



Carbon Literacy Training Evaluation 2024-2026



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the
**DESIGN
MUSEUM**

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CULTURE QUARTER

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1. Introduction & Executive Summary

Background

Since November 2024, the Design Museum (tDM) has been rolling out Carbon Literacy Training (CLT) to all of its staff in an effort to build momentum and throw organisational weight behind becoming a more sustainable museum. The South Ken Zero Emissions Nature Positive (SKZ+) Programme has been delivering training since March 2025.

Aims of the Study

This report, jointly funded by tDM and SKZ+ aims to evaluate the impact of CLT, identify barriers people have encountered in fulfilling their pledges set after training, and provide recommendations for organisations and trainers to ensure this valuable work can retain momentum, impact and longevity.

The data presented is drawn from four distinct sources, from action forms and surveys completed immediately after training to a follow-up survey and dedicated interviews conducted in August and September 2026. These sources ensured we could capture immediate feedback and pledge data alongside medium-term reflections and impacts.

Datasets

- Participant Action Forms (210 certified trainees)
- Immediate post-training feedback survey (26 respondents – 12% of all trainees)
- CLT Evaluation Survey (71 respondents – 34% of certified trainees)
- 9 Interview sessions with 22 respondents - 28% of total; 14 (SKZ+) & 8 (tDM)

What the data told us

What's working well?

1. The training itself is leaving people feeling **empowered, confident and motivated**, with 22 of 26 post-training survey respondents rating it **excellent** in quality. This is echoed in the follow-up survey, in which 89% of respondents felt an increase in confidence up to eighteen months later.
2. The **coverage of potential impact is wide-reaching**, with a diverse range of “footprint” and “handprint” actions pledged according to role, agency and seniority.
3. The training has potential as a vehicle for **broader cultural change**: by making the training mandatory, the Design Museum have seen 74% of their staff trained, with verbal reports of **a strong sense of agency and cooperation**.

What can be improved?

1. The most consistent barriers people encounter when trying to start or complete their actions are **time, resource and limited influence**. This could indicate **structural or cultural constraints within organisations**.
2. On reflection, some participants considered their pledges **too broad for their level of control**: they might have set these differently with **further guidance during the training**.
3. **Quantification of impact** is a real challenge, particularly with those choosing “handprint” (indirect carbon emissions reduction) actions.

Emerging Recommendations

In response to the issues identified in the surveys and follow-up interviews, three strands of recommendations have been identified:

For South Ken ZEN+ member institutions...

To further the impact of CLT, wider organisational buy-in is essential.

This could take the form of senior-leader and line-manager training, allocated time for actions work, and voluntary follow-up sessions for participants.

For SKZ+ and the Design Museum Carbon Literacy Trainers...

For some participants, more support is required with setting achievable pledges and evidencing impact.

There is also scope to connect more with organisational strategy, including bespoke role-specific training, actions set according to org-wide sustainability plans, and framing CLT as a culture-building opportunity as well as an educational tool.

For the Carbon Literacy Trust itself...

In response to difficulty quantifying impact, a framework could be developed to capture culture change, behavioural change and other ripple effects alongside direct emissions reductions.

This would help further illustrate the strategic value of CLT for organisations.

2. Pre-Survey Data Analysis

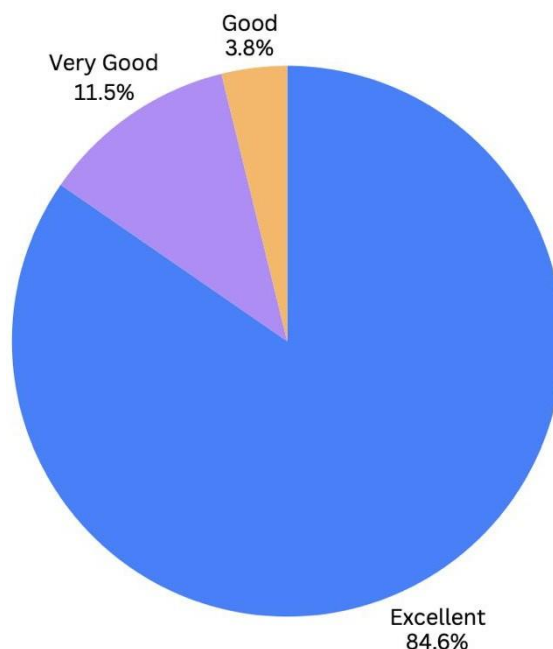
The analysis in this section is based on data from 210 participants – 112 from South Ken Zen+, and the remaining 98 from the Design Museum.

It combines data from the Carbon Literacy Project's Participant Evidence Forms, which all participants must fill out to become certified Carbon Literate, with data from an immediate post-CLT survey, which 26 participants completed. From this, additional categories have been added to aid analysis.

The key findings discussed in this chapter include:

- **Participants have a very positive view of the training**, with all survey respondents rating the quality “Good” to “Excellent”.
- **Participants across 9 South Ken ZEN+ institutions have received training, with 14 people becoming trainers themselves.** This gives the neighbourhood a valuable resource for organisations to draw from.
- Individual actions pledged were across a broad range of categories, highlighting **CLT's relevance across multiple operational areas.**
- Group actions had a larger proportion of “handprint” actions associated with cultural change, suggesting the **potential value CLT could bring to an organisation through more coordinated delivery.**

How would you rate the quality of the Carbon Literacy Training?

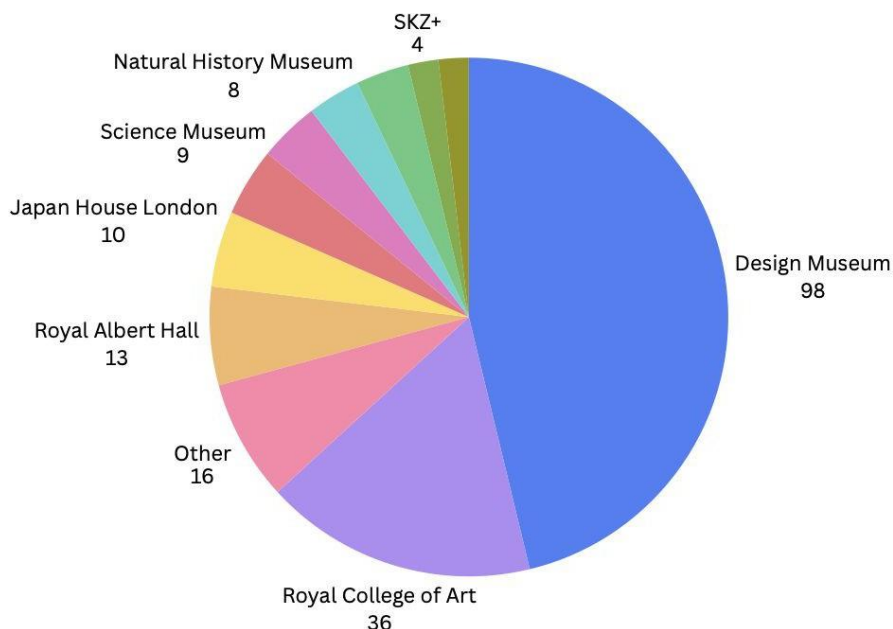


NB: data from
26 participants

Of those who responded to the post-Training survey, 85% found the Training to have been “*Excellent*”. This survey question had the option of “*Fair*” and “*Poor*”, but these were not chosen by any of the respondents. Similarly, 100% of participants expressed confidence and motivation post-training to take significant action on climate change.

Overview of CLT training with South Ken ZEN+

Number of individuals trained per organisation



In total, South Ken ZEN+ and the Design museum trained 210 members of staff between November 2024 and July 2026 (21 months).

The Design Museum is leading the way, with (at the time of this study) 98 members of current staff having been trained, making an impressive 74% of all tDM staff Carbon Literate. As the only institution within SKZ+ that has made CLT a requirement for all staff, tDM's progress with actions provide useful insights regarding the importance of institutional buy-in for carbon reduction.

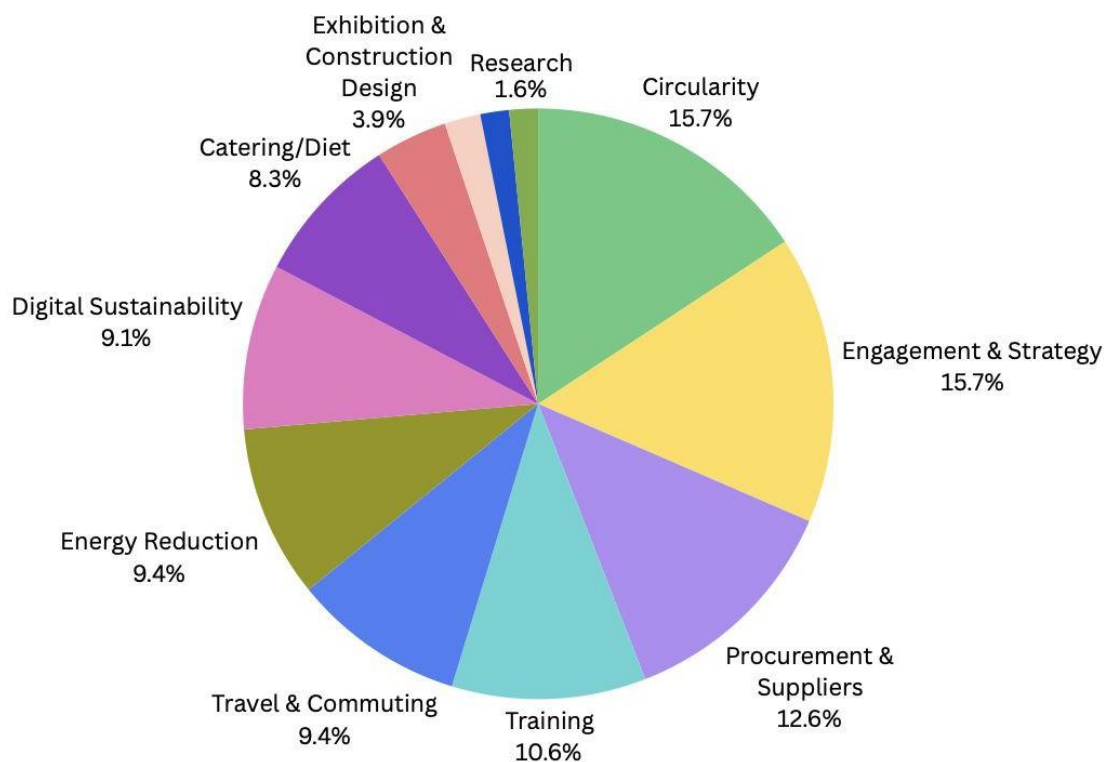
At least one person has received CLT training through SKZ+ or tDM	No-one from these SKZ+ member organisations has taken advantage of the free CLT training
The Design Museum*	Serpentine Galleries
Royal College of Art	Royal Brompton Hospital Trust*
Royal Albert Hall	Royal Commission for the Exhibition 1851
Japan House London	South Kensington Estates
Science Museum Group	Institut francais
Natural History Museum	The Royal Parks*
Historic Royal Palaces	Royal Society of Sculptors
V&A South Kensington	
Imperial College London*	
Ismaili Centre	
Westminster City Council*	
Royal Borough of Kensington & Chelsea	
South Ken Culture Quarter	
Goethe Institut	
Royal Geographical Society	
Royal College of Music	

*Denotes organisations that run their own in-house CLT, or something comparable

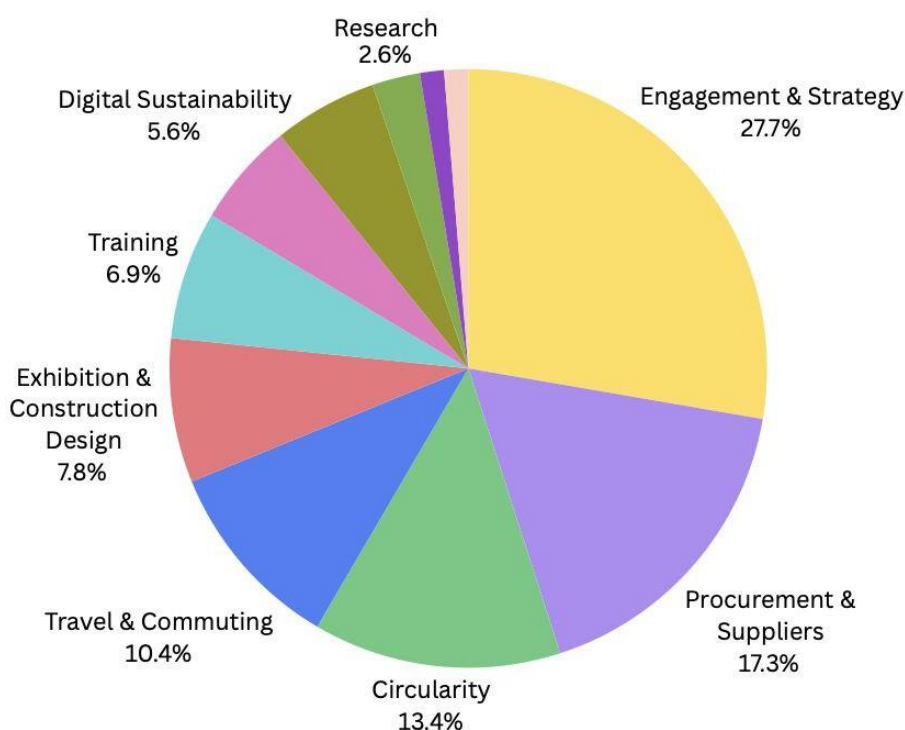
Primary Action Categories

In order to understand the diverse scope and areas of overlap between hundreds of actions, we grouped them into 12 different categories of focus. The charts below show how frequently each category came up, split into individual and group actions.

Total proportions of individual action by category



Total proportions of group action by category



Participants have chosen actions that sit within their sphere of influence. Indeed, this is how the Carbon Literacy Course recommends participants frame their actions – focus on what is within your control. This suggests that agency is an important factor in action selection, with participants favouring changes they can begin themselves over actions that depend on major organisational or structural change.

That being said, *Engagement & Strategy* actions dominate the group actions, almost doubling in volume compared to individual actions. This would suggest that participants recognise that culture change plays an important role in fostering organisational change.

Many group actions focus on creating the conditions for future carbon reductions by increasing awareness, influencing decision-making and embedding sustainability into organisational progress. While the impact of such actions is difficult to quantify, it implies a desire amongst participants for broader strategic and cultural change through collaboration.

Procurement and Suppliers takes up a greater proportion of group than individual actions, requiring collective authority: employees usually work with multiple internal and external stakeholders to change purchasing decisions and supplier behaviour. This would suggest that participants might benefit from structured opportunities - post-training - to overcome organisational barriers and develop collective solutions.

Circularity and *Engagement & Strategy* actions are tied as the most common themes addressed by individual actions, each representing 16% of the total, while *Procurement & Suppliers* (13%) is also a significant area for action.

Participants may also have chosen actions that will reap multiple co-benefits, such as *Circularity* and *Procurement & Suppliers*, which, alongside carbon reduction, may also afford cost savings, reduced waste and operational efficiencies.

Handprint & Footprint

As part of the pre-evaluation analysis, all actions listed in the Participant Action Forms were divided into actions representing carbon handprints or footprints.

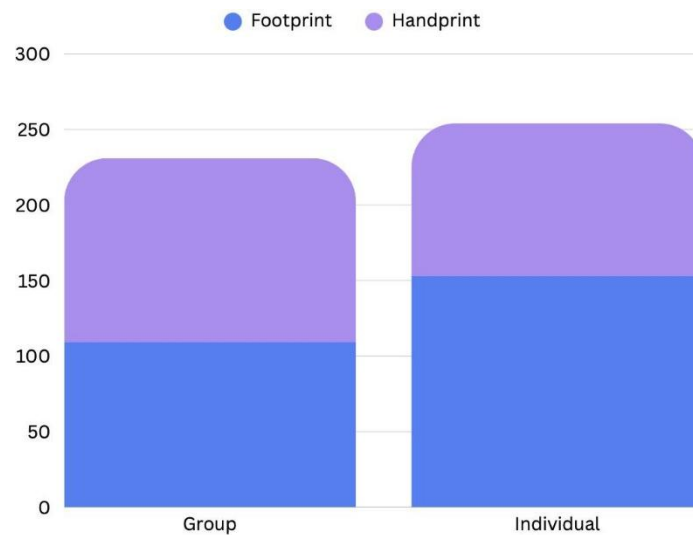
As outlined in the Carbon Literacy Training Higher Education Toolkit:

- **Footprint** refers to those actions which result in a concrete reduction in CO₂e emissions.
- **Handprint** refers to actions which might not, in and of themselves, cause any CO₂e reductions, but which have a wider influence on society or the economy through education, skills development, outreach, research, and innovation.

The Carbon Literacy Trust asks participants to estimate the direct or indirect CO₂e reductions associated with their pledged actions. Both the survey and interview data show clearly that many participants found this difficult, and in some cases were unsure about how to calculate their impact accurately. This should not be taken as an indication that their actions had little value.

Many participants chose *Engagement & Strategy* actions which involved influencing colleagues, initiating or leading conversations, embedding sustainability into decision-making, and helping to build a culture where lower-carbon choices become the norm. While these outcomes are harder to express as a CO₂e figure, they are often what enables wider and longer-lasting change. **In that sense, some of the most important or significant impacts of Carbon Literacy Training may be the ones that are hardest to measure.**

Proportion of handprint and footprint actions within each category of the combined dataset

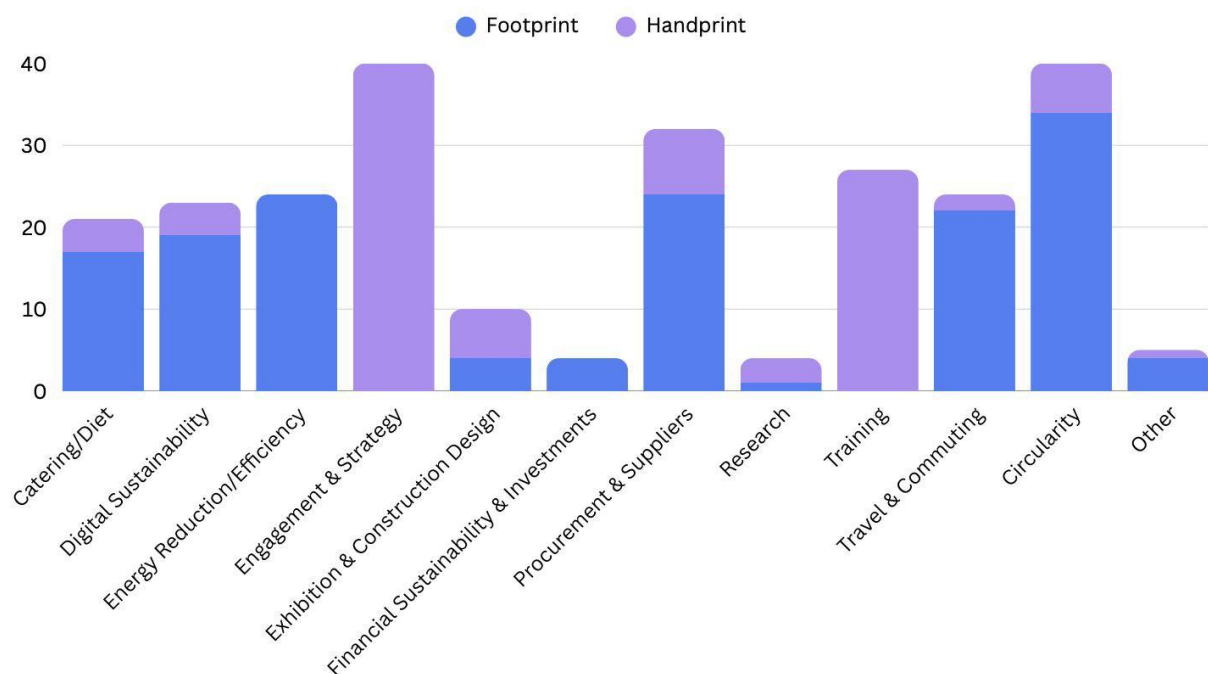


Across the combined dataset of individual and group actions, 54% of participants chose footprint actions, while 46% chose handprint actions.

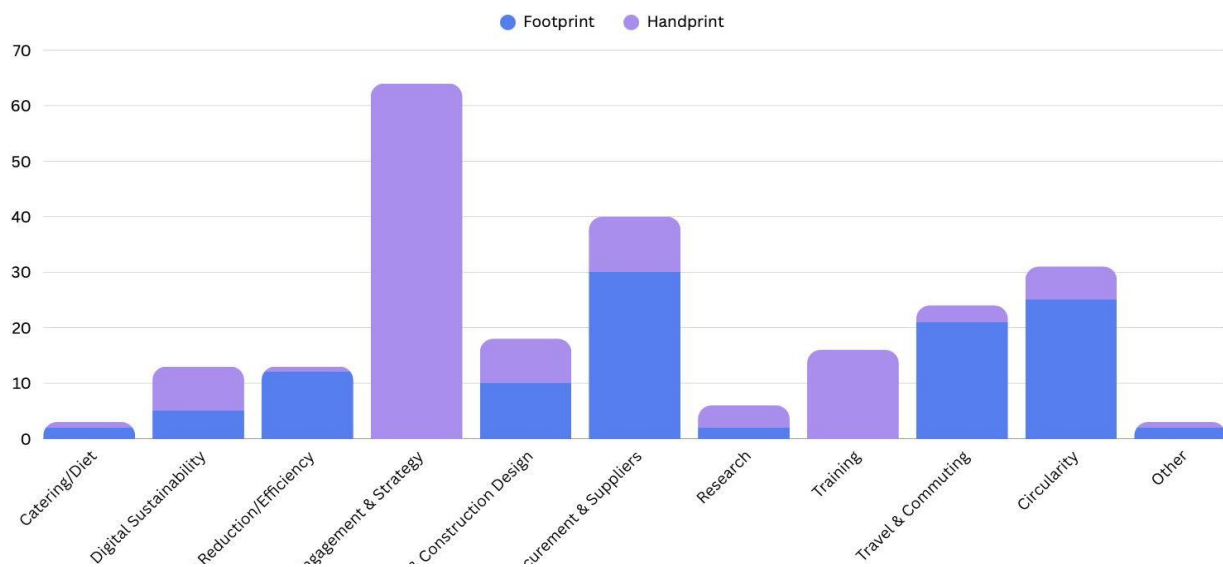
Whilst, overall, this is a relatively even split, more participants took direct carbon reduction (footprint) actions in their individual action compared to their group action. This suggests that **people's actions are more operational at an individual level, and more cultural at a group level.**

Nonetheless, the near-even split of actions suggests that participants do not view sustainability solely through the lens of personal carbon reductions, but also appreciate the importance of influencing colleagues and organisational culture as a route to impact.

Proportion of handprint and footprint individual actions within each category of the combined dataset



Proportion of handprint and footprint group actions within each category of the combined dataset



One of the clearest findings from this handprint/footprint analysis is that **ease of measurement does not necessarily reflect scale of impact**. Footprint actions often produce more readily quantifiable carbon savings, while handprint actions are more likely to influence behaviours, policies, systems and organisational culture. Although these impacts are harder to calculate, participants repeatedly described them as catalysts for wider change. This suggests that handprint actions should not be viewed as secondary to immediate carbon reductions, but rather complementary – if harder to quantify.

While there is a necessity to help participants in calculating carbon reductions more accurately, it is also therefore important to ensure people have ways to evidence the wider impacts of handprint actions. Without this, there is a risk that some of the most valuable outcomes of CLT remain under-recognised simply because they are harder to express as a carbon figure.

Case Study: The South Ken ZEN+ Greenwashing Guide

One of the strongest handprint actions to emerge from CLT through SKZ+ is the Greenwashing Guide, which was the direct result of the RCA's Sustainability Manager's Group Action. She convened and led an expert group of volunteers to collectively draft this resource, which was then designed and published by South Ken ZEN+ in January 2026. This document has been extraordinarily well-received across the cultural sector, and has been linked-to and published on several sectoral websites.



While it is impossible to identify the direct CO₂e savings as a result of this document's creation, there is no doubt that it is having a significant indirect impact by helping people and institutions far beyond South Ken to take more informed, sustainable and intelligent purchasing decisions.

3. Evaluation Survey Data

In order to gather data to understand and quantify the impact of the South Ken ZEN+ and the Design Museum's Carbon Literacy Training, in August/September 2026, an evaluative survey was designed and issued to 201 people who had received training. 71 participants responded to the survey - 40 from SKZ+, 31 from tDM - a 34% response rate.

The aim of the survey was to check-in on participants' progress with their actions and understand what barriers, if any, they had experienced in the process of completing them. We also sought to quantify the carbon reduction of pledged actions, as well as the impact of the training on people and their wider organisations.

It is important to note that the 71 participants who responded to the survey were self-selecting. It is possible – and anecdotal evidence in the form of informal chats would suggest - that the 139 who did not respond to the survey elected not to do so because they had not made any progress in their actions. It is unfortunately possible, therefore that the resulting dataset may skew overly positive.

Evaluation Survey highlights:

Of those who responded, it is clear that CLT had a strong impact on participants' confidence in taking action for climate change



Above is a word cloud based on one of the first question in the evaluation survey: “*looking back, what three words would you use to describe your experience of CLT?*”.

The most common word by far was “*informative*”, suggesting that the content of the Training was new for many people. Words like “*inspiring*”, “*insightful*”, and “*empowering*” also appear frequently.

The greatest barrier to the completion of actions across the board has been time, suggesting the key role that institutional buy-in can play in maximising the potential handprint and footprint impacts of CLT

Participants expressed difficulty quantifying their carbon reduction - but despite this, there have been significant culture change impacts.

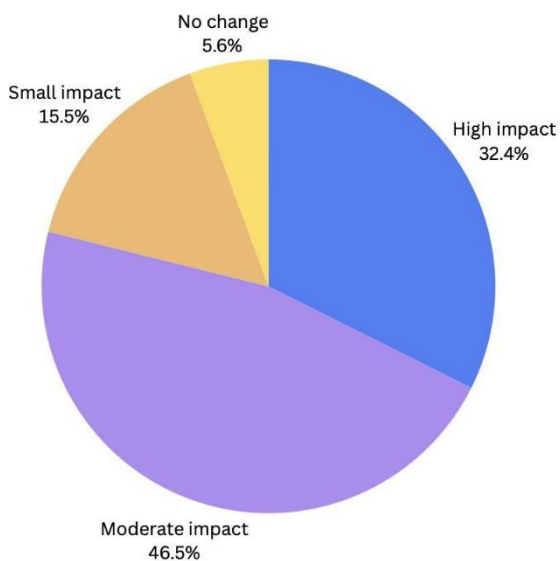
Impacts on Behaviour and Confidence

Overall, feedback on both tDM and SKZ+ Carbon Literacy Training was very positive - the vast majority of participants felt more confident in speaking and/or taking action on climate change and sustainability post-training, while almost all participants saw CLT to have had an impact on their behaviour. One participant described it as follows:

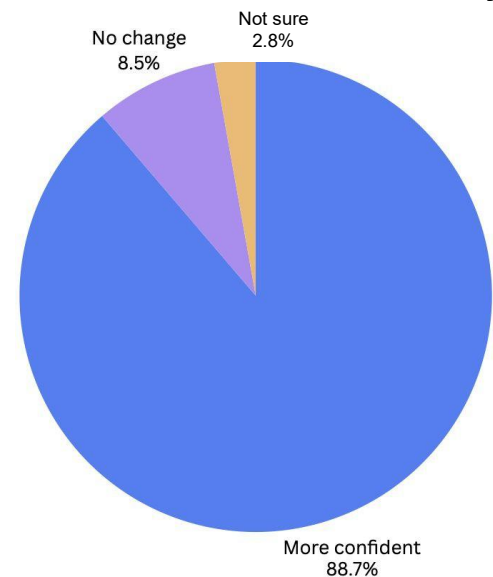
“You could see it in people, it was almost like pennies dropping during the session, realising what was within their scope [of work]”

Carbon Literacy Training has clearly resonated with those trained - over 94% of survey respondents claiming the Training has impacted their behaviour in some way.

What impact did CLT have on your behaviour?



In the time since you completed CLT, do you feel more confident speaking and/or taking action on climate change & sustainability?



It's also worth noting that all participants who selected “no change” were working on sustainability as part of their jobs, indicating that they work very closely with the content of the training, already embody low carbon behaviours.

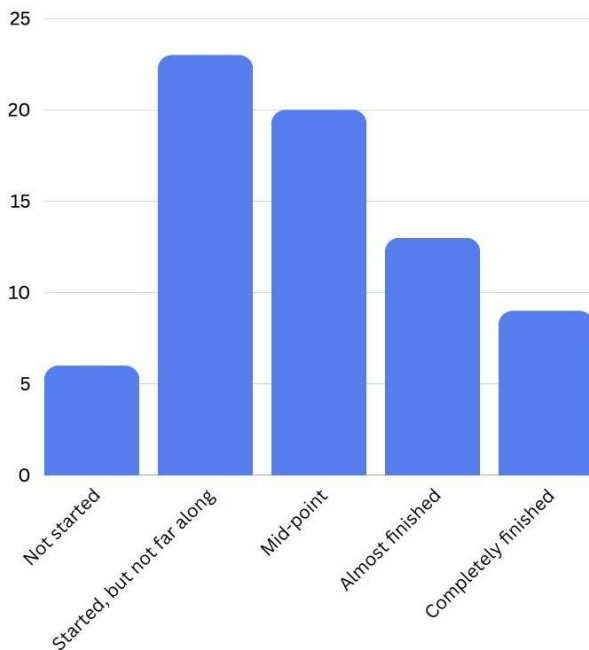
We received very positive feedback regarding the confidence levels of participants post-CLT, with 89% of respondents feeling more confident speaking and/or taking action and/or talking about climate change & sustainability. Given that 42% of individuals in this cohort had completed their training a year or more prior to taking the survey, this is strong evidence of the lasting impact of CLT. 3% of participants responded “not sure/don't know”, while no respondents selected “less confident”.

A significant proportion of survey respondents who volunteered for the post-survey interviews were people who, since their Carbon Literacy Training, have become trainers themselves through SKZ+ or tDM (8 out of 22). This indicates a high level of impact and commitment for a small subset of people – who feel sufficiently galvanized and empowered to create ripples across the network by delivering training themselves.

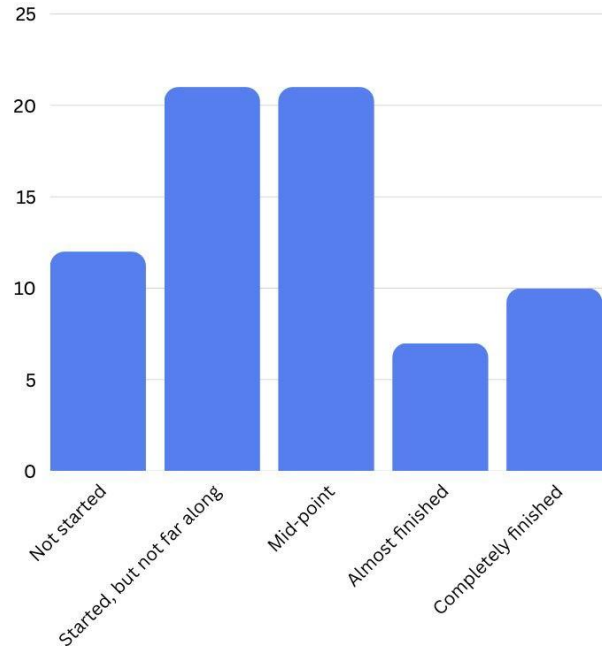
“In my little role, I feel like there's little I can contribute to, whereas I feel like being part of SKZ+ as a trainer, that's where I have some agency and I can actually make a bit of a difference”

Progress with Individual & Group Actions

How far have you progressed with your individual action?



How far have you progressed with your group action?



Of the 71 survey respondents, a significant majority - 92% have started their individual action. This is promising, as it speaks to the eagerness and motivation of CLT graduates to begin working on their actions.

More concerning is the bottleneck at *“started, but not far along”*. The highest concentration of individuals is here, which indicates that a large proportion of participants have experienced barriers to progression. Nonetheless, there are more participants who have reached the midpoint and beyond (59%) than those who have not or only just started (41%).

Of the 71 survey respondents, 83% had started their group action. This is double the number of people who had not started their individual action. This hints at the specific barriers which group actions present, due to their inherently collaborative nature, compared to the greater agency typical of an individual action.

Similarly to individual actions, there appears to be a bottleneck around the start to mid-point of completing group actions. Nonetheless, a combined 17 people have been able to almost or completely finish their group action, suggesting that some people have faced barriers to completion that others haven't.

Case Study: Where Digital Sustainability Benefited Accessibility

One participant identified her institution's disabled parking booking system as inefficient, from both a customer service and an energy perspective. Where bookings had traditionally been made through an exchange of multiple emails, she took the initiative and created a new function to automate this booking via the website. Within the first month, email traffic for this particular service had reduced by around 80%. Overall, the participant calculates that she has successfully reduced the CO₂ equivalent of a round-trip from London to Brighton by train. This is a powerful example of how sustainability savings often intersect with other issues, like accessibility, that make life easier for others, too.

“Sometimes it's about presenting a solution that's already a problem part solved”

4. Barriers to Action

After their training, a few participants faced barriers to starting their actions, and many more encountered barriers once they'd started. In our survey, we suggested a range of categories of potential barriers, which participants selected if they identified with them.

People who hadn't started their actions

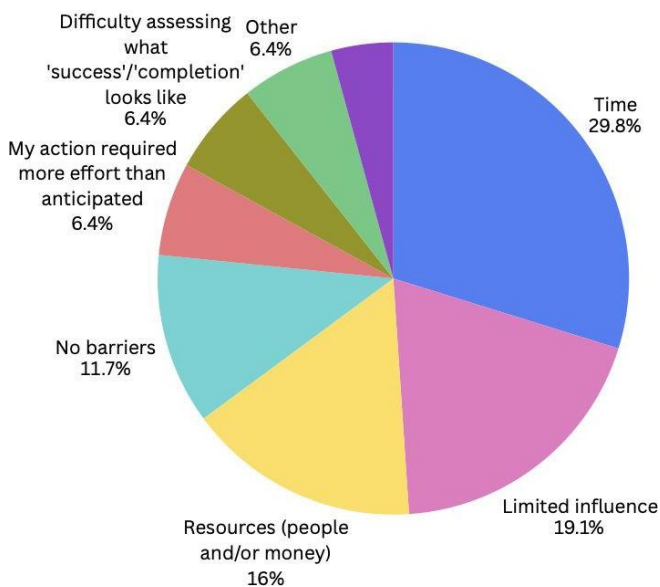
Of the 71 respondents, only six had not yet started their individual actions, with **time** being the most significant barrier (39%), followed by **resources** (23%) and **unsure how to get started** (15%). Twelve respondents had not yet started their group actions, with **time** being again the most significant barrier (27%), followed by **resources** (15%), and **coordination and/or communication** (15%).

Time is the largest barrier to starting, which suggests trainees need support and buy-in from their line managers and wider institutions. Time will need to be made and protected for carbon literacy actions, rather than just carbon literacy training, in order to ensure that CLT has its desired impact.

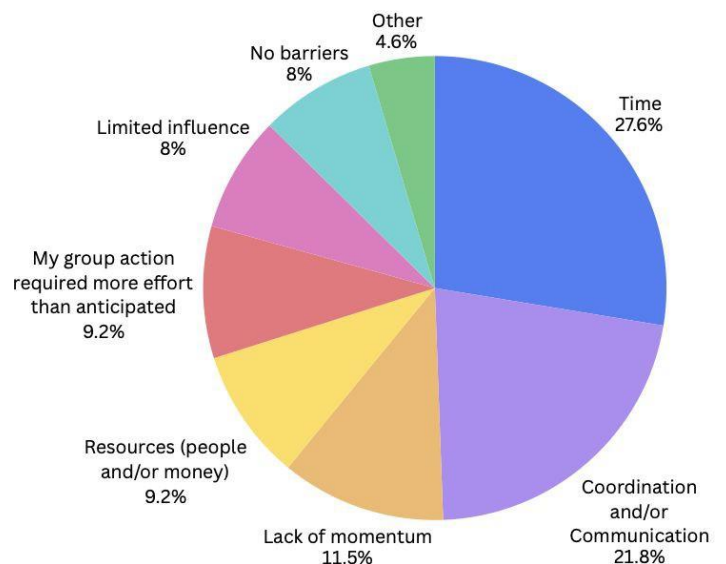
People who had started their actions

For those who *had* started their actions, a similar picture is painted by their responses: **Time** remains the greatest barrier, with 30% of respondents feeding this back, while **limited influence** (19%) and **resources** (time and/or money) (16%) follow.

Barriers to completion for those who have commenced their individual action



Barriers to completion for those who have commenced their group action



Approximately one in nine people did not experience barriers. For those people who were successful in completing their actions, some of them sought creative ways to overcome the time barrier. One participant, for instance, used her time as a trade union rep to finance the sustainability work that her institution could not resource through her day job.

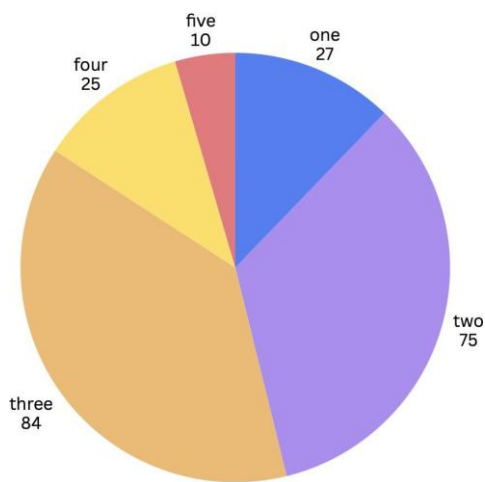
For those who *had* started their group action, **time** is again the greatest barrier (28%), followed by **coordination and/or communication** (22%) and **lack of momentum** (12%). These barriers reflect the unique challenges of working in a group, compared to the comparative agency that individuals might have.

Levels of Seniority

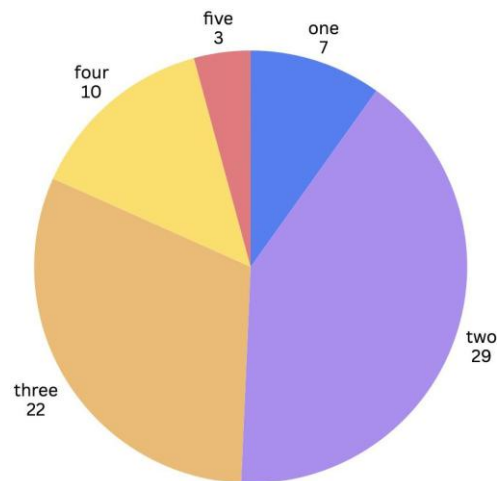
One of the areas we considered was the level of seniority of the people trained, both at tDM and SKZ+. Based on the job titles in the Participant Action Forms, we segmented seniority as follows:

Level of Seniority	Indicative Job Titles
five	Director/ CEO/ Professor
four	Head of/ Senior Research Fellow/ Senior Manager
three	Manager /Lead/Supervisor
two	Officer /Analyst/ Coordinator/ Administrator/ Exec Assistant/ Associate Lecturer/ Specialist manual roles, e.g. wildlife gardener
one	Intern/ Assistant/ Apprentice

Pre-survey dataset (210) by Seniority



Evaluation survey dataset (71) by Seniority



This is the seniority make-up of the combined pre-survey dataset of 210 participants (left), and the evaluation survey dataset of 71 participants (right), where one is the least senior, and five is the most senior. This shows that the group of people who responded to the survey is closely representative of the original dataset of 210 participants.

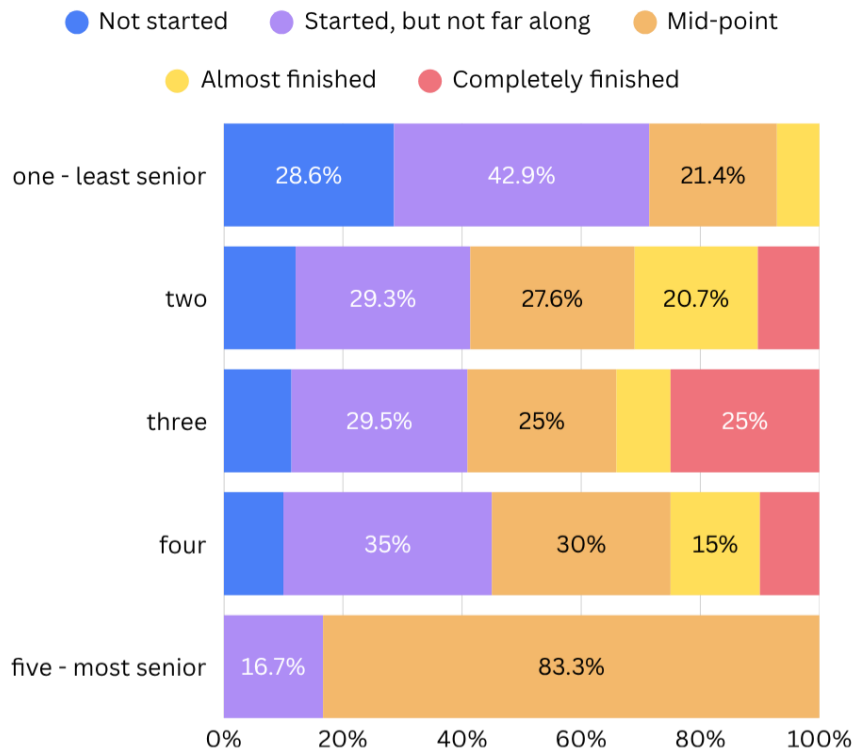
Comparison of Actions and Seniority Levels

We also examined levels of group and individual action completion based seniority:

In more junior roles, we see the highest proportion of '*not started*' actions, and none '*completely finished*' across both individual and group actions. This is likely because junior staff typically have less autonomy to enact significant changes, whilst also facing the same time constraints as other groups. This is borne out by some of the feedback we received in the interviews:

"I think part of the reason why I haven't yet actioned my group action is because I have limited power and agency in my role"

Combined datasets for levels of seniority



NB: the above graph combines individual & group actions into one visual –(eg.25% of all individual & group actions were completed by level 3).

As seniority increases, so too does agency, but this does not necessarily translate into complete autonomy. Insights gathered in interviews highlighted that senior leaders are often extremely time-poor and remain dependent on the buy-in and actions of others. Progress can be particularly challenging when it requires influencing peers with similar levels of authority who may be less advanced or engaged in sustainability.

Nonetheless, amongst those interviewed, there was a consensus that senior leaders bear extra responsibility to model proactive behaviours when it came actions:

“I think getting the senior leaders trained and involved is key, because all of us ‘minions’ can do it, but it’s really hard to make changes unless you’ve got support from the top-down”

Completion is most evident in the middle seniority levels, particularly level 3, where 25% of recorded actions were characterised by respondents as “*completely finished*”.

Levels 2 and 4 also include some “*completely finished*” actions, although these represent a smaller proportion of actions within each group.

The pattern may suggest that mid-level roles provide a more favourable balance of agency, resources, and time for progressing actions for completion.

Emerging Recommendations

These findings above all lead directly to three emerging recommendations: Firstly, in order to have a greater chance of completion and a higher prospect of buy-in, trainees should – guided by their trainers – find ways to more proactively align their CLT actions to their organizations' strategic priorities (such as a Sustainability Action Plan if one exists – or something similar). This will help to make the case for time and will be particularly important for Group Actions which, by their nature, rely on the contributions of others.

Secondly, it is clear that greater support from “the higher-ups” leads to more action. This is clearly demonstrated by progress evidenced at the Design Museum (see Section 6: The Power of Institutional Buy-In). Organisations delivering CLT, should therefore more proactively seek to target senior leaders for training in order to build stronger support and buy-in. Insights from the interviews and from other SKZ+ activity also reinforced this:

“When you’re surrounded by peers, you don’t want to be the one leader or institution that’s lagging behind”

Finally, to encourage a greater number of people to become carbon literate – and build the critical mass required to foster culture change, alternative, more-time efficient training resources should be developed. These will enable more people to build an understanding of the important actions that all SKZ+ organisations need to take in order to move to a more sustainable footing.

Case Study: Making Carbon & Climate Learning available for all staff

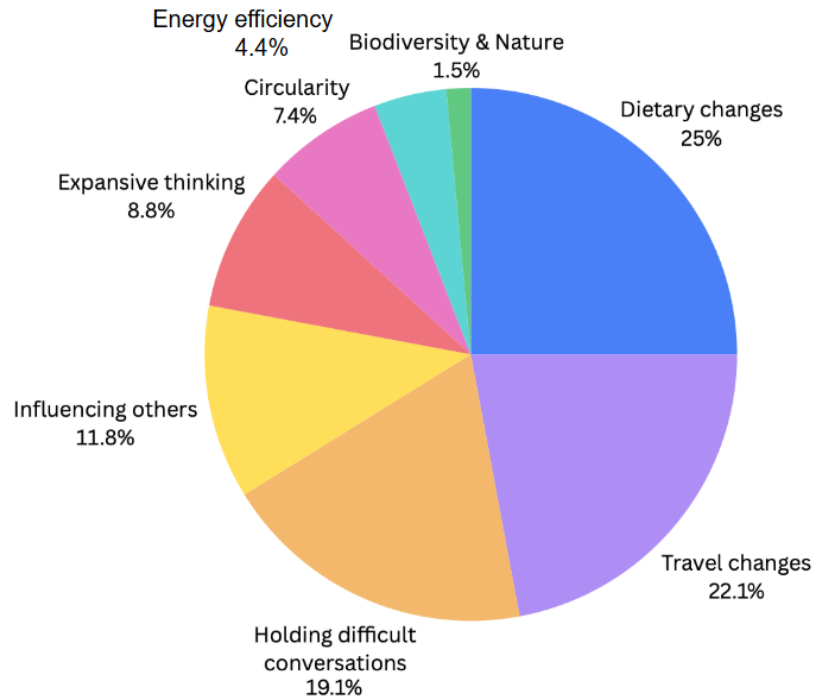
One participant (who works in sustainability) recognized early on that dedicating 7 hours to Carbon Literacy Training was not a viable use of time for all members of staff in their organisation. As part of their role, they decided to create a learning framework to roll-out tailored education on sustainability and climate change in different formats, making learning shorter (effectively removing the time barrier) but more relevant to employees' roles.

On top of this, they will soon be releasing an e-learning resource that will be mandatory for all 1000+ members of staff. It will introduce the climate and nature crisis, its impacts on their organisation, signpost to further resources, and inform staff on what they can do next.

“Both my individual and my group action were linked to training and education because I think one of the hardest things to do within an organisation is to drive behaviour change, and that starts with educating people and actually helping people to understand what the impact on their work, on their organisation, and on their lives is going to be.”

5. Ripple effects

At the end of the survey, we asked respondents about the “ripple effect” of the training beyond their pledges. We define this as the wider, broader impact which CLT actions may have had on people’s personal or work lives beyond the immediate pledges themselves. These were then categorised as seen below:



The largest ripple effect, making up a quarter of responses, is that of **dietary changes**, namely reducing meat and dairy consumption, closely followed by **travel changes**, such as travelling by train rather than plane. These two categories make up almost half of all ripple effects.

One in five respondents expressed a newfound ability to **hold difficult conversations** surrounding sustainable choices, often in the workplace. Some shared how they had been able to **influence others** in their social circles to make more sustainable choices, and others expressed a greater propensity to reflect upon and change their own behaviour.

“I think my pledge went beyond what I expected it to initially and actually ended up providing more direct benefits rather than just spreading awareness, which was my original intention”

Finally, there were also a few specific ripple effects regarding **circularity** - including reducing fast fashion, plastic use, or improving waste management - energy efficiency, and biodiversity & nature

6. The power of institutional buy-in for CLT

The Design Museum is the only SKZ+ member institution that has rolled out mandatory Carbon Literacy Training for all its employees. So far, they have trained 98 of their 131 staff, making an impressive 74% of employees Carbon Literate. The Museum was recently awarded the Silver Standard by the Carbon Literacy Trust as a Carbon Literate Organisation.

“Regardless of how people feel after the training, at least it created a baseline understanding that this is something that the museum is committed to”

The impact of this policy has been evident in the interviews we conducted. Not only did employees at tDM frequently express a sense of pride that their employer was invested in this initiative, but also that, as a result, they felt less likely to encounter common barriers faced by others during their CLT journey.

It was interesting to see the contrast between the levels of empowerment and frustration displayed between tDM staff and non-tDM staff in the interviews, as evidenced by some of the comments below:

“I’m lucky. I think that I work in an institution that is quite involved with the carbon literacy training and there is a lot of goodwill and interest in succeeding” - DM02

“There’s really that culture of, “how can we try it?””

This feedback demonstrates two things - firstly, the ease with which working sustainably comes when a culture of sustainability has already been fostered. Participants expressed great relief at both the simplicity and pace of taking action when sustainability is already at the forefront of colleagues’ minds, making work more efficient, and even building a strong work culture.

“The compulsory training kind of has an institutional shift in how the whole place is perceived externally. So even when people might not work directly with sustainability, it becomes an organisational identity, there’s a sense of belonging that people cultivate. You instil that value of “well, this is how we do things here.””

Secondly, these snippets of conversations also hint at the massive value and appreciation staff have senior leaders not only involved in, but spearheading sustainability within the institution. While working from the bottom-up is valuable, working from the top-down is highly visible and effective, and feeling a sense of direction coming from above made many participants feel inspired and proud.

“Having it be top-down...just kind of takes the burden away and you can have those conversations without fear”

“You can talk to the director...the barriers here are much lower than at other institutions”

7. Conclusion and Recommendations

Overall, Carbon Literacy Training at both South Ken ZEN+ and the Design Museum has demonstrated significant impact in fostering a culture of proactive action. The findings in this report suggest that the training itself is highly valued; the greater opportunity lies in helping participants translate their learning into sustained action.

Most SKZ+ courses now fill to capacity, with waiting lists in place, demonstrating both a strong market demand within the SKZ+ network and the power of word-of-mouth advocacy. To build on this momentum, a bespoke CLT course for senior leaders will take place in November 2026, connecting those with significant organisational influence to the knowledge, skills and networks they need to drive change.

It is also encouraging to see increasing engagement from partner institutions. For example, the Science Museum Group has five senior leaders registered to attend that November course, highlighting both the appetite for Carbon Literacy and the important role SKZ+ plays in enabling access to training for organisations that might not be able to run CLT themselves.

Recommendations for Training

1. Place greater emphasis on making pledges realistic, actionable and within one's sphere of influence

Help participants choose actions that are ambitious but within their sphere of influence, with clear next steps and ownership. Several interviewees struggled when pledges depended heavily on factors outside of their control.

2. Link actions to institutional Sustainability Plans

Encourage participants to align actions with existing organisational sustainability priorities, explicitly requesting research on this as a pre-Training activity.

3. Provide tools for evidencing impact

Support participants to measure not only direct carbon reductions, but also wider impacts like culture and behaviour change. Many participants were able to describe their impact but could not quantify it.

4. Maintain mixed cohorts, alongside role-specific learning

Participants consistently valued learning alongside colleagues from different institutions, walks of life and levels of seniority. There are some groups, however (such as VIPs and Senior Leaders or people of the same subject-matter expertise), who might also benefit from bespoke training and any associated networking opportunities.

5. Develop more flexible delivery formats

Explore alternative formats for roles where CLT isn't currently accessible due to issues of timings or contracts, such as front-of-house and shift-based staff. This could include breaking the training into smaller parts, running it online or in hybrid format or indeed, as in the case of a few SKZ+ member organisation, developing a much shorter, more organizationally tailored course.

6. Position CLT as a culture-building opportunity

Help establish, capacity allowing, new networks of Carbon Literate staff across SKZ+. Many participants valued CLT for the conversations, shared understanding and organisational connections it created, rather than simply for the climate knowledge that was gained. An example of this is the 'Green Champions' network established on the Natural History Museum's Teams channels.

Recommendations for Institutions

1. Establish structured post-CLT support and accountability

Introduce voluntary follow-up sessions 3-6 months after training, where participants can share progress, discuss barriers and identify next steps. Several interviewees also expressed a desire to find out who else in their organization had received the training – so they could find out where their 'allies' were. This would help maintain momentum and strengthen peer learning.

2. Explicitly focus efforts on line managers & senior leaders in enabling post-CLT action

Ensure line managers and senior leaders actively support post-training action by helping remove barriers, create opportunities and reinforcing organisational priorities.

3. Protect time for carbon literacy actions, not just carbon literacy training

Completing Carbon Literacy Training is just the first step. Staff need time, capacity and license to implement actions, particularly where those require collaboration, research or organisational change.

Recommendations for the Carbon Literacy Trust

1. Develop a shared framework for evidencing both handprint and footprint impact

Work with partner institutions such as SKZ+ to develop practical methods for capturing culture change, behaviour change, and organisational influence alongside direct carbon emissions reductions. This would help participants to evidence the broader impact of their actions and ensure the valuable handprint outcomes are not overlooked simply because they are harder to quantify.

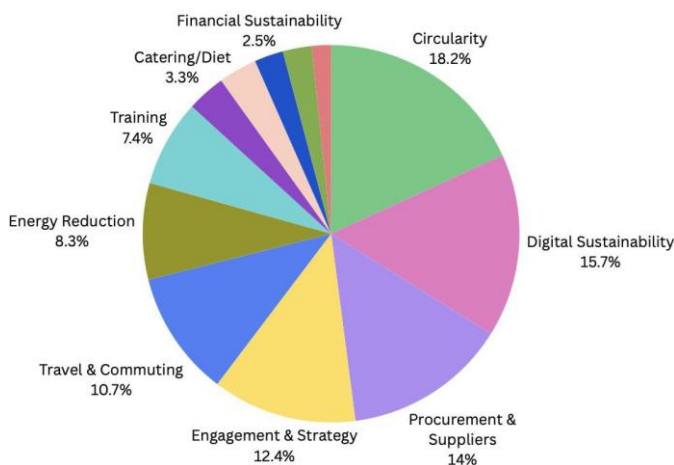
APPENDICES

8. The Design Museum-specific data

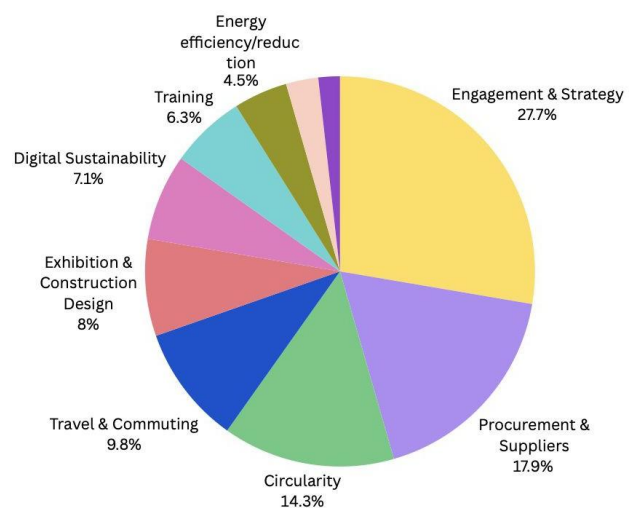
This section focuses on the Design Museum-specific data. As the only member institution of SKZ+ that has made Carbon Literacy Training mandatory for its staff, it provides fertile grounds to consider the impact of institutional buy-in.

Across both the survey and interviews, tDM demonstrated some of the highest levels of action completion and the strongest evidence of institutional support. Examining the make-up of pledges at tDM helps to show how action selection changes when sustainability is already embedded within an organisation and offers a useful comparison with the wider dataset.

Proportions of individual actions by category: tDM



Proportions of group actions by category: tDM

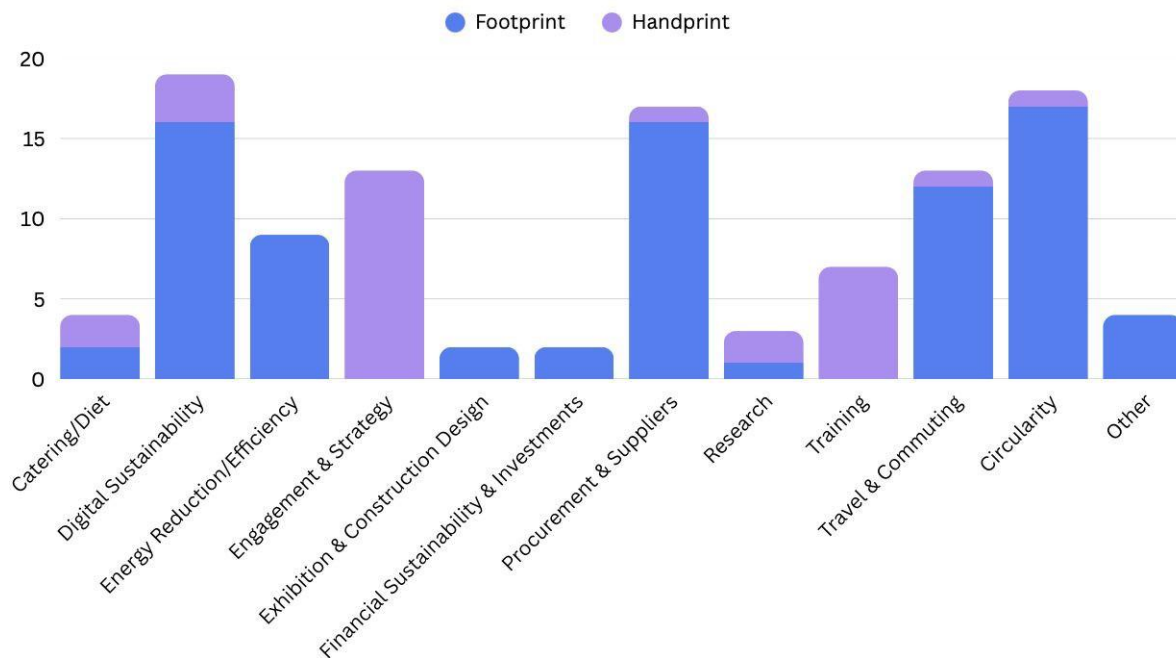


These pie charts show the different categorical makeup of the pledges made by those trained at the Design Museum. **Circularity** and **Digital Sustainability** were common individual pledges at this institution, while **Engagement & Strategy** remains the most popular group action pledge.

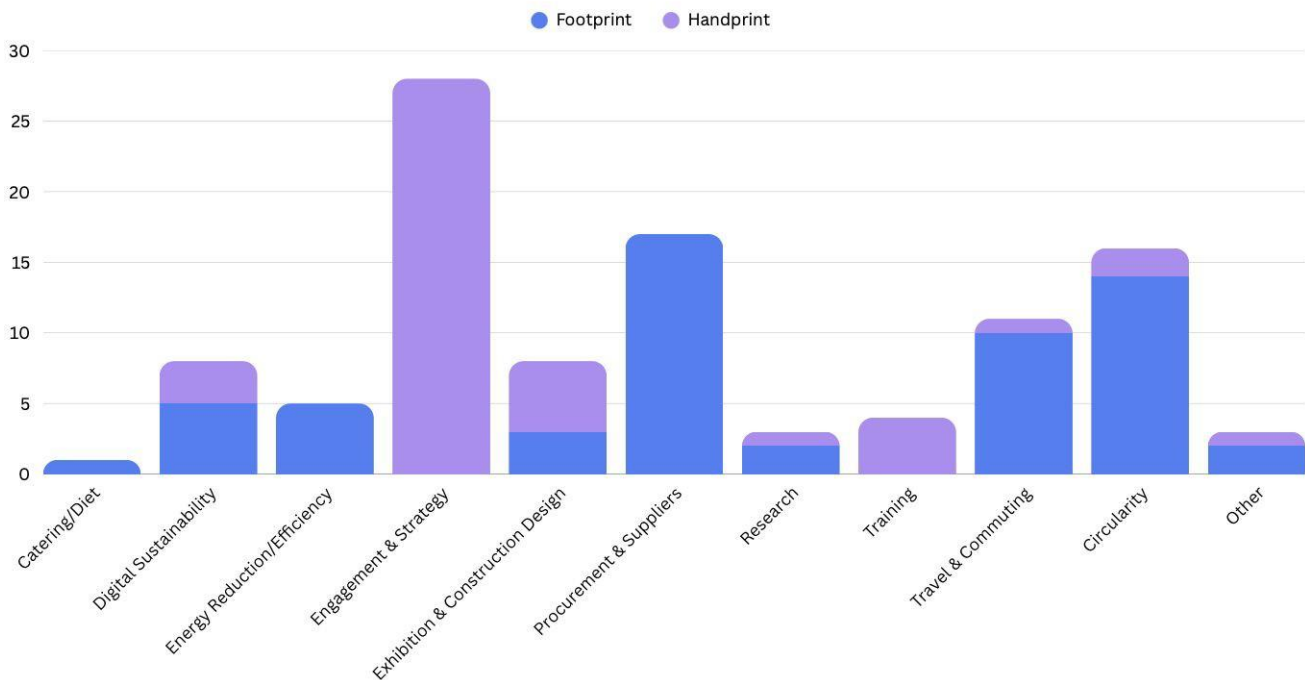
Compared to the total, **Engagement & Strategy** individual actions fall from 16% to 12%, while **Circularity**, **Digital Sustainability** and **Procurement & Suppliers** increase. Nonetheless, **Engagement & Strategy** remains the most frequent group action, as in the total dataset across SKZ+ and tDM.

This suggests that, when acting alone, tDM participants feel able to focus on practical operational changes because organisational support already exists. However, when thinking collectively, they recognise that achieving further progress requires collaboration and strategic action across the whole institution.

Proportion of handprint and footprint individual actions within each category of the combined dataset



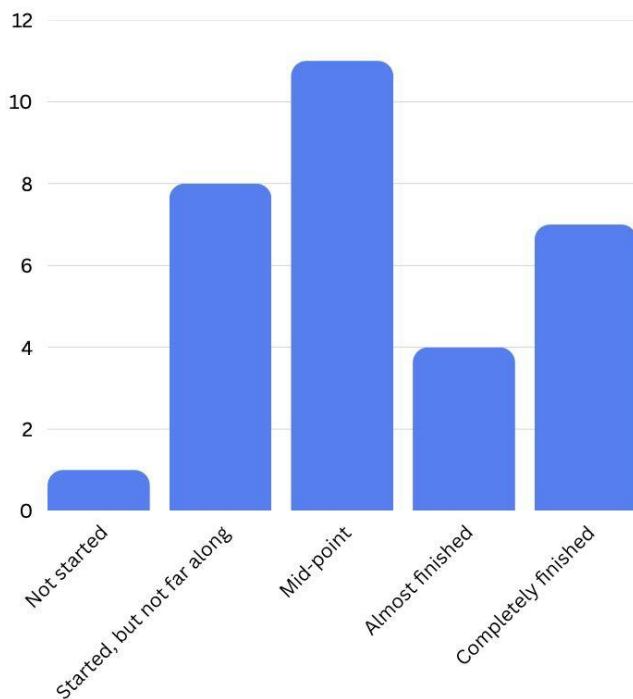
Proportion of handprint and footprint group actions within each category of the combined dataset



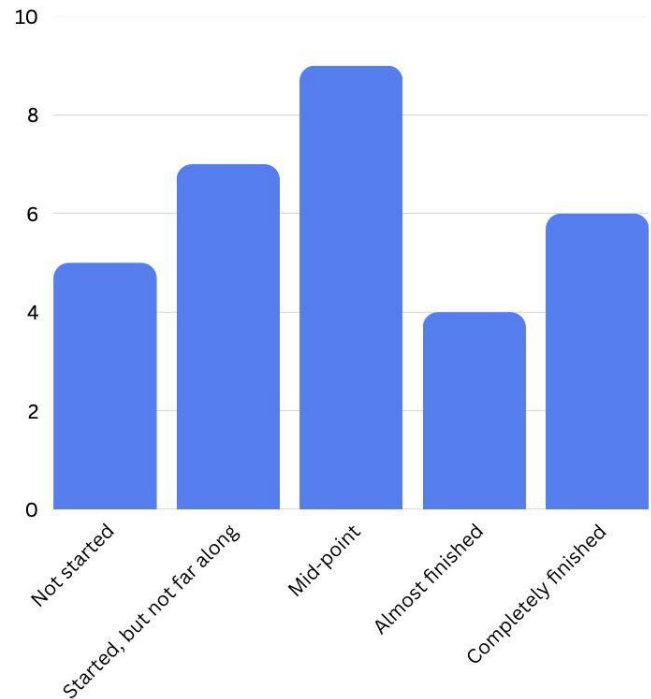
Compared with the combined SKZ+ and tDM dataset, tDM participants on their own appear more focused at the individual level on operational actions that result in direct carbon reductions. This may reflect a more mature sustainability culture, where participants feel they have the agency to implement practical changes.

Nevertheless, tDM participants appear to see group actions as a mechanism for enabling impact at a wider scale, rather than simply delivering additional direct carbon reductions themselves, as seen by the strong presence of handprint actions in **Engagement & Strategy**.

How far have you progressed with your individual action? tDM



How far have you progressed with your group action? tDM



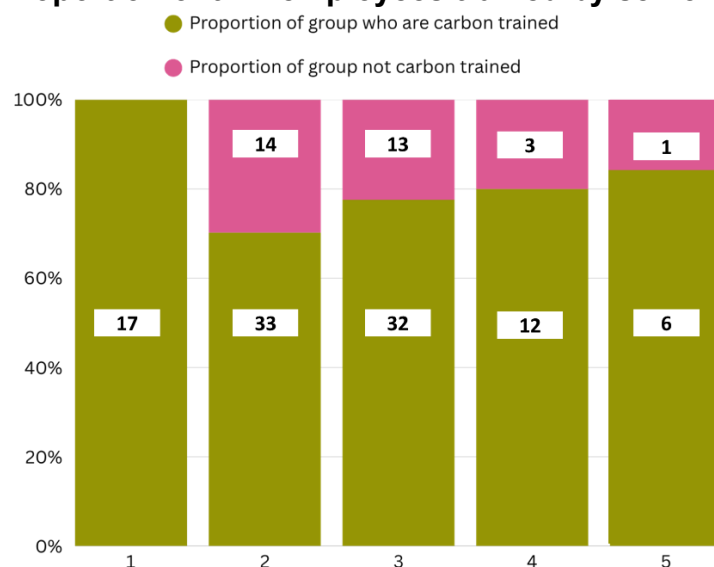
Of the 31 respondents to the survey from the Design Museum, only one person had not yet started their individual action. 23% of tDM respondents had completely finished their individual action. This is nearly double the number of participants in the combined SKZ+ and tDM dataset (13%).

As with individual actions, tDM also boasts a greater proportion of people who have completed their group actions (19%) compared to 14% in the combined dataset.

This is testament to the importance of institutional support. In interviews, several non-tDM participants described struggling to progress their actions because of institutional inertia, with sustainability still viewed as a “nice to have” or something that’s “the Sustainability Manager’s job”.

The higher completion rate at tDM suggests that stronger organisational buy-in is fostering a culture of change which is in turn helping people turn their intentions into completed actions.

Proportion of tDM employees trained by seniority



We were also able to calculate the proportion of employees at the Design Museum who have been Carbon Literacy Trained, categorised by seniority, to identify any trends. Overall, the graph paints an impressive picture: 100% of the most junior employees are trained, along with over 70% within groups 2, 3, and 4.

Group 5 - the most senior employees - is the only group with more people untrained than trained. Insights from interviews conducted with senior leaders revealed that, within such busy timetables, senior leaders may benefit from a more bespoke CLT course, which can also be an opportunity to network while becoming Carbon Literate.

9. PROJECT METHODOLOGY

This section is a quick and dirty methodology which describes our approach to this evaluation project. In the spirit of South Ken ZEN+ we offer it in the hopes that others may replicate our approach, and in so doing, saving valuable time and resources.

CLT TRAINEE DATA ANALYSIS

Compile all the data on those you have trained to date - based on course details and information from each participant's Carbon Literacy Participant Details & Evidence Form. The following details should be compiled into a spreadsheet:

1	Index	8	Organisation
2	Certificate no.	9	Job role
3	Course ID no.	10	Individual action
4	Certificate issue date	11	Approx. co2e reduction per year (kg)
5	First name	12	Group action
6	Surname	13	Approx. co2e reduction per year (kg)
7	Email	14	

NB – The Carbon Literacy Project has this data in .xls format but has advised that it might be challenging to share in future owing to capacity issues.

Once you have each person's details in the columns of the spreadsheet, you should now create two rows for every person - one for their individual and one for their group action. For this reason, you should allocate a code to each person, so that their individual and group actions can both be identified as the same person. This also helps to anonymise the data and ensure that your work is more GDPR compliant.

You should also label whether each of these actions are for work, personal, or both. See example:

Index	Course ID no.	Action	Work/ personal / both
001	CC000589	Individual	Personal
001	CC000589	Group	Work
002	CC000572	Individual	Work
002	CC000572	Group	Work

Seniority: using the job roles, rank all participants from one to five in terms of the seniority of their role, with one as least senior and five as most senior. Please bear in mind that job titles differ in meaning from sector and institution, but this is the key we created to guide in raking:

Level of Seniority	Job titles
one	Intern/Assistant/Apprentice
two	Officer/Analyst/Coordinator/Administrator/Exec Assistant/Associate Lecturer/Specialist manual roles, e.g. wildlife gardener
three	Manager/Lead/Supervisor
four	Head/Senior Research Fellow/Senior Manager
five	Director/CEO/Professor

Primary action category: You now need to categorise everyone's individual and group actions. We used the following categories, and have left some tips to help understand what action would fit where:

Primary Action Category	Notes
Catering/Diet	Actions relating to changing an organisation's catering offer, menu choices or personal dietary changes
Digital Sustainability	Actions typically focused on clearing digital storage or improving website design, along with any pledge relating to responsible AI use.
Energy Reduction/Efficiency	Actions relating to energy use (e.g.: lighting, heating, computers and electrical equipment)
Engagement & Strategy	This category should capture any initiative with the aim of raising awareness for sustainability practice or setting new policy, working groups, etc.
Exhibition & Construction Design	Actions concerning delivery of new exhibitions or galleries, and the choice of materials used.
Procurement & Suppliers	Anything else relating to procurement processes or supplier activity. Check first that this isn't better placed elsewhere (e.g.: exhibition design, catering, energy reduction).
Research	Use this category only if it is not clear what an individual is researching, e.g. if someone is specifically researching pension pots, put that in 'Financial Sustainability & Investments'
Training	Encouraging other people to attend CLT or become CLT trainers This category only pertains to pledges relating to Carbon Literacy Training, not other types of training, which would go in Engagement & Strategy
Travel & Commuting	Actions linked to any form of travel (flights, public transport, car, etc.) in work or personal life.
Circularity	Actions with the aim of improving an organisation's waste processes, whether improving recycling, encouraging reuse or improving awareness of waste segregation rules. This should include procurement with the aim of waste reduction, or reduction of food waste.
Financial Sustainability & Investments	Actions dedicated to decarbonising an organisation's or individual's investment funds.
Other	Any actions which do not fit within the above.

Handprint or Footprint: categorise each individual and group action as a handprint or footprint action. Footprint actions will cause a direct reduction in CO₂e emissions through their completion, while handprint actions will not clearly reduce emissions in and of themselves, but can inspire a wider influence on society through education, skills development, outreach, research or innovation. Some categories are inherently handprint (Training and Engagement & Strategy) while other categories are likely to have a mix.

IMMEDIATE POST-CLT SURVEY

Create and disseminate an immediate post-CLT feedback form, in which you seek to both understand people's thoughts and feelings on their experience of the Training, and importantly ask about levels of confidence and motivation. The Carbon Literacy Trust has a guide on what feedback to seek. These are the questions that we ask in the SKZ+ post-training feedback form:

Post-CLT Feedback Survey

Email																								
Your name																								
Date of your Training (DD-DD/MM/YY)																								
Overall, how would you rate the quality of the Carbon Literacy Training course you did? (Excellent, Very Good, Good, Fair, Poor)																								
What is the main thing you have learned from the training?																								
What do you think about this statement: 'There is a climate emergency. It is relevant to me and I have a role tackling it' (Disagree, Somewhat Disagree, Neither Agree nor Disagree, Somewhat Agree, Agree, not sure/don't know)																								
After this training, how motivated do you feel about taking significant action to tackle climate change? (not motivated at all, slightly unmotivated, somewhat motivated, slightly motivated, extremely motivated)																								
How confident do you feel about identifying actions that will reduce your <u>personal</u> carbon impact? (not confident at all, slightly confident, moderately confident, very confident, extremely confident)																								
How confident do you feel about identifying actions that will reduce your <u>team's</u> carbon impact / the carbon impact of your work? (not confident at all, slightly confident, moderately confident, very confident, extremely confident)																								
9. Compared to before the training, how often are you likely to mention climate change when talking with the following people? <table border="1"> <thead> <tr> <th></th> <th>Much less often</th> <th>Less often</th> <th>About the same</th> <th>More Often</th> <th>Much more often</th> </tr> </thead> <tbody> <tr> <td>Friends & Family</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>Co-workers</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>People I deliver work to</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> </tbody> </table>		Much less often	Less often	About the same	More Often	Much more often	Friends & Family	☐	☐	☐	☐	☐	Co-workers	☐	☐	☐	☐	☐	People I deliver work to	☐	☐	☐	☐	☐
	Much less often	Less often	About the same	More Often	Much more often																			
Friends & Family	☐	☐	☐	☐	☐																			
Co-workers	☐	☐	☐	☐	☐																			
People I deliver work to	☐	☐	☐	☐	☐																			
10. How confident do you feel about talking to the following people about climate change? <table border="1"> <thead> <tr> <th></th> <th>Not at all confident</th> <th>Slightly confident</th> <th>Moderately confident</th> <th>Very confident</th> <th>Extremely confident</th> </tr> </thead> <tbody> <tr> <td>Friends & Family</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>Co-workers</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>People I deliver work to</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> </tbody> </table>		Not at all confident	Slightly confident	Moderately confident	Very confident	Extremely confident	Friends & Family	☐	☐	☐	☐	☐	Co-workers	☐	☐	☐	☐	☐	People I deliver work to	☐	☐	☐	☐	☐
	Not at all confident	Slightly confident	Moderately confident	Very confident	Extremely confident																			
Friends & Family	☐	☐	☐	☐	☐																			
Co-workers	☐	☐	☐	☐	☐																			
People I deliver work to	☐	☐	☐	☐	☐																			
How confident are you that you will achieve the personal action you have pledged within the next 3-6 months? (0 – low to 10 – high)																								
How confident are you that you will achieve the group action you have pledged within the next 3-6 months? (0 – low to 10 – high)																								
What was the benefit for you of receiving your training through South Ken ZEN+?																								
Is there anything you would change in the session? (Facilities, catering, trainers or content etc?)																								
Would you like to become a Carbon Literacy Trainer? (Yes/No)																								
Please use this space for anything else you'd like to say																								

EVALUATION SURVEY METHODOLOGY

1. Create a survey that can be electronically disseminated (e.g. Microsoft Forms) which aims to evaluate the impact of CLT on participants after a given period of time since their training - this can be mixed (e.g. some people 6 months, others a year), but you may choose to outline a cut-off date (e.g. only those who took the training more than 3 months ago can participate). This is because people who have only recently become Carbon Literate are unlikely to have had much time to work on their pledges.
2. We found it helpful to do the invitation to survey as a mail-merge, so that we could also list each person's individual and group pledges in the body of the email - to jog their memory.
3. The survey seeks to understand any lasting impacts of the CLT, underline any barriers faced, and unveil any ripple effects of the training on an individual's work or personal life. Try to think when crafting questions and question formats (e.g. open text, multiple choice, ranking, etc.) of how you can word these questions so that they might be comparable with what you asked in the immediate post-CLT survey.
Examples include:
 - a. What impact did carbon literacy have on your behaviour? (multiple choice, from 'no change' to 'significant impact')
 - b. In the time since you completed training, do you feel more confident in speaking and/or taking action on climate change and sustainability? (multiple choice, 'less confident,' 'more confident,' 'no change')
 - c. How far have you progressed with your individual/group action?
 - d. Barriers to completion - give multiple choice options
4. Once you have reached your response cut-off date, export the data into an Excel/Google Sheets spreadsheet. You can then combine the initial spreadsheet you made, listing participant details and their initial pledges, with this new data.
5. Depending on the questions you asked in both surveys, you should now be able to create pivot tables comparing different data points, participant-to-participant, but also over time. Then you can start to cross-reference datasets.
6. At the end of this document, you will find the list of questions we asked for our data and the possible ways we could visualise the answers.

CLT Evaluation Survey

Email
Your name
Looking back, what three words would you use to describe your experience of Carbon Literacy Training?
What impact did Carbon Literacy Training have on your behaviour? (no change, small impact, moderate impact, high impact, significant impact, not sure/don't know)
In the time since you completed the Training, do you feel more confident in speaking and/or taking action on climate change and sustainability? (less confident, more confident, no change, not sure/don't know)
How far have you progressed with your individual action? (not started, started but not far along, mid-point, almost finished, completely finished)
What have been the main barriers preventing you from starting your individual action? (unsure how to get started, time, resources (people and/or money), my action required more effort than anticipated, limited influence, loss of motivation, other)
Can you give us a bit more detail?
Please describe roughly where you are at in the completion of your individual action.
Have you experienced any of the following barriers to success in completing your individual action? (time, resources (people and/or money), my action required more effort than anticipated, limited influence, loss of motivation, difficulty assessing what 'success' and/or 'completion' looks like, no barriers, other)
Can you give us a bit more detail?
Independent of what you originally predicted, do you consider your individual action to have saved, or be on the road to saving, a low, medium, or high quantity of carbon? (in kg of CO₂e saved per year) (Low (10s), Medium (100s), High(1000s))
How far have you progressed with your Group Action? (not started, started but not far along, mid-point, almost finished, completely finished)
What have been the main barriers preventing you from starting your group action? (unsure how to get started, time, resources (people and/or money), coordination and/or communication, lack of momentum, limited influence, my group action requires more effort than anticipated)
Can you give us a bit more detail?
Please describe roughly where you are in the completion of your group action.
What have been the main barriers to success in completing your group action? (coordination and/or communication, limited influence, time, resources (people and/or money), loss of momentum, my group action requires more effort than anticipated, no barriers)
Can you give us a bit more detail?
Independent of what you originally predicted, do you consider your group action to have saved, or be on the road to saving, a low, medium, or high quantity of carbon? (in kg of CO₂e per year)? (Low (10s), Medium (100s), High(1000s))
If you had to quantify your impact since taking the Carbon Literacy Training, be it through your pledged actions or other actions, what insights could you share? <i>There are many ways you could express this: Calculated CO₂ reduction; Number of people the action reached; Money saved; Policies changed, created, or influenced; Whether a process became "the new normal"; Duration/consistency; Percentage increase/reduction; Comparison against sector benchmark...Tell us everything!</i>
We are also interested in any additional impacts beyond your individual and group actions. Is there anything else that you have changed as a result of Carbon Literacy Training? (eg. travel choices, diet, influence on others, ripple effects, etc.)
Would you be open to sharing more of your insights with us on a 30-minute call? (Yes, no, maybe)
Please select any of the following date and time options that may work for you.

INTERVIEW METHODOLOGY

1. Establish a set of questions that you can use to prompt discussion.
Don't be too rigid in adhering to these or indeed the order – you want to let the conversation flow if you can. We set each interview to half an hour, but that often turned into 45 minutes.
Be sure to elicit more information where possible, and reflect back what you're hearing from participants, encouraging everyone to have a say.
2. Record all interviews with prior consent and transcribe them. We used MS Teams for this.
3. Anonymise names in the transcripts - replacing them with a unique code (e.g. in our interviews, people from the Design Museum were DM01, DM02, DM03, etc.).
This removes personal data from the datasets before analysis, which is critical, particularly if you plan to work on the datasets using AI systems. It can be helpful to colour-code participants too.
4. Summarise key themes in each transcript in a separate document - barriers; more positive feedback; suggestions for improvement; stand-out quotes
5. Extract powerful quotes for use to illustrate points in your final report

Interview Questions

Icebreaker & Introductions

Raise your hand if you're feeling positive / negative about your actions

OR 1-10 scale of feelings

- (For positive) can you tell me what has been the driving factor behind that feeling of positivity?

Personal impact

- What has been your ripple effect? (Either personally or at work)
- What has been your biggest achievement or proudest moment across your carbon literacy journey?

The training

- What has been the single biggest barrier to your progress?
- With hindsight, how realistic and/or achievable do you think your initial pledges were?
 - How much autonomy do you have?

Your organisation

- What do you think would be effective ways to encourage other colleagues to engage further in sustainability?
- Do you consider your organisation/department prioritises sustainability?
- What would help you to complete your actions? From SKZ+, your org, etc.

Time allowing:

- Despite what you have pledged or completed, do you feel like in between now and when you completed the CLT, you feel like you have a greater understanding of the agency you do (or do not) have to effect sustainability change within your organisation?
 - Has the training helped you to understand how much autonomy you do or don't have?
- How long did motivation last?

Research Questions We Asked of the Data

CORE DATA

Theory/ idea	Test	Present
Total number of actions by indiv and group	numerical count	number
total number of individuals trained by organisation - is there a trend between big/small?	Segmentation, % of FTE trained (latest headcount figures from 3Adapt dashboard?)	percentages, pie chart or bar graph?
total proportions of actions by category - as segmented already, by indiv and group	segmentation	pie chart or bar graph
total proportions of action by segmented into handprint or footprint	segmentation	pie chart or bar graph
Assessment of different types of indiv actions - correlations between categories and footprint/handprint	indiv action x category x footprint/handprint	pie chart? Some kind of visualisation that does three levels? % stacked column or bar chart
Assessment of different types of group actions - categories	group action x category x footprint/handprint	pie chart? Some kind of visualisation that does three levels? % stacked column or bar chart
Proportional seniority	Numerical count	pie or bar chart
Seniority in terms for footprint/handprint	Are there any trends?	% stacked column or bar chart
Wordclouds		Keywords from actions – word cloud? Worth trying as extra but the above ideas may cover this better
Speculative carbon reduction SML		Pie chart – extrapolation to whole trainee dataset... Potentially scatter plot between this and seniority rating, category as legend? Challenge is subjective views of carbon reduction per person
Trained people/actions created over time?	Could show ripple effect/growth of training	Cumulative line/column chart by month

tDM CORE DATA

Seniority as a proportion of group (1-5) rather than total staff headcount	Needs data from Elise	Pie chart/bar graph
Percentage of staff trained compared to total headcount	Number	

SURVEY / RESPONDENT DATA

Theory	Test	Present
What proportion of respondents have commenced their indiv actions	percentage	pie chart Funnel view for different stages (not started, not far along, midway, etc)?
what proportion of respondents have commenced their group actions		pie chart (or put them all together into a bar chart?) Funnel view for different stages (not started, not far along, midway, etc)? Excel stacked column
Proportion of respondents who have not commenced (Group/ indiv)	Compare with each other	Pie chart or bar chart; stacked bar chart?
Proportions of barriers for not started (Group indiv)		Pie chart or bar chart; stacked or funnel columns
Proportions of barriers for those who have commenced (group and indiv)		Pie chart or bar chart
Cross reference SML carbon reduction speculation with reality from survey		Comment? Ribbon chart to show movements? (may not be accessible depending on app)
Keyword categorise ripple effects response?		Pie chart? Word cloud?
Is there a correlation between seniority and group action completion?	compare seniority with group action completion and qual commentary	Possibly scatter plot- give each stage of completion numeric score and review against seniority
Three words to describe CLT retrospectively		Word cloud
	Seniority x barriers	Stacked bar chart?
Impact	Proportions	Statement Qualify with quant
Comparison of impact in post-training survey and eval responses		Statement with %
Confidence levels		Pie chart
Completion level x time?		Nice to have
Subset by org?		
Impact beyond pledged actions	Categorisation (family, friends, diet, transport, etc)	Visual ripple; sunburst; planetary boundaries-esque?

INTERVIEW DATA

Theory	Test	Present
What proportion of participants did interviews		
Emerging themes	Could people be clustered into different “types” based on responses here, level of completion, seniority/influence, barriers? Might be too tricky to group cleanly, but could give some structure to this section and any next step recommendations if appropriate	It feels like a narrative summary may work better than a visualisation for the interview findings.
quotes	Capture other positive effects of training where pledged actions are incomplete	
Something about barriers	Barrier level? Individual/team/whole org culture?	
“Realistic with hindsight” question analysis?		
What people have recommended/ suggested - for future actions/ trainings processes etc		