

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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NGO



Organization



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Country *

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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 *

Education accessibility is more than just ubiqu



Current issues or Challenges that are to be addressed *

The emotional component of physical and developmental disabilities is often underestimated, yet it can obstruct learner readiness by causing frustration, shame, guilt, low self-esteem, lack of confidence, and trauma due to discrimination and bias. These emotions can shut down the brain centers responsible for learning in students with disabilities, making it more challenging for them to achieve academic success. Too often even with programs to meet the needs of these children they're still left behind because this emotional aspect of their challenge is not adequately cared for. The biggest challenge we encounter with special ed is that educators are missing the attitude and aptitude to care for the unmet emotional needs of the children they are there to educate. Without this component you can have educational programs but they don't translate into educated students. Three challenges perpetuate this emotional inequality for learners with disabilities: unequal access to education and advancement opportunities, bias leading to discrimination, and a social paradigm that values individualism over collective well-being. Our proposed policy addresses all of these challenges.

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) *

Emotional self-regulation education can help overcome these challenges by: providing access to heart and higher brain intelligence, increasing self/situational awareness, and promoting collaboration, diminishing implicit bias, aiding in identifying and addressing discriminatory structures and promoting a shift towards valuing diverse perspectives

empowering students with disabilities to transform their frustration into innovation, their shame into self love and self respect, their insecurity into confidence and their post traumatic stress into post traumatic growth. With this transformation they will become able learners, and eventually powerful contributors and role models in our society.



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.

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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