

. Some y.w. manifest clearly their concern for the environmental issue. However, their number (7) raises a question-mark: are these y.w. not primarily interested in such vital issues or are they saying it elsewhere, in another way?

Those who mention it as an important issue in their societies, say it in a way which is far from any sloganized form of dealing with it.

a) They diagnose the situation:

"production is the important aim and it doesn't matter how and what for and therefore nature is destroyed little by little in an irreversible way,

the cultural traces of specific regions disappear and we feel we are not more than puppets in the hands of big powers" 51 E

"pollution, shortage of resources" 77 E

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b) In the expression used by one y.w. we can see the powerlessness in face of the situation:

"a stop to the technological process which will destroy humanity" 106 E

. The answers have in themselves a particular perception of reality. They spring forth from a cultural attitude. However, cultural values and situations are described by some y.w. as being at the heart of the problems in their societies.

a) The influence of religion is an important cultural element.



For some, the religious factors are at the root of discrimination practices, mainly coming from the "fundamentalist" trends.

(Phil.) (2 J) . For others, it is "loss of religion" which appears as a basic problem.

b) "Openness to the world" is another basic cultural factor:

"Politique d'ouverture au niveau mondial - entraide - coopération" (81 E)

(56 E) One from Europe, stresses the need for a spiritual search going beyond christianity as it is perceived in the West.

"Finding a relevant spiritual tradition to replace a christianity which has become meaningless to most Western people". (103 E)

c) While some y.w. stress the key-role of education as a needed positive factor

"a further education of people" (106 E) (27 J)

others see and emphasize a negative factor in the way education is perceived in society:

"education became the tool of the classification of people. It is only the cause of severe competition among students and doesn't work to grow a person's inner possibility and character" (36J)

d) One y.w., coming from a country where there are signs of opposite views (see below f)), shows the conviction that technological progress will lead to a life with more cultural possibilities:

"Comme l'industrie et la technologie ont été développées, je pense que les japonais vont avoir plus de loisirs" (22 J).

e) A few y.w. have a radical outlook on the culture impasses of their societies:

"our society is highly industrialized and technologically developed. But culturally sophisticated? No", as typically shown by the recent statements of our ministers' "intellectual level". (35 J)

"our society is mentally closed and this is a shameful barrier to the international friendship and understanding" (35 J)

"Too left-brain oriented society which results in an over-emphasis on particles and technique and the well-being of people and the planet" (76E)

"People are too selfish - as long as they are not bothered ... Society should be more caring and less materialistic". (102 E)

f) One y.w. connects implicitly the cultural attitude with the women's situation:

"Our inability to break out of habitual mind sets and behaviour patterns, beliefs" (74 E).