

ESD in Teacher Education at ESEFO: Ecological Content and Practices

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Abstract

In the context of Education for Sustainable Development (ESD), future teachers play a key role in instilling ecological values in new generations. The initial training they receive, particularly at the École Supérieure de l'Éducation et de la Formation d'Oujda (ESEFO), must therefore incorporate pedagogical content and practices aligned with sustainable development goals. However, what ESD-related content is present in the initial teacher training programs at ESEFO? Are the pedagogical practices implemented truly effective for acquiring, transmitting, and applying the ecological competencies needed to establish a genuine "green pedagogy" in the Moroccan educational system? What challenges and opportunities exist for strengthening the integration of ESD into initial training to prepare teachers to promote environmentally conscious education? To address these questions, a mixed-methods approach was adopted, including content analysis and interviews with instructors. This study will focus on analyzing the content from various years and streams of the undergraduate cycle. Additionally, interviews will be conducted with instructors to gauge their involvement in the ecological project, in relation to the current content, and to understand the pedagogical approaches they implement to achieve this goal. The anticipated results will contribute to improving teacher training in sustainable development, aiming to build a more committed and responsible education towards our environment.

Keywords

ESD, Education, The Initial Training, Ecological Values, Green Pedagogy