C20 India EDT Policy Recommendations Form

One of the main tasks of the C20 is to submit a
pack of policy recommendations to the G20, representing the views and requests
from the civil society worldwide. **Through this form, you can submit a policy recommendation**
for the white paper of our working group on Education and Digital
Transformation.

This is a unique opportunity to share the
experience of your organisation, make your organisation's voice heard and bring
your specific contribution to our collective intelligence effort for a better
world. As the C20 tagline says, "You are the Light".

Guidance for the creation of policy recommendations:

● Sharpen your text so that every word matters,
focusing on the essential idea

● Identify the challenge faced, and provide an
example of how this was overcome. Promoting an ideal view on a matter will be
much stronger if you also show a practical way to reach that goal.

● [Click here](#) to consult an example of a policy
recommendation written in a concise format (please refer to the summary written
in bold)

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* Indicates required question

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Type of Organization *

☑ NGO

☐ Organization

Designation *

501c3 with ECOSOC Consultative Status to the

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State *

CA

Country *

USA

Gender *

⦿ Female

◯ Male

◯ Non-Binary

◯ Prefer not to say

◯ Other

Sub theme on which you wish to recommend the policy (Focus points of each sub *
theme is described below for reference)

1. Digital Transformation & Accessibility

- Promote inclusive human-centered digital design and a "Value-Principals-Action" design approach for digital technology
- Promote digital public goods for the SDGs and their open distribution platforms (such as exemplified by DIKSHA https://diksha.gov.in/)
- Promote values and compassion-based multi-stakeholder perspectives in the public policy space and the ethical regulation and governance of digital technology
- Raise the CSO and faith-based voices in the digital governance space and feed into leading consultation processes and upcoming G20 and C20 policy work
- Contribute to building quality assurance and interoperable standards
- Enhance access by the most vulnerable and promote digital literacy and hygiene
- Strengthen digital accessibility for disability

2. Education for Life & Global Citizenship

- Include spiritual values in the academic curriculum
- Incorporate service-based activities in schools, colleges, and workplaces
- Teach people about inspiring and successful individuals who set the right examples
- Make counseling and mindfulness activities (yoga, meditation, etc.) available at schools and the workplace
- Educate citizens about the heritage and ancient cultures of their country/region
- Teach from a very early age about moral responsibilities in society
- Stress on inclusiveness and acceptance gave the plurality in races, religions, faiths, traditions, genders, disabilities, etc.
- Stress the significance of every being in creation; treat animals and nature with respect
- Train individuals to use technology with discernment, addressing misuse and abuse
- Promote student activities that build respect and care for PwD, girls, marginalized populations, animals, and nature
- Global citizenship

3. Skill Development

- Focus on skill development necessary to reduce individuals in NEET category, i.e. "Not in Education, Employment, or Training"
- Access to Technical and Vocational Education and Training (TVET) should be across all levels of education, including primary education
- Recognition of prior learning is necessary to bridge the gap between formal and informal education
- Skilling must be made aspirational, focusing on future-oriented skills and skilling for start-ups must be provided
- Teachers should be empowered to use digital tools to enhance their teaching
- Skilling should become a global phenomenon, through an exchange of knowledge and skills across cultural and geographical boundaries
- Investment is needed to develop accessible infrastructure, resources, skilling, and educational opportunities to rebuild communities and create a sustainable skill development architecture

4. Education for Persons with Disability

- Assistive Technologies and Digital Accessibility for Learning and Communication
- Accessibility and Inclusion
- Training for Teachers, Caregivers, Parents, and Communities to Promote Inclusion
- Raising Awareness and Sensitizing the Entire Ecosystem
- Early identification, Inclusion, and Integration
- Monitoring Mechanisms & Trends
- Financial Support for Inclusive Education

5. Learning Equity, Education Technology & Future of Education

- Strengthen Foundational Literacy and Numeracy
- Bridging the Divide in Education and in Technology for Education
- Provide inclusive, equitable, and high-quality education for marginalized and disadvantaged populations to reduce inequality
- Future of Education & Emerging Technologies in Education
- Lifelong Learning
- Financing Education

6. Education in Emergencies

- Employ human/user-centered design to plan interventions that involve representatives of the vulnerable populations themselves. EiE is not "usual business" and requires different thinking about education approaches
- Consider potential differences and / or intersectionality among the ages in designing education intervention
- Consideration of the specific needs of girls and adolescents
- Promote special needs education in emergency
- Engage capacity building of communities to respond to emergencies to ensure that the impact of education is sustained beyond the immediate crisis response
- Promote public-private and cross-sectoral (humanitarian and development nexus) partnerships for EiE

◉ Digital Transformation & Accessibility

○ Education for Life & Global Citizenship

○ Skill Development

○ Education for Persons with Disability

○ Learning Equity, Education Technology & Future of Education

○ Education in Emergencies

Aim/Goal of your policy recommendation in one sentence *

Create right human relationship with digital de

Current issues or Challenges that are to be addressed *

Addiction: One of the challenges associated with digital devices, gaming, and the internet is addiction. People can become addicted to the internet, gaming, and social media, which can have negative impacts on their mental health and well-being. The policy statement aims to address this challenge by introducing pattern interrupting tools for emotional self-regulation and impulse control.

Violence: Another challenge associated with digital devices and gaming is the potential for exposure to violent content, which can lead to a desensitization to violence and aggressive behavior. The policy statement aims to address this challenge by reducing or eliminating conditioning to violence as a learned behavior.

Core values and principles: The increasing use of digital devices, gaming, and the internet can lead to a shift away from core values and principles such as compassion, inclusivity, and progress towards the SDGs. The policy statement aims to create a right relationship with digital devices, gaming, and the internet, and make way for a digital world that enhances, rather than compromises, these core values and principles.

Well-being: The increasing use of digital devices, gaming, and the internet can also have negative impacts on people's well-being. The policy statement aims to address this challenge by introducing tools for emotional self-regulation and impulse control that can help reduce the negative impacts of digital technology on people's mental health and well-being.

Digital transformation: The policy statement also addresses the challenge of digital transformation and the need for policies that can ensure that the transformation is done in a way that is ethical, inclusive, and sustainable, and that benefits society as a whole.

The Policy (50-100 Words) *

Make emotional self-regulation training mandatory in all public schools, government programs, licensed positions, and qualifications for first responders / emergency personnel. Integrate these tools into treatment guidelines, emergency response protocols and regulatory assessments. Require that all personal digital devices include apps for emotional self-regulation education, and all gaming and internet applications pop up periodic pauses for self-regulation to dissuade addiction and compulsion. Require AI leaders to train systems to recognize and reject bias through emotional intelligence. Allocate resources to further investigate the impact on human, organizational, social, and global well-being. * We recommend evidence-based, scientifically proven, peer-reviewed researched methods/ tools, (heart rate variability self-regulation, biofeedback, mindfulness, meditation, interconnectivity, other culturally appropriate training) be used.

Expected outcome of the policy (50-100 Words) *

Devices can enhance or destroy mental health. These policies ensure the former by:
Reducing incidents of violence, aggression, and addiction related to digital devices, gaming, and internet
Enabling individuals to manage their emotions and regulate their behavior during high-stress situations
Reducing addictive compulsive behavior related to digital devices, gaming, and internet.
Developing healthier relationships with technology and reducing negative impacts of technology on mental health.
Creating an emotionally intelligent, resilient society more able to navigate the digital world with greater mindfulness and compassion.
Contributing to progress towards the SDGs by addressing mental health and well-being, reducing violence, and promoting inclusivity.

Please share a best example or Udaharan of a solution anywhere in the world that　*
can be replicated in G20 and other countries. This will support the
implementation of your policy recommendation.

There are many solutions already available to fulfill this policy that include apps for emotional self-regulation education and periodic pauses for self-regulation. For example, the Apple iOS operating system includes a feature called "Screen Time" that allows users to set limits on their usage of certain apps and also includes a "Bedtime" feature that reminds users to go to bed and puts the phone into a do-not-disturb mode during designated hours. In another example, the game "Pokemon Go" has a feature called "Adventure Sync" that encourages players to take breaks and go outside to explore the world around them. The best practice we would like to highlight here, however, is the well researched and widely piloted heart rate variability self regulation for emotional self regulation techniques and technologies from HeartMath.

Emotional self-regulation tools from HeartMath which include biofeedback technology using the cloud, mobile phones, computers, and apps, have been applied by millions of people across 100+ countries, in diverse cultures and environments, and in various sectors including education, government, military, healthcare, first responders, CSOs/NGOs, athletics, food chain suppliers, financial institutions, et al. The approach demonstrates positive outcomes where these devices can be used to enhance mental, physical and emotional health and well being for individuals as well as societies. This creates both cost savings and greater quality of life including reductions in violence and increases in prosocial behaviors and cognitive capacity, as evidenced by numerous case studies. 168 organizations in 7 countries involving 14,266 people showed:

↓ stressful emotions such as anxiety, depression, anger: 40-60%

↑ emotional well being (peace, happiness, motivation): 30-50%

↑ cognitive function: 50%-60% higher test scores in high school students

For more extensive research on this best practice please see HeartMath's complete research library at https://www.heartmath.org/research/research-library/

For visual graphs of these results click here:

https://docs.google.com/document/d/1KMfDh4xflkjieThWJHOY7dpUUAhTNFIn1a3i2_vZ3K4/edi

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