

Welsh European Funding Office

European Structural Funds programmes 2014-2020

Cross Cutting Themes Matrix

European Social Fund 2014 - 2020

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Contents

Introduction	1
West Wales and the Valleys	2
East Wales	49
ANNEX.....	92
Equal Opportunities & Gender Mainstreaming – Useful Contacts and Information References	92
WEFO Cross Cutting Themes Fact Sheets.....	94
Eco-Code.....	95

Introduction

THIS GUIDANCE SHOULD BE READ IN CONJUNCTION WITH THE CROSS CUTTING THEMES EUROPEAN SOCIAL FUND 2014-2020 KEY GUIDANCE DOCUMENT.

This guidance is designed around the priorities within the programme, therefore you need only read the section which is concerned with the priority relevant to your operation.

The Cross Cutting Themes to be integrated into the 2014 -2020 Structural Funds Programmes in Wales are: Equal Opportunities and Gender Mainstreaming, including Welsh Language (EO&GM), Sustainable Development (SD) and Tackling Poverty and Social Exclusion (TP&SE).

This guidance aims to support those developing 'operations' and those assessing 'operations' to understand how the CCT's can be integrated into activity, giving detail of the indicators and targets (where applicable) for each of the CCT's, alongside a list of the potential types of actions which could be taken to enable the CCT's to add value to the overall aim of the 'operation'.

INSTRUCTIONS FOR USE.

To help cross cutting themes, a set of Specific actions are included for each priority. Not all Specific actions will apply to all operations, you should select those which fit the activity you are seeking funding for. There is also a set of generic actions which most operations can contribute to.

West Wales and the Valleys ESF programme 2014 - 2020

Priority Axis 1
Tackling Poverty through Sustainable Employment

INVESTMENT PRIORITY: Active inclusion, including with a view to promoting equal opportunities and active participation, and improving employability.

SPECIFIC OBJECTIVE 1: To increase the employability of those closest to the labour market at most risk of poverty.

SPECIFIC OBJECTIVE 2: To increase the employability of Economically inactive and Long Term Unemployed people aged 25 and over, who have complex barriers to employment.

SPECIFIC OBJECTIVE 3: To reduce underemployment or absence rates for Employed individuals with work limiting health conditions and/or other barriers to sustainable engagement with the labour market.

Specific actions.

Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p><u>The following actions relate to Specific Objectives so1, so2 & so3 under Priority 1</u></p> <ul style="list-style-type: none"> • Develop work place health programmes that help keep people with health related issues in work and/or aid a safe and quicker return to work thereby reducing sickness absence levels for the employee and employer <p>For example:</p> <ul style="list-style-type: none"> • Joined-up working with employers, GPs and Healthcare professionals to identify acceptable solutions which support a business to employ someone with a disability or WLH condition and/or help those with disabilities or WLH conditions to remain in employment. 	<p><u>The following actions relate to all three specific objectives under Priority 1</u></p> <ul style="list-style-type: none"> • All operations are required to design actions which will deliver the required result to the identified target group, using Labour Market Intelligence to ensure that participants are equipped to make informed career choices and to access opportunities for employment. A way of embedding the SD CCT within activity would be to provide innovative environmental education activity. • In doing this, activities should provide opportunities to pursue further vocational or academic environmental qualifications such as NVQ level 1-3. In turn these could eventually lead to the attainment of higher level qualifications and employment in the low carbon economy sector, environmental goods/service sector and resource efficiency. 	<p><u>The following actions relate to specific objectives 1 and 2 under Priority 1</u></p> <ul style="list-style-type: none"> • Support for people to move into employment including the provision of advice on learning, employment opportunities and job searches. Some participants may have never experienced periods of unemployment and will therefore be unaware of their options • Support for activities which assist individuals to transfer their skills especially into areas where there are skill shortages. • Targeted support to remove barriers to full participation within learning to include vocational training.

Specific actions.

Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<ul style="list-style-type: none"> • Work health programmes such as Healthy Working Wales¹ (part of the Welsh Government’s Health at Work) or NHS Wales Health in Work² • Support for healthier lifestyles, including targeted support for individuals with drug and alcohol misuse problems • Deliver support and/or advice services to employers and to individuals with disabilities or work limiting health conditions which will remove barriers to them engaging with and/or participating in the labour market, training and volunteering opportunities. Work with local disability groups / organisations in order to support those most disengaged 	<ul style="list-style-type: none"> • Skills training in environmental management can provide an avenue to sustainable employment in the ever growing environmental sector. Practical training in environmental management skills is provided in Wales by organisation such as LANTRA⁵ and the Wales Green Business Centre⁶. LANTRA provides courses in environmental conservation leading to for example, a National Diploma in environmental management. 	<ul style="list-style-type: none"> • Support for mentoring and advocacy scheme (less assistance maybe required for those closest to the labour market). • Target support for the development of work related skills for new labour market entrants, including CV writing, ICT skills courses from foundation level onwards, reducing those that are digitally excluded (less assistance maybe required for those closest to the labour market). • Innovative approaches to providing access to IT services in order to further education and training.

¹ Healthy Working Wales <http://www.healthyworkingwales.com/> or Welsh Government’s Health at Work <http://wales.gov.uk/topics/health/improvement/work/?lang=en>

² NHS Wales ‘Heath in Work’ <http://www.wales.nhs.uk/healthtopics/populations/healthandwork>

⁵ <http://www.lantra.co.uk/wales>

⁶ <http://www.walesgreenbusinesscentre.co.uk/>

Specific actions.

Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<ul style="list-style-type: none"> • For example, removal of physical barriers, accessible adaptations to the workplace, provision of accessible materials such as Braille, audio or large print • Joined-up working with a range of agencies that deliver actions to support transition from benefits to employment, including: <ul style="list-style-type: none"> - advocacy services such as the Citizen’s Advice Bureaux (C.A.B) and; - training on employment rights, including zero hour contracts • If your operation is selecting an Indicator relating to complex barriers where participants have Work Limiting Health Conditions (WLH), Disabilities, are aged over 54 years, have care or childcare needs they should refer to the information provided in the generic actions section for Priority 1. 	<ul style="list-style-type: none"> • The Wales Green Business Centre provides a range of support to business to integrate sustainable development practices into everyday operations. They provide a range of environmental management courses under the following categories: <ul style="list-style-type: none"> ○ Environmental management ○ Waste management ○ Transport ○ Environmental legislation ○ Pollution control ○ Renewable energy ○ Energy management 	<ul style="list-style-type: none"> • Provide tailored support in order to breakdown an individual’s barriers to education and training. • Provide support for individuals that take up the opportunity to volunteer/attend work placements. Support could include:- <ul style="list-style-type: none"> ○ Information sessions highlighting the expectation of participating organisation / employer; ○ Support during their placement, appraisal and the appointment of a mentor at the placement. • Designated role with responsibility of sourcing work placements, ensuring that a wide and diverse range of employers are engaged and brought on board and placement’s provide valuable work experience (practical skills) while allocating time per week to continue to build essential skills.

Specific actions.

Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<ul style="list-style-type: none"> • Provide help and/or advice to employers/enterprises/organisations to either ‘adopt’ or ‘improve’ an equality and diversity strategy or monitoring system or ‘improve’ the strategy or monitoring system they already have in place. (so3 only) • Employ skilled staff within your operation to deliver this indicator as well as other wider equal opportunities commitments listed in your operation’s business plan • Obtain a baseline of what, if any, equal opportunities strategies and monitoring systems are in place and see if it’s up-to-date and/or needs to cover areas such as flexible working, bullying and harassment, Welsh Language policy, staff training and development policy, the Equality Strategy is reviewed on an agreed regular basis by a named (senior member of staff such as a Director/Board Member)(so3 Only) 		<ul style="list-style-type: none"> • Establish peer support groups to support and encourage participants during the volunteering/ work placement thus developing ‘peer learning’ • Provide a “Barrier Fund” to assist with transport costs or childcare, this fund would be accessible for a limited period of time and used in order to bridge the gap between their first day of employment to their first pay cheque for those deemed most in need. • Provide a foundation course in financial budgeting with the aim of an individual gaining an ability to keep track of their finances

Specific actions.

Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<ul style="list-style-type: none"> Develop ‘Health-Checks³’ and On-line⁴ tools such as ‘Apps’ to baseline what equal opportunities strategy / information a business has and inform that business of what they need to do next to improve that position, providing direct assistance to achieve this or templates and reference materials which will allow them to make the necessary changes and re-submit to you to verify the ‘adoption’ or ‘improvement/s’ made. (so3 only) 		<ul style="list-style-type: none"> ‘Return to Work Champion’ – an individual who having been employed for a period of time could provide relatable advice and support. Consideration of the relevant approaches to engagement i.e. correct tools/methodologies, an initial ‘hook’ in order to draw a participant through the doors and the needs of a specific community or group of people. People with protected characteristics e.g. disabled people are often the people who experience the greatest level of poverty. Therefore engagement with individuals experiencing poverty may best be approached by considering the natural cross over of actions referenced under the EO&GM theme alongside the TP&SE theme.

³ WEFO cross cutting themes ‘Fact Sheets’

<http://wefo.wales.gov.uk/publications/guidance/crosscutting/?jsessionid=02B7F182F35AC9D39F27A896A8CDEB48?lang=en>

⁴ WEFO cross cutting themes ‘Fact Sheets’

<http://wefo.wales.gov.uk/publications/guidance/crosscutting/?jsessionid=02B7F182F35AC9D39F27A896A8CDEB48?lang=en>

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Specific actions.

Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
		<p><u>The following actions relate to specific objective so3 under Priority 1</u></p> <ul style="list-style-type: none"> • Establish links with GP’s, DWP, Community First Clusters, community/health centres, relevant local support groups / organisations and applicable SME groups in order to promote the operation’s services, ensuring the successful targeting of those employed individuals at most risk of poverty or exclusion from sustainable employment. • After a participant has completed their engagement with the operation, the beneficiary should consider the need to signpost participants (where applicable), on to further less formal avenues of support i.e. local groups / organisations in order to avoid any regression when stepping away from the operation’s support.

Specific actions.

Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
		<ul style="list-style-type: none"> • For those participants living in rural locations additional considerations should be taken. When arranging appointments a participant’s geographical location should be considered both in terms of their ability to travel to an appointment and the travel time. The beneficiary should consider the need for geographically conveniently located appointments which where appropriate fit with the sometime limited public transport on offer. Consider the inclusion of workable and innovative transport solutions • Monitor the progression of participants between interventions with the use of appropriate mechanisms so that participants are supported throughout their time with the operation.

Priority Indicators

Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p><u>Indicators for Specific Objectives 1, 2 & 3 (so1, so2 & so3):</u></p> <ul style="list-style-type: none"> • 50% of 'Supported Enterprises' Adopting or improving equality and diversity strategies and monitoring systems (so3 only) • Workplace health programmes (so1, so2 & so3) 	<p><u>Indicators for Specific Objectives 1, 2 & 3 (so1 / so2 / so3):</u></p> <ul style="list-style-type: none"> • 75% of 'Operations' integrating sustainable development into awareness raising, education and training programmes. 	<p><u>Indicators for Specific Objectives 1, 2 & 3 (so1 / so2 / so3):</u></p> <ul style="list-style-type: none"> • Employed, including self-employed participants with work-limiting health conditions or disability with an improved labour market situation upon leaving such as increased hours, permanent contract (SO3) • Long term unemployed (aged 25 and over) who have complex barriers to employment gaining a qualification or work relevant certification upon leaving (SO2) • Economically inactive (aged 25 and over), not in education or training, who have complex barriers to employment gaining a qualification or work relevant certification upon leaving (SO2) • Short term unemployed participants with low skills or a work limiting health condition or disability in employment upon leaving (SO1 & SO2) • Short term unemployed participants with low skills or a work limiting health condition or disability gaining a qualification upon leaving (SO1 & SO2)

Generic Actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>Older People (aged 54+ years)</p> <ul style="list-style-type: none"> Develop effective and innovative ways to target and engage older people who have been short or long term unemployed to participate in the labour market. <p>For example: support and advice services, work or volunteering⁷ experience/placements, deliver or provide advice on services which support older people overcome age related health issues⁸, Joined-up working with employers, GPs and Healthcare professionals to identify acceptable solutions which support a business to employ an older person with a disability or WLH condition and/or help those with disabilities or WLH conditions to remain in employment</p>	<ul style="list-style-type: none"> Promote ownership of sustainable development by creating the role of a sustainable development champion and where applicable, encourage SD in all aspects of workplace activity. This named person will take responsibility of developing actions and carry these forward into business activity, encouraging buy-in and ownership from fellow colleagues. This role could be part of the overall CCT integration advocate (please refer to generic CCT integration section of this matrix). 	<ul style="list-style-type: none"> Promote ownership of tackling poverty and social exclusion by creating the role of a tackling poverty and social exclusion champion and where applicable, encourage this in all aspects of the operation's activity.

⁷ Volunteering Wales website <http://www.volunteering-wales.net/> and Wales Centre for Voluntary Action (WCVA) <http://www.wcva.org.uk/volunteering>

⁸ Menopause Self Care (ESF Project – England) <http://www.menopauseselfcare.org.uk/>

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Generic Actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<ul style="list-style-type: none"> Develop effective and innovative ways to target and engage older women (aged 54+ years) who have been short / long-term unemployed to participate in the labour market. <p>For example: support and advice services, work or volunteering⁹ experience/placements, deliver or provide advice on services which support older people overcome age related health issues¹⁰</p> <p>Female/s:</p> <ul style="list-style-type: none"> Establish services / mechanisms which remove barriers to women’s participation in full and part-time employment, training and volunteering opportunities, including, as part of actions which will deliver the required result to the identified target group and which are based on Labour Market Intelligence, increased participation of women in STEM¹¹ (Science, Engineering, Technology and Mathematics) employment / training / volunteering opportunities and educational subjects/attainment. 		

⁹ Volunteering Wales website <http://www.volunteering-wales.net/> and Wales Centre for Voluntary Action (WCVA) <http://www.wcva.org.uk/volunteering>

¹⁰ Menopause Self Care (ESF Project – England) <http://www.menopauseselfcare.org.uk/>

¹¹ Athena Swan Charter – Advancing Women’s careers in STEM <http://www.ecu.ac.uk/equality-charter-marks/athena-swan/>

Generic Actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>For example: provide and/or advise of available support for child care and elder care, career advice that challenges gender stereotyping including non-traditional employment and/or educational subjects, offer innovative ways of engaging women of all ages into STEM subjects¹²¹³ and STEM employment opportunities</p> <p>Caring Responsibilities</p> <ul style="list-style-type: none"> Identify, develop and/or provide support for individuals with caring responsibilities, including those looking after children and those with elder care issues with a view to enabling them to engage or re-engage with the labour market. <p>For example: provide or help identify affordable childcare facilities¹⁴ and sources of financial support¹⁵ which will allow individuals to engage with the labour market</p>		

¹² Welsh Government STEM guidance for Schools and Colleges in Wales (pupils aged 3 to 19 years old)

<http://wales.gov.uk/topics/educationandskills/publications/guidance/stemguidance/?lang=en>

¹³ National HE (higher Education) STEM Programme – Wales <http://www.hestem.ac.uk/partners/wales>

¹⁴ Welsh Government ‘Choosing childcare in Wales: Support for Parents and financial help with childcare costs’ <http://gov.wales/topics/people-and-communities/people/children-and-young-people/parenting-support-guidance/childcare/choosingchildcare/?lang=en>

¹⁵ Welsh Government ‘Help Paying for Childcare’ <http://gov.wales/topics/people-and-communities/people/children-and-young-people/parenting-support-guidance/childcare/help/?lang=en>

Generic Actions.

Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>Language / Accessibility</p> <ul style="list-style-type: none"> • Ensure all materials, websites and publicity aimed at the public are made available in accessible¹⁶ and bilingual formats: <ul style="list-style-type: none"> - English/Welsh or; - in the appropriate community language if targeting BME under-represented groups - large print / audio / Braille versions of training / educational / marketing materials. <p>For example:</p> <ul style="list-style-type: none"> - Apply the Welsh Language Commissioner’s guidance on ‘Grants, Loans and Sponsorships’ in your own organisation and to your delivery partners and abide by your own Welsh Language Scheme and/or any language standards you may become subject to.¹⁷ 		

¹⁶ Office for Disability Issues ‘Guide to Accessible Publishing’ <http://odi.dwp.gov.uk/inclusive-communications/channels/publishing.php>

¹⁷ Welsh Language Commissioner’s website <http://www.comisiynyddygybraeg.org/english/Pages/Home.aspx>

Generic Actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<ul style="list-style-type: none"> - Plan how you can offer your services to participants (e.g. courses, activities, mentoring etc.) in both Welsh and English. If your organisation is unable to make provision for Welsh-speaking participants, consider involving other delivery partners who can do so - Ensure that contractors and delivery partners will be able to deal with you in Welsh, if they wish to do so - Clarify what is and isn't good practice for accessibility in respect of publications, materials and websites by referencing organisations such as RNIB Cymru¹⁸, BSI Web accessibility 'code of practice'¹⁹ 		

¹⁸ RNIB Cymru <http://www.rnib.org.uk/wales-cymru-1>

¹⁹ British Standards Institute (BSI) Web accessibility code of practice <http://shop.bsigroup.com/en/ProductDetail/?pid=00000000030180388>

Generic Actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>Black & Minority Ethnic People</p> <ul style="list-style-type: none"> Consider ways to effectively target, engage and encourage BME people to engage with the labour market, for example: consider ways to ensure BME individuals are aware of your operation and what it offers. <p>For example: contact appropriate BME organisations to discuss effective ways to target and engage with and/or disseminate information</p> <ul style="list-style-type: none"> Challenge stereotyping and, if an individual has English as a second language, offer training / materials in appropriate community languages or provide access to / deliver ESOL (English for Speakers of Other Languages)²⁰ 		

²⁰ Welsh Government's English for Speakers of Other Languages <http://wales.gov.uk/topics/educationandskills/learningproviders/esolcourse/?lang=en>

Generic Actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>Equality Impact Assessments (EIAs):</p> <ul style="list-style-type: none"> The Public Sector Equality Duty (PSED) in Wales (arising from the Equality Act 2010) aims to help public authorities address inequalities and contribute towards a fairer society as well as helping public authorities to achieve better outcomes for everyone. One way public bodies can ensure they are working towards such aims and reduce potential inequality is to undertake equality impact assessments, which help reduce inequality and mitigate potential adverse impacts.²¹²² Organisations not covered by the PSED can also carry out EIAs, as appropriate, to demonstrate good practice. <p>Recruitment</p> <ul style="list-style-type: none"> Ensure that all recruitment and job opportunities are made available to all individuals, including those with protected characteristics in line with the Equality Act 2010. 		

²¹ Equality Impact Assessments: Welsh Government <http://intranet/English/PolicyDelivery/AppraisingPolicy/Social/Pages/Equality.aspx> Equality and Human Rights Commission <http://www.equalityhumanrights.com/wales/public-sector-equality-duty-in-wales/>

²² Equality Impact Assessment in Wales Practice Hub: <http://www.eiapractice.wales.nhs.uk/home>

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Generic Actions.

Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<ul style="list-style-type: none"> • The Operation also needs to build-in Welsh language considerations, for example: Recruitment of Welsh speaking staff, the need to retain a suitable number of Welsh speaking staff throughout the lifetime of the Operation to deliver the service as well as the ability to recruit and interview through the medium of Welsh. More information can be found in the Welsh Language Commissioner’s Guidance ‘Recruitment – Welsh Language Considerations’,²³ • Wherever possible organisations should seek to broaden the diversity of their workforce and ensure that external recruitment is supported if possible. However, where organisations have policies which have been jointly agreed between management and trade unions, these policies should apply. Vacancies can be advertised internally under the terms laid down in the agreed policy. Where it is thought unlikely to be able to fill the vacancy internally, they should also be advertised using a 		

²³ Welsh Language Commissioner’s Guidance ‘Recruitment – Welsh Language Considerations’: <http://www.comisiynyddygyrmaeg.org/English/Publications%20List/20120518%20DG%20S%20Dogfen%20Cyngor%20Recrwtio%20f2.pdf>
 Website: www.gov.wales/eu-funding | E-mail: enquiries-wefo@wales.gsi.gov.uk | Tel: 0845 010 3355

Generic Actions.

Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>range of methods which would include jobcentres, agencies, national, local and specialist press, third sector organisations and other websites where appropriate and affordable.</p> <ul style="list-style-type: none"> • Support for innovative solutions to overcome transport barriers, including options for home working and flexible training/hours. • Promote ownership of equal opportunities and gender mainstreaming, including Welsh language promotion / considerations by creating the role of an equal opportunities champion and where applicable, encourage this in all aspects of workplace activity. • Consider the ‘Positive about disabled people, two tick symbol / system’ used in Wales, England and Scotland to encourage applications from disabled people.²⁴ 		

²⁴ DWP Two-Tick: <https://www.gov.uk/recruitment-disabled-people/encouraging-applications>

Priority Axis 2 **Skills for Growth**

INVESTMENT PRIORITY: Enhancing equal access to lifelong learning for all age groups in formal, non-formal and informal settings, upgrading the knowledge, skills and competences of the workforce, and promoting flexible learning pathways including through career guidance and validation of acquired competences.

SPECIFIC OBJECTIVE 1: To increase the skill levels, including work relevant skills, of those in the workforce with no or low skills.

SPECIFIC OBJECTIVE 2: To increase the number of people in the workforce with technical and job specific skills at an intermediate and higher level.

SPECIFIC OBJECTIVE 3: To increase the number of people with graduate degrees or equivalent undertaking research and innovation activities with enterprise

INVESTMENT PRIORITY: Equality between men and women in all areas, including in access to employment, career progression, reconciliation of work and private life and promotion of equal pay for equal work.

SPECIFIC OBJECTIVE 4: To improve the position of women in the workforce.

Specific actions.

Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p><u>The following actions relate to Specific Objectives so1, so2, so3 and so4 under Priority 2</u></p> <ul style="list-style-type: none"> Establish services / mechanisms which remove barriers to women’s participation in full and part-time training and volunteering opportunities, for specific objectives 1, 2 and 4 this includes increased participation in STEM²⁵ (Science, Engineering, Technology and Mathematics) training / volunteering opportunities and educational subjects/attainment. <p>For example: provide and/or advise of available support for child care and elder care, provide career advice that challenges gender stereotyping including non-traditional employment and/or educational subjects, offer innovative ways of engaging women of all ages into STEM subjects^{26,27} and STEM training and volunteering opportunities, specific opportunities for</p>	<p><u>The following actions relate to SO 2.4 only</u></p> <ul style="list-style-type: none"> Develop and promote an Environmental Sustainability strategy. This will implement an environmental policy and will confirm that the business complies with environmental legislation. Implementing an environmental sustainability strategy will encourage economic savings, improved management and environmental benefits. In terms of improving an existing Environmental Sustainability strategy the following also applies: <ul style="list-style-type: none"> To supplement the environmental sustainability strategy an Eco-Code should be developed by the lead beneficiary to raise environmental awareness. 	<p><u>The following actions relate to Specific Objective’s SO1 and SO2 under Priority 2</u></p> <ul style="list-style-type: none"> Support for the provision of opportunities for low skilled workers and those needing generic skills to progress in the labour market. Targeted support for older workers and those who need to make career changes to help them remain economically active. Support for activities which assist individuals to transfer their skills especially into areas where there are skill shortages. Support for flexible provisions to enable individuals to progress in employment i.e. learning opportunities that are accessible and relevant.

²⁵ Athena Swan Charter – Advancing Women’s careers in STEM <http://www.ecu.ac.uk/equality-charter-marks/athena-swan/>

²⁶ Welsh Government STEM guidance for Schools and Colleges in Wales (pupils aged 3 to 19 years old) <http://wales.gov.uk/topics/educationandskills/publications/guidance/stemguidance/?lang=en>

²⁷ National HE (Higher Education) STEM Programme – Wales <http://www.hestem.ac.uk/partners/wales>

Specific actions.

Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>women to participate in development initiatives such as ‘Springboard’²⁸ - Women into Management’</p> <ul style="list-style-type: none"> • Develop effective and innovative ways to target and engage older women (aged 54+ years) to participate in training opportunities. • Provide help and/or advice to employers/enterprises/organisations to either ‘adopt’ or ‘improve’ an equality and diversity strategy or monitoring system or ‘improve’ the strategy or monitoring system they already have in place. (so4 only) <p>For example:</p> <ul style="list-style-type: none"> • Employ skilled staff within your operation to deliver this indicator as well as other wider equal opportunities commitments listed in your operation’s business plan • Obtain a baseline of what, if any, equal opportunities strategies and monitoring systems they have in place and see if it’s up-to-date and/or needs to cover areas such as flexible working, bullying and harassment, Welsh Language policy, staff training and development 	<ul style="list-style-type: none"> • The Eco-code is displayed as a poster, and is typically situated in a central area such as a staff canteen or reception area. The poster provides practical tips and reminders for saving energy, conserving water and encouraging improved waste management. • An exemplar template (provided in the annex) illustrates a variety of actions that the eco-code should promote. The actions should be drawn up by the sponsor organisation and would be specific to the sponsor’s activities. Some generic suggestions are provided on the template. • Develop ‘Health-Checks ’ and On-line tools such as ‘Apps’ to baseline the environmental sustainability strategy / information and to inform the business of what they need to do next to improve that position, providing direct assistance to achieve this or templates and reference materials which will allow them to make the necessary changes and re-submit to verify the ‘adoption’ or 	<ul style="list-style-type: none"> • Support for targeted interventions which address barriers specific groups experience accessing training and employment in higher skilled sectors. • Support for mechanisms that raise awareness of the benefits of further education including mentoring and role model schemes. • Support for those in work and self-employed to develop higher level skills. • Support those participants that wish to improve their ICT skills. Courses should cater for participants that have limited experience to those that need to improve their skills to progress in their role at work. Develop innovative approaches when choosing venues and times (if applicable) to maximise participation numbers.

²⁸ Academi Wales ‘Springboard’ <http://personaldevelopment.academiwales.org.uk/Home.aspx?SitePageID=500>

Specific actions.

Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>policy, the Equality Strategy is reviewed on an agreed regular basis by a named (senior member of staff such as a Director/Board Member) (so4 only)</p> <ul style="list-style-type: none"> Develop 'Health-Checks²⁹' and On-line³⁰ tools such as 'Apps' to baseline what equal opportunities strategy / information a business has and inform that business of what they need to do next to improve that position, providing direct assistance to achieve this or templates and reference materials which will allow them to make the necessary changes and re-submit to you to verify the 'adoption' or 'improvement/s' made. (so4 only) 	<p>'improvement/s' made (please refer to the footnote 21 for more information).</p> <ul style="list-style-type: none"> All operations are required to design actions which will deliver the required result to the identified target group, using Labour Market Intelligence to ensure that participants are equipped with the skills which are required within the economy. A way of embedding the SD CCT within activity would be to provide innovative environmental education activity, delivering the qualifications required within the low carbon economy sector, environmental goods/service sector and resource efficiency. <p>The following actions relate to all specific objectives:</p> <ul style="list-style-type: none"> Skills training in environmental management can provide an avenue to sustainable employment in the ever growing environmental sector. Practical training in environmental management skills is provided in 	

²⁹ WEFO cross cutting themes 'Fact Sheets' <http://gov.wales/funding/eu-funds/2014-2020/applying/cross-cutting-guidance/factsheets/?lang=en>

³⁰ WEFO cross cutting themes 'Fact Sheets' <http://gov.wales/funding/eu-funds/2014-2020/applying/cross-cutting-guidance/factsheets/?lang=en>

Specific actions.

Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>Gender (Female / Male)</p> <ul style="list-style-type: none"> • If your operation is selecting an indicator which specifically relates to Female or Male participants, you need to consider how you will target female / male participants; some information is provided in the generic actions section for Priority 2. This includes indicators relating to: <ul style="list-style-type: none"> - Employed, including self-employed, participants...’ and; - ‘Participants with a graduate degree or equivalent...’ (SO1, SO2 & SO3) 	<p>Wales by organisation such as LANTRA³¹ and the Wales Green Business Centre³².</p> <ul style="list-style-type: none"> • LANTRA provides courses in environmental conservation leading to for example, a National Diploma in environmental management. • The Wales Green Business Centre provides a range of support to business to integrate sustainable development practices into everyday operations. They provide a range of environmental management courses under the following categories: <ul style="list-style-type: none"> ○ Environmental management ○ Waste management ○ Transport ○ Environmental legislation ○ Pollution control ○ Renewable energy ○ Energy management 	

³¹ <http://www.lantra.co.uk/wales>

³² <http://www.walesgreenbusinesscentre.co.uk/>

Specific actions.

Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
	<p><u>The following actions relate to Specific Objective 4 under Priority 2</u></p> <ul style="list-style-type: none"> • All operations are required to design actions which will deliver the required result to the identified target group, using Labour Market Intelligence to ensure that participants are equipped with the skills which are required within the economy. A way of embedding the SD CCT within activity would be to provide targeted environmental education training to women encouraging courses in non-traditional sectors. • Innovative operational activity aiming to inspire and help people into work particularly women with the aim of a brighter future could involve the provision of entry – level environmental education. • It could also provide environmental management skills training and ensure women are encouraged to enhance their skills in the green sector such as waste management, conservation and renewable energy. 	

WW&V: Priority 2 - Skills for Growth

Priority Indicators

Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>Indicators for Specific Objective 4(so4):</p> <ul style="list-style-type: none"> • 50% of ‘Supported Enterprises’ Adopting or improving equality and diversity strategies and monitoring systems • Participants gaining a qualification upon leaving (100% female) • Employed, including self-employed participants with an improved labour market situation upon leaving (100% female) 	<p>Indicators for Specific Objective SO4:</p> <ul style="list-style-type: none"> • 20% of ‘Supported Enterprises’ adopting or improving Environmental Sustainability strategies. <p>Indicator for all four specific objectives:</p> <ul style="list-style-type: none"> • 10% of ‘Operations’ integrating sustainable development into awareness raising, education and training programmes. 	<p>Indicator for Specific Objective 1 (so1)</p> <ul style="list-style-type: none"> • Employed, including self employed participants with no formal qualifications gaining an essential skills or technical or job specific qualification upon leaving (male/female) (SO1) • Employed, including self-employed participants with up to and including a lower secondary education (ISCED 2) gaining an essential skills or technical or job specific qualification at lower secondary (ISCED 2) level upon leaving (male/female) (SO1) <p>Indicator for Specific Objective 2 (so2)</p> <ul style="list-style-type: none"> • Employed, including self-employed participants with lower secondary education (ISCED 2) gaining a technical or job specific vocational qualification upon leaving at upper secondary (ISCED 3) level or above (male/female) (SO2)

Generic Actions.

Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>Disabled People / Work Limiting Health (WLH) Conditions</p> <ul style="list-style-type: none"> • Deliver support and/or advice services to employers and to individuals with disabilities or work limiting health conditions which will remove barriers to them engaging with and/or participating in training and volunteering opportunities to gain new or higher level skills. <p>For example, removal of physical barriers, accessible adaptations to the workplace, provision of accessible materials such as Braille, audio or large print and working with disability groups / organisations</p> <p>Older People (aged 54+ years)</p> <ul style="list-style-type: none"> • Work with FE and HE (Further Education and Higher Education) as well as businesses to develop effective and innovative ways to target and engage older people to gain higher level skills to participate / continue to participate in the labour market, including higher paid/more skilled employment 	<ul style="list-style-type: none"> • Promote ownership of sustainable development by creating the role of a sustainable development champion and where applicable, encourage SD in all aspects of workplace activity. • This named person will take responsibility of developing actions and carry these forward into business activity, encouraging buy-in and ownership from fellow colleagues. This role could be part of the overall CCT integration advocate (please refer to generic CCT integration section of this matrix). • For SO4 action should be taken which encourages women to undertake this role to ensure objectives are met. 	<ul style="list-style-type: none"> • Promote ownership of tackling poverty and social exclusion by creating the role of a tackling poverty and social exclusion champion and where applicable, encourage this in all aspects of the operation's activity.

Generic Actions.

Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<ul style="list-style-type: none"> • For example: support and advice services, work or volunteering³³ experience/placements, deliver or provide advice on services which support older people overcome age related health issues³⁴, with a view to their increased participation in skills interventions • Develop effective and innovative ways to target and engage older people to acquire new / higher level skills, training and volunteering opportunities in leadership and management. <p>Caring Responsibilities</p> <ul style="list-style-type: none"> • Identify, develop and/or provide support for individuals with caring responsibilities, including those looking after children and those with elder care issues with a view to enabling them to engage or re-engage with training to gain new or higher level skills 		

³³ Volunteering Wales website <http://www.volunteering-wales.net/> and Wales Centre for Voluntary Action (WCVA) <http://www.wcva.org.uk/volunteering>

³⁴ Menopause Self Care (ESF Project – England) <http://www.menopauseselfcare.org.uk/>

Generic Actions.

Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>For example: provide or help identify affordable childcare facilities³⁵ and sources of financial support³⁶ which will allow individuals to engage with training opportunities and progress in the labour market</p> <p>Language / Accessibility</p> <ul style="list-style-type: none"> • Ensure all materials, websites and publicity aimed at the public are made available in accessible³⁷ and bilingual formats: <ul style="list-style-type: none"> - English/Welsh or; - in the appropriate community language if targeting BME under-represented groups - large print / audio / Braille versions of training / educational / marketing materials. <p>For example:</p> <ul style="list-style-type: none"> - Apply the Welsh Language Commissioner’s guidance ‘Grants, Loans and Sponsorships’ in your own organisations and to your delivery partners and abide by your own Welsh Language Scheme and/or any 		

³⁵ Welsh Government ‘Choosing childcare in Wales: Support for Parents and financial help with childcare costs’ <http://gov.wales/topics/people-and-communities/people/children-and-young-people/parenting-support-guidance/childcare/choosingchildcare/?lang=en>

³⁶ Welsh Government ‘Help Paying for Childcare’ <http://gov.wales/topics/people-and-communities/people/children-and-young-people/parenting-support-guidance/childcare/help/?lang=en>

³⁷ Office for Disability Issues ‘Guide to Accessible Publishing’ <http://odi.dwp.gov.uk/inclusive-communications/channels/publishing.php>

Generic Actions.

Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>language standards you may become subject to³⁸</p> <ul style="list-style-type: none"> - Plan how you can offer your services to participants (e.g. courses, activities, mentoring etc.) in both Welsh and English. If your organisation is unable to make provision for Welsh-speaking participants, consider involving other delivery partners who can do so - Ensure that contractors and delivery partners will be able to deal with you in Welsh, if they wish to do so - Clarify what is and isn't good practice for accessibility in respect of publications, materials and websites by referencing organisations such as RNIB Cymru³⁹, BSI Web accessibility 'code of practice'⁴⁰ 		

³⁸ Welsh Language Commissioner's website <http://www.comisiynyddygybraeg.org/english/Pages/Home.aspx>

³⁹ RNIB Cymru <http://www.rnib.org.uk/wales-cymru-1>

⁴⁰ British Standards Institute (BSI) Web accessibility code of practice <http://shop.bsigroup.com/en/ProductDetail/?pid=00000000030180388>

Generic Actions.

Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>Black & Minority Ethnic People</p> <ul style="list-style-type: none"> Challenge stereotyping and, if an individual has English as a second language, offer training / materials in appropriate community languages or provide access to / deliver ESOL (English for Speakers of Other Languages)⁴¹ <p>Equality Impact Assessments EIAs): The Public Sector Equality Duty (PSED) in Wales (arising from the Equality Act 2010) aims to help public authorities address inequalities and contribute towards a fairer society as well as helping public authorities to achieve better outcomes for everyone.</p> <ul style="list-style-type: none"> One way public bodies can ensure they are working towards such aims and reduce potential inequality is to undertake equality impact assessments, which help reduce inequality and mitigate potential adverse impacts.⁴²⁴³ 		

⁴¹ Welsh Government’s English for Speakers of Other Languages <http://wales.gov.uk/topics/educationandskills/learningproviders/esolcourse/?lang=en>

⁴² Equality Impact Assessments: Welsh Government <http://intranet/English/PolicyDelivery/AppraisingPolicy/Social/Pages/Equality.aspx> Equality and Human Rights Commission <http://www.equalityhumanrights.com/wales/public-sector-equality-duty-in-wales/>

⁴³ Equality Impact Assessment in Wales Practice Hub: <http://www.eiapractice.wales.nhs.uk/home>

Generic Actions.

Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<ul style="list-style-type: none"> Organisations not cover by the PSED can also carry out EIAs, as appropriate, to demonstrate good practice. <p>Recruitment</p> <ul style="list-style-type: none"> Ensure that all recruitment and job opportunities are made available to all individuals, including those with protected characteristics in line with the Equality Act 2010. The Operation also needs to build-in Welsh language considerations, for example: Recruitment of Welsh speaking staff, the need to retain a suitable number of Welsh speaking staff throughout the lifetime of the Operation to deliver the service as well as the ability to recruit and interview through the medium of Welsh. More information can be found in the Welsh Language Commissioner’s Guidance ‘Recruitment – Welsh Language Considerations’⁴⁴ Wherever possible organisations should seek to broaden the diversity of their workforce and ensure that external recruitment is supported if possible. However, where 		

⁴⁴ Welsh Language Commissioner’s Guidance ‘Recruitment – Welsh Language Considerations’: <http://www.comisiynyddygybraeg.org/English/Publications%20List/20120518%20DG%20S%20Dogfen%20Cyngor%20Recrwtio%20f2.pdf>
 Website: www.gov.wales/eu-funding | E-mail: enquiries-wefo@wales.gsi.gov.uk | Tel: 0845 010 3355

Generic Actions.

Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>organisations have policies which have been jointly agreed between management and trade unions, these policies should apply. Vacancies can be advertised internally under the terms laid down in the agreed policy. Where it is thought unlikely to be able to fill the vacancy internally, they should also be advertised using a range of methods which would include jobcentres, agencies, national, local and specialist press, third sector organisations and other websites where appropriate and affordable.</p> <ul style="list-style-type: none"> • Promote ownership of equal opportunities and gender mainstreaming, including Welsh language promotion / considerations by creating the role of an equal opportunities champion and where applicable, encourage this in all aspects of workplace activity. • Consider the 'Positive about disabled people, two tick symbol / system' used in Wales, England and Scotland to encourage applications from disabled people.⁴⁵ 		

⁴⁵ DWP Two-Tick: <https://www.gov.uk/recruitment-disabled-people/encouraging-applications>

Priority Axis 3

Youth Employment and Attainment

INVESTMENT PRIORITY: Sustainable integration into the labour market of young people, in particular those not in employment, education or training, including young people at risk of social exclusion and young people from marginalised communities, including through the implementation of the Youth Guarantee.

SPECIFIC OBJECTIVE 1: To reduce the number of 16-24 year olds who are Not in Employment Education or Training (NEET).

INVESTMENT PRIORITY: Reducing and preventing early school-leaving and promoting equal access to good quality early-childhood, primary and secondary education including formal, non-formal and informal learning pathways for reintegrating into education and training.

SPECIFIC OBJECTIVE 2: To reduce the number of those at risk of becoming NEET, amongst 11-24 year olds.

SPECIFIC OBJECTIVE 3: To increase the take up of and attainment levels in STEM subjects amongst 11-19 year olds.

SPECIFIC OBJECTIVE 4: To increase the skills of the Early Years and Childcare workforce.

Specific actions.

Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p><u>The following actions relate to Specific Objectives so1 and so2 under Priority 3</u></p> <ul style="list-style-type: none"> Work with educational bodies, including schools, HE and FE (Higher Education / Further Education), to develop effective and innovative ways to target, engage and help young people who are 'Not in Education, Employment or Training' (NEET) or are at risk of becoming NEET to realise their full potential, recognising different approaches may be needed for male and females. <p>For example: support and advice services, work⁴⁶ or volunteering⁴⁷ experience/placements, deliver or provide advice on services which challenge stereotypes and young women and men into non-traditional subjects areas, including STEM⁴⁸ subjects, Initiatives which help prevent young people becoming NEET⁴⁹ (Not in Education, Employment or Training),</p>	<p><u>The following actions relate to all specific objectives under Priority 3</u></p> <p><u>Actions for working with Young people.</u></p> <ul style="list-style-type: none"> All operations are required to design actions which will deliver the required result to the identified target group, using Labour Market Intelligence to ensure that participants are equipped to make informed career choices and to access opportunities for employment. A way of embedding the SD CCT within activity would be to provide targeted environmental education training to young people in the environmental sector. Such operations should provide opportunities to pursue further vocational or academic environmental qualifications. 	<p><u>The following actions relate to specific objectives 1 and 2 under Priority 3</u></p> <ul style="list-style-type: none"> Support for young people to move into employment including the provision of advice on learning and employment opportunities. Support for activities which assist individuals to transfer their skills especially into areas where skill shortages exist. Targeted support to remove barriers to full participation within learning e.g. vocational training. Support for mentoring and advocacy schemes Target support for the development of work related skills for new labour market entrants, e.g. CV writing or ICT skills courses from foundation level onwards, reducing those that are digitally excluded (less assistance

⁴⁶ Welsh Government's Youth Work Week <http://gov.wales/topics/educationandskills/skillsandtraining/youth-work/youth-work-week/?skip=1&lang=en>

⁴⁷ Volunteering Wales website <http://www.volunteering-wales.net/> and Wales Centre for Voluntary Action (WCVA) <http://www.wcva.org.uk/volunteering>

⁴⁸ Athena Swan Charter – Advancing Women's careers in STEM <http://www.ecu.ac.uk/equality-charter-marks/athena-swan/>

⁴⁹ Welsh Government's Guidance 'Early Identification' <http://wales.gov.uk/topics/educationandskills/skillsandtraining/youthengagement/early-identification-guidance/?lang=en>

Specific actions.

Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p><u>The following actions relate to Specific Objective so3 under Priority 3</u></p> <ul style="list-style-type: none"> • Work with educational bodies, including schools, HE and FE (Higher Education / Further Education), to develop effective and innovative ways to deliver services which target and engage young people (11-19 years) engage with STEM Subjects • Engage with employers to develop work experience, training and volunteering opportunities in areas which would support young people gain an interest in STEM related subjects / employment by enhancing their understanding of practical application of STEM in a non-school environment • For example: support and advice services, work⁵⁰ or volunteering⁵¹ experience/placements 	<ul style="list-style-type: none"> • Another route would be to provide environmental management skills training and ensure young people are encouraged to enhance their skills in the green sector such as waste management, conservation and renewable energy. For example, skills training in environmental management can provide an avenue to sustainable employment in the ever growing environmental sector. • Practical training in environmental management skills is provided in Wales by organisation such as LANTRA⁵² and the Wales Green Business Centre⁵³. LANTRA provides courses in environmental conservation leading to for example a National Diploma in environmental management. • The Wales Green Business Centre provides a range of support to business to integrate sustainable 	<p>maybe required for those that are still within the school education system).</p> <ul style="list-style-type: none"> • Innovative approaches to providing access to IT services in order to further education and training. • Provide tailored support in order to breakdown an individual's barriers to education and training. • Provide support for individuals that take up the opportunity to volunteer / attend work placements. Support could include:- • Providing information sessions in order to raise awareness and highlight the expectation of their participating organisation / employer; • Support during placement, appraisal afterwards and the appointment of a mentor at the placement.

⁵⁰ Welsh Government's Youth Work Week <http://gov.wales/topics/educationandskills/skillsandtraining/youth-work/youth-work-week/?lang=en>

⁵¹ Volunteering Wales website <http://www.volunteering-wales.net/> and Wales Centre for Voluntary Action (WCVA) <http://www.wcva.org.uk/volunteering>

⁵² <http://www.lantra.co.uk/wales>

⁵³ <http://www.walesgreenbusinesscentre.co.uk/>

Specific actions.

Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p><u>The following actions relate to Specific Objective so4 under Priority 3</u></p> <ul style="list-style-type: none"> • Work with employers and FE/HE (Further / Higher Education) bodies to develop and/or deliver opportunities for individuals working in ‘Early Years’ and ‘Childcare’ sectors to acquire higher level skills • Support for mechanisms which challenge stereotypes of women and men and encourage working in non-traditional sectors. 	<p>development practices into everyday operations. They provide a range of environmental management courses under the following categories:</p> <ul style="list-style-type: none"> ○ Environmental management ○ Waste management ○ Transport ○ Environmental legislation ○ Pollution control ○ Renewable energy ○ Energy management 	<ul style="list-style-type: none"> • Designated role with responsibility of sourcing work placements, ensuring that a wide and diverse range of employers are engaged and brought on board and placement’s provide valuable work experience (practical skills) while allocating time per week to continue to build essential skills. • Establish peer support groups to support and encourage participants during the volunteering/ work placement thus developing ‘peer learning’. • Provide a “Barrier Fund” to assist with transport costs or childcare, this fund would be accessible for a limited period of time and used in order to bridge the gap between their first day of employment to their first pay cheque for those deemed most in need. • ‘Return to Work Champion’ – an individual who having been employed for a period of time provide relatable advice and support. • Consideration of the relevant approaches to engagement i.e. correct

Specific actions.

Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
		<p>tools/methodologies, an initial ‘hook’ in order to draw a participant through the doors and the needs of a specific community or group of people.</p> <ul style="list-style-type: none"> • Innovation interventions which ensure all young people including those facing multiple disadvantages have access to a full range of vocational and academic opportunities, including community based learning. • Support for specific interventions for young people, particularly those at risk of NEET including schools and community based provision. Types of activity could include: work related activities, confidence raising, advice and guidance, careers information, confidence and skills training and social responsibility. • Mechanisms that support independent learning. • Support for prospective participant assessment mechanisms which aim to identify a possible avenue of engagement, assisting with participation in the project. Relevant work experience or taster day placement opportunities alongside organised visits to the local colleges or

Specific actions.

Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
		<p>universities</p> <ul style="list-style-type: none"> • Providing peer support or mentoring for all young people regardless where they are on their educational or employment journey could assist with their participation throughout the operation and ultimately with their ability to achieve their end goals. • Mentor support sourced from local business sector or local community. People with protected characteristics e.g. disabled people are often the people who experience the greatest level of poverty. Therefore engagement with individuals experiencing poverty may best be approached by considering the natural cross over of actions referenced under the EO&GM theme alongside the TP&SE theme. <p><u>The following actions relate to specific objective 3 under Priority 3</u></p> <ul style="list-style-type: none"> • Support for collaboration activities between sectors, which encourage young people to choose to study science, technology, engineering and mathematics (STEM). • Provide specific work experience opportunities in the field of STEM in

Specific actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
		<p>order to dispel any preconceptions that this area would not be an option for a future career in this subject area.</p> <p><u>The following actions relate to specific objective 4 under Priority 3</u></p> <ul style="list-style-type: none"> • Support for mechanisms that raise awareness of the benefits of higher education, including mentoring and role model schemes. • Support for those in work and business owners to develop higher level skills. • Support for young people to develop their careers, especially in non traditional areas. • Support to raise the levels of literacy, numeracy and ICT skills of those in employment. • Support for targeted interventions which address barriers individuals experience accessing training and employment.

Priority Indicators

Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>Indicators for Specific Objectives 3 (SO3):</p> <ul style="list-style-type: none"> • Young People (11-19) years of age completing training in Maths, Science, Engineering and Technology (STEM) (Male / Female split) (so3) • Young People (11-19) years of age who continue to study a Maths, Science, Engineering and Technology (STEM) subject post 16 (Male / Female split) (so3) <p>Indicators for Specific Objectives 4 (So4):</p> <ul style="list-style-type: none"> • Employed, including self-employed participants from the early years and childcare sector gaining qualifications – upon leaving (Male / Female split) (so4) 	<p>Indicators for all Specific Objectives</p> <ul style="list-style-type: none"> • 10% of ‘Operations’ integrating sustainable development into awareness raising, education and training programmes. 	<p>Indicators for Specific Objectives 1 (SO1):</p> <ul style="list-style-type: none"> • NEET Participants (16-24 years of age) gaining qualification upon leaving (SO1) • NEET Participants (16-24 years of age) in education/training upon leaving (SO1) • NEET Participants (16-24 years of age) entering employment upon leaving. (SO1) <p>Indicators for Specific Objective 2 (SO2):</p> <ul style="list-style-type: none"> • Participants at risk of becoming NEET (11-24) gaining qualifications upon leaving (SO2) • Participants at risk of becoming NEET (11-24) in education or training upon leaving. (SO2) <p>Indicators for Specific Objective 3 (SO3):</p> <ul style="list-style-type: none"> • Young People 11-19 who continue to study a Maths, Science, Engineering and Technology subject post 16 (male/female) (SO3) <p>Indicators for Specific Objective 4 (SO4):</p> <ul style="list-style-type: none"> • Employed including self employed participants from the early years and childcare sector gaining qualifications upon leaving (male/female) (SO4)

Generic Actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>Caring Responsibilities</p> <ul style="list-style-type: none"> Identify, develop and/or provide support for individuals with caring responsibilities, including those looking after children and those with elder care issues with a view to enabling them to engage or re-engage with the labour market. <p>For example: provide or help identify affordable childcare facilities⁵⁴ and sources of financial support⁵⁵ which will allow individuals to engage with the labour market</p> <p>Language / Accessibility</p> <ul style="list-style-type: none"> Ensure all materials, websites and publicity aimed at the public are made available in accessible⁵⁶ and bilingual formats: <ul style="list-style-type: none"> - English/Welsh or; - in the appropriate community language if targeting BME under-represented groups - large print / audio / Braille versions of training / educational / marketing materials. 	<ul style="list-style-type: none"> Promote ownership of sustainable development by creating the role of a sustainable development champion and where applicable, encourage SD in all aspects of workplace activity. This named person will take responsibility of developing actions for each indicator and carry this forward into business activity, encouraging buy-in and ownership from fellow colleagues and external beneficiaries. This role could be part of the overall CCT integration advocate (please refer to generic CCT integration section of this matrix). Encouraging young people to undertake the role as a sustainability champion. This named young person will take responsibility of sustainable development for the 'operation' and develop activities around the subject area. By providing the opportunity for young people to get involved with sustainable development, this will 	<ul style="list-style-type: none"> Promote ownership of tackling poverty and social exclusion by creating the role of a tackling poverty and social exclusion champion and where applicable, encourage this in all aspects of the operation's activity.

⁵⁴ Welsh Government 'Choosing childcare in Wales: Support for Parents and financial help with childcare costs' <http://gov.wales/topics/people-and-communities/people/children-and-young-people/parenting-support-guidance/childcare/choosingchildcare/?lang=en>

⁵⁵ Welsh Government 'Help Paying for Childcare' <http://gov.wales/topics/people-and-communities/people/children-and-young-people/parenting-support-guidance/childcare/help/?lang=en>

⁵⁶ Office for Disability Issues 'Guide to Accessible Publishing' <http://odi.dwp.gov.uk/inclusive-communications/channels/publishing.php>

Generic Actions.

Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>For example:</p> <ul style="list-style-type: none"> - Apply the Welsh Language Commissioner’s guidance on ‘Grants, Loans and Sponsorships’ in your own organisation and to your delivery partners and abide by your own Welsh Language Scheme and/or any language standards you may become subject to⁵⁷ - Plan how you can offer your services to participants (e.g. courses, activities, mentoring etc.) in both Welsh and English. If your organisation is unable to make provision for Welsh-speaking participants, consider involving other delivery partners who can do so - Ensure that contractors and delivery partners will be able to deal with you in Welsh, if they wish to do so - Clarify what is and isn’t good practice for accessibility in respect of publications, materials and websites by referencing organisations such as RNIB Cymru⁵⁸, BSI Web accessibility ‘code of practice’⁵⁹ 	<p>offer a sense of ownership and pride in embedding the principles of sustainable development into an</p> <ul style="list-style-type: none"> • ‘operation’ and also their local area. 	

⁵⁷ Welsh Language Commissioner’s website <http://www.comisiynyddygybraeg.org/english/Pages/Home.aspx>

⁵⁸ RNIB Cymru <http://www.rnib.org.uk/wales-cymru-1>

⁵⁹ British Standards Institute (BSI) Web accessibility code of practice <http://shop.bsigroup.com/en/ProductDetail/?pid=00000000030180388>

Generic Actions.

Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>Black & Minority Ethnic People</p> <ul style="list-style-type: none"> Challenge stereotyping and, if an individual has English as a second language, offer training / materials in appropriate community languages or provide access to / deliver ESOL (English for Speakers of Other Languages)⁶⁰ <p>Disabled People / Work Limiting Health (WLH) Conditions</p> <ul style="list-style-type: none"> Deliver support and/or advice services to employers and to individuals with disabilities or work limiting health conditions which will remove barriers to them engaging with and/or participating in the labour market, training and volunteering opportunities. For example, removal of physical barriers, accessible adaptations to the workplace, provision of accessible materials such as Braille, audio or large print and working with disability groups / organisations 		

⁶⁰ Welsh Government's English for Speakers of Other Languages <http://wales.gov.uk/topics/educationandskills/learningproviders/esolcourse/?lang=en>

Generic Actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>Equality Impact Assessments (EIAs): The Public Sector Equality Duty (PSED) in Wales (arising from the Equality Act 2010) aims to help public authorities address inequalities and contribute towards a fairer society as well as helping public authorities to achieve better outcomes for everyone.</p> <ul style="list-style-type: none"> • One way public bodies can ensure they are working towards such aims and reduce potential inequality is to undertake equality impact assessments, which help reduce inequality and mitigate potential adverse impacts.⁶¹⁶² • Organisations not covered by the PSED can also carry out EIAs, as appropriate, to demonstrate good practice. <p>Recruitment</p> <ul style="list-style-type: none"> • Ensure that all recruitment and job opportunities are made available to all individuals, including those with protected characteristics in line with the Equality Act 2010. 		

⁶¹ Equality Impact Assessments: Welsh Government <http://intranet/English/PolicyDelivery/AppraisingPolicy/Social/Pages/Equality.aspx> Equality and Human Rights Commission <http://www.equalityhumanrights.com/wales/public-sector-equality-duty-in-wales/>

⁶² Equality Impact Assessment in Wales Practice Hub: <http://www.eiapractice.wales.nhs.uk/home>

Generic Actions.

Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<ul style="list-style-type: none"> • The Operation also needs to build-in Welsh language considerations, for example: Recruitment of Welsh speaking staff, the need to retain a suitable number of Welsh speaking staff throughout the lifetime of the Operation to deliver the service as well as the ability to recruit and interview through the medium of Welsh. More information can be found in the Welsh Language Commissioner’s Guidance ‘Recruitment – Welsh Language Considerations’⁶³ • Wherever possible organisations should seek to broaden the diversity of their workforce and ensure that external recruitment is supported if possible. However, where organisations have policies which have been jointly agreed between management and trade unions, these policies should apply. Vacancies can be advertised internally under the terms laid down in the agreed policy. Where it is thought unlikely to be able to fill the vacancy internally, they should also be advertised using a range of methods which would include 		

⁶³ Welsh Language Commissioner’s Guidance ‘Recruitment – Welsh Language Considerations’: <http://www.comisiynyddygyrnaeg.org/English/Publications%20List/20120518%20DG%20S%20Dogfen%20Cyngor%20Recrwtio%20f2.pdf>
 Website: www.gov.wales/eu-funding | E-mail: enquiries-wefo@wales.gsi.gov.uk | Tel: 0845 010 3355

Generic Actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>jobcentres, agencies, national, local and specialist press, third sector organisations and other websites where appropriate and affordable.</p> <ul style="list-style-type: none"> Promote ownership of equal opportunities and gender mainstreaming, including Welsh language promotion / considerations by creating the role of an equal opportunities champion and where applicable, encourage this in all aspects of workplace activity. Consider the 'Positive about disabled people, two tick symbol / system' used in Wales, England and Scotland to encourage applications from disabled people.⁶⁴ 		

⁶⁴ DWP Two-Tick: <https://www.gov.uk/recruitment-disabled-people/encouraging-applications>

East Wales ESF programme 2014 - 2020

Priority Axis 1
Tackling Poverty through Sustainable Employment

INVESTMENT PRIORITY: Active inclusion, including with a view to promoting equal opportunities and active participation, and improving employability.

SPECIFIC OBJECTIVE 1: To increase the employability of Economically Inactive and Long Term Unemployed people aged 25 and over, who have complex barriers to employment.

Specific actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p><u>The following actions relates to Specific Objective 1 under Priority 1:</u></p> <ul style="list-style-type: none"> Joined-up working with a range of agencies that deliver actions to support transition from benefits to employment, including: <ul style="list-style-type: none"> - advocacy services such as the Citizen’s Advice Bureaux (C.A.B) and; - training on employment rights, including zero hour contracts <p>Complex Barriers</p> <ul style="list-style-type: none"> If your operation is selecting an Indicator relating to complex barriers where participants have Work Limiting Health Conditions (WLH), Disabilities, are aged over 54 years, have care or childcare needs they should refer to the information provided in the generic actions section for Priority 1. Support for healthier lifestyles, including targeted support for individuals with drug and alcohol misuse problems 	<p><u>The following actions relate to Specific Objective 1 under Priority 1:</u></p> <ul style="list-style-type: none"> All operations are required to design actions which will deliver the required result to the identified target group, using Labour Market Intelligence to ensure that participants are equipped to make informed career choices and to access opportunities for employment. A way of embedding the SD CCT within activity would be to provide innovative environmental education activity. In doing this, activities should provide opportunities to pursue further vocational or academic environmental qualifications such as NVQ level 1-3. In turn these could eventually lead to the attainment of higher level qualifications and employment in the low carbon economy sector, environmental goods/service sector and resource efficiency. 	<p><u>The following actions relate to specific objective 1 under Priority 1</u></p> <ul style="list-style-type: none"> Support for people to move into employment including the provision of advice on learning, employment opportunities and job searches. Support for activities which assist individuals to transfer their skills especially into areas where there are skill shortages. Targeted support to remove barriers to full participation within learning to include vocational training. Support for mentoring and advocacy scheme. Target support for the development of work related skills for new labour market entrants, including CV writing ICT skills courses from foundation level onwards, reducing those that are digitally excluded. Innovative approaches to providing access to IT services in order to further education and training.

Specific actions.

Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
	<ul style="list-style-type: none"> • Skills training in environmental management can provide an avenue to sustainable employment in the ever growing environmental sector. Practical training in environmental management skills is provided in Wales by organisation such as LANTRA⁶⁵ and the Wales Green Business Centre⁶⁶. • LANTRA provides courses in environmental conservation leading to for example, a National Diploma in environmental management. 	<ul style="list-style-type: none"> • Provide tailored support in order to breakdown an individual’s barriers to education and training. • Provide support for individuals that take up the opportunity to volunteer/attend work placements. Support could include:- <ul style="list-style-type: none"> ○ information sessions highlighting the expectation of participating organisation / employer; ○ support during their placement, appraisal and the appointment of a mentor at the placement. • Designated role with responsibility of sourcing work placements, ensuring that a wide and diverse range of employers are engaged and brought on board, and placement’s provide valuable work experience (practical skills) while allocating time per week to continue to build essential skills.

⁶⁵ <http://www.lantra.co.uk/wales>

⁶⁶ <http://www.walesgreenbusinesscentre.co.uk/>

Specific actions.

Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
	<ul style="list-style-type: none"> • The Wales Green Business Centre provides a range of support to business to integrate sustainable development practices into everyday operations. They provide a range of environmental management courses under the following categories: <ul style="list-style-type: none"> ○ Environmental management ○ Waste management ○ Transport ○ Environmental legislation ○ Pollution control ○ Renewable energy ○ Energy management 	<ul style="list-style-type: none"> • Establish peer support groups to support and encourage participants during the volunteering/ work placement thus developing ‘peer learning’. • Provide a “Barrier Fund” to assist with transport costs or childcare, this fund would be accessible for a limited period of time and used in order to bridge the gap between their first day of employment to their first pay cheque for those deemed most in need. • Provide a foundation course in financial budgeting with the aim of an individual gaining an ability to keep track of their finances. • ‘Return to Work Champion’ – an individual who having been employed for a period of time could provide relatable advice and support. • Consideration of the relevant approaches to engagement i.e. correct tools/methodologies, an initial ‘hook’ in order to draw a participant through the doors and the needs of a specific community or group of people.

Specific actions.

Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
		<ul style="list-style-type: none"> • People with protected characteristics e.g. disabled people are often the people who experience the greatest level of poverty. Therefore engagement with individuals experiencing poverty may best be approached by considering the natural cross over of actions referenced under the EO&GM theme alongside the TP&SE theme.

Priority Indicators

Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>There are no specific actions for EO&GM, please ensure you refer to the generic actions for Priority 1</p>	<p><u>Indicators for Specific Objective 1 (so1):</u></p> <ul style="list-style-type: none"> 75% of ‘Operations’ integrating sustainable development into awareness raising, education and training programmes. 	<p><u>Indicators for Specific Objective 1 (so1):</u></p> <ul style="list-style-type: none"> Long term unemployed (aged 25 and over) who have complex barriers to employment entering employment, including self employment upon leaving. (SO1) Economically Inactive (aged 25 and over), not in education or training who have complex barriers to employment entering employment, including self employment upon leaving. (SO1) Long term unemployed (aged 25 and over) who have complex barriers to employment gaining a qualification or work relevant certification upon leaving. (SO1) Economically inactive (aged 25 and over) not in education or training, who have complex barriers to employment gaining a qualification or work relevant certification upon leaving. (SO1)

Generic Actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>Older People (aged 54+ years)</p> <ul style="list-style-type: none"> Develop effective and innovative ways to target and engage older people who have been short or long term unemployed to participate in the labour market. <p>For example: support and advice services, work or volunteering⁶⁷ experience/placements, deliver or provide advice on services which support older people overcome age related health issues⁶⁸, Joined-up working with employers, GPs and Healthcare professionals to identify acceptable solutions which support a business to employ an older person with a disability or WLH condition and/or help those with disabilities or WLH conditions to remain in employment</p> <ul style="list-style-type: none"> Develop effective and innovative ways to target and engage older women (aged 54+ years) who have been short / long-term unemployed to participate in the labour market. 	<ul style="list-style-type: none"> Promote ownership of sustainable development by creating the role of a sustainable development champion. This named person will take responsibility of developing actions and carry these forward into business activity, encouraging buy-in and ownership from fellow colleagues. This role could be part of the overall CCT integration advocate (please refer to generic CCT integration section of this matrix). 	<ul style="list-style-type: none"> Promote ownership of tackling poverty and social exclusion by creating the role of a tackling poverty and social exclusion champion and where applicable, encourage this in all aspects of the operation's activity.

⁶⁷ Volunteering Wales website <http://www.volunteering-wales.net/> and Wales Centre for Voluntary Action (WCVA) <http://www.wcva.org.uk/volunteering>

⁶⁸ Menopause Self Care (ESF Project – England) <http://www.menopauseselfcare.org.uk/>

Website: www.gov.wales/eu-funding | E-mail: enquiries-wefo@wales.gsi.gov.uk | Tel: 0845 010 3355

Generic Actions.

Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>For example: support and advice services, work or volunteering⁶⁹ experience/placements, deliver or provide advice on services which support older people overcome age related health issues⁷⁰</p> <p>Female/s:</p> <ul style="list-style-type: none"> • Establish services / mechanisms which remove barriers to women’s participation in full and part-time employment, training and volunteering opportunities, including, as part of actions which will deliver the required result to the identified target group and which are based on Labour Market Intelligence, increased participation of women in STEM⁷¹ (Science, Engineering, Technology and Mathematics) employment / training / volunteering opportunities and educational subjects/attainment. For example: provide and/or advise of available support for child care and elder care, career advice that challenges gender stereotyping including non-traditional employment and/or educational subjects, offer 		

⁶⁹ Volunteering Wales website <http://www.volunteering-wales.net/> and Wales Centre for Voluntary Action (WCVA) <http://www.wcva.org.uk/volunteering>

⁷⁰ Menopause Self Care (ESF Project – England) <http://www.menopauseselfcare.org.uk/>

⁷¹ Athena Swan Charter – Advancing Women’s careers in STEM <http://www.ecu.ac.uk/equality-charter-marks/athena-swan/>

Generic Actions.

Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>innovative ways of engaging women of all ages into STEM subjects⁷²⁷³ and STEM employment opportunities</p> <p>Caring Responsibilities</p> <ul style="list-style-type: none"> Identify, develop and/or provide support for individuals with caring responsibilities, including those looking after children and those with elder care issues with a view to enabling them to engage or re-engage with the labour market. <p>For example: provide or help identify affordable childcare facilities⁷⁴ and sources of financial support⁷⁵ which will allow individuals to engage with the labour market</p> <p>Language / Accessibility</p> <ul style="list-style-type: none"> Ensure all materials, websites and publicity aimed at the public are made available in accessible⁷⁶ and bilingual formats: <ul style="list-style-type: none"> - English/Welsh or; - in the appropriate community 		

⁷² Welsh Government STEM guidance for Schools and Colleges in Wales (pupils aged 3 to 19 years old)

<http://wales.gov.uk/topics/educationandskills/publications/guidance/stemguidance/?lang=en>

⁷³ National HE (higher Education) STEM Programme – Wales <http://www.hestem.ac.uk/partners/wales>

⁷⁴ Welsh Government ‘Choosing childcare in Wales: Support for Parents and financial help with childcare costs’ <http://gov.wales/topics/people-and-communities/people/children-and-young-people/parenting-support-guidance/childcare/choosingchildcare/?lang=en>

⁷⁵ Welsh Government ‘Help Paying for Childcare’ <http://gov.wales/topics/people-and-communities/people/children-and-young-people/parenting-support-guidance/childcare/help/?lang=en>

⁷⁶ Office for Disability Issues ‘Guide to Accessible Publishing’ <http://odi.dwp.gov.uk/inclusive-communications/channels/publishing.php>

Generic Actions.

Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>language if targeting BME under-represented groups - large print / audio / Braille versions of training / educational / marketing materials.</p> <p>For example: - Apply the Welsh Language Commissioner’s guidance on ‘Grants, Loans and Sponsorships’ in your own organisation and to your delivery partners and abide by your own Welsh Language Scheme and/or any language standards you may become subject to.⁷⁷</p> <p>- Plan how you can offer your services to participants (e.g. courses, activities, mentoring etc.) in both Welsh and English. If your organisation is unable to make provision for Welsh-speaking participants, consider involving other delivery partners who can do so</p> <p>- Ensure that contractors and delivery partners will be able to deal with you in Welsh, if they wish to do so</p>		

⁷⁷ Welsh Language Commissioner’s website <http://www.comisiynyddygydraeg.org/english/Pages/Home.aspx>

Generic Actions.

Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>- Clarify what is and isn't good practice for accessibility in respect of publications, materials and websites by referencing organisations such as RNIB Cymru⁷⁸, BSI Web accessibility 'code of practice'⁷⁹</p> <p>Black & Minority Ethnic People</p> <ul style="list-style-type: none"> • Consider ways to effectively target, engage and encourage BME people to engage with the labour market, for example: consider ways to ensure BME individuals are aware of your operation and what it offers. <p>For example: contact appropriate BME organisations to discuss effective ways to target and engage with and/or disseminate information</p> <ul style="list-style-type: none"> • Challenge stereotyping and, if an individual has English as a second language, offer training / materials in appropriate community languages or provide access to / deliver ESOL (English for Speakers of Other Languages)⁸⁰ 		

⁷⁸ RNIB Cymru <http://www.rnib.org.uk/wales-cymru-1>

⁷⁹ British Standards Institute (BSI) Web accessibility code of practice <http://shop.bsigroup.com/en/ProductDetail/?pid=000000000030180388>

⁸⁰ Welsh Government's English for Speakers of Other Languages <http://wales.gov.uk/topics/educationandskills/learningproviders/esolcourse/?lang=en>

Generic Actions.

Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>Equality Impact Assessments (EIAs):</p> <ul style="list-style-type: none"> • The Public Sector Equality Duty (PSED) in Wales (arising from the Equality Act 2010) aims to help public authorities address inequalities and contribute towards a fairer society as well as helping public authorities to achieve better outcomes for everyone. • One way public bodies can ensure they are working towards such aims and reduce potential inequality is to undertake equality impact assessments, which help reduce inequality and mitigate potential adverse impacts.⁸¹⁸² • Organisations not covered by the PSED can also carry out EIAs, as appropriate, to demonstrate good practice. <p>Recruitment</p> <ul style="list-style-type: none"> • Ensure that all recruitment and job opportunities are made available to all individuals, including those with protected characteristics in line with the Equality Act 2010. 		

⁸¹ Equality Impact Assessments: Welsh Government <http://intranet/English/PolicyDelivery/AppraisingPolicy/Social/Pages/Equality.aspx> Equality and Human Rights Commission <http://www.equalityhumanrights.com/wales/public-sector-equality-duty-in-wales/>

⁸² Equality Impact Assessment in Wales Practice Hub: <http://www.eiapractice.wales.nhs.uk/home>
 Website: www.gov.wales/eu-funding | E-mail: enquiries-wefo@wales.gsi.gov.uk | Tel: 0845 010 3355

Generic Actions.

Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<ul style="list-style-type: none"> • The Operation also needs to build-in Welsh language considerations, for example: Recruitment of Welsh speaking staff, the need to retain a suitable number of Welsh speaking staff throughout the lifetime of the Operation to deliver the service as well as the ability to recruit and interview through the medium of Welsh. More information can be found in the Welsh Language Commissioner’s Guidance ‘Recruitment – Welsh Language Considerations’⁸³ • Wherever possible organisations should seek to broaden the diversity of their workforce and ensure that external recruitment is supported if possible. However, where organisations have policies which have been jointly agreed between management and trade unions, these policies should apply. Vacancies can be advertised internally under the terms laid down in the agreed policy. Where it is thought unlikely to be able to fill the vacancy internally, they should also be advertised using a range of methods which would include jobcentres, agencies, national, local and specialist press, third sector 		

⁸³ Welsh Language Commissioner’s Guidance ‘Recruitment – Welsh Language Considerations’: <http://www.comisiynyddygyrmaeg.org/English/Publications%20List/20120518%20DG%20S%20Dogfen%20Cyngor%20Recrwtio%20f2.pdf>
 Website: www.gov.wales/eu-funding | E-mail: enquiries-wefo@wales.gsi.gov.uk | Tel: 0845 010 3355

Generic Actions.

Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>organisations and other websites where appropriate and affordable.</p> <ul style="list-style-type: none"> • Support for innovative solutions to overcome transport barriers, including options for homeworking and flexible training / hours. • Promote ownership of equal opportunities and gender mainstreaming, including Welsh language promotion / considerations by creating the role of an equal opportunities champion and where applicable, encourage this in all aspects of workplace activity. • Consider the ‘Positive about disabled people, two tick symbol / system’ used in Wales, England and Scotland to encourage applications from disabled people.⁸⁴ 		

⁸⁴ DWP Two-Tick: <https://www.gov.uk/recruitment-disabled-people/encouraging-applications>

Priority Axis 2 **Skills for Growth**

INVESTMENT PRIORITY: Enhancing equal access to lifelong learning for all age groups in formal, non-formal and informal settings, upgrading the knowledge, skills and competences of the workforce, and promoting flexible learning pathways including through career guidance and validation of acquired competences.

SPECIFIC OBJECTIVE 1: To increase the skills levels, including work relevant skills, of those in the workforce with no or low skills.

SPECIFIC OBJECTIVE 2: To increase the number of people in the workforce with technical and job specific skills at an intermediate and higher level.

INVESTMENT PRIORITY: Equality between men and women in all areas, including in access to employment, career progression, reconciliation of work and private life and promotion of equal pay for equal work.

SPECIFIC OBJECTIVE 3: To improve the position of women in the workforce.

Specific actions.

Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p><u>The following actions relate to Specific Objectives so1, s02 & so3 under Priority 2</u></p> <ul style="list-style-type: none"> • Engage with employers to develop effective and innovative ways to target and engage older women (aged 54+ years) within the workforce to participate in your operation • Engage with employers to develop effective and innovative ways to target and engage employed, including self-employed, women to provide them with opportunities to increase their skills to ISCED 2 or ISCED 3 levels • Establish services / mechanisms which remove barriers to women’s participation in full and part-time employment, Including training and volunteering opportunities 	<p><u>The following actions relate only to SO 1 under Priority 2</u></p> <ul style="list-style-type: none"> • Develop and promote an Environmental Sustainability strategy. This will implement an environmental policy and will confirm that the business complies with environmental legislation. Implementing an environmental sustainability strategy will encourage economic savings, improved management and environmental benefits. In terms of improving an existing Environmental Sustainability strategy the following also applies: • To supplement the environmental sustainability strategy an Eco-Code should be developed by the lead beneficiary to raise environmental awareness. • The Eco-code is displayed as a poster, and is typically situated in a central area such as a staff canteen or reception area. The poster provides practical tips and reminders for saving energy, conserving water and encouraging improved waste management. 	<p><u>The following actions relate to Specific Objective SO1 & SO2 under Priority 2</u></p> <ul style="list-style-type: none"> • Support for the provision of opportunities for low skilled workers and those needing generic skills to progress in the labour market. • Support those participants that wish to improve their ICT skills. Courses should cater for participants that have limited experience to those that need to improve their skills to progress in their role at work. Develop innovative approaches when choosing venues and times (if applicable) to maximise participation numbers. • Targeted support for older workers and those who need to make career changes to help them remain economically active. • Support for activities which assist individuals to transfer their skills especially into areas where there are skill shortages. • Support for flexible provisions to

Specific actions.

Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<ul style="list-style-type: none"> For example: provide and/or advise of available support for child care and elder care, career advice that challenges gender stereotyping including non-traditional employment and/or educational subjects, offer innovative ways of engaging women of all ages into STEM⁸⁵ subjects⁸⁶⁸⁷ and STEM employment opportunities, specific opportunities for women to participate in development initiatives such as ‘Springboard⁸⁸ - Women into Management’ <p>Gender (Female / Male)</p> <ul style="list-style-type: none"> If your operation is selecting an indicator which specifically relates to Female or Male participants, you need to consider how you will target female / male participants; some information is provided in the generic actions section for Priority 2. This includes indicators relating to: <ul style="list-style-type: none"> - Employed, including self-employed, participants...’ and; - ‘Participants with a graduate degree or equivalent...’ (So1, So2 & So3) 	<ul style="list-style-type: none"> An exemplar template (provided in the annex) illustrates a variety of actions that the eco-code should promote. The actions should be drawn up by the sponsor organisation and would be specific to the sponsor’s activities. Some generic suggestions are provided on the template. Develop ‘Health-Checks’ and On-line tools such as ‘Apps’ to baseline the environmental sustainability strategy / information and to inform the business of what they need to do next to improve that position, providing direct assistance to achieve this or templates and reference materials which will allow them to make the necessary changes and re-submit to verify the ‘adoption’ or ‘improvement/s’ made (please refer to footnote 63 below for more information). 	<p>enable individuals to progress in employment i.e. learning opportunities that are accessible and relevant.</p> <ul style="list-style-type: none"> Support for targeted interventions which address barriers specific groups experience accessing training and employment in higher skilled sectors. Support for mechanisms that raise awareness of the benefits of further education including mentoring and role model schemes. Support for those in work and self employed to develop higher level skills.

⁸⁵ Athena Swan Charter – Advancing Women’s careers in STEM <http://www.ecu.ac.uk/equality-charter-marks/athena-swain/>

⁸⁶ Welsh Government STEM guidance for Schools and Colleges in Wales (pupils aged 3 to 19 years old) <http://wales.gov.uk/topics/educationandskills/publications/guidance/stemguidance/?lang=en>

⁸⁷ National HE (Higher Education) STEM Programme – Wales <http://www.hestem.ac.uk/partners/wales>

⁸⁸ Academi Wales ‘Springboard’ <http://personaldevelopment.academiwales.org.uk/Home.aspx?SitePageID=500>

Specific actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<ul style="list-style-type: none"> • Provide help and/or advice to employers/enterprises/organisations to either ‘adopt’ or ‘improve’ an equality and diversity strategy or monitoring system or ‘improve’ the strategy or monitoring system they already have in place. (so3 only) <p>For example:</p> <ul style="list-style-type: none"> • Employ skilled staff within your operation to deliver this indicator as well as other wider equal opportunities commitments listed in your operation’s business plan • obtain a baseline of what, if any, equal opportunities strategies and monitoring systems they have in place and see if it up-to-date and/or needs to cover areas such as flexible working, bullying and harassment, Welsh Language policy, staff training and development policy, the Equality Strategy is reviewed on an agreed regular basis by a named (senior member of staff such as a Director/Board Member)(so3 only) • Develop ‘Health-Checks⁸⁹’ and On-line⁹⁰ tools such ‘Apps’ to baseline 	<p>The following actions relate to activity under all specific objectives:</p> <ul style="list-style-type: none"> • All operations are required to design actions which will deliver the required result to the identified target group, using Labour Market Intelligence to ensure that participants are equipped with the skills which are required within the economy. A way of embedding the SD CCT within activity would be to provide innovative environmental education activity, delivering the qualifications required within the low carbon economy sector, environmental goods/service sector and resource efficiency. • Skills training in environmental management can provide an avenue to sustainable employment in the ever growing environmental sector. Practical training in environmental management skills is provided in Wales by organisation such as LANTRA⁹¹ and the Wales Green Business Centre⁹². • LANTRA provides courses in environmental conservation leading to 	

⁸⁹ WEFO cross cutting themes ‘Fact Sheets’ <http://gov.wales/funding/eu-funds/2014-2020/applying/cross-cutting-guidance/factsheets/?lang=en>
 Website: www.gov.wales/eu-funding | E-mail: enquiries-wefo@wales.gsi.gov.uk | Tel: 0845 010 3355

Specific actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>what equal opportunities strategy / information a business has and inform that business of what they need to do next to improve that position, providing direct assistance to achieve this or templates and reference materials which will allow them to make the necessary changes and re-submit to you to verify the 'adoption' or 'improvement/s' made. (so3 only)</p>	<p>for example, a National Diploma in environmental management.</p> <ul style="list-style-type: none"> • The Wales Green Business Centre provides a range of support to business to integrate sustainable development practices into everyday operations. They provide a range of environmental management courses under the following categories: <ul style="list-style-type: none"> ○ Environmental management ○ Waste management ○ Transport ○ Environmental legislation ○ Pollution control ○ Renewable energy ○ Energy management <p style="text-align: center;"><u>The following actions relate to SO2 under Priority 2</u></p> <ul style="list-style-type: none"> • All operations are required to design actions which will deliver the required result to the identified 	

⁹⁰ WEFO cross cutting themes 'Fact Sheets' <http://gov.wales/funding/eu-funds/2014-2020/applying/cross-cutting-guidance/factsheets/?lang=en>

⁹¹ <http://www.lantra.co.uk/wales>

⁹² <http://www.walesgreenbusinesscentre.co.uk/>

Specific actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
	<p>target group, using Labour Market Intelligence to ensure that participants are equipped with the skills which are required within the economy. A way of embedding the SD CCT within activity would be to provide targeted environmental education training to women encouraging courses in non-traditional sectors.</p> <ul style="list-style-type: none"> • Innovative operational activity aiming to inspire and help people into work particularly women with the aim of a brighter future could involve the provision of entry – level environmental education. • It could also provide environmental management skills training and ensure women are encouraged to enhance their skills in the green sector such as waste management, conservation and renewable energy. 	

Priority Indicators		
Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>Indicators for Specific Objectives 1, 2 & 3 (so1, so2 & so3):</p> <ul style="list-style-type: none"> Employed, including self-employed (100% female) (So1, So2 & So3) <p>Indicators for Specific Objective 3 (so3):</p> <ul style="list-style-type: none"> 50% of ‘Supported Enterprises’ Adopting or improving equality and diversity strategies and monitoring systems Employed, including self-employed participants with an improved labour market situation upon leaving (100% female) 	<p>Indicator for Specific Objective1</p> <ul style="list-style-type: none"> 20% of ‘Supported Enterprises’ adopting or improving Environmental Sustainability strategies. <p>Indicator for all specific objectives under priority 2:</p> <ul style="list-style-type: none"> 10% of ‘Operations’ integrating sustainable development into awareness raising, education and training programmes. 	<p>Indicators for Specific Objective 1 (so1):</p> <ul style="list-style-type: none"> Employed, including self employed participants with no formal qualifications gaining an essential skills or technical or job specific qualification upon leaving (male/female) (SO1) Employed, including self-employed participants with up to and including a lower secondary education (ISCED 2) gaining an essential skills or technical or job specific qualification at lower secondary (ISCED 2) level upon leaving (male/female) (SO1) <p>Indicators for Specific Objective 2 (so2):</p> <ul style="list-style-type: none"> Employed, including self-employed participants with lower secondary education (ISCED 2) gaining a technical or job specific vocational qualification upon leaving at upper secondary (ISCED 3) level or above (male/female) (SO2)

Generic Actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>Older People (aged 54+ years)</p> <ul style="list-style-type: none"> • Work with FE and HE (Further Education and Higher Education) as well as businesses to develop effective and innovative ways to target and engage older people to gain higher level skills to participate / continue to participate in the labour market including higher paid/more skilled employment • For example: support and advice services, work or volunteering⁹³ experience/placements, deliver or provide advice on services which support older people overcome age related health issues⁹⁴, with a view to their increased participation in skills interventions <p>Disabled People / Work Limiting Health (WLH) Conditions</p> <ul style="list-style-type: none"> • Deliver support and/or advice services to employers and to individuals with disabilities or work limiting health conditions which will remove barriers to them engaging with and/or participating in education, including training and volunteering opportunities. 	<ul style="list-style-type: none"> • Promote ownership of sustainable development by creating the role of a sustainable development champion. • This named person will take responsibility of developing actions and carry these forward into business activity, encouraging buy-in and ownership from fellow colleagues. This role could be part of the overall CCT integration advocate (please refer to generic CCT integration section of this matrix). • For SO2 this role should be aimed at encouraging women to undertake this role to ensure objectives are met under the specific investment priority. 	<ul style="list-style-type: none"> • Promote ownership of tackling poverty and social exclusion by creating the role of a tackling poverty and social exclusion champion and where applicable, encourage this in all aspects of the operation's activity.

⁹³ Volunteering Wales website <http://www.volunteering-wales.net/> and Wales Centre for Voluntary Action (WCVA) <http://www.wcva.org.uk/volunteering>

⁹⁴ Menopause Self Care (ESF Project – England) <http://www.menopauseselfcare.org.uk/>

Website: www.gov.wales/eu-funding | E-mail: enquiries-wefo@wales.gsi.gov.uk | Tel: 0845 010 3355

Generic Actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>For example, removal of physical barriers, accessible adaptations to the workplace, provision of accessible materials such as Braille, audio or large print and working with disability groups / organisations</p> <p>Caring Responsibilities</p> <ul style="list-style-type: none"> • Identify, develop and/or provide support for individuals with caring responsibilities, including those looking after children and those with elder care issues with a view to enabling them to engage with training opportunities and progress in the labour market. • For example: provide or help identify affordable childcare facilities⁹⁵ and sources of financial support⁹⁶ which will allow individuals to engage to engage with training opportunities and progress in the labour market 		

⁹⁵ Welsh Government ‘Choosing childcare in Wales: Support for Parents and financial help with childcare costs’ <http://gov.wales/topics/people-and-communities/people/children-and-young-people/parenting-support-guidance/childcare/choosingchildcare/?lang=en>

⁹⁶ Welsh Government ‘Help Paying for Childcare’ <http://gov.wales/topics/people-and-communities/people/children-and-young-people/parenting-support-guidance/childcare/help/?lang=en>

Generic Actions.

Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>Language / Accessibility</p> <ul style="list-style-type: none"> • Ensure all materials, websites and publicity aimed at the public are made available in accessible⁹⁷ and bilingual formats: <ul style="list-style-type: none"> - English/Welsh or; - in the appropriate community language if targeting BME under-represented groups - large print / audio / Braille versions of training / educational / marketing materials. • For example: <ul style="list-style-type: none"> - Apply the Welsh Language Commissioner’s guidance ‘Grants, Loans and Sponsorships’ in your own organisation and to your delivery partners and abide by your own Welsh Language Scheme and/or any language standards you may become subject to⁹⁸ - Plan how you can offer your services to participants (e.g. courses, activities, mentoring etc.) in both Welsh and English. If your organisation is unable to make provision for Welsh-speaking participants, consider involving other delivery partners who can do so 		

⁹⁷ Office for Disability Issues ‘Guide to Accessible Publishing’ <http://odi.dwp.gov.uk/inclusive-communications/channels/publishing.php>

⁹⁸ Welsh Language Commissioner’s website <http://www.comisiynyddygydraeg.org/english/Pages/Home.aspx>

Generic Actions.

Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>- Ensure that contractors and delivery partners will be able to deal with you in Welsh, if they wish to do so</p> <p>- Clarify what is and isn't good practice for accessibility in respect of publications, materials and websites by referencing organisations such as RNIB Cymru⁹⁹, BSI Web accessibility 'code of practice'¹⁰⁰</p> <p>Black & Minority Ethnic People</p> <ul style="list-style-type: none"> • Challenge stereotyping and, if an individual has English as a second language, offer training / materials in appropriate community languages or provide access to / deliver ESOL (English for Speakers of Other Languages)¹⁰¹ <p>Equality Impact Assessments (EIAs):</p> <ul style="list-style-type: none"> • The Public Sector Equality Duty (PSED) in Wales (arising from the Equality Act 2010) aims to help public authorities address inequalities and contribute towards a fairer society as well as helping public authorities to achieve better outcomes for everyone. 		

⁹⁹ RNIB Cymru <http://www.rnib.org.uk/wales-cymru-1>

¹⁰⁰ British Standards Institute (BSI) Web accessibility code of practice <http://shop.bsigroup.com/en/ProductDetail/?pid=00000000030180388>

¹⁰¹ Welsh Government's English for Speakers of Other Languages <http://wales.gov.uk/topics/educationandskills/learningproviders/esolcourse/?lang=en>

Generic Actions.

Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<ul style="list-style-type: none"> • One way public bodies can ensure they are working towards such aims and reduce potential inequality is to undertake equality impact assessments, which help reduce inequality and mitigate potential adverse impacts.¹⁰²¹⁰³ • Organisations not covered by the PSED can also carry out EIAs, as appropriate, to demonstrate good practice. <p>Recruitment</p> <ul style="list-style-type: none"> • Ensure that all recruitment and job opportunities are made available to all individuals, including those with protected characteristics in line with the Equality Act 2010. • The Operation also needs to build-in Welsh language considerations, for example: Recruitment of Welsh speaking staff, the need to retain a suitable number of Welsh speaking staff throughout the lifetime of the Operation to deliver the service as well as the ability to recruit and interview through the medium of Welsh. More 		

¹⁰² Equality Impact Assessments: Welsh Government <http://intranet/English/PolicyDelivery/AppraisingPolicy/Social/Pages/Equality.aspx> Equality and Human Rights Commission <http://www.equalityhumanrights.com/wales/public-sector-equality-duty-in-wales/>

¹⁰³ Equality Impact Assessment in Wales Practice Hub: <http://www.eiapractice.wales.nhs.uk/home>

Generic Actions.

Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>information can be found in the Welsh Language Commissioner’s Guidance ‘Recruitment – Welsh Language Considerations’¹⁰⁴</p> <ul style="list-style-type: none"> • Wherever possible organisations should seek to broaden the diversity of their workforce and ensure that external recruitment is supported if possible. However, where organisations have policies which have been jointly agreed between management and trade unions, these policies should apply. Vacancies can be advertised internally under the terms laid down in the agreed policy. Where it is thought unlikely to be able to fill the vacancy internally, they should also be advertised using a range of methods which would include jobcentres, agencies, national, local and specialist press, third sector organisations and other websites where appropriate and affordable. • Promote ownership of equal opportunities and gender mainstreaming, including Welsh language promotion / considerations by creating the role of an equal opportunities champion and where 		

¹⁰⁴ Welsh Language Commissioner’s Guidance ‘Recruitment – Welsh Language Considerations’: <http://www.comisiynyddygyrmaeg.org/English/Publications%20List/20120518%20DG%20S%20Dogfen%20Cyngor%20Recriwtio%20f2.pdf>
 Website: www.gov.wales/eu-funding | E-mail: enquiries-wefo@wales.gsi.gov.uk | Tel: 0845 010 3355

Generic Actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>applicable, encourage this in all aspects of workplace activity.</p> <ul style="list-style-type: none"> Consider the ‘Positive about disabled people, two tick symbol / system’ used in Wales, England and Scotland to encourage applications from disabled people.¹⁰⁵ 		

¹⁰⁵ DWP Two-Tick: <https://www.gov.uk/recruitment-disabled-people/encouraging-applications>

Priority Axis 3 - Youth Employment and Attainment

INVESTMENT PRIORITY: Sustainable integration into the labour market of young people, in particular those not in employment, education or training, including young people at risk of social exclusion and young people from marginalised communities, including through the implementation of the Youth Guarantee.

SPECIFIC OBJECTIVE 1: To reduce the number of 16-24 year olds who are Not in Employment Education or Training (NEET).

INVESTMENT PRIORITY: Reducing and preventing early school-leaving and promoting equal access to good quality early-childhood, primary and secondary education including formal, non-formal and informal learning pathways for reintegrating into education and training.

SPECIFIC OBJECTIVE 2: To reduce the number of those at risk of becoming NEET amongst 11-24 year olds.

Specific actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<u>The following actions relate to Specific Objectives so1 & so2 under Priority 3</u>	<u>The following actions relate to all specific objectives under priority 3:</u>	<u>The following actions relate to specific objectives 1 and 2 under Priority 3</u>
<ul style="list-style-type: none"> Work with educational bodies, including schools, HE and FE (Higher Education / Further Education), to develop effective and innovative ways to target, engage and help young people who are ‘Not in Education, Employment or Training’ (NEET) or are at risk of becoming NEET to realise their full potential, recognising different approaches may be needed for male and females. <p>For example: support and advice services, work¹⁰⁶ or volunteering¹⁰⁷ experience/placements, deliver or provide advice on services which challenge stereotypes and young women and young men into non-traditional subjects areas, including STEM¹⁰⁸ subjects, Initiatives which help prevent young people becoming NEET¹⁰⁹ (Not in Education, Employment or Training),</p>	<p><u>The following actions relate to all specific objectives under Priority 3</u></p> <p>Actions for working with Young people.</p> <ul style="list-style-type: none"> All operations are required to design actions which will deliver the required result to the identified target group, using Labour Market Intelligence to ensure that participants are equipped to make informed career choices and to access opportunities for employment. A way of embedding the SD CCT within activity would be to provide targeted environmental education training to young people in the environmental sector. Such operations should provide opportunities to pursue further vocational or academic environmental qualifications. 	<ul style="list-style-type: none"> Support for people to move into employment including the provision of advice on learning and employment opportunities. Support for activities which assist individuals to transfer their skills especially into areas where skill shortages exist. Targeted support to remove barriers to full participation within learning e.g. vocational training. Support for mentoring and advocacy schemes. Target support for the development of work related skills for new labour market entrants, e.g. writing a CV and ICT skills courses from foundation level onwards, reducing those that are digitally excluded.

¹⁰⁶ Welsh Government’s Youth Work Week <http://gov.wales/topics/educationandskills/skillsandtraining/youth-work/youth-work-week/?lang=en>

¹⁰⁷ Volunteering Wales website <http://www.volunteering-wales.net/> and Wales Centre for Voluntary Action (WCVA) <http://www.wcva.org.uk/volunteering>

¹⁰⁸ Athena Swan Charter – Advancing Women’s careers in STEM <http://www.ecu.ac.uk/equality-charter-marks/athena-swan/>

¹⁰⁹ Welsh Government’s Guidance ‘Early Identification <http://wales.gov.uk/topics/educationandskills/skillsandtraining/youthengagement/early-identification-guidance/?lang=en>

Specific actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
	<ul style="list-style-type: none"> • Another route would be to provide environmental management skills training and ensure young people are encouraged to enhance their skills in the green sector such as waste management, conservation and renewable energy. For example, skills training in environmental management can provide an avenue to sustainable employment in the ever growing environmental sector. • Practical training in environmental management skills is provided in Wales by organisation such as LANTRA¹¹⁰ and the Wales Green Business Centre¹¹¹. • LANTRA provides courses in environmental conservation leading to for example a National Diploma in environmental management. • The Wales Green Business Centre provides a range of support to business to integrate sustainable development practices into everyday operations. They provide a range of environmental management courses 	<ul style="list-style-type: none"> • Support those that wish to improve their ICT skills using an engagement process that embraces the fears and worries that a potential participant might feel if they are new to digital learning. Courses should cater for participants ranging from those who have never used a computer to those that simply need to brush up on their skills to progress in their role at work. Develop innovative approaches when choosing venues and times (if applicable) to maximise participation numbers. • Innovative approaches to providing access to IT services in order to further education and training. • Provide tailored support in order to breakdown an individual's barriers to education and training. • Provide support for individuals that take up the opportunity to volunteer / attend work placements.

¹¹⁰ <http://www.lantra.co.uk/wales>

¹¹¹ <http://www.walesgreenbusinesscentre.co.uk/>

Specific actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
	<p>under the following categories:</p> <ul style="list-style-type: none"> ○ Environmental management ○ Waste management ○ Transport ○ Environmental legislation ○ Pollution control ○ Renewable energy ○ Energy management 	<p>Support could include:-</p> <ul style="list-style-type: none"> ○ providing information sessions in order to raise awareness and highlight the expectation of their participating organisation / employer; ○ support during placement, appraisal afterwards and the appointment of a mentor at the placement. <ul style="list-style-type: none"> ● Designated role with responsibility of sourcing work placements, ensuring that a wide and diverse range of employers are engaged and brought on board and placement’s provide valuable work experience (practical skills) while allocating time per week to continue to build essential skills. ● Establish peer support groups to support and encourage participants during the volunteering/ work placement thus developing ‘peer learning’.

Specific actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
	<p><u>Generic action relating to the specific objectives:</u></p> <ul style="list-style-type: none"> • Encouraging young people to undertake the role as a champion. This named young person will take responsibility of sustainable development and develop activities around the subject area. • By providing the opportunity for young people to get involved with sustainable development, this will offer a sense of ownership and pride in embedding the principles of sustainable development into an ‘operation’ and also their local area. 	<ul style="list-style-type: none"> • Provide a “Barrier Fund” to assist with transport costs or childcare, this fund would be accessible for a limited period of time and used in order to bridge the gap between their first day of employment to their first pay cheque for those deemed most in need. • ‘Return to Work Champion’ – an individual who having been employed for a period of time provide relatable advice and support. • Consideration of the relevant approaches to engagement i.e. correct tools/methodologies, an initial ‘hook’ in order to draw a participant through the doors and the needs of a specific community or group of people. • Innovative interventions which ensure all young people including those facing multiple disadvantages have access to a full range of vocational and academic opportunities, including community based learning.

Specific actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
		<ul style="list-style-type: none"> • Support for specific interventions for young people, particularly those at risk of NEET including schools and community based provision. Types of activity could include: work related activities, confidence raising, advice and guidance, careers information, confidence and skills training and social responsibility. • Mechanisms that support independent learning. • Support for a prospective participant assessment mechanisms which aim to identify a possible avenue of engagement. • Relevant work experience or taster day placement opportunities alongside organised visits to the local colleges or universities. • Providing peer support or mentoring for all young people regardless where they are on their educational or employment journey could assist with their participation throughout the operation and ultimately with their ability to achieve end goals.

Specific actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
		<ul style="list-style-type: none"> • Mentor support sourced from local business sector or local community. • People with protected characteristics e.g. disabled people are often the people who experience the greatest level of poverty. Therefore engagement with individuals experiencing poverty may best be approached by considering the natural cross over of actions referenced under the EO&GM theme alongside the TP&SE theme.

Priority Indicators		
Equal Opportunities and Gender Mainstreaming (EO&GM) :	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>There are no specific actions for EO&GM, please ensure you refer to the generic actions for Priority 3</p>	<p>Indicator for all specific objectives under priority 3:</p> <ul style="list-style-type: none"> 10% of 'Operations' integrating sustainable development into awareness raising, education and training programmes. 	<p><u>Indicators for Specific Objectives 1 (so1):</u></p> <ul style="list-style-type: none"> NEET Participants (16-24 years of age) gaining qualification upon leaving (SO1) NEET Participants (16-24 years of age) in education/training upon leaving. (SO1) NEET Participants (16-24 years of age) entering employment upon leaving. (SO1) <p><u>Indicators for Specific Objectives 2 (so2):</u></p> <ul style="list-style-type: none"> Participants at risk of becoming NEET (11-24) gaining qualification upon leaving (SO2) Participants at risk of becoming NEET (11-24) into education/training upon leaving. (SO2)

Generic Actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>Disabled People / Work Limiting Health (WLH) Conditions</p> <ul style="list-style-type: none"> • Deliver support and/or advice services to employers and to young people with disabilities or work limiting health conditions which will remove barriers to them engaging with and/or participating in education and labour market progression, including training and volunteering opportunities. <p>For example, removal of physical barriers, accessible adaptations to the workplace, provision of accessible materials such as Braille, audio or large print and working with disability groups / organisations</p> <p>Caring Responsibilities</p> <ul style="list-style-type: none"> • Identify, develop and/or provide support for individuals with caring responsibilities, including young people looking after children and young people with elder care issues with a view to enabling them to engage or re-engage with education and the labour market. 		<ul style="list-style-type: none"> • Promote ownership of tackling poverty and social exclusion by creating the role of a tackling poverty and social exclusion champion and where applicable, encourage this in all aspects of the operation’s activity.

Generic Actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<ul style="list-style-type: none"> For example: provide or help identify affordable childcare facilities¹¹² and sources of financial support¹¹³ which will allow individuals to engage with the labour market <p>Language / Accessibility</p> <ul style="list-style-type: none"> Ensure all materials, websites and publicity aimed at the public are made available in accessible¹¹⁴ and bilingual formats: <ul style="list-style-type: none"> - English/Welsh or; - in the appropriate community language if targeting BME under-represented groups - large print / audio / Braille versions of training / educational / marketing materials. 		

¹¹² Welsh Government ‘Choosing childcare in Wales: Support for Parents and financial help with childcare costs’ <http://gov.wales/topics/people-and-communities/people/children-and-young-people/parenting-support-guidance/childcare/choosingchildcare/?lang=en>

¹¹³ Welsh Government ‘Help Paying for Childcare’ <http://gov.wales/topics/people-and-communities/people/children-and-young-people/parenting-support-guidance/childcare/help/?lang=en>

¹¹⁴ Office for Disability Issues ‘Guide to Accessible Publishing’ <http://odi.dwp.gov.uk/inclusive-communications/channels/publishing.php>

Generic Actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>For example:</p> <ul style="list-style-type: none"> - Apply the Welsh Language Commissioner’s guidance on ‘Grants, Loans and Sponsorship’ in your own organisations and to your delivery partners and abide by your own Welsh Language Scheme and/or any language standards you may become subject to¹¹⁵ - Plan how you can offer your services to participants (e.g. courses, activities, mentoring etc.) in both Welsh and English. If your organisation is unable to make provision for Welsh-speaking participants, consider involving other delivery partners who can do so - Ensure that contractors and delivery partners will be able to deal with you in Welsh, if they wish to do so - Clarify what is and isn’t good practice for accessibility in respect of publications, materials and websites by referencing organisations such as RNIB Cymru¹¹⁶, BSI Web accessibility ‘code of practice’¹¹⁷ <p>Black & Minority Ethnic People</p>		

¹¹⁵ Welsh Language Commissioner’s website <http://www.comisiynyddygybraeg.org/english/Pages/Home.aspx>

¹¹⁶ RNIB Cymru <http://www.rnib.org.uk/wales-cymru-1>

¹¹⁷ British Standards Institute (BSI) Web accessibility code of practice <http://shop.bsigroup.com/en/ProductDetail/?pid=00000000030180388>

Generic Actions.

Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<ul style="list-style-type: none"> Challenge stereotyping and, if an individual has English as a second language, offer training / materials in appropriate community languages or provide access to / deliver ESOL (English for Speakers of Other Languages)¹¹⁸ <p>Equality Impact Assessments (EIAs):</p> <ul style="list-style-type: none"> The The Public Sector Equality Duty (PSED) in Wales (arising from the Equality Act 2010) aims to help public authorities address inequalities and contribute towards a fairer society as well as helping public authorities to achieve better outcomes for everyone. One way public bodies can ensure they are working towards such aims and reduce potential inequality is to undertake equality impact assessments, which help reduce inequality and mitigate potential adverse impacts.¹¹⁹¹²⁰ <p>Organisations not covered by the PSED can also carry out EIAs, as appropriate, to demonstrate good practice.</p>		

¹¹⁸ Welsh Government’s English for Speakers of Other Languages <http://wales.gov.uk/topics/educationandskills/learningproviders/esolcourse/?lang=en>

¹¹⁹ Equality Impact Assessments: Welsh Government <http://intranet/English/PolicyDelivery/AppraisingPolicy/Social/Pages/Equality.aspx> Equality and Human Rights Commission <http://www.equalityhumanrights.com/wales/public-sector-equality-duty-in-wales/>

¹²⁰ Equality Impact Assessment in Wales Practice Hub: <http://www.eiapractice.wales.nhs.uk/home>

Generic Actions.

Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>Recruitment</p> <ul style="list-style-type: none"> • Ensure that all recruitment and job opportunities are made available to all individuals, including those with protected characteristics in line with the Equality Act 2010. • The Operation also needs to build-in Welsh language considerations, for example: Recruitment of Welsh speaking staff, the need to retain a suitable number of Welsh speaking staff throughout the lifetime of the Operation to deliver the service as well as the ability to recruit and interview through the medium of Welsh. More information can be found in the Welsh Language Commissioner’s Guidance ‘Recruitment – Welsh Language Considerations’¹²¹ • Wherever possible organisations should seek to broaden the diversity of their workforce and ensure that external recruitment is supported if possible. However, where organisations have policies which have been jointly agreed between management and trade unions, these policies should apply. Vacancies can be advertised internally under the 		

¹²¹ Welsh Language Commissioner’s Guidance ‘Recruitment – Welsh Language Considerations’: <http://www.comisiynyddygyrmaeg.org/English/Publications%20List/20120518%20DG%20S%20Dogfen%20Cyngor%20Recrwtio%20f2.pdf>
 Website: www.gov.wales/eu-funding | E-mail: enquiries-wefo@wales.gsi.gov.uk | Tel: 0845 010 3355

Generic Actions.		
Equal Opportunities and Gender Mainstreaming (EO&GM):	Sustainable Development (SD):	Tackling Poverty and Social Exclusion (TP&SE):
<p>terms laid down in the agreed policy. Where it is thought unlikely to be able to fill the vacancy internally, they should also be advertised using a range of methods which would include jobcentres, agencies, national, local and specialist press, third sector organisations and other websites where appropriate and affordable.</p> <ul style="list-style-type: none"> • Promote ownership of equal opportunities and gender mainstreaming, including Welsh language promotion / considerations by creating the role of an equal opportunities champion and where applicable, encourage this in all aspects of workplace activity. • Consider the ‘Positive about disabled people, two tick symbol / system’ used in Wales, England and Scotland to encourage applications from disabled people.¹²² 		

¹²² DWP Two-Tick: <https://www.gov.uk/recruitment-disabled-people/encouraging-applications>

ANNEX

Equal Opportunities & Gender Mainstreaming – Useful Contacts and Information References

Older People:

Strategy for Older People in Wales 2013-2023¹²³, DWP Helping people to find and stay in work¹²⁴, WEFO CCT Fact sheets¹²⁵

Female:

W.A.V.E Project¹²⁶, Agile Nation 2¹²⁷, STEM Cymru¹²⁸, Chwarae Teg¹²⁹, Women onto Work¹³⁰, Women Like Us¹³¹, WEFO Equal Opportunities cross cutting themes ESF Fact sheet¹³²

Disabled / Work Limiting Health Conditions:

Disability Wales¹³³, Access to Work¹³⁴, , Dept. for Work & Pension Work Choice programme¹³⁵, European Network for Workplace Health Promotion¹³⁶, WEFO Equal Opportunities cross cutting themes ESF Fact sheet¹³⁷, Framework for Action on Independent Living¹³⁸

Caring Responsibilities:

¹²³ The Strategy for Older People in Wales 2013-23 <http://wales.gov.uk/topics/health/publications/socialcare/strategies/older/?lang=en>

¹²⁴ DWP 'Helping older people who want to find or stay in work' <https://www.gov.uk/government/policies/helping-people-to-find-and-stay-in-work/supporting-pages/helping-older-people-who-want-to-find-or-stay-in-work>

¹²⁵ WEFO cross cutting themes 'Fact Sheets' <http://gov.wales/funding/eu-funds/2014-2020/applying/cross-cutting-guidance/factsheets/?lang=en>

¹²⁶ W.A.V.E Project (Women Adding Value to the Economy) <http://www.wavewales.co.uk/>

¹²⁷ Agile Nation <http://www.agilenation2.org.uk/>

¹²⁸ STEM Cymru <http://www.stemcymru.org.uk/>

¹²⁹ Chwarae Teg <https://www.cteg.org.uk/our-new-website/>

¹³⁰ Women Onto Work (Edinburgh) <http://www.womenontowork.org/>

¹³¹ Women Like Us (London) <http://www.womenlikeus.org.uk/>

¹³² WEFO cross cutting themes 'Fact Sheets' <http://gov.wales/funding/eu-funds/2014-2020/applying/cross-cutting-guidance/factsheets/?lang=en>

¹³³ Disability Wales <http://www.disabilitywales.org/>

¹³⁴ Access to Work <https://www.gov.uk/access-to-work/overview>

¹³⁵ DWP 'Work Choice Programme' <https://www.gov.uk/government/policies/helping-people-to-find-and-stay-in-work/supporting-pages/supporting-disabled-people-who-need-more-help-to-find-and-keep-a-job>

¹³⁶ European Network for Workplace Health Promotion <http://wales.gov.uk/topics/health/improvement/work/workplace/?lang=en>

¹³⁷ WEFO cross cutting themes 'Fact Sheets' <http://gov.wales/funding/eu-funds/2014-2020/applying/cross-cutting-guidance/factsheets/?lang=en>

¹³⁸ <http://gov.wales/topics/people-and-communities/equality-diversity/rightsequality/disability/framework-for-action/?lang=en>

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WEFO Equal Opportunities cross cutting themes ESF Fact sheet¹³⁹

Language and Accessibility:

Welsh Government's Welsh Language Strategy 2012-2017¹⁴⁰, WEFO CCT Fact sheets¹⁴¹

BME:

Organisations include: Welsh Refugee Council¹⁴², Chwarae Teg¹⁴³, MEWN Cymru¹⁴⁴, WEFO Equal Opportunities cross cutting themes ESF Fact sheet¹⁴⁵

Young People:

WEFO Equal Opportunities cross cutting themes ESF Fact sheet¹⁴⁶

Funky Dragon: Children and Young People's Assembly for Wales <http://www.funkydragon.org/en/>

Adopting or Improving Equality Strategies and Monitoring Systems:

SEREN¹⁴⁷, ASTUTE¹⁴⁸, WISE 2¹⁴⁹

¹³⁹ WEFO cross cutting themes 'Fact Sheets' highlight how projects have delivered against a range of equal opportunities Indicators and wider commitments such as: delivering to individuals with Protected Characteristics, Social/Community Clauses, NEET, Vulnerable Groups, non-traditional areas or work/study, Accessibility, Welsh language <http://gov.wales/funding/eu-funds/2014-2020/applying/cross-cutting-guidance/factsheets/?lang=en>

¹⁴⁰ Welsh Government's Welsh Language Strategy 2012-2017 'A living language: a language for living'

<http://wales.gov.uk/topics/welshlanguage/policy/living/?lang=en>

¹⁴¹ WEFO cross cutting themes 'Fact Sheets' <http://gov.wales/funding/eu-funds/2014-2020/applying/cross-cutting-guidance/factsheets/?lang=en>

¹⁴² Welsh Refugee Council <http://welshrefugeecouncil.org.uk/>

¹⁴³ Chwarae Teg <https://www.cteg.org.uk/>

¹⁴⁴ Mewn Cymru <http://www.mewn-cymru.org.uk/>

¹⁴⁵ WEFO cross cutting themes 'Fact Sheets' <http://gov.wales/funding/eu-funds/2014-2020/applying/cross-cutting-guidance/factsheets/?lang=en><http://wefo.wales.gov.uk/publications/guidance/crosscutting/?jsessionid=02B7F182F35AC9D39F27A896A8CDEB48?lang=en>

¹⁴⁶ WEFO cross cutting themes 'Fact Sheets' <http://gov.wales/funding/eu-funds/2014-2020/applying/cross-cutting-guidance/factsheets/?lang=en><http://wefo.wales.gov.uk/publications/guidance/crosscutting/?jsessionid=02B7F182F35AC9D39F27A896A8CDEB48?lang=en>

¹⁴⁷ SEREN Equality & Diversity Toolkit <http://grc.engineering.cf.ac.uk/research/seren/resources/products/2/>

¹⁴⁸ ASTUTE Equality & Diversity support <http://www.astutewales.com/en/cct.htm>

¹⁴⁹ WISE 2 Network Equality & Diversity Support <http://www.wisenetwork.org/?lang=en&s=yvonne>

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WEFO Cross Cutting Themes Fact Sheets

A series of fact sheets which highlight how operations have delivered against a range of equal opportunities and sustainable development indicators and wider commitments.

Equal Opportunities and Gender Mainstreaming.

From an equality perspective, this includes: Adopting or Improving equality strategies and monitoring systems, delivering to individuals with Protected Characteristics, Vulnerable Groups, Social/Community Clauses, NEET, Non-traditional areas or work/study, Accessibility, Welsh language.

These fact sheets can be found at: <http://gov.wales/funding/eu-funds/2014-2020/applying/cross-cutting-guidance/factsheets/?lang=en><http://wefo.wales.gov.uk/publications/guidance/crosscutting/;jsessionid=02B7F182F35AC9D39F27A896A8CDEB48?lang=en>

Sustainable Development

The factsheet provides information on improving business environmental credentials, raising awareness of environmental sustainability, training and environmental education, and the promotion of efficient use of natural resources, awareness of energy conservation, resource efficiency, Eco Code implementation and promoting sustainable transport.

These fact sheets can be found at:

<http://wefo.wales.gov.uk/publications/guidance/crosscutting/;jsessionid=02B7F182F35AC9D39F27A896A8CDEB48?lang=en>

Eco-Code

An Eco-code is a set of behaviours aimed at raising environmental awareness and information among the staff and users of a premises and/or organisation. The Eco-code (usually displayed using posters) provides practical tips and reminders for saving energy, water and resources. The following example template illustrates the kind of actions that the eco-code should promote. The actions should be drawn up by the lead beneficiary and would be specific to the lead beneficiary's activities. However, some suggested actions are included in the template.

	<h1>Prevention, Reduce, Reuse, Recycle</h1>
Eco-Code	We will prevent, reduce, repair, reuse and recycle to minimise waste wherever possible.
Actions	<ul style="list-style-type: none">• Purchase items with low / zero levels of packaging;• Recycle all materials used, including paper, metals, glass, plastic and food;• Compost appropriate perishable items.

	<h1>Transport</h1>
Eco-Code	We will try and encourage more environmentally friendly ways for you to travel when you come and see us! Likewise, organisation business will be conducted through the most environmentally sustainable mode of transport available.
Actions	<ul style="list-style-type: none">• Reduce need for travel where possible through the use of ICT;• Utilise, promote and enhance public transport wherever possible;• Use Videoconference and Teleconference;• Vehicle share wherever possible https://carshare.liftshare.com/

	<h1>Purchasing</h1>
Eco-Code	We will buy products and materials that do not harm the environment when they are made or used.
Actions	<ul style="list-style-type: none"> • Purchase reused/recycled products wherever possible; • Aim to achieve Level 3 of the Sustainable Procurement Assessment Framework (SPA) overall and Level 5 in at least one area.

	<h1>Water</h1>
Eco-Code	We will save water wherever possible.
Actions	<ul style="list-style-type: none"> • Turn off taps whenever not in use; • Install water conservation measures such as time limited taps, 'grey water' recycling systems, dual flush toilets, water aerators on all sink taps and water saving devices in toilet cisterns.

	<h1>Energy</h1>
Eco-Code	We aim to lower energy consumption and teach you about how to save energy!
Actions	<ul style="list-style-type: none"> • Turn off all heating/lighting when not needed; • Use heating controls to swiftly react to different daily heating needs; • Install effective insulation, close all doors/windows in winter; • Subscribe to a green energy company such as Good Energy that can source 100% green electricity; • Install renewable energy facilities where possible, such as solar water heating.

	<h1>Biodiversity</h1>
Eco-Code	We will try and increase the biodiversity of the site and its surroundings.
Actions	<ul style="list-style-type: none"> • Consult local wildlife groups on how to effectively encourage biodiversity and wildlife in your area.

	<h1>Raising Awareness</h1>
Eco-Code	We will inform all our visitors and the general public about how we are looking after our environment and hope they do the same at home! For example: Notices and reminders around the centre, promote ourselves to local media and provide information on our website
Actions	<ul style="list-style-type: none"> • Place prominent notices and posters around the organisation premises; • Provide information on website and in literature.