



The right to education: transform education from a global south perspective

C20 Brazil | Working Group 06

Education and Culture

C20 Education and Culture Statement

“Valuing and building capacity of education professionals: what can we collectively do?”

Brasilia meeting: 20-22 May

Chairperson, excellencies, *[tba]*

I am Andressa Pellanda, general coordinator of the Brazilian Campaign for the Right to Education, representing the Global Campaign for Education in Brazil, and co-facilitator of the Education and Culture Working Group of the 2024 C20 in Brazil, alongside with Massimo Trombin, CEO of the Global Peace Foundation in Brazil.

Firstly, I would like to congratulate and thank you on the decision to allow our participation as an official delegation of the civil society engagement group, with a voice, in this space of discussion and deliberation alongside the G20. This is not trivial and we acknowledge the efforts, especially in this case of Brazilian presidency, to make the G20 a space of greater participation and transparency, which we recognize.

In the ever-evolving landscape of global civilization, educators stand as catalysts for transformative change within educational institutions. With the majority of the world's young learners concentrated in the Global South, educators wield significant influence beyond the confines of classrooms, shaping the values and aspirations of future citizens in communities worldwide. Rather than solely addressing surface-level issues within educational systems, attention must be directed towards empowering educators and educational leaders as agents of meaningful change within their regions and communities.

Essential to this transformative agenda is the personal and professional development of educators themselves, enabling them to create nurturing learning environments that foster socioeconomic whole sustainable development, peacebuilding, and real-world problem-solving. This approach is particularly vital in regions where education is deeply intertwined with cultural values, underscoring the importance of investing in the empowerment of those who guide the journey of learning.

Considering these premises, the Education and Culture Working Group of the C20 recommends that Member States:

1. **Expand the concept of the education and culture professionals subjects, promoting democratic management mechanisms and participation** in the discussion and development of public policies, considering, in addition to teachers and artists, also all the education and culture professionals as managers, coordinators, secretaries, assistants, mediators, lunch waiters/cooks, doormen, families, students, communities etc. This includes also the implementation of local communities and education and culture institutions partnerships in the territories, taking into consideration the need of media and spaces for public information-sharing on the local scenarios of culture and education.

2. **Value all education professionals inserted in educational institutions (formal and non-formal) ensuring physical working conditions and health for education and culture professionals** is paramount to fostering a conducive teaching-learning environment. This involves not only providing adequate facilities and resources but also prioritizing the mental well-being of educators and guaranteeing decent salaries in accordance with the economic wealth of the countries that make up the G20 and other countries in the world, career and remuneration plans for all education professionals in school institutions and with equal salaries for education professionals with other professionals at the same level of training. Education and culture training must embrace specific themes as inclusion - including neurodivergence -, digital tools and ethical use of technology, focus axes of 2024 C20 Education and Culture WG.
3. **Promote international coordination for initial and continuing training of education and culture professionals** (between undergraduate and postgraduate courses: specialization, master's, doctoral and postdoctoral studies, etc.), allocating human and financial resources for ongoing training and international exchanges of teachers, school administrators to provide quality education to their respective needs. It includes the implementation of intercultural programs within and across nations, fostering the exchange of social actors and initiatives, towards the promotion of sustainability and climate education, knowledge, cultures, languages, technologies, peace and citizenship.
4. **Recognize the potential of art and artists for sustainable economic and social development at all levels**, considering the centrality of international artists to ensure better engagement and interaction among peoples, groups, communities, and governments towards sustainable economic and social development, by guaranteeing that artists play a key role in local, national and international spheres. It includes the mobilization of international artists to help Member States to achieve maximum progress on the SDGs in the light of the fast approaching target year of 2030, by strengthening cooperation and dialogue with the UNESCO's Program Goodwill Ambassadors, Artists for Peace and Champions.

Considering such recommendations, we believe that the discussions in this meeting, focused on valuing and building the capacity of education professionals, are beneficial, promoting spaces for international cooperation. We request that the efforts made here can also translate into commitments to domestic policy at the respective countries' levels and in promoting cooperation for such efforts in other countries of the Global South as well.

Excellencies,

As we discuss the importance of elevating the status of teachers, it is essential to recognize the need for a comprehensive global approach. This can only be achieved through the collaboration and commitment of this group of nations. To ensure sustainable and inclusive education and cultural systems, our efforts must encompass several critical aspects.

We must center the global governance of education and culture through multilateral mechanisms, ensuring active participation from governments and organized civil society. This inclusive approach will help shape policies that promote equity and inclusion worldwide.

Tax justice is crucial for sustainably financing high-quality education and culture. Promoting taxation at both domestic and international levels and actively participating in global negotiations like the UN Tax Convention will secure the necessary resources. Prioritizing education in these discussions is essential to ensure lasting impact and to value our teachers.

Upholding democracy, secularism, and human rights is fundamental to advancing education and culture. By engaging families and communities, strengthening relationships between educational and cultural institutions, and democratizing knowledge from a human rights perspective, we can ensure all citizens have a voice in shaping these crucial areas.

Implementing robust human rights-based mechanisms for accountability and monitoring is essential. This will ensure that investments in education and culture achieve the desired outcomes with transparency and public trust.

Finally, recognizing the disproportionate impacts of climate change on vulnerable groups, we must expand access to sustainable infrastructure and practices in curricula. Training professionals for both formal and non-formal education in an interdisciplinary and multisectoral manner, involving children and youth, will foster environmental awareness and action. Embedding climate justice and sustainability in public policies through environmental education and nature-based learning is vital.

Without these urgent actions, we will fail to truly value our teachers, as there will be no future for them or anyone else. They are, and must be, an integral part of our current efforts to avert this crisis. This must be part of a broader global strategy that can only be realized with the support and leadership of the G20 nations. Together, we can build a future where education and culture are the cornerstones of sustainable, just, and inclusive societies.

Thank you.