



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 2001
Issue Number Fifteen

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▶ [To Our Readers](#)

news@livingvalues.net

Welcome to the fifteenth issue of Living Values e-News, the electronic newsletter of the [Living Values Educational Program](#).

Humanity's need for true quality education has never been greater than it is now. In today's globalizing world, in which no one is an island, there is no escaping the reality and urgency of the need to learn to live in peace and harmony with others. An education that leads to appreciation of our richly diverse heritage while also highlighting the common thread of our shared human identity and core values is of critical importance. Since it is in our minds that anger, violence and intolerance begin, it is there also that the foundations of a respectful, just and harmonious society must be laid.

Protecting them from ignorance and societal pitfalls and dangers, education must help students identify and adopt principles and values that they can call on to guide the decisions and choices they make. Practical, pluralistic and experiential, and reinforced by the example of those teaching, education must support individuals in developing a clear and well-founded sense of what they believe to be important in life. As educators one and all, the more we accept the personal challenge and responsibility of bringing fundamental human values back into our daily lives and everyday interactions and relationships, the more peaceful and secure the future will be. While Living Values aims to provide support in this process, our stories below show that the Programme's five award-winning books, now being translated into at least 24 languages, are helping to do exactly that. And when nurtured in the right way, what could be more natural than for values such as peace, love, respect, responsibility and happiness to grow and flourish in the human mind and heart?

The LVEP website - 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
The Editor



▶ Focusing on the Value of: HONESTY - Activities for Parents, Children and Young Adults

content@livingvalues.net

LVEP is a comprehensive values education programme. This innovative and global programme offers teachers and facilitators a variety of experiential values activities and practical methodologies to enable children and young adults to explore and develop **12 key values**: Cooperation, Freedom, Happiness, Honesty, Humility, Love, Peace, Respect, Responsibility, Simplicity, Tolerance and Unity. LVEP also has special materials for use with parents and caregivers, children affected by war and children affected by earthquakes.

LVEP's series of [Living Values Activities books](#) is published by Health Communications, Inc. In each newsletter we bring into focus one of the values explored by LVEP, excerpting from this award winning series selected ideas and activities on each value. In the last edition the focus was on [tolerance](#); this edition focuses on **honesty**.

Honesty



Honesty means there are no contradictions or discrepancies in thoughts, words, or actions. To be honest to one's real self and to the purpose of a task earns trust and inspires faith in others. Honesty is never to misuse that which is given in trust.

From [Living Values: A Guidebook](#)

please click for further excerpts to stimulate thought.

Reflection Points from Living Values Activities for Young Adults, Honesty Unit.

- Honesty is telling the truth.
- When I am honest, I feel clear inside.
- A person worthy of confidence is honest and true.
- Honesty means there are no contradictions or discrepancies in thoughts, words, or actions.
- Honest thoughts, words, and actions create harmony.
- Honesty is the awareness of what is right and appropriate in one's role, one's behaviour and one's relationships.
- With honesty, there is no hypocrisy or artificiality which create confusion and mistrust in the minds and lives of others.
- Honesty makes for a life of integrity because the inner and outer selves are a mirror image.
- Honesty is to use well what has been entrusted to you.
- There is a deep relationship between honesty and friendship.
- Greed is sometimes at the root of dishonesty.
- There is enough for man's need, but not enough for man's greed.
- An honest person knows that we are all interconnected.
- To be honest to one's real self and to the purpose of a task earns trust and inspires faith in others.

Imagine a world in which every person is honest. What would the world be like if every person realized we are interconnected? In the next few days experiment with staying full of love and clarity with yourself, and practising the balance of honesty and love. What helps you stay in that state? Is there a difference in your relationships?

You can read an excerpt on [honesty](#) from Living Values: A Guidebook to stimulate thought; please click as indicated below for activities on Honesty for Parents, Children and Young Adults. Young adults may wish to explore a few of the ideas with family or friends while parents may wish to take up some of the activities with their children. And do [let us know](#) how you get on or if you've got other experiences or activities you'd like to share!

- ▶ Excerpts from [Living Values Activities for Young Adults](#)
- ▶ Excerpts from [Living Values Activities for Children Ages 8-14](#)
Honesty Ideas at Home for [Parents](#)
- ▶ Excerpts from Living [Values Activities for Children Ages 3-7](#)
Honesty Ideas at Home for [Parents](#)

"Our discussions must be full, they must be thorough, and they must be courteous. The votes which we take must be free. It is essential, above all, that decisions, once taken, should be accepted loyally, and we must all of us do our best to implement them to the full."

Mr. P. H. Spaak, President of the First Session of the UN General Assembly,



Forthcoming Events

training@livingvalues.net - Online [Calendar of Events](#)

Australia: Weekend Training Retreat for Parents

15th to 17th March 2002, [Leura, NSW](#)

A weekend retreat for parents wishing to create a values-based atmosphere in the home will be held at the Brahma Kumaris Centre for Spiritual Learning in Leura, in the Blue Mountains. It is intended primarily for parents of children who attend schools where LVEP is in place (but others will not be excluded). It is hoped to conduct similar events in other states.

For further information, please contact:

sydney@livingvalues.net | Phone: 02 4784 2500

Australia: LVEP Train-the-Trainer

2nd to 5th May 2002, [Frankston, Victoria](#)

A three and a half-day Train the Trainer will be held at the Asia-Pacific Retreat Centre of the Brahma Kumaris at Frankston South, near Melbourne, commencing on the evening of Thursday 2nd May and concluding after lunch on Sunday 5th May.

For further information, please contact:

australia@livingvalues.net | Phone: +61-3-49424060 | Fax: +61-3-49424061



Cambodia: Three-day educator training

21st to 23rd January, 2002, [Phnom Penh](#)

A three-day LVEP training will be held with Youth for Peace, a group of volunteers dedicated to working with youth in Phnom Penh.

For further information, please contact:

cambodia@livingvalues.net



Nigeria: LVEP Educator Training

14th - 18th January 2002, [Sari-Iganmu, Lagos](#)

This 5 day event will be held in the afternoons only, from 2pm - 5pm. Topics covered will include: Overview of LVEP; Values Awareness; Creating a Values-Based Atmosphere; Values Activities (Practical activities from the Living Values Activities books); Skills; and Alternative Discipline.

For further information, please contact:

nigeria@livingvalues.net | Phone: 01-493 7081 | Fax: 01-493 7081

Nigeria: LVEP Trainer Training

22nd to 23rd January 2002, [Lagos](#)

This two-day training for Educators to become LVEP Trainers will be take place from 10.30am - 3.30pm each day and its content will include: Ethos and Objectives of Living Values Education; Adult Presentation Skills; Educator Training Modules; Goals and Implementation Strategies; and Parent Groups Facilitator Elements.

For further information, please contact:

nigeria@livingvalues.net | Phone: 01-493 7081 | Fax: 01-493 7081



USA: LVEP Educator Workshop; Three-day Training for Educators

17th January, 21st and 23rd February 2002, [Miami, Florida](#)

CEUs are available for this three-day educator training for South Florida teachers. Miami-Dade Public School employees must register with the Division of Social Sciences, 305-995-1982. Other guests should contact Kathy Shea, 305-773-4500.

For further information, please contact: Kathy Shea

miami@livingvalues.net | Phone: 1 305-773-4500 | Fax: 1 305-661-5172

USA: LVEP Educator Seminar

9th and 16th February 2002, [Huntington Beach, California](#)

[invitation and more information](#)

This two-day LVEP seminar will be conducted by Diane Tillman, the main author of the LVEP series of books, and may be of particular help to those teachers who have been able to obtain the books at a Barnes and Noble Bookstore and achieved good results with the Programme, even though they have not yet undertaken LVEP training.

For further information, please contact:
southernca@livingvalues.net

USA: Save the Date

The following event will be held at Peace Village in the Catskills Mountains of New York state. Details concerning registration etc. will be provided from this page in due course

USA: Fourth Annual Educators Retreat / Training - August 8-11, 2002
For further information, please contact: usa@livingvalues.net



Vietnam: Three-day educator training

22nd January - 5th February 2002, [Ho Chi Minh City](#)

This three-day LVEP educator training will be held at the Ho Chi Minh City Open University; participants will include 50 teacher trainers specialising in psychology and counselling.

For further information, please contact: vietnam@livingvalues.net



Worldwide Happenings

▶ **Mauritius African Regional Conference on Values Education**

mauritius@livingvalues.net

This three-day Conference was organised by the Mauritius Institute of Education (MIE) in collaboration with the UNESCO Regional Office for Education in Africa (BREDA). Held at the MIE from 4th to 6th December 2001, it attracted 60 high-level professionals with key roles in the Education Sector from thirteen African countries as well as Mauritius.

The Opening Ceremony was performed by the Hon. Steven Obeegadoo, Minister of Education & Scientific Research of Mauritius, in the presence of Mr. Armoogum Parsuramen, Director of

UNESCO-BREDA; Professor Shabani, Senior Specialist in Higher Education in Africa of UNESCO-Breda; Lady Sarojini Jugnath, wife of the Prime Minister of Mauritius; members of the Diplomatic Corps; and other local dignitaries including Sister Chandra, the Director of the Brahma Kumaris in Mauritius. The keynote address was given by Dr. VT Patil, the Vice-Chancellor of Pondicherry University, and resource persons from Switzerland and Hong Kong, China helped facilitate the conference which concluded with a beautiful performance from the four main cultural institutions of Mauritius.

Featuring LVEP, the Conference contained plenary sessions covering themes such as human rights and values education; universal values; citizenship education; and evaluation of values education. Interactive workshop sessions gave participants the chance to experience Living Values activities, talk of successes with them and exchange ideas on promoting values education in their respective countries. The last session was dedicated to action-planning and this included the proposal for a series of conferences in different regions within Africa on values education, starting in Senegal in the first half of 2002. There were a number of success stories on the implementation of Living Values within Africa and LVEP personnel committed themselves to helping promote values education in Africa, including Francophone and Lusophone countries, through conferences, educator trainings and the LVEP website, newsletter and materials as support and networking resources.

Congratulations are owed to Ms Mila Ramgoolam, Senior Lecturer at the MIE, and coordinator for LVEP in Mauritius, whose tireless efforts helped make the Conference the success it was, and thanks to Dr Prem Saddul, Director of the MIE and UNESCO Chair in Higher Education, and the MIE team, for their support and assistance throughout.



▶ **South Africa Living Values and Ubuntu**

southafrica@livingvalues.net

Ubuntu is an African code of ethics, which embraces the hospitality, generosity and warmth that is so typically associated with the African people. Ubuntu, as an ideal, stands for the opposite to selfishness and intolerance. It promotes co-operation between individuals, cultures and nations and the principles of compassion, forgiveness and personal accountability. It is apparent that values-systems such as this, which exist or have existed in most cultures in the world, have served to reduce conflict, restore dignity and bring about reconciliation within families, between tribes and clans and even between nations.

Ubuntu is something very familiar and close to the heart of several LVEP educators and has been receiving their detailed attention for the past few months. At a recent LVEP planning meeting in South Africa it became clear that researching the knowledge and wisdom of Ubuntu and other values systems, integrating them into educational programmes, and exploring ways in which they can be applied and adapted to different situations, could provide valuable insights in finding solutions to many of the world's social ills.

The South Africa LVEP team began thinking of a 3 day conference to bring together practitioners of Ubuntu from different tribes in South Africa and Africa, as well as Living Values practitioners, to find a meeting place between the values of Ubuntu and the twelve values in

LVEP.

Anyone interested in this field is warmly invited to contact LVEP's South Africa coordinator at southafrica@livingvalues.net



▶ **USA Building a Community of Learning at a Montessori Charter School**

usa@livingvalues.net

From Massachusetts, Anne Rarich filed this report:

"In the evening of 20th September 2001 parents and teachers at the Montessori Charter School in Newton, Massachusetts, serving 300 children, from 6 months to 12 years old, met to share a potluck dinner and discuss the importance of living values in shaping the lives of young people. Parents were given an overview of what their teachers would be doing over the next two days while the school was closed. There was a lot of support for the teachers and gratitude for the initiative. Everyone was most pleased at the parent turnout for this event and it was clear that the events of 11th September were weighing heavily on all.

Several key staff members had attended the LVEP Peace Village Teacher Retreat in August and were consultants to the facilitators on what would be most useful to their colleagues at the school. The staff of this school were a demonstration of the rich diversity within the U.S.A. and there were at least 7 nationalities represented amongst them, many of whom had come from war-torn countries. Forty teachers and administrators attended the two-day training, which was facilitated by Ed Wondoloski, Liza Haddad and Anne Rarich.

Although a two-day agenda had been planned, there was a real need to take the listening exercises more seriously than ever before. As the use of the Emotional Landscape was introduced, people began to get in touch with negative feelings that had been bottled up inside for ten days. The facilitators acknowledged that feelings were not good or bad but just exist. Participants had been trying so hard to shelter children that they were surprised at the opportunity to get in touch with their own feelings and how raw they felt. There had been bomb threats made on the city of Boston and people were feeling exceptionally vulnerable. Throughout the first afternoon, the facilitators worked with the staff both to acknowledge what they had been experiencing and then look for what could emerge from the strengths of being part of this teaching community. As a result of the work done on the first day, teachers were more enthusiastic about returning on a Saturday, which is usually devoted to time with their families.

On Saturday, we resumed where we had left off the day before and introduced everyone to the Living Values books and had them plan activities in their work groups so that they could take their planning and implement it in their classrooms the following week.

Everyone felt that the time had been well spent and that they had learned some practical lessons both for themselves personally as well as for their classrooms. There was a renewed sense of how each staff member has a unique contribution to make and that it was valued. There was a heightened awareness of shared support for one another, not just those in the same age group but across the different work groups."



▶ **Nigeria Values: 1; Disobedience and Caning: 0**

nigeria@livingvalues.net

Living Values has received a very warm welcome in Lagos where educators face a barrage of problems, violence and a lack of discipline are endemic, and caning is still practised. LVEP Coordinator for Nigeria, Nick Christianson, who is also a secondary school teacher, filed the following report after recent LVEP trainings held in Primary, Secondary and International schools and a Sixth Form College in Lagos:

"A Living Values Educator Training was held at The Dominican School, Lagos, a Catholic Nursery/Primary School, from 15th to 19th October 2001 for 42 teaching staff, including the headmistress, and three non-teaching staff. The school, run by a Dominican nun, with mostly lay staff, enjoyed the three-day training. One teacher on sick leave, could not stay away from the training! One of the male staff confessed that he tried using one Living Values method but eventually had to cane a boy. Later he felt he got the message, that caning is not part of a values-based atmosphere!

"Following a training at the International School, University of Lagos, Senior Tutor Mr. Adebayo Olatunde Samuel reported: 'I had the very great experience of participating in a three day Living Values seminar at my school. I found the experience so elevating and efficacious that I recommended the training to a Sixth form college. I found that the training influenced my teaching method and attitude, improving my performance. I have found Living Values generally very useful in the classroom, and in particular, two methods that have been helpful have been (1) that of having the students make up the rules and regulations of the class conduct, and (2) using a quiet signal, namely holding my hand up and waving it slowly, to indicate that I want perfect silence.

The results:

My students find it difficult to be unruly in class because it has touched their conscience that they should not break the rules they themselves made. When I used the quiet signal, their tendency to start becoming noisy is greatly decreased and results in orderly conduct.'

"A Living Values Educator Training was held at Global International College, a private Sixth Form College in Lagos, from 29th to 31st October 2001 for 15 Teaching staff including the vice-principal and three Administrative staff. Many of the students at this sixth form college have been exposed to European and North American cultures and react against the more aggressive tone of Nigerian teachers with resentment. It's a challenge for these caring Nigerian teachers to look into "method" rather than authoritarian ways to motivate the students. The teachers, in the first day of training, drew up a sizeable list of objectives that they drew out of Living Values, as follows:

Behaviour

1. To attain a high level of behaviour, being willing to listen and accept correction and to

- accept the aim/objectives of the college (i.e. good exam results).
2. Students should adapt to the Nigerian way of teaching.
 3. Students, who have imbibed foreign cultures and values, should be dealt with so that they don't feel intimidated.
 4. Imparting of morals.

Relationships

5. Students to appreciate the teachers.
6. Students and teachers to respect each other's opinions.
7. Good relationships between teachers and students.
8. Get to the heart of the student - win their interest to learn.

Atmosphere

9. Students to learn without fear or intimidation.
10. Increase motivation in both teachers and students.

Learning skills

11. Achieve excellent exam results.
12. Students to be independent (i.e. to have initiative) in studying effectively.
13. Inculcate into students the courage to move ahead on their own.
14. Help students to concentrate.
15. Helping students to look ahead beyond their generation, i.e. a mature attitude towards the future.
16. Inculcate the quality of self-realisation, i.e. to realise their full potential.

Everyone felt that they gained a new insight into teaching as a result of the training, and felt they could immediately apply selected aspects of it. Their optimism is commendable bearing in mind that this is a sixth form college and does not allocate special time to extra curricular studies as would a secondary school.

"Following a training at a secondary school in early September 2001, teachers commented as follows:

'The seminar was a sort of eye opener to the possibility of applying the Living Values ethos with concrete results. I told our trainer that I wanted to experiment using Living Values with my own children at home. They are a bit disobedient and lazy with their chores. After applying what we learnt the first day, my twin daughters and their friend on holiday in my home are now more hardworking. I praised them. I saw them quickly going to do their chores with smiles. They each did their duties, co-operating with each other. I no more shout at them. I know I should talk to them with respect. This I did and they loved it. There is peace! My husband likes it and wants more of it! I introduced this programme to my family at the end of the training.'

[Mrs. Alade J. O.](#)

French Teacher

'The children were particularly excited on hearing that the cane would no more be used at home. I patiently explained all the values to them and how we should all work hard to make sure the

Programme succeeded, especially as practising Christians. In the morning, we read the Bible and pointed out the values contained in the daily readings. We now pray about it, asking God for the grace to put it into practice. It is not easy, but I am determined to see it work. I have gained immensely from the Programme right from the very first day.'

Mrs. V. P. Ejehu

Vice Principal (Admin), Christian Studies Teacher

'I swung into action with what I had learnt. My children at home fight and quarrel a lot, probably as a result of their close ages, namely 9, 7 and 6. After yesterday's sessions, I sat them down and told them how important it is for them to dwell together in peace, harmony, unity and love. I taught my children not to be vindictive but to learn to be calm and show love.'

Mrs. Foluke Adeniran (ISL)

Teacher

'After the first day at the Living Values Training, unlike the tenseness with which I normally judge my nephews who live with me, I related to them calmly, even when I discovered the house chores were not in order. The two boys were surprised that I was not angry with them. After dinner, I took some time out to speak to them about the importance of education and values.'

Mrs. F. M. Ololade

Business Studies Teacher"



▶ **Vietnam Living Values reaches out, meeting people's needs**

vietnam@livingvalues.net

LVEP's coordinator for Vietnam, Trish Summerfield, is one of Living Values e-News' most regular correspondents and she recently filed this update:

"In August 2001 we conducted a TTT for a group of teachers from Dien Tien Hoang High School in Hanoi and some psychologists. Following the training Dan and Khanh, two of the participants with a special place in their heart for LVEP, offered to conduct trainings and co-ordinate LVEP activities in Hanoi. Khanh, a psychologist and LVEP trainer, will now conduct four LVEP demonstration classes per month with the students at Dien Tien Hoang High School. The school will invite principals and teachers from schools in Hanoi to attend the classes to promote LVEP and to give them a live demonstration of how LVEP works in the classroom. The classes also aim to give the teachers at Dien Tien Hoang a greater understanding of the student-centred approach that LVEP embraces and which is totally new to them. The National Television Station, VTV, recently filmed the demonstration classes and aired them on national television. They are also considering running a series of classes showing all twelve values.

For some time we have been planning to make a LVEP documentary in Vietnamese to air on television and to use in promotion and training. Bill Bacon, a lovely Canadian, offered his time and equipment free of any charge. Bill has had a 40-year career as a producer of documentaries and received 3 Emmy awards and Oscar nominations, yet he said that filming the Living Values programme at the Dien Tien Hoang High School was by far the most special and valuable project of his career.

We held another two-day LVEP with a group of 80 very enthusiastic and active high school teachers; parts of the training were televised on national news.

We then travelled to a province north of Hanoi for two days of training with a group of 45 doctors and nurses. The training is part of a project being conducted by Dr Kiet, a psychologist we have been working with. On the first day we presented LVEP to the People's Committee, the Hospital Board of Directors and representatives from WHO. The province is rather isolated and so the material and approach was very new for them, yet they responded very positively and happily agreed to go ahead with a pilot project that would include LVEP as part of their work to help reduce the high incidence of suicide and reduce domestic violence in the district.

In Ho Chi Minh City, at the end of October 2001, we held our first two-day training with the Communist Youth League. The participants were very enthusiastic and created a huge banner of all their experiences during the training. The Director of the Youth Cultural House (where the training was conducted) said that he felt before the training that participants all knew how to speak and through the training they had now learnt how to listen. We will hold another LVEP training at the Youth Cultural House at the end of November. On the 24th and 25th November we held another training at the Youth Cultural House with the club coordinators and now the English club, which has 500 members, will hold monthly LVEP classes with its members. The social work club, culture club and internet club will also begin using LVEP.

We held a TTT with a group of 65 educators who now aim to visit the provinces and share Living Values with youth and educators there.

The main Director of the Thanh Da Drug Rehabilitation Centre in Ho Chi Minh City has very kindly offered to sponsor the distribution of the Vietnamese version of the Living Values Activities book for Young Adults to every drug rehabilitation centre in Vietnam, of which there are more than 200. He will also introduce LVEP to the Vice-President of the City."



▶ **Laos Seminar generates interest in training**

laos@livingvalues.net

From Vietnam, Trish Summerfield sent us this report:

"In late August 2001, we visited Laos and held an afternoon seminar on Living Values for a group of educators and general public at a local hotel in Vientiane. Meetings were also held with the Ministry of Education, UNICEF and Save the Children Foundation. SCF is interested in having a LVEP training for its group of youth volunteers so that they can train others during their education trips to the provinces. The Ministry is also very interested in the Programme."



▶ **China Thirteen Beijing schools start LVEP!**

china@livingvalues.net

In late October 2001, a small Living Values team from Hong Kong visited Beijing. The Beijing Institute of Education (BIE) organized a morning visit on 25th October to a local primary school where a teacher who had taken part in the five-day seminar and TTT in August 2001, and already begun implementing LVEP, was integrating Living Values within her art class. Both the Living Values team and the representatives of the BIE were pleased with the way that a values dimension was integrated into the class and impressed with the enthusiasm and support of the teacher and her Principal.

On the 26th October a whole-day reunion of participants in the August seminar and TTT was held at the BIE to share experiences and make future plans. Although it was a working day, the majority of participants were able to make arrangements to attend. Lecturers at the BIE said that they were themselves using aspects of the Programme and teachers from thirteen schools reported that they had already begun implementation of LVEP, some as a separate class subject and others by integrating it within other subject areas:

Grouped into five working teams, participants then undertook a strategic planning process and developed action plans for the further implementation of Living Values in Beijing schools and for a regional values education conference to be held in 2002.

Back in Hong Kong, Dr Ramsey Koo and Dr CK Chan of the Hong Kong Institute of Education arranged a two-hour session on Living Values in November 2001 as part of their module on Teacher Effectiveness and Teacher Professionalization. The 50 or so in-service secondary school teachers who attended were introduced to LVEP and also experienced a number of the activities, expressing appreciation for the LVEP approach and methodology.



▶ Egypt Success Stories

egypt@livingvalues.net

Living Values has taken firm roots in Egypt and continues to yield good results, as can be seen from the following comments from teachers implementing LVEP with students Ages 7-14:

“One child used to move about too much and had no ability to concentrate. I tried before to help remedy this through advice and through giving orders sometimes but it did not work. But when I gave him responsibilities in the class, he became a responsible and disciplined child. Another child used to get into a bad temper quickly and rejected everything, but with love and understanding he became polite and quieter.”

[Rasha Labib, Jesuit & Frere Association in El-Menia; age of students: 10-14](#)

“Some children used to be aggressive but after some time of applying LVEP they started feeling for other schoolmates and felt responsibility to protect weaker children instead of being aggressive. With the honesty activities, children started respecting others' property; less theft cases took place and, when they did, usually children came forward to admit that they were the ones who stole others' property.”

[Mamal Lotfi Mansour, Jesuit School in El-Menia; age of students: 7-11](#)

“Children developed a sense of responsibility and respect towards their peers, even those who

were less successful in their studies, and began helping them to succeed also.”

Baher Adib Sami, Jesuit School in El-Menia; age of students: 12-13

“I had three girls in the class acting and thinking in exactly the same way. Through LVEP activities of respect and responsibility, they learned the real meaning of friendship while being independent and now each has her own personality and mind. At the end of the year, each was respecting the others' opinions and thoughts and each became responsible for her ideas and decisions whilst remaining good friends with the others.”

Irene Samir Naguih, Jesuit School in El-Menia; age of students: 10-12



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[submit news](#)

Please also send us your success stories in using Living Values for the [Impact](#) section of our website; photographs for the [News](#) section of our website; and students only, your stories, experiences, feelings and inspirations about Living Values for the [Children Participate](#) section of our website.

Hard copies of text and/or images may also be sent to the Living Values Office in New York:

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