

**Universal Human Values
for
Gross National Happiness
in
Bhutan**

2012-2015

About this Presentation

This presentation is a brief of how universal human values compliments Bhutan's development paradigm of gross national happiness

Starting in January 2012 to October 2015, the proposal of universal human values is getting increasing attention in all sections of Bhutanese society as the early indicators are quite encouraging

The Proposal of Universal Human Values

It is based on the natural laws, on reality, as it is – in a way that anyone can understand it in his/her own right, i.e. ensure

- Right understanding (Knowledge) in the self
- Love (feeling of being related to all) in thought and
- Compassion (the expression of the responsibility of being related to all) in behavior & work

In education, this input provides a universal basis for human values that supplements and provides direction to the current educational system. Such education can provide the essential guidelines for a human society as well as commitment for it

The ultimate goal is to work for the well being of all (sarv-shubh); for a happy, peaceful and prosperous society of individuals living in harmony at all levels – from individual, to family, to society and in nature/existence

Bhutan – Development Philosophy: Gross National Happiness



His Majesty the Fourth Druk Gyelpo realized that the existing development paradigm (GDP) – did not consider the ultimate goal of every human being – HAPPINESS

“**Gross National Happiness** is more important than Gross Domestic Product ”

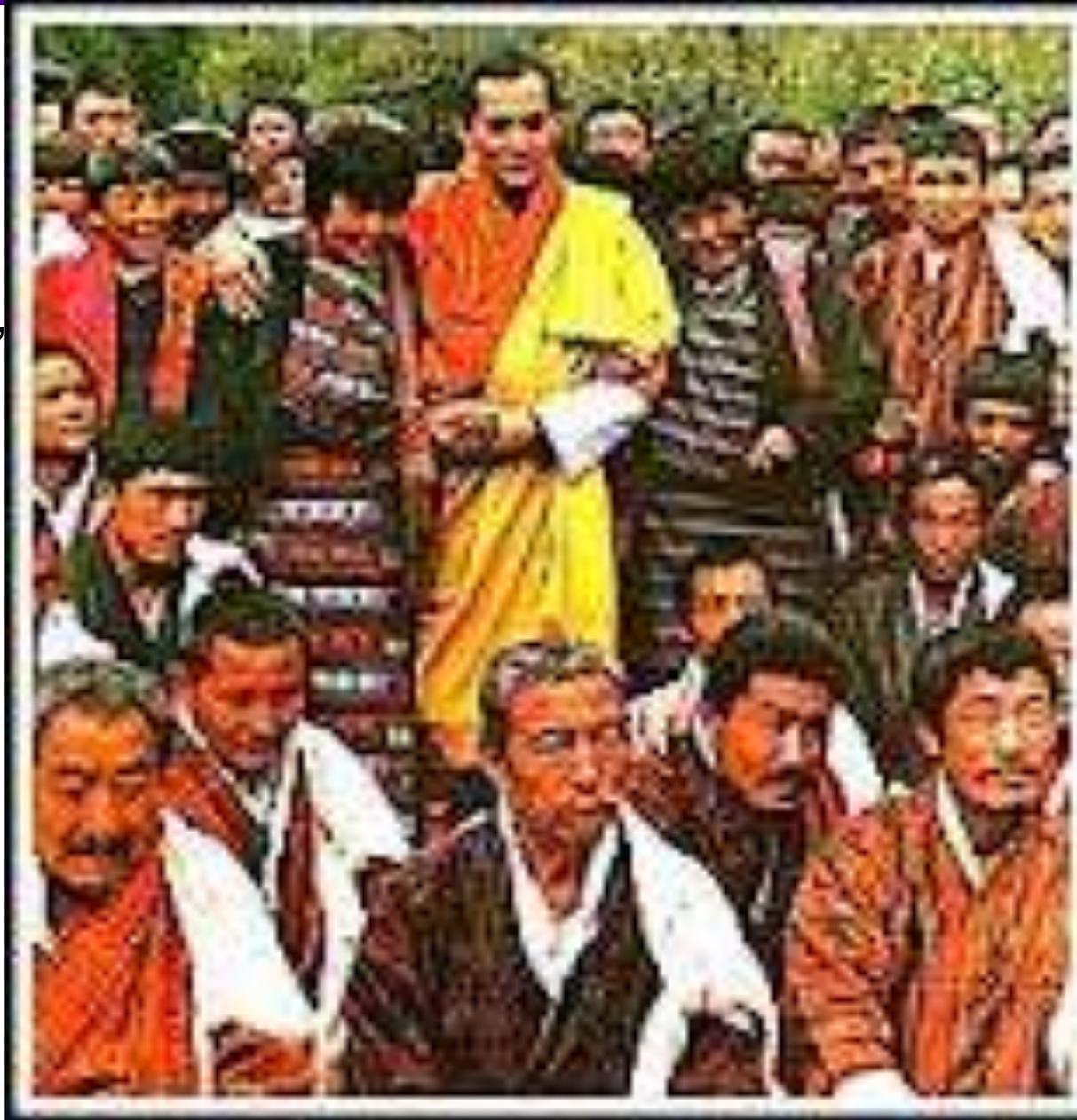
"The essence of the Philosophy of Gross National Happiness is the peace and happiness of our people and the security and sovereignty of the nation"



Bhutan – Educating for Gross National Happiness

His Majesty the Fourth Druk Gyelpo always reminded us that our prime responsibility as teachers, above all else, is to teach children to:

- a) ‘Take care of their minds’ or ‘Sem dagzin Thabni’
- b) Be mindful of their actions in body, speech and mind or ‘Sem Gochoep Zoni’



Bhutan – Educating for Gross National Happiness



We realized that education is at the core of developing the people to build such a sustainable [GNH] society.

[If the education is right, the resulting society will be harmonious and fearless; otherwise it is just a crowd or even a battlefield where man's greatest fear is the inhuman conduct of man]

"I have been actively looking for how to do this for the last 12 years. **This human values teaching can create a harmonious society. I am convinced that this has to become the basis/core of education in the Royal University of Bhutan. I am assured that this is within reach and it can be done"**

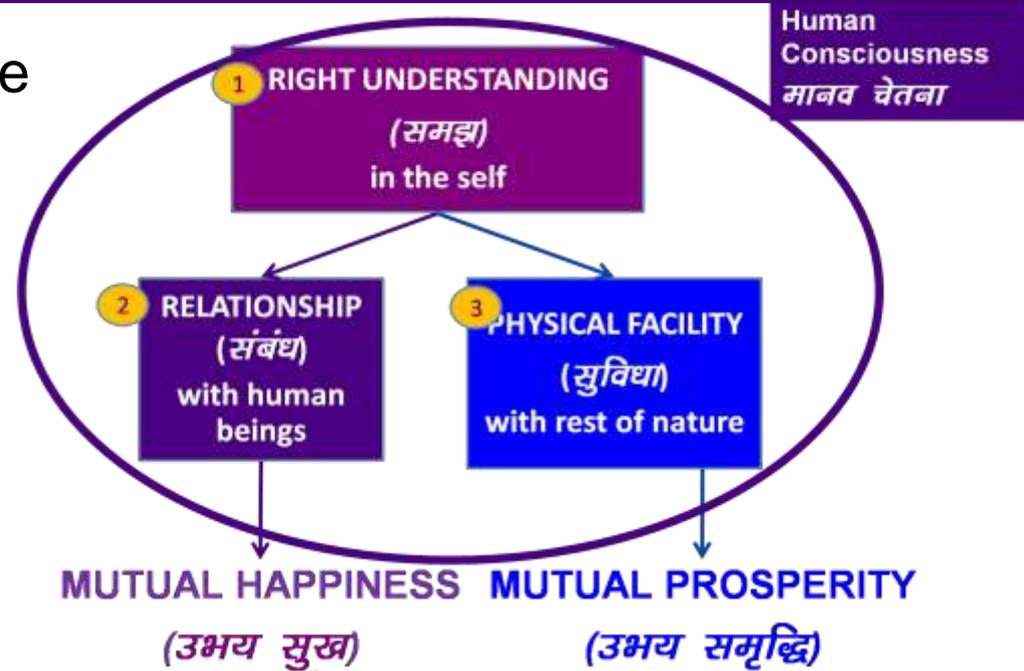
"This course is structured so well, we can put it forward to our students. It has to be continuously pursued"

- Dasho Pema Thinley, Vice Chancellor Royal University of Bhutan at the self-evaluation session of a Universal Human Values workshop on 26th April 2013 at Gedu, Bhutan

Role of Education-Sanskar: Enable Transformation

The role of education is to facilitate the development of the competence to live with Definite Human Conduct

Parents, teachers & society/environment have the responsibility of providing such education-sanskar



Role of Education-Sanskar: Enable Transformation

Holistic development is transformation to Human Consciousness.

The role of education-sanskar is to enable this transformation by way of ensuring the development of the competence to live with Definite Human Conduct

For this, the education-sanskar has to ensure

1. Right understanding in the self of every child
2. The capacity to live in relationship with the other human beings
3. The capacity to identify the need of physical facility and the skills & practice for sustainable production of more than what is required leading to the feeling of prosperity

These are the 3 components of human education-sanskar, if it has to ensure development of definite human conduct

If we look at the education we are giving today...

1. First one is missing
2. The second one is missing
3. In the third one, identification of physical facility, is also missing. The willingness to produce by way of labour is also missing. The core feeling that is generated is to accumulate more & more rather than produce more & more; and to consume more & more

Content of Human Education & it's Expression

Human
Consciousness
मानव चेतना

1 **RIGHT UNDERSTANDING**
in the Self
– Understanding Harmony
in Individual, Family,
Society, Nature/Existence

2 **JUSTICE in**
RELATIONSHIP
with Human
Being
- from Family to
World Family

3 **PARTICIPATION in**
LARGER ORDER
with entire Nature
- From Family
Order to World
Family Order

MUTUAL HAPPINESS
UNDIVIDED SOCIETY

FULFILMENT of HUMAN GOAL
UNIVERSAL HUMAN ORDER

GCBS & CST Started Experimenting with UHV in 2012





The content of the workshop is simple yet very profound that can be applied universally...

Everybody wants sustainable happiness and satisfaction in life, and this is possible only with the right understanding of self, building relations with others and defining the personal physical needs that lead to harmony within oneself, one's family, society and nature...

The course is truly about operationalizing our much talked about development philosophy of Gross National Happiness...

Since 2012, fifty employees of ACC have attended 8-day workshops



Bhutan is adopting Universal Human Values in Education:

Universal Human Values have been endorsed in the September 2012 Academic Board meeting

This course can provide the foundation/necessary background to Gross National Happiness (GNH) concepts and can be a base for higher courses on GNH

We will offer this foundation course in every college affiliated to Royal University of Bhutan from July 2013

Every RUB College Conducted UHV Workshops for New Students

College	Chairperson	Convener	Mode of Offer	Followup
CNR	Dorji Wangchuk	Bhakta Shangshong	AUDIT (Workshop)	
CST	Cheki Dorji	Tshering	CREDIT COURSE (for IT) AUDIT (for others)	Weekly Mtg
GCBS	Lhato Jamba	Sangay Rinzin	AUDIT Extensive followup in all semesters	Weekly Mtg, living model proposed
ILCS	Lungten Jamtsho	Tenzin Jamptsho	5 d wksp for newcomers AUDIT Course in 2 nd yr	
JNP	Andu Dukpa	Kala Tshering	8 d wksp for 1 st years 2 nd yrs as course	Monthly Mtg
NITM	Dorji Wangchuk	Sherab Dorji	Class once a week	
PCE	Thubten Jamtsho	Karma Jigyel	Lectures spread over 2 semesters	
RIHS	Chencho Dorji	Neyzang Wangmo	5 day workshop as part of orientation	
RTC	Tenzin Yonten	Shivraj Bhattarai	Half Semester	
SC	Tshering Wangdi	Sangay Thinley	AUDIT 20-35/grp taught by 2 faculty/grp	Same 2 teachers interact with grp in all 6 semesters
SCE	Keyzang Tshering	Pema Dukpa		

CST-GCBS Conducted a Research Study in 2013

“I have reduced my shopping and now, I only buy what I require. For example, I haven’t bought a single nail polish in this semester because I realise that applying nail polish does not nurture my nail and instead poisonous if swallowed with food”

– *A female student*

“After this workshop, I have started calling my brother, mother and father regularly. Before, I use to call them when I need money”

– *A student respondent*

“After Value Education course, I stopped playing Dota games and gave more importance to studies. Time management has improved and also became friendlier with colleagues” - *A student respondent*

Indicators of small changes...

CST-GCBS Conducted a Research Study in 2013

1. Can human values be taught?

73% Yes

2. Is it possible to implement value education (can values be practiced)?

94% Yes (from Q 10)

3. Is Universal Human Values & Ethics (UHVE) conducive to Gross National Happiness (GNH) concept? Could UHVE be a means to attain GNH in the country? Is the syllabus of UHVE in accordance with the overall development approach based on Gross National Happiness?

87% Yes (from Q17)

4. What is the impact of value education on the university students? Is UHVE able to create impact on the university students to understand and live with the feeling of peace, prosperity, and happiness?

67% Agree (from Q13, 78% Agree from Q12)

UNDP sponsored Research Study: 650 students & staff from GCBS & CST

- 1. Sustainable and Equitable Socio-economic Development:** Understanding relationship in family and human society, prosperity, the role of physical facility, sustainable production-work related systems in a human society
- 2. Preservation & Promotion of Culture:** Understanding happiness, human-being, human-human relationship and human society
- 3. Preservation of Environmental Heritage:** Understanding prosperity, the role of physical facility, human-nature relationship, mutual fulfillment in nature and co-existence in existence
- 4. Good Governance:** Understanding universal goals of human beings living in society, the dimensions of organization of a human society, particularly fearlessness (Trust). Understanding the scope of the extension of human society from family order to nation family order and finally upto world family order

UHV teaching is highly complementary to GNH – **It can provide the base and details for GNH**

Royal University of Bhutan – Taking the lead in Human Education



I believe there is definitely a NEED for value education

Unless we, the teachers, are able to walk the talk ourselves, preaching will make little sense

The University feels that it has a pivotal role in imparting this very important aspect of education to its students and members

UHV will be a credited module – RUB will take it through the appropriate approval process in 2015

Through the efforts of the Royal University of Bhutan, the proposal has reached:

- 482 teachers, staff & families
- 5000+ students
- Over 50 governmental & non governmental agencies
- More than 10 schools

4th International Conference on Human Values in Higher Education 27-29 March 2015, Gedu



Endorsing RUB's initiative to promote human values, **Her Majesty the Queen Mother Ashi Dorji Wangmo Wangchuck** said "We must do everything we can to propagate universal human values in higher education"

A vice chancellor at the recent 2015 ICHVHE articulated his insight:

“I have a confession to make” he said. “I belong to a school of thought where **we were convinced that human values cannot be taught**. In the last 5 five years we have been involved in the spread of human values, but in a different manner”.

"I must admit that these two [three] days have convinced me that **human values are hidden in the individual, they can be awakened by a structured course and they should be strengthened**".

"My first commitment is to the concept that **human values can be taught**".

"This is a paradigm change in my conceptual and perceptual thinking”

Khesar Gyalpo University of Medical Sciences of Bhutan

UHV is an essential part of the academic curriculum since 2015



Lyonpo Tandin Wangchuk, Sh. Ganesh Baragia, Dr. KP Tshering with participants

Implications on Health Education & Health Services

1. Understanding the importance of the self in keeping the body healthy. Health care professionals will be able to take care of both the health of the body as well as understanding in the self

A large number of diseases are psychosomatic in nature

Many disorders are related to lack of understanding of a healthy lifestyle

2. Understanding the importance of the self and the feeling related to the self, caregivers will be able to take into account the feelings while providing care

Today many of the complaints are related to the lack of feeling

The major issue of exploitation for profit will be handled

3. One would be able to make right utilisation of physical facility

If happiness is sought through sensation alone

- continuity of happiness can not be ensured

- the body is harmed due to excessive consumption or over indulgence to get favourable sensation

Today over eating, consumption of "junk food" etc. is common

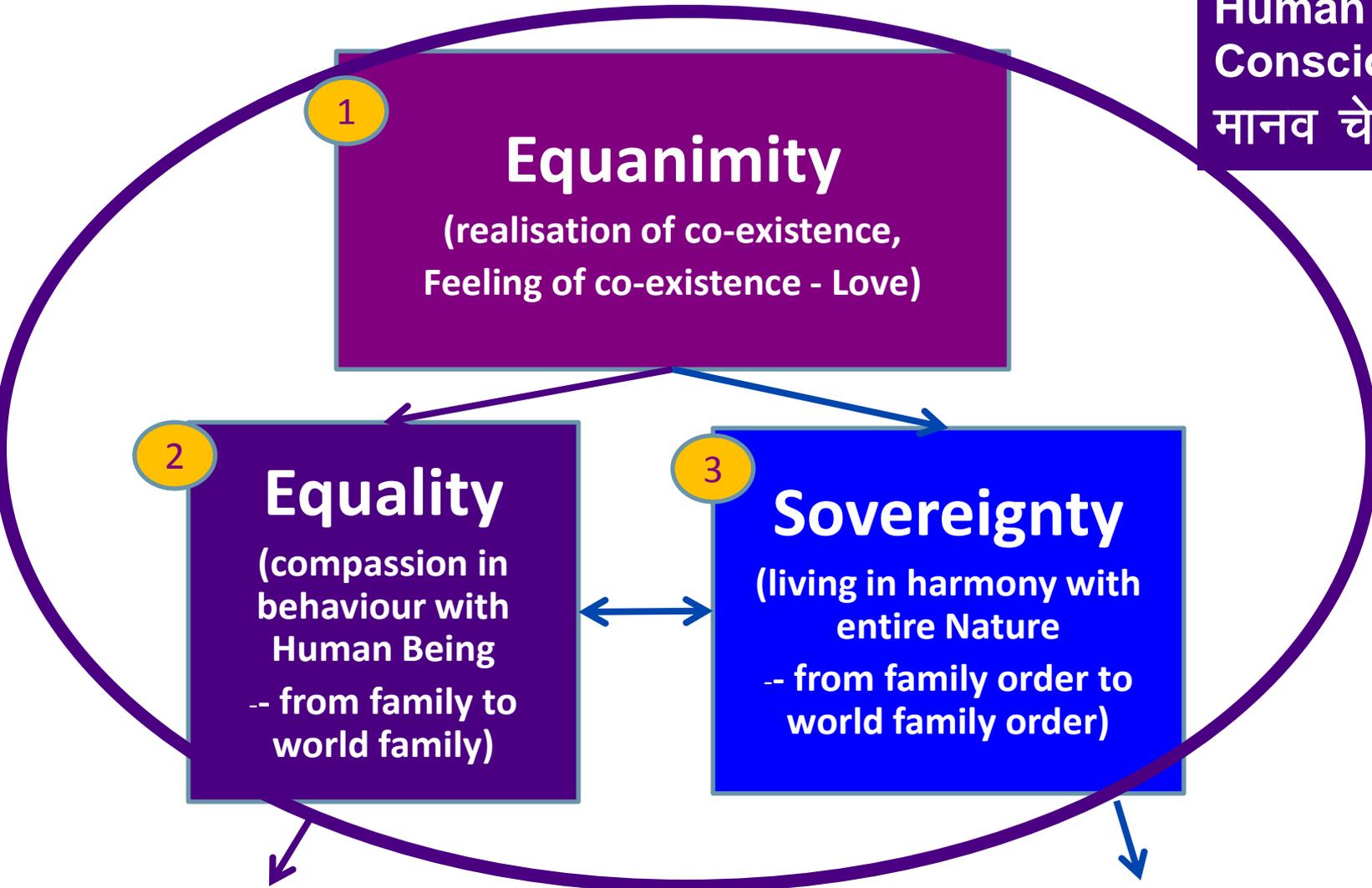
UHV is now a part of Bhutan Executive Services Training (BEST)

BEST-1 at RIGSS, P'ling 27-29 July 2015



BEST-1 27-29 July 2015
BEST-2 11-13 Oct 2015

Human
Consciousness
मानव चेतना



1

Equanimity

(realisation of co-existence,
Feeling of co-existence - Love)

2

Equality

(compassion in
behaviour with
Human Being
-- from family to
world family)

3

Sovereignty

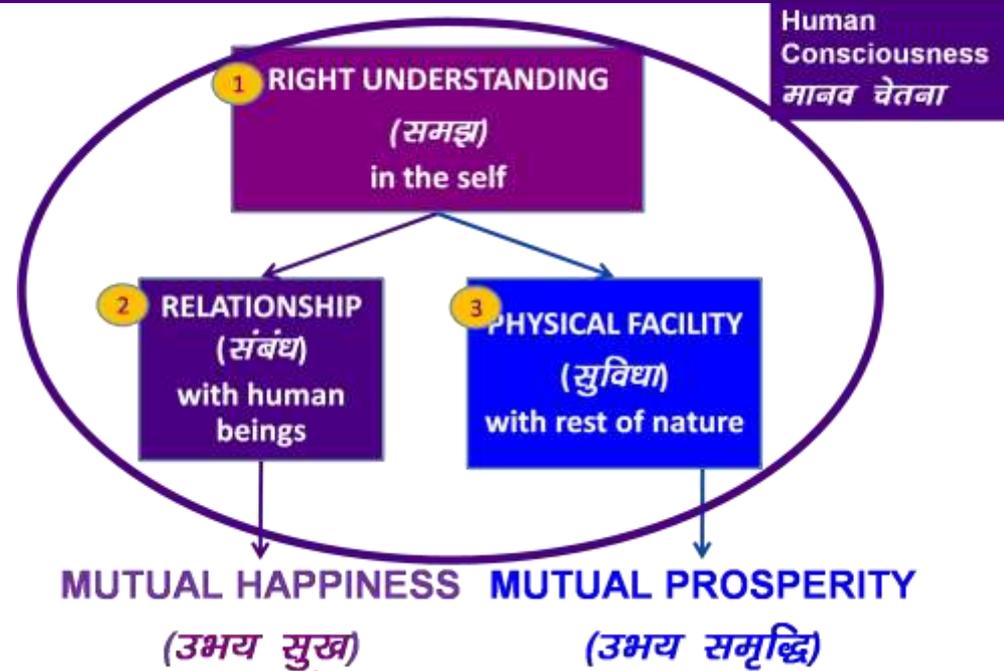
(living in harmony with
entire Nature
-- from family order to
world family order)

MUTUAL HAPPINESS **FULFILMENT of HUMAN GOAL**
UNDIVIDED SOCIETY **UNIVERSAL HUMAN ORDER**

Role of Governance: Ensure System & Opportunity for Transformation

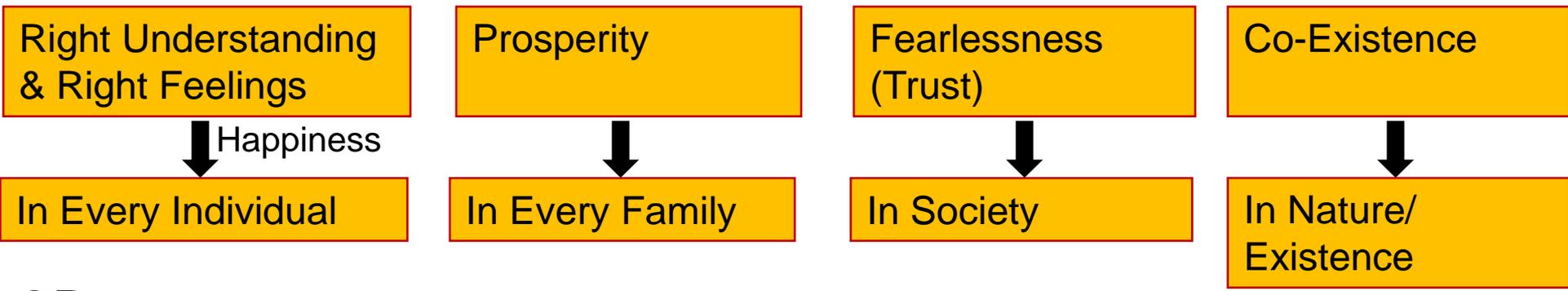
The role of governance is to ensure:

- a) Social systems that enable transformation
- b) Political system which promotes & protects such social systems



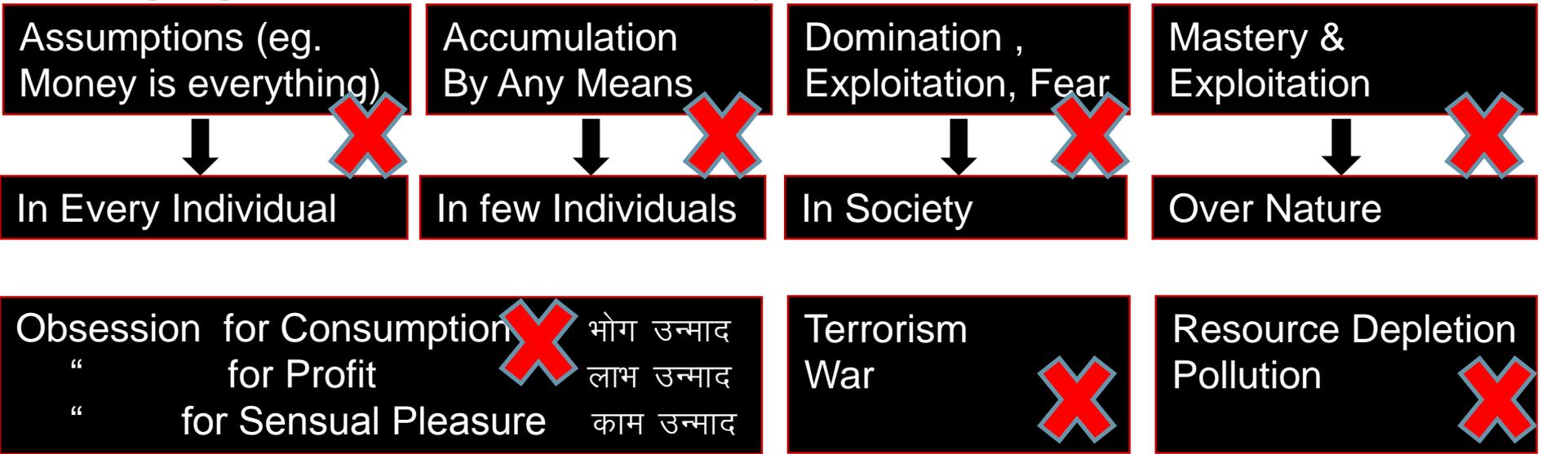
Are We Clearly Making Effort for

Enlightened Individual, Human Family, Human Society...



OR

Managing in the Current "Society" (Crowd or Battlefield)



"Universal Human Values fills the gap between our aspiration of Gross National Happiness and what we are doing"

– *Dasho Karma Tshiteem, Chairman, Royal Civil Services Commission*
28 July 2015

At the beginning of the workshop, participants said "we are civil servants, we have to make hard decisions, values have no place in our work"

By the end of the 3 days, the general opinion had changed "with values, we can be better planners & administrators"



Lyonpo Norbu Wangchuk, Sh. Ganesh Bagaria, DG Lhato Jamba
with team from Ministry of Economic Affairs

Exploring Economics of the Wellbeing of All

Economics – Principles & Practices of Wealth and its Preservation

Wealth – Nature

All Units

Human Being (Self, Body) & Rest of Nature

Preservation – Enrichment, Protection & Right Utilisation

Principles – Right Understanding, Wisdom & Science

Practices – Behaviour, Work & Participation in Larger Order

Economics for Universal Human Order (Well Being of All)

Right Understanding: To see the reality as it is

Knower – [Self (I)]

To be Known – [Existence]

Knowledge of Human Being

Knowledge of Existence

Knowledge of Human Conduct

Wisdom: Identification of human goal

Right understanding (happiness) in every individual

Prosperity in every family

Fearlessness (trust) in society

Co-existence (mutual fulfillment) with nature/existence

Science: How to fulfill human goal

Science of behaviour

Science of work

Science of participation in larger order

Behaviour: The effort a human being does with another human being resulting in mutual development (mutual happiness)

Work: The effort a human being does with rest of nature, resulting in production of physical facility

Participation in larger order: Participation of human being in society (social systems) toward fulfillment of human goal

From family order to world family order, leading to

Undivided society

Universal human order

Series of Chance Connections... Starting with Just One Person

Dasho Pema Thinley

RUB (2012)

Aum Neten Zangmo

ACC (2012)

DG Lhato Jamba

Dasho Jigme Zangpo

Ministry of Home & Cultural Affairs (2015)

Dasho Karma Tshiteem

RCSC – RIGSS (2015)

Min of Economic Affairs (2015)

National Assembly & National Council (2015)

Status & Future Plans

Education: Human Education → **Personal Transformation**

RUB – Foundation Course since 2013

KGUMSB – Foundation Course since 2015

RIGSS – BEST since 2015

GCBS – Human Values Centre (for further research) planned 2016

ILCS – PG Diploma in Universal Human Values (developing resource persons) planned 2016

Society: Living Model of GNH Society → **Social Transformation**

GCBS, CST, Sherubtse, JNP... planned 2015

Dasho Pema Thinley

DG Lhato Jamba

Lopen Lungtaen Gyatso

Tshering

World – Looking toward Bhutan for new Development Paradigm

Most of the world follows the GDP model. With this as the dominant model of development, and **inspite of the many efforts and advances** in business, science, technology, management, communication, medicine etc., **there is increasing dissatisfaction, social strife and imbalance in nature**

Realising that the GDP model is incomplete, in July 2011, the General Assembly of the United Nations added Bhutan's model of Gross National Happiness on its agenda to see how it can be used as a holistic development indicator - *Resolution 65/309. Happiness: towards a holistic approach to development*

Gross national happiness along with universal human values can offer the framework for the wellbeing of all, i.e. gross home happiness to gross national happiness to gross world happiness. Bhutan has the potential and possibility of leading the way by being a living model in the next few years