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RESPECTING YHSS FAMILY
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WHOLESOME EDUCATION

EIU Best Practices Series **No. 31**

A Step Towards Change: Incorporating EIU in Classrooms and Beyond

Yangchenphug Higher Secondary School, Bhutan
EIU Best Practices 2013



APCEIU

United Nations Educational, Scientific and Cultural Organization
Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO
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Since its establishment in 2000, the Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO (APCEIU) has served as a regional centre mandated to promote Education for International Understanding (EIU) towards a Culture of Peace in Asia and the Pacific region.

As educators are faced constantly with great challenges in the fast-shifting world of global interconnectedness, APCEIU is well aware of how collective efforts can form a greater force towards a Culture of Peace by learning from one another and from the past in order to learning to live together. In this regard, APCEIU has been publishing the EIU Best Practices in order to provide a platform to share diverse experiences, practical integration of holistic EIU pedagogies and perspectives among various professionals in the field of education.

The EIU Best Practices aims to promote a Culture of Peace by supporting local initiatives in 47 UNESCO Member States in the region and encouraging innovative EIU practices in different local contexts. The EIU Best Practices Programme advocates the idea of “Learning to Live Together” (LTLT), which encourages participatory learning and critical thinking to develop mutual understanding towards the relationship between selves and others. Thanks to continuous support from the National Commissions for UNESCO in the Asia-Pacific region as well as numerous efforts of EIU practitioners, APCEIU has published and disseminated a number of monographs of unique cases over the past seven years. This year, five new cases are introduced with series number 31 to 35.

The following case from Bhutan introduces the practice of integrating EIU values into a school called Yangchenphug Higher Secondary School, which is located

at the foothills of Thimphu valley, the capital city of Bhutan. By discovering the commonalities on the objectives of Gross National Happiness (GNH) and EIU, the participant initiated several school activities to educate the Bhutanese citizens on the ideals of EIU. In particular the case introduces different literary activities, which nurture students to gain intercultural respect and inculcate the value of living with compassion to be global citizens.

I believe that through this programme, various good practices can be widely shared among educators, scholars, policy makers and activists who are committed to promoting a Culture of Peace in the region. In doing so, I sincerely wish that the EIU Best Practices cases continue to spread inspiration to create further openness, equality and diversity in the Asia-Pacific region and beyond.

I would like to extend my heartfelt appreciation to the Bhutan National Commission for UNESCO and Yangchenphug Higher Secondary School for their kind cooperation in sharing their experiences.

December 2013



CHUNG Utak
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 behaviors 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 behaviors 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 and 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, and disseminate 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 the 47 National Commissions for UNESCO, UNESCO field offices, major National Institutes of Education in the region and APCEIU's MOU partners in the region; 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 favorable 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.

Author



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Ms. Kusum Latha SHARMA is a teacher currently working in Yangchenphug Higher Secondary School, Thimphu Bhutan. She graduated from the Samtse College of Education, Royal University of Bhutan in 1995 and holds a Bachelor's Degree in Education with Post Graduate Diploma in English.

As a senior teacher, Ms. SHARMA has served in the rural as well urban schools in Bhutan. Besides the classroom teaching, she shoulders numerous responsibilities such as UNESCO club coordinator, Media club coordinator, The Global Education for Leadership Foundation (tGELF) programmer and she also leads the parenting program in her school. She is the recipient of the Dream Teacher Award from tGELF under Indo-Bhutan Foundation in August 2013.

Ms. SHARMA has been a very active educationist and resourceful individual. Teaching students is what she loves the most. She believes in "What the teacher is, is more important than what she teaches." - Karl A. Menninger.

Acknowledgement

I wish to extend my utmost appreciation to all those who contributed to the success of this project:

Firstly, the National Commission for UNESCO who pulled me into their world and opened my eyes to the beautiful garden of EIU. Secondly, Madam Pema Chhoden Wangdi, Principal of Yangchenphug Higher Secondary School, who gave her unwavering support ever since the club was formed. Thirdly, my colleagues and students who were remarkably helpful and willingly shared their time and effort.

Heartfelt appreciation should also go to the organizers of the 2013 UNESCO/ROK Co-Sponsored Fellowship Programme for Capacity Development in Basic Education of Africa and Asia-Pacific held in Republic of Korea. It was the most meaningful training I ever received which enhanced my understanding of EIU.

Last, but not least, my sincerest gratitude to Ms. Jamyang Choeden, Chief Programme Coordinator, Bhutan National Commission for UNESCO, who supported me all the time. I also thank Dasho Jigme Rinzin, Member of the National Council, and Ms. Namgay Zam, reporter for the Bhutan Broadcasting Service, who agreed to be the guests of honor in celebrating the international days. Indeed, their graceful presence helped me to fulfill the motto, 'Be an agent towards a positive change'.

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A Step Towards Change: Incorporating EIU in Classrooms and Beyond

1. Introduction

It all started during the Sub-regional Workshop on EIU 2011 organized by APCEIU, UNESCO Bangkok, and Bhutan National Commission for UNESCO held in Paro, Bhutan. The Sub-regional Workshop under the theme of Education for a Culture of Peace and Sustainable Future brings together teachers and teacher educators from different countries which aim to reorient teacher education to strengthen school-based initiatives that promote Learning to Live Together in accordance with UNESCO's mandate. Through this workshop, Ms. Kusum Latha SHARMA, Senior Teacher, Yangchenphug Higher Secondary School, realized the powerful reflection of Education for International Understanding (EIU) woven into the Bhutanese curriculum both directly and indirectly. She discovered that the objective of Educating for Gross National Happiness (GNH) is no different from the good practices of EIU. She believed that the activities in the UNESCO club would address the common goal of EIU and GNH. Standing firm on her goal and with strong determination to succeed, she started to organize the club as soon as she came back to school.

The UNESCO Club Hopes to Achieve the Following:

- Vision: To educate the Bhutanese citizens on the ideals of EIU.
- Mission: To promote the goals of EIU towards a Culture of Peace and a sustainable future.



▲ Yangchenphug Higher Secondary School

2. Programme Background

Yangchenphug Higher Secondary School (YHSS) is located at the foothills of Thimphu valley, the capital city of Bhutan. It is the school where His majesty the King Jigme Khesar Namgyel Wangchuck was educated. Currently, there are 1,500 students with 56 teachers and 17 supporting staffs. It is a day school from grade 9 to 12. Due to the urban setting, the students are busy studying and most of the time it is difficult to find an opportunity to discuss EIU related issues. However, once the school was registered as a member of UNESCO with 55 members in 2012, the values of EIU and the concept of Education for Sustainable Development (ESD) were explored and implemented through various activities. Apart from the school curriculum, the eighteen months old UNESCO club strove towards the preservation of the environment and a sustainable future.

Besides working for the conservation of nature towards sustainability, the club also preserved culture and made peace within the community by rendering services to the humble family and far flung pediatric wards by distributing clothes, shoes and soft toys. Indeed, these small gestures in the school and around the community attracted some unemployed youth to assist the project. Advocating the themes and values of EIU and ESD were not a herculean task because some part of it was already within the curriculum. It only needed a driving force to make it more active and visible in school community.

The essence of EIU was already visible in the Bhutanese curriculum. However, there is a need to become more creative to uphold the existing context and make it more consistent to include additional issues such as ethics of media and how media promotes human rights and responsibilities. Teachers only had to help the students feel and touch the beauty of these good practices through additional avenues.

Although it was challenging to start the project and make it more stable and firm, it gathered a pace within a year and now the club is steadily integrating the themes and values of EIU and ESD in the school setting through different activities. These actions not only did expose the students into the world of EIU, but it also developed a sense of positivity in them within a short timeframe.

3. Resources

3.1 Human Resources

After the establishment of the club, different forms of resources were mobilized to make it sustainable and more prominent. For human resource, the principal supervised all the activities. The club coordinator and club members were available to implement the programme. However, during the implementation of the activities, all the teachers, students and the supporting staffs were also involved to make the programme a success. Moreover, volunteers were also welcomed to join the EIU activities.

3.2 Financial Resources

Amidst lack of financial resources, the club was able to carry out some activities due to some support extended by the different organizations. The Bhutan National Commission for UNESCO gave utmost guidance to carry out every activity. Financial assistance for conducting School Based In-service programme, and other EIU related activities was provided by the National Commission. The remaining activities were financed by the school management. The success of the project would be impossible without the support of the school management board and the National Commission for UNESCO.

4. Objective of the Programme

In particular, the programme aims to provide a forum for teachers and students to understand and recognize the six components of EIU/ESD and allow them to implement using various pedagogies at school level.

5. Programme Activities

5.1 Literary Activity

5.1.1 Debate

5.1.2 Quiz

5.1.3 Art Competition

5.2 Waste Management Practice



▲ International Youth Day Celebration

- 5.3 Maintaining the Garden
- 5.4 Celebrating International Days
- 5.5 Parenting Month
- 5.6 Community Services through: Cleaning campaign, Shoe collection drive, Soft toys collection, Marijuana uprooting
- 5.7 Others

5.1 Literary Activity



▲ Waste Management Programme

5.1.1 Debate

The topics such as democracy, attaining peace through culture and impact of media were tackled in the debate competition. It was held in the school among different houses. Each house had four participants from classes' nine to twelve. Usually two boys and two girls in a team were preferred. The winning team would add up the score on their literary board. Through

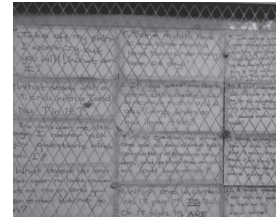
the discussions, issues like cultural diversity, citizenship, and rightful media consumption were highlighted. The students became aware of the values of cultural preservation and respect for diversity by practicing the promotion of intercultural understanding, reconciliation and solidarity.

5.1.2 Quiz

In the inter house quiz competition, EIU themes such as cultural diversity, sustainable development, human rights, gender equality and women empowerment were touched upon. Through watching the quiz competition, the audience became aware of the global issues of equality, leadership and HIV/AIDS. In the young democratic setting of Bhutan, the role of women is getting significant. This programme inculcates in the students the importance of human responsibility and equality. Moreover, the students were kept abreast of the current and emerging global issues.

5.1.3 Art Competition

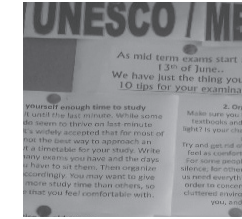
This activity was a great opportunity for the school to disseminate the values



▲ Article Display



▲ Literary Activities



▲ UNESCO Bulletin

and principles of EIU through fair judgment. Interested students were made to draw on the theme 'Importance of gender equality in teachers' life. The students were given freedom to express their feelings through openness and creative ideas. They were provided with all the painting materials. Values such as creativity, uniqueness and how to live in peace with the community were showcased in the students' drawing. It was an enjoyable learning experience for them and teachers. The arts were displayed on the UNESCO notice board for the other students to see and learn more from it.

5.2 Waste Management Practice

For YHSS, being a litter free zone was of the utmost priority. Zero tolerance to waste and rubbish was advocated by conducting cleaning campaigns. The sense of individual responsibility was inculcated through the programme of waste management. Students were encouraged to avoid junk food. They were aware of the different types of waste segregation, and they did not neglect their moral responsibility. Every student took part in keeping the school surrounding clean and green. They picked rubbish, organized Socially Useful and Productive Work (SUPW), and discouraged others to bring junk to school. They cleaned drains and maintained perfect classroom decorum. All the students took turns to sweep their classrooms and clean the toilets. Such initiative did not only help the students to embrace the values of EIU, but also taught them the impact of climate change around the world.

5.3 Maintaining the Garden

Learning to live together is the most essential pillar of education. In this light, the school focused on promoting the esthetic value of group work. Each class maintained a garden to keep YHSS clean and green. They are encouraged to work together and learn from each other. Every Saturday, all students were seen



▲ Bottle Garden

in their respective gardens, working with a sense of ownership. They were led to spend quality time with their friends and share their views and ideas to make their area the best. Every year, on 5 June, coinciding with The World Environment Day, all students planted trees and identified them as, 'My tree'. Teachers and students worked together not only to live in harmony, but also to preserve our earth and promote the concept of sustainable development.



▲ Collecting toys and shoes towards community service

5.4 Celebrating International Days

Another avenue to explore the learning of the themes and values of ESD and EIU was through celebrating the international days. If not all, at least some of the international days were a part of YHSS celebrations. The students looked forward to plan for the day in advance. The celebration advocated the key components of EIU and ESD through various ways with different perspectives. On 8 September 2012, a panel discussion was organized to mark The World Literacy Day. The panelists were comprised of a national council member, a reporter, a student representative, and a school representative. The Bhutan Broadcasting Service covered the news for 15 minutes on national television. In the panel discussion, issues including the importance of literacy, the connection between GNH and literacy and its impact on the society, and the economic development of a country were deliberated. The school also observed the Eradication of Poverty Day on 17 September in the same year. Some club members attended to an old man who lived at a hospital guest house. Every week, they washed his clothing, made his bed, provided him some food, and gave him company during the



▲ International literacy day



▲ World water day



weekends. These gestures educated our young generation on poverty eradication and the importance of literacy in the competitive world of today. Speech on the impact of poverty was made in the morning assembly of the same day.

During the World Water Day, a speech on the importance of water, hand washing, and proper use of water was delivered to create awareness on healthy life. The programme was followed by a poster competition. All the students and teachers enjoyed reading the display. The most influential day for the students was the International Youth Day. This big day was for them to recognize their talents. Students made speeches and shared their uniqueness. Many of them acknowledge the sameness but uniqueness in their own ways. They needed space, care, and security to prove worthy of their youth. Apart from the prominent personalities, some youths were invited to the school to inspire our students. It opened their eyes to the world of success. The students realized their capabilities and responsibilities as citizens.

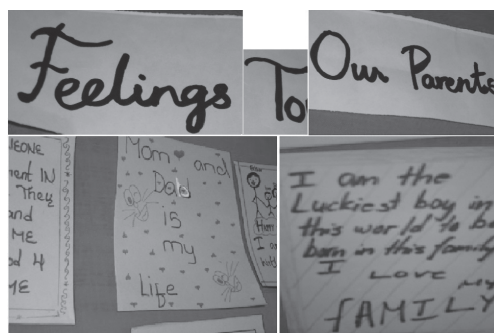
5.5 Parenting Month

In the city of Thimphu, parents are busy and they have difficulty dividing their time between work and their children. Special efforts were made by the school to keep the students involved in productive work. It is intended to divert their minds towards positive behavioral development and to make them feel they are loved. Activities including extempore speech, essay writing, and banner competitions were also held to celebrate the parenting month in April with the theme of 'Connecting Parents and Children to Make their Bonding Stronger'.

This programme aims to bring the community closer and work together towards achieving peace by dismantling the culture of domestic violence, drug abuse, and juvenile delinquency. The programme was one of a kind that brought parents and children together to let them feel the importance of family. It was essential

to spend quality time with our children. During the parenting month, students freely express their love through by giving to their parents. Some of the messages shared by students to their parents were as follows:

- “We love you parents”
- “You brought me into this world”
- “I can't think life without you”
- “Love me more”
- “I am sorry to hurt you”
- “I promise to be good hence forth”
- “Give us time”
- “Buy me books on my birthdays”



▲ Media covering the session with parents celebrating parenting month in April

5.6 Community Service

EIU is a value-based approach to educate students to face the realities of the world. Children were placed in the educational setting in order to make them learn and realize the importance of living together, effects of globalization, respecting cultural diversity, and making peace with others. Enhancing community relationship and promoting the values of indigenous culture and heritage were embedded in community service. Therefore, the students were engaged in different community service activities.



The shoe collection drive was one of their favorites. The club members and other volunteers collected shoes, then mended and distributed them to those in need. Besides shoes, the students also collected soft toys and distributed them to some of the remote pediatric wards across the country. The smiles those toys brought to the faces of the sick kids taught our students the importance of living together. The patients at the pediatric ward in Trongsa hospital were very delighted to receive toys which were provided by YHSS students. The toys were sent by bus and someone from the hospital collected them.

Table 1: Details of shoes collection

Year	Shoes collected	Laundered & mended	Distributed	Region
2012	500 pairs	350 pairs	350 pairs to poor people	Given to the organization called 'Help Shoe Bhutan'
2013	700 pairs	500 pairs	500 pairs to poor people	Given to poor people in the labor camps.

The shoes that could not be mended were given to an agency called Greener Way.

Table 2: Details of soft toys collection

Year	Dolls collected	Laundered	Distributed	Region
2013	50 plus	50 plus	50	Given to the Pediatric ward in Trongsa hospital.

This community service would be continued and multiplied. In the future, an additional activity called health education in the slum areas would be initiated. This would not only instill positive values in students, but also help alleviate the Bhutanese population from poverty. Cleaning campaign and Marijuana uprooting with parents were another activities that help the students learnt the value of nurturing the nature. They were involved in cleaning the drains, school

premises, parks, and temples.

5.7 Others

The School Based In-service Programme (SBIP) was another platform to disseminate the importance of education, cultural preservation, environmental conservation, raising inner peace, dismantling the culture of war, eradicating violence and conflict, and promoting sustainability. The SBIP was conducted both for teachers and students separately. They were introduced the concepts and themes of EIU. Different activities were conducted and were received positively by the Yangchenphug fraternity. The teachers promised to incorporate the good practices of EIU into their classroom learning.

The leadership programme taught across all the grades was another milestone that the author had been coordinating in the school. Different topics like identifying leaders and celebrities were taught in the class. The quality of a good leader was also discussed. This programme was carried out to instill the value of leadership quality in students. Bhutan, which is a young democracy, needs to have good-minded and creative citizens to become future leaders and take the country forward. Therefore, the leadership programme was an initiative to groom our students to be ethical leaders of tomorrow. Apart from realizing to become ethical, it also taught them critical thinking and how to be good citizens.

One of the most important activities for building cultural respect, reconciliation, and solidarity was participation in cultural programme. The cultural night in YHSS is a very important platform for our students to enable them to learn different cultures and traditions. Students performed various cultural dances in perfect costumes. They enjoyed their performance, and at the same time, they learnt to respect and understand cultural diversity. Students also performed skits with EIU themes like war and conflict resolution. The programme was an effective mode of communication using a different approach. Everybody enjoyed the night. YHSS Tshechu (festival) and Tshogbum (religious discourse) were other grand ceremonies organized every year with pomp and show.

Parenting sessions and acquainting the school with how to read media critically were also in the club's calendar. Every week, the club members displayed articles and news. Some members of the club constantly worked with the Office of the Bhutan Centers for Media and Democracy (BCMD). The students acquainted

themselves on how to think critically about media consumption. They also learned how to make short documentary films and develop creative writing skills (the development of a short documentary film on cultural preservation is under way). After the workshop, they came back to school and shared their acquired knowledge with others and made reports for publicity.

Another annual feature was conducting professional development on the values of EIU to teachers and students depending upon the need. Other additional aspects of advertisement regarding the lesson on EIU and ESD were also displayed on the UNESCO board. Ms. Kusum Latha SHARMA was very happy to take up this project because the ingredients of EIU have supplemented the concept of GNH amongst the youth. This project not only strengthened students' knowledge of EIU, but also enriched their academic competency. She hopes to build a strong foundation for the future of this project in the school and beyond. She reaffirmed her commitment to carry the seed of EIU and sow it to make sure to maintain its standards.



▲ Professional development for teachers and students through the SBIP

6. Relevance to EIU

Schools can incorporate EIU themes in the educational setting through various approaches. In Bhutan, a small yet peaceful country, it is necessary that every educator must remember to weave the EIU themes in the school curriculum to sustain her tranquility and unique identity. However, the themes and values cannot be embedded in our children overnight. The activities should make a firm hold in the education system to become more sustainable.

All the activities discussed under this programme were all in line with the concept of EIU. For example, the different literary activities held in the school taught

students to build intercultural respect. They learned the importance of human rights and gender equality. The programme also inculcated the value of living with compassion. The literary activities organized at both the school and national level foster exchange and dialogue among the students thus building a foundation for mutual respect and understanding. Independent learning and creativity was also developed. Furthermore, the advocacy on waste management, nurturing of nature through garden maintenance, shoes collection, bottle garden, and the concept of a litter-free zone showcased the importance of living in harmony with the earth. Learning to live together with justice and compassion was carried out through the sessions with parents while celebrating parenting month in April. By working together to uproot marijuana, the school community headed towards a greener future both physically and mentally.

Community service was one such avenue where the students were engaged. By doing so, it developed their inner well-being. The students initiated school level cleaning campaigns and shoe collection drives with ownership.

The activities like creative writing, poetry recitations, extempore speaking, poster competitions, and debates created an awareness of new learning to help students perceive education differently. They became both creative and competitive in order to face the harsh reality of the world. Indeed, these activities helped them expose their cocooned mentality and became more confident and skillful.

Therefore, no doubt, the numerous activities conducted under the project at YHSS extensively contributed to the realization of EIU's objectives and goals.



▲ Parents uprooting marijuana



▲ Volunteerism



▲ Teachers' initiatives

7. Impact of the Programme

The rich concept of EIU reached far and wide in Bhutanese schools. The activities made the students realize their inner-self and their responsibilities as citizens. They could move mountains by initiating small changes at the grassroots level. It also sensitized the community on the importance of conserving the environment, preserving culture, and being compassionate. After participating in the UNESCO club, the students showed positive behavioral changes and improved their work ethic. They were seen to be more respectful and humbled. This has also helped to strengthen the values and the spirit of volunteerism.



Impact of the programme on teachers

- They became well-versed with the goals and themes of EIU. They were involved in environmental and cultural issues. Living with the community in peace became their priorities.
- They took the initiative to conduct EIU related programmes.
- They integrated the EIU values in lesson planning and teaching.
- Teachers and students live like a family now.
- Impact of the programme on the students
- The spirit of volunteerism is now an integral part of their lives. They are more respectful and helpful than before.
- They designated Wednesday as the Health Day by giving health tips in the assembly and inspecting students. They have become more health conscious, thereby reducing minor ailment.
- They showed positive attitude towards work ethics instead of involving in bad habits.
- Discipline problems reduced and the pass percentage increased.
- Impact of the programme on the community and school
- A visible bond was developed between the community and the school.
- Parents were readily available for any kind of service asked by the school and vice versa.
- Most parents started visiting the school more often.
- The school is cleaner, greener, and more beautiful.

8. Reflection

In the beginning, it was not an easy task to gear the students towards the desired field of EIU practices. Almost a year was spent to familiarize and advocate the good practices of EIU. Moreover, many were skeptical about its concept. However, with series of sessions and SBIPs for both the students and teachers, it became reasonably lighter for the club members and the coordinator to organize programmes and make them to realize the richness of EIU. Now, any programme related to the good practices of EIU is welcomed and accommodated by the school management and the school community. After all, their support is very crucial in the development of EIU and ESD. It is a great honor to be involved in these activities and be selected to publish EIU best practices under the guidance of UNESCO and APCEIU.

In the future, the UNESCO club looks forward to promoting the themes and values of EIU and ESD by organizing more programmes to uphold its richness in school and in community.

9. Conclusion

As a club coordinator for the last two years, the author gained various experiences on how to integrate the components of EIU in the curriculum. Even though time was not favorable to us, the club's original intent was to celebrate the common goal of educating for GNH and the good practices of EIU. I personally felt that it should foster initiatives to more schools instead of limiting to only some schools across the country. Therefore, whatever small event the club organized would have greater impact to larger communities who wanted to take a similar move and make this world a better place to live in. The club played an integral role in the creation of what we all know as 'a small community, yet powerful in bringing change'. Regardless of how one feels about the UNESCO club activities, it had a huge impact on shaping the mindset of our students, parents, and teachers. Let us all listen to what Bruce Lee said, "Willing is not enough, we must do. Knowing is not enough, we must apply."



Appendix

Essay competition won by Younten Dendup Jamtsho on Parenting.(1st position)



From the time of birth till the day we die, we are taken care of and brought up by the tellings of our parents. Parents share a bond with their children, which no teacher or any other person has. Parents greatly impact what a child becomes and more often than not, children do become what their parents want them to be. To foster a bond that is way beyond just ordinary give-and-take with a child is a parents sole responsibility and to set them into the right path of life, the fruit that results from the bond.

Parenting includes different types of parenting, the best among them being authoritative type of parenting. In this type, parents share a close relation with their child and instruct their children on the dos and don'ts of life. It also includes sternness of the parents in making decisions for the child and making sure the children obey the decisions made by the parents. Studies carried out in the USA prove that parents who are authoritative over their children have children who are less into violence and other much crimes.

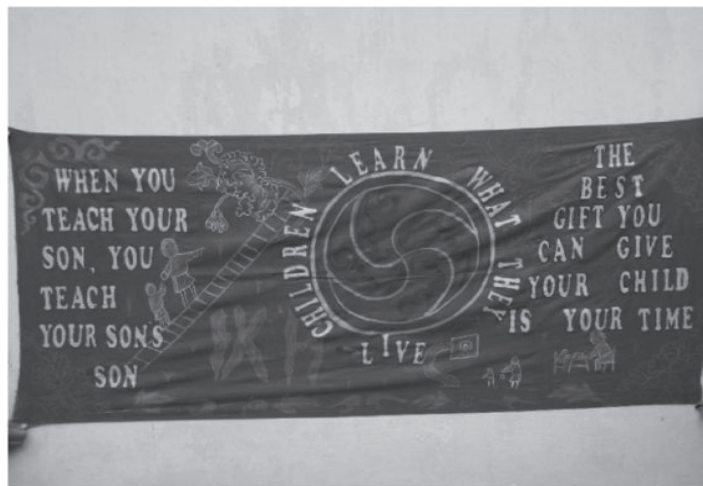
Conducting programs in order to foster a special bond between parents and children has been given special importance and great focus by many governments in the world, including our own country, Bhutan. The SPEA program which was established as a collaboration of the Ministry of health and Save the Children in Bhutan focuses on teachers educating parents on the different types of parenting and the different behavior patterns of different children. Such programs, which are initiated all over the world, help parents connect to the need of their children and enhance love between the two. It promotes greater co-operation and even

greater understanding between parents and children.

I, for myself, feel that more and more programs of such type must be conducted. There also should be a wider and more advanced knowledge of how parents much be parents and children, children. More and more people should be trained to become experts in this field and only then, will parents and children connect as family.

Frankling Roosevelt said, “To train a child in mind and not in values, is to train o menace to the society.” If children are not guided well, and if they are made to feel unwanted even by the parents, then there will be serious consequences that will have to be dealt with. Parents have to bond with their children: If not, then as the saying goes, “As you sow, so shall you reap.”

First prize banner by class 9H during the parenting month.



World water day poster competition – First prize by Santa Bir.



Essay competition on international democracy day – 2nd prize.

By Chuki Gyeltshen

How will you personally take on this “natural responsibility”



During his national address 2010, His Majesty, the Druk Gyalpo stated that apart from the responsibilities that we shoulder as professionals, there is even more higher responsibility not written in any legal document but enshrined in humanity and history, a natural responsibility and duty that we all must shoulder equally, irrespective of who we are to strengthen our nation. This will empower us to live in community, in which interaction is marked by trust, understanding and cooperation.

We often mistake duty for responsibility. Duty is what our profession demands us to do irrespective of willingness. Responsibility demands will and it is common irrespective of who we are or what we do. We attain our duty at certain age and we become free of it at certain age but responsibility takes its life with ours and ends with us. Unlike duty it does not have to be taught or trained to carry out responsibility but it is simply a moral ethics instilled in us and is inherent.

We often ask ourselves before doing anything, what do I get from it? Unfortunately responsibility seems to give nothing back to us which is not actually true. As said by Joan Didion “the willingness to accept responsibility for one’s life is the source from which self-respect springs” it is the source of self respect and satisfaction on our part. For instance 20 years from now when you turn back to look what you have done, if you see a corrupt society, public facility which can no longer be used and a place where we you can no longer find a place to take rest, if tigers are just history seen in albums. When our son and daughter asks and we have no answer to tell, our head will bent and then we will realize

that we went wrong somewhere. By that time it will be useless to think that our son and daughter do not get to enjoy what their father and mother enjoyed a decade ago. But instead if you could handover what you have been given by your parents, will you not be happy? Will you not be contented? That is what you get from being responsible.

We have a tendency to differentiate between our and your responsibility. We say that our country is well organized and systematic that we always have somebody to look after something. For if we see one of the offices playing with public money we tend to neglect it saying that it is the job of Anti-corruption to inspect it. 'It's not our job.' One day you go to a public toilet and you find no water to flush it. Now do you think that consequences can also be shared? As said by George Gordon "the thorns which I have reaped are of the tree I planted; they have torn me and I bleed. I should have known what fruit would spring from such deed." For if we have reported that incident then who knows that the fund might have been used for restoring that particular water supply. Now who is to be blamed, it's ourselves because we lacked that 'natural responsibility'.

So when it comes to bear the consequences we all step backward and start pointing our finger at each other. We have to remember that "when we blame other, we give up our power to change". So the change should start from us. First of all we have to learn how to be responsible, Responsible as son, as daughter, as student, as member of the society and as a citizen at large. We don't have to be a leader of the mass to initiate change, as said by Jim Rohn "You must take personal responsibility. You cannot change the circumstances, the season or the wind but you can change yourself." Few things that we can do are the small things that we neglect in our day to day lives. Things like controlling your own waste, keeping yourself away from drugs, helping your parents and studying well. Sometimes it's amazing that what we do for our own good serves for common good. As his Majesty, Jigme Singye Wangchuk addressed "small things done by the people is more effective than a great deal of work done by the government"

Natural responsibility is a moral ethics inherent in us which makes us responsible of our actions, which demands every citizen to be good son /daughter of a parent and a good parent of your children and a good citizen at large. It is not a burden made to be carried out mandatory but just a shadow of your good deed which bears a universal fruit.