



LIVING VALUES

an educational program

Values Education for Children and Young Adults

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Living Values: An Educational Program Newsletter

January 2000

Issue Number Four

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Editor's Desk

Warmest wishes for the New Year and New Millennium!

Taking this seasonal opportunity to peer into the future, as humanity crosses the threshold to a new millennium, one distinguishing feature of the land ahead is that life will be full of many challenges. The world of tomorrow will almost certainly be more demanding than that of today. An information explosion, technology, increased social and environmental problems, new demands for ethical responsibility and accountability, the relentless pace of change, internationalization, demographics and a new global consciousness are all exerting new pressures on the individual and world society as a whole.

Remarkable progress has been made in some areas of life for some people but such afflictions as pollution, poverty, injustice, violence and ignorance remain and, in this globalized world, they cannot be ignored by anyone. Increasingly, a fresh concept of learning is being seen as indispensable to our further progress, and indeed survival.

Education is being called on not only to provide a nurturing life-line for the self but also to pave the way to overall human development and well-being: to trail-blaze a broad path of learning for all that begins, at the latest, in the cradle and never ends.

On this new vision of learning, and consequent new levels of understanding and awareness, we have laid our hopes and aspirations for a world of peace, prosperity and harmony.

The need of the hour is thus for a personal and social education that places a focus on the identification and nurturing of values that can command widespread assent, and which today's learners can call on in making tomorrow's choices. In order to play a major role in constructing this essential social underpinning, schools will need practical, well-designed values-based learning materials that can be used in classrooms to support imaginative teaching and learning. Visions of learning such as this, taken from Living Values' paper to the recent UNESCO-ACEID Conference in Bangkok (see below), may sound like the stuff that dreams are made of But counterpointing ubiquitous stories of gloom and doom, the days of magic have not all gone - in fact, they seem to be only just beginning - and an especially inspiring example of how this vision may take practical form can be found in our main story below on Kuwait. Further glimpses of the power and effects of a good cause are also there for the eyes and hearts of the discerning in our other news.

We hope that you too will find the stories below inspiring, and for

Forthcoming Events

Germany

January 2000

Teacher Training in Living Values for educators

This three-day training will be conducted by LVEP trainers Helen Sayers and Diana Hsu.

For further information, please contact germany@livingvalues.net

Hong Kong, China

15th January 2000

Workshop for Teachers

at the HK Teachers' Centre

For further information, and registration, please contact hongkong@livingvalues.net

Alexandria, Egypt

January 13-15, 2000 and
January 16-18, 2000

LVEP Training for secondary teachers

Sue Emery will conduct two LVEP trainings in Egypt in French, with translation into Arabic. Each three day

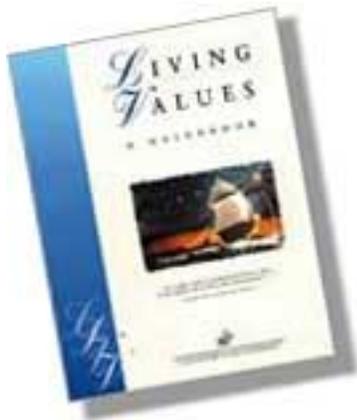
those whose inspiration becomes action, please set aside time to tell us of your experiences! It is only by sharing them that others can know about them. This generates enthusiasm - and allows many to profit by the experience of others. We welcome hearing from educators with one or two [success stories](#) (or even not-so-successful stories!) of values activities 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 to all our readers for a New Year brimming over with peace and happiness.

The Editor

Have you read the book yet?



Living Values: A GuideBook

**A Publication in Honor of the
United Nations' Fiftieth
Anniversary**

*"To reaffirm faith in fundamental
human rights, in the dignity and
worth of the human person ..."*

(Preamble, United Nations
Charter)

training will be done with fifty secondary teachers from Alexandria and Cairo.

For further information, and registration, please contact egypt@livingvalues.net

Ramla, Israel

January 13-15, 2000 and
January 16-18, 2000

**LVEP Training for public
kindergarten classes**

All the public kindergarten classes in the city of Ramla will be taking part in Living Values Educational Program activities. This will involve a total of 2,000 children -- both Jews and Arabs. One hundred kindergarten teachers will be involved in a training on February.

For further information, and registration, please contact Esther Khavous, Israel's LVEP Coordinator at israel@livingvalues.net

Kuwait Welcomes Living Values!



LVEP Training in Kuwait

Teachers at the Kuwait American School in Kuwait enjoy learning the LVEP values activities for children.

In the summer of 1999, Wajeeha Al-Habib, the Director of the American International Montessori in Kuwait, attended the Living Values Coordinators' Meeting and Educator Training in England. One of her fellow-participants was Peter Williams, a Deputy Headteacher from the north of England who has been at the forefront of LV activities since its inception and is a LVEP trainer. Wajeeha was so deeply impressed by LVEP that she invited Peter to move to Kuwait in September to be the Principal of Wajeeha's new Kuwait American School! Inspired by the potential of helping establish a new school with a commitment to values firmly at the heart of the learning community, Peter eagerly accepted the challenge and now has sent in news of the wonderful first few months, as follows:

"The values of honesty, trust, equal worth, co-operation, mutual respect and self esteem lie at the very heart of the newly opened Kuwait American School for three to nine year old pupils. It is a school that is interested in developing the child's intellectual and emotional achievement and especially emphasises the social awareness and spiritual integrity that will prepare children to contribute to the world community.

At the school's very first Professional Development day, a very practically-orientated Living Values session brought all of the multinational staff together in an atmosphere of equal worth and equal value to visualise their ideal school and together set realistic but challenging goals. These goals were translated into five guiding principles as follows:

- To build our characters and be beautiful people to know;
- To learn to live the noble qualities and values we hold dear;
- To build a positive and attractive working atmosphere where hard work, accomplishments and learning can take place without fear of ridicule or failure;
- To learn with pride and humility that it is OK to do well and OK to accept and learn from mistakes; and
- To build an essential, strong and challenging curriculum that is designed to recognise and bring out the best in every child.

Through Living Values, we all learnt and shared the importance of recognising and living our values, and that we show how we live our values by our attitude and behaviour towards ourselves and each other in all situations. Inviting the children to explore their own values helped to frame the character and atmosphere of the school. The children discovered what is

meant to be peaceful stars and how to use their helping hands and helping voices in practical ways. When asked: 'Is there an important person who we should invite to open our new school?' the children replied with delight: 'We will open it. It's our school.'

Developing the noblest of qualities at KAS generated many conversations and meetings with parents and officials with responsibility for monitoring standards and ensuring that regulations were met. The opportunity to listen to and work together with all schools of thought helped to generate a shared vision of mutual understanding, mutual respect, openness and co-operation. After three months, the living-values-based atmosphere has created a living and learning environment where the children have come to know the difference between right and wrong, exhibit much improved work habits, show higher than expected academic attainment and especially radiate a warmth of spirit and joy of learning from their faces.

We are delighted that Living Values: an Educational Program is helping to develop a holistic curriculum that captivates and celebrates the special qualities and talents within us all.

We began our year with the motto 'We are all wonderfully made'. Three months on, 'we are all wonderfully made and together we are better'."



A Special Values Project -
December 1999

Children from the Kuwait American School created "love in a shoebox". The shoebox appeal was for children who suffered in the earthquake in Turkey. Called "Operation Peace Child" children carefully chose items to send to boys and girls in the orphanages or tent cities.

The following quotations indicate how a Living Values approach to learning has been received:

Parent and Director of KAS – Wajeeha:

'The Living Values Program is, for me, like finding the treasure that I have been always looking for. It made all the difference at KAS. We were fortunate enough to start the school from scratch using the Living Values program. This was wonderful. Starting a school did present us with challenges to test us from time to time, but when your ladder of success is leaned on the right wall, the wall of principles and values you hold dear ensure that the journey of success becomes the most joyful experience. With the Living Values Program, there is no place for fear, confusion or stress. Things just flow in complete harmony and the answers to questions simply spring crystal clear in front of you like a fountain of water. You can even recognise each individual drop and enjoy every bit of it.'

International visitor sent by the Kuwait Education Authority:

'No words can express the feeling, atmosphere and clear success of this school. Wherever you go you see happy, smiling faces and children learning and helping one another.'

Parent:

'How on the earth are you disciplining our child at the school. Before he came, we tried every way to make him behave, nothing seemed to work, and now in less than two months, the boy is totally different, very well behaved and all the values and manners are just emerging naturally from within his personality. Please, tell us your secrets!'

Member of Staff:

'I don't know what happened to me. After twenty five years of teaching experience, I used to wait for and loved weekends, and since I joined KAS, I miss the school during the weekend and I find any excuse to come to school.'

Parent:

'The school does not feel like a school. It feels like home. The atmosphere and warmth of the school makes my child jump out of bed wanting to come every morning.'

Parent – Nadia:

'I have been in schools in America, Switzerland and Lebanon. The quality of education that KAS is offering is higher than any other school I have ever seen. We do appreciate everything you are doing for our children.'

Parent – Anfal:

'When I first registered my child with your school, I liked what you were offering and the school philosophy, and I was convinced seventy % that this is the right school for my child, but after two months, I am convinced two hundred % that this the right school. From time to time, when I want my child to do something and she doesn't want to do it, all I need to say is: 'You are not going to school tomorrow.'

Parent:

'No words can express what this school is doing for my child. He is so happy and learning so well.'

Parent:

'I came in early just to soak up the atmosphere. Can I volunteer my time to help.'

Child aged five, talking about respect:

'All the children all over the world should be happy, free and a shining stars.'

Child overheard at home looking into a mirror one month after the Respect mirror lesson:

'You are beautiful, your smile, your eyes. You are beautiful.'

Teacher:

'A testament of a good school is that the children don't want to leave at the end of the day. They don't!'

Kuwait Ministry Supervisor/Inspector:

'What makes me pleased about this school is the credibility and the honesty they operate with. It is a school that meets its promises. They do their best to serve their students and they set their academic standards high. Thank you very much for all these efforts.'

International Visitor – Tsueta:

'Everytime I cross the threshold of this school, my heart starts beating in tune with the pulse of a

new world – the world of real knowledge, discovery and revived ethics among individuals. The young hearts of happy children, teachers and staff are a universe of serenity, love and creativity. Like the legendary phoenix bird which burnt itself to death and rose fresh and young from its ashes, so the Director of the school has inspired new virtues and wisdom in the minds of the future new people. The school challenges the prevailing outdated frameworks and heralds the dawn of new educational and cultural integrity.’

Germany: Successful First Steps

A few German educators had been experimenting with LVEP materials by the time Diane Tillman, Living Values Coordinator of Content and Training, visited towards the end of last year. This core group, lead by Brigette Loerchner, organized a short LVEP seminar in Hamburg. The response was one of openness, intense interest and happiness; a follow-up educator training has been planned - see [Forthcoming Events](#).

Singapore Loves Parents

Diane Tillman flew into Singapore on her round-the-world tour and was able to see the excellent and continuing work that has been carried out by Sister Bharati, Kana Gopal, and Gnanaratnam Tavarajah. Programs for parents had been arranged and meetings with a woman legislator and group of principals resulted in instant interest, and a request for training scheduled for later this year.

LVEP in Australia

A LVEP training was hosted and organized by Ms Sandra Lloyd, District Superintendent for the Department of Training and Education, Lake Macquarie District from 20-22 September, 1999. Principals and selected teachers from eight schools attended the training, as well as representatives from a Catholic School, a long stay day care centre, and the local Ethnic Communities Council Multicultural Children's Resource Unit, and a researcher from the office of the Dean of the Faculty of Education at the University of Newcastle, a volunteer refugee worker, and a parent from one of the schools. Many of the schools said that the program would compliment existing programs particularly skills streaming or personal development.

- Northlakes High School will dedicate one double period per week for 200 year seven students, and trail a small group of recalcitrant students.
- Warners Bay High School will implement the program with their year seven students, integrating it with the personal development program next year. This year they will trail it with a group of 14-year-old at risk girls.

- Pelican Primary School and Nords Wharf Primary School will trail the Peace unit this year in Kindy and Year 1 classes.
- Child Care Workers from the Ethnic Communities Council will trail the Parenting course in conjunction with a Safe Start, Safe Future program with a play group in Cessnock.
- Glendale East Primary School will trail the Peace, Respect and Love modules in one class this year and will attempt teacher training during orientation week next year.
- Northlake Primary School will trail in one class this year and see if they can get staff commitment for the next year.

Vicki Tweendale of Gendale East Primary School reports after trailing the Peace Unit just a few weeks with her composite class of Grade Two and Three students using the 3-7 Values Activities packet: "The children responded well to the exercises, which included visualizations, painting and the "Star" story." She had the most fun when listening to the children's conversations about peace whilst they were painting. "The children are so enthusiastic that they want to set up a special values corner and have started talking about make a friendship quilt."

The Philippines Gives the Warmest Welcome!

The Philippine city of Manila held some surprises for Diane: "They surpass Los Angeles in at least two ways; they give the warmest welcome in the entire world and have even more traffic jams!" She reported: "A two-day LVEP training, organized by Salud Odio, drew high level participation from the Philippine Commission for UNESCO and the Education Department. Salud and her excellent team now have requests from all over the country for training and implementation."

Cambodia: Peace in the Curriculum

Having been given a contact at UNICEF in Cambodia, Annie Waltham, who is living in Ho Chi Minh City, Vietnam and has been involved with Living Values there, went by bus to Cambodia and writes: "The long ten-hour journey, sometimes crossing huge water-filled potholes, was all worth it on meeting with Ms. Sonnois of UNICEF. The first comment she made when looking at the Living Values Materials was: 'This has come just at the right time. We are about to write our education curriculum for the next five years and want to include some activities on peace.'"

Vietnam: Magic in the Air

LIVING VALUES E-NEWS received this report from Annie Waltham in Vietnam following on

from Diane Tillman's visit last September: "Diane, and Trish Summerfield of New Zealand, now based in Hanoi, met with the Director of the Ministry of Education and Training's National Institute of Educational Sciences in Hanoi. The education and training of the whole country's young population is directed by the Institute and so it really was a high level meeting. On hearing about the Living Values Program, the Director and his team were so keen that they wanted to have the training immediately! Diane had to apologise and explain that she was due in Hong Kong.... Plans are now being made for a full five days' training for teachers later in 2000.

Diane and Trish then met with Madame Hui, the Director of Vietnam's National Commission for UNESCO. She was very keen on the LV material and is working on getting sponsorship for their teachers to join the training. Diane also met with the Director of the United National International School who is also considering training the school's teachers.

Down in Ho Chi Minh City (formerly Saigon) Diane and Trish met with the counsellor and staff of the local international school who liked the LV materials and are considering running the programme.

Although Diane and Trish were unable to contact anyone from UNICEF'S Vietnam office, magic again played its heart and so guess who Diane was sitting next to on the plane to Hong Kong? Yes, you guessed it: one of UNICEF'S heads of department! She was very interested and may be able to help with translation of LV materials into Vietnamese."

Hong Kong, China: Flying the Flag of Values

At the invitation of Fanny Law, the Director of Education, a presentation on Living Values was made to the Board of Education, a high-level advisory body for curriculum decision-making. Thirty minutes was allotted for the presentation but there was such strong interest that the discussion continued for nearly an hour more! The timing of the presentation came in the midst of a comprehensive review and reform of the overall education system in Hong Kong in which a strong emphasis has been placed on values education. The presentation included news of some of the activities that have been carried out in local schools.

Living Values has also been asked to make a presentation to the Education Commission, the body which advises the Government on overall educational objectives and priorities and is entrusted with the review and reform process. Following an intervention at the Education Commission's Public Forum on Education Reform, Living Values was invited to present a paper at the Hong Kong Educational Research Association's 16th Annual Conference. Held at the Institute of Education, the Conference theme was "Exploring New Frontiers in Education" and it attracted an audience of policy-makers and researchers from the local and mainland Chinese education community and a number of overseas dignitaries. A paper entitled "Values Education and Life-wide Learning" shared details of LVEP and generated interest for further activity amongst local educators. At the same time Living Values was also invited to attend the Hong Kong International Institute for Educational Leadership's seminar on "Rebuilding Human Values in the new Millennium".

In the meantime, work carries on with localizing the materials for the Hong Kong context: following the printing of the Chinese edition of the Values Activities 2-7 book, the Chinese

translation of the Values Activities 8-14 book is now being edited and a workshop is to be held at the Education Department's Teachers' Centre later in January - see [Forthcoming Events](#).

Teachers from primary and secondary schools have registered along with several members of the Education Department's Curriculum Development Institute and the materials will be reviewed with a view to their further local use.

Thailand: Living Values at the UNESCO-ACEID Conference

Bangkok is home to UNESCO's Principal Regional Office for Asia and the Pacific and UNESCO's Asia-Pacific Centre of Educational Innovation for Development and in 1998 the Brahma Kumaris had presented Living Values in their paper for UNESCO-ACEID's Annual Conference. In December 1999 the Fifth UNESCO-ACEID International Conference was held with the theme of "Reforming Learning, Curriculum and Pedagogy: Innovative Visions for the New Century". This provided a strong incentive to offer a paper for the event - titled "Learning about Values: Living Values" - which was duly presented by a small Living Values team including Derek Sankey, Senior Lecturer at the Hong Kong Institute of Education, who has been committed to and active with LVEP since last year. The Conference was attended by well over 500 educationists from around the world including Africa, Europe, North America, the Middle-East and Oceania and provided opportunities for many constructive conversations and the free exchange of ideas, experiences and information. Among the many issues deliberated on during the four days of the Conference, the promise of the computer and internet was evident while a further recurrent strand was the need for education to achieve moral purposes and the place given to spirituality as a central part of life. As Professor Phillip Hughes concluded his Conference Summation: "What could be more tragic than to succeed in giving all students a highly effective technological education but fail to succeed in teaching these highly equipped and powerful people the desire and capacity to live together in peace and harmony with others?"

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