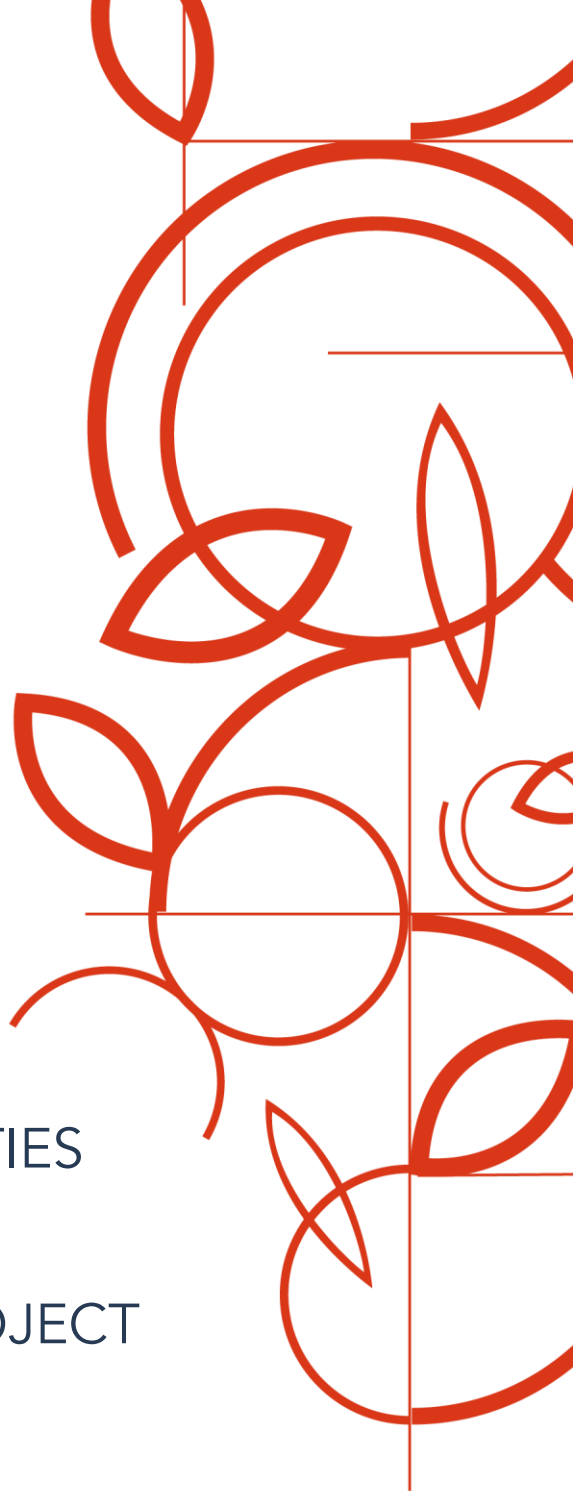




LEVERS



# LEVERS

CALL FOR COMMUNITIES  
TO PARTICIPATE IN  
CLIMATE ACTION PROJECT

17.10.23



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# 1. OVERVIEW : CALL FOR COMMUNITIES TO PARTICIPATE IN CLIMATE ACTION PROJECT

According to former President of Ireland Mary Robinson, climate justice can be understood as “safeguarding the rights of the most vulnerable and sharing the burdens and benefits of climate change and its resolution equitably and fairly” (Robinson, 2011. P.68).

LEVERS, a Trinity College Dublin led Horizon Europe education project, is inviting applications from cross-sectoral alliances from anywhere in the Republic of Ireland to collaborate on an 18-month-long project to take collective action to address an issue of climate justice in their area. These alliances should be formed by schools, community groups and other organisations within a region, and span a range of ages and demographics. The selected applicant group will be supported by Trinity researchers and LEVERS partners, to create a community project through which learners of all ages will work together towards a sustainable and just future for their area.

The selected area will receive:

- Financial assistance up to €15,000\* to realise their project
- Access to expertise in climate change, sustainability education, design thinking and community co-creation
- Professional learning for teachers, youth educators, community leaders and others involved in the project
- Support to design, activate and promote a community project
- Assistance to create a long-term plan for the project beyond the 18-month period

Further details on the call are available at <https://leversforclimate.eu/> or email [levers@tcd.ie](mailto:levers@tcd.ie) for further details. You can apply at <https://forms.office.com/e/HDe6x3HaTt>



Applicant groups must consist of multiple organisations, including at least one educational organisation, and at least two organisations from either community/voluntary organisations, NGO's, Industry, artists or governments.

In this document we've outlined further who we'd like to hear from, the types of projects we'd like to work with you on, how you can apply, and upcoming information sessions.

## 1.1 HOW PARTICIPATING IN LEVERS CAN BENEFIT YOUR COMMUNITY

LEVERS will support a local climate action project in Ireland from 2024 to 2026, through the establishment of a regional "Learning Venture" in one area of Ireland. A LEVERS Learning Venture is a group of collaborating organisations and individuals committed to promoting lifelong learning and a flourishing environment through science, the arts, culture and connection. This Learning Venture will be embedded in your community, and LEVERS will support proposed climate action projects by connecting with existing climate initiatives, and sharing tools, resources and stories for transformation.

The selected town, region or community will be supported by LEVERS, to create a community project where all types of learners in the area can take action to address a climate justice issue that affects the region. This will be supported across various sectors of the community, engaging diverse groups. This may span bridge clubs to sports clubs, choirs to coding groups, classrooms to community gardens.

LEVERS will support the local Learning Venture by offering:

**1) Assistance in identifying the issue and proposing potential solutions**

- Community consultations
- Networking and relationship development
- Shareholder mapping
- Co-design workshops

**2) Support to develop a collaborative Learning Venture over 18 months**

- Identifying diverse local and national organisations with similar goals and aims
- Sharing useful tools and resources
- Contributing expertise in education and learning design
- Connecting with experts including artists, local authorities, scientists, education and public engagement experts
- Training in climate action approaches and systems thinking skills with the support of LEVERS partner University College London - Climate Action Unit

**3) Building long-term planning into the Learning Venture**

- Entrepreneurial support and training for members of the Learning Venture to identify and apply for future funding
- Online professional learning series led by Trinity College Dublin on education for climate action, aimed at educators, youth workers and community leaders.

**4) Financial support of up to €15,000\***

- To reimburse experts for their time
- Some operational costs
- Support in grant writing
- Covering costs of a showcase of the project

## 1.2 WHAT LEVERS IS LOOKING FOR

We are seeking applications from collaborative alliances who are interested in taking action in their communities and trialling new ways of thinking and acting which can lead to big changes.

The LEVERS project is researching ways we can understand the cause of complicated problems in our society, through using systems thinking and critical approaches in education and communities. We are exploring ways we can take collective action when faced with gnarly issues like climate change and social justice. In other words, how can we work together in spite of our differences to address the climate crisis in a way that is fair to all?

Over the course of 18 months, LEVERS will work with the selected alliance to form a Learning Venture, which includes their wider community, to explore why a problem might be happening, what other factors might be influencing the situation, and to examine whether the problem is what we first assumed it to be. We then work with, and for, communities to help design solutions to this problem. With the support of the connections and resources in the LEVERS project, we support communities to leverage their own unique assets to build the futures they want to see.

## 2. THEMES AND VALUES OF LEVERS

### 2.1 THE MESSAGES CENTRAL TO THE LEVERS PROJECT

LEVERS calls for projects that respond to the climate crisis, locally, and that are focused on leaving no one out of the conversation. The successful applicants to this open call will create educational interventions that support all persons to take meaningful climate action within their communities. Led by diverse and representative locally-organised networks in nine countries, informed by best practices in open schooling, LEVERS engages educators, learners, activists, professionals, and policymakers to work together towards a climate-just Europe.

**LEVERS is established around a number of key principles:**

- Science learning is a continual process, and does not stand alone but is fundamentally linked to other disciplines.
- Education provides opportunities for learners to develop and utilise transformative agency to effect change on local and global environments.
- Science education happens within local learning ecosystems - the settings in which we encounter science learning in our lives: at home, at school, online, in science centres and museums, in community groups, in arts and cultural settings, and more.
- It is urgent that all sectors of society take meaningful climate action, and young people and adult learners can play an active role through the LEVERS project.
- Everybody should work together towards climate justice
- LEVERS promotes agency, supporting learning communities to work together towards climate justice.
- The open, collaborative, transdisciplinary and lifelong learning approach to science education promoted by the LEVERS project supports meaningful action towards climate justice

## 2.2 THEMES FOR THE LEVERS PROJECT IN IRELAND

### The types of projects we'd like to work with you on

The LEVERS key principles along with insights from a number of community consultations in Ireland in spring/summer 2023 have allowed us to identify a number of key themes for the LEVERS project in Ireland. We are interested in applications from groups that are keen to consider and explore ways in which:

- **sustainability is embedded in education** in all its forms ( formal education including pre-school, primary, post-primary, further education and training, university or adult education, as well as informal and lifelong learning).
- **key competences for learning** could be enhanced (collaboration, system thinking, creativity, critical thinking, competences for sustainability, democracy, intercultural awareness).
- **work already done by communities could be leveraged** to share learnings from past projects, past collaborations, case studies, and existing networks.
- **more sectors** or individuals in the area could become actively engaged in climate action.
- we can **share responsibility** for addressing climate justice and climate action in a more balanced and fair way, that do not put undue pressure on one group of society, above others.
- climate action could be **more inclusive** of people, groups, industries and nature when considering climate action.
- **marginalised or underestimated groups** in society could have a louder voice in discussing climate action issues.
- **the messaging about climate justice issues could be easier** for everyone
- **collective action could help** to move beyond apathy and address climate issues
- **trust could be built amongst different groups and communities** through



clear messaging and transparency

- we can **address problems of scale** through exploring practical ways that individual and collective action fits within these larger global systems
- communities could come together to **have difficult conversations and move forward** to action
- **networks** could be developed that help to **scale up** the great work and ideas already happening in the space
- **members of the public could gain increased access to, and understanding, of government policies** and funding that can support communities to take climate action

We do not expect applicants to have already addressed all of these topics in their work – we are interested in hearing from alliances that are open to working with us to exploring some of these themes as they apply to their area or region.



Figure 1 LEVERS Community Consultation workshop from May- Sept 2023



## 3. DETAILS ON APPLYING

### 3.1 HOW TO APPLY

You can apply for your alliance to be the LEVERS Irish Learning Venture by completing this form: <https://forms.office.com/e/HDe6x3HaTt>

The Open Call application does not focus on fixed ideas. Instead, you will be asked about the values and behaviours, in your community, that you wish to see affected through participating in the project. In other words, what impact might a project like this have on your area? In the application process we will ask you about the changes that might happen to a person, place or thing after the programme has run for two years in your area.

### 3.2 WHO CAN APPLY

We are accepting applications from any of the alliances below, but it must be in partnership with at least one Education and Learning Organisation and one from Community + Voluntary Sector or Industry or Government partner. These partnerships can be evidenced through joint applications and letters of support.

See the below table for who falls into these groups.



Once established the Learning Ventures must consist of at least one type of organisation from each of the columns below. Applications must have at least three of the following columns are represented				
Research and innovation	Education Learning	+Community Voluntary Sector	+Industry	Government
<ul style="list-style-type: none"> <li>• Higher Education Institutes</li> <li>• Industry-funded innovation</li> </ul>	<ul style="list-style-type: none"> <li>• Schools and teachers – primary, post-primary, adult and further education</li> <li>• School management,</li> <li>• Regional school boards or education centres</li> <li>• Teachers' regulatory bodies or unions</li> <li>• Non-formal and informal learning organisations</li> <li>• Youth leaders and youth work organisations</li> </ul>	<ul style="list-style-type: none"> <li>• Community groups</li> <li>• Sports clubs</li> <li>• Faith-based groups</li> <li>• Residents' associations</li> <li>• Advocacy groups</li> <li>• Environmental associations</li> <li>• Charities</li> <li>• Artists</li> </ul>	Entrepreneurial Stakeholders: <ul style="list-style-type: none"> <li>• SMEs</li> <li>• Start-ups</li> <li>• Limited companies (Ltd/CLG)</li> <li>• Co-operatives</li> </ul>	<ul style="list-style-type: none"> <li>• Local authorities</li> <li>• Governmental agencies</li> </ul>

*Table 1: Examples of the stakeholder sectors required for applications*

\*This is an indicative list – if your organisation is interested in applying but does not fit into one of the columns above, please get in touch with [LEVERS@tcd.ie](mailto:LEVERS@tcd.ie) to discuss eligibility.

Letter of Support templates and other advice on submitting applications will all be added to <https://leversforclimate.eu/> by 31st October.

### 3.3 WHAT WE WILL ASK YOU TO ANSWER IN THE APPLICATION

- 1) **Tell us about your group or organisation:** Provide information about your organisation, including where it is located, where it operates, and what it was set up to do.
- 2) **Tell us what other groups you intend to work with on this LEVERS project:** Please ensure your applicant group consists of at least one educational organisation, and at least one community/voluntary organisation or NGO. Please provide Letters of Support from other organisations you are applying with. A template will be available for these Letters of Support from the 31st October on the [LEVERS website](#).
- 3) **How does your group/organisation operate?** Help us to understand your organisation, how you will work with the other groups you're applying with, and how decisions will be made?
- 4) **Who will be your point of contact?** What are the details of the person who will be the main point of contact with LEVERS for this application - who should we talk to about your application?
- 5) **What is the situation currently in relation to climate change and sustainability in your area?** Give three examples of issues that are affecting people in your community around climate change.
- 6) **As an alliance, group, what assets and resources can your group bring to the LEVERS programme?**

Think about what resources you have as a collective:

  - Partners: What networks and connections within the community do you have?
  - Access to buildings and locations /tech / equipment / natural resources?
  - Access to schools or other places where learning happens
  - Existing knowledge (other sustainability projects in the areas, biodiversity, social justice etc.)

- 7) **As a group (collective) what values and themes are you most interested in working on through the LEVERS project?** See indicative list above for guidance. Why are you interested in this theme?
- 8) **What outcomes would you like to see in your community after taking part in LEVERS?** In 2026 after taking part in LEVERS my community will...
- Have knowledge and skills in....
  - Have changed attitudes and behaviours in the following ways...
  - Our locality will now be known for... / or will have...?
  - The following changes in policy have happened... and now we can...
- 9) **Might there be other outcomes that only become apparent by 2036? The long-term impact in my community from LEVERS might be...**

Give examples of what long term changes you might want to see in the following areas:

- Education
- New knowledge / creativity
- Environment
- Innovation
- Partnerships for change
- Health and wellbeing
- Public policy

## 3.4 RESOURCES

Video explaining the application process will be shared on the [LEVERS website](#) by 31<sup>st</sup> October

FAQ document will be shared on the [LEVERS website](#) by 31<sup>st</sup> October

All supporting materials will be shared on the [LEVERS website](#) by 31<sup>st</sup> October

## 3.5 INFORMATION SESSIONS ON APPLYING

We know this application process may not be the normal process and it might feel tricky or uncomfortable for some. We are offering training sessions to help explain how you might apply for this Open Call.

### **LEVERS Community Call**

#### **Application Workshops**

10.00-12:00pm, Wednesday 8th November,

Location: Virtual Session (joining link provided on registration)

### **LEVERS & Dublin City Council Community Climate Action Fund**

#### **Application Workshops**

6:30-8:30pm, Thursday 16th November,

Location: Oak Room, Mansion House, Dublin

### **LEVERS Application Community:**

#### **Drop In Clinic**

3.00-4.00pm, Tuesday 21st November,

Location: Virtual Session (joining link provided on registration)

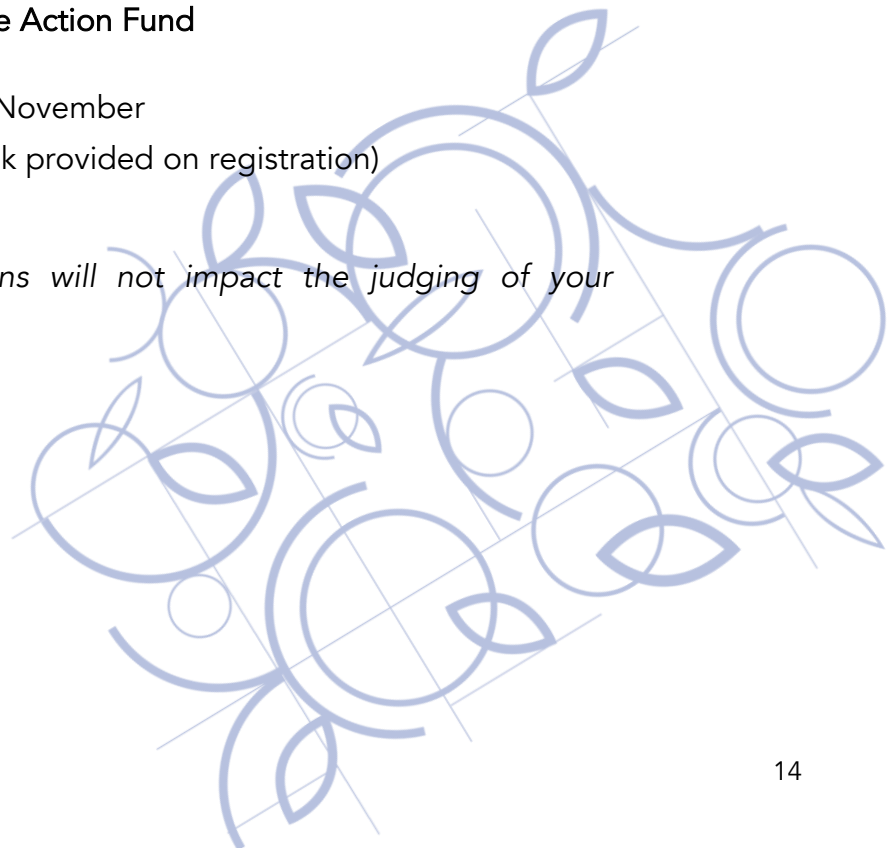
### **LEVERS & DCC Community Climate Action Fund**

#### **Drop In Clinic**

11:00-12:00pm, Wednesday 22nd November

Location: Virtual Session (joining link provided on registration)

*Your attendance at these sessions will not impact the judging of your application.*



## 4. HOW THE PROJECT WILL BE SELECTED

### 4.1 SELECTION PROCESS

After the submission date, a panel of judges representing the education sector, communities, activists, artists, industry, local authorities and Government bodies will review all applications. They will help us decide who might be the best fit for LEVERS. This will be done using a decision matrix to score applications, shown below.

Criteria	Min Score	Max Score
Applicant groups must consist of multiple organisations, including at least one educational organisation, and at least one community/voluntary organisation or NGO.		Pass/ Fail
Applicants have letters of support from a minimum of two other organisation		Pass/ Fail
Applicants have considered what issues relating to climate change are pressing in their community	11	20
The applicants' proposal aligns with the LEVERS themes	11	20
The applicants' proposal align with the LEVERS core values	11	20
Applicants have considered what resources they can bring to the project	11	20
Applicants have considered the impact of working with LEVERS	11	20
<b>Total Marks Available</b>		<b>100</b>

*Table 2: Decision matrix that will be used in judging the applications*

## 5. THE TIMELINES FOR THE PROJECT

### 5.1 HOW WILL THE JUDGING WORK

The Timeline for this Open Call

<b>Open Call Launches</b>	<b>October 18<sup>th</sup></b>
FAQ Submitted no later than	October 27 <sup>th</sup>
FAQ shared	October 31 <sup>st</sup>
All Supporting Materials shared	October 31 <sup>st</sup>
<b>Open Call Closes</b>	<b>December 6<sup>th</sup></b>
<i>Christmas Break</i>	
Judging panel meets	January 8 <sup>th</sup>
Winning Application Notified	January 26 <sup>th</sup>
Learning Venture Established	February 16 <sup>th</sup>

### 5.2 THE TIMELINE FOR OVERALL PROJECT





## 6. LEVERS

LEVERS is a Horizon Europe funded project, that works across nine countries with eleven partners. LEVERS develops lifelong learning ecosystems to raise awareness about climate justice and to co-design educational interventions that support all persons to take meaningful climate action within their communities.

The project is led by Trinity College Dublin's School of Education researchers Dr Mairéad Hurley and Anne Kearns. The LEVERS website is available at <https://leversforclimate.eu/>



Figure 2 LEVERS team at project launch 2023

LEVERS ORGANISATIONS	COUNTRY
Trinity College Dublin (School of Education)	Dublin, Ireland
Stickydot	Belgium
CSI Centre for Social Innovation	Cyprus
Societe Alfonso Chaves-Associacao De Estados Acoreanos (aka Expolab)	Portugal
Centar Za Promociju Nauke (aka Center for Promotion of Science)	Serbia
Kersnikova	Slovenia
European Association for the Education (EAEA)	Belgium
Onl'fait	Switzerland
University College London (Climate Action Unit)	England
Forth	England
LATRA	Greece

Table 3: LEVERS partners and their location

## 7. CONTACT LEVERS

### LEVERS Ireland

Is led by Dr. Mairéad Hurley, Associate Professor, School of Education, Trinity College Dublin  
Project managed by Anne Kearns, School of Education, Trinity College Dublin  
Both can be contacted at [Levers@tcd.ie](mailto:Levers@tcd.ie).

More information can also be found through LEVERS Ireland Twitter account @LEVERS\_IE and the monthly newsletter which you sign up to [here](#)

### LEVERS

If you are interested in learning about other projects in LEVERS you can visit <https://leversforclimate.eu/>

Or visit the following social media channels:

LinkedIn <https://www.linkedin.com/company/leversforclimate/>

Instagram <https://www.instagram.com/leversforclimatejustice/> @leversforclimatejustice

Mastodon @leversforclimate@mastodon.social

## 8. GLOSSARY

### **CLIMATE ACTION**

According to UNDP, climate action “means stepped-up efforts to reduce greenhouse gas emissions and strengthen resilience and adaptive capacity to climate-induced impacts, including climate-related hazards in all countries; integrating climate change measures into national policies, strategies and planning; and improving education, awareness-raising and human and institutional capacity with respect to climate change mitigation, adaptation, impact reduction and early warning. (*Climate Action | SDG Help Desk*, n.d.)

### **CLIMATE CRISIS**

A situation of imminent environmental catastrophe brought about by climate change (*Climate Crisis Definition and Meaning | Collins English Dictionary*, 2023)

### **CLIMATE JUSTICE**

Safeguarding the rights of the most vulnerable and sharing the burdens and benefits of climate change and its resolution equitably and fairly (Robinson, 2011. P.68).

### **COLLABORATIVE ALLIANCES**

Groups of organisations or individuals who wish to work collectively towards a goal

### **COMMUNITIES**

A community is a broad term that encompasses many different groups of people. These can be citizen groups, stakeholders or interest groups. These groups can also be divided by geographic location, whether big or small. Your community will be unique to your learning system, your cultural context, your location and it is vital to outline this for yourself before going out to engage your community. (Turbot & Duncan-Bauné, 2022)

## **JUST TRANSITION**

Ensuring a just transition means that countries choose to green their economy through transition pathways and approaches that reinforce equality and inclusivity. This means looking at the impacts of the transition on different groups of workers across the economy and providing opportunities for training and reskilling that support decent work and aim to leave no one behind. (International Labour Organisation, 2021)

**LEARNING VENTURE** is a group of collaborating organisations and individuals committed to promoting lifelong learning and a flourishing environment through science, the arts, culture and connection.

**LEVERS** Learning Venture for Climate Justice- the name of this horizon funded project.

## **LIFELONG LEARNING**

Lifelong Learning means that we think more broadly about what learning actually is, including where, when and how it happens. Two important points are that:

- Learning is not limited to a certain age or to a formal educational environment, such as a school; learning is location agnostic, meaning it can happen anywhere
- When our learning is purpose-driven, there are learning opportunities in everything we do throughout our lives

(Learnlife | Lifelong Learning, *n.d.*)

## **OPEN SCHOOLING**

Open Schooling is an approach in which purposeful collaborations are built between schools and their wider communities. Families, experts and other stakeholders collaborate with teachers and students to address relevant local challenges, contribute to community development, and promote an active global citizenship attitude. (Make it Open, 2022).

## **SOCIAL JUSTICE**

The relative distribution of rights, opportunities and resources within a given society, and whether it deserves to be regarded as fair and just (Cramme & Diamond 2009: 3)

## **SYSTEMS THINKING**

Systems thinking is a way to approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems. It is a necessary skill to understand complex sustainability problems and their evolution. Systems thinking allows us to understand reality in relation to other contexts (local, national, global) and fields (environment, social, economic, cultural). It is critical for advancing sustainability. (Bianchi, et al, 2022)

## **SUSTAINABILITY**

Sustainability means prioritising the needs of all life forms and of the planet by ensuring that human activity does not exceed planetary boundaries. (Bianchi, et al, 2022)

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