

Transforming Education for Humanity

**ANNUAL
REPORT**

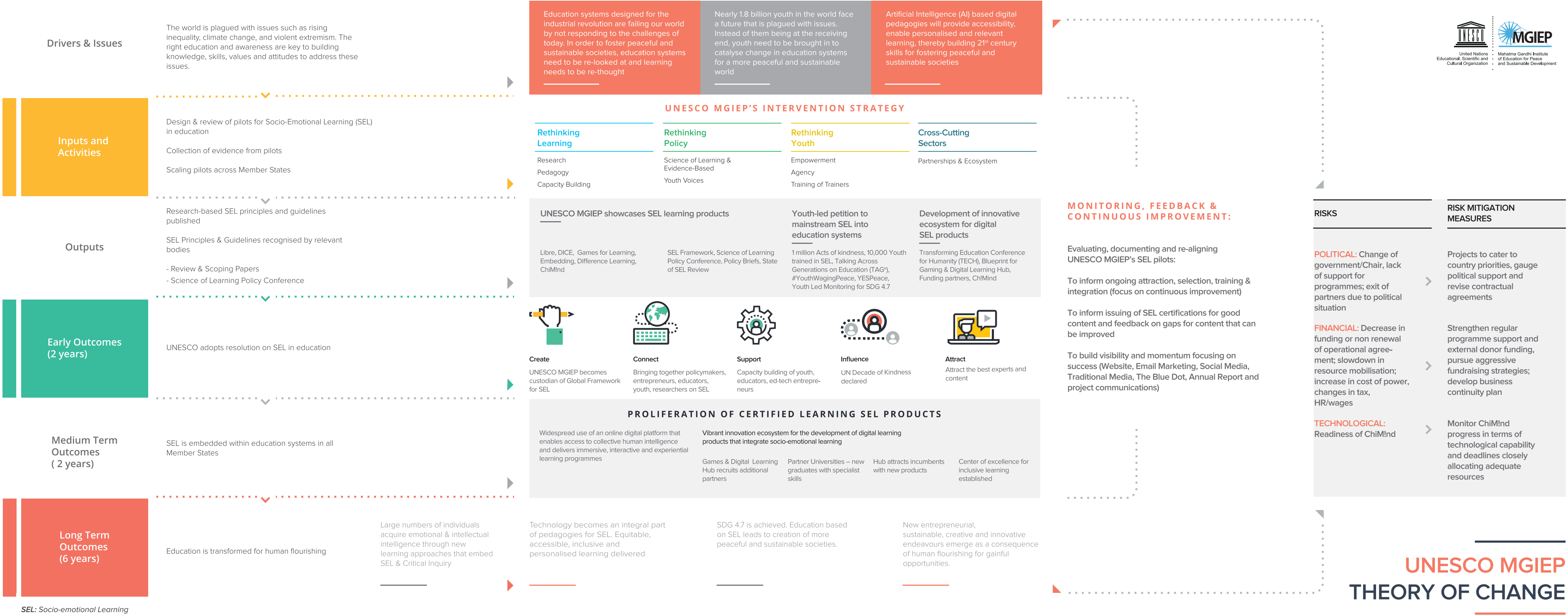
2017/18



United Nations
Educational, Scientific and
Cultural Organization

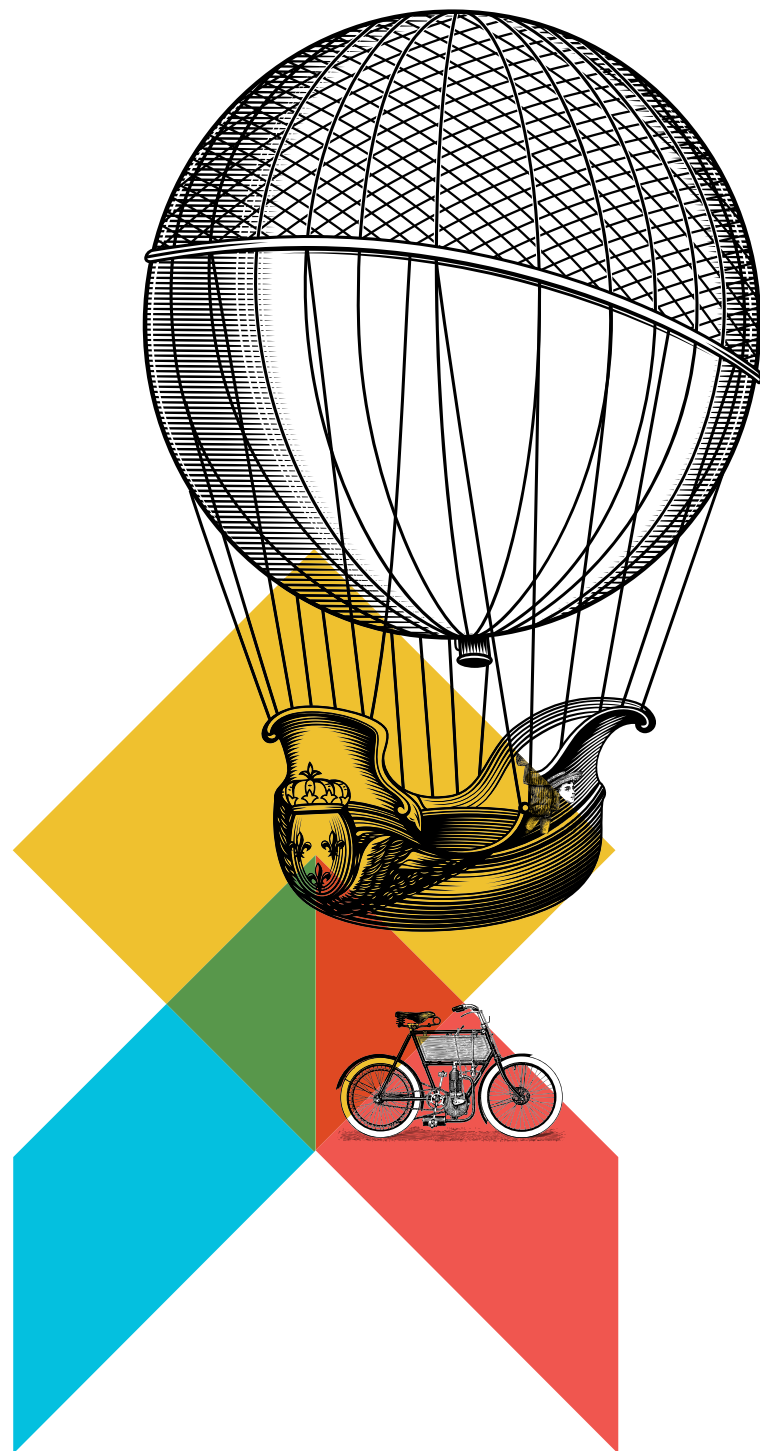


Mahatma Gandhi Institute
of Education for Peace
and Sustainable Development



UNESCO MGIEP
THEORY OF CHANGE

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UNESCO MGIEP's Manifesto

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

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

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

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

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



Director's Message



In 2015, 193 countries signed an ambitious set of 17 global Sustainable Development Goals (SDGs). Goal 4 explicitly called for inclusive and equitable quality education, and the promotion of lifelong learning. However, there has been little discussion on the design of an education system to ensure this.

The present education system was conceived at the start of the industrial revolution and was designed to build basic technical skills considered necessary in the modern industrial world, primarily those of literacy and numeracy.

While such a system has worked successfully in supporting economic growth in the most efficient

manner, it has also led to increasing violence, unhappiness, insecurity and poor interpersonal relationships.

In 2017, UNESCO MGIEP continued to contribute to the 2030 Global Agenda on SDG 4 and, in particular, Target 7 with its focus on building socio-emotional learning, innovating digital pedagogies and integrating these into education systems. The Institute successfully held its first international ed-tech conference titled Transforming Education Conference for Humanity (TECH) 2017, in partnership with the State Government of Andhra Pradesh and the Ministry of Human Resource Development, Government of India. The Conference focused on digital pedagogies for building peaceful and sustainable societies through 21st century skills, schools and policies.

TECH 2017 attracted over 1,700 delegates globally and involved the signing of two key Memorandums of Understanding (MOUs). The first MOU involved the development of a blueprint for the set-up of a unique Games & Digital Learning Hub with the State Government of Andhra Pradesh and the Economic Development Board of Andhra Pradesh. The second MOU was for a partnership between Samsung India and UNESCO MGIEP to launch virtual reality and educational content for UNESCO Heritage sites in India, the first of which was released at TECH 2017 for the Sun Temple in Konark.

Further, the Institute progressed in the development of its unique and innovative toolkit for socio-emotional learning, titled Libre, which draws from

the learning sciences, including the neurosciences of learning. An international workshop held in New Delhi in August 2017 drew a team of teachers, principals and policymakers from ten countries. Post this workshop, ten countries were identified to implement a three-year pilot to evaluate the curricula before scaling up across more Member States.

Additionally, the Embedding Guidebook was launched at the annual APMED conference in Bangkok in July and the Institute signed a Partnership Agreement with the State Government of Sikkim, India, to integrate sustainable development in the State's primary textbooks of core subjects.

The Talking Across Generations on Education (TAG^e) initiative has been extremely successful and the franchise model, aptly named iTAG^e (in which "i" stands for "independent"), was introduced in 2017. The iTAG^e model has shown some early promises with two iTAG^e s organised in 2017; the first by the President of the General Assembly of the United Nations for the special high-level discussion on SDG 4.7 and the second in Germany organised by the youth network AYUDH.

Further, the Institute has been active on the policy front. In the 2016 UNESCO Conference on Prevention of Violent Extremism through Education (PVE-E) held in New Delhi, a plea was made by the youth, in which they strongly expressed that the existing guides and manuals really did not speak to them. The outcome of that plea is what I would consider the first completely youth led guide for PVE-E, titled '#YouthWagingPeace' launched at the UNESCO General Conference in November 2017. Additionally, The State of Education for Peace, Sustainable Development and Global Citizenship (EPSG) Review, conducted across 22 countries in the Asia-Pacific region, was completed and launched at the UNESCO General Conference in November 2017. The report highlights some key policy inconsistencies in many countries with regard to implementing SDG 4.7 as well as important lessons and policy recommendations.

Partnerships are key for the success of UNESCO MGIEP's activities. In 2017, the Institute developed a number of strategic partnerships with state and national governments, educators, the civil society, corporations and, most importantly, the youth. Some key partnerships established last year include the State Government of Andhra Pradesh, the Economic Development Board of Andhra Pradesh, the Australian Government, Microsoft, Samsung India, Veative, McGrawHill, Dassault Systemes, Ubisoft, ISTE, among others.

2017 was a pivotal year as the first external evaluation of the Institute was undertaken. The external evaluation assessed the relevance and overall performance of UNESCO MGIEP, focusing on the Institute's first five years of operation (2012-2017). **The findings of the External Evaluation Report indicate that since its inception, the Institute has achieved an impressive array of programmatic results over a short period of time.**

UNESCO MGIEP is committed to bringing credible science to policymaking in the field of socio-emotional learning using innovative digital pedagogies, in order to contribute to achieving SDG 4.7. I wish to thank our respected Governing Board members for their ongoing support and guidance, and look forward to a rewarding year ahead.

Dr. Anantha K. Duraippah
Director, UNESCO MGIEP

Message from the Governing Board

Reflections on the past four years



DR. KARAN SINGH

CHAIR, UNESCO MGIEP GOVERNING BOARD,
FORMER MEMBER OF THE RAJYA SABHA,
PARLIAMENT OF INDIA

The UNESCO MGIEP was established with a vision to assist in developing more peaceful and sustainable societies around the world through education. In the last four years, the Institute has made significant contributions to the research, design and implementation of innovative pedagogies. **I congratulate the Institute on the expansion of its youth initiatives such as the YESPeace Network and TAG^e as well as the development of the first-ever youth-led guide on Preventing Violent Extremism.** Additionally,

the launch of two new publications on 'Rethinking Schooling' and 'Textbooks for Sustainable Development: A Guide to Embedding' are likely to contribute to policy changes in education systems and facilitate the development of more peaceful societies. **Furthermore, UNESCO MGIEP is making headway in building socio-emotional learning in education systems and focusing on developing innovative pedagogies such as games and virtual reality for learning with partners.** The TECH 2017 conference, which focused on digital pedagogies showcased some of the global interventions in digital methods of teaching for educators, policy-makers and practitioners. These initiatives have helped place the Institute on the global map as a center of excellence for research in education, and I look forward to the Institute scaling great heights in the future as it pursues the UN SDG 4.7. It has been my privilege to be associated with this Institution as Chair of the Governing Board since its inception.



MILA THOMAS FULLER

PRESIDENT, BOARD OF DIRECTORS,
INTERNATIONAL SOCIETY
FOR TECHNOLOGY IN EDUCATION (ISTE)

As I reflect on the goals of UNESCO MGIEP, I appreciate the significant work that has been undertaken, with excellence, since the inception of the Institute.

Reflecting on the development of the Rethinking Learning & Innovations Programmes, the Youth Programme and the Rethinking Policy Programme, UNESCO MGIEP has made an impact in the field by providing meaningful resources, such as: Talking Across Generations on Education event, Embedding Guidebook, Libre, DICE (Digital Intercultural Dialogue Education toolkit), World Rescue (SDG-based digital game), and a publication titled, "Empathy and Compassion through games: The limits and strengths of using digital games as empathy machines".

UNESCO MGIEP culminated the year by successfully launching, in collaboration with the Government of India, the TECH Conference. This conference was an outstanding success and has created energy, excitement, and awareness that has been amplified through the global thought leadership that participated and the digital footprint that continues to extend learning through new connections made and insights gained. **The high-quality programmes, resources, and research will shape discussions around theory-to-practice and innovation in transforming education, as a result of the increased awareness and impact that UNESCO MGIEP has created.**

Upon reflecting on the work, it is clear that UNESCO MGIEP is positioned to shape national policy and curricula within Asia through Global Citizenship Education (GCED) and Education for Sustainable Development (ESD), and in supporting UNESCO Member States around the world in the developing national plans for the implementation of SDG 4.7 on Education for Peace, Sustainable Development and Global Citizenship. Without a doubt, UNESCO MGIEP has become a leader in providing research, resources, and creating outlets for innovative discussions for stakeholders interested in transforming education.



While these words are easy to type, I sincerely applaud the staff on the ability to make these programmes — from inception to reality — seem effortless. These resources will truly impact many generations to come. I would like to commend Dr. Anantha Duraiappah for his leadership and to the entire staff of UNESCO MGIEP for their hard work while meeting the goals of the Institute. I would also like to thank Dr. Karan Singh for his leadership of our Governing Board. His wisdom and expertise have been instrumental in strategic discussions and in providing the right direction.



KRISTIAN B. HAPVIKEN
RESEARCH PROFESSOR, PEACE RESEARCH
INSTITUTE OSLO (PRIO), NORWAY

In our joint effort to build sustainable, peaceful and tolerant societies, I can think of no arena more

important than education. This is the starting point for the founding of UNESCO MGIEP, which has become a global powerhouse for new approaches to education. UNESCO MGIEP is at the forefront in adapting new technologies, as demonstrated in the very impressive event – TECH – hosted in Visakhapatnam in December 2017. **The success of the Institute is in large part due to its working partnerships with governments, educators, civil society – and most importantly, with youth.**

UNESCO MGIEP commands a rare combination of intellectual courage and practical rootedness, which allows it to be usefully radical. As a Board Member of UNESCO MGIEP, I have learnt a lot. The Institute punches well above its weight, yet is still not more than a toddler, and, looking ahead, we have every reason to expect great contributions on how we conceptualise and organise education in our societies.



VIRGINIA A. MIRALAO
SECRETARY GENERAL, UNESCO NATIONAL
COMMISSION OF THE PHILIPPINES

I have, on other occasions, expressed my congratulations and appreciation for UNESCO MGIEP's excellent work, owing in no small measure to the able leadership of its Director and to the dedication of its energetic and talented staff. This time as an outgoing member, I wish to convey my

joy at having been a part of UNESCO MGIEP's first Governing Board and for the stimulating discussions and interactions that ensued during our Annual Meetings. It was a delight to listen to and learn from the Institute's Chair, eminent scholar on Indian culture, Dr. Karan Singh; and from the views and perspectives of fellow Board Members coming from everywhere else and occupying a variety of posts and professions in their own countries and regions. The international character of its Governing Board lends UNESCO MGIEP the unique advantage of drawing wisdom and innovative ideas from the distinct nationalities, generations, expertise and experiences of its Governing Board Members. I believe this will be a source of continuing strength for UNESCO MGIEP in coming years.



Outcome of External Evaluation

A Summary

The External Evaluation of the Institute, conducted in 2017, assessed the relevance and overall performance of UNESCO MGIEP, focusing on the Institute's first five years of operation (2012-2017). Given UNESCO MGIEP's relatively young age, this evaluation was forward-looking in nature. The findings of the External Evaluation Report indicate that since its inception, the Institute has achieved an impressive array of programmatic results over a short period of time. The Institute is engaged with a wide variety of partners, reaching a broad cohort of people, especially the youth. The Report explains that "UNESCO MGIEP's programmes are well formulated, dynamic and "outside-of-the box" and that the Institute pushes boundaries in its work by promoting technology and integrating concepts such as mindfulness and empathy into learning."

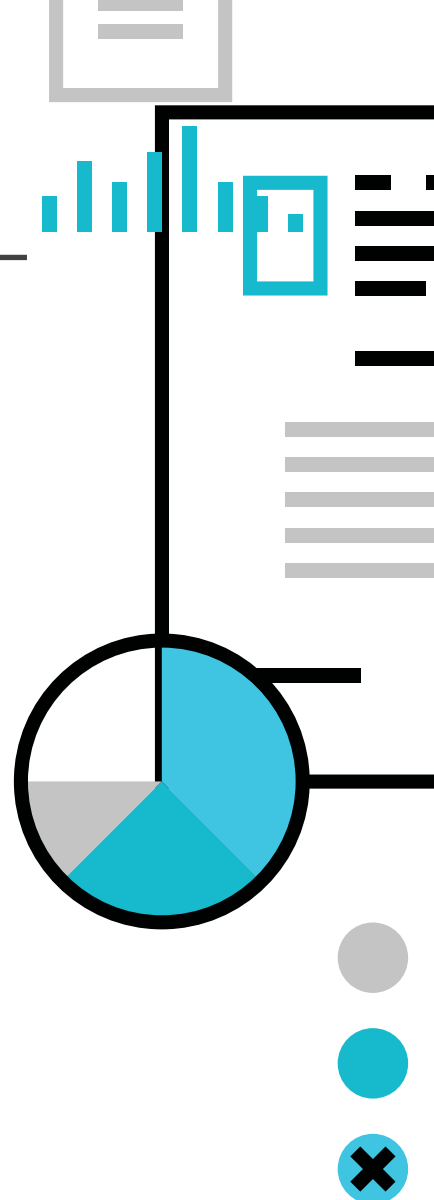
"MGIEP is almost more akin to a start-up company than a traditional UN organisation"

Key highlights of UNESCO MGIEP's programmatic work include the Talking Across Generation (TAG^e) initiative, which has the potential to become a franchise model for the Institute; promoting games-based learning, and the YESPeace network, which has been selected as one of the flagship programmes for the youth priority area of the Global Action Plan on-Education for Sustainable Development (GAP-ESD).

" Overall, MGIEP's programmes are well - formulated, dynamic and "outside-of-the-box". The Institute is seen as a 'hot-house' for ideas, with a number of truly innovative programmes emerging".

As programmes have matured and grown, a challenge identified by the Report is to sharpen the Institute's programmatic focus by scaling up programmes that have proven successful and in which UNESCO MGIEP has a competitive advantage.

The Report suggests that UNESCO MGIEP's programmes align well with UNESCO's 38C/5 Work plan, the global ESD agenda and Sustainable Development Goal (SDG) 4.7.



About UNESCO MGIEP

The Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), located in New Delhi, India, was established with the support of the Government of India and is an integral part of UNESCO. It is the first and only category 1 Research Institute in Asia Pacific and focuses on achieving the **Sustainable Development Goal (SDG) 4.7** towards education to foster peaceful and sustainable societies. In this, the Institute is guided by its vision of ‘transforming education for humanity’.

United Sustainable Development Goal 4:
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

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 former 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.

UN SDG 4.7:
By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development

In an age of rapid change, characterised by exponential economic growth, increasing population, rise in violent extremism, climate change, globalisation and rising inequalities, the 21st century poses a unique set of challenges. To contend with these interconnected global issues, education systems will need to develop new and innovative approaches – operating across all levels – from governmental policies to classroom



teaching methods and informal learning in order to empower young people to adapt to their changing environments and to be equipped to address some of these challenges.

UNESCO MGIEP seeks to reorient learning spaces that promote sustainable lifestyles, a culture of peace and non-violence, and an appreciation of cultural diversity. Based on the neuroscience of learning, the Institute envisions new education systems that build emotional and intellectual intelligence (by fostering competencies of critical inquiry, empathy, compassion and mindfulness through the whole brain approach to education) and use digital pedagogies to foster peaceful and sustainable societies to achieve the SDG 4.7

UNESCO MGIEP operates on a global mandate and focuses its programmes in the following areas:

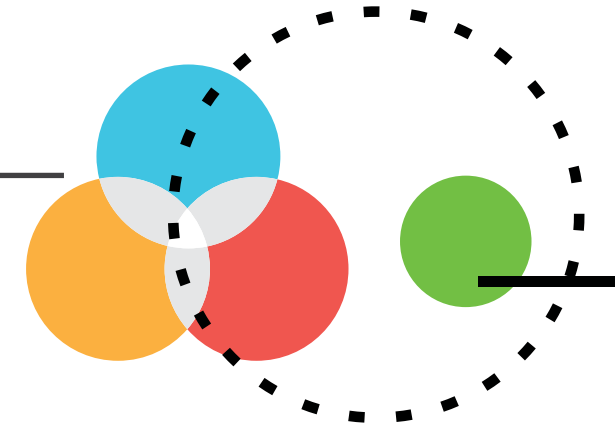
■ Education

Drawing from the learning sciences, including the neuroscience of learning and educational psychology, the Institute envisions new education systems that foster intellectual intelligence and emotional intelligence through the development of socio-emotional competencies in learners using

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

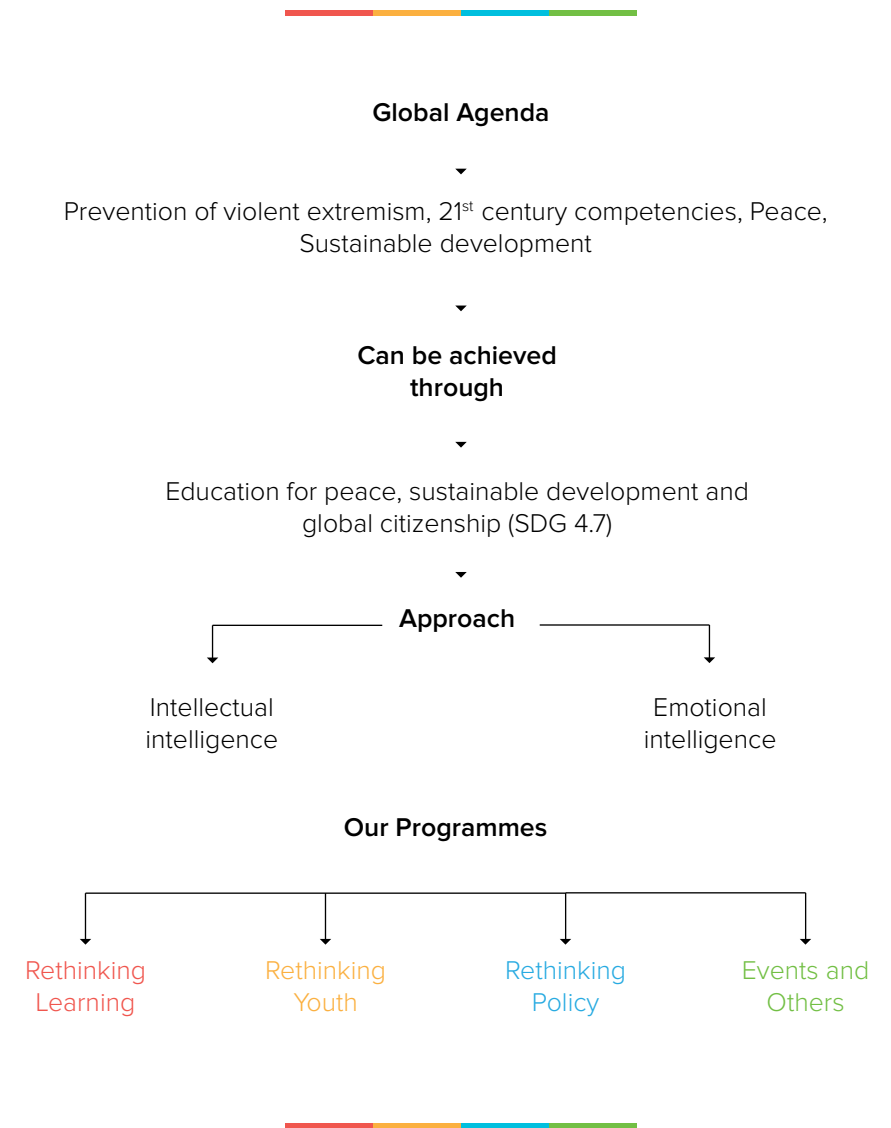
■ Peace and Sustainable Development

UNESCO MGIEP seeks to transform education in a way that leads to peace and sustainable development. The Institute seeks to reorient formal and informal learning spaces such that they incorporate education for peace and sustainable development.





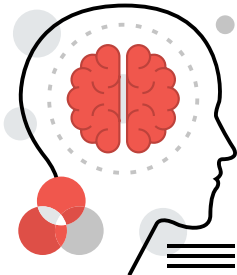
Programmes & Projects



■ Programmes & Projects (2017)

 Rethinking Learning	 Rethinking Youth	 Rethinking Policy	 Events and Others
Libre	YESPeace	Futures Workshop	TECH
DICE - The Learning Labs	Talking Across Generations on Education (TAG ^e)	Academic Publications	Distinguished Lectures Series
Games for Learning	#YouthWagingPeace		
Review and Assessments for SDG 4.7			
Embedding			
Difference Learning			
Virtual Reality for Learning			
Communications			
Financials			

■ About our Programmes



Rethinking Learning: The Rethinking Learning Programme of UNESCO MGIEP includes a suite of projects that propose innovative pedagogies that are learner-centric, interactive, immersive and experiential (employing the digital medium, in particular gaming) and focus on the development of ‘emotional intelligence’ with ‘intellectual intelligence’ among young learners.



Rethinking Youth: UNESCO MGIEP believes the youth are capable agents of change, social transformation, peace and sustainable development. This programme focuses on empowering the youth in SEL as well as enabling young people to transform and scale non-formal, informal and formal education systems through innovative digital pedagogies, inter-generational dialogues and youth-led policy briefs and publications.



Rethinking Policy: The Rethinking Policy Programme supports the Rethinking Learning & Youth Programmes of UNESCO MGIEP and aims to mainstream socio-emotional learning and innovative, immersive and experiential digital pedagogies in education systems.



■ Summary of Activities 2017

Month		
January		
Key Activities	- Launch of YESPeace South Africa Chapter, Cape Town, South Africa	
February		
	- Parents Empowerment Network for Learning Differences, New Delhi, India	
March		
	- Launch of World Rescue at the UNESCO Week for Peace and Sustainable Development in Ottawa, Canada	
	- TAG® at UNESCO Week for Peace and Sustainable Development in Ottawa, Canada	
	- YESPeace Workshop announcing the first ever YESPeace champion at the UNESCO Week for Peace and Sustainable Development in Ottawa, Canada	

April		
	- Launch of YESPeace Pakistan Chapter, Islamabad, Pakistan	
	- Keynote address by Dr. Anantha Duraipah at the AFS Asia Pacific International Forum, New Delhi, India	
May-June		
	- Summer Reading Camp for Difference Learning, New Delhi, India	
July		
	- Launch of 'Textbooks for Sustainable Development: A Guide to Embedding' at APMED III, Bangkok, Thailand	
	- Workshop to culminate the DICE pilot – The Learning Labs curricula in 5 countries, New Delhi, India	
	- First iTAG® on the role of education in sustainable development, Brombachtal, Germany	
	- YESPeace Pakistan organises youth workshops in Islamabad & Lahore, Pakistan	
	- Release of The Blue Dot – Issue 6 titled 'Rewiring The Brain To Be Future Ready'	

Month

Key
Activities

August

- Capacity-building workshop for educators on preventing violent extremism through education
- YESPeace Pakistan partners co-lead youth workshop, Lahore, Pakistan
- Youth Round Table with the UN Youth Envoy on Youth and SDGs, New Delhi, India
- Youth TownHall with the Former Director-General, UNESCO and Dr. Karan Singh, New Delhi, India



September

- Training of Youth in Global Citizenship and Interfaith Peace Building, New Delhi, India



October

- Second Ahinsa Lecture by Nobel Laureate, Ms Tawakkol Karman at UNESCO Headquarters, Paris, France
- First Futures Workshop, IIEP, Paris, France
- YESPeace conducts two workshops in Cape Town, South Africa



November

- Launch of 'Rethinking Schooling for the 21st Century'- on the State of Education for Peace, Sustainable Development and Global Citizenship in Asia at the 39th UNESCO General Conference, Paris, France and South Asia launch at New Delhi, India
- Launch of the #YouthWagingPeace at the 39th UNESCO General Conference, Paris, France
- YESPeace Africa hosts National Youth Assembly for 650+ delegates in Arusha, Tanzania
- YESPeace India organises a three-day training workshop for youth on Breaking Stereotypes in New Delhi, India
- Showcased Cantor's World at the Ninth Biennial Conference of Indian Society of Ecological Economics, Thrissur, India



December

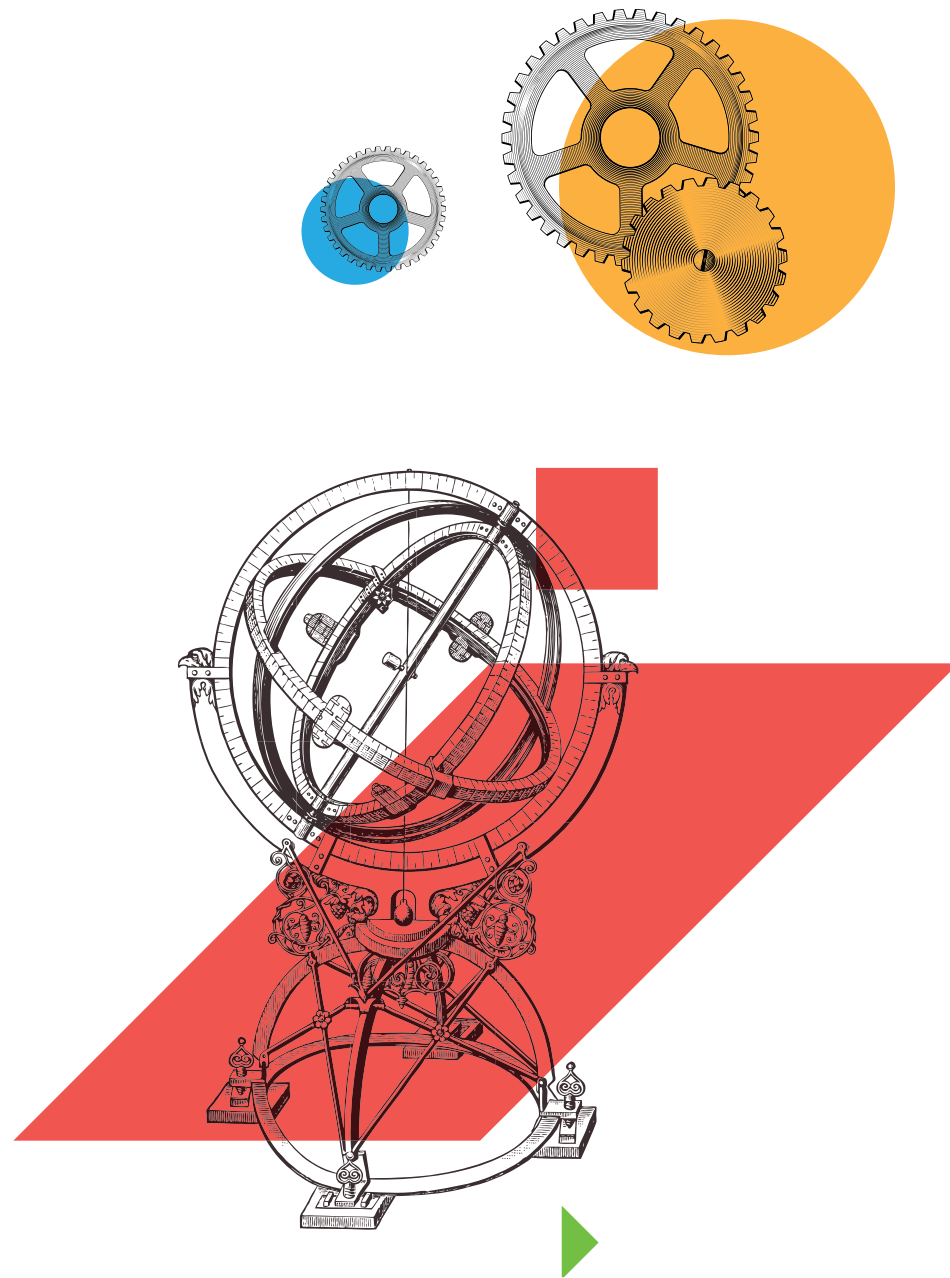
- First Transforming Education Conference for Humanity (TECH) 2017, City of Visakhapatnam, State of Andhra Pradesh, India



January-February 2018

- Signing of Partnership Agreement with the State of Sikkim, India, to embed concepts of peace, sustainable development and global citizenship in textbooks
- Training Workshop for textbook authors in the State of Sikkim, India
- Games & Digital Learning Hub Workshop held in the City of Visakhapatnam, State of Andhra Pradesh, India
- Release of The Blue Dot – Issue 7 titled 'Rethinking Learning'





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Rethinking Learning

The Rethinking Learning Programme focuses on rethinking education systems for all learners to incorporate the innovative whole-brain approach to learning. This integrates SEL with the aim to simultaneously develop emotional intelligence and intellectual intelligence using digital pedagogies.

Key Highlights ➤



Games for Learning

- World Rescue launched by the Director-General, UNESCO at the UNESCO Conference in Ottawa; 13,000 downloads on Android and iOS (March, 2018)
- Showcased Cantor's World at the Ninth Biennial Conference of Indian Society of Ecological Economics
- Signing of a Memorandum of Understanding (MOU) with the School Education Department of the State of Andhra Pradesh and the Economic Development Board to develop a blueprint for the set-up of a Games & Digital Learning Hub in Visakhapatnam City, State of Andhra Pradesh, India.



DICE – The Learning Labs

- Phase II of DICE – The Learning Labs comprised a pilot of the DICE curricula in 5 countries, concluding in a 3-day workshop in New Delhi, India



Embedding

- Embedding Guidebook launched at the 3rd Asia-Pacific Meeting on Education 2030 (APMED III) in Bangkok, Thailand
- Signing of a Partnership Agreement with the State of Sikkim, India, to embed concepts of Peace, Sustainable Development and Global Citizenship in textbooks for the schools of Sikkim



Libre

- Lesson Plan created on education for global citizenship for UNESCO MGIEP's flagship project focused on socio-emotional learning, 'Libre'
- Countries identified for pilot phase

Key Highlights ➤



Difference Learning

- Development of an online app for teachers to screen primary school children for learning disabilities
- Summer reading camps for children and training workshops for teachers and psychologists in Difference Learning



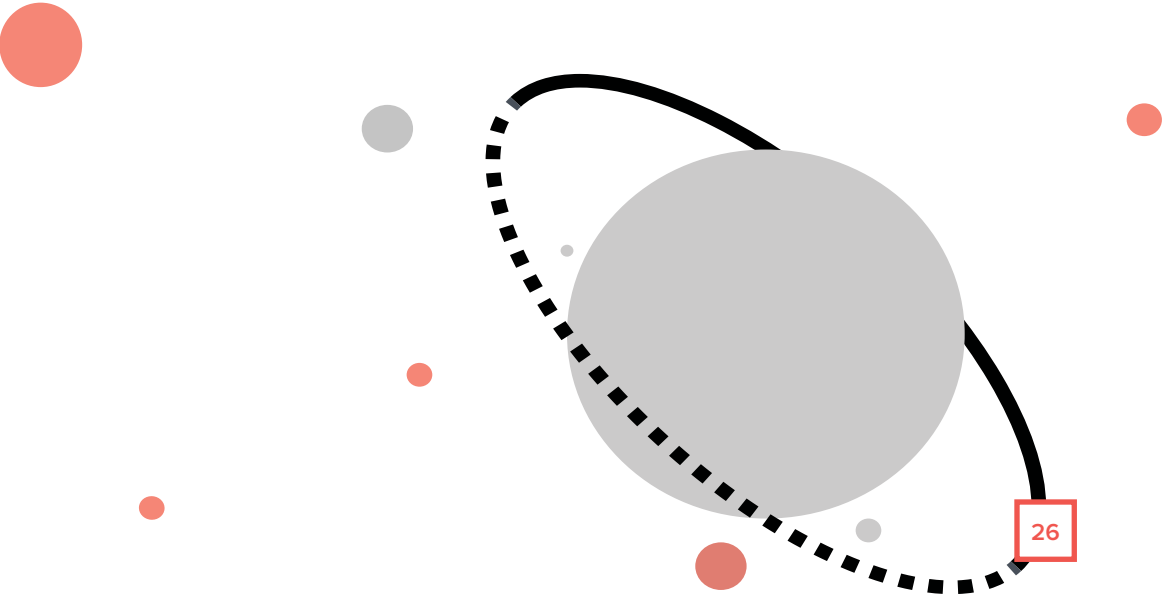
Virtual Reality for Learning

- Signing of MOU with Samsung to create educational and virtual reality content for UNESCO Heritage sites in India
- Virtual Reality film on the Sun Temple in Konark unveiled at TECH 2017
- Launch of the Virtual Reality film on the Taj Mahal at the UP Investors Summit, Lucknow, India



Review & Assessments

- Report titled 'Rethinking Schooling for the 21st century' on the State of Education for Peace, Sustainable Development and Global Citizenship in Asia, launched at the 39th UNESCO General Conference, Paris, France
- The South Asia launch of 'Rethinking Schooling' was held in New Delhi, India





Games for Learning

UNESCO MGIEP, through its Games for Learning project, seeks to embed the core values of empathy and critical thinking in formal and informal learning spaces. 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.

■ Key Partners:

- Zu Digital
- Literary Safari
- Fields of View
- EDB
- State Government of Andhra Pradesh

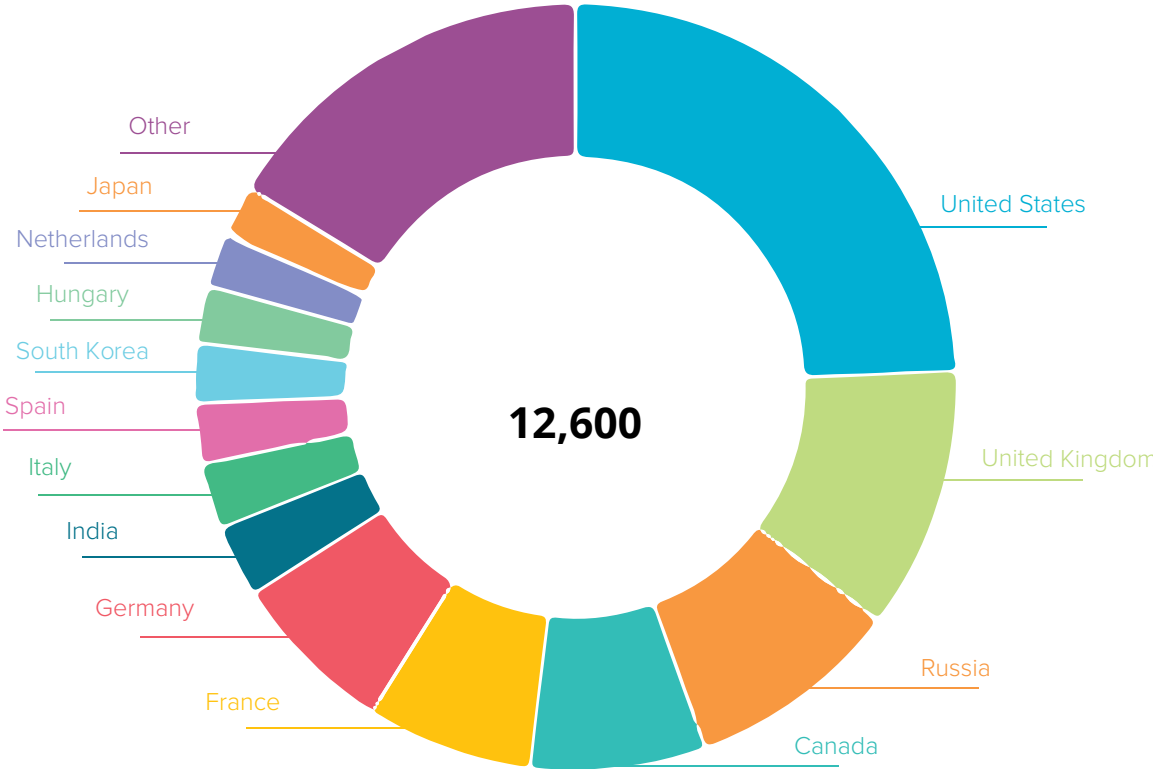
■ Key Achievements

World Rescue
World Rescue, a mobile-and narrative-based video game inspired by the Sustainable Development Goals, was launched by Ms. Irina Bokova, the former Director-General, UNESCO at the UNESCO Week for Peace and Sustainable Development in Ottawa, Canada in March 2017. Through fast-paced gameplay set in Kenya, Norway, Brazil, India, and China, the player meets and helps five

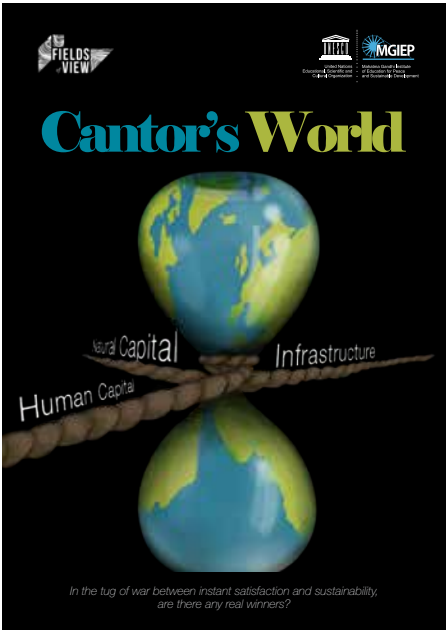


young heroes to solve global problems – such as displacement, disease, deforestation, drought and pollution – at the community level to achieve a more sustainable world. Each of the five issues that the players help to solve are mapped to one of the 17 distinct Sustainable Development Goals with the overarching theme of Quality Education (SDG 4).

Since its launch, the game has been downloaded almost 13,000 times on Android (~94%) and iOS (~6%). Further, the game has been rated 9/10 by the Children’s Technology review for its educational value. In order to support effective integration of the game in formal education systems, a structured curricula / lesson plan is being developed that will be launched in 2018.



Downloads (by country) of the World Rescue game (March, 2018)



Cantor's World
Cantor's World is a simulation game designed for the university students of economics and sustainable studies, educators and economists and mid-career policymakers to learn how the Inclusive Wealth Index (IWI) complements other indices. In the game, players experiment with policy choices and experience first-hand the tug-of-war between short-term results and long-term sustainability. A preview version of the game was released for economics' lecturers at the Ninth Indian Society for Ecological Economics (INSEE) Biennial Conference, Kila, Thrissur, India. The formal launch of the game is scheduled for 2018. In the game, players assume the role of an overarching government / decision-maker responsible for the future of a country. The game can



be played anywhere between a two-week intensive programme to a six-month semester course.

Games & Digital Learning Hub
UNESCO MGIEP signed a Memorandum of Understanding (MOU) with the School Education Department of the State of Andhra Pradesh and the Economic Development Board (EDB) at TECH 2017 for a strategic partnership to develop a blueprint for the set-up of a Games & Digital Learning Hub in the state. The Games & Digital Learning Hub will be a place where multiple stakeholders such as policymakers, knowledge and research partners, educators, learning science specialists, psychologists, technology providers, financial investors and other companies come together to



Pre-Conference Workshop: TECH 2017, Visakhapatnam City, State of Andhra Pradesh, India



Launch of World Rescue at the UNESCO Week, Ottawa, Canada

work towards development of well-designed pedagogies that build critical inquiry, cognitive skills, and social and emotional skills. The blueprint is expected to be ready in 2018, post which work on the Hub is expected to be commence.



DICE – The Learning Labs



DICE
DIGITAL
INTERCULTURAL
EXCHANGE

DICE is a technology driven, school-based project that focuses on using research techniques to understand how intercultural dialogue impacts learning, attitudes, and perceptions of school students. It has been designed to promote peer-to-peer dialogue-based learning. An important feature of DICE is the use of a digital platform, which leverages recent research that integration of digital media and technology can provide an effective instructional strategy for increasing critical thinking that is not conventional or excessively didactic. Thus by fostering collaborative learning and facilitating direct interactions amongst a culturally diverse group of learners, DICE intends to increase cross-cultural understanding and inculcate values of global citizenship in students. The project provides

innovative alternatives for teachers interested in exploring the possibilities of student-driven learning and in incorporating principles of peace and sustainability in their classrooms. Not only is the pedagogical approach new and exciting, the project is also engaging researchers using digital dialogue evaluation techniques that are being tested for the first time. The project has conducted two successful pilots, one at the local level (in New Delhi, 2016) and the second at the global level (across 5 countries).

Key Partners (schools):

- Harrisburg South Middle School, USA
- Rothaugen Skole School, Norway
- Masibambane Secondary School, South Africa
- SMK Majakir School, Malaysia
- St. Mary's Dwarka School, India

Key Activities

The pilot phase was launched in June 2015, during which the project reached out to grade 7 students (12-14 years) across 6 schools from diverse socio-economic and cultural contexts in New Delhi, India. Students connected through an online platform and held discussions on issues related to migration. The project was further redesigned and Phase II was launched with select schools from India, USA, Norway, South Africa and Malaysia. Since 2015, the project has reached over 500 students from 5 countries.

Phase II of the DICE project concluded in a three-day long workshop organised from 12-14 July, 2017,

at India Habitat Centre, New Delhi, India. Students and teachers from USA, Malaysia, India, Norway and South Africa participated in the workshop.

As part of the exercise on collaboration and cross-cultural communication, a two day workshop on participatory film making was also organised. The workshop was facilitated by the renowned film maker, Krishnendu Bose, during which students from different countries came together, brainstormed and collaboratively developed an idea for a film titled, 'Candy Chaos'. The film highlights the oneness of humankind and similarities in spite of differences and is available online: <http://bit.ly/2qfDFy>

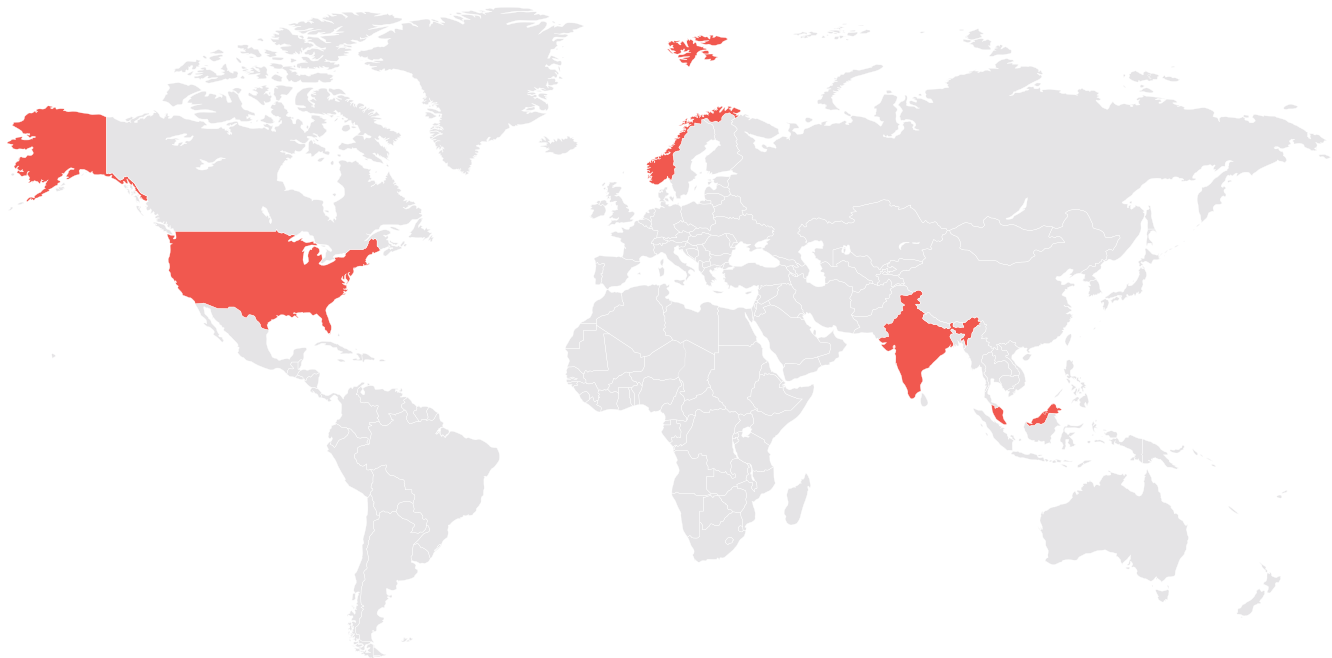


Phase II of the DICE project, New Delhi, India

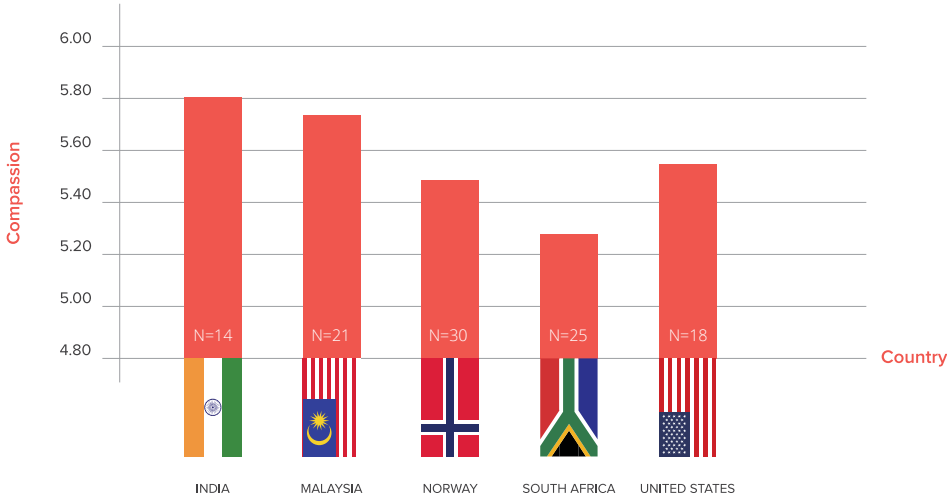
Assessment

During Phase II of the project, a preliminary analysis was conducted to assess the learning that occurred as a result of the intercultural dialogue. 'Hall of Heroes', an interactive digital game that dynamically adapts content to individual students and documents their progress towards specific measurable social goals, was used as a game for assessment. The study was conducted with middle school students from five countries – India, Norway, Malaysia, South Africa and USA. Students were asked to complete the six situations of the game without support from a teacher or researcher .

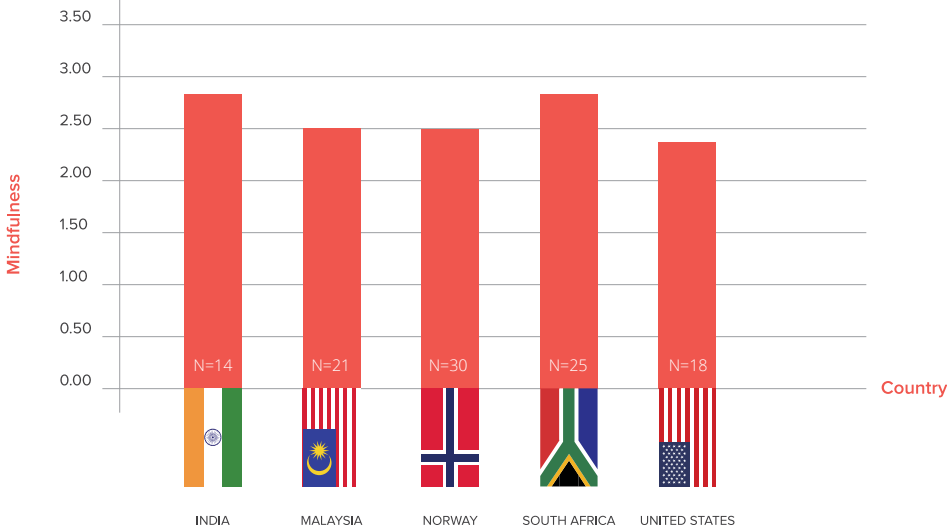
The results suggest that emotion regulation is a complex construct, which depends on multiple factors that include communication, co-operation and empathy. The results suggest that these constructs develop differently across cultures, possibly based on how they are emphasised, and need further investigation. In light of cross-cultural environments in classrooms, we hope the preliminary results of our study will be beneficial to educators for assessing socio-emotional skills in adolescent children.



Compassion Levels Across Cultures



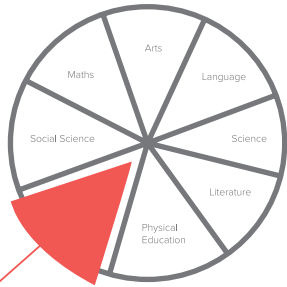
Mindfulness Levels Across Cultures





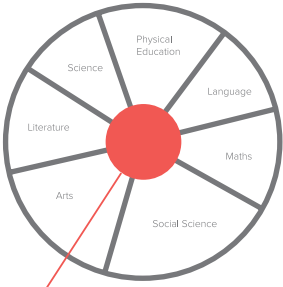
Embedding

ESD as an individual discipline

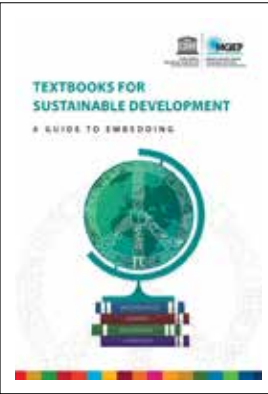


Education for Sustainable Development
a weak structure)

ESD as a multi-disciplinary subject



Education for Sustainable Development
(a strong structure)



The aim of The Embedding Project is to build the capacities of Member States to develop textbooks of the future by embedding concepts of peace, sustainable development and global citizenship in core subjects, particularly Maths, Science, Languages, and Geography.

Approach to Embedding

UNESCO MGIEP has adopted a unique ‘infusion’ approach to embedding the concepts of peace, sustainable development and global citizenship in core subjects to achieve the 2030 Agenda especially, Target 4.7. This approach is about reorienting core subjects to make them socially and globally more relevant and empowering young people to address local and global challenges with a shared respect for human dignity.

Textbooks for Sustainable Development: A Guide to Embedding

The Embedding Guide offers concrete guidance for authors of mathematics, science, language and geography textbooks on how to ‘embed’ peace, sustainable development and global citizenship in textbook content. A chapter is dedicated to each subject. The guide has been written collaboratively by about 25 experts from all parts of the world.

Key Partners

- Engagement Global gGmbH, Germany
- Georg Eckhart Institute for International Textbook Research
- South East Asian Ministers of Education Organisation (SEAMEO) Regional Centre for Educational in Science and Mathematics (RECSAM)
- University of Tsukuba, Japan, and a host of other universities

Key Achievements

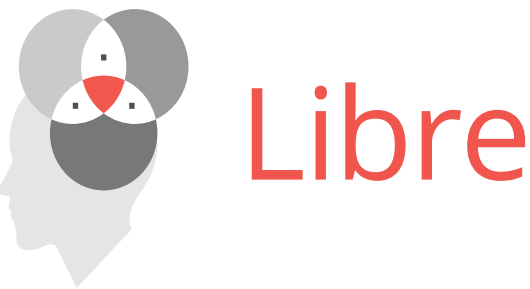
UNESCO MGIEP launched ‘Textbooks for Sustainable Development: A Guide to Embedding’, an international guidebook on embedding concepts of peace, sustainable development and global citizenship in textbooks of core subjects at the 3rd Asia Pacific Meeting on Education 2030 (APMED III) in Bangkok, Thailand.

Following up to the launch, a Partnership Agreement was signed between the Human

Resource Development Department (HRDD) of the State Government of Sikkim, India with UNESCO MGIEP to embed concepts of Peace, Sustainable Development and Global Citizenship in textbooks of core subjects for the schools of Sikkim. The project will be implemented by the State Council of Education, Research and Training (SCERT) and through a third-party partnership with Ajim Premji University, Bangalore. After signing the agreement with UNESCO MGIEP, Sikkim became the first state in the country to have School Education for Sustainable Development (ESD) and Global Citizenship Education (GCED).



Launch of the Embedding Guidebook, APMED III, Bangkok, Thailand



The present education system was conceived at the start of the industrial revolution and was designed to build basic technical skills considered necessary in the modern industrial world, primarily those of literacy and numeracy. While such a system worked successfully in fulfilling the needs of a work force necessary to create “man” factories and support increasing economic growth in the most efficient manner, it has also led to increasing violence, unhappiness, insecurity and poor interpersonal relationships. The resulting utilitarian model of education has led to a gradual decline in “human flourishing”.

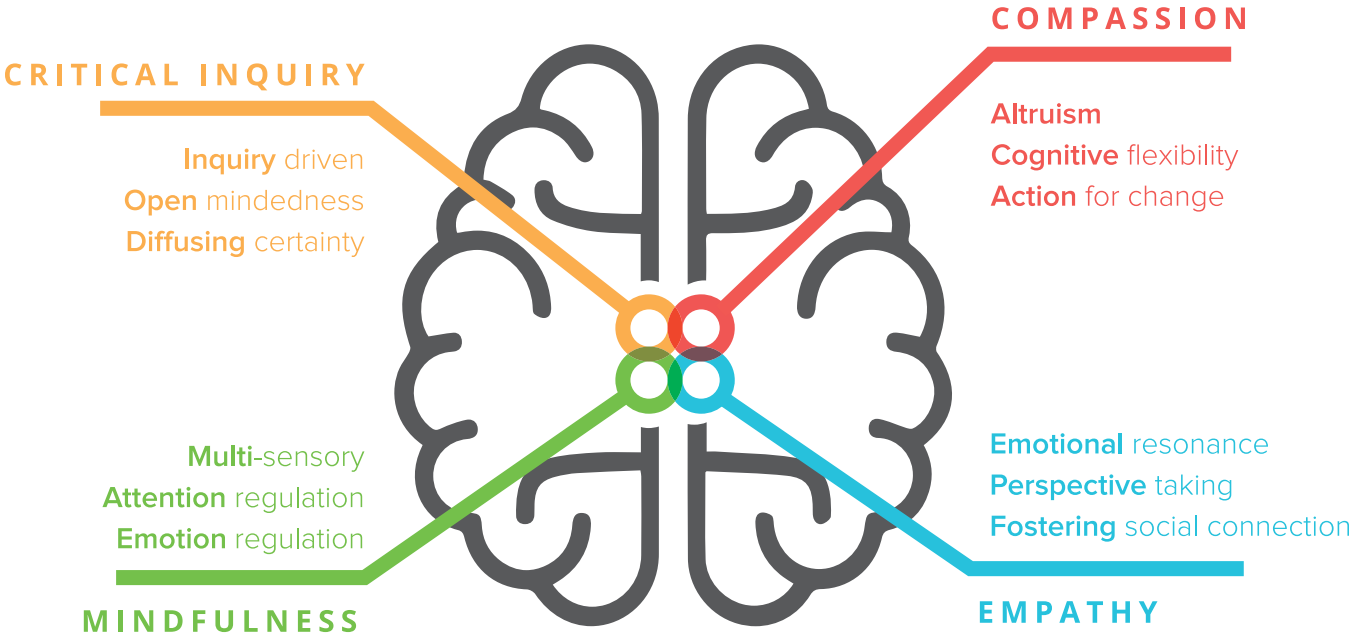
UNESCO MGIEP proposes a new integrated model of education titled ‘Libre’, which is focused on advancing human flourishing.

Under the Libre approach, education systems will focus on building both intellectual and emotional intelligence. Recent brain research shows that

students need to be ‘socially aware’ and ‘emotionally connected’ before they can learn effectively. The 3R’s of socio-emotional learning (SEL) are therefore Attention Regulation (AR), Emotion Regulation (ER) and Cognitive Regulation (CR).

Specifically, to develop socio-emotional competencies, Libre will train learners in four core skills, which include: (i) mindfulness or awareness; (ii) empathy; (iii) compassion; and (iv) critical inquiry. While empathy and compassion are the basis for human connections, we also need a rational temper and critical inquiry abilities to realise a compassionate society. Necessary for learning all the above is the training of mindfulness, which is the ability to cultivate conscious awareness of attention, emotion and thought.

The Libre project proposes to embed such SEL in the education system and will focus on training teachers and middle school students (approximately 40 per school) in the age group 12-14 years.



■ Key Achievements:

During 2017, 10-weeks of course content was developed on mindfulness, empathy and compassion training. Additionally, a successful workshop was held in August with international educators and policymakers from 10 countries on prevention of violent extremism. In this workshop, the participants were introduced to critical inquiry and mindfulness, empathy and compassion training as pedagogical approaches to build intellectual and emotional resilience. Further, the Libre project is ready for pilot testing in ten countries, to be conducted in 2018.

■ Libre attributes

- Deep understanding of global issues, their interconnections between global, national and local systems and processes
- Skills for independent rational inquiry and critical thinking
- Empathy and compassion for others and the environment
- Recognition and acceptance of diversity and multiple identity in society



Difference Learning

5-15% of children have some form of learning differences

One in five people, that is, approximately 5-15 per cent of children, have some form of learning differences (the 4Ds — Dyslexia, Dyspraxia, Dyscalculia and Dysgraphia). The causes for the 4Ds are neurobiological and genetic. This large percentage of children remains unidentified and hence, sidelined. SDG 4 cannot be completely achieved till this large number of children remain unheard and unseen. With an aim to contribute towards SDG 4.7, UNESCO MGIEP has undertaken the Difference Learning project to foster a deeper understanding of learning differences that might emerge across individuals.

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.

Key Partners

- Orchids Foundation
- Sanjha
- Design Innovation Centre, Delhi University

Key Achievements

In 2017, UNESCO MGIEP developed a platform titled SixthSpace, which is a complimentary, online resource that is aimed at providing parents, teachers and students with the information, tools and advice related to learning differences. Additionally, an online app was developed for teachers to screen primary school children for learning disabilities.



Reading Camps, New Delhi, India

Further, UNESCO MGIEP organised numerous summer reading camps and training workshops for teachers to impart reading skills and identify learning disabilities.



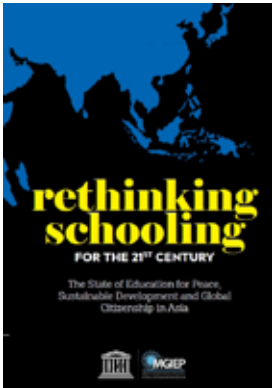
Talk on Difference Learning, TECH 2017, Visakhapatnam City, State of Andhra Pradesh, India

Through the Difference Learning project, discussions were advanced with the State Government of Andhra Pradesh to develop the first dyslexia education centre for inclusive education.



Review and Assessments

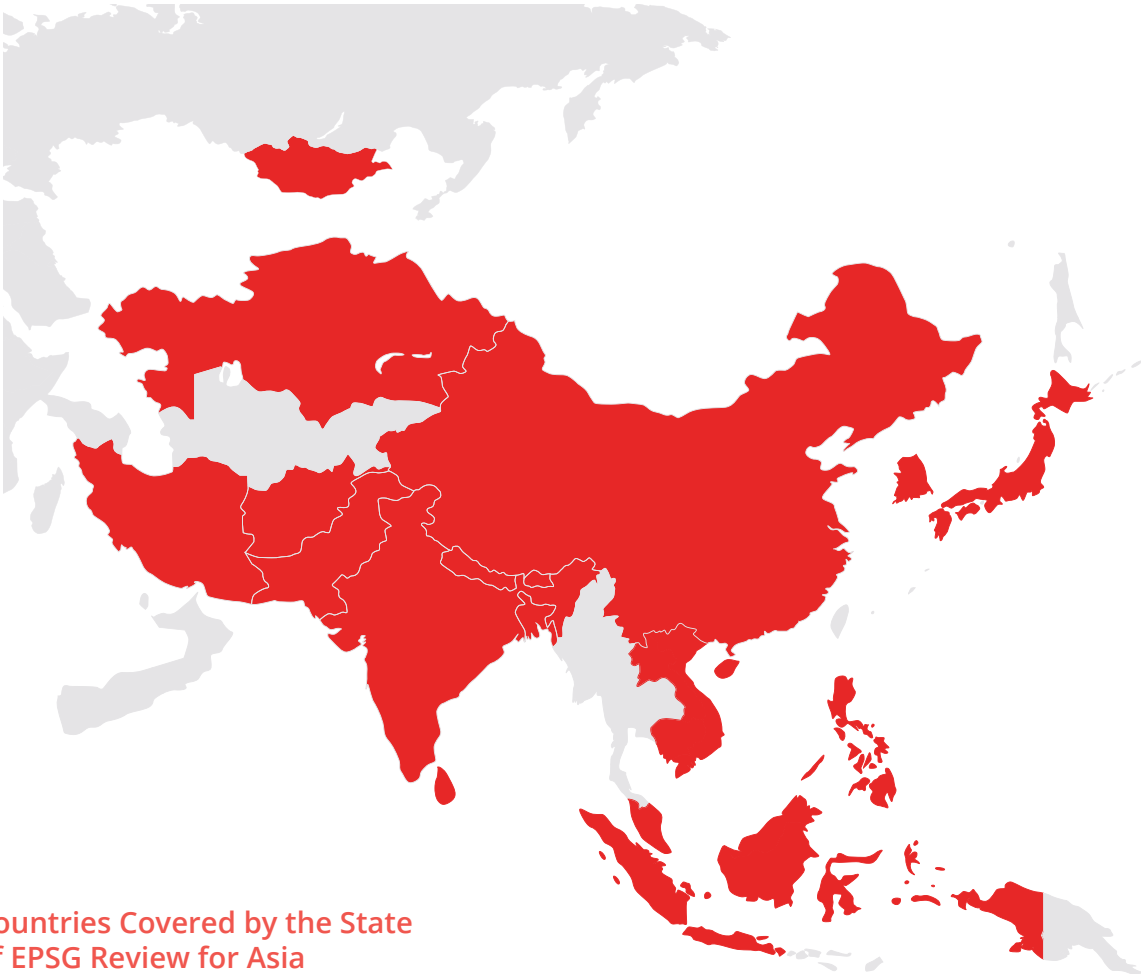
State of Education for Peace, Sustainable Development and Global Citizenship (EPSG) Report for Asia



The objective of the State of EPSG review was to review the extent to which Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) are mainstreamed in national policies and curricula in countries within Asia, with particular focus on core subjects (mathematics, science, languages, and social studies) at primary and lower secondary school levels. This was the first SDG 4.7 regional review, which looked closely at education policy and the curriculum of core subjects, as opposed to

what is sometimes referred to as ‘carrier subjects’ of ESD and GCED, such as civics and moral education.

The Report analyses how far the ideals of SDG 4.7 are embodied in policies and curricula across 22 Asian countries. At one level, it seeks to develop benchmarks against which future progress can be assessed. It also argues forcefully that the fundamental purposes of schooling need to be reconfigured, if the ideals to which the global community has subscribed are to be realised.



Countries Covered by the State of EPSG Review for Asia

- Almaty
Bangkok
Beijing
Dhaka
Hanoi
Islamabad
Jakarta
Kabul
Kathmandu
New Delhi
Phnom Penh
Tashkent

Central Asia:
Kazakhstan, Kyrgyzstan, Uzbekistan
- East Asia:**
China, Hong Kong, Japan, Mongolia, Republic of Korea

Southeast Asia Mekong:
Cambodia, Lao PDR, Thailand, Vietnam

Southeast Asia Insular:
Indonesia, Malaysia, Philippines

South and West Asia:
Afghanistan, Bangladesh, Bhutan, India, Iran, Nepal, Pakistan, Sri Lanka

■ Key Partners

- UNESCO Regional Bureau for Education in Asia and the Pacific (UNESCO Bangkok) and field offices in the region
- UNESCO International Bureau for Education (IBE), Geneva
- National Commissions for UNESCO and the Ministries of Education in the region

■ Key Achievements

The ‘Rethinking Schooling for the 21st century’ was launched at the 39th UNESCO General Conference on November 2, 2017 in Paris, France. A total of 172 policy and curricular documents in 18 languages were analysed for 22 countries. Twenty-two country-level background reports and four sub-regional synthesis reports (East Asia, South East Asia, South Asia and Central Asia) were produced to form a basis of a regional report.

Additionally, a South Asia launch was organised at the UNESCO New Delhi, India, in conjunction

with the Asia-Pacific Regional Workshop on the Global Action Programme (GAP) on Education for Sustainable Development (ESD) and Cities, 28-30 November 2017.

The findings and data of the report were extensively cited by UNESCO Bangkok’s baseline report on SDG 4 in the Asia Pacific region (forthcoming in 2018). The findings of a country report on Indonesia were also shared with UNICEF Jakarta for UNICEF’s baseline report on SDG 4 in Indonesia (forthcoming in 2018). The final report was written by the Core Drafting Group and endorsed by the Peer Review Committee. The project involved more than 60 researchers in total from the region, including peer reviewers.

■ Key Results

The results of the content analysis of 172 documents have illuminated the prevalence or the relative weight of different concepts embedded in SDG 4.7 (e.g. human rights, gender equality, global citizenship) in education policy and curriculum in Asia. Across all 22 countries and among more than 80 sub-categories included in the coding scheme, ‘nation as privileged referent of identity’ was found to be the most prevalent concept.

Based on the coding results, 22 country-level background reports, and an extensive review of literature on Asian schooling, a conceptual framework was developed to guide the drafting of the synthesis report. If sustainable development is to be pursued through schooling, we must address the intertwined, fundamental challenges to efforts to promote peace, sustainability and global citizenship through education. These challenges are not simply the often-cited obstacles to scaling ‘good practices’, such as a lack of awareness, collaboration and resources. They encompass rather more fundamental and complex barriers to meaningful implementation of SDG 4.7:

(1) challenges of instrumentalism and ethics; (2) challenges of nationalism and identities; and (3) challenges of competitiveness and regimentation.

■ Prevalent Concepts In School Curricula:

- Nation as privileged referent of identity
- Human resource development
- Culture and heritage
- Critical thinking
- Creative thinking
- Empathy
- Problem solving
- Collaboration
- Participation



Virtual Reality for Learning

In 2017, UNESCO MGIEP, in extension to its Virtual Reality project initiated in 2016 (involving a partnership with Google Inc. Expeditions), established a collaboration with Samsung India Electronics Pvt Ltd. This project has been initiated for furthering immersive learning to enhance intercultural understanding and education for sustainable development, using Indian UNESCO World Heritage sites as entry points of discussion in the classroom. The first of these Samsung UNESCO

MGIEP virtual reality projects for the Sun Temple in Konark, Odisha, was released at TECH 2017 in Visakhapatnam. A Memorandum of Understanding (MoU) was signed between Samsung India and UNESCO MGIEP to launch 360 degree video and Virtual Reality (VR) educational content for the Sun Temple in Konark, Odisha, and the Taj Mahal in Agra, Uttar Pradesh, as well as 28 other UNESCO Heritage sites in India.



Virtual Reality content being showcased at TECH 2017, Visakhapatnam City, State of Andhra Pradesh, India



Virtual Reality content being showcased at TECH 2017, Visakhapatnam City, State of Andhra Pradesh, India



Virtual Reality content developed for the Konark Temple, India



2

Rethinking Youth

UNESCO MGIEP believes the youth are **capable agents of change**, social transformation, peace and sustainable development. This programme focuses on empowering the youth in Socio-Emotional Learning (SEL) based on the latest research in neuroscience of learning. The goal of the youth programme is to enable young people to transform and scale non-formal, informal and formal education systems through innovative digital pedagogies, inter-generational dialogues and youth-led policy briefs and publications.

Key Highlights ➤



YESPeace

- Direct capacity building / training for 1,260+ youth on issues related to SDG 4.7, especially on education for peace and sustainable development in India, Pakistan, Tanzania, Kenya and South Africa
- Direct outreach of over 5,000 youth in large youth gatherings such as the launch of the project in different countries



#YouthWagingPeace

- Launch of the #YouthWagingPeace at the 39th UNESCO General Conference, Paris, France
- Over 1,000 downloads of the #YouthWagingPeace thus far



Talking Across Generations on Education (TAG^e)

- 2 TAG^es and 2 iTAG^es held across Ottawa, Canada; Visakhapatnam, India; New York, USA; and Brombachtal, Germany, respectively



YESPeace



More than three billion people – half of humanity – is below the age of 34. The future of the world is principally dependent on the bulge of this youth demographic and it is critical that the young are sufficiently empowered to adapt to their changing environments in order to address the challenges that the 21st century presents - exponential economic growth, increasing population, rise in violent extremism, climate change, globalisation and rising inequalities.

To help contend with these issues, education systems will play a key role and will necessarily 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 address some of these challenges.

About the Project

YESPeace (Youth for Education, Sustainability and Peace) is a network-of-networks to foster collaboration between organisations and initiatives working with, for and led by young people on education for peace and sustainable development. Since its inception in 2014, the network has launched several projects to mainstream youth voices on peace and sustainable development at the global level by generating intergenerational dialogues, building capacities of youth organisations and producing evidence-based research on education policies. The complexities of the present-day world, accompanied by rising youth population, necessitate a shift from traditional ways of working to a more participative, inquiry-oriented and adaptive approach.

■ YESPeace Partners

INDIA

PAKISTAN

AFRICA

■ Key Achievements

The YESPeace project provided direct capacity building / training for 1,260+ youth on issues related to SDG 4.7, especially on education for peace and sustainable development in India, Pakistan, Tanzania, Kenya and South Africa. Additionally, the project had a direct outreach of over 5,000 youth in large gatherings such as the launch of the project in different countries.

March 2017

The YESPeace Network organised two international capacity building workshops at the 2017 UNESCO Week for Peace and Sustainable Development in March in Ottawa, Canada, providing training for 40 youth from 35 countries on education for peace and sustainable development.

July 2017

The YESPeace India Chapter expanded to 4 new members in July 2017, meeting together for the first time and co-designing and co-facilitating a youth workshop for 50 youth from all over India in November 2017.

August 2017

The YESPeace Network celebrated the 2017 International Youth Day (August 12) by participating in a lively, interactive Youth Building Peace Panel with 100 youth representatives in New Delhi, India. The event was co-organised with the Government of India Ministry of Youth, UNDP, and UN Volunteers and included a Roundtable discussion with the newly appointed UN Youth Envoy, Ms. Jayathma Wickramanayake (Sri Lanka) at the

UNESCO MGIEP Office in New Delhi with 20 youth and youth organisations from across India.

The Network also organised a YOUTH Townhall on Harnessing the Indian Youth Demographic Bulge in late August 2017. Over 150 youth interacted with the Former Director-General of UNESCO, Ms. Irina Bokova, in a lively session moderated by Mr. Abhishek Mazumdar, CEO of the Logical Indian online network.

September 2017

YESPeace celebrated the 2017 International Day of Peace (September 21) by supporting a three-day training workshop for 14 selected youth on Global Citizenship Education and Interfaith Peace Building organised by YESPeace India partner Standing Together to Enable Peace (STEP) Trust.



YOUTH Townhall, New Delhi, India

Year-round

The YESPeace Pakistan Chapter was very active, organising six capacity-building workshops from March to October for over 400 youth from Lahore, Islamabad and South Punjab, on the issues of peace, sustainable development and global citizenship.

The YESPeace Africa Regional Chapter, with active members from South Africa, Tanzania, and Kenya, organised three exciting events:

- Activate (South Africa) and Africa Unite (South Africa) organised a series of dialogues and community sessions from March 2017 and

continuing to December 2017 involving more than 450 youth in eight provinces across South Africa.

- Change Mind Change Futures (Kenya), with support from the Vijana Assembly (Tanzania), organised a comprehensive training workshop in October 2017 for 55 youth from different regions across Kenya to voice their solutions to challenges faced by their communities.
- Vijana Assembly (Tanzania), with support from Activate (South Africa), organised the Tanzania National Youth Assembly in November 2017, inviting over 900 youth from across Tanzania to a 2-day action dialogue on how the youth of Tanzania can achieve the SDGs through education.



YOUTH Townhall, New Delhi, India



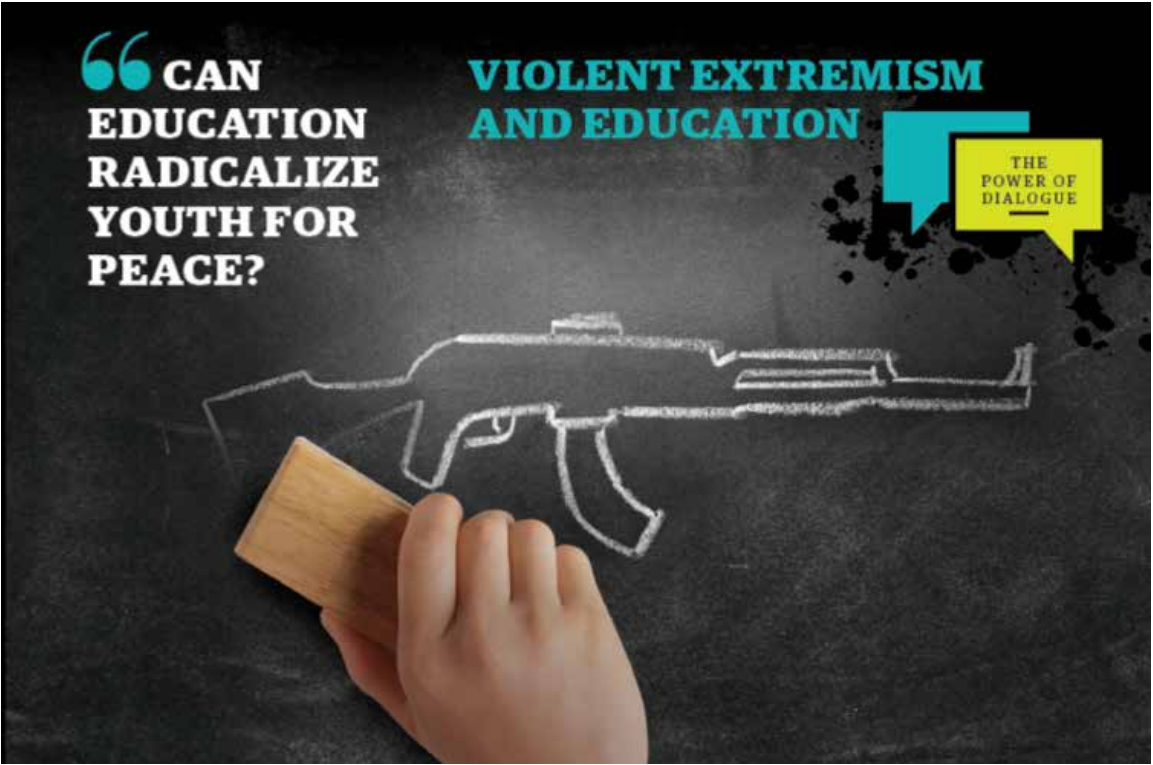
Talking Across Generations on Education (TAG^e)



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

TAG^e provides a public forum for young people

and decision makers to join forces on contemporary issues and challenges. The idea is to reduce artificial barriers of podiums and stages to allow a free exchange of ideas across generations in an open and honest discussion. TAG^e is a unique and dynamic dialogue forum that aims to mainstream the collective voice of the youth for inclusion in policy decision making at the highest level.



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 distinction and measurable outputs of TAG^e are linked into the output document of the host conference. There are also stand-alone TAG^e outputs such as youth action plans, etc., which are ‘owned’ by youth and decision makers right from ideation to implementation.

■ Key Achievements

March 8, 2017 | Ottawa, Canada:

Successfully executed TAG^e Ottawa as a high-level plenary during the UNESCO’s week for Peace and Sustainable Development. The event was jointly organised by the Canadian National Commission

for UNESCO and UNESCO Headquarters on 8th March 2017, in Ottawa, Canada, on the theme “youth perspectives on the role of teachers in peace and sustainability”. It brought together 35 accomplished youth from various countries and regions including, Algeria, Zambia, Jordan, Palestine, Canada, Chile, Argentina, Kazakhstan, India, Indonesia, France, among others. On the same platform were 15 senior decision makers



iTAG^e AYUDH, Germany



iTAG^e New York, USA



iTAG^e New York, USA

from various fields and organisations, most notably Ms. Mitzie Hunter, Minister of Education, Ontario Provincial Parliament and Ms. Irina Bokova, Former Director-General of UNESCO.

March 28, 2017 | United Nations Headquarters, New York, USA:

Successfully organised the first iTAG^e — Talking Across Generations on Education — during the President of the United Nations General Assembly High level event on Education. iTAG^e PUNGA brought together nine highly qualified youth with three senior decision makers on the theme: Education and Sustainable Development Goals – SDG Learning.

July 22, 2017 | Brombachtal, Germany:

Successfully organised the second iTAG^e AYUDH together with AYUDH Europe during the 13th Annual European Youth Summit in Germany. iTAG^e AYUDH brought together 9 youth from the 300 attendees and 3 senior decision makers on the theme: Educate, Cultivate, Elevate.

December 17, 2017 | Visakhapatnam, India

TAG^e @TECH was organised as a plenary bringing together 9 highly qualified youth and 3 senior decision makers. The event was organised during TECH 2017 in Visakhapatnam, India. The theme of the event was "how technology could reduce or further exacerbate the inequality in education."



#YouthWagingPeace



Launch of the #YouthWagingPeace at the 39th UNESCO General Conference, Paris, France

In September 2016, the education sector from the UNESCO headquarters and the UNESCO MGIEP organised the first International Conference on Prevention of Violent Extremism through Education: Taking Action, in New Delhi, India. The conference culminated with the presentation of a “Youth Action Plan” containing three clear, tangible action points. One action point was the development of a youth-led guide on Prevention of Violent Extremism through Education. The #YouthWagingPeace is the result of that call to action.

The #YouthWagingPeace guidebook is a document for those interested in understanding Violent Extremism and exploring the relationship between Education and Prevention of Violent Extremism (PVE). Led by two dynamic Coordinating Lead Authors and five Lead/Chapter Authors, the guide garnered over 2,000 youth submissions/ case studies, and finally integrated over 150 case study submissions from young educators and practitioners from 50+ countries. The #YouthWagingPeace guidebook provides a set of actionable guidelines for PVE to teachers, school administrators, policy makers, family, religious leaders and other informal influencers.

UNESCO MGIEP’s PVE-E Approach

Taking inspiration from the United Nations Secretary General’s Plan of Action for Prevention of Violent Extremism, and UNESCO’s Executive Board Decision 197 EX/46, UNESCO MGIEP aims to contribute towards Preventing Violent Extremism by building socio-emotional defences in “the minds of young men and women”.

#YouthWagingPeace

Launched in November 2017 by the Director General of UNESCO at its 39th General Conference, the UNESCO MGIEP #YouthWagingPeace guidebook is an amalgamation of efforts made to reach out to 2,000+ youth and integrating 130 submissions from 57 countries. After analysing these voices and experiences supplemented by the literature, the guide puts forth a set of tangible action guidelines for teachers, school administrators, policymakers, religious leaders and families.

The Guidebook provides for a more nuanced reading with extensive analysis, case studies and aphorisms from global youth, spread across five chapters. It curates, at the end of each chapter, key actions for teachers, school administrators, policymakers, religious leaders and families to implement in their daily interaction with people.

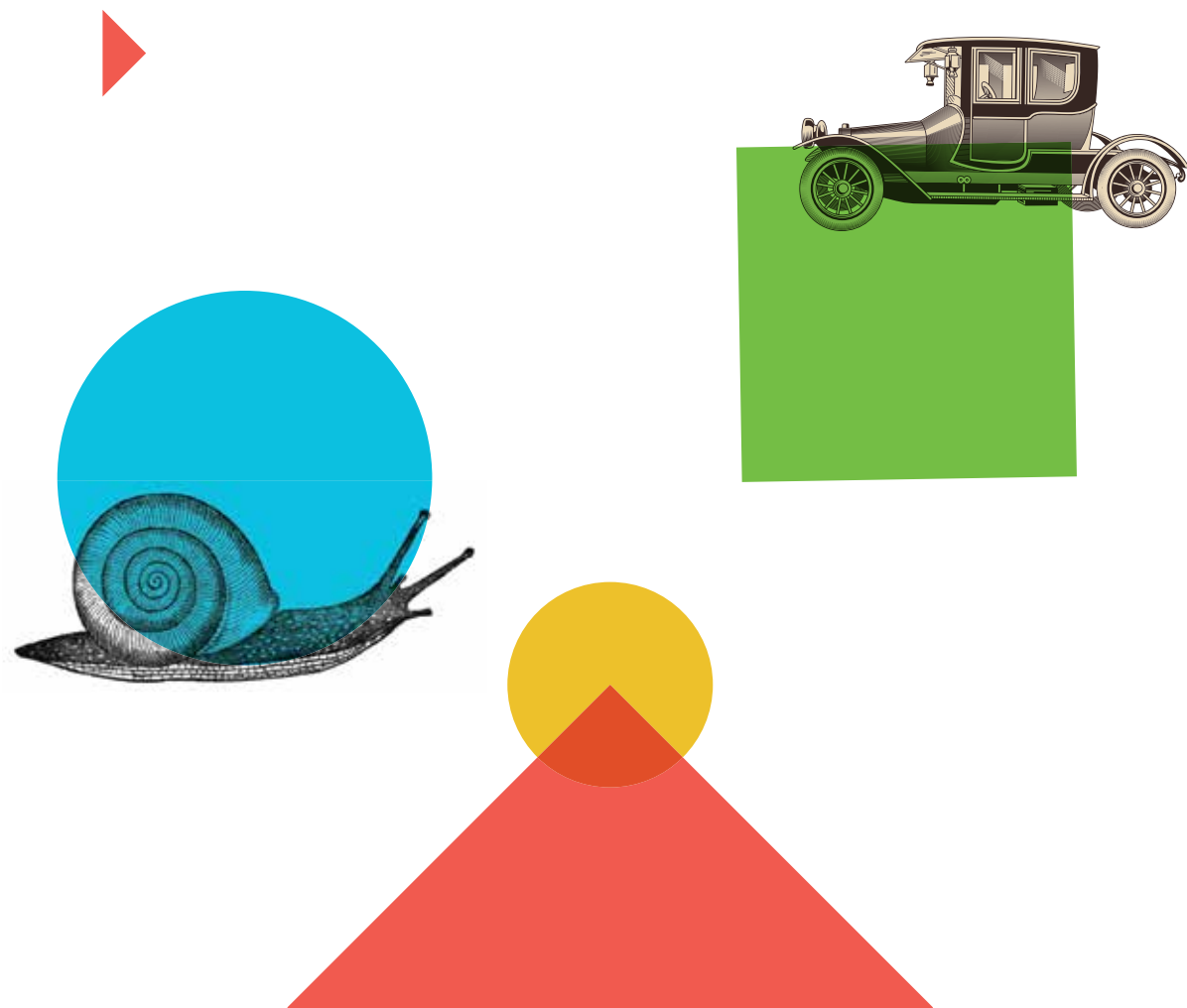
Key Partners

- Department of Foreign Affairs and Trade, Government of Australia and Australian High Commission in New Delhi, India
- Centre for Prevention of Radicalisation Leading to Violence, Montreal, Quebec
- United Nations Alliance of Civilisations, New York
- Islamic Education Trust, Nigeria
- Myanmar Leads, Myanmar
- 10+ youth organisations worldwide

Key Achievements

- Successfully launched the #YouthWagingPeace – UNESCO MGIEP Youth-led Guide on Prevention of Violent Extremism through Education during the 39th UNESCO General Conference in Paris, France
- Financial support for the #YouthWagingPeace was provided by the Department of Foreign Affairs and Trade Government of Australia, liaised by the Australian High Commission in New Delhi, India





3

Rethinking Policy

The Rethinking Policy Programme supports the **Rethinking Learning** & Youth Programmes of UNESCO MGIEP and aims to mainstream socio-emotional learning and innovative, immersive and experiential digital pedagogies in education systems towards building peaceful and sustainable societies to achieve the Sustainable Development Goal 4, Target 7.

Key Highlights >



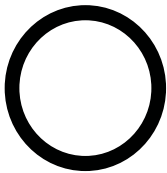
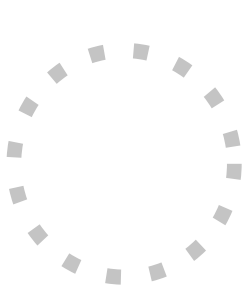
Futures Workshop

- First Futures workshop held in Paris, France, to discuss and debate the design and structure of education for the future



Academic Publications - Working Paper Series

- In 2017, two papers were added to UNESCO MGIEP's Working Paper Series: 'Backtalk: The participatory film and its residency in the space of cultural violence and creative education towards a conceptual understanding of peace' by Ruchika Gurung and 'The Limits and Strengths of using Digital Games as "Empathy Machines"' by Matthew Farber





Futures Workshop

As countries march forward to achieve UN Sustainable Development Goal 4, which ensures inclusive and quality education for all, we must stand back and ask ourselves if the present system is adequate. Is there a need for a critical rethinking of education? To undertake such an inquiry, UNESCO MGIEP designed the Futures Workshop Series, titled “Transforming Education for Humanity: The Future of Learning”.

The first Futures workshop to discuss and debate the design and structure of education for the future was organised on 9-10th of October 2017 at the UNESCO International Institute for Educational Planning (IIEP) in Paris. The primary objective of this workshop was to identify some of the key challenges that the global contemporary society will face in the 21st century and beyond, and to provide some suggestions on what future education systems will look like to address these challenges. The workshop brought together a diverse group



First Futures Workshop, IIEP, Paris, France

of specialists from neuroscience, psychology, education, policy, gaming and technology.

The deliberations of the workshop clearly indicated a need for explicit skills/competencies in education that are focused on cultivation of human well-being and flourishing. The three immediate steps that the workshop proposed are:

1) A comprehensive review of the literature that provides the scientific evidence for the need for such a system of education.

2) The need for a curriculum framework to implement education for well-being.

3) The need for a collaborative interdisciplinary immersive digital platform that will provide such an education and can be learner led.

UNESCO MGIEP will work towards organising more such workshops in the near future with a group of experts to deliberate, discuss and debate on the future of education.



Academic Publications

Working Paper Series



The Working Paper Series critically explores contemporary issues related to learning and teaching for a more peaceful and sustainable world. Each paper undergoes a rigorous peer review process before publication on our website. Authors seek to spark conversation, generate debate, and foster innovation that will eventually lead to systemic change. Papers engage current literature in the fields of education for peace, sustainable development and global citizenship, critical enquiry, mindfulness, empathy, compassion, socio-emotional learning and a unique combination of any of these areas.

In 2017, two papers were added to UNESCO MGIEP's Working Paper Series:

1. Ruchika Gurung from University of East Anglia, published a paper titled "Backtalk: The participatory film and its residency in the space of

cultural violence and creative education towards a conceptual understanding of peace." Through analysing existing cases in the field of participatory video (Schwab-Cartas & Mitchell 2014), the paper critically argues that participatory film functions as a tool for creative education practices that promote a more hands-on approach to raising awareness about cultural violence and engaging with identity formation, and as a creative tool for knowledge creation and dissemination.

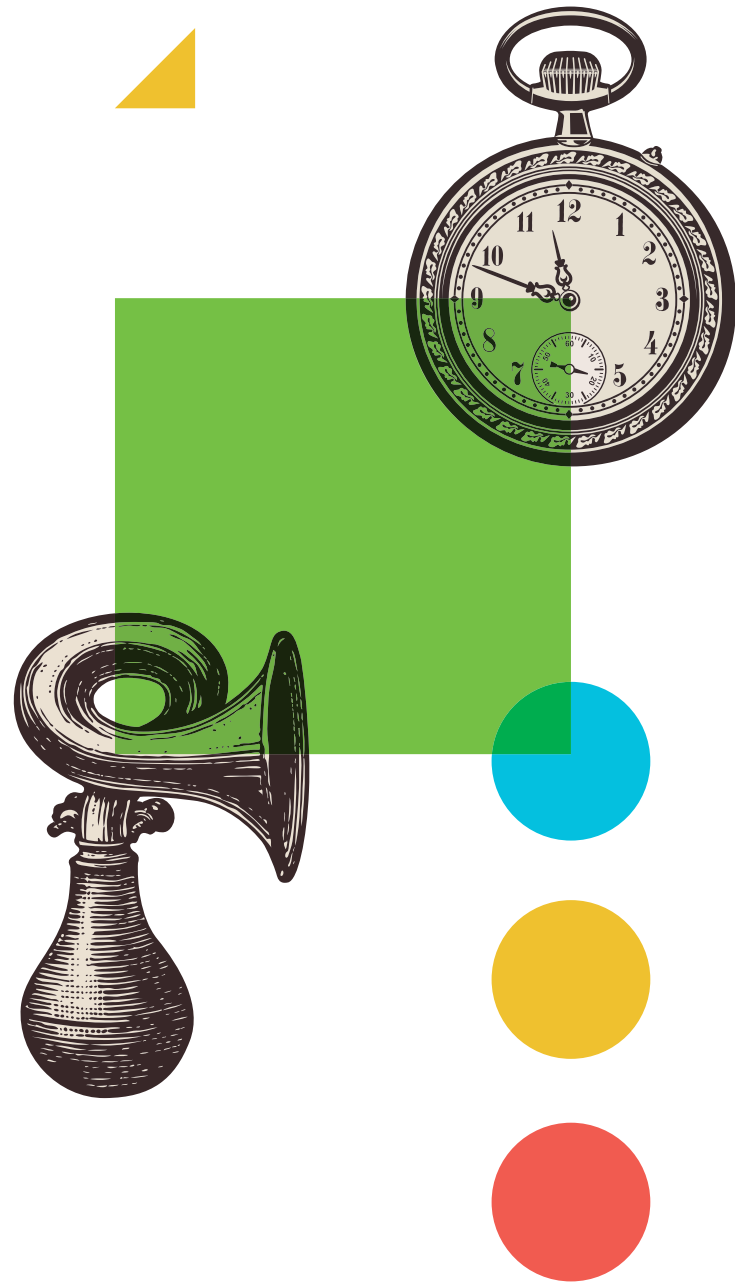
2. Matthew Farber of the University of Northern Colorado and Karen Schrier, Director of Games & Emerging Media, Marist College, co-authored "The Limits and Strengths of Using Digital Games as "Empathy Machines"." This Working Paper grapples with questions related to the intersection of digital games and empathy. Many people are playing games—but are they also engaged in empathy-related skills such as perspective-taking,

communication, reflection, relationship-building, and choice-making as part of their game playing? Are games "empathy machines" that support greater insight into our human condition? In this paper, the authors seek to identify strengths and weaknesses of games in relation to empathy, consider how player agency, transportation, perspective-taking, communication, and other factors may affect the practice of empathy, and develop initial questions, guidelines, and recommendations for creating policies and programmes around using games to inspire empathy.

Presently, there are five Working Papers that UNESCO MGIEP has published, which in addition to the above include:

- 'Empathy, Perspective and Complicity: How Digital Games can support Peace Education and Conflict Resolution' by Paul Darvasi, High School Teacher, Royal St. George's college & PhD candidate, York University
- 'Policy and Practice in Postsecondary Education: The transitional experience for students with learning disabilities in India by Melinda Eichhorn, Assistant Professor, Education Department, Gordon College, Massachusetts, USA
- 'The Elusive and Exclusive Global Citizen' by Jill Koyama, Assistant Professor in Educational Policy Studies and Practice, University of Arizona.





4

Events & Others

UNESCO MGIEP periodically hosts large-scale **events and lectures** that provide platforms for key stakeholders to discuss, debate and deliberate on the future of education towards building peaceful and sustainable societies, in line with the SDG 4, Target 7.

Key Highlights >



Transforming Education Conference for Humanity (TECH) 2017

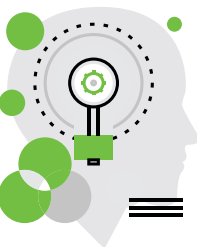
- Annual international conference on digital pedagogies for building peaceful and sustainable societies – 1,700 delegates, 3 days, 120+ presenter sessions, 2 headline sessions and 50+ speakers



Distinguished Lectures Series

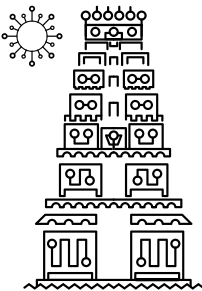
- Second Ahinsa lecture with Nobel Laureate Ms. Tawakkol Karman titled 'Working Towards Peace and Sustainable Development'





TECH 2017:

Transforming Education
Conference for Humanity



The three-day Transforming Education Conference for Humanity (TECH) 2017, organised by UNESCO MGIEP, was held at Novotel Varun Beach, Visakhapatnam from December 16 – 18, 2017. It focused on digital pedagogies for building peaceful and sustainable societies – through 21st century skills, schools and policies. The conference was attended by over 1,700 registered participants (including teachers, educators, learners, technology and gaming experts, among others) from more than 75 countries and witnessed highly engaging deliberations on the future of education, particularly on the innovative methods of teaching using technology. Over the

three days, TECH comprised 2 Headline Sessions, including that of award-winning Prof. Sugata Mitra, over 50 catalytic speakers, 100+ presenter sessions and a dedicated Learning and Startup Zone. TECH 2017 was supported by the State Government of Andhra Pradesh and the Ministry of Human Resource Development, Government of India, and sponsored by Microsoft India (Education Technology Partner), Samsung India, Dassault Systems, Veative (Immersive Learning Partner) and McGraw Hill (Learning Science Partner). The Knowledge Partners of the Conference included NMIMS, Ubisoft, Quebec Government, ISTE, Social Alpha, EDB and IYC.

The Opening Ceremony also witnessed the signing of two key MOUs. The first MOU was signed between UNESCO MGIEP and the Economic Development Board of Andhra Pradesh to establish a Games and Digital Learning Hub. The second MOU was for the establishment of a strategic partnership between Samsung India and UNESCO MGIEP to launch Virtual Reality (VR) and

educational content and 360 films on UNESCO Heritage Sites in India such as the Sun Temple in Konark and the Taj Mahal in India. Additionally, in a long-term strategic partnership with the State Government of Andhra Pradesh, UNESCO MGIEP will work towards setting up a school for Difference Learning in Andhra Pradesh.



TECH 2017, Visakhapatnam, India

Key Outputs	• Memorandum of Understanding between the State Government of Andhra Pradesh and UNESCO MGIEP to set up a Games for Learning Hub in the State • Joint Agreement by Samsung India and UNESCO MGIEP to develop Virtual Reality (VR) and educational content • TECH 2018 to be held in Visakhapatnam, INDIA in November, 2018
Number of Delegates	1,700+ registered participants over 3 days
Delegate Profiles	Teachers, educators, school students, policymakers, youth, learners, academics
Countries Represented	75+ countries represented
Number of Speakers (Headline)	• Dr. Sugata Mitra, Professor and Principal Research Investigator at the School of Education, Communication and Language Sciences at Newcastle University, UK • Dr. Heather Knight, Assistant Professor - Robotics, Oregon State University
Number of Speakers (Catalytic)	50 Catalytic Speakers



TECH 2017, Visakhapatnam, India



TECH 2017, Visakhapatnam, India

Number of Presenters and Number of Presenter Sessions	243 presenters
	126 presenter sessions
Key Policymakers Who Attended TECH 2017	• Sri Chandrababu Naidu, Honourable Chief Minister of the State of Andhra Pradesh
	• Sri Satya Pal Singh, Honourable Minister of State for Human Resource Development, Government of India (Higher Education)
	• Sri Ganta Srinivasa Rao, Honourable Minister of Human Resource Development, State of Andhra Pradesh
	• Y.S. Chowdary, Honourable Minister of State for Science and Technology & Earth Sciences, Government of India
	• Dr. Ali Abdul Khaliq Al-karni, Director-General of the Arab Bureau of Education for the Gulf States
	• Ms. Roza Otunbayeva, Former President, Kyrgystan, Governing Board Member, UNESCO MGIEP
Supported by	• Mr. Prem Das Rai, Member of Parliament, State Government of Sikkim, India
	TECH was organised with extensive support by the State Government of Andhra Pradesh, under the generous leadership of the Honourable Chief Minister, Sri Chandrababu Naidu as well as the Ministry of Human Resource Development, Government of India.

Sponsors	Microsoft India (Education Technology Partner) Samsung India, Dassault Systems, Veative (Immersive Learning Partner), McGraw Hill (Learning Science Partner)
Knowledge Partners	Ubisoft, Quebec Government, ISTE, NMIMS, Social Alpha, Economic Development Board, International Youth Committee
Transformational Ed-Tech Entrepreneurs Represented	Chhota Internet, Chimple Commons, Designmate, Funtoot, Getwings Technologies Pvt Ltd, Meghshala, OpenRap, ReportBee, The TeacherApp





Distinguished Lectures Series



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

inclusive spaces, and global citizenship. The Distinguished Lectures Series was inaugurated in 2014 and has since become a space for renowned academics, policymakers and practitioners to discuss and debate on topics related to education for peace, sustainable development and global citizenship. The Ahinsa Lecture series was introduced as part of the Distinguished Lectures Series in 2016, in commemoration of the International Day of Non-Violence on October 2, which co-incides with Mahatma Gandhi's birthday.



Second Ahinsa Lecture by Tawakkol Karman (Nobel Laureate, 2011) at Paris, France

Second Ahinsa Lecture by Ms. Tawakkol Karman

To commemorate the International Day of Non-Violence, UNESCO MGIEP and the Permanent Delegation of the Republic of India to UNESCO organised the second Ahinsa Lecture at UNESCO Headquarters in Paris on 02 October 2017. The speaker for the second Ahinsa Lecture was Nobel Peace Prize Laureate, Ms Tawakkol Karman. Ms Karman spoke about 'Working Towards Building Peace and Sustainable Development' and the lecture attracted over 170 participants, including youth.

Other Key Projects/ Developments

■ 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.

■ CHIM!nd

Some form of printed, physical books have been around since 2000 BC. According to Google, 130 million books have been published in modern history. On the other hand, due to the advent of information and communication technology, the number of internet users has increased from 738 million in 2000 to 3.2 billion in 2015. That's a seven-fold increase which has brought internet penetration from 7% to 43% of the global population. Presently, 60 million people use Google apps for education and 10 million students use Google classroom from 190 countries. That explains why a large number of people have started converting textbooks into digital formats.

There is therefore a need for a learning tool that combines the best features of a textbook and digital learning platforms with the usefulness of a teacher. A digital tech-book that is immersive and multi-modal, one that has various templates such as: for text, for video, for audio, for an interactive online chat, for students to make notes and share them with their peers, for students to do examples when required, for internal assessment of learning and many other templates as required. Simply put, a digital tool that is personal and has a mind of its own-the CHIM!nd.

Conceptualised in 2017, as the digital version of the Libre module, the CHIM!nd is being developed into a cross-cutting platform where teachers and learners can co-create and share a highly interactive digital learning experience.

■ C³ Global Leadership Programme

The C³ Global Leadership Programme is an executive leadership capacity-building project that aims to sensitise young decision makers on principles of peace, sustainable development and global citizens through online, academic, and experiential learning.

The key themes of C³ Curriculum include:

- Critical Inquiry, Mindfulness, Empathy and Compassion
- Governance and leadership development
- Educational leadership and global Citizenship
- Scientific inquiry into global sustainability, social and cultural embeddedness in economy
- Systems Theory and Global Sustainability

Key Partners

- University of California, Los Angeles, United States of America
- Friedrich-Schiller-Universität, Germany
- Indian Institute of Management Ahmedabad, India
- École normale supérieure de Lyon, France

■ **Youth Led Monitoring of SDG 4.7**

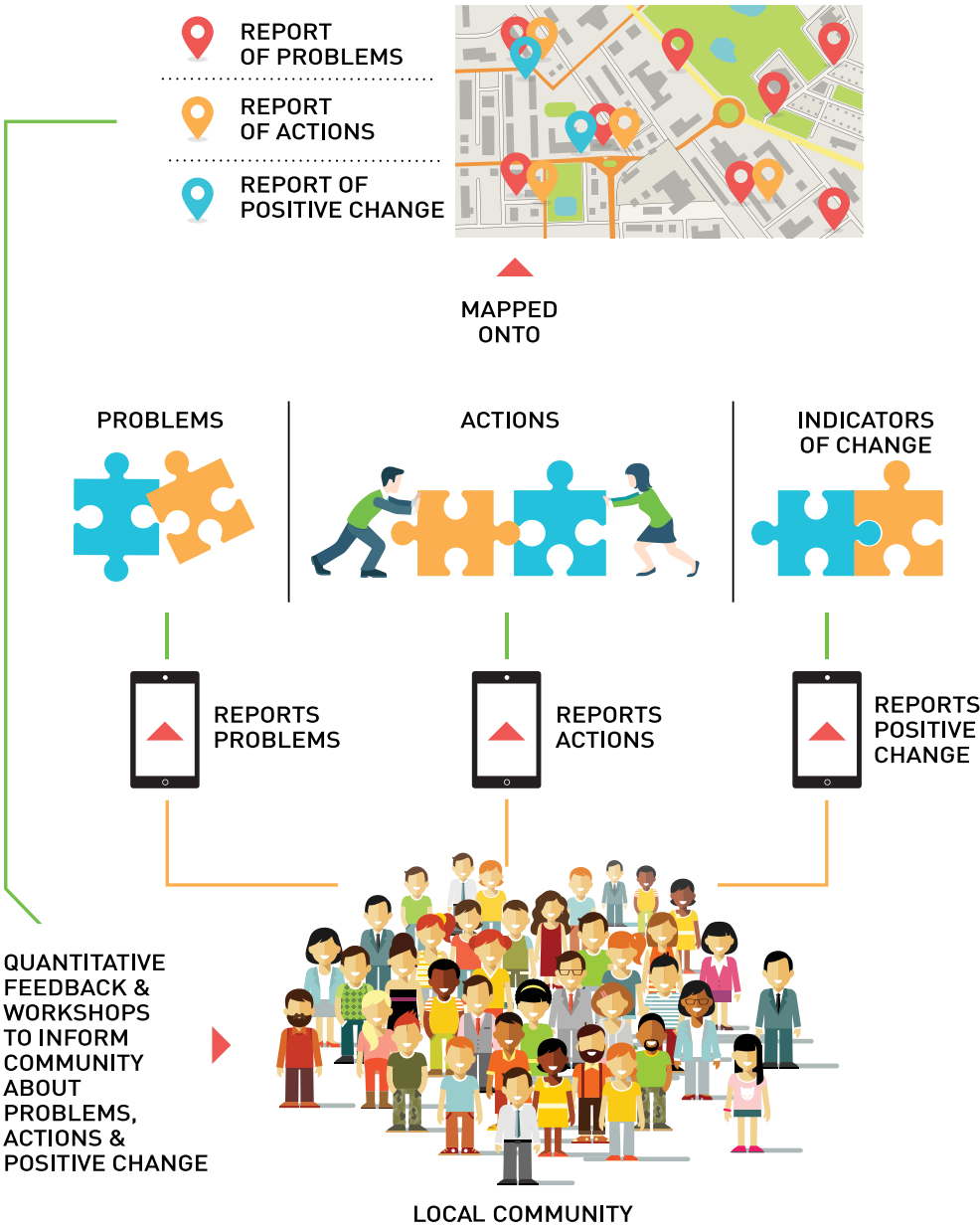
Youth-Led Monitoring (YLM) of SDG 4.7 is envisioned as a project that will serve the dual purpose of monitoring social progress and learning simultaneously. It will call upon young members of communities worldwide who are committed to improving social progress. While it will initially only evaluate the 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.

Youth-led monitoring of SDG Target 4.7 is an “issue-based” and “crowd-sourced” project aimed at young people between the age group of 18 to 35 years. UNESCO MGIEP aims to:

- Mobilise youth to curate and generate data on how young people are taking action to address critical issues covered in SDGs and identified by young people themselves as most relevant
- To develop digital tools for building a “taxonomy of global indicators” for Target 4.7 in a bottom-up, crowd-sourced fashion, and foster youth capacities to be agents of “data revolution” for the SDGs.

■ **Local Crowdsourcing Campaign**



Communications

The Communications team of UNESCO MGIEP plays a unique role in not only supporting the initiatives of the various programmes but also in 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 socio-emotional learning and innovative digital pedagogies, in particular games for learning.

The Communications team focuses on developing a cohesive integrated communications strategy and manages activities primarily across five forms of media:

- Traditional Media and Partnerships
- Website and Mobile App
- Social Media
- Email Marketing
- Publications

■ Traditional Media and Partnerships

The Institute's activities were highlighted across national and international media covering project and programme activities. Among others, articles regarding the Institute's activities were published in:

- CBC News, including a radio interview by Paul

Darvasi for the release of Working Paper 3 titled 'Empathy, Perspective and Complicity: How Digital Games Can Support Peace Education And Conflict Resolution'

- Daily Express, Malaysia for the DICE - The Learning Labs workshop held in May, 2017
- Times of India, India Today and the Education World for the YESPeace TownHall, held in August, 2017
- In partnership with the State Government of Andhra Pradesh and Samsung, India, TECH 2017 received wide coverage in national media, including dailies such as The Times of India, The Hindu, Economic Times, UN in India, The Royal Bulletin, Telangana Today, Television Post, New India Express, India Today, Deccan Chronicle, Hindustan Times, Hindu Business Line, Business Today, and The Hans India

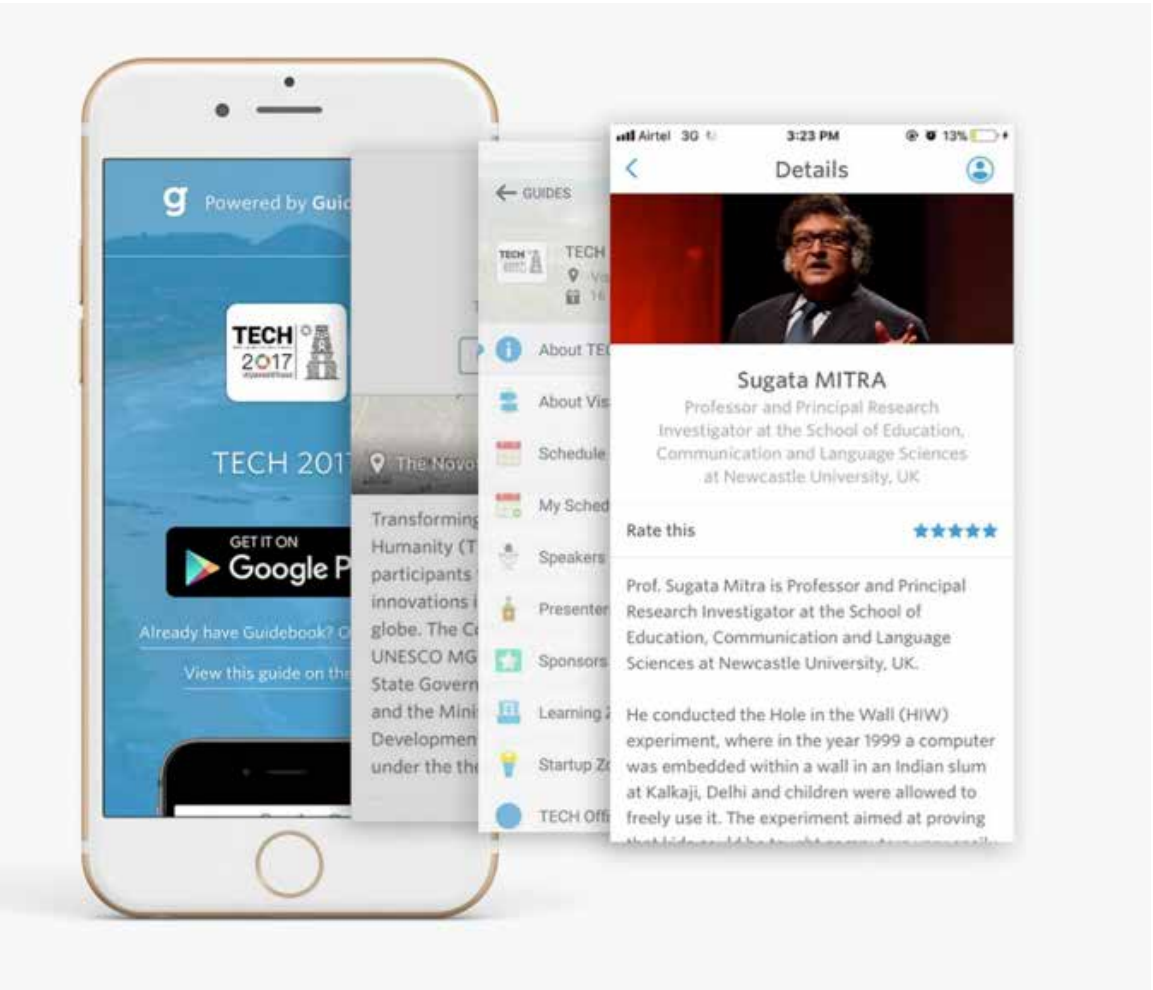
- The South Asia launch of 'Rethinking Schooling for the 21st century' was covered by the Indian press such as Outlook India, Business Standard and India Today.

Additionally, the Institute has been working on formulating tactical and strategic informal and formal partnerships to increase outreach of its activities.

- A tactical partnership was established with The Logical Indian for the YESPeace Youth TownHall held at UNESCO New Delhi on August 31, 2017, in which the founder of The Logical Indian was invited to moderate a panel discussion with the Former Director-General, UNESCO, Ms. Irina Bokova and Chair of Governing Board, UNESCO MGIEP, Dr. Karan Singh on 'Harnessing the Indian Youth Demographic Bulge for a True Dividend: Vision to Action for the 21st century'.

■ Website

UNESCO MGIEP's website provides a rich source of information for the Institute's existing programmes and upcoming events & activities. In 2017, a new microsite was developed for TECH 2017, which provided comprehensive information about the speakers, venue and other details of the event. Additionally, a mobile app was developed for TECH 2017, which was downloaded over 1,000 times and generated 65,000+ user sessions.



■ Social Media

UNESCO MGIEP’s social media channels play a vital role in not only spreading awareness on the Institute’s unique programmes but also in attracting and engaging with its diverse range of stakeholders. In fact, most social media platforms have evolved as safe spaces for enriching discussions on issues closely related to Education for Peace and Sustainable Development. Over the past year, UNESCO MGIEP has effectively utilised its social media platforms of Facebook, Twitter, YouTube and Instagram to not only inform its steadily growing base of followers of its project activities, events, unique programmes but also engage with this global following via focussed discussions, polls, twitter chats etc. As a result of this, the increase in social media followers and the impact of the Institute’s channels has been substantial. TECH 2017 resulted in 62+million impressions across Facebook (19+million) and Twitter (43+million). Additionally, #TECH2017 trended across Hyderabad City on Day 1 of the Conference.

Facebook

Several unique activities were undertaken during the year on Facebook to attract and engage with youth on issues related to Education for Sustainable Development. Among them was a four-week long discussion on the Role of Teachers in achieving SDG. 4.7 in the run up to the UNESCO Week on Education for Peace and Sustainable Development held in Ottawa in March 2017. Additionally the increase in the number of followers over the course of the year was 120% from 6,100 in January 2017 to 13,700 in October 2017.

Some of the posts on the page were organically viewed by over 15,000 followers, which reflects an exceptionally high engagement rate.

The demographic profiling of UNESCO MGIEP’s Facebook’s followers demonstrates that the wide range of activities undertaken over the course of the year has successfully resulted in attracting the type of young, socially conscious, active stakeholders from around the world, who are critical to many of the Institutes’ projects.

Instagram

Over a short period of time, UNESCO MGIEP’s Instagram account has evolved as an effective platform to share visual highlights of important events and activities undertaken by various programmes of the Institute. Some of the popular events include the Youth TownHall with Ms. Irina Bokova, the Former Director-General of UNESCO and Dr Karan Singh, Chair, UNESCO MGIEP and an interaction with Ms. Jayathama Wickramanayake, the UN Youth Envoy.

■ Publications

The Blue Dot

The fifth issue of The Blue Dot was launched in January 2017. The publication focused on opinions and feature articles on improvising education for the invisible billion difference learners and includes a Foreword by Swapnil Tewari, Social Entrepreneur and founder of the “Livemad” movement as well as a cover story on the UNLEARN Workshop on Difference Learning.

The sixth issue of The Blue Dot was launched in July, 2017. This issue of the publication focused on integrating 21st century skills in education systems towards developing peaceful and sustainable societies and included a Foreword by the Minister of Human Resource Development, Government of India as well as opinion features and articles by Dr. Rich Fernandez, Dr. Shelja Sen and Ines Kudo & Joan Hartley from The World Bank.



■ Knowledge Commons

www.kcommons.org

Knowledge Commons is an online platform for people to come together to share resources and perspective on a diverse range of global issues. It facilitates discussions and sharing between people from diverse walks of life. The engagement is designed to encourage users to delve deep into issues relevant to them and learn from peers and experts working in various fields.

In the first year of its functioning, the platform collected a user base of over 1,500 from across 60 countries and generated over 700 discussions with

over 4,000 comments. In 2017 alone, the platform hosted 15 Ask Me Anything (AMA) sessions, three Explain Like I am 5 (ELI5) and one Ask KC session. In addition, KC hosted the Campus Ambassador’s research “On the Efficacy of Using Online Dialogue to Map the Youth Perspectives on Global Citizenship”.

Word Cloud - Top 10 words on KC
(Based on keyword search, Theme, and Sent Analysis)



Date	Number of Followers	Number of Discussions	Number of Comments
Inception	0		
Feb 2017	667	491	2161
Aug 2017	1508	714	4013

Key Events and Activities in 2018

January

Launch of Blue Dot 7 – UNESCO MGIEP’s flagship magazine

February

APEC-Tsukuba and UNESCO MGIEP International Conference XII, 7-10 February, at Tsukuba University Tokyo Campus

A international symposium to introduce UNESCO MGIEP to Japanese ESD stakeholders co-organised by ESD Resource Centre, UNESCO MGIEP, and Japan’s Ministry of Education, Science, Technology and Sports (MEXT) and Ministry of the Environment, and hosted by the University of Tokyo

Participation in the General Assembly of the Japanese National Commission for UNESCO (by invitation of MEXT)

Partnership Agreement signing with the State of Sikkim for the Embedding Project

First workshop for the Embedding project, State of Sikkim, India

March

UNESCO MGIEP participates at the Mobile Learning Week, UNESCO HQ, Paris, France

April

Official launch of the French version of the Executive Summary, #YouthWagingPeace by the Quebec Government representative, UNESCO MGIEP and CPRLV.

May

South-Asia launch of the #YouthWagingPeace (main guide and the executive summary) by the High Commissioner of the Government of Australia to India followed by one-hour interactive discussion

A plenary panel on Rethinking Schooling at the 11th Biennial Comparative Education Society of Asia (CESA) Conference, Siem Reap, Cambodia

Second workshop for the Embedding project, State of Sikkim, India

Reading Camp for Difference Learning

June

Launch of Blue Dot 8 – UNESCO MGIEP’s flagship magazine

July

UNESCO MGIEP’s Executive Committee Meeting

Release of Policy Briefs (#YouthWagingPeace, Embedding and Rethinking Schooling)

August

DALI Workshop, Difference Learning

Launch of pilot for Libre in Malaysia and India

International Youth Day & Launch of the YESPeace Kindness Campaign

September

TAG^e YESPeace week

Third Workshop for the Embedding project, State of Sikkim, India

October

Ahinsa Lecture

November 15-17

TECH 2018

December

Screening and assessment camp organised by UNESCO MGIEP in collaboration with RML Hospital

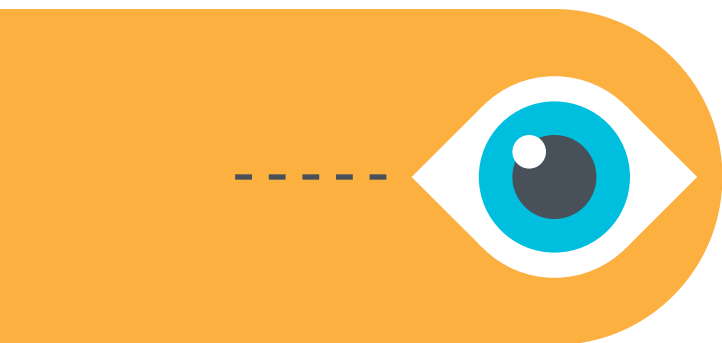
UNESCO MGIEP’s Governing Board Meeting

January 2019

Launch of Blue Dot 9 – UNESCO MGIEP’s flagship magazine

Launch of Embedding Textbook, State of Sikkim, India

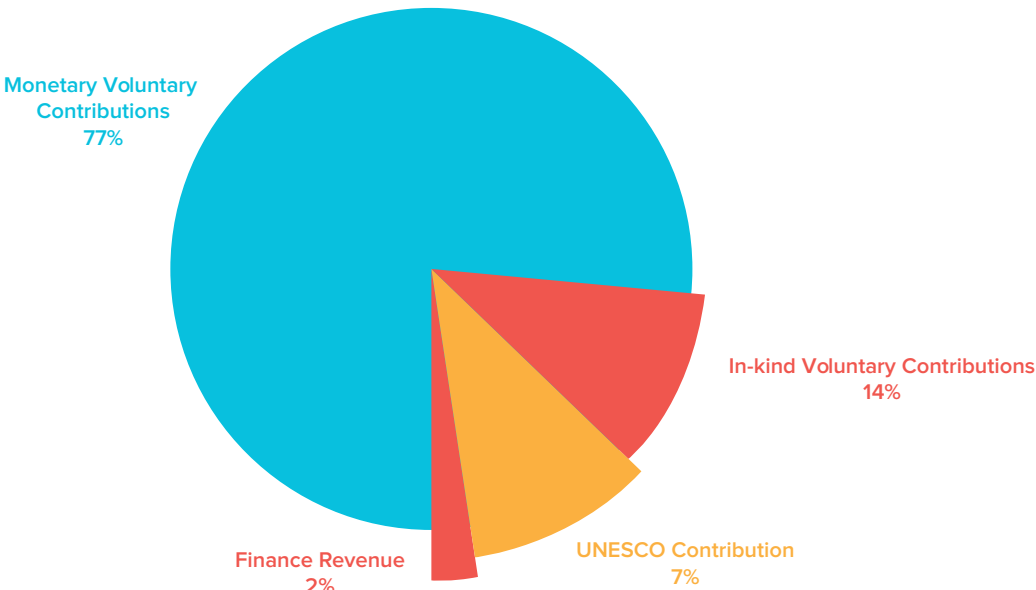
Financial Report



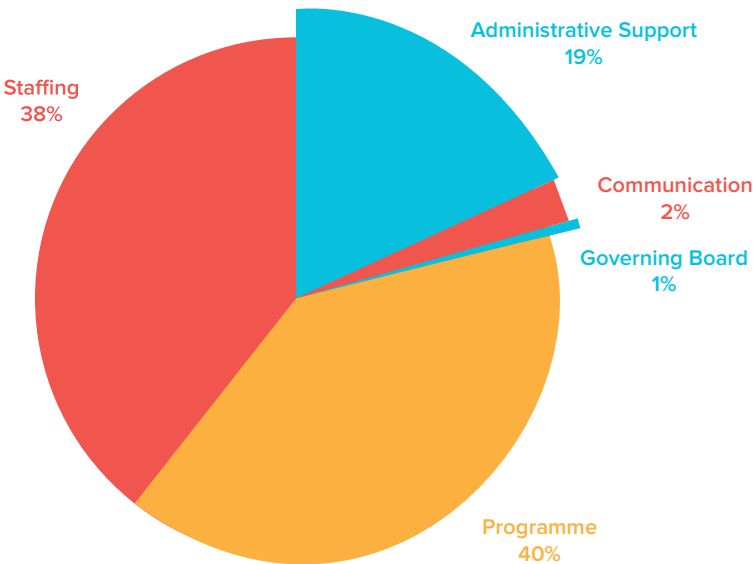
The UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) has enjoyed an excellent year, with strong growth in revenue as a result of number of successful new initiatives and numerous large-scale events.

In 2017, the revenue increased by \$410,000 (13.97%) compared to 3.17% in 2016. UNESCO MGIEP mobilised in-kind contribution from the State Government of Andhra Pradesh, India, for USD 228,000. Furthermore, in 2017, new extra budgetary contribution was received from the Government of Australia for USD 75,000.

Revenue by Sources 2017



Expenditure by Cost element 2017



Our Partners

Governments

Government of Australia
Ministry of Human Resource Development, India
State Government of Andhra Pradesh, India
State Government of Sikkim, India

Corporations

McGraw Hill Samsung
Microsoft India Veative

Knowledge Partners

Andhra Pradesh Economic Development Board NMIMS
ISTE Quebec Government
National Brain Research Centre Social Alpha
Ubisoft

Other Partners

Activate
Africa Unite
CMCF
Commutiny
CYAAD
Engagement Global gGmbH
Fields of View
HIVE
Literary Safari
Pravah
San Diego University
Seameo Recsam
STEP
The Blue Ribbon Movement
The Logical Indian
ThinQ™
TLA
Vijana Assembly
Zu Digital





United Nations
Educational, Scientific and
Cultural Organization



Mahatma Gandhi Institute
of Education for Peace
and Sustainable Development

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