

# WEST YORKSHIRE GREEN SKILLS YOUTH PROGRAMME

West Yorkshire  
Combined  
Authority



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Mayor  
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Ahead Partnership  
Unlocking social and economic potential

## PROGRAMME OVERVIEW

The West Yorkshire Green Skills Youth Programme has engaged with **174** young people from across Leeds, Bradford, Wakefield, Kirklees and Calderdale, aged 4 to 17 years old. The schedule of activity has allowed young people to learn about what we mean by green skills, and given a platform to voice their ideas through youth consultation activities.

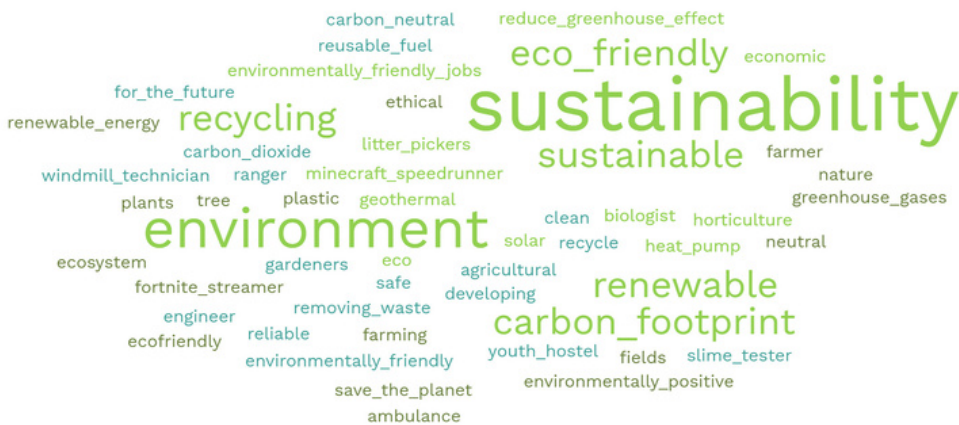
## Evaluation

Young people were asked a series of questions before and after activity, to measure the impact.

### What does a green job mean to you?

Words that are larger on the word cloud have been mentioned multiple times.

Pre



Post



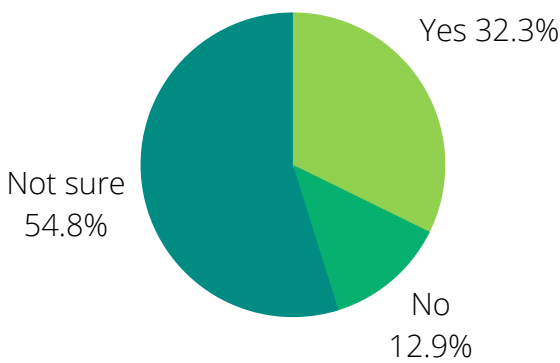
Two questions were presented to the young people to answer anomalously, to gage their interest in and knowledge of green careers.

After completing the activity, an additional 34% of young people were interested in pursuing a green career in the future. Additionally, young peoples' knowledge of the range of green roles available increased significantly. Initially, no students assessed their knowledge as excellent, where as after the activity 71% of young people assessed their knowledge as excellent.

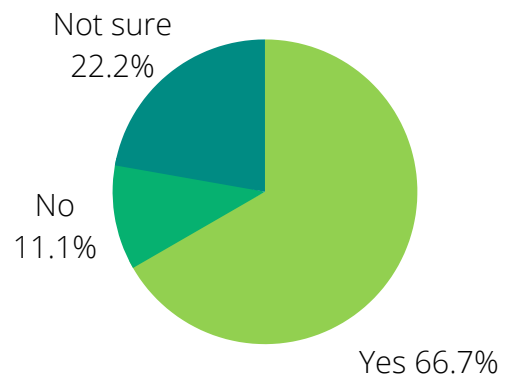
This highlights the need for and success of careers intervention with young people, to raise aspirations and educate the workforce of the future on green jobs.

### Are you interested in a green career?

#### Pre

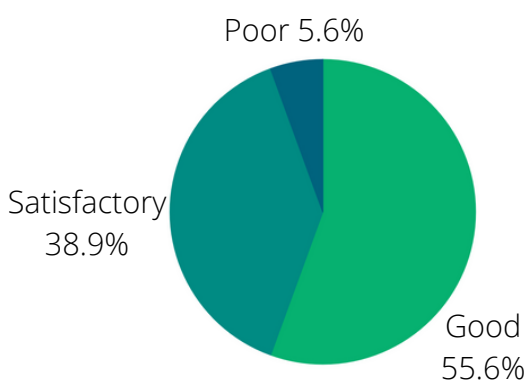


#### Post

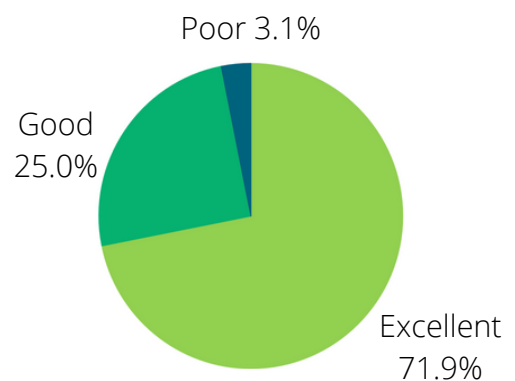


### How would you rate your understanding of the range of green jobs available?

#### Pre



#### Post

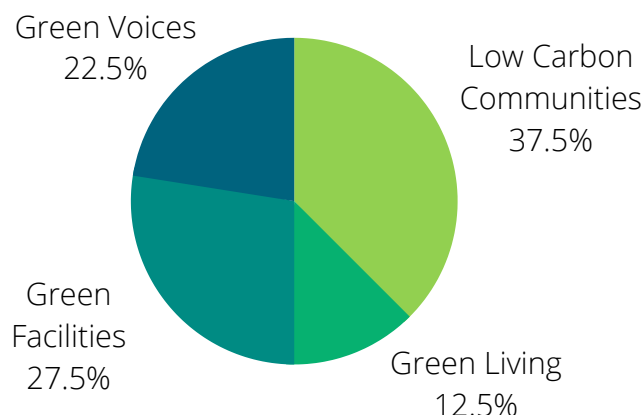


# Green Funding Allocation

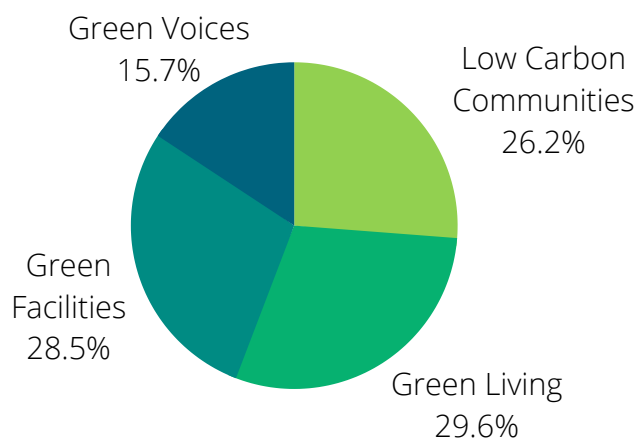
The funding activity aimed to determine which green sector young people would like to see prioritised for investment. They were asked to imagine that they are the Mayor of West Yorkshire and were given tokens representing £1 million. They were then presented with four green sectors that they could use their tokens to invest in.

- **Low Carbon Communities** - funding used to invest in carbon capture, low-carbon fuels, increasing tree coverage, restoring peatlands, and tackling waste (recycling and waste-reduction).
- **Green Facilities** - funding used to invest in public transport (bus, train, cycling, pedestrian-friendly spaces etc.), clean energy (wind and solar), and electric vehicle charging points.
- **Green Voices** - funding used to invest in projects such as public awareness campaigns, teaching and climate education, recruitment for green jobs, and environmental lawyers and policy makers.
- **Green Living** - funding used to invest in green housing (solar panels, heat pumps, eco building materials), and parks and green spaces.

**Funding Activity: Summer School**



**Funding Activity: Term 1 activity**



## Your Green Project

Following the funding allocation activity, young people worked in teams to develop a project idea that supported their area of funding. Examples of projects included:

### **Green Living: Solar Schools**

"Give funding to schools so they can lower their energy usage; they always have lights on, they use so much power." - *student, Brighouse High School*

### **Low Carbon Communities: Urban Greening**

Funding to support urban greening across built up areas across West Yorkshire, to help capture CO2.

### **Green Facilities: Electric Vehicle Charging Ports**

More charging ports in public spaces and funding for installing ports in more homes. The project would make the charging prices more visible by displaying them as a comparison at petrol stations.

### **Green Voices: "No-one likes a milky tea" Television Campaign**

A campaign to highlight how raised energy prices meant too many sacrifices for many people (demonstrated by how sad a cold cup of tea can be!) and how corporations can help save water, subsidise bills, and spread awareness of the cost of living.

# Your Dream Green Career

Students who attended the Term 1 activity went on to develop what a green career of the future needs to look like for them. Fellow students then voted on which they would apply for in the future. The stars on the activity depict how many votes each role received.

**WRITE ABOUT AND/ OR DRAW YOUR DREAM GREEN JOB HERE:**

SKILLS & QUALITIES	KNOWLEDGE	TASKS & RESPONSIBILITIES
Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.
Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.
Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.

**WRITE ABOUT AND/ OR DRAW YOUR DREAM GREEN JOB HERE:**

**Garden Designer**

Design + Create gardens/scenery for people + companies

SKILLS & QUALITIES	KNOWLEDGE	TASKS & RESPONSIBILITIES
Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.
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Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.

**WRITE ABOUT AND/ OR DRAW YOUR DREAM GREEN JOB HERE:**

**Electric Bus driver**

SKILLS & QUALITIES	KNOWLEDGE	TASKS & RESPONSIBILITIES
Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.
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Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.

**WRITE ABOUT AND/ OR DRAW YOUR DREAM GREEN JOB HERE:**

**Accountant for a sustainable housing company**

SKILLS & QUALITIES	KNOWLEDGE	TASKS & RESPONSIBILITIES
Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.
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Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.

**YOUR DREAM GREEN JOB HERE:**

**marine biologist**

QUALITIES	KNOWLEDGE	RESPONSIBILITIES
Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.
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**WRITE ABOUT AND/ OR DRAW YOUR DREAM GREEN JOB HERE:**

**of environmental safety development**

SKILLS & QUALITIES	KNOWLEDGE	TASKS & RESPONSIBILITY
Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.
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## Knowledge and Skills

The following lists identify some of the key knowledge and skills mentioned several times by the young people during this task:

### Skills:

- Analytical thinking
- Creativity
- Focus
- Patience
- Problem solving
- Teamwork

### Knowledge:

- Business
- Digital
- Environmental Science
- Maths/Numeracy

# YOUTH CONSULTATION ON GREEN CAREERS

We asked young people to answer a series of questions designed to understand how green jobs can be made more accessible and appealing to the work force of the future.

*The lists below represent the responses that were mentioned the most across all activity.*

## **How can we support more young people, as well as their parents and carers, to find out more about the green jobs available locally?**

- Social media meet and greets
- Access to better education
- More public campaigns
- Education and information
- School activities
- Dedicated online websites
- Talk to the child's parents and talk to them about green jobs and then they can talk to their children to tell them about it
- Have more inspirational campaigns

## **Are there any barriers preventing young people from pursuing a green job?**

- Education
- Money
- Not passionate
- Not enough jobs for everyone
- Access to education
- Not many green jobs
- Low pay
- The barriers for young people getting into a green job can be other generations not understanding fully why we would want to go into and/or not thinking we can do the solution

## **What would attract and inspire you, as a young person, to consider a green job?**

- The impact you could make upon the environment
- Impact on people
- Global warming
- Rewards
- Large salary
- Moral compass
- If there's the job I want and transportation to get there
- What opportunities I would receive in the future
- Learning more about the jobs and knowing what you have to do