

KEYNOTE PAPER:
From Erosion to Renewing: Participatory Art
Education Facing Changing Arctic

Timo Sakari Jokela
University of Lapland, Finland

Abstract

This presentation will critically examine the post-colonial situations in the North. Colonization of the culture and peoples minds highlight decolonization and cultural-sensitive approaches, regional expertise, co-research and communality. The questions are tightly connected to cultural identities, which in turn are often constructed through art, visual culture and education. By furthering methods of participatory art education researcher art teacher in University of Lapland has been to seize activities which are renewing and strengthening cultures according the guidelines of sustainable development following the consequences of rabid changes in the region. Global warming, urbanization and globalization have significant implications for Arctic cultures. It entails a complex set of processes where people live, who they are, how they live in terms of culture, economic well-being, political organization, demographic structure and social and cultural relations. Simultaneously, the youth in the north, are sent to have their education in the south or in bigger cities. This has led, in many small towns and villages, to an erosion of social structures and has cre-

ated series of recognized problems, including ageing of the population, youth unemployment and the disintegration of cultural activities as well as psychosocial problems often related to the loss of cultural identity and weak communication.

The way from erosion to renewing depend of human capacity. Investment on education and creativity, will be the key to the next development process of the region. Art and design education can have a leading role to play when new initiatives are needed to enable communities to take charge of their own development processes.

Keywords

Participatory methods, Sustainable development, Cultural-sensitivity, Decolonization, Community-based environmental art.