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Living Values Education Newsletter

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Issue Number Twenty Eighth

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To Our Readers

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Welcome to the twenty-eighth issue of Living Values e-News, the electronic newsletter of the Association for Living Values Education International.

This edition's editorial is by Dr. Neil Hawkes, an eminent values educator and one of the Directors of the Association for Living Values Education International as the first of a series of special editorials. We are also delighted to present below a message from Federico Mayor Zaragoza, former Director-General of UNESCO and member of ALIVE's International Advisory Committee.

Renewal through Living Values Education

Wow! What a rewarding time I am having. Since July 2005 I have been invited to a number of wonderful countries to support Living Values Education. More and more communities are now questioning the efficacy of education systems based on crude materialism and individualism. The development of virtues, based on Living Values Education, is increasingly being seen as the bedrock of countries that want to develop sustainable societies for the 21st Century. The Dalai Lama said at a conference I was coordinating at Edinburgh last November on Positive Education that "*The future of humanity depends on universal values.*"

You may know that according to legend, after God created Mauritius he made heaven! The beauty of the island and the warm friendliness of its people confirm the appropriateness of this legend. Mauritius made an ideal setting for the *Regional Conference and Training on*

Values Education for a Global Culture – Focus on Africa from 13th to 16th July 2005. The Conference and Training were a joint initiative between the Association for Living Values International (ALIVE) and the Mauritius Institute for Education (MIE). It was followed by a similar day's conference in the beautiful Seychelles on the 20th July 2005.

Educators representing countries in Africa met in Mauritius to consider how values education could promote the development of values-based schools – schools that place the search for meaning and purpose at the heart of their work. Delegates considered how, by underpinning the curriculum (everything a school does) with a set of positive values – including respect, honesty, cooperation and care – they could foster quality education and thereby support the holistic development of students.

Mauritius, through its Minister of Education, is determined to promote a positive set of values to nurture and maintain the quality of its society, and thereby empower children to build their lives on qualities that will help to create a peaceful and united world culture. Mauritius hopes it can become the microcosm of a just society that would be an example to all. Dr. Anand Awootar, Chairperson of the Conference National Steering Committee, opened the Conference by saying that it *“will help to create a greater awareness of the need for Values Education, integrating values into every aspect of our educational experience. This responsibility, besides being the concern of the school alone, also requires the mobilisation of students, NGOs as well as the political apparatus”*. To help to achieve this aim, trainee teachers are educated in Living Values Education at the MIE, which is establishing a department for Values Education – the first in the world.

A team of international trainers from ALIVE worked with MIE staff to empower delegates to have the skills, knowledge and understanding to return to their countries to develop values-based education. The work is seen as a fundamental aspect of the support given to countries by UNESCO and UNICEF. Students from Mauritius schools demonstrated what they had learned because of Living Values Education during a cultural evening.

Following the Conference, Chris Drake (President of ALIVE) and I worked with educators on the Seychelles, following previous visits there by Chris and the ongoing work of fellow ALIVE Director Ruby Pardiwalla, who also heads the Seychelles National Council for Children. Living Values Education has been a major initiative featured in many schools there for three years and a number of LVE events have been held. Its success prompted a conference called *“Giving Values to Values Education”* which was held on the 20th July 2005. Danny Faure, Minister of Education and Youth, opened the conference calling on the country's schools to embrace Values Education. He said,

Values Education has been integrated, reinforced in our national curriculum because we recognise that it forms part of the basic learning needs, required by human beings to be able to survive and develop their full potential and to live dignified lives, to participate in nation building, improve the quality of their lives, to allow them to make informed choices and to engage in life long learning.

Eighty educators spent the day deepening their understanding of the principles of Values Education. The outcome is that the Seychelles is embracing an exciting two-year project, which began in February 2006, supported by me, to embed Values Education in its schools. For two weeks the staff of Beau Vallon and Grand Anse Primary and Secondary Schools were inducted in how to develop values-based schools. The national newspaper, *The Seychelles Nation*, reported that Ruby Pardiwalla said that the aim of the two-school project is to turn the schools into centres of living values.

Educators on Mauritius and the Seychelles are embracing a shift in consciousness about how they would like the world to be: a world based on positive human values. They have a vision of how they want their young people to be educated. Such a vision is also being embraced by South Africa in its advice to schools. Mr. D. Hindle, the Director General of Education, wrote in the curriculum guidance, *Values and Human Rights in the Curriculum*, that *respect* is the first value to infuse in the curriculum. Such statements are bringing hope for the future of Africa and the world. This is reflected too in Caribbean countries such as Jamaica, where I worked in March 2006 with Sharon Paris-Chambers and Sister Chirya, of the island's Living Values team, and the Ministry of Education, to promote Living Values Education. Much has been achieved in many schools and other aspects of island life are also adopting a values approach.

I have recently returned from Australia where I had been invited to give the keynote address at the Government's Values Education Forum in May. Australia is investing \$30 million in developing Values Education, as it sees it as vital for the future development of its schools and society.

It is a privilege to work in so many beautiful countries in support of people who see Living Values as the key to both quality education and the holistic development of all people.

Neil Hawkes

With warmest wishes,
The Editor



▶ **ARMENIA** An Excellent Reception by Principals

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Hasmik Gasparyan was a participant in the international Train-the-Trainer Programme in Oxfordshire, England, in the summer of 2005. She recently wrote: "I am so happy to inform you that this week I led the second Living Values Education Training in Armenia. I should be rather modest and not tell what feedback I got. This programme is like a miracle! The participants were the principals of Armenian schools who at the same time are alumni of the ACCELS programme. So, I had an audience which was informed and had participated in numerous trainings for educators before, but almost every participant mentioned that Living Values Education is something totally new, deep and unique in its own way. As a result, I have received many invitations from different regions of Armenia to lead the training. To be honest, I should point out that for me as a human being, LVEP has become a very important part of my life; my inner change as a person is visible to others. I totally agree with the statement, "Create peace in your mind and you will create a world of peace around you."



▶ **GHANA** Values That Make You Proud to Be Ghanaian

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A Living Values workshop was recently held in Tema, Ghana, coordinated jointly by the Swiss Association for Living Values and a local organising committee, and sponsored by the ACCENTUS charitable foundation in Switzerland. The aim was to encourage teachers from a number of schools to make their schools into "lighthouses" to show the way: pilot schools that would develop values-based education in all areas of school life. Among the 45 educators were 5 principals, and 15 schools were represented.

During a session to "explore, experience and express our common values", participants were requested to reflect on values that are specific to Ghana, "Values that make you proud to be Ghanaian, the sort of values that your ancestors cherished and passed down the generations through story-telling and proverbs". The following were some of the values that were identified, and please see below for examples of proverbs from Ghana:

Friendly

Accommodating

Disciplined

Sociable	Sympathetic	Intelligent
Hospitable	Religious	Respectful
Lovely	Peaceful	Hardworking
Kind	Courageous	Caring
Tolerant	Responsible	Sharing

Participants agreed that these values are rapidly being lost and need to be revived. Further reflection and group discussion produced the following suggestions as to how to help revive them through education:

- Encouraging/giving value to positive behaviour
- Reintroduce/appreciate our culture/religion/music
- Use of arts to develop artistic qualities/creativity
- Give regard to the way of life in our villages e.g. simple life-style, cleanliness, respect for the environment
- Code of practice to be appropriate or relevant to what pertains to modern time; values should not be seen as old fashioned
- Educators need to be good examples.

A member of the coordinating committee made the following observation just after Ghana had played against Brazil in the World Cup, having successfully passed through the qualifying rounds to reach the last sixteen:

“Football is showing us values we thought were lost over the altar of political rivalries. Ghana lost to Brazil, but people poured out on the streets celebrating the fact that we were there, that we were found worthy to play with the greatest foot-balling nation and that we were not disgraced. I am so happy that people reacted this way and not negatively. Some are blaming the referee but I am proud to say that there were enough people who recognised that we did not have the kind of strikers needed to finish the job properly and put the goals in the net. I am happy about that. You see, we have proverbs like "Do not blame others for your shortcomings" but when we are confronted, we forget them and blame others for our woes. So I am happy that some people think like me and believe that we should work on our mistakes for a better result next time. Ghana still has values we can build on!”

Some proverbs from Ghana:

A child who asks questions does not become a fool.

Let not what you cannot do tear you from what you can do.

The ruin of a nation begins in the homes of its people.

Do not follow the path. Go where there is no path to begin a trail.

It is the human being that counts. I call gold; it does not answer. I call cloth; it does not answer. It is the human being that counts.

A family is like a forest, when you are outside it is dense, when you are inside you see that each tree has its place

There is no medicine to cure hatred.

No one tests the depth of a river with both feet.

He is a fool whose sheep run away twice.



▶ **INDIA** Living Values Creates Bright Beginnings for Pre-schoolers and Toddlers

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Aruna Anandkumar, the director of a Montessori Preschool Programme, received LVEP Educator Training from Chithra Lakshmanan, one of the directors of the national LVE association in the USA! Mrs. Anandkumar wrote to report: "I am thoroughly enjoying implementing LVEP, both at my school and with my own children, aged 12 and 8. I live in Bangalore and run a Montessori Preschool Programme and a Parenting Class. "Bright Beginnings" was started during June 2004 in a farm setting just outside of Bangalore. We have completed our second year and have 35 preschoolers, and 15 toddlers who come with a parent. Our student body comprises of children from all over the world and this makes it all the more interesting. We take a thematic approach and do plenty of art and craft and music. We have some animals that our children help take care of and often take the children on nature walks to the farm behind our school. Each of our children has their own garden-patch which they tend to every day.

LVEP has been an integral part of our programme ever since the inception of our school. Now that we have completed two years of our Preschool Programme, I can very happily say that what has made our school so successful is the continuous implementation of LVEP. I see it having such an impact on our children; little sayings from 3-year olds like, "You must love yourself before you love somebody else", "I feel so peaceful inside", "I feel good inside". We had our last day of school on the 31st of March and organized a Parent Workshop after which some parents gave us feedback about our programme. What stood out the most was how they, as parents, loved our Value Education Programme. I am extremely happy that I have been introduced to this and in turn I too have been sharing this with all my educator friends in Bangalore. I have gifted the LVEP books and the cassette to another Montessori Creative Foundation and am really hopeful that it is working as well in their school.

I really do believe that India is ready for this and that it will make a tremendous impact on our next generation if many, many more educators believe in it and spread this beautifully packaged, very easy to implement values programme.



The Western Mirror of Jamaica featured an article titled "Bringing hope to Jamaica's teachers and principals" during Neil Hawkes' visit to the island. Lourama Croll reported: "Rocked by the increase in the number of crimes being committed in our nation's schools, the Ministry of Education and the National Living Values Education Programme, have embarked on values and attitudes training workshops island-wide and invited Dr. Hawkes from the UK to conduct a seminar for our teachers and principals."

As the report we received explained: "On Thursday, March 9, 2006, Dr. Hawkes conducted a seminar in Montego Bay entitled, 'Creating a Values Based Atmosphere in your School and Community' at the Meeting Place, Howard Cooke Blvd. During his presentation, Dr. Hawkes shared the view that 'We live in a changing society, but it's not good to make generalisations'. He further explained that people are bemoaning the fact that things are changing. Some of the things people are said to be complaining about are: 'parents don't know how to bring up their children', 'TV does more harm than good', 'Children don't behave'. While advising the educators about change, Dr. Hawkes quoted the brilliant Anwar Sadat, who stated: 'He who cannot change the very fabric of his thoughts will never therefore make any progress. Change, real change, comes from the inside out.

Asked to reveal some of the challenges being experienced in our schools, the educators were quick to name violence, lack of parental involvement, lack of resources and limited teaching space. After hearing these, Dr. Hawkes encouraged the educators to have hope and determination. He later revealed that he had to work very hard to reach where he is, adding that his grandmother encouraged him to be determined and to not allow people to turn him off.

Interestingly, Dr. Hawkes informed the educators that the most important thing is remaining positive in the classroom and said: 'Noisy teachers make noisy students. The minute you start to shout, you start to lose it'. He further advised that teachers should not allow negative factors to affect them. During the presentation, it was revealed that adults in a values-based school aim to be positive; they create a sense of community. Dr. Hawkes added to this by stating: 'Your negativity will affect the students. You will not change your students' behaviour through your own anger.'

He continued to point out that developing self-esteem is an important requirement of becoming a good teacher and a good student. 'We need to recognise that we are an 'ok' person. Help students to realise that their self-esteem does not depend on how well they do in school.' Dr. Hawkes explained that teachers could become more

productive if they think about their behaviour first. 'Teach students about behaviour when they are behaving well, not when they are not behaving well, show respect so that students will be able to show you respect, have positive meaning and purpose in your life; if you do not have these in your life you will try to find it through drugs, sex or violence. Never shout, never tell a student off; address their behaviour instead, always have time to listen and develop consistency; agree as staff what your principles are' he concluded."



▶ **SOUTH AFRICA** Values Awareness and Diversity Management
Create Harmony

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Dipty Naran of the LVE Association of South Africa reports: "I was recently invited to address 100 educators on 'Diversity Management: The Living Values Approach.' The requesting department had been experiencing problems in schools in its district as a result of race issues, educator to educator issues and educator to learner issues. I spent Saturday addressing the educators, including principals, management and level one educators. We did LVE's values awareness session in detail, including creating a value-based atmosphere. I also used appreciative inquiry and an activity on tolerance and acceptance.

The day was very well received. The department officials and educators were at first quite apprehensive as this was a serious and sensitive issue they were facing. It was amazing how as the day developed they were feeling more loved, understood, respected, valued and safe and how this powerfully and naturally made them realise that the answer to their complexities are actually in values. At the end of the day, one educator said: 'I feel more secure now in myself and I realise my problem was not just a racial issue. By accepting myself and feeling more loved, understood, valued, respected and safe I will treat my colleagues and learners in a better way.'

We had a valuable and successful day. Together with the department I am now developing a programme to sustain them. It is such a joy to witness the power of values."



▶ **SPAIN** A Message from Federico Mayor Zaragoza on the Occasion of LVE's Tenth Anniversary

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We are delighted and honoured to have as one of the members of

the ALIVE International Advisory Committee Dr Federico Mayor, former Director-General of UNESCO and currently President of the Foundation for a Culture of Peace. He kindly sent us this message to mark the forthcoming tenth anniversary of the meeting in August 1996 which led to development of Living Values Education:

“The darker the night and the more dense the fog, the more urgent it is to have a compass, points of reference, timeless values.

In order to have, as the Preamble of the Universal Declaration of Human Rights clearly proclaims, “freedom from fear and want” we must place the fundamental equality of all human beings at the centre of our daily behaviour and actions. [Article 1 of the Declaration states:] “All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.” The democratic principles stated in the Constitution of UNESCO – justice, freedom, equality and solidarity – unite the infinite diversity that characterizes the human species. In the decade of the 80s, a historical abdication of principles and values, ideals and ideologies took place in favour of the laws of the market. The resulting confusion between values and prices has contributed to the amplification of disparities of all types and the breakdown of the social fabric, on all levels, which it will be very difficult to remedy.

Only the “power of the people” can, with the help of modern methods of communication, re-establish the vision imagined by the founders of the United Nations: the collaboration of all people of the earth to avoid the horror of violence and war and liberate humanity from “fear and want”. One key word: to share. Another: to participate. Only then can we build a peace based on distributive justice and genuine democracy.

Always remember: above all, remember the future. Future generations constitute our highest commitment. And our duty to act. The moment has arrived to join hands and walk the roads that lead to this other and possible world that we long for. This depends on everyone; it depends on each one. It depends on you.”



▶ THAILAND An LVE School Wins the Royal Award for the Second Year in a Row

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We were delighted to hear from Anchulee Suwandee of the LVE team in Thailand, that Saint Joseph Bang-na School won the Royal Award for the year 2005. This is the second year in a row that a school implementing LVEP has won the Royal Award. Congratulations to Ms. Sawang-jit Chompaisarn, the director of the

school, the educators and the 3,310 students at Saint Joseph's. The staff of the whole school took part in an LVEP Educator Training in November 2004 and implement the Programme as part of their curriculum. The director and staff said that they feel that Living Values Education played an important part in helping them win the award.

The school administrators reported a 20 percent increase in student attendance, a 10 percent decrease in student tardiness and a 10 percent increase in teacher attendance from May 2004 to March 2006. In the same time period, they measured a 20 percent improvement in reading scores, a 15 percent improvement in language scores and a 15 percent improvement in math scores. On the school climate items, a rating of 1 to 10 was asked for with 1 being low (very poor) and 10 being high (outstanding). On School Climate, Student Courtesy, and Caring and Respect, a 7 was received in May 2004, an 8 in March 2005 and a 9 in March 2006. On Staff Cooperation, a 6 was received in May 2004, an 8 in March 2005 and a 9 in March 2006.



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