



LIVING VALUES

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Values Education for Children and Young Adults

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Living Values Education Newsletter

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To Our Readers

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Welcome to the twenty-fourth edition of Living Values e-News

Around the world, increasing emphasis continues to be placed on the importance of learning and education. The fact that a large number of people continue to be deprived of access to education and the opportunity to acquire basic skills, literacy and competencies is not because of a lack of resources so much as the decisions and choices as to how they are applied and used. So the expression of commitment made by the international community in the Dakar Framework for Action in 2000 was to be welcomed. It set six major goals for making quality education available to everyone by 2015. While achieving the target by this particular date may prove to be as elusive as previous target dates, the consequences of not meeting this basic need are too devastating to be neglected; and the benefits of education for all offer nothing short of a revolutionary change in the possibilities and choices available to the world's marginalized and underprivileged. Thus the first of the six goals of Education for All is "expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children".

It is with this very much in mind, as our story below on Senegal reports, that Living Values Education has been collaborating with committed educationists at UNESCO in Africa with the aim of contributing to an overall improvement in the education system through a focus on values and the quality of the learning environment.

Such a focus is essential as more so than ever in today's world – notwithstanding its emphasis on consumerism and materialism – education must not be viewed as an end in itself or just about producing people to produce goods. It must be recognised as an indispensable vehicle for an indispensable task: the blossoming of the full and multi-form potential of the individual and the bringing about of changes in knowledge, awareness, understanding, values, behaviour and lifestyles so as to move towards a more caring, inclusive, stable and secure society. In responding to the myriad challenges of our world, we cannot afford not to recognise the crucial importance that must be attached to values and to reflect this in appropriate reforms or innovations with regard to educational policies, school materials and classroom practices. A test of our collective resolve to build such a society may be seen in the efforts we make for those most at need and least able to speak for themselves. All of us at Living Values Education would be pleased to work with others who share this aim and we invite readers' suggestions, comments and ideas for such collaboration.

The LVE Website – at <http://www.livingvalues.net> – also warmly welcomes hearing from educators with one or two success stories (or even not-so-successful stories!) about 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



News and Success Stories From Around the World

▶ **BAHRAIN** New Beginnings

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A series of presentations on Living Values Education were made in May 2004 at Abdul Rahman Kanoo International School, The Bahrain Bayan School and University College and these led to exploratory discussions about trainings. They were followed by a half-day workshop for all teachers at KG Kids Kindergarten which drew an enthusiastic response from participants. Watch this space for more!



▶ **CHINA** Living Values reaches out

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After building a solid foundation in Beijing, Living Values Education is spreading to other parts of the country. Wang Yuan-mei of the Beijing Institute of Education reported that a successful training was held in May 2004 at the Institute; under the umbrella aim of the development of township resources, the “Living Values Education, China•United Nations UNDP403 Project Educator Training” was greatly enjoyed by 36 Primary School principals from Sichuan, Yunnan and Gansu provinces in the less-developed West of China. Further training in Yunnan is planned for later in 2004, including Kunming in November.

Meanwhile, in April 2004 Hong Kong played host to the Pacific Circle Consortium's 28th Annual Conference. Its theme was “Civic Values and Social Responsibility in a Global Context” and a paper entitled “Teacher-Training for Values Educators – a Beijing Case Study” was presented on behalf of Living Values. Focusing on LVEP and the use of its award-winning materials in teacher-training programmes for local Beijing teachers, the paper pointed out that LVEP training sees values education not as another subject to be imparted to students but rather as a philosophy of education that emphasises the importance of a teaching and learning environment characterised by human values, while also offering experiential, empowering and contextually relevant content.



▶ **EGYPT** Reflection Time Helps Improve Student Behaviour

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LVE's coordinator for Egypt, Dr Reem Bahgat, reported that the American University in Cairo's Special Studies Division hosted a LVEP workshop at its Centre for Adult Education and Continuing Education on 23rd and 24th May 2004 for about 25 of its instructors. Having piloted LVEP in its 2003 Junior Summer Programme for students aged 8-16 years old, AUC offered it on a larger scale in 2004 at its Tahrir and Heliopolis campuses and Reem, who conducted the training, wrote that "the feedback is very, very good".



▶ **FRANCE** Parents love Respect!

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A successful Living Values seminar was held on the French island of la Reunion in the Indian Ocean on 2nd June 2004 for 25 parents of children studying at the College du Chaudron and three other schools in Saint Denis.

Local LVE coordinator Cecile Lecomte reports that the half-day event for an eclectic group of people of diverse professions and religions was a total success and all participants said that the workshop could help them in the art of parenting. Concerns raised related to the values in schools today, what will children become after their studies, children's safety and the maintenance of values; in considering what value was fundamental to them as a parent, respect was the clear winner!



▶ **ITALY** Teachers Are inspired by LVEP Training

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Living Values or "Vivere i Valori" (ViV) is going from strength to strength in Italy; local coordinator Antonella Ferrari reports that a local voluntary association is being formed and many materials are being translated into Italian. Trainings continue to be held around the country and the Programme put into use in different educational settings. For example in Irgoli (Nuoro) Alessandra Lai worked for three months, once a week, in an elementary school and the results were much more interesting than she had expected. Children who hadn't been easily motivated became very alert during the programme. Teachers too, from being a bit distant, became very open, wanting now to continue with these ideas. A child said: "At the beginning I felt this was a waste of time, but then I discovered that ViV was a very beautiful thing, precious, especially for myself. It has been the most beautiful thing of my life, as it was conducted by the teacher with love and so I have a lot of respect for her".

Meanwhile in Tribano (Padova), educator Daniela Mascotto has been teaching in a Council school for summer activities and she found the games on respect very useful as children were quite violent in their interactions. In Gubbio, Nicoletta Sensi makes values the pillar of her educational work, and uses arts like dance, acting and painting activities to express experiences of values. In Biella (Torino), after an LVE training last year, 30 teachers have been implementing LVE in their classrooms and one of them, Nicoletta Botto, commented: "Since we have been using LV, there has been much improvement in the children's behaviour and less conflicts".

A major project is underway in Bologna. Called "Bologna - City of Values" and intended for all levels of schools, the aim of this project is to stimulate reflection, together with building the awareness of values, so that they can be applied in everyday life. After a preliminary phase and the selection of participating

schools in different districts, there will be ten days of training and workshops for teachers and also parents before implementation of LVEP. The project is sponsored by the Council and will conclude with a forum and exhibition followed by a theatre performance during which children and young adults, coordinated by a professional theatre actor, will present the results to the city.



JAMAICA Fashionable Values steal the show at Ministry training

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Under the umbrella of the Ministry of Education, a lively and informative day of values education training was held on 27th May 2004 at the Coco La Palm Conference Centre in Negril, Jamaica. Local LVEP coordinators Chirya Risely and Sharon Chambers report that Guidance Counsellors, Principals and other educators attended from over 30 schools, selected by the Ministry of Education Region 4, from the parishes of Hanover, Westmoreland and St James. Ministry officials opened the Workshop and the President of the National Guidance Association personally drove several teachers from the Montego Bay area to the event. The values of focus for the day were honesty (which included the story of the Emperor and Flower Seeds) and love. Sheffield All Age entertained everyone by showing their video of Living Values Coronation Fashion Show ("Miss Simplicity" and so on) which had previously been presented to the public and was an overwhelming success. After a lovely lunch offered by Hotel Riu, Ms Mates and her Hanover Mediation Centre team colourfully explained and demonstrated a deep understanding of conflict resolution skills for the Jamaican culture in an experiential, entertaining and lively afternoon session. Teachers were most enthused with the workshop, which attracted good media coverage, and expressed great interest in further trainings.



MOROCCO Living Values gets underway in Casablanca

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At the invitation of Mrs. Laura Agroum, Director of "Etoile du Succes", Living Values Educator Trainings were conducted in Casablanca and Agadir in June 2004 by Dr. Reem Bahgat, Living Values Coordinator for Egypt, who reported as follows:

"The two-day training in Casablanca was held at a centre for the human resource development of families in Sidi Moemen area and was coordinated by Mrs. Khadija Laghrissi, an active member of the Rotary Club that established the centre. Participants were mostly ladies active in training local children, holding literacy classes and teaching women handcraft activities. They responded very positively and requested a second training to include other educators in Casablanca.

Another much-appreciated two-day training was held in the City Council of Agadir for educators from several schools and social workers in NGOs active with children in special circumstances. One of the attendees brought her 8-year old daughter to the training and she developed a very elaborate drawing about a peaceful world. It included a heart with plants coming out of it and showed what nature might look like in a peaceful world, with birds singing happily, and how water is a significant part of this world, since it is essential for a happy and peaceful life. It was also stated that in a peaceful world, love is its cement, tolerance and friendship are present and, in the middle, God alone is worshipped".

These are the first Living Values Education activities to be held in Morocco; all best wishes for the next

steps!



▶ **PAKISTAN** Child Care Resource Centre takes up the challenge

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Salma Zaidi of the Child Care Resource Centre (CCRC) within the Government College of Home Economics in Lahore reports that: "we now plan to make LVEP a part of all material to be developed at CCRC. Recently we have got a project from UNESCO Islamabad to develop material for higher-secondary school girls focusing on Health and Career counselling. We are now concentrating on making LVEP one of the components."



▶ **PHILIPPINES** Teachers get ACTIVE!

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A partnership of institutions in Cebu City in the southern Philippines, including, amongst others, the Institute for Peace & Values-Centred Leadership and the Archdiocese of Cebu, through its Superintendent for Catholic Schools, has given birth to Advocates for Living Values Education, Inc which is officially registered with the Securities and Exchange Commission.

Local Living Values coordinator Salud Idio reports that through the collaborative efforts of these organizers, a number of LVEP trainings were conducted in Cebu for around 70 educators from different levels of education, 18 of whom then proceeded to participate in a Train-the-Trainer in May 2004. These trained trainers are currently giving Educators' Training to about four hundred 4th year trainee-teachers of Cebu Normal University. They also organized themselves for follow-up LVEP trainings and updates as an Association of Concerned Teachers in Values Education (ACTIVE), Cebu.

Then from 3rd to 5th June 2004 an Educators' Training was conducted for the Principal and teachers of the Temple Hill International School; its associated pre-school, the Montessori Centre of the Philippines, adopted LVEP as part of its curriculum as early as 1999, when LVEP was first introduced in the Philippines.



▶ **SENEGAL** UNESCO-BREDA co-hosts Regional Workshop on Values Education

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A regional workshop on values education for street children and early childhood was hosted in Dakar from 2nd to 10th April 2004 by UNESCO-BREDA (Regional Office for Education in Africa) in partnership with Living Values Education. This followed an introductory training in November 2003, as reported in e-News 22, for educators of all levels. This second event, in the context of the Dakar Framework for Action of 2000, aimed to develop methods and skills for teachers, to present LVEP modules for street children and early childhood and to begin the process of training future trainers. A representative of the Senegal Ministry of the Family and National Solidarity took part in the opening ceremony while the active support and involvement throughout the workshop of senior officials of BREDA was a pillar of its success.

The workshop began with participants of the November 2003 workshop sharing their experiences of subsequently applying Living Values in their work. They noticed certain changes in the children and young adults including the desire to share, to be more reflective, to have more humility, and the awareness that they are active participants in their own learning process. One remarked that the acquisition of values enabled young people to understand their relationship with the world better while another said that "Living Values has become a point of reference [for citizenship and other subjects], a means of recognizing my will to discover myself....". In their professional fields, participants noticed more initiative, better management of staff, greater respect for the uniqueness of each child and the benefits of rearranging classroom space. They also drew attention to obstacles, such as the negative influence of mass media and the negative environments around children, but pointed out that they can be countered by creating a climate of trust and improved communication among parents, teachers and children. Their requests included more training for themselves, trainings for colleagues, access to better means of communication and to have more resource materials.

After two-days of this follow-up training, there were two parallel workshops: one being a training for Street Children Educators and the other a Train-the-Trainer for Early Childhood Educators. Participants came from eight countries in West and Central Africa (Burundi, Cameroon, Congo DRC, Ivory Coast, Central African Republic, Rwanda, Senegal and Togo) and the Living Values team from a further four countries!

One of the main outcomes of the event has been the development of a Regional Strategy of BREDALVE for a series of training workshops in groups of countries around Africa over the next year or so; in Senegal itself, a national association for Living Values is being established under the presidency of Moussa Sylla. Plans are underway to partner with others for the realisation of this much needed work, which is of vital importance to the well-being of African children, youth and adults alike.



► **SEYCHELLES** The first school Living Values Club!

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Seychelles now has its first school Living Values club! The pioneering club is at Anse Boileau School and was launched on Children's Day, 1st June 2004, by Ruby Pardiwalla, the local LVE coordinator and the director of the National Children's Council. Some 75 students have already been attracted to the club which it is hoped will help prevent conflict and bullying as well as supporting students in playing a positive and leading part in the life of the school. The inauguration was followed by values-based songs, sketches and other entertainment.



► **THAILAND** Schools, Teacher-Training Colleges and Universities join trainings

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In Bangkok, a series of three-day LVEP trainings took place in April and May 2004. The first two, held at Kasem Bundit University, attracted 150 participants from universities, including Thammasart, Mahidol and Kasem Bundit, and various schools and teacher-training colleges, in and outside Bangkok. Teachers from one school, Lert-La, were so inspired by it that they invited the local LVEP team, led by coordinator Dr Anchulee Suwantee, to conduct a two-day training for all teachers there a few weeks later, shortly before another whole-school training at Vat Tham-Mongkol School.

Meanwhile, also in Bangkok in May, the 2004 SEAMEO-UNESCO Education Congress held at the Queen

Sirikit National Convention Centre attracted more than 800 participants from 41 countries and, on behalf of Living Values Education, Chris Drake presented a paper on “Values Education for Personal and Social Development” during a Satellite session on “Strengthening Moral Values”.



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