V20 2023 COMMUNIQUÉ

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PREAMBLE

VALUES 20 FOUNDING CIRCLE COMMUNIQUÉ 2023
India, July 08, 2023

The Values 20 Group (V20) is a global network of values experts and practitioners committed to supporting the work of the Group of Twenty (G20) nations by expanding international awareness of the power of values-based policy and by advancing its practical application worldwide. It is our conviction that the conscious application of values in policy-making is vital to creating a thriving and sustainable future for humanity.

Founded in 2020, under the Saudi Arabian Presidency, the V20 first focused on the "Value of Values". In 2021, under the Italian Presidency, our work shifted to an even deeper focus on the application of values with the theme "Values in Action". In 2022, under the Indonesian Presidency, the V20's orienting theme was "Values at the Centre" as we approached our work through the lens of sustainability, where values are central.

This year, the V20 has worked in support of India's G20 Presidency and its theme of "Vasudhaiva Kutumbakam" or "One Earth · One Family · One Future", which reflects our deep-rooted values of harmony, justice, service, and inclusiveness. Reaffirming the value of all life, this powerful theme emphasises the interconnectedness of humans, animals, plants, and microorganisms on Earth and in the wider universe.

V20 India is aligned with the G20's values-focused agenda and aims to support and amplify this shared vision under our theme of "LEAD with Values". This aligns with the core value of the G20 itself as an international leadership institution – one that gathers the leaders of the world's leading economies to drive collective action on the shared priorities of all people and countries.

As values experts and practitioners, we know that it is in the context of leadership that values have a unique power because they are the energetic drivers of our aspirations and intentions. Highly effective leaders know that they must first identify the shared values of the community they serve, and then consciously apply those values to their decisions.

Moreover, values are unique in that they unite people of different communities whereas beliefs separate them. In this respect, our shared human values empower our self-expression and connect us to each other, enabling us to deliver meaningful and relevant contributions to solving the problems we collectively face.

Under this theme of "LEAD with Values", our V20 discussions this year have encompassed three central policy domains, where values-based leadership is urgently required at a global level: Education; Employment and Entrepreneurship; and Environment. These Task Force themes have been carefully selected to align with the V20 core intention, the value system that characterises the theme and priorities of India's G20 Presidency.

1.Education Task Force
The focus has been on reforming social structures to achieve equity and equality through Values-Based Education (VBE), exploring the development of tools and approaches for implementing VBE.

2.Employment+Entrepreneurship Task Force
The mission was to delve into the realm of values-based entrepreneurship, exploring the role of technology and innovation in fostering entrepreneurship, and supporting the pivotal role of values-based women-led development in shaping a just, sustainable, and thriving future.

3.Environment Task Force
The discussions have centred around creating an ecosystem that reinforces and enables eco-friendly practices in our daily lives. We have strongly advocated for G20 India's LiFE mission, "Lifestyle for Environment". We have also analysed the principles of a just transition, the significance of citizens' assemblies as a means to foster community engagement within G20 nations, and a new approach to current Environment, Social, and Governance (ESG) practices, via a Dharmic ESG Index, a tool based on the Indian concept of 'duty' for appraising business practices.

Going forward, the V20 will continue to provide values-based, human-centred and pro-sustainable policy recommendations to the G20 Heads of State with the aim of advancing our collective human progress. In doing so, while we acknowledge that the G20 is an exceptionally influential forum for advancing human values, we affirm that values-based leadership should be prevalent across all types of leadership platforms, both public and private, for the benefit of future generations including by safeguarding the life support systems of our planet and our collective human community.

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SECTION 01

EXECUTIVE SUMMARY

VALUES 20 SECRETARIAT COMMUNIQUÉ 2023
India, July 08, 2023

Values 20, is a global community of values experts and practitioners who seek to actively engage with the Group of Twenty (G20). V20 aims to add depth to the understanding of values in public policy with the goal of providing the G20 with evidence-based, human-centred policy solutions that contribute to overcoming global challenges. V20 focuses on how global citizens can collectively and consciously apply values to benefit the planet and the people that inhabit it.

Aligned with the G20's values-focused agenda, V20 India actively supports India's G20 Presidency under the theme of "Vasudhaiva Kutumbakam: One Earth-One Family-One Future".

The efforts of V20 India are led by Mr. Shiv Khemka, Founding Member of Values 20, V20 India Chair, as well as the Vice Chairman of SUN Group, a 120-year-old family enterprise comprising both operating and investment companies, and Mrs. Gowri Ishwaran, V20 India Co-Chair who is an innovative educationist and recipient of India's fourth highest civilian honour Padma Shri Award for her contributions in the field of education. The Global Education & Leadership Foundation (tGELF), is the official organiser of V20 India in 2023, with Ambassador Monika Kapil Mohta as the V20 India Sherpa. tGELF is a philanthropic initiative that seeks to nurture 21st-century leadership and entrepreneurship skills based on ethics, altruism, and a bias for action in young individuals. Since its inception in 2008, tGELF has undertaken multiple initiatives with the conviction that ethical leadership and conscious entrepreneurship are the panaceas to the most pressing global challenges.

Under the overarching theme of "LEAD with Values," V20 India's discussions in 2023 focus on three central policy domains: Education, Employment + Entrepreneurship and Environment. The theme is adopted from Ve3, V20's global values-driven accelerator of initiatives that focuses on critical enablers of the SDGs essential for advancing the G20 policy goals.

The 2023 communiqué emphasises the significance of incorporating values such as inclusivity, social responsibility, and environmental consciousness into policies and actions. The proposed policies promote knowledge integration, digital technologies, community engagement, equitable and inclusive approach and artificial intelligence (AI) to drive positive transformation in education, employment, entrepreneurship and environmental practices.

The Education Task Force recognises the need for reforming social structures to achieve equity and equality through Values-Based Education (VBE). It advocates for the development of tools and approaches to implement VBE and emphasises the importance of creating a society where solidarity, learning, and community contribution are central. The task force calls for policies promoting inclusivity, selfless service (sewa), and social responsibility to achieve sustainable development and inspire active citizenship.

The Employment + Entrepreneurship Task Force focuses on advancing sustainable economic recovery and transformation through Values-Driven Entrepreneurship. It highlights the role of technology and innovation in fostering entrepreneurship, expanding employment opportunities, and promoting values-based women-led development for a just transition. The task force emphasises the need to leverage knowledge integration and digital technologies to foster a collective approach to employment transformation.

The Environment Task Force aims to create a more ecologically conscious future through policies and solutions based on the principle of "Lifestyle for Environment" (LiFE mission is a global mass movement to nudge individual and community action to protect and preserve the environment). It proposes the concept of an inclusive blue economy. The task force also advocates for strengthening community engagement through citizens' assemblies and incorporating dharmic principles of equity, environmental ethics, ecological restoration, environmental stewardship and responsible resource management into Environmental, Social, and Governance (ESG) into environmental, social, and governance frameworks. These recommendations contribute to a life-sustaining future and create foundations for a 'Just Transition' which follows the principles of fair and equitable resource allocation, inclusive decision-making, participatory governance, cross-sector collaboration, and meaningful engagement with all stakeholders.

As V20 India concludes its discussions, we strongly encourage the G20 leaders to consider the policy proposals put forth by our task forces. These recommendations provide a roadmap for transformation, ensuring that values remain at the heart of decision-making processes. By embracing these value-based policies, we can forge a path towards a more inclusive and sustainable future for all, while building a new momentum for global action.

SECTION 02

EDUCATION TASK FORCE

V20 and its Education Task Force call upon G20 leaders to prioritise the implementation of values-based education policies to help enable education systems to directly contribute to the achievement of the SDGs through active citizenship. Specifically, values such as inclusivity, social responsibility and selfless service, or sewa to use the Sanskrit word, need to be channelled into Education delivery combined with other transformational influences such as digital.

A.Value Integration in National Curricula

G20 member countries need to prioritise the integration into national curricula of values-driven educational approaches, specifically Social and Emotional Learning (SEL), Service Learning (SL), and Global Citizenship Education (GCED). It is proposed such methods emphasise sustainability (SDGs) and selfless service, known as sewa values.

B.Develop Legal Frameworks that Guarantee and Protect Equal Rights and Opportunities.

1.Promote inclusive policies ensuring equal opportunities and access for all.

2.Create new social constructs promoting key principles of gender empowerment and inclusion in communities and institutions.

3.Empower individuals to advocate gender equality by making legal information accessible with a commitment to transparency and accountability.

4.Develop social programmes with clear measurable outcomes for individuals disproportionately impacted by gender stereotypes.

C.Adopt a "Universal Declaration of Values-Based Education"

Encourage G20 member countries to formally endorse and commit to a universal declaration of values-based education, to demonstrate their commitment to integrating values into their national education systems to contribute to the achievement of the SDGs. Specifically, the Troika of Indonesia, India and Brazil will compose an initial declaration.

D.Enable Life-Long Values-Based Education Programmes Beyond School

1.Establish inclusive learning pathway programmes to develop individual learners' capability to make values-based decisions and adopt values-based approaches at work.

2.Foster partnerships between educational institutions, businesses, and state institutions to create joint programmes that deliver knowledge and skills to harness values in a variety of ways, for example giving back to society through mentoring. Adoption of best practice digital methods is encouraged to maximise access and deliver cost-effective solutions for at-scale learning.

Chapters	Theme	Connection to the G20 2023 Priorities
01	Value Integration in National Curricula	Education Working Group (EdWG)
02	Develop Legal Frameworks that Guarantee and Protect Equal Rights and Opportunities	Education Working Group (EdWG)
03	Adopt a "Universal Declaration of Values Based Education"	Education Working Group (EdWG)
04	Enable Life-Long Values Based Education Programmes Beyond School	Education Working Group (EdWG)

SECTION 03

EMPLOYMENT+ ENTREPRENEURSHIP TASK FORCE

The "Employment + Entrepreneurship" Task Force is committed to advancing sustainable economic transformation. With primary emphasis on the principle of "Values-Driven Entrepreneurship," this Task Force presents policy recommendations that promote values-driven entrepreneurship, prioritise the application of Artificial Intelligence (AI) to facilitate entrepreneurship and expand employment opportunities for citizens, promote values-based women-led development for a just transition, and leverage knowledge integration and digital technologies to foster a collective approach to employment transformation.

A.Values-Driven Entrepreneurs Governance Code

It is a set of guidelines and principles that establish a framework for entrepreneurs to operate in alignment with sustainable and ethical values to communicate the impact of the incubator initiative to stakeholders and the public. This also helps establish a level playing field, encourages transparency, and fosters responsible business practices, contributing to the overall economic and social development of a country.

B.Values-Based Incubators across G20 Countries

Establish the Values-Driven Entrepreneurs Incubator Meta-System, which is not a physical circuit but a dynamic network connecting entrepreneurs, investors, mentors, and support organisations across G20 countries. By promoting values-driven entrepreneurship, this meta-system unlocks distinct advantages for entrepreneurs, fostering social and environmental impact, innovation, and sustainable growth. It creates opportunities for knowledge exchange, capacity-building, and collaboration within the values-driven entrepreneurship space. The G20 countries can invite entrepreneurs to participate in events, workshops, and conferences focused on values-driven entrepreneurship, providing a platform for learning, sharing best practices, and fostering international collaboration.

C.Adopt Privacy by Design (PbD) As A Principle For All AI Policy And Local Governance

Create a PbD body within the Employment Working Group (EWG) to define the terms of reference by 2024. EWG to evaluate and enhance existing AI regulations within their respective countries or regions to better align with the core values of privacy, data protection, and user-centric design. The aim is to identify areas where PbD is already embedded or initiate a comprehensive amendment process to incorporate this framework.

Align private and public capital behind the mutually beneficial objectives of PbD, establishing AI Privacy as a principle in Environmental, Social, and Governance (ESG) scorecards.

D.Values-Based Women-Led Development for a Just Transition

Implement and prioritise policy frameworks that are anchored in core values and centred around community-driven approaches to cross-sectoral social entrepreneurship.

1.The Ministry of Economic Development should adopt values-based conceptual frameworks such as Just Transition Framework as an essential lens in policy-making and policy analysis, highlighting the importance of women's leadership in driving the transition towards a more sustainable and inclusive economy.

2.Identify and address country-specific barriers to funding. This involves reorganising business models to stimulate the funnelling of capital into values-based collaborative funding ecosystems, which will enable community-centred, funding decisions.

E.Empowering Underrepresented Groups

1.Elevate the role of women by creating an enabling environment that supports and nurtures female leadership and innovation, anchored in core values of equality, inclusivity, and accountability. This can be achieved through policies that prioritise gender equality; addressing systemic barriers; providing opportunities for capacity-building; mentorship; allocating a minimum percentage of funding specifically for women-led organisations.

2.Recognising and framing grassroots organisations as incubators can enhance their capacity to support women entrepreneurs and create an ecosystem of empowerment, inclusivity, and community resilience that is conducive to their growth and success.

Chapters	Theme	Connection to the G20 2023 Priorities
01	Values-Driven Entrepreneurs Governance Code	Employment Working Group (EWG)
01	Values-Based Incubators across G20 Countries	Digital Economy Working Group (DEWG)
02	Adopt Privacy by Design (PbD) As A Principle For All AI Policy And Local Governance	Employment Working Group (EWG)
03	Values-Based Women-Led Development for a Just Transition	Employment Working Group (EWG)
03	Empowering Underrepresented Groups	Employment Working Group (EWG)

SECTION 04

ENVIRONMENT TASK FORCE

The Environment Task Force focuses on a more ecologically conscious future and recommends policies and solutions to advance sustainable environmental practices based on the principle of "Lifestyle for Environment (LiFE)". LiFE's mission is a global mass movement to nudge individual and community action to protect and preserve the environment. It puts forward the ideas of an inclusive blue economy; to strengthen community engagement through citizens' assemblies; and incorporates dharmic principles of equity, environmental ethics, ecological restoration, environmental stewardship and responsible resource management into Environmental, Social, and Governance (ESG) frameworks, which together will work towards a life-sustaining future and to create foundations for a 'Just Transition' which follows the principles of fair and equitable resource allocation, inclusive decision-making, participatory governance, cross-sector collaboration, and meaningful engagement with all stakeholders.

A.Integration of Environmental Ethics into G20 Blue Transformational Policies

1.G20 leaders should integrate environmental ethics into their blue transformational policies. This entails promoting sustainable practices, conservation of marine resources, and responsible management of the ocean ecosystem.

2.Increase blue jobs and relevant opportunities for women and vulnerable communities by 40% by 2030. This can be achieved through promoting gender equality in recruitment, providing training and capacity-building programmes, and supporting entrepreneurship and leadership development programmes.

B.Promote Circular Economy

Policymakers should prioritise the transition towards a circular economic model, where all industries and sectors are responsible for the entire life cycle of products and services. Such a model is driven by key values that include sustainability, regeneration, collaboration, resilience, and accountability. This involves promoting resource efficiency, minimising waste generation, and encouraging reuse, recycling, and regeneration of materials.

C.Include Social and Environmental Outcomes in Valuations

Prioritise both intended and potential unintended costs and benefits of each policy evaluation with the view of future generations. Policy cannot be based on purely economic results in traditional terms.

D.Establish Citizens' Assembly

Citizens' assemblies provide a cross-section of diverse stakeholders the opportunity to be involved and are a proven innovative approach that G20 nations can adopt to address the challenges within environmental discussions. By assembling a diverse group of individuals, citizens' assemblies foster solidarity, generate progressive policies and offer a practical, transparent and transformative pathway to empower individuals.

1.Develop and implement clear long-term guidelines that promote community participation in environmental decision-making processes. These guidelines should be accessible and widely communicated to citizens and communities for their input and engagement.

2.Develop robust monitoring and evaluation frameworks to measure the effectiveness and capture diverse impacts and outcomes of community engagement. These can be in the form of surveys, interviews, focus groups, and case studies.

E.Enhance Environmental, Social and Governance (ESG) Appraisal methods
Review and enhance current ESG appraisal methods by collaborating with industry experts, regulators, and stakeholders. Identify gaps and opportunities to incorporate Dharmic principles. Seek input from diverse perspectives to ensure the integration of cultural values and ethics.

Chapters	Theme	Connection to the G20 2023 Priorities
01	Integration of Environmental Ethics into G20 Blue Transformational Policies	Climate Sustainability Working Group (CSWG)
02	Promote Circular Economy	Energy Transitions Working Group (ETWG)Climate Sustainability Working Group (CSWG)
03	Include Social and Environmental Outcomes in Valuations	Environment Deputies Meeting (EDM) and Climate Sustainability Working Group (CSWG)
04	Establish Citizens' Assembly	Environment Deputies Meeting (EDM) and Climate Sustainability Working Group (CSWG)
05	Enhance Environmental, Social and Governance (ESG) Appraisal method	Environment Deputies Meeting (EDM) and Climate Sustainability Working Group (CSWG)

SECTION 05

V20 TEAM 2023

V20 SECRETARIAT 2023

V20 Sherpa 2023

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10.Niket Mehra
11.Parth Sharma
12.Shreya Singh
13.Suhaani Singh
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V20 2023 COMMUNIQUÉ

LEAD WITH VALUES

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SECTION 01

EDUCATION TASK FORCE

Dr. Henrique Carlos de Oliveira de Castro

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Education drives economic growth, social development, and sustainable progress. The Values 20 Education Task Force aims to harness the transformative power of education by integrating human-centric values, including service and volunteerism, into educational systems to nurture responsible global citizens. With its focus on education, this Task Force aligns with the objectives of the G20, an influential forum for global economic cooperation. As a platform representing leading economies worldwide, the G20 acknowledges the crucial role of education in fostering inclusive and sustainable economic growth, reducing inequality, and addressing global challenges.

In a world reeling from a global pandemic, the Education Task Force recognises that education is not only about imparting knowledge and skills but also about experiences instilled by values, including those of ethics and altruism. By integrating these values, with the principles of service and volunteerism, based on the Indian cultural value of "Sewa", which means selfless service, into national and international curricula, educational institutions can help shape responsible citizenship, promote global cooperation, and contribute to sustainable development.

The Education Task Force offers unique perspectives, emphasising human-centric values and the importance of value-based education. Aligned with India's G20 Presidency theme of "One Earth, One Family, One Future," these values-driven recommendations provide fresh insights into the potential of an inclusive education to shape societies and contribute to a more equitable and sustainable world.

By recognising the transformational role of advanced technologies, a rapidly growing digital imprint and virtual reality on human lives, advocating for value-based education are critical to shaping the educational systems and fostering global cooperation among G20 member countries.

As the world strives to maintain its values and adapt to new realities, the Education Task Force of the Values 20 India Communique presents a collection of chapters that delve into the significance of values-based education and its potential to create a more sustainable, equitable and compassionate society.

Chapter 1: The Values of Sewa: Selfless Service in Education for Sustainable Citizenship

This chapter explores the values of "Sewa" — the Indian cultural concept of selfless service — and its integration into education for the development of sustainable citizenship. By integrating social and emotional learning,

service learning, and global citizenship education with a focus on sustainability and Sewa values, we provide the critical third pillar of experiential learning, which is currently missing from education, and is essential- for self and global well-being.

Chapter 2: Reforming Social Structures to Achieve Equity and Equality Via Values-Based Education

Education holds the power to transform society and address systemic inequalities. This chapter highlights the need to reform social structures through values-based education to achieve equity and equality. By instilling values such as justice, compassion, and inclusivity, humanity can foster a more inclusive and egalitarian educational environment. The G20 can limit the high costs of social structures as it delves into the ways in which educational institutions and stakeholders can work together to create a supportive educational ecosystem.

Chapter 3: Developing Values-Based Education (VBE) - Tools and Approaches

Building on the foundation of VBE, this chapter investigates the development of effective tools and approaches to implement VBE. V20 India recognises the importance of practical strategies that can be employed by educators and institutions to integrate values into curricula, pedagogy, and school culture. By exploring innovative methodologies, assessment frameworks, and teacher training programmes, this chapter aims to equip educators with the necessary tools to deliver a values-driven education that nurtures ethical decision-making, empathy, and critical thinking skills in students.

Chapter 4: Educating for Sustainability by Promoting Values

This final chapter addresses the imperative of educating for sustainability by promoting values and recognises the interconnectedness of social, economic, and environmental factors. These three dimensions are deeply intertwined, and any attempt to address sustainability must consider their interdependence. It is no longer sufficient to focus solely on environmental conservation or economic development without considering the social implications. Global educational efforts must reflect this holistic approach, ensuring that learners understand the interconnectedness and interdependencies among these factors.

CHAPTER 01

THE VALUES OF SEWA: SELFLESS SERVICE IN EDUCATION FOR SUSTAINABLE CITIZENSHIP

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To ensure that future generations are equipped to tackle societal challenges and are able to contribute to global sustainability, we recommend educational institutions adopt the concept of "sewa", an Indian cultural human-centred value that means selfless service, into their curricula. By centring these human-centred values of sewa in education and communities, new generations will develop the skills and the global mindset needed to address and promote collective well-being.

Challenges

These identified challenges highlight the need for concerted efforts to address the underlying issues and promote holistic well-being and sustainable practices through education.

1.Social Disconnect and Mental Health:
Social disconnect, marked by a decline in meaningful relationships, is a growing global issue (US Surgeon General 2023) due to increased digital reliance, the decline of traditional community structures, and the fast-paced modern life. The COVID-19 pandemic exacerbated these issues, leading to reduced social connections essential for well-being (OECD 2021). This current isolation epidemic affects young adults and students, emphasising the need for mental health investment and well-being support (UNESCO 2022). The lack of social connection also impacts community safety, resilience, and prosperity (G20 India Priority #3 on post-COVID 2030 Agenda).

2.Economic Disconnect and Career Transitions:
Addressing the economic disconnect requires experiential and immersive learning opportunities, linking schools with communities, companies, and society (G20 Education Working Group 2022). Current education systems are predominately traditional and focused on theoretical knowledge, leaving students unprepared for modern workforce demands. Bridging the gap between theoretical preparation and practical applications is necessary for developing appropriate skill sets, mindsets, and networking competencies that can help for a smoother career transition (G20 India Priority #2 on global skills gap).

3.Environmental Disconnect and Climate Emergency:
There is a 'disconnect' from the environment and a lack of awareness of what is global citizenship. This creates sustainability challenges along with threats to the planet and its inhabitants (UNESCO 2021). This 'disconnect' leads to short-term gains, which are prioritised over long-term sustainability, which causes environmental degradation and social inequality. Addressing this 'disconnect' will promote sustainability in education, teaching youth and individuals to become global citizens and encourage collective action (G20 India Priority #1 on the LiFE movement promoting environmentally-conscious practices).

Solutions

Addressing the social, economic, and environmental disconnects requires a shift in current educational practices towards experiential learning and promoting global citizenship and sewa in education. The values of sewa reflect some of the well-known educational learning methods known as socio-emotional learning (SEL), Service-Learning (SL), and Global Citizenship Education (GCED). These educational approaches provide effective pedagogical tools for the youth and individuals to embrace value-centred approaches for sustainable living as prescribed in SDG 4.7 Target (UNESCO, 2017).

1.Socio-Emotional Learning (SEL) Solution:
Sewa values and SEL both emphasise the importance of empathy, compassion, and social awareness.SEL directly addresses social disconnect and mental health by teaching personal development skills(self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). It fosters empathy, strengthens relationships, and promotes effective communication. Numerous studies and international organisations have recognised that SEL programmes ultimately contribute to a more inclusive and mentally healthy global society (Durlak, et al., 2016; UNESCO-MGIEP, 2021). Incorporating sewa in educational institutional processes will enhance mental and emotional well-being. This will also inculcate a solution-driven growth mindset in individuals, making them more willing to take ownership of the solutions they see to challenges in their lives and communities.

2.Service-Learning (SL) Solution:
Service-Learning is an educational approach that combines academic learning with community service. sewa values are inherently linked to SL, as both encourage individuals to engage in meaningful service experiences, which helps to strengthen personal growth and cultivates social responsibility. The SL approach bridges the gap between academic learning and career development, as SL connects theoretical knowledge with real-world experiences. It encourages skill development, personal growth, networking, mentorship opportunities, and civic engagement and strengthens employability. UNESCO, the OECD, and the Council of Europe have been advocating for the integration of SL into educational programmes in order to better prepare the next generation for careers that contribute positively to their communities and society at large. (Lund, 2018).

3.Global Citizenship Education (GCED) Solution:
GCED aims to develop responsible, informed, and active global citizens who are aware of their interconnectedness with others and the world at large. sewa values are aligned with GCED, as both promote a sense of responsibility towards other individuals regardless of cultural, social, or geographic differences. Practising selfless service can also help individuals understand global issues, appreciate diversity, and act towards positive change. The GCED approach can help address the environmental disconnect and climate change challenges by raising awareness, developing critical thinking and problem-solving skills, and encouraging responsible action. UNESCO (2015) offers numerous resources on GCED and how it encompasses other sustainability, SL and SEL values and practices.

The proposed solutions are nothing new in the field of education, and yet, most educational systems have not yet prioritised and integrated them. Numerous international organisations and scholars have shown the positive impact of these solutions, especially as they reflect the values and priorities for global citizenship and sustainability in education (UNESCO, 2017; Schugurensky & Wolhuter, 2020). The sewa-led approach in education helps to ensure that "all learners acquire knowledge and skills needed to promote sustainable development" (SDG 4.7) and, more importantly, become empathetic and altruistic.

4.Compulsive Community Volunteering:
Volunteering and sewa go hand in hand, and the key is to make volunteering accessible to all members of society, regardless of their socio-economic background. Every

contribution of support, no matter how small, can be used to make a positive difference in local communities. An example of this practice is Good Neighbour, a volunteer-driven charity based in New Zealand, established in 2010, which is creating a powerful volunteering bridge that has a cross-party appreciation. Good Neighbour is now firmly established and will be working with World Values Day and incoming New Zealand Ministers to define a formal pilot for the process to ensure it can be replicated and scaled.

Policy Recommendations

1.Value Integration in National Curricula:
G20 member countries to prioritise the integration of Social and Emotional Learning (SEL), Service Learning (SL), and Global Citizenship Education (GCED) into national curricula, emphasising sustainability (SDGs) and sewa values (selfless service).

2.Build Educator Capacity:
Ministries of Education must invest in developing educators through targeted professional development programmes, workshops, and training resources focusing on SEL, SL, GCED, sustainability, and sewa values. All teachers, irrespective of their discipline, must be supported in designing and implementing service-learning projects that align with curricular goals, address local and global issues, and encourage civic engagement, empathy, and global responsibility among students.

3.Establish Assessments and Evaluations:
G20 member countries to establish robust assessment and evaluation mechanisms to guarantee the successful implementation of SEL, SL, and GCED in schools. These mechanisms will measure the impact of these educational approaches on students' social and emotional development, civic engagement, global citizenship, and commitment to sustainability and service.

4.Register of Approved Charities and Volunteering Organisations:
Opt-in process where organisations sign up for a declaration in terms of service delivery. Tax incentives could be offered to those who are engaging in the process significantly, along with an assessment of the organisation.

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EDUCATION TASK FORCE

CHAPTER 02

REFORMING SOCIAL STRUCTURES TO ACHIEVE EQUITY AND EQUALITY VIA VALUES-BASED EDUCATION

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Social constructs—the unspoken rules that regulate how costs, benefits, and opportunities are distributed—directly influence how people live, think, interact, and their quality of life, for better or worse. This chapter explores how cross-cultural collaboration, values-based education, gender empowerment and digital education can help change the narrative.

Challenges

Social constructs can include prejudices such as race, gender, religion, or socioeconomic status, which come with social costs, including the marginalisation of social groups, an increase in social problems, a decline in health and education, increased discrimination, long-term unemployment and financial loss.

Challenges faced in educational systems and curriculums are indirectly or directly related to social constructs. Inadequate access to high-quality education is another obstacle to achieving and improving quality of life. These costs negatively impact society, especially societies without a strong foundation in values such as inclusivity and fairness.

Examples of such negative impacts include:

1.Loss of productivity,
which costs $95-105 billion annually in Sub-Saharan Africa (UNDP, 2016).

2.Limiting the labour pool,
which left $7 trillion on the table in OECD countries (Holland and Ell, 2023).

3.Encouraging violent conflicts,
by intentionally limiting educational access (Moussa, Omoeva, and Hatch, 2016).

A prime example of the negative costs and consequences of social constructs is gender inequity, the eradication of which is fundamental to attaining all 17 Sustainable Development Goals and their vision of a better world by the year 2030:

1.Stereotypes and societal expectations:
Traditional gender roles and stereotypes have been deeply ingrained in societies for generations. Breaking stereotypes requires a conscious effort to challenge and redefine gender norms.

2.Discrimination and bias:
Despite legal advancements, discrimination based on gender continues to exist in various forms.

3.Unequal access to education:
While significant progress has been made in improving access to education for girls and women worldwide, gender disparities persist.

4.Unpaid care work:
Women disproportionately shoulder the burden of unpaid care work, including household chores and childcare. This unequal distribution of domestic responsibilities limits women's participation in the workforce, contributing to the gender pay gap.

5.Lack of representation:
Women remain underrepresented in decision-making positions in different sectors, from politics, science and corporate leadership to media.

6.Intersectionality:
Gender inequalities intersect with other forms of discrimination, such as race, ethnicity, socioeconomic status, and disability. Individuals who belong to marginalised groups face compounded disadvantages and are more vulnerable to gender-based discrimination and inequities.

7.Tokenisation:
Often various initiatives and programmes just serve women on a superficial level, when they are included as tokenism to meet certain criteria, without supporting their education, mental, health and financial needs.

Solutions

Across the G20, there are several initiatives addressing the problems of social constructs, however, to effectively address these challenges the narratives must change. Changing the narrative can be implemented using a framework, which starts with questioning and reframing social constructs, identifying key actors and relevant parties, and developing a guide for action based on a desired future outcome that transforms the narrative (Wittmayer, Backhaus, Avelino, Pel, Strasser, Kunze and Zuijderwijk, 2019).

Adequately addressing these social constructs will require enhancing collaboration, education, empowerment, and access to opportunity. It requires an interdisciplinary approach that addresses multiple factors contributing to inequality, including:

1.Cross-border collaborations that work to change the narrative between countries for the exchange of knowledge, technology, and innovations that push the world forward while honouring our differences.

i.Fostering greater collaboration regarding social constructs and creating new narratives where we draw on culturally relevant best practices from each other.

ii.Questioning our assumptions, including challenging the social constructs of the G20 of whether that is about who gets a seat at the table, investments, and/or aid.
This can be implemented in several ways including how the G20 thinks about growth, defines the G20 community, and approaches leadership.

iii.Amplifying existing initiatives around the SDGs like the Global Citizenship Education that facilitates a coordinated approach between governments, educators, civil society organisations, and international bodies.

2.Values-based education that equips the next generation of leaders with the skills needed to navigate complexity and the ability to make ethical decisions by instilling values such as respect, empathy, responsibility, inclusivity, and non-discrimination.

i.Integrating values education throughout educational systems and broader social frameworks so that societies can empower individuals with relevant values, knowledge, and skills.

- Values-Oriented Teacher Education and ongoing professional development
- Values-based Curriculum

ii.Policies based on social values that have precise goals, relevant needs-assessment indicators, outcomes, and effects.

- Values-based Leadership Training
- Investing in Infrastructure

iii.Intergenerational partnerships are pivotal to promoting values-based learning. These partnerships involve collaboration and interaction between different generations, enabling the transfer of knowledge, experiences, and values.

3.Gender Empowerment that challenges the notion of the patriarchy in a way that uplifts societies, nations, and communities while preserving the dignity of both men and women.

i.Access to resources for all genders ranging from education to legal protections, social services to counselling, interventions and more.

- Legal frameworks that guarantee and protect equal rights and opportunities.
- Create social programmes for individuals disproportionately impacted by gender stereotypes.

ii.Empowering individuals to advocate for gender equality, which includes men, women, teachers, and leaders in communities.

- Integrating gender empowerment into values-based education.
- Developing values-based leadership skills.

4.Digital education that facilitates lifelong learning, and personal development that enhances self-confidence, promotes personal growth and empowers individuals to be agents of change in their communities

i.Incorporate cultural competency into digital education to develop an inclusive environment. Several values-based educational tools, such as art or digital files, offer education without imposition.

ii.Digitise education methods for promoting values that add value to the understanding of the value itself and its implementation by organising seminars, online cultural events, and meetings in cooperation with organisations, institutions, schools, etc.

Policy Recommendations

Following are the recommendations that must be adopted by the G20 for onward acceptance by the United Nations and regional blocs such as the European Union and African Union.

1.Multi-decade deployment of the new "transformative pedagogy".

i.Define clear societal goals for setting values.
ii.Integrate values-based curricula at all levels of education.
iii.Develop values-focused tools and resources from early years specific to challenges.
iv.Develop measurable guidelines and frameworks.
v.Values orientation in teacher training.
vi.Develop methods for executing policies.
vii.Curriculum diversification and adequate resource allocation.
viii.Strengthen multilateral ties to promote youth training and skilling platforms.
ix.Promote intergenerational collaborations to develop well-rounded education systems.

2.Legal frameworks to guarantee and protect equal rights and opportunities.
i.Inclusive policies ensuring equal opportunities and access for all.
ii.Create new social constructs promoting key principles of gender empowerment and inclusion in communities and institutions.
iii.Empower individuals to advocate gender equality by making legal information accessible.
iv.Develop social programmes with clear, measurable outcomes for individuals disproportionately impacted by gender stereotypes.

3.Increase cross-border collaboration to hit SGDs 2030 targets.
A global initiative of this magnitude requires all countries to contribute to a fund to ensure that no nation is left behind.

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CHAPTER 03

DEVELOPING VALUES-BASED EDUCATION (VBE)- TOOLS AND APPROACHES

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This chapter provides guidance to the G20 on how to support VBE in education to help transform students into model citizens with strong human values. This chapter recommends policy actions that prioritise the well-being, rights, and inclusivity of individuals and communities, aiming to create a more equitable and prosperous society aided by technologies and methodologies.
VBE was mentioned in the Communiqué of Bali Summit 2022, and now several tools and methods are being explored.

Keywords

1.Values-based education (VBE) encourages students' overall growth in academics, skills, and ethics, preparing them to be responsible members of society at large.
2.Education System: Composed of pre-primary, primary, secondary, and tertiary levels (colleges, universities, TVET).
3.Higher Human Values: Go beyond self-interest, fostering social progress, morality, and individual development for a common humanity.
The specific keywords may vary across cultures and belief systems in each member country.

Challenges

Implementing VBE in the G20 faces the following challenges:

1.Diversity Issues:
G20 countries are highly diverse in terms of cultural, social, and religious backgrounds. Implementing VBE needs to consider the diversity of different regions and find common ground to respect cultural differences. There must be careful considerations in curriculum development to encompass a wide range of values whilst being sensitive to cultural nuances.

2.Political Ideology Differences:
While the G20's premise is based on peace and prosperity, it is important to recognise that member countries have varying political ideologies and education systems, therefore, aligning VBE with such variances could be complex. The inclusion of certain values may be contentious and subject to debate, making it challenging to reach a consensus on the values to be promoted and shared as an alliance.

3.Policy Barriers:
Policies and institutional barriers, such as lack of clear guidelines, limited funding of each government expenditure over education, and bureaucratic constraints, could impede the integration of VBE into existing education systems.

4.Teacher Readiness:
Although it can be difficult to ensure that teachers are prepared, they play a critical role in teaching VBE. Providing professional development opportunities, resolving competing perspectives and teacher shortages, and integrating values into teacher training programmes are crucial and a mammoth task.

5.Assessment Effectiveness:
Due to the above, assessing the effectiveness of VBE can be complex. Measuring values and their impact on students' character requires appropriate assessment tools and methodologies. Therefore, developing reliable and valid assessment frameworks to capture the holistic development of values in students can be challenging.

6.Stakeholders Expectations:
VBE often requires involvement and support from wide stakeholders, such as parents and society; however, managing their diverse expectations and priorities can be challenging.

7.Technology Infrastructure and Digital Divide:
The G20 varies in terms of technological infrastructure and access to digital resources. Integrating VBE with digital tools and resources may be challenging in regions with limited technological capabilities that widen their digital divide. The challenge is to ensure equitable access to technology and digital resources to avoid exacerbating existing inequalities.

8.Evaluating Long-term Impact:
Measuring the long-term impact of VBE requires tracking students' progress beyond their schooling years and assessing how values translate into actions and character in their personal and professional lives. Conducting longitudinal studies to evaluate the outcomes of VBE programmes can be resource-intensive and time-demanding.

Solutions
Table 1 puts forward some common tools and approaches for the development of VBE. It's important for these tools to be used holistically and integrated within current education systems:

Sl. No.	Solutions	Tools	Approaches
01	Define Values	Identification of Core Values	Identify core values to be promoted within each education system aligned to the vision and mission of the related educational institutions.
02	Stakeholders Engagement	Community and Family Collaboration	Involve all stakeholders e.g., school administrators, teachers, students, parents, and community members, in the development process. Conduct consultations, workshops, and surveys to understand their perspectives for buy-ins.
03	Integrate Values in Vision and Mission	Study of Cross-Cultural Competence	Reflect the identified core values in the school's vision and mission statements to establish clear commitment and direction towards VBE. This will ensure immersive cultural experiences going beyond superficial exposure to different cultures.
04	Curriculum	Alignment of Curriculum at different levels with:	**1.Pre and Primary School Level:** Utilise stories, fables, and literature to teach values effectively. These narratives present characters facing ethical dilemmas, enabling students to contemplate the consequences of their choices in developing values.

Sl. No.	Solutions	Tools	Approaches
04	Curriculum	1.Usage of Moral Stories, fables, and Literature 2.Community Service (sewa) Projects 3.Character Education Programme	**2.Secondary School Level:** In order to build intercultural competence, empower students as global citizens, and recognise and value variety in member countries - students participate in sewa (volunteering), or service to others. Visits to or stays with families from other ethnic backgrounds help to provide a variety of perspectives and create an understanding of other cultures. **3.Tertiary Level:** Implement structured character education programmes, such as Virtues Project or Character Counts, as comprehensive means to promote values within diversity. Integrating established values requires careful content, activity, assessment and selection. To encourage sustainability, the curriculum should incorporate cross-disciplinary topics like ecological awareness (climate change, biodiversity, renewable energy).
05	Role Modelling	Professional Development of Teachers	Teachers are essential in setting a good example for students. To include values in teaching, they need thorough training and chances for professional growth in VBE. For students to emulate them, teachers need to consistently put these ideals into practice.
06	Reflective Practices	Journaling and Self-assessments	Journalling promotes the internalisation of values, a pleasant school climate, and deters harmful behaviours like bullying. Respectful discussions of moral issues encourage a variety of viewpoints and will help students develop their ideals.
07	Ethical Decision-making Frameworks	Ethical dilemmas and problem-solving models	Get students to analyse complex situations and make informed decisions based on moral principles. Such frameworks will also encourage critical thinking and ethical reasoning.
08	Continuous Improvement	1.Assessment Methods on Values Development 2.Curriculum review and revision	1.Develop appropriate methods for assessing and evaluating the development of values among students. This includes observation, self-assessment, student portfolios, and feedback from various stakeholders. 2.As VBE is an ongoing process, it requires regular review and revision of the curriculum, instructional strategies, and school policies to ensure they align with the desired values and address any emerging challenges.

Table 1: Summary of Solutions Towards VBE Implementation Using Effective Tools and Approaches

Although the above solutions are possible, the development of VBE requires enormous collective efforts and long-term commitment from the member countries. It needs the involvement of all stakeholders with consistent support, to foster a positive school environment, in order to cultivate the identified values in students, and to achieve the intended results.

Policy Recommendations

We encourage G20 Leaders to:

1.Make VBE accessible at all educational levels with an emphasis on equity and inclusivity.
The G20 to create regulations that guarantee all children and teenagers, irrespective of their upbringing or socioeconomic standing, have access to high-quality education in line with the 2030 Sustainable Development Goals.

2.Establish a G20 VBE Working Group.
The working group to make efforts to roll-out the stated solutions in Table 1 by phases for the implementation of VBE.

3.Adopt a "Universal Declaration of Value Based Education".
This will help to kick-start firm commitment from member countries on the adoption of VBE.

The G20 play a significant role in fostering global dialogues on VBE and supporting other countries in their efforts to integrate these tools and approaches into their respective education systems to nurture global citizens with values aimed towards "One Earth, One Family and One Future". It's time for leaders of the G20 to have the strong political will to lead with values and chart the present concerns to bring VBE into mainstream education and societies.

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CHAPTER 04

EDUCATING FOR SUSTAINABILITY BY PROMOTING VALUES

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Daily as more life forms on earth disappear, applying life preservation know-how has become imperative. Education, connecting knowledge sources and operators, provides the solution by shaping values. Education policy-making offers an opportunity to integrate knowledge and ethics in a unifying system approach.

To achieve this, governments can promote self-organised citizens' assemblies on the jury model, promoting a systemic view integrating values and technical expertise in defining education policy.

Such assemblies have proven very effective in promoting respect for values diversity, detecting polarisation nodes as potential conflict sources, and building consensus, thereby contributing to enhancing life sustainability.

Challenges

1.Traditional Education Policy:

Daily vanishing life forms undermine the value of our knowledge, question our values in applying know-how, and challenge established criteria for investing research funds. Our defy is, therefore, to redefine education as a path connecting all knowledge domains and operators to ensure life sustainability. Multidisciplinary by function, education holds a prime role in developing a systems approach for confronting such a challenge. Now, with accelerated scientific progress, education needs to be redesigned as a life-long service beyond old traditional school learning.

Traditionally, education policy has been defined top-down by education sector leaders, usually with little input from civil society and the business community, which is a prime employer of graduates. Searching for a comprehensive approach, we are challenged to combine the expertise of all parties involved: citizens, corporations, and schools.

2. Artificial Intelligence (AI):

Paradoxically, AI tools, although able to foster a systems view connecting distant parts of our life system — such as management of energy production and related financial derivative products — are at the same time seriously threatening current education processes since they are geared to maximise financial gain, as prime value, rather than life quality, let alone sustainability. We know that short-term profit yardsticks applied by energy, food, or healthcare industries have had adverse ecological impacts.

Ominously, generative pre-trained (GPT) AI tools are starting to substantially undermine leading education companies' market value. Therefore, it is 'when, not if' GPT robots take over the education sector and, with it, the education function within most organisations. This questions what value algorithms will guide educational bodies to ensure appropriate knowledge acquisition, dissemination, and implementation and if algorithms can authentically integrate a values compass. If so, who will programme such values?

3. Cancel Culture:

In a swelling woke-inspired 'cancel culture', promoting communitarianism and refashioning teaching curricula and academic research programmes even in 'hard' sciences, new student cohorts are threatened to be fragmented by quota-based policies restricting options for accessing knowledge and limiting freedom in choosing research fields. For example, many universities now ban research on the historical roots of some ethnic or religious minorities to avoid possibly damaging their images. More corporate HR departments are adopting recruitment quotas in terms of academic training, ethnic origin and/or even sexual orientation criteria. In this context, governments are challenged as moral leaders to provide citizens with a values compass and to promote their use from school age till beyond retirement. Providing a compass doesn't mean dictating values and direction.

Solutions

1.Citizens Assembly:

This is where citizens are invited by sortition to perform obligatory jury duty. This grassroots democracy practice in the UK, Ireland, Australia, Canada and the USA inspired the Australian economist Nicholas Gruen to coin such a model: 'citizens' assembly'.

This model has been a long-standing practice in Switzerland to engage citizens in frequent policy decision-making, in person or via referendum, at municipal, cantonal or national levels. Effectively such assemblies combine two knowledge sources: technical, for providing recommendations based on proven achievements, and ethical, for rendering judgements according to conventional social values. A similar process has been instituted by the Stanford Centre for Deliberative Democracy to address polling and political polarisation issues and gather representative population samples of up to 500 citizens in many countries. Remarkably, assembly debates nudge participants' needles toward consensus as they compare and reconsider their respective values and political positions.

2.Redefining Education:

As life is threatened, sustainability becomes our prime value. Education is therefore designed to adopt ecology (literally: homelife knowledge) as a systems view of life. Accordingly, emerging ecoliteracy offers a life-saver for both humans as eco-guests, and the earth as eco-host, since the value of dynamic balance between humans and the earth sits at the heart of ecology.

In this vein, F. Capra's Centre for Ecoliteracy innovated by promoting a sustainability pedagogy via a systemic, participatory and experiential approach to recognise context, patterns, network relationships and non-linear cycles. It also promotes art education as a medium to arouse the emotional dimension in scientific research and learning processes. In parallel, this model encourages community-based school policy-making involving teachers, parents and administrators in the education process. A similar approach at the university level is pursued by Education for Sustainability, an institute founded by Second Nature in Boston.

In the same spirit, Janine Benyus's Biomimicry Institute (Montana, USA) offers education emulating Nature's structural designs and functional strategies to formulate innovative approaches in various domains (energy conservation, waste recycling, architecture) via a systems view integrating science and ethics. Famous polymaths like Da Vinci, Pascal or Einstein have eminently demonstrated that such a systematic study of life, integrating science, art and philosophy, is a powerful source of inventions.

India is unique in this respect with a live tradition coined Vasudhaiva Kutumbakam (World life is One) of protecting sacred-type plants and animals, incarnating values (courage, strength, generosity) adorning mottos or blazons of schools and professional bodies. This tradition can be emulated by governments granting value recognition awards to schools, communities and corporations, encouraging them to adopt values as part of their identity.

3.Governments and Policy:
Government is the prime institution expected to carry the value defender flag. It is a matter of willpower to use law enacting authority to strengthen the role of education as promoting knowledge and ethics in a dynamic balance. For example, the government can legislate to prevent the fragmentation of teaching (and research) into a multitude of small insular knowledge communities influenced by woke to fight each other under the pretence of defending minorities' rights. Policy-makers at every level, federal, national, regional or municipal, can legislate to promote a more universal approach to education and research, threatened by excessive communitarian claims for protection against discrimination. A systems view including values can prevail and help reinforce a more democratic approach to education. In this endeavour, citizens have a key role to play and expect to be invited to participate in the law-making process.

Policy Recommendations
To achieve sustainability via systematic change, governments must enact laws echoing citizens values and corporate requirements:

1.Citizens' assemblies, on a jury duty model, including representatives of government, business, and civil society, to legislate on education values and curriculum content. Such assemblies can also function online with added advantages: cost-benefit, input traceability, and time efficiency.

2.Life-long education programmes beyond school, at business and state institution levels, emulating innovative initiatives like the Centre for Ecoliteracy (F. Capra) or the Biomimicry Institute (J. Benyus). Orientation advisory services can be provided online with the support of volunteer education experts, organised in field assemblies or open-source platforms, assisted by info-com-tech (ICT) tools, apps and websites, able to share live testimonies, and help increase service focus quality while lowering costs.

3.A more universal approach to education content, bucking current fields restriction trends driven by minority communitarianism, and allowing mix-and-match, e.g., the parallel life-political sciences program of Science Po (Paris-Reims).

4.A government-citizen disintermediation program on the model of the US NPR: National Partnership for Reinventing Government, to reduce administrative friction costs.

5.Fast-track regulatory regimes to control AI in its take-over of education with commercial profit values.

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SECTION 02

EMPLOYMENT+ ENTREPRENEURSHIP TASK FORCE

EMPLOYMENT+ENTREPRENEURSHIP TASK FORCE - INTRODUCTION

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Entrepreneurship is well regarded as the spark that catalyses sustainable, inclusive and resilient employment across the G20 nations. Against the backdrop of this year's G20, the world is at a crossroads in determining how to use policy to incubate the scalability, success and impact of entrepreneurial ventures. Artificial intelligence (AI), changing value drivers, tightening credit markets, rising stakeholder expectations, climate risk and venture decentralisation are only a few of the challenges affecting entrepreneurs and their ability to support employment growth. These challenges limit the full realisation of the benefits of new technology and capital's ability to improve societal outcomes through values-led investment.

The Employment+Entrepreneurship task force sees today's volatile landscape as an opportunity for G20 leaders to use this Value India's 20 Communique as a Moment[1] that can enable entrepreneurs to lead through uncertainty. The following policy recommendations are grounded in a philosophy to encourage entrepreneurs to lead with values using human-centric, inter-generational values as the common foundation to encourage all entrepreneurs across organisational growth cycles to realign decision processes, priorities and solutions in a way that achieves employment growth and sustainable development.

Whether it is to access capital, recruit and retain talent, or realise objectives beyond short-term profitability, there is an intrinsic value for business leaders and economic development officials to return to value-based first principles. Global capital providers, as an example, are increasingly deferring to Environmental Social Governance (ESG) mandates, impact performance metrics and organisational alignment to the United Nations (UN) Sustainable Development Goals (SDGs) as a way to assess the investability of different businesses.[2] While entrepreneurs and Small and Medium Sized Enterprises (SMEs) may be tempted to add these concepts to their businesses at the periphery, leaders will often make decisions under uncertainty by deferring to their core values. If those core values do not align, disconnected outcomes will emerge. This is well evidenced through the headline-grabbing venture and regulatory failures that have affected recent international businesses.

Yet, value-based first principles are the core of a business to which leaders can make decisions that benefit all actors in society. As the global business landscape shifts and the pace of entrepreneurship growth slows as a result, the value of encouraging business leaders to lead with values has become more important than ever. The chapters within this Task Force section demonstrate why this is and how G20 policymakers can embrace leading with values to encourage the achievement of employment objectives to increase prosperity for all.

The Employment+Entrepreneurship Task Force

This task force is of particular importance within the G20 context. As a platform

representing leading economies worldwide, the G20 acknowledges the essential role of employment and entrepreneurship in fostering inclusive and sustainable economic growth, reducing inequality, and addressing global challenges. By focusing on these areas, this task force aligns with the broader objectives of the G20 and contributes to its mission of shaping a better future for all.

The Employment+Entrepreneurship task force within the Values 20 India Communique is a vital component of the G20 framework. Recognising the significance of these sectors in driving economic growth, social development, and global prosperity, the Task Force aims to address key challenges and promote policies that foster inclusive and sustainable employment opportunities.

In an era of rapid technological advancements, demographic shifts, and global uncertainties, it becomes imperative to adapt and respond to the evolving world of work. The Task Force's work is particularly relevant in the face of emerging global trends and disruptions, such as automation, digital transformation, and the gig economy. By understanding the implications of these trends and developing policies that harness their potential, the task force strives to ensure that the benefits of technological advancements and economic growth are accessible to all, leaving no one behind.

Furthermore, all the chapters recognise the need to address structural barriers and promote inclusive entrepreneurship, including women-led entrepreneurship and entrepreneurship in marginalised communities. By fostering an ecosystem that supports diversity, equal opportunities, and access to resources, the task force aims to create a more equitable and inclusive society.

The Employment+Entrepreneurship task force's relevance also lies in its ability to contribute to the achievement of the UN's SDGs. Employment and entrepreneurship play a vital role in achieving several SDGs, including poverty eradication, gender equality, decent work, economic growth, and reduced inequalities. Through its recommendations and initiatives, the task force seeks to align with the SDGs and advance the global agenda for sustainable development.

Chapter 1: Values-Driven Entrepreneurship

Values-Driven Entrepreneurship emphasises the importance of enabling, encouraging, and championing a values-driven and innovative approach within the entrepreneurial sector. By establishing supportive incubators and fostering a vibrant ecosystem, this chapter aims to deliver sustainable progress and multiple benefits for the G20. These include fostering economic growth, driving positive social and environmental impact, cultivating a more inclusive and equitable economy, and facilitating better global leadership.

Chapter 2: AI Privacy by Design to Facilitate Entrepreneurship and Expand Citizen's Employment Opportunities Through Fair Value Exchange

As AI advances, it becomes crucial to protect the contributions of individuals and clarify the responsibilities of entrepreneurs owning private firms authoring algorithms. This chapter advocates for the adoption of privacy by design as a guiding principle for AI policy and local governance. By integrating privacy considerations from the outset, this approach maximises the benefits of AI for individual citizens globally and supports the growth of the creator economy.

Chapter 3: Values-Based Women-Led Development for a Just Transition

This chapter emphasises the importance of values-based systemic approaches and strategic frameworks in promoting a just transition. By reorganising business models grounded in indigenous cultural values and elevating the voices of women and other underrepresented groups, this chapter seeks to create resilient communities and contribute to a flourishing future for all.

Catalysing employment and entrepreneurship objectives through a leading-with-values philosophy is not an easy undertaking. It requires multiple, simultaneous policy recommendations being deployed, monitored and refined across several public and quasi-public institutions working in collaboration with private ventures, non-profit entities and local community-based groups. It also requires the alignment of capital, SMEs, technologies, underrepresented groups and inter-generational stakeholders. This Task Force's policy recommendations offer a roadmap to begin this process and use subsequent G20 summits as an opportunity to evaluate progress towards value-based entrepreneurship.

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CHAPTER 01

VALUES-DRIVEN ENTREPRENEURSHIP

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Enabling, encouraging, and championing a values-driven and innovative approach within the entrepreneurship sector, particularly through the establishment of supportive incubators, which can catalyse progress towards the sustainable employment objectives set by the G20.
Values-driven incubators are designed to advance and measure impact across several objectives simultaneously, including i) economic growth, ii) social and environmental impact, iii) inclusive economic involvement, and iv) global leadership and stewardship.

Challenges

Today's entrepreneurs create tomorrow's prosperity. While we may globally celebrate a handful of entrepreneurs, it is the millions of quiet entrepreneurs working throughout and across G20 nations that are the drivers for employment growth and resilience across our economies. However, the landscape for entrepreneurship is shifting. This is resulting in fewer entrepreneurs over time. As the G20 faces uncertain waters ahead, addressing the key factors contributing to slowing rates of entrepreneurship is critical.

1.Choice:
The way people make decisions is changing from a highly rational, often financial basis, to a more emotional one, and understanding the value drivers for stakeholders is more important than ever.

2.Communication:
In our super-connected world, the speed and reach of social media means that the publicly shared views of customers and other stakeholders hold sway. Organisations are no longer what they say they are, but instead what others say they are.

3.Control:
The role of customers and employees (past, current, and potential) as ambassadors for organisations, along with other stakeholders, is replacing traditional functions like marketing.

3.Overexploitation:
The unsustainable use of natural resources and overexploitation by entrepreneurs, which occurs when harvesting exceeds the reproduction of wild plant and animal species, continues to be a major threat to biodiversity. Ultimately, this is detrimental, harming people's well-being.

4.Failure:
With the tightening of capital allocation to entrepreneurs and the precarious nature of innovative pursuits, entrepreneurs are discouraged to take risks even though these risks can generate significant rewards.
Incubators will socialise values-driven insights, the effects of failure, and best practices to help scale mentorship, access to capital and impact opportunities across G20 entrepreneurs.
In the globally connected world, the opportunity is to establish a globally supportive ecosystem of incubators that fuel the values of value creation: wisdom, compassion, and learning.

Solutions

A Meta-System of Values-Based Incubators Across G20 Countries:
This will foster compassionate Values-Driven Leadership, which will ensure that decisions made in these ecosystems will be focused to create positive work cultures based on wisdom, compassion, and learning. These incubators will encourage education, collaboration, and innovation among entrepreneurs, ultimately fostering sustainable economic growth and societal

well-being. By adopting this approach, the G20 countries can lead the way in building a more inclusive, equitable, and responsible economy. There are several current examples of start-up incubators that adopt a values-based approach, prioritising stakeholder governance and sustainable practices, such as the Impact Hub, B Lab, Yunus Social Business, and The Do School, Village Capital.

1.Invest in Promoting Education and Awareness:
Invest in educational programmes that promote awareness and understanding of the benefits of values-driven stakeholder governance. This can be achieved by integrating courses on ethical entrepreneurship and sustainability into the formal education curricula, including offering training programmes and workshops for aspiring entrepreneurs and business professionals. Equipping individuals with the knowledge and skills necessary for values-driven business practices can foster a new generation of responsible leaders.

2.Fostering Collaboration and Networking:
By organising workshops and conferences, the incubator will provide opportunities for knowledge sharing, best practices, and partnerships among entrepreneurs, businesses, and other stakeholders who are committed to values-driven stakeholder governance. This collaborative environment will foster innovation and amplify the positive impact of their endeavours.

3.Encouraging Innovation and Research:
The G20 countries should allocate funding for research and development in areas that promote values-driven stakeholder governance. By supporting research institutions and think tanks, we can generate knowledge and insights that inform policy decisions, identify emerging trends, and uncover innovative solutions. Additionally, funding innovation grants and incubator programmes will empower entrepreneurs to develop and scale business models that prioritise stakeholder governance.

4. Implementing Supportive Frameworks:
Currently, many regulatory frameworks focus primarily on shareholder value and may not address the broader societal and environmental impacts of business activities. Developing and implementing policies that recognise and support stakeholder governance will be crucial to fostering the growth of a Values-Based Incubator.

5.Alternative Funding Mechanism:
Entrepreneurs, particularly those focused on values-driven stakeholder governance, often face challenges in accessing capital investment. Bridging the financing gap for values-driven entrepreneurs requires the development of alternative funding mechanisms, such as impact investing, social venture capital, and public-private partnerships, that prioritise social and environmental impact alongside financial returns.

6.Scaling and Replicating Successful Models:
Factors such as cultural differences, varying regulatory environments, and differing market dynamics can hinder the widespread adoption of such practices. It will be necessary to identify and disseminate best practices, establish networks for knowledge sharing, and provide support for entrepreneurs to adapt and implement these models in different contexts.

7.Measurement and Reporting:
Robust measurement and reporting frameworks will be needed to assess the impact of values-driven businesses. Metrics that capture social and environmental performance alongside financial indicators need to be developed and standardised. Additionally, businesses must have reliable mechanisms for reporting their progress and impact transparently. Establishing common reporting standards and frameworks will enable accurate evaluation and comparison of values-driven ventures, facilitating investor and stakeholder confidence.

8.Public Perception and Awareness:
The general public's awareness and understanding of the benefits of values-driven stakeholder governance may still be limited. Therefore, building public support and raising awareness about the positive impacts of these approaches is essential. Communication campaigns, educational initiatives, and showcasing successful case studies can help raise awareness.

Policy Recommendations

We encourage G20 Leaders to adopt:

1.Values-Driven Entrepreneurs Governance Code:
It is a set of guidelines and principles that establish a framework for entrepreneurs to operate in alignment with sustainable and ethical values to communicate the impact of the incubator initiative to stakeholders and the public. This code can be implemented within a 12-month period. This also helps establish a level playing field, encourages transparency, and fosters responsible business practices, contributing to the overall economic and social development of a country.

2.Values-Driven Entrepreneurs Incubator Meta-System:
The meta-system is not a physical circuit but rather a dynamic network that connects entrepreneurs, investors, mentors, and support organisations across the G20 countries. It creates opportunities for knowledge exchange, capacity-building, and collaboration within the values-driven entrepreneurship space. The G20 countries can invite entrepreneurs to participate in events, workshops, and conferences focused on values-driven entrepreneurship, providing a platform for learning, sharing best practices, and fostering international collaboration.

3.Values-Driven Entrepreneurs Provisional License:
The provisional licence provides a clear signal to stakeholders, including investors, customers, and partners, that an entrepreneur is dedicated to values-driven entrepreneurship. It sets a benchmark for ethical business conduct and helps differentiate businesses that prioritise social and environmental impact. The administration of the licence can be undertaken by a dedicated body or organisation designated by the G20, ensuring consistent standards and oversight. It can be complementary to existing frameworks, such as the UN Global Compact, focusing specifically on values-driven entrepreneurship.

The above recommendations will need to be supported by:

1.Baseline Assessment:
Analysing the current state of values-driven entrepreneurship, stakeholder governance practices, and relevant socio-economic indicators. It will provide a benchmark against which the impact of the incubator initiatives can be measured over time.

2.Training for Public Servants and Institutional Actors:
This will equip and nurture Values Driven Entrepreneurs (to be implemented over a 12-

month time frame).

3.Collaboration:
With large corporate organisations and professional services firms in the development of policy.

4.Values-Based Decision Index:
Implemented within a 12-month time frame to help encourage values-driven entrepreneurship.

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CHAPTER 02

AI PRIVACY BY DESIGN TO EMPOWER ENTREPRENEURSHIP AND FAIR VALUE EXCHANGE

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As Artificial Intelligence (AI) advances, the economic and societal risks grow significantly and threaten the opportunities to empower entrepreneurship and ensure fair employment. To maximise benefits for individual citizens globally, we need a policy that protects the contributions of individuals and clarifies the responsibilities of entrepreneurs owning private firms authoring algorithms.

Challenges

Digital Privacy: The digital age has radically changed our online and offline lives with regard to privacy. Where things such as photos, government records, and so on that were once private are now held in public domains, and stored on servers shared between private and public organisations. Importantly, there are entirely new data points unique to each individual, e.g. GPS movements, heartbeats, browsing history, social media posts, etc.
What is different about the next generation of software AI technologies is that this data can be used to generate entirely new data and intellectual property from an individual's data.

This next phase has two significant and closely linked challenges:

1.Entrepreneurs and private company owners using AI face uncertain and potentially unlimited liability for harms caused by generative AI outputs.

2.Individuals who generate the data can unknowingly be contributing to private organisation efforts and not receive fair compensation for their data, reducing fair compensation in exchange for their efforts.

The services, servers, and owners of AI technologies are multi-national. Therefore, it's almost a certainty that an entrepreneur utilising AI services (knowingly or unknowingly) will be using software and data flows that cross borders, among G20 nations and beyond. However, the current policies that might protect entrepreneurs and employees are fragmented and asynchronous without a multilateral perspective to maximise economic and social development.

This situation is also a threat to the basic foundations of human rights, in particular:

1.Universal Declaration of Human Rights (UDHR)
i.Article 12:

- No one shall be subjected to arbitrary interference with their privacy, family, home, or correspondence, nor to attacks upon their honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

2.International Covenant on Economic, Social and Cultural Rights
i.Article 7:

- The right to work in just and favourable conditions;
- The right to social protection, to an adequate standard of living and to the highest attainable standards of physical and mental well-being.

Solutions

Responsible use of AI is critical to ensure that the technology is developed and deployed in a way that prioritises ethical principles and values.

The opportunity is to provide values-led recommendations for the Employment Working Group (EWG) to address the employment challenges that are inclusive,

sustainable and equitable for all.

The global opportunity is to find common ground through Privacy by Design (PbD) as a universal AI policy that countries can apply to local legislation to adopt a values-led perspective in existing AI and algorithm policy PbD provides a specific measure to ensure values-based use of AI, in addition to other measures such as algorithm impact assessments, establishing diversity and inclusion task forces or providing online courses and resources for responsible AI development.

For individual citizens, PbD offers three benefits in the digital economy in alignment with their human rights:

1.Protection from Profiling:
Non-anonymised targeted collection and analysis of an individual's data by government or private organisations except credible criminal investigations.

2.Permission to Utilise:
Individuals grant consent to a third party to collect, analyse or in any way benefit from the content and intellectual property generated by a citizen

3.Participation in Anonymisation:
Aggregated data of a set representing 10% of the population can be utilised by third parties for public interest and non-hostile research.

First mentioned in the late 1990s by Dr. Ann Cavoukian, Privacy by Design has a multilateral policy precedent, having been incorporated into the EU's General Data Protection Regulation (GDPR). A straightforward interpretation by the GDPR of "Privacy by Design" is "data protection through technology design". It suggests companies/ organisations embed technical and organisational measures into data processing procedures from operation design.
Seven Foundational Principles of PbD:

1.Proactive not Reactive; Preventative, not Remedial
2.Privacy as the Default Setting
3.Privacy Embedded into Design
4.Full Functionality – Positive-Sum, not Zero-Sum
5.End-to-End Security – Full Lifecycle Protection
6.Visibility and Transparency – Keep it Open
7.Respect for User Privacy – Keep it User-Centric

PbD is a citizen-centric policy that empowers, enables and respects an individual's right to be compensated fairly for their endeavours and protects entrepreneurs from personal and professional liability when deploying software that collects or processes data about individuals.
Given the invisible nature of data, the pragmatic question of enforceability needs to be at the forefront of policymaking. The good news is there are already exemplary technologies that enable the implementation of PbD principles:
1.Data Minimisation
2.Encryption
3. Anonymisation
4.Pseudonymisation
5.Regular Privacy Impact Assessments
6.Risk Assessments

It is anticipated that this policy will create new opportunities for individuals to generate income from their activities and for entrepreneurs to deploy technologies like generative computing, machine learning and self-healing algorithms. It will safeguard an individual's right to privacy.

This recommendation is about the values of fairness and self-determination. Through PbD, there is the opportunity to guide new AI technologies towards human-centric benefits and away from predatory or precarious applications that limit prosperity. Given the pervasive and global nature of the global digital economy, policies need to protect and empower all citizens and will need a multilateral body like the G20 to maximise peace and prosperity from technology.

PbD can give entrepreneurs the means to address societal benefits through values as well as commercial benefits. Future policies can ensure the responsible and value-driven use of generative AI to maximise its benefits and minimise its potential harm to society.

Policy Recommendations

The G20 should take the following actions:

1.Data Declaration Addendum to UDHR, Article 12 and International Covenant on Economic, Social and Cultural Rights, Article 7, signed by current signatories with a timeline for ratification within existing policy processes. The addendum applies the seven principles of Privacy by Design as the commitment of the Data Declaration Addendum.

2.A Privacy by Design task force within the EWG with the goal to establish the terms of reference in 2024.
In the next 12 months, the EWG will evaluate AI regulation already in development within their country or region to identify where PbD is part of policy or to initiate a process of amendment to include it.
The primary focus will be that this PbD assessment will be measured against the increase in AI entrepreneurship and the growth of the creator economy. The latter is a growing measure of how much income an individual generates through their digital activities, either as an employer or an entrepreneur.
The metrics are the total amount of revenue generated and growth in the participation of income-generating activities. As compensation mechanisms are developed to reward individuals, it will provide an opportunity to grow self-assessment and employment.

3.To align private and public capital behind the mutually beneficial objectives of PbD, establish AI Privacy as a principle in Environmental Social Governance scorecards.

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CHAPTER 03

VALUES-BASED WOMEN-LED DEVELOPMENT FOR A JUST TRANSITION

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Adopting values-based frameworks such as the Just Transition Framework by governments and other stakeholders in G20 countries will help support business models based on indigenous cultural values of "Vasudhaiva Kutumbakam", "Ubuntu", and "Meraki"' that can create resilient communities. G20 governments will need to prioritise and invest in values-based, community-centred policies that promote and support reorganising business models in cross-sectoral social entrepreneurship and elevate the voices of women and other underrepresented groups. This will create favourable conditions for growing community ownership, increasing the role of grassroots values-based social movements in policymaking. It will foster transparency and accountability to minimise negative impacts.

Challenges

1.The progress on the United Nations Sustainable Development Goals (SDGs), which is one of the priorities of the G20 Indian Presidency, is hindered by top-down, low-context solutions that are inadequate in a multi-crisis world. Increasing social complexity means that the business-as-usual approach is failing to address humanity's threats.

2.Values-based, community-centred solutions that have the potential to improve local regions and communities often face inadequate funding, low media coverage, and regulatory support, especially as these types of solutions try to scale.

3.Scaling entrepreneurship and employment growth among women and underrepresented groups is an untapped resource for G20 countries to increase economic growth.

4.Grassroots values-based social movements that attempt to elevate underrepresented groups often find it difficult to navigate existing legal, policy, and capital structures. Attempts to introduce policies to address one or more of these structures tend to fail. The outcome is the perpetuation of barriers to women-led development that ultimately slows down progress on SDGs.

Solutions

The opportunity is to adopt the values-based Just Transition Framework to guide empowerment and investment in women as social entrepreneurs and build resilience, transparency, and accountability in local economies.

On the ground, this will create favourable conditions for growing community ownership, which will in turn, help attract new people with additional skills and help to build long-term support from the community through the businesses entrepreneurs create and operate.

To make tangible contributions to entrepreneurs and communities, the framework calls upon three tangible investment tracks:

1.Academic research funding for cross-sector community-centred initiatives and to promote this knowledge through collaborative learning and media coverage.

2.Financial support for collaborative and valued-based community networks and organisations, and to focus on women and other disadvantaged groups.

3.Values-based performance frameworks of local governments that ladder up to macro global contributors to GDP. These measures capture the ripple effects of the Just Transition Framework that lead to global economic waves.

These investments and enablers of the Just Transition Framework, in practice, show improvements in indicators of women-led social entrepreneurship:

1.Increase representation of underrepresented groups, especially women, at all levels of international, national and local policy-making.

2.Programmes focused on equipping and empowering women with the skills, knowledge, and confidence to become involved in transformational community development. Women's voices and participation are critical for thriving communities, and their leadership is key to a more normalised society.

3.More safe spaces at grassroots for women to help foster open discussions and create more opportunities for them to have their voices heard. All these safe spaces should be free of judgement to encourage openness.

4.Programmes that will provide the opportunity for participants to participate in volunteering roles within their community and to develop and deliver provisions for family support.

Case Study 1: Phionah Musumba - Malkia Foundation, Kenya

Phionah Musumba leads the Malkia Foundation in rural Kenya, empowering underprivileged girls and women through education, entrepreneurship, and hygiene initiatives. They provide menstrual hygiene supplies, run microfinance programmes, and offer life skills and entrepreneurship training. Phionah's work is based on values and her own experience of overcoming poverty. She emphasises the importance of supporting each other and shares the indigenous value of "Ubuntu", which means "I am because you are."

Case Study 2: Cristiana Gardikioti - Meraki People, Greece

Cristiana Gardikioti founded the Meraki People in Northern Kynouria, Greece, which bridges science, arts, and technology to create regenerative business models. Through workshops, consulting, and citizen engagement, Meraki People generate revenue while promoting sustainable practices. Cristiana's work is rooted in her cultural values, represented by the name "Meraki" meaning passion, dexterity, focus, and commitment.

Key Highlights:

1.Phionah Musumba's Malkia Foundation supports underprivileged girls and women in Kenya through education and hygiene initiatives.

2.Cristiana Gardikioti's Meraki People promotes regenerative business models in Greece, combining science, arts, and technology.

3.Both initiatives face challenges related to inadequate support systems and reductionist approaches to impact.

4.Governments play a crucial role in shaping supportive systems for values-based development.

To elevate and catalyse sustainable community business models that are values-based and inclusive to underrepresented groups, a suite of solutions is needed, as opposed to smaller policy changes introduced in isolation. This suite requires the following hallmarks:

1.Building Communities:

Thriving and inclusive communities are about bringing people together from neighbours to like-minded individuals with similar interests. This connection fosters trust and accountability in communities.

2.Informal and Formal Lifelong Learning:

Encourage people to learn and inherit local skills and trade. This strengthens the skills of the community.

3.Incentives to Encourage Participation:

Encourage people to get involved in their community projects through incentives, which will foster leadership and thriving networks.

4.Opportunities to Contribute to Policy Involvement:

Encourage people to participate and input into local issues, policy decisions, and frameworks in order to find solutions to local problems.

Policy Recommendations

We call on the G20 to support the Just Transition Framework into the policy cycle through the following recommendations:

1.Prioritise values-based, community-centred policies that promote and support reorganising business models in cross-sectoral social entrepreneurship.

i.The Ministry of Economic Development should adopt values-based conceptual frameworks such as Just Transition Framework as an essential lens in policymaking and policy analysis.

ii.Direct funding equal to 0.1% of the female-led share of GDP to reinvestment in women-led social entrepreneurship in 2024, increasing to 0.5% by 2030.

iii.Identify and address country-specific barriers to funding. This involves reorganising business models to stimulate the funnelling of capital into values-based collaborative funding ecosystems, which will enable community-centred funding decisions.

iv.Assess the performance of local governments based on values-based frameworks used at national levels. To also monitor and regulate subsidies and other iincentives provided to local governments.

2.Raise the voices of women and other underrepresented groups.

i.Increase representation of underrepresented groups, especially women, in all levels of policy-making.

ii.Create special support systems for women-led initiatives that include funding, education, and regulatory benefits, in order to offset cultural and institutional pressure they may face in their local communities.

iii.Funding and research programmes: Adequate funding is necessary to support women-led initiatives effectively. It is important to conduct comprehensive research to identify the allocation of funding and help identify the most effective programmes and interventions.

iv.Elevating the role of women: Elevating the role of women involves creating an enabling environment that supports and nurtures women's leadership and innovation. This can be achieved through policies that prioritise gender equality, address systemic barriers, and provide opportunities for capacity-building and mentorship and allocating a minimum percentage of funding specifically for women-led organisations.

v.Grassroots organisations as incubators: Recognising and framing grassroots organisations as incubators can enhance their capacity to support women entrepreneurs and create an ecosystem conducive to their growth and success.

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SECTION 03

ENVIRONMENT TASK FORCE

ENVIRONMENT
TASK FORCE - INTRODUCTION

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The Environment task force plays a crucial role within the G20, addressing pressing environmental challenges and shaping policies that promote sustainable development, conservation, and the well-being of the planet. With the increasing recognition of the urgent need for global action to combat climate change and protect our natural resources, the Environment task force assumes a vital position in driving environmental stewardship among G20 countries.

As a forum for international cooperation, G20 provides a platform for all the G20 countries to come together, share knowledge, and collectively tackle environmental issues that transcend national boundaries. The G20's collective actions have the potential to drive transformative change, setting the stage for a sustainable and resilient future.

In the following chapters, we delve into specific themes and policy recommendations that address key environmental issues. These chapters offer actionable insights and guidelines for G20 countries to adopt and implement policies that lead to clear environmental impact while also fostering inclusive and equitable development.

By leveraging the expertise and resources of member countries, the Environment task force aims to create a comprehensive framework that integrates environmental sustainability into economic development strategies. This holistic approach ensures that environmental concerns are not only addressed but are also embedded in decision-making processes across sectors, fostering a balanced and inclusive approach to growth.

Through these chapters, the Environment task force aims to provide actionable insights and guidelines for G20 countries to adopt and implement policies that promote an inclusive blue economy, Mission LiFE, a just transition, and community engagement. By embracing these recommendations, G20 nations can spearhead the transition towards a sustainable and resilient world, demonstrating global leadership and setting an example for other nations to follow.

Chapter 1: Creating a Sustainable and Inclusive Blue Economy
This chapter places a special emphasis on fostering an inclusive blue economy, which recognises the significance of the ocean as a catalyst for economic growth, livelihood improvement, and job creation and urgent action is required to improve the health of our oceans by removing toxins, ensuring its sustainability for future generations.

Chapter 2: Towards a LiFE-Sustaining Civilisation (LiFE.SC)
The chapter explores the Lifestyle for the

Environment (LiFE) values and calls for innovative approaches and investment frameworks that foster harmony with nature. It emphasises the importance of adopting "The Right of Nature," transitioning to circular economics and developing international value-based education systems for a sustainable future.

Chapter 3: Principles for a Just Transition
This chapter advocates for a fair and equitable transition to a net-zero economy, emphasising resource allocation, inclusive decision-making, participatory governance, and cross-sector collaboration. It offers policy recommendations to ensure a just transition that addresses social inequalities and achieves sustainable development.

Chapter 4: Citizens' Assembly: The Way Forward for Community Engagement in G20 Nations
The chapter explores the concept of Citizens and Community Assemblies to enhance community engagement in environmental discussions. It highlights the need for inclusive global governance, community empowerment, and the incorporation of diverse perspectives in decision-making processes.

Chapter 5: Incorporating DHARMIC (Duties) Principles in Environmental, Social & Governance (ESG)
This chapter proposes the adoption of a Dharmic ESG Metrics framework to align cultural values with sustainability practices. It emphasises the need to enhance ESG appraisal methods, develop and test the framework, and encourage voluntary participation to ensure holistic evaluations of companies' impact on stakeholders and the environment.

CHAPTER 01

CREATING A SUSTAINABLE AND INCLUSIVE BLUE ECONOMY

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Recognising the significance of the blue economy as a catalyst for economic growth, livelihood improvement, and job creation. It is imperative to reinforce gender inclusivity within this vital sector, an aspect that has been neglected. Simultaneously, urgent action is required to improve the health of our oceans by decarbonising and removing toxins. This reimagined narrative emphasises the values of equity, sustainability, technological inclusion, and stakeholder involvement. Key recommendations include enhancing gender inclusivity in the seafarer workforce, prioritising the removal of existing oceanic toxins, ensuring technological integration, and fostering the active engagement of diverse stakeholders to ensure a thriving and sustainable blue economy.

Challenges

1.Gender Inclusivity in the Global Seafarer Workforce

The International Maritime Organisation (IMO) highlighted that women's representation in the seafarer workforce is low, with only 10% working for search and rescue teams, and that women only make up 1.2% of the global seafarer workforce. This underrepresentation reflects a lack of resources, training, and investments for women at sea, hindering their contribution to the blue economy.

2.Removing Existing Toxins from the Oceans

The oceans serve as vital carbon sinks, capable of holding 50 times more CO2 than the atmosphere. Anthropogenic pollution disrupts the carbon cycle, leading to imbalances. Marine pollution, caused by chemicals and plastic waste, has contaminated even the deepest parts of the ocean. It is crucial to not only limit further pollutants but also clean up existing toxins to protect marine life. Excess debris in the ocean degrades over time, consuming oxygen and endangering species like penguins, dolphins, whales, and sharks.

Research from Qiu published in Nature (2016) showed the presence of toxic chemicals that had reached the depths of the ocean, going as far as 10,000 metres below sea level. We often think deep-sea trenches are remote and pristine, untouched by humans. The challenge now is to not only limit the release of more pollutants into the oceans but to also clean the oceans of the existing toxins.

3.Stakeholders and their Involvement with the Blue Economy

The blue economy is closely linked to Sustainable Development Goals (SDGs) 14 and 17, which focus on the oceans. However, key stakeholders such as the UN, UNCTAD, and the World Bank show limited engagement in achieving these goals. Although these organisations collaborate with non-governmental organisations, governments, scientists, and local bodies to develop policies, translating them into action remains a challenge. The research by Lee Ki Hoon on the blue economy and the UN SDGs in 2020 provides empirical evidence of the unequal emphasis placed on different SDGs by stakeholders who possess the power to drive impact in the blue economy.

4.Lack of Technological Integration

Technological integration is often overlooked in the blue economy despite its potential to address persistent challenges. Marine bioprospecting, for instance, can aid in species study, identifying harm causes, and implementing management strategies. Yet, marine technologies like bioprospecting and phylogeographic studies are underutilised in comprehensive marine management policies.

Solutions

1.Responsible Management of the Ocean Ecosystem

G20 leaders need to recognize the interconnectedness of human well-being and the health of the ocean ecosystem. Environmental ethics calls for responsible management practices that consider the long-term health and resilience of marine ecosystems. This includes implementing effective governance frameworks, promoting scientific research and monitoring programmes, and collaborating with international organisations.

2.Improving Gender Inclusivity in the Seafarer Workforce

Women matter in ocean governance for sustainability and contribute far more than men in many different ways. Globally, we need active recruitment of women at all levels, along with training and creating a supportive working environment for this female workforce to flourish and thrive.

If women, for instance, are not included in fisheries management, we miss the complete picture of social-ecological linkages of marine ecosystems. Overall, women are often regarded as major actors driving sustainable development because of their inclusiveness and collaborative roles, which is reinforced by the Women's Forum on Equity and Economy in 2020. Similarly, women have advocated for the common good in marine conservation, raising important and often neglected concerns. In maritime industries, women enlarge the talent pool for innovation and smart growth; and drive the blue circular economy.

3.Removing Existing Toxins from the Ocean

There is no single solution, but the mitigation of the harmful impact of oceanic toxins on the planet as a whole will involve joint, coordinated actions by governments and stakeholders in various forms:

i.Undertaking comprehensive studies of ocean (chemical) composition around the world inclusive of oceans close to human habitats, away from any human habitation and at various depths. Similar to collaborative Arctic and Antarctic expeditions, a multilateral study is needed.

ii.Establishing baseline and target oceanic compositions, similar to CO2 emission statistics set out in the recent past. The G20 countries acknowledging scientific data will be a strong start to global acceptance and implementation.

iii.Research and Data (R&Da) is needed on toxin removal or capture solutions for deep ocean environments. A global R&Da call for action and resource support, from governments, national navies, ocean freight companies, and other relevant actors is needed to spur interest.

4.Encouraging Involvement of Stakeholders

i.Setting up interrelationships between SDGs and the blue economy encourages stakeholders to identify with the areas they can work on.

ii.As the efforts of stakeholders are often not publicised, one solution could be to encourage the participating stakeholders to leverage their actions for marketing and profit.

iii.Need for R&Da in the blue economy sector to develop the interrelation with the SDGs.

iv.Major global organisations should come forward to draft a unified manual with guidelines and the requirements for the blue economy sector to demonstrate the expectations in each SDG in the context of the blue economy, along with the scale and scope. This will broaden the terms for the blue economy to meet stakeholders' and actors' expectations.

5. Technological Inclusion in the Blue Economy:
Global governments need to develop initiatives that foster technological inclusion. Some suggestions are:
i.Drafting and developing global frameworks to devise ways of including technology in the blue economy.
ii.Ocean literacy in local communities to engage the public in the blue economy.
iii.Conduct rigorous R&D in ocean technology through specified funding and research infrastructure provisions.
iv.Increase financial support for fisheries and aquaculture activities to unlock the potential of marine bioprospecting and biotechnology.

Policy Recommendations

We encourage G20 leaders to create policies, and programmes that embrace a sustainable and inclusive blue economy by:

1.Embed Environmental Ethics:
G20 leaders should integrate environmental ethics into their blue transformational policies. This entails promoting sustainable practices, conservation of marine resources, and responsible management of the ocean ecosystem.

2.Increase Blue Jobs for Women and Vulnerable Communities:
Set targets to increase blue jobs and relevant opportunities for women and vulnerable communities by 40% by 2030. This can be achieved through promoting gender equality in recruitment, providing training and capacity-building programmes, and supporting entrepreneurship and leadership development programmes.

3.Transforming Women's Leadership:
Establish incentives, and create awards and certification programmes for women leaders in the marine sector by early 2024. Offer financial incentives, mentorships, networking opportunities, and specialised training to enhance women's skills and promote their leadership roles.

4.Global Collaboration and Studies:
Create global collaborations to conduct studies on the impact of existing toxins in the ocean. Establish a baseline by quantifying current toxin levels, forming the foundation for remediation efforts.

5.Environmental Justice:
Detoxification efforts should be a priority for environmental justice, ensuring equitable distribution of benefits and addressing disproportionate impacts on marginalised communities.

6.Improved Frameworks:
Draft policies to align stakeholders' expertise, resources, and programs with the goals of the blue economy, promoting cross-sectoral collaboration and resource mobilisation.

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ENVIRONMENT
TASK FORCE

CHAPTER 02

TOWARDS A LIFE SUSTAINING CIVILISATION (LIFE.SC)

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This chapter calls for a design shift in thinking, innovative approaches, and new investment frameworks that foster harmony with nature within the LiFE Sustaining Civilisation (LiFE.SC). It is focused on the Lifestyle for the Environment (LiFE) values introduced at COP26, which are based on environmental sustainability and preservation.

Policy recommendations include adopting 'The Right of Nature,' the transition to circular economics, establishing global funds to manage public goods and support local energy transitions, developing an international value-based educational system, and integrating behavioural change measures into energy transition policies. These values-driven recommendations hold the key to shaping a sustainable future for humanity and the planet.

Challenges

Global warming, climate change, ocean pollution, biodiversity depletion, desertification, energy transition, and human behaviour are all global challenges. The majority of human action and behaviour is not empathetic enough with nature and lacks a deeper understanding and connection with their surroundings.

In addition to the obvious challenges mentioned above, there are also more nuanced challenges with the language used in policies and traditional thinking. Many frameworks put humans at the centre of strategies and decision-making, creating an imbalance between nature and the natural world. This highlights the urgent need for new laws of ethics and rights that acknowledge all species within nature in order to eradicate the challenge of unnecessary exploitation and inequality.

1.Historically, our relationship with technology has often led to unintended negative consequences, such as the deterioration of the planet, in the pursuit of progress. This calls for a critical examination of our attitudes, behaviours, and intentions when adopting and utilising technology.
The problem lies in the potential misuse, overreliance, or lack of ethical considerations in the application of technology, leading to adverse environmental impacts. For example, the development of new technologies can lead to increased resource consumption and pollution, and the use of technology can lead to changes in behaviour that are harmful to the environment.

2.Without a conscious and responsible approach, even the most advanced and autonomous innovations may exacerbate environmental degradation rather than mitigate it. It is essential to recognise that technology alone is not a panacea for sustainability challenges. The intentions and values guiding its development and deployment are equally crucial.

3.There is also an existing gap between policymaking and the understanding of human behaviour, which often results in the inadequate incorporation of sustainability considerations into policies. Without a comprehensive understanding of human behaviour, policies may fail to effectively address environmental challenges, as they do not account for the intricacies of decision-making, habits, and motivations that drive individual and societal actions.

Solutions

To address the challenges set out, we have a four-point programme of global solutions that goes further than the G20 and draws on new divergent thinking and policy reforms:

1.LiFE.SC:
i.A profound change in human mindset and behaviour, including spiritual and human values for global governance, and a circular economy will be required. This is thinking that goes further than traditional economics for the G20 and is based on a fundamental, moral approach to creating a liveable shared future. The values of sharing, caring, cooperation, equality, justice, love, compassion, conservation, precaution, harmony, and respect are some of the key attributes required in this process of significant change.

ii.These are the same values set out in the theme of India's G20's Presidency of - One Earth, One Family and One Future, which will underpin the new framework for LiFE.SC - a new global agreement introducing new incentives and institutional arrangements to govern climate, oceans, glaciers, biodiversity, indigenous forests, and other ecosystems. LiFE.SC will acknowledge the rights and ethics of all beings within nature, which will allow a new planetary livelihood to arise. It will be supported by a powerful state of collective awareness, complemented by a committed value-based political leadership.

2.Right of Nature (RTN)
Part of this solution is the 'RTN', which will work alongside LiFE.SC to take care of all life on Earth. We need to transform ourselves into "sustainable human beings" and reshape our relationship with nature and technology by recognising their symbiotic relationship with human life.

3.Redefining Our Relationship With Technology
In the 21st century, many of our relationships with the environment are driven by technology. Global challenges such as decarbonisation, energy transition, de-pollution of oceans, or transformation to a circular economy involves technologies to serve the planet. However, they only have a positive impact on the environment if used with positive intentions by humans. As history has shown, our relationship with technology has, at times, caused the deterioration of the planet in the name of progress.

4.Behavioural Science
We need to rethink how we define progress to ensure a compatible way of living sustainably. This will involve implementing new values or giving new meaning to current values to determine change in human behaviour and intention regarding both nature and technology. Environmental issues will need to be a priority when drafting and implementing all types of policy and will need to be at the heart of different policy agendas (Craft et al., 2006). This means incorporating behavioural science and insights into policy drafting, which will help to manage human behaviour to face challenges and help to realise the value of life.

We have attributed a value based on our daily life, such as how we cook, how we heat our homes, and how we circulate among spaces. This can be described as the concept of "energy cultures", which is (Stepheson et al, 2015), key for understanding energy behaviours and attitudes, differentiating those who have an Energy Economical culture from those having an Energy easy culture, among others.

The following examples demonstrate successful behavioural change initiatives within the G20:

1.Indonesia: B35 biodiesel consumption was launched in Indonesia to restrict the illegal trading of used cooking oil to reprocess into consumable oil through superficial chemicals, causing land degradation, water pollution and urban epidemics when consumed. The consumed oil from the tourism sector is collected by the government and is processed into biodiesel for electricity generation.

Policy Recommendations
1.Urge governments to adopt and effectively implement "The Right of Nature," granting legal protections to ecosystems, species, and natural resources, ensuring their preservation and sustainable use.

2.Policymakers should prioritise the transition towards a circular economic model, where all industries and sectors are responsible for the entire life cycle of products and services.
This involves promoting resource efficiency, minimising waste generation, and encouraging reuse, recycling, and regeneration of materials.

3.Establish a dedicated global fund to manage and preserve global public resources such as clean air, clean water, and biodiversity. This fund will provide financial investments and support international collaboration for sustainable management.

4.Create a Global Energy Transition Fund (GETF) to finance and support local energy transition plans in all G20 countries. The fund should be governed by an international body with representation from G20 nations and relevant stakeholders.

5.Collaborate to develop and implement an internationally recognized value-based educational system and curriculum that emphasises sustainability and ethical responsibility and equips students with the necessary knowledge, skills, and values for addressing global environmental challenges.

6.Define the human aspects of energy transition policies, adopt tailored measures for energy behaviour changes, and assess their effectiveness. Collaborative multi-stakeholder engagement and evidence-based policy-making should be used to drive behavioural change, to achieve positive outcomes for both the environment and human well-being.

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CHAPTER 03

PRINCIPLES FOR A JUST TRANSITION

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As the world shifts towards a net zero economy, the necessary transition must be guided by a sense of "justice" so that we can effectively address both the dangers of climate change and persistent social problems. In order to deliver a 'Just Transition', policies must follow the principles of fair and equitable resource allocation, inclusive decision-making, participatory governance, cross-sector collaboration, and meaningful engagement with at-risk social groups.

Challenges

The transition to a net zero economy requires profound and rapid shifts in all aspects of the global economy to avoid the worst effects of climate change. G20 countries are responsible for over 80% of the global GDP and should lead the way in this transition:

1.The Pace of Change:
If we are to avoid further catastrophic climate change scenarios, the transition needs to be executed faster than the current pace. The United Nations' Intergovernmental Panel on Climate Change clearly indicates we are not on track to meet the goals of the Paris Agreement. A faster transition is also more economically beneficial. Recent research on the electrification of transport is a good example (Moglia et al., 2022).

2.Radical Change:
In order to make the transition effective to contain catastrophic climate challenges, the changes must be profound to transform economic systems. The International Energy Agency (IEA) stated that our energy mix, production models, capital allocation, and consumption patterns need a radical change (IEA, 2021). Plus, the changes must not just focus on stopping the harm but involve the regeneration of ecosystems that have been destroyed (UNEP, 2021).

3.Social Dynamics and Jobs:
While the rapid and deep shift remains a challenge, it is still possible to make it happen. We need to address the fact that the transition cannot be regarded as a country-specific, engineering, and economic problem alone. There are two other key factors that need to be addressed; otherwise, there is a risk that they will block the necessary transition: social dynamics and jobs. There will be some industries, such as mining or agriculture, that will be heavily disrupted, leading to potential job losses, resulting in economic disruption. As a result, pre-existing social inequalities (i.e. those related to gender, geographic location, socioeconomic status, or age) may be exacerbated, creating new divides domestically and between countries. If unaddressed, these challenges may lead to the rise of protectionism and nationalism. Trends that we can already see emerging.

4.Solving not shifting problems:
Transitioning to a net zero economy cannot be implemented by shifting the problems and trade-offs to other countries. An authentic global solutions approach will be required, where all changes are implemented on an international and national level. To ensure an orderly transition, it is crucial to ensure that costs and benefits arising from the changes needed are distributed fairly across society.

Solutions

Addressing the above challenges will differ by country, but there are essential principles that should guide all the approaches. Successful policy-making to support the transition to a net zero economy will recognise the social and economic risks at stake and ensure a Just Transition approach. While there is a wide range of views on what constitutes Just Transition policy-making, key institutions such as International Labour Organisation, Organisation for Economic Cooperation and Development (OECD), and the UN Framework Convention on Climate Change (UNFCCC) have recently proposed their approaches and recommendations. While practical in nature and sufficiently open for adaptation in different countries and contexts, there are recurring themes and ideas underlying these approaches, which can be brought together to create a universal common set of principles to guide the Just Transition policy:

1.Fair and Equitable Resource Allocation:
The distribution of resources, such as funding, technology, infrastructure, and capacity-building programmes, in a manner that ensures fairness and justice. It involves considering the specific needs and vulnerabilities of different groups and communities, particularly at-risk ones (such as workers displaced by the energy transition), to ensure that resources are distributed in a way that addresses existing inequalities and promotes equal opportunities for all. For example, this can be achieved by prioritising public investment to diversify the economies of low-income areas historically dependent on industries incompatible with a net zero economy or regions disproportionately affected by the effects of climate change.

2.Inclusive Decisionmaking:
Creating processes and structures that actively include diverse perspectives, voices, and experiences in the decision-making process. It involves ensuring that all stakeholders, regardless of their background or position, can contribute to and influence decisions that impact them. For example, this can be achieved by mapping key stakeholders, assessing their information needs, and proactively promoting awareness about the issues being discussed, building the stakeholders skills, and empowering them so that they can contribute in a meaningful way to the discussions.

3.Active Participation :
Actively identifying and engaging all relevant stakeholders in the governance process and ensuring transparency and accountability, allowing people to have decision-making powers over the policies, programmes, and projects that affect their lives. It involves empowering individuals and communities by giving them the tools to engage with the agency to make decisions and foster a sense of ownership and responsibility. For example, formally organising citizen assemblies, representative councils, or roundtables can serve as platforms for stakeholders to express their views and provide feedback on how policies are administered and held accountable.

4.Cross-Sector Collaboration:
Enabling cooperation across multiple sectors to address common challenges, setting clear rules of engagement, agreed boundaries and a shared agenda. It involves leveraging the unique strengths of individual actors, sharing knowledge, pooling resources, and creating solutions that outperform the capacity of any one single stakeholder. For example, by creating financing mechanisms that encourage collaboration between sectors, such as social impact bonds where private investment in specific at-risk areas of the economy or regions helps address social challenges in return for public incentives.

5.Active Participation :
Actively identifying and engaging all relevant stakeholders in the governance process and ensuring transparency and accountability, allowing people to have decisionmaking

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Policy Recommendations
The policy recommendations proposed below aim to facilitate the introduction of the policy based on the Just Transition principles.

1.Elongate the timeframe for the assessment of policy outcomes. Both intended, and potential unintended costs and benefits of each policy should be evaluated with the view of future generations, not with the view of election outcomes.

2.Include social and environmental outcomes in the valuations. Policy cannot be based on purely economic results in traditional terms.

3.Regeneration. Policy should support and advance the initiatives that regenerate ecosystems and social fabric such as the restoration of degraded areas and regenerative primary production methods.

4.Multidisciplinary and thorough scientific and social insights based on deep listening. Before taking decisions the process should ensure the input of broad expertise and consider the voices of all those potentially affected directly and indirectly by the policy.

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CHAPTER 04

CITIZENS' ASSEMBLY: THE WAY FORWARD FOR COMMUNITY ENGAGEMENT IN G20 NATIONS

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The chapter explores the concept of citizens and community assemblies to enhance engagement at all levels of governance in environmental discussions. It highlights the need for inclusive global governance, community engagement, and the empowerment of marginalised groups in finding solutions and being part of key decision-making. The community assemblies emphasise the importance of addressing the challenges created or exacerbated by the climate crisis, call for reforms, and become part of the solutions to overcome the limitations of the state-centric governance model. Key themes discussed include problems with the current model and present solutions and policy changes to the model.

Challenges

Community engagement plays a crucial role in shaping effective environmental discussions and policies. In the face of global challenges like the climate crisis, exploring innovative approaches for community engagement to co-create solutions is essential. However, G20 countries face several challenges to ensure meaningful and inclusive participation of communities.

1.Power imbalances and centralised decision-making structures within G20 countries often hinder community engagement in processes because of top-down approaches and limited opportunities for meaningful participation. The concentration of decision-making power in a small group of individuals or institutions can create barriers to community engagement, as decisions are made by a limited number of people who may not fully understand or consider the perspectives, needs and ideas of the affected communities.

2.Currently, there is inadequate representation of marginalised communities, indigenous people, women and girls, and individuals marginalised by age, sexual preferences, belief systems, work, or origin, in environmental discussions. These groups can greatly contribute to effective decision-making and sustainable solutions with their unique perspectives, knowledge and experiences related to the environment.

3.Lack of access to information, resources, and platforms that would enable communities to understand environmental issues and actively participate.

4.Lack of accountability to ensure the implementation of community-engaged policies, holding decision-makers accountable, leading to a gap between the intentions expressed in policies and their actual implementation. As a result, recommendations made by communities or stakeholders may not be effectively incorporated into actionable steps and mechanisms for monitoring, evaluation, and feedback to track progress and address shortcomings.

5.Lack of strategies that go beyond short-term initiatives and community relationships.

As global crises demand transformative action, community engagement in environmental concerns becomes increasingly vital. Community Engagement provides a pathway to empower individuals, foster solidarity, and generate progressive policies. By addressing the challenges of awareness and implementation, reducing power imbalances, inadequate representation and increasing accountability, G20 India can play a pivotal role in advancing public participation and political accountability.

Solutions

Citizens' assemblies are a way for active and meaningful community engagement. It gives a cross-section of diverse stakeholders the opportunity to be involved and is a proven innovative approach that G20 nations can adopt to address the challenges within environmental discussions. By assembling a diverse group of individuals, citizens' assemblies foster solidarity, generate progressive policies and offer a practical and transformative pathway to empower individuals.

1.Inclusive and Representative Participation

i.Citizens' assemblies deliberately include individuals from marginalised communities, bringing together a diverse group of representatives of the population based on demographic criteria. This includes indigenous peoples, women, individuals with different sexual orientations, all age groups, those with diverse belief systems and those marginalised due to their work or origins. By ensuring inclusion, citizen's assemblies create a platform where unique experiences, knowledge and perspectives lead to more equitable and inclusive environmental discussions and decisions.

2.Deliberative Democracy and Policy Ambition

i.Citizens' assemblies facilitate meaningful, thoughtful and respectful deliberation among participants, considering a wide range of perspectives, evidence and arguments related to environmental issues. This deliberative approach promotes active listening, empathy, and gaining deeper understanding, ultimately leading to more informed and robust policy recommendations. By allowing the exploration of diverse perspectives, citizens' assemblies provide a platform for citizens to explore and envision alternative solutions that may not have been previously considered, have agency and be a more active part of the democratic decision-making process.

ii.As demonstrated by examples from the French Citizens Convention for Climate and the Irish Citizens Assembly on Climate Change, both these assemblies put forward ambitious recommendations to propose policies that surpass those formulated solely by politicians. This helped to bridge the gap between policymakers and the public, fostering greater trust, legitimacy, and perceived effectiveness of the resulting policies.

3.Cultivating Solidarity and Overcoming Polarisation:

i.Citizens' assemblies are designed to create an environment that encourages respectful engagement and emphasises shared objectives. The shared purpose cultivates a sense of solidarity among participants, fostering a collective commitment to finding effective and sustainable solutions.

Representativeness within citizens' assemblies are appointed by employing a structured selection process (for eg: Sortition) based on demographic criteria. Stratified random sampling methods are ways to ensure assembly members are a cross-section of the broader population to ensure fair and balanced representation.

Through open, constructive and respectful dialogue, assembly members have the opportunity to have a mutual understanding, learn from one another, share their insights and find common ground. This collaborative atmosphere encourages the generation of progressive policies.

4.Amplifying Public Engagement

Widespread public engagement is essential to maximise the impact of citizens' assemblies. By effectively communicating the deliberations, policy recommendations, and the significance of the assembly process, citizens' assemblies can raise awareness and generate public interest in the environmental

concerns being addressed, bringing it to the local context. Traditional media outlets, such as newspapers, television and radio, play a crucial role in reaching a wide audience. While digital media can reach a broader audience. To further community engagement, citizens' assemblies can organise local events to involve community members, local businesses, schools and other stakeholders.

5.Ensuring Implementation and Political Commitment

i.To address any issue of recommendations being ignored, rigorous mechanisms for the implementation of suggested solutions from the citizens' assemblies must be executed. This can involve guaranteeing that proposals go to referendums or direct public votes for broader public participation to express their support for the assembly's recommendation. It can be beneficial for politicians to pledge to implement the citizens' recommendations through legally binding agreements or integrate assembly outcomes into existing policy frameworks. By formalising these commitments, citizens' assemblies gain a higher level of credibility, transparency, and trust and become legitimate political chambers, increasing the likelihood of their recommendations being translated into concrete actions.

Policy Recommendations

In pursuing this goal of the Citizens' Assembly, the G20 should take the following actions within 12-month timeframes:

1.Develop and implement clear long-term guidelines that promote community participation in environmental decision-making processes. These guidelines should be accessible and widely communicated to citizens and communities for their input and engagement.

2.Establish dedicated online and offline platforms to serve as centralised hubs for community engagement and communications.

3.Allocate resources to support capacity building and awareness programmes such as workshops, training sessions, and educational campaigns that enhance community understanding of environmental issues and empower individuals to participate in discussions.

4.Develop robust monitoring and evaluation frameworks to measure the effectiveness and capture diverse impacts and outcomes of community engagement. These can be in the form of surveys, interviews, focus groups, and case studies.

5.These frameworks will be used by policymakers to evaluate and respond to community recommendations within a specific timeframe and will ensure that community recommendations are translated into concrete actions.

6.Allocate adequate and transparent funding, which will reduce barriers to entry and encourage diversity of participation.

7.Encourage public-private partnerships for sustainable funding by leveraging the resources, expertise, and networks of both sectors.

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CHAPTER 05

INCORPORATING DHARMIC[1] (DUTIES) PRINCIPLES IN ENVIRONMENTAL, SOCIAL & GOVERNANCE (ESG)

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While Environmental, Social & Governance (ESGs) play a critical role in business, they leave room for improvement. This becomes more important when the business has to deal with government or financial institutions. The adoption of a Dharmic (duty/to live with a higher purpose, practised in South and Southeast Asia) ESG metrics framework will provide businesses with the mechanisms and metrics to ensure the alignment of cultural values with sustainability practices, leading to a holistic evaluation of companies' impact on stakeholders and the environment. It could be a powerful tool to ensure ESG stays relevant to the geographic, local context while achieving its goals, underlined by the United Nations Sustainable Development Goals.

Challenges

1.Absence of Global ESG Approach and Standards:
Investors are unable to properly assess companies' performance on environmental, social and governance criteria and pinpoint material risks because of an absence of standardised data, a factor that may hinder the growth of ESG investing, according to market participants.

2.Limited ESG Focus on Stakeholder Impact:
Many existing ESG frameworks primarily focus on the investment of future projects and the financial performance of companies rather than their ongoing impact on various stakeholders, such as employees, local communities, and the environment. This narrow focus fails to capture the broader social and environmental implications of business activities.

3.Inadequate Integration of Cultural Value:
Ethics and culture play a crucial role in ESGs, as they serve as the foundation for responsible decision-making and sustainable business practices. Companies with strong ethical and cultural values are more likely to prioritise sustainability and incorporate ESG practices into their strategies.

4.Incomplete Emission Assessment:
Evaluation methods often focus on carbon and greenhouse gas (GHG) emissions, neglecting other significant environmental impacts such as air, water, and land emissions, as well as biodiversity loss and ecological degradation.

5.Limited Attention to Social Factors:
While some evaluation frameworks address employment policies, there is a need for greater emphasis on diversity, inclusivity, and poverty alleviation, including the supply of affordable goods and services.

6.Limited Publicly Available ESG Information:
Access to accurate and comprehensive data on companies' ESG performance can be challenging, hindering the assessment of their alignment with industrial values and impeding effective evaluation.

Solutions

To address these existing challenges, a set of solutions can be implemented:

1.Standardisation and Metrics Framework:
i.Establish a collaborative platform involving industry experts, regulators, and stakeholders to develop standardised ESG metrics and frameworks that encompass a broader range of environmental, social, and governance factors.

ii.Incorporate the principles of Dharma, emphasising virtues such as equity, environmental ethics, ecological restoration, environmental stewardship and responsible

resource management into the metrics framework to ensure the integration of cultural values and ethics.

2.Comprehensive Emission Assessment:
i.Expand the evaluation criteria beyond carbon and GHG emissions to include comprehensive assessments of air emissions, water emissions, and land emissions, as well as the impact on ecology and biodiversity loss.

ii.Develop methodologies and tools to measure and monitor these emissions and impacts accurately, incorporating scientific research and expert insights.

3.Focus on Stakeholder Impact:
i.Enhance existing ESG frameworks to include a comprehensive evaluation of the impact on stakeholders, such as employees, local communities, and the environment.

ii.Integrate metrics that assess employment policies, diversity, inclusivity, poverty alleviation, and the provision of affordable goods and services to ensure a more holistic evaluation of a company's social impact.

4.Publicly Available Information and AI Tool:
i.Develop an AI tool that leverages publicly available information to curate data on companies' ESG performance.[2]

ii.The AI tool should analyse company websites, regulatory body records, news articles, and other relevant sources to derive an ESG alignment score based on industrial values, including Dharmic principles.

iii.Publish[3] the values alignment scores of companies to encourage transparency and accountability. Low-ranking companies should be incentivized to improve their ESG performance through reputational consequences and potential financial penalties.

5.Early Engagement with Companies:
i.Collaborate with companies that already demonstrate good ESG practices and align with Dharmic principles during the development stages.

ii.Learn from their experiences, best practices, and success stories to establish benchmarks and guide other companies in improving their ESG performance.

6.Global Collaboration and Recognition:
i.Engage with international organisations, such as the Carbon Disclosure Project (CDP[4]), to leverage their expertise and experience in promoting ESG disclosure and environmental impact assessment.

ii.Establish partnerships and collaborations with organisations from different countries to develop a global consensus on Dharmic ESG metrics and promote their adoption worldwide.

Policy Recommendations

We call on the G20 to support the Dharmic ESG Metrics Framework into the policy cycle through the following recommendations:

1.Enhancing ESG Appraisal Methods:
Review and enhance current ESG appraisal methods by collaborating with industry experts, regulators, and stakeholders. Identify gaps and opportunities to incorporate Dharmic principles. Seek input from diverse perspectives to ensure the integration of cultural values and ethics.

2.Prototype Development, Testing and Market Expansions:
Develop a prototype of the Dharmic ESG Metrics framework for selective industrial sectors in different global regions. Gather data from companies, measure their ESG performance, and refine the metrics based on comprehensive evaluation factors. Assess the framework's effectiveness in capturing a broad range of impacts. Evaluate the feasibility of expanding the initiative to wider markets. Consider partnerships with international stakeholders for scalability. Leverage resources and expertise to ensure global effectiveness.

3.Policy Framework and Voluntary Participation:
Develop a policy framework encouraging voluntary adoption of Dharmic ESG metrics. Establish incentives for companies demonstrating alignment with Dharmic principles and responsible practices.

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Authors Notes

[1] 'DHARMIC' is used to imply deep and dutiful actions based on love and truth.

[2] Initial discussion with an AI expert indicated that an automated internet search may still take up to two days computing time for a large corporation that operates globally.

[3] There are examples of other ratings that apply nationally or internationally (e.g. The Gender Pay Gap in the UK) but it is important to note that the effectiveness and impact of these rating systems can vary widely, because companies may respond differently to being named and shamed.

[4] The Carbon Disclosure Project https://www.cdp.net/en.

SECTION 04

CLOSING REMARKS

In conclusion, V20 India strongly recommends the need for the inclusion of values within G20 institutions, which are aligned with our overarching theme of "LEAD with values" — Leadership, Ethics, Altruism, and Decisive Action. As Mahatma Gandhi said, "Your beliefs become your thoughts, your thoughts become your words, your words become your actions, your actions become your habits, your habits become your values, and your values become your destiny."

We live in a global world with fewer distinctions between borders. Everything from trade and finances to culture quickly spans the globe. Therefore, by embracing these core values, the G20 leaders can demonstrate effective leadership by prioritising ethical decision-making and taking decisive action on global challenges. Leadership that is grounded in values fosters trust, accountability, and integrity among nations, leading to meaningful and sustainable change. Through altruism, we can ensure that our policies and actions are driven by a genuine concern for the well-being of humanity, including future generations. Altruistic leadership promotes inclusive and equitable development, leaving no one behind.

Within the framework of our theme, V20 India has put forth comprehensive recommendations to the G20 on three critical Task Force themes: Education, Employment and Entrepreneurship, and Environment. Each Task Force reflects V20 India's commitment to addressing key challenges and building a sustainable and inclusive future.
We urge the G20 leaders to recognise the transformative power of values and to integrate them into the fabric of global governance. By adopting these values as guiding principles, the G20 can build a more tolerant, compassionate, and sustainable world order.

Chapters	Task Force	Chapters	No. of Policies Recommended
01	Education	1.The Values of Sewa: Selfless Service in Education for Sustainable Citizenship 2.Reforming Social Structures to Achieve Equity and Equality Via Values-Based Education 3.Developing Values-Based Education (VBE)- Tools and Approaches 4.Educating For Sustainability By Promoting Values	15
02	Employment + Entrepreneurship	1.Values-Driven Entrepreneurship 2.AI Privacy by Design to Empower Entrepreneurship and Fair Value Exchange 3.Values-Based Women-Led Development for a Just Transition	18
03	Environment	1.Creating a Sustainable and Inclusive Blue Economy 2.Towards a LiFE Sustaining Civilization (LiFE.SC) 3.Principles for a Just Transition 4.Citizens' Assembly: The Way Forward for Community Engagement in G20 Nations 5.Incorporating Dharmic (Duties) Principles In Environmental Social & Governance	20