



# LIVING VALUES

an educational program

Values Education for Children and Young Adults

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[values](#) | [children](#) | [training](#) | [events](#) | [support](#) | [sitemap](#) | [about lv](#) | [contact us](#)

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## Living Values e-News

Living Values: An Educational Program Newsletter

**September 1999**

Issue Number One

### In this Issue

[Previous Issues](#)

Editor's desk

- [Living Values Monthly Newsletter - now available by email](#)

Worldwide Happenings:

- [Spain: The Spirit of Education Forum](#)
- [UK: International Living Values Meeting and Training](#)

### Editor's Desk

#### Living Values Monthly e-Newsletter

Since piloting got underway in 1997, Living Values activities have been steadily gaining momentum and are now taking place at some 1500 sites in over 60 countries.

Around our rapidly-changing world, the quality of education is high on the agenda of parents, policy-makers and pupils alike, as well as educators.

And in all branches of society, there is a clamor for values to take

### Coming Events

#### Athens, Greece

November 12-14, 1999

#### Living Values: A Future for Education

This forum for educators in south-east Europe will take place at the Novotel Hotel, Athens from 12-14 November 1999.

centre-stage in personal, social and public life.

Offering practical experiential learning-activities for children, young adults and parents, Living Values is meeting with an enthusiastic response whether from school-children in Europe, education professionals in Africa, concerned citizens in Asia, business majors in America or even refugees in Thailand.

The following stories bring you up-to-date with some recent happenings and forthcoming events, so read on. But we hope you'll do more than just read: please also send us your news - and go out and make some news!

The Editor

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Participants will come from 15 countries bordering and in close connection with Greece.

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## **Tlaxcala, Mexico**

November 15-19, 1999

## **living our values: the spirit of education for the 21st century**

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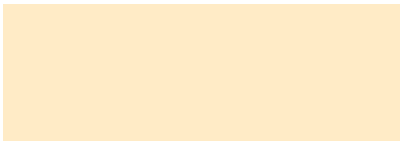
Mexico  
[bkmxvibz@iserve.net.mx](mailto:bkmxvibz@iserve.net.mx)

Tel. y Fax: 52 77 11 81

You will have the opportunity to meet and share with people involved in values education and to promote co-operation between educators and educational organisations within the Americas. We will be presenting the American educational community with a new perspective for the development of a culture of peace through values education.

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## News from Spain

### European Forum

#### Living our Values: The Spirit of Education for the 21st Century

In a beautiful village near Barcelona, called Seva, a special place, full of freshness and silence, was inviting us to a unique gathering for the four days of the Forum. About 120 people involved in education from 18 countries arrived in small groups or one by one, as if they were little drops falling into a lake. They came full of expectations as they are all involved in the task of values-education and implementing different activities around values in education. All of them were distinguished people in their various fields - both at the institutional level and in terms of personal commitment - people bubbling with practical experience and commitment. They included:

- Barbara Calderon, representative of the Spanish Committee of UNICEF;
- Miguel Marti, representative of the UNESCO Centre of Catalonia;
- Maureen Goodman, Co-ordinator of Brahma Kumaris activities in London, UK;
- Jean-Fred Bourquin, Executive President of the European Centre of Culture, Geneva;
- Ezequiel Ander-Egg, Director of the Institute of Applied Sciences of Argentina; and
- Marco Dallari, teacher at the University of Bologna and Modena (Italy).

The journey through each of these days was full of surprises, a personal and collective journey of moving between the internal to the external - learning to do and be and, in addition, learning from diversity and difference.

Topics addressed by the Forum in Plenary sessions and small Research groups included: diversity and difference, cross-cultural issues, what are values, how to apply values in education and action plans. Values such as enthusiasm, humility and understanding were recurrent themes.

There were some very special scenes, such as the arrival in Barcelona harbour of a boat carrying 14 young French children who were welcomed by 40 boats full of young Catalan children. The coming together of children from across the sea, the unity in diversity, the sharing of values and the open-hearted acceptance of others created a powerful and moving image that encapsulated much of what Living Values stands for. All the children had been experimenting with values in workshops and shared experiences of this in the Forum.

Another special moment was the cultural evening in which the young children expressed with imagination and great purity their vision and the outcome of the days they spent together in Barcelona.

The closing session was particularly powerful. It was wonderful to see on the faces and in the

eyes of participants how they had changed during their four days together. And to hear personal and concrete action plans to be applied in their lives: collective plans to create a European Centre of Living Values and an Educators' Network; plans to improve the quality of city life and build a learning and sustainable City and to participate in various peace and conflict-resolution programs, including the year of the Culture of Peace.

It was a meeting both about and filled with constant learning and depth of understanding and each participant left with new inspirations to create a new culture of peace in the world.

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## **News from the U.K.**

### **International Meeting of Coordinators and Educators' Training**

The International Living Values Coordinators' Meeting and Educators' Training took place at the Global Retreat Center near Oxford from July 27 - August 4, 1999. This was the third international Living Values Meeting and Training and it attracted 84 participants from 32 countries. While a full report will be available later, the following are some of the highlights of the two gatherings:

#### **Coordinators' Meeting:**

Their time together was spent in assessing LVEP and in an extended dialogue on how best to support it as it grows around the world. Using the Appreciative Inquiry process, the coordinators identified what they had found to be most life-giving in the LVEP and were requested to go through three steps: – 1/. Discovery, 2/. Dream and 3/. Design & Deliver. This was very effective as it moved them from what is valued most about the self to what is valued most about the program. This connection became a thread that was interwoven throughout the whole meeting.

Success stories on how the program is working were shared at a number of different levels:

- Regional forum in Barcelona, Spain in which about 120 participants from 18 European and Latin American countries participated (see above for full news).
- Regional Train-the-Trainer in Reduit, Mauritius that was attended by 70 educators, organized by the Ministry of Education and the Mauritius Institute of Education. One of the outcomes was that the Minister of Education has included Living Values in his national action plan and many schools have begun using the LVEP materials.
- Training of Karen teachers in a Refugee Camp in Northern Thailand, which has become an ongoing program and is being sustained by regular visits from the LVEP Coordinator in Thailand.
- The coordinator in Hong Kong started introducing Living Values to a local educational group which promptly responded with the request for her to run a training workshop for 1,000 of its teachers!

Some forthcoming events being planned include:

- Forum in Kenya, August, 1999
- Teacher Training in India, October, 1999
- Regional Forum in Mexico, November, 1999
- Regional Forum in Lebanon, April, 2000

There were also suggestions to have a Living Values Education Exchange Program (LVEEP) and an International Living Values Training Center.

### **Educators' Training:**

The Educators' training was held immediately following the Coordinators' Meeting. The training this year was very participatory and it involved educators from different parts of the world both as coaches as well as presenters. The first two days were dedicated to practical experience of the values activities for the different age groups and the last two days were dedicated to training of educators and parents/caregivers.

The fact that each participant attending the training was experienced in his or her own right, provided for an environment in which experiences and resources were exchanged and shared from different local realities. The collective wealth of everyone's input allowed for the training program to be enriched and strengthened.

One of the outcomes of the educators' training was the need for emphasis to be placed on educator empowerment. It was seen that the sustainability of the program depended on the interest, enthusiasm and motivation of both teachers and parents. To help support this outcome it was recommended that attention be paid to training at a local level and to make the materials readily available. The involvement of all stakeholders responsible for education would be a necessary requirement to make this happen.

### **Spiritual Dimension:**

Dadi Janki, the Additional Administrative Head of the Brahma Kumaris served as a resource expert in the area of personal development and self-sustenance. She addressed the areas of silence, innate values, values in lifestyle, concentration and stability, subtle ways of resolving conflict and developing self-confidence, self-esteem and self-respect. This was offered as an optional session but it became very popular from the individual perspective.

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