

Education & Digital Transformation Summit, Trivandrum, Kerala- India (20-21 May 2023)



20th Saturday (Day One)

On the first day in the *Working Group "Education & Digital Transformation"*, the inauguration was given with various representatives such as Armogum Parsuramen, Former Education Minister of Mauritius, Former Director UNESCO, Dr. Prema Nedungadi C20 National Coordinator, Education & Digital Transformation, Video Message from Sri Mata Amritanandamayi Devi C20 Chair., among other authorities.

The important points of the opening session were:

- Promote access to education.
- Multilateral collaboration aimed at developing an education based on development.

- Mindfulness-based education.
- Social change, based on responsibility with the community.
- Compassion and understanding with teachers.
- Culture of the heart, based on giving before seeking to receive.
- Turn knowledge into action.
- Education for refugees and their needs.
- Values and spirituality as the basis of personal development.

SUB- THEME

Education for Life & Global Citizenship



Moderator: Dr. Ramanandamrita, MA Center, USA) / email: mac.ram@macenters.org

Policy Discussions and shortlisting recommendations for each of the sub themes covered by the Education & Digital Transformation Working Group. Break-out sessions included representatives from local and international civil society organizations, UN agencies, Government representatives, academics, other G20 Engagement Groups, and C20 Working Groups.

The Organization of the session was organized in: Introduction & Background, Policy Discussions & Review, recap of agreed on Policies and Polling for Prioritization of Policies.

Why is this sub theme important?

The C20 India Chair has said, “Education should spread light within and outside, instill awareness, and strengthen the deep bond between the students and his nation, the world, his fellow human beings and other creatures Nature and God. A total of 69 issues were collected covering policy suggestions, challenges, and solution wish list.8 policies resulted from a systemic process that entailed keyword and semantic comparison and elimination of redundancy.

List of Proposed Recommendations:

- 1.- Curriculum Integration.
- 2.- Lifelong learning.
- 3.- Emotional and life literacy.
- 4.-Reforming Education.
- 5.-Local Communities engagement.
- 6.-Teachers.
- 7.- Services- based and community activities.
- 8.- Culture.

Curriculum Integration:

Embed moral and spiritual values into the education system, integrating them with practical life skills and social impact projects. **Integrating Emotional self-regulation.** Align curriculum with social needs and workforce demand. Include inspiring biographies and sustainable practices into the curriculum. Address youth challenges like relationship stress and dangers of pornography through systematic education and periodic counselling (legal literacy). Include Youth Global Citizen requirements into the curriculum. Promote respect for differences, in schools and incorporate indigenous histories and culture. Foster

storytelling (art education), human rights, and participatory action to cultivate critical thinking and social responsibility. Prioritize empathy as a foundational value throughout the education system. **To train individuals, to treat animals, Nature and every being with respect and care, moral responsibilities, climate education. Human interdependence with Nature. Social Equality Through capacity.**

Lifelong learning

Improve the **quality of education** by prioritizing continuous professional development, while following ecosystem approach by involving **cross-sector stakeholders** and marginalized communities into decision-making. Ensure the lifelong learning and transformative education are made a priority at national, regional, and global levels and highlight how their outcomes are contributing to sustainable, **just societies** and **SDGs** and utilized, **in formal non-formal, informal** education.

Emotional and Life Literacy

To promote life literacy, include **foundational life skills** in the curriculum and teach emotional literacy to children and parents. Strengthen children and make them emotionally resilient for the changing world by investing in transformative competencies, such as character, values, growth mindset, skills, relationships and inspiring them to live purpose lives. Honor indigenous knowledge and educate in ways that “enlarge the hearth” and connect the head to the heart and soul. Early Education. Ecosystem for peer-to-peer learning and to learn from champions in the field. **Building capacity through children. Mindfulness activities (meditation).**

Reforming Education

Focus on recognizing, validating, and accrediting non- formal and informal learning, viewing education as a means of creating social wealth and economic growth, and prioritizing implementation on ground level and action over theoretical, recommendations. Additionally, student involvement and a child. Centered approach to education should be **emphasized to empower students** as change-makers and policymakers for education to become something more adaptable and powerful.

Local Communities Engagement

Create a platform for people from the community with lived experiences to engage, create the conditions to allow people to participate in, flourish and pass their knowledge on. This can be achieved by involving community actors and social agents in collaborative learning and recognizing the fundamental values of individuals communities. Award volunteers, encourage giving back to the community, integrate education outcomes with impact on the world through local community engagements.

Teachers and Parents

Teachers should be supported in their efforts to provide inclusive education that emphasizes empathy and understanding of a variety of backgrounds and beliefs. Teachers should be provided with support and funding for training in empathic teaching practices and education for life. Particularly in rural and underserved school districts. Inclusive education must be understood and practiced with empathy and learn how to accommodate children with disabilities. Integrate teachers as stakeholders in curriculum development, and support professionalization and adult educators and literacy facilitators. Early education, responsible parenting, morals.

Service-based and community activities

Encourage service-based activities in education to integrate with local communities and incorporate project-based learning into curriculum. Engaging students in community service, taking them to villages, old age homes and orphanages, promoting character development, discipline, social responsibility, and problem-solving skills through action projects. Such activities should also be utilized to prevent juvenile crime and to provide therapy and rehabilitation for those already in the system.

Culture

Foster culture awareness and appreciation by providing opportunities for people to learn and experience their culture, such as **through festivities**, cultural and social centers, interactive session, workshops, training, field excursions, exchange programs, and volunteer activities. Integrate diverse **cultures and subcultures into the curriculum**. Prioritize the education of students about the heritage and cultures of their respective countries, providing training to teachers and students. Increase understating of indigenous peoples and their cultures. **Culture Anthropologic**.

Polling and finalization of the discussions and ranking of top priority policy recommendations per subtheme.

Cat		Prioridad	Rank
1	Curriculum Integration	43.5%	1
2	Lifelong learning	24.8%	2
3	Emotional and life literacy	1.0%	8
4	Reforming education	2.8%	6
5	Local communities engagement	4.6%	5
6	Teachers	8.0%	4
7	Service based and community activities	13.7%	3
8	Culture	1.6%	7

Panel Discussion - Education for building Global & Compassionate Citizens



Various topics were discussed, and good practices were exposed, based on:

- Self-confidence.
- The power of vulnerability.
- Our emotions and the power they have in influencing our body.
- The focus is not only on the number of hours to teach, focusing on the richness of the teaching.
- Some examples related to emotional literacy, and empathy through “Roots of Empathy.” (Mary Gordon Founder, President, Roots of Empathy, Canada)
- Empathy and well-being to establish connections.
- Compassion-based programs, for example prison meditation programs that have been shown to reduce suicide rates and integrate into society.

- The language of love as a source of communication, to be implemented in natural disasters. (Bhavani M, Yoga and Meditation instructor, Mata Amritanandamayi Math, India) Email: edt.c20india@gmail.com