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Living Values Education Newsletter

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[To Our Readers](#)

news@livingvalues.net

Welcome to the thirty-fourth issue of Living Values e-News, the electronic newsletter of the Association for Living Values Education International. [President's Message The Importance of First Steps: Subtlety, Trust and Learning](#) .

[President's Message](#)

[The Importance of First Steps: Subtlety, Trust and Learning](#)

I truly believe that subtlety, trust and learning are the values most needed in today's world. It is in accordance with our intention that things evolve as we make contact with that first look, the first gesture or first step. Everything depends on the beginning, be it at work, in a relationship, or in a new year.

To be able to give what is needed now, it is important to have a clear goal and know which road we wish to take. When we move along with clarity, we feel more tranquil and secure. Sometimes it may be necessary to give a new structure to our goals so that we are more competent. Competence is the basis for trust. No one will risk jumping if they feel they could fall.

This is why people try to reinforce security in the face of so much uncertainty. With the values of courage and enthusiasm, we strengthen our hope that good things are still to come – and know that this depends on us.

In education, which is understood as the place of coming together and growing, respect must not close doors on growth of others – there must be the ability to be truly present and cooperative – to experience togetherness. We need unconditional relationships if we wish to transmit something more significant than just information. This is why, in the education of values, it is necessary to create a close relationship between teachers, students, parents and the immediate community. Respect means thinking about each other beyond the classroom. It is what we call being awake in the world, with an attitude of cooperation and unity. In valuing others there is a bigger impact as we create a sense of awareness. Each one of us, even if only slightly, can with our own contribution and commitment become a part of the lives of others.

The relationships we now need must be based in a wider and more creative context in which we explore mutual interests. When something occurs away from the classroom, at home or elsewhere in the world, knowledge must be there to help and be put into practice. Knowledge refers to understanding in order to achieve change. While relationships have their own indefinable nature, our challenge is to ensure we have an integrated point of view. This integration makes us aware that we are all part of the same world, and our attitudes, driven by our values, will make the better world we all want, possible.

Education is as visionary as poetry because both are based on subtlety. Poetry's strength is found between the lines and education's magic comes from a level that is not verbal. A good teacher realizes, as a poet does, that all seemingly impromptu work is, actually, the result of a deep, private, constant and subtle effort. In practice, we must be willing to learn and make use of daily opportunities. When faced with something negative, we often react by forgetting our values, thereby losing the chance to apply these values and learn from the situation. We must change.

Knowledge empowers us to deepen our understanding of diverse principles, and once we have integrated them into our life and our mind, they become ours. It is in this moment, that we can assimilate the skills and use them when they are needed. Many times the opportunities to share and use our wisdom are not apparent, but it is part of our responsibility to see beyond complicated situations. The secret lies in making our values strong, and making an effort to share them with others.

May the strength of peace, love and happiness accompany you in 2009.

Pilar Quera
President, Association for Living Values Education International



▶ News and Success Stories From Around the World

news@livingvalues.net

AUSTRALIA: [Living Values in Bryon Bay – Tears of love and laughter were our company](#)
australia@livingvalues.net

The *Way of the Heart* organization invited Indonesia's Taka Gani, an experienced LVE Trainer and a leader with LVE in her country, to lead a three-day LVE Workshop in Australia. As Taka said "LVE in Byron Bay was magnificent. Tears of love and laughter were our company throughout the workshop." Everyone was most grateful for the seminar and for the energy which surrounded the activities. Sixteen participants shared a wonderful experience. The age of participants ranged from 16 to 68. As the life experience of the participants and the professional backgrounds varied immensely, it became more like a retreat.

At the end of the three days, a core group of eight persons expressed a willingness to carry on with Living Values Education as trainers. They will meet in February to reconvene and share everyone's personal "fallout" from the experience. A further LVE three-day course with the team of eight, plus new invitees – is planned for April 2009. This will provide opportunities for the core group members to gain personal experience co-facilitating the workshop.

GREECE: [Cultivating Values in School and in Life.](#)
greece@livingvalues.net

The Association of Living Values in Education, Greece and the magazine "Window to Children's Education" organized a two-day

experiential seminar, “Cultivating Values in School and in Life”, on December 6 and 7, 2008, in Athens. It was conducted by author and educator, Pilar Quera Colomina of Barcelona, Spain. Pilar Quera Colomina is one of the creators of the Living Values international program and network, and one of the authors of its educational materials. There were 25 participants: educators, psychologists and university students.

Areti Foufopoulou stated: “It was a delightful experience shared by twenty-three people. Her genuine warmth, wisdom, experience and light shone right through and went straight to our hearts. Moreover, she helped everyone feel connected and committed to the mission of the values on a new basis while giving an opportunity to those attending for the first time to get to know the programme at its best. It was really empowering and refreshing to get together, that is why we are now examining the possibility of preparing a major seminar with guests from Spain and, ideally, other countries on a Greek island in the summer of 2009.”

HUNGARY: [Light and Loving Parent / Teacher Club Attracts Media Attention](#)
hungary@livingvalues.net

A local television station visited the LVE Parents Group in Komló in the south of Hungary in October 2008. The group has functioned for two years. What is unique about this club is that parents and kindergarten teachers, including the head-kindergarten teacher, created this together.

Kindergarten teacher Szabóné Andi explains, “The club provides an excellent opportunity for parents and educators to interact not only casually or when there are some problems with the children, but by spending precious time together, they become partners to educate children in another way. As a result of these connections, the children benefit greatly. The very light and playful meetings, which include the most important spheres of life, such as relationships with the self, with the family, with others, attract more and more educators from the local schools, also. In the photo you can see parents and educators writing on each others’ backs, identifying in the hearts one another’s qualities. Everyone was very happy that they could see the good in one another.”

INSERT PICTURE PLEASE – no caption needed as the above paragraph explains the picture. Thanks

ITALY: [LVE Helps Those Who Act Aggressive or Shy – And is best when parents are involved](#)

italy@livingvalues.net

LVE is active in several regions of Italy. Mrs Daniela Mascotto, a graduate in education, contributed the following about the two LVE projects carried out in Tribano during 2008.

The first LVE project was done with 22 children ranging from 3- to 9-years old. "At the Summer Holiday Centre, the teachers implemented some LV Activities every day, within the normal activities of the centre. That included visualizations, reflections, communication, listening, concentration, leisure and artistic activities aiming at improving both the socializing aspect and the personal skills by enhancing the inner values of each child. Such values as peace, love, respect and unity were particularly worked out.

Results: At first, the most restless kids tried to fill the empty spaces created by the moments of silence with bursts of laughter and words, but after a few days they became quieter and more willing to relax. Within the activities about peace, respect and love, even the children showing more aggressive behaviours could discover a new way to come in touch with the others, a more positive social communication approach, a better listening ability and a more selected vocabulary. On the other hand, the most introvert and shy ones improved both their self-esteem and self-respect which had a consequent effect in the quality of their ways to relate with the others. Children seemed to be more capable to come in touch with their inner values and speak about them. The activities included in the Unity session were such that they helped to create a harmonious group, in spite of the different ages of the children and the schools they came from.

The activities also included daily meetings with the parents, who were stimulated to reflect upon this kind of education. In fact they had already caught its positive effect and often wondered about the good changes in the behaviour of their children and the atmosphere brewing in the Summer Centre.

The above experience shows how important it is to create an atmosphere based on values and to be reliable as a teacher involved in the process. The results will be greater and more immediate when the children involved are very young because they tend to absorb and imitate what comes to them through their environment. That is why it is important to apply the LVE program starting from nursery school. But, as an educator, I would say that it is even more important to develop the LVE program with parents as well, because they are their children's first educators and founders of their development which is not only physical but

also intellectual, emotional and spiritual.”

“The second project was developed during the whole 2007/2008 school year with a group of children attending a private nursery school from 3- to 6- years old. As their educator, I had the opportunity to realize the great importance of a kind of education based on LVE principles not only in favour of the children’s intellectual, emotional and spiritual growth but also of their health thanks to the harmonious balance they create on the body wellness. All 11 values were included among the various teaching activities during the whole school year.

The outcomes of this kind of work have been excellent, resulting in great harmony in the children’s relationship among them and with their teachers. However I do believe that such positive results have been made possible thanks to the involvement and cooperation of the parents in the LVE program. In fact, they took an active part by meeting monthly during the whole school year. This also shows the importance of cooperation between teachers and families in the educational process which is made possible thanks to the acceptance of a kind of education rooted on the sharing of common values. In this way, the LVE program becomes a self-educational process for adults, both teachers and parents, who jointly cooperate for the development of children’s individual skills. It encourages free expression of the innate values which are at the basis of a sane society by allowing children to express themselves fully as men and women to be. Considering the positive results achieved, both parents and the teacher agreed upon going on with the LVE program for the 2008/2009 school year.”

MAURITIUS: [Values Education throughout the Island](http://livingvalues.net)
mauritius@livingvalues.net

Peter Williams, an ALIVE trainer and the former principal of an LVE school in Kuwait, recently presented a symposium paper on Values Education to 800 delegates in Mauritius. The Deputy Minister of Education and the Head of Early Childhood Education in Mauritius indicated to him that a values-based approach to education will be adopted by the Early Childhood Education Authority.

The symposium was followed by a lively, informative and interactive two-day TTT which resulted in 30 colleagues being trained as trainers. A second two-day LVE Educator Trainer followed immediately afterwards with 30 attendees. They were trained for the most part by the “newly qualified” trainers who presented with enthusiasm, presence and effectiveness. One of

the attendees came from Madagascar; Isabelle is currently working with the Heart and Conscience organization and will be taking the LVE program back to her students. One of the key issues in Mauritius is the decreasing amount of time parents are spending with their children. In trying to help deal with this issue, the University Pro-Chancellor has established a "Happy Families" community programme that promotes a minimum of 30 minutes of family conversation every day. He is keen to bring this programme to LVE and Peter is currently working with him in regard to this initiative. Peter also facilitated seminars with youth, post graduate students at the university, community and social workers, business and civil servant leaders, held two public programmes on the Power of Intuition ... and, of course, made two visits to local schools. He wrote: "The Mauritius family is so amazing, so giving and so loving. One cannot but give and succeed on this island. It was a joy to be there." Are good people always busy?! The following week, Peter participated in a U.K. LVE event with 34 primary school educators from Oslo, Norway. He said, "They were introduced to the joys of values-based learning using LVE. They embraced a very interactive day with an enthusiasm to learn more." Thank you, Peter, for all your wonderful work.

PAKISTAN: [Living Values is Adopted by Educators Who Care](#)
ive@livingvalues.net

Azra Ali, Headmistress of The City School - Junior Boys Branch PECHS, Karachi, Pakistan shares the following:

The CitySchool is one of the largest private [English-medium](#) school systems in [Pakistan](#). This year our Director of Studies, Dr. Dania, shared the topic of Values Education with us. Different values are already associated with our curriculum, however Dr. Dania asked us to prepare special programmes to be introduced during Assembly Time every week and that's how I came across your website. Values such as Cooperation, Respect, Tolerance, Patience, etc., will be introduced during assembly using different means such as role play, mime, games, story telling, activities, etc.

My branch started with the programme on Monday November 3, 2008 with "Cooperation." We had an introduction of the topic, an activity on movement of a heavy object by the students and story time. Students enjoyed the activity tremendously. Since then, they have been bringing different things on the topic such as poems, definitions, write-ups, etc. We have set up a soft board for them to display their contributions. Tomorrow is another exciting

day for us as our choir has prepared a song: "Teamwork". Also, our young artists will be busy creating their drawings on Cooperation.

I will keep writing to share with you what children of Pakistan are doing for this noble cause, i.e, in creating a caring, respectful environment where students feel good and safe, want to learn and live their values.

PARAGUAY: [Third National LVE Educators Forum – “For A Country of Values”](#)
paraguay@livingvalues.net

The Third National Meeting for LVE Educators, with the theme “For a Country of Values”, was held in July of 2008 at Universidad Nacional del Este (UNE) in Ciudad del Este, the capital of “Alto Paraná” under the auspices of the Faculty of Philosophy of UNE and the Ministry of Education and Culture. Three hundred educators, students, and parents gathered together to share experiences and develop personal skills to ignite this values education program in the classroom, the community, the family and with children at risk.

With great love and enthusiasm the LVE team of instructors and collaborators travelled 350 km to Ciudad del Ester, carrying dreams, a great quantity of LVE books, books on personal growth and many blessings to give to the participants fo the meeting.

A successful experience of implementation through pedagogical methods was presented to the family and the community in Yaguaron city. These methods were presented by the Department of Education and Art: Mrs. Perla Jara – development of workshops and experiences for Educators; Rodrigo Brites Alves, Program Coordinator in Brazil – he worked successfully with street children and teenagers that are in conflict with the law; and Mrs. Miriam C. de Ginzo, National Program Coordinator – she contributed with her experience and impact of the program in Paraguay.

During this event, input was also given to different aspects: the need of spiritual development in educators, by Mr. Antoine Ducrot; the responsibility of the media to educate and broadcast values, by Mr. Tito Saucedo – ABC Color, Educational Department Director, a great contributor and driving force for this international Program in Paraguay. Finally, Jose Luis Ginzo introduced the benefit and potential of positive thinking to

educators and students.

SIERRA LEONE: Three Young Men with a Passion for Peace and Human Rights
sierraleone@livingvalues.net

Congratulations to Alpha Abu Kamara, a young man with a passion for peace and human rights who became the LVE Focal Point for Sierra Leone two months ago. He learned about Living Values Education from a fellow educator living in Guinea in July of 2008 and wrote to say that he wanted to become involved. As a college student, he was a member of Human Rights Clinic, a human rights foundation. There he learned about conflict prevention, conflict resolution and promoting peace within society. Now he teaches English language, drama and poetry in a secondary school; he is also in charge of a peer mediator program in his school.

Alpha Kamara's interest in LVE was so strong that he organized the first LVE workshop in Sierra Leone on 26 August, only one month after learning about LVE, with the help of another young man, Mr. Alhaji Karmara, from the Gambia. Alhaji had attended a two-day workshop with the LVE coordinator of Living Values Senegal, Mamour Sylla, another young man with a desire for a peaceful, productive society. LVE grows with educators who have a passion for a better world, and the values of cooperation and respect! After a day of LVE presentations, reflections and sharing, participants felt they would be able to do LV Activities in their schools and be better able to cope with children in schools, and protect the rights of the child.

SRI LANKA: The First LVE Training – and Hope for a Better Future
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The first LVE Educator Workshop in Sri Lanka was held in November 2008 in Dehiwela, led by Trish Summerfield, the LVE Focal Point for Vietnam. A group of 57, including educators, managers, and administrators, attended the four-day program. The event began by lighting of the traditional oil lamp to inaugurate the workshop. All the participants actively participated and the knowledge, experience and skills they acquired was remarkable. Although the days were packed with many sessions, no one felt tired or heavy. Trish made each event light, relaxed and enjoyable by being a practical role model. Each moment was filled with fresh experiences and a harmony dance made everyone active and alert. Vegetarian food nourished the minds

as well as the physical bodies with enthusiasm and joy. The loving presence of all was an encouragement to many.

Many practicing teachers and some volunteers from the first training then participated in the two-day Train the Trainer workshop which followed. The TTT allowed time for participants to become more familiar with the LVE methodology. They practiced their facilitation skills by conducting sessions in small groups. At a planning and implementation session, the Sri Lanka ALIVE group drafted a plan for the future.

Apart from the workshops, Trish was interviewed by two leading newspapers in the country on ALIVE activities and her service at Vietnam. The Director of the Social Cohesion and Peace Education Unit at the Ministry of Education invited Ms. Summerfield to her office to discuss how to carry through a values education project in the local education system. The director was happy and very much convinced by the activity books and asked the local LVE team to present a proposal for a project for the next year. Ms. Summerfield also visited Dr. Kariyawasam, the former Director General of the National Institute of Education in Sri Lanka and a pioneer in value education in our country.

Comments from participants:

“This LVE Training Programme is very valuable to me as this is the first time I was exposed to such a training programme. Those LVE activities are very interesting and very useful for our day to day life. We can apply all these values at home, work and in the community and set examples to others. Trish won all of our hearts during the entire session and she remains in our hearts with the universal values we learnt from her.”

Asha, Executive of a government authority

“I am so happy that I could participate in educator training and TTT. It was really valuable and I got lot of confidence to plan and conduct similar workshops in future.”

Anura, Manager

“The event was a great success and I have immensely benefited. Now I have confidence in conducting a Living Values Education Programme.”

Prof. S. Mohanadas, Former Vice Chancellor of a local university

“Being the president of the LVE Association in Sri Lanka, I am very proud to be associated with LVE Programme and all the members of the association. It was a great team effort and this

first LVE Training Programme was a great success. The foundation is now laid to bring peace and happiness to all the communities in Sri Lanka through Education of Universal Living Values.”

Chitra Liyanapathirana, Administrator

“I am a teacher by profession, dealing with very young minds. This training program helped me realize many mistakes we make in our teaching styles which can cause great damage in their learning process. Thanks to the trainer and other participants who actively helped to unveil certain teaching and learning secrets which will help in future teaching.”

Ambiga Jeger, Teacher

“I had a happy childhood and these four days I felt I was enjoying my childhood days again. I was made to realise that life could be happy and gay even at old age. This programme taught us to be open and receptive, and appreciate the beauty of individuality in diversity. We are all beautiful flowers in a lovely garden.”

Mrs. L. Kamalambigai, Retired principal

“Now I feel there is a hope for a beautiful world.”

Mr. Sugathasoma, Retired teacher

“This programme helped me improve my inner values. It will help in my day to day life as well as my professional life. I learnt more about tolerance and how to work with cooperation.”

Mrs. Ramya, Lawyer



► **LEADERSHIP AND LIVING VALUES - What are the issues faced by education leaders**

Peter Williams, Kuwait

Due to the large number of submissions to this issue, Part 2 of Peter William’s article will continue in the next electronic newsletter.



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