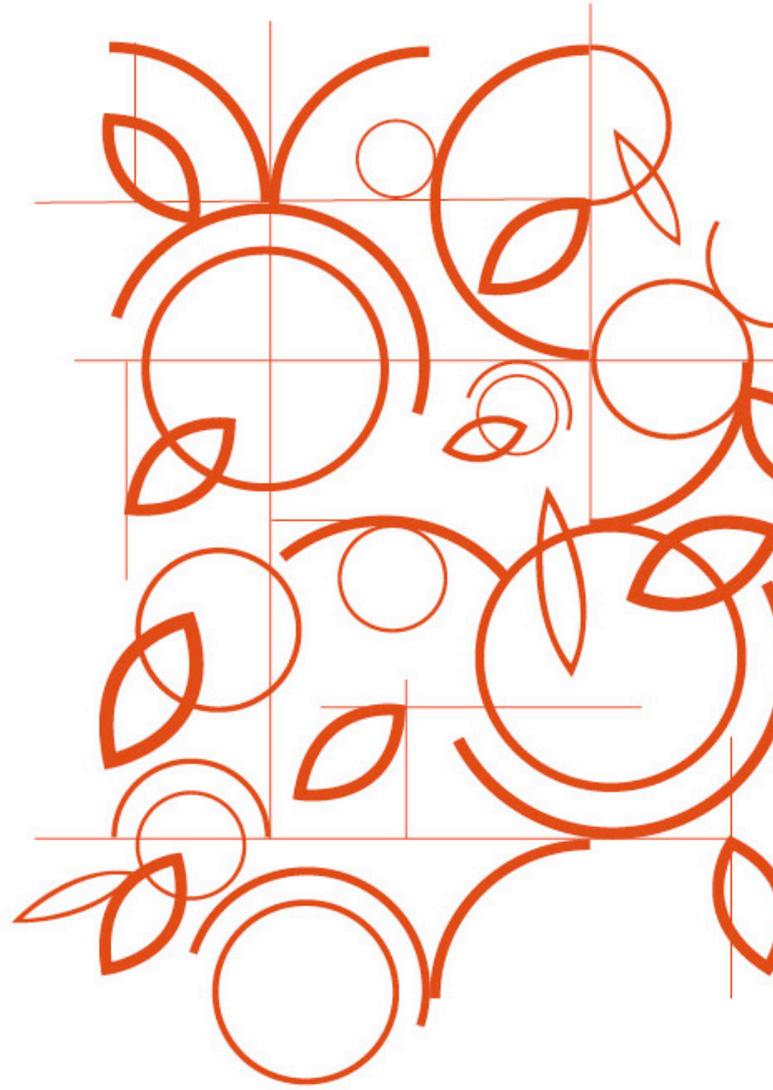


LEARNING VENTURE

FIELD GUIDE



LEVERS



FIELD GUIDE - VERSION 2.0
DELIVERABLE
WWW.LEVERSFORCLIMATE.EU

A PROJECT TO SHAPE A JUST & SUSTAINABLE EUROPE THROUGH INCLUSIVE LEARNING AND TRANSFORMATIVE ACTION

LEAD AUTHOR: FORTH, WITH CONTRIBUTIONS ACROSS THE
LEVERS CONSORTIUM



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QUICK START: HOW TO USE THIS FIELD GUIDE

Welcome to the Levers field guide!

A practical resource for anyone building inclusive, locally grounded learning ecosystems for climate action and sustainability. This is not a guidebook, but a flexible companion which draws on real-world experimentation across nine European projects that we called learning ventures. This page gives you an overview of who the guide is for, what it offers, and how to navigate it.

- You can read it start to finish or jump to the section that fits your stage or role.
- Use the takeaway boxes and examples to reflect on your own context.
- Treat the process model: Intent > Understand > Design > Iterate as flexible – loop, skip, adapt.

TELL US WHAT YOU NEED WE'LL TELL YOU WHERE TO GO

NEW TO LEVERS?

- ▶ DIVE INTO SECTION 1 - WHAT IS LEVERS?

NEED SOME INSPIRATION?

- ▶ FLIP TO SECTION 4 - NOTES FROM THE FIELD

LAUNCHING YOUR OWN INITIATIVE?

- ▶ SECTIONS 2 & 3 - GETTING STARTED
+ GETTING MOVING WILL GET YOU ROLLING

CURIOUS ABOUT METHODS AND TOOLS?

- ▶ JUMP OVER TO THE LEARNING FRAMEWORK AND EXPLORE!

WHO IS THIS FOR?



EDUCATORS & FACILITATORS

Designing learning programmes that engage local communities



LOCAL GOVERNMENT OFFICIALS

Supporting climate or education initiatives with social impact



NGOS & SOCIAL INNOVATORS

Looking to expand grassroots work through participatory learning



BUSINESSES & SECTOR ORGANISATIONS

Supporting climate or education initiatives with social impact



RESEARCHERS & DESIGNERS

Testing tools for systemic design, open learning, or citizen science

WHAT WILL YOU FIND INSIDE?

GETTING STARTED

How we identified a local challenge and begin building your learning venture



GETTING MOVING

Our step-by-step process of building the nine learning ecosystems:
Intent > Understand > Design > Iterate



NOTES FROM THE FIELD

Real case studies from nine diverse regions across Europe



VENTURES SUSTAINABILITY

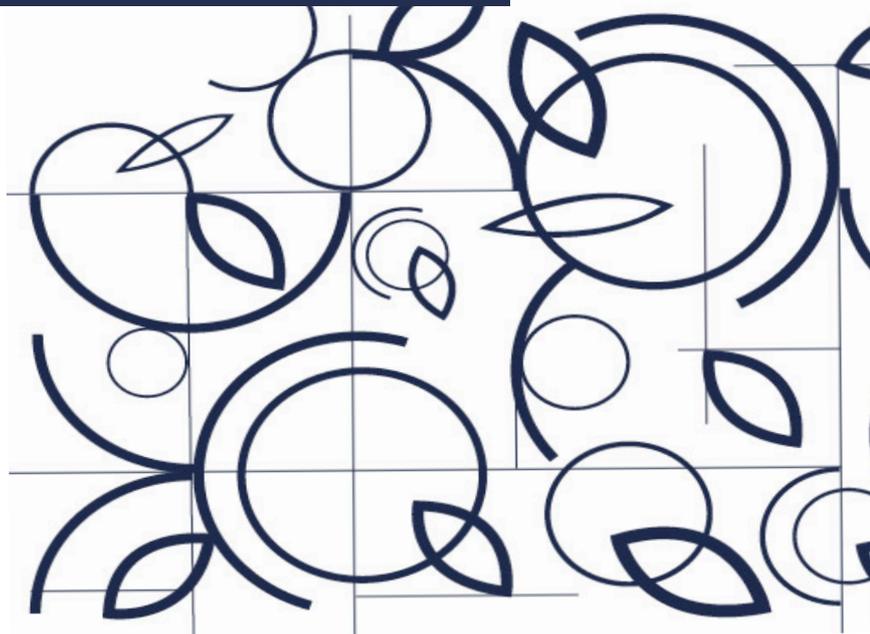
Reflections on funding, business models, and long-term impact



KEY TOOLS YOU'LL ENCOUNTER

-  **GUIDING STAR / NEAR STAR**
Set long-term and short-term ambitions for change
-  **FRAMING QUESTIONS & CAUSE DIAGRAMS**
Understand your system
-  **STAKEHOLDER MAPPING & HYPOTHESIS STATEMENTS**
Identify partners and test ideas
-  **PROTOTYPING PLANS**
Experiment before scaling

ALL TOOLS ARE EXPLAINED IN CONTEXT AND LINKED TO THE LEVERS LEARNING FRAMEWORK. TESTING TOOLS FOR SYSTEMIC DESIGN, OPEN LEARNING, OR CITIZEN SCIENCE.





LET US TELL YOU
A STORY,
ABOUT HOW

11
ORGANISATIONS
IMAGINED
LEVERS FOR
CHANGE

General introduction

SECTION 1: WHAT IS LEVERS?

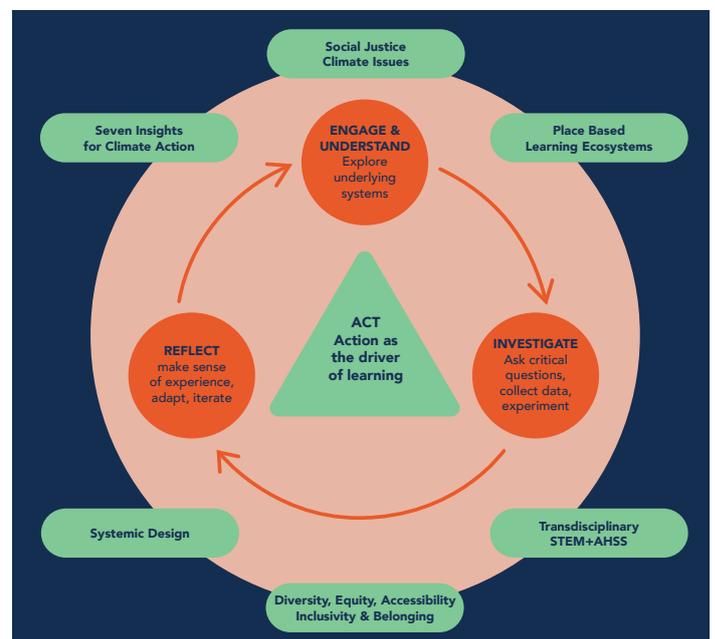
LEVERS - Learning Ventures for Climate Justice - was a three-year Horizon Europe programme exploring the potential of local learning ecosystems as tools for community climate engagement, learning and action. Nine partner demonstrator regions in Europe invited local stakeholders from education, industry, community and innovation, to join 'Learning Ventures'. Together we worked - ecosystemically - to improve climate engagement and learning around locally relevant issues.

LEVERS was conceived during a period of global disruption, marked by uncertainty and opportunity for reinvention. This brought a spirit of urgency and ambition to this large-scale pan-European collaboration. Our challenge: the need to accelerate climate engagement and education. For our consortium of experienced partners from backgrounds including science and STEM education, neuroscience, adult learning, design and social innovation, it was a unique opportunity to imagine together what a post-viral, climate-aware world might need.

We established a shared toolkit of proven approaches, methods and tools, captured in the LEVERS Learning Framework. They include approaches to understand and navigate our changing world, like the Seven Insights Framework, and methods to act, such as systemic and participatory design. We drew on these 'ingredients' in nine local 'recipes'. Each demonstrator engaged local stakeholders to work in partnership and create learning projects tailored to local needs. We called the partnership vehicles 'Learning Ventures' to communicate our spirit of entrepreneurial adventure.

This Field Guide tells the story of the development of these nine learning ecosystems and their associated activities. It tracks how, using the shared approaches and tools in the Learning Framework, each partner embarked on a design process, tailored to local climate issues, resources, community relevance and our own existing activities and skills base. We each created novel learning interventions, testing the applicability and efficacy of these 'ingredients' along the way. We offer our experiences to help others who would do the same in their own places.

*Dee Halligan, Forth
On behalf of the LEVERS consortium*



WHY NOW ?

Climate challenges require us to widen access to **new knowledge and skills**. Flexible and collaborative approaches to learning, including Open Learning, Learning Ecosystems, and the other methods and practices included in **the LEVERS Learning Framework**, are potential pathways forward.

Working collaboratively across role, organisational and sectoral boundaries is essential to shift local, business and sector-wide practices. Though approaches and practices exist

which bring these ideas into teaching and learning, too often it's in the form of short-term, under-resourced and fragile initiatives.

By widening understanding of the benefits they bring and sharing the tools and approaches to build and sustain them **we can bring them into the mainstream - that's one of the things that LEVERS is doing.**

GLOSSARY

What is Open Learning?

Open Learning is a broad term which describes learning which is 'open' in terms of timing, location, teaching roles, instructional methods, modes of access, and any other factors related to learning processes. It offers learners **the opportunity to learn together in the real world** and widens their horizons to learn from people other than traditional teachers, tutors or instructors.

What is Open Schooling?

Open Schooling takes Open Learning principles into a schools setting. It breaks down the traditional boundaries of the classroom, integrating the school with the wider community to create **a more flexible and real-world learning environment**. It involves connecting students with local experts, communities, and real-world challenges to make learning more engaging, relevant, and practical. For more on Open Schooling read [LEVERS Policy Brief #1](#)

What is a Learning Ecosystem?

Learning Ecosystems are partnerships, networks or communities where **different kinds of learning opportunities** - from schools, workplaces, libraries, online courses, and community activities - are connected, creating rich, personalised, and diverse learning pathways that adapt to each individual's goals and needs.

What is a Learning Venture?

Learning Venture is a term coined by the LEVERS project. It is used to describe the locally rooted, collaboratively developed partnerships at the heart of the LEVERS programme. Each of the nine Learning Ventures **brings together diverse stakeholders** - including education, civil society, business, and innovation - to co-create learning experiences around climate action and sustainability. **Each Venture is unique to its context but grounded in the common framework** of open learning and systemic change.



SECTION 2: GETTING STARTED

USUALLY WE FOLLOW AN APPROACH WHERE IT IS CLEAR FROM THE OUTSET WHAT WE WILL DO AND HOW WE WILL DO IT. LEVERS FOLLOWS A DIFFERENT APPROACH WHERE UNDERSTANDING IS MORE OF A PROCESS.

Center for Social Innovation (Cyprus)

All nine LEVERS projects started with a shared intention of “inclusive learning and transformative action”. Our challenge was to take this intention to our respective local climate challenges and communities. Our shared playbook, the LEVERS Learning Framework, provided the structure needed to get started and create something out of nothing.

NEW WAYS OF WORKING

The LEVERS Learning Framework captures best practice in education, design and climate justice, with approaches, methods and tools identified as a good fit to the pressing challenges of the Climate Emergency. These include Open Learning, Learning Ecosystems, Systemic Design and Participatory Methodologies. These approaches are different to traditional projects that start with defined outputs. They involve open, participatory and iterative ways of working, better suited to working with complexity. They are used to create directionality rather than control, enabling projects to adapt and change in response to new inputs. These were new ways of working for most of the LEVERS and Learning Venture partners. Investing time and resources to understand and adopt these new ways of working was critical.

GROUNDING IN A LOCAL CLIMATE CHALLENGE

Local climate challenges varied across our nine locations, from water to heat islands, biodiversity to manufacturing skills. The challenges selected were not necessarily the obvious ones; they were selected according to a mix of factors which balanced local needs (relevance, severity, appeal) with available resources (expertise, skills, networks, potential partners) to establish potential for impact.

LEVERS partners found that there’s no formula for that equation .

Our broad intention, shared playbook and local climate challenge were locked in from the outset. Our commitment to participatory processes and systemic practices meant resisting fixing other parts of the project - these would emerge from a process of research, understanding, design and iteration with partners.

This creates a chicken-and-egg style challenge - drawing people in before we knew what the substance of the project was. Our task was to quickly establish:

- Trust and confidence with team and partners
- A robust approach to governance including inclusive decision-making and sign off
- A shared commitment to new ways of working by diverse individuals and organisations

Location	Lead Organisation	Local climate challenge
Belgium	Stickydot	Heat islands
Cyprus	CSI Centre for Social Innovation	Climate activism meets green entrepreneurship
Ireland	Trinity College Dublin	Food security and public land use in rural towns
Greece	LATRA Innovation Lab	Carbon neutral schools
Portugal	Expolab – Centro Ciência Viva Azores	Biodiversity protection
Serbia	Center for Promotion of Science (CPN)	Urban pollinators
Slovenia	Kersnikova	The future of food
Switzerland	Onl’fait	United for fresh water and climate change
United Kingdom	Forth Together CIC	Climate action skills for industry

GETTING STARTED INSIGHTS

1. UNDERSTAND YOUR CONTEXT

It's certain that climate learning and skills are urgently needed in all our communities, whether that's local, like a neighborhood, business related, like a supply chain, or professional, like a sector organisation. Learning providers can have assumptions about how to respond to that need - most usually with things we've done before.

LEVERS approaches asked us to resist reproducing 'learning as usual'. Instead we dedicated time to considering our challenge and our context: unpacking the problem, exploring needs and resources, mapping stakeholders including experts and those with most at stake. It can be challenging to justify the time and space for this kind of work and prioritising this exploration was demanding; but it created tangible benefits later in the project.

2. HOLD OFF ON BIG IDEAS

We naturally want to jump in with ideas. Our organisational structures and processes are designed to create certainty as soon as possible. But we know that Climate action projects address complicated and often complex challenges in which cause and effect are unclear and seeming 'solutions' can cause unintended consequences.

LEVERS partners held off on ideas in favour of systemic approaches, collaborative and iterative working, all of which are better suited to support change through 'emergence'. This felt risky but being held by a structured process helped to steady nerves. The slow recognition that this approach is less risky than speedy 'solutioneering' was the reward.

3. FIND YOUR PEOPLE

Partnership and collaboration are central to climate action and to the LEVERS programme. New partnerships create time and labour intensive work: knocking on doors; opening conversations; seeing what emerges. It was tempting to rely on existing groups or networks primed and ready for partnership. LEVERS partners instead started wide, using the following questions:

- Who is in my community?
- Are we a single group or a mix of different ones? Who should be in the conversation?
- What is our common interest or need?
- Who else has an interest in those needs?
- How can we ensure the right people are in the room?
- Once we know who we're interested in what kind of invitation will they respond to (and when is the right time?):
 - o Curated invitations
 - o Recommendation
 - o Representative organisations
 - o Adopting or evolving an existing structure

It was important to start these conversations by listening, being open to others' ideas, flexible and genuinely collaborative. First conversations, even if we felt there was little to say, had the power to generate insight, influence direction and, ideally, catalyze shared ambition.

GETTING STARTED TAKEAWAY

ADOPT A LAYERED APPROACH TO STAKEHOLDER CONVENING

Securing ongoing commitment to ecosystemic work by multiple partners can be challenging. Priorities, capacity and motivation between stakeholders and potential partners can change over time and LEVERS partners reported issues of different kinds.

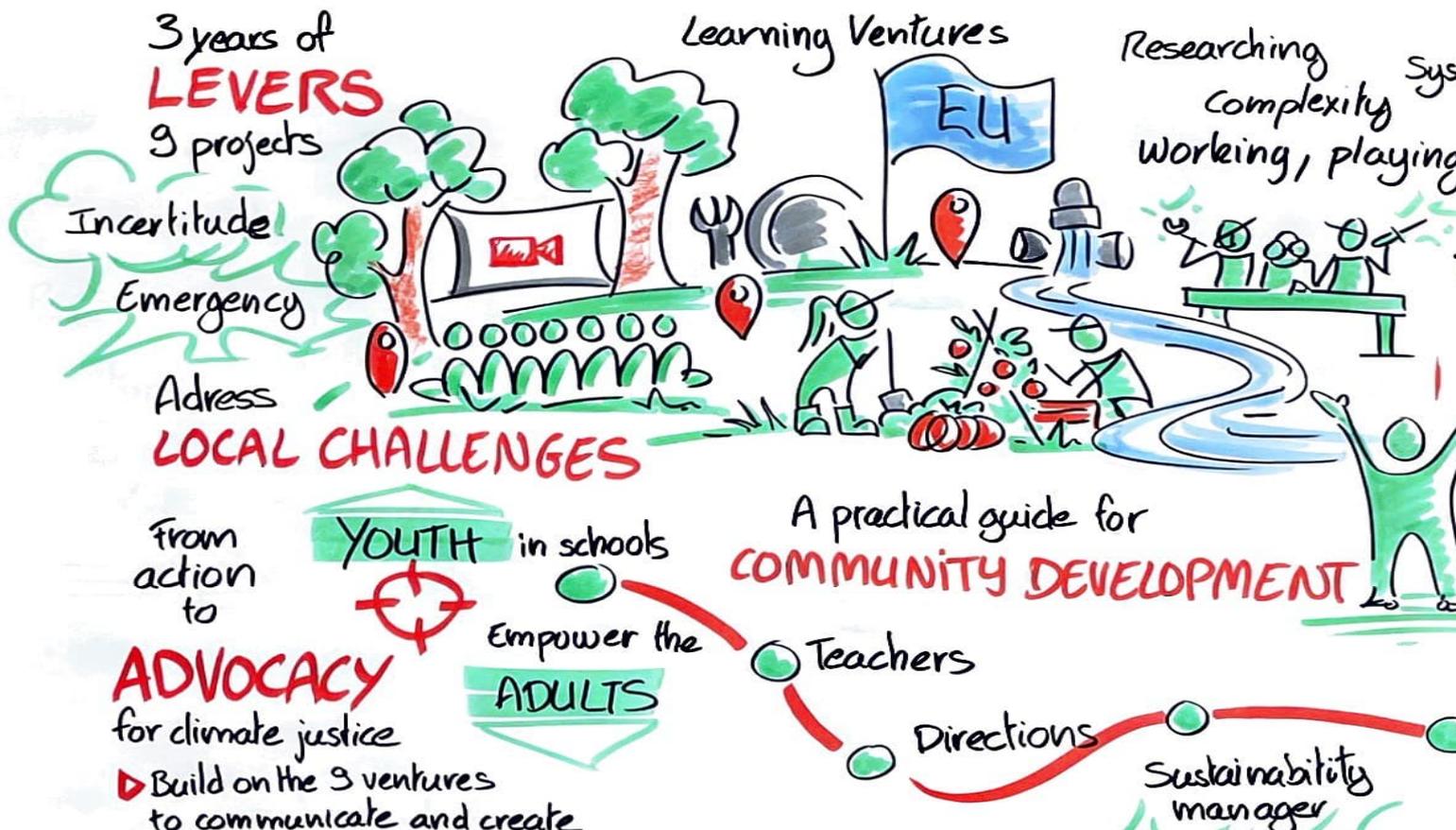
We learned to respond with persistence, flexibility and by 'layering' our approach to partnering as per the following examples.

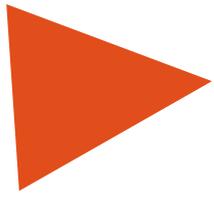
EXAMPLE 1

Trinity College Dublin has significant national convening power in Ireland and could have invited almost any large scale organisation to join their group. Instead they chose to start with engaging individuals and small scale projects. This was time and labour intensive but secured the project in local need and seeded a community which could inform the direction as bigger organisations came on board.

EXAMPLE 2

LATRA found bi-lateral conversations with prospective partners a good tool to shape a formal offer, delaying wider convening until after partners were on board. This secured prospective partners early with a relevant idea tailored to appeal to high value partners - while retaining the principles of flexibility and openness at a later stage between already committed and invested partners.





SECTION 3: GETTING MOVING

THIS CHAPTER TRACKS THE STAGES OF INITIATION AND DEVELOPMENT OF THE LEVERS PROJECTS. THE NINE LEVERS PARTNERS FOLLOWED THESE PROCESSES TOGETHER.

Our different journeys didn't unfold at the same pace or even in the same order as this chapter but often skipped around between the sections; you might find the same with yours depending on your context and dependencies between different aspects of your project. Even once projects are established these processes may prove useful to revisit considering new learnings and changing contexts.



STAGES



★ STAGE 1 - INTENT

INTRODUCTION

The context of the unfolding climate crises add urgency to any project, and brings uncertainty: where does the problem start and end? What scale to work at? How to be effective within available resources? Even with the commitments to new and open ways of working detailed in Chapter 1, LEVERS partners still had practical considerations of budget and timescale to manage. What to do first?

We started by articulating the desired future system we aimed to build. This had to balance the need to have something concrete, that would catalyze momentum, against the flexibility to allow for further, participatory, development. There's a wide range of established tools and practices for this task, whether it's called Vision, Purpose or Mission. We used an approach called Guiding Star/Near Star, a tool tailored for systemic work.

WHAT DID WE DO ?

In this stage of work the nine Learning Ventures worked into their different local challenges and contexts, in small internal or mixed external teams, to express an ambition and set out potential goals. Accepting that ideas will be informed, revised and refined through the following stages required a level of openness which didn't come easily. All Learning Ventures found it challenging to resist a course of action which resembled their previous projects.

WHAT TOOLS DID WE USE ?

The tool the nine Learning Ventures used to establish a starting point is Guiding Star/Near Star. This tool enables teams to articulate some broad, shared ambitions:

- A Guiding Star: the desired future system toward which our team is working, i.e., in 10-20 years. It will serve as a navigational tool for the long haul.
- A Near Star: the outcomes that could be attained by the end of the immediate project. This should be a significant step toward the guiding star.

THE LEARNING VENTURES WORKED TOWARDS THESE IN 3 STEPS:

- Firstly asking 'what's happening now?' within the area of interest, mapping the system components and communities involved.
- Secondly, asking what this system looks like in a desired future, what people are doing differently, and what they understand or know that helps them do this. This changed situation is our guiding star.
- Lastly we asked what of this change could be within the scope of this initiative, considering (in very broad terms) ideas, ambitions, assets and resources are available. This ambition is articulated in the form of a 'near star'.

MANY OF OUR VENTURES
HAD NEVER THOUGHT IN
THESE WAYS BEFORE.

[Link to the Learning Framework tool](#)

INTENT TAKEAWAY

CREATING PROCESSES TAILORED TO THE AMBITION

LEVERS targets large-scale and complex issues through tangible local action; this requires the ability to move between resolutions, 'telescoping' in and out between scales and understanding different influencing factors. LEVERS partners created structures and processes which helped them slow the tendency to jump on ideas, and allow other perspectives in.

EXAMPLE 1

The Center for Social Innovation moved away from their usual ideas-led approach, creating a slow structured process in which understanding emerged over time. They reflected that 'trusting the process' is a challenge when people expect and want certainty. But not 'jumping on the first idea' and responding iteratively to feedback made a material difference to their project in terms of quality and relevance.

EXAMPLE 2

As **Kersnikova** set themselves the task of understanding systemic design and how it might inform their approach to LEVERS they found an innovative way to share the burden. They ran inspiration and exchange sessions for teachers, meaning that they had to understand the theory well enough to table it with others and also that they had a broader community to explore its relevance and application with.

STAGES



INTENT



UNDERSTAND



DESIGN



ITERATE



STAGE 2 - UNDERSTAND

INTRODUCTION

The LEVERS project centres systems thinking, systemic design and participatory practices; these ideas were new to many of us, and to our partners. We had to learn together. A systems mindset is widely considered to be essential to working into complexity and uncertainty and so to climate action. It differs from 'command and control' approaches, asking the question "How do we want the system to be different?" rather than "What programme of activities will we deliver?" or even "What problem are we trying to solve?". This approach can challenge traditional ways of working where mechanisms are determined before outcomes (i.e. the advertising campaign, exhibition or competition is locked in without wider consideration). LEVERS partners needed to start at the beginning and describe and understand our system(s) - and decide where to set our boundaries.

WE'RE GETTING A STRONG SENSE OF A ROLE THAT LEVERS CAN TRY TO PLAY - WHICH IS TO BOTH BUILD NEW PROJECTS AND PARTNERSHIPS, AND DRIVE LEARNING FRAMEWORK.

Trinity College Dublin (Ireland)

WHAT DID WE DO?

Each Learning Venture convened around questions: what makes the existing system the way it is? Why is it not better already? We widened our lens and saw the issues we had identified as interdependent parts of interconnected systems. This process improves when diverse and multiple perspectives are included, so we started to search out and involve these different actors.

WHAT TOOLS DID WE USE?

With many of the teams new to these ideas, the Learning Ventures undertook a relatively simple process at this stage:

- We used our near star (from Stage 1/Intent) to identify framing questions
- We used a cause diagram to explore the framing questions and surface our knowledge (and gaps in knowledge)
- We could then revisit and improve our near stars, based on what the framing questions revealed.

- A framing question asks why the situation is the way it is? Why isn't outcome X already happening? Why aren't people already doing Y? A good framing question is open and at the right level of distance to the challenge. Too high level and everything seems so interconnected as to make action impossible. Too tight and the answer seems already obvious, limiting the potential for wider impact. Many might be generated and refined at this stage of a project.
- A cause diagram is a simple tool that helps to respond to a framing question. It encourages examination of symptoms and causes, revealing the contributing factors, and enabling speculation and evaluation of the potential for change.
- Many systems practice toolkits and workbooks focus on this discovery or mapping stage of a project and there are a variety of tools which can be used, according to the complexity of the challenge, the skills, time and resources available.

[Link to the Learning Framework tool](#)

UNDERSTAND TAKEAWAY

CHALLENGE YOUR PERSPECTIVE

The complexity of the climate crisis demands we think broadly and systemically, with care to understand issues in the round and centre inclusive practices. LEVERS partners went beyond their usual networks, engaging with individuals, communities and stakeholders whose perspectives might not typically be valued or visible. This enriched their usual ways of working with tangible results.

EXAMPLE 1

Forth went in deep in researching urban food systems in the UK, and found 'lots and lots of brilliant existing initiatives'. Though initially overwhelming and a bit daunting, the abundance of initiatives pushed them to be more critical in identifying underserved areas and audiences, and specific about where their project could bring value while avoiding duplication.

EXAMPLE 2

Stickydot worked in one of Brussels most vulnerable city areas. Their efforts to understand climate related issues in the neighbourhood led them to conversations at regional, local and neighbourhood levels, finding interdependent issues. This understanding led them to diversify their efforts, with smaller demonstration projects, including educational camps and a collaborative maker education construction project with a local FabLab, creating opportunities to amplify and platform otherwise marginalised local voices.

STAGES



STAGE 3 - DESIGN

INTRODUCTION

'Design' 'Create' 'Devise' 'Build': Whatever language used to describe it, there is a point when ambition and understanding must shift towards action. The LEVERS project is focused on participatory action, so involving others in decision making was key.

We needed to double check if we had adequately considered who could be involved, impacted, or otherwise have an interest in what we're doing: actors in that system, stakeholders, users, the environment or wider society. This isn't only about representation; failing to engage different perspectives misses opportunities, risks unintended consequences and limits chances of success.

WE HAD BEEN WORKING EXCLUSIVELY WITH THE BRUSSELS REGION HOUSING ORGANISATION - BUT IT INCREASINGLY SEEMED TOO NARROW. SO WE'VE WIDENED OUR APPROACH AND DECIDED TO TRY AND DIVERSIFY OUR ACTIVITIES BY WORKING WITH OTHER ORGANISATIONS WORKING ON SUMMER/HOLIDAY. CAMPS FOR KIDS/ADULTS THAT STAY IN THE CITY DURING HOLIDAYS.

Stickydot (Belgium)

WHAT DID WE DO ?

Each Learning Venture continued to build on their work from Stages 1 and 2. We used our early systems maps to anchor a process of further exploration, looking for clues to anchor our interventions. New maps emerged, layering target 'users' or 'audiences' and obvious partners and funders, over supply chains, competitors, regulators, communities and even our internal teams. The wider ecosystem, including impact to the planet, is an essential part of this consideration. After deepening our understanding of stakeholder needs, motivations and behaviours, we started into creating design hypotheses - speculations about what we could do and what impact that might have. Hypothesis building allows us to outline interventions into our systems with freedom - we say 'what if?' before committing. We can then iterate and improve, knowing we have a firm understanding of who - and what - is affected by our action.

As the nine Learning Ventures close in on ideas, potential partnerships and collaborations are starting to firm up. With action in mind any existing loose conversations can be formalised, and as we close in on projects new opportunities might arise.

WHAT TOOLS DID WE USE ?

Stakeholder maps are a tool commonly used in business and organisational development. In the LEVERS process, using a climate and/or systemic lens made a difference. We paid more attention to those who might typically be marginalised or excluded; we used a collaborative approach which questioned roles, for example casting competitors or suppliers as potential partners or learners.

We then used hypothesis statements to build ideas - finally and freely speculating about different ways to work towards our desired outcomes.

- Using our stakeholder maps, near star, the forces/factors identified using the framing questions and the cause diagram, we formulated one or more hypothesis statements about our stakeholders.
- "Because we think A, we think that if we do X with stakeholder Y, we expect Z to happen."

A is a key insight we've arrived at. Doing X is a mechanism. Z is the impact or influence you want to have. Hypotheses build from the deep work we've already done, resisting the jump to mechanisms (exhibition, book, campaign) in favour of building a considered and strategic scenario. We might create multiple hypothesis statements and evaluate between them. Once we have formulated our hypothesis statements, they then form the basis for our stakeholder research and testing during which they can be refined and improved.

[Link to the Learning Framework tool](#)

STAGES



INTENT



UNDERSTAND



DESIGN



ITERATE

DESIGN TAKEAWAY

INVOLVE OTHERS

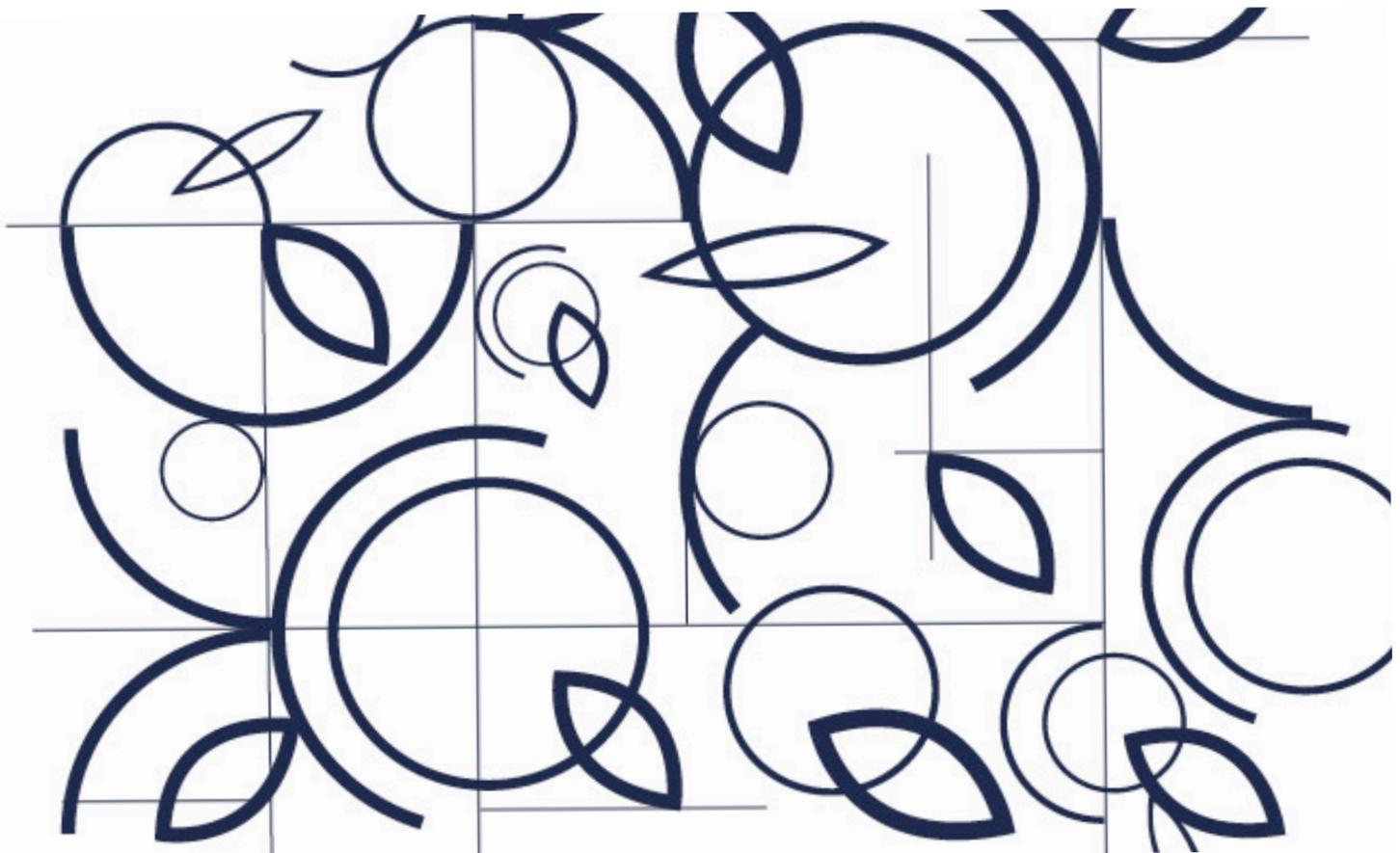
LEVERS centres active participation, whether that's through partnership and ecosystemic working, community involvement or cultivating learner agency. At its best this approach creates a multiplier effect, where all involved become agents of change. There's also an overhead to this style of working and partners reported challenges in shifting to a more open way of working including decision making and control. This is inevitable but balanced by the many rewards yielded.

EXAMPLE 1

Forth stakeholder mapping exercise presented opportunities to rethink roles in the system and their learning needs. What if it's the experts who have the greatest need to learn? "By thinking about stakeholders in terms of the role they play in the system you might find your target user or audience shifting."

EXAMPLE 2

CPN formed its Learning Venture 'bottom up' - a new way of working for them as they offered everyone from urban pollination experts to policy makers to teachers equal say in the proposed activities. What they achieved was not without friction but emerged as what they've called 'a connected ecosystem of learning in action'.



STAGES



STAGE 4 - ITERATE

INTRODUCTION

Creating anything new requires imagination, skills and the ability to manage change, uncertainty and risk. The complexity of climate action requires us to be very attentive to the changing environment as well as the impact of the interventions we make. In the course of the LEVERS programme we saw changes to policy and regulation, public sentiment and industry willingness (or capability) to engage or change. Our projects need to be agile enough to respond.

Systemic practice acknowledges this by working in flexible and agile ways:

- Working at different levels concurrently
- Constantly questioning assumptions
- Embracing complexity by learning and adapting

WE FOUND IT REALLY CHALLENGING TO FIGURE OUT HOW WE COULD MOTIVATE OR INCENTIVISE DIFFERENT PARTNERS TO WORK TOGETHER. PROTOTYPING WITH PARTNERS BEFORE COMMITTING TO A PLAN HELPED US TO GATHER SOME INSIGHTS, VALIDATE (OR RETIRE) SOME ASSUMPTIONS AND BE MORE SENSITIVE TO THE NEEDS AND INTERESTS OF OUR STAKEHOLDER GROUPS.

Forth (UK)

STAGES



WHAT DID WE DO ?

The nine LV moved in different ways from discovery into firming up ideas and proposals, executing and then iterating. Prototyping and testing ideas entailed practicing openness, sensing emergence, adapting responsively and letting the project find its shape. These were challenging practices to adopt for teams more accustomed to traditional ways of working, all the more so where commitments are to be made, budgets signed off and contracts entered into. At their best convening partners with a view to developing ideas in collaboration.

WHAT TOOLS DID WE USE ?

Prototyping and iteration are structured practices which can help to inform, test and improve ideas before committing to scale. They can also be adopted as part of a culture of working 'permanent prototype' is a way of thinking about an operation which is open and able to change in response to the world around: the definition of resilience.

- Identifying assumptions
- Writing a prototyping plan

ITERATE TAKEAWAY

BUILD CLARITY AND ALIGN IDEAS THROUGH ACTION - ITERATIVELY

It's widely understood that collaborative working is a delicate balance - where skills and resources (among other things) are offered and put to work for shared purpose. LEVERS ecosystem partners were aligned in principle but it was only through collaborative action that that could be tested. Prototyping, testing and staying open and curious to how the project is forming enables a culture of iteration and improvement.

EXAMPLE 1

CPN faced "a lot of conflict in the beginning" as they brought partners together from different backgrounds, who had different perspectives and ways of doing things. Early efforts to create a joint publication surfaced tensions - but also created an opportunity to understand the shifts needed. They found that even when goals are not shared, collaboration still improved the output and enriched the community.

EXAMPLE 2

As [Stickydot](#) embarked on the project journey with partners they quickly identified a possible disconnect between the emerging partnership and their internal team. They needed to course-correct, and found that a follow up 'near and guiding star workshop' with the internal team was an important action for ensuring wider support within the organisation as the project evolved to fit with wider partner goals.



SECTION 4: NOTES FROM THE FIELD

It took each Learning Venture between four and nine months from setting their intent to the first interactions with learners. Speed is not a success factor in this context, much depended on partners and the wider context (for example school term dates could be a factor). Within this relatively short period all projects had to build agendas, relationships and partnerships as well as learning and activity programmes.

Its notable that while sharing:

- the approaches and methods detailed in the Learning Framework,
- the development process documented in this Field Guide,
- target outcomes centred on climate action knowledge and skills, and
- a rough template for the Learning Venture itself

Each Learning Venture is materially different, as can be clearly seen on pages 24-28. The range of activities vary widely, including challenges, competitions, events, books and even construction projects, to the degree that it's questionable if they might be seen as having anything to do with each other as projects. This is in fact part of the intent of the LEVERS project, that each initiative should be tailored to their local context, partners and available resources.

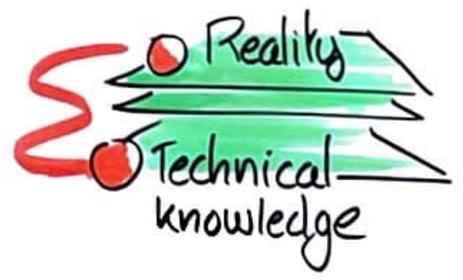
FRAMEWORK

Researching complexity
Working, playing

Systemic thinking

LEARNING WITH THE PEOPLE

A guide for connecting layers



Prototyping

PARTNERING

through communities:
rural/urban industries

DEVELOPMENT



Art works
VIDEO PRODUCTION



Eg Canton of GENEVA



POLICY MAKERS

Sustainability manager
Institutionalised function!

FINDING THE LEVERS FOR CLIMATE ACTION

Students
Teachers
Artist



Geneva story of action



Food resilience forest



Case study to influence sustainable policy

Eco-action bootcamp



Peer-to-peer program

SMALL ACTIONS

NINE PROJECTS IN PRACTICE

1

BELGIUM

The Belgian Learning Venture aims to mitigate the urban heat island effect in Brussels, focusing on vulnerable communities in dense areas. They help communities develop strategies using intergenerational learning and citizen science to make neighbourhoods more liveable during heat waves.

2

CYPRUS

The Cyprus Learning Venture trains young climate activists and adult learners to become green entrepreneurs. Their mission is to address the climate crisis through sustainable business solutions, promoting social equity, economic growth, and the creation of green jobs.



LEVERS LEARNING VENTURE BELGIUM

URBAN ISLAND, URBAN RESILIENCE, CLIMATE ADAPTATION

CONCRETE ACTIONS

- Tree-planting
- Green space creation
- Infrastructure design & built interventions

"INTERGENERATIONAL LEARNING & CITIZEN SCIENCE TO MAKE NEIGHBOURHOODS HEAT-RESILIENT."

SUSTAINABILITY MODEL

- Low-cost Materials & staff
- Volunteers reduce expenses
- Grants & public funding
- Long-term: fundraising & sponsorship

COMMUNITY ENGAGED:

- Youth in non-formal learning
- Community-municipality alliance
- Residents in densely built areas
- Local authorities
- Urban planners

TOOLS

- Place-based participatory design
- Systemic design
- Climate action insights

STICKY DOT



LEVERS LEARNING VENTURE CYPRUS

CLIMATE ACTIVISM, CLIMATE ENTREPRENEURSHIP, GREEN ECONOMY

CONCRETE ACTIONS

- Training, learning & development
- Entrepreneurship workshops
- Mentorship
- Hackathons
- Event pitching

"TURNING CLIMATE ADVOCACY INTO SUSTAINABLE BUSINESS"

SUSTAINABILITY MODEL

- Costs: training delivery, venues, mentorship & seed funding.
- Revenue: grants, corporate sponsorships, participant fees & equity or revenue-sharing from launched ventures

COMMUNITY ENGAGED:

- Young & adult learners
- Universities
- Incubators
- NGOs
- Local entrepreneurs

TOOLS

- Climate action insights
- Participatory design
- Systemic design

Center for Social Innovation

3

GREECE

The Greek Learning Venture focuses on the transformation of schools into carbon-neutral and sustainable ecosystems across Greece. This is achieved through a bottom-up approach, driven by youth activism and involving students, educators, and local communities in climate justice actions.

4

IRELAND

The Irish Learning Venture has two main focuses: firstly, in Westport, a town in the west of Ireland, it involves community members and students in cultivating a mini food forest to showcase the potential for edible landscapes to enhance food security, biodiversity, and land use in rural towns. Secondly, through research in the education sector, it aims to co-create evidence-based recommendations for cross-sectoral partnerships and whole-school approaches to Education for Sustainable Development.



LEVERS LEARNING VENTURE
GREECE



TRANSFORMING SCHOOLS INTO CARBON-NEUTRAL AND SUSTAINABLE ECOSYSTEMS



CONCRETE ACTIONS

- Solar panel installations
- Gardens
- Audits
- Climate awareness campaigns



"A BOTTOM-UP, YOUTH-DRIVEN, ACTIVIST APPROACH"

SUSTAINABILITY MODEL

- Active involvement of students, educators, and local communities
- Costs: infrastructure upgrades, training, materials & coordination, often offset by volunteer labour
- Funding: institutional grants, energy savings & corporate sponsorships

COMMUNITY ENGAGED:

- Students
- Teachers
- Youth
- Education departments
- Renewable energy providers
- NGOs
- Parent-teacher associations

TOOLS

- Climate action insights
- Participatory design
- Participatory decision-making
- Transformative learning
- Artistic & cultural interventions



LEVERS LEARNING VENTURE
IRELAND



RESILIENT FOOD SYSTEMS, EDUCATION FOR SUSTAINABLE DEVELOPMENT



CONCRETE ACTIONS

- Cultivating a mini food forest
- Planting events
- Site maintenance
- Food education
- Education sector research



"CO-CREATING EVIDENCE-BASED APPROACHES TO ESD"

SUSTAINABILITY MODEL

- Moderate costs, mainly for tools and seedlings
- Volunteer labour reduces expenses
- Funding: grants, fundraising & integration into school or municipal budgets

COMMUNITY ENGAGED:

- Community members
- Students & schools
- Local residents
- Local farmers
- Policymakers
- Councils
- Co-ops

TOOLS

- Climate action insights
- Participatory design
- Systemic design
- Biodiversity & ecology workshops

NINE PROJECT

5

PORTUGAL

The Portuguese Learning Venture, based in the Azores, aims to increase awareness and understanding of the correlation between climate change and biodiversity loss. They use science education, a collaborative and transdisciplinary approach, and focus on behavioural change to promote biodiversity preservation.

6

SERBIA

The Serbian Learning Venture works to raise awareness about the significance of urban pollinators, including bees, through education at various levels. Their activities aim to educate communities on the importance of urban beekeeping and develop policy recommendations to support urban pollinator environments.



LEVERS LEARNING VENTURE
PORTUGAL



BIODIVERSITY, CONSERVATION, BEHAVIOUR CHANGE



CONCRETE ACTIONS

- Science education & citizen science
- Collaborative & transdisciplinary approach
- Focus on behavioural change to promote biodiversity preservation
- Educational workshops & campaigns
- Habitat restoration



“UNDERSTANDING CLIMATE CHANGE & BIODIVERSITY LOSS”

SUSTAINABILITY MODEL

- Costs: educational materials, monitoring equipment, logistics & staff
- Travel a notable expense due to island context
- Funding: grants, sponsorships, donations & potential eco-tourism activities

COMMUNITY ENGAGED:

- Students
- Youth
- Nature enthusiasts
- Schools
- Educators
- Municipalities
- Policymakers



TOOLS

- Climate action insights
- Participatory design
- Systemic design
- Biodiversity workshops





LEVERS LEARNING VENTURE
SERBIA



URBAN POLLINATORS, URBAN ECOLOGY, CLIMATE RESILIENCE



CONCRETE ACTIONS

- Workshops
- School programmes
- Demonstration hives
- Advocacy
- Networking



“SUPPORTING URBAN POLLINATOR ENVIRONMENTS”

SUSTAINABILITY MODEL

- Costs: training delivery, venues, mentorship & seed funding.
- Revenue: grants, corporate sponsorships, participant fees & equity, or revenue-sharing from launched ventures

COMMUNITY ENGAGED:

- Urban residents
- Hobbyists
- Students
- City planners
- Beekeeping associations
- Universities
- NGOs
- City authorities



TOOLS

- Climate action insights
- Participatory design
- Systemic design



'S IN PRACTICE

7

SLOVENIA

The Slovenian Learning Venture seeks to reimagine food sustainability and related climate change issues through art and innovation. They engage youth and experts to conceive and execute climate actions, actively integrating their findings into school curricula to empower young minds for a more sustainable future.

LEVERS LEARNING VENTURE SLOVENIA

SUSTAINABLE FOOD SYSTEMS, FOOD SECURITY, RESILIENCE

CONCRETE ACTIONS

- Engage youth & experts to conceive & execute climate actions
- Actively integrate findings into school curricula to empower young minds for a more sustainable future
- Engage youth in sustainable food systems using art, creativity & innovation

"RE-IMAGINING SUSTAINABILITY THROUGH ART & INNOVATION"

SUSTAINABILITY MODEL

- Costs: workshops, materials, venues & coordination
- Funding: grants, corporate sponsorships & potential crowdfunding or startup ventures

COMMUNITY ENGAGED:

- Youth, students
- Experts, educators
- Artists
- Art schools
- Science institutes
- Farms
- Policymakers
- Government agencies

TOOLS

- Climate action insights
- Participatory design
- Systemic design
- Investigative art, culture and education

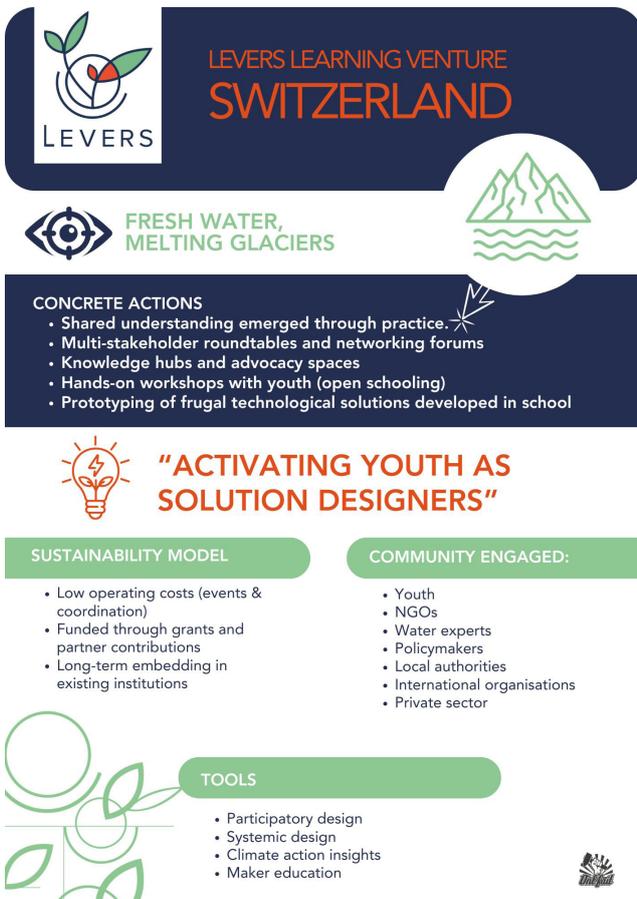
LEVERS

evokiusjak

8

SWITZERLAND

The Swiss Learning Venture in Geneva focuses on freshwater resources and climate change, aiming to raise awareness about issues like melting glaciers. They collaborate with various stakeholders to understand the complexity, identify actions, and pilot frugal technological solutions developed by schools in an open schooling setting.



LEVERS LEARNING VENTURE SWITZERLAND

FRESH WATER, MELTING GLACIERS

CONCRETE ACTIONS

- Shared understanding emerged through practice.
- Multi-stakeholder roundtables and networking forums
- Knowledge hubs and advocacy spaces
- Hands-on workshops with youth (open schooling)
- Prototyping of frugal technological solutions developed in school

“ACTIVATING YOUTH AS SOLUTION DESIGNERS”

SUSTAINABILITY MODEL

- Low operating costs (events & coordination)
- Funded through grants and partner contributions
- Long-term embedding in existing institutions

COMMUNITY ENGAGED:

- Youth
- NGOs
- Water experts
- Policymakers
- Local authorities
- International organisations
- Private sector

TOOLS

- Participatory design
- Systemic design
- Climate action insights
- Maker education

9

UNITED KINGDOM

The UK Learning Venture aims to accelerate the transformation of material production and consumption by fostering transformative green skills in industry. They provide hands-on, collaborative learning experiences in real-world manufacturing environments to equip individuals for a sustainable future.



LEVERS LEARNING VENTURE UNITED KINGDOM

MANUFACTURING, PRODUCTION, INDUSTRIAL SPACES

CONCRETE ACTIONS

- Hands-on, collaborative learning experiences
- in real-world manufacturing environments
- Equipping individuals for a sustainable future
- Place-based learning events & programmes

“FOSTERING TRANSFORMATIVE GREEN SKILLS IN INDUSTRY”

SUSTAINABILITY MODEL

- Costs: curriculum development, trainers, travel, marketing & coordination
- Funding: grants, corporate sponsorships, training fees & potential income from certification programmes or toolkits

COMMUNITY ENGAGED:

- Industry
- Sector & disciplinary organisations
- Purpose-led businesses
- Regional networks
- Local government
- Educators
- Community organisations

TOOLS

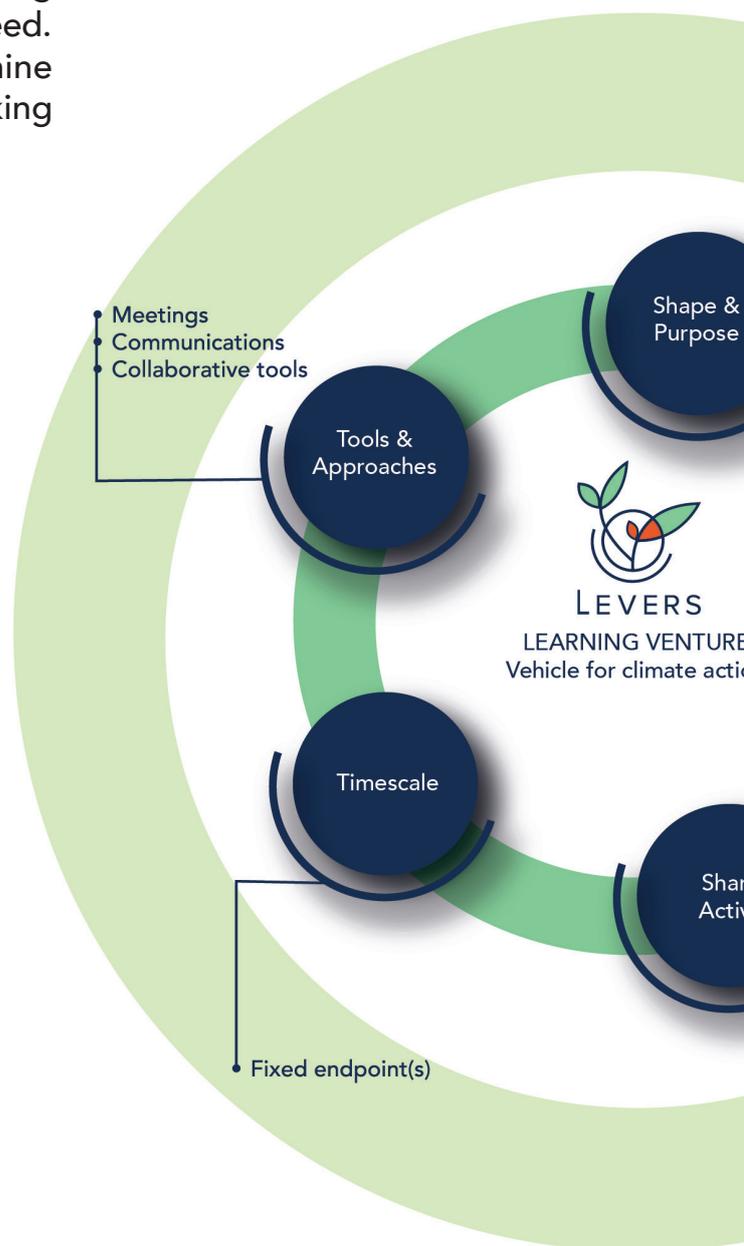
- Climate action insights
- Place-based learning
- Skills frameworks including GreenComp and Skillsbuilder

THE ROUGH TEMPLATE FOR A LEARNING VENTURE

LEARNING VENTURE ECOSYSTEM CANVAS

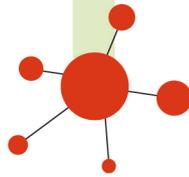
What became apparent through the course of the LEVERS project is that the design of the Learning Ventures as vehicles for action was as important as the actions themselves. They were designed and iterated through the course of the project, developing differently in each location in response to local need. The design parameters by which we can examine them become a of checklist for anyone embarking on their own learning ecosystem initiative:

USE THIS AS A CHECKLIST WHEN DESIGNING YOUR OWN LEARNING VENTURE. A LEARNING VENTURE IS NOT A FIXED STRUCTURE. IT IS A DESIGNED ECOSYSTEM THAT EVOLVES THROUGH CONTEXT AND COLLABORATION .



THREE TYPES OF LEARNING VENTURE PARTNERSHIPS

1 CONVENERS



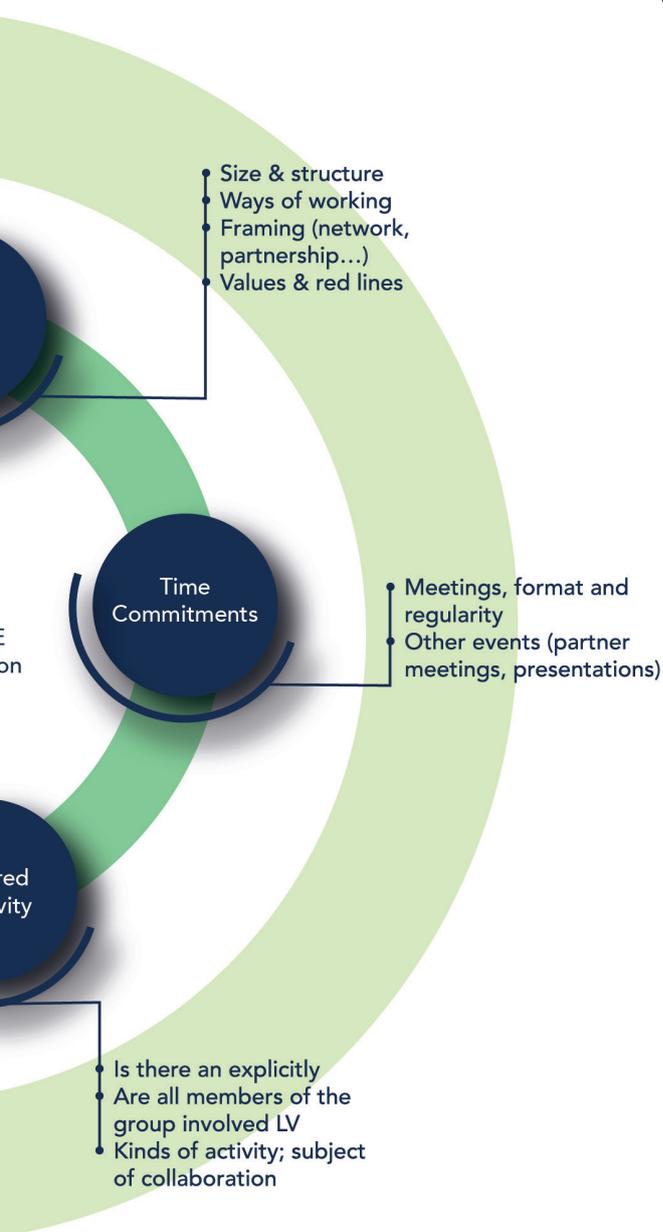
A bigger agenda setting group which meets semi-regularly; focused sub-groups for specific collaborations and actions.

2 CATALYZERS

A smaller number of partners all working collaboratively on specific activities.

3 CONDUCTORS

A dual track of convening and catalyzing activities; each track informs the other but not (necessarily) directly connected. for specific collaborations and actions.





VENTURE SUSTAINABILITY: BUSINESS AND OPERATIONAL MODELS

CSI CENTRE FOR SOCIAL INNOVATION, CYPRUS

**SUSTAINABILITY IS NOT
PERSISTENCE. IT IS STRATEGIC
EMBEDDEDNESS.**

WHY SUSTAINABILITY MATTERED

The question of long(er) term sustainability of the Learning Ventures was important to partners. As dynamic, collaborative structures, it wasn't assumed that they would (or should) persist, but partners were keen to make the most of any value created. CSI Centre for Social Innovation led partners through a process of business and operational planning to explore this potential. The development of business and operational models across the nine Learning Ventures was undertaken to understand how ventures can deliver impact while remaining sustainable. This analysis provided a structured and reflective framework to explore partnerships, operational approaches, and funding strategies, highlighting key factors that enable or constrain longevity in practice.

To achieve this, the teams applied tools such as Problem Tree and Objective Tree analysis, combined with the Business Model Canvas (See Appendix 1).

The development of business and operational models across the nine Learning Ventures was both a strategic and reflective exercise. The process involved tools including Problem Tree and Objective Tree analysis, combining them with the Business Model Canvas (See Appendix 1). It provided a structured yet participatory framework for partnerships, and sustainability plans. While this methodology ensured coherence and comparability across ventures, it also revealed critical insights into what enables, and constrains the longevity of ventures in reality.

FINANCIAL RESILIENCE: a central theme was financial resilience. Most Learning Ventures began with public or philanthropic support, which enabled experimentation but also exposed long-term vulnerabilities. In response, several ventures explored diversified pathways, from fee-based services and cooperative models to integration into municipal or educational systems. These approaches highlight a shift from dependency toward locally embedded and mixed funding strategies as the foundation of durable sustainability.

A REDEFINITION OF SCALE emerged across the Consortium: from replication toward contextual adaptation. The most resilient ventures understood sustainability not as institutional self-sufficiency, but as embeddedness within a wider learning ecosystem, one capable of evolving and supporting ongoing community-based climate learning.

THE BUSINESS MODEL CANVAS was revealed to be an effective and inclusive design tool. Its visual clarity encouraged multidisciplinary collaboration and clear communication of value. However, its simplicity sometimes risked reducing complex systemic relationships. Ventures that treated the canvas as an iterative learning tool, and revisited and refined as insights deepened, gained the greatest strategic value from it.

GOVERNANCE AND PARTNERSHIP emerged as another defining factor. While inclusivity was a shared aspiration, practical realities often required a lead-organisation model. Over time, several Learning Ventures developed hybrid arrangements balancing shared ownership with operational agility. The “invisible work” of trust-building, dialogue, and coordination proved as vital to sustainability as formal structures.

KEY INSIGHTS

- *Relationship-building and reflection are foundational to operational durability.*
- *Business models should be regarded as iterative frameworks for learning, not fixed plans.*
- *Long-term sustainability requires diversified financial strategies extending beyond grants.*
- *Governance evolves through trust, shared responsibility, and adaptive collaboration. scaling should prioritise local adaptation over replication.*

ILLUSTRATIVE EXAMPLES

IRELAND

FOOD FORESTS ON PUBLIC LAND

By embedding community planting initiatives within municipal planning, the Irish Learning Venture demonstrated how integration into existing institutions can transform short-term projects into enduring public assets. This approach provides a replicable model for policy linked sustainability.

SLOVENIA

THE FUTURE OF FOOD

A youth-driven initiative blending art, design, and agricultural innovation, the Slovenian Learning Venture achieved strong engagement and public visibility. Its next challenge lies in translating cultural and educational value into financially sustainable structures, potentially through partnerships with educational and creative industries.

SERBIA

URBAN BEEKEEPING

This Learning Venture illustrates how environmental education can intersect with local enterprise. Workshops on pollinator conservation and urban beekeeping generated modest revenue streams through honey sales and hive-adoption schemes, while also exposing regulatory gaps in urban biodiversity governance.

CYPRUS

FROM ACTIVISM TO ENTREPRENEURSHIP

The Cyprus Learning Venture reframed climate activism as social enterprise development. Through training and mentorship, young activists translated advocacy into market-oriented environmental ventures. The model demonstrated promise for financial autonomy, though continued reliance on Corporate Social Responsibility (CSR) sponsorships highlights the need for stronger self-financing mechanisms.

REFLECTIONS AND RECOMMENDATIONS

CAPACITY-BUILDING

Looking ahead, the next phase should emphasise capacity-building in financial strategy, governance, and adaptive management to consolidate gains from the co-creation process.

CROSS-LEARNING

Establishing cross-Learning Venture learning exchanges could help ventures share models for revenue diversification and partnership development.

ECOSYSTEM THINKING

Funders and facilitators should prioritise ecosystem thinking supporting ventures not as isolated projects but as interconnected nodes within a broader learning and innovation network.

BUSINESS MODELS METHODOLOGY

CSI CENTRE FOR SOCIAL INNOVATION, CYPRUS

OVERVIEW OF THE METHODOLOGY

The co-creation methodology used in the LEVERS project guided the development of sustainable business models for the Learning Ventures. It combined participatory problem analysis, goal setting, and strategic business modeling, ensuring that each Learning Venture's approach was both context-driven and designed for long-term viability.

PURPOSE

To co-design viable, sustainable business models rooted in clearly defined local challenges and capable of sustaining impact beyond the project's funding period.

WHAT IS A BUSINESS MODEL?

A business model describes how an organization creates, delivers, and captures value (Osterwalder & Pigneur, 2010). It acts as a strategic blueprint linking purpose to practice — showing who the beneficiaries are, what value is offered to them, how that value is delivered, and how the initiative sustains itself financially or through other forms of support.

In the context of social and educational ventures, a business model goes beyond profit generation. It integrates social, environmental, and economic value, defining pathways for long-term impact and resilience. For the Learning Ventures, the business model serves as both a planning tool and a communication tool, helping teams articulate their purpose, partnerships, activities, and sustainability strategies in a single, coherent framework.

APPENDIX

CORE TOOLS AND STAGES

1

Problem Tree Analysis

Identified the main challenge each Learning Venture aimed to address, mapping causes (roots) and effects (branches) to reveal underlying dynamics.

2

Objective Tree Development

Converted problems into positive objectives and desired outcomes, ensuring that goals directly addressed root causes.

3

Business Model Canvas (BMC)

Structured each Learning Venture's strategy into nine components: Value Proposition, Customer Segments, Channels, Customer Relationships, Key Activities, Key Resources, Key Partnerships, Cost Structure, and Revenue Streams. This connected strategic goals to operational and financial planning and helped teams visualize, discuss, and refine how their ventures create and sustain value.

COLLABORATIVE APPLICATION VIA MURAL

The methodology was implemented through online co-creation workshops using online whiteboard platform Mural, enabling participants from across Europe to collaborate in real time. Facilitated by CSI and LATRA, the process combined structure and creativity, moving from analysis to design through shared dialogue and interactive visual tools. Each Learning Venture worked on a color-coded Mural board to identify problems, define objectives, and fill in the Business Model Canvas collaboratively.

CHALLENGES ENCOUNTERED

- **Balancing diverse stakeholder priorities:** Aligning different perspectives within limited workshop time.
- **Sustainability beyond grant funding:** Moving from project dependency toward diversified funding (partnerships, fees, local integration).
- **Adapting to context:** Recognizing that models must be flexible rather than directly replicable.
- **Ensuring shared ownership:** Strengthening governance and co-decision-making structures for inclusivity.

OUTCOMES

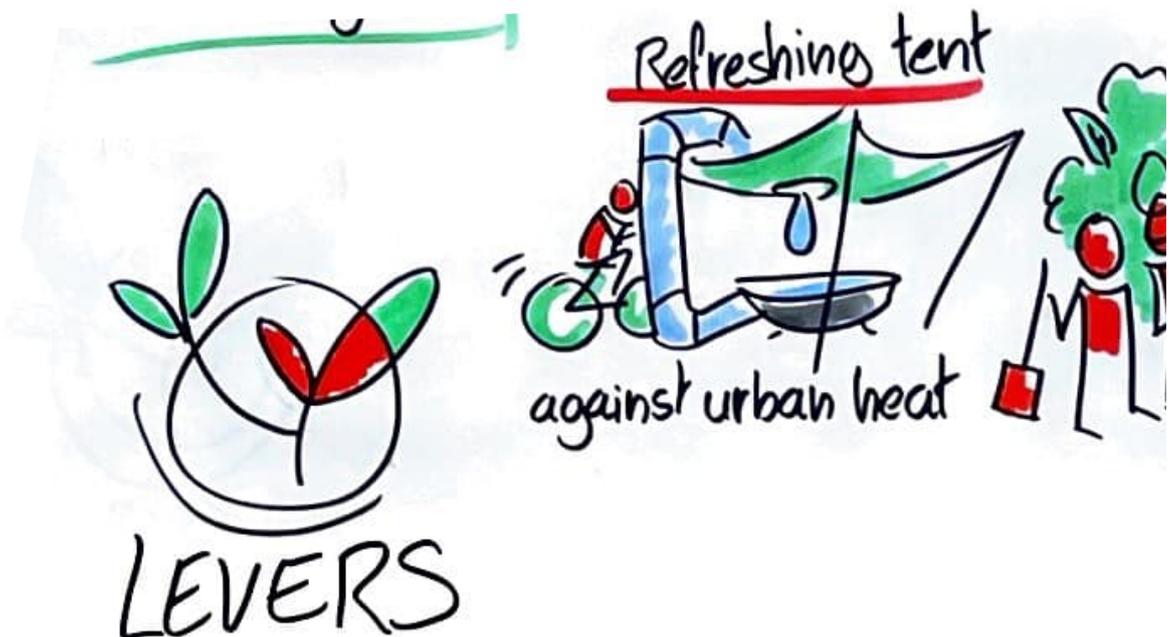
- **Nine co-created,** locally grounded business models for climate learning and action.
- **Strengthened collaboration** and stakeholder ownership.
- **Improved understanding** of sustainability, adaptability, and long-term resilience.
- **A replicable framework** combining community co-creation with structured business planning.

BUSINESS MODEL SUMMARIES FOR EACH LEARNING VENTURE

BELGIUM

Brussels – Heat Islands

This Learning Venture empowers communities in Brussels to mitigate urban heat through workshops, tree planting, and green-space creation. Targeting residents in densely built areas and local authorities, it partners with municipal bodies, urban planners, NGOs, and neighborhood associations. Costs focus on materials, workshops, and staff, while volunteer contributions reduce expenses. Funding comes primarily from grants and public sector support, with potential long-term community fundraising and sponsorships to sustain activi-





CYPRUS

Nicosia/Limassol – Climate Activism & Green Entrepreneurship

This Learning Venture trains youth activists and environmentally conscious adults to turn climate advocacy into sustainable businesses. Activities include entrepreneurship workshops, mentorship, hackathons, and pitch events. Partnerships involve universities, incubators, NGOs, and local entrepreneurs. Costs cover training delivery, venues, mentorship, and seed funding. Revenue streams rely on grants, corporate sponsorships, participant fees, and equity or revenue-sharing from launched ventures, creating a self-sustaining model.

GREECE

Lesvos/Athens – Carbon-Neutral Schools

Focusing on student-led climate action, this Learning Venture helps schools achieve carbon neutrality through audits, solar panel installations, gardens, and climate awareness campaigns. Targeting students, teachers, administrators, and local communities, it partners with education departments, renewable energy providers, NGOs, and parent-teacher associations. Costs include infrastructure upgrades, training, materials, and coordination, often offset by volunteer labor. Funding comes from institutional grants, energy savings, and corporate sponsorships.



A practical guide for **COMMUNITY DEVELOPMENT**



IRELAND

Westport – Future Food Forests & Public Land Use

This Learning Venture engages communities in transforming public land into mini-forests and edible landscapes, enhancing food security and biodiversity. Participants include residents, schools, and policymakers. Activities include planting events, permaculture training, site maintenance, and food education. Partners include local farmers, councils, schools, and co-ops. Costs are moderate, mainly for tools and seedlings, with volunteer labor reducing expenses. Funding relies on grants, fundraising, and integration into school or municipal budgets and corporate sponsorships.

PORTUGAL

Azores – Biodiversity Protection

Aimed at protecting the Azores' unique biodiversity, this Learning Venture combines citizen science, educational workshops, campaigns, and habitat restoration. Target audiences include students, youth, nature enthusiasts, and policymakers. Partnerships involve environmental agencies, universities, schools, and media outlets. Costs include educational materials, monitoring equipment, logistics, and staff, with travel being a notable expense due to the island context. Funding comes from grants, sponsorships, donations, and potential ecotourism activities.



SERBIA

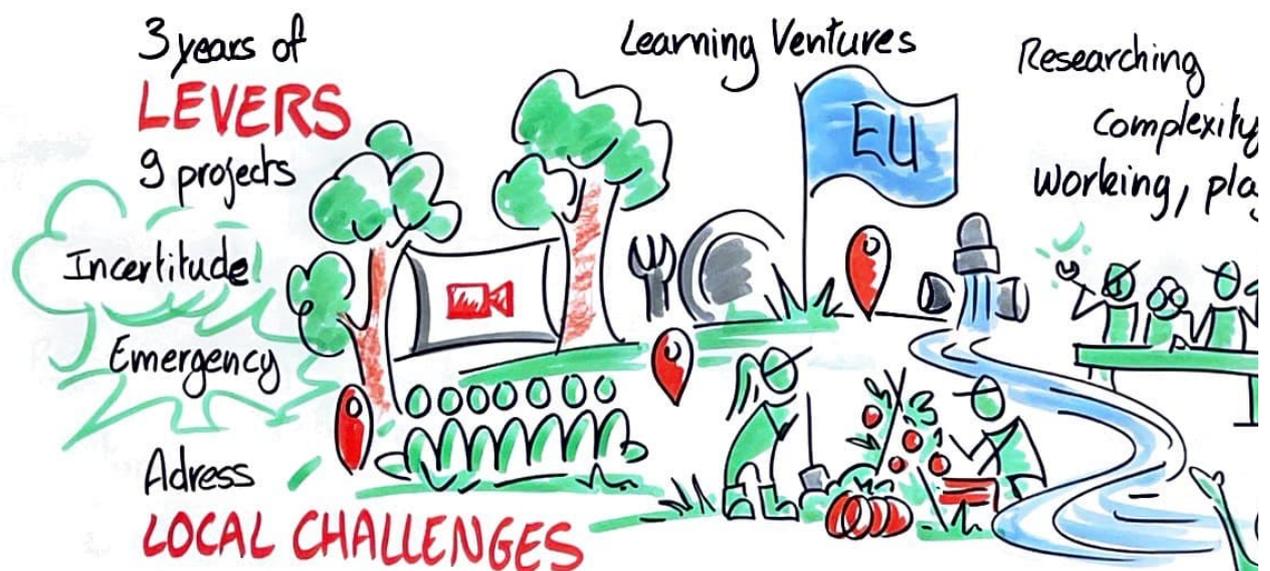
Belgrade – Urban Pollinators

This Learning Venture promotes urban pollinators and beekeeping through workshops, school programs, demonstration hives, advocacy, and networking. It serves urban residents, hobbyists, students, and city planners. Key partners are beekeeping associations, universities, NGOs, and city authorities. Costs focus on training, hive equipment, and staff, with volunteer contributions lowering expenses. Funding sources include grants, CSR sponsorships, hive product sales, membership fees, and municipal support.

SLOVENIA

Ljubljana – The Future of Food

This Learning Venture engages youth in sustainable food systems using art, creativity, and innovation. Activities include interactive labs, workshops, curriculum pilots, and public showcases. Participants include students, educators, artists, policymakers, and the public. Partners include art schools, science institutes, farms, and government agencies. Costs cover workshops, materials, venues, and coordination. Funding comes from grants, corporate sponsorships, and potential crowdfunding or startup ventures





UNITED KINGDOM

London – First Hand | Climate Action Skills for Industry

This Learning Venture accelerates climate action skills for industry professionals via place based learning events and programmes. Targeting sector and disciplinary organisations, purpose led businesses and regional networks, it partners with local government, educators and community organisations. Costs include curriculum development, trainers, travel, marketing, and coordination. Funding comes from grants, corporate sponsorships, training fees, and potential income from certification programs or toolkits.

SWITZERLAND

Geneva – United for Fresh Water & Climate Change

This Learning Venture connects stakeholders to address freshwater challenges under climate change through roundtables, knowledge hubs, advocacy, and networking forums. Participants include NGOs, water experts, policymakers, and activists. Partnerships involve international organisations, local authorities, NGOs, and the private sector. Costs are relatively low, covering events, knowledge management, and staff. Funding relies on grants, partner contributions, and embedding the Learning Venture into existing institutions for sustainability.



CROSS VENTURES INSIGHTS

Each Learning Venture's business model above is directly traceable to its core objective and problem context, illustrating the outcome of the co-creative design process. By articulating these key components, the Learning Ventures are better positioned to implement their solutions and pursue funding or partnerships to sustain their activities. Notably, while the **value propositions** differ widely (from climate education and community action to technology and policy change), all models had to address practical questions of "**who benefits, how do we deliver, and how will it be financially supported.**" Using the common canvas framework made it easier to discuss these questions across Learning Ventures and ensure no critical element was overlooked.

PROCESS & REPLICABILITY

The co-creation process effectively combined ideation techniques with collaborative modeling to produce robust business plans for the Learning Ventures. **Problem Tree and Objective Tree** analyses grounded each venture in a clear understanding of climate-related challenges and solutions, while the Business Model Canvas guided teams through operational and financial planning, resulting in nine integrated, locally tailored business models. Interactive workshops and Mural facilitated stakeholder collaboration, ensuring collective knowledge and strong buy-in.

MOVING FORWARD

Each Learning Venture now **has a concise business model** detailing its value proposition, target groups, implementation steps, partnerships, and sustainability strategy. These models serve as **internal roadmaps and tools** for grant reporting and stakeholder engagement, demonstrating feasibility and community ownership. Moving forward, the Learning Ventures will refine and implement these models while preserving the co-created vision. This approach offers a replicable model for combining community co-creation with structured business planning to drive social innovation and climate action.

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