

## **Paper 2: Children's cartography: Researching and opening worlds together**

### **Presenter(s):**

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This presentation aims to evaluate how children's cartography (CC) can be implemented as a research-intervention methodology promoting children agency within early childhood education for sustainability. Research suggests children can engage and offer solutions to complex issues about sustainability and their lives (Almeida&Costa,2021) promoting changes in local communities (Ärlemalm-Hagsér&Davis, 2014) while researching the surrounds (Almeida&Damásio,2020). We propose an approach to Sustainability based on a conceptual framework in which child agency is valued within a children-adult-context relation (Oswell, 2016). CC is a research-intervention methodology with children as researchers and present-acting agents (Almeida&Costa,2021) as in other methodologies assuming agency as an ethical and political compromise with ongoing transformations (Davies, 2014). CC are included in critical qualitative research paradigm (MacNaughton, 2005). We present two cartographic experiences in early childhood contexts addressing the three movements of this methodology: i) preparation with the children of the cartographic process; ii) displacement through the territory registering the experiences using audio-visual materials and a diary; iii) discussion of the process. Data were analyzed by content and interpretative analysis of the children's discourses and products. Informed consent was negotiated with the children involved and re-negotiated during the research process. Participants were given the opportunity to withdraw of the study. CC through the three movements provide opportunities for children to understand, act and participate in their local community with specific and mean-full proposals of change. The main contribution is introducing the discussion about CC as a methodology that promotes a relational agency while children build a comprehensive vision of Sustainability.

children's cartography, sustainability, children agency, research-methods, new materialities

## **Paper 3: Becoming with... Seed bag carriers in happy cohabitations**

### **Presenter(s):**

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This communication aims to reclaim new concepts for Education for Sustainability. We're living in challenging times for rescue hope to transform and build new relationships with the world (Gray, T. & Birrell, C., 2015; Gannon, S., 2015; Ward, K., 2017; Aboytes, J. & Barth, M., 2020) where our relationship with the natural is an ultimate urgency. The United Nations claim 2021 as a Critical year to 'reset our relationship with nature' (UN, 2021). The importance of the connectiveness with the natural world require new concepts such as the Delicate Empiricism, Worlding, Becoming-with and Response-able to the education forum, including in ECE (Valente & Ilhéu, 2020; Haraway, 2016). Within a constructivism and phenomenology paradigm, we draw also on eco-feminist thought to think Efs. Standing on an ethical commitment to the world common good and considering humans and non-humans in a nonhierarchical way, we aim to



impart values concerning nature and culture among all such as reverence and duty. Children are naturally seed bag carriers and compost players that inspires us to cohabit in a natural cultural multispecies world. Taking care and nourishing these seed bags, along the life cycle, “Worlding” with children we must! Imagine we must, think we must, debate we must, to multiply educational ways strengthening the connectedness with nature and promoting the reconciliation with humans and more than humans.

becoming-with, worlding, nature connectedness, sustainability, early childhood education