

The Carbon Literacy Project



# Marking Guide



V2



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# 1. Background

The Carbon Literacy Project aims to offer everyone who lives, works, and studies, a day's worth of Carbon Literacy learning.

Of participants who apply for certification, more than 90% become Carbon Literate at the first attempt. However, we're not always able to pass learners, because sometimes the evidence provided just isn't strong or compelling enough. Remember - all we see to assess whether or not an individual is Carbon Literate is the evidence that is submitted on their behalf.

With this in mind, we want to provide some insight into what we look for when assessing evidence. This is in order to both help you make sure that your participants make the most of their opportunity to submit evidence that best displays their level of Carbon Literacy, and to maximise our ability to confer Carbon Literacy certification upon them.

These forms are an **individual assessment** of Carbon Literacy, and so any group work between learners must be communicated in the learner's own words. If forms are incomplete, or you can't read or understand what a participant means, we probably won't be able to either.

It is very advisable to block out some time at the end of the final session for learners to at least start completing their evidence forms. It's beneficial because that's when things are freshest in their mind, and they will be feeling most inspired and motivated to take action, and having protected time to get their thoughts down is always best practice. This can be done with training both 'in the room' and distance delivered online, via printed-out forms, or preferably (for most groups) links to word documents or online forms sent before the session, that can be submitted easily online to us. It may save you time and certification budget to scan through forms 'in the room' (in person or virtual) as they are completed, or before you submit them to the Project, so that candidates have a chance to make up any obvious shortcomings. It is sensible practice, and benefits all concerned, to simply choose not to submit forms or evidence that is self-evidently very likely to fail.

# The Basics

There are several things we look for in an evidence form for it to be successful. All sections must be completed, and handwritten forms must be legible.

We also need learners to provide enough information for us to be able to review their form effectively – if a learner has not engaged fully with the form, it is unlikely that we will be able to certify them.

**Context is key.** If there are any contextual circumstances that you think we should be aware of, please let us know when you send in your cohort's evidence forms. Learners are also encouraged to use the context boxes provided on the form if they think there is anything else we should take into consideration when reviewing the application. All information provided is confidential and will not be shared outside of The Carbon Literacy Project without the learner's permission. For more details, please see our [Privacy Notice](#).

All evidence forms are unique, and while we aim to maintain consistency across the team when reviewing evidence, discrepancies in decisions may occur. If you have any queries about a learner's result, please don't hesitate to raise them directly with our certification team.

## The Participant Details & Evidence Form

### Individual Action

Individual Action refers to 'individual agency' – an action that someone can take without needing the help or permission of another. Sometimes it can be misinterpreted to mean that it should be a personal action 'at home' and only the group action takes place 'at work' - this is not correct.

### Group Action

Group Action refers to an action which the learner can only implement with collaboration from others. This could be with family, friends or colleagues (depending on the context the training has been delivered in) and aims to implement a larger project within the learner's sphere of influence.

Your Action	
Following your Carbon Literacy training...	
<b>What new action(s) will you be committing to?</b>	<i>One or two sentences outlining what changes the learner intends to make following completion of their training.</i>
<b>What greenhouse gas(es) will this reduce?</b>	<i>List the greenhouse gases which the action will directly or indirectly reduce</i>
<b>How will this action reduce the above greenhouse gas(es)?</b>	<i>Linking to the climate science, how will the action reduce these GHGs? Learners are encouraged to think about the processes involved and how those processes will be mitigated by their new action.</i>
<b>Why is this change significant?</b>	<i>The significance in this question can apply to the learner themselves, the wider group, or even society as a whole. Why are the changes they're making important and what wider effects will they have. This can include co-benefits relating to the previously mentioned GHG reduction. Learners are also encouraged to use this section to provide any wider context which will support the action.</i>

**Learners can sometimes misinterpret the questions provided on the form. Above is a brief explanation of what each section is asking of the learner.**

# Varying Circumstances

We understand that individuals undertaking Carbon Literacy training have varying levels of educational attainment, literacy, numeracy, cultural familiarity, and physical and mental ability.

Therefore, the personal details supplied on and with evidence forms help us in assessing the significance of an action in relation to that individual.

If you feel that there are varying factors that affect candidates whose evidence you are submitting, or there is extra information that it would be useful for us to know about, please provide this information in the **Notes section of the Certificate Request Form**. Such extra information might include further information about the learner and their specific circumstances or needs, or further detail about their actions which was perhaps discussed or spoken about with you or their group, but which wasn't recorded in their submitted evidence.

In addition, learners are provided with an Extra Information box on the evidence form (see below). If there is anything that the learner wishes us to take into consideration while reviewing their application, they should provide it here. Please make learners aware of this box, as it provides us with a better understanding of the reasons behind their actions.

<b>Do you have a disability of any kind, for example, physical, learning, sensory or mental health condition?</b>	<b>Yes</b>	<b>X</b>	<b>No</b>		<b>Prefer not to disclose</b>	
<i>Extra Information (optional): Use the space below to write anything that our certification team should be aware of when processing your application:</i>						

# 2. The Big Picture

On occasions, where we feel that a learner has probably understood the training and is motivated to take action but perhaps has not communicated this to the best of their ability, we return to look more closely at this answer to help us decide whether or not they are Carbon Literate.

The depth of understanding expressed in this answer gives us a very good guide to how much the learner understands the scale of the challenge and the level of action necessary to address it, and therefore how Carbon Literate they actually are.

As indicated on the form, this question can be answered in a way that the learner can best express what they have learnt during their Carbon Literacy course. The more sectors of society the learner can talk about here, the more they demonstrate their Carbon Literacy to us.

We're looking for the learner to illustrate **as wide of an understanding as they can**. The learner's response could include, but is not limited to: Energy, Transport, Food, Government Policy, Built Environment.

## 1. The Big Picture

**What do you think are the most important changes we need to make as a society to reach zero carbon? Please write in first person.**

- Your answer to this question will demonstrate your overall understanding of the climate crisis.
  - You can write, draw, annotate diagrams, or use bullet points.
  - Recommended word count (if writing): 100-200 words.
- 
- We need to move away from relying on fossil fuels to produce our energy and massively invest into renewable energies.
  - Changes to transport - we need public transport to be better, the train system is so poor in the UK it forces people to choose their car. If we can get public transport to be better (and fueled through renewables) this will reduce one of the largest polluters in the UK. Additionally, reduce the number of flights we take and introduce a tax on flights.
  - Change in our diet - We need to reduce the amount of meat, fish, and dairy we consume, Beef and Lamb especially. Not only all the energy to produce the feed, the land the animals live on but also the methane they produce directly. Additionally, look to reduce as much food waste as possible.
  - Government - use our powers to vote for those who are going to make a difference and care for the future of the planet.
  - Buildings - better building practices, build homes that can sustain themselves, solar panels and heat pumps, no gas.
  - Consumption – reduce what we buy in terms of technology, fashion etc. Buy better quality longer lasting products, rather than buying cheap products that don't last.

# 3. New Action

Learners must commit to a new action, not continue to do something that they are already doing.

Continuing with 'business-as-usual' will not help us to reach our global climate targets. We need everyone to be innovative and bold in planning their actions to have a meaningful impact.

**✘ Unsuccessful Submissions:** Both action (individual & group) examples below say they're going to continue with an action (and don't share any new actions they'll take).

2. Your Individual Action	
Following your Carbon Literacy training...	
What new action(s) will you be committing to?	Cars produce GHG's such as CO2 and N2O which contribute to climate change. I walk to school so will keep doing this and not use cars.
3. Your Group Action	
Following your Carbon Literacy training...	
What new action(s) will you be committing to in a group setting?  If you cannot work directly with others, please think of an action that involves people in another way.	I will continue consultations and brainstorming to learn new hacks that can reduce GH emissions.

**✔ Successful Submissions:** Both action (individual & group) examples below clearly state new actions they'll take as a result of their training (note that the first learner builds a new action upon one that they were already taking).

2. Your Individual Action	
Following your Carbon Literacy training...	
What new action(s) will you be committing to?	I already walk to school to reduce emissions, but I will further this action by starting a walk-to-school club, persuading my peers to join me, and indirectly preventing more GHG emissions.
3. Your Group Action	
Following your Carbon Literacy training...	
What new action(s) will you be committing to in a group setting?  If you cannot work directly with others, please think of an action that involves people in another way.	As a result of my Carbon Literacy training, I am committing to spearheading initiatives that encourage sustainable practices within my workplace and local community. These initiatives will include organising workshops on reducing carbon footprints, retrofitting, and implementing renewable energy systems.

# 4. Actions are Significant

The learner makes a meaningful contribution to reducing their own, their organisation's, or a product's emissions, allowing for the candidate's level of personal agency to be **maximised**.

Committing to do something that most people would, or should already be doing (e.g. recycling, turning lights off, reducing paper use) indicates that the candidate is probably not Carbon Literate, unless they can evidence that this will have a very large carbon saving, or be of considerable significance to the individual due to their circumstances.

**✘ Unsuccessful Submissions:** These actions are unlikely to lead to great carbon savings, and explanations have not been fully developed. They are also actions that individuals should already be taking. The training should enable learners to develop more impactful actions.

## 2. Your Individual Action

### Following your Carbon Literacy training...

**What new action(s) will you be committing to?**

Minimise the use of paper by printing on both sides and utilising scrap paper for draft printings.

**Why is this change significant?**

By using less paper, less trees will be felled and less carbon produced from not using copier.

## 2. Your Individual Action

### Following your Carbon Literacy training...

**What new action(s) will you be committing to?**

Switch off my appliances in standby mode and ensure lights are turned off. Around £60 a year can be saved by remembering to turn off the standby appliances and around £25 a year for turning lights off.

**Why is this change significant?**

Ensuring I turn the lights off and all the appliances for laptop, computer, radio etc – not leaving in standby mode. Will reduce my energy bills.

## 2. Your Individual Action

### Following your Carbon Literacy training...

**What new action(s) will you be committing to?**

As an individual, I am going to commit to reducing my shower times to lesser amounts like 5 minutes

**Why is this change significant?**

I have chosen this activity as I thoroughly enjoy taking showers regularly, as much as 7 a week (once per day), and at times I realise that I spend unnecessary amounts of time in the shower, because of becoming distracted as I often listen to music while I shower.

- ✓ **Successful Submissions:** Large carbon impact. Despite committing to a paper-reduction action, this learner has provided the wider context of how much paper is currently used, illustrating its significance.

2. Your Individual Action	
Following your Carbon Literacy training...	
<b>What new action(s) will you be committing to?</b>	Reduce the amount of printed marketing collateral we use. A way in which we can reduce printing materials is to use QR codes instead, which can direct people to find the information online.
<b>Why is this change significant?</b>	Currently, we are consistently creating and printing lots of new materials, I would now like to focus on re-using what we have in order to help reduce our carbon footprint. If we do need to print marketing materials, I want to consider how we can get longevity from them prior to going to print. By using QR codes, information is still readily available without the emissions associated with paper.

- ✓ **Successful Submissions:** Significant to the individual.

2. Your Individual Action	
Following your Carbon Literacy training...	
<b>What new action(s) will you be committing to?</b>	I am committed to reducing my paper use by finding a way to make the functions of MS Office work for me – this could be through using OneNote or Word more effectively, or ensuring I am fully competent in using the editing tools in Office.
<b>Why is this change significant?</b>	I routinely print documents off when I am reviewing them, as I find reading/editing on paper considerably easier than on a screen. I also have to make notes for meetings because of cognitive issues I suffer with relating to a disability, so I go through a lot of paper. Finding better ways of taking notes which uses less paper will significantly reduce my carbon footprint

# 5. Low, Medium, High

The learner must demonstrate an understanding of the **impact of their action**.

If an individual commits to a high-impact action but offers no explanation of why it is of high-impact,, this is less likely to pass than an individual that pledges a low-impact action but knows it is a low-impact action, can explain why, and why they are choosing to commit to that vs a higher impact action. This criterion is about demonstrating Carbon Literacy, not carbon impact.

**✘ Unsuccessful Submissions:** It is clear that this action will have only a low impact on saving greenhouse gases.

2. Your Individual Action	
Following your Carbon Literacy training...	
What new action(s) will you be committing to?	I only live 10 minutes away from my work. I'm going to start cycling to work 1 day per month.

Estimated CO2e saving per year (kg)	Low (10s)	Medium (100s)	High (1000s)	X

**✔ Successful Submissions:** Although this might be a hard action to estimate the carbon savings for, a medium estimate makes sense for this action.

3. Your Group Action	
Following your Carbon Literacy training...	
What new action(s) will you be committing to in a group setting?  If you cannot work directly with others, please think of an action that involves people in another way.	I'm going to bring up implementing a cycle-to-work scheme at the next team meeting. If the facilities are better and people have affordable access to bikes, it makes it easier and improves access to cycling meaning that, hopefully, less people will choose to travel by car. This might not directly reduce emissions by a lot, but it could influence others and indirectly lead to their GHG reductions.

Estimated CO2e saving per year (kg)	Low (10s)	Medium (100s)	X	High (1000s)

# 6. Out of Context

Actions are expected to be taken within the context in which the Carbon Literacy training takes place.

If the training is delivered within the **context of a workplace**, actions should, wherever possible, be delivered within that same context, sector, or workplace. If an individual really feels they have no agency or can't make any meaningful impact in their role or that they could make far more of an impact in their personal life, they will need to clearly explain this in the context box provided.

Within the workplace in particular, this approach avoids the risk of an individual committing to an action that can't be supported, monitored or followed up within that organisation, and therefore forming part of that organisation's **low-carbon cultural shift**.

Carbon Literacy courses are written and customised to address the specific context and needs of their audience. In training, case studies and examples of action are purposely chosen to inspire ideas and actions in that context. For example, a course catered towards healthcare workers would not be suitable for individuals working in the automotive industry.

When an organisation or community has invested in Carbon Literacy training, it is only right that that organisation or community receives more of the **carbon and financial benefits of that training**.

For training that has taken place in a workplace setting, it is expected that learners will commit both their actions within that context, wherever possible. Depending on the circumstances of the learner, their position and opportunity, influence, and their explanation, one out-of-context action may be accepted, but at least one action must be workplace-based in order to gain certification.

- ✓ **Successful Submissions:** This example is from a Community training context, and so the learner's plan to work with the community centre is a good action for this context.

3. Your Group Action	
Following your Carbon Literacy training...	
<b>What new action(s) will you be committing to in a group setting?</b> <b>If you cannot work directly with others, please think of an action that involves people in another way.</b>	1/ I will speak to the community centre staff about installing solar panels on the community hall thus generating clean, renewable energy and help reduce carbon emissions. It will be a positive example of sustainability within the local community as well as demonstrating a commitment to protect the environment.  2/ I will also advocate to replace the oil community hall boiler with electric heaters.

When individuals have attended CL training as part/on behalf of their work, we expect to see work-based actions. If you feel unable to do this, or feel you can have a bigger impact in a different area of life, please provide a brief explanation to let our certification team know why:

Now retired, but with using my time, skills, enthusiasm, and now the knowledge obtained through CL training it will enable many opportunities within the wider voluntary community sector I am involved with I will be able to communicate and share the facts but importantly the benefits which the Carbon Literacy training has provided.

- ✓ **Successful Submissions:** This is an example of what we do want to see. This action is relevant to the workplace setting, as we would expect to see following workplace-based training.

2. Your Individual Action	
Following your Carbon Literacy training...	
<p><b>What new action(s) will you be committing to?</b></p>	<p>In my role there is a big demand for regional and global travel as I have teams in multiple locations. Following the course I plan to reduce short haul air travel by two flights per year, insisting that these are held remotely and via teams. Whilst F2F contact and communications is essential to the successful running of our business I believe this change is achievable and significant.</p>

- ✓ **Successful Submissions:** In this instance, the learner has provided an explanation as to why they feel unable to commit to a workplace-based action.

2. Your Individual Action	
Following your Carbon Literacy training...	
<p><b>What new action(s) will you be committing to?</b></p>	<p>I will be making a change in food buying and eating habits. I am pledging to buy Meat, Dairy and other foods from local providers and that has been sourced locally.</p>

When individuals have attended CL training as part/on behalf of their work, we expect to see work-based actions. If you feel unable to do this, or feel you can have a bigger impact in a different area of life, please provide a brief explanation to let our certification team know why:

<p>In my administrative role, I don't have a large amount of control over things that can make a big difference in the office or at our shows. Instead, I believe I can make a larger difference by changing my personal habits at home.</p>
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- ✓ **Successful Submissions:** This example is from an education training context and so the action to raise awareness with a poster within the school is a great idea for this context, but wouldn't necessarily be applicable to the workplace.

3. Your Group Action	
Following your Carbon Literacy training...	
<p><b>What new action(s) will you be committing to in a group setting?</b></p> <p><b>If you cannot work directly with others, please think of an action that involves people in another way.</b></p>	<p>Creating a poster with useful tips on how people can reduce their carbon footprint and energy usage. This will be sent to parents of college students by email from the principal and shared on social media. Parents will be encouraged to be more sustainable, and also to share the advice with others.</p>

# 7. Seniority

Different roles within an organisation allow for **varying levels of impact**.

We expect to see learners in more senior roles committing to more significant actions than those in less senior roles. Managers and Directors would be expected to have more influence over policy in the company, and as such, their actions should lead to **larger, company-wide carbon savings**.

If an individual feels they have less agency than their job title suggests, they should make this clear in the context box provided on the **Evidence Form**.

**✗ Unsuccessful Submissions:** It is clear that this action will have only a low impact on saving greenhouse gases.

3. Your Group Action	
Following your Carbon Literacy training...	
<p><b>What new action(s) will you be committing to in a group setting?</b></p> <p><b>If you cannot work directly with others, please think of an action that involves people in another way.</b></p>	<p>As a group we will commit to two meat free days per week. One of which should be on a day we are in the office for monitoring!</p>

**✓ Successful Submissions:** These learners have committed to workplace-based actions which reflect the agency of their role.

2. Your Individual Action	
Following your Carbon Literacy training...	
<p><b>What new action(s) will you be committing to?</b></p>	<p>My role at the council is managing some of the council's assets this includes amenity green spaces, public conveniences and streetlights. I will develop a business case for the savings (carbon and financial) from changing the streetlights to LEDs. This should enable my team to get the budget to install the new streetlights.</p>

3. Your Group Action	
Following your Carbon Literacy training...	
<p><b>What new action(s) will you be committing to in a group setting?</b></p> <p><b>If you cannot work directly with others, please think of an action that involves people in another way.</b></p>	<p>As the director of a civil engineering company, addressing climate change is a key responsibility. Two key priorities in our area of responsibility to respond to climate change include efficient machinery management and fuel optimisation: Investing in advanced technologies and telematics for our heavy construction machinery. Implement real-time monitoring systems to track fuel consumption, equipment usage, and performance. This data can be used to optimise machinery operation, schedule maintenance proactively, and identify areas for improvement. Integrating sustainability measures into the management of heavy construction machinery, can reduce its environmental footprint, improve operational efficiency and potentially decrease long-term costs.</p>

# 8. Shared Group Action

Sometimes a group of Carbon Literacy learners will collaborate to formulate a joint Group Action to which they will all contribute.

The basic Group Action may initially be described by involved participants using the same words or description, however, **participants must always explain the action's significance and impact in their own words.**

**This is because Carbon Literacy is an individual accreditation.** Without an individual description of significance and impact, it is impossible to judge whether the participant was an active contributor in the choice of the action, or a passive observer who did not understand the purpose and potential impact of the action and won't be actively involved in its delivery.

**✗ Unsuccessful Submissions:** Despite providing their specific roles in their GA, it is not enough to distinguish between their actions, as these learners have copied all of the explanations about their shared group action word-for-word.

3. Your Group Action	
Following your Carbon Literacy training...	
What new action(s) will you be committing to in a group setting?	1) [redacted] will look at sourcing materials for our schools workshops and outreach programmes that are using natural materials; recycled paper and plant based ink. 2) Sourcing and using environmentally sourced materials for our poster and publicity materials. 3) Encouraging car-sharing and use of public transport where possible within our rehearsal and production remits with freelance artists working for us. 4) Use of public transport and non-car use where possible at all times as a general practice for [redacted]
If you cannot work directly with others, please think of an action that involves people in another way.	
Who are the group you will be doing this with?	[redacted] permanent team: Artistic Director, General Manager and Education & Outreach Manager
What will your specific role be?	I am the Education Manager and so will be directly responsible for sourcing resources and encouraging they are used in a sensible and responsible manner.
What greenhouse gas(es) will this reduce?	We will use less fuel in our individual cars, so CO2 and nitrous oxide. Soy-based, vegetable-based, and water-based inks lower VOC emissions and reduce the environmental impact of printing.
How will this action reduce them?	Less driving in individual petrol and diesel cars will reduce carbon emissions. Better sourced printing will have a positive impact on the environment.
Why is this change significant?	These are the obvious changes we can implement in the short term that can have an immediate impact on our carbon emissions.

3. Your Group Action	
Following your Carbon Literacy training...	
What new action(s) will you be committing to in a group setting?	1) [redacted] will look at sourcing materials for our schools workshops and outreach programmes that are using natural materials; recycled paper and plant based ink. 2) Sourcing and using environmentally sourced materials for our poster and publicity materials. 3) Encouraging car-sharing and use of public transport where possible within our rehearsal and production remits with freelance artists working for us. 4) Use of public transport and non-car use where possible at all times as a general practice for [redacted]
If you cannot work directly with others, please think of an action that involves people in another way.	
Who are the group you will be doing this with?	[redacted] permanent team: Artistic Director, General Manager and Education & Outreach Manager
What will your specific role be?	I am the General Manager and will keep a regular discussion point in 1-to-1 meetings. I will keep a record of our changes and present them once a year to our Trustees.
What greenhouse gas(es) will this reduce?	We will use less fuel in our individual cars, so CO2 and nitrous oxide. Soy-based, vegetable-based, and water-based inks lower VOC emissions and reduce the environmental impact of printing.
How will this action reduce them?	Less driving in individual petrol and diesel cars will reduce carbon emissions. Better sourced printing will have a positive impact on the environment.
Why is this change significant?	These are the obvious changes we can implement in the short term that can have an immediate impact on our carbon emissions.

✔ **Successful Submissions:** These learners have made sure to write up the explanations about their shared group action in their own words, including identifying their distinct roles in this action.

3. Your Group Action	
<b>Following your Carbon Literacy training...</b>	
<p>What <b>new action(s)</b> will you be committing to in a <b>group setting</b>?</p> <p>If you cannot work directly with others, please think of an action that involves people in another way.</p>	<p>Oil fired boiler is used to heat the production floor in Hub 1. I plan to install a thermostat to control the heater and switch off when the room is warm enough. At present, this is manual off and on.</p>
<p>Who are <b>the group</b> you will be doing this with?</p>	<ul style="list-style-type: none"> <li>• Maintenance Team</li> <li>• Health &amp; Safety Team</li> </ul>
<p>What will your <b>specific role</b> be?</p>	<p>To ensure:</p> <ul style="list-style-type: none"> <li>• installation is compliant to legislation and is carried out in a safe manner; and</li> <li>• the installation delivers a solution which provides sufficient thermal comfort for all occupants of the building within the guidance for workplace temperature whilst delivering on a reduction of CO2e emissions</li> </ul>
<p>What <b>greenhouse gas(es)</b> will this reduce?</p>	<p>2.5 kgs of CO2 is produced for every 1 litre of oil used to heat the building.</p>
<p>How will this action reduce the above <b>greenhouse gas(es)</b>?</p>	<p>Current usage levels are 4,250 litres of oil per year. This equates to approximately 10700kgs of CO2 being produced.</p> <p>It is expected, that by introducing a thermostat, the heater will not be running as much as current – it is anticipated that daily running hours will be reduced from 9 hours per day to 6 hours per day.</p>
<p>Why is this change <b>significant</b>?</p>	<p>Upon completion of the project, it is anticipated that the boiler running time will be reduced by 30% which should see a reduction of 3200kgs of CO2.</p>

3. Your Group Action	
<b>Following your Carbon Literacy training...</b>	
<p>What <b>new action(s)</b> will you be committing to in a <b>group setting</b>?</p> <p>If you cannot work directly with others, please think of an action that involves people in another way.</p>	<p>Oil fired boiler is used to heat the production floor in Hub 1. I plan to install a thermostat to control the heater and switch off when the room is warm enough. At present, this is manual off and on.</p>
<p>Who are <b>the group</b> you will be doing this with?</p>	<p>Health and Safety and Maintenance departments</p>
<p>What will your <b>specific role</b> be?</p>	<p>The control system is quite old, and no drawings are available. My part of the group will be to map out the controls, to enable a new system to be installed. Once the drawings are created, I will then design the new system and specify the parts required. This new control system will monitor the temperature of the area and switch on the heater if too low and back off when too high. There will also be timers added into the control to ensure the system is not heating when the building is not occupied.</p>
<p>What <b>greenhouse gas(es)</b> will this reduce?</p>	<p>Burning 1 litre of heating oil produces 2.52 kgs of CO2</p>
<p>How will this action reduce the above <b>greenhouse gas(es)</b>?</p>	<p>At present, the heating of the building is using 4250 litres of oil per year, which is the equivalent of 10710 kg CO2e.</p> <p>By moving to a thermocouple-controlled system the heating can be easily controlled to a specific temperature. When the building temperature starts to reach the setpoint, the system can switch the heating off and run on the fan only to allow the residual heat within heater to be circulated. This should reduce the runtime of the heater from 9 hours per day to around 6 hours.</p> <p>Due to this being a control system change for the production environment, there will have to be consultation with the health and safety group to ensure that the building temperature stays within the HSE guidance for workplace temperature requirements. Due to the parts required, the majority of these can be removed from other redundant pieces of equipment and upcycled. There should be minimal expenditure for this project. The reduction in fossil fuel power usage will be immediate.</p>
<p>Why is this change <b>significant</b>?</p>	<p>This project will result in a 30% reduction in runtime of the heater. The added benefit is that the building temperature will be maintained at a constant level, making the area more comfortable for all its occupants. Due to the savings of burning fossil fuel, there will be a saving of approx. 3200 kg CO2e emissions from this individual system.</p>

# 9. Environmentally Good Actions

Individuals need to show they understand the difference between **actions which are good for the environment vs actions which mitigate climate change.**

Whilst actions involving single-use / plastic reduction, waste reduction, recycling, water issues are good for the environment, many will have relatively little impact in terms of preventing climate change. These actions are not wrong, but if pledged, an individual will need to explain the process and connection between this action and reducing carbon emissions and climate impact (e.g. referencing oil extraction/processing, emissions and energy consumption, manufacturing and transport, circular economy, etc.).

**✘ Unsuccessful Submissions:** These learners have not properly explained the carbon significance of their actions.

3. Your Group Action	
Following your Carbon Literacy training...	
<p><b>What new action(s) will you be committing to in a group setting?</b></p> <p><b>If you cannot work directly with others, please think of an action that involves people in another way.</b></p>	<p>Planting flowers/plants in our garden at home.</p> <p>Put up a bug shelter nearby to create an ecosystem.</p>
<p><b>How will this action reduce the above greenhouse gas(es)?</b></p>	<p>We will be creating a small carbon sink while encouraging wildlife to enter to create an ecosystem</p>

3. Your Group Action	
Following your Carbon Literacy training...	
<p><b>What new action(s) will you be committing to in a group setting?</b></p> <p><b>If you cannot work directly with others, please think of an action that involves people in another way.</b></p>	<p>A clean up action plan – Going around our local community collecting rubbish that has been discarded by members of the public and recycling (Litter Picking)</p>
<p><b>How will this action reduce the above greenhouse gas(es)?</b></p>	<p>Reducing the new plastics and wrappings from being produced. As you can use recycled materials.</p>

- ✓ **Successful Submissions:** These learners have explained the carbon significance of their actions more by delving into the carbon supply chain.

3. Your Group Action	
Following your Carbon Literacy training...	
<p><b>What new action(s) will you be committing to in a group setting?</b></p> <p><b>If you cannot work directly with others, please think of an action that involves people in another way.</b></p>	<p>Ensuring all possible workplace waste is recycled.</p>
<p><b>How will this action reduce the above greenhouse gas(es)?</b></p>	<p>Recycling reduces the demand for virgin materials. Producing virgin materials requires the extraction of resources and energy, leading to higher amounts of carbon being released into the atmosphere. Reusing materials uses much less energy and produces much less carbon as the materials have already been produced / extracted and processed. Moreover, when materials are recycled, you avoid adding to emissions from landfill or incinerator sites.</p>

3. Your Group Action	
Following your Carbon Literacy training...	
<p><b>What new action(s) will you be committing to in a group setting?</b></p> <p><b>If you cannot work directly with others, please think of an action that involves people in another way.</b></p>	<p>I intend to make a reduction in the carbon footprint of my department by making changes to how we procure and use stationary items. As a Library, we use significant amount of stationary, as well as provide stationary for use by students, much of which is single-use (Sellotape, tip-ex, plastic pens, glue sticks, etc etc). As Administrator I am responsible for ordering stationary items, and am required to do so via a company that my organisation has an agreement with. My intention is twofold - I want to reduce the amount of stationary we use as a Library, especially single-use plastic, and I want to make changes to the type of stationary we order and potentially where we order from.</p>
<p><b>How will this action reduce the above greenhouse gas(es)?</b></p>	<p>Plastics have a large carbon footprint as they are often produced from fossil fuels, which creates significant greenhouse gas emissions. Furthermore, when single-use plastics are discarded they end up in landfills, which account for a huge proportion of global methane emissions. By continuing to use and discard these items, we are contributing to the demand for producing them and to the need for an increase in size and quantity of harmful landfill sites. By reducing the demand for, and use of, these items, we reduce the harmful effects.</p>

# 10. Offsetting

Carbon offsetting actions (e.g. tree-planting), should only be relied upon when all other carbon reduction actions have already been utilised, or in parallel with direct carbon reduction as a way of taking responsibility for emissions that are currently unavoidable (e.g. from concrete production). **Offsetting actions should not be used as an excuse to continue with 'business as usual'.**

**Carbon Literacy seeks to enable individuals to reduce their emissions, rather than offset them.** Offsetting should be used as a **last resort** and should always be **accompanied** by an action which reduces emissions, therefore allowing the learner to acknowledge that an offsetting action is not as significant as one that focuses on reduction. Although discouraged, those who choose to commit to an offsetting action need to ensure that it is **a new act of behavioural change** that has been developed as a direct result of completing the training, which will lead to a significant level of carbon sequestration. For example, one-off tree-planting actions are unlikely to offset much carbon, don't demonstrate real behaviour change as they are such limited actions, and therefore don't demonstrate a proper understanding of how urgently we must tackle the climate emergency.

**✘ Unsuccessful Submissions:** It is clear that this action will have only a low impact on saving greenhouse gases.

2. Your Individual Action	
Following your Carbon Literacy training...	
<b>What new action(s) will you be committing to?</b>	I will use Ecosia as my preferred search engine to offset my emissions.
<b>How will this action reduce the above greenhouse gas(es)?</b>	Trees absorb carbon dioxide through their leaves and turn them into sugars needed for them to grow. As the tree grows, it can lock away the carbon in its branches, roots and trunk, playing a key role in combating the effects of global warming.
<b>Why is this change significant?</b>	Ecosia claim that 15 million users of their search engines have planted over 120 million trees, for free. Just by searching the web. Whilst there would not be significant savings per year, until tree is fully grown, over one lifetime a tree could absorb a tonne of co2. This supports longer term investment.

- ✓ **Successful Submissions:** These learners have explained the carbon significance of their actions more by delving into the carbon supply chain.

2. Your Individual Action	
Following your Carbon Literacy training...	
<b>What new action(s) will you be committing to?</b>	The largest element of my carbon footprint is made up of flights for leisure travel. My wife and I need to reconsider our approach here – reducing the number of flights taken (fewer holidays, longer trips rather than separate ones and exploring alternative modes of travel). For any flights that remain we will investigate the most appropriate carbon offsetting programme and sign up to that
<b>How will this action reduce the above greenhouse gas(es)?</b>	By reducing the number of flights my wife and I take, I will be reducing the green house gases produced during air travel. Taking a train to Europe or staying in the UK will produce much less carbon than flying. Offsetting means that the emissions released during our flights are reabsorbed through carbon capture or tree planting.
<b>Why is this change significant?</b>	We take a lot of flights each year and before the training I had not realised how damaging this was for our planet. Even cutting out one return flight to Spain will reduce mine and my wife's carbon footprint by 200kg each.

- ✓ **Successful Submissions:** The learner has gone beyond offsetting and the team will get involved in widescale habitat restoration efforts that will make a large and sustained impact.

3. Your Group Action	
Following your Carbon Literacy training...	
<b>What new action(s) will you be committing to?</b>	Our organisation has signed up to a donation initiative for environmental charities. There are various ways you can donate to the initiative. As a team, we decided we'd like to get involved directly with environmental partners that we individually felt passionate about. Our plan is, each month, to choose one partner to donate to, and for that month, the team member that has selected that charity will also volunteer a half a day of their time to roll their sleeves up help get involved.
<b>How will this action reduce the above greenhouse gas(es)?</b>	It depends on the environmental partner that we decide to work with for that specific month. The three partners we have lined up so far – and their environmental impact – are as follows: Rewilding Britain – by rewilding, the land pulls carbon out of the air and stores it in trees, peat and other habitats. RB aims to restore 30% of the UK's landscape, estimating that 12% of our GHGs could be captured as a result. Fareshare - prevents the waste of 1.6 tonnes of embedded CO2e emissions and saves 1.5 million litres of embedded water from being wasted. FarmUrban - embeds vertical farms into the fabric of society delivering huge Environmental and Social Impact, including: Hyper-Local sustainable superfood supplied to those who need it most – reducing carbon locally and improving long term health outcomes. Local & Global carbon reduction - by giving agricultural land back to nature we increase biodiversity and further reduce carbon globally.
<b>Why is this change significant?</b>	As well as the positive environmental impact of this initiative, I would hope and expect it to have a number of great health implications for team members. It should make them feel like they are doing something really exciting, to get involved directly with organisations that are doing amazing things for people and the planet

# 11. Spreading Awareness

Some learners may commit to actions relating to ‘spreading awareness’ about what they’ve learnt during the training. Whilst it is great to hear about individuals’ enthusiasm to teach others about what they’ve picked up during the training, in order to certify them, ‘spreading awareness’ actions need to be supported with the **context** of where and how they intend to do so.

Actions such as these can often be a little vague and may not provide us with enough of a basis to determine whether a learner is serious about carrying it out. Learners who provide a description of where and how they plan on spreading their Carbon Literacy knowledge demonstrate that they have put thought and time into their actions. This indicates to us that the learner’s plan is already in motion rather than an arbitrary action that the learner themselves may not be able to quantify further down the line.

Some key points that we look out for in a ‘Spreading Awareness’ action include; **the influence of their role** (whether that be a workplace or within the community), **the time they intend to commit to** implementing their action (this should be a recurring thing, not a one-off). We also expect to see how the learners intend to measure the success of their initiatives, whether that’s through team meetings, emails, regular follow-ups etc and if they hit the target audience they intend to reach. The main takeaway from this is that the learners must provide **context** and **examples** as to how implementing their ‘Spreading Awareness’ action, will inspire others to also take action in reducing their own carbon emissions.

The learner will not need to include all these points, however, the more context they can provide, the stronger their application will be.

✘ **Unsuccessful Submissions:** Both learners provide very little detail about their actions (what, how, when, etc.) so it’s hard to tell if this will be a permanent behaviour change.

3. Your Group Action	
Following your Carbon Literacy training...	
<b>What new action(s) will you be committing to?</b>	I will spread awareness in my team. I will make sure it is always highlighted during meetings.
<b>How will this action reduce the above greenhouse gas(es)?</b>	Constantly raising awareness can induce behaviour changes.
<b>Why is this change significant?</b>	When the team is more conscious of the environment, the business decisions will lean for green options.

3. Your Group Action	
Following your Carbon Literacy training...	
What new action(s) will you be committing to?	We will try and raise awareness of my colleagues and friends that every action counts. We will try to consider and ask people to consider environmental impact of their daily actions
How will this action reduce the above greenhouse gas(es)?	Unfortunately, not many people are aware how much every, even the smallest actions, matter. It is a very important thing to spread knowledge and raise awareness
Why is this change significant?	As I said, changing mindset or, at least, seeding doubts and offering advice, it is a very important step in changing people's actions and way of thinking

- ✓ **Successful Submissions:** This learner has gone into great detail about what specific communication actions they'll take and how they'll carry these out, making it clear that they're committed to spreading awareness (and that there will be a measured impact).

3. Your Group Action	
Following your Carbon Literacy training...	
What new action(s) will you be committing to?	<p>Commit to educate and engage our colleagues, clients and competitors through:</p> <ul style="list-style-type: none"> <li>• Promotion of our organisation's Carbon Literacy training (externally)</li> <li>• A publication of a one-page case study (external audiences)</li> <li>• Quarterly updates about climate change and sustainable initiatives. As well as instigating as many of these initiatives as possible (internal audiences)</li> </ul> <p>I will do this by:</p> <ul style="list-style-type: none"> <li>• Creating and sharing social media/ LinkedIn posts about our training and the ongoing process of my colleagues' actions.</li> <li>• Creating a case study to educate and inspire others about the Carbon Literacy training, sharing this with our clients, competitors and also through the Market Research Society, and hosting the case study on our website.</li> <li>• Internal updates would be shared quarterly and would be designed to continue to raise awareness and educate around climate change and sustainable initiatives. This will most likely be in the form of a presentation and we would aim to present these findings to the whole team and share with them afterwards for reference.</li> <li>• These updates will include information to help educate to build confidence, and how to influence clients to consider climate change in their work.</li> </ul>
How will this action reduce the above greenhouse gas(es)?	<p>Individuals will be given the knowledge and motivation to cut down their own carbon emissions, particularly their direct emissions. This would be through using green energy, making more sustainable consumer choices and reducing their own waste.</p> <p>Organisations will be able to focus on their direct and indirect emissions. This would include actions such as energy efficient offices, reducing travel, green pension schemes and green supply chains.</p> <p>Within the sector, we can work together to green our supply chains. We can put pressure on one another to maintain high standards when it comes to sustainability and best practices. We will be in a better position to influence governmental change.</p>
Why is this change significant?	<p>These actions are significant to this wider group of people as this is the first Carbon Literacy training that is specific to this sector. Therefore, by raising awareness and promoting the training within our sector (both internally and externally) we will educate our sector and encourage sector-wide change, rather than just by organisation. The potential positive impact will be much greater if we work together as a sector.</p> <p>These actions will help to further bring to life the training, to help inspire and influence more people and organisations to take part and educate themselves in order to make the most impactful changes. By sharing our own journey, we hope to encourage dialogue between us and our clients and competitors, which in turn will inspire others to make their own changes and for everyone to work together. If we can work closely together as a sector, we will be a step closer to making larger governmental change.</p>

# 12. Continued IA & GA

Learners should be encouraged to commit to two distinct and unrelated actions. In cases where there is overlap between the two actions, learners must clearly explain why the actions remain independent of one another. If the actions are deemed indistinguishable, they will be treated as a single action, and the learner will be asked to submit a new Individual Action (IA) or Group Action (GA).

If a learner is unable to effectively differentiate between their actions, it is unlikely that the Certification Officer reviewing their evidence will be able to do so either. Therefore, we strongly recommend that learners provide **detailed context** to clarify the distinction between their two actions.

Additionally, learners may sometimes commit to an IA and then expand upon the same action in their GA, **encouraging** a broader group of people to do the same. In such cases, we expect the learner to demonstrate leadership within their GA, which may render the IA redundant. Note that this is **not** the same as a learner committing to a particular action in their IA, and then expanding it in their GA through the **creation** of a scheme/policy change – we would view these as separate actions.

**✘ Unsuccessful Submissions:** The learner has committed to the same actions for their IA and GA.

## 2. Your Individual Action

### Following your Carbon Literacy training...

What new action(s) will you be committing to?

For our rural Community Hall, we will endeavour to:

- Increase our recycling to 100%
- Investigate options to change from oil heating to air source / ground source heat pump
- Introduce solar / photovoltaic panels to reduce increased electricity use.

## 3. Your Group Action

### Following your Carbon Literacy training...

What new action(s) will you be committing to in a group setting?

If you cannot work directly with others, please think of an action that involves people in another way.

install photovoltaic solar panels

install air source heat pump to replace oil boiler in our Community Hall.

Increase recycling of waste to 100%

- ✘ **Unsuccessful Submissions:** The learner has committed to a 'follow-on' action for their Group Action. These two actions could have been summarised in a single action.

2. Your Individual Action	
Following your Carbon Literacy training...	
What new action(s) will you be committing to?	I will take the bus more often to college/work or just into town rather than mostly travelling everywhere in the car.

3. Your Group Action	
Following your Carbon Literacy training...	
What new action(s) will you be committing to in a group setting?  If you cannot work directly with others, please think of an action that involves people in another way.	By travelling to more places on the bus I am encouraging friends and family to also do the same. This means less cars will be on the roads emitting gases and a greater capacity of people will be travelling by bus.

- ✔ **Successful Submissions:** Despite both actions focusing on travel/commuting, this learner has clearly distinguished between the two. Unlike the previous examples, this action is not simply to encourage cycling to work, but to create a scheme with the help of co-workers.

2. Your Individual Action	
Following your Carbon Literacy training...	
What new action(s) will you be committing to?	I currently use my personal vehicle to commute to work throughout the week. I will commit to only using public transportation for my work commute. Although this will increase the total time of my commute, this is one reoccurring action I can commit based on my location and ability to use a collective commuting option that is available in the area in which I reside/work.

3. Your Group Action	
Following your Carbon Literacy training...	
What new action(s) will you be committing to in a group setting?  If you cannot work directly with others, please think of an action that involves people in another way.	The day in between my two training sessions, I had a conversation with a new coworker who shared she has spent extensive energy in our local area advocating for an increase in bike accessibility throughout the city with a specific focus on safety for bike riders. I believe working with this colleague to develop a bike-to-work scheme would have huge health benefits, and carbon savings for our company. I also just learned yesterday that my supervisor recently made the switch to using a bike to commute to work so she would be another good partner. Although this is similar to my first action, I believe this will have much wider-reaching effects and could promote a culture shift at work.

# 13. Links to Carbon & Climate Science

Individuals who are able to explain the links/processes between their action and mitigating climate change are more clearly demonstrating their Carbon Literacy, and so are much easier to certify.

As all Carbon Literacy courses cover basic climate science, we prompt the learner to share their understanding of this when they explain how their action will reduce greenhouse gases. This is an opportunity for the learner to explain the basic mechanism of how their **behaviour change** will ultimately reduce some or all of the greenhouse gases. It is crucial for the learner to consider the source(s) of the greenhouse gases related to their action.

- ✘ **Unsuccessful Submissions:** This action is indeed significant, but adding more direct links to how using your car less, will reduce carbon emissions would be necessary to ensure successful submission. There is not enough information here to be able to gauge whether the learner has fully understood the climate-related impacts of their action or not.

2. Your Individual Action	
Following your Carbon Literacy training...	
What new action(s) will you be committing to?	To make less unnecessary trips in my car to reduce the amount of carbon offsetting. To think ahead and buy everything I need in one go.
How will this action reduce the above greenhouse gas(es)?	CO2
How will this action reduce the above greenhouse gas(es)?	I will walk or take public transport where I can
Why is this change significant?	It will make me think about the environment everytime I get into my car

- ✘ **Unsuccessful Submissions:** This action is indeed significant but needs a direct link to carbon reduction measures. More scientific terminology is needed to pass this learner. Why does a meat-free Monday reduce greenhouse gases in the environment? A more in-depth explanation would be required for the CL team to ensure the learner has become "Carbon Literate".

3. Your Group Action	
Following your Carbon Literacy training...	
What new action(s) will you be committing to?	Consider a 'Meat Free Monday' with work colleagues Encourage family to reduce meat consumption on a daily basis
How will this action reduce the above greenhouse gas(es)?	CO2
How will this action reduce the above greenhouse gas(es)?	Reduces carbon footprint as less people eating red meat
Why is this change significant?	Healthier to individuals in group as well as to wider group and will have an impact worldwide.

- ✔ **Successful Submissions:** A great example that has gone into depth to how sourcing local produce will reduce their carbon footprint, with clearly marked out calculations and sources for information. This exemplary action portrays how the learner has come to their conclusion and how it will benefit the wider community.

2. Your Individual Action	
Following your Carbon Literacy training...	
<b>What new action(s) will you be committing to?</b>	Within the UK, transport is the highest contributor to global warming (26% in 2021). Sourcing foods with low transport mileage helps to reduce this. However I have found that this is not always easy as labelling on products is not always transparent. Frequently the origin is not clearly stated or is too small for older individuals to read. My 'Irish honey', in small print states that it is made with a blend of non-EU honey. I have now found that it is sourced from China (not stated). Therefore my new action is to canvas MPs, producers and retailers to increase transparency of labelling and raise awareness, so that it becomes easier and more effective to reduce food mileage.
<b>What greenhouse gas(es) will this reduce?</b>	Carbon dioxide (CO <sub>2</sub> ), methane (CH <sub>4</sub> ) and Nitrous Oxide (N <sub>2</sub> O)
<b>How will this action reduce the above greenhouse gas(es)?</b>	The shipping industry produces carbon CO <sub>2</sub> , CH <sub>4</sub> and N <sub>2</sub> O. greenhouse gases with approximately 90% being CO <sub>2</sub> Reducing long distance food transport where alternative locally sourced foods are available will reduce the use of fuels, which produce these gases. My individual contribution to the reduction will be low, although if I am successful in raising awareness and improving labelling, my outreach may contribute to a much higher saving.
<b>Why is this change significant?</b>	Cargo ships produce 10g to 40g of CO <sub>2</sub> per KM and are responsible for about 3% of global greenhouse gas emissions. Making labelling more transparent and increasing awareness of the food miles involved in transport will make it easier for all to avoid buying food with high transport miles when a more locally sourced alternative is available. This will lead to a reduction in greenhouse gas and contribute to reaching the goal of global warming of 1.5 degrees above pre-industrial levels, which is necessary to ensure climate stability.

- ✓ **Successful Submissions:** This example outlines key calculations with sources justifying their argument, including a detailed account of which greenhouse gases their carbon reduction measure will endure. By providing factual accounts and sources this again is an exemplary action that will account for large carbon reduction saving measures.





<b>3. Your Group Action</b>	
<b>Following your Carbon Literacy training...</b>	
<b>What new action(s) will you be committing to?</b>	Our very old community building, which is widely utilised both day and night by diverse members of the community and various community groups leaks a lot of heat via the roof because there is no insulation. Our hall is heated by oil fired central heating which produces 0.298kgCO <sub>2</sub> e/kWh greenhouse emissions. The loft area is approximately 348 square metres. According to Which (March 2024) 270mm insulation is the optimum thickness of insulation and insulation thicker than 270mm will only render minimal extra heat loss. It is intended to fit 270mm thick loft insulation as a minimum.
<b>What greenhouse gas(es) will this reduce?</b>	Carbon dioxide (CO <sub>2</sub> ), methane (CH <sub>4</sub> ) and Nitrous Oxide (N <sub>2</sub> O) with approximately 90% CO <sub>2</sub>
<b>How will this action reduce the above greenhouse gas(es)?</b>	According to the Energy Saving Trust a quarter of heat is lost through the roof in a home that is not insulated and burning oil produces 0.298kgCO <sub>2</sub> e/kWh of greenhouse gas. Burning one litre of oil which produces approximately 10.35kWh consequently leads to the emission of approximately 3 kg of CO <sub>2</sub> e. Our building, which burns approximately 4000 litres of oil, is therefore producing 12,000 kgCO <sub>2</sub> e greenhouse gases i.e. our wasted heat is producing 3,000 kgCO <sub>2</sub> e per year. Insulating the roof will significantly reduce heat loss with a significant reduction in the amount of oil burned and thus the amount of greenhouse gas emitted.
<b>Why is this change significant?</b>	In 2021, the UK energy supply was responsible for 20% of greenhouse gas emissions. Every building installing roof/loft insulation contributes to reducing the amount of energy used to heat the building with a resultant decrease in CO <sub>2</sub> e emissions. This is especially important in buildings heated by burning fossil fuels especially oil, which is the largest contributor. This reduction is just one step towards reaching the necessary global reduction in greenhouse gas emissions to enable reaching the target of 1.5 degrees of global warming above pre-industrial levels, which is necessary to stabilise the environment. The consequences of not reaching this target will be catastrophic and will unjustly affect most, those people who have not been major contributors to the problem.

# 14. AI-based Actions

Actions involving the reduction of AI (Artificial Intelligence) use **need to have wide reaching effects**. Reducing the use of AI as an individual does not typically save significant amounts of CO<sub>2</sub>e and is unlikely to be accepted. Group Actions involving AI reduction should seek to **create a culture shift within an organisation**, providing context of AI's current use within the company, and how you intend to change it.

AI is becoming increasingly prevalent, both in day-to-day use and in how companies operate. There is also a lot of media attention on the negative environmental effects of using AI. While the carbon footprint of datacentres and training AI is very high, the impacts of individual use appear minimal. A typical ChatGPT prompt produces approximately **2.2g of CO<sub>2</sub>e**, whilst a **single beef burger accounts for around 1,000 times this amount**. For this reason, we do not typically view the reduction in an individual's AI usage as a significant action.

If a learner commits to a group AI reduction action, the more context that can be provided about the action, the better. For example, information about the **scale** of the action, the **size** of the organisation where the action would be taking place, **how often** AI is used, and **what activities** AI is used for (e.g. text, videos etc.) are all helpful. We would also expect the learner to position this group action as part of a wider organisational shift, such as:

	<b>Culture shift</b>	making the action part of a wider organisational change
	<b>Responsible AI policy</b>	being involved in producing a new company-wide responsible AI policy
	<b>Measuring AI usage</b>	creating a system to measure AI usage with the aim to reduce it
	<b>Wider impact</b>	ensuring the action has a longer-lasting impact across the organisation not just individual
	<b>Carbon impact</b>	providing a rough calculation of how much CO <sub>2</sub> e will be saved by their chosen action

**Switching AI provider** may be accepted, providing that it is carried out at **scale** across an organisation; it will not be accepted as an individual action. The transition to an alternative AI engine could also be incorporated into a culture shift/responsible AI policy. Learners must be switching to a more carbon-efficient AI Model, rather than just choosing an alternative AI Platform. Ecosia, for example, runs using OpenAI's engine, meaning the effects of switching are negligible. Whilst Mistral AI operates on its own architecture which is much more energy efficient.

**✘ Unsuccessful Submissions:** This learner is committing to reducing their individual AI use which will lead to an insignificant reduction in emissions.

2. Your Individual Action	
Following your Carbon Literacy training...	
What <b>new action(s)</b> will you be committing to?	I am a Project Support Officer, tasked with formulating spreadsheets, which I sometimes use AI for e.g., asking what formulas to use. I will commit to reducing my work use of AI as a search engine when I am able to find this information using a normal search engine, or by talking to a colleague.

Whilst this learner is committing to reduce AI usage across their organisation, they have failed to provide the appropriate level of detail around company size and usage.

3. Your Group Action	
Following your Carbon Literacy training...	
What <b>new action(s)</b> will you be committing to?	As the project manager for the company Copilot (AI) engagement initiative, I will lead efforts to embed sustainability awareness into the deployment and use of Copilot across the organisation.
<b>How</b> will this action reduce the above greenhouse gas(es)?	By building sustainability into Copilot, staff will be encouraged to think about the environmental impact of their choices - like when to use AI and when a simpler option might be better.
<b>Why</b> is this change significant?	By embedding these ideas into everyday tools, we can influence behaviour across the company and support our wider climate goals.

- ✔ **Successful Submissions:** This learner has committed to reducing AI usage across their organisation, as well implementing a culture shift. They've also provided a high level of detail around the company's current AI usage. This action is also suitable to the learner's job role.

<b>3. Your Group Action</b>	
<b>Following your Carbon Literacy training...</b>	
<b>What new action(s) will you be committing to in a group setting?</b>	As Digital Director, I will work with the Tech and Eng department and the wider company to create guidelines on the ethical and carbon conscious usage of AI. The goal would be to see carbon cost become as important a consideration as financial cost. Declining AI features we don't need rather than adopting them by default
<b>How will this action reduce them?</b>	It will reduce greenhouse gas emissions through a reduction in the number of queries sent to large language models such as ChatGPT which use a large amount of energy to process.  If my company's 600 employees each make just 10 AI text queries daily, that's 6,000 queries generating approximately 17.4 kWh per day, or roughly 6,350 kWh annually - about 1.5 tonnes of CO2e just from queries, not counting model training, data storage or infrastructure.
<b>Why is this change significant?</b>	It addresses the invisible emissions most organisations aren't aware of. Housing associations are rushing to implement AI across their teams without any consideration of carbon impact. If we embed carbon thinking now, as we're building our AI governance and digital infrastructure, it becomes business-as-usual, and we avoid locking in high-carbon systems that are expensive and difficult to change. Working closely with Finance Director, we will build in carbon costings to business cases and embed carbon analytics into decision making. I have direct authority over how my company spends on digital services and how 600+ employees use technology daily.

This learner is committing to switching AI Provider across their organisation. They've also provided a high level of detail around the company's current AI usage. This action is also suitable to the learner's job role.

<b>3. Your Group Action</b>	
<b>Following your Carbon Literacy training...</b>	
<b>What new action(s)</b> will you be committing to?	Following the training, I will work with the IT Team to look at transitioning all colleagues from ChatGPT to Mistral AI in the next 6 months. As MD of my company, I have the scope to implement this change.
<b>How</b> will this action reduce the above greenhouse gas(es)?	<p>Mistral AI requires less computational power per query compared to larger models like ChatGPT.</p> <p>Mistral AI's infrastructure also runs on European datacentres, which are more energy efficient than US based datacentres as more of the EU's energy comes from renewables.</p> <p>This means lower energy use and consequently lower CO<sub>2</sub> emissions.</p>
<b>Why</b> is this change significant?	<p>We have already established that the company's use of AI amounts to around 750,000 queries each year (20 queries per day x 150 staff).</p> <p>Mistral AI uses approximately 1g CO<sub>2</sub>e per query. ChatGPT is estimated to use 2g per query. That's a 50% decrease in emissions which, across the whole company, would amount to around 825kg CO<sub>2</sub>e saved per year.</p> <p>If we make our staff aware of why we're making the transition to Mistral AI, it may also influence them to make other behavioural changes at work and further embed Carbon Literacy within the company.</p>

# 14. A Note on Artificial Intelligence (AI)

With the growing use of AI tools in different settings to generate text and content within documents, learners must be aware that using AI content generation tools to complete their Participant Details & Evidence Form will result in us needing to **contact them for further evidence and information on their submission**. This is because we are assessing a learner's individual understanding of what they have learnt on their Carbon Literacy course, as opposed to that of an AI generator.

Please view our [AI Policy](#) here for full detail.

If you are unfamiliar with detecting AI in a learner's work, but want to be aware of key signs to look out for, please use our handy [Tips for Spotting AI within Text](#) document.

# 15. Final Note

Evidence is assessed, and certification is awarded, entirely on a **case-by-case basis**, and every learner is assessed individually. Awarding of Carbon Literacy certification to individuals and/or organisations remains entirely at the discretion of The Carbon Literacy Trust.

# Thank you!

If you have any questions, please  
get in touch with us at:

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