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Values Education for Children and Young Adults

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Living Values e-News
Living Values Education Newsletter

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- [New Zealand](#): 11 Oct 2008 - LVE Educator Intro Workshop
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- [Singapore](#): 28 - 30 Nov 08 - LVEP Educator Workshop

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To Our Readers

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Welcome to the thirty-third issue of Living Values e-News, the electronic newsletter of the Association for Living Values Education International. We hope your year is going well.

This newsletter brings with it some thoughts about creativity from the Association for Living Values Education International's President, Pilar Quera Colomina. As this newsletter is being written, Ms. Quera is in Argentina at a Regional Meeting of LVE Associates and Focal Points for Central and South America. You will find her message below.

"If we look up the word creativity in the dictionary, we find: 'full exaltation of the soul, admiration, passion.' Plato has also defined creativity as 'under divine inspiration.' When this is related to teaching and learning, creativity can be viewed as trying to discover something new in our heart or spirit ... as it is deeper than mere facts. It involves an enthusiasm that comes from within and hence never runs out.

Creativity is learning to prepare the soil. When we plough, we stir up the earth; we leave it ready for seeds to be planted and grown. Enthusiasm is like a permeable soil which adapts to everything in order to produce the best.

Creativity causes us to be alert, to walk instead of being driven by car; it's a path to be followed with excitement.

Creativity requires a relaxed, clean and unpolluted mind where principles of the future can be created. Elastic, open to "it's possible...", a lesson in which there is tension and happiness without pressure. Therefore, in learning it is solitary but much more beautiful, as with music, when it is shared.

We see that creativity provides practice with love, and so there is pleasure, subtlety.

It's taking a step forward. Innocent with a big heart.

It's the grandeur of life in which we shape the future after each step.

It requires discipline as a goal to be strengthened.

We must gather up the anecdotes that make it shine.

Creativity helps in achieving guaranteed autonomy; it helps us put into action what we know. In schools we debate ideas and we let them flow so they can grow. We

make them public, but this takes time and trust.

A class that knows how to wait and enjoy this time is optimistic and able to think about the future dimension. Thoughts come from life itself, life triggers them, but living thoughts sometimes create question marks. These allow special discussion topics in class. Some topics are critical and others are not, but all of them create an attitude of guaranteed, contemplative behavior with a view of advancement. Ideas and clarity do not often come suddenly. They do appear, but that which we are surrounded by so much of, we do not know how to organize until one day there is the fruit of this precise labor; ideas intertwine and inspiration comes. This is the subtle work. This is why we must create the framework for time and discussion, experiences, and for appreciation of it all. It's a process of osmosis..."

The LVE Web site - at <http://www.livingvalues.net> - warmly welcomes hearing from educators with one or two success stories (or even not-so-successful stories!) of values activities and approaches that they've tried in their classroom. So read on... and, as ever, we hope that you'll do more than just read: please also send us your news - and go out and make some news!

With warmest wishes,
The Editor



News and Success Stories From Around the World

ALIVE Materials for Young People at Risk: Living Values Activities for Young Offenders

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Adding to LVE's resources for young people at risk, Living Values Activities for Young Offenders is now complete. The request for these materials originally came from the LVE team in Singapore. They piloted the initial lessons under the leadership of Kana Gopal, Rosa Tham and Jason Wong from October 2006 through December 2007. In May of 2008, LVAYO became a core program for all low and moderate risk boys in Changi Cluster A's Reformative Training Centre in Singapore. Kana Gopal wrote: "Thanks to the original trainers who gave their time and expertise with much dedication and whose feedback has helped shape the LVAYO 2008 sessions. We are noticing that the new batches of young offenders are grasping the concepts faster.... Thanks to all the boys in the pilot group for being the ambassadors of LVAYO. Shahril shared that the LVAYO boys in general were respectful, especially to the officers, and cooperative among themselves. Many of the boys expressed their wish that LVAYO should be offered to the other boys ... now their wish has come true."

Description of LVAYO: Living Values Activities for Young Offenders weaves in values activities on peace, respect, love, cooperation, honesty, humility and happiness, with lessons related to crime, violence, drug use, gang involvement, negative influences and concomitant emotional issues, along with the building of social and relapse-prevention skills. This approach is based on Living Values Education Program's methodology. Participants are encouraged to explore and develop values in a group-facilitated process by first exploring their own dreams for a better world. Lessons on peace and respect build self-confidence and a

supportive values-based atmosphere in the group, prior to beginning choice-related lessons in which participants are asked to explore and share their journey into crime and the consequences in their lives. The 103 activities include experiences to help them deal with their pain, and learn life-lessons. Positive intrapersonal and interpersonal social skills are taught, encouraged and practiced. Participants explore many aspects of their experiences and build relapse-prevention skills through discussion, art, role-playing and dramas. As some young offenders are incarcerated for only six weeks, and others for several years, after consultation with a prison administrator and educator, the book is arranged so that young people in for different lengths of time can be served.

LVAYO is intended for use with incarcerated young people. The lessons may be used in other settings, such as with young people involved with the juvenile justice system and on probation. The activities are appropriate for young people as young as 14 of normal or greater intelligence and young adults.

It would be valuable to have an entire facility working with incarcerated young offenders pilot LVAYO so that data could be collected, and feedback given as to what is effective and what they would like to see changed. If you have a facility that is interested, please do let us know.



CAMBODIA Multi-Cultural Cooperation Leads to Living Values Training in Siem Reap

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Thirty-one individuals participated in a wonderful experience of cooperation during a Living Values Teacher Training in Siem Reap this August. The program was sponsored by someone from Japan who had attended a Living Values Education training in Siem Reap a year ago. This provided a very conducive environment in the middle of the monsoon period.

Louise Solomons, a retired teacher from Wollongong, Australia, conducted the training. She had introduced LVE in her school five years ago where it is still going strong. Her husband, David, filmed the training and provided guitar backing for the songs, many of which Louise had composed herself. Cambodia's LVE Coordinator, Valerie Magniux, traveled six hours by bus from Phnom Penh to assist. She has been offering training in Cambodia for seven years and was a great resource. Participants came from Indonesia as well as other towns in Cambodia including Phnom Penh, Battambang and Kampong Thom.

Twelve participants continued for another four days, completing the Train the Trainer program. This culminated in a hands-on experience doing Living Values activities with children at the Green Gecko orphanage.



GAMBIA Enthusiasm and Cooperation via Senegal

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From Gambia: "We are happy to report that our first Living Values Education workshop in Gambia was a great success. Held in Banjul on 27 and 28 July, the 20

participants who applied to attend all turned up and all were so enraptured that they, and more, came back for Day Two! The event was held in the home of a well-wisher in Banjul and was conducted in Wolof with English translation. The trainer was Monsieur Mamour Sylla, president of LVE Senegal, who travelled by road from Dakar to voluntarily conduct the workshop. He was lodged by another well-wisher and transport was made available for his use. He came at the request of a group of educators who want to establish Living Values into schools, community groups, voluntary organisations, etc. in Gambia.

Mamour's sincere and delightful delivery of the essence of the theme quickly put everyone at ease. It was clear even within the first morning that more and longer workshops would be required as soon as possible to explore more fully the potential of these universal values, such as peace, love, respect, tolerance, unity, honesty, cooperation, simplicity, responsibility, freedom, happiness, and how to implement them in our society.

Participants were able to quickly experience the effect of Living Values in the classroom by taking part in various activities, which brought about a loving and humorous atmosphere within the group, and many people's attitudes changed dramatically as the course progressed to Day Two. They felt these values flower within them and they understood more fully the vision of Living Values Education.

The active listening exercise enabled the group to draw out ideas on good listening and communication skills and attitudes, based on their own experience. Their conclusion: 'We need to be friendly, speak clearly, politely and with respect; listen attentively, give advice only when asked for, encourage, and allow others to express their own ideas. The importance of facial expression, gestures, sensitivity to the other person's feelings, receptiveness, being open etc. Don't interrupt, ignore, criticize, argue, insult, over-repeat, raise the voice, and please don't give too much advice!'

They found the experiential, participative style of workshop was unique to Living Values Education and very effective. Comments from some of the participants as to the effect of this workshop on themselves were 'significant', 'surprising', 'wonderful' and all found it informative and inspiring and definitely something they wanted to initiate in their schools and in the Gambia itself.

From the feedback at the end of the workshop, the participants said they learnt things that they had never imagined existed, especially how to bring about the essence of the ideal atmosphere in the classroom - where every child feels loved, valued, respected, understood and safe. Others said they will now be able to cope with the needs of the children who were difficult to handle before. They stated that they would aim to implement whatever they had learnt into their lives now, and when schools open they will impart the knowledge they have gained to other teachers and students.

It was decided to consider setting up a Living Values Association in the Gambia and to hold regular weekly meetings for those who could be more active on the Committee, with monthly get-togethers for the others who had too many previous commitments. All participants wanted to be actively involved in the group and the first meeting was scheduled for the following Sunday evening.

We all want to thank Mamour so much for his selfless contribution to the development of this movement in the Gambia. He is an example and inspiration to us all and we look forward to his next visit and our continued affiliation with Living Values Senegal."



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Peter Williams, one of the LVE leaders in Kuwait and the Principal of the Kuwait American School, wrote an article to present to education leaders from the Institute of Private Education who attended a special LVE one-day awareness training with Helen Sayers and the Kuwait LVE team on June 15th. Part of that article is below. He begins with a question:

"In a time of significant global changes that affect all our lives and shared futures, what part does a living values approach to leadership and management offer to schools and the leaders of tomorrow?"

Consider some of the issues and evidence that relate to our own institutions.

1. Culture - National versus Global

Which is better? Education for National Culture and the tools and skills required to live and work primarily in our own society or Education for a Global Culture and the tools and skills required to live and work in a global society?

Current evidence in Kuwait and around the world suggests there is a requirement for both according to one's own perspective with some parents choosing education for national culture with a rich traditional perspective and some parents choosing an education for a global culture with a more liberal perspective.

How do education leaders respond?

2. Re-Visioning

How often do education leaders re-vision their vision? Re-visioning opens many possibilities. Re-visioning assures that the aims and objectives of education are fit for its purpose. At the 2008 World Economic Forum in Kuwait, Mr. Bob Hawke, former Prime Minister of Australia, stated that nations such as China and Malaysia have significantly uplifted themselves thanks to furthering policies of equality of opportunity, creativity and valuing the inherent worth of both male and female. He continued to illustrate that sustainable growth appears to be higher where nations actively promote these attributes.

His challenges were two fold:

- We must re-vision our ideology in the light of global changes, and
- We must re-vision how we interpret our beliefs.

How do education leaders respond to re-visioning educational ideology and belief?

3. Maintaining Integrity

In values-based schools, for the majority of their time, leaders lead from the rear empowering colleagues, assuring that no student or colleague is left behind and supporting the growth of their institutions. Yet, education leaders face significant challenges on a daily basis - for example, the paradox of managing set dictates and a call for creativity, meeting targets within tight time schedules, managing misunderstanding and accountability.

Keeping calmness, stability, clarity and focus in the face of many demands is an essential part of keeping one's integrity. Without it, leading would be proud and

subtle control.

How do education leaders keep calm and respond effectively? What part can creating a positive living values atmosphere play in the process?

4. Education for All

The optimism created through the concept of 'Education for All' at Jomtien in 1990 was revisited in Dakar in 2000 only to realise that the optimism had still to be fulfilled.

In 2000, the concept of 'The Treasure Within' to remember and educate the inner wealth and inner values of all was added to the 'Education for All' framework. The result was that a foundation of values was offered to help build a platform for successful and sustained learning.

Evidence of implementation is witnessed in the growth of life skills programs, character education and a values-based approach to learning in the Gulf, especially from the Kuwait American School from 1999, in Egypt from 2002, in Oman from 2005, in Kuwait for all schools from September 2008 and across the globe as a foundation for learning.

The issue for education leaders is how uplift the education of the essential moral compass in their own institutions together with the knowledge and skills taught in the essential curriculum. Living Values Education offers one model.

5. Personal Identity

Many students in Kuwait are born to parents with different nationalities who live away from their homeland. For example, a student may have an Egyptian father, a Tunisian mother and live in Kuwait. Where are their roots - in a nation, culture or within themselves?

Many of these students speak three languages and are internationally mobile.

What part can they bring to adding harmony and understanding to our world?

Yet, how do education leaders respond to a student who is seeking their identity and roots? Living Values Education offers a model to help educate their identity and foster their equality of contribution. The challenge is as individual as it is collective.

6. The Call of Time

What is Education for?

Schools are full of curricula that are inert until applied.

In a world where education leaders often manage a given curriculum - which is better? - pure conformity or adaptation and creative approaches to the call of time?

The government of Australia has responded to the call of time and adopted a radical approach to learning with three key questions:

- Who am I??
- How can I contribute? and

In this model, it is the values of the inner self that come first supported by the learning academic curriculum and not vice versa. Character Education and a Values-based approach to learning provide the foundation

Isn't it time to create a curriculum that teaches universal values supported by curriculum knowledge and skills and not vice versa?

Part 2 of Peter William's article will continue in the next electronic newsletter..

The principal of the school, Peter Williams also reported: "Our non verbal standardised scores have improved over three years thanks to the values approach."



▶ NEW ZEALAND Living Values To Be Key Component in Brand New School

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The LVE team in New Zealand is busy with trainings and making new contacts. Snells Beach School is a new school currently under construction and slated to open in February 2009. Mrs. Jill Corkin has been appointed Principal. She brings with her a wealth of experience having been a principal at two other schools, and a consultant to schools in the field of school leadership, curriculum and management.

The Board of Trustees and the Principal have decided to implement the Living Values Education Programme in the school from its inception. Principal Jill Corkin stated, "As a brand new school, the Board and Management staff feel it is extremely important to establish a strong ethos based on commonly shared values. We chose the Living Values Programme because it fits well with the core vision developed by the Establishment Board."

She continued, "As Principal, I believe it is important to have a clearly understood values base, using a common language that is used across the school. We like the universal values that underpin the Living Values Programme and the way that these are supported by excellent resource material and professional development for staff. The Living Values Programme will be one of the key components of our core programme and will be integrated with our learning themes and behaviour management from our first day of operation in 2009. We believe it will enhance the ethos of the school, and look forward to developing it into an integral component of the way our new school operates."

Snells Beach School will be the first whole school to implement the Living Values Education Programme through Living Values New Zealand. LVE New Zealand is proud to be working in partnership with the Management Team for the Professional Development of their staff.

For more information on Snells Beach School, go to <http://www.snellsbeach.school.nz>



▶ REUNION Living Values Spreading to Islands of Indian Ocean

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A wonderful three-day training was held recently in Reunion. Participants from five

islands were present: Mauritius, Reunion, Madagascar, Rodrigues, and Mayotte. A representative from the Municipality attended the opening along with other NGOs.

This meeting brought fresh ideas and new motivation. It strengthened the Living Values Education network in the Indian Ocean. Participants had a chance to experiment during the different sessions comprising the components of Living Values. The three days were jam packed, starting at 9:00 am and finishing at 5:30 pm. The training ended with a creative cultural programme and a candlelight silent vision of spreading values over all the islands of the Indian Ocean. All participants stated that they have gained more self confidence and a few expressed their desire make themselves available to serve other islands when needed.



SOUTH AFRICA A Bevy of Activities, Including Emotional First Aid Using Values

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A wide range of Living Values Education activities have been undertaken over the past few months in the South African region.

During a visit to Swaziland a refresher session was held for participants who had completed the Living Values Training one year ago. Now, at least 75 educators use LVE in their classroom. It was encouraging to see and hear from the participants how the program was helping them in their classroom and also in their lives.

A series of First Aid Workshops was held for educators where Living Values was invited to present a session on emotional First Aid through values. The participants were made aware of the benefits of two values, specifically Peace and Respect in rendering emotional First Aid whilst administering First Aid.

A two-day workshop was held in Gauteng in which 150 educators and departmental officials engaged in seeing the role of Living Values while dealing with psychosocial barriers affecting learning. The participants greatly benefited from the workshop and stated they found hope once again in values.

A one-day Living Values Education program was held for 100 educators, psychologists, social workers and occupational therapists in the North West Province. The theme: Each child needs to feel loved, understood, valued, respected and safe. The program was well attended and a lot of enthusiasm was generated for a proper training in the province.

A one-day Living Values program followed by three workshops on various Living Values Education topics was held in Kwa-zulu Natal. Many of the educators who attended worked in schools where the socio-economic problems are escalating at a fast speed. The program brought hope, and many schools thereafter invited the Living Values Education team to address specific issues in their schools.

July was the month Nelson Mandela's 90th birthday was celebrated. Various activities were held in a variety of schools across the whole country using Living Values to highlight how a great man is made by the values he holds. Theme: Our Madiba: A man who lives his values.

These are some of the specific events that took place in the last short while. Ongoing programs continue at specific schools across all provinces and children's homes.



▶ **ZIMBABWE Prefects at an All-Girl School Learn Leadership Through Living Values and Shared Vision**

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One of the most influential leadership groups experienced at Arundel, an all girls high school in Harare, Zimbabwe, had its humble beginnings in a nervous group of little form ones in the year 2002. This energetic and ambitious group of juniors learned valuable lessons of leadership from memorable role models at Arundel over the years. By the time this year group reached the penultimate year of their high school careers, they had experienced styles of leadership they admired and respected as well as others they disliked and criticized. Thus, the leadership camp they attended at the end of the year was the ideal platform to air their views and experiences regarding leadership and the task that was about to be bestowed upon them as a year group.

At the Leadership Camp, the group quickly began working as a cohesive unit as they all shared a common vision. It was also at this camp that they were introduced to the first concepts of Servant-Leadership. The girls unanimously agreed after many heated debates that they did not want to be feared as leaders of the school. Keys to having a successful year included the following:

- Setting an example - being role models
- Maintaining no double standards at all - integrity
- Sticking together with enforcing things - united front at all times

Just before the beginning of the new school year, the new school student leadership attended another brief camp at a cottage in the serene location of the Nyanga mountains. This camp provided time for the girls to bond with one another as well as establish a solid relationship with the school staff, as they were expected to work together a great deal over the coming year.



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