

Climate Skills Global Collaboration Grants 2025

ANNEX 2: COUNTRY ANNEX

To ensure optimal fit to the local context and development needs, priority areas, specific thematic challenges and additional application requirements – such as maximum grant sizes– have been set at a country level through discussion with national stakeholders.

This annex provides country-specific guidance which applicants must consider in conjunction with the main body text of this document **before** preparing their proposals. Proposals which do not take into account the country-specific guidance **cannot be considered for funding**.

1. Brazil	
Co-funder: In Brazil, part of the funds are coming from a local funding organisation. This organisation will distribute the funds for the Brazilian organisation(s) directly.	Pará State Funding Organisation
Duration of grants:	Same timeline as provided in the “Key Milestones” section of this guidance.
Type of partnership call	Open call – any eligible organisation in Para State can apply together with any eligible UK Organisation. Proposals are invited for projects providing bursaries to young professionals and researchers in Brazil, with complimentary UK activities.
Number of grants available:	3 x £50,000 partnerships
Size of grant:	£50,000 per partnership (£25,000 for UK partner and £25,000 for Brazilian partner). Up to three joint UK–Brazil projects may be supported, with a combined total grant of £50,000 per partnership, to be split between the UK organisation and the local organisation in Brazil. British Council Brazil and the local funding organisation will provide up to

	R\$176,666 (£25,000) per project to universities and research centres in Pará, covering bursaries for young professionals and other project-related costs. Funds must be used exclusively for current operational expenses and the types of fellowships permitted under this Call. Costs classified as capital or investment expenses - such as equipment, construction, or similar items - will not be funded. The British Council UK will contribute up to £25,000 per project to the participating UK organisations. As the funds for the Brazilian partner will be paid to them via our Funding Partner in Brazil, the UK partner does not need to factor in disbursing funds from the UK to Brazil.
Contractual arrangements:	
British Council UK will issue a grant agreement to the UK Lead Institution and process payments to the UK Lead Institution. In partnership with a local funding organisation, British Council Brazil will issue a contract with the Lead Institution from the State of Pará and will process payments to this organisation.	
Brazil - eligible organisations	
This call is open to Scientific, Technological, and Innovation institution (ICT) or a Higher Education Institution (HEI), public or private non-profit, based in the State of Pará, with the aim of expanding the Climate Skills programme partnerships in the region. NGOs and third-sector organisations located in Pará are not eligible to apply directly under this call. However, they may establish partnerships with ICTs and HEIs for the joint submission of proposals, in which these institutions shall act as the official applicants. In the event of selection, the funds will be disbursed to the applicant institutions (ICTs and HEIs). From the Brazilian side, applicants must meet the following requirements: Of the Applicant/Coordinator in the State of Pará: • Comply with the rules of the British Council Call;	

- Hold a master's or doctoral degree;
- Be Brazilian or a foreign national with legal residency in Brazil, residing in the State of Pará;
- Be the principal researcher and coordinator in the State of Pará;
- Have an active employment relationship with a scientific, technological, and innovation institution (ICT) or a higher education institution (HEI), public or private non-profit, based in the State of Pará, which must be maintained throughout the project execution period;
- Have approval from the research vice-rector or equivalent for the project implementation;
- Be responsible for taking all necessary measures involving special ethical or legal permissions required for the execution of the project, as well as keeping these documents and making them available if proof is needed (e.g., experiments involving human subjects; access to protected environmental areas; access to genetic, cultural, and traditional knowledge; access to Indigenous, quilombola, and traditional community areas, or other cases where the nature of the project requires it);
- Not be the principal researcher and/or coordinator of more than one proposal in this call;
- Maintain an updated curriculum on the Plataforma Lattes/CNPq;
- Have no administrative or financial pending issues with the State of Pará (SEFA, SIAFE, CADINPA).

Of the Executing Institution:

- Be a Scientific, Technological, and Innovation institution (ICT) or a Higher Education Institution (HEI), public or private non-profit, based in the State of Pará;
- Be registered in the CNPq Directory of Institutions;

Additional eligibility criteria:

Each submitted project must be the result of a partnership between a UK institution and a Brazilian higher education or research organization based in the state of Pará.

Proposals should be practical in nature, focusing on creating real opportunities for the professional inclusion of young Amazonians (aged 18–30) in areas related to sustainability and climate innovation. The bursaries for young professionals within each project will typically have a duration of up to eight months.

Proposals should focus on delivery to underrepresented groups such as;

- Young people from minority groups - indigenous, quilombola, riverine communities
- Young people with disabilities
- Young people in rural areas
- Young people from urban peripheries

- Girls from minority groups

Key environmental and skills context

Brazil is home to around 60% of the Amazon rainforest, one of the most biodiverse regions on Earth and a crucial carbon sink for global climate regulation. Within this context, the state of Pará stands out as one of the most strategic regions in the world for addressing climate change, combining vast natural resources with pressing social and environmental challenges. Strengthening the skills and innovation capacity of local youth is essential to drive sustainable development and generate transformative solutions for the region.

Since 2023, the Climate Skills programme has engaged with over 20 local organizations in Pará, supported more than 20 youth-led small grants, and trained over 2,000 young people in the state on climate literacy and green skills.

For the United Kingdom, partnering with Brazil - particularly with institutions in Pará- offers a unique opportunity to advance shared climate goals, expand research and innovation networks, and co-develop practical solutions to global sustainability challenges.

This call aims to support international projects between institutions in Pará and the United Kingdom that provide professional bursaries for young people from underrepresented groups, including quilombola, riverine, and Indigenous communities. Funded initiatives should focus on climate change, bioeconomy, social entrepreneurship, nature-based solutions, and other priority environmental issues, offering hands-on international collaboration and strengthening UK–Brazil research and innovation partnerships

Other considerations

N/A

Local partner bios

N/A

2. Mexico

Co-funder:

N/A

Duration of grants:

Same timeline as provided in the “Key Milestones” section of this guidance.

Type of partnership call	Open call – any eligible organisation in Mexico can apply together with any eligible UK Organisation. We are looking for practical work experience or training opportunities for young people.
Number of grants available:	3 x £50,000 partnerships
Size of grant:	£50,000 per partnership (£25,000 for UK partner and £25,000 for Mexican partner). The combined total grant is £50,000 per partnership. British Council UK will pay the UK organisation; British Council Mexico will pay the Mexican organisation. As the funds for the Mexico partner will be paid directly from British Council Mexico, the UK partner does not need to factor in disbursing funds from the UK to Mexico.
Contractual arrangements:	
British Council will directly contract both the UK Lead Institution and the Mexico Lead Institution from the State of Chiapas, and grant disbursements will occur through local operations in each country.	
Local eligible organisations	
This call is open to organisations based in the state of Chiapas, with the objective of expanding and diversifying the Climate Skills programme partnerships in the region. Although the programme has been implemented since 2023 through existing local partners delivering other components, this open call aims to identify new institutions and initiatives that can complement and strengthen the current network, ensuring broader engagement and impact across the region. Eligible organisations include higher education institutions, research organisations, training providers, Technical and Vocational Education and Training (TVET) institutions and legally registered non-governmental organisations (NGOs) based in the state of Chiapas, with a minimum of five years of proven experience in sustainability, climate innovation, or youth skills training.	
Additional eligibility criteria:	
Proposals should be practical in nature, focusing on creating tangible opportunities for the professional inclusion of young people in areas related to sustainability and climate innovation. Proposals should focus on delivery to underrepresented groups such as;	

- Young people from indigenous communities
- Young people from ethnic minority groups
- Young people from rural communities
- Young people from migrant communities
- Young people with disabilities
- Young men vulnerable to exploitation in Chiapas.

Key environmental and skills context

Chiapas is one of Mexico's most biodiverse regions, home to critical ecosystems and Indigenous communities that play a central role in climate resilience. The state faces urgent environmental challenges, including deforestation, soil degradation, unsustainable agricultural practices, water management issues, and limited access to renewable energy. At the same time, Chiapas has a large youth population with limited access to decent employment opportunities, particularly in green sectors.

Since 2023, the Climate Skills programme has engaged with organizations in Chiapas, supported over 20 youth-led small grants, and trained more than 1,500 young people in the state on climate literacy and green skills.

This call will prioritise the development of environmental and green skills that respond directly to these local challenges, while creating pathways to meaningful employment for young people. Priority areas include sustainable agriculture and bioeconomy, renewable energy solutions, natural resource management, nature-based solutions, greenhouse gas emission reduction and carbon credit mechanisms, and social entrepreneurship. Projects should demonstrate how the proposed training will translate into tangible and sustainable opportunities for young people—particularly those from underrepresented communities—to participate in and benefit from a transition to a greener economy.

Other considerations

N/A

3. Indonesia

Co-funder:

N/A

Duration of grants:

Same timeline as provided in the "Key Milestones" section of this guidance.

Type of partnership call

The UK organisation must partner with the two selected Indonesian partners.

	Maximum of two UK partners' proposals with the two Indonesian partners will be funded. We anticipate a focus on green entrepreneurship, please see below.
Number of grants available:	2 x £85,000 partnerships maximum
Size of grant:	The combined total grant available is up to £85,000 per partnership. Partners will be responsible for agreeing a cost split between both organisations and for detailing this clearly in the application budget. The British Council encourages equality in the split between the UK organisation and the partner organisation, taking into account exchange and cost differences. The awarded UK institutions will be responsible for disbursing the relevant budget to Indonesia institutions based on grant agreements. Any related expenses, including bank charges, transfer fees, or taxes, should be included under the miscellaneous category in the budget.
Contractual arrangements:	
British Council will issue a Grant Agreement with the selected UK Lead Institution(s). This UK Lead Institution will be required to distribute funds to the Indonesia Lead Institutions. We will expect the UK Lead Institution and the Local Institutions in Indonesia to have a suitable agreement in place to allow for this.	
Local eligible organisations	
The programme will be delivered through a strategic partnership between two Indonesian organisations (Agile Innovation Labs (AI Labs) and INCREASE) that bring complementary expertise. Both organisations will work together on both grants in Indonesia, alongside the UK Lead Institution(s). Agile Innovation will manage requests for partnerships – please reach out to: Salamun Taofik (Taofik) – Product Lead, AI Labs - taofik@ailabs.id Agile Innovation Labs (AI Labs), with strong experience in innovation hubs, entrepreneurship, digital skills, and internship management, will lead on designing and delivering the green entrepreneurship and innovation components of the	

programme. They will coordinate work experience placements within green and technology sectors, manage the administration of professional bursaries, and connect participants to wider innovation ecosystems and enterprise networks.

PT Inklusif Kreatif Indonesia (INCREASE), recognised for its expertise in marginalised youth training design, facilitation, mobilisation, and inclusive capacity-building, will lead on ensuring that all activities are youth-centred and accessible. It will spearhead outreach and recruitment among marginalised young people, provide mentoring and wrap-around support, and ensure that bursary access processes are equitable and inclusive. Both organisations will jointly co-design the training curriculum, share skills and resources, and collaborate on programme delivery, communications, and evaluation to ensure a holistic approach that combines technical entrepreneurship development with inclusive youth empowerment.

Additional eligibility criteria:

Each submitted proposal must include a partnership between the UK Lead Institution, AI Labs **and** INCREASE.

Proposals should demonstrate experience of working with marginalised young people in West Java including women, young mothers, young people from rural communities (including women), young people living with disability, youth who are not in education, employment and/or training, and digitally excluded groups.

Key environmental and skills context:

With young people accounting for 25% of its population—above the national average—West Java plays a substantial role in Indonesia’s economy, contributing significantly to national GDP through its agriculture, manufacturing, and services sectors. According to the Regional Development Planning Agency (Bappeda), the province is projected to require an additional six million workers in the green economy sector by 2060.

Despite its economic importance, youth in West Java face labour market and social challenges. The province’s open unemployment rate (Tingkat Pengangguran Terbuka, TPT) stood at 6.75% in August 2024, marking a decline from previous years but remaining a concern. Although detailed data on youth employment within green sectors are limited, broader patterns of unemployment, underemployment, and skills mismatches indicate that many young people are ill-prepared to seize opportunities in the emerging green economy. Vocational training centres and higher education institutions frequently lack curricula aligned with green technologies, renewable energy, sustainable agriculture, circular economy practices, and other environmentally focused sectors.

Local partner biography

Agile Innovation Labs:

Agile Innovation Labs (AI Labs) is an organization focused on transformation through technology. They are dedicated to helping individuals, teams, organizations, and communities develop and accelerate impactful and sustainable innovation and entrepreneurship.

AI Labs focuses on driving innovation at the individual, team, organizational, and community levels. Their services include training, workshops, and mentoring on innovation and entrepreneurship. They provide a range of services, from ideation, incubation, and acceleration of innovation or entrepreneurship, to mentoring the implementation of an innovation culture and practices in companies, community economic empowerment, and digital product development using AI, Big Data, and other technologies.

AI Labs has engaged with the Climate Skills Programme in Indonesia as a supporting organisation, with primary responsibility for monitoring and evaluating the project's activities. This includes liaising with global M&E team and local partner, engage in training partners, facilitators, and youth participants, as well as supporting the implementation of youth-led small grant projects and providing monthly mentoring sessions to give youth grantees space to seek feedback and input during implementation.

INCREASE:

PT Inklusif Kreatif Indonesia (INCREASE) serves as an Incubator, Impact Accelerator, and Business Advisory dedicated to partnering with Social Enterprises (SE) to enhance their impact and foster Sustainability. INCREASE is a Social Enterprise that employs a business-centric approach while addressing environmental and societal issues. INCREASE contributes through various avenues such as capacity building, mentoring, and monitoring. The organisation's current focus involves collaborating and working with Social Enterprises aiming to empower marginalised groups.

The organisation's core expertise lies in Youth Activation, Social Enterprise Development, Organising Training, Training of Trainers, Training of Entrepreneurs, and Training of Communities among others.

INCREASE has engaged with the Climate Skills Programme in Indonesia serving as the primary delivery partner responsible for executing project activities at the community level. So far, INCREASE's has been delivering:

- Adapting the Climate Skills training approach to ensure it aligns with the local context and needs.
- Running Climate Skills training needs assessment and mapping relevant stakeholders.
- Delivery of facilitator training as well as youth participant training.
- Ensuring smooth delivery of youth-led grant projects and connecting youth participants with relevant mentors.

4. India	
Co-funder:	N/A
Duration of grants:	Same timeline as provided in the “Key Milestones” section of this guidance.
	UK organisations must partner with one of the Climate Skills delivery partner Higher Education Institutions listed below. We are looking for practical work experience or training opportunities for young people.
Number of grants available:	2 x £85,000 partnerships maximum
Size of grant:	The combined total grant available is up to £85,000 per partnership. Partners will be responsible for agreeing a cost split between both organisations and for detailing this clearly in the application budget. The British Council encourages equality in the split between the UK organisation and the partner organisation, considering exchange and cost differences. The awarded UK institutions will be responsible for disbursing the relevant budget to India institutions based on grant agreements. Any related expenses, including bank charges, transfer fees, or taxes, should be included under the miscellaneous category in the budget.
Contractual arrangements:	
British Council will issue a Grant Agreement with the selected UK Lead Institution. This UK Lead Institution will be required to distribute funds to the Lead Institution in India. We will expect the UK Lead Institution and the Local Institution in India to have a suitable agreement in place to allow for this.	
Local Eligible Organisations	
There are three local partners in India that are eligible to apply for this grant in partnership with a UK organisation: The Energy and Resources Institute (TERI), the University of Mumbai, and Hyderabad Sind National Collegiate (HSNC) University.	

Please reach out to the contacts provided below if you are interested in partnering:

1) The Energy and Resources Institute (TERI)

Dr Livleen K Kahlon
Director and Senior Fellow
Environment Education and Awareness Division
The Energy and Resources Institute (TERI), New Delhi
Email: kahlonl@teri.res.in
+91-9899626640

2) University of Mumbai

Dr. Aparna Ashok Phadke
Department of Geography
University of Mumbai
Email: aparna.phadke@geography.mu.ac.in

3) HSNC University

Dr. Suvarna A Sharma
Assistant Professor
Department of Life Sciences
Coordinator IQAC
Email: suvarna.sharma@kccollege.edu.in

Additional eligibility criteria:

Each submitted project must be developed in partnership between a UK institution and an Indian Higher Education Institution from the eligible list, working with young people aged 18 – 30 years.

Higher education institutions in India should be actively engaged in climate adaptation or mitigation initiatives, with a demonstrated commitment to addressing climate-related challenges in their local or regional context, and must demonstrate that they have:

- A valid FCRA certification to receive the grant amount allocated for this project, unless exempted by the Government of India under applicable provisions.
- More than 3 years' experience successfully linking trained youth with relevant industries or sectors.
- At least 130 eligible students.
- Offer courses such as Social Work, Rural Development, Public Policy, Youth Development, Development Studies, or any other programme where field work, social action and/or internship is already integrated in the course.
- A strong track record and robust experience in International Collaboration.

Proposals should be focussed on working with marginalised young people, such as:

- Young women
- Young people from rural communities
- Young people from socially disadvantaged groups
- Young people with disabilities
- Young migrants

Key environmental and skills context:

India is at a pivotal moment in its climate journey. With its vast geography and diverse ecosystems, the country faces some of the most pressing environmental challenges, rising temperatures, erratic rainfall, water stress, and air pollution, to name a few. Regions like the Konkan coast, where our Climate Skills programme is active, are ecological hotspots that also grapple with accessibility barriers for youth. These realities make climate education and skills development not just important, but urgent.

The good news is that momentum is building. The National Education Policy (NEP) 2020 has laid the groundwork for integrating sustainability and green skills into mainstream education. It encourages hands-on learning, vocational training, and climate literacy, signalling a shift toward preparing young people for the green jobs of tomorrow.

India's youth, over 250 million in schools and millions more in higher education, are eager to engage, but many lack access to structured pathways into climate related careers. The recent Climate Educators Summit 2025 echoed this gap, calling for more interdisciplinary learning, real-world exposure, and support for youth-led innovation in areas like renewable energy, sustainable agriculture, and environmental policy.

Local partner bios

1. The Energy and Resources Institute (TERI)

Set up in 1974 TERI is an independent not-for-profit organization with capabilities in research, policy, consultancy, and implementation. It has a multi-disciplinary expertise in areas of energy, environment, climate change, resource efficiency, and sustainability. TERI's mission is to usher the transition to a cleaner and more sustainable future through conservation and efficient use of the earth's resources and develop innovative ways of minimizing waste, and recycling and reusing resources across a product's value chain. TERI continues to be involved with various government bodies at national, state, and local level to contribute to climate change and environmental policy. With 651 research professionals from the fields of sciences, engineering, economics, energy management and other relevant fields, TERI has a strong presence in local, national, and international forums.

Internationally, TERI works closely with utilities, regulatory commissions, government agencies, and bilateral and multilateral organizations.

Education for Sustainable Development (ESD) Strength at TERI

TERI works with an extensive network of schools and colleges and has a robust working relationship with national and global stakeholders. The Environment Education and Awareness (EEA) Division at TERI has a multi-disciplinary team of professionals stationed in its headquarter in New Delhi and centres in Bengaluru, Gurugram, Guwahati, Goa, Mukhteshwar and Mumbai, implementing programmes on green pedagogy and action projects promoting sustainability practices around agriculture, biodiversity, energy, water, waste, climate change and other development and environmental sectors. The division is a pioneer in conducting action research on sustainability education, ranging from regional impacts to grassroot level innovation, research on curriculum gaps and establishment of community connections with schools and colleges.

EEA works extensively with Government of India especially leading central ministries like the Ministry of Education, Ministry of Environment, Forest and Climate Change, and several state departments. The division is endorsed by the University Grants Commission for promoting youth empowerment programmes in the country and is recognised to promote Mission LiFE with schools and colleges. A few noteworthy ongoing programmes are: GREEN Olympiad, Climate Skills-Seeds for Transition India, Youth Climate Conclave (YCC), The Green School Project and Knowledge to Action: Empowering Youth Climate Innovators. For more information log on to: <https://www.teriin.org/environment-education-1>

The division is associated with multiple HEIs in India that aides in the amplification of outreach efforts. In addition, EEA works closely with TERI-School of Advanced Studies (TERI-SAS), which is granted a "Deemed to be University" status by the University Grants Commission (UGC) and notified vide the Ministry of Human Resources Development, Department of Education, Government of India (notification no. F.9-19/95-U-3 dated 5 October 1999).

Climate Strength at TERI

TERI's work in climate science is inextricably linked to policy research and recommendations for the Indian government to shape its domestic policies, as well as contribute to its position in global negotiations. TERI has worked on the revision of State Action on Climate Change for multiple states and carried out modelling assessments of climatic variables – historic trends & future projection scenarios; climate risk and vulnerability assessment of the key priority sectors (including agriculture sector); preparing emission inventories to plan appropriate evidence based mitigation and adaptation strategies for the key priority sectors; climate finance requirements for implementation of the suggested adaptation & mitigation

strategies; aligning the strategies with NDCs, SDGs and also with the National Missions and national policies/ initiatives; developing new institutional framework for implementation of strategies; developing the monitoring and evaluation framework with clear indicators for reporting

TERI has an evolved Climate Change Education (CCE) programme encompassing capacity building on mitigation and adaptation strategies through mediums like workshops, competitions, role plays, focus group discussions and deliberations. TERI has worked with a range of organizations for its CCE projects including MoEFCC, UNEP, UNFCCC, EU Delegation to India, Canadian High Commission, GIZ, British Council, Dell Computers, Dempo Group of Companies, HCL Foundation, Tata Steel Foundation etc. The rationale of its CCE strategy is on behavioral change focusing on skill sets that are holistic and inclusive, empowering the students and youth to contribute to sustainable development. In practical terms, the integration of climate knowledge and skills into existing education systems represents both immediate and longer-term challenges for responding to climate change. The immediate task is to climate proof education systems (adaptation), while the longer-term call is to develop education systems that equip learners with the requisite skills, knowledge and attributes to deal with future challenges. Teaching- Learning methodologies are coupled with skill sets such as problem solving, critical thinking, creativity, innovation and adaptability. TERI is engaged with NCERT in developing the new set of textbooks for schools on sustainability education and is also on UGCs panel for developing modules for SWAYAM portal.

2. University of Mumbai

The University of Mumbai (known earlier as the University of Bombay) is one of the oldest and premier Universities in India. It was one of the first three presidential Universities. It was established in 1857 consequent upon “Wood’s Education Dispatch”, and it is one amongst the first three Universities in India. As a sequel to the change in the name of the city from Bombay to Mumbai, the name of the University has been changed from “University of Bombay” to “University of Mumbai”, vide notification issued by the Government of Maharashtra and published in the Government Gazette dated 4th September, 1996. The University was accorded 5 star status in 2001 & ‘A++’ grade status in April 2017 and 2021 with 3.65 CGPA and UGC Category I University in 2023 by the National Assessment and Accreditation Council (NAAC). The University of Mumbai is on 18th rank in NIRF ranking in the category of public state universities. According to the QS world ranking, the university secured a 664th position globally, 67th position in Asia, and 17th position in India in the year 2025. Recently, the University has also been awarded by FICCI for Excellence in Globalisation (Public) on 6th October, 2025.

The university has established interconnections globally through collaborative cultural exchanges, global scholarships and funding support, cultural and diplomatic engagements, establishment of centres and joint centres like Centre for Central Eurasian Studies, Centre for European Studies, Centre for Russian Art and Culture.

The establishment of foreign language centres offering the learning of languages like French, German, Russian, Persian, Spanish, Japanese, Mandarin and Arabic. The university has 23 Active International MoUs, offered three 1+1 Programmes with SLU University, USA, two 1+1 Programmes with Indiana University, USA and Credit Transfer and Twinning Programmes with many European Universities like University of Bologna, Italy, University of Mulhouse, France. The University of Mumbai has an MoU with Tianjin Normal University that includes collaboration in mutually beneficial areas. The MoU is valid for five years, and can be extended by five years unless one party terminates it at least six months before the expiry date. Mumbai Münster Institute of Advanced Studies (MMIAS) has collaborated with the University of Bayreuth, Germany, on migration and diaspora studies. The MMIAS has also considered joint research projects with Kachchh University on the maritime diaspora.

The university has hosted International Delegations from Russia, USA, Taiwan, Australia, Thailand, Malaysia, Italy, Mauritius, Moldova, UK, Tanzania, Bahrain, Belarus, Finland, Chile, Germany, Japan, Indonesia, Iraq, Iran, and Sri Lanka. The University of Mumbai established 2 e-content Studios and Mini Auditorium with donation of Rs. 35 lakh from Innopraktika, Moscow State University, Moscow, Russia.

Nationally, the university has received funding from Department of Science and Technology, DST Science and Engineering Research Board, Indian Council for Social Science Research, Indian Council of Medical Research and the like. The university has also initiated MoUs with various government bodies and ministries like Maharashtra State Biodiversity Board, Ministry of Forest, Maharashtra Pollution Control Board, Survey of India.

As a delivery partner in the British Council's Climate Skills–Seeds for Transition India programme, the University of Mumbai is leading youth engagement across all seven districts of the Konkan region in Maharashtra; Mumbai, Mumbai Suburban, Thane, Palghar, Raigad, Ratnagiri, and Sindhudurg. This ecologically rich and climate-vulnerable region, part of the Western Ghats UNESCO World Heritage Site, presents unique challenges, especially in districts like Palghar, Raigad, Ratnagiri, and Sindhudurg where accessibility and infrastructure gaps persist. UoM's commitment to reaching 800 young people across these diverse geographies reflects its deep-rooted dedication to inclusive climate education and community-led resilience.

3. Hyderabad Sind National Collegiate (HSNC) University

About the University

Hyderabad (Sind) National Collegiate (HSNC) University, Mumbai, established in 2020, represents a pioneering model in India's higher education system. It emerged under the visionary leadership of the Hyderabad (Sind) National Collegiate Board, uniting three legacy institutions — H.R. College of Commerce and Economics, K.C.

College, and Bombay Teachers' Training College (BTTC) — each with over six decades of academic excellence. Together, they bring more than 180 years of educational heritage, embodying a commitment to nation-building, innovation, and global outreach. HSNC University's creation marked a bold transition from affiliated college frameworks to an autonomous, interdisciplinary university geared for Education 4.0 and NEP 2020 reforms.

At its core, HSNC University is built on the ideals of academic freedom, interdisciplinary learning, research orientation, and societal responsibility. The institution promotes flexible curriculum structures, skill-based pedagogy, and experiential learning, ensuring every student emerges with academic competence as well as employability skills. Its programmes seamlessly integrate liberal arts, commerce, sciences, law, entrepreneurship, technology, and sustainability, crafting a truly holistic education ecosystem.

Global Engagement and Research Leadership

The University's global engagement is evident through its participation in international forums such as the European Geosciences Union (EGU) and multiple research publications indexed in NASA's Astrophysical Data System. Its faculty and students collaborate with universities in the United Kingdom and Europe through joint research, sustainability workshops, and academic exchanges that strengthen a cross-border learning network.

A strong research culture is embedded through 24 recognised research centres, 65 research guides, and over 100 research scholars. HSNC University has launched D.Sc. and D.Litt. programmes to promote advanced and post-doctoral research. Its flagship projects are aligned with national and global developmental goals, including:

- IAEA Coordinated Research Project (2021–2026) on the irradiation effects on polymers used in medical devices.
- National Technical Textile Mission (2023–24) focusing on self-healing, eco-friendly cement using agricultural waste.
- I-STEM Project using honey analysis as an indicator of environmental health.
- WISE (Women in Science & Engineering) Initiative empowering women scientists.

Through these initiatives, the University is positioning itself as a future hub for scientific innovation, climate resilience, and policy-driven research.

Education 4.0 and Digital Innovation

In alignment with Education 4.0, HSNC University has deeply integrated technology into teaching, research, and administration. Virtual classrooms, MOOCs, blended learning, and global knowledge platforms empower students with digital fluency. The university actively promotes skill-building in emerging fields such as artificial intelligence, climate technology, entrepreneurship, and digital sustainability.

Commitment to Sustainability and SDGs.

Sustainability is not an adjunct activity but a central ethos at HSNC University.

Research and curricula align with the United Nations Sustainable Development Goals.

(SDGs 1–17). Green practices such as campus eco-audits, waste segregation, solar energy adoption, single-use plastic bans, and tree plantation drives form part of institutional life. The University promotes ecological sensitivity through Green Clubs, NSS eco-initiatives, and student-led sustainability fairs, enabling youth to champion environmental stewardship.

Community engagement is deeply embedded in academic programmes. Students participate in civic activities — from blood donation and health camps to rural sustainability projects — fostering empathy and active citizenship. The University's NSS team has executed notable projects like the Solar Urja Project in Palghar, installing solar panels in Anganwadis and tribal schools.

Innovation, Entrepreneurship & Skill Development

HSNC University nurtures entrepreneurship through its Kalpana Incubation Centre, offering mentorship, seed funding, and innovation labs. Focus areas include circular economy, social entrepreneurship, and green start-ups. The University organises hackathons, ideation challenges, workshops, and bootcamps to cultivate entrepreneurial competencies.

Skill development is advanced through industry collaborations, multidisciplinary certifications, and credit-linked internships. Students are encouraged to pursue innovation not only as business creation but also as social impact.

Inclusivity and Access Inclusivity is a pillar of HSNC University's vision. It supports first-generation learners, economically disadvantaged students, and those with diverse learning needs. In a pioneering move, the University developed India's first-of-its-kind certification programme for specially-abled learners, promoting dignity, empowerment, and mainstream integration. This reflects the institution's belief that true progress is inclusive and compassionate.

British Council – Climate Skills: Seeds for Transition

As a delivery partner of the British Council's "Climate Skills: Seeds for Transition" national mission, HSNC University is training over 800 youth across four campuses in climate literacy, environmental leadership, and sustainable enterprise. It prepares master trainers, supports green student initiatives, and plans to embed climate modules into mainstream curricula — making sustainability education replicable across all HSNC Board institutions.

Alumni and Urban Relevance

HSNC University's alumni include leaders in business, research, arts, sustainability, and public service. They actively mentor students and collaborate on climate and entrepreneurship initiatives. Situated in the heart of Mumbai — across campuses at Worli, Churchgate, Colaba, and South Mumbai — the University transforms the city into a "living laboratory". Urban challenges like waste management, pollution, governance, and urban resilience are addressed through experiential learning and policy projects.

Conclusion

HSNC University stands as a 21st-century institution rooted in legacy yet driven by innovation. It blends global partnerships, interdisciplinary scholarship, sustainability mandates, and inclusive development into a transformative educational paradigm. From nuclear research to climate action, from entrepreneurship to social equity, it is shaping new generations of ethical, skilled, and future-ready leaders — embodying education not just as instruction, but as nation-building.

Other considerations

Marginalisation will be intersecting but must be defined in agreement with partners – e.g. socio-economic status, ethnic background, gender, disability.

3. Vietnam	
Co-funder:	N/A
Duration of grants:	Same timeline as provided in the “Key Milestones” section of this guidance.
Partnership	UK institutions must apply with our existing delivery partner Can Tho University. We are looking for practical work experience or training opportunities for young people.
Number of grants available:	2 partnerships x £85,000 maximum
Size of grant:	The combined total grant available is up to £85,000 per partnership. Partners will be responsible for agreeing a cost split between both organisations and for detailing this clearly in the application budget. The British Council encourages equality in the split between the UK organisation and the partner organisation, considering exchange and cost differences. The awarded UK institutions will be responsible for disbursing the relevant budget to Vietnam institutions based on grant agreements. Any related

	expenses, including bank charges, transfer fees, or taxes, should be included under the miscellaneous category in the budget. For work/services performed in Vietnam (including transfer for funds to Vietnamese partner), Vietnamese Value Added Tax (VAT) will be charged on the invoiced amount at the applicable rate at the time of issuing invoice. Standard VAT rate in Vietnam is 10%. This should be factored into your request for funding.
Contractual arrangements:	
British Council will issue a Grant Agreement with the selected UK Lead Institution. This UK Lead Institution will be required to distribute funds to Can Tho University. We will expect the UK Lead Institution and Can Tho University to have a suitable agreement in place to allow for this.	
Local Eligible Partners	
Can Tho University (Mekong Institute) is the local partner in Viet Nam. For any partnering requests, please contact: Assoc Prof Dr Van Pham Dang Tri, Director, email: vpdtri@ctu.edu.vn	
Additional eligibility criteria:	
Each submitted proposal must be developed in partnership between a UK institution and Can Tho University. It must name any additional organisation involved in the consortium, such as a Training Provider. This additional organisation must be based in the Mekong Delta and must have experience in delivering entrepreneurship programmes to young people aged 18 – 30 years. Can Tho university and associated local partners need to submit a support letter to confirm their capacity and capacity needs to be confirmed in the support letter, which must be signed by the head of the department or institution. The partnership can include in their proposals Associated Partners (from both the overseas county and the UK) affiliated with: • Higher Education providers • Not-for-profit research institutions, establishment and organisations • TVET/FE providers • For-profit/commercial organisations, including small and medium enterprises (SMEs) • Government organisations • Employer organisations and industry bodies	

- Not for profit organisation and Social Enterprise organisations

For-profit non-education organisations are not eligible to receive any grant funds, except to cover travel-associated costs. The proposal must clearly define their contribution to achieving call objectives.

Proposals should focus on delivery to underrepresented young people residing in the Mekong Delta, which include (but are not limited to) women, the minor ethnicity, young people in rural communities, young people from low socio-economic backgrounds (in particular, women), young people with difficulty or disability, or LGBTQ+. within the considered age range. Additionally, young people who have struggled with higher education access should be prioritised. We are keen that existing Climate Skills participants are supported with these opportunities.

Key environmental and skills context

Vietnam is highly exposed to climate change, with the Mekong Delta recognised as one of the most vulnerable regions in the world. Vietnam is increasingly affected by sea-level rise, saline intrusion, flooding, erosion, and land subsidence, which together threaten food production systems, aquaculture, and the livelihoods of millions of people. These challenges not only undermine national food security and export markets but also accelerate social pressures, including out-migration of youth and heightened inequalities for women and marginalised communities.

At the same time, the transition to a green and climate-resilient economy requires a skilled workforce that can innovate in areas such as climate-smart agriculture, aquaculture, renewable energy, bioeconomy, and circular economy. There is a growing demand for young people to acquire competencies in entrepreneurship, digital innovation, and low-carbon production, alongside practical experience in emerging sectors such as carbon crediting and nature-based solutions.

The skills gap is particularly pronounced among vulnerable groups: women, youth from poor or ethnic minority households, and people with disabilities, who often face barriers in accessing education, training, and employment. Without targeted support, these groups risk exclusion from Vietnam's green transition.

The Mekong Delta is Vietnam's agricultural heartland, producing over half of the country's rice and a significant share of aquaculture exports. Yet it is also one of the most climate-vulnerable regions globally, facing accelerating sea-level rise, saltwater intrusion, and increasingly unpredictable flooding and drought. These environmental stresses undermine food security, erode rural incomes, and drive labour migration.

The region's young workforce (aged 18–30) lacks sufficient access to training in climate-resilient agriculture, renewable energy, waste management, and green entrepreneurship. Skills gaps are particularly acute among women, people with

disabilities, and youth from marginalised rural communities. Without targeted interventions, these groups risk exclusion from the emerging green economy.

By positioning the Mekong Institute at Can Tho University as a hub for climate change adaptation and youth skills development, UK–Vietnam collaborations can provide short courses, entrepreneurship incubation, and practical work placements that directly address these gaps. Linking environmental resilience with employability not only strengthens community adaptation but also builds a new generation of young leaders and entrepreneurs able to contribute to Vietnam’s low-carbon, inclusive development pathway.

Local partner biographies

Can Tho University (CTU), founded in 1966, has become the leading cultural, scientific, and technological centre of the Mekong Delta, comprising 19 academic and 18 supporting units. Currently, CTU enrolls approximately 54,000 undergraduates, 3,000 Master’s students, and 300 doctoral candidates, supported by more than 2,000 staff, including 1,100 faculty members. From modest beginnings, the University has evolved into a multidisciplinary institution, offering 121 undergraduate, 58 Master’s, and 22 Doctoral programs. Its mission spans education, scientific research, and technology transfer to serve regional and national development. CTU actively implements research and innovation projects addressing agricultural, economic, and environmental challenges, producing technologies and products that enhance livelihoods and strengthen Vietnam’s export capacity. Through extensive international cooperation with universities and research institutes, CTU has advanced staff expertise, expanded research facilities, and enhanced its global reputation as a centre for excellence in higher education and applied science.

The Mekong Institute at Can Tho University is a distinguished academic unit that plays a leading role as a sustainability engagement hub in education, training, interdisciplinary research, science-based policy advocacy, technology transfer, and innovation transformation across deltaic and river basin regions. Building on its strategic vision, the Institute advances global efforts through two complementary frameworks. The LEAD pillars – **L**earning (enhancing knowledge), **E**xcellence (fostering inclusive collaboration), **A**dvancement (bridging science and technology with community needs), and **D**evelopment (driving sustainable and inclusive growth) – articulate the Institute’s commitment to academic quality, capacity-building, and societal impact. Complementing this, the RISE pillars highlight the Institute’s operational mandate: conducting interdisciplinary **R**esearch, **I**ntegrating scientific and local knowledge, **S**upporting technical and policy innovation, and **E**ngaging diverse stakeholders in collaborative, multi-level action. Together, these strategic pillars position the Mekong Institute as a catalyst for knowledge co-production, innovation, and inclusive governance, not only for the Mekong Delta but also for delta and river basin systems worldwide.

The Mekong Institute mission is guided by the core values of **I**ntegration, **I**ntity, and **I**nnovation (3I principles), which collectively shape our approach to advancing sustainable development in the Mekong River Basin. Integration reflects our commitment to harnessing collective strength by building partnerships that combine scientific and local knowledge, mobilize resources, and expand networks to co-create effective solutions. Identity underscores our distinct role in generating impactful outcomes that reflect our values, meet partner expectations, and create meaningful influence on society. Innovation drives our adaptability and resilience, fostering a forward-thinking mindset and continuous improvement in the ways we operate, collaborate, and deliver value. Anchored in these values, the Institute fulfills its mandates through five interlinked functions of REACH framework: (1) **R**efining integrated and interdisciplinary knowledge to inform science-based solutions; (2) **E**ducating future leaders and practitioners through inclusive, practice-oriented training; (3) **A**dvancing innovation in technology and policy to support adaptive and green development; (4) **C**onnecting stakeholders across sectors and regions to strengthen collaborative governance; and (5) **H**arnessing knowledge to deliver technical solutions and evidence-based policy recommendations. Together, these values and functions position the Mekong Institute as a trusted platform for research, education, and policy engagement, dedicated to promoting a resilient, equitable, and climate-smart future for the Mekong Delta and beyond.

<https://en.ctu.edu.vn>

<https://mekong.ctu.edu.vn>

Other considerations

Can Tho University have identified Greenhouse Gas Emission Reduction and Carbon Credit as a key area of interest for them for these grants. This can include;

- Implementing models and solutions aimed at green transition and a just energy transition.
- Enhancing capacity, knowledge, and skills for training and developing carbon credits for agricultural production systems.
- Applying digital technology and artificial intelligence in disaster risk response and climate change adaptation.

Proposed collaborations should align with Vietnam's National Strategy on Climate Change, sustainable development, digital and green transition strategies.

Proposals should demonstrate pathways for sustaining training modules and pilot activities beyond the grant period, including integration into university curricula, local entrepreneurship incubators, and regional networks.

Activities should prioritise participation of diverse groups of young people including women, people with disabilities, and other underrepresented groups, and show

clear strategies for equitable access to bursaries, mentoring, and entrepreneurship opportunities.

Preference will be given to proposals that strengthen or enable long-term partnerships with UK institutions, through co-designed training, joint research, and reciprocal exchanges.

Projects should commit to sharing lessons learned through open-access outputs, local policy dialogues, and youth networks, maximising visibility and replication of effective practices in green skills development.