



Theme: Skills for Climate Change and Sustainable Development

**ENGLAND AND GIBRALTAR EUROPEAN SOCIAL FUND  
CONVERGENCE, COMPETITIVENESS AND EMPLOYMENT  
PROGRAMME 2007-2013**

**CALL FOR PROPOSALS FOR INNOVATIVE AND TRANSNATIONAL  
PROJECTS**

**31 OCTOBER 2008**

<b>Theme</b>	<b>NEW CHALLENGES – SKILLS FOR CLIMATE CHANGE AND SUSTAINABLE DEVELOPMENT</b>
<b>Regions</b>	<p>This theme has been selected by the following regions:</p> <ul style="list-style-type: none"> <li>• Cornwall and the Isles of Scilly (Priority 5)</li> <li>• East of England (Priority 2)</li> <li>• East Midlands (Priority 2)</li> <li>• London (Priority 2)</li> <li>• North West (Priority 2)</li> <li>• South East (Priority 2)</li> <li>• South Yorkshire (Priority 2)</li> <li>• West Midlands (Priority 2)</li> <li>• Yorkshire and the Humber (Priority 2)</li> </ul> <p>The project applicant must be from one of these regions. The application will need to demonstrate how it will address the employment and skills strategies of the region within which it is submitted (see section on regional context). The application may include partners in other regions whether or not those regions have selected the theme.</p>
<b>ESF <u>Operational Programme</u> priorities</b>	<p>Projects within this theme must fall within one of the following priorities:</p> <ul style="list-style-type: none"> <li>• <a href="#">Priority 2</a> – Developing a skilled and adaptable workforce (Regional Competitiveness and Employment Objective)</li> <li>• <a href="#">Priority 5</a> – Improving the skills of the local workforce (Convergence Objective)</li> </ul> <p>Projects within Cornwall and the Isles of Scilly will be submitted within Priority 5. Other projects will be submitted within Priority 2.</p> <p>Projects will focus on developing and delivering innovative ways of improving skills for climate change and</p>

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	<p>sustainable development in the workforce. In particular, they will focus on training in environmental management and protection skills and in eco-friendly technologies, including training which supports renewable energy sectors, energy efficiency and recycling.</p> <p>Sustainable development is also one of the <a href="#">cross-cutting themes</a> within the ESF programme.</p>
<b>Aim</b>	<p>This theme will develop, test and deliver new ways of addressing skills for climate change and sustainable development. It will develop more effective ways of influencing and implementing skills and employment policy priorities, and meeting ESF target group and employer needs. The outcomes should lead to further developments in mainstream delivery.</p>
<b>Eligible groups</b>	<p>This theme will focus on opening up opportunities for target groups in Priority 2 and 5 to develop new skills needed to address the challenges and opportunities presented by climate change and sustainable development.</p>
<b>Strategic context</b>	<p>The ESF programme operates within the framework of the EU's strategy 'Sustainable Europe for a Better World' which was proposed at the Gothenburg European Council in 2001. In 2006 the EU adopted its renewed <a href="#">Sustainable Development Strategy</a>.</p> <p>In 2005, UK Government launched its third sustainable development strategy '<a href="#">Securing the Future</a>'. The strategy sets out five principles for policy making:</p> <ul style="list-style-type: none"> <li>• living within environmental limits;</li> <li>• ensuring a strong, healthy and just society ;</li> <li>• achieving a sustainable economy;</li> <li>• promoting good governance;</li> <li>• using sound science responsibly.</li> </ul> <p>It also set out four priority areas for action:</p> <ul style="list-style-type: none"> <li>• sustainable consumption and production;</li> <li>• climate change and energy;</li> <li>• natural resource protection and environmental enhancement;</li> <li>• sustainable communities.</li> </ul> <p>The UK Sustainable Development Strategy identifies the need for skills for sustainable development and 'sustainability literacy'. It states that the UK needs to</p>

	<p>improve its knowledge and skills base in order to achieve a major shift in resource efficiency and the delivery of new products and services with lower environmental impacts.</p> <p>This New Challenges initiative will concentrate on the skills needed to address climate change and sustainable development.</p> <p>The focus is now on sustainable economic development to enable people to satisfy their basic needs, and enjoy a better quality of life, without compromising that of future generations. Strategic programmes of environmental investment, protection and innovation are being developed to ensure continued economic growth. To enable this to succeed the behaviour of people and businesses will need to change. There are over 1,300 pieces of environmental legislation affecting UK business and utility costs are rapidly rising. As a result the environment is now firmly on the business agenda, which will impact on the workforce skills needed as new processes are developed to deal with:</p> <ul style="list-style-type: none"><li>• renewable energy;</li><li>• carbon emission reduction/working towards a low carbon economy (Government targets are set at reducing carbon emissions by 60% by 2050);</li><li>• intelligent energy;</li><li>• increasing energy efficiency;</li><li>• waste minimisation and recycling;</li><li>• sustainable construction;</li><li>• sustainable production;</li><li>• development of sustainable communities;</li><li>• nuclear decommissioning/new nuclear power;</li><li>• timber and forestry/rebuilding;</li><li>• biodiversity; and</li><li>• environmental protection and enhancement (e.g. reclamation of derelict and underused land).</li></ul> <p>Other areas of employment development are:</p> <ul style="list-style-type: none"><li>• sustainable procurement (from office supplies to building products). There will be increased opportunities for procurement professionals within the development of sustainable supply chains;</li><li>• the development of R&amp;D and technology commercialisation; and</li><li>• the development of green businesses especially the environmental technologies sector.</li></ul> <p>There are strategic skills gaps and shortages in each sector of the economy. These are more acute in some</p>
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	<p>than in others. There is also a need to deliver generic skills in sustainability in all sectors, at all levels, including in management and leadership, in order to bring about the culture change required to manage the transition to a resource efficient economy successfully. Sector-specific and cross-sector effort is needed.</p> <p>The Government is working with Sector Skills Councils (SSCs) and the <a href="#">UK Commission for Employment and Skills</a> to ensure that there is a rapid and collective SSC effort to raise the quality and quantity of the skills needed for the transition to a low carbon economy. It is expected that this work will be taken forward in partnership with the <a href="#">Sustainable Development Commission</a>, and with employers already working at the cutting edge of Skills for Sustainability, with a view to responsibility transferring ultimately to the <a href="#">Alliance of Sector Skills Councils</a>.</p>
<p><b>Regional context</b></p>	<p>The following regions have set out regional context for the climate change theme:</p> <ul style="list-style-type: none"> <li>• Cornwall and the Isles of Scilly</li> <li>• East of England</li> <li>• North West</li> <li>• South East</li> <li>• South Yorkshire</li> <li>• West Midlands</li> <li>• Yorkshire and the Humber</li> </ul> <p>The regional context identifies specific regional issues that should be addressed by applicants. The regional context documents are available on the <a href="#">innovation page</a> of the ESF website. Applicants should also take account of the relevant <a href="#">regional ESF framework</a>.</p>
<p><b>Indicative activities</b></p>	<p>The key area for action identified in the Operational Programme is: training in environmental management and protection skills and in eco-friendly technologies, including training which supports renewable energy sectors, energy efficiency and recycling.</p> <p>As the object is to develop innovative ways of addressing the new challenges, applicants may propose other actions relevant to this theme. All actions must be within the scope of the Operational Programme and regional ESF frameworks.</p> <p>The ideas coming forward to address the climate change and environmental agenda will need the development of new and different skills sets to support these areas, some</p>

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	<p>of which are outlined in the strategic context section. In particular the environmental technologies and services sector is one of the key growth areas.</p>
<p><b>Results</b></p>	<p>The primary output of projects within this theme will be the development and delivery of innovative measures to develop skills for climate change and sustainable development.</p> <p>This will include producing new tools, methods and service provision, and/or adapting and applying existing tools and methods to new regions, sectors or target groups. It will also include piloting these products with managers and employees. The outcomes will therefore include improving the skills of participants and, where appropriate, helping them to achieve qualifications.</p>
<p><b>Transnational working</b></p>	<p>Each project must include an element of transnational working. This will involve working with at least one partner from another EU Member State.</p> <p>The transnational dimension of projects must bring real benefits to the innovative activity by learning from, adapting or mainstreaming approaches from other Member States, and where appropriate transferring good practice to other Member States. ESF will not support transnational activities that merely seek to establish or develop partnerships with other Member States.</p> <p>Projects should allow the exchange of knowledge, experience and best practice that can offer clear added value to regional objectives and targets. They should aim to achieve strategic benefits that can be widely shared rather than purely operational or organisational benefits.</p> <p>Applications should explain why the activity should be undertaken transnationally and the proposed benefits of working with the chosen transnational partners.</p> <p>Applications should identify transnational partners (which may be organisations at local, regional or national level) that have a clear track record in this theme and can support exchanges that will facilitate innovation and fresh ideas. Transnational partners should be willing to work collaboratively in order to share good practice and learning.</p> <p>Transnational partners do not have to be in receipt of ESF funding in their own Member State.</p>

	<p>Some examples of transnational working may include:</p> <ul style="list-style-type: none"> <li>• thematic workshops;</li> <li>• study visits;</li> <li>• joint research/studies;</li> <li>• piloting or testing new tools, methods, approaches etc;</li> <li>• work shadowing towards practice development;</li> <li>• events, seminars and conferences; and</li> <li>• new joint development initiatives.</li> </ul>
<p><b>Mainstreaming</b></p>	<p>All applications must identify appropriate policy linkages and provide clear evidence of their mainstreaming potential. They must have mainstreaming strategies showing effective engagement with decision makers in relevant Government departments, regional and local bodies, sectoral organisations, employers' organisations and other appropriate stakeholders, which demonstrate how innovation, learning, and best practice will influence policy development and delivery in this theme. Mainstreaming strategies should include clear methodologies for recording, evaluating and disseminating the learning and best practice, alongside the methods to be used to engage with decision makers.</p> <p>Where projects concern skills development in particular sectors they should set out links to, and plans to engage with, the relevant <a href="#">Sector Skills Councils</a> and employers' organisations.</p> <p>Results may be disseminated through channels such as:</p> <ul style="list-style-type: none"> <li>• good practice case studies;</li> <li>• reports capturing learning from exchanges</li> <li>• policy impact reports;</li> <li>• conferences, seminars and exhibitions; and</li> <li>• new websites, DVDs, CDs etc.</li> </ul>