SPRING SEMESTER - LEARNING FOR A SUSTAINABLE FUTURE

PROGRAMMA STRUCTURE (30 ECTS) AND COURSE DESCRIPTIONS

LEARNING TO KNOW

Learning for Life — 3 ECTS

Can you teach yourself and others how to think and how to act more intelligently? In this course we focus on how teachers can be change agents in the way we learn and think in schools.

Curriculum and Learning Opportunities — 3 ECTS

In this course we explore how every choice in the curriculum creates certain learning opportunities while excluding others. The choices we make now will define the way we prepare our pupils for a future we can only imagine.

LEARNING TO DO

Participatory Research for Capacity Building — 6 ECTS

Participatory research is an empowering methodology in almost any field especially in the field of education. In this course the students will be introduced to the history and development of PAR, they will master the different steps by adopting a supervised research on one of UNESCO's five themes.

Global Education Networks and Agencies — 3 ECTS

In this course we explore nine agencies: UN, UNESCO, OECD, UNICEF, UNHCR, WIPO, UNIDO, World Bank, and IIEP. The Learning to Do pillar is being emphasized through the research that the students conduct in adopting the different agencies and their attempt for global collaboration and innovation in the field of education. The course includes visits to the UNESCO headquarters, the IIEP, and the OECD in Paris.

LEARNING TO LIVE TOGETHER

Scenarios for Living Together in 2030 — 3 ECTS

The 'Scenarios for Living' course is a real-time exercise in how people from diverse cultural backgrounds can live together by planning for the future's challenges as well as opportunities in education. The students present their scenarios to members of CERI, the Centre for Educational Research and Innovation of OECD, Paris.

Making Cultural Diversity Work — 3 ECTS

The course contents comprises concepts, perspectives, and practices for making cultural diversity work. Key concepts that are covered include a.o. culture, identity, awareness, intercultural competence. Perspectives include both essentialist (e.g. Hofstede) and inclusive approaches (e.g. Hoffman).

LEARNING TO BE

Language: Code and Culture — 3 ECTS

An interactive course in which students are asked to actively analyse their linguistic and cultural DNA and acknowledge how their innate cultural bias colours their perception of the world. Concurrently, students consider the use of language as a medium for local and global communication. Since language is the foremost medium for the passing on of knowledge, students look at the implications of their use of language on the nature of this communication.

Learning for Global Citizenship — 3 ECTS

This course aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world.

Appreciative Inquiry and Personal Growth — 3 ECTS

This course uses Appreciative Inquiry as a guideline for reaching our full potential as complete human beings in all our dimensions, thereby enabling us to develop the courage, wisdom and leadership qualities required to constructively contribute towards building a culture of peace.

POSTGRADUATE

INTERNATIONAL EDUCATING CLASS (PIEC)

PROGRAMME IN EDUCATION FOR SUSTAINABLE DEVELOPMENT

UC Leuven Limburg
MOVING MINDS

Member of
United Nations Educational, Scientific and Cultural Organization
UNESCO Associated Schools

INTRO

If you seek to contribute to the building of peace, sustainable development, and intercultural dialogue through education, this Postgraduate Programme blends theory and practice of capacity building, development work, and education into one exploratory and enterprising trajectory. By choosing this programme, either as a full year or a one-semester course, you participate in an “International Educating Class” that will expand your view on the meaning, impact and organization of future education.

WHY

The IEC programme empowers teachers and future educators for their jobs in the 21st century, as entrepreneurs, as researchers and as learning specialists. Through methods like scenario planning, participatory research, cooperative learning, project management, reflection and appreciative inquiry, students are challenged to find new ways to creatively respond to the current needs of their work environments and to think up plausible courses of positive, innovative action for the future.

The IEC shares UNESCO’s commitment to a holistic and humanistic vision of quality education worldwide, the realization of everyone’s right to education and the belief that education plays a fundamental role in human, social and economic development.

The programme actively contributes to the realization of the **UN Sustainable Development Goals, particularly to SDG4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all** – through implementations of the Education 2030 Framework for Action and the UNESCO ASPnet Action for Global Citizenship.

WHO

The IEC welcomes qualified teachers as well as other bachelors, masters of graduates from a broad variety of college and university courses from all over the world. Furthermore, student teachers who participate in an Erasmus-exchange programme, will find the second semester programme tailored to their professional needs.

HOW

The IEC comprises two semester programmes that can be followed in any sequence or as separate entities: “Entrepreneurial Educators for Change” (fall, 30 ECTS) and “Learning for a Sustainable Future” (spring, 30 ECTS).

The programme has been officially recognized by the Flemish Ministry of Education in Belgium and is supported by UNESCO. Graduates receive an officially recognized certificate. It does not lead to a teacher’s certificate though for those who enroll with another qualification.

WHERE

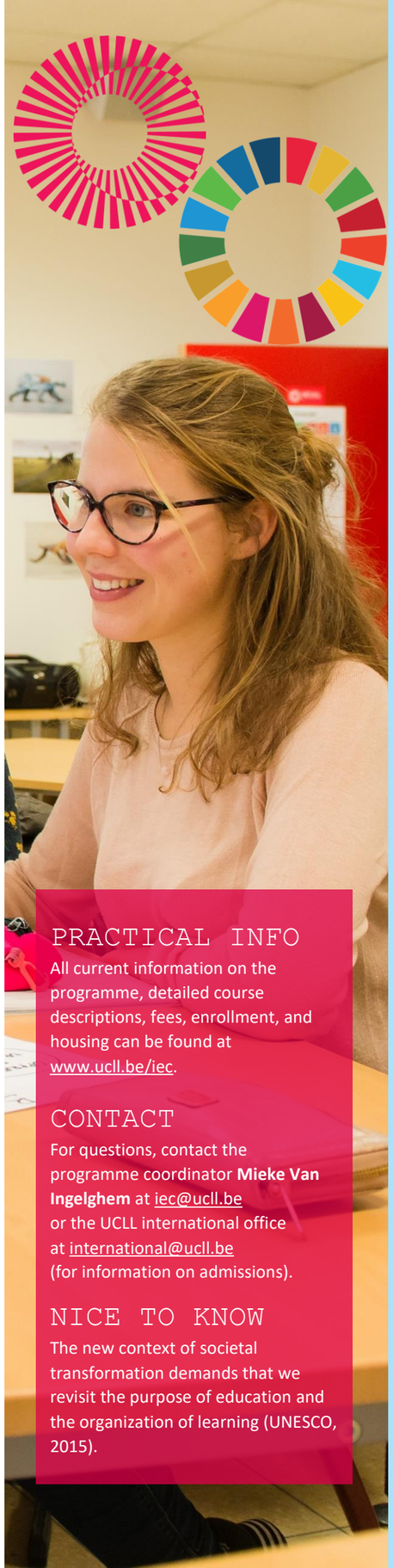
Students study in Leuven, one of the oldest university cities of Western Europe, where more than 55000 students live together in the center of the town. They can be accommodated in rooms in the city.

Classes take place at the Campus of Teacher Education, Hertogstraat 178, 3001 Leuven (Heverlee). This campus is easy accessible by bus and bike. Excursions are made to partner institutions like the Peace Palace, ICJ and the University of Peace in The Hague (The Netherlands), IIEP, OECD and UNESCO HQ in Paris (France).

United Nations Educational, Scientific and Cultural Organization

Member of UNESCO Associated Schools

SUSTAINABLE DEVELOPMENT GOALS
17 GOALS TO TRANSFORM OUR WORLD



PRACTICAL INFO

All current information on the programme, detailed course descriptions, fees, enrollment, and housing can be found at www.ucll.be/iec.

CONTACT

For questions, contact the programme coordinator **Mieke Van Ingelghem** at iec@ucll.be
or the UCLL international office at international@ucll.be
(for information on admissions).

NICE TO KNOW

The new context of societal transformation demands that we revisit the purpose of education and the organization of learning (UNESCO, 2015).

FALL SEMESTER - ENTREPRENEURIAL EDUCATORS FOR CHANGE

PROGRAMMA STRUCTURE (30 ECTS) AND COURSE DESCRIPTIONS

COMMON COMPONENTS *

Educating for Education: > Care — **3 ECTS**

This course is divided into three parts. The first part offers an ontological theorization of “care”, interrogating the self-evident quality of everyday meanings of “care” and a new theorization that does not treat the meaning of “care” as self-evident, as applied in education. Furthermore, the course approaches the self-understanding of the figure of the teacher encompassing the theory of sense-making and framing. The second part addresses the role of UNESCO in education and care, featuring recent initiatives, projects and publications. The third part is an implementation of the theory into practice. Students embark into group projects aiming in their essence towards care in education.

Educating for Natural Sciences: > Sustainable Development — **3 ECTS**

Our planet does not need humans, but humans need this planet. To safeguard our common future, people need to be equipped with the right skills and values. In this course you will be empowered to educate on global issues (climate change, urbanization, water management, …) and to act as a role model, thus encouraging people to adopt a sustainable lifestyle.

Educating for Social and Human sciences: > Human Rights and Social Justice — **3 ECTS**

The basic principles of living together in a peaceful world with respect for all others are dealt with in this course, not just based on a theoretical study of the most important international treaties, but also be interpreting significant jurisprudence concerning human rights.

Educating for Culture: > Between Memory and Dialogue — **3 ECTS**

No development can be sustainable without a strong culture component. Indeed only a human-centered approach to development based on mutual respect and open dialogue among cultures can lead to lasting, inclusive and equitable results. In this course, protecting heritage as a source of identity and cohesion on the one hand, and fostering creativity on the other hand, are studied as fundamental approaches to combat prejudices and discrimination, to promote intercultural dialogue, cultural pluralism and reconciliation, to reflect on building new forms of identities and citizenship in multicultural and multi-ethnic modern societies and encouraging new ways to live together in harmony.

Educating for Communication and Information: > Empowerment — **3 ECTS**

In this module we aim at making students aware of the impact media and ICT`s can have on individuals and societies. We will give special emphasis to the use of these tools for empowering individuals and societies from a local as well as from a global perspective. In order to achieve these goals our approach to work during this module will be based on UNESCO`s initiatives and activities in this field.

* Common component courses are organized as 2- or 3-week modules that can be followed as separate entities also.

PRACTICUM COMPONENTS

Project Management and Educational Planning: > Theory — **6 ECTS**

In this course students will learn how to organize and manage a project in a practical way, which includes the initiation and planning phases, risk management and follow-up, implementation and evaluation of the results. Moreover students will learn the fundamentals of educational planning and the different educational strategies. They receive an additional two-day training from the International Institute for Educational Planning (IIEP), Paris on e.g. managing human resources in the education sector and financing educational projects by means of public-private partnerships.

Project Management and Educational Planning: > Internship — **6 ECTS**

During the internship, students will (1) set up an UNESCO oriented project or (2) contribute to an ongoing project in an organization working on UNESCO related themes. In both situations, the students will integrate the knowledge and skills they have learned in the other modules of the Fall semester and demonstrate they turned into “Entrepreneurial educators for change”.

Supportive Course: > English for Academic Purposes — **3 ECTS**

This course introduces the student to various forms of academic communication such as public speaking, presentations as well as academic writing in English. Students learn how to become more effective speakers and have the opportunity to practice their skills in class and during their participation at a school sponsored MUNESCO (Model UNESCO) International Conference. Students are also supported in their writing of academic papers, which includes the development of thesis statements, paper organization, researching and checking sources, avoiding plagiarism as well as the APA style of referencing.