

Working on World Citizenship and ESD in Secondary Education

Organising institution:

Studio Globo

Faculty/Department/Programme/External partners:

Secondary Education Teacher Training

Abstract:

In connection with specific societal challenges (food, raw materials, poverty, diversity, etc.) we offer students levers for implementing ESD at class and school level. In this way students experience how learning and commitment can go hand in hand.

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<http://www.studioglobo.be/nl/hoger-onderwijs/aanbod/lerarenopleiding/opleiding-secundair-onderwijs>

Related literature:

Studio Globo. (2012). *Wereldwijs onderwijs. Een visietekst voor het secundair onderwijs. Mondiaal leren in het kader van duurzame ontwikkeling.*

<http://www.netrv.be/data/files/Visietekst%20wereldwijd%20onderwijs%20SG%20en%20BD.pdf>.

Description:

Each teacher can be an ESD teacher. This is our starting point in this training module. We explain the concept of sustainable development by using practical examples from teaching and workshop material of Studio Globo. In this way we offer students a framework to make complex social themes clear to themselves and to their pupils and we inspire them with fun, interactive methodologies and fresh knowledge.

Furthermore, we also want to take a closer look at what these themes arouse in students, what they do to them. In the future, their pupils will also respond differently to these societal challenges. How are they to handle this variety of sensitivities, values and emotions? How can we use the enthusiasm of some pupils and channel the resistance of others? We discuss levers and pitfalls in this fascinating debate.

Special attention is paid to the importance of an adjusted social climate at class and school level. This starts with a credible teaching style. How can we stimulate a respectful debate with and between pupils? How does our personal commitment relate to that of the pupils? How can we realise the open and participatory climate that is required for this in the classroom?

Finally, this experience-oriented approach necessitates a positive and credible school climate, because a change in behaviour cannot be achieved by just one teacher alone. Therefore, we also dwell on the importance of a school team-oriented process-based approach. Students may experience that ESD is to be supported by the entire school community (teachers, management team, middle management, as well as pupils/students, parents, broad school, etc.). They understand and feel that in this way firm support is created for all parties involved in the school, for teachers during their teaching practice and for the working group concerned which wants to give special impulses to world citizenship and ESD at school.

Are all these angles discussed in one single workshop? No, of course not. Through an intake interview with the lecturer or training manager the workshop is tailored to the different emphases one wants to place in the training.

The basic workshop lasts 1.5 to 3 hours. This may be combined with pathway counselling over a longer period of time.