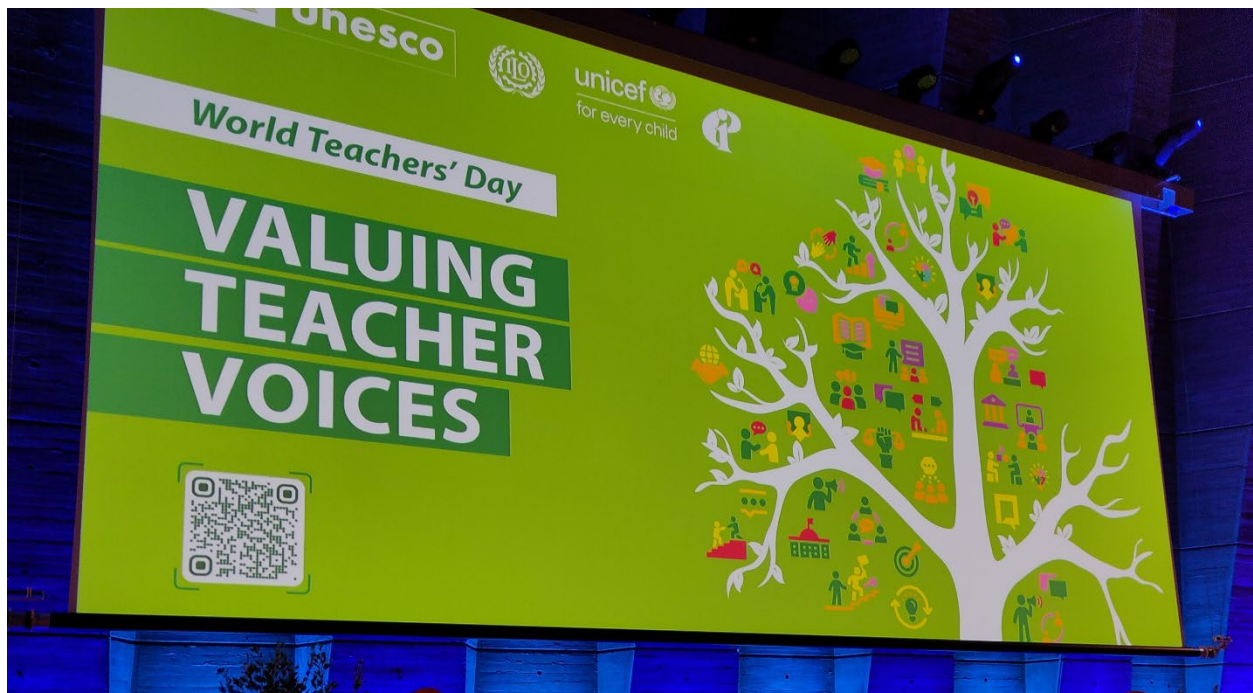


ANNUAL REPORT

2024

CENTRE FOR COLLABORATIVE LEARNING FOR
SUSTAINABLE DEVELOPMENT
AND
SECRETARIAT OF THE
UNESCO CHAIR ON
EDUCATION FOR SUSTAINABLE LIFESTYLES

FACULTY OF EDUCATION
UNIVERSITY OF INLAND NORWAY



“Advancing active, collaborative and interdisciplinary learning for achieving pathways to sustainable living.”

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PART 1.

BACKGROUND



THE CENTRE FOR COLLABORATIVE LEARNING FOR SUSTAINABLE DEVELOPMENT (CCL)

The Centre for Collaborative Learning for Sustainable Development (CCL) is a research and learning centre working in teacher education and on education for sustainable development with a special focus on collaborative learning. It was established in 2016 at University of Inland Norway (INN) at the Faculty of Education, campus Hamar. The Centre also serves as the secretariat for INN's UNESCO Chair on Education for Sustainable Lifestyles and coordinates our UNESCO Chair's International Partner Network.

The Centre works to advance knowledge at all levels of society, from the classroom to national and international levels. It achieves this by promoting learning approaches and producing educational materials on topics including consumer issues, sustainable lifestyles, and active learning methodologies. The Centre also supports work on policy and curriculum development. At local, national and international levels, the Centre contributes to the implementation of the Sustainable Development Goals (SDGs) and is an active partner in international programmes on Education for Sustainable Development (ESD) and Sustainable Consumption and Production (SCP).

CCL plays an active role in the teacher education programmes at INN, especially in the coordination of interdisciplinary approaches and work throughout these programmes. The Centre also coordinates a variety of different courses, including an international semester. We also carry out a variety of support work and capacity building opportunities for local schools and in-service teachers.

In addition, CCL is involved in many research and development projects at local, national and regional levels. The Centre collaborates with many local partners promoting sustainability practices and actions to strengthen community-based learning on these issues. We have strong collaboration with other members of our faculty and support their involvement in several research projects, and we engage in research collaboration with other teacher education institutions and researchers in Norway. We also have an active portfolio of Erasmus+ projects and collaboration with other European partners. CCL engages in several international networks and maintains active collaboration with UNESCO, UNEP and the International Association of Universities (IAU), including in IAU's global cluster on Higher Education and Research for Sustainable Development (HESD).



University of
Inland Norway

Centre for Collaborative Learning
for Sustainable Development

UNESCO CHAIR ON EDUCATION FOR SUSTAINABLE LIFESTYLES

The UNESCO Chair on Education for Sustainable Lifestyles (ESL) was awarded to University of Inland Norway in 2015 and has been renewed both in 2019 and 2023.



The Chair was awarded based on INN's longstanding engagement and network building on education and research about responsible living. INN remains actively committed to developing competence and cooperation which will increase social responsibility, quality education and research nationally, regionally, and internationally on the themes of sustainable development.



The action plan of the UNESCO Chair on ESL supports INN's efforts and is structured around six priority areas. These action areas are: 1) Research and concept development, 2) Higher Education institutional strengthening, 3) Innovative learning processes, 4) Capacity building and competency development, 5) Partnership and cooperation, and 6) Advocacy and information dissemination. Through these action areas, we aim to reach a diverse range of stakeholders while focusing on continued development of innovative learning processes for fostering a transition to sustainable lifestyles. While research, capacity building and education activities remain important operations of the UNESCO Chair, we also place significant emphasis on our roles in promoting South-South and North-South collaboration, partnership building, continued cooperation with UNESCO programmes, as well as advocacy and outreach efforts.

An International Partner Network (IPN) for the UNESCO Chair was established as a key means of implementation for the agreed action plan and continues to serve as a basis for international collaboration and partnership on education for sustainable lifestyles. The IPN consists of 33 partners from Europe, Latin America, Africa and Asia. CCL coordinates the work of the UNESCO Chair and its IPN.

About UNESCO Chairs Programme

The UNESCO Chairs Programme mobilises expertise of higher education and research institutions to address the interdependent challenges of today's increasingly complex world. It was established in 1992 with the vision to advance an integrated system of research, training and activities in diverse fields by building university networks and encouraging inter-university cooperation through the transfer of knowledge and expertise across borders.

A UNESCO Chair is a team led by a higher education or research institution that partners with UNESCO on projects to advance knowledge and practice in an area of common priority. There are currently nearly 1000 UNESCO Chairs across 125 countries. The UNESCO Chairs and UNITWIN Networks contribute to strengthening higher education systems and fostering collaborative research partnerships and networks. Through its integrated approach that combines research, teaching and training, as well as community engagement, the Programme has proven value in advancing UNESCO's interdisciplinary knowledge generation and the Organisation's role as a global observatory and as a laboratory of ideas.

INSTITUTIONAL MEMBERS OF THE INTERNATIONAL PARTNER NETWORK OF THE UNESCO CHAIR ON EDUCATION FOR SUSTAINABLE LIFESTYLES (FOR 2021-2024)

Africa

- Kenyatta University, Environmental Studies and Community Development, Kenya
- Rhodes University, Environmental Learning Research Centre (ELRC), South Africa
- University of Zambia, Zambia
- Youth Education Network (YEN), Kenya

Asia

- Okayama University, Japan
- Regional Environmental Centre for Central Asia (CAREC), Kazakhstan
- Swechha, India
- Institute for Global Environmental Strategies (IGES), Japan
- Universiti Sains Malaysia, Regional Centre of Expertise Penang, Malaysia

Latin America

- Actuemos, Chile
- Earth Charter International, University of Peace, Costa Rica
- El Bosque University, Colombia

Europe

- Aarhus University, Denmark
- Atlantic Technical University - St. Angela's, Ireland
- Consumers360Academy, Netherlands
- International Environment Forum, Switzerland
- Leuphana University Lüneburg, Germany
- Norwegian University of Science and Technology, Norway
- Setubal College of Education, Portugal
- South-East Technological University, Ireland
- Strategic Design Scenarios, Belgium
- Technical University of Berlin, Germany
- UNESCO, France
- UN Environment, France
- University of Helsinki, Finland
- University of Ljubljana, Slovenia
- University of Malta, Malta
- University of South-Eastern Norway, Norway
- VIVES University College, Belgium
- Vytautas Magnus University, Lithuania
- Wageningen University and Research, Netherlands

HISTORICAL BACKGROUND

The decision to establish this Centre at INN in 2016 was based on two changes happening simultaneously. Firstly, INN applied for a UNESCO Chair on Education for Sustainable Lifestyles, which was approved and awarded in 2015. The Centre serves as the “home” and secretariat for the activities of the UNESCO Chair and its International Partner Network. Secondly, the Centre preserves the work and activities of several smaller and larger research projects that began at the Faculty of Education in Hamar more than 20 years ago. The outcomes of these works have been fostered by the Centre.

It started with several smaller research projects in Nordic and Baltic regions with a focus on consumer citizenship and consumer education. As this work gained momentum, there was a need to establish a network of educators and NGOs to discuss and create together. This is when the Consumer Citizenship Network (CCN) was formed in 2003. CCN was an interdisciplinary network funded as an Erasmus partnership network from 2003-2009. The network consisted of educators from 131 institutions of higher education, NGOs and consumer organisations in 37 countries.

When the CCN project ended in 2009, the network was still eager to continue and accelerate the work they had started. Thus, in 2009 the Partnership for Education and Research about Responsible Living (PERL) was established, again as an interdisciplinary network funded as an Erasmus academic network from 2009-2015. The PERL network became even larger than the CCN network, consisting of educators from 150 institutions of higher education, NGOs and consumer organisations in more than 50 countries, including South America, Southern Africa, and East and Southeast Asia regions.

The work that started with the CCN and PERL networks has been preserved with the establishment of the Centre and continues to be further developed and disseminated.



OVERALL STRATEGY 2024-2027 AND PRIORITY AREAS

The Centre's overall strategy responds to the Action Plan of the UNESCO Chair on Education for Sustainable. The Action Plan was developed through reflective discussions with our International Advisory Board for the UNESCO Chair, while also considering the Centre's historical background and areas of expertise. The priority areas are also aligned with supporting wider impacts targeted by UNESCO through their operations, especially those framed in the 2030 Roadmap on Education for Sustainable Development (or ESD 2030).

In addition, CCL also develops separate annual work plans for activities at local and national levels in collaboration with our National Advisory Group and our partners in the Norwegian Ministry of Children and Families.

The overall strategy describes what the aim of these priority areas are and how we will achieve them. The overall strategy is structured around 6 priority action areas and details 24 specific actions that will be promoted through our activities and operations.

Figure 1. The 6 Priority Areas of the UNESCO Chair on Education for Sustainable Lifestyles





INNOVATIVE LEARNING PROCESSES

By applying active and collaborative learning models, we aim to *strengthen personal connections with sustainable lifestyle practices; develop sustainability skills and competences; and advance transformative learning approaches.*

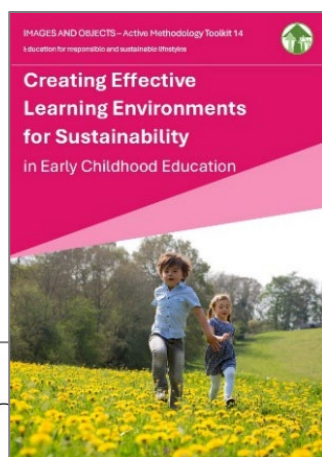
We will achieve this by focusing on:

- ✓ **Teacher education and training** - providing holistic and interdisciplinary approaches for teacher professional development and oriented towards teaching sustainability competences.
- ✓ **Pedagogy and teaching methods** - enhancing didactics and approaches for active, blended and collaborative learning oriented towards transformative sustainability education.
- ✓ **Learning material development** - creating new teaching and learning products that address both sustainability contents and progressive learning approaches.
- ✓ **Collaboration with schools** - ensuring quality and relevance of learning processes through engagement with learning communities in practical and applied settings.

Target outputs of this action area include:

- Design and piloting of new initiatives in teacher education to advance the overall quality and relevance of teacher professional development.
- Creation of active learning toolkits and instructional resources on teaching approaches and methodologies.
- Implementation of capacity building activities for schools and teachers.

Newest toolkit in the Active Learning Methodology series and targets Early Childhood Education.



CCL has created 4 animation videos in Norwegian for use in class. Two of these focus on food systems, while the newest two focus on Action Projects. Target group are youth 13-16 years. These will be made available in English during 2025.



RESEARCH & CONCEPT DEVELOPMENT

Supporting interdisciplinary and cooperative research approaches, we aim to *advance knowledge on principles and practices for sustainable lifestyles; strengthen practical and applied relevance of research; and demonstrate the effectiveness of diverse learning approaches and educational pathways.*

We will achieve this by focusing on:

- ✓ **Map and define key concepts on sustainable lifestyles** - fostering common understandings of key principles and practices for sustainable lifestyles to empower participation in relevant initiatives.
- ✓ **Explore educational pathways to advance sustainable lifestyles** - conducting practical-oriented research to demonstrate key approaches for sustainability transformations.
- ✓ **Multi-stakeholder collaboration in research** - developing a strong evidence base on effective approaches for learning and action on sustainable lifestyles.
- ✓ **Publish high-quality research articles and publications** - promoting high-quality research outputs oriented towards innovative research approaches and transformative actions.

Target outputs of this action area include:

- Dissemination of evidence-based research findings to support advancement of sustainability principles and practices.
- Research projects applying cross-sectoral approaches and incorporating participation of multi-stakeholders.
- IPN members cooperating on developing several project proposals and funding applications.



The SustainAll final conference in Klagenfurt, Austria in October offered lectures, good practice presentations and a panel discussion to answer the following question: *How can education for sustainable development be integrated into schools (especially all-day-schools)?* Participants were also given the opportunity to get to know the SustainALL teachers and scientists during the interactive poster session, try out modules and gather inspiration to transform your school for a sustainable future. The conference was a great success!



CAPACITY BUILDING & COMPETENCY DEVELOPMENT

Working to broaden participation in a community of practice for sustainability transformations, we aim *to empower change agents across diverse sectors; promote opportunities for collaborative engagement, learning and action; and embed sustainability principles and values in our social relationships.*

We will achieve this by focusing on:

- ✓ **Education systems and whole institutional approaches** - working with school administrators, teachers, teacher educators, and student teachers to develop and integrate holistic approaches on education for sustainable development.
- ✓ **Professional capacity building** - developing capacities of professionals across a wide-range of sectors to re-orient operations to promote sustainability solutions and integrate transformative actions.
- ✓ **Local community engagement** - building models for multi-stakeholder engagement in collaborative learning processes for local sustainability strategies and action plans.
- ✓ **Sustainability leadership** - advancing the concepts of organisational leadership with an orientation towards facilitating communities of practice for sustainability learning and change.

Target outputs of this action area include:

- Targeted capacity building programmes for various stakeholders to accelerate capacity and competence for sustainability actions.
- Development and piloting of a model for multi-stakeholder collaboration on learning and action for local sustainability.
- Advanced defining of effective approaches, principles and values for sustainability leadership.

CCL activities at Hamar Environmental Week that gathered more than 2000 students from Hamar and the neighbouring Municipalities.





HIGHER EDUCATION INSTITUTIONAL STRENGTHENING

Drawing on the three themes for transforming higher education for global sustainability, we aim to *promote inter-/trans-disciplinary ways of learning and understanding; facilitate epistemic dialogue and diverse ways of knowing; and strengthen social engagement and multi-stakeholder collaboration.*

We will achieve this by focusing on:

- ✓ **Course development and flexible teaching methods** - coordinating opportunities for sustainability learning that encourage practical relevance and target a diverse range of stakeholders.
- ✓ **Interdisciplinary education and research** - advancing institutional collaboration on inter- and trans-disciplinary modes of learning, investigation, and knowledge generation.
- ✓ **Sustainability strategies** - developing tools and processes to support the embedding of the SDGs into institutional strategies and mainstream sustainability principles across higher education operations.
- ✓ **Inter-university cooperation** - encouraging cooperation between institutions for exchange of knowledge and expertise, while advancing good practice strategies and processes internationally.

Target outputs of this action area include:

- Coordination of multiple courses and programmes providing education for sustainable development for various target actors.
- Facilitation and support for higher education leadership to strengthen actions that promote achievement of the 2030 Agenda for Sustainable Development.
- Multiple initiatives supporting cooperation and exchange between universities for advancing generation of innovative knowledge and solutions for sustainability transformations.



CCL partners contributing to the Core-to-Core Joint Seminar: **Reframing Sustainability Learning - from *net-zero* to *Net-Positive*, Exploring the roles of education for sustainable development in higher education**, Hamar, Norway



The Core-to-Core Joint Seminar included 50 participants from 11 countries, and it was jointly organised by CCL and the ESD Promotion Centre at Okayama University, Japan.



PARTNERSHIP & COOPERATION

Promoting a diverse range of partnerships and interactions between stakeholders, we aim to *develop robust networks that bring together diverse expertise and experiences; facilitate trust building, mutual support and common understanding; and advance win-win solutions and interdependence.*

We will achieve this by focusing on:

- ✓ **Creating spaces for dialogue and exchange** - coordinating diverse opportunities for engagement between actors and across networks to enhance exchange and collective understanding.
- ✓ **Continuous development of International Partner Network** - promoting strategic collaboration between IPN members to achieve the actions and initiatives of the UNESCO Chair on ESL.
- ✓ **South-South and North-South collaboration** - creating connections between actors based on trust, mutual support, and solidarity to establish supportive relationships between countries and regions.
- ✓ **Cooperate with relevant international programmes and organisations** - maintaining active participation with international programmes and organisations on ESD and supporting achievement of internationally agreed frameworks.

Target outputs of this action area include:

- Organising and participating in webinars, workshops, research events, and conferences to enhance dialogue, exchange and dissemination of research.
- Coordination and support of multiple events that strengthen cross-regional and international exchange, collaboration and partnership.
- Active involvement in relevant UNESCO events, activities and initiatives to provide strategic support for international ESD programmes and frameworks.



IPN members meet in Johannesburg, South Africa, in connection with a research project their universities are collaborating on. From left to right: Daniel Fischer, Ingrid Schudel, Deepika Joon and Clair Grauer.



UNESCO Chair, Robert Didham, attended and contributed to the final Joint Seminar for the Core-to-Core Programme in Okayama, Japan. Here, IPN member and UNESCO Chair in Research and Education for Sustainable Development, Okayama University, Hiroki Fujii, opens the seminar.



ADVOCACY & INFORMATION DISSEMINATION

Sharing our insights, knowledge, and materials openly, we aim to *encourage wide appreciation of the potential opportunities for achieving sustainable lifestyles; stimulate progressive and innovative efforts across diverse sectors; and increase momentum for sustainability transformations.*

We will achieve this by focusing on:

- ✓ **Youth engagement and awareness raising** - motivating high levels of understanding and action for integrating sustainability practices into daily lifestyles of younger generations.
- ✓ **Popular communication strategies** - developing resources for communicating on sustainability topics to popular audiences and strengthen media capacity for effective dissemination.
- ✓ **Advocacy and inputs to policy processes** - advancing policy making, as well as curriculum development, that proactively encourages application of sustainability principles in practice.
- ✓ **Open processes for knowledge generation and dissemination** - securing democratic participation to develop and implement sustainability solutions through systems for open sharing and communication.

Target outputs of this action area include:

- Popular articles and initiatives to engage and communicate on the importance of-, need for-, and pathways to- sustainable lifestyles.
- Direct inputs to and consultation on policies for sustainable development, the SDGs, and ESD.
- Enhancement and upgrading of access to teaching materials, learning resources and capacity building materials.



CCL participates in national, annual teacher conventions.



UNESCO Chair on ESL, Robert J. Didham, meets Hilligje van't Land, Secretary General of the International Association of Universities (IAU) at the World Teachers' Day celebration at UNESCO, Paris. CCL participates in the SDG consortium of universities organised by the IAU, as INN's representative in the working group on SDG 4. The group has prepared a commentary on how to promote university leadership in promoting education for sustainable development.

PART 2.

ORGANISATIONAL STRUCTURE



GOVERNANCE

As the Centre works on local, national, and international levels, the governance structure is framed around these levels and supported by a National Advisory Board for CCL and an International Advisory Board for the UNESCO Chair. These boards provide strategic direction to achieve the aims and the objectives described in the action plan. Both boards are consultative forums that contribute to the overall direction and management of the activities and processes agreed upon in the action plan and our annual targets, from a national and international perspective. Locally, the Centre is under the leadership of the Faculty of Education and CCL reports directly to the dean of Faculty.

The National Advisory Board for CCL consists of a diverse group of local and national organisations whose work aligns in different ways with the Centre, and they support and review CCL's strategies and operations. The members of the International Advisory Board of the UNESCO Chair on ESL provide inputs to the secretariat regarding the overall coordination and implementation of the UNESCO Chair. Members in both boards were carefully considered based on their experience, expertise, and activities, as well as their prior connections to the Center's work. The members provide advice and substantive expertise, which guides the Centre towards the achievement of the aims of its strategy and the mandate.

NATIONAL ADVISORY BOARD

The National Advisory Board of CCL consists of 8 members who were carefully nominated based on their organisational focus and potential to strengthen collaboration to support the achievements of the priority areas. The Board meets twice a year for one physical and one digital meeting. The main role of CCL's National Advisory Board is to review CCL's strategies and organisational plans, as well as advise on the overall direction and priorities of the centre's activities. They advise towards CCL's overall aim to achieve significant impact for the advancement of sustainable development and education at local, national and international levels. Board members are expected to contribute by assessing the relevance and impact of CCL's activities, identifying and proposing opportunities for future action, and suggesting funding opportunities for CCL to pursue. In 2024, it was decided that the National Advisory Group would transition away from its advisory role to the Centre and become a local network of collaborating stakeholders, promoting sustainable lifestyles through the exploration of collaborating events and activities at the local level and discussing opportunities to upscale these nationally.

Table 1. Overview of the National Advisory Board

Institution	Assigned member	Position
Norwegian University of Science and Technology (NTNU)	Jørgen Klein, <i>Chair</i>	Professor, Faculty of Social and Educational Sciences
United Nations Association of Norway	Stian Olsen	Regional leader East
Sparebank 1 Østlandet	Stine Bendigtsen	Senior advisor for sustainability
Klosser Innovation	Frank Larsen	Chief Executive Officer
Ajer Junior High School	Kristine Waters	Rector
Inland Norway University of Applied Sciences	Jens Uwe Korten	Project leader sustainability and green transition, Rector's offic
Inland Norway University	Morten Ørbeck	Dean, Faculty of Education
The Norwegian UNESCO-commission (UNESCO.no)	Tanja Kristine Hegge, <i>observer</i>	General Secretary

INTERNATIONAL ADVISORY BOARD

The International Advisory Board of the UNESCO Chair on Education for Sustainable Lifestyles consists of 11 members who were carefully nominated from the partner organisations of the International Partners Network of the UNESCO Chair. Also, it has been important to consider the individual expertise of the members, as well as their potential to strengthen the network's international collaboration. In addition, consideration is given to include representatives from different regions of the world. The board meets twice a year for one physical meeting and one digital meeting.

The main role of International Advisory Board is to review the strategies, action plans, overall direction and priorities of the UNESCO Chair on Education for Sustainable Lifestyles and its International Partner Network. The board members ensure the relevance and innovative nature of actions led by the UNESCO Chair on ESL by providing contextually relevant guidance and support that takes into account global differences and trends in education for sustainable lifestyles. The Board's mandate is to advise and guide the Secretariat's processes towards the achievement of the UNESCO Chair action plan. The Board is also encouraged to consult widely with education providers, other projects, NGOs, government authorities, and other interested stakeholders about Education on Sustainable Lifestyles. When necessary and possible, IAB members also represent the UNESCO Chair at international conferences and meetings.



Members of the International Advisory Board meet at INN University, Hamar

Table 2. Overview of the International Advisory Board

Actor/Institution	Assigned Member	Position	Country
Actuemos	Luis Flores Mimica	Advisor	Chile
Atlantic Technological University St. Angelas	Amanda Mc Cloat	President	Ireland
University of Inland Norway	Victoria W. Thoresen	Emeritus professor and former UNESCO Chair holder	Norway
Institute for Global Environmental Strategies (IGES)	Masahisa Sato	Professor	Japan
Leuphana University of Luneburg	Daniel Fischer	Professor and UNESCO Chair holder	Germany
Norwegian University of Science and Technology (NTNU)	Jørgen Klein	Professor	Norway
Southeast Technological University Carlow Campus	Declan Doyle	Retired Vice President for Development & Research	Ireland
United National Environment Programme (UNEP)	Robert Mburia	Programme Leader and Project Technical Specialist	France
UNESCO	Bernard Combes	Programme Specialist	France
University of Ljubljana	Gregor Torkar	Professor and UNESCO Chair holder	Slovenia
University of Malta	Suzanne Piscopo	Associate Professor	Malta
Uppsala University	Shepherd Urenje	ESD Programme Specialist at the Swedish International Centre of Education for Sustainable Development (SWEDESD)	Uppsala University

CCL STAFF

The Centre currently holds 4 full-time positions, in addition to a 30% position for one person from INN University's accounting and project management department (BOA) for financial advice to the Centre. The full-time positions are held by three staff in the Centre and one PhD candidate.



Robert J. Didham joined CCL in 2017 and is Centre Director, Associate Professor and current chairholder of the UNESCO Chair on ESL. With a background in community-based sustainable development, public participation, and social learning, he has extensive experience in interdisciplinary research and capacity building projects. He has coordinated multi-country research on ESD, sustainable consumption, and adaptation planning, and has led policy support projects for several national governments.



Sacha I. de Raaf (M.Sc.) joined CCL in 2012 and worked closely with the PERL network. Sacha teaches at the kindergarten teacher training course "Sustainable Kindergarten Practices". She provides support to learning activities, training and the development of teaching and learning materials in addition to organising conferences and other public events. She also maintains the CCL website, Facebook page and deals with all inquiries.



Bente K. Vestad (M.Sc.) joined CCL in 2017. She has extensive teaching experience from various educational levels and competence development projects in Norwegian schools on the link between ESD and lifelong learning. Being a team player, she emphasises how good solutions come about through collaboration with a holistic approach. This comes into play when coordinating and implementing the integration of interdisciplinary education approaches and modules in the teacher education programmes at INN University.



Ingunn Solbakken's PhD focuses on "*Interdisciplinary teaching in education for sustainable development - an investigation of the effect of different didactic approaches for teaching sustainable food consumption*". This PhD was made available through the research project Sustainable Eaters - Consumers in a sustainable Norwegian food system and financed by The Research Council of Norway. Ingunn also holds a lecturing position in the field of natural sciences in the Faculty of Education.



Victoria W. Thoresen held the UNESCO Chair on ESL before receiving Emeritus status in 2020. She is a specialist in curriculum development, global-, peace-, value-based-, and consumer education. Based on her many years of experience as a teacher and teacher trainer, Victoria has written articles and textbooks for teacher training and functioned as an international educational consultant. Victoria continues to be a consultative partner for the Centre and provides support for many of its activities both locally and internationally.

Externally Funded Activity (BOA)

CCL also provides a 30% position for one staff member working as advisor with Externally Funded Activity or BOA. This person manages the financial aspects of the Centre, financial reporting, and project management.

COLLABORATION WITHIN UNIVERSITY OF INLAND NORWAY

CCL collaborates with University of Inland Norway on several levels:

1. CCL continues to be responsible for the INN-TverrGlu project and the implementation of three interdisciplinary themes into the teacher education programmes at the Faculty of Education. Since 2019, the project has been mainstreamed into the programmes study plans, and CCL continues to develop and coordinate a wide range of relevant initiatives and modules.
2. CCL coordinates and teaches several courses related to education and sustainability. An overview of these can be found under 2024 activities from the Centre - education.
3. CCL is involved in several national and international research projects. In many of these research projects, CCL has provided other staff members at University of Inland Norway a role in these projects, including financial support to achieve their objectives.
4. Collaborating with several of Faculty of Education's praxis schools. CCL continues to provide competence development to in-service teachers, support for schools' strategic development, and in collaboration with student teachers on use of student active approaches and methods when teaching topics of sustainable development.
5. CCL cooperates with the INN's Future Classroom Lab and the gaming school to find innovative ways to learn more about sustainable development with students.
6. CCL collaborates with the Rector's Office of the university on the institutional sustainability strategies and represents the university in the International Association of Universities' global cluster on Higher Education and Research for Sustainable Development.



International students in the *Education for Diversity and Sustainable Living* course participate in interdisciplinary teaching with activities from the Active Methodology Toolkit series.



Students from the Masters for Primary and Lower-Secondary School Teachers programme participating in interdisciplinary modules.



Collaboration with INN's Future Classroom Lab

PART 3.

ANNUAL EFFORTS - 2024



ACTIVITIES OF THE CENTRE AND ITS ACHIEVEMENTS

Throughout 2024, CCL and IPN partners have worked towards the goals of the overall strategy. As the action plan is to be achieved over a four-year period, not all goals are intended to be achieved within one year. The report highlights a selected sample of the activities and achievements of the Centre and the UNESCO Chair over the past year.

EDUCATION

CCL and its IPN partners have provided teacher education and training throughout 2024. This has been achieved amongst other initiatives through participation in research projects. You can find more information on these under “research”.

CCL activities:

- Teaching in a specialised course focusing on sustainable kindergarten practices. The study gives students an interdisciplinary basis for dealing with sustainability in kindergarten, both from a whole-institution perspective and on-ground activities with young learners. The study was first offered in 2022. In 2024, 45 students chose this course, making it the largest blended-learning course offered at Campus Hamar.
- Coordinating and teaching in “Education for Diversity and Sustainable Living - Nordic perspectives in a global context”, an international study program that is interdisciplinary, comprised of contributions from the education subjects: Natural Sciences, Social Sciences, and Religion and Ethics. In 2024, 19 students participated in this study program.
- Coordinating TverrGLU - Interdisciplinary modules in the Masters for Primary and Lower-Secondary School Teachers programme (MGLU). CCL is responsible for organising and running the interdisciplinary modules throughout the study plan. In 2024, CCL had teaching modules for students in the 1st and 2nd years of these programmes.
- Developing a new professional development course for in-service teachers with the Norwegian Directorate for Higher Education and Skills called Sustainable Development in School. This blended and flexible study will be offered from the autumn semester 2025 with an interdisciplinary approach.
- Coordinating teaching in the course Sustainable Society (Bærekraftig samfunn). The course deals with the interaction between humans, society and nature, and provides a philosophical and pedagogical introduction to the environmental problems we face, their causes and possible solutions, both locally and globally.
- Developing a new subject called Games and future competencies as part of the one-year-programme Game pedagogies. Teaching started spring 2025.
- Developing and facilitating the capacity building course for teachers on Interdisciplinary learning using games.
- Supervision of two PhD students focusing on *education* and *sustainability*.

IPN partner activities:

Norwegian University of Science and Technology: Jørgen Klein reports on different activities related to NTNU's teacher training program, such as teaching in the module Civics and geography (50-60 students) and the obligatory aster's course called Experts in Teamwork where students work on sustainability projects in interdisciplinary teams (40 students).

International Environment Forum (IEF): Arthur Dahl contributed to the Wilmette Institute online courses on "Sustainable Development and Human Prosperity" and on "Agriculture and Food", which lasted 7 weeks each. Each course was attended by around 20 participants.

Leuphana University Lüneburg: The Responsibility Module (10 CGP) is a research-based learning module rooted in interdisciplinary ESD learning and mandatory for all incoming undergraduate students. In 2024, approximately 1200 students completed the module.

Leuphana University Lüneburg: Students completing a Masters teacher training programme also receive learning on Sachunterricht (social science for primary school where ESD is infused).

Leuphana University Lüneburg and the UNITWIN network on Education for Sustainable Development and Social Transformation: Launched an online course Politics4Future course for pre-service teachers towards achieving Sustainable Development Goal (SDG) Target 4.7. It is an intercultural hybrid teacher education curriculum developed network partners. The P4F curriculum comprises topics on understanding Education for Sustainable Development, Global Citizenship Education, ethical frameworks, regenerative learning, educational approaches for political engagement, sustainability competencies to skills for transformation. In 2024, the project concluded with around 70 students from Canada, Costa Rica, Germany, Greece and South Africa successfully completing the course.

Polytechnic University of Setúbal: The *Sociocultural Animation and Social Communication degree programmes* include sustainability and SDG topics. IPN focal point Alcina Dourado da Silva teaches in this programme and reports that around 240 students completed the programme in 2024.

University of Helsinki: Offers several sustainability programmes and courses, such as environmental science, housing and home economics education. Focal point Minna Autio has taught sustainable consumption in these courses and has supervised master's thesis on the theme of sustainability.

University of Zambia: Offer Bachelor's, Master's, and PhD programmes in Environmental Education. In its final year, the degree programme had 25 students. With numbers of students varying between 10-30 from years 1 to 3. The Geography Teacher Preparation Programme in the Bachelor of Arts with Education also offers content with a focus on Education for Sustainable Lifestyles.



In the left image, international students in the EDSL course are actively working with values. Here they are doing the activity "4 corners" on the topic *friendship*.

In the right image, you see students from the Masters for Primary and Lower-Secondary School Teachers programme doing an activity trail at the start of their first semester during an interdisciplinary module on sustainable development.

CAPACITY BUILDING

Throughout 2024, CCL and IPN partners held several events to provide training to in-service teachers, teacher trainers and school leaders, as well as contributing to several national and international training programmes and courses. These were organised in various forms, including pedagogical meetings, workshops, seminars and courses.

CCL activities:

- **International Seminar:** In March, CCL and Okayama University organised the seminar *Reframing Sustainability Learning - from net-zero to Net-Positive - Exploring the roles of education for sustainable development in higher education* in Hamar. The seminar aimed to strengthen collaboration between leading specialists on Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) in higher education, and especially in teacher education, to contribute to the mission of promoting sustainability learning in both teacher education and across universities more broadly.
- **Austrian Okolog Network visits:** In April, the Austrian Okolog Network visited LUP and CCL. Visitors consisted of teachers and teacher trainers working with ESD. The group asked to learn about the Norwegian curriculum's interdisciplinary themes and how they are integrated into schools and education, as well as how CCL supports this work. CCL held a workshop on student-active learning approaches based on the series of Active Learning Toolkits.
- **Attending international conference:** In June, CCL attended the *Reimagining teachers and teacher education for our futures* conference in Finland. CCL held two interactive workshops on how to work with sustainable development in schools.
- **National course:** CCL has closely collaborated with the United Nations Association of Norway (UNAN) on the development of a practical and theory-based course for teachers, school leaders and teacher training students. The course, offered and run by UNAN focuses on how schools can work with the interdisciplinary subject sustainability through a whole-school approach.
- **International Certificate Programme for universities:** CCL has worked with the UNITAR - UNESCO "Leaders in Higher Education Alliance and Programme - For Accelerating Sustainability Transformations (LEAP-FAST)" initiative to design and develop a certificate programme which aims to create a movement of committed sustainability leaders in higher education to advance deep transformations and enable Higher Education Institutions (HEIs) to fulfil their potential with regards to contributing to the Sustainable Development Goals (SDGs). The programme is planned to start in March 2025, and CCL will continue to be involved as an expert facilitator.
- **International ESD Guidance Tool and Action Research:** CCL is involved in a UNESCO project to develop three guidance tools to strengthen the integration and mainstreaming of education for sustainable development. Robert Didham was the lead author of the guidance tool on pedagogical strategies for sustainability competencies. The work continues in 2025 through a school piloting phase and action research taking place at 45 institutions in 10 countries, with final publications planned for the end of 2025.
- **International Association of Universities:** CCL participates in the SDG consortium of universities organised by the International Association of Universities (IAU) as INN's focal point in the SDG 4 working group. The group prepared a commentary on how to strengthen university leadership to promote education for sustainable development.

IPN partner activities:

Okayama University: Provides structured academic programmes focused on sustainability. During the spring semester, around 300 first-year students from the Faculty of Education completed a compulsory ESD course, gaining foundational knowledge in the field. In the autumn semester, more than 40 students from the Graduate School of Education's Professional Degree Course completed a mandatory course providing specialised training in implementing ESD in school education.

Okayama University: Hiroki Fujii was an honorary professor at Abai Kazakh National Pedagogical University, Kazakhstan, focusing on integrating sustainability issues and transformative pedagogies into school science education and science teacher education. This engagement allowed students and faculty members to explore these topics within the broader context of sustainability. During the visit, Hiroki also contributed to the development of formal recommendations for the Almaty Sustainability City Project Initiative.

The Youth Educational Network (YEN): Organised training programmes for women in Mumias, Western Kenya on sustainable farming methods using biodegradable woven sacks that contributed towards climate change resilience while addressing food security in rural areas. The woven sacks are filled with soil and manure and provide a vertical space for planting vegetables for home consumption. The initiative equips women to better support their families in tough economic times, which was exacerbated by heavy rainfall in 2024. Social inclusion was achieved by strengthening women's abilities to contribute towards supporting their families. YEN engaged an expert from the Agricultural Department who carried out trainings in selected markets targeting 500 women directly. The media covered these trainings, and YEN also held a television interview.

Actuemos: Works to promote healthy and sustainable food systems in Chile. To support this work and generate healthier food environments, a series of activities were held at gastronomic festivals to educate and promote healthy and local food consumption in 2024. These were Ñamcito, Mercado Caldillos and Cazuelas, the Expo Mundo Rural A Banquet of Rural Traditions and Talents, the Festival Innovación Social, and Feria Chacareros. These events each had an average participation of 500 to 800 people per day.

Actuemos: Develops studies, participates in research projects and implements practical programs to promote healthy nutrition and food culture. In 2024, they carried out 24 two-hour workshops on healthy eating and sustainable food systems in primary and secondary schools around Chile, targeting more than 700 students.



Lead authors of the 3 upcoming ESD guidance tools under the UNESCO project - Transforming futures: Enhancing practice for ESD for 2030 through action research.



Final project meeting for the BRIDGES-project in June.



Austrian Okolog Network visits LUP and CCL in April.

RESEARCH

CCL and IPN partners are involved in numerous research and development projects. Outcomes of these projects contribute to the to the development of new pedagogies, policies, capacity building for different educators teaching ESD, research on how to transition to a more sustainable lifestyle, strengthening consumers capacities, etc.

CCL activities:

- ***BRIDGES - Bridging the gaps between academic disciplines and school subjects, within teacher education and in school (2020-2024)***: The project, supported by the Research Council of Norway, focused on strengthening the integration of interdisciplinary education approaches in teacher education and in partnership with praxis schools. The project ended in 2024 with a final digital conference hosted by CCL. The team is finalising an anthology book and journal articles based on the findings and outcomes of this project. The book and articles will be made available as open access in 2025.
- ***Formation of Centre of Excellence to Promote Teacher Education for ESD: Towards Achieving SDGs (2021-2024)***: INN University in collaboration with Okayama University (Japan), Leuphana University of Luneburg (Germany), University of Ljubljana (Slovenia) and York University (Canada) established an Advanced Research Network through the Core-to-Core program from the Japan Society for the Promotion of Science. The program aims to create world-class research hubs in cutting-edge fields of international importance and to foster the next generations of young researchers. The programme had its Final Joint Seminar from the 6-8 November in Okayama, Japan. The output from this final seminar: *Recommendations for Innovating Teacher Education for Sustainable Development: An International Perspective* is in the final processes before it will be made available.
- ***RESPOND - Sustaining the professional development of teachers within schools as professional learning environments (2021-2024)***: The project focused on enhancing the professional development of teachers as members of a school community whose collective purpose was to promote learning, both for students and teachers themselves. The results of the project were presented in the book publication: *Sustaining the professional development of teachers within schools as professional learning environments*, available open access from FrancoAngeli academic publishers.
- ***Sustainability education in All-Day Schools (2022-2024)***: This Erasmus+ project involved partners from Austria, Germany, Portugal and Norway. The findings of the research on practices for the holistic integration of ESD in schools in each country conducted for the project led to the development of an online training course for teachers and teacher students. Over 200 persons have participated in the course, which continues to be freely available via the iMooX platform. In October, the project held its final conference in Klagenfurt, Austria. The conference *Transform your school for a sustainable future!* brought together teachers, school leaders, scientists and project partners from the project partner countries to learn from each other about how ESD can be integrated into schools. The team is currently in the process of publishing project results in several research articles and a policy brief has been prepared. It has also inspired a follow-up application for an Erasmus+ Teacher Academy.

- ***Sustainable Eaters - Consumers in a sustainable Norwegian food system (2021-2025)***: The project, supported by the Research Council of Norway, has as its main goal to enable and strengthen consumers' contribution to achieving a sustainable Norwegian food system. CCL is a member of the education work package where research has been conducted on the impacts of different pedagogical approaches for sustainable food competence development. During 2024, workshops for competence strengthening in interdisciplinary didactics was held with teachers. The teaching packs have been tested by teachers and students and are currently being revised and finalized to be made publicly available. Data collection has been completed and is currently being analysed. The research and teaching packs were presented at the *Reimagining teachers and teacher education for our futures* conference in Finland.
- ***Digital Education for Sustainable Development across Europe (DigiESD) (2023-2026)***: The aim of the project is to create 17 virtual story boards/learning worlds for each of the 17 SDGs to raise awareness on them and increase the number of teachers motivated to teach on this topic. The project combines new media with important knowledge content to create a meaningful unit that makes learning fun. During 2024, CCL contributed to the development of these learning worlds, by providing feedback on content, translating and adapting to Norwegian, and collaborating with the two schools involved in testing the materials. Each learning world consists of an interactive board-story, student workbook and teacher guide. The project website is being developed further and will contain all learning worlds and materials.
- ***Innovating Teacher Education with new Learning Technologies (InnTELT) (2023-2026)***: The project aims to generate innovative approaches using AI and VR technologies, as well as blended learning techniques, to prepare future teachers and teacher educators to respond effectively to a changing society. During 2024, CCL contributed to the creation of virtual dialogues on the topic of class leadership with a focus on critical thinking. These virtual dialogues aim to strengthen young teachers' competence in leading a class and to close the gap between their studies and working experience.
- ***Empowering the Margins of Europe through Regional and Global Engagement (EMERGE Alliance) (2025-2029)***: In 2024, the University of Inland Norway (INN) was successful in an application of the European university alliance Emerge. The alliance consists of nine universities from eight countries. This European Universities Initiative (EUI) is financed by the Erasmus+ programme with the goal for higher education institutions to commit to closer institutional cooperation, which in turn will contribute to increased mobility, academic development and research. The project is planned to start in 2025 with CCL having several important responsibilities in the project.

IPN partner activities:

Norwegian University of Science and Technology - *Student mobility in practice (STUPRA)*: This is capacity building and research project in cooperation with several Zambian institutions. The project, funded by the Norwegian Directorate for Higher Education and Skills (HK-Dir.), aims to have student exchanges and joint practicum groups between Zambian and Norwegian student teachers to increase international student exchange among student teachers. 24 students are planned to be enrolled.

Norwegian University of Science and Technology - *Initiating of new research group - Sustainability, Education and Geography (SEG)*: Jørgen Klein is involved in the research group, which works with questions at the crossroad between sustainable development, education, and geography.

Norwegian University of Science and Technology - *AdvanCing behavioural Change Through an INclusive Green deal (ACCTING)*: This Horizon2020 funded project aims at producing knowledge and innovations to advance behavioural change for an inclusive and equal European Green Deal. Jørgen Klein is contributing to research that looks at energy poverty and the potential of energy communities at individual and collective levels. He also supervises a PhD candidate in connection to the project.

Norwegian University of Science and Technology - *Exploring the integration of indigenous knowledge in teaching about climate change and environment in Ethiopian secondary schools*: This is a sub-project of the Norwegian Programme for Capacity Development in Higher Education and Research for Development (NORHED), funded by NORAD. NORHED aims to strengthen the capacity of higher education institutions in developing countries to produce higher-quality graduates, more and higher-quality research, and more inclusive higher education.

Norwegian University of Science and Technology - *International Civic and Citizenship Education Study 2022 (ICCS2022)*: This international study collects and analyzes data on democracy and civic education from students (14 years of age), teachers and principals from a representative sample of schools. The data collected also includes the students' beliefs, attitudes, and behaviors with respect to democracy and citizenship, as well as data on the organization and content of civic and citizenship education in the curriculum, teacher qualifications and experiences, teaching practices, school environment and climate. Jørgen Klein is in the process of finalizing an edited volume in connection to the project where he is co-author on two upcoming publications.

Okayama University - *The Asian Teacher Educators for Climate Change Education (ATECCE) Network*: The ESD Promotion Centre at Okayama University supports this research initiative. Phase 1 of the project culminated in the development of the "Asian Framework of Teacher Education for Climate Action" which provides foundational guidelines for integrating climate change education into teacher training across Asia. Building on this groundwork, Phase 2 was initiated in May 2024, focusing on developing a "Pan-Asian Online Course on Teacher Education for Climate Action," addressing the growing need for effective climate change education. This course has the potential to influence teacher training practices across the region, and the project is supported by a research grant from the Japan Society for the Promotion of Science (JSPS).

Youth Educational Network (YEN): In collaboration with Consumers International (CI), conducted research on Fair Food prices for a number of selected foods from the farm, wholesale and retail markets. Four towns participated in the project, Mombasa, Kakamega, Busia and Nairobi. Prices were collected weekly for several months to check on trends and address concerns around price gouging as an unfair practice.

Leuphana University Lüneburg - *The Sub-Saharan Africa Teacher Leadership for ESD project (SSATL-ESD)*: This capacity building project, supported by the European

Commission, is a collaboration between 15 partner institutions from Sub-Saharan Africa and Europe aimed at strengthening teacher leadership in ESD. The initiative addresses the critical teacher gap in Sub-Saharan Africa by equipping educators and teacher leaders with the competences to improve the next generation's knowledge, skills and values for sustainable development, green economies, and culturally diverse and inclusive societies.

Polytechnic University of Setúbal - *Engaged European Entrepre-neurial University as Driver for European Smart and Sustainable Regions (E3UDRES2) project*: Financed by Erasmus+, this project implemented activities with 30 international students regarding sustainability and SDG.

University of Helsinki - *Bio-based Dyes and Pigments for Colour Palette (BioColour) project*: This project funded by the Strategic Research Council of Finland aims to create a colourful palette of yellows, reds, browns, greens, blues and blacks using bio-based dyes and pigments. This is achieved by covering the whole production and supply chain of biocolourants. As a starting point, all dyes and pigments are tested for potential harmful qualities. In addition, novel ways of dyeing and printing different materials are being studied and their durability and colour longevity are tested.

Actuemos - *Research consultancy for the Food and Agriculture Organisation of the United Nations (FAO)*: Luis Flores Mimica contributed as researcher consultant for FAO to improve the efficiency and sustainability of agri-food small and medium-sized enterprises (SMEs) by preventing and reducing food loss and waste.

University of Ljubljana - *Creative Methodologies for Sustainability Education Inspired by Birds (CREA+ BIRD)*: The project is a collaboration between Finland, Italy, Romania and Slovenia and aims to jointly develop new and inspiring pedagogies for sustainability education, using birds as a common theme.

University of Ljubljana - *STEM/STEAM in Primary School: Mission Possible (S.TEMPO)*: The project supports primary education teachers from Bulgaria, Serbia, and Slovenia in delivering quality STEAM activities to pupils in their first years of primary education (age group 7-10).

University of Ljubljana - *MULTIPLIERS - Multiplayers Partnerships to ensure meaningful engagement with Science and Society*: The project promotes Open Schooling across Europe, a new way to learn that makes science more meaningful and directly relevant to everyday life and real-world challenges. It was a EU Horizon 2020 project with collaboration between Cyprus, Germany, Italy, Slovenia, Spain and Sweden.

University of Ljubljana - *An innovative ESD Key Competences Training Model for teachers in the frames of the 4SDG (Competences4ESD)*: The project will empower teachers and equip them with ESD key competences needed to lead future generations, respond to the vastly changing world, think critically, and systematically develop values and attitudes for a sustainable future.

University of Ljubljana - *Sustainable Competences in Higher Education*: The project aims at raising students' awareness of the global challenges by implementing innovative, holistic learning and teaching practices to develop their knowledge, skills and attitudes to actively participate in creating a better future for themselves and others.

RESOURCE DEVELOPMENT

Active Methodology Toolkit series

For more than 15 years, CCL has developed and expanded on the Active Methodology Toolkit series. The series has been designed to be used by facilitators and teachers in early childhood education, primary and secondary schools, and the content and activities of these toolkits are targeted for learners from the age of 4 and up. Each toolkit presents a different theme and pedagogical approach within sustainable development and provides a flexible and adaptable set of methods. The activities described in the toolkits are student-centred and support active and collaborative learning. All toolkits are available in English and Norwegian. Several toolkits have been translated to additional languages, such as Spanish, Japanese, German, Russian and more. In 2024, CCL developed Toolkit 14: Creating Effective Learning Environments for Sustainability in Early Childhood Education and translated Toolkit 13: Becoming Agents of Change to Norwegian. Close to 3000 copies of toolkits were disseminated nationally and internationally in 2024. In 2024, the work and capacity building by CCL and its partners based on these toolkits was selected as one of ten finalists for the prestigious UNESCO-Hamdan Prize for Teacher Development.



Educational videos

CCL has produced videos to help support and guide the work of teachers and other educators in teaching interdisciplinary for sustainable development. The introductory videos elaborate on the pedagogical and didactic framework and show how you can work on planning your own interdisciplinary teaching, as well as student participation. While the instructional videos are linked to specific activities, from the Active Methodology Toolkit series, that can be used in teaching situations and point out how to deepen and differentiate them in the classroom.

Animation videos

CCL created two more animation videos in 2024, in addition to the two created in 2023 on the topics food systems and how to make these more sustainable. Both new videos focus on Action Projects, with the first introducing the steps of an action project, exploring the causes, consequences and connections of local challenges, while the second shows examples of action projects and how important students can be in influencing their local, national and global environment. The target group for these videos are secondary school students. All four videos are available in Norwegian and will be made available in English in the course of 2025.

National spark videos

Through CCL's involvement in the research project SustainAll, short spark videos were created. The project endorses a whole-school approach, which integrates ESD and transformative education in a holistic manner and has collected good practices, which are shown through these short inspirational videos. All spark videos are available in Norwegian with texting options in English, Portuguese and German.

iMooX course - SustainAll: Transform your school for a sustainable future

Together with partners from Germany, Austria, and Portugal, CCL developed a free iMooX course. The course targets teachers and school leaders in primary and secondary schools and school communities from European Union countries to establish good ESD practice in their everyday school life with a focus on a whole school approach and is designed in a flexible manner.

Digital Education for Sustainable Development across Europe!

Together with partners from Germany, Ukraine, Hungary and Cyprus, CCL is developing 19 interactive Learning Worlds on the SDGs, Wedding Cake Modell and Dilemmata and other directly applicable learning and teaching materials for ages 9-11. The interactive learning worlds will be available in all partner languages in addition to English. The materials will be made available on a user-friendly platform within 2025.

Other materials

In addition to the materials described above, CCL has other materials too:

- Values-based learning series
- Good Practices on Education for Sustainable Development series
- Here and Now, education for sustainable consumption guidelines
- Looking for Likely Alternatives (LOLA)
- Storytelling for Sustainability
- Jump into Sustainability Toolkit

IPN partner resource development:

The Sustainable Lifestyles for Nature guide: With support from the UNEP Nature Planetary Fund, UNEP developed the Sustainable Lifestyles for Nature guide to provide policymakers with evidence-based recommendations to address systemic drivers of biodiversity loss through sustainable lifestyle interventions. It emphasizes actionable solutions, including reducing consumption impacts and promoting behavioral changes to support nature-positive practices. This publication contributes knowledge to Direct Outcome 2.15 on shifting behaviour towards products and services with lower environmental and nature footprints.

Drafting of a Second UN Charter: IEF contributed to the drafting of a Second United Nations Charter, a project led by Global Governance Forum. The draft Second Charter invites all stakeholders in the global community, including civil society, especially youth, and within and between governments and parliaments to a conversation on how the existing UN Charter can be improved, drawing on decades of experience, and leading a full Second Charter.



Politicians discussing global warming by Isaac Cordal. Visualising one of our grand socio-ecological challenged of our time.

EVENTS

CCL activities:

- **Reframing Sustainability Learning - from net-zero to Net-Positive: Exploring the roles of education for sustainable development in higher education:** From the 13-15 March, the UNESCO Chair of Education for Sustainable Development at INN and the UNESCO Chair in Research and Education for Sustainable Development at Okayama University co-organised a Core-to-Core Joint Seminar at INN University, campus Hamar. Around 50 participants came together to discuss, suggest and recommend different ways to foster higher educational institutions as mission-driven, responsive institutions that generate social impact and address the grand socio-ecological challenges of our time.



Participants of the Core-to-Core Joint seminar.

- **Local environmental week:** The municipalities of Ringsaker, Hamar, Løten and Stange have organised Environmental Week yearly since 2022. In 2024, CCL participated for the first time with four different activities:

- On the 25-26 April, Hamar Nature School gathered more than 2,000 students from grade 5-7 at Stortorget in Hamar. Here students could participate in around 30 different activities related to environmental sustainability. CCL offered the activity *Newspaper front page in 2050*. Here, students in small groups or pairs created a newspaper front page for the 25 April 2050. The front page needed to include at least 3 headlines and an advertisement that referred to positive solutions for nature and the people who live in Hamar and the surrounding area.
- CCL also organised a student competition called *Creative, local sustainability* with the aim of enabling children and young people to play an active role in influencing and making their local community more sustainable by exploring, creating and finding new solutions.



To the left: Example of a student working with the activity *Newspaper Front Page 2050*.

Below: Example of a student competition entry.



- On the 27 April, more than 1,600 visitors attended Environment Day in the center of Hamar. CCL collaborated with Hamar UNESCO Creative City and Future Classroom Lab from INN university with an interactive workshop focusing on learning technology to develop sustainability competences, with bee-bots, sphero balls and collaborative games. CCL also disseminated the Active Learning Methodology series and provided Sustainability Roulette, Roll the Dice and Newspaper Front Page.
- The annual Sustainability Conference Innlandet was moved to be included in the environmental week (25th of April) for stronger impact. Team Tomorrow (organisers) contribute to Hamar and Innlandet becoming a pioneering city and region - in terms of sustainability by organising a conference that brings together the country's strongest voices with local businesses to discuss, reflect and learn together about and for sustainability. UNESCO Chair holder, Robert Didham, participated and spoke about collaborative learning for a sustainable local future.
- **Norwegian Minister of Culture - Lubna Jaffery visited Hamar:** On 28 May, Lubna Jaffery visited Hamar's gaming and VR environment with the aim of establishing a National Centre for Computer Gaming Culture. CCL, together with INN's Future Classroom, presented how games and VR can be used to equip students with sustainability skills such as systems and future thinking.
- **World Teachers' Day celebrations & UNESCO Hamdan-Prize for Teacher Development:** On World Teachers Day, 4 October, UNESCO Chair holder Robert J. Didham spoke on a panel "Teachers Have Their Say" during the ceremonies at UNESCO HQ in Paris. In addition, Robert represented CCL's project: *Equipping Teachers for Sustainable Development* as one of the Top Ten Finalists at award ceremony of the UNESCO-Hamdan Prize for Teacher Development. CCL is very proud to be one of 10 deserving finalists and congratulates the three winners: *Veredas formativas* from Brazil, *Good Neighbors* from Bangladesh and *Tchitchao High School* from Togo. CCL also welcomes finalist and NGO *Development Aid from People to People (ADDP)* from Angola as one of our new members in the International Partner Network of our UNESCO Chair.
- **Nordic VR Forum:** In November the annual Nordic VR Forum took place. The conference had a separate educational track focusing on education, technology and sustainability. CCL held a presentation in collaboration with INNs Future Classroom Lab and UNESCO Creative City.
- **Pedagogy Festival:** In September CCL contributed to INNs pedagogy festival in collaboration with the Future Classroom Lab with a workshop.



Robert receiving a certificate as a finalist for the UNESCO-Hamdan Prize for Teacher Development and together with the other finalists.

IPN partner activities:

Norwegian University of Science and Technology (NTNU):

Farewell Shtetl - Jewish migration from the Baltics to Norway in the late 19th century: IPN member, Jørgen Klein in collaboration with the Department of Geography, held a scientific seminar.

Energy Transition Conference: NTNU held their annual energy transition conference, building momentum for sustainable futures.

The Centres for Environment-friendly Energy Research (FME) Conference to Tackle Climate and Energy Challenges: The event, part of the NTNU Energy Transition Week delivered high-impact dialogue and interdisciplinary exchange, focusing on the critical role of FMEs in addressing climate and energy challenges.

15th International Sustainability Transitions Conference: The conference explored the theme “Sustainability Transitions and Nature” and was hosted by the University of Oslo, in collaboration with SINTEF, Norwegian University of Science and Technology (NTNU), the INTRANSIT and NTRANS research centers and the Western Norway University of Applied Sciences.

COP29: Equitable South-North partnerships in sustainable energy research, innovation, and higher education: This side event was organised by NTNU and explored fostering equitable research and funding strategies between Norway and low- and middle-income countries (LMICs) to ensure a sustainable energy future.

The UN Environment Programme - Expert workshops to identify and refine actionable solutions for nature-positive lifestyles: The UNEP Sustainable Lifestyles and Education and GO4SDGs teams collaborated with the Hot or Cool Institute and held three expert workshops to identify and refine actionable solutions for nature-positive lifestyles. The workshops, which involved representatives from UNEP, CBD secretariat, civil society and academia, focused on upstream drivers of biodiversity loss, circularity in consumption and production, and per-capita biodiversity footprint targets. The outcomes included an expert group that shared a publication draft and a strategic dissemination plan to maximize impact in 2025.

International Environmental Forum (IEF):

- **A World-embracing Vision for a Sustainable Future:** The annual IEF conference was organised as four virtual events alongside the Summit of the Future (14-28 September) with an average of 68 participants from 42 countries.
- **Interfaith Forum webinar on “Climate Change and the Importance of Indigenous Knowledge”:** IEF co-organised the G20 in May and participated and contributed to the G20 Interfaith Forum and PaRD Annual Forum on Religion and Sustainable Development in Brasilia in August. Here IEF moderated the plenary session on “Leaving No One Behind: Care for the Most Vulnerable”.

Leuphana University Lüneburg and the UNESCO Chair in Higher Education for Sustainable Development:

- **ESD Roundtable:** The *ESD Roundtable* with participation of Mark Manns, Programme Specialist from UNESCO, brought together local ESD experts from Lüneburg and Hamburg, policy makers and Leuphana University students. The meeting generated a discussion on how to strengthen ESD at local level.
- **International conference with UNESCO Chairs:** The conference brought together Leuphana University team members and collaborators to understand the work of Chairs towards achieving SDGs with a special focus on innovative teaching. With support from the German Federal Foundation for Environment, Leuphana initiated a transformative initiative to enhance biodiversity education in the Carpathians through the ProBioTIC project in Germany, Hungary and Poland and organized training on transdisciplinary research.
- **Rethinking Higher Education Dialogue Series:** A distinguished panel of experts met to discuss the recently revised Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development adopted by UNESCO in 2023. The event, organized as part of the UNITWIN cooperation programme on Education for Sustainable Development and Social Transformations activities, delved into the implications of this revision, which supersedes the 1974 Recommendation and sets forth a comprehensive framework for aligning education with global aspirations for peace and sustainability.
- **UNESCO Chair Round Table on "Glocalizing ESD in the Lüneburg-Hamburg Area:** In collaboration with the German Commission for UNESCO, Leuphana University hosted a dynamic and insightful discussion on Education for Sustainable Development (ESD) initiatives in the Lüneburg-Hamburg areas. The forum supported the exchange of ideas, fostering valuable insights and identifying future avenues for collaboration.

UNESCO Chairs Conference - Greater Sustainability and Youth Participation at Universities: Leuphana University together with UNESCO Chair holder Daniel Fischer held the UNESCO Chairs conference focusing on *The Perspective of UNESCO Chairs on the Sustainable Development Goals (SDGs)*. For the first time, young academics from the German UNESCO Chairs were also present at the conference. These young delegates looked ahead into the future, urging senior researchers to involve them more actively in current research and presented ideas on how students and UNESCO Chairs can collaborate more effectively at universities.

Polytechnic University of Setúbal - Front & Back of Communication: From Research to Design 2.0: The university co-organised a digital exhibition with around 60 participants. The supporting website showcases the posters created by students on the topics of Consumer and Environmental issues.

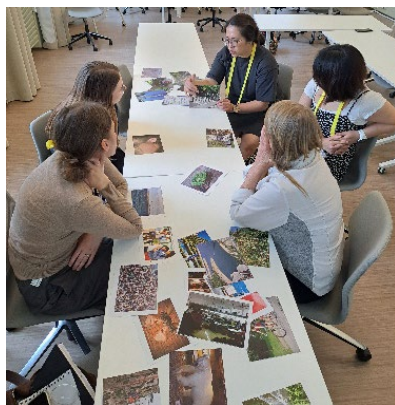
Actuemos - Food Systems Solutions Dialogues: Focal point, Luis Flores Mimica contributed to the Food Systems Solutions Dialogues in Latin America and the Caribbean by engaging in and promoting the FAOs activities. Aligned with the UN Secretary-General's Call to Action, the 2024 Food Systems Solutions Dialogues aim to translate insights and commitments generated from the UNFSS+2 into concrete actions that drive sustainable, equitable, and resilient food systems.

ADVOCACY

Throughout 2024, CCL and IPN partners have shared their insights, knowledge, and materials openly.

CCL activities:

- In May, the Minister of Culture and Equality, Lubna Jaffery, visited the computer games and VR community in Hamar. The visit was closely connected with the government's video game strategy 2024-2026 with one of the measures in the strategy being the establishment of a National Centre of Expertise for Videogame Culture. The Centre will gather, strengthen and share knowledge and expertise about video games and video game culture as a cultural expression, leisure activity and e-sports. CCL attended the meeting and, together with INN's Future Classroom Lab, presented how games and VR can be used to equip sustainability competences such as systems thinking and future thinking, and highlighted the importance of critical use of it in interdisciplinary didactics in school.
- In June, CCL attended the *Reimagining teachers and teacher education for our future conference* in Helsinki, Finland. Here CCL held two interactive workshops on how to work with sustainable development in schools and disseminated brochures about the Centres activities and resources.
- In September, Jim and Liz Taylor visited CCL. Dr Jim Taylor is the coordinator of the KwaZulu-Natal Regional Centre of Excellence in South Africa, while his wife Liz works with communities on water quality monitoring. While they were visiting, CCL organised a webinar they held on Citizen Science for Sustainable Transition for colleagues at the Faculty of Education and the Faculty of Applied Ecology, Agricultural Sciences and Biotechnology. They also guest lectured in the programme: *Education for diversity and sustainable living - Nordic perspectives in a global context*. Opportunities for research collaboration were also discussed.
- In November, CCL contributed to the Nordic VR Forum. The conference had its own educational track focusing on education, technology and sustainability. For the contribution, CCL worked closely with the Future Classroom Lab at INN and UNESCO Creative City.
- In November, CCL also attended Norway's national UNESCO "family" meeting, organised by the Norwegian UNESCO Commission. Here many members of the Norwegian UNESCO family participated and presented their work. The meeting provided a good opportunity for networking, which CCL has followed up on after the event.



Bente and Sacha attended the *Reimagining teachers and teacher education for our future conference* in Helsinki, Finland where CCL also held two interactive workshops.

- Throughout 2024, CCL ran a social media campaign on Instagram for student teachers to promote pedagogy and learning methods for sustainable development and for young people in general as inspiration to take more sustainable choices in everyday life. CCL also disseminated, both nationally and internationally, booklets from the Active Methodology Toolkits series and other educational material. These were disseminated through different channels, such as one of the two largest teacher conventions in Norway, Sørlandsk Lærerstevne in October. The educational materials CCL disseminates are provided free of charge to teachers, teacher trainers, teacher training students and facilitators for informal learning.



The UNESCO Norway
“family” meeting.

IPN partner activities:

Okayama University:

- **Seminar on UNESCO’s Futures of Education:** Hiroki Fujii and UNESCO Chair in Research and Education for Sustainable Development, attended a seminar on UNESCO’s Futures of Education report at Kyushu University, Fukuoka, Japan. Here, participants examined the 2021 report *Reimagining Our Futures Together* and discussed its implications for education in the region.
- **“ESD for 2030” UNESCO’s Asia-Pacific Regional Meeting:** Hiroki attended the meeting which attracted 100 participants, including 25 global ESD leaders at Sunway University, Malaysia.
- **East-Asian Association for Science Education Conference:** Hiroki attended the conference which attracted 400+ participants at Universitas Pendidikan Indonesia (UPI) in Bandung, Indonesia.

University of Helsinki:

- **International Federation for Home Economics (IFHE) conference:** Focal point Minna Autio contributed to the XXV World Congress conference on *Home Economics in a Time of Transformation: Bridging the Past - Charting the Future* with a presentation on *Finnish consumers’ perspectives on thin and thick aesthetics of cosmetic packaging*.
- **Biocolours2024 conference - Sustainable Value Chain for Colour:** Minna held a presentation on *Consumers’ Insight on the Origin of Colorants: When it comes to natural colours, I think of something like red soil and indigo*.
- **Industrial Marketing and Purchasing (IMP) Conference:** Minna held a presentation on *Navigating Business Transitions towards a Bioeconomy of Colours in the Textile and Packaging Industries*.

Actuemos - Seventh Meeting of the Forum of the Countries of Latin America and the Caribbean on Sustainable Development 2024: Focal point Luis Flores Mimica held a presentation at a side event organized in collaboration with the Food and Agricultural Organisation of the United Nations (FAO).

University of Zambia:

- **Environmental Education Association of Southern Africa (EEASA) conference:** Focal point Matilda Kanyampa Nakazwe, reports that between 10-15 students and lecturers participated in the conference which focused on *Education for Sustainable Development (ESD): Transitioning into equitable, just and sustainable economies* and responds to governments efforts towards the global response to sustainable consumption and production as a critical component of a circular economy. The conference aimed at facilitating environmental and sustainable development education within Southern Africa and provides a forum for practitioners and learners to share their experiences for developing suitable practices.
- **World Environmental Day:** students and lectures participated in the celebration of World Environmental Day with the School of Engineering, through the We Robotics' Zambia Flying Labs, launching a Project dubbed Stockpile Auditing of Chunga Dump Site Using Drones. UNZA has great potential in becoming the anchor Zambia needs for research and development in drone technology. Led by the United Nations Environment Programme (UNEP) since 1973, World Environment Day has become the largest global environmental event for environmental outreach, engaging a vast global audience across more than 150 countries in tackling today's most pressing environmental challenges. 2024 put a spotlight on land restoration, desertification, and drought resilience.

PART 4.

RESOURCES AND BUDGET



CCL receives financial resources through numerous funding sources. The main source of funding comes through our participation in national and international research projects. Leading and participating in research projects does not only provide CCL with funds, it also provides INN University with funds to include other staff members, outside of CCL.

CCL also receives annual funds from the Norwegian Ministry of Children and Families, and CCL's contribution is mentioned in the Norwegian state budget. INN University provides basic funding for coordinating the work under the UNESCO Chair on Education for Sustainable Lifestyles and its International Partner Network.

The following section contains a break-down of CCLs funding, costs, and allocation of resources.

FUNDING

Table 3: Overview of current funding sources

Project Acronym	Project Name	Funding Source	Duration	Amount of total funding for full project duration
SusEat	Sustainable Eaters: Consumers in a sustainable Norwegian food system	The Research Council of Norway - BIONÆR - Bionæringsprogram	Apr 2021 - Dec 2025	4 516 000,00
SustainAll	Sustainability Education in All-Day Schools	Erasmus+ programme KA2 Cooperation Partnership in school education	Jan 2022 - Mar 2025	553 308,00
BFD 2024	Consumer education collaboration with INN	Norwegian Minisry of Childen and Families	Annual	1 162 211,00
DigiESD	Digital Education for Sustainable Development across Europe	Erasmus+ KA220 - SCH - Cooperation partnerships in school education	Oct 2023 - Aug 2026	658 000,00
UNESCO ESD	UNESCO ESC guidance tool	United Nations Educational, Scientific and Cultural Organization	May 2024 - Jan 2025	216 289,34
UNESCO Chair on ESL	UNESCO Chair on Education for Sustainable Lifestyles	University of Inland Norway	Annual	150 000,00
BRIDGES	Bridging the gaps in teacher education and schools through interdisciplinary work	The Research Council of Norway - FINNUT - Forskning og innovasjon i utdanningssektoren	Aug 2020 - Aug 2024	1 697 804,30
UNITAR	UNITAR Global Sustainable Leaders Programme	United Nations Institute for Training and Research	Oct 2023 - Jan 2024	118 030,00
RESPOND	Sustaining the professional development of teachers within schools as professional learning environments	Erasmus+ KA220-SCH - Cooperation partnerships in school education	Dec 2021 - Dec 2024	626 073,00
TOTAL				9 697 715,64

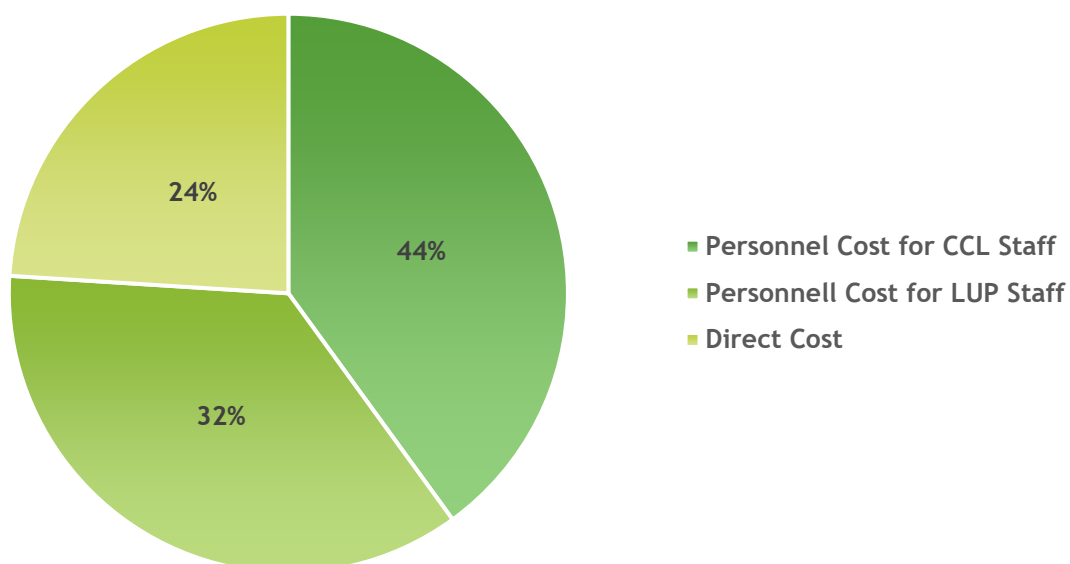
Table 4: Allocation of Funding for 2024

Project Acronym	Funding Allocated to Personnel Cost for CCL staff	Funding Allocated to Personnel Cost for LUP staff ¹	Funding Allocated to Direct Cost	Total Value
Project Acronym	Funding Allocated to Personnel Costs for CCL staff	Funding Allocated to Personnel Cost for LUP staff ¹	Funding Allocated to Direct Cost	Total Value
SusEat	130 925,57	928 247,80 ²	24 797,89	1 083 971,26
SustainAll	236 772,15	106 173,51	23 003,49	365 949,15
BFD 2024	547 527,64	-	614 681,24	1 162 208,88
DigiESD	198 897,00	24 548,00	-	223 445,00
UNESCO ESD	143 046,60	-	-	143 046,60
UNESCO Chair on ESL	-	-	134 921,29	134 921,29
BRIDGES	171 082,31	98 564,90	50 833,03	320 480,24
UNITAR	22 465,91	-	-	22 465,91
FLEKS HK-dir	8 250,88			8 250,88
RESPOND	25 569,50			25 569,50
InnTELT	7 598,70			7 598,70
Emerge	61 662,80			61 662,80
TOTAL	1 553 799,06	1 157 534,21	848 236,94	3 559 570,21

1) This includes allocation for an advisor for managing externally funded activity (BOA) at NOK: 61 159,47

2) This includes funding for one PhD position.

Figure 2: Distribution of Funding to main cost categories for 2024

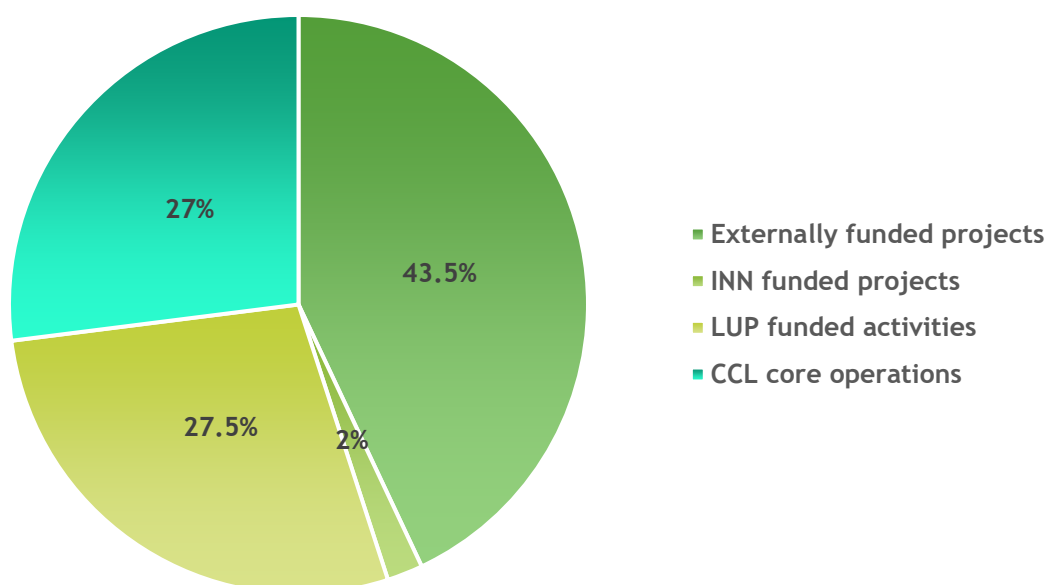


DISTRIBUTION OF WORK TO PROJECTS AND ACTIVITIES

Table 5: Allocation of Work Hours

Project	Externally funded projects	INN funded projects	LUP funded activities	CCL Core operations	Total
SusEat	202				
SustainAll	562				
BFD 2024	662				
DigiESD	255				
UNESCO ESC	133,5				
BRIDGES	350,5				
UNITAR	26,5				
FLEKS HK-dir	11				
RESPOND	64,5				
InnTELT		15			
Emerge		95			
Research & Development time			487		
Teaching Hours - pre-financed			803		
Teaching Hours - contracted			144		
CCL general				704	
UNESCO Chair				696	
TOTAL HOURS	2267	110	1434	1400	5211

Figure 3: Distribution of CCL work hours by project type for 2024



CCL OPERATIONAL COSTS

Table 6: CCL Personnel Costs

	To be covered by external funding	To be covered by Faculty of Education	Total
Robert J. Didham	714 341	368 749	1 083 090
Bente K. Vestad	337 685	492 163	829 848
Sacha Kalseth	738 215		738 215
Total	1 790 241	860 912	2 651 153

FINANCIAL SUMMARY

Table 7: CCL Financial Summary

Item	Sub-Item	Value (NOK)	Total Value (NOK)
CCL Operational Costs			-3 499 390
	Personnel Costs	2 651 153	
	Direct Costs	848 237	
Funding for Personnel Costs			2 414 711
	Externally funded work hours	1 484 538	
	LUP funded work hours	860 912	
	INN funded work hours	69 262	
Funding for Direct Costs			848 237
	External funding	742 092	
	INN-UNESCO chair funding	106 145	
Balance between CCL operational Costs and Funding			-236 442
CCL-procured external funding allocated to LUP staff			1 157 534
LUP own financing on CCLs externally funded projects			-185 968
CCL-net Contribution to INN			735 124

PART 5.

REFLECTIONS ON THE YEAR 2024 AND LOOKING AHEAD



This year has brought the culmination of several important research projects for CCL and the UNESCO Chair. While these projects have ended, their outcomes and findings are still generating new outputs and impacts. The BRIDGES project, which provided an important opportunity to collaborate with other members of our faculty and with local school partners, is soon publishing an anthology book about the project. The Core-to-Core project provided an important collaboration with several other UNESCO Chairs, and the output from the final conference is a new set of guidelines on teacher education for sustainable development and will be launched shortly. The SustainALL project led to the development of a digital training course on integrating ESD holistically in schools, and it has also been the inspiration for a new Erasmus+ Teacher Academy application that we hope will further develop on this meaningful work.



This year, CCL's continued work with the Images and Objects Active Learning toolkit series received a significant endorsement when it was selected as one of ten finalists for the UNESCO-Hamdan Prize for Teacher Development. Under the project title "Promoting Active Learning on education for responsible and sustainable lifestyles", this nomination required that we looked back to the start of this work in 2008 under the Consumer Citizenship Network and its continuation during the PERL years to map out and assess the international impact of this initiative. Such an undertaking also required us to reach out to many of our partners for information and support. I provide a brief summary of the key impact figures, as this nomination is really a testament to the many years of work and passion our partners have contributed to the promote active learning and education for sustainable lifestyles.

Impact Figures for Promoting Active Learning on education for responsible and sustainable lifestyles (since 2008)

Item	Quantity	Locations
Network of Institutional Partners	150+ institutions	50+ countries
Distribution of toolkits	120,000 copies	internationally
Capacity building events	300+ trainings and workshops; 10,000 participants	40 countries
Social media campaigns	Reached 800,000 persons; Resulted in 10,000 link clicks	internationally

As we look towards the coming year, there are many new and promising prospects on the horizon for CCL and the UNESCO Chair. We are currently finalising the renewal of the International Partner Network of our UNESCO Chair, and we are grateful that almost all of our previous partners have wanted to continue collaborating in this network and we are excited to welcome a number of new partners to the network. Our involvement in the UNESCO project *Transforming futures: Enhancing practice for ESD for 2030 through action research* is currently in a piloting phase where the draft guidance tools are being tested out by 45 education institutions in ten countries globally. We are looking forward to the publication of these three new ESD guidance tools from UNESCO - on whole-institutional

approaches, ESD pedagogies for sustainability competencies, and ESD assessment - towards the end of 2025. The collaboration with the UNITAR-UNESCO leadership programme for sustainability in higher education (i.e., LEAP-FAST) is currently running its first installment with 65 participants from 15 universities globally. This is an exciting and promising training programme that we hope to continue our involvement with as it develops and expands.

CCL is very excited to be actively involved in INN University's team contributing to the EMERGE European University Alliance. This project involves nine universities in eight European countries working together with the vision to make the third mission of universities, i.e. social engagement, our first mission and to do so in a manner that lifts-up and promotes sustainability, inclusion and resilience through our activities. CCL is well positioned in several components of this project and will lead an EMERGE Strategic Planning Unit that will work directly with embedding principles and practices of sustainability into the institutional strategies of these nine universities.

Locally, we are excited about an important transition to our National Advisory Group which will be reformulated as a Local Network for Agenda 2030. Rather than focussing on merely advising CCL's strategies and activities, we aim to strengthen the partnerships already established through the National Advisory Group and extend them towards creating local actions for sustainable development. This seems like a natural evolution for this group and an important opportunity for further partnership building and active collaboration.

As the global community begins their dialogues to consider what should come after 2030 Agenda for Sustainable Development and the Sustainable Development Goals post-2030, I am encouraged by the number of requests to participate in dialogues and commentaries on the role of education as well as leadership in higher education to meaningfully contribute to and support the transitions towards a more sustainable future for all.

"Education - the way we organize teaching and learning throughout life - has long played a foundational role in the transformation of human societies. It connects us with the world and to each other, exposes us to new possibilities, and strengthens our capacities for dialogue and action. But to shape peaceful, just, and sustainable futures, education itself must be transformed."

- International Commission on the Futures of Education (2021: 1)

The end of last year and the beginning of this year has been an incredibly busy period for CCL with many projects finishing and new ones starting. I am grateful for the dedication of our team at CCL who have endeavoured through many chaotic moments to continue to ensure we meet our commitments and make our work successful. And all of us at CCL are equally grateful for the many partners who have actively engaged with us and supported our work throughout this year.

Robert J. Didham

UNESCO Chair on Education for Sustainable Lifestyles, *Chairholder*

Centre Director, Centre for Collaborative Learning for Sustainable Development

Annex 1

2024 Publications from the International Partners Network of the UNESCO Chair on Education for Sustainable Lifestyles

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