

WEST YORKSHIRE GREEN SKILLS YOUTH PROGRAMME

West
Yorkshire
Combined
Authority



Tracy Brabin
Mayor
of West Yorkshire



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.

The objectives of the West Yorkshire Green Skills Youth Programme were to:

- Understand what a green job means to young people and to understand young people's appetite to work in a green role.
- Increase young people's understanding about the range of green jobs currently available.
- Identify the actions required to support more young people, their parents and carers to understand the career opportunities linked to the green economy in West Yorkshire, in terms of types of jobs in scope, skills required, entry routes, and career pathways.
- Identify equality and diversity issues for young people in relation to green jobs and the world of work.
- Understand how to attract and inspire young talent.

To achieve these objectives, we ran a summer and autumn activity programme including:

- Green Roles Q&A session.
- Funding allocation task.
- Green Project investment activity.
- Green Roles development task.
- Youth Consultation on accessibility and appeal of green careers.

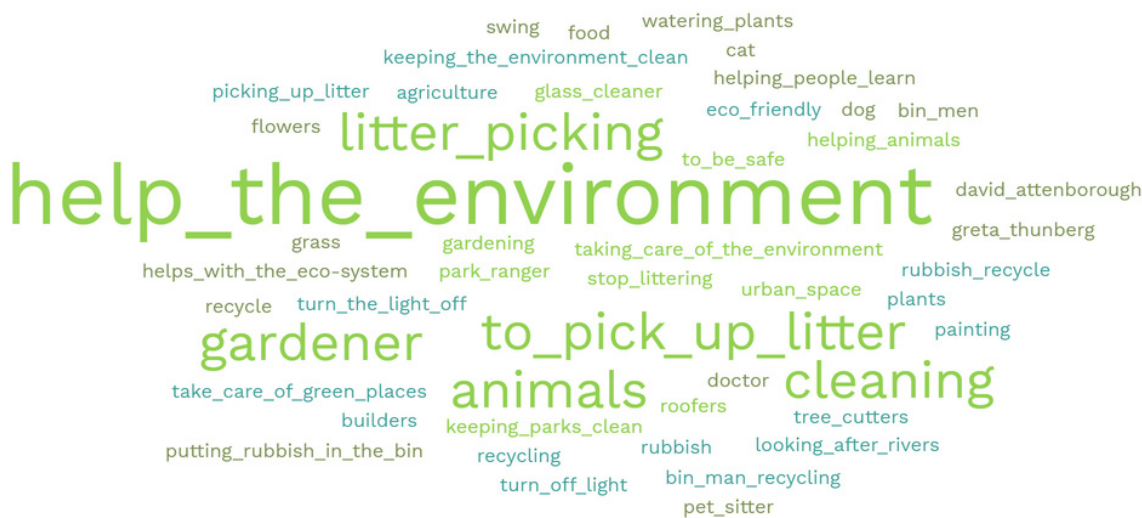
SUMMER ACTIVITIES

The Youth Association participated in the summer activities over three areas; Bradford, Wakefield, and Leeds. These sessions were also open to the local communities they were situated in. The first activity conducted during these sessions asked the young people to write down what they thought a green job is. These have been compiled into a word cloud below, to represent young people's perception of green jobs. In a following activity, the young people were given four questions based around green statistics in the UK and West Yorkshire, to test their knowledge and find out what current targets are. During the session, the young people were provided with information explaining low carbon communities, green living, green facilities, and green voices.

They were then given tokens representing £1 million that they were asked to invest in one of the explained green areas. This gauged where young people felt investment would be most beneficial. The young people were also asked what they think might put young people off a green job, as well as what would inspire them to pursue one, and through what method they would prefer to find out about green jobs. There was also a pledge board at the sessions that young people and their families could attach pledges based around environmental impact in their communities.

What does a green job mean to young people?

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



Pledges

I pledge to tell people I know to...

- Recycle more
- Put rubbish in the bin
- Help people
- Help the homeless

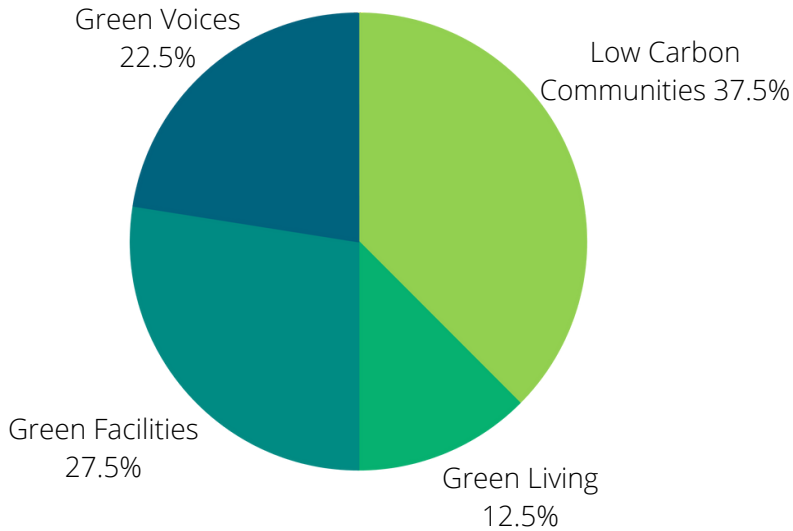
I pledge to support environmental goals by...

- Recycling
- Not littering
- Helping my teacher
- Helping clean up litter at my local park
- Teaching my children to be aware of environmental issues and supporting the causes
- Planting more fruits and vegetables

I pledge to support my community by...

- Not wasting food
- Helping and telling people what's good and right
- Writing posters
- Putting the rubbish in the bin
- Helping to cook
- Taking care of animals' habitats and making sure there is enough green space for everyone

Green Funding Allocation



Green Living - "People get sick breathing in air full of smoke and other bad stuff."

"Stop driving short journeys such as the corner shop which is minutes away"

Low Carbon Communities - "I know that it's good teaching kids and adults because if they don't learn they don't know anything."

How would you like to find out about the planet-friendly jobs you could do in future?

- School.
- Online.
- Google.
- I think there should be more environmental activities and events.

What might put you (or other young people) off doing a green job?

- Don't know what it is.
- I would want to be a teacher because I can help people how to help the world.
- I think there could be more information about what a green job is, how someone can get a green job, and what sort of opportunities there are.

What might inspire you to want to do a green job?

- To make the world better.
- Planting flowers.
- Saving animals.
- Gardener, to provide oxygen.
- Planting trees.
- Is it an easy job?
- I would like to take care of animals and the environment, because people are destroying their habitats.



AUTUMN ACTIVITIES

Student Profile

School	Area	Year Group	EAL*	SEND**	Pupil Premium*** (school average)
Brighouse High School	Calderdale	Various Years	2.4%	15.5%	19.3%
Oulton Academy	Leeds	Various Years	5%	0.0%	20.0%
Castleford Academy	Wakefield	Year 9	6.6%	0.0%	21.9%
New College Bradford	Bradford	Post 16	-	-	Unavailable
Netherhall School	Kirklees	Year 10	11.2%	14.2%	47.9%

The participating schools were chosen to form a representative sample from across West Yorkshire, with each located in a different area of the county.

These schools were also selected to provide insight from students from different backgrounds, both socio-economic and ethnic. A mix of year groups were involved to ensure the results of this programme were taken from a diverse range of ages.

*Average % of students with English as an additional Language is 17.2% across mainstream secondary schools in England

**Average % of students receiving support for Special Educational Needs & Disabilities is 11.5% across mainstream secondary schools in England

***Has students considered disadvantaged and as such receiving further government funding

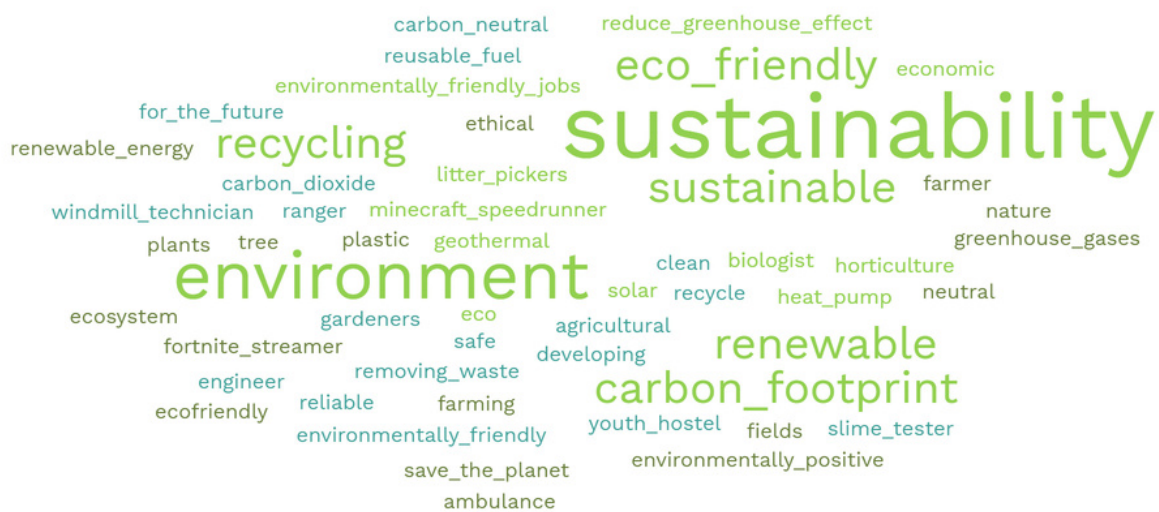
LAUNCH EVENT - SPEED NETWORKING

During the launch event, students from across the five participating schools engaged virtually in a session with five employers. The aim of the session was to improve the young people's knowledge of green jobs and the variety of roles available. To measure any increase in knowledge, the students answered the question 'What does a green job mean to young people?' both before and after the launch event. These responses can be seen below as wordclouds.

What does a green job mean to young people?

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

Before the event



After the event

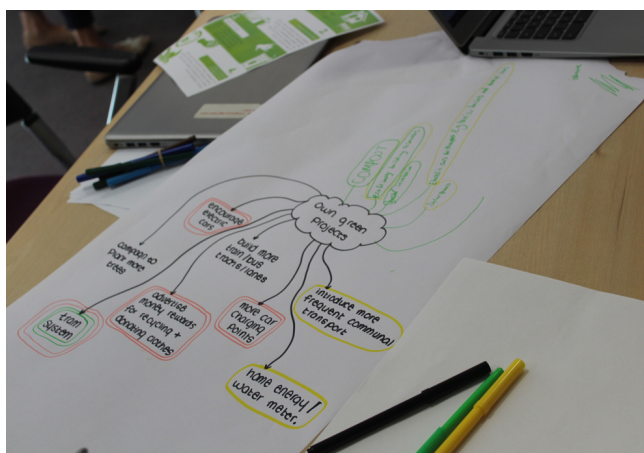


SCHOOL ACTIVITIES

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 25 tokens representing £200,000 each, totalling a £5,000,000 budget. 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.



Green Project

Students were asked to design/plan a green project linked to the area they invested most in during the Green Funding Allocation, choosing an area freely if they invested equally. They were provided with a prompt sheet but had total creative freedom of their projects, as long as they were green-related. Ideas were recorded on A3 paper or larger in any form the students believed best. Mind maps were the most typical layout.

Dream Green Job

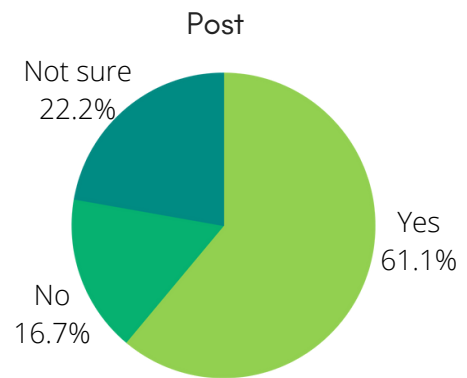
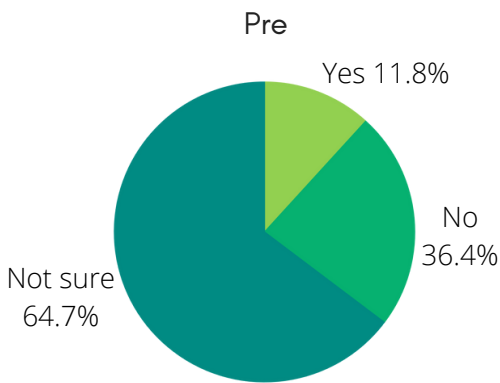
This activity aimed to get students working individually to design their ideal green job. The students were given a template they could fill out which had spaces for the skills and knowledge the role would require, as well as the tasks and responsibilities that would form part of the job. There was also an outline of a person that they would label and design as they felt appropriate.

Content produced from the Green Project and Dream Green Job activities can be found in the appendix.

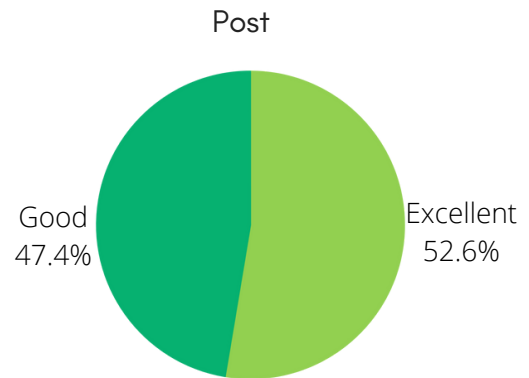
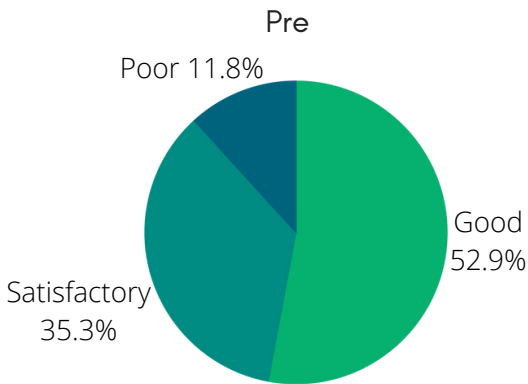


CALDERDALE YOUTH CONSULTATION

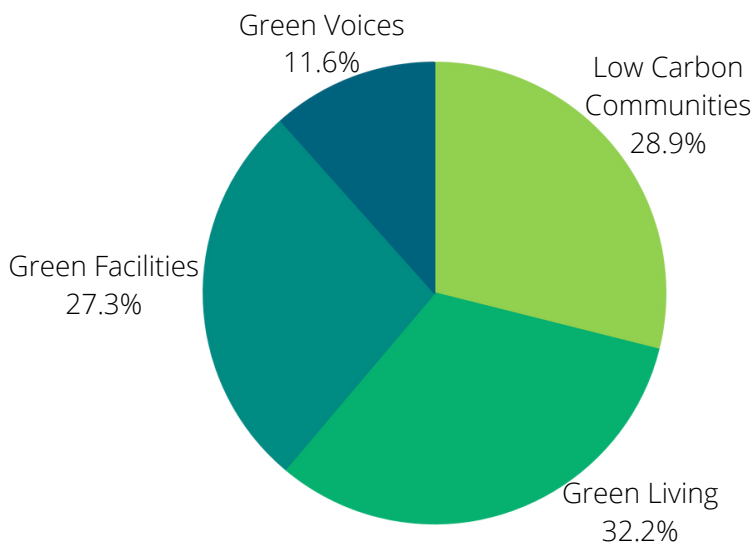
Are you interested in a green career?



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



Green Funding Allocation



Green Projects

- Sustainable Housing** - "Sustainable materials not only outside the house but also inside."
- Electric Vehicles** - "Make green cars more durable so that it's an investment for life."
- Public Transport** - "It will encourage more people to cycle if they have right of way."
- Solar Schools** - "Solar panels are a one time investment as surely they pay for themselves."
- Urban Greening** - "We'd use Oak trees: they absorb the most carbon."

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

Across all the responses from Brighthouse High School students, learning more about green jobs in an education setting was deemed most important. The students suggested a variety of other ways to get information out to their age group, including digital platforms such as websites, youtube, and social media, as well as more traditional methods such as letters and the news.

"Give more information in classes/assembly"

"Dedicated online websites"

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

The vast majority of student responses referenced low pay as a barrier that may prevent young people from pursuing a green job. A lack of passion, education, and availability of jobs were also all cited multiple times.

"Other jobs might pay better"

"Not many green jobs"

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

Similarly as students felt low pay to be a barrier to entering into a green job, high pay was the most mentioned aspect that would attract young people to pursue a green job. This was very closely followed by the positive environmental impact they could make. Rewards, acting morally, and social impact were also noted as aspects that might inspire young people to enter into green jobs.

"The impact you could make upon the environment"

"Large Salary"

Dream Green Job

The image displays three student worksheets for the 'Dream Green Job' activity. Each worksheet is divided into four columns: 'WRITE ABOUT AND/OR DRAW YOUR DREAM GREEN JOB HERE:', 'SKILLS & QUALITIES', 'KNOWLEDGE', and 'TASKS & RESPONSIBILITIES'. The first student has drawn a 'Zoo-ologist' and listed skills like 'Analytical thinking' and 'Teamwork', and knowledge like 'Biology' and 'Environmental science'. The second student has drawn an 'Electric Bus Designer' and listed skills like 'Problem solving' and 'Teamwork', and knowledge like 'Physics' and 'Trade skills'. The third student has drawn a 'Microbiologist' and listed skills like 'Analytical thinking' and 'Teamwork', and knowledge like 'Biology' and 'Environmental science'.

Knowledge and Skills

Knowledge and skills identified multiple times by young people during this task

Skills

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

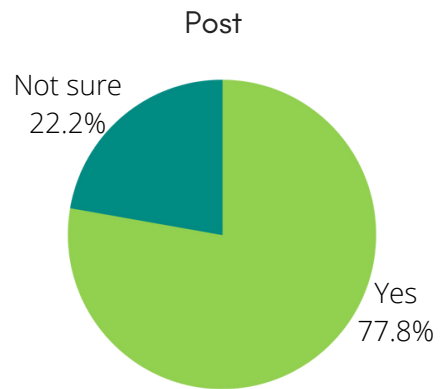
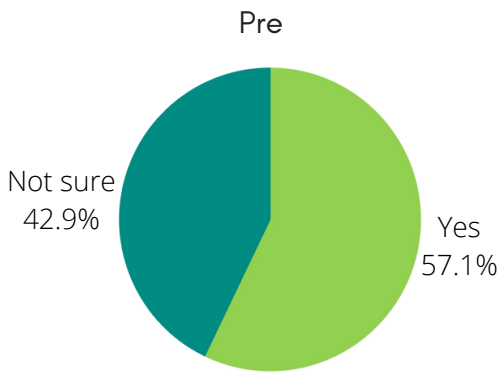
Knowledge

- Biology
- Business
- Digital
- Environmental science
- Numeracy
- Physics
- Trade skills

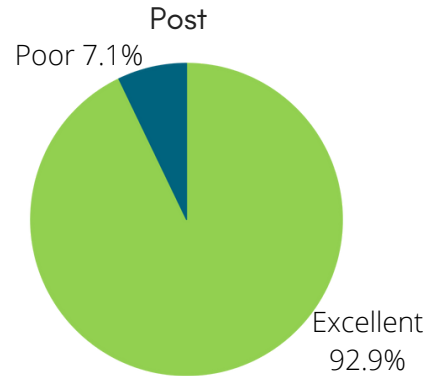
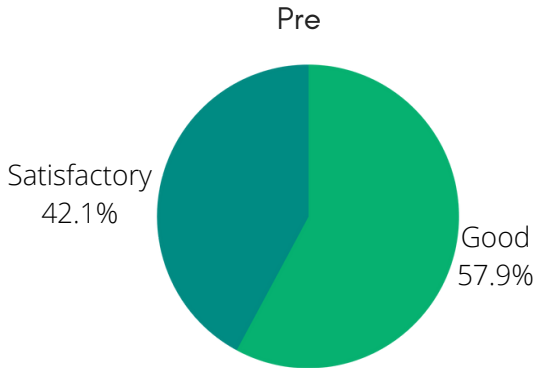


LEEDS YOUTH CONSULTATION

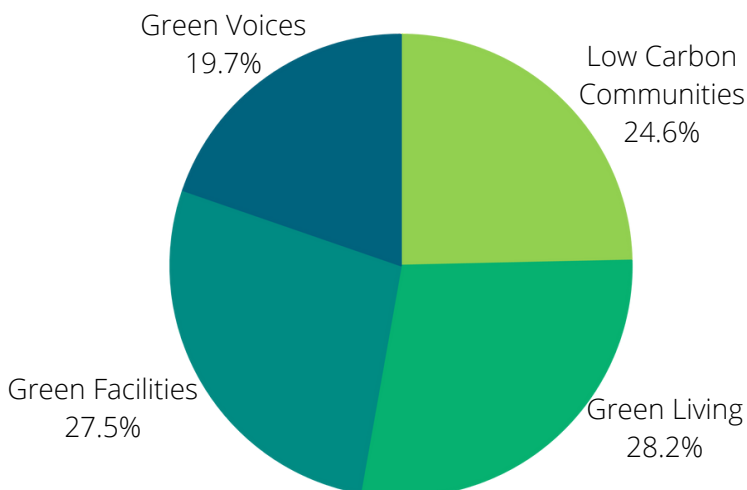
Are you interested in a green career?



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



Green Funding Allocation



Green Projects

Green Facilities - "Add more electric car chargers."
 "Give people statistics so that they are aware that electric charging prices are cheaper than petrol prices."
 "Simpler, more affordable models persuade people that fancier is not always better."
 "Adding a new 'no fossil fuel' zone."

Green Living - "Green living is the most important because it makes a long term difference to everyone. Green voices is important but isn't making an immediate change, which we need."

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

Promoting green jobs via adverts was the most popular suggestion from Oulton Academy students, alongside learning about green jobs in lessons and through workshops. The suggested methods of advertisement included TV, leaflets, and online platforms. Students also mentioned that getting information to parents and family members would be a good way to pass on that information to students.

"School, TV Programmes, and Adverts"

"Have careers as a lesson"

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

The most popular response was that low pay is a barrier preventing young people from pursuing green jobs. A lack of awareness of green jobs was also noted as a reason young people might not actively seek green jobs. Other responses included potential issues with transportation, inaccessibility due to qualification requirements, and parents not being informed about green jobs and thus not being supportive of the endeavor.

"The amount of money it offers"

"Unaware, not enough education or money"

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

Increased awareness and knowledge of green jobs was the most common theme among responses. High pay, positive environmental impact, and encouragement were also mentioned multiple times as aspects that might interest more young people to get into green jobs.

"Learning more about the jobs and knowing what you have to do"

"It helps the environment and has a positive impact on everyone"

Dream Green Job

The image displays three student worksheets for the 'Dream Green Job' activity. Each worksheet is divided into three columns: Skills & Qualities, Knowledge, and Tasks & Responsibilities. The first student has drawn a person with a magnifying glass and labeled 'marine biologist'. The second student has drawn a person in a lab coat and labeled 'career scientist'. The third student has drawn a person with arms raised and labeled 'Environmental activist'. Handwritten responses include 'Analytical thinking', 'Creativity', 'Driving', 'Focus', 'Problem solving', 'Teamwork', 'Biology', 'Business', 'Digital', 'Environmental science', 'Numeracy', 'Planning', 'Public speaking', 'Digital', and 'Testing'.

Knowledge and Skills

Knowledge and skills identified multiple times by young people during this task

Skills

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

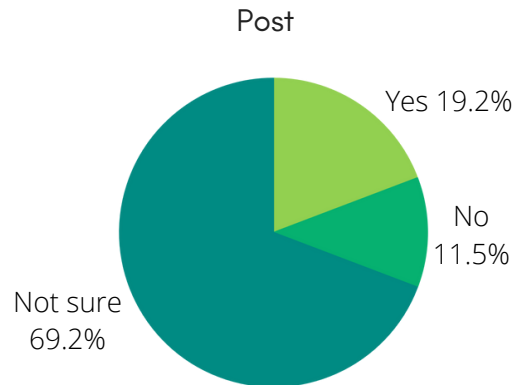
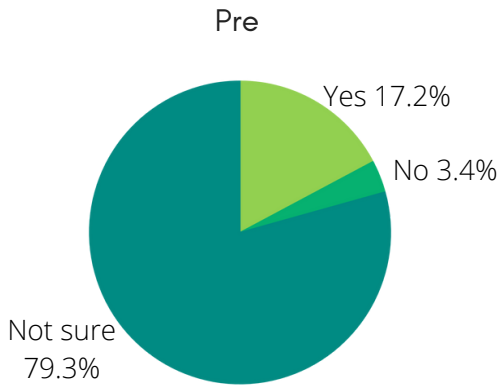
Knowledge

- Biology
- Business
- Digital
- Environmental science
- Numeracy
- Planning

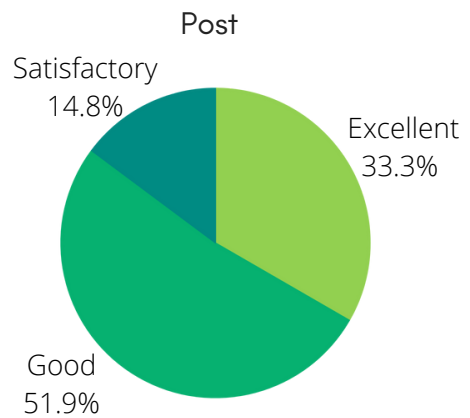
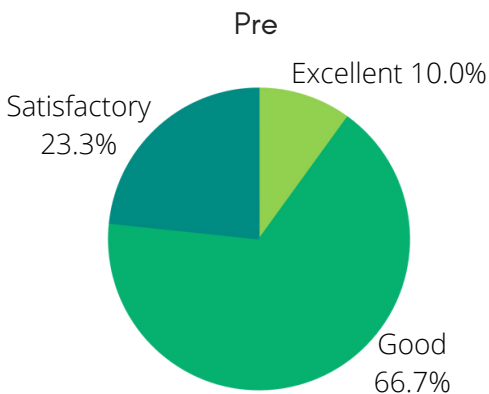


WAKEFIELD YOUTH CONSULTATION

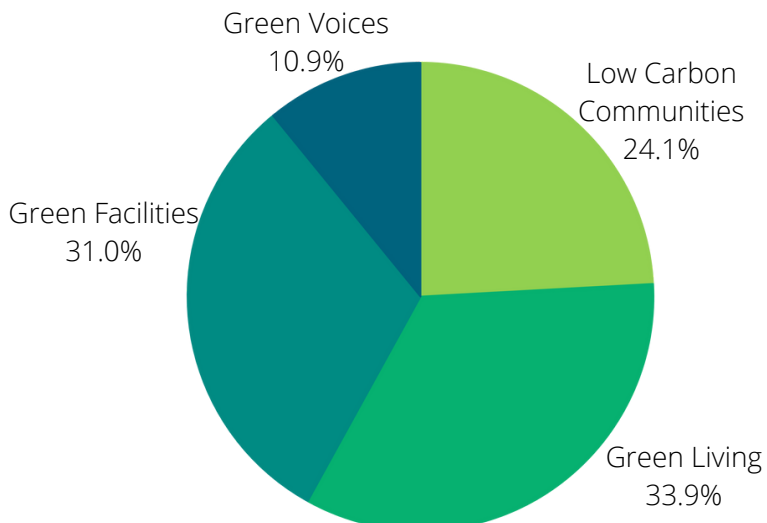
Are you interested in a green career?



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



Green Funding Allocation



Green Projects

- Green Living** - "Recycled materials for houses."
"Turning food waste into compost or energy."
- Lower carbon emissions** - "Seed bomb - plant many seeds over a large area (provides habitats for animals)."
- Hydro** - "Water can be used and separated into hydrogen and oxygen via an electrolyser. Then it is consumed into a fuel cell and converted into energy. This only produces water that can be collected and used again to fuel the car."

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

The students that took part from Castleford Academy focussed their suggestions on advertisement, and more specifically websites. There was also plenty of suggestions that school would be a good place for young people to find out more about the range of green jobs available; these varied from learning more in lessons, online resources, and people coming into schools to conduct workshops or speeches about green jobs.

"Advertise more green jobs in everyday life"

"More lessons in school and advertisements"

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

Low pay was the most frequent topic of responses regarding barriers for young people pursuing green jobs. The idea that green jobs are hard and that more experienced people will have a better chance of taking those roles were also voiced several times.

"Getting dirty and low pay"

"Large competition for the job"

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

The vast majority of responses centred around high pay and having a positive environmental impact as reasons green jobs could be attractive to young people. The social impact and potential future opportunities were also cited as factors that might appeal to people in their age range.

"To preserve the environment"

"Helping the future generations"

Dream Green Job

The image displays three student worksheets for the 'Dream Green Job' task. Each worksheet includes a drawing of a person and a table with three columns: Skills & Qualities, Knowledge, and Tasks & Responsibilities. The first student has drawn a person and listed skills like 'creativity', 'teamwork', and 'analytical skills'. The second student has drawn a person with a wind turbine and listed skills like 'creativity', 'public speaking', and 'digital'. The third student has drawn a person and listed skills like 'teamwork', 'focus', and 'analytical skills'. The worksheets also include handwritten notes and drawings related to their dream green jobs.

Knowledge and Skills

Knowledge and skills identified multiple times by young people during this task

Skills

- Analytical thinking
- Creativity
- Focus
- Problem solving
- Public speaking
- Strength
- Teamwork

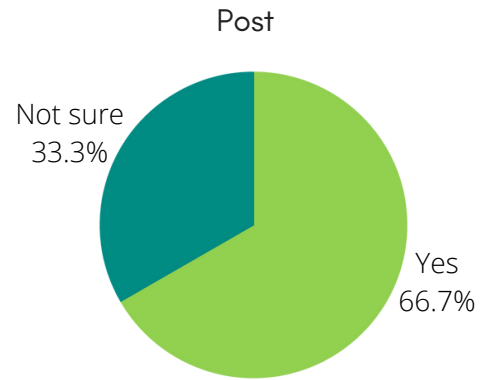
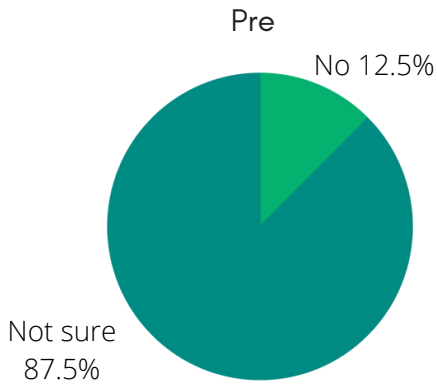
Knowledge

- Biology
- Business
- Computing
- Digital
- Engineering
- Environmental science
- Geography
- Language
- Numeracy
- Trade skills

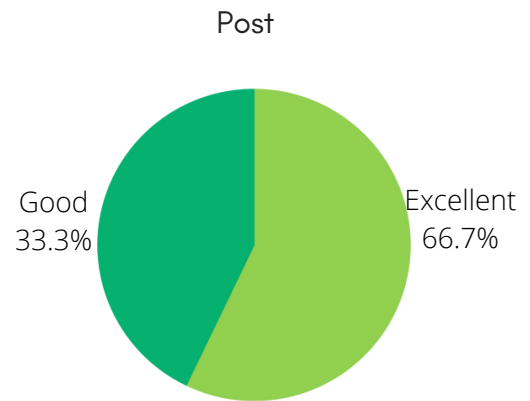
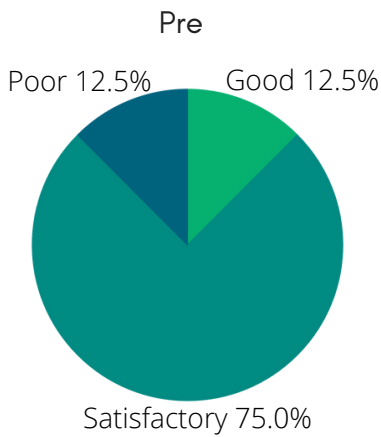


BRADFORD YOUTH CONSULTATION

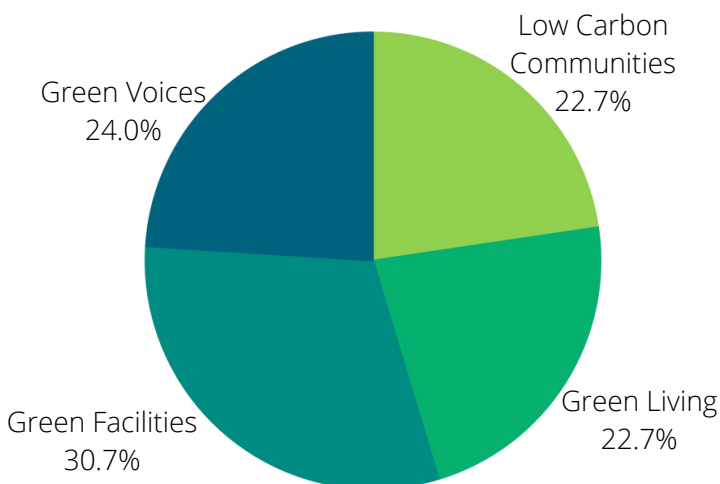
Are you interested in a green career?



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



Green Funding Allocation



Green Projects

Low carbon communities - "Government needs to be more stable and give good investment to communities to be green."
Green facilities - "Easier to invest in and reducing cars on the road which are petrol/diesel would have a great impact on emissions."
 "Invest more money in scheduling of buses (Bigger buses for peak times)."
 "Bring bikes hires and trial with the community - healthier, environmentally and physically."
Green living - "Solar panels on schools, colleges, and offices."

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

Bradford New College students suggested that the best ways to get more information about green jobs to young people and their parents/carers was via events and school activities, in the form of workshops and talks. There were also several responses that mentioned social media campaigns on platforms such as TikTok, as well as through news and websites.

"Events and educate people with talks at schools"

"Have local events and be told about it in school"

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

Lack of opportunities and lack of knowledge around green jobs were the main points made regarding the barriers to pursuing green jobs for young people. One student also raised the concern that people who cannot speak English very well may have additional barriers to being fully informed about green jobs.

"Some areas may not have opportunities"

"Lack of knowledge of green jobs for young people"

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

Improving the environment, as well as the situation for future generations, were factors mentioned that may compel young people to look into green jobs. There were also several references to high pay as a factor that could attract young people to green jobs. Experiencing what people in a green job do on a daily basis was another suggestion from a student.

"Keeping our planet alive"

"To help the environment/future generations, money"

Dream Green Job

The image shows three hand-drawn cards for 'Dream Green Job'. Each card has a central figure and a grid of categories: Skills & Qualities, Knowledge, and Tasks & Responsibilities. The first card is for a 'Social Media Activist', the second for an 'Engineer', and the third for a 'Commercial Manager'. Each card includes handwritten notes and drawings related to the job.

Knowledge and Skills

Knowledge and skills identified multiple times by young people during this task

Skills

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

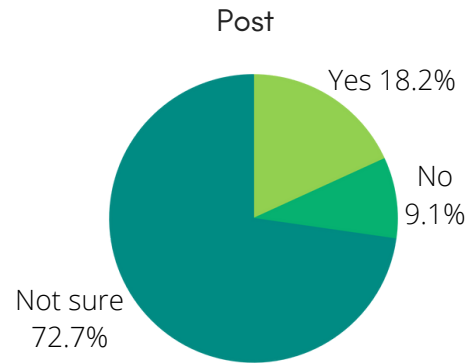
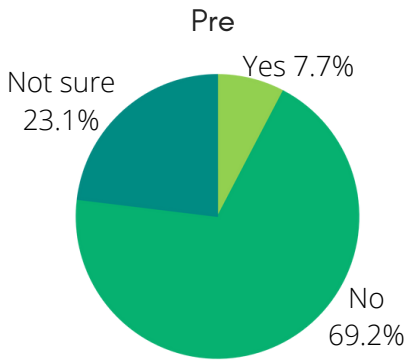
Knowledge

- Business
- Digital
- Environmental science
- Numeracy

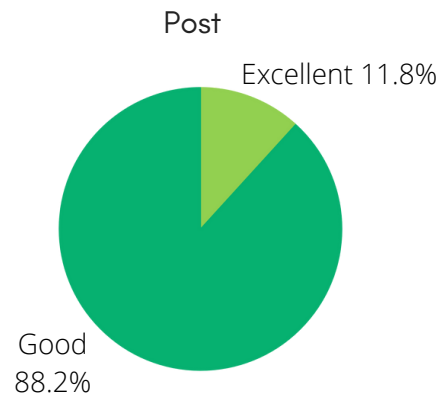
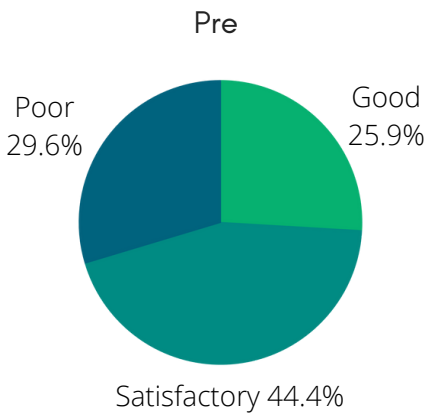


KIRKLEES YOUTH CONSULTATION

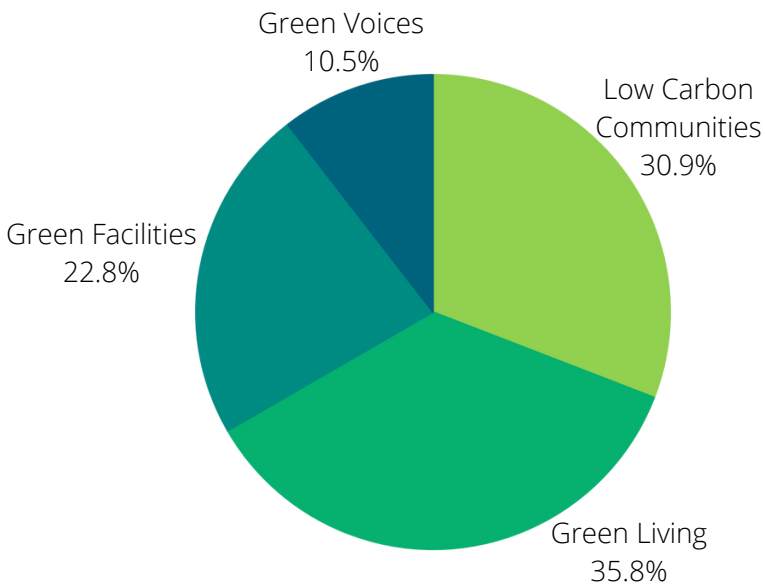
Are you interested in a green career?



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



Green Funding Allocation



Green Projects

Low carbon communities - "Encourage walking/cycling to work and school."
 "Recycling in schools."
 "We increase plants production - takes out carbon dioxide from atmosphere."
Green living - "Houses: Eco building materials, solar panels, electric car chargers in garages."
 "Parks: Make walking a more accessible way of travelling, more bins, pick up litter."
Green facilities - "Low carbon emission zones, cheaper electric cars, electric buses, more electric charging points."

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

Netherhall High School students thought that the best way to get information about green jobs to young people is via social media. They also suggested a variety of other platforms to advertise on such as websites, TV, news, leaflets, posters, and radio.

"Social Media and TV advertisements"

"A website that compiles all green jobs available"

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

A large focus of the barriers faced by young people going into green jobs was not knowing enough about the range of jobs available. There were also several concerns about the places young people would have to travel to for a green job. Students mentioned that working outside and low pay are two further barriers.

"Not knowing enough about it"

"Places I have to go/travel"

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

The enjoyability of green jobs is paramount to attracting young people, based on this set of student responses. A good salary and the positive environmental impact are two other aspects that would inspire young people to consider a green job.

"If the job is fun and I genuinely enjoy it"

"Interesting, creative, good salary"

Dream Green Job

The image shows three student worksheets for the 'Dream Green Job' activity. Each worksheet has a drawing and handwritten notes. The first student, 'Hanna', drew a person holding a book and wrote 'International Teacher'. The second student, 'Lila', drew a person with a crown and wrote 'Queen of Green'. The third student, 'Lila', drew a person with a crown and wrote 'Queen of Green'. Each worksheet has a grid for 'SKILLS & QUALITIES', 'KNOWLEDGE', and 'TASKS & RESPONSIBILITIES' with handwritten entries.

Knowledge and Skills

Knowledge and skills identified multiple times by young people during this task

Skills

- Analytical thinking
- Communication
- Confidence
- Creativity
- Determination
- Focus
- Patience
- Problem solving
- Teamwork

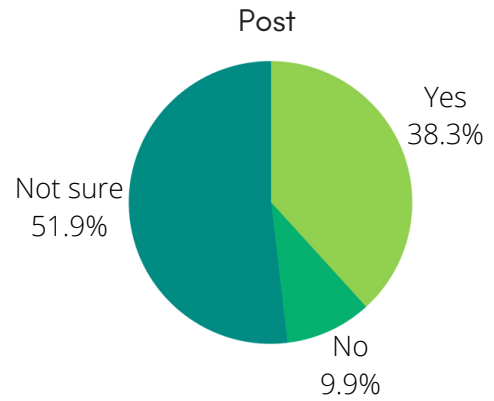
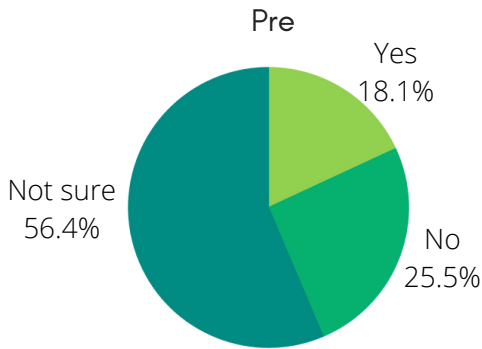
Knowledge

- Biology
- Business
- Digital
- Environmental science
- Numeracy
- Trade skills

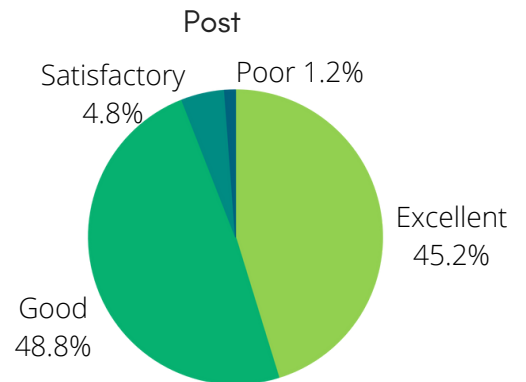
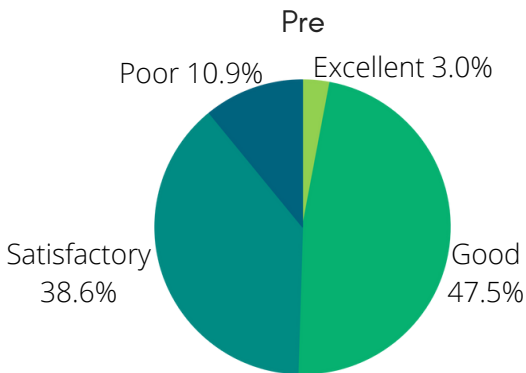


OVERALL FINDINGS

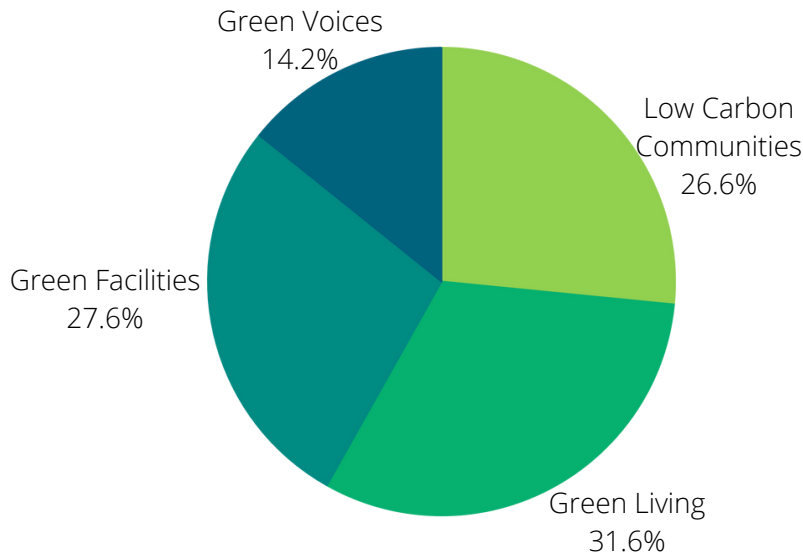
Are you interested in a green career?



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



Green Funding Allocation



Green Projects

Lower carbon emissions project planning by Castleford Academy students



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

Across all participating schools, advertisements and learning more about green jobs in school were the most popular responses. There were also a significant amount of mentions of websites for either advertising green jobs, or being a place for information regarding green jobs. Holding events, either in an education setting or involving the local community, was also a commonly suggested method of supporting young people to find out about green jobs.

"Advertise more green jobs in everyday life"

"Have local events and be told about it in school"

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

By far the most noted barrier that would deter young people from pursuing a green job was low pay. A lack of knowledge around green jobs, and the variety of them that exist, was also mentioned. Other barriers that were voiced include green jobs being hard, a lack of education and accessibility to enter into green jobs, and travel.

"Other jobs might pay better"

"Lack of knowledge of green jobs for young people"

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

Two aspects that would attract young people to green jobs were repeated more than the rest; high pay and the positive environmental impact made as a result of the job. In addition, having a positive social impact, the green jobs being fun, and learning more about green jobs, were all stated as qualities that would attract and inspire young people to consider pursuing a green job.

"The impact you could make upon the environment"

"Interesting, creative, good salary"

Dream Green Job

The image displays three hand-drawn 'Dream Green Job' cards. Each card features a central illustration and a table with three columns: Skills & Qualities, Knowledge, and Tasks & Responsibilities. The first card, titled 'Zoo-ologist', shows a person with a monkey and a dog. The second card, titled 'Solar power', shows a person with a wind turbine and a sun. The third card, titled 'marine biologist', shows a person with a microscope and a globe. Each table contains handwritten notes and icons related to the job.

Knowledge and Skills

Knowledge and skills identified at multiple schools, multiple times by young people during this task

Skills

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

Knowledge

- Biology
- Business
- Digital
- Environmental science
- Numeracy
- Trade skills



WHAT DID STUDENTS LIKE ABOUT THE PROGRAMME?

"The inclusivity and interactive nature, as well as the advice given to us."

Castleford Academy Student

"It was quite different to what I usually do and it showed a lot of things I didn't previously know."

Castleford Academy Student

"It was a fun and informative session that has opened my eyes to green living."

New College Bradford Student

"I learnt a lot about green jobs and got multiple opportunities to share my ideas and opinions on the subject."

Netherhall High School Student

In a UK study in 2022, 62% of young people say they're passionate about sustainability but 63% have never heard of green jobs.

*Skills for a net-zero economy: Insights from employers and young people
Worldskills UK and Learning & Work Institute*



SUMMARY

Overall, the young people participating in this programme improved their understanding of the range of green jobs available across the region. The number of students that rated their understanding as excellent increased **more than ten times** between the start and end of the programme, as well as responses of satisfactory and poor decreasing significantly. They also showed an increase in interest of pursuing a green job after the events with **82%** more students stating they are interested in a green job, alongside a decrease of 67% in students who said they aren't.

The students involved in this programme perceived green jobs as low paying, hard jobs. As well as this perception, the young people participating also acknowledged that a lack of knowledge around the range of green jobs available would be a barrier for applying to one. The most popular methods of getting this information out to young people are via lessons, events, and talks within schools, as well as advertisements across a range of platforms including websites, social media and TV. According to the participating students, the positive environmental and social impact they could have in these roles would be key aspects to focus on to inspire and attract young people to green jobs, other than monetary incentives.

Overall, students decided that the best green investment areas to fund, in priority order, would be Green Living, Green Facilities, Low Carbon Communities, and lastly Green Voices. Four out of five schools ranked Green Living as the most important and Green Voices as the least important.

CONTACT US



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