SUMMARY BOOKLET

REPORT OF THE G20 ON EDUCATION

G20 BRASIL 2024

BUILDING A JUST WORLD AND A SUSTAINABLE PLANET

Acknowledgements

This booklet would not have been possible without the valuable contribution of numerous people and institutions.

We would like to express our deep gratitude to UNESCO-Headquarters for the proposition and support in the preparation and design of this booklet, as well as to the UNESCO-Brasilia Office for their direct assistance. We are grateful to UNESCO, the OECD and UNICEF for serving as knowledge partners for each of the priority topics and to OEI for serving as a key partner of Brazil for the logistical success of the G20 over the year. The support of the Presidency of the Republic, the State of Ceará, the Ministry of Foreign Affairs, the Parliamentary Caucus on Education, the National Service for Industrial Training/National Confederation of Industry and the City of Rio de Janeiro were critical to the progress of the Education Working Group (EdWG).

We are grateful for the constructive engagement of all EdWG participating delegates whose contributions throughout this working group cycle led to productive dialogues. Through this collaboration, we sought to advance important discussions on inclusive and quality education. We truly appreciate the continued commitment of all participating countries and organizations to support global education initiatives.

Disclaimer

The views expressed below do not necessarily reflect the official positions of the Brazilian government, the G20 members or invited countries, nor that of the knowledge partners – OECD, UNESCO and UNICEF – who supported the preparation of the background notes for each of the three priority topics. Rather, this document is conceived as a non-exhaustive overview of the issues and subjects discussed during the EdWG meetings of the Brazilian G20 Presidency. The country examples included in this booklet were received from participating countries, and only those members who sent their contributions appear.

Foreword

TOPIC 01.
Valuing and building capacity of education professionals: What can we collectively do?

TOPIC 02.
Connecting managers of digital resource platforms: The sharing of education content on Education For Sustainable Development (ESD)

TOPIC 03.
G20 virtual exhibition of school-community engagement practices

Next steps

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FOREWORD

This booklet outlines the collective outcomes of the Group of 20 (G20)'s Education Working Group (EdWG) during the year in which Brazil acted as chair.

Three general priorities have guided the work of the G20 under the Brazilian Presidency as initially proposed by President Luiz Inácio Lula da Silva and accepted by the G20 leaders: 1) social inclusion and the fight against hunger and poverty; 2) energy transitions and the promotion of sustainable development in its economic, social and environmental dimensions; and 3) reform of global governance institutions.

Within the EdWG, reflecting on these general priorities and on what the group had already achieved during previous presidencies, three specific topics were proposed. After broad consultations and in agreement with all participants – while also avoiding the duplication of efforts with other forums – an agreed paragraph about each topic proposed can be found below, followed by a summary of the background documents circulated and highlights from the discussions held.

Reflecting on the relevant results obtained along the past presidencies since the EdWG started in 2018, it was a challenge to devise new methods, deliverables and targets. Nonetheless, the Group found innovative ways of working together. Ultimately, the Group agreed to dedicate one in-person meeting for each of the topics. Videoconferences helped set the stage and advance preparations, ensuring that these three face-to-face interactions would be as productive as possible.

At the meeting held in Brasilia in May, the Group learned about what countries and organizations are doing to better value and build capacities for education professionals in general and teachers in particular. I personally chose this to be the first topic, for I am convinced of the urgency and centrality of the issue. Globally, the teaching profession needs to be held in higher regard to attract more future teachers, as the Secretary-General of the United Nations himself recognized. This is one of the most important professions in our societies, as teachers are the cornerstone of education. Today, we can proudly say that some of the lessons learned at the G20 are already being incorporated into new domestic initiatives in this area that we are designing and launching to lend more support to the teaching profession.

In the city of Rio de Janeiro in July, we saw how public digital platforms for educational content have grown in several countries along with a shared interest in building resources to support education for sustainable development (ESD). Without shying away from the challenges posed by the digital divide in education, the debate also led to the realization of the importance of grounding emerging applications of artificial intelligence (AI) in education in quality-assured educational content with a strong emphasis on ethical standards.

Now, in Fortaleza on the third and final face-to-face stage of our journey, the central EdWG topic is the issue of school-community engagement. The virtual exhibition of country examples revealed the value that this area of work is generating in diverse contexts – often with positive and surprising results.

From the outset, we have positioned the EdWG as a privileged arena capable of pushing forward the international education agenda so that it can occupy the space of priority that it deserves in multilateral deliberations. Educators and students within G20 countries and beyond look to the Group with the hope that it can help provide answers to the multifaceted challenges they face. The measure of success, in the case of the EdWG, is the extent to which it can help us all to implement public policies capable of promoting quality, diverse, equitable, sustainable and inclusive education for all.

As our presidency comes to an end, we are grateful for and satisfied with the level of participation and convergence achieved. Dialogues were open and productive – even in the face of disagreements. Just as in education, we know that much can be gleaned when we embrace differences and diversity, and that learning requires listening.

It is with great joy that I welcome ministers and delegates from the G20 members, from guest countries and from institutions to this final meeting in Ceará. This Brazilian state, I am proud to say, stands as a prime example of the possibility to change the course of education policies for the better.

I'm confident that the collaborative work we have undertaken during this G20 Presidency can leave a lasting positive impact on education systems. I extend my deepest gratitude to all the G20 members and partners who have contributed to this work, and I look forward to continuing our collective journey toward a brighter, more equitable future for all through education.

We stand united in our conviction that education is a transformative force, capable of empowering individuals, strengthening communities and addressing global challenges. There is certainly room for us to continue working together towards democratizing education access, improving inclusion and reducing inequalities worldwide. We remain committed to advancing this agenda nationally and globally.

Camilo Sobreira de Santana
Minister of Education of Brazil

MINISTRY OF EDUCATION

BRAZILIAN GOVERNMENT
BRASIL
UNITING AND REBUILDING

01

VALUING AND BUILDING CAPACITY OF EDUCATION PROFESSIONALS: WHAT CAN WE COLLECTIVELY DO?

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The Group emphasizes the importance of inclusive, equitable and quality universal education in building a just world and a sustainable planet, as well as the essential role of education professionals in reaching this goal. Initiatives that promote teachers' recruitment, retention, improved working conditions and continuing professional development, including mobility and exchange opportunities, are vital to addressing the concerning shortages of educators observed in many G20 countries and beyond. Respecting the diverse structures of education systems, the Group calls all relevant stakeholders to continue working to value and ensure inclusivity in the teaching profession.

— Excerpt from EdWG's Annex to the
G20 Leaders' Declaration

Knowledge partner

OECD
BETTER POLICIES FOR BETTER LIVES

BACKGROUND

The world needs education professionals

The success of an education system cannot surpass the capacity of its teachers. Many countries, however, are experiencing significant teacher shortages. According to data from the Global Report on Teachers, if the world is to achieve universal education by 2030, an estimated 44 million additional primary and secondary teachers are needed.[1] This figure increases to 52 million teachers when considering one year of pre-primary education, as included in Sustainable Development Goal (SDG) 4.

Specifically, in the 19 countries making up the G20 and the additional EU countries not already represented as Member States, an additional 15.5 million teachers are needed: 4.2 in primary and 11.3 in secondary. In all G20 countries that participated in the Teaching and Learning International Survey (TALIS) in 2018, at least 20% of principals reported that their schools were hampered by a shortage of qualified teachers.[2] Moreover, shortages are not equally distributed across schools. Data show that the most experienced teachers tend to be clustered in the schools that teach students from more advantaged socio-economic backgrounds.[3]

The COVID-19 pandemic heightened shortages. Concerns around health and well-being coupled with longstanding perceptions that teaching is not a highly valued profession drove many people out of jobs in education. With most countries having experienced high levels of student learning loss, there is a critical need for education systems to retain qualified education professionals and attract and train more people for jobs in education. Once potentially alarming statistic, for instance, is that 30% of principals under 50 years of age want to leave their work within the next five years on average across OECD member states that participated in the TALIS survey.[4]

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1 UNESCO. (2023). *Global Report on Teachers*. UNESCO: Paris. https://www.unesco.org/en/articles/globalreport-teachers-what-you-need-know

2 OECD. TALIS 2018 Results (Volume I). 1 OECD. (2019). *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*. TALIS, OECD Publishing: Paris. https://doi.org/10.1787/1d0bc92a-en.

3 OECD. (2023). Where to find experienced teachers? *Teaching in Focus, No. 45*. OECD Publishing: Paris. https://doi.org/10.1787/d948a889-en.

4 OECD. (2020). *TALIS 2018 Results (Volume II): Teachers and School Leaders as Valued Professionals*, Table II.2.63. TALIS, OECD Publishing: Paris. https://doi.org/10.1787/19cf08df-en. 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 the United States.

The final report of the UN Secretary-General's High-Level Panel on the Teaching Profession launched in February this year at the Teacher Task Force's Policy Dialogue Forum brings recommendations grouped into ten topics:[5]

1. Enabling the transformation of the teaching profession;
2. Investing in teachers;
3. Promoting equity, diversity and inclusion in and through the teaching workforce;
4. Elevating the status and dignity of the teaching profession;
5. Improving quality and fostering innovation in teaching through teacher education and lifelong learning;
6. Ensuring sustainability, peace and democracy;
7. Fostering humanity in teaching through decent work;
8. Developing leadership and autonomy in teaching;
9. Advancing human-centred education technology;
10. Transforming teaching through a new social contract for education and social dialogue.

5 ILO and UNESCO. (2024). United Nations Secretary-General's High-Level Panel on the Teaching Profession. Recommendations and summary of deliberations. ILO: Geneva. https://www.ilo.org/publications/recommendations-and-summary-deliberations-united-nations-secretary-generals

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EDUCATION PROFESSIONALS NEED SUPPORT

Most education systems try to support their professionals so that they view what they do as desirable and rewarding. As the landmark Education 2030 Incheon Declaration acknowledges, 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.'[6] This remains an enormous challenge in many contexts – for budgetary, regulatory reasons along with many others. In various global contexts, working conditions, career pathways, salaries, in-school mentoring, initial capacity building opportunities and ongoing support for good classroom performance are still far from desirable. Reasons for these shortcomings are varied and, in some cases, beyond the reach of ministries of education.

A key type of support is facilitating professional development and mutual collaboration. The relevant role of continuous training is acknowledged by teachers themselves. On average, across the places where OECD data are available, 82% of teachers report a positive impact on their teaching practices from participation in continuous professional development activities.[7] Moreover, TALIS also shows that teachers who collaborate more with other teachers find their jobs more satisfying and are more confident in their teaching.[8]

There is reason to consider a role for cross-border opportunities when it comes to continuous training and collaboration within the national policy mixes of professional development for valuing teacher and other education careers. Planned well, exchanges have the potential to:

- Increase the attractiveness of the profession and help address teacher shortages.
- Motivate teachers to collaborate more with each other.
- Expose teachers to greater diversity, to pedagogical innovations, and help them cope better in multicultural settings.

6 UNESCO. (2015). *Education 2030: Incheon Declaration and Framework for Action: Towards inclusive and equitable quality education and lifelong learning for all*, Paragraph 9. UNESCO: Paris. https://unesdoc.unesco.org/ark:/48223/pf0000373718

7 OECD. (2019). *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*, Table I.5.15. TALIS, OECD Publishing: Paris. https://doi.org/10.1787/1d0bc92a-en.

8 OECD. (2019). *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*. TALIS, OECD Publishing: Paris. https://doi.org/10.1787/1d0bc92a-en

DISCUSSION HIGHLIGHTS

During the EdWG meeting held in Brasilia in May, 34 delegations from G20 members, invited countries and international organizations participated in a dynamic exchange of insights and strategies concerning the development and professional growth of education professionals. Of these, 23 delegations delivered detailed presentations that explored the issues affecting education professionals in their countries, highlighting policies that shape the landscape for teachers, school principals and administrators.

The presentations focused on teacher shortages and positioned professional development as one of the key solutions, underscoring how different nations enhance the attractiveness and expertise of their own education workforces. Countries shared insights into continuous learning and upskilling programmes for teachers, while also discussing policies for other education professionals, including school principals. Leadership training emerged as a recurring theme, with several countries showcasing programmes designed to improve school management and administration.

The meeting also addressed teacher shortages, with many countries highlighting disparities in the availability and qualifications of educators, particularly in rural or underserved areas, and exploring strategies to address these gaps. Issues of teacher participation in decision-making were also discussed. Another aspect covered was the extent to which existing international exchange programmes for educators can better contribute to resolving the current deficits.

Overall, the Brasília meeting fostered a rich dialogue on how G20 members and partners can collaborate to strengthen the global education workforce. The insights and strategies shared will serve as a foundation for future collaboration, addressing global challenges and ensuring that educators have access to the resources and support needed to excel in their roles.

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COUNTRY EXAMPLES

AFRICAN UNION

The Continental Education Strategy for Africa 2016-2025 (CESA 16-25) is the African Union's comprehensive framework to transform education across the continent. The strategy supports collaboration between governments, private sector and communities to build resilient educational infrastructures and enhance access, particularly for marginalized populations, fostering a knowledge-based economy in line with the African Union's Agenda 2063. It focuses on ensuring inclusive, equitable and quality education for all, promoting lifelong learning, and strengthening skills development. CESA aims to align Africa's education systems with its socio-economic development needs, emphasizing teacher development, curriculum reforms and the use of ICT in education.

ARGENTINA

Campus Argentina Global is a digital platform promoting the international mobility of students, teachers, artists and researchers, and democratizing access to scholarships for studying abroad. This user-centric tool simplifies information on current application calls and procedures for obtaining study or research scholarships, both for Argentinians abroad and for foreigners in Argentina. Additionally, Argentina will prioritize literacy to address primary-level reading and comprehension challenges. The country seeks to promote professional development programmes and international cooperation to equip educators with the tools needed to meet their students' specific literacy needs.

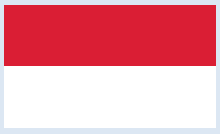
AUSTRALIA

The recent Be that Teacher campaign was a joint Australian, state and territory government initiative which showcased the value and importance of teachers and encouraged Australians to consider a career in teaching. The campaign featured real teachers and was part of the National Teacher Workforce Action Plan developed to address Australia's national teacher workforce shortages. Be That Teacher highlighted the positive and ongoing impact teachers can have on students and the community. It aimed to elevate the teaching profession so that it is recognized as a valued and rewarding career vital to the growth and prosperity of Australia.

CANADA

The Canada-wide ELCC system plays a crucial role in providing high-quality, affordable, flexible, and inclusive early learning and child care programs and services across the country, helping to prepare children for formal education and enhancing their early learning experiences. Supported by funding from the federal government, and in line with shared principles outlined in the Multilateral ELCC Framework, work by provinces and territories to set regulations and guidelines for early childhood education ensures that Canada maintains high standards in early learning and child care programs and services, including training and certification of early childhood educators (ECEs). Investments in Indigenous ELCC are guided by the principles of the co-developed Indigenous ELCC Framework. Providing access to child care is promoting greater gender equality in Canada and benefiting our economy by allowing more parents, particularly mothers, to participate in the workforce, including as ECEs. Canada's National School Food program will also help to ensure that children receive nutritious meals, so that they can learn, grow, and reach their full potential.

The thirteen provinces and territories, responsible for education in Canada, have highlighted the shortage of teachers, particularly in remote areas and in subjects like STEM, French as a second language and special education. In Quebec, for example, over 8,500 teaching vacancies exist, prompting the launch of the Strategy to Promote the Recognition of School Staff, which includes initiatives to provide teaching assistants.



INDONESIA

Developed by the Indonesian Ministry of Education, Culture, Research and Technology, Platform Merdeka Mengajar is an inclusive digital platform designed to empower teachers by providing them with accessible learning resources. It offers lesson plans, up-skilling materials and collaborative sharing features. The platform supports personalized teacher development through self-paced modules and assessment tools. It also fosters 130,000 collaborative communities and 1.2 million teacher-generated contents. Platform Merdeka Mengajar has been organically adopted by over 4 million teachers in Indonesia, including those from rural areas.

UNITED STATES OF AMERICA

A pillar of the Raise the Bar: Lead the World initiative is eliminating educator shortages. It promotes increased compensation and improved working conditions; expanded access to high-quality and affordable pathways into teaching; high-quality induction and professional learning; leadership and career advancement opportunities; and increasing educator diversity. The Department has worked to expand Registered Apprenticeships into teaching, which reduces barriers to entering the profession and increases educator diversity by allowing candidates to earn their teaching credential while earning a salary. Through targeted investments and federal coordination, there are now registered programs in 38 states, the District of Columbia and Puerto Rico.

JAPAN

Teachers are required by law to undergo career-long training in Japan. At the prefectural board of education level, various forms of training are being implemented, and the Ministry of Education provides support to the local education boards. It has developed a teacher training platform, which keeps records of training attendance and enables the viewing of training videos. The National Institute for School Teachers and Staff Development also implements teacher training for leading teachers or training for immediate needs. One of the key characteristics of teacher training is that the teachers conduct lesson studies by observing other teachers' lessons and giving one another feedback.

EUROPEAN UNION

Support for teachers and school management is central to the EU's project for a European Education Area. Besides a policy framework, the EU has also launched initiatives for practitioners. These include Erasmus+ Teacher Academies, which link up teacher education institutions, teacher associations and stakeholders. They offer courses and cross-border mobility for teachers, and strengthens the relationship between teacher training providers and schools. Some courses are aimed at academic disciplines, for example, including boosting STEM teaching or music, while others focus on more transversal aims, such as ways of developing citizenship for sustainability or how to make education more inclusive.

ANGOLA (invited)

The Government of Angola in partnership with the World Bank is implementing the Girls' Empowerment and Learning for All Project (PAT II). Conducted between 2021 and 2025, the project includes a component for continuous teacher training, led by Lyceum Consulting and the Ministry of Education. One of the objectives is to train 27,000 teachers and 4,000 primary school principals across the 18 provinces. The cascade training model also covers the training of teacher trainers and focal points as well as the development of eight structured guides for Mathematics and Portuguese.

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02

CONNECTING MANAGERS OF DIGITAL RESOURCE PLATFORMS: THE SHARING OF EDUCATIONAL CONTENT ON EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

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The Group appreciates the variety of learner-centred, multi-disciplinary platforms and digital content on Education for Sustainable Development (ESD) that already exist in G20 countries. Educators and students need to be involved in the development of digital resources, which can complement in-person teaching. The user experience has become a key element to measure success in this area, including the extent to which quality content is accessible and adaptable across different connectivity contexts. The Group also observes that digital and media literacy have become necessary topics for education systems alongside critical thinking, social-emotional learning, digital citizenship and other important subjects. Furthermore, the Group emphasizes that applications of artificial intelligence (AI) in education should be grounded in quality-assured educational content. To achieve this, digital solutions need to be developed with a strong emphasis on ethical standards, diversity, equity and inclusion, acknowledging the importance of overcoming the digital divide.

— Excerpt from EdWG's Annex to the
G20 Leaders' Declaration

Knowledge partner

unesco

BACKGROUND

The G20 EdWG has investigated the intersection of education and digitalization from a variety of angles over the past five years. During the G20 Presidencies of Argentina, Saudi Arabia, Italy, Indonesia and India, topics of discussion included connectivity, digital pedagogy, the use of digital devices in the classroom, the digitization of school management and information systems, online solutions for capacity and skills development, and curriculum revision and adaptation for the digital age.

Beyond the G20, digital transformation is in the spotlight around the world. During the Summit of the Future in September 2024, the Global Digital Compact was adopted, the goal of which is the inclusive participation of all governments and other stakeholders to work together to close the digital divides within and between States and advance an equitable digital environment for all.[9]

Around the world, as major digital divides persist, digital technology is failing short in promoting greater inclusion in education. Globally, only 40% of primary, 50% of lower secondary and 65% of upper secondary schools are connected to the internet, according to UNESCO's 2023 Global Education Monitoring Report.[10] To position technology as an accelerator towards achieving national education priorities and advancing global educational equity, UNESCO, UNICEF, the International Telecommunication Union (ITU), the Global Partnership for Education (GPE) as well as the public and private partners of the Digital Transformation Collaborative of UNESCO's Global Education Coalition launched a common framework of six pillars for the human-centred, balanced, equitable and sustainable digital transformation of education.[11]

Within this holistic framework, the 'content and solutions' pillar is an essential key to ensuring that learners and educators can access digital learning materials, tools and platforms that are open, inclusive, secure, safe, user-friendly, quality assured and regularly updated. Although the COVID-19 pandemic accelerated the development and use of national

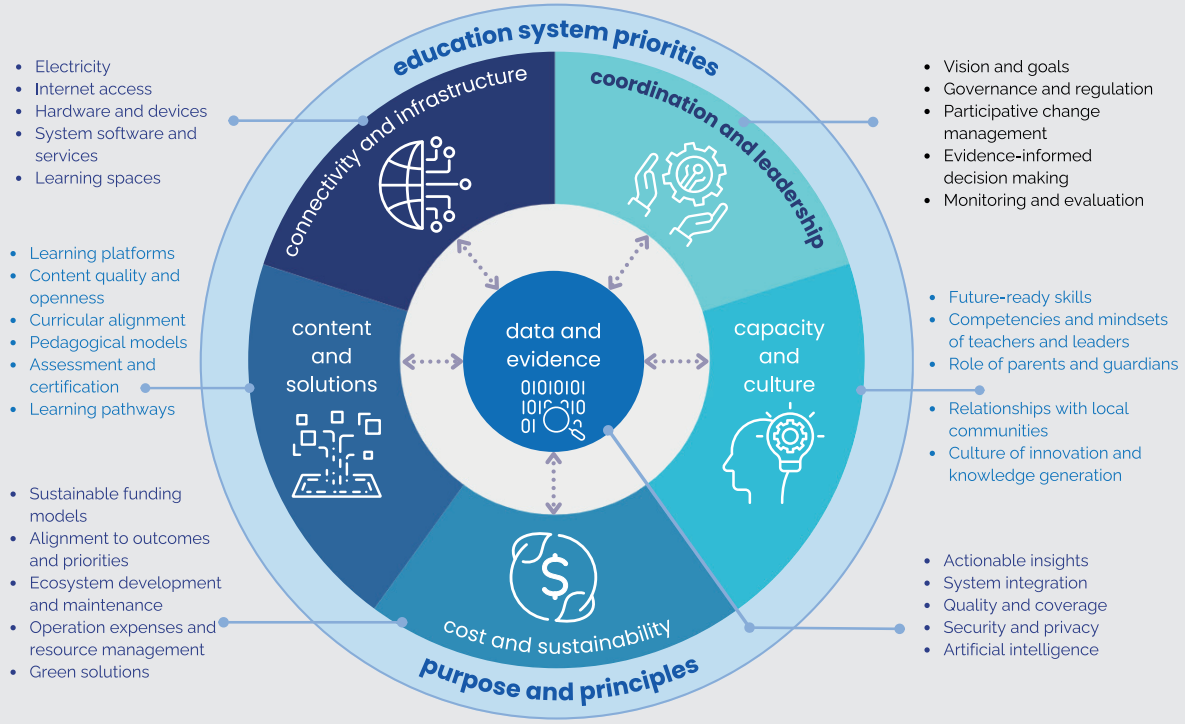
9 United Nations. (2024). Global Digital Compact. https://www.un.org/global-digital-compact/sites/default/files/2024-09/Global%20Digital%20Compact%20-%20English_0.pdf

10 UNESCO. (2023). *Global Education Monitoring Report: Technology in education: A tool on whose terms?* UNESCO: Paris. https://www.unesco.org/gem-report/en/technology.

11 UNESCO, ITU, UNICEF & GPE. (2024). *Six pillars for the digital transformation of education: A common framework*. UNESCO: Paris. https://unesdoc.unesco.org/ark:/48223/pf0000391299

digital learning platforms and content, many countries face challenges to make these platforms free, open and aligned with officially recognized curricula. Many of the public platforms that house educational content have since become dormant, out of date or are now blocked behind expensive paywalls.

Figure 1. Six pillars for the digital transformation of education: A common framework



Source: UNESCO, ITU, UNICEF & GPE. (2024). *Six pillars for the digital transformation of education: A common framework*. https://unesdoc.unesco.org/ark:/48223/pf0000391299

Digital content and platforms carry immense potential to accelerate other educational priorities, including education for sustainable development (ESD). At present, education systems are struggling to cultivate the necessary competencies to support the green transition. There are major gaps across national curricula and teacher training efforts to ensure an understanding of climate change and its human impacts as well as build an awareness on how to take action to tackle it.[12] Open Education Resources (OER) can be catalysts to improve climate awareness and environmental sustainability, supporting countries to advance their commitments in accordance with the 2021 Berlin Declaration on ESD, which called for all countries to ensure that ESD is a foundational element of education systems at all levels, with environmental and climate action as a core curriculum component.

12 See, for example, UNESCO. (2021). *Getting every school climate-ready: how countries are integrating climate change issues in education*. UNESCO: Paris. https://unesdoc.unesco.org/ark:/48223/pf0000379591.

DISCUSSION HIGHLIGHTS

During the meeting held in Rio de Janeiro in July, the G20 EdWG discussed a variety of challenges and solutions to ensuring that digital learning platforms support personalized learning that caters to diverse learner needs, enhances collaboration between teachers and learners as well as enables the delivery and management of high-quality, organized, interactive, adaptable and openly accessible educational content that is aligned with national curricular standards. Importantly, the educational content provided on digital learning platforms should be made available in all relevant languages, be accessible to children with disabilities, support the achievement of educational objectives and promote equitable learning opportunities for all learners.

The meeting was attended by 29 delegations from G20 members, invited countries and international organizations, of which 19 delivered presentations on the meeting topic, some of which are featured below. Over three days, representatives engaged in peer learning focused on national digital learning solutions and on their integration into their respective national education frameworks.

Presentations also shared best practices for the development and dissemination of digital content on ESD. Countries highlighted specific functionalities of their own digital platforms as well as common challenges when it comes to aligning quality digital content with national curricula. Participants also reflected on broader challenges related to digital public goods, such as creating a supportive policy and regulatory environment, ensuring reliable connectivity and infrastructure, and enhancing the capacity of teachers and learners to engage effectively with ESD materials.

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Countries equally addressed the role of teacher training in maximizing the impact of platforms, highlighting the need for accessible, adaptable and curriculum-aligned OER. A recurring challenge was to ensure that OER content remains up-to-date and accessible in different educational contexts.

Finally, the meeting explored the complexities of developing norms and standards for digital platforms, including issues related to accreditation, quality assurance and data protection. Special attention was given to the growing role of AI in education, with discussions on how to regulate and use AI responsibly. The meeting revealed that there is collective commitment to promoting sustainable education through digital tools, despite the challenges of ensuring accessibility, quality and security in the evolving digital landscape.

COUNTRY EXAMPLES

CHINA

The Smart Education Platform of China was launched in March 2022. Adhering to the '3I-principle' of 'Integrated, Intelligent and International', the Platform has become the online public platform boasting the most abundant teaching and learning resources. Its international version, supporting six UN official languages, serve leaners worldwide of different ages and nationalities. The Platform has garnered over 47 billion visits with more than 128 million registered users, underpinning more equitable and higher-quality education by empowering hundreds of millions of learners worldwide. The Platform was awarded the UNESCO King Hamad Bin Isa Al-Khalifa Prize for the Use of ICTs in Education.

GERMANY

The German Ministry of Education and Research (BMBF) and the 16 federal states cooperate promoting digital change in education. All states have powerful infrastructures providing online teaching and learning environments that enable virtual and hybrid forms of teaching and are freely accessible to schools. Alongside these platforms are federal platforms, focusing on specific topics, including AI, STEM, TVET, ESD, LLL and financial education. Intensive work is currently being carried out to better integrate content platforms initiated by the state, civil society and commercial as well as non-commercial educational providers through interoperable standards by initiatives such as, MeinBildungsraum.de. Joint overarching projects of the states as part of the 'Digital Compact for Schools' aim to create common standards for digital education technology.

ITALY

Established by the Italian Ministry of Education and Merit with Recovery Funds, the Platform Scuola Futura is a multidimensional system for the continuous training of teachers and school staff to ensure an effective digital transformation and an inclusive use of emerging technologies. The Platform offers over 40,000 accredited courses designed according to the EU framework 'DigCompEdu,' for the training of 650,000 school managers, teachers, technical and administrative staff. The platform also allows the dissemination of OER contents connected to the themes and disciplines of the Italian Education System, which includes Civic Education and its branch regarding Education for Sustainable Development.

INDIA

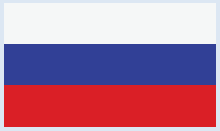
SWAYAM (Study Webs of Active Learning for Young Aspiring Minds), India's premier MOOC platform, revolutionizes education by offering a vast array of online courses across all academic levels using ICT. Integrated with traditional academics, SWAYAM enables credit transfers recognized by over 300 higher education institutions. With over 3,500 unique courses and over 42 million enrollments, it provides high-quality, multilingual content in diverse fields, including cutting-edge topics such as AI, machine learning, data-analytics, cybersecurity and cloud computing. The platform has already awarded over 3.6 million certifications, making quality education accessible to all. SWAYAM Plus, an industry vertical of the SWAYAM platform, bridges the gap between education and employment. It offers industry-aligned courses curated by partners to enhance students' career prospects. With over 1,10,000 registrations, 54 MoUs with industry partners and over 11,500 internships offered, SWAYAM Plus is transforming the educational landscape.

REPUBLIC OF KOREA

Introducing AI Digital Textbooks to schools is an important initiative of the Ministry of Education and a powerful way to introduce AI in education in an effective but safe way. AI Digital Textbooks are textbooks that apply AI technology to support students as they gain conceptual knowledge at their own pace and level. Moreover, these textbooks collect and analyze students' learning data in real-time for teachers to use in their classes. AI Digital Textbooks are to be introduced in mathematics, English, informatics and Korean for special education beginning in 2025. The Ministry will begin by applying them to specific grades, including 3rd and 4th grades in elementary school, 1st year of middle school and for compulsory subjects (mostly 1st year) in high school. Korea has a centralized textbook system and AI Digital Textbooks are no exception. The Ministry of Education oversees the development and dissemination of textbooks, and approves which textbooks are to be used in schools; therefore, AI is being introduced to national public education in a quite systematic way.

SINGAPORE (invited)

The Singapore Student Learning Space (SLS) is the Singapore Ministry of Education (MoE)'s core online platform for teaching and learning. Adopting an open and modular architecture to support external applications and content, the SLS offers students a learning system that flexibly supports various learning experiences and serves as a one-stop hub housing curriculum-aligned resources in formal curriculum, Education for Sustainable Development (ESD) content and for the development of 21st Century Competencies (21CC) skills. The SLS also supports teachers with a wide range of tools to transform teaching and learning – in alignment with MOE's e-pedagogical principles and practices.



RUSSIA

Russia has a number of digital services and platforms in the field of higher education. One of them is the state information system Modern Digital Educational Environment (MDEE), which collects, processes and provides up-to-date information on online courses, programmes of vocational education and training as well as educational activities of higher education institutions (HEIs). The MDEE also records and verifies user achievements in digital portfolios, ensures interaction between students, HEIs and other organizations in the educational process. The Ministry of Science and Higher Education of the Russian Federation has connected 400 educational organizations and 24 online educational platforms to the MDEE. To date, the Modern Digital Educational Environment contains information on more than 280,000 online educational programmes of vocational education and training as well as 1,411 online courses, including 1,270 for online educational programmes of vocational education and training. Currently, about 370,000 users are registered on the MDEE's platform.

SOUTH AFRICA

South Africa showcased their extensive enabling policies for digital transformation, ICT in education and ESD. The National Open Learning System (NOLS) consisting of a Learning Management System and a Content Repository provides access to free Open Educational Resources that cover key ESD areas, such as climate action, water security, biodiversity, sustainable food systems, Indigenous living and just energy. Partnerships include Fundisa for Change, offering environmental and sustainable learning through teacher education, the Khetha National Career Advice Portal, which guides careers in ESD and the green economy, and Higher Health, which provides content on health and well-being, civic responsibility and disaster risk responsiveness.

TÜRKIYE

The online learning platform of the Ministry of National Education, EBA (Education Information Network) offers digital educational resources, such as educational videos, interactive games and quizzes, animations, interactive teaching materials, enriched books, simulations and virtual experiments. On the EBA platform, there are 3,135 lessons, 66,509 pieces of content, 85,588 questions and 4,475 books for the use of students and teachers. The EBA Library section includes resources in the fields of Science and Technology, Nature and Environment, Entertainment and Games, Early Childhood Education, Culture and Arts, Special Education, Guidance and Psychological Counseling Services, Health and Sports, Turkish Language, and Foreign Languages.

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03

G20 VIRTUAL EXHIBITION OF SCHOOL-COMMUNITY ENGAGEMENT PRACTICES

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The Group underscores the potential of school-community engagement practices as catalysts for inclusive, equitable and quality universal education, as well as of sustainable development. Strengthening the connection between schools and communities fosters practical and meaningful learning, thus having a positive effect on learning outcomes. The virtual exhibition organized this year allowed the Group to identify a range of inspiring practices worldwide. The examples showcased can provide inspiration to countries and institutions on how schools and communities can engage with each other, with due regard to diverse needs and contexts.

— Excerpt from EdWG's Annex to the
G20 Leaders' Declaration

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for every child

BACKGROUND

In today's interconnected world, the challenges facing education systems are multifaceted and often require collaborative solutions. Issues, such as socio-economic disparities, cultural differences and varying levels of access to resources, demand inclusive and holistic approaches to education. Building these approaches is not merely the responsibility of schools, but a collective endeavour that involves families, communities and local organizations.

School-community engagement practices provide a pathway to address these challenges by leveraging local knowledge, resources and support networks. Learning about strategies to promote interaction and collaboration between schools and their communities can be key to the success of a pedagogical project and can help guarantee an education that contributes to the full development of children, adolescents and youth.

A strong relationship between schools and communities has proved vital to the provision of quality, equitable and inclusive education. School-community engagement can improve the learning environment, support health and nutrition, and ensure children's well-being and protection. Together, school leaders, educators, parents and community organizations play a crucial role in shaping effective school services and solutions for student success. Collaboration between schools and communities worldwide are also showing potential for the development of values and skills while addressing challenges linked to violence, adolescent pregnancy and mental health, among others.

Benefits of such school-community engagements can also prompt wider positive ripple effects on social cohesion as they have the potential to promote dialogue and civic responsibility, offering students concrete opportunities to be active and engaged citizens. Engaging communities in educational initiatives fosters social cohesion by bringing families together around common goals. Collaborative efforts, such as organizing school events or community service projects, help build relationships among families and promote a sense of belonging within the community. This strengthened social fabric not only benefits children but also contributes to overall community well-being. Additionally, when communities are involved in educational decision-making processes, there is greater accountability among schools and local authorities. Community members become advocates for transparency in how resources are allocated and how programmes are implemented. This increased accountability helps ensure that educational initiatives meet the needs of students while fostering trust between schools and families.

Acknowledging the diverse range of school-community engagement practices carried out worldwide, UNICEF and Brazil launched the G20 Video Virtual Exhibition Platform in agreement with the G20 EdWG members. The platform showcases footage that displays inspiring school-community engagement initiatives at the school level, in varied contexts.

VIRTUAL EXHIBITION

The G20 Video Virtual Exhibition Platform offered a unique opportunity to explore a range of inspiring practices developed in diverse school contexts from different countries, covering a variety of educational and social issues. The Platform received a total of 48 videos from 19 countries. Categories included Early Childhood Education, Elementary School, Secondary to Technical-Vocational Education and Higher Education Institutions. The videos share diverse ways in which school-community engagement can be built to foster inclusive, equitable and quality education.

Based on the community partnerships represented in the videos submitted by G20 and invited countries, some common features emerge:

- **Collaborative partnerships:** These include after-school programmes, mentorship opportunities and community service projects.

- **Parental involvement:** Active parental involvement in school activities and decision-making processes can ensure that the educational environment is responsive to the needs of students and their families.

- **Cultural relevance:** Integrating local contexts into the curriculum can make education more relevant and engaging for students.

- **Resource sharing:** Schools and communities can share resources, such as libraries, sports facilities and technology centres. This maximizes the use of available resources and provides students with more opportunities for learning and development.

An analysis of the videos further reveals a range of positive impacts of these interventions. Some of the schools report that actively engaging their communities led to higher student attendance rates and improved academic performance. Other communities are providing additional resources, such as tutoring or mentorship programmes, that further enrich students' educational experiences. School-community partnerships are also seeking to alleviate systemic barriers to education, such as poverty and discrimination, ensuring that all students have access to quality education.

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COUNTRY EXAMPLES

BRAZIL

Through the Brazilian School-Community Program (ProEC), the Brazilian Ministry of Education collaborates with states and municipalities to foster partnerships between schools, families and communities through a comprehensive educational approach. The programme promotes citizenship, democratic management and the development of a culture of peace by funding engagement initiatives taken by schools located in areas with low socio-economic conditions and high management complexity, covering 65% of Brazilian municipalities. With an investment of 11.4 million USD in 2024, ProEC reaches about 26,000 schools nationwide. Violence Prevention and Communication Challenges are mandatory topics; other issues draw from local contexts to create broader learning opportunities and to foster peaceful, collaborative school environments.

FRANCE

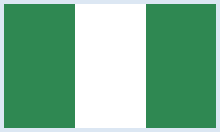
'Let's build our schools together' is a series of voluntary initiatives devised by education teams that involve them working collectively at the local level towards projects to improve pupils' attainment and well-being and reduce inequalities. The projects result from a large consultation process and involve all members of the educational community: teachers, parents, pupils, social, health and administrative staff as well as local authorities and economic partners. Selected projects are eligible for financial support, with a budget of 500 million Euros over a five-year period. For example, in Guadeloupe, students can take a maritime passport, which opens up employment prospects and combats school drop-out.

SAUDI ARABIA

In the Kingdom of Saudi Arabia, educational services extend beyond the school walls to the community. In 2023, Step Summer Club was launched in cooperation with the Children with Disability Association at 11 Step schools for students with disabilities. Step Summer Club enhances the accessibility of educational services and contributes to building the skills of students with disabilities in a way that achieves the principle of equity and develops their effective citizenship. This club ensures that students with disabilities make the most of their time to improve their knowledge and learn in four main areas: environment, cooking, handicrafts and theatre.

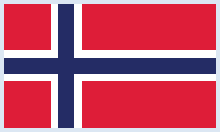
UNITED KINGDOM

The National Education Nature Park brings together all the land from across education settings in England into a vast virtual nature park. Children and young people can take practical action to improve the biodiversity of their school grounds, improve their mental and physical well-being by learning outside while learning about nature's role in climate change. The Nature Park's website contains a wealth of information and teaching resources to help educators deliver climate education. Children and young people are encouraged to take part in community science, biodiversity monitoring, mapping and data analysis. Benefits include green skills development and deeper nature connectedness.



NIGERIA (invited)

School-Based Management (SBM) is an initiative aimed at improving the education system through a bottom-up approach in planning and management as well as fostering school-community collaboration to improve teaching and learning. It seeks to enhance the quality and efficiency of educational systems by ensuring the participation of community representatives in school governance. The SBM Committee in each school supports the planning and management process and serves as a bridge between the school and the community. SBM allows for the delegation of decision-making responsibilities to principals, teachers, parents, students and community members, while ensuring adherence to centrally determined policies.

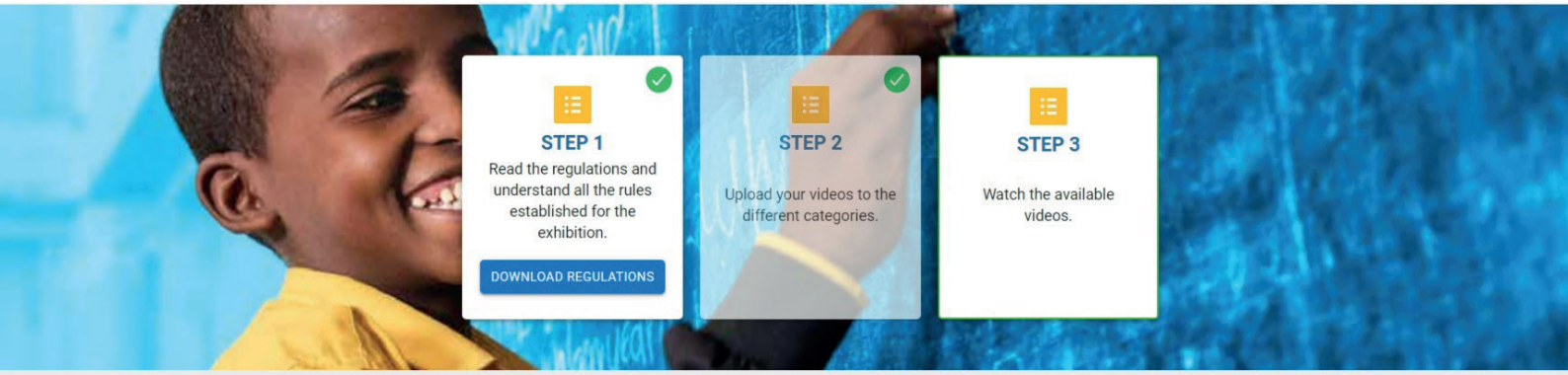


NORWAY (invited)

Norway introduced a new model for professional development in kindergartens and schools in 2017. The core goal of the model is to establish equal and reciprocal partnerships to enhance research informed professional development in kindergartens and schools, and to improve the practise relevance in teacher education. Several different types of partnerships exist between Teacher Education Institutions and kindergartens, schools and municipalities in Norway. Research-Practise Partnerships allow researchers to test new modes of teaching in schools. The University of Stavanger published a book containing contributions from partnerships with kindergartens and schools.

SPAIN (invited)

Promoting Core Values through Education: Innovative School Projects for a Fairer Society. Human dignity, freedom, democracy, equality, rule of law and respect for human rights are essential values to contribute to a fairer more equal society of high quality. The Ministry of Education, VET and Sports of Spain, within the scope of the Spanish Presidency of the Council of the EU, urged several schools in Jerez de la Frontera to put these values into practice by developing innovative projects showing how they can be strengthened through active and committed practice within the school environment – since education is the most powerful tool to fight inequality – and firmly root these values in our society.

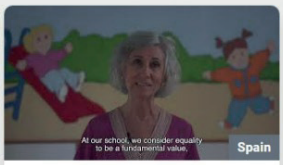


STEP 1
Read the regulations and understand all the rules established for the exhibition.
DOWNLOAD REGULATIONS

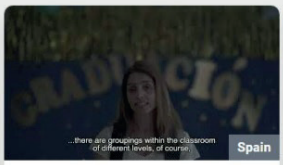
STEP 2
Upload your videos to the different categories.

STEP 3
Watch the available videos.

Early Childhood Education (ECE) practice | Elementary school ("K-12") practice | Technical-Vocational Education and Training (TVET)... | Higher Education Institution (HEI) practice | School practice, of any kind, located in a member state of the.. | Practice involving the specificities of education among fir...

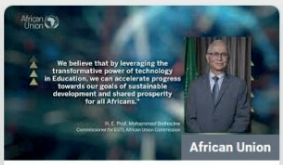


Equality - "Rocinante" Early Childhood Education...



Democracy - "Virgen del Mar" Early and Primary E...

Nova Scotia: Co-operative Education What Employe...

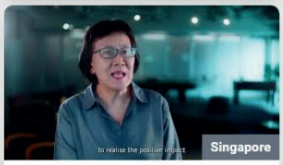


African Union Digital Education Strategy

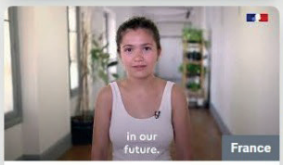
Québec: Gardening at school

Shaping the Future of Learning: Boon Lay Gardens...

Singapore Polytechnic (SP) Cares

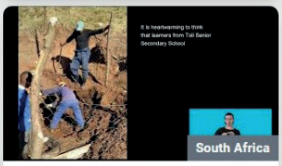


Bringing Positive Social Impact – Singapore Mana...



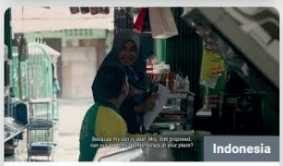
Eco-delegates in French Schools

Ncihana Junior Secondary Climate Change Initiati...

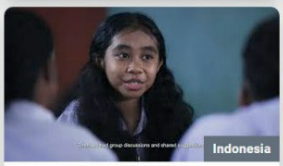


Toli Senior Secondary School - River Cleanup Cam...

Education "by and for" the community



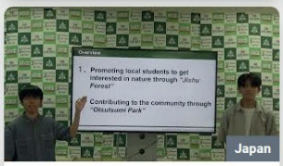
Community- a place where students with special n...



Water filters from junior high school students i...

Kanazawa University

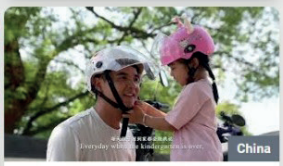
Hamamatsukaiseikan Junior & Senior High School



Sendai Daisan High School

Child Friendly School (CFS) Initiative in Huila ...

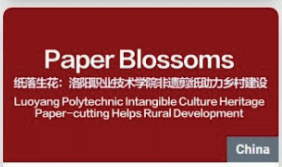
Vidya Shakti: An initiative by a premier technol...



Small Hands Holding Big Hands: Rural Spiritual C...

Eco-Clubs for Mission LiFE

Digital Education Makes Us Beneficiaries as a Fa...



Paper Blossoms Luoyang Polytechnic Intangible Cu...

The Innovation Project ZhiHui Leads a New Paradi...

NEXT STEPS

Since its establishment in 2018 during Argentina's G20 Presidency, the EdWG has served as a key platform for harnessing the power of multilateralism to address equity and quality in education, build skills for life and work as well as improve education financing. South Africa, as the next country slated to chair the G20, has announced its intention to keep the Education Working Group active.

Moreover, to maximize multilateral momentum, the Government of Brazil is hosting the 2024 Global Education Meeting (GEM) organized by UNESCO concurrently with the G20 Education Ministerial Meeting in Fortaleza, Brazil. UNESCO, in consultation with the SDG 4 High-Level Steering Committee, convenes periodic GEMs to review progress in achieving SDG 4 and the Education 2030 Agenda.

The objective of the 2024 GEM is to take stock of country progress towards SDG 4 and showcase transformative actions, with emphasis on inclusion and equity and financing of education as well as to strengthen multilateral, cross-sectoral and multi-stakeholder efforts to advance and transform education. With the G20 dialogues serving as a model of multilateral consensus-building, the 2024 GEM will adopt a global, non-binding outcome document during the meeting's closing session: the Fortaleza Declaration. Informed by the reports of regional and constituency consultations led by UNESCO and the SDG 4 High-Level Steering Committee Sherpa Group, the Fortaleza Declaration will put forward critical levers and actions to accelerate country progress towards SDG 4 and strength international, multi-sectoral and multi-stakeholder cooperation.

The world looks to the G20 for lasting solutions to shared global challenges. Quality education acts as a catalyst for progress across all priority areas of the Brazilian G20 Presidency by empowering individuals and communities and cultivating the knowledge, skills, and inclusive mindsets needed to address a wide range of sustainable development challenges.

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