



## “Imagine Change!” NDP Local Forums, 2014

### Secretariat for the New Development Paradigm

### Transformation Exercise

The aim of this group activity was to further explore how both external and internal aspects have to be taken into account when aiming for a change to happen. The activity was conducted in small groups on two of the days, and as a whole group on two other days.

#### Description for the activity

1. Pick randomly one of the nine domains of GNH
2. Identify one issue under that domain
3. Identify one preferred outcome to that issue
4. Discuss and come up with at least TWO internal and TWO external transformative solutions needed to get from the issue to the preferred outcome
5. Write them on the flipchart

#### EXAMPLE

**GNH Domain:** Ecological Diversity & Resilience

**Issue:** *Air pollution caused by cars/surface transportation*

**Preferred outcome(s):** *Less pollution, less dependence on fossil fuels, clean air*

**External Transformation:** *Environmental laws; polluter-pay systems; fuel-efficient cars; efficient public transport; introduction of bikes/other greener form of transportation, bike lanes, pedestrian walkways*

**Internal Transformation:** *Change in attitude towards using public transport; desire for carpooling; change in value we attach to cars as status symbol, seeing that walking as better for environment (as well as personal health) than driving*

## Results of this exercise from four different forums

### GNH Index domain: Education

Issue identified	Preferred Outcome(s)	External Transformation	Internal Transformation
<ul style="list-style-type: none"> <li>- Studying for exam vs. own/wider learning</li> <li>- “Educating for life” (informal and non-formal learning)</li> <li>- Curriculum to produce a “good citizen”</li> </ul>	<ul style="list-style-type: none"> <li>- Wholesome education for learning, curiosity and active citizenship beyond school life</li> <li>- Citizens who are personally and socially responsible in addition to learning for livelihood</li> </ul>	<ul style="list-style-type: none"> <li>- Moving away from rote learning to a more holistic assessment</li> <li>- Engaging students’ interests and passion – exploratory learning</li> <li>- Incentives that recognize accomplishment</li> <li>- Better (less) student to teacher ratio</li> <li>- School hours</li> <li>- National education policy as overarching vision to inform assessment</li> <li>- Review policies to be more inclusive, involve students, teachers and parents in policy-making</li> <li>- Continuous assessment and dialogue in classrooms</li> <li>- Change in teaching methods</li> <li>- Enough teaching resources and facilities</li> </ul>	<ul style="list-style-type: none"> <li>- Change in society’s attitude to teaching/learning/education to understand them as a holistic and lifelong process</li> <li>- Valuing teachers and respecting them</li> <li>- Change in teachers / school environment to make learning enjoyable and not a “fearful” experience for students</li> <li>- Systemic change: elevate status of education and teachers</li> <li>- Education for learning and not for exams</li> <li>- Teachers taking pride in profession vs. last resort</li> <li>- Awareness of needs vs. wants</li> <li>- Modest role models</li> <li>- Collaboration and sharing</li> </ul>

**GNH Index domain: Living standards**

<b>Issue identified</b>	<b>Preferred Outcome(s)</b>	<b>External Transformation</b>	<b>Internal Transformation</b>
Inequality	A more equal society	<ul style="list-style-type: none"> <li>- Pay scale</li> <li>- Luxury tax</li> <li>- Social protection</li> <li>- Tax policies</li> <li>- Public expenditure</li> <li>- City planning (avoid segregation between varying social status)</li> </ul>	<ul style="list-style-type: none"> <li>- Non-attachment to status or materials</li> <li>- Self restraint</li> <li>- Respect for everyone</li> <li>- Sense of community and ownership</li> <li>- Awareness of needs vs. wants</li> <li>- Modest role models</li> <li>- Collaboration and sharing</li> </ul>

### GNH Index domain: Cultural diversity and resilience

Issue identified	Preferred Outcome(s)	External Transformation	Internal Transformation
Language pride and knowledge of one's culture	<ul style="list-style-type: none"> <li>- Increase in interest and pride for one's culture and tradition</li> <li>- Speaking and writing Dzongkha fluently</li> </ul>	<ul style="list-style-type: none"> <li>- Using Dzongkha as a medium of language in any type of personal activity</li> <li>- Making it mandatory for all students and public service personnel to use Dzongkha during their daily activities</li> <li>- Making students read one book in Dzongkha in a week</li> <li>- Educating parents on the importance of one's culture and of involving the youth in cultural based activities</li> </ul>	<ul style="list-style-type: none"> <li>- Teach students the value of culture through cultural based classes or through focusing on cultural examples while teaching</li> <li>- Teach people about the history of our country through classes and media (BBS)</li> <li>- Change the core values of people in regard to our own culture vs. other cultures</li> <li>- Learn to love one's language</li> </ul>
Decline in local dialects	Promotion and preservation of local dialects	<ul style="list-style-type: none"> <li>- Frame a law / guidelines, eg. extra points in RCSC based on the number of languages one knows</li> <li>- Community radio in local dialects</li> <li>- Include them in the school curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- Change attitude towards appreciating one's language</li> <li>- Use local dialects as a medium to communicate in our everyday life, eg. at home</li> </ul>
Commercialization of festivals (mask dances)	Authentic tourism products	<ul style="list-style-type: none"> <li>- Implementation of strict policies</li> <li>- Strict monitoring</li> <li>- Innovations</li> </ul>	<ul style="list-style-type: none"> <li>- Educating hoteliers and tour operators</li> <li>- Awareness of culture being a gift on our ancestors and Guru Rinpoche</li> </ul>

### GNH Index domain: Ecological diversity and resilience

<b>Issue identified</b>	<b>Preferred Outcome(s)</b>	<b>External Transformation</b>	<b>Internal Transformation</b>
Lack of waste management	Proper waste management	<ul style="list-style-type: none"> <li>- Alternative Water Dispensing System</li> <li>- Waste Segregation</li> <li>- Green Procurement</li> <li>- Selective consumption (need-based)</li> <li>- Enforcement</li> </ul>	<ul style="list-style-type: none"> <li>- Change in attitude</li> <li>- Advocacy and education</li> <li>- Community role models</li> <li>- Sense of community and ownership</li> </ul>
Human wildlife conflict	Co-existence	<ul style="list-style-type: none"> <li>- Human resettlement</li> <li>- Land use planning</li> <li>- Providing food alternative in natural habitat</li> </ul>	<ul style="list-style-type: none"> <li>- Change in attitude</li> <li>- Awareness</li> </ul>
Noise pollution	Less noise pollution	<ul style="list-style-type: none"> <li>- Policy to reduce petrol/diesel vehicles and more electric vehicles</li> <li>- Pedestrian walk way to reduce vehicle plying on road</li> <li>- Establishing proper dog pound</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage people to walk</li> <li>- Encourage people to use public transport</li> </ul>
Lack of social interaction space	Appropriate social interaction space	<ul style="list-style-type: none"> <li>- Proper and central planning of community and town spaces</li> <li>- Policies to allocate space for social interaction within towns/settlements</li> <li>- Budget allocation for such planning</li> </ul>	<ul style="list-style-type: none"> <li>- Build trust among ourselves to enable social interaction</li> <li>- Encourage initiative-taking for such ideas</li> <li>- Engage in constructive criticism to enable innovative ideas of social interaction</li> </ul>