



IQRA' International Institute

Living Values Educational Program (LVEP)

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Hotel Realm, Canberra
April 30 – May 1, 2009



LIVING VALUES
EDUCATION



IQRA' International Institute

- **Institution of Higher Learning - established 1996**
- **Approved by the Ministry of Education – Teacher Training College**
- **Specializing in Early Years Care & Education**
- **Sponsor of Living Values Educational Program in Malaysia**



LIVING VALUES
E D U C A T I O N

A GLOBAL PARTNERSHIP IQRA' (Malaysia), ALIVE (Switzerland) & UNESCO (Perancis)



United Nations Educational,
Scientific and Cultural Organization

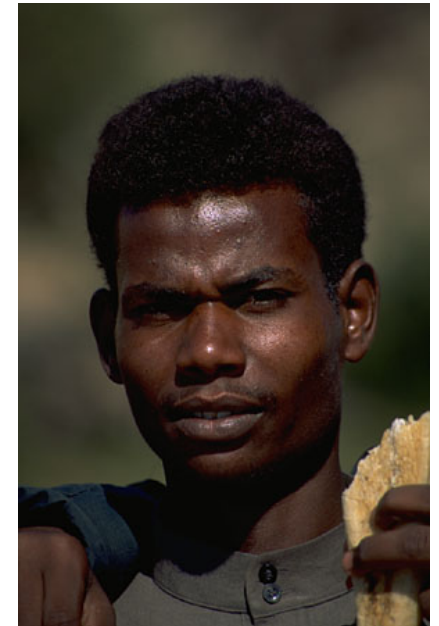




LIVING VALUES
E D U C A T I O N

Purpose

To provide guiding principles and tools for development of the whole person, recognizing that the individual is comprised of physical, intellectual, emotional, and spiritual dimensions.





LIVING VALUES
E D U C A T I O N

Aims

To help individuals think about and reflect on different values and the practical implications of expressing them in relation to themselves, others, the community and the world at large.





LIVING VALUES
E D U C A T I O N

Aims

To deepen understanding, motivation and responsibility with regard to making positive personal and social choices.





LIVING VALUES
E D U C A T I O N

Aims

To inspire individuals to choose their own personal, social, moral and spiritual values and be aware of practical methods for developing and deepening them.





LIVING VALUES
E D U C A T I O N


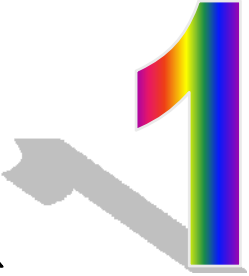
Aims

To encourage educators and caregivers to look at education as providing students with a philosophy of living, thereby facilitating their overall growth, development, and choices so they may integrate themselves into the community with respect, confidence and purpose.





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Universal values teach respect and dignity for each and every person. Learning to enjoy those values promotes well-being for individuals and the larger society.



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Each student
cares about values
and has the capacity
to positively create
and learn when
provided with
opportunities.



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Students thrive in a values-based atmosphere in a positive, safe environment of mutual respect and care- where students are regarded as capable of learning to make socially conscious choices.



LIVING VALUES
E D U C A T I O N

**Explore, express and experience values –
imagine what could happen!**

Peace

Cooperation

Responsibility

Respect

Freedom

Honesty

Simplicity

Tolerance

Love

Happiness

Unity

Humility



LIVING VALUES
E D U C A T I O N

WORLD WIDE - Where We Are Now

Implementation

- 80 countries at more than 8,000 sites
- The Living Values Series is published in 11 languages; ongoing translation in another 22 languages.

Training

- Regional Train-the-Trainer Sessions (5 days)
- LVEP Educator Training (3 days)



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LVEP TRAININGS BY IQRA'

- Curriculum Development, Ministry of Education, Malaysia
- Department of Education, State of Perak
- Sri KDU Smart School, Kuala Lumpur
- Sri Dasmesh School, Kuala Lumpur
- Peter & Jane kindergartens, Petaling Jaya
- Girl Guides Association, State of Selangor
- Lodge School, State of Sarawak
- Department of Education, State of Penang
- Association Early Childhood Educators, Singapore
- Raffles' Girls School, Singapore
- Beijing Institute of Education, China
- Ministries of Education in Arab States, Lebanon
- UNESCO Conference in ECCE, France
- MURNI Childcare & Development Centre Sdn. Bhd
- Department of National Unity, Unity Kindergarten, Malaysia

**Over 2000 teachers,
parents, caregivers
trained**



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LVEP – ONGOING BY IQRA’

Training

- Train-the-Trainer Sessions
 - 100 Preschool teachers trainers have attended the Train-the-Educator course
 - 100 Teacher Trainers will attend the Train-the-Trainer course in 2009/2010
- LVEP Educator Training
 - 3,000 preschool teachers will be trained over the next 2-3 years



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Results - Malaysia

Teachers noted the following changes in the students

- Conflicts resolved positively & less conflicts
- Greater respect for self and others
- Self motivated to complete assignments
- Proactive and more responsible.
- More patient and tolerant
- Staff are motivated and easier to manage
– resulting in a calm environment



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IMPACT

- **Boys secondary school with high disciplinary issues, LVEP 2000**
- **Rural secondary school with high 'drug addiction' & high drop out levels, LVEP 2002**
- **Top girls secondary school, academically driven & known for its disregard for common courtesy, values LVEP 2001**
- **Voted cleanest school in Malaysia in 2007. Achievement work of students**
- **Gains 'elite' school status in state; Students graduate with "As"; stages theaters & engaged in student exchange program with Japan 2005**
- **School wins top literature award for writing a thought provoking short story based on 'modern day' values 2004**



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Results - USA

Aventura City of Excellence School (ACES) in Florida, a LVE School for five years, is now rated the sixth highest-performing K-8 school in the state. The principal said, “There simply is no bullying.”





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Results - Bermuda

The Ministry of Education and Development reported that the staff of three primary schools had begun to make the connections between role-modeling for students as they practiced non-confrontational approaches. Each school recorded an 80 percent drop in student office referrals within the first year of implementing the LVE program.





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Results - Thailand

LVE Schools won the nation's "Royal Award" as the best school in the country for two years in a row.

The school administrators of Saint Joseph Bang-na School, with 3,310 students, reported that in 22 months of implementing LVEP as a whole school, there was a:



- 20% increase in student attendance
- 10% decrease in student tardiness
- 10% increase in teacher attendance
- 20% improvement in reading scores
- 15% improvement in language scores
- 15% improvement in math scores



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Results-Thailand

On School Climate ratings, with 1 being very poor and 10 being outstanding, Student Courtesy, and Caring and Respect, received a 7 in May 2004, an 8 in March 2005 and a 9 in March 2006. On Staff Cooperation, a 6 was received in May 2004, an 8 in March 2005 and a 9 in March 2006.





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Results - Vietnam

The Ministry of Labor reported in March of 2008 that LVE's program for Drug Rehabilitation was the most successful program in government drug rehabilitation clinics. They have been using it for three years.





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Results - Brazil

LVE's program for Street Children considerably reduces violence, and increases self-confidence, self protective skills and values-based behaviors. LVE has trained educators who have served over 60,000 street children.





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Results – South Africa

A Johannesburg school teacher reported that some of her most troubled high school students (problems with drugs, violence and car-jacking) turned around completely with LVEP over a two year period of time. By the second year, they were acting as LVE Teen Leaders doing values workshops with their peers.



Street children participating in a values activity in Durban.



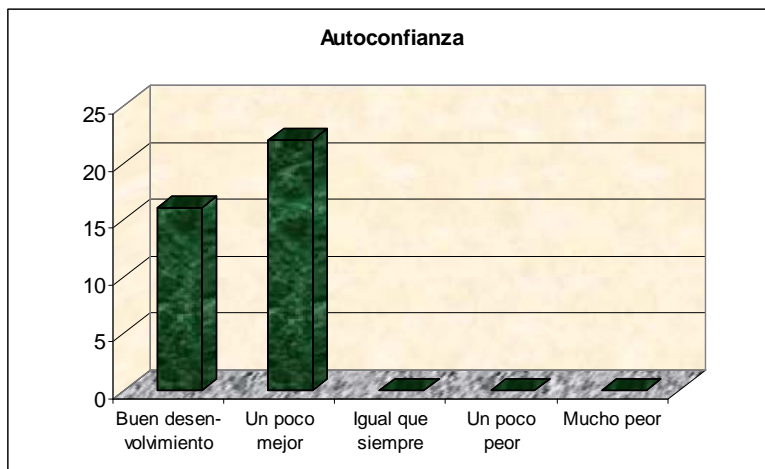
Results - Paraguay

Results for 3243 students, from 4- to 22-years of age, who were engaged in LVE are summarized from teacher ratings. Despite being from many different schools with a variance in adherence to the LVEP Model, the educators rated 86% to 100% of the students as having improved

Self Confidence – 100%

(somewhat or considerably) in each of area measured.

Improvement is graphically depicted by the two columns on the left. The middle column indicates no change. The columns to the right are for negative change.

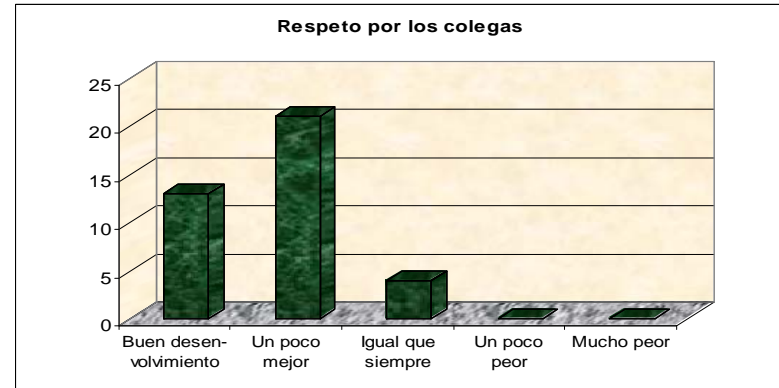




Paraguay

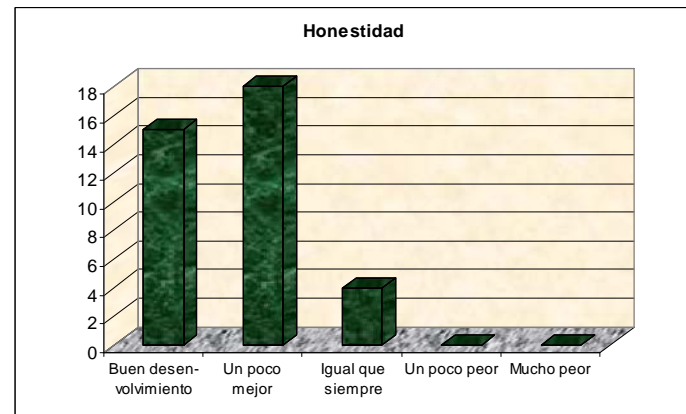
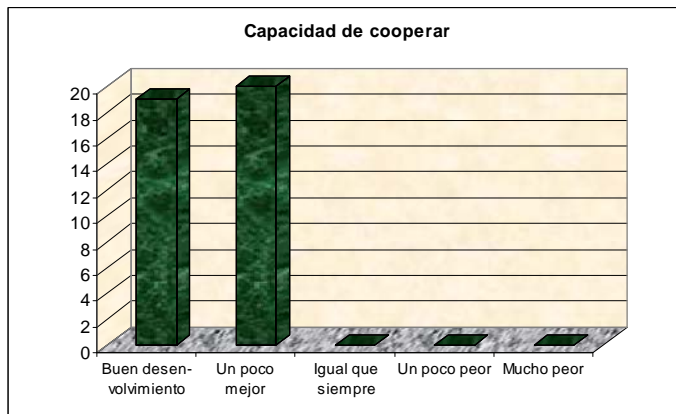
Respect for adults – 95%

Respect for peers – 89%



Cooperation – 100%

Honesty – 89%

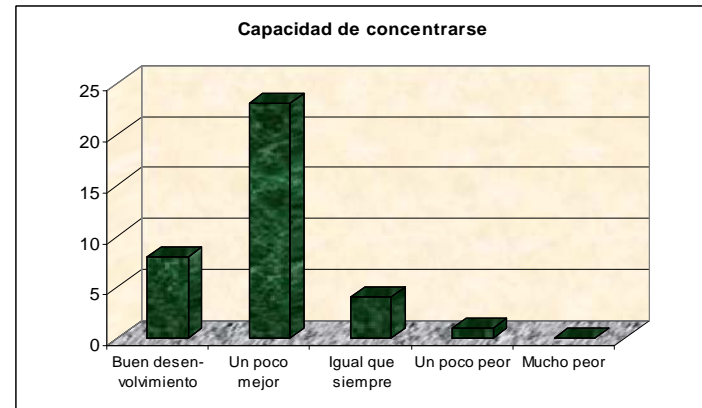
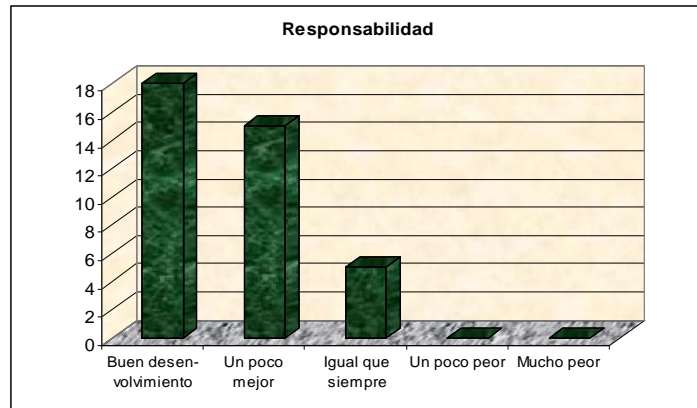




Paraguay

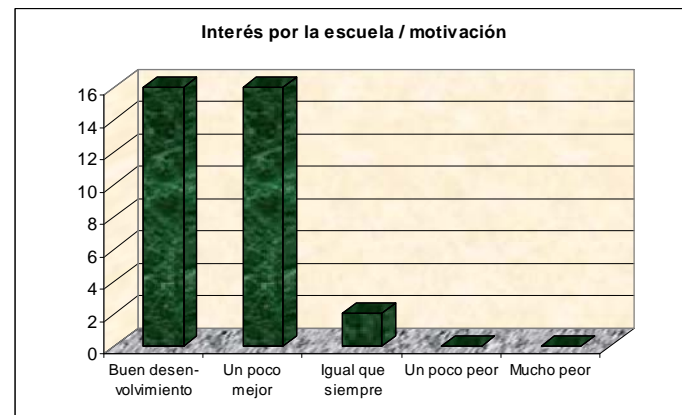
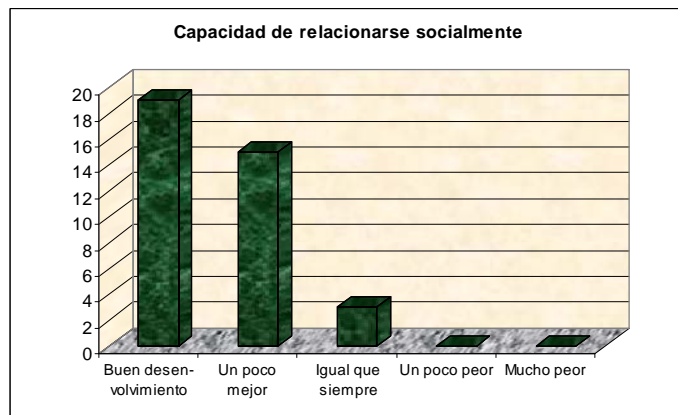
Responsibility – 87%

Ability to concentrate – 86%



Relating socially – 92%

Interest in School/Motivation – 94%



Critical Success Factors

- Teachers need to be trained & equipped with skills to
 - Role model positive values
 - Create values based atmosphere where a child feels loved, understood, valued, respected and safe
- Leaders & trainers need to have high emotional intelligence & leadership skills to facilitate VE programs (Walk the Talk)
- Whole school approach
- Involve all stakeholders – parents, community

