**Interviewer**: Good morning, madam.

**BTF2**: Good morning, sir.

 **Interviewer**: I think it’s still morning in Bhutan, but here in Australia, it's now 2:28pm. So still saying good morning, considering your situation up there. Thank you for agreeing to participate in this interview, and willing to share your experiences and thoughts on how you and your school engage with the educating for Gross National Happiness initiative.

**BTF2**: It’s a pleasure, sir.

**Interviewer**: As you most certainly know, the educating for GNH initiative aims to promote GNH values in schools, such as *tha damtsi, lay ju dray*, honesty, responsibility, mindfulness, kindness, the list can go on. As a professional member of your school, I will be asking you questions about how you experience and practice, educating for Gross National Happiness in your school. So, as such there are no correct or wrong answers. Your experiences, experiences, and opinions are important to my research, as I'm trying to understand the practices and challenges of practicing, educating for Gross national Happiness in schools. Following the rules at the University of New England regarding the ethical conduct of research, this interview will remain confidential and will not be accessed by anyone other than myself and my supervisors. The interview data will be de identified and anonymized, prior to my research publications. I will be recording this interview for transcription purpose. I'm sure this is okay with you. And would you like to have a copy of the transcript for your record in future, if you would like to look back?

**BTF2**: Yes. It would be a pleasure to have, sir.

**Interviewer**: Thank you so much. So, before we begin our main question answer interview session, can you, can you tell me a bit about yourself, ma’am?

**BTF2**: As sir already know, I am BTF2 Lhachen, and this is my 11th year in teaching service. And I currently teach English in grade 9 and 10.

**Interviewer**: oh, that's good. How many hours or periods do you teach in a week?

**BTF2**: In a week, I have 20 periods. 20 periods, it will amount to 40, it is, each period, it has 40 minutes.

**Interviewer**: Is that too heavy or is that alright for you?

**BTF2**: It’s light la, light. It is light.

 **Interviewer**: looks like you have sufficient teachers then, back in ----- Central School?

**BTF2**: Yes, ------ has sufficient teachers.

**Interviewer**: Ok, so now coming to the topic, I would like to begin by asking you to share with me your understanding of Gross National Happiness.

**BTF2**: Gross National Happiness, if I have to define then I may not be able to do justice, sir, because it's so profound. It is such a profound philosophy that our forefathers had founded and coined. So, in simple terms for me GNH, Gross National Happiness, it is just being happy, as a citizen in the country, with the other citizens. Having, that quantity of happiness, as well as the mental wellbeing in oneself.

**Interviewer**: So, based on the philosophy of Gross National Happiness, Bhutan has about a decade ago started, educating for Gross National Happiness, and I believe the schools are supposed to infuse, integrate, and promote GNH values in the schools. So, what do you understand about GNH values in the school?

**BTF2**: It basically talks about infusing and integrating the values when we teach the curriculum, not necessarily to say that to the children like, today we're going to learn this value of GNH. Just through teaching, by default, or naturally the students should at the end of the lesson, a teacher should ensure that the value is being introduced and infused the students, they understand. Not necessarily to say that today's lesson is on this GNH value. Every day now, it is, it has become like a natural habit to us, at the end of the day, the value is infused, and we tend to ask, even the questions on the what values they derived from today's lesson, this how infusion happens.

**Interviewer**: Thank you so much. I'm sure I would be happy to have a detail of what you said just now, later, because we have few questions related to this. But for now, forgetting the values, GNH values, I would like to know, how you as a teacher, how you as a teacher, communicate with other stakeholders of your school? When I say stakeholders, please think of your principal, your colleague teachers, then your students, parents.

**BTF2**: Communication with the stakeholders when it comes to principals and colleagues around, it happens on personal as well as professional basis. Even professionally, during meetings we have the communications. If there are misunderstandings, it gets cleared. It's not a problem with the, especially with the principal and the colleagues. Communication is open and we are free to, we are given the freedom to share what we feel, they’re never restricted. Now when it comes to the parents, it does not happen that frequently but then we make sure that the communication with the children's parents are also there. Through, so number one is through parent teacher meetings, they are being involved. Even in schools’ decision makings, they’re involved. And we also make sure, as a class teacher, we make sure to form a group, like the social media groups, through those platforms also we communicate whatever that is necessary to communicate, we to do that. We make sure that we do not fail in the communication.

**Interviewer**: What language do you usually use to communicate with your stakeholders?

**BTF2**: With colleagues and principal, it mostly happens in Dzongkha, and then in English, and with students, with the parents, with the community, it happens in Dzongkha mostly because I'm a *sharshop* and most of them, they don't speak *sharshop* here. So, I do it in Dzongkha.

**Interviewer**: Alright, I'll be happy to hear more about to how you communicate, not just on the basis of the medium that is used but in terms of the kind of language. You know, as a Bhutanese, we do have different honorific, you know, languages that we use with different sets of people, and communication is not just spoken but we also have written communication, we have gestural, we have formal, informal, we have direct, indirect communication. So, just keeping in this mind, how do you communicate with your stakeholders, like your principal, your colleague teachers, your students, and other people around the school?

**BTF2**: With the principal and colleagues, it happens in both medium, verbal as well as written form. And as sir mentioned, yes, we do focus on use of honorific terms. We say *zhaysa*, so we do that through, of course, when it comes to the principal, we know the gap and then we do use honorific terms, not intending to hurt our superior. And with colleagues, it sometimes happens or forms or informally, so we communicate. And with the parents, it mostly happens verbally, during meetings and even through the forums, we do it verbally. And we, there too, we make sure that, I personally make sure that I'm not that harsh, commanding. I make sure that their emotions are not hurt when I tend to, what, ask something or inquire about their children, and what they can do for the children, sir.

**Interviewer**: Can you give me a few examples as to, where and how frequently the communication happens with your stakeholders?

**BTF2**: With principal and with the colleagues, it happens in the staff meetings, mostly. Most of the time, formally, it happens in the staff meetings, and if the issue is not that big, then we also do it in our school, we have that platform or WeChat and telegram or forums. So there too it happens. And for parents, mostly, I would say the most effective of communication with parents is during the parent teacher meeting, the PTM, and we also have the counsellor of the school, guidance counsellor. She organizes the program, parent-teacher partnership, something like that and there too we teachers are involved. So we mostly do it verbally, so verbal communication is more effective I feel, better than, it is more effective than written with the parents.

**Interviewer**: How about students? How frequently?

**BTF2**: With students, now, through, when we teach, if it is in the process of teaching then it happens in so many forms, even gestural communication is being used. I feel with students, there's maybe from now students’ point of view, there might be some gap, now from our, my point of view I feel like, I make sure that that's no communication gap with the students. So I do it verbally, non-verbally, written form. So, I make sure to use all sorts of communication medium.

**Interviewer**: Thank you. So, from your point of view, to what extent do you think these ways of communicating, that you have just explained, promote GNH values?

**BTF2**: Now, through communication, it helps to keep maintain the value of community vitality if it is with the parents. So, we make sure that there is a bonding with the parents and the school, the institution and among ourselves with the principal, with the colleagues. It is also the value of cooperation is being built, a value of trust and respect is being formed through this communication and with the students, again, there comes the value of kinship, the bonding between the teacher and the student through communication. So, I can say that, so many values, countless values that is being infused through communication.

**Interviewer**: I would like to now, take you back to what you said, right in the beginning, when I asked you about GNH values. You talked about how you try to infuse GNH values through your teachings. Would you like to explain a bit on that?

**BTF2**: Now, I mostly teach, I not mostly, I teach English. Now, the beauty of teaching English to the students is we have the literature text. So, from literature, at the end of the text,

we always talk about the values that the, the author is trying to convey. And then at the end, from the, now, at the end of the day, as a teacher, I know that the value that we discuss based on the text that we have covered. It is somehow, it is linked to the values that we have listed in under Gross National Happiness. And then I make, I let the children to think about Gross National Happiness, is not, GNH is a nothing new to the Bhutanese, starting from small children to the old, the elderly. So, we try to connect at the end, to the values that we have learned. This is how the infusion happens, within the process. It is also the infusion of GNH is there at the end also.

**Interviewer**: Would you have to give one example, specific example, if you could think back of one lesson that you have to share and infuse GNH values.

**BTF2**: Now, if I talk about one topic, which I taught in class 10, it is a short story that's in their curriculum. The title of the short story is ‘Hey Come on Out’ written by a Japanese author, Shinichi Hoshi. It basically talks about respecting the environment. The deep respect and cheer to the environment. Now if we fail to do that at the end it is evident that the environment will also throw its anger upon us. So, from that story, we come to learn the value, the domain, one domain that we have in GNH is Environmental, Environment Diversity and under that we have ecological degradation. So, that's what, it is happening in the story actually, ecological degradation is happening there. So, at the end, so we discuss on that value, the importance of environment.

**Interviewer**: Oh, that's so beautiful. As a Buddhist and a Bhutanese, I mean as a Bhutanese, we are, our values are highly influenced by Buddhists values and principles, right?

**BTF2**: Yes.

 **Interviewer**: So, in, according to the Buddhist values, we talk about, you know, the virtues of speech, virtues of body and virtues of action, *lue nga yed*. So, communication is more to do with the virtues of speech. So, in terms of virtues of speech, our Buddhist believes about, you know, not telling lies or being honest. Not giving a divisive speech, or hatred, not trying to show anger, harsh words. So, how are you as a teacher, able to infuse these values through communication.

**BTF2**: Now, now we frequently say that teacher, as a teacher, we are role models in front of the students, and every minute of the teachers being in front of the students, children also observe us, and I make sure that I'm conscious of the, conscious of the words that I use, words that I utter out of my mouth. And I know that if I somehow, if I somehow happened to utter, let’s say, a filthy word. Then my students might think that it's okay, teachers, even our teacher is using it, it's fine for us to use. So, communication as I mentioned earlier, is very important and I make sure that I model. Even if I'm not a good role model, I make sure that I do not at least use those words which are derogatory.

**Interviewer**: Thank you. So, in reference to various ways that you communicate with others to promote GNH values, can you tell me what supports you or what helps you in communicating in those ways?

**BTF2**: The biggest support that I would say is, communication *mo la,* sir?

**Interviewer**: Yes.

**BTF2**: It is the relationship between the, that we share, I share with the stakeholders around.

If, if we share a good relationship, a friendly relationship a cordial relationship, then there's no, there's no issue of not being able to communicate. The communication, this value of communication the values that are learned through communication, it is being infused. It's the most important thing is the cooperation and the cordial relationship. That is the biggest support.

**Interviewer**: Can you please share with me about how the school policies, help you communicate to promote GNH values? So, when I say school policies, you can think of, you know, Teacher’s Code of Conduct and ethics, school rules and regulations. I don't know whether your school has, many schools also have a language policy, you know, that is created at the schools. How does these, you know, help or support you as a teacher, to be able to promote communication and GNH values?

**BTF2**: Yes. So, in our school, we have the policy, language policy. When it comes to language policy, it is like, the students and teachers must communicate, and the mode of, the medium of language should be, we have six working days, including Saturday, so for the first three days, we’re supposed to be communicating in Dzongkhag and, the next three days we're supposed to be communicating in English. So, we are given equal importance to both the medium of communication. So, this is how it happens, it, school policies are also important, if the communication has to happen, then the policy has to be strong. Even the, which I have mentioned, the meetings, the staff meetings, teacher-parent meeting, the meeting with students, these are all there in the policy. That’s why the communication happens and it helps.

**Interviewer**: How about students, in your opinion, are students able to communicate well in English and in Dzongkhag?

**BTF2**: Now, when it comes to a student's ability to communicate in Dzongkha and English. English being the second language to our students, it is not as easy as they are able to do it in Dzongkha. For some, yes, if they are brought up by, brought up by parents, educated parents in towns, then they're able to do it well. Even better in, some are able to do it even better in English than Dzongkhag. But mostly being in a remote school, it is difficult for our children to communicate in English, they're not able to, for instance, if, if I forced them saying that today is Thursday, you're supposed to talk to me in English, then the student fails to give, convey the message that they want to. So sometimes English also serves as a barrier to communication, but then our students try to do it in both.

**Interviewer**: Ok. This point was quite interesting to me. You said, sometimes English also, you know, also is a kind of barrier towards communication. If that is so, how would it, you know, be helpful or harmful, in terms of promoting GNH values?

**BTF2**: Now, sometimes, what I meant was, when, if, if children want to convey some very urgent issue, and then that child is supposed to speak in English, then he or she may not be able to convey the exact message. And if, if there's no certain flexibility in communication, especially when it comes to the medium, then I feel like the, the values that we are stressing so much about GNH values through communication, then there are chances that it will affect. But then, with flexibility, I can always assure or make sure that the children, the that particular children had conveyed what he or she was meaning to convey. I can always give him or her a chance to use the language that he or she is comfortable to convey.

**Interviewer**: Ok, so, your language policy doesn't really have restrictions on students not being able to use other language. Is that what you're saying?

**BTF2**: It is, if they are, the language policy, what it is stresses is, when the children are communicating between themselves, with the teachers, on, on a daily basis, yes. But if that child has an urgent issue and if that child is coming to me personally in the office. If it is something very important. Then, I will definitely make that child to speak in the language that he or she is comfortable.

 **Interviewer**: Ok, that's good. Thank you.

**BTF2**: That is on a separate space.

**Interviewer**: So, what kind of additional support, would you like to have in your school, to further promote GNH values through communication?

**BTF2**: So, in the school, because the most important stakeholder of the school is the students, I consider that students are the most important, the top most stakeholder in the school, this institution. So, what happens is basically, we focus so much on communication. Yes, we have to talk, we have to express, but in reality, what happens is, students are given less opportunity to express. So, the support that I would expect or I would wish for is that if the children are given more room, more platform to communicate. And that would even further enhance the communication values that we are already achieving and already stressing on.

**Interviewer**: To what extent do you think the school policies or rules, promote GNH values in your school?

**BTF2**: It, now, I would say that because GNH has been there for so long, it is now, I wouldn't say that it is promoting to a lesser extent, it is doing its own job. It is serving its purpose to a greater extent because the policies that we have derived, it is derived from the vision and mission of the school and those visions and missions are derived from the GNH core concept. So, that's why I feel that the school policies are doing, serving its purpose to a greater extent of achieving the GNH values through communication.

**Interviewer**: Would you be able to give me one specific rule or policy that your school has that helps school promote GNH values?

**BTF2**: Ok, sir. I’ll have to think on this. The school policy that-

**Interviewer**: Yeah, if you can think. If you can remember of course, yeah.

**BTF2**; Ok. Now, I feel like, if I have to talk about one policy we have, the school discipline policy. In our times, in our time when we were students, I don't, maybe there must have been this discipline policy but if, if one of us, if a student in our time, if we had been caught doing some kind of misconduct. Then, I remember that students getting penalized like suspended from the school, not being allowed to sit for the exams, but our discipline policy in the school does not do that. Communication comes here again. Parents are being called, students are being called, discipline committee is being called there, principal is being involved, class teachers are being involved and then this communication happens there. And at the end, we come to a conclusion that, whatever our discipline policy decides at the end, it should not impact students’ wellbeing, when it comes to their learning. So, there's no suspension, there's no, not, children not being allowed to sit for the exams. They have their own certain kind of dealing with the, discipline committee has certain kind of positive discipline tactics penalizing it, but not in, in how it used to happen in our times. So, I feel that discipline, I would give discipline, school discipline policy as one example that helps to promote the GNH values.

**Interviewer**: Ok, that's nice. Now I'd like to move to a next segment of our question. Can you tell me what actions, activities and programs take place in your school to promote GNH values? **BTF2**: Now, the school activities, it's properly divided into two, curricular and co-curricular. So, under co-curricular, we have games and sports on other hand, on one hand we have songs and dances, clubs, we have on every Wednesdays, we have club time with students and then we have literary activities. We have prayers happening, and we even have *drig lam nam zha* sessions happening every Monday, 30 minutes, every 30 minutes of the Monday is given to *drig lam nam zha.* And we have, every day is divided to different kinds of co-curricular activities, through which students can derive values at the end.

**Interviewer**: Can you give me a few examples, how these co-curricular activities, promote GNH values, what GNH values?

**BTF2**: Firstly, if I focus on the games and sports activities, sports activity, games, ball games, indoor, outdoor and sport athletes. Now, through this activity, games activity, children, they tend to learn the value, they get the, derive the value of cooperation, team spirit, and value of friendship also. And through, let's say, prayers, now morning prayers, evening prayers, our children, they understand our culture. Firstly, the culture, our tradition and culture. And through prayers, our children also get the value of spiritual values. They learn the balance emotional balance is being taken care, and through literary activities that we conduct, through those activities, we tend to focus on the domain of education, the learning or the literacy, numeracy and all. And drig *lam,* when it comes to the *drig lam nam zha* session that we have, every Monday, or 30 minutes, again through this activity, our children learn the values, the traditional value, our culture. So, I think this is all.

**Interviewer**: Yes. Thank you. I think this very comprehensive. I would not like to ask you about how you infuse, promote GNH values through curriculum delivery, I think you have already covered in my previous question. Regarding assessment and evaluation practices in your school, how do these contribute to the promotion of GNH values?

**BTF2**: Assessment and evaluation, now through assessment and evaluation, I feel the value of fairness is being infused here, is being taught here. So, assessment and evaluation, it is, we cannot skip from assessment evaluation. At the end of the day, whatever we teach, whatever the students learn, it has to be assessed, it has to be evaluated, but at least we make sure that right from the beginning of the year, the criteria is clear, the criteria is clear to the students. It is clearly displayed on the, not, the classroom walls. And through this, children, as I said, they learn about fairness and even time use, because they learn the value of time use, because they know that they will be assessed, and then they will learn to do their work on time. What are they going to be getting assessed at? And they are going to give their time, divided properly and work on it.

**Interviewer**: Ok. Regarding professional development programs that takes place in your school, how do these contribute to the promotion of GNH values?

**BTF2**: So, professional development programs, in our school, we do it on various topics, it will depend on the topic, but I would say, it definitely does help in promoting the values of GNH. If I think of one example, now, our principal last winter, he got to attend that training in RIGGS leadership training, in RIGGS and after he came back from RIGGS program, he conducts PD, our principal conducts PD for us, staff. And from there, we learn the leadership values, the value of being a self-leader. So, we have been considering, a leader should be somebody who's holding a higher position. But from his PD program, we come to understand that every one of us is a leader, and then the values that our principal, he tries to convey through his PD program, all profound, all profound are all related in relation to GNH. So, PD programs, I definitely feel it is, it helps in promoting the values of GNH.

**Interviewer**: You said that the PD that you are principal organized, were very profound. They were all related to GNH values. Do you remember few of those? Would you like to share with me? What were the, few prominent ones that that use, that really struck you?

**BTF2**: One thing that struck me, as meaningful and that inspired me was, the conducted one PD on, it was on leadership. The topic at large is leadership, but under that content, one content that attracted me is, there was one example that sir had, sir was mentioning. He was talking about Buddha's enlightenment. So, it basically comes to how we as a teacher, how we as a human being, we can help our students not to get Buddhahood or attain enlightenment but have a clear mind. So, there he was mentioning that example of, if sir, I'm sure sir is aware of that, how Buddha attained enlightenment. A woman, offering him a cup of milk. Buddha had been suffering for so many years without a drop of water, and finally he attains enlightenment, because that woman offers him a cup of milk. So, this is one example which really inspired me, and, which had, which you, which sounded so profound. If I think on this topic, sometimes it is like I don't understand it, and if I go deeper into it, I might get lost in that meaning, but then it is inspiring, sir.

**Interviewer**: Yeah. Thank you so much, yeah. How do you promote the eight greeneries in your school? Like, sometimes back, this used to be quite popular in our schools. Do you still practice this, eight greeneries?

 **BTF2**: Yes, greeneries, we do practice. We say, what, green, green school. We have this focus on green school.

**Interviewer**: Can you, can you explain a bit on this, how do you promote the eight greeneries?

**BTF2**: Now, when it comes to the greenery, now it is not just to do with the environment, making planting flowers and trees and making it green, it is, what it is actually talking about as it is the inner greenery. So, we focus, we tend to focus on both. So, yes, of course, environment, the aesthetic has to be taken care, the ambience has to be taken care. The planting of flowers and trees happens, but what matters more is the inner wellbeing of the children, of the teachers, of the people here, involved in the institution. So, the inner greenery is taken care through, I'm sure, sir remember this also, now in the year 2019 we teachers, and later even my support staffs were given, support staff were given the opportunity to attend this workshop on SIYL, Searching Inside Yourself. It is, it was basically about knowing oneself. And then through this we tend to, we, we do not throw it all at once to the students but one by one, every once in a while, one idea in a month. So, through this idea, we take care of the inner greenery of our students’ wellbeing, of the staff’s so well being.

**Interviewer**: In reference to various activities, the co-curricular activities and curricular activities that you just described in the previous question, can you tell me, you know, can you tell me about the resources that support you to carry out these activities?

**BTF2**: Can you repeat the question, sir? It was not clear.

**Interviewer**: yeah, there was some problem with your net? Hello, is it okay? Can you hear me?

 **BTF2**: Fine. Yes, sir.

**Interviewer**: In reference to various activities, that you described in the previous question, you know like, you talked about curricular and co-curricular activities and then in the co-curricular activities you talks about, you talked about games and sports, songs and dances, clubs, literary, prayer, *drig lam nam zha*., right? So, so in reference to these activities, that takes place in your school, to promote GNH values, can you tell me about the resources that support the school to carry out these activities? Resources can be human, infrastructure, budget, so and so forth.

**BTF2**: So, human resources, it is not a problem because teachers are here, students are here. So, teachers and the students and staff. So, we don't have a problem that we face in achieving the GNH value through this activity. Sometimes, of budget, budget give a problem, but otherwise I feel, the most important thing, even other than, more than the budget is that, emotional support, the encouragement that that we need from our superior, from our colleagues, and from oneself, from the organizer oneself, because if I specifically mentioned, I as a literary in charge, I have to conduct so many literary activities in a year. So sometimes, what demotivates when I organize this kind of a program is, when some, some of our friends and students they tend to escape from the program. So, I feel the support that we need is the appreciation is the greatest support, even more than the budget. For this kind of a program, it is a budget, it's not necessary. Human support, human infrastructure, what do I call it, the cooperation and appreciation from the colleagues and students that is necessary, I feel.

**Interviewer**: You said about, you know, the lack of emotional support from your superior. Who do you refer to when you say superior or did I hear wrong?

**BTF2**: No, sir. I meant, sir, what is more important. The most important support in achieving GNH values through this co-curricular activity, is the emotional support, encouragement. I did not mean to say that my superior. I meant my principal, my boss. It’s not that he isn't supportive, but sometimes our students and colleagues, maybe because they have some emergency work to attend to, but they tend to escape from the programs because the programs happen at the end of the day, after the eighth period, so maybe that's why. This is what sometimes, discourages and demotivates in organizing such activities.

**Interviewer**: How adequate are your school's infrastructure like, classroom, laboratory, library, Multi-Purpose Hall, prayer hall, sports field, etc?

**BTF2**: Now, I would say that ----- is the most fortunate of school among Bumthang because even if sir ask chief DEO, he would agree, because we have so much of excess infrastructure. We, our school has grade from PP to 10, but we have only some, it's not even 400 students. We have classrooms empty, we have hostels empty, sir. And other infrastructures, I feel we have enough, sir. I feel this is more than enough.

**Interviewer**: Oh. How comfortable are you with the school equipment, like computer, furniture library books, sporting equipment?

**BTF2**: Sporting, when it comes sporting, I would, frankly, say that I'm not that of a sporty person, so I may not be able to comment on that, but when I see my children, our school students, they are getting involved. We have SSI, school sports instructor, he never fails, he never fails to give whatever sport activities organize it, and others libraries and it is as expected of a middle high second, Middle High School. So, I feel the library infrastructure facility is enough, and even the lab, we have enough computers. Separately, we have computer labs and we have science laboratories, that too separate, I think we have two science laboratories. In some school there's only one, the three science, biology, physics and chemistry, they use it in one room but we have two here and I think it's enough, sir. Infrastructure wise, our school is rich, sir.

 Interviewer: Can you provide examples, how you were supported or not supported, for you, even when you actually wanted to promote GNH values through different activities? So, yeah.

**BTF2**: Again, I would come back to, because I am, I am conducting, the person responsible to conduct the literary activity, I'd cite this example. Now, as I said, the motivation, the encouragement factor, it did, for me personally, it's not on the financial, the budget. I don't require that. What matters is that simple presence from the colleagues and from the students and the physical presence there. When the program is being conducted. And I would say, I have received support, I've received enough from both my supervisor, as well as colleagues. But, as I mentioned earlier, sometimes maybe because of some emergency, they have to get away from the school. So, I think, for me, mostly motivation is the physical presence there to show that, yes, one teacher is conducting this and our students are participating in this program. So, I feel that this has been given, sir.

**Interviewer**: So besides this, what kind of additional support would you like to have in your school to further promote GNH values through different programs and activities in your school?

**Interviewer**: Hello, did I lose you?

**BTF2**: Hello, sir. Can sir please repeat the question?

**Interviewer**: Yes, yes, I hear you. I'll repeat the question, besides what you said just now, what kind of additional support would you like to have in your school to further promote GNH values, through different activity?

**BTF2**: Ok, sir. So, activities now, are the support that I would wish for, to promote GNH values, through different activities is the, again, it comes to the support in terms of encouragement, appreciation at the end. And it is time, sir. Sometimes time, it seems very limited, sir, during the academic year. We are rushing everything, teaching has to go from one side and maybe because it depends on, we’re a bit poor on planning, but then sometimes there's a limitation of time, sir. Time, because of time constraints, such kind of activities has to be left out sometimes. So, I feel, if we could manage on time then it would be more of a big support on the program coordinators, sir.

**Interviewer**: Thank you. Now we're moving to the third and the last segment of my questions. Can you tell me, as a teacher, how you relate with others, your principal, your teachers, your students, staff and parents?

**BTF2**: Relate, sir?

**Interviewer**: Relate, yeah. How would you characterize the relationship that you have with your principal, teachers, students, parents, yes?

**BTF2**: Ok, sir. The relationship that I share with that of, the principal obviously is my supervisor because he is the principal and the relationship that I share is that of a, not that of a colleague, but I am the, the inferior, the person working under, below him so I make sure that the gap is always maintained there, with the principal. I make sure that, I'm able to achieve whatever my supervisor is demanding. And with the colleagues, yes, I share a very friendly relationship with the colleagues. We are so open and even when communicating there's no problem at all of not being able to talk to that person, that particular teacher. So, I feel with everybody, with the staff, especially teaching as well as non, non-teaching, I share a cordial and friendly relationship. And with the students also, I'm not that of a person, with whom they’ll feel uncomfortable or scared of to open up. So, I tend to be, and I do not mean to say that I'm over, super lenient, but I’m not lenient also, but I make sure that they don't hesitate when there's something that they want to communicate, and they have some kind of issue pressing on them. And with the parents, especially being a class teacher, I have to keep in contact with the, contact with the parents of my students. So, as I mentioned earlier in the beginning, we have this forum, classroom group chat, so there the parents are also free to ask, enquire anything that they want to know about their children, about the school programs, and I also make sure to pass the messages through there, through that forum, and I feel I have a cordial relationship with the parents as well.

**Interviewer**: Thank you. So, from your point of view, to what extent do you think the relationship that you have with various stakeholders of your school, is able to promote GNH values?

**BTF2**: Now, through the relationship that I share with my supervisor and my colleagues. Through this we, I am able to promote the relationship, the value of, let's say, cooperation, the value of being able to work cohesively in one institution. And with the students, the, the one domain under GNH is education. So, this is the biggest, the primary role of a teacher. The primary role of a student is to get educated. So, I feel, through my relationship with students, I am able to give more attention, more focus, able to give more of my energy, more of my ability into educational attainment of my children, and through the relationship that I share with my, with my parents, student’s parents, I'm able to share, I'm able to promote the value of socialization, value of social support between the institution as well as the community. And in all this relationship that I share with everybody, all the stakeholders, it is the trust, the value of trust that is being promoted. Institutional trust, the trust of the community, bond the institution, ------ Central School. So, these are the values that is being promoted.

**Interviewer**: Thank you. How does your school provide a safe, caring and supportive environment, you know, like, absence of no abuses, bullies, harassments, then no corporal punishments? So, if you can just explain me, with few working examples.

**BTF2**: Now, this has been and this still is an issue. The issue of bullies and then harassment, I wouldn't say. It is such a big word. I again would not say that it's not there, there's zero harassment in the school, I wouldn't say that, I wouldn't know. But when it comes to bullies, the issue of bullies, I feel it has drastically decreased. Because the counsellor, then again in the school, these issues are mostly being taken care of by the counsellor, and even the teachers. So, through the awareness created by the guidance counsellor, through the awareness created by the teachers in the beginning of the school, I feel the student’s wellbeing is being taken care.

**Interviewer**: How does your school practice or translate *Tha Damtsi and Lay Juday*?

**BTF2**: Now, when it comes to *Tha Damtsi and Lay Juday*. So, this is one big value, again which is directly linked to GNH.

**Interviewer**: Because this is there in the Ministry’s vision?

**BTF2**: Yes, even our school’s mission, vision is derived from this *Tha Damtsi, Lay Juday.* So, this value is mostly derived, I wouldn't say that it is not derived through the, the teaching, the subject, the curriculum. Yes, it is. It is infused through the teaching as I mentioned in the beginning, but what we do is, in the beginning of the year, there's this value orientation week, and I think it was introduced sometime in 2016. In the beginning of the year, every year, we have to observe value orientation week and through this value orientation week, we give more attention and focus on this concept of *Tha Damtsi and Lay Juday*. And even through value classes, I think every class gets a value education period, once a week, one period in a week. So through, in during this period also, this value of *Tha Damtsi, Lay Juday* is being taken care.

**Interviewer**: So, in reference to the professional, as well as personal relationship that you have with others in your school, and that promote GNH values, can you tell me what factors helped you personally in shaping such relationship?

**BTF2**: The factors?

**Interviewer**: What effectively helped you, what contributed you in developing the abilities of, you know, building such good relationship with the rest of the people around you?

**BTF2**: Ok. Firstly, the first factor I would say, that helped me to maintain this kind of a relationship with the stakeholders around is, firstly, it is communication I’d say. If I'm clear with my communication, then the relationship is naturally prompt. And one thing is trust. It is the trust, and being able to respect each other, which, which helps in promoting the good relationship, the cordial relationship that I share with the stakeholders around.

**Interviewer**: Now, how were you able to get these values in you from? Where did it come from? Did you learn in the school or did you learn it when you were a student or where did it come from? Did you get the question?

 **BTF2**: Sir, can you please repeat the question? There was again network disturbance.

**Interviewer**: Yeah. You seem to have developed very good relationship, the trust relationship, the friendly relationship, a cordial relationship. These were the words that you used. So, I'm saying, where did these values come in you? How did you get those values?

**BTF2**: I feel these values were imprinted or it was infused in me. It is the, the benefit or the nature of being a Bhutanese I'd say, firstly, because being a Bhutanese, we have this strong belief, a sense of belief and *Tha Damtsi, Lay Juday*, and we are Buddhist again. We believe in having this trust and good relationship with the other human being and not betraying and not talking bad upon somebody’s back. So, these are the few values that I got instilled when I was young. It came from my parents and it came from my teachers. So, I can say that some teachers that I came across in my life, they were role models, they were such role models, and I feel I derived these values from my teachers and parents, being a Bhutanese.

**Interviewer**: Ideally, what factors do you think are required in your school, to further enable relationships, good relationships?

**BTF2**: Now in a school, in any institution to have, have a good relationship among the stakeholders, the one quality that is necessary is, I feel openness, openness is needed in everyone else and we need to be open and be able to share, able to express what one is going through, then the relationship is naturally formed. And again, I keep mentioning this word again and again, the trust, the respect, these are the few qualities that is necessary.

**Interviewer**: Finally, what kind of additional support would you like to have in your school to further promote GNH values through relationship building?

**BTF2**: The support that would be necessary in the school is, I would say, being able to express and a platform to share everybody's concern. Now what happens is, in a meeting, if I give an example, in a meeting, sometimes if it is a staff meeting, then there are teachers, support staff and a total of some 50 plus heads there, in one meeting hall. And some of us were not that open, and when the meeting is going on, we just sit there. I don't know whether some of us are even giving attention or not. And out, once we are outside and then we have so many things to say, we are not open in that room. When we are not expressing in that room where the chance is given, but once we are out and then there's all sorts of negative things to talk about. And this is, this is not something that promotes a good relationship. So, I feel the quality of openness, quality platform where everybody is given a chance to open up, chance to express and share their views is necessary as good relationship has to be formed and enhanced, sir.

**Interviewer**: In terms of improving how your school promote GNH values, do you think you need the policies, rules and regulations that determine how relationships are formed within and beyond your school, you know?

**BTF2**: I've feel it, the rule as such is not necessary I feel, because everybody, all of us, we know how important a good relationship is, how important it is in a working environment, especially in an institution like ours, in a school. So, if we are, if we are good enough human beings, we are, we will, what, each one of us will definitely understand the importance of having a good relationship. I feel, rule as such is not necessary. It all depends on our, the mentality of humans, of each one of us. At the end, it is the mentality, the though, it has to be pure, if the relationship has to be good.

**Interviewer**: Thank you for participating, your time and your views expressed today have been very useful for me to understand how GNH is practised in your school.