High impact climate solutions: We can do it!

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13/10/2021
En-ROADS is a cutting-edge simulation model used to test climate solutions and generate climate scenarios for the future.
Solutions: A lot to know…

[Image of Drawdown book]

[Image of How Bad Are Bananas book]

https://www.drawdown.org/

https://profilebooks.com/how-bad-are-bananas.html
Inspired by Carbon Literacy Training in:

- Chapple, W., Molthan-Hill, P., Welton, R., Hewitt, M.
  https://doi.org/10.1007/s10551-019-04363-w
What if every recruit into corporations from the world’s business schools was qualified as Carbon Literate?

Carbon Literacy Training for Business Schools

This training was developed by Nottingham Business School (Nottingham Trent University) in collaboration with the UN PRME Champions, Oikos International and the Carbon Literacy Project.

The aim of this project is to get academics, students and others Carbon Literate within a short time frame and to get as many people as possible actively involved in embedding climate solutions in their own life and work. In order to do so we have chosen a train-the-trainer approach, so we will offer regional events inviting all the universities and business schools in the vicinity to train academics and students there so that they can become trainers in their own institution and/or get involved in training others in other regions of the world.
### 1. Climate Change Science Education

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<thead>
<tr>
<th>Description</th>
<th>Additional Information</th>
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<tbody>
<tr>
<td>Knowledge and understanding of a broad range of scientific concepts and processes related to climate change (e.g. climate, deforestation, habitat loss, water cycle, soil erosion, air pollution), its causes and its consequences, ecologically, socially, economically and politically.</td>
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<td>Knowledge and understanding of the dynamics of climate change impact across time and space (e.g. delayed consequences, reducing the quality of life, security and development options of future generations).</td>
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<td>Ability to distinguish critically between certainties, uncertainties, projections and risks associated with climate change, and evaluate messages about and public interpretations of climate change science.</td>
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<td>Awareness of strategies and technologies to address the negative impacts of climate change (e.g., reducing carbon consumption, encouraging low-carbon development, reducing deforestation through sustainable forest management, improving water and waste management).</td>
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2. Climate Change Mitigation Education

Developing values, knowledge and skills required to make choices and decisions that minimize the use of natural resources, emissions, waste and pollution; while contributing to the development of new solutions to the climate crisis (e.g., rethinking the way we live, buy and consume, how our daily lives are organized, how we socialize, exchange, share, educate and build identities).

Taking individual and/or collective action with the potential to have immediate, direct impact (e.g., reducing energy consumption, using non-polluting and renewable energy sources, environmental conservation, re-forestation and re-greening).

Contributing to policy development with long-term positive impact on societal behaviour by examining economic systems, social structures, cultural patterns, lifestyle expectations, consumerism, wealth distribution, aspirations and value systems and their underlying responsibility for excessive greenhouse gas production.

Just published
### 3. Climate Change Adaptation Education

<table>
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<tr>
<th>Education Goals</th>
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<tr>
<td>Knowledge and understanding of tools and methodologies to respond promptly and effectively in areas that have</td>
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<td>been negatively impacted by climate change, including Disaster Risk Reduction (DRR) strategies such as community</td>
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<td>disaster committees, community evacuation and rescue plans, and local first-aid training.</td>
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<tr>
<td>Knowledge and understanding of tools and methodologies to rebuild and restore areas that have been negatively</td>
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<td>impacted by climate change (e.g., seashores, flood prevention measures).</td>
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<td>Implementing measures that reduce the vulnerability of natural and human systems to the impacts of climate change.</td>
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<td>Building capacity to apply these strategies in future situations, when the delayed impacts of climate change make</td>
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<td>themselves felt.</td>
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<tr>
<td>Advocating for appropriate channelling of resources at a global level to protect negatively affected natural and</td>
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<td>human systems in a just and equitable way.</td>
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This table will be published in: Molthan-Hill, P et al (2021), *Climate change education at universities: Relevance and   |
strategies for every discipline*. in: Handbook of Climate Change Adaptation and Mitigation (3rd edition), Springer: Cham,    |
Switzerland, forthcoming. Adapted from definitions provided by Mochizuki Y, Bryan A (2015) Climate change education in the   |
NTU Carbon Literacy Training Course

Climate change mitigation focused on solutions

Interactive teaching material

MIT Sloan & Climate Interactive Simulation tool

Certificates for you and your students

Please contact petra.molthan-hill@ntu.ac.uk for more info on this or the more specific training for business schools mentioned earlier.

www.ntu.ac.uk
请通过 email education@carbonliteracy.com 请求这个工具包。
Read about the Carbon Literacy Training

https://link.springer.com/referencework
download/10.1007/978-1-4614-6431-0_154-1
Take part in a virtual international work-related experience.

This opportunity is open to XXX to take part in Carbon Literacy training and work with XXXX. As a part of this project, you'll learn about adapting to the culture in XXX in order to do this work and about climate solutions in general and especially for this part of the world.

You'll be fully trained as Carbon Literacy Trainers and receive an external work experience certificate by eduCCate Global. If you decide to do the assessment afterwards and pass it, you will also get an external Certificate by the Carbon Literacy Project in Manchester.

**Time Commitment:**
Takes place end of November – mid-December (you need to be available every Monday from 15.30-18.00 GMT on 30 November, 7 December, 14 December, 21 December) to take part in the actual virtual delivery to the teachers in XXX and every Thursday from 15.00-17.00 GMT to prepare the session virtually and to reflect on cultural diversity and different approaches (26 November, 3 December, 10 December, 17 December).

You might need 1-3 hours to prepare yourself in your own time depending on which task you choose as your responsibility.

**Total:** Hours: 5 – 8 hours per week (over 4 weeks)

**Support:**
The Green Academy Team at NTU and NBS Professor Petra Molthan-Hill (an experienced Carbon Literacy Trainer) will support you as well as the CEO of eduCCate Global - Melanie Harwood.


XXX

Contact person if you are interested: GreenAcademy@ntu.ac.uk
Watch our students talking about …

Sophie Adams
Watch Video Here

Connor Davey
Watch Video Here

Chloe Bottomley
Watch Video Here

Justyna Cuglewska
Watch Video Here
Students changing organisations as part of the core curriculum


Guardian Award 2015

Sustainability and Inclusive Leadership (SAIL)

A Course for SMEs to ‘build back better’ & tackle the Climate Crisis.

SAIL explores the global climate crisis, the very real impact that this will have on the economic landscape, and how important it is for businesses to be more sustainable as they work towards COVID-19 recovery.

Participants learn:
- how businesses are affected by climate change, and vice versa
- climate change mitigation tools and high impact solutions: for personal life, work & business
- recovery and change strategies, with support to develop an action plan.

In real terms, businesses can expect a range of benefits including saving money, attracting and retaining employees and customers, reducing waste, increasing productivity, and getting a head start on becoming compliant for future regulations – as well as enhancing their mission & values.

Participants can gain a full certificate by the Carbon Literacy Trust. This course has also been accredited by NTU: participants can receive 10 credits towards a Level 4 (degree level) qualification.

To deliver this course in your business or area, email SAIL@ntu.ac.uk for more information.

“I think that a lot of people just don’t have the awareness that’s needed to tackle the problem at scale, so being armed with some facts, ideas for engagement, methods of overcoming objections, and ultimately the confidence to challenge misinformation or misguided opinions is really helpful.”

Participant Ben Williamson, Rebel Recruiters, Nottingham

Nearly 50% of SMEs in our local area do not have a sustainability policy. This represents a significant area of development and opportunity for local businesses.
Pass it on
Thank you

Want to adapt any of our projects to your university?
Please contact Prof Dr Petra Molthan-Hill
petra.molthan-hill@ntu.ac.uk