



# 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

**January to February 2002**  
Issue Number Sixteen

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### To Our Readers

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

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

Throughout human history there have been times of peace, respect and freedom, and times of violence, abuse, intolerance and discrimination. But it is clear that even when there has not been war the seeds of conflict have often been taking root in people's minds, highlighting the need for real, well-founded peace among individuals, groups and nations. In this context, the United Nations has been calling for a Culture of Peace – a set of values, attitudes, traditions, modes of behaviour and ways of life based on such fundamentals as respect, equality, freedom, justice, tolerance, cooperation, dialogue and understanding.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is coordinating efforts for a Culture of Peace and there can be no doubt of the role to be played in this regard by education: that process by means of which individuals and groups learn to develop the whole of their personal capacities, attitudes, aptitudes and knowledge. Education must fulfill many aims but it fails if its outcome is an individual who is intelligent, skilled and knowledgeable but unable to live, work and get on with others. We must not just learn about, for example, peace, respect and responsibility but also to be peaceful, respectful and responsible. Achieving this requires that effective, broad-based and meaningful values education has a time-tabled place at all levels within the school curriculum. The materials and support that Living Values offers to educators are intended to help make this possible and it is clear that such an education is directly conducive to the development of the values that a Culture of Peace depends on.

LVEP is therefore pleased to be working with UNESCO in this regard, as our lead story below explains in greater detail, while stories such as that from Kenya clearly illustrate the difference that values education can make to the life of an individual. And it is in this way, individual by individual, that the firm foundations of a lasting culture of peace are built.

The LVEP website - at [livingvalues.net](http://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: HUMILITY - Activities for Parents, Children and Young Adults

[content@livingvalues.net](mailto: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 [honesty](#); this edition focuses on **humility**.

*A person  
who  
embodies  
humility will  
make the  
effort to  
listen to  
and accept  
others. The  
greater the  
acceptance  
of others,  
the more  
that person*

# Humility



*will be held  
in high  
esteem,  
and the  
more that  
person will  
be listened  
to. One  
word  
spoken in  
humility  
has the  
significance  
of a  
thousand  
words.*

From [Living Values: A Guidebook](#)  
please click  
for further  
excerpts to  
stimulate  
thought.

The word humility is not being defined in this unit as meekness, self-abasement, nor eating humble pie. The value of humility was chosen for inclusion in this Programme because 'living' this value allows one to be more stable in self-respect and hence freer from the entrapment of arrogance. An antonym for humility is arrogance. Arrogance, with its accompanying need for power, often results in insensitivity and frequent upheavals. Imagine being able to negotiate the challenges of the world, stable in self-respect.....

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

- Humility is based on self-respect.
- With self-respect there is knowledge of one's own strengths. With the balance of self-respect and humility there is an acceptance and appreciation of one's qualities from the inside.
- Humility allows the self to grow with dignity and integrity – not needing the proof of an external show.
- Humility makes arrogance disappear.
- Humility allows lightness in the face of challenges.
- Humility as a value – at its highest – allows selflessness and dignity in working for a better world.
- A person with humility listens to and accepts others.
- Humility is staying stable and maintaining power on the inside and not needing to control

others on the outside.

- Humility eliminates the possessiveness that builds walls of arrogance.
- Humility allows one to be great in the hearts of others.
- Humility creates an open mind and recognition of the strengths of the self and others. Arrogance damages or destroys valuing the uniqueness of others, and hence is a subtle violation of their fundamental rights.
- The tendency to impress, dominate or limit the freedom of others in order to prove yourself diminishes the inner experience of worth, dignity and peace of mind.

You can read an excerpt on [humility](#) from Living Values: A Guidebook to stimulate thought; please click as indicated below for activities on Humility 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](#)  
**Humility** Ideas at Home for [Parents](#)
- ▶ Excerpts from Living [Values Activities for Children Ages 3-7](#)  
**Humility** Ideas at Home for [Parents](#)

"In a dark hour of our century, during the final convulsions of the bloodiest tragedy in the history of mankind, we saw a light shining over San Francisco. When we became Members of the United Nations, we all undertook, before our consciences, to feed that flame, to maintain it and to spread the ideals it inspires."

Mr. Amintore Fanfani,  
President of the Twentieth Session of the UN General Assembly,  
September, 1965



## Forthcoming Events

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

**Australia: LVEP Teacher and Parent Training**  
14th to 16th June 2002, [Leura, Blue Mountains, NSW](#)

This two-day event for principals, parents, Education Department officials, university lecturers

and teachers will offer two streams - one for teachers and one for parents - and make use of reflective exercises, group discussions, structured information sessions, scenario enactments and small group work. Commencing on the evening of Friday 14th June, it will conclude after lunch on Sunday 16th June and take place at the Brahma Kumaris' Centre for Spiritual Learning in the midst of spectacular Blue Mountains bushland.

The content of the Teacher Training stream will include:

- Creating a vision of a values based education setting;
- Exploring the LVEP Material;
- Teaching the LVEP Material;
- Evaluating LVEP (current research in progress);
- Support and networking; and
- Implementation Strategies.

The parent stream will demonstrate how a personal understanding of values, and how they influence behaviour, is an important part of being a parent. Participants will have the opportunity to explore and identify their own values in a non-threatening and safe environment; methods to help put those values into practice, and values-based parenting, will be profiled in the context of LVEP.

For further information, please contact:

[australia@livingvalues.net](mailto:australia@livingvalues.net) | Phone: 02 4784 2500



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### **Australia: LVEP Training**

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

A three and a half-day LVEP Training will commence on the evening of Thursday 2nd May and conclude after lunch on Sunday 5th May and be held at the Centre for Spiritual Learning of the Brahma Kumaris at Frankston South, near Melbourne, Victoria. The event aims to help educators:

- Become acquainted with the Living Values framework, within which values-based learning can be implemented;
- Explore skills to create and sustain a values-based atmosphere or ethos;
- Explore ways in which values can be expressed and modelled;
- Work with teams to experience values activities for students;
- Learn techniques for active listening and conflict resolution; and
- Network with other educators committed to positive self-development for students.

For further information, please contact:

[australia@livingvalues.net](mailto:australia@livingvalues.net) | Phone: +61-3-49424060 | Fax: +61-3-49424061



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### **British Isles: LVEP Train-the-Trainer**

3rd to 7th April 2002, [Nuneham Courtenay, near Oxford](#)

This European TTT is intended for professional teachers, teacher trainers, education officials and psychologists who already have skills in training adults or facilitating groups and for facilitators for Parent Values Groups such as psychologists, parent educators or teachers with facilitation skills and a background in psychology.

The facilitator will familiarise professionals, who already have parent group experience, with the LVEP Parent Values Group process and some additional parenting skills. The event will take place at the Brahma Kumaris Global Retreat Centre, a few miles outside Oxford.

For further information, please contact:

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



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### **British Isles: Sixth Annual Oxford LVEP TTT**

24th to 28th July 2002, [Nuneham Courtenay, near Oxford](#)

The sixth annual International LVEP Train-the-Trainer session will take place from 24th to 28th July 2002. Held at the Brahma Kumaris Global Retreat Centre, a few miles outside Oxford, it will begin at 5:30 pm on Wednesday 24th July and will conclude with lunch on Sunday 28th July. People attending the LVEP Train-the-Trainer will include educators, teacher-trainers, education officials and psychologists. The TTT is not a values conference; it is a workshop on how to implement LVEP. Attendance at this TTT is by invitation only and, if you are interested in attending, please contact the LVEP Country Coordinator for your country of residence.

For further information, please contact:

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



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### **Cambodia: LVEP Training**

March 2002, [outside Phnom Penh](#)

UNESCO and LVEP have planned a two-and-a-half-day LVEP training for March 2002 in one of the Khmer Rouge communities several hours from Phnom Penh. UNESCO has been working very successfully with former Khmer Rouge soldiers and their families for some months now and

is eager to have them participate in LVEP.

For further information, please contact:  
[cambodia@livingvalues.net](mailto:cambodia@livingvalues.net)



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### **Seychelles: Educator Training**

23rd to 26th April 2002, [Mahe](#)

This will be the first LVEP training in the Seychelles and it is being organized by the National Council for Children.

For further information, please contact:  
[training@livingvalues.net](mailto:training@livingvalues.net)



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### **Singapore: LVEP Parent Facilitators' Workshop and Training**

9th to 10th March 2002, [Singapore](#)

This two-day event, the first of its kind to be held in Singapore, will include the following:

- six step approach to good parenting;
- values awareness and creating a values-based living environment; and
- parenting skills.

It will be led by Ms Sue Emery, an LVEP international lead trainer.

For further information, please contact:  
[singapore@livingvalues.net](mailto:singapore@livingvalues.net)



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### **Singapore: LVEP Educator Workshops**

11th to 16th March 2002, [Singapore](#)

From 11th to 13th March a workshop will be held for secondary one (equivalent to Form 1) teachers of Raffles Girls Secondary School. This follows a successful LVEP Educator Workshop for the principal, vice principals, heads of departments and interested teachers last March in



implementing the School's aim of using LVEP philosophy and methodology to integrate values into its curriculum at all levels.

**From 13th to 16th March** a three-day training will be held, mainly for educators from schools in East Singapore.

The key trainer for both events will be one of LVEP's international lead trainers, Ms Sue Emery, assisted by Ms Kana Gopal and Ms Rosa Tham, LVEP lead trainers in Singapore.

For further information, please contact:  
[singapore@livingvalues.net](mailto:singapore@livingvalues.net)



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### **USA: Educators' Reunion and Retreat**

6th to 12th August 2002, [Haines Falls, NY](#)

This year marks the fourth year of Living Values Teachers' Retreats in the USA and 6th to 8th August are dedicated to bringing together all the special people who have been a part of the first three years in a sharing of stories, resources, and ideas.

A Retreat for educators wishing to find out more about LVEP will then be held from 8th to 11th August, followed by a Train-the-Trainer (TTT) session on Monday 12th August.

For further information, please contact:  
[usa@livingvalues.net](mailto:usa@livingvalues.net)



## Worldwide Happenings

► **Worldwide Living Values, UNESCO and the Global Movement for a Culture of Peace**

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

Living Values is now officially part of the global movement for a culture of peace in the framework of the International Decade for a Culture of Peace and Non-violence for the Children of the World, which is being coordinated by UNESCO.

The Global Movement for a Culture of Peace was initiated by the United Nations in the context of the International Year for the Culture of Peace (2000) and is now being developed in the framework of the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010).

LVEP is proud to be recognised, in the context of the U.N. Declaration and Programme of Action on a Culture of Peace, as an actor contributing to the movement for a culture of peace, which already involves 75 million individuals and about 1,800 international, national and local

organizations.

To support the movement, UNESCO has developed an interactive public web site at <http://www.unesco.org/cp> . Following recent discussions between representatives of LVEP, the UNESCO Culture of Peace Coordination Unit and the UNESCO section for Early Childhood and Family Education, Living Values was invited to become part of the Culture of Peace website and there is a link from it to LVEP's website. Do keep an eye on the website for updates over the months and years ahead!

In this context, UNESCO has just launched a drawing and painting contest to promote a Culture of Peace among young children. "Draw me Peace", open to all children aged 4 to 7, offers the opportunity to appreciate children's vision and listen to their views on self-respect and respect for others, on sharing, tolerance, war and peace, and reconciliation. Teachers and educators are invited to help children create a story in pictures around six themes:

- respect for all life;
- non-violence;
- sharing;
- listening to understand;
- preserving the planet; and
- tolerance and solidarity.

Information on the contest (including downloadable versions of the contest documents in Arabic, Chinese, English, French, Russian and Spanish) can be found online at <http://www.unesco.org/education/painting/>

And please don't forget to send us your drawings and stories too! We'll then feature them in the "[Children Participate](#)" section of the LVEP website



### ► **Cambodia Educators, Social Workers and the Khmer Rouge**

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

In January 2002, a group of 21 educators and social workers attended a three day LVEP training in Phnom Penh. The training was organised by 'Youth for Peace'. Coming from different organisations which work with youth and women many of the participants concluded at the end of the training that they were eager to use LVEP activities in their organisations.

LVEP has worked closely with the UNESCO office in Phnom Penh since early 2000 and, after UNESCO had completed the Khmer translation of the LVEP Activities books and Educators' Guide, a five-day TTT was held in Phnom Penh in May 2001. Building on this teamwork, planning is now underway for a ten-day LVEP Children-Affected-by-War training to be held in a community of former Khmer Rouge Soldiers in September 2002 with the collaboration of UNESCO.



### ► **Costa Rica** Values Support Groups now formed

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

Spread over three days in December 2001 and January 2002, a Train-the-Trainer seminar was conducted in Costa Rica by Pilar Quera, who specially came from Spain where she is the national LVEP coordinator, and Valeriane Bernard, local LVEP coordinator in Costa Rica. The 21 participants were a multi-professional group and included teachers, sociologists and social workers all working in different institutions related to teaching and human development.

The first day was centred on exploring perceptions of values, on acquiring positive attitudes, creating a positive atmosphere in the classroom and developing capacities to deal with change. The remaining two days covered themes such as: how to develop values in one's own life and put them into practice in the classroom, how to include values in the curriculum and plan for each day and there was also the chance to experiment with a few activities designed to create an inner experience of values.

The training went very well and was very interesting; the participants were very active and enjoyed the atmosphere of peace that was created during the seminar. Support groups have now been organized to generate ideas and help coordinate the development of LVEP in Costa Rica.



### ► **USA** Training co-sponsored by Miami-Dade County Public School System

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

A Living Values in-service training programme was held on 17th January 2002 for teachers in the Miami-Dade County Public School system which, with over 400 schools and 20,000 teachers, is the fourth largest public school system in the USA. The training session was co-sponsored by the school system, marking the first time a major public school system in the USA collaborated with the Living Values to sponsor an educator training. Approximately 100 teachers participated and received continuing education credits toward their state teacher certification requirements.



### ► **Kenya** More Success Stories!

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

Living Values continues to yield good results in Kenya as can be seen from the following comments from teachers implementing LVEP with students Ages 8-14:

“After learning and practising the value of responsibility, I’ve personally noted a lot of changes in the way children in class behave. For example, before we learned this value children in class used to tear their exercise books and litter the class all the time. Work on this value has changed them a great deal. Now you can hardly see pieces of paper littered around the class. Children have also learned to work on their own, e.g. when the teacher is away a child may start asking others questions. This is done in a very orderly way. The bright children in the class have taken the responsibility of helping the weak ones.”

[Cillia Wambeti Mogune, The Kings School, Nairobi; age of students: 11-12](#)

“I happened to get a class that had a few dishonest and naughty pupils. There were a lot of breakages and incidences of things going missing (food, money, pencils, etc.). It wasn’t easy to know who had done it and once you have named the person, you will be threatened to be mishandled by the group. So I started talking about the value of honesty. I wrote it on the blackboard in one of the corners every morning before class started in the form of stories and small plays. After a couple of weeks we witnessed three incidents where things got lost. Funnily enough, the ones who took those things would return and place them somewhere in class where they could now be found easily. Later on they would come to me to say they are sorry for what they did and they would not repeat the same mistake.”

[Isabel Kinuthia, Hospital Hill School, Nairobi; age of students: 13](#)

“The students become easy to handle. Instead of seeking attention, they become friendly. Their academic status improves. They are generally happy. There is less bullying and less enjoyment in the failures of others. Occasionally, they will attend their churches.”

[Nellias Muranga, General Kago Primary School, Thika; age of students: 11-13](#)

“The children are practising the values both at school and at home. I get reports from parents complimenting their children about how their behaviour has changed. When a child does anything which is not Living Values-based, they usually remind him/her to do the right thing. They have given themselves names like Peace, Love, Honesty and so on.”

[Milly Musisi Mtumbe, Shah Laji Nangpar Academy, Nairobi; age of students: 5-11](#)

“The pupils I have been sharing with show a lot of interest and enthusiasm. They acquire self-esteem and portray an open-minded approach to issues. In some instances the difficult ones are willing to come out and be noticed in a positive way.”

[Isabel Kinuthia, Hospital Hill School, Nairobi; age of students: 13](#)

“One day I thought I would make the class experience the peacefulness in silence. I had cautioned them but some were still bothersome and noise-making. I chose to take them to a quiet corner at the end of the school field. I instructed them to reflect and get lost in their own thoughts. No one was supposed to talk to their partners. After some minutes we came together and had a beautiful sharing of how they felt about being in a quiet environment. They gave different suggestions and experiences. The bottom line was that they all did appreciate the quiet atmosphere. When it was time to go back to class they moved quietly and by the time I got to class they were quietly seated and organized. Throughout that week most of the children had a very calm week. Thank you Living Values.”

[Isabel Kinuthia, Hospital Hill School, Nairobi; age of students: 13](#)

“After teaching the value of love in my class I have noticed a very big change. Children never had this value in them before. They used to abuse one another and beat one another whenever one wronged the other. But after teaching this value, I have realized that they now have love for

one another. They do not abuse, beat or annoy one another. I have seen them sharing even different things in class without discrimination. They now do not have that hatred they used to have towards one another.”

Selly Lenjo, The Kings School, Nairobi; age of students: 9-11

“After learning and practising the value of honesty, I have seen a great positive change in the children. A big percentage of the class now are free to tell the truth even if it may sound negative; even if the truth may result in punishment, they don’t hold it back.”

Edith Mbunigu, The Kings School, Nairobi; age of students: 8-10

“While teaching the value of humility I have noted changes in the behaviour of the children. My pupils have developed a sense of using courteous words always; for example when a visitor enters the class they will all stand and greet the visitor with kind words.”

Eunice Ngugi, The Kings School, Nairobi; age of students: 7-9

“My class was focusing on the value of peace. As we went through the Programme, I noted a lot of change in the area of cooperation. Children are now working in groups peacefully, especially when doing revision work. A lot of change has also been noted outside the classroom e.g. during break and lunch times. The pupils have formed social groups where they sit and share stories or play games. One parent has reported a change in her son who has turned to be honest. This has created peace in the family and even at school.”

Anne Mueni, The Kings School, Nairobi; age of students: 10-12

“Students have gained courage and can confront issues affecting them without fear. They have realized who they are and through the value of freedom they have become confident in matters affecting them, be it at home, school or within the community where they are living. As an educator, the value of freedom has brought me closer to the students. They can now share their experiences with me without fear, hence promoting good relationships with their parents and further making

themselves known to their parents without fear of intimidation.”

Keya John, The Kings School, Nairobi; age of students: 13



► **China Moral education in a happy atmosphere!**

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

Living Values e-News received this report from Ms. Kwok Yuen-wah, the Headmistress of Jimmy's International Nursery and Kindergarten in Hong Kong:

"In line with the new approach of educating the whole person, in 2000 we began to adopt Living Values Educational Programme activities in our classrooms. The traditionally serious way of teaching moral education was put aside and replaced by a happy learning atmosphere. Teaching activities took a number of forms: in class, children learned cooperatively through games, singing, dancing and imagination exercises that matched the teaching themes; outside the classroom, children, teachers and parents jointly took part in activities that care for our

environment so that LVEP was introduced not only in the family but also to the community; outside the school, we helped children to be aware of their personal and social responsibilities, as well as their values regarding justice, when we had our picnic in the Zoological and Botanical Gardens in the autumn.

We firmly believe that learning is more effective when it takes place in a happy and active atmosphere. Hence, we tried hard to create a good learning environment and opportunities for the children to put Living Values into practice. We also benefited from the input of our headmistress and our teachers in developing additional values activities. The teaching activities are interlocking to allow the children continuously to build on what they have learned and to enhance their personal values.

In the past, teaching and learning relied very heavily on textbooks. The teaching method used to be like preaching and was led by the teacher. Today, our teaching philosophy is to let the children taste a variety of learning experiences and to learn in an atmosphere that is happy, self-initiated and reflective. The activities of the Living Values Educational Programme fit in very well with our concept. Through various activities that suit the lesson themes, the children would have a chance to understand what they themselves like and to develop their talents. They acquire knowledge through practice and learning to learn. We endorse the creation of a learning atmosphere that is values-based. It can ensure that values education succeeds and is not only beneficial for children but also enjoyable. We also firmly believe that as long as children enjoy learning, they will continue to search for knowledge on their own initiative and will practise the spirit of life-long learning.

Miss Lam, a teacher of our nursery class, said: 'I think the Living Values Educational Programme is very meaningful, because from a series of LVEP activities a child can build a personal character that is good and positive. Children also learn to improve their social and communication skills. These are two very important ingredients for the growth of a person and young children must be able to receive such education as early as possible to help character formation.'

Miss Yim, a teacher of our upper class, observed: 'The Programme is most helpful to children as, through its activities, they begin to be concerned about themselves as well as others. They also begin to be aware of things that are changing around them. Naturally, children are different and such differences will affect their ability to learn and to understand.'

Mrs. Chan, a parent, said: 'I have discovered that there is improvement in my son's behaviour and social skills. It must be the good work of Living Values Educational Programme.'

Another parent, Mrs. Chang, noted: 'My girl is only four years old but she understands that each individual has personal responsibilities. For example, Daddy and Mummy have to go to work every day and children have to go to school daily. We are surprised that through the activities she understands more about the meaning of responsibility and can fulfill what she has promised.'

In addition, at a parents' meeting, some parents mentioned that their children are very much aware of their responsibilities towards their own affairs at home and are concerned about things around them. From the above examples, we can see the effectiveness of the Living Values Educational Programme."



## ▶ **India Two trainings in Rajasthan**

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

A training was conducted in Rajasthan at the Brahma Kumaris' Academy for a Better World by LVEP trainers Dipti from South Africa, Mila from Mauritius, Vivien from Mexico and Suman from India. Held from 11th to 16th January, the training attracted over 40 teachers from all over India and two from Mauritius, all of whom left full full of enthusiasm to implement LVEP in their respective schools.

Suman also conduct a training in LVEP program in Udaipur, Rajasthan on 28th and 29th January for local B. Ed college students.



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

Living Values: An Educational Program  
Office for the United Nations,  
866 UN Plaza, Suite 436, New York, NY 10017 USA  
Fax: +1 (212) 504 2798



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