

ANNUAL REPORT

2025

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 the University of Inland Norway (INN) in the Faculty of Education, campus Hamar. The Centre serves as the secretariat for INN's UNESCO Chair on Education for Sustainable Lifestyles and coordinates its corresponding 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, CCL 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 throughout these programmes. The Centre also coordinates a variety of different courses, including an international semester. In addition, CCL provides capacity building and training for local schools and in-service teachers.

CCL is involved in research and development projects nationally and internationally. The Centre also collaborates with 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). From 2025, CCL also serves as the coordination office of the Strategic Planning Unit of the EMERGE European University Alliance.



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 towards increasing social responsibility, quality education and research nationally, regionally, and internationally on the themes of sustainable development.

unesco
Chair

The action plan of the UNESCO Chair on ESL (for 2024-2027) 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 membership of the IPN was renewed for the period 2025-2025, and it now consists of 42 partners (increasing from 33 previously) from Europe, South and North 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 1100 UNESCO Chairs across 130 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 (2025-2028)

Africa

- ADPP - Development Aid from People to People, Angola
- Helwan University, Egypt
- Kenyatta University, Kenya
- Youth Education Network (YEN), Kenya
- University of Namibia, Namibia
- Rhodes University, Environmental Learning Research Centre (ELRC), South Africa
- University of KwaZulu-Natal -School of Education, South Africa
- The University of Zambia - School of Education, Zambia

Asia

- Swechha, India
- Tokyo City University, Japan
- Okayama University, Japan
- Universiti Sains Malaysia, Regional Centre of Expertise Penang, Malaysia
- AlElieh for Science Environment & Art, Palestine
- The Regional Environmental Centre for Central Asia, Republic of Kazakhstan
- Cheongju National University of Education - Education Research Institute, Republic of Korea
- SEAMEO Regional Centre for Sufficiency Economy Philosophy for Sustainability, Thailand

Europe

- Strategic Design Scenarios, Belgium
- VIVES University of Applied Sciences, Belgium
- Aarhus University, Denmark
- University of Helsinki, Department of Education, Finland
- University of Jyväskylä, Faculty of Education and Psychology, Finland
- University of Jyväskylä, Finnish Institute for Educational Research, Finland
- Leuphana University Lüneburg, Germany
- Technical University of Berlin, Germany
- South-East Technological University, Ireland
- Atlantic Technical University - campus St. Angelas, Ireland
- Vytautas Magnus University, Lithuania
- University of Malta, Malta
- Consumer360Academy, the Netherlands
- Wageningen University and Research - Education and Learning Sciences, the Netherlands
- Norwegian University of Science and Technology, Norway
- University of South-Eastern Norway, Norway
- Setubal Polytechnic University - Education Politécnico Setúbal School, Portugal
- University of Ljubljana, Slovenia
- International Environment Forum, Switzerland

North America

- Earth Charter International, University of Peace, Costa Rica
- York University - UNESCO Chair on Reorienting Education towards Sustainability, Canada

South America

- University of San Andrés - UNESCO Chair on Education for Sustainability and Global Citizenship, Argentina
- The Organization of Consumers and Users of Chile, Chile

International

- SDG4 Youth & Student Network, UNESCO
- UN Environment Programme, UNEP
- UNESCO



Institutional Members of the International Partner Network of the UNESCO Chair on Education for Sustainable Lifestyles.

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.



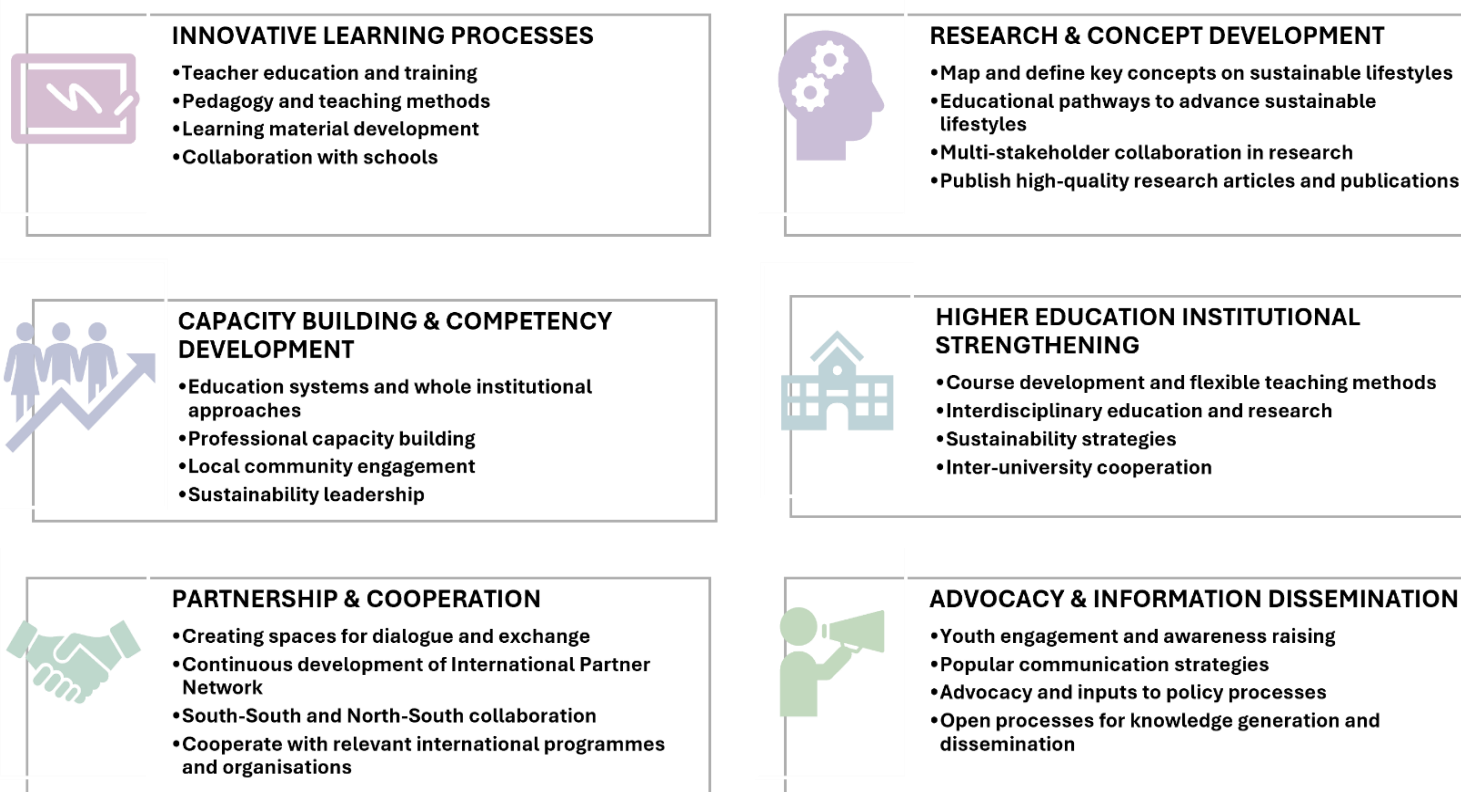
OVERALL STRATEGY 2024-2027 AND PRIORITY AREAS

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.

Toolkit 14, created in 2024, has been translated to Norwegian in 2025 and is available in paper and for download.



CCL has created 5 animation videos in Norwegian for use in class. Two focus on food systems and two focus on Action Projects. The target group of these videos are youth 13-16 years. The newest animation video has been created for children aged 4-8 years and explains sustainable development.



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:

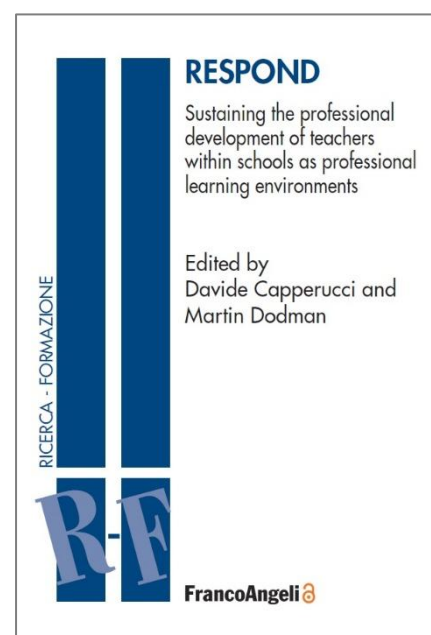
- Dissemination of evidence-based research findings to support advancement of sustainability principles and practices.
- Research projects applying cross-sectoral approaches and incorporating participation of multi-stakeholders.
- IPN members cooperating on developing several project proposals and funding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



Through the research project *Sustainable Eaters, Consumers in a sustainable Norwegian food system*, CCL in collaboration with Matvett, academic institutions, NGOs, food productions companies and grocery shops, developed interdisciplinary, student-active teaching resources for primary schools, focusing on food waste and sustainable food systems in Norway.



Output from the final joint seminar of the JSPS Core-to-Core Programme Formation of Centre of Excellence to Promote Teacher Education for ESD: Towards Achieving the SDGs. To download a copy, see Annex 1 (publications overview) of this report.



Output from the RESPOND project. To download a copy, see Annex 1 (publications overview) of this



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 held a sustainability activity trail during Hamar Environmental Week, which gathers more than 2000 students (aged 10-11) yearly from Hamar and the neighbouring Municipalities.



Environment Week is Hamar region's own environmental festival. Environment Week aims to help Hamar region achieve its goal of becoming a sustainable region, where it is easy to live in an environmentally friendly way and make environmentally friendly choices in everyday life. Environment Week is constantly working to create a relevant and engaging program for all residents of the region.



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.



In November 2025, Centre director and UNESCO Chair, Robert J. Didham, was an expert facilitator at the in-person co-creation workshop of the Leaders in Higher Education Alliance and Programme - For Accelerating Sustainability Transformations certificate programme held at Majmaah University in Saudi Arabia which included over 65 participants from 27 universities across 15 countries.

The initiative, led by UNITAR and UNESCO, consists of two main components. 1) Leadership Dialogue: convenes HEI Leadership to provide space for collective reflection and the preparation of the Joint Statement, knowledge exchange on selected themes. 2) Certificate Programme: Is a 3-month blended, intensive training programme.



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.



CCL and INNs international coordinator at the Faculty of Education, have been granted ERASMUS+ funds for the internationalisation project *Global Mindset* (2025-2028). It focuses on the Global South and on integrating diverse perspectives into education.



While first visiting South Africa, Bente made sure to also meet with our new International Partner Network colleague, Prof Sadhana Manik at the university of KwaZulu-Natal - school of education.



In November 2025, Bente K. Vestad and Sevika Stensby visited the University of Namibia (UNAM) and the University of KwaZulu-Natal (UKZN) to discuss and plan how to support incoming mobility for students and staff from these partner institutions with funds from the *Global Mindset* project.



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 and other arenas where there is opportunity to disseminate CCLs teaching materials and meet with teachers.

PART 2.

ORGANISATIONAL STRUCTURE



GOVERNANCE

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

INTERNATIONAL ADVISORY BOARD

The International Advisory Board of the UNESCO Chair on Education for Sustainable Lifestyles consists of 13 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 considers 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 UNESCO HQ, Paris

From left to right: Bernard Combes, Jørgen Klein, Suzanne Piscopo, Shepherd Urenje, Gregor Torkar, Sacha Kalseth, Victoria W. Thoresen, Amanda Mc Cloat, Masahisa Sato, Daniel Fischer and Robert Didham.

Table 2. Overview of the International Advisory Board

Actor/Institution	Assigned Member	Position	Country
The Organization of Consumers and Users of Chile	Luis Flores Mimica	Advisor	Chile
Atlantic Technological University, campus St. Angelas	Amanda McCloat	President	Ireland
University of Inland Norway	Victoria W. Thoresen	Emeritus professor and former UNESCO Chair holder	Norway
Tokyo City University	Masahisa Sato	Professor	Japan
Leuphana University Lüneburg	Daniel Fischer	Professor and UNESCO Chair holder	Germany
Norwegian University of Science and Technology	Jørgen Klein	Professor	Norway
United National Environment Programme	Tunnie Srisakulchairak	Programme Management Officer	France
UNESCO	Melisa Yorgancioglu	Programme Specialist	France
University of Ljubljana	Gregor Torkar	Professor and UNESCO Chair holder	Slovenia
University of Malta	Suzanne Piscopo	Associate Professor	Malta
Nexus for Education, Sustainability, and Transformation	Shepherd Urenje	Senior Consultant on Sustainability and Health Education	Sweden

CCL STAFF

The Centre had 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 2025 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 (FCL) and the gaming school to find innovative ways to learn more about sustainable development with (primary and secondary education) 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.
7. Through the University Alliance EMERGE (Empowering the Margins of Europe through Regional and Global Engagement), CCL collaborates with several (political) student groups to provide opportunities to take action in developmental processes that concern students. The goal is to increase student engagement towards institutional change.
8. Through EMERGE, CCL also leads the work of the Strategic Planning Unit and presented the planned work at INN's board meeting. The EMERGE Strategic Planning Unit is a core component of the EMERGE European University Alliance, designed to align the alliance's common values with local strategies across nine partner institutions. It operates within the Governance and Project Management work package, focusing on long-term sustainability, regional engagement, and the integration of educational/research initiatives.
9. CCL participated in INN's Quality Conference: Sustainability in Higher Education in March and presented on "*A Social Impact Strategy to Strengthen the Role of Universities in Sustainable Development*".

PART 3.

ANNUAL EFFORTS - 2025



ACTIVITIES OF THE CENTRE AND ITS ACHIEVEMENTS

Throughout 2025, 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 2025. This has been achieved amongst other initiatives through participation in research projects. You can find more information on these under “research”.

CCL activities:

- 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 2025, 8 students participated in this study program. To strengthen South-South cooperation, CCL together with INN’s international office at the Faculty of Teacher Education and Pedagogy, applied and received funds through the project Global Mindsets (GLOMIND) to support increased staff and student mobility from partner institutions, the University of Namibia (UNAM) and the University of KwaZulu-Natal (UKZN). The first students and staff are expected to arrive to INN in 2026.
- Coordinating TverrGLU - Interdisciplinary modules in the master’s for Primary and Lower-Secondary School Teachers programme (MGLU). CCL is responsible for organising and running the interdisciplinary modules throughout the study plan. In 2025, CCL had teaching modules for students in the 1st and 2nd years of these programmes.
- CCL, in collaboration with the Norwegian Directorate for Higher Education and Skills, developed a new professional development course for in-service teachers called *Sustainable Development in School*. This blended and flexible study with an interdisciplinary approach has been offered from the autumn semester 2025.
- CCL, in collaboration with UN Association of Norway (UNAN), developed a course for teachers and student teachers about teaching sustainable lifestyles. Building upon an existing course UNAN has offered since 2017, the “*How do we teach sustainable lifestyles?*” course dives deeper into how to teach sustainable lifestyles, with a particular focus on a whole-school approach. The course is available nationally through the UNAN website.
- 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.
- CCL has contributed to the development of a new subject called *Games and future competencies* as part of the one-year-programme in Game Education. Teaching started autumn 2024 and for the year 25/26 there were 9 applicants.
- Supervision of one PhD student focusing on *education and sustainability*.

- CCL has provided support and advice to educators across Europe, Africa and Asia in connection with their PhD's and master's thesis.
- CCL is cooperating with colleagues at Drexel University in Pennsylvania, USA on values education in Global Citizenship in Europe in teacher training.

IPN partner activities:

Technical University Berlin:

- Colleague Heike Müller provided training to German Alumni participants from 30 countries on the topic Sustainable Food Cultures through their research project Sustainable Food Cultures.
- Colleague Heike Müller also run [a course for teacher training students on sustainable food systems](#). During the course, they collaborated with Savannakhet University in Laos, with which they also organised virtual exchanges in nutrition and consumer education.
- Colleague Heike Müller was editor for Special issue on 'Consumer education at the focus of subject-matter didactics research' throughout 2025.

York University: Throughout 2025, teacher education and training were supported through engagement in the Leaders of Learner Empowerment (LOLE) initiative, a global capacity-building project hosted by Leuphana University and financed by the German Federal Environmental Foundation (Deutsche Bundesstiftung Umwelt - DBU). The work focused on strengthening leadership capacities within educational institutions, with an emphasis on how leadership can support the integration of sustainability across teaching, learning, and institutional practices. Contributions included the design and facilitation of learning sessions, collaboration with international cohorts, and support for institutional reflection processes. LOLE provided a structured space for educators and institutional leaders to engage with leadership in practice, exchange experiences across contexts, and explore how change can be initiated and sustained within their own institutions.

International Environment Forum (IEF): Held a webinar in April on *Global biodiversity patterns, spiritual values, and transformative change*. Speaker Cedric Åkermark participated in the Intergovernmental Science Policy panel for Biodiversity and Ecosystem Services (IPBES) Youth Workshop in Namibia in December 2024. During the webinar Cedric shared some of the most important messages from the IPBES assessments. IPBES is working on assessing knowledge of global biodiversity patterns and supporting policy making in addressing the challenges that biodiversity and ecosystem services are facing.

University of Jyväskylä:

- Offers several smaller courses and seminars, such as:
 - Sustainable and Responsible Expertise 5cr.,
 - Education for Global Sustainable Education 5cr.,
 - International Education - policies and practices 5cr.,
 - Global and Sustainable Master's thesis seminar
- Colleague Kristof Fenyvesi's contributed to the *International Classroom for Climate Change, Wellbeing and Sustainability* at Hang Seng University, Hong Kong (HSUHK). The initiative was a collaborative seminar series, co-organised by leading universities and academic networks worldwide and open to all students, faculty members and colleagues

at HSUHK, as well as members of our partner institutions. It aimed to bring together distinguished scholars to explore the intersections between higher education, sustainability, and global well-being, fostering meaningful dialogue among students, faculty members, and educators. Dr. Fenyvesi lead Seminar 4: *From Sustainability to Planetary Wellbeing: Raising Action Competence with STEAM Education and Responsible AI*. [For more information about the international classroom.](#)

Kenyatta University:

- **Sub-Saharan Africa Teacher Leadership for Education for Sustainable Development (SSATL-ESD):** IPN member and UNESCO Chair on Higher Education for a Green Economy and Sustainability (HEDGES), Dorcas Beryl Otieno, contributed to the Sub-Saharan Africa Teacher Leadership for Education for Sustainable Development (SSATL-ESD) project. The programme focuses on integrating sustainability into teacher education curricula and strengthening competencies for Education for Sustainable Development (ESD). The programme targets teacher educators across 13 Eastern African countries, with a projected 600 teacher educators trained, enhancing curriculum transformation and sustainability-focused pedagogy.
- **Geopolitics and Green Economy Transition Course:** Dorcas contributed to the 14-week certified international course, which was implemented in collaboration with the University of Bern (Switzerland), focusing on sustainability leadership, global green economy transitions, and interdisciplinary learning. The programme involved 77 participants (35 from Kenyatta University and 42 from Bern University) including students, entrepreneurs, and project leaders.

Vytautas Magnus University: IPN member Vaida Jurgilė held two presentations in March on “LEGO Moment: Learning through Creativity and Reflection” during the conference on “Contemporary Transformations in Primary Education: The Power of Experience and Reflection”.

University of Zambia, Department of Language and Social Sciences Education: UNZA has been offering training in Environmental Education and management at the undergraduate level and postgraduate levels, and another programme in Climate Change and Sustainability Education at the postgraduate level.

AlElieh for Science Environment & Art: IPN member Samar Kirresh was the local consultant and trainer for the team Omnia in the STEM Enabled School Programme (June 2024-Dec. 2025). The Programme was a technical collaboration between the Welfare Association (Taawon) and Omnia Education Partnerships Ltd. (OEP), aligned with the Ministry of Education’s World Bank SERATAC initiative. The primary goal was to establish a scalable model for development by equipping 72 teachers and school leaders across 18 Palestinian primary schools with the tools, skills, and attitudes necessary to design and lead innovative, integrated STEM education. The initiative sought to shift STEM implementation from isolated, extracurricular activities toward a sustainable pedagogical methodology embedded within daily classroom routines and school governance. There was much focus on the definition of the learning environment and STEAM learning. Though sustainability was not the focus of the training, many of the examples provided and the next steps of implementation in schools focused on sustainability education, environmental issues, and recycling as valuable, and most importantly, feasible learning contexts and resources.

CAPACITY BUILDING

Throughout 2025, 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 Certificate Programme for universities: The Leaders in Higher Education Alliance and Programme - For Accelerating Sustainability Transformations (LEAP-FAST):** The initiative, led by UNITAR and UNESCO, consists of two main components:
 - 1) *Leadership Dialogue*: convenes Higher Education Institutional Leadership to provide space for collective reflection and the preparation of the Joint Statement, knowledge exchange on selected themes.
 - 2) *Certificate Programme*: Is a 3-month blended, intensive training programme. It targets faculty members and aims to enable a deep transformation of institutional practices, educational programmes, course plans and methodology to better reflect sustainability competencies, promote transdisciplinary, and integration of new ways of knowing to support sustainability, inclusion and global citizenship agendas.
- Robert Didham was the lead consultant working on the design and development of the certificate programme. In 2025, the first two editions of this programme were held with the Government of Saudi Arabia with Majmaah University serving as the key academic partner of the initiative. During these editions, Robert served as an expert facilitator and academic coordinator for the third module of the programme focused on Course & Pedagogical level and covering weeks 7-9 of the programme. In November 2025, Robert participated in the in-person Co-Creation Workshop of the certificate programme held at Majmaah University.
- **Universities Norway (UHR):** CCL's centre director, Robert Didham, has been working to strengthen the higher education sector's efforts regarding the UN Sustainable Development Goals and Agenda 2030, in his capacity as the UHR representative on the Higher Education Sustainability Committee. UHR is a collaborative body for Norwegian higher education institutions, of which INN is a member. The aim of the Sustainability Committee is to further develop the role of universities in the global debate on the societal challenges outlined in the UN's Agenda 2030, both nationally and internationally.
- **National Research Network for Sustainability and Education (NABU):** Robert Didham is a founding member of this network, serving on its board since its establishment in December 2019. In 2025, his colleague Anna Bergliot Øyehaug took over the position on the board. In May, CCL organised a scholarship webinar in collaboration with NABU and the Nordic Research Network for Environmental and Sustainability Education. The webinar brought together PhD candidates in sustainability, pedagogy and didactics who wished to discuss each other's research projects with senior researchers in the field. The keynote speaker was Ólafur Páll Jónsson, and the webinar was open to PhD students in the Nordic countries (Finland, Iceland, Norway, Sweden and Denmark). The webinar was a success, with 20 participating researchers and PhD students.

- **Attending national and international conference:**
 - In June, CCL participated in the National Network Meeting on Sustainability in Higher Education at the Norwegian University of Life Sciences (NMBU). The conference called for *Greater societal impact through closer collaboration* to meet sustainability challenges. Collaboration between universities and external stakeholders enhances relevance and increases societal impact, both in terms of more applicable research and faster knowledge mobilisation.
 - In July, CCL attended Earth Charters conference *Planetary Consciousness, Ethics of Care and Intergenerational Justice* in the Netherlands. The conference celebrated 25 years of Earth Charters efforts to turn vision into action and brought nature and future generations to the core of the dialogues. CCL contributed to a parallel session in *Education: Fostering Planetary Consciousness* and networked with many participants.
 - In November CCL participated in the Nordic Research Conference on Environment and Sustainability Education at the University of Gothenburg. CCL held presentations on “Student teachers leading innovations for interdisciplinary practice. Making education relevant for sustainability transformations” and “Interdisciplinary teaching for sustainable development in Norwegian schools - where do we stand? And as a linked outcome in 2027, INN will host the next conference of this network (in collaboration with UiO and OsloMet) at the Faculty of Education in Hamar.
 - In November CCL attended UNANs conference in Oslo to mark its 80th anniversary. The conference *UN 80 years - should the world continue to work together?* Focused on how the UN can reinvent itself to offer hope and solutions to the world in the years to come. CCL met with representatives from the UN Associations in Finland and Iceland.
- **International ESD Guidance Tools and Action Research:** UNESCO Chair holder Robert Didham together with IPN partners and UNESCO Chair holders Gregor Torkar, UNESCO Chair in Teacher Education for Sustainable Development, Ljubljana University; Daniel Fischer, UNESCO Chair in Higher Education for Sustainable Development, Leuphana University; Hiroki Fujii, UNESCO Chair in Research and Education for Sustainable Development, Okayama University; and Charles Hopkins and Katrin Kohl, UNESCO Chair in Reorienting Education towards Sustainability, York University are involved in a UNESCO project to develop three guidance tools to strengthen the integration and mainstreaming of education for sustainable development. Robert Didham is the lead author of the guidance tool on pedagogical strategies for sustainability competencies. In March, a workshop was held at UNESCO HQ focusing on training the teams from the 10 pilot countries before the work was piloted in 41 schools across these 10 countries. [For more information about the project.](#)
- **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.
- **Participation in online and face-to-face webinars and seminars:** CCL participated in several of UNESCOs online webinars as well as one arranged by UNEP. CCL has been a regular attendee at seminars organised by the Coalition for the UN We Need, and the International Environment Forum. CCL continues to connect with the Norwegian office of the Earth Charter.
- **Strengthening relationships with universities and teacher training in southern Africa:** In November CCL strengthened relationships with IPN member, Sadhana Manik at the

University of Kwazulu Natal and the University of Namibia. CCL was able to visit under the Erasmus+ project GLOMIND. During the visit, CCL in collaboration with the international office at INN, held meetings with key stakeholders to discuss how to increase mobility between the institutions and completed educational site visits.

CCL has also had numerous consultative meetings focusing on teaching materials and methodologies that connect indigenous knowledge with ESD and GCE at the University of Fort Hare, Rhodes University, University of Kwazulu Natal and the University of Namibia.

- **Sustainable Eaters Seminar:** In December, CCL contributed to the final seminar where project participants presented their findings and recommendations for the future.

IPN partner activities:

Technical University of Berlin:

- In March, IPN member Heike Müller held a training workshop on consumer education within a whole-institution-approach for school teams, especially in-service teachers.
- In December, Heike Müller contributed to a Science in Dialog series, which was offered online and organised by the Institute for Education Analyses Baden-Württemberg (IBBW). Heikes presentation focused on consumer education within a whole-institution-approach.

York University:

- Through the LEAP-FAST initiative, targeted training was provided to higher education leaders and practitioners, focusing on accelerating institutional transformation in line with sustainability goals. [For more information about the LEAP-FAST initiative.](#)
- Through involvement in the Global Citizenship Alliance, colleagues Katrin Kohl and Charles Hopkins were able to support experiential learning opportunities for students and educator development through seminars and collaborative activities. [For more information about the Global Citizenship Alliance.](#)

Across both initiatives, the emphasis was on practical application, peer learning, and strengthening the capacity of educators and leaders to implement ESD.

University of Jyväskylä:

- Has created a cross-faculty research group on critical approaches to sustainability, global education, and development (CritED). The group is to bring together researchers, PhD candidates and master's degree students with interest in critical approaches to education and development. [For more information about the research group.](#)
- SDG4 seminar on Leadership in Education: An annual international conference, focused on Sustainable Development Goal 4: quality education for all. This year's theme was "Leadership in Education". [For more information about the seminar.](#)

Kenyatta University:

- **Nairobi Summer School on Climate Justice (PACJA & Kenyatta University)**
IPN member and UNESCO Chair holder, Dorcas Beryl Otieno, contributed as a resource person, delivering sessions on green economy, sustainable development, and social entrepreneurship. The programme reached over 1,500 participants from 70 countries, including educators, youth leaders, policymakers, and practitioners, strengthening global climate leadership and ESD competencies.

➤ **National Young Innovators Entrepreneurship Training Programme**

IPN member and UNESCO Chair holder, Dorcas Beryl Otieno, provided training on Circular and Green Business Models for over 100 young innovators, supporting sustainable entrepreneurship, green innovation, and climate-resilient business development.

Vytautas Magnus University: In November, IPN member Vaida Jurgilė participated in the event *“It Was Not Like This in Our Time: Career Change Day”* with the presentation *“Laboratory for Identifying Personal Strengths”*.

University of Zambia: Teacher educators from UNZA participated in a workshop to validate the new curriculum with a focus on reviewing Climate Change Education integrated into the new curriculum.



The International ESD Guidance Tools and Action Research workshop was held at UNESCO HQ in March 2025 and focused on training the teams from the 10 pilot countries before the work was piloted in 41 schools across these 10 countries.



CCL attended and contributed to Earth Charters Conference in den Haag, the Netherlands, July.



UNESCO Chair holder, Robert Didham at the co-creation workshop of the certificate programme held at Majmaah University.

RESEARCH

CCL and IPN partners are involved in numerous research and development projects. Outcomes of these projects contribute 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:

- ***Empowering the Margins of Europe through Regional and Global Engagement (EMERGE Alliance) (2025-2028)***: 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. CCL is involved in WP 1: Governance and Project Management and leads WP 2: Community Engagement and Services and WP 8: Creating a Sustainable, Inclusive and Resilient Campus. During 2025 many activities and deliverables were initiated, such as: summer internships in Ireland and Slovakia, a call for collaborative projects between students, staff and external partners, a collaborative and physical space was opened at campus Hamar, called the EMERGE Hub, and more. [For more information about EMERGE.](#)
- ***Global Mindsets (GLOMIND) (2025-2028)***: An internationalisation project financed by the Erasmus+ programme, focusing on the Global South and on integrating diverse perspectives into education. Funds will primarily be used to support incoming mobility for students and staff from INN's partner institutions, University of Namibia (UNAM) and University of KwaZulu-Natal (UKZN). This allows student and academic communities in the partner countries to exchange knowledge and build networks among themselves, while INN becomes part of a broader collaboration that promotes sustainability and reciprocity.
- ***Transforming Futures: Enhancing practice for ESD for 2030 through action research (2024-2026)***: The Transforming Futures project uses action research to empower educators and institutions worldwide in advancing education for sustainable development (ESD). By integrating sustainability principles into education systems through practical tools and capacity building, the initiative promotes innovative teaching practices and addresses local challenges effectively. Through collaborative action, educators are driving transformative change towards a sustainable future aligned with the 2030 Agenda. The project supports educators and learning institutions to improve ESD teaching and practices through action research, using recently developed guidance tools.
- ***Sustainable Eaters - Consumers in a sustainable Norwegian food system (2021-2026)***: The project, supported by the Research Council of Norway, aimed to enable and strengthen consumers' contribution to achieving a sustainable Norwegian food system. It achieved this by developing and testing new teaching materials on sustainable food systems and food waste for secondary schools, in collaboration with CCL and LOOP Foundation for Waste Sorting and Recycling and by testing how QR codes that include use-by dates can help both consumers and the food industry to reduce food waste, in collaboration with Nofima, GS1 Norway, Throw No More, NorgesGruppen and Nortura SA. The project ended in 2025, however WP3 on Education and Awareness raising (where CCL is involved) was extended until July 2026 due to delays in the teaching materials. Through

involvement in Work Package 3, CCL has contributed to research conducted on the impacts of different pedagogical approaches for sustainable food competence development.

- **Digital Education for Sustainable Development across Europe (DigiESD) (2023-2026):** During 2025 the project successfully completed the creation of 17 virtual learning worlds for each of the 17 SDGs as well as the cross-cutting topics of SDG Dilemmas and the Wedding-Cake Model, in five languages (English, German, Greek, Hungarian and Norwegian). Interactive exercises (impulse questions, search games and quizzes) are embedded directly in the boardstories and are each extended by comprehensive teacher guides and student workbooks. A free digital learning platform in the corresponding five languages was published. The platform also provides a comprehensive education report on the curriculum analysis in the four partner countries, as well as a freely available framework that enables other institutions to conduct their own curriculum analyses with an ESD focus. CCL disseminated the learning platform in Norway with the help of marketing materials developed in the project. [All materials are freely available on the Digi-ESD platform.](#)
- **Innovating Teacher Education with new Learning Technologies (InnTELT) (2023-2026):** The main objective is to develop and test how the use innovative learning technologies (including AI & VR) in teacher education can strengthen educational quality, relevance and the professional development of future teachers to respond effectively to the changing nature and challenges of education and society in the 21st Century. [For more information about the project.](#)



Global Mindsets met with the Dean of Education Prof. Emmanuel Mgqwashu at the University of KwaZulu-Natal



Sustainable Eaters concluding seminar to present the results from the project.



Work Package 8 met in October at Democritus University of Thrace (DUTH) in Greece as part of the University Alliance, EMERGE.

IPN partner activities:

York University

- ***Leaders of Learner Empowerment (LoLE) initiative (2025-2026)***: Colleagues Katrin Kohl and Charles Hopkins have worked closely with the research project LoLE, funded by The German Federal Environmental Foundation (DBU) and led by Leuphana University Lüneburg. The project is developing a free training program on Education for Sustainable Development (ESD) specifically designed for school leaders. Through hands-on projects, participants will drive systemic change in schools using a Whole School Approach.

[For more information about the project.](#)

- ***Peace, Empowerment, and Action through Reflective Leadership (PEARL)***: Led by the UNESCO Chair at York University and possible thanks to the support of the Kozak family and the Dearness Environmental Society, the global PEARL initiative aims to understand how non-positional teacher leadership can drive transformative learning for sustainability. It aims to bridge the gap between policy and practice by developing and validating strategies that strengthen lateral and informal leadership, teacher agency and enable peer-led innovation. PEARL contributes directly to Priority Area 3 of the ESD for 2030 Roadmap: Building the Capacity of Educators (UNESCO, 2021).

[For more information about the project.](#)

Both projects contributed to advancing understanding of leadership, pedagogy, and institutional change in ESD.

Technical University of Berlin

- ***Consumer education beyond the classroom (cLEVER 4) (2024-2025)***: Colleague Heike Müller has been involved in a nationwide pilot project. The project collected studies and created support material for teachers and multipliers with a focus on strengthening the teaching of consumer education at general education schools nationwide.

[For more information about the project.](#)

- ***Sustainable Food Cultures (2024-2025)***: Colleague Heike Müller has been involved in an international alumni project that explored the special importance of food cultures for sustainable food systems. The project developed, tried and tested subject-specific didactic concepts for biographical learning.

[For more information about the project.](#)

Kenyatta University

Complicated Plastics: Addressing taboo waste streams for promotion of user dignity and sustainable consumption (2022-2025): UNESCO Chair holder, Dorcas Beryl Otieno, in collaboration with Lund University (Sweden), contributed to research examining environmental and health impacts of complex plastic waste, including menstrual products. The project aimed to *identify policy gaps; assess environmental risks; and develop sustainable waste management strategies*. The research contributed to policy recommendations, sustainable consumption practices, and environmental education strategies.

Vytautas Magnus University

Enhancing Teachers' Professional Knowledge and Situational Skills: A research project, led by the Research Council of Lithuania (LMT) under the Education Research Breakthrough Programme. Colleague Vaida Jurgilė did research to investigate what formal and non-formal knowledge and practical skills are needed for high-quality teaching and didactics, which

determine the successful learning of pupils, and how this knowledge and skills can be improved both in the training of future teachers and in the practical activities of working teachers. [For more information about the project.](#)

University of Zambia:

- **The Facility for Action for Climate Empowerment to achieve Nationally Determined Contributions (FACE-NDC) project:** Supported by the International Climate Initiative (IKI), the project aims to strengthen Zambia's climate resilience. The goal of the project is to drive climate-friendly behavior, enhance capacity, and support the implementation of Zambia's Nationally Determined Contributions (NDCs). The project focuses on education, training, and awareness in the agriculture, forestry, and energy sectors to build resilience and reduce greenhouse gases. As part of the baseline study over 3000 learners, and 2600 student teachers, College lecturers across Zambia were engaged to assess Climate-related knowledge, behaviours, and food choices, including lifestyle. [For more information about the project.](#)
- **The Sub-Saharan Africa Teacher Leadership for Education for Sustainable Development (SSATL-ESD):** a capacity-building project aimed at strengthening teacher leadership in Education for Sustainable Development (ESD) in the SSA region. It is a multi-country collaboration between 15 institutions from SSA and Europe to empower educators and teacher leaders to integrate ESD at all levels of education and learning. Through the SSATL-ESD initiative, one key lifestyle activity being promoted is barefoot indoor entry, which encourages individuals to remove footwear before entering the indoor area spaces. [For more information about the project.](#)

University of Jyväskylä

- **CREA+BIRD Through education to a deeper connection with nature - birds as messengers:** This Erasmus+ project aims to jointly develop new and inspiring pedagogies for sustainability education and using birds as a common theme. [For more information about the project.](#)
- **Greenversity:** is a three-year Erasmus+ project dedicated to integrating the European Green Competence Framework (GreenComp) into higher education. Our mission is to empower universities, educators and students with the essential skills and knowledge to lead sustainable transformations in society. By developing a structured framework to implement the GreenComp with training programmes and engaging student initiatives, GREENVERSITY aims to make green skills a core part of higher education across Europe. [For more information about the project.](#)

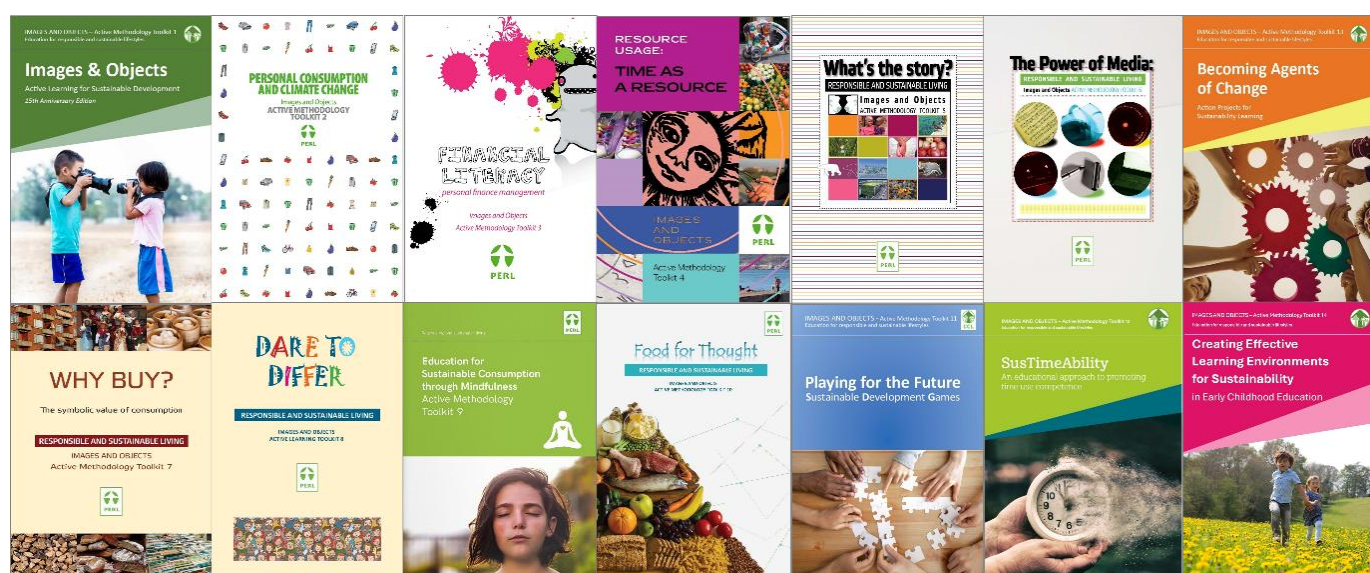
AlElieh for Science Environment & Art

Promotion of Science and STEM in Palestine: Samar Kirresh was a consultant in this project, led by Al Quds University Science Museum and funded by Enabel (Belgian Agency for International Cooperation) in collaboration with Antwerp University. The project is a key component of the broader "*Improving Science and STEM Education in Palestine*" initiative, designed to foster innovation, critical thinking, and environmental awareness among Palestinian students and the local community by embedding Citizen Science into water and climate research, exploring artificial intelligence (AI) and creating a Citizen Science Hub to connect citizens, researchers, and policymakers. Samar designed a pilot research project titled "*Threads of Change*" with a focus on textile waste and the environment and introduced citizen science as a research field and encouraged community collaboration.

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, with the content and activities of these toolkits 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 2025, CCL translated Toolkit 14 to Norwegian: *Skape effektive læringsmiljøer for bærekraft, i barnehagen og småtrinnet* and updated Toolkit 2: *Personal Consumption and Climate Change*. More than 4400 copies of toolkits were disseminated nationally and internationally in 2025. [Take a look at the series here.](#)

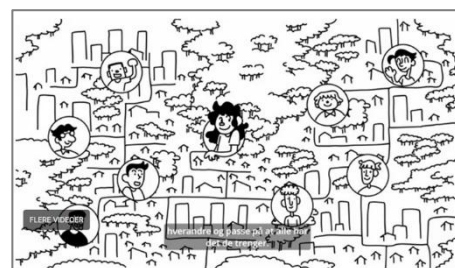


Educational videos

CCL has produced videos to help support and guide the work of teachers and other educators in teaching interdisciplinary for sustainable development. These 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. In 2025 CCL produced a video to support and guide the work of early childhood educators in teaching about sustainability to learners aged 4-8. Other videos CCL has produced are instructional videos 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. Most of these videos are in Norwegian, but we are happy to provide support to anyone in the network who would like to translate to another language.

Animation videos

CCL created a fifth animation video in 2025. The video has been created in support of Toolkit 14: *Creating Effective Learning Environments for Sustainability in ECE*. Toolkit 14 is divided into two parts; one part focuses on how the team working with ECE can take an institutional approach to working with sustainability, specifically working with values, while the other part suggests several concrete activities the team can engage their young learners with to learn more about sustainable development. The animation video was created to help start the work at any early childhood educational institution or centre and targets children aged 4-8 years old. All five videos are available in Norwegian. If you would like to translate and voice over to another language, please contact CCL. [View the videos here.](#)



Digital Education for Sustainable Development across Europe!

Together with partners from Germany, Ukraine, Hungary and Cyprus, CCL has developed 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 and supporting materials are freely available in German, Ukrainian, Hungarian, Norwegian, Greek and English. [See the learning worlds here.](#)



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

[See the other materials here.](#)

IPN partner resource development:

Consumer education beyond lessons: The Technical University of Berlin has been involved in developing a *Planning Guide for Consumer Education in Subject Lessons*. The guide holds an extensive collection of teaching materials that has been specially developed for teachers to support them in planning lessons. The aim is to integrate the guiding perspective of consumer education of the Baden-Württemberg education plan into the classroom. The planning aid is intended to support teachers in effectively conveying consumer education content and to accompany pupils on their way to becoming responsible consumers in an increasingly complex society. [For more information, please visit the website.](#)

- [Quick info brochure on integrating consumer education within a whole-institution-approach \(only available in German\)](#)
- [Calendar on topical days for realising consumer education in extracurricular activities, projects, etc. \(only available in German\)](#)

ESD Toolkit: Advancing Education for Sustainable Development in Canada - New Mindsets for a Better Future: Colleague Katrin Kohl from York University co-authored the publication that was published by the Canadian Commission for UNESCO as a contribution to the UNESCO ESD for 2030 Framework. The Toolkit is available in English and French. In addition, twelve inspiring case studies highlighting the transformative potential of ESD are also available in English and French. [Download the toolkit here.](#)

Young Person's Guide To Systems Change: International Environment Forum (IEF) promoted this guide as the result of seven online sessions, where young leaders co-created a shared toolbox filled with knowledge and strategies for driving systemic change. Blending humour, anecdotes and practical insights, this handbook introduces key concepts of systems thinking and systems transformation, making complex ideas accessible and engaging. [Download the guide here.](#)

IEF Climate Change course: A free online course on the Scientific and Spiritual Dimensions of Climate Change developed by International Environment Forum (IEF). It took place from September to November 2025. There were 102 participants from 32 countries. Course participants met in weekly Zoom meetings to discuss the week's topic of study.

Sustainable Development and Human Prosperity: A six-unit course that explores the environmental, economic and social dimensions of sustainability from both scientific and ethical/spiritual perspectives inspired by Bahá'í principles. It includes both readings and videos to illustrate the latest thinking on these issues that are at the centre of community concern, social action, public discourse and global debate. [Look at the course units here.](#)

Cultivating Change Through Global and Sustainable Education (GloseNet): The University of Jyväskylä has created a GloseNet team and landing page. GloseNet is home for the Education for Emergencies and Research Project and the Critical Approaches to Sustainability, Global Education and Development Research Group. GloseNet:

- organizes annual SDG4 Seminars
- coordinates a pilot course on Antiracism in Education between JyU and the University of Helsinki. The objective is to bring together scholars around the world and to enhance the learning and research on critical approaches to sustainability, global education, and democracy. [For more information about GloseNet.](#)

Sustainability handbook and toolkit for schools, teachers and policymakers: Colleagues at the University of Jyväskylä have created a sustainability handbook to assist educators in facilitating positive change for our planet by taking action to protect it, to change our attitudes about climate change, and to develop ways to lessen our impact, or even reverse it. [The sustainability handbook can be downloaded for free here.](#)

Greening Education Partnership (GEP) Curriculum Guidelines: IPN partner and UNESCO holder, Dorcas Beryl Otieno at Kenyatta University contributed to the development of UNESCO Greening Curriculum Guidelines, focusing particularly on Technical and Vocational Education and Training (TVET) and sustainability competencies. These guidelines support global curriculum integration of climate education and sustainability, benefiting educators and institutions worldwide. [Download a copy of the guidelines here.](#)

PraxiSDG Course Development - SETTING SUSTAINABILITY IN MOTION: IPN partner and UNESCO holder, Dorcas Beryl Otieno at Kenyatta University, in partnership with Technical University of Dresden (Germany), developed service-learning sustainability course materials enabling educators and students to engage in real-world sustainability projects and community-based learning. [For more information.](#)

AlElieh for Science Environment & Art: IPN partner Samar designed 6 STEAM Boxes as a component of the “*Promotion of Science and STEM in Palestine*” project mentioned under “research”. Each box has a theme that was introduced through different designed learning experiences. The experiences were built upon environmental issues, socio-scientific issues and scientific phenomena. Simple tools, such as recycled materials, were used to introduce big topics and to explore and experiment upon to build knowledge and understanding. Maker education was the main pedagogical approach with students recognizing, mapping and making use of the material world around them as central practice. The 6 STEAM boxes have themes on: *building a STEAM mindset; pollution around my school; water pollution in my community; 2 boxes on exploring motion and a final box on Earth and fossils*. Tasks include designing the learning experiences, a detailed pedagogical guide for facilitators (in both formal and informal contexts), data sheets, possible art interventions, and evaluation methods. The boxes with all items listed per experience, including the pedagogical guide now serve as a library for activities. School teachers or facilitators working with youth in community organizations can borrow and implement them. A workshop on how to use the boxes was delivered to the first group of teachers. The guides are currently in Arabic only.

EVENTS

CCL activities:

- **Local environmental week:** The municipalities of Ringsaker, Hamar, Løten and Stange have organised Environmental Week yearly since 2022. In 2025 it was organised from the 3-10th of May. CCL participated in Hamar Nature Schools environmental trail Wednesday 7th and Thursday 8th of May. Here, more than 2,000 10- and 11-year-old students gathered at Hamar town centre for exciting educational activities on climate, the environment and sustainability! CCL contributed with its own activity trail with five different stations. The stations tested the students' knowledge of fun facts or real facts about environmental issues, included a maths problem on access to clean water, matching pictures with sustainability words, scenario-based thinking and a team-building game. The pupils had a great time on both days and learnt a lot about environmental issues.
- **Collaborating with national academic communities:** CCL has collaborated with several academic communities at the University of Stavanger (UIS) to prepare a joint application to the Research Council of Norway for a collaborative project focusing on digitalisation, sustainability, future-oriented skills and didactics. Both UIS and INN have expertise in learning technology and education for sustainable development. The idea is to build networks and identify synergies between the academic communities that can strengthen consumer education. The following centres from UIS are involved; Digital Didactics Workshop (DDV), a space where students and staff in teacher training programmes can test and explore digital tools for use in teaching, and the Sustainability Didactics Workshop (BDV), an interdisciplinary learning lab for sustainability thinking and the green transition. From INN, the Future Classroom Lab will also join in the collaboration. CCL will lead the application which is planned to be submitted during 2026.
- **UNESCO Creative City of Media Arts Network:** CCL is a member of the newly established UNESCO Creative City of Media Arts network for the Hamar region. The network brings together local stakeholders to share news with one another, information about festivals, and to identify synergies for collaboration, both amongst local stakeholders and with stakeholders in other Media Arts cities.
- **Consumer Council Norway:** CCL has established contact with an advisor from the Consumer Council, who works on issues related to consumption, sustainability, the circular economy, food systems and more. The aim of this contact is to identify opportunities for collaboration and to strengthen each other's work. We are in discussions to find a platform for further collaboration opportunities.



Local environmental week 2025 for Hamar region, Norway.

Students trying out CCLs activity trail.



IPN partner activities:

International Environment Forum (IEF): Held their 29th annual conference: *Building Capacity for Sustainability Discourse and Action*. In June, IEF, brought together 65 participants from 17 different countries. The program included study sessions, discussions, outdoor activities, and a hybrid panel. It was a weekend of reflection, collaboration, and action—where science, values, and community came together for a sustainable future. [For more information about the conference.](#)

York University: Participated in the High-Level Political Forum on Sustainable Development (HLPF) in New York in July 2025. This event provided an important platform to connect education, policy, and sustainability within broader global development discussions.

International Environment Forum Youth Gathering: In March IEF gathered a group of youth to study a summary of the BIC Statement One Planet, One Habitation which discusses how humanity can redefine its relationship with nature.

Kenyatta University:

- UNESCO Chair holder Dorcas Beryl Otieno co-organized a *Climate Entrepreneurship Innovation Day*, attracting 47 applicants with 17 shortlisted innovators pitching sustainability solutions. The initiative supported youth innovation and green entrepreneurship.
- UNESCO Chair holder Dorcas Beryl Otieno also co-organized a 5-day international conference with over 160 delegates, focusing on *climate education, resilience, and sustainability transformation in Africa*.
- UNESCO Chair holder Dorcas Beryl Otieno participated in a 4-day *Clean Energy Bootcamp and Pitch Event*, mentoring student innovators from multiple universities and supporting entrepreneurship in clean energy solutions.

These initiatives collectively contributed to:

- Strengthening Education for Sustainable Development (ESD)
- Building teacher and youth capacity
- Advancing sustainability research
- Developing open educational resources
- Promoting youth leadership and climate innovation

University of Zambia: IPN partner, Matilda Kanyampa Nakazwe participated in and contributed to a series of workshops to review and validate the *Climate Change Education Framework*. Zambia's climate change education framework, notably enhanced in 2024-2025, integrates climate literacy across all school levels (early childhood to secondary) through a new competency-based curriculum. Supported by FAO and partners, the framework focuses on learner-centered, action-oriented pedagogy, with plans to reach over one million students, including in-school, tertiary, and voluntary groups.

AIEIEH for Science Environment & Art:

- IPN partner Samar Kirresh and her team led 32 workshops (96 training hours) on enhancing the “A” in STEAM during the YMCA Steam camp with 65 students between September and December 2025. They focused on environmental issues and allowed young

learners to explore the material world around them to learn and express. Students used recycled cardboard to create masks that reflected and expressed their character, Mosaic arts and crafts to work on design, and designing sculptures and figures from scrap wood and collected trash objects among other activities.

- Samar and her team also hosted the “JAW” children's camp where 180 young learners aged 4 to 16 experienced “a day at ALElieh”. Each group had an activity that enhanced their environmental knowledge through movies or maker activities ranging from creating a mechanical system that mimics the Palestinian Sun Bird flying mechanism, to design thinking workshops on ways to improve life and building cardboard prototypes of their inventions.
- Samar and her team also held open community workshops on recycling jeans into bags as side events to the recycling workshops that accompanied the citizen science workshops mentioned earlier.
- Samar and her team held their family mini festival titled “*Under the Lemon Tree*” with the theme “Soil and water”. The festival was open for the local community at a minimal cost (to cover necessary expenses only). During the day 104 families and youth participated in the festival which included 17 exploration STEAM stations on soil and water, including pH soil testing and alternatives like planting in cardboard, soil planting stations, seed letters, soil water retention, water testing for impurities (physical and chemical tests), water filtration and soil batteries, soil painting with 15 soil samples of different colours collected from 15 locations in Palestine, created art based the Palestinian red fox and more. Art was generated at each station, which visitors could take home, such as clay jewellery, sand dough sculptures, clay sculptures and plates. 25 young women and 3 young men were trained on environmental issues and empowered to lead the stations.



Student from local primary and secondary schools regularly visit the FCL to learn about sustainability through different gaming equipment.



Collaboration with student groups through the University Alliance, EMERGE.

ADVOCACY

Throughout 2025, CCL and IPN partners have shared their insights, knowledge, and materials openly.

CCL activities:

- **United Nations General Assembly:** In October, CCL attended the United Nations General Assembly (UNGA) as an advisor/observer to the official Norwegian delegation. CCL was appointed as a representative from Fokus (a Norwegian umbrella organization for development NGOs that deal with woman's issues). CCL was given complete freedom to consult with the Norwegian delegation and others at the U.N. CCL highlighted the importance of ESD and GCE and the need for more transformative education and met with representatives from the Norwegian Anti-racist Senter, Norwegian Inter-Church Council, Norwegian UN Association, UNESCO, UNEP and UNDP. In preparation for the UNGA and afterwards, the Norwegian Foreign office arranged meetings for civil society organizations to discuss relevant issues with the Minister of Foreign Affairs, Espen Barth Eide and the Minister of International Development Åsmund Aukrust. During this meeting SDG4, ESD and teacher training was briefly discussed. [View the meeting here.](#)
- **Norway's national UNESCO "family" meeting:** In December, CCL attended Norway's national UNESCO "family" meeting, organised by the Norwegian UNESCO Commission. Here most members of the Norwegian UNESCO family participated and presented their work. The meeting provided a good opportunity for networking and knowledge sharing. During the meeting CCL led a group discussion on cross-sectoral collaboration and how can we create effective synergies within the UNESCO network in Norway? Results were presented together with the other group leaders in plenum.
- **Academic and Public lectures:** CCL held an academic lecture about the UN, SDGs and ESD at the Nansen Humanistic Academy, in Lillehammer in October and public lectures in November in Tønsberg and December in Oslo about the U.N. and global citizenship.



CCL participated in the Norway's annual national UNESCO "family" meeting.



Victoria W. Thoresen at Earth Charters Conference on Planetary Consciousness, Ethics of Care and Intergenerational Justice.

IPN partner activities:

Technical University of Berlin:

- **Home Economics Research Seminar:** In December IPN partners from TUB and the University of Helsinki, Department for Educational Sciences/Home Economics collaborated on an Erasmus+ staff training event. During the event colleague Heike Müller (TUB) and Minna Autio (U. of Helsinki) held a presentation on: *Consumer Education in Europe: Exploring current search and trends*.
- **Joined HiBiFo:** Heike Müller was requested by the editorial board to join the editorial board for the Haushalt in Bildung & Forschung (HiBiFo) journal, Barbara Budrich publishing as a standing member. HiBiFo is a leading journal for consumer education and home economics education in the German-speaking context, which accepts up to one English-language paper per issue.
- Heike was also awarded with the HaBiFo Prize for excellent theses in the teacher qualification for nutrition and consumer education and subject didactics of home economics. Her thesis can be found under publications.

Consumer360Academy:

Colleague Peter Daub continues to advocate for consumer education by following world news in all twelve areas of the world economy. Translating all information into day-to-day language so it can be understood by everybody and co-creating new tools for understanding the world around through the eyes of the consumer. [For more information, please visit Peters website.](#)

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 additionally 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	Total value of funding
SusEat	Sustainable Eaters: Consumers in a sustainable Norwegian food system	The Research Council of Norway - BIONÆR - Bionæringsprogram	Apr 2021 - Aug 2026	4 516 000,00
BFD 2025	Consumer education collaboration with INN	Norwegian Ministry of Children and Families	Annual	1 215 000,00
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	UNESCO	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
UNITAR LEAP-FAST	1st edition of LEAP-FAST Certificate Programme	United Nations Institute for Training and Research	Apr 2025 - Jul 2025	47 403,00
UNITAR LEAP-FAST	2nd edition of LEAP-FAST Certification Programme	United Nations Institute for Training and Research	Sept 2025 - Dec 2025	32 227,00
EMERGE	Empowering the Margins of Europe through Regional and Global Engagement	Erasmus+ European University Initiative (EUI)	Jan 2025 - Dec 2028	8 718 568,78
TOTAL				15 553 488,12

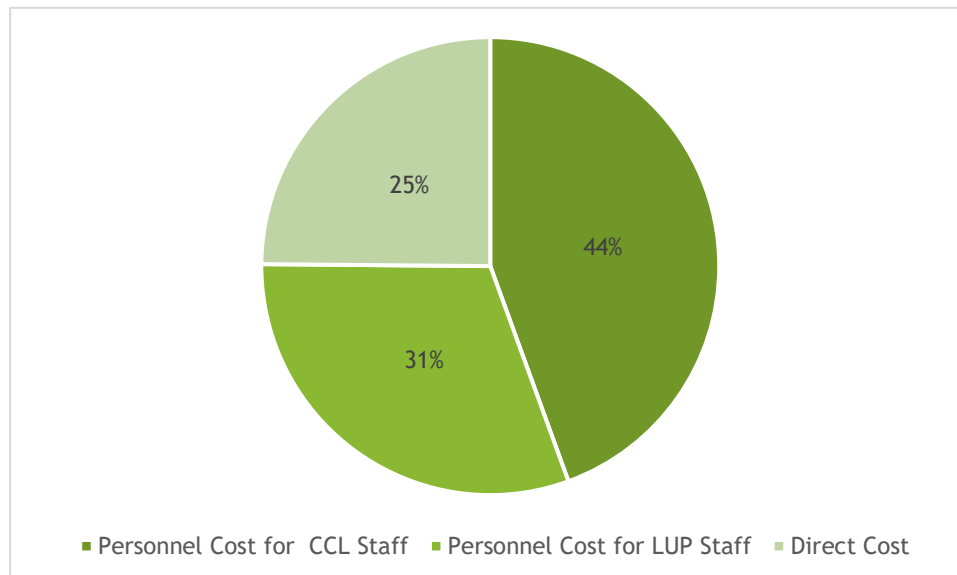
Table 4: Allocation of Funding for 2025

Project Acronym	Funding Allocated to Personnel Costs for CCL staff	Funding Allocated to Personnel Cost for INN staff	Funding Allocated to Direct Cost	Total Value
SusEat	78 765,36	922 608,00 ¹⁾	3 936,89	1 005 310,25
BFD 2025	498 133,96	-	725 714,93	1 223 848,89
DigiESD	186 296,62	32 780,87	-	219 077,49
UNESCO ESD	73 242,74	-	-	73 242,74
UNESCO Chair on ESL	-	-	155 743,24	155 743,24
UNITAR LEAP-FAST I	47 403,00	-	-	47 403,00
UNITAR LEAP-FAST II	32 227,00	-	-	32 227,00
FLEKS HK-dir (not coordinated by CCL)	67 309,38	-	-	67 309,38
EMERGE (not coordinated by CCL)	621 535,66	162 878,00 ²⁾	18 378,50	802 792,16
InnTELT (not coordinated by CCL)	15 265,36	-	2 371,70	17 637,06
TOTAL	1 620 179,08	1 118 266,87	906 145,26	3 644 591,21

1) This includes funding for one PhD position and allocation for an advisor for managing externally funded activity (BOA)

2) Hours allocated to staff member at Eastern Norway Research Institute for contribution to CCL task

Figure 2: Distribution of Funding to main cost categories for 2025

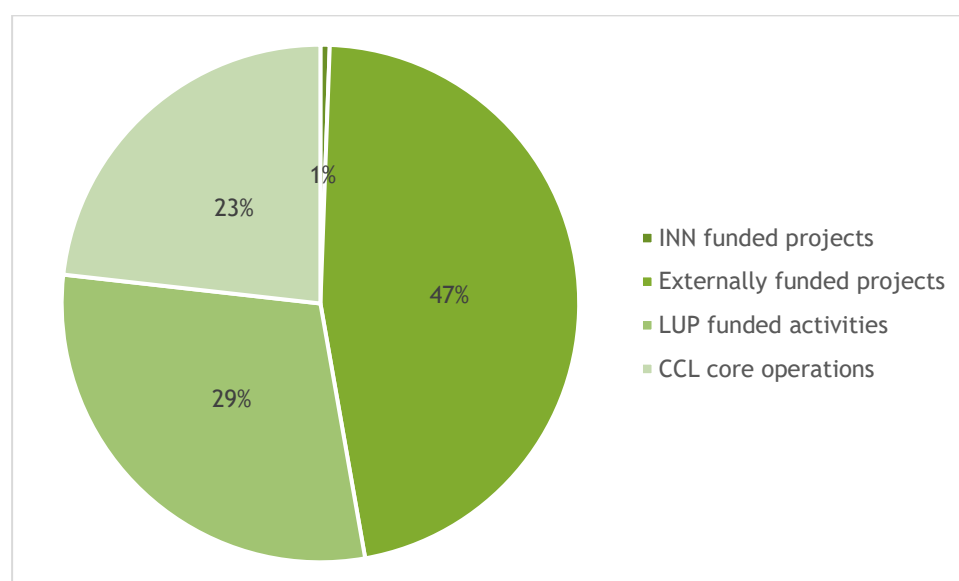


DISTRIBUTION OF WORK TO PROJECTS AND ACTIVITIES

Table 5: Allocation of Work Hours

Project	Externally funded projects	INN funded projects	LUP funded activities	CCL Core operations	Total
SusEat	115,5				
BFD 2025	537,5				
BFD 2024	218,5				
DigiESD	238				
UNESCO ESD	49				
UNITAR LEAP-FAST I	105				
UNITAR LEAP-FAST II	129,5				
FLEKS HK-dir	86,5				
Emerge	897,5				
InnTELT		29,5			
Research & Development time			623,5		
Teaching Hours - pre-financed			769,25		
Teaching Hours - contracted			113		
CCL general				635,5	
UNESCO Chair				547,5	
TOTAL HOURS	2377	29,5	1505,75	1183	5095,25

Figure 3: Distribution of CCL work hours by project type for 2025



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	747 601	399 108	1 146 709
Bente K. Vestad	351 650	527 317	878 967
Sacha Kalseth	803 261		803 261
Total	1 902 512	926 425	2 828 937

FINANCIAL SUMMARY

Table 7: CCL Financial Summary

Item	Sub-item	Value (NOK)	Total Value (NOK)
CCL Operational Costs			-3 735 082
	Personnel Costs	2 828 937	
	Direct Costs	906 145	
Funding for Personnel Costs			2 546 604
	Externally funded work hours	1 604 914	
	LUP funded work hours	926 425	
	INN funded work hours	15 265	
Funding for Direct Costs			906 145
	External funding	750 402	
	INN-UNESCO chair funding	155 743	
Balance between CCL operational Costs and Funding			-282 333
CCL-procured external funding allocated to INN staff			1 118 267
LUP own financing on CCLs externally funded projects			-151 041
CCL-net Contribution to INN			684 893

PART 5.

REFLECTIONS ON THE YEAR 2025 AND LOOKING AHEAD



The Centre for Collaborative Learning for Sustainable Development and the secretariat of the UNESCO Chair on Education for Sustainable Lifestyles were excited to begin 2025 with the renewal of our International Partner Network of the UNESCO Chair for the new period of 2025 to 2028. We received institutional commitments from many returning partners and new partners alike, and in this period the network membership has grown to a total of 42 institutional partners from a membership of 33 partners in the previous phase.



We are very pleased to welcome ADPP - Development Aid from People to People, Angola; Helwan University, Egypt; University of Namibia, Namibia; University of KwaZulu-Natal - School of Education, South Africa; ALElieh for Science Environment & Art, Palestine; Tokyo City University, Japan; Cheongju National University of Education - Education Research Institute, Republic of Korea; SEAMEO Regional Centre for Sufficiency Economy Philosophy for Sustainability, Thailand; University of Jyväskylä, Faculty of Education and Psychology & Finnish Institute for Educational Research, Finland; University of San Andrés - UNESCO Chair on Education for Sustainability and Global Citizenship, Argentina; The Organization of Consumers and Users of Chile, Chile; York University - UNESCO Chair on Reorienting Education towards Sustainability, Canada; and SDG4 Youth & Student Network, UNESCO as new members of our International Partner Network. We also believe that it is significant that our network now includes the representation of 8 UNESCO Chairs in total.

The UNESCO Chair at INN University has actively been involved in the UNESCO project “Transforming Futures: Enhancing practice for ESD for 2030 through action research”. As lead author of the upcoming ESD guidance tool on pedagogies and sustainability competencies and also with members of the author teams for the other guidance tools on whole-institutional approaches and assessment of ESD represented in our International Partner Network, this has been a very important and meaningful project for us. During 2025, the piloting and implementation of the draft guidance tools by 41 ASPnet schools, higher education institutions, and vocational and teacher training institutes across 10 countries (i.e., Brazil, Costa Rica, Cote d’Ivoire, Cuba, Germany, Japan, Kenya, Malaysia, Romania and Slovenia) made a substantial and highly valuable contribution to this project and the further improvement of these guidance tools. We are looking forward to the official launch of these publications in the summer of 2026.

In 2025, we also made major strides in our strategic priority area of higher education institutional strengthening. In fact, new efforts to work with the leadership of universities and their strategies for advancing sustainable development encompassed much of our work at CCL in 2025. After having been part of the steering group for development of the UNITAR-UNESCO The Leaders in Higher Education Alliance and Programme - For Accelerating Sustainability Transformations (LEAP-FAST) and having been the main person working on the design of the corresponding certificate programme, it was great to be part of the facilitation team of the first and second editions of this certificate programme and to participate in the week-long co-creation workshop with the programme participants hosted by CIFAL International Training Centre - Saudia Arabia and Majmaah University. It was also a real honour to be appointed by Universities Norway (UHR), the interest organisation representing the 34 accredited universities and university colleges in Norway, as their representative to

the National Committee on Sustainability in Higher Education and to serve on the conference committee for the national SDG conference held in early 2026.

The EMERGE European University Alliance was launched at the beginning of 2025 with INN University as one of nine university partners and with a core mission to make societal engagement the first mission of our universities driven by a strengthening of the values of sustainability, inclusion and resilience across our strategies and operations. CCL took charge of several key responsibilities for INN University within this alliance working with institutional strategic planning, campus life and community engagement. This required a rapid onboarding of several new activities for us, but after the first year of the project the initial outcomes and achievements are already very promising.

Looking back, 2025 was a challenging year for CCL as it stretched our staff well beyond our available capacity and reasonable demands. A delayed recruitment process meant that we worked through most of this year with a shortage of one full-time employee, while at the same time taking on several new, demanding responsibilities. Throughout this though, I am thoroughly grateful for the commitment and dedication of our staff, as they made the best of this situation and overcame these challenges successfully.

Looking forward, we are all very happy to have added a new member to CCL at the beginning of 2026 and welcome Dr. Thomas Macintyre to our team. We are eager to continue to strengthen our networks, to build new partnerships, and look towards accelerating the impacts of the many outcomes achieved in the previous year.

Robert J. Didham

UNESCO Chair on Education for Sustainable Lifestyles, *Chairholder*
Centre Director, Centre for Collaborative Learning for Sustainable Development

Annex 1

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CENTRE FOR COLLABORATIVE LEARNING FOR SUSTAINABLE DEVELOPMENT ANNUAL REPORT 2025

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For additional questions, inquiries or comments about the report, please contact the Centre for Collaborative Learning for Sustainable Development at University of Inland Norway.

Visiting address:

Holsetgata 31,
Midtbyen Skole 3rd floor,
2318 Hamar
Telephone: +47 62 51 77 28
Email: CCL@inn.no

Website: www.inn.no/english/ccl/



Facebook: Centre for Collaborative Learning - INN University



Instagram: senterforsamarbeidslaering



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Proofreading by Robert J. Didham and Sacha Kalseth

Part 4: Resources and Budget has been prepared in close collaboration with an advisor for Externally Funded Activities (BOA) at University of Inland Norway.



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Chair

**UNESCO Chair on Education for Sustainable Lifestyles
at the University of Inland Norway**



CCL@inn.no

www.inn.no/ccl/