

Nov 2020 Cambridge Carbon Literacy Impact Report

In short (April - Nov 2020):

- Facebook (Since April 2020)
 - ◆ Likes: 94
 - ◆ Reach: 5060
 - ◆ Engagements: 370
- Cambridge Students Trained (inc. 'Student Trainers') : 48
- Cambridge Students Certified (inc. 'Student Trainers') : 44
- Predicted well over 40t CO₂e/yr saved
- 81% students said they had learnt a lot about the climate emergency
- 88% students were likely to recommend Cambridge Carbon Literacy to others
- 94% wanted to continue to hear from the Cambridge Carbon Literacy Project following certification

Cambridge Carbon Literacy

The Cambridge Carbon Literacy Project is a subgroup of the Cambridge Hub, kindly sponsored by Cambridge Zero, which is focused on delivering the free-to-access Carbon Literacy for Higher Education course, co-developed by Manchester Metropolitan and funded by The Department for Business, Energy and Industrial Strategy (BEIS) via The Greater Manchester Combined Authority (GMCA). The Carbon Literacy Project is a not-for-profit charity responsible for the creation, coordination and delivery of the Carbon Literacy training. In Cambridge, a select group of 10 students were trained by Manchester Metropolitan University over 4 webinars and self-study modules to deliver the Higher Education toolkit at the University. Following completion of this training, these 'Student Trainers' ran two sets of training at the end of Michaelmas Term.

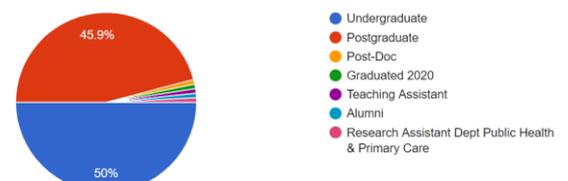
'Student Trainers'

On 29th March 2020, a Google form was publicised for 'Student Trainers' to apply. Successful applicants would then receive training from Manchester Metropolitan to then be able to deliver the course to other Cambridge Students (Reach: 745, engagements: 81) . We had 30 sign-ups to this, of which 12 students were selected in total based on their application and enthusiasm. This decreased to 10 at the start of term due to drop-outs. Following our training, we discussed as a group how we would deliver it in Cambridge. We settled for:

- Two 2.5h webinar sessions covering modules 1-2 then 3-5 respectively.
- Split the workbook in half to compliment this.

As all trainers wanted to be involved, we decided to adjust some of the exercises to make greater use of the breakout room function in Zoom to allow all trainers a chance to talk. We decided on the following dates for sessions 1 and 2:

1. 18th or 19th November 16:00 - 18:30
2. 23rd or 24th November 16:00 - 18:30



General sign up

We created a google form for people to sign up, and advertised on: Social media (Cambridge Carbon Literacy, Cambridge Hub, College Facebook - Reach: 3405, engagements: 217), College Newsletters and Hub Newsletters. Unfortunately we didn't manage to make Greenlines even though we sent in multiple advert requests ahead of time. We kept the application short as we weren't sure how many people would apply, and kept it open for just under 3 weeks. In total we had 122 people apply for the course this term! This was far more than any of us expected, and over 5x the number we were planning to train for this term.

We had a fairly even split between Postgraduate and Undergraduate signups. People that signed up generally were fairly engaged with general climate issues, with 51% being either engaged or very engaged. Interestingly, much fewer people (12%) said they felt so engaged in local issues in Cambridge. There was a good spread of reasons for people wanting to apply to Carbon Literacy, with the main ones being to 'Feel more confident discussing climate issues' (91.8%) and 'Learn how to make a positive change at the university' (68%).

Given we had not planned for so many applicants, we decided the fairest way to do it, was to randomly select 20 applicants for each webinar date, ensuring we had a range of engagement from 1-5 on the scale. We did this to try and see whether the course is more useful for people less engaged, or people already highly engaged.

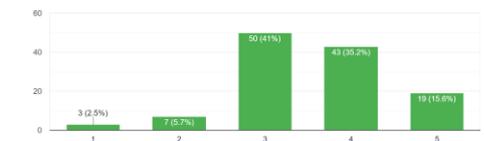
In total we emailed out 40 applicants to ask if they would like to take up their places, and emailed the unsuccessful applicants, telling them they would be put on a priority list for next term's sessions.

Overall Participation

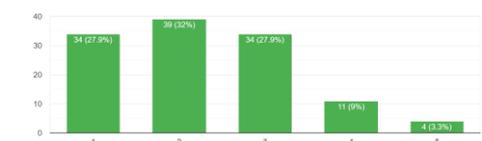
Of the 40 applicants, 2 dropped out for personal reasons and didn't attend both the two webinars, but registered their interest for next term.

Following the webinars, we asked participants to fill in a wrap up survey, email their self-study booklet and complete their individual and group pledge which would be verified by the Carbon Literacy Project to give them their certificate. Of the 38 participants that attended both webinars, we received pledges and feedback from 34 of them, and therefore 34 students were recommended for a certificate. There was a 24:9 split of female to male, and a range of ages from 18-33.

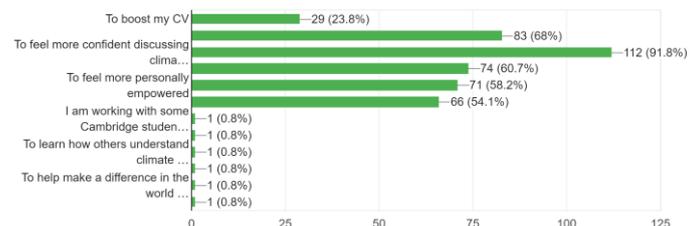
How engaged with climate issues would you say you are?
122 responses



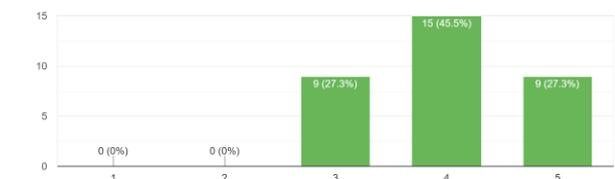
How engaged in the university are you with climate issues?
122 responses



Why would you like to become Carbon Literate?
122 responses



Overall, how much have you learnt from this Carbon Literacy Course?
33 responses



How much do you now feel you know about the climate emergency?
33 responses



From the feedback, we framed all questions as ‘compared to before the course’, and got participants to rank from 1-5 how much they felt taking the course had improved their knowledge and confidence on certain issues.

100% of participants said they had learnt at least a fair amount having taken the course, with 73% saying they learnt a lot from the course in general, and 81% saying they had learnt a lot specifically about the climate emergency (4 or 5). 100% of participants had learnt at least a fair amount about sustainability in the University and Cambridgeshire, with 94% saying they had learnt a lot compared to before the course.

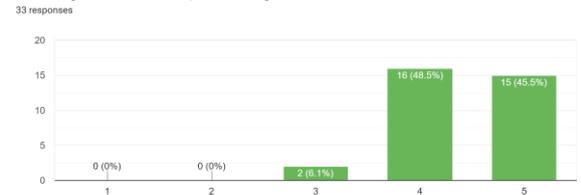
On a personal level, 88% of participants felt at least a lot more confident identifying ways in which they can reduce their own personal carbon footprint (4-5). 79% participants felt at least a lot more confident discussing climate issues in a more relaxed context (e.g. with friends and family). Perhaps where we can improve is helping participants feel more confident discussing in a professional context, as only 69% said they felt a lot more confident. Similarly, only 55% said they felt more confident identifying the carbon footprint of a future job. This was something that was covered in the handbook but not really touched on by us in the seminars so we will try and incorporate this in next term.

Pledges

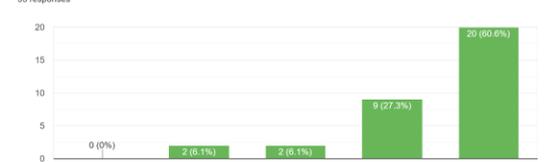
As part of the certification process, every participant must make an individual and group pledge. We stressed that they must be something new and something that makes a significant impact on your footprint and handprint respectively.

Word cloud from the individual pledges:

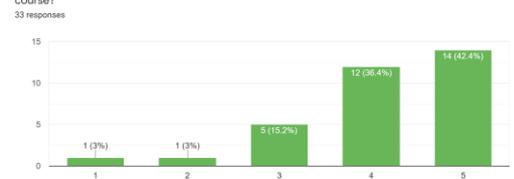
How much do you now feel you know about attempts to tackle the climate emergency locally (Cambridgeshire and University of Cambridge)



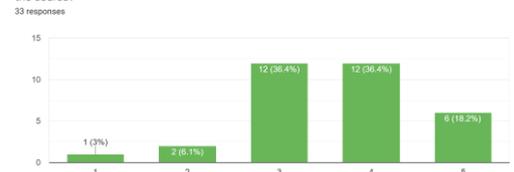
How confident do you now feel identifying actions that will reduce your personal carbon emissions



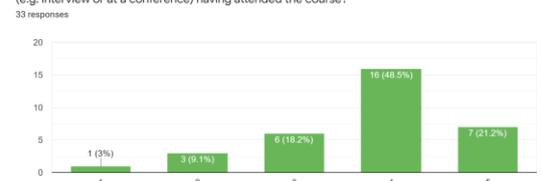
Do you feel more confident discussing climate issues with friends and family having attended the course?



Do you feel more confident identifying the carbon footprint of a future job having attended the course?



Do you think you would feel more confident discussing climate issues in a professional context (e.g. interview or at a conference) having attended the course?



The savings appear very significant. At the very least, >18.5t CO₂e/yr across the cohort for the individual pledges and >20t CO₂e/yr the group pledges. We realise we should maybe provide more direction in these estimations during the self-study or lectures as we had quite a few additional emails after asking about this calculation. Having seen the breadth and depth of pledges, we feel confident that these calculations are actually significant underestimates.

Handbook Feedback

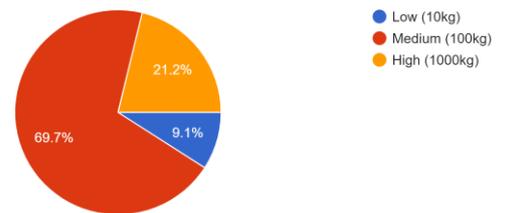
All participants were asked to complete a self-study booklet that complements the webinars. The booklet was provided as part of the BEIS toolkit, and we adapted it to include Cambridge-specific material as well as add a couple of extra videos. We also added a range of text-boxes where open ended questions were given, and from anecdotal participant feedback they really appreciated this, as it gave them a permanent record of their thoughts.

Overall, the workbook was very well received, with 79% of participants finding it either good or very good. Some feedback suggested it may be a little too long, and we can look at condensing some of the exercises for next time. Around 60% participants thought the activities were engaging or very engaging. However 40% did not, and we had a couple of specific comments on how repetitive the booklet could be sometimes. Therefore we will look to try and alter the format of the exercises from just writing in boxes.

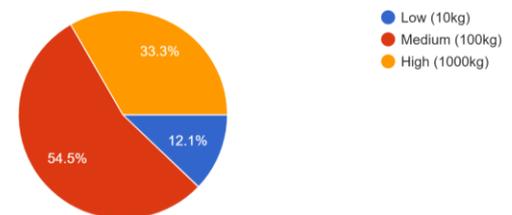
Written comments:

- *Repetitive nature of some of the exercises*
 - We will try and change some of the question responses
- *There were some typos/formatting errors*

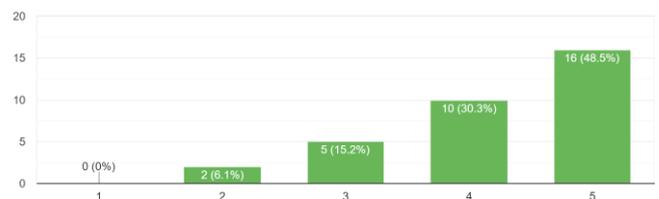
Please estimate personal CO₂ saving in kilogrammes per year
33 responses



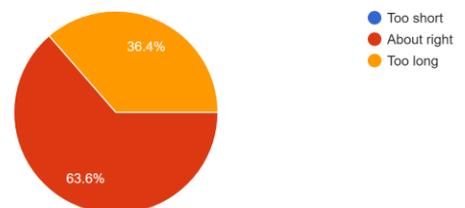
Please estimate group CO₂ saving in kilogrammes per year
33 responses



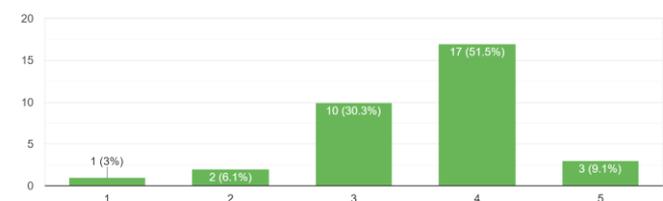
Overall how useful did you find the self-study book?
33 responses



The length and number of activities in the booklet were...
33 responses



The activities in the booklet were...
33 responses



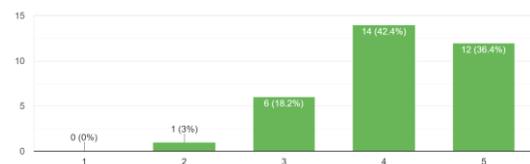
- As the booklet was altered in only around a week from seeing it to distributing it, we will rework this over the Christmas break for next year.
- *Could we include some of the seminar graphs in the booklet for future reference and also having more time between webinar 1 and 2 to complete the required tasks*
 - We will try and space them apart by at least a week next term.
- *WWF footprint calculator does not give a breakdown*
 - We need to look into this and potentially offer a second website as this seemed a common problem.

Webinar 1 Feedback

Webinar 1 covered the first 2 modules: The science of climate change and carbon footprints. We planned to cover module 3: A Zero Carbon Future too, however we decided to move that to webinar 2 due to time constraints. The webinar used mainly the slides from the BEIS toolkit, but we also added in some extra Cambridge-specific slides, as well as some additional slides on climate justice and explanation slides for food-based footprints.

Webinar 1 was very well received with 79% either saying it was good or very good, and the same percentage saying they felt engaged or very engaged. 75% participants said the webinar was just about the right length with 25% saying too long. 91% participants said the balance between lecture and discussion-based content was about right

Overall how did you find webinar 1?
33 responses



Overall how interactive and engaged did you feel in webinar 1?
33 responses



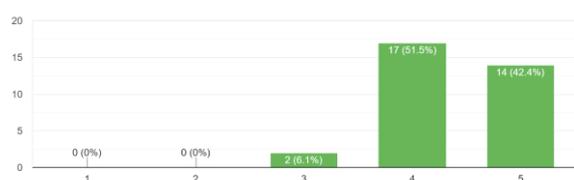
Written comments:

- *Number of closed factual answers in the discussions compared to webinar 2*
 - This webinar is more factual, but will maybe discuss with trainers more suggestions on how to get discussions going on the topics
- *Trainer chemistry in breakout rooms not always the same*
 - Might suggest to read guidelines on discussions / information for supervisors

Webinar 2 Feedback

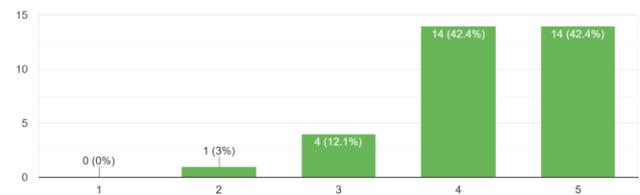
Webinar 2 covered the final 3 modules: a zero carbon future, communicating the climate crisis and taking action. Again, the webinar slides were mainly based on those of the BEIS material however we added some explanation slides and adapted some of the activities. For example, we discussed a zero carbon future in the context of describing ‘a day in the life of a Cambridge resident in 2050’, and the taking action activities as a role play.

Overall how did you find webinar 2?
33 responses



From the feedback, it seemed as though webinar 2 was even more successful than webinar 1, and this may owe to the more discussion-based topics, and greater use of breakout rooms. 94% participants thought it was either good or very good, with 85% feeling either engaged or very engaged. 88% thought that the webinar was about right in both length and the balance of breakout rooms vs lecture.

Overall how interactive and engaged did you feel in webinar 2?
33 responses



Written comments:

- All positive - comments about how useful the action-oriented content was.

General Comments about the Course

- Many positive comments thanking the trainers and everyone that has helped put the course together
- *At the end of term so very busy, therefore difficult to dedicate as much time*
 - We will try and run a session at the start of Lent term
- *Didn't feel they fully engaged in the programme, so need a stricter charter*
 - Difficult to enforce as just as student run society
 - We don't want to get pushy about it
- *Lack of diversity in the breakout rooms and potential unconscious bias from trainers*
 - We didn't ask for ethnicity or gender during the sign-up process - will discuss this with the Hub for next sign-up
 - Students were randomly selected this time for fairness so hopefully we can address this next term
 - Will also talk to trainers and remind them of being respectful to all and making sure they let everyone speak
- *The 2.5h run time put off some of their friends, but they said it absolutely flew by and would recommend highly*
 - 2.5h is a bit long we agree
 - But want to balance getting through the content with the trainers work/life balance
 - Also the more sessions, the more opportunities to miss/forget on the participants part
 - Maybe with more trainers it would be possible to break down into shorter sessions
- *They really hope the training can become accessible to as wider range of people as possible as they found it so useful*
- *"The booklet, and a lot of the webinars were quite triggering for people with eating disorders. For example, there was a heavy emphasis on reducing 'unhealthy' foods and framing food in a very negative way/a way that can encourage orthorexia tendencies to cut out processed foods, dairy etc. I think a trigger warning, changing of some language and providing information to trainers might be helpful so that the impact of food can be considered without encouraging people to demonize high calorie 'junk' foods or create shame around eating. The mental health of climate guilt was addressed well in the webinar so it was clearly all well-intentioned but I just thought I'd raise it because as someone who has just*

The results are very interesting and something we'd love to share (anonymously) with anyone interested.

We left a final section for any comments participants would like us to forward to Cambridge Zero:

- *Great initiative. Please do many more*
- *As far as I am aware, it is not currently a requirement for Departments/affiliated Institutions to have a green committee and related policy, but I definitely think it should be. I don't know if this is within Cambridge Zero's remit, but it's definitely something they should be working towards.*
- *You should try to organise weekly challenges in which you ask people to adopt a green habit for one week and see how good people can be (for example: don't use the tumble dryer, make your own washing liquid, reduce your food waste by eating all part of vegetables, etc.)*
- *Just the frustration that the University is making great policy changes and pledges to improve, but the colleges are not equally involved or obligated to do the same - if there was a way they could be jointly responsible and the colleges be equally involved e.g. in divestment and beyond, this would no doubt have a great impact.*
- *This may already be in the pipeline (and I don't know how the collegiate system works) but getting colleges to have Meat Free Mondays would be really good. These don't have to be every Monday and could start as one or two a term and increase from there. Subtly adding it to the schedule and slowly increasing the frequency can have great effect.*
- *Cambridge zero made a podcast this summer, but the last episode was a couple of months ago. Are there plans to do any more?*

Costing

Item	Number	Individual cost	Total cost
BEIS Material	1	£0	£0
Initial training from certified instructor	4x1.5hr sessions	£600	£600
Certificates for future student participates	Mich – 34	£10	£330
Total			£930



We originally asked for £1800, so this leaves us £870 (or 87 individual certificates) left for the rest of the year.

Thanks!

A massive thank you to everyone at the Carbon Literacy Project, particularly Helen Filby and Chloe Andrews for all their help and advice setting the project up,

To Jane Mork and Rachel Dunk at Manchester Metropolitan University for providing the Student Trainers with the training for the BEIS toolkit, and also for all their help and guidance along the way too,

To the Cambridge Hub and Committee, particularly Susana and Isobel for providing us with the platform to run the sessions from,

To Cambridge Zero, and particularly Amy Munro-Faure, for the financial backing and also logistical help,

To all the Cambridge Student Trainers: Amog, Artemas, Kirsty, Verner, Yulim, Valeria, Freya, Hassan and Kieran, as well as all those students that took part!