GCED Curriculum Development & Integration

Monitoring and Evaluation Mechanisms

Bhutan

2024

Global Citizenship Education (GCED) Curriculum Development and Integration

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

Ministry of Education and Skills Development, Bhutan

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

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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 *Monitoring and Evaluation Mechanisms*, which serves as a guide to establish systematic monitoring and evaluation mechanisms to facilitate mainstreaming of GCED in school education.

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

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Global Citizenship Education Curriculum Development and Integration

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1. Introduction

The Global Citizenship Education (GCED) in the context of Gross National Happiness (GNH) philosophy is intended to prepare "nationally rooted and globally competent citizens" who can proactively contribute to sustainable development, nation-building, and global peace.

The GCED Curriculum Development and Integration Project (2022-24) has been pivotal in enhancing GCED in Bhutanese school education. The project, supported by the Asia-pacific Centre of Education for International Understanding (APCEIU), under the auspicious of UNESCO, has facilitated the development and piloting of GCED Curriculum Framework, Integration Guide, and Lesson Exemplars in five subjects for grades IV to VIII. These curricular materials are pivotal to mainstreaming GCED in school education which can facilitate similar practices in other subjects from pre-primary through grade twelve.

The GCED curriculum framework for grades Pre-primary to grade twelve, guided by principles of educating for Gross National Happiness (GNH), is the key to GCED integration in school education. It describes GCED learning outcomes competencies for five key stages, pedagogies, and assessment practices to be encouraged in schools. The framework also explains the scope for instituting a holistic model, constituting multiple strategies and stakeholder collaborations for integrating GCED into curricular instructional lessons, clubs, programs and the school culture.

This Integration Guide facilitates GCED integration into different instructional curricula. 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 curricular materials and the holistic learning processes empower learners with GCED competencies to become proactive, engaged, and responsible global citizens committed to creating a more just, peaceful, and sustainable world. The competency development includes critical

thinking, problem-solving, digital versatility, adaptability, innovation, and international understanding for individuals to respond to national and global challenges, and to contribute to sustainable development and global peace.

The mainstreaming of GCED integration in school education is reinforced and strengthened through a systematic implementation of monitoring and evaluation mechanisms built within the education system of the country. The mechanisms outline indicators, responsibilities and strategies for a collaborative approach involving key stakeholders from the Ministry of Education and Skills Development and other agencies.

1. Goal

This document serves as a guide to establish systematic monitoring and evaluation mechanisms to facilitate mainstreaming of GCED in school education.

2. Objectives

1. Ensure shared collaborative responsibilities of stakeholders to promote GCED in school education.
2. Track implementation of GCED integration activities, outputs and outcomes at the department, district and school levels.
3. Ensure continuous support and improvement of GCED integration practices in the schools.
4. Provide tools for systematic recording and reporting of performance and impacts.

3. Stakeholders

The GCED monitoring mechanism document is intended for the stakeholders of the Ministry of Education and Skills Development who play pivotal roles in mainstreaming GCED in school education. The guide will facilitate curriculum developers, monitoring officers, district education officers, principals and teachers to initiate activities and track progress in mainstreaming GCED in school education.

4. Timeframe for mainstreaming GCED in Schools Education

The integration and inclusion of GCED principles and competencies in mainstream school education is targeted to be accomplished by the end of the 13th Five-year Plan i.e., 2029.

5. Target activities

1. Develop and integrate GCED into school curricula for grades PP-XII.
2. Provide GCED professional development programs to principals and teachers.
3. Enhance and strengthen whole-school approach and school-parent collaborations.
4. Institute transparent and reliable GCED monitoring systems in school education.

5.1. Monitoring Matrix

Table 1. Monitoring Matrix

Log frame	Performance Indicators	Verification	Frequency	Responsibilities
Goal GCED integrated in the mainstream school education	• Level of systemic GCED integration practices in the curricula and school culture	• Education Monitoring and Information System (EMIS)	Annually	• Education monitoring Officers • GCED CDC
Outcomes Enhanced GCED learning outcomes and practices	• Student knowledge, attitude, values, skills, and behaviour of GCED	• Survey • School student assessment records (formative and summative)	Annually	• CDC members • Monitoring Officers
	• Number of lessons integrating GCED	• Record of lessons planned, taught and observed	Biannually	• Principals
	• GCED modelling culture	• School policy and practices	Annually	• District Education Officers
	• Frequency of school parent collaborations in GCED	• Reports on Collaboration records and reports	Annually	• Principals

Outputs GCED curriculum and Professional development programs	• Number of stakeholders oriented and trained in GCED.	• GCED professional development reports	Annually	• GCED CDC • District Education officers (District level) • Principals
	• Number of subjects with GCED-integrated lessons for PP-XII	• Lesson documents and records	Biannually	• Principals • School GCED focal teacher
	• Effectiveness of TEAM strategies implemented in schools	• Survey • School Reports on TEAM strategies	Annually	• GCED CDC • Principals
Activities Activities and program	• Number of schools with active GCED focal teams	• Annual work plan and reports	Annually	• District Education Officers • Principals
	• Number of GCED capacity development programs provided	• Professional development reports	Biannually	• GCED CDC • District Education Officers • Principals
	• Numbers of subject with GCED curriculum mapping completed	• Curriculum documents	Annually	• Curriculum Developers • GCED CDC
	• GCED performance indicators in the education monitoring system	• Education Monitoring and Information System (EMIS)	Annually	Education Monitoring Officer

6. M&E Roles and Responsibilities

6.1. *National GCED Curriculum Development Committee (CDC)*

The GCED CDC is responsible for spearheading GCED mainstreaming in school education. The CDC will initiate, facilitate and monitor the overall GCED curriculum development,

implementation, and improvement at the national, district, and school levels. The CDC shall primarily prepare the annual national GCED programs, budget proposal, and national GCED reports in collaboration with other stakeholders.

6.2. Monitoring and recording tool

Activity	Frequency	Yes	No	Comments/ evidence
Prepared the annual national GCED programs	Annually			
Budgeted for the programs	Annually			
Monitored GCED practices at the district level	Annually			
Prepared national GCED reports	Annually			

6.3. Curriculum Developers

The curriculum developers are responsible for developing and improving the curriculum in respective subjects at the national level. Curriculum developers will conduct GCED curriculum mapping in their respective subjects, plan and facilitate national-level GCED professional development programs, and continuously improve GCED curriculum materials in collaboration with schools.

6.3.1. Monitoring and recording tool

Name of the subject:

Activity	Frequency	Yes	No	Comments/evidences
Conducted GCED curriculum mapping in my subject	Annually			
Conducted national professional development programs for the subject teachers	Annually			
Integrated GCED into the subject curriculum framework and materials	Annually			

Activity	Frequency	Yes	No	Comments/ evidence
Integrated GCED into the subject curricular materials	Annually			
Collaborated with schools and subject teachers	Annually			
Monitored GCED practiced by the subject teachers	Annually			

6.4. Education Monitoring Officers

The Monitoring Officers are responsible for incorporating GCED performance indicators into the national Education Monitoring and Information System (EMIS). They will collaborate with CDC members, district educational officials, and principals to verify the GCED performance indicators relevant to teachers and schools.

6.4.1. Monitoring and recording tool

Activity	Frequency	Yes	No	Comments/ evidence
Identified and verified GCED performance Integrators to be incorporated into the EMIS	Onetime (for incorporating into the system)			
Incorporated GCED performance Indicators for principals	Onetime			
Incorporated GCED performance Indicators for teachers	Onetime			
Incorporated GCED performance Indicators for schools	Onetime			
Monitored schools on GCED performance indicators	Annually			
Evaluated the level of systemic GCED integration practices in the curricula and school culture	Annually			

6.5. District Education Officers

The district education officers are responsible for ensuring the promotion of GCED in their respective district schools. They coordinate with CDC members and principals to initiate and implement GCED professional development programs for the principals and teachers. They will conduct periodical monitoring and prepare consolidated reports on GCED in the district.

6.5.1. Monitoring and recording tool

Activity	Frequency	Number of participants/ schools	Comments/ evidence
Conducted GCED PD for the principals	Annually		
Conducted GCED PD for the teachers	Annually		
Monitored schools on GCED curriculum implementation and modelling policies and practices in schools	Annually		

6.6. Principals

The principals will ensure GCED is integrated into the school culture for academic, professional, and institutional practices. They will be responsible for initiating and facilitating GCED integration practices among school staff, and collaboration with parents and other stakeholders in enhancing GCED at the school level.

6.6.1. Monitoring and recording tool

Activity	Frequency	Yes	No	Comments/ evidence
Identified school GCED formal teachers	annually			
Instituted GCED enhancing school polities	annually			
Observed GCED-integrated lessons in different subjects	annually			
Conducted school-parent programs on GCED modelling practices	annually			

6.7. School GCED Focal Teacher

Schools have identified one GCED focal teacher to coordinate GCED curriculum integration activities at the school level. The focal teachers will assist the principals and school staff in planning, implementing and reporting on GCED activities in the school.

6.8. Subject Teachers

The primary responsibilities of teachers are to plan, design and deliver GCED-integrated lessons in their subjects and to assess and report on student participation, learning and performance in GCED.

6.8.1. Monitoring and recording tool

Activity	Frequency	No. of lessons/ students	Grades	Comments/ evidence
GCED-integrated lessons designed				
GCED-integrated lessons delivered				
Assessed student learning in GCED				
Analysed student GCED assessment results (cognitive, socio-emotional, behaviour)				

7. Monitoring Reports

The monitoring report at the national level will assess and evaluate the reports and evidence submitted by different stakeholders responsible for mainstreaming GCED in school education.

Report Template

    a. *Background*
    b. *Objectives*
    c. *Observations and findings*
    d. *Recommendations*
        a. *GCED curriculum*
        b. *GCED professional development*
        c. *School GCED culture*

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8. Dissemination of reports

The GCED monitoring reports will be published in both soft and hard copies. The copies will be shared annually with stakeholders, including relevant institutions and organisations.

9. References

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