



A Need for Value Based Education in Modern and Complex Society

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ABSTRACT: Values education is the process by which people give moral values to each other. According to Powney et al.^[1] It can be an activity that can take place in any human organisation. During which people are assisted by others, who may be older, in a condition experienced to make explicit our ethics in order to assess the effectiveness of these values and associated behaviour for their own and others' long term well-being, and to reflect on and acquire other values and behaviour which they recognise as being more effective for long term well-being of self and others. There is a difference between literacy and education.

There has been very little reliable research on the results of values education classes, but there are some encouraging preliminary results.^[2]

One definition refers to it as the process that gives young people an initiation into values, giving knowledge of the rules needed to function in this mode of relating to other people and to seek the development in the student a grasp of certain underlying principles, together with the ability to apply these rules intelligently, and to have the settled disposition to do so.^[3] Some researchers use the concept values education as an umbrella of concepts that include moral education and citizenship education^{[4][5][6]} instead. Values education topics can address to varying degrees are character, moral development, Religious Education, Spiritual development, citizenship education, personal development, social development and cultural development.^[7]

KEYWORDS: value based education, human organization, literacy, citizenship, moral, personal, cultural

I. INTRODUCTION

There is a further distinction between explicit values education and implicit values education^{[8][9]} where:

- explicit values education is associated with those different pedagogies, methods or programmes that teachers or educators use in order to create learning experiences for students when it comes to value questions.

Another definition of value education is "learning about self and wisdom of life" in a self-exploratory, systematic and scientific way through formal education. According to C.V. Good' value education is the aggregate of all the process by means of which a person develops abilities and other forms of behaviour of the positive values in the society in which he lives.

Morals as socio-legal-religious norms are supposed to help people behave responsibly. However, not all morals lead to responsible behaviour. Values education can show which morals are "bad" morals and which are "good". The change in behaviour comes from confusing questions about right and wrong.^{[10][11][12][13]}

American psychologist Lawrence Kohlberg who specialized in research on moral education and reasoning, and was best known for his theory of stages of moral development, believed children needed to be in an environment that allowed for open and public discussion of day-to-day conflicts and problems to develop their moral reasoning ability.^{[14][15][16]}

Living Values Education Programme

This project of worldwide proportions inspired by the new religious movement called the Brahma Kumaris World Spiritual University incorporates twelve values (unity, peace, happiness, hope, humility, simplicity, trust, freedom, co-operation, honesty, courage, love),^[18] and has formed the basis of the whole-school ethos approach in schools such as West Kidlington Primary School, Kidlington whose head master Neil Hawkes and Values education coordinators Linda



Heppenstall used the work and other programmes to help them form a values-based school.^{[19][20]} The Living Values Education Programme website lists 54 countries where values education projects are undertaken.^[21]

Human Values Foundation

The Human Values Foundation was established in 1995 to make available worldwide, a comprehensive values-themed programme for children from 4 to 12 years entitled "Education in Human Values". Its fully resourced lesson plans utilise familiar teaching techniques of discussion, story-telling, quotations, group singing, activities to reinforce learning and times of quiet reflection. Following the success of "EHV", a second programme was published – Social and Emotional Education ("SEE"), primarily for ages 12 to 14+ but it has also proved constructive for older children identified as likely to benefit from help getting their lives 'back on track'. The programmes enable children and young people to explore and put into practice a wide spectrum of values with the potential to enrich their lives. Through experiential learning, over time participants develop a well-considered personal morality, all the while gaining invaluable emotional and social skills to help them lead happy, fulfilled, successful lives.

Character education

Character education is an umbrella term generally used to describe the teaching of children in a manner that will help them develop as personal and social beings. However, this definition requires research to explain what is meant by "personal and social being". Concepts that fall under this term include social and emotional learning, moral reasoning/cognitive development, life skills education, health education; violence prevention, critical thinking, ethical reasoning, and conflict resolution and mediation. Lickona (1996) mentions eleven principles of successful character education.^[22] It seems to have been applied in the UK^[23] and the United States^[24]

Science of Living

Science of Living (Jeevan Vigyan; Jeevan = Life and Vigyan = Science) is a detailed program that complements the current educational approach with spiritual and value-based learning. While both mental and physical development is needed for a student's growth, Jeevan Vigyan adds a third pillar – that of emotional intelligence and morality (or values) – to education in schools and colleges. A combination of theory and practice, Jeevan Vigyan draws on the findings of various life sciences as well as nutritional sciences. Our parasympathetic nervous system and endocrinal system are known to be the drivers of our emotions and our behaviour. These biological centres can be influenced the Science of Living through a system of yogic exercises, breathing exercises, meditation and contemplation. Science of Living's source of inspiration is Jain Acharya Ganadhipati Shri Tulsi (1914–1997). His thoughts were further developed and expanded by Acharya Shri Mahapragya (1920–2010). Currently, Muni Shri Kishan Lal Ji, under the leadership of Acharya Shri Mahashraman, is the Principal of SOL.^{[25][26]}

Examples of values education from around the world

Taylor^[27] gives a thorough overview of values education in 26 European countries.

Australia

The Australian Government currently funds Values education in its schools, with its own publications and funding of school forums on values education at all levels of education. It also helps in becoming a better person.^[28] A conference on "Moral Education and Australian Values" was held in 2007 at Monash University.^[29]

India

The Indian Government currently promote Values education in its schools. The Ministry of Human Resource Development has taken a strong step to introduce values among schools and teachers training centres.

Indonesia

A key feature of education in Indonesia is the five principles of Pancasila.^[30]

Japan

Elementary school and middle school students from first to ninth grades will be taught the importance of life, to listen to others with different opinions, to be fair, respect their country and learn about foreign cultures.



Singapore

Teacher training institutions in Singapore all have curricular for learning to teach civics and moral education programmes – but students do not take these as seriously as they should due to lack of assessment. The reason has been said to be the lack of innovative teaching approaches such as discourse pedagogy.^[31]

Slovenia

There is an obligatory school subject that includes the aspect of values education and Citizenship Culture and Ethics. It is taught in 7th or 8th grade of primary school. Besides this, there are two elective subjects that partly deal with values education: Religions and Ethics (for 7th, 8th, and 9th grade) and Philosophy for children (Critical thinking, Ethical exploring, Me and the other; for 7th, 8th, and 9th grade). The Slovenian educational system does not require special training in the field of values education for teachers that teach mentioned subjects.

Sweden

Values education is a part of Swedish schools. Whereas the formal curricula are about educating students to be competent democratic citizens by practising student participation, qualitative studies have shown that in everyday school life, values education and school democracy often appeared to be reduced to traditional disciplining with a high focus on rules and regulations.^{[32][33][34]} This in turn evokes some critiques among students.^{[35][36][37][38]} Most research on values education in Sweden is done by qualitative methods, especially ethnographic or field studies as well as a focus group and interview studies.^{[37][39][40][41][42][43][44][45][46][47][48][49][50][51][52][53][54][55][56][57][32][58][59]} Some studies have been conducted by survey and other quantitative methods.^{[60][61][62]} In addition, theoretical work with roots in Dewey and Habermas has been done on deliberative democracy and deliberative conversations in schools.^{[63][64][65][66][67]}

Thailand

In Thailand, values have traditionally been taught within the context of Buddhist religious education. Since 1982 there has been a revival of applied values as an extracurricular activity suitable for Buddhist, Moslem and Christian students alike to prepare Thai students for the effects of globalization.^[68]

United Kingdom

Since 1988 the British government, although not recognising or calling it values education, has promoted and respected values in the guise of spiritual, moral, social and cultural development (SMSCD) leaving the initiative to individual schools to decide how values education standards should be met. It is not clear whether there are standards of values education.

The Government and state school systems have never called it "values education". Values education courses in Britain may be implemented in the form of government-supported campaigns such as Social & Emotional Aspects of Learning (SEAL,^[69] but are more often provided by local experts in the form of Living Values Education Programme.

One headteacher in Cornwall has achieved national recognition for his work on character development and "virtues", at Kehelland Village School,^[70] based on Baha'i teachings. He was asked to develop the primary section of the University of Birmingham's Character Education pack for use with the national curriculum.^[71]

II. DISCUSSION

Holistic education is a movement in education that seeks to engage all aspects of the learner, including mind, body, and spirit.^[1] Its philosophy, which is also identified as holistic learning theory,^[2] is based on the premise that each person finds identity, meaning, and purpose in life through connections to their local community, to the natural world, and to humanitarian values such as compassion and peace.

Holistic education aims to call forth from people an intrinsic reverence for life and a passionate love of learning,^[3] gives attention to experiential learning, and places significance on "relationships and primary human values within the learning environment".^[4] The term "holistic education" is most often used to refer to the more democratic and humanistic types of alternative education.

Holistic education's origins has been associated with the emergence of the concept of instruction in ancient Greece and other indigenous cultures. This involved the method that focused on the whole person instead of one or some segments of an



individual's experience.^[5] It formed part of the view that the world is a single whole and that learning cannot be separated from all of man's experiences.

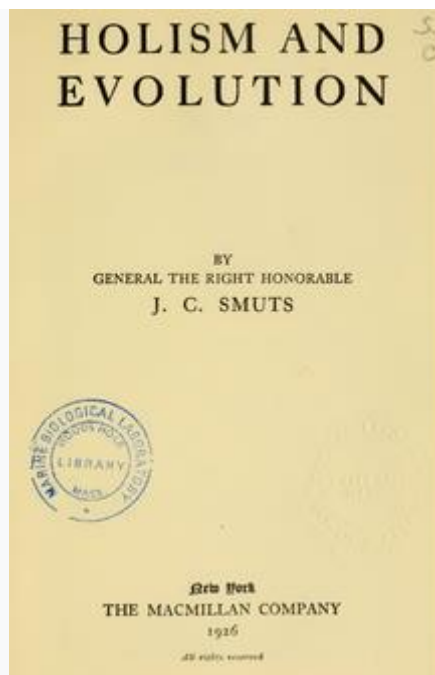
The term holistic education has been attributed to the South African military leader, statesman, scholar and philosopher,^[6] Field Marshal General Jan Christiaan Smuts (1870-1950), who is noted for his role in the foundation of the League of Nations, and the formation of the international peace organization, the United Nations.^[7] He drew from the ancient Greek conceptualization of holistic education to propose a modern philosophy of learning.

Smuts is considered the founder of "Holism",^[8] which he derived from the Greek word ολος, which means "whole". In his 1926 book *Holism and Evolution*,^[9] Smuts describes "holism" as the tendency in nature to form wholes that are greater than the sum of the parts through creative evolution. Today, this work is recognized as the foundation theory for systems thinking, complexity theory, neural networks, semantic holism, holistic education, and the general systems theory in ecology.^[10] Smuts' "holism" was also the inspiration for Emile Durkheim's concept of the "holistic society",^[11] as well as Alfred Adler's psychological approach, which views the individual as an "integrated whole".^[12]

There are also sources that credit Rudolph Steiner, John Dewey, and Maria Montessori as the originator of the modern model of holistic education.^{[2][13]} Steiner, particularly, developed a holistic education framework based on the works of Johann Wolfgang von Goethe and H.P. Blavatsky.^[14] It introduced the concept of "imaginative teaching" and its role in the learner's self-actualization.^[14]



Jan Christiaan Smuts in 1947



Title Page of the 1926 book "Holism and Evolution" by Jan Christiaan Smuts

Development

It is difficult to map the history of holistic education, as in some respects its core ideas are not new but "timeless and found in the sense of wholeness in humanity's religious impetus".^[15]

The explicit application of holistic ideas to education has a clear tradition, however, whose originating theorists include: Jean-Jacques Rousseau, Ralph Waldo Emerson, Henry Thoreau, Bronson Alcott, Johann Pestalozzi, and Friedrich Fröbel.

More recent theorists are Rudolf Steiner, Maria Montessori, Francis Parker, John Dewey, Francisco Ferrer John Caldwell Holt, George Dennison Kieran Egan, Howard Gardner, Jiddu Krishnamurti, Carl Jung, Abraham Maslow, Carl Rogers, Paul Goodman, Ivan Illich, and Paulo Freire.

Many scholars feel the modern "look and feel" of holistic education coalesced through two factors: the rise of humanist philosophies after World War II and the cultural paradigm shift beginning in the mid-1960s.^[15] In the 1970s, after the holism movement in psychology became much more mainstream, "an emerging body of literature in science, philosophy and cultural history provided an overarching concept to describe this way of understanding education – a perspective known as holism."^[16]

In July 1979, the first National Holistic Education Conference took place at the University of California at San Diego. The conference was presented by The Mandala Society and The National Center for the Exploration of Human Potential and was titled *Mind: Evolution or Revolution? The Emergence of Holistic Education*. For six years after, the Holistic Education Conference was combined with the Mandala Holistic Health Conferences at the University of California, San Diego. About three thousand professionals participated each year. Out of these conferences came the annual *Journals of Holistic Health*.^[17] Holistic education became an identifiable area of study and practice in the mid-1980s in North America.^{[18][15]} Since the early 2000s, some of the historically separate academic areas, Science, Technology, Engineering, and Mathematics (STEM) on the one hand, and the Humanities, Arts, and Social Sciences (HASS) on the other, have found new holistic common ground, as demonstrated in consensus reports on *Integrating Social and Behavioral Sciences Within the Weather Enterprise* (2018) and *The Integration of the Humanities and Arts with Sciences, Engineering, and Medicine in Higher Education. Branches from the Same Tree* (2018).^[19]



Philosophical framework for holistic education

Holistic education aims at helping students be the most that they can be. Abraham Maslow referred to this as "self-actualization". Education with a holistic perspective is concerned with the development of every person's intellectual, emotional, social, physical, artistic, creative and spiritual potentials.^[20] It seeks to engage students in the teaching/learning process and encourages personal and collective responsibility.

In describing the general philosophy of holistic education, Robin Ann Martin and Scott Forbes (2004) divided their discussion into two categories: the idea of "ultimacy" and Basil Bernstein's notion of sagacious competence.^[21]

Ultimacy

1. Religious; as in becoming "enlightened". You see the light out of difficulties and challenges. This can be done through increased spirituality. Spirituality is an important component in holistic education as it emphasizes the connectedness of all living things and stresses the "harmony between the inner life and outer life".^[22]
2. Psychological; as in Maslow's "self-actualization". Holistic education believes that each person should strive to be all that they can be in life. There are no deficits in learners, just differences.
3. Undefined; as in a person developing to the ultimate extent a human could reach and, thus, moving towards the highest aspirations of the human spirit.^[22]

Sagacious competence

1. Freedom (in a psychological sense).
2. Good-judgment (self-governance).
3. Meta learning (each student learns in their "own way").
4. Social ability (more than just learning social skills).
5. Refining Values (development of character).
6. Self Knowledge (emotional development).

Curriculum

An application of holistic education to a curriculum has been described as transformational learning where the instruction recognizes the wholeness of the learner and that he and the curriculum are not seen as separate but connected.^[23] According to John Miller, the position is similar to the Quaker belief that there is "that of God in every one".^[24]

Various attempts to articulate the central themes of a holistic education, seeking to educate the whole person, have been made:

- In holistic education the basic three R's have been said to be education for: Relationships, Responsibility and Reverence for all life.
- First, children need to learn about themselves. This involves learning self-respect and self-esteem. Second, children need to learn about relationships. In learning about their relationships with others, there is a focus on social "literacy" (learning to see social influence) and emotional "literacy" (one's own self in relation to others). Third, children need to learn about resilience. This entails overcoming difficulties, facing challenges and learning how to ensure long-term success. Fourth, children need to learn about aesthetics – This encourages the student to see the beauty of what is around them and learn to have awe in life.^[25]
- Curriculum is derived from the teacher listening to each child and helping the child bring out what lies within oneself.



Tools/teaching strategies of holistic education

With the goal of educating the whole child, holistic education promotes several strategies to address the question of how to teach and how people learn. First, the idea of holism advocates a transformative approach to learning. Rather than seeing education as a process of transmission and transaction, transformative learning involves a change in the frames of reference that a person might have. This change may include points of view, habits of mind, and worldviews. Holism understands knowledge as something that is constructed by the context in which a person lives. Therefore, teaching students to reflect critically on how we come to know or understand information is essential. As a result, if "we ask students to develop critical and reflective thinking skills and encourage them to care about the world around them they may decide that some degree of personal or social transformation is required."^[22]

Second, the idea of connections is emphasized as opposed to the fragmentation that is often seen in mainstream education. This fragmentation may include the dividing of individual subjects, dividing students into grades, etc. Holism sees the various aspects of life and living as integrated and connected, therefore, education should not isolate learning into several different components. Martin (2002) illustrates this point further by stating that, "Many alternative educators argue instead that who the learners are, what they know, how they know it, and how they act in the world are not separate elements, but reflect the interdependencies between our world and ourselves."^[4] Included in this idea of connections is the way that the classroom is structured. Holistic school classrooms are often small and consist of mixed-ability and mixed-age students. They are flexible in terms of how they are structured so that if it becomes appropriate for a student to change classes, (s)he is moved regardless of what time of year it is on the school calendar. Flexible pacing is key in allowing students to feel that they are not rushed in learning concepts studied, nor are they held back if they learn concepts quickly.

Third, along the same thread as the idea of connections in holistic education, is the concept of transdisciplinary inquiry. Transdisciplinary inquiry is based on the premise that division between disciplines is eliminated. One must understand the world in wholes as much as possible and not in fragmented parts. "Transdisciplinary approaches involve multiple disciplines and the space between the disciplines with the possibility of new perspectives 'beyond' those disciplines. Where multidisciplinary and interdisciplinary inquiry may focus on the contribution of disciplines to an inquiry transdisciplinary inquiry tends to focus on the inquiry issue itself."^[22]

Fourth, holistic education proposes that meaningfulness is also an important factor in the learning process. People learn better when what is being learned is important to them. Holistic schools seek to respect and work with the meaning structures of each person. Therefore, the start of a topic would begin with what a student may know or understand from their worldview, what has meaning to them rather than what others feel should be meaningful to them. Meta-learning is another concept that connects to meaningfulness. In finding inherent meaning in the process of learning and coming to understand how they learn, students are expected to self-regulate their own learning. However, they are not completely expected to do this on their own. Because of the nature of community in holistic education, students learn to monitor their own learning through interdependence on others inside and outside of the classroom.

Finally, as mentioned above, community is an integral aspect in holistic education. As relationships and learning about relationships are keys to understanding ourselves, so the aspect of community is vital in this learning process. Scott Forbes stated, "In holistic education the classroom is often seen as a community, which is within the larger community of the school, which is within the larger community of the village, town, or city, and which is, by extension, within the larger community of humanity."^[15]

Teacher's role

In holistic education, the teacher is seen less as person of authority who leads and controls but rather is seen as "a friend, a mentor, a facilitator, or an experienced traveling companion."^[15] Schools should be seen as places where students and adults work toward a mutual goal. Open and honest communication is expected and differences between people are respected and appreciated. Cooperation is the norm, rather than competition. Thus, many schools incorporating holistic beliefs do not give grades or rewards. The reward of helping one another and growing together is emphasized rather than being placed above one another.

III.RESULTS

Special education (known as special-needs education, aided education, exceptional education, alternative provision, exceptional student education, special ed., SDC, or SPED) is the practice of educating students in a way that



accommodates their individual differences, disabilities, and special needs. This involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. These interventions are designed to help individuals with special needs achieve a higher level of personal self-sufficiency and success in school and in their community, which may not be available if the student were only given access to a typical classroom education.

Special education aims to provide accommodated education for disabled students such as learning disabilities, learning difficulties (such as dyslexia), communication disorders, emotional and behavioral disorders, physical disabilities (such as osteogenesis imperfecta, cerebral palsy, lissencephaly, hypoxic ischemic encephalopathy, and muscular dystrophy), developmental disabilities (such as autism spectrum disorder, Down syndrome, and intellectual disabilities) and other disabilities.^[1] Disabled students are likely to benefit from additional educational services such as different approaches to teaching, the use of technology, a specifically adapted teaching area, a resource room, or a separate classroom.

Some scholars^[who?] of education may categorize gifted education under the umbrella of "special education," but this pedagogical approach is different from special education because of the students' capabilities. Intellectual giftedness is a difference in learning and can also benefit from specialized teaching techniques or different educational programs, but the term "special education" is generally used to specifically indicate instruction of disabled students.

Whereas special education is designed specifically for students with learning disabilities, remedial education can be designed for any students, with or without special needs; the defining trait is simply that they have reached a point of unpreparedness, regardless of why. For example, if a person's education was disrupted, for example, by internal displacement during civil disorder or a war.

In most developed countries, educators modify teaching methods and environments so that the maximum number of students are served in general education environments.^{[2][3][4][5][6]} Integration can reduce social stigmas and improve academic achievement for many students.^[7]

The opposite of special education is general education, also known as mainstream education. General education is the standard curriculum presented without special teaching methods or supports. Sometimes special education classrooms and general special education classrooms mix. This is called an inclusive classroom.

History

In the past, most students with special needs have been excluded from school.^[8] Such exclusion still affects about 23 million disabled children worldwide, particularly in poor, rural areas of developing countries.^[9]

Identifying students or learners with special needs

Some children are easily identified as candidates for special needs due to their medical history. For example, they may have been diagnosed with a genetic condition that is associated with intellectual disability, may have various forms of brain damage, may have a developmental disorder, may have visual or hearing disabilities, or other disabilities.

On the other hand, for students with less obvious disabilities, such as those who have borderline intellectual disability or specific learning difficulties (dyslexia, dyscalculia, etc.), two primary methods have been used for identifying them: the discrepancy model and the response to intervention model.^[10] The discrepancy model depends on the teacher noticing that the students' achievements are noticeably below what is expected, at which point the teacher may make the decision for the student to receive support from a special education specialist. Before doing so, the teacher must show documentation of low academic achievement. The response to intervention model advocates earlier intervention.

In the discrepancy model, a student receives special education services for a specific learning difficulty (SLD) if the student has at least normal intelligence and the student's academic achievement is below what is expected of a student with his or her IQ. Although the discrepancy model has dominated the school system for many years, there has been substantial criticism of this approach (e.g., Aaron, 1995, Flanagan and Mascolo, 2005) among researchers. One reason for criticism is that diagnosing SLDs on the basis of the discrepancy between achievement and IQ does not predict the effectiveness of treatment. Low academic achievers who also have low IQ appear to benefit from treatment just as much as low academic achievers who have normal or high intelligence.

The alternative approach, response to intervention, identifies children who are having difficulties in school in their first or second year after starting school. They then receive additional assistance such as participating in a reading remediation program. The response of the children to this intervention then determines whether they are designated as having a learning disability. Those few who still have trouble may then receive designation and further assistance. Sternberg (1999) has argued that early remediation can greatly reduce the number of children meeting diagnostic criteria for learning disabilities. He has also suggested that the focus on learning disabilities and the provision of accommodations in school fails to acknowledge that people have a range of strengths and weaknesses and places undue emphasis on academics by insisting that students should be supported in this area and not in music or sports.

Individual needs



A six-year-old boy in Norway with Down syndrome is ready for his first day of school.

A special education program should be customized to address each student's needs. Special educators provide a continuum of services, in which students with various disabilities receive multiple degrees of support based on their individual needs. It is crucial for special education programs to be individualized so that they address the unique combination of needs in a given student.^[11]

In the United States, Canada, and the UK, educational professionals use a student's Individualized Education Program (IEP). Another name for a student's Individualized Education Plan is a student's Individual Learning Plan (ILP).

"The IEP is meant to address each child's unique learning issues and include specific educational goals. It is a legally binding document [in the US]. The school must provide everything it promises in the IEP."^[12]

In the US, for children who are not yet three years old, an Individual Family Service Plan (IFSP) contains information on the child's present level of development in all areas; outcomes for the child and family; and services the child and family will receive to help them achieve the outcomes.

In the United States, the Individuals with Disabilities Education Act (IDEA) is a federal law that requires every school system to provide a free and appropriate public education for every child, ages 3 to 22, regardless of how or how seriously that child may be disabled.^[13] To ensure that this federal law is obeyed, the government requires every school system provide this type of education to each student in order to receive federal funding.^[13] This changed a little in 2004 when the Individuals with Disabilities Education Act (IDEA) decided to update the law. After the law was updated into the Disabilities

Education Improvement Act, the ability to identify special needs children and give them the appropriate education environment was improved.^[14]

Students with all forms of special needs are assessed to determine their specific strengths and weaknesses.^[11] The earlier these students with special needs are assessed, the faster they get the accommodations that they need, and the better it is for their education. Placement, resources, and goals are determined on the basis of the student's needs. Accommodations and modifications to the regular program may include changes in the curriculum, supplementary aids or equipment, and the provision of specialized physical adaptations that allow students to participate in the educational environment as much as possible.^[15] Students may need this help to access subject matter, physically gain access to the school, or meet their emotional needs. For example, if the assessment determines that the student cannot write by hand because of a physical disability, then the school might provide a computer for typing assignments, or allow the student to answer questions verbally instead. If the school determines that the student is severely distracted by the normal activities in a large, busy classroom, then the student might be placed in a smaller classroom such as a separate classroom or resource room.

Parents of students with a learning disability must be aware of what type of disability their child has, so they can get access to accommodations such as speech therapy, occupational therapy and adaptive physical education. For example, if a student takes an academic test and it indicates that the student struggles with reading comprehension, parents can request speech and language support or classroom accommodations, such as extra time to complete reading and writing tasks.^[16]

Methods of provision



Procedure that a person must follow in order to receive special education accommodations

In most developed countries, schools use different approaches to providing special education services to students. These approaches can be broadly grouped into four categories, according to how much contact the student with special needs has with non-disabled students (using North American terminology):

- **Inclusion:** In this approach, students with special needs spend all, or most of the school day with students who do not have special needs. Due to the fact that inclusion can require substantial modification of the general curriculum, most schools use it only for selected students with mild to moderate special needs, which is accepted as a best practice.^{[17][18]} Specialized services may be provided inside or outside the regular classroom, depending on the type of service. Students may occasionally leave the regular classroom to attend smaller, more intensive instructional sessions in a separate classroom, resource room, or to receive other related services that might require specialised equipment or might be disruptive to the rest of the class, such as speech and language therapy, occupational therapy, physical therapy, rehabilitation counseling. They might also leave the regular classroom for services that require privacy, such as counseling sessions with a social worker.^[19]
- **Mainstreaming** refers to the practice of educating students with special needs in classes with non-disabled students during specific time periods based on their skills. Students with special needs are segregated in separate classrooms exclusively for students with special needs for the rest of the school day.^{[20][21]}
- **Segregation** in a separate classroom or special school for students with special needs: In this model, students with special needs do not attend classes with non-disabled students. Segregated students may attend the same school where regular classes are provided, but spend all instructional time exclusively in a separate classroom for students with various disabilities. If their special class is located in an ordinary school, they may be provided opportunities for social integration outside the classroom, such as by eating meals with non-disabled students.^[22] Alternatively, these students may attend a special school.^[20] It may also occur when a student is in hospital, housebound, or detained by the criminal



justice system. These students may receive one-on-one instruction or group instruction. Students who have been suspended or expelled are not considered segregated in this sense.

- ‘Co-teaching:’ In this setting, disabled students are placed in a general education classroom to learn along with their disabled peers and non-disabled peers. A General Education teacher and a Special Education teacher work as partners in instruction. Types of co-teaching include "one teaching/one helping" in which one teacher instructs while the other circulates around the class to evaluate and offer help, "parallel teaching" in which both teachers teach the same content to two groups of students of equal size, "station teaching" in which both teachers present differing content to different groups of students simultaneously and students rotate through each station, "alternative teaching" in which one teacher works with a smaller group or individual students while the other works with the rest of the class, and "team teaching" in which both teachers plan and teach a lesson together.^[23]

Effective instruction for disabled students

- Goal Directed: Each child must have an individualized Education Program (IEP) that distinguishes their particular needs. The child must get the services that are designed for them. These services will allow them to reach their annual goals which will be assessed at the end of each term along with short-term goals that will be assessed every few months.
- Research-Based Methods- There has been a lot of research done about disabled students and the best way to teach them. Testing, IQs, interviews, the discrepancy model, etc. should all be used to determine where to place the child. Once that is determined, the next step is the best way for the child to learn. There are plenty of different programs such as the Wilson Reading Program and Direct Instruction
- Guided by student performance- While the IEP goals may be assessed every few months to a year, constant informal assessments must take place. These assessments will guide instruction for the teacher. The teacher will be able to determine if the material is too difficult or too easy.^[24]

Special schools



PS 721, a special school in Brooklyn, New York exclusively for the education of students with special needs

A special school is a school catering for students who have special educational needs due to learning difficulties, physical disabilities, or behavioral problems. Special schools may be specifically designed, staffed and resourced to provide appropriate special education for children with additional needs. Students attending special schools generally do not attend any classes in mainstream schools.

Special schools provide individualized education, addressing specific needs. Student to teacher ratios are kept low, often 6:1 or lower depending upon the needs of the children. Special schools will also have other facilities for children with special needs, such as soft play areas, sensory rooms, or swimming pools, which are necessary for treating students with certain conditions.

In recent times, places available in special schools are declining as more children with special needs are educated in mainstream schools. However, there will always be some children, whose learning needs cannot be appropriately met in a regular classroom setting and will require specialized education and resources to provide the level of support they require. An example of a disability that may require a student to attend a special school is intellectual disability. However, this practice is often frowned upon by school districts in the US in the light of Least Restrictive Environment as mandated in the Individuals with Disabilities Education Act.^[25]



An alternative is a special unit or special classroom, also called a self-contained classroom, which is a separate classroom dedicated solely to the education of students with special needs within a larger school that also provides general education.^[26] This classroom is typically staffed by a specially trained teacher, who provides specific, individualized instruction to individuals and small groups of students with special needs. Separate classrooms, because they are located in a general education school, may have students who remain in the separate classroom full-time, or students who are mainstreamed in certain general education classes. An alternative to the separate classroom full-time for a student would be a one-to-one aide in the general education setting. In the United States, a one-on-one aide for a student with a disability is called a paraprofessional. In the United States a part-time alternative that is appropriate for some students is sometimes called a resource room. Another alternative would be attending a separate classroom for a specific subject such as social studies.

History of special schools

One of the first special schools in the world was the Institut National des Jeunes Aveugles in Paris, which was founded in 1784. It was the first school in the world to teach blind students.^[27] The first school in U.K. for the Deaf was established 1760^{[28][29]} in Edinburgh by Thomas Braidwood, with education for visually impaired people beginning in the Edinburgh and Bristol in 1765.

In the 19th century, people with disabilities and the inhumane conditions where they were supposedly housed and educated were addressed in the literature of Charles Dickens. Dickens characterized people with severe disabilities as having the same, if not more, compassion and insight in Bleak House and Little Dorrit.^[30]

Such attention to the downtrodden conditions of people with disabilities brought resulted in reforms in Europe including the re-evaluation of special schools. In the United States reform came more slowly. Throughout the mid half of the 20th century, special schools, termed institutions, were not only accepted, but encouraged. disabled students were housed with people with mental illnesses, and they were not educated much, if at all.^[31]

Deinstitutionalization proceeded in the US beginning in the 1970s following the exposes of the institutions, and it has taken sometime before the Education for All Handicapped Children's Act of 1974, to the Individuals with Disabilities Education Act (IDEA) and then Individuals with Disabilities Educational Improvement Act (IDEIA) have come into fruition.^[32] School integration was supported as early as the 1970s, and teacher preparation programs in higher education have carefully taught and instructed graduates on inclusion at the classroom, individual, school, and district levels for decades resulting in dual certification of "regular teachers".

With the Amendments to the Individuals with Disabilities Education Act of 1997, school districts in the United States began to slowly integrate students with moderate and severe special needs into regular school systems. This changed the form and function of special education services in many school districts and special schools subsequently saw a steady decrease in enrollment as districts weighed the cost per student. It also posed general funding dilemmas to certain local schools and districts, changed how schools view assessments, and formally introduced the concept of inclusion to many educators, students and parents.^[33]

Instructional strategies

The student can be taught in either a classroom or outside environment. Both environments can be interactive for the student to engage better with the subject.^[34]

Different instructional techniques are used for some students with special educational needs. Instructional strategies are classified as being either accommodations or modifications.

An accommodation is a reasonable adjustment to teaching practices so that the student learns the same material, but in a format that is more accessible to the student. Accommodations may be classified by whether they change the presentation, response, setting, or scheduling of lessons.^[35] For example, the school may accommodate a student with visual impairments by providing a large-print textbook. This is a presentation accommodation. A modification changes or adapts the material to make it simpler.^[36] Modifications may change what is learned, how difficult the material is, what level of mastery the student is expected to achieve, whether or how the student is assessed, or any other aspect of the curriculum.^[37] For example, the school may modify a reading assignment for a student with reading difficulties by substituting a shorter, easier book. A student may receive both accommodations and modifications.



Examples of modifications

- **Skipping subjects:** Students may be taught less information than typical students, skipping over material that the school deems inappropriate for the student's abilities or less important than other subjects. For example, students with poor fine motor skills may be taught to print block letters, but not cursive handwriting.
- **Simplified assignments:** Students may read the same literature as their peers but have a simpler version, such as Shakespeare with both the original text and a modern paraphrase available.^[38]
- **Shorter assignments:** Students may do shorter homework assignments or take shorter, more concentrated tests.
- **Extra aids:** If students have deficiencies in working memory, a list of vocabulary words, called a word bank, can be provided during tests, to reduce lack of recall and increase chances of comprehension. Students might use a calculator when other students do not.
- **Extended time:** Students with a slower processing speed may benefit from extended time for assignments and/or tests in order to have more time to comprehend questions, recall information, and synthesize knowledge.
- **Students can be offered a flexible setting in which to take tests.** These settings can be a new location to provide for minimal distractions.

Examples of accommodations

- **Response accommodations:**^[35] Typing homework assignments rather than hand-writing them (considered a modification if the subject is learning to write by hand). Having someone else write down answers given verbally.
- **Presentation accommodations:**^[35] Examples include listening to audiobooks rather than reading printed books. These may be used as substitutes for the text, or as supplements intended to improve the students' reading fluency and phonetic skills. Similar options include designating a person to read to the student, or providing text to speech software. This is considered a modification if the purpose of the assignment is reading skills acquisition. Other presentation accommodations may include designating a person to take notes during lectures or using a talking calculator rather than one with only a visual display.
- **Setting accommodations:**^[35] Taking a test in a quieter room. Moving the class to a room that is physically accessible, e.g., on the first floor of a building or near an elevator. Arranging seating assignments to benefit the student, e.g., by sitting at the front of the classroom.
- **Scheduling accommodations:**^[35] Students may be given rest breaks or extended time on tests (may be considered a modification, if speed is a factor in the test). Use a timer to help with time management. Students with a disability that can flare up unexpectedly may be allowed to turn in an assignment or take a test shortly after the episode has resolved.^[39] This system, called flexible deadlines, treats an occasional, unexpected episode of illness or incapacity caused by a disability similar to an equivalent episode of an unexpected viral infection. These students or their families should inform the teachers of the problem and turn in the missed work soon after the student is well enough to return to school (typically, one to three days after the return to class).^[39]

All developed countries permit or require some degree of accommodation for students with special needs, and special provisions are usually made in examinations which take place at the end of formal schooling.^[35]

In addition to how the student is taught the academic curriculum, schools may provide non-academic services to the student. These are intended ultimately to increase the student's personal and academic abilities. Related services include developmental, corrective, and other supportive services as are required to assist a student with learning disabilities and includes speech and language pathology, audiology, psychological services, physical therapy, occupational therapy, counseling services, music therapy, including rehabilitation counseling, orientation and mobility services, medical services as defined by regulations, parent counseling and training, school health services, school social work, assistive technology, other appropriate developmental or corrective support services, appropriate access to recreation and other support services.^[40] In some countries, most related services are provided by the schools; in others, they are provided by the normal healthcare and social services systems.

As an example, students who have poor impulse control, behavioral challenges, or are autistic may learn self-management techniques, be kept closely on a comfortably predictable schedule, or given extra cues to signal activities.^[41]



A university field, termed severe disabilities, also is taught throughout the US university sector in schools of education. Advanced instruction is based upon community-referenced instruction, and alignment with transition to adulthood and progressive community practices.^[42]

Rehabilitation counseling personnel are often association with supported employment services, and typically with "transition to adulthood"^{[43][44]} in which multi-decade recommendations for better coordination between the school and the community service sectors have been made at the federal and university levels.

Issues within special education

At-risk students (those with educational needs that are not associated with a disability) are often placed in classes with disabled students. Critics assert that placing at-risk students in the same classes as disabled students may impede the educational progress of disabled people.^[45] Some special education classes such as separate classroom and resource room have been criticized for a watered-down curriculum.^[46]

The practice of inclusion (in mainstream classrooms) has been criticized by advocates and some parents of children with special needs because some of these students require instructional methods that differ dramatically from typical classroom methods. Critics assert that it is not possible to deliver effectively two or more very different instructional methods in the same classroom. As a result, the educational progress of students who depend on different instructional methods to learn often fall even further behind their peers.^[47]

Parents of typically developing children sometimes fear that the special needs of a single "fully included" student will take critical levels of attention and energy away from the rest of the class and thereby impair the academic achievements of all students.^[47]

Linked to this, there is debate about the extent to which disabled students, whether in mainstream or special settings, should have a specific pedagogy, based on the scientific study of particular diagnostic categories, or whether general instructional techniques are relevant to all students including those with special needs.^{[48][49]}

Some parents, advocates, and students have concerns about the eligibility criteria and their application. In some cases, parents and students protest the students' placement into special education programs. For example, a student may be placed into the special education programs due to a mental health condition such as obsessive compulsive disorder, depression, anxiety, panic attacks or ADHD, while the student and his parents believe that the condition is adequately managed through medication and outside therapy. In other cases, students whose parents believe they require the additional support of special education services are denied participation in the program based on the eligibility criteria.^[50]

Whether it is useful and appropriate to attempt to educate the most severely disabled children, such as children who are in a persistent vegetative state, is debated. While many severely disabled children can learn simple tasks, such as pushing a buzzer when they want attention, some children may be incapable of learning. Some parents and advocates say that these children would be better served by substituting improved physical care for any academic program.^[51] In other cases, they question whether teaching such non-academic subjects, such as pushing a buzzer, is properly the job of the school system, rather than the health care system.

Another large issue is the lack of resources enabling individuals with special needs to receive an education in the developing world. As a consequence, 98 percent of children with special needs in developing countries do not have access to education.^[52]

Another issue would be budget cuts. Cuts can affect special education students who don't have access to proper equipment or education. The National Coalition for Personal Shortages did a survey and almost 100% of the teachers said that they are not able to give the proper rights to disabled children. Teachers are getting cut off from work due to the budget cuts.

There is a financial debate that covers the use and allotment of special education government funding. The three views on this topic are that too much money is already spent, not enough money is being spent, or that the money that is given isn't being spent properly. The argument for the first is that the amount of money spent on one special needs child is enough to cover a large group of general education students, and sometimes even causes several students to experience budget cuts on general programs to support one child. The evidence for special education not having enough money is the lack of teachers, burnt out teachers and a limited variety of teaching tools for each student. The argument to spend the money differently states that there



is a lot of money set aside, but that it is being wasted by spending too much time on paperwork, inefficient IEP meetings or spending money on things that don't actually benefit the child.^[53]

Global issues

Disabled children are often denied their right to education. However, little is known about their school attendance patterns. The collection of data on children with disabilities is not straightforward, but data are vital to ensure that policies are in place to address the constraints these children face.^{[54][55]}

By one estimate, 93 million children under age 14, or 5.1% of the world's children, were living with a 'moderate or severe disability' in 2004. According to the World Health Survey, in 14 of 15 low and middle income countries, disabled people of working age were about one-third less likely to have completed primary school. For example, in Bangladesh, 30% of people with disabilities had completed primary school, compared with 48% of those with no disabilities. The corresponding shares were 43% and 57% in Zambia; 56% and 72% in Paraguay.^{[55][54]}

It has been shown that children with a higher risk of disability are far more likely to be denied a chance to go to school. In Bangladesh, Bhutan and Iraq, children with mental impairments were most likely to be denied this right. In Iraq, for instance, 10% of 6- to 9-year-olds with no risk of disability had never been to school in 2006, but 19% of those at risk of having a hearing impairment and 51% of those who were at higher risk of mental disability had never been to school. In Thailand, almost all 6- to 9-year-olds who had no disability had been to school in 2005/06, and yet 34% of those with walking or moving impairments had never been to school.^{[55][54]}

Disabled children require access to services that can support them throughout their time in school, such as more individual attention from instructors. According to the United Nations Centre for Human Rights, about 2% of children with disabilities have access to these services. Those without access to these services are excluded from education and unable to attend school. Due to the need of certain services and facilities, the estimated cost of providing education for a disabled child is 2.3 times higher than a child without disabilities.^[56] Given the poverty levels in a variety of developing countries, the education of children with disabilities does not become a priority.^[57] Children with physical disabilities are less likely to attend school in comparison with students who do not have a disability and children with an intellectual ability are even less likely than children with physical disabilities. In the Global South, 90% of children with some form of disability do not receive any form of structured education.^[58] While current initiatives toward inclusive education internationally have been implemented, such as the Education for All program, some countries in the Global South still challenge the lack of ability to provide children with disabilities access to education due to issues such as lack of resources and schools being overcrowded.^[59]

IV. CONCLUSIONS

In ethics and social sciences, value denotes the degree of importance of some thing or action, with the aim of determining which actions are best to do or what way is best to live (normative ethics in ethics), or to describe the significance of different actions. Value systems are prospective and prescriptive beliefs; they affect the ethical behavior of a person or are the basis of their intentional activities. Often primary values are strong and secondary values are suitable for changes. What makes an action valuable may in turn depend on the ethical values of the objects it increases, decreases, or alters. An object with "ethic value" may be termed an "ethic or philosophic good" (noun sense).^[1]

Values can be defined as broad preferences concerning appropriate courses of actions or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. "Equal rights for all", "Excellence deserves admiration", and "People should be treated with respect and dignity" are representatives of values. Values tend to influence attitudes and behavior and these types include ethical/moral values, doctrinal/ideological (religious, political) values, social values, and aesthetic values. It is debated whether some values that are not clearly physiologically determined, such as altruism, are intrinsic, and whether some, such as acquisitiveness, should be classified as vices or virtues.

Fields of study

Ethical issues that value may be regarded as a study under ethics, which, in turn, may be grouped as philosophy. Similarly, ethical value may be regarded as a subgroup of a broader field of philosophic value sometimes referred to as axiology. Ethical value denotes something's degree of importance, with the aim of determining what action or life is best to do, or at least attempt to describe the value of different actions.



The study of ethical value is also included in value theory. In addition, values have been studied in various disciplines: anthropology, behavioral economics, business ethics, corporate governance, moral philosophy, political sciences, social psychology, sociology and theology.

Similar concepts

Ethical value is sometimes used synonymously with goodness. However, goodness has many other meanings and may be regarded as more ambiguous.

Types of value

Personal versus cultural

Personal values exist in relation to cultural values, either in agreement with or divergence from prevailing norms. A culture is a social system that shares a set of common values, in which such values permit social expectations and collective understandings of the good, beautiful and constructive. Without normative personal values, there would be no cultural reference against which to measure the virtue of individual values and so cultural identity would disintegrate.

Relative or absolute

Relative values differ between people, and on a larger scale, between people of different cultures. On the other hand, there are theories of the existence of absolute values,^[2] which can also be termed noumenal values (and not to be confused with mathematical absolute value). An absolute value can be described as philosophically absolute and independent of individual and cultural views, as well as independent of whether it is known or apprehended or not. Ludwig Wittgenstein was pessimistic towards the idea that an elucidation would ever happen regarding the absolute values of actions or objects; "we can speak as much as we want about "life" and "its meaning," and believe that what we say is important. But these are no more than expressions and can never be facts, resulting from a tendency of the mind and not the heart or the will".^[3]

Intrinsic or extrinsic

Philosophic value may be split into instrumental value and intrinsic values. An instrumental value is worth having as a means towards getting something else that is good (e.g., a radio is instrumentally good in order to hear music). An intrinsically valuable thing is worth for itself, not as a means to something else. It is giving value intrinsic and extrinsic properties.

An ethic good with instrumental value may be termed an ethic mean, and an ethic good with intrinsic value may be termed an end-in-itself. An object may be both a mean and end-in-itself.

Summation

Intrinsic and instrumental goods are not mutually exclusive categories.^[4] Some objects are both good in themselves, and also good for getting other objects that are good. "Understanding science" may be such a good, being both worthwhile in and of itself, and as a means of achieving other goods. In these cases, the sum of instrumental (specifically the all instrumental value) and intrinsic value of an object may be used when putting that object in value systems, which is a set of consistent values and measures.

Universal values

S. H. Schwartz, along with a number of psychology colleagues, has carried out empirical research investigating whether there are universal values, and what those values are. Schwartz defined 'values' as "conceptions of the desirable that influence the way people select action and evaluate events".^[5] He hypothesised that universal values would relate to three different types of human need: biological needs, social co-ordination needs, and needs related to the welfare and survival of groups^[6]

Intensity

The intensity of philosophic value is the degree it is generated or carried out, and may be regarded as the prevalence of the good, the object having the value.^[4]

It should not be confused with the amount of value per object, although the latter may vary too, e.g. because of instrumental value conditionality. For example, taking a fictional life-stance of accepting waffle-eating as being the end-in-itself, the intensity may be the speed that waffles are eaten, and is zero when no waffles are eaten, e.g. if no waffles are present. Still, each waffle that had been present would still have value, no matter if it was being eaten or not, independent on intensity.



Instrumental value conditionality in this case could be exemplified by every waffle not present, making them less valued by being far away rather than easily accessible.

In many life stances it is the product of value and intensity that is ultimately desirable, i.e. not only to generate value, but to generate it in large degree. Maximizing life-stances have the highest possible intensity as an imperative.

Positive and negative value

There may be a distinction between positive and negative philosophic or ethic value. While positive ethic value generally correlates with something that is pursued or maximized, negative ethic value correlates with something that is avoided or minimized. Value may have an upper limit. David Manheim and Anders Sandberg argue that modern physics implies an upper limit, even if that limit may be extremely large.^[7] Negative value may be both intrinsic negative value and/or instrumental negative value.

Protected value

A protected value (also sacred value) is one that an individual is unwilling to trade off no matter what the benefits of doing so may be. For example, some people may be unwilling to kill another person, even if it means saving many other individuals. Protected values tend to be "intrinsically good", and most people can in fact imagine a scenario when trading off their most precious values would be necessary.^[8] If such trade-offs happen between two competing protected values such as killing a person and defending your family they are called tragic trade-offs.^[9]

Protected values have been found to play a role in protracted conflicts (e.g., the Israeli-Palestinian conflict) because they can hinder businesslike ("utilitarian") negotiations.^{[10][11]} A series of experimental studies directed by Scott Atran and Ángel Gómez among combatants on the ISIS front line in Iraq and with ordinary citizens in Western Europe^[12] suggest that commitment to sacred values motivate the most "devoted actors" to make the costliest sacrifices, including willingness to fight and die, as well as a readiness to forsake close kin and comrades for those values if necessary.^[13] From the perspective of utilitarianism, protected values are biases when they prevent utility from being maximized across individuals.^[14]

According to Jonathan Baron and Mark Spranca,^[15] protected values arise from norms as described in theories of deontological ethics (the latter often being referred to in context with Immanuel Kant). The protectedness implies that people are concerned with their participation in transactions rather than just the consequences of it.

Economic versus philosophic value

Philosophical value is distinguished from economic value, since it is independent from some other desired condition or commodity. The economic value of an object may rise when the exchangeable desired condition or commodity, e.g. money, become high in supply, and vice versa when supply of money becomes low.

Nevertheless, economic value may be regarded as a result of philosophical value. In the subjective theory of value, the personal philosophic value a person puts in possessing something is reflected in what economic value this person puts on it. The limit where a person considers to purchase something may be regarded as the point where the personal philosophic value of possessing something exceeds the personal philosophic value of what is given up in exchange for it, e.g. money. In this light, everything can be said to have a "personal economic value" in contrast to its "societal economic value."

Personal values

Personal values provide an internal reference for what is good, beneficial, important, useful, beautiful, desirable and constructive. Values are one of the factors that generate behavior (besides needs, interests and habits) and influence the choices made by an individual.

Values may help common human problems for survival by comparative rankings of value, the results of which provide answers to questions of why people do what they do and in what order they choose to do them. Moral, religious, and personal values, when held rigidly, may also give rise to conflicts that result from a clash between differing world views.^[16]

Over time the public expression of personal values that groups of people find important in their day-to-day lives, lay the foundations of law, custom and tradition. Recent research has thereby stressed the implicit nature of value communication.^[17] Consumer behavior research proposes there are six internal values and three external values. They are known as List of Values (LOV) in management studies. They are self respect, warm relationships, sense of accomplishment,



self-fulfillment, fun and enjoyment, excitement, sense of belonging, being well respected, and security. From a functional aspect these values are categorized into three and they are interpersonal relationship area, personal factors, and non-personal factors.^[18] From an ethnocentric perspective, it could be assumed that a same set of values will not reflect equally between two groups of people from two countries. Though the core values are related, the processing of values can differ based on the cultural identity of an individual

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