

# Education and Culture and the G20

*Initial briefing for the C20-2024*



## EXECUTIVE SUMMARY

UNESCO estimates that there is a US\$ 97 billion annual financing gap in low- and lower-middle income countries to achieve Sustainable Development Goal 4 (SDG4), to ensure inclusive and equitable quality education for all by 2030. The C20 have demand commitment G20 leaders' to achieving progress on Educational Development and the importance of paying particular attention to children and young people, girls and women, racialized people, children and youth with disabilities from disadvantaged backgrounds, facing disproportionate challenges and a higher risk of falling further behind due to the pandemic and other socio-economic factors.

Before COVID-19 pandemic the overview was hard, but the sanitary emergency associated a climate crisis, conflicts (3Cs) and poverty and turned reality alarming.

In this scenery, G20 will promote the 19th summit with the challenge to guarantee equity and fight against poverty using technological achievement knowledge to ensure nobody behind, cooperation and coordination of all. Education has a key role in this process.

## INTRODUCTION

This paper is a brief summary of the accumulated debates and recommendations of the C20 in the 2021, 2022 and 2023 editions on the subject of education. The aim is to provide support to the working groups in this 2024 phase so that we can move forward with advocacy actions with the G20 with a view to redirecting routes in order to fulfill the commitments of the 2030 Agenda.

The United Nations' warning is disheartening. "Progress towards quality education was already slower than required before the pandemic, but COVID-19 has had devastating impacts on education, causing learning losses in four out of five of the 104 countries studied. Without additional measures, an estimated 84 million children and young people will stay out of school by 2030 and approximately 300 million students will lack the basic numeracy and literacy skills necessary for success in life"<sup>1</sup>.

The deepening of gender, race and class inequalities in access to education during the height of the COVID-19 pandemic, the gaps that the advent of artificial intelligence and the digitalization of life still leave for the human rights and the advance of the far-right influence on educational policies were forcefully present in the dialogues promoted by civil society.

In addition to the challenges listed in the paragraph above, there is also the need to reverse public disinvestment in education. And for this demand to be met and the possibility of achieving SDG 4 to exist, it is necessary to reorganize the international public debt system and make progress in forgiving low-development countries. Encouraging education for global citizenship, multilateralism and respect for diversity of race, gender and social origin, against a backdrop of advancing conservative governments, are also important challenges for achieving the 2030 Agenda.

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<sup>1</sup> United Nations. Sustainable Development Goals. Available: <https://www.un.org/sustainabledevelopment/education/> [Accessed on 16/03/2024].

The G20 meeting in Brazil is an important opportunity to take a realistic look at the setbacks accumulated in recent years and point out the paths needed to fulfill multilateral commitments to guarantee the right to an inclusive education.

The current Brazilian government recognizes the importance of the 2030 Agenda for Sustainable Development and the World Declaration on Education for All for the eradication of global poverty. Civil society must continue to demand effective measures to move forward in this direction.

On the following pages, we present the formulations accumulated by the C20 over the last few years and recommendations for achieving SDG 4.

## **OVERVIEW OF EDUCATION AT THE G20 AND THE C20**

In 2008, when the first G20 Summit was held, educational inequalities and the challenges of meeting the so-called Millennium Development Goals weren't even mentioned<sup>2</sup>. Since 2013, when the official working group on the subject was set up within the framework of the Forum, and since 2018, with the formalization of the C20 as the G20's official engagement group, government-civil society dialogue has advanced, consolidating the exchange of experiences on good practices and local and regional specificities. But the effects of the 2008 crisis, the digitalization of economies, the rearrangement of economic blocs and, more recently, the COVID-19 pandemic have demanded greater attention from nations to the difficulties of complying with the Sustainable Development Agenda.

In 2021, the C20 highlighted that G20 Education Ministers' Declaration (June 22, 2021)<sup>3</sup> re-affirmed the fundamental role of education for inclusive economic growth, equity, equality, human dignity, social inclusion and wellbeing. The Education Ministers recognized the importance of putting education at the center of the political agenda as part of the recovery from the present global crisis to build back better and with resilience for the future. They reiterated that the right to education and promote lifelong learning opportunities for all are human rights and the basis for the realization of all other rights, in line with the United Nations 2030 Agenda for Sustainable Development and the 2018 G20 Education Ministers' Declaration. These include initiatives promoting gender equality and fighting all kinds of discrimination, and enabling all people, particularly children and young people, to acquire the knowledge and skills needed to promote sustainable development and active citizenship including, among others, through education for sustainable development<sup>4</sup>.

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<sup>2</sup> The White House. Declaration of the Summit on Financial Markets and the World Economy. Available: <https://georgewbush-whitehouse.archives.gov/news/releases/2008/11/20081115-1.html> [Accessed on 16/03/2024].

<sup>3</sup> G20 Information Centre. Available: <http://www.g20.utoronto.ca/2021/210622-education.html> [Accessed on 16/03/2024].

<sup>4</sup> C20 Policy Pack. Rome: 2021.

Other points highlighted by the C20 2021 included the ministerial declarations of June 27, 2020<sup>5</sup> and September 5, 2020<sup>6</sup>. These documents were reaffirmed, as in a commitment to seek to mitigate the impacts of the pandemic on education systems to ensure access to continued and quality education for all, the safe return to the classroom to all through efficient and effective stimulus and recovery programs and the coordination between education and labour policies to facilitate youth transition from school to work, in line with the G20 Education Ministers' Declaration of September 5, 2018<sup>7</sup> to prevent a "generational catastrophe"<sup>8</sup>.

"Hundreds of millions of children and youth are falling behind in their learning, which will have long-term impacts. One year into the COVID-19 crisis, 2 in 3 students worldwide are still affected by full or partial school closures. The most vulnerable children and those unable to access remote learning are at an increased risk of never returning to school, and even being forced into child marriage or child labour. It is estimated that an additional 101 million children and youth (from grades 1 to 9) fell below the minimum reading proficiency level due to COVID-19 in 2020, which wiped out the education gains achieved over the last 20 years".<sup>9</sup>

At that time, civil society warned that recovery could take place by 2024, but only if exceptional efforts were made in remediation, catch-up strategies, aggressive and bold remedial and restorative reforms. But this effort did not materialize and we arrived in 2024 with more than 250 million children and young people out of school – rising 6 million since 2021. More than 51% of them are girls<sup>10</sup>. The pandemic, the mass exclusion of girls and young women from education in Afghanistan and the continuing stagnation in education progress across the world contribute to this unfortunate reality.

"Just before the pandemic struck, 53% of young people were completing secondary school globally, but only 29% in sub-Saharan Africa. Pre-COVID-19 data from 76 countries and territories (mostly low and middle income) for the period 2012-2020, indicate that around 7 in 10 children aged 3 and 4 are developmentally on track, with no significant differences by child's sex."<sup>11</sup>

That year, the C20 also warned of the impacts of the duration of school closures and increased poverty in the context of the pandemic on the loss of learning and the drop in motivation to attend school and complete education. As well as the impacts of insecure conditions, negative interactions with caregivers and a lack of educational opportunities

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<sup>5</sup> G20 Information Centre. Available: <http://www.g20.utoronto.ca/2020/2020-g20-education-0627.html> [Accessed on 16/03/2024].

<sup>6</sup> G20 Information Centre. Available: <http://www.g20.utoronto.ca/2020/2020-g20-education-0905.html> [Accessed on 16/03/2024].

<sup>7</sup> G20 Information Centre. Available: <http://www.g20.utoronto.ca/2018/2018-09-05-education.html> [Accessed on 16/03/2024].

<sup>8</sup> United Nations. Policy Brief on Education and COVID. Available: <https://unsdg.un.org/resources/policy-brief-education-during-COVID-19-and-beyond> [Accessed on 16/03/2024].

<sup>9</sup> C20 Policy Pack. Rome: 2021.

<sup>10</sup> UNESCO. Global number of out-of-school children rises by 6 million. Available: <https://www.unesco.org/en/articles/unesco-global-number-out-school-children-rises-6-million> [Accessed on 16/03/2024].

<sup>11</sup> C20 Policy Pack. Rome: 2021.

during the first years of life, with potentially irreversible results for a child's potential for the rest of their life.<sup>12</sup>

Also in 2021, the C20 highlighted that “in only two-thirds of countries are girls as likely to be in primary school as boys. At the secondary level, inequalities increase dramatically as girls fail to transition; less than half of countries have achieved gender parity in lower secondary enrolment, dropping to just a quarter in upper secondary.” The gap of education not only affects their learning but has a potential dramatic impact on their health, protection, and wellbeing. “Girls have been disproportionately affected by the COVID-19 pandemic which acted as an accelerator of inequalities and is reversing the achievements of the last decades.”<sup>13</sup>

The setback was evidenced by the fact that “for the first time in 20 years, girls today are more likely to marry as children, more likely to have their education permanently cut short and more likely to face the risks associated with pregnancy during adolescence.”<sup>14</sup>

“Since the pandemic, some countries in Europe have seen a 50% increase in child sexual abuse online, while the Philippines has seen a staggering 265% increase. India and Australia, on the other hand, have also experienced increases in searches and reports of child sexual abuse materials of 95% and 129% respectively”<sup>15</sup>.

“Due to the COVID-19 pandemic children in low-income countries in the world have lost up to 20% of their lifetime days in school – with conflict adding to school closures in some countries. The trend shows that the percentage of lifetime schooling lost for girls is generally greater than for boys: on average, girls in poorer countries missed 22% more of their total school lives than boys”.<sup>16</sup>

“Prior to the COVID-19 pandemic, around 53% of children in low and middle-income countries were suffering from learning poverty<sup>17</sup>. Although most countries have achieved universal primary completion, 56% of elementary students in the world do not have basic literacy skills in reading, writing, and mathematics”<sup>18</sup>.

In 2022 the C20 observed, the world needed almost 69 million new teachers to reach the 2030 education goals. “According to the Save the Children Global Study, 20% of parents and caregivers of 11 to 17-year-old children reported that they had no access to learning materials<sup>19</sup>. And at that time it was estimated that the current generation of

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<sup>12</sup> C20 Policy Pack. Rome: 2021.

<sup>13</sup> C20 Policy Pack. Rome: 2021.

<sup>14</sup> C20 Policy Pack. Rome: 2021.

<sup>15</sup> WeProtect Global Alliance. Global Threat Assessment 2021: Working Together to End Sexual Abuse of Children Online. Available: <https://www.weprotect.org/global-threat-assessment-21/> [Accessed on 05/05/2022].

<sup>16</sup> C20 Policy Pack. Rome: 2021.

<sup>17</sup> The World Bank. Learning Poverty. Available: <https://www.worldbank.org/en/topic/education/brief/learning-poverty> [Accessed on 27/04/2022].

<sup>18</sup> UNESCO. More Than One-Half of Children and Adolescents Are Not Learning Worldwide.

Available:

<http://uis.unesco.org/sites/default/files/documents/fs46-more-than-half-children-not-learning-en-2017.pdf> [Accessed on 27/04/2022].

<sup>19</sup> Save the Children. The Hidden Impact of COVID-19 on Child Education. Available: [https://resourcecentre.savethechildren.net/pdf/the\\_hidden\\_impact\\_of\\_COVID-19\\_on\\_child\\_education.pdf](https://resourcecentre.savethechildren.net/pdf/the_hidden_impact_of_COVID-19_on_child_education.pdf) [Accessed on 04/07/2022].

learners could lose as much as US\$ 17 trillion in lifetime earnings at a present value because of school closures, representing 14% of global GDP”<sup>20</sup>.

“The COVID-19 pandemic has transformed the world's education system and led to the rise of Education Technologies (EdTech) as schools shifted from physical to virtual classrooms. For example, school closures, as well as the closures of non-formal educational institutions, have led to a rapid shift to online and distance learning modalities. This widened the digital divide, putting learners from marginalized groups—including those who are discriminated against due to multiple and intersecting factors, such as their socioeconomic status, gender identity and sexuality, ability, geographical location, migrant status, language, ethnicity, religion, and caste—at a greater disadvantage. These conditions will certainly decrease their literacy and numeracy abilities, increase learning loss potential and school and lifelong learning programs dropout numbers due to the lack of access to education services for marginalized and vulnerable groups”<sup>21</sup>.

“Therefore, the use of digital technologies in education should be accompanied by stronger safety measures and child protection mechanisms. There are also alarming privacy concerns about EdTech softwares that must be addressed, with reports that some applications are harvesting students’ personal information. According to a Human Rights Watch report, 89% of 164 EdTech products observed seemed to engage in data harvesting practices that put children’s rights at risk.<sup>38</sup> These products had the capacity to monitor children without their or their parent’s consent. They directly sent or granted access to children’s personal data to 199 advertising companies. This highlights the need for the protection of personal data in online education platforms through updated data protection and privacy laws, with strict implementation and enforcement of regulations for private sector involvement in education to prevent the corporate capture of online learning modalities”<sup>22</sup>.

“Many countries have adopted measures targeting disadvantaged children, including tailored teaching/learning materials, improved infrastructure, and flexible platforms. Countries have also introduced support measures for teachers, such as instructions regarding the use of online platforms, professional, psychosocial and emotional support, or teaching content adapted to remote teaching”<sup>23</sup>.

“Although blended learning will possibly continue to be a learning strategy after the pandemic, the transition will not be easy for everyone. Adopting technology in education is not as simple as putting ICT in classrooms. For those schools and teachers without the benefit of such institutional support, integrating technology and making sure it is aligned with the curriculum and learning goals are challenging.<sup>31</sup> Teachers often find achieving curriculum targets and learning objectives difficult and overwhelming already, so integrating technology might result in extra burdens and pressures”<sup>24</sup>.

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<sup>20</sup> C20 Working Groups. Bali: 2022.

<sup>21</sup> C20 Working Groups. Bali: 2022.

<sup>22</sup> C20 Working Groups. Bali: 2022.

<sup>23</sup> C20 Working Groups. Bali: 2022.

<sup>24</sup> C20 Working Groups. Bali: 2022.

“Learners from poor families, learners with disabilities, and learners from rural and remote areas are often left behind due to the lack of access to digital learning tools and technological devices”<sup>25</sup>.

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"At the same time, learners are lacking important skills required to thrive post-pandemic. To meet the challenges of the 21<sup>st</sup> Century, learners must be equipped with problem-solving skills, language and communications skills, ICT literacy, social and emotional skills, financial literacy, civic literacy etc”<sup>28</sup>.

"Learners with special needs faced barriers on account of the absence of required equipment, lack of access to the internet, accessible material, and support necessary for them to follow online school programmes<sup>29</sup>. Let alone digital technologies, it is estimated that 9.7% of people aged below 18 years old are in need of assistive technology or 4.3% excluding spectacles<sup>30</sup>. The most frequently reported barrier to assistive technology access across surveyed countries was affordability, lack of support and lack of availability. It is then essential to address both the need for assistive technology and disability-friendly digital technology for learners with special needs”<sup>31</sup>.

“Technologies have a significant impact on social-political involvement, healthcare efficacy and efficiency, and education to foster innovation. But the rise of digitalization can also raise challenges in several areas due to inequitable access to digital devices and knowledge, as well as internet spread. To achieve knowledge equity, inclusion and

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<sup>25</sup> C20 Working Groups. Bali: 2022.

<sup>26</sup> Human Rights Watch. “How Dare They Peep into My Private Life?”: Children’s Rights Violations by Governments That Endorsed Online Learning During the COVID-19 Pandemic. Available: [https://www.hrw.org/sites/default/files/media\\_2022/06/HRW\\_20220602\\_Students%20Not%20Products%20Report%20Final-IV-%20Inside%20Pages%20and%20Cover.pdf](https://www.hrw.org/sites/default/files/media_2022/06/HRW_20220602_Students%20Not%20Products%20Report%20Final-IV-%20Inside%20Pages%20and%20Cover.pdf) [Accessed on 26/06/2022].

<sup>27</sup> C20 Working Groups. Bali: 2022.

<sup>28</sup> OECD. OECD Learning Compass 2030: A Series of Concept Notes. Available: [https://www.oecd.org/education/2030-project/contact/OECD\\_Learning\\_Compass\\_2030\\_Concept\\_Note\\_Series.pdf](https://www.oecd.org/education/2030-project/contact/OECD_Learning_Compass_2030_Concept_Note_Series.pdf) [Accessed on 26/06/2022].

<sup>29</sup> UNPRPD. Disability Inclusive COVID-19 Response: Best Practices. Available: [https://unesdoc.unesco.org/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach\\_import\\_71a3634a-a631-4af9-8c36-d14fc8ac919c?\\_=378354eng.pdf&to=53&from=1#pdfjs.action=download](https://unesdoc.unesco.org/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_71a3634a-a631-4af9-8c36-d14fc8ac919c?_=378354eng.pdf&to=53&from=1#pdfjs.action=download) [Accessed on 04/07/2022].

<sup>30</sup> WHO and UNICEF. Global Report on Assistive Technology. Available: <https://www.unicef.org/media/120836/file/%20Global%20Report%20on%20Assistive%20Technology%20.pdf> [Accessed on 04/07/2022].

<sup>31</sup> C20 Working Groups. Bali: 2022.

coordination of all the bottom-up creation of online resources are more critical than ever. This can only be achieved if internet platforms do not use any business models or government policies that may favor one kind over the other or prevent information (or users) from moving outside their ecosystems or compromises users' privacy. Privacy is inseparable from the ability to contribute to free knowledge".<sup>32</sup>

But, unfortunately, privacy rights are often neglected by the governments and big companies. During the COVID-19 pandemic and after, for instance, almost all countries and big tech companies around the world collected and monitored citizens' digital footprints through contact tracing applications.<sup>33</sup>

"This calls for a thorough review, not only of the curriculum but also of education systems. We must prioritize the development of the whole person beyond academic skills to include skills for decent work and dignified life, as envisaged in SDG 8<sup>34</sup>. The key to ensuring children succeed is to enable them to attain the necessary skills, knowledge, capacities, and values they need to thrive in the post-pandemic world. In a rapidly changing educational landscape, 21st-century education is linked to the ability to develop a strong base of knowledge about one's self and about the world — interconnected objectives that allow each learner to find purpose and be better able to participate in social and political life"<sup>35</sup>.

"Education should be increasingly integrated and based on themes and problems that allow young people to live in peace with our common humanity and our common planet. While it's vital that all children and young people acquire basic literacy skills, in order to thrive in the 21<sup>st</sup> Century world, they also need to learn how to become responsible global citizens and master emotional intelligence"<sup>36</sup>.

"Governments and stakeholders should also invest more in non-formal and informal education, including TVET, and higher education as required. This is especially important for the disadvantaged to enable them to adapt to the demands of the future of work and the world"<sup>37</sup>.

The pandemic has highlighted the "importance of parents and caregivers taking more responsibility for children's education and learning. Parents' or caregivers' role at home determines the quality of children's and youths' learning experiences. Nevertheless, not all families have what it takes to ensure successful remote or online education"<sup>38</sup>.

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<sup>32</sup> C20 Policy Pack. Bali: 2022.

<sup>33</sup> C20 Policy Pack. Bali: 2022.

<sup>34</sup> UNDESA. SDG Indicators: Metadata Repository. Available: <https://unstats.un.org/sdgs/metadata/?Text=&Goal=8&Target=> [Accessed on 05/07/2022].

<sup>35</sup> C20 Working Groups. Bali: 2022.

<sup>36</sup> C20 Working Groups. Bali: 2022.

<sup>37</sup> C20 Working Groups. Bali: 2022.

<sup>38</sup> UNICEF. Empowering Parents and Caregivers to Support Learning and a Safe Return To School. Available:

<https://www.unicef.org/eca/stories/empowering-parents-and-caregivers-support-learning-and-safe-return-school> [Accessed on 25/06/2022].



"The closures of educational institutions have also reportedly led to an increase in gender-based violence, including early marriages and domestic abuse, which affect learners' mental health"<sup>39</sup>.

Women suffer from lack of access to decent work and face occupational segregation and gender wage gaps. Under-represented in political and economic decision-making processes, in many situations, they are also denied access to basic education and health care and they are victims of violence and discrimination<sup>40</sup>. Girls and women, in particular, carried a heavy burden due to increased domestic responsibilities, on top of the higher risk of gender-based violence<sup>41</sup> in the pandemic peak."

In 2022, "in 23% of the 159 countries that submitted data for the Global Report on Adult Learning and Education (GRALE 5), fewer than 1% of youth and adults aged 15 and above participated in education and learning programs"<sup>42</sup>. The report also highlighted that "almost 60% of countries saw no improvement in the participation of people with disabilities, migrants or prisoners, while 24% of them indicated that the participation of rural populations has decreased"<sup>43</sup>.

"COVID-19 has also changed the nature of work, and this trend will cause greater gaps in skill requirements. More than 100 million workers in observed countries may need to switch occupations, a 12% increase compared to before the pandemic, and a rise of as much as 25% in advanced economies<sup>44</sup>. Estimated that in 2030 85% of the workforce would have held jobs that had not existed previously"<sup>45</sup>.

"At times like these, while world leaders focus on the COVID-19 pandemic response and recovery, they must not neglect the crucial role that education plays in overall sustainable development. They must prioritize it as part of an inclusive, resilient, transformative and sustainable recovery. It is, thus, more critical than ever to hold governments accountable to their commitments to education and bring together families, teachers, institutions, and learners from multiple layers to ensure access to quality education and lifelong learning, now and in the future"<sup>46</sup>.

"The right to education also face more immense challenges in the face of the climate crisis and conflicts, which has and will continue to have an array of consequential impacts on human lives<sup>47</sup>. The increasing global temperature result in extreme weather conditions, flooding, droughts, and wildfires, among others, which be destructive to

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<sup>39</sup> UNESCO. Evidence on the Gendered Impacts of Extended School Closures: A Systematic Review. Available: <https://unesdoc.unesco.org/ark:/48223/pf0000380935> [Accessed on 25/04/2022].

<sup>40</sup> C20 Policy Pack. Rome: 2021.

<sup>41</sup> C20 Working Groups. Bali: 2022.

<sup>42</sup> UNESCO. 5th Global Report on Adult Learning and Education: Citizenship Education: Empowering Adults for Change. Available: <https://www.uil.unesco.org/en/grale5> [Accessed on 23/06/2022].

<sup>43</sup> C20 Working Groups. Bali: 2022.

<sup>44</sup> McKinsey Global Institute (2021). The Future of Work After COVID-19. New York: McKinsey & Company. [Online]. Available: <https://www.mckinsey.com/featured-insights/future-of-work/the-future-of-work-after-COVID-19> [Accessed on 10/05/2022].

<sup>45</sup> C20 Working Groups. Bali: 2022.

<sup>46</sup> C20 Working Groups. Bali: 2022.

<sup>47</sup> Save the Children. Born into the Climate Crisis: Why we must act now to secure children's rights. Available: <https://resourcecentre.savethechildren.net/pdf/born-into-the-climate-crisis.pdf> [Accessed on 05/07/2022].

people's lives, livelihoods, and education — and the populations who are likely to be more vulnerable to those climate-related disasters are the least responsible for the causes of climate crisis"<sup>48</sup>.

"Moreover, wars and conflicts, compounded by socioeconomic and political crises, also threaten human rights and democracies<sup>49</sup>. Again, marginalized and vulnerable groups are placed in danger and their health and education are disrupted. All these threats pose great risks to the present and future of education"<sup>50</sup>.

"Furthermore, in many countries, education is being deprioritized in government budgets and plans. According to the 2023 Education Finance Watch (EFW) report, half of the sample of countries analyzed reduced their annual real spending on education in 2020, compared to 2019<sup>51</sup>. UNESCO data shows that countries have been investing as much as 16 trillion USD, with 97% of this investment happening in high-income countries while only 2.9% is spent in lower-income countries"<sup>52</sup>.

"Increasing the share, size, sensitivity, and scrutiny of education financing with comprehensive planning and resource allocation, as well as proper budget utilization, will be imperative to delivering quality education that is built on the principles of equity and inclusion and is able to reach and address the learning needs of learners from the most marginalized groups"<sup>53</sup>.

"Let us not forget that successful education recovery also depends on the well-being and continuous professional development of teachers, thus, investing in these will have decisive outcomes. Students' learning conditions hinge on teachers' working conditions, but during the pandemic, teachers have had a lack of career development opportunities and faced increased workloads associated with double-shift classes. Only 58% of countries provided teachers with content for remote learning, 42% guaranteed with ICT tools and internet connections, and 60% with professional development on psychosocial and emotional support. More effort is needed to support teachers in the transition to remote and hybrid teaching"<sup>54</sup>.

In 2023, the C20 reiterated the motto of "Building Back Stronger and Better" to pave the way for a more peaceful and just world. The Civil Society urged for a restoration of faith in multilateralism and trust in science and a swift and targeted action to ensure education for all and reverse systemic inequalities. Recognizing the rapid and widespread change brought about by digital transformation, offering unprecedented

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<sup>48</sup> UNICEF. It Is Getting Hot: Call For Education Systems to Respond to the Climate Crisis. Available: <https://education4resilience.iiep.unesco.org/index.php/resources/2019/it-getting-hot-call-education-systems-respond-climate-crisis-perspectives-east-asia> [Accessed on 25/04/2022].

<sup>49</sup> UNICEF. Education Under Attack. Available: <https://www.unicef.org/education-under-attack> [Accessed on 27/04/2022].

<sup>50</sup> C20 Working Groups. Bali: 2022.

<sup>51</sup> The World Bank. Education Finance Watch 2023. Available: <https://www.worldbank.org/en/topic/education/publication/education-finance-watch#2> [Accessed on 16/03/2024].

<sup>52</sup> UNESCO. Uneven Global Education Stimulus Risks Widening Learning Disparities. Available: <https://unesdoc.unesco.org/ark:/48223/pf0000379350> [Accessed on 29/06/2022].

<sup>53</sup> C20 Working Groups. Bali: 2022.

<sup>54</sup> UNESCO. On World Teachers' Day, UNESCO and Partners Urge Governments to Prioritise Teachers in Education Recovery. Available: <https://unesco.org/gh/on-world-teachers-day-unesco-and-partners-urge-governments-to-prioritize-teachers-in-education-recovery/> [Accessed on 25/06/2022].

advancements for improving the human condition, the C20 called for the recognition that education or digital technologies, when improperly or maliciously used, can fuel divisions within and between societies and countries, increase insecurity, undermine human rights, and exacerbate inequalities, charging fervently hope that the G20 leaders will take necessary collective. The Civil Society called for a new social contract to unite and protect an Artificial Intelligence World Society<sup>55</sup>.

"G20 nations are urged to consider the proactive role that values and norms play in protecting human rights, seamlessly integrating them into the social fabric, reflected in the principle of Antyodaya where the well-being of the last woman standing in the queue should always be considered when making policy decisions"<sup>56</sup>.

"Reaffirming commitments enshrined in instruments like the United Nations Charter<sup>57</sup>, Universal Declaration of Human Rights<sup>58</sup>, other treaties emphasizing sustainable development, and highlighting the right global citizenship education, diversity, human rights, and social justice, the 2022 G20 Bali<sup>59</sup> commitments further emphasized international collaboration for digital skills development, particularly benefiting people in vulnerable situations"<sup>60</sup>.

"The Transforming Education Summit<sup>61</sup> identified four key areas of transformation: creating supportive environments for all learners, empowering teachers, harnessing the digital revolution in public education, and advocating for increased, efficient, and equitable investment in education. This aligns with the principle of "Data for Development," a crucial aspect of India's Presidency of G20, India's C20 reaffirmed the aspirations of the Global Digital Compact (GDC)<sup>5</sup>, which aims to establish shared principles for an open, free, and secure digital future for all, to be agreed upon at the Summit of the Future<sup>6</sup> in 2024 at the United Nations"<sup>62</sup>.

Three priority issues should be put forth to rebuild education or learning recovery for all, through solidarity and partnership: 1) ensuring access to universal, inclusive and safe quality education, 2) bridging accessible digital technologies in education, and 3) promoting youth empowerment for a stronger, and more sustainable post-pandemic recovery<sup>63</sup>.

## **Annex I. G20 Resolutions on Education<sup>64</sup>**

<sup>55</sup> C20 Communiqué. New Delhi: 2023.

<sup>56</sup> C20 Communiqué. New Delhi: 2023.

<sup>57</sup> United Nations. United Nations Charter. Available: <https://www.un.org/en/about-us/un-charter> [Accessed on 16/03/2024].

<sup>58</sup> United Nations. Universal Declaration of Human Rights. Available: <https://www.un.org/en/about-us/universal-declaration-of-human-rights> [Accessed on 16/03/2024].

<sup>59</sup> G20 Bali declaration, Nov. 2022. Available: [https://www.gov.br/mre/pt-br/canais\\_atendimento/imprensa/notas-a-imprensa/g20-bali-leaders2019-declaration-bali-indonesia-15-e-16-de-novembro-de-2022#:~:text=We%20designated%20the%20G20%20the.time%20of%20unparalleled%20multidimensional%20crises](https://www.gov.br/mre/pt-br/canais_atendimento/imprensa/notas-a-imprensa/g20-bali-leaders2019-declaration-bali-indonesia-15-e-16-de-novembro-de-2022#:~:text=We%20designated%20the%20G20%20the.time%20of%20unparalleled%20multidimensional%20crises) [Accessed on 16/03/2024].

<sup>60</sup> C20 Policy Pack. New Delhi: 2023.

<sup>61</sup> United Nations. Transforming Education Summit 2022. Available: <https://www.un.org/en/transforming-education-summit> [Accessed on 16/03/2024].

<sup>62</sup> C20 Policy Pack. New Delhi: 2023.

<sup>63</sup> C20 Working Groups. Bali: 2022.

<sup>64</sup> The G20 was created as a meeting of Ministers of Finance, in 2008 it raised to the level high-level summit.

| Year | Type   | G20 City/Country | Host | Main Issues Discussed  | Education  |
|------|--------|------------------|------|--|--|
| 2008 | Summit | Washington/US    |      | First G20 high-level summit. It addressed the Global Financial Crisis and the mechanisms to mitigate the after effects of the meltdown. Later that year, the world would witness QE as a monetary policy.                | Educational challenges were not mentioned.   |
| 2009 | Summit | London/UK        |      | Tentative coordinated effort to respond to the global financial crisis. Reform of the international financial system comes back to discussions.  | Leaders' Statement. Para 26: "We will support employment by stimulating growth, investing in education and training, and through active labour market policies, focusing on the most vulnerable."  |
| 2009 | Summit | Pittsburg/US     |      | The Global Financial Crisis and stability dominates the discussions of the leaders but there were at least mentions of the other themes of the Sustainable Development Agenda and its then Millennium Development Goals. | Leaders' Statement. Para <sup>s</sup> . 34, 44 and 05 point of annex: "We note with concern the adverse impact of the global crisis on low income countries' (LICs) capacity to protect critical core spending in areas such as health, education, safety nets, and infrastructure." (...) "Our new Framework for Strong, Sustainable, and Balanced Growth requires structural reforms to create more inclusive labor markets, active labor market policies, and quality education and training programs" (...) "We have a responsibility to invest in people by providing education, job training, decent work conditions, health care and social safety net support, and to fight poverty, discrimination, and all forms of social exclusion." |
| 2010 | Summit | Toronto/CA       |      | The summit was dominated by the financial crisis and its resolution.   | Educational challenges were not mentioned.   |
| 2010 | Summit | Seoul/SK         |      | The financial crisis and Reform of international financial architecture were the main themes.  | Educational challenges were not mentioned.   |
| 2011 | Summit | Cannes/FR        |      | The Great Recession once more domains the agenda.  | Educational challenges were not mentioned.   |

| Year | Type   | G20 City/Country  | Host | Main Issues Discussed   | Education  |
|------|--------|-------------------|------|---|--|
| 2012 | Summit | Los Cabos/MEX     |      | The specters of the financial crisis still loomed over the summit in Mexico. Growth, economic stabilization and jobs were major worries. Educational challenges are mentioned again, but always linked to job creation, rather than the priority of the issue itself. | Para <sup>s</sup> . 12, 20, 52 and 53: "In many countries, higher investment in education, innovation and infrastructure can support the creation of jobs now while raising productivity and future growth prospects." (...) "We also commit to intensify our efforts to strengthen cooperation in education, skills development and training policies, including internship and on-the-job training, which support a successful school-to-work transition." (...) "On financial education, we endorse the OECD/International Network on Financial Education (INFE) High Level Principles on National Strategies for Financial Education, and call on the OECD/INFE and the World Bank in cooperation with the GPFi to deliver further tools to promote financial education, with a progress report to the next Summit." (...) "We recognize the need for women and youth to gain access to financial services and financial education, ask the GPFi, the OECD/INFE, and the World Bank to identify barriers they may face and call for a progress report to be delivered by the next Summit." |
| 2013 | Summit | St. Petersburg/RU |      | Civil society begins to apply and the education agenda had a chapter in the summit debates, but still limited to the perspective of financial inclusion, financial education, consumer protection and the fight against corruption.                                   | Para 05 point two: "We are united in the resolve to achieve better quality and more productive jobs. Coordinated and integrated public policies (macroeconomic, financial, fiscal, education, skills development, innovation, employment and social protection) are key to reach this goal." Para 12: "Invest in our people's skills, quality education and life-long learning programs to give them skill portability and better prospects, to facilitate mobility and enhance employability." Para 27: "We endorse the recommendations of our Labour and Employment and Finance Ministers to mobilize, coordinate and integrate, our national policies (macroeconomic, financial, fiscal, education, skills development, innovation, employment, social protection) to promote the creation of quality jobs, while increasing productivity with full respect for Fundamental Principles and Rights at Work, to ensure higher employment levels and a sustained decline in unemployment, underemployment and informal employment."  |

| Year | Type   | G20 City/Country    | Host | Main Issues Discussed         | Education   |
|------|--------|---------------------|------|-------------------------------|---|
|      |        |                     |      |                               | <p>Para 80: "We welcome practical tools to measure financial literacy and evaluate financial education programs, developed by the OECD/International Network for Financial Education (INFE) and the World Bank Group, support their widespread use in countries along with instruments to measure youth financial literacy such as the Programme for International Student Assessment (PISA). We also look forward to the development of international core competencies frameworks for adults and youth on financial literacy by the OECD/INFE by our next Summit. We welcome progress reports on barriers for women and youth in financial inclusion and education prepared by the OECD/INFE and the World Bank Group and endorse the OECD/INFE policy guidance on addressing women and girls' needs for financial education. We endorse the recommendations of the progress report on women and finance, including that the GPF, the OECD and the World Bank Group conduct a stocktaking of promising and successful initiatives to enhance women's financial inclusion. We welcome the G20 Russia's Presidency and the OECD publication on national strategies for financial education and look forward to the development by the OECD/INFE of a Policy Handbook on the Implementation of National Strategies for Financial Education by our next Summit."</p> <p>Para 109: "We also place a high value on implementing and raising awareness regarding effective anti-corruption education programs to build and reinforce a culture of intolerance towards corruption."</p> |
| 2014 | Summit | Brisbane/ <u>AU</u> |      | The main focus was on growth. | <p>Para 10: "We are strongly committed to reducing youth unemployment, which is unacceptably high, by acting to ensure young people are in education, training or employment. Our Employment Plans include investments in apprenticeships, education and training, and incentives for hiring young people and encouraging entrepreneurship."</p>  |

| Year | Type   | G20 City/Country | Host | Main Issues Discussed   | Education  |
|------|--------|------------------|------|---|--|
| 2015 | Summit | Antalya/TR       |      | Discussions focused on economic growth and resilience under a context of a major migration event caused by civil war in Syria that spilled over to neighboring countries with the presence of ISIS, a Jihadist group.   | Paras 06, 25: "A comprehensive and balanced set of economic, financial, labour, education and social policies will contribute to reducing inequalities." (...) "We call upon all states to contribute to responding to this crisis, and share in the burdens associated with it, including through refugee resettlement, other forms of humanitarian admission, humanitarian aid and efforts to ensure that refugees can access services, education and livelihood opportunities"  |
| 2016 | Summit | Hangzhou/CN      |      | The focus was mainly on growth, as vision, integration, innovation, market openness, and inclusiveness.   | Once again, the educational debate was restricted to financial education.  |
| 2017 | Summit | Hamburg/GE       |      | The focus was on "sharing the benefits of globalization".   | Para 21: We also stress the important role of the media, civil society, religious groups, the business community and educational institutions in fostering an environment which is conducive to the prevention of radicalisation and terrorism.  |
| 2018 | Summit | Buenos Aires/AR  |      | Evidencing the importance of civil society organization and advocacy, it was in the year that the C20 became an official engagement group for the first time, education gained a prominence place in the G20 debates. In addition to the mention in the Leaders' Declaration, two ministerial working group declarations are part of the summit's resolutions: Education Ministers' Declaration 2018 <sup>65</sup> and G20 Joint Education & Labour and Employment Minister's Declaration <sup>66</sup> . | Para 08: "Access to education is a human right and a strategic public policy area for the development of more inclusive, prosperous, and peaceful societies. We underline the importance of girls' education. To equip our citizens to reap the benefits of societal and technological innovations we will promote coordination between employment and equitable quality education policies, so we can develop comprehensive strategies that promote key competences such as learning to learn, foundation and digital skills, in a lifelong learning perspective from early childhood. We acknowledge the need to foster evidence-based innovative pedagogies and methods for all levels of education." |

<sup>65</sup> G20 Information Centre. Education Ministers' Declaration 2018. Available: <http://www.g20.utoronto.ca/2018/2018-09-05-education.html> [Accessed on 16/03/2024].

<sup>66</sup> G20 Information Centre. G20 Joint Education & Labour and Employment Minister's Declaration. Available: <https://www.g20.in/en/docs/2021/2021-Joint-Ministerial-Declaration-education-labour.pdf> [Accessed on 16/03/2024].

| Year | Type   | G20 City/Country | Host | Main Issues Discussed  | Education  |
|------|--------|------------------|------|--|--|
| 2019 | Summit | Osaka/JP         |      | Education gains more evidence in the summit debates.   | <p>Para 23: "We pledge to continue to support the education and training of girls and women, including the provision of quality primary and secondary education, better access to STEM (Science, Technology, Engineering and Mathematics) education and awareness-raising to eliminate gender stereotypes."</p> <p>Para 25: "We also encourage innovation, skills training and lifelong education for all, attracting new entrants and empowering young people and women in the agri-food sector."</p> <p>Para 27: "We support developing countries in their efforts to move towards timely implementation of the SDGs in areas such as poverty eradication, investment in quality infrastructure, gender equality, health, education, agriculture, environment, energy and industrialization, using all means of implementation, such as mobilizing private sector resources and capacity-building assistance."</p> <p>Para 28: "We reaffirm our commitment to investing in human capital and promoting quality, inclusive and equitable education for all, as outlined in the G20 Initiative on Investing in Human Capital for Sustainable Development."</p> |
| 2020 | Summit | Riyadh/ SA       |      | In the middle of the COVID-19 pandemic, the debate on guaranteeing the universal right to education is listed among the priorities of world leaders. In addition to the mention in the Leaders' Declaration, two ministerial working group declarations are part of the summit's resolutions: Extraordinary G20 Education Ministers' Statement <sup>67</sup> and G20 Education Ministers' Communiqué <sup>68</sup> . | <p>Para 26: "Education: We have taken actions to mitigate the impact of the COVID-19 pandemic on education. We stress the importance of continuity of education in times of crisis through the implementation of measures to ensure safe in-person learning, effective quality distance and blended teaching and learning, as appropriate. Inclusive, equitable and quality education for all, especially for girls, remains key to unlocking a brighter future and fighting inequalities. It is the foundation of personal development as it provides children, youth, and adults with the knowledge, skills, values, and attitudes necessary to reach their full potential. We affirm the importance of improving the accessibility and affordability of the quality early childhood education, and building and retaining a qualified workforce. We recognize the value of</p>  |

<sup>67</sup> Unesco Digital Library. Extraordinary G20 Education Ministers' Statement. Available: <https://unesdoc.unesco.org/ark:/48223/pf0000375301> [Accessed on 16/03/2024].

<sup>68</sup> G20 Information Centre. G20 Education Ministers' Communiqué. Available: <http://www.g20.utoronto.ca/2020/2020-g20-education-0905.html> [Accessed on 16/03/2024].



| Year | Type   | G20 City/Country | Host | Main Issues Discussed   | Education  |
|------|--------|------------------|------|---|--|
|      |        |                  |      |   | fostering internationalization in education, while respecting national and sub-national laws, rules and policies.” |
| 2021 | Summit | Rome/IT          |      | There has been a leap in the debate on the priority of investment and support for the development of education, which is reflected in the overview above. | Summary in this document   |
| 2022 | Summit | Jakarta/ID       |      | Priority of investment and support for the development of education is reflected in the overview above.   | Summary in this document.  |
| 2023 | Summit | New Delhi/IN     |      | Priority of investment and support for the development of education is reflected in the overview above.   | Summary in this document.  |

#### Annex II. C20 Recommendations on Education.

| Year | C20 City/Country | Host | Recommendations  |
|------|------------------|------|--|
| 2018 | Buenos Aires/AR  |      | <ul style="list-style-type: none"> <li>- An education that fosters social justice and human dignity;</li> <li>- Curricular design and educational trajectories that guarantee quality, inclusion, equity and educational justice, recognizing the diversity of contexts and populations;</li> <li>- Gender equality in and through education, with gender-responsive education plans, curricula, and pedagogy, including comprehensive sexuality education, and policies to overcome school-related gender-based violence;</li> <li>- Follow up systems that ensure access, conclusion and school certification of adolescent mothers/fathers, and that help overcome barriers that girls and women face. Ensuring income systems so that all young people in situations of social vulnerability can prioritize education over work;</li> <li>- Inclusion, follow up and certification of social emotional and life skills as part of the teaching project at all levels and modalities linked to curricular content;</li> <li>- Policies that help connect students with the labor world through educational practices (G20 2017 Leaders Declaration);</li> <li>- Access policies through incentives, particularly for vulnerable populations and women, to fields of science, technology, engineering and mathematics (STEM);</li> <li>- Improving access to higher-level education as key for the creation and transfer of knowledge, as well as for innovation and the socioeconomic development of the countries and regions;</li> <li>- Regional and global level certification system that consider migrant populations, and individual incentives/projects for the areas of greatest interest and/or capacity of students;</li> <li>- Policies to strengthen the leadership of key actors in the education system, particularly students and teachers, in educational design, decision making and transformation, acknowledging adolescents and youth as agents of change that take part in defining the knowledge and skills they wish to acquire and the opportunities they want to access;</li> <li>- Strengthen and value the teaching profession, resignifying their knowledge and trajectories, as well as classroom and management specializations. Fair wages that reflect the importance of this social role is of paramount importance;</li> </ul> |

| Year | C20<br>Host<br>City/Country | Recommendations   |
|------|-----------------------------|---|
|      |                             | <ul style="list-style-type: none"> <li>- Socioeducational policies as a path towards inclusion, linking the educational system with community organizations and adequate financing for that purpose, valuing non-formal education in pedagogical and inclusion terms (G20 Leaders Declaration 2017);</li> <li>- 12 years of free education, acknowledging that "Efforts to close the funding gap must begin with local financing" (UNESCO, 2015a) and that this is possible with greater fiscal justice associated with educational financing;</li> <li>- A new international governance mechanism on taxation, based on a balanced system of rights and obligations, where the collection of resources is progressive, equitable, and transparent and ensures the financing of public policies aimed at improving the quality of life of people, achieving high levels of socioeconomic equity in harmony with the environment;</li> <li>- Mechanisms to prevent tax avoidance and combat tax opacity;</li> <li>- Educational Financing Laws, or their analogous, in all countries;</li> <li>- Intangibility of funds allocated to education;</li> <li>- Equity sensitive general budgets that ensure access and educational certification of 100% of the school age population. Design of education plans with goals and annual budgets developed with the participation of key actors and in coherence with SDG4 and G20. Transparent access to information on progress and budgetary spending to ensure scrutiny;</li> <li>- Active participation of society, with initiatives that ensure its understanding of the tax system, the impact on the lives of citizens and particularly those most disadvantaged.</li> </ul> |

| Year | C20<br>City/Country | Host<br>Recommendations   |
|------|---------------------|---|
| 2019 | Osaka/JP            | <ul style="list-style-type: none"> <li>- Guarantee the right to child well-being, integral education policies and play. Design public policies that promote inclusive early childhood care and stimulation for all children, particularly those who are marginalized, with measures to guarantee access to educational completion also for the mother. Ensure that quality care and education for children is delivered by trained professionals and with provision of adequate equipment, accessible learning materials and products, and reasonable accommodations to include children with disabilities;</li> <li>- Develop policies and programs to promote Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) to promote peace, justice, human rights, cultural diversity, and social cohesion in line with SDG target 4.7. Ensure that these programs are mainstreamed at all levels in education (Education 2030, UNESCO 2016);</li> <li>- Literacy and numeracy skills are foundations for life. Work to ensure functional literacy for all, including digital, media and information literacy, as essential educational outcomes (Brussels Declaration, 2018);</li> <li>- Ensure that school curriculums take into account different cultural values, languages and references. Develop a regional and global level certification system that considers migrant populations and develop various educational trajectories that take into account situations such as social re-inclusion due to situations of conflict with the law, nomadic and migrant populations;</li> <li>- Increase the supply of qualified teachers, educators and trainers, and improve teacher training, professional development, working conditions and social dialogue. Develop strong incentive systems for the training of teachers and educators who come from different social backgrounds and communities to guarantee respect for diversity of contexts, abilities and languages;</li> <li>- Inclusion, follow up and certification of social, emotional and life skills as part of the curriculum at all levels, beginning in early childhood. Build transferable and job specific skills within education, and connect students with the world of work (G20 Leaders Declaration, 2017) and facilitate vocational choice. This includes knowledge about decent work and skills development programs that meet the needs of the economy and can drive youth employment;</li> <li>- Improve access and provide incentives to encourage marginalized populations and adolescent girls into the fields of science, technology, engineering, arts and mathematics (STEAM) and work to bridge the gender digital divide by implementing the measures outlined in the 2018 G20 Digital Economy Ministerial Declaration (Annex Paper 2);</li> <li>- Strengthen the leadership of key actors in the education system, particularly students and teachers, in curriculum development, decision making and transformation. Acknowledge adolescents and youth as agents of change that should take part in defining the knowledge and skills they wish to acquire and the opportunities they want to access. Promote socio-educational policies and non-formal education by working with community organizations as an inclusive strategy for students who want to engage in alternate ways;</li> <li>- G20 should design innovative “STI for SDGs” that are considered and context-specific. It is imperative to understand the wider cultural context of a country or a community, and accessible technologies should be implemented in line with the local curriculum, instead of introducing a one-size-fits-all type of curriculum everywhere;</li> <li>- Prioritize gender equality in education, starting with safe school facilities and transport, female teacher recruitment in contexts where cultural and social barriers hinder girls’ participation in education, and gender-responsive curricula that are inclusive of different sexual orientations, gender identities, gender expressions and sex characteristics. Curriculums should include comprehensive sexuality and relationship education with a focus on consent, healthy relationships and breaking down harmful gender stereotypes, norms and practices;</li> <li>- Educational and learning establishments should all have adequate infrastructure, equipment and learning materials for the inclusion and participation of children and adults with disabilities. Develop training tools suitable for teachers, parents, and the community on inclusion of learners with disabilities, as well as developing a curriculum that is inclusive and economic incentives to promote education for learners with disabilities;</li> </ul> |

| Year | C20<br>City/Country | Host<br>Recommendations   |
|------|---------------------|---|
|      |                     | <ul style="list-style-type: none"> <li>- Develop educational policies that respond to populations in crisis as a result of natural catastrophes or wars, and ensure the continuity of education provision for children and young people living in crisis contexts. This should include supporting a child or young person's re-entry into the formal education system, as well as protecting the school and its students from armed conflicts;</li> <li>- Sensitize the different key actors (families, educators, employers and unions) on the regulations related to the prevention of child labour, forced adolescent labour and all forms of modern slavery that often affect girls disproportionately, in order to guarantee the right to education. Develop policies that include economic support so that families are able to prioritize education for their children;</li> <li>- The restriction of freedom for children, adolescents and young people must be an exceptional measure. We should focus on social reintegration and offer adolescents and young people educational opportunities, job training and recreational opportunities, to facilitate their inclusion within society and as a deterrent from crime (UNICEF, 2018). Include training for teachers and staff about the penitentiary service and centres of deprivation of liberty for children, youth and adolescents;</li> <li>- Develop a strong policy framework to promote a safe and positive school climate and classroom environment, including effective systems for reporting and monitoring school violence, bullying and training, with additional support for teachers (UNESCO, 2019);</li> <li>- Prioritize investments in public education and regulate private education to guarantee educational justice. Guarantee a minimum of 12 years of free, safe and quality pre-primary, primary and secondary education. Eliminate tuition fees and hidden fees in the 12 full years of primary and secondary education, in order to ensure the participation of all children and young people, including the most marginalized and especially girls and boys in crisis contexts. Increase investment in education;</li> <li>- Prioritize education financing on all agendas in order to secure investment through domestic, bilateral and multilateral funding;</li> <li>- Reinforce the commitment assumed by the countries in the Incheon Declaration (2015) of "[...] allocating efficiently at least 4 - 6% of Gross Domestic Product and/or at least 15 - 20% of total public expenditure to education", as well as " [...] the fulfillment of all commitments related to official development assistance (ODA) is crucial, including the commitments by many developed countries to achieve the target of 0.7 per cent of gross national product (GNP) for ODA to developing countries;</li> <li>- Prioritize increased education financing through bilateral and multilateral cooperation particularly through Global Partnership for Education and Education Cannot Wait, and the strengthening of South-South cooperation. This cooperation should not imply in any way the indebtedness of the countries, their capacity to make sovereign decisions and the privatization of education in any of its aspects. Resources from international cooperation should not be used in any way to support commercial or no- commercial private schools or any form of profit making in and through education;</li> <li>- In order not to hinder domestic resource mobilization for education, the global tax system should be based on a balanced system of rights and obligations, where the collection of resources is progressive, equitable, and transparent and ensures social harmony. This should include mechanisms to prevent tax avoidance and combat tax opacity;</li> <li>- Reinforce the importance that the developing countries do not take on external debt. In the case of countries that take debt, the volume and payment of debt services should not condition the educational budget.</li> </ul> |

| Year | C20<br>City/Country | Host<br>Recommendations  |
|------|---------------------|--|
| 2020 | Riyadh/SA           | <ul style="list-style-type: none"> <li>- Inclusive and integrated responses across priority policy areas to ensure rehabilitation, re-integration and to meet the diverse educational needs of all young people. With special attention to the vulnerable and marginalized groups including girls and women, people with disabilities, indigenous peoples, migrant populations, refugees, nomads, children facing the risk of child labour, people with mental health issues, LGBTQI+ people, rural and remote communities, and those living in crisis caused by conflicts and natural disasters. Supported by a commitment to continuously re-evaluate groups being, or at risk of being, excluded by legislation, policy or practice;</li> <li>- Instigate reform to address limited international cooperation in education. Reinforced and synergetic cooperation between different levels and actors, including multilateral coordination between governments, Intergovernmental Organizations (IGO) and Non-Governmental Organizations (NGO), with a stronger position created for Civil Society to influence policy and action;</li> <li>- Renewed government commitment to national expenditure on education as outlined in the Incheon Declaration (2015). “Allocating efficiently at least 4 - 6% of Gross Domestic Product and/or at least 15 - 20% of total public expenditure to education», as well as [...] the fulfillment of all commitments related to official development assistance (ODA), including the commitments by many developed countries to achieve the target of 0.7 per cent of gross national product (GNP) for ODA to developing countries. We urge all G20 countries to make additional concrete efforts towards the target of 0.7 per cent of GNP for ODA to developing countries;</li> <li>- Prioritize increased education financing through bilateral and multilateral cooperation through allocating 20% of national budgets to education – including support of the Global Partnership for Education and Education Cannot Wait fund (The Global Partnership for Education, 2019). Strengthen dialogue between innovative financing providers, donors and beneficiary States and communities, and private sector resource mobilization. Ensure adequate ongoing and preventative funding for areas of deficit as well as short-term crisis funding;</li> <li>- Global leaders should include education as a priority in stimulus packages both during and post pandemic to ensure continuity and reestablishment of access to education for all, with special attention to the marginalized and most vulnerable;</li> <li>- Prioritize investments in public education and regulate private education to guarantee educational justice. Guarantee 12 years of free, safe and quality pre-primary, primary and secondary education;</li> <li>- Guarantee access to education for all. Develop inclusive education policies that meet the human rights and educational needs of all, with special attention to marginalized youth. Establish mechanisms for monitoring enrolment and attendance, and design pathways to ensure education systems provide multiple avenues for school completion that take into account young peoples’ social, economic, political, religious and environmental circumstances;</li> <li>- Increase the supply of qualified teachers and educators through improving teacher preparation, recruitment, professional development and working conditions. Develop inclusive recruitment policies and systems to ensure diversity of teaching populations to guarantee respect for diversity of contexts, abilities and languages, including female teacher recruitment in contexts where cultural and social barriers hinder girls’ participation in education;</li> <li>- Foster dignity and agency at the local level through ensuring community engagement, bottom-up dialogue and decision making, and liaising directly with marginalized groups to ensure they are granted self-determination in terms of curriculum and education provision. Acknowledge youth as agents of change; facilitate their participation in defining the knowledge and skills they wish to acquire and the opportunities they want to access;</li> <li>- Strengthen family engagement in education through establishing mechanisms that empower families as stakeholders in education. Provide in-school and outreach initiatives that improve families’ commitment, confidence and skills supporting their children’s participation, completion and achievements in education. Develop policies that include economic support so that families are able to prioritize education for their children (UNHCR, 2018);</li> <li>- Ensure continuity of quality educational opportunities throughout contexts of crisis caused by conflicts, health and natural disasters. Develop monitoring mechanisms and educational policies &amp; procedures that respond to and ensure the continuity of</li> </ul> |

| Year | C20<br>City/Country | Host<br>Recommendations  |
|------|---------------------|--|
|      |                     | <p>education, including supporting the reintegration of displaced youth into the formal education system (World Migration Report 2020, 2019);</p> <ul style="list-style-type: none"> <li>- Incorporation and certification of social &amp; emotional learning, life skills and well-being into mainstream curricula, across all levels and pathways of education provision. Develop psycho-social support programs for all, and rehabilitation programs with special attention to marginalized young people who have been exploited, indigenous peoples, refugees, displaced and migrant populations (Global Education Monitoring Report 2019, 2018);</li> <li>- Strengthen regional connectivity and broaden cross-border transfer of credits, transcripts, qualifications and recognition of equivalence of skills. Improve access and provide incentives to encourage marginalized populations and adolescent girls into the fields of STEM;</li> <li>- Ensure access to safe and dignified clean water, sanitation and hygiene information, infrastructure, and resources in schools, such as private and gender-safe latrines with handwashing and waste management resources, as well as knowledge and resources for proper menstrual health;</li> <li>- Adopt global standards, framework and implementation strategy to enable coordinated improvement, monitoring and reporting of Digital Skills on a national &amp; global scale. Utilize digital intelligence global standards framework for digital literacy, skills, readiness and digital citizenship education. Such as the Coalition for Digital Intelligence comprising the OECD, IEEE and DQ Institute in association with the World Economic Forum Digital Intelligence (DQ) framework. In response to the speed gap between technology and education, it is critical for G20 to develop a global plan to coordinate digital skills initiatives to enhance the level of digital skills through training, assessment, and certification using the suggested global standards;</li> <li>- Focused investment toward building skills required for the digital economy must be made in an inclusive manner across regions, sectors, genders, and age groups. It is necessary that the discourses of Global Citizenship Education and Digital Citizenship Education converge in a way that serves the goal of fostering the competencies of the modern resilient and multi-skilled worker. These basic skills as well as coding and other ICT skills should be core aspects of formal education. In line with Bridging the Gender Divide and Entrepreneurs &amp; MSMEs in a Digital Context, the G20 should commit to a focus on digital skills learning for women and MSMEs;</li> <li>- Coordinate governments and work in coalition with IGOs, NGOs, and ICT and EdTech providers on short and long-term investment in the expansion of ICT infrastructure and technologies to ensure access for all youth to ICT enabled education, to be accessible across borders in terms of content and access to skilled online teachers. Commit to providing access to quality online education to children in underserved communities to address digital justice and reduce the digital divide affecting women, young people in low income families and marginalized groups. Promote state regulation of the digital private sector during times of crisis in order to achieve optimal educational outcomes. Regulate the accreditation of online learning providers and programs to ensure quality and to serve the employability needs of young people entrusted to its pedagogy;</li> <li>- Ensure the inclusion of Online Protection Tools in ICT service providers and child online protection legal framework that allow for monitoring and control of young people's access to inappropriate materials and content and enhance safety measures from internet threats, cyber-bullying and predators (Ronchi, E. and L. Robinson, 2019);</li> <li>- Support the development of nation-level Child Online Safety policies and practices including training parents, educators and children, and monitor the state of the national Child Online Safety Index (COSI). Provide programs for families regarding utilization of technology in education and child protection against cyber risks and digital addiction;</li> <li>- Embed Global Citizenship Education Development (GCED) and Education for Sustainable Development (ESD) in formal, informal and non-formal education settings, to equip young people with the tangible competencies of a modern global worker (ILO, 2018), and the knowledge, skills, values and attitudes needed to promote peace, justice, human rights, cultural diversity and social cohesion;</li> <li>- GCED/ESD to be structurally included as foundational competencies as a cross-curricular priority across all learning areas. Develop policies to ensure GCED/ESD is embedded in broader educational cultures and mainstreamed at all levels in formal, informal and non-formal education;</li> <li>- Ensure evaluations of GCED/ESD interventions are consistent with values of GCED/ESD itself, with monitoring processes involving multiple stakeholders;</li> </ul> |

| Year | C20<br>City/Country | Host<br>Recommendations   |
|------|---------------------|---|
|      |                     | <ul style="list-style-type: none"> <li>- Reform teacher training &amp; competency frameworks to reflect contemporary methods that promote analyzing, literacy and numeracy. Build the capabilities of teachers to include critical, GCE and digital eLearning pedagogies, in a learner-centered approach where young people are empowered learners and as stakeholders for sustainable societies and encouraged to think of themselves as individuals, as members of collectives and as mediated by institutions in their interactions with the world. Teachers to foster digital agency, critical construction of knowledge and self-learning design, to better equip young people to make sense of the vast information flow available digitally and discern real vs fake information, beneficial vs harmful behavior (OECD, 2018);</li> <li>- Safeguard that GCED/ESD policies, curriculum and pedagogies incorporate and emphasize the value of local and indigenous knowledge and cultures so as not to erode indigenous languages and cultures. Promote participatory programmes for learners and educators to engage in their communities and society, actively seeking partnerships and programs across diverse geographical locations and cultures. Ensure programs balance national goals with global participation and understandings;</li> <li>- Guarantee the right to child wellbeing, care and education, through the design and implementation of public policies that promote inclusive ECCE for all children, with special attention to those who are marginalized, to ensure children's long-term development, learning and health. Ensuring linkages from ECCE to fostering children's readiness for school and lifelong learning experiences;</li> <li>- Put in place integrated and inclusive policies and legislation that guarantee the provision of at least one year of free and compulsory quality pre-primary ECCE. Prioritize public expenditure for the expansion and availability of ECCE for all including domestic and institution provision, and include economic support so that families are able to prioritize ECCE. Design measures to guarantee access to educational completion and entry or return to the workforce for mothers;</li> <li>- Utilize the Global Guidelines for Early Childhood Education and Care in the 21st Century (Childhood Education International), as framework for nations' development of inclusive, rights-based approach to policies, legislation &amp; strategic action plans governing this area. Inclusive of: <ul style="list-style-type: none"> <li>a) A holistic and developmentally appropriate, play and stimulus-based curriculum, including cognitive, social, emotional, moral, creative, physical and life skills to ensure ECCE is adaptive to the diverse educational needs of infants and children;</li> <li>b) Provision of adequate equipment, accessible learning materials and products, and reasonable accommodations to include children with special needs;</li> <li>c) Standards &amp; accreditation for the professionalization of ECCE personnel;</li> <li>d) Utilisation of digital technologies in partnership with and including support for families;</li> <li>e) Provide educative programs to deliver information and guidance regarding ECCE to families and care circles;</li> </ul> </li> <li>- Prioritize protection and family services, and policies including mandatory reporting requirements to protect vulnerable infants and toddlers from violence. Include Child Protection training and competencies for educators.</li> </ul> |

| Year | C20 Host<br>City/Country | Recommendations   |
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| 2021 | Rome/IT                  | <ul style="list-style-type: none"> <li>- Close the education financing gap doing all the best in investing resources to support countries in responding to the crisis and prioritizing education, through a combination of additional resources to be committed and money to be freed up. To realize this point is important to fulfill the 0.7% global commitment on ODA<sup>69</sup>, with the progressive commitment to 15% of ODA, to increase education financing. This is feasible through increased bilateral aid commitments for basic education and through multilateral commitments, related to a supplementary IDA budget (supplementing World Bank IDA<sup>70</sup> balance or contributing to an early replenishment for IDA 20 - 25 million USD in the next two years). It is also necessary to achieve the extension of the DSSI<sup>71</sup> at least until the end of 2022 and the expansion of the Common Framework on Debt Treatments to middle income countries (see the C20 finance WG messages);</li> <li>- Mobilize the necessary resources for strengthening education and other public services. States must guarantee the right to education and invest in quality education for all. The privatization of education, shadow education, and public-private partnerships in education must be regulated and monitored to ensure that education remains a public good and not a for-profit venture;</li> <li>- Provide a more urgent and substantial debt relief package that includes debt cancellation for low-income and the least developed, and heavily in-debted countries, and the freed-up resources can be used to strengthen and expand public services, including education, health, and social protection;</li> <li>- Protect common goods and human rights to build a democratic culture. It is fundamental to recognize education itself as a common good and include within the field of human rights the protection of academic freedom. As far as this point is concerned, we must take into consideration that children, youth, and non-literate adults should receive more attention if there is the intention of funding change and development. The system of sending help across to the African Nations through sitting governments has blocked the gains of the action, because often these helps do not reach the grassroots;</li> <li>- Education should not only focus on increasing learners' employability, but also on equipping them with the necessary life skills and fostering values of peace, democracy, active citizenship, and respect for diversity, human rights, and the planet. In so doing education will produce and develop empowered leaders who have the necessary abilities and capacities to adapt and address the ever-evolving challenges in the world, including poverty, inequality, racism, discrimination, conflict and the climate crisis;</li> <li>- Enhance Education 4.0: Global citizenship as the main transversal competence to be citizens of the future to confront issues that we have in common. Foster the dissemination of the concept of global citizenship education at the level of formal, non-formal and informal education, as a pre-requisite for the acquisition of each SDGs and to introduce this concept in every level of education, training and communication so as to prevent any form of nationalism and discrimination;</li> <li>- Increase transformative education at the service of sustainable development: care of the planet and earth's inhabitants in the pandemic era. GCE<sup>72</sup> is a driver to affirm and promote a social and sustainable economy. We call on the G20 to support programs based on transformative education, promoting lifelong learning, able to combine social, environmental, and economic sustainability. G20 countries should support children back to school in their own countries, but also support other national governments (in low- and middle-income countries) to do this;</li> <li>- Flexible and inclusive distance learning programs, using a range of modalities including digital learning, interactive radio instruction and printed learning materials,</li> </ul> |

<sup>69</sup> Official Development Assistance (ODA).

<sup>70</sup> International Development Association (IDA).

<sup>71</sup> Debt Service Suspension Initiative (DSSI).

<sup>72</sup> Global Citizenship Education (GCE).



| Year | C20<br>City/Country | Host<br>Recommendations  |
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|      |                     | <p>with a focus on reaching the most marginalized student, included migrants, refugees and displaced people. These programs should support early learning, mental health and psychosocial support, child protection and public health objectives, and address harmful gender norms;</p> <ul style="list-style-type: none"> <li>- Transferring money to mitigate the impact of the pandemic on households' incomes and livelihoods;</li> <li>- Develop programs for continuing learning of those who have dropped out of school, included catching-up classes to support students' re-enter education, prepare them for blended - online and offline learning;</li> <li>- Improving water, sanitation, and hygiene (WASH) facilities and non-pharmaceutical interventions in schools, particularly ventilation to reduce the risk of transmission of COVID-19 in schools and in the community and to ensure sustainable school reopenings;</li> <li>- Ensure that the teachers are adequately supported, protected and trained to manage distance learning programming with the appropriate resources and guidance;</li> <li>- Educate to the collective well-being, for the respect of everybody's health;</li> <li>- Invest in community learning centers and other community-based education that are able to reach the most marginalized learners and support their capacities to provide blended learning;</li> <li>- Promote gender equality and women's and girls' empowerment in and through education, providing gender-just skills education for decent work of marginalized women and ensure an ecosystem support such as access to financial support, access to day-care and access to documents;</li> <li>- Invest in flexible and inclusive distance learning programs, using a range of modalities including digital learning, interactive radio instruction and printed learning materials, with a focus on reaching the most marginalized student, including migrants, refugees and displaced people. These programs should support early learning, mental health and psychosocial support, child protection and public health objectives, and address harmful gender norms;</li> <li>- Transfer money to mitigate the impact of the pandemic on households' incomes and livelihoods;</li> <li>- Close the gender gap in education in all fields and invest in girls, removing structural barriers to their education and promoting human rights and gender equality education;</li> <li>- Dismantle gender stereotypes to ensure gender equality in the public and private sphere, also through school programs, tackling stereotypes and unconscious biases in school at every level, including trainings for teachers and school material;</li> <li>- Provide comprehensive sexuality education so that students can make informed decisions regarding their sexual and reproductive health, including the dissemination of IEC materials, WASH and information related to menstruation and safe menstrual practices with distribution of menstrual hygiene products in schools (Menstrual Hygiene Management - MHM);</li> <li>- Ensure that schools and universities are safe spaces for women, girls and LGBTQIA+ population, that they are not at risk of GBV<sup>73</sup> in schools or on the way to school;</li> <li>- Ensure accessibility and inclusion of children and youth with disabilities in schools and universities;</li> <li>- Ensure that the right to education is respected also in conflict, post-conflict and humanitarian settings and respect the Safe Schools Declaration;</li> <li>- Ensure boys' education to prevent them from being recruited as child soldiers;</li> <li>- Ensure girls' education to prevent early and unwanted pregnancies and early marriage, invest in nursery schools also as tool to promote women's rights and their access to the labour market;</li> </ul> |

<sup>73</sup> Gender-Based Violence (GBV).

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|      |                  |      | <ul style="list-style-type: none"> <li>- Educate boys concerning female equality and the male responsibility to respect physical/sexual boundaries;</li> <li>- Increase enrolment of women and girls in all their diversity in STEM programmes;</li> <li>- Scale up efforts to protect girls and young women from domestic violence and sexual exploitation, end school-related gender-based violence (SRGBV).</li> </ul>   |
| 2022 | Jakarta/ID       |      | <ul style="list-style-type: none"> <li>- Prioritize the inclusion of children, youth, and adult learners affected by discrimination and inequalities — those who are economically deprived, girls/women, disabled, forcibly displaced, living in rural and slum urban areas, in conflict or humanitarian crises, and all other minorities;</li> <li>- Ensure safe, violence-free learning environments by providing capacity building, continuous professional development, also upskilling and reskilling for teachers/educators based on the principles of inclusivity, gender sensitivity, child rights and child protection, and disaster resilience;</li> <li>- Design remedial policies and recovery programmes to mitigate learning loss, improve learners' resilience, and foster intergenerational learning for in-school and out-of-school learners in a collaborative effort among parents, communities, and schools;</li> <li>- Ensure the enrolment rates from lower to higher levels of education;</li> <li>- Provide child and social protection through monitoring of education and SDG 4 progress.;</li> <li>- Increase and guarantee education financing at all levels to meet the needs of the most marginalized children and for teacher competencies development</li> <li>- Ensure accountability and transparency in public finance, by prioritizing education in national recovery stimulus packages, enhancing domestic resource mobilization, widening the tax base and promoting progressive taxation, addressing illicit financial flows, negotiating for debt restructuring, and ensuring donors provide 0.7% of GNI to ODA<sup>74</sup>.</li> <li>- Increase or maintain the share of public expenditure on education towards the international benchmarks of at least 4-6% of GDP and/or 15-20% of public expenditure<sup>75</sup>;</li> <li>- Include learners' voices to foster the co-designing of transformative curricula through transparent and participatory governance in education;</li> <li>- Include meaningful engagement of civil society organizations in designing, implementing, monitoring and evaluating, scaling up, and supporting policy development;</li> <li>- Provide creative approaches to overcome the digital divide, involving multi-layered stakeholders;</li> <li>- Facilitate learners with no or limited access to digital technology including those with special needs in the digital setting, income-deprived families and families in remote areas (e.g., by providing assistive technology, guaranteeing schools with connectivity and reliable digital infrastructure etc);</li> <li>- Strengthen public education systems and enforce strict regulatory frameworks for private sector involvement in education to prevent the corporate capture of digital learning and to develop supporting infrastructure;</li> </ul> |

<sup>74</sup> UNESCO. Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4. Available: <https://unesdoc.unesco.org/ark:/48223/pf0000245656> [Accessed on 04/07/2022].

<sup>75</sup> UNESCO. Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4. Available: <https://unesdoc.unesco.org/ark:/48223/pf0000245656> [Accessed on 04/07/2022].

| Year | C20<br>City/Country | Host<br>Recommendations   |
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|      |                     | <ul style="list-style-type: none"> <li>- Develop flexible learning modalities with formal, informal, and non-formal<sup>76</sup> education systems, including free, reused, refurbished, low-cost, low-tech and no-tech solutions;</li> <li>- Provide free and open access to technologies, tools, and materials for the equitable and inclusive quality education of all, especially the most marginalized learners;</li> <li>- Guarantee budget allocation for in- and out-of-school youth education and training;</li> <li>- Promote public provisioning and support for non-formal/vocational training and informal/community-based education;</li> <li>- Provide strategies for developing industrial, life, social skills, digital, financial, environmental and political literacies;</li> <li>- Encourage the public and private sectors to facilitate their transition to work;</li> <li>- Provide youth and especially marginalized groups with quality, inclusive, gender-sensitive lifelong learning to ensure viable employment opportunities;</li> <li>- Improve youth entrepreneurship scheme to foster personal and professional developments that support economic growth;</li> <li>- Develop human-centred design principles, promote digital public goods and commons, bridge the digital divide, and provide comprehensive training on responsible technology use, with digital access for all, including marginalized and vulnerable populations;</li> <li>- Promote ancient and indigenous cultures as they recognize the interconnectedness of various aspects of human beings, animals, and nature through Indigenous Knowledge Systems and through the lives of humanitarian leaders who have put this into practice, and address the emotional, social, mental, and spiritual dimensions of people's lives.</li> <li>- Designing remedial policies and recovery programmes to mitigate learning loss, improve learners' resilience, and foster intergenerational learning for in-school and out-of-school learners in a collaborative effort among parents, communities, and schools;</li> <li>- Ensure the enrolment rates from lower to higher levels of education;</li> <li>- Providing child and social protection through monitoring the implementation of inclusive education and SDG 4 progress;</li> <li>- Increase and guarantee education financing at all levels for the provision of equitable, quality, resilient, and gender-transformative public education systems by (i) enhancing domestic resource mobilization; (ii) promoting progressive taxation; (iii) meeting share of public expenditure on education towards the international benchmarks of at least 4-6% of GDP and/or 15-20% of public expenditure and; (iv) ensuring donors provide 0.7% of GNI to ODA;</li> <li>- Ensure stronger coordinated work between schools, learning centers, communities, teachers, learners, and families for better holistic education of every learner by (i) including learners' voices to foster co-designing of transformative curricula through transparent and participatory governance in education and; (ii) including meaningful engagement of civil society organizations in designing, implementing, monitoring and evaluating, scaling up, supporting policy development;</li> <li>- Develop digital connectivity infrastructure and deliver offline and online learning facilities for equal access to education by (i) providing creative approaches to overcome the digital divide, involving multi-layered stakeholders and; (ii) facilitating learners with no/limited access including persons with disabilities in the digital setting;</li> </ul> <p>5. Strengthen safe blended learning strategies for an uninterrupted education system by (i) developing flexible and accessible learning modalities with formal, informal, and non-formal education systems, including free, reused, refurbished, low-cost, low-tech</p> |

<sup>76</sup> UNESCO. Non-formal and Informal Programs and Activities that Promote the Acquisition of Knowledge and Skills in Areas of Global Citizenship Education (GCED) and Education for Sustainable Development (ESD). Available: <https://unesdoc.unesco.org/ark:/48223/pf0000245625> [Accessed on 04/07/2022].

| Year | C20 Host City/Country | Recommendations   |
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|      |                       | <p>and no-tech solutions; (ii) providing free and open access to technologies, tools and materials and; (iii) building the capacity of teachers, learners, parents/caregivers, to effectively use devices and mitigate the risks using online education tools;</p> <ul style="list-style-type: none"> <li>- Invest in providing access to inclusive education and vocational training to empower youth with skills required to thrive in the 21st century by (i) guaranteeing budget allocation for in- and out-of-school youth education and training; (ii) promoting public provisioning and support for non-formal/vocational training and informal/community-based education; and (iii) providing strategies for developing industrial, life, social skills, digital, financial, environmental and political literacies;</li> <li>- Expand youth's — including those marginalized and/or with disabilities — access to the workplace and entrepreneurship opportunities by (i) encouraging the public and private sectors to facilitate their transition to work; (ii) providing youth and especially marginalized groups with quality, inclusive, gender-sensitive lifelong learning to ensure viable employment opportunities and; (iii) improving youth entrepreneurship scheme to foster personal and professional developments that support economic growth.</li> </ul>  |
| 2023 | New Delhi/IN          | <ul style="list-style-type: none"> <li>- Encourage experiential learning and community, involvement in rural villages, promote indigenous cultures and knowledge systems, and address mental, emotional, and spiritual dimensions of people, include substance abuse prevention, education in indigenous knowledge systems, support for disadvantaged communities, and fostering cultural inclusion and social justice;</li> <li>- Emphasizes the need for early identification and intervention for persons with disabilities. Raise awareness about inclusion and designing and implementing policies for early detection of disabilities. Financially support research in disability studies, build tools for early identification, and provide low-cost assistive technology for inclusion;</li> <li>- Enhance equitable access to education and ensure the fair allocation of resources through learning equity audits. Promote the inclusion of people from vulnerable populations in decision-making processes at all levels of education, research, decision-making and in governance. Other recommendations include fostering mutual recognition of online and on-site degrees and certificate courses, developing inclusive curricula, and providing pedagogical, skills, inclusion, and technology training for teachers;</li> <li>- Establish inclusive financing mechanisms for skill development, create financial aid programs for marginalized individuals, encouraging corporate social responsibility contributions for skill development initiatives, include skill development opportunities in public employment programs, and establish public online platforms to collect and analyze skill development data;</li> <li>- Provide comprehensive training for emergency situations and develop localized emergency curriculum models. Enhance teacher capacity for inclusive education and invest in continuous professional development;</li> <li>- Promote experiential learning among youth by encouraging their involvement in serving disadvantaged communities in villages and sensitizing them of their potential contribution towards achieving SDGs;</li> <li>- Sensitize the community and educational ecosystem towards inclusion through activities that promote acceptance, foster cultural inclusion and social justice, provide socio-emotional support, and encourage respect and care for persons with disabilities, girls, indigenous people, and marginalized populations. Raise awareness and implement preventive measures to address substance abuse and internet abuse among youth. Establish a protective space within schools that provides psychological support to students. Raise awareness and sensitize teachers, caregivers, parents, communities, public authorities, and both private and public sectors about the importance of inclusion in education;</li> </ul> |

| Year | C20<br>City/Country | Host<br>Recommendations  |
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|      |                     | <ul style="list-style-type: none"> <li>- Design and implement early detection policies and strategies for identifying invisible and other disabilities in the local context, and ensure swift interventions including relevant technology, and training for effective inclusion. Encourage research in the field of inclusion, disability studies, and assistive technologies with funding support. Document and make available best practices in inclusive education for the benefit of stakeholders. Raise awareness and sensitize teachers, caregivers, parents, communities, public authorities, and both private and public sectors about the importance of inclusion in education;</li> <li>- Design and implement early detection policies and strategies for identifying invisible and other disabilities in the local context, and ensure swift interventions including relevant technology, and training for effective inclusion. Promote the inclusion of people from vulnerable populations in decision-making processes at all levels of education, research, and in governance;</li> <li>- Monitor through learning equity audit and the effective use of technology in education, utilizing disaggregated data to inform decision-making and allocate resources to areas with the greatest need and impact. Develop policies and mechanisms that ensure fair and effective allocation of financing;</li> <li>- Foster the mutual recognition of online and on-site degrees and certificate courses internationally, emphasizing quality, inclusivity, and accessibility in higher education. Provide teachers with pedagogical, skills, inclusion, and technology training programs, while implementing incentives to attract and retain high-quality educators;</li> <li>- Ensure equitable access to education, including foundational literacy and numeracy, for vulnerable populations such as children, persons with disabilities, women, rural inhabitants, individuals in emergencies, and indigenous communities. Develop inclusive curricula with diverse and relevant information and pedagogical approaches, prioritizing a human-centred approach to design and delivery. Ensure that curricula are accessible to all groups, including those with limited access to technology due to various reasons such as emergencies or disabilities. Provide teachers with pedagogical, skills, inclusion, and technology training programs, while implementing incentives to attract and retain high-quality educators;</li> <li>- Ensure equitable access to education, including foundational literacy and numeracy, for vulnerable populations such as children, persons with disabilities, women, rural inhabitants, individuals in emergencies, and indigenous communities. Provide comprehensive training for teachers in emergency situations, prioritizing the well-being of both students and teachers over specific subjects;</li> <li>- Develop and implement localized emergency curriculum models to prepare for unforeseen circumstances in each locality. Enhance teachers' abilities and capacity to deliver inclusive education and education in emergencies, promoting an inclusive learning environment for all students. Invest in continuous professional development for teachers, with a specific focus on digital skills. Build Education and Digital Transformation programs based on context-specific evidence and ensure involvement of private and government for regulation of digital services;</li> <li>- Promote Life-long learning opportunities, stakeholders coordination, and international collaboration;</li> <li>- Promote affordable emerging technologies and low-tech solutions, with a focus on practical aspects, especially in rural areas;</li> <li>- Establish quality assurance and interoperable standards for educational programs. Allocate financial resources of equal value to public education spending to finance inclusive skill development programs targeted at marginalized communities and vulnerable groups, including investment in accessible TVET infrastructure, qualified teachers, learning materials, and resources (including digital);</li> <li>- Mandate corporate social responsibility contributions equivalent to 1% of annual profits from private companies to support inclusive skill development initiatives to be spent based on multi-stakeholder decision-making mechanisms;</li> </ul> |

| Year | C20<br>City/Country | Host<br>Recommendations   |
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|      |                     | <ul style="list-style-type: none"> <li>- Establish national publicly accessible online platforms in G20 countries that collect and analyse disaggregated skill development and employment data, targeting at least 90% of training providers and employers within five years such that at least 95% of data is available in a standardized format and updated annually. Develop human-centred design principles for all aspects of education/training/skill development;</li> <li>- Promote Digital Public Goods and Digital Commons for inclusive, affordable, and customizable Digital SDG solutions;</li> <li>- Promote digital literacy and hygiene among marginalized and vulnerable communities. Secure sustained political commitment, including financial aspects for developing programs in Education, Skills, and Digital Transformation;</li> <li>- G20 members could play a relevant role in financial terms, providing funds to improve access to education, inclusive practices, and technology in the Global South. Provide an emergency fund for the events of unforeseen circumstances. In those events, uninterrupted access to education must be ensured;</li> <li>- Foster the role of PPPP (public-private-people partnership) in Education and Digital Transformation policies and ensure that they share a common goal and allow a faster response to today's and future needs. Also foster PPPP partnerships to support the implementation of policies and programs. These PPPP need to be appropriately regulated, transparent, and public-oriented;</li> <li>- Monitor implementation of practices and use disaggregated data for monitoring, learning equity audit, and transparency to ensure efficient fund allocation.</li> </ul> |

**Obs:** All documents related to the G20 can be found at <http://www.g20.utoronto.ca/summits/index.html> and the documents produced by the C20 can be found at <http://www.g20.utoronto.ca/c20/index.html>