



Artistic Education for Sustainable Development: A Case Study from a Rural Life Museum in Spain

Peiqi Ye

East China Normal University, China

Abstract

This is despite the fact that the potential of arts education to contribute to sustainable development is largely understudied. However, a variety of programmes that encourage long-term human development frequently generate novel concepts through arts education. The background of arts education and sustainable development education within the frameworks of UNESCO and the United Nations is introduced in this article. This is followed by an examination using the Museum of Rural Life in Spain as a case study: it is feasible to advance the aims of sustainable development in an innovative way via artistic methods.

Keywords: Sustainable Development, Arts Education, ESD

1. Introduction

UNESCO increased its efforts in the field of arts education during the beginning of the twenty-first century. The release of the 'Seoul Agenda'[1] was one product of these long-term efforts.

The 2030 Agenda for Sustainable Development, endorsed by all UN Member States in 2015, presents a shared roadmap for peace and prosperity for people and the planet today and in the future. The 17 Sustainable Development Goals lie at its heart (SDGs). This policy paper has 17 major aims, including "Climate Action," "Peace, justice and Strong institutions," and "life affordable and clean energy" (Fig. 1). [2] Education for sustainable social, economic, environmental and cultural development refers to the development of an awareness of sustainable development in the economic and cultural development of society as a whole and the promotion of sustainable development in society as a whole through environmental education (green education, ecological education), multicultural education or resource education. This requires that sustainability education needs to further complement the existing learning content on sustainable development in education and increase the depth and breadth of knowledge on sustainable development to achieve the goal of advancing sustainable development in society. and breadth of knowledge on sustainable development to achieve the goal of advancing sustainable development in society.



Fig. 1 The SDGs

Reading through the UN Sustainable Development papers, an attempt was made to identify particular targets where arts education may make an impact. All conceivable 'challenges of today' addressed in the Seoul agenda may be absorbed within the SDG content. As a result, we can demonstrate that there is a relationship between the general aims of the United Nations or UNESCO and the purposes of arts education. Arts education has the capacity to achieve ESD goals via creative techniques. Education for Sustainable Progress is ultimately about seeing and moulding the future.[3]



2. Sustainable Development Goals and Arts Education

2.1 Relationships between the SDGs and the curriculum of arts education

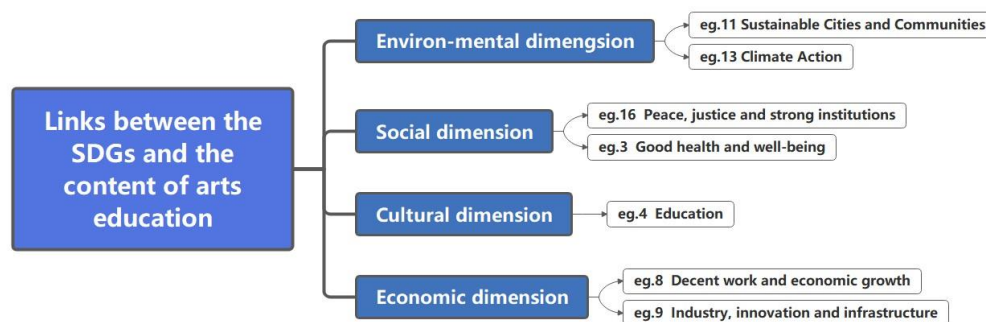


Fig. 2 Relationships between the SDGs and the subject of arts education

The first component is the environmental dimension, which includes the objectives Goal 11 and Goal 13. The utilisation of urban space may be improved via art education activities, public knowledge of climate and environmental protection can be raised, and sustainable cities and development can be attained. The second component is the Social dimension, which contains the objectives Goal 3 and Goal 16. Arts education may address social and political concerns via the medium of the arts. We can both promote and raise awareness of the concept of health and peace. Goal 4 is to deliver a high-quality education for our students and all others that work with us. The fourth component is the Economic dimension, which is tied to, among other things, Goals 8 and 9 to construct new sectors and support economic development." The 'arts' as a medium for arts education has been seen as a significant driver of economic growth since it fosters a shift in outlook. According to a 2009 European Commission study, "Culture-based innovative solutions..... Inspiring our societies.... Arts and culture may offer a vital contribution to the goal of combining income creation with sustainability and harmonious social development."

2.2 Arts education for sustainable development

Gilbert and Cox's work clearly shows the relationship between arts education and these global events, as well as the potential influence of the arts in dealing with, or even reversing the route of these developments. Some even believe that arts education serves a special role in the anthropocene and the closely related concept of posthumanism. [4]Through arts education, 'new forms of existence' that are needed in today's changing social and environmental situations can be produced. [5] The importance of art education in the sustainable development of society is highlighted by the link between art education and professional education. The link between art education and professional education can produce innovative human resources who can contribute to the development of society. [6] Art education plays an important role in global sustainability concerns, supporting long-term development.

Students become aware of national and global concerns such as catastrophe risk reduction, biodiversity, poverty reduction, and sustainable consumerism via the creation of arts education themed projects that include the development of personal and social responsibility. Through the emotional, physical, and intellectual participation provided by the arts and arts education, people can find ways to dive into significant elements of their life and gain understanding beyond instant enjoyment, personal accomplishment, and prosperity.

3. A Case Study from a Rural Life Museum in Spain

The Museum of Rural Life was created in 1988 at the Carulla family's old ancestral home in L'Espluga de Francol (Spain) with the objective of conserving and transmitting the history of the Mediterranean rural world. The museum's teaching programme is built on the 5 Ps (Planet, People, Partnership, Prosperity, and Peace), with educational and cultural programmes focused at attaining particular SDGs. Sustainable agriculture and rural development, for example, are important to SDG 2.a., and this specific objective is the focus of the MVR educators' activity for school groups, "Growing Future." Workshop on AgriCulture. (Fig. 3). [7]

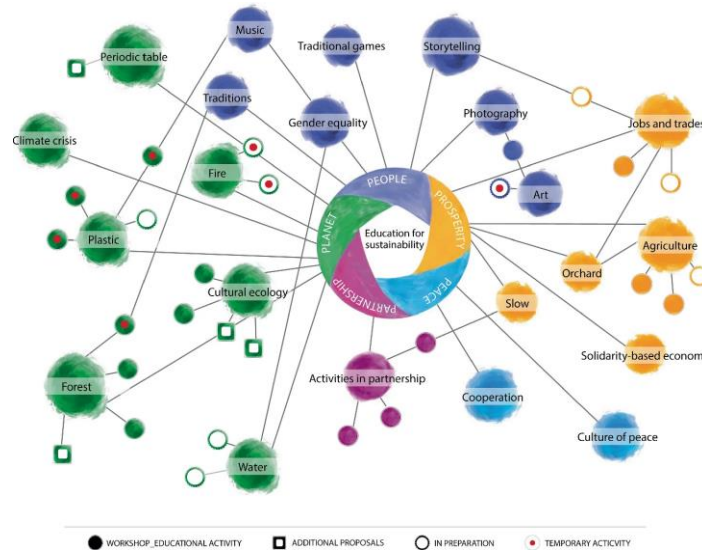


Fig. 3 Sustainable Development Goals for Museum Education Projects

In 2019, the museum will feature a plastic exhibition. Visitors can explore the topic of plastic, which is today one of the most important challenges in terms of sustainability. The exhibition encompasses both scientific and humanistic viewpoints, with visual art acting as the major medium. The purpose of this exhibition is to induce contemplation from visitors in order for them to evaluate a drug that has completely absorbed people's daily life.

Participants are asked to answer a paradox in the form of a game before entering the exhibition, which creates an interesting dynamic. They will learn about plastic as a material via scientific observation, involvement, and conversation. Putting museum pieces up against their plastic counterparts encourages people to consider the worth of objects and how, after usage (sometimes too quickly), they are viewed as wasteful.

With the support of diverse pieces of art, participants were encouraged to ask themselves questions about their connection with plastic and to consider it from a variety of perspectives. Participants were invited to search for new meanings and creative associations with plastics using the power of art to stimulate emotions, and at the end of the visit, participants were invited to make one creative proposal using audio-visual media and social media, and to contribute to the solution to this challenge. The bulk of these objectives match with UNESCO's specific learning objectives for sustainable development (SDGs 4, 8, 12, 14, and 15).

As the museum project reveals, traditional educational institutions often assume the presence of a single or favoured correct solution, which stifles the creative process and the generation of new ideas. Because of their potential to produce emotional and creative processes, aesthetic languages serve a special purpose. The current state of affairs in the context of climatic, social, and cultural catastrophes needs imaginative global answers to issues more than ever before.

4. Conclusion

Art has the potential to contribute to a more compassionate and sustainable society in a unique way. An art education informed by ESD evaluates the locations, social and cultural hierarchies, and social processes that surround us in the present to grasp future possibilities. [8] We should select teaching resources that are in line with the context of the times, increase the innovative content of traditional art culture, focus on the contemporary sustainable development of society, and focus on the interconnection between art and the three areas of social life, environmental resources and culture, so that through art practice activities, citizens can acquire the qualifications and abilities to adapt to the future development of society, form good sustainable behavioural habits, and ultimately promote the sustainable development of society. The aim is to enable citizens to acquire the qualifications and competences to adapt to the future development of society, while forming good sustainable behavioural habits and ultimately contributing to sustainable development.



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