

# COLLABORATIONS FOR CHANGE

Global Goals for Tomorrow's Education, Today

19TH ~ 21ST JUNE 2018 KEELE UNIVERSITY



International student air travel fuels  
Carbon Literacy Living Lab

Headline Sponsor



**Carbon**Credentials

# Overview

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- Rachel Dunk- Principal Lecturer (Student Experience / Environmental Management & Sustainable Development), School of Science & the Environment
- Jane Mörk- Senior Research Assistant, School of Science & the Environment
- Helena Tinker- Head of Environmental Sustainability, Estates, Facilities and Capital Development
- Ash Farrah- Student and Carbon Literacy trainer
- Chloe Andrews- Student and Carbon Literacy trainer

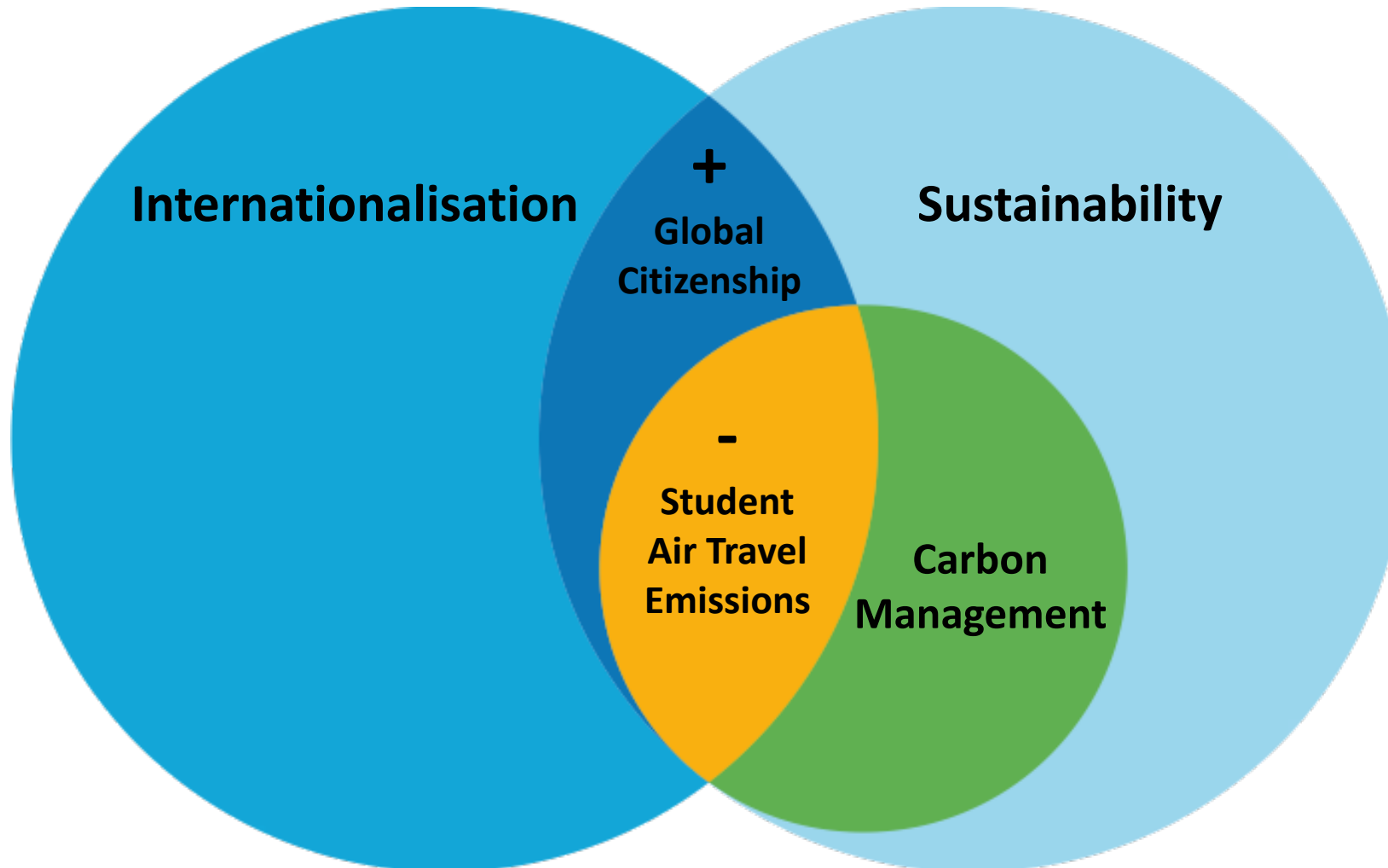
# Overview

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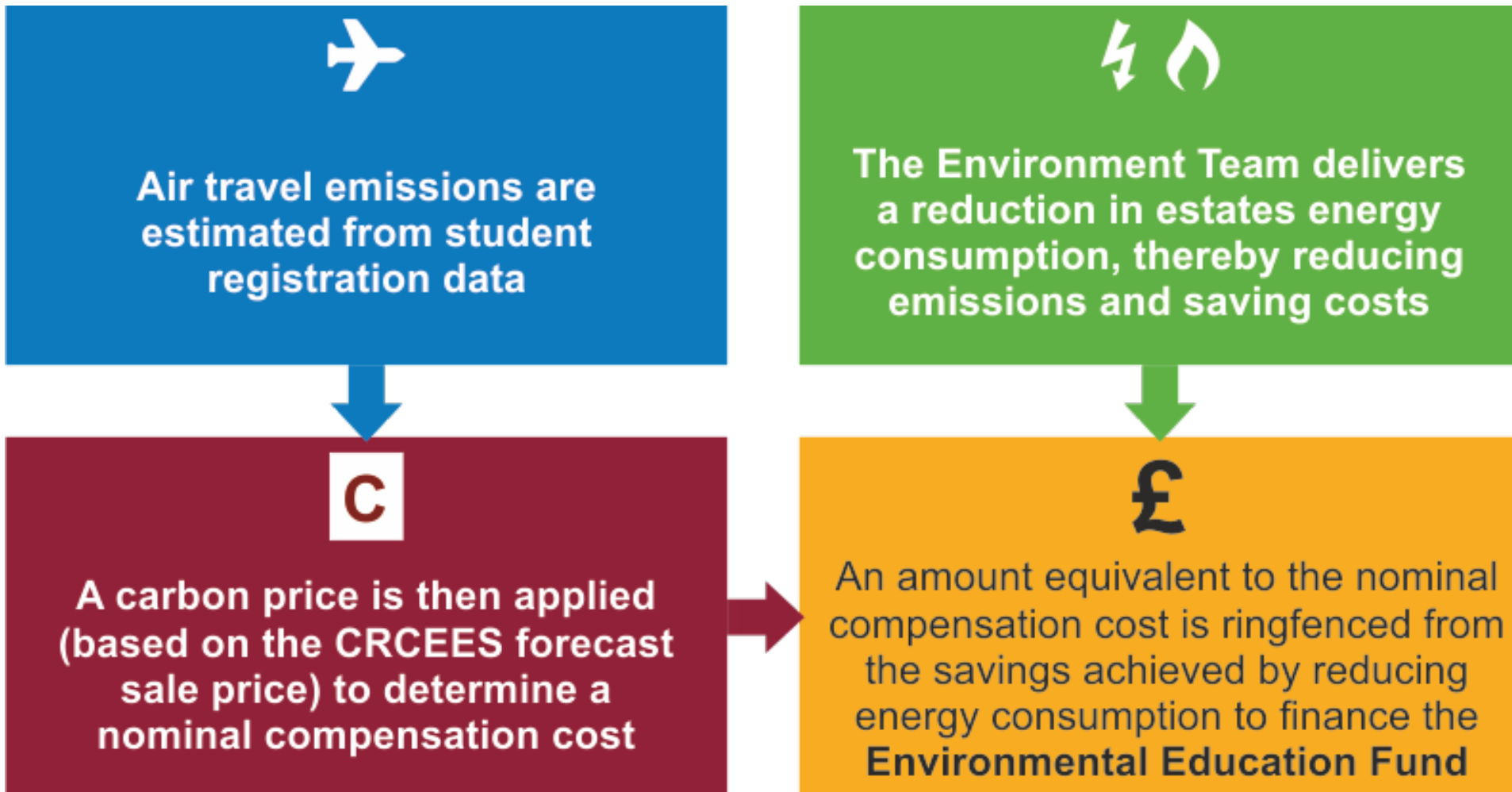
- Evolution of a Carbon Literacy Living Lab @ Man Met
- The Student Voice
- Carbon Literacy Taster Session
- Open Q&A
- The Next Step on Your Journey
- Wrap Up & Close

# The Challenge



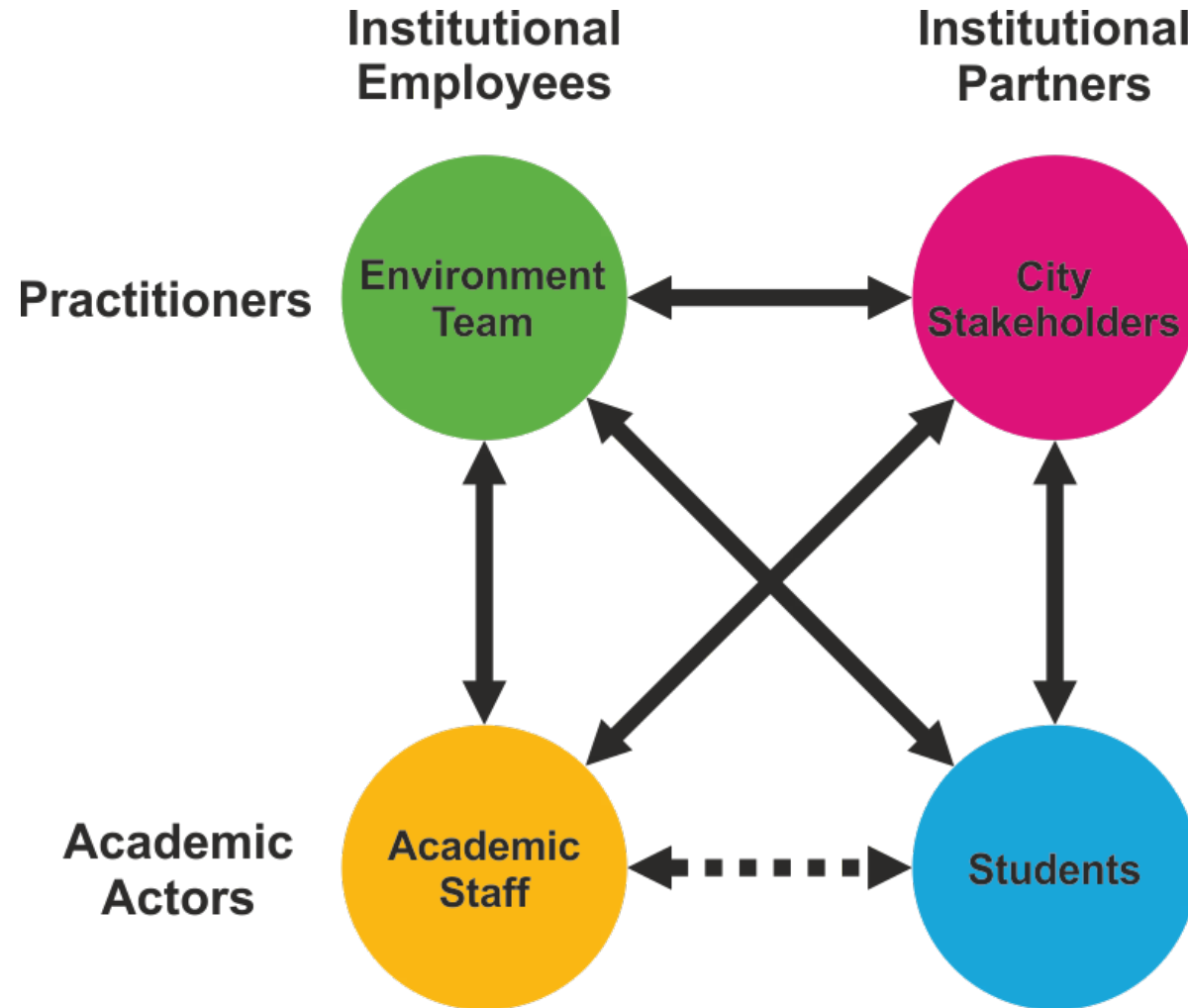


# The Environmental Education Fund





# The Living Lab Partnerships & Principles



Sustainability Challenge  
Stakeholder Partnerships  
Co-creation & Co-Implementation  
Transdisciplinary  
Geographically Bounded  
Formal participation





# The Carbon Literacy Project

- Large-scale climate change education initiative which aims to provide everyone that lives, works and studies in Manchester with access to one days' worth of Carbon Literacy training.
- IP held by Carbon Literacy Trust & coordinated by Cooler Projects CIC
- Recognised at COP21 as one of 100 Transformative Action Projects from around the world
- [www.carbonliteracy.com](http://www.carbonliteracy.com)



# The Carbon Literacy Project

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**Manchester: The world's first industrial city, now striving to be the world's first carbon literate city.**

**“an awareness of the carbon costs and impacts of everyday activities and the ability and motivation to reduce emissions, on an individual, community and organisational basis”**







# The Carbon Literacy Standard

## Knowledge

- Basics of climate change science
- What we can do to reduce our impacts

## Values

- The actions of individuals can and does make a difference
- We need to work with others to create change
- Overall, the outcome of the changes we need to see can lead to a better world and a better way of life
- Equity and fairness

## Action

- Creation of an individual action
- Creation of a group action

## Learning Method

- 'Local' or social learning
- Delivery by peers
- Group enquiry

# Carbon Literacy 4 Students (CL4Ss)

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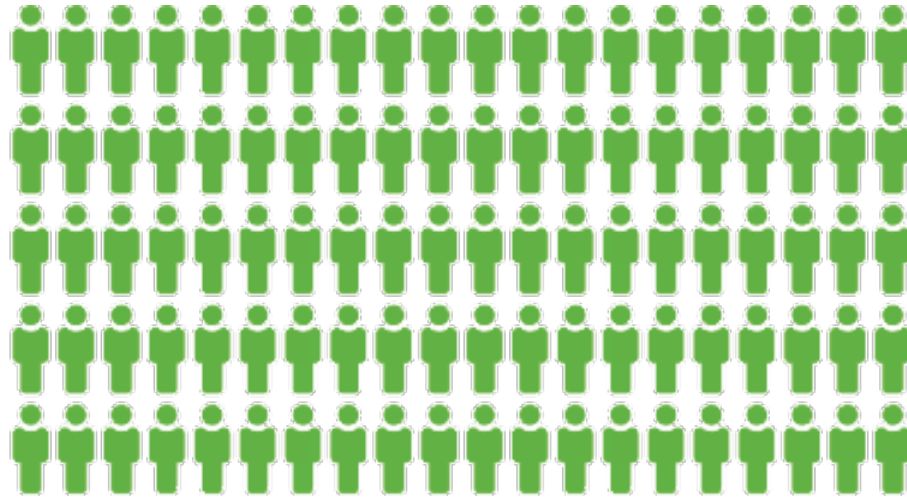


**Film Screening**

**+ Interactive Workshop**



# Cascade Training Model



# Cascade Training Model



# Cascade Training Model



## Extracurricular cascade training model

CL students are recruited and trained to deliver CL workshops to their peers

### Enhanced student employability

Gain qualification  
Develop transferable skills  
Gain experience

### Improved project viability & scope

Extends scale of CL delivery for a given staff resource & possibility of extension to wider community





# The CL4Ss Train the Trainer Programme

## Training – 5 x ½ day workshops

### Introduction to the programme

- What is the CL Project
- What does it mean to be a CL Trainer?
- Activity practice & peer feedback

### Essential trainer knowledge & skills

- Time management
- Active listening & questioning skills
- Inclusivity
- Activity practice & peer feedback

### Dealing with worst case scenarios

- Dealing with difficult behaviours
- Activity practice & peer feedback

### Presentation skills workshop

- Coaching delivered by colleague from School of Theatre

### Assessment day

- The student trainers deliver the full CL4Ss workshop to each other
- Peer feedback

## Assessed Delivery – 2 x CL4Ss Workshops

- Assessed delivery of CL4Ss to “real” participants
- Trainers deliver in pairs whilst being observed by programme leader, are provided with feedback at the end of the sessions
- If they pass both sessions and complete a reflective assessment they are qualified CL4Ss Trainers

## Ongoing Delivery – 2 x CL4Ss Workshops

- Student trainers commit to delivering CL4Ss training on an ongoing basis (min. 2 workshops per year).
- Students are provided with administrative support and are paid via the University student employment agency Jobs4Students.

# Our Trainers – the First in the World

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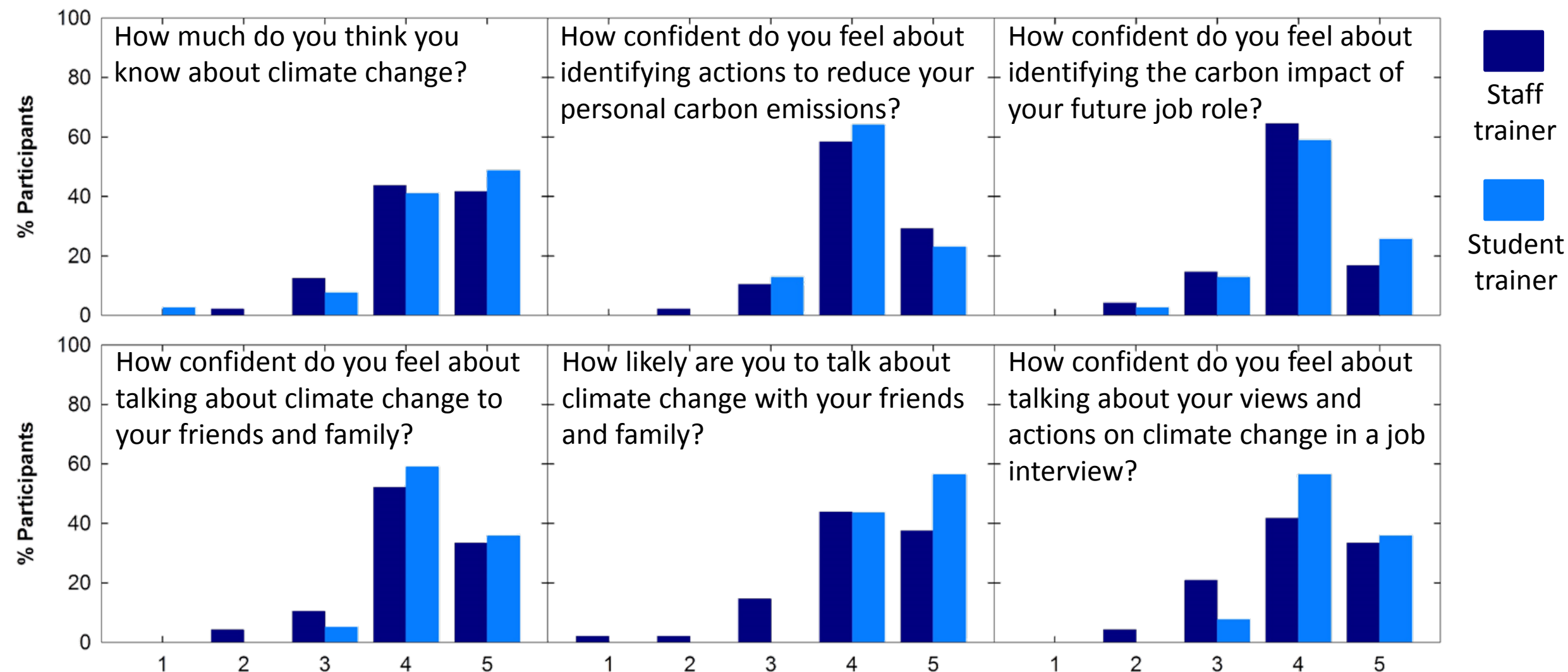
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# CL4Ss Workshop – Trainee Outcomes

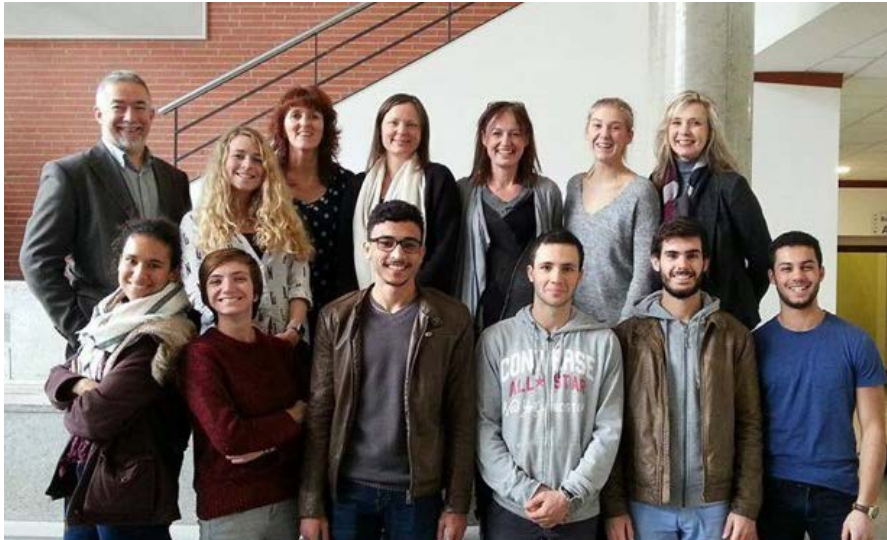




# Our Trainers Extending Their Reach...

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The Wildfowl & Wetlands Trust



# Carbon Footprint Flag Game

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# What is a carbon footprint?



A measure of the amount of greenhouse gases (such as carbon dioxide) that are released to the atmosphere as a result of our activities.

Can measure: individuals, organisations, products, or countries.



# Carbon footprint flag game



**Please put the flags in order of carbon footprint per capita**  
*(i.e. the average carbon footprint per person in the country)*





# Carbon footprint per capita (tonnes/person)



25.1

Australia



8.7

China



5.5

Chile



24.4

UAE



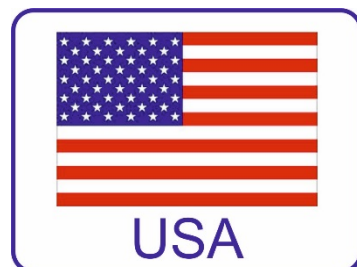
8.6

Denmark



2.4

India



20

USA



7.8

UK



1.1

Bangladesh



# To consider...

- Why does China have such a high carbon footprint?
- Which countries will be most affected by climate change?
- Which countries are historically responsible for emitting carbon?





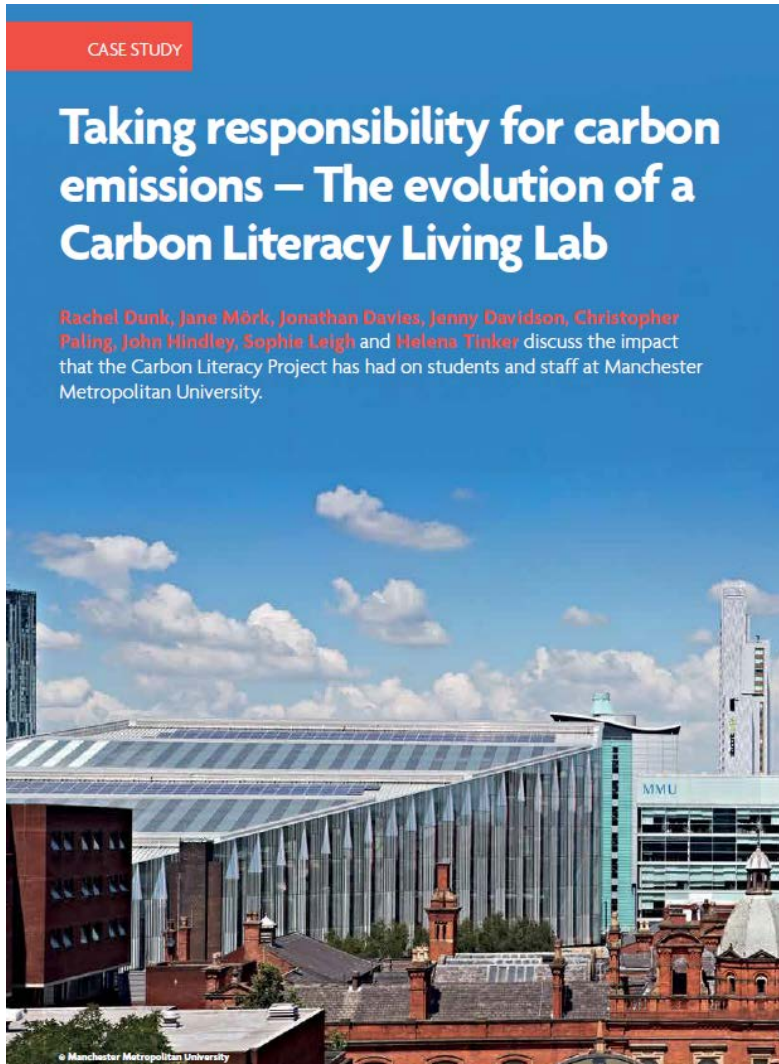
# Equity and fairness

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- Poor countries such as Bangladesh will suffer the most from climate change.
- Industrialised countries such as the UK and many countries in the West bears the main responsibility for manmade climate change.
- We have spent over 200 years putting carbon into the atmosphere!
- We face the biggest responsibility to reduce our carbon emissions compared to countries such as Bangladesh and India.
- Industrialised countries need to help poor countries adapt to climate impacts.



# Wrap Up



- Available at: <https://www.the-ies.org/resources/living-labs>
- Please contact Jane Mörk if you want to find out more: [j.mork@mmu.ac.uk](mailto:j.mork@mmu.ac.uk)



# The SDG Accord

*The University and College Sector's Collective Response to the Global Goals*



*End extreme poverty, inequality and climate change*

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[www.sdgaccord.org](http://www.sdgaccord.org)

