

VALUES VISIONS

The collaborative advantage

V20 COMMUNIQUÉ BRAZIL
NOV 2024

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INTRODUCTION



PREAMBLE

WHO WE ARE

We are a global community of values experts and practitioners dedicated to actively engaging with the Group of Twenty (G20).

OUR VISION

Our aim is to deepen the understanding of values in public policy, providing the G20 with evidence-based, human-centered policy solutions to overcome global challenges.

FROM 'THE VALUE OF VALUES' TO 'VALUES VISIONS: THE COLLABORATIVE ADVANTAGE'

Founded in 2020 under the Saudi Arabian Presidency, the V20 initially underscored the importance of values with the theme "Value of Values". In 2021, under the Italian Presidency, we deepened our focus on the practical application of these principles with the theme "Values in Action". By 2022, under the Indonesian Presidency, the V20 adopted "Values at the Centre" as its guiding theme, ensuring that our initiatives were driven by sustainability and values. In 2023, under the Indian Presidency, the V20 Engagement Group emphasized "LEAD with Values", highlighting the critical role of values-based leadership in addressing global challenges under the task forces of Education, Employment & Entrepreneurship, and Environment.

We advance our mission in 2024 under the Brazilian Presidency, focusing on "Values as Collaborative Advantage" to tackle the complexities of our time. The contributions developed by the V20 team this year, under the task forces presented in the 2024 communique report, align closely with the core themes defined by the G20, ensuring relevance and impact. The motto of the G20 2024 Brazilian presidency, "Building a Just World and a Sustainable Planet," embodies Brazil's dedication to promoting equitable agreements that foster global economic and social development while addressing hunger, poverty, and inequality worldwide.

Our global V20 community has consistently produced high-impact policies and recommendations, which we present to the G20 Heads of State for their consideration and activation. This ensures that values-driven approaches are at the core of global decision-making. We believe that by embedding values-driven public policies into the G20 framework, we contribute to the co-creation of a more equitable and regenerative future globally.



0. INTRODUCTION

0.1 "VALUES VISIONS"

We, members of Values20 (V20), gathered in Rio de Janeiro, Brazil, during the V20 summit on November 14, 2024, reaffirm our commitment to promoting values-based policies within the global G20 dialogue. This year, we have chosen the theme " Values Visions", highlighting the importance of values as a collaborative advantage that foster the effectiveness of multilateralism and recognizing Planet Earth as a crucial participant in all decisions.

0.2 FOUR TASK FORCES

The collaborative activity of the V20 during the presidency of Brazil was organized into four Task Forces with deliberate effort to understand the interconnected nature of the topics to offer G20 stakeholders a nuanced and focused range of actions that can be taken to be clearly values-driven in policy development.

0.2.1 Task Force: Evolutionary Education

The Evolutionary Education Task Force has unveiled forward thinking strategies aimed at adapting education systems to meet the demands

of the future of society and the planet. These strategies ensure holistic, systemic, and inclusive learning environments, aligningwith the G20 2024 agenda's focus on "advancing education and skills for a green economy".

0.2.2 Task Force: Inclusive Leadership

The Inclusive Leadership Task Force outlines innovative approaches to cultivating leadership that embraces diversity and fosters equitable opportunities across all levels of society within organizations. These strategies reflect the G20 2024 agenda's emphasis on social inclusion and poverty eradication, reinforced by the Global South's voice through the G20 Brazilian presidency. This commitment is underscored by initiatives such as the launch of the Global Alliance Against Hunger and Poverty and the official recognition of G20 Favelas, among others.

0.2.3 Task Force: Artificial Intelligence (AI) and Digital Ethics

The AI and Digital Ethics Task Force presents comprehensive guidelines designed to address the ethical challenges posed by emerging technologies. These guidelines promote responsible and transparent AI practices, explaining how values can be the core to G20 2024 agenda's goals for digital governance and ethical AI, including the "AI for All" initiative aimed at unlocking AI's full potential and ensuring its benefits are equitably shared.

0.2.4 Task Force: Ecological Transition and Nature's Wisdom

The Ecological Transition & Nature's Wisdom Task Force champions regenerative and sustainable practices, leveraging insights from natural ecosystems to tackle environmental challenges and drive innovation. This initiative aligns with the SDG Report 2023's urgent call for climate action, contributes to COP 30's objectives for biodiversity conservation and nature-based solutions, and supports the G20 2024 agenda's emphasis on ecological transition and green capital.

0.3 ETHICAL AND REGENERATIVE VALUES

In light of contemporary complexities and challenges, we acknowledge the importance of integrating ethical and regenerative values into all spheres of global governance.

0.3.1 Historical Focus on Growth

Historically, G20 decisions have been heavily centered around economic growth. The primary focus has often been on GDP performance , fostering international trade, and enhancing market efficiencies. This growth-centric approach has, at times, led to environmental and social considerations appearing as secondary areas of focus. The emphasis on economic expansion, while beneficial in terms of increased wealth and technological advancement, has arguably come at the expense of environmental degradation and rising inequality.

0.3.2 Undermining Long-Term Sustainability

For instance, large-scale infrastructure projects and industrial expansions, although boosting economic metrics, have frequently resulted in significant environmental harm and displacement of local communities. Policies that prioritize short and mediurm-term economic gains can undermine long-term sustainability and social cohesion, perpetuating a cycle of exploitation and resource depletion.

0.3.3 Systemic Approach to Decision-Making

To address these challenges, it is essential for the G20 to adopt a systemic approach in decision-making that considers all 17 Sustainable Development Goals (SDGs) of the 2030 Agenda as interconnected. This holistic perspective ensures that economic, social, and environmental dimensions are integrated, promoting policies that foster inclusive and more than sustainable development, the regeneration of society and planet.

0.4 RECOGNIZING PLANET EARTH

0.4.1 The Crucial Stakeholder

In the era of climate change and global environmental challenges, recognizing Planet Earth as a stakeholder in V20 decision-making is a necessary and innovative approach. This vision is based on the principle that the well-being of the Earth is intrinsically linked to the well-being of our societies and economies. By including the planet in our decisions, we are prioritizing the health and survival of all forms of life.

0.4.2 Interdependence and Responsibility

The planet is the source of all natural resources that sustain life and economies. Fertile soil, clean water, fresh air, and biodiversity are essential components of a balanced ecosystem, and their degradation directly affects human well-being. Therefore, the inclusion of Planet Earth as a stakeholder is a declaration of intergenerational responsibility and respect for the interdependence between the environment and humanity.

0.4.3 Informed Decision-Making

Integrating Planet Earth as a stakeholder means that all decisions made within the V20 must consider short- and long-term environmental impacts. This includes evaluating how economic, social, and technological policies influence natural ecosystems. Such an approach requires a holistic analysis that takes into account not only immediate benefits but also future regeneration.

0.4.4 Benefits of Environmental Inclusion

By recognizing Planet Earth as a stakeholder, we are promoting a governance model that prioritizes regeneration and resilience. This approach encourages the development of practices that regenerate, rather than exploit, natural resources. It also promotes innovation in green technologies and regenerative development practices that can be shared globally, benefiting all countries.

0.4.5 Impact Assessment

For instance, when considering new infrastructure projects, environmental impact assessment must be an integral part of the decision-making process. This ensures that projects not only meet immediate human needs but also preserve ecosystems for future generations. The inclusion of Planet Earth in the V20 decision-making process is, therefore, a way to ensure a viable and prosperous future for all.

0.4.6 More Evidence Needed?

It is a frequently received remark for values practitioners that the evidence base for being values-driven lacks measurement robustness. Whilst there is innovation in the measurement of values, and culture, that will emerge via this Engagement Group in the years ahead, it is inarguable that there is a highly specific evidence base for harnessing values as a collaborative advantage to foster effective multilateralism and recognize Planet Earth as a crucial participant in all decisions.

0.4.6.1 Number of Conflicts: According to the Uppsala Conflict Data Program (UCDP), in 2023, the number of conflicts involving states totaled 59, the highest number ever recorded since data collection began in 1946.

0.4.6.2 Climate Disasters: The World Meteorological Organization (WMO) reports that climate and weather-related disasters have surged five-fold over the past 50 years. From 1970 to 2019, these natural hazards accounted for 50% of all disasters, 45% of all reported deaths, and 74% of all reported economic losses.

0.4.6.3 Climate Refugees: The Institute for Economics and Peace predicts that in the worst-case scenario, 1.2 billion people could be displaced by 2050 due to natural disasters and other ecological threats.

0.4.7 G21

More than recognizing Planet Earth as a stakeholder, the realization that the G20 needs to evolve into the G21–where Planet Earth, due to its immense power and impact on societies globally, is included–is a vital step towards a future where human development and environmental restorage go hand in hand, creating a regenerative balance that benefits all forms of life.



1. EVOLUTIONARY EDUCATION

1.1 CORNERSTONE FOR THE FUTURE

We believe that Evolutionary Education lays the cornerstone for developing inclusive leadership, crucial for guiding societies toward a more just and balanced future. This vision aligns with the SDG Report 2023's emphasis on inclusive and equitable quality education and lifelong learning opportunities for all. However, progress towards SDG 4 has been slow, with the out-of-school population only decreasing by 9 million between 2015 and 2021.

1.2 TRANSCENDS KNOWLEDGE ACQUISITION

Evolutionary Education transcends the mere acquisition of knowledge. It is the foundation for developing critical awareness of the impacts of our decisions on the social and environmental fabric. It is crucial in supporting COP 30's goals for sustainable development and climate action. By focusing on Evolutionary Education, we aim to develop individuals capable of systemic thinking, understanding the interconnectedness between human actions and their consequences.

1.3 SOCIAL FABRIC REGENERATION

The regeneration of the social fabric involves repairing and strengthening relationships within communities and between humans and nature. Evolutionary Education is essential for this regeneration, as it empowers individuals to personal agency, enables the benefits of collaboration and inspires engagement in constructive dialogue, ultimately to seek solutions that benefit all. By making evolutionary education a cornerstone of our policies, we're sowing the seeds for a fairer, more equitable, and regenerative future.

1.4 CULTIVATE CONNECTIONS

This approach will cultivate leaders and citizens who are deeply connected to their values, local culture, and global responsibilities. Such an education fosters openness to respectful dialogues among diverse worldviews, with a commitment to creating a world where social and environmental regeneration becomes a concrete reality. We've abseiled into the depths of these challenges, tackling them head-on to ensure a profound and lasting impact.

1.5 AWARENESS AND ACTION

Evolutionary Education promotes greater awareness of the complex realities we face. By fostering a deep understanding of the relationships between society, economy, and the environment, it enables individuals and communities to make more informed and responsible choices. The goal is to create citizens who not only recognize current challenges but also feel motivated and empowered to act in the regeneration of the social fabric and protection of the planet. As Ailton Krenak wisely said**, "To respect the Earth is to respect ourselves."** Paulo Freire also emphasized the transformative power of education, stating, **"Education does not transform the world. Education changes people. People transform the world."** Furthermore, he reminded us that **"Education is imbuing meaning into everything we do at every moment."** When we think of education in these terms, it is **values-based education** we are considering, where awareness precedes action for the cocreation of a more just world for all nations globally.

1.6 DISCOURSE AND NARRATIVE

Humberto Maturana's insights further enhance this perspective. Maturana emphasized that language is not just a tool for communication but a means of creating reality. **"Through language, we create the worlds we inhabit,"** he argued. This underscores the idea that by changing our discourse and narratives, we can foster new ways of understanding and interacting with the world. An education that evolves with the times and aligns with the principles of regeneration and global ethics is crucial

to ensuring the creation of a more conscious and regenerative society. This includes promoting practices that respect biodiversity, seek social equity, and encourage responsible innovation. According to the "Earth for All" report, **74% of people in G20 countries support economic systems' change to go beyond a singular focus on profit and growth, and instead encompass health and the planet** and broader political and economic changes to reduce inequality and increase wellbeing. This importance of evolved education system delivery cannot be overstated.



2. INCLUSIVE LEADERSHIP

2.1 REAL INCLUSION IN DECISION-MAKING

The Inclusive Leadership Task Force underscores the urgent need for real inclusion in decision-making processes, advocating for the integration of diverse perspectives from people of varied backgrounds, territories, and cultures. This approach is crucial as it ensures that decisions are not only representative but also enriched by the unique insights and experiences that diverse groups bring to the table. By valuing and incorporating these diverse voices, the Task Force promotes leadership that is equitable and just, fostering an environment where all individuals have the opportunity to contribute to and shape policies.

2.2 A NEW BALANCE IN GOVERNANCE

As President Lula emphasized at the United Nations General Assembly in September 2024, "We need courage and political will to change, creating today the tomorrow that we want." He further highlighted the importance of the Global South being represented consistently with its current political, economic, and demographic significance. This requires a new balance in governance, driving progress and innovation in ways that are truly reflective of the global community. Active listening and inclusion in decision-making outside the mainstream, can be demonstrated by the Brazilian G20 presidency, from proactively inviting countries outside of G20 to participate, to the officialization of the G20 Engagement Groups Favelas20 and Oceans20, to the proposal for a transnational tax to support the most vulnerable people. They are examples of actions of inclusive leadership, promoters of positive peace, to address and overcome the complexity of challenges we face globally. This inclusive strategy enhances the quality and effectiveness of decisions, driving progress and innovation in ways that are truly inclusive of the global community.

2.3 INEQUALITIES WITH THE GLOBAL SOUTH

However, the stark inequality between the Global South and regions like Europe and the USA remains a significant challenge. The SDG Report 2023 highlights that the world's poorest and most vulnerable are experiencing the greatest impacts of these inequalities. Gender disparities persist, with over 340 million women and girls projected to live in extreme poverty by 2030. The report calls for an integrated and holistic approach to advancing gender equality, including via inclusive leadership.

2.4 SOCIAL COST OF EXCLUSION

The tendency of nations to polarize their rhetoric to protect self-interests rather than embracing a values-based approach that considers the well-being of the entire planet can hinder collaborative efforts and exacerbate global issues. The social cost of excluding perspectives is profound, leading to missed opportunities for innovation, social cohesion, and regenerative development.

2.5 A SOCIETY OF CARE

The emergence of a “society of care” necessitates dialogue with people of diverse thinking. This society must be built on transnational views, the respect and dignity for humanity and all forms of life. Such a foundation is essential for fostering multilateralism, where global cooperation and shared responsibility lead to a more inclusive and sustainable future. By prioritizing these values – respect, dignity for humanity, cooperation and shared responsibility – we can create a decision-making process that transcends national borders and addresses global challenges holistically.

2.6 URGENT NEEDS FROM URBANIZATION

The SDG Report 2023 also mentions that 70% of the global population is projected to live in cities by 2050. This urbanization trend underscores the urgent need to create conditions for mobility and dignified living, which allow real opportunities for human capital potential to unfold. Ensuring access to quality education, healthcare, and employment opportunities in urban areas is critical for achieving sustainable and inclusive growth.

2.7 BALANCING HUMAN DEVELOPMENT AND THE ENVIRONMENT

By integrating these values into decision-making processes, we can create a future where technological progress and environmental stewardship go hand in hand. This values-driven approach aligns seamlessly with the concept of a “society of care,” which prioritizes the well-being of all individuals and the planet. Prioritizing equity, justice, and regeneration in our approach will foster a more inclusive and regenerative global governance system, addressing the needs of all individuals and ensuring a harmonious balance between human development and the environment.



3. AI AND DIGITAL ETHICS

3.1 PILLARS FOR INNOVATION

In an increasingly interconnected world that relies on advanced technologies, AI and Digital Ethics emerge as pillars for creating innovative solutions to deep and urgent problems. Despite significant investments in technology- expected to reach over $4 trillion globally by 2025 - a significant gap persists in the Global South, hampering equitable progress. The SDG Report 2023 emphasizes the importance of building resilient infrastructure and fostering innovation to address these disparities.

3.2 BEYOND MACHINES

Saying that, technoethics underscores humanity’s responsibility beyond machines, emphasizing the moral obligations we hold over technological development. This moral compass is crucial as we navigate the balance between innovation and ethical responsibility. Studies show that focusing solely on AI for productivity can exacerbate social inequalities, accelerate those polarities, and widen the gap between high-skilled and low skilled workers. Moreover, algorithmic biases embedded in AI systems can perpetuate discrimination and inequity, particularly against marginalized communities.

3.3 AI GROUNDED IN VALUES AND ETHICS

By abseiling into the depths of ethical AI development, having values of social justice, collaboration, compassion and future generations at the center, we can accelerate the creation of innovative solutions that promote stronger social

cohesion globally and nature-based solutions. AI grounded in values and ethics holds the potential to bridge social gaps by ensuring equitable access to technology and fostering inclusive growth, as the G20 Brazilian Presidency highlighted in the “AI for all “Program, where being data driven explicitly includes the voice of Global South.

3.4 NATURE-BASED SOLUTIONS

It can also drive the adoption of nature-based solutions, by optimizing resource management and enhancing our understanding of ecosystems. In this way, ethical AI not only boosts productivity but also strengthens the social fabric and supports environmental sustainability and regeneration of planet earth as a partner for evolution, instead of a resource.



4. ECOLOGICAL TRANSITION AND NATURE’S WISDOM

4.1 INTERDEPENDENCE BETWEEN HUMANITY AND THE PLANET

The Ecological Transition, inspired by the profound wisdom of nature, is central to the success of our strategies. When we consider values-based decisions, we promote actions that respect and regenerate the environment, recognizing the interdependence between humanity and the planet. Nature, our greatest source of wisdom, teaches us the principles of resilience, balance, and harmony. This Task Force’s success hinges on the achievements of other initiatives, as a regenerative and collaborative future — where social justice, equity, and environmental responsibility are paramount — can only be realized through collective progress in Evolutionary Education, Inclusive Leadership, and AI and Digital Ethics.

4.2 CONTINUOUS AND INTEGRATED EFFORTS

With the crucial goal of limiting global warming to 1.5 degrees Celsius now achieved, we stand at a pivotal moment. According to the World Meteorological Organization, there is a 50% chance of reaching this threshold within the next five years. This success reinforces the urgency of our mission, as maintaining this limit requires continuous and integrated efforts across all domains.

4.3 LEARNING FROM ORIGINARIAN PEOPLES AND CULTURE

Furthermore, our strategy must include actively listening to and cross-pollinating learnings with originarian peoples and diverse cultures. Their deep-rooted knowledge and unique perspectives are vital in crafting solutions that honor and protect our natural world. Embracing global wisdom and the diversity of territories, experiences and solutions ensures we are capable of going beyond sustainability, regeneration and a more just future for all, by harmonizing modern science with traditional wisdom and fostering an inclusive dialogue that respects, promotes and uplifts every voice.



5. ACKNOWLEDGEMENTS

5.1 We extend our heartfelt gratitude to our international partners for their steadfast collaboration over this past year and we reiterate our commitment to ongoing global collaboration to address and overcome the challenges that threaten our societies and the planet. The contributions of the V20 Sherpa, Task Force leaders, globally diverse authors, the funding group, and the V20 Brazil team with its Knowledge

Partners, all of whom are volunteers, have been instrumental in our progress, living and practicing how values are the collaborative advantage.

5.2 This collective effort highlights our commitment to addressing and overcoming the challenges that threaten our societies and the planet. Together, we reaffirm our dedication to global collaboration, drawing on the strength of our diverse and united community to build a sustainable and equitable future, where all voices matter, with special attention and humility to the learnings from Planet Earth.


TASK FORCES



TASKS FORCES: EVOLUTIONARY EDUCATION – INTRODUCTION

EDUCATION AND TOLERANCE AS A GUARANTEE FOR STRENGTHENING SOCIAL JUSTICE AND ACHIEVING RESPECT FOR HUMAN DIGNITY

Since the inception of the V20 5 years ago, Education has featured each year as a fundamental subject through which the benefits of being values-driven can be clearly explained and demonstrated to G20 stakeholders. Values manifest in Education everywhere, from curriculum design and delivery, to teacher training, to a nation's workforce planning and everything between. As a result, Education profoundly and undeniably enables individual learners' freedom, autonomy and self-realization, which scales of course to improved social mobility, the opportunity to address socioeconomic inequalities and access to fulfilling employment.

More than ever during this time of poly-crisis, education and tolerance as a guarantee of strengthening tolerance and ensuring respect for human dignity the essential and indispensable asset for the new future emerging from the present time is a deep and undeniable commitment to the freedom, autonomy, and self-realization of the individual and human society. Hence making the values of Education more important than ever because this is only possible and achievable through Education that delivers the elevation and consolidation of the belief in the commitment and convergence in the construction, culture, and defense of values that stimulate, preserve, and ensure the equality of rights, access, opportunities, and fulfillment of human individuals.

This will only be possible and achievable when no individual is deprived, limited, or restricted on account of their color or race, or any characteristics other than those defined by their talents, creation, and inventiveness, and, above all, when all societies recognize and fully guarantee the sovereignty of these rights and this freedom to society.

To ensure the prevalence of this foundation and this objective, it is essential that societies and governments erect and strengthen tolerance as an unconceivable and impregnable value, taking care and ensuring that respect and reverence for human dignity are established as an undeniable and impregnable foundation.

In this way and with this foundation established as a guiding value, the promotion of the socialization, formation, and education of the individual and society in all its quarters must, in an imperative and incontestable manner, guarantee and ensure the freedom and autonomy of access, transit, and opportunities and enjoyment of rights and prerogatives, while at the same time actively promoting the confrontation and combating of any and all types of manifestation of intolerance.

This year the V20's focus on Education has concentrated into themes positioned under the umbrella term, "Evolutionary Education", because our needs are evolving and our Education policies and delivery systems need to change.

Education capable of guaranteeing the foundations needed must be democratic, plural, and diverse. It must be receptive to all contributions and social trajectories, and guarantee equal, equitable, and just treatment. It must guarantee the expression of social, cultural, and racial diversity, promote integration, and the right to participate on an equal footing of all citizens, regardless of color, race, economic position, or political or religious choices, shaped by tolerance and guarantee the highest and most valuable recognition, defense, and dissemination of human dignity.

The Evolutionary Education Task Force has developed a collection of essential and fascinating papers that aim to connect a range of readers to specific narrative explanations and a range

of recommendations. For policy makers and their immediate advisers looking for actionable recommendations in line with known policy areas, papers from Rosalina Soares et al and Charles Fowler respectively present focused evidence-based recommendations for youth dropout crises and early childhood education. Precise recommendations are presented for policy makers to immediately adopt or not given the universality of the topics.

For leaders and stakeholders wishing to explore the values of Education systems their potential reform, papers from Manuel Manga and Miriam de Magdala Pinto, Karima Kadaoui and collaborators et al and Minal Kering deliver fervent arguments for Evolutionary Education, respectively presenting a structured curriculum framework of novel pillars and six specific values; an inspirational case example of the transformation of education in Morocco; and an over-arching commentary on the shift from dated learning models to updated practices. The recommendations from these papers will inspire reflection in Education leaders and stimulate problem solving in teams looking to integrate themes and details into their nation's Education policy programme.

For Education thought leaders, papers from Devika Shekhawat and Ann Marie Mealey respectively introduce the case for the integration of 'Indigenous Knowledge Systems' and a 'Pedagogy of Peace' into Education policy development and implementation, with deep connection to themes that clearly emerge from Brazil's G20 Presidency: the empowerment and inclusion of indigenous culture and the requirement for global leadership to inspire a generation of global citizens.

With the expected continuity of the topic of values and Education into the South Africa G20 Presidency for 2025, we invite international colleagues and critics to examine this collection of papers and help refine themes to take forward together from a values perspective, but also wider as the Working Groups and Engagement Groups of the G20 embrace the inevitable and fundamental impact of Evolutionary Education on every big issue facing all nations.

PROMOTING THE VALUES-DRIVEN PEDAGOGY OF A MORE JUST GLOBAL WORLD: TOWARD A PEDAGOGY OF PEACE

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Key Highlights

The key highlights of this chapter stipulate that building a better, more just, inclusive and sustainable world will depend on how we educate people to use their skills in an ethical way. The central argument is linked to the need to embed values not only into the teaching of academic and subject-specific skills for a better world, but also into the pedagogical approaches used by teachers, lecturers and trainers in classrooms to teach values. A 'pedagogy of peace' is what is needed in the development of new teachers across the globe. Educators should mirror the kinds of behaviours and communities we would like to see in society particularly through the ways in which they teach and create the learning environment for students (Cf. Mealey 2023). In short, teaching values and developing the values-driven pedagogical approach of 'peace' across all subjects in our schools, colleges and universities globally is vital for a better human future overall. The suggestion of a 'pedagogy of peace' should also focus on how we respect diverse ethical views and differing perspectives and/or worldviews that might be used to understand the complexities and the diversity of the pressing needs of our times. These are key skills for the building of a better and more tolerant world overall – for each and for all. It will also ensure that each and every graduate from our universities will be equipped to deal with the peaceful search for ethical truth in a complex and culturally diverse global economic stage.

Challenges

There are multiple challenges to address. The main one is being able to invite all parties to a 'dialogue of compromise' and peaceful conversations around the shared global common good and what this means in relation to educational goals and values. Mediating the discourse between the universal and the specific is a complex and demanding task and will require everyone to adopt a disposition of peaceful engagement and dialogue in the search for a shared understanding of the world and of ethical truth. The second challenge will involve the collective decision to teach - in peace and in dialogue – about 'cultural competencies' linked to distinctive worldviews in a way that enhances understanding of how different parts of society can fit together in the search for truth thereby avoiding a feeling that people need to identify with different 'schools of thought.' (Dornsife 2023). Finally, the third challenge will be to encourage academics to recognize freely the importance of taking responsibility for their own continuous professional development in order to teach competently and peacefully about ethical values in their curricula and to create a suitable open-ended enquiry-based learning environment that exemplifies a respectful and peace-loving society in which everyone is enabled to reach to their full potential. No educator should feel coerced into adopting values but instead be gently informed about the benefits for student learning, graduate outcomes and employability, which will help to foster a more peaceful global community in the long term.

Solutions

In order to implement and to design what might be termed 'a pedagogy of peace' in our learning environments the first step is to ensure that, when educators are trained to teach, they are also given some basic discipline-specific training in academic study ethics. It is important that the approach here is scholarly and credible academically. This basic training could involve giving academics some basic knowledge of the "why?" of ethics, including the study of insights from both the classical tradition (Socrates, Plato, and Aristotle) and authors of the modern period. This will enable educators to see where the roots of contemporary ethical reflection can be found and to see that it is geared toward the 'goal' of a more peaceful and harmonious society. Through this introduction, educators should be assigned 'high-learning pay off' assessment tasks that encourage them to be become part of a continuous life-long cycle of self-reflection with their own practice in relation to their development of the pedagogy of peace in their subject discipline and their ability to create and maintain a learning

environment that reflects a just society (Mealey 2023).

In practice, this would include:

1. Respect for all sources of truth that individuals may draw upon in order to examine and assess the world and its ethical challenges combined with a desire to promote the 'common good' for all persons in society;
2. A concerted desire for academic excellence coupled with compassion for the challenge that comes with driving high standards in education – especially where there are vulnerable groups;
3. Creating a results driven education system combined with consideration for students who have not had access to some basic amenities and educational opportunities as children. This will mean they may need more support to develop to their full potential;
4. Consideration for everyone irrespective of any other characteristic or circumstance other than that they are human.
5. Promoting a culture of peaceful questioning, teaching and learning, critical analysis and continuous enquiry regarding one's subject of discipline and the state of the world from an ethical point of view (Carless 2013).

Balancing the potential dichotomies that can emerge in classrooms will be a key skill required by the educator who wishes to teach skills and values simultaneously. They will need to adhere to quality and standards, and also be able to engage with peace, joy and wonder with the deep human questions that lie at the heart of most subject disciplines – especially when it comes to their application in society. Asking questions such as 'who am I?' 'what would I do in this situation?' 'what is the ethical response in this case?' can help students to develop their 'pre-professional identities' (Jackson 2016) as well as engaging in 'thought experiments' (Ricoeur 1985) and sample ethical dilemmas about who to be as a person.

Inspired by Descartes, Karl Stern stressed the need to ensure that joy, wonder and an appreciation of life and the 'inner knowing' is what was needed to live a good life in the sixties (cited in Bertucio 2017, 488). This is still relevant today. We need to ensure that when we design the global curriculum for our students that we include the opportunity for them to experience wonder and excitement about the possibilities their learning can bring for change in the world for the good of everyone.

In practice therefore assessment tasks and the curriculum must also factor in enough time for students to develop and grow as people and to 'feel' problems and issues in a space that is geared toward peaceful enquiry and pedagogical practice. This is linked to what Bloom called the 'affective dimension' of learning – i.e., we do not simply learn and understand a problem, but we also need to see learning as enabling us to get to a place where our students are 'internalising values' (Odhabi 2007, 1127). Time needs to be given in the teaching and learning environment, curriculum and the assessment tasks to allow this to happen. This might require having a shorter curriculum, but it will give greater prominence to 'who?' students are becoming and the values they hold as people, as they progress through their careers (Mealey 2023, 27).

As Hamad Odhabi points out, the components of learning 'range from being able to receive phenomena to internalising values, which means that certain values have control over a person's behaviour for a sufficiently long time until the behaviour becomes a lifestyle for that person' (Obhabi 2007, 1127). Internalising values and being in a constant cycle of self-questioning in relation to issues that emerge from subject disciplines as well as in relation to society and the global common good is needed for the future of our world. Our assessment tasks should also be designed with values in mind. They should be designed with knowledge of our students and what they have been used to by way of assessment before they entered our classrooms in order to ensure that assessment itself is not perpetuating injustice (O Neill 2017). Furthermore, we should ensure that we design authentic assessments that reflect a peaceful engagement with real-world issues and demands that are cognitively and ethically challenging and help students to understand the

need to work together for peace and global values (Pitt and Quinlan 2022).

Overall, if a 'pedagogy of peace' was adopted globally it would help us as a global educational community not only contribute to the collective development of our future leaders in all sectors but to develop graduates with a 'heart for the world and for humanity'. Developing students' ability to use reason to solve global problems is just one aspect of education; there are also affective dimensions that need rational thought and a compassionate approach to pressing needs of our times.

Some of the world's current challenges demand an approach to education that is robust enough to bring justice and flexible enough to support vulnerable people who are not able to live the values of common good in a global community. In such cases, justice is needed. Understanding the inter-play between love and justice is needed here. The French philosopher Paul Ricoeur suggests there are often times when a loving and peaceful approach to ethics is needed whilst on other occasions it is justice which is required to change a system or circumstance that holds people in positions of inferiority or vulnerability. And we need to know when to draw on which value. In education, for instance, sometimes students need a loving approach in the classroom to enable them to reach their potential which can be given through values-driven teaching. On other occasions, it is the system that might need to change to give the student what they need as it is perpetuating something that is unjust in some instances. At times it is not 'just love' that is needed but justice regarding people, contexts and systems (Ricoeur and Pellauer 1995, 23-39). And we need to know and see the difference.

Understanding the context and horizon of interpretation that individuals draw on as a source of truth is also important as a basis for entering into peaceful dialogue about where the truth lies for the global community. Knowing our students, where they come from and where they think truth is found is essential to bringing them into a global mindset needed for the collective transformation of the education system that emphasises values as an essential foundation. Teaching from the 'pedagogy of peace' perspective should help us to prepare our students for the global workplace (rather than simply the local) and make it easier for them to contribute as a global citizen capable of entering into dialogue – whether personal or professional – with everyone.

In order for this to happen, we need strategic support from the G20 along with global working groups to spearhead this new approach to learning for values and skills and see them as mutually interdependent activities.

Leadership will be the key to the success or failure of this approach. Systems and methods will need to change and adapt to accommodate a 'pedagogy of peace'. But we should be mindful – and indeed hopeful - that people – both individually and collectively - who have the remit, capacity and potential to drive and to shape a new educational model that is aimed at the development of future generations. In this way, we can be more hopeful of a renewed vision of educational offer that gives students a more enhanced and nuanced understanding of the world – in short, 'a well-rounded education' that is taught using a pedagogy of peace and includes the development every students' values and skills at the same time.

Recommendations

To enable a 'pedagogy of peace' to be considered as a renewed vision for global education, the G20 is required to:

1. Work together to design and to deliver a model of education centred on the development of students with subject skills and values who are competent and confident regarding how to embed their skills into the world of work and into the fabric of society for the common good;
2. Offer a basic foundation in ethics in teacher training programmes for schools, colleges and

universities that embeds values as a way of life for education and for human living more generally;

3. Challenge traditional models of education and pedagogical practice that are simply inspectorial, overly focused on assessment only, or lacking the compassion needed to truly develop the inherent potential of everyone – especially marginalised communities;

4. Understand the need for values experts and ethicists to become strategic leaders who support world leaders, by promoting a world-class education system that recognises the need to teach skills and values for the betterment of all in our shared global community.

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VALUES-BASED EARLY CHILDHOOD EDUCATION FOR A MORE INCLUSIVE, EQUITABLE AND CULTURALLY RESPONSIVE WORLD

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Key Highlights

Recent years have seen an unprecedented and welcome global focus on ECE - Early Childhood Education (UNESCO 2019; WHO 2018), but because much ECE lacks an explicit values underpinning, it often does not play as big a role as it could in fostering more inclusive, equitable, and culturally responsive education systems.

This chapter explores how embedding core values such as respect, caring, and social responsibility into ECE can create environments where all children, regardless of background, can thrive. Values-based ECE promotes social cohesion and mitigates disparities from an early age, laying a strong foundation for healthy personal development.

Challenges

Rapid Societal Changes

In today's globalized world, children are exposed to various cultural norms, beliefs, and practices early on. This can lead to confusion and conflict as children encounter differing value systems. Media and technology amplify these influences, presenting a mix of positive and negative messages. Such rapid societal changes can create environments where children struggle to form a coherent set of values and ethical guidelines, leading to behavioral issues and difficulties in social interactions (Shonkoff & Phillips, 2000).

Educational Disparities

Educational disparities significantly impede effective ECE. Many children, especially from marginalized communities, lack access to high-quality early childhood education. This results in unequal opportunities to develop foundational values promoting social cohesion and personal growth. Inequities in educational resources, teacher quality, and learning environments exacerbate this issue, preventing disadvantaged children from receiving the same level of education as their more privileged peers (Heckman, 2008).

Evolving Developmental Needs

Young children's developmental needs are rapidly evolving, and the education system often struggles to keep pace. Traditional early childhood curricula may not adequately address the emotional, social, and ethical development that is crucial during the early years. The increasing recognition of social and emotional learning highlights the need for education systems to incorporate these elements alongside academic instruction. Values-based education can address this need effectively (Arthur et al., 2016) but is not yet widely adopted, and many educators lack the training and resources to integrate values-based learning into their teaching practices, leading to inconsistent implementation and outcomes (Lovat et al, 2010).

Cultural Responsiveness

Ensuring cultural responsiveness in early years education is a significant challenge. In diverse societies, educational systems often struggle to respect various cultural backgrounds. Traditional frameworks may prioritize certain cultural norms and values over others, leading to a lack of representation and inclusivity for minority groups. This can result in children from diverse backgrounds feeling alienated or undervalued, negatively impacting their engagement, self-esteem, and overall academic performance (Banks, 2016). Additionally, educators may lack the training and resources to integrate culturally responsive practices into their teaching. This gap perpetuates systemic biases and hinders the development of an inclusive learning environment.

Insufficient Training in Values Education for ECE Practitioners

Research indicates that preschool and kindergarten teachers often struggle to include values-based learning in everyday activities due to a lack of training and tools. Unlike subjects such as mathematics or arts, values (and the related areas of ethics or moral development) are less emphasized in teacher training programs. Children in preschool education programs rarely receive courses focused on values, ethics, or moral development, and when they do, these courses are often not mandatory. This gap in teacher preparation results in educators feeling ill-equipped to address the values, moral, and ethical dimensions of early childhood education effectively

(Marinko et al.).

Solutions

Values-based early years education offers comprehensive solutions to address the myriad challenges faced by traditional educational systems. These solutions focus on inclusivity, equality, cultural responsiveness, and holistic development, together with enhanced teacher training, and community involvement.

Values-Based Education and Holistic Development

Values-based education nurtures the whole child, integrating cognitive, emotional, social, and ethical learning. This holistic approach not only prepares children academically but also enhances their emotional and social competencies. It fosters key qualities such as respect, empathy, and social responsibility, laying a strong moral foundation and supporting mental health by teaching crucial life skills like managing emotions and building positive relationships. These skills help children become empathetic, responsible, and engaged citizens, promoting just and harmonious societies (Lovat, 2010; Shonkoff & Phillips, 2000).

Promoting Inclusivity and Equality

This educational approach creates inclusive environments where every child feels valued and respected. By weaving core values into the curriculum, it breaks down social barriers and promotes mutual respect and cooperation. Values-based education actively challenges systemic inequities and biased practices, ensuring equitable access to opportunities and resources for all children (Lovat et al., 2009; Adiba et al., 2023).

Supporting Cultural Responsiveness

Values-based education is crucial in fostering culturally responsive educational settings. It promotes respect for diverse cultural backgrounds, helping children from various cultures feel valued and enhancing their engagement and belonging. The integration of local cultural values and languages makes education more relevant and meaningful, supporting the academic success of children from diverse backgrounds and promoting social cohesion (Lovat et al., 2009).

Enhancing Emotional and Social Competence

Values-based education develops emotional and social skills alongside cognitive abilities. Programs that incorporate social and emotional learning have been shown to significantly improve children's emotional regulation and interpersonal skills, which are essential for building positive relationships, managing stress, and successfully navigating social challenges. These competencies are vital for children's overall well-being and future success (Greenberg et al., 2003; Lovat, 2010).

Enhanced Teacher Training

Effective values-based education requires well-trained educators skilled in integrating core values into their teaching. Enhanced teacher training programs develop educators' capabilities to foster inclusive, respectful, and culturally responsive learning environments. These programs also emphasize strategies for promoting social and emotional learning, ensuring teachers are equipped to meet diverse student needs and implement values-based curricula effectively (Nucci, et al, 2014; Lovat et al., 2010).

The Erasmus+ project underscores the importance of better preparing preschool teachers in ethics and moral development. Integrating mandatory courses on values and moral education into teacher training programs is essential for enabling educators to feel confident and competent in this critical area (Marinko et al., 2020).

Community and Parental Involvement

Extending beyond the classroom, values-based education involves parents and the wider community. Engaged parents and community members help reinforce the values taught at school, providing consistent guidance on important behaviors. Organizing workshops, creating family-oriented programs, and encouraging community service activities are ways schools can promote this involvement, further nurturing children's development (Noddings, 2005; Nucci et al, 2014; Berkowitz & Bier, 2005).

Recommendations

For national policymakers worldwide, prioritizing the adoption and promotion of values-based early years education is essential. Here are streamlined recommendations to facilitate this process:

1. Integrate Values-Based Education into National Curricula: Mandate the inclusion of values-based education in early childhood curricula across schools and nursery/kindergarten settings. Focus on core values like respect, compassion and social responsibility.
2. Provide Professional Development for Educators: Invest in comprehensive training programs to equip educators with the necessary skills and knowledge for effective implementation of values-based education. Emphasize inclusivity, cultural responsiveness, and social-emotional learning in training.
3. Promote Inclusive and Culturally Responsive Practices: Encourage educational institutions to adopt practices that are inclusive and culturally responsive, supporting diverse cultural representations in the curriculum and learning environments.
4. Allocate Resources Equitably: Ensure equitable resource distribution across all educational settings, providing adequate funding for schools in marginalized communities and supporting initiatives that foster equality and inclusivity.
5. Foster Community and Family Engagement: Develop initiatives that involve families and communities in the educational process, enhancing the impact of values-based education and strengthening home-school connections.
6. Monitor and Evaluate Progress: Set up mechanisms to monitor and evaluate the effectiveness of values-based education programs, using continuous assessment and feedback to refine and improve these initiatives for all children.

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ANCESTRAL INSIGHTS: EMBRACING INDIGENOUS KNOWLEDGE SYSTEMS IN MODERN EDUCATION

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Lead sentences

The education sector is subject to continuous scrutiny and discussion, with a growing consensus that this sector needs to evolve. One of the key ideas is that the education sector should start to integrate Indigenous Knowledge Systems (IKS) that contain traditional value-based learnings which address modern challenges such as sustainability, inclusion, and social equity. This will enable students of all ages to develop the capabilities required to address global challenges in the modern world. To do this, educational systems should include IKS components in mandatory coursework and establish dedicated IKS Authorities.

Global Challenge

Integrating IKS into the educational curricula addresses several key problems. Currently most national policies often overlook the unique epistemologies of indigenous knowledge, leading to the invisibility of minority groups and inhibiting students' learning experiences. This disconnects learning from cultural heritage and results in wasted social experiences that could offer alternatives to dominant perspectives. Additionally, the lack of dialogue between indigenous and non-indigenous worldviews hinders the creation of an inclusive educational environment. Traditional knowledge is crucial for local communities in making decisions about food, security, education, health, and natural resource management, serving as a vital element of social capital, especially for economically backward communities. To be truly liberating, education must focus on relevant contexts and local knowledge systems, helping communities adapt and thrive in a fast-changing world economy.

However, integrating IKS presents multiple challenges rooted in practical and institutional barriers. The foremost issue is the time-intensive process of developing a curriculum that authentically represents IKS, requiring extensive consultation with indigenous communities. This process demands significant time and trust-building efforts. Additionally, a comprehensive teacher training program is essential, as teachers need the skills to deliver IKS teachings effectively. Plus, this training will require substantial investment in time and resources, as well as a shift in the current educational model to value holistic and experiential learning approaches.

Institutional resistance further complicates these efforts. Many academic institutions are deeply entrenched in Western-centric curricula, creating barriers to IKS acceptance and integration. Overcoming this resistance necessitates educating and persuading stakeholders about the benefits of IKS. Maintaining the authenticity of traditional knowledge, especially during translation, poses another critical challenge. The nuances and cultural contexts embedded in indigenous languages are difficult to convey accurately, risking misinterpretations. Delivering indigenous knowledge in native tongues is essential for preserving cultural integrity but requires fluent educators and multilingual resources, which are often scarce.

Current assessment methods are also inadequate for evaluating IKS-based education. Traditional methods, designed for standardized, theoretical knowledge, do not align with the experiential nature of IKS. New assessment methodologies must be developed in collaboration with indigenous educators to ensure cultural appropriateness and effectiveness.

Proposed Solution

To effectively integrate IKS into formal education systems, several strategic measures can be implemented. One pivotal approach is the inclusion of IKS components in mandatory coursework and credit courses at higher education levels, as advocated for in a recent scholarly discussion organized by the Indian Ministries of Education and Skill Development and Entrepreneurship. An initiative such as this ensures that students across disciplines engage directly with indigenous perspectives, fostering a deeper understanding of cultural diversity and environmental stewardship. Additionally, integrating multilateral IKS references into educational curricula from cultures with complementary values can provide a more holistic educational experience. For instance, the Brazilian experience highlights how indigenous school education in São Paulo and Mato Grosso do Sul serves as contested spaces

where incorporating local knowledge enriches the curriculum and empowers indigenous communities.

Governments play a crucial role in institutionalizing these changes by establishing dedicated IKS authorities, such as the Indian Knowledge Systems Division, tasked with curating indigenous knowledge repositories and facilitating teacher training. These authorities not only safeguard traditional knowledge but also ensure its effective communication within educational frameworks. Moreover, developing skill-based and experiential learning programs can provide students with practical exposure to IKS, bridging the gap between theory and real-world application. Such initiatives align with global educational reforms emphasizing the integration of practical skills alongside academic knowledge.

International collaboration also plays a significant role in advancing IKS integration. Collaborative efforts with institutions offering fellowships, like those in the Association of Southeast Asian Nations, region, facilitate scholarly exchanges focused on indigenous themes, thereby enriching global educational paradigms. These partnerships enable the adaptation of diverse indigenous practices to contemporary challenges, ensuring relevance and applicability across different cultural contexts. Furthermore, lessons from the Maori educational system in New Zealand illustrate how embedding indigenous perspectives fosters cultural pride and academic achievement.

A human- and value-centered policy approach underpins these efforts, emphasizing the intrinsic value of indigenous knowledge in shaping sustainable development goals and fostering cultural resilience. By embedding values such as environmental stewardship and community solidarity as drivers of human behavior, educational policies can cultivate a generation of culturally competent and environmentally conscious citizens. This is echoed in scholarly opinions on the National Education Policy of India 2020 (NEP 2020), which suggest that integrating such values into educational frameworks not only enhances academic outcomes but also nurtures a sense of collective responsibility towards environmental and social challenges.
Innovation lies at the heart of these proposed solutions. By differentiating from traditional educational approaches that often undermine indigenous perspectives, these initiatives seek to create inclusive learning environments that celebrate cultural diversity. However, acknowledging limitations is crucial. Challenges such as resistance from established educational models and the need for sustained funding and institutional support must be addressed to ensure the long-term success of IKS integration efforts.

Policy Recommendations

In pursuing the goal of integrating IKS into formal education, the G20 should consider the following actions:

1. Member states should implement mandatory IKS components in higher education coursework across disciplines with a clear timeline for integration:
   a. Launch programs offering practical exposure to IKS, bridging theory and real-world application. These initiatives should align with UNSDGs 4, 11 and 13 especially:
      i. Educational systems should consider establishing specialized tertiary institutions that offer IKS based courses which have the practical application of indigenous knowledge on environmental conservation and inter-community collaboration as their foundation.
      ii. Additionally, the model of Integrative Science Programs, which bring together mainstream and indigenous science principles during research endeavors (previously implemented at Cape Breton University, Canada), should be considered for adoption in higher education systems.
   b. Propose policies within local legislative assemblies that are representative of IKS and highlight the importance of environmental stewardship such as:
      i. Establishing a grant system that provides financial support to Indigenous communities for environmental stewardship projects that apply traditional knowledge towards conserving local flora and fauna.
2. Governments should establish dedicated bodies like the Indian Knowledge Systems Division to curate indigenous knowledge repositories and provide teacher training.

a. These bodies should facilitate scholarly exchanges on indigenous themes through partnerships with multilateral/global institutions offering fellowships.

Key metrics to measure impact include the number of institutions adopting IKS coursework, the establishment of IKS authorities, the development of experiential learning programs, and the formation of international partnerships.

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EDUCATION FOR THE FUTURE OF HUMANITY: TRANSFORMING EDUCATION, REALISING SOCIETAL METAMORPHOSIS IN THE MIRROR OF TAMKEEN

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Introduction

A Special Commission for the Model of Development of Morocco (CSMD) was created under the directives of HM King Mohamed VI, in December 2019, to co-create the conditions for the emergence of a societal process; the co-creation of a new model of development (NDM) by society itself anchored in its identity and history for a society of democracy, openness, inclusiveness, equity, diversity, prosperity, human flourishing and sustainability, emanating from the liberated potential of society and contributing to global progress. (Benjelloun & Pleming, 2023; Cardarelli & Koranchelian, 2023; CSMD - SPECIAL COMMISSION ON THE NEW DEVELOPMENT MODEL, 2021).

The NMD is not a master plan to deploy and implement. Rather, it expresses an intent rooted in the trust in our human potential and shared humanity and, a direction for a multipath societal self-realisation coherently expressed by all its societal systems, including education. As such, it potentially facilitates the contextual conditions for an organic, emerging, silent, metamorphic transformation realising a humanising society manifesting human co-flourishing and societal harmony.

The witnessed processes of transformation of the education system in Morocco - from preschool to high school to vocational and higher education to life long learning – emerge in this widened field of possibilities and co-imagined new possibles. Co-reflecting and co-facilitating the self-facilitated processes of transformation with the education eco-system in the mirror of Tamkeen (Kadaoui et al., 2023; Klein, 2024; Klein et al., 2022; Klein & Kadaoui, 2021, 2023, 2024; Tamkeen, 2022) we realise that the NMD implicitly embeds the potential, processual and essential qualities of the “how” of the co-creation of conditions of its emergence; the metamorphic transformation of education and society co-create conditions for their mutually arising, interconnected, and interdependent values-based development for the future of humanity.

Challenges

1. The way we understand education

For too long employability had been the hallmark of educational efforts, reflected in a pedagogy that focusses on the single child instructing knowledge and skills to compete within a labour market increasingly under threat not only by AI. Corresponding metrics check the throughput of educational cohorts and inspect their quality. And when the metrics do not match the targets, we call for reform in the societal compartment we call the education system.
However, all this sits in the broader context of the facets of the polycrisis. With climate change and the loss of biodiversity, wars, brutal dehumanisation and deteriorating mental health, we are experiencing an extraordinary crisis of humanity. We arrived at a bifurcation that may lead to the demise of humankind or to an opening to global healing.
Education can and must embody the answer to the questions of how to learn to recognise and realise our shared humanity. How to, beyond learning, grow our human understanding? How to co-create regenerative futures of co-flourishing for all? It can and must become an education expressed in all its diversity for the future of humanity.

2. The way we think change

We mainly think of change as linear and instrumental in a project management fashion, accompanied by a sense of agency that wants to control the deployment of a given plan to achieve a set goal. It needs to seek buy-in and identify resistance; it needs to build momentum, reach a critical mass, scale and accelerate. It suggests a quick effort to an end. This paradigm of thought often sits at the centre of project management approaches as well as systemic approaches addressing leverage points or even mind-shift. Furthermore, our negativity bias and our deficit-based outlook on our realities limit our prehension of our unfolding process of transformation.
This conceptualising of change sits in an ever-transforming world. The ubiquity of organic and silent transformation comes as a perturbation of our change plans. Seeking change we fight transformation, deplete our resources, and exhaust ourselves. Our theories of change inhibit navigating its complexity and harvest its momentum. Transformation cannot be controlled, mandated or prescribed.

3. The way we realise values

What we value is a reflection of how we value ourselves. We value ourselves how we have understood we are valued. We value what we learn to give value to. We are implicitly or explicitly instructed to seek value outside of ourselves, in our achievements and their expressions in comparison to others: the better grades, the greater wealth, power, or status. Our locus of value, individual and collective is dislocated.

The call for values-based management and policy-making attempts a counterbalance. However, it can often feel like an add-on mapped out and arranged in hierarchies. We end up in axiological struggles of the right and the better value.
Values are not to choose, they are to be recognised in what our lives, our lived experiences, express and manifest. They are to be recognised in what nurtures our relational well-being and co-flourishing, in our relation to the living nature, to ourselves and to each other. By recognising and co-reflecting we start realising the values we value, shape our sense of self.

Solution

1. Growing a shared understanding

Shared understanding grows from co-reflected lived experience. What is our shared understanding of education, of transformation, and of values? What is our understanding of growing a shared understanding? The question is an invitation to society to a self-reflected process of inquiry, learning, and understanding co-reflecting lived experiences. Our human understanding (how we relate to each other) and our embodied understanding (how we prehend and feel the world) grow together, widen each other and create each other's conditions. We learn to live the question into its answers realising our shared humanity.

Growing a shared understanding from co-reflected lived experiences recognises our immanent potential to learn, to learn to learn, and to learn to cocreate the conditions to grow a shared understanding. It is a process of community-based meaning-making in and beyond the education system expressing our shared humanity. In communities, schools and in the regulatory bodies of the education systems, students, teachers, administrators, and parents co-reflect their lived experiences to grow a shared understanding. They change the how of the conversation and experience the manifestation of the transformation their shared understanding invites in a silent, organic, metamorphic transformation.
Our growing shared understanding informs and forms our practices of education, transformation, governance and policy-making. In return, our shared understanding is informed and formed by our co-reflected practices of education, transformation, governance and policy-making.

2. Co-creating conditions for emergence

A gardener is co-creating conditions for emergence, for an ecology to thrive and flourish. A gardener is co-creating the conditions for an ecosystem with the ecosystem itself. In social ecosystems, we are the gardener and the garden (Tamkeen,2022) alike. Growing a shared understanding from co-reflected lived experiences, we realise and recognise what is and what could be; we co-create the conditions for growing a shared understanding and for the momentum that grows from it.

In the transformation of the Moroccan education system, ranging from preschool to higher education and life-long learning, we witness how in growing a shared understanding from co-reflected lived experiences new educational models and practices are emerging. New pedagogical models are emerging as well as new models, mechanisms and structures of governance. New school ecologies of flourishing emerge as well as community-based learning and understanding ecosystems (CBLUES) which transcend the old boundaries between the school and the communities they are embedded in. New evaluation models emerge and complete the existing landscape of evaluation widening the gaze on the lived experience and facilitating the navigation of transformation. In this, the education system is facilitating its own transformations recognising the vocation that resides in the system and making it an explicit condition for further recruiting for teachers.

One of the manifestations of this process of transformation is, beyond the national consultation inviting students, teachers and all involved in the education system to co-imagine the desired school (Kadaoui et al., 2023), more than 600 primary

schools volunteering in 2023 to become pioneer schools and co-create the conditions for the amplification of infrastructure, of effective pedagogy, and school-life quality for over 320.000 students in an evidence-based setting. The subsequent growing trust and systemic sense of self-efficacy, encouraged over 1600 more schools (primary and mid-schools) to volunteer in 2024 reaching one million students. The pace of diffusion is steady and progressive and is aiming for 70% of schools nationwide by 2026-2027. In certain small provinces the rate of pioneer schools would be close to 100%.

3. Realising metamorphic transformation

A metamorphic transformation is a transformation beyond the form, beyond the metrics, models and plans. It is a transformation of our shared understanding that informs and forms our social practices. We may still recognise the transformation in the change in the metrics. However, metamorphic transformation is a process that realises and transforms its own conditions. It realises itself as a self-sustaining process.

Metamorphic transformation realises not only the interplay between understanding and practice but also realises the axiological propensity of the process itself, its Niya (i.e. the intent of the heart). The experience of co-reflecting lived experiences is not only experience-based but also relationship-oriented. It is humanity-affirming. It invites a deepening of human relationships, co-creating conditions for the continuation of the conversation, realising the humanity we share, recognising and living in the present the futures of education for the future of humanity (UNESCO report “Futures of Education – a new social contract”).

Recommendations

In a process of metamorphic transformation, the education system recognises itself as a humanising education ecosystem for the future of humanity. It recognises itself as co-creating the conditions for its own transformation in a society that learns to learn to co-create the conditions for its own transformation realising new future possibles. The conditions can be recognised and characterised as follows and unfold with self-similarity in the different micro to macro to global education eco-systems:

- Growing a shared understanding from co-reflected lived experience of education for the future of humanity,
- Trusting our immanent human potential and our humanity,
- Co-creating conditions for the emergence of relational pedagogies, governance models, mechanisms and structures, school ecologies of co-flourishing, meta-pedagogic teacher and admin training curricula (learning to learn to co-create conditions for learning with learners) fostering the love for teaching.
- Widening the landscape of evaluation conjoining performance evaluations to process recognition and appreciation facilitating an organic, emerging silent transformation.
- Recognising the future in the present: the manifestations of a humanising education system in the present.

Experiencing trust, equity, and reciprocity in the conditions we co-create for an education transformation for the future of humanity allows everybody involved to realise and experience the future in the present. While the transformation of the institutional manifestations takes its time, living trust, equity, and reciprocity in the present allow for the experience of co-flourishing and societal harmony today.

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“POLY-CRISIS” AND THE NEED FOR AN EVOLUTIONARY EDUCATION

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Key Highlights

At a time of great confusion and suffering, caused by many complex problems happening simultaneously, creating a negative impact is known as a poly-crisis. Nowadays, the world is going through a systemic poly-crisis, which poses a real danger to humanity and the biosphere. This paper proposes a solution to the poly-crisis, by creating a new education system to foster a new global citizen. This new educational system is based on the idea of an 'Evolutionary Education for Ethical Citizenship'.

Challenges

The systemic challenges of the 21st Century, such as climate change, artificial intelligence, lack of democracy in certain parts of the world and weakening of it in other parts, poverty, and ecological destruction, all demand a new type of education system to look at the world and nurture a new kind of educated human being-citizen, not just in Brazil, but for the world. Our old educational systems are not working properly. We need something new to deal with the current global challenges. These challenges are:

1. Lack of investment in the education of girls. In his book Regeneration, Paul Hawken (2021) describes the need for the education of girls and says: "The universal education of girls is the essential precursor of full gender equity and the empowerment of women. Unto itself, realizing the potential of women is the single most important pathway to planetary regeneration".
2. Deficient investment in education for all poor children living in the Global South. Attention to this point is important to guarantee everyone's universal right to knowledge.
3. Inequality in funding education for all citizens is a top priority. Cristovam Buarque, Brazil's ex-minister of education, proposed federal educational funding to increase the quality of education across the country. In the USA, public education is funded based on local budgets, which contributes to inequality among school systems across the US.
4. Need for better investments towards just and sustainable societies. We understand that this can be achieved by including the 'learning how to be' dimension in curricula at all educational levels in addition to the current almost exclusive focus on 'learning how to do'.

Solutions

We propose a new system of education, entitled, "Evolutionary Education for Ethical Citizenship" as a foundation for building a just, sustainable, and flourishing society for all. We see education as the keystone of a just, sustainable, and flourishing society.

We recommend a new educational curriculum based on six pillars of knowledge to solve our social and environmental problems.

These six pillars are:
Science-technology;
Humanities-critical thinking;
Sustainability-ecology;
Professional domain (career track);
Civic-democracy; and
Ontology of language, which is how humans construct their self-identity and social realities with language and conversations.

Supporting these six key pillars of knowledge are six key values, which are:
Freedom;
Ethics;
Learning for life;
Sustainability;
Solidarity and
Flourishing.

This new educational system which is made up of six pillars of knowledge and six values, would act as a social DNA, contributing to the mental and social evolution of Brazil and other global societies.

These six pillars of education and six values would contribute toward the emergence of a new citizen, who would be better equipped to design their personal life, become more competent with their chosen careers. They will become more active in shaping democracy and the future of their communities, as well as wanting to contribute to a more just and sustainable world.

This new and evolved educational system will give rise to a more engaged individual who will be knowledgeable in three key areas:

1. Lifelong personal development;
2. Lifelong career development;
3. Citizenship development – the rise of an educated individual who is an active citizen, wanting to contribute to the development and evolution of just, sustainable, and flourishing communities not only in his or her own country but worldwide.

Recommendation

We ask that the G20 consider implementing this new values-based curriculum system throughout the G20 nations in both private and public education. The leaders of the business sector, civil society, and government, need to be involved, becoming a new type of educator, known as “Educacionista”, a term suggested by Professor Cristovam Buarque. The “Educacionista” would be pivotal in contributing towards a more just, sustainable, and flourishing society for all the world’s citizens.

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TRANSFORMATIVE EDUCATION WITH A VALUES AND LIFE SKILLS--BASED MINDSET, FOR INCLUSIVE COMMUNITIES

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Key Highlights

Change is constant and the world today is changing at an increasingly rapid pace than ever before. With rising complexities in the 21st century, it is imperative that as global communities, we equip ourselves with values and life skills, to better manage ourselves and our relationships with our communities. One of the ways to do this is to start evolving traditional education systems, which are focused on dated learning models, structured assessment and gradation models. There is a critical need to update these learning practices.

This paper delves in the notion of transformative education systems, to empower individuals from an early age, with a values-based mindset. This includes the skills and knowledge required to become ethical and responsible, decision-making citizens, who can positively engage with their respective communities.

Challenges

The global education systems need to create better innovative, creative and collaborative learning environments. This will help to empower individuals with values and life skills, to thrive in their respective communities. This will in turn, support communities to become far more inclusive, socially equitable, and positively transformational for overall individual and community wellbeing.
The evolution of these education models must shift from the concept of acquisition of information to a focus on embracing vital core values that will equip students, with ethical and accountable decision-making capabilities in their lives.

• Acceptance of evolving education systems by all stakeholders:

o In many countries, certain old and rigid educational systems are still in place. The policies used for implementing such methods need to be evolved in keeping with changing times and the education systems also need to be redesigned to suit the requirements of the stakeholders.
o Transformative education models are different as compared to the traditional information-based methods and their acceptance by educators, facilitators, students and families is crucial for the success.

• Inclusion

o The biggest barriers for inclusive learning environments are diversity and cultural uniqueness of individuals and their communities.
o Different learning styles and needs of individuals make it harder to develop a single design for learning.
o Additional barriers such as physical, mental, social, cultural and economic differences, make it harder to support inclusive learning environments.

• Assessment

o Traditional assessment based on quantitative processes may not be able to measure growth in values and character of the students.
o Hence, new assessment models that focus on the qualitative abilities of a student's character and values-based mindset must be incorporated.

• Successful Implementation

o Variable such as socio-economic disparity and diversity in culture and religion pose as a huge challenge in rollout and implementation of new models.
o Additionally, ensuring a structured implementation process percolating from national to state level, till the smallest of communities, in larger nations is a huge challenge in successfully moving towards new education systems.

Solutions

• Safe and trusting environment for accepting change

o Resistance to change by those in leadership roles, must be understood and challenged when required, to help move towards the new educational approach.
o Building confidence and trust in the minds of the students, teachers, parents, and other stakeholders about the positive intent and benefits of the new system is crucial to the successful acceptance of the new methods.
o Encouraging collaborative methods and

ideas between all stakeholders in the community will help people embrace the new educational systems easily.

- **Inclusive education**

o Creating universal learning methods and tool, applicable to all students, irrespective of their diversity in culture, socio-economic backgrounds, individual capabilities, etc. will ensure maximum participation and collaboration amongst all students.

o Safe and supportive learning environments for all individuals is imperative to foster the success of this positive change in communities through the transformative educational systems.

o The entire school system must be involved in the acceptance and implementation of a values-based education methodology.

- **Social Equity**

o Social equity in education focuses on equal funding opportunities for learning, for each and every individual in every community.

o It aspires to equal access to schools ranging from kindergarten, primary, middle and high school levels, well-qualified and empowered teachers across all schools, equivalent infrastructure and educational tools, latest curriculum and educational materials for every child.

- **Transformative educational methods**

o Redefining educational models, such that students not only acquire knowledge, but learn values such as kindness, courage, empathy, etc. and life skills such as critical thinking, communication, problem solving, etc. and apply that knowledge in their daily lives, relationships, communities, and the world as they would like it to be, in the future.

o Empowering students to become lifelong learners and global citizens, who are positively involved in their communities.

o Values-based learning must be introduced in the Early Years of a student's educational journey and continue thereafter.

o Educators, facilitators and students must be slowly trained and eased into this new way of learning with new perspectives of thinking.

o The new educational methods must focus on thinking abilities of the students, rather than content and memorizing facts.

o Curriculums must be enhanced in which values and life skills are embedded in all subjects - across Mathematics, Sciences, Social Services, Art, Technology and Languages.

o These systems must have a learner-centric and inquiry-based approach, to enable students to gain knowledge, as well as thinking and decision-making skills.

o Programs focused on project-based learning will provide a practical understanding of applying values and life skills, for real-world problems. It would also foster team building and communication skills amongst students.

o Service-based learning programs should be introduced, which encourage students to connect and collaborate with their respective communities to see the positive impact of values in action.

o Programs that enable students to work towards their social-emotional learning needs (SEL) for a better understanding of self and relationships need to be integrated in the educational systems.

- **Teacher Empowerment**

o Teachers should be made comfortable with the introduction of new transformative, values based educational methods.

o They must be made aware of the positive impact of these new systems, on the wellbeing of individuals and society.

o They should be provided with requisite training skills, guidance and know-how to effectively impart these methods to the students in a collaborative learning environment.

o They must be encouraged to move away from the traditional methods of learning and assessment, with the requisite tools and manuals for incorporating the new collaborative ways, in classrooms.

- **Assessment**

o Assessments designed purely for quantitative results of students will need to be changed to assessments that can qualitatively gauge a student's growth in adapting values, character and attitude.

o New assessment models that focus on these values and life skills such as compassion,

empathy, critical thinking and problem-solving skills, ethical decision-making and a social responsibility attitude of the students, must be introduced and implemented.

- **Successful Implementation**

o Collaborative efforts and engagement by all the stakeholders, including schools, families and communities, and officials across the various levels of the education system will ensure and effective and successful implementation of the new education model.

o Identifying all the barriers and biases of culture, diversity, socio-economic differences, needs, etc. will help in countering them with efficient and different ways of rolling out these systems across different communities.

Recommendations

- Transformative education systems must be introduced in the Early Years of a student's life, from Kindergarten / Montessorie, all the way till the end of their school journey.
- Governments and educationists need to work together to create a universal system for design and instruction accessible for all, which can be modified to suit the diversity and unique learning styles for all individuals and communities.
- Programs for empowering teachers with tools for collaborative learning styles that encourage positive student involvement and better thinking skills and reflection capabilities.
- Equitable funding and educational grants for all schools across diverse communities, for better infrastructure, classroom technology, curriculum and relevant tools that can be used by all individuals.
- Empowering all stakeholders - teachers, students, and families with aspects of Social-Emotional Learning (SEL) for holistic wellbeing of individuals.
- Focus on project-based learning and service-learning programs will be the key, for students to understand the positive impact of acting upon their values and connecting with their communities.
- Collaborative environments for engaging students in high-risk communities to sustain healthy learning environments to reach their educational goals.
- Maintaining positive dialogue and discussion amongst students, teachers, families and community will encourage the acceptance and adaptation of the new educational methods.

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9.8 MILLION YOUTH OUT OF SCHOOL: PATHWAYS TO RETURN, RETENTION, AND COMPLETION OF HIGH SCHOOL

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Key Phrases

It is widely accepted that education is linked to the economic and social development of a country. Therefore, we cannot allow two out of every 10 young person in Brazil to be out of school without completing high school. To keep these young people in education, intersectoral collaboration is needed to enable them to at least complete basic education. It involves the engagement of public authorities, with private initiatives, the third sector, and families. This collaboration is essential to create the right conditions to enable young people to complete secondary education.

Global Challenge

Education directly relates to cultural diversity, territorial distribution, and social inequalities. In a country like Brazil, the different types of access to education are evident and it can be a high indicator of social inequality. Data from the "Youth Out of School" (Juventudes fora da escola sem concluir a educação básica, 2024) study reveals that the right to education can be impacted by different factors from - financial conditions, geographic location, structural racism, social gender roles, and disabilities. All these variables impact access to the guarantees provided in the Federal Constitution (1988) and the Youth Statute (2013).

In 2022, Brazil had 9.8 million youth aged between 15 to 29 who were not attending school and had not completed basic education (IBGE, 2022). Of this number, about 73% expressed a desire to return to school, but faced challenges such as balancing work and study, and family life (especially young mothers). Pedagogical issues such as the disconnect between the curriculum, youths' demands, and the labor market, as well as a lack of opportunities and weakened policies supporting retention were also highlighted.

The economic impact of school dropouts significantly affects a country, as the lack of education limits opportunities in the job market. Individuals who have not completed high school typically have access to less qualified positions, with low wages and limited career progression opportunities, perpetuating the cycle of poverty and social inequality. The situation worsens when examining the profiles of youth who drops out. According to the Youth Out of School study, school dropout rates are higher among Black and Indigenous youth, youth with disabilities, and rural youth.

Proposed Solution

School dropout is a complex issue with severe consequences for not only the individuals, but also the families, the economy, and society. The "Youth Out of School" study reveals that the decision to leave school is not due to a single issue but the result of a process of exclusion that occurs over time due to structural inequalities.

The Study shows that addressing this complex challenge requires intersectoral action, starting with listening to youths who have not completed their studies to understand the societal blind spots that impact the right to education. It is essential to combine and diversify policies and strategies to enable the completion of basic education.

Out-of-school youths point to the need for investment and the strengthening of public education. These young people stress the need to ensure adequate conditions are put in place for those returning to school. These provisions range from guaranteed enrollment in appropriate locations and times, the ability to enroll at any time of the year, support in obtaining necessary documents, practical classes with active methodologies, a curriculum connected to the labor market, and fostering better interpersonal relationships between teachers, administrators, and students. Notably, 52% of young people who responded to this Study, believe it is essential to have teachers who help them overcome academic challenges. It is also crucial to reflect on the role of public schools in offering comprehensive education to overcome inequalities. Opportunities for participation in cultural, artistic, and sports activities that develop technical and professional skills are critical. The school environment must provide access to technology and the internet, especially in remote areas where schools become central hubs of opportunity for the community.

Work is the main reason young people leave school, and is also the main motivator for returning, as they view school as a pathway to professional development. Therefore, education and work are two rights that need to be harmonized, as most youth recognize the value of education but opt for work due to the need to earn an income, finding it difficult to reconcile the two. To address this dilemma, it is recommended that investments in education and labor sectors are aligned.

Lastly, policies must pay greater attention to specific groups of youths who have left school, to create tailored, more effective solutions. Some recommendations include providing support for young mothers to balance study and care responsibilities, as well as reinforcing inclusion and accessibility policies to ensure the return of youths with disabilities.
These solutions are powerful because they were designed by out-of-school youths from different age groups, based on a nationally representative study diagnosing the issue and identifying real solutions.

Policy Recommendations

Failure to complete basic education is tied to multiple challenges that must be addressed in public policy formulation. Dialogue between education and employment is crucial, considering that many young people need an immediate income. In this sense, public policies facilitating the school-to-work transition can be strengthened, such as the Professional Apprenticeship Law (10.097/2000) and Vocational Education (2008).

Another necessity is the integration of schools with digital technologies by providing access to equipment and connectivity. Expanding pedagogical practices and offering specialized training are also practical solutions, along with enabling remote education to overcome barriers such as mobility issues, caregiving responsibilities, and work compatibility.
To ensure inclusive school return and retention, it is essential to strengthen school attendance policies across different age groups, such as financial incentive programs (Pé de Meia), preventive school dropout monitoring, prioritizing spots in daycare and full-time schools for the children of young people who have dropped out or returned to school, and offering evening classes available.

*Young researchers who participated in the development of the “Youth Out of School” study, themselves being youth who are not in school and have not completed basic education. Their engagement and participation in writing this article were crucial to shaping more effective solutions and policies for this specific group based on their views and experiences.

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TASK FORCE: INCLUSIVE LEADERSHIP – INTRODUCTION

THE IMPORTANCE OF INCLUSIVE LEADERSHIP FOR SUSTAINABLE DEVELOPMENT AND THE ROLE OF G20 LEADERS

INTRODUCTION TASK FORCE

This Task Force focused on Inclusive Leadership and received a series of articles highlighting the importance of investing in inclusive leadership as a critical means to promoting sustainable development. Each of these submitted articles provide valuable insights into how inclusive leadership not only strengthens social justice but also significantly contributes to economic prosperity, social well--being, and environmental sustainability.

Before presenting the received articles, it is essential to revisit some chosen theoretical and practical contributions that provide the conceptual foundation for understanding the crucial role of Inclusive Leadership.

THEORETICAL CONTRIBUTIONS:

1. Amartya Sen - 'Development as Freedom' (1999)

Economic and philosopher Amartya Sen highlights the importance of ensuring that all individuals have the capabilities needed to exercise their freedoms and opportunities. His approach emphasizes the need for policies that promote comprehensive human development, ensuring equitable access to education, health, and economic opportunities. He underscores that leaders must ensure that policies not only promote economic growth but also true inclusion and the reduction of inequalities.

Expectations for G20 Summit Actions from Amartya Sen's Perspective: G20 leaders should implement public policies that ensure equal access to opportunities, promoting the comprehensive development of their populations. This includes ensuring that investments are made in quality education and healthcare, with a focus on the most vulnerable populations.

2. Jeffrey Sachs – "The Age of Sustainable Development" (2015)

Sachs argues that economic growth must be aligned with social justice and environmental protection, promoting inclusive development that benefits all segments of society. He emphasizes that investments in education, healthcare, and sustainable infrastructure are crucial to ensuring a balanced and equitable future, where economic growth does not deplete natural resources or exacerbate social inequalities.

Expectations for G20 Summit Actions from Jeffrey Sachs' Perspective:

G20 leaders should integrate economic objectives with goals for poverty reduction and environmental preservation, promoting investments in sustainable infrastructure and green technologies that benefit all citizens.

3. Kate Raworth - Doughnut Economics: A Safe and Just Space for Humanity (2017)

Raworth proposes an economic model that balances development with social justice and environmental sustainability. Her 'Doughnut Economics' suggests that growth should occur within ecological and social limits, avoiding environmental degradation and inequalities. Raworth emphasizes the importance of achieving a balance where human development respects ecological boundaries.

Expectations for G20 Summit Actions from Kate Raworth's Perspective:

G20 leaders should promote policies that respect ecological limits and ensure that economic growth does not come at the expense of the environment. They should also encourage innovation in sustainable practices and the transition to a circular economy.

These theoretical perspectives form the basis for inclusive leadership that can address global challenges in an equitable and sustainable manner.

PRESENTATION OF THE RECEIVED ARTICLES:

Below, we present a summary of the papers received by the G20 Inclusive Leadership Task Force, which explore how these concepts can be applied in specific contexts. We encourage global leaders to read the articles in full.

1. The Role of Youth Centers in Enhancing Productivity and Innovation to Achieve Sustainable Development Goals

Authors:

Al-Hanouf Saleh Al-Kabba / *(Master in Social Therapy - Researcher and Inventor) / Saudi Arabia*

Arwa Abdulaziz Al-Ghofaily / *(Psychologist, Psychotherapist) / Saudi Arabia*

Mai Mansour Al-Sadoun / *(Development Program Designer and Youth Facilitator) / Saudi Arabia*

Summary:

This paper discusses the importance of leadership commitment towards youth in order to promote their emotional, social, and productive development. It emphasizes the need for policies that address the challenges faced by young people, such as mental health, low educational attainment, and a lack of adequate job training.

Expectations for G20 Leadership Actions:

Encourage the creation of public policies – Youth Centers – that holistically address the needs of young people, promoting education, mental health, and professional training, especially for youth in vulnerable situations

2. Building a Moral and Economic Case for Diversity in Organizations in G20 *Countries and Beyond*

Authors:

Debrima Saha / *(Senior Associate, tGELF) / India*

Devika Shekhawat / *(Director tGELF), (Founder Dhara Shakti Foundation) / India*

Summary:

This paper argues that promoting Diversity, Equity, and Inclusion (DEI) is crucial for sustainable economic development. It suggests that creating a legal environment that supports the implementation of DEI policies should be a priority for G20 leaders.

Expectations for G20 Leadership Actions:

Implement national and corporate policies that promote diversity, equity, and inclusion as integral parts of sustainable development strategies. Inclusion fosters diversity, which provides a balance to the interests of specific groups, strengthening equity.

3. The Value of Human Dignity is at the Heart of Leadership Integrity and Social Inclusion

Author:

Patricia Berba / *(Adjunct Faculty) National College of Public Administration and Governance, University of the Philippines / School of Education and Human Development, University of Asia and the Pacific / Philippines*

Summary:

This paper explores how ethical leadership practices can create a balance between investing in human resources, environmental protection, and financial sustainability. It highlights the importance of leaders' integrity in promoting social inclusion for sustainable development.

Expectations for G20 Leadership Actions:

Develop policies that encourage ethical and responsible leadership, ensuring that integrity and sustainability are priorities in long-term strategies.

4. Reimagining the Future of Cultural Communities as Inclusive Leaders, Practicing Social Justice by Engaging in Authentic Engagement with Government and its Agencies

Author:

Martin Itzkow */ (CEO, Coalition of Manitoba Cultural Communities for Families Inc. - CMCCF) / Canada*

Summary:

This paper analyzes the role of inclusive leadership in valuing cultural communities and in forming fair and equitable policies that promote social change with cultural and environmental balance. It highlights the importance of active participation and support for cultural communities by G20 leaders.

Expectations for G20 Leadership Actions:

Create conditions for inclusive governance and promote policies that ensure the active participation of all cultural communities in the decision-making process.

5. Responsible Leadership for Inclusive Migration Policies: Cultivating Sustainable Careers for Spouses of Highly Skilled Migrants

Authors:

Lina Daouk-Öyry */ (BI Norwegian Business School) / Oslo, Norway*

Sahizer Samuk */ (BI Norwegian Business School) – Oslo, Norway*

Summary:

This paper addresses the importance of migration policies that are inclusive and sustainable, focusing on the economic and sociocultural integration of highly skilled migrants' spouses. It proposes targeted policy interventions to help immigrant spouses build sustainable careers and maximize their contributions to host economies

Expectations for G20 Leadership Actions:

G20 leaders should adopt a holistic approach to highly skilled migration policies that involve collaborative partnerships between governments, employers, and civil society organizations to enable the social and economic inclusion of immigrants and their spouses.

6. Inclusive Leadership: Enhancing diversity and inclusion for a sustainable economy

Author:

Houefa Gbaguidi */ (Director, KACHŌWA) / France*

Summary:

This paper argues that inclusive leadership is essential for addressing global challenges such as economic development, climate change, and social inequalities. Promoting diversity and inclusion drives innovation, strengthens local economies, reduces carbon emissions, and fosters social cohesion.

Expectations for G20 Leadership Actions:

G20 leaders should adopt policies that promote inclusive leadership, local employment, and cross-sector collaboration. It is crucial to encourage diversity, reduce dependency on imports, strengthen the local economy, and implement inclusive migration policies for sustainable and equitable growth.

CONCLUSION:

The integration of inclusive leadership principles, as illustrated by the authors and their submitted papers offers a pathway for G20 leaders to promote sustainable development that balances economic growth, social justice, and environmental protection. By adopting these approaches, global leaders can ensure a prosperous and inclusive future for all.

Recommended Actions for Global Leaders:

Promote international dialogue and collaboration to share best practices to help foster inclusive leadership.

Encourage investments in social and sustainable policies that addresses the needs of the most vulnerable populations and also the environmental urgency.

Foster partnerships with the private sector to promote responsible and inclusive best practices in businesses..

Promote global engagement within the areas of social justice, economic growth, restoration, and environmental protection, which are also the key pillars to create long-term sustainability.

THE ROLE OF YOUTH CENTERS IN ENHANCING PRODUCTIVITY AND INNOVATION TO ACHIEVE SUSTAINABLE DEVELOPMENT GOALS

Authors

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Arwa Abdulaziz Al-Ghofaily: Psychologist, Psychotherapist / Saudi Arabia

Mai Mansour Al-Sadoun: Development Program Designer and Youth Facilitator / Saudi Arabia

KEY HIGHLIGHTS

This paper aims to answer three research questions:

1. What is the role of youth centers in addressing the psychological and social challenges faced by young people that affect their productivity?
2. What are the proposed measures to enhance social justice in youth centers to achieve sustainable development goals?
3. What are the proposed measures to enhance efficiency in youth centers to achieve sustainable development goals?

CHALLENGES

According to the World Health Organization (WHO) and the International Labour Organization (ILO), depression and anxiety result in the loss of 12 billion workdays annually, costing the global economy up to one trillion dollars each year (United Nations, 2022). Saudi National Mental Health Survey indicates that 40% of young people aged 15-24 suffer from mental health disorders (King Salman Center for Disability Research, 2019), emphasizing the need for youth centers to provide a stimulating environment with innovative programs to enhance preventive mental health.

It is noticeable that some youth receive more services than others in these centers, such as those interested in leadership, career guidance, and developing social interaction skills, in addition to innovators and entrepreneurs. On the other hand, the less benefited groups include individuals with special needs, youth in rural areas, youth from low-income families, and those experiencing psychological and social conflicts due to their struggles and the lack of expertise and resources to develop suitable programs for them.

Youth centers also face challenges in achieving effectiveness in developing and measuring performance indicators, and in working under innovative strategic leadership to achieve positive social impact and build sustainable partnerships. Additionally, they suffer from difficulties in effectively distributing and managing human resources, which necessitates careful planning and effective strategies for recruitment and training.

SOLUTIONS

Addressing the psychological and social challenges faced by young people that affect their productivity.

Focusing on preventive mental health reduces social isolation, academic failure, suicide, addictive behaviors, and legal issues while enhancing personal development, productivity, and social effectiveness. Appropriate interventions should consider cultural, social, environmental, economic, and political differences.

Political instability, pollution, poverty, low education levels, and cultural traditions amidst modern technology create social conflicts that impact mental health. Sustainable development in promoting preventive mental health requires political stability, international cooperation, and regional expertise exchange.

Successful initiatives include Zimbabwe's "Friendship Bench" project (Global Mental Health Center (n.d), Bangladesh's "Community Mental Health Program for Women," (Nahar, 2012) and Pakistan's "School Mental Health" initiative (WHO) (n.d).

Incorporating Daniel Goleman's emotional and social intelligence theories can enhance self-awareness, self-management, social awareness, and social skills (Goleman, 1995. 2006). The proposed "Psychological Awareness Unit" model in youth centers uses technology, local environments, and cultures to provide interactive tools for self-exploration and expression, focusing on emotions, sleep, and physical and psychological awareness. The unit also organizes social interactions to build relationships and enhance social skills, including family relationships, to increase social awareness. This model aligns with local culture and global advancements. It is flexible for development according to youth needs and aspirations.

Proposed measures to enhance social justice in youth centers to achieve sustainable development goals

Youth centers and initiatives contribute to achieving social justice values through their national role in sustainable development. They also add to policy development, planning for equal opportunities, ensuring implementation, and holding accountable the active parties, including governments, state institutions, and the private sector. Young people are an important part of this contribution.

Two significant models in Saudi Arabia for promoting social justice principles, such as equality, empowerment, social responsibility, and personal development, are the Salam for Cultural Communication Program and the Hawi Platform, part of the Quality-of-Life Program for Saudi Vision 2030.

Proposed measures to enhance efficiency in youth centers to achieve sustainable development goals.

It is important to note the difference in financial sustainability between for-profit and non-profit youth centers. For-profit centers are affected by limited funding and market changes, while non-profit centers have stronger funding through grants, donations, and corporate social responsibility.

RECOMMENDATIONS

There are three key recommendations for the G20 to consider:

- Encourage organizations, especially the private sector, to support awards for innovative and sustainable youth initiatives in preventive mental health through corporate social responsibility programs.
- Improve the efficiency of activities and services in youth centers and link their funding to achieving justice and efficiency. This will enhance the equitable distribution of resources and focus on the personal, social, professional, and productive development of youth.
- Develop a comprehensive system for building and measuring the performance indicators of youth centers using modern technologies and considering cultural, social, economic, and political differences to achieve a lasting and effective impact on society.

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BUILDING A MORAL AND ECONOMIC CASE FOR DIVERSITY IN ORGANIZATIONS IN G20 COUNTRIES AND BEYOND

Authors

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KEY HIGHLIGHTS

Effective policy frameworks for enhancing diversity, equity, and inclusion (DEI) within organizations are essential for driving economic prosperity and sustainable development across G20 countries. These frameworks should prioritize leadership accountability, establish clear metrics to assess DEI progress, implement targeted recruitment initiatives, promote inclusive workplace practices, and mandate transparent reporting on DEI outcomes. By integrating these policies into organizational strategies, G20 member states can unlock benefits such as stronger employee engagement, improved financial performance, and better innovation. This approach not only aligns with moral imperatives but also supports broader societal goals of fostering equitable opportunities and inclusive growth globally.

GLOBAL CHALLENGES

Implementing DEI initiatives in organizations faces significant challenges, despite the well-documented financial and social benefits. Studies show that some of the potential pitfalls of DEI implementation include insufficient leadership commitment, inadequate funding for programs, employee resistance, poor communication, overreliance on diverse employees to spearhead efforts, and the use of inappropriate metrics. Additionally, failing to manage unforeseen consequences during the implementation phase can derail efforts.

One of the primary challenges to DEI implementation is entrenched biases and a lack of inclusive leadership at the top. Senior leaders often fail to genuinely champion these initiatives and to hold themselves accountable, which sends a mixed message, undermining efforts to create an inclusive workplace. Effective DEI strategies require leaders to set clear goals, measure progress, and address barriers and challenges. Additionally, organizational culture and climate play a critical role in the success of such initiatives. This involves promoting open communication, fostering a sense of belonging, and addressing unconscious bias.

Employee training and development are essential for raising awareness about these issues, challenging stereotypes, and promoting inclusive behaviors. However, designing and implementing programs that do not align with the organization's DEI needs can lead to employee frustration, diminished trust, and resistance. Resistance to DEI initiatives can also stem from employees who feel threatened by change or fear limited opportunities for advancement. Organizations must communicate the benefits of DEI clearly and address concerns through open dialogue and education. Another significant challenge is the lack of robust metrics and accountability structures to quantify outcomes and attribute them to specific actions. This gap can deter investment in these types of policies especially during times of budget constraints or competing priorities. Without effective metrics, it is challenging to demonstrate the impact of DEI initiatives on organizational performance. Additionally, organizational silos that encourage exclusivity and hinder collaboration further complicate efforts.

These policies often struggle with insufficient resources and funding and does require substantial investment. However, organizations frequently face budget constraints that limit the scope and effectiveness of their initiatives. Over-reliance on diverse employees to lead efforts and ineffective communication can also undermine DEI goals.

PROPOSED SOLUTIONS

Enhancing organizational performance through diversity and inclusion initiatives requires a multifaceted approach that involves leadership commitment, comprehensive training, robust policies, and a culture of inclusion. Organizations must integrate DEI as a core component of their values and objectives rather than treating it as a separate or optional initiative. McKinsey & Co. (2018) investigated and reflected that gender and ethnic diversity respectively generate 21% and 33% more returns above the targeted mean. According to a Deloitte review, diversity and inclusion together are effective in achieving two times more financial targets, three times higher performance, six times more innovation, and eight times better organizational outcomes.

Regular and ongoing training programs are critical for raising awareness, challenging stereotypes and biases, and promoting inclusive behaviors. These training programs should be interactive, engaging, and tailored to the specific needs of the organization, ensuring that employees at all levels have the knowledge and skills to support DEI efforts. Effective diversity recruitment and retention strategies, such as targeted recruitment efforts, inclusive hiring practices, and employee resource groups, are also key to attracting and retaining a diverse workforce.

Given the global nature of many organizations, DEI initiatives must consider cultural differences and regional nuances. Comparative studies across countries and regions also provide valuable insights into best practices for promoting diversity and inclusion on a global scale. A study by Richard (2000) of the USA banking industry found that when firms are pursuing a growth strategy, ethnic diversity enhances productivity, and that this relationship intensifies as strategic growth increases.

People development (training hours, training allocations/costs, employee satisfaction) is also another proven key element that reduces financial risk and enhances firm profitability. For example, Google's approach to diversity and inclusion is evident in its workforce demographics and comprehensive initiatives (Ayeni, et. al., 2024; Onyebuchi, et. al., 2024). The company has adopted various DEI programs, including unconscious bias training, diverse hiring practices, and the establishment of employee resource groups. These measures have resulted in a more diverse workforce and fostered a culture of inclusion, reinforcing its status as a preferred employer.

Microsoft also stands out for its proactive approach to promoting diversity and inclusion in the workplace. The company has introduced a range of initiatives aimed at attracting and retaining diverse talent, including diversity training, flexible work arrangements, and inclusive leadership practices (Ayeni, et. al., 2024; Onyebuchi, et. al., 2023), thereby driving innovation and business success.

Implementing robust systems for collecting and assessing data is required to ensure goals and metrics are incorporated into performance evaluations and will hold employees accountable for promoting diversity and inclusion. Measurement can include tracking diversity metrics, employee engagement surveys, and performance indicators related to diversity and inclusion (D&I).

One key factor contributing to the success of D&I initiatives is leadership commitment. Inclusive leaders need to possess cultural agility and adaptability to serve as role models, and inspire, mentor, and guide individuals from diverse backgrounds. They must continually seek feedback to understand their own biases, attitudes, and behaviors, recognizing the impact these have on others. This ongoing self-improvement in knowledge, self-awareness, skills, and behaviors is crucial to effectively supporting their colleagues and organizations. Inclusive leaders play an advocacy role, requiring the courage to identify and emphasize shared traits among people while also celebrating their differences, thereby bridging gaps and fostering unity.

It is essential to establish a unified direction for DEI strategies while allowing for adaptation to different business units and geographic and sociocultural contexts. This approach involves tailoring goals and priorities to account for varying regulatory environments, starting points, and levels of local stakeholder engagement and cross-sector collaboration.

POLICY RECOMMENDATIONS

To advance and address DEI within G20 countries, four key policies could be implemented.

1. Organizations should be mandated to integrate DEI objectives into their corporate governance frameworks, directly linking these goals to board evaluations and executive compensation. This will ensure that efforts are prioritized at the highest levels, hold leaders accountable for progress, and be more intrinsically inclusive.
2. To support local DEI efforts, targeted grants should be allocated to grassroots organizations in G20 countries and member states that address specific community challenges. This funding will enable the development of tailored diversity initiatives that address local needs and barriers.

3. Regional DEI Implementation Networks should be created in G20 countries to offer localized support and resources. These networks will provide guidance and best practices to organizations as well as regional employee resource groups, tailored to the unique cultural and economic contexts of different regions, enhancing the relevance and effectiveness of initiatives.

4. The G20 nations should mandate a comprehensive DEI audit to systematically evaluate existing workplace data, policies, organizational culture, and practices, identifying gaps and systemic issues that hinder diversity, equity, and inclusion. The findings can be leveraged to develop a targeted action plan that addresses identified challenges, sets clear goals, and establishes metrics for tracking and measuring success.

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ENHANCING DIVERSITY AND INCLUSION FOR A SUSTAINABLE ECONOMY

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COMMUNIQUÉ

Inclusive leadership is essential for addressing current global challenges, such as economic development, climate change, and social inequalities, while promoting equitable local development. By fostering an environment where every individual feels respected, valued and included, G20 countries can build resilient and harmonious communities. Inclusive policies and the promotion of diversity not only stimulate innovation and creativity but also strengthen the local economy by creating jobs and reducing dependence on imports, thereby decreasing the carbon footprint. This leadership model contributes to social and economic stability, offering a more prosperous and sustainable future for everyone.

CHALLENGES

1. Economic stability and growth

G20 leaders face complex global challenges such as economic development, climate change, and social inequalities. Balancing citizens' expectations with international pressures for sustainable and inclusive policies is essential but often complex. Economic disparities between and within G20 countries require tailored strategies to promote economic inclusion and reduce inequalities while respecting each country's varied realities. Economic disparities are exacerbated by differences in productivity, technological development, and market access. G20 leaders need to urgently adopt sustainable growth and redistribution policies to ensure equitable distribution of economic benefits. Income and wealth inequalities can lead to political and social tensions, threatening national and international stability.

2. Social issues and inequalities

According to the United Nations Development Programme, in 2023, 1.1 billion people currently live in acute multidimensional poverty in 110 countries. Many of whom are poor workers and cannot escape poverty despite their employment. Combating poverty and inequalities, which is one of the priorities of the G20, requires robust policies to improve access to quality education and create job opportunities, especially for youth and marginalized groups. With an increasingly demanding labor market, targeted initiatives are essential to support young people, vulnerable populations, and underrepresented groups.

3. Climate change and sustainability

The United Nation's Intergovernmental Panel on Climate Change's 2018 report indicated that CO2 emissions needed to be cut 45% by 2030, compared to 2010 levels. These climate issues require coordinated action to reduce greenhouse gas emissions and protect the environment. Transitioning to sustainable energy, promoting green technologies, and implementing conservation policies are important. The impacts of climate change, such as natural disasters and biodiversity loss, directly affect food security and public health.

4. Migration and refugees

Global crises are forcing millions to seek refuge. According to the United Nation's High Commissioner for Refugees, 117.3 million people were forcibly displaced worldwide in 2023. Therefore, it is essential that migration policies are humane and inclusive, offering long-term solutions for integrating migrants and refugees in their new host country.

G20 leaders will need to address all these global challenges while strengthening community ties and promoting human values. By doing so, they can help build a legacy of peace, prosperity, and cultural enrichment for future generations.

SOLUTIONS

Inclusive leadership

Inclusive leadership is a key lever for addressing current challenges and promoting equitable local economic development. By creating an environment where every individual, regardless of origin, gender, sexual orientation, or any other personal characteristic, feels respected, valued, and able to contribute fully, this type of leadership ensures social cohesion and collective progress. Values such as open-mindedness, respect, fairness, and collaboration enable G20 countries to build resilient and harmonious communities.

This leadership model not only fosters individual well-being but also sustainable and prosperous economic development for all. According to a Deloitte study (2018), inclusiveness significantly enhances performance in organizations. Teams with inclusive leaders are 17% more likely to be high-performing, 20% more likely to make high-quality decisions, and 29% more likely to exhibit collaborative behavior.

IMPORTANCE OF DIVERSITY AND INCLUSION

Several studies have shown that diversity and inclusion foster innovation, creativity, better decision-making, social cohesion, and cultural enrichment. For example, a McKinsey & Company study (2015) reveals that companies with high ethnic and cultural diversity are 35% more likely to outperform their competitors in terms of profitability. Additionally, according to Boston Consulting Group research (2018), companies with diverse leadership teams report a 19% increase in revenue related to innovation.

Sweden serves as an example of successful diversity and inclusion policy implementation. The Swedish Discrimination Act (Diskrimineringslagen) positively impacts the economy where in 2021, the employment rate for foreign-born was 83.7% (in comparison with 88.1% for Swedish-born). Additionally, Sweden was ranked as the 5th most gender-equal country globally and scored 86 out of 100 on the Migrant Integration Policy Index in 2019.

PROMOTING LOCAL ECONOMIC GROWTH

It is important for G20 leaders to encourage collaboration among economic actors—public, private, and social—to create dynamic local industries. Where these local industries are directed to hire local talent, including underrepresented groups, which will help with unemployment.. This approach would also diversify the local economy, making communities less dependent on specific sectors and more resilient to economic shocks.

DEVELOPING LOCAL EMPLOYMENT

The creation of local industries benefits both the economy and society, creating jobs for residents, including underrepresented populations and refugees, thus reducing unemployment. The establishment of local industries plays a key role in stimulating the regional economy. By hiring local talent, these industries facilitate wealth circulation within communities, thereby strengthening local economic resilience. The income generated by these jobs is more likely to be spent locally, supporting local businesses and stimulating demand for goods and services, creating a virtuous circle of economic growth. An example of this model is Mondragon Corporation in Spain, based on principles of democratic participation and social inclusion, employs over 70,000 people across 92 cooperatives, and generated over €11 billion in sales in 2023.

REDUCING GAS EMISSIONS AND IMPORTS

By developing local industries, G20 countries can reduce their dependence on imports, thereby decreasing the carbon footprint associated with the transportation of goods worldwide. This strategy promotes a more autonomous and resilient economy while significantly contributing to the fight against climate change. For example, Germany has implemented an ambitious energy transition policy through its Energiewende program. In 2021, the share of renewable energy in its energy mix was 18% of the overall primary energy consumption and the carbon dioxide emissions was reduced by 38% compared to 1990 levels.

STRENGTHENING LOCAL COMMUNITIES

Creating local jobs and supporting the local economy strengthens community ties. Individuals feel more connected to their environment and invest more in their community, fostering increased social cohesion and a strengthened sense of belonging. By specifically targeting underrepresented populations for employment and training, such as women, ethnic minorities, people with disabilities, etc., some social and economic inequalities can be corrected. Integrating these groups into the local labor market not only promotes diversity but also stimulates innovation and creativity

within companies. For instance, Canada's robust multiculturalism and inclusion policies, such as the Multiculturalism Act and the Employment Equity Act, allowed landed immigrants to account for 26% of the workforce in 2017, helping address skill shortages and driving innovation.

All these types of initiatives allow residents to reconnect both locally and globally around shared values of respect, fairness, and collaboration, leaving a lasting legacy for future generations.

RECOMMENDATIONS

Encourage multisectoral collaboration and public-private partnerships

G20 leaders to promote multisectoral collaboration to develop dynamic local industries. Promoting partnerships between public, private, and social sectors is essential to maximize available resources and talents, thereby fostering a diversified and resilient local economy. Public investments can be targeted to those initiatives to foster innovation.

Promote local employment and inclusion

Implementing policies to hire local talent, including women, ethnic minorities, and people with disabilities, will help to reduce unemployment and addresses social and economic inequalities. These policies will provide opportunities to those who need them most. G20 leaders can implement recruitment quotas or public funding to support the employment of these specific sections of the population.

Reduce dependence on imports

Encouraging local production reduces dependence on imports and the greenhouse gas emissions associated with international transport. This approach supports environmental sustainability and the economic autonomy of local communities. G20 could propose a tax reduction for those companies that get on board.

Stimulate the local economy through local consumption

Promote a circular economy where locally generated income is reinvested in the community. Encouraging local spending supports local businesses and stimulates demand for goods and services, creating a virtuous circle of economic growth. G20 countries could implement national policies to encourage local consumption by creating local certification or labeling schemes or offering tax breaks and reduced VAT rates, for example.

Strengthen social cohesion

Creating local jobs and supporting the local economy strengthens community ties and a sense of belonging. Individuals who are more invested in their community help towards fostering increased social cohesion and a better quality of life, which contributes to a more stable and harmonious social and economic environment.

Investing in local economic development creates positive dynamics that impacts the international community, contributing to a more stable, sustainable, and prosperous world.

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RESPONSIBLE LEADERSHIP FOR INCLUSIVE MIGRATION POLICIES: CULTIVATING SUSTAINABLE CAREERS FOR SPOUSES OF HIGHLY SKILLED MIGRANTS

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ABSTRACT

Attracting highly skilled migrants (HSM) has become an important factor for many countries in the global north for addressing challenges of an aging population and a decrease in birth rates, which pose significant economic, social and political challenges. Several countries have adopted strategies specifically targeted to attract these workers, however, retaining HSM is proving to be a challenge, especially as there is the absence of sociocultural and economic inclusion of the HSM's spouse in the host country. The spouses are often highly skilled themselves, and have the potential to meaningfully contribute to the host country economy. Yet face a myriad of challenges during the relocation process, including getting their skills recognized, de-skillisation (i.e. migrants working in jobs that require lower level skills than they actually process), precarious work, in addition to social isolation, difficulties in adapting to a new society without established support structures. Moreover, they often grapple with the daunting task of raising children in unfamiliar environments, without their traditional support networks.

Sustainable development is contingent on a robust labor supply of healthy and productive workers. This policy brief addresses the often-overlooked issue of economic and socio-cultural integration of HSM and their spouses in host countries and proposes targeted policy interventions to help HSM spouses build sustainable careers, boost their well-being, and maximize their potential contributions to host economies. The brief also advocates for a holistic approach to HSM policies that activates collaborative partnerships between governments, employers, and civil society organizations. This is to ensure HSM spouses are recognized as valuable contributors to host economies, and prioritizes their employability and long-term career ambitions. The receiving states can invest in economic, social, and cultural inclusions programs for this group targeting their arrival, settlement and sustainable future contribution to the host society, and finally to continuously monitor and enhance the effectiveness of integration programs for the skilled couples. Exercising this collective responsibility is at the heart of responsible leadership where financial, sociopolitical, ecological, and moral spheres intersect. This will enhance HSMs spouses' well-being, sense of belonging, and their chances of decent work and sustainable careers.

KEY HIGHLIGHTS

The global demographic composition is rapidly changing, marked by an increasing life expectancy and a declining birth rate, which can lead to multifaceted social and economic challenges in some countries. In 2020, the fastest growing age group were 'older persons', aged 65 and older (United Nations, 2024), which increases pressure on healthcare systems. This is exacerbated by the decrease in the 'working age' population (Ahmed, Cruz, Quillin, & Schellenkens, 2016), which causes shortage in labor supply and heavily affects pension systems with fewer contributors to support retirees. In Europe, it is projected that from 2026 onwards, the population decline will not be balanced by inward migration (Eurostat 2024).

CHALLENGES

Attracting HSM has become an essential factor for many countries in the global north to address these challenges (European Commission, 2023) . Specifically, as this group can help to mitigate these demographic shortfalls by filling labor market gaps in various sectors, reducing the burden on healthcare systems through filling vital roles and offering essential services to ageing populations, and bolstering pension funds with their contributions. However, policies are needed to attract and retain this group to support their integration needs as a migrant community, which includes their whole families.

In 2017, it was estimated that around 3.5% of the global population, which is approximately, 258 million individuals are international migrants living outside their countries of origin (UN, 2017). Generally, people decide to migrate for permanent resettlement, for labor, or to find refuge. Some may move as a result of 'tied migration', which is migration that is made for the collective wellbeing of the couple or family (Banerjee & Phan, 2015).

It is not easy for migrant families to reunite in a

reasonable time frame, because of rigid migration policies. Many highly skilled migrants will be accompanied by family members, i.e. a spouse and children. However, accompanying spouses face challenges in the host country due different factors, particularly in joining the labor force. It is often assumed that these skilled migrants and their spouses both integrate well into the labor market, however, many spouses, who are often highly skilled themselves, are often not able to build a career in the host country (Weiner et al., 2020). Lack of recognition of qualification, high language requirement, discrimination, and absence of support networks are among some of these challenges that act as barriers to labor force entry.

Some argue that the integration policies are designed with a "one-size-fits-all" approach, which reflects a lack of awareness of the education achievements of the family migrants including skilled spouses (Purkayastha & Bircan, 2023). Integration policies do not accommodate overseas qualifications, as a result HSS face major career, social and economic obstacles. In many cases, spouses cannot enter the job market, which does not provide them economic independence. Another scenario these spouses face is de-skilling, where they have to take jobs that require lower-level skills, than what they possess, where these jobs are often precarious and demoralizing for someone who invested in education, training and work for a significant number of years. The Migration Policy Institute has estimated the value of lost wages from underemployment amongst migrants in the USA at $40bn per year (Ro, 2022). From a career perspective, spouses taking jobs that are below their skill levels, face building unsustainable careers that may not align with past experiences or future aspirations. This also puts them in positions that limit the funds they can send back home. The inability of spouses to be able to build sustainable careers in their host country can be a key reason why the host states cannot retain highly skilled talent in the long run.

SOLUTIONS

Promoting the integration of HSM spouses and families can help address demographic challenges and support sustainable economic growth, aligning with the G20's goals. This is also critical for addressing several of the United Nation's Sustainable Development Goals (SDGs), particularly SDG 10.7 which calls on countries to: "facilitate orderly, safe, regular and responsible migration and mobility of people" by crafting and implementing thorough migration policies. Migration policies that are inclusive of spouses are more responsible for the promotion and management of equality and diversity.

Targeted policy interventions can help the spouse to build sustainable careers, boost their well-being, and maximize their potential contributions to host economies. There are examples of practices that have worked well and can be adopted and built on for promoting the full integration of these family members. For example, the medical support worker scheme in the UK created opportunities for qualified overseas doctors without General Medical Council registration to work in some capacity in the country's National Health Service. Another example is from Canada, which accounts child rearing responsibilities when considering work experience. In Australia, the Partner Visa Work Rights allows spouses of skilled workers to apply for visas, such as the Temporary Skill Shortage visa or the Skilled Independent visa, which allows the spouse to work without requiring a separate work visa. Similarly in the EU, the Blue Card directive allows spouses of the blue card holders to work and study in the EU member states.

However, all these different integration policies need to recognize foreign education to enable them to join the workforce. Exercising this collective responsibility towards HSMs and their spouses is at the heart of responsible leadership where the financial, sociopolitical, ecological, and moral spheres intersect.

RECOMMENDATIONS

G20 leaders should consider a holistic approach to highly skilled migration policies that activates collaborative partnerships between governments, employers, and civil society organizations by:

1) Recognizing HSM spouses as valuable contributors to host economies and prioritize their

employability and long-term career ambitions through:

- Adopting a holistic approach to highly skilled migration policies that account for the skills of the spouses and their potential contribution in the host country.
- Creating inter-governmental bilateral agreements between countries for recognising the degrees of highly skilled spouses.
- Developing a government and private partnership program designed to inform employers about the skills available and what these migrants could bring to the economy. This will not only help to improve the diversity and inclusion within organizations, but will also help reduce the economic costs of underemployment.

2) Invest in economic, social, and cultural inclusions programs for HSM spouses, which starts on their arrival into the host country: Create job placement services, recognize credentials, offer language classes and community building activities. To also continuously advocate for inclusive practices within organizations which covers recruitment and selection to increase fairness and reduce discrimination.

- Establish support networks for these spouses to facilitate their economic and social integration while expanding opportunities to find a meaningful job.
- Offer mentorship programs to help increase awareness of the labor market opportunities and work cultures.

3) Monitor the effectiveness of integration programs for skilled couples and to improve programs as necessary to ensure their effectiveness in addressing the needs of HSS.

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THE COALITION OF MANITOBA CULTURAL COMMUNITIES FOR FAMILIES INC. (CMCCF)

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Reimagining the future of Cultural Communities as Inclusive Leaders, practicing Social Justice by Engaging in Authentic Engagement with Government and its Agencies

1. KEY POINTS

Inclusive Leadership is the overarching theme where 'cultural communities' play a vital role to authentically engage, advocate, and co-create solutions with diverse cohort of policy makers to help rebuild trust and foster social change. This is demonstrated by four key points:

1. **Inclusive Participation:** CMCCF's first principle advocates for inclusive leadership to ensure that all voices are heard and respected throughout policy development and implementation. This involves establishing legalframeworks, diverse governance structures, and regular impact assessments to create equitable policies.
2. **Cultural Community Engagement:** To ensure inclusive leadership is reflected by fostering active participation with all cultural communities. By engaging with these communities, it allows cultural community and political leaders to build trust, enhance cultural competency, and ensure that policies address specific needs. This helps to promote a more inclusive and just society.
3. **Balancing Approaches:** Effective inclusive leadership involves balancing, integration and accommodation as a frame in policy-making. Leaders must navigate these approaches to foster unity, promote multiculturalism, and respect cultural differences, creating a cohesive and diverse society.
4. **Authentic Engagement**: Demonstrating inclusive leadership through authentic engagement means embracing genuine, meaningful participation characterized by commitment, transparency, and mutual benefit. This approach ensures that interactions are sincere, foster trust, and lead to more effective and inclusive policies.

2. CHALLENGES:

Challenge 1: Embracing Diversity and Evolution

- **Assumptions:** Cultural communities in Canada are inherently diverse, continuously evolving, and reflecting a mosaic of collective and individual rights.
- **Challenges:** How can those in power adapt policies and initiatives to accommodate the changing demographics and values within these communities, ensuring a flexible and responsive approach to governance?

Challenge 2: Ensuring Inclusivity Across Ages and Diversities

- **Assumptions:** Cultural communities consist of individuals across all ages and diversities, each contributing unique perspectives and values.
- **Challenges:** How can policymakers ensure that the aspirations of all community members are addressed, providing representation and voice to diverse backgrounds in the envisioning process for Canada's future?

Challenge 3: Respecting Self-Determination and Community Voice

- **Assumptions:** There is a strong drive for self-determination within cultural communities, where community members' voices are respected and their vision for a positive future is paramount.
- **Challenges**: How can those in power prioritize and respect the autonomy of cultural communities, ensuring their voices are heard and their self-determined paths are supported in the decision-making processes?

Challenge 4: Committing to Positive Peace Initiatives

- **Assumptions:** Cultural communities are committed to leading positive peace initiatives aimed at reducing racism, hatred, and discrimination.
- **Challenges**: How can policymakers and influencers support and highlight initiatives promoting peace, understanding, and collaboration, actively combating discrimination and fostering a more inclusive Canada?

Understanding the Challenges for Canada's Future

Vision Assumptions:

- **Cultural Diversity:** Recognizing that cultural communities in Canada are diverse and evolving.
- I**nclusivity:** Ensuring inclusivity across ages and diversities within these communities.
- **Self-Determination**: Respecting the drive for self-determination and community voice.
- Positive Peace: Committing to initiatives that promote positive peace and combat discrimination.

Crafting the Vision: Policymakers, politicians, and power influencers must:

1. Adapt to Diversity: Develop policies that are flexible and responsive to the evolving demographics and values of cultural communities.
2. Ensure Representation: Create inclusive processes that give voice to individuals from diverse backgrounds and ages.
3. Respect Autonomy: Support the self-determined paths of cultural communities by respecting their autonomy in decision-making.
4. Promote Peace: Actively support and highlight initiatives aimed at reducing racism, hatred, and discrimination, fostering a collaborative and inclusive society.

3. SOLUTIONS

Solution #1. Level Playing Field

Creating a level playing field in a society dominated by majority norms requires a comprehensive strategy to ensure minority rights are respected and valued. Creating a level playing field ensures equity, reduces discrimination, fosters social cohesion, drives economic growth, and upholds democratic principles.

Level Playing Field Key strategies may include:

1. **Legal and Policy Frameworks**
   - o Establish and enforce laws protecting minority rights and championing equality.
   - o Implement robust anti-discrimination laws and policies promoting multiculturalism and diversity.
2. Inclusive Governance
   - o Ensure decision-making bodies and governance structures represent minority communities.
   - o Use quotas, advisory councils, and inclusive hiring practices to integrate diverse perspectives.
3. Cultural Competence
   - o Mandate cultural competence and sensitivity training across all sectors, including government, education, healthcare, and law enforcement.
4. Public Awareness and Education
   - o Implement public awareness campaigns and integrate diversity education into school curriculums to shift societal norms and reduce prejudice.
5. Community Engagement
   - o Engage minority communities through regular consultations, participatory action research, and support for community-led initiatives.
6. Economic Empowerment
   - o Develop programs to support the economic empowerment of minority communities, providing access to funding, business development support, and job opportunities.
7. Media Representation
   - o Advocate for diverse media representation to normalize diversity, counter stereotypes, and build broader societal acceptance.
8. Equitable Resource Distribution
   - o Ensure resources are distributed fairly, considering the specific needs of minority communities in education, healthcare, housing, and social services.
9. Support Networks
   - o Establish and bolster networks and alliances among minority communities and between minority and majority groups.
10. Policy Impact Assessment
    - o Regularly evaluate the impact of policies on minority communities and make necessary adjustments to prevent disproportionate negative effects.

By implementing these level playing strategies, societies can work towards creating a more inclusive and equitable environment, aligning with the goals of promoting social justice, equity, and diversity.

Solution # 2. Authentic Engagement

Authentic engagement involves genuine, sincere, and meaningful participation, where all parties are committed, transparent, and aligned with their true intentions. Key elements include:

1. Genuineness: Sincere and transparent interactions, with actions aligning with true values.
2. Commitment: Full dedication and emotional investment in the process.
3. Mutual Benefit: Collaborative efforts focused on shared goals benefiting all parties.
4. Trust and Respect: Building trust through consistent actions and respecting diverse perspectives.
5. Meaningful Interaction: Deep conversations and active listening, valuing each other's input.
6. Transparency: Open communication and sharing of information and feedback.

In government and cultural community engagement, authentic engagement ensures meaningful interactions and effective collaboration. It involves active listening, co-creation of policies, responsiveness to community needs, and ongoing dialogue. This approach fosters stronger relationships and leads to more inclusive and effective policies.

Establishing and Sustaining an Inclusive Leadership Engagement Framework

1. Representation and Voice
   - o Objective: Ensure cultural communities have a platform to voice their perspectives and influence government decision-making.
   - o Action: Co-create regular forums and advisory structures with representatives from diverse cultural communities, intergenerationally and interculturally.
2. Addressing Specific Needs
   - o Objective: Tailor government policies and programs to meet the unique needs of cultural communities.
   - o Action: Co-create needs assessments and community engagements to gather input on specific challenges and priorities.
3. Building Trust and Relationships
   - o Objective: Foster trust and strong relationships between the government and cultural communities.
   - o Action: Co-implement consistent, transparent communication and follow through on commitments made during engagements.
4. Ensuring Equity and Inclusion
   - o Objective: Advocate for equitable treatment and inclusion of cultural communities in societal structures.
   - o Action: Review and revise policies in discussion with cultural communities to eliminate systemic barriers and promote inclusivity in government services.
5. Enhancing Cultural Competency
   - o Objective: Improve the government's understanding and respect for cultural practices and perspectives.
   - o Action: Provide cultural competency training and other skills to enhance the listening and understanding by government officials and staff, informed by community input.
6. Creating Opportunities
   - o Objective: Increase access to government resources and opportunities for cultural communities.
   - o Action: Co-develop targeted programs and initiatives that support community development and participation.
7. Strengthening Social Cohesion
   - o Objective: Promote unity and harmony within the broader society through constructive engagement.
   - o Action: Co-facilitate community-building activities and cross-cultural dialogues that encourage mutual understanding and respect.
8. Mutual Learning
   - o Objective: Foster multiple two-way exchanges of knowledge and best practices and traditional community wisdom.
   - o Action: Organize workshops, community gatherings, cultural events, seminars, and conferences with cultural communities where both government and cultural community members can share insights and learn from each other.

4. RECOMMENDATIONS

To achieve authentic engagement, governments must apply an inclusive leadership lens through education, institutional support, resources, accountability, and cultural shifts. This fosters trust

with cultural communities, leading to better policies and social cohesion.

Considerations:

1. Assess if engagement practices are biased toward certain cultural norms.
2. Reflect on viewing new citizens through assimilation, integration, or accommodation.
3. Prioritize accommodation, respecting and incorporating diverse cultural backgrounds.

PROPOSED ACTIONS

1. Understanding and Challenging Biases: Assess engagement biases, question assimilation vs. integration, ensure unbiased engagement.
2. Embracing Diverse Pathways: Reflect on accommodation models, promote cultural identity preservation, ensure inclusive policies.
3. Prioritizing Accommodation: Design integrative, accommodating policies, ensure flexible practices, enable new populations to shape policies.
4. Understanding Authentic Engagement: Conduct training, present case studies, engage experts, build trust, improve policies, increase participation.
5. Institutional Support and Commitment: Develop authentic engagement policies, provide incentives, champion engagement.
6. Infrastructure and Resources: Appoint engagement officers, allocate resources, invest in support tools.
7. Metrics and Accountability: Develop engagement metrics, implement reporting and feedback mechanisms.
8. Cultural Change: Foster an engagement culture, build long-term community relationships, embed transparency and respect into ethics.

FROM LOCAL TO GLOBAL

The Local to Global Connection Framework is a powerful model for amplifying local voices and fostering global impact. By bridging community-driven practices with international initiatives, it empowers cultural communities to address shared challenges like social justice, inclusivity, and equity. Rooted in the values of participation and leadership, this framework transforms local experiences into catalysts for global change, encouraging cross-cultural collaboration and learning. It promotes a collective vision where diverse perspectives inform inclusive policies and solutions. As communities connect globally, they contribute to building a more just, equitable, and cohesive world, grounded in mutual respect and shared goals.

Summary:

Inclusive leadership emphasizes the vital role cultural communities play in shaping equitable policies and fostering social change. There are many cultural community advocates for inclusive participation, cultural community engagement, balancing assimilation with multiculturalism, and authentic engagement. Key challenges include adapting policies to evolving community values, ensuring representation across ages and diversities, respecting self-determination, and supporting positive peace initiatives. Solutions involve creating a level playing field through legal frameworks, inclusive governance, cultural competence, and authentic engagement.

Recommendations stress understanding biases, prioritizing accommodation, and investing in resources and metrics to ensure meaningful, transparent community engagement and improved policy outcomes.

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THE VALUE OF HUMAN DIGNITY IS AT THE HEART OF LEADERSHIP INTEGRITY AND SOCIAL INCLUSION

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KEY HIGHLIGHTS

We have a shared humanity amidst the diversity rooted in our uniqueness. Gifted with minds and wills to think and act freely, we are capable of self-transcendence for personal development and can all contribute to world progress. Whether or not we develop to our fullest capacity, this human nature and potential is our common source of human dignity and equality.

At all levels of governance, respecting everyone's inviolable human dignity is essential for formulating laws, policies, and programs for the integral development of all.

CHALLENGES

In different areas of life, people face challenges such as the inaccessibility of quality healthcare and education, climate change, economic inequalities, environmental and legal injustices, violence, and discrimination. Along with these challenges, people also face corruption or the lack of integrity from some people in power, which can result in the social exclusion of specific sectors. When people are deprived of fundamental human rights, issues can be compounded and give rise to social unrest, which, on the other hand, can also be a catalyst for positive change or a call to action. While peaceful protests can be a necessary channel for the real concerns of citizens to be heard (Radaelli and Baldoli, 2021), some may take advantage of these protests to exploit innocent people or militant groups may misuse these types of events to forward their agendas. In some extreme cases, aggressive parties may illicitly pressure lawmakers to reverse principle- based laws for their political advantage.

At the root of all this lies a poor understanding of human dignity. The importance of understanding human dignity cannot be overstated. This understanding can lead to empathy and respect for all individuals, regardless of their circumstances. Unfortunately, some people with political agendas could even siphon public funds for personal gain instead of investing in the common good. This exposes a real need to understand the essence of authority as a public service and its ultimate responsibility to care for all without exception.

The same applies globally when powerful nations undermine the dignity of other countries through aggression to gain control over people and their resources. This underscores the urgent need to prioritize human rights and well-being, as currently, there is a profound lack of humanity, where material gains and the resources of this planet are valued more than the good and well-being of communities. While the cause of the problems is not always due to corruption or ill will, there is culpability from leaders who lack professional competence and integrity. Citizens suffer because of poor policy design and implementation and poor decision-making. The role of leaders is critical, and it is their responsibility to ensure that policy decisions promote social justice and human rights.

SOLUTIONS

Evidence shows that leaders with integrity champion human dignity, which enables them to drive performance results sustainably. One example is the leadership that steered the corporate transformation of the former government-run water company in the Philippines, the Metropolitan Waterworks and Sewerage System (MWSS), during its privatization and takeover by the Ayala-owned Manila Water Company (MWC), which covers the water supply for the East Zone in the country.

In 1997, President Fidel Ramos enacted the National Water Crisis Act in the Philippines, paving the way for the privatization of MWSS. The agency was reputed to be poorly managed, and its employees were considered inefficient. Customer access to 24-hour water service was at a low level of 26%; its non-revenue water (NRW), one of the key performance metrics for water systems, was at 63% of its total water production. The newly designated Chief Executive Officer and the management team of Manila Water at the time of privatization used a people-centered approach to drive corporate transformation effectively. This eventually brought the company to a sustained record high in its performance. The company gained global recognition as a model company for privatization. It was acknowledged

by international organizations such as the United Nations Conference on Trade and Development and recorded as a successful case study by the Harvard Business School.

While streamlining processes and investing in technologies to improve operations, the management team prioritized changes that immediately impacted their workforce, demonstrating a commitment to inclusiveness and public service. These included rolling out organizational development interventions to change mindsets, fostering cultural understanding between local and expatriate workers, and upskilling all employees.

While most MWSS employees chose to stay with MWC, yet given the workforce size before privatization, there was a need to downsize. Management introduced an early retirement program, where people were offered to participate in skills development and livelihood training initiatives. Retired employees continued to be given opportunities to work in the company on a project basis.

The company also significantly improved the workplace conditions of employees by immediately implementing the 5S Quality and Housekeeping program, complemented by physical repairs and renovations of workplace facilities.

The CEO, assisted by a management team member, would regularly meet groups of employees over lunch to get to know them personally, drawing their insights about their work experiences on the ground.

The company introduced a “model employee award” to recognize good employee performance across levels and functions. Many of the company’s awardees have made it to the ranks of national awards, which inspired many to follow suit in their work discipline.

Furthermore, the management reached out to the labor union leaders, who were militant and resistant to privatization at the outset. The authenticity of the management won over the union leaders, as the concerns of the union members were addressed. This shifted their attitudes and mindsets, and they became strong supporters of the company’s programs.

To ensure everyone benefits from the company’s growing performance, 6% of the company shares were allocated and distributed to all employees at ₱1 per share. When MWC was listed on the Philippine Stock Exchange shortly after its founding within the same year, employees had earned a profit, given the initial public offering of ₱6.5 per share.

Its people-centered approach proved effective as the company continues to perform very well today, e.g., for 2023, its posted consolidated earnings at ₱5.6 billion, its stock price exceeds ₱25 per share reflecting strong market confidence, and its Non-Revenue Water (NRW) is at 13.5%, comparable to the best in the region. As of November 2023, Manila Water has a 7.6 million customer base that is supplied 24/7 with clean and potable water. It continues to receive numerous awards in various areas of management and operations, including the People Management Association of the Philippines’s 2023 Employer of the Year Regional Exemplar award for the National Capital Region.

Harvard Business Publishing and the Singapore Management University continue to follow the success of this case story, publishing articles about Manila Water.

RECOMMENDATIONS

Leaders should strive to develop and protect the well-being of all the people they serve in their pursuit of the common good. This is critical to supporting the G20’s role in promoting sustainable development across three dimensions - economic, social, and environmental in reforming international governance. The following strategies contribute to developing leadership integrity for an inclusive society:

• Values Education Programs and Integrity-based Leadership Development

Ethical leaders are nurtured and developed from early childhood within the family and school. The

educational system must be equipped to help shape and instill ethical values in whole learning experience from early childhood to adult education. This should include the education of parents and the wide range of relevant professionals, where leadership training is offered. Credible international organizations with competencies in developing modules on family values education, such as the International Federation for Family Development, which has General Consultative Status with the UN Economic and Social Council, regularly organizes international 'congresses on the family'. Such resources may be tapped for collaborative partnerships in this effort.

- **Decision-making bodies and process:**

a) Successful case stories of integrity-based governance and organizational transformations should be celebrated as best practice examples where relevant lessons can be applied to similar or other types of organizations, especially public sector organizations that affect a broader stakeholder base.

b) Leaders and members of decision-making bodies at any level should be carefully selected from among persons of integrity and competence, where they should fairly represent all sectors in the community.

c) Decision-making criteria should be the common good for all. This will ensure everyone is included.

d) Policy and decision-making processes should be people-centered, fostering a diverse and multidisciplinary systems-thinking approach founded on the universal life-guiding principles of truth, justice, freedom, solidarity, and the common good.

Understanding human nature and dignity is essential for developing an inclusive society where everyone can thrive. Focusing on the value of human dignity and holistic development can foster ethical leaders who will be responsible for crafting equitable policies that promote freedom, justice, and love. These initiatives are crucial for building a just world and a sustainable planet.

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TASKS FORCES:

AI AND DIGITAL ETHICS – INTRODUCTION

EXECUTIVE SUMMARY

1. Human Values in Artificial Intelligence (AI): Embedding human values in AI policy is essential to ensuring that AI advancements serve societal needs and reflect what it means to be human.
2. Actionable, Evidence-Based Framework: There is a need for simple, structured, and evidence-based frameworks for AI governance, offering policymakers clear guidance.
3. Ethics and Technical Balance: Policy leaders must navigate the balance between ethical considerations and technical assurances to prevent AI from overshadowing human needs.
4. Global Equitable AI Development: A conceptual framework is proposed to guide multilateral adoption of AI policies, addressing the risks of unequal access to AI-driven innovations.
5. Balancing Natural and AI: The introduction of “natural intelligence” into AI policy emphasizes incorporating planetary and environmental needs alongside technological advancements.
6. Practical Policy Recommendations: Four actionable recommendations and three policy directions are outlined, providing specific measures for governments to adopt.
7. Targeted for Policymakers: The content is aimed at AI policymakers and advisers, anticipating nations have in common the need to apply AI to healthcare, defence and energy.
8. Innovative and Future-Oriented: By embracing these frameworks, leaders can ensure AI development is both innovative and sustainable, with long-term benefits for humanity and the planet.

The issue of human values in AI policy development, or the integration of what it means to be human in the ever advancing technology climate, is present in every discussion about how a nation, or an organisation, can progress with AI. Some leaders reach for the language of ethics and governance, others look to technical details to ensure that human needs are not being overtaken.

Overall, it seems clear that simple and original starting points are needed for AI that are actionable and evidence based. Leaders acknowledge that some type of framework is required for decisions to be grounded in best practices along with concepts that give assurances and guidance. The papers submitted by Mashael Alzaid et al and André Ribeiro Coutinho et al respectively provide policy leaders and their teams an initial structured, relatable and scalable framework for governance, and original thinking to foster conversations about the representation of ‘natural intelligence’ balanced with AI.

The contribution from Alzaid et al sets out a framework for global equitable development, focusing on the risks of inequitable access to AI-driven innovation and positioning values as a reliable and accurate anchor for multilateral win-win benefits –the four recommendations will be sensible options for nations to adopt.

The paper by Ribeiro Coutinho et al chapter sets out the case for balancing “natural intelligence” with AI. This submission represents the role and needs of the planet in these discussions as if Mother Nature was a participant - what would her contribution be and how would we modify our approaches accordingly?

The paper by Ribeiro Coutinho et al is an extraordinary introduction to such an approach, co-written by a community of multidisciplinary experts to offer a take on AI that will read as refreshing and highly original for those who read widely about AI. Three policy directions are offered, along with examples of accessible transformation levers, high level recommendations and a range of options for consideration and adoption. In the future, leaders who adopt these vital considerations within their AI policies will question how we managed to progress technology without natural intelligence.

The content offered from this Taskforce does not include generalist editorial commentary, but is specifically for policy makers and their specialist

teams. This Taskforce and its contributors will continue the development of this topic via blog postings, which we hope will help with continuity into the G20 Presidency of South Africa.

As you might expect from a Taskforce focused on AI, we asked a GPT to comment on our work. The executive summary above, with a minor edit of the seventh point, shows the results. A simple command asking for a bullet point summary of each paper, generated the results shared on the next page and showcases the extraordinary effectiveness of AI.

Chapter 1: Conceptual Framework for AI

1. AI and Global Disparities: The rapid advancement of AI is reshaping global dynamics, but disparities in AI capabilities are creating significant inequalities, limiting economic competitiveness and access to innovation.

2. Lack of Global AI Cooperation: Nations are racing to develop AI technologies for economic gain, with insufficient global cooperation. This mirrors past arms races, raising concerns about technology's potential in areas like autonomous weapons and cybersecurity.

3. AI Inequality: The rise of "AI-inequality" mirrors economic disparities, where nations without these capabilities struggle to achieve Sustainable Development Goals), such as healthcare improvements and climate action.

4. Slowing Global Innovation: The uneven development of technologies, energy-intensive AI systems, and protective policies from advanced nations are fragmenting global this innovation and impeding collaborative progress.

5. Equitable AI Framework: The paper advocates for a global, values-based conceptual framework to ensure equitable access to AI, promoting multilateral cooperation to prevent abuses and fragmentation in deployment.

6. Values as AI Anchors: Shared global values such as inclusion, sustainability, and collaboration must anchor discussions on AI development to avoid unilateral actions that prioritize national interests over global equity.

7. AI Citizenship and AI Bridges: A borderless approach to AI, promoting "AI citizenship" and cross-border collaborations, can foster fair distribution of benefits and address global challenges through inclusive innovation.

8. Diplomatic Technological Partnerships: Developing nations can benefit from equitable technological partnerships with advanced AI nations, leveraging their resources for shared development while ensuring ethical practices and fair trade.

9. AI Non-Proliferation Framework: Similar to the Cold War-era arms control treaties, a global AI convention is recommended to prevent risky, unilateral AI deployments and to establish ethical standards for global governance.

10. Recommendations for G20: Proposals include integrating AI equity into the G20 agenda, creating metrics for AI inequality, establishing legal frameworks for fair partnerships, and fostering international cooperation on military, energy, and digital health applications.

Chapter 2: Natural and AI

1. Collaborative co-creation: A volunteer-led community focusing on deep, conscious discussions on societal dilemmas. In 2024, it collaborated with the V20 Task Force 4 to explore AI, 'Technoethics', and Nature, producing three key policy directions.

2. Policy Direction 1: Natural Sensing for 'Next Nature': Promotes the fusion of natural and AI to protect nature, redesign cultural taxonomies, and enable innovative solutions like legal personification of nature and biomimicry-inspired tech.

3. Key Principles for Policy 1: Fusion of AI with nature should respect nature's complexity, enhance biodiversity, promote ethical data use, and draw inspiration from biomimicry for sustainable innovations.

4. System Transformation Levers for Policy 1: Technologies like IoT for natural sensing, legal frameworks recognizing nature's rights, and education on nature tracking can drive systemic transformation towards a "next nature."

5. Policy Direction 2: Large Natural Models (LNM): Advocates for AI-driven large-scale nature modelling as a global, public, decentralized good. LNMs can democratize access to natural data, improve ecosystem understanding, and support privacy-protective governance.

6. Guiding Principles for Policy 2: Expanding collective natural knowledge, ensuring digital and data sovereignty, and promoting decentralized ecosystems for technology development. LNMs should balance open data access with privacy protection.

7. System Transformation for Policy 2: Tools like open data, data commons, and collaborative platforms can advance LNM integration. Technologies like Pixel and Synspective use satellite data for environmental and disaster management.

8. Policy Direction 3: Deterritorialization and Reterritorialization can encourage to redefine territories based on natural phenomena, promoting harmony between technology and nature. Indigenous knowledge, spatial data, and sustainable land use should guide this shift.

9. System Levers for Policy 3: Initiatives like Indonesia's One Map Policy, blockchain for transparency, and geospatial data portals can foster participation, transparency, and land-use equity, particularly for indigenous communities.

10. Expected Impacts of Policies: These policy directions aim to achieve biodiversity preservation, equitable land distribution, digital sovereignty, cultural inclusion, generative human-nature dialogues, and reduced carbon footprints in national AI and tech ecosystems.

NAVIGATING THE GLOBAL AI RACE: A CONCEPTUAL FRAMEWORK FOR GLOBAL EQUITABLE DEVELOPMENT

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KEY HIGHLIGHTS OF THE PAPER

The rapid advancement in AI technology is transforming global dynamics, yet disparities in AI capabilities are creating significant inequalities and hindering economic competitiveness. To address these challenges, this paper highlights access to AI technology as a global issue and advocates for a collaborative strategy to boost economic competitiveness, foster global innovation, and promote inclusivity. It emphasizes the importance of centering discussions about AI around core values: Connection, Inclusion, Global Citizenship, Collaboration, and Equality.

2. CHALLENGE

2.1 Lack of Global Cooperation in the AI race

The rapid advancement in AI technology presents significant global challenges. The strong economic incentives to automate are driving the development of Agent AIs, which are expected to surpass Tool AIs in intelligence (Gwern, 2016).

The G20 countries have prioritised economic growth the most, among the SDG goals, over the years, as shown in AxiaOrigin analysis.

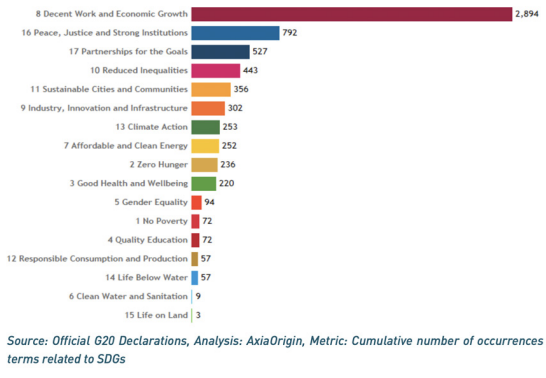


Figure 1: Cumulative number of occurrences of terms related to SDGs in G20 declarations (Values20 Communique, 2022)

Engaging in the AI race can greatly boost a nation's economic competitiveness, hence positioning AI as a key driver of a nation's growth, digital transformation and global reputation.

While these advancements may seem obviously beneficial at a national level, from a wider global viewpoint, they can also lead to shared prosperity across internationally connected sectors. However, those advancements also introduce major risks, such as risks similar to those of the nuclear arms race during the Cold War. This is largely due to AI's potential to transform strategic areas, including autonomous weapons systems, cyberwarfare, nuclear command and control, and intelligence gathering (Meacham, 2023). The presence of deliberate, governed mechanisms for global cooperation in the AI race will help address such risks.

2.2 The rise of a new 'AI-inequality'

Significant disparities in AI capabilities between nations can exacerbate existing inequalities which can be assessed using indices like the Gini coefficient—commonly employed to measure income inequality but applicable to any distribution, such as life expectancy (Hasell & Roser, 2023). Such measures can highlight unequal distributions that hinder the achievement of the United Nations Sustainable Development Goals (SDGs), affecting progress in areas like education, health, and environmental sustainability on both local and global scales. For instance: AI has the potential to revolutionise healthcare through improvements in established ways of working (for instance, more effective diagnostics or specifically personalised treatments), and completely new ways of working to drive efficiency and access to healthcare services (for instance, virtual consultations and remote monitoring). Without AI, countries may find it challenging to achieve SDG 3 (Good Health and Well-being) (Goirand & Austin, 2021). The impact can escalate to a global level across all topics, where countries without AI capabilities may find it difficult to implement effective policies and technologies and limit global collaborative efforts, for example to combat climate change (SDG 13 - Climate Action) (Nordgren, 2022).

2.3 Slowing down global innovation pace

AI demands computing systems with large silicon areas to sustain throughput and competitive performance. Data centres are equipped with clusters of powerful computers and GPUs to meet the growing complexity of AI systems (Mishty & Sadi, 3034) and as AI becomes increasingly

integral to our daily lives, this means increased costs in terms of energy and emissions. A study finds that Multi-purpose Generative AI models like ChatGPT are significantly more energy-intensive than task-specific systems (Luccioni et al., 2024).

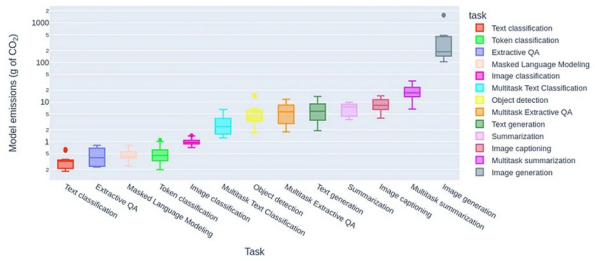


Figure 2: The tasks examined in the study and the average quantity of carbon emissions they produced (in g of co2eq) for 1,000 queries, arranged from lowest to highest mean emissions. (Luccioni et al., 2024).

Consequently, countries that develop advanced AI, need to also obtain the technologies that can bear this computational and energy cost, which until today are considered markets controlled by a very small group of countries.

Countries with leading AI industries (i.e. GPU development) might implement protective policies to safeguard their technological advantage, such as restrictions on foreign investments. This can lead to trade disputes and reduce the flow of technology and knowledge across borders and while traditionally countries solve their local challenges, the borderless nature of AI worsens this technological fragmentation. Different countries will develop incompatible AI standards and systems, and consequently limit global interoperability and innovation in realistic shared use cases such as remote monitoring or virtual consultations in healthcare. This can escalate to tariffs, quotas, straining economic relations globally, and worsening quality of life locally (Zahoor et al., 2023).

3. SOLUTION

This paper aims at developing a conceptual framework that ensures equitable access to AI technology and integrates diverse perspectives and ethical considerations into global AI norms and regulations, and prevents abuses whether in countries that are already advanced, rapidly advancing with AI or represent new entrants.

3.1 Values as the anchor of AI discussions

Without an agreed conceptual framework for global equitable development of AI, nations advancing their AI agenda might favor bilateral agreements that prioritize their own interests ahead of multilateral cooperation. This might undermine international institutions and the essential frameworks that exist today to address global challenges collectively. Therefore a specific potential risk is that leading AI nations may seek to establish global standards and norms for AI usage, which could be interpreted as imposing their values and interests on other countries.

Both the developed and developing countries share values of innovation, sustainability, and social responsibility. Collaborating on AI can reinforce these shared values and contribute to global efforts towards equitable access to technology and values-alignment in shared digital transformation ambitions and plans. Explicitly raising values as a topic for global equitable development of AI will help ensure the prevention of risks of unilateral and bilateral actions.

This is especially relevant because of the unique challenges AI presents humanity, especially when AI is considered as an ‘agent of socialization’ (Agents of socialization, 2024) where the world is shaped significantly by the choices agents make. More typically, agents of socialization would be the many individuals, groups, and forces that impact an individual’s growth and understanding of the world. AI is clearly emerging as a new type of agent that plays a role in our society, exemplified by the observation that a computer with human-level learning abilities would generally surpass human intelligence because of additional technological advantages (Yoshuabengio, 2023).

As AI challenges what it means to be uniquely human, our values as a species will need to be present in our discussions. As Yuval Hariri claims, what made humans the rulers of the planet is not individual ability, but instead our collective ability, including the ability to cooperate with flexibility in very large numbers. Large networks of cooperation can be seen in the G20 through the spread of ideas and stories, and the global trade network (Farnam

Street, 2020) - they are expressions of our values that we need to anchor discussions about the effects of AI.

3.2 Borderless 'AI Citizenship' and AI-Bridges

When a country is open to trade, it can grow economically because it can tap into foreign technology, knowledge and resources (for instance, raw materials) within a context of international norms for trade and investment. Typically in this context, by adopting better technologies and focusing on what they do best, countries can produce more with the same amount of resources (Madsen, 2009) and drive continued growth, organised within national borders and governed by corresponding laws. These conventions may be insufficient for AI yet AI has the potential to drive inclusive growth for many nations by directly addressing various social and economic challenges.

How can nations agree on a "social contract" of sorts to influence a conceptual framework for global equitable development of AI? To solve such a problem, philosopher John Rawls suggested a powerful thought experiment, called the Veil of Ignorance (Veil of ignorance, 2023). In a dynamic world where nobody knows where the next AI-leap will happen, stakeholders can engage today in discussions and decisions under the veil of ignorance, i.e., without knowing their country's future status in the AI lottery. This encourages fair and impartial considerations, promoting strategies that distribute AI benefits equitably.

Such a collaborative development approach serves as a guarantee that

a) the benefits are shared equally later on and thereby

b) each state's incentives are then large enough to commit to and contribute to the global AI ecosystem.

This raises the question: Can AI bridge the gap from unilateral interests to generous multilateralism? To match the scale of opportunity for AI, the conceptual framework for its global equitable development needs to encourage borderless 'AI Citizenship' for its pioneers and representatives and AI-Bridges, that connect AI demand with expertise and services in ways that may connect across borders but may also connect across specific topics such as specific UN Sustainable Development Goals that are not limited by national borders.

3.3 Win-win situations

Building diplomatic ties through technological partnerships (Or technopolicy) (The techplomacy approach) can strengthen a nation's position in global governance discussions related to AI ethics, standards, and regulations.

This tie offers mutual economic and governance benefits for participants. While developing countries can benefit from technological advancements and workforce opportunities, developed countries can gain early access to emerging markets and vital resources, for example for the development of semiconductors, which is the backbone of GPUs, and the main enabler of AI breakthroughs. Specifically, various developing countries possess essential raw materials, such as cobalt, neodymium, copper, and tantalum; all of which can enhance the contribution of these nations to the global semiconductor supply chain and global equitable development of AI.

It is also crucial to ensure that these collaborations are approached with careful consideration of ethical practices and historical context, and that they are equitable and sustainable. Which calls for the conceptual framework for global equitable development of AI to feature an international convention to discourage countries from rapidly deploying AI into more risky areas to gain more power; in the same manner as the international conventions on the non-proliferation of nuclear bombs and missiles and the multilateral ban on biological weapons that are viewed now as Cold War successes that defused arms races.

4. RECOMMENDATIONS

1. Incorporate the global development of a strategy for equitable AI access within the Digital Economy Working Group Agendas and potentially an output of the South African G20 Presidency. Understanding values alignment and misalignment is a vital step to develop the strategy, potentially featuring in the handover of this vital topic from Brazil to South Africa.
2. Include values and AI-inequalities as part a new set of metrics for global inequality indices to measure disparities in AI capabilities and access.

These new metrics should include evaluations of AI infrastructure, access to data, supply chain dynamics, and technical expertise across nations, providing a comprehensive view of digital inequality mapped to values. There should be an oversight mechanism for this assessment to ensure accuracy, consistency and fairness.

3. When establishing techno partnerships, address past exploitations and enforce legal frameworks for responsible and fair partnerships, that promote transparency, fair trade practices, and equitable benefit-sharing, and ensure fair compensation, transparent contracts and equal negotiation power for developing countries.

4. Stimulate global cooperation over AI deployment with a focus on topics that all G20 nations need to collaborate on, starting with military and energy applications and digital health transformation, to ensure best practice implementation of international agreements, rigorous ethical standards and alignment with shared values, and robust verification processes.

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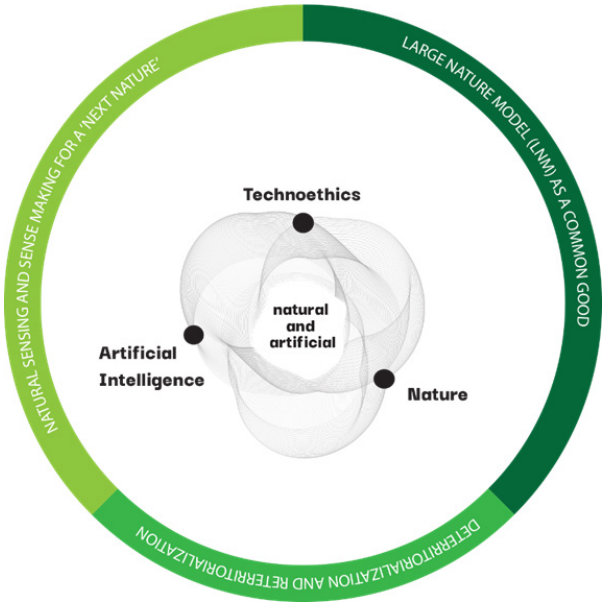
BETWEEN THE NATURAL AND ARTIFICIAL – ADDRESSING A VITAL BLINDSPOT IN THE INTERNATIONAL DEVELOPMENT OF AI

Authors

Recode Culture Team / Brazil / GoFW

INTRODUCTION

This paper is the outcome of collaborative and co-creative efforts from a community of volunteers that fosters deep, conscious dialogues on contemporary societal dilemmas. This paper is focused on theme "Between the Natural and the Artificial" concerning the relationship between Artificial Intelligence (AI), technoethics, and nature. This paper presents three policy directions as concepts; guiding principles; systemic transformation levers; and expected outcomes of these initiatives.



Policy direction 1: natural sensing and sense making for a 'next nature'

Natural and Artificial Intelligence interact in a symbiotic and synesthetic way, expanding consciousness and awakening natural and ancestral knowledge. The alignment and fusion of natural and artificial intelligence anticipates risks to the natural environment, promotes and informs innovations to protect the plant and other non-human species, reinforces the application of environmental laws and enables the redesign of positions and taxonomies, creating a "next nature".

Guiding principles for the alignment and fusion of natural intelligence and AI

- Adaptability and symbiosis of technology with nature: understanding nature in its essence, respecting its complexity and latency, can help with technology design and ethical considerations.
- Reconnecting culture and nature to expand diversity: the fusion between the natural and artificial should reduce cultural divisions, revive ancestral wisdom, enhance biodiversity and enhance diversity in technology development.
- Ethical use of natural data in digital transformation for the common good: promoting alternative and advanced methods that transform natural data into insights and evidence for public good, prioritizing well-being and purpose-driven prosperity.
- Biomimicry as a driver for innovation through nature: drawing inspiration from nature to design innovative and sustainable technology solutions.

System Transformation Levers to help create a "Next Nature"

- Sensorization to enable the Internet of Nature: adoption of technologies that enable learning, interaction, and innovation with the natural world1. Greenbug2 applies the Internet of Things (IoT) to detect and classify sounds in remote areas, such as the noise of chainsaws. Another example, is OneSoil3, uses algorithms and data to help with crop yields and reduce seed and fertilizer costs, combining soil sensors to track moisture and temperature.
- Dialogue with nature for deep learning: examples such as Ecobubble's Plantiverse4 give plants a voice, voting power, and capital.
- New lexicon and language: creating a vocabulary that reflects the complexity between humans and nature through new narratives, myths, and stories to reframe biodiversity and ancestry.
- Legal personification of nature: recognizing nature as a legal entity with rights, promoting its protection and regeneration5,6. The sensing of nature enables the establishment and enforcement of this regulatory framework. In 2017, the Whanganui River7 in New Zealand was granted legal personhood, allowing it to act as a person in court. In 2018, Ecuador8 became the first country to enshrine the Rights of Nature in its Constitution.

RECOMMENDATION

Take early steps as soon as possible to align and fuse natural and artificial intelligence and digital transformation, with the following foundation steps:

• Recognise the rights of nature: grant legal rights and representation to natural ecosystems and non-human species reinforced by technology applications.
• Education and intergenerational solidarity for nature: raise awareness and educate current and future generations to understand, respect, and regenerate the natural environment.
• Implement natural tracking and natural digital twins: collected data to monitor the health of, for example, urban trees, wildlife, as well as environmental and social impacts, using satellite imagery, IoT sensors and participatory data collection processes9.

Policy direction 2: Large Nature Model (LNM) as a common good

Large-scale nature modelling represents an innovative approach at the intersection of AI, natural intelligence, art, and environmental science. Designed to transform how people perceive and interact with ecosystems through AI-driven insights, these models must be regulated as open, public, decentralized common goods, promoting global cooperation and sharing of protocols.

Guiding principles for a large nature model(LNM)

• Collectively expanding natural and ancestral knowledge: integrating biological, ecological, scientific, and ancestral data from biomes will open new frontiers of knowledge and applications in health, nutrition, and well-being, expanding the use of data for public benefit.
• Digital and data sovereignty: providing a mechanism for the protection and governance of the commons, enabling society to decide how natural data is created, stored, processed, reused and analyzed within a large natural model, and for what specific primary and secondary purposes.
• Decentralizing the digital ecosystem: countries and regions develop and improve their large nature model value chain, including software, hardware, and network connectivity for the benefit of their populations in a distributed manner, reducing dependence on a few technology stakeholders to pioneer the use of large nature models.

System Transformation Levers for a large nature model

• Local Large Nature model: designed by Refik Anadol Studio10, the Local LNM is the first generative AI model dedicated exclusively to nature, cataloguing the natural world and stimulating human senses. LNMs, like the Human Genome Project and the seed bank, must be regulated locally for ethical and sustainable use.
• LNMs and natural data as a common good and a representation of the world's heritage: LNMs should be viewed as way to democratize access to natural data. Openly available, they will help reduce digital inequalities and ensure equitable access. Specific considerations are:
○ Prioritization of privacy over commercial exploitation.
○ Redefinition of 'biopiracy' must allow for the ethical and responsible use of natural data.
○ Data governance innovative best practices such as digital sovereignty policies adopted by cities such as Barcelona11 and the City Coalition for Digital Rights12, to regulate the use of data for social benefit; 'Data Commons'13 to manage and share cloud-based data for the common good; Open Data to enable the governed use and redistribution of data under an open license; and the use of maps and visualization innovations such as MapWithai14 by OpenStreetMap that creates maps in areas with insufficient data due to socio-environmental challenges, Pixxel15 which operates a constellation of high-resolution hyperspectral imaging satellites to create a planetary "health monitor" to address global phenomena and Synspective16, specializing in synthetic aperture radar satellites, operating for disaster monitoring and infrastructure risk management.
• Geojurisdiction of sensitive data in nature: policies should align with national and regional strategies, such as strict localization where sensitive data must be stored on domestic servers (e.g., China and Russia); conditional localization where only sensitive data is stored locally, with other data transferred under specific conditions (e.g., India); and sectoral localization in critical sectors (e.g., Germany). Data localization laws, such as in Scotland17, already require data to be collected, processed, and stored domestically before being transferred abroad.

RECOMMENDATION

Commit to the integration of an inaugural national large nature model into national AI policy priorities, with the following foundation steps:

- Implement guidelines for regulating natural data for use in an LNM: analogous to the Human Genome Project, regulating natural data with regard to privacy protection, ethical and responsible use, sustainability, conservation, governance and oversight. Policies and legislation that recognise natural spatial data as critical infrastructure and promote its integration into public planning with specifically stated primary and secondary uses.
- Engage in collaborative and coordinated global governance for LNM development: adoption of international standards, such as those of the Open Geospatial Consortium18, will be essential for effective data management and sharing, as in the case of mining data in Thailand19.
- Establish a Data Commons policy for specific biomes by organising fragmented data into a standardized, accessible format, making the data freely available through search tools, APIs, and visualization tools from the datasets and building commons for researchers, policymakers, and others to more easily access and analyze natural data.
  - This policy will emphasize the collective and sustainable governance of nature data by communities, balance open access with appropriate protections for sensitive data, support an ecosystem of applications, not just a single system and address security and compliance requirements.

Policy direction 3: deterritorialization and reterritorialization

For technology and nature to coexist harmoniously, and to promote a prosperous future for all species, territory may need to be redefined based on natural phenomena. This will allow the rethinking of concomitant environmental, political, social, and cultural arrangements. This perspective transforms spaces and biomes, redefines borders, and reduces traditional conflicts, overlaps, and divisions while reconnecting the cultural with the natural and valuing local knowledge, particularly that of indigenous peoples.

Guiding Principles for deterritorialization and reterritorialization to balance natural and artificial intelligence

- Territory as adaptive and regenerative demarcation: defined through a cultural and ancestral relationship, preserving memory while fostering new possibilities and emergencies.
- Participation and socio-territorial justice: public involvement in participatory mapping that recognizes and incorporates the land claims of communities and indigenous peoples, ensuring equitable representation and maps that reflect local realities.
- Transparency, accountability and publicity of mapping: ensuring transparency in mapping practices across institutions, making data publicly available to allow for better monitoring and accountability in land-use licensing.
- Indigenous peoples' data sovereignty: recognition that indigenous peoples' data should be subject to the governance and aspirations of these peoples.
- Transition from sustainable chains to sustainable flows: focusing on low-carbon practices and urban regeneration.

System Transformation Levers for deterritorialization and reterritorialization to balance natural and artificial intelligence

- Reshaping spatial planning through the One Map Policy: illustrated by examples such as Indonesia's One Map Policy20,21 aims to resolve land conflicts and improve land management with a unified, accessible geospatial map. It integrates seven thematic layers - land cover, hydrography, hypsography, buildings, transport, public services, administrative borders, and place names - into a single reference to eliminate discrepancies and conflicts over land use.
- First Nations data sovereignty: illustrated by examples such as Te Manga Raraunga22 in New Zealand featuring protection and promotion of the governance of Maori data according to cultural values and community interests, addressing social and cultural licenses to operate and the impact of data integration and sharing between the government and Maori citizens.
- Public Geoportal: maps can be accessed and downloaded by the public as a transformative tool to ensure transparency and encourage public engagement23. Reference examples include Terrastories24 in Indonesia, a free, open-source application designed for indigenous peoples to

map and share cultural stories of significant places, allowing communities to control their narratives even offline.

• Geospatial Information: optimize the management of geographic data through common base maps, preventing duplication and resource waste, managed by a Geospatial Information Agency.

RECOMMENDATION

Create a set of maps to highlight and evidence territorial features to reveal nature in a way that celebrates a nation's natural heritage and relationship with nature, with the following foundation steps:

• Adopt a first nations data policy: direct the department or ministry within your Government focused most on data transparency and open data, to implement a first nations data policy that incorporates the CARE Principles (Collective Benefit, Authority to Control, Responsibility, Ethics) for Indigenous Data Governance25. This policy should aim to:

○ Ensure First Nations have authority over data about their lands, resources, and people, establishing cultural mapping initiatives that allow communities to document and share stories of significant places on their own terms, both online and offline.

○ Enable creation of data-sharing agreements between governments and First Nations that respect Indigenous protocols, protect sensitive information, and provide tangible benefits to communities.

• Set an Open Innovation challenge for the utilities sector: introduce a challenge for utilities companies with their partners to create a unified, accessible geospatial map with thematic layers to tell the story of nature and a community's natural heritage in a way that challenges conventional thinking for the nation-level view of a specific UN SDG.

EXPECTED IMPACT OF POLICY DIRECTIONS 1, 2, AND 3

For the advancement of this novel interpretation of the AI ethics and governance challenge facing nations, an evaluation framework is needed so robust evidence for natural can be placed alongside conventional measures for AI access and equitable development. KPIs (Key Performance Indicators) and OKRs (Objective and Key Results) will be needed for:

• Environmental and biodiversity preservation and conservation

• Regeneration/circularity in territories



- Lowering carbon footprint
- Generative dialogue between humans and nature
- The enhancement of natural knowledge where the benefits are distributed in a fair and equitable manner
- Data and digital sovereignty
- Ancestral knowledge incorporated into people's cultures
- Solidarity between peoples, cultures and generations
- Equity in land distribution
- Awareness and effective responsibility of governments and society regarding the protection and regeneration of nature

Acknowledgement. This paper is an output from the RecodeCultures community managed by the organisation GoFw with the following volunteers onboarded: Alana Vasconcelos, Alexandre del Rey, Alexandre Lacerda, Alice Sosnowski, Anderson Penha, André R. Coutinho, Ará Candio, Ariane Totti, Clara Bianchini, Eliane Caffé, Gabriel Hoewell, Gustavo Nemezio, Índio San, H. D. Mabuse, Juliana Dreher, Laura Maringoni, Lucas Bambozzi, Lucas Nicolov, Luisa Oliveira, Marcus Maida, Patrícia Aborisá, Thomas Job, Regiane Bochini, Rico Lins.

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TASKS FORCES:

ECOLOGICAL TRANSITION AND NATURE'S WISDOM – INTRODUCTION

BUILDING THE FUTURE

The international discussion about the dynamics of the progressive fracture of the human-nature relationship is not new and has undergone a series of transformations. The United Nation's Conference on the Human Environment in Stockholm in 1972 is considered, by many experts, the first step in the quest for sustainable development, ecological awareness, and environmental rights.

However, since then, what we have witnessed is the intensification of the crisis with nature and the planet, coining the term Anthropocene Era. This is an Era that the degree of human intervention on nature is causing instability throughout the Earth's system, threatening climatic stability.

Today, the global scientific community recognizes that climate change, biodiversity, and socio-economic stability are interdependent, continuously altering and being altered by each other. Also, as the global economy is extremely connected, any setback in biodiversity can affect all markets, even those situated far away. Therefore, the climate emergency is a planetary challenge (though not equal for every country) and demands an urgent connection between the global and the local.

Task Force 1 – Ecological Transition and Wisdom of Nature – focused on evaluating the factors that would contribute to help addressing this climate emergency with recommendations that address justice and inclusion in public policy design.

We live in a society that converts natural resources into goods and services to improve our standard of living, but at a pace that reduces 'global natural capital', meaning it is not sustainable. Our short-term consumerism satisfaction is achieved without weighing the long-term effects. This contradiction of dealing with short-term choices and their future impacts is even more unfair and unjust, given that this depletion of natural capital benefits only a small portion of the global population. The richest 10% of the planet hold 52% of global income, while half of the global population holds only 8% of income (The World Inequality Lab).

Thus our first recommendation is the promotion of global equality.

The promotion of a fairer and more honest society, with respect for differences, inclusion, and equality of rights and opportunities, aligns with the three priorities set by the Brazilian G20 Presidency, which are: (i) combating hunger, poverty, and inequality; (ii) sustainable development; and (iii) global governance reform. Between countries and within each country, the fight against inequality addresses hunger and poverty and creates elements for sustainable development and progress towards the UN Sustainable Development Goals. It also emphasizes that unequal representation in the international governance structure hinders the necessary reforms for building a fairer world and a more sustainable planet.

Given the complexity of the current moment, the second value we need to reinforce is transparency, especially financial transparency. The adoption of financial transparency needs to be a fundamental principle in the G20 members' international decision-making process, focused on capital flows and resource allocation for sustainable projects, strengthening accountability, enabling greater international cooperation in addressing the challenges necessary to promote equitable social and economic development across all parts of the planet.

This topic is explored in-depth in the contribution "Value-based Energy Transition: Ensuring Financial Transparency" [Shekhawat, D; Saha, D].

Redesigning the international system to tackle the 21st challenges century requires consider different ways of living and coexisting, balancing traditional science with the traditional wisdom of Indigenous communities. We need to change our mindset to stop viewing humanity, nature, and climate as separate entities.

The real challenge from an Indigenous worldview to a Western worldview is that everything is a living organism, where all living things include humans, flora, fauna, soil, rocks, wind and the planet. Added to this is that "All lifeforms are sentient" (Worldview Chart by Wahinkåe Topa (Four Arrows), a.k.a Don Trent Jacobs. Ph. D)

As expressed by Dr. Jennifer Grenz "the indigenous worldview is a relational worldview with a web of connections where you see that you are not outside the natural environment but very much a part of it. You are in relation with the beings upon our Mother Earth." (Medicine Wheel for the Planet – A Journey toward Personal and ecological Healing).

However, trying to establish a connection between a western-based scientific worldview and the indigenous wisdom, has not always been successful. According to Vanessa Machado de Oliveira we should be aware that previous attempts to include indigenous wisdom has led to disillusions because the inclusion has been under the assumption to continue business as usual where the indigenous person has been hired to decolonize or indigenize. (Hospicing Modernity, Vanessa Machado de Oliveira). This view is further endorsed by Dr. Jennifer Grentz who states "The trend to incorporate our traditional knowledges into ecology often limits our contributions by treating us as historians and colonizes our knowledges through power imbalances and/or attempts to simply add them on to colonial ways of knowing." (Medicine Wheel for the Planet – A Journey toward Personal and ecological Healing).

Therefore, with thought in mind, our third recommendation is to establish knowledge centers where indigenous wisdom and western based science meets on an equal footing.

The fourth recommendation is the value of nature for what we can learn from it, as opposed to viewing it as something that can be extracted, domesticated, and cultivated. Biomimicry, or the principles of life, allows for the decoding and understanding of nature as a system that operates interdependently in an interconnected and complementary network. Integrating these principles into public policy formulation can provide sustainable and balanced solutions to contemporary challenges. It will help to transform government approach, promoting a more sustainable and resilient management of natural, social, and economic resources. The survival and prosperity of numerous species over billions of years highlight the robustness and adaptability of these principles.

The topic is presented in depth by contributor [Araújo, A] in their paper, "Principles of Life as Guiding Principles for Public Policy." Where the author of this papers puts forward the argument that understanding these principles and incorporating them into public policy can: (i) ensure sustainability through responsible and renewable resource use, which will go towards preventing environmental degradation and ensuring resource availability for future generations; (ii) promote resilience, helping communities and economies recover quickly from crises, whether natural, economic, or social; (iii) foster international cooperation and collaboration between different groups and sectors, creating a more cohesive and harmonious society where benefits are shared and efforts are coordinated to address common challenges; (iv) innovate based on nature-led solutions that are more efficient, sustainable, and harmonious with the environment, addressing the interrelated climate and biodiversity crises.

A central element in building the future is understanding and improving the current conditions that hinder or prevent the advancement of equity and cooperation. One such element is mobility in large urban centers in the developing world.

Urban population growth worldwide, especially in developing countries, has been continuous, and in these large cities, urban mobility is a crucial factor impacting the quality of life of residents and the functioning of local democracy. Inadequate transportation infrastructure leads to spatial

segregation, with poorer neighborhoods isolated from employment and service centers. Improved urban mobility breaks these barriers, facilitating access to economic opportunities and essential services, and importantly, reinforces democracy by promoting active citizen participation, especially for those living in peripheral areas.

Given the chronic lack of resources for short-term structural changes, it is important to incorporate into urban planning best practices that improves mobility and reduces congestion and pollution. This will help to create a healthier and more accessible urban environment for all. Among these practices is the increasing use of information technology and the vast amount of available data.

The fifth recommendation is the recognition of information and communication technologies in the process of engaging the population in decision-making. The paper, “Smart Mobility in Brazil: Data and the Importance of Citizen Participation in Technology” [Hiroki, S] presents how collaboration among technology companies, government, and the population can contributeto urban mobility solutions and how this process can be expanded with greater citizen engagement.

The process of greater engagement is a fundamental step in strengthening democracy and improving citizens’ lives. By ensuring that everyone, regardless of their geographic location, has equal access to opportunities and services, cities can build more inclusive, participatory, and resilient communities, promoting a fairer and more sustainable urban development.

We believe the guiding principles in this chapter will help to foster a new and alternative way of thinking and approach to improve current environmental governance and natural resource management practices, in the context of increasing interconnectedness and cultural plurality of globalization.

PRINCIPLES OF LIFE AS GUIDING PRINCIPLES FOR PUBLIC POLICY

Author

Alessandra Araujo, Brazil / Bio-inspirations

LEAD SENTENCE

Decoding Nature's wisdom is possible through understanding and applying the Principles of Life. These principles form a framework that acts interdependently in an interconnected and complementary network to demonstrate how life has managed to survive and thrive for 3.8 billion years. Integrating these principles into public policy can provide sustainable and balanced solutions to contemporary challenges. This can help to transform governmental approaches and promoting improved sustainable and the resilient management of natural, social, and economic resources. The survival and prosperity of countless species over billions of years highlight the robustness and adaptability of these principles.

PROPOSED SOLUTIONS

The justification for adopting the Principles of Life in public policy lies in their proven effectiveness throughout the history of life on Earth. Public policies inspired by these principles would:

Ensure Sustainability: Just as nature uses resources efficiently and sustainably, policies based on these principles can help to promote responsible and renewable resource use, preventing environmental degradation and ensuring resource availability for future generations.

Promote Resilience: The Principles of Life has mechanisms to withstand and adapt to changes and adversities. Public policies that incorporate this resilience can help communities and economies recover quickly from crises, whether natural, economic, or social.

Foster Cooperation: Interdependence is fundamental in nature. Policies that encourage collaboration and joint efforts among different groups and sectors can help to foster a more cohesive and harmonious society, where benefits are shared and efforts are coordinated to address common challenges.

Innovate Based on Nature: Biomimicry, or mimicking models, systems, and elements from nature can be used to help solve human problems. Nature can be a rich source of innovation for public policies, where nature-based solutions can be more efficient, sustainable, and harmonious with the environment.

Through the Principles of Life in public policy formulation, it is possible to create a governance system that not only effectively addresses current challenges but also prepares for future uncertainties, ensuring long-term prosperity and sustainability.

POLICY RECOMMENDATIONS

1. Integrate Growth with Development

Strategies that promote growth with development, understanding that growth occurs "bottom-up" in unitary dimensions that can be aggregated as development progresses.

- Research and Development Networks: Create international research and development networks to accelerate innovation in renewable energy technologies and energy efficiency.
- Collaboration Platforms: Establish digital platforms and international forums to facilitate collaboration and information exchange among governments, businesses, NGOs, and scientists.
- Sustainable Financing Alliance: Form a global alliance of sustainable financing to coordinate and increase investments in natural capital.
- Transparency and Accountability: Ensure transparency and accountability through regular reporting and independent audits, fostering trust and collaboration among nations.

2. Adapt to Changing Conditions

Strategies to respond appropriately to dynamic contexts through diversity and resilience.

- Green Investment Certificates: Develop green investment certificates that encourage companies and individuals to invest in conservation and environmental restoration projects.
- Stringent Environmental Regulations: Establish and harmonize stringent environmental regulations to limit pollutant emissions, promote sustainable water resource management, and protect biodiversity in high-value ecological regions and ecosystems.

• Payments for Environmental Services (PES): Implement PES systems that reward landowners and local communities for conserving and restoring ecosystems.
• International Climate Fund: Establish an international fund to finance climate change mitigation and adaptation initiatives, including the transition to renewable energies and strengthening the resilience of vulnerable communities.

3. Recognize Local Assets for Better Response Capacity

Integration strategies with local contexts recognizing local and regional resources to enhance response capacity and seek the best socio-environmental standards.
• Incentives for Sustainable Practices: Offer financial and technical incentives for the adoption of sustainable production practices, such as organic agriculture, sustainable fishing, and responsible forest management.
• Environmental Degradation Taxes: Introduce taxes on activities causing environmental degradation, directing the collected resources to environmental recovery projects.
• Global Health and Education Programs: Develop global programs that provide financial and technical support to improve health and education systems in low and middle-income countries.
• Global Equity Fund: Create a global fund to finance initiatives that promote social justice and environmental sustainability, ensuring that all countries have the necessary resources to achieve established goals.

4. Utilize Material and Energy Resources Responsibly

Strategies for identifying and optimizing easily available and abundant resources and materials.
• International Recycling Standards: Develop and implement international standards for recycling and waste management, facilitating cooperation and the exchange of best practices among countries.
• International Governance: Establish and ensure an international governance structure to oversee policy implementation, ensuring that all countries meet their commitments.
• Performance Indicators: Develop performance indicators to measure progress toward local and regional sustainability goals, allowing continuous adjustments in strategies and actions and agreements between nations on knowledge transfers.

5. Evolve by Sharing Learning Processes with Successes and Failures

Strategies to incorporate and include information continuously to ensure sustainable performance.
• Renewable Energy Agreements: Establish international agreements that encourage investment and the exchange of technologies in renewable energies.
• Monitoring Platforms: Develop international monitoring platforms to track project progress using technologies such as satellites and drones to collect real-time environmental data.
• Sustainability Council: Form a sustainability council composed of representatives from governments, NGOs, the private sector, and local communities to guide and evaluate policies and investments.
• Public-Private Partnerships: Promote public-private partnerships to leverage resources and expertise, enhancing the effectiveness of conservation and restoration projects.

6. Seek and Leverage Green Chemistry

Production strategies aiming for maximum reuse of raw materials and reducing waste.
• Education and Awareness: Launch global education and awareness campaigns to promote the importance of recycling and reuse, encouraging sustainable behaviors among citizens.
• Green Technologies: Promote the development and adoption of green technologies that reduce the environmental impact of human activities, encouraging sustainable innovation.
• Circular Infrastructure: Identify, collaborate, and share knowledge on circular economy and infrastructure for industrial processes to reduce waste generation and raw material demand.
• Industry and Academia Partnership: Develop research on production methods studying the life cycle of materials, facilitating and enabling the reuse of parts and recycling.

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VALUE-BASED ENERGY TRANSITION: ENSURING FINANCIAL TRANSPARENCY

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LEAD SENTENCES

Integrating financial transparency as a core principle in the energy sector can unlock a triple win for G20 nations: enhanced accountability, increased international cooperation on climate finance, and a just transition that fosters social and economic inclusion.

To achieve this, leaders of G20 countries and its member nations must prioritize mandatory, standardized financial reporting across the energy sector, ensuring clear visibility of funding sources, project allocations, and potential risks – a crucial step towards building trust, attracting investments, preventing resource misappropriation, and ensuring all communities benefit from the transition to a low-carbon economy.

GLOBAL CHALLENGES

The transition to low-carbon and reliable energy systems entails substantial costs, raising significant questions about accountability, transparency in financial processes, and equitable decarbonization. The International Renewable Energy Agency (IRENA) predicts that global annual investments must at least double to facilitate the energy transition. In 2023 alone, over $500 billion was invested in energy transition initiatives (S&P Global Report, 2024). Despite many countries possessing abundant solar and wind resources, the Global South, which accounts for 85% of the world's population, received only 20% of renewable energy investments in 2022.

Given the wide range of actors involved in energy transition projects and the growing volume of climate finance, transparency and efficiency in the allocation and use of climate finance is a key issue. Capital flows unevenly across economies and regions, with investment heavily concentrated in the Global North. This disparity persists despite the higher growth rates and significant energy supply gaps in the Global South, where clean energy investments could have a more substantial impact. Ambiguous regulatory frameworks further deter clean energy investments by creating uncertainty and perceived risks, particularly affecting emerging technologies that require clear, consistent policies for long-term investments. Better alignment between international and national frameworks is essential to provide the stability and predictability needed to encourage investment in clean energy projects. While international agreements like the Paris Agreement aim to standardize climate policies, robust national-level enforcement is often lacking.

Both developed and developing countries face significant challenges in achieving consistent and transparent reporting of private finance mobilization and climate finance receipts. These challenges can be political and economic (e.g., multi-year budget agreements for climate finance), technical (e.g., methods to quantify climate finance mobilized by policy interventions), and institutional (e.g., expanded data collection scope or frequency). Finance providers may also report resources channeled to sub-national or non-governmental entities, which recipient governments may struggle to monitor. Climate experts from the United Nations Framework Convention on Climate Change (UNFCCC) highlight methodological issues in assessing mobilized climate capital, particularly in determining the optimal balance between public funding and mobilized private climate finance (Caruso and Ellis, 2013; Jachnik, Caruso, and Srivastava, 2015).

Opaque financial structures in the energy sector also raise greenwashing concerns and hinder accountability. While initiatives like the Task Force on Climate-related Financial Disclosures (TCFD) provide guidelines, broader adoption and comprehensive financial reporting standards are needed to mitigate greenwashing risks and improve accountability.

The lack of transparency on carbon emissions and climate risks by many energy companies leads to asset mispricing and hinders the global energy transition. Comprehensive, mandatory reporting and wider adoption of initiatives like the Carbon Disclosure Project (CDP) , which is an international non-profit organization that helps companies, cities, states, regions and public authorities disclose their environmental impact, can help to enhance market efficiency, and drive sustainable energy investments.

Technical gaps and weaknesses also exist, stemming from incomplete, inconsistent, and overlapping data standards and repositories. Issues such as multiple funder reporting requirements for different institutions and inconsistent data standards hinder the efficiency and transparency of climate finance.

PROPOSED SOLUTION

Addressing the challenges to financial transparency in the energy transition requires a multifaceted approach including improving the justice system, judiciary, local regulatory authorities, and legislation in recipient countries of international financial assistance. Research by Vyas-Doorgapersad (2022) found that unethical behavior, financial mismanagement, and corruption continue to plague the public sector in many developing countries. There is a pressing need to refine methodologies for integrated accounting and reporting on climate fund receipts and usage, as well as to monitor the long-term impacts of project implementations.

Standardized disclosure frameworks like the TCFD exist but primarily focus on financial risk. By including metrics such as low-carbon revenue streams, these frameworks can offer investors a holistic view of a company's sustainability commitments, aligning investment decisions with broader values and societal impact.

Disaggregated reporting to the UNFCCC by parties and organizations on a consistent and comparable basis can facilitate greater transparency and help fill existing reporting gaps, such as those related to mobilized climate finance. Collective reporting of private finance mobilized bilaterally or multilaterally, with consistent underlying methods and definitions, can ensure accuracy and prevent double counting. At the international level, this transparency helps build trust that developed countries are meeting their climate finance commitments, encouraging more ambitious climate action from developing countries. While the Paris Agreement's climate finance transparency framework includes the reporting of provided, mobilized, and received climate finance, it does not cover climate finance from domestic sources.

Multilateral Development Banks and the International Development Finance Club have established common principles for climate finance tracking for both mitigation and adaptation, which include a set of definitions and guidelines. Other initiatives, such as the International Aid Transparency Initiative, also aim to improve climate finance transparency.
Corruption impedes investment and misallocates resources in the energy sector. Enhancing beneficial ownership transparency can make private financing for the energy transition more accountable and aligned with environmental, social, and governance standards, while also ensuring accountability for emissions related to business activities.

Standardizing sustainability reporting is crucial, requiring clear definitions for "green" investments and fostering internationally recognized frameworks like the TCFD and the Taskforce on Nature-related Financial Disclosures (TNFD). These frameworks should be adapted to regional contexts, using global benchmarks as a foundation for local solutions and community empowerment, rather than a one-size-fits-all approach. Comprehensive financial disclosure rules, including green taxonomies, are essential for ensuring transparency in the energy sector. Public companies and large financial institutions should disclose climate-related risks, opportunities, and the financial impacts of their transition strategies. Mandatory reporting on Scope 1, 2, and 3 emissions, revenue from low-carbon products, and the use of offsets for "net-zero" claims can help investors accurately assess and price material risks. Frameworks like the TCFD and TNFD provide gold standards for these disclosures.

Governments, companies, and civil society must commit additional effort and resources to build accountability in the clean energy sector, with early action being more effective.

POLICY RECOMMENDATIONS

Climate finance for sustainable climate change mitigation requires consistent, long-term policies:
1. To enable transparent energy transition, G20 countries and its member states should implement

economic instruments, either a carbon tax, a carbon market, or a hybrid instrument to accelerate the energy and economic transition to a low carbon society.

2. To formulate a comprehensive strategy that addresses regulation and tax issues and includes both supply- and demand-side elements. The G20 should consider embedding this strategy into broader national frameworks such as national development plans and renewable energy action plans.

3. Mandatory financial disclosure rules, including green taxonomies, for public companies and large financial institutions should also be implemented. These standards should include reporting on climate-related risks, opportunities, and the financial impacts of transition strategies. This could be complemented by establishing a Global Beneficial Ownership Transparency Register to expose hidden ownership structures in clean energy projects. This would help protect local communities from resource exploitation and ensure project benefits reach intended recipients.

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SMART MOBILITY IN BRAZIL: DATA AND THE IMPORTANCE OF CITIZEN PARTICIPATION IN TECHNOLOGY PROJECTS

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CHAPTER

KEY HIGHLIGHTS OF THE PAPER

The rise of Information and Communication Technology (ICT) and the expansion of internet usage has contributed to cities changing their urban strategies for adoption of smart city initiatives. The application of cutting edge technology and the intense data sharing are transforming and enhancing existing city infrastructures into multi-functional information and transportation platforms.

This chapter is based on Smart Mobility Project in the city of Joinville. This was a partnership between Waze, the local authorities in Joinville and Secretary of Urban Planning and Sustainable Development (Sepud). This chapter describes practices to use data to reach a sustainable mobility plan that is also focused on citizen engagement.

CHALLENGES

Mobility is a complex challenge for many cities to tackle (Firmino & Simão, 2019) because of different partners that need to work together, and because ICTs are provided by different providers, which can make implementation harder to achieve (Benevolo et al., 2016). Some challenges can be caused by the lack of access to gather, store, and decipher mobility data. There is also the added problem of using the mobility data gathered for urban solutions, because of management behaviour and lack of understanding about the issue, along with political self interests.

Brazilian cities not only suffer with mobility issues, but also have restrictive internet access and infrastructure. This hinders being able to gather accurate data to help urban planning, especially around mobility. According to research conducted by NIC.br (2024), in Brazil 84% of its inhabitants have access to the Internet, yet only 22% of Brazilians aged over 10 have satisfactory connectivity conditions. While the majority (57%) face difficulties accessing the network.

In addition, a top down approach and path dependence can also be a challenge to gather accurate mobility data. For a city to reach maturity as a Smart City, a top down focus needs to be complemented with a bottom up approach. This means that projects that are developed by tech companies will have stronger citizen engagement. As the technology will not be the only solution for urban problems (Picon, 2015).

Brazil's strategy for developing a mobility plan is based on cars, which can be called path dependence (Carrier, Duarte & Follador, 2018). As other countries, for example the United States, can be verified that this scenario continues in the use of electric cars and, in the future, autonomous cars. While in Europe, many countries have a path dependence for public transport, focused on electric public transport and even autonomous boats.

The lack of continuity of projects by future governments in Brazil has been highlighted as a key factor in hindering the implementation of mobility data in urban management. In Brazil, the disputes between political parties make it difficult to consolidate projects that relate to technology, infrastructure and public policies. These political fallouts can slow project development and implementation by more than four years, holding the region back (Hiroki, 2021).

SOLUTIONS

Similar to other Brazilian cities, the city of Joinville (located in the South Region of Brazil) struggles with intense traffic. It has a population of 590.466 with approximately 410.000 vehicles (Prefeitura de Joinville, 2019). Data collected shows that mobility is not aligned with any thinking or planning that can benefit this urban space. To turn things around, Joinville developed the Smart Mobility Project in 2019 and created a partnership with the bidirectional data sharing program Waze for Cities Data, which provides real-time mobility data. A methodology was developed to create solutions to meet the needs of Joinville's citizens. This collaboration also focused on enhancing citizen participation in urban decision making (Hiroki, 2021).

The budget for this collaboration was limited, and solutions were found by using data software from the Sepud which helped to support the

methodology, where applications such as Sumo for road simulation, OpenStreetMap a collaborative mapping platform and QGIS to analyze georeferenced data were used.

Waze for Cities Data program contributed to this project, reporting on data about events and accidents in the urban perimeter. This for example highlighted factors such as traffic jams and delay times, and vehicle speeds. The data provided by Waze, was used by Sepud in the following five stages:

1. Diagnosis and prioritization: Indicated which street needed an attention and interventions;
2. Estimated demand: Looked at the volume of traffic on these roads;
3. Simulation: Showed how will traffic respond to possible interventions;
4. Analysis of scenarios: Demonstrated the best intervention option;
5. Measurement of results: Revealed how traffic responded to the intervention.

This Joinville initiative provides a model for other cities to follow, to help enhance their own mobility planning and citizen well-being initiatives. Below are the nine key steps to help with implementation (Hiroki, 2021):

1. Identify what aspects of a mobility plan should be improved;
2. Recommend using data options such as Waze to create mutually beneficial partnerships;
3. Contact Waze or another mobility data provider;
4. Partnership with the Waze for Cities Data program or another project which can provide accurate mobility data about the city;
5. Implement a methodology similar to the Smart Mobility Project;
6. Verify mobility changes with citizens;
7. Implementation of changes to the roads;
8. Collection of data on mobility through Waze or an organization similar to Waze;
9. Verify results.

The Smart Mobility Project enhanced the participation of Joinville's citizens in the decision-making process for the city's mobility. It did this by organizing meetings with the community and by applying design thinking techniques to collect information from its citizens. This way Joinville was able to make its approach more citizen-centered, rather than a technocratic decision making process for its mobility.

The Smart Mobility Project also gave Brazil recognition as a world reference in the adoption of data collected by Waze. The results demonstrated that the data collected by technology platforms can be used to address citizen's concerns. This Project shows that it is possible to create solutions for urban management that benefits the well-being of citizen and can also reduce carbon emissions.

RECOMMENDATIONS

Based on Smart Mobility Project from Joinville-SC, the G20 should consider the following actions:

- Develop and implement clear long-term guideline that goes beyond disputes between political parties; create methodologies that can be applied, and ensure mobility results can be verified;
- Focus on small and medium sized cities, who can then be used a model for other cities around the world;
- Apply methodologies based on mobility data, to collect accurate and real-time information about urban scenario. This will help to engage citizen participation;
- Allocate resources for developing meetings within the cities, such as hackatons and foster design thinking to help promote citizen dialogue. Spend time to understand the urban challenges citizens face and which technologies can be used to help mediate the relationship between citizens and urban planning;
- Apply open data software, to help promote citizen engagement to help develop solutions for urban challenges.

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