Towards a Sustainable Skills Academy
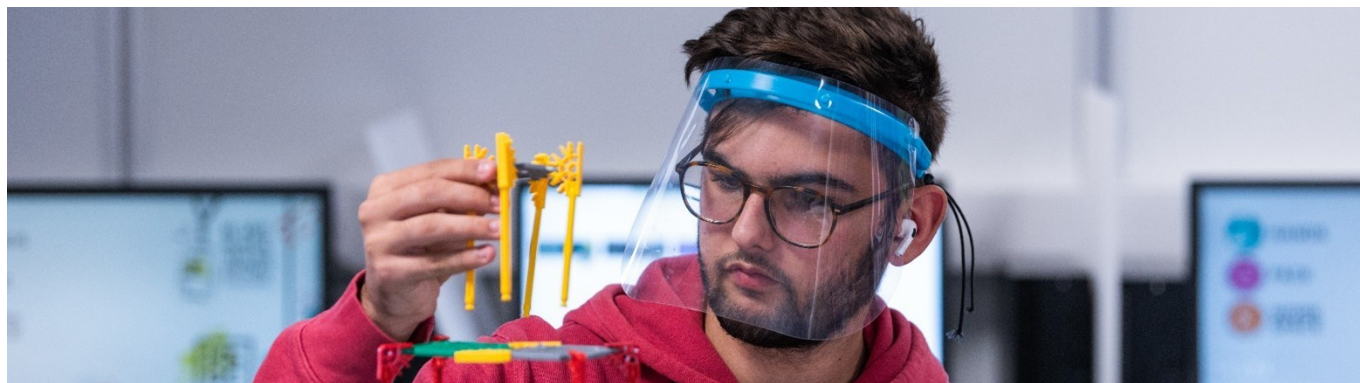
Rationale, findings and recommendations

August 2022

CONTENTS

1. EXECUTIVE SUMMARY

Background

This project set out to identify causal factors behind a problem that had been identified through discussions between various local employers and education providers: "it is difficult to recruit people with the right sustainability skills in the Leicester, Leicestershire & Rutland area". We wanted to understand root causes, examine emerging policy contexts and the wider future skills landscape before ultimately providing recommendations through a collaborative action plan for regional stakeholders to progress towards a "sustainability skills academy".

Policy and context

Significant sustainability policy has been produced by Government in the last 18 months, including the [Environment Bill](#)[1] and [Net Zero Strategy](#)[2], alongside existing commitments to the UN 2030 Sustainable Development Goals. The Department for Education's positioning on green skills and careers is clear: *"Green jobs will not be niche. We anticipate that sustainability and climate change will touch every career."* Whilst policy progress has accelerated, reality has yet to catch up; a recent study shows that public awareness of green jobs is low: 56% of the public had not heard the term 'green jobs', 62% did not understand what 'green skills' means and 65% felt they did not have access to any green skills training[3]. Similarly, learner exposure to ESD is low[4] and various studies show that the majority of teachers (63% - 75%, depending on the study) do not feel they have had adequate training to deliver sustainability education[5, 6, 7.]

In terms of regional context, [PWC's Green Jobs Barometer](#) measures the relative performance of UK regions and industry sectors on their progress developing green jobs. It finds that the East Midlands currently has 1.2% of its advertised positions being considered 'green' and is projected to have one of the largest shares of regional job losses (8.1%) as a result of the transition in so-called

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[1] UK Government. 2021. Environment Act. Available at: https://www.legislation.gov.uk/ukpga/2021/30
[2] UK Government. 2021. Net Zero Strategy: Build Back Greener. Available at: https://www.gov.uk/government/publications/net-zero-strategy
[3] YouGov on behalf of the Institute of Environmental Managers and Assessors. 2021. YouGov / IEMA Survey Results. Available at: https://docs.cdn.yougov.com/vp2sgj4loi/IEMA_GreenJobs_220412_W.pdf with further analysis available at: https://www.iema.net/all-jobs-greener.
[4] ibid
[5] ETF. 2021. Experiences of Education for Sustainable Development in the FE and Training Sector. Available at: https://www.et-foundation.co.uk/resources/esd/esd-research/experiences-of-esd-in-the-fe-and-training-sector/
[6] EAUC, National Union of Students, University and College Union, Association of Colleges and the College Development Network. 2019. Sustainability in Education 2018-19. Available at: https://www.sos-uk.org/research/sustainability-state-of-the-sector
[7] Teach the Future. 2021. Teaching the Future. Available at: https://www.teachthefuture.uk/research

'sunset jobs' – those that will become obsolete as a result of the shift towards sustainability. This report also shows that the region has a higher carbon footprint per employee than average (10.9 tonnes of CO2 per employee compared to a national average of 9.1).

Research methodology

Desk-based research into the regional conditions was undertaken, alongside research into current and emerging policy and wider contextual factors. Interviews and surveys were held with small samples of local employers (8 employers, plus 2 LEP participants), educators (7) and students/recent graduates (12). Sustainability skills training was also delivered to 46 students from the commissioning universities. A stakeholder meeting comprising the project team, research participants and other interested parties was held to reflect on findings and consider solutions and next steps.

Findings

The most striking finding from this study was the significant challenge of engagement with sustainability research and programmes, particularly amongst SMEs, who represent over 98% of regional employers. This finding is replicated in other concurrent projects focused on decarbonisation in the region. The time constraints of the project played a part in this, but the effects of Brexit, post-pandemic recovery and market conditions leading to inflation and labour market shortages have likely contributed to this engagement issue, compelling employers to focus on short-term and survival activities.

We also determined that defining "sustainability skills" presented challenges due to the broad nature of the concept, but that research participants were better able to define "hard" or technical skills and "soft" behaviours or competencies that they need to sustain their organisations. "Hard" skills included specialist skills in areas such as ecology, forestry, sustainable infrastructure development, embedding sustainability in the ethos of the businesses, engineering, STEM, coding, spatial analysis, sustainable procurement, data analysis and carbon (and decarbonisation) literacy. "Soft" skills included requirements for skills in communication, influencing and engagement, teamwork, problem-solving and creativity.

We identified that successful recruitment may be hampered both by the fact that job descriptions for sustainability-related roles, whilst clear and structured, are not felt to be "appealing or engaging" and by limitations of recruitment processes and finding accessible and successful routes to the recruitment market.

We determined that students derived significant benefit from the skills and careers interventions delivered as part of this project and aimed at supporting their understanding of sustainability and skills for their futures, and that more could be done to equip those studying in the region for sustainable and successful futures. There are also clear opportunities for training and CPD for staff within organisations in the region.

Conclusions

There is a great deal more work to do to understand local skills needs and the challenge is more profound than "it is difficult to recruit sustainability skills in the area". The biggest single issue is engagement on sustainability-related programmes and initiatives – we had assumed a level of readiness for the project, and indeed the research questions posed, that does not yet exist. Those ready to engage with discussions on green skills are not necessarily representative of the diversity of employers across the region and our findings and recommendations are perhaps missing the

richness that greater diversity of engagement would have presented.

Notwithstanding the issues identified by the project, it is clear that there is a genuine desire among local leaders to make meaningful progress. There is a shared recognition of the potentially transformative outcomes that could be realised through a collaborative approach to sustainability skills development regionally.

Recommendations and next steps

Short, medium and long-term actions have been defined to take this project forward into the next phase, derived from both ideas generated through the stakeholder meeting and recommendations from the project team based on their findings and research.

Firstly, a clear leadership framework to take this forward within the region is needed to maintain momentum and short/mid-term funding sources need to be identified. There are a range of short-term actions that could represent "quick wins" in terms of addressing some of the issues identified. These include:

- Clearly defining a positive vision for future that makes the connection between working sustainably and business resilience and local prosperity. Ensuring language used is accessible and meaningful.
- Providing employers with support to improve their recruitment processes and increasing the accessibility and appeal of roles related to sustainability or requiring green skills.
- Developing collaborative sustainability skills programmes for graduates or people beginning careers in the region. This will help to attract and retain talent in the region, help employers to bridge training gaps and encourage the development of strong networks.
- Supporting careers advice professionals to understand more about green skills and the changing landscape of work that the net zero transition will necessitate.
- Undertaking more analysis of the "sunset jobs" in the region to target those areas first.
- Identifying means of actively demonstrating sustainability jobs and skills in different settings for those going into work (or seeking to change roles/sectors) – through case studies, profiles and storytelling as well as industry specific workshops, podcasts, and forums to discuss how to bring sustainability into different roles.

Longer-term, more complex interventions could be achieved, including targeting SMEs with a programme focused on "resilience and future-proofing" their businesses and making sustainability a solution for them to protect their business, rather than an extra target or challenge to be undertaken. This will help to shift the mentality away from sustainability representing a burden and attempt to address the consequent lack of £$engagement. Further work could also take place on embedding ESD into university programmes and developing a regional voice on skills that is used to influence relevant national policies and funding.

ETF and Change Agents UK can provide further support with future phases of the project as needed.

2. THE CHALLENGE

a. What we set out to do

We started with a recognition of the problem: that it is difficult to recruit people with the right sustainability skills in the Leicester, Leicestershire and Rutland area. From this we set out to better understand the root causes of why recruitment or development of sustainability skills and sustainability roles is currently a challenge whilst also equipping regional stakeholders to improve relevant skills development and recruitment success.

We also sought collaborative solutions: How can tertiary education providers and employers strategically enhance collaboration to address sustainability skills gaps in the region?

Specifically, we wanted to identify:

- perceived needs and motivations for sustainability skills amongst different stakeholders and how these matched, or not;
- current provision arrangements for developing sustainability skills, and existing collaborative arrangements;
- key local economic opportunities and challenges in relation to Net Zero and sustainable business practices including skills gaps to address;
- emerging policy contexts; and,
- recommended actions for stakeholders to enhance provision and collaboration relating to sustainable skills.

b. Emerging policy contexts and research

There has been significant sustainability policy produced by Government in the last 18 months (for example the Environment Bill[8] and Net Zero Strategy[9]) which sit alongside existing commitments such as the UK being signatories of the United Nations Sustainability Goals[10].

More recently the Department for Education has published its first Sustainability and climate change strategy focusing on: climate education; green skills and careers; the education estate and digital infrastructure, operations and supply chains and international action. Within this strategy, the positioning on green skills and careers is clear: *"Green jobs will not be niche. We anticipate that*

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[8] UK Government. 2021. Environment Act. Available at: https://www.legislation.gov.uk/ukpga/2021/30
[9] UK Government. 2021. Net Zero Strategy: Build Back Greener. Available at: https://www.gov.uk/government/publications/net-zero-strategy
[10] United Nations. 2015. 17 Goals to Transform Our World. Available at: https://www.un.org/sustainabledevelopment/

sustainability and climate change will touch every career."[11]

This aligns with findings of the Government convened inquiry established to advise government, industry and the skills sector on how to realise the UK's ambitions for green jobs which recognised that all jobs could be green jobs. This sat alongside recommendations that jobs relating to achieving our sustainability targets are good quality, are inclusive and accessible, and enable a 'just transition' for workers and regions that specialise in sectors and industries undergoing change. Driving investment in green jobs and skills and building pathways into good careers were also critical, the group said[12]. A delivery group has now been set up to create further green job opportunities for the UK[13].

Government policy is complemented by, or perhaps a response to, calls from both industry to fill green skills gaps and invest in greens skills (e.g. CBI[14], Aldersgate Group[15], Federation of Small Businesses[16]) and from learners who increasingly expect their places of study to both operate sustainably and enable them to learn more about sustainability[17]. Despite this, learner exposure to ESD is low[18] yet there is significant data showing learners want to work in roles, and for organisations, that contribute positively to society and the environment and indeed would be willing to sacrifice a proportion of their salary to do so[19].

Similarly, the public have shown through Citizens' Assemblies a demand for changes to the education system, and specifically what is taught, to ensure learners are developing a sound sustainability education[20]. In contrast a recent study into awareness of green jobs show that understanding about the green jobs landscape was low: 56% of the public hadn't heard the term 'green jobs', 62% didn't understand what 'green skills' means and 65% felt they didn't have access to any green skills training[21].

Despite this lack of understanding, further data from Deloitte and IEMA shows four key trends across the green jobs landscape:

- the expansion of skills and scope in existing specialist sustainability roles
- an increased need for green skills in non-specialist roles
- the transition of workforces from unsustainable sectors to new roles

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[11] UK Government. 2022. Sustainability and climate change: a strategy for the education and children's services systems. Available at: https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy
[12] Green Jobs Taskforce. 2021. Green Jobs Taskforce report: findings and recommendations from the Green Jobs Taskforce. Available at: https://www.gov.uk/government/publications/green-jobs-taskforce-report
[13] UK Government. 2022. Green jobs delivery steps up a great. Available at: https://www.gov.uk/government/news/green-jobs-delivery-steps-up-a-gear
[14] CBI. 2021. Skills and training for the green economy. Available at: https://www.cbi.org.uk/articles/skills-and-training-for-the-green-economy/
[15] Aldersgate Group. 2020. Policy Briefing: Upskilling the UK workforce for the 21st century. Available at: https://www.aldersgategroup.org.uk/content/uploads/2022/03/Upskilling-the-UK-workforce-for-the-21st-century.pdf
[16] Federation of Small Businesses. 2021. Accelerating progress: Empowering small businesses on the journey to net zero. Available at: https://www.fsb.org.uk/resource-report/accelerating-progress.html
[17] Students Organising for Sustainability. 2021. Sustainability Skills Survey. Available at: https://www.sos-uk.org/research/sustainability-skills-survey
[18]. ibid
[19] ibid
[20] Climate Assembly. 2020. The path to net zero: Climate Assembly UK full report. Available at: https://www.climateassembly.uk/report/
[21] YouGov on behalf of the Institute of Environmental Managers and Assessors. 2021. YouGov / IEMA Survey Results. Available at: https://docs.cdn.yougov.com/vp2sgj4loi/IEMA_GreenJobs_220412_W.pdf with further analysis available at: https://www.iema.net/all-jobs-greener.

- demand for green skills in new green sectors and organisations[22].

Numbers relating to predicted numbers of green jobs vary. National Grid has estimated 400,000 jobs could be created in the energy sector[23], CITB has estimated 350,000 new construction jobs will be created by 2028[24] and Green Alliance found that more than 16,000 new jobs can be created through coastal restoration, tree planting and urban green spaces, across areas with the greatest employment challenges[25]. The Government appointed Green Job Taskforce found that there are already over 410,000 sustainability related jobs in the UK[26]. The government has set an ambition for this to grow substantially – to two million green jobs in the UK by 2030[27].

The recruitment challenges that initially catalysed this project are by no means unique to the sustainability sectors. The results of the global coronavirus pandemic alongside Brexit have, however, significantly impacted the UK employment landscape. ONS data shows that were nearly 1.3 million job vacancies between April to June 2022[28]. Therefore, our exploration is contextualised by nationwide recruitment and workforce supply challenges.

More nuanced understanding of green skills is also developing. For example, a recent study from the Brookings Institute presented a green skills framework showing not just the skills required for green jobs but also the relationships and differences between these and green life skills and skills for a green transformation (see Figure 1)[29].

It's widely accepted that critical to the uptake of sustainability skills development across the education sector, is the competency and capability of teachers and educators. Despite this, various studies show that although teachers themselves recognise this, the vast majority (63% - 75% depending on the study) don't feel they've had adequate training to deliver sustainability education[30, 31, 32].

[22] Deloitte and IEMA. 2022. A blueprint for green workforce transformation. Available at: https://www.iema.net/all-jobs-greener

[23] National Grid. 2020. Building the Net Zero Energy Workforce. Available at: https://www.nationalgrid.com/document/126256/download

[24] CITB. 2022. Building Skills for Net Zero. Available at: https://www.citb.co.uk/about-citb/construction-industry-research-reports/search-our-construction-industry-research-reports/building-skills-for-net-zero/

[25] Green Alliance. 2021. Jobs for a Green Recovery: Levelling up Through Nature. Available at: https://green-alliance.org.uk/wp-content/uploads/2021/11/Jobs_for_a_green_recovery.pdf

[26] ONS. 2021. Low Carbon and Renewable Energy Economy (LCREE) Survey direct and indirect estimates of employment, UK, 2014 to 2019. Available at: https://www.ons.gov.uk/economy/environmentalaccounts/adhocs/13181lowcarbonandrenewableenergyeconomylcreesurveydirectandindirectestimatesofemploymentuk2014to2019

[27] UK Government. 2020. UK government launches taskforce to support drive for 2 million green jobs by 2030. Available at: https://www.gov.uk/government/news/uk-government-launches-taskforce-to-support-drive-for-2-million-green-jobs-by-2030

[28] ONS. 2022. Vacancies and jobs in the UK: July 2022. Available at: https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/jobsandvacanciesintheuk/latest

[29] Brookings Institute. 2022. A new green learning agenda: Approaches to quality education for climate action. Available at: https://www.brookings.edu/research/a-new-green-learning-agenda-approaches-to-quality-education-for-climate-action/

[30] ETF. 2021. Experiences of Education for Sustainable Development in the FE and Training Sector. Available from: https://www.et-foundation.co.uk/resources/esd/esd-research/experiences-of-esd-in-the-fe-and-training-sector/

[31] EAUC, National Union of Students, University and College Union, Association of Colleges and the College Development Network. 2019. Sustainability in Education 2018-19. Available from: https://www.sos-uk.org/research/sustainability-state-of-the-sector

[32] Teach the Future. 2021. Teaching the Future. Available from: https://www.teachthefuture.uk/research

Skills for green jobs	Green life skills	Skills for a green transformation
•Fulfilling the requirements of green jobs •e.g. sustainability knowledge and awareness, data analysis, ecosystem management, STEM skills etc.	•Cross cutting skills •e.g. communication, empathy, growth mindset, resilience, teamwork etc.	•Adaptive skills aimed at transforming unsustainable systems and structures •e.g. coalition building, political agency, systems thinking, working with complexiity etc.

Figure 1 Green skills framework (adapted from Brookings, 2022)

We are also working within the context of a rapidly changing tertiary education landscape due to the advent of numerous new reform policies. Elements being prioritised include:

- Bootcamps - free, flexible courses of up to 16 weeks available for those aged 19 or over who are either in work or recently unemployed and live in England.
- HE short courses – currently being piloted.
- Local skills improvement plans (LSIPs) – led by employers in partnership with education providers to set out regional current and future skills needs and plan how local provision needs to change to help people develop the skills they need to get good jobs and increase their prospects.
- T Levels – new two-year technical courses taken after GCSEs broadly equivalent to three A Levels developed in collaboration with employers and education providers so that the content meets the needs of industry and prepares students for entry into skilled employment, an apprenticeship or related technical study through further or higher education.
- Expansion of apprenticeships including degree apprenticeships
- Higher technical qualifications (HTQs) - new or existing Level 4 and 5 qualifications (such as HNDs/Foundation Degrees/Diploma HE) that have been approved by the Institute for Apprenticeships and Technical Education (IfATE) as meeting occupational standards for the relevant sector, with delivery starting in September 2022.

This presents multiple opportunities for tertiary education providers to maximise the development of sustainability skills, and test and learn new mechanisms for doing so whilst delivering newer qualifications.

Leicester, Leicestershire and Rutland are by no means the only region exploring sustainability skills. A recent report conducted by the University of Lancaster showed similar interest and inquiry in Lancashire as they sought to understand the distinct skills needs of the emergent low carbon sector in the county[33]. West Yorkshire has established a regional Green Jobs Taskforce to realise the local potential to deliver 70,000 good, new, high skilled jobs in the green economy[34]. PWC's Green Jobs

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[33] Work Foundation. 2022. Skills for Net Zero in Lancashire: Building the Low Carbon Workforce of the Future. Available from: https://www.lancaster.ac.uk/media/lancaster-university/content-assets/documents/lums/work-foundation/reports/SkillsforNetZero.pdf

[34] West Yorkshire Combined Authority. 2021. Mayoral Pledges: Create 1,000 well paid, skilled jobs for young people. Available from: https://www.westyorks-ca.gov.uk/a-mayoral-combined-authority/mayoral-pledges/1000-green-jobs-in-west-yorkshire/

[Barometer](#) measures the relative performance of UK regions and industry sectors on their progress developing green jobs. In spotlights on the East Midlands (which of course covers a larger geographic area than the scope of our project) PWC data shows that the region:

- Currently has 1.2% of its advertised positions being considered 'green'.
- Is projected to have one of the largest shares of regional job losses as a result of the transition in so-called 'sunset jobs' (8.1%), due to the high concentration of workers within manufacturing, mining and utilities.
- Currently has a higher carbon footprint per employee (10.9 tonnes of CO2 per employee compared to a national average of 9.1 tonnes per employee).[35]

Further qualitative discussions facilitated by PWC relating to green jobs in the region suggest businesses in the region need support with their transition to net zero, particularly SMEs juggling multiple priorities (over 98% of businesses in Leicester and Leicestershire employ fewer than 50 people[36]). A just transition for those in sunset jobs was also recognised as vital, particularly as the region was scarred by closure of mines historically[37].

c. What we did
Research
Alongside the review of emerging policy contexts and research which we undertook to contextualise the project (see 2b above), local stakeholders were mapped and then a high-level project briefing sent to them, inviting them to participate in either an online survey or an interview held via Microsoft Teams. The interview and survey questions used were identical (see Appendix 1), but the interview provided opportunity to 'dive deeper' whilst the survey provided opportunity for less time-intensive engagement. We particularly sought engagement from local employers, educators, learners and students, and other relevant stakeholders, namely those involved in promoting local economic prosperity. We largely relied upon connections provided by Universities for Leicester and connections 'snowballed' with people introducing the research team to those likely to engage. Despite this, engagement levels were low. Total final research participants included:

- 8 employers
- 12 students (of 46 who attended Sustainable Futures education workshops, see below)
- 7 educators
- 2 LEP employees.

Interview notes were recorded and triangulated alongside the survey results. Findings were themed but response numbers were too low to create meaningful quantitative statistics. Therefore researchers reviewed the data in light of the project's objectives and emerging policy contexts and research, drawing out key themes and 'golden nuggets' to form the basis of our findings.

Sustainable Futures student programmes
Change Agents UK also provided two 1-day Sustainable Futures workshops at the University of Leicester (UoL) and De Montfort University (DMU), attended by a total of 46 students. These sessions aimed to help students understand more about sustainability, skills for the future, their core

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[35] PWC. 2022. Transcript: East Midlands Green Jobs Barometer. Available from: https://www.pwc.co.uk/who-we-are/our-purpose/building-trust-in-the-climate-transition/supporting-a-fair-transition/green-jobs-barometer/transcript-east-midlands.html

[36] LLEP. 2022. Our economy. Available from: https://llep.org.uk/our-economy/

[37] PWC. 2022. Green Jobs and the Transition to Net Zero: Summary of PWC's East Midlands Regional Working Group Discussion 19 May 2022.

values and the journey from education into future-focused work.

Stakeholder meeting

A three-hour online meeting was held on June 29th 2022, during which the research findings were presented. Workshop activities, including breakout sessions, were facilitated to reflect on findings, brainstorm ideas and consider possible solutions. Commitment and offers from participants to support next steps was also sought. Thirty-eight participants attended this event; invites were circulated using the same channels as for the research participation.
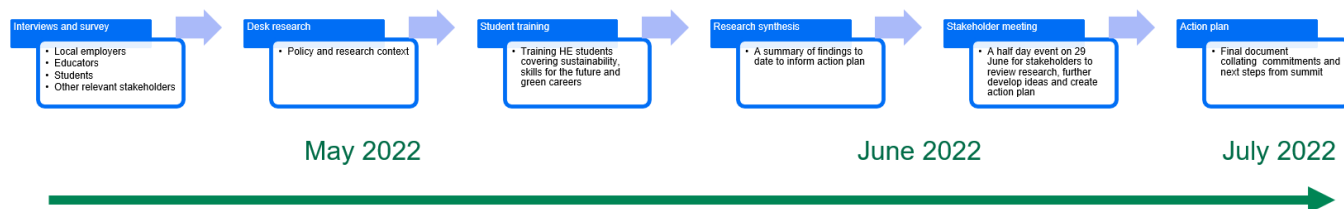

Figure 2 The project's milestones and timescales

3. FINDINGS AND OUTCOMES

a. The challenge of engagement

The key finding of the research was the limited availability, willingness and/or ability to participate, particularly among local employers. This was partly driven by the very short research window. Given longer, it is likely more contributors would have been able to participate and the project team would have been able to spend more time on engagement. It also indicates deeper and more substantial issues of engagement with sustainability and decarbonisation programmes.

During the project, the team encountered other project leaders who were identifying similar trends and issues with engagement in the region, particularly with SMEs. Further work is needed to identify the causes and solutions, but it seems likely that the combined effects of Brexit, pandemic recovery and current issues with inflation and labour market shortages mean that employers, particularly those in the SME sector, are focused on short-term survival and finding little time to consider medium- or longer- term objectives.

The project team considered issues of language and ensuring terminology is used that is both accessible and meaningful for SMEs and other organisations. This question was interrogated during the stakeholder event and reflections are documented later in this report.

There was specific difficulty reaching beyond large organisations, and those already engaged in sustainability. An overview of the organisations who participated in the development of the project, stakeholder mapping and research can be found in Figure 3.

b. Survey and interview findings
Sustainability skills: how are these defined?

There was an almost universal consensus that sustainability is such a broad concept that defining "sustainability skills" presented a challenge. The definition of sustainability skills covered "possessing an understanding of sustainability", knowledge about "sustainable concepts and various environmental issues", "the ability to achieve sustainability goals" and specific skills regarding waste minimisation and carbon consumption reduction. Significant focus was placed on understanding needs and how to meet goals.

It was suggested that to achieve sustainability through exercising sustainability skills, an understanding of environmental issues regarding waste, water and climate change is needed, as well as an understanding of the business or organisational objectives and how the two can be synthesised. Sustainability skills were considered to include any skills that "help an organisation to

achieve their sustainability goals", from skills that support the development of electric vehicles to skills that apply to effective waste management. Under this definition, sustainability skills directly relate to achieving a sustainability target - presuming those practising the skills have an awareness of their organisation's sustainability goals and the basics of what constitutes sustainability.

Figure 3 Active stakeholders and research participants

One response was that sustainability skills are "any… that enable the sustainability agenda to be moved forward". It can therefore be interpreted to mean that many possess skills that could be described as sustainable if practised in a way that achieves sustainability goals. For example, an engineer may not describe their skills as 'sustainable', but if they were to work on an energy efficiency project, then they would be using "sustainability skills". This goal-based interpretation of sustainability skills achieves a level of tangibility, but perhaps misses deeper ideas about bringing sustainability into systems, practices and strategies.

It was found to be helpful to encourage research participants to move beyond broad definitions and into defining specific "hard" (or technical) and "soft" (related to behaviours and competencies) skills needed to progress sustainability in their organisations. The following table summarises these findings:

Hard skills	Soft skills
• Everything from developing policy and strategy and projects to front-end delivery • "Specialist skills in"… ecology, forestry, sustainable infrastructure development, embedding sustainability in the ethos of the businesses, engineering, STEM, coding, spatial analysis, sustainable procurement… • Data analysis • Carbon literacy including carbon footprints and how to create CO2 reduction	• Research • Communication • Persuasion and influence • Relationship and partnership building • People skills and teamwork • Training and facilitation • Problem solving • Resilience • Navigating fake news and denial • Having difficult conversations • Project management • Creativity • Entrepreneurship • Empathy and patience • Ability to learn quickly

Which "sustainability skills" do employers find are lacking?

Answers to this question varied, with a number of respondents stating "all" or "across the board". Some respondents found the biggest shortfalls were in 'hard' skills related to specific jobs such as ecology, engineering, and design. There is also a reported shortage of applicants with an understanding of the nature and importance of sustainability and, most significantly, how to bring about change.

Recruitment and retention challenges

Our research identified a feeling that public sector roles were losing out to the private sector who could afford to pay more and offer greater opportunities for career progression. Whilst other factors such as social and environmental responsibility are known to be important to students/graduates when choosing an employer, the extent to which this holds true during periods of high price inflation impacting on living standards is yet to be fully determined. It was therefore felt that pay was a limiting factor in both recruitment and retention.

In our sample group of twelve, five students/recent graduates were clear on their plan to stay in the region to seek work. Students in this small sample generally had the ability to articulate their understanding of the term "sustainability skills" and were perhaps less fazed by the language of sustainability than research participants from employers, educators or other settings.

Employers in our small research sample believed that their job descriptions were clear, structured and well-defined. However, they also felt that their job descriptions were often not "appealing and engaging" - this is likely to be a significant barrier to hiring, particularly in the current labour market conditions. Most employers used their organisation's own job portal to advertise job vacancies; this approach is limited in that applicants need to be aware of the existence of the portal and check for job updates regularly. LinkedIn posts were used to reach out to potential applicants within a network or just generally spread through word of mouth; this approach can be effective but does not always support moves towards increasing diversity. Some employers used job boards specialising in environment or charity jobs, but these often require a substantial budget.

Employers felt that their retention of staff with sustainability skills was medium to high, but this may not be representative of a wider sample.

What collaboration already exists

Experience of collaboration to address skills challenges varied significantly across participants, with all having varying approaches to, and levels of, collaboration. Present or past involvement with external organisations included work with the Bright Green Futures Initiative, a free UK-wide environmental leadership and empowerment programme working with 16–19-year-olds. Another participant worked with Constructing Excellence Midlands Forum, a membership organisation seeking to improve business performance through innovation and best practices in the construction industry. Other participants had experience either working with external consultants or only working internally. Some of the challenges found with working with external organisations can depend on the type of institution: smaller-scale institutions may struggle more than higher education institutions to form relationships with industry and some employers found compliance with legislation relating to safeguarding and health and safety a barrier to them hosting young student placements.

c. Reflections from Sustainable Futures

Two one-day Sustainable Futures workshops were held at the University of Leicester (UoL) and De Montfort University (DMU). These workshops were attended by 46 students (20 for UoL and 26 for DMU). The sessions were aimed at helping students understand more about sustainability, skills for the future, their core values and the journey from education into future-focused work. Students came from a wide range of academic disciplines; the majority were not studying sustainability or environment-related subjects. Feedback from participants of these sessions has been excellent and demonstrates that this intervention has been impactful in terms of engaging students and empowering them to put sustainability at the heart of their career plans.

Sustainability Skills Academy survey (pre-programme)

Students were asked to complete a survey outlining their knowledge and confidence in sustainability skills prior to the course. Overall, there were 12 responses to this survey; the lower number may be due to the time it took to complete or internet connection issues on the day. Participants were made up of 10 students and 2 graduates. 10 out of 12 participants were able to provide some definition of what sustainability meant to them, ranging from simple ideas about protecting the future to the full UN definition of Sustainable Development. 9 participants were able to respond on the definition of sustainability skills; some of these responses were very generic, but some mentioned problem-solving, communication, achieving balance and teamwork. When asked which sustainability skills they felt they needed to develop, themes emerged on confidence and communicating to large audiences, technical knowledge and the ability to think long-term and "outside the box".

Feedback from Sustainable Futures programme

The feedback from students was positive with a lot of specific feedback on the support for preparing for a career in sustainability, engagement with systems thinking, and exploration of their core values. Some of the most successful elements of the training were the activities that prompted students to think practically about sustainability challenges rather than taking a passive stance. Whilst some students had an awareness of the UN's Sustainable Development Goals and concepts such as doughnut economics and the circular economy, other students without this background found this area extremely beneficial, particularly those looking to move into sustainability from a seemingly 'unrelated' course. 90% of those attending the courses either strongly agreed or agreed with the statement "my understanding of sustainability has increased." 86% strongly agreed or agreed that their understanding of how to further sustainability through their work had increased and 76% felt more confident and prepared to be able to integrate sustainability into their future roles.

d. Stakeholder event outputs
Increasing engagement

During the stakeholder event, we split participants into breakout rooms and asked them for suggestions on how to increase engagement under the three themes: language and framing; empathising with employers and the journey to sustainability engagement.

Language and framing

To increase engagement with sustainability we must first address how we talk about it. The term itself is broad with different interpretations. Discussion about the need for professionals to explain the meaning of sustainability and make it relatable appeared across the breakout rooms.

Issues with sustainability terminology:

- Sustainability is an all-encompassing word – it is an umbrella, a catch all, and is too broad to be meaningful
- What are the different global and cultural meanings of "sustainability"?
- "Sustainability" doesn't convey the urgency and pace with which we need to act
- Employers all use different terms and language

What changes could we make?

- People, planet and prosperity or people, planet and profit was considered useful framing
- Climate change may be a better understood and more relatable term – but does not capture the full breadth of sustainability in terms of social, environmental and economic factors
- Better words that are universally understood could relate to health, community, money, urgency. The connection between sustainability and health/wellbeing was raised in two breakout rooms.
- Adapting language depending on the audience or demographic whom we are seeking to engage. We could talk more about the financial or economic benefits of sustainability. Efficiency and cost savings are attractive ways to engage business.
- Sustainability shouldn't have to hurt or always be made to sound like a punishment – it should be framed positively as a solution to other problems.

Empathising with employers

SMEs face specific challenges due to their size and organisational demands. They lack the resources and security of larger organisations and are often therefore necessarily short-term in their outlook and planning horizons. This has been exacerbated by Brexit, the global pandemic and now inflation and labour market shortages. Understanding this mindset is essential when discussing sustainability risks that lie in the future and thus are not perceived as pressing. Further support is needed to help organisations shift from short-term thinking to investing in long-term actions. Helping SMEs to make the connections between sustainability and their own resilience and survival would be helpful. SMEs are advantaged by their size when it comes to making change; small teams are agile and can make changes quicker than in larger organisations that tend to be more bureaucratic with slower processes.

Other observations included that "more stick, less carrot" may be needed to induce employers of all sizes to make progress on sustainability. Regulation or other means by which organisations are compelled (rather than simply encouraged) to make change are useful ways of levelling the playing field so that businesses are not competitively disadvantaged by adopting sustainable principles. Larger organisations can encourage change in smaller ones through their own procurement policies and supply chains, rewarding contracts to those with greener credentials.

The Journey to sustainability engagement

Participants were asked to describe "Eureka" moments and journeys to sustainability to help capture ideas for engagements.

Some of the most impactful experiences participants had involved peers and role models – be they fellow students, strong, uncompromising colleagues or David Attenborough – these are important figures. Others were inspired by their programmes of study or by witnessing first hand extreme weather events or the front line of the climate emergency. Community and connection with others can inspire action from the bottom up and get people involved on an individual basis.

In terms of "journeys to sustainability" for business and organisations, the role of legislation and regulation was identified as a motivating factor in making change at pace. Similarly, responding to

consumer demands and expectations for businesses to behave ethically and responsibly encourages businesses to make good and sustainable choices; for some it is their USP.

Ideas for future collaboration

Future collaborative efforts could focus on increasing opportunities for students within educational institutions and externally. This could include further opportunities for work experience, placements, enhanced apprenticeship provision, work shadowing opportunities, green skills courses with recognition or accreditation, green competitions for students and more career advice for students from earlier in their educational journey.

For educational institutions exploring increased marketing of what is already available, increasing staff awareness and offering peer-to-peer support for local businesses is needed.

Appendix 2 outlines further responses to the discussions from the event.

4. RECOMMENDATIONS AND NEXT STEPS

a. Conclusion

There is a great deal more work to do to understand local skills needs and the challenge is more profound than "it is difficult to recruit sustainability skills in the area".

The biggest single issue is engagement on sustainability-related programmes and initiatives – we had assumed a level of readiness for the project, and indeed the research questions posed, that does not yet exist. Preparedness (and in some cases even awareness) of the transitions needed to meet national net zero and broader sustainability targets is perhaps much lower than anticipated. Sustainability language and terminology is not universally understood and can be difficult to engage with and whilst the term "sustainability skills" may be viewed by some as complex, multi-faceted and important, but to others, it is ambiguous to the point of irrelevance.

We need to also recognise the level of selection bias involved in the project to date - those who did participate in research and skills interventions were known contacts, or introduced to us as a result of initial engagement with those already with an interest in sustainability skills development locally. Therefore, those ready to engage with discussions on green skills aren't necessarily representative of the diversity of employers across the region and our findings and recommendations are perhaps missing the richness that greater diversity of engagement would have presented.

Despite this, the appetite amongst those who engaged in the project, either through interview, survey, training or the stakeholder event, was significant. There was a shared recognition of the need for, and potentially transformative outcomes that could be realised through a collaborative approach to sustainability skills development regionally.

As such, the recommendations and proposed action plan below reflect the learnings from the project, but also recognise the potential for the development of a Sustainability Skills Academy to reach far beyond the scope of this initial project in terms of audience, stakeholders and partners. Indeed, if that extended reach is not sought, it is likely any future academy would simply be 'reaching the usual suspects' and not creating the more widespread engagement that it would need to truly succeed.

b. Recommendations

Alongside the action plan, which contains more specific timebound suggested next steps, we

also have collated some broader recommendations to shape the approach taken to next steps, based on the experience of the project to date, and feedback we've received:

1. For the project's initial research to have any legacy and to ensure that a sustainability skills academy for the region is further developed, there needs to be clarity on the leadership and governance of the project. This work needs a 'home' to ensure responsibility isn't too diffused across large groups or for a, leading to a loss of momentum or accountability.

2. Stakeholders' roles and responsibilities also need to be agreed so that each organisation contributing is clear on their expected contribution.

3. For each of the commitments in the action plan, a lead and contributing partners needs to be agreed with regular review to ensure momentum.

4. Timescales set, including where possible those set by external funders, should be realistic to ensure that work needed can be completed, particularly with regard to engagement.

5. When recruiting students to sustainability skills development opportunities, to reach larger audiences and especially those not undertaking sustainability-related programmes of study, comprehensive organisation-wide communication is needed, with framing not just about sustainability but also focusing on careers pathways, CV enhancement, social benefits and skills development.

c. Action plan

The action plan below contains more tangible projects and next steps. It must be stressed, however, that clear leadership, governance and accountability is needed in terms of who is doing what, by when and with which resources. Once this is clear, the action plan should be further developed to include SMART targets.

Short term

Action	Likely cost	Likely time	Likely complexity
Disseminate findings and issues identified to relevant stakeholders.	◆	◆	◆
Clearly define leadership and ownership of the next stages of the project.	◆	◆◆	◆◆
Clearly define a positive vision for future and show how working sustainably, in sustainability or developing sustainability skills, will contribute to local prosperity. Ensure language used is accessible and meaningful.	◆	◆◆	◆◆
Identify possible short/mid-term funding routes (this could be from regional stakeholders each contributing resources or through external funding including the Shared Prosperity Fund).	◆◆	◆◆	◆◆◆

Action	Likely cost	Likely time	Likely complexity
Support employers to improve their recruitment processes – particularly in terms of ensuring that role profiles related to sustainability and green skills are engaging and appealing and that there is good engagement between hiring managers and HR teams. Change Agents UK can provide further support with this for employers.	◆◆	◆◆	◆◆
Ensure the careers advice teams within the Universities for Leicester partnership are adequately prepared and have the confidence to support students to make good career choices and understand skills for the future and that what worked for previous generations may not be relevant now. Change Agents UK can provide support with this.	◆◆	◆◆	◆◆
Develop and run the Sustainability Skills Programmes for more graduates and (young) people beginning work in the region to retain/attract talent and help employers bridge training gaps.	◆◆	◆◆	◆◆
Establish means of regularly communicating updates, opportunities, resources etc. amongst stakeholders	◆	◆	◆
Undertake further analysis of the nature of the region's "sunset jobs" as identified in PWC's Green Jobs Barometer so that further action can be prioritised and targeted.	◆◆	◆◆◆	◆◆◆
Identify means of actively demonstrating sustainability jobs and skills in different settings for those going into work (or seeking to change roles/sectors) – through case studies, profiles and storytelling as well as industry specific workshops, podcasts, and forums to discuss how to bring sustainability into different roles.	◆◆◆	◆◆◆	◆◆
Scoping and more detailed planning of mid- and longer-term actions.	◆	◆◆◆	◆◆◆◆

Mid term

Action	Likely cost	Likely time	Likely complexity
Build relationships with those providing careers information, advice and guidance in schools and colleges to ensure young people have adequate	◆	◆◆	◆◆

Action	Likely cost	Likely time	Likely complexity
support when they're making decisions about their progression, and also develop an age/level appropriate 'pipeline' of sustainability skills development.			
Target SMEs with a programme focused on "resilience and future-proofing" their businesses – making sustainability a solution for them to protect their business, rather than an extra target or challenge to be undertaken. This will help to shift the mentality away from sustainability representing a burden on small and medium businesses and attempt to address their consequent lack of engagement.	◆◆◆	◆◆◆	◆◆◆◆
Ensure green skills/jobs are integral to the development of Local Skills Improvement Plans.	◆	◆◆	◆◆
Develop a regional voice on skills that is used to influence relevant national policies and funding.	◆◆	◆◆◆	◆◆◆◆
Support local FE and Training providers to deliver training courses that meet local sustainability needs.	◆	◆◆◆	◆◆◆
Local Universities to ensure all degree courses have education for sustainable development (ESD) embedded. Responsible Futures can provide further support with this.	◆◆	◆◆◆	◆◆◆
Map job-specific CPD opportunities for staff in different roles. ETF can provide further support with this.	◆◆	◆◆◆	◆◆◆
Develop an awareness campaign for parents and carers about green jobs, green skills and their value (due to the influence they often have over young people's career and education progression choices).	◆◆◆	◆◆	◆◆

Longer term

Action	Likely cost	Likely time	Likely complexity
Explore opportunities to raise the consistency, transparency and accountability of employer-led approaches to sustainability action including identifying ways to "level the playing field" so that businesses don't feel that they will be competitively disadvantaged by adopting processes and business models that are	◆	◆◆◆	◆◆◆◆◆

sustainable rather than expedient. This could be achieved to some extent through larger organisations ensuring that their procurement processes and supply chain management systems reward businesses with greener credentials.			
Develop a comprehensive, region-wide employee CPD programme (with role specific rather than generic sustainability content). ETF can provide further support with this.	◆◆◆◆	◆◆◆◆	◆◆◆

APPENDICES

1. Interview/survey questions

For employers

Defining sustainability

- What is the nature of your business?

- What is the size of your organisation?

- What does sustainability mean to you?

- How does sustainability fit into your organisation?

- core to our purpose, strategy and outputs

- important to us but not a core activity

- increasingly important and we think we should do more

- "a nice to have"/we do what we can

- not important at all

Skills needs and gaps

- Do you know what sustainability skills are needed in your organisation?

- What are they and how extensive is your requirement? e.g. energy, monitoring/EMS/audit, scientific and engineering disciplines, water, waste, carbon capture, adaptation expertise

- What "soft skills" for sustainability are needed? e.g. engagement, behaviour change, creativity, systems thinking, communication, planning

- Which sustainability skills are lacking or difficult to find?

Recruitment, retention and CPD for current staff

- Are jobs well defined? Do job descriptions have clarity, structure and empathy? Do they support diversity and inclusion?

- What do your recruitment processes involve? How do you go about recruiting talent? (Probe if needed: advertisement routes, job advert design etc.)

- What is sustainability staff retention like? What influences this?

- How do you ensure your staff are up-to-date with their sustainability skills?

- Can you summarise what you feel are the main barriers to progress on sustainability and specifically recruiting people with skills in sustainability in your organisation?

Collaboration and potential solutions

- Do you collaborate with anyone, either internally or externally, to develop sustainability skills across your workforce/talent pipeline?

- What opportunities do you think there are for education providers and employers to collaborate locally to enhance sustainability skills provision? (Probe if needed: SWOT of

ideas, implications, dependencies, resourcing etc.)

Reaffirm project objectives and invite any further comments and/or contributions.

Regional stakeholders (LEP)

Defining sustainability and sustainability skills

- What does sustainability mean to you?

- How does sustainability fit into your organisation?

- core to our purpose and strategy and outputs

- important to us but not a core activity

- increasingly important and we think we should do more

- "a nice to have"/we do what we can

- not important at all

Skills needs and gaps

- Do you know what technical sustainability skills are needed across the region?

- What are they and how extensive is the requirement? e.g. energy, monitoring/EMS/audit, scientific and engineering disciplines, water, waste, carbon capture, adaptation expertise

- What "soft skills" for sustainability are needed? e.g. engagement, behaviour change, creativity, systems thinking, communication, planning

- Which sustainability skills are lacking or difficult to find?

Collaboration and potential solutions

- What support, if any, do you provide your members/the region in defining and developing sustainability skills?

- Do you collaborate with anyone, or foster collaboration, either internally or externally, to develop sustainability skills across your membership/the region?

- What opportunities do you think there are for education providers and employers to collaborate locally to enhance sustainability skills provision? (Probe if needed: SWOT of ideas, implications, dependencies, resourcing etc.)

Reaffirm project objectives and invite any further comments and/or contributions.

Students/graduates

Defining sustainability and sustainability skills

- What does sustainability mean to you?

- What subject are you currently studying/have you recently completed a qualification in?

- What do you think sustainability skills are/how would you define sustainability skills?

- Which do you have/do well?

Developing sustainability skills

- How has your education developed your sustainability skills to date?

- What skills would you like to develop further?

- What development support would you find beneficial?

- Where do you seek or get support relating to your skills progression/development?

- What is your level of workplace preparedness?

- I feel unprepared for moving from education into work

- I am ready to start work but feel I have substantial skill gaps

- I feel adequately prepared for the workplace

- I am very confident in my ability to join the workplace and feel fully prepared

Sustainability in employment

- How important is sustainability to you in deciding on a career path or job?

- Not important at all

- Of slight interest, but other factors are more important

- As important as other factors, such as salary

- The most important factor of all

  - Are you planning to remain in the region once you graduate or are ready to find work?

  - What are you looking for in an employer?

Reaffirm project objectives and invite any further comments and/or contributions.

Educators and those that work for education providers

Defining sustainability and sustainability skills

- What does sustainability mean to you?

Skills needs and gaps

- What skills do you think we need in our society and economy to meet the targets on net zero and SDGs?

Developing sustainability skills

- To what extent, if at all, do you include sustainability/SDG/carbon literacy in your academic/professional practice?

- What barriers exist for you? What would you need to further develop your learners' sustainability skills?

- To what extent, if any, do you think others develop your learners' skills?

- Do you collaborate with anyone, either internally or externally, to develop your learners' skills?

- What are the main factors that influence what you include in your work/teaching?

- How would you describe your organisation's overall approach to developing sustainability skills? What are the opportunities to enhance these?

Collaboration and potential solutions

- What opportunities do you think there are for education providers and employers to collaborate locally to enhance sustainability skills provision? (Probe if needed: SWOT of ideas, implications, dependencies, resourcing etc)

- Additional questions re: particular approaches (using project plan as reference point)

Reaffirm project objectives and invite any further comments and/or contributions.

2. Outputs of stakeholder meeting activities

Responses to the questions: 'What does regional collaboration for sustainability skills success look like in 3 years' time?' and 'What will be the markers of success?'

Collaboration
Have a core group of education, establishment, public bodies and private sector employers working together on the issue
Have an overarching regional strategic group with clear leadership who bring together stakeholders and facilitate projects and programmes that enhance collaboration
I feel any collaboration needs to have employers at the heart of it
Bringing together university expertise with SMEs to help them to understand the issues and how to overcome
Regular peer to peer support groups for different stakeholders so people can also share best practise as well as issues and challenges
A place we can signpost to when businesses we work with (particularly SMEs) ask questions about training and support
Placements for educators as well as students in terms of what local employers are doing

Education
Industry specific sustainable skills workshops, podcasts, and forums to discuss how to bring sustainability into very specific roles. These skills could be also taught within a university degree programme as well as when learning a practise like becoming a camera operator or radio broadcaster. Students will know the sustainable skills to go along with this from the start of their career journey (things like podcasts and forums could also raise awareness to people already within the industry).
Support and promote FE colleges to provide training courses to fill work opportunities from the green transition e.g. EV maintenance, retrofit skills. Unfortunately, uncertainty in policy and public funding makes employers very nervous after previous experience. E.g. FIT, Green Homes Grant, Mark Group ETC
Skill development to be the whole sustainability agenda (triple bottom line) not just environment as a stand-alone piece that is easily ignored.
Make sure sustainability is embedded into all degree courses in the region not just as an add-on but in a way that shows how the course topic can support delivery of the sustainability crisis
Embed sustainability skills into each stage of the formal and informal education system
Training availability for HR professionals in the universal nature of sustainability skills but also recruitment best practise the sustainability roles
Bringing in all LEP contacts and show WOW videos. Plus apprenticeships ambassadors, industry ambassadors to attend school and college sessions and talk about careers in sustainability
Maybe an understanding of some of the roles and what skills are needed for those roles - partly to help with recruitment and also for those seeking jobs so that we can look at the training development needs
I feel interactive sessions with professionals from the industry could go a long way for students to learn about future careers
Regular contact and support for careers advice specialists for learners so they are aware of different green job trends
More active demonstration of sustainability jobs so people can see the jobs but also get people who are bringing sustainability into normal jobs to talk about what that looks like
LLEP world work videos could be worth looking at
Job specific CPD (rather than more generic carbon literacy) for all staff
Employers having a menu of ways they can engage and support sustainability skills development in education so they can see the options and what benefits of engaging are
Highlight avoiding unsustainability rather than always pursuing sustainable futures which change
Interactive sessions with professionals from the industry will go a long way for students to learn more about future career steps
Industry specific sustainable skills to go along with this

A collective understanding of the term sustainability skills
Example: all local universities have an established collaborative strategy for this within the civic university agreement based on evidence of need from local employers

Mapping

Do we map known investments (e.g., warm homes funding) across delivery businesses and into colleges-matching direct and known job opportunities with training?
Need to move into communities where this is not on the agenda - this will probably linked to lower skilled workforce

Marketing

Need to set out a positive vision for the green future and show how working in a green job or by doing a job in a green way will contribute to the better green future and give people hope
Positive story telling - let's get some great case studies, examples and positivity out there
We've recently had recruits saying that EDI policies made the organisation very attractive. Is there more to say about being a green, ethical employer attracts the right candidates?
Awareness campaigns for parents and carers about green jobs, green skills and their value - they still have a lot of influence over young people's career and education choice
Develop a regional voice on skills that is used to influence relevant national policies and funding
Case studies of success stories to demonstrate where and how this has happened previously
Market to students and learners what co curricular and career development support is available to them

Recruitment

What does everyone use for recruitment? Instead of using council recruitment sites we posted recently on environment jobs. Doesn't Change Agents offer a recruitment service?
Have developed job ad templates that attract the right candidates for sustainability jobs and roles
Until it is clear that these skills will be required in many and most jobs, there is no incentive to seek them. I've seen key roles advertised without a single mention of carbon, biodiversity, environment in them from organisations I know have green commitments
Some active matchmaking of new entrants with old hands as mentors

Research

Investigate the impact of climate change on jobs - we had a presentation from medical students recently complaining that they are not being taught how to treat inevitable health
Transferability and recognition of locally gained skills and the ability to develop them further locally
Establish what levers will create change
Have a good understanding of the non-environmental levers for enhanced environmental practise
Be trialling different approaches and solutions to the sustainability skills problem
Evidence of the issues and opportunities relevant to our place and the specific problems we are trying to solve will be critical to the success so that we can focus on the limited capacity in the right place right now
Establish more specifically what is not working (with regard to engagement) maybe more important
Further understanding of the specific skills needed for key sectors in the region and how to help them achieve that
Identify which sectors businesses jobs are likely to be the losers in the region and have developed an initial plan to transition these into new green jobs/skilled future

Success measures

Sustainability skills seen in many job descriptions not just the sustainability team. In fact they are [universal] skills as everything needs to be sustainable (like literacy and numeracy)
The East Midlands not ranking in the lowest providing green jobs and no longer in danger of being left behind
Businesses are able to say they've got plans for their part in addressing climate change and nature recovery and that they know how to go about it
The number of businesses with a proper plan detailing how they are going to minimise the environmental impact and maximise their resilience to climate change and the green transition
Organisations will understand their sustainability skills needs through use of maturity matrix or self-assessment similar to the IEMA/Deloitte model and be working to fill the gaps for finance HR communications and also technical roles

Delivered and written by: