



## **Education Working Group**

### **Issue Note**



## Contents

<b>Introduction</b> .....	3
<b>i. Valuing and building capacity of education professionals: what can we collectively do?</b> .	5
Strategies foreseen in Incheon, 2015: .....	9
<b>ii. Connecting managers of digital resource platforms: the sharing of education material on Education for Sustainable Development</b> .....	12
<b>iii. The G20 Award for School-Community Engagement</b> .....	16
<b>EDW 2024 Calendar</b> .....	19

## Introduction

The G20 Education Working Group (EdWG) first began in 2018. According to informal consultations conducted by the Brazilian delegation over the last few months, most ministers and EdWG participants agree that, when considering the body of work conducted during all five previous presidencies, expected activities for a first phase of dialogue between members have now been accomplished. Through the practice of questionnaires fulfilled by members, and with the support of UNESCO, the OECD, and UNICEF, substantive compendiums of good practices were prepared and issued. They enlist educational policies from early childhood to lifelong learning, from school-to-work transitions to the use of technology in educational systems. Today, any participating country can refer to these materials to identify potential partners and expand, on a bilateral basis, the dialogue on specific experiences.

<b>G20 Presidency</b>	<b>EdWG Priority Areas</b>	<b>Outcomes</b>
Argentina, 2018	<ul style="list-style-type: none"> <li>- Innovative pedagogies and tools;</li> <li>- Skilling and upskilling for an inclusive future of work;</li> <li>- Equitable financing of education;</li> <li>- International cooperation for joint initiatives;</li> </ul>	<ul style="list-style-type: none"> <li>- Education and Employment joint Declaration;</li> <li>- G20 Education Minister's Declaration;</li> </ul>
Saudi Arabia, 2020	<ul style="list-style-type: none"> <li>- Early childhood education;</li> <li>- Internationalization in education;</li> <li>- 21<sup>st</sup> century skills and ICT in education;</li> <li>[Emergency remote teaching]</li> </ul>	<ul style="list-style-type: none"> <li>- G20 Education Ministerial Meeting Ministerial Communiqué;</li> <li>- G20 Education Minister's Statement on COVID-19;</li> </ul>
Italy, 2021	<ul style="list-style-type: none"> <li>- Impact of COVID-19;</li> <li>- Blended education;</li> <li>- Educational poverty;</li> <li>- Cooperation among G20 countries;</li> </ul>	<ul style="list-style-type: none"> <li>- G20 Education Minister's Declaration;</li> <li>- Education and Employment joint Declaration;</li> <li>- Report on blended education and educational poverty;</li> </ul>
Indonesia, 2022	<ul style="list-style-type: none"> <li>- Solidarity and partnerships;</li> <li>- Universal quality education;</li> </ul>	<ul style="list-style-type: none"> <li>- G20 Chair's Summary: Education Minister's Meeting;</li> </ul>

	<ul style="list-style-type: none"> <li>- Skills for the future of work;</li> <li>- Digital transformation and innovation;</li> </ul>	<ul style="list-style-type: none"> <li>- Report: Outline of findings for G20 member countries and special invitees;</li> <li>- Compendium: Outline of findings for G20 member countries and special invitees;</li> </ul>
India, 2023	<ul style="list-style-type: none"> <li>- Foundational literacy and numeracy (FLN)</li> <li>- Tech-enabled learning</li> <li>- Future of work</li> <li>- Research and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>- Outcome Document and Chair's Summary;</li> <li>- Report: Education Policies and Programmes in G20 Countries;</li> <li>- Compendium: Education Policies and Programmes in G20 Countries.</li> </ul>

For the work ahead, most delegates indicated they would rather avoid the preparation of another compendium based on a questionnaire. All participants consulted further indicated they favour the identification of a limited number of clear deliverables for each year. Recent experience points to the difficulty of forging full consensus on more conceptual topics. Hence, the next presidencies, starting with Brazil, have before them the challenge of designing a second type of joint work, which should at once be practical and connected to discussions previously conducted.

According to consultations conducted, participants understand that the utility and the comparative advantage of the group rely in its capacity of opening room for new topics and perspectives, bridging gaps, and forging consensus when they are possible. Delegates are aware of the fact that the G20 has not a permanent secretariat nor headquarters. They thus perceive the G20 as a dialogue arena which does not replace regular, older, and more institutional forums but which can use flexibility in its favour, as well as its varied constituency. In other words, the role they see for the EdWG is one of building momentum for work to be later translated, when needed, into more formal programmes through existing international organizations.

Another feature shared by members is the growing awareness of the need to look both to the context within and outside the G20 members. The world remains far from achieving the SDG 4 targets on Quality Education. There are persistent educational inequalities when variables such as race, socioeconomic level and regional location are considered. Worldwide, millions of children and youth are hindered from effectively exercising their right to education. Within countries, some have been more successful in producing equity than others. Past discussions recalled to the importance of addressing inequalities since the formulation phase of educational policies. Governments are growingly attentive to how their decisions affect different social group's cultures and histories differently.

Delegates further agree that paternalism and interference in domestic educational policy should be avoided, as countries and peoples around the world are very keen on deciding



their own educational pathways. Evidence should clearly support decision-making, but it does not replace the need to make choices according to local contexts.

Assuming the presidency of the Group and the task of preparing this initial document for debate, the Ministry of Education of Brazil, in coordination with the Ministry of Foreign Affairs, further takes highly into account the three priority areas which have been identified by Brazilian President Luiz Inácio Lula da Silva for guiding all G20 work in 2024: tackling inequalities, with a particular look to hunger; the challenge of sustainable development in all its three dimensions; and the need for updating reforms in global governance institutions.

All this considered and following internal consultations with the various areas of the Brazilian Ministry of Education, as well as with students, education workers and international organizations, three topics are proposed below. In so doing, this thought-provoking and non-exhaustive document should be seen as an invitation for further debate rather than as a final or consolidated view on the issues discussed.

#### **i. Valuing and building capacity of education professionals: what can we collectively do?**

The world is undergoing a serious shortage of teachers and other education professionals. According to UNICEF data, the global peak in the number of children between 6 and 11 years old (820 million) is being reached this year, 2023. By 2029, the largest column of the global population pyramid will have shifted to the age range between 12 to 16 years old. The global teacher deficit is estimated at 44 million, if the world is to achieve universal education by 2030.

Although most of the deficit occurs in sub-Saharan Africa, G20 countries are also affected. According to the 2018 results of the OECD Teaching and Learning International Survey (TALIS), more than 20% of principals report that the shortage of qualified teachers hampers their school's capacity to provide quality instruction in Saudi Arabia (62%), Italy (41%), Brazil (40%), England (United Kingdom) (38%), France (36%), Japan (30%), the United States (24%), Türkiye (22%) and South Africa (22%)<sup>1</sup>.

The lack of adequate incentives for attracting and retaining talent in education professions is contributing to the deficit in different contexts. The concern involves not only the small number of young people interested in capacity building programs, but also the high proportion of mid-career teachers and school managers who leave their profession for other jobs. Based on TALIS 2018, the percentage of teachers under age 35 wanting to

---

<sup>1</sup> Table I.3.63 from [TALIS 2018 Results \(Volume I\): Teachers and School Leaders as Lifelong Learners](#).



leave teaching within the next five years is above 20% in various G20 countries, such as England (United Kingdom), the Russian Federation, Saudi Arabia, South Africa, and the United States. When principals are considered, 30% of those aged 50 years or less want to leave their work within the next five years on average across the OECD. Among G20 countries and territories with available data, this share is larger in Brazil (64%), Saudi Arabia (53%) and Türkiye (44%)<sup>2</sup>.

Education professionals continue to play a core role in the trajectory and development of learner’s abilities. Every place and space of learning in the world should have a great and inspiring teacher, backed by other education professionals, supporting every learner to learn<sup>3</sup>. Teachers and other education professionals should be “empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems”<sup>4</sup>. In various global contexts, however, working conditions, career plans, salaries, in-school mentoring, initial capacity building opportunities and ongoing support for good classroom performance are still far from the desirable. Reasons for these shortcomings are often beyond the reach of ministries of education.

On average across the places where OECD data is available, 82% of teachers report a positive impact on their teaching practices from participation in continuous professional development activities<sup>5</sup>. The capacity building of education professionals often involves technical and scientific knowledge, but also the provision of a solid cultural foundation basis and specific teaching skills through classroom practice. Learning spaces benefit when educators can convey content with updated pedagogical practices based on concrete day-to-day examples. According to TALIS 2018, the absolute majority of teachers for countries and territories with available data already report that they frequently refer to problems from everyday life to demonstrate why new knowledge is useful<sup>6</sup>. When students in capacity building courses learn by teaching, they become better prepared to teach their own students to learn more independently.

---

<sup>2</sup> [TALIS 2018 Results \(Volume II\): Teachers and School Leaders as Valued Profession](#), Table II.2.63. TALIS has this data for 16 G20 countries/territories in total: Alberta (Canada), Australia, Brazil, CABA (Argentina), England (UK), France, Italy, Japan, Korea, Mexico, Russian Federation, Saudi Arabia, Shanghai (China), South Africa, Türkiye, and United States.

<sup>3</sup> Adapted from [Australian Professional Standards](#).

<sup>4</sup> [2015 Incheon Declaration](#), paragraph 9.

<sup>5</sup> [TALIS 2018 Results, Volume I](#), Table I.5.15.

<sup>6</sup> [TALIS 2018 Results, Volume I](#), Table I.2.1.

Within and between countries worldwide, education inequalities are often evident in basic aspects such as infrastructure and children's access to schools, but also when it comes to the capacity building of education professionals. Qualified teachers are unevenly distributed.

It is also known that the variety of social groups which are present in each country are not often visible when it comes to the disaggregation of educational statistics, and this also applies to the area of education professional's capacity building, support, and distribution. There exists a particular challenge when it comes to monitoring and constructing capacity building indicators adapted to varying specific contexts. In the case of countries with indigenous peoples, for instance, addressing current teacher training gaps is not only an issue for ensuring their equal access to educational opportunities, but also a matter of respecting and valorising the diversity of knowledge systems and their ways of expressing, transmitting and safeguarding intangible cultural heritage. Intercultural dialogue, the development of multilingual skills and the valuing of mother tongue languages are some of the specificities still required in various contexts<sup>7</sup>.

Within the EdWG, after five years of interactions, it is possible to recognize that some countries have more successful career structures and capacity building opportunities for education professionals than others. At the same time, EdWG discussions have shown the complexity of trying to replicate best practices into new contexts, discouraging one-size-fits-all solutions. Teaching professional standards continue to be highly variable across countries, and some would argue this should partially remain this way, as there are reasons for contextual differences to be preserved and excessive standardization avoided<sup>8</sup>.

Difficulties notwithstanding, there has also been agreement that more interaction between education professionals of different countries, and more contact with classrooms of different contexts, enriches the knowledge and skills of those involved. According to the 2015 Incheon Framework for Action:

*Scholarship programmes can play a vital role in providing opportunities for young people and adults who would otherwise not be able to afford to continue their education. They also offer an important contribution to the internationalization of tertiary education and research systems, particularly in least developed countries. They can help increase access to global knowledge and*

---

<sup>7</sup> See UNESCO's [Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development](#), UNESCO's [Convention on the safeguarding of Intangible Heritage](#), Article 2; UN [2007 Declaration on the Rights of Indigenous Peoples](#).

<sup>8</sup> Workers' representatives consulted in the construction of this Issue Note underlined this point.



*build capacity to transfer and adapt knowledge and technology to local conditions.*<sup>9</sup>

The Incheon document further notes that, in 2010-2011, about US\$3.2 billion in aid was being allocated annually to scholarships and imputed student costs, which equals 25% of all aid to education. Hence, at least since 2015 the international education community acknowledges the need for resources flowing to scholarships to be better allocated so that they can better help fight education inequalities.<sup>10</sup>

Within the EdWG, the promotion of more and better exchanges has also been referenced as one of the stimuli within the group's reach to value education staff globally. In Argentina, the EdWG agreed that more exchanges and scholarship programmes among G20 members should be promoted<sup>11</sup>. In Saudi Arabia, internationalization was collectively understood as “a means of improving the quality of education at all levels and cultivating global citizens who are prepared for an increasingly interconnected world”. The 2020 ministerial declaration further underlined teacher mobility<sup>12</sup>.

Concrete opportunities for continuous capacity building abroad, however, remain localized. Based on TALIS 2018, across G20 countries and territories with available data, the percentage of teachers who have been abroad for professional purposes in their careers, as arranged by a school or school district, is of 3% in Mexico and Türkiye, for example. It reaches 20% in Saudi Arabia, a country with a specific policy targeted at capacity building for education professionals abroad. TALIS also inquired teachers whether they had been abroad for professional purposes by their own initiative, but the share of those who did so is above 10% in only five contexts: in Alberta (Canada), England (UK), France, Italy, Saudi Arabia, South Africa<sup>13</sup>.

It is true that such exchanges do not solve salary issues, nor the social status of the profession, nor the safety of the school environment. Furthermore, due to family and life contexts, not all education professionals have the time and the willingness to participate in such activities. Domestic capacity building for education professionals plays and will continue to play a fundamental role in improving quality education worldwide.

---

<sup>9</sup> [2015 Incheon Plan of Action](#), paragraph 69. A specific thanks goes to the Republic of Korea, a G20 participant, as the host of this landmark meeting.

<sup>10</sup> Student representatives consulted in the construction of this issue note particularly underlined this point.

<sup>11</sup> [Mendoza Declaration](#), paragraph 19.

<sup>12</sup> [2020 Education Ministers' Communiqué](#), paragraphs 7 and 11.

<sup>13</sup> [TALIS 2018 Results \(Volume II\)](#), Table II.4.20. TALIS has data on teacher mobility for 10 G20 countries/territories in total: Alberta (Canada), England (UK), France, Italy, Mexico, Russian Federation, Saudi Arabia, Shanghai (China), South Africa, Türkiye.

Acknowledgement of limitations, however, do not need to be seen as a disincentive for this debate. Much to the contrary, experience has let clear that the EdWG works at its best when it remains cognizant of both its strengths and its limitations. In the past, for instance, the group recognized that basic education often falls under the authority of subnational entities, an element that required a more sophisticated approach beyond prescriptions. Precisely because intergovernmental deliberation cannot solve all problems, it makes sense to dedicate attention to areas in which it has a real opportunity of making a difference.

In this context, it should be observed that international exchanges have a direct weight in motivation and in cross-cultural awareness. Available data on teachers suggests that those who have the opportunity for intercultural dialogue, experiencing classrooms in other countries, usually return more motivated and stimulated:

*“TALIS data allow the relationship between teachers’ international mobility and their engagement in professional collaboration, as well as teachers’ perceived self-efficacy, to be examined. Regression analysis shows that, in more than half of the countries and economies with available data, teachers who have been abroad for professional purposes in their career as a teacher or during teacher education or capacity building, tend to engage in professional collaboration more often after controlling for teacher characteristics, such as gender, age, work experience as a teacher at current school and working full-time (...). The only country that participates in TALIS where a significant negative association is observed between international mobility and engagement in professional collaboration is the United Arab Emirates”<sup>14</sup>.*

Available case-specific evidence, albeit still insufficient for larger inferences, points to a positive correlation between teacher mobility, international awareness and self-efficacy, particularly when the international stage is accompanied by pre-departure induction and post-arrival debriefing. Exchange programmes across G20 countries have long involved opportunities for other countries’ teachers, particularly – but not exclusively – in language support<sup>15</sup>.

### **Strategies foreseen in Incheon, 2015:**

<sup>14</sup> [TALIS 2018 Results \(Volume II\)](#), pp. 159 and Tables II.4.22 and II.4.23.

<sup>15</sup> For a non-exhaustive list, among others, see these varied experiences and initiatives from the [UK](#), the [EU](#), the [US](#), [Saudi Arabia](#), [Spain](#), [Brazil](#) and [France](#).

**Strategies foreseen in Incheon, 2015:**

*“Ensure that mechanisms, programmes and policies for international scholarship programmes reflect national development contexts, priorities and plans, focusing on strengthening human resources in the areas where they are most needed.”*

*“Target all scholarship opportunities transparently at young women and men from disadvantaged backgrounds. Ensure that scholarship opportunities for disadvantaged youth are transparently promoted, so as to allow young people to make informed choices, and designed to protect their legal status and rights.”*

*“Develop joint programmes between universities in the home country and the recipient country to motivate students to return home, as well as other mechanisms that prevent ‘brain drain’ – the emigration of highly trained people – and promote ‘brain gain’.”*

Language is thus a relevant issue to be considered in this context, and one that unequally affects education professionals when it comes to capacity building mobility. Depending on the context they grew, some education professionals may only speak languages that are less prone for international interaction. Languages may also limit the potential places of destination of professionals. Conversely, exchanges tend to be particularly positive for foreign language teachers, who take advantage of periods of immersion in the language they teach to become more confident in their language domain. Based on TALIS 2018 data, foreign language teachers are more likely to report having been abroad for capacity building purposes<sup>16</sup>.

Informal consultations conducted in the preparation of this note further suggest that the knowledge about existing international opportunities and on how to harness them is not evenly distributed among G20 participating countries. To overcome this, instead of a questionnaire, the Brazilian Presidency proposes a structured interaction. It thus strongly suggests that each delegation participating at the 1<sup>st</sup> EdWG in-person meeting of 2024, to be held in Brasilia, includes a person with decision-making capabilities and day-to-day expertise on the issue of exchanges for education professional’s capacity building. This person is invited to prepare, on behalf of its country, a 15-minute presentation for the group, addressing the following questions:

---

<sup>16</sup> OECD, [Foreign language teachers as ambassadors of multilingualism and international exchange: Evidence from TALIS 2018](#), Teaching in Focus, No. 33.

***Guide for structured interaction in Brasilia:***

*1.1 Does your country have national data on shortage of education professionals?*

*1.2 Does your data suggest particular inequalities when it comes to availability and qualification of education professionals?*

***2. Outbound***

*2.1 Can you share any data on the number and type of education professionals from your country, particularly those working for public systems, participating in short-term capacity building opportunities abroad?*

*2.2 Are there under-served groups of education professionals in your country who could particularly benefit if new, targeted short-term capacity building programmes abroad were offered?*

*2.3 Which areas and types of courses abroad are most in need for this public?*

*2.4 What destinations do you see as below their potential when it comes to education professionals from your country going abroad for experiences?*

***3. Inbound***

*3.1 How many education professionals from other countries already benefit from continuous capacity building opportunities held at least partially in your country?*

*3.2 Which under-served groups of education professionals from other countries, particularly among those working for public systems, could benefit more from short-term capacity building programmes conducted in your country?*

*3.3 What could be done, either collective or by your own country, to increase the participation of those who could benefit the most from such opportunities?*

*3.4 Is there any identifiable untapped potential for institutions in your country to support and/or develop new modalities of short-term programmes that could fulfil international gaps in the continuous capacity building of education professionals?*

The first day of the EdWG Brasilia meeting will be dedicated to the 15-minute country presentations based on these questions. Those who wish may use slides. The next day, once presentations are finished, participants will be invited to discuss, clarify and collectively plan any steps to be taken next.

The questions suggested above have been built with a deliberate focus on continuous capacity building (in lieu of initial formation) and on short-term programmes (in lieu of full degrees). This aims at avoiding, at this early stage, the still contentious issues that



surround international recognition of qualifications. If the debate advances, this topic can become a follow-up topic ripe for discussion in the EdWG in upcoming years. The Brazilian Presidency, nevertheless, hopes to keep ambition within the realistic limits of what can be possibly reached after a year of deliberations.

**Delivery expected:** Enhancement in the diversity and representativeness of education professionals exposed to short-term continuous capacity building opportunities done abroad in programs that count with the involvement of both the sending and the receiving states in order to collectively support valuing and building capacity of education professionals.

**Supporting Organization:** OECD.

## **ii. Connecting managers of digital resource platforms: the sharing of education material on Education for Sustainable Development**

The EdWg has investigated the interface between education and digitalization from different perspectives over the years. In Argentina, discussion touched upon innovative pedagogies, some of which based on digital availability. During the Saudi presidency, the link between 21<sup>st</sup> century skills and ICT was further debated. The Italian presidency allowed exchanges about the role of blended education. With Indonesia, the issue was explored from the prism of digital transformation, a discussion that continued during the Indian presidency under the topic dedicated to tech-enabled learning. Interdependent issues such as connectivity, the role of digital equipment in the classroom, digitalization of school management, online capacity building tools and curriculum adaptation to account for better technology understanding have all been touched upon among these discussions.

The compendium published in 2023, in particular, already shows that almost all G20 governments count on at least one electronic platform through which pedagogical content is shared with networks of schools and teachers, often as a means to enhance capacity building and help inspire lesson preparation. On several cases, teachers themselves can feed platforms with content, which undergo quality assurance processes with tools such as the Asia Pacific region's Quality Assurance of Online Learning Toolkit developed by Australia in collaboration with experts from Asia Pacific Economic Cooperation (APEC).

<b>Varied educational digital initiatives by G20 countries</b>	
Argentina	<a href="#">Plataforma de Aprendizaje Virtual (PAV)</a>
Brazil	<a href="#">AVAMEC</a>
Canada	<a href="#">Virtual Learning Centre</a>
China	<a href="#">Smart Education Platform</a>
France	<a href="#">PiX Digital Platform</a>
Germany	<a href="#">BiSS-Transfer</a>
India	<a href="#">DIKSHA</a>
Indonesia	<a href="#">iTELL</a>
Italy	<a href="#">E-Learning PP&amp;S</a>
Japan	<a href="#">Japan Virtual Campus</a>
Mexico	<a href="#">MexicoX</a>
Republic of Korea	<a href="#">Plan for Digital-based Education Innovation</a>
Russian Federation	<a href="#">National Open Education Platform</a>
Spain	<a href="#">#DigEdu</a>
United States	<a href="#">Digital Equity Education Roundtables</a>
European Union	<a href="#">European School Education Platform</a>

The pandemic seems to have accelerated the development and use of such tools. Before the pandemic, however, still in 2019, UNESCO adopted a specific Recommendation on Open Educational Resources (OER)<sup>17</sup> and established a coalition for supporting its implementation, aiming at networking purposes and creating synergies around 5 areas: (i) build capacity of stakeholders to create, access, re-use, adapt and redistribute OER; (ii) develop supportive policy; (iii) encourage inclusive and equitable quality OER; (iv) nurture the creation of sustainability models for OER, and (v) facilitate international cooperation.

According to the UNESCO's definition, Open Educational Resources are "learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others". Open license, in turn, "refers to a license that respects the intellectual property rights of the copyright owner and provides permissions granting the public the rights to access, re-use, re-purpose, adapt and redistribute educational materials".

<sup>17</sup> UNESCO's 2019 [Recommendation on Open Educational Resources](#).



Not all existing educational platforms operate under these criteria, for reasons that are beyond the scope of this text. Having said that, a growing awareness about the variety of existing domestic platforms, which resulted from the EdWG work in 2023, increased the interest among the group of fostering electronic content sharing amongst the G20. Thus, building on previous work, Brazil would like each participating country to identify a manager of one digital learning platform who can be part of its national delegation for the 2<sup>nd</sup> in-person meeting, to be held in Rio de Janeiro, in July 2024. The meeting will provide space for each manager to demonstrate to others the functioning mechanisms of their national platform. In a dedicated meeting room beside the EdWG, each will be invited to show its platform website, how it can be accessed and used.

Platforms are structured differently, use different software, and present resources in different ways. In many countries two or more platforms coexist – often, not communicating directly to each other. It should thus be emphasized that Brazil does not propose to put in place a global platform for sharing pedagogical content. The reasons why each country designs platforms with its own characteristics and focus are well understood. There are those who warn against the negative effects of excessive standardization<sup>18</sup>. The expected result of this priority, therefore, is harness *connections*: expand knowledge about each other's platforms and leverage content that, despite regional and linguistic differences, everyone is simultaneously seeking to build. If well succeeded, shared content collectively identified as of particular value can later enrich the Global Learning House<sup>19</sup> or the Global Teacher Campus<sup>20</sup>.

For the conversation in Rio to be more productive, Brazil considers best to focus examples on one specific content. Here, the focus of the Presidency on Sustainable Development should be recalled. An increasing awareness of learners about sustainable development appears as indispensable when one considers the comprehensive education necessary for the future. The multiple systemic crises that already affect us all demand social and economic transformations – with which, in turn, comes the need for adaptation in education.

Statements arising out of different multilateral forums, in the G20 and beyond, point to a common aspiration for a non-predatory, non-polluting, and, at the same time, a more just and equitable world economy<sup>21</sup>. The education for the future, as existing diagnoses affirm, must be able to prepare children and youth to achieve their personal goals and trajectories but also to allow for full coexistence in a diverse, inclusive, and, furthermore, sustainable

---

<sup>18</sup> Workers' representatives consulted in the construction of this Issue Note underlined this point.

<sup>19</sup> UNESCO [Global Learning House - Global Education Coalition](#).

<sup>20</sup> UNESCO [Global Teacher Campus - Global Education Coalition](#).

<sup>21</sup> See, for instance, UNESCO [Greening Education Partnership](#).



society capable of overcoming existing structural and historical inequalities<sup>22</sup>. As indicated in the Berlin Declaration, ESD must also be based on and promote respect for nature, human rights, democracy, the rule of law, non-discrimination, equity and gender equality. ESD cannot be divorced from genuine intercultural understanding, the respect for cultural diversity, a culture of peace and non-violence, inclusion and the notion of responsible and active global citizenship (para 4).

Learning and teaching materials on Education for Sustainable Development (ESD) seem particularly fit for content sharing in this context, as they present a particular potential for productive partaking. Firstly, because ESD is not as bound by national circumstances as history or literature material. Secondly, because ESD is a newer classroom topic when compared to Maths or Sciences - it was only in 2021 that the Berlin Declaration on ESD called for all countries to ensure that this becomes a foundational element of education systems at all levels, with environmental and climate action as a core curriculum component<sup>23</sup>.

It can be affirmed that most teachers worldwide have not yet consolidated their views on how they want to introduce EDS to their learning spaces, and what materials can best be used in each context.

Therefore, Brazil would like to invite platform managers participating at the Rio July dialogue to particularly select a suggestion of lesson plan or classroom material available in their platforms that addresses the environmental agenda. While discussing practical measures for sharing, platform managers are expected to mutually support each other in identifying good practices concerning content on EDS, also considering the diversity of local experiences and languages. The shared contents would have the potential to integrate cross-curricular components of national curricula, inform thematic units and innovate on methodological approaches; ultimately, through the platforms, it is hoped to positively influence teachers to address contemporary challenges in the classroom.

**Delivery:** On July, participants present and share information regarding existing public digital learning platforms endorsed by ministries of education or other public authorities, aligned with national curricula. Platform managers share good practices and evidence about digital education platforms and resources focusing on access, equity, relevance, safety, and impact, providing content examples linked to Education for Sustainable Development.

**Supporting Organization:** UNESCO.

---

<sup>22</sup> See, among others, [OECD Declaration on Building Equitable Societies Through Education](#).

<sup>23</sup> 2021 [Berlin Declaration on Education for Sustainable Development](#).



### iii. The G20 Award for School-Community Engagement

When the G20 Education Ministers firstly met in 2018, one of the topics raised was the importance of strengthening the relationship between education systems and students' professional trajectories, which involved promoting knowledge and skills that considered each social context and contributed to the development of their respective communities. On that pioneering occasion, ministers also encouraged greater community involvement, particularly from families, in the educational process<sup>24</sup>.

In 2020, the pandemic highlighted the overlapping relationship between educational and community health policies, an issue well captured in the text agreed upon by education ministers under Saudi Arabia's leadership<sup>25</sup>.

In 2021, in Italy, ministers acknowledged the "irreplaceable" place of schools and employed, for the first time, the concept of a "school community"<sup>26</sup>.

Under Indonesia's leadership in 2022, the Working Group discussed, and the ministers learned about and named, the idea of "*gotong royong*," defined as community collaboration to overcome problems, including when it comes to rebuilding schools<sup>27</sup>.

In India, in 2023, education ministers reaffirmed the role of schools and the need for collective action to ensure everyone acquires essential learning<sup>28</sup>.

In sum, full citizenship requires respect for differences and fostering interaction between the teaching-learning environment and other public issues in territories. This perspective, in addition to ensuring dignity in the present for students, could ensure a full and healthy adult life, with respect for the environment and due acknowledgment to the importance of and respect for diversity in society.

Community engagement, moreover, is central to strengthening education performances. Evidence shows that community-based monitoring can be one of the most cost-effective practices to increase access and learning outcomes. Parents and communities' involvement in education is associated with improved academic performance, school attendance, reduced dropout rates and school improvement, resulting from strengthened accountability. UNICEF experience in supporting community engagement in various countries points to community engagement being effective for improving learning

<sup>24</sup> [Mendoza Declaration](#), paragraph 11.

<sup>25</sup> [2020 Education Ministers' Communiqué](#), paragraph 8.

<sup>26</sup> [Catania Declaration](#), paragraphs 10 and 12.

<sup>27</sup> [Bali President's Summary](#), footnote 1.

<sup>28</sup> [Pune Outcome document and Chair's Summary](#), paragraph 11.



outcomes if communities: (1) have information to act upon; (2) have the necessary capacity to understand and act upon information; and (3) have a role, accepted by teachers, in influencing decisions made by school management<sup>29</sup>.

The G20 has prestige and some capillarity. The G20 Award would recognize successful local experiences and foster a bottom-up debate about the implementation of community engagement measures. In this sense, it would come as an additional step in the collective commitment of G20 countries to promote quality education aligned with the fundamental values of citizenship, sustainability, and diversity. The award would give voice to school communities, leaving a recognizable legacy of the Working Group's joint action.

Recognizing the educational environment as a crucial space for exchange and learning, the award proposed aims to highlight engagement practices that transcend classroom boundaries, indicating how the school can be a positive agent for the context in which it is inserted, and that community engagement is paramount to ensure the fulfilment of the right to education to all children and adolescents.

The award should not be understood as choosing the best school-community engagement practice in the world. With the award, the G20 does not intend to endorse the quality of an initiative in a definitive way, but only to allow informed debate among members, based on reported experiences, about ground practices that align with the Group's general objectives.

Categories to be awarded:

- a) Early Childhood Education Institution (ECE) in a G20 participating country;
- b) Primary school in a G20 participating country;
- c) High-school focused on enhancing school to work transition and/or Technical-Vocational Education and Training (TVET) in a G20 participating country;
- d) University in a G20 participating country addressing community-school engagement;
- e) School, of any type, located in any member state of the African Union.

Projects and practices submitted should devote a special focus, when possible, to populations in the most vulnerable situation, such as ethnic minorities, those living rural areas and children with disabilities. As a recognition, each awarded institution will receive air tickets and paid hotel for up to two of its representatives to travel to Fortaleza,

---

<sup>29</sup> [Every child learns - UNICEF education strategy 2019–2030](#).



Brazil, to visit the city and present their experience personally to ministers and authorities gathered for the G20 Educational Ministerial meeting in September 2024. It will be up to the awarded institution, through its government representative (or the African Union, in case of category “e”), to indicate the two representatives who will travel, among the project participants who are 18+.

In categories "a," "b," "c," and "d," it will be up to each G20 participating country to announce domestically the contest and select, by the maximum deadline of May 1<sup>st</sup>, 2024, a school-community engagement practice for electronic voting submission. In category "e," it is proposed that the African Union indicates, by the same deadline, around 20 school-community engagement stories from at least 10 different member-states for electronic voting submission.

Each participating country/organization would receive a single password, through an accredited delegate, to access an electronic platform, submit a national video by May 1<sup>st</sup>, and, using the same password, between June 15<sup>th</sup> and June 30<sup>th</sup>, 2024, watch the other indicated videos and vote for up to 1 candidate per category. The platform is designed to accept homemade videos made from smartphones, lasting between 1 and 5 minutes. When voting, national representatives would be invited not to consider cinematographic quality, but criteria of impact and originality of each practice.

Only videos that comply with the stipulated terms of reference previously agreed upon, including on image use permissions, would be available for voting. Whenever a video uses a language other than English, the country's delegate will be directed to save on the platform, in a space created for this purpose, a text version of the translation of the content into the English language, to be used on the subtitling process, to be conducted by UNICEF and Brazil.

In the position of organizer of the community engagement award in 2024, Brazil will not participate in the competition. Only in case of a tie between two or more videos in the same category in the first place, Brazil would exercise the tie-breaking vote, following an internal coordination exercise with UNICEF.

Brazil nonetheless hopes that its schools engaged in the National Feeding Program can serve as inspiration for other countries to select experiences. The Brazilian National School-Feeding Programme has been awarded in different global contexts and seeks to provide economic sustainability to local farmers by guaranteeing the purchase of their production to use in free school meals, a manner of also promoting nutritious local consumption produce that respect local cultural backgrounds. This is a simple yet successful experience from a developing country that still has development challenges. Thus, the Brazilian Minister of Education will also invite fellow ministers present to the G20 meeting in Fortaleza, as well as international organization, social partners and the



awarded, to have lunch with him at a public school of the city to share a meal with local students and hear their stories.

More detail regarding the proposal of the award will be found in specific Terms of Reference to be circulated in the upcoming weeks.

**Delivery:** 5 awards.

**Supporting Organization:** UNICEF.

### **EDW 2024 Calendar**

February: Videoconference to discuss the concept note and finalise the Award's Terms of Reference.

5-6 February: Videoconference to discuss the concept note and finalise the Terms of Reference.

20-21 May: In-person technical meeting in Brasília, with a focused discussion on continuous in-person capacity building abroad for education professionals.

July: In-person technical meeting, in Rio de Janeiro, dedicated to platform managers sharing content on Education for Sustainable Development.

July to October: virtual consultations between Brazil and participating countries and partners on a draft declaration.

29 October: In-person technical meeting, in Fortaleza, prior to the minister's meeting.

30-31 October: Ministerial Meeting in Fortaleza.