UNESCO
Centre
Under the auspices
of UNESCO

APCEIU
Asia-Pacific Centre of
Education for
International Understanding
유네스코 아시아태평양 국제이해교육원

Situational Analysis for GCED Curriculum Development & Integration (CDI) Project in Nepal

**GCED CDI PROJECT
ROUND 5**

Situational Analysis for
GCED Curriculum Development & Integration (CDI) Project
in Nepal (2025 Edition)

Disclaimer
The ideas and thoughts included in this publication do not necessarily represent the view of the APCEIU.

This situational analysis was commissioned by APCEIU as a background paper to inform key issues and strategies for its **GCED Curriculum Development and Integration Project (GCED CDI)** in Nepal (2024-2026).

Global Citizenship Education Curriculum Development and Integration Project (GCED CDI)

In the face of the global challenges of the 21st century, the need for global citizenship education became ever more evident and increasing, eventually leading to the integration of GCED into the Sustainable Development Goals (SDGs 4.7) in 2015. To effectively respond to such growing needs, APCEIU launched the GCED Curriculum Development and Integration Project (GCED CDI) in 2016, with the support of the government of the Republic of Korea. Designed as a three-year project for each round, the GCED CDI aims to support the participating countries with mainstreaming GCED into their educational system specifically by embedding GCED into their curricular materials and/or enhancing the capacity to integrate GCED into curricular implementation. Starting from the 1st Round (Cambodia, Mongolia, Uganda, and Colombia, 2016-2018), APCEIU completed the 2nd Round (Kenya, Lebanon, Sri Lanka, and the Philippines, 2019-2021), the 3rd Round (Georgia, Indonesia, Lao PDR, and Rwanda, 2021-2023), and the 4th Round (Bangladesh, Bhutan, Ghana, and Malaysia, 2022-2024) of the Project and is currently operating the 5th Round (Morocco, Nepal, Pakistan, and Thailand, 2024-2026) and the 6th Round (Fiji and Uzbekistan, 2025-2027).

Table of Contents

EXECUTIVE STATEMENT

This situational analysis describes Nepal's educational landscape in preparation for the integration of Global Citizenship Education (GCED) into the national curriculum. The document highlights key areas of focus, opportunities, and challenges within the education system. The macro education policy context which is established in three seminal documents - the National Education Policy (2019), the National Curriculum Framework (2019, and the School Education Sector Plan (2022) – provides a major resource for the analysis, together with insights from stakeholder discussions. The policy documents provide for a vision of an educated, cultured, healthy and competent manpower to promote social justice, transformation and prosperity; the promotion of human values such as peace, cooperation, tolerance, inclusion and sustainable development; and preparation of creative and capable citizens to fulfill the aspiration of a happy and prosperous Nepal.

- Educational vision and objectives: Nepal's Ministry of Education, Science, and Technology (MoEST) aims to develop a robust education system that prepares morally responsible, globally competitive, and citizens committed to harmony. The emphasis is on skill-oriented, value-based, and employment-focused education that promotes social justice, sustainability, and national unity.

- Systemic challenges: Limited infrastructure, teacher capacity, and educational quality, pose barriers to educational reform. There is also a pressing need to shift from traditional rote-based teaching methods to interactive, student-centred learning models.

- GCED integration: The alignment between Nepal's curriculum goals and GCED principles, including fostering critical thinking, respect for diversity, and global awareness, presents a strategic opportunity. The Social Studies curriculum for Grades 9-10 has been identified as a primary vehicle for embedding GCED principles.

- Implementation readiness: The Curriculum Development Centre (CDC) has a structured process for curricular revisions. However, gaps in local capacity, teacher training, and resource availability need to be addressed to ensure the effective rollout of GCED content.

- Monitoring framework: A monitoring and research approach – taking into consideration meeting key deliverables but going beyond this to explore influences on the process and outcomes – has been proposed to evaluate the Project's development and implementation.

Current educational provision in Nepal is dominated by valuing of cognitive skills and by traditional teacher-directed pedagogies. The competency-based curriculum is interpreted primarily at the knowledge level, rather than skills, values and attitudes. Resource materials are insufficient to support learners and teachers. Teacher training requires strengthening, not only in content areas, but in pedagogical methods, such that the intent of what is taught is realised. That intent is to emphasise active citizenship and involvement, in addition to existing emphases on socialisation and responsibility.

This is the context in which the work of the Curriculum Development Committee will play out.

OVERVIEW

Nations adhere to slightly different notions of a 'quality education'. One notion is essentially humanist - need for relevance, for equity of access and outcome, and for observance of individual rights. Another is socio-political – need for representation of all and adherence to national values. Yet another is socio-economic – again representative but focussed on building the national economy and becoming either visible or competitive internationally. Nepal, like many countries, is struggling to achieve educational standards that it can accept, faced with national disasters, few resources, and inadequacies in a traditional education system. It is searching to find a more relevant education that will fulfill humanist, social, and economic needs while seeking to be true to the concept of a 'prosperous Nepal and a happy Nepal' and all that might signify to its citizens. Such a shift is typically fragmented; the vision of an engaged learner who seeks to understand and to query, can be at odds with traditional views of how students should behave. As the system moves to equip teachers and the wider community with understanding of the realities of an education system which will equip learners with applied skills, it struggles with cultural values, an inequitable landscape, and frequently a teaching force that has not been equipped to deal with change.

MoEST has self-consciously embraced change, explicit in its policy, curriculum, and sector plan documentation. The integration of GCED is one initiative that is strongly aligned with the nature of the change, as outlined in this Situational Analysis; and just as with the other shifts that MoEST is seeking to implement, this also has both facilitating factors, and some potential hurdles.

This Situational Analysis is organised across two parts. **PART I** includes five topics – the current status and educational vision of Nepal's education system; the curriculum and competing priorities; systemic issues; receptivity of the system to GCED; and approach to embedding GCED. In this paper, the primary focus within the education system is on the curriculum, with attention to matters of teacher capacity also addressed. Issues of governance and management, although a major concern for the system, are addressed
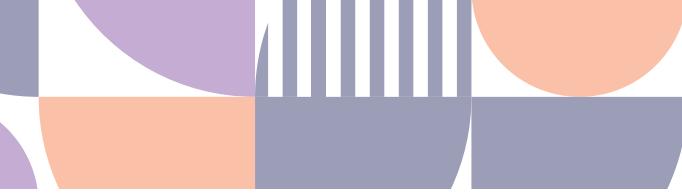
only insofar as they pertain to GCED introduction.

Note that there are many sources of information about the recent and current status of education in Nepal which are available, either in Nepali or English. The description of the system and status quo therefore includes seminal information only and draws heavily on translated versions of MoEST Nepali language documents. After the first citation of any of these sources, they are referred to by alpha shortcuts with page numbers, to differentiate them from English source documents. A reference list of resources is appended to the report.

PART II provides an outline of a monitoring strategy for the rollout of GCED within the parameters of the Curriculum Development and Integration Project ("the Project") supported by APCEIU.

## PART I. EDUCATION SYSTEM AND CURRICULUM CONTEXT FOR GCED INTEGRATION

Introduction to Nepal

Nepal is a geographically, socially and culturally diverse country situated in South Asia. It is landlocked by borders with India and China, acting historically as a crossroads which has contributed to Nepalese culture. That culture is claimed to be of *Simple and friendly behaviour with mutual cooperation, harmony and tolerance and a lifestyle of enjoying the original culture … Ideals like philanthropy, hospitality, reconciliation and harmony have become the social and cultural characteristics of Nepal* (B, 13)[1].

Nepal has been governed under a democratic system since 2008, in which year the monarchy was dissolved. The country is governed through a multi-party system, across seven provinces. There is a focus on decentralizing power, which increasingly has implications for the education system. Lack of infrastructure development and the country's low-income status, together with relatively frequent natural disasters, impact quality of life. Nepal's physical location is relevant not only in terms of how its culture has developed, but also how it sees its future economic prospects. Historically Nepal has been aligned more strongly with India than with its other neighbour, but in recent years has sought to diversify its outlook.

Beyond its geographic neighbours, Nepal is alert to other nations and entities as it functions in today's world. Nepal receives aid and development assistance from bilateral partners (India, USA, United Kingdom, Japan, China, Norway, Australia, and the European Union) and multilateral institutions (World Bank, Asian Development Bank, Global Partnership for Education, and United Nations agencies). These donors and funders influence the directions which Nepal and its education ministries take. This reality can be seen from

---

[1] Italicised text denotes direct quotations; use of alpha A B C D E refers to primary sources translated from Nepali. These are shown in the Primary References list.
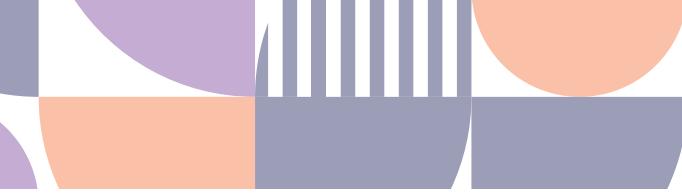
both positive and negative viewpoints. On the positive, this means that Nepal is likely being advised similarly to other countries in terms of educational standards (Regmi, 2021); on the negative, it may be that such advice is not contextualised to Nepal's vision for itself (Regmi, 2024).

Beyond looking to India and China, Nepal has several proximal nations that provide benchmarks: across balancing economic growth and social wellbeing, together with conservation (Bhutan), governance systems and education as a resource (Singapore), technology and industrialisation as well as education (Republic of Korea and Japan). External funding for education is an essential contribution to Nepal's system. This is provided by the multilaterals as well as by USAID, EU, FCDO (UK), JICA (Japan), KOICA (Korea), Norway, DFAT (Australia), GIZ (Germany) and others. Each of these have particular perspectives on education, which need to be weighed carefully by MoEST as it determines its own needs and priorities.

Beyond the immediate impact of funding and grant programs themselves, the existence of these also attunes Nepal to the global economy as well as issues of world peace and conflict. MoEST sees today's era as one of globalisation, in which knowledge, skills, and information learned in one place is immediately accessible in another, bringing each village, and nation, closer to each other. Globalisation is seen as directly affecting policy and curriculum aspects of education (B 26).

Topic 1: Education System

This topic locates an overview of Nepal's education system within its geographic position and global context, identifying its goal and vision.

Educational Status Quo

Within its global context, Nepal also looks inward, monitoring its progress in education according to indicators used worldwide. These indicators primarily address access issues, together with rates of foundational skills. MoEST claims increasing improvement in education provision. The Ministry reports total enrolment rates for basic (92.7 %) and secondary levels (46.4 %), with retention rates up to class 5 at 89.6 % and class 8 at 77.9 %. The gender equality index is 0.98 and 1.01 at primary and secondary levels respectively, but girls particularly in the rural area continue to face barriers. The school repetition rate is claimed to have dropped to 4.4 % at the basic level and 3.7 % at secondary. Although in principle, reduction in repetition rates is seen as a positive sign in education systems, there are no current data that indicate better learning outcomes associated with this. The private sector accounts for about 23 % of students in school education. In 2074/75 BS, the literacy rate of the 15 to 24-year-old age group reached 88.6 % (C 7).

Table 1. (Adapted from MoEST, 2021)

Federal Government	Provincial Government	Local Government
Determine national standards for educational institutions		Map Schools, Manage the permissions and regulation of schools, Establish, merge and close schools
Formulate national policy, law, regulation, and standards	Formulate provincial policies, laws, regulations, and standards	Formulate policies, laws, and standards, and undertake planning, implementation, and regulations relating to early childhood education, school education, non-formal education, open and alternative learning, community learning, life-long learning, and special education
Carry out national-level research	Carry out provincial-level research in education	Implement school education and manage school construction and infrastructure.
Manage education statistics	Collect provincial statistics and records	Collect local education statistics and records
Project human resource needs	• Project human resource needs at the provincial level. • Set and manage standards for regulating secondary level teachers	Manage teachers and other school employees
Standardize school teachers' qualifications, capacity, and regulations.	Standardize school teachers' qualifications, capacity, and regulations at the provincial level	Coordinate and regulate school education.
Prepare National Curriculum core subjects and produce sample curriculums for local government	Prepare and produce school-level curricula	Distribute and Implement the curriculum.

The actual structure of basic education lies across Early Childhood and Pre-Primary Education to lower basic (Grade 1-5), and upper basic (Grade 6-8) followed by lower secondary (Grade 9-10) and higher secondary (Grade 11-12). Broadly speaking, there are three categories of schools – government schools (referred to as community schools),
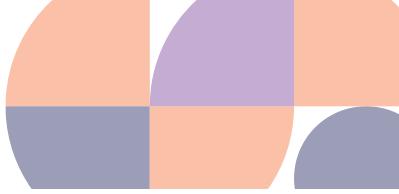
private schools, and religious schools. The 2015 Nepal Constitution ensures a fundamental right to education across seven provincial governments and over 700 local government units. The federal structure lies in the Ministry of Education, Science and Technology, which in turn hosts several units. These are the National Examination Board, the Education Review Office, the Centre for Education and Human Resource Development, the Curriculum Development Centre, the Teacher Service Commission, and the Student Teacher Record Office. The provincial level holds Provincial Training Centres and Development Directorates. At the local level, there are Coordination Units and Municipal Education Units. Their responsibilities are summarised in MoEST's Education Sector Analysis, Table 1.

The 2015 Constitution mandates, *inter alia,* that local level is both recognised in and contributes to curriculum development. The 753 Local Government (LG) units are to have the responsibility for delivery of education while the federal ministries will retain responsibility for policy development and coordination and setting of standards. The Federal Education Bill, which supports this shift, has yet to be approved.

> *This Decentralization presents opportunities in the long-term to enable all levels of Government in responding to specific challenges and contexts of their areas of respective governance. Many of the funds, functions and functionaries that had pre-2015 been managed and directed by central level authorities and channeled through District Education Offices (DEOs) have now been transferred to the LGs. This includes a shift of functions of planning, monitoring and management of basic and secondary schools under the jurisdiction of local governments. As a result, local governments now have the mandate and budget to develop their own education plans and budgets alongside those of the federal government. The decentralized approach necessitates a long-term strategic education sector plan to convene the disparate actors across Nepal's education sector under a collectively shared vision and roadmap* (UNICEF & World Bank, 2023, p. 3)[2].

---

[2] Note that italicised text denotes direct or translated quotations from the source identified

The Current Picture

The vision for the future as made explicit in the 2015 Constitution, and consequent sector plans, serves to provide MoEST with a clear direction for the next 10 years. In the interim, commentary on the current status by MoEST through the Curriculum Development Centre (CDC) acknowledges that:

- *The country is still not fully literate*
- *Education access remains unequal, with women and minority groups having less access*
- *Educational quality has not increased as expected*
- *Infrastructure remains inadequate*
- *Manpower produced by the education system is not appropriately used in the job market; the relevance of education is questioned; and values and behaviour are not improving* (B 14).

This final issue has particular significance for curriculum evaluation and development. Efforts are underway to ensure that curriculum is designed to facilitate work-life preparedness (B 35). The CDC notes the need for a curriculum that will focus on human resource development to ensure that Nepal is globally competitive, through equipping the workforce with communication and information technology skills together with collaborative, critical and creative expression skills (B 33). In concrete terms, this means that the curriculum should not only develop theoretical understandings, but should enable, facilitate and guide the development of life skills (B 16-17). Concerns about the values and behaviour of youth are formulated as matters of lack of moral conduct and self-discipline, desertion of traditional culture and beliefs, and consequent decline in social conduct (B 28).

MoEST's (2076) national policy describes its intentions to address multiple issues; those issues that are particularly germane to matters of curriculum and teaching include: the increasing number of the educated unemployed; the teaching process being exam-oriented; lack of professional competence, ethics and motivation of teachers; lack of ownership of education at local level and by local community in public education. Policies to address these issues and others include: stopping talent flight; ensuring professional

accountability in teachers and education personnel; strengthening the role of school leadership; creating ownership among stakeholders for educational reform; and, creating an environment that inspires the confidence of all citizens in public education (C 8-9).

Beyond the basic statistics of educational engagement and the identified problems, lies the vision of Nepal for its people and its future. The vision can be seen through three lenses: (1) the aspirations; (2) the specific objectives; and (3) policy. The latter typically includes the first two but frequently reflects and acknowledges problems and issues through its updated policies. Note that the vision is substantively different from expected outcomes (D 15[3]), which latter target access, completion, schooling conditions, governance, and over-arching improvement. The vision, as reflected through the three lenses, is more strongly oriented toward educational content, method and learning outcomes. It is upon these elements that the majority of the following discussion has interest.

National Objectives of School Education

MoEST, through its CDC, lists its national objectives.

1. *To develop personality by bringing out the inherent talent in each person*

2. *To prepare moral and responsible citizens with character, loyal to the nation, committed to the values of the federal democratic republic, self-respecting, respecting social and cultural diversity*

3. *To prepare citizens with respect for labour and positive thinking, employment and self-employment oriented, production-oriented, enterprising and skillful*

4. *To assist in the socialization of individuals to strengthen social harmony and tolerance and national unity*

5. *To prepare conscious citizens who contribute to sustainable development by protecting, enriching and utilizing natural and national heritage and environment*

---

[3] The objectives are listed in Appendix A
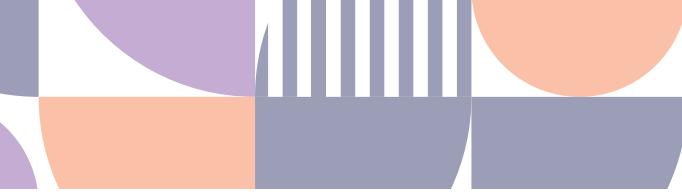
6. *To help build an egalitarian, inclusive, just and socialist-oriented nation by developing behaviour in accordance with the values of peace, human rights, equality, inclusiveness and social justice in every person*

7. *To compete nationally and internationally, by preparing skilled manpower who can use modern information and communication technology to suit the global environment*

8. *To prepare scientifically sound and research-oriented manpower who can use scientific concepts, facts, skills, theories and technology*

9. *To prepare citizens who are creative and critical thinkers, tolerant with useful life skills and proficient in linguistic competence*

10. *To prepare citizens who have knowledge of Nepal's history, geography, and are proud of Nepali identity and lifestyle, who will protect, enrich and expand Nepali original art, culture, beauty, ideals and characteristics*

11. *To prepare citizens capable of reducing risks and managing disasters while being aware of climate change and natural and man-made disasters*

12. *To develop the necessary human resources for building a prosperous nation based on social justice* (B 49)

The tenor of these objectives is noteworthy in their focus on quality and type, as distinct from completion rates and academic achievement. Of the 12 objectives, all subscribe to aspects of character and contribution, while contextualised in national prosperity and peace, and calling for principles of tolerance, justice, and sustainability.

Need for Change

Against the backdrop of acknowledged problems and of aspiration, MoEST notes that there is a need for timely change in Nepal's education (C 7). Policies have been put in place to that effect. The policies are distributed across all aspects of education delivery, and this

report is focussed on those aspects most visible to the child in the classroom; that is, the curriculum and the teacher.

In the interests of the stated need for change and improvement, curriculum is updated on a continuous basis, annually, with general revisions every five years and any major required changes every ten years (B 15). Current policy requires that the federal government determines the national curriculum, its standards, core subjects, textbooks, and teaching and training standards. As part of the intent to ensure localisation of curriculum and its delivery, provincial government is also responsible for development of curriculum and teaching materials, and management of textbooks. Local government holds responsibility for development and implementation of 'local subjects', while maintaining the national curriculum format (C 59). This partial devolution of responsibilities from federal to local requires the development of institutional capacity from the CDC through to local levels and into schools. An Institutional Capacity Building Plan is to be implemented at the federal, provincial and local levels, crafted by the CDC. This currently awaits approval by the National Curriculum Development and Evaluation Council, before a phased implementation (B 79).

School Education Sector Plan

The current School Education Sector Plan (MoEST, 2022; D) was initiated post-COVID, cognisant of stagnation in educational improvement in these first years of the 2020's. Among the seven thematic areas identified in the Plan, the areas of 'equality and inclusion' and 'quality, relevance and learning outcomes' are of particular relevance to integration of GCED, although the areas of governance and infrastructure also have immediate implications for implementation of curriculum. The Plan identifies five main challenges facing the system: lack of access to education, inequities in access to education; gaps in quality and relevance of education; unsafe school environments; and need for effective and accountable governance and management systems. It also notes issues of quality and relevance of education, inadequate teacher numbers, lack of support infrastructure for teachers, lack of links between assessment and learning processes, need to integrate 'soft skills' and link learning with daily life, strengthening technical-vocational education, and use of information and communication technologies.

The Plan notes the recent transformation of Grade 1-3 education approach to an integrated
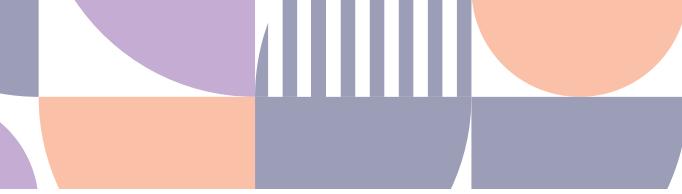
curriculum which cuts across learning areas and seeks to embed 'soft skills' and life skills. It also notes the provision of reserving 25-50% of the curriculum for practical or applied activities, and increased focus on formative assessment in the classroom. It is important to keep in mind that the Plan sees the future across two 5-year periods for implementation of its provisions (D 60).

Necessarily associated with the above initiatives is the matter of teacher professional development, especially in the practical pedagogical skills. These are a necessary qualification in order to implement the more applied notions of a relevant curriculum. How to provide that capacity building with only seven Education Training Colleges across the nation and varied levels of technical skills at local levels is a major task for the Centre for Education and Human Resource Development (CEHRD). The Plan clearly attributes the low educational achievement levels to issues of teacher availability and quality (D 66).

Vision for Education

MoEST's stated need for change (C 7) is formulated within an educational vision in which development of *"competent and competitive citizens based on social justice for building a socialist-oriented nation .. in context of local and global needs"* [B Foreword] is at the forefront. This is expanded upon by specifying that the education system itself resides in values such as tolerance, respect, charity, social harmony and cooperation, such that educated individuals will develop the knowledge, skills, attitudes and willingness to work in a prosperous and civilised society. Education should strengthen elements of social justice, democracy, human rights, equality and coexistence; and address peace, morality and ethics (B 16). This high-level vision translates into an intention to make the existing school education skill-oriented, employment-oriented and value-based. The ambition is the development of manpower dedicated to the nation, national identity and unity, and Nepali characteristics and values (B 7). This is aligned with Nepal's goal of reaching the level of middle-income countries by 2030, in synchrony with its commitment to the United Nations' Sustainable Development Goals (SDG) to ensure inclusive and equitable education and lifelong learning (B 8).

This vision can be interpreted broadly across different aspects of functioning. These are development of the good person of character, which includes morals, integrity, allegiance

to Nepali values, beliefs, and culture; development of the skilled person who can work with and respect others; and development of the individual with knowledge and the competencies to contribute cognitively to the Nepali and global communities. The vision has elements in common with the concept of global citizenship, in its identification of learner attributes of being informed and critically literate, socially connected and respectful of diversity, and ethically responsible and engaged.

Summary of Topic 1

Nepal is grappling with limited resources, natural disasters, and a traditional education system. At the same time, it seeks a balanced education that fulfills humanist, social, and economic needs aligned with its vision of a 'prosperous and happy Nepal'. Challenges include unequal access to education, particularly for women and minority groups; the quality of education and infrastructure remain inadequate; and education outcomes lack alignment with job market needs. Nepal's vision focuses on creating competent, socially just citizens through value-based, employment-oriented education. The vision is aligned with the SDG, while simultaneously aspiring to elevate Nepal to middle-income status by 2030.

Topic 2: Curriculum and Competing Priorities

This topic outlines the theoretical basis for the Nepali curriculum and highlights competing priorities.

The activation of Nepal's vision into the curriculum takes into consideration multiple elements: the vision itself, the existing curriculum, and practical factors that facilitate change or act as impediments. As it sets out to update and revise curricula, MoEST sees these elements clearly: *The curriculum will be developed by identifying the knowledge and skills necessary for a society with global demands and technology, the knowledge and skills according to the changing society, the problems created by the national and international environment, and the essential knowledge and skills to manage them* (B 33).

Theoretical Basis

The CDC Curriculum Framework (B) takes the stance of curriculum design based on understanding of child development, and taking into consideration the physical, cognitive, spiritual, social, emotional and cultural aspects of the individual. The theoretical assumptions call for a curriculum to provide the opportunity for each child to gain experience of basic life skills, civic awareness, social and democratic values, equality and human rights (B 32). There is a specific call to UNESCO's four pillars (Delors et al., 1996), learning to know, learning to do, learning to be, and learning to live together, and aligning these to concepts of child development, accentuating life skills and critical thinking and creativity skills necessary to assist in social transformation (B 32).

National Values and Humanist Principles

Together with this melding of humanist principles and child development, the intention is that curriculum development be based on Nepali values and beliefs, and on valued aspects of Eastern knowledge and literature, in order to protect and promote the nation's unique culture and traditions. Human virtues such as discipline, courtesy, and non-violence are seen as universal foundations upon which knowledge, skills and behaviour necessary to transmit eastern principles such as peace, tolerance, charity, forgiveness, virtue, and non-violence will be based (B 38).
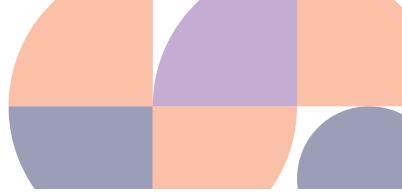
These principles articulate into curriculum development that adopts science and technology based knowledge and understandings to promote environmentally friendly lifestyles (B 15-16). The challenges faced by MoEST are to develop in students the academic skills, techniques and attitudes relevant to their lives and the world; to maintain a balance between local needs and global market, and between current and long-term needs; and to make the curriculum useful and relevant (B 15).

These goals are not easy to achieve. Nepal is faced, as are all countries, with rapid change in contemporary issues, uncertainty about the future, and practical issues emanating from current inadequate resourcing and consequent low academic achievement.

Competing Priorities

MoEST faces competing priorities as it looks to improve educational outcomes in the face of limited resources.

- Improvement of foundational skills and educational achievement
- Maintaining or shifting from a traditional approach to teaching
- Responding to domestic pressures

Improvement of foundational skills and educational achievement

The call for improved skills in literacy and numeracy has found new voice as monitoring efforts to support the Sustainable Development Goals has created new tools to enable cross-country comparisons[4]. This, as well as employability needs, puts pressure on the education system to focus on these foundational skills. In the global discourse, some funders prioritise this area of improvement before other aspects of education (World Bank, 2024). Similarly, increased participation of nations and jurisdictions in international large-scale assessments has raised understanding of the nature of educational benchmarks as well as publicised innovations and trends in education.

Studies of achievement by the Educational Quality Testing Centre confirm that school performance is poor compared with international levels (A 119), and that a large percentage

---

[4] https://tcg.uis.unesco.org/indicator-dashboard/
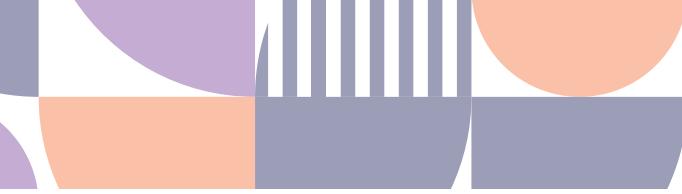
of students in all subjects are unable to pass examinations even at basic level (A 115). There are concerns that the weak reading abilities of students are having carry-over effects on achievement in other subjects (A 120). In addition, students have been found to be relatively weak in the ability to solve problems, analyse, argue, generalize, confirm their viewpoints or arguments and transfer learning from one environment to another. This indicates an emphasis on memorization as compared to interactive activities during teaching and learning in schools (A 117).

Traditional approach to teaching

The educational system at school level in Nepal is based on a traditional classroom teaching paradigm in which transmission of knowledge is the main focus (Dinesh, 2021). Subjects are taught from textbooks based on the central curriculum developed by the CDC. The classroom environment itself is teacher-directed rather than learner-centred, and is characterised by class level reading of texts, repetition, and completion of textbook exercises. Teaching methods such as use of group and project work, debate and discussion, are seen rarely (B 20). Teachers have been reported as stating that existing classroom conditions are not conducive to student-centred and participatory teaching-learning activities (ActionAid, 2023). The traditional approach is inimical to the development of students' practical skills, creativity and critical thinking, communication, and to teacher use of learning strategies based on discovery and exploration. It is noted that MoEST policy is to increase use of such strategies (C 60).

Confirming the hypothesised outcomes of maintaining traditional teaching approaches, analysis of student performance by the Educational Quality Testing Centre (A) found that more students tend to perform better on objective questions than thematic questions, and that although knowledge questions can be responded to accurately, there is a lack of creative, analytical and critical skills demonstrated (A 118).

Plans in the National Curriculum Framework (B) attempt to counter what is perceived to be the negative consequences of some traditional teaching methods. The intention is to:

- *Emphasise the use of learner-centred and child-friendly teaching methods that are exploratory and interactive*

- *Include planning, field visits, problem solving, and innovation-oriented study, as methods of facilitating learning*

- *Prioritise project-based learning embedded in the local environment to explore social, economic and cultural issues*

- *Establish practical work as an integral part of learning* (B 44).

Domestic pressures

The National Curriculum Framework (B 16) notes there is constant and increasing pressure to add subjects and learning areas to the curriculum, as well as pressure to give equal priority to all subjects and areas (B 16). There are two noteworthy examples of how these pressures can play out in different directions, both based on a similar intent to broaden the curriculum in order to provide a more holistic education experience. The first example is that of the introduction of an integrated program for Grades 1-3. This program, supported by external partners, brings together studies in 'Our Surroundings', mathematics, English and Nepali thematically, and underpinned by endorsement of life skills. The initiative is widely applauded within MoEST. The second example is the introduction of the subject of 'Life Skills' into Grades 11-12. This subject has many of the same features that we see in GCED, covering civics education, morals, ethics, as well as financial and digital literacy. Although introduced as compulsory, the intervention of the private school sector and interests from the higher education community brought about changes in the form of exemptions for students taking STEM subjects. The two examples provide an interesting perspective not only on domestic pressure points but on cultural perspectives about what is valued at different points in the education journey. At the same time, views about the morals and self-discipline of youth, combined with concerns about the incidence of bullying in schools (and its impact on achievement [A 118]), combine to strengthen arguments to expand curricular coverage more widely to matters impacting on socio-cultural and values education, wellbeing and tolerance of differences.

Summary of Topic 2

This topic outlines the theoretical foundation of Nepal's curriculum and highlights competing priorities in steering its development and implementation. Nepal's curriculum is guided by principles of child development, emphasizing physical, cognitive, spiritual, social, emotional, and cultural aspects. It also incorporates UNESCO's four pillars of education, and universal virtues like discipline, peace, and non-violence. At the same time, the system must contend with domestic pressures.

The education system is subject to competing priorities, which include balancing the need for foundational skills like literacy and numeracy with 21st century skills, transitioning from traditional teacher-directed methods to exploratory, learner-centred approaches and managing national expectations and culture together with facing local and global issues.

Topic 3: Systemic Issues

This topic identifies two main factors that have particular significance for the introduction of new content or approach into curriculum within the Nepali education system: curriculum change and teacher capacity.

Curriculum Change

Introduction of change to a curriculum can take many forms. Some are minor, such as updates to scientific information where research has uncovered new facts, or where new resources become available. Others might be more impactful, such as when additional content is added to a learning area, thence requiring modification of the substance or treatment of existing content. Of even greater impact might be structural changes to curriculum, such as when new insights about specifications of learning objectives and their indicators might be embedded curriculum wide. And finally, substantively new content and skills which require new learning and pedagogical approaches on the part of teachers, might be brought into the curriculum.

Whenever updates or revisions to curricula are to be made, additional planning cycles need to be put in place to ensure that the relevant infrastructure will be available. Such infrastructure includes timelines that are variable according to the magnitude of changes, as well as consideration of materials development, production, and distribution; professional development for teachers; dissemination to stakeholders; identification of downstream effects on assessment and certification, together with pre-requisite qualifications for further education; and consultation with employment groups, technical and vocational education; informal and alternative education; and tertiary education.

The CDC reviews its curriculum on a continuous cycle, with many of the annual and five-year cycle updates having relatively little impact on the stability of the curriculum, and therefore on teaching practice. Such updates may require no additional professional development for teachers. In such cases, the capacity of the system to adjust is adequate.

However, in the past, there have been examples of both reductions and additions to the curriculum and its subjects without completing impact studies for both short- and long-

term. Although mandated by policies and responding to pressure domestically, there can be unexpected consequences. In addition, where such changes may have been stimulated in part by the need to integrate knowledge and technology in the global environment, there lies the risk of inadequate consideration of Nepali values and beliefs, as well as the country's actual educational situation and capacity (B 25).
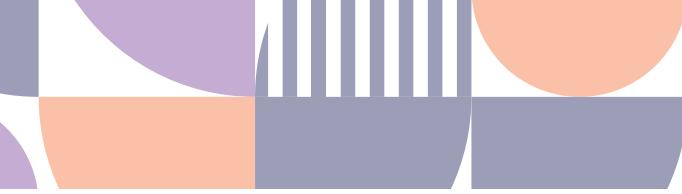
A significant consequence of curricular updates is the need for materials development. The CDC has a dedicated workforce to contribute to this process. However, as well as the actual curricular content, and associated manuals, teacher guides, teaching and study materials (B 23). This is a huge load on a relatively small workforce, but without these tools, it is not possible for teachers to implement change. This issue becomes exacerbated at the local level, where there may be less technical resources to generate the required materials. Beyond the development itself, lies additional issues of the need for standardisation of curriculum, materials, and student evaluation (A 120).

Implications for Curriculum at Local Level

Within the overarching vision of decentralisation and local accountability for planning, budgeting and implementation, there are local implications for curriculum. The basic level curriculum is expected to include 20% of content in social studies, creative arts and physical education based on local themes (B 23). This requirement requires significant technical capacity at the local level. The prioritisation of local curriculum development has been based on the need to address diversity and government structure in accordance with the country's federal structure (B 34).

Enabling the development of local curriculum, and implementing it, faces several challenges:

- *The process for local development and the devolution of this process from CDC and based on the current curriculum format, has not been well communicated*

- *Capacity building work at local level for the development and implementation of the local curriculum has been inadequate*

- *Technical and financial resources for local curriculum development are lacking*
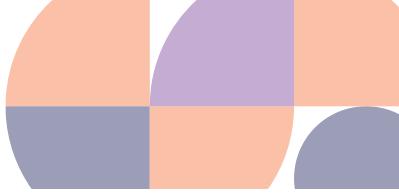
- *Effective monitoring and technical facilitation for local curriculum development and implementation has not been articulated*

- *Resources, tools and management mechanisms required for the creation of the local curriculum are inadequate*

- *Teachers need training in order to implement new local curricula* (B 23-24)

Due to issues such as these, the current condition of local curriculum creation and use is reported to be weak district-wide (A 22). This is problematic in the context of the policy that multiple textbooks are required but that these be prepared according to the national curriculum format – with 'model' textbooks being developed at central level to act as guides (B 43). This is but one of the challenges faced in central policy frameworks and processes yet to be translated into local levels and schools (D 25).

Teacher Capacity

Guided by the 2015 Constitution's mandate for decentralisation, Nepal successfully applied for a System Transformation Grant and System Capacity Grant through GPE, taken up in 2023. The Transformation Grant has three strands - quality teaching, early childhood education, and gender equality. Within the first of these, there are two items of interest to the Project. First, strengthening the competency and curricular-based in-service teacher training; and second, building capacity in the Education Training Centres. That there is a program to support more practical approaches to teaching is well aligned with the 'behaviour' dimension of GCED.

MoEST's Teacher Competency Framework of 2015 identifies eight teacher competencies: content knowledge, pedagogical knowledge, knowledge about learners, learning environment and classroom management, communication and collaboration, continuous learning and professional development, legal bases and professional conduct, and information and communication technology. The Centre for Education and Human Resource Development (CEHRD) is responsible for the professional development of in-service teachers through both standardised and customised training modules. Actual delivery of the modules is enabled through the Education Training Centres (ETC). Beyond initial certification training, the ETC develop modules to cover cross-cutting issues, ICT
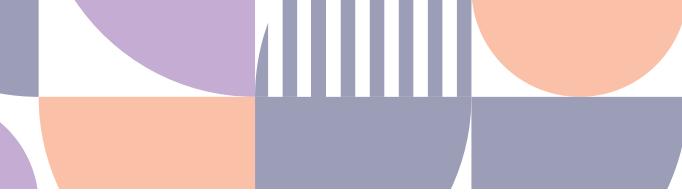
and digital literacy needs, and topical matters. These latter include a variety of topics, many of which are relevant to GCED: equality and discrimination, climate change, war and poverty, diversity and peace building. Training in pedagogies includes communication and collaboration, group work, and the range of classroom activity and assessment strategies. A gap specific to the Project is the limited exposure to GCED topics, limited numbers of trainers, and lack of follow-up into the classroom.

Regardless of the quality of initial teacher training, it is acknowledged worldwide that additional and continuous professional development is both useful and necessary. It is understood to improve the quality of teaching, helps to retain and motivate teachers, and is essential for adapting to innovations or new trends in education. Some countries mandate and provide professional development; others profess to offer it, but only a minority of teachers actually receive the support. Beyond the matter of access lies the issue of quality. This varies widely, but one major deficiency identified by teachers is that of relevance and practicability of programs. Where substantive and significant changes to curriculum are planned, as for example in the introduction of competence-based curriculum in many countries, in-service training is critical to rollout of change. Similarly, where changes to pedagogical practice are introduced at policy level, this requires both initial and continuous professional development for teachers to be able to understand, practice, and evaluate their own progress. The move toward deregulation from the federal system has resulted in the dissolution of professional development and support structures at the previous district level, and has thus removed a major apparatus for teacher capacity building. These matters, although assumed to be short-term, have exacerbated inadequacies in provision of professional development programs. It is understood that there is significant variation in institutional capacity across the local levels and in access to professional development (ActionAid, 2023).

MoEST is well aware of the need for professional development both generally and to encourage teachers to plan their teaching, extend use of educational materials beyond textbooks (A 169), engage their students in discussion and interaction, and use technology (A 22). One of the Educational Quality Testing Centre studies found that lesson planning was frequently non-existent; teachers were just using 'operational calendars' rather than preparing lesson plans, which in some cases they claimed they neither had time to prepare, nor any use for (A 169; ActionAid, 2023; Dinesh, 2021). These issues are noted in the context

of many teachers having more than 50 students in each class, teaching 5-7 classes in a day with no break between them and therefore little opportunity to study new curricula. The Ministry has put in place a policy to mandate intensive refresher training for teachers every two years (C 63). The local level will be the focal point for continuous training, noting also that a variety of delivery mechanisms are planned – school-based, online, blended. Assuming needed resourcing, this strategy would provide the access. Beyond access, the matter of specific training content, and quality, remain to be clarified.

Summary of Topic 3

Systemic issues in Nepal's education system include challenges with curriculum change and teacher capacity. Curriculum revisions range from minor updates to structural changes, necessitating careful planning, resources, and teacher training. Local curriculum development suffers from inadequate resources, technical capacity, and teacher training. Teacher capacity building is critical, particularly for integrating GCED and competency-based approaches to teaching and learning. While MoEST provides much-needed teacher competency and curricular frameworks, ensuring relevant and practical training content remains an ongoing priority.

Topic 4: Receptivity of the Education System to GCED

This topic provides an overview of receptivity of the education system to GCED, including consideration of curricular fit. This notion refers to the degree to which the nature and principles of GCED are aligned with learning areas in the Nepali curriculum. In focus is the subject area of Social Studies, identified by MoEST to act as host for GCED content and approach, highlighting its appropriateness thereto, as well as providing insights into potential challenges to be overcome. The topic also addresses enabling factors and 'alert factors' to consider as part of the Project activities and for attention in the monitoring plan.

Nature of GCED

The theoretical structure of global citizenship education is synthesised within and across three dimensions: cognitive, social-emotional, and behavioural. These three dimensions carry associated key learning outcomes, key learner attributes, topics, and learning objectives, acting as an organising principle. The maintenance of the visibility of the dimensions is salutary for ensuring that focus on these three areas of competence is maintained in the process of embedding with national curricula. They serve as a counterpoint, in the case of Nepal, to the cognitive orientation of the curriculum. The predominance of this cognitive orientation is actually at odds with the vision and objectives of the education system as outlined in Topic 1, while the latter in fact are more aligned with the GCED dimensions. This fact stands as the convincing rationale for integration of GCED explicitly into the curriculum.

The alignment between GCED principles and UNESCO's four pillars is self-evident, and that the four pillars are explicitly acknowledged in the Ministry's National Curriculum Framework for School Education confirms the commitment. However, high level principles do not provide direct guidance to teachers, and this is why the process of embedding GCED content and principles is critical to active engagement with the principles.

In order to nurture the principles of GCED, teachers need to be knowledgeable about associated themes which can illustrate those principles. Deep knowledge of global affairs cannot be assumed of a majority of teachers, but at the least, teachers need to be aware of local issues in their communities and in Nepal, such that they can engage collaboratively
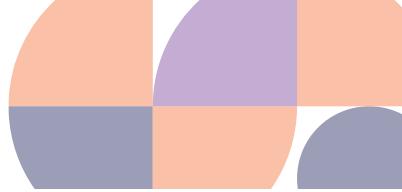
in exploration of these with their students. There are two anchors that teachers can use to promulgate the principles of GCED, given that these are well aligned with the national objectives of formal education (B 49). One is their curriculum-specific knowledge, and the other is their awareness and endorsement of the personal qualities that MoEST seeks to develop in youth. Although it is possible, as well as optimal, to embed such personal qualities in any teacher's practice, the availability of subject matter to host GCED is not equally available across all curricular areas.

Curricular Fit

The principles of GCED can be integrated across many subject areas, while its topics (UNESCO, 2015) are more likely to be associated with studies in language and literature, history, science, and economics. The fit is particularly notable in the subject of Social Studies, which is the selected subject for embedding GCED in the Nepali curriculum. This subject offers multiple opportunities for relatively seamless integration of GCED. UNESCO's (2015) identification of topics and learning objectives, organised across the dimensions of learning of cognitive, socio-emotional, and behavioural, provides information that is also articulated to a significant degree in the Social Studies syllabus. It does this primarily due to coherence between the curricular topics in Social Studies and the topics outlined in the GCED curriculum (Appendix E). Note that this subject selection should not be misinterpreted to imply that other subjects cannot carry GCED. To illustrate this point, examples of congruence are provided from the English language subject for Grades 9-10, in Appendix F.

Description of Social Studies

The content and learning competencies of the Social Studies curriculum for Grades 9-10 is used to illustrate fit between the GCED and the Social Sciences learning area.

Content

The opening paragraph for Social Studies for Grades 9-10 reads:

> A changing world is introduced by including various social science topics under the subject of social studies. It addresses the environment, national
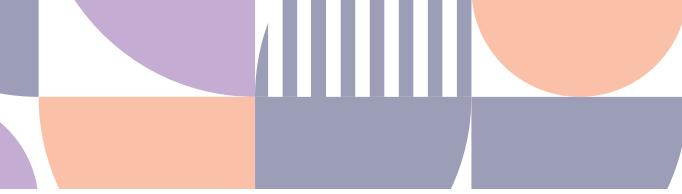
context, contemporary themes and local needs. The curriculum has been prepared to help students live a successful life as a good citizen. In addition, through this subject, there will be building of good behaviour, discipline, responsibility, and human values like cooperation, cooperation, peace, love, empathy, faith, brotherhood and fraternity. It aims to develop respect for diversity, embrace social justice and develop the value of inclusiveness (E 208).

The quotation would sit naturally in a GCED curriculum, speaking clearly to the alignment across the two sources.

It is followed by identification of the main Social Studies themes:

The main themes included in the curriculum are Us and Our Society, Development Infrastructure, Our Recognition of Social Values, Social Problems and Solutions, Civic Consciousness, Our Earth, Our Past, Introduction and Management of Our Economic Activities, International Relations, and Cooperation and Population (E 208).

Somewhat akin to the themes, UNESCO's (2015) GCED curriculum lists the following topics:

Local, national and global systems and structures, Issues affecting interaction and connectedness of communities at local, national and global levels, Underlying assumptions and power dynamics, Different levels of identity, Different communities people belong to and how these are connected, Difference and respect for Diversity, Actions that can be taken individually and collectively, Ethically responsible behaviour, Getting engaged and taking action (UNESCO, 2015, p. 31).

Although there is considerable commonality across these, there are conceptual differences. The Social Studies themes focus on understanding societal systems and global structures, including topics like economic activities, development infrastructure, and international relations, with an emphasis on managing and recognizing social values and global cooperation. The GCED topics highlight the interconnectedness of communities at local, national, and global levels, emphasizing identity, diversity, and the ethical responsibilities individuals and groups have in fostering respect, engagement, and action across these levels. So Social Studies deals with larger societal and global frameworks, while GCED is

concerned with how individuals and communities interact, navigate, and take action within those frameworks.

The two sources provide an excellent 'theme and topic' framework within which the two perspectives can be merged and contribute to each other.

Competences, learning outcomes and attributes

A comparison of the intended learning outcomes of Social Studies with GCED learning outcomes and learner attributes again shows a strong degree of similarity, as well as divergence in emphasis. Appendix G lists the raw data from each of the two sources.

Both sources recognise the importance of understanding global issues and the interconnectedness of different countries; both emphasize the importance of respecting social values, diversity, and promoting understanding; both emphasize active participation in civic duties and promoting social responsibility; both highlight the development of critical thinking skills; and both include elements that focus on human rights, social justice, and community well-being. In terms of differences, from Social Studies to GCED, there is the local versus global difference, national pride versus global citizenship, awareness versus action, respecting national heritage and civic duty versus empathy, the solidarity of connection, and ethical responsibility.

In summary, both Social Studies and GCED emphasize critical thinking, social responsibility, and respect for diversity. They aim to promote an understanding of social, civic, and global issues and encourage responsible participation in society.

In terms of differences, Social Studies has a more national and local focus, on nationalism, national heritage, and local development. In contrast, GCED is globally oriented - on human rights, global citizenship, empathy, and sustainability.

There is a clear affiliation between Social Studies Grades 9-10 and GCED in terms of content and underlying human principles. There is no doubt that the two are mutually compatible. The challenge will lie in ensuring that teachers understand the differences, such that they can reflect new perspectives in their teaching.

Enabling Factors

There are several factors that provide an optimistic outlook on the amenability of Nepal's education system to integration of GCED.

MoEST national objectives of school education

These objectives are explicit concerning preparation of: citizens who are principled, respect their society, and hold values which strengthen tolerance and unity; individuals who can acquire sound knowledge and use this critically and creatively; learners who understand national and global pressures and who will be capable of reducing risks in awareness of global sustainability.

Call for educational change emanating from dissatisfaction with learning outcomes and employability

This call includes not only including a more relevant curriculum but being open to new ways of teaching and learning. Such new ways imply a shift away from a didactic teacher-learner relationship toward a learner-centred dynamic in which the learner takes a more active role in their learning and demonstrates knowledge and skills through taking action. GCED's emphasis on the behavioural dimension responds to this call.

A vision for education that seeks to equip citizens to respond constructively to a changing society

This vision accepts the need to review existing curriculum such that learners will be familiar with the knowledge and skills necessary to deal with the problems created both domestically and globally. It highlights UNESCO's (Delors, 1996) four pillars to emphasise the need to take action, together, and promote environmentally friendly lifestyles.

Concern about the morals and values of youth, and impact of bullying both socio-emotionally and on educational achievement

This concern has been identified through the Educational Quality Testing Centre's studies which have found that up to 50% of students have experienced bullying in some way. The Centre has determined that negative and unwanted behaviours are having a deleterious
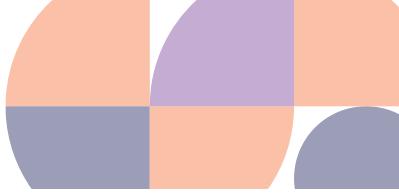
impact on educational achievement. Engaging with GCED's socio-emotional dimension should act as a protective factor in this regard.

Congruence between GCED principles, outcomes and attributes and Nepal's curriculum and learning agenda

Evidence of congruence between GCED principles, outcomes and topic areas can be seen in areas of the curriculum beyond Social Studies. In the latter, there is clear alignment of topics, as shown in the preliminary mapping exercise for Social Studies in Appendix B.

There are opportunities in the curriculum apart from through Social Studies. For example, the Grade 10 environmental science syllabus provides some links, as do language studies, in which the specific GCED content is not taught, but there are associated themes such as ecology and environment. A quick review of the Grade 9-10 English syllabus also shows that a major enabling focus for the integration of GCED into Nepal's curriculum is the congruence between topics across UNESCO's (2015) guide and the MoEST curriculum. Beyond topics, there is also evidence of alignment of skills goals. Interest in 21st century skills, often referred to as 'soft skills' in the Nepali education space, is exemplified through three projects in which MoEST has engaged. One of these has led to the outcome of the Grade 1-3 integrated curriculum, in which soft skills development is a key criterion. Under the TASS Soft Skills Project (TSSP; 2012-2016), a descriptive framework of soft skills was formulated (Appendix H). The project was a bi-lateral three-year project implemented between the Governments of Nepal and Finland. The framework: (1) groups skills within four categories (cooperation, thinking, personal, and innovation and business); and (2) briefly describes an approach to the development of the skills. This framework is implicitly represented in the Grades 1-3 but does not appear explicitly in associated subject-specific documents. Another project was the engagement of the Education Research Office (ERO) from 2018-2020 in the Optimising Assessment project, funded in part by GPE and by the Brookings Institution. This project worked on clarifying the nature of selected soft skills and developing skills-based assessments embedded in curricular content. The ERO used the expertise developed through this project to develop assessment items for the national assessment (NASA, implemented on a three-year cycle) for Grades 8 and 10, administered in 2022. And a third project drew on the development work from the TSSP project, to pilot for Grade 9-10, the integration of soft skills into the [then] six core subjects curricula:
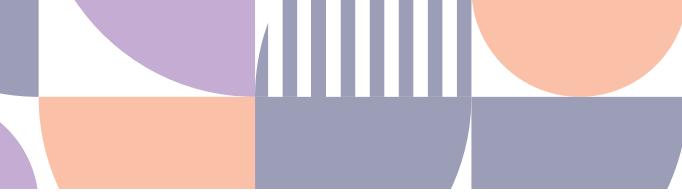
Nepali, English, Maths, Social Studies, Science, and Health, Population and Environment studies (Appendix H). Texts for Grade 9 included the soft skills concepts, reflecting the perspective of integration, rather than stand alone, skills development.

CDC governance and development practices

The experience and preparedness of the CDC and its personnel in the routine of curricular reviews ensures that practices are in place to embark on the technical development work that must be undertaken for curricular implementation. The CDC appears to have a culture in which curriculum officers and teachers from the field, work collaboratively on substantive work, rather than relying on subject-specific expertise only. This approach augurs well for integration of GCED which has broader teaching and learning implications than within one learning area alone.

Schooling structure

In addition to the factors above, the schooling structure provides potential opportunities for facilitation of GCED dimensions. The Nepal Law Commission in 2014 directed all schools to conduct extracurricular activities every Friday afternoon. The activities were to include facilitation of creativity, patriotism, physical fitness, and engagement in national culture. The involvement of the local community is more recently encouraged through the National Education Policy (2076) and the School Education Sector Plan 2022-2032. In principle this regulation then draws school, community and parents into activities designed to facilitate behaviours well aligned with GCED. The activities highlight student behaviours beyond academic excellence and are a way of demonstrating to parents and the community a broader understanding of what is valued in the education system. A report on a KIX program in 2023 (Learning, Innovation and Knowledge Exchange Lab) demonstrated that engagement of parents in these extra-curricular activities encouraged their advocacy for social causes beyond individual or personal interest, pointing to a potential strand of activities for GCED-related themes. Notwithstanding such positive outcomes, it appears that not all schools routinely provide the extra-curricular activities on Fridays, nor run these for the expected duration (LINX, 2023).

Alert Factors!

There are several factors that the Project team should be alert to as its plans GCED integration activities and later implementation into classrooms. These factors can act either as facilitators or bottlenecks in practice, regardless of whether conceptually they might be seen as supportive or competing.

Foundational skills

The data provided by the Ministry on literacy rates, as well as study data provided by the Educational Quality Testing Centre, has drawn attention to the implications for learning across subjects in which reading load is considerable, and where comprehension of conceptual issues is a significant requirement. GCED does require learners to engage with philosophical as well as practical matters, and cognitive skills such as critical thinking and problem solving must be applied to reasonably complex matters. This issue should alert both curriculum development experts and teachers to the need to ensure language used is appropriately targeted to the readiness level of learners.

Teacher capacity and teaching methods

Where curricular revision draws on substantively new emphases or rests on different teaching methods, teachers need to be familiarised with these. Current professional development provision does not reach the majority of teachers on an annual basis, although policy is in place to increase its availability, as noted in Topic 3. In the case of GCED, the alignment of topics across GCED and Social Studies is such that teachers may be misled as to the need for them to consider the attitudinal and instructional method changes that would ideally anchor new teaching of Social Studies. An additional concern noted about current in-service professional development is that it seeks to bridge gaps in teacher competencies left by inadequate pre-service teacher education, rather than building on experience (GPE, 2024). This draws attention to the need to upgrade pre-service teacher education and bring the two into better alignment, including at LG level.

As noted above, GCED is organised across three dimensions – the cognitive, socio-emotional, and behavioural. Traditionally, education systems have focussed on the cognitive, not only in terms of student outcomes, but also in terms of pre-service teacher
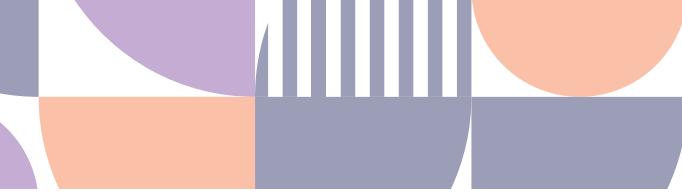
education. Consultations with representatives from a teacher training university confirms the relative lack of attention to the socio-emotional and behavioural in in-service teacher training. Current pre-service education does not include these aspects of human behaviour, although institutions include 'learner-centred' pedagogies which might translate to some extent into nurturing of the competencies. This lack of visibility of these dimensions in teacher training is reflected in school practice. Consultation with school leaders and teachers confirmed the lack of familiarity with these dimensions as targets for teaching learning and development, with the exception of G1-3 teachers who are closer to the early years in which emphasis on socially acceptable behaviours is typically part of classroom culture. Educators in primary schools are more familiar with interactive learning activities and continuous non-formal evaluation, while those in secondary schools are more likely to interpret 'behaviours' as associated predominantly with life skills such as hygiene and daily household tasks. Some educators also express the belief that focus on socio-emotional skills may not be viable due to traditional views held by school leaders and parents about covering the curriculum, toward examinations performance.

A statement by a secondary school teacher highlights the challenges experienced by teachers who try to move to more interactive pedagogies that promote student engagement: *We have to finish the curriculum; when I tried a different way of using different methods, I was asked why I was not talking but just wandering around the classroom. And I was then asked, "have you finished/gone through the textbook?"*

A student response to the question "What do you do if you don't understand something, particularly if everyone else seems to?" And the answer: *It's awkward*, shows the other side of this dynamic. For effective integration of GCED, the teacher-student dynamic and the enabling of instructional strategies that require students to demonstrate not only their cognitive, but also their socio-emotional and behavioural learning, are essential. Use of learner-centred strategies requires a shift in classroom activities in order for the focus to move to learning rather than completion or curriculum coverage. That teachers have identified that problem-based learning and project work is too time consuming within the immediate context of curriculum completion is symptomatic of this fragmented time between the traditional and the future.

Teaching resources

GCED relies significantly on current affairs, which raises the matter of teaching resources other than textbooks. Many schools in Nepal are under-funded and many teachers do not have access to ancillary teaching materials nor the technical capacities to be able to access these. This makes awareness raising rely totally on supplied curricular materials, which narrows the potential breadth of GCED topics. Reports that there is a lag of 2-3 years in provision of teacher orientation to new curricula, raises some concern that resourcing for GCED across both physical materials and teacher understanding, may be problematic. The cycle of curriculum revisions, which includes development of syllabus materials, piloting of the new material in classrooms, with subsequent modifications as needed, then followed in the next school year by development of Teacher Guides, implies a lag in full preparedness in updated curriculum rollout.

Loan and development partner-funded programs

Nepal's selected priority reforms, in part funded through GPE, are focussed on teacher development, early childhood education, and gender equality. In principle, the first of these in particular is well aligned with the needs of the Project. In practice, the alignment will depend on the nature of that focus.

Disbursement linked indicators for GPE's System Transformation Grant, implemented by UNICEF and the World Bank, include hit-rates for literacy and numeracy, with some of these associated with the Grade 1-3 integrated program; while support to teachers is focussed on mathematics, science and English through development of a mentoring system, and support for LG teacher professional support within this. If these are the firm parameters for the funding and for Nepal's reform attention, it is possible that the Project's GCED goal will not be facilitated as optimally as might otherwise be. The summary description for the teacher capacity goal is:

> *Outcome area 2: Improved system capacity to deploy and support in-service teachers to ensure foundational skills in early grades, and proficiency in key subjects beyond that, to enable learners to progress through basic education. School education complies with minimum standards to provide an enabling learning environment, particularly access to adequate numbers of trained, competent, and motivated teachers.* (GPE, 2024, p. 19)

Targeting of Social Studies as the host for GCED

Although identified primarily as a facilitating factor, the use of Social Studies as the primary host for GCED needs to be undertaken with the awareness of recent history of the subject. There is a perception in MoEST that whenever there is new knowledge or skills proposed for inclusion in education delivery – for example, cyber knowledge, ethics and values, drug abuse, social issues in general, these are typically put into Social Studies. This has led to a proliferation of topics in Social Studies, more so than in many other subjects. In the current revision cycle, a reduction in content in Social Studies is planned for, potentially to 25-30% of content. The planned integration of GCED stands as an issue to be reconciled within the subject in order to ensure both alignment and that the study load itself will not be increased. Currently across Grades 4-10, Social Studies receives the same instructional time of 5 hours per week as in mathematics, science and technology, English and Nepali.

Sustainable Development Goals

The Sustainable Development Goals (SDG) have proven to be a powerful tool for voicing aspirations. Nepal has been particularly active in this space from early endorsement in 2015, to continuing reporting against the goals. Nepal's National Framework toward SDG 4 Education 2030 highlights the scope for transforming the current education system in line with larger global contexts, by emphasizing life skills, livelihood skills, accessing and managing knowledge in a way that benefits the emergent concept of connectedness, sharing and sustainability. It also emphasizes developing global citizenship education, aiming for holistic education that connects the country with the rest of the world (MoEST, 2019, p. 11). Statements such as these clearly demonstrate the support for the humanist principles seen in UNESCO's four pillars and in GCED.

However, the aspiration and tone of the Framework document becomes muted in two subsequent reports from the National Planning Commission (2020a, 2020b) which note the multiple stakeholders committed to realisation of the SDGs, across public, private and cooperative pillars of the economy. Social and economic indicators are cited to demonstrate progress, while noting inherent impediments and vulnerabilities – including low level of economic development, difficult geographic terrain, and capacity constraints. In terms of reporting against SDG 4 indicators, the focus is primarily on access, equipping youth for the workforce, and foundational skills, noting that rapid improvements are needed.
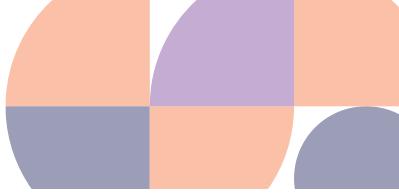
Education is envisaged as the key driver for socio-economic transformation. The more humanistic concepts are not visible.

This lack of visibility when reporting on progress and indicators, while unfortunate, is pragmatic. MoEST's (2019) framework document is insightful and transparent in its commentary, particularly in the context of Target 4.7. This target, of course, relates to sustainability and GCED: "ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development". MoEST states: Target 4.7 is unique to the SDG 4 targets and crosscuts with other targets. Because of the qualitative nature of this target, it is subject to multiple interpretations. A critical examination of the current status and review of the SDG4 targets and indicators show that out of the first set of seven main targets, target 4.7 is the most ambiguous and challenging to achieve. The MoEST will develop and refine indicators to monitor this target during the course of SDG 4 implementation. It should be noted that this target is particularly relevant in the context of Nepal as the country aims to create a sustainable, peaceful, inclusive, democratic, and equitable society (2019, p. 59).

Goals that are less clearcut, goals that are not easily measurable, tend to be those which receive less attention. However, from Nepal's embrace of the SDG, the will to engage with both more and less clearcut goals is evident. Establishing the balance across these remains a challenge. In MoEST's decision to integrate GCED into the curriculum, we see principled action in play.

Local capability

An important element of GCED is awareness of local context. The 'local to global' concept helps learners to understand the relevance of what is occurring beyond their community. The lessons of the proximal can be applied to the distant. In practical terms, this means that understanding of local issues through the cognitive, socio-emotional and behavioural lenses adds significant value to GCED. Drawing on this local understanding requires teachers and those responsible for development of local curricula to have the requisite technical skills. MoEST has noted serious gaps in technical, infrastructural,
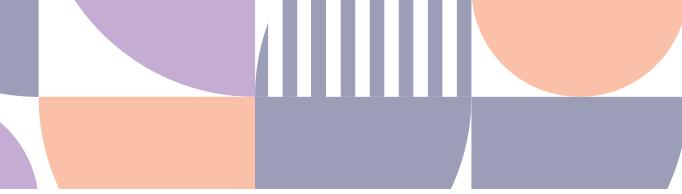
and management expertise at local level, and GPE has similarly noted the bottleneck associated with the devolution of responsibilities from central authority and some lack of clarity around roles and responsibilities across the three tiers of government (GPE, 2024).

Other groups that require internal capacity building are the CDC and CEHRD themselves. There are no formal programs that support professional development within the units. Offsetting this are two sets of opportunities. One set lies in the provision of support to MoEST more generally by development partners. That provision in itself, implemented often through the CDC and CEHRD, builds capacities of individuals within the units, while also leaving them seeking for deeper insights. The other set lies in the Ministry practice of revolving individual staff through different sections of the Ministry. This provides the individuals with a broader understanding of the whole institution, providing better insights into how each unit contributes to the whole. At the same time, where specific expertise is built up within a particular technical area, this unfortunately can be lost to the Ministry due to the role shifts.

Where new areas of knowledge or skill are being introduced into education provision, this lack of specific technical knowledge and skills can weaken implementation and maintenance.

Overall planning

Beyond initial materials development processes and quality assurance activities, production timelines for materials production and dissemination, and for teacher capacity building are to be considered. Long-term planning for these activities as well as high level dissemination for stakeholders including those invested in vocational and technical education and tertiary education, should be integrated into Project planning. Another important aspect of this planning are the implications of syllabus change for assessment at classroom level and for end-of-year assessment.

Example: diminishing returns due to lack of long-term planning, resources, and capacity building

As one example, the introduction of a vocational preparation program as a separate stream in secondary education through a pilot format, extended from Grade 9 to Grade 12 in 2015, and still running in 284 secondary community schools, still faces lack of supply of textbooks while curricula is also not available to many teachers. Teachers have not received pedagogical training for classroom management or lesson planning, and although they might be familiar with the knowledge components of what is to be taught, they lack hands-on experience. Required equipment is not ubiquitously available, so again the teaching tends to be from some teachers' notes with even the practical components taught as theory. Apart from the implementation and training challenges, opportunity for practical experience is lacking; and learning objectives remain unclear, an essential component for intentional teaching and learning.

This example is provided in light of the similarity of some of the issues across technical education and global citizenship. One such similarity concerns the conceptualisation of GCED across cognitive, social-emotional, and behavioural dimensions. The behavioural dimension is of particular interest, since it is in this that the beneficial outcomes of GCED should become apparent – in what learners 'do'. This needs to be modelled, with the parallel in the technical stream being that learners are shown how to 'do'. A related issue is teacher preparedness, in both situations the teacher needs to know not only the substantive content of the subjects, but how to work with and apply that content. This requires insight into appropriate pedagogical strategies. And a final issue concerns the curricula resource. In the case of GCED, if this latter is not supplied, then teachers will default to teaching the previously known Social Studies curriculum without the GCED component, context or goals (A 146).

Summary of Topic 4

GCED is built on three dimensions that align with Nepal's education objectives and may balance against the current emphasis on cognitive achievement. However, teacher knowledge of global and local issues and appreciation of all three dimensions is essential to promote GCED principles effectively. The subject Social Studies is identified as the primary host for GCED due to thematic alignment, although other subjects also offer opportunities to incorporate GCED themes. There are several enabling or supportive factors for integration of GCED, but equally there are challenges. Interestingly, some factors can have a bipolar role, either acting in favour or as impediments. Understanding the complexities of these may act as protective factors for effective integration.

Topic 5: Approach to Embedding

This topic describes an approach to initial developmental work to be completed for the embedding of GCED in the Social Studies curriculum. Appendix B presents the first attempt at integration of GCED content into the Nepali curriculum.

The approach to and process of embedding GCED into the Social Studies curriculum was determined in the first instance during the Curriculum Mapping Workshop held in Kathmandu on 24th-25th October 2024. This workshop followed a capacity-building workshop over the previous few days, providing participants with recent understandings of the pivotal points in GCED to be considered. Participants in the workshop were predominantly from the CDC and were experts across a range of subject areas. The decision-making process about approach was undertaken consensually, with CDC participants finalising each decision point.

There are multiple documentary entry points to curriculum revision and change. The most obvious one is through syllabus materials, and it is these that are seen to reflect the most recognisable evidence of change. Accordingly, syllabus materials were seen by the Project team as the first resource to consider. It should be noted that other documentary entry points remain to be considered. These are listed in Table C1 in Appendix C.

With the Social Studies syllabus identified as the key target for GCED integration inputs, the team decided how to go about analysis of opportunities for embedding, taking into consideration the two primary sources of information – the Social Studies syllabus and the GCED curriculum. The first decision concerned the directionality of the mapping approach – in concrete terms would the Social Studies syllabus be the key resource to match, or would the GCED curriculum be the key resource. The second decision concerned how to anchor the information from the two resources – what would act as the focal area to tie introduction of GCED to? In order to make this decision, the team needed to identify the various elements (or contents) of the two resources, such that they could align these structurally. The third decision concerned which of the elements would be included in the mapping exercise. The decisions made are identified in Table C2 of Appendix C, and Table C3 shows the comparison of anchor elements.

With these decisions made, the team agreed on a work template approach to trial the
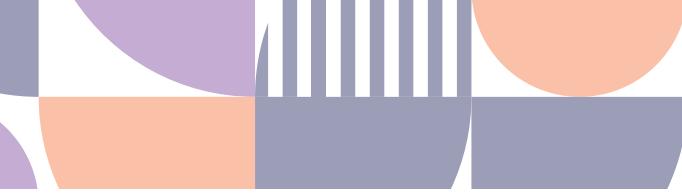
appropriation of GCED curricular elements into the Social Studies syllabus. The trial was designed to identify if the approach would work, not only for comparison across the two sources when there were obvious compatibilities, but also where these latter might be slight. The trial process was engaged in by the full team across two themes from the Grade 9-10 Social Studies syllabus. Modifications were made to the Work Template (Table 4 in Appendix C) as part of the process. The understanding was reached that as future mapping across the sources takes place, further modification may be necessary.

PART II. OUTLINE OF THE MONITORING STRATEGY

The Project specifies goals, outcomes, and objectives, as shown in Appendix I for Project Years 1 and 2 respectively. The outcomes are to be achieved through a series of objectives specific to Years 1-3 of the Project. The objectives for each year would typically be integrated within a traditional monitoring plan. As of date, the objectives for Years 1 and 2 only have been specified, and are recognised in Appendix I. When objectives for Year 3 have been established, these can be integrated formally, and specifications for their monitoring provided.

> *Global Citizenship Education aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive, and secure societies.*
>
> (APCEIU Action Plan)

The expected outcomes of the GCED Curriculum Development and Integration (2024-2026) Project are:

> *2.1 Establishment of a robust foundation for the GCED framework and guidelines*
>
> *2.2 Enhancement of the curriculum developers, trainers, teachers, and educators for the professional capacity in GCED-related concepts, skills, values, and GCED integration strategies*
>
> *2.3 Successful integration of GCED into the Nepali national curriculum, including successfully piloting a GCED-integrated curriculum and developing GCED-integrated materials, including textbooks*
>
> (APCEIU Action Plan)

Approach to Research and Monitoring

The information in this part describes an approach to take in order to understand and monitor rollout of the Project in Nepal. It does not specify the fine detail of specific processes and outputs, nor the due dates for these. Note that information in Appendix I for Years 1 and 2, derived from APCEIU documents, provide indicative expectations that lend themselves to classical approaches to monitoring.

Of interest in the Project in Nepal is how the logistical and organisational, edu-political, and technical capability aspects of the Project interact and influence outputs and outcomes. The 'monitoring' can of course include classic aspects of a monitoring and evaluation approach in terms of identification of completion of milestones. However, the interest goes beyond that type of practice, in an effort to obtain greater insight into what facilitates and what troubles the integration approach that is adopted. Therefore, monitoring of the GCED Curriculum and Development Integration Project will consider both the *form* of the Project and its *quality*. The *form* includes processes and activities associated with establishing the project, orientation and development of project personnel, processes undertaken to determine curriculum integration workplan and approach, steps taken to ensure that technical issues (such as assessment advice, pedagogical methods) are considered, and training of teachers, and piloting of materials. The *quality* includes: the coherence of the curricular materials developed, how manuals and training materials support these, and how training programs represent these.

For the form of the Project, most mechanisms that are needed for analysis are already in place through MoEST's system provision. They consist of (i) the curriculum itself and formalised processes for its updating and reviewing; and (ii) in-service professional development provided by ETC through customised training modules. For the quality of the Project, there are multiple indicators of interest. At the most foundational, these will rely on how GCED is perceived by members of the Curriculum Development Committee ('the Committee'), taking into consideration the Committee's understanding and identification of (iii) GCED generally, and GCED's three dimensions of learning, and (iv) the target Social Studies syllabus themes, which latter will be fundamental to integration activities and goals. These four points take into consideration the structural aspects of education provision, as well as the conceptual aspects specific to the Project.

The objects of interest therefore are monitoring of activities (workshops and consultations, collection of feedback data, training implementation); and monitoring of materials (framework document, syllabus, teacher guide, training materials); but most importantly, the impact of the logistical and organisational, edu-political, and technical capacity influences on these. **PART I** of this report identifies several factors of interest that can be associated with intentional introduction of GCED into the curriculum. At the beginning of this Project, these factors are simply hypothesised as facilitating or alert factors. Monitoring of the project can provide useful information about whether such presumed factors actually do play a role. What these three sets of factors include is shown below:

- Logistical and organisational factors: these include how the routine protocols and processes of MoEST, and more particularly of CDC and CEHRD, are implemented in the context of curricular updates and training provision

- Edu-political factors: these include how domestic and external pressures, which may represent competing educational priorities, influence the direction and implementation of the Project

- Technical capability factors: these include how the technical capacities of CDC and CEHRD, the ETC, and teachers impact the quality of development processes and outputs.

For the purpose of 'research and monitoring' (R&M), the Project is conceptualised as a development study. In broad terms, the sequence can be seen as a first step which establishes the parameters and identifies overall approach (Year 1), a second step in which curricular content is drafted, and then refined through a pilot (Year 2), and a third step in which drafting and piloting of training materials with teachers, together with finalisation of revised syllabus for targeted grade level/s takes place (Year 3).

The R&M plan itself can be drafted once the sequences of the Project have been established in alignment with the realities of MoEST's update and revision process cycles. In general terms, the process followed by MoEST for curricular update and revision is that the CDC undertakes initial drafting of content. This is followed by textbook development (with consultation inputs), and piloting. Through iterative processes, the content is reviewed such that after the first year of (pilot) implementation, a Teacher Guide is developed, and textbooks finalised for publication. In some cases, a curriculum guideline may be produced.

This can consist of an exemplar unit to demonstrate the content and pedagogy rather than a full Teacher Guide which covers the full (subject specific) curriculum. The R&M activity needs to be responsive to the diversity of decisions about such outputs.

The R&M therefore has two sets of variables to *explore* within the overall process, the influencing factors (edu-political, technical, logistic and organisational) and the outcomes (materials), while *capturing a record* of processes and activities. This approach is somewhat different from the classic inputs-outputs model that could be followed. Figure 1 illustrates the logic.

Figure 1. Research and monitoring concept
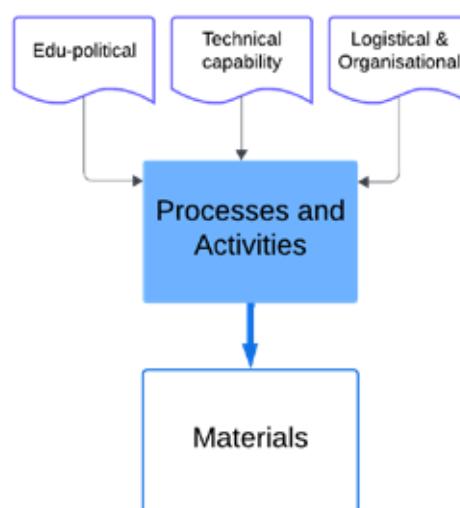
Monitoring of Materials

Framework document

In order to ensure a robust context and reference point for GCED integration, it is important that the Committee have a framework document that they and others can refer to, that describes the principles, intentions, and structure of GCED. This is not dissimilar to any curricular framework document that describes the nature of a subject, why it is important, and the form that it takes over the successive years of study within the formal education system. The availability of framework documentation is to ensure a standardized approach across all stakeholders involved in development and in training and teaching, to ensure that the outcome will be true to context and learning goal. The development of such a framework will act as a systematic way of communicating the components of GCED. In the longer term, the framework will ideally include summary descriptions of how learners' demonstration of GCED proficiencies will progress through the grades.

Syllabus materials

Syllabus materials need to conform with current MoEST structure and contents, while simultaneously ensuring that the three GCED dimensions are represented as appropriate within the various themes (topics) of the syllabus. This representation could be demonstrated through varied parts of the syllabus, such as the 'content and their elaboration', 'possible facilitation process', and 'possible assessment process'. The last two of these parts have significant implications for pedagogical and assessment practices. Both can be important indicators of whether and how all three GCED dimensions are intentionally considered in the integration processes, and particularly if the competency-based curricular philosophy is explicit.

Teacher guide

The Teacher Guide for Social Studies has the potential to provide the most explicit statement of intention to develop students' understanding and enactment of global citizenship. Existing teacher guides provide comprehensive descriptions of subjects' philosophies, targets, instructional methods with explicit guidance for pedagogical approaches and
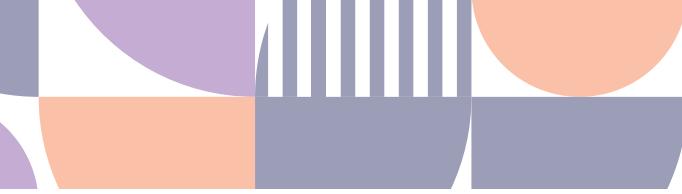
classroom activities. These Guides are written to connect directly with teachers so that they understand the rationale for teaching particular subjects, and the contents therein. Therefore, these will provide a transparent picture of the understandings held by the CDC and CEHRD.

Textbooks

In principle, textbooks represent the most direct messages to students about what is valued in a subject, and the knowledge and competencies that students are expected to develop. Textbooks of course should be reflective of the intentions made clear in the Teacher Guide, and framework document. The degree to which these reflections are achieved will be a function not only of the work by CDC and CEHRD, but how textbook writers understand the nature of GCED, and the significance of how syllabus, teacher guide, and framework document represent key elements of GCED.

Within this conceptual framework, the R&M plan will include identification of key performance indicators within the processes and activities, and select appropriate tools and methods (including surveys, interviews, classroom observations, project logs and reports). This plan can be developed once the sequences have been identified, and the Committee has been consulted.

Summary

The monitoring of the Project can take place with a combination of a classical monitoring plan against activities and outputs, accompanied by a research and monitoring program that will track and account for influences on the processes and activities, which in turn impact on outputs and outcomes.

PRIMARY REFERENCES

A: Ministry of Education, Science and Technology [MoEST] (2077). Integrated Summary Report of Achievement: Tests, Performance Tests and Study Research Reports 2073.074. Educational Quality Testing Centre, Government of Nepal, Sanothimi, Bhaktapur.

B: Ministry of Education, Science and Technology [MoEST] (2076). National Curriculum Framework for School Education. Curriculum Development Centre, Government of Nepal, Sanothimi, Bhaktapur.

C: Ministry of Education, Science and Technology [MoEST] (2076). National Education Policy. Government of Nepal, Singh Darbar, Kathmandu.

D: Ministry of Education, Science and Technology [MoEST] (2022). School Education Sector Plan 2022/23-2031/32 (BS 2079-2089). Government of Nepal, Singhadurbar, Kathmandu.

E: Ministry of Education, Science and Technology [MoEST] (2078/07711). Secondary Education Curriculum (Class 9-10): Compulsory Subjects, First Ed: V No 2079. Curriculum Development Centre Sanothimi, Bhaktapur.

REFERENCES

ActionAid (2023). Nepal Citizens' Education Report 2023). ActionAid International Nepal.

Delors, J. (1996). Learning: The treasure within. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000109590

Dinesh, K. C. (2021). Teacher Training: A study on classroom transformation in establishing quality education in Nepal. Unpublished Master's thesis, Oslo Metropolitan University.

Global Partnership for Education [GPE] (2024). Thematic and Country-level Evaluation: Nepal Case Study. GPE, Washington DC.

Learning, Innovation and Knowledge Exchange Lab [LINX] (2023). Effectiveness and Scalability of Programs for Children who are out of School and at Risk of Dropping Out in Nepal: End-line Report. Learning, Innovation and Knowledge Exchange Lab, Kathmandu University.

Learning, Innovation and Knowledge Exchange Lab [LINX] (2022). A Situation Analysis Report: On the Public Schools and its Functionality. Learning, Innovation and Knowledge Exchange Lab, Kathmandu University.

Ministry of Education, Science and Technology [MoEST] (2021). Nepal Education Sector Analysis, 2021(2078 BS). The Government of Nepal.

Ministry of Education, Science and Technology [MoEST] (2019). Sustainable Development Goal 4: Education 2030, Nepal National Framework. Government of Nepal, Singh Durbar, Kathmandu.

National Planning Commission (2020a). National Review of Sustainable Development Goals. Government of Nepal, Singha Durbar, Kathmandu Nepal.

National Planning Commission (2020b). NEPAL Sustainable Development Goals: Progress Assessment Report 2016–2019. Government of Nepal, Singha Durbar, Kathmandu Nepal.

Panthee, S. K. (2022). A Theoretical Discourse on Quality Education. *Curriculum Development Journal, 30*(44). DOI: https://doi.org/10.3126/cdj.v30i44.54984

Regmi, K. D. (2024). Deliberation and decisionism in educational policymaking: How Nepali educational policymakers negotiate with foreign aid agencies. Journal of Education Policy, 39(3), 432-454, doi.org/10.1080/02680939.2023.2221203

Regmi, K. D. (2021). Educational governance in Nepal: weak government, donor partnership and standardised assessment, Compare: A Journal of Comparative and International Education, 51(1), 24-42, DOI: 10.1080/03057925.2019.1587704

UNESCO (2015). Global Citizenship Education: Topics and Learning Objectives. https://unesdoc.unesco.org/ark:/48223/pf0000232993

UNICEF and World Bank (2023). Nepal GPE System Capacity Grant Note.

World Bank (2023). School Sector Transformation Program Operation (P177647).

World Bank (2024). Foundational learning. Blog 16th May. https://www.worldbank.org/en/topic/education/brief/foundational-learning

Appendices

Appendix A. Expected outcomes

The following outcomes are expected to be achieved by 2030 through the implementation of this plan:

1. All children of age four have received quality early childhood development and education services and are prepared for Grade One.

2. Overall developmental indicators of children of early childhood age are improved through increased access to integrated services on education, health, nutrition, water, sanitation, hygiene and child protection.

3. All 5–12-year-old children are enrolled in school and complete the full cycle of basic level of education.

4. Enrolment at the secondary level is increased and the proportion of children completing the cycle of secondary education is significantly improved.

5. All school-level students have achieved the expected minimum level of academic achievement and, as a result, there is significant improvement in the students' overall educational achievement.

6. All forms of disparities in student enrolment, class participation and learning achievement based on gender, socio-economic status, disability, ethnicity, linguistic background, provincial and regional or any other factor are reduced.

7. The need, rationale, and feasibility of technical education in secondary level are assessed, and the capacity to provide qualitative, relevant, labour market and need based technical education is strengthened.

8. All youth and adults are functionally literate, and opportunities for non-formal education and lifelong learning are increased.

9. All schools are able to provide relevant learning, with necessary soft skills, social and civic competencies, and information technology skills to every student.

10. All schools are staffed with adequate teachers who are qualified, trained, competent, motivated and committed to the profession, and accountable to performance.

11. All school children have access to safe, joyful, and stimulating learning environment and are able to participate in all school activities and there is considerable improvement in

their health and nutritional status, learning and social and emotional skills.

12. Schools are able to provide technology-enabled teaching and learning through the improved provision information and communication technologies and will increase the use of technologies both by teachers and students.

13. The capacity of the school education sector in terms of educational planning, governance and management and monitoring and evaluation is enhanced through improved access to and use of IEMIS.

14. Schools are able to ensure learning continuity even in emergency and crisis situations, including the pandemics, guaranteeing children's right to receive education at all times.

15. Learning loss caused by the COVID-19 pandemic has been recovered Local Levels identifying needs related to this and addressing them accordingly under the ReAL Plan.

16. All schools have sufficient physical infrastructure with child-friendly, gender-friendly, and disabled-friendly as well as disaster-resilient environment.

17. All schools have quality Water, Sanitation and Hygiene (WASH) facilities, including access to clean water and menstrual hygiene management facilities.

18. Each student is entitled to study in a school having basic learning conditions.

19. Performance of schools is improved significantly.

20. An accountable system for the learning of children is established by ensuring an appropriate organizational structure and capable human resources for the delivery of education services at all levels.

21. All levels of governments have improved financial management and are able to increase their investment in education leading to guaranteed public investment in education which is comparable to the international benchmark.

Appendix B. Example of curricular integration approach

Grade 10 Example 1	Anchor topics	Content	Competency and learning outcomes	Dimension: Cognitive	Dimension: Socio-emotional	Dimension: Behavioural	Pedagogical Strategies	Assessment
Nepal	We and Our society	• Socialization • Our identity and diversity • Our national pride	• promote identity and respect for social diversity	**	*	**		
UNESCO GCED	Local, national, and global systems and structures	• Identity, difference, and respect for diversity	• Learners develop attitudes of empathy, solidarity, and respect for differences and diversity	*	***	**		
Integrated curriculum	Our society and diversity	• Socialization • Our identity and respect for diversity: national and international • Our national pride	• promote identity and respect for social diversity • develop empathy, solidarity, and respect for differences	*	***	**	• Flexible Grouping • classroom/ community survey/ Field trip • Case Studies • Project Work • Demonstration (photo/video) • Virtual tour • Web Exploration	• Observation • Reflection • Presentations • Reports • Video and audio creation

Grade 10 Example 2	Anchor topics	Content	Competency and learning outcomes	Cognitive	Socio-emotional	Behav-ioural	Pedagogical Strategies	Assessment
Nepal	Our Social tradition, norms, and values	• National heritage • Folk songs • Folk and classi-cal art • Local musical instrument • National days • Social responsi-bility • Humanity and cosmopolitan-ism/fraternity • International personalities	• Identify and preserve national heritage • participate and preserve folk songs and classical art • Respect and observe national days • Be responsible towards elderly, helpless, and disabled citizens	**	*	**		
UNESCO	Ethically responsible behaviour	• Different Levels of Identity (4) • Getting Engaged and Taking Action (9)	• cultivating positive relationships with people from various background • participating in community based activities					
Integrated curriculum	Our Social tradition, norms, values, and heritages	• Folk and classical art • Local musical instrument • National days • Social responsibility • Humanity and cosmopolitanism /fraternity • International personalities • Getting Engaged and Taking Action (9)	• Identify and preserve national heritage • participate and preserve folk songs and classical art • Respect and observe national days • Be responsible towards elderly, helpless, and disabled citizens • participating in community based activities	**	*	**	• Flexible Grouping • classroom/ community survey/Field trip • Case Studies • Project Work • Demonstration (photo/video)	• Observation • Reflection • Presentations • Reports • Video and audio creation • rubrics

63

Appendix C. Process design for integration development

The tables in this appendix provide illustrations of the approach used to develop a process for mapping of GCED into the Social Studies syllabus.

Table C1. Multiple documentary entry points

Types of documents	Specific documents
Laws, regulations and international policy commitments	Constitutional provisions, legal statutes, international covenants
Policies and sector plans	National strategic plans & policies in education
Intented curriculum	National curriculum frameworks GCED policy documents Subject-specific syllabi
Implementation materials	Textbooks Lesson plans Student workbooks Teacher guidelines
Student assessment	Subject specific learning assessments

Table C2. Decision-making

Decisions to be made:	Decisions made:
• Directionality of mapping across the Nepali curriculum and GCED topics and objectives	• Nepal curriculum as base resource
• Identification of anchors	• Topics
• Identification of elements for comparison and addition	• Content • Competency and learning outcomes • Dimensions • Assessment • Pedagogical strategies (facilitating)

Table C3. Comparison of anchor elements across the GCED and Nepal information
documents

UNESCO GCED	Nepal curriculum
• Conceptual dimensions • Key learner outcomes • Learner attributes • Topics • Grade levels • Assessment strategies • Pedagogical approach	• Introduction • Competencies (subject-specific) • Learning outcomes (subject and grade-specific) • Elaboration matrix • Themes • Learning Facilitation • Assessment Process

Table 4. Work template

Anchor Topics	Content	Competencies / Learn object	Dimensions Cognitive	Dimension Socio-Emot	Dimension Behav	Assess-ment	Pedag strategy
Nepal Topic #[specific number]							
UNESCO Topic [multiple selections to accord with Nepal Topic #]							
Integrated curric							

Overarching mapping process

1) Select Nepal grade-level Social Studies topic and enter relevant information in matrix

2) Draw from UNESCO GCED topics and outcomes to echo or enhance (1) and enter information in matrix

3) Integrate the two sources of information and review for pedagogical strategies and assessment in order to meet the entered learning outcomes and dimension (cognitive, socio-emotional, behavioural) capabilities

4) Repeat for additional topics

5) Iterate back through topics to avoid redundancies

Appendix D. List of consultation sources

Basu Dev Osti, Director, Curriculum Development Centre

Shreehari Shrestha, Section Officer, Curriculum Development Centre

Lav Dev Bhatta, Curriculum Officer, Curriculum Development Centre

Mr Baikuntha Aryal, Director General, Curriculum Development Centre

Dr Shyam Prasad Acharya, Curriculum Officer, Curriculum Development Centre

Girman Thapa, Director, CEHRD

Binod Raj Bhatt, Technical Officer, CEHRD

Deviram Acharya, Section Officer, MoEST

Raj Dhakal Basanta, Teacher

Manita Shrestha, Teacher, Mahendra Grammar Secondary School

Dr Peshal Khanal, Tribhuvan University

Dr Kamal Raj Devkota, CERID, Tribhuvan University

Dr Min Bahadur Bista, Independent Adviser to MoEST, ex-Director UNESCO Offices

Dr Sushan Acharyal, Tribhuvan University

Appendix E. Topics in the Social Studies Grades 9-10 curriculum

Source: Ministry of Education, Science and Technology (2078/07711). SECONDARY EDUCATION CURRICULUM (CLASS 9-10): Compulsory Subjects, First Ed: V No 2079. Curriculum Development Center Sanothimi, Bhaktapur.
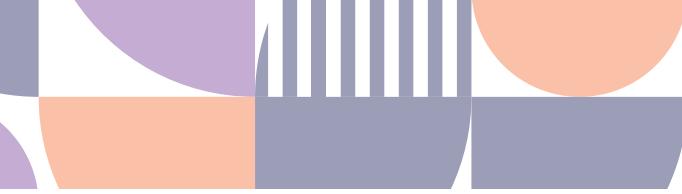
Appendix F. Content and Methods in the English Grades 9-10 syllabus

Source: Ministry of Education, Science and Technology (2078/07711). SECONDARY EDUCATION CURRICULUM (CLASS 9-10): Compulsory Subjects, First Ed: V No 2079. Curriculum Development Center Sanothimi, Bhaktapur.

Appendix G. Comparison of learning outcomes across GCED and Social Studies

Sources: Ministry of Education, Science and Technology [MoEST] (2078/07711).
SECONDARY EDUCATION CURRICULUM (CLASS 9-10): Compulsory Subjects,
First Ed: V No 2079. Curriculum Development Center Sanothimi, Bhaktapur.

UNESCO (2015). Global Citizenship Education: Topics and Learning Objectives.
https://unesdoc.unesco.org/ark:/48223/pf0000232993

Social Studies Grades 9-10 Competencies

- Recognizing, respecting, protecting and promoting our social side
- Status identification, significance and presentation of development infrastructures
- Active participation in local development activities
- Understanding, respecting and promoting our social values
- Respect for the nation, promotion of nationalism and sense of pride and protection of national heritage
- Understanding and exercise of civic rights and duties
- Identifying social problems, finding causes and solutions and adopting them
- Identification, discovery and presentation of historical facts
- Identification, discovery and exploitation of economic activities
- Identification and mapping of geographical conditions and facts of Nepal and the world
- Identification of causes and effects of disasters and adoption of management measures
- Use of information, communication and technology-based learning
- Identify and analyze the contribution of dimensions of international relations and cooperation
- Identify and analyze aspects of population management
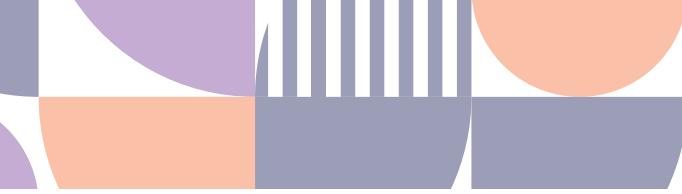
GCED Key Learning Outcomes and Key Learner Attributes ordered by Domain

Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations

- Learners develop skills for critical thinking and analysis
- Informed and critically literate
- Know about local, national and global issues, governance systems and structures
- Understand the interdependence and connections of global and local concerns
- Develop skills for critical inquiry and analysis

Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights

- Learners develop attitudes of empathy, solidarity and respect for differences and diversity
- Socially connected and respectful of diversity
- Cultivate and manage identities, relationships and feeling of belongingness
- Share values and responsibilities based on human rights
- Develop attitudes to appreciate and respect differences and diversity

Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world

- Learners develop motivation and willingness to take necessary actions
- Ethically responsible and engaged
- Enact appropriate skills, values, beliefs and attitudes
- Demonstrate personal and social responsibility for a peaceful and sustainable world
- Develop motivation and willingness to care for the common good

Appendix H. Soft skills in the TSSP

WHAT ARE SOFT SKILLS?

A person learns much knowledge and information in his/her school and life. However, having that knowledge will only get a person so far. In order to get the most out of one's knowledge and abilities, a person needs to know how to apply it effectively: a person needs soft skills.

Soft skills can be seen as the "intra- and inter-personal (socio-emotional) skills, essential for personal development, social participation and work-place success". They include skills such as communication, ability to work on multidisciplinary teams, adaptability etc. They should be distinguished from technical, or "hard skills"(Kechagias, 2011).

Around the world, people use different terms for soft skills. These include "transferable skills", "transversal skills", "key competences", "employment skills" and "21st century skills" (UNESCO, 2013). In fact, there is no consistent theory for defining and classifying various skills, and there is no generally accepted skills taxonomy (European Commission, 2011). This is mainly because there are different schools of thought. Culture and history also influence understanding of how skills are viewed and appreciated.

In Nepal, soft skills teaching and learning has been piloted in 10 districts (Jhapa, Morang, Dhanusha, Kavrepalanchowk, Baglung, Rupandehi, Arghakhanchi, Surkhet, Kailali and Dadeldhura) with the help of technical assistance from the TSSP Project, which has assisted centre level agencies : Department of Education (DoE), Curriculum Development Centre (CDC) and National Centre for Educational Development (NCED) under the Ministry of Education to integrate soft skills into grade 9-10 curricula in general stream. The following definition for soft skills has been developed, and adopted by the CDC:

"Soft skills are the personal, cooperation, thinking, innovation and business skills, which a person needs to succeed in self-development, social participation and professional life."

WHY ARE SOFT SKILLS IMPORTANT?

Soft skills enable people to use and apply knowledge and information effectively, and develop as life-long learners. People who practice and develop

soft skills can learn better, work better, and contribute better, adding quality to their own lives as well as their communities and economies at large.

The common understanding is that these kinds of skills (personal, cooperation, thinking, innovation, business) are of enormous value, despite what they are called. They are the core competences of modern-day life. Indeed, we all need and use these skills every day - be it at work or at home. And students who possess good soft skills have the potential of performing well in their schooling and education, in their family life, in the community, and at work.

Soft skills are categorized as "skills" for a reason. A skill is something that can be learned and developed with continuous practice. This places the responsibility of skills development on the education system. The best way to do this is to integrate soft skills into curricula. This way they can also be combined with various skills – including technical or "hard" skills, in order to achieve learning outcomes. This means they should not be isolated from other subjects, but integrated into subject curricula and teaching.

THE SOFT SKILLS GROUPS

- Inter-personal skills
- Intercultural skills
- Cultural skills/ethics

- Responsibility and commitment
- Self-Esteem
- Integrity/honesty
- Self-Managment

Cooperation Skills

Personal Skills

SOFT SKILLS

Innovation & Business Skills

Thinking Skills

- Innovation
- Basic Electronic Communication
- Critical Thinking and problem solving
- Communication and collaboration

- Information management
- Learning skills
- Creative thinking

In the case of Nepal, the Curriculum Development Centre has grouped the soft skills into four main groups, as illustrated in the above table.

Each soft skill group is divided into 3-4 core soft skills that are associated with soft skills elements. The soft skills elements are then linked to learning outcomes as far as possible. The elements further describe the skill, clarifying the skills that students will develop. The learning outcomes are phrased at a more behavioural level and indicate what students might show as evidence of achieving the soft skill.

LEARNING OUTCOME:
A learning outcome is expressed in terms of what the student is expected to know, understand and be able to do after completion of a unit/content of learning.

Soft skills' group: Co-operation skills	
Interpersonal skills	Working with others in a variety of contexts with different goals and purposes
	Identifying, evaluating and achieving collective goals
	Identifying responsibilities in a group and dividing roles
	Developing good relationships in a group
	Checking progress, reviewing the work of the group, and personally reflecting on one's own contribution
Intercultural skills	Acknowledging individual differences, negotiating and resolving conflicts
Cultural skills/ ethics	Ethnic, racial and cultural contrasts Global issues
	Developing intellectual abilities to engage in building democratic societies

Soft skills' group: Personal skills	
Develop responsibility and commitment	Developing personal qualities that help in new and difficult situations, such as taking initiatives, being flexible, being reliable and being able to persevere when difficulties arise
Develop Self-esteem	Being able to assert oneself as a person and to become more confident
Integrity/ Honesty	Being able to appraise oneself, evaluate one's own performance, receive and respond to feedback
Self-management	Identifying, evaluating and achieving personal goals, including developing and evaluating action plans

Soft Skills' Group: Thinking Skills	
Information management skills	Accessing information from a range of sources
	Selecting between sources based on reliability and suitability for purpose
	Recording, organizing, summarizing and integrating information
	Presenting information using technology
Learning skills	Pursuing and persisting in learning
	Organizing own learning
Creative thinking skills	Examining patterns and relationships and classifying and ordering information
	Analyzing and making good arguments, challenging assumptions
	Hypothesizing and making predictions, examining evidence and reaching conclusions
	Identifying and analyzing problems and decisions,
	Exploring options and alternatives, solving problems and evaluating outcomes
	Thinking imaginatively, actively seeking out new points of view, problems and/ or solutions, being innovative and taking risks

Soft Skills' Group: Innovation and business skills		
Innovation Skills	Creative thinking	
	Working creatively with others	
	Implementing innovations	
Basic Electronic Communication skills	Use of basic communication technology in the home, in infrastructure and in the workplace	
Critical thinking and problem solving	Effective reasoning	
	Applying systems Thinking	
	Making judgment and decision	
	Solving problems	
Diverse Communication & collaboration	Communicating clearly	
	Collaborating with others	
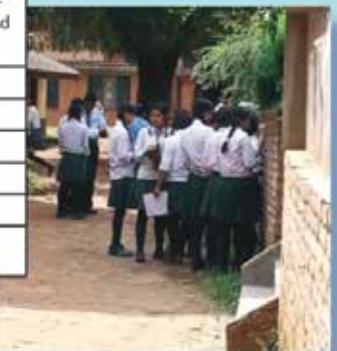
HOW TO DEVELOP SOFT SKILLS?

There is only one way to develop soft skills and that is by practicing them. This means teachers need to design and deliver soft skills enhancing learning activities. Every lesson can be linked to one or more soft skills. However, it is important that all skills are practiced at school, which means that they need to be infused into the curriculum, textbooks and classroom lessons all across the board. The students should be practicing their skills every day.

Teaching activities that enhance soft skills are ones that get students practicing skills like cooperation, thinking, creativity and problem-solving. These could be pair or group activities, discussions, or student presentations. A good example of this is group work, which enhances cooperation and communication skills. Tasks could include projects, problem-solving activities, essays, presentations, etc. (For more information on how to implement these kinds of activities in the classroom

please see the booklet refer to the training materials developed by NCED with the TSSP project).

A benefit of practicing soft skills in everyday teaching is that it enhances student achievement. By integrating soft skills enhancing activities into lessons, teachers will find that students' motivation and engagement will increase. This will improve not only students' ability to understand and apply the content they are learning, but also students' retention of knowledge and their confidence to use it.

It is important to notice that the development of soft skills cannot be measured the same way as subject knowledge. It cannot be quantified or measured easily. In addition, students will excel and have weaknesses in different soft skills. However, by observing learning activities that involve practicing soft skills, teachers can assess how well students are developing in different areas of soft skills.

SOFT SKILLS IN THE CURRICULA IN NEPAL - CURRENT STATUS

In grade 9 and 10, soft skills have been integrated into the six core subject curricula: Nepali, English, Maths, Social Studies, Science, and Health, Population and Environment studies. Textbooks of grade 9 have been developed based on revised curricula. By embedding soft skills into the curriculum as learning outcomes, students will be presented with a range of different learning experiences and opportunities to enhance their learning of knowledge through application. This will improve both their present and future access to learning, and their capacity for social interaction, creativity, and thinking. It will also develop their ability to retain information, communicate and work collaboratively with others.

This means that there are no separate lessons for soft skills. Instead, they are taught in conjunction with the core subject lessons. Students will practice soft skills frequently and in an integrated manner in many areas of the curriculum. Soft skills development becomes an integral part of the students' learning process.

Example of how soft skills have been integrated into the curricula:

"Communicate appropriately in a variety of formal and informal situations: Conveying simple messages effectively using grade specific language functions and take part in informal discourse, using appropriate discourse devises (e.g. pauses, tag questions, etc.).

This learning outcome is from the new Grade 9 English curriculum (speaking). It belongs to the diverse communication and collaboration skills in the Innovation and Business Skills Group: "to communicate clearly, collaborate with others".

Sources:

- Kechagias, K. (2011). *Teaching and Assessing Soft Skills* Measuring and Assessing Soft Skills (MASS). Available at http://mass.educational-innovation.org

- European Commission (2011). *Transferability of skills across economic sectors.* Available at http://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=6070&type=2&furtherPubs=no

- UNESCO (2013). "Mapping Transversal/Non-Cognitive Skills in Education" (webpage). Article on Asia-Pacific Education Research Institutes Network (ERI-Net) Seminar on 7-8 March 2013 in Bangkok, Thailand. Available at http://www.unescobkk.org/education/news/article/mapping-transversalnon-cognitive-skills-in-education/

Government of Nepal
Ministry of Education

Ministry For Foreign
Affairs of Finland

पाठ्यक्रममा व्यवहार कुशल सिप कसरी समावेश गरिएको छ भन्ने उदाहरण

"विविध औपचारिक तथा अनौपचारिक अवस्थाहरूमा उपयुक्त तरिकाले सञ्चार गर्ने : कक्षागत भाषिक कार्यको प्रयोग गरी साधारण सन्देशहरू प्रभावकारी तरिकाले व्यक्त गर्ने र छलफलका विभिन्न साधनहरू (जस्तै : विराम, पुच्छे प्रश्न आदि) प्रयोग गरी अनौपचारिक छलफलमा भाग लिने ।"

यो सिकाइ उपलब्धि कक्षा ९ को अङ्ग्रेजी विषयको नयाँ पाठ्यक्रम (बोलाइ) बाट लिइएको हो । यो नवप्रवर्तन र व्यावसायिक सिप समूहको विविधात्मक सञ्चार र सहकार्य सिप : "प्रष्ट रूपले सञ्चार गर्ने, अरूसँग सहकार्य गर्ने" सँग सम्बन्धित छ ।

Sources:

Kechagias, K. (2011). Teaching and Assessing Soft Skills Measuring and Assessing Soft Skills (MASS). Available at http://mass.educational-innovation.org

European Commission (2011). Transferability of skills across economic sectors. Available at http://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=6070&type=2&furtherPubs=no

UNESCO (2013). "Mapping Transversal/Non-Cognitive Skills in Education" (webpage). Article on Asia-Pacific Education Research Institutes Network (ERI-Net) Seminar on 7-8 March 2013 in Bangkok, Thailand. Available at http://www.unescobkk.org/education/news/article/mapping-transversalnon-cognitive-skills-in-education/

Government of Nepal
Ministry of Education

Ministry For Foreign
Affairs of Finland

दैनिक शिक्षणमा व्यवहार कुशल सिपहरूको अभ्यासबाट हुने एउटा फाइदा के हो भने यसले विद्यार्थीको उपलब्धि अभिवृद्धि गर्दछ । पाठमा व्यवहार कुशल सिपहरूको अभिवृद्धि गर्ने क्रियाकलापहरूको समाविष्टताबाट विद्यार्थीहरूको उत्पेरणा र संलग्नता बढ्ने कुरा शिक्षकले पत्तो पाउँछन् । यसले विद्यार्थीहरूले तिनले सिकिरहेका विषयवस्तु बुझ्ने र प्रयोग गर्ने क्षमतामा सुधार मात्र नगरी विद्यार्थीहरूको ज्ञानको प्रतिधारण र यसको प्रयोगका सम्बन्धमा उनीहरूको विश्वासमा समेत सुधार गर्दछ ।

यहाँ यो जान्न महत्त्वपूर्ण छ कि व्यवहार कुशल सिपहरूको विकास विषयवस्तुको ज्ञान जस्तै गरी मापन गर्न सकिदैन । यो परिमाणात्मक रूपमा व्यक्त गर्न वा सजिलैसँग मापन गर्न सकिदैन । विद्यार्थीहरूले विभिन्न सिपहरूमा विशिष्टता प्रदर्शन गर्न सक्छन् र विभिन्न सिपहरूमा तिनीहरूको कमजोरी रहन सक्छ । तथापि व्यवहार कुशल सिपहरू समावेश भएका क्रियाकलापहरूको अवलोकनबाट शिक्षकहरूले विद्यार्थीहरूमा व्यवहार कुशल सिपका विभिन्न पक्षहरू कत्तिको राम्ररी विकास भइरहेका छन् भन्ने कुराको मूल्याङ्कन गर्न सक्छन् ।

विद्यालय पाठ्यक्रममा व्यवहार कुशल सिपहरू - विद्यमान अवस्था

कक्षा ९ र १० का मुख्य विषयका पाठ्यक्रमहरू : नेपाली, अङ्ग्रेजी, गणित, सामाजिक अध्ययन, विज्ञान र स्वास्थ्य, जनसङ्ख्या तथा वातावरण शिक्षा मा व्यवहार कुशल सिपहरू समावेश गरिएको छ । परिमार्जित पाठ्यक्रम अनुसार कक्षा ९ का पाठ्य पुस्तकहरू विकास गरिएका छन् । पाठ्यक्रममा सिकाइ उपलब्धिको रूपमा व्यवहार कुशल सिपहरूको समाविष्टतामार्फत प्रयोगबाट सिकाइ अभिवृद्धिका लागि विद्यार्थीहरूलाई विविध्य सिकाइ अनुभवहरू र अवसरहरू प्रस्तुत गरिएको छ । यसले तिनीहरूका वर्तमान र भविष्य दुवेमा सिकाइको पहुँचमा र सामाजिक अन्तरक्रिया, सिर्जनात्मकता र सोचाइका क्षमतामा सुधार गर्दछ । यसले तिनका सूचना प्रतिधारण गर्ने, सञ्चार गर्ने र अरुसँग सहकार्य गर्ने क्षमताको समेत विकास गर्दछ ।

व्यवहार कुशल सिपका लागि छुट्टै पाठहरू हुँदैनन् । यिनीहरूको शिक्षण अन्य मुख्य विषयका पाठहरूसँगसँगै हुन्छ । विद्यार्थीहरूले पाठ्यक्रमका विभिन्न क्षेत्रहरूमा एकीकृत तवरले व्यवहार कुशल सिपहरूको बारम्बार अभ्यास गर्दछन् । व्यवहार कुशल सिपहरूको विकास विद्यार्थीहरूको सिकाइ प्रक्रियाको एक महत्त्वपूर्ण भाग हुन जान्छ ।

व्यवहार कुशल सिपहरूको समूह	नवप्रवर्तन र व्यावसायिक सिपहरू
नवप्रवर्तन सिपहरू	सिर्जनात्मक सोचाइ
	अरूसँग सिर्जनात्मक तवरले काम गर्ने
	नवप्रवर्तनहरूको कार्यान्वयन गर्ने
आधारभूत विद्युतीय सञ्चार सिपहरू	घर, पूर्वाधार र कार्यस्थलमा आधारभूत सञ्चार प्रविधिको प्रयोग
समालोचनात्मक सोचाइ र समस्या समाधान	प्रभावकारी तर्क गर्ने
	पद्धति चिन्तनको प्रयोग गर्ने
	लेखाजोखा गर्ने र निर्णय गर्ने
	समस्याहरूको समाधान गर्ने
विविधात्मक सञ्चार र सहकार्य	स्पष्ट रूपले सञ्चार गर्ने
	अरूसँग सहकार्य गर्ने

व्यवहार कुशल सिपहरूको विकास कसरी गर्ने ?

व्यवहार कुशल सिपहरूको विकास गर्ने एउटा मात्र तरिका छ र त्यो हो तिनीहरूको अभ्यास गरेर । यसर्थ शिक्षकहरूले व्यवहार कुशल सिपहरूको अभिवृद्धि गर्ने सिकाइ क्रियाकलापहरू निर्माण र प्रवाह गर्नुपर्दछ । प्रत्येक पाठलाई एक वा एकभन्दा बढी व्यवहार कुसल सिपहरूसँग जोड्न सकिन्छ । तथापि सबै सिपहरूको अभ्यास भने विद्यालयमा गर्नु महत्त्वपूर्ण छ । यसर्थ ति सिपहरू पाठ्यक्रम, पाठ्य पुस्तकहरू र कक्षाकोठाका पाठहरूमा समाविष्ट गर्नु आवश्यक छ । विद्यार्थीहरूले त्यस्ता सिपहरू दिनदिने अभ्यास गर्नुपर्दछ ।

व्यवहार कुशल सिपहरू अभिवृद्धि गर्ने शिक्षण क्रियाकलापहरू त्यस्ता हुन् जसमा विद्यार्थीहरूलाई सहयोग, सोचाइ, सिर्जनात्मकता र समस्या समाधान जस्ता सिपहरूको अभ्यास गर्ने अवसर पाउँछन् । यस्ता क्रियाकलापहरू जोडी वा समूहमा गर्न सकिन्छ । यसको एउटा राम्रो उदाहरण समूह कार्य हो जसले सहयोग र सञ्चार सिपहरूको अभिवृद्धि गर्दछ । परियोजनाहरू, समस्या समाधान क्रियाकलापहरू, निबन्धहरू, प्रस्तुतीकरण आदि पनि कामका रूपमा दिन सकिन्छ । (कक्षाकोठा र विद्यालयमा यस्ता किसिमका क्रियाकलापहरू कसरी कार्यान्वन गर्ने भन्ने सम्बन्धमा थप जानकारीका लागि व्यवहार कुसल सिपहरूको शिक्षण सिकाइसम्बन्धी असल अभ्यासहरू समावेस भएको पुस्तिका वा शैक्षिक जनशक्ति विकास केन्द्रले टिएसएएसपी परियोजनासँग मिलेर विकास गरेका तालिम सामग्रीहरू हेर्नुहोला)

व्यवहार कुशल सिपहरूको समूह : वैयक्तिक सिपहरू	
जिम्मेवारी र प्रतिवद्धता विकास गर्ने	प्रयत्न गर्ने, सचक हुने, विश्वसनीय हुने र समस्या आएमा प्रतिवद्ध तरिकाले काम गर्ने जस्ता नयाँ र अप्ठेरो परिस्थितिमा सहयोग पुर्‍याउने व्यक्तिगत गुणहरूको विकास गर्ने सन्दर्भमा अरूसँग कार्य गर्ने
आत्मसम्मान विकास गर्ने	आफूलाई व्यक्तिको रूपमा विश्वास गर्ने र थप विश्वस्त हुने
विनयशीलता/इमानदारीता	आफूले आफैलाई मूल्याङ्कन गर्ने, आफ्नो कार्य सम्पादनको आफै मूल्याङ्कन गर्ने र पृष्ठपोषण प्राप्त गर्ने र प्रतिक्रिया दिने
आत्मव्यवस्थापन	कार्य योजनाको विकास र मूल्याङ्कन गर्दै व्यक्तिगत लक्ष्यहरू पहिचान गर्ने, मूल्याङ्कन गर्ने र प्राप्त गर्ने

व्यवहार कुशल सिपहरूको समूह :सोचाइ सिपहरू	
सूचना व्यवस्थापन सिपहरू	सूचनाका विविध स्रोतमा पहुँच पुर्‍याउने
	उद्देश्यसँग मिल्दो र भरपर्दो आधारमा स्रोतहरूको छनोट गर्ने
	सूचनाको अभिलेख राख्ने, सङ्गठन गर्ने, सारांश तयार पार्ने र एकत्रित गर्ने
	प्रविधिको प्रयोग गरी सूचना प्रस्तुत गर्ने
सिकाइ सिपहरू	सिकाइमा निरन्तर लागिरहने
	आफ्नो सिकाइको सङ्गठन गर्ने
सिर्जनात्मक सोचाइ सिपहरू	सूचनाको वर्गीकरण र क्रम निर्धारण गरी तिनका सुँइ र सम्बन्धको जाँच गर्ने
	राम्रो बहस र चुनौतीपूर्ण अवधारणा निर्माण गर्ने र विश्लेषण गर्ने
	परिकल्पना गर्ने, अनुमान गर्ने, प्रमाण जाँच गर्ने र निष्कर्षमा पुग्ने
	समस्या र निर्णयको पहिचान र विश्लेषण गर्ने, विकल्पहरूको खोजी गर्ने, समस्या समाधान गर्ने र उपलब्धिको मूल्याङ्कन गर्ने
	कार्यनिक तवरले सोच्ने, नयाँ धारणा, समस्या र समाधानको सक्रिय रूपले खोजी गर्ने, नवप्रवर्तनात्मक हुने र जोखिम उठाउने
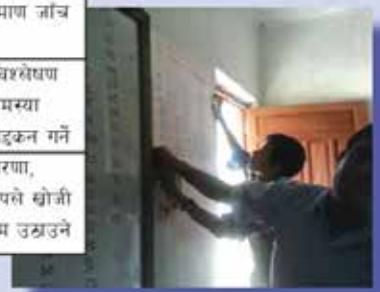
प्रत्येक व्यवहार कुशल सिप समूहलाई तिनका तत्वहरूसँग सम्बन्धित तिन वा चारओटा मुख्य व्यवहार कुशल सिपहरूमा विभाजन गरिएको छ । व्यवहार कुशल सिपका तत्वहरूलाई सम्भव भएसम्म सिकाइ उपलब्धिहरूसँग सम्बन्धित गराइएको छ । त्यस्ता तत्वहरूले विद्यार्थीहरूमा विकास हुने सिपहरूको सम्बन्धमा स्पष्ट पार्दै थप व्याख्या गरेका छन् । सिकाइ उपलब्धिहरू बढी व्यावहारिक तहमा निर्माण गरिएका छन् र तिनले व्यवहार कुशल सिप हासिल गरेको कुराको प्रमाण इङ्गित गर्दछन् ।

सिकाइ उपलब्धि : सिकाइ उपलब्धिलाई विद्यार्थीले एउटा एकाइ/सिकाइको विषयवस्तुको समाप्तिपछि के जान्न, बुभ्रुन र गर्न सक्षम हुने अपेक्षा गरिएको छ भन्ने कुराको रूपमा व्यक्त गरिन्छ ।

व्यवहार कुशल सिपहरूको समूह :	सहयोग सिपहरू
अन्तर वैयक्तिक सिपहरू	फरक फरक लक्ष्य र उद्देश्यका विविध सन्दर्भमा अरूसँग कार्य गर्ने
	फरक सामूहिक लक्ष्य पहिचान गर्ने, मूल्याङ्कन गर्ने र प्राप्त गर्ने
	समूहमा जिम्मेवारी पहिचान गर्ने र भूमिका बाँडफाँड गर्ने
	समूहमा राम्रो सम्बन्ध विकास गर्ने समूहको प्रगतिको लेखाजोखा गर्ने, समूहको कार्यको समीक्षा गर्ने र व्यक्तिगत रूपमा आफ्नो योगदानको प्रतिबिम्बन गर्ने
अन्तर सांस्कृतिक सिपहरू	व्यक्तिगत विभिन्नता स्वीकार गर्ने, वार्ता गर्ने र द्वन्द्व समाधान गर्ने
सांस्कृतिक सिपहरू/ आचरणहरू	जातिगत र सांस्कृतिक फरकपनाहरू विश्वव्यापी मुद्दाहरू
	प्रजातान्त्रिक समाज निर्माणमा सघन गराउन बौद्धिक क्षमताहरू विकास गर्ने

र जीवन पर्यन्त सिकारुका रूपमा विकास गर्दछ। व्यवहार कुशल सिपहरूको अभ्यास र विकास गर्ने व्यक्तिहरू आफ्नो व्यक्तिगत एवम् पेसागत जीवनमा त सफल हुन्छन् नै। यसको अलावा समुदाय र मुलुकके जीवनस्तर र अर्थतन्त्र सुधारमा समेत योगदान गर्न सक्षम हुन्छन्।

यस्ता प्रकारका सिपहरू (वैयक्तिक, सहयोग, सोचाइ, नवप्रवर्तन, व्यवसायिक) लाई जे नाम दिइएतापनि यिनीहरूको ठूलो महत्त्व छ। ति सिपहरू आधुनिक जीवनका मुख्य सक्षमताहरू हुन्। वास्तवमा काममा वा घरमा जहाँ भएपनि यी सिपहरू हामी सबैलाई दैनिक जीवनमा आवश्यक पर्दछ र प्रयोग गर्दछौ। व्यवहार कुशल सिपहरू राम्रो भएका विद्यार्थीहरूले विद्यालयमा र शिक्षामा, पारिवारिक जीवनमा, समुदायमा र काममा राम्रो गर्ने सम्भावना रहन्छ।

व्यवहार कुशल सिपहरूलाई "सिपहरू"को रूपमा वर्गीकरण गरिनुको कारण छ। सिप यस्तो चिज हो जुन नियमित अभ्यासबाट सिक्न र विकास गर्न सकिन्छ। सिप विकासको जिम्मेवारी शिक्षा प्रणालीको हुन्छ। सिपको विकासका लागि सबैभन्दा उपयुक्त तरिका भनेको पाठ्यक्रममा व्यवहार कुशल सिपहरू समावेश गर्ने हो। यो तरिकाबाट त्यस्ता सिपहरूलाई सिकाइ उपलब्धिहरू हासिल गर्नका लागि प्राविधिक सिपहरू संग पनि संयोजन गर्न सकिन्छ। यसर्थ त्यस्ता सिपहरूलाई अन्य विषयहरूबाट अलग्याउनु हुँदैन, विषयगत पाठ्यक्रम र शिक्षणमा समावेश गर्नुपर्दछ।

व्यवहार कुशल सिपका समूहहरू

नेपालको सन्दर्भमा पाठ्यक्रम विकास केन्द्रले माथिको तालिकामा देखाइएझै व्यवहार कुशल सिपहरूलाई मुख्य चारओटा समूहमा समूहीकृत गरेको छ।

व्यवहार कुशल सिपहरु के हुन् ?

व्यक्तिले उसको जीवनमा र विद्यालयमा धेरै किसिमका ज्ञान र सूचनाहरू हासिल गरिरहेको हुन्छ । तथापि ति ज्ञान र सूचनालाई उचित ढङ्गबाट प्रयोग गर्न सकिएन भने सिकेको कुनै औचित्य रहँदैन । तसर्थ सिकेका कुराहरूलाई कसरी प्रभावकारी रूपमा प्रयोग गर्ने भन्ने कुरा जान्नका लागि व्यक्तिमा व्यवहार कुशल सिपहरू आवश्यक पर्दछ ।

व्यवहार कुशल सिपहरूलाई "व्यक्तिगत विकास, सामाजिक सहभागिता र कार्यक्षेत्रमा सफल हुनका लागि आवश्यक वैयक्तिक तथा अन्तरवैयक्तिक (सामाजिक, संवेगात्मक आदि) सिपहरू" का रूपमा हेरिन्छ । त्यस्ता सिपहरूमा सञ्चार, बहुविधागत समूहमा काम गर्ने क्षमता, अनुकूलनशीलता आदि जस्ता सिपहरू समाविष्ट हुन्छन ।

व्यवहार कुशल सिपहरूका लागि विश्वभर विभिन्न शब्दावलीहरू प्रयोग गरिन्छ । कतै यिनलाई "हस्तान्तरण गर्न सकिने सिपहरू (Transferrable skills)" वा "प्रतिच्छेदित सिपहरू (Transversal skills)" भनिएको पाइन्छ भने कतै "मुख्य सक्षमताहरू (Key competencies)" वा "रोजगारमूलक सिपहरू (Employability skills)" तथा कतै कतै "एक्काईसौँ शताब्दीका सिपहरू (21st Century skills)" पनि भनेको पाइन्छ (UNESCO, 2013) । वास्तवमा विभिन्न सिपहरूलाई परिभाषित गर्ने र वर्गीकरण गर्ने एउटै सिद्धान्त क्षेत्र, र सिपहरूको वर्गीकरणका सम्बन्धमा पनि एकरूपको धारणा पाईदैन । (European Commission, 2011) । यसका अतिरिक्त संस्कृति र इतिहासले पनि सिपहरूको कुराइलाई प्रभाव पार्दछ ।

नेपालमा टिएसएसपी परियोजनाको प्राविधिक सहयोगमा व्यवहार कुशल सिपहरूको शिक्षण र सिकाइको परीक्षण १० जिल्ला (भापा, मोरङ, धनुषा, काभ्रपलाञ्चोक, बाग्लुङ, संखेठी, ओख्याल्डी, सुर्खेत, कैलाली र डडेल्धुरा) गरिएको छ । सो परियोजनाले साधारण धारको कक्षा ९ र १० का पाठ्यक्रममा व्यवहार कुशल सिपहरू समावेश गर्न शिक्षा मन्त्रालय अन्तर्गतका निकायहरू : शिक्षा विभाग, पाठ्यक्रम विकास केन्द्र र शैक्षिक जनशक्ति विकास केन्द्रहरूलाई सहयोग गरेको छ । पाठ्यक्रम विकास केन्द्रले व्यवहार कुशल सिपहरूको निम्न परिभाषा विकास गरी आत्मसात गरेको छ :

> "व्यक्तिलाई आत्म विकास, सामाजिक सहभागिता र व्यावसायिक जीवनमा सफल हुनका लागि आवश्यक पर्ने वैयक्तिक, सहयोग, सोचाइ, नवप्रवर्तन तथा व्यावसायिक सिपहरू व्यवहार कुशल सिपहरू हुन् ।"

व्यवहार कुशल सिपहरु किन महत्त्वपूर्ण छन् ?

व्यवहार कुशल सिपले व्यक्तिलाई प्रभावकारी रूपमा ज्ञान र सूचनाको प्रयोग गर्न सक्षम

Appendix I. Tables of activities and outputs

Table I.1. Year 1 objectives, activities and outputs status mapped against status

Objectives	Activity	Outputs/Results	Status
1.1 Establishment of CDC and Capacity-Building	1.1.1. Establishment of the Curriculum Development Committee (CDC)	The Curriculum Development Committee (CDC) is composed	Complete
	1.1.2. 3-day Orientation and Capacity-Building Workshop (onsite)	Curriculum Development Committee (CDC) informed and their capacity enhanced	Complete
	1.1.3. 1-Day Consultation Workshop for Core Members	Core members of CDC enhanced for the GCED CDI Project.	Scheduled
1.2 Conducting the Situational Analysis	1.2.1. Assisting and Supporting for Situational Analysis	Final Report (Situational Analysis) - by the APCEIU international expert in collaboration with CDC	Drafted
	1.2.2. 2-day Workshops for Curriculum Mapping	Outline of the Curriculum Mapping Capacity of those involved in the curriculum mapping and situational analysis enhanced	Mapping output generated
	1.2.3. 1-day Consultation Workshop	Review Results and Recommendations for the Project	Scheduled

Table I.2. Year 2 objectives, activities and outputs status mapped against status

Main Line of Activity	Sub-activity	Outputs/Results (Deliverable)	Time frame
2.1 Integrating GCED into the Social Studies curriculum for Grade 8 and 10 during the revision process	2.1.1. Feedback collection from teachers, students and other stakeholders on existing curriculum (Field visits, FGDs, also discussion with university lecturers, professors)	Feedback collection tools Collected feedback points	
	2.1.2. Review and mapping of the existing curriculum (Teacher workshop, desk review and mapping)	Reviewed working curriculum	
	2.1.3. Preparation of draft curriculum and finalization through expert consultation (Subject committee review and approval)	Finalised draft G8 G10 GCED-integrated curriculum	By Feb. 2025
		Finalised draft G4-7, 9 GCED-integrated curriculum	by Jun/Jul 2025
	2.1.4. Validation and approval of the curriculum (Co-ordination committee review and approval)	Approved curriculum by the MoEST	
	2.1.5. Orientation of curriculum to CEHRD, CDC GCC members, CDI, ETCs, LGs HTs, subject teachers and other stakeholders	Program report and minutes	

Main Line of Activity	Sub-activity	Outputs/Results (Deliverable)	Time frame
2.2 Developing GCED-integrated textbooks for Social Studies Grade 8 and Grade 10	2.2.1. Capacity building to the textbook authors and GCC members (Exposures, Manual development, etc.)	Developed manual for textbook writers - to demonstrate how to align GCED from curric to texts	
	2.2.2. Write up of textbook manuscript (Lesson, task and project works development)	Draft text/lessons/contents	
	2.2.3. Consultation workshop with teachers, subject expert, students, for feedback and improvement	Report and minutes	
	2.2.4. Piloting the lessons in schools (sampling schools covering all seven provinces) On-site technical backstopping and feedback collection with teacher interaction	Validated content based on feedback	Before July 2025
	2.2.5. Feedback incorporation (Feedback compilation)	Feedback compiled document	Before July 2025
	2.2.6. Final design of the textbook (Content and language editing, illustration, design)	Print ready copy developed	Before July 2025
	2.2.7. Printing model textbook	some printed specimen of the textbook	Before July 2025
	2.2.8. Curriculum and textbook implementation guideline development based on GCC content and approach) (Deliverable modalities of integration, pedagogical guidelines) Printing and distribution of guidelines	Developed teacher guideline on integrated GCED contents	Fiscal Year of 2025-2026 (Preparatory Work in YEAR 2 budget from APCEIU; and Actual development in YEAR 3)
2.3 Capacity-Building of the CDC core members	2.3.1. Capacity Building of the CDC Core members		By Feb. 2025

unesco

Centre
Under the auspices
of UNESCO

APCEIU

Asia-Pacific Centre of
Education for
International Understanding

유네스코 아시아태평양 국제이해교육원