

In the Saharawi Refugee Camps – Children’s Drawing as a Reciprocal Education-Activating Method

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Abstract

In the Saharawi refugee camps - Children’s drawing as a reciprocal education-activating method. Picture the world: To visualize the synthesis of everyday life, imagination and picture-linguistic implementation.

Rolf Laven’s research activity in the refugee camps of the Polisario takes place against the backdrop of the cultural form of the predominantly Muslim Saharawis, which is characterized by textual literacy.

The realization of pictorial representations as a means of communication presents a new educational and learning field for these children and their teachers (Schuster 2010).

The focus lies on the role of childlike image-based forms of expression in the process of world- and self-empowerment (Peez 2012). The resulting picture worlds illustrate world views from the child perspective (Heinzel 2010); the daily experienced as well as the imagined, have been imprinted.

Images, presentation/representation and their adoption as well as meta-levels are effective for all interacters at the interface of teaching-learning processes

on both sides. Methods were participating observation, qualitative empirical study, phenomenological analysis (Marotzki & Stoetzer, 2006).

The children's drawings manifest the status of independent documents; complexity and focus do not remain referring exclusively on the narrative content.

The pre-determined theme and resulting pictorial representations favour the reconstruction of childhood in the refugee camps in the Algerian Hamada.

Keywords

Drawing as interaction, World- and Self-Empowerment, Reconstruction of Childhood, Visual literacy, Imagination.