

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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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 *

Digital accessibility is more than just ubiquitous



Current issues or Challenges that are to be addressed *



A major barrier is the current human paradigm based in fear, threat, and defense which arises from “survival mode” physiology, thus driving defensive decision-making and monetizing military might, above all else. This mode also drives greed and a sense of separateness in which short term financial profits are used as justifications for disregarding long term environmental impact.

When we are in a chronic state of “survival mode,” 1400 biochemical changes impact our physiology, including the part of the brain that perceives life events and reacts to them in a less optimal way. This results in a cascade of neurological and social effects leading to power struggles, domination, aggression, violence, competition, self-over-other, and the very consciousness perpetuating lack of regard for Mother Earth. This same physiological state blocks the parts of the brain receptive to learning, innovation, communication, and new ideas.

By making coherence and Heart Rate Variability (HRV) self-regulation training and interconnectivity education mandatory in education, we can expect to see improved test scores, learning capacity, academic performance across inequality gaps, improved mental health outcomes, increased resilience, and improved physical health outcomes and prevention of chronic diseases in adulthood.

Overall, the long-term economic costs of childhood psychological problems are substantial, with an estimated lifetime cost of lost family income of approximately \$300,000 and a total lifetime economic cost of 2.1 trillion dollars for all affected individuals. Research suggests that the savings could be significant if we address the problem with our proposed policy. For instance, a study conducted in the US examined the impact of childhood psychological conditions, including depression and substance abuse, on long-term economic outcomes. The study followed groups of siblings and their parents for up to 40 years and found that affected children had lower educational achievements and were less likely to work and earn as adults, leading to a 20% reduction in family income or \$10,400 per year, with \$18,000 less in family household assets. Even a small improvement in the impact of depression and anxiety in school-age populations can have a significant impact on health care costs and productivity, as demonstrated by the research on the effectiveness of HRV biofeedback training.

In other words, huge costs are involved for G20 countries due to a chronic lifestyle of survival mode. Our policy proposal when implemented would save in both financial and



quality of life costs for these countries.

The Policy (50-100 Words) *

Make emotional self-regulation training mandatory in all public schools, government programs, licensed positions, and qualifications for first responders and emergency personnel. Integrate these tools into treatment guidelines, emergency response protocols and regulatory assessments. Allocate resources to further investigate their impact on human, organizational, social, and global well-being. We recommend evidence based and 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) *

The activation of more coherent HRV rhythms and emotional self regulation leads to feelings of care, compassion, collaboration, perceived equality, and generosity. These HRV/emotional self regulation skills can be effectively taught and deployed with large populations. With applied heart intelligence and wisdom gained through coherence, people of all ages starting with school children on up are facilitated into an optimal physiological state for learning, innovation, creativity and growth. Generations of children empowered with these skills will create a world with new infrastructure, technologies and strategies that prioritize the preservation, wholeness, and longevity of Mother Earth and all life.



Please share a best example or Udaهران 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.

Emotional self-regulation tools from HeartMath 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 for both cost savings and global well-being, 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](https://docs.google.com/document/d/1KMfDh4xflkjieThWJHOY7dpUUAhTNFIn1a3i2_vZ3K4/edi)

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