



LVE Train-the-Trainer Workshop, Pune, 2-7 March 2026

Venue: Jagdamba Bhavan, Pune

Senior Trainer:

Helen Sayers

LVE-India Focal Point:

Indu Gupta

Coordinators:

Shweta Kapur

Toral Shah

Overview

A **6-day LVE Train the Trainer (TTT) workshop** (integrated with an initial LVE Foundation Workshop) was conducted from 2-7 March 2026 at Jagdamba Bhavan, Pune. A total of 23 participants attended the full TTT, with 6 participants attending only the 2-day Foundation Workshop.

The group included professionals from diverse backgrounds including **medical doctors, engineers, chartered accountant, corporate trainers, teachers, college lecturers**, all coming together with a shared vision of making a meaningful difference in the community through values-based education initiatives. Participation was international, with attendees from **Mauritius, Nepal, South Africa, Malaysia and India**, and our senior trainer, Ms Helen Sayers, joining from the **Island of Jersey, UK**.



Objective

The objective of the training was to create a strong base of trainer resources, especially in India, to fill the gap between the demand for LVE workshops and the lack of trainers available locally. The initiative aimed at reducing dependency on international trainers and delivering LVE workshops locally in a cost-effective manner.

Training design

- **2-3 March** Standard 2-day LVE Foundation Workshop, facilitated by Helen
- **4 March** 1-day intensive training workshop covering LVE experiential approach and methodology, facilitation, presentation and communication skills, team building, etc.
- **5-7 March** Individual training practice through facilitating selected sessions of a standard LVE Foundation Workshop spread over three days. Observation and assessment by peers as well as comments and advice from Helen and Indu.

Methodology

Frequently referring to the meaning of education – based on the latin ‘EDUCARE’: to ‘**draw out**’ - talents, skills, ideas and values - (in contrast with ‘**pushing in**’ of knowledge and information), and regularly using the phrase **Explore, Experience and Express**, the programme included a blend of:

- Reflection-based activities
- Group discussions and sharing
- Visualization exercises
- Creative expression (skits, drawings, symbols, drama, dance)
- Experiential learning through role-play and observation
- Energizers



Trainees experience participating in a standard LVE Foundation Workshop

2-day LVE Foundation Workshop - agenda

Welcome and introductory activity

Values awareness

- a) Exploring our personal & social values; values of our country and culture
- b) What are values?

Overview of Living Values Education (LVE) in the world

Creating a values-based learning environment:

- a) Understanding the needs of our children / students
- b) The qualities of an educator
- c) Skills to create a values-based learning environment:

Learning 'to live together' – Interpersonal skills

- Active listening
- Conflict resolution
- Values-based discipline

Learning 'to be' – Intrapersonal skills

- Taking care of ourselves – the needs of the educator
- Helping young people 'to be'

Parents and the wider community: how can we involve them?

LVE approach & methodology: 'Explore, Experience, Express' values through:

- Reflection
- Visualisation
- Discussion
- Energisers/ice-breakers
- Quiet moments
- Creative expression (through drama, poetry, song, dance, drawing..)

The way forward – our vision and action plan for integrating values into our lessons, into the school / workplace, the community – and into our lives!

Certificate award ceremony and evaluation

During the Foundation Workshop, participants:

- Became more aware of their own values and behaviours
- Reflected deeply on their roles as educators
- Experienced the impact of active listening, respect, and emotional safety
- Recognised that values are communicated more through behaviour than instruction

Sessions on Values Awareness, Active Listening, Conflict Resolution, and energisers such as the “Visible/Invisible Friends” activity created strong moments of connection and insight.

There were visible openness, participation, and emotional engagement as the days progressed.

Key Learning Points

Some common reflections that emerged:

- Values are already present within individuals
- Children learn more from what is demonstrated than what is said
- A safe environment is essential for values to grow
- Discipline is more effective when rooted in understanding, not control

The training focused on helping educators reconnect with values as lived experiences rather than taught concepts. The space was held with simplicity, reflection, and participation at its core.

Day 3 – Intensive TTT

The workshop progressed towards a deeper reflection on our role as trainers. Using the metaphor of a tree to represent the growth of our team, and the ‘rooting of our values’, which will lead to the upscaling of LVE in India, trainees were prompted to deeply reflect on core values such as unity, cooperation, teamwork, commitment, and also to respond to possible hindrances that may arise in leading the projects.

Looking back on the LVE Foundation Workshop of the previous two days, trainees explored the variety of facilitation skills that had been employed.

As the day progressed, a sense of unison developed among the trainees, and there were some lighter moments that created a family feeling. Deeper discussions focused towards a wider outreach, including marginalized and underprivileged sections of society.

At the end of the day, each trainee was assigned one or two sessions that they were to facilitate during the next three days of the workshop, and were forewarned that they were to be assessed not only by Helen as senior trainer, and Indu as Focal Point, but also by their colleagues using the form below.

(please excuse the typo – ‘room for improvement’ should have a score of 1, not 3!)

LVE Train-the-Trainer workshop - Facilitation Skills Assessment Team... Facilitator.....
Please rate your colleague's session/s on a scale 1-3 (3 = excellent 2 = good 3 = room for improvement)

Criteria	3	2	1	NA	Comments (optional)
The facilitator engaged the audience					
The content was interesting					
Clear and easy to understand					
Quality of visual aids, e.g. PowerPoint /flip-chart...					
Good body language					
Voice clear and well-projected					
Tone of voice varied					
Session was concise and within allotted time					
Activity well-organised, with clear instructions					
Total score					
Please feel free to add further comments					
assessor (optional).....					

Day 4 – Practice and assessment

Putting it all into practice was made even more meaningful and realistic by the welcome presence of three teachers from a school in Pune who experienced LVE for the first time. (At the end of the three-day foundation workshop, they expressed their deep appreciation for what they had learned and experienced and vowed to implement LVE in their work with young people.)

The day began with an engaging icebreaker activity titled “**Visiting Cards**”, conducted by Prafful. Participants moved around the hall meeting one another, observing each other's positive qualities and noting them down on a page in their booklet (their “visiting card”). This allowed each one to appreciate the strengths of others while creating a warm and welcoming atmosphere.



This was followed by an activity, **“Visible/Invisible Friends”**, facilitated by Archana. Chits with participants’ names were prepared and placed in a bowl. Each participant picked a chit, and the person whose name appeared became their **“Visible Friend”**. Participants were encouraged to observe the qualities of their visible friend throughout the day and later share their observations. Of course no-one knew who their **“Invisible Friend”** was till the end, to their joy and laughter!



Pooja then led a reflective session on **“Values Awareness.”** Participants were guided to introspect on their personal values by reflecting on a person they admire, a song they love, and a magical moment they cherish. This was followed by discussion in small groups. This activity helped everyone connect deeply with the values that shape their lives.

Rekha took the group on an imaginative journey, inviting participants to picture themselves as **“Ambassadors” of India to the country of your choice** and walk around the room as if playing that role. They reflected on how their behaviour, attitude, and personal characteristics would represent their country, highlighting the importance of values in everyday conduct. Ambassadors were then asked to design a new flag or logo for India based on the values that they had explored and experienced during the activity.

Reshma encouraged participants to reflect on the question, **“What is a Value?”** Participants wrote meaningful one- or two-line reflections on post-it notes, which were then placed on a beautiful star drawn on the whiteboard titled **“Our Guiding Light.”**

Roopa brought moments of amusement and reflection through the **“Pass the Pen”** activity. The exercise highlighted how actions like passing a pen are often done hurriedly in daily work environments or busy homes, encouraging participants to become more mindful and thoughtful in simple interactions. It was a reminder that respect is a value that can transform the most insignificant of actions into an experience of harmony and mutual appreciation.

Uma then presented an **Overview of Living Values Education – part 1**. She introduced **The Delors Report** and its **Four Pillars of Education**, explained the LVE approach: **Explore, Experience, and Express**, and elaborated on the **LVE Theoretical Model**. She also shared photographs showcasing various places where LVE programmes had been successfully conducted.

To energize everyone after the afternoon session, Ambika led the group in the lively **“Chicken Dance.”** Each movement was paired with positive affirmations such as *“I’m a sparkling star,” “I am accommodating,” “I am flexible,” “I am happy,”* and *“I am easy and carefree.”* The activity filled the room with joy and renewed energy.

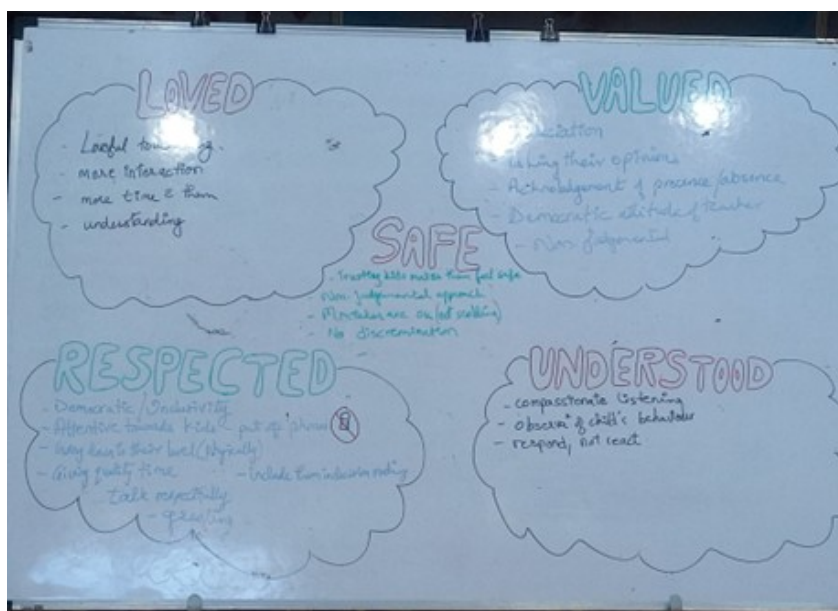
The day concluded with **Part 2 of the LVE Overview** conducted by Helen, bringing together the key elements of LVE. The group then shared ideas, learnings and evaluations of the day’s sessions.

Day 5 – Practice and assessment (continued)

The day began on a joyful note with Jackie leading the group through a beautiful French song, **“Bonjour, Bonjour”** followed by another song in her unique style, **“Be Kind.”** Participants were then divided into groups of three and invited to sing the song in a staggered manner, beginning at different intervals (a canon). This activity required deep concentration, coordination, and alertness, creating a harmonious and engaging start to the day. An important message was conveyed through this activity: *“Stay true to your own song – don’t be influenced by how others are singing theirs!”*

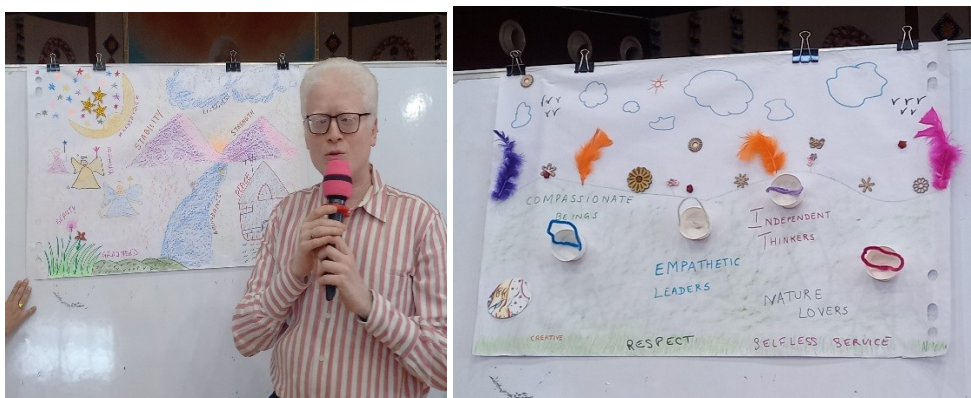
Vasu conducted a unique and enjoyable **“Puppet Activity.”** Participants worked in pairs, where one acted as a puppet, guided by the other through an imaginary thread. Through gentle prompts, the “puppet” responded with movements and expressions. The essence of this activity highlighted how such exercises can help children who have experienced abuse or violence feel safe and supported and learn to develop mutual trust.

Priyal facilitated an insightful dialogue on **“Skills to Create a Values-Based Atmosphere (VBA).”** The discussion focused on how educators can ensure that every child feels loved, valued, respected, understood and safe, within their environment. When these criteria are fulfilled we feel a sense of belonging.



Padmaja guided participants through a powerful visualization of “*The School of Our Dreams.*” Participants were divided into groups of five and gently led into an imaginative journey through a thoughtfully narrated commentary.

Following the visualization, each group tapped into their creativity to bring their vision to life —using a variety of art forms to express their ideas, values, and aspirations for an ideal learning space.



Nikky, along with a few volunteer trainees, conducted a powerful activity around **Active Listening**. Participants were divided into two teams and seated opposite each other in pairs.

- In the first round, one team shared ideas on making “me time” and family time enjoyable, while the other team intentionally **ignored** them.
- In the second round, roles were reversed, but this time the listening team constantly **interrupted** with advice and suggestions.
- Participants were then asked to share innovative ideas, facing **criticism** and interruptions from the other team.
- In the final round, both teams practiced **listening and speaking with attention and respect**, sharing their vision of themselves three months ahead in their personal and family lives.

The activity concluded with reflections on how it felt to be ignored, judged, interrupted, and truly heard, reinforcing the importance of empathetic listening and respectful communication.

Key Do’s and Don’ts of listening were also discussed.



Shaina then facilitated a session on **Conflict Resolution**, where participants explored various conflict scenarios through mime, drama, poetry, and dance. This allowed participants to creatively express and understand different approaches to resolving conflicts.



Krishna brought in vibrant energy with a **“Rain Dance”**. Participants followed rhythmic actions that gradually built into sounds resembling rainfall - and fostering coordination, unity and collective focus.



Amit shared meaningful insights on **Values-Based Discipline** using the analogy of a bonfire. He explained that just as smoke cannot exist without fire, children’s behaviours (smoke) such as anger, disobedience, low confidence, or bullying often stem from deeper experiences (fire) like abuse, humiliation, blame, pressure, comparison, isolation, or rejection. This perspective encouraged participants to look beyond behaviour and understand underlying causes, so that appropriate, values-based responses can be made and positive outcomes achieved.

The day concluded with Nikky’s impactful activity, **“Do as I Say.”** Participants were asked to follow simple instructions while she demonstrated actions. At a certain point, her actions differed from her words, and most participants unconsciously followed what she **did** rather than what she **said**. This served as a powerful reminder that children learn more from our actions than our words, demonstrating that role modelling is a key aspect of values-based education.

Day 6 – Practice and assessment (continued)

The final day of the training began with Helen introducing **Personal Tools as a Survival Kit**. These life-skills were presented using the following items as metaphors: *The Turtle*, *The Suitcase*, *The Apple Tree*, *The River*, *The Jeweller*, *The Scales*, *The Lion*, and *The Ants Carrying a Log*. Each symbolized a values-based approach to handling life situations, with an emphasis on the importance of keeping these inner tools sharpened and ready at all times.

Supriya facilitated a deeply reflective activity where participants were invited to represent their inner world while drawing a **lighthouse**. Each part of the lighthouse held significance—**the rock (foundation)** represented core values such as *determination*; **the structure** reflected values like *honesty and discipline*; and **the light at the top** symbolised *peaceful presence and wisdom*. Participants further explored their **vision**, as viewed from the top of the lighthouse, represented by values like *empathy and compassion*, and the **horizon**, reflecting qualities such as *kindness, selflessness, and contentment*. They also acknowledged the **storms** they face—such as *ego, greed, and attachment*—and identified their **source of energy**, such as *solitude*, that helps them stay grounded and resilient.

This inspiring activity offered participants a deep insight into their current state of being, while also helping them reflect on the direction they wish to take in their personal and professional lives

Toral facilitated a thoughtful session on “**Helping Young People to Be**” and “**Involving Parents.**” Participants were guided through an imaginative exercise where they visualized themselves walking on a road, encountering young individuals displaying varied types of behaviour—some disconnected, some disruptive, and some respectful. Despite these interactions, participants were encouraged to maintain their self-respect and dignity through their facial expressions and body language, even as music played in the background.

For the parent engagement segment, a rapid-fire activity was conducted. Participants were given everyday situations and asked to respond in one or two lines, reflecting how they would handle conflicts or challenges with awareness and values-based thinking.

Helen then brought the TTT to a close by revisiting the **LVE approach and methodology**, focusing on integrating values into lessons, school environments, and future practices. She guided participants on the way forward, encouraging them to carry these learnings into their daily lives. As a final teaser, participants were asked to test their brains through ‘joining the dots’, an activity where they had to ‘**think out of the box**’. The message behind the activity was to be flexible in our thinking, ready to adapt to different situations, accommodate everyone, and customise our activities according to the diverse contexts we are likely to encounter.

The training concluded with a heartfelt **certificate ceremony**. Each participant walked through an aisle formed by others, who raised their hands to create a passage and softly whispered a value they saw in the individual. This deeply touching moment celebrated each participant’s unique strengths and contributions, leaving everyone with a sense of appreciation and belonging. Certificates were awarded by Dr Manoj Matnani, Consultant Pediatric Nephrologist & Renal Transplant Physician at Jehangir Hospital and Jupiter Hospital, Pune, who actively took part in the activities of the final day.



Outcomes of the 6-day TTT workshop

- The meticulous selection of trainees, with ample experience of running values workshops, helped us create a solid team of trainers, especially from west and south India.
- A total of 23 trainees, including one each from South Africa, Malaysia, Mauritius, as well as, two from Nepal have been certified as LVE trainers.
- 6 days of intensive workshops which included reflective exercises, energizers, art, dance and drama helped the trainees create a bond and family feeling among themselves. We perceive that creating an atmosphere of being **loved, valued, understood, respected and feeling safe** within the team is an important aspect for the ongoing success of LVE.

Facilitation

Ms. Helen Sayers held the space with depth, calmness, and clarity. The facilitation allowed participants to explore with ease, creating trust and honest sharing. Rather than enforcing rigid replication, the training explicitly empowered trainees to find their unique style of facilitation and to customise their activities according to the nature of the groups they will be working with. This creative freedom is balanced by an expectation to stay true to the basic content and methodology of the LVE approach. The newly certified trainers were encouraged to regularly consult the LVE training manual and to make maximum use of the wide variety of excellent resources available on the LVE website: www.livingvalues.net

Conclusion and thanks

We hope that the spirit of Living Values Education will be reignited across all five countries and take LVE to new heights. Thank you to everyone, including our hosts at Jagdamba Bhavan, Pune, for their time, commitment, and generosity of spirit.