

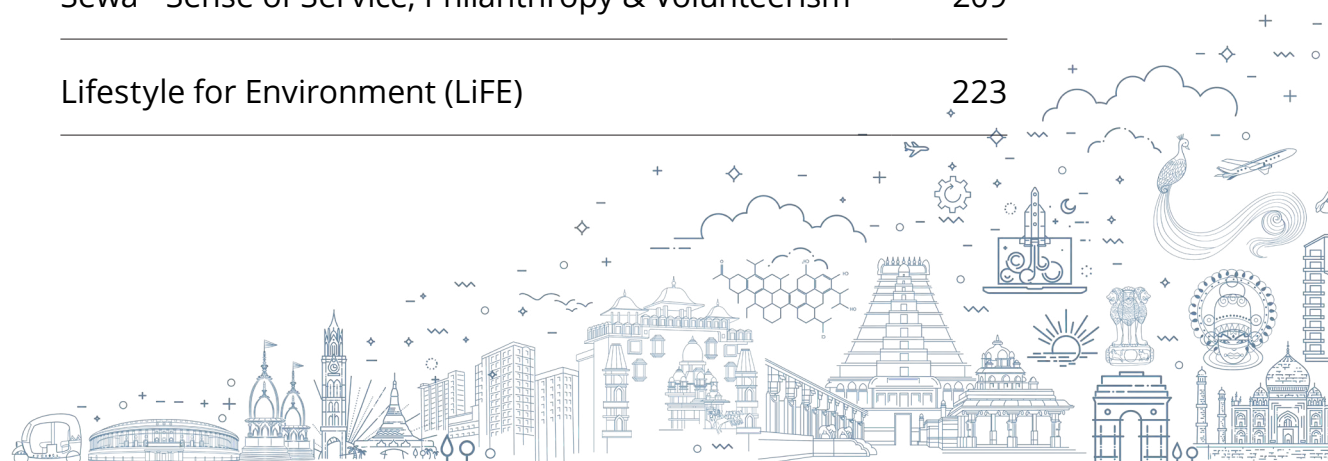
Civil 20 India 2023
**POLICY
PACK**

#YouAreTheLight



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A woman in a vibrant, multi-colored sari with intricate patterns stands in front of a building with a traditional red-tiled roof. The sari features a mix of red, blue, yellow, and green with white borders. She is looking towards the camera with a neutral expression. The background shows the textured surface of the roof tiles and a small window in the white wall.

Sustainable & Resilient Communities

Climate, Environment and Net Zero Targets

The WG acknowledges that the key to meeting the challenges facing the global community is the development of integrated solutions through international agreements, multilateral collaborations and transboundary cooperation for systemic transformations, to enable good governance, sustainable finance and circular economy.

Drawing inspiration from “Lokah Samastah Sukhino Bhavantu” meaning may all the beings in all the worlds become happy, the working group recognizes the fundamental interconnectedness and interdependence of all beings and all resources on earth. Thus, resolves to invoke the innate compassion arising from this universal interconnectedness in every individual.

The detrimental impacts of climate change makes it imperative that we act, unitedly, equitably, inclusively, and justly, to protect the people and planet earth. The C20 Working Group on Sustainable and Resilient Communities (SRC) - Climate, Environment and Net Zero Targets proposes policy recommendations to mitigate these global challenges.

The working group has outlined a set of transformative measures that will lead to sustainable and resilient

communities through more nuanced and informed developmental pathways, based on greater equity, justice, and inclusivity. The policy recommendations from the four sub-themes namely, Climate Resilience and Social Justice, Environmental Sustainability, Net Zero Emission Management and Compassion driven Approaches to Sustainable and Resilient Communities have been cumulatively reviewed and curated. The following overarching categories of recommendations have emerged:

- ◆ C20 urges G20 to ensure implementation pathways for efficiency that are compassion driven and engage all sections of the population, creating targeted investment opportunities, as well as co-developing adaptation metrics, and standards across sectors to guide investment decisions. Localised implementation approaches need to be in place considering the sustainability factors.
- ◆ G20 needs to incentivize transparent and effective public-private and social sector partnerships for sharing expertise, knowledge, experiences, local context specific

best practices and resources, to enhance innovations and sustain actions.

- ◆ G20 countries should support their education systems to develop and implement curriculum and training modules specific to climate change and resilience, net zero emission targets, biodiversity conservation and ecosystem restoration & degradation, at primary, secondary and tertiary level. Along with providing affordable, equitable and quality education, community specific capacity development programs need to be developed to create community wise champions.

Policy Recommendations

I. Mind - Advocating a Mental Health Policy

Before the estimated five-fold increase in depression and anxiety globally since COVID-19, at least 1 billion people had mental health conditions, representing 418 million disability-adjusted life years and a burden of 5 trillion USD annually. Mental health conditions lead to loss of productivity, driving under-

employment, social isolation, and poverty. Today, 90% of mental illness goes undiagnosed and untreated, a gap largely driven by stigma, discrimination, and human rights violations. The 2023 C20 IHH-WG includes Mental Health and Wellness for the first time.

Our policy recommendations to the G20 are:

- Adopt and sustain a comprehensive National Mental Health Literacy Program.
- Incorporate and integrate a Mental Health Education Program into the National School Curricula by 2025, to include:
 - Awareness and knowledge of signs and symptoms of mental distress, reducing bullying, harassment, and stigma against those with or without mental illness.
 - Suicide awareness and prevention; integrating skills and activities that promote mental fortitude, positive decision-making, and peer support.
 - Provide Community & Institutional Mental Health Training to healthcare workers to promote suicide awareness and prevention.
- Deliver basic assessment tools for common mental health disorders and suicidal behaviours to support lay-counselling training among school counsellors, village social workers and non-specialist health workers.
- Ensure the availability of mental health services in all community hospitals, corporations, universities, government and other institutions.
- Training should be supported by health system networks so that acute mental conditions can be triaged by higher-level professionals.



- Develop robust, evidence-based mental health programs that promote knowledge and mind-strengthening life skills (e.g., meditation, yoga, cognitive skills) for advancing positive mental health and resilience, preventing mental illness and suicidal behaviours, and reducing mental illness symptoms, with special emphasis on the underprivileged - women, children, marginalised communities, and caretakers and those grieving the loss of their near and dear ones.
- It is vital to include community engagement as well as civil society organisations to make this process more effective.
- Ensure free and quality mental health care is integrated into all primary care services by 2030.
- Scaling up interventions and services across community-based, general health and specialist settings - In a country-by-country approach as per the WHO Special Initiative on Mental Health, considering that the status of mental health care differs greatly across nations.
- Mental health care must be integrated into relevant public health programmes (e.g. for HIV and gender-based violence prevention, disabilities) in addition to primary care services.
- Increase number and quality of community based mental healthcare providers via incentivization schemes.

II. Body- Implement a Life-Course Approach to Chronic Diseases incorporating Digital Health Applications

Despite the COVID-19 pandemic, NCDs continue to be the top cause of mortality and morbidity globally, with low-middle-income countries (LMICs) bearing a disproportionate burden of NCDs. NCDs account for 74% of all deaths (41 million) globally annually and 80% of all “premature” deaths between 30 and 69 years of age. The likelihood of premature deaths from NCDs is six times higher in LMICs than in high-income countries. Modifiable risk factors include unhealthy diet, tobacco and alcohol use, sedentary lifestyle, and air pollution. The global burden of NCDs is estimated to be \$47 trillion over the next two decades, unless adequate preventative and control measures are implemented.

LMICs are also burdened with treatable conditions complicating maternal and child health such as nutritional deficiencies, which have proven low-cost measures of mitigation. Given the increasingly ageing population globally, geriatric health and wellness, palliative and end-of-life care become priorities requiring critical attention.

An overarching theme that emerged from discussions among the various health sub-groups included usage of digital platforms for universal health coverage. The other common theme that emerged across the health sub-groups included a life-course approach to addressing NCDs, maternal and child health and wellness, nutrition and mental health alongside steps to improve health literacy.

The Life Course perspective looks at health as an integrated continuum where biological, behavioural, psychological, social and environmental factors interact and influence health outcomes throughout a person’s life. A woman’s health and nutrition as she enters reproductive age directly affects her future child’s birth weight and order, nutrition, future risk of obesity and therefore potential contraction of NCDs and mental health conditions. Addressing the health and wellbeing of future generations requires immediate measures to ensure the health of all persons of reproductive age in order to prevent future disease.





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.



- 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.



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.



Inclusion of PwDs, however, has yet to receive strategic planning, implementation, and resources even though lack of inclusion can cost countries up to 7% of their GDP. PwDs, particularly WwDs, are systematically excluded in education, employment, health systems and disaster response. They face barriers in accessing physical and digital spaces, and high levels of all forms of discrimination, abuse, and violence— often resulting in significant, long-standing physical and mental health consequences.

It is in the human, social, and economic interest of the global community that PwDs find budgetary allocation and commitment in implementing plans for inclusive, sustainable, and resilient growth; and are seen as active citizens, taxpayers, consumers, and nation builders. Meaningful participation of PwDs in governance at all levels is critical to effective planning and implementation, and confronting stigma and discrimination that undergirds exclusion.

Education

Context

The G20 Riyadh², Rome³, and Bali⁴ Leaders' Declarations commit to inclusive education, noting the importance of technology. The right to education for CwDs, free from discrimination, is recognized by the UNCRPD, UNESCO⁵, the SDGs⁶, and UNCRC⁷.

CwDs are 25% less likely to receive early childhood education, 33% more likely to be out of lower-secondary, and 27% more likely to be out of upper-secondary school. CwDs who attend

school experience exclusion due to inaccessibility, unidentified needs, segregation, corporal punishment, and bullying⁸. The result: lower academic achievement, 37% poorer mental health outcomes⁹, grade repetition, dropout, and limited future education and employment. They also have harder transitions to higher and tertiary education due to the stigma that discourages disclosing disabilities; inaccessible buildings, learning resources, and digital access; and inadequate inclusion¹⁰.

Promote synergies between higher education institutions and job market stakeholders to ensure equal work opportunities.

Develop education financing that allows students with disabilities to cover extra disability costs. Provide free and subsidised education, scholarship and meal programmes for disadvantaged students.

Collect disaggregated data by gender, disability, caste and other markers of students with disabilities across levels, institutions and vocational trainings centres.

Include students with disabilities in all existing and future mainstream government awareness efforts, campaigns, policies, schemes, budgetary allocations.





Recommendations

Youth

1. Technology should be leveraged to increase youth participation in democratic processes. For example, building online voting systems for young people to exercise their right to vote.
 2. G20 nations should use participatory training and engagement tools to inculcate democratic values and competencies in young people. Exemplars include UNICEF India's YuWaah!'s which has initiated gamified tools combining knowledge development and on-ground action to nurture the capacities of young people to lead volunteerism.
 3. Schools in G20 nations should include civic education in the younger generation. Legislation should require countries to develop basic content and benchmarks of achievement for civic education.
 4. Local Governments should introduce mandatory youth outreach programs. Youth can be engaged to solve local issues (such as traffic congestion, design innovation, etc.). This engagement should also be credited academically as well.
- Departments of Education should make funding available for civic education that focuses on democratic principles¹. There should be pedagogy on democracy, democratic institutions, and responsibility of citizenry which should be practical and provide experiential learning from class 6th onwards. In Sweden, the school curriculum includes lessons on the theory and practice of democracy. Representatives of political parties visit schools, helping students to learn about the political system. This model may be referred to.

Vasudhaiva Kutumbakam

(One Earth One Family One Future)

**We envision a future where people from diverse backgrounds
co-exist with mutual respect and understanding.**

अयं बन्धुरयं नेतिगणना लघुचेतसाम् ।
उदारचरितानाम् तु वसुधैव कुटुम्बकम् ॥

(This one is my relative and that one is not – this is the calculation of small-minded people. But for noble-minded people, the entire cosmos and all beings in the planet Earth are but one family – Vasudhaiva Kutumbakam.)

Mankind has exploited Mother Earth and its beings to a point where extinction seems to be an inevitable outcome, if corrective measures are not undertaken immediately.

4. Education

- The G20 countries should consider including a common subject on co-existence as part of the school curriculum. Efforts should be made for the leaders from these countries to interact with the students on this topic at least once a year.
- School curriculum should include specific portions to acquaint children on the importance of need-based living, varied art forms and cultural practices.
- Schools can run special recognition programs to incentivise children who exhibit prudence in their consumption patterns, exhibit tolerance towards others from diverse backgrounds and show sensitivity towards the animal and plant kingdoms.
- Children should be encouraged to learn multiple global languages that will ensure a seamless connection with the worldwide community.
- Educational institutions should actively focus on the attitudinal development of the learners by including spiritual lessons as part of education.





Sewa

(Sense of Service, Philanthropy and Volunteerism)

Civil society globally thrives on values of empathy, selflessness, and mission-orientation. It is designed for sustainability, executed by volunteers, and driven by communities. This scalable and sustainable model embraces the idea of selfless service, known as “Sewa” in multiple cultures across the world. Our working group aims to conceptualize a Sewa-model of development, uniting individuals on Earth as one family with the tools of volunteerism and philanthropy.



वसुधैव कुटुम्बकम्

ONE EARTH • ONE FAMILY • ONE FUTURE

