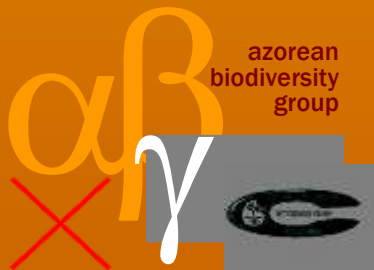


PORTRAITS OF THE FUTURE DRAWN BY CHILDREN

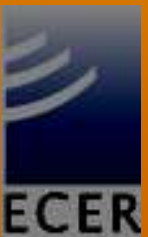


The (Un)sustainable Relationship Between Man and Environment from Children's Point of View

Ana Moura Arroz, Rosalina Gabriel
Luzia Rodrigues, Maria Figueiredo
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Theory and
Evidence in
Educational
Research



Network 25
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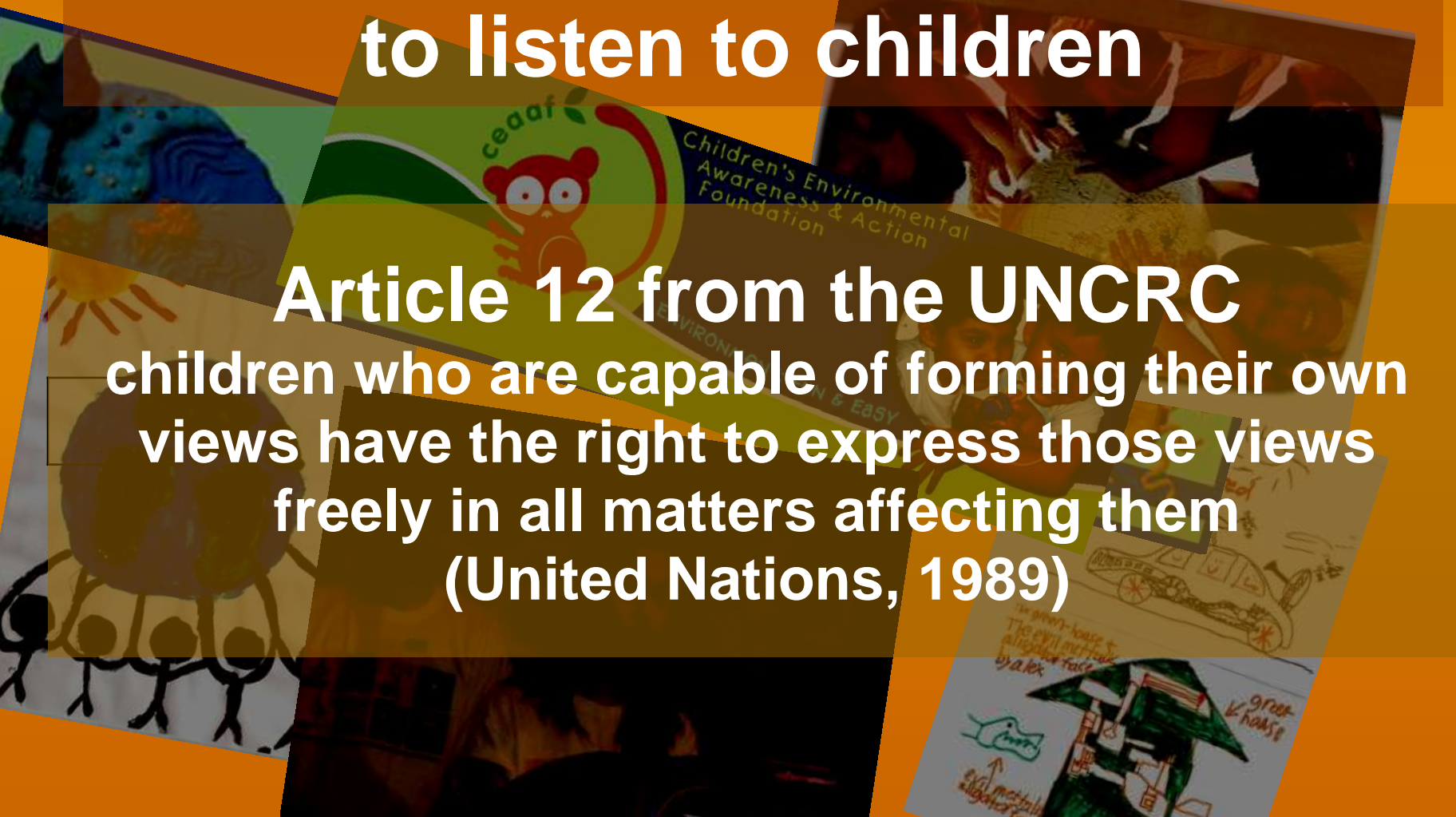


environment

directly affects
children's lives:
now and in the future

**we've recently started to learn
to listen to children**

**Article 12 from the UNCRC
children who are capable of forming their own
views have the right to express those views
freely in all matters affecting them
(United Nations, 1989)**



Research project: children's perspectives about the environment

Azorean Biodiversity Group, CITA-A, Univ. of Azores

- Content and limits/borders of the concept of environment
- Perceived characteristics of the environment:
 - in the present and in the future
 - agents and causes of change
- Environmental concerns and problems
 - attitudes and commitment
 - Possible solutions
- Contexts and sources of environmental literacy



overview

Confronting different studies – review of results

New questions and challenges

- background information on participants and methodological approach
- selected results
- discussion

participants – study A

standardized language exam
(PASE LINGUA PORTUGUESA)

Azorean Archipelago

All 6th graders

2007



reply to a letter about environmental challenges (UNEP)

From 3400 tests, 203 were analysed:

- two classrooms from each island of the Azores (7/9)
(110 girls & 93 boys; age: 12 years old, average).

participants – studies B, C and D



- 4 different schools
 - 2 rural, 2 urban
- 2 regular schools, 2 eco-schools

- 75 children
- 4th year primary school
- 9 to 10 years
- 44 ♂ 31 ♀
- Terceira Island
(Azores, Portugal)

methodological approach



Descriptive-interpretative approach

Specific combinations of different methods and techniques for data production and analysis

iconic

photographs
drawings

simbolic

interviews
written texts
attitude scales
free associations

statistic

descriptive
inferencial

**content
analysis**

thematic-categorical
phenomenographic

**Environment as
idyllic nature**

Characteristics of the environment
Limits/borders of the concept

What is (and isn't) the environment?



Is, lives or belongs to nature

**contraction of
the concept**



Natural things (vs. artificial)

**conditional
belonging**

Environment a
idyllic nature



- Human beings:
- belong, when they care for nature
 - don't belong, when they pollute



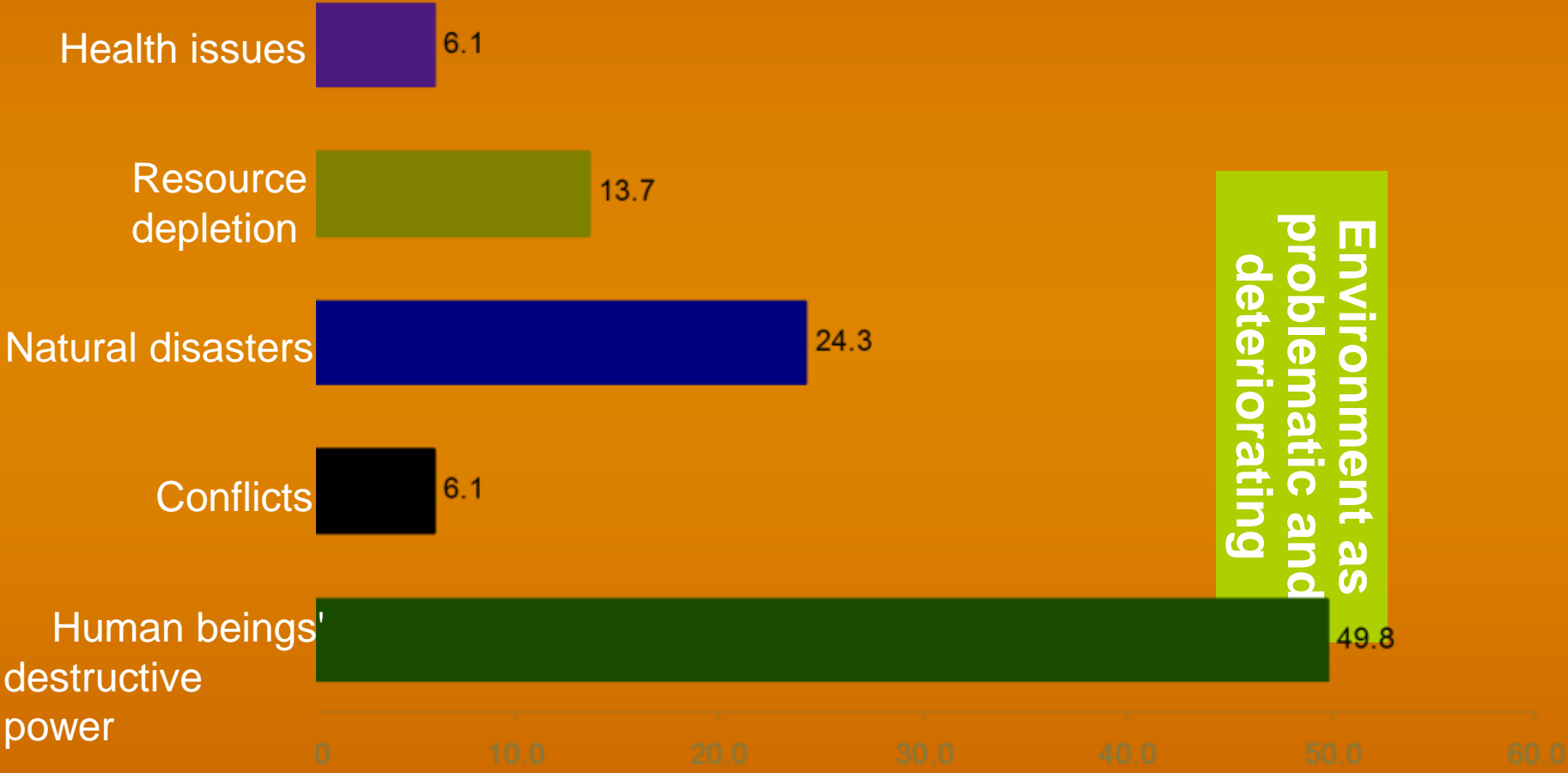
**Environment as
idyllic nature**

Characteristics of the environment
Limits/borders of the concept

**Environment as
deteriorated
context**

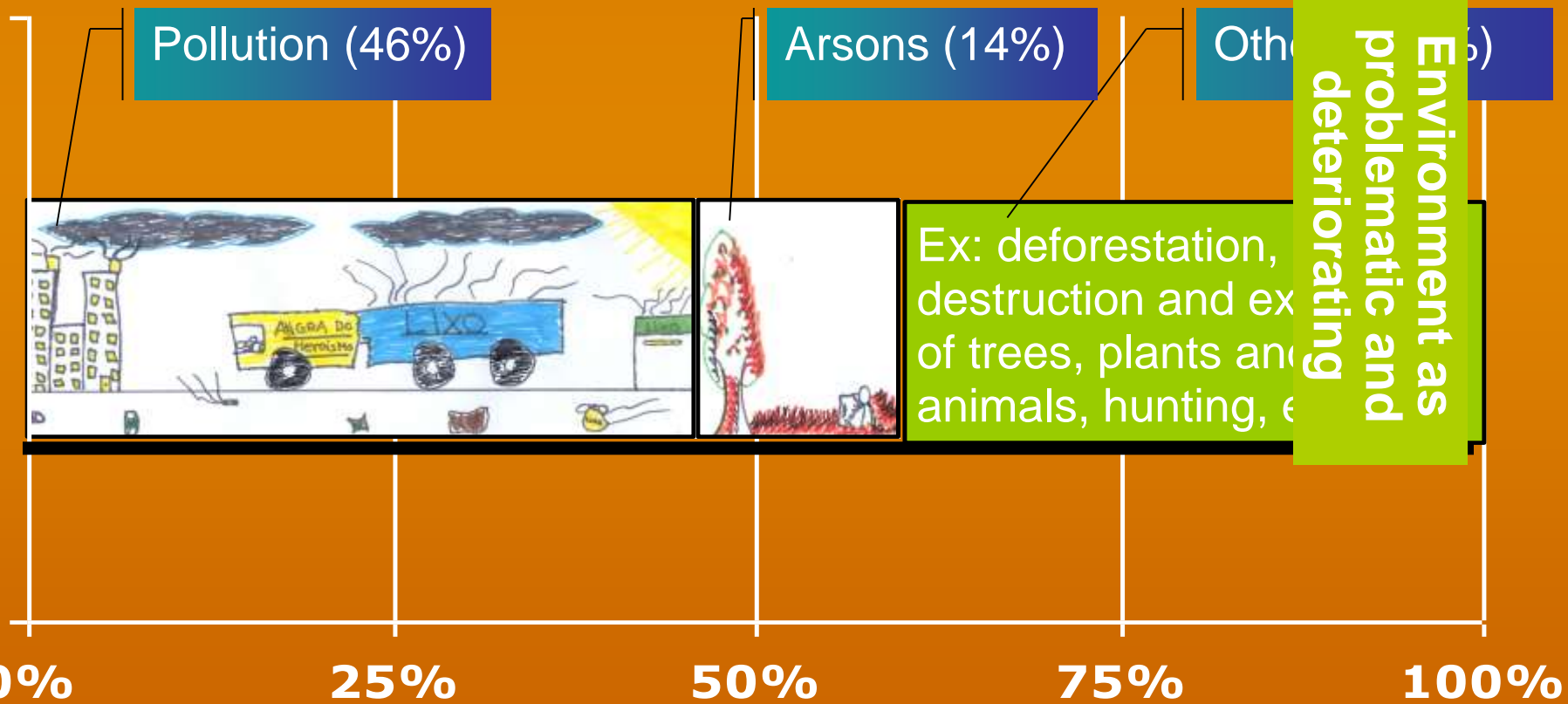
Concerns and problems
Present and Future

Biggest environmental concerns in life

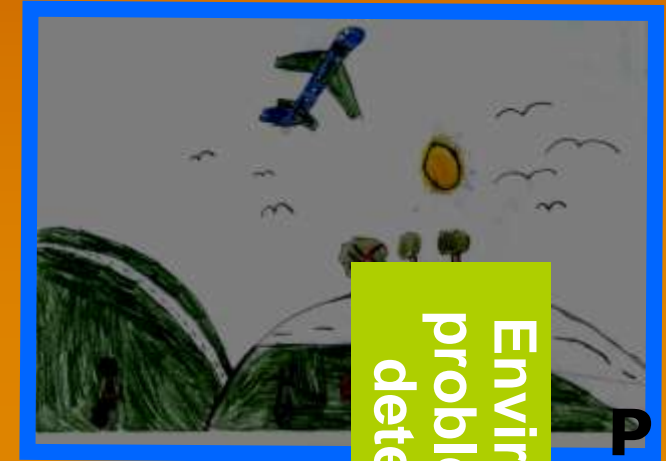
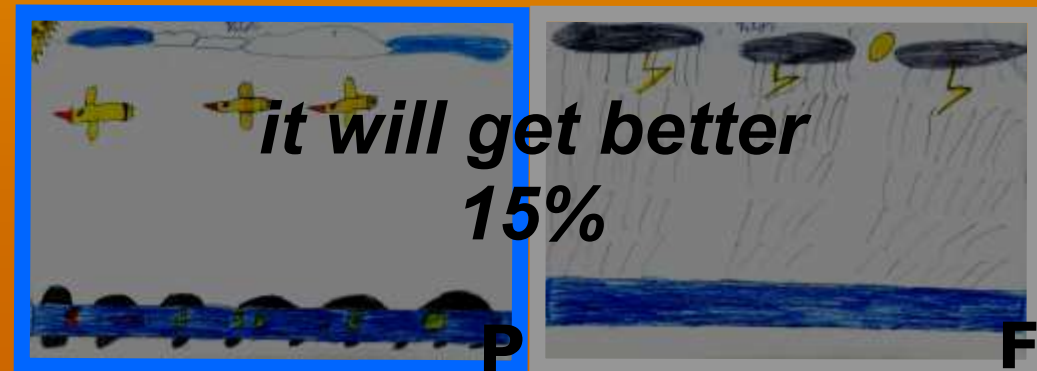
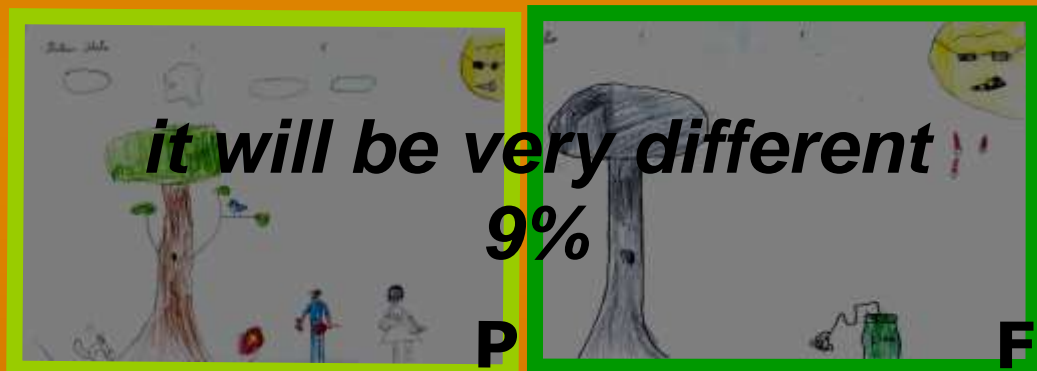
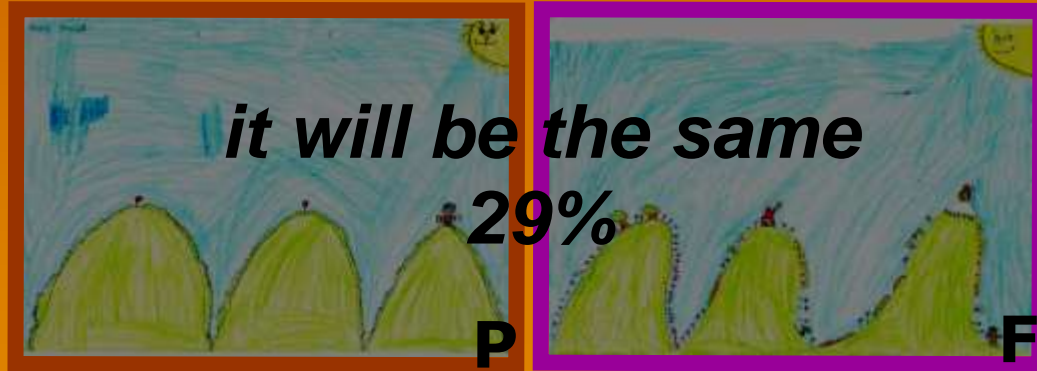


Biggest environmental concerns in life

Human beings' destructive power



Differences between the present and the future – what will it be like?



Environment as
problematic and
deteriorating

it will get worse
49%

What will the environment be like in the future?

The future... will get worse (47,3% children)

What will happen?

The environment **will deteriorate**

How?/Why?

- Replacement of green spaces with **builded things** (66.1%).
- Increase of **pollution** (54.8%).
- Increase of **catastrophic events** (12.7%).



Environment as problematic and deteriorating



Future

**Environment as
idyllic nature**

Characteristics of the environment
Limits/borders of the concept

mismatch

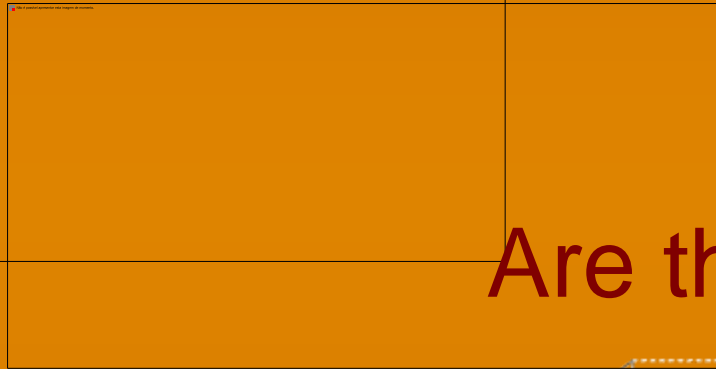
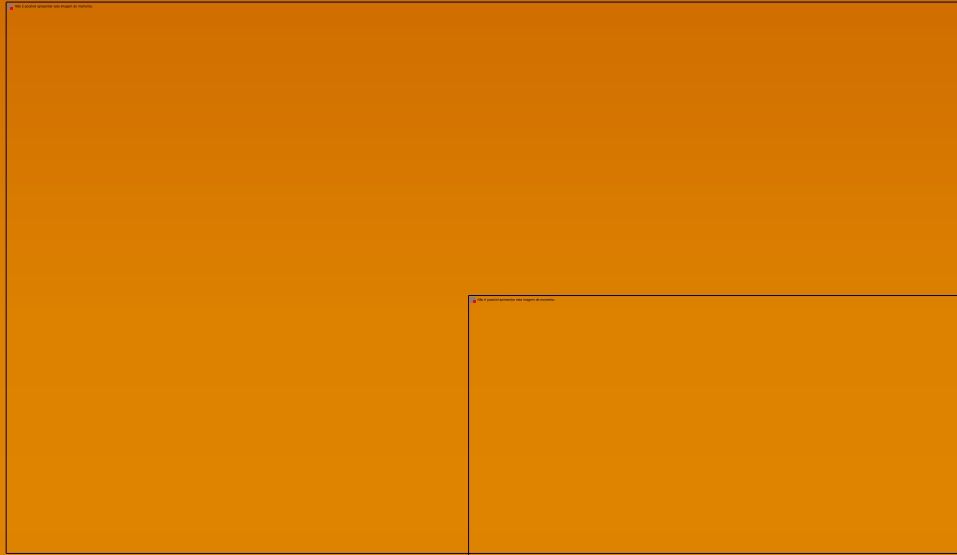
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Concerns and problems
Present and Future

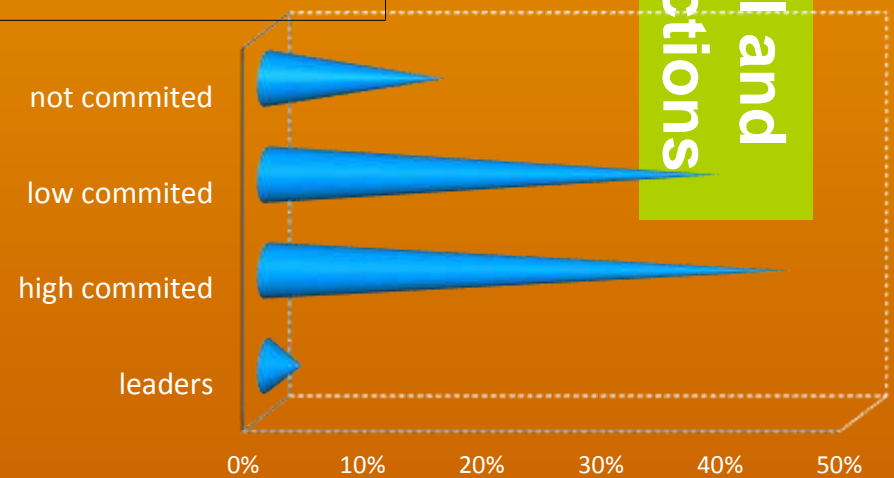
**Personal and
private actions
for the environment**

Concerns and problems
Suggested solutions

What kind of solutions?



Are they part of it?



Next steps

a) new studies driven by the hypothesis raised by this descriptive-interpretative results

b) research intended to understand the role of schools in developing an environmental citizenship - both at curricular and teaching level.

c) analyse the rethorical narratives of the major opinion makers: media, big companies, etc.

d) create strategies and mechanisms for children's involvement in this issues, to ensure that they fully participate in the construction of a more sustainable world

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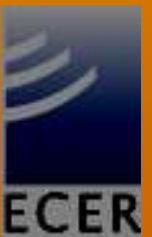


Thank you



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