



CHILDREN AND ENERGY ISSUES at home and at school

ECEEE Summer Study 2015
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TWO STUDIES, ONE QUESTION

- Children: « good » ambassadors of energy savings or passive agents?
- ~~▪ Message \Rightarrow Child \Rightarrow Diffusion~~
- Who/what shapes children's energy-related practices?
- Two case studies

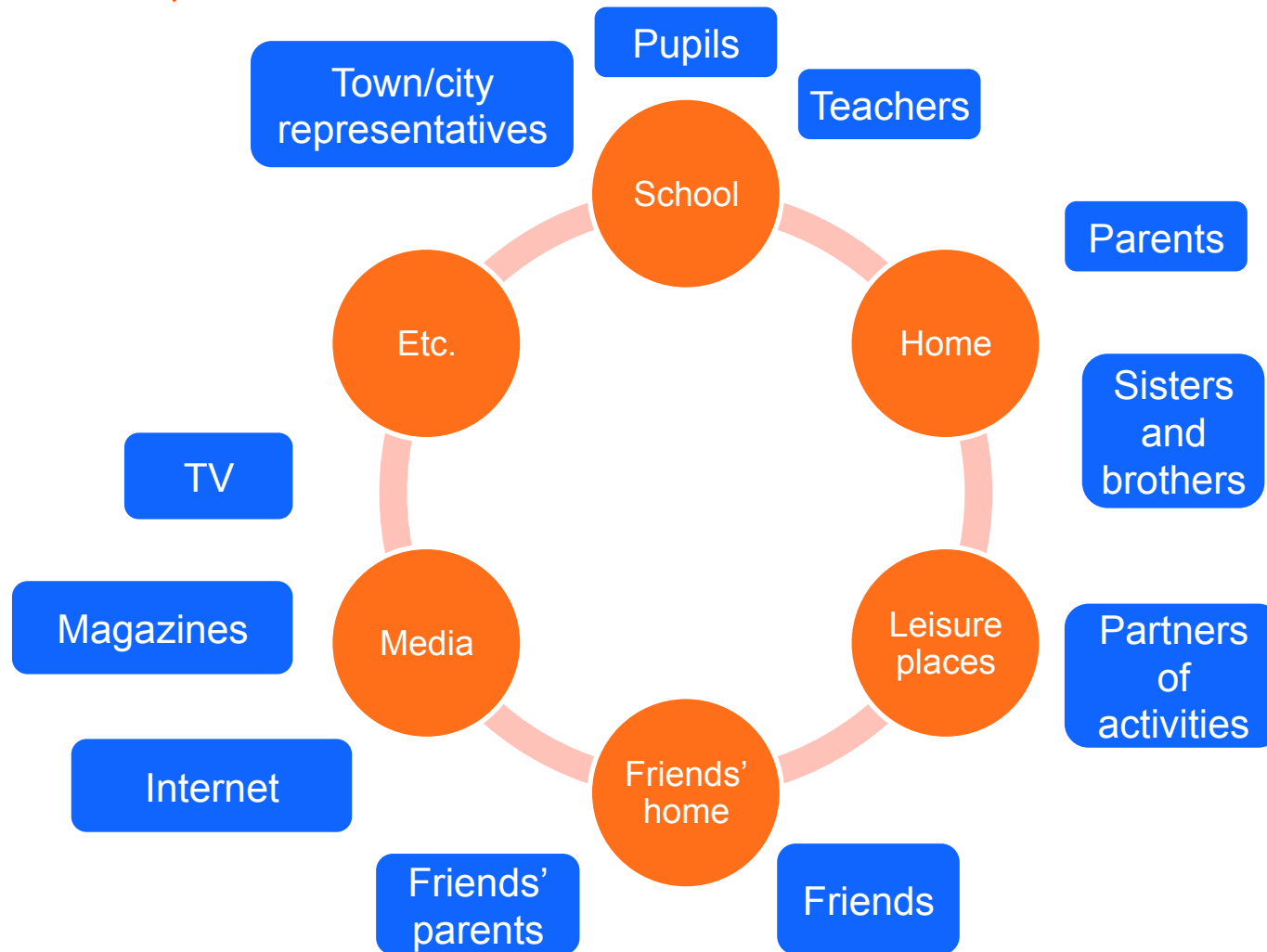


At home



In a zero-energy school

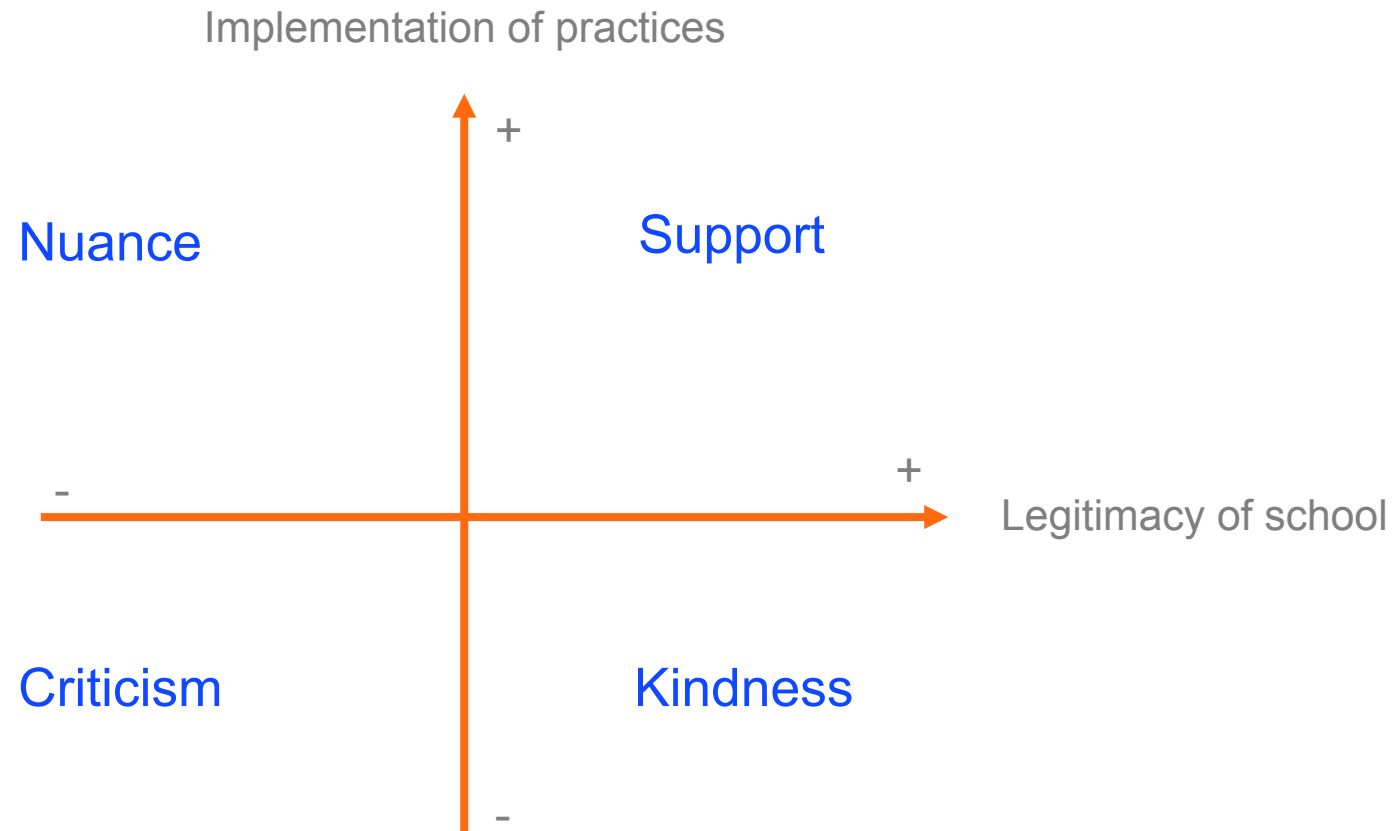
CHILDREN ARE PART OF A NETWORK OF ACTORS, INFRASTRUCTURES AND SITUATIONS



FRENCH SCHOOLS AND ENERGY

- **There is a national program:**
 - for environment (sustainable development)
 - For energy with 4 orientations: safety, technical science, production/consumption, savings
- **But teachers have the choice of their educational methods and contents**
- **=> degrees of implication and contents really diverse**
- **Children are really concerned by environmental information coming from school**
 - Less ambivalent than TV
 - Less tacky than parents

AT HOME: NEGOTIATIONS, POWER AND EDUCATIONAL STRATEGIES

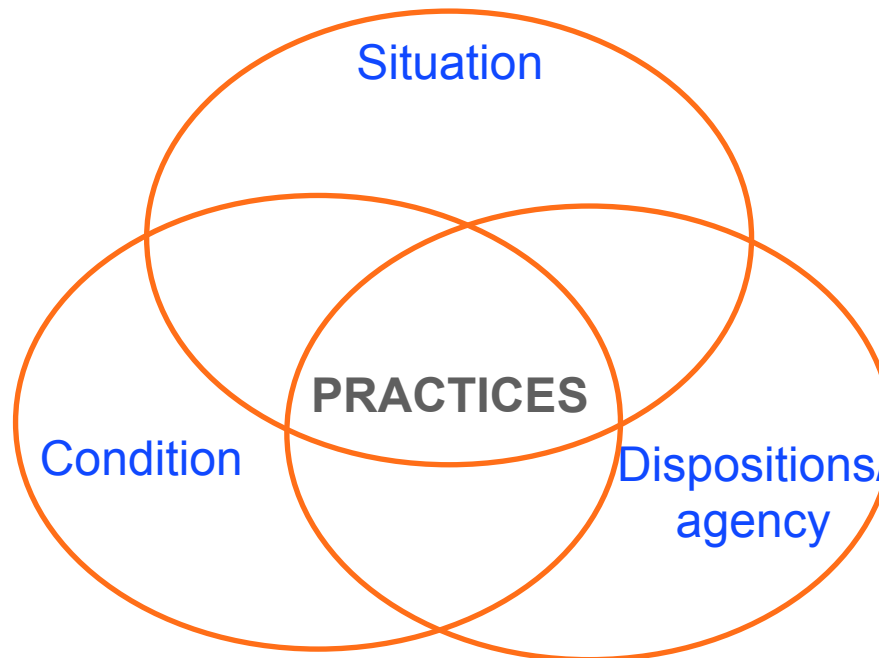


A ZERO-ENERGY SCHOOL AND ENERGY

- **Is the infrastructure of this school (equipment, architecture, energy systems, etc.) influencing children's practices?**
- **Not really, because of:**
 - A conflict between teachers' team and the local authority based on the territory of "pedagogy"
 - An architecture focused on energy performance but not on children's and staff's activities
 - An infrastructure that doesn't deploy the issue of "autonomy"

CONCLUSIONS

- **Energy is a source of power and is used by people in their own objectives**
 - That is a condition to become an issue
- **Children need to be supported to become autonomous**
 - Adults are needs as responsible actors
- **Situations, conditions, dispositions: to explore further**



Thank you.

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