

## ENVIRONMENTAL EDUCATION IN PORTUGUESE SCHOOL PROGRAMMES AND TEXTBOOKS IN TWO PERIODS: 1991-2000 AND 2001–2006.

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**Abstract:** Environmental education (EE) is seen as a key instrument contributing for changing values, mentality and attitudes. This study intends to examine how EE addresses environmental education in the Portuguese school programmes in two periods, Time I: 1991/1992 – 1999/2000 and Time II: 2000/2001 – 2005/2006. We used the grids of analysis constructed within the BIOHEAD-CITIZEN project (CIT2-2004-506015). The analysis covered the national programmes and textbooks since the 1<sup>st</sup> grade (5/6 years-old pupils) up to the 12<sup>th</sup> grade (17/18 years-old pupils) by looking at the four pre-selected sub-topics: *Pollution, Use of Resources, Ecosystems and Biodiversity and Cycles*. Biodiversity is the sub-topic that had little presence in Time I but is nowadays (Time II) more present all along the school levels. In earlier years (1CBE) the textbooks follow the national programme very tightly. Major differences between the national programmes and the textbooks examined were found in the Secondary school (10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade).

**Keywords:** Textbooks, Programmes, Environmental Education

### Introduction

The concept of Environmental Education (EE) has had a remarkable evolution in meaning over time. In the beginning the concept of Environmental Education assumed a naturalist concept whereas currently it means a balance between the natural and man, with a view of building a future of sustainable development. Thus, environmental education should be seen as a key instrument contributing for changing values, mentality and attitudes to create a deep and abiding awareness in society of the problems associated with environmental issues (Morgado et al., 2000). According to Raposo (referre by Palma, 1997), In Portugal, only in 1986, with the entry into force of the Law of the Education System (Law n°46/86), were established school programmes for the implementation of environmental education in schools. Since then, some environmental education practices and consequent development of school projects were implemented: the School Area (allowed to carry out school overall projects), the Complementary Activities (gave the possibility to create clubs where pupils could experience the development of cross-curricular activities) and the discipline of Personal and Social Development.





















