



भारत 2023 INDIA

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Consultative Meet on India's G20 Presidency and the Education Agenda

Date: 13-14 February 2023

Information Guide



राष्ट्रीय शैक्षिक योजना एवं प्रशासन संस्थान

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

(Deemed to be University)

17-B, Sri Aurobindo Marg, New Delhi – 110016, INDIA



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India's G20 Presidency and the Education Agenda

Background

When the Group of Twenty (G20) countries came together in 1999, the foremost agenda on the mind of the leaders were to achieve international financial stability. As the years passed, and the group achieved salience, the scope of the forum broadened to include a number of other issues of significance given the role of various sectors that contribute to overall economic growth and development.

While the G20 has always emphasised that education remains the key to achieving the Sustainable Development Goals (SDGs), education as an agenda gained further traction during the G20 Summit in Argentina in 2018, wherein Education was included as a part of the Sherpa Track. This led to the creation of the Education Working Group (EdWG) which meets about three to four times annually, comprising of officials from G20 and other invitee countries (which remains the prerogative of the then presidency). The EdWG meetings provide an opportunity for the officials to discuss and highlight policy interventions at the national or regional level and advance collaborative efforts in the field of education, skills and employability. The EdWG meeting culminate in the Ministerial Meeting that is followed by the signing of the Ministerial Declaration. Except in 2019, the EdWG has been meeting annually every year under the rotating presidency.

The EdWG meetings from the beginning have focused on a diverse and forward-looking set of issues of international relevance, which includes early childhood education, primary education, secondary education and tertiary education. While focusing on the various issues specific to the education sector, the G20 Forum, in their deliberations and final declarations, have always underscored the role of education in contributing to the broader aims of reducing poverty and inequality; promoting inclusive and sustainable economic growth; advancing access to quality education for all, especially girls and empowering women, youth and vulnerable groups. While doing so, the emphasis has also been on the diversity of the G20 group members, and the national and regional contexts. As we move towards the post pandemic world, the important role of education in tackling social and economic challenges has become even more pronounced.

India assumed the Presidency of the G20 Forum on 1 December 2022 and will hold the presidency up to 30 November 2023. As a part of its yearlong presidency, a number of activities have been planned by the Government of India to showcase its leadership in different fields and within the ambit of G20. Education is one of the important components.

Different activities have also been suggested for the academic institutions under the 'University Connect' initiative by the University Grants Commission (UGC). The four EdWG meetings and the Education Ministers' meeting under the Indian presidency this year are scheduled to be held in different parts of the country from January to June 2023. Each of the EdWG meetings are also preceded by a Seminar on one of the four priority areas (see below) hosted by an academic institution within the country.

Priority Areas of the EdWG Meetings under Indian Presidency in 2023

Given below are the four themes identified by the Ministry of Education (MoE), Government of India for discussion at the EdWG meetings and the Ministerial meeting:

- Ensuring Foundational Literacy and Numeracy especially in the context of Blended Learning
- Making Tech-enabled Learning more Inclusive, Qualitative and Collaborative at every level
- Building Capacities, Promoting Life-Long Learning in context of Future of work
- Strengthening Research and Promoting Innovation through Richer Collaboration

NIEPA has been nominated as one of the Knowledge Partners by the MoE, thereby entrusting it with the overall responsibilities of academic preparations in respect of Education Track meetings to be held during India's G20 Presidency. In this light, NIEPA, in consultation with the MoE, is organising this two-days long Consultative Meet on 'India's G20 Presidency and the Education Agenda' with the objective to provide concrete inputs to facilitate the EdWG Meetings and especially the Ministerial Declaration to be brought out on conclusion of the meetings.

Programme Overview

The Consultative Meet will be conducted by the National Institute of Educational Planning and Administration (NIEPA), New Delhi and with organisational support provided by the Unit for International Cooperation, NIEPA. The programme will include a total of more than 100 participants who are policymakers, academicians and educationists with expertise on the various themes to be discussed during the Meet. The Consultative Meet will be conducted in face-to-face mode in Room no. 113 at NIEPA, New Delhi with a few experts attending the meeting online.

Format of the Consultative Meet

The four themes identified for discussion at the Consultative Meet are aligned with the priority areas of the G20 Education Working Group Meetings to be held in 2023 under Indian Presidency (see above).

Half a day is being devoted to each theme so that all four themes are covered over a period of two days. The thematic consultations would be preceded by an inaugural session on the first day.

Expected outcomes

A report would be brought out by integrating the recommendations from the consultative meeting, and the same would be submitted to the Ministry of Education, Government of India (GoI). The report may serve as a guiding document for providing policy inputs for the Education Working Group (EdWG) Meetings and the academic side events being planned alongside by the MoE.

Detailed concept notes for each of the themes are given as Annexure-I.

Programme Director

Prof Sudhanshu Bhushan, Vice Chancellor (I/C), NIEPA and Head, Department of Higher and Professional Education

Programme Coordinator

Prof Kumar Suresh, Head Department of Educational Administration

Programme Management

The overall programme is being managed by the Unit for International Cooperation, National Institute of Educational Planning and Administration (NIEPA).

Programme Management Team for Each Theme

Ensuring Foundational Literacy and Numeracy especially in the context of blended learning

- Prof. Madhumita Bandyopadhyay, Professor, Department of School & Non-Formal Education
- Prof. Rasmita Das Swain, Professor, School Standard and Evaluation Unit
- Dr. Kashyapi Awasthi, Assistant Professor Department of School & Non-Formal Education
- Dr. Tshering Chonzom Bhutia, Advisor and Incharge, Unit for International Cooperation

Making Tech-Enabled learning more inclusive, qualitative and collaborative at every level

- Prof. K Srinivas, Head, ICT Unit
- Prof. Pradeep Kumar Mishra, Director, Centre for Policy Research in Higher Education
- Dr. Amit Gautam, Assistant Professor, Department of School & Non-Formal Education
- Dr. V P S Raju, Assistant Professor, Department of Educational Finance
- Dr. Alok Ranjan, Deputy Advisor, Unit for International Cooperation

Building capacities, promoting life-long learning in the context of Future of Work

- Prof. Mona Khare, Head, Department of Educational Finance
- Prof. Vineeta Sirohi, Department of Educational Administration
- Dr. Binay Prasad, Deputy Advisor, Unit for International Cooperation

Strengthening Research, promoting innovation through richer collaboration

- Prof. Avinash K. Singh, Head, Department of Educational Policy
- Prof. K. Biswal, Head, Department of Educational Planning
- Mr. Eldho Mathews, Deputy Advisor, Unit for International Cooperation

Date and Venue

13-14 February 2023. Room no. 113, first floor, NIEPA, New Delhi.

Participants

The participants of the Consultative Meet include policymakers, academicians, educationists from across the country. The total number of participants is expected to be more than 100. The list of participants is given at Annexure 2 of the programme guide.

Boarding and Lodging Arrangements

Arrangements for boarding and lodging of the outstation participants have been made at the NIEPA Guest House, New Delhi from 12-14 February 2023.

Administrative Support

The Consultative Meet is being organised with the administrative support provided under the overall leadership of Dr. Sandeep Chatterjee, Registrar, NIEPA, Dr. D.S. Thakur, Administrative Officer, NIEPA and Mr. Nishant Sinha, Finance Officer, NIEPA.

Publications Support

The layout and design of the Programme Guide has been prepared by Publication Unit led by Mr. Amit Singhal, Deputy Publication Officer, NIEPA and his team.

Training Cell

The Training Cell and the IT Team of NIEPA are responsible for facilitating the conduct of the Consultative Meet.

THEME 1**Consultative Meet on
Ensuring Foundational Literacy
and Numeracy especially in
the Context of Blended Learning****13 February 2023****1040 - 1330 hrs****Room No.113, NIEPA, New Delhi****About G20**

It was in 1999, in the aftermath of the Asian financial crisis, that the Group of 20 (G20) was founded in order to provide a platform for the Finance Ministers and central bank Governors. It was then upgraded at the level of the Head of government and leaders of the state in the wake of the global economic crisis. In 2009, the forum was entitled the “premier forum for international economic cooperation” (G20.org). Held annually, the G20 summits are led by a rotating Presidency. The Group includes Argentina, Australia, Brazil, Canada, China, France, Germany, India, Indonesia, Italy, Japan, the Republic of Korea, Mexico, Russia, Saudi Arabia, South Africa, Türkiye, the United Kingdom and the United States – and the European Union. In addition, there are invited participants like Spain, African Union, the United Nations etc. (G20.org).

Sustainable Development Goals and Early Childhood Development in the G20

The G20 has adopted topics and themes with special attention on sustainable development. Thus, in 2018, under the Presidency of Argentina, the summit worked with the framework of “Building consensus for fair and sustainable development”. During this year, the Group also brought out a resolution entitled “G20 Initiative for Early Childhood Development: Building human capital to break the cycle of poverty and inequality”. This was also the first time that the Education Working Group of the G20 met. The summit therefore launched the G20 Initiative for Early Childhood Development, with a determination to contribute towards ensuring that all children “are well nourished and healthy, receive proper care, stimulation and opportunities for early learning and education, and grow up in nurturing and enabling environments, protected from all kinds of violence, abuse, neglect and conflict.” It also underlined that the situation is especially alarming in low-income and developing

countries, and this is accentuated by the crises such as forced displacement, where the potential for children's development is at risk.

Foundational Literacy and Numeracy (FLN) has been an important concern across the world and especially in India. Foundational literacy works with the notion that pre-existing knowledge of the language helps in building literacy skills in languages. Towards that direction, the key components in Foundational Language and Literacy are Oral Language, Decoding, Reading Fluency, Reading Comprehension and Writing. On the other hand, Foundational Numeracy translates to the ability to reason and apply simple numerical concepts in daily life. The major components of foundational numeracy include Pre-number concepts, Numbers and operations on numbers, Shapes and Spatial Understanding, Measurement and Data Handling (Department of School Education and Literacy, 2021a).

According to UNESCO, the Universal Declaration of Human Rights underlines “that education is a fundamental human right for everyone and this right was further detailed in the Convention against Discrimination in Education” (UNESCO, 2020). This primarily entails compulsory primary education that should be free, and universal and secondary and higher education that is generally available and accessible (as well as progressively free) (UNESCO, 2020). While 155 countries guarantee 9 years of education, only 99 countries ensure it till 12 years. UNICEF notes that 8.2% of primary school age children do not attend school. The concept of “learning poverty”, was developed by the World Bank (WB) and the UNESCO Institute for Statistics (UIS) and describes the inability to read and understand a simple text by age 10. Even the richest countries exhibit learning poverty related concerns. As per a report by UNICEF Innocentia, “On average 40 per cent of children across all OECD and EU countries do not have basic reading and mathematics skills by age 15” (UNICEF, 2020). It is surprising that the learning poverty rate has been rising even though the number of school-going children has been increasing steadily year after year. Considering that 260 million children are not even enrolled in the school system aggravates the “learning poverty” or the “learning crisis”, as it is now being dubbed (World Bank, 2021). The utmost priority and importance that the G20 has given to these issues are evident from the fact that since 2018, the goals of Early Childhood Development and Education have been reiterated in all the years since. The Chair's summary of the 2022 G20 summit in Indonesia also stressed on factors like Universal Quality Education, Digital Technology in Education as well as Solidarity and Partnership in Education.

India's Presidency

During its ongoing Presidency, India intends to focus on recommitting G20's efforts to achieving the targets laid out in the 2030 Agenda for Sustainable Development (Press Information Bureau, 2022). One of the priority areas that has been recognized in this direction is ensuring foundational literacy and numeracy especially in the context of blended learning (NDTV Education, 2022).

The National Policy of Education 1986 identified Foundational Literacy and Numeracy as one of the thrust areas. As has been cited above, the NEP 2020 has also stressed on furthering the country's journey toward fulfilling these goals. The current concept note therefore discusses the different

initiatives by the G20 in general and India in particular towards ensuring FLN across the populace as well as making digital learning accessible.

In the Indian scenario, the nation has given utmost priority to addressing these issues in its policies since independence. As per the constitution, “The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years (Ministry of External Affairs).” Thus, even as it is not a fully acknowledged right of the citizen, it is quoted as a directive principle and thereby recognized as a constitutional commitment of the state. Within this, it also has to be noted that the Right to Education Act 2009 (RTE Act), the eighty-sixth amendment act in 2002 inserted Article 21-A in the Constitution, commits “to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right” (Department of School Education and Literacy, 2021b). According to the National Council for Educational Research and Training (NCERT), the early years (0 to 8 years) are the most significant period of growth and development, in the life of a child. This is because it is during this period that the foundation for the holistic development of the child is laid. It is also the period when the foundations of the child’s future learning are set up. In other words, children who are provided with quality early childhood education, and participate in it, are bound to demonstrate significant gains in all spheres of life as opposed to children who have no access to these. “Strong foundation in the early years has a lasting impact on children’s development and are considered to be critical inputs in improving the enrolment and participation of children in formal schooling” (Ministry of Education).

It is in this light that the National Education Policy of 2020 devised a new framework for the educational system in India with a 5+3+3+4 structure. According to NCERT, “... a strong base of ECCE from age three is included, which is aimed at promoting better overall learning, development, and well-being.” The NEP 2020 sets forth three years of preschool (for three to six years of age) before the kid enters Class I (NishthaOnline). The Ministry of Education has also commenced a National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat). The target of the mission is to ensure that every child in the country necessarily achieves foundational literacy and numeracy by the end of Grade 3, by 2026-27. The focal age group of the mission will be 3 to 9 years. There will also be a provision of supportive measures for children who have not attained the foundational skills by grades 4 and 5. They will be provided with support and guidance by individual teachers as well as peer support and age appropriate and supplementary graded learning materials to achieve the necessary competencies (Department of School Education and Literacy, 2021a).

That the provisioning of ECCE has to be brought within the purview of the RTE Act has been raised by various researches (Bandyopadhyay and Khandari, 2018). It is also imperative to recommit to ensuring universal access to education for students from various socio-economic backgrounds and special educational needs.

The Covid 19 pandemic and the resultant school closures have added another dimension to these concerns as far as the educational system is concerned – both globally as well as in the Indian scenario. The eventual switch to digital and virtual teaching and learning meant that access to learning – which

was already skewed - was further limited. “The simulation results based on the latest available data and evidence indicate that the pandemic has likely caused a sharp increase in global learning poverty to an estimated 70 percent” (“State of Global Learning Poverty: 2022”). All the gains accumulated by low- and middle-income countries in mitigating learning poverty since 2000 may have been lost, which is a huge setback. Even as schools are re-opening now, there is a major concern regarding the readiness of schools to smoothen the transition back to offline learning. Towards this direction, there have been some efforts to ensure this smooth transition through School Readiness Programs. However, these efforts need to be further strengthened.

The Education Working Group

The Ministry of Education, while leading the Education Working Group (EdWG), plans to hold four meetings during the event followed by a conclave of education ministers of participating countries between January and June 2023. Taking cognizance of all the issues and concerns raised above, ensuring foundational literacy and numeracy especially in the context of blended learning, is therefore recognized as the focal theme for one of the consultative meetings.

The objectives of the consultative meet:

1. Assess the strides that the world – particularly the G20 countries - have made toward ensuring universal access to Foundational Literacy and Numeracy (FLN).
2. Assess the current situation of the global community in terms of attaining the Sustainable Development Goals
3. Reorient towards achieving the Sustainable Development Goals by focusing on the universalization of FLN, irrespective of their socio-economic backgrounds and special educational needs.
4. Find out the present experiences of India in the effort towards ensuring foundational literacy and numeracy as well as assessing the gaps between the policies and their implementation.
5. Assess the impact that the pandemic and the resultant ‘digital learning’ has had on the efforts towards ensuring the universalization of FLN.
6. Draw up a new road map towards ensuring universalization of FLN and attaining the SDGs in the post-pandemic situation.

Key Discussion Points

1. Assessing the extant policy perspectives as well as the mechanisms in place towards ensuring universal FLN.
2. What measures need to be adopted to further strengthen the foundation of education through FLN, in the context of the RTE Act 2009?

3. How can the foundation of education be further broadened through school readiness programs in order to reach the entire populace including students from various socio-economic backgrounds and special educational needs?
4. How to ensure a smooth universal transition from pre-school to school and effective access and participation of children in schools?
5. Assessing the impact that Covid-19 pandemic has caused in the education sector and developing strategies to overcome the 'digital gap' by providing age appropriate educational opportunities at this foundational stage of education.

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THEME 2

Consultative Meet on Development of a Strategy for Making Tech-Enabled Learning more Inclusive, Qualitative and Collaborative at every level

13 February 2023

1400 - 1700 hrs

Room No.113, NIEPA, New Delhi

About G20 and the 18th G20 Summit in New Delhi in 2023

The Group of Twenty (G20) is the premier forum for international economic cooperation. It plays a vital role in shaping and strengthening global architecture and governance on all major international economic issues. India holds the Presidency of the G20 from 1st December 2022 to 30th November 2023.

The Group of Twenty (G20) comprises 19 countries (Argentina, Australia, Brazil, Canada, China, France, Germany, India, Indonesia, Italy, Japan, Republic of Korea, Mexico, Russia, Saudi Arabia, South Africa, Türkiye, United Kingdom and United States) and the European Union. The G20 members represent around 85% of the global GDP, over 75% of worldwide trade, and about two-thirds of the world population.

The G20 Summit is held annually under the leadership of a rotating Presidency. The 18th G20 Heads of State and Government Summit will take place on 9-10 September 2023 in New Delhi. In addition to 19 member countries, nine guest countries and several international organizations are invited to attend the summit.

Education as a theme in G-20 Summits

The G20 was created in 1999 to address the world's financial challenges. Initially, it concentrated on reforms to regulate the financial markets, the international monetary system, and the macroeconomic cooperation between the G20 countries. However, over time, the G20 agenda has been expanded and now includes a wide range of topics. Due to the thematic breadth of the G20, there are many different working groups and their meetings.

Education as a priority in the G20 agenda was included during the Argentine Presidency in 2018. Education Track is viewed by G20 chiefly from the point that collaboration in the field of education, research, and training is deemed significant for the economy and society of developing and developed world alike, G20 member countries included.

The first meeting of the G20 Ministers of Education (EMM) was held in Mendoza, Argentine Republic, on 5th September 2018. The 1st Education Working Group (EdWG) meeting took place in Buenos Aires, Argentina, from 11 - 13 April 2018. Saudi Arabia hosted the G20 Ministers of Education (EMMs) and EdWG Meetings in 2020 and Italy in 2021. No Ministerial Meeting on education was held in 2019 during Japan's Presidency. This year's G-20 Education Ministers' meeting will be held on 28th June 2023 in New Delhi.

G-20 Summits and Technology for Education

Technology for education has emerged as a priority subtheme under the theme of education in the last three G-20 summits, i.e., 2020, 2021, and 2022. G20 Education Ministers Meeting in Riyadh on 5th September 2020 recognized the value of distance and blended teaching and learning. It underscored the importance of enhancing access to high-quality education, professional development for educators, digital infrastructure and content, cybersecurity awareness, appropriate teaching methodologies, and active learning. The G20 Education Ministers meeting in Catania, Italy, on 22nd June 2021, recognized the importance of current societal and technological innovations and the potentially transformative impact that digital technologies, Artificial Intelligence and Big Data can have on education. G20 Education Ministers' Meeting held in Bali, Indonesia, on 1st September 2022, emphasized "the need to harness the potential of digital technologies in addressing the issues of educational access, quality and equity, and in providing learning experiences that are more interactive, personalised and engaging" (p.3). These statements and observations emerging from the previous three G20 Education Ministers' meetings highlight that digital technology-mediated education is emerging as a new normal.

In accordance, this year's G20 Education Ministers' meetings on 28th June 2023 in Pune, India, will discuss making tech-enabled learning more inclusive, qualitative, and collaborative at every level. This meet will further pave the way for India to showcase its achievements in tech-enabled learning and also help other developing nations build education systems that are inclusive, open, and resilient. Similarly, there may be some technology-enabled learning best practices in other G-20 countries that India can learn from and make the best use of for the betterment of their school and higher education system. This G-20 Education ministers meeting is an opportunity to highlight and discuss all significant and successful digital initiatives in education from India and other countries for learning from each other. Ultimately, the hope is that this meeting will pave the way and offer innovative solutions for making tech-enabled learning more inclusive, qualitative, and collaborative at every level of education at the global level.

Objectives of the Consultative Meet

- This consultative meeting focuses on analyzing ongoing digital initiatives, suggesting innovative practices for tech-enabled learning, and making it more inclusive, qualitative, and collaborative at every level of education in G-20 countries.

Discussion Points

- Strategies and measures to make tech-enabled learning more inclusive, including possible joint initiatives to overcome the problem of the digital divide.
- Leveraging open technology ecosystems and open learning resources for quality content and learning experiences.
- Strategies for optimizing and mobilizing non-digital resources to address the current digital access divide.
- Setting standards for e-learning content, technology, and pedagogy for online/digital teaching-learning so that interoperability of digital learning content can be done.

Expected Outcomes

- Proposing strategies/ initiatives to overcome the digital divide and make tech-enabled learning more inclusive.
- Sharing of best practices and experiences on technology-based learning and new educational models that emerged in response to Covid 19.
- Suggesting strategies to improve access to open educational resources.
- Making strategies to exhibit India's achievements in the field of tech-enabled learning.

Methodology

- The invited participants will be divided into four groups and be provided an issue each for discussion. The groups will be provided two hours for discussion and preparing a summary. Afterward, every group will be provided 15 minutes to present the summary and subsequent discussions by other groups.

THEME 3

Consultative Meet on Development of a Strategy for Building Capacities, Promoting Life-Long Learning in context of Future of work

14 February 2023
1000 - 1300 hrs
Room No.113, NIEPA, New Delhi

There is a general concurrence that one of the key objectives of education and training is building capacities of learners and equipping them with necessary skills that enable them to deal with the challenges of the present time as well as those that are bound to emerge in the future. The expected objective includes making them literate, preparing them for the workforce as well as developing their core competencies to cope up with challenges of life. With a passage of time, the nature of competencies required and the skills needed have been changing. Given the present scenario, policy interventions across the world, including those in developing nations like India have stressed upon the skills that will help them become successful in a highly competitive scenario of the present times. Those sets of skills often referred to as '21st Century Skills' have been interpreted in different ways. Broadly it constitutes all those competencies that may be clubbed under 'Learning Skills', 'Life Skills' and 'Literacy Skills'. Alternatively, it has been referred to as traits and competencies pertaining to Critical Thinking, Creativity and Innovation, Collaboration, and Communication. The terminology that gained popularity and encompasses both cognitive and non-cognitive attributes and skills in a knowledge framework is 'Employability Skills'

At the other end, it is quite apparent that education and training, or for that matter the process of learning is not limited to the normal years of acquiring education, but in fact continue beyond that. On this front, United Nations SDG 4 demanded a pro-active role to 'promote lifelong learning' for all.

Notably, key modules of education and training have been historically imparted through various means. After World War II, education was being looked at as a priority issue, and lifelong learning started to acquire significance at the turn of 1960s and a decade later. At the outset, formal education and formal systems of education have had a wider timeline of existence and expansion; however, the world has witnessed remarkable shifts in the approaches towards education and training beyond the defined years of acquiring education at schools and the universities. Indeed, the same has culminated

in the form of lifelong learning, continuing education, adult education and continuous professional development. The set of nomenclature have been widely interpreted and differently understood across the world and societies.

Historically, many universities and institutions did offer courses that were designed to cater to those in their late years who were willing to upgrade their skills, knowledge, qualifications either out of professional requirement or purely out of interest.

The OECD Education Ministers in 1996 identified that under the policy framework, ensuring ‘Lifelong learning for all’ requires: all forms of learning including informal learning be accorded recognition; special focus on those with poor schooling or foundational years of learning; ‘equitable access to learning’; diverse learning methods; curriculum changes directed at igniting learning motivation and content mastery; optimum use and deployment of public and private resources; suitability of courses to the needs and grasping capacity of learners; and inter-ministerial coordination to enhance and deliver lifelong learning. It necessitates ensuring wider opportunities and flexible pathways for pursuing life-long learning as well as integration of all levels of education starting from pre-schools, general schooling, higher education, vocational education and life-long learning frameworks. The integration is also bespoken in the context that an individual with a strong foundation would be better positioned to benefit from education and skilling opportunities at the later stages of life. The desired outcomes result in a society and people who are better informed, better skilled, technologically familiar, highly productive, and possess improved living standards. At the same time, people are continuously learning and willing to transform in response to fundamental shifts in the society and economy.

Now, experiential learning is valued and validated at a greater scale, and lifelong learning is being widely acknowledged as a key component of the education system.

Moving further, a major objective of education and training is also to provide a decent and sustainable work scenario to the youths. This process is being deeply transformed by recent technological advancements rendering prior knowledge and skills irrelevant. It is quite evident that to secure a better future aligned to the vision of SDG 4 concerted efforts are needed on the part of the national governments.

On a parallel front, the modern economies are deeply motivated to develop themselves as knowledge economies, making them disposed towards longevity of learning periods. In addition, lifelong learning is being seen in consonance with the future of work. The UNESCO 2030 Agenda envisions a significant share of youth and adult population with ‘relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship’.

Evidently, three key drivers would determine the scenario of the future of work namely ‘technological progress’, ‘demographic change’ given the varying nature of the working population, and ‘globalisation’ (Future of Work and Skills, OECD 2017). Recent technological advancements like Artificial Intelligence (AI), Big Data analytics, machine learning, Robotics and Internet of Things (IoT) would have a far reaching impact on our societies and economy.

Being at a forefront in the field of future of work demands a better understanding of the changing nature of work owing to partial and full automation of industrial units, newer skills required, and support systems available to those either willing to retire or unable to continue working at a certain stage of life.

In the backdrop, there has been an increased demand for a human-centred approach towards the future of work. This idea has been backed by many international bodies, especially by the Global Commission on Future of Work set-up by the International Labour Organization (ILO) which suggested 'people' to be placed in centrality while devising socio-economic policies.

Especially conditions created due to the Covid-19 demands a new approach towards lifelong learning and future of work. It should not only be viewed in an integrated form but also be viewed from the angle of inclusivity and vulnerability of relatively marginalised communities. The pandemic has renewed the interest and need towards continuous availability of learning materials and course delivery platforms. The innovations in the form of digital learning, virtual classrooms, digital certification, online examinations have increased the scope and reach of teaching and learning.

The Education Track of G20 has identified "Building Capacities, Promoting Life-Long Learning in context of Future of work" as one of the Priority Agenda for discussions and deliberations at the Education Working Group Meetings to be held in 2023 under the Indian Presidency. The Education track has indicated its focus on devising strategies and discussing policy interventions to "strengthen capacities for promoting life-long learning and future of work". Further, the deliberations are directed towards closing skills gaps and promoting lifelong learning, while also leveraging the use of digital tools to make the workforce future ready. The discussion presently on the agenda and likely to guide the future discussions of G20 members are a mosaic of national, regional and global strategies. G20 members have indicated their commitment towards facilitating agile and flexible learning opportunities as well as the need for skilling, reskilling and upskilling. Given the reorientation of priorities many members have stressed upon micro-credentials certification and appreciated the national credit framework being placed by many nations.

Aligned to the agenda of G20, NIEPA proposes to have a Consultative Meeting on G20 Education Track 2023 to discuss the said theme with experts, policy makers and practitioners in this field. The Inputs received from the Consultative Meet would be shared with the Ministry of Education, Government of India, to assist its preparation in the G20 Education Track.

Objectives and Expected Outcomes of the Consultative Meeting:

- To critically reflect on India's challenge to preparing youth for future work
- To identify gaps in education and training in the light of future skill needs
- To discuss measures that can build a continuum of skill based learning for sustained employability.
- To suggest the role that can be played by various stakeholders in bridging the learning and skills gap for future work needs.

The expected outcome of the meeting is to arrive at a background note on actionable points for India and G-20 on the selected theme.

Structure of the Consultative Meeting:

We have identified various organisations and key resource personnel who are actively involved in the said fields and have practical experience. We propose to invite academicians, policy makers from government departments, as well as state government departments. Some of the organisations we propose to involve are Govt. bodies, Senior researchers and practitioners from the academia and NITI Aayog, NIOS, IGNOU, IITs, IIMs, OECD, UNESCO, FICCI, UGC etc.

A Primer on the status of the select themes under G20 Education Track would be presented, highlighting the key elements related to the subject that have been discussed in the previous Education Working Group Meetings of G20. The participating experts will then be invited to comment upon each of the core components of themes under this year's G20 Education Track Priority Area III. The deliberations would revolve around the discussion points and suggestive questions, referring to the best practices as well as its applicability in the national context. The format allows experts to contribute in their own way in advancing the priorities of India on the said theme.

Some of the suggestive themes may include Evidence Based Research and Information System, Digital Skilling and Lifelong Learning, Recognition of Prior Learning, Education- Industry Linkage, Integration of Skills in Curriculum, Assessment and Certification, Soft Skills, Entrepreneurship Skills, Training infrastructure, Training of Teachers/Trainers, Public Private Partnership, and Guidance and Counselling Services.

Discussion Questions:

- What are the skills and competencies that the current generation needs to be equipped with, in view of the future scenario of work and life?
- Are key competencies universal or do we need to devise a set of core competencies based on the needs of the country?
- How to induct attitudinal changes toward vocational streams and towards lifelong learning in India?
- How to approach the need for curricular changes and training of teachers demanded by the inevitable transition in the functional nature of work?
- What role can digital technology play in the efficient implementation of strategies on lifelong learning and continuous professional development in a country like India?
- Are existing institutions prepared to take up initiatives related to facilitating lifelong learning, providing practical industry experiences, and assessment and certification of skills?
- What role can international partners play in enhancing the capability of institutions and people of India in the said areas?

- Is the approach towards a common skills framework beneficial for the developing and developed nations on the same pattern and scale?
- How can the issue of equity and inclusion of diverse learners, especially referring to gender based representation be taken into account?
- How can we jointly build a Skills Continuum from lower to higher levels of learning involving multiple stakeholders?
- What funding and financing models can be developed as a means to collective learning?

THEME 4

Consultative Meeting for the Development of a Strategy to Present India's Experiences in Strengthening Research and Promoting Innovation through Richer Collaboration

14 February 2023

1400 - 1700 hrs

Room No.113, NIEPA, New Delhi

Background

When the Group of Twenty (G20) countries came together in 1999, the foremost agenda in the mind of the leaders were to achieve international financial stability. As the years passed, the group achieved salience and it helped to broaden the scope of the Forum to take up a number of other issues of global significance.

Education as an agenda gained traction following the first formal meeting of the G20 Ministers of Education in Argentina in 2018. Since then, except 2019, the Education Working Group (EdWG) has been meeting annually every year under the rotating presidency.

The EdWG meetings from the beginning have focused on a diverse and forward-looking set of issues of international relevance, which includes early childhood education, primary education, secondary education and tertiary education. While focusing on the various issues, the G20 Forum in their deliberations and final declarations have always underscored the role of education in contributing to the broader aims of reducing poverty and inequality; promoting inclusive and sustainable economic growth; advancing access to quality education for all, especially girls; and empowering women, youth and vulnerable groups.

As we move towards the post pandemic world, the important role of higher education, research and innovations in tackling social and economic challenges has become more pronounced. It is well-known that countries and people benefit more when they come together to exchange knowledge and collaborate with each other rather than working in silos. Sharing of best practices in research and higher education in order to achieve common goals and facilitate joint action is the best way forward. Not only is it more efficient in terms of time and cost involved, it has also proven to be more effective as the global knowledge landscape is undergoing rapid changes.

India holds the Presidency of the G20 from 1 December 2022 to 30 November 2023.¹ The G20 Presidency provides immense opportunities for the country to share its experiences, learnings and models as possible templates for others, particularly the developing world.²

India's presidency will be helpful in advancing debates on various themes and issues related to higher education and research, especially in the context of the priorities and vision set out by India's National Education Policy 2020. This is also important when the country has come a long way in the Global Innovation Index (GII) from the 81st spot in 2015 to the 40th spot in 2022.³ One of the four priority areas in education during India's presidency is "Strengthening Research and Promoting Innovation through Richer Collaboration". Dialogues on this theme have the potential to not only advance the frontiers of knowledge but also to strengthen relations among the member countries. Furthermore, they are beneficial for the individual nations, and for the world as a whole to address various global challenges.⁴

Objectives

The National Institute of Educational Planning and Administration (NIEPA) is convening a consultative meeting in this overall context with experts and policymakers to develop a strategy for India to share its experiences for other countries in Strengthening Research and Promoting Innovation through Richer Collaboration. The objectives of the meeting are to gain different perspectives to:

1. Facilitate global academic collaborations.
2. Promote targeted research through partnerships.
3. Blend traditional knowledge with modern research.
4. Facilitate access to knowledge through "One Nation, One Subscription".
5. Promote gender equity in research and innovation.
6. Promote skills development and research for meeting the Sustainable Development Goals.
7. Promote India as a global study destination.

¹ About G20. <https://www.g20.org/en/about-g20/>. G20 Secretariat, Ministry of External Affairs, Government of India

² Narendra Modi, India's G20 Presidency: <https://www.narendramodi.in/today-india-commences-its-g20-presidency--566168>

³ PIB (2022). India climbs to the 40th rank in the Global Innovation Index of WIPO; a huge leap of 41 places in 7 years. <https://pib.gov.in/Pressreleaseshare.aspx?PRID=1863536>

⁴ King, D. The scientific impact of nations. *Nature* 430, 311–316 (2004). <https://doi.org/10.1038/430311a>

Key Discussion Points

The following questions will guide the discussion:

1. What measures and strategies have been adopted/need to be taken up to strengthen collaborations among G20 members to enhance research, open access and promote innovations?
2. What measures and strategies have been adopted/need to be taken up to reduce barriers for research mentoring and cross-institutional collaborations?
3. What measures and strategies have been adopted/need to be taken up to promote equitable access to research and innovation opportunities?
4. How to promote research and international academic collaborations through the proposed National Research Foundation (NRF)?
5. What would be the role of Multidisciplinary Education and Research Universities (MERU) in achieving quality education?
6. How can we achieve the United Nations sustainable development goals through greater interventions in the higher education and research sector?
7. How can we attract greater numbers of international students to India?

Expected Outcomes

A report would be brought out by integrating the recommendations of the consultative meeting; and it would be submitted to the Ministry of Education, Government of India.

Brief Programme

Day 1: Monday, 13 February 2023 9:30 am – 5:00 pm	
9:30 – 10:00 am	<i>Registration and High Tea</i>
10:00 – 10:35 am	Inaugural Session
10:40 am – 1:30 pm	Session 1: Ensuring Foundational Literacy and Numeracy especially in the context of Blended Learning
1:30 – 2:00 pm	<i>Lunch</i>
2:00 – 5:00 pm	Session 2: Making Tech-enabled Learning more Inclusive, Qualitative and Collaborative at every level
Day 2: 14 February 2023 9:30 am – 5:00 pm	
9:30 – 10:00 am	<i>Registration and High Tea</i>
10:00 am – 1:00 pm	Session 3: Building Capacities, Promoting Life-Long Learning in context of Future of work
1:00 – 2:00 pm	<i>Lunch</i>
2:00 – 5:00 pm	Session 4: Strengthening Research and Promoting Innovation through Richer Collaboration

List of Participants (mentioned theme wise)

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Dr. Kashyapi Awasthi, *Assistant Hostel Warden*



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