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ARTE EDUCAÇÃO E O OBJETIVO DE DESENVOLVIMENTO SUSTENTÁVEL 4

ARTS EDUCATION AND THE SUSTAINABLE DEVELOPMENT GOAL 4

EDUCACIÓN ARTÍSTICA Y EL OBJETIVO DE DESARROLLO SOSTENIBLE 4

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Resumo

Este artigo discute a importância da arte educação no contexto dos Objetivos de Desenvolvimento Sustentável, particularmente o Objetivo 4 (ODS 4), que busca garantir uma educação de qualidade e equitativa para todos até 2030. O texto destaca como as artes e a cultura contribuem para o desenvolvimento de habilidades sociais e emocionais, como empatia e criatividade, essenciais para enfrentar desafios globais. Além disso, enfatiza a necessidade de integrar a educação em artes no currículo escolar da educação básica, reconhecendo sua contribuição na promoção da sustentabilidade e no respeito à diversidade cultural, alinhando-se aos objetivos e diretrizes do Objetivo de Desenvolvimento Sustentável 4.

Palavras-chave: Arte educação; Agenda 2030; Cultura.

Abstract

This article discusses the importance of arts education in the context of the Sustainable Development Goals, particularly Goal 4 (SDG 4), which seeks to ensure quality and equitable education for all by 2030. The text highlights how the arts and culture contribute to the development of social and emotional skills, such as empathy and creativity, which are essential for tackling global challenges. The importance of incorporating arts education into basic education curricula is also highlighted, as it fosters sustainability and appreciation for cultural diversity, in accordance with the objectives and guidelines of Sustainable Development Goal 4.

Keywords: Arts Education; Agenda 2030; Culture.

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Resumen

Este artículo analiza la importancia de la educación artística en el contexto de los Objetivos de Desarrollo Sostenible, en particular el Objetivo 4 (ODS 4), que busca garantizar una educación de calidad y equitativa para todos de aquí a 2030. El texto destaca cómo las artes y la cultura contribuyen al desarrollo de habilidades sociales y emocionales, como la empatía y la creatividad, que son esenciales para abordar los desafíos globales. También hace hincapié en la necesidad de integrar la educación artística en el currículo de la educación básica, reconociendo su contribución a la promoción de la sostenibilidad y el respeto de la diversidad cultural, en consonancia con los objetivos y directrices del Objetivo de Desarrollo Sostenible 4.

Palabras clave: Educación artística; Agenda 2030; Cultura.

Introduction

The primary aim of this text is to explore and clarify the role of arts education in helping to achieve United Nations Sustainable Development Goal 4 by 2030, which seeks to ensure that every individual has access to quality, inclusive, and equitable education.

Arts education aims to integrate art into an individual's development, allowing them to understand and interpret the world through their emotions and symbolic representations, which are deeply connected to their cultural identity, memories, and imagination. The objective of combining art and education is to safeguard cultural heritage and expand students' knowledge and viewpoints, allowing them access to the tools necessary to develop critical thinking within their cultural and social surroundings (Rodrigues; Souza; Treviso, 2017).

This article aims to explore the incorporation of arts in basic education, especially during adolescence, and to underscore its significance for attaining Sustainable Development Goal 4 (SDG4). Initially, it deals with the global recognition, obstacles, and initiatives regarding the integration of arts education and the promotion of cultural aspects to achieve the quality education objective. Following

this, the actions taken by the Brazilian Ministry of Education (MEC) towards achieving the related education goal in the 2030 Agenda, particularly in secondary education, are presented and discussed, with a focus on whether arts and culture are referenced.

A literature review was performed based on a qualitative approach. For this article, news and public reports on the subject were addressed through the platform Google Scholar. For the search, the following terms were used in Portuguese and English to obtain more comprehensive results: “Agenda 2030”; “Sustainable Development Goal 4”; “Arts Education”; “Culture”; “Quality learning”; “High School”; “Youth”. The terms were searched in combinations between 2018 and 2024.

This study was conducted with the support of CAPES (Coordination for the Improvement of Higher Education Personnel), an agency of the Ministry of Education (MEC) of Brazil.

Agenda 2030, Arts Education and Sustainable Development Goal 4

The United Nations Educational, Scientific and Cultural Organization (UNESCO), an agency of the United Nations (UN), oversees the global education sector and oversees the implementation of the 2030 Education Agenda, which is part of the global movement that seeks to eradicate poverty through the 17 Sustainable Development Goals (SDGs) by 2030. The education sector has its own goal within the agenda, which is Sustainable Development Goal 4 (SDG4) (Venkatesh; Ruprecht; Fered, 2023).

The term “sustainable development” emerged after World War II as an attempt to meet human needs while preserving the environment. In 1987, the UN produced its inaugural report, titled "Our Common Future", outlining strategies for securing future generations, the document formulated the principles that underpin the concept of sustainable development as it is currently understood (World Commission on Environment and Development, 1987). The first agenda, Agenda 21, was drawn up in 1992, expanding knowledge of the term sustainability. The Brazilian Agenda 21 expanded the understanding of sustainability by establishing that it must be present in all dimensions of social life (United Nations, 1992). By 2000, the Millennium

Development Goals (MDGs) were introduced, with the following targets: "[...] to combat poverty, hunger and disease and to stimulate development that is truly sustainable" (United Nations, 2000, p.5).

However, limitations of the MDGs, such as a smaller number of goals, which were less comprehensive, in addition to less focus on collaboration (SDG Fund, [s.d.]). Thus, the creation of a new agenda was necessary. In 2015, the UN adopted the 2030 Agenda, which set guidelines for sustainable development worldwide, encompassing 17 SDGs to achieve 169 targets across various areas (Silva *et al*., 2024).

Achieving sustainable development hinges on incorporating education as one of its fundamental components. In this regard, SDG 4 's primary objective is to ensure inclusive and quality education for all (Instituto de Pesquisa Econômica e Aplicada, 2019). Education is a broad topic, and Article 205 of the Brazilian Federal Constitution establishes that education is a right for all, and it is also a shared responsibility between the state and the family (Brasil, 1988).

Venkatesh, Ruprecht and Fered (2023) reviewed key terms to highlight the impact of arts education and its alignment with the attainment of SDG 4. Artistic education is seen as a fundamental investment in achieving quality education, with UNESCO having a long-standing commitment to supporting arts education since 1946. In 1999, UNESCO launched the *International Appeal for the Promotion of Arts Education and Creativity in Schools.* This initiative was crucial for subsequent milestones, such as two world conferences on arts education: in Lisbon (2006) and the Republic of Korea (2010). Furthermore, the adoption of the *Road Map for Arts Education* in 2006: "[...] helped to promote a common understanding among its Member States and all stakeholders of the importance of AE and its essential role in improving the quality of education." (Venkatesh; Ruprecht; Fered, 2023, p.8).

Venkatesh, Ruprecht and Fered (2023, p.9) still point out that:

> As stated therein and enshrined in the Universal Declaration of Human Rights (Article 26), for UNESCO (2004, 2007), quality education is much more than literacy and numeracy. It involves ensuring that learners of all ages develop throughout life a wide range of skills, attitudes, values and behaviours that support their personal development, health, well-being and active participation in the social, cultural, political and economic development of their

> societies. Built into this vision is the idea that quality education is a humanistic endeavour that fosters values of cultural diversity and acknowledges the contribution of culture to sustainable development (SDG4 - Target 4.7).

UNESCO divides the understanding of arts education into two perspectives. The first is considered a distinct field of study, an area of education that assists in the development of arts-related skills and abilities in students. The second perspective views arts as tools or methods for learning, with education through the arts being seen as a supportive instrument for achieving inclusive and equitable education (UNESCO, 2006), as highlighted by Venkatesh, Ruprecht and Fered (2023), who specifically note its alignment with SDG 4 and Target 4.7. To this end, arts education must be treated as a core subject, fully integrated into the school curriculum, rather than being relegated to a secondary activity of lesser importance.

Culture and art play a substantial role in education because they foster "[...] creativity, critical thinking, and individual expression" (Mattos; Villar, 2018). UNESCO suggests that arts education contributes to the attainment of SDG4, Quality Education, by teaching visual and performing arts, as well as learning through the arts by incorporating them into other subjects (Nações Unidas Brasil, 2020).

In 2020, during the International Week of Arts Education, UNESCO acknowledged that arts education is essential for students to acquire necessary skills and achieve academic success (Nações Unidas Brasil, 2020). Art forms, such as: "Music, drama, dance, visual arts and education in other artistic disciplines build resilience, self-confidence and well-being, and stimulate curiosity, inspiration, creativity and respect for diversity." (Nações Unidas Brasil, 2020; translation by the authors).

Arts Education, Culture and Human Development in the Youth

Hardie and Kamara (2024) authored a report to inform UNESCO's 2024 World Conference on Culture and Arts Education, which was funded by both the Organisation of African, Caribbean and Pacific States (OACPS) and the European Union (EU). The study is a component of the ACP-EU Culture Programme, which

aims to showcase and promote creativity and culture as a way of promoting human development in member countries of the African, Caribbean, and Pacific (ACP) group. The report investigates the roles of education and culture in facilitating sustainable development across various sectors, in ACP countries and elsewhere, as stated in the Universal Declaration of Human Rights.

Arts education, within the broader context of cultural education, aims to promote essential cultural transformations for society. In this sense, arts education is viewed as part of a cultural formation that encompasses both traditional and contemporary art forms. Students are encouraged to create artistically, reflect upon works of art, and understand the historical development of the arts, recognizing their relationship with cultural and social processes over time (Hardie; Kamara, 2024).

At the UNESCO World Conference on Culture and Arts Education in Abu Dhabi 2024, a new global framework was established that integrates arts and culture into education, with the goal of promoting creativity, improving cultural understanding, and advancing skill development worldwide. Building on earlier projects to enhance arts education and promote cross-cultural cooperation, this approach will provide a base for countries to develop comprehensive strategies and policies that incorporate the cultural aspect into their educational frameworks (UNESCO, 2024).

The guiding principles of the document stipulate that cultural and artistic education should be approached in a systemic manner, resulting in a significant impact, and be accessible to everyone in order to promote societal well-being. In this regard, it is stated that public policies and educational systems engaged collectively, supported by public investment, are necessary (UNESCO, 2024).

Based on Bamford (2006), commissioned by UNESCO, it was found that in Global South countries, there were also benefits of arts education. Through a survey involving 40 countries, it was verified that:

> [...] 71% of quality arts programs had led to direct improvements in academic achievement and had distinct benefits for children's health and socio-cultural wellbeing. In the study, 87% of countries indicated that arts education had also improved community bonds (Hardie; Kamara, 2024, p.12).

Education's current relevance transcends traditional aspects. To tackle severe situations like climate change, it is essential to engage in critical self-reflection and

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gain a more profound comprehension of the interconnection between humans and the planet along with other living organisms. Arts education enhances the understanding of empathy and emotional intelligence, which is crucial in enabling young people to address environmental issues creatively and reflectively and to seek solutions, as the arts involve a method of active engagement through hands-on activities (Hardie; Kamara, 2024).

The European Commission's document, EU External Action Youth Action Plan (2022-2027), stresses the significance of young people in addressing a range of worldwide issues. The main objective of the Youth Action Plan (YAP) is to implement external actions in partnership with young people, promoting active involvement to guarantee youth leadership. The goal is to drive progress toward the 2030 Agenda for Sustainable Development and other global commitments, such as the UN Agenda for Youth, Peace, and Security. The primary emphasis is placed on the transition from childhood to adulthood (European Commission, 2022). However, for young people to have a positive impact on the planet, adequate infrastructure and conditions in education are pivotal.

> Ensuring the employability of youth and their access to economic opportunities is a cornerstone of a favourable environment, and especially critical for the balance and flourishing of countries facing significant youth bulges (Hardie; Kamara, 2024, p.32).

Supporting young people through the transition from childhood to adolescence, the arts foster emotional and mental resilience by encouraging self-expression and the development of individual identities. Additionally, it also contributes to skill development in employment sectors associated with the cultural and creative industries. According to UNESCO, this sector is growing worldwide, responsible for a significant percentage of employment and income, and tends to employ young people aged between 15 and 29 years the most, as the UNESCO Global Report, *Re|Shaping Policies for Creativity – Addressing culture as a global public good* (UNESCO, 2022).

> Arts education in young years is important to nurture a sense of arts appreciation, which ensures future readers, theatre-goers, film-lovers, music listeners for local cultural production, setting the groundwork for the future economic viability of production. During

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> these years, learners also start to build up their idea of what exists in the potential career universe. For many learners today still, careers in the culture sector remain ignored until early adulthood (Hardie; Kamara, 2024, p.34).

Sustainable Development Goal 4 in Brazil

The Instituto de Pesquisa Econômica Aplicada (Ipea) initiated the Cadernos ODS (SDG Reports) in 2018, which disseminate studies and results of actions aimed at achieving the SDGs in Brazil, thereby reaffirming Brazil's commitment to the United Nations General Assembly's Sustainable Development Summit held in 2015. Since this publication, Brazil has undergone numerous transformations in response to international agendas, reflecting both political and social changes (Instituto de Pesquisa Econômica e Aplicada, 2024).

During the government period from 2019 to 2022, actions and strategies linked to global agendas were reduced, and the 2030 Agenda ceased to be a priority. Instead, there was a focus on creating civic-military schools. During this period, the COVID-19 pandemic also deeply affected education, with schools closed to avoid personal contact and the shift to online learning. "The effects of this were reflected in the loss of focus on combating inequalities, attendance, and learning." (Instituto de Pesquisa Econômica e Aplicada, 2024, p. 5).

However, from 2023, when the new government took place, the 2030 Agenda was once again prioritized and the National Commission for the Sustainable Development Goals (CNODS) was re-established. Targets addressing the challenges for each SDG were established, and the Multi-Year Plan 2024-2027 was developed, as outlined in the Technical Manual of the Multi-Year Plan (Instituto de Pesquisa Econômica e Aplicada, 2024). As a result of the then-president's impeachment in 2016, the projections of the National Education Plan (PNE) 2014-2024 were not met, prompting education planners to adapt their plans and subsequently center the SDGs in the country's educational agenda from 2023.

SDG 4 includes several targets to be followed and that were implemented by both the United Nations and Brazil to achieve the goals by 2030. With regard to secondary education, target 4.1 mentions:

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United Nations
By 2030, ensure that all girls and boys complete free, equitable, and quality primary and secondary education, leading to relevant and effective learning outcomes.
Brazil
By 2030, ensure that all girls and boys complete primary and secondary education, equitable and of quality, at the appropriate age, ensuring free provision in public schools and leading to satisfactory and relevant learning outcomes.
Indicators
4.1.1 - Proportion of children and youth: (a) in the second and third years of primary education; (b) at the end of the early years of primary education; and (c) at the end of the final years of primary education, who have achieved a minimum level of proficiency in (i) reading and (ii) mathematics, by sex (Instituto de Pesquisa Econômica e Aplicada, 2019. Translation from Portuguese to English).

The Instituto de Pesquisa Econômica e Aplicada's evaluation of the targets in 2024 revealed that target 4.1 experienced insufficient progress between 2016 and 2022, primarily due to the COVID-19 pandemic, despite some gains being made.

Target 4.7 emphasizes the importance of education that ensures sustainable development, mentioning cultural diversity as a factor that contributes to achieving this goal (Instituto de Pesquisa Econômica e Aplicada, 2019). There are no explicit references in official Brazilian reports or documents to the recognition and implementation of strategies that connect arts education to achieving SDG 4. Thus, in Instituto de Pesquisa Econômica e Aplicada (2024), target 4.7 does not present any official indicators.

United Nations
By 2030, ensure that all students acquire the knowledge and skills necessary to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship, and the appreciation of cultural diversity and the contribution of culture to sustainable development.
Brazil
Target maintained without change.
Indicators

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> 4.7.1 - To what extent (i) education for global citizenship and (ii) education for sustainable development, including gender equality and human rights, are integrated at all levels of: a) national education policies; b) school curriculum; c) teacher training; and d) student assessment (Instituto de Pesquisa Econômica e Aplicada, 2019. Translation from Portuguese to English).

Notably, secondary education has made substantial progress since 2016, leading to global indicator 4.1.2, representing the completion rate of primary and secondary education, being presented as an overall target now achieved. Despite progress, much remains to be done in Brazil to meet all the targets associated with SDG 4 in secondary education, although some initiatives have been implemented to tackle some difficulties.

The Ministry of Education (MEC) implemented the Pé-de-Meia program as a way to encourage students to complete secondary education, particularly those in vulnerable social situations. Those who meet the requirements receive financial benefits throughout their high school years, consisting of a yearly enrollment incentive of R$200.00, a monthly allowance of R$200.00 for nine months annually, and a year-end performance bonus of R$1,000.00. Additionally, students who participate in the National High School Examination (Exame Nacional do Ensino Médio – Enem) receive an extra R$200.00. Over the three years of high school, they can receive up to R$ 9,200.00 (Ministério da Educação, 2024).

According to the Ministry of Education (MEC), this program contributes to achieving the SDG targets by reducing inequalities in the school environment. “The program aims to democratize access to education; increase school attendance; reduce repetition and dropout rates; and encourage participation in external assessments and the Enem” (Ministério da Educação, 2024).

> In secondary education, there was an increase from 5.8% in 2014 to 16.7% in 2021, thanks to the implementation of the new high school model launched in 2017. The new high school had a positive impact, encouraging the expansion of the school day for students in vulnerable situations. The goal is to create 3.2 million new enrollments between 2023 and 2026, with an expected investment of R$ 4 billion. In 2023, 17.5% of enrollments in public primary education were full-time; in private schools, the rate was 3.3%. This program can have decisive impacts on targets 4.1 and 4.2, while also indirectly benefiting other targets. Other SDGs that may be impacted are SDG 8 (Decent Work and Economic Growth)

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> and SDG 10 (Reduced Inequality), in the medium and long term (Instituto de Pesquisa Econômica e Aplicada, 2024, p.12. Translation from Portuguese to English).

Venkatesh, Ruprecht, and Fered (2023) argue that arts education aids in reaching Target 4.7 of SDG 4, as it fosters the development of social and emotional skills, including empathy, for instance. The authors note that quantitative methods have limitations for evaluating the arts education's contribution and its impact on teaching and learning. Thus, stressing the need for qualitative research with a mixed methodology to conduct more in-depth studies, including ethnographic case studies with teachers and students that have demonstrated promising arts-based teaching outcomes and contributions to achieving quality education and Sustainable Development Goal 4, which will inform more cohesive educational public policies.

Education with a focus on arts and culture is seen as a combination of multiple disciplines, acknowledging various types of knowledge to aid in addressing the complex global issues detailed in the 2030 Agenda (Hardie; Kamara, 2024). In this regard, in Brazil, there are some initiatives from public policies, such as the National Common Curricular Base (BNCC), implemented in 2018. Since then, secondary education has categorized disciplines into four areas of knowledge (languages and their technologies; mathematics and its technologies; natural sciences and their technologies; humanities and applied social sciences), in an effort to foster a closer dialogue between disciplines and fields of knowledge (Movimento pela Base, 2024).

In terms of arts education, which is a part of the curriculum component within the area of Languages and their Technologies, it has lost ground in textbooks as a curricular component under the National Textbook and Teaching Material Program (PNLD) (Panho; Sardelich, 2021). This situation raises the question of how public educational policies that integrate art education could function in practice to give greater importance to the arts. As Hardie and Kamara (2024) point out, education that links arts and culture is a way of uniting different perspectives and areas of knowledge by using participatory methodologies.

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Considerations

In conclusion, arts education plays a vital role in promoting inclusive and quality education aligned with the Sustainable Development Goal 4 (SDG 4). Its integration into school curricula goes beyond technical and artistic development, significantly contributing to social and emotional skills, such as empathy and critical thinking.

In the Brazilian context, initiatives such as the BNCC and incentive programs like Pé-de-Meia, although significant, have yet to achieve full recognition within the educational system. The absence of clear indicators and more strategies linking arts education to the achievement of SDG 4 limits its transformative potential.

Therefore, it is crucial for public policies to treat arts education as a core subject, fostering interdisciplinarity and participatory methods. Further qualitative research is necessary to evaluate the specific effects of arts education and inform more effective educational policy decisions.

Considering the previously mentioned points, educational models need to satisfy the internationally established objectives for the 2030 Agenda, yet they should also have specific performance metrics and strategies customized to each country's distinct conditions to achieve Sustainable Development Goal 4. Countries can contribute to and encourage other nations by fostering dialogue and implementing arts education programs that are vital for achieving this goal through the development of action plans.

By using a more integrated approach to cultural and arts education, there is the potential for a significant contribution to the building of more just, sustainable, and peaceful societies. By linking education and culture, it is possible to create opportunities that accelerate social progress and help achieve these global sustainable development goals. Arts and cultural education not only supports personal and community growth but is also viewed as a potent means of overcoming obstacles and bringing about significant and socially impactful change.

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