



Spot the similarities

Addax: Less than 300 left in the wild

Cottontop Tamarin: Estimated wild population 6000

Red ruffed lemur: Threatened by habitat loss, hunting & pet trade

Edwards's pheasant: Numbering less than 3000

Fossa: Threatened by Habitat destruction

Gorilla: 786 mountain gorillas left in the world

Visayan warty pig: Endangered because of hunting

Javan Rhinoceros: As few as 40 left in the world

Udzungwa red colobus: Threatened by habitat loss

Whooping crane: 400 birds left in the world

Xantus's murrelet: Threatened by Oil spill

Imperial woodpecker: Last spotted in the 20<sup>th</sup> century

Komodo: About 5,000 surviving dragons

Yellow crested cockatoo: As few as 2,500 left in the world

Zebra Duiker: 28,000 and diminishing every day

Proboscis monkey: Threatened by hunting and habitat destruction

Malayan Tapir: 1500-2000 as of last count

Nile Lechwe: Less than 40,000 in their natural habitat

Orangutan: No more than 60,000

# The A to Zs of Extinct and Endangered animals

Source: Nat Geo Wild



**extinct**

**1 million**

**of Earth's 8 million  
species face extinction\***

**80%**

**of the progress towards SDGs  
will be undermined by  
current negative trends in  
biodiversity and ecosystem  
services\***





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# What does it mean to an individual?

**Physical and Mental health**

**Job security**

**Personal Safety**







## CONSTITUENTS OF WELL-BEING

### Security

- PERSONAL SAFETY
- SECURE RESOURCE ACCESS
- SECURITY FROM DISASTERS

### Basic material for good life

- ADEQUATE LIVELIHOODS
- SUFFICIENT NUTRITIOUS FOOD
- SHELTER
- ACCESS TO GOODS

### Health

- STRENGTH
- FEELING WELL
- ACCESS TO CLEAN AIR AND WATER

### Good social relations

- SOCIAL COHESION
- MUTUAL RESPECT
- ABILITY TO HELP OTHERS

### Freedom of choice and action

OPPORTUNITY TO BE ABLE TO ACHIEVE WHAT AN INDIVIDUAL VALUES DOING AND BEING

Source: Millennium Ecosystem Assessment

**ARROW'S COLOR**  
Potential for mediation by socioeconomic factors


- Low
- Medium
- High

**ARROW'S WIDTH**  
Intensity of linkages between ecosystem services and human well-being

- Weak
- Medium
- Strong





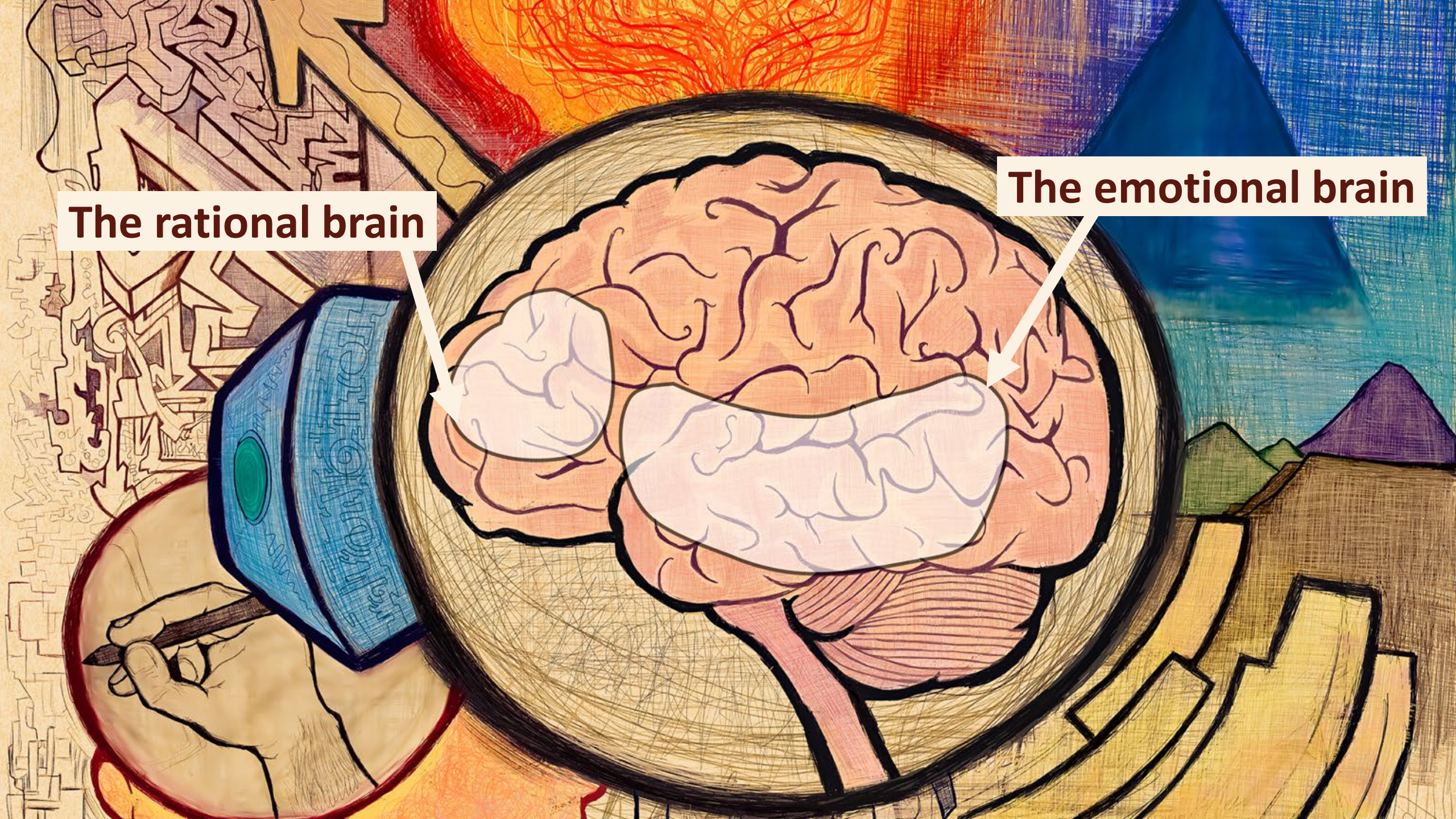
A black cat with large yellow eyes is sitting in a room. The background features a window with a view of a blue sky and a potted plant with green leaves. The cat is looking towards the left. A speech bubble is positioned to the left of the cat, containing text.

**If we know  
what's wrong,  
why do we still  
do it, humans?**



**The rational brain**

**The emotional brain**





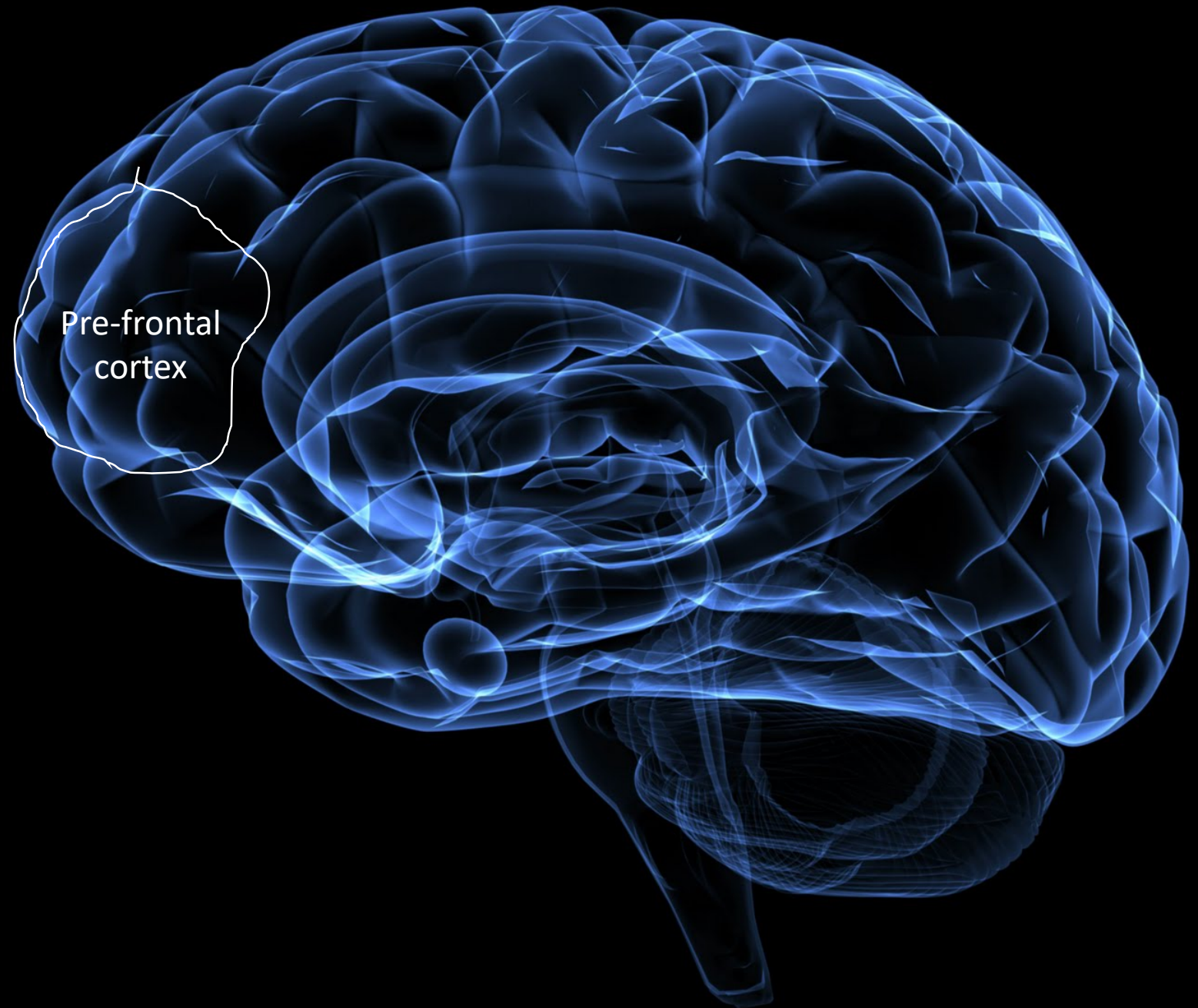


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# Critical Inquiry



The Rational Brain



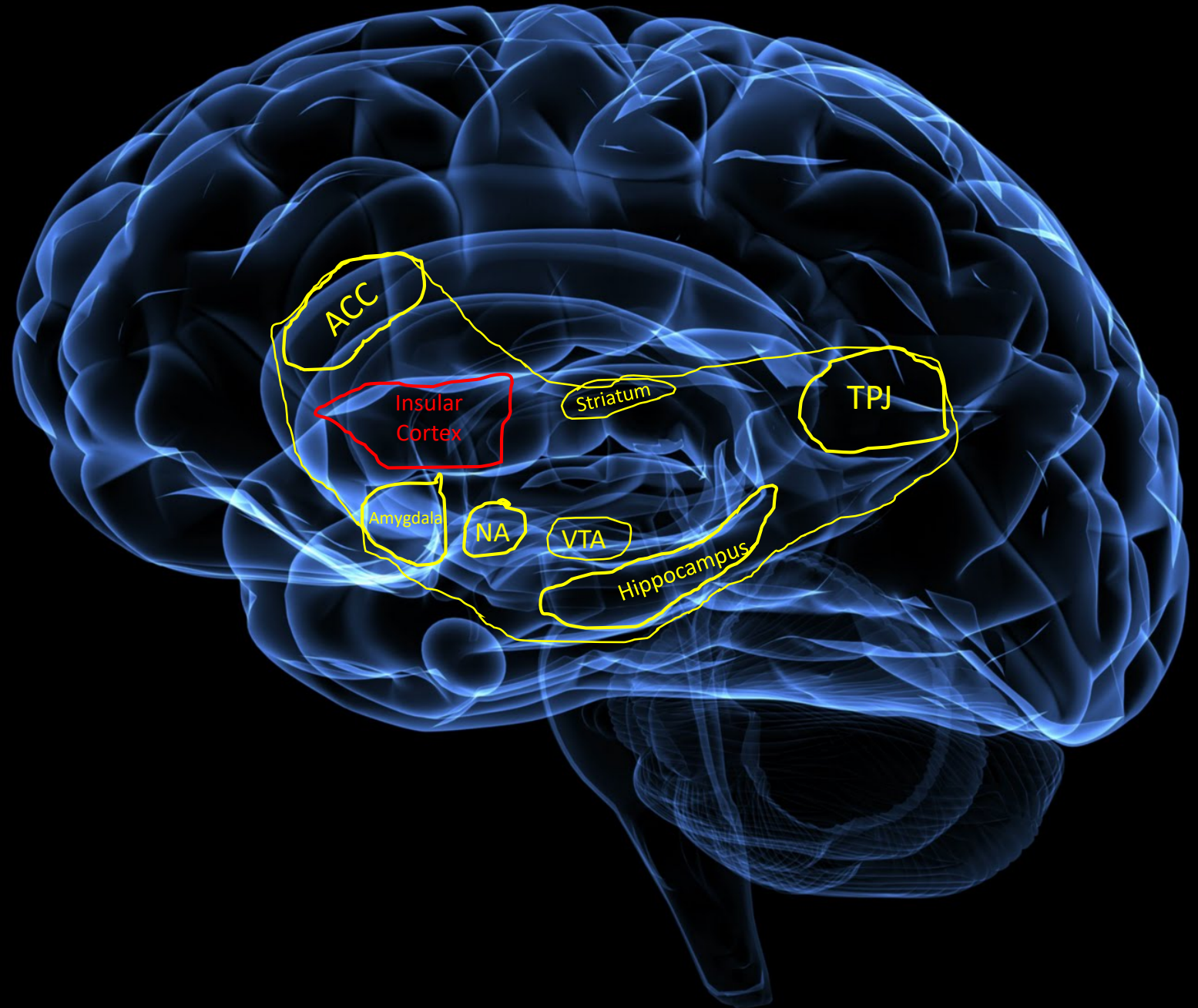


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# Attention regulation + Sensory Motor Skills

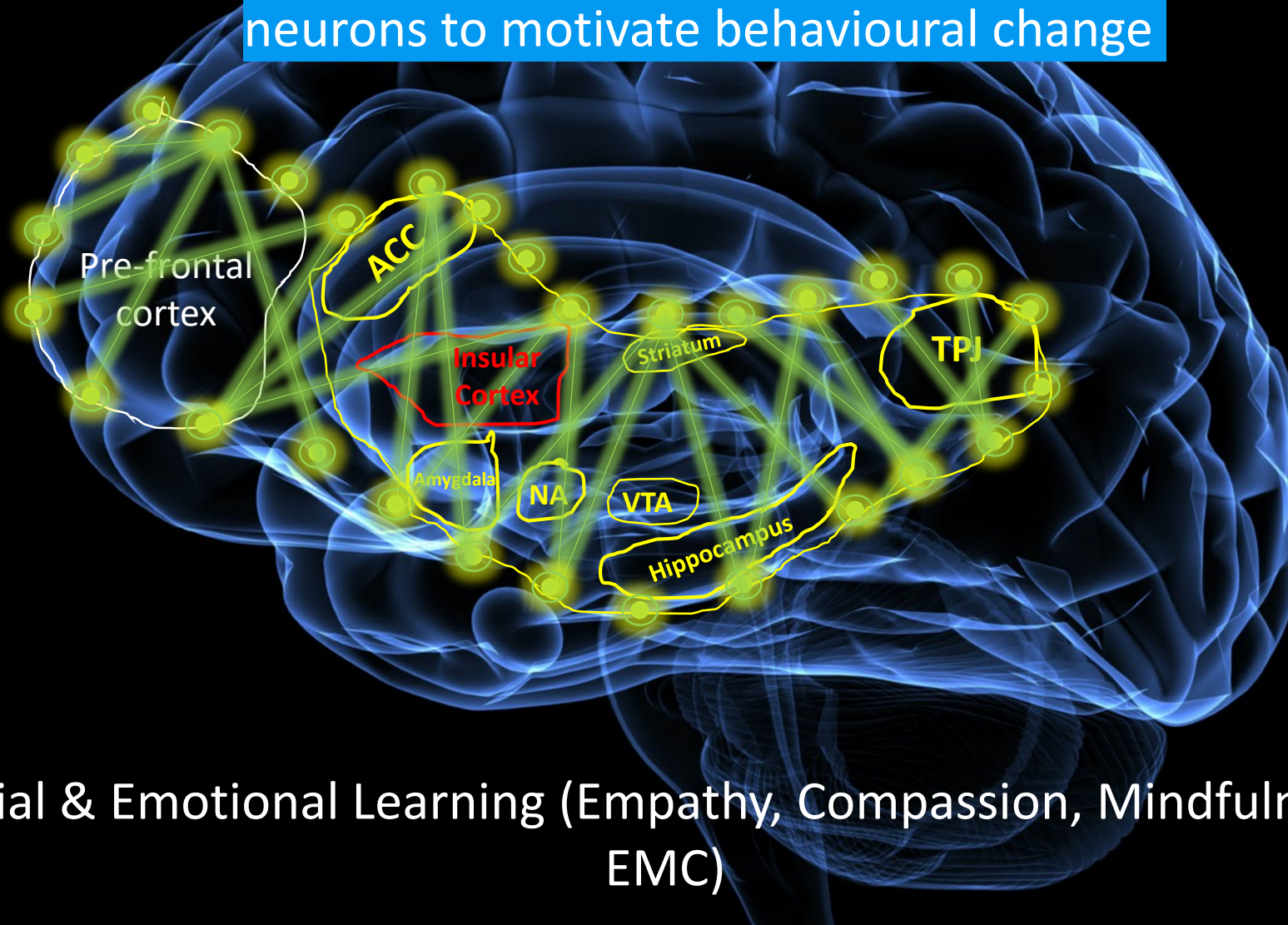


The Emotional Brain



We need to train the brain to tease out those empathy neurons to motivate behavioural change

Critical Inquiry



Attention Regulation + Sensory Motor Skills

Social & Emotional Learning (Empathy, Compassion, Mindfulness – EMC)

At MGIEP, we call it “Firing the Gandhi Neurons”

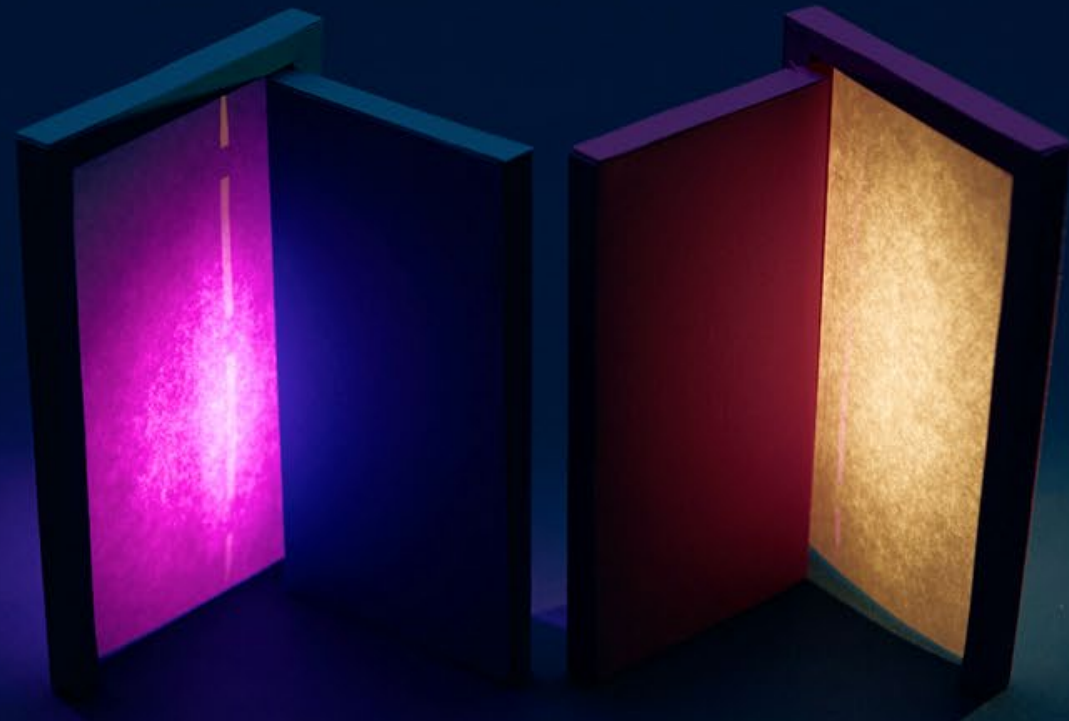




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**We are confronted with competing choices.  
Rationality says what we must do.  
But yet, we don't do it.**





Conditions of **stress**

Continuous **fight** within  
oneself

Perpetual **downward**  
**spiral** continues

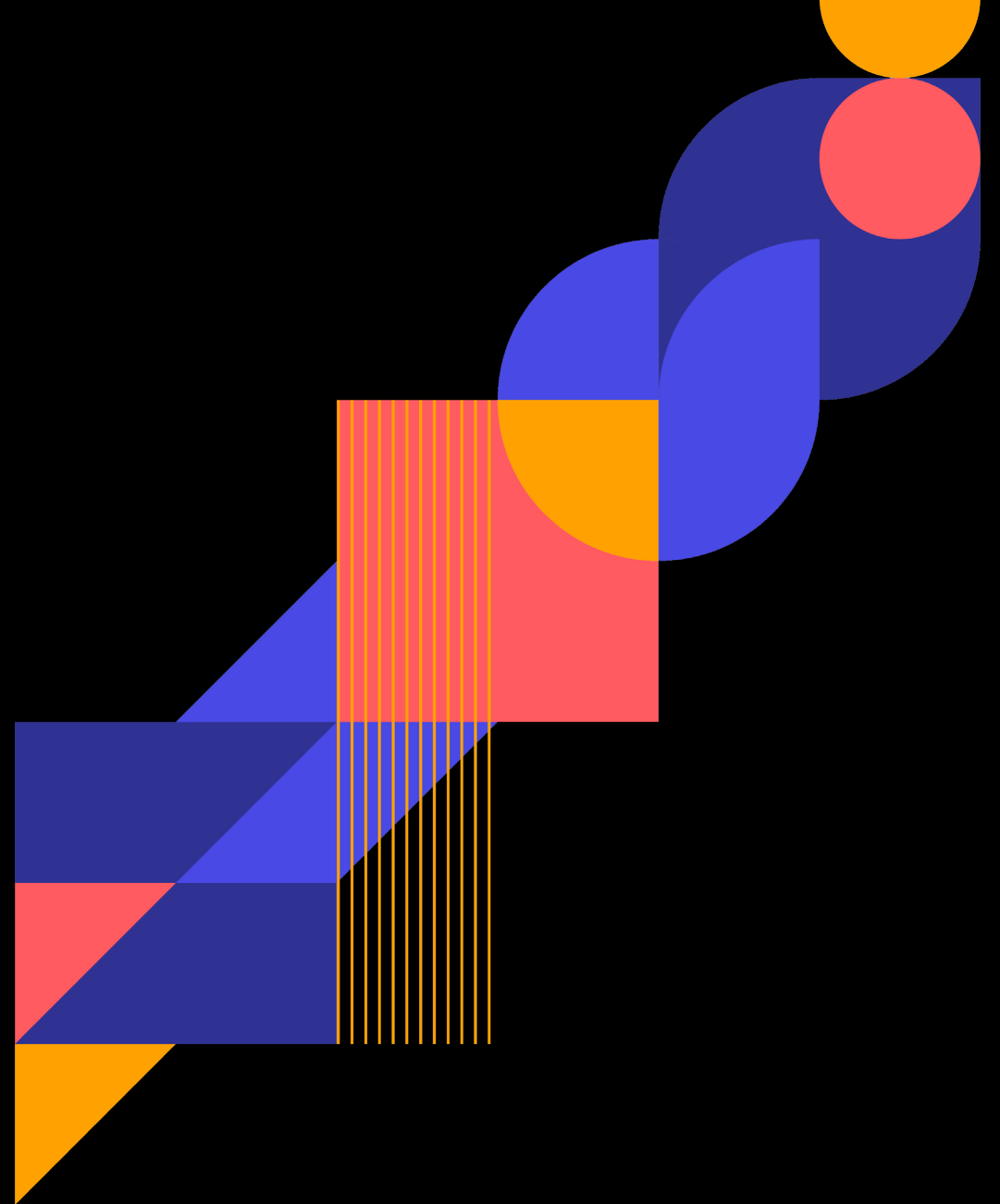


The background is a complex, abstract geometric pattern. It features a central vertical axis with a light beige or cream-colored path that tapers towards the top. This path is flanked by dark blue and teal shapes that create a sense of depth and perspective, resembling a stylized architectural structure or a tunnel. Interspersed within these shapes are bright pink or magenta elements, including triangles and rectangular strips. The overall composition is symmetrical and highly stylized, with sharp lines and a limited color palette.

**How do we break it?**



**Negative trends in nature will continue to 2050 and beyond in all of the policy scenarios, except those that include transformative change\***

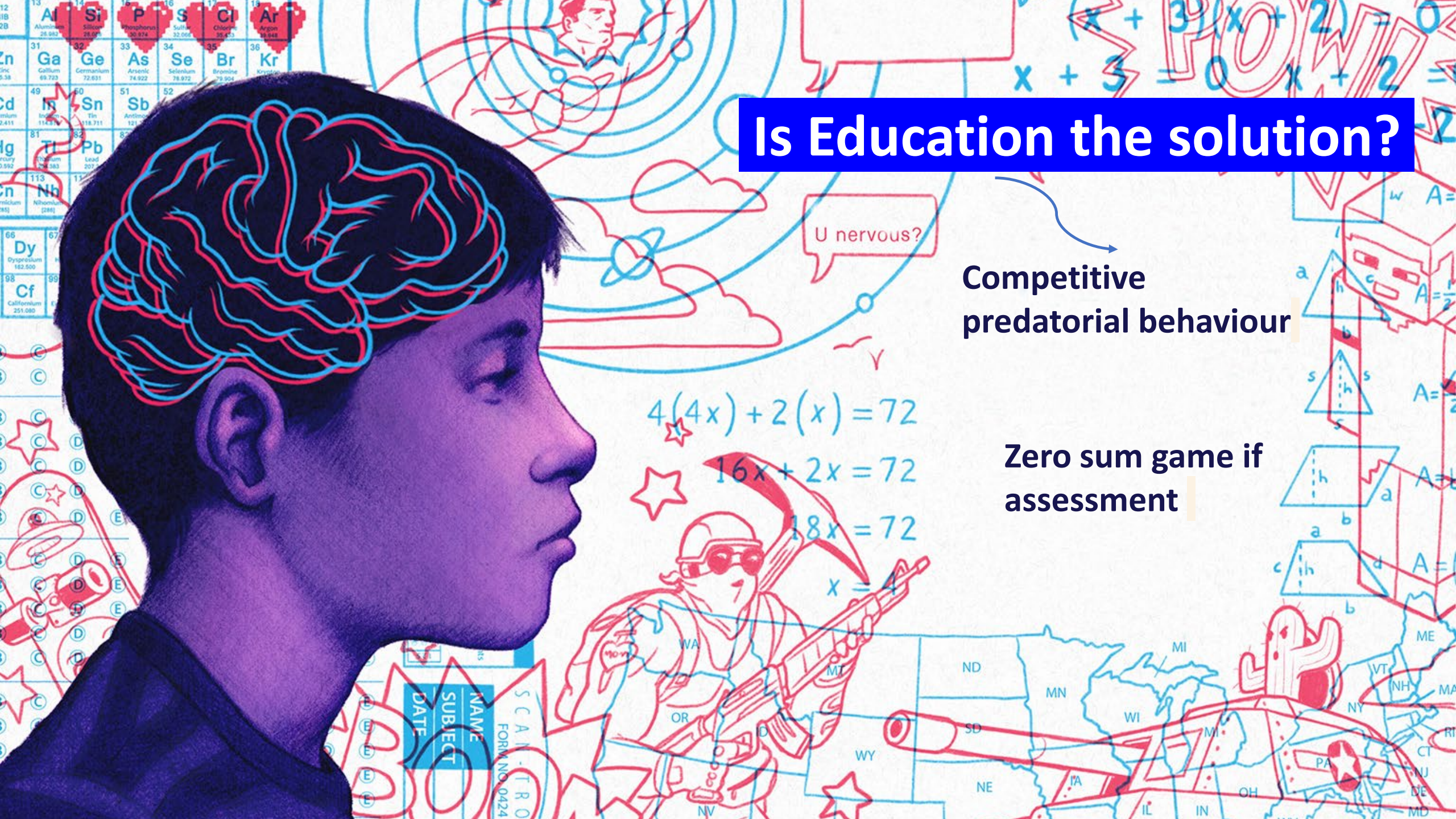




# Is Education the solution?

Competitive  
predatorial behaviour

Zero sum game if  
assessment







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**A newer form of  
education is required.**

**One that requires  
Emotional Intelligence.**







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**UNESCO MGIEP**

*intervention*



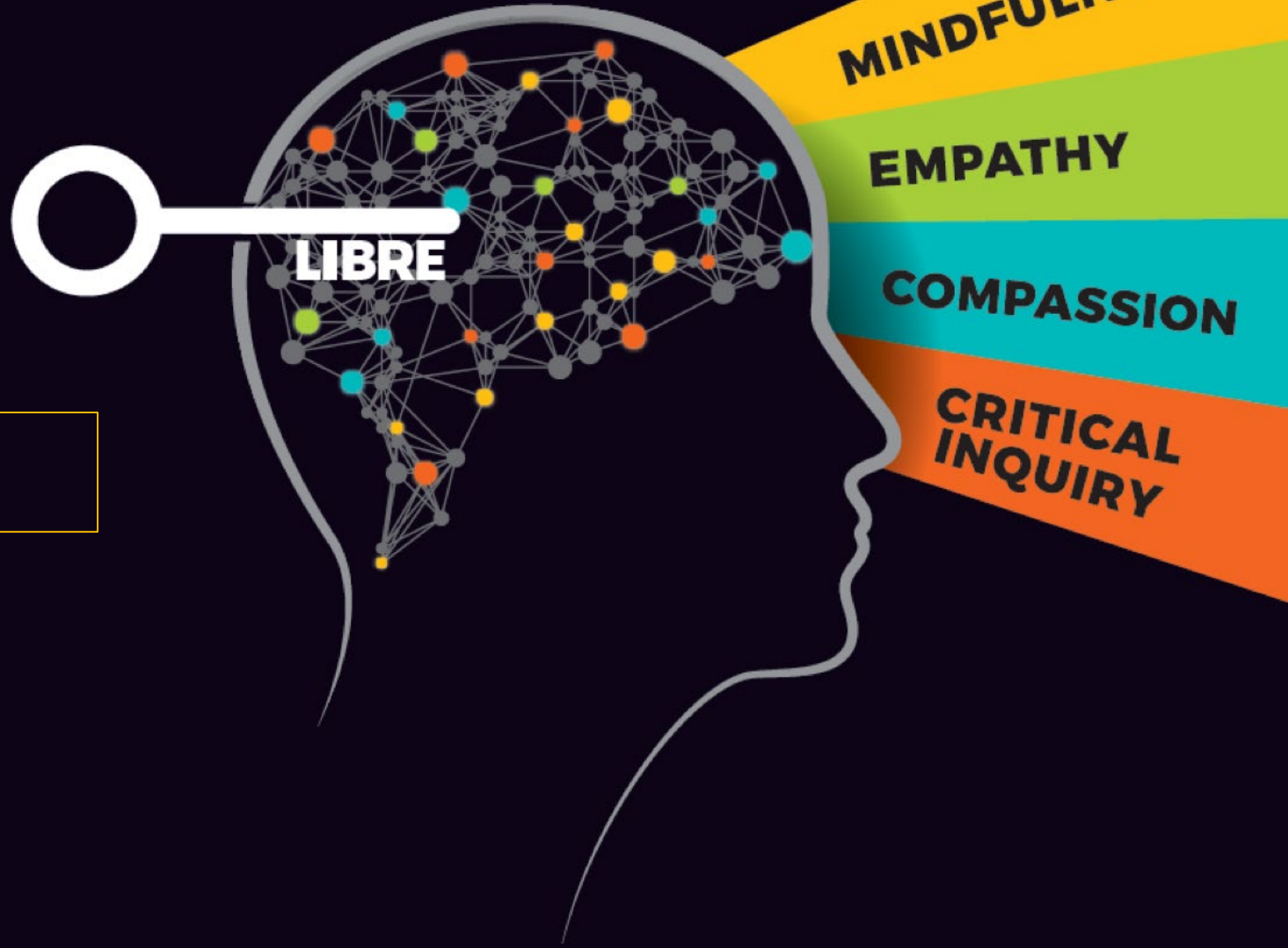


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# The Libre Process







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STORY TELLING



NARRATIVE  
BASED



CASE STUDIES



DIGITAL  
PEDAGOGIES



REFLECTIONS



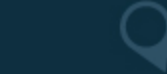
GAMES &  
GAMIFICATION



CRITICAL  
INQUIRY



DISCUSSION /  
DIALOGUE

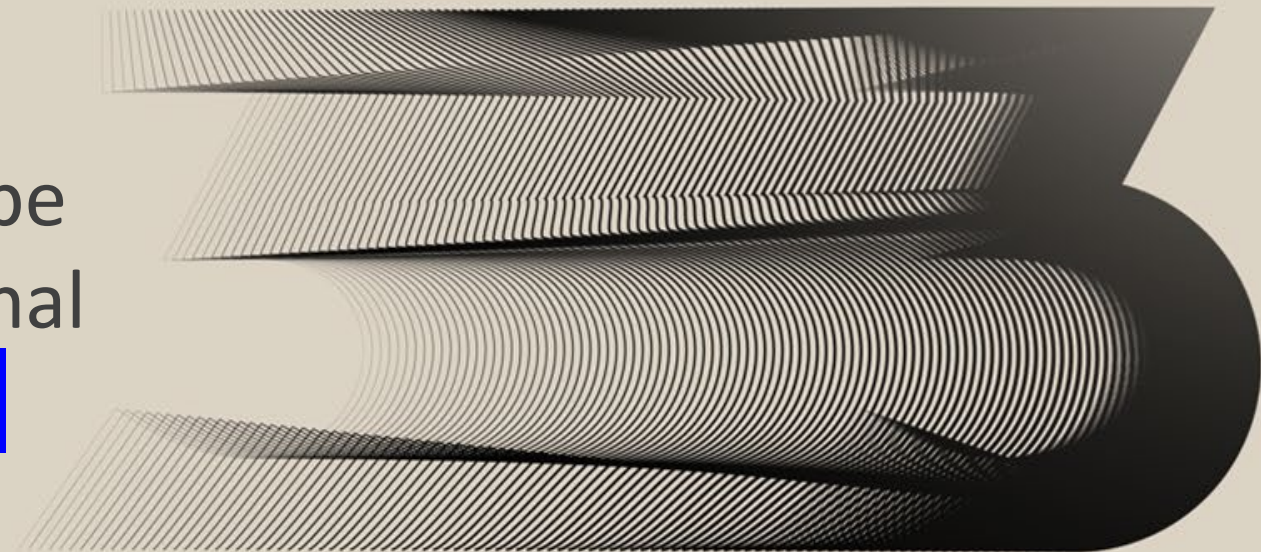


# Takeaways

Trade-offs and cognitive dissonance is the grounded reality

**Emotional Intelligence** is critical to navigate the dissonance

Our education systems have to be transformed to develop emotional intelligence using a **whole brain approach**







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## Call to action

Mainstreaming SEL  
education

Consolidate ESD, GCED, PE,  
HRE, STEAM etc. into an  
education for human  
flourishing.





Our end goal is  
**Human flourishing**  
which leads to  
**sustainable** and  
**peaceful societies.**






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# The inconvenient demands: Managing our cognitive dissonances

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**SEE YOU @ TECH 2019 IN VIZAG, INDIA**  
**DEC 10 – 12, 2019**

 [mgiep.unesco.org/tech2019](http://mgiep.unesco.org/tech2019)

