



Mahatma Gandhi Institute of Education for Peace and Sustainable Development

WERE MORE OPEN TO CHANGE!
YOUTH
MEDIA

CAN WE CREATE A WORLD THAT IS EASIER TO LOVE?

GLOBAL
IT'S A BIGGER OPPORTUNITY

YOUTH ARE THE CHANGE-MAKERS

WE HAVE OPINIONS WE NEED PLATFORMS TO VOICE

DO THEY DO THEM?

Questions & Laughter.

TOOLS TO USE:

WAR in our MINDS

DONT SHARE
CONFLICT...

RESISTANCE IS OUT THERE!

DO SOMETHING

BRINGS US TOGETHER...

INDIAN VS PAKISTAN

WE CAN HELP

NEEDS TO BEGIN AT HOME
HELP EACH OTHER...

CONFLICT... PEACE...?
Compassion
empathy

DO CARES? THINGS WILL NEVER CHANGE
pathy

I WANT TO CHANGE... but HOW to change

sense of BELONGINGNESS

YOUTH cut across IDEOLOGIES

PROMOTING peace VS WAGING WAR

WHERE ARE WE FOCUSING



WE PROMOTE a CULTURE OF...

CONFLICT...

ARE WE HAPPY WITH THE WORLD WE LIVE IN?

WHAT CAN education DO WITH THIS?

HOW DO YOUNG PEOPLE RESPOND TO THE CONFLICTS IN WORLD TODAY?

? urbanization MAKES IT CHALLENGING

HOW CAN WE CHANGE THIS?

EDUCATION DOES NOT PEACE

WE SHAPE THE WORLD!

IT'S TIME FOR NEW MODELS OF EDUCATION

WE SHAPE THE WORLD

LEARN TO THINK TO ACT

peace sustainability GLOBAL citizenship



SOCIAL MEDIA

use it as a FORCE FOR GOOD

UN-SOCIAL MEDIA

PUBLIC EDUCATION SYSTEM

HAVE

HAVE NO

DR. ANANTHA K. DURAIAPPAN
DIRECTOR FOR UNESCO
THE HUMAN AGE

PUT OUR PETTY ISSUES BEHIND

EARNING THROUGH GAMES



United Nations Educational, Scientific and Cultural Organization

Mahatma Gandhi Institute of Education for Peace and Sustainable Development

ANNUAL REPORT '14-'15



UNESCO MGIEP
focuses on transforming
current education policies and
practices by developing innovative
teaching and learning methods.
Our objective is to build generations
of young people equipped to
create peaceful and
sustainable societies.

Director's Message

Dr. Anantha K. Duraiappah



The challenges of the 21st century can only be properly faced if we develop education systems that equip present and future generations with the skills to deal with them

Since UNESCO MGIEP was inaugurated in 2012, significant progress has been made in the structure and programme activities. I would like to thank the interim director, Dr. Kabir Shaikh, for his work in setting up the foundations of the Institute. This has given me a strong basis on which to continue developing and building upon our ambitious 4-year strategy.

Our strategy complements UNESCO's long-term strategy, the Secretary-General's Education for All initiative, and the targets presented in the Sustainable Development Goals. After a grueling 3-day in-house retreat, we identified four main activity areas for the Institute's programmes. The first area relates to the use of innovation and digital games as teaching and learning tools for peace and sustainable development. Our programme team recently launched a gaming challenge, which attracted participation from more than 130 people from 34 countries. An acclaimed international jury is now selecting a final winner to develop a video game based on the principles of peace and sustainable development.

The second area lies in changing pedagogies. Our Transformational Learning Labs project uses communications technologies to connect school students throughout India to exchange ideas on peace and sustainability. The third programme, called Learning through Issue Based Reverse Embedding (LIBRE), allows

educators to integrate debates on issues such as climate change, migration, and extremism, into curricula. The ensuing recommendations will link to traditional subjects such as mathematics, history, chemistry, and art to help learners to see the relevance of these disciplines to understanding and finding solutions to real-world problems.

The last activity area focuses on youth. The programme team launched the YESPeace (Youth for Education, Sustainability and Peace) Network at the UNESCO World Conference on Education for Sustainable Development in Nagoya, Japan, in 2014. This network provides a platform for young people to voice their concerns and, more importantly, to share their views and suggestions for solving contemporary global issues through education systems.

The Institute is only at the beginning of its journey in implementing an ambitious but increasingly relevant mandate. Its first flagship publication, *The Blue Dot*, emphasizes our role in an increasingly interdependent and interconnected world, and the importance of individual and collective responsibility. The challenges of the 21st century can only be properly faced if we develop education systems that equip present and future generations with the skills to deal with them. Here at UNESCO MGIEP we take this challenge seriously.

ANANTHA KUMAR DURAIAPPAH
Director, UNESCO MGIEP

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Chairperson's Message

Dr. Karan Singh, Governing Board, UNESCO MGIEP



If we want to teach real peace, and if we are to carry on a real war against war, we shall have to begin with the children.

Mahatma Gandhi

The setting up of the Mahatma Gandhi Institute of Education for Peace and Sustainable Development by UNESCO and the Government of India is a significant event—particularly as this is UNESCO's first Category I institute in the Asia-Pacific region. I am happy to know that under the director, Dr. Anantha Duraipah, and with the guidance of a distinguished Governing Board responsible for outstanding contributions to the field of peace, global citizenship, science, education and world politics, UNESCO MGIEP has begun functioning in earnest and has taken up a number of important issues.

Among its programmes and projects is a focus on innovation and technology as a means to radically changing our approaches to education and pedagogies. UNESCO MGIEP's mandate is indeed unique in changing the way individuals in societies teach and learn about the world in which they live. In a world that is still devastated by violence and deadly conflicts, developing new ideas—such as global citizenship and creative collaboration towards peace and sustainability that transcend national and disciplinary borders—is of fundamental importance.

Over the past two years, I have observed the progress the Institute has made. From a fledgling office of two staff members, UNESCO MGIEP now counts 24 staff members and can boast of many projects that have been set up and are currently running. In addition to the many events the Institute has hosted, from a talk by Prof. Martha Nussbaum to an inter-generational

town hall discussion on education for peace, a nation-wide survey on Indian youth has been particularly successful. To support the Government of India's overhaul of the National Education Policy, UNESCO MGIEP collected more than 6,000 survey responses and conducted hundreds of discussions with young people around the country. These results will be published in a report and delivered to the Government this year.

It is initiatives such as these that remind us how important and powerful youth voices can be. It is young people who will inherit the Earth as we leave it and will have to contend with the complex challenges of the 21st century. By focusing on young people as its primary stakeholders, UNESCO MGIEP works not only for the present, but also invests in the future. It is my personal hope for the future that the Institute will continue to be a vehicle for research, creative thought and innovation on how to best address the major problems that the world faces today, including global warming, climate change, population explosion, inter-faith and intra-faith conflicts, and the growth of deadly weapons of mass destruction.

Through the first issue of this Annual Report, I send the UNESCO MGIEP team my warmest greetings and hope that the Institute becomes a centre of excellence for peace and sustainability not only in the Asia-Pacific region, but also around the world. In a time such as this, Mahatma Gandhi's words resonate as strongly as ever: "If we want to teach real peace, and if we are to carry on a real war against war, we shall have to begin with the children."

UNESCO MGIEP: About Us



We are an integral part of UNESCO, and the organization's specialist institute on education for peace and sustainable development to foster global citizenship.

The Mahatma Gandhi Institute of Education for Peace and Sustainable Development was established with the generous support of the Government of India. We are an integral part of UNESCO, and the organization's specialist institute on education for peace and sustainable development to foster global citizenship.

In 2009, the UNESCO General Conference decided to set up an institute focusing on peace and sustainability education based in the vast and rapidly growing Asia-Pacific region. In 2012, the Director-General of UNESCO, Irina Bokova, and the President of India, Pranab Mukherjee, launched the institute. Initially a two-member team which operated out of the UNESCO office in New Delhi, the Institute now has a larger team of 24, working out of its first office in central Delhi.

In an age of rapid change, characterized by exponential economic growth, globalization, and rising inequalities, the 21st century poses a unique set of challenges. To contend with these interconnected global issues, education systems will have to develop new and innovative approaches. This means that we need to work at all levels—from government policies to classroom teaching methods and informal learning—to empower young people to adapt to their changing environments and to lead socially responsible lives. Here are some of the pillars we work on:

Education Systems Transformed

UNESCO MGIEP'S approach is to view education systems as complex adaptive

systems—a term borrowed from current environmental policy discourse. Just like ecosystems in nature, education systems are self-organizing, dynamic and adaptive and they need to evolve to respond to increasingly interconnected global challenges. In building and maintaining a well-performing education system, capable of coping with multiple and interlinked stressors such as poverty and inequality, extremism and intolerance, migration, financial crises, pressure on natural resources, and climate change, it must acknowledge and integrate these complexities. Interventions designed to attain a well-performing system need to understand, respect and act upon these interdependent challenges.

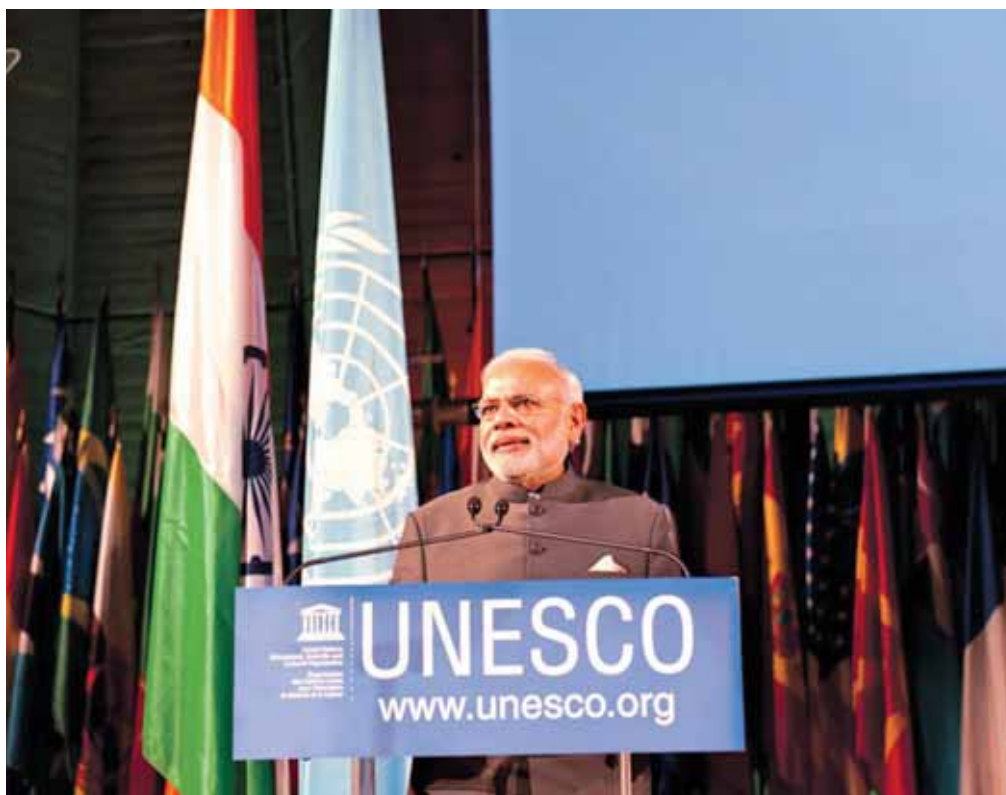
Learning and Pedagogies for the 21st Century

On an individual level, this means that teaching and learning methods will help students develop a better understanding of our complex, interconnected and interdependent world. This will equip students with the necessary skills to adapt to their changing environments, realize their maximum potential and become global citizens.

Youth as agents of change

At UNESCO MGIEP, we see young people as key drivers of change for more peaceful and sustainable societies. Our work is geared towards embedding skills for peace and sustainable development into curricula, fostering youth programmes and networks to change education systems, and developing innovative, research-based pedagogies.

Our role in strengthening UNESCO's ties with India



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This is a
partnership of
values and a
partnership for
action.

Director-General **Irina Bokova**

On the occasion of UNESCO's 70th anniversary this year, Prime Minister of India, Narendra Modi, paid his first official visit to the organization's headquarters in Paris on 10 April. Addressing a packed audience, he stressed the close relationship between India and UNESCO.

"No organization serves our cause more than this one," said the Indian Prime Minister about UNESCO's mission, adding "the seeds of our collective destiny are sown in human minds."

In response, the Director-General of UNESCO, Irina Bokova, stressed the historic ties between India and the organization, and highlighted UNESCO MGIEP's role in further strengthening these ties.

"Mr. Prime Minister, your presence today is testimony to the depth of our partnership," Bokova said. "This is a partnership of values and a partnership for action. This is embodied in the Mahatma Gandhi Institute of Education for Peace and Sustainable Development, the first such Institute in the Asia-Pacific region," she added.

During his visit, Modi paid tribute to a statue of Sri Aurobindo, an Indian poet, philosopher and activist. He also launched a website for International Yoga Day, which was celebrated for the first time on 19 June this year, to promote the ancient Indian practice.

In his speech, he emphasized the importance of culture and education as unifying factors providing the foundation for more peaceful and sustainable societies.

"That is why UNESCO was among the first missions of the United Nations," Modi said. "That is why India values the work of UNESCO so deeply; and cherishes our partnership so immensely," added the Indian Prime Minister.

UNESCO's ties to India are further strengthened through 32 properties on the World Heritage List, including the Red Fort Complex and the Taj Mahal.

What we do

Innovative pedagogical approaches are at the core of UNESCO MGIEP's work. The Institute provides cutting-edge teaching and learning tools, research, and youth-centred programmes to adapt current education systems to the challenges of rapidly changing contexts.

1

INNOVATIVE LEARNING PROGRAMME

The Innovations Programme develops new approaches to teaching and learning methods within and outside classrooms, with a focus on information and communication technology (ICT)-based pedagogies. Our interventions foster critical thinking and empathy; democratize access to knowledge; anchor learning in real-life situations; and encourage students to take charge of their own learning. Our projects bridge generations, cultures, identities, and borders to create scalable models for educating the next generation of leaders in peace and sustainable development.



2

YOUTH PROGRAMME

The Youth Programme empowers young people to lead social initiatives and fosters the necessary skills for peace, sustainable development and global citizenship. The YESPeace Network (Youth for Education, Sustainability and Peace) is UNESCO MGIEP's global youth partnership for change. It brings together youth voices from around the world on a common policy dialogue platform and helps them mould education systems best suited for their future. The Young Leaders and the Campus Ambassadors programmes foster projects led by young people through summer schools, workshops and creative online platforms and research.



3

RETHINKING EDUCATION PROGRAMME

The Rethinking Education Programme facilitates the integration of knowledge, skills, attitudes, and values of peace, sustainability and global citizenship within school and university curricula. Moving away from the traditional subject-based approach, which focuses on separate disciplines such as mathematics, science and languages, our objective is to introduce a new issue-based approach, which encourages students to understand the interconnected nature of their world. The programme uses cutting-edge Web tools to facilitate a student-led curriculum development process.



4

RESEARCH & FUTURES PROGRAMME

The Research and Futures Programme strengthens national and international policies on education, peace and sustainable development, and contributes to the discussion surrounding the Sustainable Development Goals and the international development agenda. In its flagship dialogue series called Talking Across Generations (TAG), the programme offers a democratic policy platform for young people to engage directly with experienced policy makers and thought leaders. The programme also helps to advance academic discourse in transformative education through its Distinguished Lecture Series.

5

THE COMMUNICATIONS TEAM

The Communications Team raises awareness and helps to increase understanding about the work carried out by UNESCO MGIEP. As communications is a two-way process, we are always happy to hear from young people, academics, experts and our stakeholders from around the world. We encourage submissions to our blog section on our website, contributions to our bi-annual The Blue Dot magazine, and engagement through our social media channels. Soon, the Knowledge Commons will not only create an online platform for engagement with the public, but will also ensure that UNESCO MGIEP becomes part of a community of individuals committed to issues of peace and sustainability.



1

Innovative Learning Programme

The Innovative Learning Programme develops new approaches to teaching and learning methods within and outside classrooms, with a focus on information and communication technology (ICT)-based pedagogies. Our interventions foster critical thinking and empathy, democratize access to knowledge, anchor learning in real-life situations and encourage students to take charge of their own learning.

UNESCO MGIEP Gaming Challenge

In November 2014, UNESCO MGIEP's Gaming Challenge called for proposals for video games promoting the principles of peace, sustainable development, and global citizenship. The Challenge received over 100 entries from 36 countries, including a number of inter-country collaborations. A jury of internationally renowned experts selected five finalists in May who received cash prizes of US\$ 2,000 each and underwent a rigorous mentoring process.

The teams reported that the opportunity

to make connections with leaders in the field was one of the highlights of the Gaming Challenge experience. In August, all five teams submitted updated game designs and business plans incorporating the best practices they learned from the jury members and other mentors. The jury identified two semi-finalists, who will create prototypes based on their updated proposals. The finalists will be identified in the fall, and will be given funding to fully develop their concept.

Collaboration with MIGHT Malaysia

In May 2015, UNESCO MGIEP jointly organised a workshop on **Games for Learning and Transformation** together with the Malaysian Industry Government Group for High Technology (MIGHT) and the Multimedia Development Corporation (MDeC). More than 40 participants from diverse backgrounds related to games or education—including university professors, school teachers, game developers,

and representatives from the Ministry of Education and Ministry of Science—attended the workshop. It was the first time that such an inter-stakeholder workshop on gaming was held in Malaysia. The programme concluded with the idea of forming the MIGHT Interest Group to take the discussion forward on integrating games for learning into mainstream education in Malaysia.

UNESCO MGIEP Transformative Learning Labs

The Transformative Learning Labs (TLL) project assesses how digital, dialogue-based learning can help students to gain skills and competencies associated with education for peace and sustainable development. The programme combines a project-based, thematic, peer-to-peer approach to learning with a rigorous

evaluation component during a 9-month intervention in different schools in India. The results generated from the project will inform best practices for this pedagogical approach, and a plan for scaling up the approach internationally.

Students between the age of 13 and 15 in

schools in five distinct geographical areas of India will engage in digital, peer-to-peer learning about themes associated with peace education and sustainable development, including (but not limited to) climate change, migration, and economic development. Teachers will be trained to mediate and facilitate interactions between classrooms in different geographical locations, and students will be encouraged to continue the dialogue informally outside of school spaces. All projects will be aligned with basic

education and continuous assessment, in such a way that the lessons complement curricular requirements, rather than add extra work.

The team is recruiting schools in Delhi to pilot the initiative, which will begin in September. In addition, an open licence digital platform, Edmodo, will help collect data and to understand what types of affordances would be necessary for a larger scale intervention. The team has held the first of two teacher consultations

to introduce Edmodo and to train educators to design units that incorporate digital dialogue into existing curricula. Finally, the team held consultations with experts in the field of evaluating digital dialogue at institutions such as MIT, Stanford, University of Massachusetts Amherst, and Örebro University in Sweden. It is apparent that UNESCO MGIEP will be one of the first institutes to develop a research plan in this field, so advisors will be called upon regularly to assist with the design of the evaluation.

The Wealth Generator Game

By measuring assets such as natural, human and produced capital, for the first time the Inclusive Wealth Index (IWI) makes sustainable development quantifiable by measuring the social value of a country's productive base, including two previously overlooked assets: its natural and human capital. The Inclusive Wealth Report (IWR), first launched at the Rio +20 Conference, discusses the theory behind the new index.

To make the concepts behind the IWR more accessible, UNESCO MGIEP is developing a simulation game intended primarily for graduate and post graduate students pursuing economics. Working on

data collected from 140 countries over 21 years, the game complements traditional teaching-learning tools in economics and sustainability studies classrooms, and is an interactive and fun mechanism for students to deepen their understanding of the inter-connections and relationships across the pillars of sustainability. Furthermore, the game is intended to motivate students to take action, encouraging them to consider natural and social capital in their decisions both personally and professionally.

Based on inputs from a jury of international experts, UNESCO MGIEP has identified an Indian institute focusing on serious gaming,

Fields of View, and has begun the process of developing the game with them. The IWR Game was one of only seven social causes identified by Carnegie-Mellon University to be included in their "Now I Get it!" Game Jam in 2015. UNESCO MGIEP attended the jam and worked with designers to create a prototype game appropriate for a wider audience. The Emergent Media Center, Champlain College, Vermont (US) took up the prototype from the "Now I Get It!" Game Jam and completed the final game design. The team is currently creating a strategy for play-testing this version in economics departments in universities throughout the world.



UNESCO MGIEP Webinar Series

UNESCO MGIEP organizes a series of publicly available webinars featuring leaders in the field of game design for social change. The first webinar was held in March 2015, and featured a talk by Dr. James Paul Gee, a renowned academic

expert in learning and gaming. The second webinar held in August 2015, featured Asi Burak, the head of Games for Change, an internationally renowned organization dedicated to using video games to promote peace and understanding.

2

Youth Programme

The Youth Programme works with young people, youth organizations and networks, civil society organizations and member states to lead initiatives to foster the skills for peace, sustainable development and global citizenship. At UNESCO MGIEP, we believe that young people are the leaders of today and tomorrow, responsible for ensuring a more peaceful and sustainable world.



Young women supporting the YESPeace Network launch in Kuala Lumpur

YOUth Speak online survey

To better understand how today's young people think about global citizenship, peace and sustainable development, UNESCO MGIEP undertook a pilot survey called "YOUth Speak." Launched in September 2014, the survey was available online on the UNESCO MGIEP website and was promoted through social media and youth networks across the globe. More than 1,500 young people from 127 countries took the survey.

The pilot survey showed that youth are relatively well-informed about sustainable development issues and are willing to become actively involved in creating a

more just and peaceful world. The survey findings will also inform a working paper on measuring the impact of peace education on developing competencies necessary for global citizenship.

A short, preliminary report appeared in the Institute's bi-annual magazine, The Blue Dot. Based on their responses on environmental issues, climate change, globalization, resource consumption/distribution, cultural diversity, gender, national and international policies, the survey found that young people are on the path towards global citizenship.

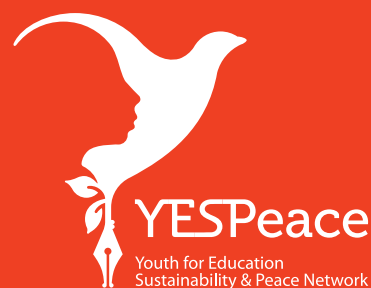
The YESPeace Network

With 1.8 billion young people between the age of 10 and 24 living in the world today, UNESCO MGIEP sees young people as the key drivers of change. It is the combined voices and actions of these young people which will ultimately forge more peaceful and sustainable societies. In the coming decades, UNESCO MGIEP sees the YESPeace Network as the platform to engage and create partnerships across cultural, political, linguistic, ethnic and regional divides.

The YESPeace Network supports youth action by providing an online space for young people and youth organizations to learn about, support, and co-create campaigns and projects, as well as to build the bridges that link local, regional and global youth actions. The offline

programmes give country chapters the space to raise awareness and influence issues which are locally and globally relevant.

Over the past year, UNESCO MGIEP has been reaching out to youth and youth networks all over the world and has built partnerships with organizations such as UNU- IAS, Youth Advocacy Group of the UN Secretary-General's Global Education First Initiative (GEFI), Rhodes University, Activate Change Drivers, Engagement Global, and the German Development Agency (GIZ). The YESPeace Network was launched at the side event of the 2014 World Conference on Education for Sustainable Development (ESD) on 10 November in Aichi-Nagoya, Japan. The YESPeace Network is also one of the partners of the Youth Priority Area of



The YESPeace (Youth for Education, Sustainability and Peace) Network is UNESCO MGIEP's global youth partnership for change. It brings together youth voices from around the world on a common policy dialogue platform and helps to mould the education systems for the future.

Global Action Programme (GAP) on ESD. Malaysia has taken the lead in launching the Network's first national chapter. In close collaboration with youth networks and organizations, UNESCO MGIEP launched its YESPeace Network in Malaysia on 24 May 2015. After the launch, young

participants gathered for a brainstorming session to understand the challenges faced by youth in Malaysia which include increasing cases of depression and static education system. The participants also discussed strategies to spread the YESPeace Network in Malaysia.

Online Discussion - Youth Wellbeing: Measuring What Matters

UNESCO MGIEP's Youth Programme in partnership with the Organization for Economic Co-operation and Development (OECD), the European Youth Forum, HBSC, Restless Development, Web-COSI and Wikiprogress, organized an online youth discussion addressing "How the goal of youth wellbeing can be better incorporated into measurement and policy" from 1-16 December 2014. The aim of this discussion was to map out the main

issues for youth wellbeing and to identify organizations and initiatives working in this field. The discussion page attracted a total of 2,501 page views and 1,875 unique visitors. According to the Tweet Reach report the two hashtags #youth and #wellbeing reached over 385,232 twitter accounts on 16 December alone. The youth opinions expressed in the discussion have contributed to the development of the youth programme at the Institute.

Youth Policy Consultation

In 2015, the government of India (GOI) undertook a nationwide series of policy consultations on the redrafting of the National Policy on Education. Drawing on its expertise in youth issues, innovation, and research, UNESCO MGIEP gathered the opinions of a diverse group of young people aged 18-29 on how to improve higher education in India. The project included the following components:

- **Survey** – UNESCO MGIEP staff worked with experts in survey design to create an online survey about young people's opinions and suggestions on higher education. The survey received a total of 6,000 responses from every state in India.

- **Focus Group Discussions** – To ensure that youth without Internet access or fluency in English could participate in the study, UNESCO MGIEP staff conducted focus groups in cities across India, including Delhi, Calcutta, Coimbatore, Bangalore, Guwahati, Mumbai, Pune, and nearby rural areas. In total, staff conducted about 25 focus groups in English and vernacular languages.

The results of the study will be presented to the GOI as a set of recommendations and an extensive report. Portions of the report will also be developed into academic publications for submission to peer-reviewed journals.

A chance for change: A new survey asks young people what they think about education

By **Sigrid Lupieri**, Public Information Officer, UNESCO MGIEP

Since graduating with a Bachelor of Arts in 2012, Dinesh Chandra has dreamed of becoming an office assistant in his hometown in the state of Uttarakhand. Instead, he washes dishes and fetches coffee for a living as an office boy in Delhi.

"I like computers," Chandra, 23, says. "I took a 6-month computer course at university, but I still can't find a better job."

Chandra is not alone. With more than 5 million young people graduating from universities and colleges across India every year, 1 in 3 graduates is destined to join the ranks of the unemployed, according to Labour Ministry statistics. Those who do find jobs are often under-employed or conduct menial tasks that offer little in terms of personal fulfilment. A new government initiative, however, may be about to change the status quo.

For the first time, the Government of India is calling on the public for inputs on

improving education systems across the country. These grassroots consultations will then inform changes to the New Education Policy, which plans to provide young people with the quality education and skills they need to succeed in a rapidly changing world.

To contribute to the process, UNESCO's Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) has conducted a survey specifically designed for young people across India to solicit their views on higher education. The online questionnaire asks Indian nationals between the age of 18 and 29 about their experiences with teachers, curricula and employment prospects, and to come up with their own ideas and solutions for a better education.

"Young people are the primary stakeholders in the education they receive, but they are almost never asked about what they need to be successful in their careers and in life," says Prof. Anantha Duraipappah, director of UNESCO MGIEP. "We believe that young people have something valuable to say and that they should have a voice in the policies that will ultimately affect their future."

Twenty-four-year-old Meeqat Hashmi, an editor at All India Radio, also agrees that young people's opinions should



be taken into account when it comes to education. After taking the UNESCO MGIEP survey, he says his suggestions to the government would be to provide students with more practical skills as well as more counselling about potential career paths and job opportunities.

"If young people are brought into the discussion they can bring a fresh perspective," he says about the youth survey. "We need a platform so that we can choose what to study based on what we need and not only what is already there."

Now that such a platform is in place, young people were encouraged to take the youth survey by 31 July 2015, and have a say in the government's new plan. The national consultations, which are already underway, will come to a conclusion by the end of this year.

For many young people such as Chandra, change cannot come too soon. With a younger brother and sister still in school, he struggles to make ends meet and to support his family. "My problem is financial," he says. "That's the reason I can't take any more courses. Education is too expensive."

When asked what his hopes and plans are for the future, Chandra shrugs. "I just want a better job," he says.



3

Rethinking Education Programme

UNESCO MGIEP focuses on embedding knowledge, skills, attitudes, and values for peace, sustainable development and global citizenship within education curricula. UNESCO MGIEP takes a two-pronged approach to embedding Education for Peace, Sustainability and Global Citizenship (EPSG) into formal curricula: (i) embedding EPSG into core subjects and (ii) promoting Learning by Issue-Based Reverse Embedding (LIBRE).

NCERT Position Paper on Education for Peace

UNESCO MGIEP chaired the committee to write the latest position paper on Education for Peace of India's National Council for Education Research and Training (NCERT).

The position paper made recommendations for embedding principles of peace in core subjects such as maths, science, social science and languages.

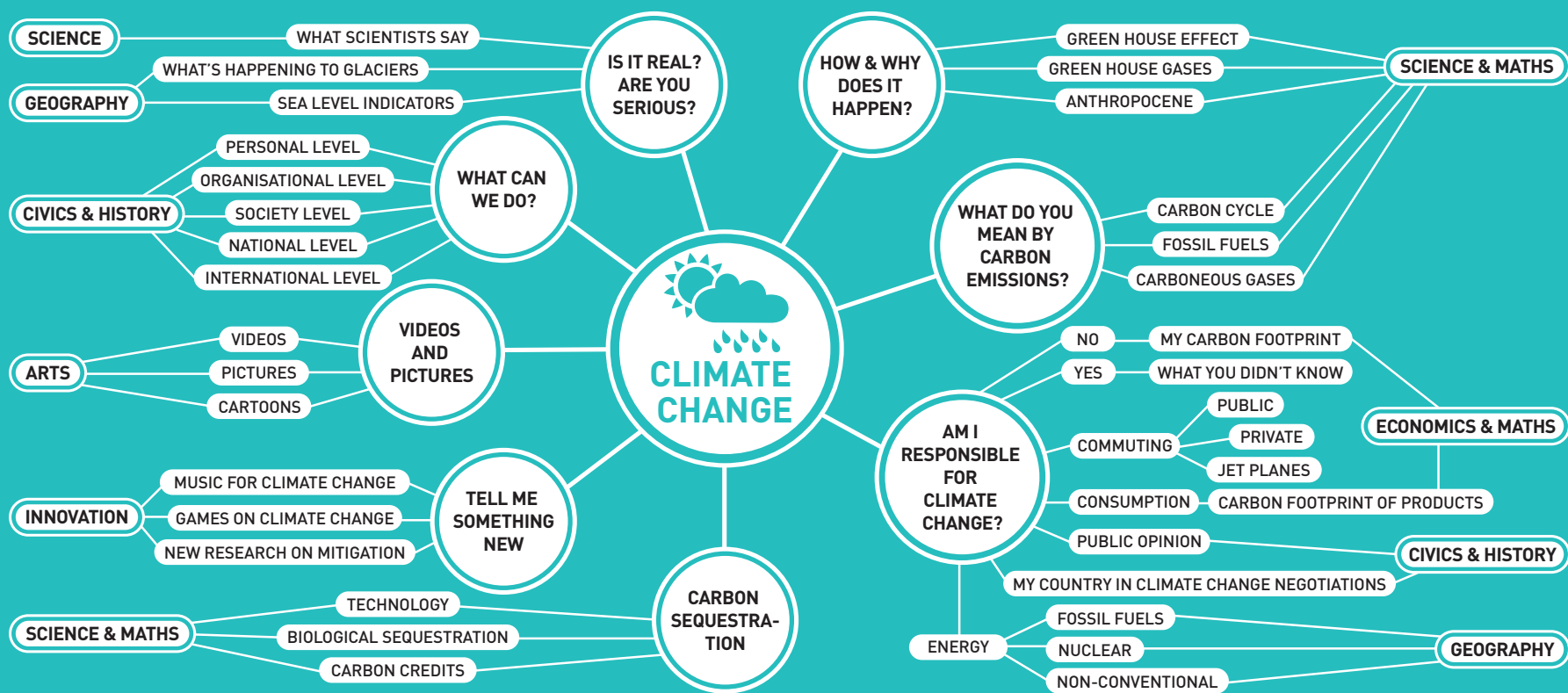
Status of EPSG report for the Asia-Pacific Region

Based on the NCERT Position Paper recommendations, a review of relevant existing cross-country policy and curriculum reviews, and the re-scoping of the proposed study on the state of EPSG in the Asia-Pacific region, the first phase of the Status of EPSG study will focus on EPSG in STEM (Science, Technology, Engineering and Mathematics) in about 20 countries in the Asia-Pacific region. The first flagship curriculum report is scheduled to be launched in 2016. This report will contribute to strengthening a case for embedding EPSG in core subjects and transforming the mainstream discourse of STEM education reforms, which tend to focus exclusively on establishing national supremacy in the knowledge-based economy. The Institute has developed a preliminary draft of a working paper on embedding EPSG in mainstream curricula. The paper explores and analyses the existing efforts and models of embedding and proposes a way forward. The concept note of the report is being revised based on the NCERT Position Paper and the re-scoping of the study.

In July 2015, UNESCO MGIEP's Rethinking Education Team participated in the launch

of the 4-year project "Preparing Teachers for Global Citizenship Education," coordinated by UNESCO Bangkok, with support from the Korean Funds-in-Trust (KFIT). This project covers nine countries: Japan, Korea, China, Thailand, Malaysia, Philippines, Bhutan, India, and Sri Lanka. UNESCO MGIEP will take the lead in developing guidelines on embedding EPSG in core curricula in close collaboration with participating countries and other partners such as SEAMEO-INNOTECH and APCEIU.





Learning by Issue-based Reverse Embedding (LIBRE)

Preliminary ideas for interactive, crowd-sourced curriculum development have been developed to explore the notion of “reverse embedding”, where a particular theme/ issue (such as climate change, migration, or sustainable consumption) is used as an entry point to foster teaching and learning for peace, sustainability and global citizenship in mainstream subjects such as maths, sciences and languages. An online collaborative platform where educators and students can come together and collaboratively create issue-based curricula will be piloted in the last quarter of 2015.

The piloting will engage around 50 teachers of different subjects around the world to test the feasibility of co-creating issue-based curricula and refining the design of the platform. The Institute has identified 10 schools in total (two schools each from five continents) to participate in the piloting. Each participating school is encouraged to identify five teachers, including maths, science, social sciences

and language teachers.

The pilot module under LIBRE is being developed under the UNESCO MGIEP Collaborative Climate Change Curriculum (M4C) project, using the www.debategraph.org portal to engage selected schools. The platform will be modelled along the lines of Wikipedia where users can add and share resources related to climate change in the relevant sections. The resources will be tagged so that anybody looking for a maths module on climate change would be able to find one. However, while activities will be aligned with subject areas to enable ease of integration into traditional classrooms, the modules will themselves be problem-based and interdisciplinary in nature, spanning subject areas and easily adapted to multiple grade and ability levels. Conceptualised as a complex web or mind map, the model would grow as more teachers and students share resources. A draft mind map of a possible scenario is shown above.

4

Research & Futures Programme

This programme provides a link between theory and practice. Our experts on educational science work on translating the ideas of global citizenship, peace and sustainable development into stronger policies around the world. Our research papers inform governments on best practices in education and provide a platform for the perspective and voices of young people.



Prof. Martha Nussbaum spoke about the implications of anger as a response to injustice at the Third Distinguished Lecture on "Anger and Revolutionary Justice."

Working Paper Series

In 2015, UNESCO MGIEP commissioned papers on such issues as inclusion and global citizenship. Internal staff are also producing papers on the YOUthSpeak survey results from 2014, and the results

of the youth policy consultation. A paper in progress on education and complex adaptive systems has been accepted to the Conference on Anticipation at the University of Trento, Italy, in November.

Talking Across Generations (TAG) Town Hall Debate

TAG provides a public forum for young people and decision-makers to join forces on contemporary issues and challenges. The idea is to cut down the artificial barriers of podiums and stages to allow a free exchange of ideas across generations in an open and honest discussion.

UNESCO MGIEP's first Talking Across

Generations discussion was held on 15 February 2015 and focused on "The war in our minds: Can education wage peace?" The debate, attended by more than 300 students, academics, policy-makers and journalists, centred on the role of education in building more peaceful and sustainable societies.

Distinguished Lecture Series

The Distinguished Lecture Series invites speakers from among the world's leading intellectuals and policymakers to spark transformative ideas for our shared future. In a world of unprecedented complexity, interdependence and opportunity to talk across boundaries, the discourse for the future will have to be led by the world's brightest minds in dialogue with youth. These lectures are expected to inspire a larger international dialogue on a more peaceful and sustainable world, built through better education, inclusive spaces, and global citizenship.

In collaboration with the University of

Chicago Center in Delhi, UNESCO MGIEP hosted its Third Distinguished Lecture on "Anger and Revolutionary Justice." The Ernst Freud Distinguished Service Professor of Law and Ethics at the University of Chicago, Prof. Martha Nussbaum, spoke about the implications of anger as a response to injustice. The first Distinguished Lecture, held in November 2014, was given by Irina Bokova, Director-General of UNESCO, on "Diverse Societies, Inclusive Democracies: New Skills for a Sustainable World." The second lecture in December 2014 featured Prof. Sir Partha Dasgupta, a leading economist at the University of Cambridge, on "Wellbeing and Wealth."

5

The Communications Team

UNESCO MGIEP has identified young people as its primary audience and key players in the development of the post-2015 Global Agenda. To reach out to this target group, UNESCO MGIEP's online and social media presence play a crucial role.

Website

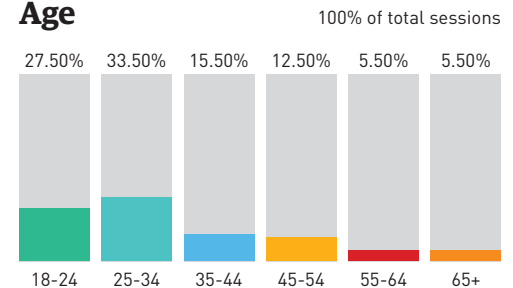
The Institute's website is the first portal through which our stakeholders access information about UNESCO MGIEP's programmes and learn more about the Institute's vision and mission. The website showcases UNESCO MGIEP's programme activities, the online version of the Institute's publications, news and articles, videos, interviews and any activities in which the Institute is involved. Some of our articles, including a piece on the YESPeace Network launch in Malaysia, were picked up and published by international media outlets.

Since the website was created in July 2014, it has boosted its presence through targeted campaigns and constantly updated content. In addition to featuring the Institute's events, it also acts as a forum for our international community of stakeholders. In particular, our youth partners have been given the opportunity to publish their opinions and showcase their enterprising work in our blog section. This ensures that young people not only access information through the website, but also actively contribute to

informing UNESCO MGIEP programmes through their feedback and active engagement.

Over the past year, the website has maintained an average of 100 active visitors per day. Based on page views, we have reached close to 60,000 people since the beginning of 2015, 63 percent of whom are new or first-time visitors. Google Analytics also show that we have been successful in reaching our target audience of young people. According to the statistics, 61 percent of our website visitors are between the age of 18 and 35.

Age



As many as 61 percent of our website visitors are between the age of 18 and 35.

The Blue Dot

Among the activities and programmes initiated at the Institute, one that has garnered much interest and positive feedback has been our flagship, magazine-style publication called The Blue Dot – inspired by Carl Sagan's view of our fragile planet and his call for people to set aside their differences and to work towards the betterment of humanity.

The Institute launched the first issue of The Blue Dot in January 2015. With the theme of Global Citizenship, the first issue featured articles from distinguished thought leaders across the globe, including the UNESCO Director-General Irina Bokova and prominent academics such as Carlos Torres, distinguished professor at UCLA, Hakan Altınay, president of the Global



Civics Academy, and Paul and Anne Ehrlich, professors at Stanford University. UNESCO MGIEP's YOUth Speak survey gave young people around the world a voice about their values and opinions on such issues as education, the environment and human rights. The three finalists from our essay competition also shared their powerful views on the concept of global citizenship

The second issue of The Blue Dot was launched in July 2015. The publication contains opinion and feature articles on

the debate surrounding the Sustainable Development Goals, including an interview with Nobel Peace Prize laureate Kailash Satyarthi, a youth essay contest on the future of the SDGs, and a photo essay on environmental degradation. Other eminent contributors included University of Chicago's Prof. Martha Nussbaum and the University of Cambridge's leading economist, Sir Prof. Partha Dasgupta.

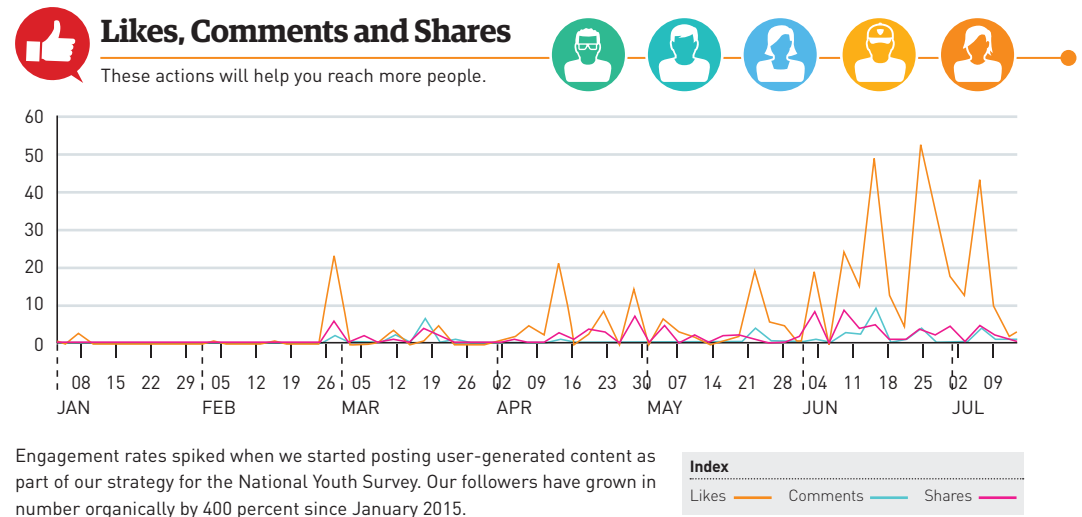
The first and second issues can be found online at <http://mgiep.unesco.org/bluedot/>

Social Media

Active engagement in social media supports the Institute's website in terms of online outreach. The Communications Team is consistent with managing updates on social media about the Institute's programmes and activities. The team has worked on promoting programme activities, posting calls for proposals, and engaging with stakeholders more extensively on social media.

Our social media channels have shown a consistent growth both in terms of outreach and engagement rates. Our followers have grown organically in number by 400 percent since January 2015. We manage social media content, campaigns and channels with tactics and strategies that have consistently exceeded both short- and long-term audience engagement targets. For instance, we built an online strategy for UNESCO MGIEP's youth survey on the National Education Policy that helped us gather 6,000 responses within two months. We achieved this by creating user-generated content, partnering with other publishing platforms and merging our online strategy with efforts on the ground.

Apart from helping programmes to promote



their activities, disseminating relevant news and positioning the Institute as a centre for excellence and thought leadership, the social media desk has been involved in engaging with our target audience and supporting our projects and programmes online. For example, a Twitter campaign on the YESPeace's chapter launch in Malaysia in May 2015 featured a two-day live tweeting event where young people from Malaysia were posting fun photos and sharing experiences.



UNESCO MGIEP's Knowledge Commons

Social media for a better future

Knowledge: Transforming information into knowledge and understanding

Commons: An open, transparent and inclusive resource base to promote dialogue and shared understanding



Similar to Facebook with a social mandate, the Knowledge Commons is UNESCO MGIEP's virtual interactive platform.

Like other social media platforms, the Knowledge Commons is an online tool that brings together individuals from around the world to interact in a virtual community. What distinguishes it from other mainstream social media, however, is that the Knowledge Commons promotes sharing ideas, opinions and resources about education for peace, sustainable development and global citizenship.

Our vision is that a global audience will come together to share a common goal and to inform UNESCO MGIEP's programmes in an inclusive and democratic manner. Our audience includes youth, decision-makers, policy experts, researchers, partner agencies, and governmental organizations. Through discussions and open resource sharing, the Knowledge Commons community contributes to developing an open repository of knowledge and information that is freely available online.

The platform has three key features :

1 Data & Analytics: It analyses dialogue and audience engagement to gain insight on broad trends, behaviour and understanding of the complex issues of peace, sustainability and global citizenship.

2 External Engagement: It allows our audience to engage and interact with us and, ultimately, informs our activities and programmes.

3 Internal Engagement: It provides a workspace for all Institute staff and streamlines internal workflows.

For the programme teams at UNESCO MGIEP, this platform will serve as a channel of internal and external collaboration. This virtual workspace will facilitate collaboration among team members on current activities and developments. The programme teams will also have the flexibility of reaching out to their external audience at the click of a button. They will be able to schedule meetings, events, share resources and collaborate on documents through the Knowledge Commons.

The platform will also allow UNESCO MGIEP to actively seek opinions and advice from external experts, advisors, partner organisations, policy-makers and other target audience groups. These discussions will be initiated and moderated by the programme teams and will be utilised to better inform the programmes of the Institute. At the same time, the opportunity for peer collaboration, insight sharing and access to latest research for the external users will serve as a unique selling point for the platform and enable UNESCO MGIEP to expand its outreach and visibility.



Creating a **buzz**

#HOW I LEARN: As part of a UNESCO MGIEP Facebook campaign, thousands of young people from across India came forward with concerns and suggestions to help the government improve the current education policy. This is what some of them had to say:



“Different communities have different challenges and opportunities at the same time. Our

education system must train people to address specific problems and avail opportunities that can create sustainable solutions. The same curriculum for everyone can't be the right approach.”

Aisowanma Sangma, 24, from Meghalaya feels very strongly about improving current education systems.

 Like  Comment  Share



Insufficient resources and inadequate infrastructure are among the most pressing obstacles to

achieving good quality higher-education in Assam. There are only two central universities which don't even have the most common courses like MA Political Science.”

Political Science student at Kirori Mal College, **Pallabi Barah**, wants the govt to work on issues like this.

 Like  Comment  Share



“Education can do a lot in terms of breaking stereotypical perceptions and building a better world.

Universities should provide at least primary support structures for minority communities and conduct sensitisation campaigns for teachers, students and staff. I believe dialogue/engagement is on of the most effective ways of bringing change in people's perception.”

MA English Literature Student **Rafiul Alom Rahman** feels strongly about these issues.

 Like  Comment  Share



“I took the survey because this is an amazing opportunity and platform for us Indians

to address some of the most pressing issues in our education system.”

Saket Mani, Children & Youth Representative to the United Nations.

 Like  Comment  Share



“In the age of Globalisation, things are changing constantly. But why has our education

system not adapted to this change yet? It's not teaching us the skills we require to survive in this rapidly changing world.”

Kitdor A Wahlang, M. Sc. Biochemistry student at University of Hyderabad, wants the govt to listen to him.

 Like  Comment  Share



“Like everyone else, I'm unique in my own way. I need a teacher/guide who can harness that uniqueness of

mine. Someone who can help me figure out my strengths and weakness and let me grow.” That's Ayush's idea of a good teacher.

 Like  Comment  Share

#YOUTH DAY: On International Youth Day on 12 August, we featured voices from our youth partners and young leaders around the world about their experiences with activism and civic engagement.



John Gbenagnon, a youth leader in Benin, is building a youth network to work towards education and gender equality.

Get yourself exposed to the ideas and tactics he used to achieve his goals.

Like Comment Share



Why is climate change education important for young people and how can youth participate

in today's global issues?

One of our youth partners, **Patricio Roulier Pazos** from Argentina, shares his views.

Like Comment Share



21 year old **Victoria Lbiwoye** is determined to transform the lives of marginalised children in

Nigeria. Check out how she plans to achieve this.

Like Comment Share



Our partners and audience love to connect with us via Twitter and we encourage them to provide us with honest feedback. Here's what some of them had to say about us and our programmes:



Helen Clark

@HelenClarkUNDP

@yagivoice@UNDP & [UNESCO_MGIEP](#) are making big efforts to bring #youth voices to decision makers.



Irina Bokova

@IrinaBokova

A first step in the right direction: access to knowledge for the visually impaired in India [ow.ly/QFi3u](#) @UNESCO-MGIEP



WaterfrontSolicitors

@uklaw

Partner, Jean-Marc Pettigrew, praises the UN @UNESCO_MGIEP for its collaborative gaming competition in his blog



Shashi Tharoor

@ShashiTharoor

Education critical to sustainable development post-2015 a/c to new UN InclusiveWealthReport. Huge potential for India #IWR2014 @UNESCO_MGIEP



Chintan Girish Modi

@Chintan_connect

When does @UNESCO_MGIEP plan to kick start the Yes Peace Network in India? I'd love to be involved.



Dana R Martens

@DanaRoseMartens

Revolutionary! Connecting #Gaming, Peace & #Sustainable Development. @UNESCO_MGIEP launches The Gaming Challenge!



Georgia Dienst

@georgiadienst

@UNESCO_MGIEP great session today @aburak! Loved it-can we share recording.



ClevelandBotanicGdn

@cbgarden

Great article @UNESCO_MGIEP "#YouthDay: We need more education about climate change"



Silvia Montoya

@montoya_sil

What does it take to change the world? See the work of the @UNESCO_MGIEP.

2014

What we've been up to at a glance



7-10 November

Aichi-Nagoya, Japan

World Conference on Education for Sustainable Development

The conference concluded the UN Decade on Education for Sustainable Development. UNESCO MGIEP presented its programmes, launched its #IAmAGlobalCitizen campaign, and launched its YESPeace Network.



10 November

New Delhi

Inclusive Wealth Report Launch

The Inclusive Wealth Report challenges the current use of GDP as the only way to measure a country's wealth and development. The report argues that sustainability should be integrated into economic evaluation and policy planning.



11 December

New Delhi

Second Distinguished Lecture

Sir Partha Dasgupta, Professor Emeritus at the University of Cambridge, delivered a lecture on "Wellbeing and Wealth".



26 November

New Delhi

UNESCO International Conference on Disability

UNESCO MGIEP organized a session entitled "Learning Differently for Peace and Sustainability, Games, Apps and Innovation."



25 November

New Delhi

First Distinguished Lecture

Irina Bokova, the Director-General of UNESCO, addressed a crowd of policymakers and students on the role of education as a cornerstone in developing a peaceful and sustainable world.

2015



13 February

Webinar on "Learning in the 21st century: the power of video games"

UNESCO MGIEP's Innovations Team hosted its first webinar conducted by renowned gaming expert Dr. James Paul Gee. A pioneer in the field of gaming and education, Gee discussed the best practices for incorporating educational principles into video games.



28-30 January

UNESCO Headquarters, Paris

Second UNESCO Global Forum on Global Citizenship Education

The Forum was organized by UNESCO on the occasion of its 70th Anniversary and brought together 250 participants from across the world including teachers, educators, policy-makers, academics, learners and civic society representatives.



15 February

Gaming Challenge submission deadline

The UNESCO MGIEP Gaming Challenge, an international game design competition, received more than 100 submissions from 36 countries around the world, including 32 inter-country collaborations.



16 February

New Delhi

Talking Across Generations (TAG 2015)

Attended by more than 300 students, academics, policymakers and journalists, the debate focused on "The war in our minds: Can education wage peace?" TAG 2015 was chaired by Dr. Karan Singh, and was attended by UNESCO MGIEP Governing Board members.



17 February

New Delhi

Youth Round table Discussion at UNESCO MGIEP

As a follow-up to TAG, UNESCO MGIEP organized a youth round-table discussion led by youth organizations from India and Nepal. The participants discussed areas of collaboration and a possible YESPeace India chapter.

2015



21 March

New Delhi

Third Distinguished Lecture

In collaboration with the University of Chicago Center in Delhi, UNESCO MGIEP hosted its Third Distinguished Lecture on "Anger and Revolutionary Justice." The Ernst Freud Distinguished Service Professor of Law and Ethics at the University of Chicago, Prof. Martha Nussbaum, spoke about the implications of anger as a response to injustice.



30 March - 4 April

Busan, Republic of Korea

Global Youth Advocacy Workshop on Global Citizenship Education

Organized by APCEIU, GEFI and UNESCO MGIEP, the international workshop brought together youth participants from 34 countries. The objective was to design an advocacy strategy to strengthen the value of global citizenship in formal, non-formal and informal education settings.



20 August

Webinar on Games for Social Good

Asi Burak, the President of Games for Change, made a strong case for using games for good, with an overview of the latest trends and core challenges. More than 100 people attended the webinar.



18 August

UNESCO MGIEP announces its Gaming Challenge finalists

Two teams will now compete in the final round to create a digital game that incorporates the ideas of peace and sustainability in its design. The final winner will receive up to \$100,000 to develop the final game.



12 August

International Youth Day

UNESCO MGIEP's online campaign collected and published blog entries from its youth partners around the world on the importance of civic engagement for young people.



1-3 May

Pittsburgh, U.S.

The Inclusive Wealth Report game jam

Carnegie Mellon's Entertainment Technology Center took on our challenge to create a digital simulation game based on the IWR. The university hosted a game jam (#NowIGetItJam) and, within 48 hours, the team working on the Inclusive Wealth Index came up with a game which will be improved and perfected over the coming months.



24 May

Kuala Lumpur

UNESCO MGIEP's YESPeace Network launches in Malaysia

Together with the Director-General of UNESCO, Irina Bokova, UNESCO MGIEP launched its first Malaysia chapter of the YESPeace Network.



7 July

New Delhi

The Blue Dot magazine

Launch of the second issue of The Blue Dot magazine on "What does it take to change the world?" focusing on the UN's new Sustainable Development Goals.



27 May

Kuala Lumpur

Workshop on Game-based Learning held in Malaysia

UNESCO MGIEP together with MIGHT conducted Malaysia's first inter-group workshop on integrating game-based learning into education, marking the first formal convening of the government and industry sectors.



26-27 May

Paris

Global Action Programme partner network meeting

The YESPeace Network is one of the key partners of the Global Action Programme (GAP) for Sustainable Development in the Youth Priority Action Area. GAP is the follow-up programme to the UN Decade on Education for Sustainable Development for the next five years.

Governing Board members



Chair of the Governing Board

- **Dr. Karan Singh**

Member of the Rajya Sabha, Parliament of India

Dr. Karan Singh is a member of India's Upper House of Parliament, the Rajya Sabha. He is a senior member of the Indian National Congress Party who served successively as Sadr-i-Riyasat and Governor of Jammu and Kashmir.



Members of the Governing Board

- **Dr. Arzu Rana Deuba**

Member, Nepalese Constituent Assembly, Nepal

Dr. Arzu Rana Deuba is a Nepalese politician and a social worker. She is a member of Nepalese Constituent Assembly from Nepali Congress and runs numerous social organizations with a special interest in the empowerment of women in Nepal.



- **Ms. Susan Hopgood**

President, Education International, Belgium

Susan Hopgood is both President of Education International (EI) and the Federal Secretary of the Australian Education Union (AEU). She was elected federal secretary of the AEU in 2006, the first woman to achieve that position.



- **Dr. Kristian Berg Harpviken**

Director, Peace Research Institute Oslo, Norway

Dr. Kristian Berg Harpviken is a Norwegian sociologist and researcher, and since 2009 director of the Peace Research Institute Oslo (PRIO). He is a sociologist from the University of Oslo and has also worked on civil society, transnationalism, political mobilization as well as a variety of issues related to post-war reconstruction and peacebuilding.



- **Mr. Koichiro Matsuura**

Corporate Auditor and Former Director General of UNESCO

Mr. Koichiro Matsuura is a Japanese diplomat. He was appointed on 12 November 1999 to serve a six-year term as Director-General of UNESCO by the Organization's General Conference.



- **Ms. Virginia Miralao**

Secretary General, UNESCO National Commission of the Philippines

Dr. Virginia Miralao is currently the Secretary-General of the UNESCO National Commission of the Philippines. Prior to this, she headed the Philippine Social Science Council (PSSC) as its Executive Director and came to be involved in the programmes and activities of UNESCO's Social and Human Sciences Sector.



- **Dr. Aung Tun Thet**

Economic Advisor to the President, Republic of the Union of Myanmar

Prof. Dr. Aung Tun Thet is the President's Economic Advisor and also a member of the President's National Economic and Social Advisory Council, Member of Myanmar Investment Commission, Advisor of Union of Myanmar Federation of Commerce and Industries, Member of Myanmar Press Council, Senior Advisor to the UN Resident Coordinator's Office and a visiting Professor.



- **Ms. Roza Otunbayeva**

Former President, Kyrgyzstan

Roza Isakovna Otunbayeva served as the President of Kyrgyzstan from 7 April 2010 until 1 December 2011. She previously served as Minister of Foreign Affairs and as Deputy Head of Government of the Soviet Kyrgyz Republic. She currently heads The Roza Otunbayeva International Foundation.



- **Dr. Abdul Hamid Zakri**

Science Adviser to the Prime Minister, Malaysia

Dr. Zakri is the Science Adviser to the Prime Minister of Malaysia. His senior leadership roles include Deputy Vice-Chancellor of Universiti Kebangsaan Malaysia; Director of the Institute of Advanced Studies at the United Nations University, Japan ; Chairman, Subsidiary Body on Scientific, Technical and Technological Advice (SBSTTA), United Nations Convention on Biological Diversity; Co-chair, "Millennium Ecosystem Assessment", and Member, Inter-Academy Council Committee reviewing the IPCC.



- **Dr. Tao Zhan**

Director General, Education Management Information Centre, Ministry of Education, China

Dr. Tao Zhan is currently Director-General of the Educational Management Information Center of Ministry of Education in China. Dr. Zhan has a Ph.D. in mathematics from Shandong University.



- **Vinay Sheel Oberoi**

Secretary, Department of Higher Education (MHRD)

Mr. Vinay Sheel Oberoi, a 1979 batch IAS officer of Assam Meghalaya cadre, is presently Secretary, Department of Higher Education in the Ministry of Human Resource Development (MHRD). He was the Permanent Representative of India to UNESCO. He has also served as the Secretary to the Ministry of Women and Child Development.



- **Prof. Jandhyala B. G. Tilak**

Vice-Chancellor (National University of Educational Planning and Administration) NUEPA, New Delhi

Prof. Tilak is a Professor in Economics and Financing of Education. He holds a Ph.D. (Economics of Education) from the Delhi School of Economics. He was on the research and teaching faculty of the University of Delhi, Indian Institute of Education, University of Virginia and Hiroshima University, as well as research staff for the World Bank.

Secretary to the Board



- **Dr. Anantha K Duraiappah**

Director, UNESCO MGIEP

Dr. Duraiappah is a development environmental economist, a founding fellow of the Human Development and Capability Association, and a fellow of the World Academy of Arts and Sciences. Professor Duraiappah was the report director for the Inclusive Wealth Report released at the Rio+20 Summit in 2012.

Looking to the Future



**CALENDAR
OF EVENTS**
2015-2016

September 2015 ~ December 2015

Launch of the IWR prototype game: "Wealth of Generations"

New Delhi

The executive committee members played the game "Wealth Generator" in a facilitated session. The game has been produced to teach the investment principals of the Inclusive Wealth Index that has been co-authored by Dr. Anantha Kumar Duraipappah, Director of UNESCO MGIEP.

Lecture on the "Wealth of Generations"

Tokyo, Japan

Dr. Anantha Duraipappah will address a class of Economics undergraduates on the topic of inclusive wealth. The students will then play UNESCO MGIEP's Wealth Generator game in a facilitated session.

9th UNESCO Youth Forum on "Young global citizens for a sustainable planet"

Paris, France

The Youth Team will co-organize a capacity-building session on youth-led monitoring of the Sustainable Development Goals (SDGs). The session aims to equip the youth participants with information, tools and possible methodologies to monitor progress in achieving the SDGs on education.

Youth Policy Report

UNESCO MGIEP will release a comprehensive report on the opinions of Indian youth on the revision of the National Education Policy.

YESPeace Mexico

Mexico

The YESPeace Mexico Network will be launched in Mexico City in partnership with the UNESCO national office in Mexico (tbc), youth organizations, civil society, universities and active youth groups. YESPeace Mexico will be the first national chapter in Latin America.

Announcement of the winner of UNESCO MGIEP's Gaming Challenge

After three rounds of rigorous evaluation and mentorship, UNESCO MGIEP will announce the winner of the first Gaming Challenge.

YESPeace India

New Delhi, India

The YESPeace Network will launch its second national chapter in the Asia-Pacific region. YESPeace India will address the issue of active youth engagement in policy-making processes and capacity strengthening through innovative methodologies in workshops, seminars, and dialogues.

Initiation Workshop of Campus Ambassadors Programme

The Campus Ambassadors Programme, another YESPeace initiative, creates informal spaces within higher educational institutions to discuss and debate peace, sustainability and global citizenship. The programme will target youth and educators by establishing societies/clubs at ten universities across the UN regions.

January 2016 onwards

Incubator's workshop for Gaming Challenge winner

The jury and the winning Gaming Challenge team will meet to exchange ideas on how to strengthen commercial, learning and fun elements of the winning game of the Gaming Challenge.

Youth Leadership Workshop

New Delhi, India

The first batch of youth leadership programmes will be rolled out in early 2016 with 30 selected youth participants from across the world. The programme will develop capabilities of youth and support them in addressing the issues related to peace and sustainable development in their communities and beyond. Over the course of five years, the programme will reach out to 1 million youth (between the age of 18 and 25) in diverse settings.

International Youth Day 2016

A campaign on the theme of International Youth Day 2016 will be organized to mark the occasion. Social media will be mobilized to generate the youth dialogue on critical issues and a music festival for youth on peace, harmony, co-existence and global citizenship will be organized.

Talking Across generations (TAG) 2016

This yearly flagship event will bring together young people and decision makers to discuss contemporary global issues. The event will feature a whole day of activities, including music, performances and discussions.

Piloting Interlinked Modules under the Learning by Issue-based Reverse Embedding (LIBRE) project

UNESCO MGIEP will pilot climate change, migration and sustainable consumption and production modules under the LIBRE project throughout the last quarter of 2015 and the first quarter of 2016. The idea is to pilot online collaborative curriculum building with teachers of different subjects across continents.

Expert Meeting on the State of Education for Peace, Sustainability and Global Citizenship (EPSG) in the Asia-Pacific region

UNESCO MGIEP will bring together international experts on transformative education as well as authors of national EPSG reports commissioned by UNESCO MGIEP, to discuss the challenges and promises of embedding EPSG in core subjects. This will contribute to developing a regional synthesis report on the state of EPSG in 2017.

Workshop on Embedding Education for Peace, Sustainability and Global Citizenship (EPSG) in Curricula

There has been significant work on embedding EPSG themes into history, geography, civics and also in the context of introducing specific subjects dedicated to EPSG (such as environmental education) into curricula. This workshop will bring together textbook writers and teachers of core subjects that are usually not associated with EPSG. It will explore potential synergies between grassroots movements to use Math and Science for peace, sustainability and social justice while also strengthening national efforts to fortify STEM education to promote innovation.

Financial Report 2014



As the backbone of the Institute, the Admin Team facilitates the smooth implementation of all the Institute's activities and financial commitments.

The main financial contributors to the Institute are the Government of India and UNESCO. The biannual budget of the Institute is approximately USD 5.5 million. A separate capital account has been set aside for the building of the new premises of the

Institute. It is envisaged that the full budget allocation will be utilized as staff are recruited and the full range of activities start being implemented. In anticipation of a demand for additional resources, a fund mobilization strategy has been initiated that will materialize outputs in about three years.

MGIEP Financial Performance 2014

Income

(US\$)

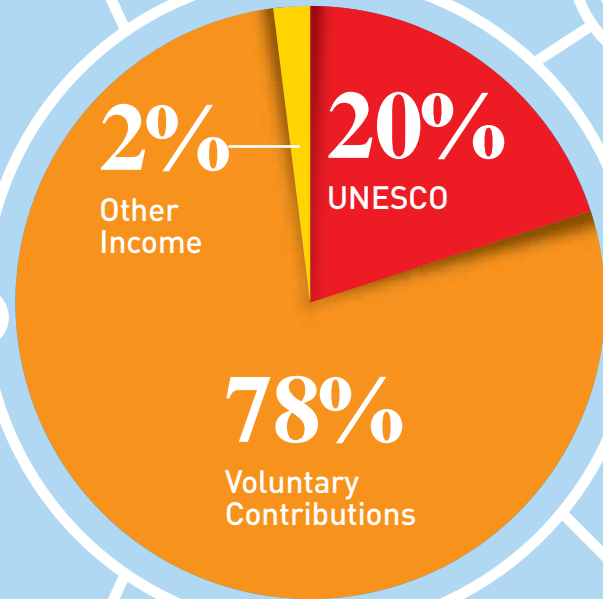
| | |
|--------------------------------|---------------------|
| UNESCO | |
| Financial Allocation | 249,000.00 |
| VOLUNTARY CONTRIBUTIONS | |
| • Programmes | 742,063.00 |
| • In-kind contribution | 228,000.00 |
| OTHER INCOME | |
| • Foreign exchange gains | 2,557.00 |
| • Finance revenue | 8,417.00 |
| GRAND TOTAL | 1,230,037.00 |

Expenditure

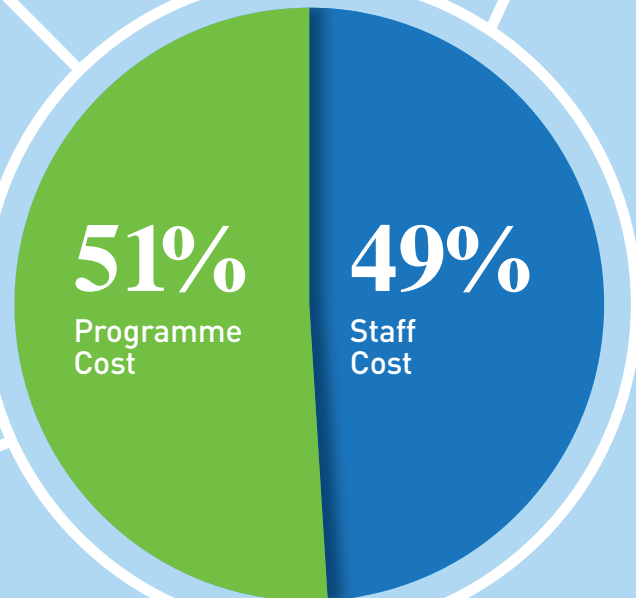
(US\$)

| | |
|---|-------------------|
| STAFF COSTS | 478,921.00 |
| PROGRAMME COST | |
| • Supplies, consumables & other running costs | 321,287.00 |
| • Contracted services | 115,367.00 |
| • Other expenses | 59,642.00 |
| GRAND TOTAL | 975,217.00 |

**MGIEP
Income**



**MGIEP
Expenditure**






MGIEP
**Knowledge
Commons**

UNESCO MGIEP is launching the **Knowledge Commons** in the first quarter of 2016.

If you are interested in being **a part of a global community of young leaders**, **then sign up today!**

If you think you have **something to contribute to the discourse on education, peace, sustainable development or global citizenship**, or if you would like to be part of this global movement, then send us your details at **www.mgiep.unesco.org**

Knowledge Commons is UNESCO MGIEP's virtual interactive platform, designed to foster networks and collaboration among young leaders across the globe. Using cutting edge technology, the platform showcases unique insights from ongoing dialogues across social media.



The Mahatma Gandhi Institute
of Education for Peace and
Sustainable Development (MGIEP) is
UNESCO's first Category I institute in
the Asia-Pacific region, established
with the generous support of the
Government of India.

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Are you a plunderer or a visionary?

Do you think you know how to make society sustainable?



Can you balance economic growth and sustainability?
Ensuring growth without sacrificing our planet or people is one of the most pressing concerns we face in the 21st century. The newly established Sustainable Development Goals (SDGs) with goals on economic growth, environmental conservation and investment in people suggest we can!

Lets find out if this is possible with UNESCO MGIEP'S Wealth Generator simulation game.

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TAG 2015

TALKING ACROSS GENERATIONS

CAN education WAGE Peace

WE NEED TO LEARN TO ASK THE TOUGH QUESTIONS
YOUTH VOICES IN PARLIAMENT
TOO MUCH OPINION
QUESTION THE MEDIA!
YOU SHOULD KNOW THAT!
WHO ARE YOU TO TELL ME!
POKE FUN AT THOSE WHO DOMINATE MEDIA
I KNOW THE TRUTH!
START HERE: INNER PEACE

values based education



HOW DO WE manage conflicts NON-VIOLENTLY?



collaboration & cooperation
LEARN TO LIVE TOGETHER

The TRUE VOYAGE OF DISCOVERY is not SEEKING NEW LANDSCAPES but in having NEW EYES

- JUSTICE
- FREEDOM
- COMPASSION

SKILLS DEVELOPMENT



embrace differences

Learning to Do... Learning to Be...



need to go BEYOND MARKS!

education is like 1000 euros that take away the DARKNESS...

learn to KNOW, to DO... to LIVE TOGETHER!

life is an adventurous journey!
YOUTHFUL SPIRIT
BRING MORE HEART TO EDUCATION
TAKE CARE OF OUR environment
INNOVATION IN EDUCATION
PERSONAL DEVELOPMENT
WHAT about
REPORT CARD
MATH
SCIENCE
COOPERATION
CRITICAL THINKING
ETHICS
DO MORE MARKS MAKE US MORE KNOWLEDGEABLE?
CASTE CONSCIOUSNESS
skill development ONLY?
I AM BECA YOU