

Firing Gandhi neurons

transforming education for humanity

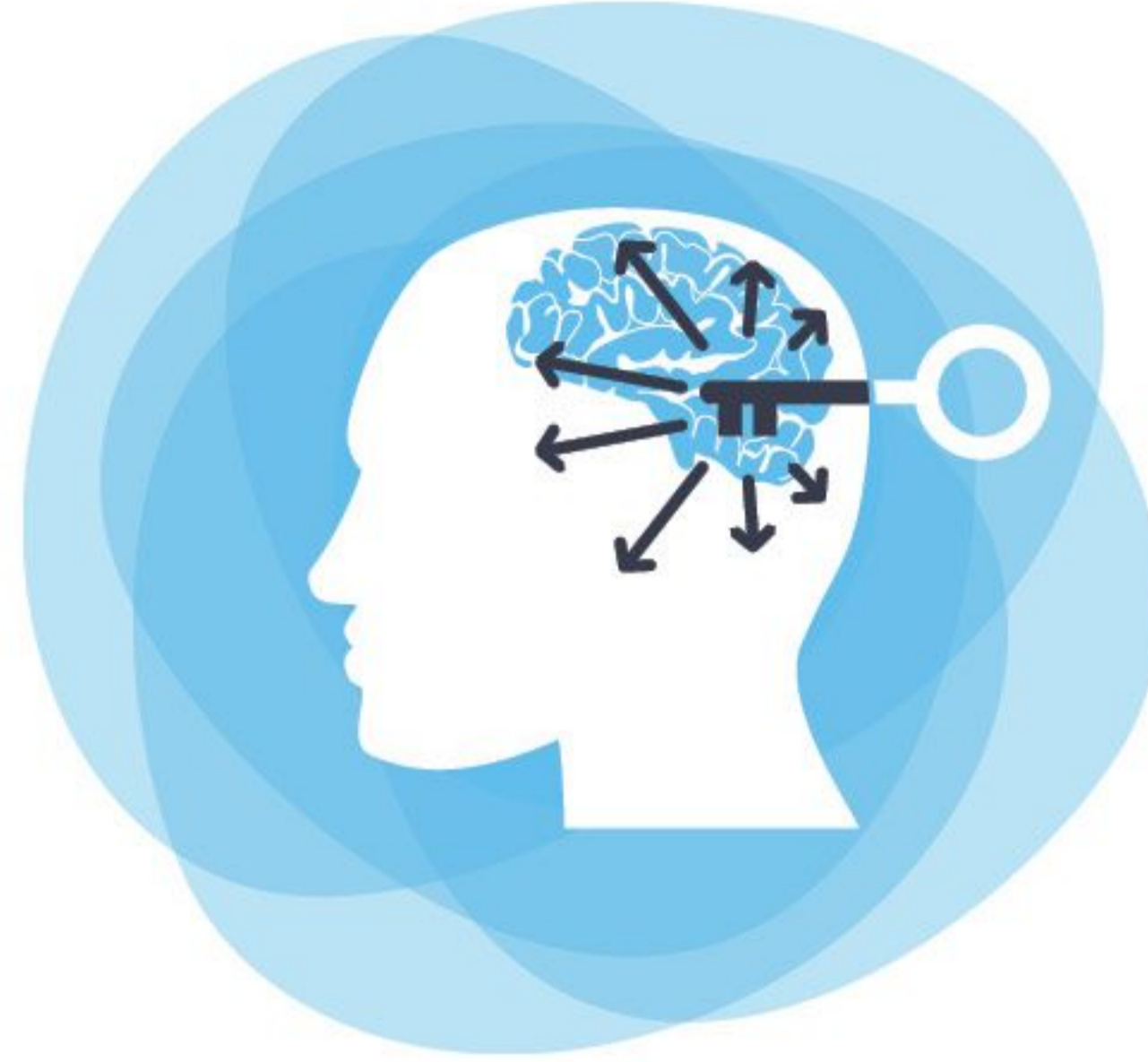


United Nations
Educational, Scientific and
Cultural Organization



Mahatma Gandhi Institute
of Education for Peace
and Sustainable Development

ANNUAL REPORT | **2015-16**



UNESCO MGIEP Manifesto

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

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

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

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

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

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Mobilising the young for a peaceful and sustainable world

**Anantha Kumar
Duraiappah**

Director, UNESCO MGIEP

UNESCO MGIEP has identified four core competencies that we believe all youth should have in order to address the key challenges of the 21st century. These include:

1. critical inquiry
2. mindfulness
3. empathy
4. compassion



More than three billion people – half of humanity is below the age of thirty four. The future of the planet lies in their hands and it is critical that their voices are brought to bear on decision making at all levels. One key area that lacks an active voice by the young is **education**.

2016 was a busy year for UNESCO MGIEP. The Institute organised its flagship event, *Talking Across Generations on Education (TAG^e)* as a plenary of UNESCO's International Conference on Preventing Violent Extremism through Education (PVE-E) in September, 2016 in New Delhi, India. The TAG^e was preceded by a large-scale social media campaign that created twenty-five million impressions in the Twittersphere.

However, the efficiency and effectiveness of events such as the TAG^e is highly dependent on various key competencies that the youth should bring to the table. UNESCO MGIEP has identified four core competencies that we believe all youth should have in order to address key challenges of the 21st century. The four pillars together form the new integrative curriculum of UNESCO MGIEP's LIBRE programme:
1. critical inquiry; 2. mindfulness; 3. empathy; and 4. compassion.

Much of 2016 was spent on developing the tool kit for training the youth in such competencies. Work was initiated on developing a thirty-hour module on critical inquiry targetted at students from grades six to twelve. This module, which has been tested across some schools in India develops the skill set of students to test facts, beliefs, values and opinions and draw their own conclusions as they seek to act for a peaceful and sustainable world.

Although developing the critical inquiry competencies of young people is necessary, it is not sufficient by itself. The team at the Institute discovered through existing research on neurosciences that in addition to building the

cognitive intelligence of individuals, it is equally essential to build their emotional intelligence. In response to this need, we have, with the help of many partners, developed an extensive curriculum on mindfulness, empathy and compassion training. The team believes in using evidence based research to develop tools and methodologies for use in formal, informal and non-formal learning systems.

Partnerships are key for the success of UNESCO MGIEP's activities. In 2016, the Institute developed a number of strategic partnerships with organisations whom we believe will help us deliver on our mandate of the **Sustainable Development Goal (SDG) 4.7**. Some of these partnerships include PRAVAH and Community-the Youth Collective in India, twelve youth organisations from six countries in Africa for outreach, the National Commissions of various countries in Asia-Pacific, UNESCO Chairs such as the Paulo Freire Institute at UCLA, among others.

Reaching out to the youth and providing a platform for them to discuss, debate and air their voices has been an imperative focus for the Institute. UNESCO MGIEP believes that transformative education at its core requires a youth driven agenda and the Institute's flagship initiative *Youth for Education, Sustainability and Peace (YESPeace) Network's* mandate is to provide a global online and on-the-ground platform for youth to be crusaders of the SDG 4.7. Since its launch, YESPeace India has reached two thousand youth directly and thirty thousand individuals indirectly through action projects in India.

In addition to the off-line youth initiatives, UNESCO MGIEP developed an online discussion platform called Knowledge Commons (KC), which was launched at the PVE-E Conference in New Delhi. Since the launch, the platform has almost 350 participants and a large depository of information related to education for peace, global citizenship and sustainable development. In addition, the platform has sparked discussions on education reform, policy and implementation. The KC is continuously being upgraded and the next phase includes adding a layer of Artificial Intelligence (AI) to guide the participant in finding information and analysing these for policy and research purposes.

I wish to thank our respected Governing Board members for their ongoing support and guidance and look forward to a rewarding year ahead.



Messages from the Governing Board Members

Message by Dr. Karan Singh

*Chair, UNESCO MGIEP Governing Board,
Member of the Rajya Sabha, Parliament of India*



I hope UNESCO MGIEP rolls out bigger and better programmes which align with its vision of “transforming education for humanity”

I congratulate the Institute on a successful year with the execution of events such as Talking Across Generations on Education (TAG^e), YESPeace chapters, digital pedagogies on peace and sustainable development and co-hosting an international conference on prevention of violent extremism through education. The past three years have been crucial for UNESCO MGIEP to develop its programmes and launch the projects in

different regions across the world.

I hope UNESCO MGIEP rolls out bigger and better programmes, which align with its vision “transforming education for humanity”. I look forward to UNESCO MGIEP becoming a renowned name worldwide on education for peace, sustainable development and global citizenship, while simultaneously inculcating Gandhian values of empathy, compassion and critical inquiry.

Message by Dr. Mila Thomas Fuller

*President of the Board of Directors,
International Society for Technology in
Education*



I appreciate the UNESCO MGIEP team for being open to new ideas, thinking outside of the box, involving youth in meaningful and authentic activities, and identifying and addressing ways to showcase the work of UNESCO MGIEP along with providing worldwide opportunities for other stakeholders to share content and expertise that address peace and sustainability education.

This has been a productive and busy year for the UNESCO MGIEP staff and external stakeholders. I have enjoyed watching the enthusiasm and commitment of the UNESCO MGIEP staff as they have dedicated their time and expertise to the development of key programmes focused on peace and sustainability education. Our team has provided exceptional and engaging youth programmes (i.e. Youth Speak), including current work towards the development of a youth-led publication to the launch of a new research-based video game (World Rescue) that addresses our Sustainable Development Goals, and the conceptualisation and early stage implementation of the first UNESCO

MGIEP produced international conference, Transforming Education for Humanity (TECH 2017). Upon reflection, this has truly been a remarkable year.

This past year, UNESCO MGIEP has had opportunities to take strategic initiatives from concept to reality at an aggressive pace. I appreciate the UNESCO MGIEP team for being open to new ideas, thinking outside the box, involving youth in meaningful and authentic activities, and identifying and addressing ways to showcase the work of UNESCO MGIEP along with providing worldwide opportunities for other stakeholders to share content and expertise that address peace and sustainability education.

I look forward in continuing to support UNESCO MGIEP as they make continuous strides in identifying and implementing innovative ways to share and spread the word about programmes and resources addressing ‘education, policy, knowledge, innovation and youth action for peace, sustainability, and global citizenship.’ These are not easy tasks, but our team makes them look effortless. Congratulations.

Message by Dr. Koichiro Matsuura

Corporate Auditor and Former Director
General of UNESCO

... in order to settle these conflicts and establish peace from a long term viewpoint, education for peace is crucial.



MGIEP is the only Category I research institute of UNESCO in Asia Pacific, covering the crucial area of education for peace and sustainable development. Being a Governing Board Member from the beginning, I note with great pleasure that UNESCO MGIEP has been very active not only in India, where it is located, but also in other parts of Asia, successfully fulfilling its important mandate.

Needless to say, there are still many serious conflicts underway in various parts of the world including Asia. Therefore, in order to settle these conflicts and establish peace from a long term view

point, education for peace is crucial. It is equally crucial for humanity to implement sustainable development as indicated by the new Sustainable Development Goals, adopted by the United Nations Summit, held in 2015.

There are several Category I institutes of UNESCO established in other parts of the world. They have an important mandate in education, however, they cover other areas of education and not education for peace and sustainable development. Therefore, I am convinced that the responsibility of UNESCO MGIEP led by its Director, Dr. Anantha K Duraiappah is very important. I am confident UNESCO MGIEP will continue to fulfill its mandate successfully in the coming years.

Message by Dr. Kristian Berg Harpviken

Director, Peace Research Institute Oslo,
Norway (PRIO)

... the solutions for tomorrow's problem need to build on new technologies ... new pedagogies...



Never have so many people enjoyed the prosperity, security, political influence and opportunities for self-realisation that we see in today's world. Yet, a significant share of the world's people have their rights denied in either area. Furthermore, there are many reasons to worry that the world is moving towards deepening inequality, more armed conflict, a decline of democracy and – ultimately – more widespread repression. In countering these trends, we often idealize the past and we resort to yesterday's solutions.

But the world is rapidly changing, and the solutions for tomorrow's problems need to build on new technologies, new means of communication, new pedagogies and new forms of political participation. This is exactly where UNESCO MGIEP has positioned itself, using new tools and platforms innovatively, engaging a new generation of global citizens, ultimately building a new form of ethical, societal and political responsibility. I am humbled by what UNESCO MGIEP has achieved in the few years it has existed, and I can hardly wait to see what it will contribute in the years to come.

Message by Mr. Qian Tang

Assistant Director-General for Education,
UNESCO

Working specifically with youth, UNESCO MGIEP generates original insights on global challenges and implementation approaches...



UNESCO MGIEP is working in areas that are at the forefront of the Education 2030 Agenda - education for peace and sustainable development under Target 7 of the SDG 4. In this respect, it plays a crucial role in implementing UNESCO's programmes on education for sustainable development and global citizenship.

Working specifically for and with young people, UNESCO MGIEP generates original insights on global challenges and implementation approaches that enhance

the relevance of UNESCO's contributions to these fields. Its strategic use of social media to authentically engage with young people has created new opportunities to develop learners' abilities to lead as peace makers and change agents. This has been particularly meaningful in the context of UNESCO's efforts to create a policy dialogue on the role of education in the prevention of violent extremism. Also worth underlining is UNESCO MGIEP's original work on how games – notably online gaming can be used as learning tools that facilitate problem-solving, scientific inquiry and creativity.

Message by Mr. Gwang-Jo Kim

Director of UNESCO Bangkok

Empowering young people is also a top priority and MGIEP has taken a leading role within UNESCO in this regard.



Mahatma Gandhi once said, “Our ability to reach unity in diversity will be the beauty and test of our civilisation.”

How powerfully these words resonate today, in a world where many of our most pressing challenges know no borders, where diversity – which should enrich and empower us – is too often a tool of division and distance.

Target 7 of the SDG 4 points to a better path, speaking directly to the heart of our organisation’s mandate to build a culture of peace in the minds of those we serve. It is cross-cutting in nature, taking into account the relevance, quality, and inclusiveness of education as well as emphasizing the importance of lifelong learning. Our efforts in such areas as Education for Sustainable Development, Global Citizenship Education and Preventing Violent Extremism reflect our commitment to this target.

In a region as culturally and economically diverse as Asia-Pacific,

these efforts take on added urgency. UNESCO Bangkok is proud, then, to have a valuable partner in MGIEP as we work towards achieving this target. Our office collaborated with UNESCO MGIEP on the 2nd Asia-Pacific regional Meeting on Education 2030 (APMED II) in November, 2016. National education authorities from throughout the region attended the Forum, which called for a better understanding of SDG 4.7, adapted to the region’s challenges and priorities.

In response to this, APMED III, in July 2017, will focus on the possible ways to mainstream SDG 4.7 into national policies, plans, curricula, teaching and monitoring. Innovation is essential in this regard, as SDG 4.7 deals with both formal and non-formal education. Empowering young people is also a top priority and MGIEP has taken a leading role within UNESCO in this regard.

UNESCO Bangkok welcomes further cooperation in jointly supporting Member States in their efforts towards achieving inclusive and equitable quality education and lifelong learning for all.

Message by Dr. Virginia Miralao

Former Secretary General, UNESCO National Commission of the Philippines



In its few years of existence, UNESCO MGIEP has proved most worthy and deserving of its designation as the first UNESCO Category 1 Institute of Education for the Asia-Pacific Region.

In its few years of existence, UNESCO MGIEP has proved most worthy and deserving of its designation as the first UNESCO Category 1 Institute of education in the Asia-Pacific Region.

Imbued with the mission of using education as an agent of fundamental social change, the Institute has embarked on programmes and activities that seek firstly, to question and reassess the role and relevance of current educational systems in today’s increasingly confusing, complexifying and conflict-ridden world; and secondly, given today’s changed conditions, to enliven education’s potential of promoting values that support humanity’s quests for harmonious/ peaceful living among people and with nature and our planet.

I have personally enjoyed the publications of UNESCO MGIEP which

offer interesting critiques of the fetters and rigidities of traditional education policies and practices and invite readers to consider alternative perspectives. The Institute’s other programmes - as its Talking Across Generations dialogues, its Distinguished Lecture Series, YESPeace Network and digital fora and activities are equally intellectually engaging and demonstrate UNESCO MGIEP’s efforts at aligning education to reflect and address the needs and interests, emotional concerns, and intellectual aspirations of today’s generation of students and youth.

With the foregoing thrusts and activities and its dedicated Director and Staff and the continuing support of UNESCO and the Government of India, MGIEP gives us hope of coming closer to our common goal of attaining world peace, unity, and sustainability.

About UNESCO MGIEP



↑ Above: Ms. Irina Bokova, Director-General, UNESCO and Shri Pranab Mukherjee, The President of India launch UNESCO MGIEP, 2012.



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

The Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), located in New Delhi, India was established

with the generous support of the Government of India and is an integral part of UNESCO. It is first and only Category 1 Research Institute in Asia Pacific and focuses on achieving the SDG 4.7 towards **education for peace, sustainable development and global citizenship to foster peaceful and sustainable societies**. In this, the Institute is guided by its vision of 'transforming education for humanity'.

In 2009, the UNESCO General Conference decided to set up an institute focused on peace and sustainable education in the vast and rapidly growing Asia-Pacific region. In 2012, the Director-General of UNESCO, Ms. Irina Bokova and The President of India, Shri Pranab

Mukherjee, launched the Institute. Initially a two-member team operated out of the UNESCO office in New Delhi. Over time, the team has expanded to over 30 members and works out of its independent office in central New Delhi.

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

UNESCO MGIEP operates on a global mandate and focuses its projects in the following area:

Education for Peace and Sustainable Development



UNESCO MGIEP focuses on transforming Education for humanity to foster peace, sustainable development and global citizenship. The Institute seeks to reorient learning spaces that promote sustainable lifestyles, a culture of peace and nonviolence and an appreciation of cultural diversity.

The Institute envisions new education systems that **foster critical inquiry,**



mindfulness, empathy and compassion. Acknowledging that formal and informal learning spaces play an equally important role in the education of youth, UNESCO MGIEP seeks to transform learning through youth engagement and innovative pedagogies. It simultaneously builds the capacities of stakeholders ranging from educators to students and advocates for policy upheavals.

UNESCO MGIEP Modus Operandi: Firing Gandhi Neurons

UNESCO MGIEP through existing research on the neurosciences asserts that our current educational system has limited focus on creating human connections as also building on capabilities of the young to critically question and analyse information to address challenges and capitalize on opportunities of the 21st century. It further builds on recent brain research that shows that a lack of understanding right or wrong or a feeling for another is not enough to motivate action; one must have the ability to implement behavioural control (e.g. emotion regulation).

Given neuroplasticity (the ability of the brain to form and re-organise connections), UNESCO MGIEP proposes that it is possible to train our capacity for critical inquiry,

empathy and compassion, so we are able to critically question the information that is imparted to us and also become more cooperative and pro-social.

UNESCO MGIEP suggests that educational curricula should be redesigned to intentionally foster **critical inquiry, mindfulness, empathy and compassion**. These competencies form the ‘new integrative curriculum’ and will be the basis for development of new learning systems at the Institute.

We believe that if youth are able to do this, they will be equipped to fire their “**Gandhi neurons**” (or empathy neurons), which blur the boundary between self and others, and in turn help build peaceful and sustainable societies - the focus of the SDG 4.7.

Learning is neurobiological:

Inquiry driven | Multi-sensory
Socio-emotional

NEUROCORTEX

RATIONAL / THINKING BRAIN

LIMBIC

EMOTIONAL / FEELING BRAIN

1 CRITICAL INQUIRY

INQUIRY DRIVEN.
CRITICAL THINKING.
RATIONAL INQUIRY.
LOGICAL REASONING.

2

MINDFULNESS

MULTI-SENSORY.
INCREASING AWARENESS.
REGULATING ATTENTION
EMOTION AND COGNITION.

4

COMPASSION

CONSCIOUS
CHOICE
MAKING.
COGNITIVE
FLEXIBILITY.
ACTION
FOR CHANGE.

3

EMPATHY

SOCIO-EMOTIONAL
PERSPECTIVE
TAKING.
FOSTERING SOCIAL
CONNECTION.

1

CRITICAL INQUIRY

Cognitive intelligence
abilities

2

MINDFULNESS

Based on socio-emotional
capabilities – the ability to
recognise and be aware of
one’s experiences, thoughts
and surroundings

3

EMPATHY

Socio-emotional abilities,
which define the capability to
‘feel’, ‘understand’ and ‘share
feelings’ of another based on
what the individual may be
experiencing at any given point

4

COMPASSION

Based on socio-emotional
capabilities, inviting an
action, mostly to assist in
response to what another
may be experiencing

UNESCO MGIEP Programmes

UNESCO MGIEP's programmes are mainly classified under four broad heads, while some common programmes span all four categories:

| 1 INNOVATIONS | 2 YOUTH | 3 RETHINKING CURRICULUM | 4 RESEARCH & FUTURES |
|-----------------------------|-------------------------------|--|---|
| Games for Learning 08 | YESPeace 12 | State of Education for Peace, Sustainable Development and Global Citizenship Report 15 | LIBRE 17 |
| DICE: Learning Labs 10 | Youth Leadership Programme 14 | Embedding EPSG in Textbooks 16 | Youth Led Monitoring of SDG 4.7 18 |
| DICE: Campus Ambassadors 11 | | | Inclusive Education: The Seen Unseen 19 |

COMMON PROGRAMMES

| | |
|--|----|
| 2016 UNESCO Prevention of Violent Extremism through Education (PVE-E) Conference | 22 |
| Talking Across Generations on Education (TAG ^o) | 23 |
| Knowledge Commons | 26 |
| Distinguished Lectures | 28 |

SUPPORT ACTIVITIES

| | |
|-----------------------|----|
| Communications | 29 |
| Publications | 32 |
| Looking to the future | 34 |
| Financial Report | 36 |



Contradictory to the popular notion that video games are promoting real-world acts of violence or are frivolous in nature, the game development community mentored by UNESCO MGIEP is at the forefront of creating a new genre of games referred to as 'empathy games'.

Games for Learning

UNESCO MGIEP seeks to embed core values of empathy and critical thinking in formal and informal learning spaces for youth. In defiance of the stereotype of violent games centred on destruction, the Institute promotes game-based learning as a form that can be especially appealing and simultaneously educational for the youth.

The game development efforts at UNESCO MGIEP have contributed towards the establishment of an accessible value-based learning space.



World Rescue

In 2014, UNESCO MGIEP launched its first international Gaming Challenge, inviting proposals for video games that could talk about complex issues in a simple yet engaging manner.

The challenge received 104 entries from 36 countries, including 32 inter-country collaborations.

After three rounds of rigorous assessments, an internationally acclaimed panel of judges selected the game proposed by the 'Pocket Scientists of Hungary' as the winner of the Gaming Challenge in

October, 2015. The team has since received intensive mentoring and support and the developers have worked with the team at UNESCO MGIEP on improving the prototype.

World Rescue is a narrative-based game inspired by the Sustainable Development Goals. The game, set in Kenya, Norway, Brazil, India, and China, allows players to solve problems such as the displacement, deforestation, disease, drought and pollution at the community level. Players are able to assume the role of people across the world, which enables them to form a bond with a range of countries and develop a sense of global citizenship.

Cantor's World

UNESCO MGIEP has partnered with 'Fields of View', a non profit organisation in India to develop a simulation, named 'Cantor's World' that involves balancing and tradeoffs between two distinct yet integrated elements i.e. the balance and tradeoff between Gross Domestic Product (GDP) and well-being. The simulation is being developed for use in universities as part of Economics and Sustainability Science courses. It is envisioned to assist students understand usage of real data for policymaking and to raise awareness of the consequences of these policies. The United Nations University, Delft University of Technology and Kyushu University have committed to include the game as part of select undergraduate and postgraduate programmes.



Game-Based Curriculum

In addition to embedding core values through game based learning, UNESCO MGIEP also intends to promote learning through development of game-based learning curriculum in order to support teachers to integrate games in classrooms. Furthermore, the Institute intends to build a global network of teachers and game developers and work with them to identify other potential benefits of using gaming to transform education.

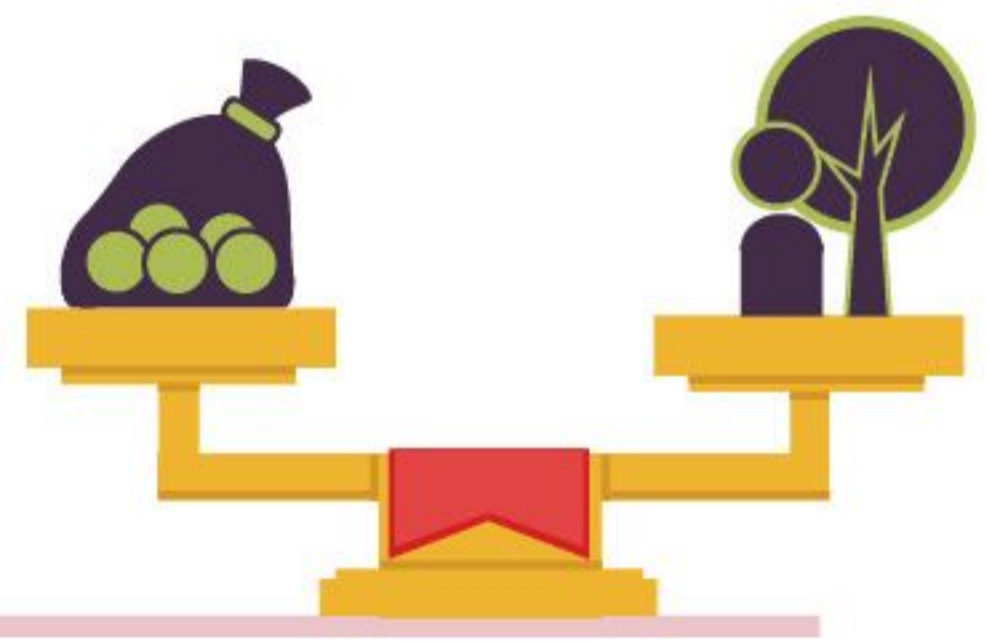


Wealth Generator

Inspired by the Inclusive Wealth Report, UNESCO in partnership with the Emergent Media Center at Champlain College developed a game, titled 'Wealth Generator'. The game demonstrates the theory behind the Inclusive Wealth Index (IWI), an economic approach that 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 Wealth Generator allows the

players to discover the repercussions of their actions not only on themselves but also on their future generations and lets them learn through their failures - such as how the most obvious route to human well-being through the measure of the Gross Domestic Product (GDP) may not always be the most appropriate. The core objective of the game is what has been termed as 'connecting the dots' - to trigger students to think critically about the use of indicators such as GDP and IWI for policy planning.

The goal of the game is to "balance Economic Growth" with "Sustainability". The mechanics of the game have been woven around both the science behind the GDP calculation as well as the calculation of the IWI.



Future of gaming

The team will direct its efforts towards launching the Cantor's World and Wealth Generator games as well as encouraging and improving the use of games in classrooms.

- Launch of World Rescue at UNESCO's Week on Peace and Sustainable Development in Ottawa, Canada in 2017
- Pilot test of Cantor's World and Wealth Generator



DICE
DIGITAL
INTERCULTURAL
EXCHANGE

DICE: Learning Labs - Schools

Learning Labs is an ICT-based intercultural exchange project that connects school children from across the globe, allowing them to share ideas and drive their own learning on issues related to peace and sustainable development. Drawing upon the idea that culture plays a central role in cognitive development, it enables and encourages students of different socioeconomic, geographical and cultural backgrounds to interact with each other. The project aims to promote peer-to-peer dialogue-based learning as a pedagogical tool at the school level and evaluate how intercultural learning impacts the learning, attitudes and perceptions of students. By facilitating collaborative learning and direct interactions amongst a culturally diverse group of learners, Learning Labs intends to inculcate values of tolerance and a sense of global citizenship in students.



Learning Labs encourages dialogue based learning to build intercultural understanding and harnesses technology as a powerful pedagogical tool.

Events in 2016

I think I can now empathise more with the students from government schools or a Hindi medium school. I always thought they were not of my status but when I read some of the comments posted by them I realised that they were better than me. It's just that they can't express themselves in English. I understand them better now.

I look at street cleaners with respect now. If a street cleaner will not come, what will you do? So you have to clean! That matters if you are not able to do that work that street cleaners do. So that matters a lot. It matters to our surroundings and our surroundings matter to us.

Comments from students



Phase I

The project was piloted in six schools in New Delhi for students in Grade 7. The online platform enabled discussions between students, with and without the presence of teachers about global issues such as migration, climate change, gender discrimination, amongst various others. With the support of experts in educational psychology and educational assessments, the team reported significant improvements in the abilities of students to understand differences and different perspectives, to evaluate arguments, and to form their opinions thoughtfully and independently.

Phase II

Learning Labs has since been refined and re-designed based on the findings of Phase I and the

feedback of students, teachers, and experts who used the pilot version. For Phase II, Learning Labs was launched in other schools in India as well as schools in the USA, Norway and Malaysia. Students have been interacting regularly and UNESCO MGIEP will analyse the socio-emotional and intellectual effects when Phase II concludes later in 2017.

Phase III

Phase III will be launched in the second half of 2017.

The project will culminate in the development of a unique platform with cutting-edge analytics that will help schools understand trends in dialogue interaction between students by detailing changes in perceptions and attitudes resulting from exposure to intercultural learning over a longer period of time.



DICE
DIGITAL
INTERCULTURAL
EXCHANGE

Harnessing the power of
1.8 billion+ youth
in building a compassionate
generation for a sustainable,
inclusive and peaceful world.

DICE: Campus Ambassadors

Students undergo a unique transformative journey during their university years and it is crucial for higher education campuses to offer a safe and inclusive space for the students to grow and think about how they can change the world. The Campus Ambassadors programme aims to nurture youth capacities and skills through intercultural dialogue and mindfulness curriculum and simultaneously build a cross-cultural international network of students. Youth in the age group of 18-26 years, who are enrolled in regular university courses are participants of the Campus Ambassadors programme.

The Campus Ambassadors programme aims to cultivate mindfulness, build empathy and generate compassion.



Events in 2016

11-13 January | Ahmedabad, India **Launch of Campus Ambassadors Programme**

Campus Ambassadors was launched at the International Conference on Education as a driver of the Sustainable Development Goals, which was organised by the Centre for Environment Education (CEE).

6-7 September | Pune, India **Campus Ambassadors introduced at Symbiosis School of International Studies**

Six students from the Symbiosis School of International Studies were identified to spearhead activities on campus to foster intercultural understanding and learning. The

Campus Ambassadors participated in the UNESCO International Conference on Preventing Violent Extremism through Education.

22 September | New Delhi, India **Imbizo Workshop: Creating Innovative Spaces for Dialogue**

Facilitated by Ms. Lezerine Mashaba from Activate South Africa, the *Imbizo* Workshop focused on *how* innovative spaces for dialogue can be created and nurtured. Participants, including six representatives from Symbiosis School of International Studies, discussed how traditional dialogue can be combined with digital media for greater impact in contemporary societies.





“ Youth are often the first to stand against injustice. Young people are a force for transformation.

Ban Ki-moon, Former Secretary-General, UN Secretary-General, 2007-2016

YESPeace Network

YESPeace, launched in 2014, is a network of networks that connects youth and youth organisations through online and on-the-ground platforms. The network facilitates cross-cultural dialogues about global challenges and empowers youth to take lead in working towards the Sustainable Development Goals. The network additionally channelises the voice of youth to policymakers and empowers youth and youth organisations to undertake a primary role in transforming education for a more peaceful and sustainable future.

In 2016, the YESPeace Network launched its second country chapter in India, following the launch of its first country chapter in Malaysia in 2015. Additionally, it organised two workshops bringing together an international group of young leaders from thirty-three countries to design and share their projects. YESPeace has reached fifty organisations from thirty-seven countries through its partnerships and workshops and over a thousand young leaders have now registered with the Network.

YESPeace Online

The YESPeace community on Knowledge Commons provides an online platform that enables youth to

- connect irrespective of geographical distances, which in itself inspires a sense of global citizenship

- learn about, support, share, and co-create campaigns and projects to achieve the SDGs
- develop a new narrative for EPSG through open dialogue



YESPeace On-the-ground

UNESCO MGIEP partners with youth-centred and youth-led organisations to introduce on-the-ground country, cross-country, and regional chapters. The Chapters aim to:

- build a network of young people and organisations working in the area of Education for Peace, Sustainable Development and Global

Citizenship (EPSG)

- create locally relevant experiential curricula and pedagogies that promote critical inquiry, reflection, and dialogue
- facilitate youth-led action projects and campaigns for achieving the SDGs
- mainstream youth voices into policymaking at the national, regional, and global levels



Since its launch in India, YESPeace has reached 2,000 youth directly and 30,000 individuals indirectly through action projects.

Events in 2016



- **Top Right** : Launch of YESPeace India chapter; February, 2016
- ⬆ **From top**: First YESPeace International Workshop held on 16th February, 2016 in New Delhi • Second YESPeace International Workshop held on 21st September, 2016 in New Delhi



15 February | New Delhi, India Launch of YESPeace in India

Following Malaysia, India was the second country to establish a YESPeace country chapter launched in partnership with the non-profit organisations Pravah and ComMutiny Youth Collective (CYC). YESPeace India has since reached 2,000 youth directly and 30,000 individuals indirectly through training and action projects in India.

16 February | New Delhi, India First YESPeace International Strategy Workshop

Youth organisations from nine countries joined UNESCO MGIEP, Pravah and ComMutiny in New Delhi to discuss the importance of incorporating EPSG into learning curricula. Based on the suggestions of the workshop participants, YESPeace India has since developed an inclusive experiential learning curricula for youth. Additionally, a facilitator's manual on training youth in active citizenship and civic leadership has been developed. The training curricula was pilot tested in India in 2016.

6 May | Malaysia Forging Youth Collaboration for Sustainable Development Goals

The symposium was organised in partnership with YESPeace Malaysia (at the University of Malaya) to discuss the role of youth in implementing and monitoring the SDGs. To further this initiative, YESPeace Malaysia has also identified potential future partners such as the Malaysian Youth Council, the Junior Chambers International Malaysia, Scope Group, Ecocentric Transitions and the Biji-biji Initiative.

21 September | New Delhi, India Second YESPeace International Strategy Workshop

UNESCO MGIEP conducted an extensive social media campaign to select 33 young leaders from 27 countries to attend the second workshop. The youth collaborated and designed action projects, which they presented to a panel of judges. Shortlisted action projects will be piloted in 2017 as cross-country action project initiatives.

Youth Leadership Programme



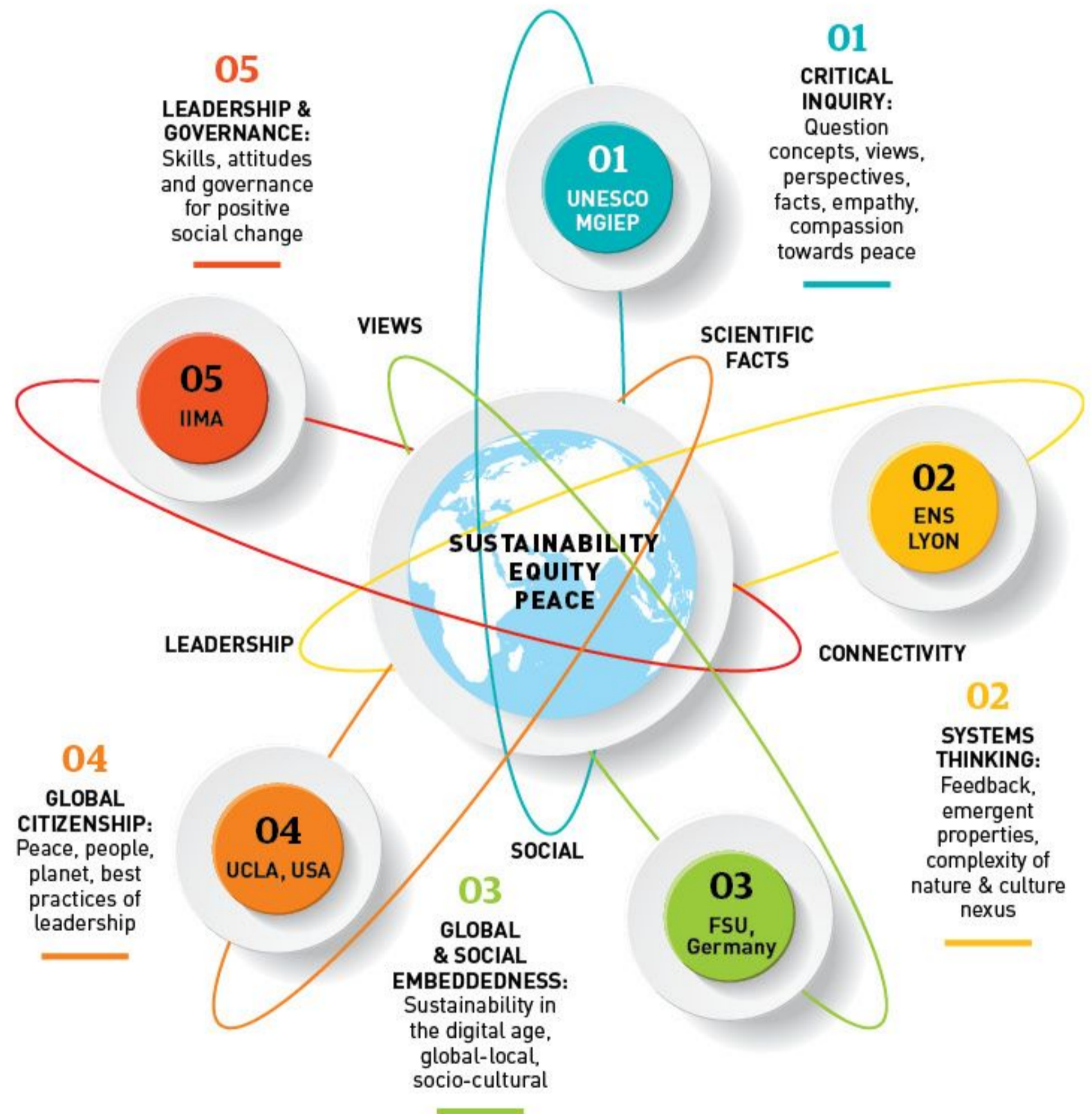
This executive youth leadership programme will be launched with the first cohort of young leaders in January 2018 at the Indian Institute of Management, Ahmedabad.

Events in 2016



↑ Above: Partners Meeting, France

UNESCO MGIEP has partnered with four prestigious institutions from Europe, the United States and Asia, including the Friedrich-Schiller-University Jena, École Normale Supérieure Lyon, University of California, Los Angeles and Indian Institute of Management Ahmedabad, India; to develop a unique youth leadership programme for young professionals from diverse disciplines. The programme aims to make the next generation of world leaders ready to address the key global challenges of the 21st century. The curriculum is being designed to impart leadership skills and awareness of ethical governance towards building more peaceful and sustainable societies. The curriculum aims to instill competencies of critical inquiry, mindfulness, empathy and compassion in young leaders to build capabilities to effectively respond to the global challenges. The Youth Leadership programme will see participants from various fields including business, media, civil societies and the government.



4-5 October | Paris, France Partners Meeting at UNESCO Headquarters to initiate the development of the curriculum

UNESCO MGIEP convened the first technical consultation with the partners to build a common and shared understanding about the programme, initiate curriculum development and develop a joint timeline

of activities leading to the first leadership training cohort.

The curriculum comprises of:

- two weeks of online engagement sessions
- a week of intensive training at one of the four university campuses
- one week of an immersive experiential experience with non-profit organisations working on the SDGs.

State of Education for Peace, Sustainable Development and Global Citizenship Report



Events in 2016



↑ From top: Capacity building workshop, UNESCO MGIEP, New Delhi • National Stakeholder workshop on SDG 4.7 in Nepal

UNESCO MGIEP, in partnership with UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok), launched a project in early 2016 to review the extent to which education for peace, sustainable development and global citizenship are integrated in primary and secondary school curricula and education policies in Asia.

National consultants from a range of Asian countries will provide country-level reports about the integration of Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) in the curricula of core subjects by analysing policies and curricula, and, in some cases, textbooks as well. The results will first be synthesised on a sub-regional basis by experts and the complete report will be launched in 2017 at the UNESCO General Conference.

Countries covered by the Review



30-31 May | New Delhi, India Capacity-building workshop

A capacity-building workshop was organised for the national consultants to develop a mutual understanding of the purpose and the methodology. In addition, the participants discussed potential improvements for the analytical methods proposed by UNESCO MGIEP.

UNESCO staff from the International Bureau of Education (IBE), the UNESCO Institute of Statistics, and select UNESCO cluster and national officers in Asia in Asia and the Pacific attended the workshop. Representatives from the Global Education Monitoring Report (GEMR) were also present via Skype.

20 December | Kathmandu, Nepal National Stakeholder workshop on SDG 4.7

In order to enhance the understanding of multiple stakeholders on Target 4.7, a national stakeholder workshop

was organised by UNESCO Nepal in collaboration with the Nepal National Commission for UNESCO and MGIEP on the 20th of December in Kathmandu.

The workshop comprised of seventy stakeholders, including policy makers, curriculum writers, education professionals and teachers. It was also a consultation meeting for a national baseline report on the state of education for peace, sustainable development and global citizenship in the country, conducted by the national consultants for Nepal – Tirtha Parajuli and Ganesh Singh.

UNESCO MGIEP presented on the current progress of the state of EPSG report and the global indicators for Target 4.7 and shared details of the embedding guidebook – how concepts of peace, sustainable development and global citizenship could be embedded in the textbooks of core subjects. The workshop concluded after a group work exercises on several key questions to guide the way forward.

Embedding EPSG in Textbooks



The Embedding approach brings EPSG from the fringes of the curricula to the core, making it possible to teach EPSG through subjects like Maths and Science.

UNESCO MGIEP partners for the EMBEDDING EPSG project:

- Engagement Global gGmbH, Germany
- Georg Eckert Institute for International Textbook Research
- The Southeast Asian Ministers of Education Organization Regional Centre for Education in Science and Mathematics (SEAMEO RECSAM)
- Center for Research on International Cooperation in Educational Development (CRICED) at Tsukuba University, Japan

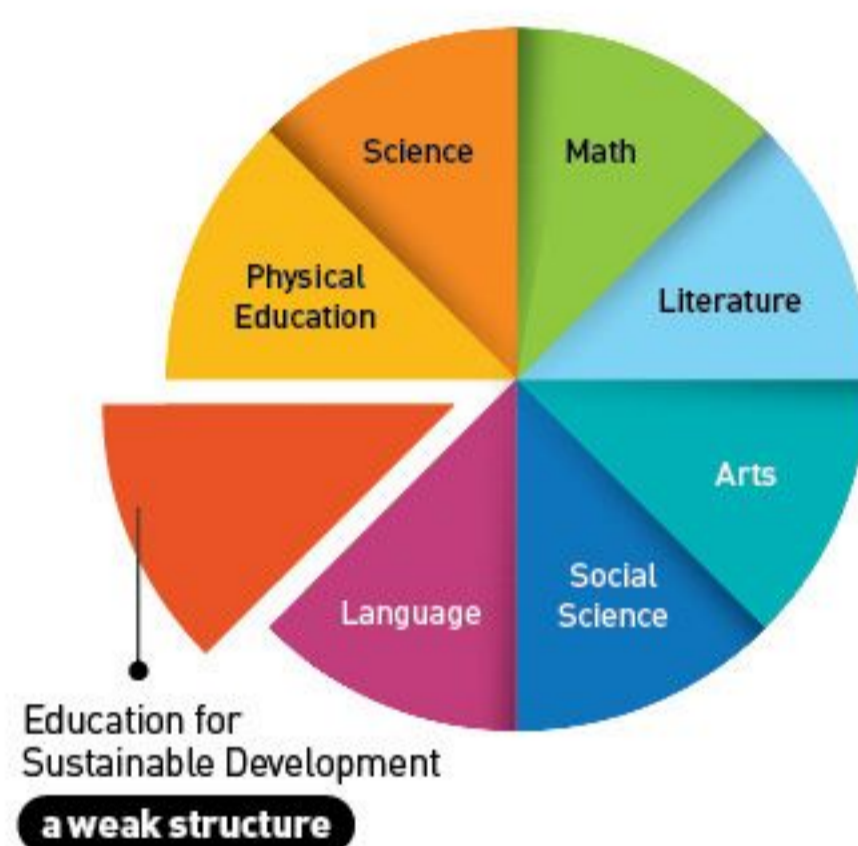
Events in 2016

Education for Peace, Education for Sustainable Development (ESD), Global Citizenship Education (GCED), Global Learning, Development Education and Awareness Raising (DEAR), Human Rights Education and other such educational concepts have been in existence for a while. However, they are yet at the fringes of curricula attempting to make space in an already overburdened curriculum, while schools continue to focus on teaching core subjects such as Maths and Sciences.

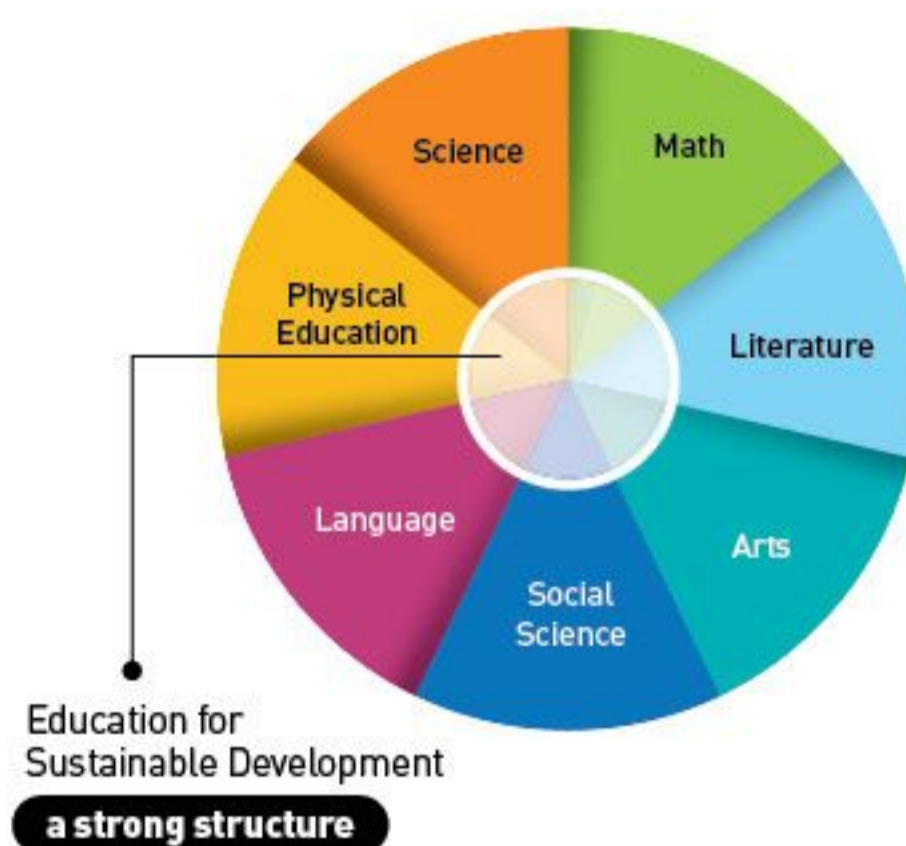
Unless these concepts are mainstreamed in knowledge content of core subjects and these subjects become vehicles of peace, sustainable development and global citizenship, efforts towards achieving the 2030 Agenda for Sustainable Development, especially SDG 4.7, would not be holistic. UNESCO MGIEP refers to this mainstreaming approach as 'embedding'. The Embedding Guidebook will be launched in July, 2017.

Embedding EPSG in core subjects

Education for Sustainable Development as an individual discipline



Education for Sustainable Development as a multi-disciplinary subject



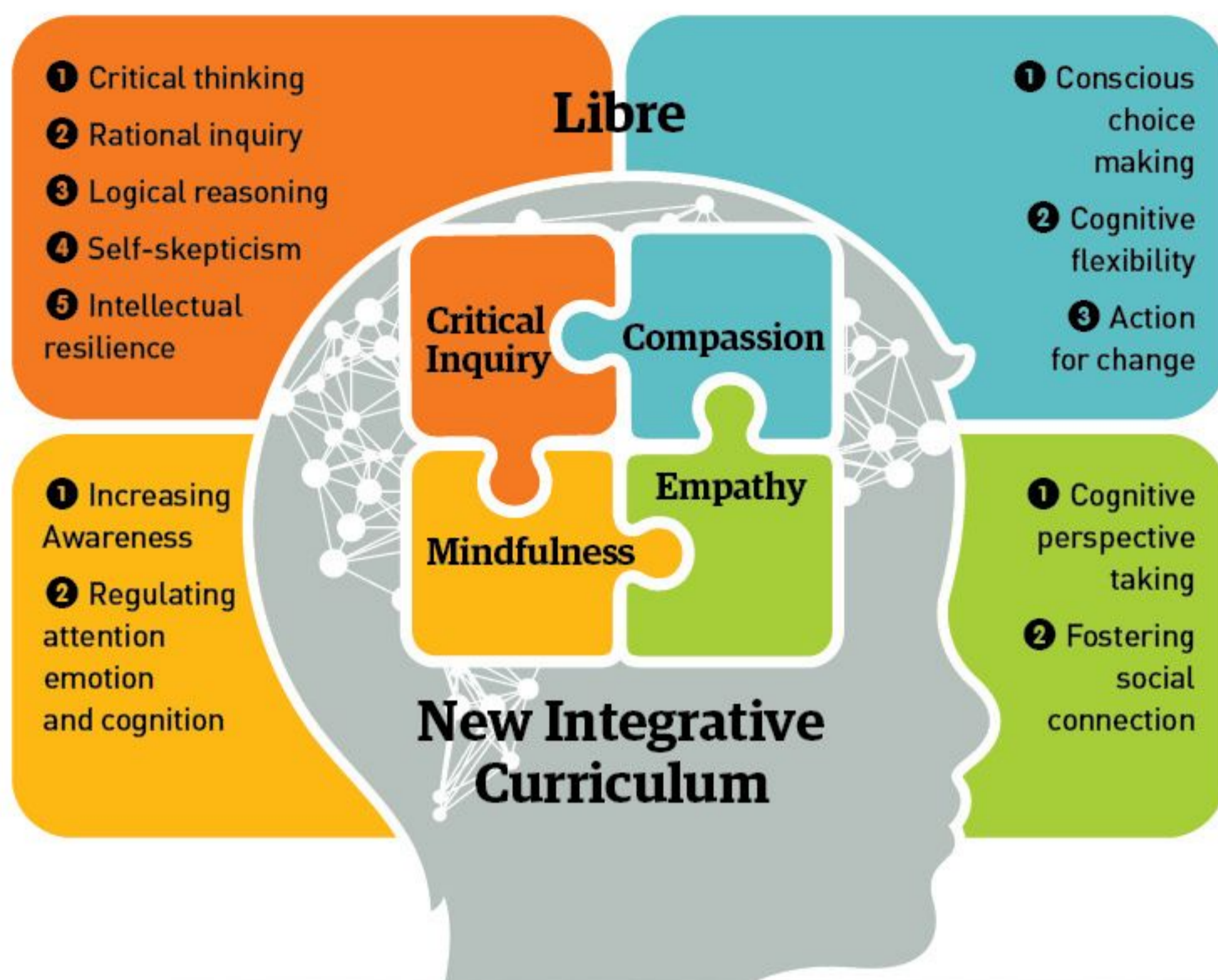
The Embedding project initiated by UNESCO MGIEP employs the embedding approach to impact textbooks of core subjects (Maths, Science, Languages & Geography) primarily through three major activities:

- 1 Developing an International Guidebook on Embedding for textbook writers
- 2 Capacity building of textbook writers on embedding & country pilots
- 3 Advocacy workshops with governments and publishers to mainstream the embedding approach

28-30 June, Bengaluru, India International Workshop on Embedding

UNESCO MGIEP, in partnership with Engagement Global (gGmbH) curated a workshop of 30 experts who had been working at the interface of subject knowledge and sustainable development to develop a guidebook on embedding the concepts, values and principles of peace, sustainable

development and global citizenship in the textbooks of Maths, Sciences, Geography and Languages. The guidebook is aimed primarily at textbook authors to reorient the content of textbooks towards peace and sustainable development across the world. These experts worked in the second half of 2016 to produce the Guidebook, which will form the backbone of the training programme for textbook authors on embedding.



LIBRE

A curriculum to liberate the mind

Envisioned as an interactive, immersive, multimodal online learning module, LIBRE integrates inquiry oriented learning with socio-emotional training to provide a liberating learning experience. It uses concepts of peace and sustainability as topics of inquiry. LIBRE has been developed keeping a diverse audience in mind and is intended for use in both formal learning spaces by students (between the ages of 13 and 16) as well as informal learning spaces by adults. The LIBRE curricula will be readied and launched in the second half of 2017.

Events in 2016

The overall goal, in line with UNESCO MGIEP's mission, is to inculcate in students an unwavering commitment to the wellbeing of people by making them aware of their responsibilities towards fellow human beings and the environment.

23-25 April | New Delhi, India
First Design Workshop

UNESCO MGIEP conducted the first design workshop with the Pune-based nonprofit school of ThinQ, which has created a curriculum around critical thinking and rational inquiry. It explored the various forms of rational inquiry such as mathematical, scientific, ethical and humanistic inquiry and how building such inquiry abilities might foster key global citizenship skills and competencies in learners, and act as bulwark against any form of indoctrination and propaganda.

20-21 September | New Delhi, India
Second Design Workshop

The second design workshop was held as part of the UNESCO PVE-E conference, on 20-21st September in New Delhi. The session was attended by Prof. KP Mohanan from IISER-Pune, Dr. Marilee Bresciani from San Diego State University and Irshad Manji from University of Southern California, as well as students and faculty from Symbiosis International University,

Pune, India. It delved deeper into Inquiry Oriented Education, Integrative Inquiry as well as Moral Courage to brainstorm how the three strands of learning- cognitive, socio-emotional and behavioural can be integrated to create a unique learning experience that would liberate the learners from the shackles of their own assumptions, biases and pre-conceived notions whilst fostering their abilities as caring and compassionate global citizens.

20 September | New Delhi, India
Panel Discussion

The LIBRE team also organised a concurrent session on 'Building Key Competencies for Preventing Violent Extremism through Education' at the PVE conference. Participants explored skills, competencies and attitudes necessary for building the defences of peace in the minds of students. Participants also discussed how critical thinking, self-reflection and socio-emotional skills can strengthen an individual's resistance against violent extremism.

Youth-Led Monitoring of SDG 4.7



Youth members will monitor and measure the progress of implementation of SDG 4.7 through ICT driven data collection and analytics

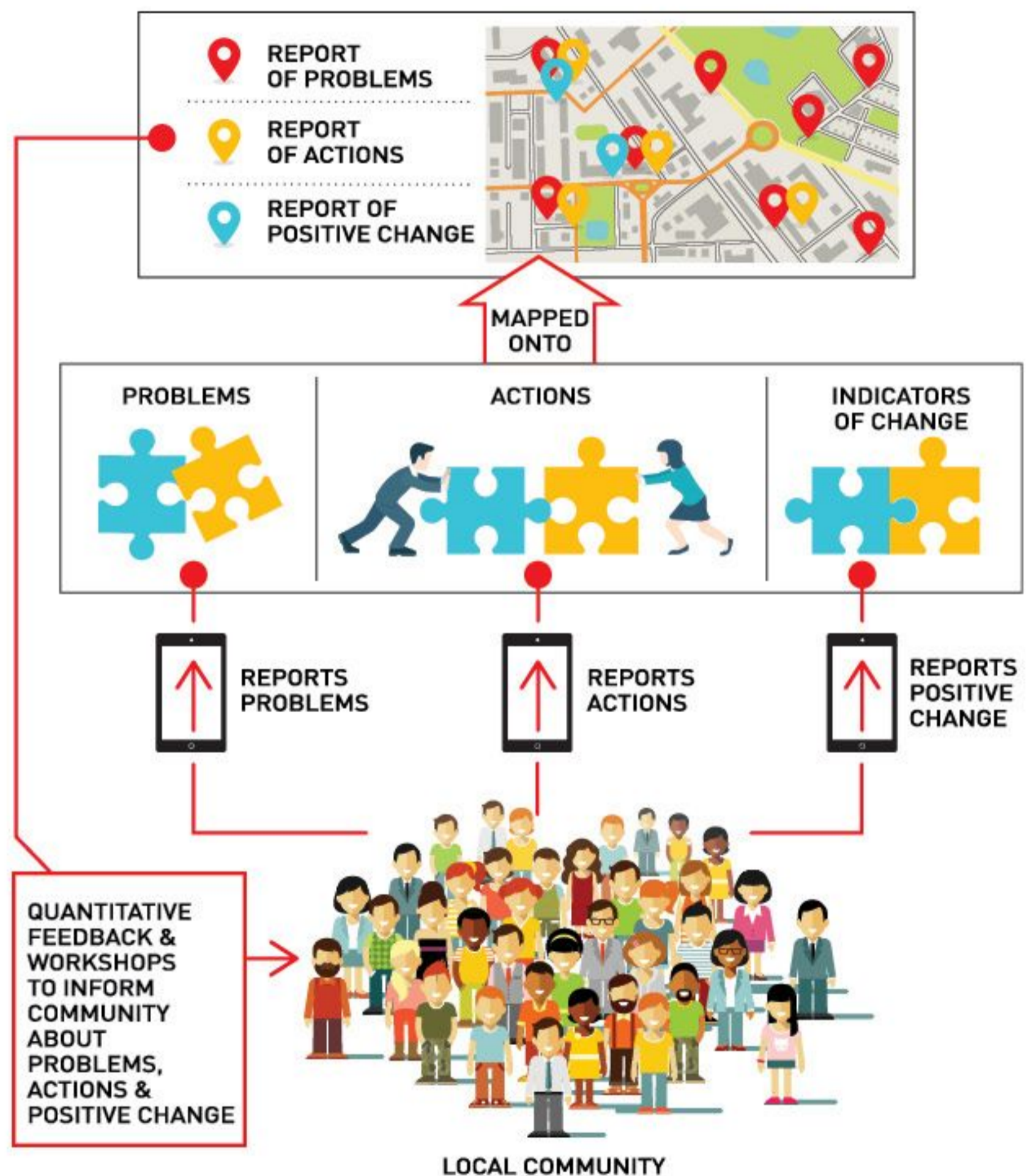
Education 2030

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Youth-Led Monitoring (YLM) of SDG 4.7 is envisioned as a project that will serve the dual purpose of monitoring social progress and learning simultaneously. It will call upon young members of communities worldwide who are committed to improving social progress. While it will initially only evaluate the SDG 4 and transgressive learning, it may later be used to measure progress towards the achievement of other SDGs as well.

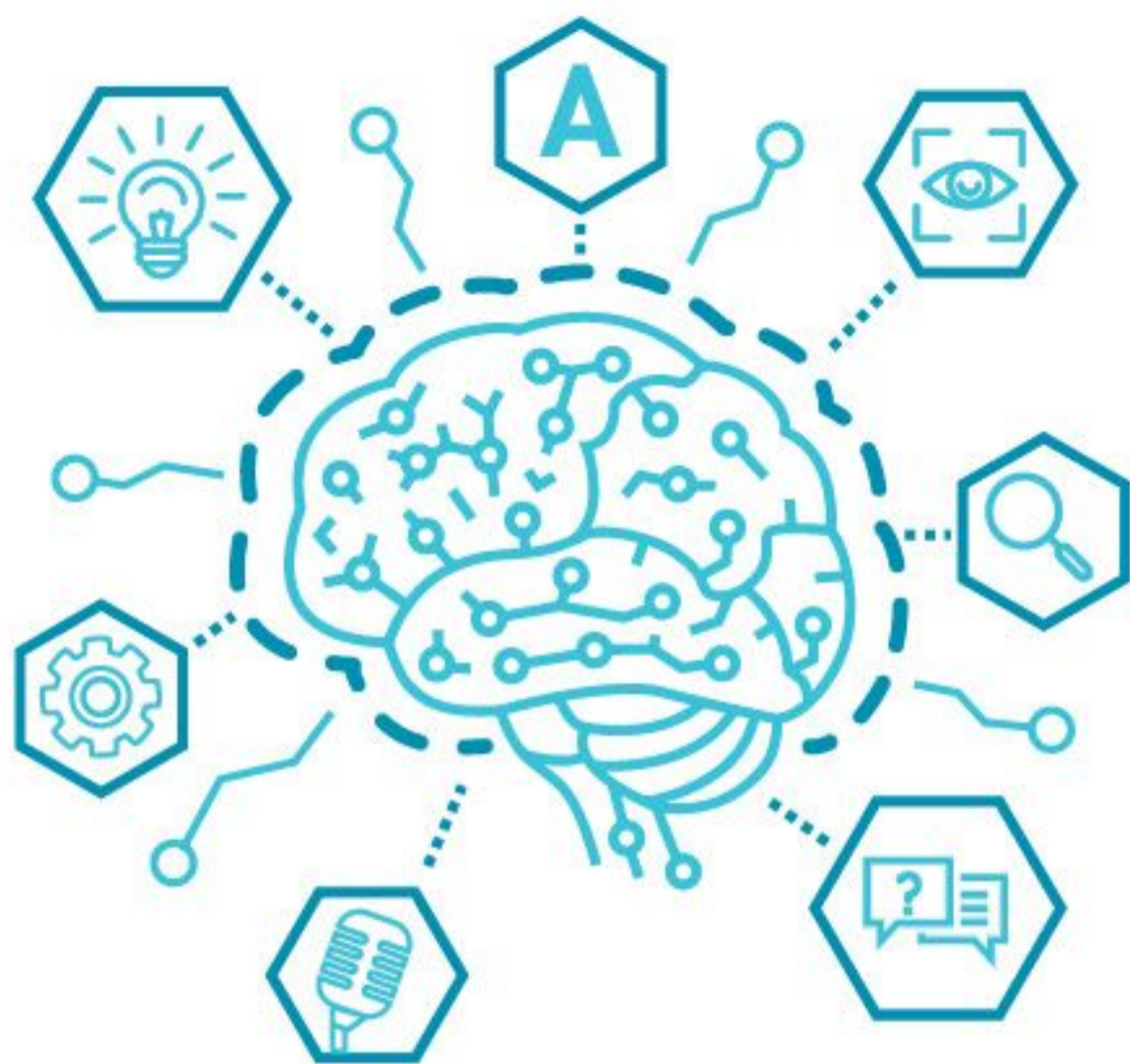
Through Information and Communications Technology (ICT)-driven data collection and data analytics, the project will facilitate a crowdsourcing campaign through which local communities from around the world will be able to monitor issues of concern, record what actions are taken in response to those issues and identify the improvements by measuring indicators of change. The data and insights from the project will be maintained by UNESCO MGIEP and shall be available for public viewing and reference.

Local Crowdsourcing Campaign



The future of Youth led Monitoring

UNESCO MGIEP aims to publish a research paper outlining how learning can be measured through data collection and mathematical tools. The project will also be piloted in two locations in India in 2017.



1 out of 10 brains is 'connected' differently

What are Learning Differences?

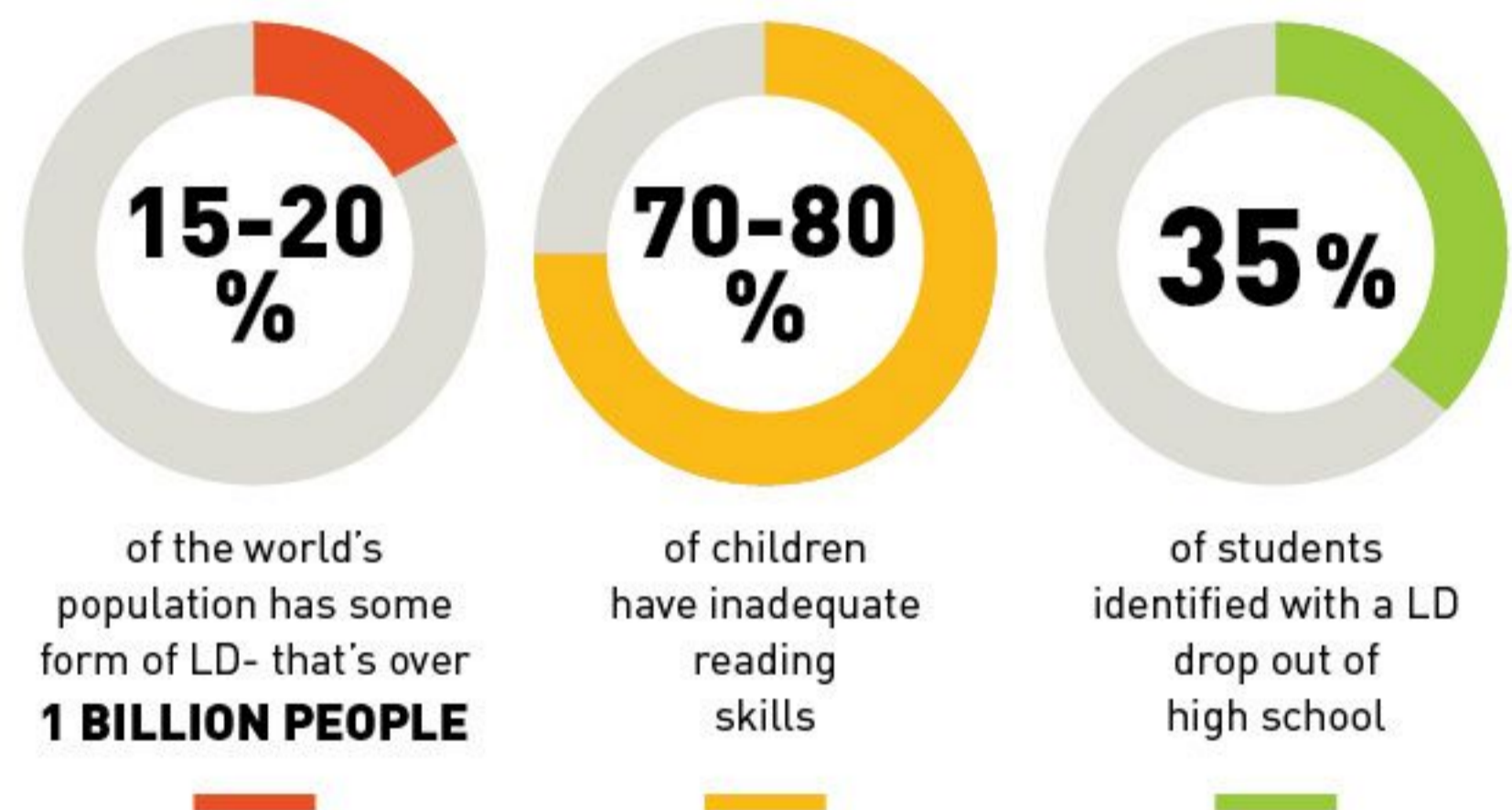
- Neuro-developmental conditions that **disrupt learning processes**
- Children with Learning Differences (LDs) are unable to learn through conventional instruction, hindering their intellectual growth.
- There are four main types of learning differences (or LD):
 - 1 **Dyslexia**
 - 2 **Dyspraxia**
 - 3 **Dysgraphia**
 - 4 **Dyscalculia**



Inclusive Education: The Seen Unseen

In the Universal Declaration of Human Rights, adopted by the UN in 1948, 'the right to free and compulsory education for all' is enshrined, at least at elementary level and fundamental stages of learning. The SDG 4 binds Member States to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' by 2030.

In addressing the above, the Difference Learning project aims to improve the functional literacy rate by enabling parents, teachers, special educators and psychological experts to identify different learners, provide diagnosis and cater to different needs in the classroom. Starting in India, the project facilitates the development of tools and testing in the mother tongue to provide remedial learning solutions for students facing learning difficulties due to neuro-developmental disorders.



Curriculum & Pedagogy

Developing assessment tools:

DALI (Dyslexia Assessment in Languages of India)



UNESCO MGIEP has partnered with the National Brain Research Centre (NBRC) in India to expand the reach of the Dyslexia Assessment in Languages of India (or DALI) test. DALI is a package of screening and assessment tools to assist school teachers and psychologists identify dyslexia across a multitude of languages. The assessment of Dyslexia is carried out using a series of age appropriate, culturally valid psychological tests in the native language. The tools are available in Hindi, Marathi, Kannada and English. UNESCO MGIEP aims to extend the DALI test to include other regional languages in India and the Asia Pacific region.



Teachers and educators need scientifically accredited training in fields relating to how children learn and develop. DALI and other tools help screen and assess children with Learning Differences

Sixth Space

- Dyslexia
- Dyscalculia
- Dyspraxia
- Dysgraphia

The Institute developed a free online resource portal called **SixthSpace**, which provides parents, teachers and students with crucial information, tools and advice related to learning differences.

Providing Resources: Launch of SixthSpace

sixthspace.org



SixthSpace has been conceptualised as a free online resource portal with detailed and accurate information about learning differences. The digital platform will be connected to Knowledge Commons through which teachers, parents and students can receive support and advice from experts in the field of Difference Learning. The platform will officially be launched in 2017.

Dyslexia

I AM NOT LAZY

About Dyslexia
A good way to understand dyslexia is to establish what it is not. It is not a sign of low intelligence or laziness. It is also not due to poor vision. Dyslexia is a common condition that affects the way the brain processes written and spoken language.

HOW DO I DEAL WITH IT?

Coping with Dyslexia
Learning issues occur in children for a variety of reasons. A child may be suffering from a lack of adequate social and educational opportunity. It may also be the result of a socially redundant, harmful or abusive environment at home or at school.

LIVING WITH DIFFERENCES

Living with Dyslexia
Dyslexia is not just a literacy deficit but also affects learner's personality, motivation and cognitive strength. Here are some everyday skills and activities a child (and even adults) may be struggle with:

Dyscalculia

I HATE MATHS

About Dyscalculia
Dyscalculia, also known as Developmental Dyscalculia, is a neurological condition that affects school-level mathematics skills. Some children with dyscalculia cannot grasp basic number concepts and work hard to memorize them, however

HOW DO I DEAL WITH IT?

Coping with Dyscalculia
The signs of dyscalculia look different at different ages. Dyscalculia tends to become more apparent as kids get older. But it can be detected as early as preschool. Here are some indicators:

LIVING WITH DIFFERENCES

Living with Dyscalculia
Dyscalculia affects more than a child's ability to handle math class and homework. Math skills and concepts are used everywhere from the kitchen to the playground to the workplace. It's understandable to be concerned about the



Events in 2016



↑ From top: Panel discussion on Policy, Pedagogy and Practice at the UNLEARN workshop • Teachers, special educators and school administrators attending the UNLEARN workshop

9-10 April | IIT New Delhi, India UNLearn - Workshop for Instructors on Difference Learning

UNESCO MGIEP organised the UNLearn Workshop on Difference Learning with the aim of introducing teachers to a range of learning differences and innovative teaching methodologies that promote inclusive education, focusing especially on the 4Ds - dyslexia, dyspraxia, dysgraphia and dyscalculia.

Teachers, special educators and administrators from public and private schools in New Delhi attended the two-day workshop. In addition, an international

group of experts provided detailed information about learning differences, associated symptoms, screening processes and assessment and diagnostic models.

An InvolVED Conference featuring six intensive talks by experts was also included as part of the two-day workshop. Participants emphasised the alarming nature of common existing practices in relation to learning differences and the urgent need for universal screening to improve overall literacy levels.

Under the United Nations Partnership on the Rights of Persons with Disabilities (UNPRPD), UNESCO MGIEP received funding to develop the SixthSpace platform.

Future of Inclusive Education

Improving awareness

UNESCO MGIEP will continue to host workshops for teachers, clinical psychologists and parents initially to improve awareness about learning differences and consequently to build their capacity, ensuring that they become capable of improving learning

experiences irrespective of differences. The Institute seeks to create an immediate structure of aid to facilitate early intervention and action. Parents will learn more about a range of learning differences, while teachers will learn how to identify and test for these. Further, clinical psychologists will learn how to provide accurate assessments.

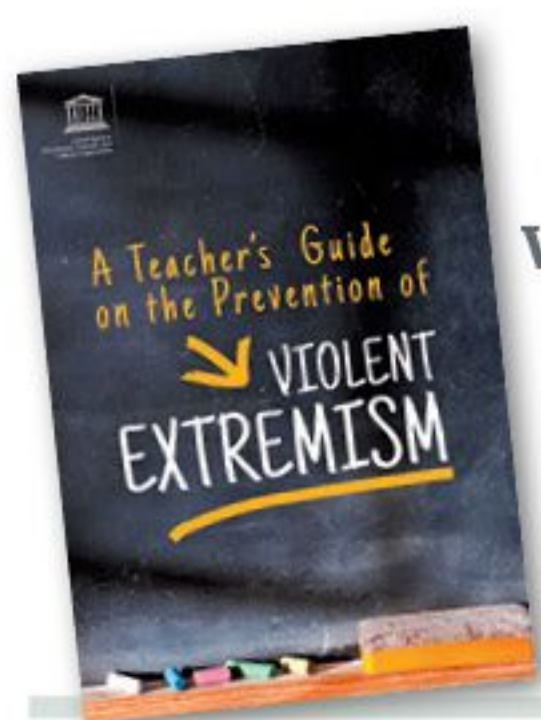
Prevention of Violent Extremism through Education: Taking Action



Conference Highlights

- Launch of UNESCO Guides for Policy Makers and Teachers on the Prevention of Violent Extremism through Education
- 3rd TAG^e on the Role of Education in Preventing Violent Extremism
- Second Design Workshop for LIBRE
- Launch of Knowledge Commons

Events in 2016



UNESCO launched a Teacher's Guide on Violent extremism that can be adapted to different contexts for educators across the world

The 2016 UNESCO International Conference on the Prevention of Violent Extremism through Education (PVE-E) was organised in partnership with the UNESCO Headquarters. The PVE-E Conference brought together senior education policymakers from around the world to discuss and establish a thorough understanding of the role of education in the prevention of violent extremism. Representatives from a number of leading organisations attended the Conference, along with about 40 youth, who were invited for UNESCO MGIEP's Talking Across Generations on Education (TAG^e) discussion.



19-20 September | New Delhi, India PVE-E International Conference

The two-day event included numerous interactive plenary sessions and working groups that allowed participants to network and engage in dialogue. The discussions were organised around topics ranging from 'the causes of radicalisation', 'the role of teachers and education in improving the resilience of vulnerable youth' to

'extremist ideologies', and 'changes in curricula that can foster values of tolerance and understanding'.

The UNESCO Guides for Policy Makers and for Teachers on the Prevention of Violent Extremism through Education (PVE-E) were also launched at the Conference. The Guides intend to raise awareness, identify appropriate actions and build capacities of both policymakers and teachers for preventing violent extremism.



TAG^e offers a unique opportunity to youth representatives and senior decision-makers to join forces and create impact through a no-holds-barred dialogue on critical issues in education for peace and sustainable development.

Talking Across Generations on Education (TAG^e)

TAG^e is a youth-driven intergenerational dialogue on education designed by UNESCO MGIEP. This unique platform brings together selected and highly-qualified youth representatives in a face-to-face flat dialogue on education with decision makers.

The world is home to more than 1.8 billion+ young people. More often than not, these young people are pushed to the periphery of the policymaking process in the areas of education, peace, sustainability and global citizenship; they are not viewed as key stakeholders.

UNESCO MGIEP believes that effective youth engagement should include incorporating perspectives from youth into each component of policymaking, education opportunities, programme planning and other vital national/international decision-making avenues.



“ CAN EDUCATION RADICALIZE YOUTH FOR PEACE? ”

VIOLENT EXTREMISM AND EDUCATION

THE
POWER OF
DIALOGUE



Event Format

THE
POWER OF
DIALOGUE

Pre-TAG^e

In the months leading up to a TAG^e, a global, multi-lingual social media campaign is launched comprising weekly thematic discussions moderated by youth and experts. The objective is to attract a critical mass of youth actively working on the theme of TAG^e and to push forward a youth-led dialogue on education for peace and sustainable development.

TAG^e Live

Selected youth and policymakers are brought together in a discussion moderated by an expert. The dialogue takes off from where the online discussions end. No formal introductions are made; youth and decision makers are provided an equal opportunity to participate. A larger global audience also participates in the live event via web-streaming and viewers are encouraged to tweet in questions.

Post-TAG^e

The distinct and measurable outputs of TAG^e are linked into the output document of the host conference. There are also standalone TAG^e outputs such as youth action plans etc. which are 'owned' by the youth and decision makers right from ideation to implementation.

Events in 2016



The third edition of the TAG^e held in September, 2016 in New Delhi, India was preceded by an extensive social media campaign that included 6-weeks of online discussions on Facebook and Twitter on PVE.

The campaign garnered more than **1,000 unique comments** and created **5 million impressions** in Twittersphere.

It resulted in attracting over **1,350 unique applicants** of which **50 youth delegates** were selected for the conference.

The plenary itself was followed widely on social media, with the #PVEConf trending on Twitter India for both days of the conference with **23 and 25 million impressions** in the Twittersphere, respectively.

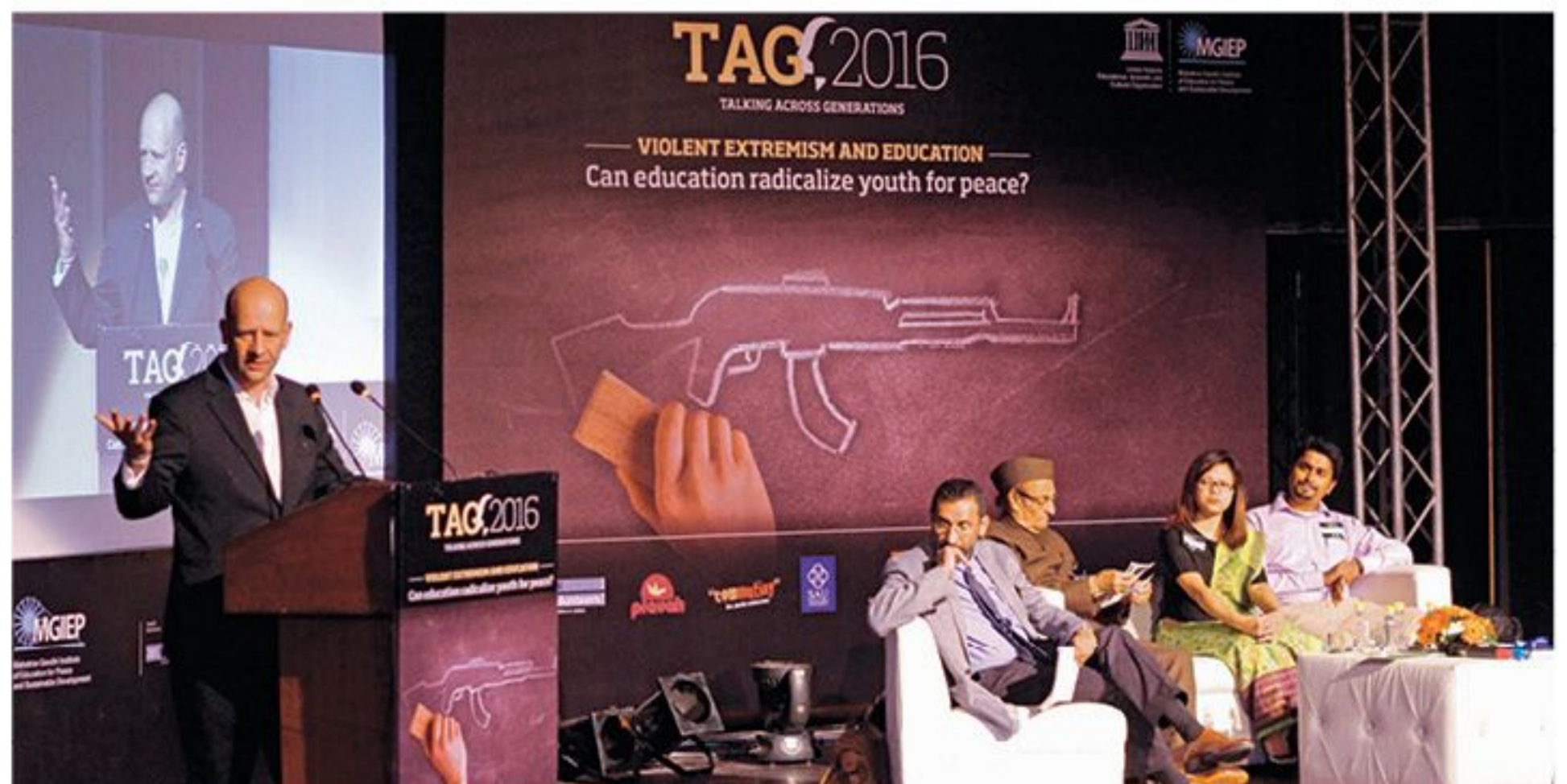
TAG^e 2016

TALKING ACROSS GENERATIONS

15 February | New Delhi, India
2nd TAG^e on Education and Violent Extremism

This TAG^e attracted an audience of over 500 participants, including young people, policymakers and UN officials.

The participants engaged in detailed conversations about education for peace and explored how education can become a tool for indoctrination. As a culmination of the discussion, the participants recognised education as a human right and necessity, and re-iterated the importance of young people in policymaking processes.



The Youth Action Plan

“ We, the youth delegates, recommend the formation of a Global Youth Council to promote education as a tool to prevent violence and to build peaceful and sustainable societies.”

An online dialogue was successfully facilitated with the delegates in advance of the next TAG^e. Over the coming year, they aim to –

- Publish a **guidebook for youth** on the prevention of violent extremism through education



19-20 September | New Delhi, India 3rd TAG^e on the Role of Education in Preventing Violent Extremism

During the third edition of the TAG^e, held at the UNESCO Conference in New Delhi, India, the youth offered new perspectives and provided critical contributions to invigorating discussions. The rigorous discussions culminated in a powerful Youth Action Plan, through which participants affirmed their commitment to the formation of a Global Youth Collective on Education.



1 November | Quebec, Canada

4th TAG^e on Youth Radicalisation and the Internet

After the three-day conference that began with a thought-provoking play by Belgian artist Ismael Saïdi on the exodus of Belgian youth who travelled to Syria to join Daesh, the youth yearned for an opportunity to share their thoughts about the role of the internet in youth radicalisation in the 21st century.

The delegates engaged with UNESCO officials, education experts, and policymakers at the TAG^e debate, drawing attention to the internet as a channel for extremist groups to disseminate their ideology and radicalise vulnerable youth. The participants additionally explored how educational interventions and approaches are required to ensure that education systems are effective in preventing radicalisation and violent extremism.

The future of TAG^e

In the coming year, organisations across the world will host independent TAG^e events (iTAG^e) as part of their own conferences or as standalone events.

More information will be available on the UNESCO MGIEP website and on social media channels in 2017.



The youth discussed the role of the internet in youth radicalisation and using education as a tool in tackling and preventing violent extremism

Knowledge Commons

Knowledge Commons is a community of disruptive thinkers, helping each other solve world problems through discussions & collaborative actions.

 **UNESCO MGIEP Knowledge Commons**

A social network for social change

kcommons.org

Knowledge Commons was launched in September, 2016 and is an online global community of active and enthusiastic individuals and experts who are keen to discuss how to create a more peaceful and sustainable world. From climate change to women's rights, the online platform facilitates discussions on a range of topics and provides an environment in which users feel comfortable sharing their thoughts.

The platform facilitates viewers to:



READ STORIES

- that inspire you
- that make you curious
- that concern you



DISCUSS IDEAS

- that force you to think
- that ask tough questions
- that engross you



ACT ON

- collaborative projects
- research & policy
- appeals & statements

Details of user base
(as of December 15, 2016)

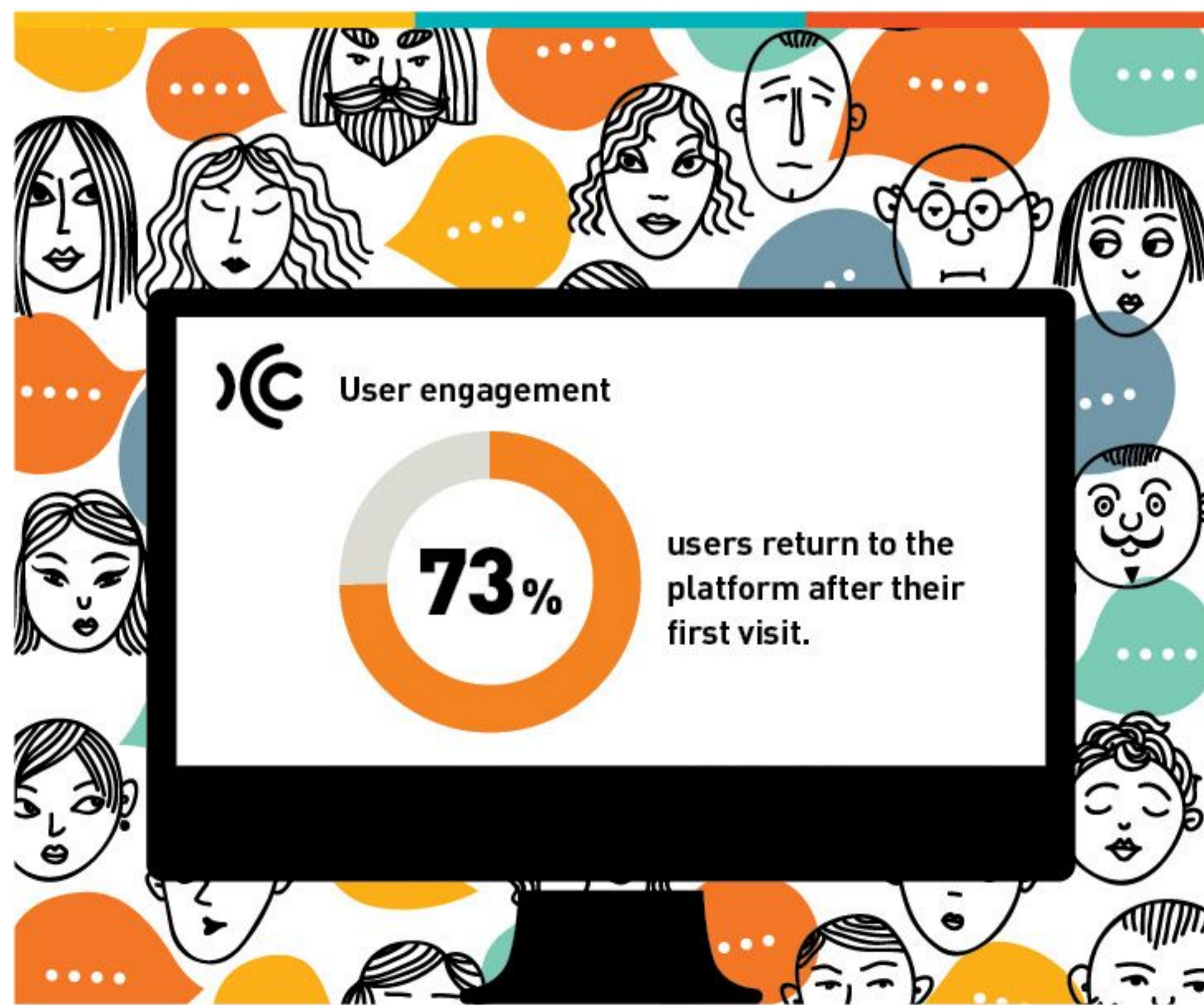
333
unique users

174
discussions

125
questions answered

2,005
resources shared

2,661
comments





This AMA session was conducted between several experts on 'Difference Learning' in December, 2016. Participants in the discussion showed curiosity to learn more about the issue and the stigmas associated with the topic, the assistive technologies that are currently available to facilitate the learning process and the various policies that are in place for people suffering from learning differences.

Ask Me Anything (AMA) is a free flowing live conversation on Knowledge Commons (KC) between an invited guest and the users. Experts from different walks of life are invited to share their experiences, journeys, learnings and work. An hour is set aside for this session, during which the users are free to raise questions of their choice. The personal insights shared by the experts provide us with a rare glimpse of their knowledge and experience.

JULES CSILLAG ON DYSLEXIA AND SENSITISING EDUCATORS



Gerald

What words do you use to describe such kids? I have heard – disabled, Learning disability, Difference learners. Today you used Diverse learners. Is there any rationality behind using these many words? Don't you think it just shows the confusion of people working in this space?



Jules

In my daily life, I use Specific Learning Disability (SLD) since in the US, that is the only legally accepted term, which makes students eligible for services (e.g. special education services, language services, etc.)

"Learning differences" can mislead, as everyone learns differently, this has often been associated with the often-disproven "learning styles theory," and that term fails to acknowledge the difficulties that come with having an SLD. I used "diverse learners" today since I wasn't sure if I was solely going to focus on students with Specific Learning Disabilities or talk about ALL types of learners (including those without a diagnosed disability)



Anantha

Interesting response to the term used. Would not be using the term SLD seen as the tyranny of the majority? As you said, everyone learns differently but there seems to be a gravitation towards a majority having some homogeneity.



Manish

If you have to do one thing that is necessary but still not done in this space, what it will be?



Jules

Making research accessible in every sense of the word: forget the jargon, forget paywalls to access articles. Many educators do not have the time or skills to read research articles BUT if we overly simplify research, then it fails to be as useful. I guess on a related note, teaching educators to be critical readers & thinkers is essential so that educators do not fall for the latest fad...



Jules

And secret second answer: reducing stigma! Teacher bias and perception is huge in education, when it comes to ethnicity, class, gender, and learning differences... There is a lot of research to show that lower teacher expectations = lower achievement & that is terrible disservice to students from various communities.



Vinny

Do you tell these kids about their rights? If yes, at what stage do you tell them and which rights you talk about?



KC Communities

The Knowledge Commons has a number of communities with active discussions in the following fields :

- Climate Change
- Data and Society
- Difference Learning
- Innovation in Education
- Mental health and well-being
- Most at Risk
- Violent Extremism
- Youth Perspectives





Events in 2016



↑ From top: Dr. Sugata Mitra • Dr. Scilla Elworthy • Professor K. P. Mohanan

Distinguished Lectures

UNESCO MGIEP invites leading intellectuals and policymakers as part of its Distinguished Lectures Series to spark discussions about how transformative education can contribute to a peaceful and sustainable future, inclusive spaces and global citizenship.

Fourth Distinguished Lecture: The Future of Education

by Dr. Sugata Mitra

Professor of Educational Technology at the School of Education, Communication and Language at Newcastle University, England and a recipient of the TED Prize (2013).

30 March, IIT New Delhi, India

In his thought-provoking lecture, Dr. Mitra criticised the current stagnating education systems for being in denial of technological progress, arguing that they are producing 'identical, non-creative, and obedient' individuals ill-equipped to deal with the dynamic modern world. He emphasised that education systems need to adapt quickly and encourage 'creativity, imagination, and collaboration' to inculcate independent and critical thinking in students.

Fifth Distinguished Lecture: The first Ahinsa Lecture to mark Mahatma Gandhi's birthday and the International Day of Non-Violence - War or Peace? Why war continues, how peace can be built, what it will cost, who can do it

by Dr. Scilla Elworthy

Peace builder, founder of the Oxford Research Group, nominated three times for the Nobel Peace Prize

6 October, UNESCO Headquarters, Paris, France

In her lecture, Dr. Elworthy conclusively called for establishing a permanent United Nations Emergency Peace Service,

an alliance of countries to prevent war atrocities, genocide and crimes against humanity. Dr. Elworthy presented a detailed budgetary calculation, estimating that it would cost \$1.75 billion to bring this service into action. With a world population of 7.35 billion, this equals the contribution of a mere 23 cents from every person on the planet. She also highlighted the importance of providing systematic support for local initiatives, enabling women to be part of peace-building processes, and creating regional rapid response funds to counter the destruction caused by wars and conflicts.

Sixth Distinguished Lecture: Education, Blind Faith, and Societal Violence

by Professor K. P. Mohanan

Founding member of ThinQ, PhD in Linguistics from Massachusetts Institute of Technology

2 December University of Chicago Center, New Delhi, India

In his talk, Professor Mohanan differentiated between the forms and roots of violence at the individual and societal levels. He explained that societal violence arises from differences amongst groups with varying identities, such as religious, ethnic, tribal, or national identities. Emphasizing that the animosity is a result of a sense of superiority, a desire for power, or an us-versus-them mindset - all of which are equally relevant in the case of individual violence, he argued that rational inquiry can enable a person to accept the non-singular nature of identity and consequently the notion of multiple identities.

Communications



The Communications team of UNESCO MGIEP plays a unique role in not only supporting the initiatives of the various project but also promoting the Institute's larger objectives through publication of advocacy and outreach materials and organising events that help position UNESCO MGIEP as a leading institute for transformative learning for peace and sustainable development. The Communications team manages activities primarily across three forms of media:

- ① **Traditional Media and Partnerships**
- ② **Website**
- ③ **Social Media**

①

Traditional Media and Partnerships

Traditional media includes public relation activities, traditional form of advertising and partnership marketing as part of an overall integrated communications strategy to promote individual projects and the larger mandate of the Institute.

The key activities achieved in 2016 are summarised below.

Traditional Media

- An article in the Daily News and Analysis covering the PVE-E conference was released titled 'Teaching resilience to students can prevent violent extremism: UNESCO'
- An exclusive episode of the show 'Democracies and Dictatorships' on WION was filmed with the Director of UNESCO MGIEP and TAG^e participants ahead of the conference in September, 2016
- The TAG^e conference in September, 2016 was also covered on WION news channel
- An op-ed written by the Director of the Institute on the prevention of violent extremism through education was also published in 'The Guardian', titled 'Open dialogue in schools is the first step in fighting violent extremism'

Partnerships



UNESCO MGIEP secured a **media partnership** with **Zee News Corporation** resulting in a senior journalist moderating the TAG^e session in New Delhi, February 2016



A music partnership with **MTV Indies** was established for the first ever music concert between two bands from India and Pakistan as part of TAG^e



UNESCO MGIEP and Penguin India Random House entered into a unique knowledge partnership for UNESCO MGIEP's flagship TAG^e series.



UNESCO MGIEP entered into a media partnership with the newly-launched global media house **World is One News (WION)** channel.



During the course of the year, traditional media and partnerships were employed effectively to increase the outreach and visibility of the Institute.

Key statistics of the user interaction with the website from January 1 till December 31, 2016:

25,437
users

107,172
page views

41,049
new sessions

2,100
average monthly visitors

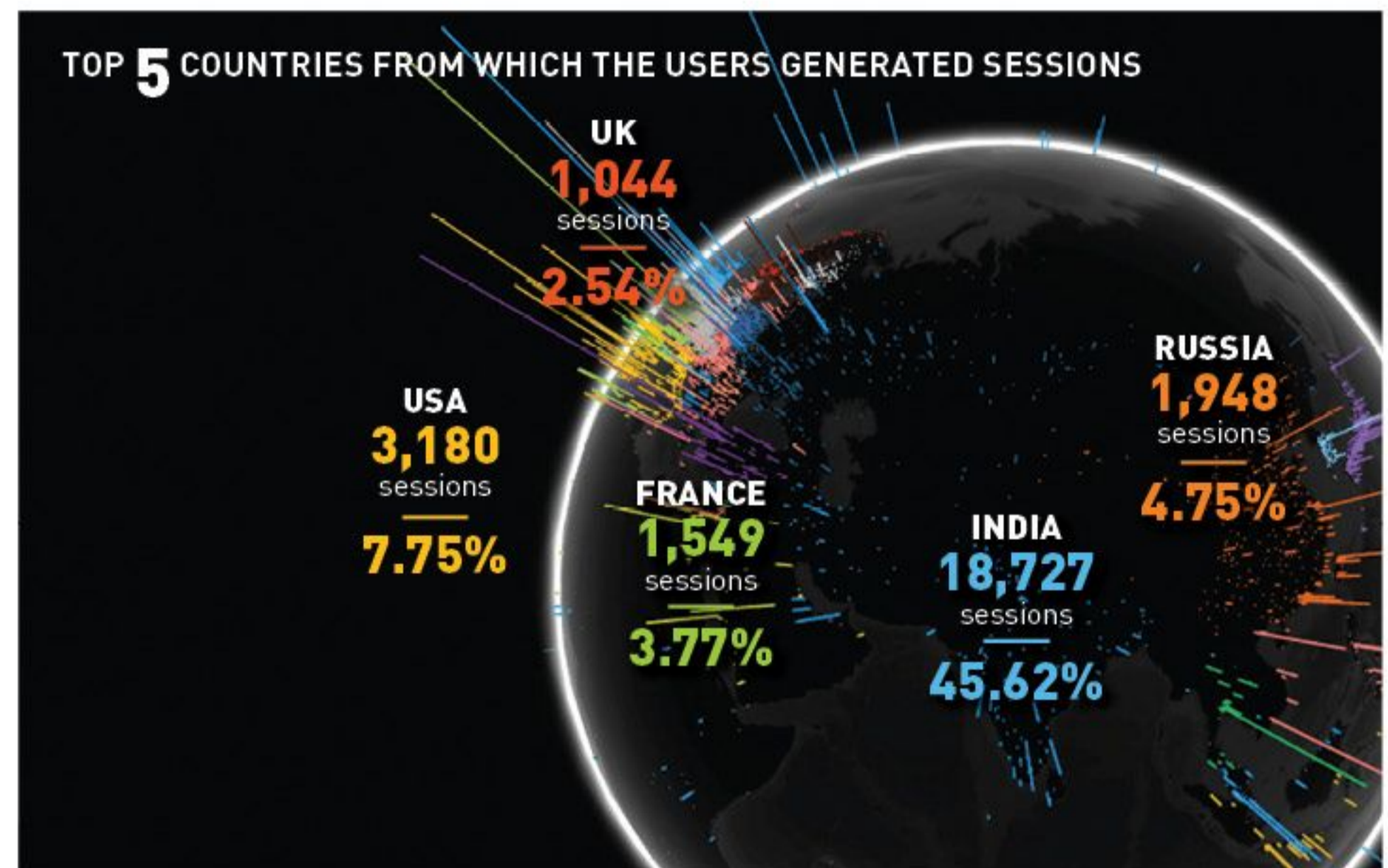
2

Website

The Institute's website is a key channel through which its stakeholders access information about UNESCO MGIEP's programmes and learn more about the Institute's vision and mission.

The website showcases UNESCO MGIEP's programmes, the online version of the Institute's publications, news and articles, videos, interviews and other activities in which the Institute is involved.

- The top five countries from which users generated sessions included **India**, the **United States**, **Russia**, **France** and the **United Kingdom**.
- Google Analytics also showed that the Institute has been successful in reaching out to its key target audience of young people, with statistics demonstrating that a significant user base of website visitors is between the age of 18 and 35.



3

Social Media

Active engagement in social media supports the Institute's website in terms of online outreach. The Communications Team is consistent with managing content on social media across platforms about the Institute's programmes and activities with an overall objective of increasing both short term and long term audience engagement targets. The team has worked on promoting programme activities, extensive social media campaigns, posting calls for proposals and engaging with stakeholders more extensively on social media.



UNESCO MGIEP's social media channels have shown a consistent increase in terms of outreach and engagement rates, summarised below:



FACEBOOK

Follower base on Facebook increased organically **from 2,155 to 5,517** (February - October, 2016), registering a rise of over **150%**

TWITTER

Twitter registered an **increase of more than 500 %** in followers from approximately 400 to **2,500** (February - October, 2016)

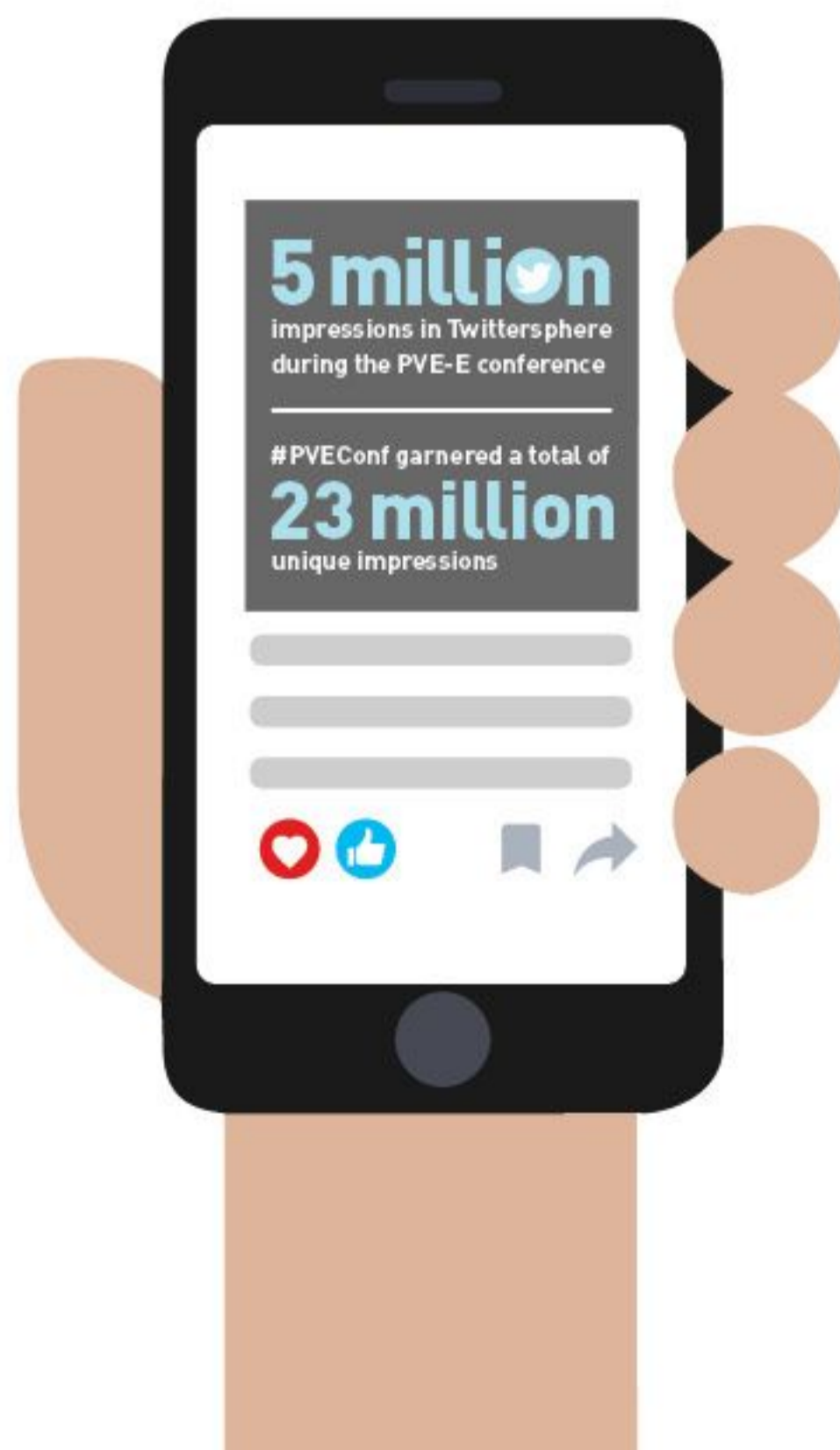
INSTAGRAM

Launch of the UNESCO MGIEP Instagram account in mid-September, 2016, which registered **50 posts** and **150 followers** within a month.

YOUTUBE

Re-launch of UNESCO MGIEP's YouTube account with the TAG^e event held in February, 2016. Videos summarising the session released and used widely for promotion by MGIEP as well as UNESCO. The videos collectively received more than **4,000 views**.

Social Media Campaigns



September PVE-E Conference

An extensive social media campaign was undertaken for the PVE-E conference that included six weeks of in-depth online discussions, engaging over 2,18,000 people on Facebook.

Over a 1,000 unique and insightful comments were received in both English as well as French.

Twitter was utilised successfully during the PVE-E conference to push forward the dialogue and engage with stakeholders on the issue.

- Online discussions created over 5 million impressions in Twittersphere
- Twitter chat with the acclaimed author, educator and moderator of the TAG^e session, Irshad Manji
- The hashtag #PVEConf was trending

on Twitter India for two consecutive days with a total of 23 million unique impressions

Launch of UNESCO MGIEP's Instagram account with the #MyTag^eJourney campaign led by selected youth cohort for TAG^e New Delhi in mid-September, which within a month secured 150 followers and 50 shared posts.

April - May UN-LEARN Workshop

UNESCO MGIEP organised the UN-Learn Workshop on Difference Learning with the aim of introducing teachers to a range of learning differences and innovative teaching methodologies.

Post the UN-LEARN workshop, videos of the involvED talk series were released to continue the dialogue on difference learning. The videos were viewed more than a 1,000 times.

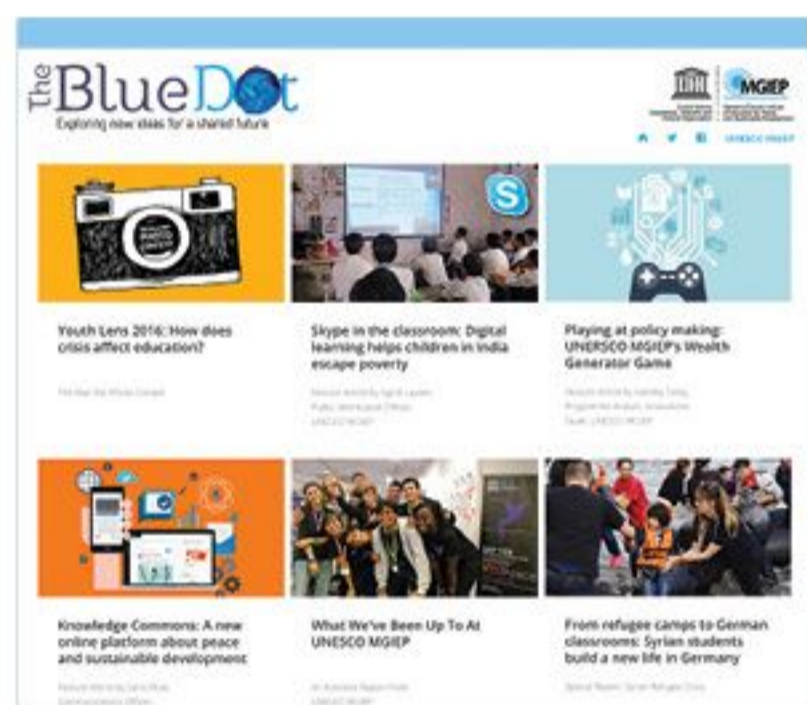
Publications

UNESCO MGIEP develops its own publications including 'The Blue Dot' based on the concept of 'exploring new ideas for a shared future'. Additionally, the Institute works with experts to develop peer-reviewed research papers titled 'The Working Paper Series.'

1

Blue Dot Magazine

Among the activities and programmes initiated at the Institute, one that has garnered much interest and positive feedback has been UNESCO MGIEP's flagship publication titled 'The Blue Dot' – inspired by Carl Sagan's view of our fragile planet and his call for people to set aside their differences and work towards the betterment of humanity. The Institute launched the first issue of The Blue Dot in January, 2015 and the publication has since been released bi-annually. The printed version is now supported by a highly interactive digital version available on UNESCO MGIEP's website.



The Blue Dot Issue 3



This issue of The Blue Dot was launched in January, 2016, titled 'Education and Crisis' including a foreword by Akila Viraj Kariyawasam, Minister of Education, Sri Lanka as well as opinion and feature articles on education as a human right and education in post-conflict contexts with case studies and stories from Afghanistan, South Sudan, Lebanon, Syria and India. Additionally, a photo contest was launched, titled 'Youth Lens 2016: How does crisis affect education', for which almost a hundred photographs were received from participants between the ages of 18 and 34 from seventeen countries around the world. Furthermore, 'Youth Voices' were gathered from Germany, in which refugees and volunteers discussed the crisis in Syria.

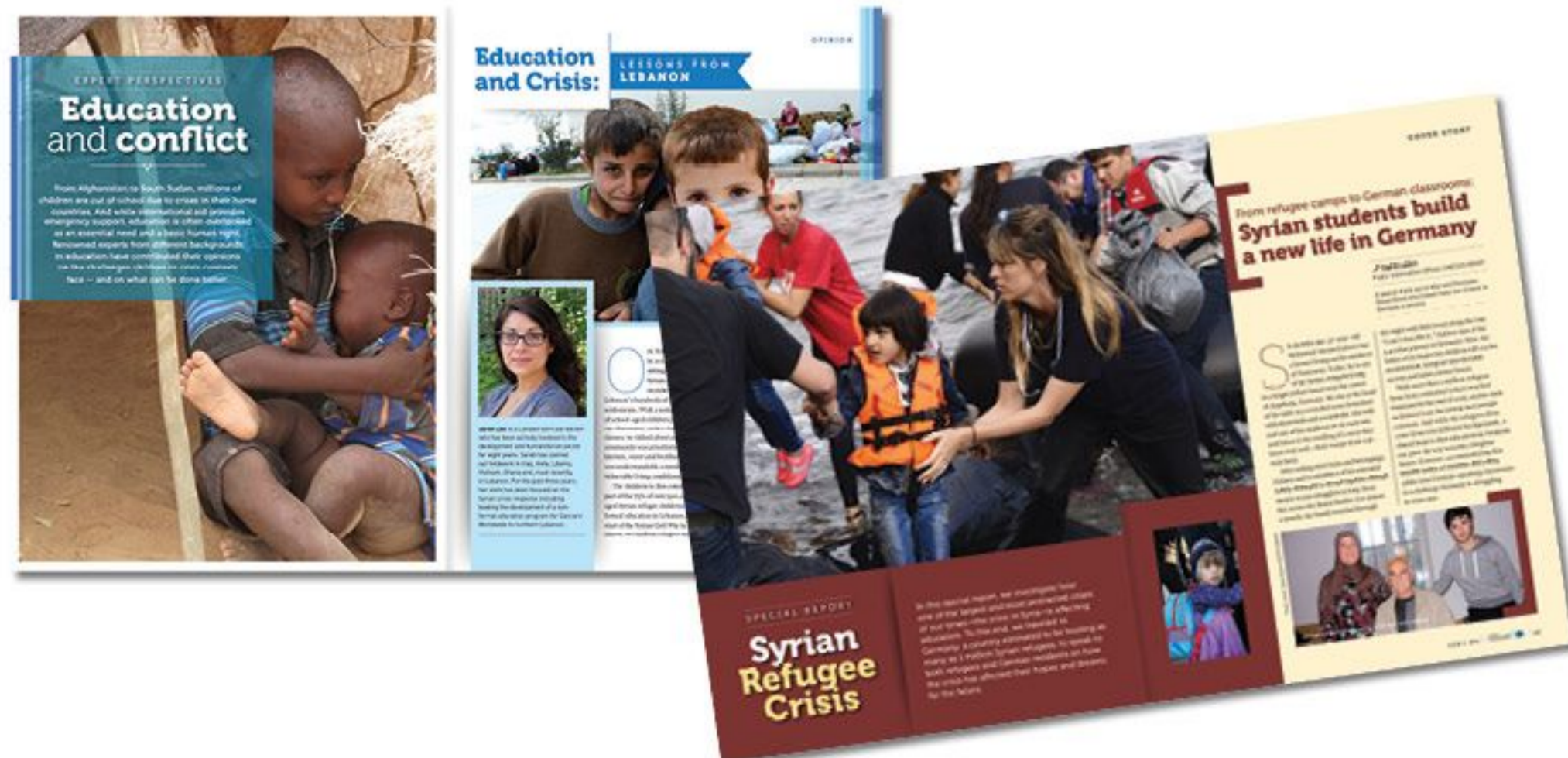
Key statistics of the user interaction with the digital version of **The Blue Dot** from January 1 till December 31, 2016:

8,379
users

14,079
page views

71.15%
new sessions

222
average monthly visitors





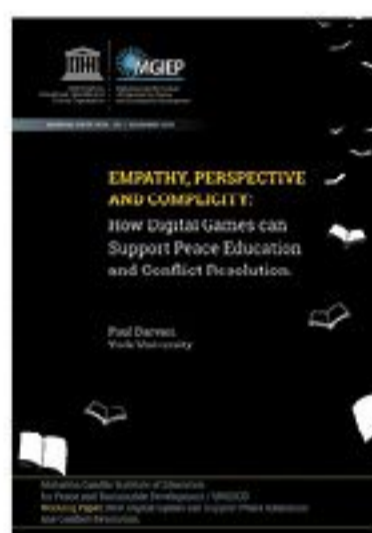
The Blue Dot Issue 4

Issue 4 of The Blue Dot was launched in July, 2016, titled 'Education and Extremism: Waging peace in the classroom' and included a foreword by Ban Ki-moon, UN Secretary-General as well as an opinion feature by Ms. Irina Bokova, Director-General of UNESCO titled 'Preventing Violent Extremism through Education – the next big challenge.' The cover story focused on the TAG^e event and was based on the concept of 'Violent extremism and education' as well as a tale of how two bands from India and Pakistan are working towards bringing the two countries together. Additionally, 'Youth Voices' were gathered through a YOUth speak survey titled 'Measuring Peace' for which 1,526 responses were collected from 126 countries.



2

Working Papers Series



Author: Paul Darvasi
*High School Teacher,
Royal St George's college
& PhD candidate, York
University*

Title: Empathy, Perspective and Complicity: How Digital Games can Support Peace Education and Conflict Resolution

UNESCO MGIEP's working paper on how digital games can support peace, education and conflict resolution by Paul Darvasi, a teacher at Royal St George's College in Toronto was selected by Polygon, a popular gaming website. The article, titled "Here's why the UN is getting interested in video games" highlights why UNESCO MGIEP supports the concept of game-based learning for empathy and perspective taking by making players take tough choices that they otherwise would not have contemplated. The paper addresses how digital games may be uniquely suited to further the work of peace education and conflict resolution.



Author: Melinda Eichhorn
*Assistant Professor, Education
Department, Gordon College,
Massachusetts, USA*

Title: Policy and Practice in Postsecondary Education: The transitional experience

for students with learning disabilities in India.

This paper critically examines educational policy and its impact on students' transition to postsecondary education, drawing on an exploratory study of students with mathematical learning disabilities in junior colleges and degree colleges in Mumbai.



Author: Jill Koyama
*Assistant Professor in
Educational Policy Studies
and Practice, University
of Arizona*

Title: The Elusive and Exclusive Global Citizen

This working paper focuses on interrogation of the notion of global citizenship, both as an aspiration and an improbable practice, by situating it within contemporary understandings of citizenship and globalization.



Looking to the future

Events in 2017

January

- **YESPeace**

Launch of YESPeace Chapter, Southern Africa Development Community (SADC)

February



Sixth Space

- **Difference Learning**

Soft launch of the Sixth Space platform and webinar with Michael Hart

March



- **TAG^e at the UNESCO Week for Peace and Sustainable Development**

- **Gaming**

Launch of World Rescue at TAG^e, Ottawa

- **YESPeace**

Announcement of the first YESPeace Champion

April

- **YESPeace**

Launch of the YESPeace Chapter, Pakistan



May

- **Campus Ambassadors**

Campaign to celebrate World Day for



Cultural Diversity for Dialogue and Development: May 21

June

- **Difference Learning**

Hackathon: Games for Dyslexic Children at Delhi University; Workshop: DALI extension

- **Gaming**

Launch of Cantor's World

- **Publications**

Launch of The Blue Dot 6

July

- **UNESCO MGIEP Executive Committee Meeting**

- **Embedding**

Asia-Pacific launch of the Guidebook at APMED 2030, Bangkok, Thailand

- **Learning Labs**

Workshop congregating students from five countries

- **Difference Learning**

Psychologists training 1 & 2

August

- **YESPeace**

Launch of Youth 24x7 (an International Youth Campaign on Global Citizenship in a lead up to the International Youth Day)

- **LIBRE**

PVE Teacher's Workshop

September

- **Difference Learning**

Workshop: DALI extension

- **YESPeace**

International Design Workshop

- **Publications**

Launch of Working Paper and Report related to Learning Labs

October

- **Ahinsa Lecture**

An annual event, held in the month of October in honour of Mahatma Gandhi's birthday at the UNESCO Headquarters, Paris, France

- **YESPeace**

Launch of Curriculum Framework and Facilitators Guide

- **Campus Ambassadors**

Workshop, launch of toolkit and webinar

November

- **Campus Ambassadors**

Launch of Students & Facilitators Guide

- **Gaming**

Global Campaign to encourage teachers to play digital games

- **Publications**

Report and working paper

- **State of EPSG report**

Launch at The General Conference,

UNESCO Headquarters, Paris, France

- **Youth Guide to PVE-E**

Launch at The General Conference, UNESCO Headquarters, Paris, France

December

- **UNESCO MGIEP Governing Board Meeting**



- **TECH 2017**

Transforming Education for Humanity Conference | 16 - 18 December 2017 | Visakhapatnam, Andhra Pradesh, India

UNESCO MGIEP is organising its first international conference in 2017, which will focus on **digital pedagogies for building peaceful and sustainable societies**. The Conference will bring together over 1,200 education experts from across the globe including Ministers of Education, senior policymakers and the youth, who will share ideas on how to achieve

SDG 4.

DIGITAL PEDAGOGIES
FOR BUILDING PEACEFUL AND SUSTAINABLE SOCIETIES



- **iMind**

Launch @ TECH

UNESCO MGIEP will launch iMind, a ground-breaking digital platform that will provide interactive, immersive and multimodal learning tools at TECH 2017.

- **Gaming**

Games for learning Curriculum launch @ TECH

- **Distinguished Lecture**

@ TECH

- **Difference Learning**

Position Paper & Policy Brief on Difference Learning

- **Learning Labs**

Launch of Teacher's Guide

- **LIBRE**

Launch of lesson plans

Events in 2018

January

- **Youth Leadership programme @ IIM Ahmedabad, India**

Launch of first cohort

- **Publications**

Launch of Blue Dot 7

Other Upcoming Events & Activities

Futures Workshops

UNESCO MGIEP will invite experts in fields ranging from the neurosciences to educational psychology and policymaking groups to discuss and design education systems that are compatible with contemporary societies. Ideas and results from the Workshops will be released as a publication on transforming education for the future.

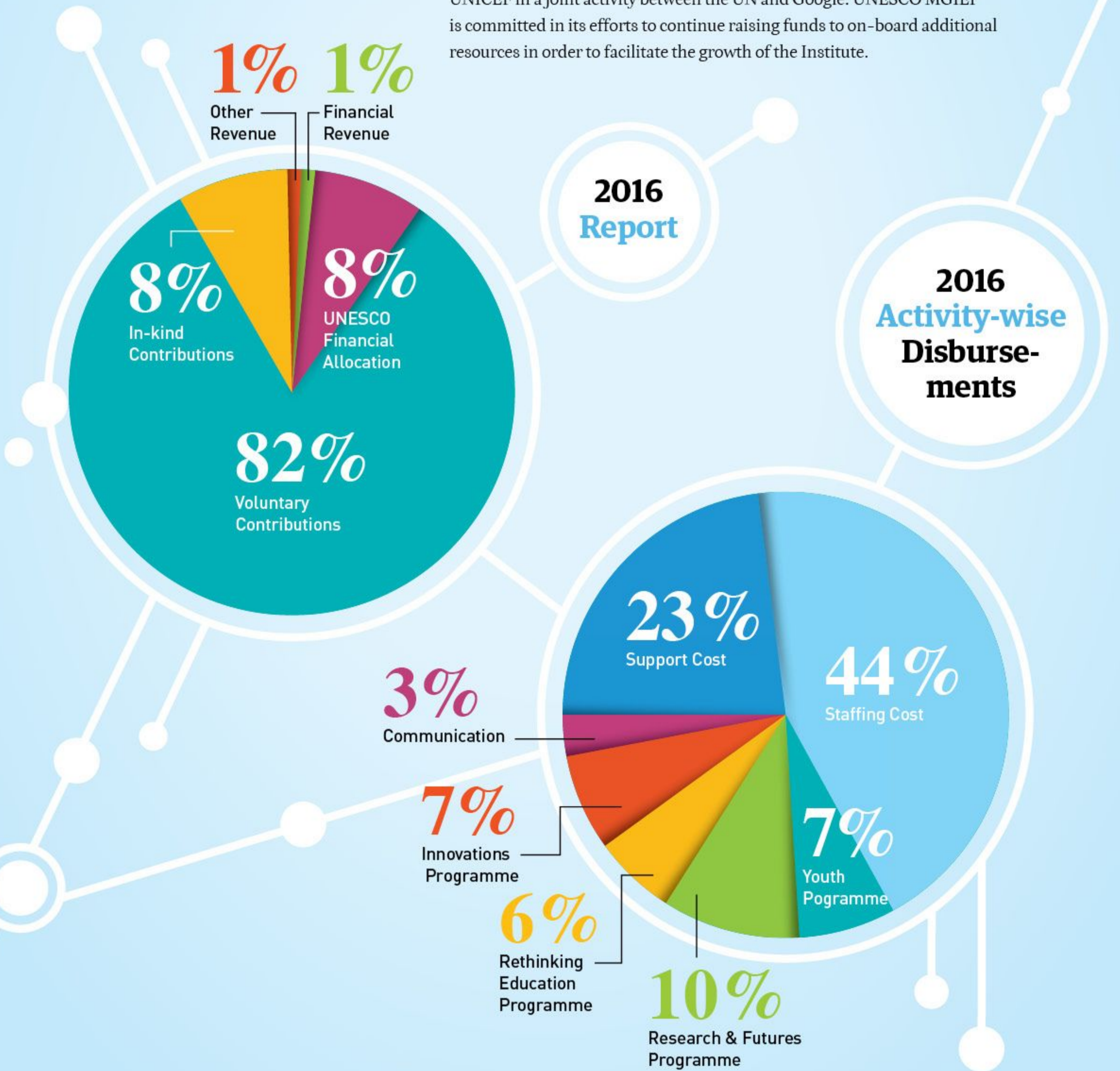
Research Fellows

UNESCO MGIEP will host Research Fellows working in the field of transformative education, who will work with the programme staff on the development and implementation of UNESCO MGIEP's programmes. The research fellows include Professor Marilee Bresciani and Professor Krishna Kumar.

Financial Report

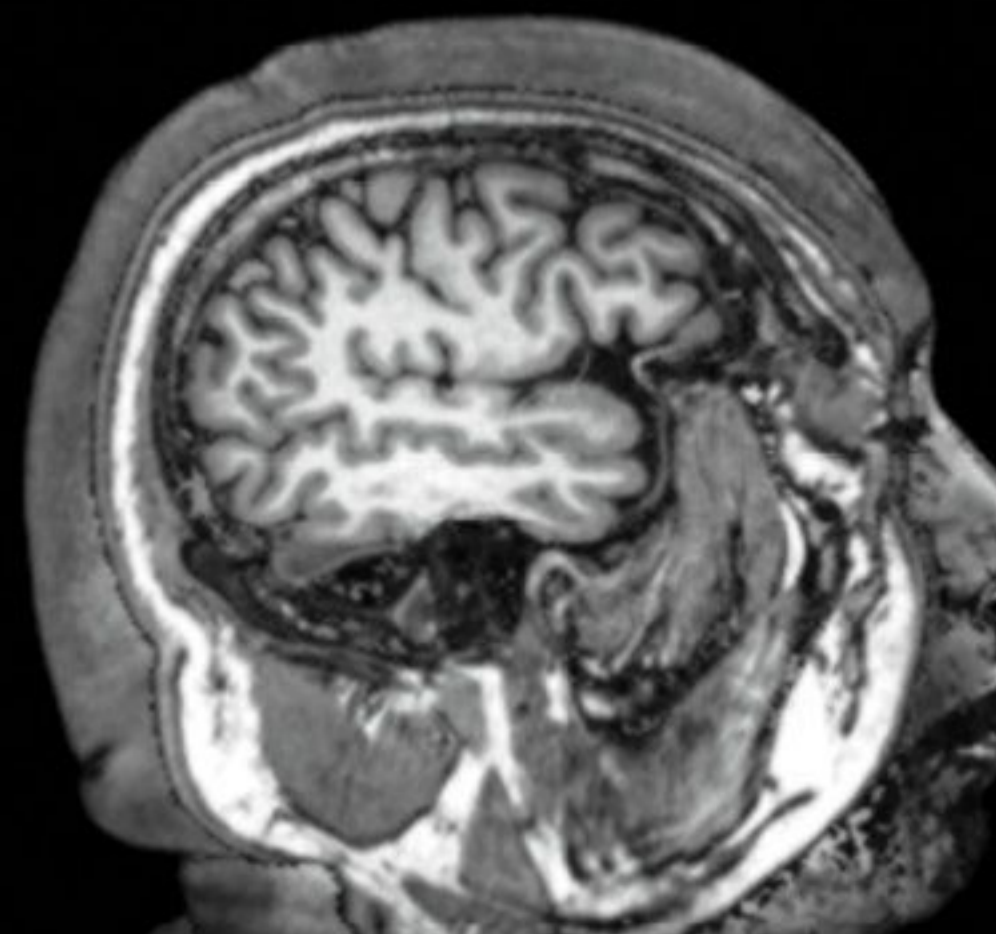
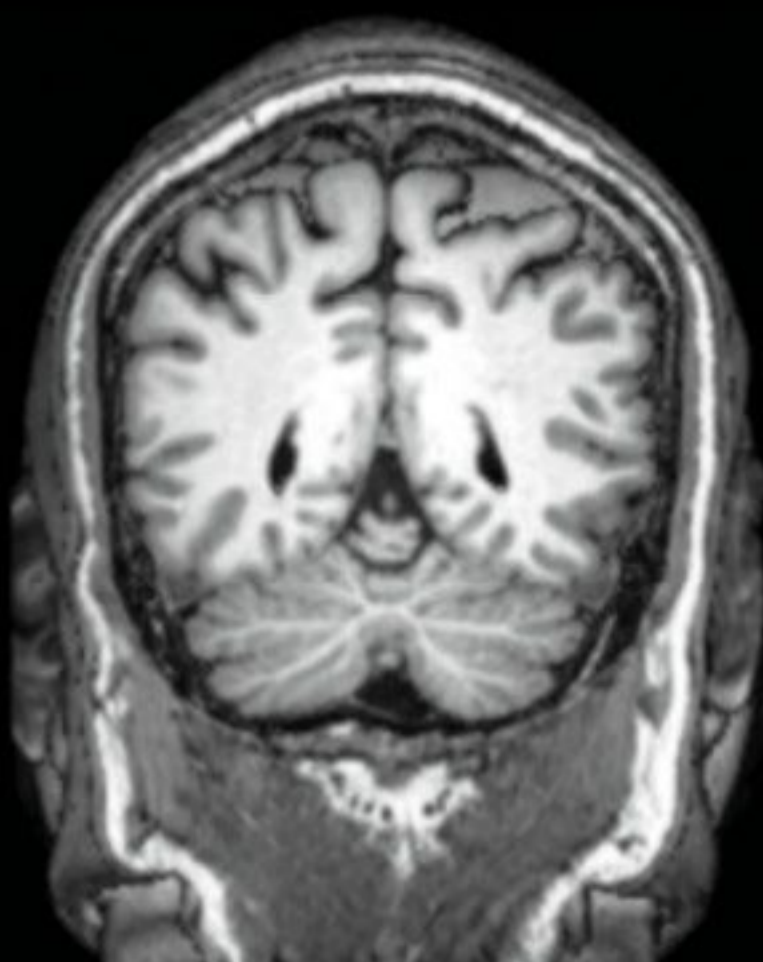
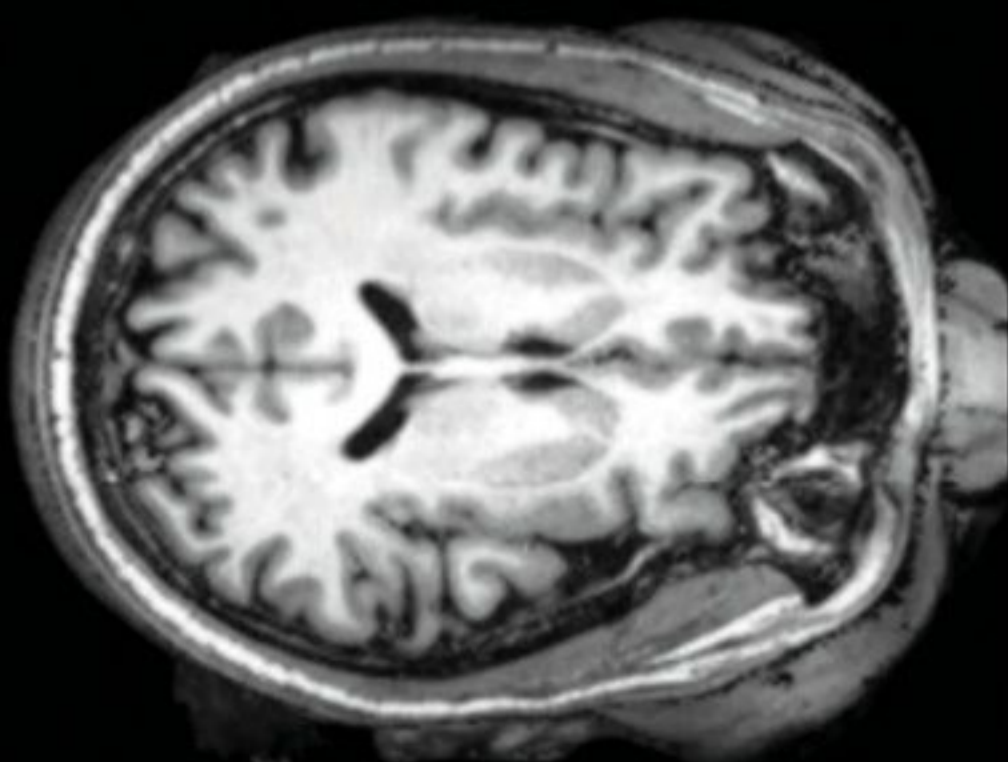
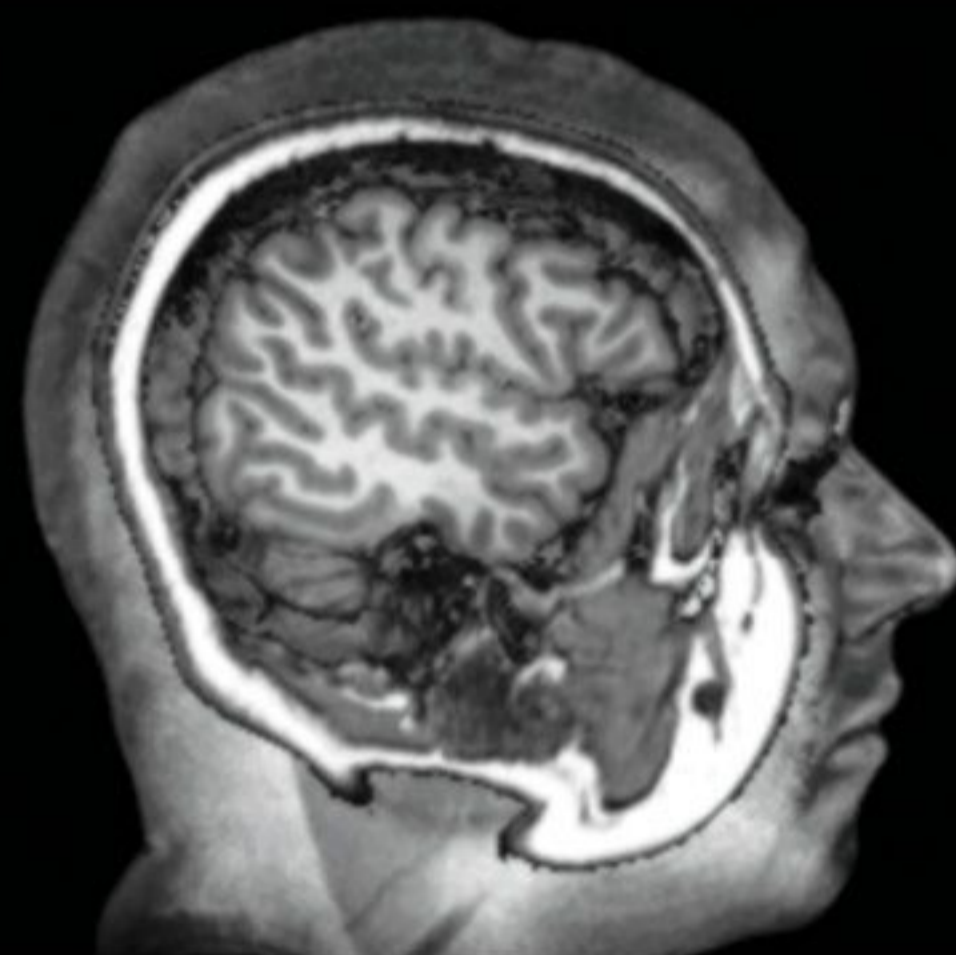
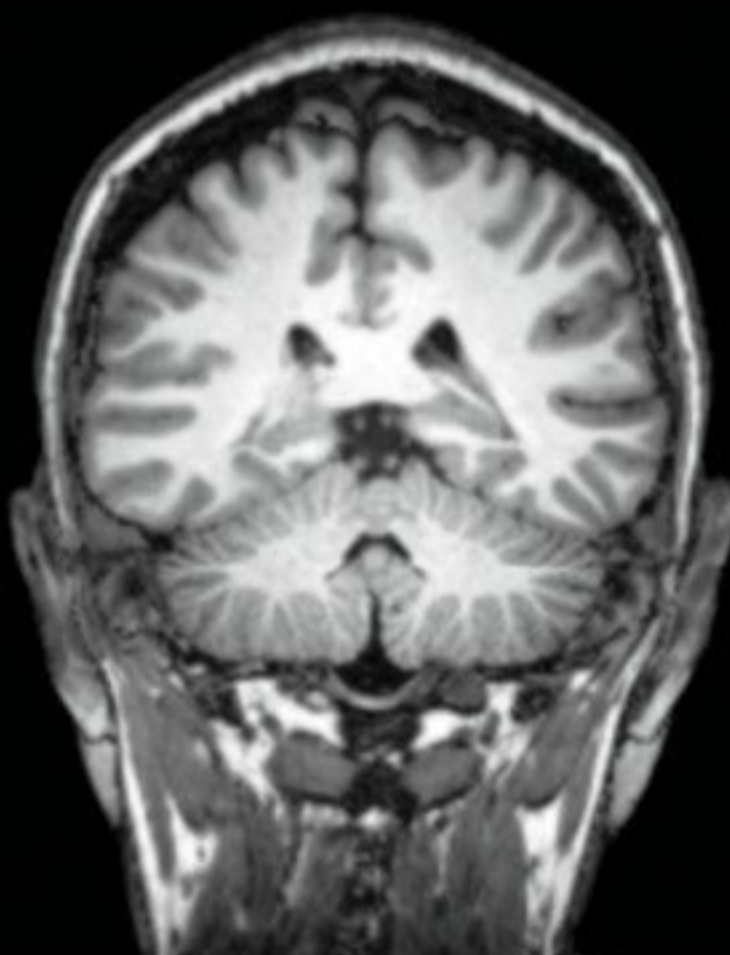
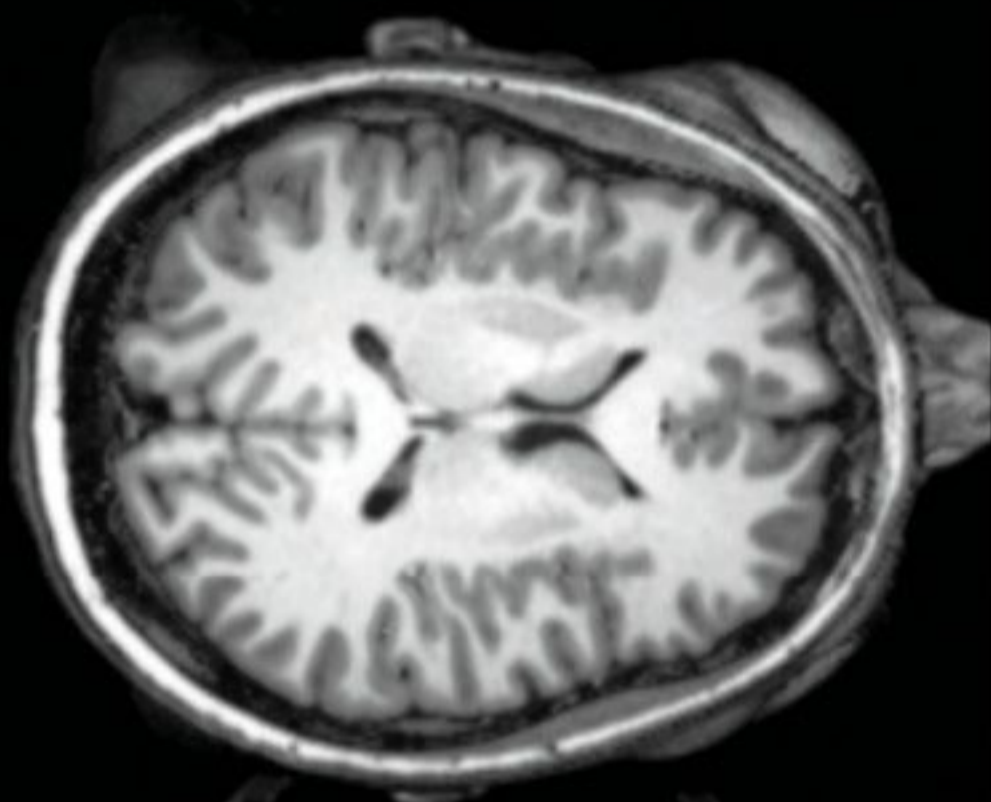
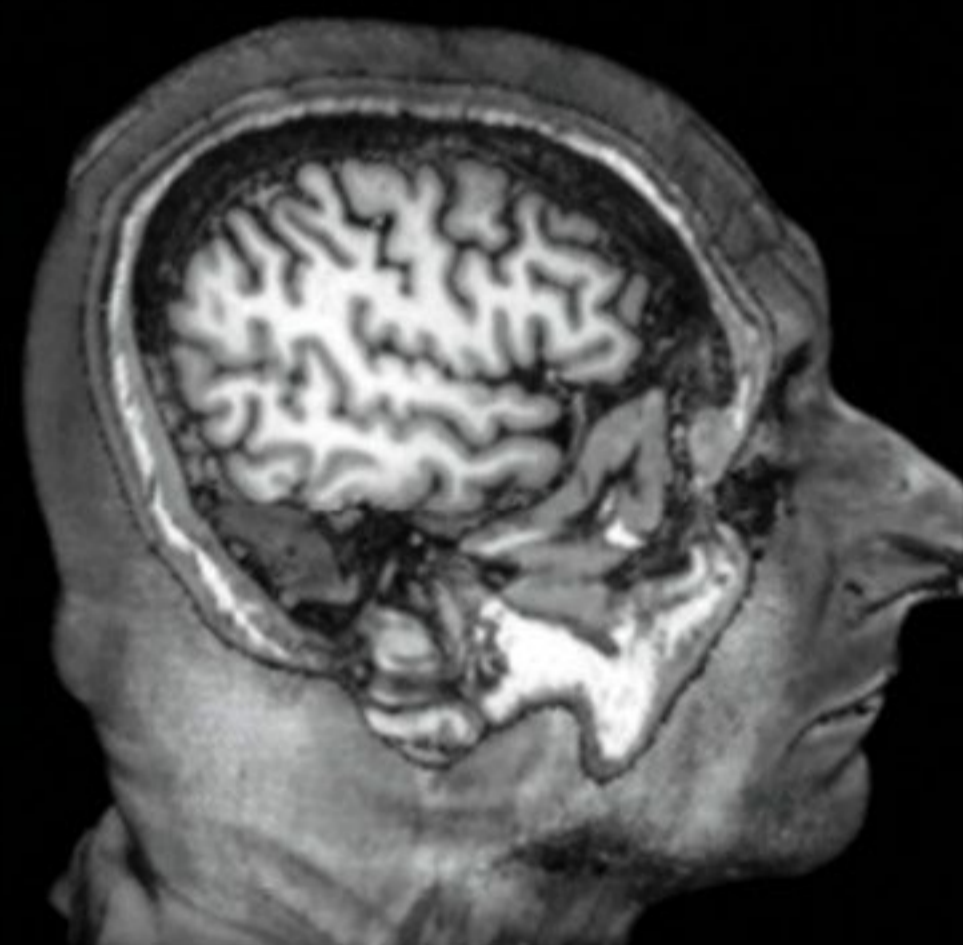
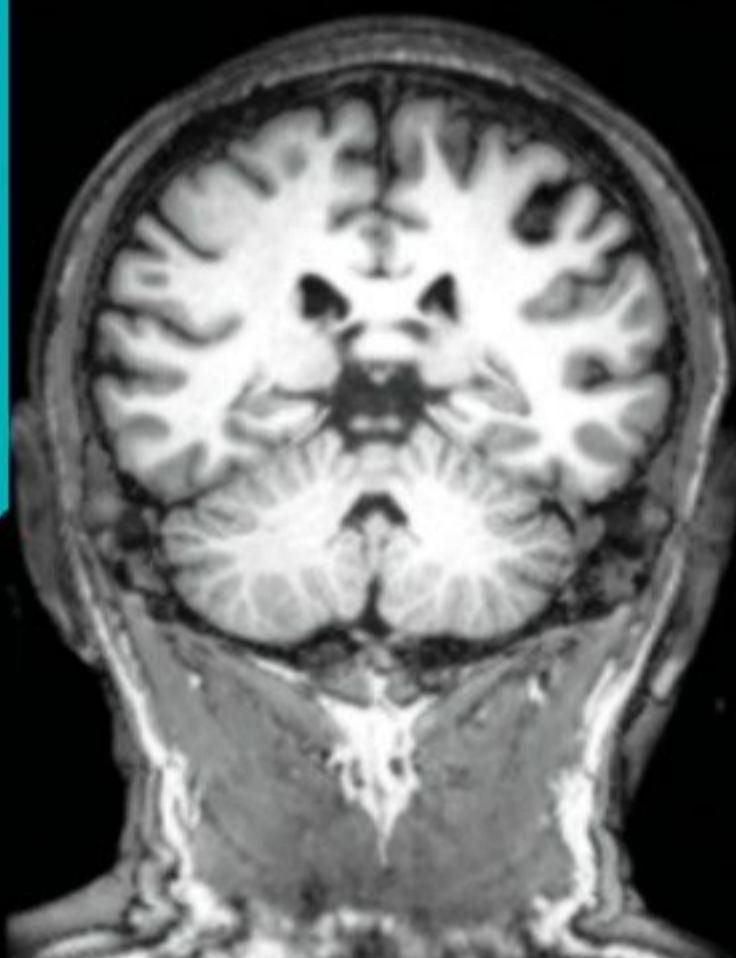
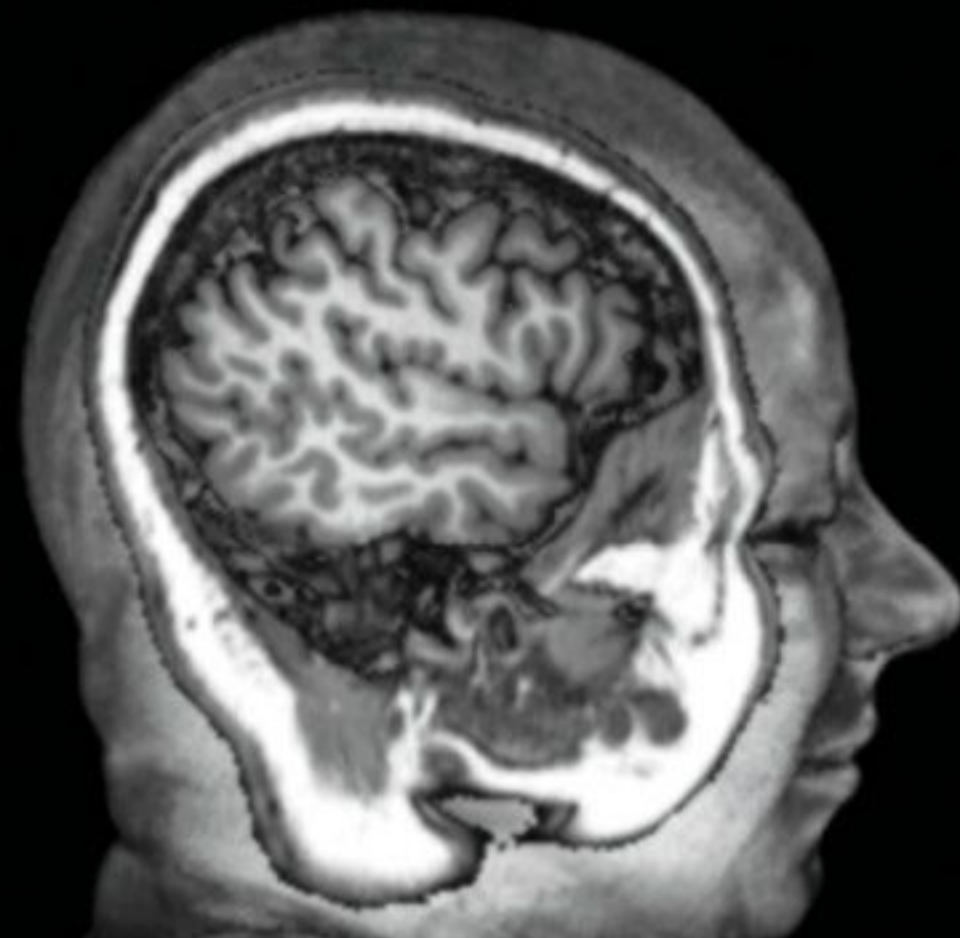
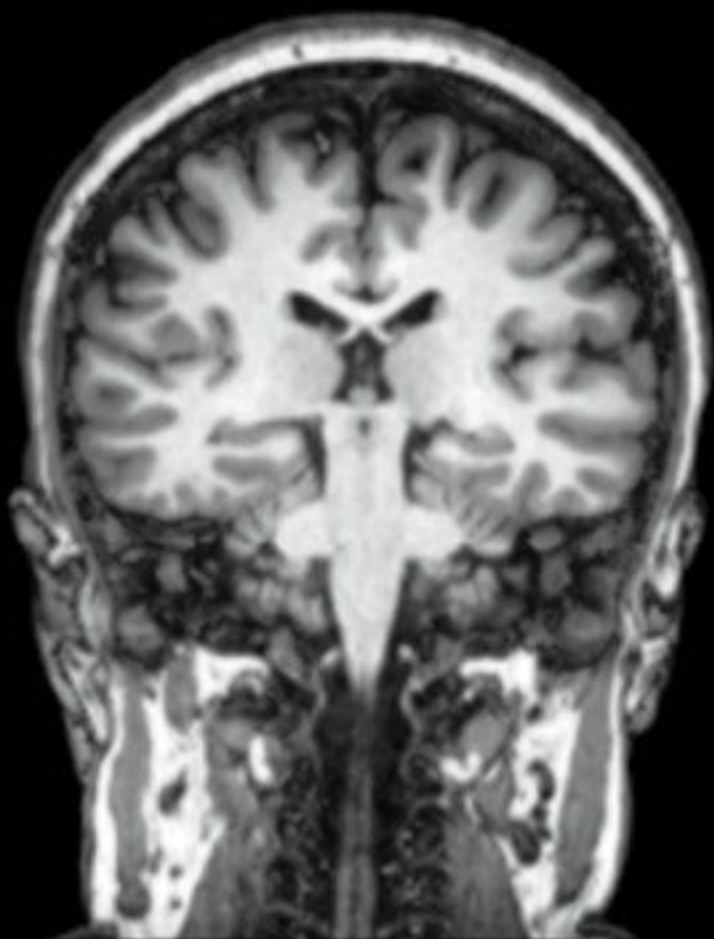
The main financial contributors to the Institute over the years have been the Government of India and UNESCO. In 2016, the primary contributor to the Institute was the Government of India, providing \$ 2.39 million in voluntary contribution. The contributions from the Government of India supported 18 staff from UNESCO MGIEP, whereas the Director and Administrative Office costs were supported by UNESCO.

Additionally, the Institute undertook several fund-raising initiatives to raise capital from private and public donors such as the contribution received from UNICEF in a joint activity between the UN and Google. UNESCO MGIEP is committed in its efforts to continue raising funds to on-board additional resources in order to facilitate the growth of the Institute.



Unity in Diversity

While there may be some similarity in our physical attributes and structure it is true that we are all unique in our own ways. Existing scientific based evidence demonstrates that our brains have the ability to be 'moulded' as a result of their 'neuroplasticity' depending on the way they are trained – through formal and informal learning systems. Based on research and scientific evidence, UNESCO MGIEP has identified four competencies that it believes are essential to impart to youth in order to address 21st century challenges: critical inquiry, mindfulness, empathy and compassion.





United Nations
Educational, Scientific and
Cultural Organization



Mahatma Gandhi Institute
of Education for Peace
and Sustainable Development

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