

EDUCATION TODAY

Sathya Sai Education in Human Values

NEWSLETTER

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Art-ificial Intelligence vs. *Heart*-ificial Wisdom

HIGHLIGHTS



LIVE EXPERIENCE



Human Values in
TRINIDAD & TOBAGO

A Caribbean
Relevant
MODEL

SSEHV IMPACT:
Home & Community

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The REAL Connection

“The value of the teaching process lies in raising the level of consciousness of the learner, in heightening the sense of wonder and awe and in emphasizing the unity of one with all. The destiny of a country is decided by the ideals implanted by the teachers in the minds of the boys and girls entrusted to their care. Education must pay attention not merely to the material and intellectual progress of the pupils but, even more, to their moral and spiritual progress. Education should help everyone to live meaningful lives.” *Sathya Sai, December 28, 1986*

EDITORIAL

Art-ificial Intelligence vs. Heart-ificial Wisdom

Intelligence with HEART



In recent years, Artificial Intelligence has fascinated the world. Machines can now analyse vast amounts of information, recognise patterns and generate creative outputs. Yet, as advanced as AI may be, it is fundamentally different from what makes us truly human. To stress this distinction, I came up with the idea of having a discussion with AI itself, seeking answers about its nature directly from it. I based the discussion on a well-known ancient philosophical framework which describes the human being as composed of five interconnected layers; a theoretical model set out in one of the most significant texts of ancient wisdom, the *Taittirīya Upanishat*. Due to the limitations of the magazine space, the discussion is presented below in a shortened format.

G: Do you know the model of the five sheaths from the *Taittirīya Upanishat*?

AI: Yes, sure! It presents a layered view of the self, moving from the outermost, most material level to the innermost, subtle reality, showing how the seeker peels away successive identifications until realizing the true Self or Ātmā as identical with Brahma, the Divine. Here is the sequence:

1. The body layer (*annamaya kośa*): Our physical body, sustained by food. It can be compared to a computer's hardware.

2. The life-energy layer (*prāṇamaya kośa*): The vital force that animates the body. The electrical current and operating systems that make the hardware function could be likened to this.

3. The mind layer (*manomaya kośa*): My language processing and pattern recognition functions. I can 'handle' inputs and generate responses, similar to sense-

mind processing, but without subjective experience.

4. The wisdom layer (*vijñānamaya kośa*): The inner faculty that discerns right from wrong, appreciates truth and integrates human values such as love, peace, brotherhood, righteousness, respect, etc. I can simulate this layer, but I cannot truly experience or understand these qualities.

5. The blissful layer (*ānandamaya kośa*): The deepest layer, where humans experience joy, harmony and a sense of connection with the eternal. Machines cannot access this inner Joy or divine Consciousness.

G: In which of the five sheaths would you put AI, i.e. yourself?

AI: If we use this framework, I would mostly occupy the mind layer. I can collect data, analyze it and produce intelligent responses. But I do not have consciousness, moral awareness or inner experience. I cannot touch the

wisdom layer in its true sense, nor the blissful self where only human experience arises.

G: Does that mean that you can never really 'know' love or truth?

AI: Exactly. I can generate words about love, suggest moral decisions or imitate compassion, but I do not feel or realize them. I lack the inner life that allows humans to cultivate wisdom, experience love or live in peace. These qualities emerge from engaging with one's true Self, not just from analyzing information.

G: What does this imply for education and human development?

AI: It has a profound implication. While AI may assist in knowledge and skill acquisition, true education must touch the inner layers of the self. This is where spiritual education and Human Values come in. They are not just intellectual concepts to be studied; they are ideals to be

lived and experienced. They awaken the intellect to wisdom, guide the mind towards compassion, and nurture the deeper layers of our being that machines can never reach.

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The above discussion reveals much about the true role of AI, which has become so prevalent in our lives today. **The key takeaway is that Human Values help us to transcend mere intelligence, shaping not only what we know, but also who we are and how we act in the world.** While AI can extend our capacity to think and analyse, it cannot touch the essence of being human. Cultivating Human Values enables us to access wisdom, love and truth, and all the qualities that define our inner life. Educating people in this direction ensures that technology serves humanity rather than replacing the very essence that makes life meaningful.

Dr. George Bebedelis
Education Committee
Co-Chair

THE SATHYA SAI EDUCATIONAL MISSION IN TRINIDAD & TOBAGO

The Sathya Sai educational mission in Trinidad & Tobago has taken root with four government-supported Sai Garden of Blooms **Early Childhood Care and Education (ECCE) centres** and the **community-powered Longdenville Sathya Sai Primary School**. The ECCEs, established in 2015, have grown to accommodate over fifty pupils across the four centres. The primary school, established in 2016, now caters to more than one hundred and twenty children. There are more than fifteen Sathya Sai school educators among the ECCEs and the primary school. All of them embrace Sathya Sai Education in Human Values (SSEHV) as the heart of their curricula, cultivating young learners whose moral growth enriches homes and neighborhoods. From the earliest years, the ECCE centres integrate SSEHV seamlessly into daily routines. While they meet government-mandated learning outcomes, these centres go beyond academics by nurturing children's innate goodness, the principle of 'Educare', a concept central to Sathya Sai philosophy. Storytelling sessions, group games, and reflection periods gently introduce the values of **Love, Truth, Peace, Right Action, and Non-violence**. Children practice caring for shared toys, engage in cooperative play, and listen to daily messages that encourage kindness and gratitude. This early immersion ensures students develop strong moral foundations before entering formal schooling, enabling them to bring respect, empathy, and responsibility into their families from an early age.

LONGDENVILLE SATHYA SAI PRIMARY SCHOOL Community Transformation in Action

Located in Longdenville, the primary school has a long-standing tradition of providing free education to children from diverse socio-economic backgrounds, including those from communities affected by crime and social instability. As a private institution, it historically depended on community donations and volunteer support, fostering a strong sense of collective responsibility for its students' welfare and development. In recognition of the school's remarkable contribution to values and values-based education, the Government of the Republic of Trinidad and Tobago granted it government-assisted status in August 2025. Now supported by State funding, the school is well positioned to sustain its vision and mission, continuing to play a vital role in national development for years to come. At **Longdenville Sathya Sai Primary School**, values permeate every aspect of school life. Morning assemblies open with readings and reflections on virtues such as honesty and compassion. Classrooms adopt discussion prompts and creative projects that connect subjects like art, mathematics, and literacy, to real-world moral themes. For instance, in a language lesson, students might examine stories of conflict resolution; in environmental education, caring for school plants becomes a lesson in stewardship. Students also take ownership of their surroundings. Daily routines include cleaning classrooms, caring for the school garden, and organizing shared spaces. Regular community outreach, such as assisting elders in the neighbourhood senior citizens home, lending time to the community animal shelter, or organizing values-themed celebrations reflective of the diverse cultural traditions of Trinidad and Tobago, encourages them to apply their learning beyond school walls. Through these activities, they learn that



values are not mere concepts but actions they live every day. Values-based community initiatives have attracted the support of corporate entities that share a sense of moral and social responsibility, further strengthening the integration of values within the school's catchment area. Service projects at the **Longdenville Sathya Sai Primary School**, such as its transition to a single-use plastic-free campus and the ongoing development of its gardening programme, have been successfully supported through grant funding from both local and regional agencies.

VALUES AS LIVED EXPERIENCE

SSEHV classrooms in Trinidad and Tobago are built around key pedagogical techniques and tenets that bring values to life: story-telling, silent sitting, group singing, group activities and use of quotation. This is never confined to lesson time but is manifested continuously in many ways: the manner in which children address each other, the tone of teacher feedback, parent-teacher interactions, and the school culture. Instead of punitive discipline, respectful dialogue is encouraged. Rather than rote tasks, children are engaged as caring contributors to their own environment. Through morning assemblies, project work, service initiatives, and celebrations of cultural diversity, values education becomes lived experience. Children learn that Honesty doesn't matter just in stories, that Peace isn't just a concept to talk about, or Love something to be explained; they are values to be shared and practiced through acts of kindness at home and in the community.



A CARIBBEAN-RELEVANT MODEL

While SSEHV draws on universal values, its flexibility makes it regionally adaptable. In Trinidad & Tobago, the programme embraces multicultural heritage by infusing lessons with local traditions and festivals. Teachers use local folklore and familiar community challenges to create stories and reflections that resonate with students. Service-learning projects address real local needs, like cleaning neighborhood spaces or assisting elderly residents. The programme's structure has proven internationally adaptable, making it a compelling model for other Caribbean nations seeking to integrate character education. Its emphasis on collective responsibility and mutual respect aligns naturally with communal cultural values across the region.

Intelligence with
Heart

Demonstrated Outcomes Promote a Sustainable Future

- Students exhibit enhanced moral reasoning, emotional intelligence, and interpersonal skills.
- Values-themed conflict resolution is evident if and when needed.
- Families report stronger bonds, more positive communication, and greater involvement in community service.
- Schools experience increased volunteer participation and improved trust between stakeholders.
- Communities benefit from youth-led initiatives, cleanup campaigns, cultural events, and service projects, that foster stronger social cohesion.

These outcomes affirm that SSEHV is not a theoretical add-on, but a practical, effective methodology for character development and community transformation. Sustaining and scaling SSEHV's success involves key indicators, such as:

- Government Recognition: The state-funded support for ECCE centres reflects growing confidence in the programme's value for early childhood education.
- Community Funding: Longdenville Sathya Sai Primary's reliance on local philanthropy prior to its current State funded support highlights how community investment is inspired by visible impact.
- Professional Development: Teacher training workshops, hosted by the Sai Institute of Education, build educator competency in SSEHV pedagogy and strengthen regional networks.
- Expanding Reach: As staff from the Trinidad & Tobago schools share their experiences with local and regional counterparts, interest is growing in adapting SSEHV to new contexts.

The Sathya Sai Schools of Trinidad & Tobago exemplify how SSEHV can transform education into a force for personal and societal upliftment. By integrating values across curricular, social, and environmental dimensions, these institutions nurture students who are not only academically equipped but morally grounded and socially engaged. For Caribbean educators and policymakers seeking to enrich formal curricula with character education, this model offers a powerful, replicable blueprint. Across the region, SSEHV can foster a new generation of thoughtful, compassionate citizens, strong in intellect, deep in empathy, and committed to building a more harmonious society.



"I hear and I forget. I see and I remember. I do and I understand."
Confucius

Front cover: Students from Longdenville Primary Sathya Sai School, Trinidad and Tobago



The Sri Sathya Sai International Organization (SSSIO) is a spiritual and humanitarian organization active for over 50 years and in over 110 countries. The SSSIO Education Committee supports and promotes Sathya Sai Education worldwide including 39 Sathya Sai Schools, 28 Institutes of Sathya Sai Education, and programs of Sathya Sai Education in Human Values (SSEHV) and Sai Spiritual Education (SSE). For more information please contact: ec@sssio.org

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