Interviewer: Hello Hello, Hello, Hello, can you hear me madam?

BTF3: yes sir, I can hear you properly.

Interviewer: madam. So, thank you. It's still good morning in Bhutan?

BTF3: Yes sir, it’s still morning.

Interviewer: It's 3:41pm here in Australia, Eastern time. Then good morning, madam. Thank you for agreeing to participate in this interview and your willingness to share your experiences and thoughts on how you and your school engage with the educating for Gross National Happiness initiative. As you surely know the educating for Gross National Happiness initiative aims at promoting GNH values such as Tha-dam-tse and Lay-jyu-dray, honesty responsibility, mindfulness, kindness, list can go on.

BTF3: Yes sir

Interviewer: As a professional teacher, member of your school, I will be asking you questions about how you experience and practice GNH values in your school. As such there are no correct or wrong answers, your experiences and your opinions are key to my research, as I try to understand the practices and challenges of practicing Gross National Happiness values in your school. Following the rules at the University of New England regarding the ethical conduct of research, this interview will remain confidential. And this 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 publication. I will be recording this interview for transcription purpose. And if you are happy, I can share a copy of the transcript as well as the video, would you like to have one after the meeting?

BTF3: It okay. If it’s is convenient for sir.

Interviewer: Thank you so much. Do you have any questions before we begin the interview?

BTF3: Nothing sir.

Interviewer: Thank you.

BTF3: Let’s start the meeting.

Interviewer: Thank you. To begin with, can you tell me about yourself, ma'am?

BTF3: My introduction?

Interviewer: yes, yes

BTF3: My name, my name is BTF3 Chenzom. I'm teacher at ---- Central School and then this is the 11th year in teaching and then I teach English and history.

Interviewer: Oh, that's good. How many hours or periods do you teach?

BTF3: I have maximum five periods and then in a day and maximum five periods and sometimes it goes down to three periods.

Interviewer: Okay, what class do you teach?

BTF3: This year I teach seven and eight and then sometime last year I taught nine history.

Interviewer: Yes, thank you so much. So, to begin, what is your understanding about Gross National Happiness?

BTF3: My understanding about Gross National Happiness, if I describe, if I say in one sentence or statement, I think, happiness for all is Gross National Happiness.

Interviewer: About a decade ago, the Minister of Education started this project called educating for gross national happiness. And through this project, teachers in the schools are, are expected to impart GNH values to the students. So, what is your understanding about Gross National Happiness values that you, you know, promote in the school.

BTF3: I think, GNH values are very important for especially Bhutanese children. Even our what's now, our laws are directed or derived from a religious point of view, so GNH is derived from a religious point of view, so I think it is important for the student and teacher to practice GNH values is in the classroom, it is very important.

Interviewer: Okay, we will have more questions on this latter. As I, as I ask questions related to this for now just forget what GNH values, please tell me how you as teacher, communicate with other stakeholders of your school? So, when I say, communicate with other stakeholders, you can think of, you know, like your principal, your teacher colleagues, your students, parents, etc.

BTF3: When we communicate with others in the school, the most important thing that we need when communicating is, I think it's respect. We have to respect our seniors as well as juniors. And then we have to have kindness, and then care, compassion, and then, tolerance, which is very important as a teacher and then sometimes sympathy. I think these are the key component that we need while communicating with others, not only in the school, even outside the school compound.

Interviewer: Okay, that was a very interesting discription that you need to know. You, you told few good values that you can, you know, use to communicate. Do you have few examples to share you know, how do you promote, kindness, compassion, sympathy and all those through communication?

BTF3: Most probably when I teach in the classroom, in every lesson especially in English lesson, lesson we have that unit, we have the unit where kindness word is used most often. And then in that we tell, we pass message to our students that if we be kind to others, naturally others will be kind to us, in return we get kindness, so there will be happiness everywhere. We teach this, we give this kind of message to them.

Interviewer: Besides, teaching and advising students about kindness and compassion. How are you able to infuse and integrate the values in the communication itself?

BTF3: Infused the values, maybe respect when, when we respect others in in return, they respect us. And then if we show tolerance to others, they will also show tolerance to us, so I think.

Interviewer: Okay. What language do you usually use to communicate with others?

BTF3: Here in our school, we use a Sharchogpa most of time, Tsanglakha. We many of the teachers in the school are Sharchop and then maximum of us, we communicate in Tsangla.

Interviewer: Even with your, within your teachers, even during the meetings in meetings?

BTF3: In meetings we communicate or we use medium of communication as Dzongkha, which is very convenient. Here we have GSP is and ESPS and then GSP, ESP, it is very difficult for them to understand in Dzongkha, English so we use Dzongkha as medium of instruction in the meeting. And then in the classroom, if I teach history, I use both the language, Dzongkhag as well as English and then if I teach English and then most of the time I try to speak or communicate in English.

Interviewer: What language do you usually use, with, with your students?

BTF3: Maximum

Interviewer: Outside the classroom?

BTF3: classroom, we teach in English

Interviewer: I mean, outside the classroom?

BTF3: Outside the classroom, sir?

Interviewer: Yeah

BTF3: Outside the classroom both English and Dzongkha.

Interviewer: Okay, all right. Can you give me few examples how frequently, the time and place, where, you know, you usually communicate with different stakeholders, your principal, your colleagues, your students and parents?

BTF3: Within school, most of the time we speak our national language but if it is out of the school, I communicate with them with our, with our own dialect, which is Bumthap and then sometime when the higher authorities visited our school we used to communicate in English and Dzongkha. The maximum language used is English and Dzongkha.

Interviewer: what I'm asking you is how, how, where and when and how frequently do you communicate with different people in your school?

BTF3: How frequently I communicate in the school?

Interviewer: Yea

BTF3: Most of the time, I’m quite talkative and then we talk a lot and then we stay together. Now, my school is in semi remote place and then here we have less number of staff and then we communicate with them whenever we feel like communicating.

Interviewer: Besides, you know the, the verbal communication that happens in your school. Do you also use other forms of communication in the school like you know the letters, the notices, the WeChat or the social media forums or telephone, mobile calls?

BTF3: Here we have, we communicate in a different apps like WeChat and then Facebook. And then, we now, we hardly send a letter to each other. Now, we, if we have some important message to pass to each other we do it in WeChat forum because we have one official forum here.

Interviewer: Okay, so from your point of view, to what extent do you think these ways of communicating promoted GNH values? You have explained, you know, different modes of communication and how you communicate, so keeping that in mind, to what extent do you think these ways of communicating promote GNH values?

Thrapa: Now, if, when we communicate, when we send a message and then when we raise our voice in WeChat, the first important thing is, we remember, especially I remember though I have deep down inside my mind that I have to respect, it is official forum so I use the word respectful, courtesy words to others and then whatever I say, the word should be truth is an official forum, so it should be true, true. And then trustworthiness. And then freedom. Freedom is also there but while saying freedom, we have to know that when we have freedom of speech, we have to know the duty. We shouldn't say bad about others, we shouldn't hurt somebody sentiment, so freedom is also included.

Interviewer: Thank you can you give me a few examples as to, you know, the few, you know, the values that you just shared that you are very cautious being truthful. How do you do that, do you have few examples to share please?

BTF3: Examples like, sometime in official forums, sometime there will be some communication gap and then there will be some misunderstanding in the school. During that time, some people, some people will write something or say something, during that time we have to have patience, not to reply to that are not to any harsh word to that, so tolerance. Sometimes I tolerate when somebody, what to say now, goes against to us.

Interviewer: Okay, in reference to various ways that you communicate with others, to promote these values you. Can you tell me what supports you in communicating in those ways?

BTF3: Sir, can you repeat the question once?

Interviewer: You told me, different ways that you communicate, you know like the verbal communication that you do, the, the communication that you make through the forums, right, and through these communications, you're also told what values are actually promoted, so keep this in mind. So, in reference to these ways of communication that promote GNH values, now I would like you to tell me what actually supports or helps you in communicating in those ways? For example, you said, like, you are aware that this is an official forum and if there are some communication gaps that is happening in, some people are angry, you patiently try to avoid and you try to clarify. So, you have you have these qualities in you, so where did these qualities come to you?

BTF3: Through experience.

Interviewer: Through experience. Besides that, as a school, okay that was individually for you. As a school, do you think, how much do you think the school policies like teacher’s code of conduct and ethics, school rules and regulations, language policies, actually support and help you to communicate, you know in promoting the values? Did I get you. Hello? Hello? Hello? Hello? Hello? Hello?

BTF3: Hello, sir.

Interviewer: Yeah, I couldn't hear anything. Can you, did you get my question?

BTF3: Yes.

Interviewer: Okay. Can you repeat what you said, because I was totally out, you know, I couldn't get anything because there is problem with the network.

BTF3: Okay, especially in our school we do IWP and then in that IWP, we have domains like a leadership qualities, and then community vitality, in order to fulfil this, we use GNH values and then, especially in community vitality we go to the villages and then witnessed local festivals and then in that we communicate with the people around and then while communicating. We use, sir, can you hear me?

Interviewer: Yes, yes, yes.

BTF3: And then in that.

Interviewer: Hello.

BTF3: Hello, sir.

Interviewer: Yes, yes, just, I just put on my video just to let you know that I'm still listening.

BTF3: Okay, sir. Now, I forgot the question.

Interviewer: okay, 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? So, I also told you, like, how much do you think the school policies, like you know teacher’s code of conduct and ethics, language policy that your school might have, would these policies help the way you communicate in the school to promote GNH values?

BTF3: This policy let us to be responsible. And then, this policy, gives us to be truthful, let us to be truthful. And then we, we get to value the policy it's very important for us. And then it develops, our personal, personal, it's for personal development.

Interviewer: What kind of additional support would you like to have in your school to promote, further promote GNH values through communication.

BTF3: I don't think we need additional support because our school, all schools in Bhutan, we consider the school as Green School and then here, we have all, we use or we practice all the GNH values.

Interviewer: Would you like to elaborate a bit about how you practice Green School?

BTF3: Green School is, Green school for me, Green school, it's also like GNH school. So here we care each other, we respect our colleague’s points and views, opinions and views and then we be a very responsible citizen, we have that sense of belongingness and then we tolerate each other, we show some Sympathy to each other, so I think we have all the components of GNH in our school.

Interviewer: What is your view about the use of Dzongkha and English to promote GNH values in your school?

BTF3: This two language are very important to promote the GNH values in our school. Every subject that we teach in the class, almost 90, let's, let's say 90% of the subjects are taught in English, so it is very important for our students to know the values of GNH and then and then Dzongkha being the national language and then it is very understandable for all. So, this two language will be a very vital role in promoting GNH values in the children. It will be very easy while explaining the GNH values to them.

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

BTF3: School rules like discipline rules?

Interviewer: Yeah, whatever, anything.

BTF3: Discipline rules, when we share the discipline rules to students, students, then they know that the bad actions are not accepted in the school, so during that time and the children will know how to respect each other and then tolerance. This GNH values are there in our school discipline policy.

Interviewer: Through communication, how do you think you, we would be able to promote the values of speech? As, as a Bhutanese, our values are mostly derived from Buddhist values, right? So according to the Buddhist Buddhism we have 10 virtues. And, and these 10 virtues are classified into three, the body, speech and mind, Lue, Ngag, Yi, right? And the three virtues that comes from our speeches the way we talk, the way we communicate is about you know, the, being honest and not telling lies, not speaking harsh words and not speaking words that would bring, bring conflict or divide people, those, these are the values, the virtues that we have. So, how are you as a teacher, able to promote these virtues of speech through communication?

BTF3: Virtues of speech through communication, as a teacher, while we teach, we, in our lesson, we have a topic asserted already, 10 virtues act and then we teach 10 virtue acts, we use examples, for example, if you do good to others, good will come back to us, what goes around we'll come back to us. We teach, we give this kind of message to your students.

Interviewer: Okay. What, what you just shared with me is a lesson, the information, the knowledge that you share with your students. If, if you, if, what I'm actually asking you is, if you have a few examples to share how you, you know, promote these values through communication itself, through the language that you use with students itself?

BTF3: I use through communication, I use the term by myself. When I deal with a student, I respect them and then whatever I say the word, I in my mind, I think that the word should be, I use some kind word and then I have to speak very soft to them.

Interviewer: Okay. Now with this, we are moving to the second part of my question. Can you tell me what actions and activities and programs, takes place in your school to promote GNH values?

BTF3: Here we have Drig-lam-nam-zha competition, Bhutanese adequate competition among the classes. And then, in order to, then, next we have lead, other competition like games and sports competition, during that time the coach will brief the students, the spirit of real sport men should be tolerance and then while playing they should respect each other. So, these are the activities. There are many more but I can't remember just now.

Interviewer: Thank you, that’s no problem. Okay. In terms of curriculum delivery, the teaching and learning that takes place in the school in the classroom. How do you, how do these teaching learning programs in the classroom, promote GNH values?

BTF3: The lesson itself. For example, when we teach the poem, then he poem will be about the relationship. And then in relationship, the message will be, at the end of the message will be about love and care. And then sometimes when we teach history, especially Bhutan history, when we teach about wars, battles and then by the end of the lesson we will have a question for the student, whether the wars are bad or not. And then, finally, and then the impact or what you know the consequences of war, whether it is good or bad, the student will say it's bad and then we discuss, we keep on discussing. So, it's there in the lesson.

Interviewer: With regard to assessment and evaluation practice in your school. How do you think these contribute to the promotion of GNH values?

BTF3: So, even assessment contribute to the promotion of GNH values. As we assess the student, when we assess them, they will be very careful and then they will do the work on time, so this shows punctuality and then, then they will submit, they will know about the deadline and then they will come on time with the work, so there the respect is there.

Interviewer: Regarding professional development programs, you know, the PD programs that takes place in your school, how do you think these contribute to the promotion of GNH values?

BTF3: During professional development programs. First of all, we come together and then we discuss, we share each other's opinion. And then during that time, we, when we respect each other's opinion, we develop the sense of tolerance. And then when we raise our issues, we have to be careful whether the issues raised by us to us is hurting other sentiment, or not. So, GNH really is there everywhere.

Interviewer: Okay. Although you did share how GNH values are promoted through various activities, I would still like to ask this question once again, with respect to extra and co-curricular activities that take place in your school like sports, culture programs, beautification, disciplining, club activities, literary, how do these activities, contribute to the promotion of GNH values?

BTF3: That skill development in the child, through these various clubs and activities, the child will get the skill. When they get the skill, they get to use the taught skill in the field. So, they get knowledge as well as skill and then after getting the skill the child will become very useful and then he will be a helping hand to other, others.

Interviewer: Okay, how do you promote to the Eight Greeneries in your school?

BTF3: Eight Greeneries.

Interviewer: Are you ware?

BTF3: I forgot eight greeneries now.

Interviewer: So, okay, you don't have to tell me all the eight greeneries but is it you, you, you told me about the Green School, right?

BTF3: Green School, yes, sir.

Interviewer: So, so can you elaborate the Green School again?

BTF3: Green School, where everyone is respected. Everybody's treated same and then everyone's opinion is shared and then valued. And then, when I say Green School, the environment around, it should be neat and clean.

Interviewer: that's, that's the environmental greenery, that first greenery. And when you say do you, you respect each other, I think it is a sort of social greenery, cultural greenery, right?

BTF3: Yes.

Interviewer: Okay. Now, in reference to the various activities that you described in the previous question and that takes place in your school to promote GNH values, can you tell me about the resources that support your school, and you to carry out these activities? Resources can mean human resource, infrastructure, budget. Did you get me?

BTF3: I got that question. So, regarding financial resources, I have very limited idea on this but here we have enough facilities and then we have enough infrastructure facilities. So, it is very convenient for us to practice.

Interviewer: Good. How about the equipment's like computers, library books, furniture, sporting equipment? Do you have sufficient?

BTF3: Yes, now we have sufficient computers for our students. And then, not only for students, even to, to the teachers for every department we have printers here. And then we have two library rooms for higher and then lower classes. Every rooms are always open for the student and then internet facilities are provided for the children as well as to the teacher.

Interviewer: Can you talk about the teacher student ratio and related issues? How comfortable are you with the number of students in each classroom and all those?

BTF3: Yeah, we are very comfortable while teaching in the class because we have less number of students in the classroom. Being in, what to say now, being in very remote, ----- is categorized as remote, not very remote but semi remote. So, we have less children coming to the school. And then we have more classrooms and we are comfortable, so we put less student in one classroom and then while teaching it is really convenient for us to teach specially while doing the assessment, which is really convenient and easy for us to asses them. We know every student by the name and roll number.

Interviewer: Wow. That's very good. Can you provide an example of how you were supported or not supported to promote GNH values better in your school?

BTF3: We are always supported not only supported, we are always told to practice GNH values in the school as well as in the classroom. It's there, GNH values are there in our lesson plans.

Interviewer: Okay, what kind of additional support would you like to have in your school to further promote GNH values through various activities?

BTF3: Now regarding GNH value to promote further. I think we, we are not in need of support.

Interviewer: Additional support. Oh, so you're already supported.

BTF3: We’re already supported by our principal, vice principals and the friends around.

Interviewer: Oh, very good. Thank you so much. That's so, so, you know, nice to hear. Now I'm, we are moving to the third segment of my question. Can you tell me, as a teacher, how you, as a teacher how you relate with others, your principal, your teachers colleagues, your students, your staff, other staff, parents?

BTF3: How I relate?

Interviewer: How would you characterize your relationship with, with your, with, with people around you, principal, teachers, students, your parents? How would you characterize the relationship that you have with your principal, teachers, staff, students, parents, etc?

BTF3: Here we have very good relationship. First with the principal with the management.

Usually, I'm very open minded and then I share what I, what problem I face, I share with them. And then with the community around, it is very convenient to communicate with them because the school is near my village. And then with the colleagues, whenever I have a problem, I don't hesitate to stay back, I just go forward and then clear with them. And especially to seniors, senior teachers I question them and then I asked the views and opinions.

Interviewer: How about students, what kind of relationship, how would, what you characterize your relationship with your students?

BTF3: I have very cordial the relationship with them. And then we have very less number of students, so we frequently meet with them during club hours, during cultural practice, during assembly. So, we share mother, daughter and son relationship with them.

Interviewer: So, from your point of view, to what extent do you think the relationship that you have with people around you in the school promote GNH values?

BTF3: GNH values.

Interviewer: Should I repeat the question?

BTF3: Yes, sir.

Interviewer: So, from your point of view, to what extent do you think the relationship that you have with others in your school promote GNH values? For example, you said you have an openminded relationship, you don't hesitate, you have a cordial relationship with your students, you have a friendly relationship with your parents, that that is the kind of relationship that you share with people around you. Now keeping this in mind, how would these kind of relationship promote GNH values?

BTF3: The student in here, they are very forthcoming. For every issue, for every problem, they come to us. They are very willing to come forward. And then here the students are very openminded. They tell what they have to share. And then the students here are very, what to say now, extrovert.

Interviewer: extrovert, okay. That's good. I think. Bumthaps are generally extrovert.

BTF3: Bumthaps are extrovert.

Interviewer: Bumthaps are. Yes, I have at least two very good Bumthap of friends. Hello?

BTF3: Yes, sir.

Interviewer: Okay, so how does your school provide safe, caring, and supportive environment like example like no abuses, no bullies, no harassment, no corporal punishments. Do you have some examples to share?

BTF3: Yes, sure we have many examples to share about to stop bullies, to stop harassment. For example, the school counsellor, all the time she sensitize or she teach student about bully and then its side effect on the student and their friend. And then we observe the international days. During that time, she pass the messages to the student and then our school provides very safe environment to not only to the student as well as to the teachers.

Interviewer: How does your school translate tha-dam-tse and Lay-jyu-dray into practice in your school day to day life?

BTF3: As per my knowledge, I think Tha-dam-tse and Lay-jyu-dray is also there in our school vision, mission. And then, in.

Interviewer: How do you then translate that vision and mission of your school which has Tha-dam-tse and Lay-jyu Dray into practice?

BTF3: We, we especially the school, the teachers here, the members here teach the values to the students. We say that, if we have this sense of Tha-dam-tse then whatever we do in our life, we will be in the right track or right direction. And then if you do not practice these and then at last the sufferer will be only us, so we teach to this, our student about Tha-dam-tse and lay-jyu-dray.

Interviewer: Alright. Would you like to tell me a bit more about how you practice Drig-lam-nam-zha? I remember you telling me that you have Drig-lam-nam-zha competition. Besides the competition, how do you practice and value Drig-lam-nam-zha in your school?

BTF3: Now, Drig-lam-nam-zha is there in our day-to-day life practice. From eating manners, dressing manners and then when we talk with each other. We focus every time we focus on the Drig-lam-nam-zha. If the children, if you see the child, wearing, not wearing

the dress properly then we tell them to wear it properly, so that is Drig-lam-nam-zha. And then, when they communicate with their friend and then when you see them shouting, we teach them to not to shout and then to speak properly with their friends.

Interviewer: Thank you. In reference to the professional relationship and personal relationship that you have with others in your school and that promote GNH values. Can you tell me what factor helped you or supported you in shaping such relationship? Relationship that you have.. relationship such as open mindedness.

Tharba: The factor here is the members itself and the members in our school, we are of same age and then we share a very warm relationship with each other. And then the management here, a very transparent, very accountable. So, this transparency, accountability, this led us to be happy and then GNH community.

Interviewer: Where did that transparency and accountability come from?

BTF3: Transparency and accountability

Interviewer: Does, does your school policies have that mandate?

BTF3: Yes, sure. So, we have that transparency and accountability policy in our school. Everything we do, even our manage, a school management when they do these things, they are, they are accountable to us and then they are very transparent to us.

Interviewer: Okay. You told me you are open minded and you don't hesitate to ask questions to others and you said you also have cordial your relationship with your friends, friendly relationship, where these, where did these values in you come from?

BTF3: I don't know, maybe my nature.

Interviewer: Did you learn in the school?

BTF3: Yes. When, when we are in school, I used to participate in culture competition, games and sports, so during that time, I build many relationships and then from that relationship, I, maybe I got the values from that programs and activities.

Interviewer: What kind of additional support would you like to have in your school to further promote GNH values to relationship building?

BTF3: I think, we, we, we don't need any extra support,

Interviewer: Support

BTF3: Because we are happy. We are friendly with each other, we are supportive to each other. So, this is enough for us.

Interviewer: Okay. Thank you so much, with this we come to the end of our interview. Thank you for participating, your time and your views expressed today have been very useful for me to understand how GNH is practice by you and your school. Do I have your consent to contact you again at a later time to clarify or verify your responses or check how I interpreted your views and opinions. Should I require?

BTF3: Yes, sir

Interviewer: We may not require zoom meeting but we can always chat because now I’ve your contact through, through WeChat. And since I’ve your mobile number, probably if you are using Telegram, I can also add you to the Telegram contact list.

BTF3: Okay sir

Interviewer: So, with this I would like to say thank you once again.