

NPU STUDENT AMBASSADOR

TOOLKIT 6: ADVOCACY, GREEN SKILLS & JOBS



Credit: Michael Teague



Credit: Familial Forestry



Credit: Taras Bains



Credit: Federal University of Technology Owerri

**NATURE
POSITIVE
BY 2030**

Introduction to Toolkit 6

This Toolkit intends to support the information provided in Workshop 6, to provide more detail on some of the topics, and suggest some related actions you might wish to carry out.

We'd love to feature your actions on the NPU website as case studies. Please send us a photo and approx. 150 words of text (or a URL) either by email or you can submit them on our website.

*In order to graduate for this year's programme and receive a certificate of recognition, you'll need to have attended or watched back all of the 6 workshops and complete the corresponding workshop quizzes, as well as the end of year feedback form **before 31st July 2026**.*

If you have questions, we would suggest reaching out to other NPU Student Ambassadors through the WhatsApp Community groups or alternatively, you can email us at: emily.stott@biology.ox.ac.uk, hollie.thompson@biology.ox.ac.uk, naturepositiveuniversities@gmail.com.

Best wishes,

Emily, Hollie, Favour and Avani

May 2026



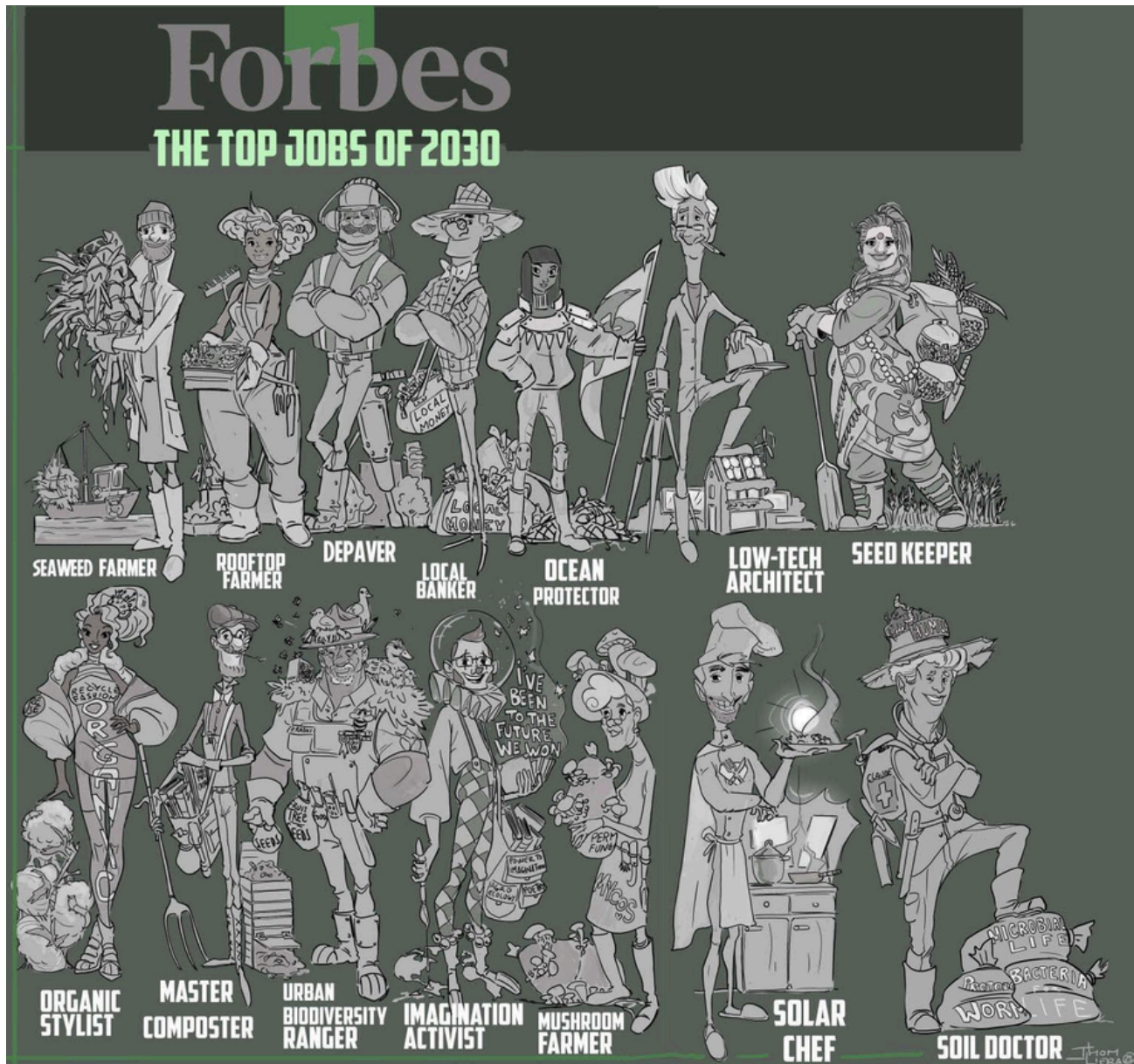
What is a **green job**?



An internet image search for ‘**green jobs**’ provides the following images, encompassing careers in renewable energy, ecological surveying and sustainable agriculture.

Whilst we fully support development of these important industries of the future, and there are specific nature-related skills to be gained through conservation, biology and environmental sciences, we would also like to encourage members of NPU to consider that **every job can be a green job**, and think about how to use your skills to move society towards the future we need, and bring a focus on nature to whichever career path you choose to take.

What is a green job?

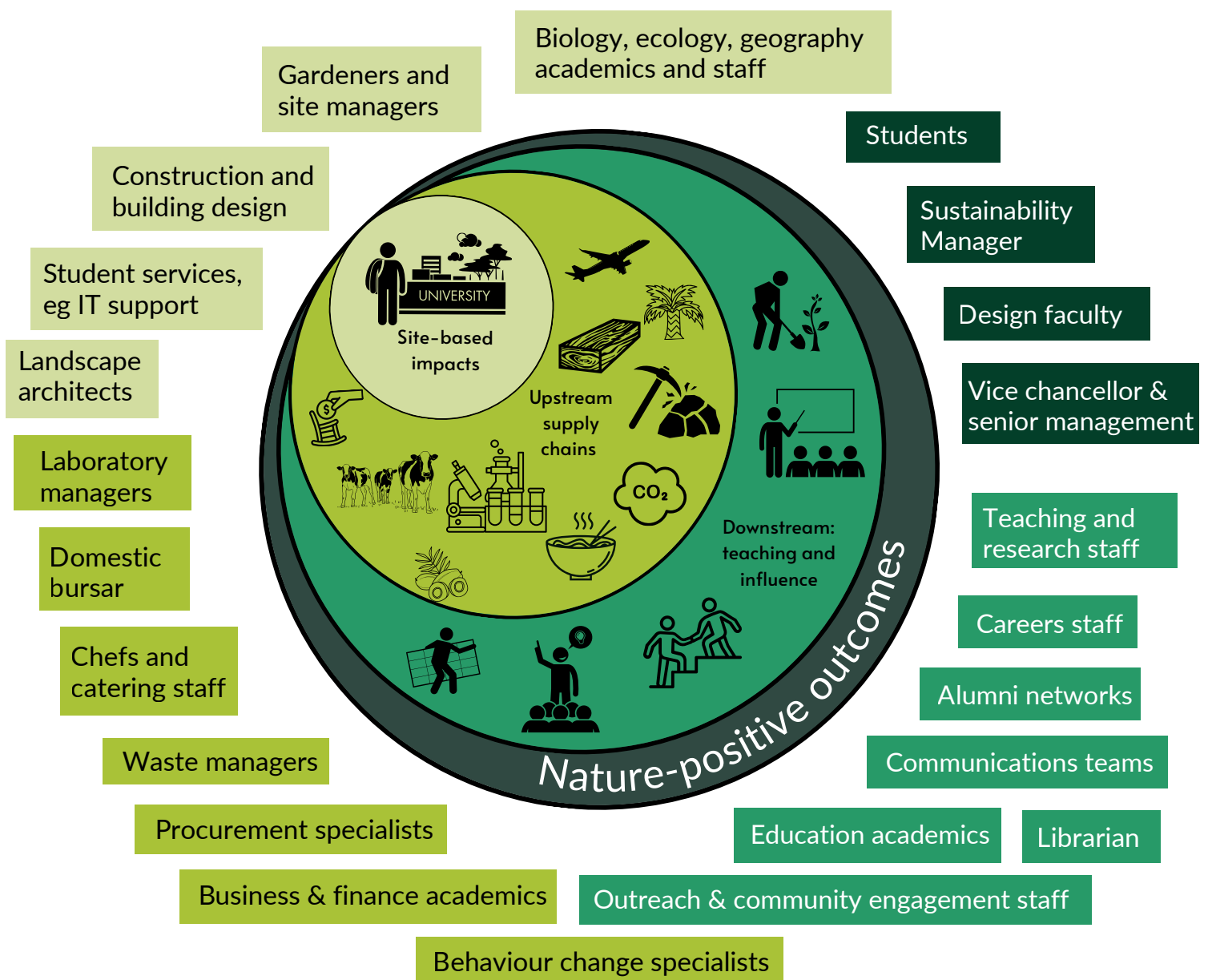


This comic was created by illustrator Thomas Liera with Rob Hopkins, activist and founder of the Transition Towns movement in the UK, and author of “What if?” and “How to fall in love with the future”, highlighting the role of the imagination, and thinking outside the box to re-imagine jobs of the future, and help us realise creative solutions to the problems we face.

What is a green job?

Everyone can be a nature leader

Action is needed at every level of our institutions, from gardeners to chefs, accountants to lab managers, senior management and teaching staff as well as sustainability and biodiversity managers. This graphic explores some of the roles at universities that we believe have a key role:



Nature Positive Skills Roadmap

Working towards a nature positive goal on campus can help you gain valuable green skills worth highlighting on your CV or job applications. Below are a range of core and technical skills you may have developed during your work that are widely transferable across different industries:

CORE SKILLS

Stakeholder engagement

Presentation skills

Environmental leadership

Understanding governance

Advocacy

Consensus building

Project management

Problem solving

Communication skills

Social media

TECHNICAL SKILLS

Applied ecological surveying

Citizen science

Data analysis

Carbon and biodiversity measurement

Supply chain research

Conservation Hierarchy

Circular economy

Sustainable food

Invasive species removal

Rewilding

Nature based solutions

Behaviour change initiatives

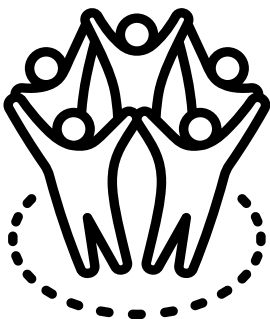
Habitat creation

Restoring degraded habitats

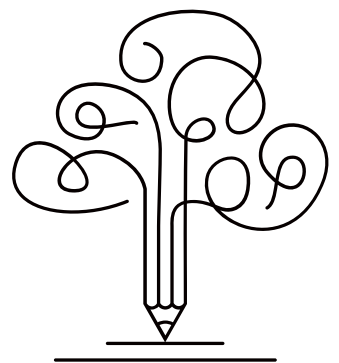
Explore your **green skills**

This toolkit is focussing on the concept of **green skills** which we frame as crucial skills that will be required to achieve a global nature-positive goal, and help transform at a societal level. Green skills can be gained through many avenues: on university courses, through volunteering, internships or work experience, through programmes such as the NPU Student Ambassador programme or other youth initiatives.

We believe that the following transferable skills, many of which we have highlighted throughout the NPU Student Ambassador programme are crucial for helping the green transition towards a truly nature-positive economy and planet, whatever your subject discipline and expertise are. However it is not an exhaustive list, there are many more!



- biodiversity baselines
- citizen science
- conservation hierarchy
- systems thinking
- collaboration
- cross-cultural understanding
- networking
- imagination and creativity
- project management
- presentation skills
- social media
- photography



Explore your **green skills**

Green skill example 1 : **Creative Communications**

Student speaker from workshop 6 (May 2026), Amina Othman from the University of Abuja, Nigeria shared with us how she uses storytelling, poetry, and digital advocacy to engage young people and communities:

*“My work focuses on using **storytelling, spoken word poetry, digital advocacy, and creative media** to make climate and environmental conversations more relatable, accessible, and community-centered, especially for young people and grassroots communities. Through my advocacy work and the Project Advosafe Initiative, I have engaged young people through **school outreaches, environmental awareness campaigns, digital storytelling, and community engagement activities** focused on climate action, environmental sustainability, and civic responsibility. One example is a climate education outreach conducted in collaboration with Core Development Initiative at a primary school in Abuja, where we introduced students to recycling, waste management, and environmental responsibility through interactive learning and creative engagement. Activities like this are important to me because they **help build climate consciousness early and empower young people to see themselves as active contributors to environmental protection.**”*



Photos credit: Amina Othman, University of Abuja, Nigeria

Explore your **green skills**

Green skill example 1 : **Creative Communications**

*“I use spoken word poetry and short-form video storytelling as tools for **advocacy and public engagement**. Through **performances, social media campaigns, and digital content**, I explore themes around climate justice, environmental responsibility, youth participation, and sustainable futures in ways that are emotionally engaging and easy for wider audiences to connect with. In addition, my work with Youth Climate Network Nigeria and other youth-led platforms has strengthened my experience in climate communication, campaign visibility, and community engagement. **I believe creative communication is a powerful green skill because it helps translate complex environmental issues into stories and experiences that inspire action, participation, and behavioral change.**”*



Photos credit: Amina Othman,
University of Abuja, Nigeria

Explore your **green skills**

Green skill example 2 : **Radio broadcasting**

Student speaker from this workshop 6 (May 2026), Anna Asim from Fatima Jinnah Women University, Pakistan shared with us her experiences:

"As a radio presenter and producer at Radio Voice of Women FM 96.6 in Pakistan, I created and hosted weekly live broadcasts. The programmes covered topics ranging from climate change, gender equity, global development, and social issues, basically topics that rarely receive airtime on mainstream Pakistani radio. This broadcasting led me to become a panelist for a "Climate Change Mitigation Program" for SSDO. Apart from this, I had the pleasure of being a part of the "16 Days of Activism - GBV" at the Embassy of Kingdom of Netherlands Pakistan representing my university and engaging for intersections of gender-based violence and climate vulnerability. For the recent International Biodiversity Day, I again hosted for the Snow Leopard Foundation x FJWU for Markhor and biodiversity conservation.

Broadcasting became my first green skill because it allowed sustainability conversations to reach the local audiences and community which actually holds the power to reap change if mobilized right. Because let's be honest, the majority of the locals would never attend a conference, read a report, or encounter environmental messaging in English. By producing content not only in Urdu and grounding each episode in lived realities like water scarcity, food prices, community health, but also choosing radio which mostly locals, educated or not, tune in to. I was able to make environmental and social issues relevant and immediate for everyday listeners. The key resource was access to the station itself, which was dead silent before I chose to step in, and I truly believed the media was an underused tool for sustainability advocacy because sustainability roots from daily small steps."



Photos credit: Anna Asim, Fatima Jinnah Women University, Pakistan

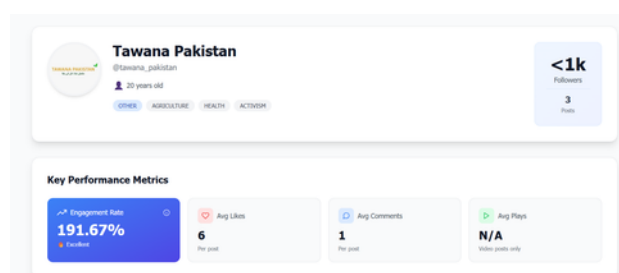
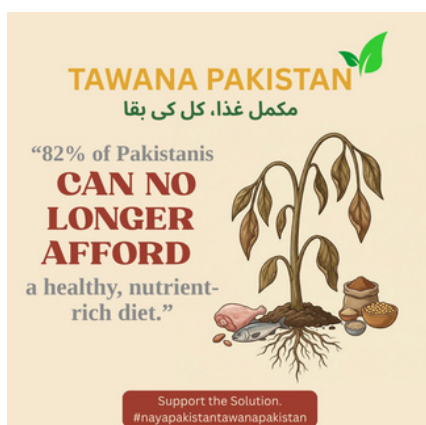
Explore your **green skills**

Green skill example 3 : **Digital Advocacy**

“Tawana Pakistan is a digital food sovereignty initiative I founded to address the rapidly rising food security problem in our country and to top it, the communication gap around sustainable nutrition, kitchen growing, and food waste in Pakistan. The name means healthy and strong in Urdu, and the campaign connects a very deep rooted hobby (the solution itself) in our society which could be utilized and highlighted as more than a grandma's hobby, kitchen gardening not only reduces food waste, but also provides environmental and economic sustainability for low income families.

The initiative uses Instagram as its primary platform, creating short video content, reels, and informational posts that translate sustainability principles into practical, accessible actions for Pakistani households. The campaign reached 261 accounts in just 2 days, with 74 percent of that reach coming from non-followers, meaning the content was travelling beyond the existing audience organically. Content is produced in both Urdu and English to maximise accessibility.

Tawana Pakistan was launched during a period when my university was entirely online, with no budget and no institutional infrastructure. The challenge of that period became the lesson: digital tools allow advocacy to continue regardless of physical access. The initiative demonstrates that social media, when used with a clear purpose and a specific audience in mind, is a legitimate and scalable green skill with various directions for growth.”



Photos credit: Anna Asim, Fatima
Jinnah Women University, Pakistan

Explore your **green skills**

Green skill example 4 : **Photography**

Our student speaker for 2024-5 Workshop 6, Michael Teague, shared his experience using nature photography to engage students on campus at University of Lincoln, UK. Through development of his interest in photography, Michael was able to contribute to biodiversity conservation in a number of ways:



Posting photographs on social media, which raised awareness of the existence of wildlife on campus, combined with advice for how to safely interact and care for wildlife.

Using photography to encourage engagement with important groups such as insects which may otherwise be overlooked.



Using photographs as citizen-science records to help identify and record presence of species appearing on campus using the iNaturalist platform.

Credit: Michael Teague

Explore your **green skills**

Green skill example 5: **Collaboration**

Michael also described a collaboration between students and a local environmental group, Royal Society for Protection of Birds (RSPB).



This developed from an ongoing project that the environmental group ran at Lincoln cathedral, educating the public about nesting peregrine falcons in the bell tower, that the students engaged with.

After spending time with the environmental group, the students were invited to attend regular trips by bus to nature reserves, organised by the group (with a discount provided for students to make it affordable).



This fruitful collaboration increased the access and engagement with local conservation sites, and built stronger relations between members of the community of all ages and backgrounds, centred around nature.

Explore your **green skills**

Green skill example 6: **Citizen Science**

Student speaker for 2024-5 Workshop 6, Gabrielle Pengyu Shao, from University College London, UK, shared her experience engaging with citizen science to contribute to water monitoring:



In the presentation, Gabrielle shared her advice on how to get involved in environmental activities:

1. Become a volunteer and a citizen scientist - e.g. The Conservation Volunteers and Freshwater Habitat Trust
2. Monitor your own rivers - buy or lend equipment to monitor river quality
3. Learn your skills - to help you become a citizen scientist, e.g. <https://castco.org/>
4. Find your opportunities - Gabrielle is starting a project to set up a platform to find conservation opportunities for volunteers. Contact Gabrielle to find out more and get involved: gabrielle.shao.23@ucl.ac.uk

Explore your **green skills**



Green skill example 7: Environmental education

Host an environmental education event at a local school

To truly reach Nature Positive we need to open doors of learning to everyone, informing and educating them about the role they can play in nature conservation and the actions they can take. Many schools do not have the expertise to educate their students on environmental topics, but young people are the future and we need them to become invested in making change.

Steps to conducting an outreach event at schools

- Recognise the school or community you want to speak with, and so who your target audience is – your approach might be different for rural and urban communities, depending on what you think is important to those groups.
- Contact the school head about your desire to host an educational event and organise a date.
- Organise a team of fellow university students to help out at the event, and write a plan for the session including the topics you'll cover, who will say what, how long it'll take, and whether you need to produce any posters or worksheets, etc.
- Gather the necessary materials, and be willing to leave these with teachers to ensure they can conduct these lessons again in the future.

Explore your **green skills**

Green skill example 7: **Environmental education**



Favour Eragbie (University of Benin, Nigeria) organised outreach encouraging the next generation of environmental activists to make pledges at local schools.



Natty Molang (Cross Rivers University Calabar, Nigeria) visited schools to help establish eco-clubs for school children and raise awareness on environmental issues.



OGWANG Robert Rapsy (Uganda Management Institute) through their Rural Schools' Agroecology Programme, established school-community agroecology learning hubs in rural schools, offering hands-on experience and learning in holistic climate education, biodiversity- and environmentally-friendly practices for rural schools in Northern Uganda.

Explore your **green skills**



Green skill example 8: Advocacy

You'll know by now that every sector of the economy needs to consider its environmental impacts if we are to become Nature Positive and reach Net Zero. This means it's important not just to teach about environmental sustainability in biology and geography, but across all different subjects.

Do you think there is enough environmental education in your course? Or is there room to campaign for more? If you think there is, you could take this action to campaign for curriculum change.

How to campaign for curriculum change:

- First, identify what you think needs to be added to the curriculum. This might be small things added into each lecture, or a set of topics that need to be added as separate lectures.
- You then need to draw up a plan of how these can be incorporated into the curriculum - for example, what lectures would they replace? What specific classes could the ideas be incorporated in? Who could deliver the lectures? This shows you're dedicated and have thought this through: although staff members might not use your ideas directly, they might take inspiration from them.
- Talk to lecturers first and ask if they'd be willing to add the desired topics to their lectures.
- Create a petition before you approach the university management so they can see that the request is coming from a large body of students and that sustainable knowledge is in demand.
- Contact the relevant staff members and organise a meeting!

Explore your **green skills**



Green skill example 8: **Advocacy**

What could be added to my curriculum?

Below are some ideas for things you might want to see on your course. The list is not exhaustive, and there is likely something you can think of relevant to your course!

- **Biology** – ecology & conservation; the link between biology & social science in encouraging behaviour change; conservation policy & governance.
- **Chemistry** – how chemicals are sourced and the impact of different chemical materials; renewable energy generation; sustainable lab practice (see the LEAF scheme for laboratory sustainability).
- **Engineering** – renewable energy generation; life cycle assessments of materials & their environmental sustainability.
- **Material science** – consideration of the life cycle assessments of materials used in the course; use of low-impact materials.
- **Social sciences** – how we can cause behaviour change to encourage more sustainable practices; working with people in conservation; stakeholder engagement; community-based conservation.
- **Arts and fashion** – sustainable materials; how paint/other media is made and its impact; alternative models to consumption such as leasing & rental; using 'artivism' to raise awareness to change.
- **History** – the environmental context of the eras you're learning about, and history of social movements & environmental action

Explore your **green skills**

Choose a nature positive dissertation or essay topic

Whilst at university you have a chance to contribute to academic knowledge and advance your field – so why not link this to being nature positive?



Choose a topic you're passionate about

Your dissertation or research project will take a lot of time, so it's important to choose a topic that interests you. Think about what you've learnt on your course, through the Nature Positive Universities programme, or through others?

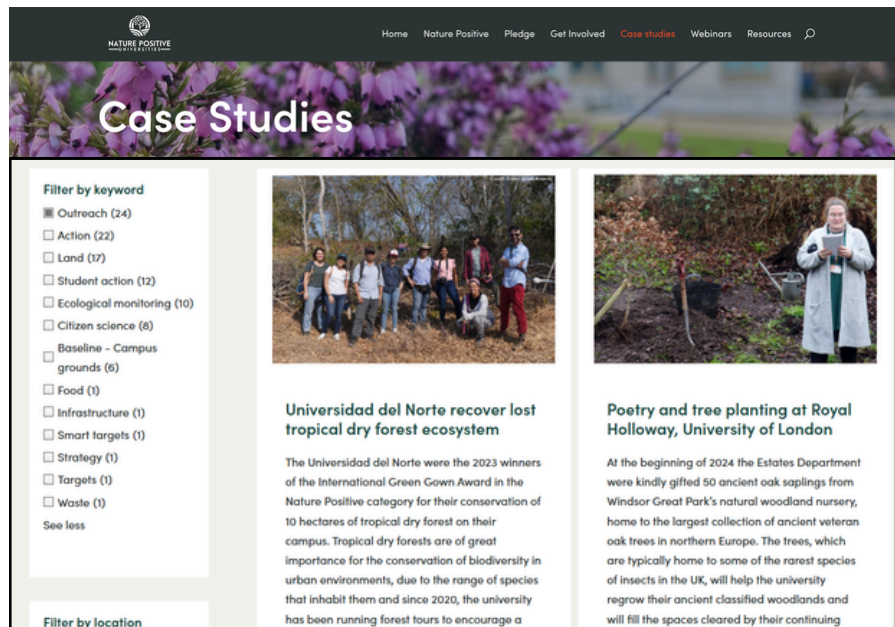
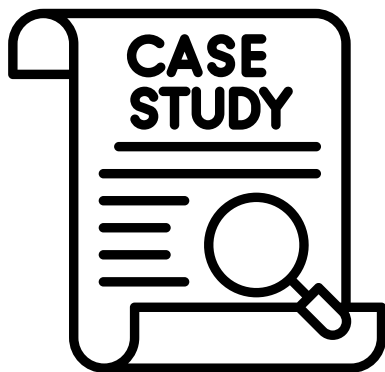
Choose something different

It's important to choose a unique topic for your project in order to draw novel conclusions and contribute to the field. Read surrounding literature and see if any questions come to mind – you might think of approaching an already-researched area from a different angle, applying an existing method to a new study system, or answering a question posed in the discussion section of recent work.

Find a supervisor

Hopefully there will be someone in your university able to supervise your work, but if not you can look further afield! Search online for academics who have written papers you're interested in and get in touch – you never know if they'd be willing to help out.

Workshop 6 actions:



Submit your actions as Case Studies

As we've mentioned before, we'd love to feature your activities or those of your institution as Case Studies on the NPU website. We need a **title**, **150 words**, a **photo**, and a **URL** (if available) with a link to a website / post with more information. We will also be happy to feature these in future toolkits and in social media posts (with your permission).

www.naturepositiveuniversities.net/case-studies



Workshop 6 actions:

Feedback on the NPU Student Ambassador Programme:

Thank you for reaching the end of the 2025/26 Nature Positive Student Ambassador programme, we hope you have found it informative and inspiring, and have enjoyed learning from and with students all over the world!



We'd love to hear how you've found it and consider the ways we can improve. Here are some steps we invite you to take:

- Please fill in our [feedback form](#) - it makes all the difference!
- Leave a **public testimonial** that you'd be happy for us to use in the future on social media to recruit our next generation of student ambassadors.
- Share with us **further information** about **activities and projects** before the programme finishes, in the feedback form.
- **Consider staying on for another year** if you will be a student for 2026/27 and **let us know your plans** in the feedback form.

Further guidance and information:

Explore [Case Studies](#) on the NPU website

Several of these involve projects describing advocacy and community engagement.

[Watch back a presentation](#) about how to start an environmental campaign given by Favour Eragbie at a Student Ambassador workshop back in 2023.

[Every job is a nature job](#)

Read the [UNEP-WCMC article](#) about Nature Jobs

[Make every job a green job](#)

Download the [Green Skills Toolkit](#) from the Institute of Sustainability and Environmental Professionals _

[LinkedIn Global Green Skills Report 2023](#)

Check out the [LinkedIn Global Green Skills Report 2023](#).