SHOWING THE PATH TO

Green Jobs

AT COLLEGE AND UNIVERSITY

A guide for careers and student support staff

December 2023

Scotland
eauc
The Alliance for Sustainability
Leadership in Education

Who is this guide for?

This guide is for staff at universities and colleges who are working with students or other staff members on employability-related topics.

At universities, this can include careers advisers, placement supervisors, student support staff, and curriculum coordinators. At colleges, this can include sustainability managers, curriculum leads, tutors, and student support staff.

This guide aims to:
- Support an improved understanding of green jobs and how they are developing
- Develop knowledge and skills around communication of green jobs and engaging students from all backgrounds
- Provide an overview of the current discourse around sustainability at careers fairs.

Generally, the contents of this guide should be relevant to both university and college staff. However, as these settings can be quite different, this guide sometimes uses the following signs to highlight content specifically relevant to:

C Colleges   **U** Universities

Where to start?

- **I'm not really sure what green jobs are**: Chapter 1 gives you an overview of the types of green jobs, and Chapter 2 signposts to resources around the developing labour market.

- **I thought green jobs are all about STEM and being outdoors?**: That's a myth! Read our myth busters.

- **I'd like to support students to enter green jobs**: Read more about how to communicate green jobs and student engagement in Chapter 3, and supporting underrepresented students in Chapter 4.

- **I want to organise greener careers fairs:** Chapter 5 summarises the current discourse and supports you to make an informed decision.

GOOD TO KNOW: Underlined text means there is a hyperlink to a different page or a website. Find further links to top guidance and useful facts in boxes like this one throughout this guide.

Contents

Click on any section to jump there.

FUTURE FACT: All jobs will be green(er) jobs.

About 20% of existing jobs will be directly impacted by transition to a greener economy. Another 20% will be enabling jobs, and the remaining 60% will be indirectly impacted. (Climate Change Committee Net Zero Workforce report 2023)

1 What are green jobs?

The meaning and scope of the term 'green jobs' can be confusing. On government levels, policy makers use definitions that help to monitor and quantify green jobs – but **what does 'green job' mean in practice for people who are looking for a job?** This section provides a quick overview, with the full explanation and details on each of the job types available in our Green Careers Guide for students.

KEY DEFINITION

Green jobs are jobs that help to benefit the environment, generally by protecting, enhancing or conserving it.
This can mean many things – all jobs can be green jobs, because all jobs, just like almost everything we do, have an impact on the environment.

What makes a job green is whether it supports a **positive, or at least less negative, impact on the environment**. Some jobs will do this more than others, and different jobs will do this in different ways. Some jobs will be defined as "Sustainability Professionals" or have the name "environmental" in it - other jobs won't give away their greenness in the job title at all. Importantly: green jobs go far beyond windfarms and STEM - see Myth Busters in the Green Careers Guide.

The word cloud below illustrates the breadth of green jobs through examples of job titles and roles:

1.1 Busted myths about green jobs

Myth: **Green jobs are all about climate change and reducing emissions.**

Busted! Decarbonisation and mitigating climate change are very important aspects of green jobs and generally green actions. But facilitating behaviour change, education and communication, and many other aspects are equally important parts of protecting, enhancing and conserving the environment.

Myth: **Green jobs are all about Science, Technology, Engineering and Maths.**

Busted! STEM plays an important role, specifically in decarbonising our economy and transitioning to Net Zero. But it is very important to understand that many non-STEM backgrounds can lead to green jobs. For example, administration, finance, education, communications, management, hospitality, and many other fields have an important role to play as well.

Myth: **Green jobs are all about being outdoors in all kinds of weathers.**

Busted! Green jobs are about the environment – but that does not mean they require people to always be out in nature to do a green job. In fact, many green jobs take place exclusively indoors.

Myth: **For a green job, people need to have special 'green skills' and training.**

Busted! Yes, a general understanding about environmental issues is important in almost every green job. But there are many green jobs for which detailed knowledge of environmental science or new technologies is not needed and/or can be learned on the job.

The Scottish Government defines green jobs in three ways:

- **New and emerging jobs** such as carbon monitoring technicians;
- Jobs that require **enhanced environmental skills and knowledge** (e.g. catering professionals providing eco-friendly menus, architects adhering to environmental standards);
- Jobs that are **increasing in demand** due to green economic activities (e.g. electricians, joiners, designers, or transport and logistics professionals.)

(See Green Jobs in Scotland report, 2022)
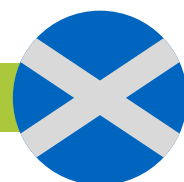
1.2 Types of green jobs

The types of green jobs listed below are based on purpose of a green job. They are designed to support learners in identifying what kind of green job might be most interesting depending on their interests and skills.

Essential for green: Net Zero & Nature Emergency Jobs
Jobs in this category help to, for example, fight climate change by supporting decarbonisation in sectors like energy, construction, waste, and transport. Other jobs include work around nature and biodiversity.
- Examples: Electrical technicians, turbine designers, carpenters, retrofit assessors, land managers, hydrologists, foresters, rail technicians, engineers, quality assessors, urban miners.

Greening society: Behaviour and System Change Jobs
Learners with a background in social sciences, humanities, arts, enterprise, finance, or law can make an important contribution to the environment as well.
- Examples: educators, trainers, environmental lawyers, green finance specialists, sustainability consultants, green hospitality and tourism workers, entrepreneurs, programmers

Green-enabling: "non-green" jobs to make green organisations run smoothly
Knowledge and skills in subjects that support the overall operations of an organisation are important as well to help green organisations function.
- Examples: Marketing and communication officers, administrative assistants, financial clerks, secretary, leaders and managers, accountants, HR professionals.

Every job can be a green job: Making your job greener
Even if students are on track for a job that seems to have nothing to do with the environment: Every job has the potential to make a difference. Education can equip learners to make their job greener

For more examples and details on key green job fields and sectors as well as profiles of people in green jobs, please refer to the Green Careers Guide.

2 Labour market: Green job developments

Overall, reports suggest that green jobs and skills are a growing field and will continue to grow for the foreseeable future. Rapid developments continue to redefine which skills are most in demand and which jobs are on the market. Below we list links to resources that can help stay on top of labour market developments.

> **FUTURE FACT: Almost 40% of jobs in Scotland are already green jobs**
>
> This share of jobs consist of 'New & Emerging' green jobs (4.3%), jobs needing 'Enhanced (green) Skills & Knowledge' (25.7%), and existing jobs in 'Increasing Demand' (9.9%) due to more green activity or technological development. (Green Jobs in Scotland Report, November 2022). The report mostly refers to Net Zero and Climate Emergency jobs, so this number is likely to further increase if we account for Behaviour and System Change jobs and Green Enabling jobs.

What skills do we need?

- **Scotland's Climate Emergency Skills Action Plan** (CESAP) gives an overview of skills needed for the green transition. The plan will be updated in 2023/24. The CESAP Pathfinder summarises data on current demand and provision of green jobs.
- **Skills assessments** provide a general overview of skills needs. In Scotland, have a look at the regional skills assessment and sectoral skills assessment by Skills Development Scotland.
- A **report on skills for nature based jobs** was published by NatureScot in 2020.
- **Skills and Net Zero** (2023), a UK wide report by Prof Dave Reay, provides a clear overview of the role of skills and education settings for Net Zero.

Keeping up with green job developments

- **The Green Job Barometer** provides an overview of various green job metrics across the UK in form of a map and various indicators.
- **The Green Careers Hub Regional View** provides an overview of the UK for different regions and how green jobs, here mainly seen as Climate and Nature Emergency Jobs, are developing there.
- **The Green Edge** is a podcast and newsletter that provides an overview of the newest developments around green jobs and skills in England and the wider UK.

3 Communicating about green jobs

Research from the Green Alliance as well as Nesta has looked into how green jobs can be communicated to **increase awareness, understanding, and appeal**. We have summarised their findings and recommendations below, depending on the audience you might be addressing when you are talking about green jobs.

Students with an interest in green or environmental topics and jobs:
This, unsurprisingly, will likely be the most motivated group to interact with about green jobs. Research by Nesta shows that people are often interested in green jobs mainly because they want to support the environment, because they believe green jobs will be rising in demand, or because they want to work in a job that they can be proud of (see p. 19 in the report). Addressing data and facts that confirm their motivations and explaining the breadth of green jobs (going beyond windfarms and wellies) can be helpful to support and encourage the learner.

Students who are unsure or don't know anything about green jobs:
Both Nesta and the Green Alliance have found a lack of knowledge and awareness around green jobs as being one of the biggest barriers to engagement. Supporting students to understand the breadth of green jobs (for example by using the categories on p. 5 in this guide) and offering plenty of examples for green jobs can help to increase awareness and understanding. Being specific and tangible, explaining the green economy's potential, and using relevant language are key recommendations from the Green Alliance report.

Students who are not interested or opposed to green jobs:
Anecdotal evidence received at the EAUC from different education providers suggests that some young people don't think that green jobs are cool or interesting. Generally, there seems to be a belief that green jobs are about science and being outdoors, and sometimes also that they are not well paid. While of course young people's opinions must be respected, it can be helpful to uncover potential misinformation and bust some myths. Especially for students from lower income backgrounds, it can be important to stress that green jobs are good jobs, highlight expected salaries, and being specific and tangible in the language and examples used (e.g. job areas rather than the aloof term "green"), so that the learners can relate to the respective job field. (See Green Alliance report, p 6-8)

CPD for employability staff: Change Agents workshop on Green Careers

This workshop is designed to help careers and student support staff to understand the changing nature of work and the new career opportunities that the shift towards sustainability and the transition to net zero will bring.

3.1 Student engagement

Engaging students to consider green jobs can take different forms. At universities and also at colleges without dedicated careers services, students can be engaged through one-to-one conversations across various support contexts, as well as events and wider curriculum support.

One-to-one or small group support

Do students want green jobs? In a survey by Prospects and Jisc, 91% of over 1,000 graduates emphasized the significance of their job allowing them to positively impact people's lives. Additionally, 86% highlighted the importance of their employer contributing positively to the environment. Surveys by Students Organising for Sustainability show a similar trend. This may, however, differ between university and college students and students from different backgrounds, including their socioeconomic status, ethnicity, or gender.

Exploring how learners relate to work. Research suggests that there are three main ways in which people relate work: As a job to make ends meet, as a career to progress and become successful, or as a calling that connects with their identity. These three views of work can, and often do, intersect, but they can be useful to help careers and support staff as well as learners understand what they might be looking for when searching for jobs and making career choices.

Value-based careers advice. Especially for GenZ, values play an important role for their career choice, as this summary of a LinkedIn report shows. Careers and job advice should support reflecting: What's important for a learner at their future workplace? Read more about the role of values, purpose, and passion in this article by Harvard Business Review, and on value-based career search in this blog post by University of Bath. Indeed outlines six steps to identify personal values that you can walk through with students.

Communicating to students about your own experience of entering careers is another option to highlight the different pathways and helping students to find out what they would like to do. This is useful for green jobs especially if your path to your current job was not straightforward. Highlighting the diverse pathways to different (green) jobs can help taking the pressure off the 'big decision' of what to do after university or college. Maybe you yourself are making your job "greener"? This could show how every job can be a green job.

Support through curriculum and wider events

People working in the careers and employability space can collaborate with others in their institution to achieve a wider embedding and communication of green jobs through students' classes and extracurricular activities. Examples include:

Invite people working in green jobs to come and speak to learners. Topics can include how they got into the job, why they find it rewarding, what difference they are making? They could be invited into classes directly, or to career evenings and recruitment-related events.

Share positive student journeys into green careers. For example, share one alumni story per month and promote on social media through sustainability and employability staff. Could you get students involved by giving them the chance to ask questions or provide their views?

Embed work experience opportunities for learners and ensure these can be counted as part of their coursework/curriculum, and collaborate with green (and local) companies and organisations to offer these opportunities.

C Lindsay Allan, Student Support Worker at West College Scotland, says "I often tell students about my own personal experience to show them that you sometimes need to try something before you know if you would enjoy it or be good at it. As an example, young people sometimes come in saying they want to do childcare, but later they sometimes realise it's not something they enjoy and that there's more to it than simply 'playing'. Of course, on the other hand we have students that love it and progress, but the option to try things out needs to be there in the first place for these decisions to be made."

C **Have guidance sessions** with students about jobs for when they leave college. Tutors and student support workers could be encouraged and trained to deliver this. Specifically for green jobs, this comes down to highlighting opportunities that look different to typical progression routes.

CASE STUDY: Sustainable Careers Project at University of Edinburgh: Tested methods to engage and support students **U**

The Sustainable Careers Project at The University of Edinburgh addressed the challenge of helping students reconcile their desire for socially impactful careers with personal career priorities and new technological developments. Through a participatory approach, the project developed an intervention to support students in their career choices. Activities like dilemma-based exercises, corporate sustainability research, and critical media analysis on job automation encouraged students to explore the broader implications of their careers and move beyond binary thinking. Read more about the project and these activities here.

3.2 Training, skills, and knowledge

Learners you work with will often already be enrolled in a programme or come to the end of their time in education. In addition to what they learn in their course, the following aspects can support green job applications - even if the learner's training was not explicitly focussed on green knowledge or skills:

- General sustainability knowledge
- Transferrable and meta skills
- Knowledge and skills developed work and life experiences
- Building networks and a community

Additionally, learners can upskill through short courses around green skills. Some examples here include the Green Skills Academy at Dumfries and Galloway College or the University of Glasgow's Sustainable Tourism course.

Read more about ways learners can develop skills and knowledge **in Chapter 3 of the Green Careers Guide.**

3.3 Organisations offering support

Many not-for-profit organisations are doing great work to connect students with green careers that you can contact and refer your students to.

Powering Futures: Through their workplace challenge programme, Powering Futures engage 16-25-year-olds through a real-world sustainability challenge. Participants generate ideas, collaborate on a solution and present.
Bright Green Business: This organisation helps you find opportunities for students and recent graduates to complete an 8-12 week paid placement within organisations and businesses across Scotland. Available at all times of the year.
Zero Waste Scotland Green Internship Scheme: The scheme aims to upskill the young workforce on circular economy and net-zero, whilst supporting employment opportunities. One element of the scheme is the Net-Zero Pathway course, a CPD-certified online module taking roughly 6-8 hours to complete.
Change Agents. Change Agents offer a variety of careers advice, resources, and training around sustainability and green jobs. They also provide recruitment and employment services as well as Carbon Literacy Training.
On Purpose Associates: If your learners have 3+ years of work experience, they can apply to this programme: While being paid a salary participants get access to a community, training, and two placements in different organisations over one year.
Generation provides programmes for young people who are not in education, training, or full-time employment to improve their employability across a variety of areas, including Scotland.

4 Supporting students who are underrepresented in green jobs

There is evidence that green jobs are less accessible to minorities and underrepresented groups: The sustainability sector is one of the least ethnically diverse sectors in the UK. Disabled people often feel excluded from taking environmental action, including environmental jobs. Many emerging green jobs have STEM elements, where women are still underrepresented.
Read more about how you can support students whose characteristics are typically underrepresented in green jobs in this section.

4.1 Ethnic minorities

A report by Students Organising for Sustainability from 2022 states: "Environment professionals' are one of the least racially diverse professions in the UK, with just 4.81% identifying as Black, Asian or from other minority ethnic groups, compared to 12.64% across all UK professions."

This can already be seen in the numbers of students taking typical environmental 'feeder subjects': Across all university subjects, students who identify as Black, Asian, Mixed or other, account for 26% of students. For subjects closely related to environmental careers, this decreases to lower percentages ranging from 14% for 'Applied environmental sciences' to 6% for 'Biodiversity conservation'.

The more careers advisers understand the challenges and experiences of minority ethnic students, the more they can support each individual based on their personal context and needs.

Further reading that can improve understanding includes:
- SOS-UK, 2022: Career progression in environmental organisations of people with racially/ethnically diverse backgrounds
- SOS-UK, 2018: Race, inclusivity and environmental sustainability
- Resources by Scottish Funding Council and Advance HE: Tackling racism on campus

Resources for universities:

U

- Queen Mary University of London has summarised BAME Career Support resources
- Diversity UK has summarised statistics and recommendations to improve the outcome disparity for minority ethnic students and academic staff

Resources for colleges:

C

- Chartered Management Institution published this article on lack of diversity in further education and how to reverse it.
- Action for Race Equality published an insightful article on the barriers for minority ethnic students in FE, specifically issues of racial bias and unfair recruiting practices among employers.
- College Development Network provides an overview of resources for colleges to address racial diversity.

Networks for minority ethnic sustainability professionals
Joining networks of people with similar backgrounds who may face similar struggles can help build confidence and find a community. You could signpost minority ethnic students to the Ethnic Minority Environmental Network (EMEN) and Climate Reframe.

4.2 People with disabilities

Recent research shows that 57% of disabled people feel excluded from being able to reduce their environmental impact, stemming from unmet accessibility requirements. This can make green jobs feel inaccessible to people with a variety of disabilities.

However, **green jobs are much more varied than many people think and can accommodate a variety of skills**. For example, people with physical disabilities might not be able to do field work depending on their requirements, but can excel at analytical and administrative jobs that make field work possible and relevant in the first place.

Charlotte Dacre, a conservationist, writes about her experience as a disabled person in a green job: "Disabled people are not here to educate us on inclusivity, it is our responsibility to provide a safe environment where everyone can thrive. In my experience, the best way to improve inclusivity is through engagement. This often requires asking the difficult questions and actively listening to create long-term solutions." (Read full article here)

Read more:
- As a careers adviser or student support worker, also consider <u>this advice and top tips</u> for people working with learners with special educational needs and disabilities (SEND).
- You can read more about <u>approaches to inclusive green jobs</u> in the Disability Hub set up by the EU.

4.3 Women and non-binary people in STEM

While there is a large proportion of women and non-binary people in jobs around environmental education, communications, and other important green roles, they have been typically underrepresented in STEM subjects and jobs. Change around this issue is picking up momentum, and careers advisers can provide vital support to women and non-binary people to enter STEM green jobs.

What you can do:
- **Signpost to support:** Female and non-binary students can be signposted to make use of the excellent support at <u>Equate Scotland</u>, including Careers Clinics, CV advice and workshops.
  - West College Scotland is a great example of a <u>college collaborating with Equate</u> to support women to enter STEM career pathways, including the provision of links and resources and stories from women in STEM.
- **Share examples**: Inspiring examples include a <u>BBC podcast</u> about Haidee Barclay, who transitioned from Hair and Beauty to becoming a Windfarm Technician after having seen a documentary on jobs on windfarms with a female presenter. Bringing in female or non-binary STEM professionals is also a good way inspire and encourage students.
- **Share resources:** For a comprehensive read, your students can have a look at "<u>Your Green Career: the Handbook for young women and non-binary changemakers</u>" by Traci Lewis.

5 Careers fairs & sustainable companies: A discussion overview

U As it is much less common for colleges to organise large careers fairs, this section may be most relevant to university careers teams.

Considering the global climate and nature emergencies, careers teams are wondering: **Should we only allow environmentally and socially responsible companies to come to our careers fairs?**

The decision to vet or screen companies for sustainability and determine whether to allow them to join a careers fair proves to be a complex and nuanced one. This section addresses steps to consider in this discussion, as well as the possible approaches to careers fairs and sustainability.

5.1 Having the conversation: To vet or not to vet?

In autumn 2023, EAUC put out a broadly phrased question to institutions about their approach to choosing companies for careers fairs. We received diverse answers and viewpoints back from six universities that highlight the complexity of this space. Synthesising the recommendations and thoughts in these responses, here are some key considerations to help you and your team make an informed decision on how to approach companies at careers fairs:

1. Diverse Perspectives: It's important to acknowledge that there are varied opinions on this question. Some argue for vetting based on sustainability considerations, aligning with movements like people & planet's Fossil Free Careers. Others advocate for a more neutral stance, emphasizing the importance of letting students make their own decisions (see point 5) and highlighting the need for impartiality as set out by AGCAS (see point 4). There is also the argument that every job can be a green job, and that new employees with a sustainable mindset can achieve change from within even in unsustainable companies.

2. Transparency and Open Dialogue: Transparency in decision-making is crucial. Consider openly discussing the complexities of the issue with your team, managers, and students. Reflect on the values your institution prioritises, and how decisions are reached. The space around these questions is still relatively new, and having these conversations is an important first step.

3. Institutional Policies: Consider whether your institution has specific policies or guidelines regarding the vetting of companies for sustainability. Some universities may have clear positions on excluding certain industries. For other institutions, impartiality of career services is a key factor: If your career services aim to remain neutral and unbiased, vetting companies based on sustainability may conflict with this principle or policy.

4. External Influences: Be aware of external influences, such as University and College Union (UCU) policies, the people & planet Fossil Free Careers campaign, and sector bodies like the Association of Graduate Careers advisery Services (AGCAS). The people & planet campaign asks institutions to not promote jobs in the oil, gas, and mining industries, and UCU have been supporting this campaign explicitly since 2022 (Recruitment and campaigning motion 63). However, AGCAS, an influential sector body for many universities, requires careers services to remain impartial, which does not align with vetting companies for their sustainability. Understanding how these external factors align or conflict with your institution's values is essential for informed decision-making.

5. Parallel or Alternative Approaches to Vetting: In any case, but especially if vetting companies does not seem possible, consider what steps you can take to enable and encourage students to research and assess companies for themselves. What resources and support can you and your colleagues provide? Integrating sustainability knowledge, skills, and values into their teaching can also play a key role – what is your institution's policy and practice on Education for Sustainable Development or Learning for Sustainability? Another alternative is to consider whether having specifically designated "green careers fairs" is a viable alternative. This approach allows for a focused platform where companies with strong sustainability practices can be highlighted.

6. Continuous Review: The landscape of sustainability and corporate responsibility is constantly evolving. Regularly review your institution's stance and adapt policies accordingly to stay current with societal expectations and changes in industry practices.

5.2 In practice: Approaches to careers fairs and sustainability

While having the conversation on this topic is important, when it comes to organising the next green careers fair, there will be the question: What do we do now? Below are the main approaches you can take around green careers fairs, including some examples and resources.

Banning unsustainable or unethical companies.

After vetting or screening companies and recruiters for their ethical or sustainable practices, the ones not fitting the chosen criteria will not be allowed to exhibit at careers fairs. Some universities have taken this approach, which is also supported by people & planet and a motion by the University and College Union.

Arguments for this approach include that, by reinforcing the power of unsustainable industries, specifically gas and oil, we slow down the societal shift that the climate crisis urgently needs. Sustainability experts argue that we must decrease the fossil fuel industry's influence and power - for example, with much of this power stemming from sky-high profits, by fossil fuel divestment. Banning such companies from careers fairs can be seen as divesting talent from fossil fuel companies.

Examples include
- University of Birbeck ethical careers policy, see also the Guardian article on University of Birbeck banning fossil fuel recruiters.
- Another article from the Guardian reports on three other universities having taken similar steps.

Policies and initiatives supporting this approach:
- Fossil Free Careers campaign by People & Planet
- UCU motion 63
- Sustainable Recruitment Alliance

Maintain impartiality and not screen or vet companies for unsustainable or unethical practices.

This is still the case in many universities. However, conversations around what impartiality and responsibility mean are increasing. Arguments for this approach include the possibility for students to bring sustainability into less sustainable organisations ("change from within") and to equip students to vet and assess the companies rather than making this decision for them.

Policies and initiatives supporting this approach:
- AGCAS impartiality policy

Educate and empower students to research companies.

Independent of which approach is chosen regarding companies represented at a careers fair, students should be empowered to make responsible decisions and check whether companies align with their values.

Actions to support this:

- **Sustainability knowledge:** Share information with students specifically around responsibility and sustainability, for example by encouraging students to undertake Carbon Literacy Training. EAUC's Green Careers Guide signposts to resources and ways to gain general sustainability knowledge.
- **Understanding breadth of green jobs:** Students should be supported to understand what green jobs or green careers are, and how more jobs are becoming green and every job can be a green job. Refer students to our Green Careers Guide for a comprehensive overview and further links.
- **Identifying greenwashing:** Signpost to resources that can help to identify greenwashing (see box below).
- **Ask the right questions:** Supply students with suggested questions to ask companies about their sustainability strategies - for example the Careers Fair Sustainability Initiative by MIT in the United States as well as the University of Oxford provide good guidance on this.

SPOT THE GREENWASHERS

Signs of Greenwashing: Greenwashing means to make something look environmentally friendly, when it actually isn't. The BBC has published a list of ways to spot greenwashing in businesses. These include false claims and vague language, or a strong focus on offsetting rather than reducing emissions. Greenpeace has a quiz to test how well you can spot greenwashing.

Certifications and standards: There are various accreditation processes businesses can go through to certify their "greenness". Greener Matters has published a list of some UK business accreditations and international certifications. While these certifications are not a guarantee, the more rigorous ones can be a good indicator.

Company reviews: Glassdoor is a website where employees can anonymously rate and review their employer. Of course, these are subjective reviews based on people's experiences rather than objective criteria, but some reviews highlight greenwashing.

Run a Green Careers Fair.

If you want to promote green companies and careers specifically, but are struggling to reconcile this with the way careers fairs are managed, your institution could consider hosting a designated Green Careers Fair.

Example:
- University of Cambridge's Green Careers Festival

Top tips:
- Ask your procurement team whether they know of green **local businesses** or organisations that could be approached for a green careers fair. This could help to support local and small to medium businesses.
- Work with the **Sustainable Recruitment Alliance** to see how recruitment practices can become more sustainable.

6 Top resources

- **The EAUC Scotland Green Careers Guide** is written with college and university students in mind. Find green job examples, an explanation of why green jobs are good jobs, profiles of people in green jobs, support to find training and employment - all broken down into simple terms for maximum accessibility.

- **My World of Work** by Skills Development Scotland offers guidance through their Green Careers website and Green Jobs Workforce Academy, including facts, tools and a green jobs training search.

- **Green Careers Hub** by IEMA provides a variety of support features around green jobs, including a list of green roles, case studies, regional views, a jargon buster, and much more.

- **Green Jobs for Nature** is filled with examples of green jobs and explores various sectors and career options.

- **CESAP Pathfinder** (2023) identifies current and future skills demand, establishes a baseline of green skills provision and highlights opportunities for action in the education system.

- **Green Jobs in Scotland report** (2022) defines green jobs and how they are developing in Scotland.

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