



Global Citizenship Education (GCED)

Curriculum Framework 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

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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 Chopel 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, fostering the development of educational resources for GCED, such as the *Curriculum Framework in the Context of GNH for Pre-primary to Grade Twelve (PP-XII)*, which aims to nurture Bhutanese individuals as “nationally rooted and globally competent citizens”.

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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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. The cultivation of “nationally rooted” citizens draws 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 Chopel Dorji)
Secretary

List of Acronyms and Definitions

APCEIU	Asia-Pacific Centre of Education for International Understanding
CSCD	Center for School Curriculum Development
UNESCO	United Nations Educational, Scientific and Cultural Organisation
MoESD	Ministry of Education and Skills Development
GCED	Global Citizenship Education
GNH	Gross National Happiness
ESD	Education for Sustainable Development
PP	Pre-Primary
SMART	Sincere, Mindful, Astute, Resilient, Timeless
TEAM	Teaching, Educating, Applying, Modelling
VCE	Values and Citizenship Education
ICT	Information and Communication Technology

Tha-Damtshig: refers to the benevolent discipline of mutual trust, obligation, and affection between people. It is expressed in terms of:

- respect, love, and loyalty to the king, country, and people
- respect, a sense of gratitude and affection between children and parents
- love, respect, and gratitude shown by students for their teachers
- love, respect, regard, and trust between the spiritual teacher and the student
- love, affection, trust, belief, faith and mutual respect between husband and wife
- affection and relational obligation among village-mates, relatives, neighbours, friends, colleagues, spiritual mates, and elders.

Ley-Judrey: refers to the cause, conditions and the effect of an action. The concept of Ley-Judrey states that an individual's present actions will determine future outcomes. Metaphorically, if one sows a wheat seed, one shall harvest wheat when ensuring conditions such as soil, water, temperature and air for wheat seed.

Tenching-Drelwa	Interconnectedness and Interdependence
Za-Cha-Dro-Sum	Appropriate Conduct (dining, behaviour and movement)
Driglam Chhoesum	Etiquette, Culture, Religion
Zhizhing Duelwa	Simplicity/Humility
Lue Ngag Yidsum	Speech, Thought, Behaviour, and Actions
Tsa-Wa-Sum	Three Primary Elements of Bhutan (King, Country, People)
Dzongkhag	District



Introduction

The GCED curriculum 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 development of “nationally rooted” citizens’ characteristics is founded on the national visions, ethos, and principal values of *Tha- Damtshig*¹, *Ley-Judrey*², and *Tenching-Drelwa*³ which are the key Bhutanese values that are imperative for achieving GNH which was promulgated by His Majesty Jigme Singye Wangchuck, the Fourth King of Bhutan in the early 1970s. In addition, Bhutan’s ancient legal code of 1629 states, “If the government cannot create happiness for its people, then there is no purpose for the government to exist”. The code stressed that Bhutanese laws must promote happiness for all sentient beings. While the national vision focuses on preparing responsible, innovative, creative, resilient, competent, and productive citizens for the 21st century, values emphasise primarily the development of socio-emotional, moral, and ethical characteristics that determine harmonious living with people, nature, and the environment.

Preparing “globally competent citizens” entails extending and applying “nationally rooted citizens” concepts to the international context to promote global harmony, peace, and sustainable development. This focus of the GCED emphasises the application of international understanding, universal values, ethics, and actions to address challenges that endanger global peace, harmony, and sustainable living.

Overall, the framework aims at facilitating the development of individuals with humane characteristics and competencies in the cognitive, socio-emotional, and behavioural domains of a “nationally rooted and globally competent citizen”. The balanced development of the domains synonymous with the holistic education of heart, head, and hands, is indispensable for enabling learners to contribute to national and global resilience, harmony, sustainable development, progress, and peace. Character development focuses on those moral, social, and ethical values commonly expressed in individual thought, speech, action, behaviour, and conduct. Through this focus, the GCED will enable individuals to develop those human qualities of being responsible citizens contributing to sustainable development, and global well-being and peace.

The holistic learning process empowers learners with GCED competencies to become proactive,

¹ Benevolent discipline of mutual trust, obligation and affection between people

² The cause, condition and effect of an action

³ The cause, condition and effect of an action

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.

Goal

The goal is to prepare and produce “Nationally rooted and Globally competent citizens” who contribute proactively and responsibly to sustainable development, harmony, and peace at the local, national, regional, and global levels.

Objectives

The six GCED objectives are identified toward achieving the goal of the GCED in the context of GNH in Bhutanese school education.

- i. Enrich learners with values, emotional intelligence, and a culture founded on the principles of *Tha-Damtshig*, *Ley-Judrey*, *Tenching-Drelwa*, and universal values⁴ that acquaint them with moral, ethical, cultural, and social values and character.
- ii. Enhance values and socio-emotional competencies for promoting well-being, peace, and happiness in society.
- iii. Promote citizenry characters, behaviour, and actions contributing to harmonious co-existence in interdependent societies, nations, and the world.
- iv. Empower learners to contribute towards promoting a resilient, inclusive, just, and peaceful world.
- v. Equip learners with life skills⁵ and 21st-century competencies, including cultural, financial, digital, and media, and information literacy, to prepare competent, proactive, and contributing citizens.
- vi. Facilitate learners to develop into informed, progressive, responsible, and resilient citizens for sustainable development and peace.

Guiding Principles

The guiding principles indicate the fundamental value orientation of the framework. The features inform the scope, construct, design, and deliverables of learning outcome competencies outlined in the framework.

⁴ Empathy, compassion, respect, non-violence informing human

⁵ Life skills in the Bhutanese context includes self-awareness, critical thinking, decision-making, effective communication, coping with stress, coping with emotions, empathy, creative thinking, problem-solving, and interpersonal relationships.

1. [Aligning with the development philosophy of Gross National Happiness \(GNH\) for building a harmonious, prosperous, just, and happy nation](#)

The development philosophy of GNH is founded on the four pillars of good governance, sustainable socio-economic development, preservation and promotion of cultural, and environmental conservation. The design and implementation of the GCED curriculum are guided by these pillars to adequately prepare the learners to realise the vision encapsulated in the GNH philosophy, thereby propelling citizens toward achieving sustainable development goals and world peace.

2. [Founding on Tha-Damtshig, Ley-Judrey, and Tenching-Drelwa as the principal values that influence individual thought, speech, behaviour, and action contributing to national, regional and global harmony and peace](#)

Bhutanese take pride in upholding value-driven life, national ethos, social and spiritual principles, and culture that underpin GNH and national sovereignty. While remaining rooted in their national identity, Bhutanese citizens should possess competencies to participate and contribute on the global stage towards global sustainability.

3. [Recognising sustainable living as the key human practice to promote sustainable development and the health of the Earth](#)

As GCED promotes Education for Sustainable Development (ESD), which emphasises the balanced development of economic, social, and environmental well-being, sustainable living should be practised by individuals and communities. This demands a change in attitude, habits, behaviour, and actions that enable contributions to the conservation of the natural environment. GCED in this context can facilitate the acquisition of the competency to learn and apply the knowledge, values, and skills in promoting sustainable living for sustainable development.

4. [Nurturing responsible, progressive, resilient, and contributory citizens through learner-centred and inclusive teaching-learning experiences.](#)

Bhutan believes that every citizen is invaluable and has the potential to contribute to nation-building and world peace. To this end, the Constitution of the Kingdom of Bhutan upholds that every citizen has the right to education for growth and development in realising individual potential. Therefore, GCED is designed and implemented to promote lifelong learning and inclusiveness of learners.

Learners learn best when learning experiences are relevant and appropriate to their age, learning needs, and contexts. Therefore, the selection and organisation of learning experiences in GCED are based on known to unknown, local to global, factual to generalisation, and concrete to abstraction as informed by the spiral curriculum design.



5. Applying whole-school and multi-sectoral approaches to create a conducive and reinforcing environment

The implementation of GCED demands a holistic and multi-sectoral approach as it involves multi-faceted learning and development in learners. The achievement of cognitive, socio-emotional, and behavioural competencies in GCED necessitates holistic understanding, internalisation and behavioural change. This nature of GCED can be best supported through multi-stakeholder involvement and teamwork of the whole school staff, parents, leaders, and other stakeholders. The multisectoral approach is important for promoting and reinforcing the social, cultural, political, and natural environment for the balanced development of the GCED competencies in the three domains.

GCED Learning Domains and Purposes

Global Citizenship Education's learning process emphasises a balanced development of learners' cognitive, socio-emotional, and behavioural domains to empower learners to become proactive and contributory global citizens.

Cognitive Domain: Knowledge and cognitive skills enable learners to understand better the local, national and global complex issues and the interconnectedness and interdependence of different countries and populations.

Theme	Purpose
1. Systems and power dynamics impacting interactions, connectedness, and peace.	• Understanding systems, issues, and interconnectedness and interdependence of families, communities, nations, and the globe for promoting harmony and peace.
2. Life skills for efficient and harmonious living.	• Acquiring life skills, intercultural literacy, financial literacy, digital literacy, and media and information literacy.
3. Issues threatening peace and sustainable development at local, national, and global levels.	• Understanding sustainable development goals and strategies for promoting the health and well-being of individuals, communities, and the natural environment.

Socio-emotional Domain: Social-emotional skills enable the learners to develop values, attitudes of empathy, solidarity, respect for difference and diversity, and develop affective, psychosocial, and physical domains to live in harmony with others and the world.

Theme	Purpose
1. Values for harmonious coexistence and peace.	• Understanding and valuing principal values, universal values, and their relations with human thought, speech,



<p>2. Diverse levels of identities and human dignity.</p> <p>3. Moral and social responsibilities for humanity and the environment</p>	<p>behaviour, and actions that have a bearing on social harmony and sustainable development.</p> <ul style="list-style-type: none"> - Principal values: Ley-Judrey, Tha-Damtshig, Tenching- Drelwa, Drenpa-dang-Shezhin⁶. - Universal values. ● Developing a sense of belonging to a common humanity with diverse identities, shared values of communities, and responsible living. ● Developing individual motivation and willingness to take necessary actions at the local, national, and global levels.
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Behavioural Domain: Behavioural skills enable the learners to develop intrinsic and extrinsic motivations and willingness to positively conduct, perform, apply, and engage practically at families, societies, local, national, and global levels to create a more peaceful and sustainable environment and world.

Theme	Purpose
<p>1. Behaviour and ethical actions for solidarity and harmony.</p> <p>2. Responsibility and actions for sustain- able living.</p> <p>3. Engagement and contribution to sustainable development.</p>	<ul style="list-style-type: none"> ● Resolving differences and issues applying effective strategies and communications, life skills and emotional intelligence. ● Adapting to a productive, responsible, and sustainable living. ● Behaving with respect and solidarity in diverse social contexts for harmony and peace. ● Engaging actively at local, national, and global levels for promoting sustainable living and conservation.

⁶ Drenpa means Mindfulness and Shezhin means watchfulness.



Domain and Key Competencies

A school graduate after grade twelve is expected to demonstrate the following key competencies in the three learning domains through effective implementation of GCED. The competencies are developed incrementally and cumulatively with progressive learning in GCED from Pre-primary (PP) to grade twelve in school education.

Cognitive Competencies	Socio-emotional Competencies	Behavioural Competencies
<ol style="list-style-type: none"> 1. Comprehend local, national, and global issues and the interconnectedness and interdependence of people and nations. 2. Contemplate life skills, transversal skills, and emotional intelligence to make informed decisions and enhance one's learning and that of others from diverse background. 3. Relate sustainable living strategies to promote the health and well-being of people, the natural environment, and the world. 	<ol style="list-style-type: none"> 1. Practise emotional intelligence to promote interpersonal and social relations for harmonies and peaceful society. 2. Demonstrate emotional maturity and resilience in addressing global issues and working with people from diverse background. 3. Imbibe principal values and universal values to individual thought, speech, behaviour, and actions for psychosocial and sustainable development. 4. Develop a sense of belonging to a common humanity with diverse identities, shared values of communities, and responsible living. 5. Lead a productive and responsible life with motivation and willingness to promote harmony, peace, and security at local, national, and global levels. 6. Develop attitudes of empathy, solidarity and respect for differences and diversity. 	<ol style="list-style-type: none"> 1. Apply life skills to promote coherence, peace and harmony in the community and world at large. 2. Adapt a productive, responsible, and sustainable living. 3. Behave with respect and solidarity in a diverse social context for harmony and peace. 4. Act individually and collectively in promoting sustainable living and conservations at local, national, and global levels. 5. Resolve social conflicts with a sense of moral and ethical correctness in diverse context.

The Holistic Approach to GCED Implementation in School Education

The teaching and learning GCED is facilitated through the TEAM Model, adapted from the Bhutanese values education curriculum framework (REC). It is designed for school education to facilitate a holistic development of the cognitive, psychosocial, and behavioural learning domains of GCED. It encourages multi-level approaches and multi-stakeholder collaborations in and beyond school settings. The components and approaches of the model are provided in Table 1.

Table 1 Components and Approaches of TEAM Model

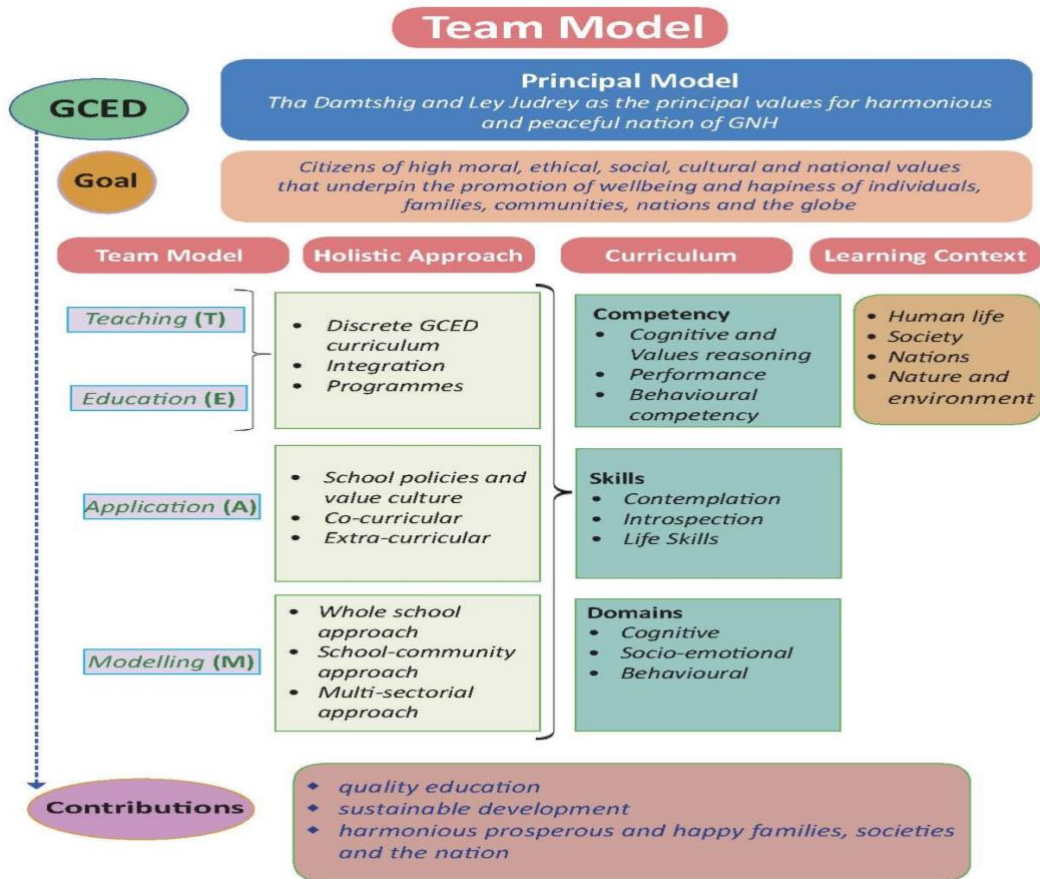
Component	Approach
Teaching and Education	<ul style="list-style-type: none">• Explicit instructional lessons, activities, and programmes.• Integration into instructional curricula and other existing school programmes.
Application	<ul style="list-style-type: none">• School Policy and Culture• Classrooms, programmes, schools, home, community, society, nation and the world.
Modelling	<ul style="list-style-type: none">• Whole-school approach• School-parent programmes• Multi-sectoral collaborations

In the TEAM Model, the Teaching (T) component focuses on learning and understanding key concepts and skills, while the Education (E) involves developing competencies, rationales, moral judgement, decision-making, realisation, and internalisation. The Application (A) component facilitates learners to translate instructional learning into daily practice, promoting individual behaviour, conduct, habits, and character development. It also provides opportunities for learners to apply and practice GCED concepts, values, and skills in real-life settings as shown in Figure 1.

The Modelling (M) component emphasises “living by examples” for positive behavioural change. 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.



Figure 1 TEAM Model



Assessment

Assessment in GCED focuses on formative assessment practices and continuous support for the learning and development of learners. Assessments are carried out for the three domains of learning outcomes. The multiple assessment tools and techniques are necessary to holistically assess students' learning and competency achievement in three domains through integration approaches.

Assessment of the learner's application and practices of values

Recording of learners' GCED practices

Teachers observe and record learners' GCED practices speech, behaviour, and civic and citizenry actions (volunteerism) in programmes, classrooms, schools, and public places.

Follow-up and supporting learners

Every learner is attended to by school staff and parents on a timely basis to review, motivate and guide on GCED practices. Appropriate policies, programmes and activities are initiated to support learners.

Learners are constantly motivated to demonstrate GCED socio-emotional and behavioural skills through the establishment of recognition and reward policies and systemic practices in the school, community, Dzongkhag⁷12, and at the national levels. They are assessed and supported continuously for progressive values development. The teachers can use three forms of assessment practices for GCED.

a. Alternative Assessment

An alternative assessment is “untraditional”, and includes assessments in the forms of drawing pictures and making video clips of a particular making video clips of skill, behaviour, and action. The alternative assessments practised in school allow learners to demonstrate value expressions and practices that the teacher has to grade learners using a rubric.

b. Performance-based Assessment

In performance-based assessment, learners are asked to make, perform, do or create something in context to a learning area in focus. Depending on the objectives and theme of the lesson, learners can be given a performance task (performing skills), product task (project), or portfolio task (essay, brochure). It provides learners with the opportunities to do more practical things.

⁷ Benevolent discipline of mutual trust, obligation and affection between people

c. Authentic Assessment

This type of assessment is carried out in a real-life setting. It gives a new outlook for learners and teachers, unlike monotonous paper-pencil testing. It facilitates the assessment of learners' values expressions, behaviour, and actions in real-life activities and situations. It enables teachers to assess and evaluate the learners' ability to apply skills and knowledge in real-life situations.

Assessment Tools and Techniques

A teacher can choose assessment tools and techniques depending on the type of GCED knowledge, skills, values, behaviour and competencies assessed in learners. Table 2 suggests different assessment tasks, tools and techniques for the three domains under the TEAM model.

Table 2 Assessment Tools and Techniques

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	Check list Rubrics	Conferencing Interview
	Test	True/False, Matching, Multiple Choice, Short Question Answer, Essay Questions	Paper-Pencil Test	Testing
Application and practices of GCED values, skills, behaviour, actions	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

Competency Achievement Levels and Reporting

The learners' achievements in GCED competencies at key stages and grades are recorded and reported results are reported under cognitive, socio-emotional, and behavioural domains. The report contains Quantitative⁸ and Qualitative⁹ assessment results.

For reporting on a learner's performance, the schools can use either competency level or total points scored by the learner, as may be required by the education assessment policies. The important aspect of competency-based assessment is the results or progress reports that should include a description of the competency level achieved by a learner.

Table 3 Competency Achievement Levels

Domain	Competency Level				
	Exceeding	Advancing	Meeting	Approaching	Beginning
Cognitive					
Socio-emotional					
Behavioural					

Grade	Score Range	Level	Description
A	95-100	Exceeding	The learner demonstrates exemplary expected competencies.
B	81-94	Advancing	The learner demonstrates advancement towards expected exemplary competencies
C	66-80	Meeting	The learner demonstrates the expected competencies.
D	46-65	Approaching	The learner demonstrates progress towards the expected competencies.
E	0-45	Beginning	The learner demonstrates limited expected competencies.

⁸ Quantitative: Assessment Techniques focused on knowledge through questionnaires, quizzes, tests, multiple choice questions, etc

⁹ Qualitative: Assessment Technique to determine learners' motivations, skills, behaviour, attitude and conduct through observation, narrative form and the test process.

Enabling Conditions

The implementation of GCED in schools is supported through a holistic approach involving multiple approaches, strategies, and stakeholders corresponding to elements of the TEAM model.

Teacher Competency

Teacher competency refers to the ability of a teacher to apply GCED principles, contents, and strategies in teaching, motivating, and supporting learners. and to effectively implement the GCED curriculum in schools. Further, teachers play a critical role in creating a conducive learning environment and preparing learners to be 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, empowering teachers and schools through capacity-building and enrichment programs is important for mainstreaming GCED in school education.

To deepen their knowledge of GCED and pedagogical skills, the teachers must be provided with enough professional development programmes, exchange programmes, and other platforms in response to new demands and changing curricula.

School Culture and Environment

School culture is a system of shared values, beliefs, behaviours, and practices. It can have a profound impact on the academic performance and well-being of learners. A positive school culture can foster a sense of common purpose, belonging, collaboration, and teamwork in schools. In contrast, a negative school culture can create a hostile or unsafe environment resulting in disengagement, disharmony, and poor overall student learning and performance of the schools.

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 global levels can support GCED. Therefore, schools and concerned authorities prioritise building a positive school culture cognisant of the fundamental ideologies of GCED.



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 education programmes and services, as well as to ensure accountability and quality. It facilitates areas of 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 that schools have conducive policies to enable three dimensions of GCED learning domains – cognitive, socio-emotional, and behavioural.

Information and Communication Technology

Information and Communication Technology (ICT) enables access to information and facilitates effective teaching and learning in GCED. Teachers can use appropriate ICT tools for teaching GCED knowledge, skills and values.

Using ICT and social media, teachers can educate learners on GCED ethics, safety and security issues that concern the world. The learners can be made aware of the current global challenges, globalisation and interdependence of different nations, social justice and inequality, identity, and diversity of people and nations.

Stakeholders

Stakeholders are individuals or groups such as learners, teachers, school administrators, parents, communities and the government responsible for ensuring the quality and efficiency of the education system. Stakeholders are critical in education to provide the necessary support, funding, collaboration, accountability, innovation, and diverse needs to ensure that educational systems and institutions are responsive to the needs of all communities, nations and the world.

The effective implementation and the impact on learners of any educational programme depend on the quality of the teaching. The support systems in the form of enabling conditions are crucial to the integration of GCED in and outside the classroom. The practice of GCED skills and values transcending the four walls of the classroom provides opportunities to instil values as an integral part of school culture. Overall, there should be a dynamic collaboration amongst the stakeholders for successful implementation.



Cross-curricular linkages

Global Citizenship Education is 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 learners are engaged in the process of concept understanding, value clarification, logical justification, and internalisation of GCED values and principles through integration across subjects. Therefore, cross-curricular linkages highlight the practice of values through different subjects and the holistic approach involving multi-stakeholders.



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