

Haute Ecole Charlemagne Educational department

LIEGE - Belgium

- Ministry for higher education and scientific research (French Community of Belgium)
- With the support of the European Social Fund

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Center for Education Related to Interactions between Health & Environment

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Historical account

- Created in 2000 with the following goals:
the education for the sustainable development, for the environmental risks prevention and the creation of a more systemic kit for teachers.

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WHY?

Various needs as identified
in the education field:

- Weave transversal links
- Improve teacher's scientific
alphabetisation

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Need for a SDE training ??

3 pillars :

- Economic: SDE training = qualified job?
- Societal: meeting between the needs of the citizen or the governmental plannings ?
- Environnemental: interactions between environment & health

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Minded learning for citizens

- Learning sciences and technologies
- Learning complexity
- Learning risks, uncertainties
- Learning efficient communication
- Learning values (solidarity, rights)

active and participative citizen

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3 axis for motivation

- environment
- health
- ICT

Various pedagogical approaches: field trips, socio-constructivism, various strategies/media

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Target groups

In the beginning: teachers & other education actors.

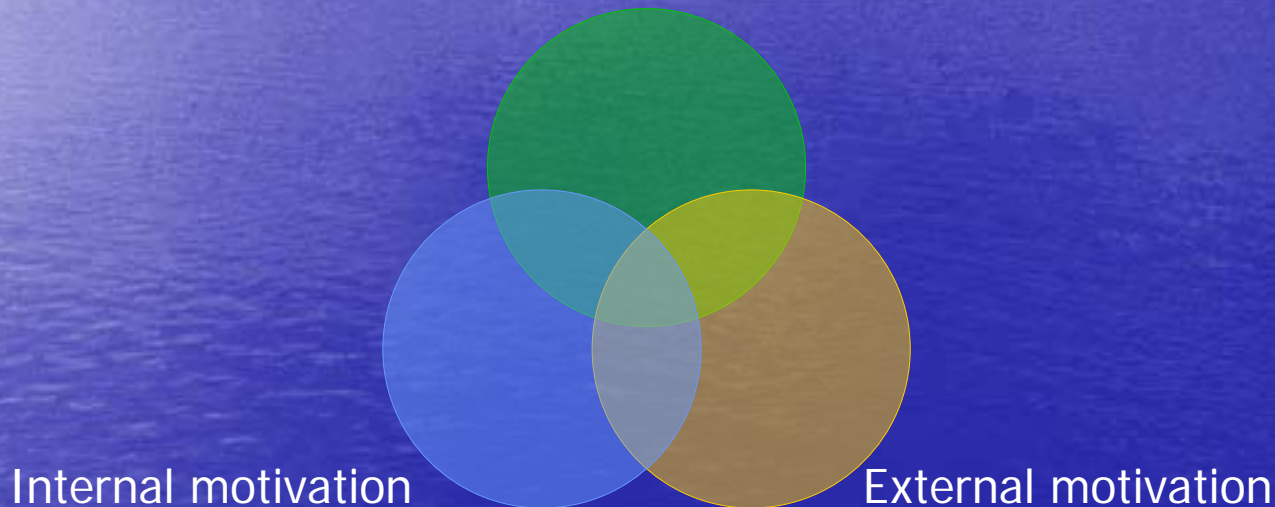
Later on: social workers, journalists, infographists, medical staff, teachers, education actors, animators, artists ...

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To educate for SDE, « motivate, stimulate... », to appropriate the concept (and its various interpretations) to oneself. Importance de l'affectivité, de l'émotion dans les apprentissages en santé environnementale (peurs, incertitudes)

Blocking, bridle



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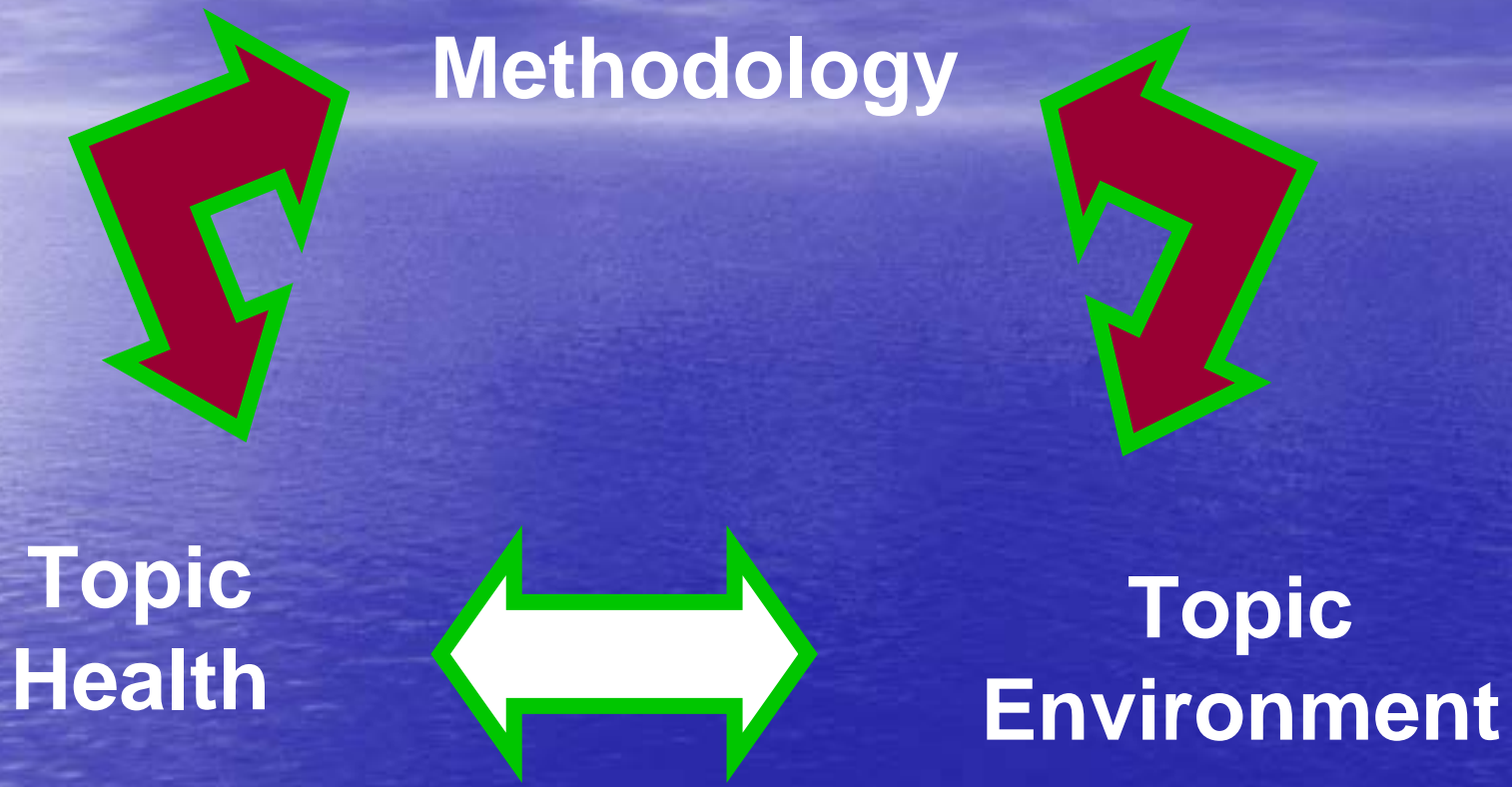
CONTEXTE, Mouvement des écoles en DD

SDE must not only address any scholar audience but also **any citizen**. (Unesco 2005)

- **Skilled staff** requested for setting up agendas 21.
- **Education to** environmental risks has become a right, since 2004, (Arrhus convention)
- It is a **priority** for the present decade (Vilnius strategy).

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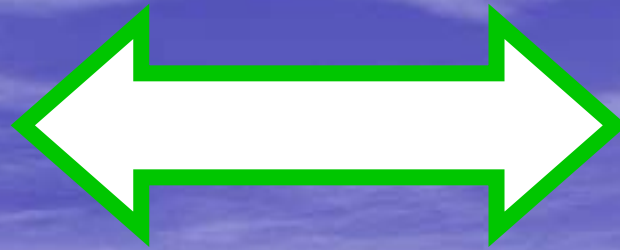




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Topic
Health



Topic
Environment

Toxicology

Ethical & economic
aspects

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An education

« for » :

a « sustainable
development »

health

environment

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The pedagogical approaches are designed towards the action

- Problem solving,
- Acting to change, improve, develop or reduce ...
- Oneself educate and professionalize to become education actor and then act within one's life or job spheres with one's own skills.
- ...Behaviour modifications

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Priorités aux besoins de terrain pour les stages

- Bruxelles: prévention des mutilations génitales auprès de femmes africaines (à la demande d'un planning familial)
- Liens avec l'éthique et les valeurs culturelles, environnement social particulier

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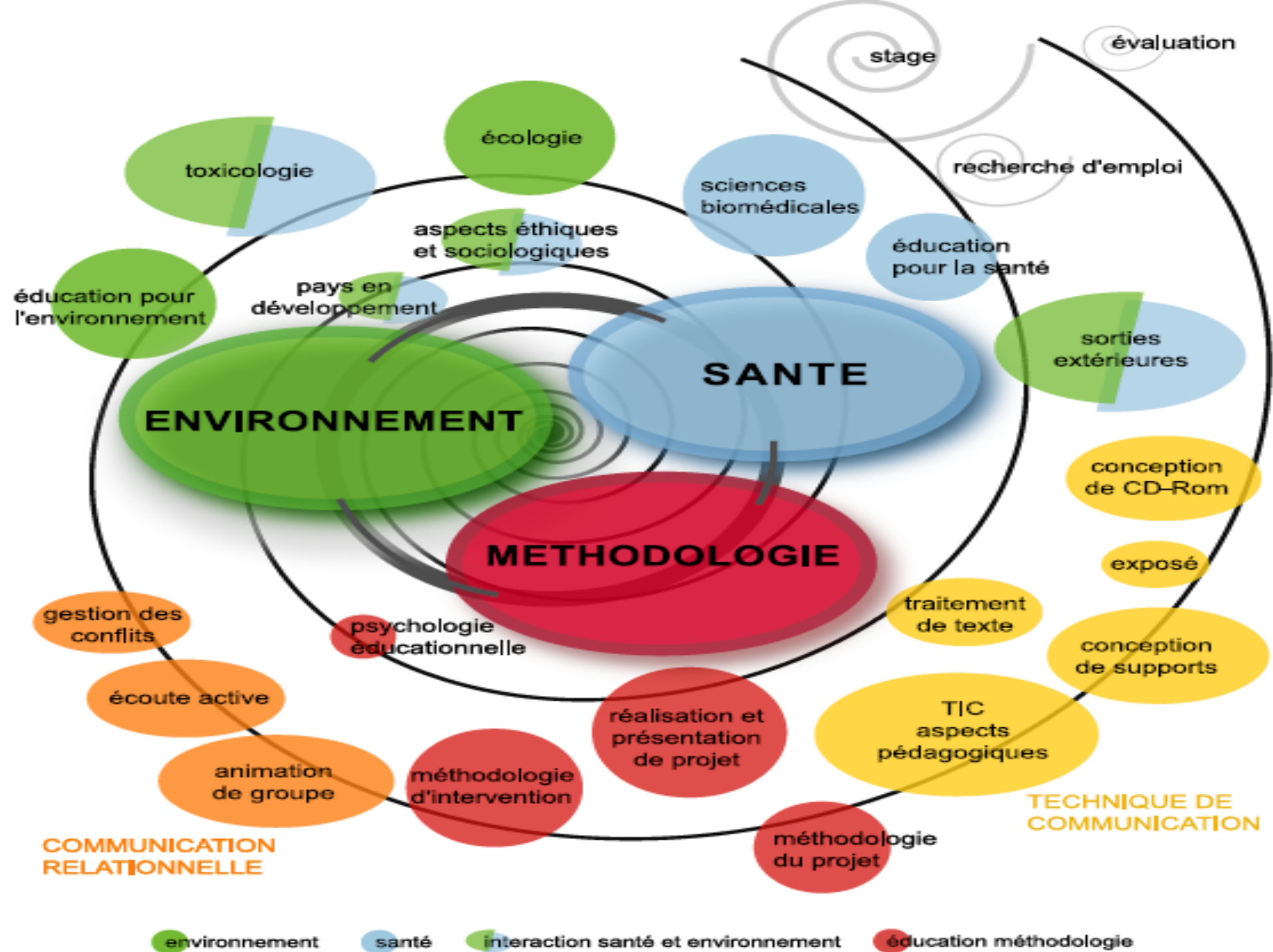


Innovation and creativity:

- Environment and health are not new issues in the education world ; our specificity is to insist on the **INTERACTIONS** existing among both concepts.
- Approach through **SOCIO-CONSTRUCTIVISM** (listen in the learners, considering of representations).
- Thanks to learners **heterogeneousness**, **interdisciplinary** construction , innovation, creation...

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Benefits from the conception of such a curriculum

- Choose the targets according to the needs: pedagogical freedom
- Regulate, develop, choose the partnerships
- Select the formers according to their skills?
- Gain resources
- Adapt to events of the moment, be in touch with the reality.

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Des exemples

- « projet alimentation » dans le scolaire ou parascolaire (par une mutualité)
- « valisette alimentation » documents ,outils, jeux pour les enseignants (pour une commune)
- « animation prévention MST » en maison de jeunes
- « sensibilisation au bisphénol A et autres perturbateurs endocriniens » en crèche

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Introduire l'équité et l'éthique par la réflexion allostérique (modèle de A. Giordan et C. Souchon)

- L'origine (qualitative?) de nos produits de consommation (y compris les produits de bien-être ou de santé) et leur filières de production. Enjeux économiques sous-jacents. Exemple du vaccin de la grippe A

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Nos difficultés

- Trop peu de données accessibles mettant en lien les informations médicales et les données environnementales.
- Peu d'ouverture des milieux (médical, éducation, environnement) aux compétences des autres et à la créativité du travail d'équipe; trop de cloisonnements

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Et maintenant,

- place à vos questions!

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