



**2022/2023
YOUTH AND
CLIMATE CHANGE
SURVEY**



Green Development and Climate Change Programme

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Schweizerische Eidgenossenschaft
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INTRODUCTION

UN CC:Learn is a partnership of 36 multilateral organizations working since 2009 to advance climate change literacy worldwide. Currently, UN CC:Learn is in its fifth implementation phase (2021 – 2025) and has its work and objectives anchored in four main pillars, focusing respectively on country work, learning institutions, citizens and professionals, and youth. The youth pillar is playing an increasingly important role in UN CC:Learn's activities especially in assisting young people in recognizing means to apply their knowledge and abilities in practical ways that encourage the mitigation and adaptation of climate change within their setting. In addition, UN CC:Learn has been engaging with young people as they bring fresh ideas, innovative solutions, and a willingness to challenge the status quo. Moreover, youth have a significant impact on society as consumers, voters, and future leaders and their engagement in climate action can drive significant change towards a more sustainable and resilient future.

In this context, the programme started running a global online survey in September 2022, to gather inputs from youth from different parts of the world with the purpose of learning what this age group needs and expects from UN CC:Learn. The survey targeted people up to 35 years old¹ and consisted of a 25-question online form with closed and open questions, through which UN CC:Learn could get insights into youth's preferences and habits, such as how they consume content online, what their favorite topics within climate change are, and where they usually access the internet. The results of this survey would help inform, shape and tailor UN CC:Learn's initiatives and social media content to youth's expectations and needs.

METHODOLOGY

The data was collected through an online survey available in English, Spanish, French, Arabic, Portuguese, Chinese, and Russian during the period from September 2022 to March 2023. UN CC:Learn partners have played an important role in disseminating the survey through their networks. UN CC:Learn also shared the survey through its own channels. In total, 6'458 young people from 178 countries shared their responses. Among the respondents, 49% are women and 49% are men². The survey has some limitations which limit its capacity to reflect a representative sample of youth people around the world. Firstly, the survey was conducted only online, therefore it excluded young people that have limited or no access to stable internet connection. Secondly, 55% of the respondents have already taken UN CC:Learn courses hence the sample is based mostly on UN CC:Learn alumni.

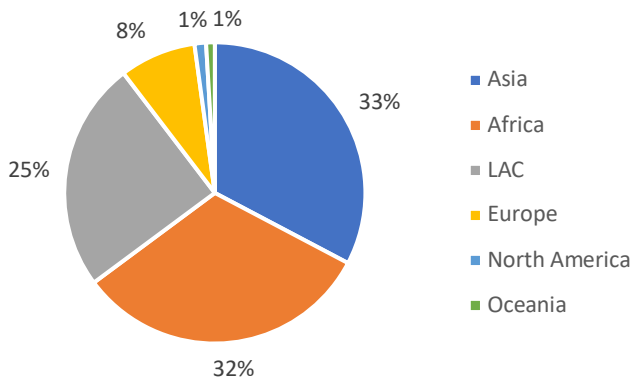
¹ According to Africa Youth Charter, 'youth or young people shall refer to every person between the ages of 15 to 35 years old. Source: Africa Youth Charter (page 3).

² 2% of respondents preferred not to answer.

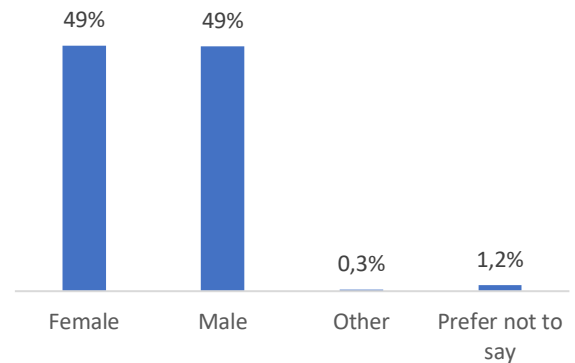
1. RESPONDENTS' PROFILE

The youth respondents that took part in this survey are 33% from Asia, 32% from Africa, 25% from Latin America and The Caribbean, and 8% from Europe and 1% from Oceania and 1% from North America. On a gender-balanced responses, 32% of respondents are between 31-35 years old; 30% between 30-25 years old; 28% between 18-24 years old, and 10% less than 18 years old. In addition, 4% of respondents have a disability. Although the survey was conducted online, 15% of respondents do not have a stable internet connection all the time and 85% of them prefer to connect to the internet through their phones (graph 3). When asked where they usually connect to the internet, 82% said they connect at home (graph 4).

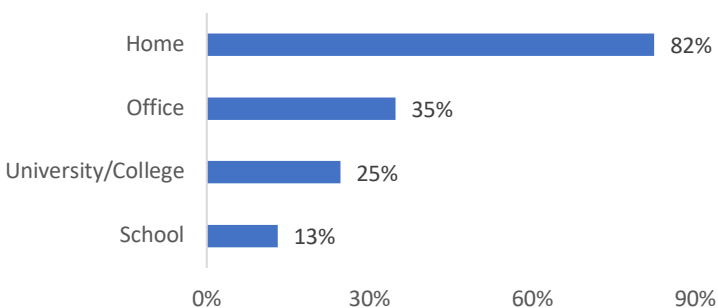
Graph 1. Regions



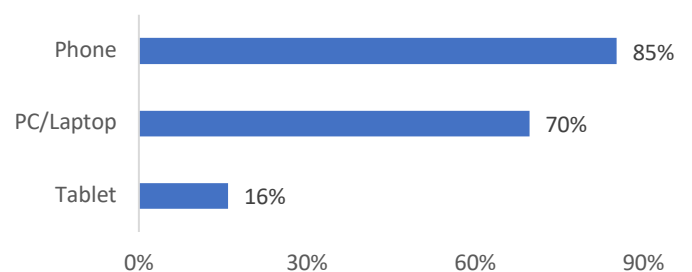
Graph 2. Gender



Graph 3. Where do you connect to the internet?



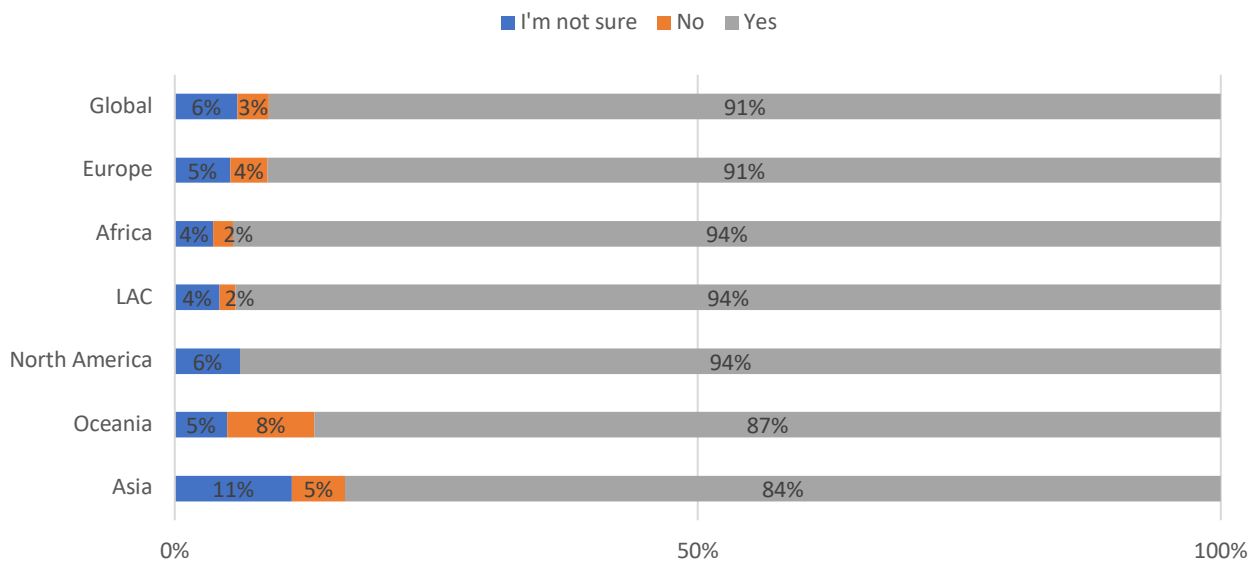
Graph 4. On what device do you connect to the internet?



2. EFFECTS OF CLIMATE CHANGE

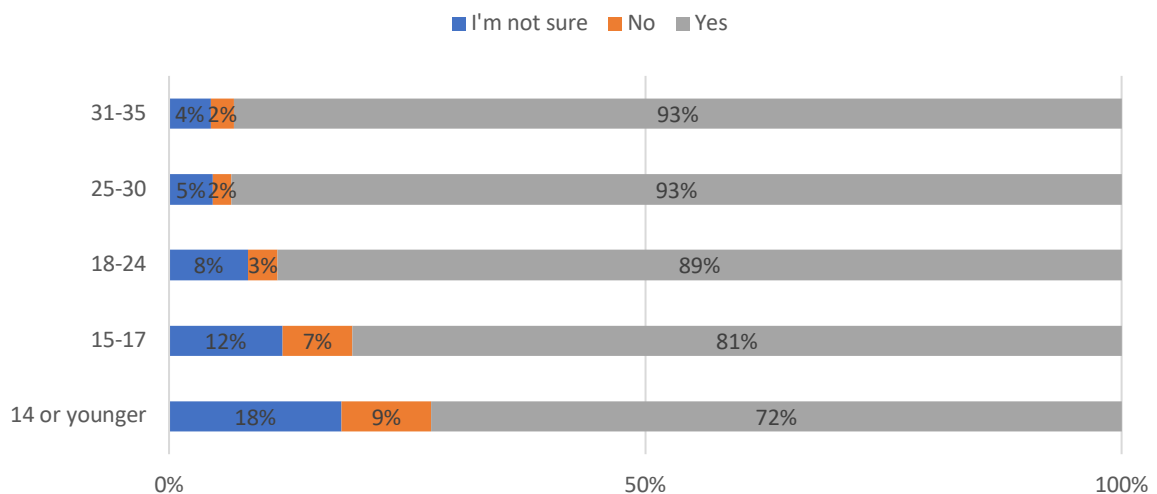
Youth respondents said they are affected by climate change. Of the young people surveyed 91% of the respondents are being affected by climate change. The results are also quite homogenous when compared by region (graph 5). When asked how climate change is affecting them, 77% pointed out that climate change is increasing the frequency and intensity of extreme weather events such as droughts or storms, 45% said there is a disruption in the availability of resources and 35% are suffering eco-anxiety.

Graph 5. Do you think you are being affected by climate change? (by region)



The perception of being affected by climate change increases at older ages as shown in graph 6.

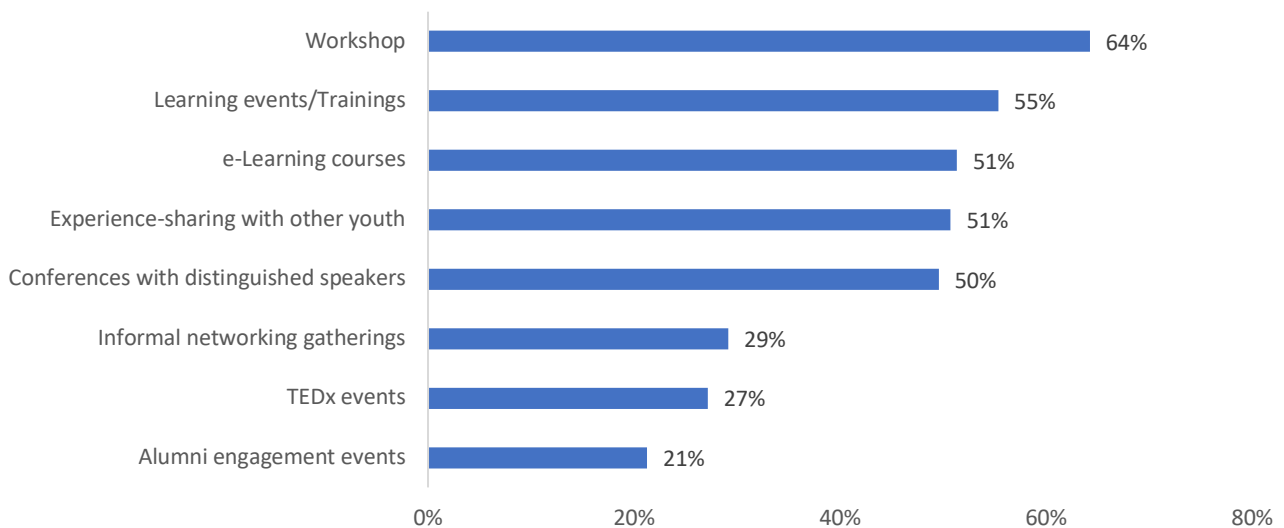
Graph 6. Do you think you are being affected by climate change? (by age)



3. LEARNING ABOUT CLIMATE CHANGE

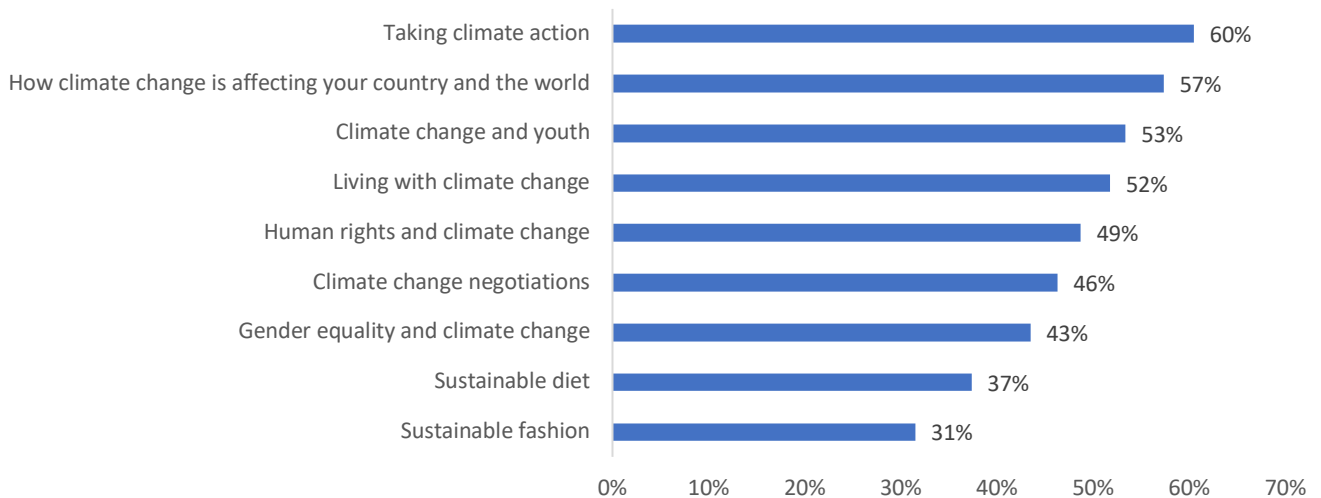
Youth respondents want to learn about climate change at school or at university. Of all respondents, 98% said that climate change should be taught during primary, secondary, and higher education. When asked which type of learning event they would be interested in attending to learn about climate change, 64% prefer to attend workshops, 55% would like to take part in a training, 51% would take e-courses or attend an experience-sharing with other youth groups (graph 7). With regard to the learning event format, 57% of respondents would prefer hybrid events, which means a mix of online and in-person activities. In addition, 55% of youth respondents have taken a course on the UN CC:Learn platform.

Graph 7. Generally speaking, which of the following options would interest you the most?



The survey also asked participants which topics or content they would like to learn on climate change and 60% of them said they would like to learn how to take climate action; 57% would prefer to understand how climate change is affecting their countries; 53% would like to know what the interlinkage between climate change and youth is and 52% are interested in knowing how they can live with climate change (graph 8).

Graph 8. Which of the following topics would you like to learn more about?



Interest varies by region. Youth respondents from Africa are mostly interested in climate change negotiations; climate change and youth; gender equality and climate change; living with climate change and taking climate action. Respondents from Asia are mostly interested in learning about sustainable diet, climate change, and youth. Young people from Latin America would be interested in deepening their knowledge of how climate change is affecting their country and the world; the interconnection between human rights and climate change and climate change negotiations.

4. TAKING CLIMATE ACTION

Youth respondents are taking climate action. 72% of respondents between 18 to 35 years old are taking climate action in their countries. Here are some examples of what they are doing to reduce greenhouse gas emissions and tackle climate change.

14 years old or younger

"I've participated in school plastic collection drives and have initiated social projects with my colleagues, such as 'Trash to Treasure' (A GSL Project). At home, we walk to places if it isn't very far and recycle old items." (Girl from India)

"I'm an advocate in my country to end dumpsites and replace them with Waste Recovering Centers, and I sent a video to Dear World Leaders concerning it." (Girl from Namibia)

"I have made a cleaning campaign called - Crystal Clear in the Gems Legacy School. This campaign is basically about cleaning the school campus and possibly other places around the world. I am also a climate activist in my

school, I have done several speeches regarding climate action, and I have introduced many students to new initiatives we can take to reduce global warming and climate change.” (Girl from India)

“I joined my school's Eco council. Together with my classmates, we have achieved a cleaner and less polluted environment, we have earned the Green flag and, at school, we are looking at the possibility of installing solar panels for heating and other needs.” (Girl from Spain)

15 to 17 years old

“I developed a social project to combat fast-fashion and I participate in a student group where we clean public areas.” (Boy from Mexico)

“I've co-written a communiqué that will likely be presented at UNGA next year, and volunteered in climate activities through awareness as well as on-ground campaigns of afforestation and education.” (Girl from India)

“I am a student and have been using posters and drawings to aware people as it is clearer as visuals than speaking also, I have separated biodegradable and non-biodegradable wastes at home.” (Girl from India)

“I stopped buying water in plastic bottles. I use public transport, eat less meat, and drink fewer soft drinks. I try not to use plastic or single-use items. I do not do shopping online, try to wear my clothes for more than a year. We do not heat the flat to more than 22 degrees.” (Girl from Switzerland)

“Currently, in my community, I am collecting garbage in the streets and public places, with the help of children and young people. I have also gone to plant fruit trees inside a school together with the children and I have given them small talks about the importance of trees in our life.” (Girl from Mexico)

“Attend Global Climate Strikes, reducing my and our families' CO2 footprint.” (Boy from Austria)

18 to 24 years old

“Help planning the local conference of youth, an event in the town I live, where young people create ideas they want to get discussed at the COP. Started to study Environmental- and Bioresource management.” (Woman from Austria)

“I've adopted a vegetarian diet; I've been vegetarian for four years. My family and I grow part of our own food including fruits, vegetables, beans, corn and many others, without the use of pesticides. Also, we've been planting many trees since 2019, especially those native to the Brazilian Atlantic Forest. I also recycle and reuse a lot of materials and I discard in appropriate places batteries and electronic devices.” (Woman from Brazil)

“I am Swedish UN Youth Delegate to the UNFCCC. I strive for energy efficiency in my home and life at large.” (Man from Sweden)

"I have been to several protests and changed my lifestyle by becoming vegetarian and reducing plastic, cycling, and public transport as much as possible." (Man from Spain)

"I have been a Digital climate activist for about 4 years now working with environmental organizations to help influence others to take action." (Woman from South Africa)

"I am a med student and at my university, I created an activity called Recycling Life where we collect bottle caps to sell and buy treatment for kids who suffer from Epidermolysis Bullosa." (Woman from Peru)

"I created an Association of Environmental Sustainability in rural area and through it, I have been educating my community through the introduction of sustainability concepts, and awareness to not cut down the forest (they use trees to make fire to cook, sell, produce charcoal, etc). To not flame the field during the preparation of rice plantation, maize and use biofertilizer. I trained young people about the meaning of sustainability and how we can reduce gas pollution emissions." (Man from Mozambique)

« Je suis ambassadeur d'une entreprise d'éducation environnementale au Bénin. Nous menons beaucoup d'action sur le terrain en matière de sensibilisation, de campagne de salubrité, de protection des arbres, de lutte contre la production et l'utilisation des plastics. » (Man from Benin)

"Visiting schools in my local region, forming climate change clubs, and also in other schools using the existing 4k club members. Being a qualified extension officer, I Train them on the importance of Agroforestry and also provide them seedlings to plant after then do follow-up to ensure proper management." (Man from Kenya)

"In my personal efforts, I have planted 100 trees on my land for carbon sequestration. I am also working with WWF-Pakistan as a volunteer for the sustainable development of local communities which is affected by recent flooding in Pakistan." (Man from Pakistan)

« Je suis le Coordinateur de l'initiative Jeunes Voix du Sahel Tchad qui œuvre dans la lutte contre le changement climatique. Nos actions sont beaucoup plus les sensibilisations pour une bonne pratique de nos manières. » (Man from Chad)

25 years old and older

"I am a climate change activist advocating for climate, social and ecological justice. I volunteered with African Climate Alliance as a youth ambassador for climate social and ecological justice." (Man from Malawi)

"I run a voluntary organization in which I and my team have carried out lots of projects in our country including but not limited to the following: Yearly Tree planting exercises, monthly cleanup exercises in different cities of the country, and environmental awareness." (Man from Liberia)

"I vote for environmentalists and politicians who understand the responsibility for the climate." (Woman from Brazil)

"I have taken many courses online and I'm a member of two working groups at YOUNGO. I have written an article on climate change, and I have carried out numerous grassroots sensitization campaigns on environmental protection and on nature-based solutions to combating climate change." (Man from Cameroon)

"I am working in an environmental NGO - We Grow Forest Foundation in Thiruvananthapuram (Kerala). Here we are organizing many tree-planting drives including schools, colleges, and in many vacant places. I think tree plantings are one of the solutions for combatting climate change and our main aim is to make Trivandrum a carbon-neutral capital city." (Woman from India)

"I am a graduate of Environmental sciences and now working as a teacher. I am always trying my best to teach students about environment and give awareness among students. I am taking participation in workshops, seminars, and sessions to educate myself further about environmental challenges and solutions. I am also educating my rural community to use resources efficiently and do plantations, and build small ponds, and dams to recharge our groundwater tables. We are working with volunteers to clean our streets and roads. (Man from Pakistan)

I started an organization of youth people to train school children in environmental management and climate change adaptation and mitigation." (Man from Sierra Leone)

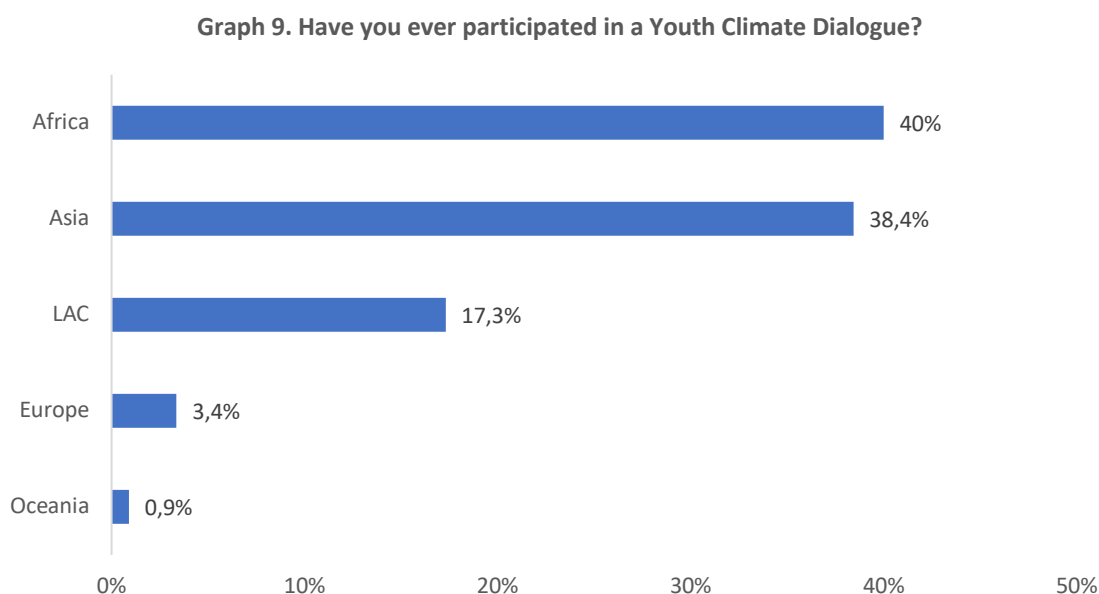
"Working with rural communities in a traditional setting to conduct climate action solutions of protecting the ecosystem by training rural farmers on nature-based solutions of ecosystem-based adaptation to prevent ecosystem damage, in Uganda agriculture is the most contributor to climate change. I have trained women groups to add value to agricultural commodities like cassava, clean energy stove making, and fuel briquettes making, linking youth to innovative financing of their climate action. I have trained over 1'200 members in 40 women groups." (Man from Uganda)

"I am running my NGO Exploring Womanhood Foundation through which we take workshops on eco-friendly living. We are highly supporting the forest department and especially woman rangers who are daily working for the conservation of natural resources." (Woman from India)

"In 2014, I founded an environmental management-centric organization called the Green Acre Initiative-Gai. Since its establishment, the organization has been involved in climate change management initiatives like environmental education, tree planting, and management, waste management." (Man from Malawi)

5. YOUTH CLIMATE DIALOGUE

Young people are not aware of the Youth Climate Dialogue. UN CC:Learn has developed an initiative to engage students from different countries to discuss their perceptions on climate change through an online video conference platform. This project called Youth Climate Dialogue (YCD) has been active since 2015 and has engaged more than a thousand students from twenty-six countries. Although this initiative has been promoting climate dialogues among young groups worldwide, the survey has revealed that 73% of respondents have never participated in such an event. On the other hand, 27% of respondents have already attended at least one dialogue, of which 40% of them came from Africa, 38% from Asia, and 17% from Latin America and the Caribbean (graph 9).



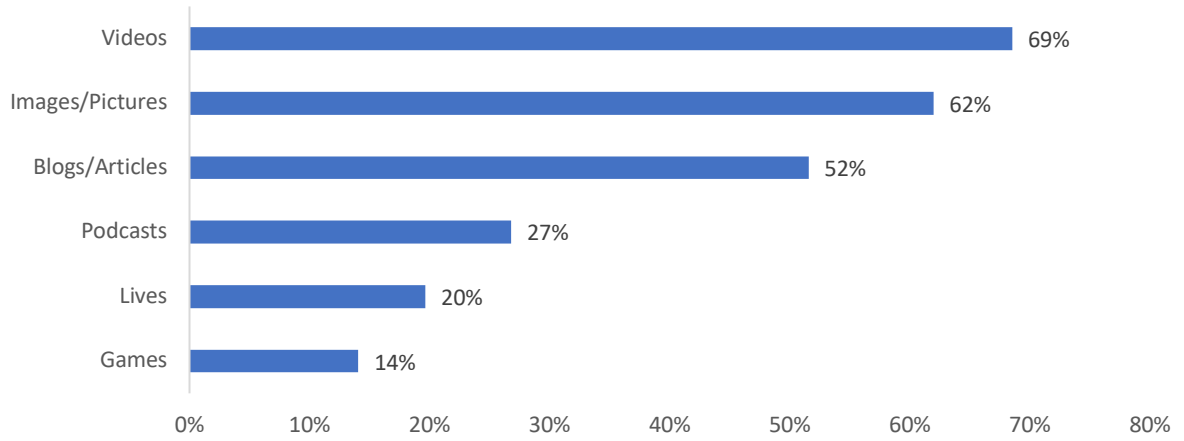
In addition, youth respondents from Africa and Asia are those most interested in taking part in a Youth Climate Dialogue.

6. SOCIAL MEDIA

Youth respondents are interested in consuming videos and tailored content on social media. Of all respondents, 52% of them do not follow UN CC:Learn on social media. More than half of respondents would prefer to receive content on social media in video format (69%), image (62%), and/or through articles (52%). They are less interested in podcasts (27%), live sessions (20%), and games (14%). In terms of communication and language style, 77% of youth are interested in receiving informative content on social media and less interested in consuming informal content (32%). In addition, the top three social media

platforms most used by respondents are Facebook (64%), Instagram (63%), and YouTube (61%).

Graph 10. In which format do you prefer to receive content on social media to get up-to-speed on things?



RECOMMENDATIONS

- 1.** Young people understand the importance and the need to learn about climate change at an early stage in schools and universities. Therefore, it is necessary that teachers are equipped with the necessary knowledge and skills to teach climate change in the classroom. Even more, it needs the endorsement of schools and university directors to streamline climate change as a cross-cutting topic among the several subjects taught at schools.
- 2.** The pandemic has established new ways of engaging with each other to reduce distance and since then many events have been taking place in an online format. Although online platforms have been key to promoting intercultural connections, young people also value the advantages that in-person exchanges can have in advancing their knowledge and skills on climate change. Hence, hybrid format has been considered preferential to attending learning events.
- 3.** More than half of the survey respondents are part of the UN CC:Learn alumni. However, 73% of the respondents are not aware of the Youth Climate Dialogue (YCD) but are interested in taking part in it in the future. Although the YCD was developed to take place in collaboration with a mentor/teacher, UN CC:Learn may consider new ways of engaging with young people to develop their own dialogue spaces.
- 4.** Social media networks are indispensable not only for promoting activities but also for communicating a clear and concise message efficiently and widely. Young people are increasingly looking at platforms such as Facebook, Instagram, and YouTube, especially at home, to keep up to date on climate change issues. Their preference in terms of content creation is in video or image format to convey the message in an informative manner.
- 5.** Young people are interested in consuming content that shows them how it is possible to take climate action, as well as examples of how to adapt to and mitigate the effects of climate change, which are tailored to their realities. Simplified language and real examples of climate action from the ground should be the way to go when creating content on social media channels.

