Participant Details Form

Essential Information (**Please write clearly** - What you write goes on your certificate):
Forename(s)   Surname:
Postcode:
Email:
Job title: ICT Traded Services Manager
Name of your organisation:
Name of the organisation delivering Carbon Literacy: APSE

Additional Information **(Optional):**
To better understand the audiences for this project with the aim of improving the diversity and reach of Carbon Literacy, in line with our equal opportunities policy, we would like to collect some additional data **at your discretion**: Please circle or highlight your answer: **Gender you identify as:**   **Female** **Age:**   **51-60** **How would you describe your working status? Employed**, **How would you describe your ethnic background / ethnicity?** * Trainers - If using outside the UK, please edit to better represent communities where you are. **White**
We love to share brilliant actions pledged by learners, as a way to inspire others. Are you happy for your action to be shared with the wider CL community? Please tick circle or highlight your answer **Anonymously - yes** **If we think your action is particularly outstanding, would you be happy for our team to follow-up with you?** Please tick circle or highlight your answer **Yes**

Evidence Form

The focus of Carbon Literacy is about empowering people to take action. To become certified as Carbon Literate you must:

Page 1 – Getting to Carbon Neutral

1. Explain clearly the steps we need to take as a society, to be **carbon neutral by 2038***.
* Edit date to fit with local or organisational zero-carbon target.

Page 2 – Commitments

2. Create at least one significant, new action **within your individual control** to reduce carbon footprint. This action should, wherever possible, be taken in the context in which the training takes place.

3. Create at least one significant, new action **involving other people** to reduce collective carbon footprint via your workplace, community or place of education. This is your **group action.**

The information you write on this form alone will determine whether The Carbon Literacy Project can certify you as Carbon Literate or not.

Getting to Carbon Neutral

Please complete this section to the best of your ability. You may choose to write, draw, or annotate diagrams to explain your answer fully.

1. As a society, what do we need to do to be carbon neutral by 2038*?

As a society:

We need to take time to think that whatever it is that we do, however we live our lives it all has a knock on effect. We need to look at the effect our lives have on the planet.

We need to stop buying what we do not need.
We need to only buy items that are recycled or from a sustainable source.
We need to re-use, re-purpose, recycle what we do not consume.
We need to take responsibility to offset what we do.

We need to stop travelling where we do not need to go.
We need to travel using the least amount of carbon emissions as possible.
We need to encourage others to do the same.

We need to make informed decisions.
We need to understand the carbon cost.

We need to share and influence others to change habits, lifestyles to ensure we still have a world to pass on to the generations to come.

Commitments – Your Individual and Group Actions

Please justify your answers and note that the person reading your form may not be an expert in your particular field, so please give as much specific detail, as to how your actions will reduce emissions, as possible. **Parts a, b, c, d, (and e) must be completed.**

We are looking for evidence that you have an awareness of the carbon emissions/savings associated with the actions pledged. During your training, you will have discussed different emissions associated with various activities. Using the climate science you have learned, please explain and justify your actions and why you're taking them.

Please ensure you pledge at least one significant individual and one significant group action, which are different. They can be on a similar topic or theme if you wish, but you must make it clear how they differ, so we can clearly see at least two different actions. When considering your group action, please make sure you have explained this in your own words, even if working with others from the same training. You must be able to place yourself within your group action, explaining your part and your role.

We have asked you to rate the action with a low (10s kg's), medium (100s kg's) or high (1000s kg's) of CO_2e ranking - please make sure that you use this to consider whether your action is significant enough in relation to your role or position. Your action could also cause others to save CO_2e, making it an indirect saving. If you have pledged an action that you think will have a low CO_2e saving, but this action is significant to you, please explain why it is significant in part 2c and 3d.

(a). What significant, new carbon reduction action are you committing to as an **individual**, **within your personal control** as a result of your Carbon Literacy training? This will normally be in the context (workplace, place of education, or community) in which you are receiving your training.

My pledge it to increase my awareness of the carbon cost of what I buy, enabling me to reduce my carbon footprint by choosing more sustainable products.

I learnt from the course the carbon cost of everyday items that I had not really thought about eg eating a banana, having a cup of coffee. Seeing the carbon value of these everyday items was a learning curve for me. I thought I had an understanding of items like cars, planes etc but seeing it broken down to everyday items made me think that even smaller changes can make a big difference over time.

My pledge is to compile a "carbon counter" this will be stored on my mobile phone and I will add to this as I go about my daily life.

This will make me take time out to find out the effect of buying that burger, although being a vegetarian I am conscious of making sure it is from a sustainable source but there are a lot of other things I need to check.

The Carbon Counter will allow me to look at the retailers, look at their websites and see who has pledges and reviews from organisations like Greenpeace and WWF about the companies to see if they adhere to their pledges.
Check where they get the fuel for their transport fleet?

Attending this course has made me ask more questions, it has made me more aware and I will use my

Carbon Counter to reduce my carbon footprint.

(b). Estimated CO_2e saving per year: **Low**

Note - Low 10's, Med 100's or High 1000's do
not have to be accurate just an estimate

My pledge for me will be a Low saving per year, but over the years for the rest of my life it will become a Medium.

(c). Please outline why your new action is significant to you (i.e. think about your role/position, and how much carbon can be saved through your action, directly or indirectly?):

My action is significant for me as I will be more aware of the effect my life is having on the planet and it will enable me to consciously reduce my carbon footprint. Having my own Carbon Counter that is tailored to my lifestyle will enable me to quickly see the shops that care, the best food to buy that will cause the least damage.

I want to enjoy my life and do the things I want to do but I also want to make the right choices.

(d). Please outline how it reduces a carbon footprint which is within your **individual** control. (Think specifically in relation to the climate science portion of your training and which actions reduce which GHG):

By having my own tailored Carbon Counter I will have a better understanding of the Green House Gases that are created. I will be able to look at ways that I can change what I do or look for alternatives for what I buy eg:

Carbon Dioxide – I will walk wherever I can get to safely rather than go by car. I will use public transport on scheduled buses or trains when making longer journeys. I will encourage others to do the same and can use my carbon counter to show the effects of the different modes of transport has on the planet.

Looking at where items are sourced and how they are transported will help me to reduce my carbon emissions, buying locally sourced food that is in season. This will reduce transport and be a healthier diet as it will be fresher.

Methane – I will only buy what I need, shops and supermarkets offer deals on buying larger quantities at optimal prices. Reducing the amount I buy will also help me to lose weight. Buying what I need even will be more cost effective to the planet, it will reduce waste and reduce the amount of emissions from land fill.

Nitrous Oxide – Researching how things are sourced including the use of fertilisers will be added to my carbon counter, this has 265 x more emissions than Carbon dioxide.

F Gases – Seeing how much of an effect these are between 10s to 10,000's more emissions than Carbon Dioxide was a shock, I had been aware of aerosols were not a good idea but I had not realised the extent of the damage they and fridges do.

Having my own personal carbon counter will allow me to look at things more clearly by categorising the effect.

3. Your Group Action (Please write clearly)

(a). As a result of your Carbon Literacy training, what significant, new carbon reduction action are you committing to undertake, involving **a wider group of people**?

As a group I have shared the WWF Carbon Footprint Calculator, everyone completed it and there were some surprises. I wanted to make everyone aware and share some of the information I learnt on the day. This helped everyone to understand what we as a team needed to go and got them onboard with making a change. Some of the things we can change in work will also help them to reduce their score and everyone was really interested to do that.

I work in IT, supporting schools across the Wirral to use systems effectively and to problem solve. We support over 100 schools from nursery through to secondary.

We reflected on how we deliver the service to schools and how, when we were in lockdown, we changed how we did this because we did not have any choice. During this time we had a secure remote access setup, via a jump box so we could fix software problems without the need to visit a school to minimise the risk of staff catching covid and reduce the risk of any of us spread of the disease to others.

When lock down ended we reverted to our previous methods, offering the schools what they have always had.

The service is outlined in the following SLA – I have highlighted the areas that will be changed for next year:

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The team pledge is to change the way we deliver the services to schools.

For 2024/25 we will update our training materials to enable us to deliver all our courses via video conferencing, this will involve staff training to ensure we have the skills and the confidence to handle chat boxes, chat rooms and be able to manage an audience that we cannot see.

We will develop the post course support to ensure attendees have picked up the skills they need to utilise the applications effectively.

We will change our methods to encourage attendees to have camera's on to make sure attendees are actually there and can check on reactions.

We will ensure that the group is not too big that it is unmanageable.

Reducing carbon emissions:
- **My team will not have to travel to venues and therefore reduce their carbon emissions.**
- **Course attendees will not have to travel to a venue and therefore reduce carbon**
- **We do not have to utilise a venue therefore reducing carbon costs of heating and lighting.**
- **Course attendees could even attend the course from their home and therefore remove the need to travel to their place of work.**

We will also utilise the conference call for meetings, large scale events and problem solving.

Being able to share a screen to explain a problem will enable us to see what is wrong, using the

remote connections we can connect to any workstation in the school (the software used needs the workstation user to connect too – so keeping things cyber secure too).

We will be able to work more effectively, saving time as well as saving our emissions – a double win.

Delivering training and hosting meetings online will also reduce resources as we will provide support materials online. Ensuring that our customers can review our support portal and always have access to the latest version of notes – this will encourage them not to print them out.

The following SLA has been offered to schools for 2024/25:

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This came out from our team discussion and everyone was happy to be involved as they could see the benefits for them and the schools we support.

Everyone will get a better service.

If we reduce our travel carbon emissions we will also be reducing or cost of service delivery and this will reduce the charges.

Everyone will be encouraged to change as there are benefits for everyone – for the planet as well as everyone's budgets.

(b). What is the wider group of people?

The team consists of 4.4 full time equivalent post.
The customer base consists of 105 schools, approximately 1,500 school employees.

(c). Estimated CO_2e saving per year: **Medium**

(d). In your own words, please outline why your new action is significant to this **wider group** (i.e. How will this action involve others? Think about your role/position, and how much carbon will be saved collectively, directly or indirectly).

I will advise schools in a newsletter that we are intending to stop delivering face to face training and will use a virtual training environment.
I will explain the benefits of this decision ie reducing our carbon emissions and advising that this will reduce the cost of service delivery that will result in a reduction in our Service Level Agreement charges.

I will share the 2024/25 Service Level Agreement with schools now and this will show the offering is for virtual training and remote support.

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Using the information provided on the course and research I can calculate an estimate carbon saving for a day's training, this would be based on an estimate of distance travelled.
I will add an average carbon cost for a training living mid-point from the boundary of Wirral to the

course venue.

I can also calculate the actual cost of travel for my team, plus venue hire and the production of training materials and be able to give a £ cost of the course for Wirral LA.

Providing the carbon cost will provide everyone information and aim to spread awareness of the carbon savings we can all make.

Providing a budget saving will provide another incentive that will give the budget holders in the school the incentive to support the change we are offering.

(e). Please outline in your own words how it reduces the **wider group's** carbon footprint (think specifically in relation to the climate science portion of your training and which actions reduce which GHG):

Transport is the cause of 28% of the Greenhouses emissions in the UK.

Businesses utilise 18% of the GHG in the UK

If we ONLY offer training via video conferencing

The customers will not need to travel anywhere specifically for this task.

My team do not need to travel anywhere for this task.

We will not need to heat or light a room to deliver a course.

This action will reduce our carbon emissions for this actively to 0%.

Increasing the use of remote access to schools' network will reduce the schools visits we need to undertake and this will reduce the carbon emissions.

If a site visit is inevitable staff will walk, cycle or use public transport to undertake their duties – every school is on a bus route.

This will mean team members will need to plan a little more depending on where staff are going to. I need to ensure their safety but if they travel at a safe time and do not put themselves at risk it should be possible to remove the use of cars for any part of our job.

The priority will be to fix it over the internet connection.

When needed a visit can be arranged but by walking, cycling, getting the bus or train. Only when kit needs to be taken then cars/vans will be agreed to be used. This will take more time but help to save the planet.