

# YOUTH-LED COMMUNITY CLIMATE CONVERSATION

CSIA ACHIEVED A FANTASTIC LEVEL OF ENGAGEMENT, 635 PARTICIPANTS TOOK PART IN THE SURVEY!



191 students want to continue the conversations about climate change.

Over 60% of respondents believe the government can make the most difference in tackling climate change



Let's make climate action plans accessible and engage with our local MPs

44% of respondents felt motivated to act on climate issues



Let's support these students to become leaders in their school and inspire further community involvement



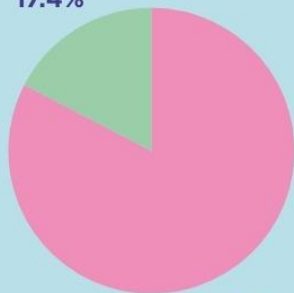
## Community Engagement

CSIA students would like to participate in or want to see:

### Top 5

- 1 *Better transport links*
- 2 *Renewable energy projects*
- 3 *Waste reduction initiatives*
- 4 *Community food gardening*
- 5 *Social media campaigns*

No  
17.4%



Yes  
82.6%

82.6% believe that Community-Led Action Plans could be more effective than individually tackling Climate Change



This conversation underscores CSIA's commitment as a changemaker, setting an example for other schools



## CLIMATE & NATURE: Camborne Science and International Academy Student Survey Report

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### Introduction

This report summarises the findings from a youth-designed survey undertaken at CSIA in July 2024, in preparation for a youth-led community conversation. The survey was designed in consultation with experts from Jola Associates and the University of Exeter. Analysis of the findings offers valuable insights into the relationship students at CSIA have with the Climate-Nature crisis.

CSIA achieved a high level of engagement, with 635 students taking part. The data highlights key opportunities for the school to enable positive change by raising awareness and fostering further engagement. This underscores the CSIA community's potential as a visible changemaker, setting an example for other schools. The RJ Working team appreciates this leadership in the arena of climate and nature which is so vital for all young people's futures, and which fits so many aspects of the curriculum. As a local charity supporting young people's voices and responsibilities RJ Working partners with schools in the discussion of the climate-nature crisis, focusing on understanding, collaborative teamwork and purposeful next steps.

**Analysis** The priority for this analysis is to provide CSIA with insightful information going forward. Our data review also considers how RJ Working can support CSIA in continuing this conversation, all the more vital in the context of CSIA's 'Dream Big' messages, and the new 2024 Government commitment to Clean Energy by 2030 which will create multiple new local employment opportunities.

1. It is positive to see that 30% of 635 respondents, 191 students, want to continue and develop conversations about climate change. It may well be that the others do not as yet have sufficient information to make informed decisions about this and might be offered some ideas through citizenship education.
2. Almost 90% of respondents were unaware of Cornwall Council's climate action plan and 92.5% unaware of Camborne Town Council's climate action plan. However, over 66% of respondents answered 'yes' or 'maybe' when asked if they would like to understand these plans. This highlights the need for accessibility and visibility of such initiatives eg by translating Cornwall Council's Climate Action Plan for those aged 11-16 and perhaps cross-referencing with the curriculum.
3. Over 60% of respondents believe the Government can make the most difference in tackling climate change. This points to students engaging with their local MP, especially considering the likely lowering of the voting age to 16.
4. 206 pupils believe that money is the biggest obstacle in tackling climate change. This creates an interesting starting point for discussion about the disproportionate impacts of climate change on the least wealthy. Furthermore, low-cost/free solutions could be emphasised.
5. 50% of respondents thought individuals make the least difference in tackling Climate Change in our community. 193 pupils thought that believing individual action would not make a difference was the smallest obstacle to tackling climate change. The RJ Working team wants to build on CSIA's achievements to encourage individual and collective efforts.
6. It is encouraging that over 44% of respondents felt 'fairly,' 'very,' or 'extremely motivated' to act on the climate issues which are escalating the recurrence of extreme weather, locally and internationally. There is the potential to support these students to develop their leadership skills to become changemakers and support developments in their school community. The RJ Working team have a funded offer for this in January 2025.

7. Over 70% of respondents reported having not discussed the impact of climate change on their personal well-being. This suggests they could benefit from an opportunity to explore this within a safe context of adult understanding.
8. CSIA students showed strong enthusiasm for community engagement. When asked which methods they would most likely participate in or want to see, the top choices were better transport links, renewable energy projects, waste reduction initiatives, community food gardening, and social media campaigns. In partnership with CSIA, RJ Working can offer a number of pathways to further inspire and motivate students.
9. Over 82% of respondents believe that Community-Led Action Plans will be more effective than individually tackling Climate Change. This reflects a sense of school community for further exploration.
10. Over 40 students want to continue this conversation with RJ Working. We can provide support for them to develop leadership skills, inspiring more students eg through assemblies, hands-on projects, and support for integrating climate awareness with the curriculum.

**Next steps:** Five themes emerged from the results of this survey for the CSIA community to consider:

1. **Student Voice and Climate Leadership** Focus on how motivated students can be supported and inspired to act. Identify pathways to foster student-led initiatives, build leadership skills, and create spaces where young people can express their voices in the climate action conversation.
2. **Intersectionality and Environmental Justice** Recognise the intersectionality of young people's experiences, particularly the social and economic factors that create barriers to engagement. Marginalised students can be empowered to address issues such as access, equity, and the disproportionate impact of depleting resources caused by climate change (extreme weather).
3. **Bridging the Gap Between Youth and Local Governance** Support connection between students and local climate action plans eg at Camborne Town Council, making local government actions more visible, accessible, and understandable to students, encouraging more direct engagement.
4. **Emotional Resilience and Well-being in the Face of Climate Change** Explore how students are emotionally responding to climate change, particularly the 70% surveyed who have not yet discussed its impact on their well-being. CSIA and RJ Working can create intentional spaces for students to talk about their feelings, fostering connection, resilience, and community support.
5. **Individual and Collective Agency in Tackling Climate Change** Explore perceptions that the government has the most power to address climate change eg understand the current Climate and Nature Bill going through parliament. Examine how students can further realise the collective power of communities, as well as the value of individual and small-scale actions in the broader challenges of tackling climate change (the causes of extreme weather).

## Conclusion

The results from this youth-led climate consultation reveal opportunities to further develop environmental engagement among students. There is a significant interest in participating in initiatives related to nature recovery, food sustainability, transport, waste reduction, and renewable energy. Members of the RJ Working team can help to progress discussions, inspiring awareness and motivation for addressing the Climate-Nature crisis. RJ Working can further collaborate with CSIA students and staff to support initiatives, keep the conversation going, and support the school community's sustainability efforts.