

ENERGY TRANSITION SKILLS PROJECT

ACTION TOOLKIT



STUDENT**ENERGY**

ABOUT THE ENERGY TRANSITION SKILLS PROJECT

The Energy Transition Skills Project was developed by Student Energy in partnership with Ørsted to explore what is most important to young people when looking for employment and what barriers they face to entering the energy transition jobs labour market. By understanding the needs and aspirations of young people, the project aims to provide insight to companies, governments, and other energy actors on how they can better support youth skill development and employment. Young people will be crucial actors in addressing the growing labour and skills shortages seen in the energy transition jobs market. This project aims to answer the following key research question:



► HOW CAN ENERGY ACTORS ALIGN WITH THE NEEDS AND ASPIRATIONS OF YOUNG PEOPLE TO MEET THE ENERGY TRANSITION'S WORKFORCE DEMANDS?

The project was launched in August 2022 and began with a literature review to understand current research on youth needs and aspirations related to employment, and to understand the future energy transition jobs market. An online survey was then conducted to gather the perspectives of young people between the ages of 18-35 on what is most important to them when looking for a job and what barriers they face to employment related to the energy transition. The outreach process was supported by various industry stakeholders and Outreach Partners, who are youth organizations and groups that supported Student Energy with outreach by sharing the survey with their communities. As of the publication of this report, the survey has collected 1811 responses from 93 countries around the world.

The final report shares findings from the literature review and survey, including global, regional, and demographic insights and includes feedback on these results shared by stakeholders during consultation sessions. Using these findings, the report also outlines recommendations for both youth seeking jobs in the energy transition as well as various energy actors on how they can support youth skill development and employment. Additional information on the project's methodology and other materials related to the project can be found at the end of the report.

READ THE ENERGY TRANSITION SKILLS PROJECT FINAL REPORT [HERE!](#)

¹ For the purpose of this project, an energy transition job is employment that supports the energy transition. It can be within the energy sector or outside the energy sector, but all or some work responsibilities would contribute towards advancing the energy transition in some capacity.

HIGHLIGHTED GLOBAL FINDINGS

- ▶ Youth respondents most commonly ranked Purpose of work (**19.9%**) as most important when looking for a job, followed by Opportunities for growth (**14.8%**) and Salary and compensation (**13.8%**). When ranking their top three priorities when pursuing a job, **44.5%** of respondents chose Purpose of work, **44.4%** chose Salary and compensation, and **42.3%** chose Opportunities for growth.
- ▶ The majority of respondents (**68.4%**) think it is necessary to have a Science, Technology, Engineering, and Math (STEM) background to work on the energy transition.
- ▶ The most commonly selected barriers that respondents face to employment are: lack of awareness about existing job opportunities (**47.6%**), lack of available entry-level positions (**46.0%**), and lack of access to skills training (**44.9%**).
- ▶ **43.8%** of respondents who received post-secondary education feel that it did not prepare them to pursue a career that advances the energy transition or were unsure how helpful their education was.
- ▶ The majority of respondents believe that skills training programs would help them learn the skills necessary to pursue the jobs they are interested in (**64.8%**). The second most common answer was internships, co-ops, or work-learn opportunities (**54.8%**).



RECOMMENDATIONS

FOR ENERGY ACTORS

- ▶ To close emerging labour and skills gaps, employers in the energy transition sector must align job opportunities with the priorities of young people (purpose of work, salary and compensation, and opportunities for growth) to further support their interest in the sector.
- ▶ Educational institutions, employers, and other energy actors can be more clear about the skills and knowledge necessary for young people to enter a career that advances the energy transition.
- ▶ As educational institutions may be slow to adapt to the skill needs of the energy transition, employers can help to close the education and skills training gap by making more entry-level positions available to youth, and developing youth skills training programs, ideally with the participation of youth.
- ▶ To ensure that the energy transition and subsequent labour transition is inclusive globally, employers must develop strategies to support diverse youth to enter the energy transition workforce by considering common barriers such as education gaps, citizenship restrictions, and discrimination.



RECOMMENDATIONS FOR YOUTH

- ▶ Youth should first seek to identify their career interests and values to align with labour needs and understand what kind of job opportunities in the energy transition they might be interested in.
- ▶ Recognizing that work on the energy transition requires many different kinds of skills and expertise, youth can reflect on and more clearly articulate the transferable skills they already have, and how they can apply them to work related to the energy transition.
- ▶ To learn more about what opportunities exist to be directly and indirectly involved in the energy transition, youth should actively reach out to people in jobs and industries they are interested in to learn more about what skills are needed for different roles, how these professionals got to that point in their career, and how youth themselves can learn these skills.
- ▶ As advancing the energy transition requires all communities, sectors and industries to play their part, youth should advocate for energy transition skills development opportunities and training in their community, at their post-secondary institution and/or at their workplace, when possible.

TAKE ACTION

GENERAL

Share the findings of the Energy Transition Skills Project using this **communications kit**

Incorporate the findings of the Energy Transition Skills Project into your work on youth skill development and employment in the energy transition

Sign the **Pledge of Support** and commit to implementing the Energy Transition Skills Project's Recommendations for Energy Actors on youth skill development and employment

Work with other energy actors and young people to create spaces for cross-sectoral collaboration, such as networks, coalitions, or advisory council, to continue research on the skills gap and implement effective curriculums, training programs, and other strategies to address these gaps

FOR ENERGY ACTORS

► Create meaningful and accessible job opportunities for young people, and clearly communicate the following throughout job descriptions:

- The impact young people will be able to contribute to through this work
- Compensation, benefits, and if there are any flexible work conditions or accommodations available
- What skills and knowledge are required for the role and what are deemed as assets

► Create youth opportunities to support skills development and employment such as:

- Mentorship programs
- Young professionals committees or networks
- Professional development or skills training programs for young staff
- Experiential learning opportunities, co-ops, student internships, or other work-learn opportunities for students, such as **Student Energy's Career Training** program
- Specific professional development programs for equity-deserving groups
- Entry-level opportunities specifically for young people

► Implement tools, mechanisms, and best practices to increase access to skills development and employment for young people such as:

- Stipends, grants, and scholarships for young staff, students, and youth to access extra professional development, education, or skills training opportunities
- Policies, financial incentives, and subsidies to encourage and support employers in hiring more young people and developing youth-specific training programs
- Equity, diversity and inclusion strategies and tools to improve representation of equity-deserving youth in energy transition jobs, such as implementing flexible work hours or providing or improving access to childcare

► Implement youth engagement and communication strategies to meet young people where they are and raise awareness about opportunities in the energy transition, such as:

- Campus recruitment events, job fairs, and other recruitment activities in youth communities
- Online information sessions and social media campaigns
- Read Student **Energy's Youth Engagement Principles** to learn about how we engage with young people and for ideas on how to establish your organization's own protocols for youth engagement



FOR YOUTH

- ▶ Use different resources available to reflect on your interests and values related to work in the energy transition. Some resources include:
 - ▶ Student Energy's **Energy Systems Map** to learn more about different components, processes and issues in the energy system to understand where you can play a role in the energy transition based on your interests
 - ▶ International Labour Organisation's (ILO) guide, **How to choose my future profession? A step-by-step guide for job seekers**, to reflect on different transferable skills, fields and sectors, values and interests, and to create a plan and strategies to find employment
 - ▶ Dr. Ayana Elizabeth Johnson's **Climate Action Venn Diagram** to consider what brings you joy, what you are particularly good at, and what climate and energy solutions are needed in your local community
- ▶ Research and make note of common labour market trends in your region and what jobs are in demand in your region that directly or indirectly contribute to the energy transition. Compile a list of opportunities you come across that may be of interest to you and make note of what skills you would need for these roles or that you may already have that are transferable. Some tips that may be helpful in communicating your transferable skills in your job applications and interviews include:
 - ▶ Taking time to reflect and understand your strengths and transferable skills to be able to communicate them effectively
 - ▶ Tailoring your job application to the specific job you are applying for by using simple words to explain your skills and qualifications. Using specific language and terms that would be applicable to the industry you are applying for also helps to translate your skills to the employer and shows them your knowledge of the industry.
 - ▶ Provide examples of quantifiable results you have achieved from your past experiences using these skills (ex. "Created a communications campaign to promote sustainable practices on campus that reached an audience of 3,000+ Instagram users")
 - ▶ Research and use other job-seeking and career development tools and techniques, such as the ILO's **How to organize my job search guide**.



- ▶ **Use different strategies to start reaching out to industry professionals to learn more about their role and skills, such as:**
 - ▶ Starting with asking peers, teachers, or other people in your network you are already connected with and who may have insight into the opportunities and industries you are interested in. Ask these connections if they know anyone in the fields you are interested in that you would be able to talk to.
 - ▶ Research the different communities you are connected to, such as your educational institution's alumni network, to give you more ideas on who to connect with
 - ▶ Attend networking events being hosted in your communities or at your school
 - ▶ Research employees from relevant organizations you would be interested in learning more from
 - ▶ Prepare for informational interviews or coffee chats with industry professionals by setting a goal, preparing how you will introduce yourself to them and share your story, doing basic research on their background and role, coming up with a few questions you would like to ask them, and identifying what advice you would like to get
 - ▶ Use the Additional Resources section for other resources and research other networking tips
- ▶ Participate in projects like the Energy Transition Skills Project that amplify the perspectives of young people to contribute your voice to the employment and skills development discussion
- ▶ When possible, propose new training opportunities or resources to your educational institution, employer, or community that would support young people and be helpful for your professional development
- ▶ When possible, share your needs and interests with local political representatives and employment and labour organizations to advocate for policies that will support youth skills development and employment in the energy transition



ADDITIONAL RESOURCES



**ENERGY TRANSITION SKILLS
PROJECT FINAL REPORT**



**ENERGY TRANSITION SKILLS
PROJECT COMMUNICATIONS KIT**



**ENERGY TRANSITION SKILLS
PROJECT PLEDGE OF SUPPORT**



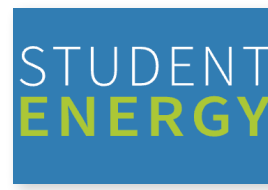
**STUDENT ENERGY'S
ENERGY SYSTEM MAP**



**ENERGY TRANSITION SKILLS
PROJECT WEBSITE**



**STUDENT ENERGY'S YOUTH
ENGAGEMENT PRINCIPLES**



STUDENT ENERGY WEBSITE

- ▶ ILO Guide: How to choose my future profession? A step-by-step guide for job seekers
- ▶ ILO Guide: How to organize my job search? A step-by-step guide for job seekers and those that support them

- ▶ ILO Guide: How to work in the green economy: Guide for young people, job seekers and those that support them
- ▶ Dr. Ayana Elizabeth Johnson's **Climate Action Venn Diagram** and **Instagram** for examples on how to fill out the diagram

- ▶ Youth Foresight
- ▶ Youth Advocacy Resources Hub

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