VALUE BASED

EDUCATION

Study visit at Scola de Valori
ROMANIA

Value-Based Education Model to Discover Values and Unleash
the Potential of Young Adults
Study visit at Scoala de Valori

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ABSTRACT

Activity C5 – Study Visit Bucharest- took place in mid – November. Consisting of a five day mobility trip, the aim was to introduce visitors to the values-based education model and design thinking concept so they incorporate them into their daily activities within their organization. The purpose of this activity was to support the professional development of those who work in education, training and adults with a view to innovating and improving the quality of teaching, training and adult work.

Key concepts: values-based education, design thinking, adult education

INTRODUCTION

Within this chapter we will, firstly, discuss values-based education as the key philosophical and operational concept embedded in the work of the Scoala de Valori (SDV) NGO. We will proceed with the implementation phase, comprising a description of the training that took place during the study visit. We will conclude with the practical part of the visit consisting of meetings with SDV's beneficiaries and business partners, followed by testimonials from participants and conclusions.

Values-based education model

Host of the Activity 5 of the ReACT project was the School of Values (Şcoala de Valori, SDV), a non-governmental organization created in 2010, whose mission is to "lead young people to learn to become the creators of their own lives". We conduct our projects around 4 key values: authenticity, freedom, integrity and courage. Our beneficiaries are young people, aged 13-25, living both in rural and urban areas, as well as their parents and pre-university teachers.

From the onset, our programs followed the principles of Values-based education, as championed by Neil and Jane Hawkes. SDV aims to create an ecosystem in which we share value with our partners and help develop coherent programs that promote positive relationships and reposition the importance of education centered on positive values. This model promoted by SDV is inspired by the work of Neil and Jane Hawks, through their UK based organization. VbE promotes the integration of an ethical vocabulary (values such as respect, integrity, honesty and compassion) into the educational curricula. Through such focus on ethical and emotional intelligence students have the best chances of academic success. There are key components of this model of education[1]:

∴ Authentic modelling by adults of positive values
∴ Inner curriculum of thoughts, feelings and emotions
∴ Reflective practices links to interpersonal neurobiology
∴ The creation of a VbE atmosphere, both physical and emotional
∴ The development of a VbE curriculum and its links to the wider curriculum

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[1] Hawkes, D. N. (2009). *https://www.downley.bucks.sch.uk*. Retrieved from www.downley.bucks.sch.uk: https://www.downley.bucks.sch.uk/_files/users/3/Documents/FDF8616E95F54BE3A2E051594AD190D6.pdf

IMPLEMENTATION

PHASE

1. WHAT IS VALUE-BASED EDUCATION?

Objectives

Knowledge	Abilities	Attitude
- know and understand their personal values; - identify the impact of Values based Education (VbE) in NEETS work;	- adapt and choose the core values according to the group;	- feel safe in going back to the root of their personal values in decision making and group work;

Introduction

Trainer presentation

The trainers welcome the participants and start by presenting themselves; you can include personal experience, hobbies and interest, your connection to the project, etc.

Pax presentation

The purpose of this activity is to lighten up the mood and to learn the names of the participants, or, if already the participants are acquainted with the trainers and each other, we can learn even more and offer space for their opening.

We ask the participants to search into their purse or wallet one item that is really representative of them. They will present themselves using that particular object. For a proper experience in the exercise, we recommend that one of the trainers sets the mood and the other finishes the exercise and passes to the next subject matter.

The purpose of this activity is to present what will come next, what are the objectives of the sessions and what will be the wanted outcome.

Content Introduction

The trainers will write on a flipchart the main objectives of the two sessions of the day. In this state it is important to connect the name of the NGO we are representing, the concept of values-based education and youth work.

We start from the principle that education wants to develop all **4 parts** of the human being:

∴ the physical part (body, reflexes, abilities);
∴ the logical part (mind, intellect);
∴ the emotional part (EQ);
∴ the social part (SQ, interaction, globalization, etc)

Every educator wants to develop autonomous adolescents, but because the subjects in school are both, focused on knowledge and abilities, and also focused on just one subject matter, we need to develop a broader frame of mind to incorporate in our youth work all the factors presented above.

Key concepts

We can observe behavior, but this is just the part of the iceberg;
Values change, evolve and are borrowed all the way through life;
Values need to be activated to influence behavior;
There are values we can observe in our behavior, and values that we find desirable;
We can include and interpret values according to our experiences into different categories.
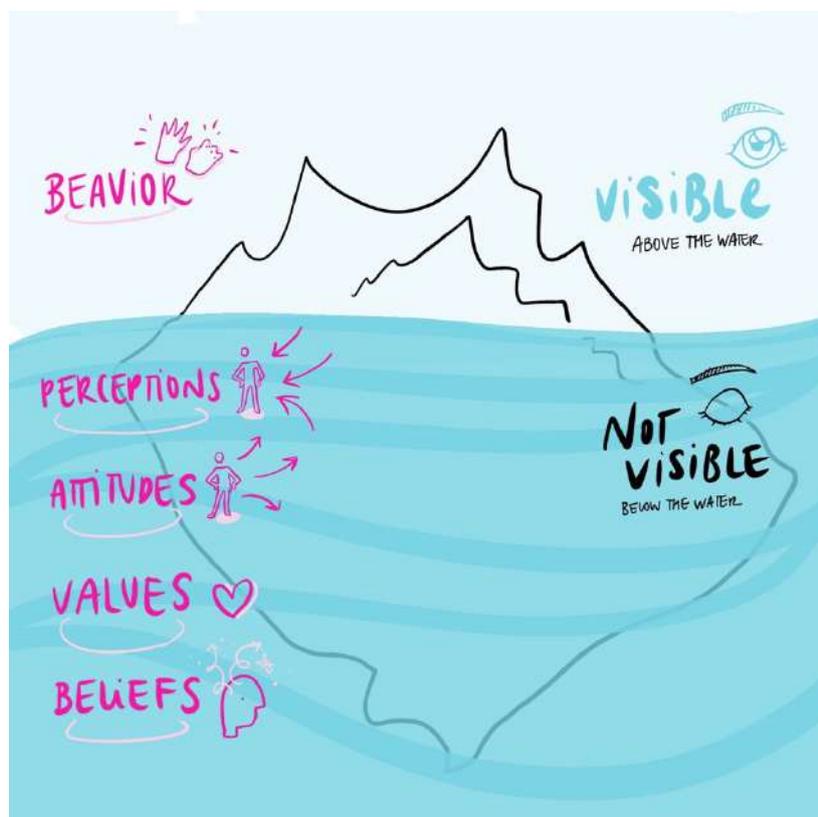
Schwartz theory

The purpose of this part is to familiarize the participants with the theory and to have a common ground with all the participants. We would like to direct them to the study of this theory so that they can adapt it to the specifics of their NGO.

The trainers will draw a flipchart of an iceberg. The trainer will ask the question:

"What influences our behavior?"

Then will write down the answers of the participants and will ask them on which side of the iceberg they are positioned (behaviour- observable vs. attitude, values, beliefs, perceptions). Starting from this drawing we will discuss:

"What is a value and how does it influence our behavior?"

After this we will introduce the theory of Schwartz (for more information please read the info related to this study).

Values:
- ∴ are beliefs;
- ∴ refer to desirable goals;
- ∴ transcend specific actions and situations;
- ∴ values serve as standards or criteria;
- ∴ values are ordered by importance;

The trainer introduces the categories that Schwartz developed his study on (self-direction, stimulation, hedonism, achievement, power, security, conformity, tradition, benevolence and universalism), and the concept of Schwartz' disk. This disk helps us to visually observe the connection between various values and their proximity to each other.

It is easier to talk about values in the debriefing of an exercise. You can find a few ready-to-use examples in the next pages.

VALUE BASED
GAMES

SCHWARTZ VALUES

The purpose of this exercise is for the participants to discover or rediscover their personal values.

The trainer gives the participants a hand out with a list of Schwartz' values. The participants have 10 minutes to choose only 10 values from the long list. After the participants are done, the trainer asks them to put the values in a top, starting from the most important value to the least important one, from the top 10.

Debriefing:

How do you feel about your top 10 personal values?
Is there a category that has more values than the others?
Is there a value that you didn't expect to be in the top 10?
Is there a value that you believe it influences your work or your behavior?

THE STORY OF THE BALLOON

The purpose of this activity is for the participants to give up some of their values when put in a social environment, in such a way that merge values or interpret them in a different way. It is a time pressured exercise because many decisions have to be made under pressure.

The trainer will group the participants into groups of 5 people and s/he will ask each group to write down together all the values they have (top 5); a group of 5 people will have a maximum of 25 unique values (usually they have some common values).

∴   The participants will write each of their values on a distinct piece of paper (post it) that they will stick to the drawing of the balloon on the flip chart in their group.

After each group finishes the task, the trainer will start a story of an adventure of these groups flying a hot air balloon, each of their values being a sandbag keeping the balloon flying in a straight line. The trainer reads the story and may adapt it according to the number of values of the groups.

You are on board a very beautiful hot air balloon and you wish to go on an adventure; first of all to take off you need to drop 3 sandbags and you have for this just 1-minute to decide which ones are you going to drop.

-

Congratulations! Your voyage has begun, but being such a hot sunny day, you need to give up 3 more sandbags to lighten up the balloon in just 2 minutes.

-

Your voyage is perfect, but unfortunately some birds are starting to pick on your balloon and it soon develops a hole. To keep it flying at the same altitude you need to give up three more sandbags in 2 minutes.

The purpose of this story is to put the pressure of time on giving up on their values, you may invent as many troubles as you want so that the group will have to give up many of the values, so that they reach a number of approximately 5-6 values of the group.

In front of you suddenly a big storm is approaching so you need to go over the clouds, please give up 2 more than bags in just 1 minute.

-

You passed over the storm but you can see the top of a mountain, so, if you do not want to crash into it you have to give up fast two more sandbags in just one minute.

Your balloon is flying now, but the whole makes it go down and down, so you have another 1 minutes to give up 3 sandbags.

-

You still have a few sandbags left and you'll see the shore, let's give up one more just to be sure that we can land on the shore. As you approach the shore you'll notice that you are descending too fast, please give up one more sandbag in just 30 seconds.

-

Still you are going too fast, one more please, you have to think fast in just 30 seconds.

Debriefing:

How did you feel when you give up one of your values?

Are there situations when we have to give up our values?

Why didn't you want to give up the remaining values? This question is very important for the people that do not have any values on the balloon.

How is it to talk about values in a social environment?

DO I UNDERSTAND?

The purpose of this activity is for the participants to understand that values that we talk about in organizations are understood in a different way according to the bottom part of the iceberg.

The trainer will split the group into different groups then the previous activity. The participants will receive 2 pieces of paper on which they will write the most important values they possess.

The participants will then stand in a circle, and each of them will enter the circle and read, one by one, the other's values. After that they will try to explain how they see and understand that value. If that person agrees they will lower down their value.

Debriefing:

Why do you think it is so difficult to understand the same way a value? How can you reach a common ground with somebody regarding personal values?

How difficult is it to understand values that you do not have?

How is it to relate with values that are similar to your own?

What are some of the values that you want to help adolescents develop?

The purpose of this part is to draw some conclusions related to the topic of values in working with NEETS youngsters and with fellows from our own NGOs.

2. DESIGN YOUR OWN WORKSHOP

Objectives

Knowledge	Abilities	Attitude
- know what are the steps of Design Thinking (DT) and how to apply it in their educational design sessions;	- design the first sprint of the DT; - define and adapt the concept of MIRACLE;	- understand the use of VbE in their workshops with NEETS;

MIRACLE in VbE

How do we apply VbE in our organizations? The purpose of this activity is for the participants to understand the methodology of MIRACLE in values-based education.

M-Modelling
I- Inner Curriculum
R- Reflection
A- Atmosphere
C- Curriculum
L- Leadership
E- Ethical Vocabulary

The trainer will ask the participants about values-based education; and ask the question:
How do we apply it in our organization?
The trainer then proceeds to display a video of Neil Hawkes in which he speaks about how we can implement VbE in our schools and organizations.[2]

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[2] TEDxNorwichED (Director). (2018). Values Based Education (VBE)- Education's Quiet Revolution. | Neil Hawkes. The trainer will set the video at minute 7:08 and end the video at 11:56.

After the video the trainer will discuss with the participants about MIRACLE to see that the participants fully understand the meaning of this method. It is rather important that the participants understand to see an issue, their beneficiaries and the way their organisation works, including colleagues, in more than one particular way.

What is design thinking EXERCISE

Participants were introduced to the concept of design thinking in order to develop their own workshops on values-based education according to the vision and mission of their organization, their participants and also their purpose.

The purpose of this activity is to familiarize the participants with the theory behind design thinking putting together design thinking and values-based education together so that in the next session they can design their own values-based education session connected to the mission and vision of their organization. The purpose of this activity is not to learn design thinking but to use it as a method to develop a working workshop on values-based education.

We recommend that the trainers develop further knowledge about design thinking so that they can answer all the questions related to the topic. Here is a visualization of the design thinking process.
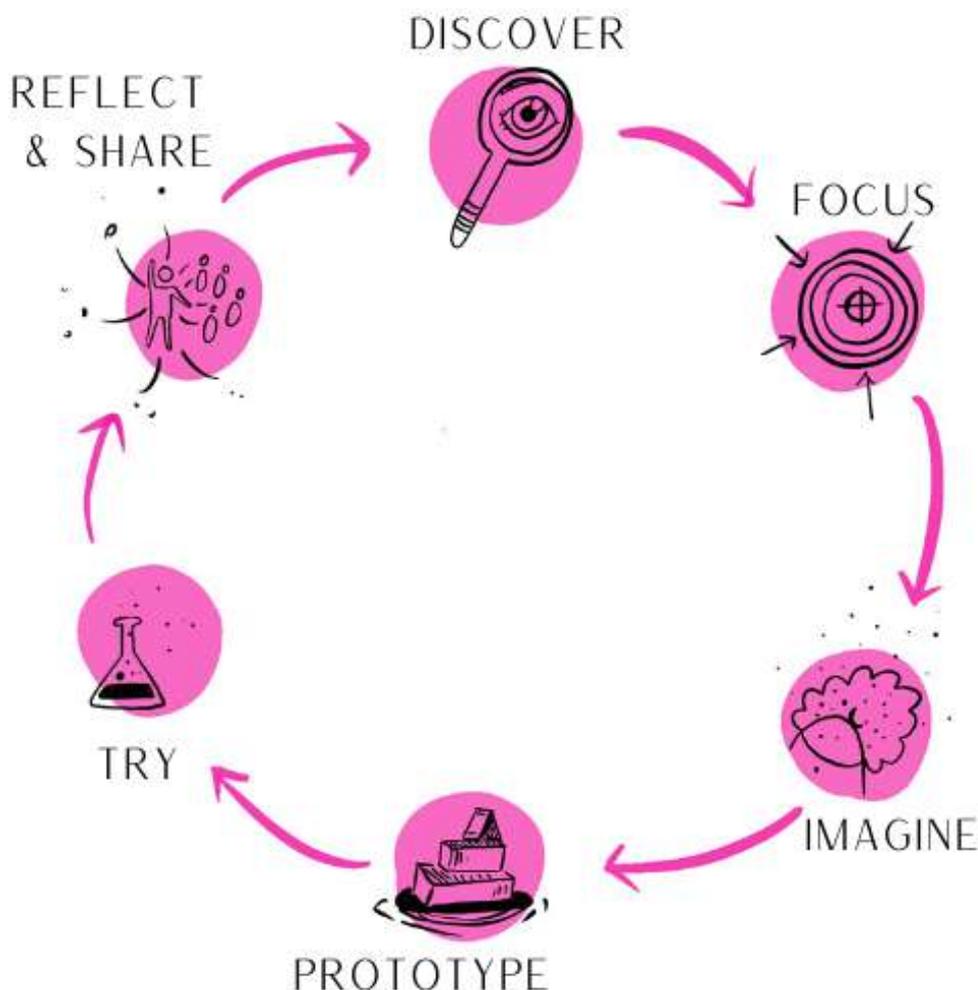
The trainer will ask the participants to go through each phase of the process in the development of the workshop. It is important to specify that there should be three sprints in the design thinking process, especially in education. The first one is done in a " laboratory" in which we test it only by ourselves, the second one is done with our peers, and the last one is like a wet run, we deliver the actual content to participants, not necessarily in our interest group.

For each part of the activity the participants will have a designated time. Because the most difficult part is the imaginary and prototype parts, these two should have most of the time.

Debriefing:

DISCOVER
What are the constraints?
What is the issue?
What is the need? Is there a need?
Who are the beneficiaries?
Do they understand the concept?

FOCUS
Which one is really feasible?
Can we Fix more than one issue?
What is the real issue?

IMAGINE
How can we do that?
Who are the people that have knowledge or interest in the topic(stakeholders)?

PROTOTYPE is a manifestation of an idea that is not fully formed
What are the best methods to implement the idea?
Do we have the technology or do we need to develop it?
What is the actual public for our idea?
When is the best time to act?
Where is the best place to go?

TRY is the part of the process in which we do not expect
to be perfect but we need feedback to make it perfectible.
What are the actual working parts? Why did it work? How did it work?
What didn't work? Why do you believe it didn't work? How can we improve it?

What can we develop from the point of view of time, place, participants, examples, etc?

The trainer will ask the participants to share how they felt, what was the added value of the day and how they will use it in their organization.

At the end the participants:
Will have multiple examples of values-based workshops;
Will have a workshop personalized on the beneficiaries and skills of their organization;

CONCLUSION

In the long run, the combined effect of the training held in Bucharest will increase opportunities for learning mobility and will strengthen cooperation between the world of education and training and the world of work. The participants improved the level of key competences and skills, with particular regard to their relevance for the labour market and their contribution to a cohesive society, based on higher values. By dividing the audience in small groups of 5 people, the trainers discovered that each group had a series of common values. Starting from this premise, the participants become aware of the fact that many values are understood in a different way according to their particular beliefs, experiences, knowledge etc. Participants obtained key tools to develop their own workshop on values-based education according to the vision and mission of their organization and their beneficiaries.

The improved competences can be linked to the participants professional profiles (teaching, training, youth work, adult etc.) and will increase quality trainings, in particular through the replication of values-based education training, as it is expected to have an impact on the systems of non-formal education in all React's partners organizations.

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