UNESCO
United Nations
Educational, Scientific and
Cultural Organization

MGIEP
Mahatma Gandhi Institute
of Education for Peace
and Sustainable Development

RE**THINKING**
SCHOOLING

**ANNUAL
REPORT**

2018

MANIFESTO

"We believe that learning to build peaceful and sustainable societies across the world should be fun, curiosity driven, and relevant to each learner for her/his human flourishing – an education for humanity.

We believe that we are a center of research excellence developing disruptive innovative tools and methodologies to transform education to meet global challenges common to humanity.

We are persistent in innovating new pedagogies that are dynamic and continuously assessed with a specific focus on digital pedagogies.

We recognise that curriculum and pedagogy need to be dynamic and rooted in robust scientific evidence. We thus believe in providing a platform for deep collaboration across multiple disciplines to innovate in ways others cannot.

We are willing to take risks because without risk we do not learn."

AN INTRODUCTION TO THE INSTITUTE

ABOUT//

The UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) is UNESCO's first and only Category I Institute in the Asia-Pacific that contributes to the United Nations Sustainable Development Goals, specifically Goal 4, Target 7, focusing on peace and sustainable development through education. The Institute operates on a global mandate (with specific focus on the Asia-Pacific region) and develops programmes that promote social and emotional learning (SEL), innovate digital pedagogies and empower the youth.

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TARGET 4.7

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

HOW IT STARTED//

In 2009, the Member States at the UNESCO General Conference decided to set up an Institute focused on peace and sustainable education in the vast and rapidly growing Asia-Pacific region. In 2012, the former Director-General of UNESCO, Ms. Irina Bokova, and the former President of India, Shri Pranab Mukherjee, launched the Institute. Initially a two-member team operated out of the UNESCO office in New Delhi, India. Over time, the team has expanded to over 30 members and works out of its independent office in central New Delhi.

TACKLING GLOBAL ISSUES THROUGH EDUCATION FOR PEACE, SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP//

In an age of rapid change, characterised by exponential economic growth, increasing population, rise in violent extremism, climate change, migration & refugees, globalisation and rising inequalities, the 21st century poses a unique set of challenges. To contend with these interconnected global issues, education systems will need to develop new and innovative approaches – operating across all levels – from governmental policies to classroom teaching methods and informal learning in order to empower young people to adapt to their changing environments and to be equipped to address some of these challenges.

Based on research from the neuroscience of learning, the Institute envisions new education systems that employ a 'whole brain approach to education' by focusing on building intellectual and emotional intelligence in learners, to equip them to build more peaceful and sustainable societies.

EDUCATION//

UNESCO MGIEP seeks to redefine learning spaces that promote sustainable lifestyles, a culture of peace and non-violence, and an appreciation of cultural diversity. Based on research from the neuroscience of learning, the Institute envisions new education systems that employ a 'whole brain approach to education' by focusing on building intellectual and emotional intelligence in learners, to equip them to build more peaceful and sustainable societies, in line with the United Nations (UN) Sustainable Goal (SDG) 4.7.

PEACE AND SUSTAINABLE DEVELOPMENT//

UNESCO MGIEP seeks to transform education in a way that builds social and emotional competencies in learners, who in turn work to build a more peaceful and sustainable world. The Institute seeks to reorient formal and informal learning spaces such that they incorporate education for peace and sustainable development.
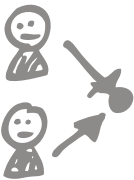
UNESCO MGIEP'S APPROACH TO ACHIEVING SDG 4.7

4 QUALITY EDUCATION

FOCUS

Education for peace, Sustainable Development and Global Citizenship (SDG 4.7)

GLOBAL AGENDA

Peace, Sustainable Development and Global Citizenship

OUR APPROACH // RETHINKING SCHOOLING

Whole brain approach to education: Building intellectual and emotional intelligence in learners

AREAS OF WORK

K-12 - FORMAL EDUCATION (Mainstreaming Social & Emotional Learning in Curricula)

INCLUSIVE EDUCATION

DIGITAL PEDAGOGIES

SOCIAL AND EMOTIONAL LEARNING IN NON FORMAL EDUCATION SYSTEMS

DIRECTOR'S MESSAGE

2018 **was a watershed year for the Institute.** After a long two and a half year production cycle, the CHI (Collaborative Human Intelligence) digital platform was launched at UNESCO MGIEP's flagship TECH 2018 conference held in Vizag, India. The learning platform, which uses Artificial Intelligence (AI), also offers a unique "lego block" style of creating curriculum for all educators and students. The platform was built to be a multi-modal system offering options for learners to use a suite of tools that include text, audio, video, gaming, Virtual Reality and Augmented Reality among others. A key feature of the platform is its ability to deliver Social and Emotional Learning courses in an interactive, engaging and immersive manner. The platform is now open for educators to create courses and for learners to take the courses.

This brings me to the second big release of the Institute. The final development of a narrative-based, interactive, digital Global Citizenship module was completed. MGIEP developed the LIBRE process whereby a new pedagogical approach was developed and is now being tested in 10 countries. The LIBRE process uses the story telling approach extensively as its main framework supported by games, dialogue and continuous self-assessment. Initial reactions to the modules developed using the LIBRE process on global citizenship have been encouraging. Results from the pilot studies will show if this new pedagogical approach offers a way to inculcate 21st century competencies and if the digital medium offers an option to truly scale up a successful pilot. The longterm objective is to use the LIBRE pedagogical approach to develop modules on Science, Technology Engineering and Math (STEM) subjects but with SEL embedded in such a manner that students build both their intellectual intelligence and emotional intelligence.

The youth group has been busy with a global campaign on Kindness, titled #KindnessMatters for the SDGs. Over 1,000 stories from more than 50 countries have been collected and these are available for viewing on our brand website. Reading some of the stories has confirmed our belief that positive experiences can have a profound effect on societal wellbeing and can generate hope. We hope these stories can provide a counter narrative to the constant barrage of negative and often violent acts that we see daily in the media outlets. In addition, we have been working hard with our partners to design a Social and Emotional Learning capacity building program for the youth. We hope to scale these training programs to reach out to more than 100,000 youth from all across the world over

the next few years. These training modules will be made available on CHI in 2019.

The continuous acts of violent extremism we see all over the world suggest novel ways to counter this rising trend be explored. Continuing the Institute's focus on using youth as agents for positive change, the follow up Action Guideline to #YouthWagingPeace, a youth led guide on prevention of violent extremism through education, has now been developed. The guide which has now been translated to French and Arabic by our regional partners, provides a step by step guide to designing school-community projects and to building competencies of self-regulation, impulse control, emotion regulation, empathy and compassion. Additionally, members of the youth team have been busy putting together a multi-million dollar project proposal and I make a plea to our supporters to reach out to us if they are interested in supporting this important initiative at a time when violent extremism has to be nipped at its bud.

The Institute has also been the instrumental knowledge broker for the development of the Intelligent Global Hub on Digital Pedagogies (IGHDP) for the Indian state of Andhra Pradesh.The Government of Andhra Pradesh passed a Legislative Act in February 2019 to ensure the implementation of the concept. The IGHDP will establish the first science of learning center in the region as well as provide the first Dyslexia school in the Asia-Pacific. The proposed ecosystem will provide a unique opportunity to change the face of education by bringing together a multi-discipline, multi-stakeholder group to work together with the objective of transforming education for humanity.

Partnerships are key for the success of UNESCO MGIEP's activities. In 2018, the Institute continued to build strategic partnerships with governments, knowledge & technology partners, educator networks, research centres and corporations, to strengthen our programs and the quality of our products. Some of these include the National Commissions of Sri Lanka, Bangladesh, Bhutan, South Africa; the Government of Australia; the Government of the Province of Quebec, the State Government of Andhra Pradesh, the State Government of Sikkim, Samsung, Microsoft and Adobe, amongst others.

I would also like to take this opportunity to thank our outgoing Chair, Dr. Karan Singh and members of the first governing Board for their intellectual and always positive encouragement of the Institute's work. The trust and support from the Governing Board serves to remind us of how important a credible, unopinionated, and intellectually driven Board is for a success of a Category 1 Institute. It serves as a reminder as we chart our way forward and position UNESCO MGIEP as a global leader in the field of education for sustainable development and global citizenship.

UNESCO MGIEP is committed to bringing credible science and evidence based policymaking in the field of Social and Emotional Learning using innovative digital pedagogies to achieving SDG 4.7. I look forward to working with our new board members who I am confident will continue to take the Institute to even higher heights.

Dr. Anantha K. Duraiappah
Director, UNESCO MGIEP

GOVERNING BOARD UNESCO MGIEP (2019-2023)

JS RAJPUT

India's Representative to Executive Board of UNESCO and Chairperson, Governing Board, UNESCO MGIEP

ROZA OTUNBAYEVA

Former President, Kyrgyzstan

KRISTIAN BERG HARPVIKEN

Research Professor, Peace Research Institute Oslo (PRIO), Norway

SANGAY ZAM

Former Secretary to the Ministry of Education, Bhutan

PETER RHEE

Deputy Managing Director & Corporate Vice President Chief Relations Office (CRO) SAMSUNG INDIA ELECTRONICS (SIEL)

SRIPRAPHA PETCHARAMESREE

Senior lecturer and chair of PhD studies in Human Rights and Peace Studies at Institute of Human Rights and Peace Studies. MAHIDOL UNIVERSITY

SONIA BASHIR KABIR

Managing Director for MICROSOFT Bangladesh, Myanmar, Nepal, Bhutan and Laos

RICHARD DAVIDSON

William James and Vilas Research Professor of Psychology and Psychiatry and Founder & Director of the Center for Healthy Minds. UNIVERSITY OF WISCONSIN-MADISON

AIKO DODEN

NHK WORLD Senior Editor / Special Affairs Commentator

N.V. VARGHESE (EX-OFFICIO MEMBER)

Vice Chancellor, **NIEPA**

MOHAN MUNASINGHE

Former Vice-Chair of INTERGOVERNMENTAL PANEL ON CLIMATE CHANGE (IPCC) and Chairman of the Munasinghe Institute for Development, Sri Lanka

ANANTHA K. DURAIAPPAH (SECRETARY TO THE BOARD)

Director, **UNESCO MGIEP**

MESSAGES FROM THE GOVERNING BOARD MEMBERS

N Sarvana Kumar
Joint Secretary, Ministry of Human Resource Development (MHRD) & Deputy Secretary General, Indian National Commission for Cooperation with UNESCO

"For UNESCO MGIEP, 2018 has been an eventful year. The pioneering efforts in many fields like Gaming in Education, Social and Emotional Learning, innovative digital pedagogies are aimed to achieve 2030 Agenda for achieving Sustainable Development Goals. MGIEP supports national, regional and global process to promote peace and education for achieving SDGs. The efforts to empower learners to be more creative and responsible global citizens are praiseworthy. YESPeace network launched by MGIEP to mobilize youth voices to pivot kindness, empathy and compassion as key elements to meet the SDGs is one such effort.

Ministry of Human Resource Development would like to take this opportunity to wish success to UNESCO MGIEP in all their future endeavours."

Dr. Karan Singh
Outgoing Chair, UNESCO MGIEP Governing Board, Former Member of the Rajya Sabha, Parliament of India

"The Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) was established with a vision to achieve more peaceful and sustainable societies globally through education, in line with the UN SDG 4.7. In the last four years, the Institute has made noteworthy progress in achieving this vision through its focus on social and emotional learning in education systems, the expansion of its youth initiatives such as the YESPeace Network to more than 16 countries and the launch of the Kindness Campaign in 2018, for which stories from over 50 countries have been collected so far. In the past few years, the Institute has also carried out substantive work on prevention of violent extremism with the launch of the first ever youth-led guide titled #YouthWagingPeace and action guidelines for various stakeholders. Additionally, the launch of publications on 'Rethinking Schooling', 'Redefining the Purpose of Schooling' and 'Textbooks for Sustainable Development: A Guide to Embedding' are likely to contribute to policy changes in education systems and facilitate the development of more peaceful societies.

Furthermore, UNESCO MGIEP has made headway in developing innovative pedagogies such as games for learning for the SDGs and an artificial intelligence backed platform for learning, titled CHI. TECH 2017 and TECH 2018, which focused on digital pedagogies for building peaceful and sustainable societies, have showcased global interventions in digital methods of teaching for educators, policy-makers and practitioners.

These initiatives have helped place the Institute on the global map as a center of excellence for research in education and I look forward to the Institute scaling up its impact in the future. It has been my privilege to be associated with this Institution as Chair of the Governing Board since its inception. I would like to welcome the incoming Chair, Prof. JS Rajput, and members of the new Governing Board and I wish them all the best in guiding MGIEP to achieve greater heights in the years and decades ahead. And my deep appreciation for the impressive work put in by the MGIEP Director, Dr. Anantha Duraiappah, and his young team."
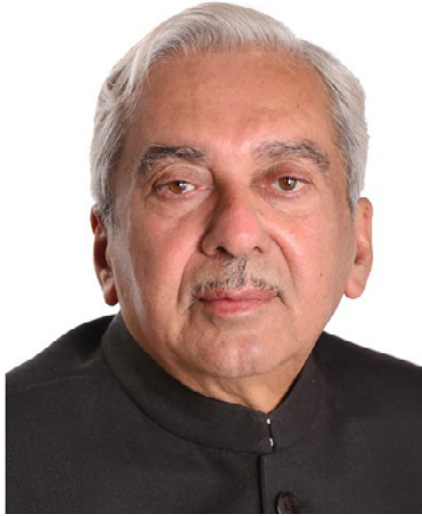
JS Rajput
India's Representative to Executive Board of UNESCO and Chairperson, Governing Board, UNESCO MGIEP

"As incoming chair of UNESCO MGIEP's Governing Board, I am pleased to find that the institute has shown encouraging signs of making significant contributions in education for peace and sustainable development. I would like to thank the outgoing Chair of the Governing Board, Dr. Karan Singh, and outgoing members of the Governing Board for providing their valuable expertise and guidance to the Institute over the past few years. I look forward to see the emergence of MGIEP as a global institution striving to embed Gandhian values of Truth, Peace and Nonviolence in the content and process of education. It would develop as a centre of excellence in research, innovations and would emerge as the nerve-centre of infusing dynamism and innovative changes in the content and pedagogy of education; learning from the best of the past practices and harmonizing these with the current advances in emerging digital pedagogies. It would aim at 'drawing the best out of body, mind and spirit' through education. The Institute is now ready to increase and enhance the scale of its initiatives and activities in the Asia-Pacific region, and beyond.

Kristian Berg Harpviken
Research Professor, Peace Research Institute Oslo (PRIO), Norway

"MGIEP is at the global knowledge frontier in promoting education for sustainable, peaceful and tolerant societies. MGIEP commands a rare combination of intellectual curiosity and practical rootedness, which allows it to be usefully radical. Although the institute is still only a toddler, its contributions to renewing education – in Asia and globally – are remarkable, yet there is reason to expect even more in the years ahead. I am proud to serve on the MGIEP board."

Roza Otunbayeva
Former President, Kyrgyzstan

"Since its establishment, MGIEP has been well known for its ambitious, unique and innovative research studies, becoming famous as a center of excellence for research and education. As truly noted in a recently concluded external evaluation of the Institute: "MGIEP is almost more akin to a start-up company than a traditional UN organization."

I am happy that, as a member of the Board, I belong to a team that has worked with such a successful institute from the commencement of its work. All MGIEP projects, ongoing and planned, involve a large number of youth, and these programs are being extended to other countries in South-East Asia. The Institute invites eminent scientists here, and it serves as a hub for ambitious educational models aimed at the development of key competencies for the digital era.

The team at MGIEP works enthusiastically and is full of new ideas. A number of strong projects are in the pipeline. The State of Andhra Pradesh and the State of Sikkim within India have become the starting ground for MGIEP to join their efforts in adopting new technologies and applying digital pedagogies in order to achieve SDG 4.7. As the Institute continues to scale its projects, I have no doubt that MGIEP will be a guiding light for the Asian continent on the path towards 2030."

Sriprapha Petcharamesree
Senior lecturer and chair of PhD studies in Human Rights and Peace Studies at Institute of Human Rights and Peace Studies, Mahidol University

""I learned from my first meeting at UNESCO MGIEP that innovation and education must go hand in hand. Games are not just games but this is how young people with digital skills could learn to be tolerant, inclusive and open to diversity. UNESCO MGIEP is innovative and forward looking institution. In the long run, I hope the missing link between peace, sustainable development and human rights would be bridged. The complementarity of the three components would contribute to the most beautiful future we could pave with the youth."

Peter Rhee
Deputy Managing Director & Corporate Vice President Chief Relations Office (CRO) Samsung India Electronics (SIEL)

❝"The world around us is changing at a breathtaking pace - the shifts in the geo-political, socio-economic and technological landscape are revealing concerning fault lines in the current approaches to education that will ultimately fall short in preparing youth for the challenges ahead. Since MGIEP's inception in 2012, the institute has quickly established itself as a global thought leader in developing transformative approaches to education. The Institute has made significant progress in advancing innovative digital pedagogies and promoting social-emotional learning as a world-wide movement in building peaceful and sustainable societies. As a father to young children, I am immensely honored to be a part of a venerable organization such as UNESCO MGIEP that has made consequential strides in equipping youth with 21st Century skillsets that will better prepare them for success in an increasingly complex and disruptive future."

Sangay Zam
Former Secretary to the Ministry of Education, Bhutan

❝"The past year has been eventful for the MGIEP as several path breaking programs and projects were undertaken. The concrete initiatives taken will empower our future generations to acquire the knowledge and skills necessary to promote sustainable lifestyles for a sustainable and inclusive future.

Expanding partnerships and reaching out to more stakeholders to ensure global outreach of the Institute's products and services would be the way forward.

I would like to commend the Director and his team at MGIEP for their commitment to the all-round development of our children.

Best wishes to the MGIEP team in our pursuit of achieving our vision of 'Transforming Education for Humanity'."

Aiko Doden
NHK World Senior Editor / Special Affairs Commentator

"A big thank-you to the dedicated staff and the Director's leadership. Discussions at the Governing Board meeting reminded us once again while Asia Pacific is a region with an impressive economic growth record, it is also where disparity remains. Work is needed to promote quality education that ensures inclusiveness and equity with youth as global citizens at the center of the 2030 Agenda for Sustainable Development. I am very happy to come on board and determined to make it happen.

Mohan Munasinghe
Former Vice-Chair of Intergovernmental Panel on Climate Change (IPCC) and Chairman of the Munasinghe Institute for Development, Sri Lanka

"As a new member of the MGIEP Governing Board, I am impressed by the rapid progress and high standards reached in the recent past, under the able leadership of the Director, Dr. Anantha Duraiappah. Although our goals and future work programs are ambitious, I believe that they may be successfully achieved, if we all work together as a team. I am pleased to have this opportunity to contribute towards the worthy aspirations of MGIEP, and build capacity through education and knowledge that will strengthen peace, prosperity and sustainable development throughout the world, along a balanced inclusive green growth (BIGG) path.

KEY ACHIEVEMENTS 2018

K-12 FORMAL EDUCATION: MAINSTREAMING SOCIAL AND EMOTIONAL LEARNING IN EDUCATION SYSTEMS

Key Highlight	Month
Partnership Agreement signed with the State Government of Sikkim, India to develop new textbooks to embed concepts of peace, sustainable development and global citizenship	FEBRUARY, 2018
Launched Policy Brief titled 'Redefining the Purpose of Schooling', based on an international exercise to review education policy and curricula across 22 Asian countries resulting in the report 'Rethinking Schooling for the 21st century: The State of Education for Peace, Sustainable Development and Global Citizenship in Asia' (2017)	OCTOBER, 2018
Partnered with Samsung India Pvt Ltd to develop a research design (titled MyDream) to study the effects of Social, Emotional and Project based learning (through digital pedagogies) for students from grades 8 to 10. The project has been granted funding of over 300,000 USD from Samsung India for 2 years	NOVEMBER, 2018
Launch of Libre and DICE curricula, focused on developing social and emotional learning amongst students, at a teachers' training workshop in New Delhi, India	APRIL, 2019

INCLUSIVE EDUCATION

Key Highlight	Month
Launched the first Universal App for assessing children at risk for Dyslexia in 5 Indian languages (titled the DALI app) on smartphones. Downloads: 700+	OCTOBER, 2018

DIGITAL PEDAGOGIES FOR BUILDING PEACEFUL AND SUSTAINABLE SOCIETIES

Key Highlight	Month
Successfully conducted the second edition of TECH (2018) in Visakhapatnam, India, which showcased the role of games and digital learning in enabling a shift from "transmissive pedagogies" to "transformative pedagogies" to create peaceful and sustainable societies	NOVEMBER, 2018
Adoption of the Vizag Declaration on Guidelines for Digital Learning at TECH 2018	NOVEMBER, 2018
Launched CHI.buzz, an in-house designed virtual learning platform, powered by analytics	NOVEMBER, 2018
Legislative Act notified by the State Government of Andhra Pradesh, India for allocation of 100 acres of land and 37 million USD seed funding for the creation of the Intelligent Global Hub For Digital Pedagogies (IGHDP) as an innovative education technology ecosystem in Andhra Pradesh, India	FEBRUARY, 2019
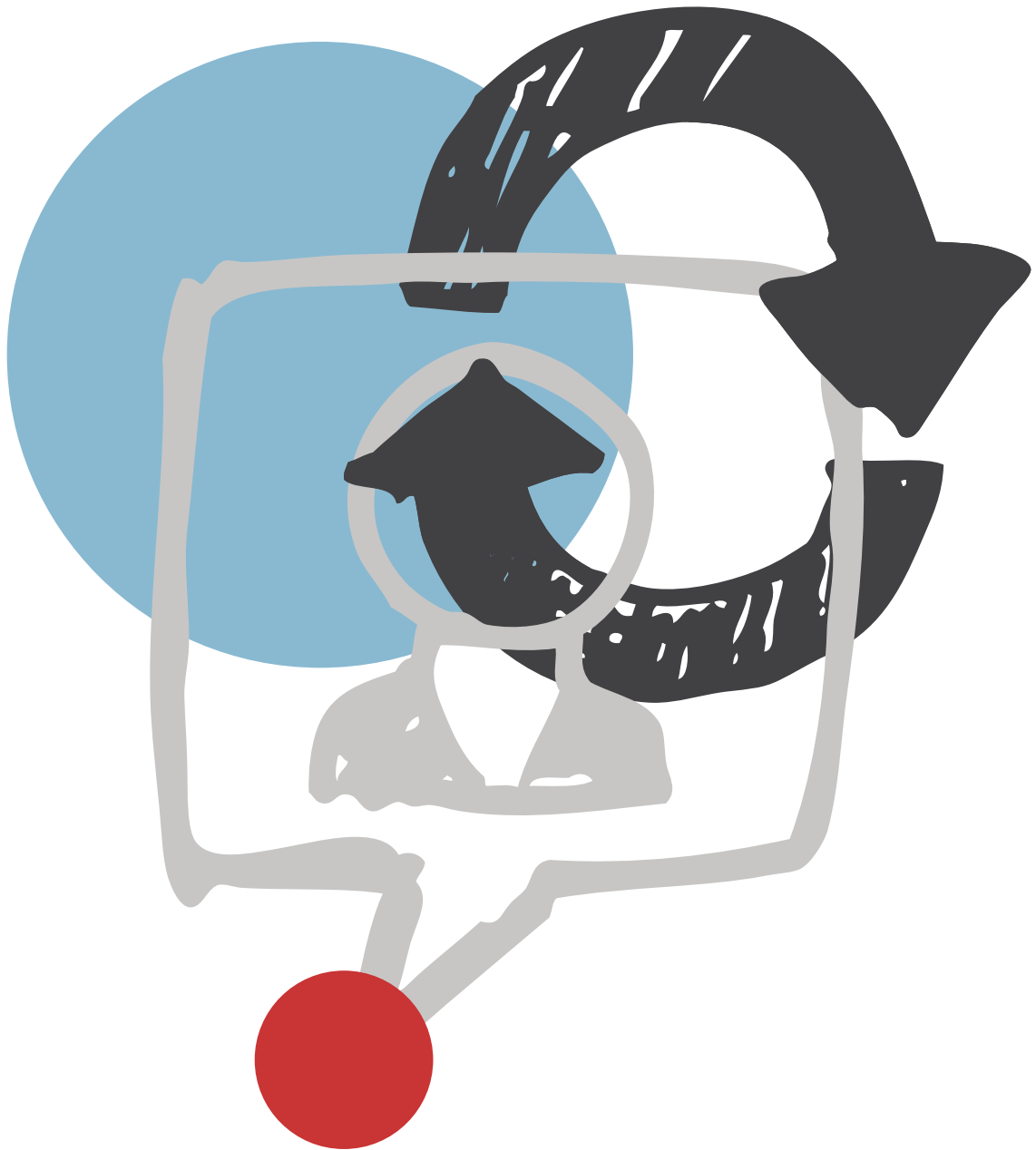
SOCIAL AND EMOTIONAL LEARNING IN NON-FORMAL EDUCATION SYSTEMS

Key Highlight	*Month*
Action Guidelines (in French, English) developed and launched on Prevention of Violent Extremism (based on a youth-led guide on Prevention of Violent Extremism, titled #YouthWagingPeace (2017))	APRIL – MAY, 2018
The #KindnessMatters Campaign was successfully launched in 2018 in India, Pakistan, South Africa and Mexico. The campaign aims to build youth momentum on kindness by collecting inspiring stories globally	OCTOBER, 2018

OUTREACH

Key Highlight	*Month*
Successfully conducted third Ahinsa Lecture at UNESCO Headquarters, Paris, commemorating the commencement of the 150th year birth anniversary celebration of Mahatma Gandhi. Following the success of the talks, the Government of India recommended that the lectures be adopted as a UNESCO Resolution	OCTOBER, 2018

K-12: FORMAL EDUCATION: MAINSTREAMING SOCIAL AND EMOTIONAL LEARNING IN CURRICULA

*U*NESCO MGIEP focuses on mainstreaming Social and Emotional Learning in curricula for middle and high school students through:

// **Development of unique curricula** focusing on developing students' social and emotional skills for key global issues such as Global Citizenship

// **Proposing unique pedagogical approaches** such as dialogue-based learning and games based learning for SEL

// **Assessment of students' social and emotional skills** through games-based assessment tools

// **Policy interventions** through research studies and policy dialogues

LIBRE – CURRICULA ON GLOBAL CITIZENSHIP

UNESCO MGIEP's flagship and indigenously designed project, **Libre,** is focused on developing Social and Emotional skills in students for contemporary global issues, such as **Global Citizenship**. Traditional teaching approaches are linear, and focus on building intellectual skills of literacy and numeracy. Recent research[1] from the neurosciences shows, however, that students need to be aware and emotionally connected before they can learn much of anything. That is how social and emotional learning (SEL) enhances all learning. The 3R's of SEL are therefore Attention Regulation (AR), Emotion Regulation (ER) and Cognitive Regulation (CR).

To teach SEL competencies, learners need to be trained in four core skills, which include: (i) mindfulness or awareness; (ii) empathy; (iii) compassion; and (iv) critical inquiry. While empathy and compassion are the basis for human connections, we also need a rational temper and critical inquiry abilities to realise a compassionate society. Necessary for learning all the above, is the training of mindfulness, which is the ability to cultivate conscious awareness of attention, emotion and thought.
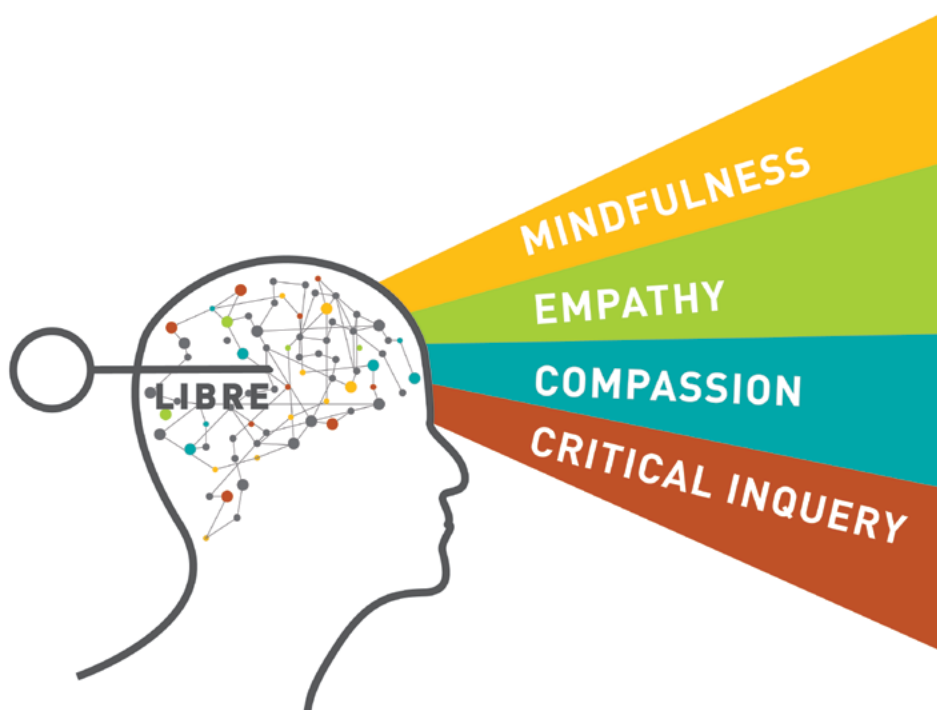
Recent neuroscience research[2] has also shown that similar to literacy and numeracy, the skills of inquiry, awareness, empathy and compassion can be cultivated by explicit training. Thus, education draws on the phenomenon of neuroplasticity, which is the ability of the brain to be trained. With roots in neurobiological design, Libre will be the first curriculum designed to nourish the 'whole brain'.
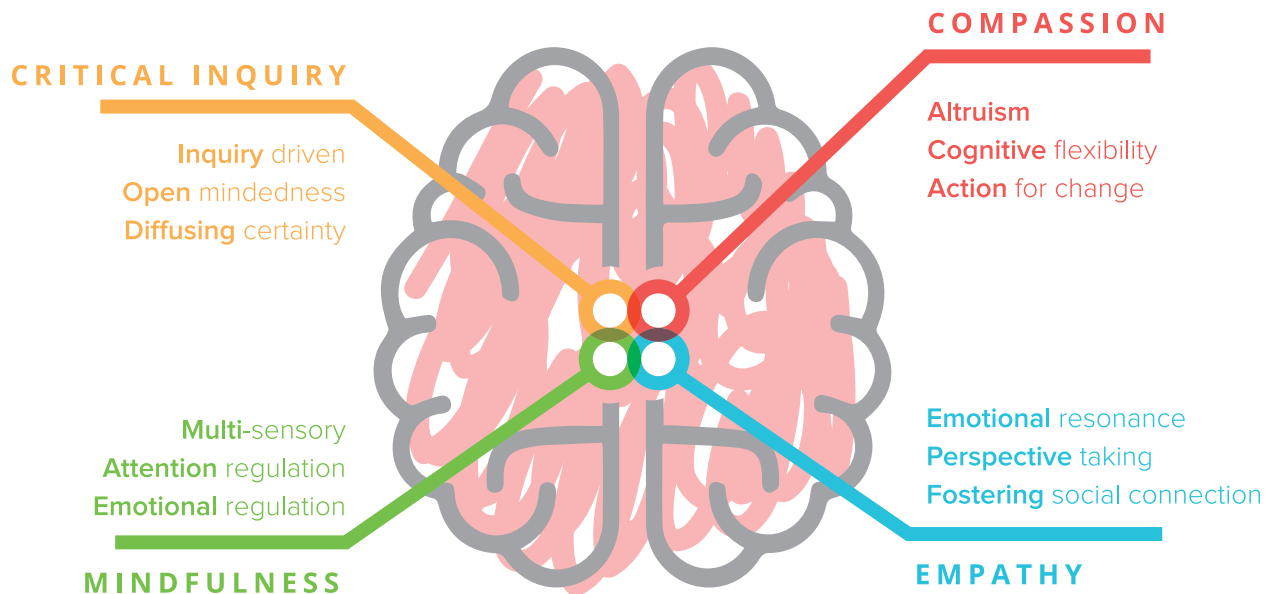

Figure: Libre competencies

[2]Davis & Hayes, 2011; Siegel, 2001, 2007

The Libre embodies a unique story-telling, narrative based pedagogical approach using digital technology to embed such SEL in the formal education system through development of curriculum on Global Citizenship. The modules of the curriculum focus on addressing key topics within Global Citizenship, including Migration, Governance, Citizenship, Identities and Violence.

Libre focuses on training teachers and middle school students in the age group 12-14 years.

Key Achievements

The first version of the digital interactive curriculum was developed on UNESCO MGIEP's indigenously developed learning platform, CHI.buzz. Module 1 was user tested with 65 students and 5 teachers at the ITL School Dwarka, New Delhi, India and Heritage Xperiential Learning School, Gurgaon, Haryana, India. Insights from the user testing were used to develop version 2.

The modules also led to the development of a teacher handbook on Global Citizenship by the Regional Institute of Education, Bhopal (RIE) in collaboration with UNESCO MGIEP, to teach students social and emotional skills.

Libre for Global Citizenship was formally launched in April, 2019, with a teacher training workshop in New Delhi, India for over 35 teachers from four countries (Bhutan, India, Sri Lanka and South Africa). The launch of the curriculum comprised 5 modules focused on developing empathy, mindfulness, critical inquiry and compassion for global citizenship amongst students.

*D*ICE (Digital Intercultural Exchange Program) consists of a series of inquiry-based, thematic dialogic interactions, in which students are required to engage with contemporary, inter-curricular issues through an open source digital platform. The project draws upon the idea that culture plays a central role in cognitive development, and enables and encourages students of different socioeconomic, geographical, and cultural backgrounds to interact with each other. By fostering collaborative learning and facilitating direct interactions amongst a culturally diverse group of learners, DICE intends to inculcate values of tolerance, respect for diversity and a sense of global citizenship in students from 12 – 14 years.

Key Achievements

The project has been rolled out across three phases:

Phase 1:

The project was piloted in six schools in New Delhi, India in 2015 for 12 – 14 year olds, comprising of one-on one sessions, assessments and student / teacher workshops.

Phase 2:

DICE was redesigned based on the feedback of students and teachers and implemented in India, USA, Norway, South Africa and Malaysia. Innovative tools for assessments such as games, online surveys and images were used to measure the impact on learners. The data showed a signifi cant improvement in the students' abilities to understand different perspectives, evaluate arguments, and to form opinions thoughtfully and independently.

Phase 3:

Combining learnings from the two pilots, DICE will be implemented in 50 schools across 10 countries in 2019.

Figure: Phases of DICE roll out

DICE is currently in phase 3 of implementation, focusing on roll out in Sri Lanka and Bhutan, with its curricula designed around issues of 'Sense of Home', 'Sense of Belonging', 'Identity', 'Migration' and 'Climate Change'.

Key Results

Based on the data collected from Phase I and II of the project, the digital game, 'Hall of Heroes', was used to study and compare social skills between 63 middle school female* students, aged 13-14, from three public schools in Malaysia, South Africa and North America. The purpose of this study was to explore cross-cultural variations in SE skills of adolescent females through a game-based assessment system.

The study was focused on assessment of six social and emotional skills. These skills include impulse control, co-operation, communication, social initiation, empathy and emotional regulation. Based on their performance in the game Hall of Heroes, students were categorized into one of the three categories: Low (Emerging), Medium (Improving) and High (Proficient).

Figure: Skills assessed during DICE study

Performance on the game revealed a few expected and unexpected cultural differences. The results revealed similarities in impulse control, empathy and emotion regulation and differences in communication, cooperation and social initiation, suggesting game-based assessments across different cultures has significant potential.

Comparison of SE Skills across Malaysia, South Africa and North America:

Impulse control//

For 'impulse control', only a small number of students were assigned to the 'high' category across three cultures and results showed no significant differences on the performance between Malaysia, South Africa and United States. These findings are in concordance with the previous research suggesting cross cultural similarities on attention and hyperactivity (Meyer, Eilertsen, Sundet, & Sagvolden, 2004; Davis, Takahashi, Shinoda, & Gregg, 2012)

Emotional regulation//

The findings suggest that there is more commonality than cultural differences in emotion regulation among adolescents from Malaysia, South Africa and United States. However, several studies suggested the cultural differences such as Eastern or collectivistic cultures exhibit socially engaging emotions, in contrast to Western or Individualistic cultures which exhibit more socially disengaging emotions (Lim, 2016; Kitayama, Mesquita, & Karasawa, 2006)

Communication//

The results revealed cross-cultural differences, in concurrence with the existing literature (Gudykunst, Matsumoto, Ting-Toomey, Nishida, Kim, & Heyman, 1996; Park, Levine, Weber, Lee, Terra, Botero, & Wilson, 2012). Significantly more adolescents from South Africa were classified as 'medium' in communication when compared to Malaysians and United States.

Co-operation//

Given the differences that may exist between the cultures in student's cooperative and competitive behaviors (Domino, 1992; Fülöp & Büki, 2009), the results on cooperation from Hall of Heroes revealed Malaysians were more likely to be categorized as high, thus emphasizing that adolescents from collectivistic culture such as Malaysia appear to demonstrate cooperation more highly than South africans and adolescents from United States who were raised in an Individualistic culture that generally values competition.

Social Initiation//

Contrary to many studies, our findings on assessment in social initiation displayed that Malaysians were more likely to be categorized as high social initiators when compared with South Africans and United States.
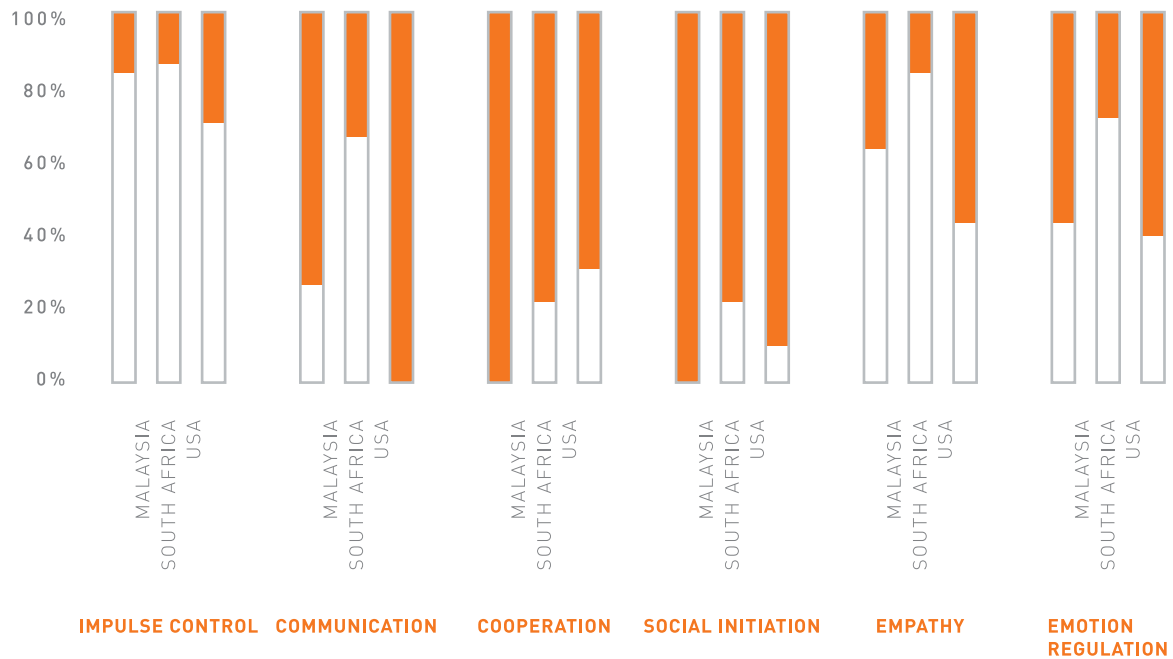
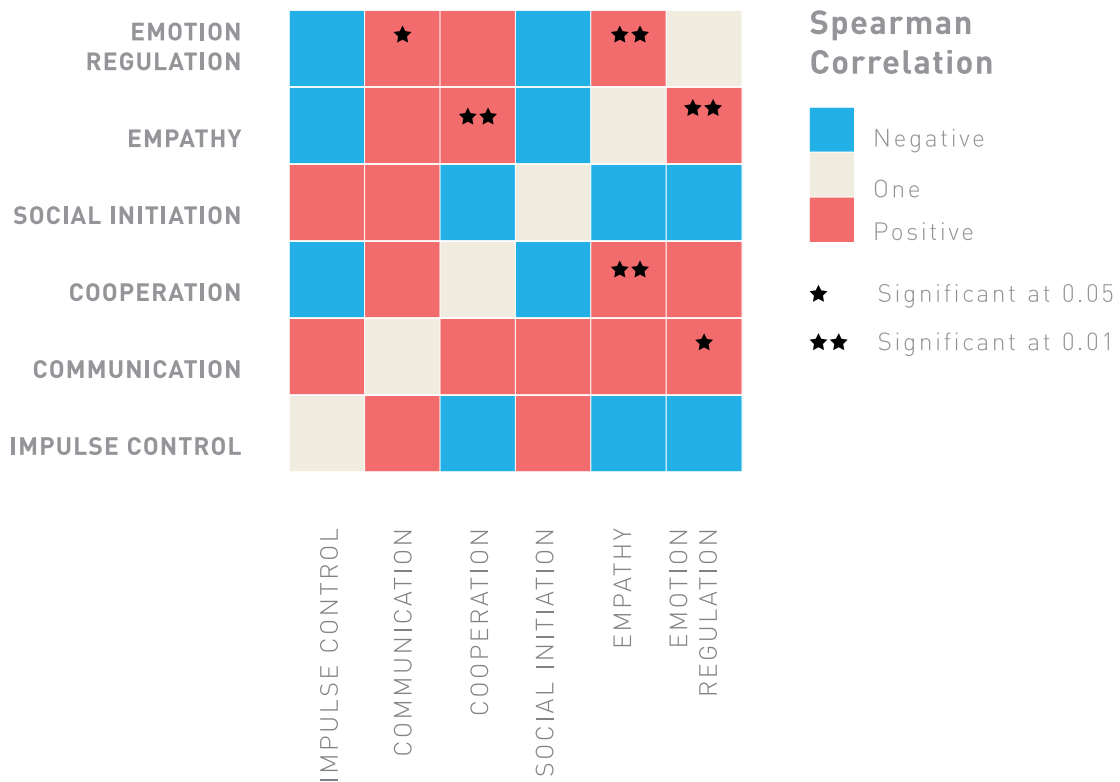Figure: Categorization of adolescents' scores for each skill from Malaysia, South Africa and United States

100%
80%
60%
40%
20%
0%

MALAYSIA SOUTH AFRICA USA

IMPULSE CONTROL   COMMUNICATION   COOPERATION   SOCIAL INITIATION   EMPATHY   EMOTION REGULATION

Spearman Correlation

Negative
One
Positive

★ Significant at 0.05
★★ Significant at 0.01

EMOTION REGULATION
EMPATHY
SOCIAL INITIATION
COOPERATION
COMMUNICATION
IMPULSE CONTROL

IMPULSE CONTROL COMMUNICATION COOPERATION SOCIAL INITIATION EMPATHY EMOTION REGULATION

Figure: Heat map depicting inter-correlations for total scores amongst "Hall of Heroes" sub scales

Based on Irava,V.,Pathak,A.,De Rosier,M.,& Chatterjee,N. (2019-In Press). Game based Social-Emotional Skills Assessment: A comparison across three cultures. Educational Technology Systems

In light of cross-cultural environments in classrooms across the world and given games provide a unique opportunity for stealth assessment, the results of this study will be beneficial to educators assessing SE skills among adolescents. If implemented, game-based SE skills assessment could provide a rich opportunity for timely and effective SEL intervention in schools across globe.

* Since it is known that gender has an impact on children's social skills, and the number of females was comparable across the countries in the data set, the analysis is focused on comparing female students across the three countries.

EMBEDDING CONCEPTS OF PEACE, SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP IN EDUCATION SYSTEMS.

*I*n school education around the world, textbooks still carry an indisputable **significance.** National governments use textbooks to define which knowledge, skills, values and attitudes (combined to be often referred to as "competencies") to foster in the next generation of workers and citizens. Textbooks often become a political issue because they reflect and shape a society's educational canon. At a time of growing violent extremism, changing notions of national identity, increasingly globalised and diverse communities, and ecological crisis, textbooks and other educational media can contribute significantly to SDG 4.7 through the content they cover – and how they frame the content – and the pedagogy they allow teachers to implement to empower learners to engage critically, creatively and responsibly with the world.

In discussing the curricular treatment of SDG 4.7, it has become customary to treat Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) as relevant only to subjects considered a part of social studies, including civics and citizenship education. However, to the extent that it requires a reconceptualization of the overall purpose of education, rather than just minor technical adjustments, SDG 4.7 entails a thorough curricular overhaul. It is especially critical to look at 'core subjects' (Mathematics, Science, Social Science and Languages), given the privileged position these subjects occupy in school curricula in terms of instructional hours, their mandatory and examinable status, and the role they play in forming enduring dispositions of children and adolescents.
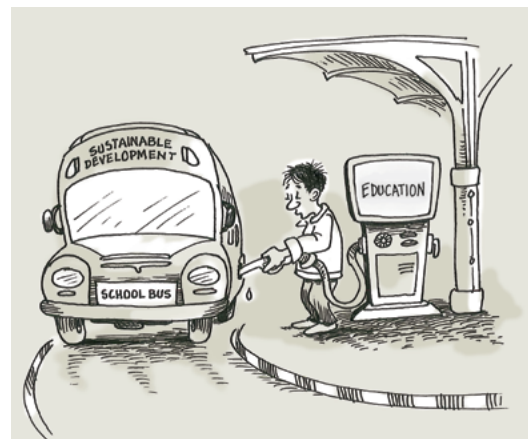
The Embedding project represents an innovative contribution to increasing the quality of education by producing the following: (1) a new generation of textbooks; (2) supplementary digital modules on relevant sustainability and peace issues for existing textbooks for core subjects; and (3) other educational media. Working closely with a national or sub-national governments undergoing curriculum review and revision as well as strategic partners committed to the embedding approach, UNESCO MGIEP carries out concrete and systematic interventions to develop capacities of the stakeholders of textbook development. It will change the way textbook authors, publishers and educators see the potential of educational media in reorienting education towards peace and sustainable

ESD as an individual discipline

ESD as a multi-disciplinary subject
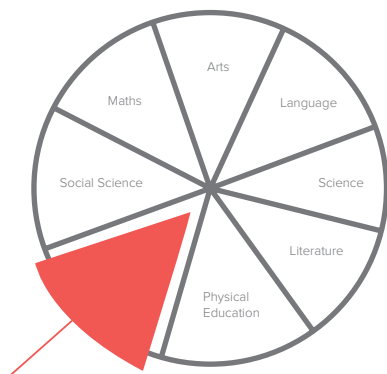
Education for Sustainable Development
(a weak structure)
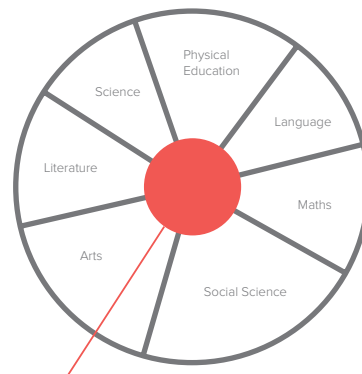
Education for Sustainable Development
(a strong structure)

Figure: The embedding approach

Key Achievements

The State of Sikkim in North Eastern India became the first pilot state of the Embedding project. In partnership with State Council of Education Research and Training (SCERT), Sikkim, UNESCO MGIEP organised a series of three training workshops (February, May, August) for textbook authors to build their capacities to embed concepts of peace and sustainable development in textbooks of Grade 1, 2 and 3 in the subjects of Maths, English and EVS (Environmental Studies). The textbooks will be launched in 2019.

Textbooks for Sustainable Development: A Guide to Embedding (UNESCO MGIEP 2017) was translated into Vietnamese by UNESCO Ha Noi Office in Vietnam and into Russian by NIS (building on the provisional translation voluntarily undertaken by UNESCO Tashkent Office in Uzbekistan). Starting in 2019, MGIEP also plans to provide training workshops for textbook authors in Kazakhstan and Vietnam, working closely with national agencies.

Signing of the Partnership Agreement with the State of Sikkim, India
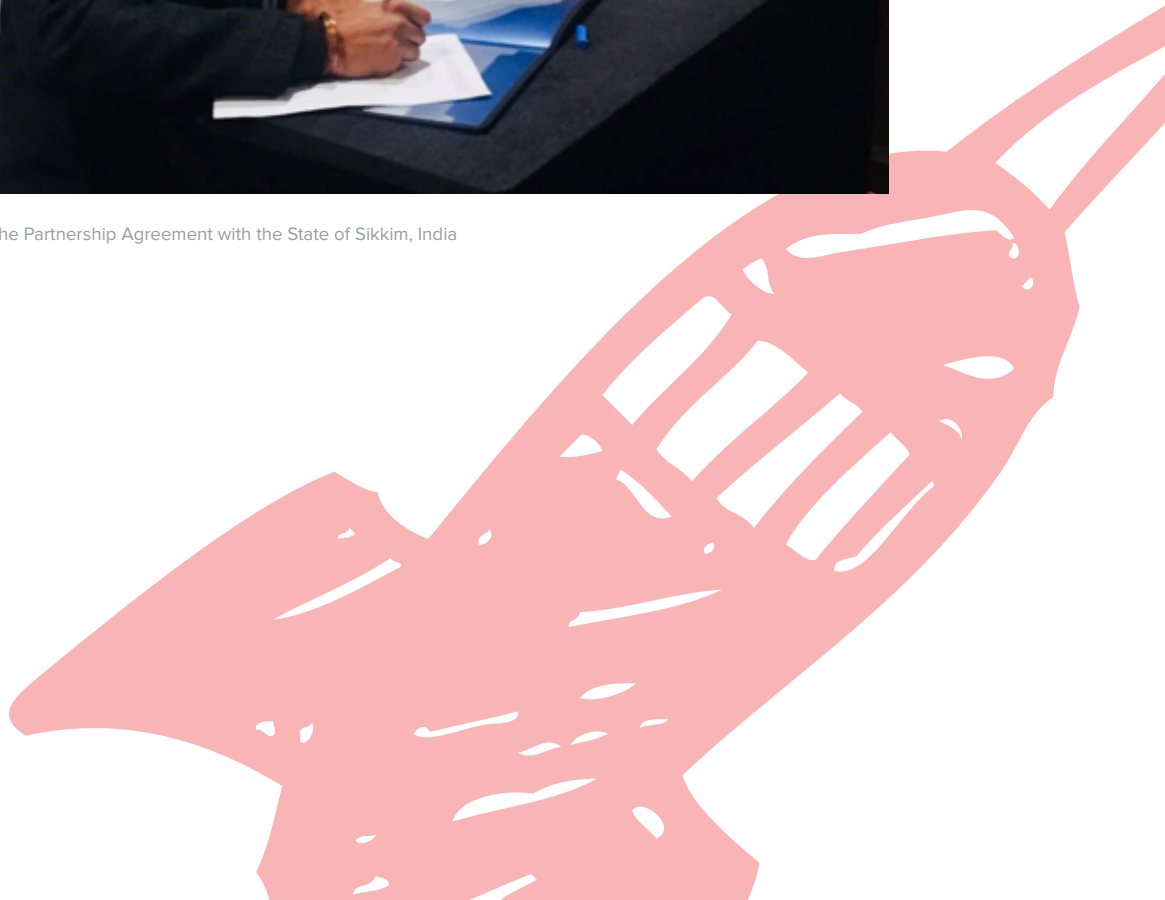
GAMES for LEARNING

GAMES FOR LEARNING –
A PEDAGOGICAL APPROACH THAT MAKES
LEARNING FUN, INTERACTIVE AND ENGAGING.

*A*lthough the majority of games played today are primarily entertainment based, the use of games in classrooms has seen an exponential increase over the past 10 years[3]. Some of the latest research indicates the strong pedagogical properties games might have for learning[4]. The use of games for teaching mathematics, sciences and the humanities is no longer an anomaly; it is rapidly becoming a part of the teaching landscape[5].

UNESCO MGIEP, through its Games for Learning project, seeks to embed social and emotional learning and critical thinking in learning spaces. In defiance of the stereotype of violent games centred on destruction, the Institute promotes game-based learning as a form that can be especially appealing and simultaneously educational for the youth. The game development efforts at UNESCO MGIEP have contributed towards the establishment of an accessible value-based learning space.

Games developed

World Rescue

World Rescue, a mobile-and narrative-based video game inspired by the Sustainable Development Goals, was launched by Ms. Irina Bokova, the former Director-General, UNESCO at the UNESCO Week for Peace and Sustainable Development in Ottawa, Canada in March 2017. Through fastpaced gameplay set in Kenya, Norway, Brazil, India, and China, the player meets and helps five young heroes to solve global problems – such as displacement, disease, deforestation, drought and pollution – at the community level to achieve a more sustainable world. Each of the five issues that the players help to solve are mapped to one of the 17 distinct Sustainable Development Goals with the overarching theme of Quality Education (SDG 4)

[3]Statista.com, 2018
[4]Gee, 2003; Squire, 2008; Gee, 2005
[5]Darvasi, 2016; Matthew Farber, 2017

13,000 DOWNLOADED TIMES

RATED 9 / 10

BY THE CHILDREN'S TECHNOLOGY REVIEW FOR ITS EDUCATIONAL VALUE

6% iOS

94% ANDROID
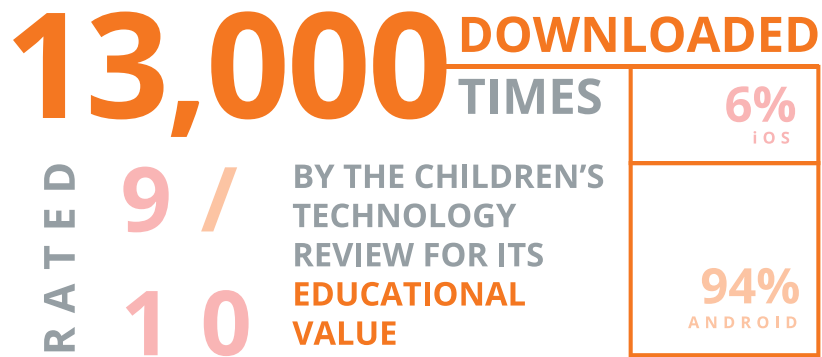
A curriculum on World Rescue: Decision Making Towards Sustainability was developed and launched on CHI.buzz, UNESCO MGIEP's indigenously developed learning platform. This game-based course is available free of cost for students above the age of 14 years. The learning outcomes for the curriculum include:

// **Identifying interlinkages** among different factors influencing sustainability. (Three pillars of sustainability)

// **Building empathy** towards the planet by evaluating daily-life decisions and understanding their impact on the health of the planet.
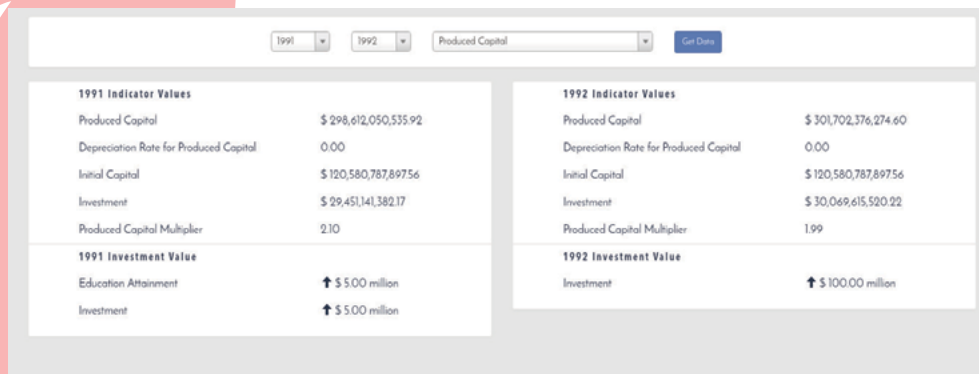
// **Extracting meaningful information** from problems to influence daily-life decisions.

// **Recognizing compassion** by helping characters solve global problems at local

Cantor's World

Cantor's World is a simulation game designed for the university students of economics and sustainable studies, educators and economists and mid-career policymakers to learn how the Inclusive Wealth Index (IWI) complements other indices. In the game, players experiment with policy choices and experience first-hand the tug-of-war between short-term results and long-term sustainability. Players assume the role of an overarching government / decision-maker responsible for the future of a country. The game can be played anywhere between a two-week intensive programme to a six-month semester course.

A preview version of the game was released for economics' lecturers at the Ninth Indian Society for Ecological Economics (INSEE) Biennial Conference, Kila, Thrissur, India in 2017. The game was formally launched in 2018.

Cantor's World Dashboard

The first version of a toolkit for Cantor's World was developed and shared with teachers from universities, which are a part of a pilot study. The toolkit consists of a Curriculum Framework, Player's Manual and Facilitator's Manual. UNESCO MGIEP conducted the first 'Training the Trainers' Workshop on 24th – 25th July, 2018 with 8 university teachers from 6 countries of the Asia-Pacific. After their feedback and suggestions, the game will now be pilot tested in select universities in 2019.

Train the Trainer Workshop, New Delhi, India

MYDREAM – A SOCIAL AND EMOTIONAL LEARNING AND PROJECT-BASED LEARNING APPROACH IN RESPONSE TO THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT, GOVERNMENT OF INDIA'S DEMANDS TO REDUCE CURRICULUM STRESS AMONGST SECONDARY SCHOOL CHILDREN

In line with Ministry of Human Resource Development, Government of India's mandate to minimize the 'curriculum load' on the students and focus more on the overall development of the students with focus on development of life skills, UNESCO MGIEP, in partnership with Samsung, India, proposes a research study to minimise load and stress in middle classes.

Reports suggest that Indian students are highly overburdened with academic load as well as pressure 'to do well' in extracurricular activities. According to a recent news report, on average, a middle school student spends 6-7 hours in the school followed by another 3-4 hours for tuitions[6].
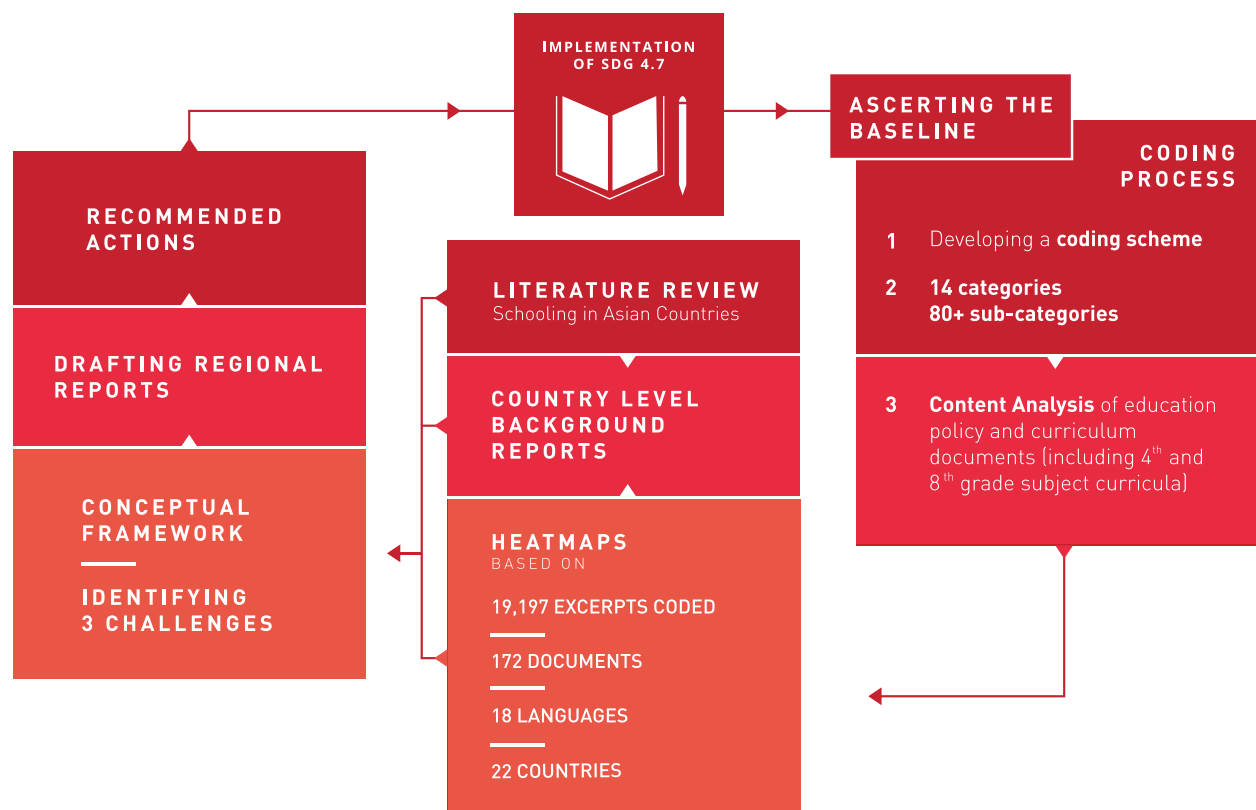
A project based learning model coupled with the social and emotional learning approach focusing on themes from real world issues, will be implemented in 64 awahar Navodaya Samiti (JNV) schools from 8 regions in India, which will further be chosen to conduct control group studies. This project will be launched in 2019.

[6]Naniwadekar, K. (2016). The Learning Burden- Problem of Curriculum Load, 4(1).
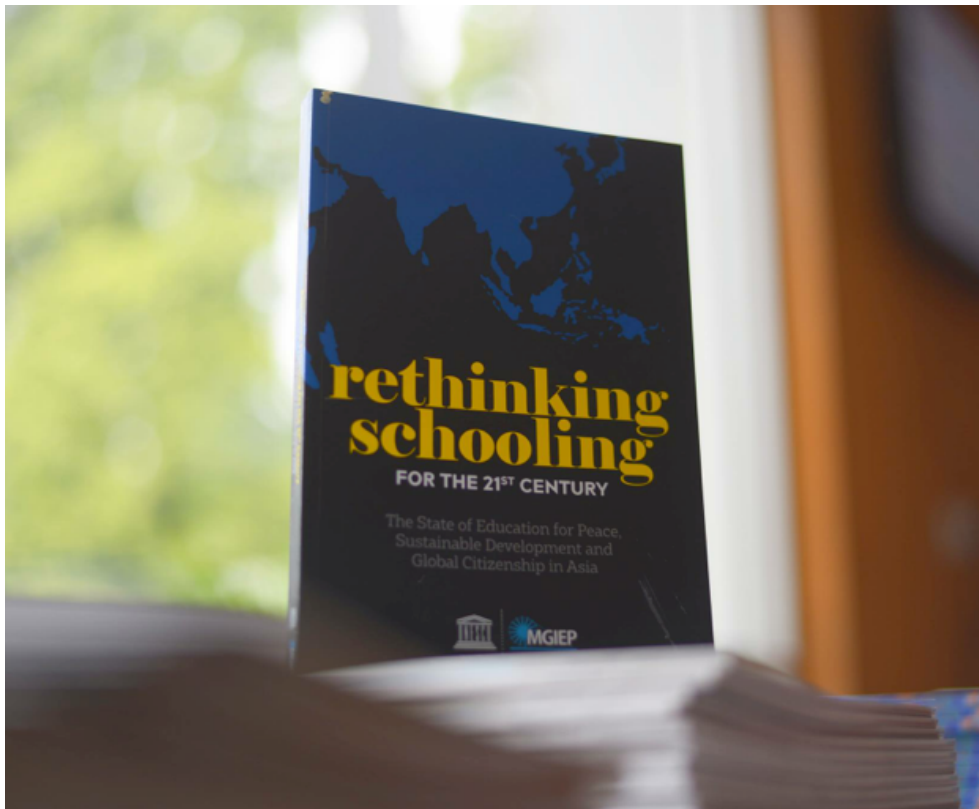
REDEFINING THE PURPOSE OF SCHOOLING: POLICY RECOMMENDATIONS BASED ON "RETHINKING SCHOOLING", A STUDY OF CURRICULUM AND EDUCATION POLICY DOCUMENTS OF 22 ASIAN COUNTRIES

Calls to gear up schools for the 21st century are ubiquitous today. Some Asian education systems are held up as models for an innovation-led utopian future. Across much of Asia, however, neither the reality of schooling nor the patterns of development with which it is associated give cause for blithe optimism. This study is informed by UNESCO's commitment to realizing the Sustainable Development Goals (SDGs) through educational reform worldwide. Since its inception, UNESCO has championed a humanistic vision of education (UNESCO, 2015)—a vision today encapsulated in SDG 4.7. These ideals need to be strongly restated and defended in an era when educational debate has come to be framed by a narrowly economistic and instrumentalist agenda. Deriving urgent significance from this broader context, the Rethinking Schooling report analyses how far the ideals of SDG 4.7 are embodied in policies and curricula across 22 Asian countries (UNESCO MGIEP, 2017a). The report seeks to develop benchmarks against which future progress can be assessed. It also argues forcefully that the fundamental purposes of schooling need to be reconfigured, if the ideals to which the global community has subscribed are actually to be realized.

Process

IMPLEMENTATION OF SDG 4.7

ASCERTING THE BASELINE

CODING PROCESS

1 Developing a **coding scheme**

2 **14 categories**
   80+ sub-categories

3 **Content Analysis** of education policy and curriculum documents (including 4th and 8th grade subject curricula)

RECOMMENDED ACTIONS

DRAFTING REGIONAL REPORTS

CONCEPTUAL FRAMEWORK

IDENTIFYING 3 CHALLENGES

LITERATURE REVIEW
Schooling in Asian Countries

COUNTRY LEVEL BACKGROUND REPORTS

HEATMAPS
BASED ON

19,197 EXCERPTS CODED

172 DOCUMENTS

18 LANGUAGES

22 COUNTRIES

The Policy Brief derived out of the "Rethinking Schooling" study titled "Redefining the Purpose of Schooling", was launched in a high-level panel discussion held at India International Center on October 16, 2018. The brief comprises key findings and recommended actions for policymakers. The high-level panel included experts in the fields of education for peace, sustainable development and global citizenship, including Prof Krishna Kumar, Former Director, National Council of Educational Research and Training (NCERT), India; Prof Geshe Ngawang Samten, Vice Chancellor of Central University of Tibetan Studies, Sarnath, Varanasi; Prof Muchkund Dubey, President of Council for Social Development, New Delhi and Dr. Anantha Duraiappah, Director, UNESCO MGIEP.

Launch of Policy Brief titled Redefining the Purpose of Schooling

Key Findings

The results of the content analysis of 172 documents showed the prevalence or relative weight of different concepts embedded in SDG 4.7 (e.g. human rights, gender equality, global citizenship) in education policy and curriculum in Asia.

Across all 22 countries and among more than 80 sub-categories included in the coding

scheme, 'nation as privileged referent of identity' was found to be the most prevalent concept, with the normalized weightage score of 85 (out of 100). Making a sharp contrast, 'humanity as a privileged referent of identity' scored 31.

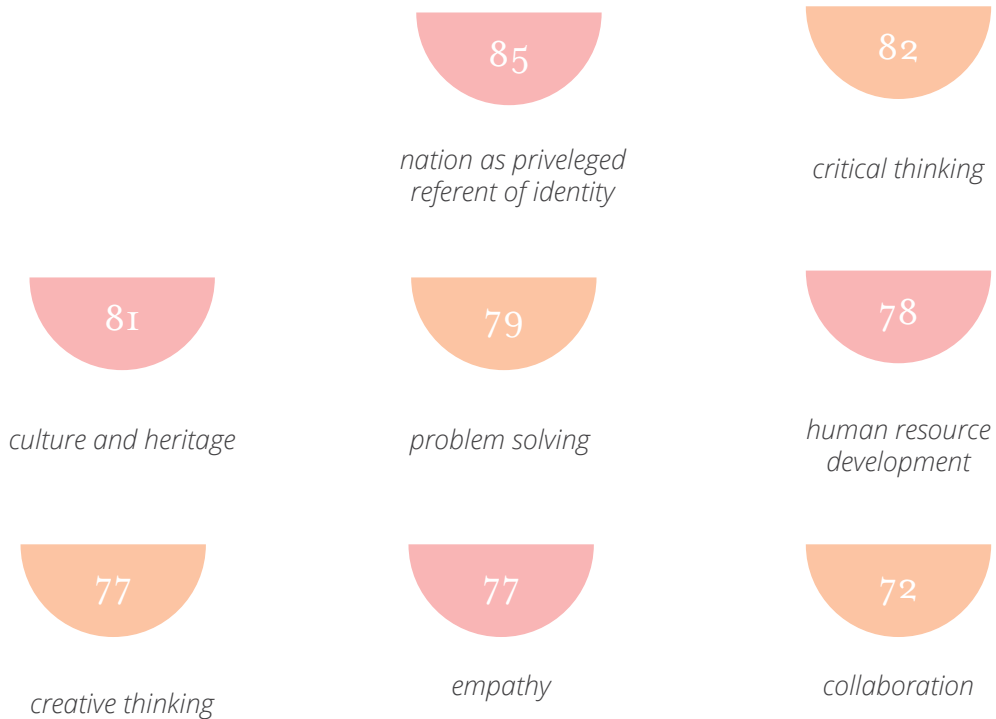**Concepts most prevalent in the policy and curriculum documents analysed:**

85
nation as priveleged referent of identity

82
critical thinking

81
culture and heritage

79
problem solving

78
human resource development

77
creative thinking

77
empathy

72
collaboration

Figure: Concepts most prevalent in the policy and curricular documents analysed

Recommended Actions

Based on the study, the Policy brief urges policy-makers to rethink the fundamental priorities of education and make promoting peace, sustainability and a consciousness of shared humanity central to their vision of educational development. Key recommended actions include:

// **Rethink the fundamental priorities** of education policy

// **Create a platform** to bring together expertise in child-centred education and curriculum design in core subjects at primary and secondary levels

// **Promote a participatory model** of curriculum development

// **Reassess international emphasis on monitoring** and measuring educational

INCLUSIVE EDUCATION

*T*hirty students in a classroom equate to thirty different brains and learning pathways. Research shows that nearly 1 in 10 children exhibit a learning difference due to neurobiological or genetic reasons. This suggests that every classroom has students who learn differently and therefore require curricula that cater to their needs. Lack of adequate teacher training coupled with a one-size-fits-all curriculum often lead to these different learners being misunderstood and neglected.

The Difference Learning programme at UNESCO MGIEP addresses the needs of these different learners and works toward Sustainable Development Goal (SDG) 4, ensuring inclusive and equitable quality education for all. UNESCO MGIEP provides the training, tools, research and interventions required to achieve the objective of improving reading skills, decreasing dropout rates and including all learners.

Thirty students in a classroom equate to thirty different brains and learning pathways. Research shows that nearly 1 in 10 children exhibit a learning difference due to neurobiological or genetic reasons.

DIFFERENCE LEARNING

KEY ACHIEVEMENTS//

Screening tools for Dyslexia and Reading Difficulties

UNESCO MGIEP launched the DALI Screening app, the first multilingual mobile application for screening children at risk for Dyslexia in 5 Indian languages in October, 2018. The app is available on Google Playstore and has been downloaded almost 700 times.

Launch of the DALI app

DALI

The first online **screening tool** for **Dyslexia** in **regional Indian languages!**

DALI screening is the first online screening tool for dyslexia in regional Indian languages.

DALI (Dyslexia Assessment for Languages of India) is the first **screening and assessment tool for dyslexia** in **regional Indian languages**, developed at the National Brain Research Center. The DALI Screening application offers parents and teachers a convenient and an easy-to-use tool to identify children, up to standard 5, who may be at risk of dyslexia or reading disabilities.

Download the app now
from the Google Play Store!

http://bit.ly/daliandroid

ANDROID APP ON
Google play

Testing the effectiveness of screening and intervention tools

The Difference Learning programme partnered with the University of Jyväskylä (Finland) Department of Education, to test the effectiveness of GraphoLearn, a digital English reading intervention tool, for biliterate learners in India. GraphoLearn was originally developed in Finnish at the University of Jyväskylä and has been adapted to many other languages around the world, showing promising results.

The study was carried out with 143 children in grades 1 and 2 in an English-medium government school in Delhi. As part of this study, 6 teachers of standards 1 & 2 were asked to complete the DALI screening app, in English and Hindi, to help identify children in their classes who may be at risk of dyslexia. The DALI screening identified 30 students to be "at-risk" in English and 17 in Hindi. 15 of these children were identified as "at-risk" in both Hindi and English.

English

11%

Hindi

1%

78%

Not At Risk

10%

English + Hindi

A preliminary analysis of the screening data shows that 10% of the students appear 'at risk' in both English and Hindi, suggesting that they are at risk of developing dyslexia. This provides support for the fact that 1 in 10 children face difficulties in learning and therefore require curriculum and interventions that are inclusive and cater to their needs. This finding also provides a basis identifying the need for targeted interventions for students facing difficulties in reading and writing. In order to effectively implement such interventions and ensure that all students are successfully included in the mainstream classroom, there is also a need to build the capacity of teachers as many report feeling 'inadequate equipped' to cater to the needs of 'at risk' students.

Teacher Capacity Building

Recognising the need for teacher training, the programme has so far also been instrumental in providing training to professionals working with children with learning difficulties.

// **Multiple training and assessment workshops** have been conducted for 500 teachers and 100 psychologists during the course of the year.

// **Along with the intervention study at the school** (mentioned above), twelve interested teachers were also provided training over three sessions, across four weeks, which addressed inclusion of students with varying needs, preparing lesson plans with multiple options and fostering an inclusive culture in the classroom. Eager to be a part of these sessions, the teachers shared concerns, sought solutions and took part in activities regarding inclusion of different learners.

# DIGITAL PEDAGOGIES FOR BUILDING PEACEFUL AND SUSTAINABLE SOCIETIES

In order to mainstream social and emotional learning in curricula, scale is critical. A key focus area of UNESCO MGIEP is Digital Pedagogies for building peaceful and sustainable societies. In the past year, the Institute has focused on:

// Knowledge partnership for the set up of The Intelligent Global Hub on Digital Pedagogies in the State of Andhra Pradesh, India - an ecosystem to develop well-designed, research based, globally certified, transformative digital learning resources to cater to the rising demand for quality digital education products worldwide

// The launch of an open-source, free of cost, indigenously designed learning platform, CHI.buzz

// The second edition of the Transforming Education Conference for Humanity (TECH), 2018, a key output of which was the Vizag Declaration on Guidelines for Digital Learning, specifically focused on digital learning games.

INTELLIGENT GLOBAL HUB ON DIGITAL PEDAGOGIES – A RESPONSE TO THE NEED FOR CAPACITY BUILDING FOR DIGITAL INSTRUCTIONAL AND CROSS-SECTORAL SKILLING
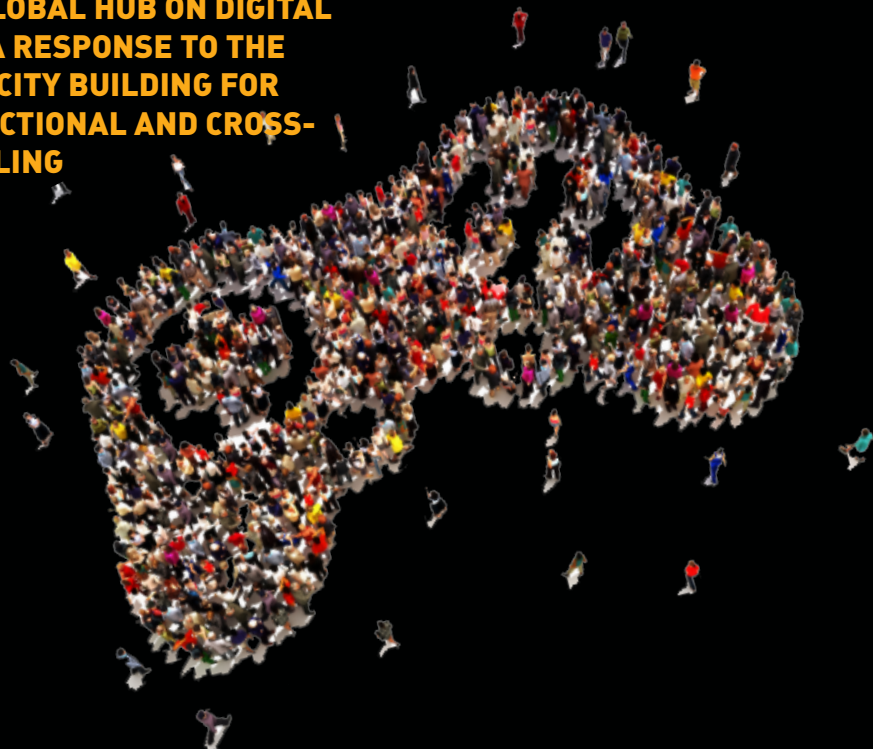
The Intelligent Global Hub on Digital Pedagogies (IGHDP) is a strategic project between the State Government of Andhra Pradesh, India and UNESCO MGIEP. The IGHDP envisions the creation of an ecosystem to develop well-designed, research based, globally certified, transformative digital learning resources to cater to the rising demand for quality digital education products worldwide. The Hub will also respond to the need for capacity building for digital instruction and cross-sectoral skilling requirements.

The Hub is envisioned as a multi-stakeholder collaboration between intergovernmental organizations, government institutions, global research centers and academia, education technology companies, game designers, design experts, educators and edtech entrepreneurs.

Experts' meeting to develop the blueprint of the IGHDP

Key Achievements

Under the thought leadership of UNESCO MGIEP, the Andhra Pradesh government through a Legislative Act notified the allocation of 100 acres of land and 37 million USD seed funding for the creation of the Intelligent Global Hub For Digital Pedagogies (IGHDP) as an innovative education technology ecosystem in February 2019. The entire process took a little less than two years from conceptualizing this ecosystem, bringing together relevant partners and notification of the Legislative Act.

4D School for difference learning

Design University

Research Centre on the Science of Learning

Teacher's Training Academy

IGHDP

An incubator for Gaming Companies

Skill Development Institute

Education Technology Companies

Global Certification Bureau
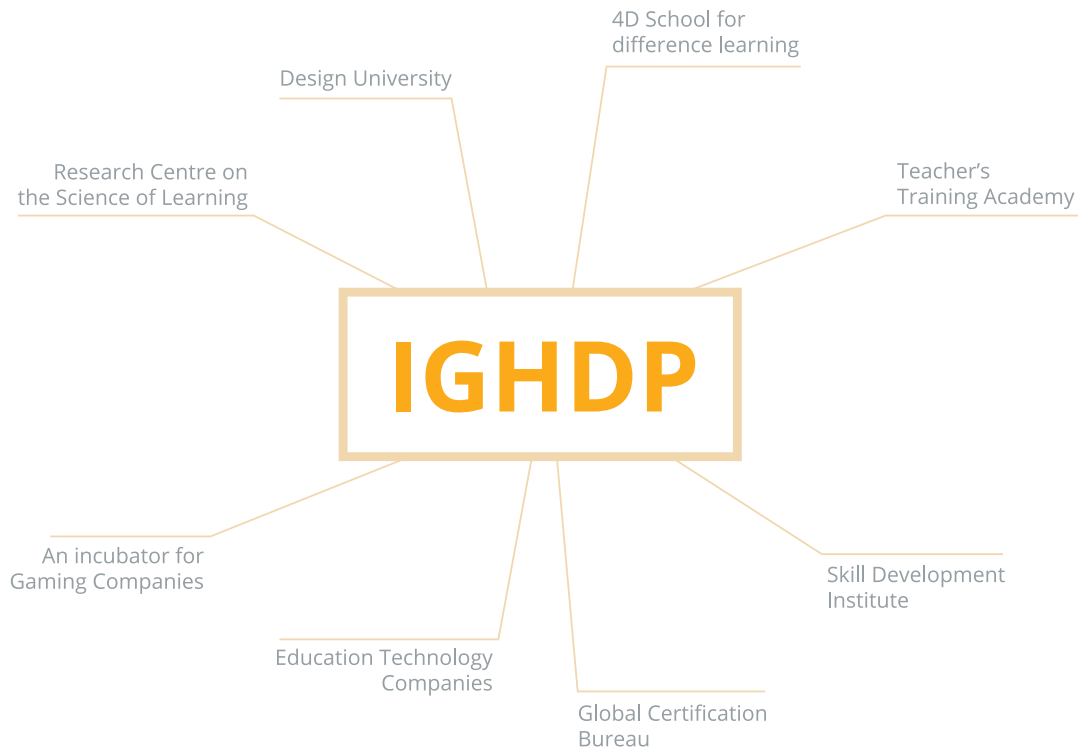
200 Hours of Teacher Training

As part of the Legislative act, UNESCO MGIEP in collaboration with Samsung is curating 200 hours of Digital Teacher Training Modules to complement the Bachelor of Education (B.Ed.) course in the contextual setting of the State of Andhra Pradesh's school curriculum. The project seeks to equip teachers with the right amount of tools, empowering them to make appropriate and maximum use of the pedagogical opportunities that technology has to offer; and help them adapt the transmissive pedagogies that digital technologies have to offer. The development and implementation of such training is expected to bring in the behavioral/attitudinal shift towards integrating these new pedagogical possibilities offered by technology with curricula and lessons in focus.

COLLECTIVE HUMAN INTELLIGENCE (CHI) – UNESCO MGIEP'S INDIGENOUSLY DESIGNED LEARNING PLATFORM

*U*NESCO MGIEP's digital learning tool, Collective Human Intelligence (CHI) was launched at the second edition of the Transforming Education Conference for Humanity (TECH) 2018 held in Visakhapatnam City, State of Andhra Pradesh, India in November, 2018.
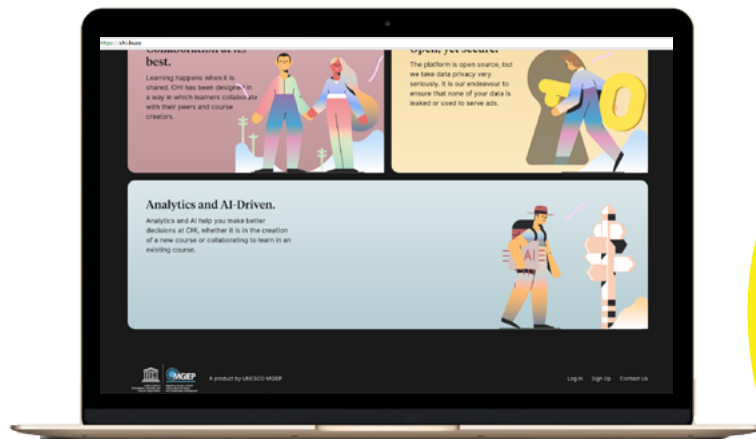
CHI is an AI-powered digital platform that helps draw learnings from tasks that Artificial Intelligence does well: the 'HOW' to teach & consequently learn. CHI helps curriculum designers, policy-makers, content developers, teachers and students rethinking how knowledge and intelligence can be imparted in the 21st century.

CHI uses the latest technology to create maximum engagement for creators and learners. It also provides deep insights from crowdsourced learner and creator datasets to enable creation of highly personalised learning experiences. The key features of CHI include:

// **Machine Translation**

// **Sequence Tagging**

// **Sentiment & Emotion Analysis**

// **Recommendation Engine** and at a later stage Handwriting Recognition

These features when implemented with a learner-centric platform design, would start to unleash the power of technology in the educational context.

Objectives:

// **To help learners and content creators** harness latest learnings from the fields of Artificial Intelligence & Neuroscience to redefine the role of education in a modern context

// **To help content creators and learners focus on effectively changing learning objectives** through multi-sensory learning tools

// **To provide a platform** for content creators to create highly personalised learning experiences using advanced analytics and machine learning algorithms

// **To democratize data ownership**, enabling the global education community to draw best practices from CHI

Target Audience:

CHI is targeted at curriculum designers, policy makers, content developers, teachers and students

WHAT'S IN IT FOR CONTENT CREATORS?

Rich content creation abilities
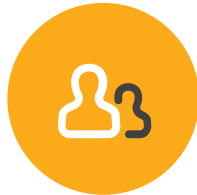
Embedding Audio

Rich text

Video

Journaling

Games

Intuitive Platform

Real time emotion analysis insights

WHAT'S IN IT FOR LEARNERS?

User behavior indicators of learners

Guided yet flexible highly personalised learning environment

Deeply embedded

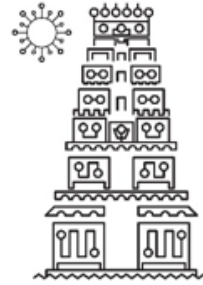Collaborative-based recommendation engines

TECH 2018

*U*NESCO MGIEP launched the second edition of its annual international conference titled the Transforming Education Conference for Humanity (TECH) 2018 in partnership with the State Government of Andhra Pradesh at the Novotel Varun Beach in Visakhapatnam City on November 15, 2018. TECH 2018, held over three days, showcased the role of games and digital learning in enabling a shift from "transmissive pedagogies" to "transformative pedagogies" to create peaceful and sustainable societies.

The conference saw participation by over 1,000 registered delegates from over 50 countries on a daily basis and witnessed highly engaging deliberations by experts in various domains related to education and technology such as games for learning, artificial intelligence for education, social and emotional learning and data privacy & ethics. TECH comprised of 7 keynotes, 11 catalytic sessions and over 50 breakout presentations by more than a 100 presenters.

The Conference was preceded by seven pre-conference workshops as well as a High Level Policy Forum with 70+ distinguished experts and policy-makers that focused on a comprehensive review of the Vizag Declaration on Guidelines for Digital Learning, followed by a keynote by Gregoire Borst, Professor of Developmental Psychology and Cognitive Neuroscience of Education, LaPsyDE on "The learning brain: A new perspective on education".

A key output of the conference was the adoption of the Vizag Declaration on Guidelines for Digital Learning.

Additionally, TECH 2018 saw the signing of several Memorandums of Understanding (MOUs) and launch announcements, including:

// **Announcement of the MyDream Project** – A UNESCO MGIEP – Navodaya Vidyalaya Samiti – Samsung Collaboration

// **Launch of Samsung Smart Classes** for Andhra Pradesh

// **Design University for Intelligent Global Hub** for Digital Pedagogies by Rubika

// **Winners of the Games for Sustainable Development Hackathon Challenge** – by Unity, HP, APITA, Andhra Pradesh Innovation Society and UNESCO MGIEP

// **Skilling Programme on Creative digital technologies** for Andhra Pradesh by Adobe

// **Launch of the first global universal screening app for Dyslexia: DALI**

// **Launch of Collective Human Intelligence (CHI)**, UNESCO MGIEP's indigenously developed artificial intelligence learning platform

TECH 2018 was also well-received on social media, witnessing 75 million impressions - across Twitter, Facebook and Instagram.

TECH 2018, Visakhapatnam City, State of Andhra Pradesh, November, 2018

TECH 2018, Visakhapatnam City, State of Andhra Pradesh, November, 2018

VIZAG DECLARATION ADOPTED ON
GUIDELINES FOR DIGITAL LEARNING

The Vizag Declaration on Guidelines for Digital Learning was adopted at the TECH 2018 after a two-week online consultation in October 2018 and further discussions at the High Level Policy Forum (HLPF) held on 14 November 2018 in Vizag. Deliberated upon by senior policy makers and ministers from 9 countries, domain experts in AI, data scientists, neuroscientists, education and developmental psychologists, researchers, curriculum experts, digital instruction designers, game designers, education technology companies, the Declaration calls for establishing standards of digital learning resources to determine digital products best suited to the educational needs of 21st century learners. The guidelines will focus on outlining best practices to develop digital learning games, which align with the principles and core values of the SDG 4.7 The guidelines will be presented to the General Conference of UNESCO to be held in Paris in November, 2019 for endorsement by its Member States.

High Level Policy Forum to review draft document on Guidelines for Digital Learning

Announcement of the adoption of the Vizag Declaration on Guidelines for Digital Learning

SOCIAL AND EMOTIONAL LEARNING IN NON-FORMAL EDUCATION SYSTEMS

*U*NESCO MGIEP works on various approaches towards developing social and emotional skills of the youth in non-formal education systems by focusing on:

// Capacity Building
// Advocacy and Campaigns
// Prevention of Violent Extremism
// Youth Led Monitoring of the SDGs
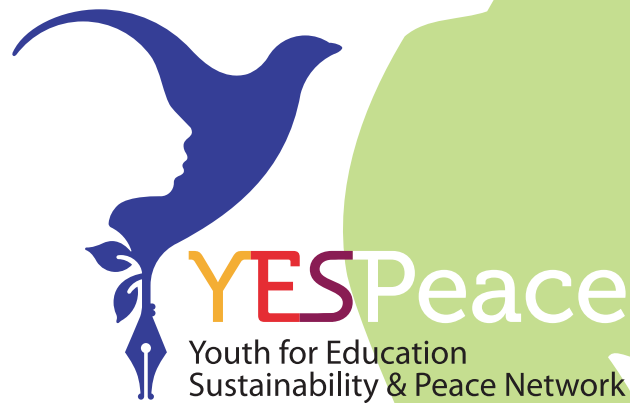
YESPeace//

UN**ESCO MGIEP's YESPeace project is a global network of networks** of individual youth and youth organisations who are passionate about transforming education systems for humanity. YESPeace fosters collaboration to build capacities of youth, youth driven and youth-led training organizations working on sustainable development, peace, global citizenship and prevention of violent extremism. Since its inception in 2014, the YESPeace Network has grown to 17+ youth organizations from over ten countries including Bangladesh, Bhutan, India, Kenya, Malaysia, Pakistan, Sri Lanka, South Africa, Tanzania and New Zealand.

The main activities of the YESPeace network include:

// Capacity building of youth organizations through trainings on thematic areas such as youth leadership, peace building, prevention of violent extremism, conflict resolution, youth civic engagement, intercultural dialogue, youth led research

// Embedding youth perspectives in policymaking processes through a dialogue series called Talking Across Generations on Education (TAG^e)

// Supporting networking among youth driven organizations and enabling their access to policymaking

// Highlighting youth innovation in the field of education to relevant stakeholders

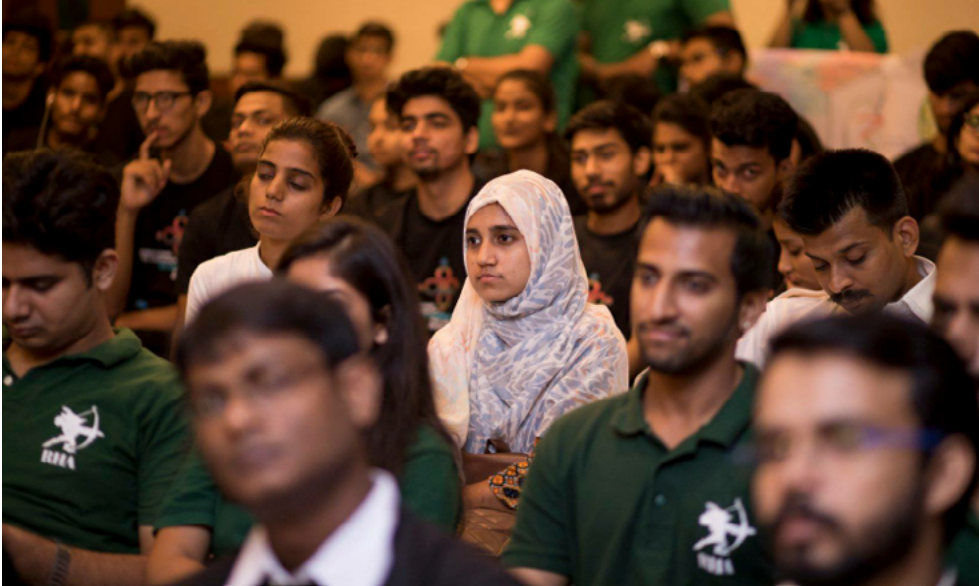**// Implementing the #KindnessMatters campaign**

In 2018, the YESPeace Network launched the #KindnessMatters Campaign : An International Youth Campaign on Kindness for the SDGs. The campaign was launched in October, 2018 in India, Pakistan, South Africa and Mexico. This global campaign aims to mobilize young people (15 to 35) to achieve the UN Sustainable Development Goals through transformative acts of kindness. By the end of 2019, the campaign aims to build youth momentum on kindness by collecting 250,000 inspiring stories of young people globally and thereby encouraging UN Member States to accept kindness as the harbinger of societal change and a great amplifier for achieving the SDGs and proceed to declare a 'Decade of Kindness".

INTERNATIONAL YOUTH CAMPAIGN ON KINDNESS FOR THE SUSTAINABLE DEVELOPMENT GOALS

#KindnessMatters//

Launch of the #KindnessMatters Campaign

The #KindnessMatters campaign was officially launched on the 2 October 2018 (UN International Day of Non-Violence), engaging approximately 15,000 youth in four countries---South Africa, India, Pakistan and Mexico. The campaign launch witnessed various acts of kindness committed by youth for one or more of the Sustainable Development Goals.

Launch of the #KindnessMatters Campaign in New Delhi, India

In India, close to 242 units of blood were collected at the drive organised by UNESCO MGIEP's campaign launch partner, the Indian Red Cross Society in New Delhi. At the Kalinga Institute of Social Sciences, thousands of young school students were given a lesson in the Sustainable Development Goals especially SDG4 relating to education for peace and sustainable development. The Robin Hood Army demonstrated its commitment towards the campaign and kindness by organising multiple food drives across 34 India cities and two in Pakistan serving a total of approximately 21 thousand meals.

In the South Africa launch of the campaign, 17 Expo Stations on the 17 SDGs provided networking and collaboration opportunities to the local NGOs in Western Cape to disseminate information about their work and the youth to learn about different youth focused initiatives.

Launch of the #KindnessMatters Campaign in Cape Town, South Africa

In Pakistan, the launch took place as part of the YESPeace Pakistan Festival in Islamabad, during which over 135 young people were present from all parts of Pakistan.

Launch of the #KindnessMatters Campaign in Islamabad, Pakistan

In Mexico, the International Youth Campaign on Kindness for the Sustainable Development Goals (SDGs) was launched at the Tecnológico de Monterrey in collaboration with the Girl Guides of Mexico.

Launch of the #KindnessMatters Campaign in Mexico

Global dashboard of #KindnessMatters

(April, 2019): View latest dashboard: mgiep.unesco.org/kindness

1437 stories by indivuals

144 stories by groups

Stories from 54 countries

19% age group 15-17
77% from 18-35

47% female,
53% male

#Kindness Matters: Instameets held across 14 cities in India to generate acts of Kindness

As a prelude to the formal launch of the #KindnessMatters Campaign, on the International Youth Day (August 12, 2018), various Instameets were organised across 14 cities in India, witnessing participation from thousands of youth to perform varying Acts of Kindness.

The unique-pan India Instameets, organised by UNESCO MGIEP and Instagram India, were aimed at mobilising tangible and fun youth action towards the Sustainable Development Goals through collaborative acts of Kindness towards the goals.

Some of the activities undertaken include:

// **a tree-plantation drive (SDG 15 : Life on Land)** in Hyderabad (supported by I-PAC NAF)

// **food distribution among the underprivileged (SDG 2: Zero Hunger)** in Lucknow (in collaboration with the Robin Hood Army)

// **an educational session (SDG 4: Quality Education)** at two NGOs in Kolkata

// **a photo walk to spread awareness on the lives of transgender community in Jaipur (SDG 5: Gender Equality).**

// **In Bangalore, the youth team spent the day at AMBA,** an NGO that educates, empowers and employs adults with severe intellectual disabilities, giving them a right to a life with dignity **(SDG 8: Decent Work and Economic Growth).**

While the acts of kindness were on a wide range of issues, there was a unanimous commitment by all youth groups that cut across SDGs and cities--- to maintain a sustained effort through individual and collaborative acts of kindness that will eventually help us achieve the SDGs.

A summary of the SDG targets by City are provided below:

CITY	SUSTAINABLE DEVELOPMENT GOAL TARGET
Mumbai	SDG 1: Zero Poverty
Lucknow	SDG 2: Zero Hunger
Delhi	SDG 3: Good Health & Well Being
Calcutta	SDG 4: Quality Education
Jaipur	SDG 5: Gender Equality
Assam	SDG 6: Clean water and Sanitation
Vijaywada	SDG 7: Clean Energy and Infrastructure
Bangalore	SDG 8: Decent Work and Economic Growth
Bhubaneshwar	SDG 9: Innovation, Industry and Infrastructure
Jodhpur	SDG 10: Reduced Inequalities
Ahmedabad	SDG 11: Sustainable Cities and Communities
Lucknow	SDG 12: Responsible Consumption and Production
Chennai	SDG 13: Climate Action
Chennai	SDG 14: Life Under Water
Hyderabad	SDG 15: Life on Land
Pune	SDG 16: Peace, Justice and Strong Institutions
Vijaywada	SDG 17: Partnership for the Goals
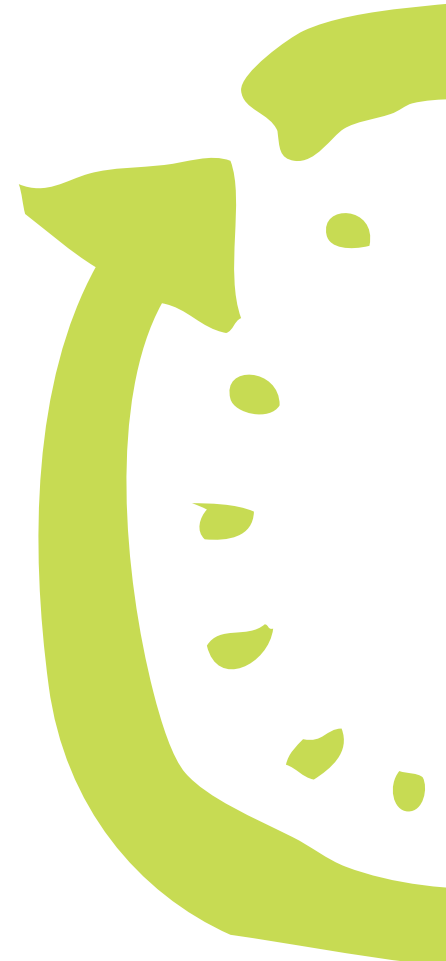
TAG^e New Delhi, India

On the occasion of the International Day of Non-violence, and in line with its vision of mainstreaming the collective voice of youth in the highest levels of policymaking processes in education for peace, sustainability and global citizenship, UNESCO MGIEP hosted its flagship TAG^e dialogue series as part of the Global Launch of the International Youth Campaign on Kindness for the SDGs. Nine distinguished young people from diverse practical walks of life (educators, volunteers, social entrepreneurs and students) united in the hope and quest for a better, more kinder world, joined 3 senior decision makers including a distinguished senior journalist, an activist/ peacebuilder and a government official. They started from the conceptual interrogation of the concept of kindness, through the role of education, media, youth, institutions and concluded with actionable ideas on how to realize a culture of kindness.

PREVENTION OF VIOLENT EXTREMISM
THROUGH EDUCATION (PVE-E)

*I*n recent years, one of the challenges, among a plethora of others, the world has been facing is the rise of intolerance, hate, and extremism (especially violent extremism). According to Wollaston (2017), since the start of 2017, there have been 535 attacks, with 3,635 fatalities around the world – and, this is just until June 2017. These incidences are not isolated in any one region or country but spill across many countries. This rising trend is worrisome as it puts fear and anxiety in the minds of the general population and begins a vicious cycle of suspicion, mistrust and exclusion among communities along the lines of religion, race, colour, gender, nationality and socioeconomic status among many others.

The current efforts/interventions

When it comes to violent extremism, most of the interventions have been in the line of countering – post-manifestation of violence. ''These interventions are mainly security in nature and range from anti-terrorist strategies, funding of grassroots initiatives to implementing national security measures. Countering violent extremism is a responsive strategy. These are measures that institutions or governments, undertake to respond to specific threats, violent actors or organizations, and known quantities.'''

However, the inherent responsive dimension of these measures renders them ineffective and short-lived. This is why preventative measures, though strenuous and time-consuming, are far more effective. Prevention of Violent Extremism is concerned with changing the course of events to prevent the violent actor from emerging in the first place.[7]

UNESCO MGIEP's interventions

In response to this rising trend in violent extremism, the Secretary-General of the United Nations initiated the ''Plan of Action on Countering and Preventing Violent Extremism[8] in 2015, unanimously supported by the 70th session of the United Nations General Assembly. The responsibility of designing and implementing a programme on using education to prevent violent extremism was assigned to UNESCO. The General Conference of UNESCO passed a resolution Decision 197 EX/46 in 2015[9] requesting the Secretariat to support member states using the soft power of education as a tool to prevent violent extremism.

UNESCO MGIEP's approach to PVE takes inspiration from these two seminal decisions, as well as SDG 4.7 – building evidence-based social and emotional competencies for peaceful and sustainable societies.

[7]#YouthWagingPeace: Introduction. What is PVE? - http://unesdoc.unesco.org/images/0026/002605/260547e.pdf
https://www.un.org/counterterrorism/ctitf/en/plan-action-prevent-violent-extremism
[8] http://unesdoc.unesco.org/images/0023/002351/235180e.pdf
[9] http://unesdoc.unesco.org/images/0023/002351/235180e.pdf

#YouthWagingPeace – UNESCO MGIEP's Youth-led Guide is a response by young people to the former Secretary-General of the United Nations Plan of Action to Prevent Violent Extremism. It is also a response to the current United Nations Secretary General's efforts on prevention of violent extremism and lastly, 2015 UNESCO's Decision 197 EX/46 EX/46 requesting the Secretariat to support the Member States using the soft power of education as a tool to prevent violent extremism.

Spearheaded by two coordinating lead authors and five lead/chapter authors, and supported by UNESCO MGIEP and the Government of Australia the #YouthWagingPeace is an amalgamation of reaching out to 2,000+ youth, integrating 150+ concrete voices and experiences from over 58 countries from all corners of the world. After analyzing these voices and experiences, and supplemented by the literature, the guide puts forth tangible action guidelines for teachers, school administrators, policymakers, youth and other stakeholders with the power to positively influence the behavior of a young person.

Following the launch of the main guidebook by the Director-General during the 39th UNESCO's General Conference, the abridged versions in English and French (spearheaded by the Center for Prevention of Radicalization Leading to Violence, Montreal), #YouthWagingPeace – Action Guidelines for Prevention of Violent Extremism were published in 2018. Further, various capacity building workshops were conducted for young educators.

Launch of the Action Guidelines for Prevention of Violent Extremism in English, New Delhi, India

Launch of the Action Guidelines for Prevention of Violent Extremism in English, New Delhi, India

Capacity Building for Prevention of Violent Extremism, New Delhi, India

Launch of the Action Guidelines for Prevention of Violent Extremism in French (spearheaded by the Center for Prevention of Radicalization Leading to Violence, Montreal)
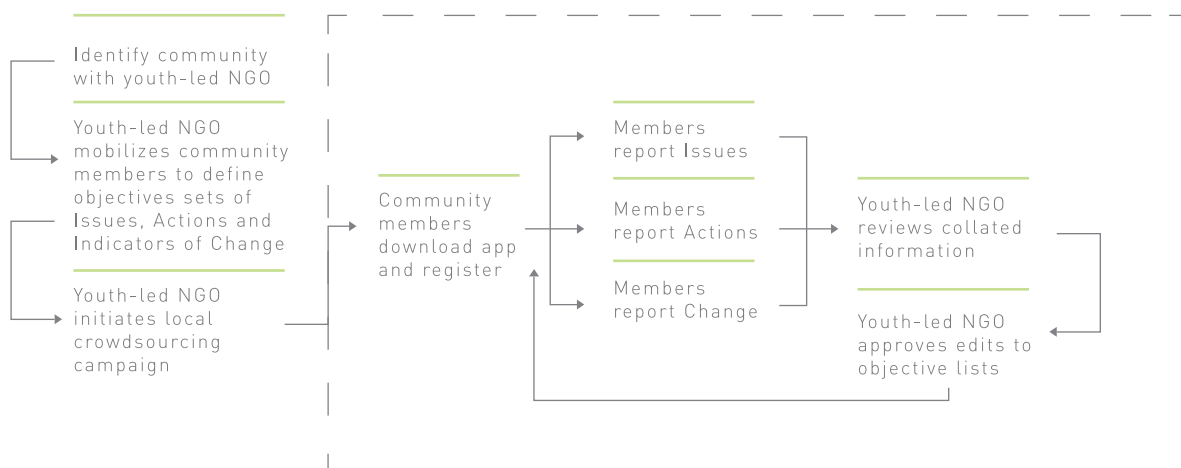
YOUTH LED MONITORING OF THE SDGS

Youth-led Monitoring of the SDGs (YLM) proposes a design for a Global Monitoring Framework of the SDGs – a single framework that can be used by youth around the world to monitor the achievement of the various sustainable development goals. Particularly dealing with SDG 4.7 pertaining to quality education for all, YLM is an issue-based, technology-enabled, crowdsourced project that aims to:

// **Mobilise youth to identify critical issues that they face** in their local community, engage with these issues by taking actions to address them, and report change in the existing situation effected as a result of their involvement.

// **Develop digital tools for building a "taxonomy of global indicators"** for Target 4.7 in a bottom-up, crowd-sourced fashion

// **Empower youth to become change-makers** with the capacity to enable and monitor community learning and development towards achieving the SDGs.

LOCAL CROWDSOURCING CAMPAIGN

Identify community with youth-led NGO

Youth-led NGO mobilizes community members to define objectives sets of Issues, Actions and Indicators of Change

Youth-led NGO initiates local crowdsourcing campaign

Community members download app and register

Members report Issues

Members report Actions

Members report Change

Youth-led NGO reviews collated information

Youth-led NGO approves edits to objective lists

Key Achievements

The digital platform for crowdsourcing data for the YLM project, a mobile app called "MEdAL – Monitoring Education and Learning" was developed and made available on the Android Play store in February 2019

Two workshops were successfully conducted in Bhuj, Gujarat at the Department of Social Work, Kutch University and Alfred High School for Boys. More than 80 students participated in the workshop and downloaded the beta version of the MEdAL app onto their phones. They were guided through the registration process and given hands-on training of the data reporting and monitoring supported by the app. The students were then encouraged to test the various reporting procedures of issues, actions and changes on their own phones. The workshops ended with feedback from the students on what they liked or disliked about the app, its ease of use, and their perspective on whether the app could be useful in effecting change.

A manuscript detailing the motivation behind the YLM study, a detailed structure of the proposed Global Monitoring Framework, and the ways in which it can contribute to transformations to sustainability has been submitted to a scientific journal for publication.
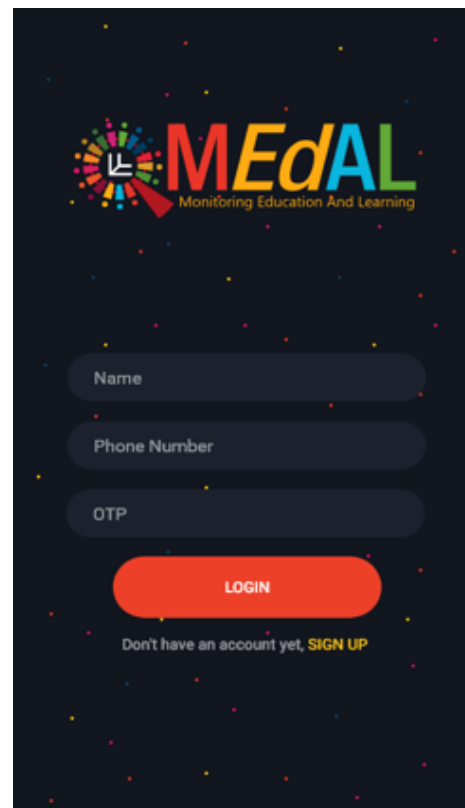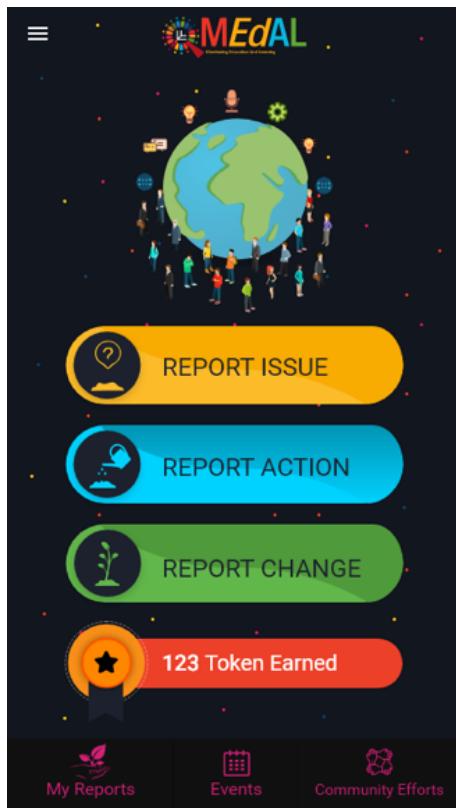
OUTREACH

*U*NESCO MGIEP employs an integrated outreach approach towards its stakeholders, using a variety of media for communication – including events, publications, website, traditional media, email marketing and social media.

Distinguished & Ahinsa Lecture Seriess

The UNESCO MGIEP Distinguished Lecture Series invites speakers of global eminence from among the world's leading intellectuals and policymakers to spark transformative ideas for our shared future. In a world of unprecedented complexity, interdependence and opportunity to talk across boundaries, the discourse for the future will have to be led by the world's brightest minds in dialogue with youth.

The Distinguished Lectures Series was inaugurated in 2014 and has since become a space for renowned academics, policymakers and practitioners to discuss and debate on topics related to education for peace, sustainable development and global citizenship.

The Ahinsa Lecture series was introduced as part of the Distinguished Lectures Series in 2016, in commemoration of the International Day of Non-Violence on October 2, which coincides with Mahatma Gandhi's Birthday.

In 2018-19, four Distinguished Lectures were organised:

New Delhi, INDIA, June 28, 2018 by Zigor Hernandorena Juarros on 'Learn to Play and Play to Learn' Can learning be made fun and experiential?

During this lecture, Zigor Hernandorena Juarros, Senior Project Manager – Fun Learning Department, Ubisoft (makers of Assassins Creed Franchise, The Division, Far Cry, Watch Dog), discussed how digital pedagogies such as games can be used as an effective tool to impart learning. The lecture was attended by over a hundred participants including teachers, educators, curriculum designers, ed-tech experts, games designers and developers as well as students. In his lecture, titled 'Learn to play and play to learn, the role of gaming in education', Zigor explained how digital games can be designed to reward players, acknowledge practice and incremental progress, thus making learning more effective through peer-collaboration and a project-based approach. Zigor also underlined the need to develop suitable content for games to make them more relevant to 21st century learners.

Participants at the Distinguished Lecture by Zigor Hernandorena

Zigor Hernandorena, Distinguished Lecturer

UNESCO HQ, Paris, FRANCE, October 2, 2018 – Ahinsa Lecture Series – by Sadhguru, Spiritual Reformer and Best Selling Author and Gregoire Borst, Professor of Developmental Psychology and Cognitive Neuroscience of Education, LaPsyDE on 'Creating a Culture of Peace' – a discussion on peace, neuroplasticity and education.

In commemoration of the beginning of the yearlong celebration of Mahatma Gandhi's 150th birth anniversary and the International Day of Non-Violence 2018, UNESCO MGIEP and the Permanent Delegation of India to UNESCO jointly organised the third Ahinsa Lecture. The dialogue featured Sadhguru in discussion with Gregoire Borst, Professor of Developmental Psychology and Cognitive Neuroscience of Education, LaPsyDE on 'Creating a Culture of Peace'. The discussion was moderated by Dr. Anantha Duraiappah, Director, UNESCO MGIEP, in which Sadhguru and Gregoire engaged in a conversation on 'Peace, Neuroplasticity and Education'. Over 500 participants attended the lecture, including various dignitaries, educators, academics, policy-makers and youth. The event commenced with opening remarks by the Deputy Director General of UNESCO, Mr. Qu Xing, who discussed the relevance of the Mahatma's message in an increasingly volatile world. Thereafter, the Indian Ambassador to France, H.E. Mr. Vinay Mohan Kwatra, spoke briefly about the importance of building a culture of peace in the world and about the Mahatma's legacy of peace both in South Africa and in India. The welcome notes were followed by an engaging two-hour long dialogue between Sadhguru and Prof. Borst.

Following the success and outreach of these talks, the Government of India recommended that the Ahinsa lectures be adopted as a UNESCO Resolution.

Dr. Anantha Duraiappah, Sadhguru and Prof. Gregoire Borst at the Ahinsa Lecture, Paris, France

Deputy Director General of UNESCO, Mr. Qu Xing at the Ahinsa Lecture, Paris, France

Participants at the Ahinsa Lecture, Paris, France

In UNESCO MGIEP's Distinguished Lecture held at the UNESCO New Delhi, India on Friday, December 7, 2018, Prof. Richard Davidson, William James and Vilas Research Professor of Psychology and Psychiatry and Founder & Director of the Center for Healthy Minds, University of Wisconsin-Madison, discussed the science behind a kinder, wiser and more compassionate world. The lecture was attended by over two hundred and fifty participants including teachers, educators, student and policy-makers. In his lecture titled 'Well-being is a skill', Prof. Davidson explained how well-being can be inculcated as a skill and how the brain can play a pivotal role in achieving this skill through neuroplasticity, a term used to describe brain changes that occur in response to experience.

PUBLICATIONS//

Working Paper Series

The Working Paper Series critically explores contemporary issues related to learning and teaching for a more peaceful and sustainable world. Each paper undergoes a rigorous peer review process before publication. Authors seek to spark conversations, generate debates and foster innovations that will eventually lead to systemic change. The papers are published in print and online.

Two working papers were released in 2018 including:

A Working Paper by Krishna Kumar "Can Education Contribute to Peace?":
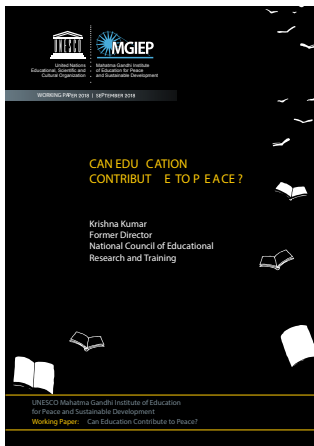
About: The paper questions the common assumption that education promotes peace. By referring to pedagogic routines and the political culture of nationalism, the paper indicates the nature of reforms education requires for contributing to peace. The basis of discussion is the author's own study of the role played by school education, specifically through the teaching of history, in maintaining mutual hostility between India and Pakistan. The paper is divided into four sections. The first section summarizes conceptual issues raised by philosophers and educators in the context of schooling and peace. Section II introduces the author's Indo-Pak study in relation to the challenges that nationalism, religion and culture place before education. Section III deals with regimentation as an integral aspect of modern schooling and its implications for the role expected from education in promoting peace. The final section discusses the demands and contradictions education faces under the increasing dominance of the human capital ideology. The paper concludes by highlighting the importance of humanist goals and processes in education for serving the cause of peace.

Download it here : https://mgiep.unesco.org/publications

A Working Paper by Marilee Bresciani Ludvik & Tonya Lea Eberhart "How Mindful Compassion Practices can Cultivate Social and Emotional Learning"
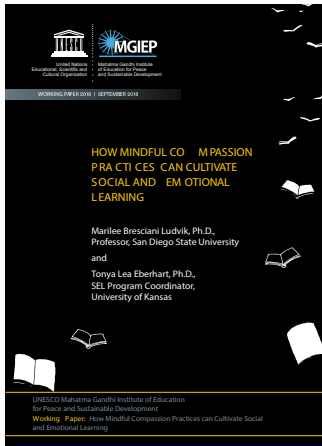
About: A fundamental purpose of social-emotional learning (SEL) is to provide students with opportunities to develop self-awareness, self-management, and social awareness, which in turn would lead to positive goal-oriented behaviors and the cultivation of collaborative relationships. While scholarly literature lists several strategies to foster SEL skills, there is little evidence of their effectiveness. There is research to support that mindful compassion practices (MCPs) cultivate specific outcomes that align with SEL outcomes. However, questions as to how much of each of these practices and how long they need to be practiced in order to realize effective integration into school curricula remain unanswered. Nevertheless, it has been determined that in order for these approaches to have a positive effect, schools need support to define, implement, evaluate, and modify SEL curriculum according to their needs.

Download it here : https://mgiep.unesco.org/publications

The Blue Dot

Two issues of The Blue Dot were launched in 2018 on Artificial Intelligence and the Future of Education and on Digital Pedagogies for building Peaceful & Sustainable Societies.

Issue 9: Artificial Intelligence and the Future of Education

The ninth issue of The Blue DOT takes on artificial intelligence and the future of education. Artificial Intelligence (AI) has caught the imagination of the world and has been gaining popularity in the business sector. Rather than replacing teachers and making learning impersonal, AI could take learning to a completely new level. Read what academicians, policymakers, practitioners and researchers have to say about the use of Artificial Intelligence (AI) in Education.

Issue 8: Digital Pedagogies for Building Peaceful and Sustainable Societies

In issue 8 of UNESCO MGIEP's flagship publication, The Blue DOT, we focus on discussing how digital pedagogies such as games, virtual reality, augmented reality and artificial intelligence can be embedded into our education systems for a better future.

Download both here : https://mgiep.unesco.org/the-bluedot

PARTNERS

GOVERNMENTS

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// La Fondation 3DS

FOUNDATIONS

// Engagement Global gGmbH
// SEAMEO RECSAM (South East Asian Ministers of Education Organisation Regional Centre for Education in Science and Mathematics)
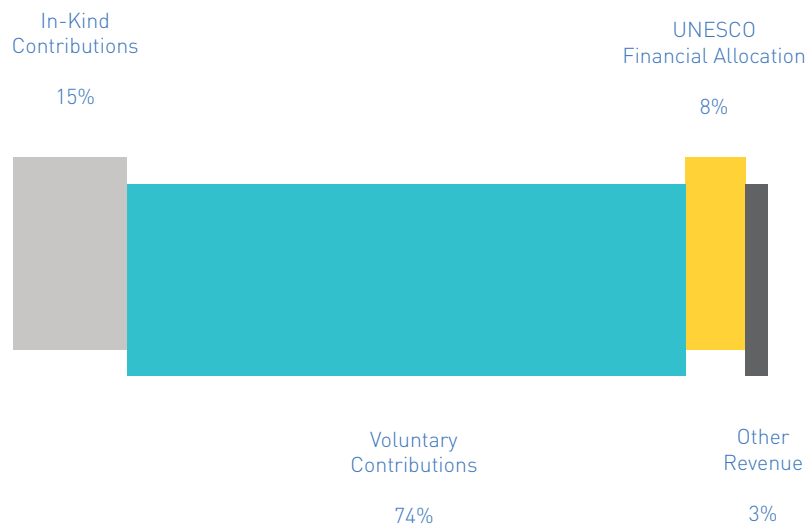// Orkids Foundation

YOUTH ORGANISATIONS

// Activate Change Drivers
// Africa Unite
// Jaago Foundation
// Standing Together to Enable Peace (STEP)
// Untouched World New Zealand
// Vijana Assembly
// Free the Mind
// Africa Unite
// Pravaah , Commutiny Youth Collectiive
// Centre for Prevention of Radicalization Leading to Violence
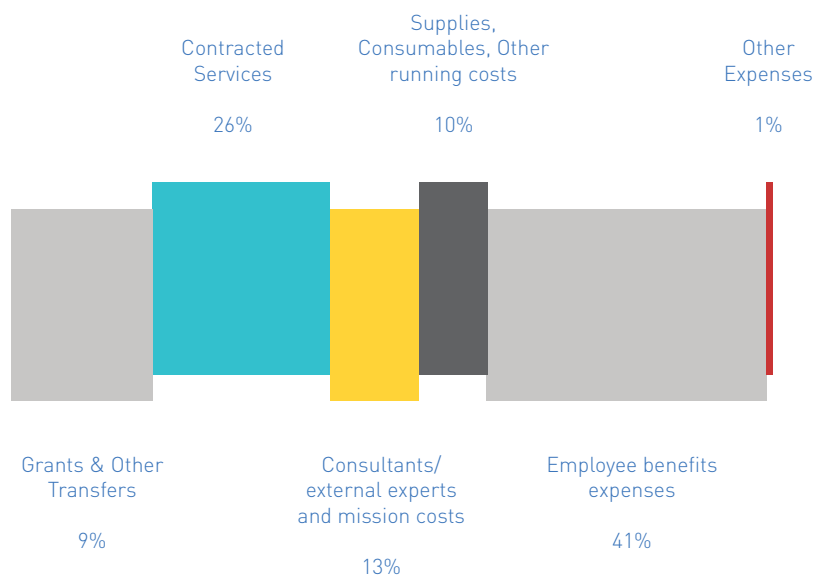// ActionAid Arab Region
// Words Heal The World

UNIVERSITIES

// Rhodes University
// Nagoya University Japan

FINANCIALS

In-Kind
Contributions

15%

UNESCO
Financial Allocation

8%

Voluntary
Contributions

74%

Other
Revenue

3%

Revenue:

Voluntary and in-kind contributions amounting to USD 2,974,654 represent 89% of the total revenue. The major contributor in voluntary contribution is the Government of India with USD 2,408,545. The total revenue of 2018 decreased by USD 17,975 (0.5%) as against 2017 since no new partnership agreements were signed for resource mobilisation.

Contracted
Services

Supplies,
Consumables, Other
running costs

Other
Expenses

26%

10%

1%

Grants & Other
Transfers

Consultants/
external experts
and mission costs

Employee benefits
expenses

9%

13%

41%

Expense:

Expenditure increased by USD 251,768, representing a rise of 8% compared to 2017. This was mainly on account of:

// **Increased employee benefit expenses** by USD 174,198 due to increased costs for International & National Staff

// **Grants & other transfers increased** by USD 118,061 due to higher air ticket costs for participants for various workshops and events organised during the year

// **Contracted services increased** by USD 105,826 due to major events organised during the year especially TECH 2018, Kindness Campaign & YESPeace Partner's meeting

UPCOMING EVENTS AND PUBLICATIONS 2019

#YouthWagingPeace Canadian Young Peacebuilders/Educators'
Workshop – Joint partnership with Centre for the Prevention of
Radicalization Leading to Violence (CPRLV)

The Third Drafting Group Meeting of Global Literature Review of
Digital Textbooks and Other Digital Education Media, UNESCO
Headquarters, Paris, France

Policy workshop

UNESCO MGIEP's Executive Committee Meeting

Launch of The Arabic version of #YouthWagingPeace Action
Guidelines for PVE and Level I Activities (MENA Young Peacebuilders
Workshop) – Partnership with ActionAid Arab Region

Launch of The Blue Dot 10

UNESCO

United Nations
Educational, Scientific and
Cultural Organization

MGIEP

Mahatma Gandhi Institute
of Education for Peace
and Sustainable Development