

PUTTING ACTION FIRST: TOWARDS WHOLE-SCHOOL APPROACHES TO LEARNING FOR CLIMATE & SUSTAINABILITY

LEVERS POLICY BRIEF

Authors: Mairéad Hurley, Chelsea Beardsley,
Rita Patarra, Ljubica Slavković, Mateja Skrt,
Nancy Tryfonopoulou, Kris De Meyer



LEVERS



Funded by
the European Union




TABLE OF CONTENTS

- 3 Policy LEVERS: Strategic Actions for Whole-School Approaches to Learning for Climate & Sustainability (One-page overview of key recommendations from LEVERS)
- 4 How can schools put action first to become models of sustainable futures?
- 5 Action in Practice #1: Biodiversity Niches in the Azores, Portugal
- 6 Action in Practice #2: Pollinator corridors as outdoor classrooms, Serbia
- 7 Action in Practice #3: Art-Science for future food, Slovenia
- 8 Action in Practice #4: Carbon neutral schools through theatre & action, Greece
- 9 Policy LEVERS: Strategic Actions for Whole-School Approaches to Learning for Climate & Sustainability
- 10 Policy LEVER #1: Create opportunities for a school community to get and stay involved in actions.
- 11 Policy LEVER #2: Transforming curriculum, culture & infrastructure means taking people on a journey.
- 12 Policy LEVER #3: Offer multiple entry points so every member of the school community can take part.
- 13 Policy LEVER #4: Encourage schools to build portfolios of connected actions rather than isolated projects.
- 14 Policy LEVER #5: Enhance school-led innovation with structural supports that make participation realistic.
- 15 Conclusion: Supporting schools to work differently
- 16 References
- 17 LEVERS Project Consortium Details



Funded by
the European Union

Project funded by

 Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Swiss Confederation

Federal Department of Economic Affairs,
Education and Research EAER
State Secretariat for Education,
Research and Innovation SERI



UK Research
and Innovation

Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the REA. Neither the European Union nor the granting authority can be held responsible for them.

The [LEVERS project](#) case studies highlighted in this policy brief provide actionable insights addressing key action areas relevant to ESD policy implementation. To get in touch, email LEVERS@tcd.ie or visit www.leversforclimate.eu

Photos: Photos owned by the LEVERS project. All photos are used with the explicit consent of those photographed. The right to use graphics and stock photos are in line with the consortium's Canva license.



POLICY LEVERS: STRATEGIC ACTIONS FOR WHOLE-SCHOOL APPROACHES TO LEARNING FOR CLIMATE & SUSTAINABILITY

- 1 Create opportunities for a school community to get and stay involved in actions**
LEVERS recommends that policymakers prioritise longer-term, non-competitive support structures that enable school communities to develop and sustain meaningful action projects over time.
- 2 Transforming curriculum, culture and infrastructure means taking people on a journey**
LEVERS recommends that policymakers create and support an accredited professional learning pathway for action-oriented whole-school sustainability.
- 3 Offer multiple entry points so every member of the school community can take part**
LEVERS recommends the provision of a flexible “Participation Grant” that schools can use for multiple activities that broaden engagement.
- 4 Encourage schools to build portfolios of connected actions rather than isolated projects**
LEVERS recommends taking a ‘School Climate and Biodiversity Action Portfolio’ approach to help schools map how their sustainability activities connect over time, across curriculum, culture, partnerships and the physical environment.
- 5 Enhance school-led innovation with structural supports that make participation realistic**
LEVERS recommends creating policy mechanisms that grant schools autonomy to flexibly design and manage their sustainability journey.



HOW CAN SCHOOLS PUT ACTION FIRST TO BECOME MODELS OF SUSTAINABLE FUTURES?

LEVERS: Learning Ventures for Climate Justice is a Horizon Europe Coordination and Support Action (2023-2026), promoting open schooling for innovative science education, with a specific focus on lifelong learning for sustainability and climate action. The project investigates the potential of localised learning ecosystems or "Learning Ventures" to support climate responses in nine countries: Ireland, the UK, Portugal, Belgium, Switzerland, Slovenia, Serbia, Greece, and Cyprus.

This policy brief demonstrates how four LEVERS Learning Ventures in Portugal, Serbia, Slovenia and Greece have embedded action-first learning as a practical foundation for whole-school climate and sustainability education. In this context, "action" does not refer to activism, campaigns or behavioural messaging, but rather an orientation to learning that gives students, teachers and the wider school community structured opportunities to engage with local climate and biodiversity challenges through hands-on projects and meaningful collaborations as the basis for reflection, inquiry and inclusive learning. Across all four settings, this approach helped schools create clearer connections between teaching and learning, school culture, physical learning environments, and wider community partnerships.

The LEVERS project applied this approach in response to the challenges faced by schools in achieving the EU ambitions for Education for Sustainable Development (ESD) enshrined in national policies; namely fragmented, one-off or short-term projects, dependencies on individual teachers, or initiatives limited to awareness-raising.

The experience of the LEVERS Learning Ventures offers a different pathway: an action-oriented, place-based and partnership-supported model that reduces teacher burden, strengthens leadership involvement and builds student agency by enabling schools to integrate learning for sustainability into everyday routines.

The following recommendations translate these insights from **ACTIONS** into five feasible system-level actions (**POLICY LEVERS**) that Ministries or Departments of Education could adopt to similarly support transformative change. **POLICY LEVERS** are statements and associated values and practices that seek to change systems related to climate education, and as such are targeted not only at direct policymakers, but also all stakeholders with the ability to bring about change in learning contexts: educators, staff, management, families, community leaders and of course, students.

This policy brief aims to sketch out a clear, practical national approach that could support schools to integrate sustainability and climate action across curriculum, culture, partnerships and the physical learning environment, in a way that is achievable, equitable, and aligned with existing national policies, as well as key guiding documents including the European Green Deal [1], GreenComp [2], European Council's 2022 Recommendation on learning for the green transition and sustainable development [3], and UNESCO's ESD Roadmap for 2030 [4] and the Greening Education Partnership [5]. This policy brief prioritises practical examples and transferable practices. By illustrating how beliefs can be reinforced and sustained through action, it seeks to support replication, adaptation, and uptake across diverse European educational contexts.



ACTION IN PRACTICE #1

BIODIVERSITY NICHEs IN THE AZORES, PORTUGAL

The Portuguese LEVERS Learning Venture, implemented by Expolab – Centro Ciência Viva in the Azores Islands, supported school communities on São Miguel Island to understand the links between biodiversity protection and climate change mitigation.

During the 2024–2025 school year, Expolab worked with Eco-School teacher coordinators in five schools to co-develop Biodiversity Niches, an educational programme centred on creating Laurissilva-inspired gardens on their school grounds. These gardens became living learning spaces that connected students with one of the most emblematic and resilient ecosystems of the Macaronesia region, the Laurissilva forest. The work was rooted in open, collaborative and transdisciplinary approaches, and students were challenged to be part of the solution from the conception of the idea to the actual creation of the gardens.

Students visited Laurissilva forest areas, observed endemic species, and worked with technical support from the Priolo Environmental Center/Portuguese Society for the Study of Birds and the Ponta Delgada Forestry Service to design and plant native-species gardens. Activities were complemented by dialogue with researchers from the University of the Azores, teacher training, and ecological monitoring throughout the year.

They were also supported by a network of partners, including LIFE IP AZORES NATURA, LIFE BEETLES, LIFE IP CLIMAZ, LIFE SNAILS, TRANS-Lighthouses, MUSAMI – Municipal Operations for the Environment, and the Municipality of Lagoa.

This LEVERS Learning Venture strengthened local learning ecosystems and deepened relationships between schools, communities, and nature. Students gained essential knowledge and skills in areas like composting, waste management, forest management, and conservation, and developed a deeper connection to local biodiversity. Teachers highlighted richer cross-disciplinary learning, stronger partnerships with research, industry and environmental organisations, and clearer links between classroom content and local ecological realities. Intergenerational mentoring led to the development of strong mentor-mentee relationships, enhancing the learning experience for younger students, and providing mentors with the opportunity to pass on practical knowledge to a new generation.

This Learning Venture demonstrated ways that action-oriented, place-based learning can strengthen ecological literacy while building a sense of belonging and stewardship across the whole school community. The project is ongoing and is expanding to involve other schools on the island in 2025-26.

Name of the initiative: Biodiversity Niches

Coordinator: EXPOLAB - Centro Ciência Viva www.expolab.pt & www.cienciaviva.pt

Partners: LIFE IP AZORES NATURA, LIFE BEETLES, LIFE IP CLIMAZ, LIFE SNAILS, TRANS-Lighthouses, MUSAMI – Municipal Operations for the Environment, and the Municipality of Lagoa.

Contact: Rita Patarra - rita.patarra@expolab.pt



ACTION IN PRACTICE #2

POLLINATOR CORRIDORS AS OUTDOOR CLASSROOMS, SERBIA

The Serbian LEVERS Learning Venture, implemented by CPN (Center for the Promotion of Science), engaged early-childhood education institutions in Belgrade to design, build and maintain pollinator-friendly urban gardens and corridors on school grounds and in community spaces. During the 2024–2025 school year, CPN worked in partnership with academics, NGOs, local experts and industry partners to support teachers and young learners in creating garden beds planted with native nectar and pollen-rich species, alongside insect hotels and structural habitats for bees and other pollinating insects. School grounds became living laboratories where children documented insect visits and flowering plant growth, and explored how pollinators connect to larger ecosystem processes and questions of ecological justice.

The Learning Venture was built around an action-first approach: rather than beginning with lectures about ecology or pollinators, learners, teachers and collaborators started by doing. Planting, building insect hotels, monitoring pollinators and maintaining the corridors came first; explanation and theory followed. Workshops were structured around reflection after action, with teachers guiding discussion of what learners had done and observed, and linking those experiences to broader environmental and social concepts.

Maintenance and monitoring encouraged sustained engagement rather than one-off tasks, embedding ecological understanding through routine practice. The premise was that tangible action shifts beliefs, attitudes and understanding around biodiversity and stewardship more powerfully than instruction alone. By building, tending and revisiting their habitats, young learners connected meaning to experience, with reflection consolidating the learning.

Teachers reported increased student engagement, stronger curiosity, and better retention of ecological concepts when children could anchor them in real-world action. Cross-curricular opportunities expanded as biology and ecology connected with art and social studies. Partnerships with CPN, NGOs and academic collaborators also shifted school culture: outdoor areas were reclaimed as learning spaces, and gardening and habitat maintenance became part of school routine rather than a one-off project.

This LEVERS Learning Venture demonstrated how even very young learners can develop systems awareness and nature connection when climate and sustainability education is grounded in concrete, shared activity, and how action, repeated and reflected upon, can become the engine of meaningful ecological learning at a whole-school level.

Name of the initiative: Urban Pollinators

Coordinator: Centre for the Promotion of Science, <https://www.cpn.edu.rs>

Partners: BeeCenter, University of Belgrade, Jevremovac Botanical Garden, EcoHub, Joozmetik, MadMed, Ekonaut

Contact: Ljubia Slavković, ljslavkovic@cpn.rs



ACTION IN PRACTICE #3

ART-SCIENCE FOR FUTURE FOOD, SLOVENIA

The Slovenian LEVERS Learning Venture, developed by Kersnikova Institute, introduced primary-school students in Ljubljana to the future of food by inviting them to work directly with living materials and emerging biotechnologies. At the centre of the venture was OpenLab, an eight-session afterschool programme co-designed with experts from biology, art, technology and gastronomy. Children cultivated oyster mushrooms on waste substrates, grew spirulina, explored food chains and experimented with cooking and food analysis. Each session built on the last, helping learners develop an embodied sense of circularity, resource flows and environmental change. Each session built on the last, helping learners develop an embodied sense of circularity, resource flows and environmental change. After piloting, OpenLab was adapted into shorter in-school workshops to widen access. Every learning moment begins with action: students mixed substrates, tended spirulina, cooked, and observed growth and decay, and afterwards discussed what they had noticed.

The final sessions shifted from guided activity to learner-led exploration. Mentors stepped back, offering space, materials and facilitation. Children designed their own projects, tested ideas, revisited earlier insights and explored connections between biological processes, food and environmental issues. This autonomy revealed how young learners naturally link action, curiosity and systems thinking when the conditions support agency.

Teachers and facilitators observed clear changes, with learners becoming more confident, more willing to experiment, and more adept at connecting ideas from home, school and the lab. At the beginning, many waited for instructions; by the final sessions, they initiated experiments on their own, compared results across weeks, and asked increasingly complex questions about growth, decay, nutrients and environmental impact. They remembered details from previous workshops and reused them spontaneously in new contexts.

Transdisciplinary planning with experts from different fields strengthened the design of the workshops and deepened shared understandings of how to support exploratory learning. Educators also shifted their own facilitation style, learning when to remove structure to allow genuine learner agency. The Slovenian LEVERS Learning Venture demonstrated that even short, well-designed cycles of shared action can transform how students understand food systems, and their own part within them.

Name of the initiative: Open Lab

Coordinator: Kersnikova, <https://kersnikova.org>

Contact: Mateja Skrt, mateja.skrt@kersnikova.org



ACTION IN PRACTICE #4

CARBON NEUTRAL SCHOOLS THROUGH THEATRE & ACTION, GREECE

The Greek LEVERS Learning Venture, led by LATRA, supported school communities to engage with climate justice and sustainability through the Carbon Neutral Schools model. The work unfolded in two stages. First, LATRA designed and delivered a children's theatre performance that explored climate justice and showed how actions shape beliefs. Because theatre visits are already part of the mandated school programme, this approach created an accessible entry point to sustainability learning. Before and after each performance, LATRA ran hands-on workshops with students, teachers and parents on practical ways schools could move toward carbon neutrality, especially through food-related actions. This stage introduced climate ideas through emotion, curiosity and shared experience, and helped LATRA test elements of the next phase.

In the second stage, the programme moved directly into schools. Students learned to audit their school's carbon footprint by identifying where energy came from, what the main sources of emissions were, and which everyday practices could reduce them. They proposed practical actions such as reducing printing, monitoring electricity use, improving recycling or creating small food-growing or gardening projects.

Some of these actions were shared through a national awareness campaign to amplify the students' work and connect schools across the country.

Following the LEVERS action-first approach, learners engaged with real tasks before turning to concepts. The theatre experience created emotional grounding, and the hands-on activities allowed students to build understanding from practice. Teachers and facilitators observed that students became more willing to participate, more collaborative and more curious about how their actions influenced their environment. LATRA's workshops also became more experiential and student-led as the project progressed.

Schools began approaching LATRA proactively, signalling trust and recognition of the model's value. Partnerships with educators, families and companies strengthened, and many schools continued aspects of the programme independently. Across the participating primary schools, the Learning Venture showed that combining culture, hands-on activity and community involvement can make climate action accessible, motivating and sustainable, even in resource-constrained contexts.

Name of the initiative: Theatre for Carbon Neutral Schools

Coordinator: LATRA www.latra.gr

Partners: 451 AMKE, University of the Aegean, DEYAL, Municipality of Mytilene

Contact: Aris Papadopoulos, info@latra.gr

POLICY LEVERS: STRATEGIC ACTIONS FOR WHOLE-SCHOOL APPROACHES TO LEARNING FOR CLIMATE & SUSTAINABILITY

POLICY LEVERS #1 - #5 draw directly from what the LEVERS consortium learned by working hands-on with schools across Portugal, Serbia, Slovenia and Greece. They show how climate, nature and biodiversity learning can become easier to implement, less dependent on individual teachers, and more deeply connected to students' agency, school culture and community partnerships. Across the four countries, these approaches contributed to meaningful shifts in how schools organised, taught and partnered for sustainability. Each recommendation describes a concrete action that LEVERS undertook and explains why adopting similar approaches at system level can help schools embed sustainability and climate action across curriculum, culture, partnerships and the physical learning environment. These recommendations offer actionable insights for Ministries and Departments of Education to strengthen and accelerate the implementation Education for Sustainable Development (ESD) and climate literacy policies through whole-school approaches [6].





POLICY LEVER #1

Create opportunities for a school community to get and stay involved in actions

Many school-based sustainability projects are set up as short-term 'fixes' delivered by external experts. A botanist, ecologist, or entomologist may visit for a day to spark interest, but once they leave, responsibility for maintaining the project often fades. The school community has had little chance to take ownership, and the learning rarely becomes embedded in everyday practice. In LEVERS, consortium partners took a different approach. Rather than bringing in specialists for one-off workshops each Learning Venture worked with specialists who returned regularly over the school year. These experts supported students, teachers and families to graduate create and care for living learning environments such as outdoor classrooms, pollinator habitats and food-growing spaces. This step-by-step involvement helped school communities learn through doing, build confidence and created conditions where the work continued even when external partners stepped back.

LEVERS RECOMMENDS...

...that policymakers prioritise longer-term, non-competitive support structures that enable school communities to develop and sustain meaningful action projects over time.

A sustained "action cycle grant" would allow schools to run multi-year initiatives and build the partnerships needed to support them. Funding horizons should be transparent and predictable so schools can plan beyond a single academic year, and grant criteria should allow for non-traditional costs such as extended contracts with horticulturalists, botanists, ecologists or other practitioners who can work alongside the school community over time. This kind of support encourages shared ownership, builds capacity within the school, and helps transform sustainability learning from a one-off activity into a lived, collective practice.

This approach requires a shift in how support is structured: schools need non-competitive access to predictable, longer-term horizons, flexibility to work with different kinds of partners, and permission to progress at the pace needed for meaningful learning and care.

In LEVERS, the Learning Ventures showed that when communities have ongoing opportunities to work together to bring something new into existence, the process itself becomes a powerful form of climate and sustainability education. Behavioural science insights from the [LEVERS Learning Framework](#) anticipated this: repeated, sustained action creates understanding, strengthens motivation and fosters inclusive participation.



POLICY LEVER #2

Transforming curriculum, culture & infrastructure means taking people on a journey

Whole-school sustainability is ultimately a human transformation, requiring people to learn new practices, coordinate across subject areas, collaborate differently with students and families, and navigate uncertainty together. This kind of change does not happen through policies alone. It depends on whether the people in a school feel prepared, supported and connected as they work collectively towards new ways of teaching, partnering and shaping their physical environment.

In LEVERS, we recognised early that the human side of change needed as much attention as the technical side. Consortium members and school partners all took part in capacity-building training developed by University College London, grounded in evidence from behavioural science. This training helped everyone involved understand how an action-first approach supports people to move gradually through change; how to anticipate the “people factor” shaping a school’s culture; and how to design initiatives that communities can co-develop rather than impose.

LEVERS RECOMMENDS...

...that policymakers create and support an accredited professional learning pathway for action-oriented whole-school sustainability.

This might combine release time for staff to undertake trainings, access to mentoring and to national and international expertise. Partnerships with Higher Education institutions could support development of microcredentials for school leaders, teachers and other staff engaged in whole-school transformation. Professional learning should be ongoing, connected to real school projects, and designed to help develop the shared understanding needed to integrate sustainability across curriculum, culture and the physical environment.



POLICY LEVER #3

Offer multiple entry points so every member of the school community can take part

A school thrives when its people can participate in ways that match their motivations and capacities. Climate and sustainability learning gain momentum when students, staff, families and community partners recognise that there is more than one way to contribute.

In LEVERS, consortium partners and schools intentionally created a wide range of opportunities for action that could match the motivations and capacities of different school members. We knew that this would be crucial to allow people to participate in a way that worked for them. This mattered because sustainability work can otherwise feel like it belongs only to those who are already confident, knowledgeable or highly motivated. The key insight is that diverse entry points create inclusive engagement.

LEVERS RECOMMENDS...

...the provision of a flexible “Participation Grant” that schools can use for multiple activities that broaden engagement.

This could include materials for biodiversity or food-growing projects, support for arts-based inquiry, resources for intergenerational workshops, stipends for student facilitators or small upgrades to active travel or outdoor learning spaces. A flexible grant of this kind stands in contrast to narrow, deliverables-focused project funding; it gives schools room to design participation opportunities that fit their community and ensures that learning for sustainability is open to those who might not otherwise feel confident or included. This diversity makes it more likely that students, staff, families and community partners will find an authentic role and stay engaged over time.



POLICY LEVER #4

Encourage schools to build portfolios of connected actions rather than isolated projects

Short-term initiatives can spark interest, but they generate far greater and more lasting impact when the actions are intentionally linked together and sequenced.

In LEVERS, consortium partners worked with schools over extended periods, supporting projects that brought together e.g., outdoor learning, biodiversity restoration, food-growing, creative inquiry, community partnerships, energy awareness and student leadership. LEVERS training lead partner University College London has since delivered the same training to additional schools beyond the LEVERS consortium, and this wider work has shown how helpful it is for schools to bring together existing actions into a living “portfolio” that can be updated each year as practice develops. This integrated approach helped schools shift from occasional sustainability activities to coherent, whole-school cultures. The behavioural evidence underpinning LEVERS suggests that coherence matters. When actions are connected, people understand how their contributions fit into a larger story, which strengthens motivation and reduces fragmentation. These plans work best when they are co-developed and co-owned by the school community rather than imposed from outside.

LEVERS RECOMMENDS...

...taking a “School Climate and Biodiversity Action Portfolio” approach to help schools map how their sustainability activities connect over time, across curriculum, culture, partnerships and the physical environment.

A template for such a portfolio could include short, practical guides that show teachers how to turn infrastructure improvements into cross-curricular learning, e.g., using new solar panels to explore energy systems, monitoring plants, soil or water in a school garden to gather real-world data for science, or linking waste-reduction efforts to civic and social education. Pair this with small integration grants that support schools to build coherent strategies where facilities upgrades and teaching and learning reinforce one another rather than sitting in separate streams.



POLICY LEVER #5

Enhance school-led innovation with structural supports that make participation realistic

Schools can only sustain innovative, action-oriented work when they have the time, autonomy and recognition needed to design and lead their own approaches. Without this, even the most committed staff struggle to maintain partnerships, coordinate projects across year groups, or support student-led sustainability work.

In LEVERS, project partners often worked with teachers and school staff who had protected time specifically allocated for developing and maintaining external collaborations. This included coordination with science centres, local government, environmental NGOs, and academic researchers. This enabled staff to deepen relationships, involve more colleagues in climate action projects, and to innovate confidently and inclusively.

LEVERS RECOMMENDS...

...creating policy mechanisms that grant schools autonomy to flexibly design and manage their sustainability journey.

This might include a school-community sustainability partnership scheme that allocates protected staff time for developing and maintaining external collaborations, alongside targeted support structures such as innovation funds and practical tools for working with NGOs and community organisations on longer-term projects rather than one-off workshops. Where appropriate, the system could also offer formal recognition pathways, such as microcredentials or ECTS credits, for teachers or students who take on sustained leadership in sustainability and climate action work. Together, these structural supports could help schools build confidence, deepen participation, and take ownership of their sustainability journeys without relying on individual champions.



CONCLUSION: SUPPORTING SCHOOLS TO WORK DIFFERENTLY

In response to the European Commission's call for innovative Open Schooling projects, LEVERS addressed the challenge of climate and sustainability education, embracing action-first, inclusive, place-based and transdisciplinary approaches embedded in localised learning ecosystems. The case studies showcased in this Policy Brief demonstrate the ways that adopting action as the starting point for learning can enhance teacher capacity and student sustainability competences, partnerships and school culture, and learning environments.

Schools benefit in several ways when climate and sustainability learning is organised in this way through supported action, place-based inquiry, and whole-school collaboration. Students engage more deeply because they can see and shape the impact of their work, strengthening their sense of agency and building competencies such as systems thinking, collaboration, problem-framing, and ethical reflection. For teachers, this approach offers natural entry points for curriculum integration and make it easier to link science, geography, history, civic education and social studies, the arts, and local knowledge. This reduces the pressure to "add more content" and instead allows climate and sustainability topics to become part of everyday teaching and learning. Schools as a whole gain stronger connections with their communities. Partnerships with science centres, local authorities, NGOs, cultural organisations, research and innovation and industry expand the support available to teachers and give students access to expertise and authentic contexts for learning.

Adopting (or adapting) the five **POLICY LEVERS** presented here is an opportunity for national educational policymakers across Europe to strengthen and scale existing pockets of good practice, and to position schools as community hubs of climate action. This will serve to further national and EU climate commitments, strengthen school and community resilience, and position education as an active contributor to global sustainability goals. It will allow policy systems to connect curriculum, infrastructure, partnerships and professional learning in a coherent way, while meeting international expectations for whole-school, place-based and justice-oriented approaches to education for sustainability. By supporting schools to act as hubs where learning and climate action are intertwined, policymakers can help to create conditions that benefit all students, all school communities and the future of our shared planetary home.



REFERENCES

- [1] European Commission. (2019). The European Green Deal [Communication from the Commission to the European Parliament, the European Council, the Council, the European Economic and Social Committee and the Committee of the Regions, COM(2019) 640 final]
- [2] Bianchi, G., Pisiotis, U., & Cabrera Giraldez, M. (2022). GreenComp – The European sustainability competence framework. Publications Office of the European Union.
- [3] Council of the European Union. (2022). Council Recommendation of 16 June 2022 on learning for the green transition and sustainable development (2022/C 243/01). Official Journal of the European Union, C 243, 1–10.
- [4] United Nations Educational, Scientific and Cultural Organization. (2020). Education for sustainable development: A roadmap. UNESCO. <https://doi.org/10.54675/YFRE1448>
- [5] United Nations Educational, Scientific and Cultural Organization. (n.d.). Greening Education Partnership. Retrieved November 30, 2025, from <https://www.unesco.org/en/sustainable-development/education/greening-future>
- [6] Tilbury, D. and Galvin, C. (2022), Input Paper: A whole school approach to learning for environmental sustainability, expert briefing paper in support of the first meeting of the EU Working Group Schools: Learning for Sustainability, European Commission Directorate-General for Education, Youth, Sport and Culture (<https://education.ec.europa.eu/document/input-paper-a-whole-school-approach-to-learning-for-environmental-sustainability>)

Project Name:	LEVERS: Learning Ventures for Climate Justice	
Coordinator	School of Education, Trinity College Dublin, Ireland. Dr Mairéad Hurley, Assistant Professor in Science & Society Education mairead.hurley@tcd.ie	
Consortium	Trinity College Dublin, School of Education (TCD), Ireland Centar Za Promociju Nauke (CPN), Serbia Center For Social Innovation Ltd (CSI), Cyprus European Association For The Education Of Adults (EAEA), Belgium Forth Together CIC (FOR), United Kingdom LATRA EE (LAT), Greece Onl'fait (OLF), Switzerland Sociedade Afonso Chaves, Expolab - Centro Ciência Viva (SAC), Portugal Stickydot Srl (SD), Belgium University College London, Climate Action Unit (UCL), United Kingdom Zavod Za Kulturo, Umetnost In Izobrazevanje Kersnikova (Kersnikova), Slovenia	
Funding scheme	HORIZON-WIDERA-2022-ERA-01-70 - Open schooling for science education and a learning continuum for all HORIZON-Coordination and Support Action (CSA)	
Duration	March 2023 – February 2026 (36 months).	
Budget	EU contribution € 1 513 997,00	
Website	www.leversforclimate.eu	
Email	LEVERS@tcd.ie	

LEVERS CONSORTIUM MEMBERS:



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



Center for Social
Innovation
www.csi.cy.com



CENTER FOR
THE
PROMOTION
OF SCIENCE



kersnikova



UCL
CLIMATE ACTION UNIT

F
Forth



Funded by
the European Union

Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the REA. Neither the European Union nor the granting authority can be held responsible for them.

Project funded by



Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Swiss Confederation

Federal Department of Economic Affairs,
Education and Research EAER
State Secretariat for Education,
Research and Innovation SERI



UK Research
and Innovation