



Education & Digital Transformation

Towards Inclusive and Human-centred Education and Digital Transformation Policies

The Education and Digital Transformation Working Group (EDTWG) under C20 India 2023 has suggested several key areas of focus to foster inclusive, accessible, compassionate, and human-centred education and digital transformation.

1. **Education for Life and Global Citizenship:** Encourage experiential learning and community involvement in rural villages, promote indigenous cultures and knowledge systems, and address mental, emotional, and spiritual dimensions of people. Strategies include substance abuse prevention, education in indigenous knowledge systems, support for disadvantaged communities, and fostering cultural inclusion and social justice.
2. **Education for Persons with Disabilities:** Emphasizes the need for early identification and intervention for persons with disabilities. Raise awareness about inclusion and designing and implement policies for early detection of disabilities. Financially support research in disability studies, build tools for early identification, and provide low-cost assistive technology for inclusion.
3. **Learning Equity & the Future of Education:** Enhance equitable access to education and ensure the fair allocation of resources through learning equity audits. Promote the inclusion of people from vulnerable populations in decision-making processes at all levels of education, research, decision-making and in governance. Other recommendations include fostering mutual recognition of online and on-site degrees and certificate courses, developing inclusive curricula, and providing pedagogical, skills, inclusion, and technology training for teachers.



4. **Skill Development:** Establish inclusive financing mechanisms for skill development, create financial aid programs for marginalized individuals, encouraging corporate social responsibility contributions for skill development initiatives, include skill development opportunities in public employment programs, and establish public online platforms to collect and analyse skill development data.
5. **Education in Emergencies:** Provide comprehensive training for emergency situations and develop localized emergency curriculum models. Enhance teacher capacity for inclusive education and invest in continuous professional development.
6. **Digital Transformation & Accessibility:** Develop human-centred design principles, promote digital public goods and commons, bridge the digital divide, and provide comprehensive training on responsible technology use. The recommendations emphasize inclusive digital access for all, including marginalized and vulnerable populations.



The WG recommends a multi-dimensional approach to implement these sub-themes, including context-specific evidence-based programmes, stakeholder coordination, community engagement, affordable technological

solutions, and quality assurance measures. In funding and partnerships, the WG suggests sustained political commitment, public-private-people partnerships (PPPP), and transparency in fund allocation.

Introduction

Education empowers and catalyses societal transformation. The Civil20 India 2023 Chair's vision for global education is based on the emphasis on both tangible skills and spiritual wisdom, along with their respect for diverse viewpoints. The holistic, inclusive nature of ancient Indian education, exemplified by prominent

institutions like Nalanda and Takshashila, is still relevant in today's globalized educational landscape. The "Gurukula" system's focus on nurturing a deep student-teacher bond and promoting harmony with nature and society continues to provide important lessons for the development of today's education systems globally.

The WG initiatives build upon commitments enshrined in instruments like the United Nations Charter¹, Universal Declaration of Human Rights², and other treaties emphasizing

sustainable development. They uphold global citizenship education and values like diversity, human rights, and social justice. The 2022 G20 Bali³ commitments further emphasized international collaboration for digital skills development, particularly benefiting people in vulnerable situations. The Transforming Education Summit (UNESCO 2023)⁴ identified four key areas of transformation: creating supportive environments for all learners, empowering teachers, harnessing the digital revolution in public education, and advocating for increased, efficient, and equitable investment in education.

The EDT WG seeks to make an original contribution by distilling a set of recommendations that amplify the voices of the global South, particularly those of the most vulnerable, driven by a human-centred and values-driven perspective.

By prioritizing education for life, inclusion, accessibility, and equity for diverse learners, and emphasizing compassion, G20 countries can build empowered societies that are prepared



to navigate the complexities of the modern world and drive positive change. Specifically, the WG seeks to promote core principles of inclusiveness and human-centred approaches through compassion-based perspectives, universal access to education, including at the international level, skills, and digital resources, and the reduction of the digital divide.

This aligns with the principle of “Data for Development,” which is a crucial aspect of India’s Presidency of G20. India recognizes digital transformation as the key to achieving sustainable development goals related to poverty reduction, education, health, and direct benefit transfer. It also aligns with the aspirations of the Global Digital Compact (GDC)⁵, which aims to establish shared principles for an open, free, and secure digital future for all, to be agreed upon at the Summit of the Future⁶ in 2024 at the United Nations.

The rapid and widespread change brought about by Digital Transformation is unprecedented, transforming society and offering unprecedented advancements in the human condition. However, it is also crucial to recognize that education or digital technologies,

when used improperly or maliciously, can fuel divisions within and between countries, increase insecurity, undermine human rights, and exacerbate inequality.

While Education and Digital Transformation are distinct themes, the C20 EDT WG has considered specific recommendations for each theme and has also considered inter-connected recommendations that create synergies between these two areas.



Sub-themes and Recommendations

Under the guidance of the C20 India 2023 Chair and building on its consultations, the EDT WG has identified the following sub-themes:

- Education for Life and Global Citizenship
- Education for Persons with Disabilities
- Learning Equity & The Future of Education
- Skill Development
- Education in Emergencies
- Digital Transformation & Accessibility

We the need to prioritize holistic education for development, early identification and intervention for persons with disabilities, equitable access and learning equity audit, capacity building for emergency preparedness and safety, inclusive financing for skill development, and promotion of inclusive digital

accessibility and technology for societal impact.

The recommendations below reflect the aggregated results of the consultation process organized in main areas of often cross-cutting policy recommendations for the sub-themes:



A. Promote Holistic Education for Development & LIFE

- Promote ancient and indigenous cultures as they recognize the interconnectedness of various aspects of human beings, animals, and nature through Indigenous Knowledge Systems and through the lives of humanitarian leaders who have put this into practice, and address the emotional, social, mental, and spiritual dimensions of people's lives.
- Promote experiential learning among youth by encouraging their involvement in serving disadvantaged communities in villages and sensitizing them of their potential contribution towards achieving SDGs.
- Sensitize the community and educational ecosystem towards inclusion through activities that promote acceptance, foster cultural inclusion and social justice, provide socio-emotional support, and encourage respect and care for persons with disabilities, girls, indigenous people, and marginalized populations.
- Raise awareness and implement preventive measures to address substance abuse and internet abuse among youth. Establish a protective space within schools that provides psychological support to students.



B. Provide early identification and swift intervention for persons with disabilities and learning difficulties

- Raise awareness and sensitize teachers, caregivers, parents, communities, public authorities, and both private and public sectors about the importance of inclusion in education.
- Design and implement early detection policies and strategies for identifying invisible and other disabilities in the local context, and ensure swift interventions including relevant technology, and training for effective inclusion.
- Encourage research in the field of inclusion, disability studies, and assistive technologies with funding support. Document and make available best practices in inclusive education for the benefit of stakeholders.

C. Ensure Equitable Access and Learning Equity

- Promote the inclusion of people from vulnerable populations in decision-making processes at all levels of education, research, and in governance.
- Monitor through learning equity audit and the effective use of technology in education, utilizing disaggregated data to inform decision-making and allocate resources to areas with the greatest need and impact. Develop policies and mechanisms that ensure fair and effective allocation of financing.
- Foster the mutual recognition of online and on-site degrees and certificate courses internationally, emphasizing quality, inclusivity, and accessibility in higher education.

- Provide teachers with pedagogical, skills, inclusion, and technology training programs, while implementing incentives to attract and retain high-quality educators.
- Ensure equitable access to education, including foundational literacy and numeracy, for vulnerable populations such as children, persons with disabilities, women, rural inhabitants, individuals in emergencies, and indigenous communities.
- Develop inclusive curricula with diverse and relevant information and pedagogical approaches, prioritizing a human-centred approach to design and delivery. Ensure that curricula are accessible to all groups, including those with limited access to technology due to various reasons such as emergencies or disabilities.

D. Promote Capacity building for Emergency Preparedness and Safety to strengthen Education

- Provide comprehensive training for teachers in emergency situations, prioritizing the well-being of both students and teachers over specific subjects.
- Develop and implement localized emergency curriculum models to prepare for unforeseen circumstances in each locality.
- Enhance teachers' abilities and capacity to deliver inclusive education and education in emergencies, promoting an inclusive learning environment for all students. Invest in continuous professional development for teachers, with a specific focus on digital skills.

E. Take a Multidimensional implementation approach

- Build Education and Digital Transformation programs based on context-specific evidence and ensure involvement of private and government for regulation of digital services.
- Promote Life-long learning opportunities, stakeholders coordination, and international collaboration
- Ensure Community Engagement and alignment in education and skill development.
- Promote affordable emerging technologies and low-tech solutions, with a focus on practical aspects, especially in rural areas.
- Establish quality assurance and interoperable standards for educational programs.



F. Implement inclusive financing for skill development

- Allocate financial resources of equal value to public education spending to finance inclusive skill development programs targeted at marginalized communities and vulnerable groups, including investment in accessible TVET infrastructure, qualified teachers, learning materials, and resources (including digital).
- Mandate corporate social responsibility contributions equivalent to 1% of annual profits from private companies to support inclusive skill development initiatives to be spent based on multi-stakeholder decision-making mechanisms
- Implement a portable social security scheme covering 75% of informal sector workers within the next five years, providing access to healthcare, insurance, retirement benefits, and income support during emergencies.
- Ensure that 70% of individuals employed under public employment programmes are provided with opportunities for skill development and upskilling within three years.
- Establish national publicly accessible online platforms in G20 countries that collect and analyse disaggregated skill development and employment data, targeting at least 90% of training providers and employers within five years such that at least 95% of data is available in a standardized format and updated annually.



G. Promote Inclusive Digital Accessibility

- Develop human-centred design principles for all aspects of education/training/skill development.
- Promote Digital Public Goods and Digital Commons for inclusive, affordable, and customizable Digital SDG solutions
- Promote digital literacy and hygiene among marginalized and vulnerable communities.
- Strengthen digital accessibility and bridge the Digital Divide including vulnerable populations, low-literate populations, and persons with disability, and provide access to digital technologies, the internet, devices, and curricula in the local language.
- Provide comprehensive training to individuals on responsible technology use, addressing issues of misuse and abuse, while fostering critical thinking, problem-solving, digital literacy, and ethical skills.





H. Partnerships & Funding

- Secure sustained political commitment, including financial aspects for developing programs in Education, Skills, and Digital Transformation: G20 members could play a relevant role in financial terms, providing funds to improve access to education, inclusive practices, and technology in the Global South. Provide an emergency fund for the events of unforeseen circumstances. In those events, uninterrupted access to education must be ensured.
- Foster the role of PPPP (public-private-people partnership) in Education and Digital Transformation policies and ensure that they share a common goal and allow to provide a faster response to today's and future needs. Also foster PPPP partnerships to support the implementation of policies and programs. These PPPP need to be appropriately regulated, transparent, and public-oriented.
- Monitor implementation of practices and use disaggregated data for monitoring, learning equity audit, and transparency to ensure efficient fund allocation.

Udaaharans

Live-in-Labs^{®7}

Established in 2013 in India, Amrita Vishwa Vidyapeetham University, Live-in-Labs[®] is a multi-disciplinary international experiential learning programme that facilitates the research, development, and deployment of sustainable solutions for current challenges faced by rural communities in India. The programme is designed

to engage participants in a mutual learning and sharing experience by breaking classroom and lab barriers to implement theoretical knowledge to address real-world problems.

www.amrita.edu/live-in-labs/



AYUDH⁸

AYUDH stands for Amrita Yuva Dharma Dhara, a Sanskrit term that means “the youth which perpetuates the wheel of dharma (righteousness)”. In Sanskrit, AYUDH also means Peace, which is symbolized by the dove in the logo. Established in 1985, it is an international youth movement of Mata Amritanandamayi Math, currently active in Europe, North America, Asia, Australia, Africa, and India. AYUDH

seeks to empower young people to integrate universal values into their daily lives. Starting with themselves, AYUDH wants to help establish a future of hope, peace, and social engagement while maintaining an awareness of spiritual principles. It is aiming to use the powerful force of young people to perpetuate natural harmony, social justice, and personal empowerment.

DIKSHA⁹

DIKSHA (Digital Infrastructure for Knowledge-Sharing) is a national platform for school education, built with the support of a CSO and an initiative of the National Council

for Educational Research and Training (NCERT), under the aegis of the Ministry of Education (MoE), Government of India.





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