Emotional, Relational and Digitalisation: Towards a Redesign of the Educational Paradigm

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ABSTRACT

In the 21st-century educational landscape, the harmonious integration of emotional, relational, and digital dimensions is essential in all the fields including education. Modern education harness technological advancements to enrich learning methods while preserving the importance of emotional and relational competencies. Emotional intelligence plays a crucial role in learners' well-being and success, requiring special attention in pedagogical practices. Similarly, the relational dimension, centered on collaboration and social interaction, remains indispensable, even in the digital age. Stated otherwise, while digital technologies are transforming educational dynamics, they should serve to enhance rather than replace human interactions. The challenge lies in creating a learning environment that balances these three dimensions, enabling learners to navigate effectively in a constantly evolving world while developing essential skills for their personal and professional future. This holistic approach aims to prepare students for the complex challenges of an increasingly interconnected and technologically driven society.

Keywords: Emotional, Relational, Education, Transversal skills, Digital technologies, Collective intelligence, Socio-emotional skills, Autonomy, Inclusion

INTRODUCTION

Transforming education in the 21st century

In the early 21st century, education is undergoing a profound transformation, driven by technological revolutions and the demands of an ever-evolving job market [1]. This transformation is the increasing focus on transversal skills [2], such as communication and collaboration. It fundamentally redefines the very nature of learning and teaching. At the heart of this educational revolution, an innovative paradigm emerges placing emotional, relational, and digital dimensions at the forefront to form the foundation of a modern and interconnected educational system.

The emotional dimension, which focuses on the well-being and emotional development of learners, is a critical component of this new model. It plays a crucial role in the learning process, influencing motivation, engagement, and knowledge acquisition. Within similar lines of though, the relational dimension [3], which emphasizes social interactions and collaboration, is essential for the development of interpersonal skills and the collective knowledge construction. Finally, the digital aspect, a catalyst for this transformation [4], provides educational stakeholders with innovative tools and platforms that redefine the communication, teaching, and learning methods.

Far from being distinct entities, these three dimensions form an educational ecosystem where each element strengthens and enriches the others. Digital tools enhance the emotional and relational aspects of education by providing communication platforms, enabling personalized well-being tracking for learners, and

facilitating remote collaboration among peers. The impact of social media on these two dimensions serves as a prominent example.

In the post-pandemic context, where the intensive use of digital technologies has become indispensable, it is more crucial than ever to reinforce the human presence at the heart of educational systems [5]. The challenge lies in harnessing the potential of digital technology not only to access educational content and activities but, more importantly, to continuously nurture the emotional [6] and relational dimensions essential for effective learning and the well-being of learners.

This context raises a fundamental question: How can we harmoniously integrate the emotional, relational, and digital dimensions in modern educational systems to create an effective and balanced learning environment, while addressing the challenges posed by the rapid evolution of technology and the job market? This question invites us to reflect on the design and implementation of an educational system that leverages technological advancements while preserving and reinforcing the human aspects essential to effective learning and learner well-being.

Watzlawick's relational level [3] concept gains significance in the digital age, where technology-mediated interactions profoundly influence our cognition, experience, and educational approaches. It is crucial to examine how these changes shape learning and teaching in the digital era [7].

HUMANS IN THE DIGITAL AGE: IMPACT ON EDUCATION

With the increasing prevalence of technology in our world [8], it is essential to understand the interplay between the emotional, relational, and digital dimensions in modern education. Digital technology not only transforms learning methods but also reshapes our perception of and interaction with the world around us.

In this section, we will explore how digital technology influences human cognition and experience in three fundamental ways:

1. Its impact on intelligence and our relationship with knowledge [9]
2. How digital interfaces can disrupt our perception of reality
3. The role of digital technology as a catalyst for tangible learning experiences

In this section, we will delve deeper into these themes, examining how digital technologies affect education by influencing cognition, altering perceptions, and creating new learning opportunities. This exploration will help us better understand the challenges and opportunities that digital technology presents for 21st-century education.

We will address these themes, assessing how digital technologies affect education. Specifically, we will examine their influence on cognition, their impact on altering perceptions[10], and their role in enhancing learning opportunities. This exploration will help us better understand the challenges and opportunities that digital technology presents for 21st-century education.

Digital Technologies, Intelligence and Knowledge

Digital technologies have profoundly reconfigured our relationship with knowledge and transformed learning processes. With permanent interaction with information constantly increasing, this digital revolution has greatly improved access to knowledge [10].

Since access to information is generally occurs through social media, which promotes the collective use of these platforms, we are witnessing the rise of collective intelligence, a perfect illustration of this ongoing transformation. Collective intelligence now makes it possible to mobilise knowledge within a group to deal

with and resolve complex problems. This collaborative intellectual work tends to redefine the boundaries between experts and learner, between producer and consumer of knowledge [11]. Learners now have the opportunity to produce knowledge and, in certain situations, assume the status of experts.

At the same time, distributed intelligence is characterized by knowledge and cognitive capacities that are not confined to a single individual but are spread across the group, tools, and environment. This intelligence is the expression of a new, more dynamic and decentralised relationship with knowledge. It requires the mastery of skills that enable autonomous navigation in rich digital environments and the use of a multitude of tools and resources. This form of intelligence is becoming increasingly necessary, highlighting the growing importance of information skills and digital literacy in a knowledge society [12]. It uses technologies that enable collaboration, knowledge sharing and collective problem-solving on a large scale.

Digital technologies make experiential and active learning possible again. Learners are able to manipulate abstract concepts through perceptible media and develop skills through action. The relationship with knowledge has become more tangible and immediately applicable.

Real-time access to an overabundance and diversity of information is both a powerful means of influencing reality and a challenge that needs to be met. It is therefore necessary to develop a critical and reflective attitude to knowledge. This requires the mobilisation of essential metacognitive skills with a view to developing autonomous, lifelong learning.

In short, the main contribution of digital technologies is not limited to easy access to knowledge, but to the fact that in our relationship with knowledge, we have the opportunity to assume an active stance in our own learning and in the construction of knowledge.

Digital Interfaces: Transforming Our Perception of the World

Digital interfaces, such as virtual reality (VR) and augmented reality (AR), are not simply technological tools with no effect on the content and relationships conveyed. As S. Vial [13] argues, these interfaces act as veritable 'agents of transformation' that reconfigure our experience of the world and our relationship with reality. By blurring the boundaries between the physical and digital worlds, VR and AR create new forms of hybrid reality, redefining the contours of our reality. These technologies modify our perception of reality and broaden our perceptive field. They stimulate our senses in new ways, enriching our sensory and cognitive experience of the world.

The impact of these technologies is not limited to the subjective sphere of the individual, but extends to the social sphere. This translates into new forms of remote interaction and collaboration, reshaping the way we perceive ourselves in the world and the way we experience social relationships. By transforming the way we interact with other players and with our context, VR and AR are having a profound effect on our social relationships and our communication, and are introducing new dimensions to our personal and collective existence, opening up a fascinating field of reflection on the evolution of the human being in the digital age.

The use of these technologies in education raises some very important questions. While these technologies offer unprecedented opportunities for experiential learning in fields such as medicine, where students can practise performing complex surgical procedures on virtual patients, or architecture, where they can visualise and manipulate 3D models of buildings [14], they also present major challenges, such as the spread of false information and the risk of manipulation and infobesity, which are major ethical issues that should be proactively taken into consideration.

Digital as a catalyst for tangible experiences

Digital technologies act as a powerful catalyst in education, transforming abstract concepts into concrete and

tangible learning experiences [15]. This innovative adoption of digital tools significantly enriches the educational process by making it more interactive, engaging, and effective.

For example, augmented reality and interactive simulations allow learners to visualize and manipulate complex concepts, making learning more concrete and memorable. Similarly, serious games offer total immersion in learning, fostering the acquisition of practical skills by combining education and play. Furthermore, collaborative platforms facilitate remote group projects, consequently developing essential skills such as project management and intercultural communication.

Within the same vein and in addition to the aforementioned tools, artificial intelligence and data analysis enable the adaptation of content and learning pace to individual needs. Meanwhile, 3D printing and virtual reality offer multi-sensory experiences, to optimize understanding through practice. In this context of technological innovation, the role of teachers naturally evolves towards that of facilitators, guiding learners in the effective use of these diverse technologies. Moreover, these digital tools make education more accessible, particularly for learners with special needs.

However, the integration of these technologies raises significant challenges, such as implementation costs, the need for teacher training, and ethical issues related to their use. Faced with these challenges, it becomes crucial to adopt a balanced use of technology to avoid overexposure and ensure the digital well-being of learners.

Despite these challenges, the continuous evolution of AI and mixed reality promises even more immersive and natural learning experiences in the future, thus opening new perspectives in the field of digital education[16].

In conclusion, digital technology acts as a bridge between theory and practice, catalyzing tangible and meaningful learning experiences. This approach effectively prepares learners for the challenges of the 21st century, while maintaining an essential balance between technological innovations and the fundamentals of human learning.

While digital technologies play a crucial role in modern education, it is equally important to recognise and nurture the human aspects of learning, particularly emotional intelligence. This brings us to our next section
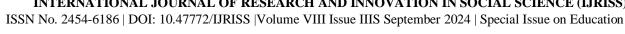
EMOTIONAL INTELLIGENCE IN EDUCATION

In an era dominated by technological advances, the significance of emotional intelligence in education has gained increasing attention. Emotional intelligence, encompassing self-awareness, self-regulation, motivation, empathy, and social skills, is crucial for personal development, academic success, and future professional achievements.

In this section, we discuss the importance of emotional skills in the learning process and explore strategies for integrating them effectively into educational practice. We also examine the role of technology in supporting learners' emotional development, creating a bridge between our previous discussion on digital tools and the human-centric approach of emotional intelligence.

By addressing emotional intelligence in education, we aim to provide a holistic view of modern learning environments that balance cognitive development with emotional growth. This approach not only enhances academic performance but also prepares students for the complex social and emotional challenges they will face in their personal and professional lives.

Importance of emotional skills in learning

Emotional skills, defined as the ability to recognise, understand and manage one's own emotions and those of

others, plays a crucial role in the learning process. Emotional skills such as motivation, perseverance, stress management, collaboration, communication and empathy are closely linked to cognitive processes and can facilitate or hinder the acquisition of knowledge and skills [17]. Research indicates that learners with strong emotional skills tend to perform better academically [18]. Motivation is a key driver of engagement and perseverance in learning tasks, while stress and anxiety can block the processes of memorising and understanding. In addition, the ability to collaborate and communicate empathically is essential for teamwork and complex problem solving. Finally, emotional skills are closely linked to social and relational skills, which are increasingly valued in the professional world [19].

Strategies for integrating emotional intelligence into educational practice

Integrating emotional intelligence into educational practice requires a comprehensive approach that addresses various aspects of the learning environment. This section explores practical strategies that educators and institutions can implement to effectively incorporate emotional intelligence into their teaching methods and school culture.

This section will explore key areas for integrating emotional intelligence into educational practice, including teacher training and personal development, classroom activities and curriculum integration, fostering a supportive emotional learning environment, consideration of cultural differences, extending emotional intelligence beyond the classroom, and leveraging technology. These strategies collectively form a comprehensive approach to embedding emotional intelligence within educational settings.

Teacher Training and Personal Development

To effectively integrate emotional intelligence into educational practice, teachers should develop and master these skills themselves. They must be trained to teach and model emotional intelligence for their learners [20]. Continuing professional workshops could include practical exercises in stress management and empathetic communication, which teachers could then replicate with their students. Additionally, teachers should engage in their own emotional development activities, such as mindfulness practices, to enhance their personal emotional intelligence [21].

Classroom Activities and Curriculum Integration

Emotional intelligence should be integrated into the curriculum alongside traditional academic subjects. Relaxation, meditation, or creative expression activities can help individuals become aware of their emotions. For instance, keeping a diary or participating in role-playing games can facilitate appropriate emotion regulation [22]. Teachers could integrate short mindfulness sessions at the beginning of each day, a practice whose effectiveness has been demonstrated in several studies. Specific social-emotional learning programs, such as the RULER program developed by Yale University, have shown promising results and should be considered for implementation [23].

Fostering a Supportive Emotional Learning Environment

Creating a positive classroom climate, where everyone feels recognized and valued in their uniqueness, is essential to foster emotional well-being and learner engagement [24]. Teachers can achieve this by establishing classroom practices that reinforce a sense of belonging, such as morning meetings where everyone shares their feelings and goals for the day. Additionally, it is necessary to encourage empathy and non-violent communication through activities such as role-playing or discussion circles that promote active listening, mutual respect, and benevolent interactions. Recent research has shown that these practices can not only improve the emotional climate of the classroom but also have a positive impact on students' academic outcomes and socio-emotional development.

Consideration of Cultural Differences

It is important to recognize that the expression and management of emotions [25] can vary significantly across cultures. Edward T. Hall's concept of high-context and low-context cultures provides valuable insight into these differences. In high-context cultures, emotional expression may be more subtle and implicit, while low-context cultures tend to value more explicit emotional communication [26]. Teachers need to be sensitive to these cultural variations and adapt their approaches accordingly. For instance, in a multicultural classroom, educators might need to employ a range of strategies to accommodate different cultural norms of emotional expression and interpretation. This cultural awareness should be integrated into the overall emotional learning environment to ensure inclusivity and respect for diverse emotional expressions [27]. Recent research has highlighted the importance of culturally responsive emotional intelligence training in multicultural educational settings [28].

Extending Emotional Intelligence Beyond the Classroom

It is essential to involve parents and the community in the development of students' emotional intelligence [29]. Teachers can share resources and strategies with families to reinforce these skills at home. Workshops or conferences can be organized to raise parents' awareness of the importance of emotional intelligence [30]. This collaborative approach ensures consistency in emotional education between school and home environments. Recent studies have shown that such partnerships can significantly enhance students' social-emotional learning outcomes [31].

Leveraging Technology

Technology can play an important role in teaching emotional intelligence. Mobile applications and digital platforms like "Mood Meter" or "Smiling Mind" can help students track and manage their emotions [32]. These digital tools can also be used to create safe discussion spaces, extending the learning beyond the physical classroom. A recent study by Payton et al. (2021) examined the effectiveness of digital tools in supporting social-emotional learning (SEL) and found that well-designed technology interventions can significantly enhance students' emotional intelligence skills [33]. These digital tools can provide students with continuous support in developing their emotional awareness, self-regulation, and social skills.

By implementing these strategies comprehensively, including the thoughtful integration of technology, educational institutions can create a holistic approach to integrating emotional intelligence into their practices, benefiting both students and educators alike.

Digital technologies for the emotional development of learners

Digital technologies offer new opportunities to support learners' emotional development. Meditation and relaxation applications, such as Headspace or Calm, offer accessible tools for better understanding and managing emotions, thereby reducing stress and promoting well-being. These applications can be integrated into teaching practices to teach learners emotional regulation strategies.

Collaborative learning and experience-sharing platforms [34], such as Edmodo or Schoology, create spaces where learners can express their emotions and find support from their peers. These online interactions, when framed by rules of kindness and respect, can strengthen social ties and a sense of belonging, thus contributing to learners' emotional well-being.

Emerging technologies, such as virtual reality and artificial intelligence, open up new prospects for developing emotional skills. Immersive virtual environments [35] and serious games can be used to train learners to manage emotionally difficult situations and develop empathy.

However, it is essential to analyse the benefits and limitations of these technologies critically and to integrate them into teaching practices in a reasoned manner. Excessive or poorly supervised use could have negative effects on the emotional and social development of learners.

THE RELATIONAL DIMENSION OF LEARNING IN THE DIGITAL AGE

The relational aspect of learning remains central in education, but it gains new forms and significance in the digital age. This section examines the complex interplay between social interactions, digital technologies, and learning in the 21st century. We start by highlighting the essential role of social interactions in learning, supported by established theories and recent studies. Next, we explore new collaboration and communication forms emerging in the digital era, discussing their potential benefits and challenges for education. Finally, we consider the teacher's evolving role in fostering a positive relational environment that utilizes digital tools while preserving the essential human touch for effective learning. This exploration aims to show how the relational dimension of learning is being transformed and why it remains a cornerstone of education today.

Importance of social interactions in the learning process

Social interactions play a crucial role in the learning process by allowing learners to confront their ideas, co-construct knowledge, and develop transversal skills. According to the social learning theories of Bandura and Vygotsky, observation, imitation, and collaboration are key mechanisms for acquiring knowledge and skills [36]. Social and collaborative learning promotes the development of communication, cooperation, and creativity while cultivating a sense of belonging to a learning community. Ryan and Deci's self-determination theory also highlights the importance of positive social interactions in satisfying the fundamental psychological needs for autonomy, competence, and social connection, which are essential for intrinsic learner motivation. Moreover, social interactions enable learners to develop social and relational skills, such as listening, empathy, and conflict management, which are increasingly valued in the professional world. However, it is important to note that negative social interactions, such as rejection or bullying, can have deleterious effects on learners' motivation, engagement, and academic success. Therefore, it is essential to create a positive and inclusive classroom climate, based on mutual respect and kindness, to promote quality social interactions and support the learning of all students.

New forms of collaboration and communication in the digital age

In the digital age, new forms of collaboration and communication have emerged, offering significant opportunities to enrich social interactions in learning situations. Collaborative learning platforms, such as forums, wikis, and educational social networks, enable learners to exchange ideas, share resources, and work together on projects, even remotely. These tools encourage active and participatory learning, where learners can collectively construct knowledge, relying on the principles of connectivism [37] and collective intelligence. Synchronous communication tools, like videoconferencing and instant messaging, facilitate real-time exchanges and coordination of activities, maintaining social and educational links despite the distance. However, these tools also present challenges, such as attention management and information overload. Finally, remote collaborative projects and immersive virtual learning environments offer unique opportunities to develop intercultural skills but also raise ethical and privacy concerns [38].

Role of the educators in creating a positive relational environment

Teachers play a vital role in fostering a positive relational environment for learning and well-being. They encourage communication, active listening, and the diversity of viewpoints through discussion circles and collaborative activities. The integration of educational technologies amplifies these interactions, even remotely, as demonstrated by pedagogical adaptations during the COVID-19 pandemic [39]. By establishing life rules based on kindness and tolerance, the teacher creates a secure and inclusive framework. In the face

of conflicts, they prioritize dialogue and the search for common solutions, embodying a model of non-violent communication. This approach contributes to developing students' socio-emotional skills, essential for their academic and personal success. Tailoring pedagogical activities to the diverse needs of students ensures inclusion and values each individual. A recent study highlights the importance of this personalized approach for improving student engagement and outcomes [40]. For instance, a student with learning difficulties may benefit from individualized support, while a more advanced student can access additional resources to deepen their knowledge. The educator must also remain vigilant to identify and prevent any behavior of bullying or exclusion. By actively promoting a positive classroom climate and intervening quickly in case of issues, they contribute to creating a safe and stimulating learning environment for all students. Finally, the teacher can encourage students' metacognitive reflection on their social interactions and learning, thereby helping them develop autonomy and self-regulation skills.

DIGITALISATION IN EDUCATION: A POWERFUL LEVER AND CRITICAL CHALLENGE FOR TRANSFORMATION

In a world of constant technological change, education cannot stay away from digital transformations [41]. Digital technologies offer unprecedented opportunities to enrich the learning experience and meet the varied needs of learners. However, their integration into the education system also poses significant challenges, requiring careful consideration and a balanced approach. This section explores the myths and realities of technology in education, and its potential benefits for transforming learning in the 21st century [42].

Myths and realities of technology in education

Education technology is often surrounded by myths that can lead to unrealistic expectations or resistance. The first myth is that of technology as a miracle solution, capable of solving all educational problems by its simple introduction. In reality, the effectiveness of educational technologies relies on their thoughtful integration into a coherent educational project, aligned with the needs and objectives of learners [43]. Another myth is that technology threatens traditional education, leading to a dehumanization of educational relationships and a loss of teacher control. However, digital technologies do not replace the teacher. Rather, they offer new tools to enrich their practices and engage learners [44]. That said, excessive or poorly controlled use can lead to dependence and a loss of autonomy among learners, highlighting the importance of reasoned integration and appropriate educational support.

Benefits of technology in education

Despite these challenges, technologies offer many benefits to transform education and adapt it to the needs of the 21st century. They make it possible to personalize learning paths by offering resources and activities adapted to the level, pace and learning style of each learner [45]. A recent study showed that using adaptive learning tools can significantly improve student achievement in mathematics [46].

Technologies also encourage autonomy and accountability, giving learners the tools to manage their own learning and develop self-regulation skills. A 2022 meta-analysis found that the use of educational technologies promotes the development of self-regulated learning in students.

In addition, digital technologies offer multichannel resources, allowing access to a variety of content (texts, images, videos, simulations) and their creative combination. They facilitate interaction between educational stakeholders using remote communication and collaboration tools. A recent study demonstrated that the use of online learning platforms can improve collaboration among students and their engagement in the learning process [47].

Finally, they support lifelong learning and the continuous improvement of training systems by allowing the

updating of content and the evaluation of acquired knowledge. A survey conducted in 2023 found that 78% of adults consider that digital technologies have facilitated their access to lifelong learning opportunities [48].

NEW POSTURE OF THE TEACHER IN A DIGITAL ENVIRONMENT

The integration of digital technologies in education is profoundly transforming the role of the teacher. The latter evolves from a simple transmitter of knowledge to a guide and facilitator in the students' learning journey. This change requires adaptation and the acquisition of new skills to meet the challenges of modern education [49].

Evolution of the teaching body in the digital age

In the digital age, the teacher transitions into a facilitator and guide for learning. Their role extends beyond the vertical transmission of knowledge to include guiding learners in their process of acquiring knowledge and skills. This evolution requires the development of new skills, such as mastery of digital tools, educational scripting, leading learning communities, and managing collaborative projects [50].

In addition, the educator must adapt to hybrid learning situations, combining face-to-face and distance learning, while managing the heterogeneity of learner profiles and needs. Collaboration with various educational stakeholders also becomes crucial to design and implement innovative training systems [51].

New teacher missions

In this context, the teacher takes on new missions which enrich and complicate his traditional role. He becomes a content expert and resource curator, selecting and structuring relevant content aligned with educational objectives [52]. As a facilitator of communities of learners, he promotes interactions and creates a climate conducive to learning [53].

The teacher also acts as a facilitator for the appropriation of tools and knowledge, supporting learners in the use of digital technologies and guiding their construction of knowledge. Finally, he takes on the role of coach for creativity and discovery, encouraging experimentation, risk-taking and the development of critical thinking and the spirit of innovation [54].

This transformation of the teacher's role requires ongoing training and in-depth reflection on teaching practices. It opens new perspectives for education, allowing increased personalization of learning paths and better consideration of the individual needs of learners. The teacher thus becomes a key player in educational innovation, capable of fully exploiting the potential of digital technologies to improve the learning experience [55].

TOWARDS GLOBAL EDUCATION: INTEGRATION OF THE THREE DIMENSIONS

In this constantly changing world, education must adapt to prepare learners for the complex challenges of the 21st century. The integration of emotional, relational and digital dimensions in teaching practices offers a promising path towards a more complete and inclusive education [56]. This holistic approach aims to develop not only academic skills, but also the social, emotional and digital skills essential for learners' personal and professional success.

Synergy between the three pillars for an enriched educational experience

The integration of the three pillars creates a synergy that enriches the educational experience and supports

the holistic development of the learner. The emotional dimension establishes a climate of trust and motivation, conducive to commitment and perseverance [57]. The relational dimension, through social interactions and collaboration, makes it possible to co-construct knowledge and develop transversal skills [58]. Digital technology offers tools to personalize courses, facilitate exchanges, and encourage the creativity and autonomy of learners.

Strategies for balanced implementation in teaching practices

For a balanced implementation, it is crucial to define clear objectives and appropriate evaluation methods, promoting both disciplinary and transversal skills [59]. Training and support for teachers is essential, offering them opportunities for training, exchanges and co-design. Involving all stakeholders in the educational community in the reflection and implementation of these practices is fundamental to creating a collective dynamic.

Challenges and opportunities for educational institutions

The implementation of global education represents challenges and opportunities for educational institutions. Challenges include adapting programs, reconfiguring learning spaces, modernizing digital infrastructure, and managing resistance to change [60]. It is crucial to ensure equitable access to digital resources and prevent the risks associated with excessive screen use [61]. Opportunities include the development of new, more active and collaborative forms of learning, the opening of the school to its environment, and the strengthening of links between actors in the educational community [62].

CONCLUSION

21st century education must meet the challenge of a balanced integration of emotional, relational and digital dimensions to offer learners comprehensive training adapted to contemporary issues. This holistic approach, centered on the development and well-being of the student, aims to develop key skills such as emotional intelligence, the ability to build relationships and mastery of digital tools [63].

To achieve this, it is essential to rethink teaching practices, train teachers [64] and adapt school programs. Institutions must create caring environments conducive to cooperation and respect. Close collaboration between teachers, parents and students is essential to provide a coherent and stimulating framework, favorable to the harmonious development of children [65].

Although this educational transformation presents challenges, it is necessary to prepare tomorrow's citizens for an ever-changing world. By joining forces, all stakeholders in the educational community can contribute to shaping a global, balanced and meaningful education, allowing learners to flourish and succeed in 21st century society.

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