



EIU Best Practices Series **No. 39**

Building School Capacity for Global Citizenship Education

Dungtse Middle Secondary School, Trashigang, **Bhutan**
EIU Best Practices 2015



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국제연합
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Foreword

Since its establishment in 2000, the Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO has widened its reach beyond the Asia-Pacific region by promoting and supporting Education for International Understanding (EIU), also interchangeably referred to as Global Citizenship Education (GCED). Now that GCED is featured in the United Nations Sustainable Development Goals (SDGs), the international community is further emboldened to do its utmost to ensure that “fostering global citizenship” is placed high on the national agenda at least over the next 15 years.

A part of APCEIU’s efforts to advance EIU through GCED, and vice versa, has been poured into publishing the EIU Best Practices. While identifying and disseminating exemplary local initiatives and practices in the 47 UNESCO Member States in the Asia-Pacific region, the EIU Best Practices aims to encourage others to emulate the cases introduced and further act on their own initiative. Thanks to a strong network of alumni and partner organizations, APCEIU this year put together two monographs with the series numbers 39 and 40, both of which specifically refer to Training of Trainers (TOT).

The following case, ‘Building School Capacity for Global Citizenship Education in Bhutan’, conducted by Mr. Yeshe Dorji from Duntse Middle Secondary School, takes note of his introductory workshop on GCED. Bringing together teachers and school officials not only from his own school but also from nearby ones, Mr. Yeshe Dorji attempted to familiarize them with the emerging concept of GCED, some of its themes, and in particular, pedagogical exercises that turned out to be eye-opening for them. Equipped with essential and required

GCED competences, participants were motivated to deliver GCED programmes and activities in their school, which will contribute to creating a cluster of local schools dedicated to practising GCED. Such a multiplying effect is the ideal outcome of TOT in general, but its success also owes partly to the fact that many of the APCEIU alumni have played a leadership role in the field, and more importantly, to the special feature of Bhutanese context where the supportive and passionate educators have brought impressive changes to their colleagues and schools.

I hope that the EIU Best Practices continues to serve as a reference for policymakers, educators, practitioners, etc. in the Asia-Pacific region and beyond, who share a strong commitment to EIU and GCED. It is these locally-driven but globally resonant initiatives such as Mr. Yeshe Dorji's that will be connected in the future to build peaceful and sustainable societies in which we all live together and help each other.

I would like to extend my heartfelt thanks to the Bhutan National Commission for UNESCO and Duntse Middle Secondary School for lending their support, and most of all, Mr. Yeshe Dorji for sharing his outstanding case.

December 2015



Utak Chung
Director

EIU Best Practices is...

APCEIU has been committed to the promotion of a Culture of Peace since its inception, in line with one of the pillars of education “Learning to Live Together.” A Culture of Peace has been a key principle at the core of UNESCO’s ethical mission. It involves a set of values, attitudes and behaviours that can be taught, developed and improved upon to enhance mutual understanding and conflict resolution. Attaining a Culture of Peace requires transformation of institutional practices, as well as individual values and behaviours in which education plays a crucial role in the process. As a major educational tool aimed at promoting a Culture of Peace, EIU addresses issues related to cultural diversity, globalization, social justice, human rights, peace and sustainable development. It focuses on increasing the capacity of learners to deal with issues of everyday life, to resolve community conflict and to enjoy human, political and civil rights to a greater extent.

APCEIU launched EIU Best Case Studies in 2006 in cooperation with the UNESCO Member States in the region to encourage educators, scholars and activists to implement and share local initiatives on EIU. It is an outreach programme that invites them to share their efforts in promoting education for a Culture of Peace in different social and cultural contexts. Now renamed as EIU Best Practices in order to further encourage the participation of practitioners in the field, the programme seeks to promote and collect innovative practices based on optimal classroom conditions and activities, school climate, community and social atmosphere, disseminating them throughout the region.

The programme is conducted through the following steps: 1) Call for Applications: APCEIU sends announcement letters along with application forms

and guidelines to a network of APCEIU alumni; 2) Screening and Selection: Submitted applications are reviewed by the Screening Committee, composed of experts, who then select the best practices; 3) Field Visit: APCEIU staff undertake field visits to the programme sites of the selected cases to confer the EIU Best Practices awards, conduct field observation and interviews, and provide the selected applicants with the guidelines for the final report; 4) Submission of the Final Reports: Selected applicants submit the final reports to APCEIU based on the guidelines; and 5) Publication and Dissemination: Final reports are published as a monograph series and disseminated throughout Asia and the Pacific region.

Given the favourable and enthusiastic responses from the region and support from the National Commissions for UNESCO, APCEIU wishes to expand the positive momentum built thus far and further its efforts for the coming years. APCEIU encourages educators, scholars and activists from the Asia-Pacific region to apply and share their experiences and perspectives. The Centre expects that through the EIU Best Practices, diverse practices of EIU will be widely shared throughout the entire region and beyond, thus contributing towards achieving a Culture of Peace.

Contributor



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Teacher
Dungtse Middle Secondary School, Bhutan

Mr. Yeshi Dorji is in his 5th year of teaching after graduating from Samtse College of Education at Royal University of Bhutan. Now serving at Dungtse Middle Secondary School in Trashigang, Bhutan, he teaches English, History along with other modules (Media Literacy, Life Skills and GCED).

As a coordinator of the UNESCO Associated Schools Project Network (AS-Pnet), he has been running programmes to instil GCED and EIU values and ideals in his students particularly aimed for behaviour change in their everyday lives. Moreover, he has taken on a facilitating role on many occasions including national capacity building workshops and school-based in-service trainings on GCED and EIU for teachers and school officials.

Mr. Yeshi Dorji participated in APCEIU's 15th Asia-Pacific Training Workshop on EIU in July 2015.

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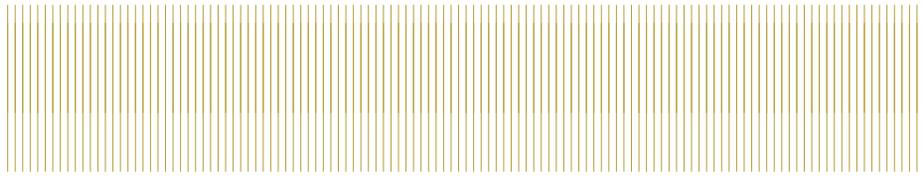
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Building School Capacity for Global Citizenship Education

1. Introduction

1.1 APCEIU alumni in Bhutan

Since 2001, many professionals in teacher education have participated in the Asia-Pacific Training Workshop on EIU, organized and provided by APCEIU, to strengthen their competency in implementing EIU in their local community. Bhutanese alumni, in particular, have continued to maintain a strong network of education officials and teachers who act as enthusiastic advocates as well as practitioners of EIU in their country. This has created a synergistic environment where the like-minded individuals learn from each other by sharing ideas, information and experiences and reaffirm their commitment to EIU.

1.2 Asia-Pacific Training Workshop on EIU 2015

Encouraged by Mr. Udhim Subba, who is a long-time member of the APCEIU Alumni Network in Bhutan and an awardee of the EIU Best Practices 2012, Mr. Yeshe Dorji who is a teacher at Dingtse Middle Secondary School in Bhutan took part in the 15th Asia-Pacific Training Workshop on EIU in July 2015. During the ten-day workshop composed of lectures, seminars and discussions, he was exposed to EIU/GCED principles and concepts along with related themes and pedagogical issues that eventually culminated in a provisional Training of Trainers (TOT) programme of his own making.

Sessions of Asia-Pacific Training Workshop on EIU 2015

- [Session 01] Introduction to GCED
- [Session 02] Education for disarmament, non-violence & conflict transformation
- [Session 03] Critical analysis of local and international issues
- [Session 04] Education to respect diversity
- [Session 05] Education for global and local justice
- [Session 06] Democratic dialogism and communication skills
- [Session 07] Local and global action for GCED
- [Session 08] Understanding the world: interconnectedness & interdependence
- [Session 09] Teaching GCED: transformative pedagogies
- [Session 10] How to design GCED training workshops

1.3 Programme summary

After going back to his school, Mr. Yeshe Dorji started passionately espousing what he absorbed during the 15th Asia-Pacific Training Workshop on EIU, and successfully gathered attention of fellow teachers and school officials toward EIU/GCED. By setting the scene for the practice of EIU/GCED first, he then proceeded to design a TOT workshop whose purpose is to familiarize teachers and school officials with EIU/GCED and support their efforts in bringing it into the classroom. He placed greater emphasis on putting EIU/GCED into a Bhutanese perspective to localize EIU/GCED in a way that best serves the needs and circumstances of his community. Mr. Yeshe Dorji's TOT workshop took place on 20 November 2015 in his school bringing together teachers and school officials not only from his own school but also from nearby ones in the same district. One of APCEIU staff, Ms. Ji Hong Lee also attended the workshop to examine closely how it is organized and what is delivered to provide guidance for future improvements.

2. Programme Background

It is well understood among Bhutanese educational officials and teachers that there is a fertile ground for GCED to take root in Bhutan due to its bedfellow, Gross National Happiness (GNH). As specified in the National Educational Policy (2011), GNH principles and values are strongly encouraged to be integrated in such a way that promotes “holistic, contemplative, eco-sensitive and culturally responsive education approaches.” In line with this, the Ministry of Education has developed and distributed guidelines and training manuals, and provided opportunities for capacity building workshops.

What is also significant, and thus, deserves due recognition is that Bhutan rolled out a new vision in ‘Bhutan 2020’ to ensure that appropriate curriculum and pedagogy are devised to equip young learners for emerging needs and demands that the 21st century has wrought. In the same vein, the Ministry of Education put forward the ‘Bhutan School Education Sector Blueprint 2014-2024’ in 2014 wherein raising teaching quality, increasing pedagogical competences and overall effectiveness of the school system as well as achieving the best of the indigenous wisdom and global competence are clearly expressed.

With the introduction of vision papers along with GNH, Bhutan has paved the way for education reform whose substance is also commensurate with what GCED aims for. Taken together, there will be much more room for GCED to be incorporated into educational planning and support including teacher education and curriculum development and review.

3. Highlights of Programme Activities

3.1 Transformative pedagogies

Throughout the TOT workshop, Mr. Yeshe Dorji called the participants’ attention on how to deliver GCED rather than what to deliver by introducing several activities that shed light on learner-centred approaches. His acute sense of pedagogy and the way it is conveyed permeated the entire room to the extent that everyone was awakened to what their usual methods of teaching are, unintentional but often negative.

3.1.1 The rights of the child: learner-centred pedagogies

Mr. Yeshe Dorji underscored the importance of putting children at centre stage by bringing out the concept, the rights of the child. The rights of the child, as he describes them, have more to do with pedagogies which empower learners to become principal agents in the teaching-learning environment than with the United Nations Convention on the Rights of the Child (1989). His assertion of the importance of student-centred teaching is all the more relevant in the light of the perceived relationship between teacher and student in Bhutan; teachers usually speak in a didactic and directive manner while students listen carefully and note down meticulously. By engaging participants in a couple of participatory activities he had learned from the 15th Asia-Pacific Training Workshop on EIU, Mr. Yeshe Dorji came to a conclusion that children cannot





respect the human rights and fundamental freedoms of others when theirs are violated in a culture where teachers are translated as transmitters of knowledge, and students mere receivers of that knowledge.

3.1.2 Related activities

The Marionette

A pair of participants is standing together. One acts as a teacher, and the other as a learner. The teacher starts touching different parts of the learner's body. For example, the teacher touches the head of the learner, and the learner moves his or her head. When the teacher touches the hand of the learner, the learner moves his or her hand. This continues in a similar fashion.

The message here is that teachers tend to give instructions while learners unquestioningly follow them. This one-sided teaching prevents learners from engaging in debate, discussion and dialogue, stripping them of their ability to think critically and reflectively. Teachers must keep in mind that classroom climate is determined by what attitude and approach he or she brings to class.

A Glass of Water Activity

A pair of participants is standing together. One representing a teacher is holding a bottle of water, a symbol of knowledge, and the other representing a learner is holding an empty glass. The teacher keeps pouring water into the empty glass and the learner keeps drinking it. At some point, the glass overflows with water because the teacher does not think or ask how much water the learner wants.

The message here is that teachers usually do not consider learners' interests and concerns, misguidedly fixated on transferring knowledge and information they have in mind. Paying no regard to learners' needs and wants may demotivate them, potentially leading to unsatisfactory learning outcomes. It is therefore worth noting that teachers need to view learners as active participants and contributors, and give more opportunities for them to express their opinions, thoughts and feelings.

3.2 Heritage education

Mr. Yeshi Dorji spent a chunk of his time touching upon heritage education that he regards as more pertinent to the Bhutanese context. With reference to the Constitution of the Kingdom of Bhutan, he reiterated the importance of heritage not just because of its material-monetary values but also because of its emotional and spiritual benefits, and then went on to point out that it is in bad condition, if not worse. Even though natural causes such as flood and earthquake are to blame in some occasions for the deterioration and destruction of tangible heritages, it is man-made causes (wars, urbanization, vandalism, ignorance, etc.) that put both tangible and intangible heritages at serious risk in Bhutan. It is against this backdrop that Mr. Yeshi Dorji called for teachers' action to cultivate a sense of appreciation for their heritage and to preserve it not just for their fellow citizens but for humanity as a whole.

4. Implications

4.1 Linking the local to the global

Because of its name, GCED is considered more often than not something ‘global’ in its breadth and width. This misunderstanding runs the risk of losing touch with everyday reality people face on the ground, failing to take into account matters most relevant to their lives and communities. Acutely conscious of this lingering gap which entry-level educators often times find confounding, Mr. Yeshe Dorji from the very beginning of the workshop tried to localize GCED by laying out how it is intimately related with Bhutan’s GNH and in what way the two would complement and reinforce each other. He further examined growing needs and challenges his remotely located community as well as Bhutan has to cope with, and drew parallels between them with the ones humanity as a whole is confronted with. This clearly generated a sense of ownership and responsibility among participants over pending issues in their neighbourhood, boosting their self-confidence that their small-scale actions make ripples throughout the global community.

4.2 Building a community of practice

Mr. Yeshe Dorji is regarded as a trailblazer, to say the least, who brought GCED to one of the remotest corners of Bhutan. Not only did he mobilize teachers in his school for the workshop, but he managed to gather teachers together from other schools in the district. Thanks to Mr. Yeshe Dorji’s prompt action following his participation in the 15th Asia-Pacific Training Workshop on EIU, his fellow teachers now are equipped with basic skills and competences required for carrying out GCED programmes and activities in their schools. By creating a cluster of schools ready to implement GCED, he is building a community of practice through which knowledge sharing and experience exchange are facilitated among members. The workshop on 20 November is not a one-off attempt by Mr. Yeshe Dorji. He has already planned out similar TOT workshops for teachers and school officials in the coming months, pushing the boundaries of the community further and further.

5. Annex

List of Participants

Name	Position	Subject	Organization
Mr. Yonten Pelzang	Principal	Geography, History	Dungtse MSS
Mr. Sonam Phuntsho	Vice Principal, Head, Dept Dzongkha	Dzongkha(National Language)	Dungtse MSS
Mr. Dorji Wangchu	Staff Secretary	History, Geography	Dungtse MSS
Mr. Pema Chogyal	Head, Dept of Science	Chemistry, Biology	Dungtse MSS
Mr. Tashi Tshering	Head, Dept of Humanities	History, Geography	Dungtse MSS
Mr. Karma Cheda	Head, Dept of Mathematics	Physics, Mathematics	Dungtse MSS
Mr. Kezang Tobgay	Teacher	Chemistry	Dungtse MSS
Mr. Sangay Khandu	Teacher	Dzongkha(National Language)	Dungtse MSS
Mr. Sonam	Teacher	Dzongkha(National Language)	Dungtse MSS
Ms. Pema Wangmo	Teacher	English, History	Dungtse MSS
Ms. Sonam Pelden	Teacher	English, Geography	Dungtse MSS
Ms. Tharpa Chezom	Teacher	English, History	Dungtse MSS
Mr. Kinley Dorji	Teacher	English, Mathematics	Dungtse MSS
Ms. Ugyen	Teacher	Mathematics, Physics	Dungtse MSS
Ms. Tshundu Choden	Teacher	Biology, Chemistry	Dungtse MSS
Ms. Mercy Jose	Teacher	Economics, Geography	Dungtse MSS
Ms. Tenzin Dema	Teacher	Mathematics, Physics	Dungtse MSS
Ms. Rinzin Wangmo	Teacher	IT, Mathematics	Dungtse MSS
Mr. Choki Yoenten	Sports Instructor	Sports	Dungtse MSS
Mr. Sonam Jamtsho	Adm Assistant		Dungtse MSS
Mr. Thinley Gyeltshen	Librarian	Library	Dungtse MSS
Mr. Sangay Tenzin	Librarian	Library	Dungtse MSS
Mr. Tashi	Store In-charge	Store Management	Dungtse MSS
Mr. Karma Wangdi	Physics Laboratory Assistant	Physics Practical	Dungtse MSS
Ms. Cheki Lhamo	Biology Laboratory Assistant	Biology Practical	Dungtse MSS
Mr. Sherub Dorji	School Technician	Vocational	Dungtse MSS

Name	Position	Subject	Organization
Mr. Zung Dorji	Principal	Primary Curriculum, General	Phongmey PS
Mr. Ugyen Tshering	Staff Secretary	Primary Curriculum, General	Phongmey PS
Mr. Kezang Wangdi	Teacher In- Charge	Primary Curriculum, General	Lem ECR
Mr. Tashi Tenzin	Student Participant		Dungtse MSS
Mr. Sangay Khandu	Student Participant		Dungtse MSS
Mr. Sonam Phuntsho	Student Participant		Dungtse MSS
Ms. Tshering Zangmo	Student Participant		Dungtse MSS
Ms. Dema Yangzom	Student Participant		Dungtse MSS
Ms. Sherub Dema	Student Participant		Dungtse MSS
Mr. Tshewang Namgay	Deputy Chairperson of Phongmey Sub District		Local Government

Field Visit



Ms. Ji-Hong Lee, Chief of Education and Training Team 2 undertook a field visit to Duntse Middle Secondary School in Trashigang, Bhutan on 20 November 2015 to carry out the following missions: 1) to confer the EIU Best Practices Award to the awardee, 2) to hold a consultative meeting with the awardee, and 3) to conduct on-site observation and monitoring on the best practice case.