



## Spot the similarities

**A**ddax: Less than 300 left in the wild

**B**ottontop Tamarin: Estimated wild population 6000

**C**ottontop Tamarin: Estimated wild population 6000

**D**addax: Less than 300 left in the wild

**E**dwards's pheasant: Numbering less than 3000

**F**ossa: Threatened by Habitat destruction

**G**orilla: 786 mountain gorillas left in the world

**H**orned Oryx: Endangered because of hunting

**I**mperial woodpecker: Last spotted in the 20<sup>th</sup> century

**J**avan Rhinoceros: As few as 40 left in the world

**K**omodo: About 5,000 surviving dragons

**L**eopard: Endangered because of hunting

**M**alayan Tapir: 1500-2000 as of last count

**N**ile Lechwe: Less than 40,000 in their natural habitat

**O**rangutan: No more than 60,000

**P**roboscis monkey: Threatened by hunting and habitat destruction

**Q**ueen Alexandra's Steadfast Tit: Threatened by habitat loss

**R**ed ruffed lemur: Threatened by habitat loss, hunting & pet trade

**S**ri Lankan Leopard: Endangered because of hunting

**T**iger: Endangered because of hunting

**U**dzungwa red colobus: Threatened by habitat loss

**V**isayan warty pig: Endangered because of hunting

**W**hooping crane: 400 birds left in the world

**X**antus's murrelet: Threatened by Oil spill

**Y**ellow crested cockatoo: As few as 2,500 left in the world

**Z**ebra Duiker: 28,000 and diminishing every day

## 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\*

\*IPBES 2019



**What does it mean to an individual?**

**Physical and Mental health**

**Job security**

**Personal Safety**





### CONSTITUENTS OF WELL-BEING



Source: Millennium Ecosystem Assessment

ARROW'S COLOR  
Potential for mediation by socioeconomic factors

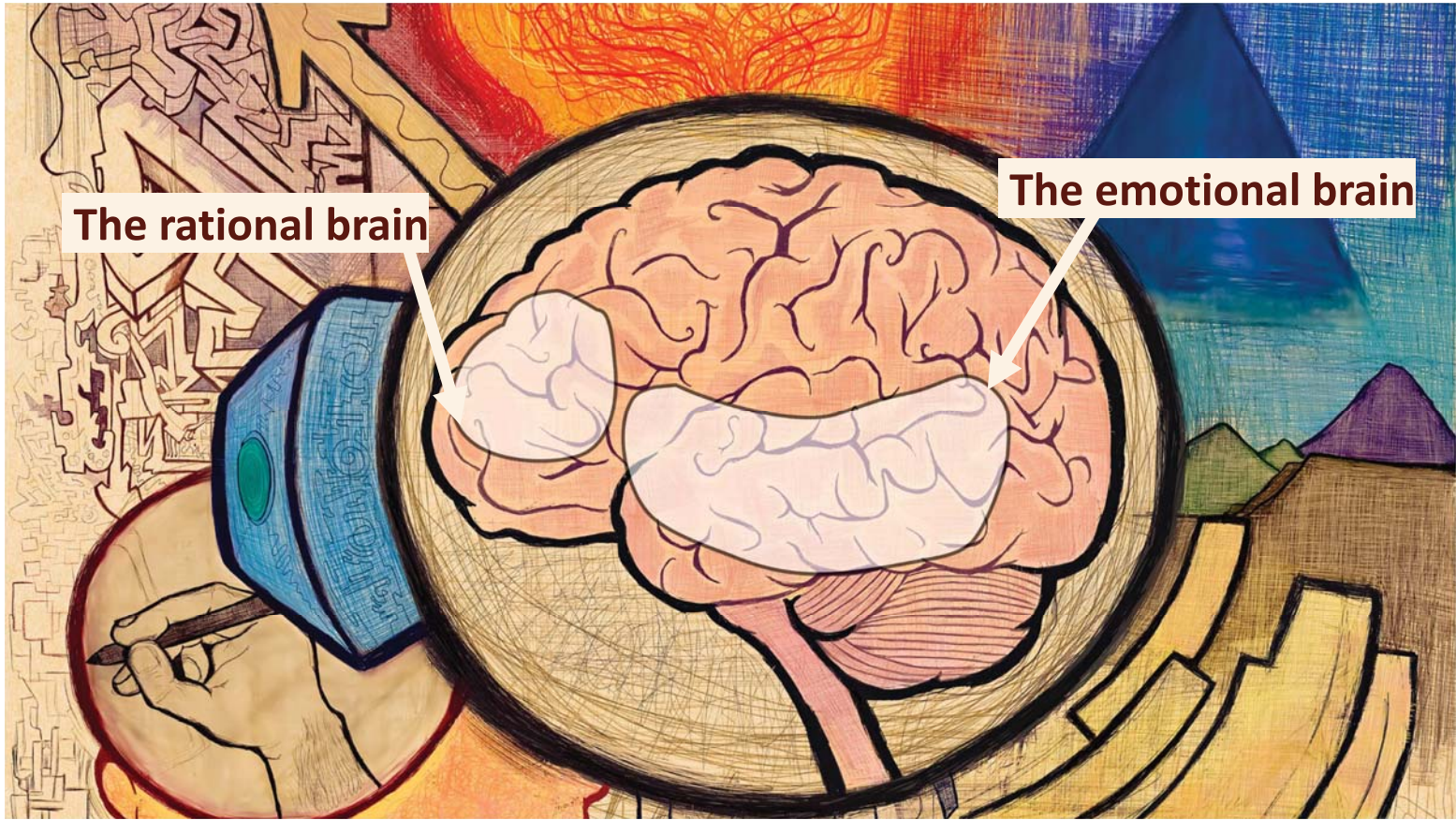
- Low
- Medium
- High

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

- Weak
- Medium
- Strong

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





The rational brain

The emotional brain



Critical Inquiry

The Rational Brain



Pre-frontal cortex

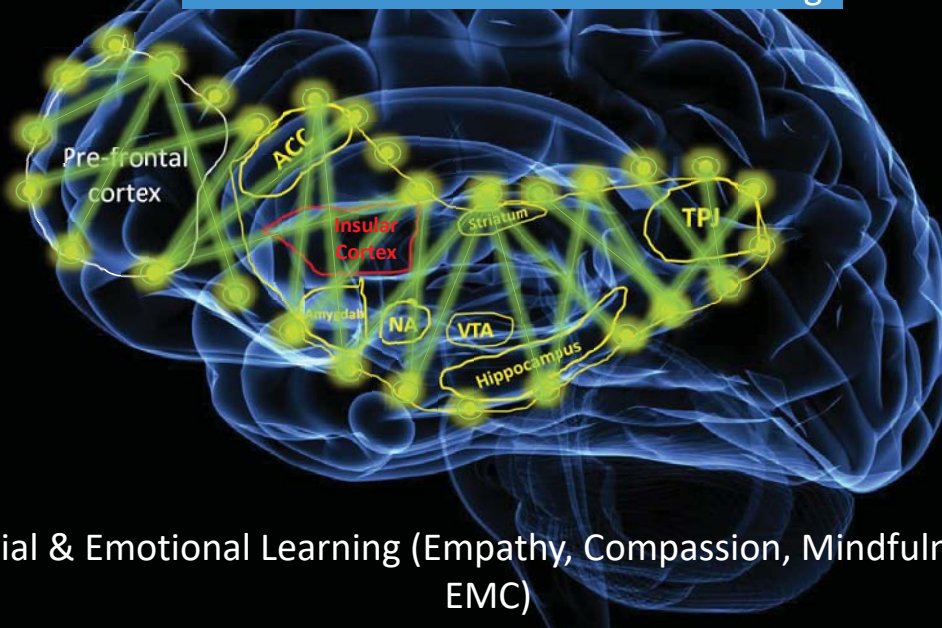
Attention regulation +  
Sensory Motor Skills



The Emotional Brain

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

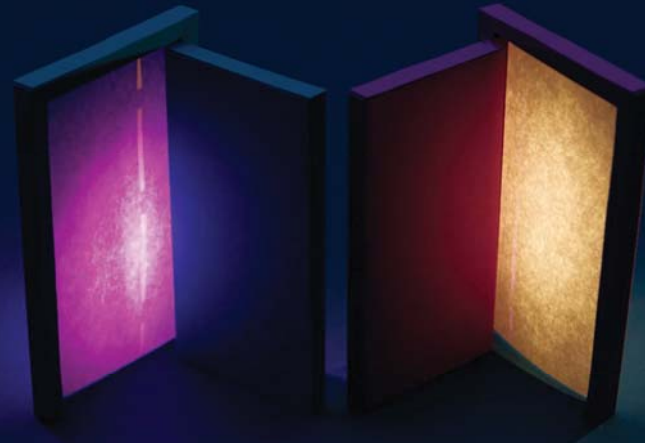
Critical Inquiry



Attention Regulation +  
Sensory Motor Skills

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

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



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



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\*

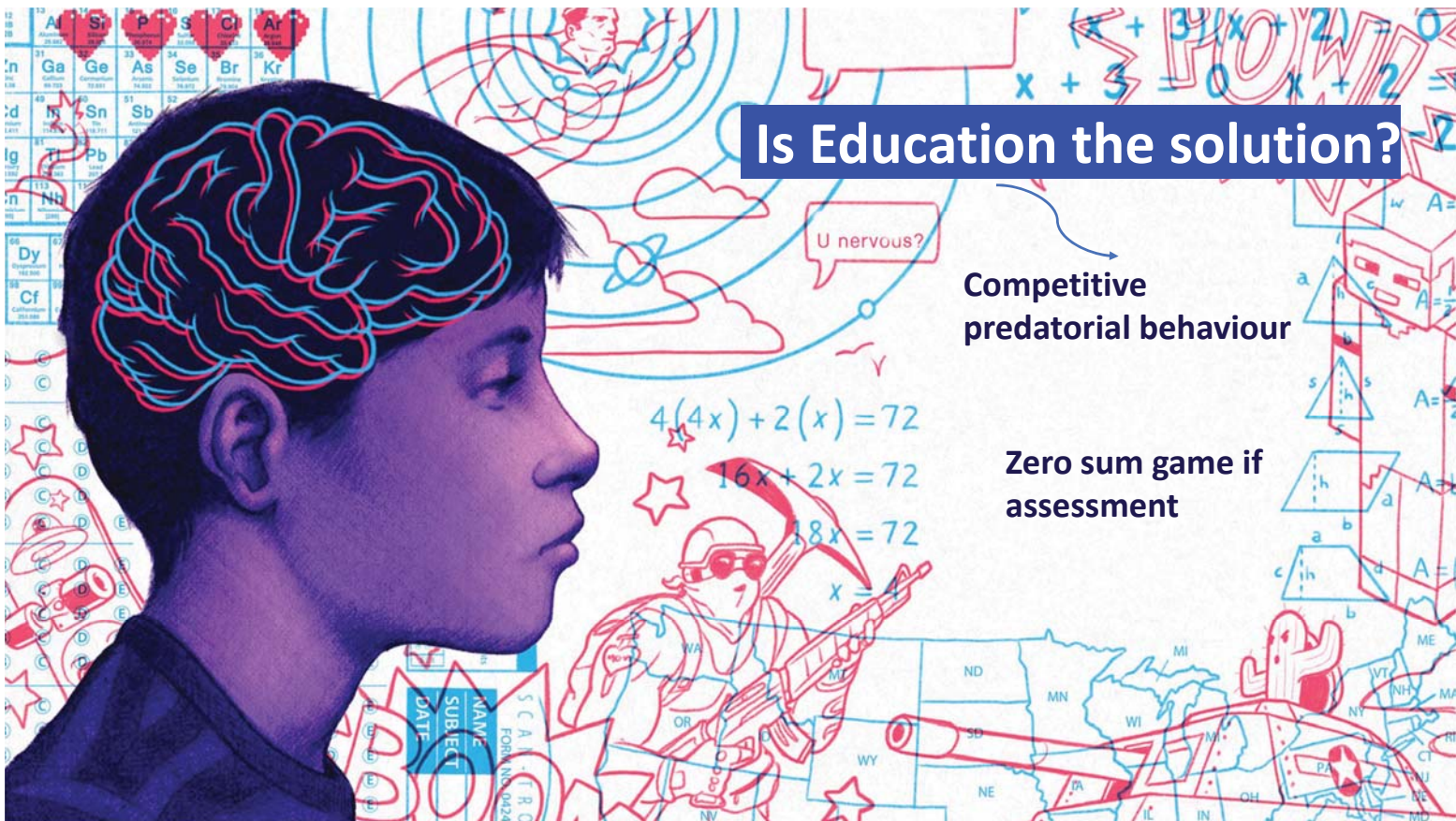
\*IPBES 2019



# Is Education the solution?

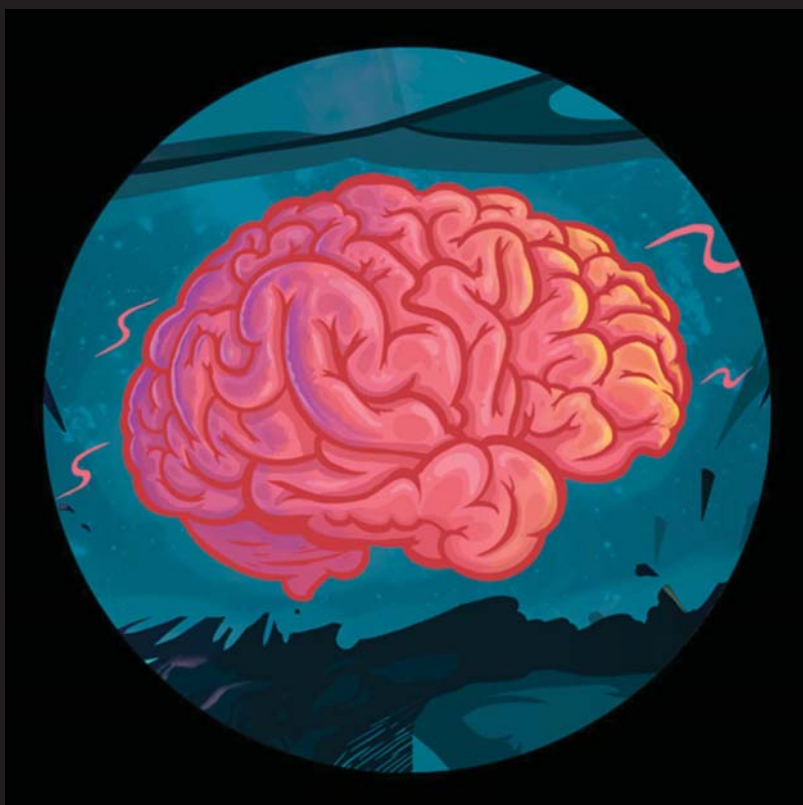
Competitive  
predatorial behaviour

Zero sum game if  
assessment



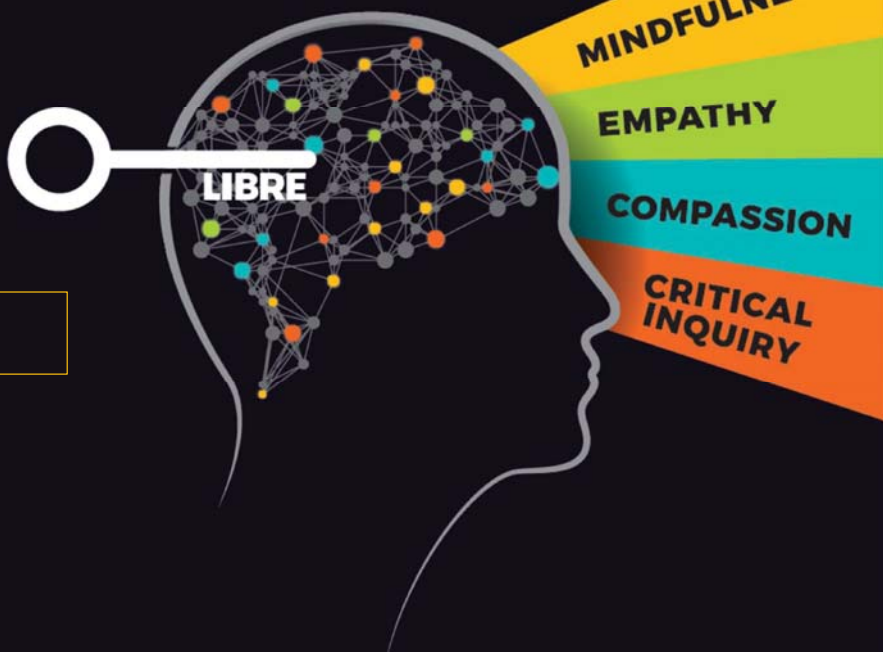
A newer form of  
education is required.

One that requires  
Emotional Intelligence.





# UNESCO MGIEP *intervention*



## The Libre Process



## 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**



## 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.



# The inconvenient demands: Managing our cognitive dissonances



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

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