Global Citizenship Education (GCED)

Pilot Testing Guide

GCED Curriculum Framework, Integration Guide, Lesson Exemplars, and the Holistic TEAM Model

Bhutan

2024

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Acknowledgement

The Department of School Education, Ministry of Education & Skills Development would like to extend sincere appreciation to all those who contributed to the development of the Pilot Testing Guide. Your unwavering support has been instrumental in bringing this project to fruition.

Special thanks go to the GCED Curriculum Development Committee members who tirelessly dedicated their time, expertise, and creativity to ensure the quality and effectiveness of the pilot testing guide. Your passion for education has significantly enriched this guide and will benefit countless learners.

Lastly, we acknowledge the GCED expert team from the Asia Pacific Centre of Education for International Understanding (APCEIU) for their technical advice and support. Your support reflects a shared commitment to promoting education and empowering learners in and beyond Bhutan through GCED.

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 *Pilot Testing Guide*, which serves as a tool for experimenting with the GCED curriculum documents and the holistic TEAM approach in 15 GCED pilot schools.

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

Introduction

As the world is increasingly presented with issues impacting global harmony, well-being and peace, GCED plays a vital role in equipping learners with adequate knowledge, skills and values that enable them to successfully navigate and contribute to the well-being of the global community. Towards integrating GCED into mainstream Bhutanese school education, with support from APCEIU, the Department of School Education has developed the GCED Curriculum Framework, GCED Integration Guide, and GCED-integrated Lesson Exemplars in 5 subjects for grades IV-VIII. These GCED curriculum documents require pilot testing in schools to validate and refine them for final publication and wider information dissemination.

The pilot testing phase is important to assess and evaluate the quality, relevance, and feasibility of the GCED curriculum framework, integration guide, lesson exemplars, and the TEAM approach. The collection and analysis of field data during the piloting phase will help evaluate and refine the quality and relevance of the GCED documents and integrations into school practices.

Purpose of the Pilot Testing Guide

The pilot testing guide is instrumental for systematically experimenting with the GCED curriculum documents and the holistic TEAM approach in 15 schools. The guide explains the processes of implementing and recording experiences, observations, and suggestions on the GCED Integration Guide, lesson exemplars, and application of the TEAM approach. The guide also includes tools to record the school's experiences regarding the GCED integration guide, lesson examples, and the TEAM approach.

Objective of Pilot Testing

This pilot testing guide will facilitate 15 GCED pilot schools to experiment and provide evidence-based feedback for refining and finalising the GCED curriculum documents to be implemented in schools.

The objectives of the pilot testing are to:
- assess the relevance and appropriateness of the GCED curriculum framework,
- assess the comprehensiveness of the Integration Guide to facilitate GCED integration into subjects
- Assess the feasibility of the GCED-integrated lesson exemplars,

- Evaluate the feasibility of the TEAM approach
- identify challenges and opportunities related to integrating GCED into mainstream school education through the TEAM model, and
- Refine the GCED curriculum materials and the TEAM model approach

School Selection for the Pilot Testing

For the pilot testing, 15 schools from 7 districts in western and Southern Bhutan are selected based on the following selection criteria.

Geographical Diversity
- Pilot schools from urban, semi-urban, and rural areas represent a broad spectrum of educational environments and challenges.

Student Demographics
- Schools with varied student populations, including differences in socioeconomic status, ethnicity, and language proficiency.
- Inclusion of schools catering to students with special education needs and those identified as gifted and talented.

Location
- A mix of schools from urban centres, semi-urban areas, and rural locations to understand the impact/role of the community on learners' outcomes.

Category
- Schools from different educational categories, such as elementary, middle, and high schools, to assess the program's impact across a range of age groups.

Size
- Schools of varying sizes, from small schools with less than 100 students to large schools with over 1,000 students, to understand scalability.
- Representation from schools with varying class sizes and teacher-student ratios.

Table 1. List of 15 pilot schools

Sl. No	Name of school	Dzongkhag	Subject
1	Samtse LSS	Samtse	Social Studies
2	Tencholing PS	Wangdue Phodrang	Social Studies
3	Jungshingna PS	Thimphu Thromde	Social Studies
4	Gaupel LSS	Paro	Arts Education
5	Kamji CS	Chhukha	Arts Education

6	Katsho LSS		Arts Education
7	Phuentsholing PS	Phuentsholing Thromde	Values Education
8	Jyenkhana PS	Haa	Values Education
9	Jigmelosel PS	Thimphu Thromde	Values Education
10	Lobesa LSS	Punakha	HPE
11	Woochu LSS	Paro	HPE
12	Khasadrapchu MSS	Thimphu	HPE
13	Nawakha PS	Punakha	Language
14	Gaselo PS	Wangdue Phodrang	Language
15	Dorokha LSS	Samtse	Language

Note:

- *PS – Primary School*
- *LSS – Lower Secondary School*
- *MSS – Middle Secondary School*
- *HSS – Higher Secondary School*

Phases of Pilot Testing

The pilot testing of the GCED curriculum and TEAM approach in 15 schools consists of three phases as indicated in Table 2.

Table 2. Phases of pilot testing

Phase	Activity	Lead groups	Time Period
Phase I: Preparation	- Pilot testing guide and the materials - Capacity-building for CDC and 15 schools	- CDC and subject team from pilot schools	May- July 2024
Phase II: Piloting in schools	- School-level planning and preparation - Pilot testing GCED curriculum Framework, Integration Guide and lesson exemplars in 5 subjects	- 15 schools and CDC Members	August-September 2024

Phase III: Review and refinement	- Review and analysis of the feedback and suggestions - Refine the GCED documents for publication	- CDC and school GCED team leaders	October 2024

Preparation for Pilot Testing

To ensure the success of the GCED pilot testing, it is essential to actively involve key stakeholders including teachers, parents, administrators and key community leaders. Engaging teachers in the development and implementation process ensures valuable insights and experiences are incorporated for quality and efficiency in the GCED implementation. Parents play a crucial role in reinforcing the principles of global citizenship at home, and their support is vital for the student's holistic development of GCED competencies. Administrators are responsible for facilitating the integration of the GCED curriculum within the school's framework and ensuring that necessary policies and support structures are in place. Therefore, the GCED capacity-building workshop and orientation are important to prepare schools for the pilot test.

Orientation and capacity building workshop for pilot testing

The capacity-building workshop on piloting testing GCED curriculum, integration guide, lesson exemplars, and holistic TEAM approach is provided to CDC members, district and school-level monitoring and support teams, and pilot school teachers. The workshop for the CDC members and monitoring and support team is conducted at a centre and facilitated jointly by the Bhutan and APCEIU expert teams. The capacity-building workshop for the school teachers and staff is organised in respective pilot schools and is jointly facilitated by CDC members and school GCED team leaders.

Focus Areas of the Pilot Test

The pilot testing will focus on the following components of the GCED.

1. **Integration Guide:** The integration guide areassessed for clarity, comprehensiveness, and feasibility in schools. The teachers will use the guide for conducting subject content mapping, identifying gaps and opportunities, and designing CED-integrated lesson exemplars in their subject.

2. **Lesson Exemplars:** The GCED-integrated subject lesson exemplars developed in five subjects areimplemented by those subject teachers involved in designing it to assess and improve the quality and feasibility of the lessons.

3. **TEAM approach***: The pilot testing of the TEAM Approach will focus on the application and practice of GCED for students and the GCED modelling by the whole school staff.

Conducting Pilot Tests

The implementation phase of the pilot testing in schools will involve developing a detailed timeline describing the teaching methods and materials and defining the roles and responsibilities of teachers, administrators, and support staff. These steps will ensure a structured and effective rollout allowing for comprehensive feedback and necessary adjustments before the full-scale implementation in schools.

The schools will pilot test and record observations and suggestions as explained for each component of the GCED curriculum development and integration in school practices.

Integration Guide

The integration guide are piloted by the teachers who were not involved earlier in designing the integration guide and lesson exemplars. The feedback and suggestions provided by the teachers will help improve the comprehensiveness and user-friendliness of the guide.

- Using the integration guide, the teachers will map the GCED contents to subject topics, and identify gaps and opportunities, and strategies for integrating GCED knowledge, values, and skills into the topic lessons.
- Based on the content mapping, the teachers will design GCED-integrated subject lesson exemplars
- The teachers will record their observations, feedback, and suggestions to refine the integration guide in Table 3.

Table 3. Recording sheet for GCED integration guide

GCED Integration Guide			
Elements	**Observations**	**Feedback**	**Suggestions for improvement**
Language			
Integration processes explained			

Exemplar and template			
Content			

Teachers and relevant officials may use the following rubric:

Elements	Beginning	Approaching	Meeting	Advancing	Exceeding
Language	Uses simple and limited vocabulary, with frequent grammatical errors that impede understanding. Sentence structures are basic and often incomplete.	Demonstrates an adequate range of vocabulary with some errors in grammar and syntax. Sentence structures are varied but may contain occasional errors that do not significantly hinder comprehension.	Employs a good range of vocabulary and correct grammar, with minor errors that do not affect meaning. Sentence structures are clear and varied.	Uses an extensive vocabulary with sophisticated grammar and syntax. Sentence structures are complex and varied, enhancing the clarity and impact of the message.	Mastery of language is evident with precise vocabulary, flawless grammar, and varied, complex sentence structures. The language used significantly enhances the overall message and engagement.
Integration Process Explained	Explanation of integration processes is unclear or missing. Limited or no connection between the integration processes and GCED objectives.	Basic explanation of integration processes with some connection to GCED objectives. Some steps may be unclear or incomplete.	Clear explanation of integration processes with direct connections to GCED objectives. All steps are logically presented and complete.	Detailed and well-organized explanation of integration processes, with strong connections to GCED objectives. Shows an in-depth understanding of the processes.	Comprehensive and insightful explanation of integration processes, with exemplary connections to GCED objectives. Demonstrates a thorough and nuanced understanding of the processes, incorporating innovative ideas.
Exemplar and Template	Exemplars and templates are irrelevant. Minimal effort in demonstrating how to implement GCED concepts.	Exemplars and templates are basic or incomplete. Provides some guidance on implementing GCED concepts.	Provides clear and relevant exemplars and templates. Offers practical guidance on implementing GCED concepts effectively.	Exemplars and templates are detailed, relevant, and highly practical. Demonstrates advanced understanding of how to implement GCED concepts.	Exemplars and templates are exemplary, innovative, and comprehensive. Provides outstanding guidance and demonstrates exceptional implementation of GCED concepts.

Elements	Beginning	Approaching	Meeting	Advancing	Exceeding
Content	Content is minimal, lacks relevance, and does not align with GCED principles. Limited understanding of GCED concepts is evident.	Content is somewhat relevant and aligns with GCED principles to a basic extent. Shows a developing understanding of GCED concepts.	Content is relevant and well-aligned with GCED principles. Demonstrates a solid understanding of GCED concepts.	Content is highly relevant, detailed, and aligns strongly with GCED principles. Shows an advanced understanding of GCED concepts.	Content is exceptionally relevant, comprehensive, and aligns perfectly with GCED principles. Demonstrates a profound and insightful understanding of GCED concepts, contributing significantly to the field.

Lesson Exemplars

The GCED-integrated subject lesson exemplars provided to schools are piloted by respective subject teachers in the pilot schools to assess and improve the quality and feasibility of the lessons.

- The subject teacher will implement the lesson exemplars during subject instructional periods.
- The lessons are conducted as explained in the exemplar.
- Record the observations and suggestions in Table 4.

Table 4. Recording sheet for GCED-integrated lesson exemplars

GCED-integrated Lesson Exemplars			
Lesson elements	**Observations**	**Feedback**	**Suggestion for improvement**
Alignment of GCED objective to the subject topic			
Main activity and GCED			
Teaching strategies			
Teaching-learning materials			
Assessment of GCED knowledge, skills, and values			
Other aspects of the lesson			

TEAM Approach

The TEAM approach is to promote a holistic development of cognitive, socio-emotional, and behavioural GCED competencies in students. This part of pilot testing will focus on student Application and practice of GCED knowledge, values and skills, and GCED values and skills Modelling by the whole school staff.

The school will pilot-test the GCED Application and Modelling referring to Table 5.

Table 5. Aspects of the TEAM approach

Elements	GCED application by students	GCED modelling by the schools
Focus	• Apply and practise GCED knowledge, values and skills in daily routines in schools, public and at homes	• Walk the talk • Living by examples in speech, actions, and behaviour.
How	• School culture and policies • Monitoring and support mechanism	• Whole-school approach • Promotion of socio-emotional ambience
Where	• Classrooms • schools • Homes • Public places	• All places where students can "see" Hear" and "partake"

- The school will identify strategies and activities relevant to schools to promote GCED application and modelling.
- Record the experiences and suggestions to enhance opportunities for GCED application and modelling in Table 6.

Table 6. Recording sheet for GCED application and practices of students

GCED application and practices			
GCED application and Practices	*Process*	*Observations and experiences*	*Suggestions*
• Classrooms			
• School Recess			
• School Clubs			
• School Programs			
• Homes			
• Public Places			
• National and International Celebrations			

Table 7. Recording sheet for GCED practices and modelling by school staff

GCED application and practices			
GCED application and Practices	*Process*	*Observations and experiences*	*Suggestions*
• Classroom teachings			
• School Recess			
• School daily routines			
• Public Places			
• National and International Celebrations			

Roles and Responsibilities for Pilot Testing

The following roles and responsibilities of stakeholders and schools are important for the effective and successful pilot testing of GCED.

Teachers

- Deliver the GCED curriculum as per the designed lesson plans and methodologies.
- Facilitate engaging and interactive classroom activities to enhance student learning.
- Provide regular feedback on curriculum effectiveness and report any issues or challenges encountered.
- Participate in ongoing professional development and training sessions.
- Model GCED principles and practices so that learners can emulate them.

Administrators

- Oversee the implementation of the GCED curriculum in their schools.
- Ensure teachers have the necessary resources and support to deliver the curriculum effectively.
- Coordinate with other staff members and stakeholders to address potential logistical or administrative challenges.
- Monitor the progress of the pilot program and participate in evaluation meetings.
- Facilitate strategies for the whole-school approach of GCED practices

Support Staff

- Assist in the preparation and distribution of teaching materials and resources.

- Provide technical support for digital resources and platforms.
- Help organize and facilitate training sessions and meetings.
- Collect and manage data for evaluation purposes.

Monitoring and Support

Effective monitoring and support services are important for the successful pilot testing of GCED in 15 schools. The pilot testing GCED in the schools aremonitored and supported by the team of CDC members, district education officials, school principals and the GCED team. The strategies for monitoring and support are indicated in Table 7.

Table 7. Roles and responsibilities for GCED pilot testing

Activity	Support and Monitoring	Action
School-level capacity-building workshop	CDC, APCEIU, District Education Officials, Principals, School Team leader	Record observation to improve similar programs in future
School Preparation for the Pilot testing	CDC, and District Education officials	Ensure each school has proper piloting schedule
Piloting the GCED curriculum materials and TEAM Model	CDC, Principal, School team leader	Ensure the GCED materials are piloted as per the school schedule and pilot testing guide
Discussion on the pilot testing experiences and suggestions	CDC, Chief District Education Officers, principals, School team leader	Consolidate the feedback and suggestion for refining the GCED materials and TEAM model
Refinement and finalisation of the GCED documents	CDC, school GCED team	Submission to APCEIU, printing, and dissemination

Reporting the Pilot Test

The report on GCED pilot testing will capture the experiences and insights gained from 15 pilot schools. The report will capture details of pilot testing processes, experiences, observations, and feedback and suggestions of the schools. Furthermore, it will specify recommendations for improving the GCED curriculum, integration guide, lesson exemplars and TEAM model. Additionally, the report will offer insights into the plans regarding full-scale implementation, outlining strategies to address identified areas of improvement and ensure effective GCED implementation in mainstream school education.
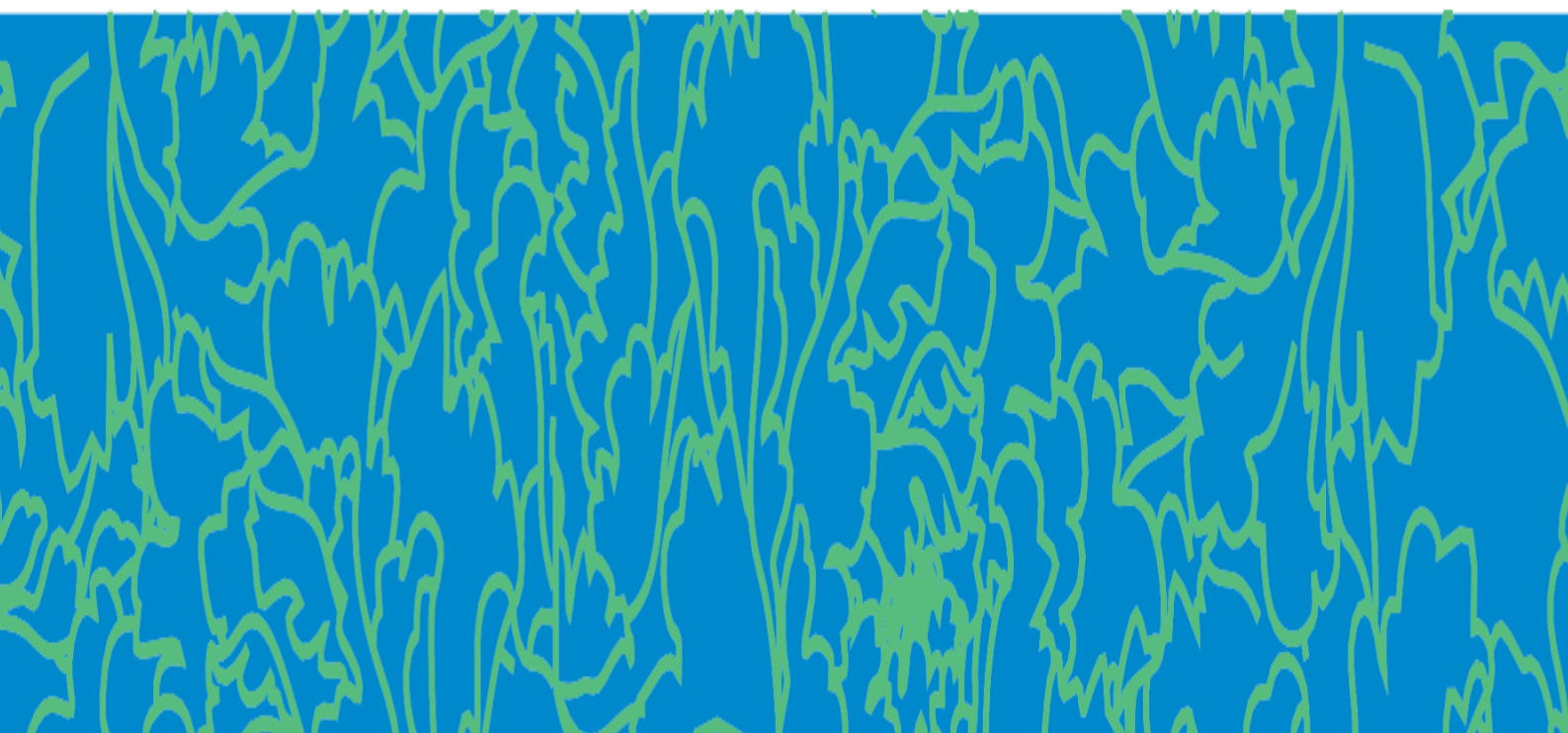
Review and Refinement of GCED Curriculum Materials

In the review and refinement phase of piloting, the findings and recommendations in the report are incorporated to refine the GCED curriculum materials and the TEAM model approaches. The refinement is expected to enhance the overall quality and relevance of the GCED curriculum and the feasibility and efficiency of the GCED integration strategies in schools.

Conclusion

The GCED Pilot Testing Guide will serve as a comprehensive roadmap for the effective implementation and evaluation of the GCED curriculum framework, Integration Guide, lesson exemplars, and the holistic TEAM approach in school education.

The successful implementation of this pilot testing guide will pave the way for a more inclusive, empathetic, and globally aware generation of learners, reflecting Bhutan's commitment to holistic and progressive education. The collaboration between the Ministry of Education and Skills Development, Bhutan, and the Asia-Pacific Centre of Education for International Understanding exemplifies a shared vision for advancing education and empowering learners to become proactive and responsible global citizens of the nations.

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)