

# UNESCO Chair on Education for Sustainable Lifestyles

at Inland Norway University of Applied Sciences.

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



# unesco

## Chair



## Centre for Collaborative Learning for Sustainable Development

Inland Norway University of Applied Sciences (INN) has held the UNESCO Chair on Education for Sustainable Lifestyles since 2015.

The Centre for Collaborative Learning for Sustainable Development was established in the Faculty of Education and serves as the coordinating unit for the activities of the UNESCO Chair at INN.



### About Robert J. Didham

Robert J. Didham (Ph.D.) became holder of the UNESCO Chair on Education for Sustainable Lifestyles in 2021. He is also the director of CCL and an associate professor at Inland Norway University of Applied Sciences.

With a background in community-based sustainable development, public participation and social learning, Robert has extensive experience in interdisciplinary research and capacity building projects. He has coordinated multi-country research on education for sustainable development, sustainable consumption, and adaptation planning, and he has led policy support projects for several national governments.

### About the Centre

The Centre for Collaborative Learning for Sustainable Development (CCL) is a research and learning centre based at Inland Norway University of Applied Sciences. CCL aims to contribute to national and international projects on education for sustainable development and to strengthen partnerships on this topic.

The Centre works to advance knowledge at all levels of society, from the classroom to national and international levels. CCL promotes learning approaches and produces educational toolkits on topics including consumer issues, sustainable lifestyles, and social learning. The Centre supports policy development and provides curriculum guidance. CCL contributes to the implementation of the Sustainable Development Goals (SDGs).



### **Contact CCL:**

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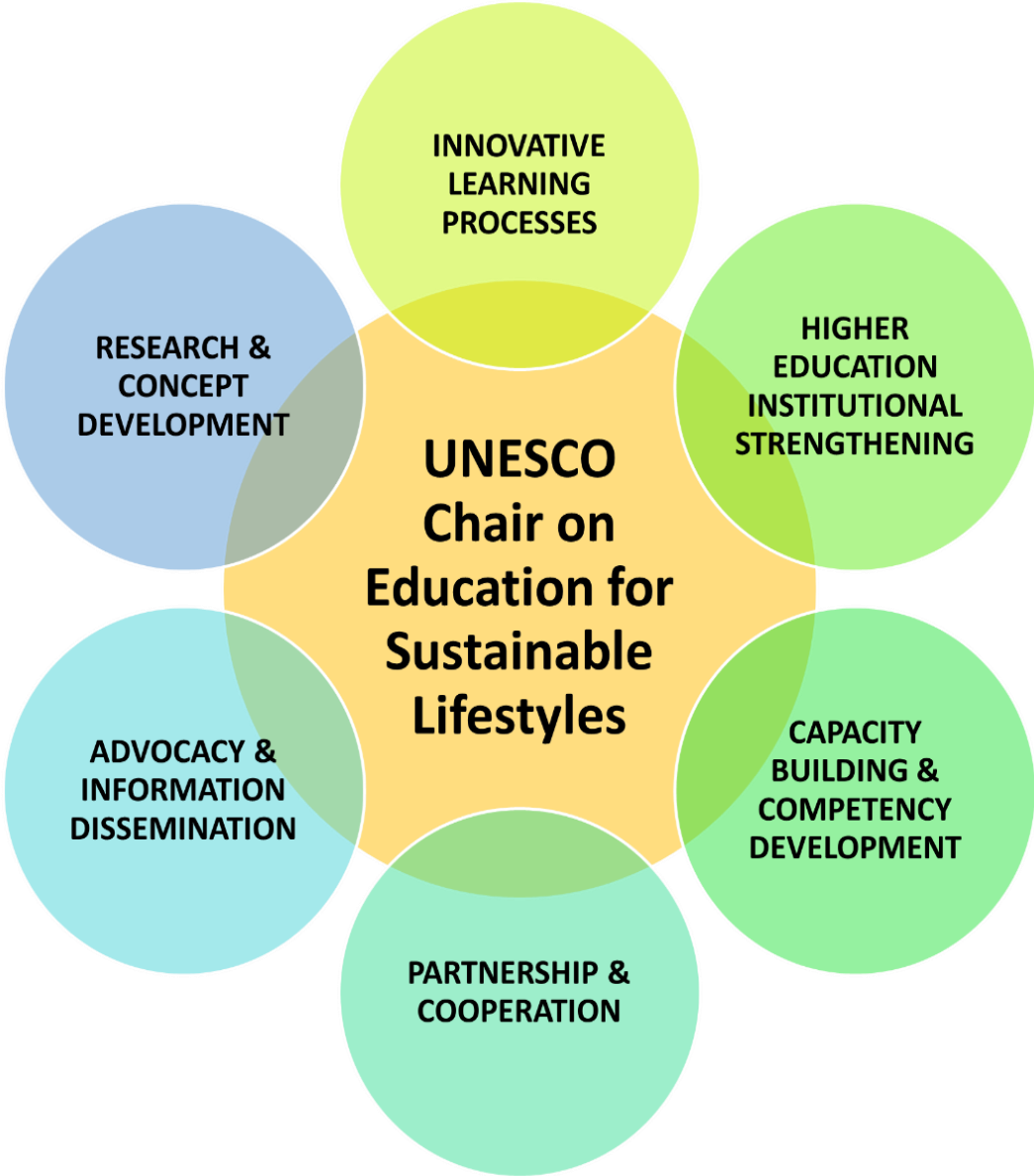
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The action plan of the UNESCO Chair is structured around priority action areas and details 24 general actions that will be promoted through our activities and operations:



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

## **Africa**

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

## **Asia**

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

## **Latin America**

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

## **Europe**

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

## INNOVATIVE LEARNING PROCESSES

*Applying active and collaborative learning models, we aim to:*

- 1) strengthen personal connections with sustainable lifestyle practices;*
- 2) develop sustainability skills and competences; and*
- 3) 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.

Key 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.

## HIGHER EDUCATION INSTITUTIONAL STRENGTHENING

*Drawing on the three themes for transforming higher education for global sustainability, we aim to:*

- 1) promote inter-/trans-disciplinary ways of learning and understanding;*
- 2) facilitate epistemic dialogue and diverse ways of knowing; and*
- 3) 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.

Key outputs of this action area include:

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

## CAPACITY BUILDING & COMPETENCY DEVELOPMENT

*Working to broaden participation in a community of practice for sustainability transformations, we aim to:*

- 1) empower change agents across diverse sectors;*
- 2) promote opportunities for collaborative engagement, learning and action; and*
- 3) embed sustainability principles and values in our social relationships.*

We will achieve this by focusing on:

- **Education systems** – 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.

Key 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.

## **PARTNERSHIP & COOPERATION**

*Promoting a diverse range of partnerships and interactions between stakeholders, we aim to:*

- 1) develop robust networks that bring together diverse expertise and experiences;*
- 2) facilitate trust building, mutual support and common understanding; and*
- 3) 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 UNESCO's relevant programmes** – maintaining active participation with UNESCO's programmes on ESD and supporting achievement of internationally agreed frameworks.

Key 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.



## ADVOCACY & INFORMATION DISSEMINATION

*Sharing our insights, knowledge, and materials openly, we aim to:*

- 1) encourage wide appreciation of the potential opportunities for achieving sustainable lifestyles;*
- 2) stimulate progressive and innovative efforts across diverse sectors; and*
- 3) 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.

Key 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.

## RESEARCH & CONCEPT DEVELOPMENT

*Supporting interdisciplinary and cooperative research approaches, we aim to:*

- 1) advance knowledge on principles and practices for sustainable lifestyles;*
- 2) strengthen practical and applied relevance of research; and*
- 3) 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 sustainable lifestyle pathways and educational opportunities to advance them** – conducting practical-oriented research to demonstrate key approaches for sustainability transformations.
- **Promote multi-stakeholder collaboration in research co- design and co-production** – developing a strong evidence base on effective approaches for learning and action on sustainable lifestyles.
- **Publish research articles and publications** – promoting high- quality research outputs oriented towards innovative research approaches and transformative actions.

Key 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.

## Contact CCL:

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Series of Active Learning Toolkits that are available, free of charge, at CCL:





The UNESCO Chairs Programme mobilizes 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.

Through this network, higher education and research institutions all over the globe pool their resources, both human and material, to address pressing challenges and contribute to the development of their societies.