

The West of England Careers Hub Green Futures Project Prospectus for Stream 1

Case for Change

Research carried out by PLAN International has found that young people don't feel adequately prepared to participate in the green economy which is critical to addressing the climate crisis. The charity Speakers For Schools surveyed 1,200 young people aged 15-18 who attend state secondary schools and colleges and found that more than half (57%) have not been given guidance on green job options at school. The survey that canvassed young people's knowledge and appetite for pursuing a green job showed that while 63% of young people said they know what a green job is, over half (56%) aren't sure about the required skills and qualifications to get one.

World Skills UK has also found that young people do not understand enough about what 'green skills' and 'green jobs' actually are. Their report cautions that the UK risks missing its net zero targets and losing out on inward investment and high-wage jobs because young people's appetite for jobs combatting climate change is being thwarted by a lack advice and support on how to pursue a green career.

Another survey of nearly 4,000 16-23-year-old students published by WSP alongside SavantaComRes about the UK's green transition states that nearly two-fifths of students (37%) would not consider a career in Construction, despite the sector playing a crucial role in decarbonising our infrastructure and buildings. Over a third of students (34%) would not pursue a career in the Agriculture, Forestry & Fishing sector, while over a fifth (22%) would not consider a career in either Utilities or Transport. Only half of students (50%) think their generation can have a high impact on tackling issues surrounding the environment and climate change, less than two-in-five (39%) were confident in their understanding of the term "green jobs" when asked.

This lack of understanding may be in part due to their school curricula, with 75% of students agreeing that they would like or would have liked to learn more about climate, sustainability and environmental related topics at school. Additionally, only a fifth (22%) felt informed about the range of green jobs available to them.

From the above evidence we can see that the career education, information, advice and guidance (CEIAG) is not in place to support students into the skills pathways and future jobs needed by employers in the region. The Careers Hub is the core delivery vehicle for improving CEIAG in the West of England region and therefore we are best placed to take leadership role in delivery of a coordinated approach to green skills in relation to school/college age young people.

WorldSkills published research in 2022 that reported that employers are clear that they already have skills and recruitment issues due to a green skill shortage.

WorldSkills state that employers expect things to get worse and are unconvinced the education system can solve the problem. WorldSkills report that three-fifths (59%) of employers said they need green skills now or will in the future and of them two-thirds (67%) have struggled to recruit staff with the right skills. 39% said the education system was failing to equip young people with the necessary skills.

The above evidence shows us that without action being taken, employers will remain unable to recruit the diverse skilled talent they need to deliver against the regional CESAP objectives.

WECA Definition of Green Jobs

“A job which will directly contribute towards the reduction of emissions and help to protect the environment”

And/or

“will help to create the job functions, responsibilities, conditions, working practices and/or business processes which contribute towards the reduction of reducing emissions, lowering the carbon footprint and protecting the environment.”

Regional Context

The region needs over 46,000 new ‘green’ jobs to achieve its Net Zero target by 2030 (Combined Authority Green Skills Market Analysis Report 2021). We are also committed to ensuring this transition to a Net Zero economy is a ‘just transition’ where all residents benefit from these changes.

The Climate and Ecological Emergency Action Plan clearly demonstrates the Combined Authority’s commitment to supporting local people to access these green jobs through a variety of skills initiatives such as Skills Bootcamps, Adult Education and Mayoral Skills Priority Funding. However, at present there is no specific funding or delivery of initiatives to support school age young people into these jobs.

Within the report it states that *“There is a lack of awareness about the roles and long-term careers available within the retrofit sector, and the route to attaining the skills necessary to access them”* and *“for those sectors projected to grow in the future, there is a need to focus on the green agenda more widely as part of primary and secondary level education”*

It is a central priority of the Metro Mayor’s Dan Norris to support local residents into jobs and training.,

The West of England Careers Hub is in a unique position to have the influence and funding available to join education (and therefore young people) and the needs of the labour market to support delivery of the region's Climate and Ecological ambitions.



The Funding

Through the Green Futures Fund the West of England Combined Authority is making £250,000 available to deliver projects that achieve the following long-term benefits to the region:-

- More young people pursue and successfully achieve green career pathways
- Employers are able to recruit diverse local talent, increasing diversity within the workforce of the future
- Employers are able to fill their vacancies and skills gaps in the green economy are reduced.
- Inequality is reduced for students who face additional barriers to the workplace.

Funding is available for delivery between June 2024 and July 2026.

Through a previous open call for funding, 3 projects delivering the following have already had funding agreed:

STRAND 2 - 'Green' large scale careers activities/events/summits

STRAND 3 - CPD/Training and activity to support alignment of curriculum to 'green' jobs and skills.

STRAND 4 - Targeted small group workshops and activities (including employer engagement) to support students to better understand green opportunities and pathways and develop their 'career readiness' skills.

Allocation of the remaining available funding will be as follows:

Activity to be delivered	Allocation of Grant
STRAND 1 - Support and upskilling of 'green' employers to address skills gaps and attract diverse future talent through offer of experiences of the workplace (or volunteering where appropriate) to students who face additional barriers.	£70,000

Wider Project Delivery

As well as the funding outlined in this prospectus, there will also be the following activity delivered through the Careers Hub as part of the wider Green Futures Project:-

- 'Green' Digital Labour Market information and lesson plans/resources through CareerPilot.

- ‘Green’ Teacher Encounters which is funded through the Careers and Enterprise Company and delivered by Graphic Science. 24 teacher placements are available.
- The Careers Hub will be delivering CPD for Careers Advisers on Green Labour Market Information.
- Masterclass webinars will also be available to schools on ‘Green’ Apprenticeship and Technical Education pathways delivered by Western Training Provider Network.

Eligibility

Students who take part in activity must attend a state funded school or 6th Form. Students within Alternative Learning Provision or Independent SEND provision funded through their Local Authority are eligible.

FE college students are not eligible. Students at independent schools (unless funded by their local authority) are not eligible.

Additional criteria for each stream of activity is as follows: -

STREAM ONE: Support and upskilling of 'green' employers to address skills gaps and attract diverse future talent through offer of experiences of the workplace (or volunteering where appropriate) to students who face additional barriers.

At least 200 secondary age students (minimum) to complete activity.

50% of total number engaged must learners in receipt of Free School Meal/Pupil Premium and/or have Special Educational Needs (EHCP) and/or attend an Alternative Learning Provision

At least 10 employers to complete experience of the workplace activity

Evaluation and Monitoring Support

Evaluation of this project will be key to understanding if the project has been successful, ensuring we have the evidence necessary to demonstrate impact and potentially leverage further investment.

Once successful projects have been agreed and informed, support will be available from an independent evaluator to ensure successful projects have a detailed and robust evaluation and monitoring plans in place. This will ensure delivery partners are able to measure all outputs and outcomes in line with the project Theory of Change (Appendix 1). This overarching Theory of Change will be updated once all individual project Theories of Change are agreed.

Please note the evaluator will not be conducting the evaluation themselves, this will need to be resourced within the funding available so please ensure this is built into your budget and resourcing plan. Evaluation and monitoring data will need to be shared with the evaluator. We do not anticipate the identifiable student level data will need to be shared.

All successful projects will be required to take part in workshops with the evaluators to support the completion of a project Theory of Change and Evaluation and Monitoring Plan. Templates will be provided, and the documents must be completed before grant offer letters are issued.

Staff time to engage in this process and deliver the evaluation and monitoring requirements should be included within the budget. It is estimated that the workshops will total around 4-6hrs. Some support will also be available throughout the project delivery to help ensure the evaluation and monitoring requirements are delivered successfully. Where necessary, the evaluators will also provide evaluation tools to support the delivery of your evaluation and monitoring plans.

The evaluators will be collating the evaluation and monitoring information across all the projects to create a mid-point and end of project report.

APPLICATION AWARD CRITERIA

Assessment of Applications

The applicants' responses to each of the questions 1 to 4 will each be evaluated by a panel of officers from the Combined Authority and a score from 0 (zero) to 5 (five). This is in accordance with the scoring criteria below and will be allocated to each response.

Assessment	Interpretation	
Unacceptable	Does not meet the requirement. Does not comply and/or insufficient information provided to demonstrate that the applicant has the ability, understanding, experience, skills, resource and quality measures required with little or no evidence to support the response. OR No response	0
Serious Reservations	Satisfies the requirement with major reservations. Considerable reservations of the applicant's relevant ability, understanding, experience, skills, resource and quality measures required with little or no evidence to support the response.	1
Minor Reservations	Satisfies the requirement with minor reservations. Some minor reservations of the applicant's relevant ability, understanding, experience, skills, resource and quality measures required, with little or no evidence to support the response.	2
Acceptable	Satisfies the requirement. Demonstration by the applicant of the relevant ability, understanding, experience, skills, resource and quality measures required with evidence to support the response.	3
Good	Satisfies the requirement with minor additional benefits. Above average demonstration by the applicant of the relevant ability, understanding, experience, skills, resource and quality measure required. Response identifies factors that will offer potential added value, with evidence to support the response.	4
Excellent	Meets the requirement with significant additional benefits. The applicant has demonstrated an excellent fit with the required ability, experience and resources to deliver the proposed activity. Additional benefits are clear through collaboration and established links with partners to support progression outcomes.	5

Each score will then be weighted in accordance with the weightings allocated to each question, so the total weighting applied to the Quality Assessment matches what is stated in this table. Details of the criteria for scoring answers is also given alongside the prompt questions included in the application form.

Question	Criteria	Percentage Weighting
QUESTION 1: VALUE FOR MONEY & BUDGET	<ul style="list-style-type: none"> • There are minimum outputs in place for each stream of delivery however, projects that can demonstrate increased value for money (i.e. more students for the same cost) will be given higher scores. • The budget includes necessary costs associated with the project including Evaluation and Monitoring resource. 	25%
QUESTON 2: STRENGTH OF PROGRAMME (including Q2.1, Q2.2, Q2.3a, Q2.3b)	<ul style="list-style-type: none"> • Activity aligns to the Making it Meaningful Framework[1] • Clearly identifies which stakeholders will benefit and how they will be engaged/recruited. • Geographical spread across the region is proportionate • Clearly identifies what activity will be delivered • Has a clear evaluation and monitoring plan in place to measure against the intended outputs and outcomes. • Set realistic and achievable targets for delivery of outcomes that are based on previous similar project delivery. • There are minimum outputs in place for each stream of delivery however, projects that can demonstrate increased value for money (i.e. more students for the same cost) will be given higher scores. 	40%

QUESTION 3: CAPACITY TO DELIVER & EVIDENCE OF COLLABORATIVE PLANNING (including Q3.1, Q2.3, Q3.3, Q3.4)	<ul style="list-style-type: none"> • Evidence of having delivered similar projects with demonstrable impact. • Have a clear delivery plan with achievable milestones. • Have a comprehensive risk register with intended mitigations. • Evidence of collaborative planning and delivery, higher scores will be given to those who have co-designed or collaborated with schools on their proposals. • Shows connection to major regional climate change initiatives. 	25%
QUESTION 4: ACCESSIBILITY	<p>Understand the barriers to engagement experienced by some students and demonstrate how these will be mitigated through activity design.</p> <p>Ensures delivery is supporting those who face additional barriers above and beyond the output targets identified in the specification.</p>	10%
Question 5: THIRD PARTY DELIVERY		NOT SCORED
Total Weighting		100%

The Combined Authority reserves the right to make an award decision without holding any clarification meetings, or negotiation meetings with applicants. The Authority may choose to meet with applicants to negotiate and discuss their applications. In the event that negotiations/clarifications are required, they will not be scored, but the results will be used to amend application evaluation scores in relation to relevant parts of an application.

The Combined Authority also reserves the right not to award any funding to any applications.

Timeline and Milestone

This is the intended timeline for delivery of the funding and then projects. The Combined Authority reserves the right to update or change this timetable.

Milestone completion dates	Date
Applications open	13 th May 24
Applications close	12 th June 24
Review and scoring of grants	June 24
Approval of award of grants by Combined Authority	Jul-24
Grant Offer Letters issued to grant recipients	Jul-24
Evaluator workshops	Jul-24
Finalised TOC and E&M Plan	Early Aug-24
Steering Group and Community of Practice Meetings	June 24, then every 3 months
Delivery in Schools begins	Sep-24
Mid-Point Evaluation	Aug-25
Final Claim	Aug-26
Evaluation and Monitoring Report Completed	Sep-26

APPENDIX 1 - Draft Theory of Change

Objectives	Resources/ Input	Activities	Outputs	Short Term Outcomes	Medium Term Outcomes	Impact
<ul style="list-style-type: none"> 788 more students will report that they are interested in pursuing a 'Green' career pathway 3640 more students will report that they have the information they need to pursue a green pathway 100 more young people will report that they have improved 'career readiness' skills to pursue a 'Green' pathway or job in the future 	<ul style="list-style-type: none"> £300k Grant Funding (Combined Authority) Combined Authority Resource - Project management, Finance, Grant management, Procurement, Comms and marketing. 	<ul style="list-style-type: none"> Staff resources from Delivery Partners - project management, delivery, monitoring and evaluation. External Evaluation and Monitoring support 	<ul style="list-style-type: none"> 10,000 young people access green LMI digital tools and resources including 60 West of England specific job profiles 10,000 young people (age 5 to 19) engage in CEIAG large scale events/activities (at least 20% of delivery aimed at ALP/SEND students) 200 Experiences of the Workplace are created and delivered by employers to (at least 50% offered to students who face additional barriers) 240 students from areas of socio-economic disadvantage or with SEND take part in a series of workshops and activities (including experiences of the workplace). Parents will also be engaged. 	<p>Young People</p> <ul style="list-style-type: none"> have a better awareness of what a green job is, the range of green jobs available, and which fit their interests and skills Are motivated & inspired to enter 'Green' jobs or relevant pathways. have the information they need to understand and access pathways into 'Green' jobs. build awareness of & connections with local employers and providers who offer 'green job' opportunities and pathways. Young people demonstrating skills and behaviours that support development of 'Possible Selves' in relation to green jobs and pathways Improve their employability skills, confidence and knowledge of behaviours expected in a workplace. Better understand what skills employers need. Have made contact with people that work in jobs that interest them and/or challenge their views on sectors they would like to enter. have support to access pathways into 'Green' jobs or relevant progression routes. 	<p>Young People:-</p> <ul style="list-style-type: none"> More young people in the region who are interested in pursuing a 'Green' job or pathway in the future. More young people in the region who have the information and support they need to pursue a 'Green' job or pathway in the future. More young people in the region who have the "career readiness" skills to pursue a 'Green' job or pathway in the future. 	<ul style="list-style-type: none"> More young people pursue and successfully achieve green career pathways Employers are able to recruit diverse local talent, increasing diversity within the workforce of the future Employers are able to fill their vacancies and skills gaps in the green economy are reduced. Inequality is reduced for students who face additional barriers to the workplace.

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			<ul style="list-style-type: none"> • 5 Lesson plans shared with schools on 'Green' LMI with differentiation for SEND • 'Green' jobs/skills posters and resources shared with schools • All schools/college-based careers advisers (95) have the opportunity to attend CPD on 'Green' Skills, digital tools and attain a digital badge. 	<p>Career Professionals: -</p> <ul style="list-style-type: none"> • improve their understanding of 'Green' Labour Market information. • Are better able to use their knowledge of 'Green' LMI to deliver information, advice and guidance to students. • Are better able to support young people to successfully achieve transition to 'green' pathways 	<p>Careers Professionals: -</p> <p>More school and college careers programmes include the delivery of 'Green' focused careers education, information, advice and guidance.</p>	
			<ul style="list-style-type: none"> • 'Green' LMI information is shared with parents and parental engagement events and activities take place. 	<p>Parents/Carers</p> <ul style="list-style-type: none"> • Parents/Carers have improved understanding of 'Green' jobs, employers and pathways available in the region. • Parents/Carers feel better able to support their child to progress into green jobs and/or progression pathways. 	<p>Parents/Carers</p> <ul style="list-style-type: none"> • More parents/carers support their child to achieve a 'Green' careers pathway 	
			<ul style="list-style-type: none"> • 80 Teachers take part in CPD/Training and employer engagement activity to enable delivery 'Green' careers in the curriculum content. (at least 25% from SEND/ALP schools). 	<p>Teachers:-</p> <ul style="list-style-type: none"> • Have a better understanding of 'Green' Labour Market information and how to use this to inform and guide students to make informed choices. • Embed 'Green' careers content into the curriculum • Are better able to work with employers to co-design and deliver green curriculum content. • Feel better able to communicate and share information with parents on 'Green' careers and pathways in relations to their students' progression choices. 	<p>Teachers:-</p> <p>More teachers in the region link their curriculum to 'Green' skills and careers.</p>	

APPENDIX 1 - Draft Theory of Change

			<ul style="list-style-type: none"> • 10 'Green' Employers take part in training and are supported to deliver at least one experience of the workplace activity 	<p>Employers</p> <ul style="list-style-type: none"> • Better understand how and why to Connect with diverse local talent through schools • Achieve new perspectives and ideas on inclusive recruitment practice. • Understand how to better deliver outreach activity that meets the needs of students. • Better able to promote and recruit pathways available into their organisation (e.g. Apprenticeships) • Have established connections with schools to explore wider engagement in future after the lifetime of this project. 	<p>Employers</p> <p>More employers in the region continue to engage with schools to deliver experiences of the workplace and student encounters.</p>	
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