

## CENTRE FOR COLLABORATIVE LEARNING FOR SUSTAINABLE DEVELOPMENT

AND

## SECRETARIAT OF THE UNESCO CHAIR ON EDUCATION FOR SUSTAINABLE LIFESTYLES

FACULTY OF EDUCATION  
INLAND NORWAY UNIVERSITY OF APPLIED SCIENCES



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



Centre for Collaborative Learning  
for Sustainable Development



# TABLE OF CONTENTS

## Part 1: Background

The Centre for Collaborative Learning for Sustainable Development (CCL) .....	4
UNESCO Chair on Education for Sustainable Lifestyles.....	5
Historical background .....	7
Overall Strategy 2024-2027 and priority areas .....	8
Innovative Learning Processes .....	9
Higher Education Institutional Strengthening .....	10
Capacity Building and Competence Development .....	11
Partnership and Cooperation .....	12
Advocacy and Information Dissemination .....	13
Research and Concept Development.....	14

## Part 2: Organisational Structure

Governance .....	16
National Advisory Board .....	16
International Advisory Board.....	17
CCL staff .....	18
Collaboration INN .....	19

## Part 3: Annual Efforts - 2023

Activities of the Centre and its achievements .....	21
Education .....	21
Capacity Building .....	22
Research .....	22
Resource Development .....	23
Events .....	25
Advocacy.....	26

## Part 4: Resources and Budget

Funding .....	28
Distribution of Work to projects and activities .....	30
CCL Operational Costs .....	31
Financial Summary .....	31

## Part 5: Reflections on the year 2023 and looking ahead .....

33

Annex 1: 2023 Publications from the International Partners Network of the UNESCO Chair on Education for Sustainable Lifestyles .....	34
--	----

# 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 Inland Norway University of Applied Sciences (INN) in the Faculty of Education, campus Hamar. The Centre also serves as the secretariat for INN University's UNESCO Chair on Education for Sustainable Lifestyles and coordinates our UNESCO Chair's International Partner Network.

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

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

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



# UNESCO CHAIR ON EDUCATION FOR SUSTAINABLE LIFESTYLES

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

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

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

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



## About UNESCO Chairs Programme

The UNESCO Chairs Programme 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.

A UNESCO Chair is a team led by a higher education or research institution that partners with UNESCO on a project to advance knowledge and practice in an area of common priority. There are currently some 950 UNESCO Chairs. 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 Organization's role as global observatory and as a laboratory of ideas.

## 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
- Regional Environmental Centre for Central Asia (CAREC), Kazakhstan
- Swechha, India
- Universiti Sains Malaysia, Regional Centre of Expertise Penang, Malaysia

### **Latin America**

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

### **Europe**

- Aarhus University, Denmark
- Atlantic Technical University, St. Angela's College, Ireland
- Free Consumers Association, the Netherlands
- Inland Norway University of Applied Sciences, Norway
- 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
- 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

## HISTORICAL BACKGROUND

The decision to establish this Centre at INN University 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 Faculty of Education in Hamar more than 20 years ago. The outcomes of this work have been fostered by the Centre and remains active through its work.

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 project 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 project 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 the International Advisory Board, while 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.

In addition, CCL also develops separate annual work plans for activities at the local and national levels in collaboration with our National Advisory Board 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 general actions that will be promoted through our activities and operations.

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







## INNOVATIVE LEARNING PROCESSES

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

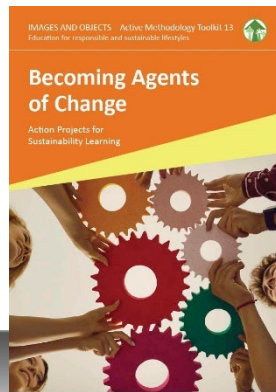
We will achieve this by focusing on:

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

Target outputs of this action area include:

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

Newest toolkit in the Active Learning Methodology series



CCL teaching interdisciplinary teaching activities with teacher training students at INN



CCLs animation video on food systems. Only available in Norwegian but will be translated to English in 2024



## 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.



CCL with Paul R. Carr & Gina Thésée, Chair and Co-Chair, UNESCO Chair in Democracy, Global Citizenship and Transformative Education, Université du Québec



## CAPACITY BUILDING & COMPETENCY DEVELOPMENT

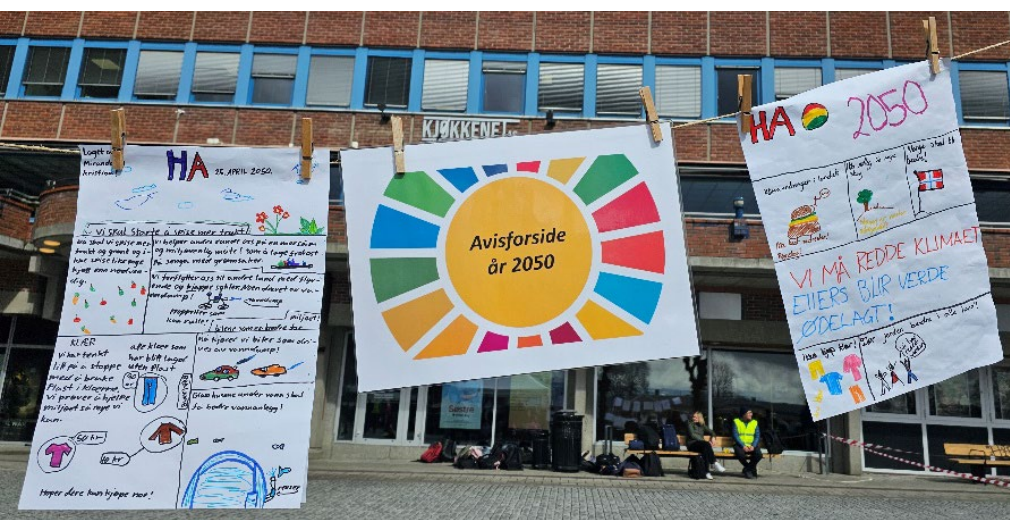
Working to broaden participation in a community of practice for sustainability transformations, we aim to *empower change agents across diverse sectors; promote opportunities for collaborative engagement, learning and action; and embed sustainability principles and values in our social relationships.*

We will achieve this by focusing on:

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

Target outputs of this action area include:

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



CCL activities at Hamar Environmental Week





## 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.



Participants in the international seminar: **Reframing Sustainability Learning - from net-zero to Net-Positive, Exploring the roles of education for sustainable development in higher education**, Hamar, Norway  
Co-organized by the UNESCO Chairs at Inland Norway University of Applied Sciences & Okayama University



Meeting of the International Advisory Board of the UNESCO Chair on Education for Sustainable Lifestyles in Hamar, Norway



## 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.



The deans of the education faculties at Inland Norway University of Applied Sciences and Okayama University reach an agreement for strengthened collaboration.



Visit with Japanese delegation to Rollsløkken primary school



## 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



CCL teaching interdisciplinary modules at INN University's teacher training program

# PART 2.

## ORGANISATIONAL STRUCTURE



## GOVERNANCE

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

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

### NATIONAL ADVISORY BOARD

The National Advisory Board of CCL consists of 8 members who were carefully nominated based on their organisational focus and potential to strengthen collaboration to support the achievements of the priority areas. The Board meets twice a year for one physical and one digital meeting. The main role of CCL's National Advisory Board is to review CCL's strategies and organizational plans, as well as advise on the overall direction and priorities of the centre's activities. They advise towards CCL's overall aim to achieve significant impact for the advancement of sustainable development and education at local, national and international levels. Board members are expected to contribute by assessing the relevance and impact of CCL's activities, identifying and proposing opportunities for future action, and suggesting funding opportunities for CCL to pursue.

Table 1. Overview of the National Advisory Board

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



## INTERNATIONAL ADVISORY BOARD

The International Advisory Board of the UNESCO Chair on Education for Sustainable Lifestyles consists of 12 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 in this board. The board meets twice a year for one physical meeting and one digital meeting.

The main role of International Advisory Board is to review the strategies, action plans, overall direction and priorities of the UNESCO Chair on Education for Sustainable Lifestyles and its International Partner Network. The board members ensure the relevance and innovative nature of actions led by the UNESCO Chair on ESL by providing contextually-relevant guidance and support that takes into account global differences and trends in education for sustainable lifestyles. The Board's mandate is to advice and guide the Secretariat's processes towards the achievement of the action plan. The Board is also encouraged to consult widely with education providers, other projects, NGOs, governmental 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 in Paris

Table 2. Overview of the International Advisory Board

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

## CCL STAFF

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



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



Sacha I. de Raaf (M.Sc.) joined CCL in 2012 and worked closely with the PERL network. Sacha is responsible for coordinating the subjects on Sustainable Leadership and 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 INN UNIVERSITY

CCL collaborates with INN University on several levels:

1. Since 2017, CCL has been responsible for the INN-TverrGlu project. The aim of this work is to implement three interdisciplinary themes into the teacher education programmes at the Faculty of Education. The project undertook a pilot study during the semester years 2017-18 and 2018-19. 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 2023 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 INN University a role in these projects, including financial support to achieve their objectives.
4. Collaborating with several of Faculty of Education's praxis schools. CCL has provided 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 Future Classroom and the gaming school to find innovative ways to learn more about sustainable development with students.
6. CCL collaborates with the Rector's Office of the university on the institutional sustainability strategies and represents the university in the International Association of Universities' global cluster on Higher Education and Research for Sustainable Development.



### About the Future Classroom Lab

A flexible and technology-rich meeting place and inspiring learning environment for co-creation and exploration of technology - for students, employees and partners. It challenges us to think through the relationship between pedagogy, didactics, technology and design in the learning space. The Future Classroom Lab aims to be a center for creativity, innovation and interdisciplinarity in education, which combines teaching and research activities, and has a clear entrepreneurial and green profile. Their focus areas are professional digital competence, the competences of the future, game pedagogy and educational use of VR technologies.

# PART 3. ANNUAL EFFORTS - 2023



# ACTIVITIES OF THE CENTRE AND ITS ACHIEVEMENTS

Throughout 2023, CCL has 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 this one year. The report will highlight a selected sample of the activities and achievements of the Centre and the UNESCO Chair over the past year.

## EDUCATION

CCL and its partners have provided teacher education and training throughout 2023. This has been achieved amongst other initiatives through participation in research projects. You can find more information on these under “research”.

CCL also coordinates and teaches several studies at INN University:

- CCL teaches - A specialised subject focusing on kindergarten practices for a sustainable development. The study gives students an interdisciplinary basis for dealing with sustainability in kindergarten. The study was offered for the first time in 2022. In 2023, 34 students were studying the subject and for 2024 there are 42 students registered.
- CCL teaches - “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 2023, 27 students chose to take this study program.
- CCL teaches - Interdisciplinary modules in the Masters for Primary and Lower-Secondary School Teachers (MGLU). CCL is responsible for organising and running the interdisciplinary modules throughout the study plan. In 2023, CCL had teaching modules for students in the 1<sup>st</sup>, 2<sup>nd</sup> and 4<sup>th</sup> years of these programmes.
- CCL coordinates - Programme for continuing professional development on Sustainable Leadership. CCL coordinates four subjects: “Sustainability Leadership: transforming corporate strategies and culture for sustainable practices”; “Science, ethics and wellbeing: The role of science in guiding governance and management decisions towards happiness and a healthy environment”; “Sustainable Leadership for people, planet and prosperity”; and “Implementing sustainable practices within your organisation - for people, planet and prosperity”.

CCL organised an end of semester Christmas party for students studying Education for Diversity and Sustainable Living - Nordic perspectives in a global context, which CCL coordinates and teaches modules



## CAPACITY BUILDING

Throughout 2023, CCL held several events to provide training to in-service teachers, teacher trainers and school leaders. These were organized in various forms, including pedagogical meetings, workshops, seminars and thematic days. Two examples are provided below.

- **Competence development workshop:** In April, CCL held a seminar for school rectors and assistant rectors from all primary and lower-secondary schools in the Hamar Municipality. Also present were the school leader and school counselor of the municipality. Topics in focus were creativity and exploration, citizenship and cooperation while also exploring what student-active work can look like in practice in grades 1-10. Together, the group also looked at how to work with the theme considering school development and how school and society can learn and solve challenges together. In total 24 leaders attended the workshop.
- **Continuing competence development:** From January to April, CCL collaborated with a teacher and student team at a local upper secondary school with the subject "Sustainable Development in natural sciences". Together with teacher training students from HINN the group collaborated on creating and carrying out student-active and interdisciplinary teaching activities with water as a resource in a consumer perspective. In total 50 students and 6 teachers participated.

## RESEARCH

- ***Sustainable Eaters - Consumers in a sustainable Norwegian food system (2021-2025)*:** This project is supported by the Research Council of Norway and its main goal is to enable and strengthen consumers' contribution to achieving a sustainable Norwegian food system. CCL is a member of the education work package and contributes through designing and implementing relevant education programmes and conducting research on the impacts of different pedagogical approaches for sustainable competence development.
- ***Sustainability education in All-Day Schools (2022-2025)*:** This Erasmus+ project involved partners from Austria, Germany, Portugal and Norway. The project conducted research on practices for the holistic integration of ESD in schools in each country. The findings from this research led to the development of an online training course for teachers and teacher students to learn how to integrate ESD in all levels of their school as a holistic whole-school approach.
- ***RESPOND - Sustaining the professional development of teachers within schools as professional learning environments (2021-2024)*:** This Erasmus+ project enhances the professional development of teachers as members of a school community whose collective purpose is to promote learning, both for students and teachers themselves. CCL is contributing to the development of guidelines for teacher mentorship and peer-to-peer learning.
- ***BRIDGES - Bridging the gaps between academic disciplines and school subjects, within teacher education and in school (2020-2024)*:** This project is supported by the Research Council of Norway and the overall aim is to produce new research-based knowledge and practice for teacher education. The project has focused on strengthening

the integration of interdisciplinary education approaches in teacher education and in partnership with praxis schools.

- **EduGlobe (2021-2023):** The project aims to defend the interests of students, teachers, schools, and civil society organisations in the process of creating, implementing, and monitoring of the new National Strategy for Global Education in Slovakia. CCL provided strategic support to the NGO-network Ambrela’s Global Education Working Group who was invited by the Ministry of Education, Science, Research and Sports as a strategic partner in the process of creating the National Global Education Strategy
- **Formation of Centre of Excellence to Promote Teacher Education for ESD: Towards Achieving SDGs (2021-2024).** INN University in collaboration with Okayama University, Japan, Leuphana University of Luneburg, Germany, University of Ljubljana, Slovenia and York University, Canada have established Advanced Research Networks through the Core-to-Core program from the Japan Society for the Promotion of Science. The program is designed to create world-class research hubs in research fields considered to be cutting-edge and internationally important and fostering the next generations of young researchers.



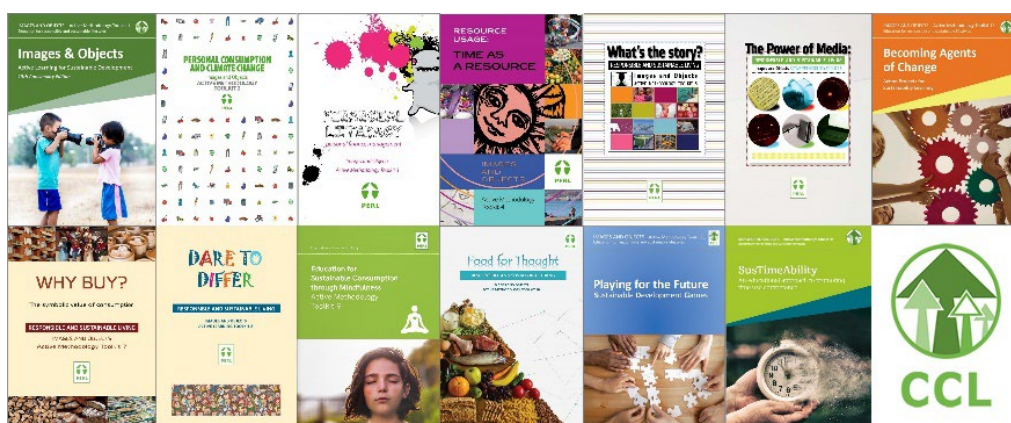
Karen Onodera and Hiroki Fujii, UNESCO Chair on Reorienting Teacher Education to Address Sustainability from Okayama University visited CCL to discuss further collaboration between both Faculties of Education

## RESOURCE DEVELOPMENT

### Active Methodology Toolkit series

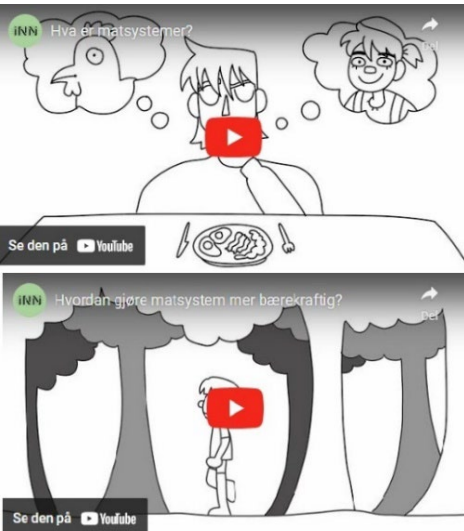
For more than 15 years, CCL has developed and expanded on the Active Methodology Toolkit series. The series has been designed with the aim to be used by facilitators and teachers in primary and secondary schools, and the content and activities of these toolkits are targeted for learners from the age of 6 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-active for use in the classroom. 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 2023, CCL developed its 13<sup>th</sup> toolkit in the series with a special focus on Action Projects for Sustainability Learning, and 6,344 copies of toolkits were disseminated nationally and internationally.



## Educational videos

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



## Animation videos

CCL has created two animation videos working with food systems and food waste. The target group for these videos are secondary school students. The video “*What are food systems?*” follows Maria and her father as they eat spaghetti and meatballs and, starting from this meal, explains the complexity of the value chain for food, who influences and has power in it. The animation video “*How to make food systems sustainable?*” still follows Maria and her father and where they identify aspects and solutions for how their choices can affect food systems.

## National spark videos

Through CCL’s involvement in the research project SustainAll, short spark videos were created. The project endorses a whole-school approach, which integrates ESD and transformative education in a holistic manner and has collected good practices, which are shown through these short inspirational videos. The spark videos are available on the CCL website and YouTube and have been shared through different media outlets such as Facebook, newsletters, emails and more.

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

Together with partners from Germany, Austria, and Portugal, CCL developed a free iMooX course. The course is flexible, meaning you can take it at your own pace and either in a team or individually. The course is aimed at teachers and school leaders in primary and secondary schools and school communities from European Union countries to establish good ESD practice in their everyday school life with focus on a whole school approach.

The iMooX course has more than 150 registered participants and is still being disseminated, with teachers and school leaders registering daily.

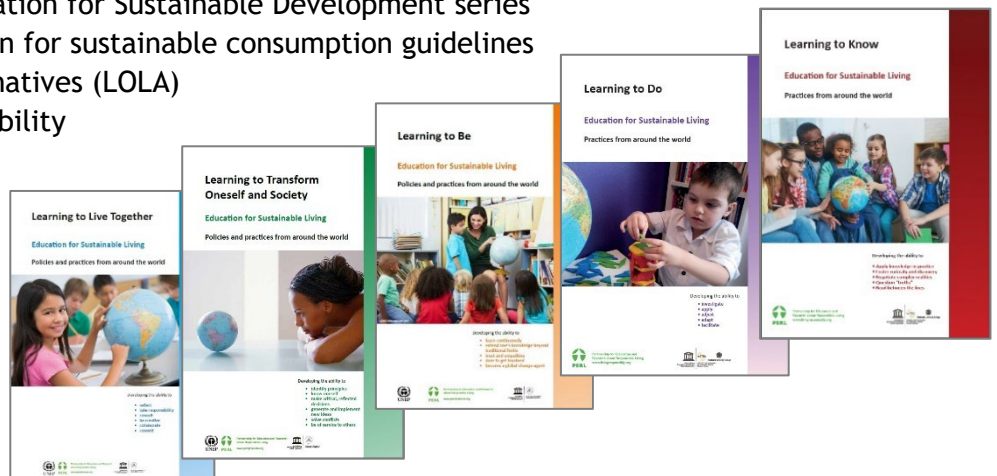




## Other materials

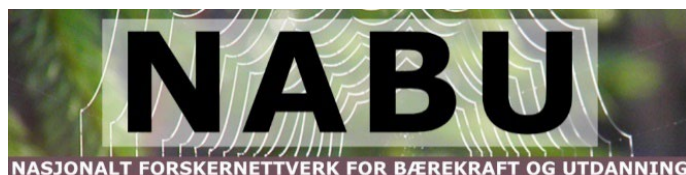
In addition to the materials described above CCL has other materials too. Such as;

- 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



## EVENTS

- **Sustainability Bonanza:** In November, CCL held an interactive public event in collaboration with local actors within Hamar Municipality. At the event, various actors had stands for inspiration, ideas and suggestions for more sustainable everyday practices and consumption for the citizens of Hamar. A total of 8 local actors joined the Bonanza. During the event more than 50 participants dropped by to see what these local actors had to offer. There was also a wish tree where local citizens could write down a wish or need for their local community to become more sustainable.
- **National Research Network for Sustainability and Education (NABU) conference:** In November, the Norwegian Research Network for Sustainability and Education held their annual conference. CCL is a member of network and contributed widely to the conference which had interdisciplinarity as its focus.



## ADVOCACY

Throughout 2023, CCL has shared their insights, knowledge, and materials openly. CCL also provided direct inputs to and consultation on policies for sustainable development.

In February, CCL participated in the Norwegian Ministry of Children and Families input meeting on consumer protection in digital media, and subsequently submitted consultation input.

Throughout 2023, CCL disseminated, both nationally and internationally, booklets from the Active Methodology Toolkits series and other educational material. These were disseminated through different channels, such as one of the two largest teacher conventions in Norway, Sørlandsk Lærerstevne in October. The educational materials CCL disseminates are provided free of charge to teachers, teacher trainers, teacher training students and facilitators for informal learning.

UNESCO Chair holder, Robert J. Didham, attended the Europe and North America regional meeting of *ESD-net 2030* at UNESCO HQ in June in Paris, France. During the meeting Didham discussed "What role does education for sustainable development play in transforming education?". UNESCO's aim with the meeting was to strengthen cooperation and partnerships between member states and stakeholders in Europe and North America. Participants shared examples of good practice, resources, and opportunities with each other, which led to the meeting becoming a platform for stakeholders to talk together, form partnerships and identify which strategies should be strengthened to achieve education for sustainable development in the partner countries.

UNESCO Chair holder, Robert J. Didham, joined UNESCO's *ESD-net 2030* Global Meeting in December in Japan. The meeting was organised for member states and partner organisations to share progress on the implementation of the ESD for 2030 Roadmap, efforts made in mainstreaming ESD at national level and discuss action points for the Network in 2024-2025. Didham was a panelist in Session VI-D: '*Stepping up ESD agenda in Higher Education: A Call for Action*', organized by UNITAR and IAU where possible approaches to transforming higher education were explored so that HEI's can fully play their role in enabling societies to move towards more sustainability and inclusion through the provision of quality, holistic, trans-disciplinary education, problem-oriented research, and community engagement.

Robert J. Didham at the Europe and North America regional meeting on "ESD-net 2030" at UNESCO HQ in June in Paris



Robert J. Didham at the International professional colloquium on global education to support the National Strategy on Global Education in Slovakia

# PART 4.

## RESOURCES AND BUDGET



CCL receives financial resources through numerous funding sources. The main source of funding comes through our participation in national and international research projects. Leading and participating in research projects does not only provide CCL with funds, it also provides INN University with funds to include other staff members, outside of CCL. CCL also receives annual funds from the Norwegian Ministry of Children and Families, and CCL's contribution is mentioned in the Norwegian state budget. INN University provides basic funding for coordinating the work under the UNESCO Chair on Education for Sustainable Lifestyles and its International Partner Network.

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

## FUNDING

**Table 3: Overview of Current Funding Sources**

Project Acronym	Project Name	Funding Source	Duration	Amount of Funding for 2023
<b>BRIDGES</b>	Bridging the gaps in teacher education and schools through interdisciplinary work	The Research Council of Norway - FINNUT Program	AUG 2020-JUNE 2024	480 946,30
<b>EduGlobe</b>	The path to the implementation of the National Strategy of global education	European Economic Area (EEA) Grants: Active Citizens Fund	2021-2023	104 817,87
<b>SusEat</b>	Sustainable Eaters: Consumers in a sustainable Norwegian food system	The Research Council of Norway - BIONÆR-Bionæringsprogram	AUG 2021-JUNE 2025	1 073 637,00
<b>SustainAll</b>	Sustainability Education in All-Day Schools	Erasmus+ Programme KA2 Cooperation Partnership in School Education	JAN 2022-JAN 2025	215 467,62
<b>LEAP-FAST</b>	Leadership in (Higher) Education Alliance & Programme - For Accelerating Sustainability Transformations	UNITAR	OCT-DEC 2023	118 030,00
<b>DigiESD</b>	Digital Education for Sustainable Development across Europe	Erasmus+ KA220-SCH - Cooperation partnerships in school education	NOV 2023-AUG 2026	258 601,18
<b>BFD 2023</b>	Consumer education collaboration with INN	Norwegian Ministry of Children and Families	Annual	1 154 000,00
<b>UNESCO Chair on ESL</b>	UNESCO Chair on Education for Sustainable Lifestyles	Inland Norway University of Applied Sciences	Annual	150 000,00
<b>TOTAL</b>				<b>3 555 499,97</b>

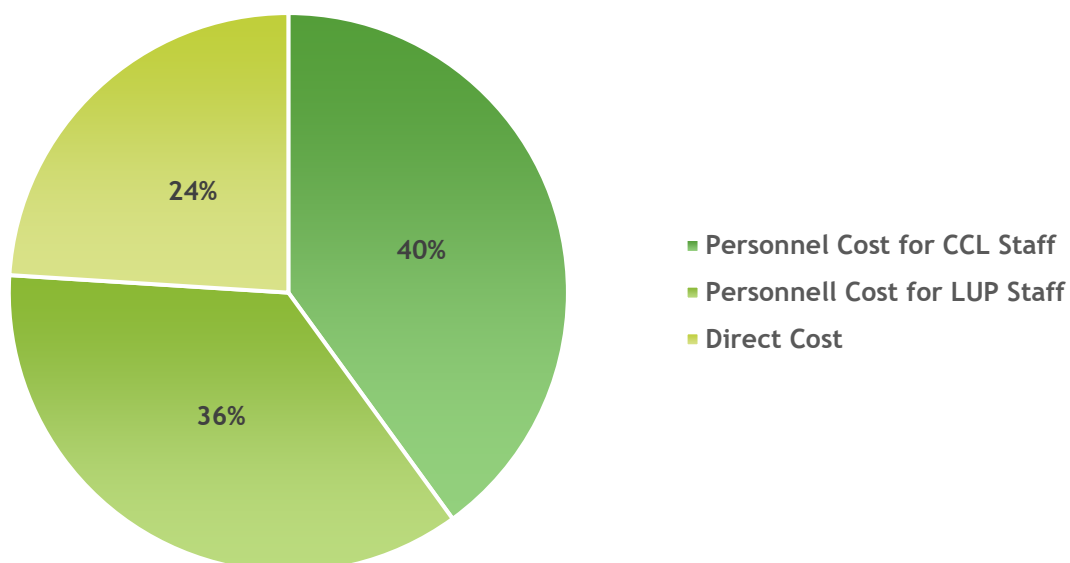
Table 4: Allocation of Funding for 2023

Project Acronym	Funding Allocated to Personnel Cost for CCL staff	Funding Allocated to Personnel Cost for LUP staff <sup>1</sup>	Funding Allocated to Direct Cost	Total Value
BRIDGES	264 630,75	273 600,84	34 367,58	572 599,17
SusEat	136 345,45	922 573,31 <sup>2</sup>	2 548,28	1 061 467,04
EduGlobe	39 161,84	17 167,61	3 884,80	60 214,25
SustainAll	280 216,06	135 275,68	40 301,82	455 793,56
BFD 2023	494 395,50	4 666,83	667 519,35	1 166 581,68
DigiESD	30 805,55	13 764,56	-	44 570,11
LEAP-FAST	137 155,27	-	-	137 155,27
RESPOND	95 545,41	-	-	95 545,41
INN bygger kapasitet	72 459,11	-	-	72 459,11
UNESCO Chair on ESL	-	-	152 029,46	152 029,46
<b>TOTAL</b>	<b>1 550 714,94</b>	<b>1 367 048,83</b>	<b>900 651,29</b>	<b>3 818 415,06</b>

<sup>1</sup> This cost includes allocation for 30% advisor for managing externally funded activity (BOA) at NOK 63 513,52,-

<sup>2</sup> This includes funding for one PhD position.

Figure 2: Distribution of Funding to main cost categories for 2023

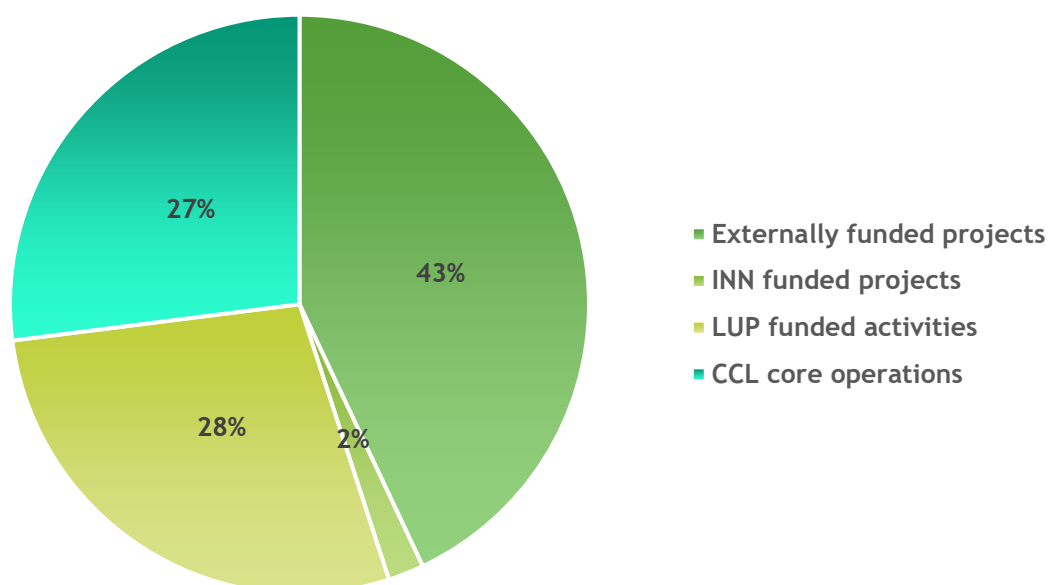


## DISTRIBUTION OF WORK TO PROJECTS AND ACTIVITIES

Table 5: Allocation of Work Hours

Project	Externally funded projects	INN funded projects	LUP funded activities	CCL Core operations	Total
BRIDGES	361				
Sustainable Eaters	205,5				
EduGlobe	46,5				
SustainAll	405,5				
Norwegian Ministry of Children and Families	734				
Digital ESD	36,5				
RESPOND	114,5				
UNITAR	138,5				
INN bygger kapasitet	100				
InnTELT		13			
Emerge		83,5			
Research & Development time			228		
Teaching Hours - pre-financed			1 055		
Teaching Hours - contracted			156,5		
CCL general				894	
UNESCO Chair				493	
<b>TOTAL HOURS</b>	<b>2 142</b>	<b>96,5</b>	<b>1 439,5</b>	<b>1 387</b>	<b>5 065</b>

Figure 3: Distribution of CCL work hours by project type for 2023



## 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	654 722,34	351 337,28	1 006 059,62
Bente K. Vestad	325 052,15	487 399,75	812 451,90
Sacha Kalseth	720 648,70		720 648,70
<b>Total</b>	<b>1 700 423,19</b>	<b>838 737,03</b>	<b>2 539 160,22</b>

## FINANCIAL SUMMARY

Table 7: CCL Financial Summary

Item	Sub-Item	Value (NOK)	Total Value (NOK)
<b>CCL Operational Costs</b>			<b>-3 439 811</b>
	Personnel Costs	2 539 160	
	Direct Costs	900 651	
<b>Funding for Personnel Costs</b>			<b>2 469 431</b>
	Externally funded work hours	1 550 715	
	LUP funded work hours	838 737	
	INN funded work hours	79 979	
<b>Funding for Direct Costs</b>			<b>898 622</b>
	External funding	748 622	
	INN-UNESCO drift funding	150 000	
<b>Balance between CCL operational Costs and Funding</b>			<b>-71 758</b>
<b>CCL-procured External Funding allocated to LUP staff</b>			<b>1 367 049</b>
<b>LUP own financing on CCLs externally funded projects</b>			<b>-525 536</b>
<b>CCL-net Contribution to INN</b>			<b>769 754</b>

**PART 5.**  
**REFLECTIONS ON THE YEAR 2023**  
**AND LOOKING AHEAD**





The renewal of the UNESCO Chair on Education for Sustainable Lifestyles at Inland Norway University of Applied Sciences for a third four-year period in 2023 was an important achievement for us this year and demonstrates the success we have had over the past four years in meeting the goals and objectives of our university's UNESCO Chair and the coordination of its International Partner Network. The action plan for the third phase of the UNESCO Chair provides us with the strategic direction for our work over the coming years and our Centre's overall objective to support the achievement of the Sustainable Development Goals. This year has been a year of partnership building, and we had many important opportunities for collaboration in line with our forward-looking impact strategy.

The UNESCO Chair participated in regional and global meetings of ESD-net 2030 as a panellist. In collaboration with UNITAR, we worked on a project to accelerate the integration of sustainability strategies in higher education institutions. In Slovakia, we worked with a network of NGOs and the Ministry of Education, Science, Research and Sports on developing and promoting a national strategy for global education. The members of our International Partner Network participated in a series of webinars presenting their projects and research to one another.

Locally, CCL has built up our relationships with several different actors working on issues of sustainability. We have had close collaboration with the UNESCO Creative City programme in Hamar and with the newly established Future Classroom Lab at our faculty. We also organised a local sustainability bonanza for a public audience that brought together several local actors that support more sustainable practices in our daily lives. In addition, our work with local schools on their efforts to further integrate learning for sustainability and interdisciplinary educational approaches continued throughout 2023.

As we look towards the coming year, we see many opportunities for enhanced knowledge generation and the culmination of important research and development processes that can deliver renewed expertise and impact generation. Moving forward into the third phase of the UNESCO Chair, we seek to go beyond current good practices and further enhance approaches for realising transformative learning for sustainable development. 2023 marked the half way point in the global effort to achieve the SDGs, and if this is to be realised not only do actions need to accelerate, but major shifts need be realised in the way we work to achieve these developments. CCL continues to value and promote the role that education can play, as an essential means of implementation, in forming a sustainable society.

I am incredibly grateful for the considerable commitment of our team at CCL who have worked tirelessly throughout this year to create new opportunities, build partnerships and fulfill our objectives. And all of us at CCL are equally grateful for the many partners who have actively engaged with us and supported our work throughout this year.

***Robert J. Didham***

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



## Annex 1

### 2023 Publications from the International Partners Network of the UNESCO Chair on Education for Sustainable Lifestyles

- Autio, M., Poikolainen, J., Sekki, S., Ruippo, L. R. & Räsänen, R. (2023). Consumers' concern about chemicals in clothing - Environment, skin contact, and the materiality of colour. Proceedings 5th PLATE Conference. Niinimäki, K. & Cura, K. (eds.). Aalto University, p. 71-76 6 p. ([Aalto University publication series; no. 3](#)).
- Autio, M., Sekki, S., Autio, J., Peltonen, K. & Niva, M. (2023). Towards de-dairyfication of the diet? - Consumers downshifting milk, yet justifying their dairy pleasures. *Frontiers in sustainability*. Sec. Sustainable Consumption Volume 4 - 2023. <https://doi.org/10.3389/frsus.2023.975679>.
- Autio, M., Sekki, S., Autio, J., Peltonen, K., Niva M. (2023). Towards de-dairyfication of the diet? – Consumers downshifting milk, yet justifying their dairy pleasures. *Frontiers in Sustainability*, Volum 4, page 1-12. [Frontiers](#).
- Bruin, M., Tutlys, V., Umarik, M., Loogma, K., Kaminskiene, L., Bentsalo, I., Väljataga, T., Biruta, S. & Buligina, I. (2023). Participation and learning in Vocational education and training - a cross-national analysis of the perspectives of youth at risk for social exclusion. *Journal of Vocational Education and Training*. [DOI:10.1080/13636820.2023.2283745](https://doi.org/10.1080/13636820.2023.2283745)
- Capperucci, D., Dodman, M., Didham, R. J., Gunvor Jonsson, S., Nymo Sundby, K. & Langaas, Y. (2023). The role of mentoring and peer-to-peer support in sustaining teacher professional development. In *sharing and learning for mentoring in education* (pp.1-14). [Editura Universitara București](#).
- Casanova, C. R., King, J. A. & Fischer, D. (2023). Exploring the role of intentions and expectations in continuing professional development in sustainability education. *Teaching and Teacher Education*. 128, 104115.
- Cerv, P. B., Torkar, G. & Möller, A. (2023). Understanding Austrian middle school students' connectedness with nature. *Journal of Environmental Education* 54(4). [DOI:10.1080/00958964.2023.2188577](https://doi.org/10.1080/00958964.2023.2188577)
- Dernini, S., Lairon, D., Berry, E. M., Brunori, G., Capone, R., Donini, L. M., Iannetta, M., Mattioni, D., Piscopo, S., Serra-Majem, L., Sonnino, A., Stefanova, M. (2023). The Med Diet 4.0 Framework: A Multidimensional Driver for Revitalising the Mediterranean Diet as a Sustainable Diet Model. <https://www.cabidigitalibrary.org/doi/10.1079/fsncases.2023.0005>
- Eliyawati, E., Widodo, A., Kaniawati, I. & Fujii, H. (2023). The Development and Validation of an Instrument for Assessing Science Teacher Competency to Teach ESD. *Sustainability* 15(4):3276. [DOI:10.3390/su15043276](https://doi.org/10.3390/su15043276)
- Fiel'ardh K., Fardhani I. & Fujii, H. (2023). Integrating Perspectives from Education for Sustainable Development to Foster Plant Awareness among Trainee Science Teachers: A Mixed Methods Study. *Sustainability*. [DOI:10.3390/su15097395](https://doi.org/10.3390/su15097395)
- Fiel'ardh, K., Torkar, G., Rožman, H. & Fujii, H. (2023). Sustainable development goals in teacher education: comparing syllabi in a Japanese and a Slovenian university. *Frontiers in Education*. [DOI:10.3389/educ.2023.1215500](https://doi.org/10.3389/educ.2023.1215500)
- Fischer, D., Schmid, B. & Seidl, I. (2023). Transdisciplinarity: A productive provocation. *GAIA - Ecological Perspectives for Science and Society*. 32, 1, p. 77 1 p.
- Fredriksen, Biljana Culibrk & Kuhn, Martin (2023). Why is it hard to listen to a rock? Questioning geophilia, geopower, and material agency in sculpturing Larvikite. In Fredriksen, Biljana Culibrk & Haukeland, Per Ingvar (ed.) *Crafting relationships with nature through creative practices*. Universitetsforlaget (Oslo). DOI:

<https://www.idunn.no/doi/10.18261/9788215069197-23-06>

- Grauer, C., Frank, P. & Fischer, D. (2023).** Learning to spend time in unusual times: An inquiry into the potential for sustainability learning during COVID-19-induced school closures. *International Review of Education*. 69, 6, p. 823-849.
- Haukeland, Per Ingvar & Fredriksen, Biljana Culibrk (2023).** Crafting in a more-than-human world. In Fredriksen, Biljana Culibrk & Haukeland, Per Ingvar (ed.) *Crafting relationships with nature through creative practices*. Universitetsforlaget (Oslo).
- Jungell-Michelsson, J. & Autio, M. (2023).** Transforming foodways: Sustainability sensemaking processes among Finnish food companies. *Ethnologia Fennica*. 49, 2, p. 36-65 30 p.
- Kaminskiene, L., Horlenko, K., Matulaitienė, J., Ponomarenko, T., Rutkienė, A. & Tandzegolskienė-Bielaglovė, I. (2023).** Mobile eye tracking evoked teacher self-reflection about teaching practices and behavior towards students in higher education. *Frontiers in Education*. [DOI:10.3389/educ.2023.1209856](https://doi.org/10.3389/educ.2023.1209856)
- McKernan, C., Lavelle, F., McCloat, A. & Mooney, E. (2023).** A qualitative exploration of consumers' perceptions, attitudes and use of smart devices while preparing food in the domestic kitchen. *Proceedings of The Nutrition Society* 82(OCE1). [DOI:10.1017/S0029665123000162](https://doi.org/10.1017/S0029665123000162)
- Niva, M., & Autio, M. (2023).** "My Relationship With Cheese Is Close And Warm": What Does 'Downshifting' Of Milk Mean For Consumers? <https://smartdairyproject.com/?p=266>
- Nordbø, Anne Lise & Fredriksen, Biljana Culibrk (2023).** Reducing inequalities among species through an arts-based inquiry in early childhood teacher education. Volume 12(2). <https://journals.oslomet.no/index.php/ar/article/view/5132>
- Onodera, K. & Fujii, H. (2023)** Learning about the Coexistence between Nature and Humans in Elementary Science Education: Developing Lessons Using Folktales That Reflect Ancestors' Views on Nature. *Education Sciences* 14(1):28 [DOI:10.3390/educsci14010028](https://doi.org/10.3390/educsci14010028)
- Onodera, K. & Fujii, H. (2023).** Perceptions of Lower Elementary School Children About Thinking from the Perspective of Insects. *Journal of Research in Science Education* 64(1):63-72. [DOI:10.11639/sjst.22069](https://doi.org/10.11639/sjst.22069)
- Peciuliauskiene, P., Kaminskiene, L. & Lehtinen, E. (2023).** Science teachers' collaborative innovative activities: the role of professional development and professional experience. *Humanities and Social Sciences Communications* 10(1). [DOI:10.1057/s41599-023-01833-5](https://doi.org/10.1057/s41599-023-01833-5)
- Piscopo, S. & Mugliett, K. (2023).** Food Security Among Community-Living Older Persons in Malta: Consumption, Provisioning and Challenges. 55(7):53. [DOI:10.1016/j.jneb.2023.05.118](https://doi.org/10.1016/j.jneb.2023.05.118)
- Poikolainen, J., Sekki, S., Autio, M., Kettunen, H. K. & Räisänen, R. (2023).** Towards Durability and Extended Lifespan - Caring for Clothes as a Sustainability Practice. *Proceedings 5th PLATE Conference*. Niinimäki, K. & Cura, K. (eds.). Aalto University, p. 775-779 5 p. ([Aalto University publication series, ART + DESIGN + ARCHITECTURE](#)).
- Pöggel, K. & Fischer, D. (2023)** "We are Rosas": a case study on how identity matters in local food groups. *Sustainability: Science, Practice, and Policy*. 19, 1, 17 p., 2278244.
- Rode, Z. & Torkar, G. (2023).** The iNaturalist Application in Biology Education: A Systematic Review. *International Journal of Educational Methodology* 9(4):725-744. [DOI:10.12973/ijem.9.4.725](https://doi.org/10.12973/ijem.9.4.725)
- Ruippo, L., Kylkilähti, E., Sekki, S. & Autio, M. (2023).** "It probably could've done with less plastic" - Consumers' cyclical and uneasy relationship with food packaging. *Frontiers in sustainability*. 4, 10 p.

- Sato, M. & Kitamura, Y. (2023).** Current status of climate change education and suggestions for its integrative development in Japan. *IATSS research*, 2023-07, Vol.47 (2), p.263-269.
- Sekki, S., Kauppinen-Räsänen, M. H., Kylkilahti, E. & Autio, M. (2023).** Packaging journey from retail to home: How the meaning of sustainability for colour transforms. *International Journal of Retail & Distribution Management*. 51, 13, p. 47-63 17 p.
- Tandzegolskienė-Bielaglovė, I., Jakavonytė-Staškuvienė, D. & Kaminskiene, L. (2023).** Integrated learning at primary schools in Lithuania. *Pedagogika* 152(4).  
[DOI:10.15823/p.2023.152.10](https://doi.org/10.15823/p.2023.152.10)
- Thorsnes, Tollef & Fredriksen, Biljana Culibrk (2023).** A heartbeat of an old oak: The emergence of embodied experiential metaphors as signs of human compassion with trees. In Fredriksen, Biljana Culibrk & Haukeland, Per Ingvar (ed.) *Crafting relationships with nature through creative practices*. [Universitetsforlaget \(Oslo\)](https://www.universitetsforlaget.no).
- Thurm, S., Frank, P., Greve, S. & Schröder, S. (2023).** Can learning to move foster sustainable development? A systematic literature review examining the potential of sport and physical activity in the context of environmental and sustainability education. *German Journal of Exercise and Sport Research* 54(1). [DOI:10.1007/s12662-023-00908-4](https://doi.org/10.1007/s12662-023-00908-4)
- Torkar, G. & Korfiatis, K.- (2023).** Editorial: Evolution Education in Europe. *Center for Educational Policy Studies Journal* 13(1):7-10. [DOI:10.26529/cepsj.1626](https://doi.org/10.26529/cepsj.1626)
- Valovesi, Ulla & Fredriksen, Biljana Culibrk (2023).** Crafting with nature: Rock paintings as Art of relations in embodied relational learning. In Fredriksen, Biljana Culibrk & Haukeland, Per Ingvar (ed.) *Crafting relationships with nature through creative practices*. <https://www.idunn.no/doi/10.18261/9788215069197-23-05>
- Wildemeersch, D., Håkansson, M., Læssøe, J. (2023).** No time to waste? Dealing with 'urgency' in environmental and sustainability education. *Environmental education research*, 2023-10, Vol.29 (10), p.1417-1429

## CENTRE FOR COLLABORATIVE LEARNING FOR SUSTAINABLE DEVELOPMENT ANNUAL REPORT 2023

© 2024

Centre for Collaborative Learning for Sustainable Development,  
Inland Norway University of Applied Sciences

*Note on reproduction of contents:* This publication is not intended for derivative purposes and any reference to this publication should include its contents in verbatim.

This work is a product of the Staff of the Centre for Collaborative Learning for Sustainable Development. The content of this report has been described as accurately as possible and all information is correctly represented to the best of our abilities.

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

**Visiting address:**

Holsetgata 31,  
Midtbyen Skole 3<sup>rd</sup> floor,  
2318 Hamar  
**Telephone:** +47 62 51 77 28  
**Email:** [CCL@inn.no](mailto:CCL@inn.no)

**Website:** [www.inn.no/english/ccl/](http://www.inn.no/english/ccl/)



**Facebook:** Centre for Collaborative Learning - INN University



**Photography credits:** Photos 2, 13, 19, 27, 28 and back cover are from Colourbox, all other photos are from CCL.

Proofreading by Robert J. Didham, Sacha Kalseth, Elisa Cappucio

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



## Centre for Collaborative Learning for Sustainable Development



**unesco**

Chair

UNESCO Chair on Education for Sustainable Lifestyles,  
at Inland Norway University of Applied Sciences



[CCL@inn.no](mailto:CCL@inn.no)

[www.inn.no/english/ccl/](http://www.inn.no/english/ccl/)