



Association for  
**LIVING VALUES**  
E D U C A T I O N  
International

## **The Living Values Education Approach**

### **The vision, core principles and practices of Living Values Education**

#### **Vision Statement**

Living Values Education (LVE) is a way of conceptualising education that promotes the development of values-based learning communities and places the search for meaning and purpose at the heart of education. LVE emphasises the worth and integrity of each person involved in the provision of education, in the home, school and community. In fostering quality education, LVE supports the overall development of the individual and a culture of positive values in each society and throughout the world, believing that education is a purposeful activity designed to help humanity flourish.

#### **Core Principles**

Living Values Education is based on the following core principles:

##### *On the learning and teaching environment*

1. When positive values and the search for meaning and purpose are placed at the heart of learning and teaching, education itself is valued.
2. Learning is especially enhanced when occurring within a values-based learning community, where values are imparted through quality teaching, and learners discern the consequences, for themselves, others and the world at large, of actions that are and are not based on values.
3. In making a values-based learning environment possible, educators not only require appropriate quality teacher education and ongoing professional development, they also need to be valued, nurtured and cared for within the learning community.
4. Within the values-based learning community, positive relationships develop out of the care that all involved have for each other.

*On the teaching of values*

5. The development of a values-based learning environment is an integral part of values education, not an optional extra.
6. Values education is not only a subject on the curriculum. Primarily it is pedagogy; an educational philosophy and practice that inspires and develops positive values in the classroom. Values-based teaching and guided reflection support the process of learning as a meaning-making process, contributing to the development of critical thinking, imagination, understanding, self-awareness, intrapersonal and interpersonal skills and consideration of others.
7. Effective values educators are aware of their own thoughts, feelings, attitudes and behaviour and sensitive to the impact these have on others.
8. A first step in values education is for teachers to develop a clear and accurate perception of their own attitudes, behaviour and emotional literacy as an aid to living their own values. They may then help themselves and encourage others to draw on the best of their own personal, cultural and social qualities, heritage and traditions.

*On the nature of persons within the world and the discourse of education*

9. Central to the Living Values Education concept of education is a view of persons as thinking, feeling, valuing whole human beings, culturally diverse and yet belonging to one world family. Education must therefore concern itself with the intellectual, emotional, spiritual and physical well-being of the individual.
10. The discourse of education, of thinking, feeling and valuing, is both analytic and poetic. Establishing a dialogue about values within the context of a values-based learning community facilitates an interpersonal, cross-cultural exchange on the importance and means of imparting values in education.

**Activities**

In pursuing its mission and implementing its core principles, the Association for Living Values Education International provides:

1. ***Professional development courses, seminars and workshops*** for teachers and others involved in the provision of education.

2. ***Classroom teaching material and other educational resources***, in particular an award-winning series of five resource books containing practical values activities and a range of methods for use by educators, facilitators, parents and caregivers to help children and young adults to explore and develop twelve widely-shared human values. The approach and lesson content are experiential, participatory and flexible, allowing – and encouraging – the materials to be adapted and supplemented according to varying cultural, social and other circumstances. The approach and materials may also be used systematically in alignment with the above principles as the ***Living Values Education Programme***.
3. ***Consultation to governments, organisations, schools, teachers and parents*** on the creation of values-based learning environments and the teaching of values.
4. A ***comprehensive, multi-lingual website*** ([www.livingvalues.net](http://www.livingvalues.net)) with materials available for downloading free of charge.

#### **Extent of Use**

The Living Values Education approach and materials are currently being used and producing positive results in nearly 80 countries at about 8,000 educational settings. While most such settings are schools, others are day-care centres, youth clubs, parent associations, centres for street children, health centres and refugee camps. At least some LVE materials are available in about 30 languages. The approach is non-prescriptive and allows materials and strategies to be introduced according to the circumstances and interests of the users and the needs of students.

#### **Structure**

The implementation of Living Values Education is coordinated by the **Association for Living Values Education International** (ALIVE International), a non-profit-making association of values educators around the world.

Drawing on a strong volunteer base, Living Values Education is supported by UNESCO and a host of other organisations, agencies, governmental bodies, foundations, community groups and individuals. It is part of the global movement for a culture of peace in the framework of the **United Nations International Decade for a Culture of Peace and Non-Violence for the Children of the World**. ALIVE International groups together national Living Values Education bodies and is an independent organisation that does not have any particular or exclusive religious, political or national affiliation or interest.