

2021 Cambridge Carbon Literacy Impact Report

In short (April - June 2021):

- Facebook (Since April 2020)
 - ◆ Follows: 177
 - ◆ Reach: 11371
 - ◆ Engagements: 752
- Cambridge Students Trained (inc. 'Student Trainers') : 128
- Cambridge Students Certified (inc. 'Student Trainers') : 117
- Predicted well over 46t CO₂e/yr saved this session and 86t CO₂e/yr and counting!
- 86% students said they had learnt a lot about the climate emergency
- 92% students were likely to recommend Cambridge Carbon Literacy to others
- 95% wanted to continue to hear from the Cambridge Carbon Literacy Project following certification
- Alumni Slack network is 67 people strong and growing!

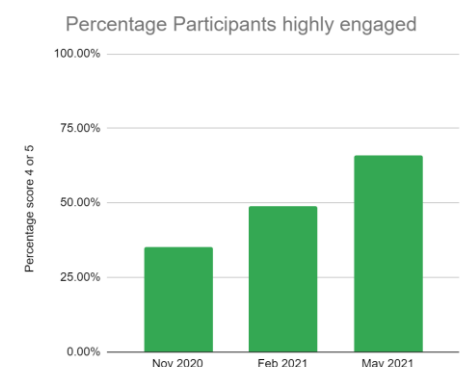
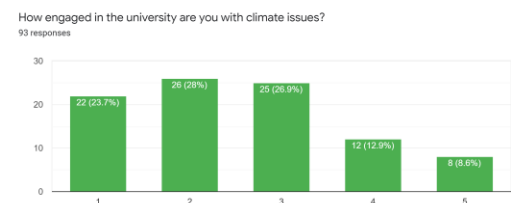
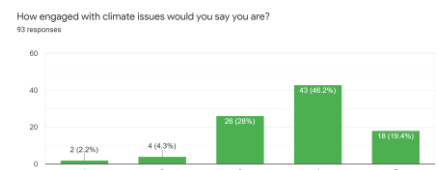
Cambridge Carbon Literacy

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 three sets of training, one each in: Michaelmas, Lent and Easter Term. Each term more 'Student Trainers' joined to help facilitate the further sessions.

Sign up for May 2021

We again had 2 methods of sign up: the waiting list from LT and also a general sign up. We had 10 join from this list. We then advertised on our Facebook page, the Hub social media and in College JCR/MCR groups (Reach: 3200). We had 93 people sign up, and of these, we invited 50 people to join us for the sessions and of these 46 turned up to the first session.

We emailed the unsuccessful applicants, telling them they would be put on a priority list for next term's sessions. There was an even mix of undergraduate and postgraduate students, with a larger undergraduate skew than previous times.



Compared to previous terms, the average student predicted they were a lot more ‘engaged’ (self-rated 4 or 5) than before in general environmental issues (35% vs 48.7% vs 66%), and also in local and Cambridge-specific issues too. I think this influenced some of the specific comments and scores later in the report. Again, it is hard to tell whether this increase in perceived engagement is due to increasing awareness of issues generally, a feeling participants may have to ‘over score’ themselves to get onto the course, or that our advertising is only ‘preaching to the choir’. As previous terms’ sessions have shown that participants that get the most out of training are often those who are less engaged to start with, this is a trend we should look to reverse for next year, and we will discuss this in our next meeting.

As before the top reason for applying was ‘Feel more confident discussing climate issues’ (84.9%), with ‘Learn how to make a positive change at the university’ (64.5%), ‘To gain experience for future careers’ (64.5%) and ‘To feel more empowered personally’ (65.6%) all coming in close second.

Overall Participation

Of the 46 originally replying as able to make the webinars and interested in the course, we had 37 complete the training and made a pledge, with only one flagged for resubmission. I think this is largely in part due to Verners excellent suggestion of matching up trainers with students so that they can email and ask for advice once the training has finished about their pledges.

We had a 26:9 split of male to female with a range of ages from 18-33.

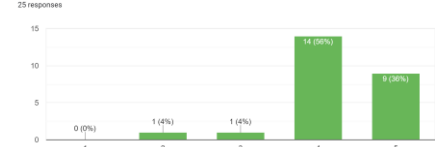
From the feedback, we framed all questions as ‘compared to before the course’, and got participants to rank from 1-5 how much they felt taking the course had improved their knowledge and confidence on certain issues. We had 25 respondents.

100% participants said they had learnt at least a fair amount with **84%** saying they had learnt a lot about the climate crisis (4 or 5). **100%** of participants had learnt at least a fair amount about sustainability in the University and Cambridgeshire, with **92%** saying they had learnt a lot compared to before the course. This is similarly high scores to last term.

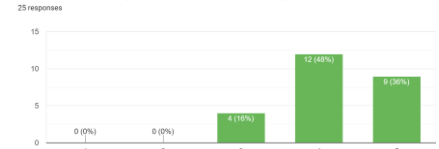
On a personal level, **92%** of participants felt at least a lot more confident identifying ways in which they can reduce their own personal carbon footprint (4-5). This was a marked increase compared to Lent term (84%).

68% participants felt at least a lot more confident discussing climate issues in a more relaxed context (e.g. with friends and family), down **16%** from last term. Conversely, **84%** felt more confident in a professional context and **92%** felt more confident identifying the carbon footprint of their future careers. This was a large improvement from last term (**71% and 61% respectively**), showing the

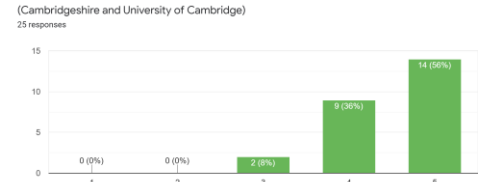
How much do you now feel you know about the climate emergency?
25 responses



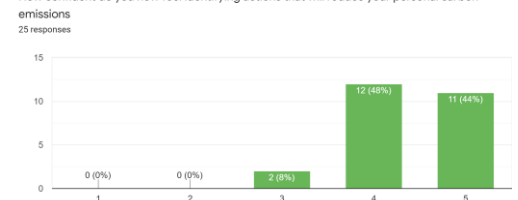
Overall, how much have you learnt from this Carbon Literacy Course?
25 responses



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



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

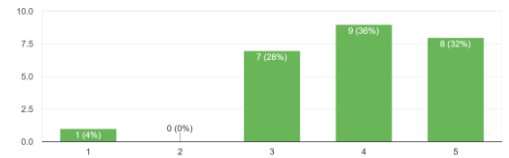


changes we are making (such as providing additional resources and dedicating discussion time to these topics) are being effective.

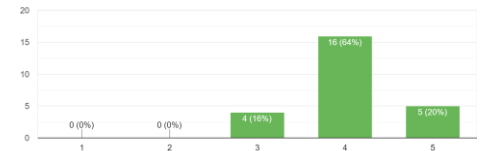
Pledges

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.

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



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?
25 responses



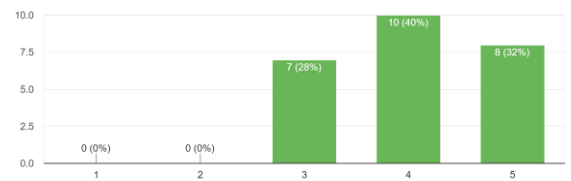
Word cloud from the individual pledges:



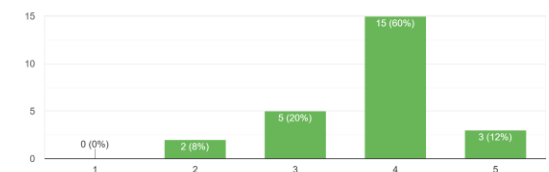
All participants were asked to complete a self-study booklet that complements the webinars. The booklet was provided as part of the BEIS toolkit, and we adapted it to include Cambridge-specific material as well as add a couple of extra videos. We also added a range of text-boxes where open ended questions 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 well received, with **72%** of participants finding it either good or very good (although 100% said it was 3-5). This is a decrease from last terms feedback. Based on comments, this could be because the added activities have increased the length of the booklet beyond what people expected for exam term. We also got similar comments about the un-engaging nature of working through a word document - this is something to bring up with student trainers in our next meeting. Around **72%** participants thought the activities were engaging or very engaging, similar to last term.

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



The activities in the booklet were...
25 responses



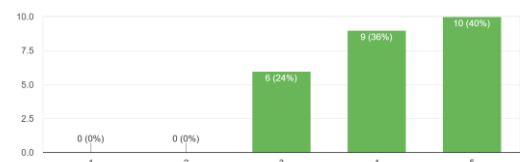
Written comments:

- *I found the recorded powerpoints quite boring. I liked the multimedia nature of activities - it was nice to switch between reading and watching videos.*
- *Maybe a bit less boxes for personal writing and more videos to watch*
 - We can definitely look into adding more multimedia content
- *I enjoyed the amount of content but found the 'timings guide' very misleading -- It took me around 8-10 hours to complete the work for the first week*
 - We will definitely update the timings as they will have changed since we originally received the material
- *The resources were good, but the activities felt a bit like busywork*
- *Excellent and easy to digest. Could probably be more concise in some parts, but otherwise, excellent infor and well planned!*
 - We can definitely look to condense some material over the summer break
- *It was very detailed and easy to navigate*

Webinar 1 Feedback

Webinar 1 covered the first 2 modules: The science of climate change and carbon footprints, and half of module 3: A Zero Carbon Future too. 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

Overall how did you find webinar 1?
25 responses



for food-based footprints.

Webinar 1 was well received with **76%** either saying it was good or very good, similar to last term. Slightly lower but still similar to last term was the percentage saying they felt engaged or very engaged; 64%. Again, I think this is due to the 'lecture heavy' nature of this module - we did make some small adjustments from last term but these don't seem to have made enough difference. Written comments definitely picked up on the amount of repetition in this webinar from the self study modules. Although this may be because this cohort was the most engaged on average than previous groups, I do think we may need to look at increasing the amount of discussion and reducing the amount of recap and trusting everyone has completed the material beforehand.

68% participants said the webinar was just about the right length with 32% saying too long.

Written comments:

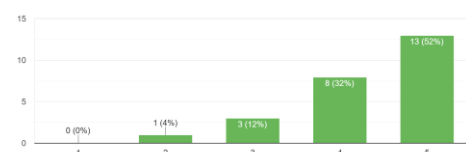
- *Webinar 1 included basically the same talk as part of the booklet - felt a bit redundant if you worked through the booklet material*
- *It didn't have much new information above and beyond the self-study booklet*
- *Most of the content is quite easy and I already know them. But I understand the first webinar aims to make sure everyone is on the same page.*
- *Trust that people have done the self-study and allow for more discussion time. Perhaps it would be better to split across 2 sessions so it isn't as long.*
- *More pre lecture videos and more discussions in break out rooms*
 - These are all very valid points and definitely something we will work on over the summer and I will bring up with the CL project
 - We will definitely look to get more breakout rooms in
- *The webinar is great, could have been divided into shorter webinars to maintain attention, but I felt the weight of repetition of content covered in the booklet. I also thought the delivery was good, but the trainers need more experience, enthusiasm, and flair!*
- *2.5 hours is a long time and the material could have been condensed. The breakout rooms may have been suitable for school age children but did not add much for graduate students and could have been greatly reduced.*
 - I think we will avoid doing more, shorter, sessions just as it seems there is a drop out rate with every webinar we add in. Also the logistics of getting people available on those days will be a lot harder in such as short term
- *Was very interesting, and a good amount of break out rooms / lecture style*
- *Really enjoyed the breakout room discussions and activities, were very engaging.*

Webinar 2 Feedback

Webinar 2 covered the final 2 modules: 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.

Similar to last term, it is clear the participants prefer webinar 2 to 1, with **85%** saying it was either good or

Overall how did you find webinar 2?
25 responses



very good, and I think again this is due to the more discussion-based topics, and greater use of breakout rooms. 80% felt engaged or very engaged which is a great improvement on last term and testimony to the trainers enthusiasm .

Written comments:

- Almost all positive - comments about how it was more engaging than webinar 1.
- Comment about making more impactful role-play exercises which is a very good point and something we will edit over the summer

General Comments about the Course

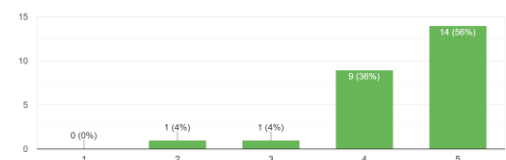
- Many positive comments thanking the trainers and everyone that has helped put the course together
- *The whole course was absolutely magnificent! I loved it*
- *Really super course, thank you so much!*
- *Thanks for all the organisation!*
- *Wonderful idea. Super important. Great materials and fantastic planning and really reaches people on all levels. Just middling delivery!*
- *Thanks so much for delivering this course, I learned a lot!*
- *To make this course really impactful, greater consideration should be given to the audience. Graduate students are intelligent and able to pick up the key points without discussing them at length in breakout rooms. In addition, the topics of the breakout rooms, e.g. meat-free Mondays, do feel far too trivial to make a real impact. Greater attention should be paid to how students / groups could lobby large companies and governments regarding specific policies.*
- *Thank you :)*
- *Thank you for a very interesting and informative course*
- *no, apart from thank you for putting the course on!*

Conclusions

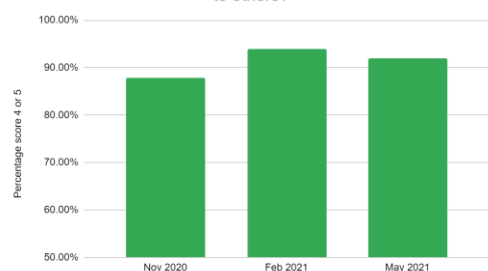
Overall **92%** of participants are either likely or very likely to recommend the course to others at the university. This is a similarly high number to LT which is fantastic to see! Most participants seemed very keen to be kept in the loop with **92%** happy for us to keep hold of their email, and **39%** interested in joining the society to help deliver training.

Since the last round we have created an alumni Slack channel that we are using to keep people up to date with general sustainability news as well as Cambridge-specific announcements and events! 24 of this terms' participants joined the Slack and it is now 67 people strong.

How likely are you to recommend Cambridge Carbon Literacy to others at the University?
25 responses



How likely are you to recommend Cambridge Carbon Literacy to others?



- *It was a great initiative and would be amazing if it could be advertised better - many people from my degree was interested but didn't realised it was happening.*
- *Every student in the university should do this course - maybe in abridged form, as part of an 'induction' perhaps. But wouldn't it be great if ever student at Cambridge had some exposure to the greatest challenge of our times?*
- *Implement motion sensor LED lightning in all university areas.*

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
	Lent - 36		£360
	Lent resubmission - 5	£12	£60
	Easter - 37		£370
Total			£1720

We originally asked for £1800, so this leaves us £80 under budget for the academic 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, Kieran, Rosie, Charlie, May Caroline, Cameron, Hannah and Liam as well as all those students that took part!