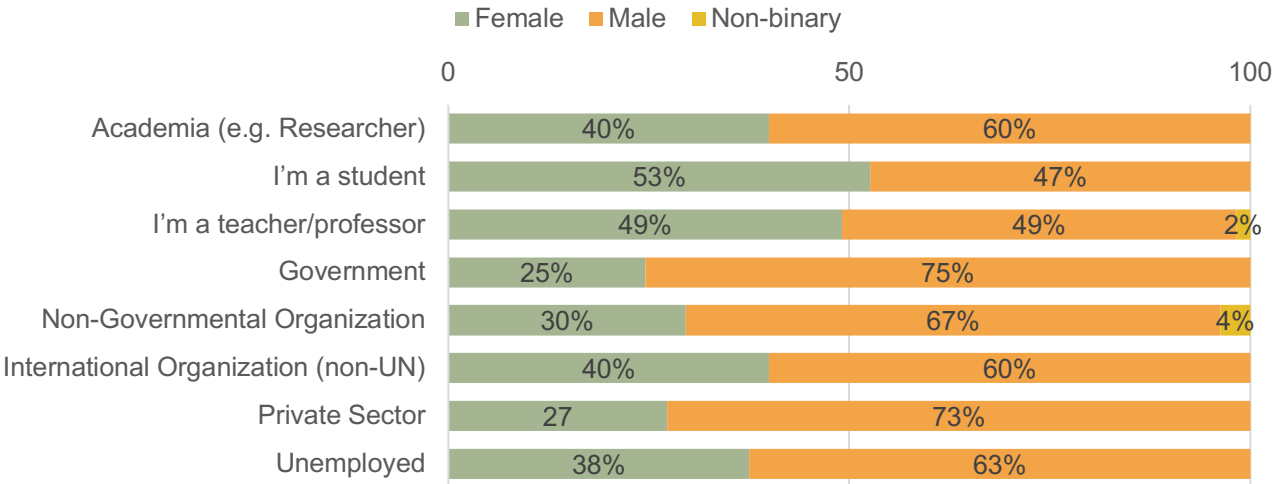
Most of our female respondents have completed the elementary school (75%) or middle school (50%) while most of the male respondents have completed the high school or higher education. The graph 3 shows that male respondents generally have higher educational levels than women. Especially when it refers to master's degree and Ph.D, the gender gap is expressive.

Graph 3. Educational level, by gender



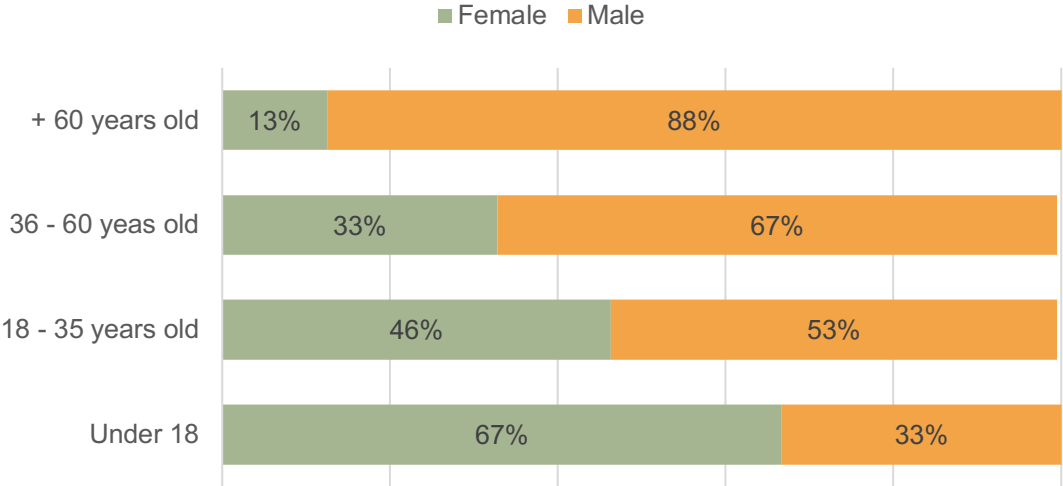
That differences between female and male respondents also reflect on their organization affiliation (graph 4). The majority of female respondents are students or teacher/professor while most of male respondents work for the government (75%) or private sector (73%) mainly.

Graph 4. Organizational affiliation, by gender



There is also some difference among our respondents when analyzing age groups by gender. On graph 5, most of our female respondents are under 18 years old (67%) but also between 18 to 35 years old (46%) while male respondents are mostly 36 years old and older.

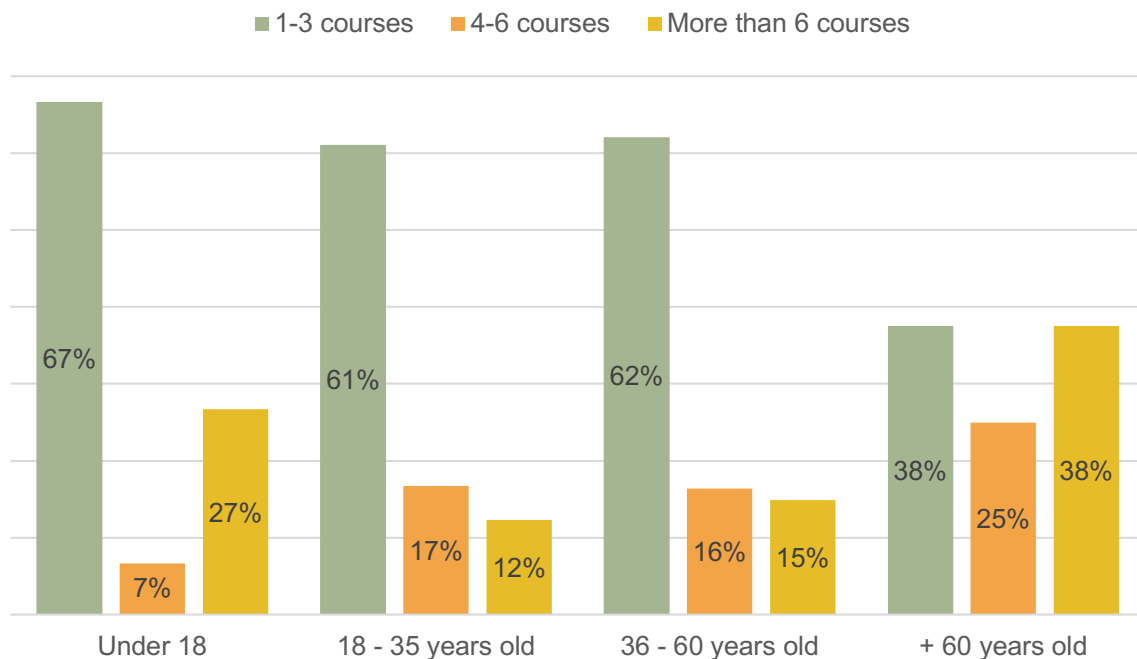
Graph 5. Age of beneficiaries, by gender



Climate Learning – deepening knowledge and developing new skills on climate change

Currently, UN CC:Learn offers 36 self-paced courses in 17 languages on a range of topics from basic to specialized such as gender, climate information, health, legal frameworks, REDD+, green economy, green industrial policy, cities and climate change, children and climate change, national adaptation plans, climate finance among others. The graph 6 shows how many courses have been taken by age group and it is possible to conclude that most of our learners under 60 years old have been taking 1-3 courses. However, the age group that has taken more than 6 courses is those aged 60 and older.

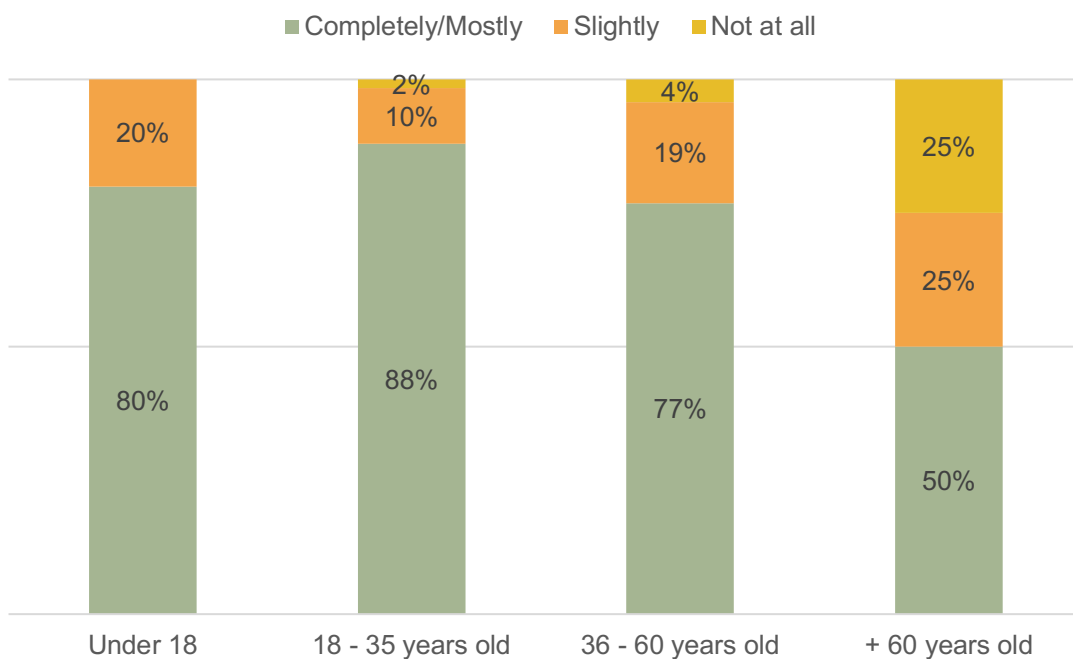
Graph 6. Number of courses taken, by age groups



By offering e-courses on climate change, UN CC:Learn expects to provide a set of tools in which learner can advance their knowledge of climate change as well as develop new skills and competencies to become capable of taking conscious decisions for the climate. Overall, 90% of respondents have said they become more confident in speaking or advocacy on climate change after taking a UN CC:Learn course.

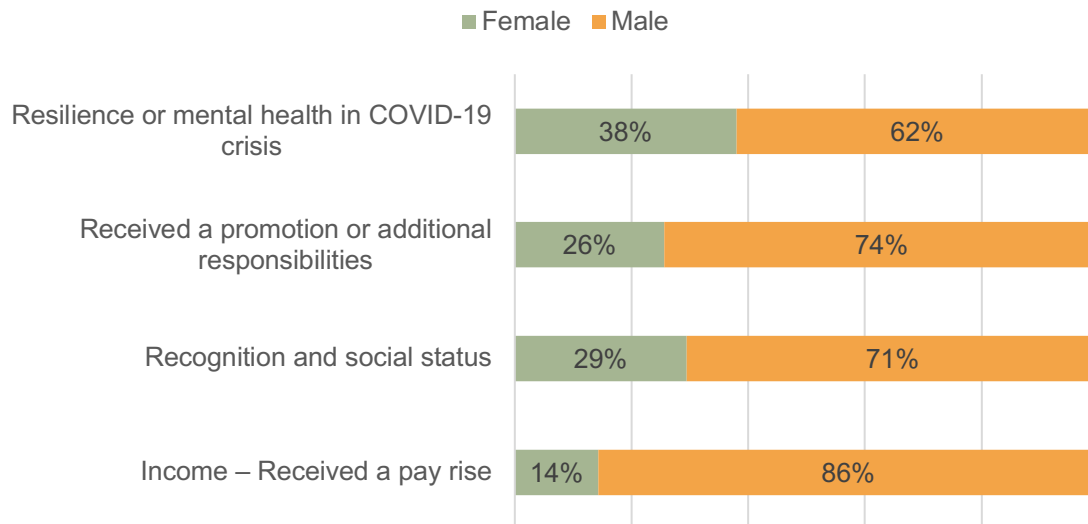
Learning can also lead to changes in the way we think about climate change. Overall, 75% of respondents say they changed the way they think about climate change to some extent. In addition, when analyzing it by age group, it is possible to conclude that the young generation, especially the group under 35 years old are those that have changed more the way they think about climate change after taking UN CC:Learn e-courses. While the percentage of those that said they have not changed the way they think about climate change is accentuated among respondents of 60 years old and older (graph 7).

Graph 7. how learners have changed the way they think about climate change, by age group



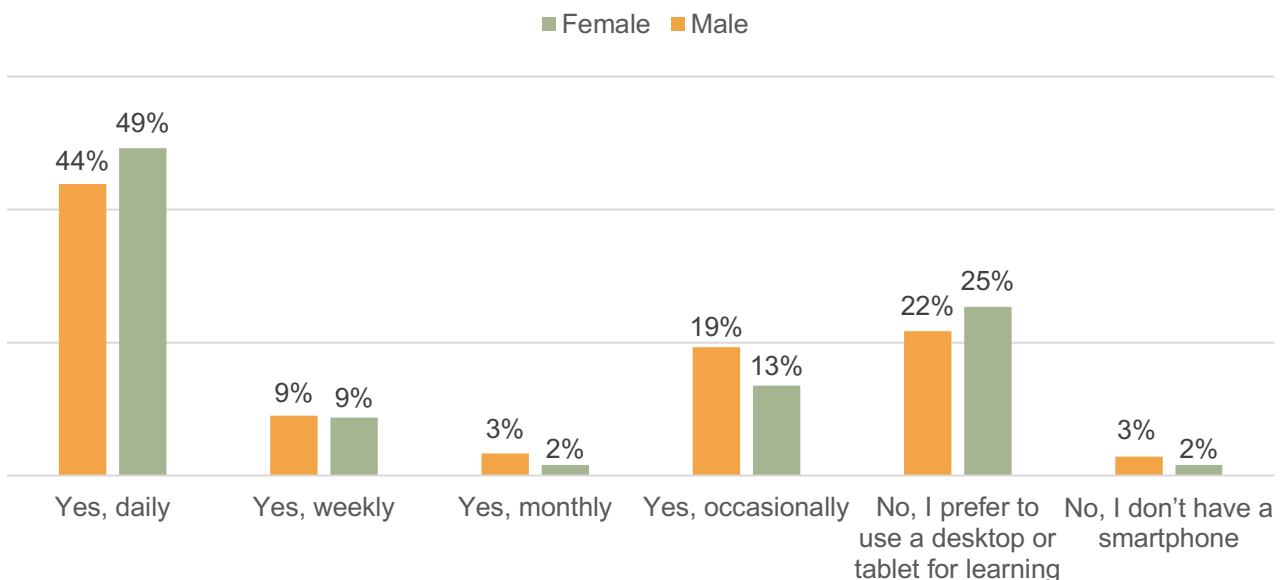
The graph 8 shows that UN CC:Learn online training has contributed to improving professional performance. 86% of respondents that have received a pay raise due to taking our e-courses are male while only 26% of female respondents received a promotion or additional responsibilities. In addition, 74% of male respondents have received a promotion or new responsibilities. On another aspect, most of our male respondents said that UN CC:Learn courses have contributed to building resilience during the pandemic and 38% of female respondents have had their mental health improved in the past year.

Graph 8. Professional and personal improvements caused by UN CC:Learn courses, by gender



With new technologies rapidly evolving in the past years, online learning has become a key tool for learning especially during COVID-19 pandemic. As such, we asked our respondents if they use their mobile phone/smartphone for learning. Overall, 75% of our respondents have a mobile phone and make use of this device for learning. The graph 9 shows how frequently our respondents have been using a smartphone for learning. Half of respondents have been using their mobile for learning daily while around 22-25% of them prefer to use a desktop or a tablet. Only 2-3% of respondents do not have a smartphone. In addition to that, 65% of overall respondents would take a UN CC:Learn course on the mobile app if they had the chance of doing so.

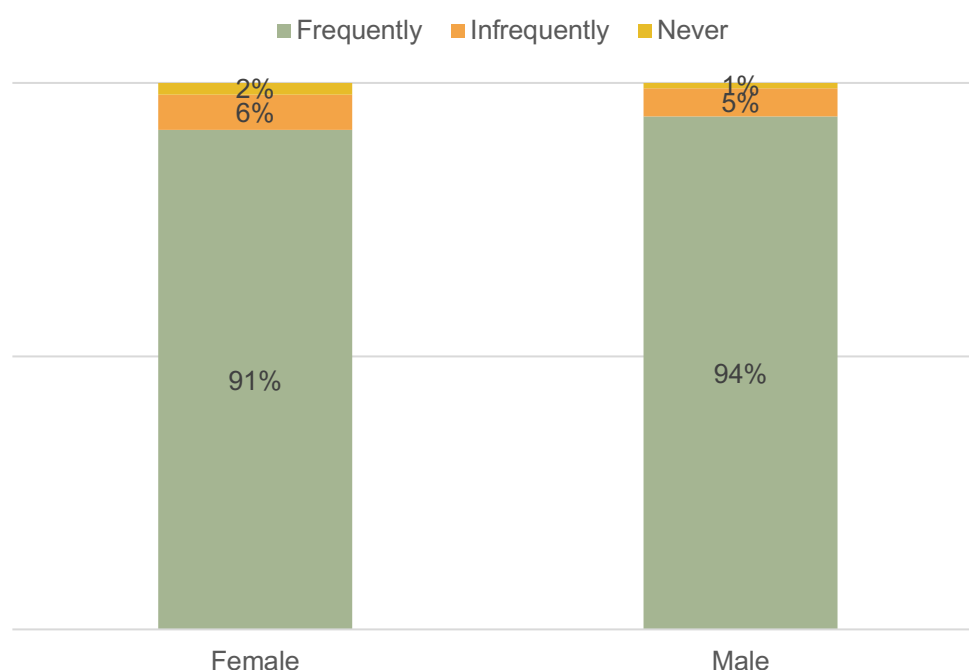
Graph 9. Usage of mobile phone/smartphone for learning, by gender



Taking Climate Action – putting theory into practice and making the change at local level

Climate education is a critical driving force for climate action. Therefore, acquiring new knowledge and skills on climate change should lead to some transformational changes toward a more sustainable lifestyle. Of the overall respondents, 87% of them have applied or used the acquired knowledge and skills from the course. In terms of frequency, 94% of female respondents and 91% of male respondents are applying the new knowledge and skills frequently (graph 10).

Graph 10. Applied the knowledge and skill on climate change, by gender



This study also intends to collect climate stories and testimonials that can better illustrate how the knowledge provided through our courses has been put into practice leading to some transformation changes at the local level. Based on that, several respondents have shared what they have been doing differently after taking our courses and what activities and initiatives they have been delivering or engaging in to tackle climate change in their community. Below there are a series of short testimonials that illustrate how small steps can lead to changes toward a more climate-resilient society.

*“As an Aviation Environmental protection expert with 20 years of experience, I have got from the UN CC: learn courses in order **to give training courses, workshops in this field.**” - Learner from Lebanon*

*“As an instructor in Regional Training Centre, Nigeria, **UN CC: Learn has helped my teaching skills** in areas of climate change, mitigation and adaptation measures. The quality of lectures delivered greatly improved and the students were happy.” - Learner from Nigeria*

“I give training on floods for the Argentine federal police, I apply knowledge of resilience, and examples of environmental care and repercussions in the territory.” - Learner from Argentina

*“**Being a teacher, I use content and examples in my lesson** for activities examples and discussion prompts.” - Learner from Pakistan*

*“In my job, **I have transferred knowledge from the course in saving energy on ship operation** because I work for ships and ports”. – Learner from Dominican Republic*

“Après avoir fini de suivre le cours sur Villes et Changement Climatique, j’ai organisé plusieurs des rencontres avec les jeunes gens de différents quartiers de ma ville pour poser les grands problèmes liés au changement climatique et proposer des solutions à la fois à court terme et à long terme.” - Learner from Haiti

*“**Conducted a free training** about how climate change influence children to my community.” - Learner from Somalia*

“Les connaissances apprises dans l’introduction aux changements climatiques m’ont permis de changer des habitudes comme éteindre les lumières derrière moi, mais encore d’avoir des connaissances sur les notions de changement climatique.” - Learner from Gabon

*“**I have become more conscious** of activities that contributes to climate change within my environment and also **encouraged healthier consumption patterns** among younger generations.” - Learner from Nigeria*

“Je suis Expert pour la mise en œuvre du projet biogaz en Guinée. C’est un projet qui vise à réduire les émissions de gaz à effet de serre dus à l’utilisation du bois de chauffe et du charbon de bois en milieu rural et péri urbain. Les connaissances acquises sur ce site m’ont permis de mieux comprendre le Changement climatique et surtout d’atteindre les objectifs du projet en veillant à y intégrer les aspects de genre et la vulnérabilité.” - Learner from Guinea

*“Have established a **garden project to support orphans and woman on sustainable consumption**. We are expecting to grow as an organization and extend our work to reduce poverty considering climate change and create adoption measures.” - Learner from Zimbabwe*

*“So far together our team, **we have been educating the local community** about climate change and ways to adapt. We have come up with a campaign about afforestation and reafforestation.” - Learner from Zambia*

*“I have **educated some groups of farmers** in Southwestern Nigeria during a Fork-to-farm project.” - Learner from Nigeria*

“Nous avons eu des réunions de sensibilisation des populations rurales de l’ouest de la Côte d’Ivoire sur les effets du changement climatique dus aux mauvaises techniques agricoles telles que les feux de brousse et la déforestation.” - Learner from Côte d’Ivoire

*“**Have conducted disaster Risk reduction trainings** and plans for local communities.” - Learner from Zimbabwe*

Finally, the survey asked to what extent respondents have changed their resource consumption patterns since completing the course. Of all respondents, 73% have altered the way they think and act in relation to climate change. In terms of gender, 71% of female respondents and 72% of male respondents have changed their resource consumption patterns fully or very much (graph 11).

Graph 11. Change in resource patterns, by gender

