

**POLICY BRIEF
C20 EDUCATION SUB-WORKING GROUP**

Ensuring Safe & Inclusive Education Towards Lifelong Learning, Leading to Future Employment Readiness

**CIVIL SOCIETY 20 (C20)
EDUCATION, DIGITALIZATION AND CIVIC SPACE
WORKING GROUP (EDCSWG)**

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FOREWORD

Although many people in many countries seem to be over the COVID-19 pandemic, its impact on the world of education cannot be simply ignored. Prolonged school closures due to social restrictions affected more than a billion learners worldwide leading to learning loss, and for some, the loss is irreversible. For economically deprived children, being out of school means falling into child labor, and especially for girls, child marriage. Thus, we must refuse to stand by, and instead, we should work together to recover and improve the already devastated education systems through concrete actions to support children and youth affected by discrimination and inequality.

The Civil Society 20 or C20, as one of the Official Engagement Groups of the G20 Presidency of Indonesia 2022, has included the issue of Education as part of its agenda within the Education, Digitalization and Civic Space Working Group (EDCSWG). As the Coordinator of the EDCSWG, I am proud that, through this platform, 151 global civil society actors from 41 countries have worked together to bring forth their voices in the form of recommendations for the G20 leaders.

This C20 Education Sub-Working Group Policy Brief is part of the C20 Policy Pack 2022 that has been handed over on 6 October 2022 to the Indonesian government that holds the G20 Presidency in 2022.

Finally, I would like to thank everyone involved in drafting and enriching this policy brief through the series of national and global consultations over the last 9 months. Also, we would like to express our appreciation to the G20 Education Working Group (EdWG) – Ministry of Education, Culture, Research and Technology of the Republic of Indonesia for acknowledging the voices of the C20 on the importance of children and youth education.

Jakarta, 10 October 2022



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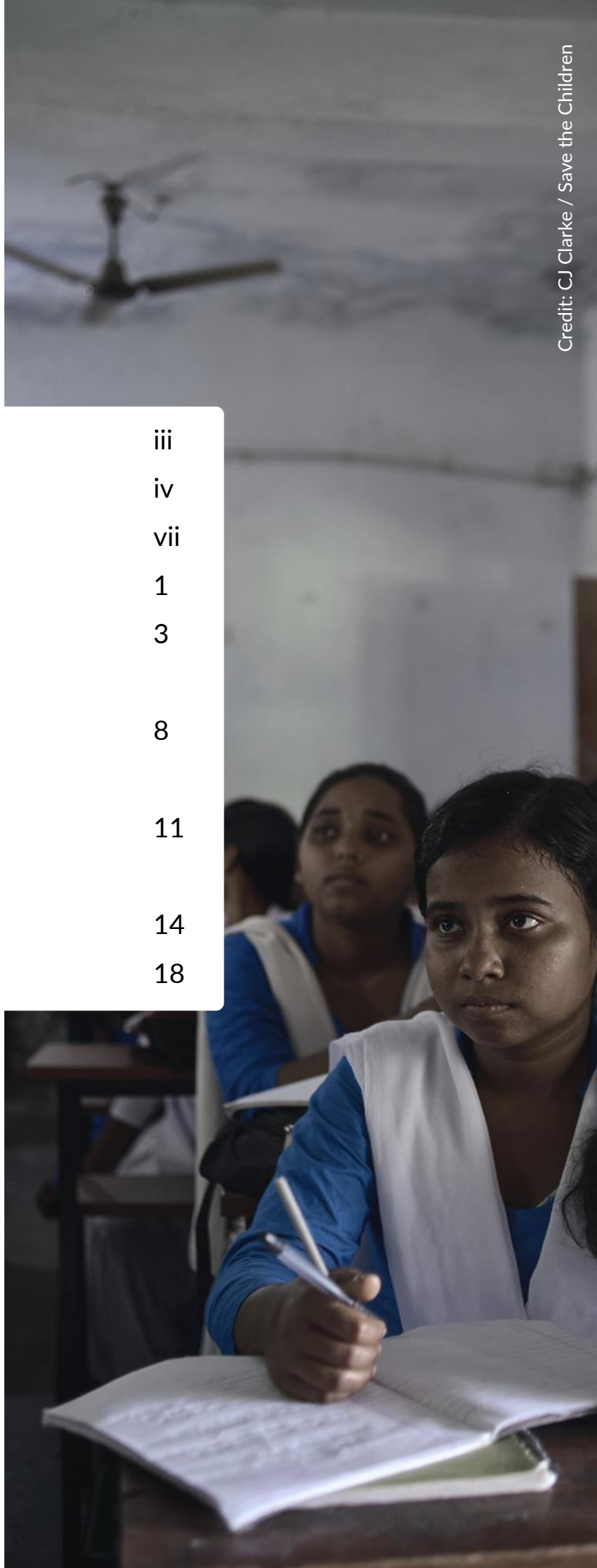
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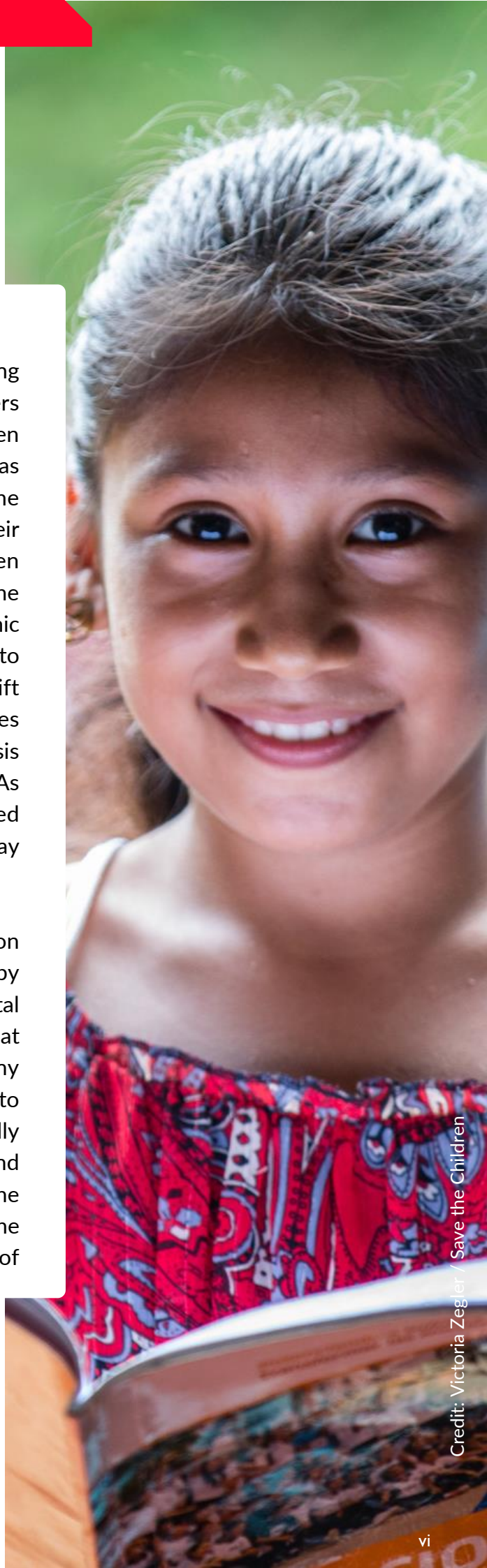


EXECUTIVE SUMMARY

ISSUE

Access to quality education was already an ongoing challenge for learners from poor families, learners with disabilities and learners from rural areas even before the COVID-19 pandemic. The pandemic has only exacerbated the existing inequalities. During the pandemic, over 1.6 billion learners have had their education disrupted by school closures, and children affected by discrimination and inequality suffer the most. This comes at a time when the economic consequences of the pandemic could lead to shrinking education budgets as governments shift spending toward the health and economic responses to the crisis. Not to be neglected, the climate crisis and conflicts have also made the situation worse. As a result, learners are lacking important skills required to thrive in a post-pandemic world which may contribute to higher youth unemployment rates.

The pandemic has transformed the world's education system through the rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. Although efforts to continue education at home or shift education online have helped many students, such solutions remain inaccessible to millions of poor, children with disabilities and socially marginalized families. Students in low-income and fragile countries do not always have access to the internet, devices, or online resources. In addition, the extensive use of the internet has led to the rise of technology-facilitated violence.



PRIORITY ASKS AND RECOMMENDATIONS

We call on G20 leaders, public and private stakeholders, and international communities to ensure access to universal, inclusive and safe quality education, bridge accessible digital technologies in education, and promote youth empowerment for a stronger, and more sustainable post-pandemic recovery.



Provide access to free, safe, inclusive and gender-sensitive quality education for all by (i) prioritizing the inclusion of children, youth, and adult learners affected by discrimination and inequalities, specifically those who are economically deprived, girls/women, persons with disabilities, forcibly displaced, living in rural and slum urban areas, in conflict or humanitarian crises, and all other minorities; (ii) ensuring safe, violence-free learning environments by providing capacity building, continuous professional development, also upskilling and reskilling for teachers/educators; (iii) 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; (iv) ensuring the enrolment rates from lower to higher levels of education and; (v) providing child and social protection through monitoring the implementation of inclusive education and SDG 4 progress.



Progressively 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.



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.



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.



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 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.



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.



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.

INTRODUCTION

Many countries were already facing challenges in Education pre-pandemic. Prior to the Covid-19 pandemic, around 53% of children in low and middle-income countries were suffering from learning poverty (The World Bank, 2019). 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 (UNESCO, 2017). UNESCO reported that around 258 million children and youths, aged between 6 and 17 years old, were not in school. From the reported numbers, girls represent the majority of the school dropouts at the primary level (UNESCO, 2019). Not to mention, the world needs almost 69 million new teachers to reach the 2030 education goals.

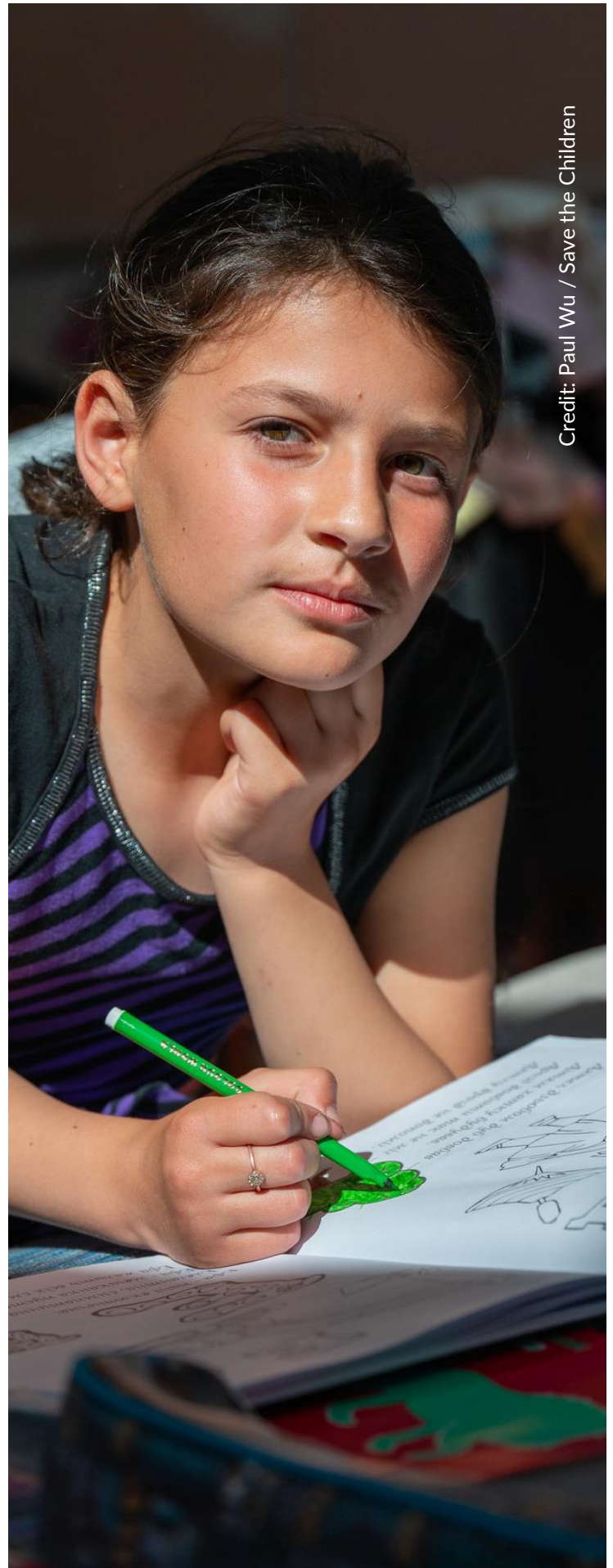
The pandemic has exacerbated the persisting and emerging challenges and inequalities in access to education. Over 1.6 billion learners have had their education disrupted by school closures in the last two years (The World Bank et al., 2021). Prolonged school closures have deepened existing disparities in education (UNICEF, 2022c). Many countries that had poor learning outcomes before the pandemic also tended to have longer school closures and this exacerbated inequalities. Moreover, when it comes to economic consequences, the current generation of learners could lose as much as 17 trillion dollars in lifetime earnings at a present value because of school closures, representing 14% of today's global GDP (ibid.).

The Covid-19 pandemic has 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 socioeconomic status, gender and sexual identities, 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.

Covid-19 has also changed the nature of work, and this trend will cause greater gaps in skills requirements. McKinsey predicted that in 2020, 25% of the workforce would have held jobs that had not existed previously, and it is estimated that the number will jump to 85% in 2030 (McKinsey Global Institute, 2018). Additionally, 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 (McKinsey Global Institute, 2021).

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.

Therefore, three priority issues should be put forth. Through solidarity and partnership, the efforts to rebuild education or learning recovery for all, during and beyond the pandemic would be: 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.



Credit: Paul Wu / Save the Children

ACCESS TO UNIVERSAL, INCLUSIVE AND SAFE QUALITY EDUCATION

Free, universal education is a fundamental human right and is critical for an individual's well-being, agency, and prosperity. In 2015, 193 UN member states unanimously adopted the 2030 Agenda for Sustainable Development and the 17 Sustainable Development Goals (SDGs), including Goal 4 on “ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all” (UNDESA, 2022b). While education of quality has to be equitable and inclusive, 68% of countries have a definition of inclusive education, but 57% of those cover multiple marginalized groups (UNESCO, 2020b).

The Covid-19 pandemic has worsened the learning crisis. Almost every country has closed their schools at some point during the past 2 years. Approximately 23.8 million children and youth may have dropped out of education, due to the lack of access to schools and/or the decline in family income (UNESCO, 2020a). By February 2022, most countries had fully opened schools, but 46 countries had only partially and six countries still had their schools fully closed (UNICEF, 2022c). It is estimated that 10 million more children could fall off track in early childhood development because of early childhood care and education closures in the first year of the pandemic (ibid.).

Prolonged school closures have deepened existing disparities in education (ibid.). Many countries that had poor learning outcomes before the pandemic also tended to have longer school closures and this exacerbated inequalities. School closures and lack of access to learning support (teacher contact) and materials during COVID-19 have had a devastating impact on reported levels of learning around the world. In Indonesia alone, children from the poorest households have relatively lower odds compared to children from the richest households (Save the Children, 2020a). 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 (Save the Children, 2020b).



Credit: Taikaati Pulotu / Save the Children



Credit: Allison Joyce / Save the Children

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 (UNESCO, 2022c). Girls and women, in particular, are carrying a heavy burden due to increased domestic responsibilities, on top of the higher risk of gender-based violence. Consequently, although schools and other educational institutions have re-opened, millions of learners from marginalized groups facing several barriers to education are still at risk of dropping out of school and never returning.

The challenges for the adult and youth population continue to be alarming. 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 participate in education and learning programs (UNESCO, 2022a). The report also highlights 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.

The right to education will also face more formidable 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, including health, education, and livelihoods (Save the Children, 2021). The increasing global temperature will result in extreme weather conditions, flooding, droughts, and wildfires, among others, which will be destructive to 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 (UNICEF, 2019). Moreover, wars and conflicts, compounded by socioeconomic and political crises, also threaten human rights and democracy (UNICEF, 2022a). 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.

Furthermore, in many countries, education is being deprioritized in government budgets and plans. According to the 2021 Education Finance Watch (EFW) report, two-thirds of low and lower-middle-income countries have reportedly cut their public education budgets since the start of the pandemic (The World Bank, 2021). 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 (UNESCO, 2021b). The uneven spending in investment could exacerbate the existing challenges in education in terms of access, inclusion, equity, and quality. 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.

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% 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 (UNESCO, 2021a).

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 (UNICEF, 2021b). For instance, 1 in 4 parents in Indonesia stated that teachers were less likely to monitor children's homework and this has affected parents' perceptions of their ability to support their children's learning at home. Parents were 3 times less likely to be able to support their children's learning at home without access to resources/worksheets from teachers (UNICEF, 2020). There should be collaborations and partnerships between the government, schools, parents or caregivers and the community to aid current learning and be better prepared for future crises.

PRIORITY ASKS AND RECOMMENDATIONS

We urge G20 leaders to:

#1 Provide access to free, safe, inclusive and gender-sensitive quality education for all



Recommendations:

- 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.
- 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.
- Design remedial policies and recovery programs 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.
- Ensure the enrolment rates from lower to higher levels of education.
- Provide child and social protection through monitoring of education and SDG 4 progress.

#2 Increase and guarantee education financing at all levels to meet the needs of the most marginalized children, youth and adult learners, also for teacher competencies development



Recommendations:

- 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 (UNESCO, 2016a).
- 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 (ibid.).

#3 Ensure stronger coordinated work between schools, learning centers, communities, teachers, learners and families for better holistic education



Recommendations:

- Include learners' voices to foster the co-designing of transformative curricula through transparent and participatory governance in education.
- Include meaningful engagement of civil society organizations in designing, implementing, monitoring and evaluating, scaling up, and supporting policy development.

Credit: Rajan Zaveri / Save the Children



EQUITABLE DIGITAL AND NON-DIGITAL TECHNOLOGIES IN EDUCATION

The pandemic has transformed the world's education system to a distinctive rise of distance learning, e-learning, and Education Technologies (EdTech) software applications that allow the shift from physical to virtual classrooms during social restrictions. The shift to distance teaching and learning has been the key immediate policy response to ensure the continuity of education despite school closures (G20 Italy, 2021). Online education and television are the most common modalities, which reach 80% to 90% of the school-aged population across G20 countries. 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.

“

Dear Mr. President,

Please provide equal access to online learning so all children can learn.

-A boy, 17, Indonesia

”

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 (UNICEF, 2022b). Teachers often find achieving curriculum targets and learning objectives difficult and overwhelming already, so integrating technology might result in extra burdens and pressures.

In addition, the implementation of online education has exposed a huge ‘digital divide’ across the globe. For poorer and marginalized families, an internet connection is still considered a luxury. 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. While more than half of low-income countries carried out online learning in primary and secondary education, only about one-tenth of households in the least developed countries have internet access at home (UNESCO, 2020b).

Furthermore, the disparity in the digital divide between rich and poor countries is in stark contrast, with 87% of children and young people in rich countries having internet access at home while less than 6% in poor countries. The total number of children and young people who do not have internet access at home is approximately 900 million (UNICEF and ITU, 2020). In the case of adults and youth, the recently adopted Marrakech Framework for Action (MFA) at the Seventh International Conference on Adult Education (CONFINTEA VII) states that many countries still struggle to reach adequate literacy levels, including digital literacy, and to bridge the considerable gender gap (UNESCO, 2022b). In addition, the role of the private sector in delivering online education and its growing influence in education decision-making processes will hasten the corporate capture of online modalities, which will worsen existing and emerging inequities in education, thereby undermining the right to inclusive and equitable quality education.

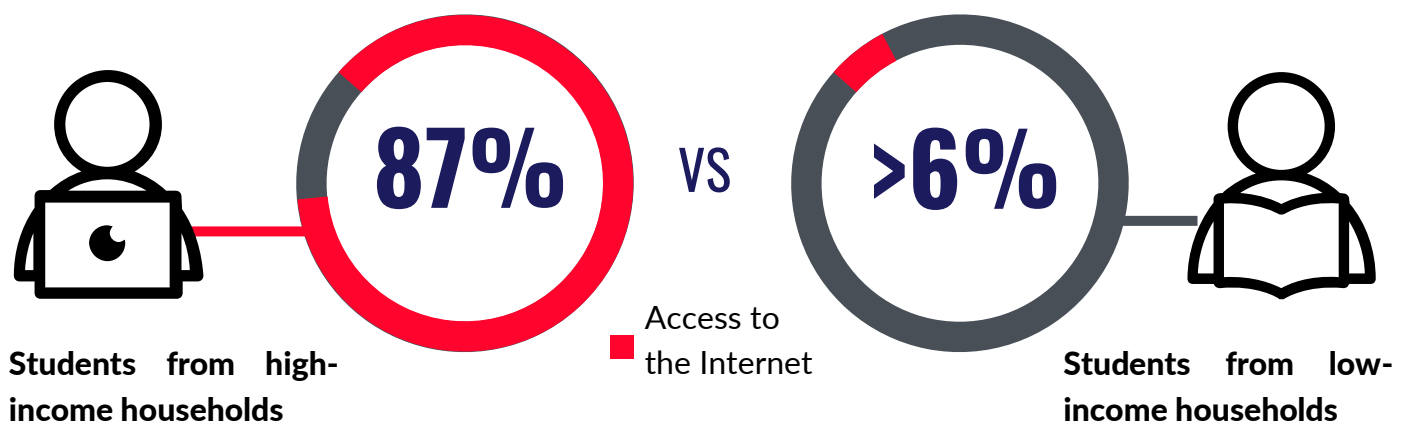


Figure 1: The percentage of students from high- and low-income households who have access to the Internet

Covid-19 also created a ‘perfect storm’ of conditions that fueled a rise in child sexual violence and abuse across the globe (WeProtect Global Alliance, 2021). The extensive use of the Internet has led to the rise of technology-facilitated violence (UNICEF, 2021a). School closures and social restrictions have increased children’s unsupervised screen time, and evidence suggests that more younger children than ever before have been introduced to digital platforms. 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 (WeProtect Global Alliance, 2021). 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 software that must be addressed, with reports that some applications are harvesting students’ personal information. According to a Human Rights Watch report, 89% of the 164 observed EdTech products seemed to engage in data harvesting practices that put children’s rights at risk (Human Rights Watch, 2022).

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.

It is also important to note that not all learning technologies are suitable for learners with disabilities (UNESCO, 2020c). 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 (UNPRPD, 2021). 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 (WHO and UNICEF, 2022). 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.

PRIORITY ASKS AND RECOMMENDATIONS

We urge G20 leaders to:

#1 Develop digital connectivity infrastructure and provide offline and online learning facilities for equal access to education



Recommendations:

- Provide creative approaches to overcome the digital divide, involving multi-layered stakeholders.
- 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.).
- 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.

#2 Strengthen safe blended learning strategies for an uninterrupted education system



Recommendations:

- Develop flexible learning modalities with formal, informal, and non-formal education systems, including free, reused, refurbished, low-cost, low-tech and no-tech solutions (UNESCO, 2016b).
- Provide free and open access to technologies, tools, and materials for the equitable and inclusive quality education of all, especially the most marginalized learners.

YOUTH EMPOWERMENT FOR STRONGER POST-PANDEMIC RECOVERY

As first evoked earlier, the Covid-19 pandemic has accelerated the transformation of the world of work. While a lot of jobs are becoming obsolete, many new jobs are being created (McKinsey Global Institute, 2018). Thus, hundreds of millions of workers are expected to change occupations in the near future, and the education sector should be able to accommodate the ever-changing skills requirements (McKinsey Global Institute, 2021). It is estimated that 1.3 billion people worldwide are already affected by skills mismatches. The competencies needed to succeed in the future of work and to live fulfilling lives are quickly evolving, and young people are affected the most (UNICEF, 2021c). Based on United Nations (UN) projections, the population of young people (15-25 years old) is predicted to increase by 7% in 2030. In 2025, it is predicted that 15% of the young workforce will be unemployed (G20 Indonesia, 2022).

The pandemic has worsened the youth unemployment rate around the world, but the rate was increasing even before the pandemic; from 13.6% in 2000, 14.4% in 2010, to 15.3% in 2019, rising to 17.2% in 2020 (The World Bank, 2022). Although the youth unemployment rate in the G20 countries decreased in 2021 and 2022 (from 18% to 17.1%), it remains very high in emerging economies, e.g., South Africa (63.6%), Brazil (30.5%), Argentina (29.3), Saudi Arabia (26.4%), India (25.8%), Türkiye (25.2%) and Indonesia (15.9%) (ILO, 2022). Significantly more women than men have been affected by the pandemic's impacts on employment and the labor market (ILO, 2021). Young workers have also been hit hard as they lost jobs, were delayed joining the workforce or by dropping out of the labor market altogether due to a lack of opportunities.

At the same time, learners are lacking important skills required to thrive post-pandemic. To meet the challenges of the 21st century, learners must be equipped with problem-solving skills, language and communications skills, ICT literacy, social and emotional skills, financial literacy, civic literacy, etc. (OECD, 2019). 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 (UNDESA, 2022a). 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 oneself and about the world—interconnected objectives that allow each learner to find purpose and be better able to participate in social and political life. 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 21st-century world, they also need to learn how to become responsible global citizens and master emotional intelligence.

Accordingly, the question of “what is learning for?” emerges. Given that curriculum is at the heart of teaching and learning, it can either hinder or facilitate improved learning outcomes. Formal, non-formal and informal education, technical and vocational education and training (TVET), and higher education serve as the bridge between education and work. These equip learners, especially those marginalized, with the skills they need to enjoy decent and productive livelihoods, as well as develop a sense of dignity and well-being.

Nevertheless, not all people have the privilege to smoothly adapt to the changing world of work by receiving continuous training opportunities. While barriers and disparities exist in the access to inclusive, equitable, gender-transformative quality education, including formal, non-formal and informal education, many people, especially the marginalized, will lag behind, exacerbating economic inequity that will create social and political problems. Therefore, just like primary and secondary education for children, 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.



PRIORITY ASKS AND RECOMMENDATIONS

We urge G20 leaders to:

#1 Invest in providing access to education and vocational training to empower youth with skills required to thrive in the 21st century



Recommendations:

- Guarantee budget allocation for in- and out-of-school youth education and training
- Promote public provisioning and support for non-formal/vocational training and informal/community-based education.
- Provide strategies for developing professional, life, social skills, digital, financial, environmental and political literacies.

#2 Expand youth's—including those marginalized and/or with disabilities—access to the workplace and entrepreneurship opportunities



Recommendations:

- Encourage the public and private sectors to facilitate their transition to work.
- Provide youth and especially marginalized groups with quality, inclusive, gender-sensitive lifelong learning to ensure viable employment opportunities.
- Improve youth entrepreneurship scheme to foster personal and professional developments that support economic growth.

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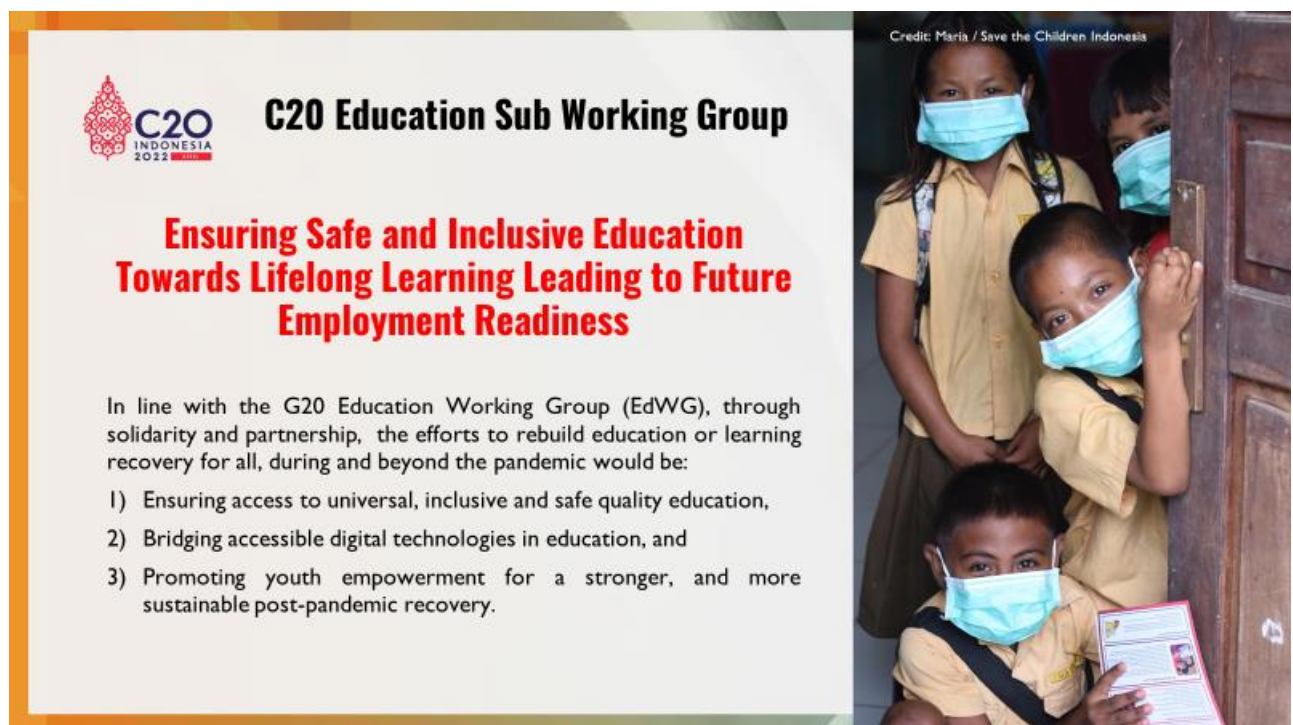
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ANNEXES

ANNEXE 1: C20 Policy Dialogue





1. Access to Universal, Inclusive and Safe Quality Education

Priority Ask #1: Provide access to free, safe, and inclusive quality education for all

Recommendations:

- **Prioritize the inclusion of marginalized children, youths and adult learners**—those who are economically deprived, women, disabled, forcibly displaced, living in rural areas, in conflicts or humanitarian crises, and all other minorities
- **Ensure safe, violence-free learning environments for all learners** by providing capacity building and continuous professional development for teachers/facilitators based on the principles of inclusivity, gender sensitivity, child rights and child protection, disaster resilience
- **Design remedial policies and learning recovery programmes** to mitigate learning loss, improve learners' resilience and foster intergenerational learning for in-school and out-of-school students in a collaborative effort among parents, community and school

Priority Ask #2: Increase and guarantee education financing at all levels to meet the needs of the most marginalized children and for teacher competencies development

Recommendations:

- **Progressively increase public funding for the provision of equitable, quality, resilient, and gender-transformative public education systems** including upskilling and reskilling to develop teachers' skills, ensuring accountability and transparency in public finance, by prioritising 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
- **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

Priority Ask #3: Ensure the coordinated work between school authorities, families and communities are stronger for better holistic education of every child

Recommendations:

- **Ensure transparent and participatory governance in education and provide ample spaces** for the participation of marginalised learners and civil society organisations for meaningful engagement in policy development, budgeting and monitoring of education and SDG 4 progress
- **Ensure learners' voices to foster co-designing relevant curricula** for a more grounded and sensitive understanding of their experiences within the education system and provide them with the space and language for care and support



2. Equitable Digital and Non-Digital Technologies in Education

Priority Ask #1: Develop connectivity infrastructure and provide offline and online learning facilities for equal access to education

Recommendations:

- **Provide creative approaches to overcome the digital divide** between rural and urban communities by involving multi-layered stakeholders
- **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.)
- **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

Priority Ask #2: Strengthen safe blended learning strategies for an uninterrupted education system

Recommendations:

- **Develop and mainstream multiple, responsive, and contextually appropriate flexible learning modalities** within formal, informal, and non-formal education systems, including free, low-cost, low-tech and no-tech solutions
- **Provide free and open access to technologies, tools, and materials** for the equitable and inclusive quality education of all, especially the most marginalized learners
- **Build the capacity of teachers, learners, parents and caregivers** to effectively use devices and mitigate the risks using online education tools



Credit: Maria / Save the Children Indonesia



3. Youth Empowerment for Stronger Post-Pandemic Recovery

Priority Ask #1: Invest in providing access to education and vocational trainings to empower youth with skills required to thrive in the 21st Century world

Recommendations:

- **Increase and guarantee budget allocation** for in-school and out-of-school youth education and training.
- **Promote public provisioning and support for non-formal and informal education**, as well as community-based education and vocational training, such as community learning centers (CLCs), to support youth, adults, and communities.
- **Provide strategies for reskilling and upskilling to acquire/develop new competencies** in digital, financial, environmental and political literacy, life skills, social skills and green skills together with specific industrial skills arising.

Priority Ask #2: Expand youth and youth with disabilities' access to the workplace and entrepreneurship opportunities

Recommendations:

- **Encourage the private sector to facilitate the youth's and marginalized youths' entry** into the industry through capacity development and/or youth employment with affirmative action.
- **Ensure viable employment training**, and provide learners and marginalized groups with quality and inclusive lifelong learning opportunities.

Credit: Allison Joyce / Save the Children in Bangladesh




ANNEXE 2: C20 Intervention at G20 Education Working Group 3rd Meeting on Partnership and Solidarity Issue



**Education, Digitalization and Civic Space
Working Group (EDCSWG)**

**Intervention at G20 Education Working Group (EdWG) 3rd
Meeting**

Thursday, 28 July 2022



Solidarity & Partnership


3Cs (COVID-19, Conflicts, Climate Change)
emphasize the need for

↓

Resilient Education System
through

↓

Multi-Stakeholders Involvement



Adapted from PoweredUp Schools



Civil Society Organizations' Contributions

Numerous **impactful endeavours**, whereby in many countries:

- **Support local and national governments** to design education policy and implement the equity strategies;
- **Establish collective movement through alliances and other education networks** from early childhood to higher education levels to serve stronger support in improving access and quality of education for students and other school-aged children and youth;
- **Communities as volunteers contribute with their own resources** from travelling by any means of transport including camels to distribute learning materials, establishing reading camps in villages, implementing learning hours commitments with parents and village leaders, to facilitating home visit programs;
- Support promoting and building capacities on **safe schools** for mitigating disaster risks and **child friendly schools** for preventing violence against children.

Credit: Maria / Save the Children Indonesia



Civil Society Organizations' Recommendations

1. C20's role needs to be strengthened as partners as with field experiences and resource mobilization capacities, thus could reach **larger geographical areas** and **more inclusive stakeholders also beneficiaries**.
2. Governments should provide larger room to create equal partnership with all education stakeholders, so **sharing and scaling-up best practices** could be leveraged to prepare children/youth facing current and future challenges and opportunities.



Credit: Maria / Save the Children Indonesia



C20 Education, Digitalization, and Civic Space Working Group

No. Participants : 151 Members from 41 Countries



[C20 EDCSWG 2022 Policy Brief](https://bit.ly/C20EDCSWG2022PB)
<https://bit.ly/C20EDCSWG2022PB>

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C20 is one of the official Engagement Groups of the G20. It provides a platform for Civil Society Organizations (CSO) around the world to voice the people's aspirations with the world's leaders in the G20. The C20 engages more than 800 civil societies representatives and networks from various countries beyond the members of the G20.

 www.civil-20.org  www.instagram.com/civilsociety20/

Credit: Allison Joyce / Save the Children in Bangladesh



Press releases

<https://civil-20.org/category/working-group/edcwg/>

<https://civil-20.org/2022/08/the-importance-of-multi-stakeholders-involvement-in-post-pandemic-education-recovery/>

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<https://savethechildren.or.id/siaran-pers/urgency-on-access-to-universal-inclusive-and-safe-quality-education>

<https://savethechildren.or.id/siaran-pers/c20-global-leaders-must-pay-serious-attention-to-youth-unemployment-issue>

“

Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine, that a child of farmworkers can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another.

– Nelson Mandela, Long Walk to Freedom

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