



*LIVING VALUES*  
E D U C A T I O N



## Living Values Education Newsletter

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In This Issue – January 2015

Issue Number Fifty-one

### To Our Readers From ALIVE's President

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

## News and Success Stories From Around the World

### News and Success Stories

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- **United Kingdom:** A Poem on Values by CEO Rosemary Dewan

### What's New?

**PowerPoint Presentations about peace by 14-year old students in Hungary are on YouTube!**

Enjoy them and comment! For more information see the Hungarian enews item below.  
<https://www.youtube.com/channel/UCFsmxpS-zSDFNFnwWaGhaYg/videos>

## **Nurturing with Love and Wisdom, Disciplining with Peace and Respect: A mindful guide to parenting**

Years ago, Diane Tillman promised a parenting book to parents and educators involved with LVE. With the hope that it will benefit children and families and help them feel loved, respected, valued, understood and safe, the book is finally finished.

The description: An amazing resource, the qualities of love, peace, respect and wisdom are embedded in this book, in guidelines on encouragement, listening, peace time, Us Time, building positive behavior, developing responsibility and discipline while dealing with practical realities such as homework and how to get the kids to handle squabbles respectfully and independently. Suggestions and activities are shared to help parents help children, from toddlers to teens, use values to handle their challenges as well as to deal with bullying and prevent drug use and sexual abuse. This book is unusual not only for the variety of important topics addressed, but for its mindful approach in building healthy emotional and social skills while strengthening loving family relationships. An enjoyable read that parents will return to as a resource again and again, Diane brings guiding principles to life with stories about children, parents and educators.

Please click [here](#) to read three reviews on the back cover and a descriptor of what's in the eight sections. It is available on Amazon in English in the USA, UK and Germany, and translations have started in Portuguese, Spanish and Vietnamese. Thank you, dear LVE family ... as always.

**[Please visit the Parenting page on our website.](#)**

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## **From ALIVE's President: A Welcoming Message**

Dear ALIVE Colleagues,

Living Values Education has the immense capacity to reach out with kindness and understanding to help children of all ages around the world.

Since the inception of Living Values Education, and throughout the years, we have all come to discover that the open secret of Living Values Education is simply to nurture, with love and wisdom from the root, the many ways that enable each one of us to explore and express what really matters in our lives.

The passing of one of the foremost inspirational founders of Living Values Education, Mr Cyril Dalais from Mauritius and Reunion Island, and previously a Senior Office with UNICEF, reminds us of the enormous generosity of spirit we each have to offer to the lives of so many through our own example, courage, love and vision of kindness for children.

As I write these few words, I'm inspired by Diane Tillman's new book 'Nurturing with Love and Wisdom – Disciplining with Peace and Respect: A Mindful Guide to Parenting'. All parents seek the best for their children whatever their age - and as educators we seek the same.

Let this year of 'Living Values Education 2015' be a year for kindness and understanding - a year for nurturing with love and wisdom - and for continuing to invite in the wonderful stories and messages of good people all around the world who seek to re-affirm the vision and practicalities for that better world to which we all belong.

With kindness and appreciation to our ever growing Living Values family.

Peter Williams

ALIVE President

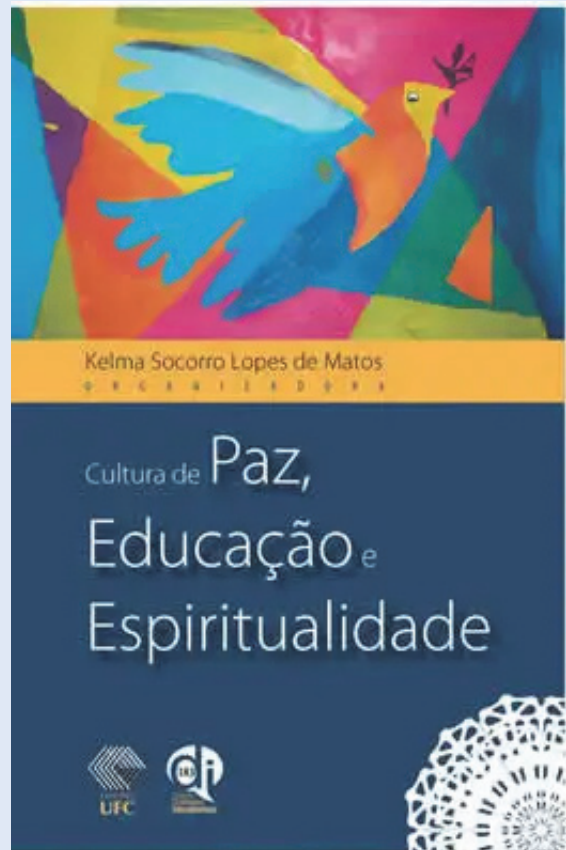
## News and Success Stories from Around the World

### Brazil: LVE at the Culture of Peace, Education and Spiritual Seminar – and in Prisons

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Over the past five years, the Federal University of Ceará, in Fortaleza, Brazil, has organized a Seminar on the Culture of Peace, Education and Spirituality in which researchers, teachers and students expose, debate, and experience the culture of peace. In December 2014, at the fifth annual seminar, the Living Values Education Team participated in three sessions. They presented a workshop on “Human Values” and two visualization sessions on the value of Peace.

The organizer of the Seminar, Professor Kelma Matos from the Department of Educational Foundations, organizes a book of research results and teaching experiences about the culture of peace and human values. The book released after the 4th Cultura de paz, educação e espiritualidade seminar included the article, “Education and culture of peace in prisons: The experience of LVE at the School Leo Arlindo Aloisio Lorscheider in Itaitinga – CE”. This school serves 705 persons deprived of liberty. They were enrolled in forty-eight groups, in thirty-four classrooms. Running in ten prisons in the Metropolitan Region of Fortaleza, they are offered basic education, literacy to high school in form of Youth and Adult Education. The school was founded with the ideal of transforming persons deprived of liberty through the opportunity to be students who are deemed worthy of a humane education. Toward that aim, the methodology of the Living Values Education Program has been adopted by the teachers.



## Cambodia: LVE Workshops Create Interest in Values Education Nationally

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The LVE Team in Cambodia, led by Chamroeun Chim, was joined by Anne Waltham from the United Kingdom in conducting two two-day LVE Workshops in January 2015. The first was for 30 educators and the second was for 30 people from the Ministry of Education. The Under Secretary of State for Cambodia also graced the training with her presence and participation. It provided a wonderful opportunity for people to reflect on the importance of values and the benefits of values education for individuals and the society.





LVE Workshop with Educators on 17 and 18 January

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**Georgia: Tea's Values Stories for Young Children**

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Tea Lobjanidze, the Focal Point for LVE in Georgia, has been writing values stories for young children in Georgian. Her tales are popular among Georgian teachers and a good instrument for discussing and sharing ideas and emotions. Below you will find links to the story *Who can I play with?* in Georgian and English. These will be up on the LVE site's new Story Page soon. Feel free to write Tea with your comments!

[English](#)   [Georgian](#)

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## **Greece: Awareness Seminar in Athens – Open versus Closed Communication**

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Areti Foufopoulou, a high school teacher and the Vice-President of ALIVE, holds regular LVE seminars for educators in Athens. On 20 December, she led a seminar titled "Awareness: Its importance to the educational process and life in general". The main points are below, with links to questionnaires for teachers and students.

### **1 – Definitions**

Awareness is self knowledge ... alertness ... being in the here and now ... mindfulness. Distinguishing awareness at the cognitive level is different from the concepts of mindfulness/spirituality and the Buddhist vacuum.  
The meaning: knowing my physical state and emotions.

### **2 – Self and awareness**

Self-esteem, self-control, knowing my strong and weak points. Areti then presented awareness as seen from a few theories of personality.

### **3 – Being in the here and now, from clinical use to the school environment and life**

The patient in the therapeutic process is asked to focus on the here and now and the therapist by means of empathy, respect and genuine involvement is called to listen actively to the patient, bringing forward and clarifying problems, fears and obstacles. A helpful process in the school environment; exploring the needs and emotions of the students.  
Exploration of student self-esteem and attitude towards the educational environment.

### **4 – Awareness and Values**

Which values are related to awareness in the school environment?  
Principles, emotional intelligence.  
Peace, concentration/focus, simplicity, trust, readiness, respect  
Choice range-motives

### **5 – Awareness and planning of an educational programme**

Lack of awareness in the educational process is the main reason for low participation, lack of limits, ineffectiveness and deviating behavior.

Attention problems and awareness.

Emotions that we bring to the class/school as educators.

Joy, relief, satisfaction, justification, anxiety, stress, sorrow, disappointment, depression.

Teacher awareness is in direct correlation with student awareness.

Feelings are contagious.

## **6 – Strategies that create a climate which enhances awareness**

Exploration of student needs

Exploration of student cognitive style (Gardner)

Negotiated rules and limits

Circle time

Active listening

Emotional expression

Art, music

Silence time

Time planning that allows for exploration and awareness of goals tasks

Creation of internal motives

Development of emotional intelligence/enhancement of self-image.

Conscious development of values in class

## **7 – Obstacles**

Low self-esteem and a punitive policy against deviating behavior

Mechanistic memorizing of information; sterile emphasis on detail

Lack of flexibility and adaptation to the needs of the here and now

Avoidance of problem tackling; Lack of limits and impulsivity

## **8 – Action-reaction effectiveness and then what?**

Distinguishing between informed action and impulsive action

Goal setting that lies in the search for meaning in learning and life in general.

Focus on the here and now of the educational process in regard to broader aims.

Working on the ultimate purpose of the educational process.

## **9 – Communication systems and awareness**

Virginia Satir defines closed and open communication systems.

In a Closed System: self-esteem is low; communication is indirect, vague, inscrutable, inconsistent, and growth-preventing; ways are of attack, compromise, reckoning and misleading; rules are outdated, inhuman and unchangeable, individuals change their needs to adapt to set rules and there are restrictions to comments. The result is chaotic, destructive and inappropriate.

In an Open System: self-esteem is high; communication is direct, clear, definite, proper and growth-enhancing; ways are direct; rules are clear, modern, human, change when necessary and there is freedom for comments. The result is reality-based, appropriate and creative.

## **10 – Questionnaires**

**Teacher Questionnaire**

**Student Questionnaire**

## Hungary: To Transfer Knowledge and Human Values – A peace project for talented students at Kandó Primary School

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Edina Szász, a teacher of English as a foreign language, shares her experience at Kandó Primary School: "The title of this article is taken from the motto of Kandó Primary School in Budapest, Hungary: 'Our main aim is to transfer **knowledge** and **human values** to our students.' This concept means that the teachers want to focus on school subjects as well as human values.

Kandó Primary School is an eco-school, a Talent Point and Pre-qualified Reference Educational Institute. It has 750 students aged 6–14. If a school is a Talent Point, it means that it offers special opportunities for gifted and talented students. Kandó Primary School offers a wide range of activities such as extra English lessons, projects, competitions, after-school lectures and clubs in many fields.

Hungarian children start learning English, according to the National Curriculum, at the age of ten. If they are talented in English, they can have extra English lessons at school. When I plan my English projects for talented children, I follow the motto and I show a preference to "green" and Living Values Education topics. According to my point of view and experience, the functional use of English in the English lesson makes language learning lively.

In my article, I would like to give an account of my PEACE PROJECT. I will answer the questions: With who? Why? How? When? With what results?

I teach English as a Foreign Language to children aged 10–14. The Peace Project was planned for a group of teenagers who showed a talent for English. Because of their talent, they had two extra English lessons a week. It was a great opportunity for them to have five English lessons a week instead of three for in a four-year period, but it was also hard work. About 75% of these students wanted to go to a secondary school specialized in English. My twenty year-8 students, age 14, showed signs of relative agony because of preparing hard for their secondary school entrance examinations. They felt they were in a "squirrel cage" with the everyday primary school routine of going to school, extra lessons and tests, doing homework and preparing for tests before returning to school again. So they construed the Hungarian educational system and life in Hungary as torture for teenagers than a great opportunity. **I wanted to change their attitude and give them a positive motivation.** How?

**Peace** is the foundation of happy life. **Peace** in our country is natural for our youngsters and that is why they did not appreciate it. Health, family and education are also very important values. It is a typical syndrome that the ones who have them are not grateful for them. I wanted to show my students that Peace is not natural on planet Earth, that they are very lucky that there is no war in Hungary. They also complained about going to school, having extra lessons every day, doing homework, etc. Every Hungarian child must go to primary and secondary school. They think the whole world works like this. It was time to inform them that a huge number of children do not get this chance.

As my students (thanks to our great Information Technology teachers and well-equipped Information Technology classrooms) were taught how to make PowerPoint slideshows, I decided to give them a task to make a PowerPoint presentation or a poster in English focusing on the different aspects of Peace and the lack of Peace. This task can be done only by students with good level of English.

The first presentation took place on 11 September 2013. It was the 12th anniversary of the terrorist attack against the USA. I started the Peace Project with a commemoration of 9-11 2001. My students worked in groups. They had to tell the sad events of the day with the help of photos and articles. They had been very young, about 2 years old, when the terrorist attack happened. They told me that after this English lesson many of them watched documentaries or films about that tragic day. The terrifying events touched them and they could easily understand why they should be grateful to have peace in Hungary. I felt this fact would also be a good base to build their inner strength.

I did not want them to leave the classroom in a shock, so our first student presentation took place at the end of that lesson. Éva Molnár made a beautiful poster with peace symbols and the peace prayer of The International Maitreya Project. We displayed this poster on the corridor wall and everybody could read the prayer and see the symbols of peace.

After that lesson we had two to four student presenters every week. Most of the time the presentations took place on Fridays, so Friday became a sort of 'Peace Day'. The last PowerPoint presentation was mine because I did not want to influence my students. The whole process took about three months. I wanted my students to use their creativity freely. I gave them **four criteria: a topic, 10 slides, 3 aspects** of their topic (personal life, Hungary, World) and the **task** was to combine **internet information with their creativity**. Covering three aspects of a topic was very difficult for them. But this task forced them to think about themselves, their motherland and the world.

I wanted my students to have very interesting English lessons where they could learn as much about our world as possible. "Peace" as a topic is too general. I did not want to see twenty presentations about peace symbols, so I listed some topics the students could choose from.

I find 'shock therapy' useful. It can open people's eyes quickly. Unfortunately seeing the **reality** on planet Earth can be a shock therapy: wars, terrorism, child soldiers, war orphans, hunger and poverty in Africa, suicide and anorexia in the West.... We had all of these topics in the class. My students were watching with wide open eyes their teenage classmates' presentations about these dreadful things. After the 'shocking reality' presentations, they realised that grade C English or Maths tests or family and school rules cannot be construed as a big tragedy or cruel torture.

As a positive pole, we also had the topic of peace symbols, peace days, peace movements, Nobel Peace Award winners, inner peace and peace in religion, peace monuments, peace prayers, peace walks, peaceful nature and peace songs....

Some words about the results:

My whole English group, included myself, learned a lot about the world during the project. Of course, we improved our English, creativity, and digital and presentation skills. My students could develop their self-esteem. The project widen their knowledge about the world and taught them to appreciate Peace, Health, Family and Education in their life. My students' attitude towards extra tasks and extra lessons also changed after the Peace Project: 90% of them chose to take an English mock-exam higher than their level to test

their knowledge before going to their secondary school and preparing for their real intermediate language exam.

Unsurprisingly, some of them could pass the B2 mock-exam, and all of them achieved good results at their real English entrance examination of their secondary school. As you see, my student became braver and mentally stronger. I hope the project helped them to be ready to use the opportunities that life offers them.

As the presentation was an English task, I gave them a grade. Though the grades were good, my students were not sure that they did a great job. They thought that I was only good-hearted to them. That is why I was very happy when Zsófia Fried told me that this project with some

PowerPoint presentations could be in the newsletter and on the Hungarian Living Values Facebook page. When I wrote a short letter to the parents asking parental consent, I also wrote some basic information about the Living Values Educational Program. I think, it is a good thing if parents know what is going on at school.

The students had to do the research and create the PowerPoint slides at home. They are very lucky to have a computer with Internet at home. They could email it to me for checking before giving the presentation in the class, or they could asked their parents to check it. I think it is good if family members can cooperate.

My English group was also asked to present at least one Peace presentation at our school English PowerPoint Talent Day. On this Talent Day children aged 13–14 present their best English PowerPoint Presentation in front of the students of their year.

While my students were speaking English, they were learning about "the big wide world". They could also see their own life from a different angle. It made them revalue the events of their everyday life.

**According to my point of view, extra English lessons are not enough for talented students. They also need a "mental training" which makes them strong enough to reach their full potential and form their social conscience.** My students have learned



about several people and organizations working on peace and helping people in need. In this way, they may join and work with them or establish new organizations and create new projects in the future. So they may help to make planet Earth a better place to live.

Who helped us in the Peace Project? In general, everybody who has made steps on the path of peace before us and who help people in need. In particular, the supporting parents of my students, our great Information Technology teachers, who taught our students how to make a PowerPoint presentation, our headmistress, Márta Magyar, who determines the principles of our school and continuously develops the institution and promotes innovations. I would like to express my special thanks to LVEP and Zsófia Fried and her team (Living Values Education, Hungary). Zsófia drew my attention on the free peace lesson plans on the website [www.livingvalues.net](http://www.livingvalues.net) and gave me the book *Living Values Activities for Children 8–14* by Diane Tillman. She also emailed a PowerPoint presentation with music that inspired my students. Her team converted my students' PowerPoint slideshows into short videos. One video has nice background music as well. In this way you can see them on the facebook:

<https://www.youtube.com/channel/UCFsmxpS-zSDFNFnwWaGhaYg/videos>.”

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### Indonesia: Replanting Peace in the Molluccas and a Inspiring TTT in Bali

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When Karuna Bali Foundation undertook the role of the Indonesian Associate for the Association of Living Values International back in 2008, one of the things that really haunted us was the enormous scope of the work. Indonesia is a country wide enough to have 3 time zones, scattered enough to have 13,000 island in its archipelago and big enough to have more than 250 million people with diverse cultures,



languages, and religions. But as some wise people said, change can be made, one small step at a time.

The Train the Trainer workshop held between September 22nd and 26th in Ubud, Bali was a reflection of this situation. There were only 9 people participating, few enough to make ensure an effective group of intense learning. The candidates came from 3 different time zones, the farthest taking 4 hours to fly to Bali. Each of the candidate trainers works in challenging situation. Some challenges arise from the different cultures that live together in a single area. Some challenges are geographic; to reach their community,



some have to take a boat for 5 hours and then continue for 4 hours on a dirt bike. Two of the candidate trainers came from 2 communities in Mollucas which, during the riot in 1999-2004, created long-lasting hatred from a conflict rife with killing and burning. Both of them use LVE methods as peace education methods and, bit by bit, they are dismantling the hatred and replanting it with love and communal cooperation.

The five days of the workshop was a time for all of the participants to make mistakes safely. They tried out their skills in delivering the LVE Educator Workshop. Each of the standard sessions was played out, after which a review session was shared among participants. Under the guidance of Ms Taka Gani as lead trainer, the participants learned many techniques for delivering adult learning sessions.



There was also an ice-breaker sharing session, where participants shared the games that they used in workshops. A lot of new ideas were flung around, and the participants contributed much enjoyment!

As Ms Fitria Laurent, a junior high teacher from Subang, West Java, said, "I've been delivering some of the sessions, and I learned a lot in this workshop. I felt more ready to deliver the Educator Workshops for teachers around my area." Mr Abidin Wakano, a lecturer at the Islamic Religious Institute in Ambon, Mollucca province, added, "I've been using Living Values methods to rebuild the bridge between Moslem and Christian communities, and I want to use it to replant peace in all over Mollucas." Ms Elsy Latuheru, a Christian minister from Ambon, Mollucca, also said, "Bit by bit, using Living Values methods, we will work together to bring the Molluccas back as one family, a family that cares for each other." (\*)

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## Kuwait: Evidence That Modeling Our Values Creates a Better World

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The State of Kuwait, guided by the exceptional leadership of the country, has been awarded 'International Humanitarian Centre' status by the United Nations and its leader the honor as 'Humanitarian Leader'. The award to this small, yet big-

hearted, desert nation reflects values in action. For example, the natural giving and sharing by the many nationalities that inhabit these lands, the reaching out with practical care for those in other countries, and the care for the environment including the blooming of the desert. Billboards and hoardings speak of honesty, trust, choice, freedom, innovation and peace; sponsored family walks raise thousands for good causes, individuals have established happiness ventures, and, amongst others, schools and universities have embraced ethical values and character development in their curriculum.

Our children are our leaders of tomorrow and exemplify hope for a better world. For example, a recent visit by the Kuwait American School to the children's cancer ward at a national hospital invited in love for the unwell children and also an opportunity to appreciate that values are everywhere – as shown by the nurse's values board in the photograph.



Recently, I was also touched by a very large invitational poster, designed by a child, at the well frequented Scientific Center. Children were invited to write their

comments upon the theme 'Stop animal cruelty'. Out of the hundreds in many languages, one particularly caught my eye. She stated: 'Just like us, animals have feelings, a soul and a heart. Let's stop killing them and start loving them'.

Values from the heart embrace change for good and one of the leading institutions in the field continues to be the Kuwait American School who are to be congratulated upon its full accreditation, at their first attempt, by the Council for International Schools. The school started its Living Values Education journey in September 1999 and, as the first



Living Values Education-based school to grow from the root in the Middle East, it has grown to be the first K-12 fully accredited Living Values Education international school in the world with a family of over 30+ nationalities and 500+ students. Their model and their way have been shared with so many.

What did the visiting team of august educators highlight

that echoed the atmosphere and learning qualities that radiate throughout so many Living Values Education schools around the world? Their comments commended:

- The teaching staff for their dedication to the spirit of the Living Values and the warm, supportive relationship between staff and students.
- The Living Values ethos which promotes the characteristics of fairness, trust and mutual respect.
- The students for embracing the Living Values Education approach and demonstrating it in their day-to-day life.
- The Student Council which offers so many leadership opportunities for students and promotes global citizenship.
- The positive impression of the school in terms of its feel and open culture providing honest, considered dialogue.
- The warm classroom environment where the needs of the students are met with respect,
- And perhaps the most touching: 'What is it about the feel in this school? You can almost touch it. Everyone is happy – students, parents and teachers – and learning and living together so well'.

The poster picture, designed by a member of staff at KAS, with the words 'Let us feel the divine energy of light bringing newness of life!' carries a message of one example of how we can live our values with newness and hope.

There is an intuitive knowing in these lands that words are not enough – you have to live and model them. Many individuals, schools, universities and institutions are quietly becoming examples of a 'better way' – a values-based way.

Living Values Education is blossoming into many forms. The true evidence is in ourselves and the way we model our goodness. Kuwait is an example to learn from – and so, too, the children of all ages who are a living model of the world of their values.

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## Nepal: LVE Increase Peace, Love and Cooperation with Teachers and Children

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Sarada Siwakoti, part of the LVE Team in Nepal, reported, "As far as I noticed in the two schools, I found the environment has been changing with LVE. The teachers are treating children in a peaceful way and spread love and

responsibility in them, and children are doing the same as they imitate their teachers. The teachers are cooperative and working in a team. Cooperative planning and teaching is practiced. The children seem very confident, open and frank when talking with visitors. When we started taking with them, they talked confidently in a friendly manner.

The hundreds of librarians and teachers who have been involved with LVE through the training of NASL, are finding that their way of seeing life has been changing. They are practicing values in their work place.

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## Nepal: LVE Races on in Nepal

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ALiVE Nepal has been working with Kana Gopal since early late 2012 to bring LVE to Nepal. With the help of Mrs. Gopal, the president of ALiVE Singapore and a Lead Trainer of the Association of LVE International, a strong LVE Team now exists in Nepal under the leadership of Dhruba Prasad Ghimire.

Building on a series of two sets of LVE workshops in 2012 and 2013, three trainings were recently held in Nepal, led by Ms. Gopal with assistance from the capable LVE Team in Nepal. Details of the LVE workshops follow.

ONE:

26th to 28th November 2014

A three-day LVE Training for Educators was held for 35 persons, mostly educators and members of ALiVE Nepal in late November. Because of a South Asian Association for Regional Cooperation meeting, there was vehicle restriction and lots of challenges getting to the venue in Ghattekula, near the Singha Darbar where the main Government Ministries are located. It was quite impressive that all the participants managed to turn up every single day!

Three members who attended are keen on whole school training for their schools – Parijat, Babylon and Olympiad – all private schools. Plans are in place for those trainings to take place before the next school semester in April. In general, Nepalese parents prefer private schools to public schools, also called community schools, as they see them as offering better quality education. ALiVE Nepal would like to reach out to both private and public schools in their



land. They are also exploring reaching out to all early childhood schools which number well over 30,000.

Three of the attendees – Sarita, Sunita and Sharada – attended the first LVE Training for Educators in Nepal in December 2013 and have conducted trainings for their staff or contacts. Sarita and Sunita manage their own schools for nursery level to kindergarten using Living Values Education and Montessori learning as the foundation. Sarita also runs

a day care on the same premises. Sharada has been introducing professional library services to Nepalese schools and has covered at least 1000 schools under the Nepal Association of School Libraries. She has given introductory sessions on LVE to several schools.

The training was opened by Guest of Honour Prof. Bidya Nath Koirala, a well-known academic in Nepal noted for his work in values education. The special guest was Mr Hari Prasad Nepal, a retired Secretary for Ministry of Youth and Sports in Nepal and one who is devoted to living a values-based life. He is doing a master's degree offered by Annamalai University and based on the Values and Spiritual course by the Brahma Kumaris World Spiritual University.

The Secretary for Education, Mr Bishwo Prakash Pandit, closed the session and invited ALiVE Nepal to have a conversation with him regarding how the curriculum could be made values-based for Nepalese schools. He was happy that Living Values Education

was bringing “divine values” to Nepalese schools. Mr Pandit is also the UNESCO head in Nepal.

## TWO:

29th & 30th November, 2014

Twenty-eight of the 35 participants attended an additional two-day LVE Training for Trainers which focused on:

- How adults learn and adapting the training for them;
- How to deepen their own values, an on-going process and pre-requisite for all LVE trainers;
- Identifying the anchoring or key points in each of the sessions; and
- Designing a training.



## THREE:

1st December, 2014

### Values-based Parenting

Twenty-six of the 28 TTT participants attended this day-long session which brought them through the format of Values-based Parenting to help them facilitate this process. VBP, when shared with parents, is arranged in 12 two-hour sessions with a concluding three to three- and a-half-hour session for the whole family to create their family coat of arms and close the session. The session was moved through quickly focusing on what was not covered in the 1st LVE Train the Trainer seminar. These included a dialogue on:

- What are parents;
- Parenting Skills; and
- Family coat of arms workshop.

Mr Manoj Upreti, who coordinated the trainings and is responsible for overseeing and managing LVE trainings in Nepal, will be doing follow-up work with trainers in 2015. Ms Indu Gupta from India, will be working with him in this area. There are plans to start the first follow-up session at the end of January or February 2015.

ALiVE Nepal is also following up in several areas. These include:

- Translating the LVEP Educator Guide and all the Living Values Activity books into Nepalese;
- Strategising moving LVE nationwide, starting with whole-school trainings for District 32 schools and other interested schools in Nepal. The focus will be on Kathmandu initially; and
- Working on a training manual in Nepalese.

The next rounds of training will be in April or sooner.



Three rounds of LVE trainings have been conducted in Nepal, in December 2012, April 2013 and November 2014. To date, all teachers of Star Public Montessori School that Sarita manages, The Learning Hub that Sunita manages and SAV School owned by Mr Govinda Panthy, have been trained and have started implementing LVE in their schools.

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**Suriname: The Ministry of Education Will**

**Incorporate  
Living Values Activities in Its Life Skills Program**

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Suriname's AlphaMax Academy organized an LVE Training from November 22 through 24, 2014, for their new teachers as well as for teachers from other institutions, including educators from the Ministry of Education. As a result of the workshop which was led by Belén Romero, the Focal Point for LVE in Venezuela, the Ministry of Education is incorporating Living Values Activities in their Life Skills Program. They will begin piloting the new program in February 2015. This training was a wonderful example of cooperation by the LVE leaders in Venezuela, the Netherlands and Suriname. Thank you, Belén, Marlies and Loes!

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**United Arab Emirates: A Workshop on Values-Based Education  
Fuels Six Values Schools in Sharjah**

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About 50 teachers of Grades 1 – 3, representing six model schools in Sharjah Education Zone, attended a two-day Living Values Education (LVE) workshop hosted by Sharjah Education Council on 21 and 22 December 2014.

The event was co-facilitated by Miriam Fozan, LVE Focal Point for UAE and member of the board of directors of ALIVE (International Association for Living Values Education), Hiba Mohammad, School Social Specialists Supervisor, and Helen Sayers, LVE Focal Point for Oman, in the presence of Mr. Ali Al-Hosani, the director of model schools, Sharjah Education Council.

The sessions were practical, dynamic and interactive, exploring values such as respect, love, tolerance, honesty, responsibility and cooperation, while developing the skills of reflection, communication and creativity.

The workshop aimed to encourage and empower the teachers to become more aware of their values, and to “live” these values as role models.



They experimented with methods and skills to create learning environments in which every child feels respected, valued, loved, understood, and safe, and in which all members of the school community flourish.

The first day started with an activity where the teachers introduced themselves to each other and looked out for values and personal qualities in the other person, rather than focusing on appearances and qualifications.

Participants then engaged in a series of guided reflections to explore their personal and social values as well as the values of our country and our culture. They discussed their ideas in small groups. This session concluded with the question “What are values?”.

Mariam delivered a very interesting presentation

about her own journey of discovering Living Values Education and meeting international

LVE educators – followed by an account of how LVE had developed in the UAE, and her vision of how the programme will continue successfully.

Throughout the two days, the teachers contemplated on how to create a values-based learning environment, beginning with understanding the needs of a child and recognizing the diverse qualities required of an effective teacher.

The first day ended with an energetic activity to explore active listening



Day two focused on a wide variety of practical activities to demonstrate ways of integrating values into the lessons, using the LVE methodology — to “Explore, experience, express”. Methods included:

- Reflection
- Visualization / imagination
- Discussion in small groups
- Energizers/ice-breakers
- Creative expression – drama/mime, poetry, song, drawing, values-based games.

In the final session, the teachers were asked to reflect on their vision for the way forward — together with an action plan.

At the end of the workshop, participants were honoured with certificates of appreciation signed by Mr. Saeed Al-Kaabi, President of the SEC.

The organizers hope that the teachers will now put into practice what they have learned starting from the second semester beginning in January 2015, and that their schools will become leaders in values-based education and will inspire other schools in the country.

### **Primary Schools that will apply the first phase of the living values education programme in Sharjah:**

- Sharjah Model Girls School
- Al-Andalos Model School – girls
- Al-Arqam Model School – boys
- Maryam Model School – girls
- Kalba Model School – girls
- Khorfakkan Model School – boys

### **LIVING VALUES COMMITTEE in Sharjah Education Council**

1	Mariam Fozan Salim	Administrative supervisor
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2	Hebatallah Mohammad Abdurahman	Social specialist supervisor
3	Jaser Mohammad Al Mahashi	SNE Teacher
4	Hussain Saleh Al Ali	Vice principal
5	Aamna Bo Gazeen	Vice principal
6	Aisha Al Hoti	Secretary
7	Mariam Al Ali	Class Teacher
8	Aisha Salim Bo Samnoh	Principal
9	Dr Akram Qonbos	Arabic Language Supervisor
10	Mona Hussain Al Hammadi	Principal

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### United Kingdom: A Poem on Values by CEO Rosemary Dewan

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Are you signed up with the ALIVE Group on LinkedIn? The Association of Living Values Education offers conversations about values through this group. Rosemary Dewan, the CEO of the Human Values Foundation in the U.K., recently responded to a posting by Diane Tillman to ask, "In the absence of some quality parenting, what do you think about instilling values and character via a military ethos in schools?" My response was a bit long, so we'll just put in the poem that Rosemary wrote a poem over a mug of coffee the following day! It's a wonderful poem ... which makes my heart happy. It's wonderful to be in connection with so many who believe in giving children the opportunity for a quality education solidly based on values. Thank you all!

Diane Tillman

#### Character and Values

When parents and teachers collaborate to instil  
Character and Values, they help to fulfil  
The true potential of those in their care  
And the benefits gained are for all to share.

'V' encourages all kinds of Vision  
And thereby helps a school with its mission.  
'A' explores the effects of Attitudes;

Participants are empowered – no need for platitudes!  
'L' brings out Love in all of its guises,  
Developing this brings forth many surprises!  
'U' creates Understanding – with insights to match;  
This learning enables connections to hatch.  
'E' is for Education that opens the door  
To opportunities worldwide, whether rich or poor.  
'S' stands for Service – such actions unite  
All those with that spark to fulfil their birthright.

The ongoing journey builds qualities and a mind  
That enable us all to be proud of mankind.  
The process is dynamic and challenging too  
But the outcomes allow us all to be true  
To ourselves and each other, whatever our need,  
Since Character and Values help everyone succeed.

### **Tell us what's new - Submit your news**

**Please send your submissions to [lve@livingvalues.net](mailto:lve@livingvalues.net)**

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

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**To share photos / images or files of your values work** such as poems or essays,  
please email them to [content@livingvalues.net](mailto:content@livingvalues.net)

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