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Values Education for Children and Young Adults

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Living Values e-News

Living Values Education Newsletter

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- [Greece](#) – Marathon of Values in Eight Cities: Two-hour Workshops on Ancient Greek Values; Giving a Voice to the Values of Youth Under the Age of 25 (one City each day) 6th to 13th May 2004.
- [Hungary](#) – Budapest: LVEP Educator Training for Primary Schools, 24th January 2004/21st February 2004/27th March 2004
- [Hungary](#) – Budapest: LVEP Educator Training for Secondary Schools, 25th January 2004/22nd February 2004/28th March 2004
- [Thailand](#) – Bangkok: LVEP Educator Workshop, Three-day Training for Educators, 18th to 20th March 2004 and 22nd to 24th April 2004
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To Our Readers

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Warmest greetings and welcome to the twenty-second issue of Living Values e-

News, the electronic newsletter of [Living Values Education](#).

As educationists strive to bring to reality the aims of quality Education for All, a significant part of the context in which such efforts take place is that presented by the phenomena of the information society. On the one hand there is concern about rapid social changes, globalisation of a culture of materialism and the influx of undesired values and superficial ways of life. Yet on the other hand there is the tremendous equalising potential of technologies that can be used to reach, include and enfranchise the marginalized and excluded, and achieve the widespread distribution of knowledge that can build human capacity. While technology thus can be put to good use to inform, teach and educate people, education has a major role to play in ensuring the constructive and appropriate use of technology and knowledge and the building of an inclusive society. The choices that we are making in this regard are already having significant consequences and it is essential that questions of values be addressed if the world that our decisions are shaping is to be the kind of world that we would like to leave to our children.

While technologies can and must help support educational and developmental processes, they remain tools in the hands and minds of the individuals who use them and that use must respect others, nurture cultures and promote human dignity. The most important thing about technology is not what it can do so much as what we do with it; the more it enhances our potential, the more we need to pay attention to the values that will guide its use. In schools around the world, much of the daily routine revolves around information, facts and the head but, in addressing these, education must not be allowed to forget understanding, values and the heart. To be sure, in working out precisely how to offer effective and relevant values education in today's world, schools face complex issues and individual teachers may well feel that they have not been adequately trained to address these. Living Values believes that an important starting point is for teachers themselves to reflect on the values that guide their lives and teaching practice and that they preferably be offered both pre- and in-service training on creating a values-based atmosphere and in teaching about values. Living Values was able to raise some of these issues at the recent United Nations World Summit on the Information Society (see [Switzerland](#) below) and, as some of our other stories below show, the benefits of appropriate training in enhancing the capacities of teachers can often become apparent very soon.

The LVE Web site – at <http://www.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,



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

content@livingvalues.net

Living Values: An Educational Programme (LVEP) is a comprehensive values-education programme. This innovative global character-education programme offers teachers and facilitators a variety of experiential values activities and practical methodologies to enable children and young adults to explore and develop twelve fundamental human values: Cooperation, Freedom, Happiness, Honesty, Simplicity, Love, Peace, Respect, Responsibility, Humility, Tolerance and Unity. LVEP also has special materials for use with parents and caregivers, children affected by war, street children, 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 the Programme, excerpting selected ideas and activities on each value from this award-winning series. In the last edition the focus was on Freedom; this edition focuses on Unity.

Unity



Unity gives sustenance, strength, and courage to make the impossible possible

Unity is built from a shared vision, hope, an altruistic aim, or a cause for the common good. Never has the world needed unity more. Unity begins with our inner voice, and grows with courage, discipline, love and determination. Well-being for all grows within the space of unity . . .

Please explore the Reflection Points on Unity below in the light of your own experiences.

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

- Unity creates the experience of cooperation, increases enthusiasm for the task, and makes the atmosphere empowering.
- The stability of unity comes from the spirit of equality and oneness. The greatness of unity is that everyone is respected.
- When the individual is in harmony it is possible to stay stable and work more effectively with the group.
- Unity is sustained by concentrating energy, by accepting and appreciating the value of the rich array of participants and the unique contribution each can make, and by remaining loyal not only to one another but also to the task.
- Unity inspires stronger personal commitment and greater collective achievement.
- One note of disrespect can cause unity to be broken. Interrupting others, giving unconstructive and prolonged criticism, keeping watch over some or control over others, are all strident chords which strike harshly at relationships.
- Unity creates a sense of belonging and increases well-being for all.
- Creating unity in the world requires individuals to see all of humanity as their family and to concentrate on positive directions and values.

Please click as indicated below for activities on Unity 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](#)
Freedom Ideas at Home for [Parents](#)
- ▶ Excerpts from [Living Values Activities for Children Ages 3-7](#)
Freedom Ideas at Home for [Parents](#)

“To the extent that we can provide an atmosphere in which men can work together while maintaining their diversity, can build side by side and produce unified variety, can join together to produce peace while promoting the multiple characteristics that

enhance the society of man, we will have met our challenge.”

Miss Angie E. Brooks
President of the Twenty-Fourth Session of the UN General Assembly September,
1969



Success Stories From Around the World

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Egypt: Children take initiative and apply values in the classroom.

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- At a school in El-Menia, one teacher had to leave her class of primary level children unattended for some time. As she was walking back to the class, she expected to hear a lot of noise but to her surprise there was no sound coming from the classroom. When she reached the class, she found that one of the students was standing and conducting a guided relaxation/focusing exercise for the rest of the class while all the other students were quiet and calm and enjoying the experience.
- Another teacher stated that children in her school quickly learned the conflict resolution steps and are now applying them very effectively; she also noticed a reduction in level of conflicts among students.
- After using Living Values Activities at school, one teacher stated that a girl in her class, who had had the highest record of absence in previous years, recorded the highest rate of attendance. Another student, on the verge of leaving the school due to his poor educational performance, became attentive in class and scored better academic results after LVEP.
- One day a teacher noticed that five Egyptian pounds had been stolen from her bag, during school time. The next day she conducted a Living Values lesson on honesty. After the class, the teacher found the missing five pounds beside her bag.
- Several teachers have stated that LVEP has helped them personally to discover their own inner values and self-worth and to have better relationships with the children as well as with their colleagues.



▶ **ARGENTINA & BRAZIL** Street Educator Trainings held in Buenos Aires and Belo Horizonte

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While most of the work of Living Values Education is focused on the normal school system, it also, in line with the concept of Education for All, seeks to bring a values-based approach to those otherwise unreached, including street children. Diane Tillman, International Coordinator for Content and Training, reports:

“The LVEP Team in Argentina, led by coordinator Celia Gonzales, met great interest when they announced their training for street educators. The email about the training seemed to have its own life as it spread throughout the country. Eighty educators joined the September training, others were promised a training later in the year. One veteran street educator was initially sceptical about the approach; at the end of the training he felt differently, saying "I've never seen an approach that I thought would take kids off the street. I think this one will." Outside Buenos Aires, a visit was made to Camino del Sol, a wonderful long-term facility for former street children that, among other things, teaches youth how to garden and build ecologically sound houses from mud and straw. Thanks to Moire Lowe for her excellent help at all levels, and Olga Real for her translation of Living Values Activities for Street Children (LVASC) Ages 11-14 into Spanish.

“Brazilian LVEP Team Coordinators Liliani Zunino Duarte and Paulo Sergio Barrios, in cooperation with Luciana Ferraz of the Brahma Kumaris, arranged a flurry of beautiful Living Values events in Sao Paulo, Brasilia and Belo Horizonte in the last half of September. The centrepiece was the training for street educators and eight experienced LVEP trainers from different regions in Brazil undertook the train-the-trainer portion of the programme and then helped facilitate the six-day training. The Municipal Police in Belo Horizonte hosted the event at their facilities. All three LVASC books were translated into Portuguese by Editora Confluencia which also published the main Living Values Activities books and launched them in Sao Paulo at the State Ministry of Education. Enthusiasm for Living Values Education flowed from many wonderful educators throughout the country, as witness the fact that Brazilians are using LVEP at 1500 sites! Thank you all.”



▶ **AUSTRALIA** Government Values Education Study comments on LVEP Schools

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Two schools that implement Living Values: An Educational Programme in Australia were included as part of a Values Education Study by the Government's

Department of Education, Science and Training. The Study's Final report is available online at: http://www.dest.gov.au/schools/publications/2003/VES/VES_Report.pdf.

With regard to the first school, Glendale East Primary in Glendale, New South Wales, the Report states: "A formal evaluation of the Living Values Programme in place at Glendale East Primary found that 'most students, even those in kindergarten, could use language like respect and peace and were able to talk about school rules.... Many students commented that they should treat others as they would like to be treated... (and) Most felt the teachers were helpful and friendly and tried to help students learn their work.' What is more, the school reported its excitement at seeing 'how many children, including children who had some problems in their schooling, were interested and involved in values education.' Teachers too found that 'having the language of values when dealing with everyday situations in the classroom and playground (was) very useful;' and the school believes that enrolments from out of the zone have 'increased because of the values programme that has been spoken about in the community'." The Report continues later: "Students, the school believes, need to have 'a language of values in order to learn how to deal with conflict and manage social interaction and so the language of the Living Values programme was utilised and specifically taught in school programmes'. Then, in an argument for actually teaching values in a more explicit way, the school suggests that 'formally teaching values in the school curriculum seems to somehow validate it along with Maths and Spelling. It is too important to simply lie in the "hidden curriculum"."

The Report states that the second school, Alia College in Hawthorn East, Victoria, chose LVEP "because, among other things: it has a unique focus on intra-personal intelligence; it is international (in 67 countries worldwide); it has a support network for teachers; it is easy to implement, 'very teacher friendly with plenty of support materials;' it offers flexibility in implementation and is cross-curricular; and its network facilitates on-going professional development free of charge." Later, it reports that while Alia College points "to the importance of ensuring that values education is implicit in 'all communication, structures and interactions at the College' ... they have also introduced Living Values Education as a compulsory one hour slot within the school curriculum. This arose from 'a growing awareness ... that the students needed exposure to a more introspective and self-reflective way of being ... whilst maintaining an academic approach within the processes adopted'. And, since the inclusion of Values as a discrete subject area, the school believes 'there has been a paradigm shift' reflected in 'a growing understanding and acceptance that there is indeed a need for explicit values education work in schools, which is self-reflective and holistic'."



Jointly organised by Living Values and the Hong Kong Institute of Education (HKIEd), this two-day event brought together over 200 educators from Hong Kong, Beijing, Yunnan, Vietnam and the Seychelles and was opened by the HKIEd's President, Paul Morris. Speakers and workshop facilitators included a team from Living Values, staff of the HKIEd led by Senior Lecturer Dr Derek Sankey, a ten-member delegation from the Beijing Institute of Education led by President Ni Chuan-rong, staff of the Hong Kong Government Education Bureau, led by Assistant Secretary for Education Dr K.K. Chan and representatives of the China National Children's Centre led by Vice-Director Dr Chen Xue-feng. Bernard Combes, a Specialist with the Early Childhood and Family Education Unit of UNESCO, Paris gave the opening keynote; referring to Gandhi's saying "In the midst of darkness, light prevails" he said that values education could be seen as such a light, necessary for educators in their interactions with students and parents in their relationship with children, on their journey to active and responsible citizenship. The overall focus of the Symposium was on the practice of values and values-based education in school, with workshops to demonstrate relevant methods, activities and approaches and a newly-produced film on Living Values' work in Beijing to illustrate a model of teacher-training for values education. Participants responded warmly to the insights and perspectives shared and appreciated the steps taken to show how much of the rhetoric regarding values education can be made classroom reality.

A few weeks later, Living Values participated in the ninth UNESCO-APEID International Conference on Education, held in Shanghai on the theme of "Educational Innovations for Development in Asia and the Pacific: Quality education for all-round human development" and presented a paper on "Classrooms as Values-based Environments for Teaching and Learning", a copy of which is available on request.



▶ **LEBANON** Research Study indicates broad Positive Effects of LVEP

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Educator and LVE coordinator for Lebanon, Rula Kahil, examined the effect of LVEP on behaviour and attitudes related to intrapersonal and interpersonal intelligence in elementary school students in a private school in Lebanon. A sample of 76 second- and third-grade students at Beirut's American Community School were randomly selected and assigned to groups. A pre-post experimental design was used. For a whole school year, students in the treatment group received Living Values Activities lessons on peace, respect and love in addition to the normal school curriculum. The control group continued with the curriculum without the additional value lessons. Both groups were pre- and post-tested using Harter's

Perceived Competence Scales, Teachers' Rating Scale and the BarOn Emotional Quotient Inventory (EQ-i:YV (S)). An analysis of the data showed significant treatment effects. The treatment group's post-test results found significant positive effects on students' self perceptions in scholastic, cognitive and social domains when compared to the control group. The treatment group also showed significant improvements in the Teachers' Rating Scale. While there were no significant differences in the EQ-i:YV (S) subscales and total EQ post-test mean scores, it was pointed out that students have shown significant changes over longer periods of time. Mrs. Kahil concluded that it is crucial for schools to implement values and social skills programmes in order to enhance students' social, emotional and intellectual development.



▶ **MALAYSIA** LVEP Students become more Respectful and Caring

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Fourteen primary and kindergarten teachers who have been using Living Values Activities in the classroom for at least one year reported positive results. All teachers surveyed noted an improvement in the children's respect for adults and their ability to cooperate with each other, while all but one noted improvement in the children's self-confidence, respect for peers, responsibility, honesty, interest in school/motivation and academic achievement. Overall, the teachers reported that the classroom environment had become more peaceful and calm and the children much more caring towards their peers.



▶ **MAURITIUS** Teacher Training Programmes with LVEP yield Excellent Results

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Supporting the work of the 400 or more local schools that have adopted Living Values, the Mauritius Institute of Education (MIE) has incorporated LVEP in all its teacher education programmes and recent evaluations of this step are most encouraging. Of almost 100 primary teachers that took the LVEP programme at MIE, 81% claimed that their classroom management improved significantly; 82% found themselves to have more trust in pupils of all abilities; 90% reported a more positive attitude in the classroom and 94% noted an increase in respect for the self and others.



▶ **SENEGAL** Working with UNESCO on Strategy for Living Values in West Africa

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In November 2003, a workshop was jointly organized by UNESCO-BREDA (bureau régional d'éducation en Afrique) and Living Values Education, in Dakar, Senegal, with the aim of introducing LVEP to the local community and providing a three-day training course in LVEP. It was a great success, reaching out to about 60 educators, including teachers, religious and cultural leaders, representatives of non-governmental organizations and school inspectors.

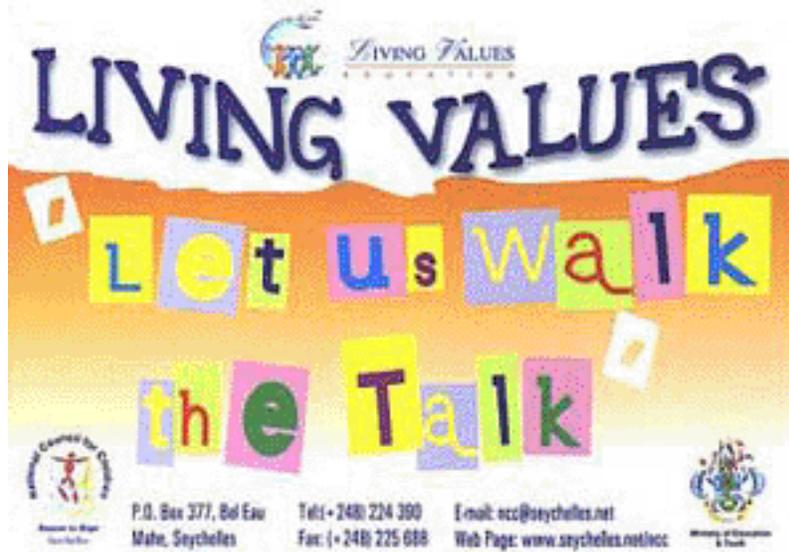
At the colourful opening ceremony, Madame Ndéye Khady Diop Mbaye, Minister in charge of Early Childhood Development, welcomed Mr. Parsuramen, Director of UNESCO-BREDA, as well as the Secretary General of the National Commission of UNESCO in Senegal, a representative of the Ministry of Family and National Solidarity and heads of United Nations agencies, before a group of local children performed a song and traditional dance. Mr. Parsuramen stressed that education should be a life-long process that promotes the values of citizenship and democracy and helps people to learn how to live together. He added that UNESCO is recommending that African values be integrated into teacher training programmes, using the innovative methodology developed by Living Values. Madame Mbaye highlighted the fact that values education, the foundation of an individual's character, is now becoming a major international focus and emphasized that it is during early childhood that the seeds must be sown to produce adults who will exemplify traditional African values of solidarity, peace, tolerance, respect, love for one's neighbours, honesty, humility, responsibility and simplicity.

Mme Rokhaya Diawara (in charge of Early Childhood and Children in Difficult Situations at UNESCO-BREDA) as initiator and main coordinator of the workshop, presented an outline of UNESCO's strategy for implementing Living Values in the West African Region, which would promote values-based education for children in difficult situations, particularly street children. Part of the plan includes the holding of a LVEP Training for Street Educators later this year.



▶ **SEYCHELLES** Walking the Values Talk into All Homes

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Fifty thousand LVE cards, with the slogan “Let us walk the talk” on one side and a 2004 calendar with one of LVEP’s values per month on the other, were produced by the National Council for Children for distribution to every home in the country. A wonderful idea! Congratulations to the NCC’s Director, and national Living Values coordinator, Mrs Ruby Pardiwalla!



▶ **SOUTH AFRICA Living Values with Street Educators and Street Children**

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A LVEP Training for Street Educators was held in the city of Durban in July 2003. LVE Coordinator for South Africa, Grace Grimsell, organized the event which was attended by over 60 people from around the country. “Youth for Christ” and “I Care” sent the largest groups of street educators to the training, which the Brahma Kumaris hosted; other participants included social workers, prison workers and municipality officers. Benoit Duche, Dominique Ache and Diane Tillman had the privilege of working with street children at the Ottawa Shelter outside Durban during the training as the facilitators carried out LVASC activities with participants. Benoit created a video about street children and this values-based method.

The participants were surprised at the results that this different approach could produce with street children, even within a couple days. Several months later, however, the results were even better. One of the LVE trainers, Lalitha Sharanund, reports: “The street children workshop definitely had an impact on all of us. More volunteers are prepared to change their attitude towards these children and assist in a positive way. The volunteers and counsellors are able to handle the pandemic more positively, especially after having attended the workshops and so being able to create a positive outlook on all the negative behaviour they are facing. Positive changes in the children are already being observed; some of them have quit glue

sniffing. At the Durban Alice Street Shelter, the children enjoy the imagining and focusing exercises and the importance of being peaceful and non-violent. In Pietermaritzburg, nine street children were taken on a two-day retreat with the Values Club members of five schools. The street children thanked us for the love we shared with them and friends they made. The team and staff of our local museum are teaching street children some skills to earn an income. Two schools invited some street children with their co-ordinator to their schools. The street children sat in classrooms with other children and felt what it is like to be in school as they played, sang and ate with the pupils. We in Pietermaritzburg over the few months have noticed more children wanting to go to school and back to their homes because the street team has become more value-based. Also, the Living Values team has created a friendship with the children. They are so delighted and happy when they see us in our cars and share their 'thank-you's from their hearts and call us mum."



▶ **SWITZERLAND** Living Values at the U.N. World Summit on the Information Society

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Living Values e-News received this report from LVE coordinator for Switzerland Helen Sayers:

"The Swiss Association for Living Values (SALV) hosted a workshop at United Nations World Summit on the Information Society, held in Geneva in December 2003. The Summit brought together more than 35,000 people from around the worldwide Heads of State, delegations from governments and United Nations agencies, members of civil society and representatives from the worlds of industry, commerce and media. The Living Values workshop sought to explore the question *"How can we help children to develop critical thinking skills and qualities such as self-esteem, cooperation, creativity and discernment – so that they can benefit from the revolution in information technology and integrate themselves into the community with confidence, respect and purpose?"* A number of guest speakers participated in the workshop including H.E. Adama Samassékou, former Minister of Education, Mali, and President of the WSIS Preparatory Committee; Madame Yolande Diallo, human rights consultant in Geneva, and one of the founding members of SALV; Chris Drake, member of the International Committee of Living Values Education; and Mlle Patricia Tamburrino, a primary school teacher from Martigny in Switzerland, who has been using Living Values activities in her lessons for more than a year. A lively discussion ensued and yielded several ideas on how values education and values-based education may take its place in the educational community."



▶ **TURKEY Living Values Training for Educators of Street Children**

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Following on from previous such events held in Africa, East Asia and Latin America, an eight-day training was held in Istanbul from 6th to 13th December 2003 for educators of street children. Living Values Education country coordinator for Turkey Sema Ozsoy takes up the story:

“This Training Event was realized with the cooperation of several parties: the Turkish National Committee for UNICEF and the Turkish Government Social Services and Child Care Organization were the main sponsors while Galatasaray Rotary Club provided lunch and refreshments for all participants. Aynur Tuncer translated free of charge two Living Values Activities for Street Children books, that for children aged 7-10 and that for children aged 11-14. Trish Summerfield came over from Vietnam to lead the training. Of the 31 participants in the educator training, most were psychologists and social workers, three came from overseas (one each from Pakistan, Switzerland and the UK) and three were policemen from Istanbul Children's Police Department. Eighteen of them went on to complete the second-half of the event, a Train-the-Trainer. Meanwhile, from the Living Values team in France, Dominique Ache and Benoit Duche were able to work with 10-15 children for 5 days and, on the last day of the training, put on a mime show for the participants, while also filming the entire process. Istanbul Deputy Governor, Mr. Mehmet Seyman visited the training venue and expressed his thanks to all involved while Syma Bark, UNICEF Senior Programme Assistant (Education and Protection), sent a congratulatory message of appreciation.”



▶ **USA Charter School adopts LVEP as a major part of Curriculum**

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The new Aventura Charter Elementary School, or ACES, has adopted LVEP as a major part of its curriculum. ACES is a K–6 school for 650 students and at its recent dedication ceremony, presided over by the mayor of Aventura, city officials, school administrators, educators and parents came together to acknowledge this innovative educational concept. This is one of the first times a municipality has sponsored a charter school, and the commissioners present received praise for their forward-thinking vision that created this school in order to serve the community.



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