TRANSFORMING
EDUCATION
FOR HUMANITY

UNESCO

United Nations
Educational, Scientific and
Cultural Organization

MGIEP

Mahatma Gandhi Institute
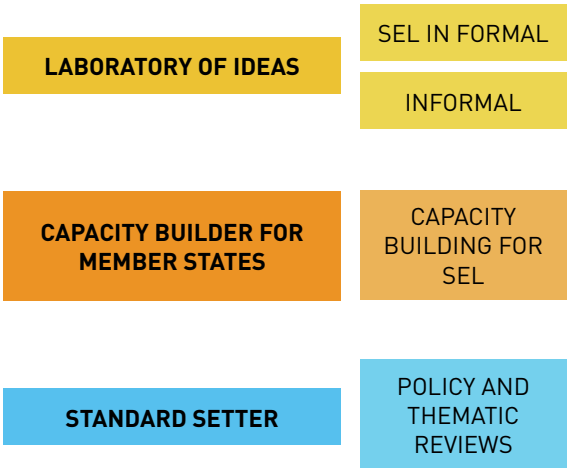of Education for Peace
and Sustainable Development

Vision

Mission

Transforming Education for *Humanity*

Building Social and Emotional Learning for *Education 2030*

The **UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development** (MGIEP) is UNESCO's category 1 Research Institute that focuses on Sustainable Development Goal (SDG) 4.7 towards education for building peaceful and sustainable societies across the world. In line with its vision of Transforming Education for Humanity', the Institute's programmes and products are designed to mainstream Social and Emotional Learning (SEL) in education systems, innovate digital pedagogies and to put youth as global citizens at the centre of the 2030 agenda for Sustainable Development.

UNESCO MGIEP has been established with the generous support from the Government of India.

The Institute's work is focused on four key areas :

LABORATORY OF IDEAS	SEL IN FORMAL
	INFORMAL

CAPACITY BUILDER FOR MEMBER STATES	CAPACITY BUILDING FOR SEL

STANDARD SETTER	POLICY AND THEMATIC REVIEWS

UNESCO MGIEP believes in harnessing the power of digital technologies to facilitate quality education for the **21 st century Global Citizen**.

Social and Emotional Learning in Formal Education

> *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. It is thus important for formal education systems to integrate social and emotional learning (SEL) throughout a student's learning life-cycle.*

I. SEL for K-12 learners

1. A Curriculum on Global Citizenship

UNESCO MGIEP's flagship project 'Global Citizenship' aims to achieve the goal of sustainable and peaceful societies as outlined in SDG 4.7 through a digital curriculum on Global Citizenship education, with a focus on development of key Social and Emotional Learning (SEL) skills. The curriculum for Global Citizenship has been designed using the Libre process. The Libre process adopts a 'problem-based' approach to education as a tool that enables learners to build critical consciousness to drive 'active' citizenship' that not only frames their identity, but powers them to critically analyse and understand the systemic, cultural and physical causes and manifestations of exclusion and marginalization. The Global Citizenship curriculum was launched in 2019 and is being piloted in 50 schools across 10 countries.

2. Digital Intercultural Exchange (DICE)

DICE is UNESCO MGIEP's digital cultural exchange project that connects students (between the ages of 12-15) and teachers across the world and facilitates engagement on issues of global importance related to peace and sustainable development. The project is designed to promote peer-to-peer dialogue based learning as an alternative pedagogical tool at the school level. By fostering collaborative learning and facilitating interactions amongst a culturally diverse group of learners, DICE helps build key social and emotional learning skills amongst students. The project was launched in 2015 and is currently in Phase 3 of implementation, launching in 50 schools over 10 countries.

3. Social and Emotional Learning for STEM

The critical need for education systems to build emotional and intellectual intelligence of learners is being recognised globally. In its first phase, the project was focused on textbooks, wherein a guidebook for textbook authors was developed and used to train them in the Indian State of Sikkim. During the second phase, UNESCO MGIEP's embedding approach for STEM focuses on embedding Social and Emotional skills in Mathematics and Sciences for K-12 using digital technologies to develop more empathetic, mindful and compassionate young people. These digital modules are expected to be launched in 2020.

4. Games for Learning

Studies indicate that games have strong pedagogical properties. The use of games for teaching mathematics, sciences and the humanities is becoming part of the educational landscape. Simultaneously, there has been a surge in game development for teaching social and emotional learning skills. UNESCO MGIEP, through its Games for Learning project seeks to embed social and emotional learning skills in learners (13+) through digital games in formal and informal education systems, in order to achieve the UN SDG 4.7.

5. Project Based Learning

In line with Ministry of Human Resources Developments (India) mandate to minimise 'curriculum load' on students and focus more on the overall development of students, including developing their life skills, UNESCO MGIEP, in partnership with Samsung, India, has initiated the MyDream project, an action research study to minimise load and stress in middle classes. A project-based learning model will be integrated with a social and emotional learning approach using technology, and implemented in over 60 Jawahar Navodaya schools in eight regions within India. The thematic focus of the study will be tackling global issues to build more peaceful and sustainable societies.
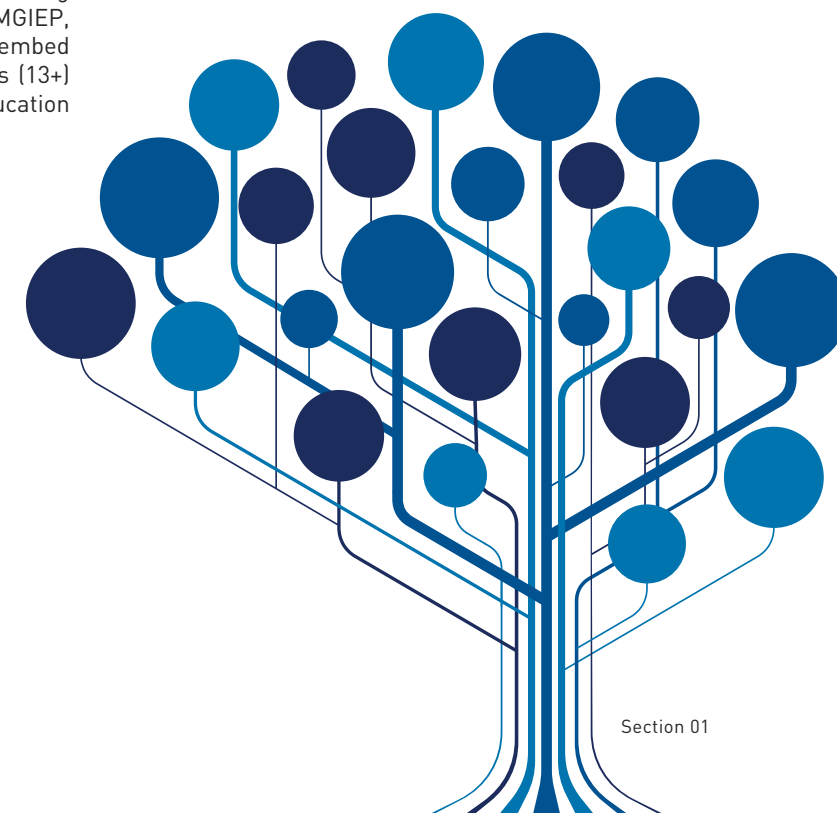
I I. SEL in Higher Education

1. CIT Training

Compassionate Integrity Training (CIT) is a multi-part training programme that cultivates basic human values as skills for the purpose of increasing individual, social and environmental flourishing. It is based on cutting-edge developments in the fields of neuroscience, psychology, trauma-informed care, peace and conflict studies, and contemplative science, and builds on the work done by Daniel Goleman (author of the book Emotional Intelligence) and Peter Senge, initiatives in Social and Emotional Learning (SEL). UNESCO MGIEP has taken on the task of organizing facilitation workshops and taking this training (offered by Center for Compassion, Integrity and Secular Ethics) to young community leaders taking forward its Training the Trainer approach.

CIT Programme is built on work done by:

Daniel Goleman (author of the book Emotional Intelligence) and Peter Senge.

Social and Emotional Learning in Informal Education

> *UNESCO MGIEP believes that youth are capable agents of change, social transformation, peace and sustainable development. In order to harness this potential, the Institute's work with the youth aims to extend social and emotional learning (SEL) beyond the four walls of the classroom. The goal is to enable young people to transform and scale non-formal and informal education systems through innovative digital pedagogies, inter-generational dialogues and youth-led policy recommendations.*

Prevention of Violent Extremism

UNESCO MGIEP's efforts in prevention of violent extremism include the development of an entirely youth led guide that puts forth youth-centred actionable recommendations for a wide range of stakeholders as well as capacity building for social and emotional learning.

#KindnessMatters for the SDGs

Join UNESCO MGIEP's global youth campaign titled #Kindness Matters for the SDGs, the purpose of which is to mobilize the world's youth to achieve the 17 SDGs through transformative acts of kindness. The campaign also attempts to create a positive culture of kindness, in which every young person's selfless act matters! Over 5,000 stories from over 50 countries have been collected thus far.

YESPeace Network and Global Youth Alliance

The YESPeace Network is a platform for youth stakeholders to generate youth capacities for a greater impact to influence policy through capacity building, dialogue and research . 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 Global Youth Alliance is the continuation of the New Delhi Declaration on Kindness (Aug 2019) and aims to bring together different stakeholders to contribute towards achieving the SDGs by 2030 through transformative acts of kindness. It will also act as the collective voice of global youth leaders to urge UN Member States to follow suit and declare a UN Decade of Kindness from 2020-2030.

Capacity Building for Social and Emotional Learning

In line with its vision of Transforming Education for Humanity, UNESCO MGIEP recognizes the central role played by teachers in the current education system. The Institute focuses on building the capacities of teachers in Social and Emotional Learning (SEL).

Training the Trainer (ToT) on Social and Emotional Learning

MGIEP is training selected teachers to train the teacher community in SEL in classrooms. The Institute conducts trainings with young educators in adopting and practicing critical SEL skills of Mindfulness, Empathy, Compassion and Critical Inquiry.

Training the Trainer (ToT) on Digital Pedagogies

UNESCO MGIEP is developing a training manual for teachers in digital pedagogy and SEL. The project seeks to equip teachers with the digital pedagogical tools and SEL to empower them for the 21st century classrooms. The project seeks to equip teachers with the right amount of digital and pedagogical tools to empower them for the 21st century classrooms.

Policy and Thematic Reviews

Periodic Policy and Thematic reviews provide credible scientific basis for governments and educators at all levels to develop SEL policies and practices. These reviews clarify and connect various frameworks and terminologies in order to create greater precision and transparency and facilitate more effective translation between research, practice, and policy.

1. Rethinking Schooling for the 21 st Century

UNESCO MGIEP officially launched Rethinking Schooling for the 21st Century: The State of Education, Peace and Sustainable Development and Global Citizenship; in 2017 at the UNESCO General Conference.

This study analyses how far the ideals of SDG 4.7 are embodied in policies and curricula across 22 Asian countries and establishes benchmarks against which future progress can be assessed.

It also argues forcefully that we must redefine the purposes of schooling, addressing the fundamental challenges to efforts to promote peace, sustainability and global citizenship through education.

rethinking schooling
FOR THE 21ST CENTURY

The State of Education for Peace, Sustainable Development and Global Citizenship in Asia
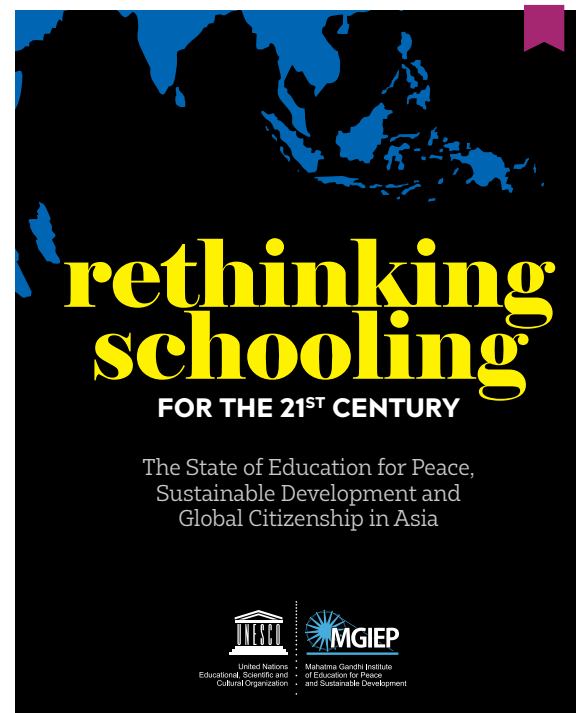
## 2. Global Review of Digital Educational Media and Resources Review

In view of the proliferation of digital education resources available today, UNESCO MGIEP undertook a global review to understand the state of digital education, with a focus on digital education resources defined broadly, including e-textbooks, Open Education Resources (OERs), intelligent tutors, games, online courses and learning management systems. The goal of this exercise was two-fold: a) to understand the pedagogical possibilities opened up by digital technologies as well as their limitations; and b) to provide recommendations to decision makers for harnessing these possibilities to equip learners with competencies to engage creatively and responsibly with the rapidly changing world. The review is based on a body of interdisciplinary knowledge about the role of technology in education (review of academic and policy literature), the mapping of existing digital textbooks and other digital education media (review of existing digital resources), and examples of implementation of digital education initiatives from around the world. This review provides insights and recommendations that would help lead to the wise, innovative and ethical use of digital technology in education as a new dimension in achieving SDG 4.

3. International Science and Evidence Based Education (ISEE) Assessment

Inspired by the Millennium Ecosystem Assessment and other scientific environmental assessments, UNESCO MGIEP has launched a process to conduct a large- scale International Science and Evidence Based Education (ISEE) Assessment. The goal is to pool the expertise on learning as well as educational systems and reforms and undertake a scientifically robust and evidence–based assessment that can inform education policy making. Through this research exercise, UNESCO MGIEP aspires to assess the state of education as a complex system and its role in achieving sustainable flourishing societies.
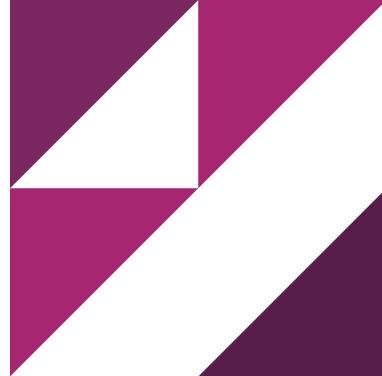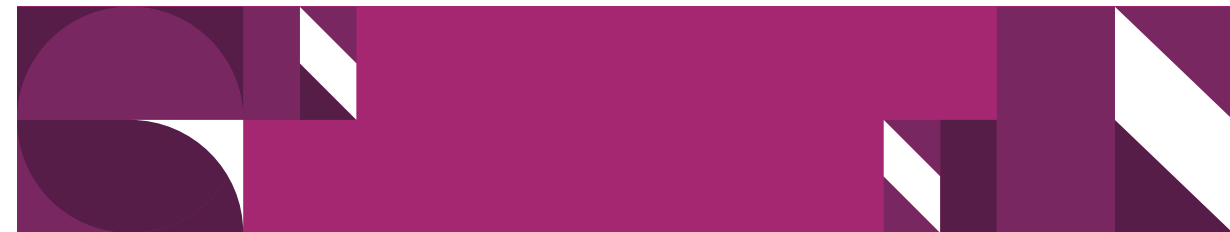
4. SEL Review

The State of SEL Assessment provides a credible scientific basis for governments and educators at all levels to develop SEL policies and practices. The review clarifies and connects the various frameworks and terminologies in order to create greater precision and transparency and facilitate more effective translation between research, practice, and policy. Building on a recommendation from its first Futures Workshop conducted in 2017, UNESCO MGIEP took on an assessment of the state of SEL to provide scientifically credible and interdisciplinary insights into policy-relevant questions pertaining to the integration of SEL in school curriculum, and more generally, transforming education for building societies of human flourishing or sustainable well- being societies.

5. Industry Guidelines for Digital Learning

The Industry Guidelines for Games and Digital Learning are based on the adoption of the Vizag Declaration during TECH 2018 in Visakhapatnam, India to establish standards of digital learning resources to determine digital products best suited to the educational needs of the 21st century. The guidelines have been created by a team of experts including academics, industry leaders and policymakers and comprise of a set of recommendations for game developers and creators to adopt in the game development process. The aim of these guidelines is to make the games more suitable for social and emotional learning amongst players. The Guidelines were launched at the UNESCO General Conference in 2019.

Flagships

As thought leaders in mainstreaming social and emotional learning in K-12 education, the Institute releases a variety of publications and hosts annual events throughout the year, to essentially spark discussions about how transformative education can contribute to a peaceful and sustainable future, inclusive spaces and global citizens. These range from academic publications to The Blue Dot, UNESCO MGIEP's flagship publication as well as events such as Transforming Education Conference for Humanity (TECH).The Institute has also developed a digital co-creation platform using Artificial Intelligence that helps curriculum designers, policy-makers, content developers, teachers and learners (13+) rethink how knowledge can be imparted in the 21 st century.

FramerSpace

FramerSpace is UNESCO MGIEP's indigenously designed, artificial intelligence (AI) - powered digital co-creation platform that helps draw learnings from the tasks that AI does well, the ;HOW; to teach and consequently learn. It helps curriculum designers, policy-makers, content developers, teachers and learners (13+) rethink how knowledge can be imparted in the 21st century, including the development of key social and emotional skills for learners - a necessity for now and the future! Central to the design and development of this platform, was the question; How learners learn?

Transforming Education Conference Humanity (TECH)

UNESCO MGIEP's international annual conference on Edtech, TECH (Transforming Education Conference for Humanity) is organised with the State Government of Andhra Pradesh.

TECH brings together teachers, students, researchers, developers and policy makers to explore connections social and emotional learning and digital pedagogies; discuss their implementation strategies to create learning spaces for 21 st century.

Distinguished Lecture Series

UNESCO MGIEP invites leading intellectuals and policy makers as part of its Distinguished Lecture Series to spark debate and discussion about how transformative education can contribute to a peaceful and sustainable future, inclusive space and global citizens . The Ahinsa Lecture Series was introduced as part of the Distinguished Lecture Series in 2016, in commemoration of the International Day of Non-Violence on October2, which co-incides with Mahatma's Gandhi's Birthday and is held at UNESCO Paris every year.
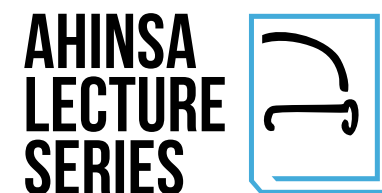
Talking Across Generations on Education (TAGe)

UNESCO MGIEP believes that any strategy aimed at the youth cannot be successful without their voice being heard by policymakers. Effective youth engagement should include incorporating perspectives from young people into each component of policymaking, education opportunities, program planning and other vital national/international decision-making avenues. This lies at the core of the Talking Across Generations on Education model.
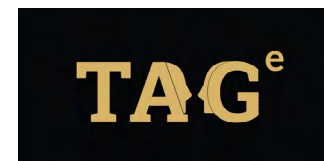
Policy Support to Member States

UNESCO MGIEP developed a unique plan to create a research and design laboratory for cutting-edge digital pedagogies and 21st century skills in the state of Andhra Pradesh, India. The State Government has allocated USD 44 million for this project.
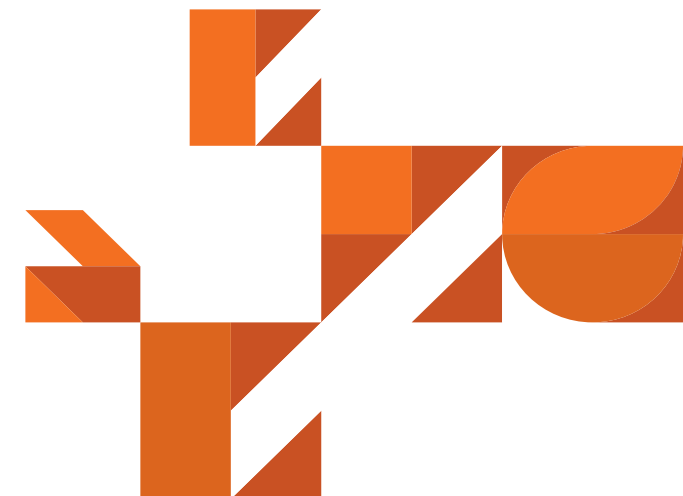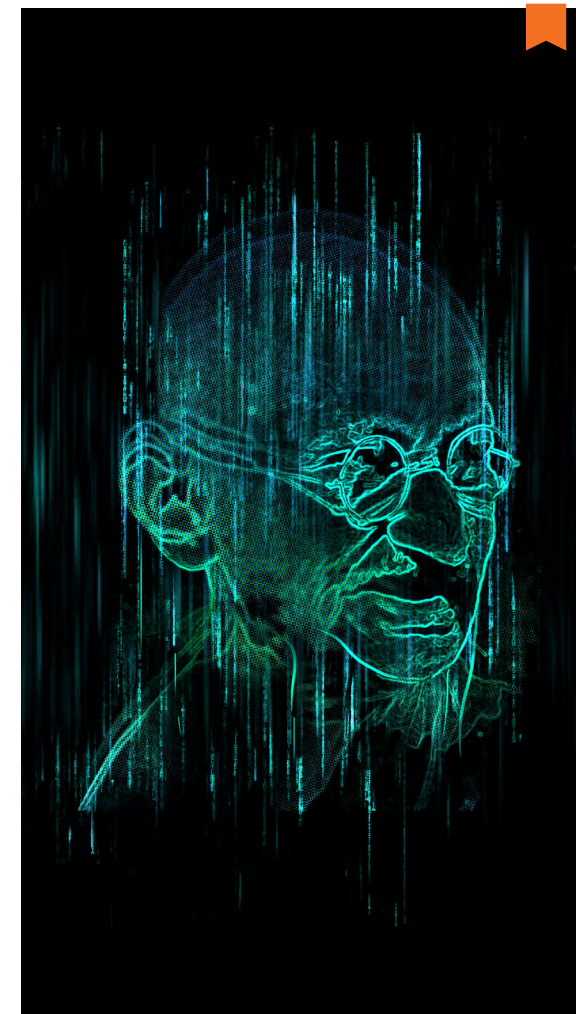
Publications

> *In line with its vision of 'Transforming Education for Humanity', the Institute releases different types of publications - ranging from academic publications such as The Working Papers Series; The Blue Dot, UNESCO MGIEP's flagship publication to more rigorous publications such as #YouthWagingPeace, Rethinking Schooling for the 21st Century and The Embedding Guidebook that cater to our stakeholder base of Educators/Teachers, Learners, Policymakers and Youth.*

Working Paper Series

UNESCO MGIEP's 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 conversation, generate debate, and foster innovation that will eventually lead to systemic change.

The Blue DOT

The Blue DOT features articles showcasing UNESCO MGIEP's activities and areas of interest. The magazine's overarching theme is the relationship between education, peace and sustainable development and education for global citizenship.

Join us in our quest to *transform education for humanity*!

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