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Mahatma Gandhi Institute of
Education for Peace and
Sustainable Development

ANNUAL REPORT 2021



**BUILDING KINDER BRAINS
FOR PEACE AND SUSTAINABILITY**

TRANSDISCIPLINARY SCIENCE AND REPPLICABLE EVIDENCE FOR EDUCATION

**Education
2030** The logo for Education 2030, featuring the text 'Education 2030' in red and blue, with a circular icon containing a stylized '4'.

ANNUAL REPORT

2021



**Building Kinder Brains for
Peace and Sustainability**
Transdisciplinary Science and
Replicable Evidence for Education



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Sustainable Development

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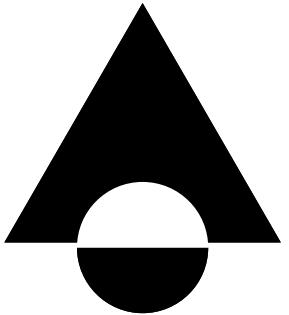
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INTRODUCTION

The UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGI-EP) 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.



SDG 4.7

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



OUR MANIFESTO

Our manifesto is based on our belief in an education for humanity.

We believe that learning can build peaceful and sustainable societies across the world, and that this learning should be fun, curiosity driven and relevant to each learner so they can flourish.

As a centre of research excellence, we develop disruptive innovative tools and methodologies to transform education to meet the global challenges confronting humanity.

We introduce new dynamic pedagogies that are continuously assessed, and our innovative approach is focused on digital pedagogies.

We recognize that curriculum and pedagogy must be adaptable and grounded in robust scientific evidence. Our vision for the future is based on providing a platform for deep collaboration across multiple disciplines. Innovation is possible because we are willing to take risks, acknowledging that without risk we do not learn.



OUR VISION

Our vision
is to build
kinder brains.

The UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)'s mission is to place SEL at the centre of education systems. Making SEL a mainstream activity will achieve behavioural change for learners, ultimately contributing to our goal to build peaceful and sustainable societies.



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CHAIR'S MESSAGE

DR. JAGMOHAN SINGH RAJPUT

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Governing Board, UNESCO MGIEP

As the scourge of the pandemic wanes, education systems the world over are slowly and surely opening up. The pandemic while causing a great deal of distress and learning loss has also been an opportunity to transform policy and perceptions that were long needed to shake up ossified and rigid systems. Greater realization that the learner well-being must be at the center of learning and that education technology must be embraced has now been experienced at every level of education policy making. The pandemic has made us realise that an individual will not be stuck with a single profession all their life and will continuously need to up skill, and reskill in a world where the only certainty seems greater uncertainty.

In this scenario, I laud the Institute for the timely release of the its major Policy informing International Science and Evidence based Education Assessment (ISEE Assessment) report. The Key messages for policymakers from this assessment were launched alongside the UNESCO General Conference in November 2021. This seminal

work on education assessment is the labour of love of more than 300 experts from multiple disciplines and from 45 countries, and a wealth of evidence is provided for policy makers and educationists to be better informed at every level. It has been a herculean effort to put this report together during a time where no or very restricted travel was possible and experts from disparate time zones had to work together to produce such an exhaustive report. This remarkable work will complement the UNESCO Futures of Education initiative on education.

The Institute has been able to scale its capacity building efforts and trained more than 10,000 teachers in courses in social and emotional learning and digital pedagogies in over a dozen countries in response to the need of the hour; the efforts of the Institute have been commendable in this direction. MGIEP's learning platform has seen a major increase in the number of users clocking >40,000 active users in 2021. Over 5,000 youth have enrolled in MGIEP's unique self-directed course for empathy and kindness.

Furthermore, I am happy to note that MGIEP's capacity building efforts and courses have received excellent feedback for quality and engagement from all quarters, all this portends towards a trajectory where these courses for K-12 students, educators and youth will continue to scale.

The EMC², creativity and collaborative skills that MGIEP seeks to instill for holistic education serve to better gender parity, foster global citizenship and environment consciousness. This is the need of the hour as the world grapples with challenges of climate change and multiple conflicts, and thus such skills are critical to human flourishing and building sustainable and peaceful societies. To "build kinder brains" is what MGIEP strives to do, simple as that vision sounds, the science, research and expertise that go into making learning interventions towards achieving it are by no means easy. The Institute will continue to steer its course in mainstreaming SEL in education systems and I wish the Institute great success in its effort.



DIRECTOR'S MESSAGE

Anantha K. Duraiappah

Director,
UNESCO MGIEP

2021: Building kinder brains using science and evidence

A key lesson emerging from the ongoing pandemic is the absence of a united global effort to address society's 'wicked' problems. An 'us' versus 'them' mentality prevails from the local to the global. An example is the 'eye' for an 'eye' stance adopted by many countries when accepting and approving vaccines to facilitate movement of people across borders. This irrational, emotion-driven behaviour will not advance humanity and create peaceful and sustainable societies.

We know with absolute certainty that a cooperative solution always yields the optimal outcome when working in a constrained environment. And yet, time and again, we witness the opposite. We also see a growing disdain for science and evidence in policy making, as well as among the wider public. The Adam McKay satirical movie, *Don't Look Up* provides a frightening, all too real glimpse into contemporary society and the direction in which it's heading. Immediate action must be taken if we are to change course.

Director's Message

We are working on building kinder brains.
The latest research from the neurosciences, positive psychology and the sciences of learning points to the need to build social and emotional competencies to foster peace.

MGIEP, in its own 'small' way has been doing what it thinks best to build solidarity among those inhabiting our amazing planet, including nature. We are working on building kinder brains. The latest research from the neurosciences, positive psychology and the sciences of learning points to the need to build social and emotional competencies to foster peace. Social and emotional competencies are not limited to emotional and attention regulation, but incorporate empathy, compassion and critical thinking. Preliminary findings from the Institute's recently released International Science and Evidence based Education (ISEE) Assessment Report suggest that decision making comes from a complex neural network system connecting the cognitive and emotion parts of the brain. It is the building of these neural networks – what the Institute calls the Gandhi neural network – that has been the primary focus of our work.

I am happy to report that we have made significant progress in training the custodians of our young learners – their teachers.

It has not been an easy task as many in the education community still struggle to understand and accept the concept of SEL and its importance in education. The traditional belief that the sole purpose of education is to inculcate disciplinary competency in STEAM subjects continues to prevail across the globe in both the developed and developing world.

UNESCO MGIEP's inhouse FramerSpace learning platform has been further developed, and its architecture modified to accommodate a million users and to provide the stability that learners need and demand. The number of users has grown exponentially over the past year, in many ways driven by the push to digital education prompted by the pandemic. Our suite of modules offering thematically grouped SEL courses has expanded and I am proud to announce the availability of a SEL based climate change course for learners from grades 8 to 12. The number of users grew by 1100% in 2021 from just over 450 at the beginning of the year to over 5,500 by December 2021.

Last but not least, our staff count has grown, and we are now a 45-member family. Joining us are some senior experts in the field of quantitative methods and science policy and design. Unfortunately, we yet remain in our temporary premises, which is far from ideal for our growing family and the work we are planning in the future. We remain confident that the Government of India will provide us a permanent state of the art facility as agreed at the time of the Institute's inauguration in 2012 and consistent with the public announcement during the Director General's visit to New Delhi in February 2019 of a grant of two acres of land at the Jawaharlal Nehru Campus in Delhi. We look forward to moving into the new campus before the 42nd UNESCO General Conference at which we hope the Governing Board of the Institute can officially announce the inauguration of the new premises to all Member States. This new campus will consolidate our status as UNESCO's first, and to date only, Category 1 Institute in the Asia-Pacific region.

OUR IMPACT

2018-2021

In 2021, UNESCO MGIEP's courses reached learners in 125 countries.

Our Capacity Building efforts extended to K-12 Learners, Teachers and Youth, with our team training over 8,000 young students from K-12, nearly 15,000 teachers in SEL and Digital Pedagogies, as well as 5,000 youth in the SEEK course.

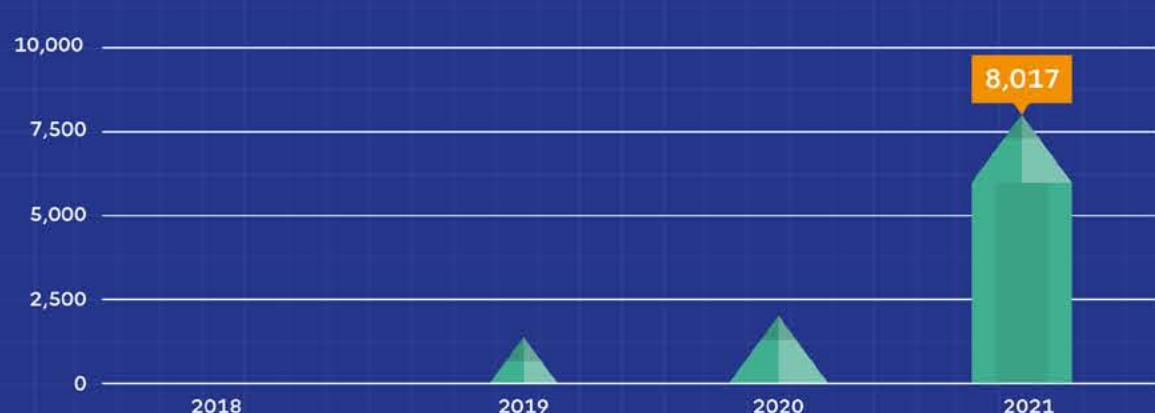
Our youth team and partners continue to spread messages and acts of kindness and we were very proud to achieve the milestone of a million stories in 2021. We hope to keep this up in the coming years and spread messages of kindness and hope as a means to counter the hate-speech, fake news and uncertainty that is prevalent around us.



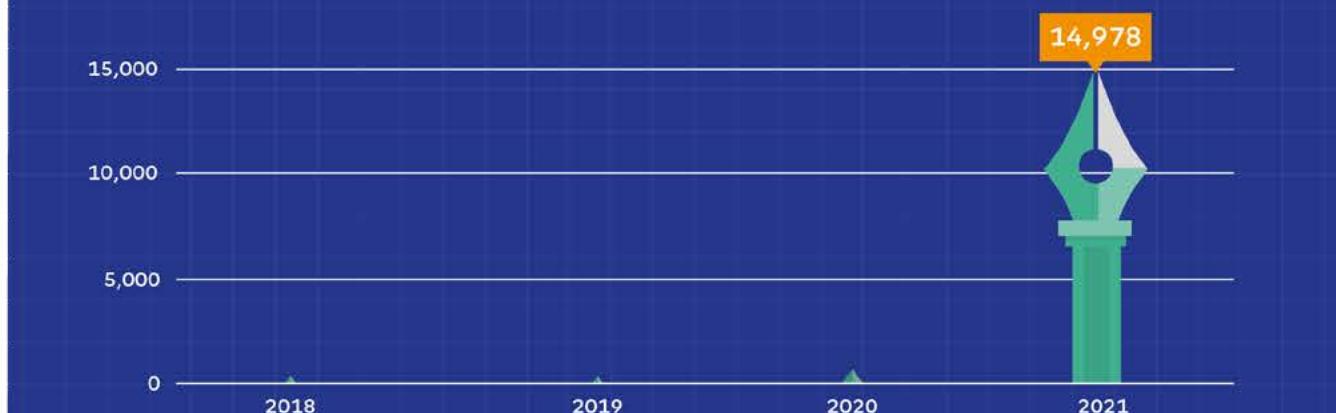
OUR IMPACT 2018-2021



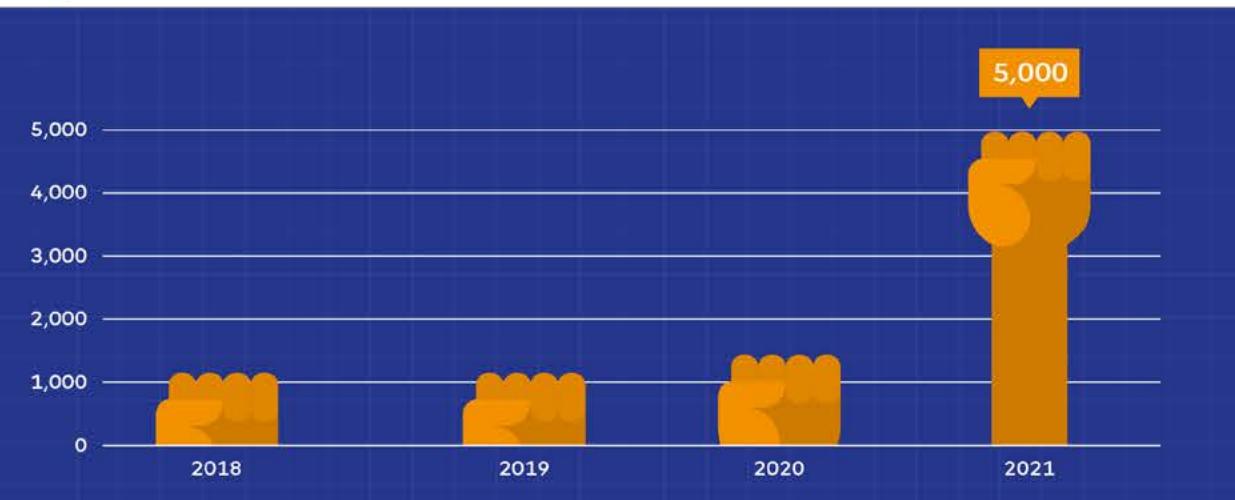
K-12 LEARNERS TRAINED ON UNESCO MGIEP COURSES



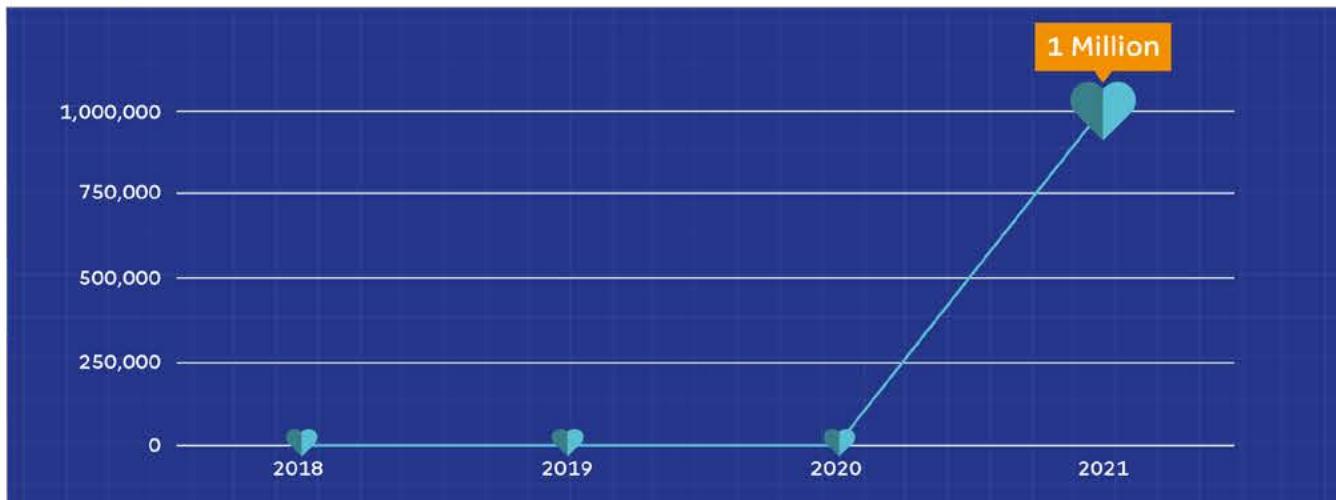
TEACHERS TRAINED ON UNESCO MGIEP COURSES



YOUTH TRAINED IN SEL



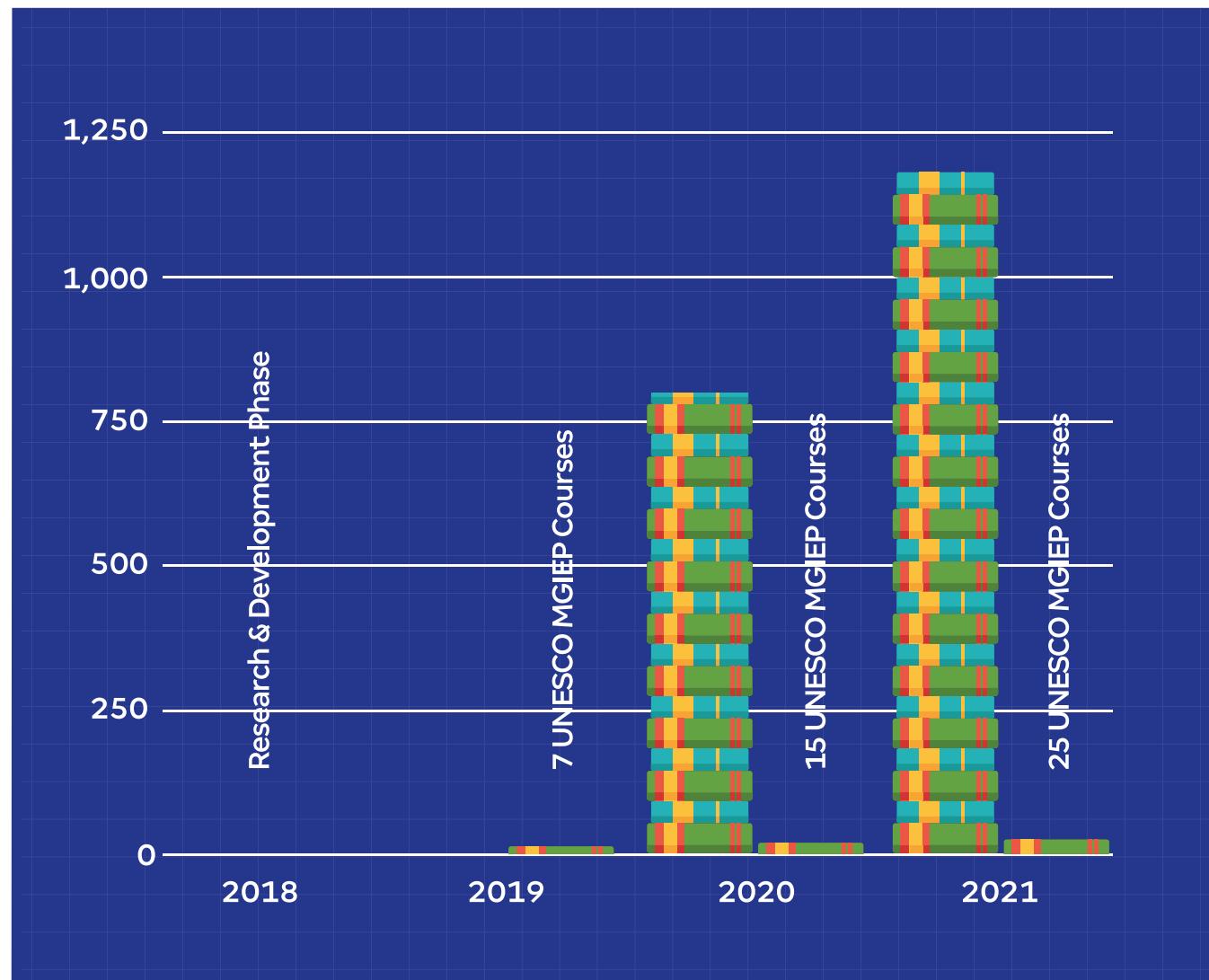
#KINDNESSMATTERS STORIES



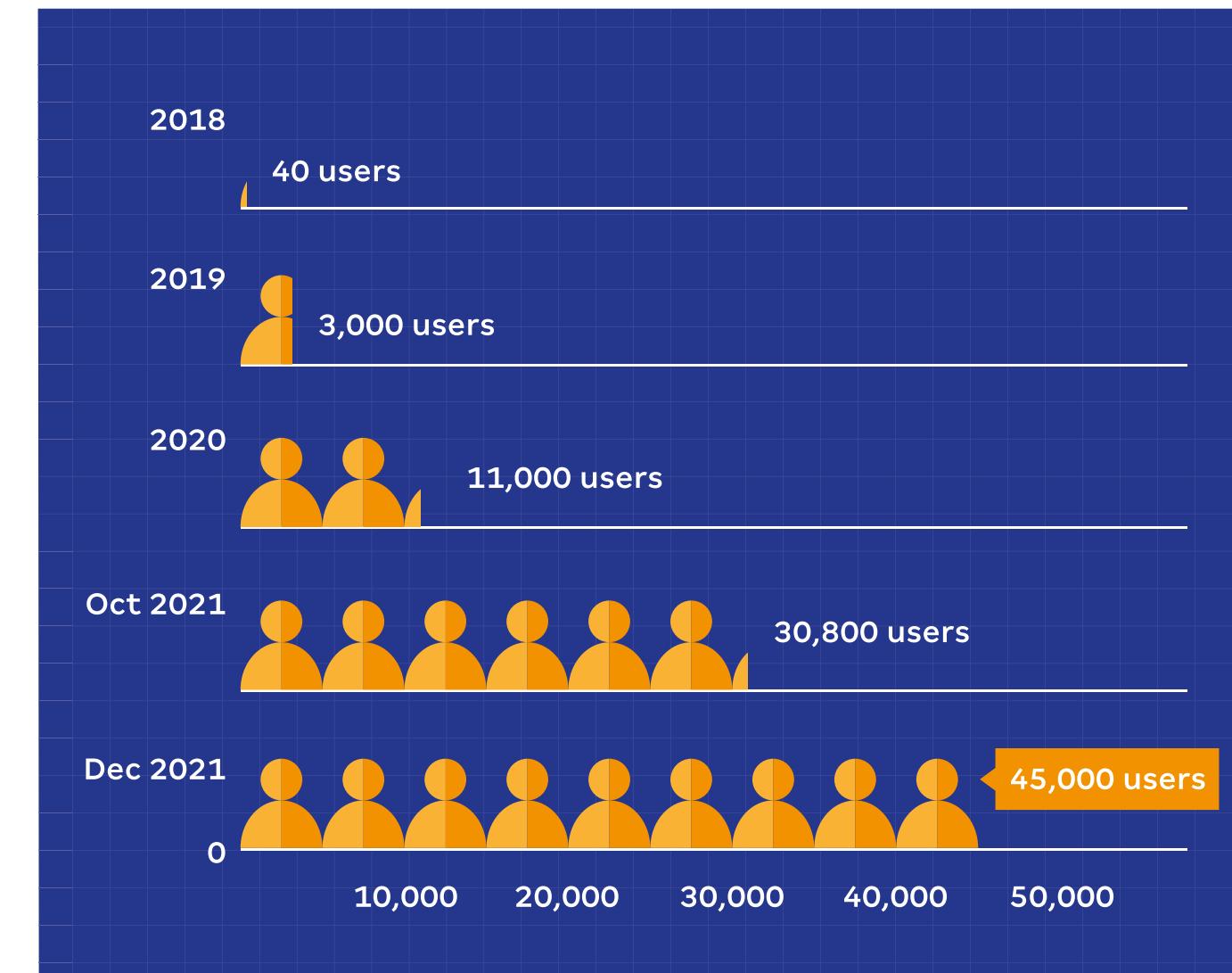
OUR IMPACT 2018-2021



COURSES ON FRAMERSPACE



USERS ON FRAMERSPACE



Key Highlights: 01

CAPACITY BUILDING OF K-12 LEARNERS, YOUTH AND TEACHERS

Our FramerSpace courses are self-paced and activity driven, and adopt the Libre pedagogical process, which includes storytelling, gamification, inquiry, reflection and dialogue to create a multisensory, rewarding, interactive and engaging learning experience. Each course comprises modules that include multimodal content, discussion forums, practice tasks and formative and summative assessments to develop SEL skills. On completing the course and satisfying the requirements for assessment, participants receive certificates.

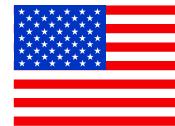
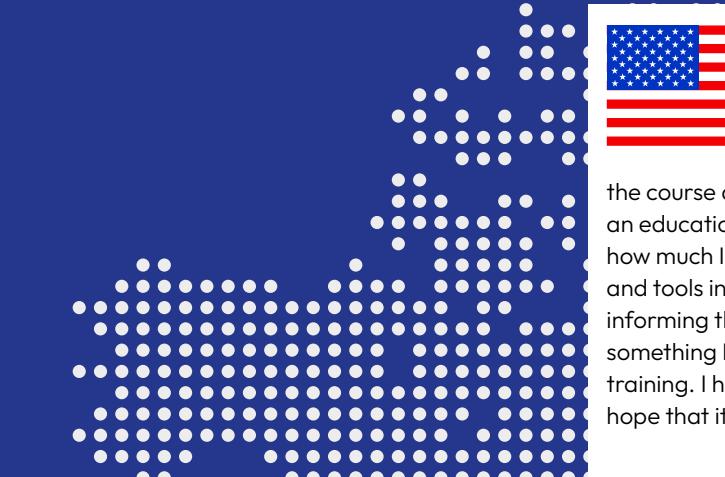
UNESCO MGIEP's courses Climate Change: Understand. Reflect. Empathize. Act, Global Citizenship and Games for Learning were completed by 8,017 learners. The Climate Change course was launched on 5 June 2021 on World Environment Day in collaboration with UNEP, UNICEF South Asia, United Nations India, EE30 and The Creative Process. Simultaneously, MGIEP also started the development of a new course on biodiversity.

UNESCO MGIEP launched its capacity building programme for SEL and digital pedagogies for teachers to a large network of government schools in the Jawahar Navodaya Vidyalaya network in 2021, to Osh University, Kyrgyzstan, and to other partner organizations, training nearly 15,000 teachers by December 2021.

In 2021, the Institute signed agreements with five higher education institutions in India to scale its youth programme Self-directed Education for Empathy and Kindness – SEEK. SEEK is a rigorous 40-hour certifiable course offered online, interspersed with masterclasses. Its aim is to train youth in building SEL skills. The value-added life skills course provides students with credits, ensuring a large number of participants. SEEK is set to scale through such partnerships in 2022 in keeping with the requirements defined in UNESCO MGIEP's medium-term strategy.



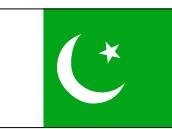
Testimonials



USA

I wanted to say that I really enjoyed the course and am very appreciative of the design. As an education technology support provider, I was not sure how much I'd learn that was new, but the focus on UDL and tools informed by pedagogy as opposed to pedagogy informing the use of tools was especially valuable and something I wish I saw more of in technology pieces of training. I have shared this course with my colleagues and hope that it will be offered again.

James Fester



PAKISTAN

This is Mahwish Siddiqui, a lecturer and a PhD. student at Iqra University. I would like to acknowledge the efforts of the entire team who were a part of developing the course. It was a great learning experience. The course was designed very professionally. It was an eye-opener as the importance of SEL can never be denied. This course achieved a milestone for me by opening new horizons for academia. The incorporation of SEL in classrooms is a need of the day.

Mahwish Siddiqui



KYRGYZSTAN

I want to mention that the best part of the course is practice. We learned theory and simultaneously had a practice part and learned more. The material in the course is quite diverse and allowed us to understand better. Good luck. Thank you very much.

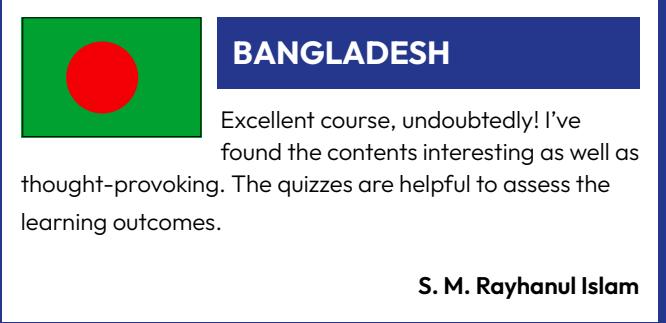
Saikal Daniiarova



BHUTAN

I liked all the topics but what I most liked about the course is check-in for emotions because humans are not at all times in good weather. Checking in helps us know how we are feeling right now and think of some possible ways to manage our feelings.

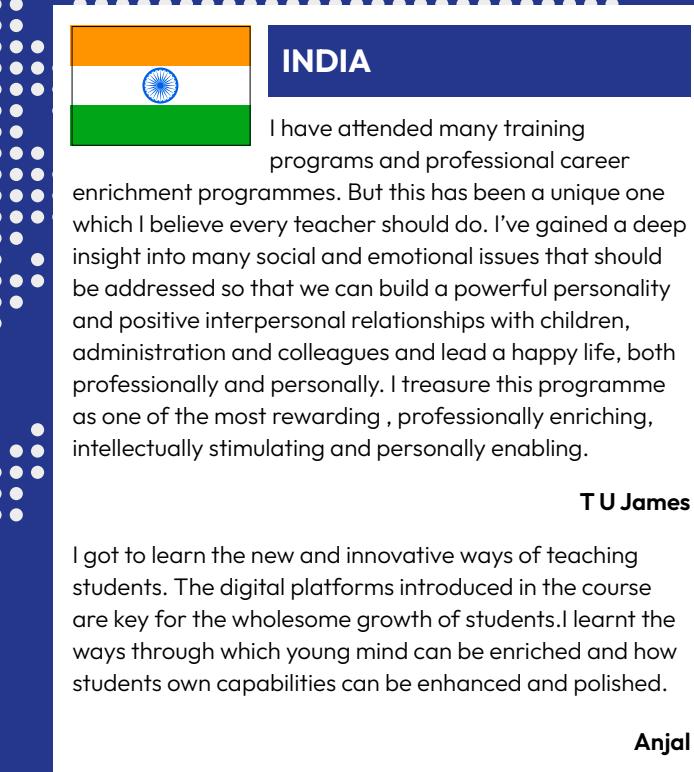
Jocelyn Bravo Palangan



BANGLADESH

Excellent course, undoubtedly! I've found the contents interesting as well as thought-provoking. The quizzes are helpful to assess the learning outcomes.

S. M. Rayhanul Islam



INDIA

I have attended many training programs and professional career enrichment programmes. But this has been a unique one which I believe every teacher should do. I've gained a deep insight into many social and emotional issues that should be addressed so that we can build a powerful personality and positive interpersonal relationships with children, administration and colleagues and lead a happy life, both professionally and personally. I treasure this programme as one of the most rewarding, professionally enriching, intellectually stimulating and personally enabling.

TU James

I got to learn the new and innovative ways of teaching students. The digital platforms introduced in the course are key for the wholesome growth of students. I learnt the ways through which young mind can be enriched and how students own capabilities can be enhanced and polished.

Anjal

Key Highlights: 02

WE ARE WIRED TO BE KIND; 1 MILLION KINDNESS STORIES FROM ACROSS THE WORLD

Research has found that random acts of kindness can positively change one's brain by boosting the production of neurotransmitters that produce feelings of satisfaction and well-being.

UNESCO MGIEP's #KindnessMatters Campaign, connected to the UN's Sustainable Development Goals, invited young people to perform transformative

acts of kindness. The scale of the COVID-19 pandemic has led to an outpouring of kindness activities. The Institute successfully expanded the campaign via its third World Youth Conference on Kindness, run as a virtual event on 2 October 2021 on the International Day of Non-Violence, with 13,000 participants from 132 countries and establishing 150 partnerships.



Key Highlights: 03

YOUTH DIALOGUES:

Youth emphasize the importance of incorporating mental health and well-being in existing curricula

UNESCO MGIEP believes that any strategy aimed at youth can only succeed if youth are empowered and encouraged to speak up. Talking Across Generations on Education (TAG^e) is a youth-driven intergenerational dialogue on education, providing a non-hierarchical platform for youth to interact with policy-makers, discussing and debating critical issues about the future.

In 2021, UNESCO MGIEP organized two TAG^e events, the Ethics of Artificial

Intelligence (February 2021) and Reimagining Education (February-May 2021). This vibrant and energetic dialogue focused on critical education issues and involved the participation of 26,000 youth via Facebook and Instagram. The conversations and collaborations emerging from these successful events contributed to UNESCO's Futures of Education Report.

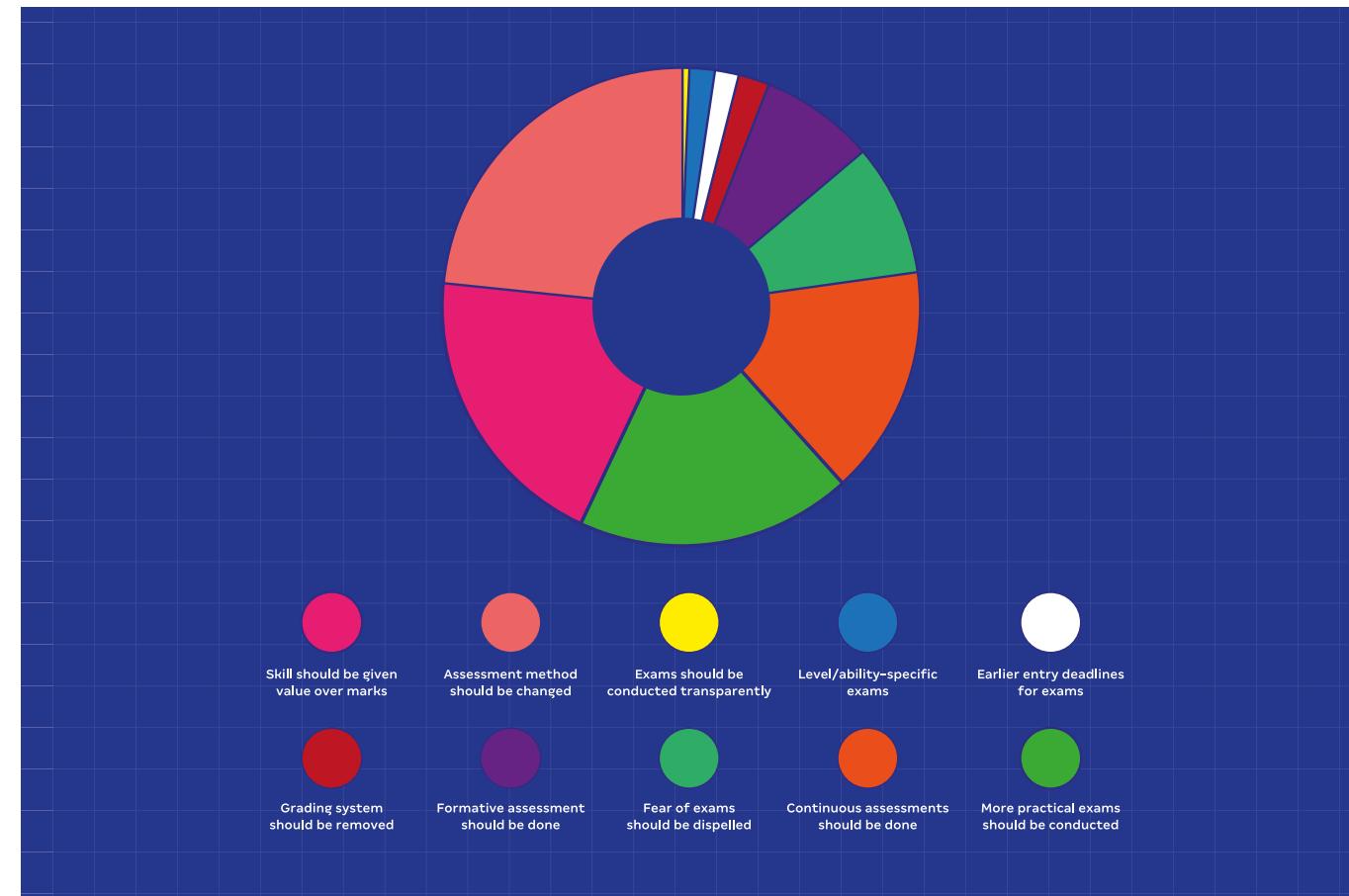


TAG^e



KEY MESSAGES FROM TAG^e

- Curricula, pedagogies and assessments in schools and in teacher training programmes do not include SEL for human flourishing
- Young people emphasized the importance of incorporating mental health and well-being in existing curriculum
- Youth argued for the empowering of teachers to be more attentive to learner needs and emotional well-being, as well as recognized the urgent need to invest in teacher training to help educators become adept with modern technologies for content creation for online learning

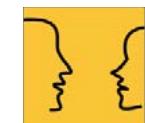


Additionally, UNESCO MGIEP supported four independent iTAG^e events in New Delhi (July 2021), iTAG^e on Prevention of Violent Extremism (PVE) with UNAOC and UNESCO, iTAG^e Nigeria (September 2021), iTAG^e Colombia (October 2021) and iTAG^e Cyprus (November 2021).

Many thousands of young people actively engaged in these TAG^e online discussions and surveys and contributed to subsequent

policy briefs submitted to Ministries of Education decision and policy-makers.

UNESCO MGIEP also conducted virtual round table discussions with teachers, students and parents, carrying out 32 focus group discussions in 2020 and producing a policy brief in 2021. The current health crisis and its impact on these communities and education was captured through these discussions.



KEY MESSAGES FROM VIRTUAL ROUND TABLE DISCUSSIONS

- For many youth and students, what they learn in the classroom seems distant and disconnected, as it is not part of their story or something they wish to learn
- 40% of survey respondents answered that they want schools to integrate real-life and practical topics, such as taxes and financial literacy, cooking, career readiness and so on in regular teaching and learning
- Key stakeholders, from children and youth to teachers and parents, continue to share a strong faith in education as a key to holistic development, empowerment, experiential learning and social and emotional well-being, as well as a frustration that the education system in its current form does not do enough to achieve these attributes
- All stakeholders believed that assessments should be reimaged and made less stressful

OUR APPROACH

Science and evidence underscore that **personalized education should be a human right.**

UNESCO MGIEP's SEL interventions draw on science and evidence to inform policy and aim to build intellectual and emotional intelligence among learners through innovative pedagogies.

Recent advances in neuroscience research have shown that human well-being requires a 'whole brain' approach. That is, the two parts of the human brain (the rational and the emotional) both need to be trained and nurtured to ensure well-rounded human development. Based on this understanding, MGIEP has developed a SEL

curriculum that builds four competencies: Empathy, Mindfulness, Critical Inquiry and Compassion (EMC²). MGIEP embraces the power of technology to provide analytics and responsive AI-based digital pedagogies that are personalized, relevant, learner-driven, fun and transformative.



ISEE Assessment: The International Science and Evidence based Education Assessment

is the first ever large-scale assessment of the state of education and learning.



The ISEE Assessment initiative was conceived in response to UNESCO's Futures of Education call for a new social contract at the 41st UNESCO General Conference in November 2021. Its aim is to complement UNESCO's Futures of Education work with a science and evidence-based report.

MAIN OBJECTIVES OF THE ISEE ASSESSMENT

The ISEE Assessment is the first of its kind for the education sector, attempting to identify a way forward for education and learning according to an evidence-based multidisciplinary assessment of the state of education across the globe.

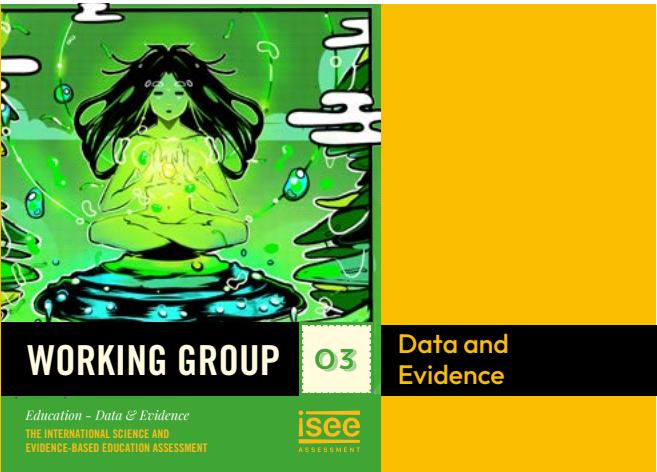
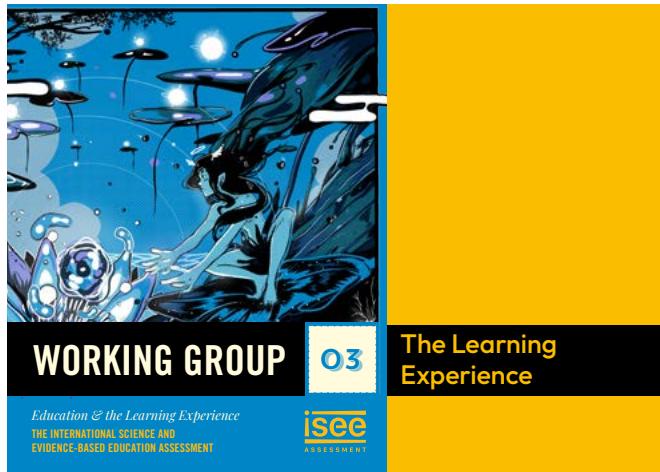


ISEE ASSESSMENT CONTRIBUTES TO UNESCO'S FUTURES OF EDUCATION BY:

- 1. bringing together the latest research** to understand the what, where, how and when of learning, identifying what educational interventions and reforms work (or otherwise) and highlighting knowledge gaps and future research avenues;
- 2. bringing together experts from a range of disciplines**, including educationalists, psychologists, neuroscientists, cognitive scientists, economists, historians and philosophers;
- 3. suggesting relevant policy recommendations** and strengthening the science-policy nexus.

ISEE Assessment

The full report comprises 25 chapters in four volumes covering:



The overall goal of the ISEE Assessment is to pool multidisciplinary expertise on educational systems and reforms from a range of stakeholders in an open and inclusive manner and to undertake a scientifically robust and evidence-based assessment that can inform education policy-making at all levels and scales. It is

not intended to be policy prescriptive but to provide policy-relevant information and recommendations to improve education systems and the way we organize learning in formal and non-formal settings. It is also meant to identify information gaps and priorities for the future.



KQ1

Has education evolved over the past 50 years for the betterment of society?

KQ2

How has context shaped educational policies and practices over the past 50 years?

KQ3

How has context, together with education policies and practices, influenced 'what we learn', 'how we learn', 'when we learn' and 'where we learn'?

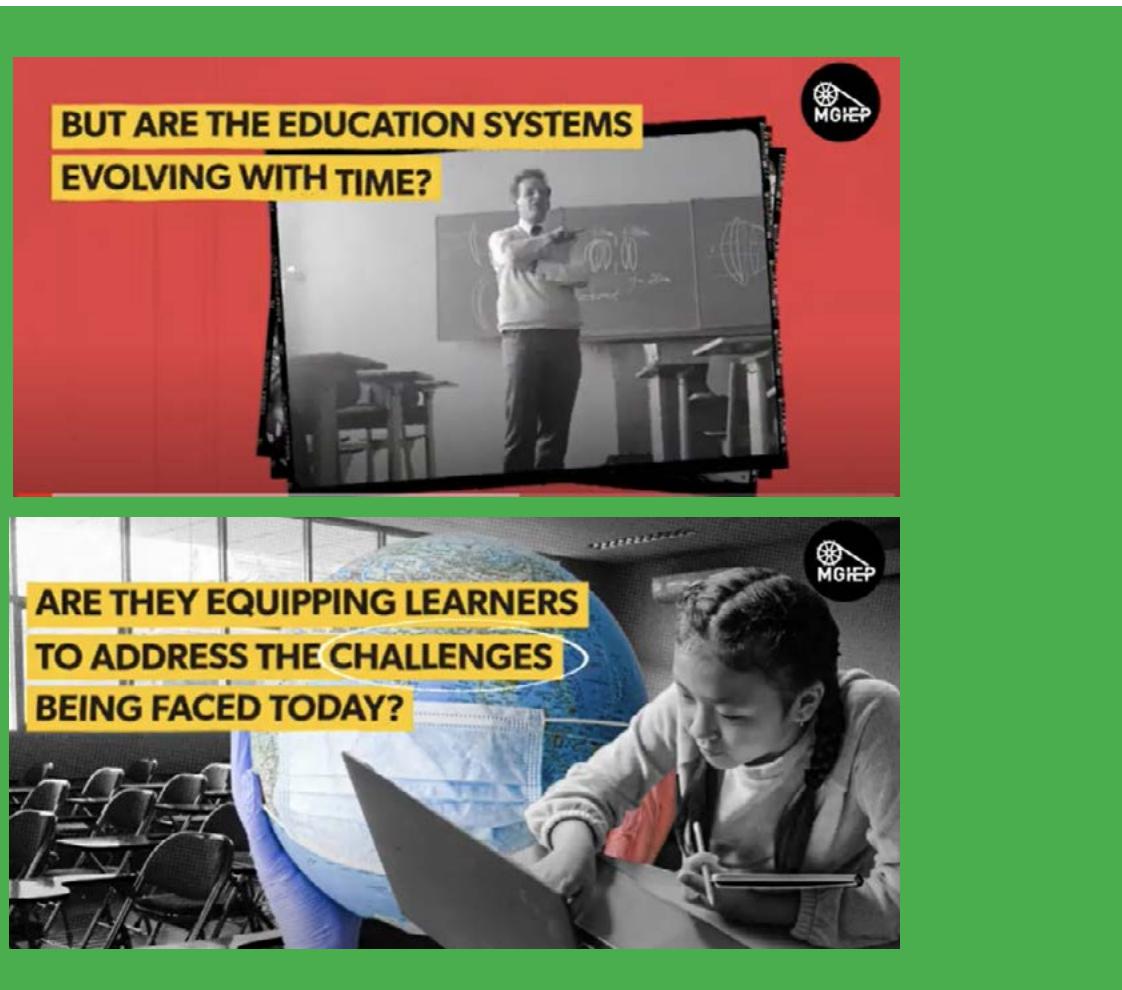
KQ4

How can education be reimagined to maximize human flourishing?

KQ5

Which gaps should be addressed in research?

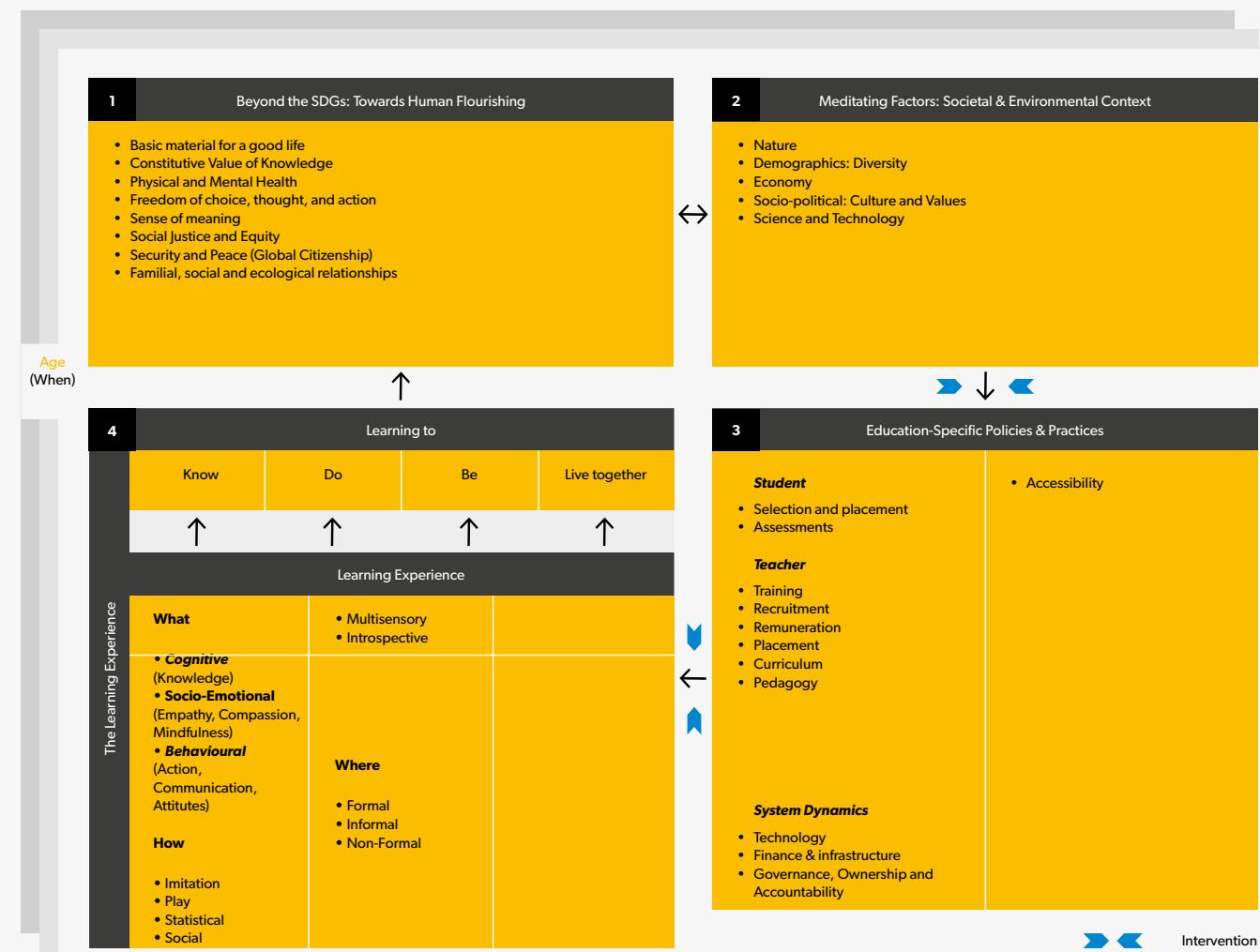
ISEE Assessment



The Process : The ISEE Assessment began its journey in September 2019 at an inception workshop held in Montreal, Canada, hosted by the Chief Scientific Advisor of Quebec. The full ISEE Assessment report was written by more than 250 eminent experts from a wide range of disciplines working on education from across 45 countries and reviewed by over 50 scholars. It took just over two years. Despite the COVID-19 pandemic, the authors were able to produce a more than 800-page report that covers education and human flourishing, the role of context in education, the learning experience, and the role of data and evidence in policy decision-making.

The ISEE Assessment

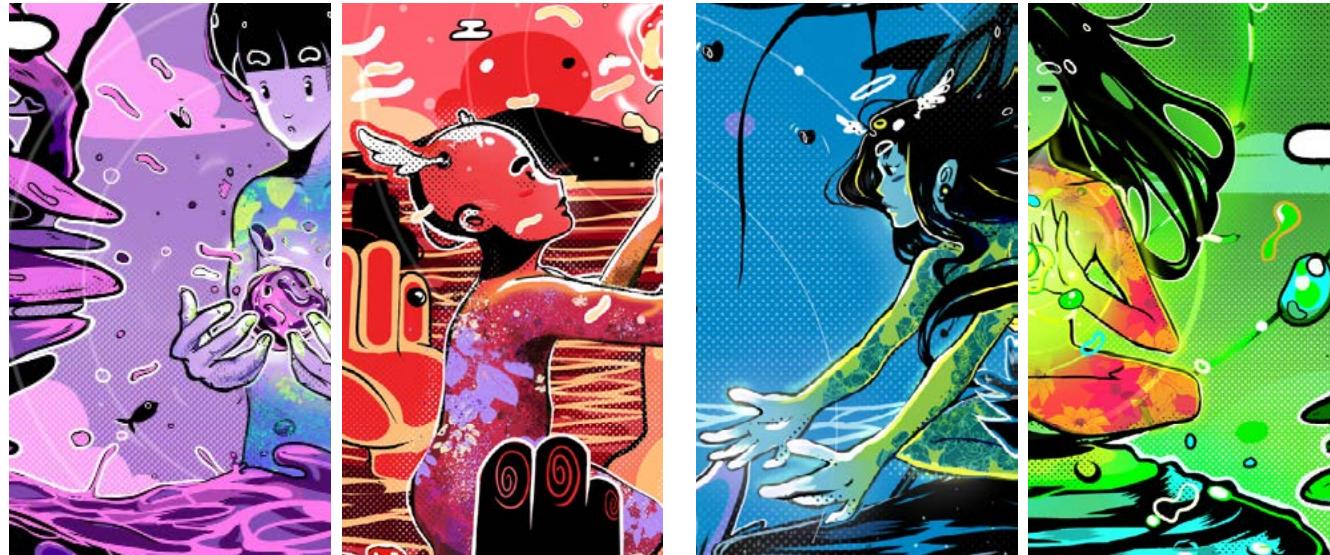
Conceptual Framework of Life-long Learning



Adapted from Duraiappah et al. (2021, Figure 1, p. 2)

ISEE Assessment

Launch of ISEE Assessment



The Headliners with key recommendations were launched during UNESCO's General Conference in Paris at UNESCO Headquarters in November 2021. The full ISEE Assessment Report, Reimagining Education, comprising 25 chapters, with a Summary for Decision Makers (SDM), was launched in Paris at UNESCO Headquarters on 22 March 2022.

MGIEP has planned regional information sessions across the globe to take the key findings and recommendations emerging from this seminal education assessment stakeholders, including teachers, educators, administrators, academics, decision-makers, Member States, the media and the wider public.

Some key take home messages emerging from the 25 chapters of the ISEE Assessment Report are as follows.



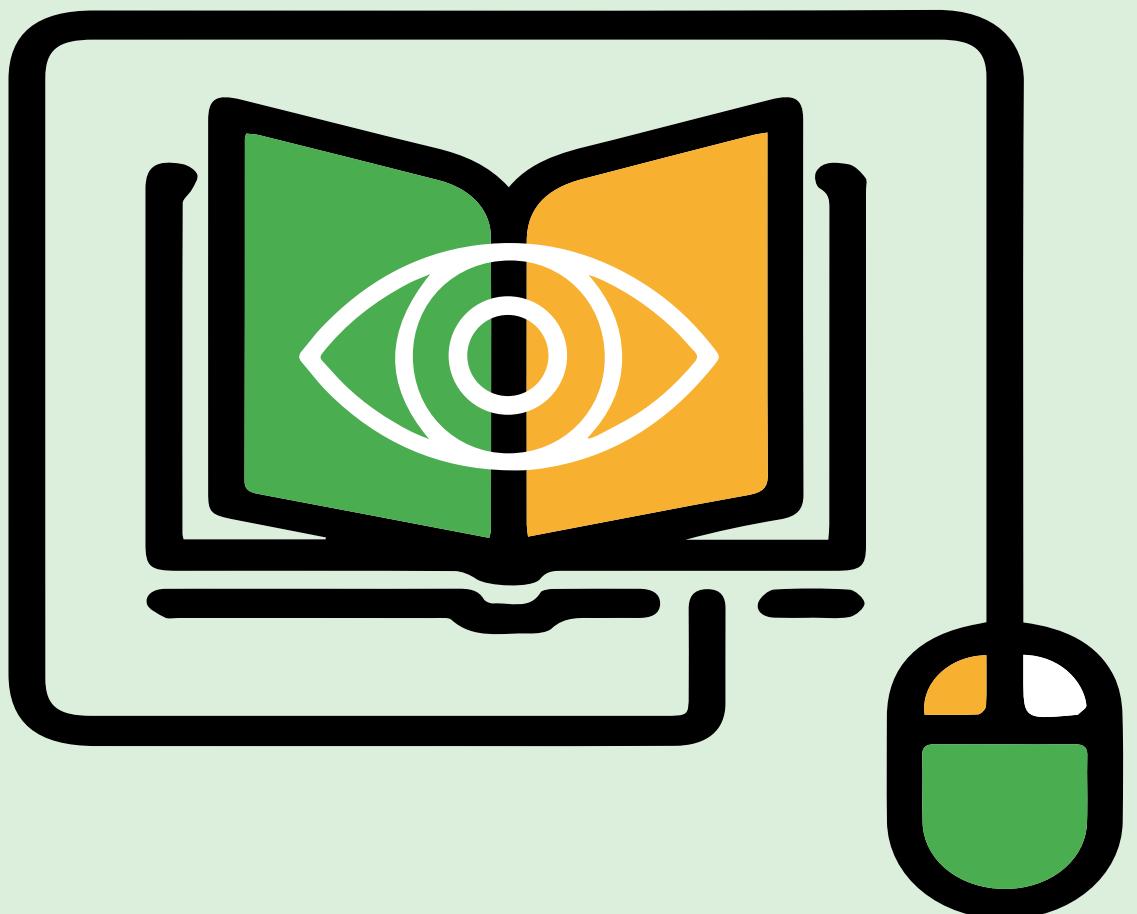
MGIEP will work to initiate the design of a Global Research Programme on Education based on one of the recommendations from the Report that there is a need for urgent multidisciplinary research in education.

MOST COUNTRIES ARE UNDERFUNDING DIGITAL EDUCATION BY 200-300%

Development of the Digital Readiness Index (DRI)

As the COVID-19 pandemic has led to increased digitalization of education, the Institute is embarking on the development of a Digital Readiness Index (DRI) to measure the digital readiness of education systems.

The digital readiness of an education system is its preparedness to deliver a digital learning experience to students, enabling them to gain maximum possible benefit from this learning environment.



It includes many factors, such as:



READINESS OF
THE TECHNOLOGY
INFRASTRUCTURE



QUALITY OF DIGITAL
CONTENT



SCHOOL OR
EDUCATION
INSTITUTION
READINESS



HUMAN CAPACITY



HOME LEARNING
ENVIRONMENT



OVERALL EDUCATION
POLICY CLIMATE

The DRI helps analyze the digital learning landscape, evaluating the digital readiness of an education system and providing a snapshot of bottlenecks in the current digital education supply chain. Doing so makes it possible to project future growth opportunities based on policy priorities and levels of investments in five central pillars:

INFRASTRUCTURE AND DELIVERY

HUMAN CAPACITY

CONTENT

SCHOOL

LEARNERS

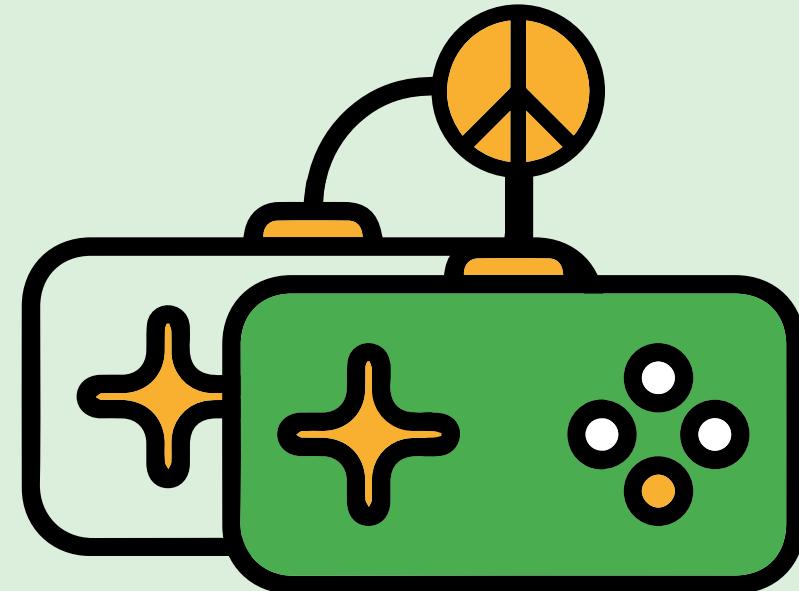
The exercise provides education policy-makers a clearer picture of where and when investment is needed to maximize the return on investment in education for the future.

The DRI is a composite index formed by the aggregation of data at two levels. The first level comprises the five pillars of the supply chain model: infrastructure, human capacity, content, school and learners. The second level comprises indicators within each of these pillars. A total of 19 indicators has been identified and used to calculate the Index. In 2021, four country specific papers were finalized with data from Sri Lanka, Kyrgyzstan, Maldives and South Africa. The Bhutan country report is in preparation.

The Institute will release the DRI report for the Asia Pacific region in 2023, covering 30 countries. Six detailed country reports will be prepared in 2022 with a web-based plug-and-play dashboard showing data from 30 countries, which can help policy-makers make more informed decisions.

GAMES FOR PEACE: LET'S PLAY

SEL: Games for Learning



Research shows that games have strong pedagogical properties for learning. Like traditional courses, games-based courses can be broken down to create moments of reflection, assessment and collaboration, meeting diverse learning objectives.

UNESCO MGIEP's team of experts work to create courses based on some of the most popular games. These courses are offered on the Institute's Digital Learning Platform FramerSpace.

In 2021, UNESCO MGIEP published a paper titled Effects of a Digital Game-based Course in Building Adolescents' Knowledge and Social-Emotional Competencies that appeared in the Games for Health Journal. The paper reported on the efficacy of a digital game-based course to build domain knowledge and social and emotional competencies of empathy and compassion in adolescents.

The UNESCO MGIEP-developed course uses a digital game, Bury Me, My Love, and was administered to 201 participants between the ages of 13 and 18 across the United Arab Emirates (UAE) and India. The paper reports the results of standardized self-reports used to score participants on measures of knowledge and attitudes, empathy and compassion before and after the intervention. The results showed the intervention increased scores for both knowledge and SEL in both UAE and India. Specifically, there was a significant increase in awareness of migration and refugees in both India ($P < 0.001$) and UAE ($P < 0.001$). Interesting effects of gender were seen, in which females in both countries were more compassionate towards others ($P < 0.05$). The paper can be found at <https://www.liebertpub.com/doi/suppl/10.1089/g4h.2021.0138>

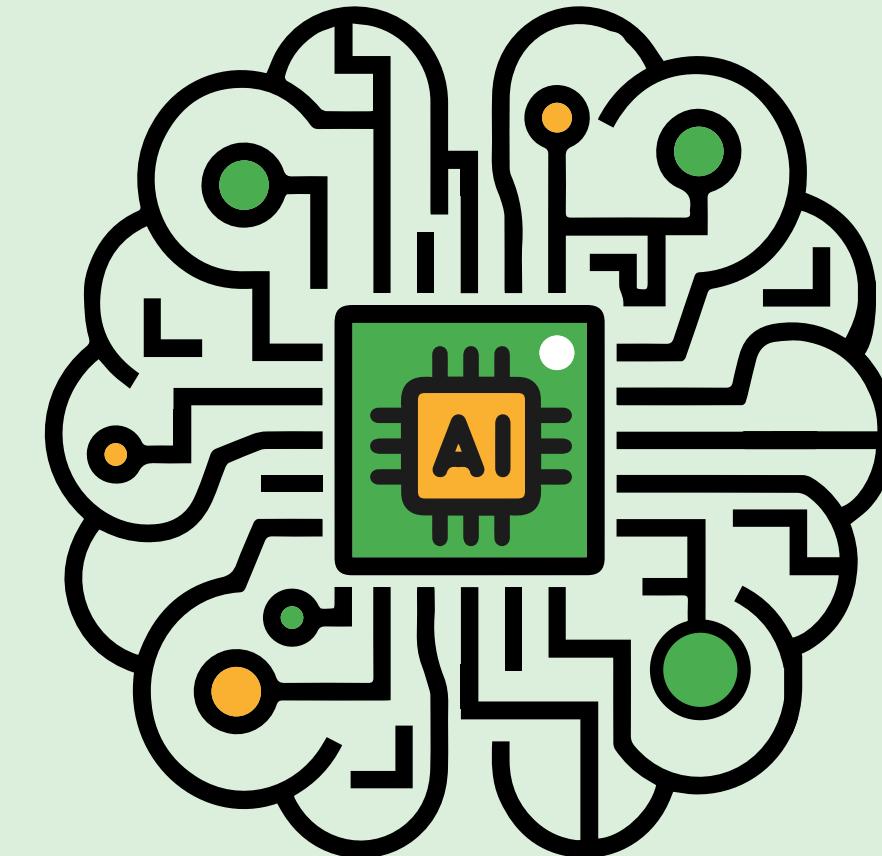
This study was timely as there has been a surge in game development for teaching SEL skills, and games are now used in assessments and evaluation of student learning. UNESCO MGIEP aims to incorporate peace, sustainable development and global citizenship issues into specific courses and learning objectives designed around pre-existing games, working with game designers, studios, educators and digital instruction designers. UNESCO MGIEP provides a curated catalogue for games on SEL, shares guidelines for ensuring quality, organizes gameathons and builds capacity through its various game-based courses

In 2021 MGIEP also completed the development of a teachers' toolkit for games.

A GLOBAL COMMONS: AI AND ETHICS AND EDUCATION

MGIEP delivers all its courses on its indigenously developed General Data Protection Regulation (GDPR) compliant digital learning platform FramerSpace.

In 2021, FramerSpace was strengthened for scalability and stability to support 10 million students. By the end of 2021, FramerSpace was hosting over 40,000 users. Through FramerSpace, the Institute's programmes are widely disseminated and accessible to millions of learners, presenting an opportunity for advanced research using SEL data, especially for tracking which interventions are effective for SEL.



As digitalization of education becomes more prevalent in the post-pandemic era, the challenges posed by AI and ethics applied to education become increasingly important. Through its contributions on AI and ethics in education, the Institute is now the number one reference on AI and SEL in web searches. Its activities include the following.

1. In its Medium term strategy (2022-2025), the Institute incorporated a dedicated R&D project to investigate whether ethics can be coded in mathematical algorithms and, simultaneously, to find solutions to related questions, such as who manages and

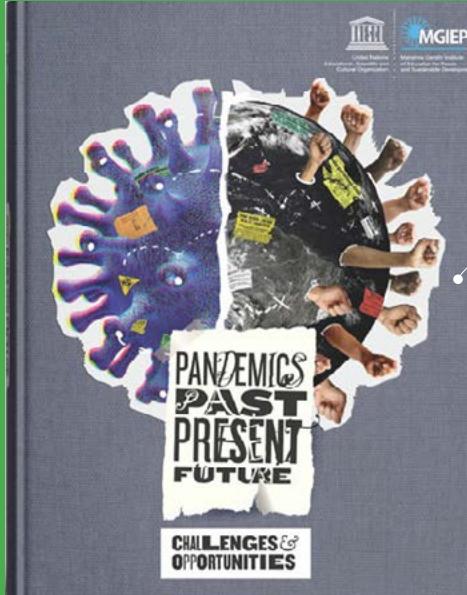
who oversees the custodianship of learner behaviour information.

2. In 2021, the Institute organized TAG^e on AI and ethics in education at the request of the Indian UN Resident Co-ordinator's Office, with more than 1,000 attendees.

3. In 2021, the Institute hired a legal expert to work on drafting a policy for content review and guidelines for FramerSpace in view of the technological challenges of data privacy and content related liability in the digital place.

PUBLICATIONS

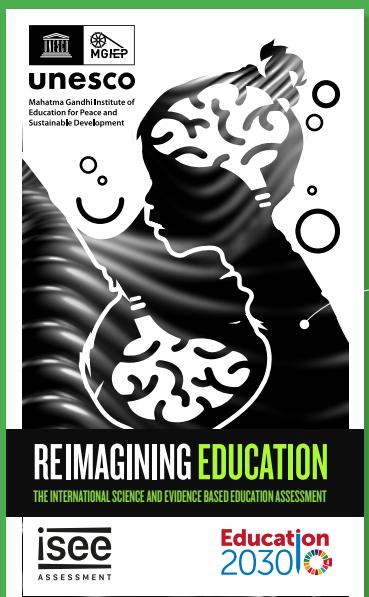
ACADEMIC PUBLICATIONS



On request of the Principal Scientific Advisor, Government of India and UNESCO MGIEP prepared a Pandemic Education Document.



On request of Assistant Director General – Education, UNESCO MGIEP released a Research paper titled 'Screen Time and Learner Well-being: The Debate, the Evidence and Directions for Future Research and Policy'.



Released the Headliners document to discuss and share some key findings, messages and recommendations from the ISEE Assessment at UNESCO Headquarters as a contribution to the UNESCO Futures of Education Initiative.



In terms of Research Briefs, UNESCO MGIEP produced (i) Curriculum In and for Human Flourishing (ii) Data Evidence and Education policy Making from the ISEE Assessment

THE BLUE DOT

QUARTERLY MAGAZINE



The Blue DOT is the flagship publication of the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP). It addresses audiences across generations and walks of life on issues related to education, peace, sustainable development and global citizenship. In 2021, two issues of The Blue DOT (Issue 13 and Issue 14) were published online.

IN THE NEWS

<https://mgiep.unesco.org/newsroom>

Artificial intelligence and education – Why learning data should belong to all of us



TEACHWIRE

COP26: What do teachers need to do now?

Now that COP26 has finished, schools are facing major calls to increase their sustainability – but where should they begin?

12th November 2021, 2:59pm

TES MAGAZINE

Artificial Intelligence and Education: Protecting the Heritage of Humanity

Dan Sheft and Anantha Duraiappah
November 15, 2021



FE NEWS

AI and education: what are the implications for students' digital privacy?

by Brett Henebery
29 Oct 2021

SHARE



THE EDUCATOR AUSTRALIA



PETER SINGER & ANANTHA DURAIAPPAH

INTERVIEWED BY MIA FUNK

THE CREATIVE PROCESS



PLAY ►

Anantha Duraiappah · Director, UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (mins)

One Planet Podcast

Documentary

Listen on Apple Podcasts ↗

APPLE PODC

Time to establish emotional resilience

MADHUMITHA SRINIVASAN

FEBRUARY 06, 2021 13:32 IST

UPDATED: FEBRUARY 06, 2021 13:32 IST



THE HINDU



The Art of Teaching
Mathew Green

Education
★★★★★ 5.0 • 63 Ratings

Listen on Apple Podcasts ↗

29 MAY 2022

Dr Jane Burn: Creating psychologically safe work... >
Dr Jane Burn is an international expert in mental health and well-being, suicide prevention, digital transformation and integrated models of care. She is the author of over 100...

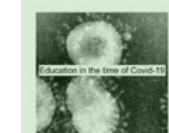
▶ PLAY 59 min

APPLE PODCASTS

UCL

CENTRE FOR EDUCATION AND INTERNATIONAL DEVELOPMENT

Blog Series



Education in the Time of COVID-19 #046 – Duraiappah

By CEID Blogger, on 4 March 2021

COVID-19: Will it be a game changer for Education?

By Dr. Anantha K. Duraiappah, Director, UNESCO MGIEP

The first pandemic of the 21st century practically crippled the world, bringing it to a complete standstill. It is not the disease itself that caused the shutdown but the policies implemented to curb the spread of the disease. Travel, trade, manufacturing and service sectors were all shutdown. Lockdowns, confinements and social distancing practically made our present economic and social systems inoperable. The education sector was not spared either. UNESCO estimates that about 1.2 billion students from over 140 countries as of March 2020 were out of school. The situation has not really improved since then about 12 months later.

The sudden closure of schools caught most education administrators unprepared. However, after the initial period of shock and with the key focus on containing the spread of the disease and keeping the students safe, educators are now increasingly coming to terms that this pandemic will be with us for some time or at least until a vaccine reaches the masses. Therefore, until a safe return to school strategy is ironed out, alternate solutions are urgently

UCL CENTRE FOR EDUCATION AND INTERNATIONAL DEVELOPMENT

How to prevent violent extremism through education: This UNESCO research institute might have an answer

As divisive ideologies are shaking up foundation of inter-human relationships, Prof. Anantha Duraiappah, Director at UNESCO MGIEP, explains how we can cut down the roots of violent extremism right from school using socio-emotional learning.

Roshni Chakrabarty
New Delhi
February 11, 2020 UPDATED: February 18, 2020 17:41 IST



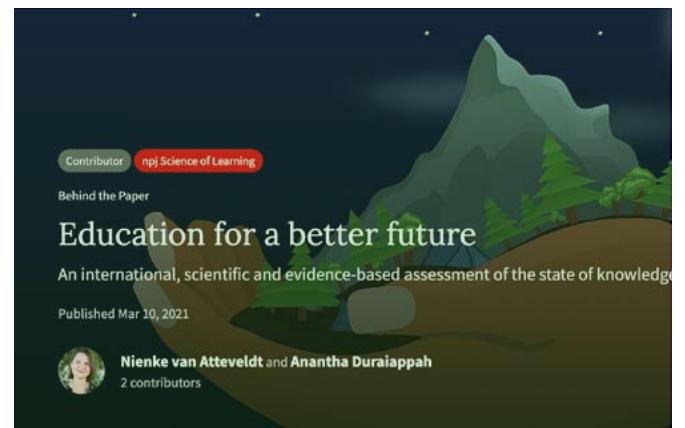
INDIA TODAY

#221 – What Matters in Edtech: Future Tech and Trends

Stephanie Chard



THE EDTECH PODCAST



NPJ SCIENCE OF LEARNING

INTRODUCTION

OUR IMPACT

OUR APPROACH

FINANCIAL REPORT

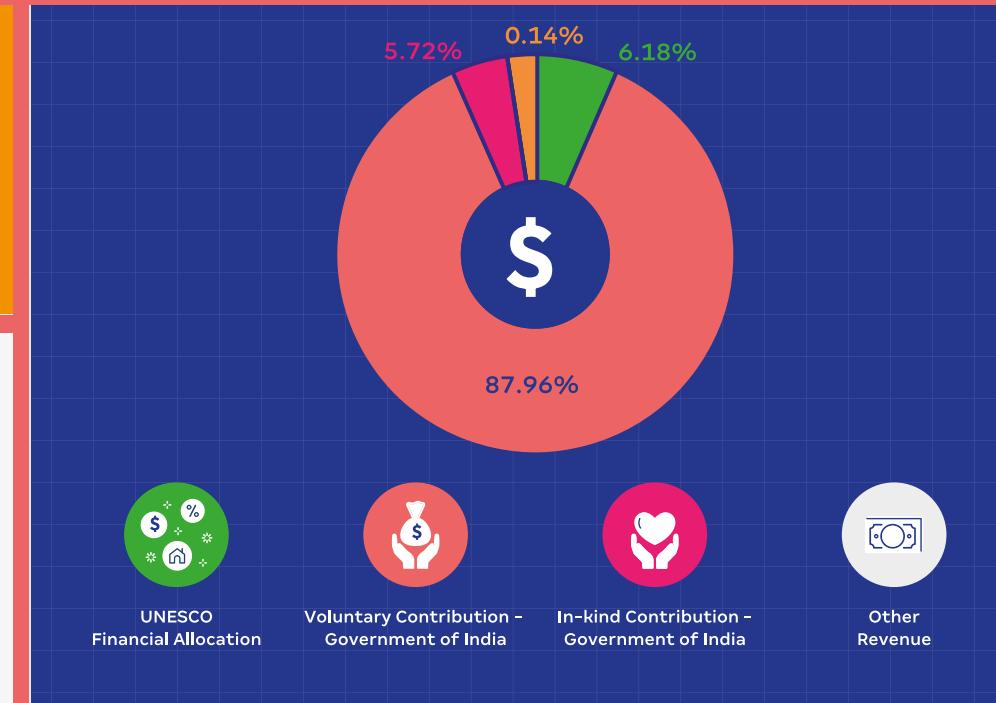
WHAT NEXT?

PARTNERS

FINANCIAL REPORT



REVENUE
BY
SOURCES –
2021



EXPENSE
AS A
PROPORTION
TO TOTAL
REVENUE –
2021



Revenue:

The main financial contributors to the Institute over the years have been the Government of India (GoI) and UNESCO. During the year, UNESCO MGIEP received 94% of total revenue from GoI as voluntary contributions (88%) and In-kind contributions (6%). The balance 6% of

total revenue represents contributions from UNESCO and other revenues.

During the year, there has been an overall decrease in the revenue as compared to previous year by 6%.

Expenses as a proportion to total revenue:

During the year there has been an overall increase in the expenses as compared to previous year by 6%.

NATURE OF EXPENSE	% OF TOTAL REVENUE
Surplus	30%
Administration cost	8%
Programme cost**	38%
Staffing cost*	24%

*includes only IPA and PA staff cost

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

WHAT NEXT?

Medium Term Strategy 2022-2025

In 2021, MGIEP prepared its medium term strategy for the period 2022-2025, which aligns with UNESCO's global education programme. MGIEP will continue its quest to build kinder brains through mainstreaming SEL grounded in science and evidence in education systems to achieve scale.

Its strategy contributes to education outputs 3, 8 and 9 of UNESCO's 41 C/5 programme. It includes the adoption of a results-based mission approach, to be achieved through cross functional teams with clearly articulated deliverables under each mission.



Mission 1:

Mission 1 will focus on training and upskilling of K-12 learners, teachers, youth (18-34 years) and decision makers in SEL and Digital Pedagogies.

CAPACITY BUILDING FOR SOCIAL & EMOTIONAL LEARNING AND DIGITAL PEDAGOGIES



250,000



MASTER TEACHER TRAINERS
FOR DIGITAL PEDAGOGIES AND
SEL SKILLS (ASSUMPTION OF
MULTIPLIER OF 10)

500,000



K-12 STUDENTS AND
YOUTH (18-34 YEARS)
EACH

1,000

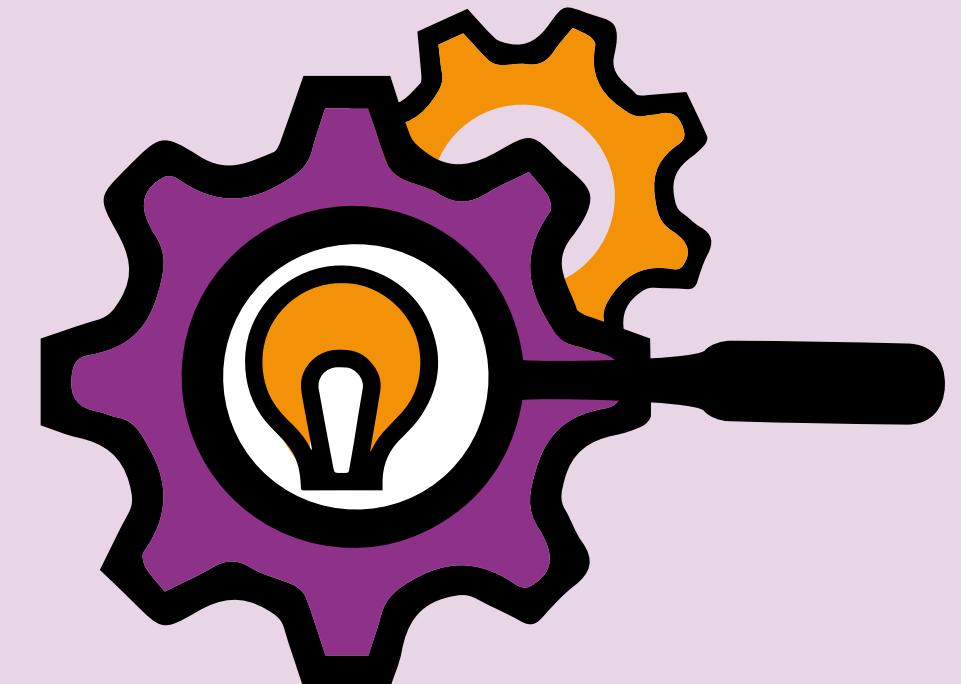


EDUCATION
DECISION-MAKERS
TRAINED IN SEL

Mission 2:

A key focus area for the Institute is its research and evidence based work. Mission 2 will focus on research and new product development linked to the Institute's core focus areas and mandate.

RESEARCH & DEVELOPMENT



DEVELOPMENT OF
SEL ASSESSMENT
FRAMEWORK



FOUR ARTICLES IN
INTERNATIONAL PEER-
REVIEWED JOURNALS



12 MGIEP RESEARCH
BRIEFS



ETHICAL AI POWERED
FRAMERSPACE



POLICY GUIDELINES /
TOOLKIT ON SEL
IMPLEMENTATION



FRAMEWORK FOR EARLY
UNIVERSAL SCREENING
AND A RESOURCE BASE
ON FRAMERSPACE
FOR CHILDREN WITH
LEARNING DIFFERENCES



DRI REGIONAL REPORT
FOR ASIA PACIFIC
LAUNCHED IN 2023,
GLOBAL REPORT
LAUNCHED IN 2025



SET OF ACCOUNTS
FOR 50 COUNTRIES ON
SOCIAL AND EMOTIONAL
CAPITAL



Mission 3:

In order to implement at scale, Mission 3 of the Institute will focus on policy and advocacy through programmes that target and engage policy-makers, decision makers and the youth.

POLICY AND ADVOCACY THROUGH ADVANCING THE SCIENCE-POLICY NEXUS FOR EDUCATION



SCIENCE AND EVIDENCE BASED SEL POLICY TO BECOME MAINSTREAM IN FORMAL EDUCATION IN FIVE COUNTRIES



SEL ASSESSMENT ADMINISTERED IN 10 COUNTRIES AND SEL COMPETENCY ASSESSMENT REPORT PUBLISHED IN 2025



FOUR POLICY BRIEFS AND TWO POLICY FORUMS (ANNUAL)



TWO TAGE ADVOCACY EVENTS (ANNUAL)



5 MILLION STORIES THROUGH THE #KINDNESSMATTERS CAMPAIGN (ANNUAL)



PARTNERS

GOVERNMENTS

- The Department of Foreign Affairs and Trade, Government of Australia
- Ministry of Education, Bhutan
- Quebec Government, Canada
- Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan
- Ministry of Education and Science, Kyrgyz Republic
- Ministry of Education, Maldives
- Ministry of Education, Government of India
- Ministry of Culture, Government of India
- Ministry of Youth Affairs and Sport, Government of India
- State Government of Sikkim, India
- State Government of Gujarat, India
- State Government of Andhra Pradesh, India

- Western Cape Education Department, South Africa

- Department of Higher Education and Training, South Africa

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)

For latest list of partners of the Global Collective for SEL & Digital Learning,

visit: <https://mgiel.unesco.org/global-collective>

OUTREACH PARTNERS

- CIET NCERT, Government of India
- NAAEE (North American Association for Environmental Educators)

- One Planet Podcast

- UNAOC
- UNICEF Regional Office of South Asia
- UNDP India
- UN India
- UNEP South Africa
- UNHCR India
- U-Report India

Implementation Partners

- Bal Ashram Trust India
- EdIndia Foundation India
- Education Administration and Development, National Institute of Education, Sri Lanka
- Kyushu University Japan
- National Institute of Education, Maldives
- Osh University Kyrgyzstan

ACADEMIA

- Chandigarh University, India
- Charotar University of

- Science and Technology Anand, India

- Embu University, Kenya
- Gandhi Smriti and Darshan Samiti, India

- Gujarat Technological University, India
- Kalinga Institute of Industrial Technology Kalinga Institute of Social Sciences, India

- Kurukshetra University, India
- LAPsyDE (Child development and education psychology laboratory) Paris Sorbonne University, France

- Life University, USA
- Maharishi Dayanand University Rohtak, India

- Management and Education Research Institute, Indraprastha University, India

- Manav Rachna University, India

- Nagoya University, Japan
- National Institute of Technology Delhi, India

- National Institute of Technology Kurukshetra, India

- New Delhi Institute of Management, India

- OP Jindal University, India

- Rhodes University, South Africa

- School of Education Kathmandu University, Nepal

- Rubika Design University, France

- University of British Columbia, Canada

- University of Wisconsin, USA

- University of Montreal Quebec, Canada

- University College London, United Kingdom

SCHOOLS AND SCHOOL NETWORKS

India:

- Navodaya Vidyalaya Samiti
- Gaurs International School
- Tagore International School - East of Kailash

PARTNERS

- 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

Sweden:

- Kunskappskolan School Network

UAE:

- Abu Dhabi Indian School
- New Indian Model School, Dubai
- Our Own High School

- Private International English School, Abu Dhabi
- Shining Star International School
- Global Indian International School

- Abu Dhabi Indian School
- Crescent English School
- The Model School
- Gems Modern Academy
- Sunrise English Private School

YOUTH ORGANISATIONS

- Activate Change Drivers
- ActionAid Arab Region
- Africa Unite
- Alokito Shishu Trust (AST)
- CASEL
- Centre for Prevention of Radicalization Leading to Violence
- Centre for Social transformation and Human Development (CHDST)

- Commuting Youth Collectiive

- Erasmus Student Network
- Free the Mind
- Global Changemakers

- Jaago Foundation
- Pravaah
- Sabang Merauke
- Saturday Art Class
- Standing Together to Enable Peace (STEP)

- Untouched World New Zealand
- UNV India

- Vijana Assembly
- Words Heal The World
- Yayasan Peace Generation Indonesia (Peace Generation)

- Youth Inclusion Network
- Youth Initiative (YI)
- Yuwaah
- Y4 International Peace Foundation

For full list of partners from the #KindnessMatters campaign,

visit <https://mgiep.unesco.org/kindnessmatters-partners>

EdTech and SEL Partners

- AIMXCEL Innovative Solutions

- Anisha Global School

- BiBox Labs

- CCISE

- Center for Healthy Minds

- Chimple

- Digital Legends

- Games for Change

- GITAM

- Happy Adda Kettle Mind

- iThrive

- Lagori games

- Learning Curve

- Learner.In

- Leadership for Equity

- LXL Ideas

- Makers Empire

- Neet Prep

- Pi Jam Foundation

- Rapyder

- School Skies

- ThinQ

- Touchdown Gurus

TECHNOLOGY PARTNERS

- Amazon Web Services

- Samsung India Pvt. Ltd

CORPORATES

- Adobe India Pvt Ltd

- Dell India Pvt Ltd

- Grant Thornton India

- HP India Pvt Ltd

- Microsoft India Pvt Ltd

FOUNDATIONS

- Engagement Global gGmbH

- Orkids Foundation

- SEAMEO RECSAM (South East Asian Ministers of Education Organisation Regional Centre for Education in Science and Mathematics)



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Mahatma Gandhi Institute of
Education for Peace and
Sustainable Development

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