

Offre d'emploi pour un doctorat (4 ans - temps plein)

Nous vous proposons de réaliser une thèse de doctorat au sein du projet
CLIMEDUC:

“Climate Change Education Under Scrutiny: Towards a Theory of Institutional, Socio-Material and Cognitive Change through Education”

Le consortium **CLIMEDUC** est constitué d'une équipe de recherche dynamique, multidisciplinaire (philosophie, psychologie, science de la motricité, & sociologie) et ambitieuse, dotée d'une expertise en matière de contenu et d'un réseau de recherche international.

Au total, **5 thèses de doctorats** seront initiées à partir du **1^{er} octobre 2025** au sein de **CLIMEDUC** sur la base d'un financement d'**Actions de Recherche Concertées (ARC) de l'UCLouvain**. Ce dernier vise au développement d'un centre universitaire d'excellence en recherche fondamentale dans le domaine de **l'éducation au changement climatique**.

La présente offre de Doctorat porte sur la thématique “ *Les dispositifs d'éducation au changement climatique : cartographie, typologisation et mises en œuvre locales* ” (axe 2 du projet CLIMEDUC; voir détail du projet en page 3)

Offre:

- 1 poste de doctorat de 4 ans à temps plein financé par l'UCLouvain;
- Vous rejoindrez le consortium CLIMEDUC;
- Encadrement du ou de la doctorant.e par les promoteurs Prof. Marie Verhoeven (Faculté ESPO, Institut IACCHOS/GIRSEF) et Prof. Miguel Souto Lopez (Faculté ESPO, Institut IACCHOS/GIRSEF) : formation à la recherche, encadrement du parcours doctoral, conseils pour la réalisation d'activités de valorisation scientifique (dont publications)
- Vous vous inscrirez comme doctorant.e en Sociologie auprès de la Commission des doctorats en Sciences Politiques et Sociales, et entamerez un parcours doctoral au sein de l'EDTSS (Ecole Doctorale thématique en Sciences sociales (Sociologie).
- La possibilité d'obtenir le plus haut grade académique (docteur en Sciences Sociales et Politiques/Sociologie), au sein de l'UCLouvain, qui figure parmi les 200 meilleures universités du monde.

Profil souhaité:

- Vous êtes titulaire d'un Master 120 dans le domaine de la Sociologie ou des Sciences Sociales.
- Vous êtes prêt à vous engager à plein temps dans la recherche scientifique pendant 4 ans et êtes fortement motivé.e pour obtenir un doctorat;
- Vous vous intéressez aux questions d'éducation, aux défis liés au changement climatique ; vous vous intéressez au rôle de de l'éducation dans les enjeux liés à ces changements et plus largement à la « transition écologique » ;
- Vous avez un esprit curieux, une capacité à mener des recherches de terrain au sein de contextes divers (monde scolaire, monde associatif, ...) ; vous avez aussi un goût pour l'analyse sociologique et la production de modèles interprétatifs en lien avec les défis sociétaux et sociologiques contemporains ;
- Une base méthodologique solide en recherche en sciences sociales, y compris une appétence pour les méthodes qualitatives et ethnographiques;
- Vous aimez travailler en équipe, collaborer avec d'autres doctorant.s au sein d'une équipe de recherche, tout en vous sentant attiré par le fait de mener votre barque de chercheur.e
- Vous parlez couramment le français et maîtrisez l'anglais (orale et lecture de la littérature scientifique).

Comment poser sa candidature?

Envoyez les documents suivants par e-mail aux Prof. Marie Verhoeven (marie.verhoeven@uclouvain.be) et Prof. Miguel Souto Lopez (miguel.souto@uclouvain.be) **avant le 23/06/2025**.

- Une lettre de motivation;
- Votre CV, y compris un rapport des résultats obtenus lors de vos études (reliés en 1 fichier de 10 Mo au maximum).
- Après une première sélection, nous inviterons les candidats retenus à un entretien final de sélection à l'UCLouvain – Louvain-la-Neuve. Un entretien en ligne est possible si nécessaire.
- Les candidat.e.s invité.e.s pour un entretien de sélection seront avertis le **27/06/2025**.
- L'entretien aura lieu le **03/07 ou le 04/07/2025**.

Overview of the project “CLIMEDUC”

Full title:

Climate Change Education” Under Scrutiny: Towards a Theory of Institutional, Socio-Material and Cognitive Change through Education

Main goal of the project:

The CLIMEDUC project aims to contribute to delineate what can realistically be expected from education when it comes to address climate change, building on an empirical analysis of educational processes at different levels, their limitations and potentialities for generating change. By combining philosophy, education, sociology and cognitive psychology, CLIMEDUC aims to unravel the interplay between individual actions, social structures, and cognitive processes, to unravel the complex and interdependent mechanisms of change, and to develop a theory of institutional, socio-material, and cognitive change through education. The CLIMEDUC project is divided into 5 complementary and interrelated research axes, each of which corresponds to specific objectives and will lead to 5 doctoral theses.

Project PI and co-PI:

Axe 1 : Attentes sociétales et fondements philosophiques	•Prof. Nathalie Frogneux (PI) - Philosophie de l'environnement •Prof. Xavier Dumay (Co-PI) - Sciences de l'éducation, analyse institutionnelle
Axe 2 : Les dispositifs d'éducation au changement climatique	•Prof. Marie Verhoeven (PI) - Sociologie de l'éducation •Prof. Miguel Souto-Lopez (Co-PI) - Sociologie de l'action publique, Sociologie de la traduction, Sociologie des dispositifs didactique
Axe 3 : La socialisation environnementale des jeunes	•Prof. Hugues Draelants (PI) - Sociologie de l'éducation, socialisation •Prof. Eric Mangez (Co-PI) - Théorie sociale, dynamique du changement social
Axe 4 : Comportements pro-écologiques et mécanismes sociocognitifs	•Prof. Damien Brevers (PI) - Psychologie cognitive, processus d'auto-régulation •Prof. Sebastiaan de Geus (Co-PI) – Facteurs psychosociaux et environnementaux de l'activité physique
Axe 5 : L'efficacité des dispositifs d'ECC	•Prof. Xavier Dumay (PI) – Sciences de l'éducation, Méthodologies d'évaluation •Prof. Damien Brevers (Co-PI) - Psychologie cognitive et processus de régulation

Outline of axis 2 of the project “CLIMEDUC”

Climate Change Education Devices: Mapping, Typology and Local Translations

The second axis of the CLIMEDUC project will concentrate on concrete climate change education devices that can be identified in the Wallonia-Brussels Federation. The project will pursue a threefold objective of mapping, typologising and analysing the logics that preside over the genesis, construction and implementation of these mechanisms within situated educational spaces.

The doctoral student will develop an analytical framework combining the contributions of the sociology of translation, the sociology of public action and the sociology of education. The objective of this study is to identify the narratives and 'problematisations' of the issue of climate change that are conveyed by these devices. This will allow for a comprehensive understanding of these instruments as tools for innovation or transformation, as well as in the service of certain situated conceptions of climate change and the role of education in the face of this challenge.

Methodological design. The thesis will be organised into three stages/studies: the first, exploratory and descriptive, will aim to draw up an inventory of existing CCE devices within and on the periphery of educational institutions. The second analytical stage will aim to propose a typology of CCE devices in terms of the narratives or conceptions they disseminate and embody, but also their degree of proximity/distance/innovation in relation to the school form. The objective of the third study is to select a small number of CCE devices that illustrate the typology and to carry out an intensive, in-depth ethnographic study of them, with a view to gaining a detailed understanding of the processes involved in the development, choice and practical implementation of these devices, within contrasting school contexts.

Job Offer for a PhD Position

(4 years – full time)

The **CLIMEDUC consortium** is recruiting **5 PhD candidates** for the project:
"Climate Change Education Under Scrutiny: Towards a Theory of Institutional, Socio-Material and Cognitive Change through Education"

The CLIMEDUC consortium is a dynamic and multidisciplinary research team (philosophy, education, sociology, and cognitive psychology) with recognized expertise and an international research network.

In total, **five PhD theses** will begin on **October 1, 2025**, within CLIMEDUC, funded by a **Concerted Research Action (ARC)** grant from **UCLouvain**. The project aims to develop a university pole of excellence in fundamental research in the field of **climate change education**.

This **PhD position (PhD 2)** focuses on the following issue : *"Climate Change Education Devices : mapping, typologisation and analysis of local translations »* (Axis 2 of the CLIMEDUC project; see project details on page 2).

Offer :

- One full-time, 4-year PhD position funded by **UCLouvain**;
- You will join the **CLIMEDUC** consortium;
- Supervision and training provided by **Prof. Marie Verhoeven** (Faculty ESPO, Sociology, GIRSEF) and **Prof. Miguel Souto Lops** (Faculty ESPO, Sociology, AGES/GIRSEF);
- A research path leading to a **PhD in Sociology after 4 years**, with the opportunity to complete the **doctoral training program** at **UCLouvain** as PhD student in Social and Political Sciences. You will also join the **EDTSS doctoral training program** (Thematic Doctoral School in Social Sciences, Wallonia-Brussels);
- The opportunity to obtain the highest academic degree (Doctor of Social and Political Sciences) at **UCLouvain**, ranked among the world's top 200 universities.

Desired Profile:

- You hold a **Master of Science (120 credits)** in **Sociology or Social sciences (or equivalent)**; (a specialization or "option" in education and/or climate or environmental transition could be a "plus");
- You are passionate about **social change** related to **climate change and environmental transition**, especially **through educational devices and practices** ;
- You are ready to commit full-time to scientific research for 4 years and are **highly motivated to obtain a PhD**;
- You have abilities to carry out empirical research in diverse fields (schools, associations...);
- You have a solid training or experience of **research methods in sociology** – especially **qualitative** approaches and **ethnography**;
- You feel enthusiastic about collaborating into a **collective research team** ;
- You are fluent in **French** and have a good command of **English**

How to Apply? Please send the following documents by email to **Prof. M. Verhoeven** (marie.verhoeven@uclouvain.be) and **Prof. Souto Lopez** (miguel.souto@uclouvain.be) **before June 23, 2025**:

- A **cover letter**;
- Your **CV**, including a transcript of academic results (combined in one file of max 10 MB).
- A sample of your research work (for eg. Your Master Thesis or any other relevant publication)

Calendar and selection procedure

After an initial selection, shortlisted candidates will be invited for a **final interview** at **UCLouvain – Louvain-la-Neuve**. An online interview is possible if needed.

- Selected candidates for interview will be notified on **June 27, 2025**.
- Interviews will take place on **July 3 and 4, 2025**.

Overview of the project “CLIMEDUC”

Full title:

Climate Change Education” Under Scrutiny: Towards a Theory of Institutional, Socio-Material and Cognitive Change through Education

Main goal of the project:

The CLIMEDUC project aims to contribute to delineate what can realistically be expected from education when it comes to address climate change, building on an empirical analysis of educational processes at different levels, their limitations and potentialities for generating change. By combining philosophy, education, sociology and cognitive psychology, CLIMEDUC aims to unravel the interplay between individual actions, social structures, and cognitive processes, to unravel the complex and interdependent mechanisms of change, and to develop a theory of institutional, socio-material, and cognitive change through education. The CLIMEDUC project is divided into 5 complementary and interrelated research axes, each of which corresponds to specific objectives and will lead to 5 doctoral theses.

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Outline of axis 2 of the project “CLIMEDUC”

Climate Change Education Devices: Mapping, Typology and Local Translations

The second axis of the CLIMEDUC project will concentrate on concrete CCE devices currently existing in the Wallonia-Brussels Federation. The project will pursue a threefold objective of *mapping*, *typologizing* and *analysing* the social logics underpinning the genesis, construction and implementation of such devices within situated educational spaces.

The doctoral student will develop an analytical framework crossing conceptual tools from the sociology of translation (Callon, Latour), the sociology of instruments of public action and the sociology of education. The aim of this study is to unravel the narratives and 'problematizations' of the issue of climate change that are conveyed and embodied by these devices (the assumption being that there is a “loose coupling” between political narratives and devices). This will allow for a comprehensive understanding of these devices as instruments of innovation or transformation, embodying specific, situated representations of climate change and the role of education regarding this issue.

Methodological design. The thesis will be organised into three stages/studies: the first study, exploratory and descriptive, will aim to set up an inventory of the numerous and heterogeneous existing CCE devices, within and on the periphery of educational institutions. The second phase will aim to build a typology of CCE devices according to (i) the narratives or conceptions they embody, (ii) their degree of proximity/distance/innovation to the school form (or classical “grammar of schooling”). A third study will select a small number of CCE devices that illustrate the typology and carry out an in-depth ethnographic study of them, with a view to gaining a detailed understanding of the processes involved in their development, choice and practical implementation, within contrasting educational contexts.