



# LIVING VALUES

an educational program

Values Education for Children and Young Adults

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## Living Values e-News

Living Values: An Educational Program Newsletter

**November to December 2000**

Issue Number Nine

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### ▶ To Our Readers

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Welcome to the ninth issue of Living Values e-News, the electronic newsletter of the Living Values Educational Program.

There is a popular saying to the effect that "Values can only be caught, not taught" and, as a values education programme, Living Values frequently comes across this idea. Indeed, there is much truth in the notion that if students do not see the values they are told to embody in the adults around them, they are unlikely to adopt them. Nor can the attitudes and behaviour that are an expression of values such as honesty, respect and peace be taught in quite the same way as, for example, history or biology. It needs more than a teacher just saying that children should tell the truth, respect their seniors or not harm others for this to happen; this will depend on what students do - thinking about these concepts, working on them - at least as much as it does on what the teacher does. But this is also largely the case with teaching practically any subject, not just values education. As Socrates said some 2,400 years ago: "I cannot teach anybody anything, I can only make them think."

So then should values not be taught but left for people to work out for themselves? A very valid factor in this area is the desire, especially in a diverse society, to respect others' values, opinions and beliefs and not to impose on the individual's right of choice in this regard. The problem though is that there can never be any such thing as value-free schooling. Actions, and ways of doing things, are expressions of values and actions speak louder than words, with the result that all teachers and schools do transmit values, both implicitly and explicitly, be it by what they do or by what they don't do.

Values are interwoven into the fabric of human life and relationships, whether in the smaller community of the school or society at large. The media, peer groups and the family are all powerful values educators in their own right, whether or not this task is taken up by schools. Often the values that are being transmitted in society are negative - for example in images and acts of violence, the glorification of superficiality and excessive consumerism, dishonesty, the denial of accountability, selfishness - and children can be only too quick to absorb these values.

Given this context, most governments, and educationists, do not find it that difficult to prescribe values for people; increasingly, they are also finding it easier to say that values do have a place within education - even that they should in fact have a place within the curriculum and timetable. But they do not find it so easy to determine how those values are to be imparted; the result all too often is that, despite lots of fine rhetoric and good intentions, values that most people do believe to be important are not being taught while, filling the gap, less desirable values are very easily being caught by children from the world around them.

Living Values: An Educational Program believes that values can and should be both taught and caught. The problem of implementation, and effectiveness, is resolved by an approach that focuses on what the learner is doing while also acknowledging the teacher as a potential, and necessary, role model. Effective training for teachers, that emphasizes the importance of a values-based atmosphere, is a must so that they can comfortably embrace and guide an educational process that is participatory, experiential and flexible. The Living Values Activities provide the opportunity for students to explore and develop values as for values to be rekindled schools must create time for this and for students to learn associated personal and intrapersonal social and emotional skills. The activities offer an opportunity to discuss and create at several different levels, and through several modalities. Educators are trained to accept, listen, and guide rather than impose and moralize. A values-based environment is created in which students, and teachers, can think about and reflect on the things that matter most to them. When taught in this way, values can also be caught; and, as our stories below reveal, not only

can they be taught - they also are being caught.

The LVEP [website](http://livingvalues.net) - at livingvalues.net - warmly welcomes 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 for the holidays and the New Year  
The Editor



## Forthcoming Events

[training@livingvalues.net](mailto:training@livingvalues.net)

### **Lebanon: Training for Teachers**

13th January 2001, Mount Lebanon

A one-day training will be conducted at Brummana High School in Mount Lebanon for about fifty upper and lower elementary teachers, pre-school teachers, heads of sections, directors of studies, directors of guidance and school counsellors from six schools in the area. The local workshop director is Rula Kahil; Hoda Wallace and Jenny Nassim will be coordinating the event.

For further information, please contact:

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## Worldwide Happenings

### **France: Early Childhood Education Workshop with UNESCO**

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An International Workshop on Integrating Values in Early Childhood Programmes/Services, co-organized by UNESCO and Living Values: An Educational Program, was held in Paris from 20th to 22nd November.

By way of background, during the last UNESCO General Conference, representatives of several Member States expressed their concern about young children who did not receive the proper quality of education, were not exposed to any education at all or were part of communities where crucial values were being eroded. They also expressed their desire to find ways in which those values could be strengthened. UNESCO regularly receives requests from Member States related to the issue of values education for young children, both within a formal and non-formal educational framework and also, for example, for street children.

Building on this, UNESCO's Early Childhood and Family Education Unit launched, jointly with Living Values: An Educational Program, an international initiative on "Early Childhood and Values Education" earlier this year. This has started an international discussion (in English, French and Spanish, by email and other traditional means) on the theme of Early Childhood and Values Education. A questionnaire was then circulated to Living Values coordinators and educators, UNESCO National Commissions and field offices, and other early childhood partners throughout the world, to identify experiences in this area, solicit concrete and practical recommendations and suggest ideas that could form the basis of an informational document, and web site, for Member States on this issue.

The Workshop itself - which lasted three very interesting days - was hosted by UNESCO and LVEP, with representatives from OMEP (Pre-school World Organization), UNICEF, IE - International Education, Association Mundial de Educadores Infantiles, Montessori schools, Women's World Summit Foundation, AMADE (Association of Children's Friends), OECD, the Ministry of Education from Sweden, the Ministry of Health from Israel and representatives from UNESCO and LVEP from all around the world. Several LVEP teachers and principals travelled long distances to share their experiences such as Michael Owino from Kenya, Mila Ramgoolam from Mauritius, Peter Williams from Kuwait, Rula Kahil from Lebanon, Esther Khavous from Israel and Shahida Abdul Samad from Malaysia. Two representatives from the Ministry of Health from Israel also came and talked about LVEP in the Middle East.

Bernard Combes from UNESCO, and Benoit Duche from LVEP, organized the agenda. As the workshop was about Early Childhood Education, the organizers wanted it to be different from typical UN meetings. They devised a series of questions for the participants to discuss and formulated a structure that would generate a set of Principles for Action and a Plan of Action. Eva and Dominique, a five year-old child and an adult mime, began several sessions delighting participants with heart-tugging vignettes. All participants also took part in a values-awareness experience before starting on introductions, dialogues and presentations. The workshop participants are continuing to work together with UNESCO to finalize a set of Principles for Action which, with the Guidelines for Action, will be featured in the next edition of Living Values e-News.

All participants agreed on the importance of sending a clear message to Member States as to why it is important to invest in Early Childhood Education. The following statement was prepared and sent to the Heads of States of the G8 countries:

Statement to the G8 Heads of States Representatives of Early Childhood Development Institutions and Organizations from 22 countries, meeting in Paris from 20th to 22nd November 2000 for the International Workshop "Integrating Values in Early Childhood Programmes/Services", invited by UNESCO and the Living Values Educational Program, solemnly request the G8 Heads of State who met in Okinawa, Japan earlier in 2000 and rightfully promoted global Information Technology (IT), to put equal emphasis on the global precondition for ALL human development - EARLY and BASIC Quality Learning - to embrace human living values, positive attitudes and basic life-skills at an age where children learn most and best. Scientific evidence clearly indicates that key values, basic attitudes and problem-solving skills develop before school age. This chance for human development must not be lost. Early childhood development and basic quality learning on a global scale would significantly help to reduce the "digital divide".

Adopted on 22 November 2000  
Paris, France



## ► **Philippines: Training Goes Down South to Mindanao**

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From Davao, in the southern Philippine island of Mindanao came this report from Living Vales coordinator Salud Idio:

"A three and a half-day Living Values residential trainers' training course was requested by the Oblates of Notre Dame and held at St. Joseph Retreat House, Maguindanao, Cotabato from 16th to 19th October.

The Oblates of Notre Dame (OND) is a local congregation of nuns which promotes understanding and respect for people of diverse cultures and all walks of life and religious traditions. It undertakes dialogue, reconciliation and peace at its Child Peace Learning Centres in OND-owned schools and Reconciliation Centres, alternative relevant education for indigenous peoples, pastoral care and community-based health care. It is also engaged in capability-building / skills-training for its personnel and mission-partners for stronger commitment and greater effectiveness in the ministry.

Fifty people, representing the different areas where those OND programmes are being implemented, participated. Their response was highly positive as evidenced by sustained enthusiasm and energy to participate in and learn about everything that they could.

Being process-oriented, it was easy for them to look at their own values as part of their own self-discovery. They found the presentation of the two facilitators to be both light and comprehensive. They also found them to be credible because they walked their talk as projected in their words and actions.

The activities and exercises on active listening and conflict management were appreciated and the natural environment of the venue provided a delightful backdrop to the camaraderie that beautifully grew among them, leaving them refreshed, rejuvenated and motivated.

In this island, where families have been affected by long years of a rift between rebels and military, their commitment to peace and living their values was a wonderful outcome."



## ► **Mauritius: Values are Alive and Well**

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Mauritius' involvement with LVEP dates back to 1997 and The Mauritius Institute of Education introduced Living Values in all its Teacher Education Programmes in 1998. The trainee-teachers range from pre-primary and primary, who teach children between the ages of two and eight, to secondary levels. Both pre-service and in-service teachers are trained.

A recently-carried out evaluation indicates that teachers, pupils and, in some cases parents too, have undergone a phenomenal transformation as a result of LVEP. While quantitative analysis is still being processed, the following extracts, taken from the Evaluation forms in participants' own words, give a good flavour of what has been going on:

### General Comments

"With LVEP, I really felt peace of mind and have been motivated to accept any challenge in life."

"LVEP was my favourite subject last year. Whereas the other subjects related to my improvement at school, LVEP related to my holistic improvement."

"I think these values should be taught to parents through TV, newspapers, talks ..."

"My pupils are asking me for more "travels" (imagining the world of peace) and I try to satisfy them."

"The children have asked me if they can interchange ideas with other school children."

"The pupils talk much about LVEP in their respective family environments ... LVEP can bring a better society."

### Personal Change Reported by Teachers

"This subject has helped me to be nearer to my pupils. I am learning so much from them!"

"I realised that what we preach, we have to put in practice - be a model."

"After this Programme, he has changed a lot for the better. I think he has learned what love is."

"I personally experienced a change when I taught the values of respect, love and peace. I am now more peaceful with myself."

"I have become more friendly towards the children; more understanding, tolerant and humble. "

"I myself should possess the qualities before sharing them with small kids."

"Without LVEP there is no student development."

"After the Programme I have changed my perception towards the pupils. I learned to love all my pupils regardless of the differences in their family background, their religion and particularly in their aptitudes."

"More positive; I used to think negative ideas."

"More honest; responsible in duty towards the kids."

"More confident, better self-esteem and much more tolerant. Better class management and the ability to deal with stress."

"A feeling of being wanted and loved by the students."

"Improved relationships towards my family, pupils and others."

"I have been able to develop a caring attitude towards my pupils instead of a controlling one."

"Helped me refine my class-management skills."

"Minimized risks of inappropriate behaviour among students."

"After following Living Values I find myself more positive and have peace of mind especially through the focusing exercises. I do a lot of self-checking during the whole day to improve."

"Now I feel more relaxed, whereas at first I felt tense due to workload of the C.P.E class."

"My rudeness towards my two children has changed - Living Values has made my life pleasant and enjoyable."

### Success Stories with Pupils

"Patron was a wild pupil. He used to steal, tell lies and hurt his friends. Yet, after doing the values activities, he turned out to be a more obedient and respectful pupil."

"Rajen came to school twice or thrice weekly. After doing the Programme he changed completely. Now, he comes to school everyday and he is punctual. He wears clean clothes (not beautiful ones) and is always tidy. He stands near the school gate and greets all the teachers. When I alight from the bus, after greeting me, he immediately takes my bag."

"Jayesh, 4 years old, would sit the whole day without moving. The paper and the pen would be in his hand but he would not write anything. At first I thought that he was lazy but, while observing him, I came to know that he lacked self-confidence and had a lot of fear. I helped him create his self-esteem and found the magical change. Now, he is sharp and without any fear."

"Abhishek, 3½ old, was a very aggressive child in the class. He used to bite his classmates and this created disharmony in the class. No one liked him, no one would like to sit near him or share anything with him."

"Parents would come with complaints. He was really a difficult child; during play time he would tear the doll into pieces. This scene puzzled me. Then I searched for the reason. In fact I learned that he lacked a lot of parental affection. Through some value activities (love and co-operation) his behaviour changed; after one week he stopped biting and a good relationship was established among his classmates. Living Values created in me a motherly care."

"Shawn, 1½ years old, was deaf and dumb. His mother was tired of changing nursery "garderie" because he was crying the whole day. His mother came very desperately to seek help from me. I accepted the child and I shared a lot of love and affection with him. The first day he cried the whole day but after two days his mother came just to tell me that Shawn took his bag in the early morning and had shown his mother his willingness to go to school."

"I was very much pleased one morning to welcome one of my pupil's parents. They had noticed a real positive change in their son's sense of responsibility regarding his homework, his sense of commitment to whatever he was assigned to do and most of all a general sense of self-confidence and self-discipline. "

"There is a boy whose name is Donovan. His parents are divorced and he spends his time changing home. He is a very difficult child who needs a lot of attention and love. After this Programme, I notice that he is always after me everywhere I go. He has changed a lot for the

better. He gives me and shows me in return lots of affection. I think that he has learnt what love is."

"To my surprise, my pupils celebrated my birthday in class. After 29 years of teaching I have now been able to relate to pupils as friend, guide and parent. I agree that "Living Values" was the main reason of my success story."

"I was very much surprised to see quite a lot of my students who followed the Living Values class based on respect coming towards me with folded hands to wish me a very good morning the following day; even now they differ from other pupils as far as their behaviour and attitude are concerned."



### ► Lebanon: A Personal Experience

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Rula Kahil, Lebanon's new LVEP Coordinator, is busy responding to an interest in LVEP that never seems to stop growing ..... But she made time to send Living Values e-News the following report on her experiences in implementing Living Values Activities in her own school, ACS.

"The school year started on 6th September and amazingly the Programme has been working very well from the first day we started it. Part of the success was the teachers' enthusiasm and eagerness to start values in an area exposed to lots of problems and violence. It was agreed throughout the school to start with the first two values, peace and respect. Grades 1-5 chose two more values to continue for the rest of the year - cooperation and tolerance.

Some examples of activities and behaviour follow. During art class, KGII students coloured and fingerprinted cut-out stars and pasted their own pictures on the stars. The teacher in the same class told me that she heard the students acting out the different stars in their puppet centre after hearing the "Star Story". A parent whose child is at the KGII level was very pleased and astonished by her child repeating the star song all the time when she is at home. The same child told her mother when she raised her voice to keep it low like the peaceful star!

Another teacher in another KGII section told me that she overheard a child in her class telling his friends, while playing, that they have to wait for their turn and be patient like the patient star. The same teacher wrote down that at the end of lesson 3 she sprinkled glitter on every student while telling him/her that they are now peaceful stars.

At the primary levels, in Grades 1-3, teachers were teaching almost one LV lesson a day, or mentioning the first value, peace, every day in a different context. Initially, we agreed to integrate the Programme within the social studies curriculum. Later, it turned out that we are integrating it every where in the curriculum. The first and second Grade teachers reflect on whatever is happening in the area and try to talk about the importance of peace during circle time, near the beginning of each day. In my second Grade class I started introducing peace through soft music to get the students to sense calmness and to make them reduce the level of noise and anxiety, specifically at the start of the year. In the beginning students did not seem to be hearing the music but amazingly after a while I could notice the difference in their behaviour and noise level when the music starts. Another second grade teacher used the same strategy



and it worked well. Actually, we both introduced peace through music and it worked like magic. Now if you ask some of our students about the meaning of peace they will say "music, and being quiet".

The three of us, second Grade teachers, started a journal called LVEP. This is where we integrate values in writing and free expression. Students can both draw and write on the value they've been learning about or can freely write about anything they want in the context of this value. They might write about a peaceful thing that happened during their week-end, or bring pictures that resemble peace and stick them in their copy book, or they can reflect upon a peaceful thing that they encountered in a story that we are reading in our BASAL.

We integrated peace into our computer sessions as well. The first objective in the computer sessions is using the drawing tools in Kidpax software. When we talked about the peaceful stars I read to my students " Draw me a star" by Eric Carl. There are steps in the book to draw a star and we used the same steps to draw the stars in Kidpax, printed them out, coloured them and stuck them in the LVEP journal, giving each one a star name from the star story.

Peace puppets were made in the three second Grade classes; children decorated them and tried to play peace games with their puppets. It was a bit hard for them at the beginning as they are used to play war games all the time. After a while they could think of alternatives for playing at fighting and using harsh words with each other. Actually they succeeded by changing war games to racing games or from saying "You are stupid; want to kill you" to "Let's try to solve the problem together" and this was a good chance for me to start teaching conflict resolution.

With the recent violent images on television portraying the events in the area, one child came in and said that we should kill the Israelis. This was an opportunity to talk about values and imagine how the children in Israel feel. So we pictured how those children might feel and how we would like to be with them. The children decided that they would like to play with them and be friends. One boy then drew a picture of himself and an Israeli child holding hands and the word Peace above them.

The most interesting part is that the spirit of the Programme is spreading quickly; everywhere around the school you can see peace pictures, writings and Bulletin Boards."



### **Turkey: Young Turks Discovering Values**

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A half-day seminar on Discovering Values was held on 30th September 2000 as a refresher for a previous Training Seminar for Educators held in November 1999. The Seminar was conducted by Anthony Strano in Ozel Ege Lisesi, Izmir and was attended by twenty teachers from different schools, most of whom had been to the previous training and expressed their interest for future ones.

In the most prominent school of Turkey, Istanbul Robert Lisesi, a Training Seminar for Educators was held on 18th November 2000. The seminar attracted 31 educators from different schools and was conducted by Living Values stalwart Sue Emery from Greece. There were 8 participants from the host school. Sema Ulcay, head of the host school kindergarten, who had

attended a previous LV seminar, was also present with four teachers from her department. She expressed her appreciation of and enthusiasm for LVEP and underlined the benefit young children are getting from Living Values since they started implementing it at the beginning of this academic year.

A Training Seminar for Educators has also been planned for December in Ozel Bilfen Koleji, part of the group of privately-owned Bilfen Schools.

LVEP's Coordinator in Turkey, Sema Ozsoy, had previously visited one of the Bilfen Schools and introduced Living Values to its headmaster and counsellors. The fruit of that presentation is this seminar for about 50 of their teachers which is to be held on their campus and, for the first time, will be held in Turkish.



### ▶ **India: Buds Start to Bloom in Surat**

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Living Values e-News received the following encouraging report from India's Gujarat State:

"The seeds of LV sown in 1998 sprouted in 1999 and grew into a tiny bud this year when Adams English Medium School, a small Government recognized school, launched Living Values as a compulsory subject. The launch took place on Parents' Day in the month of April and thus also enjoyed parents' approval too.

During the monsoon season, from 5th to 9th June 2000, the teachers of this school underwent Living Values training on 'Skills to create a value-based atmosphere'. The teachers were and are of the opinion that it is of the utmost necessity that they should become role models for their children to help them make them "catch" values. So, the Principal, Mr. Krupal Singh, the Headmaster, Mr. G. E. Rao, and the 25 teachers volunteered to take the responsibility of "living" LVEP for themselves and their students of the 6th to 9th standard (who have their classed during the school's morning session) from 26th June 2000. There are about 25 students in each standard.

Thus the LV bud started to bloom in Surat .....

Once a week, every Monday, the first period, from 8:05am to 8:45am, is dedicated to LV for the 6th standard; the second period, from 8:45am to 9:20am, is for LV for the 7th standard. The second period every Tuesday is for LV for both the 8th and 9th standards together.

'Peace' has been chosen as the first value as it has been considered as the immediate requirement to help maintain discipline in the school.

The value activities are divided into 4 categories as follows:

- Reflection and Cognitive Awareness;
- Artistic Expression and Self-Development Activities;
- Imagination and Relaxation Exercises; and
- Developing Social Skills.

For each standard, one type of activity per week from the different lessons on Peace has been chosen from the LV Activities book for Children Ages 8-14. We also play the LV song "I am a peaceful star" in the classrooms and the children love and enjoy it.

A report on the students' response will follow soon!"



### ► **Singapore: Living Values Wins at Raffles!**

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Shahida Abdul Samad, LVEP coordinator in Malaysia, went to Singapore in early November to conduct training with the help of Rosa and Kana of LVEP's Singapore team. After successful training, a presentation was made to the principal, deputy principal and teachers of Raffles Girls' Secondary School. The presentation, which was quite experiential, included time on values awareness and a video as well as matters pertaining to quality in education. Shahida reported that they are now very committed and want to commence training of the first batch of 30 teachers in February 2001 with training for the other 90 to follow.



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