



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

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To Our Readers

news@livingvalues.net

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

And welcome back from the school break! Living Values e-News also took a break but we're back with a packed issue of news stories and details of forthcoming trainings and events over the months ahead. Many representatives of LVEP were busy during the break; among the varied events taking place there was the annual international meeting of coordinators, on-going trainings and sensitisation around the world, work on translating the existing Living Values activities books into about 30 languages and the development of new materials for street children.

Living Values was also represented at the United Nations World Summit on Sustainable Development that took place in Johannesburg, South Africa in late August and early September. Education was prominent among the many issues raised within government deliberations at the Summit and within the non-governmental or civil society community and it is clear that education is critical to attaining much of what the Summit was all about.

In working towards a better world for all, it would be hard to over-emphasise the role that must

be played by both formal and non-formal education as a creative and transformative process. Education, above all, has the capacity to address the inner world of the thoughts, attitudes and values that underlie, guide and are the basis of our actions and our interactions with each other and the world around us. Looking at the values that steer human behaviour today, there is a crying need for education that can redress the moral crisis in the fabric of society, the crisis of values that finds its expression in so many social ills.

The issue then is not about how to find a place for values within the school curriculum but to ask if we can afford not to bring values back to the heart of learning, to identify and implement good classroom practices, child-friendly approaches and values-based school environments. In realising that values are fundamental to our concept of the human person, we can also see the extent to which questions of values underlie all areas of human life and endeavour, all forms of intellectual enquiry and have a place indeed in each academic subject, whether in the arts or sciences. There is then not a need to try to integrate values within an area of learning or knowledge so much as to see that values and value questions lie within and are inherent to them all.

Living Values encourages such an approach while also believing that the starting point for values education is not to look at the curriculum so much as at the teacher himself or herself. It is people who teach values, not books or curricula, and a focus on teaching content must not eclipse an awareness of the fundamental role played by each individual in transmitting values through words and actions throughout the day. Given this awareness, there are few limits on the potential for each individual to be a values educator and, by modelling aspects of a culture of values, to take the first steps to create the basis of a true lifelong, reflective learning society for all.

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: HAPPINESS - 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, children affected by earthquakes and street children.

LVEP's main 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 [cooperation](#); this edition focuses on **happiness**.



*Through the power of truth there is wealth,
and through the power of peace there is
health. Together they give happiness.
Happiness is earned by those whose
actions, attitude, and attributes are pure and
selfless.*

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

Think of the moments in which you have felt full of happiness. What really gives us happiness? What gifts within allow us to give happiness to others? Each one of us explores these questions within our own life. Moments of joy are treasured. Are values the key that opens the door to happiness? Explore the Reflection Points on Happiness below in the light of your own experiences.

Reflection Points from Living Values Activities for Young Adults, Happiness Unit:

- Give happiness and take happiness.
- When there is love and peace inside, happiness automatically grows.
- When there is a feeling of hope and purpose, there is happiness.
- Having good wishes for everyone gives happiness inside.
- Happiness cannot be bought, sold or bargained for.
- Happiness is earned through pure and selfless attitudes and actions.
- Happiness of mind is a state of peace in which there is no upheaval or violence.
- Kind and constructive words create a happier world.
- When one is content with the self, happiness comes automatically.
- Happiness follows giving happiness, sorrow follows giving sorrow.
- Lasting happiness is a state of contentment within.
- When all resources are focused on socio-economic infrastructure at the expense of the development of the character, then priorities in life are misrepresented and there is a gradual erosion of happiness.
- Values help people assess priorities and allow for active and preventive measures to be initiated at opportune moments.

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

"Looking at that future of fears and hopes, one cannot eternally remain in the hesitant posture of Hamlet, vacillating between 'to be' and 'not to be.' The future of justice and peace must be conquered by work, by patience, by vigorous enthusiasm, by constant energy, but over and above all by strengthening the moral fibre and force of mankind which this Assembly embodies."

Mr. Leopoldo Benites,
President of the Twenty-Eighth Session OF the UN General Assembly,
September, 1973



Forthcoming Events

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

Indonesia: Training for Street Educators and Agencies Caring for Street Children
31st October to 5th November, 2002 - Griya Astuti, Desa Nagrak Sukabumi, Jawa Barat

Diane Tillman will be running this training for educators working with street children; see the [story below](#) for details of the content.

For further information, please contact:

indonesia@livingvalues.net

Phone: (62-21) 8379-4587, (62-815) 9941827, (62-818) 247747

Indonesia: LVEP Educator Workshop - Three-day Training for Educators
7th to 10th November, 2002 - Camplong, Kupang, West Timor

LiVE Indonesia has been invited by Jesuit Refugee Service Indonesia to do a Three-day

Training for their staffs and volunteer teachers in the refugee camp and staff at Camplong, Kupang, West Timor, Indonesia. It will be a regular LVEP trainings, not a special module for Refugee.

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

Indonesia: LVEP Educator Workshop - Two-day Training for Educators
8th to 9th November, 2002 - Yayasan Pendidikan Al Izhar, Jl. Raya Fatmawati, Pd. Labu, Jakarta Selatan

LiVE Indonesia invite you to LVEP Educator Workshop - Two-day Training for Educators which will be conducted by Diane Tillman in Yayasan Pendidikan Al Izhar, Pd. Labu.

For further information, please contact
indonesia@livingvalues.net
Ibu Suminten Kadarman - (62-21) 770-2039 or (62) 817-786166.



Lebanon: Trainings for teachers
October 2002

Two days training are planned for early October 2002 in the Saint Coeur School to adopt LVEP school-wide in the academic year 2002-2003. Two more trainings are planned for this academic year for nearby English schools.

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



Romania: LVEP Educator Trainings
28th to 30th October 2002, Suceava; and
31st October to 1st November 2002, Suceava

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



South America: Workshops for Educators and the Wider Community

October 2002 - Colombia

Pilar Quera Colomina and Vivien Von Son will again be conducting training and workshops for educators and the wider community. These will be held in several countries with the first one taking place in Colombia in early October.

For further information, please contact:
spain@livingvalues.net or colombia@livingvalues.net



Vietnam: Training for Street Children Agencies

October 2002

Diane Tillman will be running this training for educators working with street children; see the [story below](#) for details of the content.

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



Worldwide Happenings

► **International** **Living Values Activities Books for Street Children now available!**

content@livingvalues.net

Living Values has for long been concerned about the appalling deprivations and abuse that mar the lives of far too many of the world's children and youth. Responding to the need for educational materials that address the specific needs and circumstances of street children, the primary author of the LVEP Activity books, Diane Tillman, has just completed the first two of an anticipated series of books that meet this requirement. She will be conducting training in the use of these materials in [Vietnam in early October](#) and in [Indonesia in early November](#) for agencies caring for street children.

Living Values Activities for Street Children Ages 3-6 and Living Values Activities for Street Children Ages 7-10 are now available for use by street educators who have been through LVEP's LVASC training. The materials contain adapted Living Values activities on peace, respect, love and cooperation and a series of thirty-two stories about a street children family. The stories serve as a medium to educate about and to discuss issues related to domestic

violence, death, AIDS, drug sellers, drugs, sexual abuse, physical abuse, caring for younger siblings, eating in a healthy way and cleanliness. The issues of poverty, lack of food, begging, stealing, being scared when adults argue, safety, being safe from unsafe adults, sex, being scared at night, the effects of drugs, the right to education and wanting to learn are also addressed. The stories are combined with discussions and activities to help children develop tools to release and deal with their pain while developing positive adaptive and protective social and emotional skills. Following completion of the lessons, children can continue with the ordinary Living Values Activities.

During the training, street educators will be engaged in a conversation about the needs they see and their experience in creating steps towards a values-based relationship of trust with street children. Sessions will include understanding the elements build into this psycho-social process, building active listening skills and learning the methods necessary to teach the protective social skills learned during LVASC lessons. Educators will be asked to participate in simulated groups, identify needs within the group they are working with locally and use puppets as instructional tools.

Further LVEP Activity books for street children ages 11-14 and 15-18 are planned for release in the first half of 2004 with a view to further trainings being held in Latin America and Africa.



► **Indonesia** LVEP gets underway in Jakarta

indonesia@livingvalues.net

The first LVEP event in Indonesia took place on Saturday 6th July 2002, gathering 53 participants at the house of Kirin and Rimi Kochar, a teacher at Jakarta International School. Helen Quirin, the LVEP National Coordinator for Indonesia, gave the welcome speech and the Programme was then presented to a gathering of thrilled teachers, parents and other concerned individuals by Ruth Liddle, a lead LVEP trainer from South Korea.

This introductory event was then followed by a two-day LVEP training at Graha Sindhu on Monday 8th and Tuesday 9th July, thanks to Mr. Pishu Sawlani, one of the owners of Universal School, Jakarta who kindly provided the necessary facilities, materials and refreshments. Teachers from Universal School were among the 43 participants and their response to the training was amazing. Strongly feeling the need for LVEP to be taught, many offered their cooperation: Anna Anggadewi, a psychologist, suggested forming a core team to plan future LVEP activities in Indonesia while Itje Suryono, a working mother, added that training for trainers should be carried out immediately to spread LVEP widely throughout the country. Watch this space for more news soon!



► **Switzerland** Roundtables on Quality Education and Human Rights highlight LVEP

switzerland@livingvalues.net

Two Roundtables held earlier this year profiled Living Values, firstly in the context of Quality Education and secondly as the foundation for a culture of human rights.

The Swiss Association for Living Values hosted a Roundtable on "A World in Transition – the Call for Quality Education" at the International Conference Centre, Geneva on 30th January 2002. The Roundtable's two speakers were firstly Kwasi Asante, Deputy Permanent Representative to the Ghana Mission in Switzerland, poet, and editor, and secondly Anthony Strano, English Language teacher and director of Brahma Kumaris Centres in Turkey and Greece.

Mr. Asante spoke of our world in transition - where the end of the cold war has given way to the phenomenon of globalisation which seeks to turn the world into a global village of one human family. Quality education is the missing link that is required for all humans to live together in dignity based on respect and trust. The aim of education, he continued, is to train the individual spiritually, mentally, physically and emotionally. If thus far our education has not made us capable of living together in harmony and with understanding, then we need to question the type of education we have received. Real, quality education is that which will make the human being a whole person able to live in harmony in this changing world.

Mr. Strano stated that, ideally, education should include life skills that bring out the best in the individual as a whole person: mind, body and spirit. It is very important to believe in the potential of the individual. Quality education promotes those values that we are all looking for in society: for example, trust, tolerance, dignity and forgiveness. If we cannot relate to each other, then what is it that we really know? Education should not just relate to information and knowledge but also wisdom and truth. It must go beyond listening and discussing, and extend to reflecting, selecting ideas and thinking deeply. It will also then involve a commitment to putting theory into practice and the sincerity to want to be those things that are often left at the level of words alone.

A few months later, on Friday 19th April 2002, inspired by a statement by the High Commissioner for Human Rights, a Roundtable entitled "Living Values - the Foundation for a Culture of Human Rights" explored how a culture of human rights is dependent on people living according to the values underlying those human rights. It was also suggested that these human values can be promoted through education that enables individuals to achieve their full potential, and empowers the whole person, touching intellectual, emotional, spiritual and physical dimensions.

The guest speaker was Madame Erica Deuber Ziegler, art historian and Director of Research at the Museum of Ethnography, Geneva, and Deputée au Grand Conseil de Genève. In her presentation she drew attention to the fact that when we talk about peace, it is often in the context of war and that as it seems that war-like tendencies have become the norm in the human personality, any efforts to counteract this trend should be encouraged. A presentation was then made on LVEP and this led into a rich discussion between speakers and audience. It was suggested that rather than war-like tendencies being natural, perhaps a peaceful nature is the true human condition. In the Living Values Programme children are viewed as being naturally full of goodness, and that in a values-based atmosphere their personal qualities can shine. Children need to reflect upon and experience values – values cannot be adopted just by talking about them. Living Values gives priority to the training of teachers. Training courses offer the opportunity for educators to look at their own values, to rediscover their creativity and resourcefulness and to value their role as an example to their students. The Programme also emphasises the importance of parents being involved in the educational process. Mrs. Ruth

Bonner, representative of the International Baccalaureate Organisation (IBO), highlighted the importance of young people actively participating in community service, and that this is a compulsory component of the IB system of education, where the development of personal values is given the same importance as academic achievement. Another member of the audience remarked on the potential of the Living Values Programme as a tool for bringing values back to society. Two young girl participants, Manon and Lea Werhlis, commented that what children really want is a peaceful world without wars, where people live in harmony and at the end of the roundtable they distributed cards containing a positive message on a value.



► **International Appeal for “Ubuntu” and other stories!**

switzerland@livingvalues.net

Values are deeply embedded in the social heritage of cultures and communities around the world and have been beautifully expressed over the ages in stories, proverbs and ethical traditions. From a team of enthusiasts for such traditional ways, Living Values e-News received the following invitation:

"Ubuntu is an ancient African code of ethics that is based on the inherent humaneness of the human spirit. It embraces the hospitality, generosity, warmth and togetherness that is so typical of the African people. One expression of Ubuntu: "I am because you are" points to a feeling of belonging, of sharing, and of having a sense of responsibility for the well-being of others - thus promoting respect for elders, youth and women, and co-operation and trust between individuals, cultures and nations. Ubuntu is much more than a philosophy; it is a way of life, a state of "being", a code of principles for living together, and a strategy for conflict resolution. The Ubuntu Theology of Archbishop Desmond Tutu guided the Truth and Reconciliation Commission in South Africa, helping to heal wounds of apartheid by bringing out the values of compassion, forgiveness, personal accountability and dignity. Nelson Mandela demonstrated the spirit of Ubuntu: despite serving 27 years in jail, he never lost his African culture of forgiveness and reconciliation.

The philosophy of Ubuntu has similarities with concepts found in other cultures, such as Ahimsa (non-violence) promoted by Gandhi, the Greek doctrine of Agape, and the Christian principle expressed as "do unto others as you would wish them to do unto you". More recently, European notions of Humanism are associated with similar ethics and values, especially understanding, respect and acceptance of others, although they tend to draw more from the divine nature of the human being rather than the context of the community. It is clear that similar values-systems exist or have existed in most cultures in the world and that they have served as a healing and civilising force to reduce conflict and bring about reconciliation within families, between tribes and clans, even nations.

Ubuntu has been transmitted orally in innumerable dialects, throughout the African continent, through folklore, stories, proverbs and songs. In the XIIth and XIIIth centuries, special messengers would travel from village to village exchanging knowledge and wisdom, mostly through story-telling, connecting different societies and their rulers. Whenever there were conflicts these would be resolved by bringing all the parties together and coming to consensus in order to preserve peace and harmony.

A group of “Ubuntu enthusiasts” from diverse cultural backgrounds has been meeting regularly in Geneva, Switzerland, to share their knowledge and experience of Ubuntu. They would like to create a book to include stories and proverbs illustrating values in traditional cultures (Ubuntu being one of them). If possible, photographs and art-work will be included.

This book would be offered to LVEP as a resource base to deepen awareness and understanding of the moral and spiritual treasures of the world, and to convey a broader and deeper meaning of the twelve key values of LVEP in an accessible way that would appeal to children and adults alike.

When exploring different traditional cultures in the world, whilst recognising that many values are shared worldwide, we need to acknowledge the unique ways of interpreting and expressing those values in each culture. Contributions should, wherever possible, come directly from people who belong to and live those cultures. It is important to recognise that the aim of the Ubuntu project is not to invent something new, nor to impose values on others, but more to re-discover, re-awaken, re-ignite and share that which already exists within human hearts, and can be found especially in the traditions of societies around the world. It involves an exploration of what is specific to each culture, and of what is shared with other cultures and which unites the human family.

Contributions of traditional stories and proverbs, art-work and photographs are invited from all over the world. If you would like to participate please contact switzerland@livingvalues.net for further information."



► **Albania** Training for educators

albania@livingvalues.net

The Swiss Association for Living Values (Association Suisse Vivre ses Valeurs) organised and supported a two-day Living Values training course for educators in Albania on 2nd and 3rd May 2002 and sent Living Values e-News this report:

"Facilitated by LVEP co-ordinators from Switzerland and Italy, the event was held in co-operation with “Young Intellectuals for Hope”, an association that aims to help young professionals in Albania to develop their skills, talents and leadership qualities through providing a variety of training courses and opportunities for exchange with other countries. The president of the organisation, Blendi Dibra, had initially found out about LVEP through the Internet and had suggested that our organisations could work together to provide a training course for his members.

We found Albania to be a beautiful country; the family unit is strong and traditional customs and values still have a deep influence on the way people lead their lives, especially in the countryside. On the other hand, the country faces many social and economic problems which present huge challenges to young people in particular. The aim of the training course was for participants to learn about “Living Values: An Educational Program” and how it can be used to help educators develop a values-based approach to teaching, and to explore ways in which values can be more deeply understood, experienced and expressed, both by the educators

themselves as well as by the children.

We were working with a group of about 20 young professionals and university students (including teachers, youth-workers, a nurse, a TV broadcaster, a lawyer), in the city of Shkodra in northern Albania. Many of them are surprisingly advanced in their careers and we were impressed by their motivation and determination to achieve well in life and to improve the situation in their country. Sincere, lively, yet very kind and gentle, the participants were a delight to be with; they were particularly fond of music and dancing - a very effective energiser!

We found that the group required plenty of interactive exercises and activities in small groups. Reflections and visualisation exercises were difficult for them at first as most individuals had never done anything like this before, but gradually they felt the benefits and by the end they were openly sharing their personal realisations, values, hopes, dreams, fears and concerns.

We feel that there is a lot of potential within these young people. To introduce LVEP into schools in Albania on any official level may take some time, but participating teachers wish to include Living Values activities in their lessons and members of "Young Intellectuals for Hope" would like to bring the Living Values approach into their weekly meetings, where they often discuss social issues, human rights and so on. In fact, the first meeting after we had left Albania began with two minutes' reflection to music and they would like to continue to do this at the start of each meeting. We are considering a follow-up session later in the year, perhaps creating links with LVEP co-ordinators in neighbouring countries."



► **Guyana** Living Values in the community

guyana@livingvalues.net

LVEP is being brought to the local community in Guyana as the following brief report indicates:

"In December 2001, the Living Values group in Berbice held a programme in which about 30 children aged 3-12 presented poems, songs, skits and dances to their parents. As an outreach activity, some children went with their teacher to visit the elderly and handicapped in the village. In March 2002 there was also an event that included silent time as well as games and other activities. From the report of one visiting adolescent, the most striking thing was the silence when they were having meals. This is an unusual happening in the area where the children live."



► **Nigeria** LVEP Educator Training as part of Early Childhood Convention

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LVEP's coordinator for Nigeria filed the following update:

"Some 150 members of staff from several schools met at Chrisland Primary School in Lagos from 29th to 31st July 2002 for their annual Organisation for Early Childhood Development (or

OMEP) Convention under the banner of 'Putting the Young Children First in the Reconstruction of the Nation.' Each of the three mornings was dedicated to Living Values Educator Training. We had only one problem: every time they learnt a new song, we couldn't stop them singing! We had a lot of fun."



► **Malaysia** A week of LVEP Workshops and Presentations

malaysia@livingvalues.net

June 2002 was a busy month for Living Values in Malaysia and Ruth Liddle, the LVEP Coordinator for South Korea, came to conduct a series of workshops and presentations as follows:

- 20th June: LVEP introductory session at Disted College, Penang, for 150 headteachers, arranged by the Education Department;
- 21st June: 'How to instill values in children, Part I': a 3-hour workshop for parents;
- 21st June: 'How to bring out the best in your kids, without tears': a 2-hour talk for parents;
- 22nd June: LVEP introductory session for 68 teachers at Berapit Secondary School, Bukit Mertajam;
- 23rd June: 'Bridging the Gap': a 3-hour parenting workshop attended by 42 parents with separate values workshops for the seventeen children and young adults who accompanied them;
- 25th June: 'How to instill values in children, Part II': a 3-hour workshop for parents; and
- 29th to 30th June: 'Teaching Values in the ESL Classroom': a two-day course sponsored by the English Studies Unit for 20 trainee teachers at Temenggong Ibrahim Teacher Training College, Johor Bahru.



► **France** Living Values Association formed in La Reunion

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Following a lecture on Maurice Island in December 2001 presented by UNESCO and the Mauritius Institute of Education (MIE), the 'Association Vivre ses Valeurs' was established in La Reunion on the 5th April 2002. The first LVEP seminar in La Reunion was held shortly afterwards from 10th to 12th May 2002 and was conducted by Mila Ramgoolam and Bindu Bauhadoor, both of whom were sent for this purpose by the MIE. The seminar attracted 22 participants, including educators, education counsellors, psychologists and parents. To follow up on this substantial beginning, a three days educators' programme and a two days parenting workshop have been scheduled in La Reunion for the end of October 2002.



► **Thailand** LVEP helps improve teaching performance

thailand@livingvalues.net

LVEP's coordinator for Thailand, Professor Anchulee Suwandee, filed this report after several busy months:

"A one-day LVEP educators' training programme was held in Bangkok on 1st March 2002 for about 50 teachers from Catholic schools. They enjoyed the training and realized that LVEP could be implemented in the classroom and that students would benefit a lot from it. Consequently, a five-day Train-the-Trainer was organized; taking place from 22nd to 26th April 2002, it was hosted by Srinakarin Viroth University, one of the well-known public universities in Thailand. About 35 teachers from nine Catholic schools and one international school attended the training, together with 20 of the University's lecturers. Most of the participants stated that the training helped them to explore their own values as a teacher and improve their teaching performance, while also providing a chance to share, listen to and accept others' ideas. Significantly, the majority of the participants were enthusiastic to make further use of LVEP: teachers from the Catholic schools discussed how to implement LVEP in their schools while the international school teacher plans to pilot it in his class and help train other teachers.

Monthly LVEP trainings are also being held at a venue in central Bangkok, starting with a one-day training on 29th June 2002. This was greatly enjoyed by all the participants and three of the teachers said that they will pilot the activities in their classroom.

In Northern Thailand's Prae province, a one-day LVEP training held at Song Pittayakom School on 25th July 2002 was very well-received. The Director of the school, Mr. Preecha Bumbut, who was present throughout the day, pointed out during the opening ceremony that it is the policy of the national educational reform process that values teaching be integrated in all subjects in the curriculum and so the LVEP training came at the right time to help provide teachers with guidelines and ways of teaching values. All 53 of the school's teachers attended the training, participating with zeal, enthusiasm and enjoyment; in evaluating it, their comments included the following remarks:

'The values activities are tools to develop positive thinking and values in oneself, in others and society at large. Each individual learns to live together in peace and harmony.'

'The training provided new insights and guidelines as to how to integrate values teaching in the classroom.'

'To develop values in students, teachers have to develop them in themselves first.'

'The training helps teachers to know how to create a values-based atmosphere which enables all to be peaceful, happy and to feel valued, respected and loved.'

'Values activities can help enhance students' creativity and wisdom.'

'The training helps one to recognize one's own worth and that of others.'

'Students should be encouraged to stay calm and peaceful before carrying out any activities.'

Many participants felt that a one-day training is too short and requests were made for this kind of training to be organized again.

The following month, 84 teachers from 17 schools in Hoaw-Kwang Community participated in a two-day LVEP training, hosted by Bangkok Bilingual School. Held on two consecutive Sundays, the 17th and 24th August, it was the inspiration of Dr. Prachumporn Suwantra, owner of Pranuntanit Kindergarten and the teachers appreciated the joyful and enthusiastic atmosphere in which they gained new insights and skills to create a values-based atmosphere. Sangsom Kindergarten

reported that after the first day's training, they immediately arranged a "Peace corner" and started using relaxation music and mind mapping at school while other teachers said they would also do so, along with adopting practices such as discussion and sharing ideas, story-telling, dance and collaborative rule-making."



► **Italy** Practising respect and love in the classroom in Sardinia

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From February to June 2002 Alessandra Lai conducted Living Values sessions in two nursery schools as a project sponsored by the local council of Nuoro. With the support of a mime artist, she showed the children exercises on how to use their hands; they practised respect and love, learning how to look into each other's eyes and give more meaning to visual exchange. The school caretaker was reportedly so much in favour of these types of activities that he made sure that no one disturbed them during those sessions!

The seven classes involved in the project painted a beautiful tree of values that emphasized deeper aspects of the local culture, such as the importance of helping without having expectations, and practising generosity as the basis of the hospitality commonly attributed to Sardinia. Peace, cooperation and respect were experienced and local or national traditional stories were used to supplement the LVEP activities and stories.

In total, 150 children and 23 teachers participated in the project and teachers commented that they had understood the spirit of the programme from Alessandra's practical demonstration and interaction with the children in a way that would have been impossible using only theory. A video with detailed report is available on request to italy@livingvalues.net.

For the scholastic year 2002-2003, a project designed for secondary school level is being prepared; its aim: to rediscover one's own values in the classroom, others' values and values in relating to the environment.



► **Zimbabwe** Headmasters hear the message of values

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The following summary has come from the Living Values team in Harare:

"In May 2002, LVEP Training was given to 37 secondary school teachers from 28 schools participating in a "Discipline at Schools Workshop". The following month a presentation on Living Values was made to 200 Headmasters of Secondary Schools at Conference of the National Association of School Headmasters (NASH), held at Victoria Falls and participants in a Public Speaking Contest were encouraged to make their speeches on values. Later in June, a paper entitled 'Development of Values through Sports' was presented to staff by the Headmaster of Prince Edward School in Harare."

Meanwhile, a teenager shared his experience of the benefits of Living Values as follows:

"Three years ago, I walked into Prince Edward School with only basic values that one is taught when still a child. Three years down the line, now I possess values that will sustain me for life. I have managed to cultivate LOVE for my school, and out of this LOYALTY, RESPECT and DISCIPLINE have branched out." (G. Mutyambizi)



► **Iceland and Brasil News of LVEP achievements reaches Canada!**

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As reported by M.A. Demers, a journalist who joined a LVEP Educator Workshop for a day in Vancouver, Canada, in late August:

"Advocates of Living Values hope the Programme's success worldwide will overcome any opposition, and the success stories are quite phenomenal. Erla Björk Steinarsdóttir, a primary teacher in Reykjavík (Iceland), noted her students became more loving, caring and respectful as a result of the Programme and that other teachers often came to her classroom "just to feel the change in atmosphere." What was more surprising, though, was the "amazing" increase in their academic capabilities. The change was so marked, in fact, that the headmaster has implemented the Programme school-wide commencing this fall.

"Success stories are not limited to children within the mainstream. Bob Bussanich, President of Associação de Assistência a Menores de Olinda, a non-profit agency in Vancouver that teaches life-skills to street kids and children of the slums in Rio Doce, Brazil, raves about the changes Living Values has brought to the children: less violence, more respect, and a request for school uniforms to emphasize equality. The children also developed more concern for their environment, cleaning their small school and painting over the gang-graffiti that once peppered the walls. 'It just turned the whole school upside down' says Bussanich."

"The Vancouver LVEP Educator Workshop was hosted by PACE, Peace and Global Educators, and was only the second LVEP training ever held in Canada. The first was held only a week before in Halifax, Nova Scotia, on the Eastern coast! Both of them were a delight, full of loving, caring, enthusiastic and deeply committed educators."



▶ **Lebanon LVEP Seminars have big impact on parents**

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Living Values e-News received the following success story from Beirut:

"Sister Marlene from the Saint Couers School in Lebanon reported on behalf of one of the teachers who started implementing LVEP. After finishing the unit on respect one of her students told her that he learned what respect meant. He reported that he had stopped ridiculing his grandfather who has a speech problem and lives with them. Now he tries to understand what he wants instead of laughing at him.

"Seminars at the American Community School in Beirut have had a big impact on parents. One parent expressed how much she appreciates understanding how to deal with her son. Another parent mentioned during a session on responsibility that she realized she has to give her son more responsibilities at home to feel that he can do things on his own. In a high school session on tolerance, a father realized that it was his biased conversation at home that made his son biased as well. He stated that he is aware now of his responsibility as a role model."



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