



LIVING VALUES
E D U C A T I O N

Living Values Education Newsletter

We send a newsletter every four months – Please Subscribe

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Issue Number Forty

To Our Readers From ALIVE's President and Vice President

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

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What's New?

LVE Resource – Value Dice

Here's one resource that I made myself for LVE Indonesia: Value Dice

Here's the English version:

<http://dl.dropbox.com/u/2321248/LVE/values-dice-v2-en.pdf>

And here's the Indonesian version:

<http://dl.dropbox.com/u/2321248/LVE/values-dice-v2-id.pdf>

Just print it on a thick paper, cut along the thick lines, fold and glue it to make a dodecahedron (12 sided dice).

The inspiration for this toy came when a participant asked about how a teacher could remind themselves of their intention to reflect positive values through their actions that day. Before rolling the dice, the teacher can ask themselves, "What value do I need to focus on today?"

Philip Yusenda

International Calendar of Upcoming Training Events

View details of upcoming training events on our website

- **Germany:**
 - Living Values Seminar, Part 2
27 – 29 May 2011 – Müllheim/Freiburg
 - Living Values Seminar, Part 1
24 – 26 June 2011 – Berlin
 - Living Values Seminar, Part 2
26 – 28 August 2011 – Berlin
 - Living Values Seminar, Part 1
30 September – 2 October 2011 – Kiel
 - Living Values Seminar, Part 2
11 – 13 November 2011 – Kiel
- **Nigeria:**
 - 2011 International Youth Summit on Peace and African Unity
20 – 26 June 2011 – Uyo, Akwa Ibom
- **Turkey:**
 - Living Values Education Workshop
29 – 30 April 2011 – Ankara
 - Living Values Train the Trainer (TTT)
2 – 4 May 2011 – Ankara
- **USA:**
 - Create Peace and Respect in Your Classroom
23, 30 March and 6, 13 April 2011 – Los Angeles

- LVE Workshop for educators and drug rehab counselors
7 – 8 May 2011 – Haines Falls, New York
- LVE Workshop
28 – 31 July 2011 – Novato, California
- LVE Workshop
17 – 18 September 2011 – Thousand Palms, California

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From ALIVE's President and Vice President: A Welcoming Message

'Do Everything with Love'

The Governors of a local school ask the question, ***'Are we doing this with love?'*** when they have to make a decision that affects staff and children in the school for which they are responsible.

Doing everything with love is something that we see in the work of our Living Values Educators, trainers and supporters. Adults and young people working together, sharing their values, learning how to show them to others in order to help make lives better.

ALIVE has developed from its beginnings with a small group of dedicated educators into a multi-cultural, multi-ethnic and multi-faith association. We now have Living Values educators and supporters in over 60 countries, some are beginning to develop their work and groups; others have contributed to the support of different groups. They have developed expertise that is invaluable to the whole Association.

The group has developed into the Association it is because the founders ***'did everything with love.'*** As we move forward in these troubled times in many parts of the world, we continue to remember that Living Values Education Programmes offer the opportunity to help develop all who are involved as trainers, educators, supporters and recipients into the best people they can be; into valuable members of their society and culture.

Our International Conference is in South Africa this year.

It is taking place near Johannesburg. We are looking forward to debating about the work we do, moving forward in our plans to develop ourselves as an international association and meeting each other. We have an opportunity to learn from each other and to build links of support that will enhance our work and bring it to those who work with their communities and educators all over the world.

If you have a query or wish to know more about the work we do, please contact:
andrea.larnyoh@livingvalues.net

We also have a group on LinkedIn now. The aim of the group is to allow easy access to exchange ideas, information and support. All you have to do is:

- join LinkedIn – **<http://www.linkedin.com>**
- go to groups – Association of Living Values Education International – ALIVE and apply to join.

- When you join, please tell us about the values work you do and if you want to start a discussion, please do so.

This newsletter showcases the positive effects different types of LVE projects and programmes have on those to whom they are offered. Please contact us at: Living Values [lve@livingvalues.net] if you wish to find out more or want us to work with you to develop Living Values Education in your area.

With best wishes,
Markus Moses, President
Shelagh Moore, Vice President
on behalf of the Board of ALIVE
April 2011

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News and Success Stories from Around the World

AUSTRALIA: Impact Study of Values Education in Schools

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This extremely well documented study by the Australian Government was just released in October 2010. In 2002-2003, grants were given to schools across Australia for Values Education projects. There was an initial study commissioned to look at these initial projects.

The National Framework for Values Education in Australian Schools was then adopted by all Australian Education Ministers in 2005. Consequently, many schools and clusters of schools began to think about and embed Values Education in a more explicit and planned manner.

This Final Report presents an evaluation of the impact of *The Values in Action Schools Project (VASP)* on teachers, students and parents. (See link below.)

If you go to bottom of the website's front page you will see two download documents. The first is a summary and the second is a full final report published in October 2010. Although substantial there are several pages (126 & 127) of immediate interest – in particular various school clusters reporting back on the impact of different Values being used in schools.

http://www.valueseducation.edu.au/values/val_vasp_final_report,30121.html

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UNITED KINGDOM: Living Values Education Leads to Children Recognizing and Valuing Honesty and Helps Raise Academic Standards

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A Values survey in a UK school for children aged 7 to 11 near Heathrow airport identified Honesty as the foremost value. Many of the students came from refugee families, the majority from Islamic lands. The survey of 650 responses, managed independently by Corp Tools, revealed 400 responses stating that they were honest and happy – their top values. Four hundred responders saw honesty around them in every day life and 600 responders were seeking more honesty. This gap in 'honesty' was the potential limiting factor to growth in the community. We worked, as a school and community on this value, and it transpired that there were misunderstandings in the translations and interpretations based on the cultural contexts that shaped the individual lives of the respondents. We were all 'honest' yet interpreting behaviours in different ways. Solution: A community of understanding led by the children.

Using Living Values Education to help raise academic standards

In the same 5 form entry school, we followed up with a 'raising standards' program with the aim of determining to what extent the LVE program would influence academic achievement.

A control group of mainly 11 year-old children of Pakistani origin followed the standard curriculum that was enhanced with a joint LVE program with children 3000 miles away in their homeland. The program included joint story writing and joint art work. The non-control group of mainly 11 year old children of Pakistani origin also followed the standard curriculum and a broadly based LVE program.

Both groups were guided by an independent body and formally monitored by Reading University – located 30 miles from London.

At the start of the 'raising standards program', all the students were assessed for academic competence using national standardized data. 68% of students achieved national standards or above, and 32% achieved standards at one level below expectation.

At the end of the 5 month program, the children's standards were re-assessed.

The non-control group children achieved 72% national standard with 6% achieving above standard and 22% achieving below national standard.

The control group all achieved national standard with 25% achieving above national standard.

The early day conclusions highlighted that the factors contributing to the success of the control-group students were:

- Increased sense of personal worth and belonging because of linking their LVE joint program with like minded students from their homeland.
- Increased motivation to communicate effectively with 'distant others' – thus raising the quality of written and spoken communication.
- Powerful motivation to share their LVE joint program with others.

In essence, LVE applied in a local context assured LVRUS (students feeling Loved, Valued, Respected, Understood and Safe) and contributed to a small raise in academic standards. LVE applied in a joint international context also assured LVRUS and contributed to a significant increase in academic standards.

Peter Williams

CAMEROON: Lives of Youth Change Dramatically After Participating in LVE Training for Street Children

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Douala, Cameroon – The evening after a 3-day LVE training for street children and their care-givers, the trainers were staying at a modest hotel in the centre of the city, known for being a tough area where youths roamed the streets.

Mamour Sylla, a tall, strong trainer from Senegal, and I set off to find an ATM to draw cash to settle our hotel bills as we were leaving early the next morning. It was getting dark, and a friendly hotel night-watchman cautioned us that the streets were particularly dangerous at this time, and to be careful when carrying money. We heeded his warning and kept to well-lit roads.

On our way back, within reach of the hotel, the guard ran out, clearly concerned, announcing that a band of youths was approaching us. We turned to see a row of huge smiles and cheerful laughter – from a group of street children who had attended the training. They were overjoyed to see us. To the watchman's total surprise, we greeted them with equally large smiles and shook their hands. They related how their lives had already changed – that they no longer fought among themselves, but cooperated instead – better for survival. They felt less aggression towards the public and were now interacting politely and offering people little cards bearing messages of hope that they had learned to create during the training – they told us that this approach was great for business, too (they earned a living selling miscellaneous items to passers-by).

I recognised the group leader – a talented rapper – about 16 years of age. In a reflective exercise during the training, participants had been asked to imagine a better world and depict the most important elements through a drawing. He had sketched – in attractive graphic style – a star, an angel and a full moon. He'd explained that the moon lit up their 'homes' on the darkest nights (home being a sheet of cardboard in a corner of a back street). The angel was there to protect him and his friends, while the star gave them 'spiritual power.'

We were touched by the depth of insight of these young people and the strength of character and personal values that they had demonstrated to us. All they needed was to be valued, understood and respected.

Helen Sayers

Values Cards in Cameroon

En route to assist at an LVE training in Cameroon, I landed in Yaoundé on a hot April afternoon. While waiting for my friends, I became surrounded by young boys offering to help:

“Carry your luggage? Need a taxi? Hotel?”

“No thank you! Thank you, but no. It's all right!”

A few moments later, Helen and Mamour arrived. In the meantime, the young boys had become more insistent, almost aggressive. “You must pay me \$40 because I told the customs lady to let your bag go through,” one of them proclaimed. I admired his initiative!

They followed us into the street, continuing their imaginative stories. We continued to decline, without much success. The crowd of boys was growing. Helen and Mamour quietly took small paper cards out of their pockets and asked the children to each choose one. Surprise, tinged with suspicion at first. Then, shyly, each boy took one.

As they read their cards aloud, their distrust gave way to smiles:

Cooperative: I like bringing my qualities together with those of others. Together we can make the impossible happen.

Free: I am no one's object. I can do good things because I choose to, without being forced by anyone.

"Yes, that's me! How did you know?"

Mamour and Helen explained simply that those were values that each one of them already had inside them. My first adventure with the Living Values cards had begun. In the days that followed, I was to see how those cards would open hearts and minds, from street children to waiters, teachers and taxi drivers.

Frances Burkhalter-Carroll
Swiss Association of Living Values Education

Français: [For this item in French, please click here](#)

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PARAGUAY: An LVASC Implementation Study with 685 High-risk Youth results in a 90% reduction in violence

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In November 2010, we finished evaluating the effects of implementing the *Living Values Activities for Street Children (LVASC) program* with 685 high-risk young people between the ages of 10 and 15 in 14 facilities in eight different towns. The objectives were to: initiate a process of healing from childhood trauma; develop self-esteem; learn and practice human values; create emotional and social skills as well as protective social skills; increase cohesion within the group; and give correct information about HIV/AIDS, drugs, abuse and sexual trafficking.

The LVASC resources take up the themes of fears when adults argue, the effect of drugs, avoiding unsafe adults and drug dealers, the risk of rapid death due to diarrhea, poverty, cycles of violence and non-violence, the importance of education, rights of children, etc.

The results:

- Yelled less: 90%
- Would speak of their feelings: 80%
- Controlled aggressiveness; hit less: 90%
- Communicated more with their peers: 70%
- Did their school work: 85%
- Improved personal hygiene: 90%
- Wanted to return to school (those who were not in school): 80%
- Would dialogue with an adult: 80%
- Recovered confidence in safe adults: 100%

- The results of applying the LVE program with the educators were: The educators felt more balanced, reported an increase in tolerance and patience with the students and greater inner peace, had better communication with their colleagues, greater comprehension of the process of healing with children at risk, more personal commitment to improve the self and more hope and belief in the process of recovery for this group of high-risk young people.
- The experience was monitored by technicians with the At Risk Administration under the Ministry of Education and sponsored by the LVE Association in Paraguay and Dirección General de Educación Inclusiva Ministerio de Educación y Cultura del Paraguay. The technicians and the director said: “Finally we have found the tool we needed to reach these children.”

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GERMANY: LVE Training Inspires Participant to Parent Differently and to Envision a Values School / Retreat and Holiday Center

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"Values are the powers of goodness in every human being." (Dadi Janki)

A Living Values Training in Berlin opened new horizons and inspired the author so highly that she saw LVE integrated in the curriculum of all schools in this world!

LOVE: *See the goodness, truth and beauty in each and everyone and make each one as good, true and beautiful as he/she originally is.*

That was the beginning of the second part of the LVE training – a little card lying on my chair!

The trainers did a wonderful job: they created such a loving atmosphere and brought the participants in contact with their own values by playing, dancing, singing, having fun and inspiring creative master-pieces! “From inside out” is the basic principle: use, what is inside you – a treasure store of jewels – don’t look outside but inside where you will find all you need. The message is: Don’t force everything into your children – from the outside in – but draw out what lies in the depth of their being and create from the inside out and you will see something astonishing: pure beauty! To be an example for our children we first have to delve into our own treasure chest and unearth all the hidden values.

We are all gardeners and our children the seeds which we can help blossom: just as they are - simple, clear and beautiful – every child enriching the diversity of forms and colours in his or

her own individual form. We as gardeners have to nourish them, taking care that natural nutrients, enough water and loving contact is available for them.*

LVE is wonderful soil for creativity being together, happily and harmoniously in an atmosphere full of peace and the joy to learn, explore and create something new.

Now I look for possibilities, how and where to practice these fundamental methods which strengthen the self-awareness and values-awareness of children and open their heart so they can live their inner potential creatively. Full of energy, I started with my own family and my daughter's school. But since then, I have the vision, a vision that remains with me, of our own values-school combined with retreats for parents and educators and a holiday center ("Happy Hotel"), where parents and children together can share this experience.

Dr. Daniela Kaschischke

Intercultural Training, Human Design Analyses, Life- and Competence Coaching

* This article: "*The story of a teacher who changed from a cactus to a beautiful rose*" is printed in the German LVE brochure which can be downloaded from the German Country Report page on the LVE site. .

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AUSTRALIA: Four New Initiatives – LVE Home Study Program, Student-Led Mentor Program, LVE for Young Offenders and LVE Culture Change for Organizations

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Following with our national objectives to bring Living Values into Australia we are pleased to report that during 2010 we conducted eight general LVE facilitator training workshops involving some 75 participants, of which six completed their 96 hour training program and are now certificated bringing the total number of certified facilitators to 13 in Queensland, New South Wales and Victoria. In addition, we have introduced the **Living Values Home Study Program** which brings LVE activities into the home and set up the first trial **Living Values Study Group** in Brisbane. **Living Values Students for Change** is a stand alone student-initiated mentor program (no teacher input required, thereby alleviating their perceived workload) has been offered to State Ministers of Education for implementation in schools.

Our program for 2011: In April we host our first joint New Zealand/Australia 'special' – **Living Values for Young Offenders** training workshop. We have initiated the **Living Values Culture Change for Organisations**, a six month long income producing program, the first of which is underway with a Delinquent Child Care organisation with 100 carers. Based on the success of the Brisbane trial study group last year, we have appointed an administrator to promote and assist in developing **Living Values Study Groups** around the country using the Home Study program. **Living Values Students for Change** will be introduced to non State run schools this year. From our base of operations on the Gold Coast in conjunction with Paradise Kids Foundation, we continue to offer the monthly LVE weekend facilitator workshops and quarterly Train the Trainer certification workshops.

We are pleased to offer guidelines and presentation information to any Associate or Focal Point members who are interested in the following programs: **Living Values Culture Change for Organisations** and **Living Values Study Groups**.

INDONESIA: Implementing LVE in Islamic Boarding Schools, Key Agents in Advancing Positive Values

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Living Pesantren Values, a TTT for LVE Facilitators working in Pesantrens across Java

For a number of years, The Asia Foundation has been working with its local partners on civic values education programs in Pesantren (Islamic schools). Pesantren or Islamic Boarding Schools provide education for large numbers of Indonesian Muslim students and are key change agents in advancing positive values. Aside from implementing the formal national curricula, Pesantrens play an important role in cultivating local cultural beliefs as well as Indonesian Islamic values. The Foundation and its partners began using the Living Values Education approach in 2009 to mainstream civic values throughout the schools.

As part of the program's strategic development The Asia Foundation, Paramadina Foundation, Madania School and ALIVE Indonesia coordinated a Train the Trainers (TTT) workshop for facilitators. The Asia Foundation's implementing partners. Before joining the TTT, participants co-facilitated several LVE Educator Workshops, and had a good understanding of many core LVE components and approaches. The TTT was held on 31 January to 4 February 2011 at Madania School, Parung. Kana Gopal of ALIVE Singapore was the Lead Facilitator.



Some of the TTT sessions were designed so that participants could share their experiences working with educators in Pesantrens. In particular, participants discussed the approaches used to introduce LVE values in a way that is in line with the Islamic school context and drew parallels between LVE universal values and Islamic values. Budhy Munawar-Rachman of The Asia Foundation explained that, *"The objective of this TTT was not only to develop participant's capacity or skills in doing LVE workshops for teachers, but also to encourage participants to learn from each other, because they have rich experiences in handling problems in the field"*.

Reflecting on what the participants shared about their experience in implementing LVE in Pesantrens, Kana Gopal said, *"The most fascinating things from this workshop were the cultural components. The best part is there's nothing different between the two of us. But it's just a lot of perceptions; things that people think are different. Some semantics, choice of words, would make people think of something. Those are little things but needed to be actually clarified. I see this is very fascinating, I learned something new. I see a cultural component on LVE context."*

During the training, participants also carried out micro teaching with the Second Grade Students (Peace Cake Activity) and Sixth Grade Students (Conflict Resolution Activity) at Madania School. Asep Saepudin Jahar, a lecturer at Syarif Hidayatullah Islamic State University shared his experience, *"I am used to giving lectures to adults. However, the micro teaching experience has given me an insight into working with children. As a trainer, I think it's really important to understand what the teachers (whom we are going to train) experience in class."* The students appeared to really enjoy the activity and surprised the trainers with their creative talents; the Second Grade students decided to make Peace Pizza and Peace Ice Cream instead of Peace Cake.

In the near future, the trainers will work with more than 300 teachers in their partner Pesantrens in Java. To support this work, The Asia Foundation and its partners are now developing an activity book with content contextualized for Islamic schools which will be used as a supplementary resource to Living Values Education Activity books.

Taka Gani

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KUWAIT: Living Values Invites the Unity of Love

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The visit by Diane Tillman, the primary author of the Living Values Education Program books, to Kuwait and Saudi Arabia, explored and underpinned the importance of living values education in a region of the world that is currently witnessing many changes. Whilst external factors can influence young minds, it has been noted that Living Values Education schools create an oasis of calm and sense of belonging where students and staff can explore, experience and express their inner world of values with an outer expression of peaceful enterprise, positivity and giving.



A visit to the Kuwait American School to share in assemblies and address the students strengthened the power and purpose of Living Values Education activities, not only to sustain character development and to address personal challenges, but to uplift the spirit in times of change. Further to her visit, for example, Grade 4 students have established a community volunteer program organized completely by themselves under the umbrella theme of cooperation. The students' aim is simply to involve everyone in the school and further afield to help those locally and globally who require a helping hand during these turbulent times. Their touching work is a model for many who are seeking to witness Living Values in action.

Diane Tillman also conducted a day-long workshop for educators and guests from the same school. Exploring the authenticity of the theoretical model formed the basis of the activities that revealed a unity of love between 26 nationalities who, by their example, lead and live the living values education program.

Leading educators from A'takamul School, who adopted Living Values Education two years ago, and fellow educators from A'takamul School also took benefit from two presentations at their school as did members of the public who attended a values related program at the Australian College of Kuwait.

A well attended public program addressing Parenting Skills addressed many issues, particularly the importance of 'us time', 'time for me', 'listening skills' and 'the importance of play'. Further to her visit, regular parenting programs for mother and child and/or father and child are now being conducted with great success. The simplicity yet deep effectiveness of the program has been felt by all participants.

The strength of a 'Unity of Love' and a strong foundation of Living Values education have never been as important as they are at these times.

Peter Williams
Principal, Kuwait American School

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MALDIVES: 'Hand in Hand' presents LVE Children's Day Camp, Parents and Care-Givers Enroll in LVE Parenting Program and an LVE School is Born

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Hand in Hand is an NGO which is the ALIVE Associate in the Maldives. A twelve-day camp was recently held to introduce young children to the LVE values, to teach handicraft, cooking, cleaning and fine arts. Facilitator Fatheemath Waheeda mentioned that some of the children said they would like to prolong this camp as they are learning and enjoying themselves. According to the children, the camp was very much different from a normal classroom setting as they preferred not to be sitting in chairs. She also observed the young children enjoying the relaxation activities and later explained how they do these activities alone at home, finding them to be very useful.



Mamour Sylla and friends

We have selected and trained teachers who have taken it upon themselves to decorate our seven-room school to ensure students have a value-based atmosphere. To date, 24 children have enrolled in our new LVE school. We are promoting this school in all our other activities.

Tell us what's new - Submit your news

For our next newsletter we are looking at how LVE works with partners. Your articles on this theme would be welcome.

Please send your submissions to lve@livingvalues.net or shelagh@livingvalues.net

- Send us your success stories in using LVE for the **Impact** section of our Web site
- Photographs for the website

To share photos / images or files of your values work such as poems or essays, please email them to content@livingvalues.net

Or visit [Share your activities on the Children Participate section of our website.](#)

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To contact the ALIVE Associate or Focal Point for LVE in your country, please refer to the LVE website's [Support Near You page](#).

For countries without ALIVE Associates or Focal Points for LVE, please email lve@livingvalues.net to ask your questions or make comments about Living Values Education: