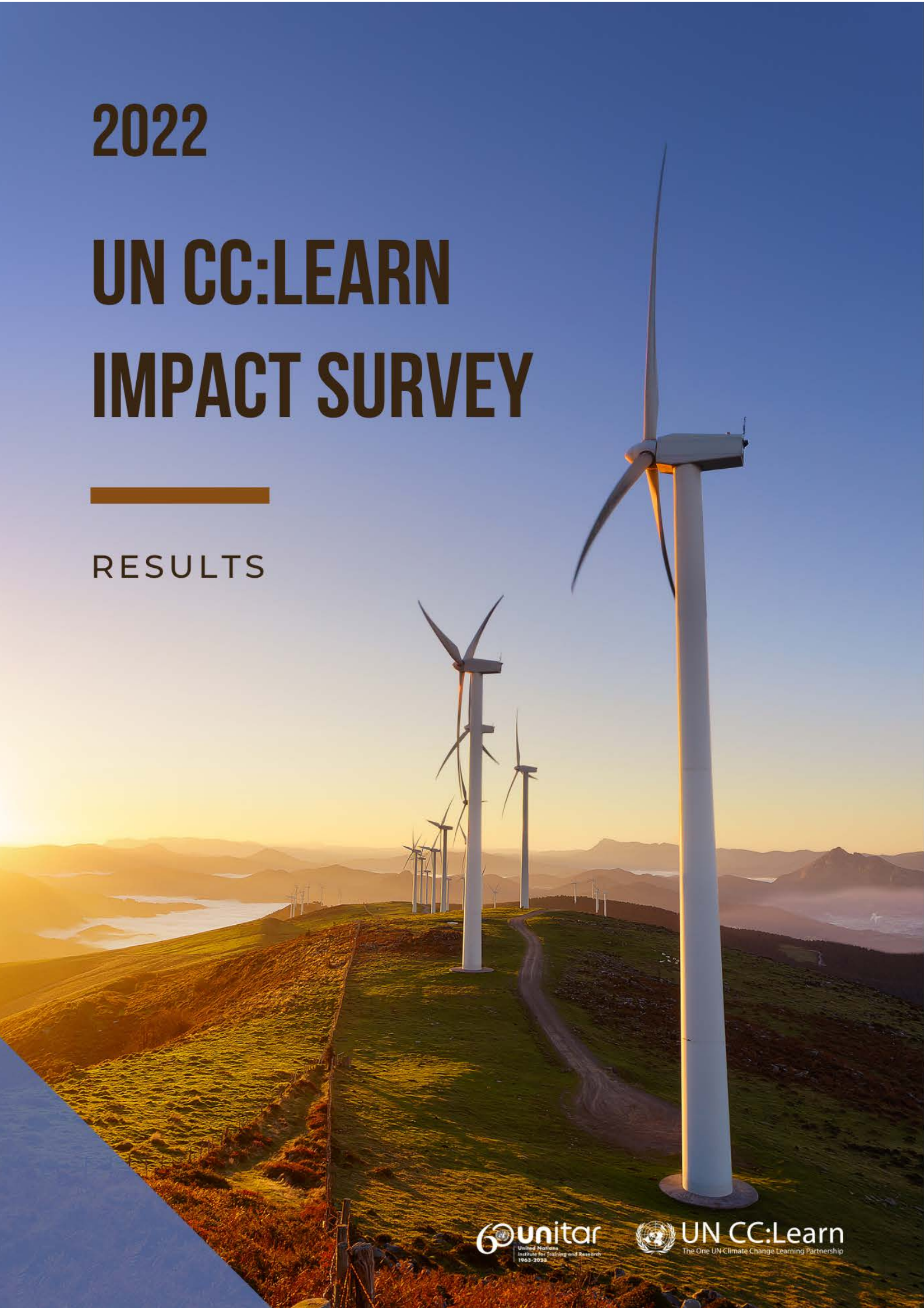


2022

# UN CC:LEARN IMPACT SURVEY



RESULTS



## **Green Development and Climate Change Programme**

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Schweizerische Eidgenossenschaft  
Confédération suisse  
Confederazione Svizzera  
Confederaziun svizra

**Swiss Agency for Development  
and Cooperation SDC**

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## Introduction

UN CC:Learn is the partnership of 36 key multilateral organizations which assists member states in designing and implementing learning to address climate change. It supports countries in developing national strategies and promotes learning materials to strengthen human resources and skills for climate resilient-development and global climate literacy. UN CC:Learn is currently in its fifth phase which focuses, among other aspects, on improving education, awareness raising, and human and institutional capacity on climate change of country member states and globally. At the global level, UN CC:Learn has been offering e-courses free of charge on climate change and green economy since 2014. Currently, more than 650,000 learners have joined our learning community and more than 250,000 certificates have been issued.

The annual UN CC:Learn Impact Survey is the major tool to assess the effectiveness of UN CC:Learn e-courses, and how these online trainings have been promoting changes in learners' behavior towards a more sustainable lifestyle. The results of this impact survey will provide substantive evidence of how beneficiaries have been applying the knowledge and skills acquired through our e-courses and how they changed the way they think about climate change after taking our online trainings. In addition, the annual survey also serves as the bases for internal evaluation by assessing how our learning platform and course catalog can be improved in order to become even more inclusive for people of different genders, abilities, and ethnicities with the aim of leaving no one behind.

## Methodology

The survey involved a systematic approach to ensure that the data is valid, reliable, and representative of the target population. The data was collected through an online survey available in English, Spanish, French, and Portuguese during the period of 12th to 26th of December 2022. In total, 415 responses (corresponding to 20% of response rate) were received based on a sample size with 95% of confidence level and 5% of margin of error. The respondents randomly invited to take part in this study received at least one certificate on the UN CC:Learn platform six months before the survey was administered.

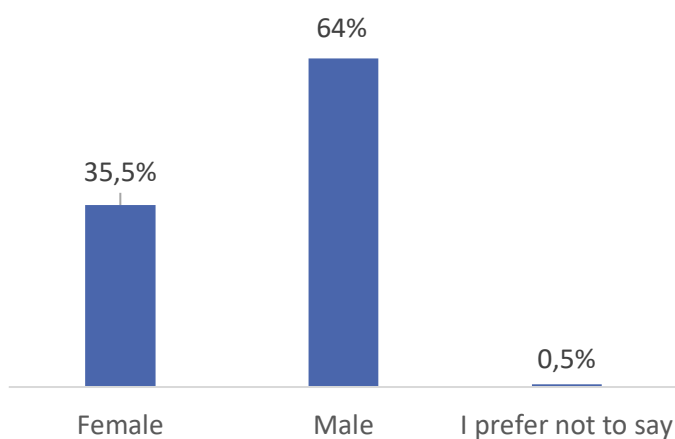
## Key Findings

- ◆ 64% of respondents are male; 35,5% are female and 0,5% preferred not to say.
- ◆ In terms of age, 59% of respondents are less than 35 years old; 22% are between 35-44-years-old and 15% are above 45 years old.
- ◆ Regarding professional affiliation, 43% of respondents are from the educational sector (school and academia); 16% work for the private sector and 14% are affiliated with the government (either national, provincial, or local levels); 10% are engaged with NGOs; 6% are unemployed; 4% work for an international or regional organization; 2% work for the United Nations; 0,5% is retired and 4% selected other option.
- ◆ **91%** of respondents **have applied or used the knowledge** after taking the course to some extent.
- ◆ **76%** of respondents **changed completely or mostly how they think about climate change.**
- ◆ **95%** of respondents **have changed their resource consumption patterns to some extent.**
- ◆ **91%** of respondents **become more confident to speak or advocate** for climate change after taking a course.
- ◆ **92%** of respondents say UN CC:Learn courses **have provided the necessary skills and knowledge to take climate action.**
- ◆ **62%** of respondents are **involved in climate change-related activities since taking the course.**
- ◆ **7%** of respondents **received a pay raise** since completing the course.
- ◆ **17%** of respondents **received a promotion or additional responsibility** after taking a course.
- ◆ **32%** of respondents **have tried to influence their local community and authorities, through advocacy or voting rights.**
- ◆ **95%** of respondents **have personally experienced the effects of global warming.**
- ◆ **37%** of respondents **would donate** to make content available to people in vulnerable situations.

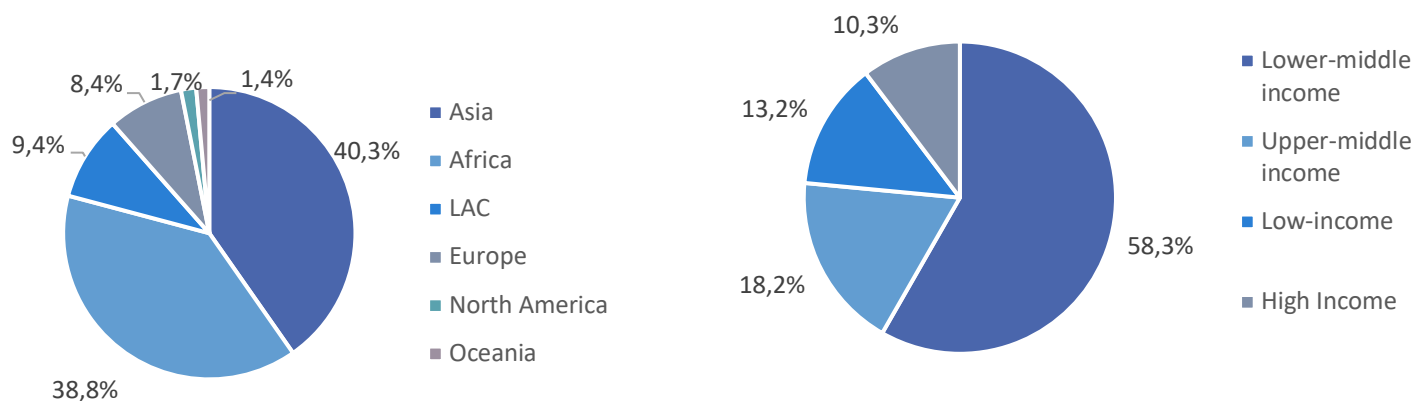
## 1. Our learners – those who have been learning about climate change on the UN CC: Learn platform

Overall, 64% of respondents that participated in the survey were male while 35,5% were female and 0,5 preferred not to say, as shown in graph 1. In terms of the geographical distribution of respondents (graph 2), 40% of them came from Asia; 39% from Africa, 9% from Latin America and the Caribbean; 8% from Europe and 2% from North America and 1% from Oceania. This report also includes an analysis in terms of country income groups<sup>1</sup> in which 58% of respondents are originally from low-middle income while only 10% are from high-income countries. In line with the principle of 'leaving no one behind' reaching the most in need, 24% of respondents are from a country in special situation<sup>2</sup>.

**Graph 1. Gender of respondents**



**Graph 2. Geographical distribution of respondents by regions and country income groups**



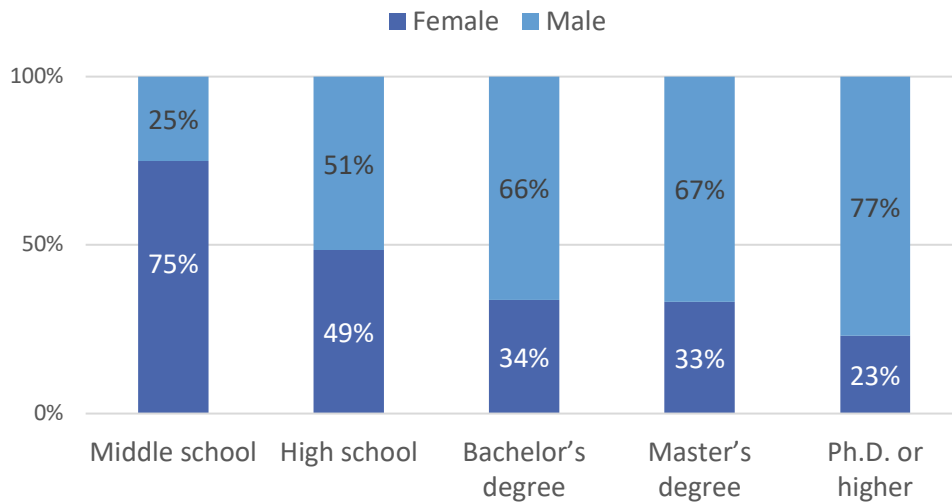
<sup>1</sup> This categorization is based on World bank Atlas method. For further details access here:

<https://datahelpdesk.worldbank.org/knowledgebase/articles/906519-world-bank-country-and-lending-groups>

<sup>2</sup> Countries in special situation include least developed countries (LDCs), landlocked developing countries (LLDCs), and small island developing states (SIDS).

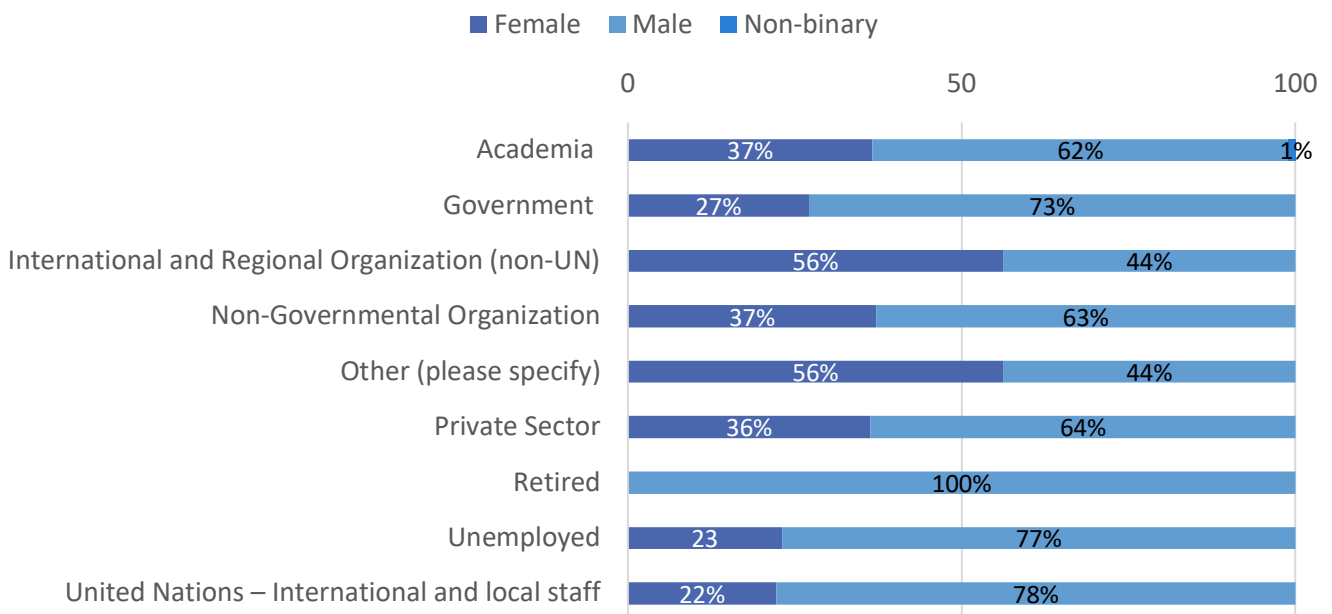
In terms of educational background, most of the women respondents have completed middle school (75%) or high school (49%) while most of the men respondents have completed a Bachelor's degree or above (66%). The graph 3 shows that male respondents generally have higher educational levels than women and especially when it refers to bachelor's, master's degrees and Ph.D, the gender gap is wide.

**Graph 3. Educational level, by gender**



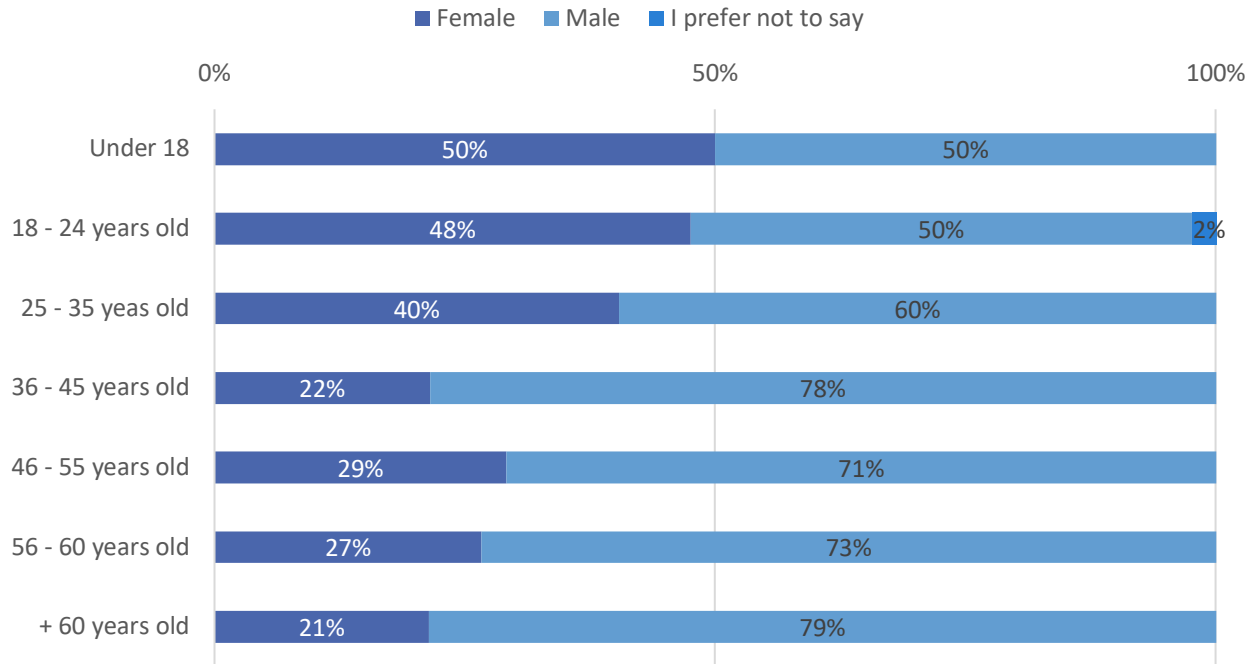
The differences between women and men respondents also reflect on their professional affiliation. Graph 4 shows that the majority of female respondents work for international or regional organizations (56%) while most of the male respondents work for the government (73%) or the United Nations (78%) mainly.

**Graph 4. Organizational affiliation, by gender**



There is also some difference among our respondents when analyzing age groups by gender. Most of our female respondents are younger than 35 years old while male respondents are mostly 36 years old or older (graph 5).

**Graph 5. Age of beneficiaries, by gender**

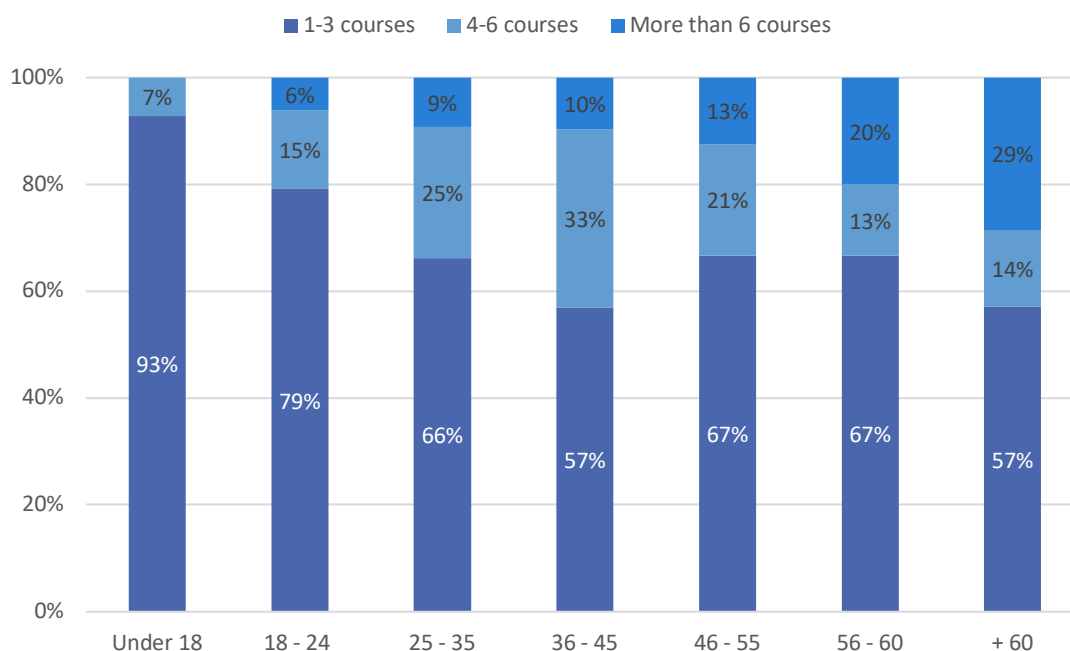




## 2. Climate Learning – deepening knowledge and developing new skills on climate change

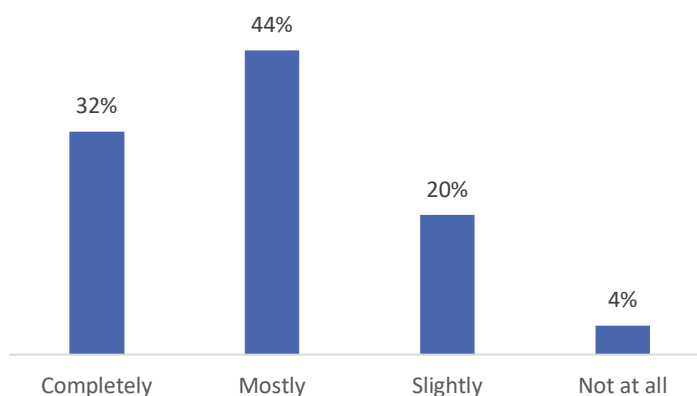
Currently, UN CC:Learn offers 36 self-paced courses in 17 languages on a range of topics from basic to specialized, such as gender, climate information, health, legal frameworks, REDD+, green economy, green industrial policy, cities and climate change, children and climate change, national adaptation plans, climate finance, among others. On average, learners are taking between 1 to 3 courses on the UN CC:Learn platform, and graph 6 shows how many courses learners have taken by age group. Learners between 25 and 55 years old are those that together count for 79% of those taking 4-6 courses, which is above the average. In addition, learners above 60 years old are the age group that takes the highest number of courses.

**Graph 6. Number of courses taken, by age groups**



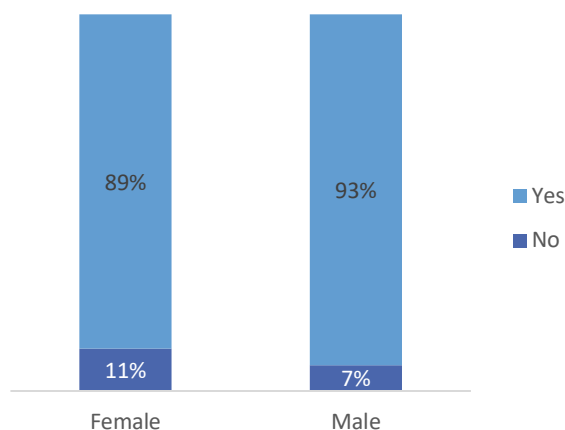
By offering e-courses on climate change, UN CC:Learn expects to provide a set of tools in which learners can advance their knowledge of climate change as well as develop new skills and competencies to become capable of taking conscious decisions for the climate. Furthermore, learning can also lead to changes in the way we understand climate change and 76% of respondents say they changed the way they think about climate change to some extent (graph 7). The results did not show big differences in perception between women and men or among age groups.

**Graph 7. How learners have changed the way they think about climate change**



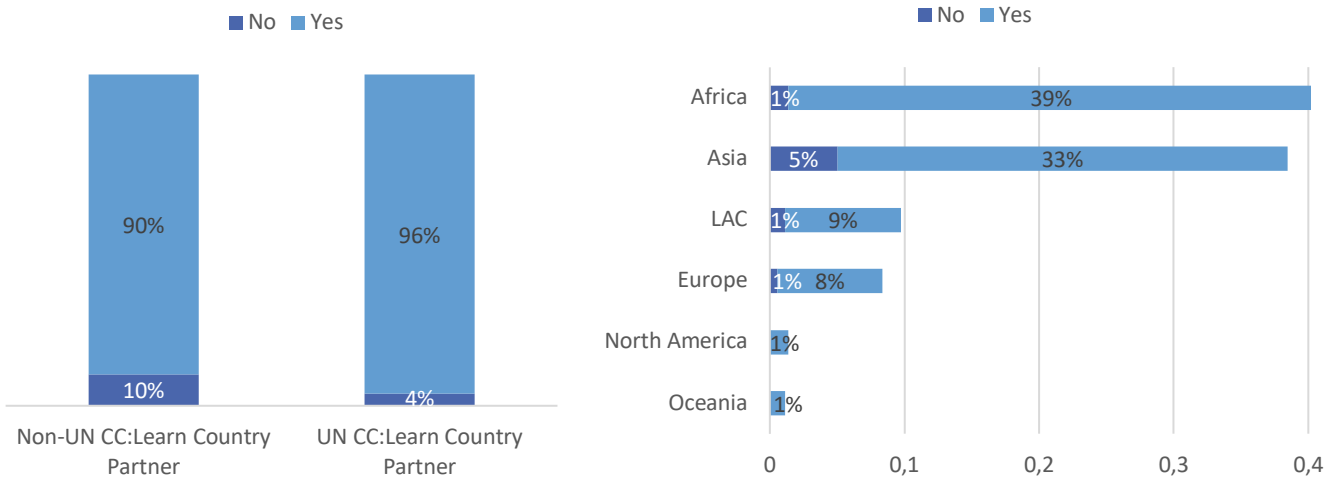
Believing that higher confidence can enhance learners' ability and bring meaningful climate action, 91% of overall respondents have said they become more confident in speaking or advocacy on climate change after taking a UN CC:Learn course. When disaggregating by gender, the results show a slightly different between male and female respondents. As shown on graph 8, 93% of male respondents have become more confident while 89% of female has been confident.

**Graph 8. Have you become more confident in speaking or advocating about climate change after taking our course? (by gender)**



In addition, UN CC:Learn has been working closely with 13 countries, especially in Africa, on climate learning and has been supporting such countries in developing their national learning strategy. As part of UN CC:Learn activities, it also includes initiatives to strengthen national learning institutions and development of learning resources for the general public and public officials. Graph 9 shows that 96% of beneficiaries from partner countries have become more confident in speaking or advocating about climate change after taking UN CC:Learn learning resources. In terms of region, effectively the African region has the higher level of confidence among other regions, as per graph 10.

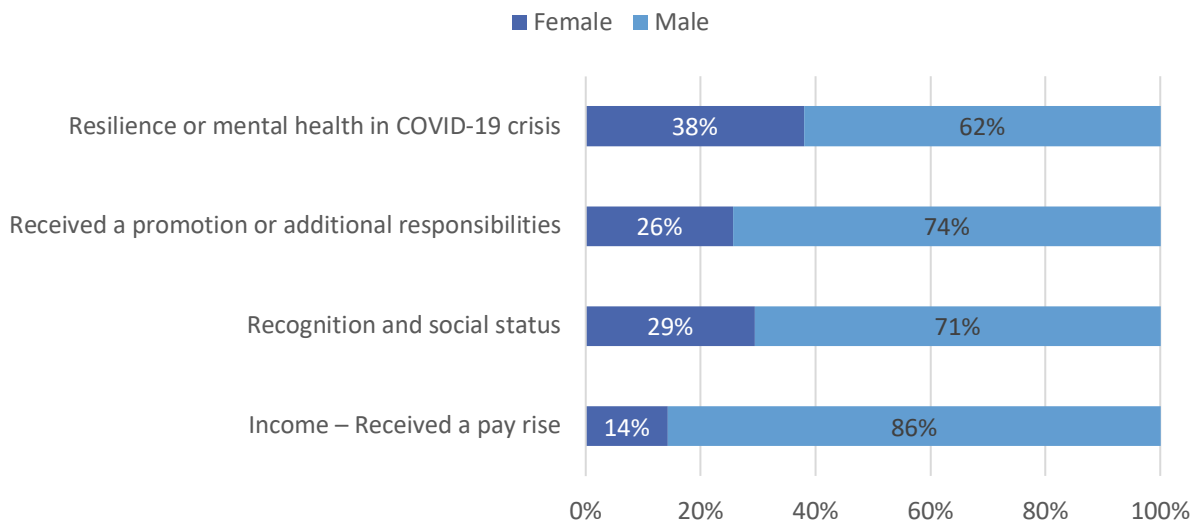
**Graph 9 and 10. Have you become more confident in speaking or advocating about climate change after taking our course? (by country partner and region)**



*'[the course] Built my confidence in handling my job. I do a lot of trainings for different groups and a lot more time the topics do border on climate issues.'* **(Male respondent/participant, Kenya)**

Through our e-courses, UN CC:Learn is also aiming at contributing to improving professional and personal performance. Overall, 7% of respondents received a pay raise after taking UN CC:Learn course. Among the respondents that received a pay raise, 86% of them are male (graph 11). In addition, of the respondents that have said they have received a promotion or additional responsibilities, 36% of them are female. In terms of mental health, 38% of respondents that said the e-courses have improved their resilience during the COVID-19 pandemic are female.

**Graph 11. Professional and personal improvements caused by UN CC:Learn courses, by gender**

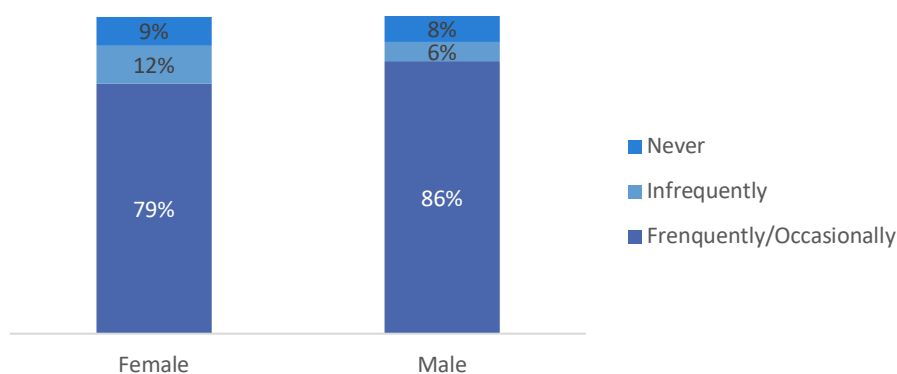


*“I used the knowledge I gained from the course to get through a job interview.”  
(Female, Nepal)*

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

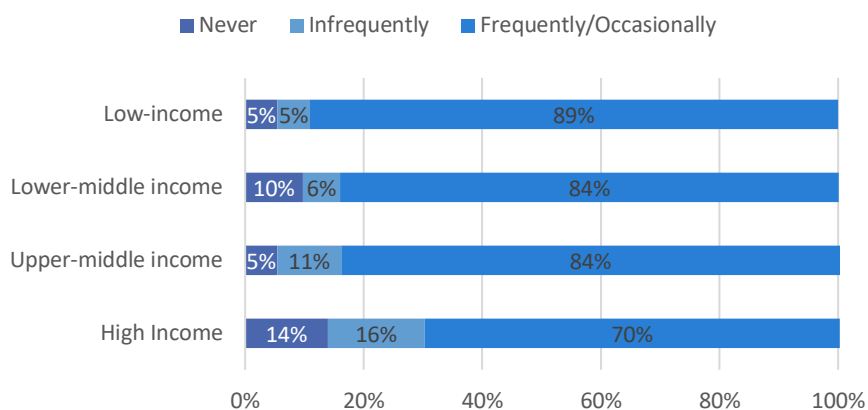
Climate education is a critical driving force for climate action. Therefore, the survey tried to understand if learners have been able to apply the knowledge and skills acquired through the courses. 91% of respondents have applied knowledge and skills to some extent while 9% have never applied them. When it comes to gender, almost equal numbers of women and men apply the knowledge frequently, however, 12% of women applied it infrequently against 6% of men (graph 12).

**Graph 12. Applied the knowledge and skill on climate change, by gender**



The results have also shown that beneficiaries from low-income countries have higher application rates when compared to high-income countries, as per graph 13. In addition, a selection of key examples of how learners have been applying the knowledge and skills in their daily life can be found below.

**Graph 13. Applied the knowledge and skill on climate change, by country income group**



*“In my current job in the Apparel sector, I frequently used the acquired knowledge of the various issues of the environment in the form of preparing sustainability reports and giving input to the policy of government concerning eco-friendly business initiatives.” (Male respondent, Bangladesh)*

*“I have used the training skills in my job to train my junior staff members with some related examples, which help me and my staff members to do the duties in a more systemic manner.” (Male respondent, Nepal)*

*“The course provided me with new arguments for important discussions in the Environmental Councils I am part of, with the knowledge acquired I can support arguments with an important reference”. (Female respondent, Brazil)*

*“I use the knowledge learned from the courses in my daily work for example using the techniques and ideas of deforestation and limiting desertification to solve the problems facing due to climate change and urbanization and industries. I use things I learned in adaptation to minimize the impact of climate hazards also I use this knowledge in the evaluation of EIA. Also, I learn how to use the ideas to increase awareness of climate change. (Male respondent, Oman)*

*“As an environmental health professional, I used some of the course materials to give training to other people on many occasions.” (Male respondent, Togo)*

*“I applied the acquired climate-smart agriculture knowledge in my current project by supporting rural farmers with climate-resilient vegetable production techniques.” (Male respondent, Cambodia)*

*“Through what I learned I did a training session on a refugee camp in Sudan. The session focused on how refugee households made small home gardens to support their food system to mitigate malnutrition during emergency cases. The idea was successfully applied after they received the necessary support from the LFS project.” (Male respondent, Sudan)*

*“I’ve applied the skills on my podcast and as a YOUNGO member.” (Female respondent, Egypt)*

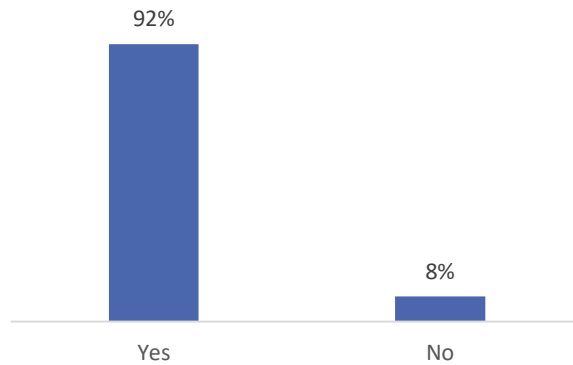
*“I used the knowledge I gained from the course to get through a job interview.” (Female respondent, Nepal)*

*“J’ai utilisé le cours Chagement [Sic] Climatique: De L’apprentissage à L’action pour monter une unité d’enseignement pour l’université. J’ai fait des propositions d’actions à mon supérieur hiérarchique ce qui a été validé. Ces cours m’ont permis de sensibiliser mes enfants et de sensibiliser dans les écoles primaires pendant mes vacances.” (Female respondent, Cameroon)*

Furthermore, respondents were asked if UN CC:Learn courses have given them the necessary skills to take climate action. 92% of respondents responded positively (graph

11) and 62% are already involved in climate change-related activities since taking the course. On the other hand, 8% said that UN CC:Learn courses were not sufficient to start taking climate action.

**Graph 14. Has UN CC:Learn course given you the necessary skills and knowledge to take climate action**

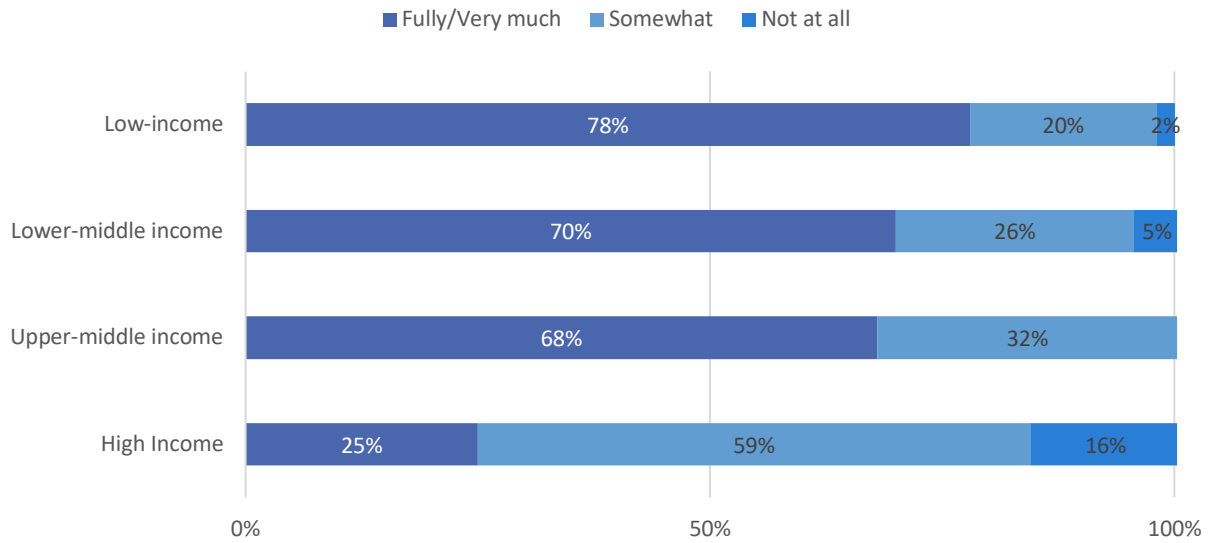


Among those that have not been able to take climate action yet, some suggestions have been made to improve UN CC:Learn offers. These are:

1. More hands-on training opportunities to apply the learning.
2. More practice examples and a platform where it would be possible to find opportunities for implementing the knowledge also as a volunteer.
3. Offer seminars at college and university levels so students can get an idea of how they can contribute to tackling climate change.
4. Provide more knowledge about what we can do on a personal level.
5. Link up with a community in the local area/region for climate action after course completion.
6. Offer in-person training, field trips and real-time simulation.

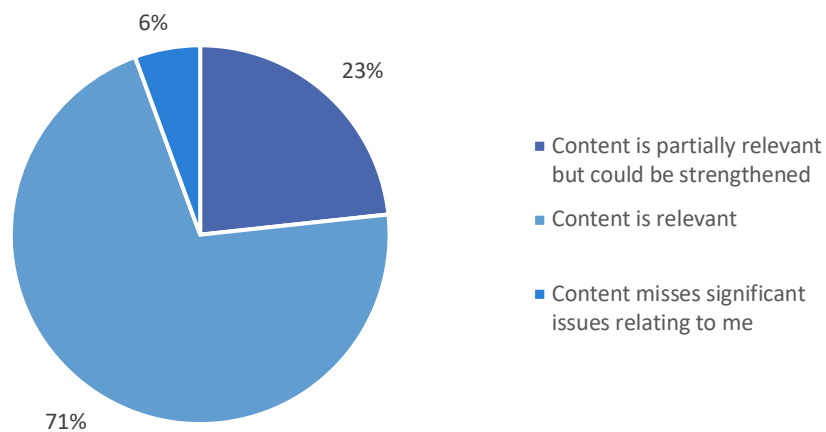
The survey also tried to respond to what extent learners have been changing their resource consumption patterns by taking climate-friendly decisions, such as supporting climate movements, influencing local communities and authorities through advocacy and voting rights, and finding new ways to tackle climate change among others. The results have shown that although 95% of overall respondents have changed their resource patterns to some extent, learners from low-income and lower-middle-income countries have made more significant changes in their lifestyles and have adopted climate-friendly behavior more consistently when compared with learners from high-income countries (graph 15).

**Graph 15. Change in resource consumption patterns, by income country group**



On content relevance, 71% of respondents said the content is relevant for their specific needs due to their age, gender, sexual identity/expression, ethnicity, religion, health, or abilities. However, 29% of respondents said the content misses targeting their needs or is partially relevant to their needs (graph 16). Therefore, some suggestions have been made for improvement.

**Graph 16. Content relevance to specific needs**



#### 4. Improving UN CC:Learn work

The results of this survey have demonstrated that through e-courses, UN CC:Learn has been able to empower individuals with the knowledge and skills needed to take action on climate change and contribute to sustainable development. Nevertheless, respondents have shared insightful suggestions on how UN CC:Learn can improve its work and its online trainings offered to professionals, youth, and citizens more specifically. Respondents have recommended UN CC:Learn to:

1. Use examples from all continents during the course, enhance the representation of different countries and cultures as well as customize the content based on different regions and the ways adaptation/mitigation should be enacted;
2. Include content that can be interested by to vulnerable communities, such as rural communities and others;
3. Translate courses into more languages;
4. Tailor the content to cover practical climate action from ordinary citizens and not focus only on government officials or the corporate world;
5. Include practical projects across different regions to actively engage learners in climate change responses.

The online trainings are built on the valuable collaboration between United Nations stakeholders; however, UN CC:Learn may also consider diversifying its partnerships with other sectors, especially from the local level, to ensure its future course content can further cover tailored experiences, country-specificities in dealing with climate change and local realities.

In terms of changing behaviour and building confidence, the survey has demonstrated a positive result where 91% of respondents have become more confident in speaking or advocacy on climate change after taking a UN CC:Learn course and 62% are taking climate action. However, there are still challenges in identifying opportunities to put into practice the knowledge learnt on climate change. Therefore, UN CC:Learn may be key to bridge the gap between climate change discourse and local climate initiatives in order to build an inclusive and realistic narrative for mitigating and adapting to climate change.

Lastly, the testimonials from learners have proven that the e-learning platform is a safe educational space in which sharing knowledge and experiences fosters enhance learning and action on climate change. Hence, UN CC:Learn is actively contributing to global discussions on climate change by raising awareness, building capacity, promoting action, and facilitating dialogue. By doing so, UN CC:Learn is playing a pivotal role in creating a more informed and engaged global community that is better equipped to address the challenges posed by climate change.