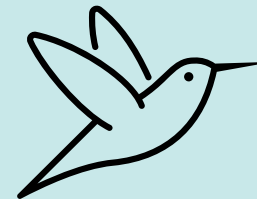


Truro & Penwith College

CLIMATE ACTION CONSULTATION 2024





“I try to stay hopeful and optimistic, but it is difficult when our government doesn’t listen to the science presented in front of them and keeps handing out oil and gas contracts and ignoring the protests. There is not enough being done and it is becoming harder to stay hopeful that we will be able to help stop the changing climate and keep the earth's temperature from rising further.”

- Truro College Student

INTRODUCTION

- This report presents the results of the Climate Action Consultation carried out at Truro College from February to April 2024 by the **Greener Futures student group**.
- **567 students** completed this consultation, creating a unique opportunity for student voice to be at the centre of decision making and positive change at Truro College!
- The consultation was created by **RJ Working's Youth-Led Climate Action Team** to grow the climate crisis conversation in a supportive and beneficial way.
- We will take this information to Cornwall Council to promote positive change within our local communities.

Connections with nature

How do students connect with nature?

1. Doing activities/spending time outdoors (**77%**)
2. Relating to animals (**52%**)
3. Deep feeling of belonging in the outdoors (**29%**)
4. Learning and studying about plants and wildlife (**25%**)
5. None of the above (**7%**)

75% of students said nature is **very important** to them.

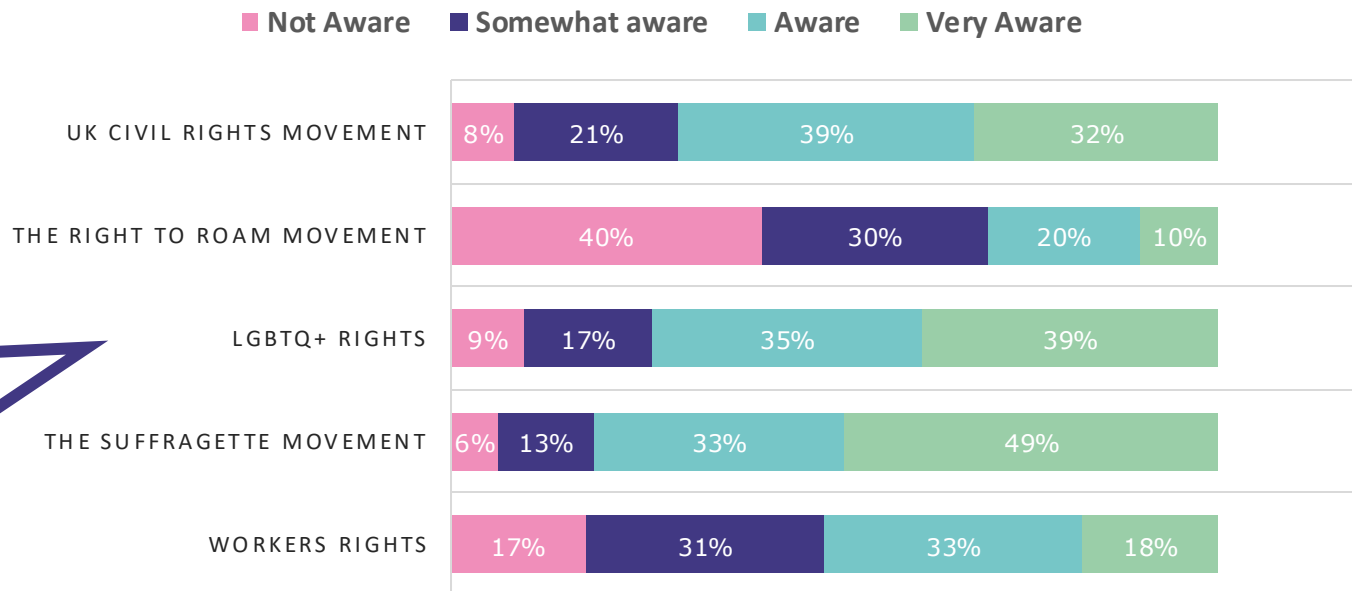
57% of students are **very worried** about the impact of climate change on nature.

Other ways student connect with nature:

- "Going out and painting landscapes"
- "Sitting in the sun and closing my eyes for a few minutes"
- "Admiration for its diversity and beauty"
- "Nature walks"
- "Stargazing"
- "Climbing trees"
- "Travelling"
- "Collecting things outdoors"

Awareness of social change

Social change has always been the outcome of heroic effort, against the odds. We asked students how aware they were of the impact of people led campaigns on important social changes.



76% of students believe that learning about previous social campaigns could empower and aid us with climate campaign efforts

Motivations

Active Hope is a mindset for staying hopeful in the face of big challenges and imagining the future we want to create. Students shared what inspires and motivates them and where they feel they can most influence change.

What inspires students to create change?

1. Exposure to climate related disasters (**52%**)
2. Family and/or friends (**52%**)
3. Sadness and grief for the losses (**39%**)
4. Efforts made by your local community (**35%**)
5. Anger about injustices (**32%**)
6. Activist groups and individuals (**25%**)

What else inspires students?

- "Wanting to improve my surroundings"
- "Mine and my children's future"
- "Just wanting to have a happy life"
- "Large corporations causing most of the damage but blame being pushed upon average people"
- "The fact the planet will die"
- "David Attenborough on Blue Planet"

When asked how motivated they feel about acting in response to climate change, the average response was **5 out of 10**

What would increase students' motivation to create change?

- "Making it more accessible for people to participate"
- "If college took more action"
- "If I felt like my actions made a difference"
- "Alternatives being cheaper"
- "Clear opportunities to take action with other people in our community"
- "Learn how climate change affects us and nature"
- "Education on ways to make a difference"
- "A recognition that climate impacts come from large corporations and industries that governments support, rather than the individual"

42% of students take steps to stay hopeful and motivated in the face of climate change

What steps do students take to do this?

- "Following eco-positive social media"
- "I do my own research and stay aware about what is going on"
- "Reading about campaigns and how other people have made a difference, it inspires me to be a better person"
- "Read news of the good changes happening"
- "Buying things second hand, avoiding single use plastic, walking to college"
- "Meditation"
- "Going outside and connecting with nature"
- "Talking to like-minded people, doing everything I can to help the environment and encouraging others to do the same"

Power

Who do students feel has the most power to create change?

1. Government
2. Businesses & multinational corporations
3. Communities
4. Campaign groups
5. Individuals

Where do students feel they can most influence change?

- "Mostly in what I do as an individual: watch my carbon footprint, eat less dairy & meat, recycle, reuse & sign petitions that will make change happen on a larger scale"
- "By being part of a group; the more people who campaign for an eco-responsible future, the higher the chance that those with the power to make a change will do so"
- "Unsure. Talking online almost never causes change, talking face-to-face causes people to feel unhelpful, leafleting feels like it can be a waste of paper & attending strikes disrupts my education. I feel as if I don't have a voice."

"Finding my way into government & creating laws there "

THE MAIN STEPS STUDENTS TAKE TO STAY HOPEFUL AND MOTIVATED

Staying aware and informed

Taking small positive actions

Connecting with others

Looking after ourselves

Being educated on how the climate crisis impacts us, and how to create change.

Increased accessibility and opportunities to take action.

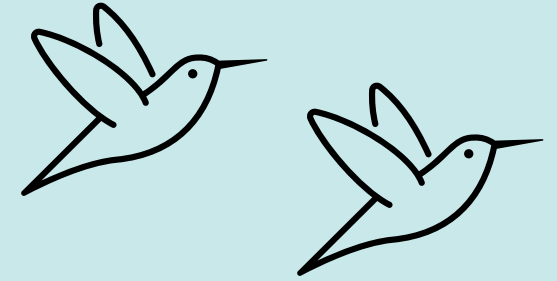
Opportunities for everyone to take action together as a community.

Having a focus on system change rather than individual change.

Feeling like our actions make a difference.

STUDENTS' TOP MOTIVATORS TO CREATE CHANGE

It would make me more motivated...



"To see people around me joining in. To be able to create a massive change you need a wide range of people to get involved."

- Truro College Student

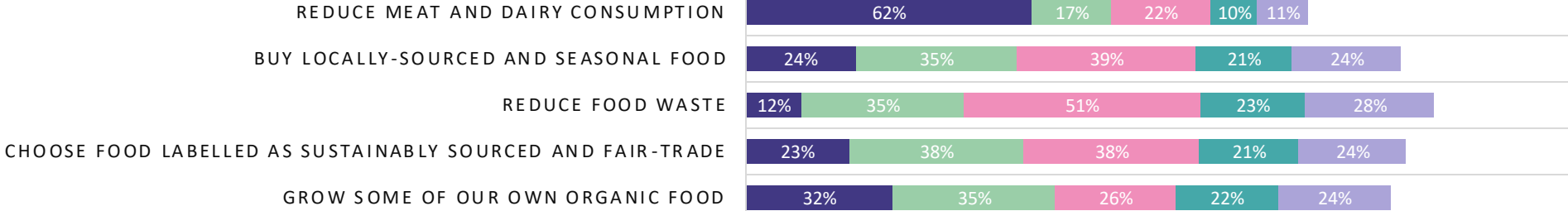
"If there was a wider range of solutions which the average person can afford. If the county supported people better, with better wages, easier childcare, if work and home life wasn't such a battle (having to work just to afford basics), then people would have the time and money to make life changes. If big companies changed their ways e.g. less plastic production, and cheaper organic plant-based food."

- Truro College Student

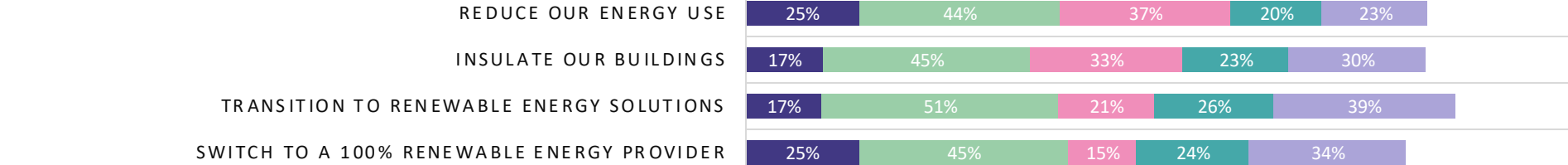
Student Awareness: Solutions and Ways Forward

■ This isn't important to me ■ This is important to me ■ I already do this ■ I want my school/college to do this ■ I want Cornwall Council to support this

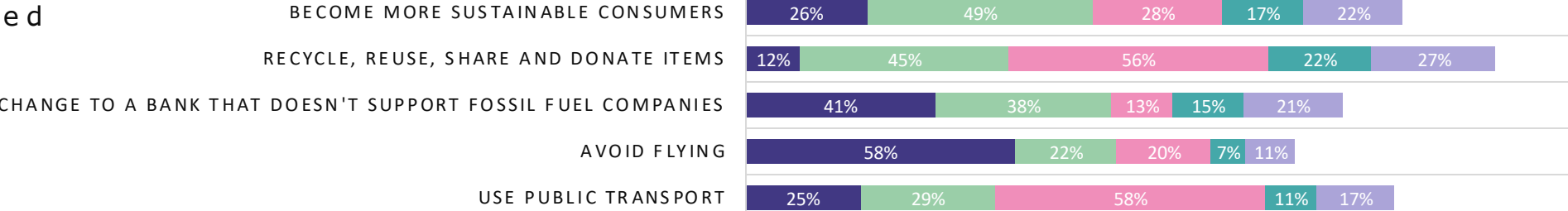
Food-based



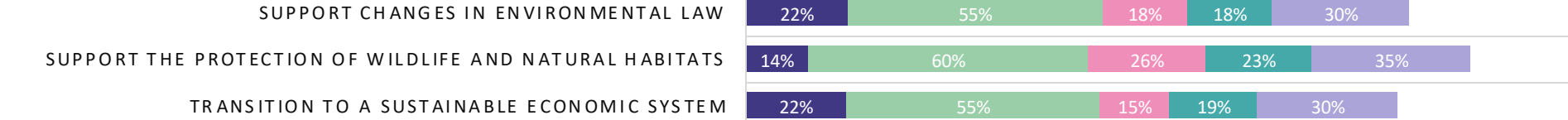
Energy-based



Consumption-based



System-based





KEY FINDINGS



What's important to students

System-based change is most important to Students, including:

- Supporting changes in environmental law
- Transitioning to a sustainable economic systems

Other top priorities are:

- Supporting the protection of wildlife & natural habitats
- Becoming more sustainable consumers (which requires access to sustainable choices)

What students already do

- Use public transport
- Reduce food waste
- Recycle. Reuse, share & donate items
- Buy locally sourced & seasonal food

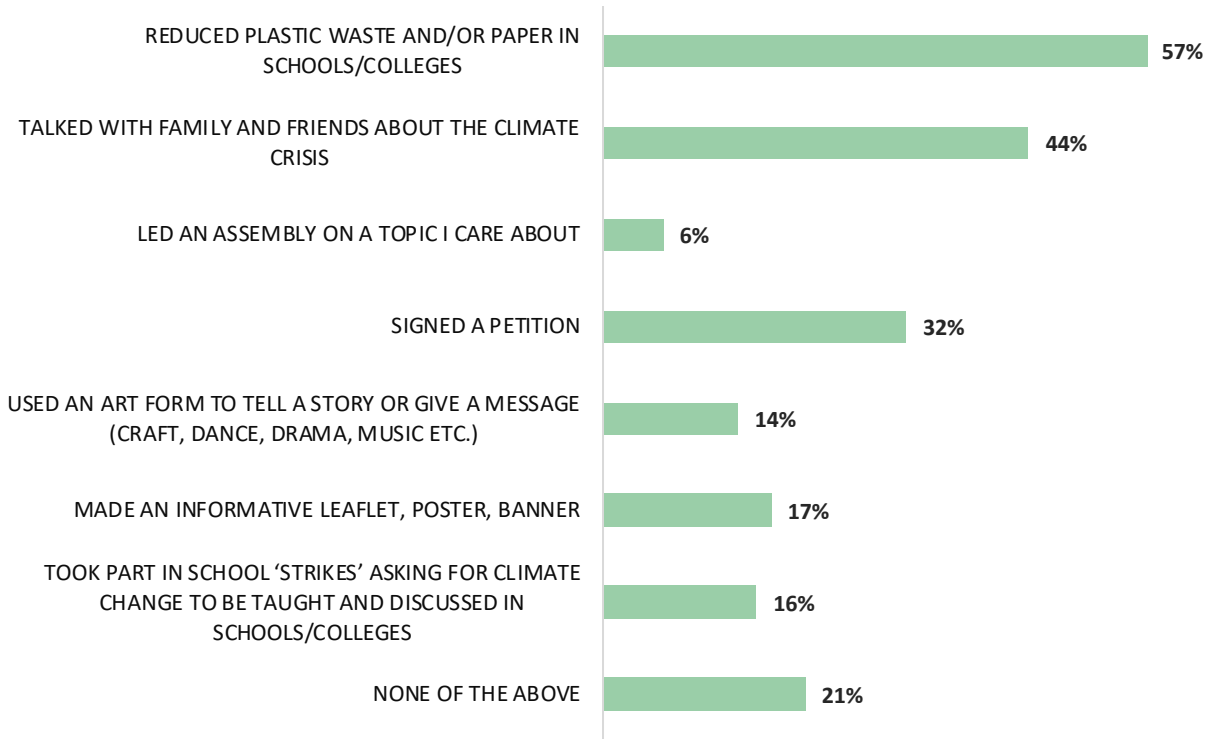
What students want the College to do

- Transition to reusable energy
- Support the protection of wildlife & natural habitats
- Switch to a 100% renewable energy provider
- Insulate our buildings
- Reduce food waste

What students want Cornwall Council to support

- Transition to renewable energy providers
- Support protection of wildlife & natural habitats
- Insulate buildings
- Transition to a sustainable economic system
- Support changes in environmental law

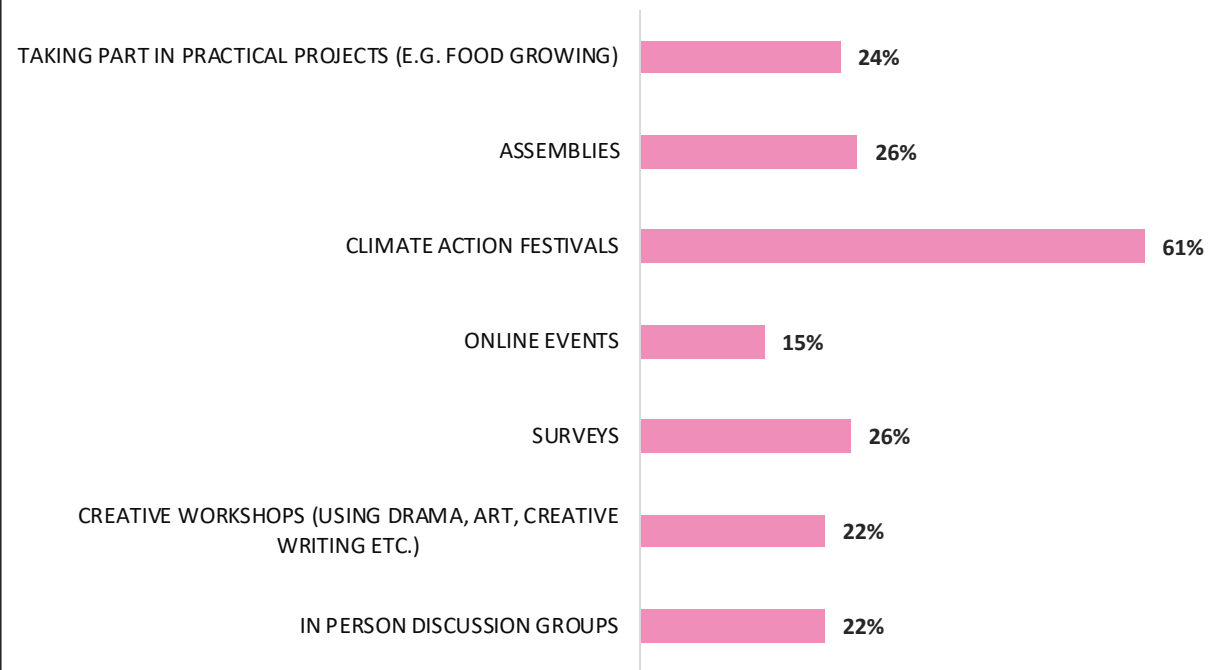
Past Student Actions



Other ways students have campaigned:

- "Supporting my cousin in her endeavours with green peace and just stop oil"
- "Volunteer help with charities."
- "I was a part of an eco-friendly team in school called 'The Green Team' to help to save the planet."
- "large scale XR protests and local based groups "
- "litter picking at the beach "
- "I work and live on a sustainable farm, and we campaign for climate action. "

How Students Want to be Involved

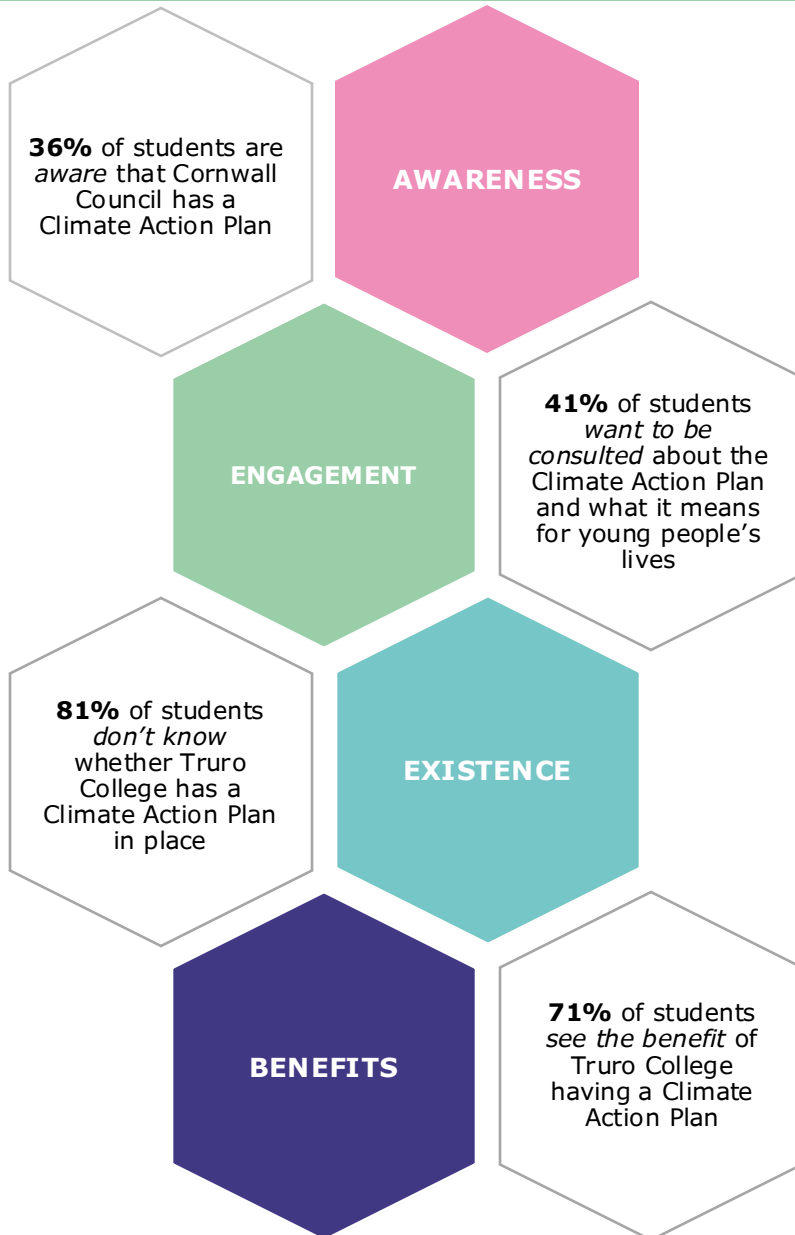


Climate solutions students want to learn more about

1. Energy-based solutions (63%)
2. Food-based solutions (47%)
3. Consumer-based solutions (47%)
4. System-based solutions (44%)

36% of students would like to learn more about how to campaign in their school/college and local community

Climate Action Plans



Analysis Summary

Systems change

Students feel frustrated that people in power are not acting and that there is too much emphasis on individuals making changes that they don't have the time, money, energy or access to.

Students are past small individual actions like recycling, and want to see positive systemic change, led by those in power.

Education

Students want increased education on how the climate crisis affects them and how to create change, including learning from past social movements.

Participation

Students want opportunities to take action together as a community and connect with others.

Students want the college to have a Climate Action Plan and they want to be consulted on this.

Students want to have a Climate Action Festival at college!

“There have to be people trying or there will definitely be no change; I try to keep myself as one of those people”

-college student

Thank you to the Truro College Greener Futures Group: Amelia Richardson, Issy Sewell, Sophia Crafts, Mia Smith, Lola Stevens and Rose Clarke who led the roll out and analysis of this consultation

Greener Futures Recommendations

During analysis of the results, the team developed 5 recommendations for next steps:

1

Greener Futures Workshops

Rolled out across the college during tutor times, lesson times and at events to engage as many students as possible on themes such as:

- Green Careers
- Sustainable economic models
- Living sustainably on a budget
- Nature connection
- Acting collectively for Climate Justice

2

A Climate Action Festival

A whole day, whole college event consisting of:

- Workshops
- Discussions
- Film screenings
- Creative and practical activities

We could offer work experience for students wanting to take a lead role in designing and running the festival.

3

Termly "Community Conversations" on Climate Action

This would bring staff and students together, creating opportunities for:

- Feedback and updates about the College Climate Action Plan
- Students to input their ideas into plans and decision making

4

More opportunities for students to engage with nature around college

Including:

- Outdoor activities and workshops during tutor times
- Lessons outdoors where possible
- Planting and food growing

5

Review the Curriculum

- Identify where climate awareness and climate action can be incorporated into every subject area.
- Implement training for all staff and students on sustainability