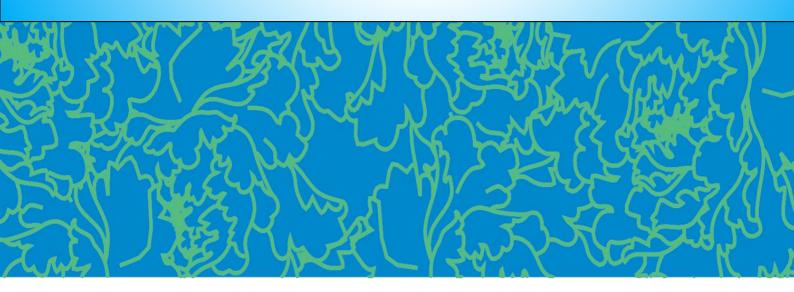# Global Citizenship Education (GCED)

Integration Guide in the Context of GNH

Pre-primary to Grade Twelve (PP-XII)

Bhutan

2024

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GCED Curriculum Development and Integration Project (GCED CDI) 2022-2024

Ministry of Education and Skills Development, Bhutan

&

Asia-Pacific Centre of Education for International Understanding (APCEIU)

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Acknowledgement

The Ministry of Education and Skills Development (MoESD) extends appreciation to professionals and organisations for providing invaluable support and insights in developing the GCED Curriculum Integration Guide.

Acknowledgement

With Gross National Happiness as the nation's core value, Bhutan proposes a new vision for the role of education and global citizenship education balanced across spiritual, cognitive, and practical dimensions. With this shared vision and goals for quality education, the Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO has been privileged to collaborate with the Ministry of Education, Bhutan, and its excellent educators for the last couple of decades.

To align these efforts for quality education with Sustainable Development Goals (SDGs), the APCEIU has been working on the ***Global Citizenship Education (GCED) Curriculum Development and Integration (CDI) Project*** with multiple countries in the world, especially in the Asia-Pacific region since 2016. With SDG Target 4.7 and global indicator 4.7.1., this initiative supports UNESCO member states to incorporate Global Citizenship Education (GCED) into the designing and implementation of their national curricula and share the project outcomes worldwide.

As a partner country for the 4th Round (2022-2024) of the GCED CDI Project, Bhutan has demonstrated significant commitment and enthusiasm to integrating GCED into its national curriculum. This has resulted in the successful completion of the Project in Bhutan, with the development of GCED materials specifically tailored to the Bhutanese context.

On behalf of the APCEIU, I extend my heartfelt appreciation to the Ministry of Education and Skills Development (MoESD) and Secretary Mr. Tshewang Chophel Dorji for their unwavering support. Special thanks are also due to all GCED Curriculum Development Committee members and those who have contributed to the implementation of the Project. Their hard work and expertise have enabled the development of educational resources for GCED, such as the *Integration Guide in the Context of GNH for Pre-primary to Grade Twelve (PP-XII)*, which is intended to facilitate the implementation of the GCED Curriculum Framework.

We firmly believe education is the key to building a more just, peaceful, and sustainable world. The efforts and achievements of this project reaffirm our shared commitment to equipping students with the knowledge, skills, and values necessary to become responsible and engaged global citizens.

We look forward to witnessing the positive impact of these project outcomes in Bhutan and beyond. We remain dedicated to continuing and further strengthening our collaboration in advancing Global Citizenship Education (GCED) in the region and globally.

LIM Hyun Mook
Director, APCEIU

Royal Government of Bhutan

Ministry of Education & Skill Development

Foreword

In an age marked by significant global advancements, we find ourselves at the crossroads of global progress and mounting challenges. As we grapple with these intricate challenges such as poverty, inequality, environmental degradation, and conflicts stemming from human actions, the need for proactive measures and foresight becomes apparent.

Global Citizenship Education supported by the Asia-Pacific Centre of International Understanding (APCEIU), under the auspices of UNESCO, emerges as a beacon of hope. The GCED unites us for the common vision of cultivating a new generation of leaders capable of effectively addressing global challenges for now and the future.

Towards promoting a more peaceful, harmonious, and happy nation and the world, Bhutan remains firmly rooted in the unique philosophy of Gross National Happiness (GNH). Envisioned by His Majesty the Fourth King in the early 1970s, this path underscores the imperatives of balanced development on socio-economic, environmental, and cultural fronts and the pivotal role of youth in shaping the nation's destiny. For this purpose, integrating GCED into school education is vital for nurturing citizens who embody fundamental human values, characters of responsible citizenship on both national and global scales, and competencies to address local and global issues, thus promoting sustainable development and peace.

Our ultimate aspiration of GCED, which is in harmony with the principles of educating for GNH, is to nurture "nationally rooted" citizens who embody GNH values while concurrently fostering "globally competent citizens" who proactively contribute to sustainable development goals and global peace. Culturing "nationally rooted" citizens draw inspiration from Bhutan's national vision and principal values, emphasising innovation, creativity, resilience, competence, and harmonious co-existence with fellow humans, nature, and the environment. The development of "globally competent citizens" extends these qualities to the global stage, fostering global harmony, peace, and sustainable living.

This overarching framework of GCED nurtures the development of comprehensive individual

characters and competencies across cognitive, socio-emotional, and behavioural domains. This comprehensive approach empowers individuals to be active, engaged, responsible, and resilient nationally rooted global citizens dedicated to creating a more just, peaceful, and sustainable world.

As the MoESD embarks on the journey to promoting Global Citizenship Education in school education, we are committed to empowering our youth to emerge as the architects of positive change. Equipped with the necessary values, competencies, and skills, they will play a pivotal role in forging a more inclusive, just, and peaceful world for all.

Tshewang Chophel Dorji)

Secretary

1. INTRODUCTION

In the interconnected world, we are inextricably linked to each other and the world at large. The fast-changing globalised world presents both opportunities and challenges to our harmonious coexistence and peace. The GCED at the global stage can help learners acquire the knowledge, skills, and values critical for harnessing those opportunities and addressing common challenges at the national, regional, and global levels. Importantly, GCED can facilitate learners to value life and proactively contribute to the universal aspiration for inclusive, sustainable, harmonious, and peaceful work.

Towards empowering Bhutanese learners as 'Global Citizens", the MoESD, with financial and technical support from APECIU, has developed the national GCED curriculum framework in the context of GNH for grades PP-XII. The GCED curriculum framework presents significant opportunities to prepare Bhutanese learners who can contribute to addressing the existential challenges of the nation and the world as captured in His Majesty the King's address (2011).

> *The solution to global problems will not just materialise from politics, from great leaders, or from science and technology. The solution will come from us living as citizens of our communities, our societies, our countries, and above all as citizens of the world. As citizens of the world, our unifying force – our strength must also come from something that is not bound by nation, ethnicity, or religion - but from fundamental human values. Values of Compassion, Integrity, and Justice. They are as old as mankind and we must bring ourselves to appreciate them and return them to their due place in our lives, our societies, and in our governments.*

His Majesty the King (2011)

This GCED integration guide provides technical information for translating the GCED curriculum framework into subject instructional lessons and school practices.

2. PURPOSE OF THE GUIDE

This GCED Integration Guide is intended to facilitate the implementation of the GCED Curriculum Framework. The guide outlines the processes of conducting GCED-subject curriculum mapping, identifying gaps, opportunities and strategies for GCED integration, designing subject-GCED integrated lessons, and the holistic approach to integrating GCED into school education.

It explains the process for designing GCED-integrated subject lessons and identifying strategies for the TEAM model (Teaching and Education, Application, and Modelling) for the holistic

delivery of GCED in schools. The integration guide can facilitate schools in promoting the following:

i. Innovating contextualised GCED practices to facilitate a learner's holistic development of the learning domains,
ii. Integrating GCED into curricula, programmes and clubs.
iii. Strengthening holistic school policies, practices, and collaborations in realising the GCED goal,
iv. Promoting school-community collaborations and ownership for effective implementation of GCED.

This guide can be used by school principals, teachers, mentors, parents and other stakeholders engaged in educating learners in and beyond the school environment.

3. MODEL FOR GCED IMPLEMENTATION IN SCHOOL EDUCATION

The GCED implementation in school education will be based on the TEAM (teaching, education, application, modelling) model to promote a balanced development of learners' cognitive, socio-emotional, and behavioural competencies in GCED. The model encourages multi-level approaches and multi-stakeholder collaborations in and beyond school settings.

The Teaching (T) and Education (E) components will focus on teaching and learning GCED concepts, values and skills, whereas, the Application (A) component will emphasise promoting learners' application and practices of GCED knowledge, skills, and values in daily activities and real-life settings in and beyond schools.

In the Modelling (M) component, schools will focus on a whole-school approach to promote GCED through "living by examples" by peers, school staff and adults for positive behavioural change in learners. It involves the promotion of a positive GCED culture and social environment in schools, public places, and homes. The GCED modelling by student peers, teachers, managers, school staff, parents, guardians, and caregivers can to a greater extent support GCED learning and practices in learners.

The components and approaches of the TEAM model for implementing GCED in school education are provided in Table 3.

Table 3. Components and Approaches of TEAM Model

TEAM Model

	Teaching and Education	Application	Modelling
Focus?	• Understand GCED concepts, skills, values and principles • acquire GCED values and skills	• Apply and practise GCED knowledge, values and skills in daily living in schools, public and homes	• Walk the talk • Living by examples in speech, actions, and behaviour.
How?	*Integration* • Curricular lessons • Clubs and routine programs • Sensitisation programs	• School culture and policies • Monitoring and support	• Whole-school approach • School-parent programmes • promoting socio-emotional ambience
where?	• Classrooms • Clubs and Program sessions	• Classrooms • schools • Homes • Public places	• All places where students can "see" Hear" and "partake"
Materials	• GCED curriculum framework • GCED Integration Guide • GCED-integrated subject Lesson Exemplars	• Individual school guidelines • GCED monitoring and support strategies • School clubs and programs	• School-parent collaboration plans and strategies
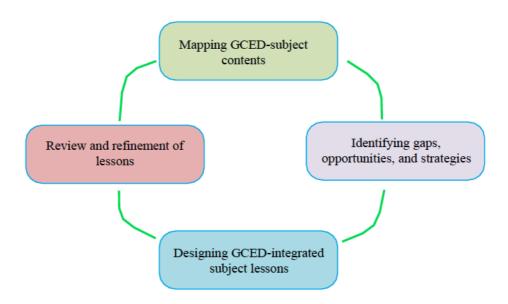
4. APPROACHES AND STRATEGIES FOR IMPLEMENTING GCED IN SCHOOLS

Each component of the TEAM model consists of different approaches, strategies, processes and activities for the GCED implementation in school education. The following section explains strategies and processes for integrating GCED under each component of the TEAM model.

i. Teaching and Education Component

This component of the TEAM model focuses on developing learners' GCED competencies in the cognitive domain by integrating GCED knowledge, skills, and values in subject curricular lessons. A systemic approach to integrating GCED into school practices involves four cyclic stages; GCED-subject content mapping, identification of gaps opportunities, and strategies, and designing GCED-integrated subject lessons. The stages are shown in Figure 1.

Figure 1 Stages of GCED Integration

a. Mapping GCED-Subject Contents

The GCED-subject content mapping is the first step to integrating GCED into subject-curricular lessons. The content mapping in each subject can apply the following processes.

i. Understand the GCED curriculum goals, themes, learning domains and expected GCED competencies to be achieved at key stages.

ii. Map the subject topics of classes against GCED themes and competencies using Table 1.

iii. Identify relevant GCED learning attributes from the GCED curriculum framework

for each topic mapped.

iv. Write down the learning objectives for each topic from the subject curriculum for different classes.

Table 1. GCED-subject content mapping

Subject: Class:			
GCED Theme	*GCED Competency*	*Subject curriculum Topics*	*Relevant GCED attributes for the topic*
1.			
2.			
3.			

Example 1: GCED-subject content mapping

Subject: Social Studies Class: IV			
GCED Theme	*GCED competency*	*Topics*	*GCED attributes*
1. Systems and power dynamics impacting interactions, connectedness, and peace.	• Explore family • structures and roles in promoting justice and happiness in communities. • Identify family issues and their impacts on • individual health and happiness.	• Local Government • Gewog Tshogde • Countries	• Social Justice and Equity • Critical and • creative thinking • Respect for people and their differences

2. Life skills for efficient and harmonious living.	• Explore ways to communicate and collaborate effectively with others. • Investigate individual habits and actions impacting social relations.	• My home • My Family • Role of Family • My Village • Needs and Wants • Activities for earning • Activities for living.	• Sense of identity and self-esteem, • Emotional intelligence • Decision-making • Empathy • Emotional intelligence

b. Identifying gaps, opportunities and strategies to integrate GCED knowledge, skills, and values into subject lessons

To integrate GCED into subjects it is important to identify current gaps and opportunities in the subject topics mapped against GCED themes and competencies in the above section 3.1. The gaps and opportunities for integrating GCED knowledge, skills, and values are examined in terms of lesson objectives, the content of the lessons, teaching-learning materials, and assessment components of the subject topics. Use the following processes to identify gaps, opportunities, and integration strategies in Table 2.

i. Examine the learning objectives of the subject topic to understand their alignment, relation and inclusion of GCED competencies, knowledge, skills and values. ii. Identify gaps and opportunities in the objectives and lesson contents of the topic for integrating GCED knowledge, skills, and values.

ii. Considering the gaps and opportunities, identify strategies to integrate GCED knowledge, skills, and values into the topic lessons. Indicate what, how and where the GCED knowledge, skills, and values including assessments can be integrated into the subject topic lessons.

Table 2 Identifying gaps, opportunities and strategies

Subject: Class:				
GCED Competency	*Subject Topics*	*Objectives*	*Gap*	*Integration strategies*

Example 2: Identifying gaps, opportunities and strategies

Subject: Values Education
Class: IV

GCED Competency	Subject Topics	GCED Gap	Integration strategies
• Explore the reason behind common social issues and their impact at school level. • Collaborate to address common social issues respecting individual differences and contributions.	• I Value Things Around Me	• The activities are specific to Bhutanese context.	• Need to incorporate social context issues in relation to other cultures and contexts. • Include collaborative approach of addressing common issues
• Investigate how individual and group's actions impact social well-being. • Integrate environmentally responsible actions into daily lives.	• Civic responsibility, • Citizen's responsibility • Clean water • My waste, my responsibility • Nature and my life	• It only talks about the personal perspective.	• Allow students to discuss how basic human needs vary from diverse socio-economic backgrounds.

c. **Designing GCED-integrated subject lessons**

Teaching GCED through instructional activities requires designing GCED-integrated topic lessons for the classes based on the gaps, opportunities, and strategies identified for the topics in the above section ii.

The GCED learning experiences are designed considering the following:
• Contextualisation to students and schools
• Developmentally appropriate
• Learning for knowledge construction
• Inclusive education – gender, caste, creed, ethnicity, religion, ability levels, and economic background
• Interdisciplinary
• Competency-based learning
• Local, regional, and global community

- Issue or problem-based learning
- Multi-stakeholder approach to curriculum development
- Lifelong learning
- Positive behavioural change.

The following steps can be applied to develop GCED-integrated subject lessons.

- Refine the topic lesson objectives to include GCED knowledge, skills and values • Identify GCED concepts, skills and values to be covered in the lessons. • Identify effective teaching strategies that can enhance learning in both subject topics and GCED contents.
- Align the content, context, and activities of the main lesson activity to the GCED concepts, skills and values
- Use online and offline teaching-learning resources suitable for the GCED-integrated teaching for the class.
- Include GCED components to be assessed in the lessons.

Use the template given in Table 3 to design GCED-integrated subject topic lessons for the classes.

Table 3. GCED-integrated lesson template

Subject: Grade:	Subject topic:	Duration:
Prior knowledge:	Learning objectives:	
GCED theme:	GCED Competency	
Teaching strategy:	Skills in focus: Values in focus:	
Teacher/learner activities		Resources
Introduction		
Main Learning		
Debriefing		
Assessment		

Example 3. GCED-integrated subject lesson

Note: *The **sentences in 'green'** indicate new inclusions to the existing subject lessons*

Sample 1

Subject: Arts Education Class: IV	Subject topic: Craft (Collage) mixed media.	Duration: 80 minutes
Prior knowledge: Aware of waste management.	**Learning objectives:** • Create a collage in groups or as a whole class using locally available materials • Use mixed media in an image/object of their choice and create a collage. • Explore possible ways in their capacity to address global issues related to waste for harmonious and healthy living.	
GCED theme: Life skills for efficient and harmonious living.	**GCED competency:** • Explore ways to communicate and collaborate effectively with others.	
Teaching Strategies: Student-centered	**Skills in focus:** Cutting, assembling, cut and paste, coordination, collaboration. effective communication **Values in focus:** Taking care of waste, Sustainable Development	

Teacher/Learner Activities	Resources
Introduction The teacher provides a collage sample, demonstrating the	Sample collage, Video tutorial.
process of creating a collage, and encourages learners to follow along. Students list the types of waste seen in the classroom and share to the whole class. 	https://n9.cl/9yk9mb https://n9.cl/x1jf9
Main Learning: **Video lesson -** Use simulation video to create collage. **Activity 1** In a group task, learners collaborate to produce a mixed media collage, which is then displayed. Subsequently,	**Video lessons -** **https://n9.cl/7fhu2** **Activity 1 -** Reusable waste, papers, glue, scissors, rulers. **Activity 2 -** Checklist and

	Rubric given below
learners engage in a gallery walk to assess and evaluate the collective work. **Activity 2** As an individual task, learners are tasked with creating a collage using mixed media. Following completion, they exchange their work with peers and provide feedback. **Activity 3.** Students in a group discuss and present about the significance of creating collage to address the waste management issues.	**Activity 3 -** Creative collage, chart paper, pen, Projectors.
Debriefing: 1. Outline the steps involved in creating a collage. 2. Enumerate the materials suitable for crafting a collage. 3. Discuss the values imparted through the process. 4. Discus how creating a collage address the waste management issues.	
Assessment: Learners are assessed on the skills of designing collage out of waste	Use rubrics

Assessment criteria

Criteria → Name	Creativity and originality (4)	Use of materials (4)	Composition and design (4)	Craftsmanship (4)	Total (16)
1. Karma Dorji	4	3	2	1	10

Assessment Rubrics

Criteria	4	3	2	1
Creativity and originality	Exceptional creativity and originality demonstrated.	Some creative elements are evident.	Limited creative elements evident.	Lack of creativity and originality.
Use of materials	Collage created using 100% waste materials.	Collage created using 70% waste materials.	Collage created using 50% waste materials.	Collage created without waste materials.
Composition	Exceptional	Thoughtful	Limited attention	Poor composition

and design	composition and design principles demonstrated.	composition and design.	to composition.	and design.
Craftsmanship	Exceptional craftsmanship and meticulous attention to detail.	Good craftsmanship with attention to details.	Limited attention to details.	Poor craftsmanship.

Sample 2

Subject: Value Education **Grade:** IV	**Subject topic:** Nature and My Life	**Duration:** 45 minutes
Prior knowledge: Children know what they need to survive.	**Learning objectives:** 1. Name four basic needs for human survival. 2. Express that the four basic needs can be obtained from the environment without destroying it. 3. Explore the needs of diverse socio-economic backgrounds compared with your needs. 4. Plant a tree and care for it to conserve environment.	
GCED theme: Moral and social responsibilities for humanity and the environment.	**GCED competency:** • Investigate how individual and group actions impact social well-being. • Integrate environmentally responsible actions into daily lives.	
Teaching Strategy: Cooperative learning,	**Skills in Focus:** ● Decision-making	
experiential learning, inquiry-based learning	● Self-awareness and reflection ● Individual, social, national participation ● Cooperation and conflict resolution ● Informed and reflective actions **Values in Focus:** ● Care ● Respect	
Teacher/Learner Activities		**Resources**
Introduction In order to survive, human beings need air, water, food and shelter. Everyone has their own ways of meeting their needs. As a teacher we need to trigger in our youth and give them the opportunity to realize these needs in connection to our natural world. Teachers		

are expected to let children recognize their needs.	
Main Learning Activities: **Part I** • From the following list of things, ask children to arrange them in order of importance for our survival. Air, car, Television, water, sofa set, food, shelter, clothes, fire, computer, • Discuss and link the list with nature. **Part II** Ask students to share their choice of listing. *Sl. No. Basic Needs Why?* 1 Water 2 Air 3 Food 4 Shelter **Part III** • Explore the needs of diverse socio-economic backgrounds in groups of four and present to the class. (If the school does not have the internet access, then teacher can download relevant videos and take ready)	● Worksheet ● Internet access /video clips ● images related to our needs given in the value book
Reflection • Compare and contrast the needs of people from different socio-economic backgrounds • Write now will you protect our nature.	
Assessment **Questions**	A set of questions
1. Tell the basic human needs. 2. Explain why our needs are different from other diverse socio economic backgrounds. 3. Explain the relation between our life and nature.	

Sample 3

Subject: Social Studies **Class:** V	**Subject topic:** Money (Saving Money)	**Duration:** 120 mins.
Prior knowledge: Learners know about money and its importance**.**	**Learning objectives:** ● Explore ways of saving. ● Prepare annual family budget (assumption) ● Discuss how money contributes to peace and harmony in	

	a family. ● Describe the differences in value between our currency and those of others.
GCED theme: Systems and power dynamic impact interactions, connectedness and peace	**GCED competency:** Identify family issues and their impacts on individual health and happiness
Teaching Strategies: Reflective Approach Lesson Plan	**Skills in focus:** Self-awareness, Critical Thinking, Self identity, Effective Communication. **Values in focus:** Working as a team, sense of responsibility, respect, peace and harmony.

Teacher/Learner Activities	Resources
Introduction Learners answer the questions. Why do people export goods and services?	
Main Learning **Activity 1** ● Learners watch the video on saving and on ways of saving. ● Discuss the following questions in a group and share their answers to the class - Why is it important for the families to have a budget? - How can sharing financial responsibilities help in keeping peace in the family? - How can saving money for future goals bring happiness to a family? - What should family members do if they disagree about how to spend money? - What are some ways children can help their families save money? - Can you think of a time when money brought your family closer together? What happened?	• Video clip - https://n9.cl/nuvn5 • Pen, paper/notebook • Video clips - https://n9.cl/p9jem • PPT slides
Activity 2 • Learners prepare PowerPoint on saving and purposes of saving for presentation to the class. **Activity 3** • Make presentations on saving and purposes of saving for presentation to the class for discussion and clarification.	

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Activity 4 • Show various currencies from different countries - https://n9.cl/p9jem • Ask students to compare the currencies of different countries and let them discuss their unique features. • Ask students to find the differences in the value of each currency and compare them with the value of our currency (Ngultrum). **Activity 5** • Encourage them to share ideas on how they can save and help others save money.	
Debriefing • Let students reflect on responsible financial behaviour. • Encourage them to share on how they can apply these concepts in their lives.	
Assessment • Use a rubric to assess the concept of money.	

d. Implementation of GCED-integrated lessons

The GCED-integrated lessons are taught and learned in all subjects during instructional time at all levels of schools. Like in other subjects, learners will be continuously assessed and supported to develop GCED competencies as indicated in the national GCED curriculum framework for PP-XII.

e. Reflection and Refinement of GCED-integrated lessons

The school GCED team including other teachers will initiate frequent reflection and discussions to refine the lessons. Important experiences will be shared at the school level and incorporated into the lessons to develop GCED competencies in learners.

ii. GCED Application and Practices for Students

The Application (A) component focuses on learners applying GCED concepts, skills and values in daily activities in and beyond schools to develop socio-emotional and behavioural competencies. Learners should be encouraged and required to behave and conduct to develop habits and moral character aligning with GCED values and principles. Use the following processes to promote the GCED Application and Practices of learners.

• Prepare the school's plans and strategies to encourage learners to practice GCED

values and skills using Table 4.

- Sensitise and reinforce the importance of individual practices of GCED skills and values through school-identified mechanisms
- Integrate GCED practices into classroom activities, recess activities, clubs, and programs including day celebrations. Examples of clubs are provided in Table 4.
- Systematically monitor learners' GCED practices at all places within the school's reach and jurisdictions.
- Support learners with remedial and corrective programs as per the school policies

Table 4. School's plans and strategies for GCED practices by learners

GCED Application and Practices	
GCED application and Practices	How application and practices of GCED knowledge, skills, and values are promoted in learners
• Classrooms	
• School Recess	
• School Clubs	
• School Programs	
• Homes	
• Public Places	
• National and International Celebrations	

Table 5. School clubs, programs, and celebrations

GCED Learning and Application Opportunities	
School Clubs	School Programs
• Integrity Club • Democracy Club • UNESCO Club • ASPnet club • Nature club • Culture club • Arts club	• Whole-school scouts and sports program • School a• Mindful training and meditation • Advocacy and waste management programs • Cultural and historical programs • Friends of Police program • Booth camps • Golden Youth Program • Youth-Community Volunteering griculture program

| Celebration | • National days |
| | • International days |

iii. GCED Modelling by Teachers, School Staff and Parents

The Modelling (M) component emphasises enhancing adults' role modelling for developing learners' behaviour, actions, and habits of applying GCED values and principles. The GCED modelling by student peers, teachers, managers, school staff, parents, guardians, and caregivers can to a greater extent support GCED learning and practices in learners. It involves the promotion of a positive GCED culture and social environment in schools, public places, and homes.

The GCED modelling by adults can be promoted in and beyond schools through the following activities.

- Prepare school's plans and strategies to promote GCED modelling in and beyond schools using Table 6.
- Orient and sensitise whole school staff and parents on GCED modelling through contextualised school programs and policies
- Integrate GCED practices of school staff into their classroom teaching, recess activities, and other individual and school routines
- Systematically monitor school staff's GCED practices and modelling in schools and public places.
- Support school staff with remedial and corrective programs as per the school policies

Table 6. GCED practices and modelling by school staff and parents

GCED practicess and modelling by school staff and parents	
GCED application and Practices	How GCED practices and modelling of school staff and parents are promoted in and beyond schools.
• Classroom teachings	
• School Recess	
• School daily routines	
• Public Places	

• National and International Celebrations	

5. ASSESSING STUDENTS IN GCED

Schools identify tasks, tools, and techniques to assess students in GCED competencies corresponding to the TEAM model. Tables 6 and 7 suggest different assessment tasks, tools, and techniques in the TEAM model for assessing learners in the GCED learning domains.

Table 7. *Assessment Matrix for GCED Competencies*

TEAM	Assessment type	Task	Tools	Techniques
Understanding of GCED knowledge, concepts, values and skills	Alternative	Drawing a Picture, Making a video, Collage, Songs, Concept Mapping Project	Checklist Rubrics	Conferencing Interview
	Test	True/False, Matching, Multiple Choice, Essay Questions	Paper-Pencil Test	Testing
Application and practices of GCED values, skills, behaviour, actions	Authentic Performance based Assessment	Performance Task, Product Task (essay, brochure)	Rubrics Checklist, Journal	Observation, Project Work, Portfolio Task Observation, Journaling
Modelling of GCED values, skills, behaviour, actions by staff and parents	Authentic Assessment	Practices in speech, behaviour and actions	Checklist, Rubrics, Journal, Reports	Observation, Journaling, Discussions

Table 8. Formative Assessment and TEAM Model

TEAM	Formative Assessments
Understanding of GCED knowledge, concepts, values and skills	Explain how to assess students' GCED concepts, knowledge, and understanding. Indicate tools, techniques, and recording processes. Provide a sample
Application and practices of GCED values, skills, behaviour, actions	Explain how to assess students' application and practices of GCED values, skills, behaviour, and actions. Indicate tools, techniques, and recording processes. Provide a sample
Modelling of GCED values, skills, behaviour, actions by staff and parents	Explain how to assess the GCED modelling practices of school staff and parents in and beyond schools

i. Assessment Strategies

Assessment is a key part of the global citizenship learning cycle that involves continued reflection and improvement in teaching and learning. The following questions should facilitate the assessment of GCED practices and learning outcomes in schools.

- What have we learned about ourselves, our communities, the wider world and the issues discussed?
- What have we learned about participating in and bringing about change, and what might we do differently next time?
- What skills have we developed? What other skills would we like to develop further?
- What have we learned about the process of learning?
- Think about how learners might be given more opportunities to reflect on previous learning in specific areas and address gaps in their learning.
- Explore solutions to the questions that emerge.

The schools can implement the following forms of assessments (Bialik, et.al, 2016, p.5):

1. Individual/Group Diagnosis – to track learning outcome achievements and progress of learners;
2. Performance/Practice Improvement – to improve learning and instructional effectiveness by providing useful feedback to learners, employees and teachers/trainers;
3. Accountability – to support system accountability evaluations through feedback on the

performance of schools, districts, and workplaces to guide policy decisions;

4. Program Evaluation – to provide data on program effectiveness to drive selection and improvement of education and training programs; and

5. Research – to support quantitative and qualitative research on how learners learn across contexts and how to improve learning and assessments).

6. ENABLING CONDITIONS

i. Teacher and School Staff Competency

Teacher competency refers to the ability of a teacher to understand the GCED curriculum and implement it effectively in the classroom. The efforts of teachers and school staff combined can have a greater impact on learners in becoming productive, ethical, moral, and responsible citizens in a rapidly changing and interconnected world.

In addition to an in-depth knowledge of content and pedagogies, a teacher is expected to possess effective classroom management skills, adopt new technologies, and be inclusive and sensitive to the diverse needs of the learners. Therefore, building the capacity of teachers to meet the challenges of GCED is a top priority.

To deepen their knowledge of GCED and pedagogical skills, teachers must be given enough professional development programs, exchange programs, and other online and offline platforms in response to new demands and changing curricula.

ii. School Culture and Environment

School culture refers to shared values, beliefs, behaviours, and practices of a school that can shape the social and educational environment. It encompasses the attitudes and expectations of learners, teachers, administrators, and parents, as well as the physical and emotional climate of the school.

The school culture has a profound impact on the academic performance and well-being of learners. A positive school culture can foster a sense of belonging, a love of learning, and a motivating social environment. In contrast, a negative school culture can create a hostile or unsafe environment, discourage learner engagement, and contribute to high rates of absenteeism or dropouts.

A whole-school approach driven by the principles, values, and processes of the GCED curriculum framework can be more effective than the isolated efforts of individual teachers. In

addition, promoting the engagement and participation of learners through networking at local, national, and international levels can support GCED. Therefore, schools and concerned authorities should prioritise building a school culture cognisant of the fundamental ideologies of GCED and the GNH.

iii. Policy

Educational policy refers to the set of laws, regulations, guidelines, and principles that govern the operation of educational systems at the local and national levels. Education policies provide a framework for the administration, funding, and delivery of programs and services, as well as to ensure accountability and quality. It covers a range of issues, including curriculum development, teacher training and certification, assessment and evaluation, school funding and finance, school governance and management, learner rights and protections, and educational equity and access.

Policymakers at various levels should ensure schools have sound policies that support GCED, especially the learning outcomes in cognitive, socio-emotional, and behavioural domains.

iv. Information and Communication Technology

Information and Communication Technology enables information access through telecommunication tools such as the internet, mobile, television, computer networks, and so on. ICT is a tool for 21st-century teaching and learning as a key aspect of transformative education. However, it can pose certain social and ethical risks and concerns. Risks would involve identity theft, scams, hacking, cyberbullying, misuse of information, and health hazards due to game and internet addiction. Young digital citizens must be equipped with the knowledge, skills, and attitudes to take advantage of the opportunities and be resilient in the face of risks (UNESCO, 2017b).

While teachers are required to engage appropriate ICT tools for learning, they must also educate learners on safety and security issues. Through the use of ICT tools, learners must be made aware of the current global challenges and interdependence of different nations, issues related to social justice and inequality, identity, and diversity.

v. Stakeholders

Stakeholders are individuals or groups such as learners, teachers, parents, school administrators, government, and communities. Stakeholders are critical in education as they provide the

necessary support, funding, collaboration, accountability, innovation, and diversity needed to ensure that educational systems and institutions are responsive to the needs of all stakeholders. The effective implementation and the impact on learners of any educational programme depend on the quality of the teaching. The support systems are crucial to the integration of GCED in the classroom and outside the classroom. The practice of GCED skills and values transcending the four walls of the classroom renders scope in instilling values as an integral part of school culture. Overall, there should be a dynamic collaboration amongst the stakeholders for successful implementation.

vi. Cross-curricular Linkages

Values and Global Citizenship Education are indispensable in providing learning experiences fundamental to promoting an educated and enlightened society of GNH, built and sustained on the Bhutanese values of *Tha-Damtshig* and *Ley-Judrey*. The epistemology of subjects in the school system is grounded on the domains of cognitive, psychomotor, and values and attitude. Besides the subject values, all subjects apply social, economic, and environmental values in understanding the significance of subjects in society in the larger world.

Therefore, through cross-curricular ideas, learners are engaged in learning processes to promote value concepts, value clarification, value justification, and value internalisation in all subjects. Therefore, the cross-curricular linkages highlight the practice of values through the whole school approach.

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