

# 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 \*

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State \*

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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 \*

The aim is to stabilize education in emergency



## Current issues or Challenges that are to be addressed \*

### Current issues or Challenges that are to be addressed

- 1) Coordinating Effective Communication in VUCA situations (volatile uncertain chaotic and ambiguous) - Heart rate Variability (HRV) Coherence through emotional self regulation is the internal antidote to the outer chaos and when applied to communications, has proven to prevent errors, decrease reaction times, and increase effectiveness
- 2) Emotions of panic, fear, insecurity, and uncertainty that activate fight flight freeze mode and render populations and responders ineffective to respond to the emergency and disrupt their capacity for #1 - Emotional Self Regulation and HRV Coherence flips the switch to more effective internal human operating systems for more effective external operations through self regulation
- 3) Post trauma after the emergency, and secondary trauma in first responders - Emotional Self Regulation through HRV coherence training has been shown in soldiers to effectively prevent trauma when taught before deployment and to be an excellent and clinically significant treatment for both post traumatic stress and secondary trauma when it is diagnosed. To prevent large scale post trauma it is important to train populations in emotional self regulation HRV coherence self regulation skills before, and during, emergency events.
- 4) Save countries the high costs of emergencies: a study conducted by the Canadian Institute for Public Safety Research and Treatment estimated that a stress reduction program for Canadian first responders could result in cost savings of \$1.7 billion annually. Other studies have shown that investing in the mental health and well-being of first responders can result in improved productivity, reduced absenteeism, and lower healthcare costs. Furthermore, improving the overall well-being of these vital workers can have a positive ripple effect on the communities they serve, potentially leading to increased economic growth and development.





### 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. Incorporate emotional self-regulation tools in all rapid response emergency and crisis notifications and communications, as well as education materials and evacuation warning messages for responders and citizens. 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) \*

Training populations in emotional self-regulation / HRV coherence skills before and during emergencies can prevent large-scale post-trauma and increase effective emergency response. By fostering mental, emotional, and physical resilience, reducing stress and trauma, and enhancing mental clarity, we can stabilize education in emergencies and create resilient societies better prepared for challenges, adversity, stress, and emergencies. This approach empowers all members of our diverse population, resulting in a more equitable, prosperous world and greater global well-being. Such policies should be prioritized and invested in as they will yield both high population impact and financial ROI to the countries that implement them.



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.



Please see our side event to this C20 Sub Theme Working Group- a summary 10 min video of our Udaharan is here:

<https://www.dropbox.com/s/dwdamawqov934s8>

[/Sheva%20Carr%20and%20Linda%20MacIntyre%20Present%20HeartMath%20Interventions%20for%20Digital%20Education%20and%20Communications%20in%20Emergencies%20C20%20G20%20PRESENTATION%20COPY%20.mp4?dl=0](https://www.dropbox.com/s/dwdamawqov934s8/Sheva%20Carr%20and%20Linda%20MacIntyre%20Present%20HeartMath%20Interventions%20for%20Digital%20Education%20and%20Communications%20in%20Emergencies%20C20%20G20%20PRESENTATION%20COPY%20.mp4?dl=0)

Full side event here:

<https://www.youtube.com/watch?v=sOaxsgLk0Ns&t=1488s>

Additional Research about HeartMath Interventions as a Best Practice:

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 across gender divides, as evidenced by numerous case studies. 168 organizations in 7 countries involving 14,266 people, 11,974 (83.9%) female, 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 (higher ratio improvement in girls)

For visual graphs of these results click here:

<https://docs.google.com/document>

[/d/1KMfDh4xflkjieThWJHOY7dpUUAhTNFIn1a3i2\\_vZ3K4/edit](https://docs.google.com/document/d/1KMfDh4xflkjieThWJHOY7dpUUAhTNFIn1a3i2_vZ3K4/edit)

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



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