SPRING Project

Blueprint for Sectoral Collaboration on Skills Workshop, 29th October 2018

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SPRING

Setting the Framework for Enhanced Impact of SPIRE Projects

Project SPRING

- **Call:** SPIRE-11-2017 Coordination and Support Action
- **Topic:** Support for the enhancement of the impact of SPIRE PPP projects
- **Start:** 1st September 2017
- **Duration:** 2 years

www.spire2030.eu/spring

www.twitter.com/H2020SPRING

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Project SPRING

Partners

Britest

SPIRE
Sustainable Process Industry through Resource and Energy Efficiency

iris

INEOS
THE WORD FOR CHEMICALS

crit

UNIVERSITY OF LEEDS

Projects

EPOS
SYMBIOSIS IN INDUSTRY

STYLE
SUSTAINABILITY TOOLKIT FOR EASY LIFE-CYCLE EVALUATION

SHAREBOX
SECURE SHARING

ibD
Intensified by Design®

PROPAT
INTEGRATED PROCESS CONTROL

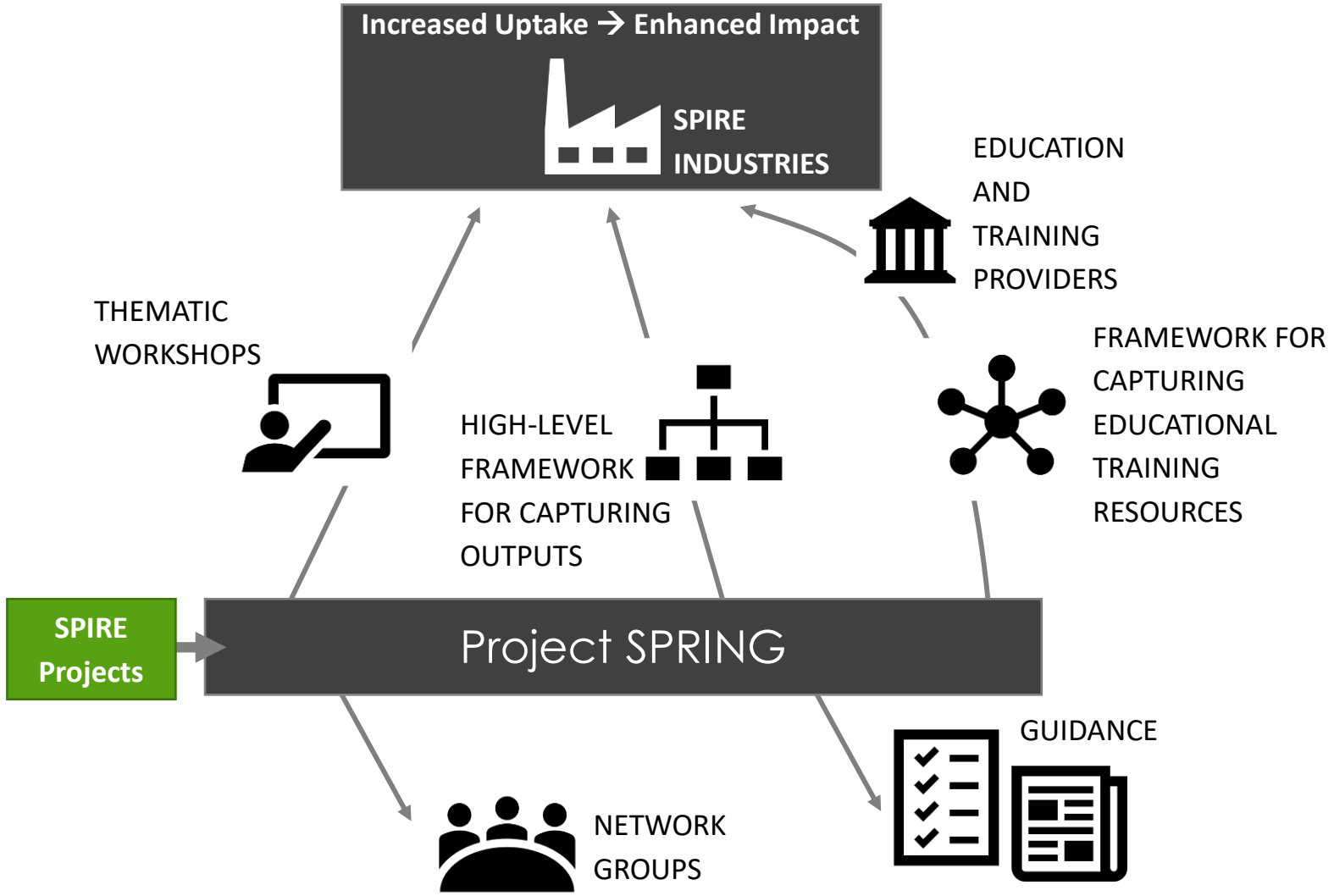
DREAM

COPRO
COORDINATED PRODUCTION FOR BETTER RESOURCE EFFICIENCY

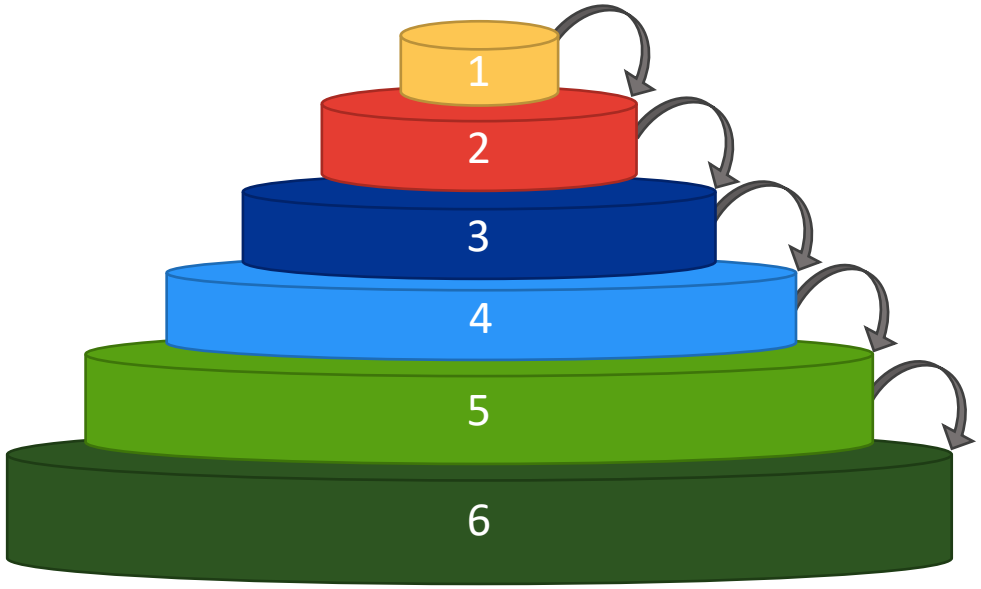
FoF-Impact

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Project SPRING's objective is to increase progression towards the SPIRE goals and enhance project return on investment by ***addressing the needs and barriers of those who make the decisions to adopt process innovations in industry***.



Desired spill-over of industry adoption



1) Industry involved in case studies within a project consortium
2) Manufacturing sites belonging to those within a project consortium, but external to the case studies
3) EU industry in the same sector, within the SPIRE membership
4) EU industry in different process sectors, within the SPIRE membership
5) EU process industries external to SPIRE membership/ network
6) Global process industries

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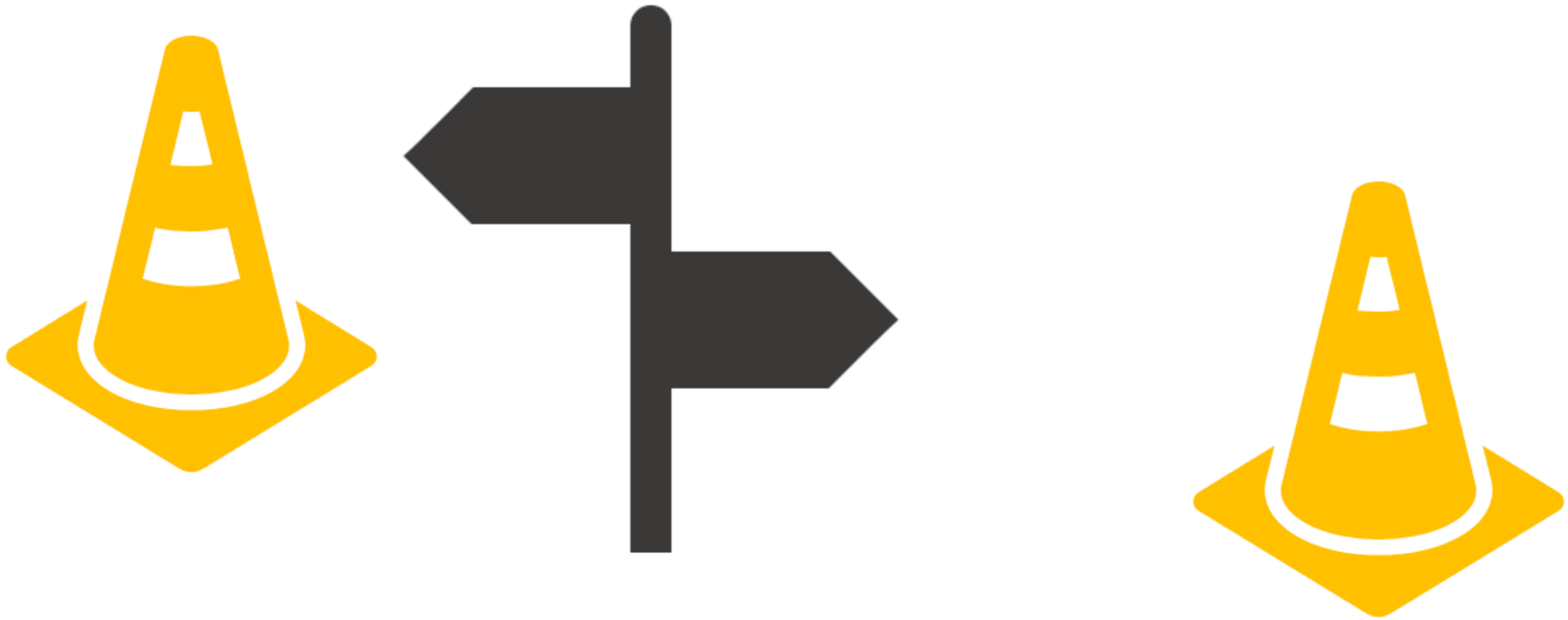
General barriers to industry uptake

- **Awareness** – industry unaware of project findings; project unaware of other developments happening in parallel
- **Understanding** – project findings difficult to understand or information fragmented, which may be the fault of communication and the ability to effectively tailor communications to the different target audiences
- **Insufficient skills** in industry to evaluate and implement project findings
- **Specificity** – project targeted at niche sector, insufficient **translation** of broader learning and transferability to wider applications
- Findings thought to be irrelevant or **insufficiently innovative**
- **Lack of consistency** in metrics used – difficult to compare or evaluate different technological solutions
- Lack of buy-in from industry **decision makers**
- **Value** perceived does not match effort/expense required (too costly)
- **Risk of 'new'** outweighs low risk implementation of known tech
- Perceived **patent barriers**
- Lack of appropriate **incentives** (policy 'carrots')
- Lack of appropriate **regulations** (policy 'sticks')
- Specific **SME challenges** (both for exploiting innovations on their own plants and getting their technologies into big industry)
- Many public funded projects have been further limited by the dissemination and exploitation tasks only being *fully* developed at the **end of the projects**, by which point, the **funding ceases**.

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The hidden value in projects – skills and learning potential

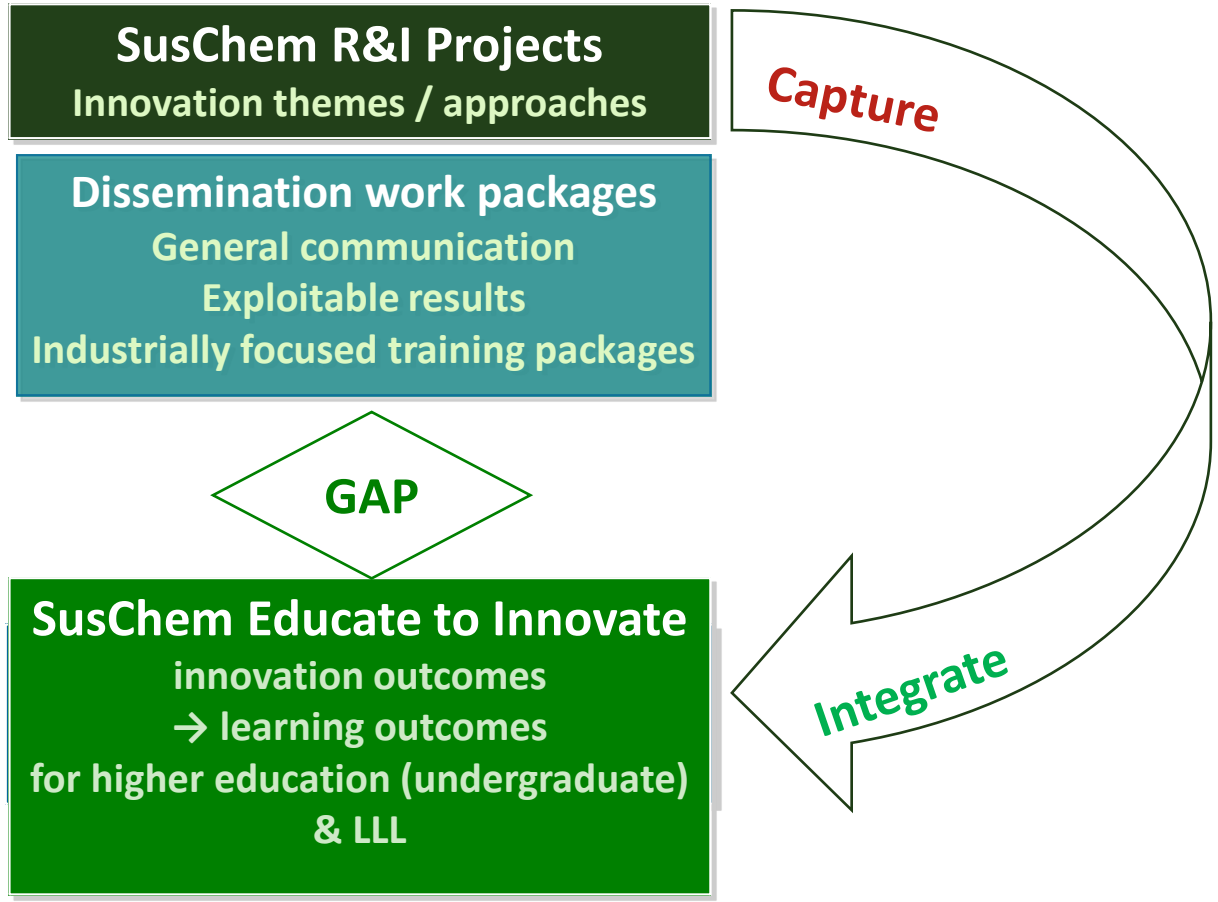
- To replicate learning and apply to new area
- Need to know about boundaries – where things don't work
- Save you time and effort from repeating work or mistakes
- Lots of skills involved in effective collaboration, decision making, sustainability evaluation, business plan development



Leveraging value from investment in strategic innovation programmes

SUSCHEM
European Technology Platform for Sustainable Chemistry

SusChem Educate to Innovate

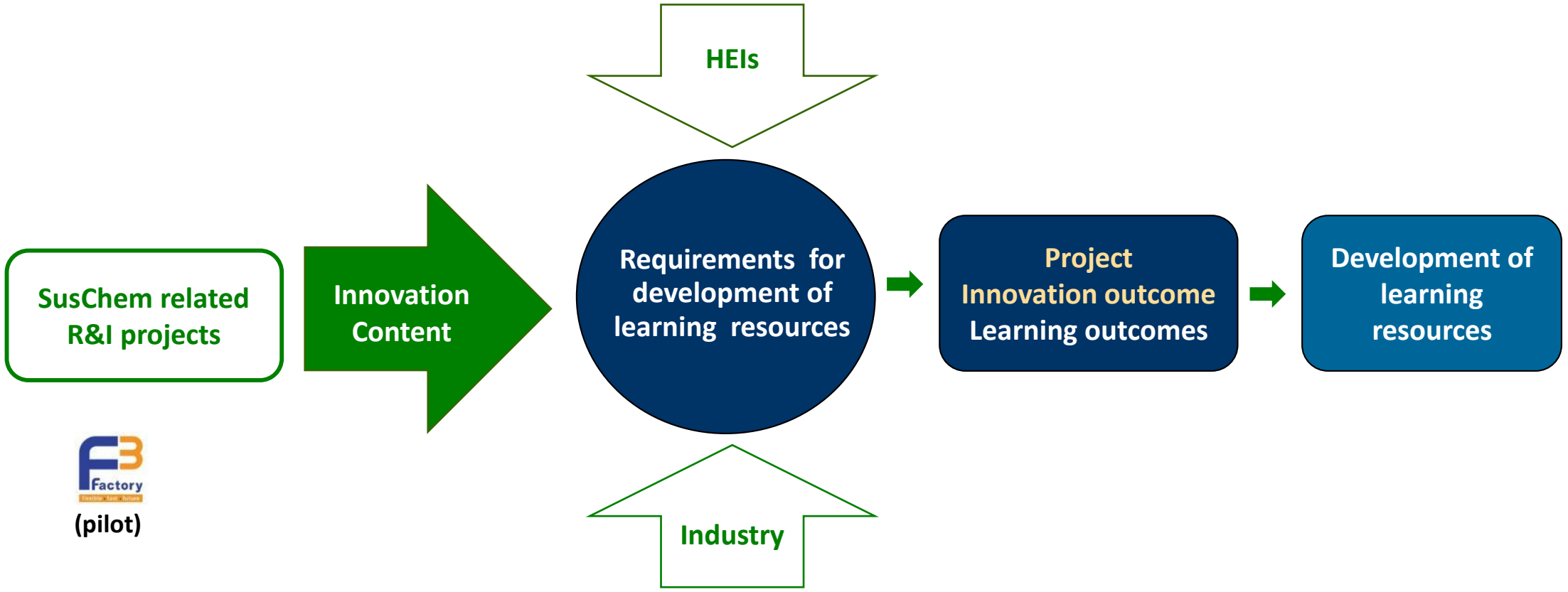


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SusChem Educate to Innovate
Developing Learning resources

SUSCHEM
European Technology Platform
for Sustainable Chemistry

(undergraduate / master level / LLL)



(pilot)

SPRING

SusChem Educate to Innovate
Learning resources guidance

SUSCHEM
European Technology Platform
for Sustainable Chemistry

- **Rich in content** from industrial case studies
- **Flexible** in use: easy to integrate in existing curricula, adaptable to different learning styles, approaches
- **Appeal** to a broad community: undergraduate, master level, and LLL
- **Accessible** across different media platforms

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Learning resources from SPIRE projects

- Integrate educational outputs into project exploitation plan
    - NEW- in 2018-19 SPIRE calls : learning resources development as part of project impact assessment
- Engagement of ‘teaching’ academics at appropriate stage of the project
    - Evaluation of the innovation themes emerging from the project with project partners, identification of those suitable for translation into learning resources.
    - Development of learning resources
- Up-skill consortium whilst project is live
    - E.g. Involvement of whole consortium in early stage sustainability evaluations; knowledge capture to enable cross-disciplinary understanding
- Dissemination
    - Making resources easier to find across all SPIRE projects

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Any Questions?

For more information:

www.spire2030.eu/spring

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Blueprint Networking Introduction – 1 minute maximum!

Who are you and which organization are you representing?

One point about skills, either:

- Your specific interest in this call
- What's your top priority for skills needs in the process industries
- An idea for what you'd like to see covered in proposals for this call

