

# The 12th Global RCE Conference

**‘Achieving the Sustainable Development Goals:  
action through learning in a time of global crises’**

**16-18<sup>th</sup> November 2021 (online)**

**ESD Project Summary Sheet of Case Study**

ESSAY CONTEST

Title of project

Seven knowledge of the education of the future  
and intercultural knowledge in times of COVID-19  
Towards the metamorphosis of consciousness for sustainability!

Submitting RCE

RCE Lima-Callao

Day 1: Hearts

*What kind of world do we want? How do we inspire and engage hearts and minds?*

Group 2: Stories for Sustainability



UNIVERSIDAD  
RICARDO PALMA



## ESSAY CONTEST

**Seven knowledge of the education of the future  
and intercultural knowledge in times of COVID-19  
Towards the metamorphosis of consciousness for  
sustainability!**

**Teresa Salinas**

Instituto Peruano del Pensamiento Complejo Edgar Morin – IPCEM / Universidad Ricardo Palma

RCE Lima-Callao Executive Director

[www.urp.edu.pe/rcelimacallao](http://www.urp.edu.pe/rcelimacallao)

[ipcem@urp.edu.pe](mailto:ipcem@urp.edu.pe) / [teresa.salinas@urp.edu.pe](mailto:teresa.salinas@urp.edu.pe)

# Socioeconomic and environmental characteristics of the area

---

Peru is a society which faces increasing violence, a product of educational deficiencies, intolerance and corruption (all of our ex-presidents still alive are on trial and/or convicted, for instance). A sound response from Academy and Society is required and so to promote tolerance, dialogue, critical thinking and intercultural dialogue. To encourage the development of a thinking able to apprehend the complexity of natural and social phenomena, as well as the development of communicative skills in personal, social and professional areas and in its relationship with nature.

# Description of sustainable development challenges in the area the project addresses

---

On how to contribute to young people's consciousness transformation, young people's humanistic ethical rationality strengthening; on how to improve their thinking strategies, which may eventually allow them to support Sustainable Societies construction in line with the Sustainable Development Goals -SDG and UNESCO Education 2030 world agenda. In brief, we want to help University students become impregnated with a philosophy of life oriented towards solidarity effort, human understanding in order to encourage environment care, human development and awareness of current poverty, education, violence and unemployment challenges.

# Rationale

Universidad Ricardo Palma made the commitment to call for the *ESSAY CONTEST Seven knowledge of the education of the future and intercultural knowledge in times of COVID-19. Towards the metamorphosis of consciousness for sustainability!* It is sought young people reflect on: What are we? Where are we going? How do we think about the world? How do we build our knowledge? What values do we need to live in harmony? Also, they become aware of their role in building a sustainable life and a better world. For undergraduate students in their first and second term of their university career who are taking what we call Basic Studies Program; specifically, Oral and Written Communication Workshop (TCOE, their Spanish Acronym) I and II.

The contest has three basic themes. First, the book *The Seven Knowledge Necessary for the Education of the Future* by Edgar Morin (commissioned by UNESCO, as a message from the 20th century's generation to the 21st century's generation). Second, it is based on Andean-Amazonian worldview's values reflection: 'Ama Sua' (Quechua language words meaning 'do not be a thief'), 'Ama Quella' (Quechua language words meaning 'do not be a liar'), 'Ama Llulla' (Quechua language words meaning 'do not be lazy') and Andean reciprocity –which were essential to mitigate COVID-19 Pandemic effects. Third, reflection on the UN Sustainable Development Goals –SDGs and UNESCO's Education 2030 world agenda.

Taking these topics as a theoretical framework, the students were invited to reflect and write their essay on the COVID-19 pandemic.

# Objectives

---

- Develop student's communication skills and reading comprehension, self-learning process, knowledge creation and transformation of consciousness.
- Promote transformation of a linear, fragmented thought towards an associative (linking local and global values), creative, critical, constructive thought, capable of addressing natural and social phenomena complexity, as well as uncertainties they would face.
- Strengthen young generations' culture of an ethical solidarity coexistence, based on dialogue, reciprocity, human understanding and planetary citizenship, and so to promote Sustainable Societies and the UN Sustainable Development Goals –SDGs achievement.

# Activities and/or practices employed

---

**First stage: Awareness.** Awareness-raising activities and dialogue sessions with instructors whose students who would play a part in this contest.

**Second stage:** Instructors promote in their classroom reading of the book *The Seven Knowledge Necessary for the Education of the Future* by Dr. Edgar Morin with various motivational strategies. Then, as part of the course, students should write Essays based on it.

**Third stage. Final evaluation and awards:** A jury (external and international) selects best essays according to criteria specified in the Contest Basis. Finalist students support their essays in front of the jury and public. Winners are awarded a prize.

# Size of academic audience

---

Directly benefited population: TCOE I 1000 students and TCOE II 900 students. Indirectly benefited population: 14,000 Universidad Ricardo Palma students and 400 instructors. This year we will scale to other universities and school institutions.

# Results

---

Development of about 400 Essays on a topic student chose.

Selection of 20 Essays

Selection of 3 Final Essays in order of merit that meets the requirements:

- Compliance with established requirements and deadlines;
- Originality: an innovative and creative proposal;
- Ability to build and argue ideas;
- Relevance to contextualize the Seven Knowledge for the Education of the Future and its experience with topic selected;
- Present a line of thought which links, is critical and constructive, capable of addressing uncertainties;
- Ask questions and pose reflections that imply a metamorphosis of consciousness in order to build a more humane, just, supportive and sustainable world;
- Right handling of references; and finally,
- Correct Spelling, Syntax rules and formal language

Instructors are encouraged to reflect on their own experience. We need to learn how to think, our students must learn how to think too, we must improve our practices, give us some feedback.

# Lessons learned

---

- Reading might encourage students to become gradually aware of his/her own way of thinking importance and its relationship to UN Sustainable Development Goals -SDGs.
- Organize more debates and brainstorming among instructors.
- Young people are usually open minded and committed to UN Sustainable Development Goals -SDGs.
- Young people joined this contest with great interest, creativity and joy.
- It is necessary to link academic education and development of values through reading of important contemporary publications.

# Key messages

---

- It is necessary to guide comprehensive readings of important works in order to transfer values and improve student's awareness level and increase commitment to face humanity's serious challenges and fulfill UN Sustainable Development Goals -SDGs.
- Students are challenged to reflect on how they think about the world, how they construct knowledge, and how these beliefs and knowledge determine life on Earth.

# Relationship to other RCE activities

We have invited other RCEs to join this effort; there is no answer yet.

# Funding

We received logistical support from Universidad Ricardo Palma. There is no budget available.

# Pictures



Massive student attendance, Essay Contest Final, version 2019.



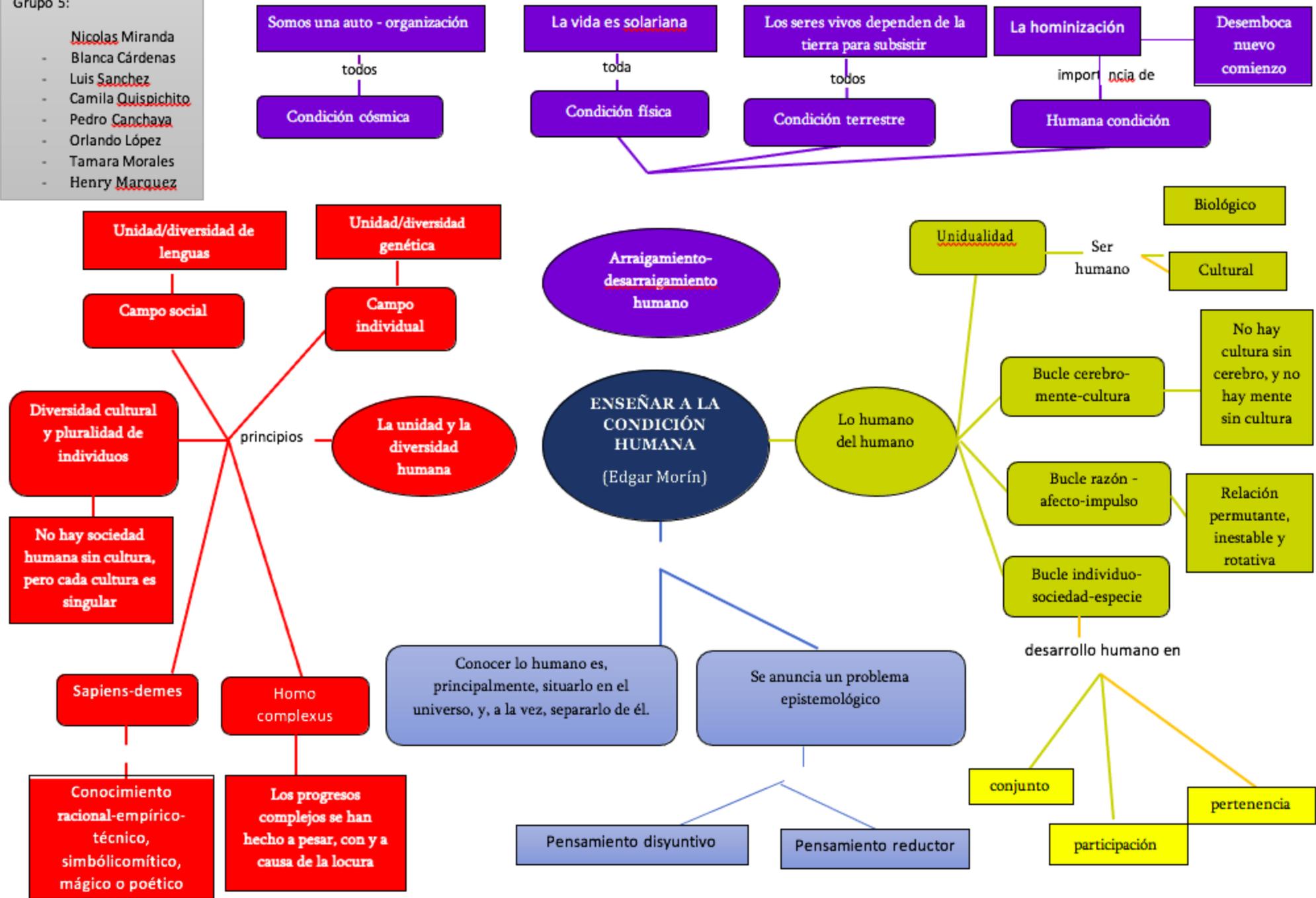
Authorities and finalist students Essay Contest Final, version 2019.



Universidad Ricardo Palma' student, first place in the contest, 2019 version. In this picture along with Teresa Salinas, IPCEM Executive Director and Nelson Vallejo-Gómez, President of International Jury.

Grupo 5:

- Nicolas Miranda
- Blanca Cárdenas
- Luis Sanchez
- Camila Quispichito
- Pedro Canchava
- Orlando López
- Tamara Morales
- Henry Marquez



Somos una auto - organización

La vida es solariana

Los seres vivos dependen de la tierra para subsistir

La hominización

Desemboca nuevo comienzo

todos  
Condición cósmica

toda  
Condición física

todos  
Condición terrestre

importancia de  
Humana condición

Unidad/diversidad de lenguas

Unidad/diversidad genética

Campo social

Campo individual

Arraigamiento-desarraigamiento humano

ENSEÑAR A LA CONDICIÓN HUMANA (Edgar Morín)

Lo humano del humano

Unidualidad

Ser humano

Biológico

Cultural

Bucle cerebro-mente-cultura

No hay cultura sin cerebro, y no hay mente sin cultura

Bucle razón -afecto-impulso

Relación permutante, inestable y rotativa

Bucle individuo-sociedad-especie

desarrollo humano en

conjunto

participación

pertenencia

Diversidad cultural y pluralidad de individuos

principios

La unidad y la diversidad humana

No hay sociedad humana sin cultura, pero cada cultura es singular

Sapiens-demes

Homo complexus

Conocer lo humano es, principalmente, situarlo en el universo, y, a la vez, separarlo de él.

Se anuncia un problema epistemológico

Pensamiento disyuntivo

Pensamiento reductor

Conocimiento racional-empírico-técnico, simbólico-mítico, mágico o poético

Los progresos complejos se han hecho a pesar, con y a causa de la locura