

C20 Working Group 6 Policy Brief

Education and Culture

The C20 Education and Culture Working Group calls for a concerted effort to realign education with its aims as stated by the human rights-based approach (HRBA)ⁱ and reaching the purpose of A) holistic development, B) addressing society's challenges, C) fostering inclusivity, D) preparing individuals for a productive life and with potential for peacebuilding and contributions in a global and local values-centered community - addressing the aims of education as stated in the International Covenant on Economic, Social and Cultural Rights (ICESCR)ⁱⁱ, in the Convention on the Rights of the Child (CRC)ⁱⁱⁱ and the Convention on the Rights of Persons with Disabilities (CRPD)^{iv}, towards the triad: educational needs, cultural potential, socioeconomic sustainable development.

We call on G20 Leaders to commit to the following recommendations:

1. Governance and Sustainability

- 1.1 **Center the global governance of sustainable systems of education and culture** by implementing mechanisms of multilateralism, ensuring the active participation of governments, as the main responsible, and organized civil society.
- 1.2 **Uphold tax justice in financing public education and culture** quality and sustainably. This can be achieved by promoting taxation at the domestic and international levels securing active participation in global and regional negotiations such as the UN Tax Convention^v, and considering inclusive education as a priority.
- 1.3 **Embed climate justice and sustainability through environmental education and nature-based learning** within public policies is vital for cultivating climate literacy and recognizing the disproportionate impacts of climate change on groups in vulnerable situations. Expand access to sustainable infrastructure and practices into curricula and train professionals, in an interdisciplinary, intergenerational, and multisectoral approach to children and youth engagement.
- 1.4 **Uphold democracy, secularism, and human rights** as fundamental to education and culture. The participation of families and communities must be unlocked.

Educational and cultural institutions and community relations must be strengthened through knowledge democratization with a human rights perspective.

- 1.5 **Implement robust mechanisms for accountability and monitoring**, drawing from the human rights conceptual and legal framework.

2. Diversity, Equity and Inclusion

- 2.1 **Defend and promote the rights of inclusion in education and culture** through the establishment of adaptive public policies, the creation of inclusive and accessible physical and digital infrastructure, and the implementation of measures against bullying, ableism, racial and ethnic discrimination, xenophobia, gender discrimination, and all forms of discrimination and violence.
- 2.2 **Promote formal, nonformal and popular education** that embraces the culture of all racial and ethnic minorities, Indigenous peoples, People of African Descent, Africans, Asians, People of Asian Descent, migrants, refugees, Romas, Dalits, landless and homeless populations, women and, girls, LGBTQIAPN+ people, people with disabilities, including autistic people, and those with other health conditions, such as people living with HIV and dementia and other groups in vulnerable situations, including riverside populations.
- 2.3 **Implement and maintain a transformative, inclusive, and intersectional educational system by embracing diversities** - including disability and neurodiversity, gender and racial diversities - and promoting environments that ensure rights, empathy, autonomy, and social awareness among educators, families, and communities for a truly inclusive present and future.
- 2.4 **Prioritize well-funded public policies that embrace inclusivity, cultural sensitivity, racial and ethnic equality, and anti-ableism, ensuring accessibility and cost-effectiveness** by providing an adequate number of professionals and preparing those with specialized training and protagonism to support and address the needs of diverse groups effectively.
- 2.5 **Guarantee an inclusive, diverse, and local-sensitive curriculum rooted in cross-cutting, comprehensive, and integrative approaches**, focusing on transversal

interventions and practices, ensuring the rights of information, accessibility, communication, barrier elimination⁵, and participation for all.

3. Digital transformation and access^{vi}

- 3.1 **Promote equitable access to information, knowledge, and digital resources through meaningful connectivity, digital literacy, and autonomy, recognizing technology as a language and the internet as a territory** for education and culture, ensuring inclusive communication and ensuring accessibility in digital platforms and content across disabilities, particularly to empower the Global South to engage meaningfully in international decision-making processes.
- 3.2 **Foster collaboration through community-centric digital appropriation across sectors** to provide tailored digital tools and devices addressing the specific needs of communities and the establishment and fortification of networks to enhance resource sharing.
- 3.3 **Advance open knowledge strategies and digital public goods** to democratize access to educational resources with intuitive platforms and tools for generating and disseminating content in diverse multimedia formats, catering to communities affected by the digital divide and in low-resource settings.
- 3.4 **Ensure human rights-centered decisions involving ethical AI deployment, algorithmic transparency, and accountability** within educational and cultural contexts. Prioritize a public and human rights-based approach and equitable access to technology, preventing algorithmic racism, enhancing regulation of private sector involvement, and the role of communities as protagonists in decisions concerning the matter.
- 3.5 **Uphold data privacy, security, accountability, and protection principles** in the utilization of technologies in education and culture, entailing robust safeguards - especially towards children and adolescents - against potential privacy breaches, applied consistently by both public and private stakeholders.

4. The central role of education and culture professionals

- 4.1 **Expand the concept of the education and culture professionals subjects and promote democratic management mechanisms, communication with society, and participation** in the discussion and development of public policies, considering the professionals, families, students, and communities in the territories.
- 4.2 **Value all education and culture professionals** ensuring working conditions and health by prioritizing their mental well-being with adequate funding and guaranteeing career and remuneration plans with proper salaries under the economic wealth of the countries with equal salaries for education professionals including special educators with other professionals at the same level of training, to face the shortage of educational professionals.
- 4.3 **Promote international coordination for initial and continuing training of education and culture professionals**, allocating human and financial resources for ongoing training and international exchanges by implementing intercultural programs within and across nations and embracing specific themes such as inclusion and ethical use of technology.
- 4.4 **Recognize the potential of art for sustainable economic and social development at all levels**, considering the centrality of artists to ensure better engagement and interaction among peoples, communities, and governments.

5. Lifelong Learning, Ethical Global Citizenship and Human Rights Education

- 5.1 **Embrace integral and lifelong education, experiential learning, and community engagement** in rural and urban areas, support Indigenous and traditional communities in their right to self-determination, traditional and popular cultures, and knowledge systems, and address character and holistic well-being by adequate financing of education in all levels and through investments in the mental health of racial and ethnic minorities, Indigenous peoples, People of African Descent, Africans, Asians, People of Asian Descent, migrants, refugees, Romas, Dalits, landless and homeless populations, women and, girls, LGBTQIAPN+ people, people with disabilities, including autistic people, and those with other health

conditions, such as people living with HIV and dementia, and other groups in vulnerable situations as a strategy for strengthening resilience to face humanitarian, climate and environmental disasters.

- 5.2 **Bolster comprehensive access and quality accessible and inclusive education of early childhood and of basic and foundational education** through ensuring conducive working conditions, teacher training, infrastructure, inclusive policies, and integrating cultural diversity into curricula and by promoting initiatives fostering holistic development, covering cognitive, social, emotional, and physical aspects and considering at the infancy culture.
- 5.3 **Cultivate a culture of lifelong learning by providing accessible and inclusive education for adults and the elderly of diverse backgrounds. Expand access to higher quality education and vocational training**, by cultivating exchanges between culture, education, science, technology, and innovation in the face of socioeconomic sustainable development needs. Develop community-based learning programs, invest in adult education, and eradicate illiteracy, to promote social inclusion and socioeconomic empowerment.
- 5.4 **Uphold arts, cultural diversity, and heritage preservation** as integral to lifelong learning and community vitality. Allocate resources to celebrate cultural heritage and foster intercultural dialogue among cultural entities, educational institutions, and local communities.
- 5.5 **Embed Ethical Global Citizenship^{vii} and Human Rights Education** to nurture ethics, empathy, and promotion of cultural diversity and human rights. Facilitate cross-cultural exchanges and empower professionals with training and resources to impact intercultural communication and critical media literacy, preparing students for active engagement in an interconnected world.

ⁱ Human Rights-Based Approach (HRBA). Accessible at: <https://unsdg.un.org/2030-agenda/universal-values/human-rights-based-approach>

ⁱⁱ International Covenant on Economic, Social and Cultural Rights (ICESCR). Accessible at: <https://www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-economic-social-and-cultural-rights>

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- iii Convention on the Rights of the Child (CRC). Accessible at: <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>
- iv Convention on the Rights of Persons with Disabilities (CRPD). Accessible at: <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities>
- v On 22 December 2023, the General Assembly adopted resolution 78/230, “Promotion of inclusive and effective international tax cooperation at the United Nations.” The resolution establishes an ad hoc intergovernmental Committee mandated to develop draft terms of reference for a United Nations framework convention on international tax cooperation, with a view to finalizing the Committee’s work by August 2024. More information: <https://financing.desa.un.org/un-tax-convention>
- vi The 2023 GEM Report on technology and education explores these debates, examining education challenges to which appropriate use of technology can offer solutions (access, equity and inclusion; quality; technology advancement; system management), while recognizing that many solutions proposed may also be detrimental. The report also explores three system-wide conditions (access to technology, governance regulation, and teacher preparation) that need to be met for any technology in education to reach its full potential. More information and full report: <https://www.unesco.org/gem-report/en/technology>
- vii UNESCO’s definition of GCE (in: Global citizenship education: Topics and learning objectives. 240. Paris: UNESCO. 2015.) is one of the most often used: GCE is concerned with fostering “the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world”. Ethical GCE develops students’ global understanding, self-awareness, cross-cultural compassion, a sense of accountability for achieving the common good at home and overseas, a readiness to speak out and become actively involved in efforts to address key issues of shared global concern, and human values, such as empathy and unity toward sustainability. Ethical GCE represents a pedagogical approach through which educators make a distinct commitment to students’ liberation of the human spirit toward critical and global justice concepts (Bosio, E. (2022). Ethical Global Citizenship Education. In: Poff, D.C., Michalos, A.C. (eds) Encyclopedia of Business and Professional Ethics. Springer, Cham. https://doi.org/10.1007/978-3-319-23514-1_1314-1).