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Mahatma Gandhi Institute of
Education for Peace and
Sustainable Development

ANNUAL REPORT 2022

SHAPING EDUCATION FOR FLOURISHING

BUILDING KINDER BRAINS

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APPROACH

UNESCO MGIEP's interventions draw on science and evidence to inform policy and aim at building intellectual and emotional intelligence among learners through innovative pedagogies. Recent advances in neuroscience research have shown that human well-being requires a "whole brain" approach, that is, the two parts of the human brain (the rational and the emotional) both need to be trained and nurtured to ensure the all-round development of human beings. Based on this understanding, MGIEP has developed an SEL curriculum that builds four competencies: Empathy, Mindfulness, Critical Inquiry and Compassion (EMC[2]). UNESCO MGIEP embraces the power of technology to provide analytics and responsive AI-based digital pedagogies that are personalized, relevant, learner-driven, fun, and transformative.

UNESCO MGIEP's work is geared towards mainstreaming social and emotional learning in education systems, with a view to achieving behavioral change among learners, thus contributing to SDG 4.7, and building peaceful and sustainable societies. The Institute designs research-based innovative pedagogies for school children, youth, teachers, school administrators and policymakers that train in SEL. All of MGIEP's courses are developed and delivered on an enhanced Learner Experience and Analytics Platform (LEAP) FramerSpace.

UNESCO MGIEP IN PRACTICE

UNESCO MGIEP has various capacity-building initiatives tailored specifically for **learners, teachers, and youth** which come in the form of online courses with a crucial element of SEL integrated into the content. The courses are **multi-modal, interactive and self-paced**, and are designed to **build intellectual and emotional intelligence among learners.** All courses are available through **FramerSpace**, which is MGIEP's indigenously developed open-source learning and analytics platform.

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EMPATHETIC
EDUCATORS

The Digital Teacher

The Digital Teacher is a course on using digital technologies for creating learning experiences. The course caters to a novice or an expert user of technology and enables teachers to integrate digital **tools to create meaningful learning experiences; to collaborate, connect, and communicate using digital tools; to support and include the diverse needs of learners using digital pedagogy; and to employ assessments that empower learners**.

SEL for Schools

Rooted in evidence from the science of learning, brain and cognitive development, and established learning practices, the SEL for Schools course supports teachers' understanding and application of SEL competencies for themselves and in their classrooms. It provides teachers with the necessary **tools to prevent teacher burnout, enhance their mental and emotional well-being, build healthy relationships with themselves and their students, and better manage their classrooms**.

PROGRAM IMPACT
AND FINDINGS

In 2022, five member states – Bhutan, South Africa, The Maldives, Nigeria, and India – launched a large-scale deployment of MGIEP's Digital Teacher and SEL courses. A total of 173,220 teachers, including 5000 master teachers in 18 countries, were trained on these programs. A total of 98,220 teachers were trained on FramerSpace, while 75,000 gained skills via external platforms such as YouTube and others prevalent in individual countries.

In Bhutan, 129 participants successfully completed the pre- and post-completion course survey entitled the Social and Emotional Learning and Orientation Scale for Teachers (SELOS-T; Sharma et al., 2022). Increases in subscale scores were examined using mixed ANOVAs, followed by paired t-tests. The post-intervention analysis revealed significant increases (*$p < 0.01$) in all four skills, i.e., classroom management, social awareness, self-awareness, and parent relationship skills (Bhutan SEL Implementation Report, 2022). In the Maldives, of a total of 128 teachers enrolled on the Digital Teacher course, 79.68% reported that the course improved their ability to design more engaging learning experiences, and 84.37% of teachers reported that the course enhanced their skill in using digital tools.

"I enjoyed learning about Self-compassion the most because it talks about our ability to treat ourselves with kindness during times of suffering and when we experience failure."

(Teacher)

"**#LEARNERVARIABILITY** is a term I recently learned in **#TheDigitalTeacher** course and fell in love with it. It reinforces the fact that learners are varied in their very being, personalities, cultural influences and preferred modes of learning. All learners will not rank average on the same set of indices; as such there is no such thing as **#theaveragelearner** for whom most lessons these days are planned."

(Course student)

BUILDING INNOVATION INTO PROGRAM DESIGN

❯ Leveraging Communities of Practice to promote adaptability and local capacity building

Given the importance of the right kind of practice, the capacity-building mission at MGIEP focuses on establishing Communities of Practice (COP) as part of the intervention design for teachers through our SEL and Digital Teacher courses. Teachers are trained and empowered to become co-owners of the intervention and to take responsibility for sharing knowledge and focusing on how to implement the evidence-based practices highlighted in the courses to their unique context and needs. In Bhutan, MGIEP focused on building the local capacity of teachers to facilitate COPs in their schools to facilitate a more sustainable implementation of the practices highlighted in the SEL and Digital Teacher programs. A total of 200 teachers, representing the 22 different districts across Bhutan, were trained to facilitate COPs with teachers in their respective schools. The COPs focused on contextualization, facilitation, implementing SEL and DT practices in classrooms, building relationships, and problem solving.

❯ Building a robust Master Trainers model to promote scalability and sustainability

MGIEP trained 5,000 MTS in 2022 who further trained an average of 10 teachers each from 18 countries: India, Nigeria, Maldives, Bhutan, Ukraine, South Africa, Kyrgyzstan, Russia, including independent consultants from Tanzania, Uganda, Jordan, Philippines, Mongolia, Indonesia, Egypt, Sweden, Ghana, and UAE. This was made possible through the implementation of a robust and virtual Master Trainer training model focused on developing theoretical expertise in SEL and DT courses, facilitation and coaching techniques, especially in virtual settings, building comfort with the learning platform, and basic but essential training on logistics and coordination for success in training. Given that Master Trainers train virtually, there is a substantial emphasis placed on facilitation, building relationships, and connecting with learners in virtual settings.

"The most interesting strategy I like about the entire workshop is how we were asked to use various digital tools while in the session, just like the way you are doing now (giving comments via padlet [online software]). This way the audience are made to think, share their thoughts, and hence actively participate in the session."

(A Master Trainer on their training experience)

UNESCO MGIEP has also responded to requests from some teacher training organizations and developed shorter customized modules of both the SEL and Digital Teacher courses. In 2023, MGIEP will additionally train 125,000 teachers, including 50,000 for Ukraine, and 75,000 through the National Council for Educational Research and Training (NCERT) India. This is being further scaled with the NCERT and SCERTs (State Councils for Educational Research and Training) for vernacular translations in order to train 8.4 million teachers on digital pedagogies and SEL in the coming years. This training will be part of the 50-hour continuous professional development requirement mandated for all teachers under India's new National Education Policy 2020.

COMPASSIONATE DISRUPTORS

The world is home to more than 1.8 billion young people. But young people are often pushed to the periphery of the policymaking process in the areas of education, peace, sustainability, and global citizenship. MGIEP believes that any strategy aimed at youth cannot be successful without including them in the process, thereby encouraging them to speak up. MGIEP trains youth (18+ years) to develop the human values of empathy, mindfulness, compassion, and critical inquiry as skills so that they can thrive as individuals and in society.

In 2022, MGIEP trained over 25,000 youth on two 'SEL for youth' courses:

SEEK (Self-paced Education for Empathy and Kindness) is a scientifically rigorous, 40-hour certifiable course offered online, interspersed with masterclasses to train young people in building SEL skills. It is deployed in higher education institutes as a value-added life skills course with credits, ensuring a large number of student sign-ups. The course trains youth on how to manage stress and anxiety, appreciate interdependence, engage with systems with discernment, and build emotional resilience.

"The masterclass session on forgiveness and gratitude was helpful. Often, we tend to forgive others but when the question arises to forgive ourselves, we [find] it a bit difficult. But in today's session with breathing and relaxation techniques I found a way not only to forgive myself but others as well."

(Course student)

SEL4YWP (SEL for Youth Waging Peace) is a 20-hour course designed for young peacebuilders to support cultivating critical social-emotional competencies, to develop systems-informed interventions to prevent violent extremism, and to work towards building sustainable peace in their immediate communities.

ONLINE COURSE | 20 HOURS

SEL for Youth
Waging Peace

MGIEP
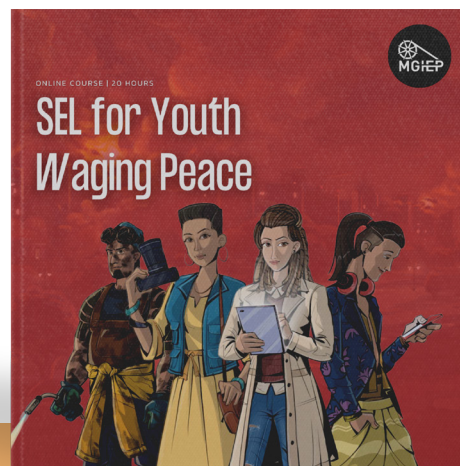
"I also wanted to share with you that ever since I took the SEL4YWP course myself, I gained a great sense of clarity with my career path."

(Course student)

Building capacity through multi-stakeholder engagement and using a cascading training model

The holistic engagement of all stakeholders related to an intervention is essential to ensure both its implementation and sustainability. Given the importance of this, the SEEK program for youth focuses on engaging both administrators and decision-making bodies in higher educational settings as well as the faculty, to ensure implementation at the classroom level. Training faculty on the youth course has helped them to build a common language with their students on concepts related to mindfulness, critical inquiry, empathy, and compassion. It has also helped faculty to keep these competencies front of mind and to maintain continuing discussion on them with their students. Post faculty training, MGIEP staff and faculty members co-train the youth. This micro-innovation has led to an immediate increase in more students enrolling in the program as well as higher completion rates. The faculty training modality was first piloted with Chandigarh University, India and led to a steady increase in the course completion rate from 15.7% to 68.7% (FramerSpace) for students there.

GLOBAL DIGITAL NATIVES

UNESCO MGIEP has developed four courses for K-12 learners on: Climate Change; Biodiversity and Human Well-being; Global Citizenship; and Games for Learning (to build social and emotional skills).

Climate Change and Biodiversity and Human Well-being educate students on sustainable development. Designed for participants aged 13 years and above, these online interactive courses employ engaging, immersive, interactive digital pedagogies that enable teachers to deliver these efficiently in the classroom. Biodiversity and Human Well-being enables learners to understand the concept of natural capital, inclusive wealth, ecosystem services, and their connection with human well-being. The course also builds social and emotional learning competencies, to enable an understanding of varying, and a response to conflicting, points of view on biodiversity loss, as well as highlighting the power of mindfulness activities to help address this conflict and take positive action.

The Climate Change course is the first to integrate emotion with cognition. It builds knowledge of key climate change concepts like carbon footprint and international treaties, and focuses on building skills such as self-awareness, emotional regulation, critical inquiry, perspective-taking, and compassion. It is ready to use as a stand-alone course or as an additional resource for teachers and learners to study climate change and take behavioral action for change.

In 2022, over 45,000 students from more than 20 countries completed the Biodiversity and Climate Change courses.

UNESCO MGIEP has created a Climate Action dashboard where school communities can pin their contributions and connect with each other.
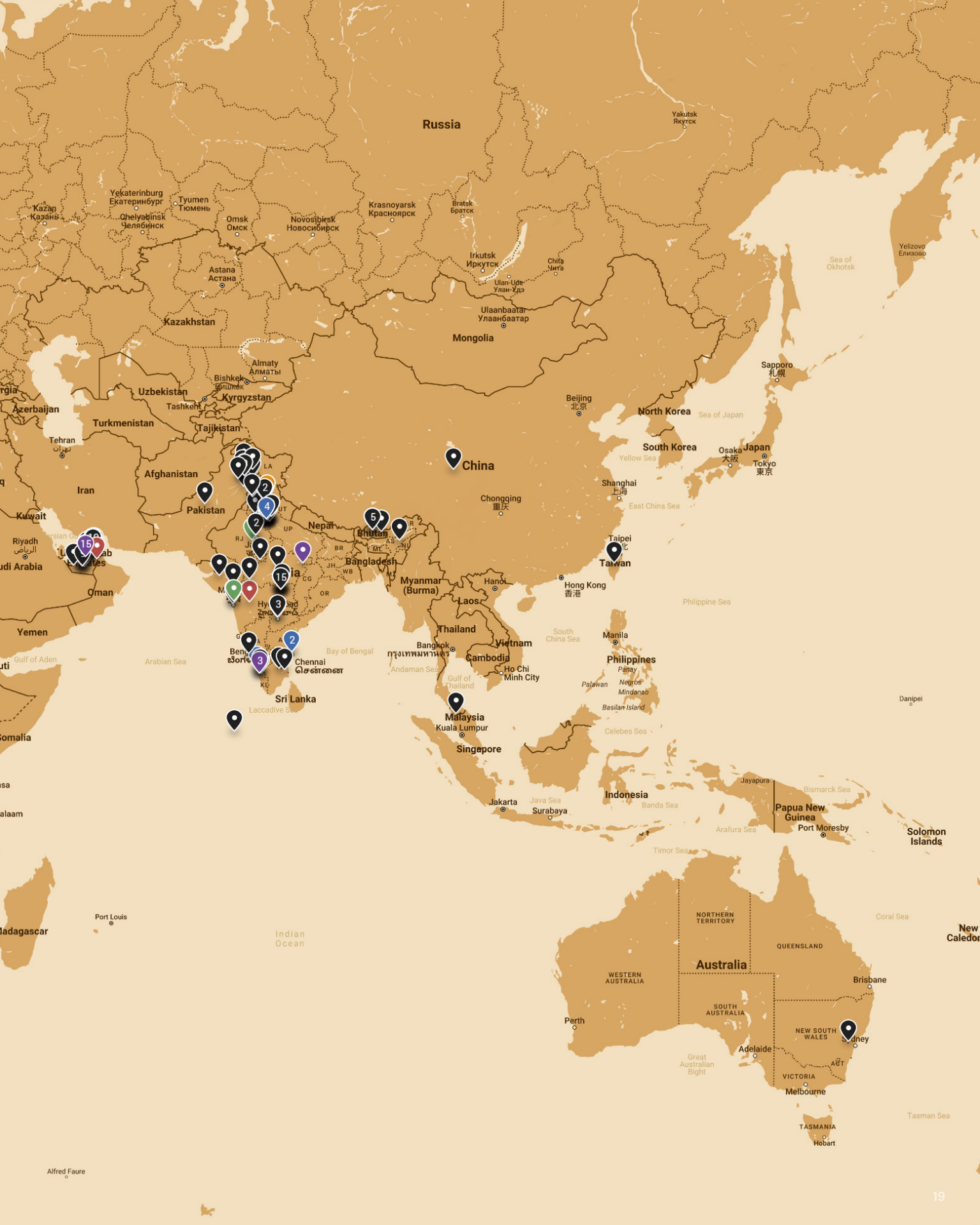
Check them out:

👆 Here   👆 Here

Global Citizenship course

UNESCO MGIEP's flagship project 'Global Citizenship' aims to achieve the goal of sustainable and peaceful societies, as outlined in SDG 4.7, through a digital curriculum on global citizenship education, with a focus on the development of key social and emotional learning (SEL) skills. The curriculum has been specifically designed for adolescents in the age group of 12–14 years, utilizing understanding of the neuroscience and psychology of how an adolescent brain learns.

In 2022, MGIEP worked with schools, teacher networks, and implementation partners to ensure that 37,000 students completed this course.

Games for Learning course

Research studies show that games have strong pedagogical properties for learning. Game-based courses, much like traditional ones, can be broken down to create moments of reflection, assessment, and collaboration, which can meet diverse learning objectives. UNESCO MGIEP's team of experts work to create game-based courses, designed around some of the most popular games.

There has been a surge in game development for teaching social and emotional learning skills, and games are now used in the assessment and evaluation of student learning. UNESCO MGIEP aims to raise issues of peace, sustainable development, and global citizenship in the minds of learners by designing specific courses and learning objectives around pre-existing games, working with game designers, studios, educators, and digital instruction designers. MGIEP provides a curated catalog of games on social and emotional learning, shares guidelines for ensuring quality, organizes gamathons, and builds capacity through its various game-based courses.

UNESCO MGIEP organized the Digital Games for Peace challenge in 2022, in which 22 youth from Afghanistan, India, Pakistan, and Sri Lanka were selected and then trained in enhancing their skills and competencies in Prevention of Violent Extremism (PVE) through SEL learning via intercultural dialogue. The team produced four game designs, four educator guides and two game prototypes on PVE. The virtual launch event gathered young people from 40 countries, and the project was selected as one of the most inspiring practices in the Kofi Annan Foundation's "Building Peace Together" (2022) publication.

MGIEP also created one game-based course using SKY: Children of the Light (the game) to develop prosociality in adolescents.

In 2022, 18,000 learners obtained certificates on completion of these game-based courses.

MARKERS OF PROGRESS

The Institute has established itself as a global reference point for SEL and SDG 4.7 through its research work.

As a premier science-policy research institute, UNESCO MGIEP is focused on research in ethical AI for SEL; on the design of a scientifically robust SEL assessment framework to measure the impact of SEL training; and on the design of research-based indicators that can measure the contribution of SEL to the inclusive wealth of countries as they also optimize their preparedness to deliver a digital learning experience to their students.

In keeping with its research goals in 2022, MGIEP developed the Kindness, Interpersonal Communication, Social Thinking, Mental Focus, Empathy (KISME) SEL Assessment Framework; its Universal Screening Guidelines; its SEL guidelines; the Digital Readiness Index; the Social and Emotional Capital Account (SECA) indicator; and released the International Science and Evidence Based Education Assessment.

KISME:
UNESCO MGIEP'S SEL ASSESSMENT FRAMEWORK

Children's SEL skills predict a range of outcomes in late adolescence and adulthood, including reduced aggression and conflict, improved academic outcomes, and human flourishing. Although SEL is now being promoted and implemented widely, it lacks the developmentally appropriate and validated assessments. Existing SEL assessments are primarily self- or teacher-based reports and suffer from the following limitations: (a) they provide no direct measures of skill or behavior; (b) they have been developed primarily in the Global North and are not culturally sensitive to the needs of other parts of the world; and (c) are often influenced by the biases of social desirability and by stereotypes.

In collaboration with a group of scientists from University College London (UCL), UNESCO MGIEP has designed an SEL assessment framework that is scientifically rigorous, supported by empirical evidence, focused on humanistic and global citizenship behaviors, is digitally implementable, and thus scalable.

This framework has identified some foundational competencies that have been recognized as fundamental human behaviors transcending race, culture, ethnicity, socioeconomic status, and other diversity parameters. It includes Kindness, Interpersonal communication, Social thinking, Mental focus, and Empathy (KISME). These competencies are transferable from situation to situation, and provide a blueprint for training modules to build peace in people's minds of men and women.

In 2022, the concept note for the SEL assessment framework was developed, and key assessment experts were identified to review the framework. A project at UCL to review the framework and the measurement of SEL competencies through performance-based assessments, was concluded in September 2022. MGIEP has also started preliminary talks with two member states (Bhutan and India) to pilot the framework once it is ready.

# DEVELOPMENT OF THE DIGITAL READINESS INDEX (DRI)

As the Covid pandemic led to the increased digitalization of education, the Institute embarked on the development of the Digital Readiness Index (DRI) to measure the digital readiness of education systems. The digital readiness of an education system is its preparedness to deliver a digital learning experience to students and allow them to benefit from such an experience; this includes many factors such as readiness of the technology infrastructure, quality of digital content, school or education institution readiness, human capacity, home learning environment, and the overall education policy climate, which serves as a catalyst for ICT integration across all functions. The exercise provides education policymakers with a clearer picture of where and when funds are needed to maximize the return on investment in education for the future.

UNESCO MGIEP undertook the development of the Digital Readiness Index (DRI), an indicator with the objective of informing policymakers of different scenarios they might consider to optimize returns on investment in the digital ecosystem for education. This objective has become particularly relevant in a post-Covid scenario where the need for and deployment of digital education ecosystems has been accelerated. Six country reports – for Bhutan, Estonia, The Maldives, Sri Lanka, Kyrgyzstan, and South Africa – were completed and a DRI workshop was held in December 2022.

The Institute will bring out the DRI report for the Asia Pacific region later in 2023, covering 30 countries.

Six detailed country reports were readied in 2022, with a Web-based plug-n-play dashboard that shows the data of 30 countries, that can help policymakers make more informed decisions.
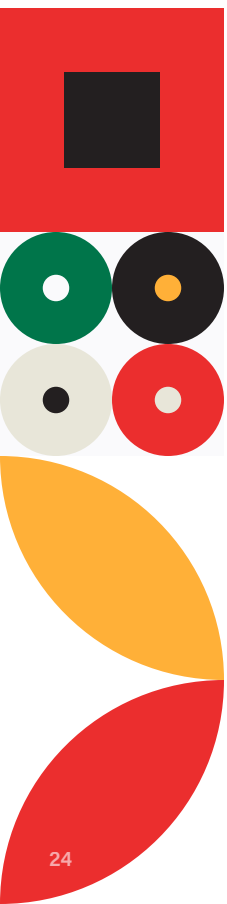
SOCIAL AND EMOTIONAL CAPITAL ACCOUNTS (SECA)

What is the economic impact of the inclusion of SEL in education systems? This was a question MGIEP sought to answer in order to better argue the importance of SEL policy within education systems.

The Development of Framework for Social and Emotional Capital Accounts (SECA) was thus conceived as a policy tool to gauge the economic impact of the inclusion of SEL on education systems and was developed as a contribution to the Inclusive Wealth Report (IWR) 2023 which draws upon the conceptual framework introduced in previous reports, with inclusive wealth being the social value of a country's capital assets: natural, human, and produced capital. This report extends these domains to include the socio-emotional dimension of the country's human capital by accounting for Social and Emotional Capital Accounts (SECA). A literature review for SECA was completed in 2022, and a conceptual framework for measuring social-emotional capital accounts (SECA) has been devised. Data analysis using a cost-benefit approach has been completed for 11 countries (India, China, the USA, the UK, the Netherlands, Peru, Mexico, Portugal, South Africa, Australia, and Turkey).

The research and results from SECA will enable MGIEP to underscore the importance of SEL and help mainstream it within education systems.
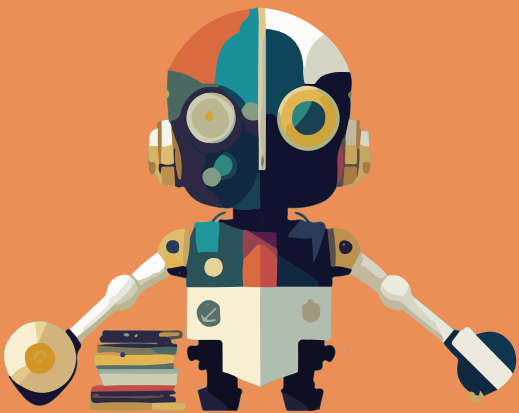
GENERATION AI

Learning in the Mixed Reality

Artificial intelligence (AI) is already significantly transforming education and is poised to transform teaching and learning. From information retrieval systems to generative AI, technology is changing the way learners experience education.

AI GLOBAL COMMONS:
AI AND ETHICS IN EDUCATION

As increasing digitalization of education becomes more prevalent in the post-pandemic era, the challenges posed by AI and ethics as applied to education become increasingly important. UNESCO MGIEP's research project which aims to answer the question of whether ethics can be coded in mathematical algorithms and simultaneously find solutions to related questions, such as who manages and oversees the custodianship of learner-behavior information, is critical to learning in the age of ChatGPT and Bard.

In 2022, an international working group of AI education and Ethics experts was set up to produce guidelines for Ethics of AI in education. Research articles and two OpEds were published.
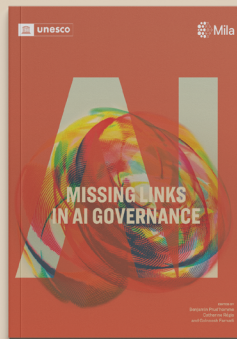
BOOK CHAPTER

Mishra, S., Shefet, D., & Duraiappah, A. K. (2023). **Ownership and management of learning behavior information for AIED.** In *Missing Links in AI Governance* (pp. 313–325). United Nations Educational, Scientific and Cultural Organization (UNESCO) and Mila – Québec Artificial Intelligence Institute.
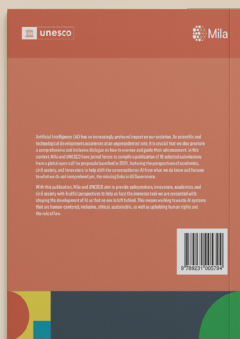
The link to the complete UNESCO-MILA'23 book can be found here.
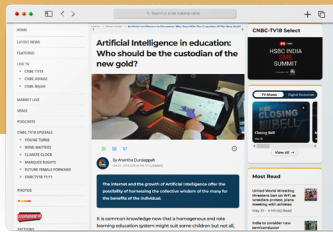
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Duraiappah, A. (2019, October 31). **Artificial Intelligence in education: Who should be the custodian of the new gold?** cnbctv18.com. https://www. cnbctv18.com/views/artificial-intelligence-in-education-who-should-be-the-custodian-of-the-new-gold-4614151.htm
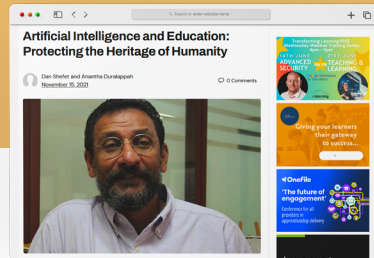
OPED 2

Shefet, D., & Duraiappah, A. K. (2022, January 24). **Artificial intelligence and education: Protecting the heritage of humanity**. FE News. https://www. fenews.co.uk/fe-voices/artificial-intelligence-and-education-protecting-the-heritage-of-humanity
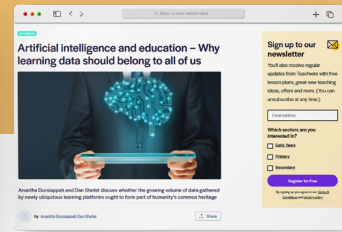
OPED 3

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FRAMERSPACE

Empowering learners

www.framerspace.com

MGIEP delivers all its courses on its indigenously developed GDPR-compliant Learner Experience and Analytics Platform (LEAP) FramerSpace. The platform maximizes the affordances provided by the digital ecosystem. All courses offered on FramerSpace adopt pedagogical processes, including storytelling, gamification, inquiry, reflection, and dialogue to create a multisensory, rewarding, interactive, and engaging learning experience that is self-paced, engaging, and activity-driven for the learner. Each course comprises modules that include multi-modal content, discussion forums, practice tasks, and in-built formative and summative assessments to develop SEL skills. On completing the course and satisfying the requirements for assessment, participants receive a certificate.

In 2022, FramerSpace had 200,000 active users from countries. Increasingly, several member states, schools, and higher education institutes have engaged with MGIEP to provide customized cohorts for training in Digital Pedagogies and SEL. In 2022, FramerSpace was strengthened in its scalability and stability to support 10 million students. As the Institute's programs are widely disseminated with the expectation of onboarding millions of learners, an opportunity for advanced research into the SEL data presents itself, especially for tracking which interventions work to impart social and emotional learning.

Growth in Learners over 2022

2021

2022

389%
growth over LY

WINDOW ON THE WORLD

WOW

Distinguished Lecture

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

On 8 December 2022, the tenth Distinguished Lecture, entitled "The Good Life After the Age of Growth" was delivered by award-winning author and Professor of Law at Yale Law School, Daniel Markovits. The talk focused on the past, with a brief history of growth and discussion of how growth is running out of room and is on the verge of failing in its material task, touching upon how the engines of growth are destroying more than they can create – with global climate change being the classic example.

Ahinsa Dialogue

In commemoration of the International Day of Non-Violence, UNESCO MGIEP, in collaboration with the Permanent Mission of India to the United Nations (UN), hosted the fifth Ahinsa lecture, featuring a dialogue between panelists and a life-size hologram of Mahatma Gandhi, on Education for Human Flourishing.

The lecture, held at the UN Headquarters, New York, as a side event, was moderated by Anantha Duraiappah, Director, UNESCO MGIEP, and comprised an esteemed panel, including H. E. Ambassador Ruchira Kamboj, Permanent Representative of India to the UN; Dr Bernice A. King, CEO, The King Center, Atlanta, USA; and Princess Hayu of Indonesia, youth representative and a digital education transformation champion. The event was held at the High Level Security timeframe, following the UN General Assembly, and was targeted at delegations of the Permanent Missions to the UN, witnessing representation from over 120 attendees.

Kindness campaign

Studies have established that random acts of kindness can positively change one's brain by boosting the production of neurotransmitters in the brain that produce feelings of satisfaction and well-being. UNESCO MGIEP's #KindnessMatters for the SDGs campaign invited young people to perform transformative acts of kindness. In 2022, MGIEP collected **5 million kindness stories** and continued to work with over 150 youth organizations from across the world. The World Kindness Day was celebrated with Heartfulness Institute Hyderabad, with the participation of 35,000 global youth from 55 countries. MGIEP trained over 5000 youth on SEL over three days and obtained an endorsement from the All-India Council for Technical Education for its SEEK course. This will help keep the deployment of these courses at scale in HEIs.

TAGᵉs and iTAGᵉs

The ultimate objective of a TAGᵉ (Talking Across Generations on Education) is to facilitate an unrestrained dialogue between young people working in the field of education and experienced, high-level senior decision makers coming together for an unrestrained, intergenerational dialogue on education. Therefore, the TAGᵉ main audience includes a representative mix of young people, youth organizations, and senior decision makers from the field of education.

In 2022, two TAGᵉs (including "Ensuring Wellbeing through SEL in the Digital World") and four iTAGᵉs (including the independent TAGᵉ (iTAGᵉ) on "Online Gender Based Violence", carried out by the (Youth) Special Staff to the President of Indonesia), were organized. A policy brief, "Reimagining education: What do stakeholders in education want?", is in the offing.

10 years of
UNESCO MGIEP

Milestone year 2022: 10-year celebrations

The Institute held a special celebratory event on 5–8 December 2022 in New Delhi, India. The theme of the 10-year anniversary celebration was "Education for Human Flourishing".

At this event, UNESCO MGIEP focused on how education for human flourishing in the future will look and considered what the challenges and opportunities are as we transition from the present.

At the opening ceremony of the 10-year anniversary celebrations, UNESCO MGIEP signed key strategic agreements and Memorandums of Association (MOUs), including one with the Director of the National Council of Educational Research and Training (NCERT) to train and certify 8.4 million teachers in India on digital pedagogies and social and emotional learning. A letter of intent was signed with the Karnataka Digital Economy Mission (KDEM), the Government of Karnataka, and Excelsoft Technologies, in which UNESCO MGIEP will act as a knowledge partner to operationalize the education vertical of the Centre of Excellence on Metaverse announced by the State Government of Karnataka in Mysuru, India. A third agreement was signed between MGIEP and the Indian Institute of Technology, Kanpur, to collaborate on joint areas of research in learning, in particular the impact of technology on learning and cognitive development in children, and applications of cognitive science in developing innovative technologies for learning in the classroom.

The event featured a keynote address by renowned speakers such as sustainability and education champion Sonam Wagchuk and eminent neuroscientist Dr. Gregoire Borst, workshops on topics such as global citizenship, learning in uncertain times, strategies to build emotional resilience, and panel discussions on ethical AI, and the potential application of behavioral insights in education, to name a few. These were aimed at inspiring, building knowledge, and gaining a new dimensional perspective to bridge the science–policy gap in education. There was also an exclusive live performance by two-time Grammy award-winner Ricky Kej on 7 December, titled "Kindness is the Way".

PUBLICATIONS

UNESCO MGIEP published the ISEE Assessment Report, one policy brief , three research briefs, four research articles, and two flagship publications (Blue Dots) in 2022.

The International Science and Evidence-Based Education Assessment (ISEEA) is an initiative of UNESCO MGIEP that was conceived to complement UNESCO's Futures of Education call for a new social contract at the 41st UNESCO General Conference in November 2021, with a science and evidence-based report: the first ever large-scale assessment of the state of education and learning.

The overall goal of the ISEE Assessment was to pool the multi-disciplinary expertise on educational systems and reforms from a range of stakeholders in an open and inclusive manner, and undertake a scientifically robust and evidence-based assessment that can inform education policymaking at all levels and scales. Recommendations to improve education systems and the way we organize learning in formal and non-formal settings were made, and information gaps and priorities for future research in the field of education identified. The ISEE Assessment began its journey in September 2019 at an inception workshop held in Montreal, Canada, hosted by the Chief Scientific Advisor of Quebec. The full ISEE Assessment report was written by more than 250 eminent experts from a wide range of disciplines working on education, coming from across 45 countries, and reviewed by over 50 scholars, and took just over two years. The full ISEE Assessment report, "Reimagining Education", comprising 25 chapters, with a Summary for Decision Makers (SDM), was launched soon after, in Paris at the UNESCO headquarters, on 22 March 2022.
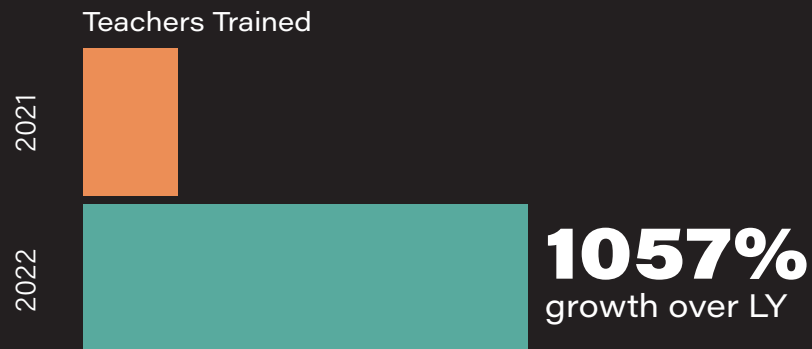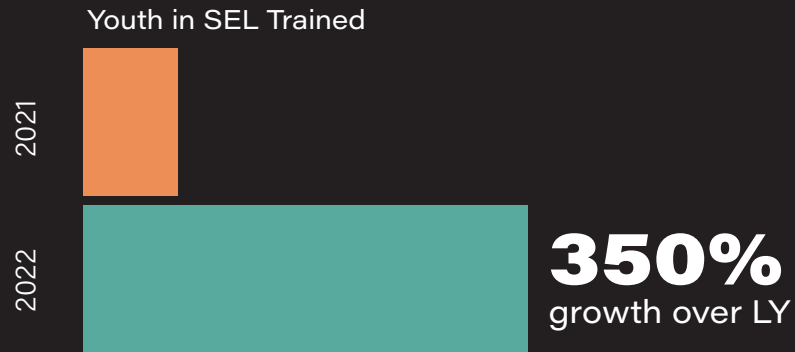
As part of the ISEEA dissemination strategy, information sessions, follow-up talks, and scientific meetings were organized with governments and research partners.
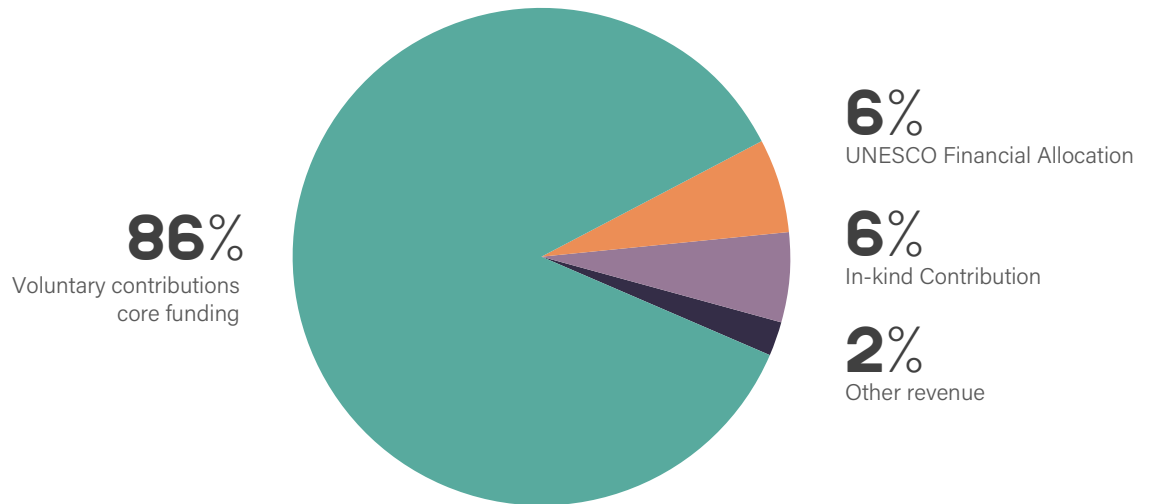

Video key messages:
https://youtu.be/MKnOoC-9iXolinks

RESEARCH PUBLICATIONS

➤ Chatterjee, N. C., & Duraiappah, A. K. (2023). Education for peace as a purpose for operationalizing social justice in education systems. In *Bloomsbury Encyclopedia of Social Justice in Education* (Vol. 10). Edited by Bourn, D. &, Pasha, A. London: Bloomsbury.

➤ Deep, A., Pathak, A., & Singh, N. C. (2022). An evaluation of the online course on climate change and emotion. In 30th International Conference on Computers in Education (ICCE) 2022, Kuala Lumpur, Malaysia. Asia-Pacific Society for Computers in Education.

➤ Mukund, V., Sharma, M., Srivastva, A., Sharma, R., Farber, M., & Singh, N. C. (2022). Effects of a digital game-based course in building adolescents' knowledge and social-emotional competencies. Games for Health Journal, 11(1), 18–29 (https://doi.org/10.1089/g4h.2021.0138).

➤ Patel, P., Chatterjee Singh, N., & Torppa, M. (2022). Understanding the role of cross-language transfer of phonological awareness in emergent Hindi–English biliteracy acquisition. ReadWrit (https://doi.org/10.1007/s11145-022-10253-x).

➤ Rautela, R., Sharma, M., Chheda, S., Chopra, N., & Singh, N. C. (2022). Efficacy of a digital course in building SEL competencies in teachers. In 2022 Early Years Virtual World Conference. Association for Early Childhood Education and Development.

➤ Rawat, S., Tiwari, S., Sharma, M., & Singh, N. C. (2022). Development and validation of a brief Digital Pedagogy Competency Scale (DiPeCoS). 30th International Conference on Computers in Education (ICCE), Kuala Lumpur, Malaysia. Asia-Pacific Society for Computers in Education.

➤ Sharma, M., Chheda, S., Piramal, R., Bhatia, N., Frazier, T., & Singh, N. C. (2022). The Social and Emotional Learning and Orientation Scale: Development and validation of a brief measure in Hindi. Journal of Psychoeducational Assessment, 40(5), 571–579 (https://doi.org/https://doi.org/10.1177/07342829221075517).

K-12 Learners Trained

2021

2022

1147%
growth over LY

Youth in SEL Trained

2021

2022

350%
growth over LY

Teachers Trained

2021

2022

1057%
growth over LY

FINANCIAL
REPORT

6%
UNESCO Financial Allocation

6%
In-kind Contribution

2%
Other revenue

86%
Voluntary contributions
core funding

The main financial contributors to the institute over the years have been the Government of India (GOI) and UNESCO. During the year, UNESCO MGIEP received 92% of the total revenue from GOI as Voluntary contributions (86 %) and In-kind contributions (6 %). The balance of 8% of the total revenue represents contributions from UNESCO and other revenues.

Expense % in proportion to Total Revenue

37%
Programme Cost

41%
Personnel Cost*

11%
Admin Cost

6%
Surplus
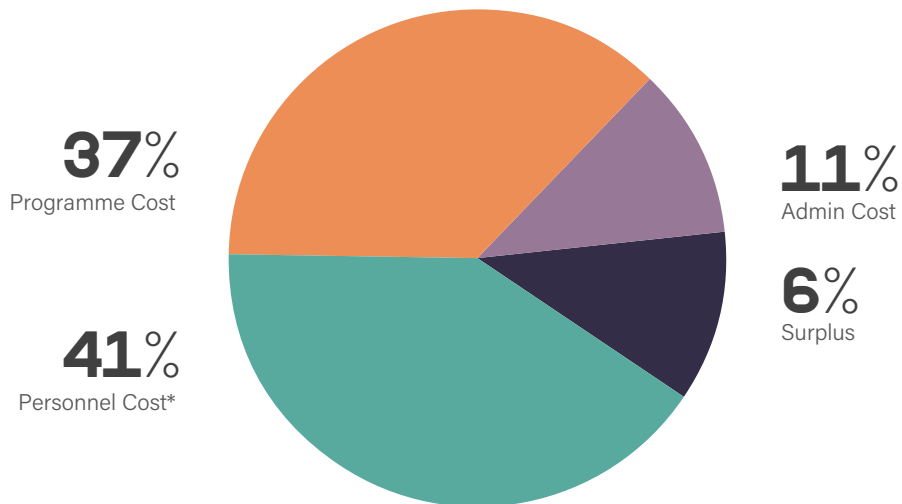
During the year, there has been an overall increase in expense as compared to the previous year by 29%. This is mainly due to the opening up of businesses post-COVID and a boost in the implementation of activities.

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