

# Survey on climate issues Analysis

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NB: The survey and this analysis have been undertaken by the **work group Ecology at Centrale Nantes** comprising staff and students of the school. **Arthur Macherey, Eugénie Comty and Wilfrid Dumas** analysed the quantitative data of this survey and produced this report. **Many thanks to all respondents, the school's management team and the communication department** for their support and advice.

## 1. Main insights

### 1. A real desire for action and change

We found that **86% of respondents act daily** to reduce their environmental impact and that an even higher proportion want to act more to reduce their environmental impact (95%).



Graph 1 - Overall involvement

Moreover, **99% of respondents** express at least once their desire to **take more action or to consider more the environmental impact** in their future actions, choices or decisions.

**This survey has been very well received by staff and students** in the school, which highlights their strong desire to express themselves regarding climate / ecology. Around **37% of staff<sup>1</sup>** and around **37% of students<sup>1</sup>** responded to the survey.

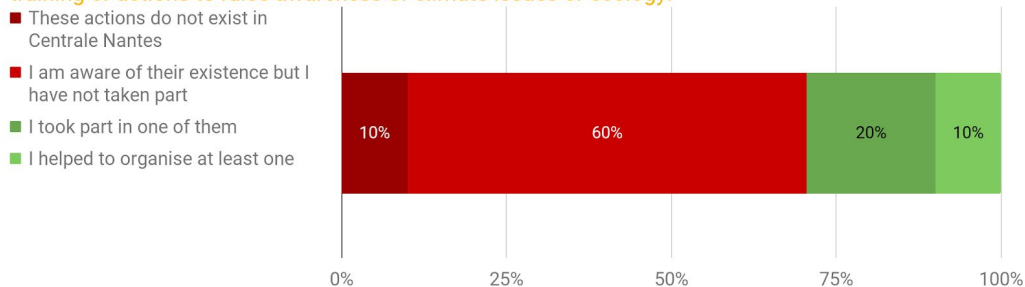
At least **63% of respondents** have a **negative opinion** regarding the climate footprint of the **campus, the behaviour of people at Centrale or of Centrale Nantes**.

<sup>1</sup> : based on 500 staff and 1700 students

## 2. But insufficient individual commitment at Centrale Nantes

Almost all respondents (**95%**) who said that they were aware of actions underway in Centrale Nantes, but that **they did not participate in these actions, indicated that they want to act more**. 10% of respondents who want to act more to reduce their environmental footprint think that no action takes place in Centrale Nantes.

Respondents who want to take more action to reduce their environmental footprint said about training or actions to raise awareness of climate issues or ecology:



Graph 2 - Individual involvement

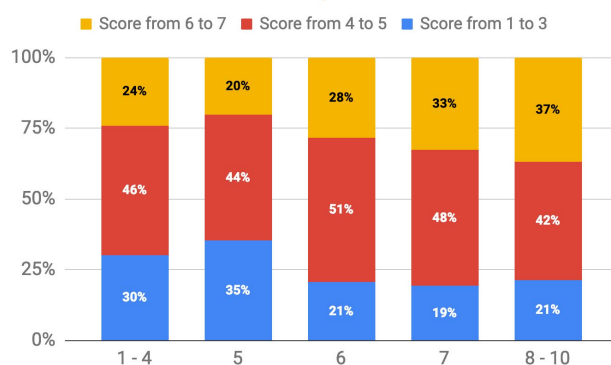
Moreover, **69%** of respondents who are **not satisfied** with the “campus / staff & student behaviour / the school” are either, not aware that actions exist, or, are aware, **but do not participate**.

## 3. Reasonable level of knowledge, especially amongst respondents who expressed a general lack of satisfaction with what is happening on campus

With regard to the part of the survey that tested respondents' knowledge of climate issues, the average number of correct answers was 5 out of 7. **Whilst this is quite good, some important figures are not known**.

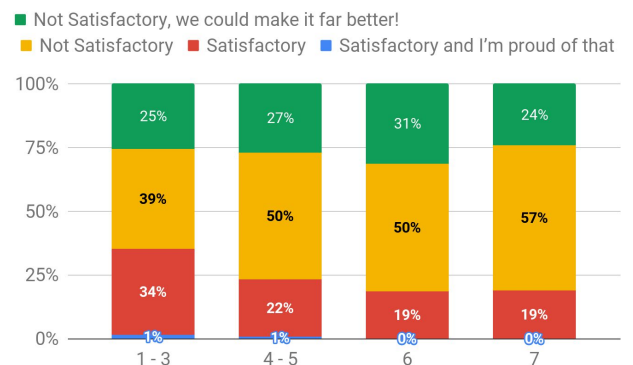
The **average score bears little relation to how people rate their own action** with regard climate issues (from 1: underachievers, to 10: acting to reduce your environmental footprint). But it is much **more linked to respondents' level of satisfaction** with the “campus / staff & student behaviour / the school”. The less satisfied you are, the higher your score.

Distribution of correct answers in relation to respondents' rating of their own action for the climate from 1: underachiever to 10: acting to reduce one's environmental footprint



Graph 3

Distribution of correct answers in relation to respondents' satisfaction with campus / staff & students / Centrale Nantes



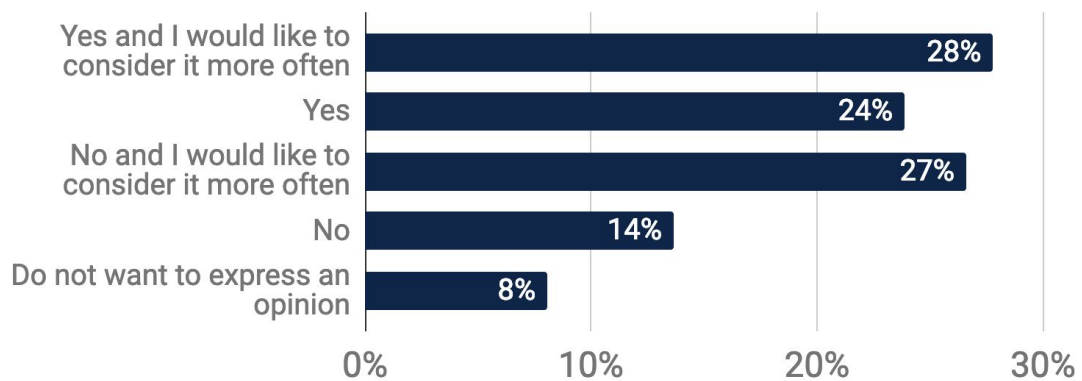
Graph 4

#### 4. An employer and a profession that we overwhelmingly want to see more respectful of the environment

Nearly half (**49%**) of respondents who have had at least one professional experience think they are **more responsible in their professional routine than in their personal one**. **58%** of them want to take more account of climate impact in their professional daily choices and decisions.

79% of respondents consider or want to take more consideration of climate impact in their professional life.

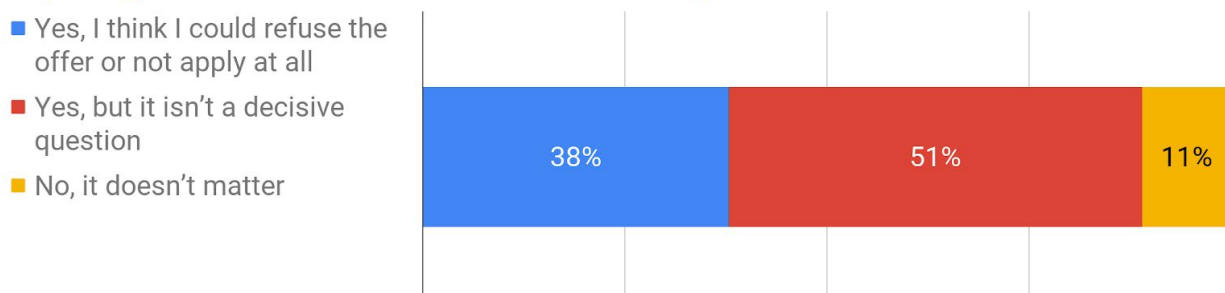
#### Is "climate impact" a criterion you consider in your professional daily choices and decisions ?



Graph 5 - Impact on climate consideration in professional life

When looking for an internship or future job, **89%** of respondents consider **company behaviour with regard to the environment and climate issues to be important** and **38%** think that they could refuse a job offer or not apply at all if the company has a poor record on these issues.

#### When looking for your internship or future job, do you consider the behavior of a company regarding environment and climate issues to be important?



Graph 6 - Company's behaviour impact when looking for a job

## 5. Training and tools that need to adapt

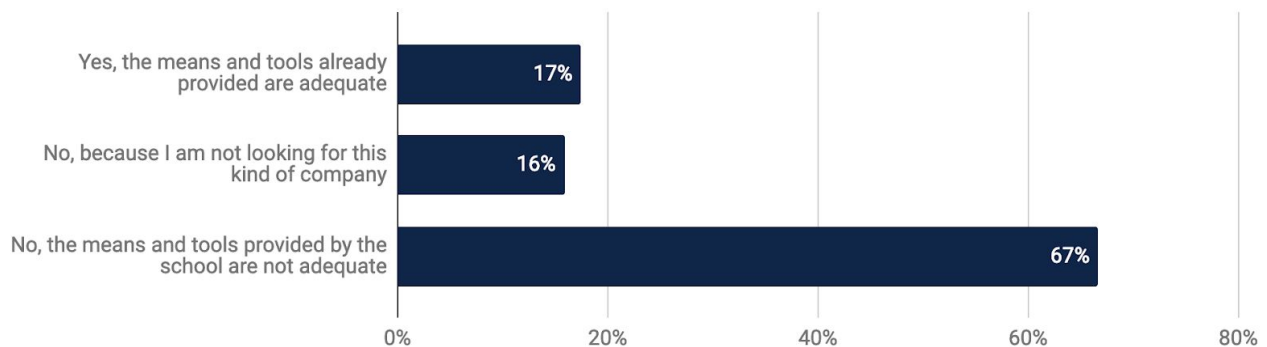
**85%** of respondents believe that it is **Centrale Nantes' responsibility to train us in and raise our awareness** of climate and ecological issues and concerns. **74%** think that **more weight should be given to these issues and concerns**.

More than half of respondents (54%) support **two-tier** training: a broad-based general programme and a more specialised programme related to the field of study/research.

**96%** of respondents who have sought employment at least once and who think that the means and tools provided by the school are not adequate **would like to see new means and tools developed by the school** in order to address this problem.

**If you were seeking a job/internship in a company that is trying to reduce its climate footprint, do you consider that the school provides you with adequate support in terms of the means and tools on offer?**

*NB: respondents who have not yet sought a job/internship excluded*



Graph 7 - Satisfaction with the means and tools provided by the school

## 2. Conclusion

We were delighted to observe a massive and real desire to act and change from staff and students in the school. **They understand the top priority of climate and ecological issues and concerns and want to act!** For that purpose, we encourage anyone to join the work group.

Despite this desire to act and change, **participation in training or awareness actions at Centrale Nantes is poor** even though people are aware that these actions take place. So, the **type / content / way of working of such action should be reconsidered in some way**. We want to foster daily involvement and push people to act because the more space you give to this action on a daily basis, the more you understand that you need to change how you behave. **We hope that this survey will help people to understand it is time to act**. We want also to **offer them different ways to act**. We have successfully started by selling local organic apples (98% of the self-service apples were paid for). One of our projects is to change the default search engine in the school. **Day by day, we want to change how we behave in Centrale and we will implement other initiatives**.

Overall knowledge about climate issues is reasonable but not outstanding - some important figures are not known. **The school has to train and educate students and staff more intensively regarding these issues**. Respondents support two-tier training: a broad-based general programme and a more specialised programme related to the field of study/research. **At least 63% of respondents have a negative opinion regarding the climate footprint of the campus, the behaviour of people at Centrale, or of Centrale Nantes**. The school needs to change to meet staff and student concerns and its priorities should change as staff and student concerns are evolving. Renovating and adapting buildings which consume huge amounts of energy could be a very positive step. **The school also needs to send clear signals such as, for example, appointing green-minded people to key functions / governance bodies** and also to train and raise awareness among current staff / management teams.

Staff and students want a job and an employer which behave positively towards environmental and climate issues. With regards to its staff, **the school should focus its development by taking strong account of these concerns**. For students, more importance should be given by the school to companies which behave positively towards environmental and climate issues. **Centrale Nantes could shine among French engineering schools by being the school which has major partnerships with**

**green-minded companies. The same is possible for alumni and students of the school, we have to share our desire to act and change to companies.**

Students want an education that meets their requirements, so **training programmes and the tools and means provided by the school could be adapted. We are currently designing a new specialisation** which will focus on climate and environmental issues and concerns, and hope that the first classes will start next year. The school should also provide students with more tools and means when they are seeking an internship / job in companies which behave positively. How to analyse the corporate and social responsibility commitments of a company? **How to detect greenwashing? Lectures could be organized by the Careers Service.**

### 3. Methodology and demographic indicators

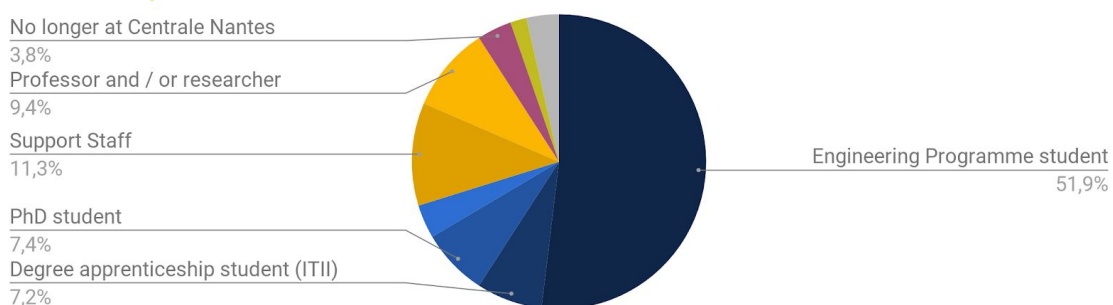
The survey was designed and distributed by a work group comprising staff and students of Centrale Nantes. The school's management team advised the work group regarding topics addressed by the survey. The communication department advised the work group regarding the design of this report. The survey was circulated from 10th January – following its launch during the director's new year ceremony - until the 31st of January. Mass digital and non-digital communication means were used to get as many responses as possible (email, Facebook, face to face reminders, etc.).

The form was available in [French](#) and in [English](#). 'Internationals' are people who responded to the survey either in French or in English and who indicated originating from another geographic zone (outside France) when asked: "Where is your country of nationality located?" (eg. Europe except France, South America, etc.).

842 people answered the survey; meaning that 1 percentage point corresponds to about 8 people. 70% of the respondents, 591 people, defined themselves as students (engineering / master / PhD students), 21% (174 people) as staff (Professors and/or researchers and support staff (library, engineer, administrative, technical and health-related staff), 9% (77 people) defined themselves as "Other", "I do not want to answer" or "I am no longer at Centrale Nantes".

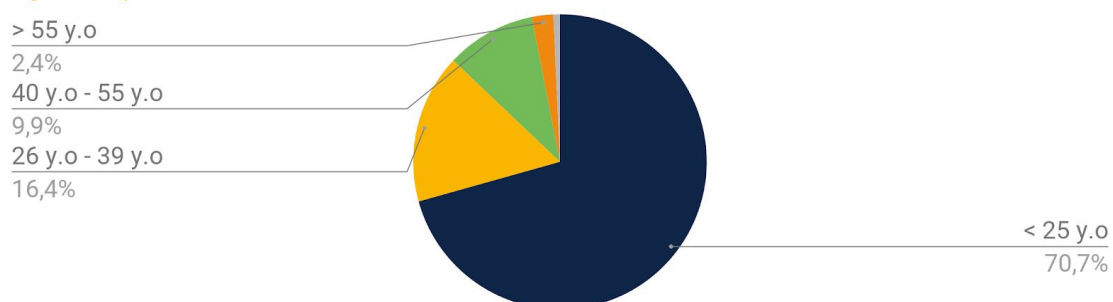
Respondents are relatively young (71% below 25 years old). 91% of respondents who are under 25 are students.

#### Status of respondents



Graph 8 - Status of respondents

#### Age of respondents



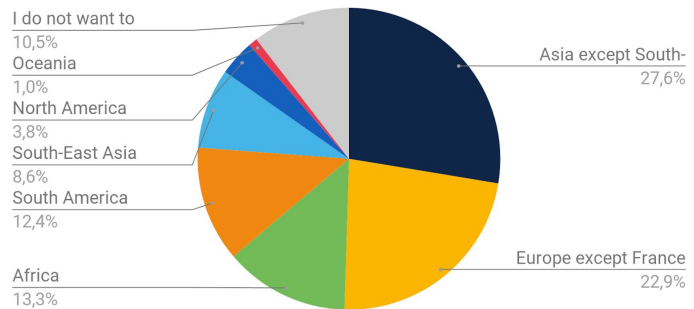
Graph 9 - Age of responde



13% of respondents are internationals (i.e 94 people), the two most represented communities are Asia (36%) and Europe except France (23%).



Nationality of respondents

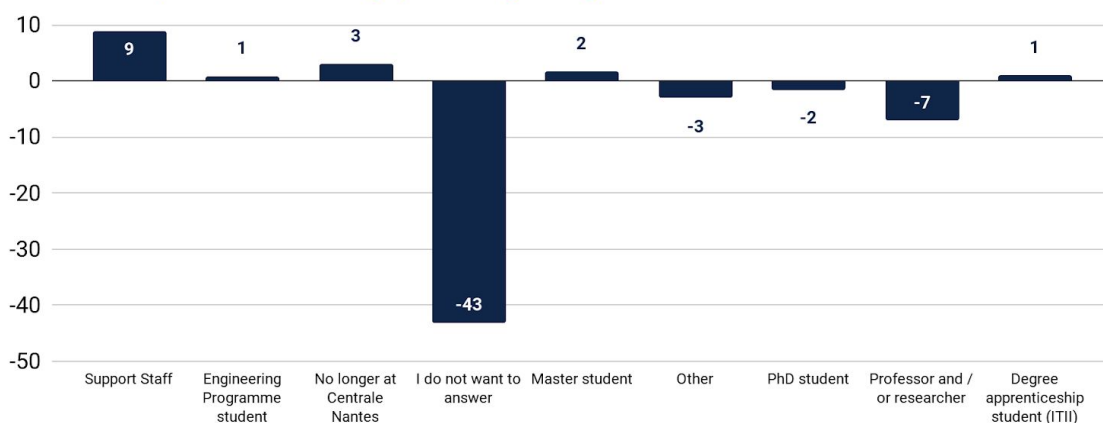


Graph 10.1 - Respondent by country

Graph 10.2 - Respondent by country

On average 56% of respondents want to be kept up to date about this survey and to receive the results, which points to strong interest from staff and students. The following graph shows the interest in receiving the results by status. 65% (56+9) of support staff want to be.

Want to receive updates and results (% pts Vs avg = 56%)



Graph 11 - Want to receive updates and results

19% of respondents sent us feedback / comments at the end of the survey - most of them were very encouraging and thanking us for the initiative.

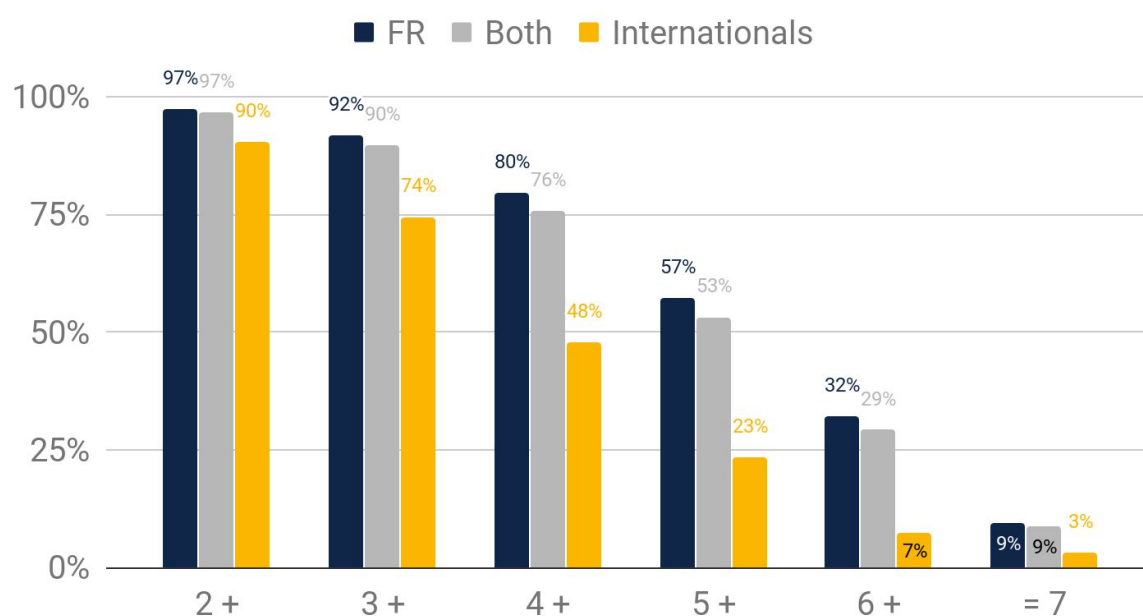
## 4. Knowledge of climate issues

Questions were drafted to assess approximate knowledge (rounded figures) and not to assess precise knowledge - available answers were not too close to each other. The average share of correct answers is 66% (i.e 5 out of 7) and the median share is 71% (also 5 out of 7). French respondents performed better than the internationals – on average 68% vs 52% for internationals. Questions were not France-centric and were intended to be of the same level of difficulty for French and non-French respondents.

The emissions produced by civil aviation are far-overestimated - 32% think that they are responsible for 20% of total emissions. Digital related emissions are not well estimated. Among ‘Recycle, Reuse and Reduce’, more than 70% of the respondents think that ‘Reduce’ is the most relevant answer regarding climate and ecological issues - only 9% think Recycling is key.

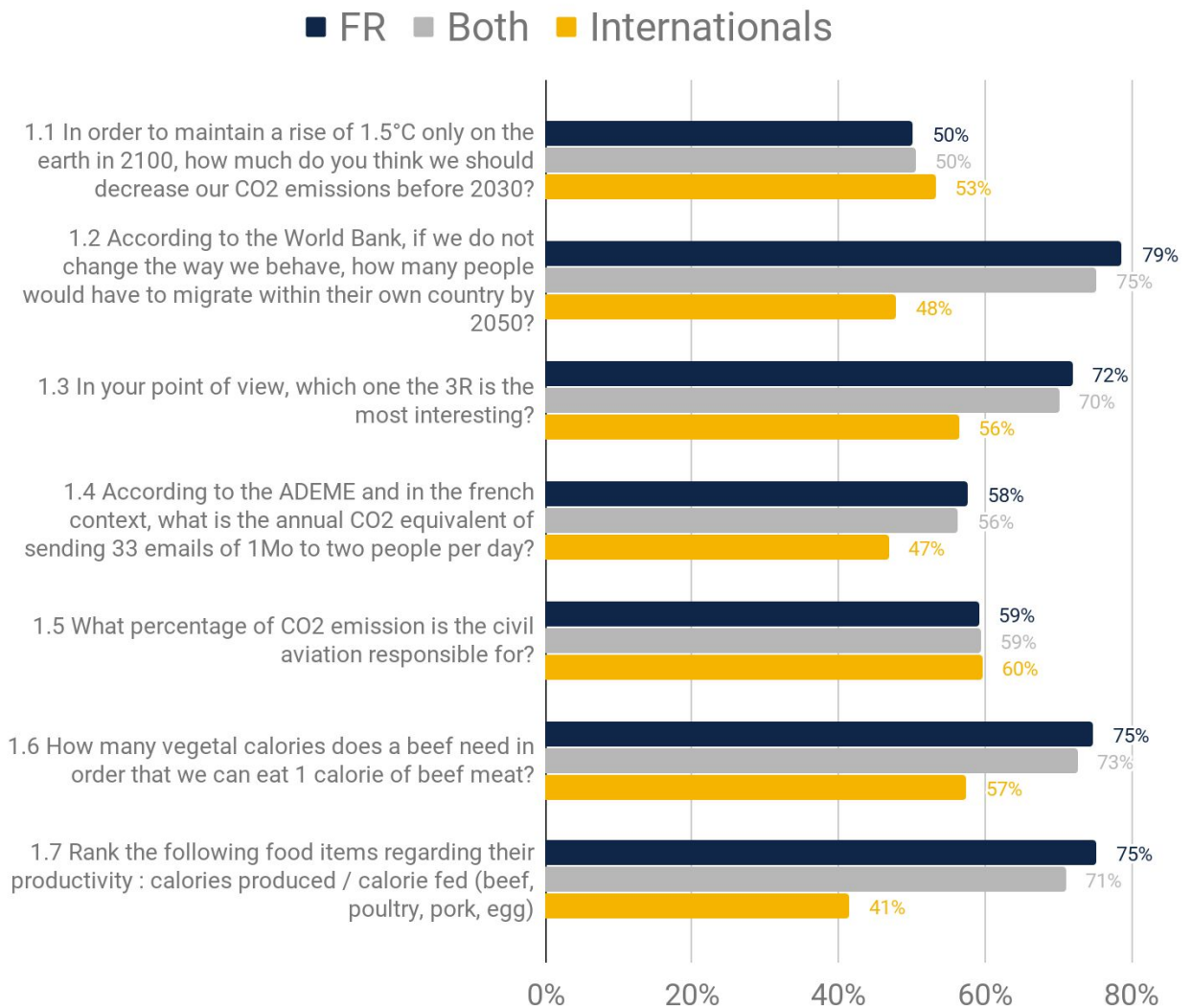
The best performers on this test were “Professor and / or researcher” and “people who are not in Centrale anymore”.

### Percentage of respondents who answered X or more questions correctly



Graph 12 - Number of correct answers

## Correct answers % per question



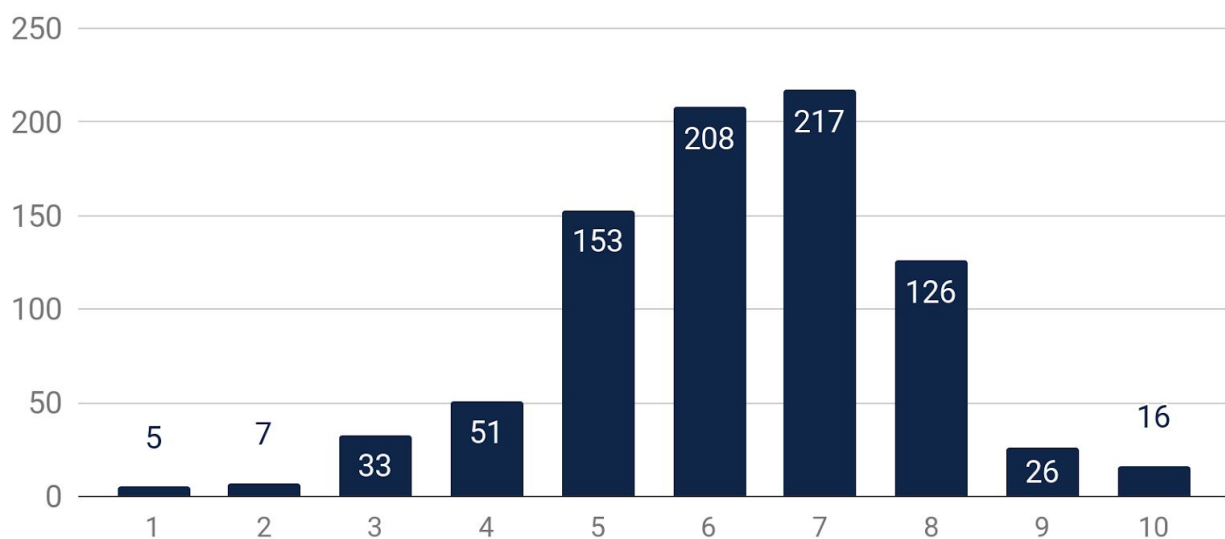
Graph 13 - Share of correct answers

## 5. Personal and professional action / desire to act

More than 85% of respondents consider that they act on a daily basis to reduce their environmental impact. This means a very large majority of people taking action in Centrale Nantes.

When we ask the respondents to compare themselves to their relatives, they consider themselves active in reducing their environmental impact, as can be observed in the following graph (average: 6.2).

If you should compare yourself to the others, do you think you are: (10: acting to reduce my environmental impact ; 5: as the others, I follow the lead ; 1: underachiever )

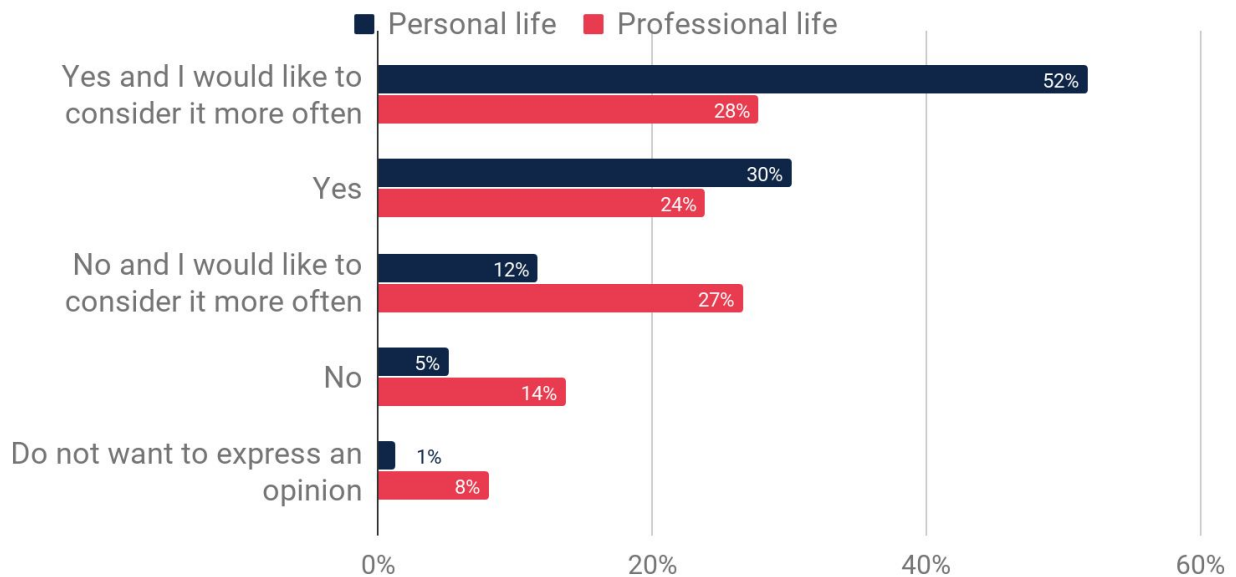


Graph 14 - How do I consider myself?

Despite this observation, more than 95% of respondents consider that their actions are not sufficient, by manifesting their desire to act more in order to reduce their environmental impact. Moreover, they want to act quickly, 85% want to reinforce their action for an environmental change in the coming year, expressing the urge for a change of behaviour in order to be able to live in a decent world in the future.

However, a certain difficulty to put this positive energy into practice in their professional life can be felt: 41% of respondents state that they are more ecologically responsible in their personal routine than in their professional life. Nevertheless, 89% of respondents attach importance to the behaviour of a company regarding environment and climate issues.

## Is "climate impact" a criterion you consider in your daily choices and decisions ?



Graph 15 - Climate considerations within pro / private life

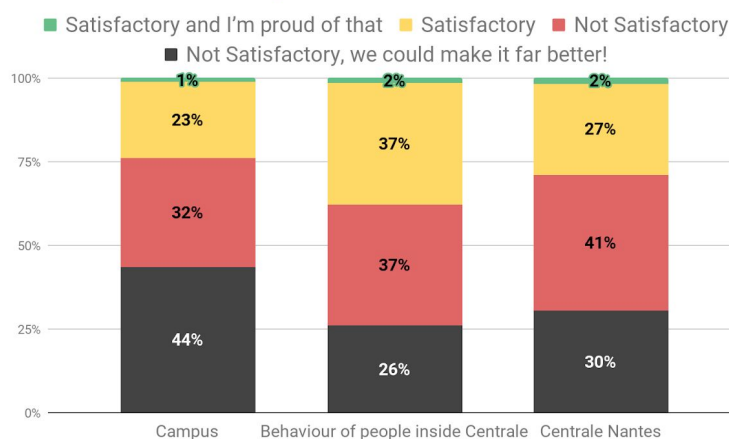
We observe on the graph presented above the difference between personal and professional life. However, mentalities are changing as 458 people (almost 54% of respondents) express their desire to take more account of "climate impact" in their professional life. The final point of interest is perhaps the high percentage (more than 8% in professional life compared to less than 1.5% in personal life) of people who do not want to express themselves on the subject regarding professional life.

The final question is a multiple response question. It is about the degrowth and the legitimacy of this concept: 40% of respondents consider degrowth as desirable by 2050, and 37% as unavoidable by 2050. At the same time, a majority of respondent (51%) agree that degrowth is incompatible with the current economic system. There is still an important percentage of people who do not want to express themselves (10%), but only a few (around 5%) consider degrowth as "not positive for the common good". Approximately the same proportion of respondents consider degrowth as non-positive from a personal perspective.

## 6. General opinion regarding the School

At least 63% of the respondents have a negative opinion regarding the climate footprint of the campus, the behaviour of people at Centrale or of Centrale Nantes (76% / 63% / 71% respectively). Nearly half of respondents think the campus has a very negative climate footprint.

How do you consider climate footprint of ...?



Graph 16.1 - General opinion

Answers differ significantly between French and international respondents. The internationals are far more satisfied by the climate footprint than the French. 47% of internationals have a negative opinion among the three topics versus 64% for French people.

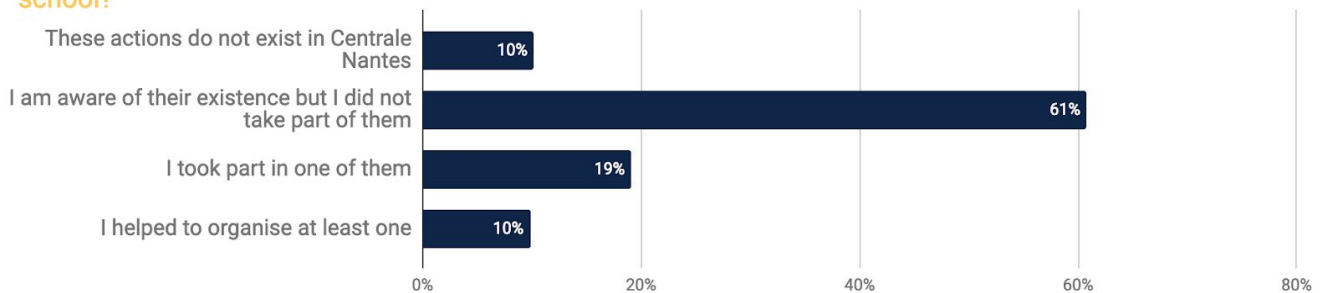
Satisfied by ... (Delta Vs Avg = 24% / 38% / 29%)



Graph 16.2 - General opinion

90% of respondents are aware that training or action to raise awareness about climate issues or ecology takes place in the school. This means that communication within the school regarding these actions reaches people efficiently. Less than 30% of respondents take part in at least one action: 1/3 of “aware” people take part, which is low considering the percentage of people who are not satisfied by what is going on in the school (63%).

### Have you ever taken part in training or action to raise awareness about climate issues or ecology in the school?

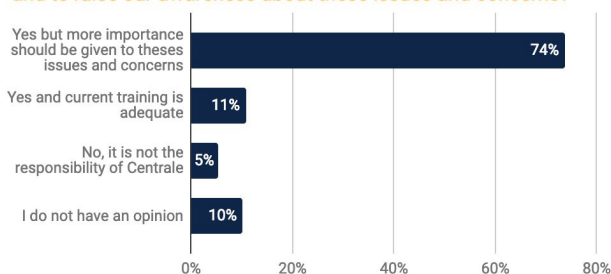


Graph 17 - Opinion on ongoing actions in Centrale

5% of respondents think that training or action to raise awareness is not the responsibility of Centrale Nantes, and 74% think that more importance should be given to these issues and concerns – ( 75% among students and 70% among staff).

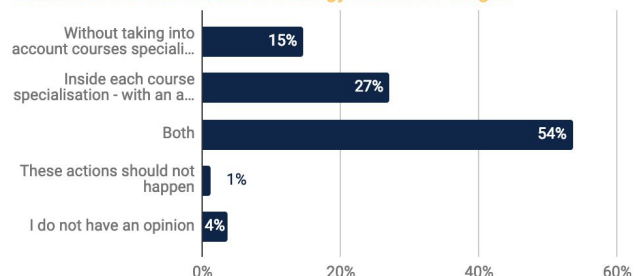
More than half of respondents think that the training should be two-fold i.e. part of a core curriculum - the same for everyone - and part of the chosen specialisation - with an analysis adapted to the field of study, eg. energy, civil engineering, etc. This means that a two-tier training approach is supported: a broad-based general programme and a more specialised programme related to the field of study/research.

### Do you think that one of Centrale's responsibilities is to train us and to raise our awareness about these issues and concerns?



Graph 18.1 - Training in Centrale

### In your point of view, training or raising-awareness actions related to climate issues or ecology should be taught:

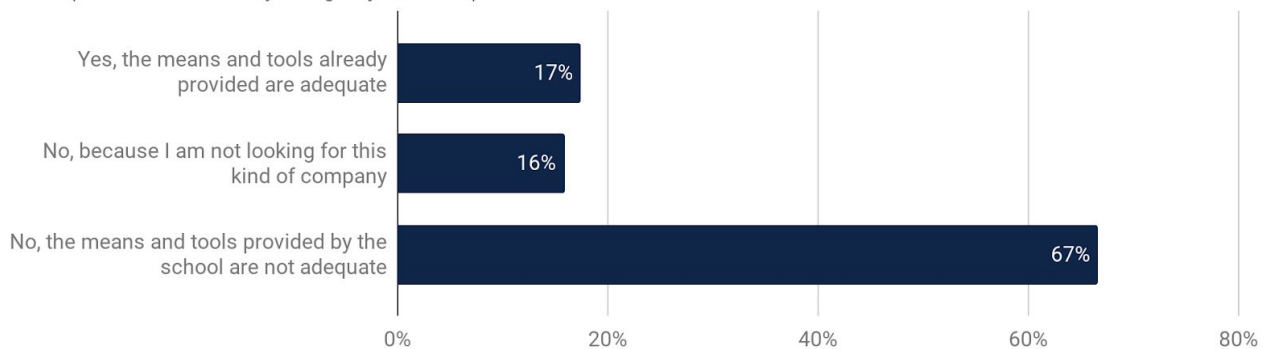


Graph 18.2 - Training in Centrale

Among the respondents, 33% have yet to apply for an internship or a job. The following graph does not take this group into account. 67% of respondents who have sought employment at least once think that the means and tools provided by the school are not adequate if they are looking for a company which is trying to reduce its climate footprint.

If you were seeking a job/internship in a company that is trying to reduce its climate footprint, do you consider that the school provides you with adequate support in terms of the means and tools on offer?

*NB: respondents who have not yet sought a job/internship excluded*



**Graph 7 - Satisfaction with the means and tools provided by the school**

96% of this group who think that the means and tools provided by the school are not adequate would like to see new means and tools developed by the school in order to address this problem.