

Green Impact Excellence Project Report

To be completed before 12 May 2023

This update is an opportunity for you to celebrate your hard work and achievements in Excellence. We hope that a lot of your projects will continue after the submission deadline, but you should aim to summarise your work so far, as well as any work due to be completed. Please ensure your project update doesn't exceed 2,500 words.

Name of Team: Cambridge University Press & Assessment

Excellence Submission Title: Cambridge University Press & Assessment carbon literacy training project

A summary of your project's achievements

This should reflect the projects aims and objectives as outlined in the project plan.

Achievements:

Aim 1a: develop a bespoke carbon literacy project

In order to develop a bespoke course we undertook an extensive information gathering phase including attending an accredited carbon literacy course delivered by existing providers in a variety of formats. We also looked at existing on-line only courses.

Following this phase, we outlined the content of our course. A key consideration was to decide the best delivery method for staff in a variety of roles and in our UK and global offices. We decided that a combination of modules which are done on-line by staff at their own pace followed by a scheduled 'guided' session would work best and allow the largest number of staff to fit the training into their working patterns.

We outlined the content that we needed to include, using the Carbon Literacy Project checklist of content, and including the specific business context information we wanted to deliver. We then divided this content into a number of modules which would hang together as coherent learning, with a balance of activities and factual information and flow from first principles to embed and reinforce the learning throughout the course.

One of our developers had some previous experience of developing on-line training and created a pro forma template that would ensure a consistent approach and make sure that all images, animations and audio assets could be identified.

Module 1 is **Climate science fundamentals**

The content of this module was originally designed as two different modules but when we started writing material we ended up merging them as a lot of information was interlinking.

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Module 2 is **Impacts of climate change**

In the 'Likely effects of climate change' section we included links to the locations of our major offices in different areas of the world to allow staff to explore the local impacts of climate change. This was a major driver of making a bespoke course that was relevant to our staff in all locations. Many existing carbon literacy training courses were very UK-centric and therefore would not be as relevant to staff in our international offices.

Module 3 is **Exploring carbon footprints**

In the 'Understanding carbon footprinting' section we have chosen a carbon footprint calculator that allows trainees to calculate their footprint based on the country they live in because the balance of energy production will have an impact on the carbon footprint in different areas of the world.

Module 4 is **Our carbon targets as an organisation**

This module was felt to be especially important for our company so that the staff can consider the work areas within their control and identify areas for carbon reduction.

All modules have reflection questions used for the guided session and a section for additional resources and further reading. This will allow trainees to find the right level of detail and different ways of learning about the topic.

We estimate that the on-line sessions including watching the embedded videos, exploring emissions and climate data using interactive maps, using the carbon footprint calculator and doing the further reading will take approximately 6 hours.

The scheduled 'guided' section of the training will be 2 hours. It will be conducted by a trainer who has been through an accredited carbon literacy course and undertaken a further course on facilitating climate discussion run by the Carbon Literacy Project. This 'guided' session will be delivered as an on-line event using Microsoft teams. We have produced a guide for the trainers to help to manage time within the session but enable some flexibility for discussion and interaction.

The aims are:

- Learning about actions that you can take in terms of reducing your emissions from food, building & energy, consumption & waste, travel & transport
- Reflecting on how you can reduce carbon emissions through your role in the organisation
- Creating one personal and one group action pledge.

The intention is that the session will be run as a face-to-face session where we can recruit a cohort in one location. We already have one planned in South Africa.

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All of the modules have been reviewed by a number of stakeholders in the business. They have added their comments and improved the content and ideas for additional resources, links and activities.

Aim 1b: accredited by the Carbon Literacy Project

The modules have been submitted to the Carbon Literacy Project for accreditation. It is estimated that we should receive feedback within two weeks of submission. We have scheduled some time to make changes and respond to feedback.

Aim 2: 100 staff members through the new CUP&A carbon literacy course by the end of July 2023.

The first cohort has been recruited and we estimate that they will undertake the course in early June.

Communications to recruit the remaining trainees has started and we hope to recruit at least three more cohorts before the end of July 2023.

Aim 3: each staff member who had undertaken the training (both in the development phase and the training phase) would undertake to carry out a carbon reduction action within the business as part of the accreditation by the carbon literacy project

12 members of staff have already been through accredited carbon literacy programs and have received their accreditation certificates from the Carbon Literacy Project.

KPI Delivery Update

Please refer back to the KPIs you stated in your project plan and report the progress made. If you didn't quite meet your targets, you can make reference to any challenges in a later section. The most important thing here is to check you've been able to accurately measure your KPIs. Please also mention your target KPIs alongside your actual figures. The table below may be helpful

KPIs (as in project plan)	Revised KPIs (If applicable)	Actual outcomes
Recruitment of developers and Trainers:		<p>The recruitment of developers and trainers was completed November 2022.</p> <p>The initial development team of 5 members of staff with diverse interests and locations in the UK, US, India, the Philippines and South Africa. They were also chosen to have a range of experience including the development of on-line courses and face to face workshop style training events.</p> <p>All developers and trainers went through accredited carbon literacy courses and trainers</p>

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		undertook additional training on how to facilitate effective climate discussions run by the Carbon Literacy Project.
Development of a training programme of 8 hours including face to face and remote elements		The development of the training programme is complete. The on-line elements of the course have been created and reviewed and rendered in the Articulate Rise on-line training development software.
Accredited by the carbon Literacy project	In the project update this was rescheduled to March.	Due to time issues this phase of the project has been pushed back to May. We anticipate that the feedback will be received within 2 weeks of submission and have scheduled some time for making amendments following feedback.
Recruitment of 100 staff to the training programme between March and July, from across the business	In the project update we reported recruitment of the first cohort of attendees. Further Recruitment was scheduled to start in March 2023.	As a knock-on of the extended development time the schedule for the first cohort to take the training has been pushed back to June. Further recruitment has started with information provided at the Environment staff network meeting on 15 th May, on Yammer, and as articles and posters in the internal communications.

Evaluating the impact of your project

How can you evidence the success of your project, other than through the KPIs above? Qualitative data is as useful as quantitative data so you can add anecdotal evidence here on the overall result of your project. You may wish to refer back to the 'action plan template' that you submitted in your project plan in December. Are there any things that resulted from the project that you can't easily measure? What were your team members', colleagues' and senior management's views on the project?

The creation of the carbon literacy course, and its dissemination across the organisation, marks a significant stage and progress for Cambridge University Press & Assessment in building carbon-related knowledge and action through, and with, colleagues. Using core

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capabilities within the organisation to build and review content, and lead on training has been both an innovative and an inclusive approach. This is the first time that a training programme has been considered and delivered in this way.

Even though the training is yet to be delivered across wider staff groups, we've already seen an increase in knowledge and passion for driving improvements amongst course developers and trainers who are becoming more pro-active amongst the staff networks.

The course is important to senior internal stakeholders within the organisation in being a tangible sign to the organisation of leadership commitment to building carbon literacy. It has also garnered interest from key external partners who are now interested to use this model and content in partnership for their own teams. See Legacy.

The Head of Sustainability (Vicky Evans), Property Environment Manager (Peter Lumb), Global Director of Climate Education (Christine Ozden) and a Senior Board sponsor for sustainability (Catie Sheret) have been involved in this project. The training and development team have been drawn from both Press and Assessment sides of the business and from the UK and offices around the world including India, South Africa, the Philippines and the US. This has been central in allowing us to identify the opportunities for carbon reduction in all areas of the business and making sure that the course is suitable for all staff in different parts of the business but also in different locations around the world.

The interest in the projects from the initial recruitment of developers and trainers was better than anticipated with a shortlisting activity needing to be carried out to narrow down those interested in being involved in the project.

Even from pre-comms, we are receiving enquiries from colleagues about the training, how to begin to make changes and to come and talk to teams about what they can do to help.

Creating and providing this training for colleagues in CUP&A has multiple layers of impact, both in terms of good practice within our own organisation, but importantly in influencing our colleagues' engagement with education communities right around the world as we build content and engagement for the products and services we deliver.

Project Difficulties and Opportunities

What were the barriers (if any) to your project's success and how did you overcome these? Has the project raised any opportunities? If so, how does your team plan to take advantage of them? This is an ideal place to make reference to any unexpected issues or barriers that may have come up during your excellence project. If your project plan didn't progress as planned, please explain why and what you did instead.

Difficulties:

We have a very diverse range of staff in the organization. The course needs to present and embed information for learners with varying levels of science background. To make sure we achieved this we recruited developers and trainers with a wide range of pre-existing knowledge and listened to advice on the appropriate level of detail.

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We needed to promote the idea of carbon literacy to staff who are both already interested and eager to learn and staff who are currently unengaged or resistant. To do this we have had to think about the way we present the information and how to get them motivated to make an individual and group action pledge and follow through on it. We drew on experience of on-line and face to face trainers and listened to staff who have experience of working with 'resistant' teams.

Working out the outline of the course and developing the content took much longer than was originally scheduled. There were some initial disagreements between developers about what the role entailed. This was resolved by some developers taking a more content focused role and others taking a more delivery focused role.

The extended development phase resulted in some developers having to step back after completing their portion of the work in order to fulfil their day to day jobs. The development has highlighted the need for dedicated resource for learning and development activities relating to environment within the organisation. This in turn is leading to a proposal for a 'L&D' apprentice for the sustainability programme.

Opportunities:

We have had the opportunity to work collaboratively with a wide range of colleagues, building relationships between offices, understanding different business and country specific contexts.

Developers have learnt a great deal about online training courses, how they are created, what is best practice for keeping trainees engaged and what can and can't be done via on-line training methods.

All developers have broadened and deepened their own understanding of the carbon literacy topics and learning points through extensive work on the course and finding new materials, resources and support on these topics. Several bought climate related books to use for the course and to share with colleagues.

See information on the follow-on project with Alif Education in the legacy section.

Value added benefits

Please outline what the value added benefits of completing an Excellence project were. These are anything that arose from the project that wasn't planned, or any additional benefits outside of your original KPIs and objectives. Examples could be building community bridges, strategic community partnerships, engaging hard to reach students, helping to widen participation in sustainability issues, building a stronger Green Impact community etc.

By gaining accreditation all developers and trainers had to do a carbon reduction activity which was individual and group focused.

Examples of their individual actions included:

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Investigating buying an electric car, changing to a plant-based diet, changing to a commute by bicycle rather than car, changing banks to ones that don't fund fossil fuel extraction, installing solar panels, and being mindful of digital carbon emissions.

Examples of their group actions included:

Many group projects involved being part of the carbon literacy training project group.

Other group actions included organizing food waste reduction education programs in the residential neighborhood, office site and neighboring buildings.

Organizing a carbon reduction resolution group among work colleagues and initiating a carpool programme for their local office.

Our work on developing our own carbon literacy training programme has given us the confidence and tools with which to start a collaboration with [Alef Education](#) based in Abu Dhabi, to create three bi-lingual (English and Arabic) carbon literacy training courses for teachers and two age groups (ages 10-13 and ages 14-18) of students in United Arab Emirates (UAE). This initiative is proposed to be in place before the COP28 conference in November/December 2023 hosted in UAE. See Legacy.

This collaboration with ALEF has also led to widening the partnership to include the Ministry of Education in UAE and businesses within UAE to facilitate sponsorship of certification.

Legacy

Please outline where you hope to take the project next and what the legacy effects of your Excellence submission are. For instance, will the project continue? Will the project result in any lasting change? Do you plan to share the results with others or is there scope for others to adopt a similar project? What would your recommendation be to others wishing to carry out a similar project?

We have had an active Environment staff network and have managed to widen participation in environmental projects through the Bronze, Silver and Platinum Green impact workbooks in the last three years. This project has reached colleagues who have not been involved in mostly Cambridge-based initiatives before. It builds on and extends the information-based communications and the short on-line 'Sustainability at CUP&A' course we launched in late 2022.

The carbon literacy training is designed to reach a broader range of staff, with a greater geographical spread and is the most extensive and substantial climate education for staff we have ever produced.

It is envisaged that the CUP&A carbon literacy course will continue to be run following the end of initial project in 2023. The aim is to recruit more trainers through the staff members who take the course in the cohorts during 2023 and that these new trainers will go on to inspire more staff members to undertake the course. In this initial phase the training is voluntary professional development, but there is strong support for the course to become a mandatory training course that all staff will undertake. This would be approximately 3440 staff members

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across 38 countries. Maintenance of the training will require additional recruitment of trainers to facilitate the guided sessions and require additional funding to gain individual certification through the Carbon Literacy Project.

A major legacy is the collaboration with Alef Education in UAE. These three new carbon literacy courses for schools in UAE will build on our experience, work process and contacts within the Carbon Literacy Project.

It is anticipated that Alef Education will build the content, lead on budget, funding and sponsorship. CUP&A will provide support for building the training, review the content before submission to the Carbon Literacy Project and support with networks in Climate education.

This training would initially be for UAE government schools (c160k students) and Alef's own private schools community of 200 schools (c120k students), plus their teachers. The course will be primarily on-line course taken as an extra-curricular element rather than integrated into the curriculum.

This initiative is also endorsed by the Ministry of Education in UAE and they plan to showcase it at COP28 in November/December 2023.

Because the process of getting individuals accredited via the Carbon Literacy Project has associated costs, we are working with Alef Education to identify businesses in UAE who could sponsor students and provide the funding for the individual learner accreditation.

Although the initial project is focused on students in UAE it is envisaged that it may lead to an on-line course which could be made available commercially outside UAE.

Photograph

Please include a photograph (or photographs) relating to your project – you can provide captions for these in this section.

Please see video link provided