

AHEAD OF THE CURVE



United Nations
Educational, Scientific and
Cultural Organization



Mahatma Gandhi Institute
of Education for Peace
and Sustainable Development

ANNUAL REPORT 2020



TABLE OF CONTENTS

Published in 2021 by the United Nations Educational Scientific and Cultural Organization | Mahatma Gandhi Institute of Education for Peace and Sustainable Development, 35 Ferozshah Road, New Delhi 110001, India

© UNESCO MGIEP



This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-use-ccbysa-en>).

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The ideas and opinions expressed in this publication are those of the authors; they are not necessarily those of UNESCO and do not commit the Organization.

Concept and Design: Creativa | www.creativaindia.com

2020 IN HIGHLIGHTS



6,100+

Young learners and youth
trained in SEL in 25 countries.

400+

Teachers trained in SEL in 10+
countries.

300

Teachers trained in
digital pedagogies from
various countries

10,000+

Kindness Stories in 120+
countries.

04

Events - close to 3,000
participants.

11,000

Active users on FramerSpace,
UNESCO MGIEP's indigenous
learning platform

10

Publications launched.

***SEL: Social and
Emotional Learning**

INTRODUCTION





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.”

Mandate

The UNESCO Mahatma Gandhi Institute 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 (UN) Sustainable Development Goals (SDGs), 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.



4.7 by 2030 ensure all learners acquire 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 of sustainable development

Tackling global issues through education for peace, sustainable development and global citizenship

In an age of rapid change, characterised by the prevalent global COVID-19 pandemic and its devastating effects on social and economic structures, 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.



UNESCO MGIEP operates on a global mandate (with specific focus on the Asia-Pacific region) and focuses its programmes in the following areas:

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 UN Sustainable Development Goal (SDG) 4.7.

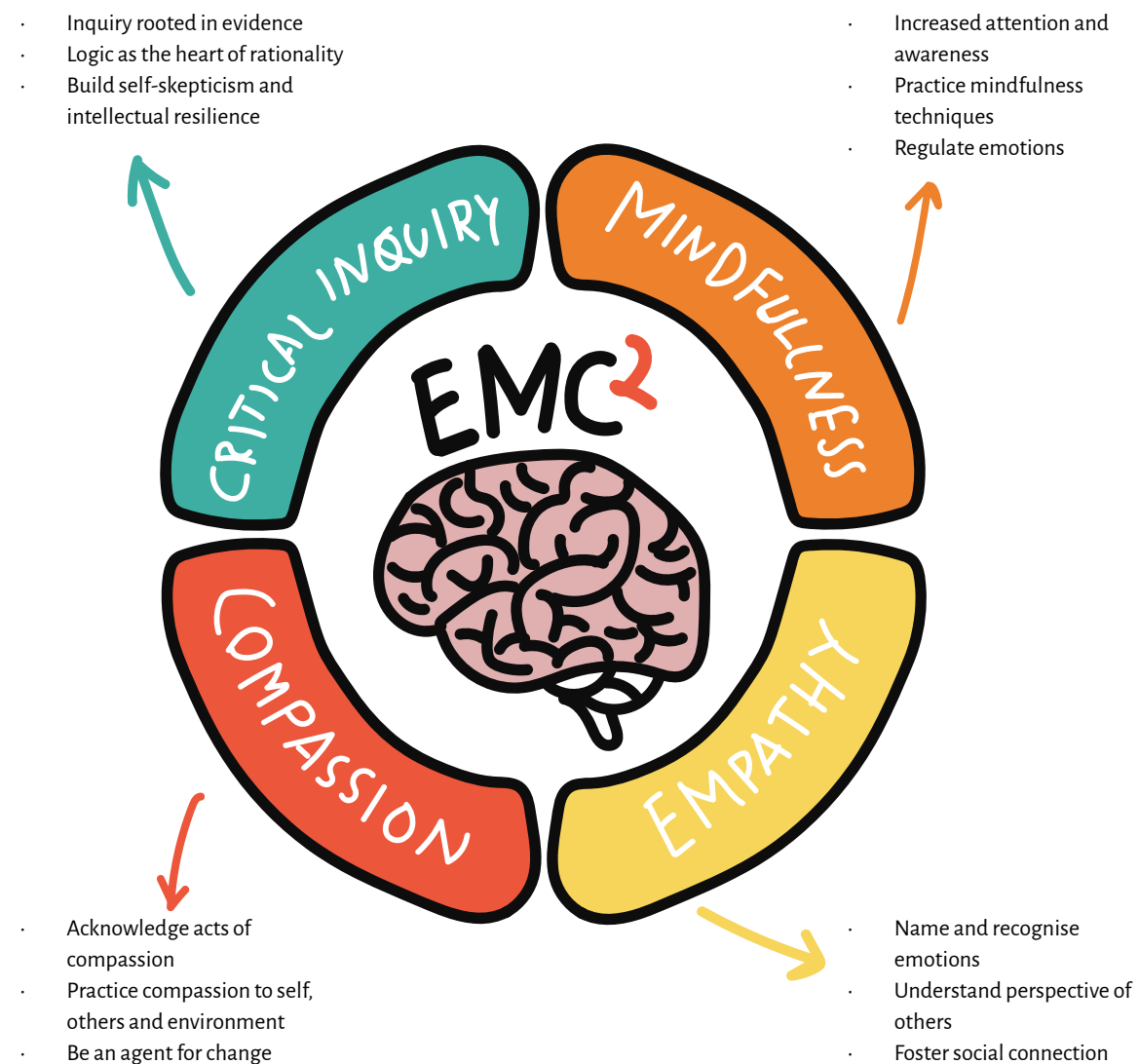
Peace and Sustainable Development

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.

An Evidence-based Approach

UNESCO MGIEP's SEL interventions draw on the science of learning and aim to build intellectual and emotional intelligence among learners through innovative pedagogies. Recent advances in neuroscience research have demonstrated that human well-being requires a 'whole brain' approach, that is, the two parts of the human brain (the rational and the emotional) need to be trained and nurtured to ensure all round development of human beings. Based on this understanding, UNESCO MGIEP has developed

a framework that builds four competencies in learners, including 'Empathy', 'Mindfulness', 'Critical Inquiry', and 'Compassion' (EMC²). The framework forms the basis of the various projects undertaken at the Institute. Further, UNESCO MGIEP embraces the power of technology to provide analytics and responsive Artificial Intelligence (AI) based digital pedagogies that are personalised, relevant, learner-driven, and transformative.



In order to build peaceful and sustainable societies, learning experiences need to be designed in a manner that they promote behavioural change building both intellectual and emotional intelligence of learners. The seat of all learning is the 'brain'. Modern brain imaging techniques have transformed our understanding of the brain function and demonstrated the contribution that biological factors have on learning. The most important findings from research on cognitive neuroscience and the study of human behavior include the following:

- **Both intellectual and emotional intelligence influence human learning.**
- **All learning happens because of a neurobiological process called "neuroplasticity," which is the capacity of the brain to change, at the levels of**

both structure and function, in response to change in the cognitive environment.

- **No two human brains are identical; each brain is unique, and learning should optimally be "personalized" for each learner. Education curricula should be aligned with this knowledge of the human brain and learning, and must celebrate the needs and interests of individual learners rather than be focused on a single curricular framework or instructional method.**

Thus curricula should be redesigned to build a range of abilities that include not only the skills of literacy and numeracy, but also critical reasoning (intellectual intelligence) and empathy, emotional resilience, and compassion (emotional intelligence).



Vision – Transforming Education for Humanity

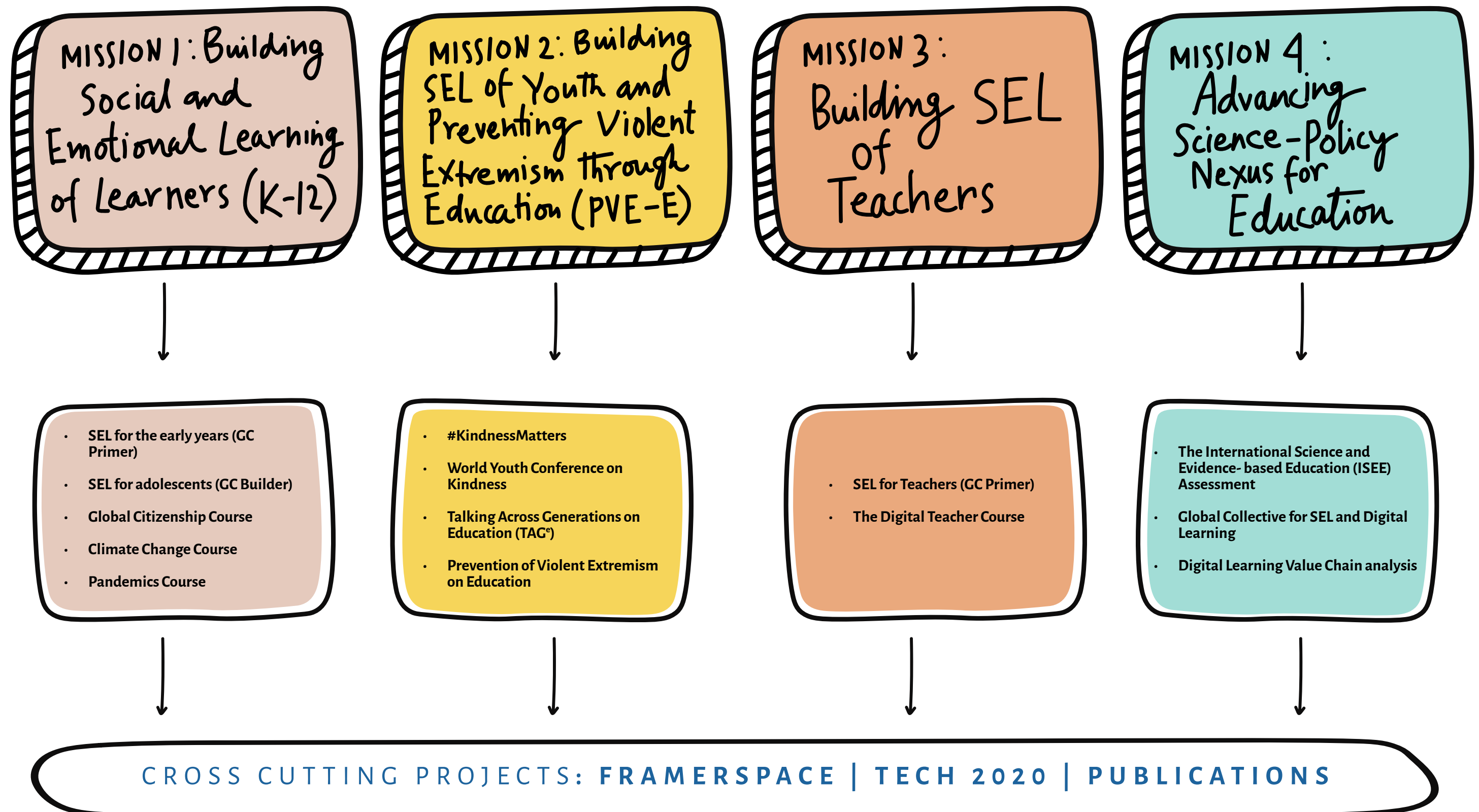
The UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) seeks to transform education in a way that builds social and emotional competencies in learners, who in turn work to build a more peaceful and sustainable world, in line with the UN SDG 4.7.

Mission – Building Social and Emotional Learning for Education 2030

The Institute works towards mainstreaming social and emotional learning in education systems through four key missions in order to achieve behavioral change among learners, thus contributing to the development of peaceful and sustainable societies, in line with the SDG 4.7.

UNESCO MGIEP's Four Key Missions

A Missions Based Approach



Covid-19 Impact On Education Systems Worldwide

The unprecedented global social and economic crisis caused by the COVID-19 pandemic exposed our world's fragility and interdependence, affecting every country. According to UNESCO, at the height of the pandemic, schools, universities and other learning institutions were closed in more than 190 countries, disrupting the education of 1.6 billion students with hundreds of millions of children and youth unable to continue their learning. There is growing evidence that even the best distance learning solutions are weak substitutes for classroom interactions, and it is expected that millions of disadvantaged students may not return to school. Progress towards the Sustainable Development Goal 4 (SDG 4) to achieve quality education has been severely impacted.

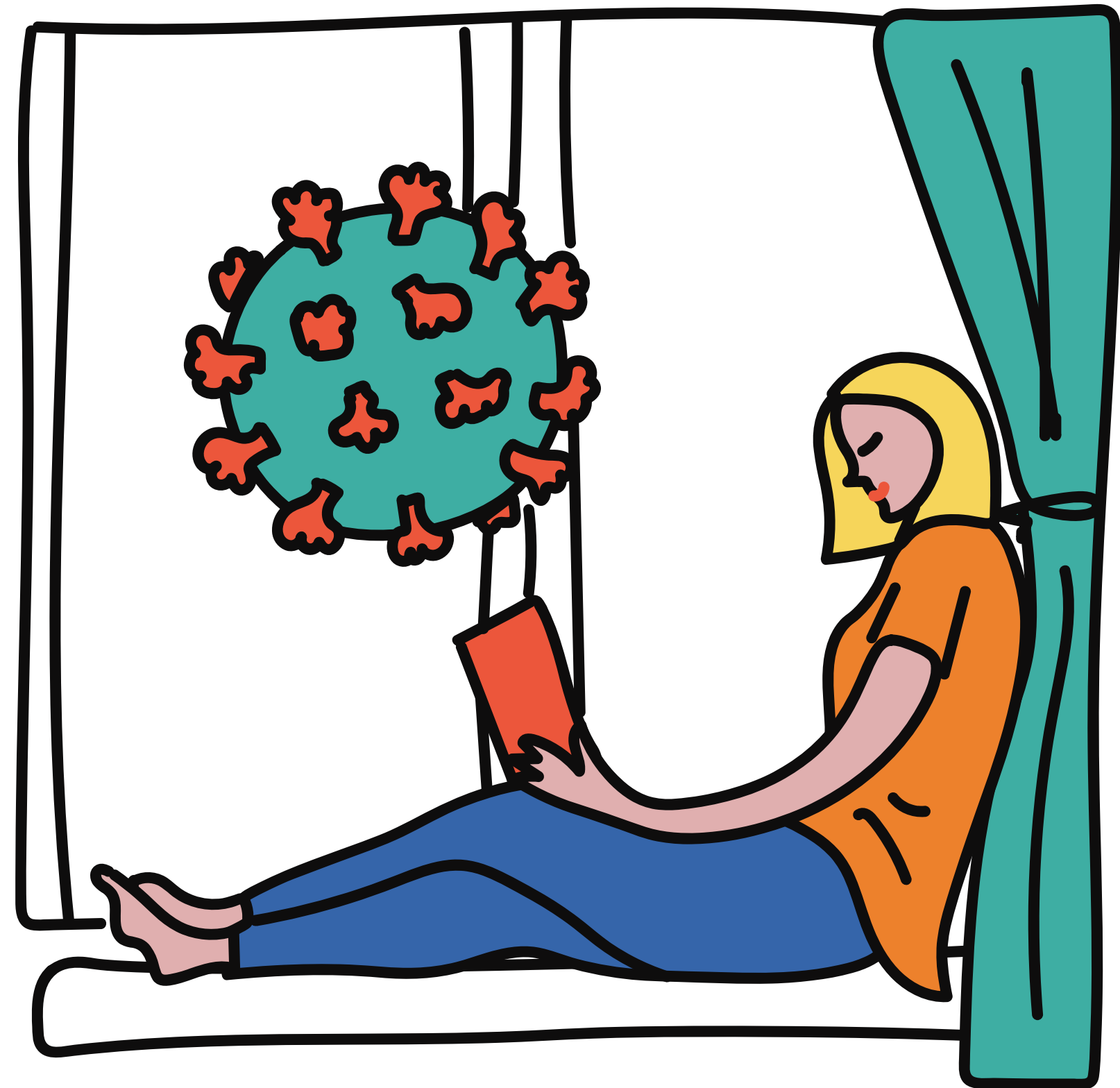
As education systems grapple with effects of the pandemic, two issues have come into enhanced focus:

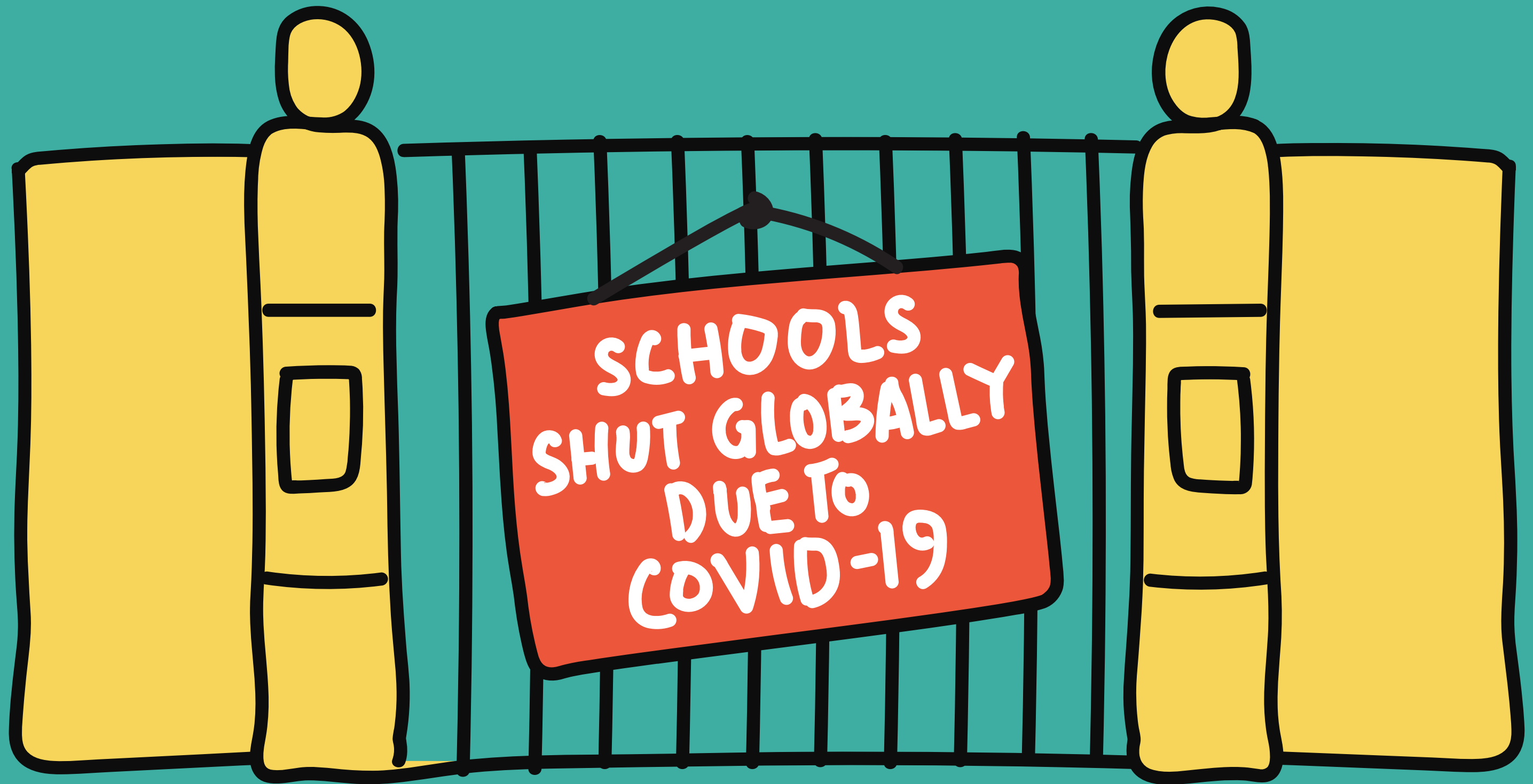
1) enabling quality digital instruction (challenges of access, provisioning infrastructure, teacher's training and quality content)

2) issues of building emotional resilience among young learners (mental well-being and lack of social interaction among learners has caused immense anxiety and stress)

At the Institute, COVID-19 impacted only those projects that were aligned with the school academic year owing to school closures, and causing delays of up to 4 months. The demand for digitally available courses that built emotional resilience during the COVID-19 pandemic saw a rise and Member States reached out to the Institute to augment their capacity building efforts. Since the Institute has been focusing in the areas of SEL and innovative digital pedagogies, it was able to seamlessly transition all capacity building efforts online.

UNESCO MGIEP's focus on mainstreaming digital pedagogies that help build emotional resilience among learners in education systems has therefore been ahead of the curve and has seen acceleration in relevance and adoption during the pandemic.





According to UNESCO (2021), one year into the COVID-19 pandemic, over 800 million students still face significant disruptions to their education, ranging from full school closures in 31 countries to reduced or part-time academic schedules in another 48 countries.

[Read more](#)

Director's Message

2020: Ahead of the Curve

At the beginning of 2020, not many of us would have imagined that we would be locked up in our homes for most of the year, transitioning to work from home, with most schools shutting down the world over and our children being forced to adjust to the 'new normal' of remote learning. The unprecedented global social and economic crisis caused by the COVID-19 pandemic exposed our world's fragility and interdependence, affecting every country. According to UNESCO, at the height of the pandemic, schools, universities and other learning institutions were closed in more than 190 countries, disrupting the education of 1.6 billion students with hundreds of millions of children and youth unable to continue their learning.

The ongoing COVID-19 pandemic has reiterated the need to integrate SEL in our education systems in order to equip future generations to be more resilient, compassionate and kind towards one another and the planet. The pandemic has also reinforced the need to look at an alternative and more flexible form of education and schooling – that the digital medium offers. **The Institute has been ahead of the curve with the twin focus of mainstreaming SEL and Digital Pedagogies in education systems - forming an integral part of the Institute vision of "Transforming Education for Humanity by Building Social and Emotional Learning for Education 2030."**

In 2020, MGIEP continued to focus on building SEL skills of learners (K-12), youth (18-34 years) and teachers and work towards launching its courses and achieving scale through the digital medium. Thus far, we have made an impact in both K-12 formal education and amongst the youth (18-34 years) through informal education, training over 6,000 students in SEL from 25+ countries and 700 teachers from 10 countries. Initial results from these trainings have been extremely encouraging and the next step really is to scale these pilots across geographies and reach many more learners, youth and teachers.

Courses for K-12, youth (18-34 years) and teachers are available on UNESCO MGIEP's General Data Protection Regulation (GDPR) compliant learning platform, FramerSpace, which currently has over 11,000 users. These numbers are expected to scale further as we are in talks with several Member States to adopt FramerSpace as their national learning platform to allow access to learning content to more learners.

In addition to capacity building initiatives, the Institute has also focused on a non-formal route to education through its #KindnessMatters youth campaign and in 2020 collected more than 10,000 stories from over 120 countries. After a successful virtual World Youth Conference 2020, with over 72,000 views and 6,000+ registrations, the team is now working to mobilise global youth and motivate Member States at the 2021 UNESCO General Conference to institutionalise an International Day of Kindness.

On the policy front, the Global Collective for SEL & Digital Learning has been established that is closely working with the Institute on its programmatic activities in SEL and Digital Learning. Additionally, the Institute has established The International Science and Evidence based Education (ISEE) Assessment that contributes to re-envisioning the future of education and feeds into UNESCO's Futures of Education report. The Assessment is being approached using three Working Groups on (1) Human Flourishing (2) Context and (3) Learning Experience and a technical group on Data and Evidence and brings together over 200 academics representing over 25 Member States.

In addition, the onset of the COVID-19 has provided the Institute opportunities to work on various research briefs and documents, including a Research Brief on 'Screen Time and Learner Well-being' as well as a full-fledged book for policymakers on pandemics designed and developed from scratch for the Prime Minister's

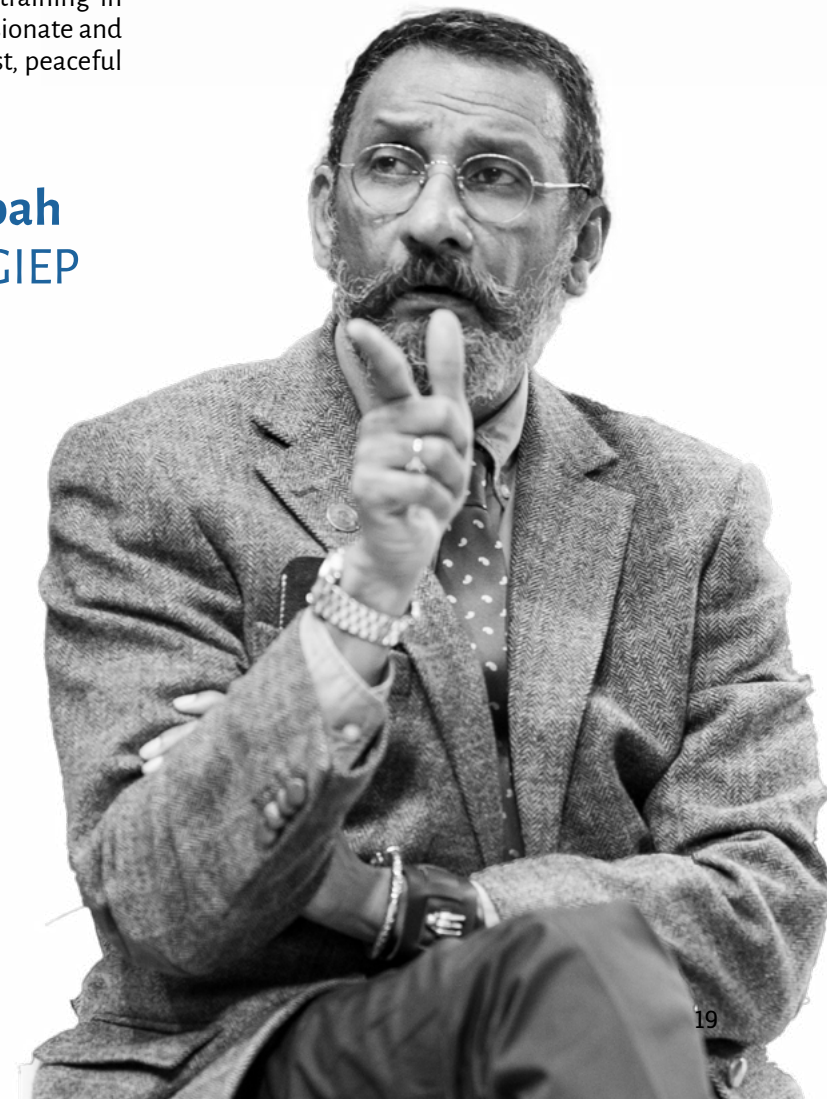
Office (India). Furthermore, Rethinking Learning: A Review of Social and Emotional Learning for Education Systems was launched on Saturday, July 18, 2020 (Nelson Mandela Day) and reviews the latest research on Social and Emotional Learning (SEL), its impact on student health and school climate and its transformative role in building happier classrooms. It seeks to inform and impress upon the Member States the urgent need to mainstream social and emotional learning in education systems.

Lastly the fourth edition of the Transforming Education Conference for Humanity (TECH 2020) was held virtually from December 11 - 13 and included 4 keynotes, 22 capacity building workshops, and multiple panel discussions. The Conference saw attendance by over 2,300 participants from more than 100 countries and over 90,000 video views through its livestream.

As our global community continues to grapple with the challenges of the pandemic, the Institute will work on increasing its impact amongst K-12 learners, youth and teachers (using the flexibility and scale that the digital medium offers), to equip these learners with training in SEL to become more resilient, compassionate and empathetic, towards building more just, peaceful and sustainable societies.

Anantha K. Duraiappah
Director, UNESCO MGIEP

*Reflect
Empathize
Be Kind*



GOVERNING BOARD

UNESCO MGIEP (2019-2023)



Dr. JAGMOHAN SINGH RAJPUT

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



Ms. ROZA OTUNBAYEVA

Former President
Kyrgyzstan



Dr. KRISTIAN BERG HARPVIKEN

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



Ms. SANGAY ZAM

Former Secretary to the Ministry of Education, Bhutan



Mr. PETER RHEE

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



Ms. AIKO DODEN

NHK World Senior Editor / Special Affairs Commentator



Ms. SONIA BASHIR KABIR

Advisor for the Federation of Bangladesh Chamber OF Commerce and Industries (FBCCI); Founder and Chairman SBK Tech Ventures and SBK Foundation



Dr. MOHAN MUNASINGHE

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



Ms. 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



Dr. RICHARD DAVIDSON

William James and Vilas Research Professor of Psychology and Psychiatry and Founder and Director of the Center for Healthy Minds, University of Wisconsin-Madison



Dr. N. V. VARGHESE

(Ex-officio Member)
Vice-Chancellor, NIEPA



Sh. AMIT KHARE

(Ex-officio Member)
Secretary, Department of Higher Education, Government of India, New Delhi, India



ANANTHA K. DURAIAPPAH

(Secretary of the board)
Director, UNESCO MGIEP

Message from the Chair, Governing Board, UNESCO MGIEP

2020 has been a unique year for humanity, a year where we paused to think deeply about our collective challenges and opportunities. This pandemic year has provoked major impact on education systems world-wide. Learning opportunities have been significantly disturbed in most countries. The digital revolution – including the emergence of artificial intelligence, the rise of web-based education and training and big data developments as also the need for inculcating emotional resilience amidst such disruption have come into sharp focus.

The Institute has continued to make notable strides in pushing ahead the agenda for peace and sustainable development despite serious challenges posed by the ongoing pandemic. Its futuristic vision on building emotional resilience and earlier experiences in creating courses using innovative digital pedagogies came in handy during this time. I was very happy to see the release of the Global Review of the literature on Social and Emotional Learning on Nelson Mandela Day in July 2020, a very timely reminder with practical toolkits for teachers in a time where mental health and emotional health of our children is paramount

as they struggle to cope with the new normal that has suddenly distanced them from their peers.

I congratulate the institute on organizing its second and very successful World Youth Conference on Kindness commemorating 75 years of the United Nations in October 2020 and already for having received the backing of some governments for institutionalising an International day of Kindness. As India's representative to UNESCO, I will actively be promoting this and hope to see these efforts succeed at the UNESCO General Conference in 2021.

I am also very happy to see that MGIEP this year with Life University launched the digital version of the Compassionate Integrity Training programme for the youth. Such curriculum is the need of the hour and sought by youth, policymakers, universities as also employers. I hope to see many universities offer this course to their students in the coming year. The institute also organized a very successful virtual TECH conference and organized workshops for more than 400 teachers from different countries on its various courses.

I am particularly glad to note that the institute is also contributing actively to the implementation of the new National Education Policy of India by building capacity of educators on SEL and Digital pedagogies and will have its work cut out as it moves into a post COVID-19 scenario, training educators on how to build social and emotional skills in themselves and in their students by using the digital medium more effectively.

I look forward to seeing the Institute scale up its initiatives in teacher training in several countries and securing more students on its digital curriculum development and learning platform.

I wish MGIEP great success for the next biennium and hope to see it move to its new premises. The institute is now established as an eminent, global research center on SEL and my best wishes for the institute to continue its innovative growth trajectory.

J.S. Rajput





REIMAGINING EDUCATION

Voices of the young

A conversation between 5 young students from around the world at the annual TECH 2020 conference on the future of education



Kemi (Cape Town)

My name is Kemi Olaleye and I'm a sixteen-year-old living in Cape Town, South Africa. I've always been a relatively introverted person and as a result have developed a deep appreciation for reading, and art. I like these hobbies because they are incredibly versatile and have the ability to be enjoyed anywhere with almost anyone. I love understanding diverse perspectives on life and believe it is through language and the arts that this is best done.

“

“A fulfilling learning experience for students is made up of many different facets. But it is a good teacher that is crucial to most. Having teachers who are dedicated to offering clarification on homework or encouraging small group study sessions are important.”



Luca (Cape Town)

I am Luca Mann, I am 18 years old, and I am from Cape Town, South Africa. I grew up in the Waldorf education system, one which strongly encourages understanding, passion, and broad-based learning over results.

“

“Seeing assessments as an end goal undermines the process of education”



Jimena (Colombia)

I'm Jimena SÁNCHEZ OJEDA, 14 years old and I attend Montessori School in Cartagena, Colombia. I have had the pleasure to join the research group Biontessori since 2018. We have been studying the anthropic effect of the man in the environment through bird's population. One of the activities that I enjoy the most is to teach the communities that live near bird's population how to properly take care of the environment.

“

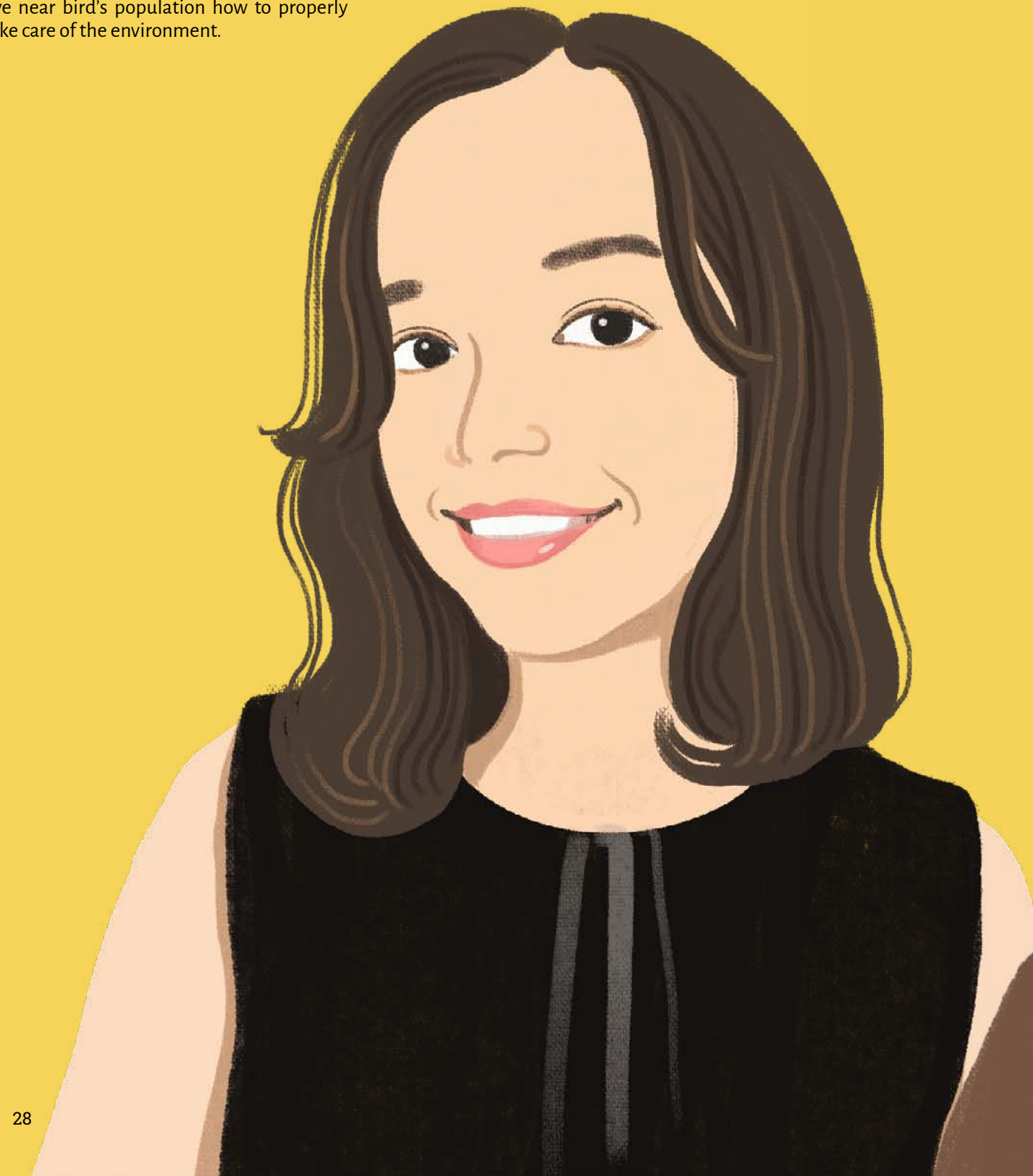
“Education that is guided by values such as integrity, honesty, teamwork and respect helps solve most of the problems in the world such as violence, pollution, inequality, corruption.”

Anatole (Netherlands)

Hello, my name is Anatole Looije. I am from the Netherlands. I am 16 years old and attend the Berlage Lyceum. My hobbies consist of swimming and gaming. And I do swimming at a competitive level. My mom is from the United States, so I am fluent in both English and Dutch.

“

“I think learning spaces are just as important as teachers and the material. They all have an astronomical importance when it comes to education. You can have the best teachers in the world, the most detailed textbooks but it doesn't mean anything if the students don't feel safe.”



Vineet (Bangladesh)

I am Vignesh Khajuria, a 14-year-old socially responsible teen and a dynamic youth who is focused on 'education for all'. I am devoted to the education of underprivileged children through the NGO WE Foundation and DPS STS Education for human greatness. My interest in leadership made me have multiple leadership training and I founded the DPS STS Leadership Club. I am renowned in the Model UN Circuit with 24 MUNs as a delegate, winning 21 National and International awards. I now serve as EB in the MUNs and have done 10 MUNs in the capacity of Director to Vice-Chairperson. Unfolding my other side, I am an established child model and actor, and a passionate soccer player.

“

Society designed the education system in a way that ensures people follow the same path that has been followed by previous generations believing that is the only path.



These student voices make us wonder **“Has education as it is understood today failed humanity?”**

As a superior species that co-inhabits planet Earth, humans are believed to possess advanced cognition and evolved capabilities that can ensure an environment of flourishing - a world where every being/species has an equal right to thrive and flourish. Instead we seem to have created a society with rising violence, diminishing empathy and a fearful and an uncertain future.

Education systems are created by society - and it is tragic that we continue to follow a system that was created nearly 200 years ago that is outdated and obsolete - and advocates only one path. Assessments are treated as 'end goals', an idea that is fundamentally flawed and stressful.

So, for education to change, the 'value' system of society needs to change. We need to 'value' 'co-operation'. We need to 'value' the 'environment' and we need to 'value' service. We also need to talk about learning spaces - and they must make us feel safe. Students do not learn if they do not feel. And finally, we need to treat assessment - as a tool to improve learning not the end goal of learning.

Explore the next few pages to learn about UNESCO MGIEP's approach to the future of education and how it is attempting to address or answer some of the concerns raised by young students from around the world.

Happy reading!

MISSION 1

BUILDING SEL OF K-12 LEARNERS



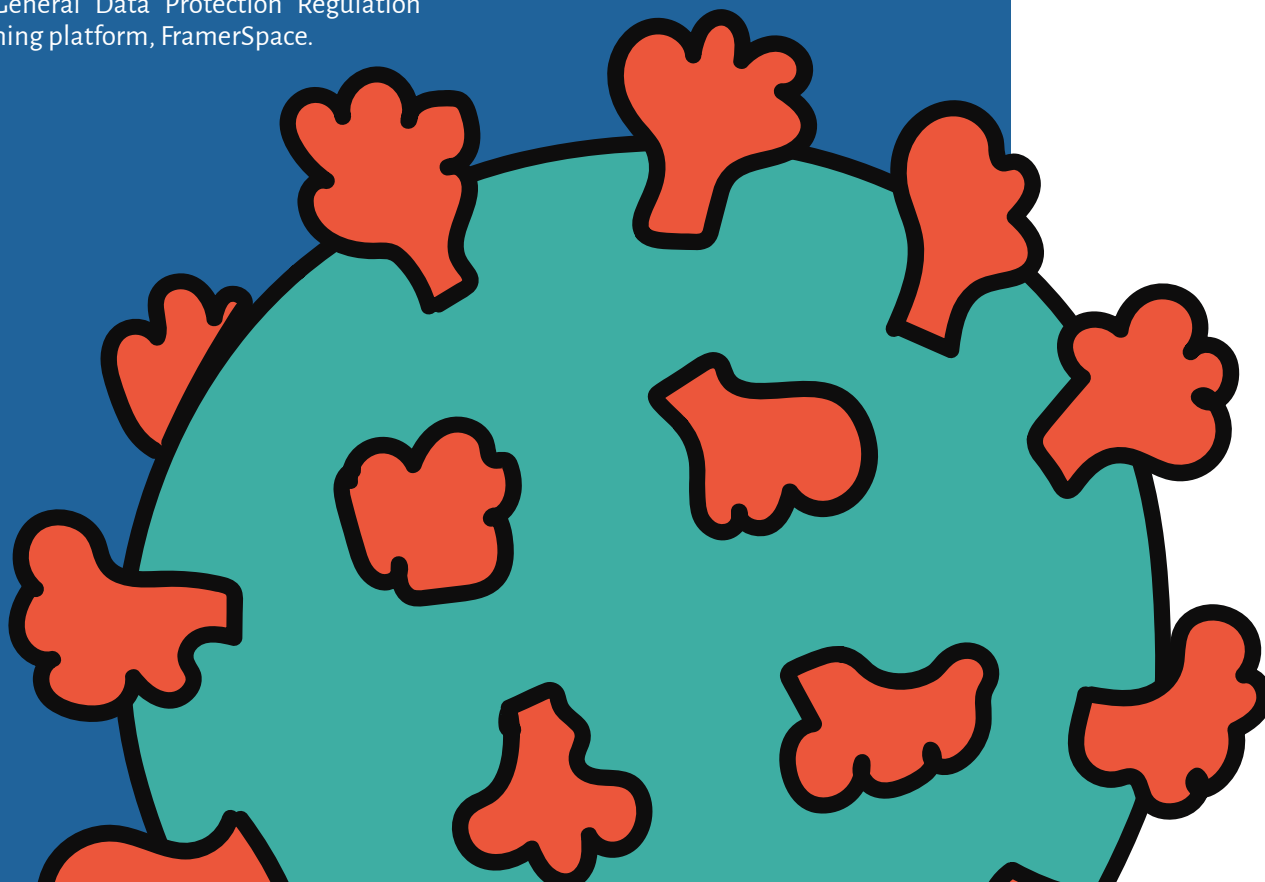
APPROACH

Cognitive neuroscience research has shown that a significant part of our learning occurs due to a neurobiological process called 'neuroplasticity', which is the capacity of the brain to rewire in response to the environment. Scientific research also establishes that since no two brains are identical, learning needs to 'individualised' as much as possible.

It is in light of these findings that UNESCO MGIEP has designed its approach for learners. The Institute works on the premise that education needs to include the learning of skills through which individuals recognize and regulate emotions, identify a positive purpose, demonstrate empathy for others, and take constructive action to promote human flourishing.

KEY INITIATIVES

MGIEP's **courses embed social and emotional learning and are designed to build brain circuits that will drive behavioural change** needed to shape more peaceful, just and sustainable societies. They embed the EMC² (**Empathy, Mindfulness, Compassion and Critical Inquiry**) framework and are delivered using interactive digital pedagogies on the Institute's indigenously developed General Data Protection Regulation (GDPR) learning platform, FramerSpace.



SEL for the early years (GC Primer)

SEL for the early years (GC Primer) – The GC Primer programme is designed to train and equip teachers to create and use SEL activities in the classroom for children in age group of 6-12 years (K-6). Using a combination of storytelling, reflection, play activities, circle time and experiential activities, the teacher's toolkit uses social and emotional learning to build global citizenship in children specifically social and emotional competencies of empathy, mindfulness, compassion and critical inquiry.

Details of the course are available [here](#)

SEL for adolescents (GC Builder)

The programme uses a theme-based approach that embeds social and emotional learning to build both intellectual and emotional intelligence in adolescents in the age group of 12-14 years. All courses use the Libre approach for digital pedagogies and integrate storytelling, gamification, inquiry, reflection and dialogue, to create a rich digital multisensory, interactive, and an engaging online learning experience.

Global Citizenship Course

To build Global Citizenship skills in adolescents, MGIEP designed a unique course with modules on migration, climate change, nationalism, identity, violence, governance, citizenship rights and duties and identity. This online self-directed course for adolescents introduces them to not only learn about the issues described above but also build in them empathy, mindfulness, compassion and critical inquiry skills to manage these themes and take action as global citizen.

A second aspect that is emphasized is the use of digital dialogue among adolescents to understand different perspectives which also leads to attitude and in turn behavioural change, in addition to enhancing knowledge. Students across different countries engaged in online dialogue on FramerSpace to discuss various global citizenship issues such as migration and identity. The courses were conducted online on FramerSpace and reached over 4,000 students in 6 countries, including Bangladesh, Japan, Kyrgyzstan, Maldives, Sri Lanka, UAE.

Details of the course are available [here](#)



Climate Change Course

To enable constructive action for climate change in adolescents, it is important to empower them with skills to counter the cognitive dissonance and uncertainty induced by climate change. This requires embedding social and emotional learning in the climate change thematic discussion. The Climate Change course, available on FramerSpace, is a digital-interactive course for middle school students that enables learners to acquire knowledge and social and emotional competencies. The course helps learners reflect on, assess and make pro-environmental choices through learning activities that are anchored in a real-life context.

Details of the course are available [here](#)

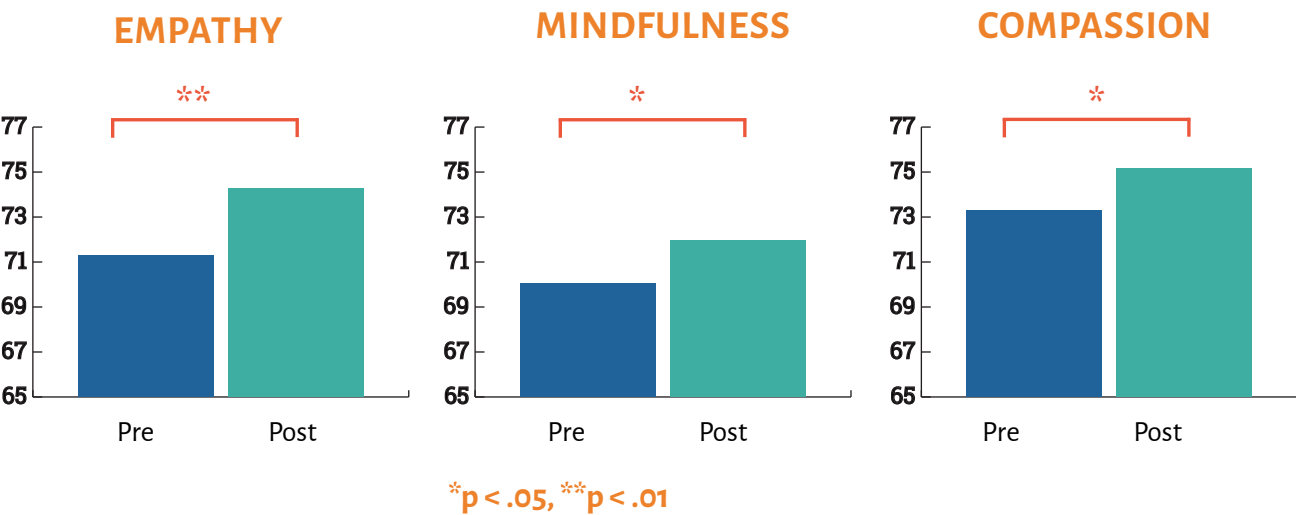
Pandemics Course

In order to enable an understanding of the COVID-19 pandemic and to help students discern fact from myth as well as build resilience, an online interactive course on Pandemics was developed which reached nearly 450 children from various countries.

Details of the course are available [here](#)

Some representative results of the projects implemented in 2020 are displayed in the images below.

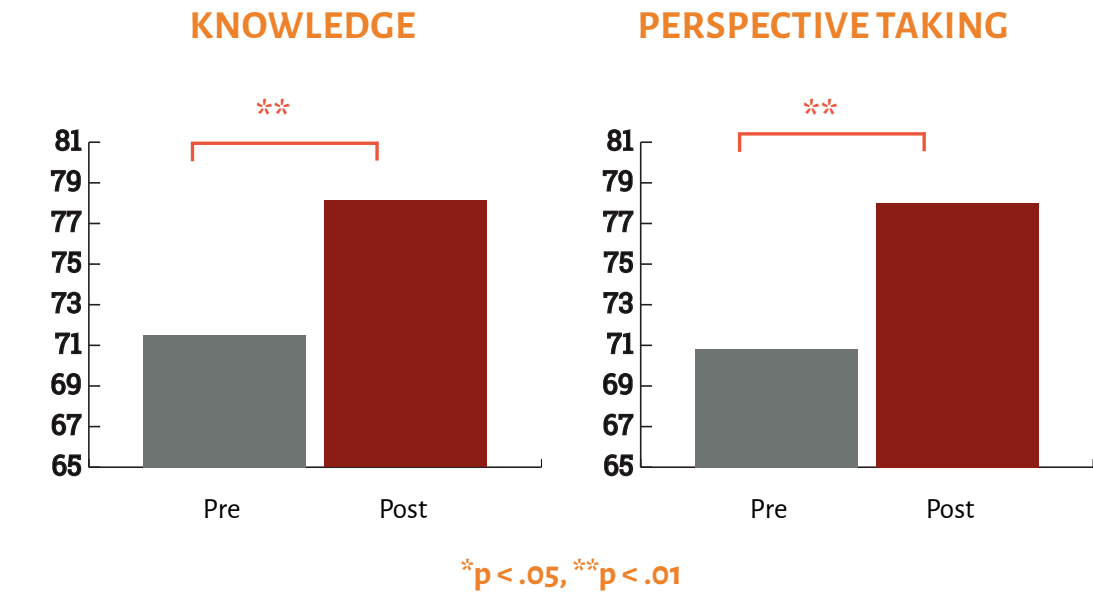
1. Global Citizenship



The figure above shows the results of an intervention in which 189 experimental group students from India, Afghanistan and Bhutan undertook the Global Citizenship course (an 8-week course that helped them build knowledge of contemporary global citizenship themes such as identity, migration, governance, citizenship, etc.). The course was implemented on FrameSpace (www.framerspace.com), MGIEP's interactive online platform and focused on building social and emotional competencies of Empathy, Mindfulness, Compassion and Critical Inquiry (EMC²) to build global citizens. Statistical analysis on pre and post assessment scores of three SEL competencies – empathy, mindfulness and compassion indicated a significant difference post the intervention.



2. Digital Intercultural Dialogue

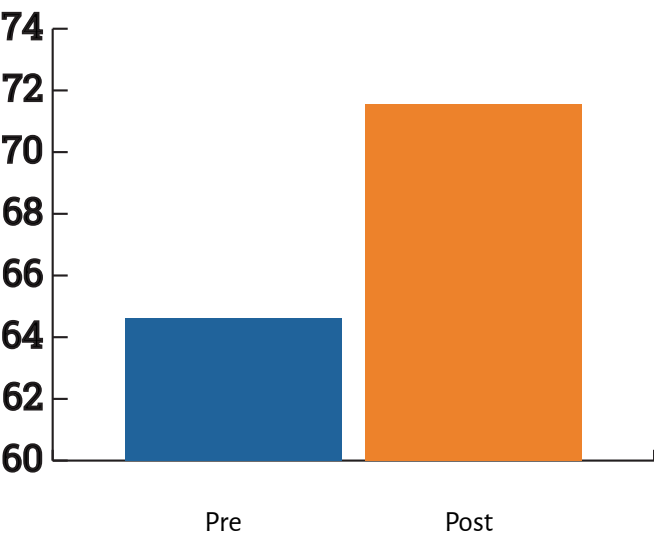


The figure above shows the effects of a digital dialogic intervention undertaken by 229 experimental group students from India, Bhutan and South Africa. During the 8-week online course, students engaged in dialogue on important global issues and focused on building perspective taking skills and knowledge of inter-cultural understanding. Statistical analysis on pre and post assessment scores of knowledge and attitude indicated significant improvements in skills of perspective taking and knowledge of intercultural issues post the intervention providing support for the role of dialogue in learning.

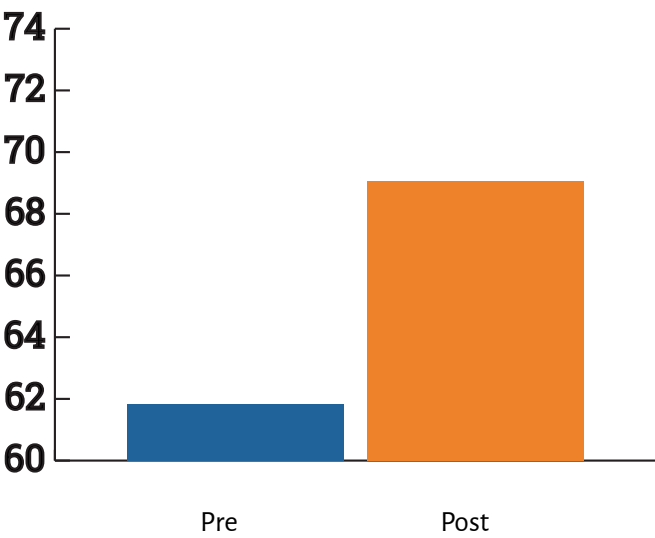


3. Game based learning

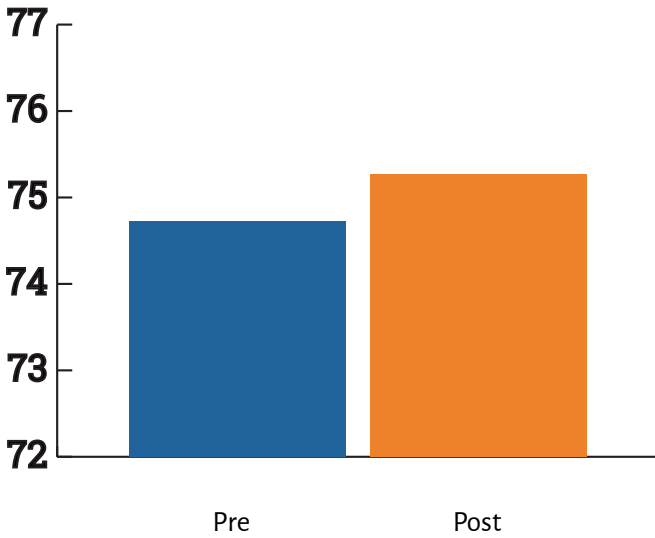
AWARENESS ABOUT MIGRANTS AND REFUGEES



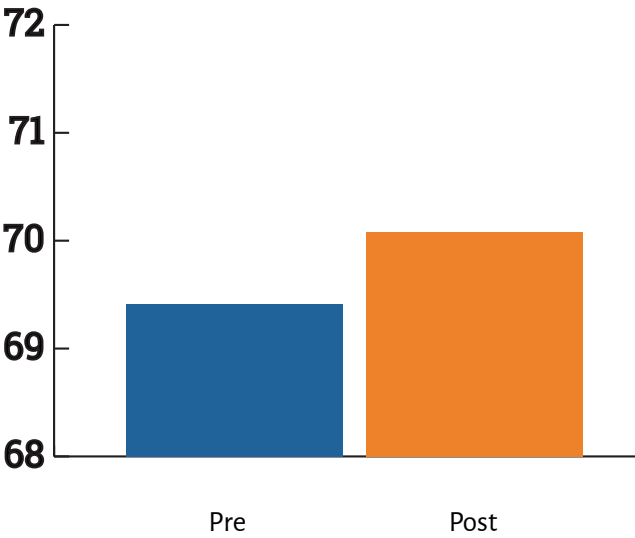
AWARENESS ABOUT MIGRATION



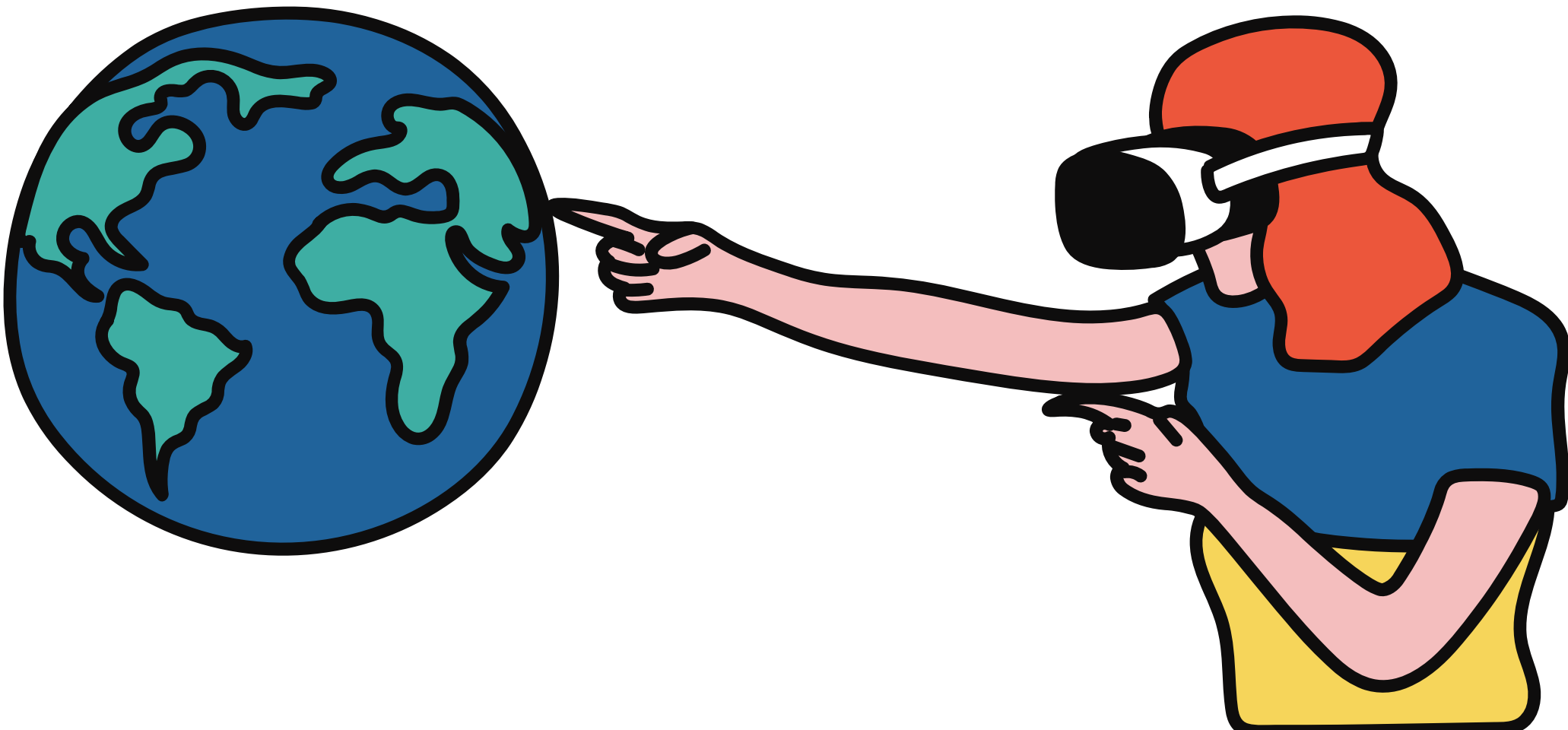
EMPATHY



COMPASSION



The figure above depicts the effects of a game-based intervention undertaken by 244 experimental group students from India and United Arab Emirates. During the 8-week online course, students first played the digital game – Bury Me, My Love – and subsequently took an online interactive course on FramerSpace that covers global citizenship issues of migration, refugees, home, belonging, identity, and refugee crisis. Analysis on pre and post assessment percentage scores of knowledge, empathy, and compassion indicated improvements in student knowledge about migration and refugees and skills of empathy and compassion post the intervention.



MISSION 2
BUILDING SEL
OF YOUTH
AND PVE-E



APPROACH

Research reveals that humans are both kind and generous as a species. Accumulating evidence now supports the hypothesis that the roots of kindness are embedded in biological evolution and prosocial behavior or actions that benefit others have been reported not only in humans but in other species as well. The evolutionary basis for cooperation, compassion and kindness is predicated on reciprocity.

Neuroscience research investigating primary reasons for engaging in pro social behavior indicates deliberate or intentional acts of kindness, including acting generously not only activates “reward circuits” in the brain but also offers the promise of happier societies and human flourishing. UNESCO MGIEP firmly believes the youth are capable agents of change, social transformation, peace and sustainable development.

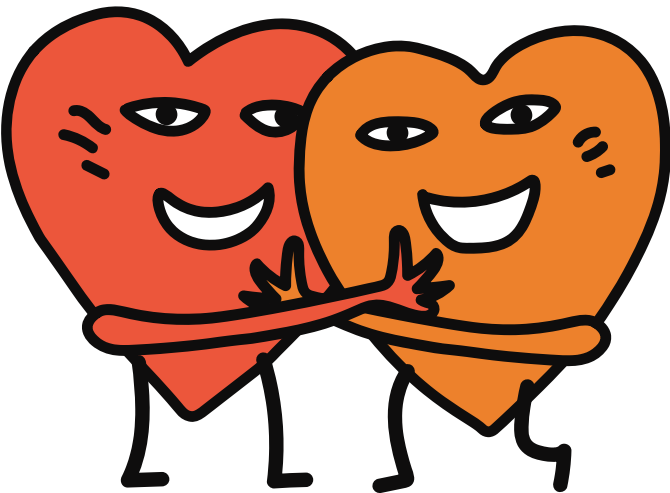
The UNESCO MGIEP Youth Programme in 2020 worked towards amplifying youth voices by providing them with a global platform and by empowering youth through training in SEL skills to effect behavioral change.

KEY INITIATIVES AND OUTPUTS

#KindnessMatters for the SDGs

In 2018, the Institute launched the #KindnessMatters global campaign that aims to mobilise young people to carry out transformative acts of kindness to tackle the SDGs and create a positive culture of kindness. In 2020, 10,000+ stories from 120+ countries were collected of youth undertaking courageous and transformative acts of kindness to achieve the SDGs.

Kindness is not defined by lofty stories, it exists all around us and needs to be celebrated at every moment of life because #KindnessMatters every day. We're celebrating K3: kindness for self, others and nature, and invite you to share with us a simple act of kindness that you performed today – gave yourself some rest from daily routine, watered the plants, donated some blankets for a cause, or called your family. This exercise will take less than 30 seconds and will make you a part of our global kindness community. So, won't you help us make the world a kinder place? Take less than 30 seconds to [submit your story](#)



World Youth Conference on Kindness

To celebrate the 75th anniversary of the United Nations (UN) and to highlight the central role of youth in policy-development and decision-making, UNESCO MGIEP organised the second World Youth Conference on Kindness on the theme ‘Kindness for Peaceful and Sustainable Co-existence’. The Conference was held virtually and saw over 70,000 views on Facebook and registrations from over 150 countries. The Conference saw debates on critical issues involving the youth such as UN Multilateralism and Kindness for the Sustainable Development Goals (SDGs). A key outcome of the Conference was the adoption of a declaration led by the youth – calling upon governments to declare the International Day of Kindness for Humanity.

The event was addressed by youth leaders such as Ms. Maria Toorpakai Wazir, peace, education and gender rights activist and world ranked Squash player from Pakistan, Ms. Natasha Wang Mwansa, journalist, a powerful and influential 18-year old Zambian girl who is the youngest recipient of the Global Health Leaders Award, as well as senior policymakers such as Ms. Leslee Udwin, Human Rights Advocate and Activist, Ms. Stefania Giannini, UNESCO Assistant Director-General for Education, Ms. Renata Lok-Dessallien, UN Resident Co-ordinator India, H.E. Mr. Vishal Sharma, Ambassador of India to UNESCO, amongst many others.



Compassionate Integrity Training (CIT)

Certification Course on Social and Emotional Learning by UNESCO MGIEP and Life University, USA

Compassionate Integrity Training's Self-Directed Learning (CIT-SDL) is a resiliency-building course jointly developed by UNESCO MGIEP and Life University (USA).

The course cultivates skills such as empathy, mindfulness, and compassion, equipping youth with better coping mechanisms for their emotional well-being as well as providing them with skills that help contribute towards the development of peaceful and sustainable societies. The course is available for individuals on UNESCO MGIEP's indigenously developed learning platform, FramerSpace.

The course was officially launched on September 21, 2020 (UN International Day of Peace) and thus far has 1,000+ learners enrolled on to FramerSpace.

[Sign up for the course here](#)

This course is a three-part online learning program that one can complete at one's own pace. It includes practices such as reflective writing, contemplative journaling exercises and guided audio practices, which assist in helping one master the skills. The course will take approximately 40 hours to complete.

Series I Self-cultivation

Series II Relating to Others

Series III Engaging in Systems



“

K-12 Educator

I appreciated that the course suggested actual practices and strategies to develop skills such as mindfulness, empathy, forgiveness, and compassion as opposed to just reiterating the importance of such skills.

“

Teacher

It is easy to see ourselves as being compassionate especially as teachers. CIT has taught me mindfulness and process. It has reminded me of self-compassion and the role of seeing every person's perspective.

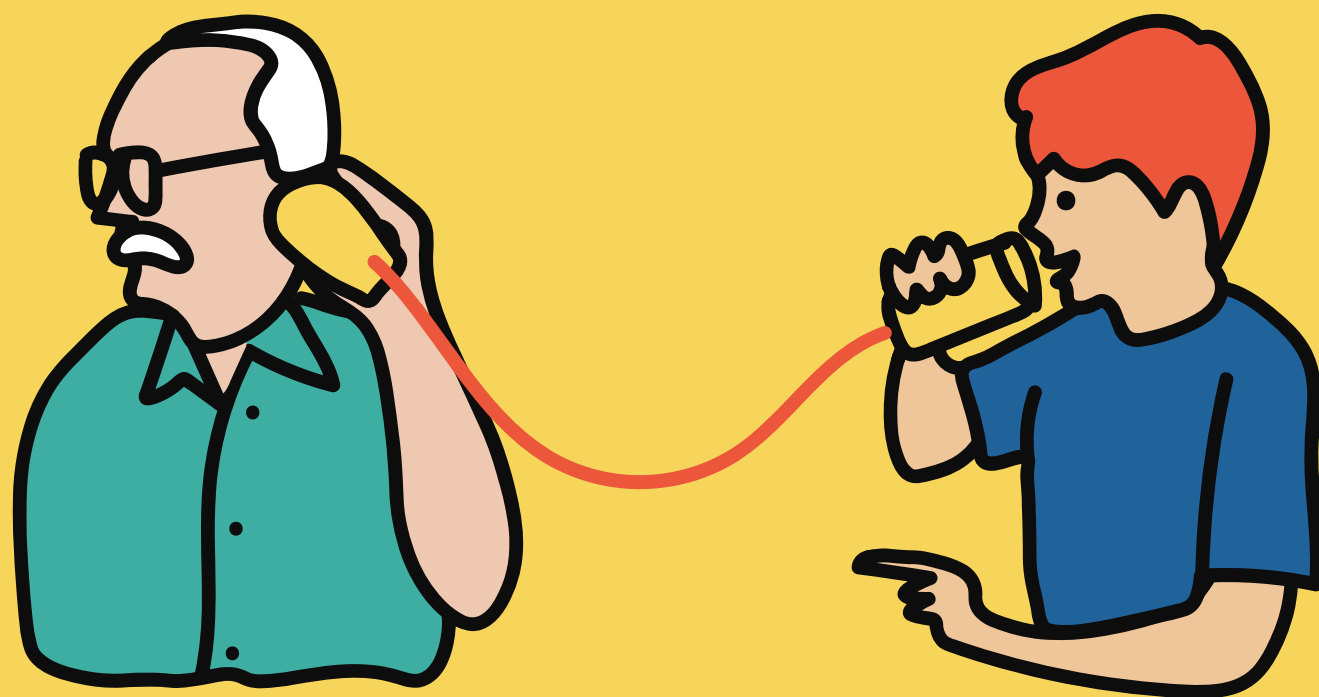
“

K-12 Educator and Administrator

The CIT program is a life changer! Though I never considered myself to be a “negative” person, I didn't realize how very biased my belief system was. As I continue to take steps to try to view the world through a lens of compassion, I can feel the beginnings of a shift in my relationships and the way I view others.

TALKING ACROSS GENERATIONS ON EDUCATION: TAG^e

UNESCO MGIEP believes that any strategy aimed at the youth cannot be successful without empowering the youth, thereby encouraging them to speak up. The TAG^e is a youth-driven intergenerational dialogue on education that provides a non-hierarchical platform to the youth to interact, discuss and debate critical issues that concern the future, with policymakers.



The Format

Stage 1: Social Media Discussions – In stage 1, we invite global youth to participate in an online discussion on the future of education and to collaboratively reimagine how education systems can be fixed.

Stage 2: Selection - We select 6 most articulate and original perspectives of young people from the online discussions, to hold honest, data-driven online dialogues with 3 policymakers and decision-makers.

Stage 3: Virtual Dialogue and what's next - Here's where the world's youth unload and upload their hopes, dreams and aspirations on the leaders who hold the keys to their future. They present evidence and work with the decision-makers to implement their solutions at scale through policy-briefs and follow-up dialogues.

For details, click [here](#)



TAG^e on Reimagining Education

The education landscape is changing rapidly. The current health crisis has affected more than 1.5 billion school students and youth and has generated large-scale global debates on the future of education. Decisions on the future of education are incomplete without considering the most important stakeholders – the youth. The Talking Across Generations on Reimagining Education (Series 1 – Purpose of Education and Series 2 – The Learning Experience) provided a levelled platform for young people to dialogue with senior decision makers on the future of education.

Between August and December 2020, 6 mini TAG^es were conducted virtually, in which 12 bright young people were in dialogue with 6 senior decision makers. The TAG^e's saw participation by almost 2,000 + youth in online discussions and attendance by almost 1,500 young people for the virtual live dialogues.

For details, click [here](#)

Prevention of Violent Extremism on Education

In February 2020, MGIEP conducted a comprehensive capacity building workshop in Sri Lanka for the Prevention of Violent Extremism by 30 youth/led organisations from India and South Asia. These organisations have since conducted follow-on workshops in their respective countries. In India, these workshops have trained 1,000 rural

youth. MGIEP is now in the phase of developing an innovative online course blending social-emotional learning for the prevention of violent extremism to be launched in 2021.

“YOUTH VOICES

Fredrick Chilongo

I feel the purpose of education is to acquire knowledge and skills that will enable us to be useful in society. For example if one is trained to be a doctor he/she will help cure the sick, if another is trained to be a police officer he/she will help protect the citizens. Thus with education, we are able to be valuable members of our communities

Saurabh Bhoyar

I go to college, university or learning institutions to develop my true potential and to nurture my creativity and become an informed global citizen who can contribute constructively to make this world a better place, can inculcate multiculturalism and live with others peacefully, have respect for all and understand the differences, protect the earth as our shared home and embrace the change

Jenny Foster

University provided me with so much more than information; it enabled me to become curious and analytical and challenge the status quo. It was also a place to meet some wonderful people from different places and with different experiences, many of whom are still very close friends. It also provided life-changing opportunities for volunteering and campaigning.

Usama Tariq

For me, education should be all about getting awareness and skills. Unfortunately, in our society the sole purpose of education is to get good grades and then good jobs. The real purpose of education should be learning things instead of memorizing things. Children should be sent to school for their personality development. One should learn ethics, morals, self-confidence and skills in educational institutes.

Cesone Clemmings

I went to college because education is one of the greatest chances for me to end the cycle of poverty in my family. My society has not progressed or developed to the point where a university education would not be necessary for the average person to somehow become successful. Only 15% of my country's population can easily access a university or college education. So when I got the opportunity to go, I took it



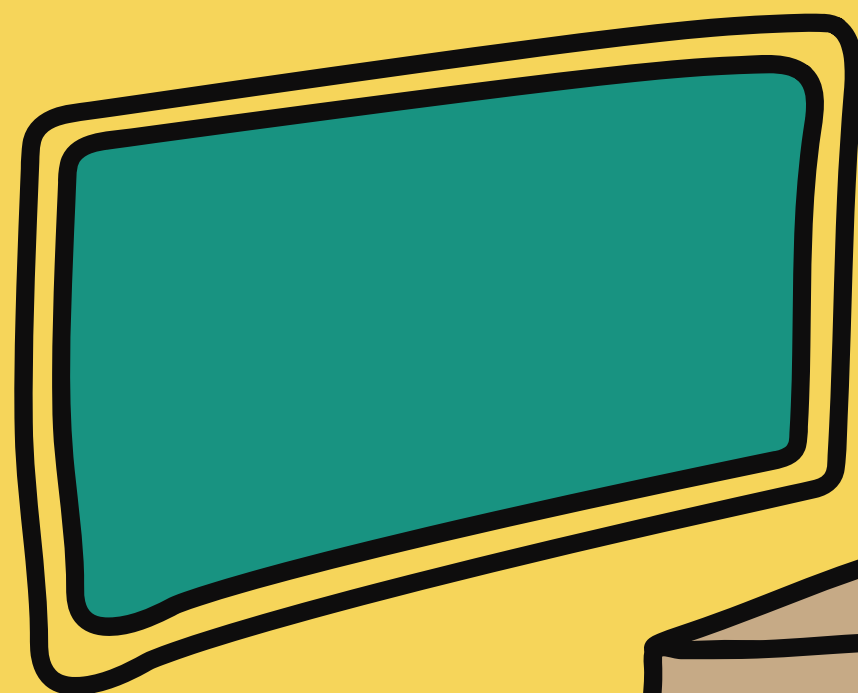
MISSION 3 BUILDING SEL FOR EDUCATORS



APPROACH

Teachers are increasingly expected to employ integrated technology practices in their classrooms to help students learn better. Furthermore, teachers act as planners, initiators, climate builders, facilitators and guides, and are central to interpreting and implementing any curriculum. Investing in teacher training and development becomes imperative.

In 2020, in light of the COVID-19 pandemic, MGIEP developed its Digital Teacher Training course and conducted various workshops to impart digital and SEL skills for use by teachers in classrooms.



KEY INITIATIVES AND OUTPUTS

SEL for Teachers GC Primer (to teach 6-12 year old students)

The SEL for teachers course on FramerSpace comprises four digital training modules for SEL activities that are self-directed and available online. These modules seek to build SEL skills in teachers for primary grade learners. Approximately 300 teachers from the Asia Pacific regions were introduced to this course at TECH 2020.

The Digital Teacher Course

The Digital Teacher is a course for in-service and pre-service teachers (K-12 and Higher Education), educators, curriculum developers, instructional designers and others interested in using digital technologies for creating learning experiences. The course caters to a novice or an expert user of technology, offering a choice across four unique quests - to explore tools, resources, take up challenges and tasks based on learner's level and interest.

The Digital Teacher courses comprises of four quests. So far, nearly 300 teachers have been introduced to the course on FramerSpace.

MISSION 4

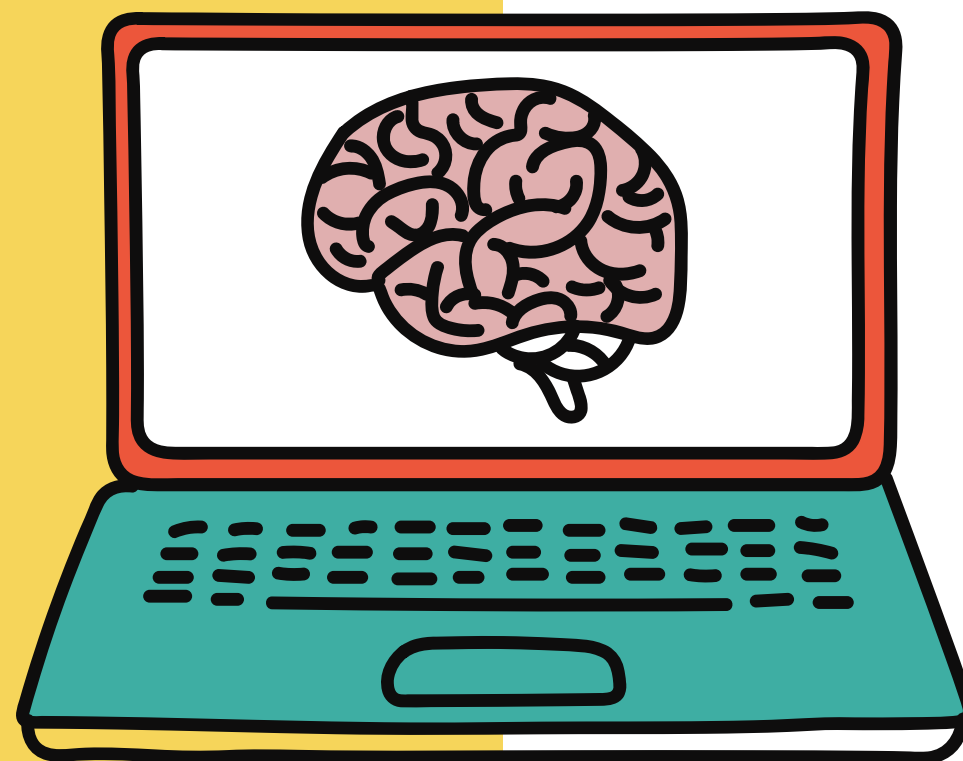
ADVANCING THE SCIENCE POLICY NEXUS



APPROACH

As the intellectual agency of the United Nations, UNESCO champions a humanistic vision of education – a principle captured in SDG 4.7 The Institute plays an important advisory role to Member States by formulating policy recommendations and actions emanating from our project-based interventions and research.

UNESCO MGIEP believes that if the world has to achieve the SDGs by 2030, then a drastic shift is required in our approach to global issues. This transformation can only come about with a new kind of education, one that is rooted in critical inquiry, compassion, mindfulness and emotional well-being of individuals.



KEY INITIATIVES AND OUTPUTS

The International Science and Evidence-based Education (ISEE) Assessment

The ISEE Assessment uses the 1996 Delors report's four pillars of education Learning to be, Learning to know, Learning to do and Learning to live together as the evaluative benchmarks and the lens of "what", "where", "when" and "how" we learn and teach. The assessment is designed along three Working Groups: (1) Human Flourishing, Education and Learning; (2) Education, Learning and Context; and (3) Learning Experience. In addition, there is a technical group on Data and Evidence. The Assessment has brought together 200 experts to contribute to UNESCO's Futures of Education initiative.

In 2020, the first research brief of the ISEE Assessment was published. The brief, co-authored by prominent philosophers Doret de Ruyter, Lindsay Oades, and Yusef Waghid, provides the definitions of human flourishing, education, learning, teaching and student evaluation, which set the context of the ISEE Assessment.

The full report of the ISEE Assessment is expected to be published in 2021.

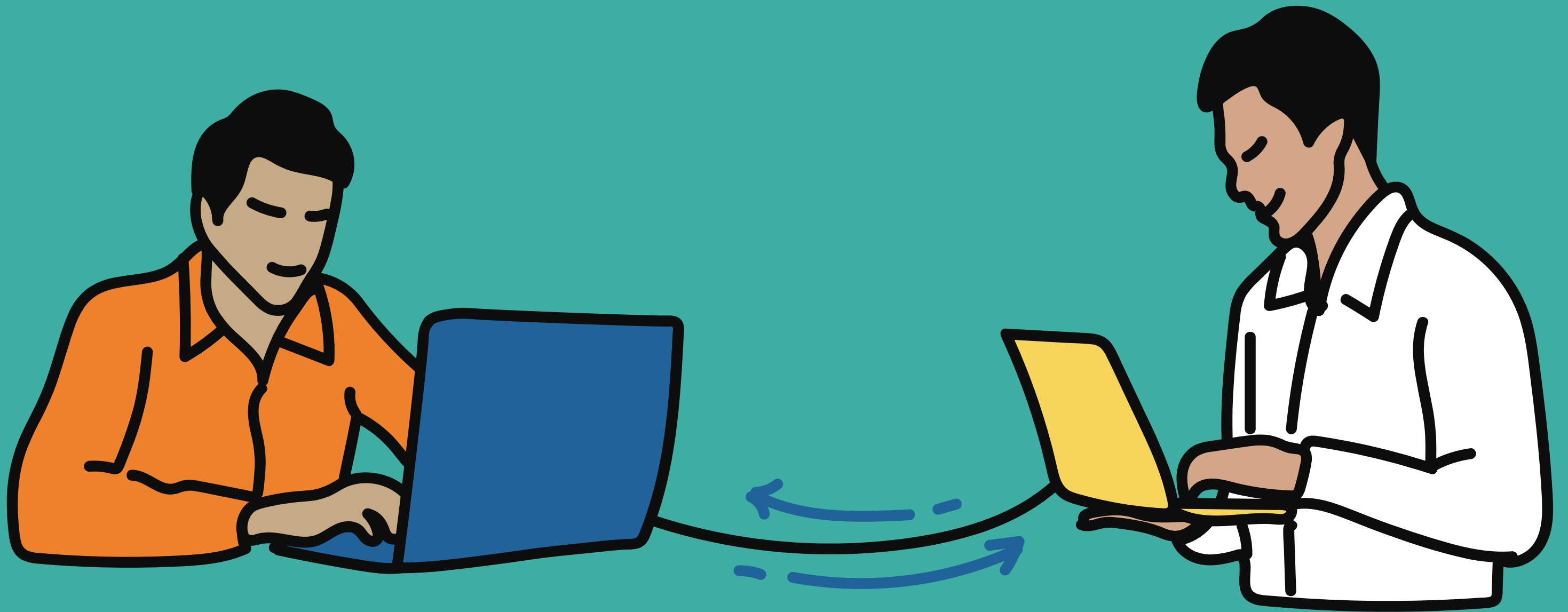
Global Collective for SEL and Digital Learning

The Global Collective for SEL and Digital Learning is a multi-stakeholder alliance, launched in 2020, and mobilised to promote SEL and digital learning as critical new dimensions in achieving SDG 4— inclusive and equitable quality education and lifelong learning opportunities for all. The Global Collective has been endorsed by six governments: Japan, Kyrgyzstan, Sri Lanka, Maldives, South Africa and Quebec. The mission of the Global Collective has acquired a renewed relevance and urgency in the face of the COVID-19 crisis, which has disrupted education systems and sharply brought issues of emotional resilience and digital pedagogies to the fore.

Digital Learning Value Chain analysis

In light of the COVID-19 school closures, a study was conducted to measure the digital readiness of education systems in three countries: Sri Lanka, Maldives, and Kyrgyzstan. This study identified bottle necks in delivering online learning, including human capacity, and encourages necessary reforms in teacher education. The full report is expected to be published in 2021.

CROSS CUTTING PROJECTS





FramerSpace

UNESCO MGIEP indigenously developed its digital learning platform, FramerSpace (FS) that enables creation of innovative digital pedagogies that promote SEL and empower the youth. FS is an AI-powered digital platform that helps draw learnings from tasks that Artificial Intelligence does well, to 'HOW' to teach & consequently learn. It helps Curriculum Designers, Policymakers; Content Developers, Teachers, and Students rethink how knowledge and intelligence can be imparted in the 21st century. FramerSpace was launched as an Open-source platform in November 2019 at the AI & Blockchain Developer Summit in Malta. FramerSpace was rolled out as a pilot in 12 countries and has more than 11,000 registered learners. In 2020, the efforts have continued around optimizing the platform's technical architecture to make the platform extremely secure, robust, scalable & responsive. Discussions on creating content guidelines for the platform were undertaken in 2020 and are expected to be completed by May 2021. Additionally, the Institute is now in advanced stages of negotiating the adoption of this platform as the National Digital Learning Platform with several Member States.

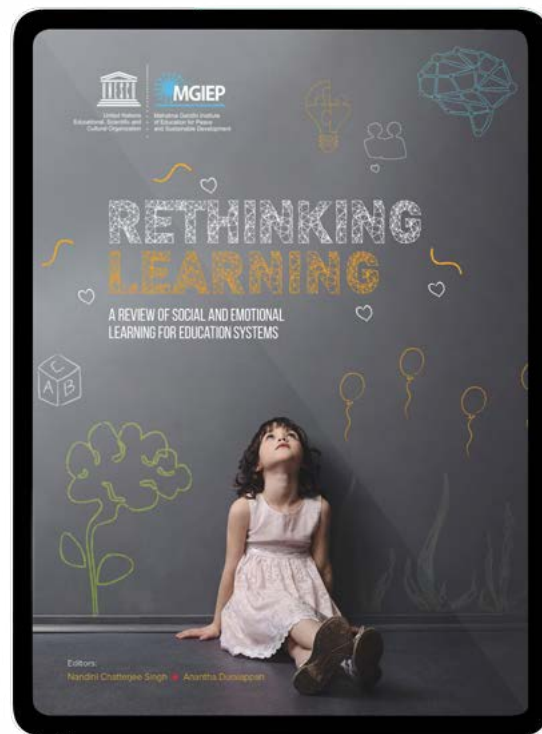
TECH 2020

The fourth edition of the Transforming Education Conference for Humanity (TECH 2020) was held virtually from December 11 - 13 and included 4 keynotes, 22 capacity building workshops, and multiple panel discussions. The Conference saw attendance by over 2,300 participants from more than 100 countries and over 100,000 video views through its livestream.

Over three days of TECH 2020, a total of 22 capacity-building workshops across six different subject areas (Building Capacities in Emotional Awareness based on Compassionate Integrity Training; Building the social and emotional competence of teachers; Teachers as Designers: The Power of Digital Technology to Transform Pedagogy; Embedding SEL in digital education- Game-based Learning; Embedding SEL into Mathematics classrooms; Embedding social and emotional competence in climate change) were conducted by experts in the fields of social and emotional & digital learning. [Read more here.](#)

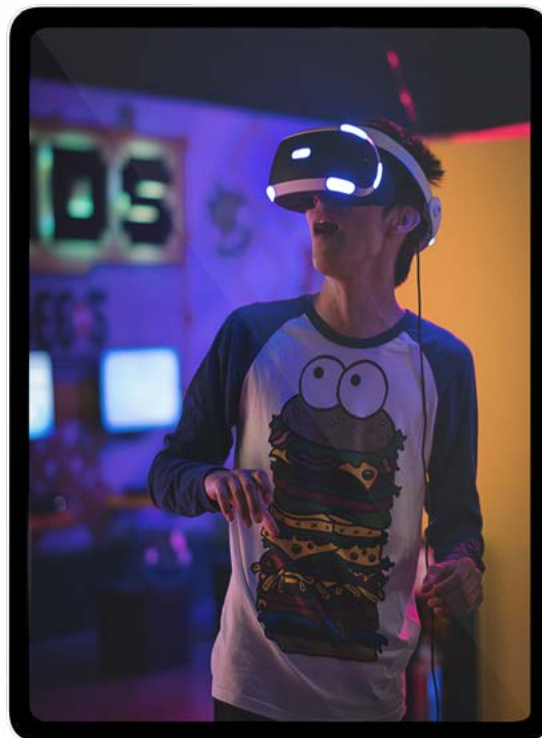
Visit [webpage](#) for details.

PUBLICATIONS



The 'Rethinking Learning

A Review of Social and Emotional Learning for Education Systems', publication reviewed the latest research on SEL, its impact on student health and school climate and its transformative role in building happier classrooms. It sought to inform and impress upon Member States the urgent need to mainstream social and emotional learning in education systems. It was launched virtually on July 18 Nelson Mandela Day. [View publication here](#)



Research Brief

Screen Time and Learner Well-being — The Debate, the Evidence and Directions for Future Research and Policy: With the COVID-19 crisis, the use of digital technology for teaching and learning has taken on a new alignment, which has a completely new meaning and imperative for policymakers, researchers and educators alike across the globe. Already in the pre-COVID-19 time, we were witnessing an unparalleled growth in access to digital media at home and school. In the face of a paramount need to address continuous learning and learner well-being at the times of social distancing and uncertainty, this research brief provides a 'state of the art' review of the knowledge on the use of screen-based media devices and learner well-being, drawn primarily from peer-reviewed literature on the topic. Based on a rapid scoping review of recent systematic reviews (including a review of reviews and meta-analyses) and research studies on the effects of the use of screen-based digital media devices on learner well-being (including learning gains), it concludes that, while there is an emerging body of high-quality studies, research on screen time suffers from conceptual, theoretical and methodological limitations that make the evidence collected so far inadequate in terms of guiding policy.

The ISEE Assessment Research Brief

The ISEE Assessment, an initiative by the UNESCO MGIEP, was designed to provide the science and evidence support to UNESCO's Futures of Education initiative. The first research brief that came out in 2020 focused on the meanings of human flourishing and education. The brief, co-authored by prominent philosophers Doret de Ruyter, Lindsay Oades, and Yusef Waghid, provides the definitions of human flourishing, education, learning, teaching and student evaluation, which set the context of the ISEE Assessment. It posits that education enables flourishing – human beings need to be introduced into the social, cultural and natural world by teaching and learning, in relation to teachers and the environment, for they need to be able to make sense of their world in order to be able to live well as human beings. This means that flourishing can be regarded as an aim of education. It also postulates that flourishing enhances education – when teachers and students flourish in their teaching and learning, in other words when they can develop their potential and live well and when teaching and learning are meaningful to them, their relations will prosper and both the teaching and learning will have a higher quality. [View publication here](#)



Nurturing the social and emotional wellbeing of children and young people during crises

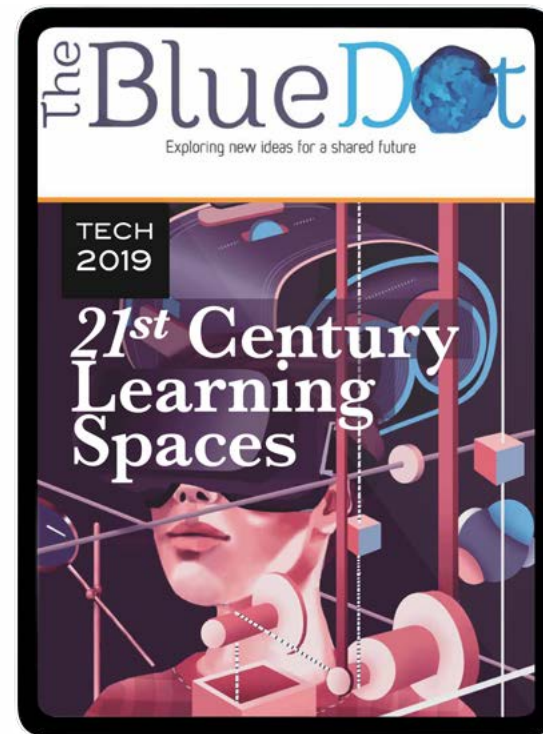
in collaboration with UNESCO Headquarters, Paris. [View here](#)





The Blue DOT TECH 2019 Special Issue

Building on the success of TECH 2017 and 2018, TECH 2019, held in partnership with the State Government of Andhra Pradesh, India, successfully showcased the role of digital technologies in enabling a shift from “transmissive pedagogies” to “transformative pedagogies” to create more peaceful and sustainable societies with over 1000 diverse stakeholders coming together in Vizag from December 10-12 to deliberate on the role of Digital Pedagogies in building sustainable societies. Read views from experts who partook in the discussions that transpired at the Conference. View [here](#)



The Blue DOT 12 Reimagining Learning Spaces for Uncertain Times

This Issue highlights how novel learning spaces and modes of learning that emerged in response to the global COVID-19 pandemic provide valuable lessons for preparing for future shocks and disruptions. In so doing, it also underscores our potential to innovate existing education systems to be better equipped to cultivate young people's competencies for engaging creatively. View [here](#)



The Blue DOT 13 Reimagining Education: Beyond the Rhetoric

Issue 13 of The Blue DOT aims to propose new ways of looking at education systems in terms of content, evaluation and assessments, pedagogy, the role of the teacher, and capturing and integrating voices of the youth in education systems. The inspiring solutions and ideas proposed in this Issue are based on evidence and backed by the sciences in our interconnected, interdependent world. View [here](#)



Developed a publication titled '**Pandemics- Past, Present, Future**', in response to the request of the Prime Minister's office in India (forthcoming in 2021)

A chapter on education in India written for '**Comparative Education: The Dialectics of the Global and the Local**' (Rowman & Littlefield, forthcoming in 2021)

IN THE
NEWS



FINANCIAL REPORT 2020

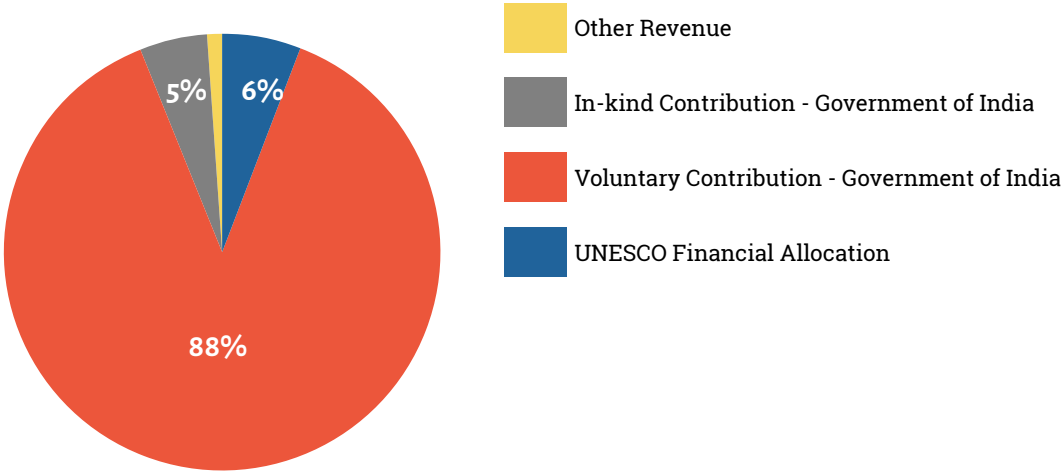


REVENUE

The main financial contributors to the Institute over the years have been the Government of India and UNESCO. During the year, MGIEP received 93% of total revenue from Gol as Voluntary contributions (88%) and In-kind contributions (5%). Balance 7% of total revenue represents contributions from UNESCO and other revenues.

Also, during the year MGIEP signed the second operational agreement with Government of India, with 46% increase in the earmarked annual contribution for next 5 years (i.e. 2020-2024).

Revenue by Source-2020



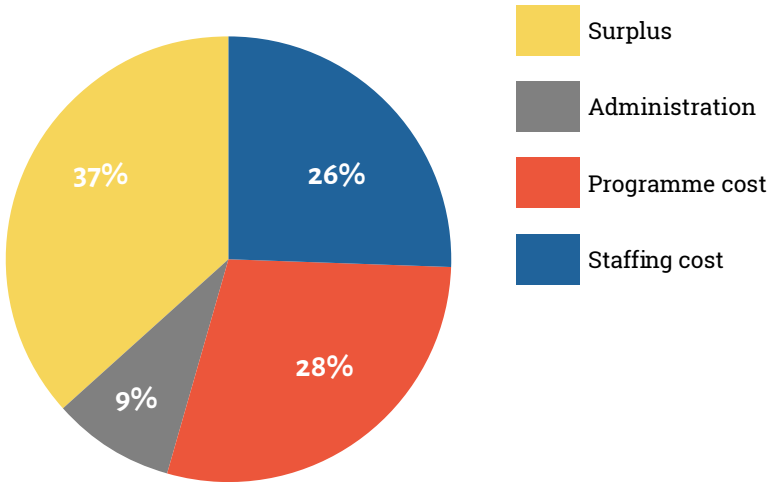
Expenses as a proportion to total revenue-2020

During the year, due to COVID-19 pandemic there has been an overall decrease in the expenses as compared to previous year by 21%.

Nature of expense	% of total revenue
Staffing cost*	26%
Programme cost**	28%
Administration cost	9%
Surplus	37%

*includes only IPA and PA staff cost

**includes SC and consultants cost and other Programme related cost



PARTNERS



Governments

- Ministry of Human Resource Development, Government of India
- Ministry of Culture, Government of India
- Ministry of Youth Affairs and Sport, Government of India
- The Department of Foreign Affairs and Trade, Government of Australia
- State Government of Sikkim, India
- State Government of Andhra Pradesh, India
- Quebec Government Office in India, Canada
- Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan
- Ministry of Education and Science, Kyrgyz Republic
- Ministry of Education, Maldives
- Department of Higher Education and Training, South Africa
- Education Administration and Development, National institute of Education, Sri Lanka

Funding Partnerships

United Nations Counter-Terrorism Office (UNOCT)

Affiliate Members of the Global Collective for SEL and Digital Learning

- Center for Compassion, Integrity and Secular Ethics
- Center for Healthy Minds and Healthy Minds Innovations, University of Wisconsin-Madison
- Classcraft
- Commonwealth Educational Media Centre for Asia
- ComMutiny - The Youth Collective
- CSSL
- Fundacion Compaz
- Games for Change
- Gandhi Smriti and Darshan Samiti
- Global Goals Centre
- Greater Good Science Center at UC Berkeley
- Karanga
- NalandaWay Foundation
- PATHS Program LLC
- Pravah
- SEE Learning India
- Standing Together To Enable Peace Trust (STEP)
- URSTRONG

Outreach Partners

- Hindustan Times
- UN75
- Global Youth Alliance on Kindness
- Life University
- Charter for Compassion
- SDG Choupal
- Faze Media
- UNHCR India
- Heartfulness
- Mash
- Creya Learning
- UNICEF India
- Yuwaah
- Youth Ki Awaaz

Schools and School Networks

India

- Navodaya Vidyalaya Samiti
- Gaurs International School
- Tagore International School - East of Kailash
- Delhi Public School HRIT
- Tagore International School - Vasant Vihar
- GD Goenka School

Maldives

- Raa Atoll Education Centre
- Sharafuddin School
- LAEC
- Makunudhoo school
- Maamendhoo school
- Mulak school
- Veymandoo School
- FAEC

UAE

- Abu Dhabi Indian School
- New Indian Model School, Dubai
- Our Own High School
- Private International English School, Abu Dhabi
- Shining Star International School
- Abu Dhabi Indian School
- Crescent English School
- The Model School
- Gems Modern Academy
- Sunrise English Private School

Content & Knowledge Partners

- ThinQ
- Hatch Games
- Lagori games
- School Skies
- Learning Curve
- Makers Empire
- Chimple
- BiBox Labs
- Leadership for Equity
- AIMXCEL Innovative Solutions
- Happy Adda Kettle Mind
- Neet Prep
- Learner.In
- Life University
- CCISE
- GITAM
- LAPsyDE
- Center for Healthy Minds
- iThrive
- Games for Change
- Pi Jam Foundation
- LXL Ideas
- Anisha Global School
- Gandhi Smriti and Darshan Samiti

Technology Partners

- Headai
- Touchdown Gurus
- Digital Legends
- Rapyder
- Amazon Web Services
- Samsung India Pvt. Ltd

Corporates

- Grant Thornton India
- Microsoft India Pvt Ltd
- HP India Pvt Ltd
- Dell India Pvt Ltd
- Adobe India Pvt Ltd

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 Collective
- Centre for Prevention of Radicalization Leading to Violence
- ActionAid Arab Region
- Words Heal The World

Universities

- Rhodes University
- Nagoya University Japan
- Life University
- OP Jindal University
- Rubika India University
- University of British Columbia
- University of Wisconsin
- University of Montreal Quebec

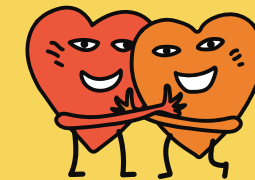
Reflect, Empathize, Be Kind

It is now established through scientific research that human beings can be trained to be empathetic, compassionate and kind. Training young people in SEL can help spark for us acts of kindness. SEL helps individuals recognise and regulate emotions, identify positive purpose, demonstrate empathy for others, take constructive action and promote human flourishing. 'Kindness' is the force that will help us achieve the Sustainable Development Goals, towards making the world more peaceful and sustainable – a better place to live in the future for our children.

[READ MORE KINDNESS STORIES](#)

Here we share some inspiring stories of kindness that we have received in 2020 from across the globe, happy reading!:

An exchange of love and learning



Changing the taboo culture around Menstruation





unesco_mgiep

company/unesco-mgiep

mgiep.unesco.org



/mgiep