PLAN INTERNATIONAL

YOUNG PEOPLE AND GREEN SKILLS

PREPARING FOR A SUSTAINABLE FUTURE

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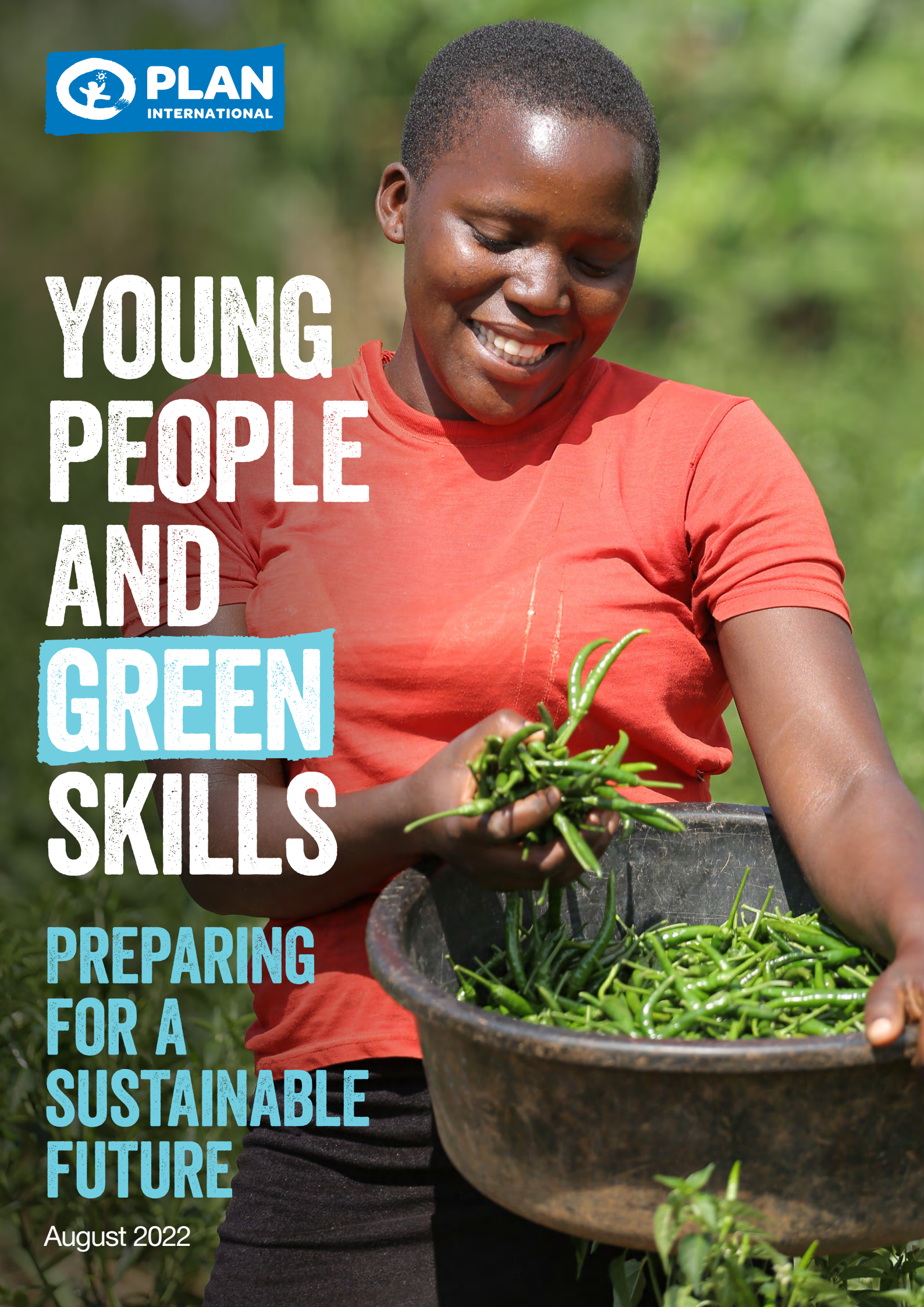

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LIST OF ABBREVIATIONS

COP	Conference of the Parties
ILO	International Labour Organization
LGBTIQ+	lesbian, gay, bisexual, trans, intersex and queer
STEM	science, technology, engineering and mathematics
TVET	technical vocational education and training
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women

A girl waters her adopted tree at her school in Kenya.
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EXECUTIVE SUMMARY

Climate change and environmental degradation are gender, inter-generational, social and economic justice issues. Today's young people will have to live with the increasingly severe impacts of the climate crisis for the longest time and are increasingly concerned about the impacts on their lives and futures.

The imperative for all countries to transition from a fossil-fuel-dominated economy to a green economy is clear and urgent. Young people are on the cusp of entering the labour market as this transition gets underway. This is therefore an important time to understand their perspectives on the emerging green economy.

With this in mind, Plan International conducted an online survey to better understand whether young people feel prepared to participate in emerging and changing sectors and their perspectives on the opportunities for and barriers to their participation. It also explored whether young people feel equipped to drive the transformational changes required in economies and societies to tackle the climate crisis. Recognising the opportunity provided by the 'just transition' to advance gender equality, the study has a particular focus on how perceptions and experiences differ by gender.

GLOBAL ONLINE SURVEY

2,229 ADOLESCENTS AND YOUTH PARTICIPATED

PARTICIPANTS WERE FROM **53 COUNTRIES**

61% WERE GIRLS AND YOUNG WOMEN

PARTICIPANTS WERE BETWEEN THE AGES OF **15 AND 30**

KEY FINDINGS

Young people are experiencing extremely high levels of exposure to climate change and the vast majority are worried about its impacts.

94% of the young people surveyed have been **directly exposed** to climate change, mostly through changes in temperatures, rainfall patterns or seasons.

95% of respondents say they are **worried about the effects** of climate change and environmental degradation.

Education was identified by over a third of respondents as a priority for addressing climate change. In some regions almost half of young people surveyed prioritised social and gender justice in the response to the climate crisis.

54% of respondents said that **promoting low-carbon, clean and renewable energy was the top priority** in addressing climate change and protecting the environment.

36% of respondents prioritised guaranteeing quality, inclusive and accessible education – it was the third most commonly selected measure.

Respondents prioritised a range of skills they considered young people should have to address the challenges of climate change. However, fewer than 30 per cent reported feeling competent in the skills they prioritised. Young women felt less competent in prioritised skills than young men.

The most commonly prioritised skills were a mixture of capacities considered specific to the requirements of green jobs and 'generic' skills. While 'transformative capacities' were less prioritised overall, **activism and collective action** were selected by more than a third of respondents.

25% **of young women** reported feeling competent in the skills they prioritised, compared to 35 per cent of young men.

Only one in three respondents reported that their education had completely prepared them to address the impacts of climate change.

Young women felt less prepared to participate in the green economy than young men, with only a quarter feeling that their education had prepared them for work that addresses the impacts climate change, compared to more than a third of young men. These findings were despite the relatively high levels of education of the young people surveyed.

Young people who had technical and vocational education and training (TVET) in addition to school or higher education felt more prepared to participate in the green economy than those without experience of TVET.

25% **of respondents with this combination of education reported feeling completely prepared,** compared to 22 per cent who had only school or higher education. Young people with experience of both TVET and school or higher education were also more likely to have applied for jobs that address climate change and to report that their work contributes to addressing the climate crisis.

Despite their concerns about the impacts of the climate crisis, only a minority of young people appear to view their employment and career choices as a way to take action in response to these concerns.

81% of young people have taken some form of direct action to address the climate crisis, this predominantly involved **awareness-raising and campaigning activities**.

<10% reported 'applying for or being employed in a job that **addresses climate change**' as an activity they have done in response to climate change.

25% said that they **considered the extent to which their work contributes to addressing climate change** to be the main factor influencing their career pathway.

Despite not prioritising climate change in their career choices, almost half of those young people that are working believe that their work does help to address the challenges of the climate crisis.

Most commonly, respondents who believed their work helps to address climate change felt that it **contributes directly to climate change adaptation**, or it helps with conservation of the environment and biodiversity.

Overall, respondents had moderate levels of awareness of opportunities in the green economy that they had access to. Young women were less likely to say that they were aware of accessible opportunities than young men.

60% of respondents were aware of **opportunities for green jobs**, only ...

... 42% reported that these opportunities were **available in their local area**.

The main barriers identified to accessing green jobs or work were a lack of start-up capital and skills. Increased training and education on green skills and climate change, as well as increased opportunities in the green economy, were seen as priorities for future action.

Young women were more likely to indicate a lack of skills as a primary barrier, whereas young men were more likely to identify the requirement for start-up capital as the main barrier to their accessing opportunities in the green economy.

Children prepare to plant tree saplings (Indonesia)
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RECOMMENDATIONS

PROMOTE, SUPPORT AND STRENGTHEN EDUCATION FOR A JUST TRANSITION THAT IS INCLUSIVE AND GENDER TRANSFORMATIVE

- Take an interdisciplinary approach to climate change education that supports skills development.
- Take a gender-transformative approach to education and curriculum reform.
- Ensure equal access to education on climate change and the green economy.
- Provide continuous teacher training that supports teachers in developing young people's skills and knowledge about climate change and the green economy.
- Promote action-oriented learning in schools that supports pro-environmental behaviours.

SUPPORT INCLUSIVE OPPORTUNITIES FOR YOUNG PEOPLE TO ACCESS GREEN JOBS AND DEVELOP GREEN SKILLS IN THE WORKPLACE

- Provide and fully fund paid internships, training opportunities and apprenticeships in green jobs and environmental and climate initiatives.
- Ensure that all young people have equal access to green job opportunities.
- Increase young people's access to loans and grants for start-ups in the green economy.
- Provide in-work training on green skills and environmental sustainability for young people already in employment.

FROM LEARNING TO EARNING: SUPPORT PATHWAYS INTO GREEN JOBS

- Anchor sustainable development, green economy principles and green skills development throughout education systems and across business development services.
- Promote employment services in green sectors.
- Provide young people with career guidance on pathways into green jobs and training opportunities.
- Provide a TVET curriculum that is holistic and includes courses on climate and the environment and training in green skills.

ENSURE THAT POLICIES, STRATEGIES AND FINANCING PROMOTE A JUST TRANSITION TO A GREEN ECONOMY

- Ensure that climate and environmental policies and strategies include actions at all levels that support a just transition.
- Governments, businesses and other employers should work together to ensure a just transition to a green economy.
- Support young women to access work in the green economy, which requires reducing and redistributing girls' and women's disproportionate burden of unpaid care and domestic work.

Nasara can produce three to four bags of cabbages once a month.
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INTRODUCTION

Climate change and environmental degradation are gender, inter-generational, social and economic justice issues. They present disproportionate risks for communities that have contributed least to the causes, pose threats to future generations, and undermine children's rights and equality for girls. Young people will have to live with the increasingly severe impacts of the climate crisis for the longest and are increasingly concerned about the impacts on their lives and futures.[1]

Young people are also on the cusp of entering the labour market at a time of economic transition, prompted by the challenge of the climate crisis. The imperative for all countries to transition from a fossil-fuel-dominated economy to a 'green economy' is clear and urgent. If well managed, this transition can tackle the climate crisis, protect the environment, and advance gender equality and intergenerational equity, all while creating millions of jobs. In other words, it is critical that the economic shifts now underway promote not only a 'green' transition but also a 'just' transition. A just transition to a green economy cannot be achieved without transformation in the underlying structures of inequality, including discriminatory gender and social norms.[2]

To support, accompany and learn from young people in the face of the immense climate challenges and economic shifts they must already confront, and the ones yet to come, it is vital to understand their views and experiences on topics associated with the 'green economy'. This is an important time to understand whether young people feel they have been adequately prepared to participate in emerging and changing sectors, what jobs exist for them, and what more needs to be done to equip them with the skills to lead and support a just transition to a green economy.

A young girl looking for water at dried up watering hole in Kenya.
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To date there have been few global studies that focus directly on young people's views on green skills and still fewer that take a gendered approach. This report aims to address this gap. Specifically, the study aimed to:

- Explore whether young people feel adequately prepared to participate in the green economy.
- Understand the types of skills that young people themselves prioritise for participation in the green economy, and whether green job or work opportunities are perceived as accessible and viable career options.
- Interrogate barriers to accessing opportunities in the green economy and ask for recommendations on how best to overcome these.
- Understand how gender and other demographic characteristics shape young people's perceptions and experiences.

The report is based on a survey of over 2,200 young people from over 50 countries. It builds upon a survey conducted by Plan International in 2021 which focused on young people's views on climate crisis education and their participation in climate policy processes.[3]

Drawing on recent research and thinking on green skills,[4] this report adopts a broad understanding of the skills young people need in order not only to flourish in green jobs, but also to drive transformational changes in economies and societies. The study has a particular focus on how perceptions and experiences differ by gender. It makes specific recommendations on how to better equip young people with the skills and knowledge to navigate the transition to a just green economy and how wider efforts to support young people for the transition to the green economy can be gender transformative.

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In this report, the following definitions are used:

Green jobs: decent jobs that contribute to preserving or restoring the environment, be they in traditional sectors such as manufacturing and construction, or in new, emerging green sectors such as renewable energy and energy efficiency.[5] Green jobs should contribute to the wellbeing of present and future generations; uphold human rights; and support the regeneration of the natural world.[6]

Green skills: the specific, generic and transformative capacities needed to build a socially, economically and environmentally just human society that cares for the human and non-human world and reduces the impact of human activity on other species. Specific capacities are those needed to thrive in green jobs. Generic capacities are cross-cutting 'life skills' or 'socio-emotional' skills. Transformative capacities are those needed to disrupt and change both the individual behaviours and structural factors that exacerbate the climate crisis.[7]

Green economy: an economy that is low-carbon, resource-efficient and socially inclusive.[8]

Just transition: the process of greening the economy in a well-managed way "that is as fair and inclusive as possible to everyone concerned, creating decent work opportunities and leaving no one behind. […] The greening of economies can enhance our ability to manage natural resources sustainably, increase energy efficiency and reduce waste, while also promoting social justice and addressing poverty, inequality and gender gaps." [9, 10]

A 15-year-old and her brother collect fruit from the forest in Cambodia.
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BACKGROUND

A young woman tends to her crops in Papua New Guinea.
©Plan International

To avoid catastrophic climate change and limit global warming to 1.5°C, economic systems must become carbon-free and environmentally sustainable. However, the enormous changes demanded by the shift away from a fossil-fuel-based economy present many opportunities, including those to advance gender equality and intergenerational equity. Ensuring these opportunities are realised requires that girls and young women are equipped with specific, generic and transformative skills and knowledge to navigate the transition and have equal opportunities to participate in the green economy. It also demands that discriminatory gender and social norms that underpin all forms of inequality are disrupted and dismantled.

Global youth movements such as Fridays for Future[11] and international collective action organised by and for young people like Mock COP[12] show that young people are not only calling for more ambitious action to mitigate and adapt to the climate crisis, but are also demanding more equitable, just and inclusive approaches to doing so. This includes demands for gender and racial equality, representation in decision-making spaces, and the right to a liveable planet and sustainable future. For young people, the need to transition to a green economy is indivisible from the need to transition to a more just and equitable society.[13]

GREEN JOBS

Inherent in the transition to a green economy is the creation of new jobs and the transformation of existing jobs into 'green jobs'. These include jobs in traditional industries that are becoming greener, such as manufacturing and construction,[14] and jobs in emerging green sectors such as renewable energy and climate-smart agriculture, which are increasing in number. Importantly, green jobs should be decent, meaning they provide people with work that not only sustains their livelihoods through a fair income, but also provides workplace security, social protection, workers' rights and opportunities for personal development and social integration.[15]

For the transition to a green economy to transform underlying structures of inequality, the creation of green jobs should empower historically marginalised groups through rights, protections and equal opportunities.[16]

The International Labour Organization (ILO) predicts four types of change to the job market as part of the transition to a green economy:

01 **JOB CREATION** BY INTRODUCING NEW 'GREEN SECTORS' AND ADDING GREEN ROLES TO EXISTING SECTORS

02 **JOB REDUCTION** IN SECTORS ASSOCIATED WITH THE 'BROWN ECONOMY' SUCH AS THE FOSSIL FUEL INDUSTRY

03 **JOB SUBSTITUTION**, AS PREVIOUS ROLES ARE REMOVED AND REPLACED BY GREENER ONES

04 **JOB TRANSFORMATION**, AS EXISTING ROLES UNDERGO RAPID AND SIGNIFICANT CHANGES TO ADAPT TO THIS NEW ECONOMIC PARADIGM[17]

11. See https://fridaysforfuture.org/
12. See https://www.mockcop.org/
13. See Climate justice and Climate-resilient livelihoods sections of Our Treaty on https://www.mockcop.org/treaty/
14. See https://www.ilo.org/global/topics/green-jobs/events-training/WCMS_625838/lang--en/index.htm
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While changes in the job market are guaranteed to take place, it is unclear how many green jobs there will be in the near future, and what these changes will mean for young people's employment prospects. Current projections suggest that 24 million jobs will be created globally by 2030 based on innovations in energy production and use;[18] 60 million green jobs via changes in the agricultural sector;[19] 33 million green jobs in just five Asia-Pacific countries alone;[20] and jobs in the renewable energy sector nearly tripling by 2050, amounting to almost 29 million.[21]

Any growth in new green jobs is, however, tempered by the projection that 20–40 per cent of jobs held by young people today may be lost to automation in the coming years,[22] along with the projection that an estimated 6 million jobs in coal-powered electricity, petroleum extraction and other sectors may be gone by 2030.[23] Moreover, it is estimated that 600 million new jobs will be needed in the next ten years to employ a growing youth population, a number that far exceeds any current projections for the total number of jobs created over the same timeframe.[24] Together, these projections paint a complex picture and demonstrate that young people are entering the workforce at a time of turbulence and upheaval.

Previous surveys have shown that young people aspire to have a green job. For example, a majority of young people surveyed in Asia, Europe and the United States hoped to find a green job in the next ten years,[25] while a survey of 1,000 young people aged 18–34 in the United Kingdom found that, increasingly, young people want decent jobs that are also sustainable and environmentally friendly.[26] Surveys also suggest that many young people are making choices about what companies they want to work with and support based on the extent to which the organisation's ethics and practices are environmentally friendly.[27] However, there are few surveys that highlight gender differences in aspirations and green job opportunities, despite advancing gender equality being crucial to the just transition.

Surveys also suggest that young people's confidence about finding green jobs varies considerably. While some feel confident that they can find the job they want,[28] others are concerned about their job prospects due to worsening economic conditions where they live and a sense that they lack the necessary skills to compete for desirable jobs.[29, 30] Surveys have found that many youth feel that their job aspirations do not align with the jobs available to them,[31] and that they have more difficulty accessing decent work opportunities than did older generations.[32] In one survey, 70 per cent of young people believed that green careers will increase in the next decade, but 50 per cent did not feel they were currently qualified for green jobs.[33]

When asked how prepared they felt to enter the labour market, many young people report feeling unprepared and unsupported to compete for good jobs. In a survey of over 40,000 young people from 150 countries, they reported that the skills and training programmes provided to them do not match the jobs available.[34] Young people also feel that their formal schooling has not prepared them for the jobs they want. They report being unable to find opportunities to gain the skills they need and lack both the financial resources and experience needed to advance in the workforce.[35, 36]

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Schoolchildren who live in an area prone to natural disasters study their evacuation map created with Plan's support (Myanmar).

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GREEN SKILLS

To ensure that current and future generations can find decent work amid these changes to the workforce and are able to be part of and drive the systemic transformations entailed in the transition to a green economy, they must be equipped with a range of skills and capacities, often referred to as 'green skills'.

The term 'green skills' is often conflated with science, technology, engineering and mathematics (STEM) skills, due to the predominant view of the climate crisis as a *technical* challenge to be solved using technical skills.[37] However, it is important to recognise that in addition to the specific capacities required for green jobs, generic skills are also needed. Examples are skills in communication, decision-making and problem solving[38] and 'transformative capacities' – the awareness and skills to tackle the underlying systemic issues driving the climate crisis, including political agency, collective action and disruptive thinking.[39]

While all three types of skill are necessary for a just transition to a green economy, the common perception of green skills as technical skills means there is a risk of failing to prepare young people to challenge underlying systems of injustice. Moreover, while changes in technical sectors must certainly occur, altering technical practices without considering the inequalities in these fields of work would be maladaptive and ultimately detrimental to the pursuit of a just, green transition.[40] For example, unequal gender norms that bias teachers, parents and young men and women to believe STEM subjects are less suitable for girls than boys can lead to young women not pursuing or accessing opportunities to build these important skills, with implications for future job opportunities.[41] Women currently make up only 32 per cent of the renewable energy workforce and, in contrast to men, their roles in the sector are more likely to be lower-paid, non-technical, administrative and public relations positions. Gender-based violence, discrimination, and poverty can also disproportionately affect girls' access to schooling and training opportunities,[42] putting them at a disadvantage compared to boys, especially in the context of an economic transition that favours technical skills.

Evidence suggests that young people often cite gaining 'generic' transferable skills as a priority and an area in which they need support. A global survey of over 11,000 youth found that they would like more mentorship, in-school training programmes and soft skills development to help them achieve their career goals.[43] In a separate global survey of over 40,000 young people, leadership, analytical thinking and innovation, and information and data processing were identified as key skills young people would like more support in developing.[44]

Green skills development alone, however, is insufficient to ensure a just transition to a green economy. Without structural change, those who have historically been excluded from or left behind by economic transitions are unlikely to benefit from emerging opportunities. Examples are emerging of initiatives that are driving structural change, such as Girl Rising's Future Rising Fellowship[45] and CAMFED's Climate-Smart Agriculture Guides Program,[46] which support young women, indigenous people and people of colour in addressing the climate crisis through activist and market-based approaches, respectively. These kinds of opportunity also help build a sense of political agency, self-efficacy and empowerment in individuals.[47, 48]

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An 18-year-old and other women in the community pooled their resources to buy seeds (Niger).

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GENDER-TRANSFORMATIVE APPROACHES

Girls and women are widely excluded and disadvantaged within the current economic system. The global labour force participation rate for women is just over 50 per cent, compared to 80 per cent for men.[49] Women are more likely to be in lower-paid, informal employment and have fewer opportunities for business expansion or career progression.

Evidence indicates that these patterns are being replicated in green jobs, and women often have fewer opportunities than men to engage in green jobs and training programmes.[50] In the agricultural sector, for example, despite women making up nearly half of the workforce,[51] gendered barriers limit their access to land, capital and knowledge and training and often prevent them from engaging in high-income-generating agricultural activities.[52] These barriers in turn threaten to leave women behind in the transition to climate-smart agriculture.

Barriers to participating in the formal economy tend to impact young women to a greater extent than their male counterparts due to social norms that lead to girls' and women's social, legal and economic exclusion, including constraints on their time because of their prescribed roles as caregivers and domestic labourers.[53] UN Women estimates that the time women spend on unpaid household and care work, including fetching water, collecting firewood, cooking, cleaning and taking care of family members, is more than twice the amount of time men spend on the same tasks at home.[54] Although often not recognised as work, care work has been valued at up to 10 per cent of a country's gross domestic product and domestic work up to 39 per cent.[55] Greater environmental and social stressors brought on by the climate crisis increase girls' and women's burdens at home, adding more barriers to their participation in income-generating activities[56] and attending school. Without applying intentionally gender-transformative approaches to implementing policies and delivering programmes facilitating a green transition, there is a risk that girls and women will be further marginalised.[57, 58]

Although academics and civil society are increasingly pointing to the need for transformative approaches for a green transition, including transformative skill building, to date very few policymakers have applied these approaches in practice. An analysis of all the nationally determined contributions submitted by countries in 2021 found that only four countries referenced transformative green skills in their documents, and marginalised groups such as women and girls were seldom included as agents of change.[59]

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METHODS

Members of the Girls Out Loud group in Nepal are working together for change.

©Plan International

The study used an online survey in 53 countries, along with consultations with young people.

RESEARCH QUESTIONS

The study had five broad research questions and further sought to probe, where possible, whether answers differed by gender or other important demographic and intersectional characteristics.

Q1 What are young people's perceptions and experiences of the climate crisis and environmental degradation?

Q2 What do young people perceive as priorities for addressing the challenges of the climate crisis, and what actions have they taken themselves to address these challenges?

Q3 How ready are young people to enter the green economy?

- What skills do young people think they need to actively participate in, and lead, a transition to a green economy?
- How competent and knowledgeable do young people feel about these skills and the green economy?
- Where have young people gained the skills and knowledge they believe are necessary for entering the green economy?

Q4 How active are young people currently in the green economy?

Q5 Does the green economy present young people with viable career choices?

- Are green jobs and work opportunities perceived to be accessible?
- What barriers may be encountered when trying to access such opportunities and what can be done to support young people more?
- Do young people prioritise addressing the climate crisis when thinking of their future career paths?

ONLINE SURVEY

Recruitment

The survey was shared online via Facebook and Twitter through paid advertisements and organic posting. Nineteen countries were specifically targeted using paid advertising,[60] [61] and materials were also disseminated through regional networks and global platforms. Where Plan International already had contact with local young people who had consented to taking part in research, the survey was disseminated electronically to these respondents.

Participants

Any person aged between 15 and 30, living in any country where Plan International operates and consenting to take part in the survey was eligible to take part.

Overall, 2,229 young people completed the survey.

Age

Most survey participants are aged 20 to 24 (38 per cent) and 25 to 30 (36 per cent).

Gender

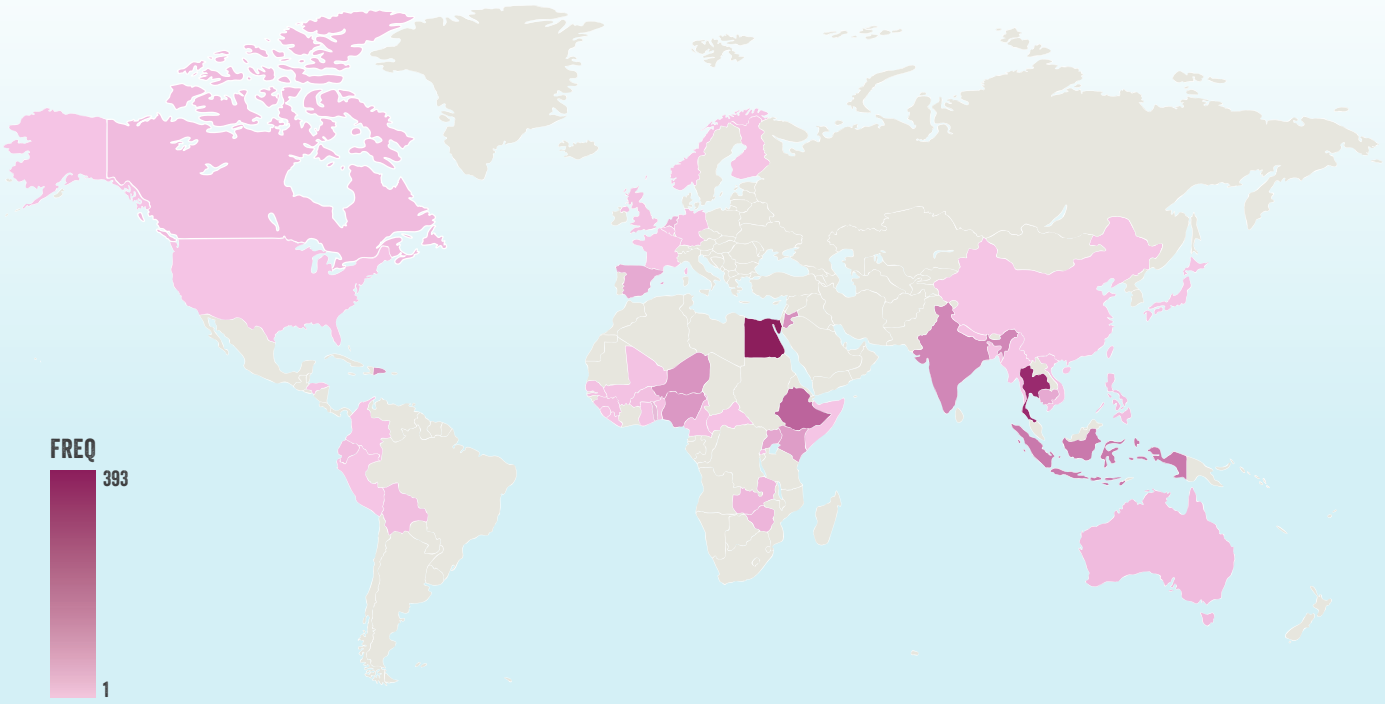
61 per cent identified as female and 36 per cent as male. Two per cent preferred not to say and 1 per cent identified as non-binary.

Education

Seventy-three per cent reported attending both school or higher education and TVET. A further 25 per cent per cent reported attending school/higher education only. Only 30 reported having no type of education, and only one person said they had only completed technical education. Of those who had attended school or higher education, 70 per cent had a higher education and 26 per cent a secondary education.

60. Australia, Canada, Cambodia, Ethiopia, India, Indonesia, Malawi, Uganda, Egypt, Jordan, Kenya, Netherlands, Nigeria, Philippines, Rwanda, Spain, Thailand, Zambia, Zimbabwe
61. Twitter paid advertising was used for all targeted countries listed above. Facebook paid advertising was only done in Thailand, Netherlands, Canada and Australia. Salesforce Advertising Studio was only used in Australia.

FIGURE 1 RELATIVE NUMBER OF RESPONSES BY COUNTRY



Geography and country income group

Most respondents are from Egypt (393) and Thailand (342); however, 13 countries had more than 50 respondents each (Figure 1).

The most represented regions are Sub-Saharan Africa (712, 32 per cent) and East Asia and the Pacific (608, 27 per cent). The majority of respondents live in low (442, 20 per cent) or lower-middle income countries (1,056, 47 per cent).

Other demographic characteristics

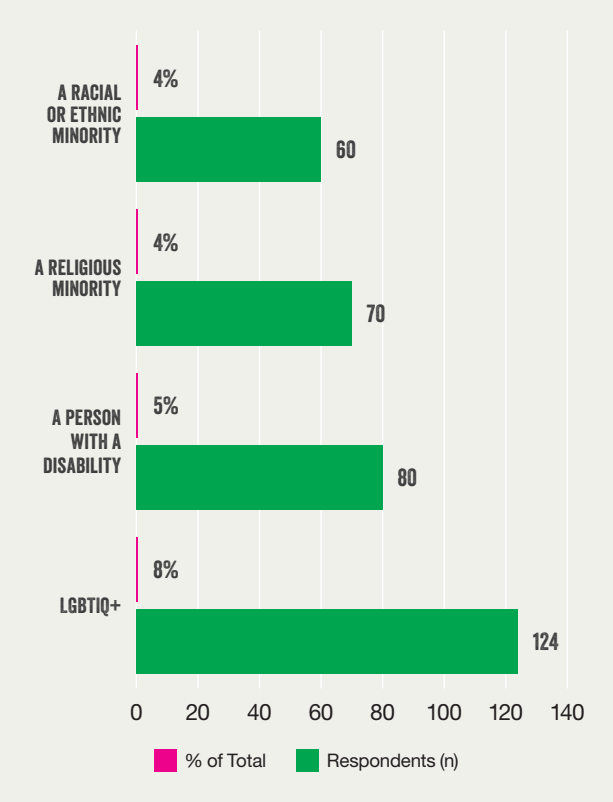
The majority of respondents (892, 55 per cent) said they live in a city or urban area. 483 (30 per cent) said they live in a rural area and a further 79 (5 per cent) said they lived in informal settlements.

A minority of respondents said they were refugees or asylum seekers (81, 5 per cent) or internally displaced people (31, 2 per cent).

Under 10 per cent of respondents said they identified as LGBTIQ+ or as belonging to a minority group (Figure 2).

Seventeen per cent (381) said they did not identify with any of the demographic characteristics listed in the survey. Ten per cent (223) said they would rather not answer this question.

FIGURE 2 SAMPLE DEMOGRAPHICS



A mother and three of her children by the river that swallowed her farmland (Vietnam).
©Plan International

Data collection

All data was collected via an online survey using the Salesforce platform between 21 March and 21 April 2022. The survey had 22 questions that focused on young people's perceptions and knowledge of the climate crisis, the green economy, green skills and demographic characteristics. Those accessing the survey link were given information on the survey and its intended uses. Personal consent was requested from all participants; if they provided this, they were then able to fill out the survey questionnaire. The survey was designed not to elicit sensitive information and posed no risk of harm.

Analysis

Descriptive analyses of the data were carried out, including univariate and bivariate analyses relating to all variables of interest. This was a complete case analysis per variable. Analyses sought to identify differences in responses by geographic region and country income group as per the World Bank. Further, intersectional analyses probed differences between diverse age groups (15–19, 20–24, 25–30), gender (male or female, as this was how the majority of the sample identified), areas of residence (urban vs rural), minority groups (LGBTIQ+, ethnic and racial and religious, compared to those not identifying as such) and by educational attainment (highest form of education and types of education). Inferential analyses were used to explore associations between variables. For brevity, reporting is restricted to meaningful findings (where differences are generally above 5 per cent between groups), statistically significant at 0.05 level and for which the sample size does not substantively influence conclusions.[62]

YOUTH CONSULTATION

Members of Plan International's Youth Research Community were contacted to participate in an online consultation. During this, findings of the survey were shared with participants and young people's recommendations for further advocacy arising from this report were discussed. Two workshops were held, one in English (five participants, lasting one-and-a-half hours) and one in Spanish (six participants, lasting one hour).

LIMITATIONS

Conclusions presented here must be read in the light of several limitations. First, the survey findings are not generalisable; it is likely that marginalised and disadvantaged youth in particular would not have been able to participate. As online recruitment methods were used, only participants with access to the internet could be reached. While the survey was translated into several languages, the wording of the survey still presupposed high levels of literacy among respondents. Second, the survey could not cover all important aspects of the research topic. For example, to ensure the survey was user-friendly and not overly onerous we did not include questions on what work participants did or a full list of green skills that participants could prioritise. Third, consultations to elaborate on recommendations were not well attended and occurred online, restricting the types of young people who could take part.

ETHICS AND SAFEGUARDING

This research project was reviewed and approved by the Overseas Development Institute. Plan International's safeguarding guidance was followed during all data collection and consultations.

62. Where a meaningful difference was observed but this is not statistically significant, we comment on this in the text. Where samples were generally less than 20 per comparison group, we considered this not robust enough for comment.

FINDINGS FROM THE GLOBAL SURVEY

School children planting trees as part of their lesson on climate change awareness – part of a Plan International programme in Myanmar.

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PERCEPTIONS AND EXPOSURE TO THE CLIMATE CRISIS

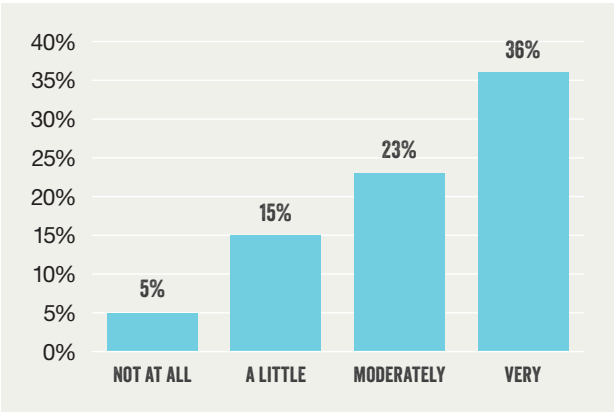
Worries about the climate crisis

95% of young people were **worried about the climate crisis** to some degree.

Respondents in North America most frequently reported feeling very or extremely worried, with those in the Middle East and North Africa being least worried about the climate crisis overall. Respondents in high-income countries reported being somewhat more worried than respondents in countries with a different income level.

Young people with secondary or higher education were more likely to report feeling worried. Those with both school/higher education and TVET reported higher levels of concern than those with formal schooling alone.

FIGURE 3 RESPONDENTS' CONCERN ABOUT THE CLIMATE CRISIS AND ENVIRONMENTAL DEGRADATION



Exposure to the climate crisis

Ninety-four per cent (2,457) of respondents said they had been directly exposed to the climate crisis – mostly through changes in temperature, rainfall patterns and seasons (1,223, 55 per cent).

Respondents from South Asia were generally less likely to report being exposed to the climate crisis. Respondents from the Middle East were least likely to name exposure to floods/droughts or storms.

A young woman takes her cakes out of solar powered oven during three day skills training in Uganda.

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PRIORITIES FOR ADDRESSING CLIMATE CHANGE AND ACTIONS TAKEN BECAUSE OF THE IMPACT OF CLIMATE CHANGE

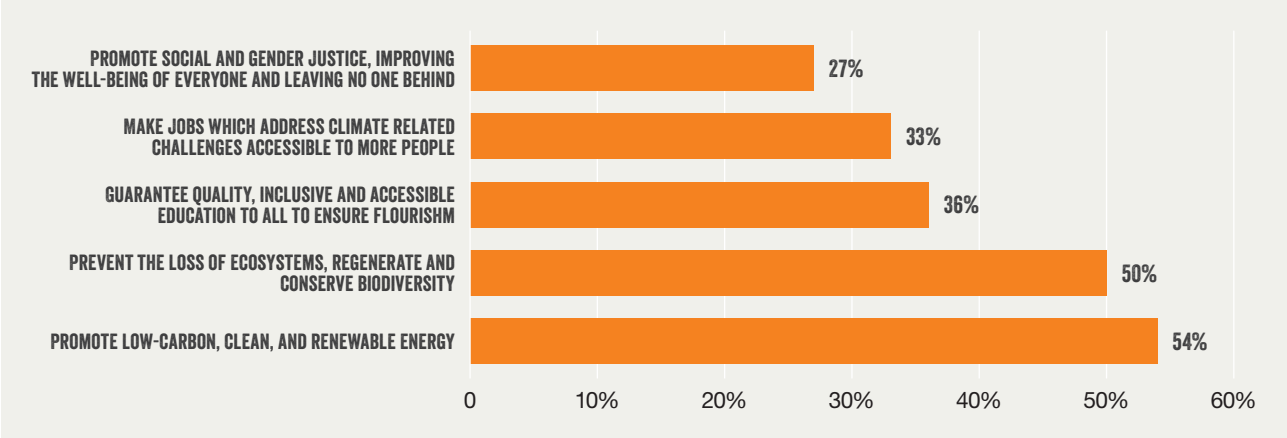
Priorities for addressing climate change and protecting the environment

54% (more than half) of respondents said that **promoting low-carbon, clean and renewable energy was the top priority** for addressing climate change and protecting the environment.

Preventing the loss of ecosystems, regenerating and conserving biodiversity (1,106, 50 per cent) and guaranteeing quality, inclusive and accessible education for all (804, 36 per cent) were second and third priorities respectively.[63]

63. Eighty (4 per cent) of the respondents said they did not believe that economies and societies needed to change to address climate change and protect the environment. Further, 144 (6 per cent) did not know what actions to recommend as priorities for addressing climate change; 26 (1 per cent) did not agree with any of the answer options listed.

FIGURE 4 PRIORITIES FOR ADDRESSING THE CLIMATE CRISIS AND PROTECTING THE ENVIRONMENT



Priorities differed between young people from different regions. Respondents in Latin America, for example, identified preventing the loss of ecosystems, regeneration and conservation of biodiversity as their main priority (56 per cent). In North America (48 per cent) and Europe and Central Asia (40 per cent), respondents were more likely to identify promotion of social and gender justice and improving the wellbeing of everyone and leaving no one behind as priorities.

Younger respondents (aged 15–19) identified preventing the loss of ecosystems, regeneration and conservation of biodiversity as their main priority (52 per cent). Women were also more likely to identify this as a priority for action than men (51 per cent vs 46 per cent).

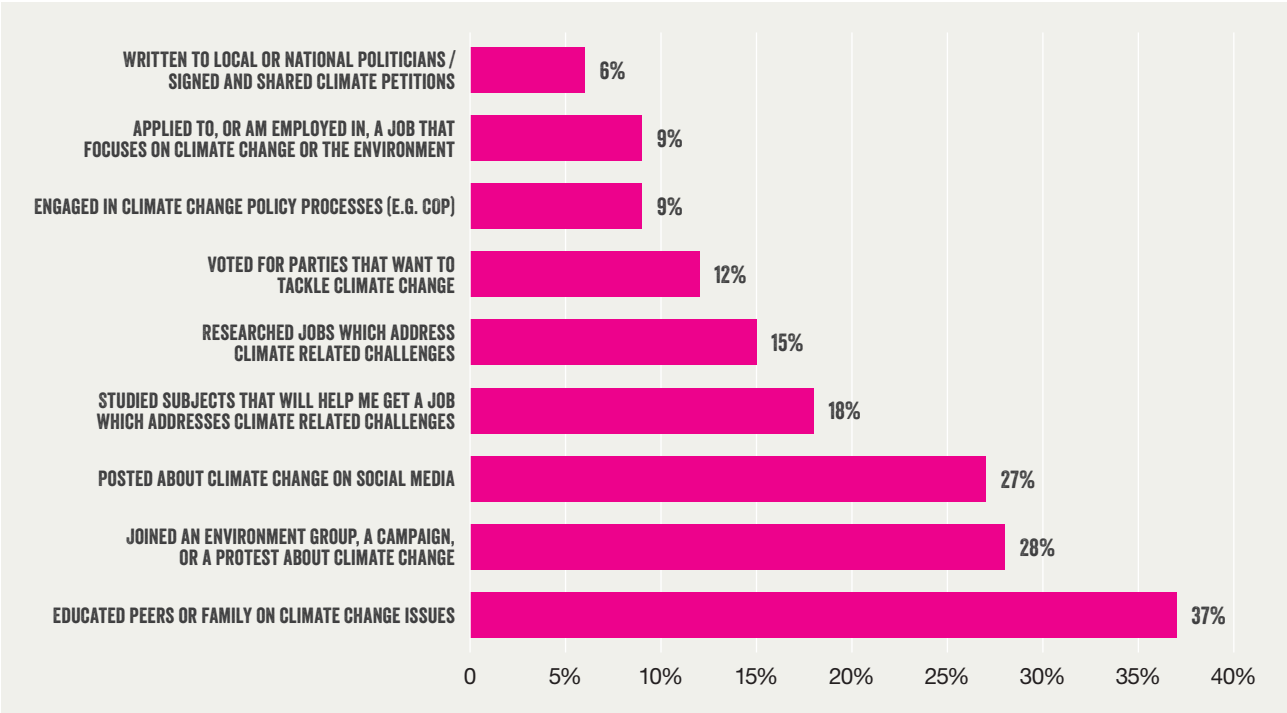
Young people with no schooling were least likely to say that guaranteeing quality, inclusive and accessible education was a priority for action (6 per cent). Participants in urban areas were more likely to say that promoting low-carbon renewable energy was a priority for addressing the climate crisis (63 per cent vs 49 per cent).

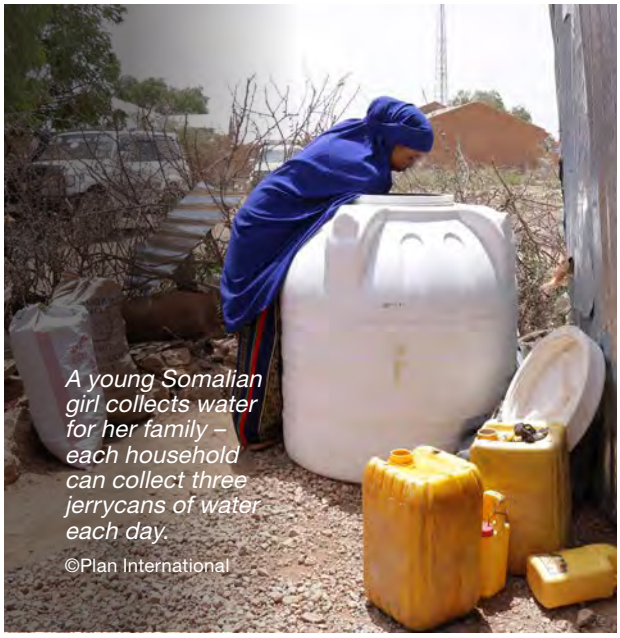
Children in Vietnam discuss the causes and effects of climate change.

Actions taken as a result of the impact of the climate crisis

81% (eight out of ten) respondents said they **had taken direct action as a result of the impact of the climate crisis,** with the majority having educated peers or family on climate crisis issues.[64]

FIGURE 5 ACTIONS TAKEN AS A RESULT OF THE CLIMATE CRISIS





A young Somalian girl collects water for her family – each household can collect three jerrycans of water each day.

©Plan International

Educating peers or family on climate crisis issues was most frequently reported in Europe, Central Asia and North America; overall, respondents living in high-income countries were most likely to choose this answer.

Participants living in an urban area were twice as likely to report educating peers or family on the climate crisis than rural counterparts: 79 per cent vs 29 per cent. Those respondents who identified as LGBTIQ+ or a minority were also more likely to report doing this than the rest of the sample. Those with higher education, and both schooling/higher education and TVET, were more likely to report having done this.

64. Eight per cent (174 respondents) reported having taken other types of action because of climate change. Nineteen per cent (420) said they had not taken any of the actions listed.

28% thought action was **joining an environment group, a campaign or protest** about the climate crisis – this was the second most frequently mentioned action.

This course of action was mentioned least in the Middle East (17 per cent) and Latin America (21 per cent). Twenty-four per cent of respondents under the age of 20 said they had joined such a group, campaign or protest. This was higher in the older age groups: 29 per cent and 31 per cent among 20–24 and 25–30-year-olds respectively.

Those identifying as LGBTIQ+ or as being part of a racial, ethnic or religious minority were more likely to say they had joined an environment group, campaign or protest. Similarly, this was more likely among those with higher education or schooling/higher education and TVET. Respondents residing in urban areas were likelier to say they had joined an environment group, campaign or protest than those in rural areas (33 per cent vs 26 per cent).

9% of respondents said that they had applied to, or are employed in, **a job that addresses the impacts of climate change.**

Young people from Europe, Central Asia and North America and in high-income countries were most likely to say this. Respondents who reported the above were more likely to identify as belonging to a religious, racial or ethnic minority, as LGBTIQ+ or as having a disability. For example, 15 per cent of those identifying as part of a minority group said this compared to 8 per cent of the other respondents.

Respondents with higher education (10 per cent) were more likely to say they had taken this action than respondents with primary (0 per cent) or secondary education (6 per cent). Similarly, those having both school/higher education and TVET (10 per cent) were more likely to have taken this action than counterparts with only school or higher education (4 per cent).

A woman prepares a meal at primary school in Kenya where drought and hunger have reached alarming levels.

READINESS FOR GREEN ECONOMIES

Knowledge and the green economy

14% of all respondents **knew a lot about the green economy.**

This percentage was lowest among the 15–19-year-olds (10 per cent said they know a lot) and highest among the 25–30-year-olds (19 per cent reported knowing a lot).

However, with regard to education, respondents with only primary education were generally less likely to report knowing a lot (6 per cent) than those with higher educational levels (ranging from 10 per cent for secondary education to 16 per cent for higher education).

EDUCATION ABOUT THE GREEN ECONOMY SHOULD BE AN URGENT PRIORITY

Participants in the consultations indicated that the current education system should be redesigned to create informed and critical minds that could reason and look for solutions to the challenges of the climate crisis. Knowledge provided should cover climate change and how it relates to policy and law, economics, business management, geography and biology.

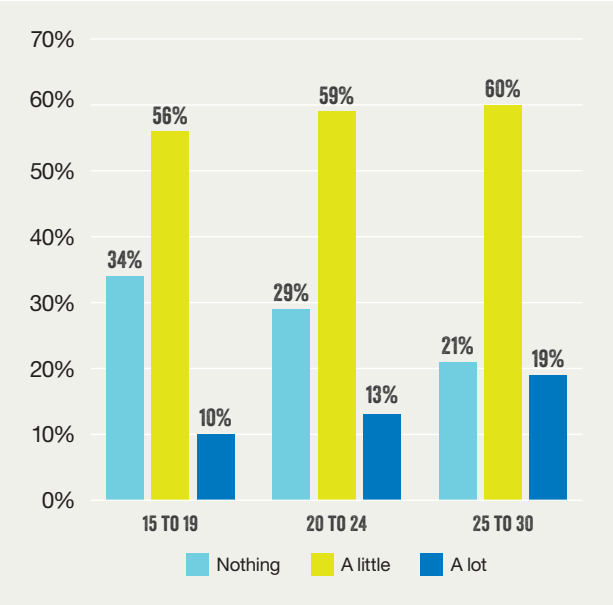
Ministries of Education in particular should prioritise these issues and prepare the current and future generations to take climate action.

> "I believe that young people should have knowledge about this issue. The green economy should not be treated as just another possible but as a goal to be achieved as soon as possible."
>
> YOUTH CONSULTATION PARTICIPANT

Girl examines her solar charging lamp in paddy field in Bangladesh.

©Plan International

FIGURE 6 LEVEL OF KNOWLEDGE ABOUT THE GREEN ECONOMY



Skills and the green economy

Overview of skills needed to address the climate crisis

63% (1,412) of respondents identified **environment and ecosystems management skills** as the most important to address the climate crisis.[65]

When asked to choose between the 'specific', 'generic' and 'transformational' skills needed to address the climate crisis, respondents prioritised a mix of generic and specific skills overall. While 'transformative capacities' were less prioritised overall, activism and collective action were selected by 37 per cent of respondents – a higher percentage than those who prioritised STEM skills (35 per cent).

65. One per cent (21 respondents) identified none of the listed options; 78 (3 per cent) said that other skills were important.

KNOWLEDGE AND SKILLS RESPONDENTS HIGHLIGHTED AS IMPORTANT

Participants in the youth consultation discussed the following knowledge topics and skills:

- How human activity affects the climate and environment, circular and green economy, sustainable systems, different types of fuel, energy, climate and environmental policies, slower lifestyle options, reduced consumption habits, Sustainable Development Goals, and how human actions are changing the climate
- Technical areas such as quantitative research, data analysis, statistics and numeracy and life skills such as digital literacy, critical thinking, problem solving, leadership, collaboration, negotiation, advocacy, influencing, storytelling and entrepreneurship
- Environment and ecosystem management and research and data analysis. Life skills: leadership, strategic thinking and adaptability, flexibility and resilience

Respondents living in Latin America (51 per cent), the Middle East and North Africa (56 per cent) and South Asia (54 per cent) were less likely to choose this option than respondents in other regions (above 61 per cent).

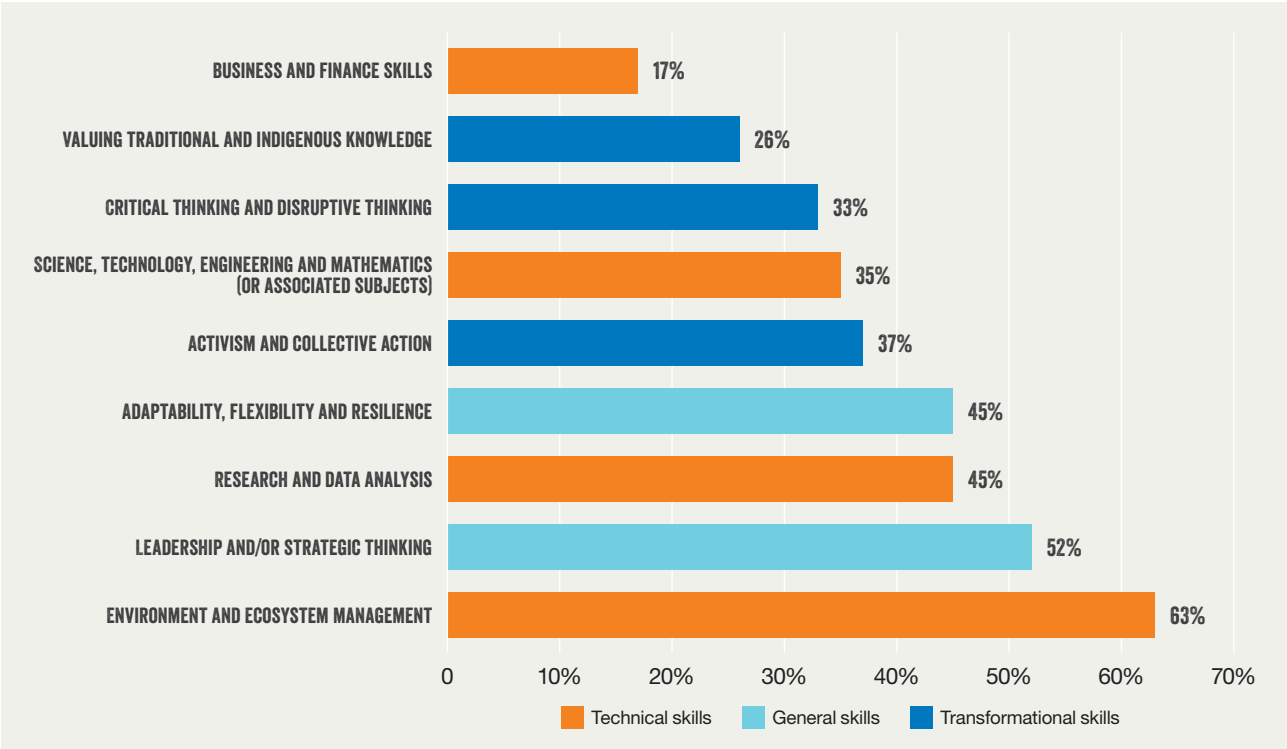
Respondents aged 25–30 were also more likely to identify this option as important: 63 per cent in the 20–24, and 69 per cent in the 25–30 age group compared to 54 per cent in the youngest group.

Respondents who had a disability were also less likely to choose this option (48 per cent compared to 63 per cent of those without a disability).

Children helped to plant trees at their primary school in Kenya as part of a green life skills project.

©Plan International

FIGURE 7 TOP SKILLS NEEDED TO ADDRESS THE IMPACT OF THE CLIMATE CRISIS



The second and third most frequently chosen skills were:

- **Leadership and/or strategic thinking » 1,148 (52 per cent) of respondents**
  Respondents living in the Middle East, North Africa and South Asia were least likely to choose this option (approximately 45 per cent compared to an average of over 50 per cent in other regions, as high as 73 per cent in North America). Overall, those educated to higher levels, and those who had both school/higher education and TVET, were more likely to choose this option.
- **Research and data analysis » 1,005 (45 per cent) of respondents**
  Respondents living in East Asia and the Pacific, Europe and North America were likelier to choose this option than counterparts in other regions. Those living in lower-income countries and rural settings were least likely to choose this option. Overall, those educated to higher levels, and those who had both school/higher education and TVET, were more likely to choose this option.
- **Adaptability, flexibility and resilience » 1,003 (45 per cent) of respondents**
  Respondents living in Latin America or low-income countries were less likely than those residing in other regions or country income groups to choose this option. Forty-nine per cent of female respondents chose this option compared to 37 per cent of men. Respondents identifying as a racial, religious or ethnic minority were also more likely to choose this option than their counterparts. Overall, those educated to higher levels and those with both school/higher education and TVET were more likely to choose this option.

A girl from a pastoral community in Kenya where the drought has killed most of their animals which they depend on to survive.
©Plan International

Competence in chosen skills

1/3 (29% / 634) respondents **felt competent in the skills they identified as priorities** for addressing the climate crisis.

TABLE 1 LEVEL OF COMPETENCE IN SKILLS IDENTIFIED AS IMPORTANT

ANSWER OPTION	TOTAL	%
Not at all competent (I am not really confident in any of the skills)	312	14
Somewhat competent (I am a little confident in some of the skills)	1262	57
Competent (I am very confident in one or more of the skills)	634	29

Respondents in Sub-Saharan Africa and Latin America were more likely to say they were competent in the priority skills for addressing the green economy (45 per cent and 32 per cent respectively) than respondents in the other regions (ranging from 17–22 per cent).

Thirty-three per cent of respondents aged 25–30 reported they were competent, compared to 18 per cent of those aged 15–19 and 31 per cent of those aged 20–24. Only 25 per cent of young women reported feeling competent, compared to 35 per cent of young men.

Thirty-three per cent of respondents with higher education reported feeling competent compared to 20 per cent of those with secondary education only and under 15 per cent of those with primary or no education. Respondents with both school/higher education and TVET were more likely to report feeling competent (32 per cent) than those with school/higher education only (19 per cent). Those identifying as LGBTIQ+ were less likely to believe they are competent than the rest – 15 per cent vs 29 per cent.

An 18-year-old, has to walk for miles each day to search for water (Ethiopia).

Where were skills learned?

49% (1,085) of respondents said that they **learned the skills needed to address the impacts of climate change in school or higher education.**

42% (942) said they learned it from **social media.**[66]

This pattern is largely consistent across age groups and gender, with only one difference highlighted. Young women are less likely to say they learned these skills in TVET (9 per cent) than young men (15 per cent).

TABLE 2 PLACES WHERE GREEN SKILLS WERE LEARNED

	TOTAL	%
School or higher education (e.g. university)	1085	49
Social media	942	42
Civil society associations and other social groups	685	31
In my family or household	668	30
Peer group (in person)	487	22
TVET	253	11
Peer group (online)	418	19

Regarding top scoring options in Table 2:

- **School and formal higher education:** Respondents living in the Middle East, North Africa and South Asia were least likely to choose this option (29 per cent and 31 per cent compared to an average of 49 per cent). Respondents living in upper-middle income countries are likelier to choose this response option than those living in countries in a different income group.
- **Social media:** Respondents living in North America, East Asia and the Pacific were likelier to choose this option (65 per cent and 59 per cent compared to an average of 42 per cent overall). Similarly, respondents living in high-income countries were likelier to choose this option.

SHARE INFORMATION TO SUPPORT YOUNG PEOPLE AND COMMUNITIES TO TAKE CLIMATE ACTION

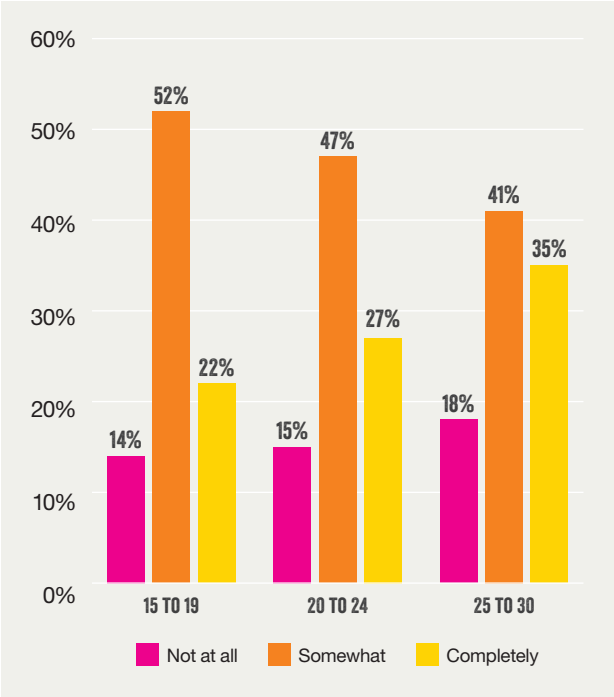
Participants in the youth consultation emphasised that it was important to share climate information and knowledge in creative and engaging ways, for example through social media and TV talk shows. Information should be up to date and based on reliable scientific data, and accessible to all, including those in rural communities.

66. Six per cent of respondents had acquired skills in other places, and 2 per cent had not learned any of the skills that are important to meet the challenges of climate change.

Knowledge and skills gained in education and the green economy

Seventy-five per cent of respondents said their education had somewhat or completely prepared them for work that addresses the impacts of the climate crisis. However, only 29 per cent said that their education had completely prepared them.[67]

FIGURE 8 PERCEPTIONS OF HOW WELL THEIR EDUCATION HAD PREPARED RESPONDENTS TO MEET THE CHALLENGES OF THE CLIMATE CRISIS



On average, those living in Europe, Central Asia and North America were less likely to report feeling completely prepared (4 per cent and 13 per cent compared to over 22–35 per cent for other regions).

Those aged 25–30 were most likely to say that their education had completely prepared them. Only 26 per cent of young women felt that this was true, compared to 35 per cent of young men.

Those respondents with no education or primary education only were also less likely to report feeling prepared (51–55 per cent vs 76 per cent of others). More of those with school/higher education and TVET on average reported feeling completely prepared (31 per cent) than those with school or higher education only (22 per cent).

A girl plants her adopted tree at school in Kenya.

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PERCEPTIONS OF CURRENT WORK AND WHETHER IT ADDRESSES CLIMATE CHANGE

Work status

53% (1,175) of respondents said they were **not working.**

65% (the majority) said they **had no income.**[68]

28% (632) of respondents **worked in someone else's business**

19% (422) of respondents **worked in their own business.**

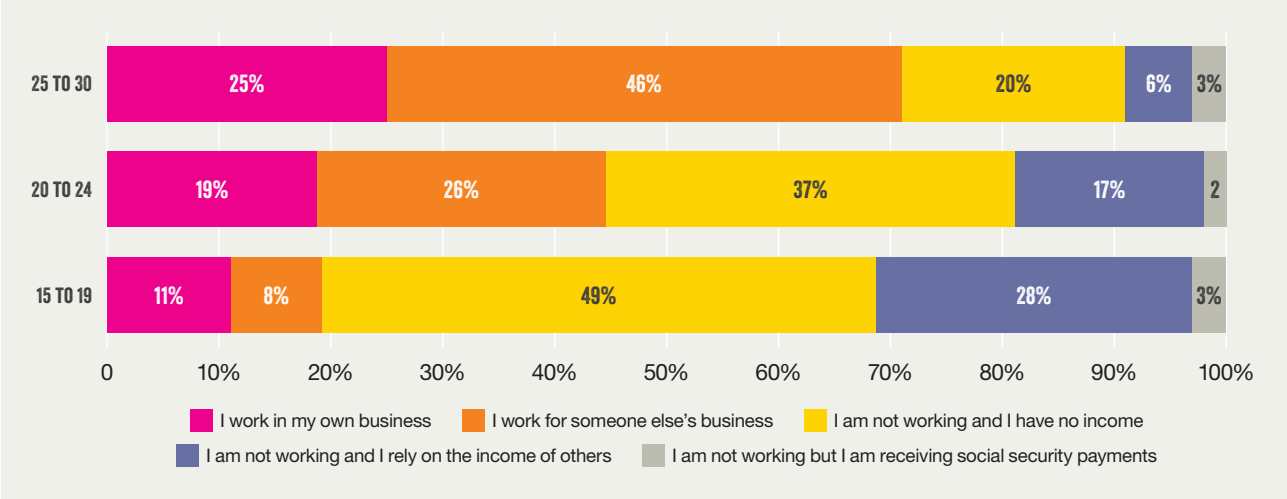
Respondents in Europe (70 per cent) and North America (78 per cent) reported working, with the majority working in someone else's business. Of respondents across Sub-Saharan Africa, 52 per cent reported working, with approximately half working in their own business. The trend was similar in the Middle East and North Africa, but here only 40 per cent of respondents reported working.

Respondents in the 15–19 age group were least likely to report being employed; 11 per cent reported working in their own business. In the age group 20–24, 19 per cent reported working in their own business and 26 per cent reported working for someone else. Employment was highest among those aged 25–30, where 25 per cent worked in their own business and 46 per cent worked for someone else.

Seventeen per cent of young women worked in their own business compared to 23 per cent of young men.

67. Ten per cent (216 respondents) reported being unsure about whether the skills and knowledge gained in education prepared them for work that addresses the challenges of climate change. This percentage is highest among the 15–19-year-old age group.
68. A further 30 per cent reported relying on the income of others and the remainder received social security payments.

FIGURE 9 REPORTED WORK AND INCOME OF RESPONDENTS



Current work and its role in addressing climate change

47% (500) of those who are working, said that **their work helps address the challenges of climate change.**

Sixty-two per cent of working respondents in Sub-Saharan Africa and 61 per cent in North America reported that their work addresses climate change. The percentage reporting this was lowest in Latin America (23 per cent) and the Middle East and North Africa (28 per cent).

This percentage is relatively equal among female and male respondents, but it differs by age group. Of those aged 25–30, 54 per cent reported that their work addresses the climate crisis, compared to 43 per cent of those aged 20–24 and 33 per cent of those aged 15–19.

Of respondents who had not attended school/higher education, 75 per cent said their work addresses the climate crisis. Of respondents with higher education, 48 per cent reported this compared to 37 per cent of those with secondary education and 31 per cent of those with primary education.

Of those with both school/higher education and TVET, 49 per cent reported that their work addresses the climate crisis, compared to only 35 per cent of those with school/higher education only.

Thirty-seven per cent (386) said that their work has no impact on the climate crisis. This percentage is similar across the 20–24 and 25–30 age groups but differs by gender. Thirty-four per cent of young women reported being unsure, compared to 42 per cent of young men.

The remaining respondents (167, 16 per cent) said they do not know/were unsure of the impact of their work on the climate crisis. When asked why, respondents primarily said that they considered their work to use a lot of natural resources and to produce a lot of waste that was not appropriately disposed of.

A 17-year-old is a young leader campaigning for climate action (Ecuador).

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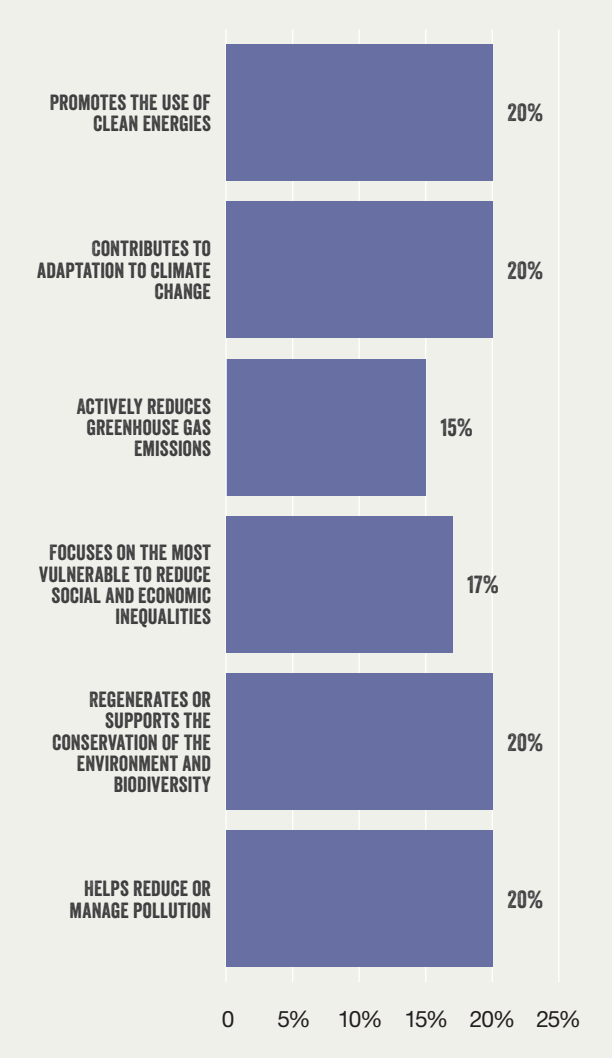
Reasons cited for why work addresses climate change

Among respondents who believe that their work helps address climate change, the most cited reason was that it **contributes directly to climate change adaptation** or it helps **regenerate or support the conservation of the environment and biodiversity.**

FIGURE 10 REASONS WHY RESPONDENTS' WORK ADDRESSES THE CLIMATE CRISIS



GREEN JOBS AS A VIABLE CAREER CHOICE

Availability of green jobs

60% (1,344) respondents said that they knew of an **accessible job or income-generating opportunity in the green economy.**

Twenty-nine per cent (649) said they did not know of any such opportunities.[68]

Among those who are aware of opportunities, 42 per cent (553) said that green jobs or income-generating opportunities are available in local areas; 27 per cent (358) said that such opportunities are available digitally and 23 per cent (301) noted that opportunities are available but in distant areas that they would need to move to. A further 38 per cent (493) said that they knew of some opportunities but were unsure if they were green jobs. Jobs in local areas seem to be most available in North America and South Asia (above 35 per cent of respondents reported this). Digital jobs appear to be most available in South Asia (31 per cent) and least available in Latin America (3 per cent) and the Middle East and North Africa (7 per cent).

A young woman produces 90kg of honey from her beehives each year (Ghana).
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68. A further 270 (11 per cent of respondents) believed that none of the positive responses to this question (i.e., available green jobs that they could access) applied.

A 16-year-old washes the dishes at her home in an area suffering extreme poverty, violence, and years of climate change-driven drought.

TABLE 3 PERCEPTIONS OF JOB AVAILABILITY BY AGE GROUP AND GENDER

		AGE GROUP %			GENDER %	
JOBS ARE AVAILABLE ...	OVERALL %	15–19	20–24	25–30	FEMALE	MALE
Digitally	16	13	15	19	15	18
In my local area	25	22	21	31	24	27
In another area I would need to move to	14	10	15	14	11	17
I know of some opportunities but I am not sure they are green jobs	22	19	23	24	23	20

Respondents aged 15–19 were generally least likely to perceive that green jobs or income-generating opportunities were accessible; however, almost the same number in this age group as in the 20–24 group reported such opportunities being available in local areas. Young women were generally less likely to perceive green jobs or income-generating opportunities as being accessible.

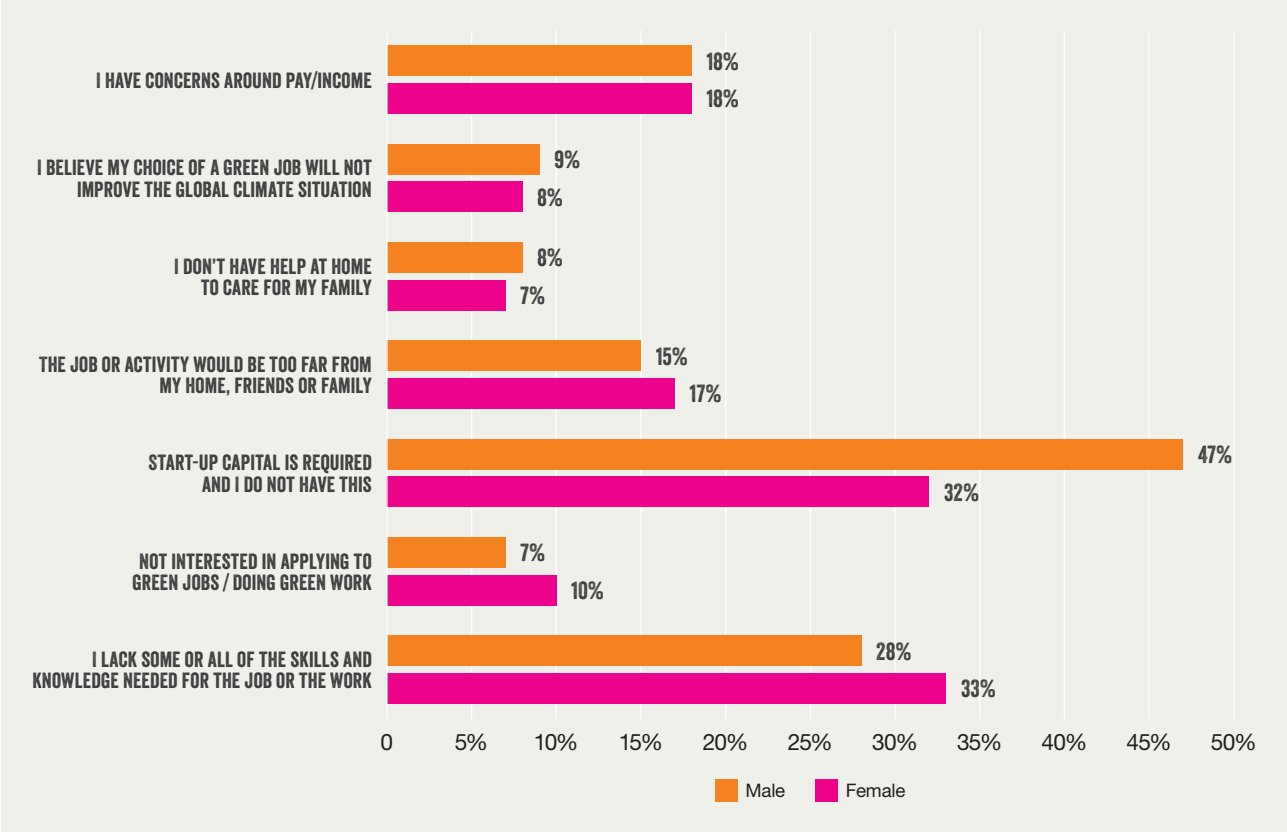
For jobs in local areas, there was no difference in response patterns according to area where respondents reside (urban or rural). Respondents living in urban settings indicated that digital green jobs were more available than respondents in rural settings (20 per cent vs 14 per cent). Respondents identifying as part of a minority group were also more likely to say that green jobs or income-generating opportunities were accessible than the other respondents.

Barriers to securing green jobs

38% (842) of respondents agreed that **not having start-up capital** and **lacking the skills and knowledge** needed (704, 32 per cent) are the main barriers they face when trying to access green jobs. Young men were more likely to mention the former and young women the latter.

Respondents in North America (61 per cent) were the most likely to say that they lacked the skills and knowledge needed to secure a green job or engage in green work. This in contrast to those in Latin America (20 per cent) and the Middle East and North Africa (26 per cent), where a minority reported lacking the necessary skills and knowledge. Conversely, respondents in North America were least likely to say that they required but did not have start-up capital for a green job/work (9 per cent compared to above 20 per cent in other regions).

FIGURE 11 BARRIERS TO SECURING GREEN JOBS OR WORK



Overall, more respondents aged 25–30 (41 per cent) and 20–24 (39 per cent) believed that start-up capital was required to starting a green job/green work compared to those aged 15–19 (20 per cent). This was more frequently said by male respondents (47 per cent) than female respondents (32 per cent).

Regarding the skills and knowledge needed for green jobs or green work, a similar pattern was observed. Between 37 and 39 per cent of respondents aged above 20 said they lack the necessary skills or knowledge, whereas only 24 per cent among the youngest age group said this. Thirty-three per cent of young women said this compared to 28 per cent of young men.

Green jobs as part of career pathways

25% (554) of respondents said they considered **the extent to which their work contributes to addressing the challenges of the climate crisis the main factor** influencing their career pathway.

Respondents residing in Latin America, the Caribbean, the Middle East and North Africa were less likely overall to say that this was the primary factor influencing their career choice.

This percentage was lowest among respondents aged 15–9 (18 per cent) compared to those aged 25–30 (31 per cent). The percentage was also lower among young women (23 per cent) than young men (28 per cent).

Respondents educated to higher degree level (28 per cent), or with both school/higher education and TVET (27 per cent), were likelier to say that the extent to which their work addresses the climate crisis was the main factor influencing their career choice. In comparison, those with primary and secondary education (22–21 per cent) or those with school/higher education only (43 per cent) said this.

NOT EASY TO MAKE AN INFORMED CHOICE

Reflecting on how much climate action mattered in their choice of work, participants noted that it was extremely difficult to make informed career choices when businesses made little to no information available on their stance on the climate crisis. For example, participants mentioned that businesses did not publish their policies on addressing the climate crisis or ensuring environmental protection. Some respondents raised the concern that even where policies were available, hardly any information on concrete actions and monitoring was made public – suggesting that businesses may make misleading claims about their environmental commitments and whether they actually deliver on them. Respondents also said that securing workers' wellbeing, mental and physical health was as important as sustaining action on the climate crisis.

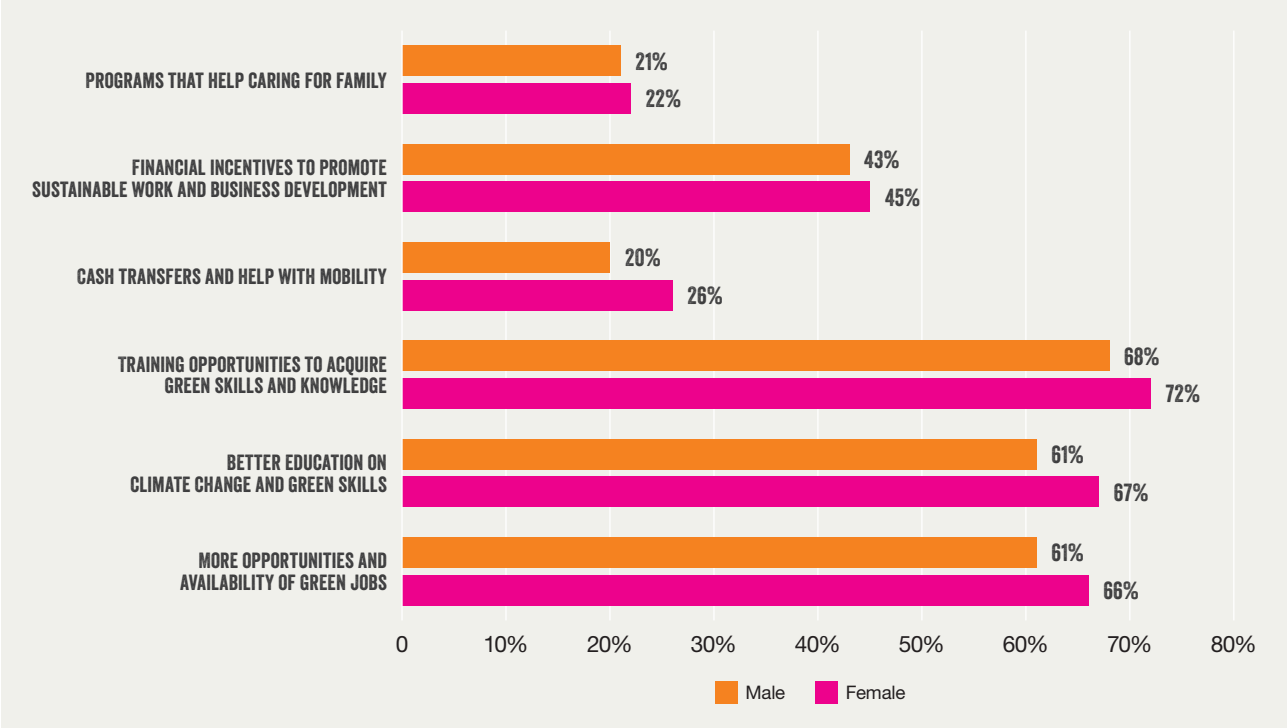
Actions for supporting young people in getting green jobs

- Seventy per cent of respondents prioritised more training opportunities to acquire green skills for securing green jobs. Better education on the climate crisis was another priority (65 per cent).
- More work opportunities and increased availability of green jobs were important (64 per cent).

Overall, perceptions on priorities were similar across age groups. The exception is provision of financial incentives to promote sustainable working: 46 per cent of respondents aged 20–24 and 49 per cent of respondents aged 25–30 said this compared to 36 per cent of those aged 15–19.

Some gender differences were evident. More women considered increased opportunities and availability of jobs (66 per cent) and education on the climate crisis and green skills (67 per cent) a priority than did men (61 per cent). Similarly, women were more likely to consider cash transfers and help with mobility a priority (26 per cent) than men (20 per cent).

FIGURE 12 ACTIONS TO HELP YOUNG PEOPLE SECURE GREEN JOBS AND WORK



A young woman tends to her plants on her organic farm in Indonesia.

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RECOMMENDATIONS

Drawing on the findings from the survey and consultations, Plan International recommends that governments and businesses, together with civil society, including youth organisations, take the following actions:

PROMOTE, SUPPORT AND STRENGTHEN EDUCATION FOR A JUST TRANSITION THAT IS INCLUSIVE AND GENDER TRANSFORMATIVE

- **Take an interdisciplinary approach to climate change education that supports skills development** and builds knowledge in all the areas needed to take climate action. Include climate chnage and green skills across subjects, from primary school onwards.
- **Take a gender-transformative approach to education[69] and curriculum reform.** Recognise that a gender-transformative education that promotes pro-environmental behaviours and transforms attitudes, behaviours and norms is crucial for a just transition to a green economy. Challenge gender stereotypes and norms in school that can dictate young people's interests, access to subjects and future career paths.
- **Ensure equal access to education on the climate crisis and the green economy,** especially for marginalised children and youth.
- **Provide continuous teacher training** that supports teachers with the latest, accurate climate science and enables them to develop young people's skills and knowledge about climate change and the green economy in a way that empowers students without gender bias.
- **Promote action-oriented learning in schools that supports pro-environmental behaviours:** for example, growing a vegetable garden, making basic renewable energy technologies, visiting solar farms or recycling centres, holding debates, behaviour change and communication campaigns that promote environmental protection practices, observing days like Earth Day and Environment Day.

FROM LEARNING TO EARNING: SUPPORT PATHWAYS INTO GREEN JOBS

- **Anchor sustainable development, green economy principles and green skills development throughout education systems** including in TVET institutions and by linking education institutions with businesses in the green economy, and **across business development services**, such as by promoting green business opportunities and supporting green entrepreneurship.
- **Promote employment services in green sectors.** Provide young people with a range of targeted services to support them in the transition and ensure that employment services are inclusive and respond to the needs of young women.
- **Provide young people with career guidance on pathways into green jobs and training opportunities.** Ensure young people receive guidance on currently available green job opportunities and that they understand likely future changes to the job market. Career guidance should promote equal opportunities and challenge gender stereotypes surrounding green jobs.
- **Provide a TVET curriculum that is holistic and includes courses on climate and the environment and training in green skills,** opportunities and entrepreneurships so young people feel better able to participate in the green economy.

69. A gender-transformative education seeks to transform stereotypes, attitudes, norms and practices by challenging power relations, rethinking gender norms and binaries, and raising critical consciousness about the root causes of inequality and systems of oppression. https://www.unicef.org/media/113166/file/Genderper cent20Transformativeper cent20Education.pdf

A young woman relies on a successful maize harvest to survive (Zambia).
©Plan International

SUPPORT INCLUSIVE OPPORTUNITIES FOR YOUNG PEOPLE TO ACCESS GREEN JOBS AND DEVELOP GREEN SKILLS IN THE WORKPLACE

- **Provide and fully fund paid internships, training opportunities and apprenticeships on green jobs and environmental and climate initiatives** and programmes to support young people's active learning.
- **Ensure that all young people have equal access to green job opportunities,** especially those living in rural areas and those from lower socio-economic backgrounds.
- **Increase young people's access to loans and grants for start-ups in the green economy,** and financing for youth-led climate and environmental initiatives.
- **Provide in-work training on green skills and environmental sustainability for young people already in employment,** so they can better protect and restore the environment through their work.

ENSURE POLICIES, STRATEGIES AND FINANCING PROMOTE A JUST TRANSITION TO A GREEN ECONOMY

- **Ensure that climate and environmental policies and strategies include actions at all levels that support a just transition,** including equal opportunities for green skills development and pathways to green jobs through education (including TVET), access to employment (including paid internships and entrepreneurship support) as well as climate and environmental programmes and community engagement.
- **Governments, businesses and other employers should work together to ensure a just transition to a green economy,** and that provision of green jobs and training are prioritised in the economic recovery from the COVID-19 pandemic.
- **Recognise and redistribute girls' and women's current disproportionate burden of unpaid care and domestic work as part of a just transition to a green economy.** This could be done by fostering changes to social norms to better balance the allocation of unpaid responsibilities and reviewing incentives and regulations that reinforce gendered distributions of labour.

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Cover photograph: A young woman picks green chili peppers in Uganda. © Plan International

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We strive to advance children's rights and equality for girls all over the world. We recognise the power and potential of every single child. But this is often suppressed by poverty, violence, exclusion and discrimination. And it's girls who are most affected. As an independent development and humanitarian organisation, we work alongside children, young people, our supporters and partners to tackle the root causes of the challenges facing girls and all vulnerable children. We support children's rights from birth until they reach adulthood, and enable children to prepare for and respond to crises and adversity. We drive changes in practice and policy at local, national and global levels using our reach, experience and knowledge. For over 80 years we have been building powerful partnerships for children, and we are active in over 75 countries.

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