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Living Values e-News
Living Values Education Newsletter

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- [Brazil](#): 16 - 17 Jun 07 - Second LVE Meeting
- [Canada](#): 23 - 24 Aug 07 - LVE Educator Workshop
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[To Our Readers](#)

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

An issue that has risen rapidly towards the top of the international agenda in recent months is that of climate change and the related question of the extent to which human activity is changing our environment. Meanwhile, we are about half-way through the timeframe set for achieving the Millennium Development Goals and the push that they have galvanized to meet the needs of the world’s poorest. The deliberations taking place and action plans put forward are highlighting the ways in which we relate to our world and to fellow human beings, the environment we live in and people around us, our present and future. At the heart of these relationships lie the values that we live by, the choices we make and the attitudes that we express in our daily life and actions. There is much to learn in this regard, and therefore also much that needs to be done by educators, and ALIVE welcomes the UN Decade of Education for Sustainable Development which began in 2005 following the recommendation made in 2002 at the World Summit on Sustainable Development.

If development concerns the relationship between people and people on the one hand, and people and nature on the other, then sustainable development, or development that sustains people and respects nature, requires that such relationships be based on and guided by fundamental human values and a thoughtful approach to life. Sustainable development will remain elusive without a durable shift in the way we think, decide and behave. Millions lack proper water, health care, food, a life-supporting environment and decent work. But securing access to such basic human needs itself depends on the presence of values such as respect, care, sharing, responsibility, simplicity, justice and honesty within human societies and systems. Thus while education is a goal in itself, and also the key to the attainment of the other goals that together make up sustainable development, values lie at the heart of the development process and so education must be values-based, both in its own right and as a sine qua non to achieve sustainable development. The role of education to bring about the newness that is required cannot be overestimated as it is education that has the potential for changing the way we think and act, physically forming or realigning the connections within our brains, and changing the nature of the whole person, body, mind and spirit.

The learning that is required will not be achieved without across-the-board education that not only includes the pre-requisite of ensuring literacy but also that reaches those presently marginalised and excluded, and allows for their equitable participation in the affairs of the global village. But if learning and education are to fulfil their mandate as the primary engine to power the move to a just, sustainable and peaceful world society, it is not just more education that is required but education to develop values, attitudes and ways of thinking that foster constructive human interaction and behaviour.

Simply stated, education for sustainable development is education that teaches about how to relate to and interact with other people and the world around us. It calls for a process of learning how to make decisions that consider the long-term future of the economy, ecology and equity of all communities. It asks that we develop values, behaviour and lifestyles that take account of others and tomorrow, as well as ourselves and today, bearing in mind the environmental, social and personal consequences of our actions. A values-based perspective must therefore be at the heart of educational thinking and practice for lasting all-round human and social development, environmental stewardship and the alignment of our lifestyles with the values that are the heartbeat of sustainable development.

We must re-double our efforts to ensure that both values education and values-based education are mainstreamed. And we must remember to include ourselves as students and learners about what more each of us can do in our daily life, in our consumption patterns, relationships and ways of interacting and behaving, for the welfare of our fellow human beings and the mother that is our Earth. The road to achieving sustainable development is one of many lanes but the foundation of all of the steps we must take is the values that determine how, as individuals and global citizens, we interact with each other and nature. Education must be at the forefront of our multi-faceted work for a sustainable future and it must have human values at its heart and the resulting expression of them as its aim.

There is much that needs to be done for this to happen, but also much that is already being done, as our stories below reveal. 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

PS: We now have confirmation that the Third Annual International Conference on Living Values Education will take place in Asuncion, Paraguay from 1st to 3rd August 2007. In previous years, the conference has been held in Mauritius and the UK and this year's event will provide a great opportunity to showcase, and support, the wonderful LVE work being done in Latin America and the Caribbean, and elsewhere. Please check the website for more details, which will be released soon!



News and Success Stories From Around the World

CAMEROON An Exploratory Visit Yields Enthusiasm and Future Plans

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A delegation of the Swiss Association for Living Values (SALV) made an exploratory visit to Cameroon from 5th to 15th February 2007. The visit was part of a training programme for educators, generously sponsored by the ACCENTUS charitable foundation, Zurich, that includes a similar on-going project in Ghana and is part of the overall Living Values Education project for West and Central Africa being conducted by SALV. Project coordinator Helen Sayers led the visit, accompanied by Semy Ntamwira, a LVE trainer from Congo DRC, and they conducted presentations in the country's three major towns of Yaoundé, Douala and Buea. Invitees included representatives of certain ministries, UN agencies, NGOs working for the benefit of children's education and religious organisations, together with a number of individuals interested in supporting LVE in Cameroon.

At each presentation a brief overview was given of the LVE project for West and Central Africa, followed by an open forum in which participants exchanged ideas on values-based education in Cameroon and explored proposals for implementing LVE. A number of participatory exercises were introduced to convey an understanding of the experiential approach of LVE, which encourages educators and children to "explore, experience and express" their values. In all three towns a local committee was created, a focal person identified and subsequent meetings planned in order to begin organising a training workshop for educators in April 2007 in each town.

In Buea, the presentation took place at Fakoship Plaza and invitations were extended to the South West Provincial Secretary for Lay Education, Mr Mbu Stephen Takang, the Provincial Delegate of Employment and Vocational Training for South West, Mr Foretia James, proprietors of schools, NGO officials and head teachers. The event was coordinated by Mr Orock Thomas Eyong, Project Coordinator, United Action for Children (UAC), and the provisional Focal Point for LVE in Cameroon.

In his opening remarks, Mr Thomas highlighted the timely arrival of LVE and how it could help Cameroon's educational system to meet the holistic needs of children. Semy Ntamwira gave a dynamic presentation of his experiences using LVE with street children and explained how, by valuing these children and giving them the opportunity to use their imagination and creativity, it helped unlock huge positive potential in them.

One school in Cameroon has been quietly implementing LVE for three years; it seems that it won't be long before others follow!



GHANA Training Trainers and Support from the Vice Chancellor for ECE Teachers

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A two-day intensive Train-the-Trainer workshop in values based education was held on 10th and 11th November 2006 for 14 potential trainers selected from among educators who had participated in three LVE workshops held in Ghana in June and August 2006, for pilot schools, street children educators and early childhood educators. Also invited were two delegates from each of Nigeria, Burkina Faso and Togo.

From 13th to 15th November the new trainers co-trained with Mrs Fatima Dike, an experienced Living Values trainer from South Africa, and Helen Sayers, the Swiss Association for Living Values Education's project coordinator for West and Central Africa, in a workshop for 130 students of Early Childhood Development, at the University of Education, Winneba, Ghana. The team also included Benoît Duché, Director of ALIVE; Hon. Nsikak Obot Ekanem and Pastor Bode Omokaro from Nigeria; Kafui Zinsou and Pierrette Afangnide from Togo; and Antoine Nayanga and Appoline Zerbo from Burkina Faso. The new trainers also put their skills into practice at the National Nursery Teachers Training Centre for Early Childhood Educators and at a variety of centres for street children.

The Vice Chancellor of the University of Education has given his support for Living Values Education to be integrated into the curriculum for early childhood teacher trainers from 2007. Additionally, there is now a committed local coordinating committee that will soon be forming a national association for LVE in Ghana which will help in planning and implementing the project further. The group has already come up with a number of interesting ideas for grass-roots projects involving children, parents and teachers in the community, as well as plans for future training workshops for educators and for street children social workers.

Chairing the event, Patron for the local Living Values organizing committee, Mrs Augusta Sena Gabianu, advised the students not to look elsewhere, but within themselves, to find their innate values, values which would also be treasured in the community. Fatima Dike set the tone of the workshop with a rhythmic clapping sequence from South Africa which had everyone on their feet in a spirit of unity. Speaking of the need for participants to discover their true self, put others first, and never lose sight of the African concept of the family, which often encompassed a whole village, she also shared the proverb "If a child loses hope the future loses hope". Joana then taught the students a song based on values; she and others added more songs at intervals throughout the workshop to build up a repertoire that they could later use with their children.

As part of their practical experience the new trainers were invited to co-train in a number of half-day workshops for street children and their carers, from 18th to 21st November. These workshops and activities are part of a project to promote values-based education in Ghana, which is generously sponsored by the ACCENTUS Charitable Foundation, Switzerland. In order to determine a suitable approach and appropriate activities for the children, LVE representatives had previously met directors and members of three organisations working for the benefit of street

children: Street Girls' Aid (S.AID), Catholic Action for Street Children (CAS) and The Child Care Foundation.

The three-hour workshops at each centre were highly interactive and experiential; involving the minimum of resources and materials (just paper and crayons) they included: ice-breaking exercises, exploring personal values, expressing ideas on values and discussing these in small groups, simple creative activities such as sketches to act out a values to be guessed by others, visualization exercises and cooperative games. In the visualization exercise children, together with the adults, imagined a better world, shared ideas on what that world would be like, how people would behave, how I would be, and so on, then they thought about what they could to make the world a better place. This encouraged the children to think beyond their immediate reality, and helped them to create aims, follow their dreams, and feel a sense of being worthy and having a purpose in life. It also led to a discussion on the importance of taking care of ourselves (hygiene, good diet, rest, etc).

In each of the three workshops, which lasted over three hours, the children remained attentive and enthusiastic, in spite of crowded, hot conditions. They responded well to the reflection and visualisation exercises, maintaining their concentration in silence, and sharing very positive ideas. The trainers were very impressed by their excellent behaviour and found the children to be affectionate, cheerful, naturally creative and cooperative. It is hoped to repeat such workshops in the future, extending the duration to a number of days.



▶ INDIA A School of Excellence and the Gift of Values

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“At present I am in Nagercoil at Lata Kumaraswamy's place to attend ‘The Pioneer School Day’,” reported Chithra Lakshmanan, a LVE Trainer and one of the board members of the LVEP Inc, the national LVE organisation in the USA. “My husband and I have been invited as chief guests for the function. We feel honoured indeed. The school is at present accredited to 12th grade and has 350 students. LVEP has been integrated into the curriculum for three years. Last year the school was recognised as a 'School of Excellence' and I was told that one of the components to the measure of success is the value-based environment of the school. The children are happy, motivated, loving and respectful. Values are indeed a 'GIFT' we impart to children through the LVEP books in a natural process. All the books are available at Landmark in Chennai!”



▶ JAPAN Students Put Their Values and Skills into Action!

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LVEP has been adopted and put into the curriculum of a private kindergarten in Kanagawa Prefecture, Fujisawa City, called Gateway International Children's Garden. The teachers have all been trained and many of the parents have participated in LVEP workshops and parent training as well. Regina Splees, the director/head teacher of the school, told this heart-warming about using LVEP.

“We had been using LVEP activities on a regular basis in our school for about a year, including doing a lot of practice with Conflict Resolution, especially with the 6-year olds. One day, a visitor came to our school, and I was forced to spend more time than I would have preferred in conference with this person. As we stood at the door, sharing some final thoughts, a few four-year olds nearby got into a disagreement. I was trying to hurry the guest on her way, without being rude, so that I could turn my attention to the children and help them use Conflict Resolution. One of our 6 year-olds saw what was happening and understood that it was very difficult for me to get away. She came up to me and said ‘It’s OK, Ms. Regina, I’ll help them.’ She went over to the four-year olds and proceeded to use Conflict Resolution skills with them! She asked each one to tell the other what had happened, which they did; asked them if they could promise to not do it again, which they promised, and then she told them to give each other a hug, which they did. They all then went happily back to their activities, content and calmed down by this intervention. My visitor and I just stood there in complete awe of these small children who were solving their own problems in such a simple, loving and natural way. We had never actually taught the children to be facilitators of Conflict Resolution, but this young girl had picked up these skills quite naturally, just by being in an environment where Conflict Resolution skills and Living Values were given importance and practised regularly.”

Ms. Splees provides on-going LVEP training for her staff and for the parents of her students. A treasure-store of ideas and goals for implementing LVE into her local community, she has also organized a community group for young people, especially those who have “graduated” from her kindergarten, to continue using Living Values Activities after school and during summer camp.

One middle school P.E. teacher who has been trained in LVEP, Erika Nakai, is using the activities on a regular basis with her students in Chiba Prefecture. She was convinced of the importance of using LVEP with students as a practice teacher when she was assigned a class that was known for being disrespectful, uncooperative and very difficult to teach. She used LVEP in many of her lesson plans and the students seemed to enjoy the activities. On the day of her final observation by the Principal, she was very nervous. She had chosen cooperation as the theme of her lesson and instructed the students themselves to find a way in which all of them could get onto a small stand used for jumping during gymnastics. It required a lot of communication and cooperation for this to be achieved. The students (unknown to her) had agreed with each other ahead of time to be cooperative during this observation because they wanted her to succeed. The students worked very hard and achieved the goal. She was given high marks by the Principal, thanks to the cooperation and unity from this class of “difficult” students..



LEBANON “This I Believe”

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Rula Kahil is a Director of ALIVE and home room teacher at the American Community School in Beirut. At the end of 2006, as the city was still picking itself up after the fighting earlier in the year, she was working with the theme of “This I believe” and shares below some of her reflections on this inspiring idea:

“First memories are very profound and enlightening. They constitute who I am, the

“human being” and not only the “human doing”. Within the rush of everyday life, I tend either to forget or to ignore their impact on me. Writing about ‘This I Believe’ offers a chance for self-reflection and getting in touch with my “human being” through my memories.

“My early memories take me back to my small village in the southern part of Lebanon. Memories of the fresh scents of the fields and the soil after the first rain; grandma’s baked eggs, all inter-twined with the rotten scent of the shelter walls that I spent a long time hiding in due to the war. Such a contradiction! Amidst the pleasure of childhood and the turmoil of war, my small eyes were thoroughly observing the ‘magical people’ of my childhood, who have helped make me who I have become as an educator.

“My father, my childhood ‘magical person’, a principal of a small school in the midst of the war, profoundly impacted the educator in me. My dad, an educator, a resilient person, a listener and, most of all, my hero! The eyes of the child in me observed him in the midst of the war, holding on to his belief in his students’ right to education, and refusing to give up on his school in order to keep alive a learning arena for the southern students. My dad held on to the being in him by staying true to his values and not compromising his students’ mental and emotional health. I believe that my passion as an educator and my belief in the right of our children to learn and develop as whole people in a country struggling to survive is inspired by my dad’s role in my childhood. I believe that it is my duty to make a difference in the lives of the youngsters I am responsible for, my students and my children. Just as my experience was shaped through observing my dad, I believe that my students’ observation of me is very critical.

“Among many people who passed through my life later on, I was lucky to have met a few who made me want to change for the better: my high school teacher, who believed in me, taught me how to look beyond the obvious, how to think critically, and how to learn from everything I encounter; and my current principal, whose love for children and adults, love of learning and belief in each individual make me long to make a difference and stay as positive as I can. Yet among the most beautiful ‘magical people’ of my life are the children, my own and my students. Their belief in the adults around them, their pure sharp intellect, and their big wide eyes that observe me every second, all motivate me to work harder on myself. For all of those people, I keep on striving for a better me: a better educator, mother and critical thinker.

“I believe that as the love of others brought out the best in me so also will my love and belief in my students. My journey started and is still continuing. My eyes are wide open searching for ways to help our children become better people in a world of conflict. I believe that they will make a difference in the lives of others as well! As one of my students stated in his journal: ‘I believe that children can change the future because they are the future. Children can make the world peaceful. They can make the world a better place by not fighting small, so they don’t fight big’. Such an affirmation from a child keeps my faith in a better future and in our critical role as educators! After all, ‘we teach who we are!’”



Dr. Anand Awootar, the President of ALIVE Mauritius and an Associate Professor at the Mauritius Institute of Education, has been a wonderful supporter of LVE over the years. He recently organised a ceremonial launch of ALIVE Mauritius which took place on 28th February 2007. The Chief Guest at the launch was none other than the President of Mauritius, The Rt. Hon. Sir Anerood Jugnauth who, most appropriately, was joined by the Minister of Education. As Dr Awootar reported, "The ceremony met with a resounding success and the Minister of Education promised all support with regard to our activities in our schools."

He continued: "The spate in unethical behaviour in the world, including Mauritius, leaves us all speechless with agony. Such gratuitous flouting of the most elementary standards in ethical behaviour, which has assumed planetary dimensions, is fast becoming the norm rather than the exception. It reveals the sour side of humanity's otherwise creamy layer. In the Mauritian context, now that ALIVE Mauritius has been officially launched by the President of the Republic, we are all set to saddle ourselves to the task of promoting values at the level of educational institutions before the situation spins irretrievably beyond control. A programme of activities has been prepared for the year which will culminate in a Gala Night. As part of this programme, ALIVE Mauritius has published a new book 'Tales of Wisdom' containing a series of 18 highly interesting and captivating values-based stories. This publication has been very well received in many schools; a few schools in Mauritius and in Rodrigues are using it as a textbook."

ALIVE Mauritius is offering the book, which has colour illustrations, to teachers at the special price of US\$7 per copy, including freight, and all funds generated will be used to help promote its work. Please contact Dr Awootar on mauritius@livingvalues.net or d_awootar@hotmail.com for further details or if you would like a copy.



MOZAMBIQUE A Wave of Happiness and New Realizations for Street Educators

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The first LVEP Street Educator Training to be held in Mozambique was held in Maputo from 26th February to 2nd March 2007 for eighteen participants from eight organisations principally working with street children or children at risk. Conducted by Rodrigo Brito, the coordinator of Living Values for street children and children at risk of the Instituto Vivendo Valores, which coordinates LVE activities in Brazil, Dipty Naran of the Living Values Association of South Africa, and Samantha Fraser who coordinates LVE activities in Mozambique, the event was highly successful.

Ms. Fraser shared a few highlights of their days together as follows:

- "Having a chance to identify and write down the qualities that they saw in each other created a wave of happiness. At one point they decided to do this activity moving around the table. The only way to describe the scene was as a train of values as each one at the same time wrote a virtue on the back of the other.
- One participant shared: "There was so much benefit in having moments of reflection. It gave me a chance to rediscover the values within. Although we know it is important we often we do not make time for this."
- Through art many values can be expressed as we are not limited by

words.

- One of the main things that came out of the Building Positive Behaviour session was an understanding of what changes behaviour: a positive attitude and values. One participant said that it is not the discipline that will change behaviour but it's the love. The same sentiment was echoed throughout day three particularly as the participants had an opportunity to experience the lessons used for street children. They said that the solution to the variety of problems that street children face is to provide the love that they lack. This discussion was concluded with a very powerful statement by one of the participants: With love nothing is impossible.
- Practical lessons dealing with the death of a loved one helped some of the participants to deal with their own losses as they went through the exercise. One of the participants shared that she had a deep sense of sadness inside her due to the loss of her father. She said that she was able to liberate herself from this sorrow through this activity and was left with a deep sense of peace.
- The conflict resolution session helped participants to realize their role as mediators – to help the disputants find a solution and not to try and give solutions.
- The last session gave participants a chance to role play some of the stories used in Living Values. Once again they enjoyed this part of the training and proved to be very good actors. But more importantly they could appreciate the powerful messages that could be transmitted through drama.
- The sentiment at the end of the training: “This programme should be for the whole of Mozambique.”



▶ **THE NETHERLANDS** Launch of the Dutch Edition of the Living Values Books

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“For Holland the last month of 2006 has been of incredible importance,” wrote Marlies van Loon, the Focal Point for LVE in the Netherlands. “At the launching of the LVEP series of books in the Dutch language on 14th December in the Vrijzinnig-Christelijk Lyceum in the Hague, Dr Neil Hawkes gave a beautiful and convincing presentation of Living Values Education. He made teachers and pupils laugh about themselves, he let them love themselves, he showed how to take pupils seriously without losing authority; it simply was great! The day before in Antwerp, Belgium he did a very good job at the launch of LVE and the LVE books there. I feel very grateful that he came over and offered us here a platform from which we can operate further and further.”

The Dutch edition of all five Living Values books is published by Bond zonder Naam of Antwerp, Belgium, which also coordinates LVE in Belgium – see www.livingvalues.be.



▶ **NIGERIA** A Ray of Hope with LVE and an Opportunity to Help

Yomi Oloko, who has been coordinating recent LVE activities in Nigeria, reported: “For quite a few years I had been searching for a social programme to develop in Nigeria, one which cuts across tribe, culture, faith, gender and all the other things that help divide, and instead helps to unite. This is what LVEP does, hence my passion to promote it to as many teachers, educators, community leaders and young people that I can in Nigeria.

“Several months ago I got a call from an organisation or network called A Ray of Hope, UNESCO Youth Ambassador for the Culture of Peace. They requested that I help develop and run a citizenship programme for young people in Nigeria. They wanted to use the name Values for Positive Citizenship but gave me the freedom to design a programme around the name. I agreed on the basis that I would be using LVEP material and LVEP facilitators for the workshops. This was agreed, hence the first pilot workshop held in February 2006, called Living Values for Positive Citizenship.

“The workshops use LVEP material and LVEP-trained facilitators. At the workshop in June 2007 each participant will be given a copy of the LVEP workbook for young adults with a view to them setting up a small project in a local secondary school or youth/community group. I am working with A Ray of Hope and local groups in Nigeria with a view to rolling out the programme Living Values for Positive Citizenship to all the 36 states in Nigeria using peer facilitators trained in the concepts and ideas of LVEP. Over the next few years, both directly and indirectly, LVEP is going to have a positive impact in the lives of hundreds of Nigerian young people who will be the hope of a more positive Nigeria in the years to come.

“I would like to know if anyone from the UK LVEP network would like to be part of our upcoming workshop in June. There are opportunities to support it financially or actually be part of the training team. We will be working with some teachers Helen Sayers helped train in Nigeria, and UK trainers would get to meet some teachers just trained as LVEP Educators.”



SWITZERLAND Experiencing the Beauty of the Self During a LVE Theatre Workshop

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Frances Burkhalter-Carroll, President of the Swiss Association for Living Values Education, reported the following touching story about students of hers engaged in LVE one day:

“The students, aged 14 and 15, have just finished their theatre workshop. They’ve done breathing, stretching, energising activities, exercised their voices, improvised scenes and interpreted texts. The time comes to be still; each student chooses a values card, reads it in silence and thinks about its message. I tell them that the quality they’ve just drawn is either something they already express, or that they would like to develop more in their life. Then each participant imagines a sketch, with or without words, to illustrate the text they’ve just received. The other students watch and guess the quality expressed. Céline, whose school experience has been out of the ordinary, because she used to attend classes for students with special

needs, draws the card “funny”.

“Look at the card I picked! It’s exactly what I’d like to be in my life, funny! I don’t think I’ve got a sense of humour, but I want to have one! Do you really think I can become funny?”

Céline is profound and thoughtful, but also lively, with a mischievous twinkle in her eye. She already has a good sense of humour, without realising it.

“Yes, Céline, I really believe so! In fact, you already are!”

A radiant smile lights up this adolescent’s face, who has steadily been freeing herself of the label, “autistic child”.



▶ **THAILAND ALIVE at Tenth UNESCO-APEID International Conference on Education**

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LVE has been represented at UNESCO-APEID International Conferences on Education since the late 1990s and was so again for the Tenth Conference, held in Bangkok, Thailand in December 2006 with the theme “Learning together for Tomorrow: Education for Sustainable Development” in the context of the United Nations Decade of Education for Sustainable Development. Some of the ideas presented about LVE appear in our editorial above while a full copy of the paper is available here.



▶ **USA Community Leaders are Inspired by International Values Educator**

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Gulfstream Park in Aventura, Florida recently welcomed hundreds of members of the Aventura Marketing Council (Aventura’s premier not-for-profit business organisation) for a special networking occasion at which the featured guest was ALIVE Director Dr Neil Hawkes from England. Described by the Council as “one of the world’s leading values educators teaching children how to live in ‘peace and harmony’ by promoting honesty, tolerance, respect and responsibility”, Neil inspired the gathering of influential community leaders to “encourage all schools to help create the society I think we can have in this world.” Congratulations to these community leaders for setting an example of receptivity to the message that values need to be given a more prominent place in education! For sure, this is a task best accomplished with support and involvement throughout the community.



▶ **VIETNAM LVEP Students Demonstrate Resisting Peer Pressure on Television**

“Since July 2006, the Living Values Education Association of Vietnam has been working in partnership with VTV2, the Government Education Channel for National Television,” reports LVE Association Director, Trish Summerfield. “Together we have developed a series of programmes on LVE. The first of the series of 48 programmes, each of 45 minutes duration, began airing at 6:00 pm on the 7th March 2007. Each programme will be screened twice during the week and will run once a week for 48 weeks with four programmes covering each of the 12 values specifically covered in LVE including peace, respect, honesty, peace, responsibility, unity, tolerance and so on. A typical programme includes creative student-centred activities on the specific value with eight youth participants from a variety of backgrounds. Several are university students, one a high school student, another student who is HIV positive and one student who is physically challenged. Aware that roughly 98% of youth in Vietnam who become addicted to heroin are introduced to it by their friends or family members of a similar age group, the programmes aims to explore the development of skills to manage peer pressure effectively, build self esteem and be tolerant of differences, as well as to introduce active listening and conflict resolution skills and aid the development of youth through participation in reflective and focusing exercises.”



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