

Careers and skills for a future climate

INNOVATIVE KNOWLEDGE EXCHANGE FUND



A novel approach to knowledge exchange

A one-day event designed to give young people agency in **co-designing**, with research and industry experts, the pathways to climate resilience and identify the **skills and jobs** they need to deliver these outcomes



Collaborative approach to

- focus on the future
- break down barriers between silos
- give agency to young people
- inspire action (and dispel apathy)

Empowering young people for their future

Many young people are
anxious about the
future

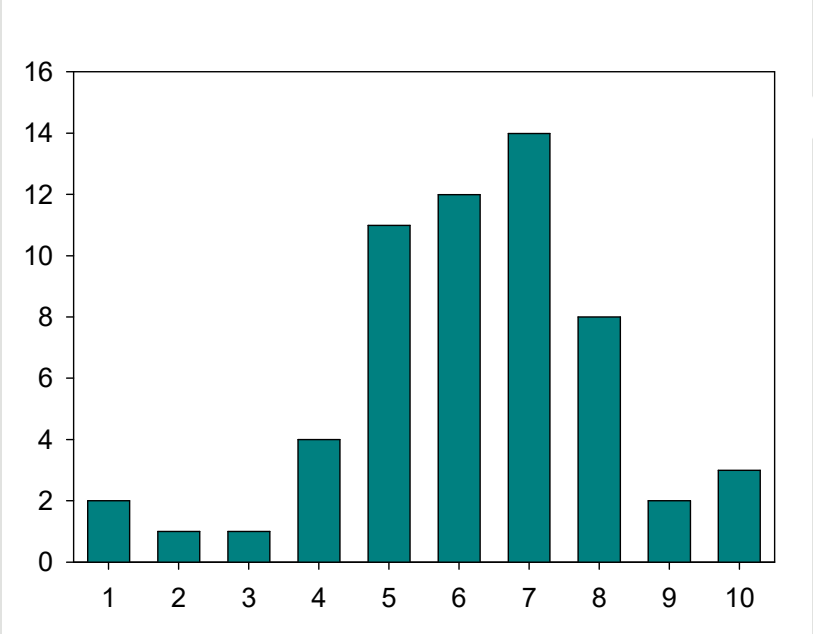
69 young people in S5/S6
11 schools in Perth & Kinross,
Dundee and Edinburgh

Connected with academics and future
employers
Insights into sector challenges
Gained confidence in their contribution

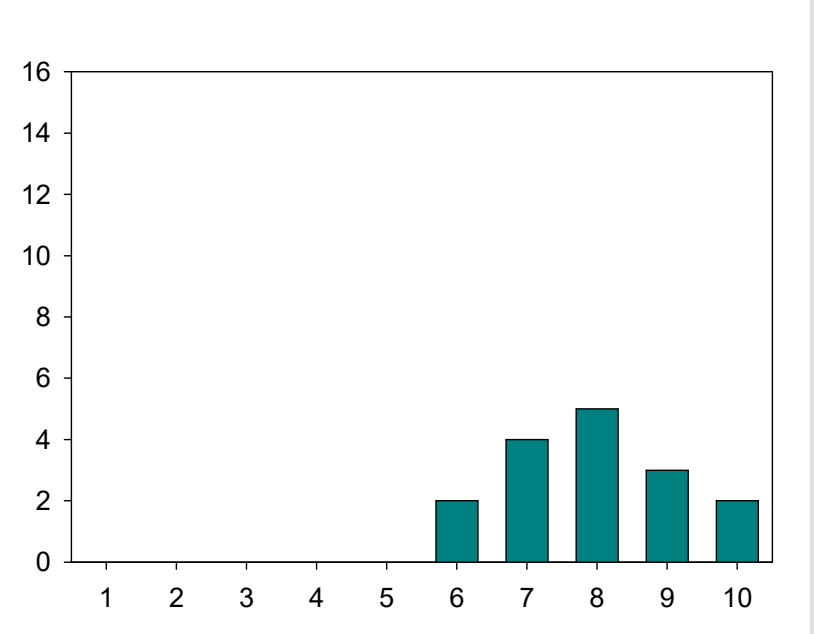
Feedback and learnings

I understand the pathways to climate resilience (1 strongly disagree -10 strongly agree)

Before the event



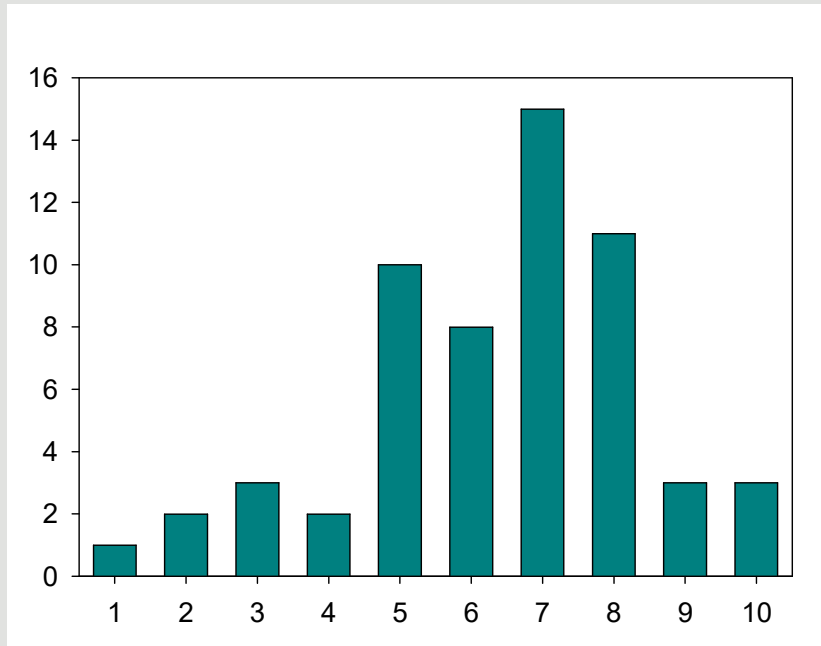
After the event



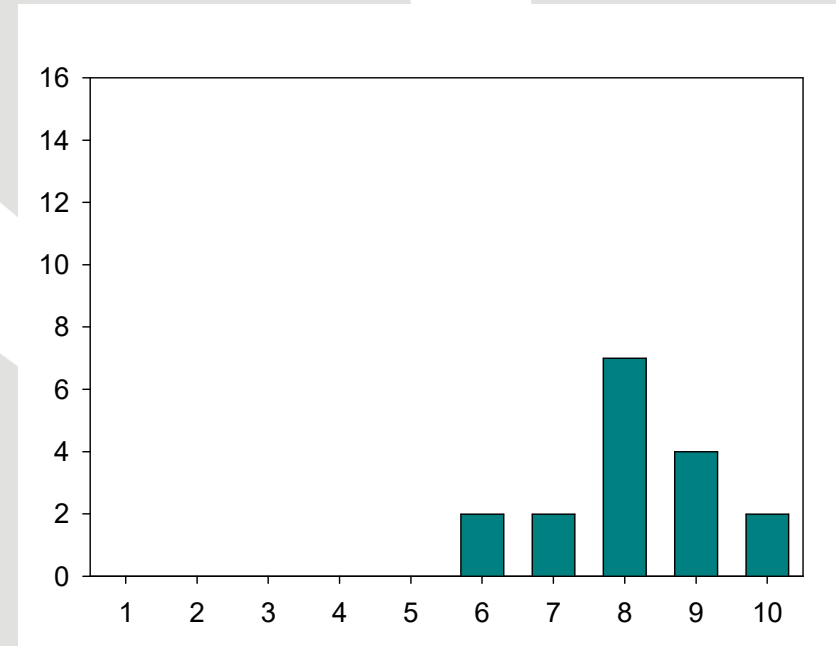
Feedback and learnings

I believe my views and ideas about climate resilience are valued (1 strongly disagree-10 strongly agree)

Before the event



After the event



Feedback and learnings

One word describing how I feel about today (*day of the event*) is.....

Before the event

After the event



Translating research into transformative action

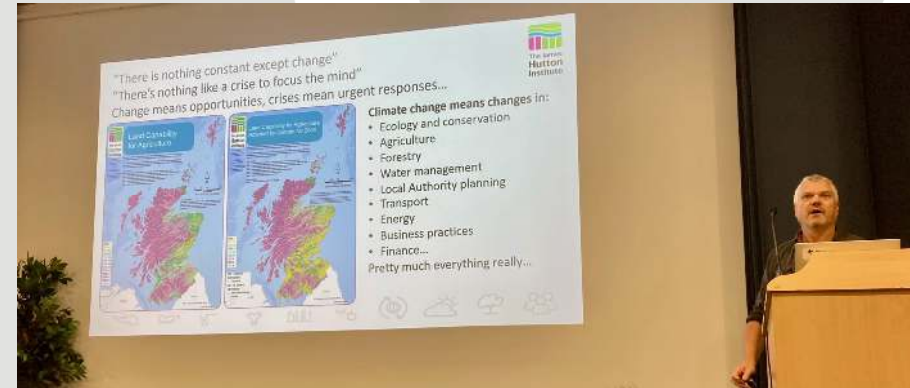
Engage with young people who will take ownership of socio-economic transformation

Fix the broken "science-society contract"

12 SEFARI/HEI researchers

Co-design of pathways for climate resilience

Promote science-based transition in a participative environment



Challenges and visions for climate transition

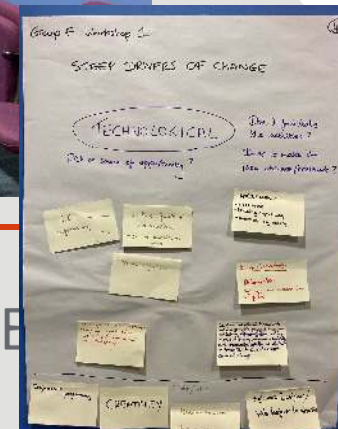
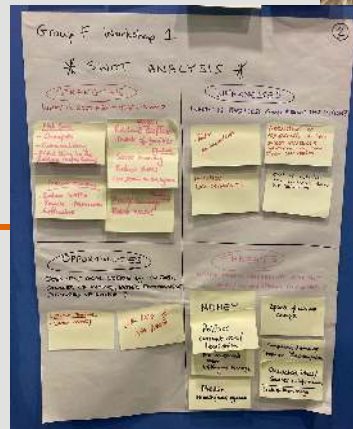
- **Solving wicked problems** (Meg Bartholmew, Heriot-Watt University)
- **Agri-food & environment** (, The James Hutton Institute) Mike Rivington
- **Energy** (Ewan Edwards, Xodus environmental consultancy)
- **Engineering & construction** (Rwayda Al Hamd, Abertay University)
- **Clothing and fashion** (Lynn Wilson, Circular Design Consultancy)

Connecting business with their future workforce

What is the vision for sector climate resilience and who will deliver it?

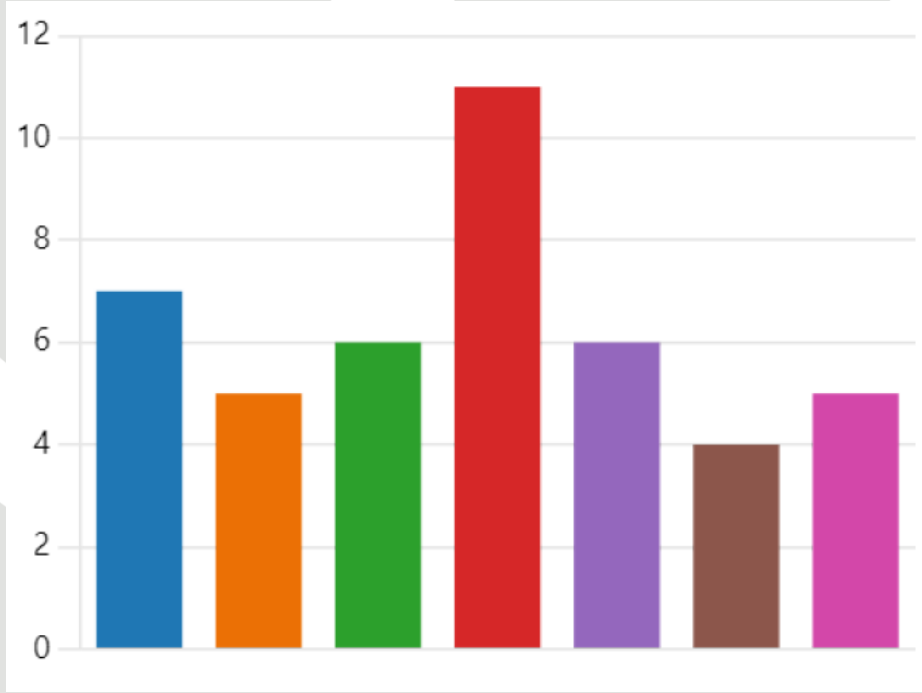
23 people from business in Agrifood & Environment, Engineering & construction, Energy, Fashion & clothing

Identify skills for the climate transition and allowing the next generation to develop these skills



Feedback survey results from adults

- Connect with a diverse range of young people
- Inspire and shape the future workforce
- Access a pipeline of future talent early
- Raise awareness and motivation among young people
- Meet your corporate and social responsibility
- Understand the value young people bring to the workforce and the pathways they can take to get there
- Increase your understanding of the labour market, skills in demand and jobs of the future



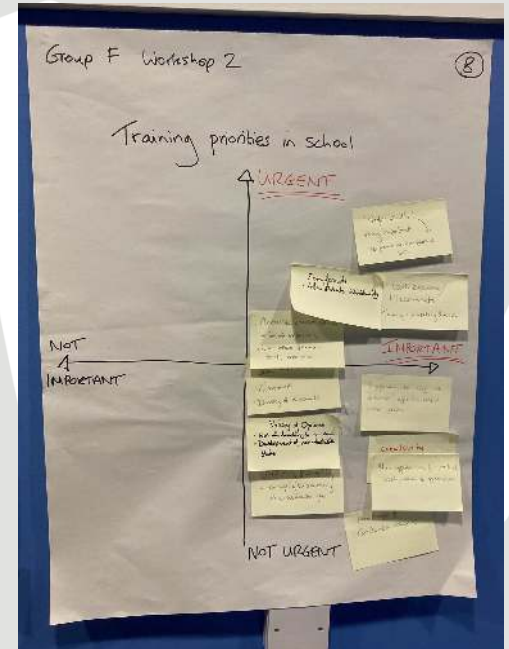
Adapting the education system

What meta-skills should schools teach for climate resilience

And how should they be taught?

5 observers/participants from Education Scotland, Royal Scottish Geographic Society, Sustainability Partnerships, Global Citizenship Development Officer (The City of Edinburgh Council).

A chance to break down barriers
Identify training priorities, career paths and changing the metrics of success



Young people recommendations for the education system

More space and time to think about future opportunities

Accessible careers advisors

Teach basic clothing repair for everyone

More opportunities to collaborate with others (including in other schools)

Education on materials and shops that are sustainable and how to tell the difference between them

Teach: geopolitics, project management, critical thinking, communication, politics, agriculture/farming...

Greater school-employer links/interactions to raise awareness of career opportunities

Ask 'why?' for critical thinking Promote creativity

Industry guest speakers come into schools and field trips to local producers (fashion)

More 'on the ground' activities

Awareness of food freshness – waste reduction

Exposure to lots of different opportunities and career paths and graduate schemes

Clothing swap events, school fashion show of homemade fashion and upcycled clothes

Discuss more about the economy

Identify/create communities of practice

Make school uniform sustainable, with sustainable fibres

Access to costume design in drama and art

Allowing flexibility to change courses according to interests

Teach practical skills in schools, make opportunities to develop these skills

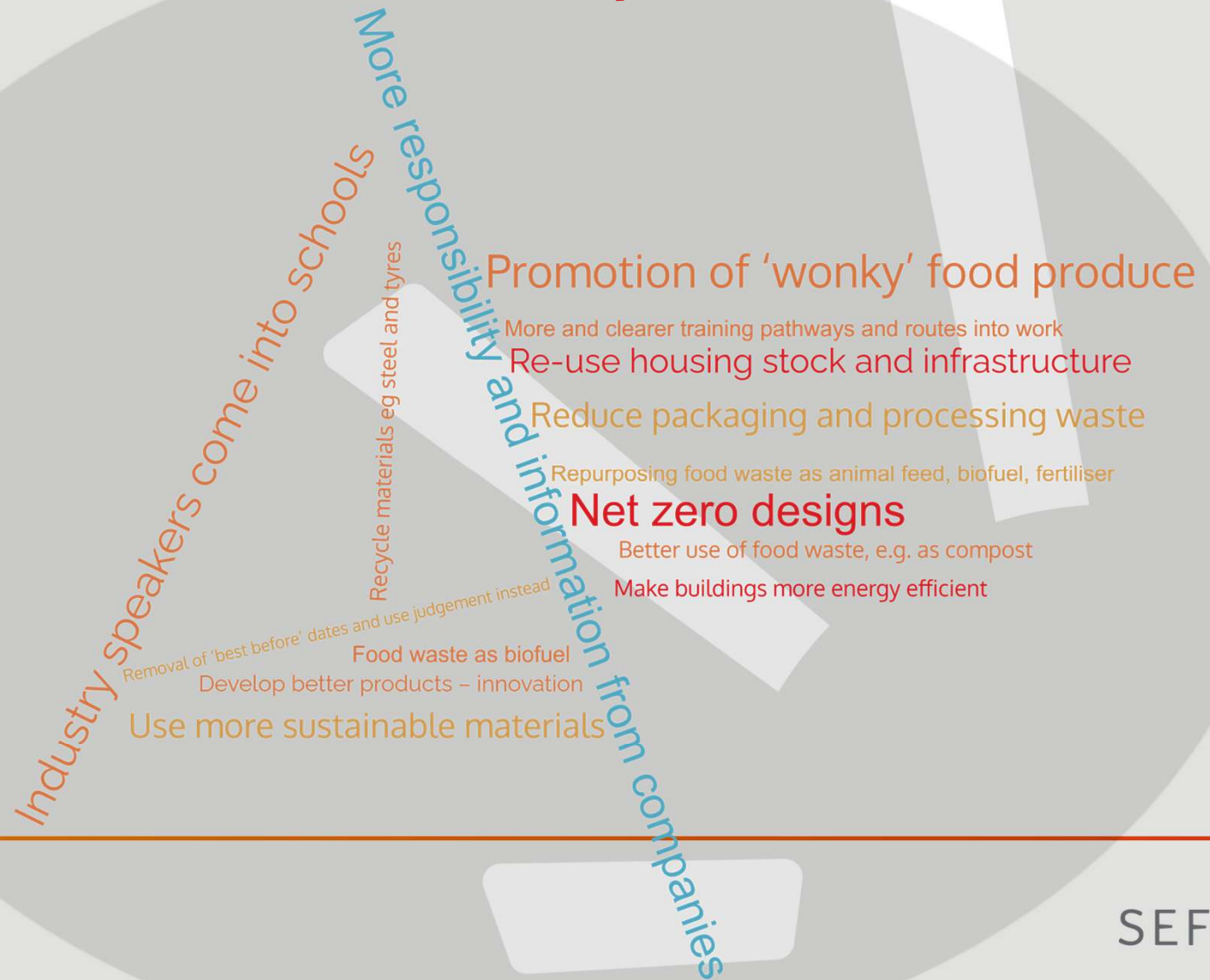
Teaching textiles, clothing and fashion in the school curriculum

Budgeting

Education on food and diet, budgeting

Question greenwashing

Young people recommendations for industry



Young people recommendations for policy

Tax richer members of society

Tax on polyester use

Hold everyone accountable

Consider the 'just transition' in a global context

Incentives for using alternatives to chemical fertilisers and pesticides eg composting waste food

Appropriate Food Distribution

Renewable investment needs to be fair globally and not used to exploit poorer countries

Politicians and businesses need to take the risk for renewable investment.

Employ more people who are trained and committed to the cause

Make buildings more energy efficient

Modify criteria for academic excellence, as it is not only linked to exams; should include more practical and real world options

Re-use housing stock and infrastructure

Recycle materials eg steel and tyres

Activism

Net zero designs

Question greenwashing

What next?

Prototyped a successful model for addressing young people's climate anxiety in a positive and proactive way

Gives young people a peek into the future AND a sense of agency and empowerment to inspire action and make a difference

Taking people out of comfort zones, across disciplines and generations

Cross-fertilisation of ideas among experts, networking between education and research/business

Huge scope for further development

Unique and innovative model for knowledge exchange



This unique model for KE was only possible thanks to...



David Boldrin, Alison Karley (The James Hutton Institute)

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Liz Dinnie, Carolyn Mitchell (The James Hutton Institute)

Thank you

