

EVIVE - LESSONS LEARNT – UK PERSPECTIVE



Values Education (VE) – UK Perspective

Depends on teacher's own learning i.e. teacher should update their skills and knowledge regularly

To enable learners to (2014):

- develop self-knowledge, self-esteem and self-confidence;
- encourage responsibility for their behaviour, and how they can contribute positively to society more widely;
- further tolerance and harmony between different cultural traditions;
- encourage respect for other people; and
- encourage respect for democracy in England.



Youth policies **1870**
Career Guidance **1910**
Spiritual, Moral, Social
Cultural Development
1988

Inspection – ingrained in National Curriculum (NC)
As of September 2014 inspectors should assess the social development of learners by their ... acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of life in modern Britain.
And the inspectors should be alert to any unexplained narrowness in the breadth of curriculum being offered by the school.

VE - Common Thread across EVIVE Partnership

Germany	France	UK
Human dignity	Openness to Others	Equality
Democracy	Collaboration	Tolerance
Freedom	European Citizenship	Democracy
Romania	Bulgaria	Turkey
Critical Thinking	Equality	Dignity
Self-confidence	Recognition	Tolerance
Responsibility	Self-dependency	Citizenship

In UK – what are the changes within VE?

... for all of us who care about racial equality and integration, America is not our dream, but our nightmare. ... There I think the focus is purely on equal rights for different groups. Amongst America's hyphenated identities, the part of their identity that marks them out as different seems to have become as important, even more important, than the part that binds them together.

Trevor Phillips 2005

**Human Rights Act,
UK 2015**



“All this talk about British values rather worries me,” says Cloughton. “We try very hard to promote fundamental values but I don't believe the British have an absolute monopoly on respect, honesty, trust or the importance of intelligent questioning. I don't think Socrates would feel they are British values.”

James Cloughton,
Chief Master, Kind Edward School,
Birmingham 2015 (3 Feb 2015, The
Guardian “What private schools think
about teaching British Values, Lucy Ward)

Thank You!

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Thank you ■ Danke Schon ■ Blagodarya
■ Merci ■ Multumesc ■ Tesekkur Ederim

According to Dr. David Hicks

Values, some argue, might also restrict creativity and may lead to either indoctrination or imposing of values and beliefs held by one group (the proponents) upon another (the receivers), invariably learners in educational establishments.

“Teaching for a better world Learning for Sustainability – The nature of ideology” March 2014