



United Nations
Educational, Scientific and
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Mahatma Gandhi Institute
of Education for Peace
and Sustainable Development



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Social and Emotional Learning - the secret to Global Citizenship

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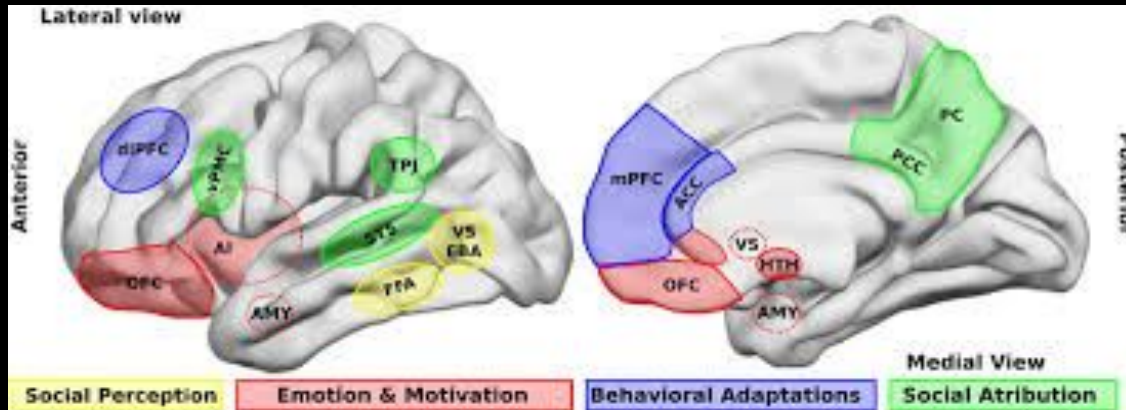
UNESCO MGIEP

- The Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) is UNESCO's category 1 Research Institute that focuses on **Sustainable Development Goal (SDG) 4.7** towards education for building peaceful and sustainable societies across the world
- Employs a whole-brain approach to education. Programs are designed to
 - Mainstream SEL in education systems
 - innovate digital pedagogies and
 - empower youth as global citizens



Humans are Social Beings

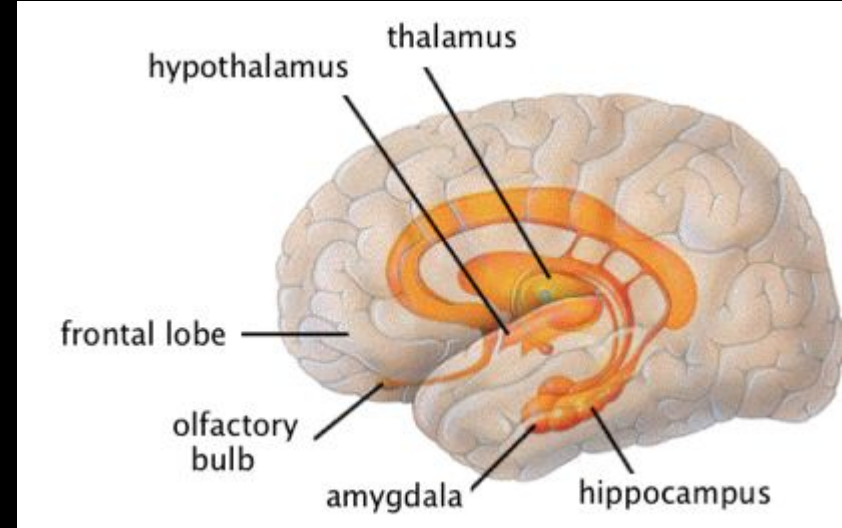
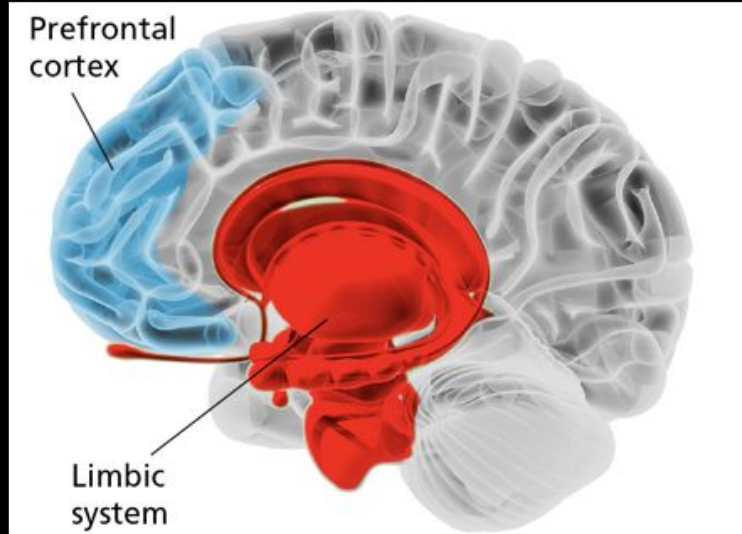
- Humans possess an innate, biological ability to form interpersonal connections.
- It is the foundation for human beings to coexist **in** and **across** groups.
- The internal psychological and biological systems of humans seek **closeness** in times of **perceived threat, need or danger**.



Billeke P and
Aboitiz F (2013)

Humans are also emotional beings

Thinking brain



Emotional brain

Emotional brain is involved in motivation, emotion, learning & memory.

Humans as Social and Emotional Beings

Humans possess a very special form of social cognition - the ability to understand conspecifics as beings like themselves who have intention and mental lives like their own. (Tomasello 1999)

Social relationships are mediated through emotional responses.

To improve relationships and facilitate more cooperative functioning between individuals, within communities and throughout society as a whole.

How does learning happen in the brain



The ability of the brain to change due to external input or stimulus
Build new connections that are nurtured and prune others that are not.

Social and Emotional Skills

Social and Emotional Learning (SEL) can be described as learning that equips all learners **to identify and navigate emotions, practice mindful engagement and exhibit prosocial behavior** for human flourishing towards a peaceful and sustainable planet.



Global Citizenship

In 2018, The United Nations' Sustainable Development Goal Target 4.7 states that by 2030 all learners to

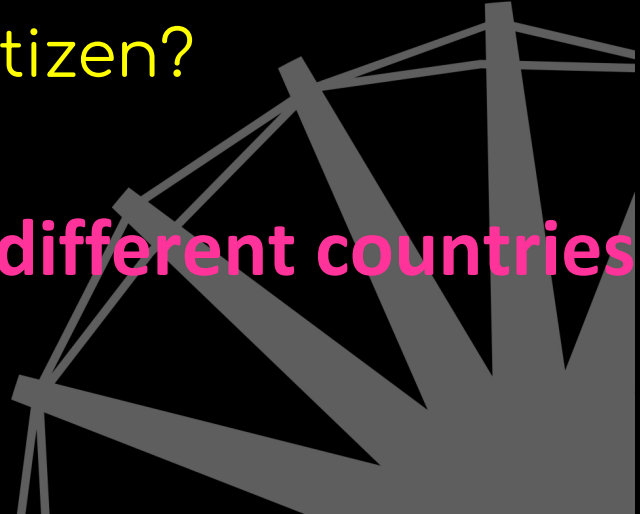
*“acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, **global citizenship**, and appreciation of cultural diversity and of culture's contribution to sustainable development”*

Who is a Global Citizen?

WHAT IS GLOBAL CITIZENSHIP?

How to become a Global Citizen?

Do I need to travel or live in different countries to become a global Citizen?



Global Citizenship

Global Citizenship Education (GCED) aims to empower learners of all ages to assume active roles both locally and globally in building more peaceful, tolerant, inclusive and secure societies.

Source - UNESCO



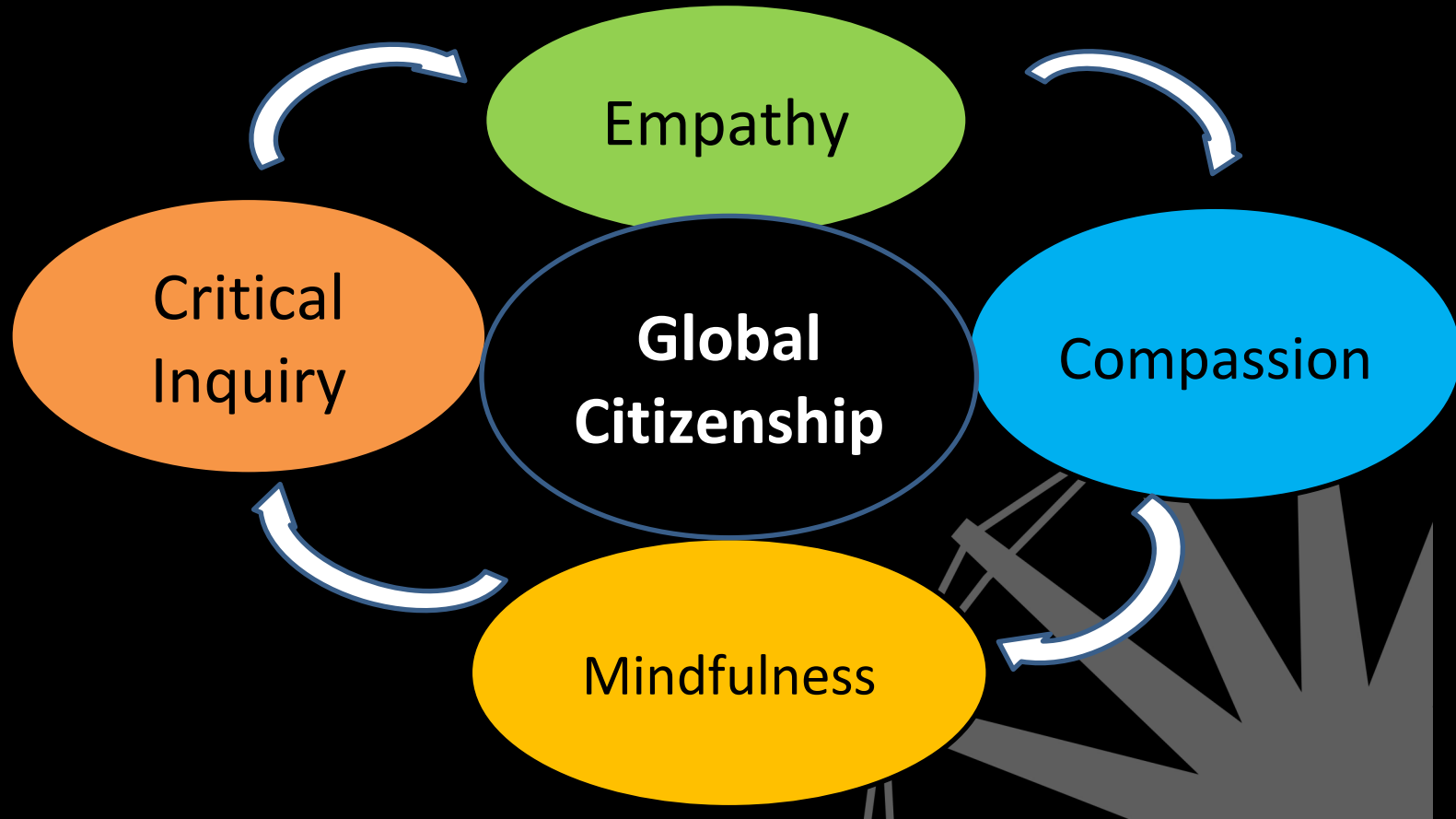
Global Citizenship Education and Social Emotional Learning



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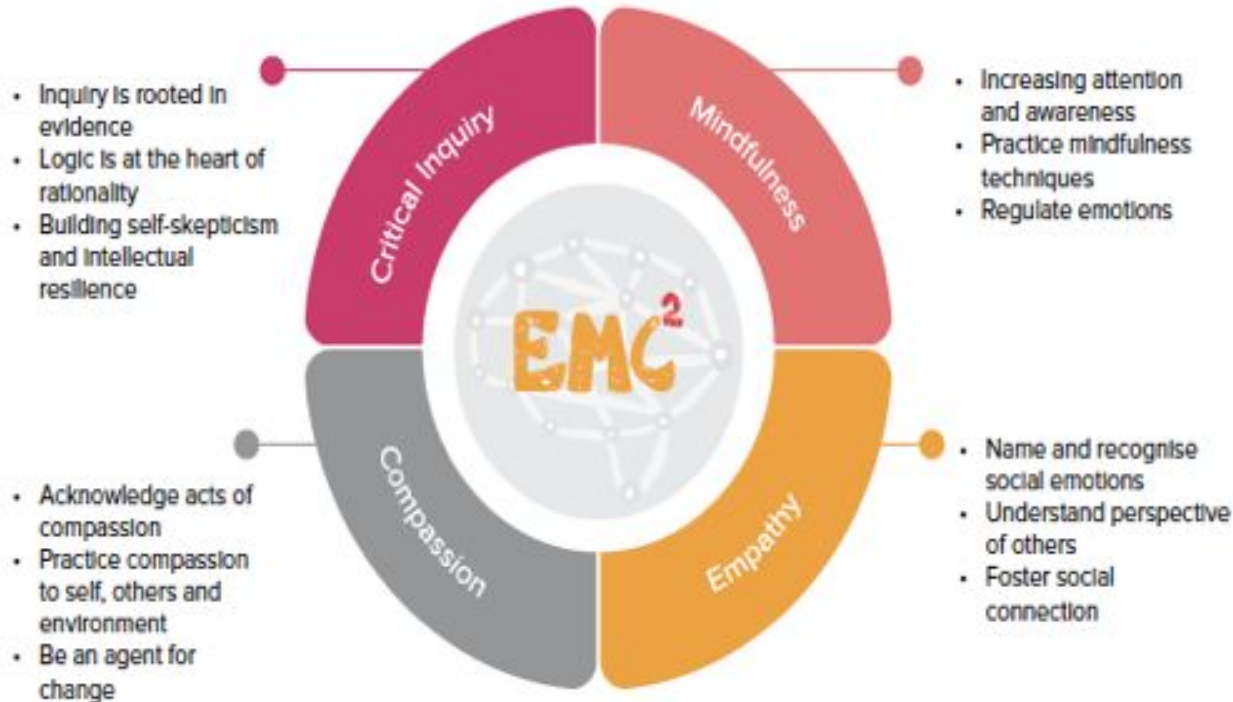
MGIEP's Social and Emotional Learning Model



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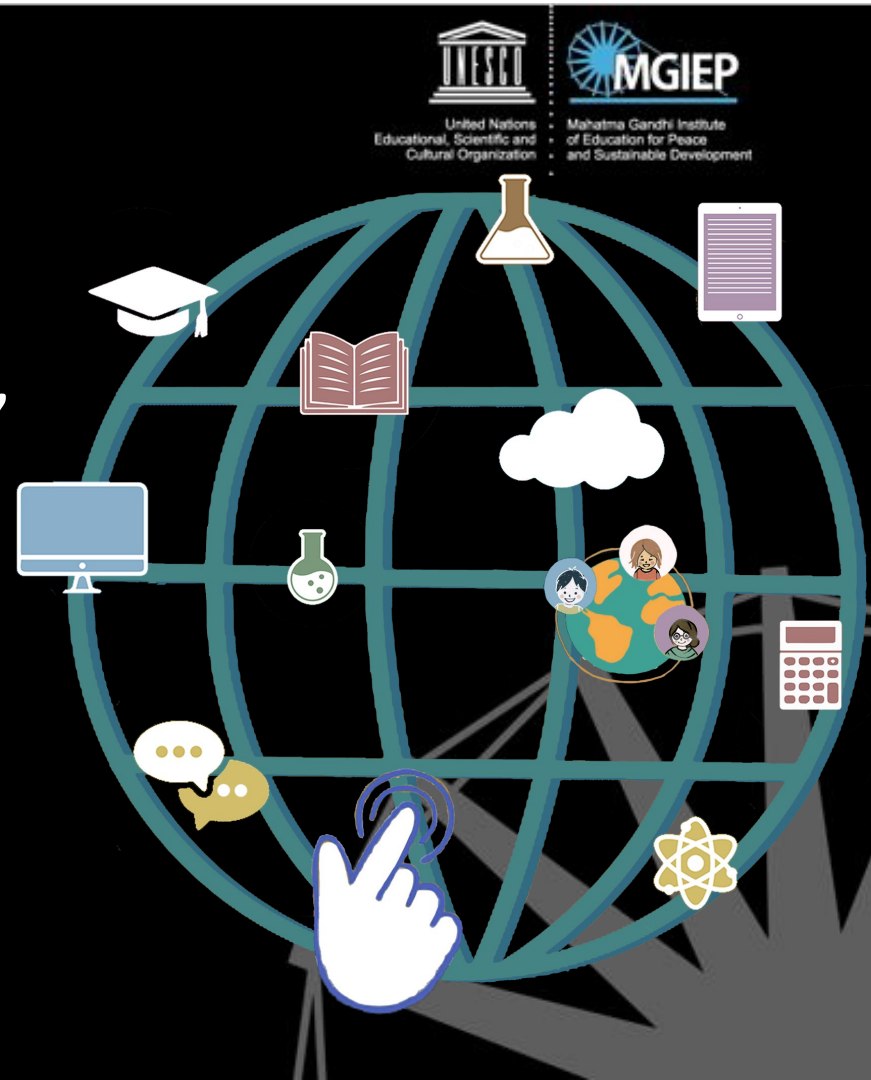
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Digital Pedagogies for Global Citizenship

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Anurag Deep - a.deep@unesco.org

Connecting with the world
in direct and tangible ways,
a critical pedagogy that
build active citizenship is
necessary to shape global
citizenship.



- 
- An aerial photograph showing a four-way intersection of a dirt road in a dense, green forest. The road is light brown and shows tire tracks. The surrounding forest is lush and green, with some areas of bare earth visible near the intersection.
- **Understanding & Respect**
 - **Common humanity**
 - **Collaboration**

- **Trolling & Cyber Bullying**
- **Stereotypes**
- **Polarization**



Teacher as a **facilitator** of experiences that enable empathy, respect, critical thinking & positive connections

Benefits of technology taken for granted, not
enough focus on the purpose of technology use

Push on use of ICT in Education

Is there a difference between use of ICT in
education and digital pedagogies?

Technology + Teaching = **ICT in Education**

Purpose + Technology + Engaging Pedagogy =
Digital Pedagogy

Role of a teacher as a **designer** of digital
experiences is critical!

What teachers need for creating impactful digital experiences for GCE?

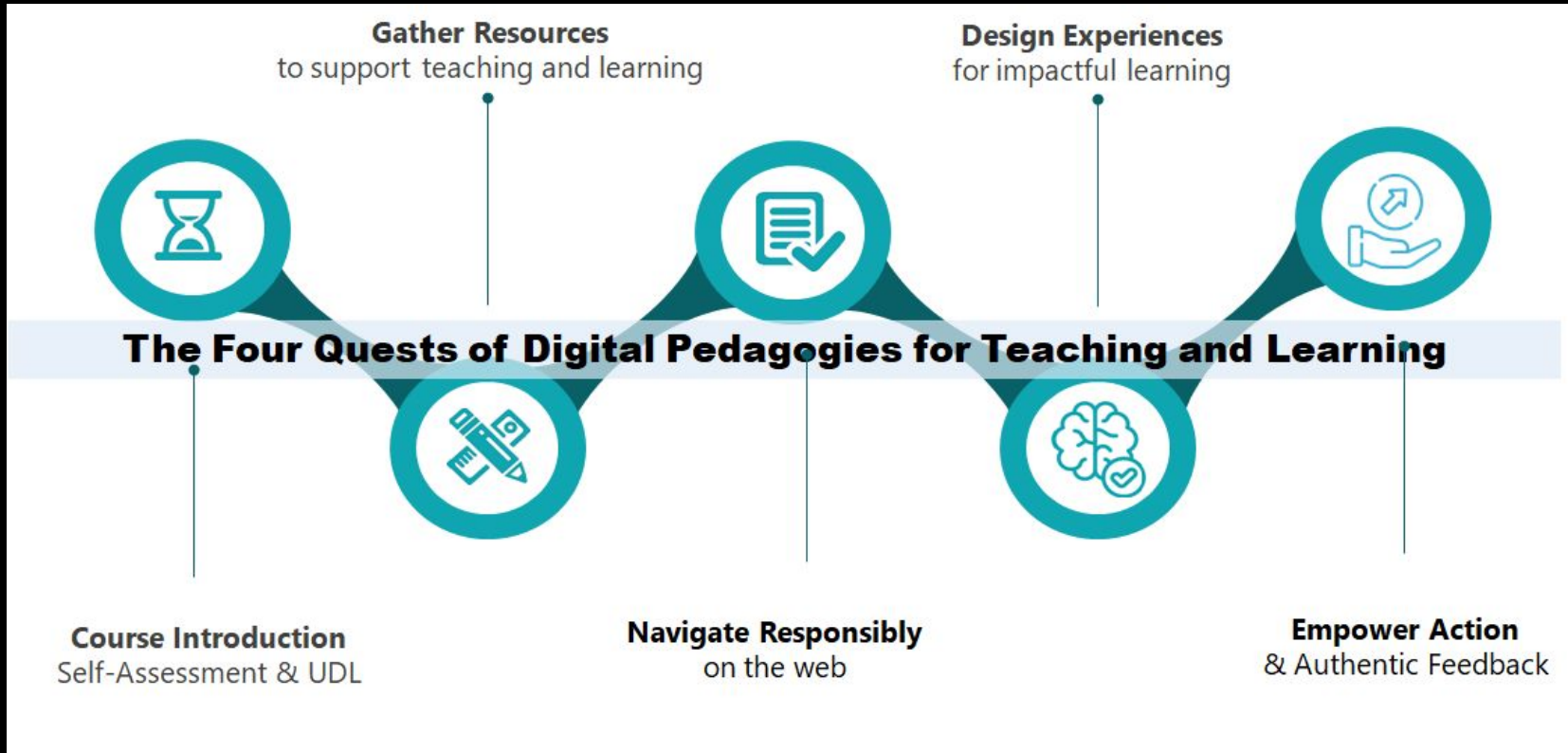
Experience the
potential of technology

Skills of an active &
responsible digital
citizen

Digital tools that
support empowering
pedagogies

Principles of design for
purposeful use of
technology

Digital Pedagogies – An online Course



FramerSpace

**An indigenously developed
artificial-intelligence backed
learning platform for K-12
learners**

Framerspace.com

**A Platform for Teachers,
Students, Instructional Designers,
Governments, Data Crunchers,
Changemakers**

A platform for content developers

Key term is **Digital Pedagogy** NOT ICT

Offering an **immersive, interactive, self-motivated**, reward-based, instantaneous feedback experience.

GDPR Compliant



MGIEP's approach

LIBRE



OUR PROCESS: LIBRE



Storytelling

Reflection

Games & Gamification

Inquiry

Dialogue

Action-oriented Experiential
 Contextualized
 Learner-Centric
 Interactive
 Motivational
 Dialogue
 Inquiry
 Immersive
 Multi-sensory
 Fun
 Personalized
 Creative
 Reflection
 Age Appropriate

GC course on Framerspace

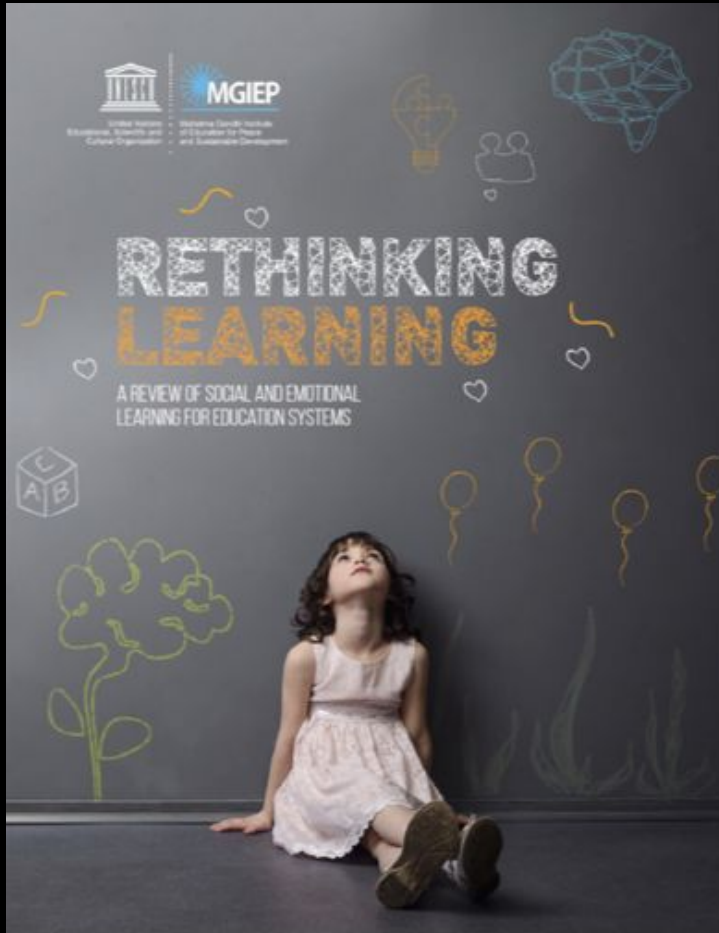


MGIEP Resources



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SEL Blog



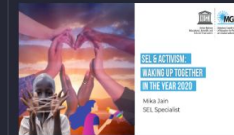
SEL for Everyone

A blog by UNESCO MGIEP that changes the way people converse on SEL



Building Meaningful Relationships Through Digital Global Community

As we continue along the process of reimagining education, it is important that we understand the contemporary context.



SEL & Activism: Waking Up Together in the Year 2020

The work of making the world the place it ought to be is what SEL is all about. Hear from Mika Jain on integrating culturally-affirming SEL strategies to encourage student agency, solidarity, resilience, and activism.



Fostering Communities of Practice

Moving towards the development of wellbeing and praxis among SEL educators. Read our latest blog by Reshma Piramal from SEE Learning, India.



Who Drives Social-Emotional Learning?

In this formative moment when SEL is still malleable and receptive, we concern ourselves with this question: whose voices get to shape and drive SEL?



Making Online Curriculum Accessible to Support SEL

Paul Darvasi writes on how the Universal Design for Learning framework empowers learners by providing multiple means to knowledge and skill acquisition while encouraging self-awareness and self-management, core Social and Emotional Learning (SEL) competencies.



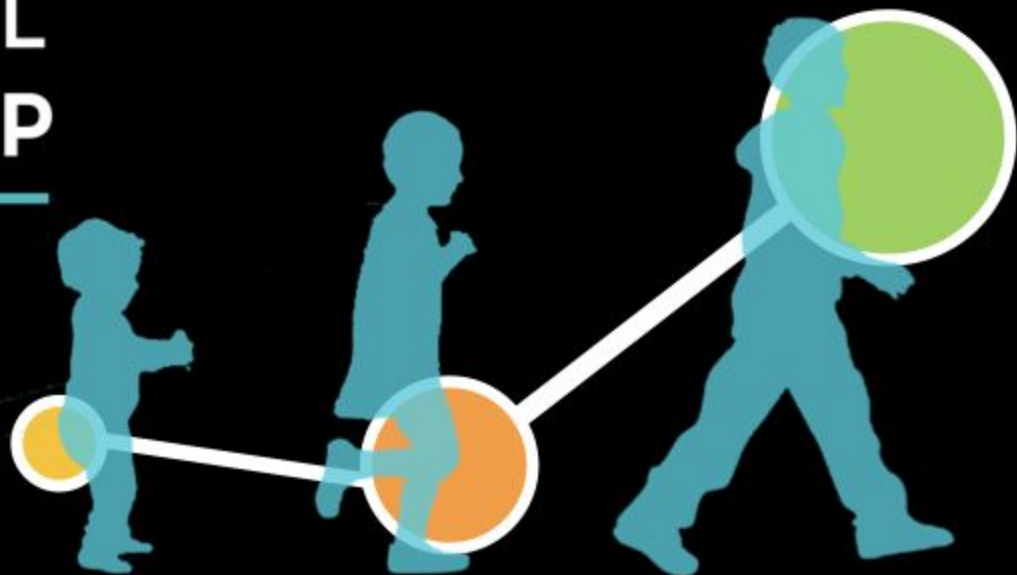
Tackling inequality through SEL

In school settings, differentiating equity (treating people differently according to their needs) from equality (treating everyone the same) is very important for ensuring that the levels and kinds of support offered to students meet their needs. Hear from Brenda Dobie on a comprehensive whole school approach to SEL.

activism-waking-up-together-in-the-year-2020

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GLOBAL CITIZENSHIP



GC Primer

Activity based SEL
Program for teachers to
build SEL experiential
learning in classroom

GC Builder

Digital modules on
GC issues on
FramerSpace

GC Master

Digital games that
embed SEL that
follow pilot
testing.

Afghanistan

Bangladesh

Bhutan

India

Maldives

South Africa

Sri Lanka

FROM KNOWLEDGE >> CAPACITIES

WHAT TO EXPECT?

Certified Workshops: Social & Emotional Learning, Climate Change, Digital Pedagogies and Gaming and more - for teachers & youth

Keynotes

Panel Discussions

Join us: mgiep.unesco.org/tech2020



Transforming Education
Conference for Humanity

December 11 – 13, 2020