

GLOBAL OVERVIEW OF
SRI SATHYA SAI
EDUCATION



SRI SATHYA SAI WORLD FOUNDATION

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First Printing 2007

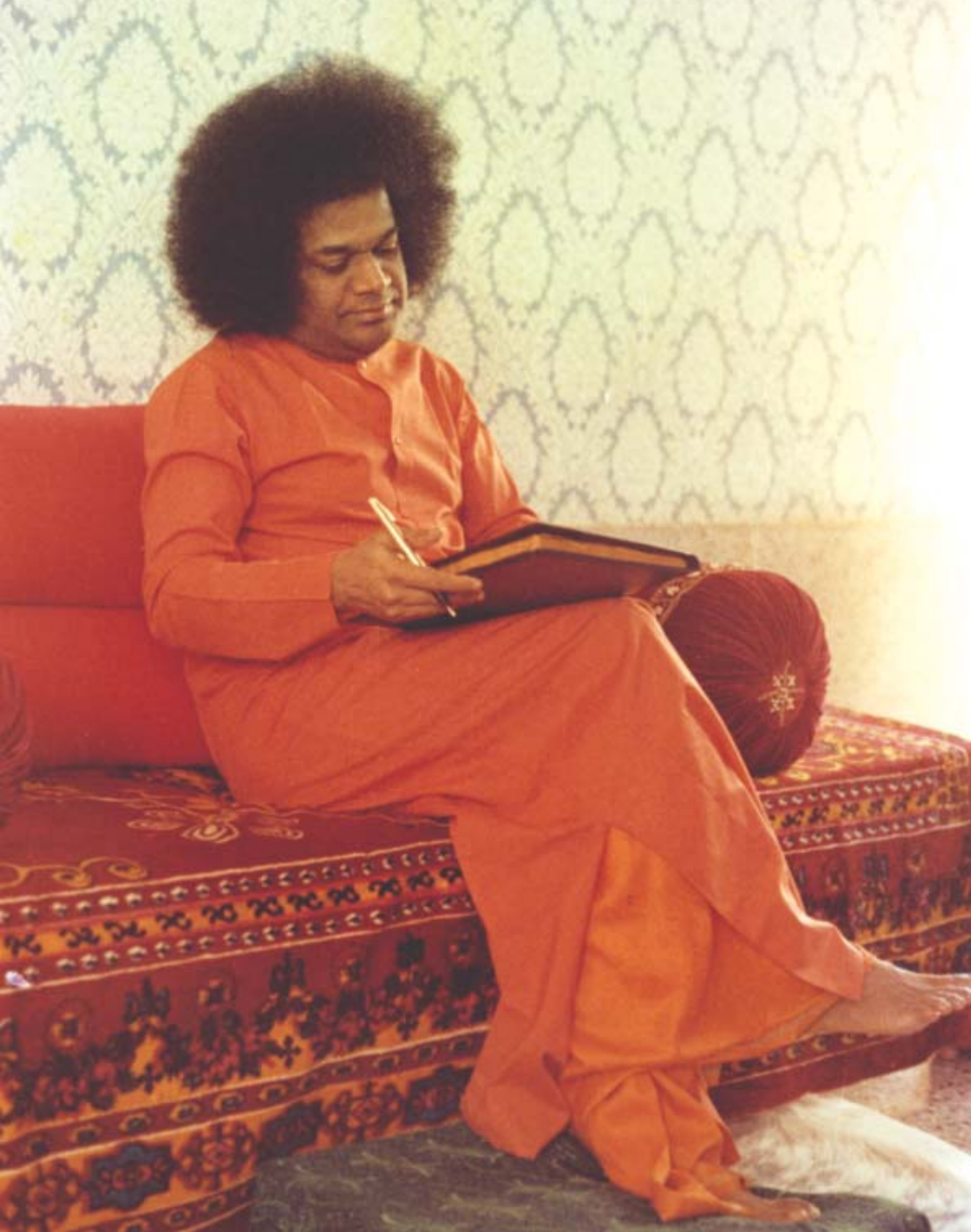
ISBN-10: 0-9791426-0-1

ISBN-13: 978-0-9791426-0-4

Library of Congress Control Number: 2007900965

Images: Children, women and men participating in Sathya Sai Education around the world
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Designed, formatted and printed by
Roots Advertising Services Pvt. Ltd., B-4/26 Safdarjang Enclave, New Delhi 110 029, India



My Life is My Message

— Sri Sathya Sai Baba

Foreword I

Sathya Sai Education in Human Values fulfils the ultimate mission of education. He, who has inspired this educational programme, Sri Sathya Sai Baba, goes directly to the essence of the institution of education and its role in human civilization, as he does with other social institutions and, indeed, with human life itself. He distinguishes between, "the really real and the relatively real", between the universal and the parochial, between that which is lasting and that which is transient.

Most educationists acknowledge that an important part of the mission of education is to transmit the knowledge and skill necessary to navigate through this journey of life safely, effectively, and with a modicum of happiness. However, too often in our modern educational systems, overwhelming emphasis is placed on the acquisition of skills and knowledge that will enable the student to find a job or practice a profession. Too often the educational process becomes a procession of students who pass through a perfunctory exercise. Worldly education in many places has become an assembly line in which 'educate' means 'matriculate, inculcate, and then graduate'.

Preoccupation with this aspect of education obfuscates the deeper and most important role of education. Sri Sathya Sai Baba has said, "The end of education is character." He has declared that the attributes of character are found in one who practices the universal human values of Love, Truth, Right Action, Peace, and Nonviolence. Finally he has assured us that these values are inherent in all of us and will emerge and prevail in our being as we come to know ourselves. The Sathya Sai Education in Human Values Programme is based on these universal principles.

The Sathya Sai Education in Human Values Programme is presented directly as a separate lesson plan unto itself, indirectly by incorporating the principles and values into the lesson plans in the various school subjects, and it is practiced in all extracurricular activities as well. The teachers must strive to exemplify the human values at the heart of the programme. They must strive to be exemplars. This brings to mind the great philosopher-teachers of ancient Greece like Socrates who taught not only by speaking and explaining, but, more importantly, by demonstrating the lofty ideals that they espoused through their noble characters. It also brings to mind the great saints and sages of all religions who taught and inspired, who instructed and transformed.

The ultimate mission of education, according to the Sathya Sai Education in Human Values Programme, then, is to contribute towards our knowledge of ourselves, so that we can have a sense of the purpose of human life, and the qualities necessary to apply ourselves to the fulfilment of that purpose. In this manner, true education, as inspired by Sri Sathya Sai Baba, becomes a transformational, life-long process. Students seek and find answers to the perpetual and perplexing questions: Who am I? Why am I here? What must I do to obtain lasting, profound happiness? How can I achieve the highest good for myself and for the world?

This book is the most comprehensive attempt to elucidate the origin, development, history, philosophy, pedagogy, accomplishments, current status of programmes all over the world, and future plans for this great and most needed programme of education.

The Sathya Sai Education in Human Values Programme stands by itself:

It is universal.

It results in the most profound transformation and greatest happiness for student and teacher alike.

Michael G. Goldstein, MD

Chairman

Sri Sathya Sai World Foundation

Foreword II

Sri Sathya Sai Bal Vikas has evolved over the years to Education in Human Values (EHV), then to 3HV and now to Educare. Through all this development, the message of Sri Sathya Sai Baba has remained the same – simple enough for each of us to understand, yet profound enough to transform ourselves. The message is: first, go within and know ourselves; then bring out the Human Values that lie dormant in each one of us; and finally, live these values in our daily lives. This process of Educare can transform us individually, then the family, the society, the nation and finally the whole world. The peace that Educare confers on us, individually, is the ultimate building block of world peace.

Bhagawan Sri Sathya Sai Baba tells us first to be, then to do, and only then to tell. The thousands of educationists who have dedicated themselves over the years to taking Sathya Sai Education to every part of the world have always remained focused on their mission of bringing light and love to the world through Educare. As a result, little effort has been made so far in documenting the richness and diversity of Sathya Sai Education practiced in diverse cultures and regions. Yet, the time has perhaps now come for educationists the world over to know what Sathya Sai Education is and what contribution it can make to help mainstream education fulfil its promise of making a man of wisdom and character, while being fully competent in daily living.

The Global Overview of Sri Sathya Sai Education is an important step in this direction. It covers the whole ground – beginning with the historic development of Sathya Sai Education, its philosophy, a comprehensive account of how it is being practiced in different parts of the world and how it has contributed to the fulfilment of the goals of education. I can clearly see that this book will become a regular source book not only to Sathya Sai educationists the world over but also to all those engaged in educational policy making and research in education.

I congratulate Sri Sathya Sai World Foundation for this noble effort to the making of this book.

Indulal Shah

International Adviser

Sri Sathya Sai Organisations

Contents

Chapter 1.

The History and Philosophy of Sathya Sai Education	1
The Background	3
Educare: The Philosophy of Sathya Sai Education	5
The Five Human Values	7
The Five Teaching Techniques	9
Sathya Sai Education as Life Transformation	10
Early Beginnings of Sathya Sai Education	11
Bal Vikas/Sai Spiritual Education (SSE)	11
Sathya Sai Education in Human Values (SSEHV)	13
Sathya Sai Schools and Colleges in India and other countries	14
Institutes of Sathya Sai Education	15

Chapter 2.

The Sathya Sai Education System	17
Formal Sathya Sai Education Programmes	21
Sathya Sai Education in Human Values (SSEHV) in State and Private Schools	21
Sathya Sai Schools	21
Institutes of Sathya Sai Education (ISSEs)	23
Sathya Sai Colleges and Sri Sathya Sai University	24
Non-Formal Sathya Sai Education Programmes	25
Sai Spiritual Education (outside of India) Bal Vikas (in India)	25
Sathya Sai Education in Human Values (SSEHV) in the Community	25
SSEHV for Teens and Young Adults	26
Sathya Sai Parenting	26
Informal Sathya Sai Education	27
Discourses by Sri Sathya Sai Baba	27
<i>Sanathana Sarathi</i> Magazine	27

Contents

<i>Vahinis</i> by Sri Sathya Sai Baba	27
Conferences and Retreats (local, national, and international)	28
Study Circles in Sathya Sai Baba Centres	29
Radio Sai Global Harmony and Information Websites	30
An Overview of Sri Sathya Sai Education System	32
Chapter 3.	
Non-Formal and Informal Education Programmes	33
Bal Vikas/Sai Spiritual Education	35
Introduction	35
Steady Global Growth	35
Sai Spiritual Education Absorbing Elements of Local Culture	36
SSE in Geographical Regions	38
Asia (outside India), Australia and Pacific Island Countries	38
Africa	40
Europe	40
Continental Europe	42
North America	44
Latin America	44
Middle East	45
International Unity among SSE Programmes	45
Sathya Sai Education in Human Values (SSEHV)	47
Introduction	47
SSEHV in Geographical Regions	48
Asia (outside India), Australia and the Pacific Island Countries	48
Africa	51
Middle East	52
Europe	53
North America	56
Latin America	58
Sathya Sai Parenting and SSEHV for Parents	61
Informal Education Programmes	63
Multi-Media Resource: Radio Sai Global Harmony & Heart2Heart Website	63
Sri Sathya Sai Baba's Discourses and <i>Sanathana Sarathi</i>	64

Chapter 4.

Formal Education Programmes and Institutions	67
Sathya Sai Schools	69
Introduction	69
Sathya Sai Schools in India	69
Sathya Sai Schools outside India	72
School Climate and Its Transformative Effect on Students	73
Effect of Students' Transformation on Parents and Others	77
Effect on the School Staff	79
A Day at the School	81
The Relationship of Sathya Sai School Philosophy, Guiding Principles, and Values to School Climate of Peace and Love	82
Difference from Other Schools	83
School Governance	84
Sathya Sai School Community	87
Teacher Training and Teaching Resources	88
Institutes of Sathya Sai Education (ISSEs)	89
Introduction	89
Establishment of Institutes of Sathya Sai Education outside India	89
Functions of ISSE	89
Establishment and Management of Sathya Sai School(s)	89
Training of Teachers	92
Partnerships in SSEHV in a Whole School Approach	93
Training of Teachers through Affiliations with Colleges, Universities, and Ministry of Education	97
ISSE as a Resource of SSEHV Material	97
Role of ISSE in Programme Development and Research	98
Sri Sathya Sai International Centre for Human Values	99

Contents

Chapter 5.

Sri Sathya Sai University	101
Historical Development	105
Mission of the University	105
Distinctive Features of the University	105
Chancellor as the Motivator	106
Integral Education	107
Awareness Programme	107
Character: The End of Integral Education	111
Special Attention to Women's Education	112
'Crest Jewel' of University Education	113

Chapter 6.

Educational Standards and Quality Assurance	115
Brief History of Quality Assurance of Sathya Sai Schools	117
Comparison of Sathya Sai School and Public (Government-funded) Education Quality Assurance	117
SAI 2000: Standards, Accreditation, Inspection	118
Standards	118
Inspection and Accreditation	118
Global Level Accreditation Process	119
Current Status of Quality Assurance of Sathya Sai Schools	119
Future Perspectives on Quality Assurance	123

Chapter 7.

International Cooperation and Exchange Programmes	125
Cooperation with Universities and the Academia	127
Cooperation with Governments and Non-governmental Organisations	129
Cooperation with the United Nations and other International Agencies	131

Chapter 8.**Achievements of Sathya Sai Education 133**

Formal Education Programmes	137
Sathya Sai Schools	137
Observational Research and Studies by Independent Evaluators	137
Sathya Sai School: A Typical Profile	138
Reports by School Inspectors and Other External Bodies	139
Institutes of Sathya Sai Education	141
Independent Evaluation by the United Nations	142
Non-Formal Education Programmes	143
Testimonials from Former SSE students	144
Impact of SSE and SSEHV on the Teachers	145
Impact of SSE and SSEHV on Parents of the Students	146
Impact of Sathya Sai Parenting Programme on Parents	146

Chapter 9.**Future Perspectives 149**

A Strategic Education Plan	151
Promoting Unity in Diversity	152
A Life-long Transformation Process	153
Enhancing the Quality of Sathya Sai Education	154
<i>Development of Curriculum</i>	154
<i>Teacher Training and Development</i>	155
<i>Standard Setting and Quality Assurance</i>	157
<i>Research, Monitoring, and Evaluation</i>	157
Managing the Transition	158
International Cooperation and Exchange Programmes	160

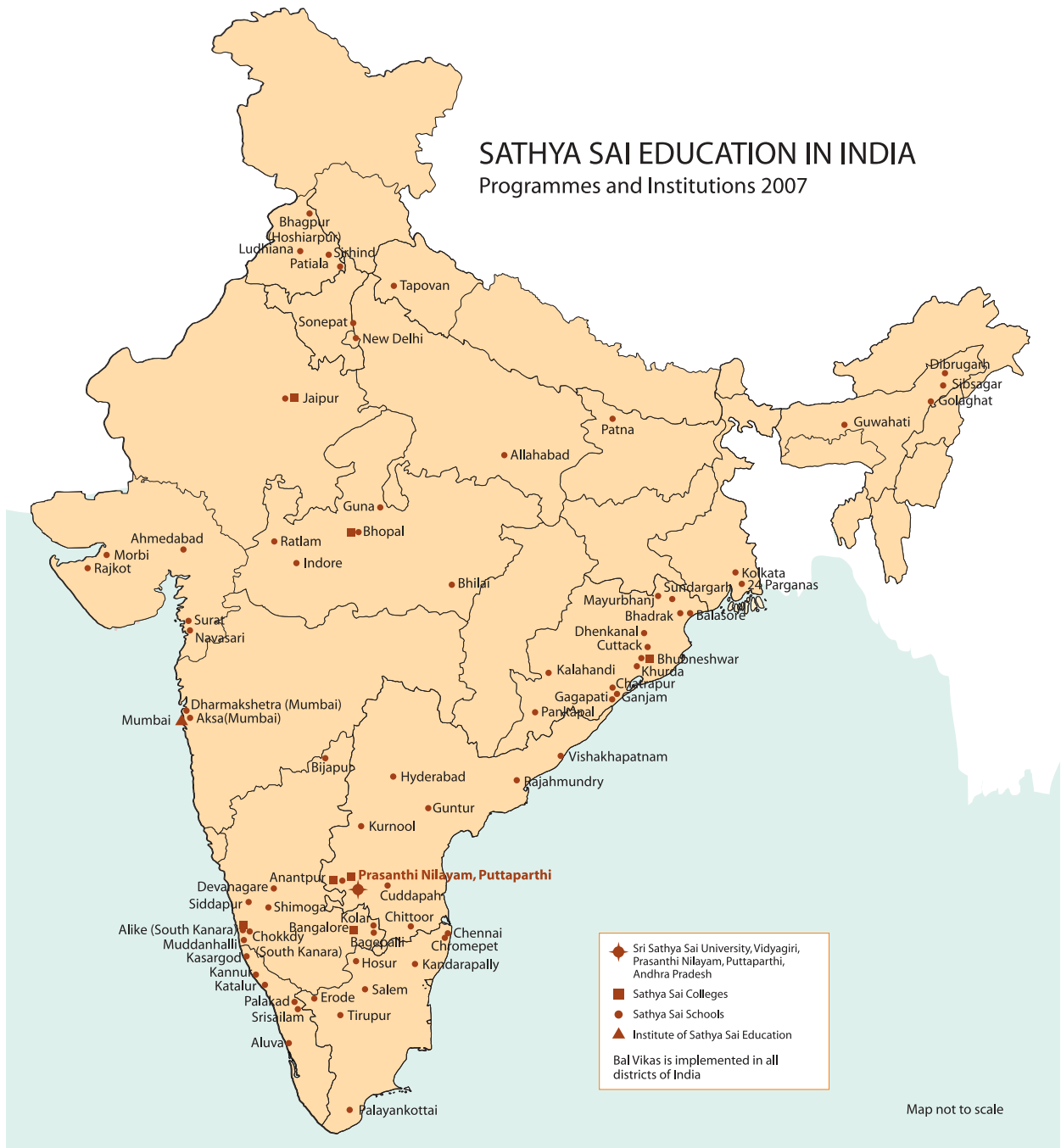
Contents

Chapter 10.

Towards a New Educational Order	163
The Goal of Education	165
The Current Global Scenario	165
The Search for a New Educational Order	167
A Renewed Emphasis on Values	168
Sathya Sai Education: A Pathway for Transformation	169
Character: The Goal of Sathya Sai Education	170
Education: Not for Mere Living But for a Worthwhile Life	171
	173
Appendix 1: Institutes of Sathya Sai Education	175
Appendix 2: Sathya Sai Colleges and Schools in India	182
Appendix 3: Sathya Sai Schools around The World (Outside India)	186
Appendix 4: Countries with Sathya Sai Education Programmes	187
	189

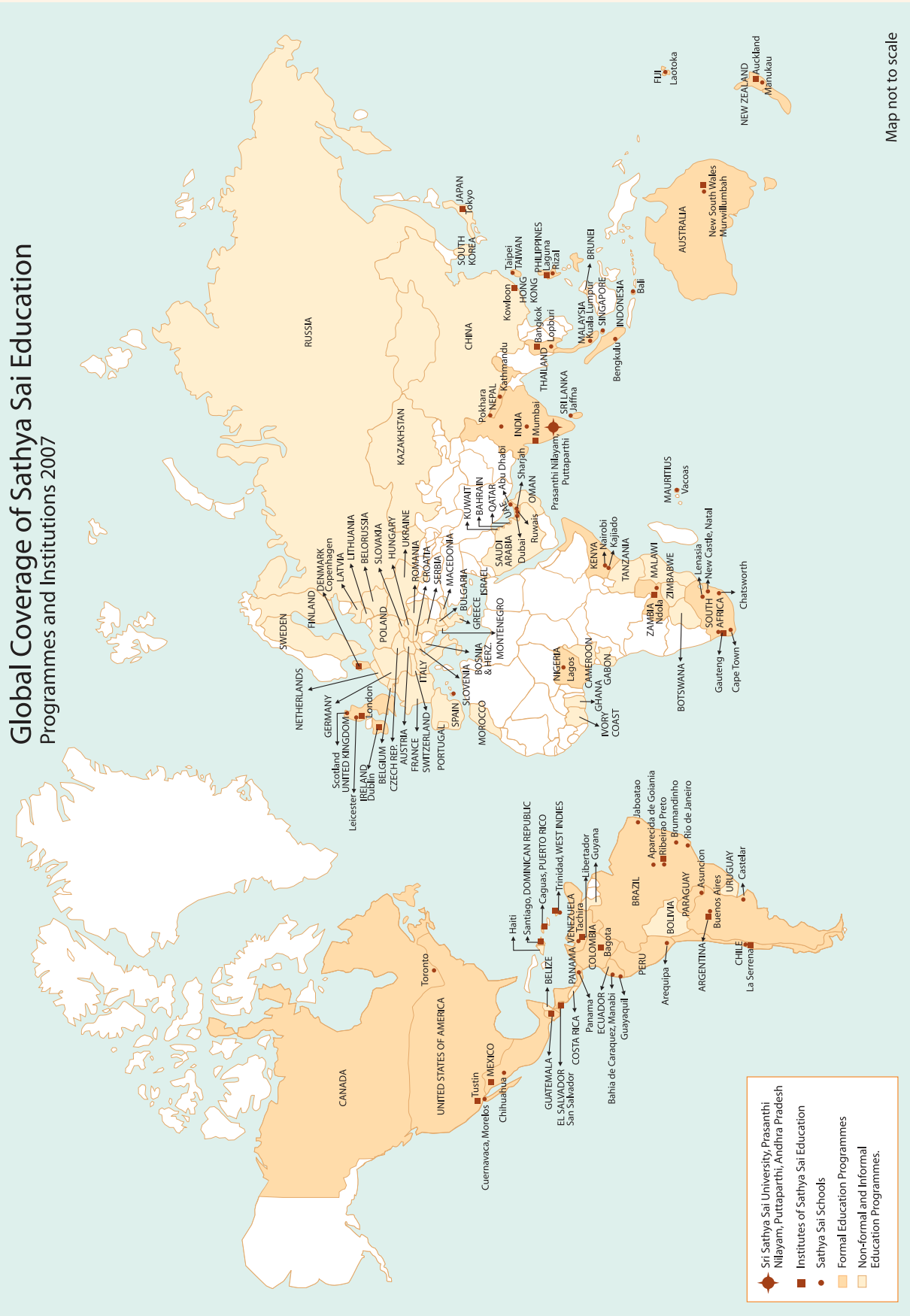
SATHYA SAI EDUCATION IN INDIA

Programmes and Institutions 2007



Map not to scale

Global Coverage of Sathya Sai Education Programmes and Institutions 2007



Chapter 1

THE HISTORY AND PHILOSOPHY OF
SATHYA SAI EDUCATION



Sri Sathya Sai Baba with Bal Vikas children

THE BACKGROUND

Sathya Sai Education has its roots in the teachings of Sri Sathya Sai Baba, the revered spiritual leader who resides in India, but who has followers in virtually every country of the world. Very early in his life, Sri Sathya Sai Baba declared that his mission was to impress upon mankind the crucial importance of leading moral lives by the practice of universal human values: *Sathya* (Truth); *Dharma* (Righteousness); *Shanthi* (Peace); *Prema* (Love); *Ahimsa* (Nonviolence). He says education should bring out human values. "To bring out" means to translate these values into action. Since then, he has remained a constant motivator and guide in the development of Sathya Sai Education.

The most distinguishing feature of this educational system is its philosophy that helping students develop a good character is equal in importance to fostering the development of skills that will help them to earn a good living. He says education is for life and not merely for eking out a livelihood. Revolutionary in concept and comprehensive

in scope, Sathya Sai educational principles have become a lifelong learning and transformation process for children, men, and women in all parts of the world. His message to the students is: "The end of Education is character and Education without character is useless."

Speaking at the Maharani's Women's College in Mysore in September 1963, Sri Sathya Sai Baba said:

"Education is not for mere living; it is for life, a fuller life, a more meaningful, and a more worthwhile life. There is no harm if it is also for a gainful employment; but the educated man must be aware that existence is not all, that gainful employment is not all. Again education is not for developing the faculty of argument, criticism, or winning a polemic victory over your opponents or exhibiting your mastery over language or logic. That study is best, which teaches you to conquer this cycle of birth and death and that will not be disturbed by the blessings or blows of fate. That study begins where this study of yours ends."



EDUCARE: THE PHILOSOPHY OF SATHYA SAI EDUCATION

The word Educare has its origin in the Latin word, 'Educare,' which means 'to elicit.' Educare has two aspects, the worldly and the spiritual. Worldly education brings out the latent knowledge pertaining to the physical world. Spiritual education brings out the inherent divinity in man. So, both worldly and spiritual education are essential, without which the human life has no value.

— Sri Sathya Sai Baba

The high levels of suffering and anxiety that exist worldwide show no signs of abating, despite continued scientific and technological progress. Persistent conflict and a steady decline in morality are but some of the factors threatening the very survival of humankind. Most serious thinkers would agree that a profound change is needed in the way human beings view themselves and one another. Such a spiritual awakening would require an educational model with the capacity to transform the minds and hearts of all people. The model that is now prevalent throughout the world would need to be expanded from its emphasis on the secular to encompass the spiritual.

The message to educationists is that they must not be content when students acquire knowledge and adaptive skills that can prepare them only for earning a living. Rather, they should be equally concerned that education helps students to realise their full human potential, which is the realisation of one's inherent divinity. Further, it is through this awakening of human consciousness that students become cultured and refined. Culture and refinement take them beyond the concerns for personal welfare, to the welfare of all members of society. Such individuals, who have recognised this prevailing unity within the diversity, would then be guided by their sense of right and wrong, good and bad, and by what is helpful rather than harmful to others.

It is in the above context that Sri Sathya Sai Baba proclaimed, "In the sphere of education, many revolutionary changes are needed." Secular and spiritual education should be merged into a philosophy and pedagogy of education with the power to better serve the needs of society. He has inspired and guided the development of an educational system that achieves this goal. The essential premise of the system is that the recognition of one's divine nature can be assisted and nurtured through all forms of educational activity and with students at every level of educational advancement. Sathya Sai Education thus entails a life-long process of transformation, and aims to strengthen the sacred connections between the individual, the family, the society, and all creation.

The philosophical cornerstone of Sathya Sai Education is the concept of Educare. Sri Sathya Sai Baba draws a distinction between what has traditionally been conceived to be 'education' and what he refers to as 'Educare'. He says that educationists who merely read books and pass on the contents to students are not fulfilling the goals of real education. Rather, "real education is that which promotes unity, equality and peaceful co-existence with fellow human beings." It "flows from the heart, and is termed as 'Educare'." Therefore, "Educare should be pursued along with what has usually been meant by education."

The rainbow in the sky is formed by dispersion of one single pure white ray by raindrops. It symbolises multiplicity in nature caused by the prism of the mind. The diversity of the five elements in creation has its origin in the pure Divine Light within. Revelation of this Truth is Educare.

— Sri Sathya Sai Baba



Sri Sathya Sai Baba at a Conference to celebrate the 15th anniversary of Bal Vikas Programme, Prasanthi Nilayam, 1983

The guiding principles of the term Educare, as used by Sri Sathya Sai Baba, are: (a) divinity is love, and it is the undercurrent of all human values; (b) Educare elicits the inherent human values and translates them into action in daily life; (c) the purpose of education is for living a fully human and spiritual life; (d) the end of education is character and character manifests itself as the unity of thought, word, and deed.

The principles embodied in the concept of Educare apply to everyone. Sri Sathya Sai Baba

teaches that there are five human values which are innate in everyone, and that real or true education develops the full human potential. He says that everyone, young and old, should strive to develop a noble character. He regards as useless, educational systems that do not foster the development of good character traits. Character is reflected in one's words and overt behaviour. He urges everyone to refrain from acts that harm others, and to always speak in a pleasant manner: "you cannot always oblige, but you can always speak obligingly."

Good education is that which teaches the method of achieving world peace; that which destroys narrow-mindedness and promotes unity, equality, and peaceful co-existence among human beings.

— Sri Sathya Sai Baba

**Love in speech is Truth. Love in action is Right Conduct. Love in thought is Peace.
Love in understanding is Nonviolence.**

— Sri Sathya Sai Baba

The Five Human Values

Human values make life worthwhile, noble, and excellent. Those qualities lie within the human personality, waiting to be drawn out and translated into action. Sathya Sai Education is based on five human values: Truth, Right Conduct, Peace, Love, and Nonviolence. Drawing out these five inherent human values develops good character. Sri Sathya Sai Baba regards the development of good character as the ultimate aim or end of education.

Sathya Sai Education utilises a pedagogy of integral education that elicits human values through all aspects of education, including: the process of learning and the process of teaching, while integrating them into the curriculum, and the educational environment. Most importantly, it does this through Love, which underpins all the other values.

The following are examples of commonly recognised character attributes of the five universal human values.

TRUTH	RIGHT CONDUCT	PEACE	LOVE	NONVIOLENCE
Curiosity	Cleanliness	Calmness	Caring	Awareness of responsibility of citizenship
Discrimination	Courage	Concentration	Devotion	Compassion
Intuition	Determination	Endurance	Empathy	Consideration for others
Quest for knowledge	Duty	Purity	Forbearance	Harmlessness
Spirit of enquiry	Honesty	Self-discipline	Friendship	Helpfulness
Truthfulness	Service to others	Self-respect	Selflessness	Justice

Source: V.K. Gokak (1981) and others.

What exactly is Truth? Is it a description of a thing as one has seen without exaggeration and understatement? No. Or, the narration of the incident in the same words as one has heard it narrated? No. Truth elevates. It holds forth ideals. It inspires the individuals in the society. It is the light that illumines man's path to God.

— Sri Sathya Sai Baba

Truth

A key component of Sathya Sai Education is the assertion that there is one ultimate and universal Truth, which may be expressed in a multitude of ways. It may be ascertained through many paths, names, and forms, but Truth is always only One. The different religions and spiritual orientations offer a rich variety of approaches, affording seekers the ability to choose on the basis of their inclination. For example, Truth can be approached through the path of wisdom (rational thought and knowledge). It can be approached through the path of intense devotion towards a symbol of divinity and it can be approached through selfless service.

Truth also finds expression in nature, art, music, poetry, ancient scriptures of all faiths, and through scientific discipline. Increasingly, various scientific disciplines are showing the compatibility of science and spirituality. Science has revealed that matter is nothing but energy and energy is matter. Sub-atomic particle physics and many of the common assumptions of spirituality point to the existence of a force that is constantly dissolving, preserving, and creating. Ultimately, however, Truth is found within. The pursuit of Truth requires discrimination, intuition, and introspection. The highest Truth is that it is changeless in the past, present and future.

Right Conduct

The Right Conduct of which we speak is rooted in the Sanskrit word, Dharma. Though Dharma has no literal translation in English, it may be said to encompass the sum total of codes of ethics, ethical behaviour, and moral rectitude. The injunction, "do good, see good, and be good," captures the essence and intent of this value. It is rooted in attitudes and habits inculcated from early childhood that mature into respect and adherence to the duties and responsibilities that come with one's life circumstances.

Sri Sathya Sai Baba's 'Ceiling on Desires' programme, which is an important aspect of Sathya Sai Education, can easily be applied to the expression of Right Conduct. Placing a ceiling on one's desires involves the making of a conscious and sustained effort not to waste food, water, time, energy or money. Adopting such a code of conduct can go a long way towards reducing the tragic imbalance that exists between the 'haves and have-nots' of the world.

Love alone can alleviate anxiety and all fear. Love is joy, love is power, love is light, love is God. Love helps you to see God in everyone, everyone as Divine.

— Sri Sathya Sai Baba

Peace

Everyone desires and seeks Peace. Lasting Peace cannot be found in the material world. Peace requires the capacity for introspection and self-awareness. Self-awareness enables one to become mindful of his or her thoughts, words and deeds. When self-awareness becomes a habit, the individual begins to monitor and modify the habitual patterns of thought that obstruct the Peace within. True Peace requires inculcating equanimity, regardless of loss or gain, success or failure, pain or pleasure. Quieting the mind and opening the heart are essential for acquiring Peace. A quiet mind requires the application of discipline to take the time to look inward and experience the silence within.

Love

The human value of Love may be best expressed as an energy permeating all life. That is, it is not an emotion or passionate feeling of desire and attachment. It refers to something much deeper, and more basic to human nature. It is totally unselfish and independent of whether there is reciprocity. All the great religions extol the importance of Love. It is kindness, caring, empathy, and compassion. Love is not passive, but active, and it grows, as Sri Sathya Sai Baba would say, “by giving and forgiving”.

Nonviolence

The zenith of all human values is Nonviolence. Truth, Right Conduct, Peace, and Love merge in Nonviolence. Nonviolence is a state of mind that recognises the unity within the apparent diversity. It manifests as nonviolation of the laws of nature and respect for law and order. It calls for restraint from the doing of harm to others and to nature in general. Nonviolence is rooted in forbearance, morality, and integrity. When the ethics of Nonviolence is embraced as the means to world peace — there will be global harmony.

The Five Teaching Techniques

A philosophy of education requires a pedagogy. In the case of Educare, this pedagogy needs to be experiential, transformational, and integral. In addition to an emphasis on the indispensable role of the teacher as exemplar, there are five recommended teaching techniques. Along with

other compatible teaching strategies, these five techniques provide the full range of learning activities and embrace body, mind, and spirit. They are: Storytelling, Prayer or Quotations, Silent Sitting or Tuning-in, Group Singing, and Group Activities.

Students have to imbibe the nine important qualities, which are as precious as nine gems. These are: spirit of sacrifice, humility, the spirit of selfless service to society, friendliness, discipline, commitment to integrity, truth, love, nonviolence, and faith in God.

— Sri Sathya Sai Baba

Storytelling captures the imagination, engaging the heart and intellect in a dynamic process of making meaning and relevancy in one's life, while providing models of human behaviour, faith, and wisdom. Prayer, or an inspirational quotation, elevates the mind and heart to the noblest ideal. Music and song bring joy and love, while Silent Sitting develops the capacity for concentration, intuition, creativity, and quietude. Group activities are designed to integrate the experience of the human values in thought, word, and deed.

Again, the teachers' role as an exemplar is crucial. Their personal immersion in the process of *Educare* enables them to be tuned in to the needs of their students, at all levels of development. As such, the teachers' choice of teaching strategies reflects both worldly and spiritual development. These five teaching techniques can form the core of a complete lesson or a curriculum focused on human values. Combined with other compatible teaching strategies, these techniques are easily integrated into any academic curriculum.

Sathya Sai Education as Life Transformation

Learning does not begin with formal schooling and end some time after secondary school or university. Rather, it is taking place all of the time. Generally, children are provided with structured learning curriculums and environments. However as they grow into adults, they become self-learners. Through the process of *Educare*, self-learning transcends to self-transformation. Through studied introspection, self-awareness, and daily mindfulness, the intrinsic human values continue to become manifest.

Sathya Sai Education places great emphasis on self-discipline, self-sacrifice, and selfless service to the community as means to self-transformation. The adage, "*Help Ever, Hurt Never*," is fundamental to the Sathya Sai Service Organisation, and its logical extension into Sathya Sai Education, particularly at the secondary and tertiary levels. Recognition of the inherent divinity in all human beings leads to the attitude that one is serving himself or herself when an act of service is performed.

This finished product, where personality is character and character is personality, this is integral education — Sathya Sai Education.

— V.K. Gokak, 1981

EARLY BEGINNINGS OF SATHYA SAI EDUCATION

Just as two wings are essential for a bird to fly high in the sky, two wheels for a cart to move, so too, the two types of education are needed for man to attain the goal of life. Spiritual education is for life, whereas worldly education is for a living. Only when man is equipped with these two aspects of education, can he be deserving of respect and adoration in society.

— Sri Sathya Sai Baba

Bal Vikas/Sai Spiritual Education (SSE)

The year was 1969 when, inspired by the teachings of Sri Sathya Sai Baba and under his guidance, a programme was established in India to teach children of Sathya Sai devotees about the country's ancient scriptures through story telling, enacting plays with morality themes, and through singing of devotional songs. The responsibility for implementing the programme, which was named as "Sri Sathya Sai Bal Vihar", was assigned to the Ladies Wing of the Sathya Sai Seva Organisation. A national conference was organised in 1971 for volunteers who had been trained as teachers and administrators of the programme. At the conference, the name "Bal Vikas" was chosen in order to better clarify the objectives of the programme. Bal Vikas is a Sanskrit term which means "blossoming of the child". Accordingly, rules, regulations, and a course syllabus were developed in order to enhance the blossoming of "truth, beauty, and goodness in the child".

By 1975 the number of trained Bal Vikas teachers in India had grown to 3,500, and the number of students to over 50,000. The programme was soon to be introduced to countries outside of India.

Early in the development of Bal Vikas, Sri Sathya Sai Baba emphasized, "The Bal Vikas course is designed to impart the values of

Sanathana Dharma (perennial, virtuous conduct). Wherever *Sathya* (Truth), *Dharma* (Right Conduct), *Shanti* (Peace) and *Prema* (Love) are emphasized, in whatever religion or language, by whichever teacher it may be, there we have *Sanathana Dharma*. It is imperative that the *Guru* (teacher) teaches this course with full faith and confidence."

In the very early 1970s a Bal Vikas programme was begun in the United Kingdom. In 1977, Sathya Sai devotees in the United States of America started a Bal Vikas Programme, modelled along the lines of the one in India, and published an international Bal Vikas Newsletter, The Om Publication.

In 1980, Sri Sathya Sai Baba introduced his 'Ceiling on Desires Programme' at the Third World Conference of Sri Sathya Sai Organisations held at Prasanthi Nilayam (Puttaparthi, Andhra Pradesh). He said children must be taught not to waste food, water, time, energy, or money. Sri Sathya Sai Baba explained that to do so is a form of violence against nature. Further, the only remedy to curb violence in the world is for individuals to minimise their desires. This implied that the Ceiling on Desires Programme should be adopted not only by children, but adults as well.

The Bal Vikas Programme began to spread rapidly to other countries around the world, and in 1981, a conference for overseas teachers



Sri Sathya Sai Baba presenting awards to Bal Vikas children

was held at Prasanthi Nilayam. It was here, during this conference, the concept of education in human values was introduced and Sri Sathya Sai Baba called for the development of objective assessment techniques. Subsequently, added emphasis was placed on the further development of Bal Vikas teacher training and curriculum. In 1983 the 15th Anniversary of Bal Vikas Celebration was held in Prasanthi Nilayam. This was attended by well over 20,000 children and teachers. In 1995 at the Sixth World Conference of Sri Sathya Sai Organisations, in order to emphasize the universality of the Bal Vikas Programme, it was decided to change the name to Sai Spiritual Education (SSE) in countries outside of India.

Sathya Sai Education in Human Values (SSEHV)

Bal Vikas or Sai Spiritual Education (SSE) classes are designed for children whose parents are devotees of Sri Sathya Sai Baba. These classes are conducted at local Sai Centres by devotees who have been trained by the Sri Sathya Sai Organisation. The core content relates to the five universal human values of Truth, Right Action, Peace, Love, and Nonviolence. Sri Sathya Sai Baba has long held that these human values are valid and necessary for the education and schooling of all the children of the world.

In the early 1980s, a modification of the Bal Vikas programme was developed for children whose parents were not devotees of Sri Sathya Sai Baba. It was given the name Sathya Sai Education in Human Values (SSEHV). SSEHV does not teach about Sri Sathya Sai Baba or any specific spiritual or religious figure. Rather, SSEHV is a secular programme (in the sense that it is equally respectful of all faiths and religions), which promotes character development, and seeks to instill in the students a respect and reverence for nature and for the rights of others. The SSEHV teacher is expected to earnestly practice the human values in her or his own life. The teacher, as an exemplar, encourages students to grow in self confidence and strive to realise their full potential as human beings.

As SSEHV continued to grow, it became necessary to increase the number of persons qualified to train SSEHV teachers. Accordingly, a "training of trainers" conference was held at Prasanthi Nilayam in 1984, attended by participants from 10 states in India. In 1985, Sri Sathya Sai National Board of Education was

established, and it conducted the first SSEHV workshop, attended by principals and headmasters from 300 schools in 16 states of India. By 1989, 35,000 primary school teachers had been trained and SSEHV had been extended to 3,000 schools in India, with most state governments formally adopting SSEHV for their school systems.

Throughout the 1980s, Sri Sathya Sai Baba continued to elaborate on his concept of ideal education for children. Addressing students in May 1985 he said, "The process of education involves the process of self-control and self-denial. No person is free to live as his impulses prod him.... Wealth, scholarship, power, and prestige are all despicable if they are not directed towards moral ends." In the same year, Sri Sathya Sai Baba started encouraging the integration of human values in all aspects of the school curriculum and in extra-curricular activities through SSEHV.

In 1981, the United Kingdom was one of the first countries outside of India to start an SSEHV programme. The concepts of SSEHV were implemented in London at Spencer Park School in the Borough of Wandsworth, South London, and the "Education in Human Values Society" was formed. This group was charged with the responsibility of raising awareness of members of the local Sri Sathya Sai Organisation about SSEHV, and training teachers for the Inner London Education Authority. In 1983, an Education in Human Values Foundation was established in the United States of America. The Foundation developed the first official SSEHV Curriculum and incorporated a lesson plan model. The curriculum was printed and published by the Sri Sathya Sai Books and Publications Trust as *Lesson Plans for Human Values*, International

Edition. In 1987, the European Sathya Sai Educare (ESSE) Institute was established in Denmark and training of teachers throughout Europe began.

SSEHV conferences, symposia, and workshops were organised in many countries throughout the 1980s: London, UK (1981, 1983, 1985); Port Dickson, Malaysia; Jakarta, Indonesia (1984); Mexico City, Mexico (1984); Los Angeles, USA (1985); Lagos, Nigeria (1986); Ibadan, Nigeria (1987); Ndola, Zambia (1988); Harare, Zimbabwe (1989); El Salvador (1986); Accra, Ghana (1986 and 1987); Glasgow, Scotland (1987); and Bangkok, Thailand (1986 and 1987). Concurrently, SSEHV programmes were started in community settings and in a number of public and private schools in India, as well as in the UK, the USA, Malaysia, Australia, Africa, New Zealand, Latin America, Thailand, and Japan.

In most instances, these SSEHV programmes catered to students who were considered poorly motivated to put forth their best effort in school. The consistent impression of on-site observers was that implementing an SSEHV programme in these schools and community settings resulted in students developing more positive attitudes about themselves and the learning experience. For example, in the UK, the highly positive anecdotal reports and enthusiastic praise from parents, school officials, and community agency personnel, attracted the favourable notice of professional teachers and the Department of Education. In Thailand, the government signed a memorandum of understanding with the Sri Sathya Sai Organisation to provide SSEHV training at all 36 of the country's Teacher Training Colleges, and several thousand Thai teachers participated in weekend workshops.

Sathya Sai Schools and Colleges in India and other countries

The first educational institution to be established under the direct guidance of Sri Sathya Sai Baba was, for good reasons, not a school but a college for women. Sri Sathya Sai Arts and Science College for Women started functioning in Anantapur (a town in Andhra Pradesh, 60 miles from Prasanthi Nilayam) on 22 July 1968 and was later moved to its own premises to be inaugurated by the then President of India, Sri V. V. Giri, on 8 July 1971. The purpose of establishing this institution was expressed by Sri Sathya Baba in his inaugural speech (1968) in the following words:

"This is a divine and blessed land whose tradition is based on spirituality. This college has to be an example. Motherhood aspect is very important. The influence of good or bad, which a mother exerts on her children is far-reaching. Good mothers are needed to rebuild India again."

This was soon followed by Sri Sathya Sai Arts and Science College for Men at Brindavan, Whitefield (near Bangalore in the state of Karnataka), established in June 1969 (for more details the reader may refer to Historical Development of Sri Sathya Sai University in Chapter 5).

In the early 1970s, the Sri Sathya Sai Organisation began establishing Sathya Sai Primary Schools and Sathya Sai Secondary Schools in India. These schools were based on Sri Sathya Sai Baba's philosophy of education, which places emphasis not only on educational achievements, but on character development and the importance of leading a moral life. The philosophy also stresses the importance of encouraging young persons to become aware of their divine inner nature.

The schools attracted the positive notice of educationists and policy makers in India. This inspired devotees involved with SSE and SSEHV programmes outside of India to begin similar schools in their respective countries.

By the early 1990s Sathya Sai Schools were established in Zambia, Thailand, and Nepal. Similar schools were soon started in Argentina, Australia, Brazil, Canada, Ecuador, Fiji, Indonesia, Kenya, Malaysia, Mauritius, Mexico, Paraguay, the Philippines, South Africa, Sri Lanka, Taiwan, the United Kingdom, and Venezuela. Currently, there are over 60 Sathya Sai Schools in India and 41 Sathya Sai Schools in 26 countries outside India.

The Sri Sathya Sai Organisation is careful to ensure that these schools operate within the jurisdiction and educational norms of the country where they are located. The local educational authority must be satisfied that the school meets all appropriate requirements, including approving the aims and objectives, the site and structural adequacy of the buildings, syllabus, teacher preparation, proper classroom size, physical resources, staff salaries, and the capacity to meet maintenance and sustainability needs.

The main purpose for establishing Sathya Sai Schools is to provide quality education permeated with human values to children who would otherwise not receive it. To this end, the schools are often located in disadvantaged areas. Funding comes primarily from donations and, in a few cases, from government grants when such grants are consistent with national educational policies and those of the Sri Sathya Sai Organisation. The Schools strive to provide free education. In some cases a small fee is charged for consumables.

Institutes of Sathya Sai Education

As the number of Sathya Sai Schools and SSEHV classes increased in India and around the world, there was need for more standardisation and quality assurance with respect to teacher training and certification. This led to establishing the Institutes of Sathya Sai Education (ISSEs). The first Institute was opened in Denmark in 1987. Since that time it has been conducting seminars for teachers, office bearers, and members of the Sri Sathya Sai Organisations throughout continental Europe, as well as in Russia and countries that were part of the former Soviet Union.

In recognition of the growing demands of parents that their children be provided a values-based education, an Institute was established in the late 1990s at the Dharmakshetra in Mumbai, India. Earlier the Institute staff worked in collaboration with staff from several official agencies, such as the Navodaya Vidyalayas, Western Railway, the Delhi and the Pune Municipal Corporations, and the government of the state of Maharashtra, in order to promote a curriculum for human excellence in their schools. Similar Institutes were established in Thailand, Zambia, the United Kingdom, Australia, South Africa, Latin America, and Canada.

The network of Institutes of Sathya Sai Education has now expanded to over 20 countries. Their stated purpose is "to propagate the ideals of Sathya Sai Education in primary and secondary schools, colleges and universities." In their respective geographical regions, the Institutes provide standardised training of teachers and teacher-trainers. They also offer Diploma and Advanced Diploma courses, assist in establishing Sathya Sai Schools, and support the adoption of existing schools.

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Chapter 2

THE SATHYA SAI EDUCATION SYSTEM



Argentina

THE SATHYA SAI EDUCATION SYSTEM

Education must instill the fundamental human values. Education must promote ethical behaviour. It must foster self-control. This is the essential function of Education.

— Sri Sathya Sai Baba

From its early beginnings with the Bal Vikas programme in India in the late 1960s, Sathya Sai Education has grown into a comprehensive education system, practiced in all parts of the world and covers a wide range of formal, non-formal and informal education programmes, providing a life-long learning and transformation process.

Though originated in India, all these programmes have adapted themselves well to suit local cultural aspirations as well as jurisdictional requirements of national and local educational authorities in different countries. Despite this diversity, all Sathya Sai Education programmes maintain their coherence because all of them draw upon the philosophy of Educare and pedagogy of integral education which characterise Sathya Sai Education. Sathya Sai Education integrates the five teaching techniques with the full

range of educational strategies used in formal and informal education programmes.

At the heart of the system of Sathya Sai Education is the teacher. Teachers of Sathya Sai Education, at all levels, are committed to living the values and to nurturing their development in the learner. A teacher of Sathya Sai Education teaches through love. It is through love that transformation ultimately takes place. When the process of Educare is uppermost in a teacher's mind teaching and learning becomes experiential and joyful. The pedagogy of Sathya Sai Education enables the teacher to merge the purely secular with the spiritual. The five teaching techniques, focused on human values, when integrated with contemporary teaching strategies, touch the body, mind, and spirit of the learner. In this manner, any setting where Sathya Sai Education is taking place becomes a human values-based learning environment.



USA



Taiwan



Mexico

Broadly, Sathya Sai Education can be classified into the following categories:

Formal education, delivered by:

- Sathya Sai Schools
- SSEHV in state (government funded) and private schools
- SSEHV in Institutes of Sathya Sai Education (ISSEs)
- Sathya Sai Colleges
- Sri Sathya Sai University

Non-formal education, delivered by:

- Bal Vikas/Sai Spiritual Education
- SSEHV in the community
- SSEHV for Teen and Young Adults
- Sathya Sai Parenting programmes

Informal (continuing) education provided by:

- Discourses of Sri Sathya Sai Baba
- Sanathana Sarathi* Magazine
- Vahini* Series by Sri Sathya Sai Baba
- Sathya Sai Education Conferences (local, national and international)
- Study Circles in Sri Sathya Sai Baba Centres

- Radio Sai Global Harmony
- Information Websites

FORMAL SATHYA SAI EDUCATION PROGRAMMES

A school should not be considered to be just a commonplace arrangement designed for teaching and learning. It is the place where the consciousness is aroused and illumined, purified and strengthened, the place where the seeds of discipline, duty and devotion are planted and fostered into fruition.

— Sri Sathya Sai Baba

Formal education provides an opportunity to apply the principles of Sathya Sai Education in formal educational settings at the primary, secondary, and tertiary levels. The evidence reviewed in succeeding chapters indicates that Sathya Sai Education, when delivered within a regulated institutional environment, helps children to become responsible, attentive, respectful, and disciplined.

Sathya Sai Education in Human Values (SSEHV) in State and Private Schools

The positive experience with the spiritual education classes for children of Sai devotees led to the development of similar classes for children whose parents are not Sai devotees. The new programme would be similar to Bal Vikas, but the children would not be taught about Sri Sathya Sai Baba, or any particular spiritual figure. Rather, the five human values of Truth, Right Conduct, Peace, Love, and Nonviolence would constitute its primary focus. The name chosen for the new programme was Sathya Sai Education in Human Values.

The predominant aim of Sathya Sai Education in Human Values (SSEHV) is character development. Initially, the programme targeted children in public or private schools, and involved professional teachers who had received special training. Subsequently, interested individuals who were not

professional teachers were permitted to receive the training. In a SSEHV programme children are taught respect for all faiths, as well as about the importance of placing a ceiling on their desires and rendering selfless service to others. Teacher training manuals, curriculums, and lesson plans have been developed around the world to meet the legal, cultural, and educational requirements of the different countries.

When SSEHV is introduced at a public or private school, school administrators retain control of the implementation of the programme. SSEHV teachers strive to reinforce the mission of the school. SSEHV trainers provide the training, educational resources, such as training manuals and a suggested methodology for an evaluation of the impact of the programme. The five teaching techniques are integrated with the standard instructional strategies of the school, as well as incorporated into lesson plans for direct lessons, through specific subject areas. In some countries SSEHV is incorporated through citizenship or civics education.

Sathya Sai Schools

Sri Sathya Sai Baba has inspired the establishment of schools that not only offer a traditional academic curriculum, but also provide spiritual education and promote character development. Known as Sathya Sai



Thailand

Schools, they are based on the philosophy of Educare and the pedagogy of integral education, and strive to offer free education in keeping with Sri Sathya Sai Baba's dictum that education should be available to all, regardless of economic background.

Sathya Sai Schools are formal schools that operate within the legal, cultural, and educational framework of their respective countries of location. They are subject to government oversight, follow the official curriculum of local or national educational authorities, and prepare children for national examinations at different academic levels. The schools are non-denominational, with an open-door policy of admission and are usually located in disadvantaged areas of cities, towns, or rural areas so that they may provide quality education to children who would otherwise not receive it.

The over-arching goals of Sathya Sai Schools are:

- (a) to create an environment, culture, and ethos in which the five human values are actively practiced;
- (b) the realisation in students of the full potential of human excellence; and
- (c) to provide a model of educational excellence for other schools to emulate. In pursuit of these goals Sathya Sai Schools promote:
 - (a) the teacher as exemplar;
 - (b) the spiritual transformation of students and teachers;
 - (c) academic excellence;
 - (d) identification with and respect for one's culture and nation,
 - (e) appreciation of the unity of the different faiths, and
 - (f) an active social conscience and an inclination to render selfless service to others.

There are three kinds of teachers, those who inform, those who explain, and those who inspire.

— Sri Sathya Sai Baba

Institutes of Sathya Sai Education (ISSEs)

Institutes of Sathya Sai Education (ISSEs) have been established in many countries to support the goals and objectives of Sathya Sai Education through awareness raising, advocacy, research, and development. They act as centres of training for teachers and educationists in the principles of Sathya Sai Education. In addition, they ensure that teachers become active practitioners of the ideals of this programme and thereby help teachers to become instruments that help others unfold the divine qualities that reside within themselves.

The goals of an ISSE are to:

- (a) establish educational models of excellence for Sathya Sai Education in the form of SSEHV programmes in the community, state, and private schools, and in partnership with universities, ministries of education, and international organisations, such as the United Nations;
- (b) develop and implement SSEHV programmes;
- (c) ensure the standards and quality of Sathya Sai Schools and SSEHV programmes in state and private schools; and
- (d) carry out research and development related to its programmes.

The functions of an ISSE are to:

- establish, manage, and supervise Sathya Sai Schools
- monitor and evaluate standards and the performance of Sathya Sai Schools
- plan and establish professional links with non-Sathya Sai Schools, teacher training colleges, universities, ministries of education, and international organisations
- develop teacher manuals, training modules, and curriculums
- conduct research and on-going self-evaluation of programmes, training, standards, and overall effectiveness
- provide training in SSEHV for teachers, schools, ministries of education, international organisations, and other venues of professional development, such as medicine, health care, social service professions, and business in the form of professional development workshops and conferences, and diploma courses
- provide support in the form of training and materials for the teachers of Sai Spiritual Education when requested by the Sri Sathya Sai Organisation
- provide education in human values for parents and young adults.

The teacher moulds the rising generation into self-confident, self-reliant, Atma-conscious persons. He is the architect of happy homes, prosperous communities and peaceful nations.

— Sri Sathya Sai Baba

Sathya Sai Colleges and Sri Sathya Sai University

Sathya Sai Colleges are institutions for tertiary education but with a difference. They combine secular with spiritual education in a seamless manner, inculcating *Tyaga* (sacrifice) and *Yoga* (spiritual discipline) among the students. Sri Sathya Sai University based in Prasanthi Nilayam (Andhra Pradesh, India) has three affiliated colleges (two for boys and one for girls). The distinctive feature of this University, the founder and Chancellor of which is Sri Sathya Sai Baba,

lies in the unique academic and living environment which is suffused with love and an emphasis on character development as much as on academic attainment. A fuller account of Sri Sathya Sai University is given in Chapter 5.

Sathya Sai Colleges affiliated with the University, as well as other Sathya Sai Colleges in India, serve as models of excellence for tertiary education.



Administrative Building, Sri Sathya Sai University



Planetarium, Sri Sathya Sai University

NON-FORMAL SATHYA SAI EDUCATION PROGRAMMES

There are two non-formal structures of Sathya Sai Education: Bal Vikas (which is now known as 'Sai Spiritual Education' in countries outside of India) and Community SSEHV. These programmes complement and supplement the formal education that children receive from their regular school.

Sai Spiritual Education (outside of India) Bal Vikas (in India)

Sai Spiritual Education (SSE) is a unique programme of spiritual education for children of devotees of Sri Sathya Sai Baba. This same programme continues to be known as Bal Vikas in India. SSE classes are held in Sri Sathya Sai Baba Centres in 95 countries. Teacher manuals, curriculums, and lesson plans have been developed in many countries to meet various cultural needs. The children in SSE classes are placed in groups by age range: Group 1 children are generally between the ages of 6 and 9; Group 2 between 9 and 12 years of age; and Group 3 between 12 and 15 years. There is some flexibility in these groupings to accommodate local needs. Teachers receive training and on-going support primarily from the Education Wing of the Sri Sathya Sai Organisation in their country, and in some instances by an Institute of Sathya Sai Education.

The aims of SSE are to foster character development and spiritual transformation through helping children to: (1) practice placing a ceiling on their desires, (2) render selfless service to others, (3) appreciate the unity of the different faiths, and (4) learn about the life and teachings of Sri Sathya Sai Baba. The five human values are elicited through lessons based on the five teaching techniques:

stories, songs, prayers or quotations, silent sitting/tuning-in, and group activities. Stories, songs, and prayers are selected from all countries, cultures, and faiths in order to foster awareness and appreciation of the unifying principles underlying all of the major religions. Stories of exemplars from society are given equal placement with the great prophets, as examples of ordinary human beings who have risen to the status of hero. Such examples inspire and encourage children to believe that they can aspire to similar heights. Through these lessons, the children learn about the importance of respecting their parents, properly discharging their duties at home, being loyal to and taking pride in their country, helping the less fortunate, and showing tolerance and respect for all religions.

Developments in the social sciences have not been able to curb significantly the expressions of hatred, anger, greed, jealousy, lust, and egoistic pride prevalent in society. Media glorification of criminal activity, self-destructive behaviours, domestic and other forms of violence is impacting negatively on the minds and attitudes of the young people all over the world. The SSE programmes seek to counter the effect of these unfortunate trends on the students.

Sathya Sai Education in Human Values (SSEHV) in the Community

Community SSEHV programmes designed for children of all faiths and backgrounds are conducted in schools, community centres, and other locations provided by host organisations. Community SSEHV classes may also accompany some of the medical camps conducted by the Service Wing of the Sri Sathya Sai Organisation.



India

The teachers receive training from Institutes of Sathya Sai Education (ISSEs) or from the Education Wing of the Sri Sathya Sai Organisation. SSEHV curriculums for the community and teacher training manuals have been developed in several countries. Moreover, the aims of Community SSEHV are the same as those of SSEHV in state and private schools.

SSEHV for Teens and Young Adults

Sathya Sai Education programmes for teens and young adults are increasing around the world. This group, of teens and young adults, is especially vulnerable to the negative influences of the environment. Hence, the aim of these programmes is to develop better problem-solving and leadership skills. Such classes utilise group activities, discussion,



China

self-reflection, and selfless service, along with a focus on the five human values.

Sathya Sai Parenting

The main objective of a programme for parents (launched in Prasanthi Nilayam in November 1998) is to heighten awareness of the parents' role as human values educationists. Parents are primarily responsible for imparting to their children a sense of personal worth and competence.

They do this by nurturing the establishment of a well-constructed inner framework of human values. This aspect of parenting is intimately tied with meeting the spiritual needs of children. These programmes alert parents to the challenges that their children face due to the effect of the media and consumerism.

INFORMAL SATHYA SAI EDUCATION

That which has no origin knows no beginning. It was before everything or anything was. There was nothing prior to It. For that very reason, It has no end. It expands as far as It wills, progresses as diverse as It feels, and through Its Fullness, It fills the Universe, too. Knowledge of this Supreme Principle is known as Vidya, Knowledge, Wisdom, Awareness.

— Sri Sathya Sai Baba

Discourses by Sri Sathya Sai Baba

For more than 50 years, Sri Sathya Sai Baba has been giving discourses in Prasanthi Nilayam and in places that he visits. These discourses cover every aspect of spirituality and bring out the essence of the ancient scriptures of all religions. Many of his discourses dwell on the ideals of education, the shortcomings of the prevailing education system, and how these can be remedied by integral education that combines secular with spiritual education. The concept of Sathya Sai Education has emerged from and continues to be nourished by these discourses, which serve as a principal source of authentication for educationists the world over who practice Sathya Sai Education. They have been compiled by Sri Sathya Sai Books and Publications Trust (Prasanthi Nilayam) in 36 volumes to date, covering the period from 1953 to 2003.

Sanathana Sarathi Magazine

Sanathana Sarathi (The Eternal Charioteer), a monthly magazine, is published by the Sri Sathya Sai Books and Publications Trust in Prasanthi Nilayam, India. First published in 1958, the magazine is dedicated to the moral and spiritual upliftment of humanity through the five human values. Within the covers of this magazine are found Sri Sathya Sai Baba's

latest discourses and articles from eminent contributors, many of whom are educationists and scholars. The *Vahinis* — streams of sacredness — were serially published in this magazine as and when they emanated from the pen of Sri Sathya Sai Baba (see next section).

The magazine is published in English and Telugu from Prasanthi Nilayam and in other Indian languages from respective regions. *Sanathana Sarathi* is also translated in more than ten foreign languages, including German, Greek, Spanish, and Russian. Every year *Sanathana Sarathi* comes out with a special issue in November commemorating Sri Sathya Sai Baba's birthday. The magazine has a wide and ever-increasing circulation in India as well as in other countries, as the study of it brings the reader closer to the philosophy of Sri Sathya Sai Baba in simple understandable language.

Vahinis by Sri Sathya Sai Baba

Sathya Sai *Vahinis* were first published as a series of essays written by Sri Sathya Sai Baba in the monthly magazine *Sanathana Sarathi* comprising annotation and interpretation of the Upanishads and other holy scriptures and authentic explanations on spiritual principles. Later, these were compiled into sixteen separate titles published by Sri Sathya Sai Books and Publications Trust.



Brazil

The principles of Sathya Sai Education were first enunciated by Sri Sathya Sai Baba in a comprehensive manner in a series of nineteen essays, first published in *Sanathana Sarathi*. These were later compiled in book form as *Vidya Vahini* (Stream of Thought Which Illumines) in 1954, elucidating the principles which could guide the rehabilitation of education as an effective instrument for establishing peace and freedom in society.

Conferences and Retreats (local, national, and international)

Conferences on Sathya Sai Education and related topics are held at the local and national levels, as well as in Prasanthi Nilayam. These are usually held over a three-day period.



Hungary



Russia

A Study Circle does not mean only just reading and discussing and taking information into the head, but also putting into practice what is learnt... Knowledge about what this author says or that sage teaches is not what your Study Circle must aim to acquire. Not information, but transformation; not instruction, but construction should be the aim. Theoretical knowledge is a burden, unless it is practiced, when it can be lightened into Wisdom, and assimilated into daily life. Knowledge that does not give harmony and wholeness to the process of living is not worth acquiring. Every activity must be rendered valid and worthwhile by its contribution to the discovery of Truth, both of the Self and of Nature.

— Sri Sathya Sai Baba

Prominent scholars and educationists, including those from the various Sathya Sai Institutes and the Sri Sathya Sai University are invited to be speakers. These conferences focus on the philosophy and pedagogy of human values education, whether for children, young adults, or adults. Some are specifically arranged for physicians and other health-care workers, as well as individuals working in the field of information technology. The experience from these conferences, the publications released, and action plans developed are then disseminated to a much wider audience.

Study Circles in Sathya Sai Baba Centres

The vast numbers of families and individuals attending Sathya Sai Baba Centres in the more

than 100 countries around the world receive informal instruction and support in the understanding and integration of human values in their daily lives through group study circles, workshops, and retreats. In these settings, the depth of meaning of the five human values and their application in life are considered.

Some of these study circles and workshops focus on the philosophy of *Educare* as it applies to parenting, the workplace, and professional situations. The Five Teaching Techniques are woven into the fabric of the devotional programme of Sri Sathya Sai Baba Centres through devotional singing, study circles, prayer, silent sitting, service activities, and stories about Sri Sathya Sai Baba and the great saints of all faiths.

The broad objective of Sathya Sai Integral Education is that a student should have the benefit of a trained intellect as well as the constant light of an awakened intuition. In other words, he should have an integral education, combining the brilliance of reason with the quiet calm and depth of moral and spiritual education.

— Dr. Vinayak Krishna Gokak

Radio Sai Global Harmony and Information Websites

Radio Sai Global Harmony and Information Websites, such as Heart2Heart, provide 24 hours of satellite streaming radio, TV, and Internet programmes. It is a vast information technology network of Websites providing electronic support for all Sathya Sai devotional, educational, and service activities around the world. In its unique way, Radio Sai Global Harmony includes all of the five teaching techniques, as a means of communicating not only information and knowledge, but touching the heart as well. It does this by linking and Web-streaming listeners to inspirational quotations (Sai Inspires), stories (Heart to Heart), the teachings and discourses of



Sri Sathya Sai Baba, devotional music, as well as interviews with international experts. Radio Sai Global Harmony has expanded its outreach to educationists worldwide, as well as those engaged in Sathya Sai Education. Some of the resources provided include in-depth articles on

the world religions and series of talks by eminent scholars on the major texts and literature of the world religions. In the near future, Radio Sai Global Harmony is expected to begin streaming lesson plans to Sathya Sai Schools and SSE classes.

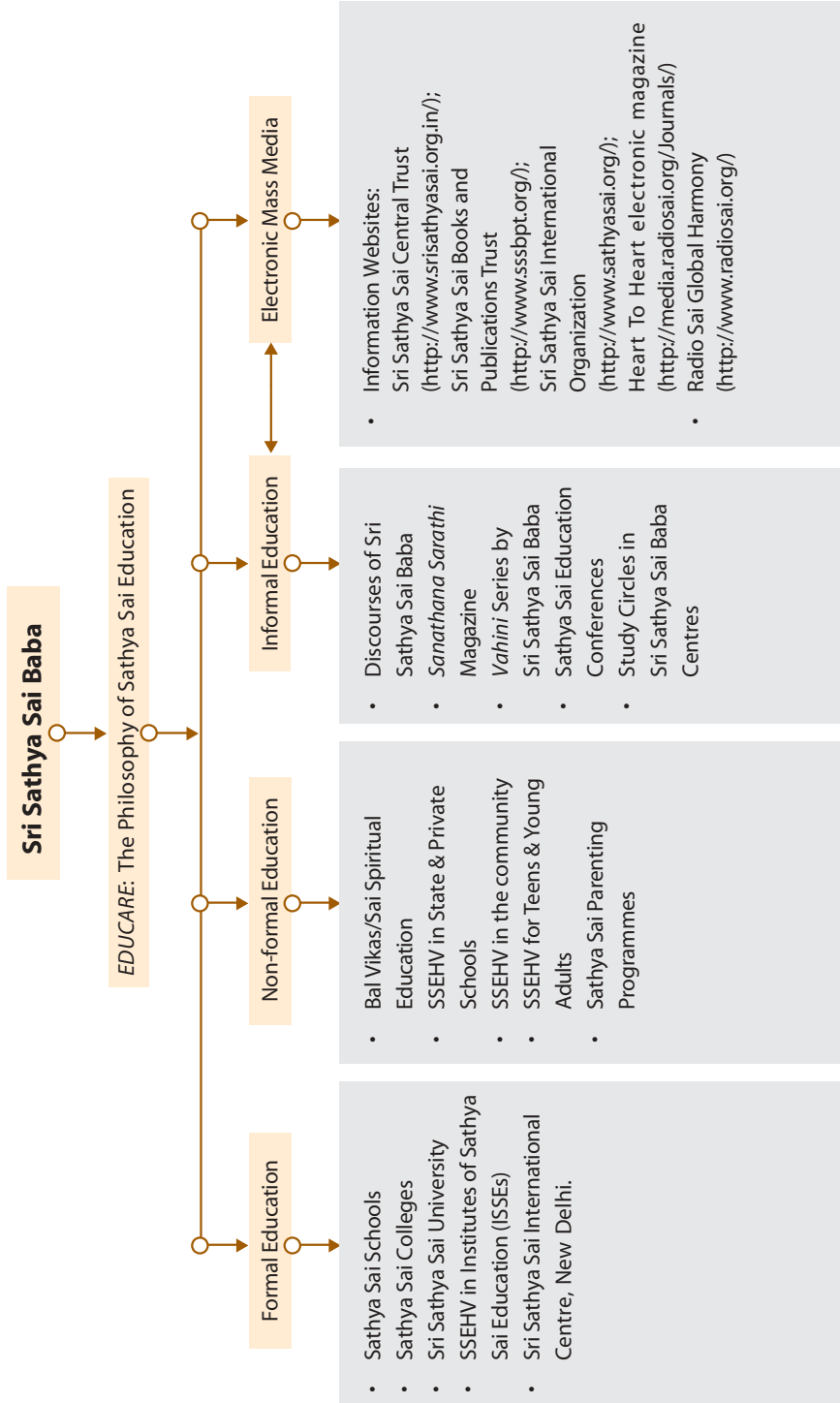
Sri Sathya Sai Education Programmes

Programme	SSE	SSEHV	Sathya Sai Schools
Intended audience	Sai devotee children	General population	Community children
Delivered in	Sathya Sai Centres	After school, in school, community	School buildings
Countries reached	90+	50+	India + 26
Children taught (estimated)	300,000	100,000	20,000+
Life/teachings of Sri Sathya Sai Baba	✓		
<i>Educare</i> philosophy	✓	✓	✓
Teacher as exemplar	✓	✓	✓
Fosters five values	✓	✓	✓
Five teaching methods	✓	✓	✓
Unity/respect of religions	✓	✓	✓
Adjusted to local culture	✓	✓	✓
Traditional school curriculum taught			✓

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An Overview of the Sathya Sai Education System





Chapter 3

NONFORMAL AND
INFORMAL EDUCATION PROGRAMMES



Germany

BAL VIKAS/SAI SPIRITUAL EDUCATION

From the most impressionable years the children should be taught to cultivate love for all. Love leads to unity. Unity promotes purity. Purity leads to Divinity.

— Sri Sathya Sai Baba

Introduction

The Bal Vikas (blossoming of the child) programme, known as Sai Spiritual Education (SSE) outside India, is now conducted in over 90 countries around the world. The impact of this programme has been recognised at individual, community, national, and international levels.

Traditionally the ten years of SSE programme (6-15 years of age) is divided into three distinct phases – Group 1 (6-9 years), Group 2 (9-12 years), and Group 3 (12-15 years). However, over time, to cater to the changing needs of society, the age bands have increased, and many countries now enrol children from 4 to 16 years of age.

For each age group, from young children to teenage youth, the teacher takes on a specific role linked to the psychological development of the child. For Group 1, it is that of a mother: discipline is established and good behaviour is positively rewarded. In Group 2 (which are the habit-forming years) – the teacher takes on the formal teacher's role and children develop a sense of order and respect for rules. Finally in

Group 3, the teacher is a friend helping children to develop firm principles and become actively aware of their conscience. This cognitive evolution process is also reflected in the SSE syllabus. In Group 1, learning is defined through “doing and making”; in Group 2, “doing and thinking”; and Group 3, “planning and achieving”.

Steady Global Growth

Sai Spiritual Education has now spread to all parts of the world. The growth of the Bal Vikas (SSE) programme in India where the programme originated in 1969 has been the most significant. In 1975 there were an estimated 25,000 children in India attending Bal Vikas classes. By 2006 the programme had grown to 218,000 children taught by 16,500 teachers. Table 1 demonstrates the status of participation as in July 2006. Outside India, the regional breakdown of different countries also demonstrates a high uptake of SSE. In Table 2, the steady growth of SSE students and teachers is illustrated by data from Malaysia.

Table 1: SSE Teachers and Students Worldwide, July, 2006

	India	Asia (outside India)	North America	Latin America	Europe UK & Ireland	Africa & Middle East	Total
Children	218,000	19,189	4,284	349	2,256	7,514	251,592
Teachers	16,500	2,116	902	60	541	1,068	21,187

Table 2: Total Number of SSE Teachers and Students in Malaysia

	YEAR									
	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Students	2,996	3,658	3,800	4,248	4,796	4,543	5,286	5,027	5,109	5,040
Teachers	204	240	259	277	285	298	345	393	378	406

Sai Spiritual Education Absorbing Elements of Local Culture

SSE programmes complement and supplement the existing mainstream education and are conducted over a 33-week academic year. There is a broad similarity of the SSE programme across countries. This has come from a common understanding of Sri Sathya Sai Baba's universal teachings. Much of the teaching and training material, as it is currently used, is based on the framework of the five human values and incorporates resources prepared and published in India.

The available teaching and learning resources are of high quality. In some countries, it is somewhat skewed in favour of Indian culture. Many countries have nevertheless developed their own modules of training for teachers, handbooks for teachers, and a variety of lessons for children of different age groups to reflect local cultural contexts.

As SSE spread to different countries, lessons and activities began to absorb elements of local culture.

South Africa

Pupils have participated in drama depicting the essence of African Culture through props, costumes, songs, and dances. A play on local health issues was performed by SSE pupils, which was set in a Black Township. Pupils have been exposed to the kind of dances that other cultural groups enjoy, for example, the gumboot dance. In the celebration of festivals local African pupils sing and dance using

African drums for rhythm. SSE pupils honour the festivals of other religions and enact excerpts/ stories/ parables from the holy books of different religions.

Hong Kong

The local culture is reflected through stories, local songs and dramas, and visits to local temples.

New Zealand

SSE teachers are encouraged to use European and Maori/Pacifica material.

Mauritius

The SSE programme includes lessons about Mauritian society.

Australia

Teachers prepare lessons using elements of the local environment such as flora and fauna, stories, problems in the community, people, customs, and festivals. Plays and skits are chosen based on local issues, and SSE service activities expose students to local culture.

Kazakhstan

Native culture is reflected in the SSE programme by studying the traditions, fairytales, poetry, sayings and proverbs, lives of saints and sages, and visiting temples and cathedrals.

The Netherlands

Songs and prayers are conducted in the Dutch language.



India

A Bal Vikas class is like a charged battery energising not only the families of Bal Vikas children but also acting as a lamp radiating light to other families and slowly and steadily to the entire community... . We need to strive very hard for the involvement of parents in the process of EDUCARE who need to be motivated to set before the younger generation high ideals and moral standards.

- Smt. Sarala Shah at the All-India Bal Vikas Conference (November 2005) in Prasanthi Nilayam

The first National Conference of former Bal Vikas students was held in 2005. The Conference revealed how Bal Vikas had influenced the lives of these students, helping them to gain inner strength and to discriminate between good and bad in life. Sri Sathya Sai Baba exhorted them to follow Sathya (Truth) and Dharma (Right Conduct) in life and to develop firm faith in God to make their lives noble and ideal.

Commenting on the effect of Bal Vikas in their lives, two former Bal Vikas students said:

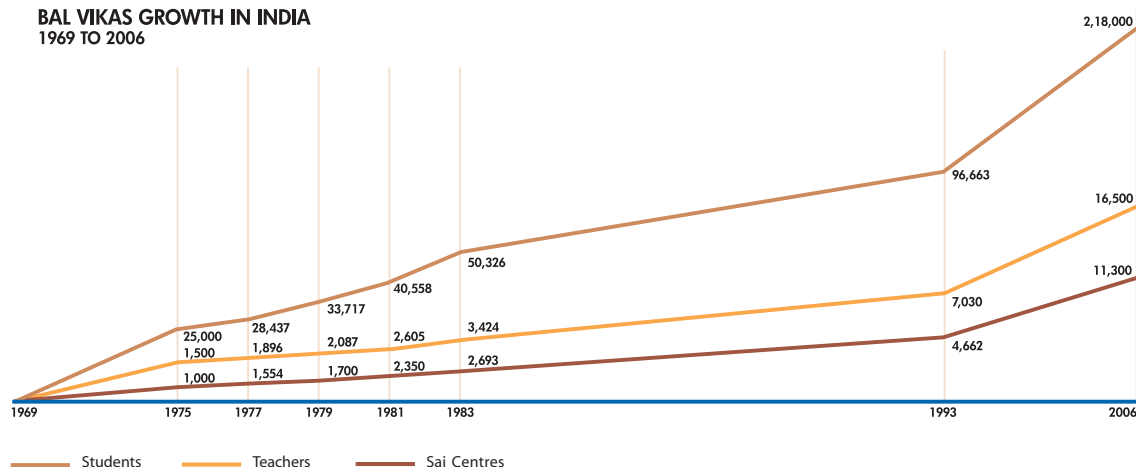
The teachings of Duty, Devotion, Discrimination, and Determination learnt by me in Bal Vikas classes have saved me at many critical periods of my life.

- Smt. Meenakshi Dey, former Bal Vikas student from West Bengal

Bal Vikas revealed to the students their inner strength and it was a strong foundation of their life.

- Smt. Krishna Priya Mohanty, former Bal Vikas student from Orissa

**BAL VIKAS GROWTH IN INDIA
1969 TO 2006**



SSE in Geographical Regions

The following summaries provide an overview of Sai Spiritual Education in the respective regions.

India

In India, several hundreds of thousands of children have taken advantage of the Bal Vikas Programme over the past 37 years. Today India has over 16,500 teachers (designated by Sri Sathya Sai Baba as 'Guru' or preceptor) conducting 11,300 Bal Vikas classes with 218,000 students joining from every district of India. At an All-India Conference of Bal Vikas Gurus held in Prasanthi Nilayam, Andhra Pradesh, in October 2005, over 3,800 Bal Vikas Gurus (teachers) participated to review the progress of the Bal Vikas movement in India and to chart the future course. The Conference noted that the Bal Vikas movement in India had significantly contributed to a transformation in children through character development and by inculcating a keen willingness to serve the society. Bal Vikas has become a way of life for the children helping them to bring unity in thought, word, and deed, and thus shaping their character. Recommendations made at the All-India Conference included establishing a permanent training institute for Gurus in Prasanthi Nilayam, and to introduce the Vedas in the nine-year Bal Vikas course.



Taiwan

Asia (outside India), Australia and Pacific Island Countries

The growth of SSE has been steady across Asia and all the countries involved have highlighted children's contribution in rendering service activities to help and support their communities. Reports from all countries with SSE programmes indicated improvement in children's character and higher academic achievements.

Nepal

SSE classes have been running since the early 1980s.

Malaysia

SSE programmes are being successfully implemented for the past 20 years. Around 5,000 children are benefiting from these programmes throughout the country. Regular intensive teacher training programmes are in place to support the growing need.

Sri Lanka

3,500 children with the support of 350 teachers are benefiting from the SSE programmes.

Indonesia

SSE-based classes are conducted in all 48 Sai Centres.



Fiji



Australia

Fiji

SSE classes have been running since the 1980s.

Australia

Currently 50 Sai Centres conduct SSE classes to support 830 children. Children are encouraged to participate in service activities, which include National Clean up Australia Day, Salvation Army, etc.

Hong Kong

SSE classes have been conducted over the past 15 years and today there are 258 children attending.

Taiwan

SSE classes are conducted.

New Zealand

SSE classes have been running since 1987.

Singapore

SSE classes are conducted from the early 1970s.

The Philippines

Started SSE classes in 1997.

Japan and Korea

14 teachers are providing SSE programme to 73 children.



Kenya

Africa

Country-wise within the African continent:

South Africa

SSE was introduced in South Africa in 1975 and to date over 6,000 children have undergone the nine-year programme and more than 900 teachers have been trained.

Botswana

SSE classes were introduced in 1988 and currently 110 children have benefited from the programme.

Kenya

SSE classes were introduced twenty years ago.

Mauritius

SSE started in 1978.

Morocco

SSE started in 1993.

Other countries where SSE programmes are conducted include: Gabon, Malawi, Nigeria, Tanzania, Zambia, and Zimbabwe.

Europe

In most European countries, SSE has been a catalyst for developing Community-based Education in Human Values Programmes for children of non-Sai devotee families and other such initiatives with educational bodies across Europe. The SSE programme started in the UK in 1970; in Continental Europe it has been in place since the 1980s.

United Kingdom

In the United Kingdom at present there are 1,500 children attending SSE, however over the last 36 years more than 9,000 children have benefited from the programme. Over the same period more than 800 teachers have contributed their services. To meet the needs of the community, SSE has been extended to a 12-year programme including two pre-school years and one post year. Also, a regional SSE week-end school model, where centres/groups/parent-teacher associations come together, has been introduced and has proved very successful.

Recognizing the need to close the 'gap' year between the completion of SSE and the entry to youth wing, the SSE wing and the Youth wing of the UK Sri Sathya Sai Organisation have worked together to develop a pilot programme titled LOTUSS (Life's Opportunity to Understanding Self and Spirituality). The areas of learning are based on Sri Sathya Sai Baba's summer courses for college students.

These courses cover:

- looking within - finding myself
- self confidence and love
- the senses
- communication and relationships
- good company and social interaction
- the ego
- developing myself
- faith and karma
- life with Swami.

Sai Parenting courses are encouraged at all levels - centre, regional and national. SSE helps to keep children in good company among peers. In 2001, the first SSE School was launched as a pilot by six centres/groups. The project was very successful in terms of providing greater opportunity for the children and higher standards of teaching and learning. The model is currently being replicated in other parts of the UK. National SSE



Slovenia



Ecuador

United States of America

examinations, projects, and poster and poetry competitions are held every year, and with increasing participation. The National Training Board has hosted numerous training sessions over the years ranging from basic to advance as well as courses on selected spiritual texts. To mark the 80th birthday of Sri Sathya Sai Baba in 2005, the National SSE Wing published an international book of children's work titled: Loving God...A Child's Way. The SSE team works very closely with the youth wing in order to sustain the long-term growth.

Continental Europe

Austria

Significant number of teachers trained to deliver SSE.

Belarus

The SSE programme began in 1996.

Belgium

Significant number of teachers trained to deliver SSE.

Croatia

Not only have a number of teachers been trained, but there has been extensive success with young children of the kindergarten age.

France

SSE classes began in 1992 and continue in Paris.

Germany

Since 1989 children have participated in SSE classes. Parenting workshops are available focusing on the role of parents in light of human values.

Greece

Significant number of teachers trained to deliver SSE.

Italy

Highest number of children (386) and teachers (68) contributing to an increased interest in human values education by mainstream practitioners.

Kazakhstan

The SSE programme began in 2004 in four cities, Astana, Shuchinsk, Stepnogorsk, and Almati.

Lithuania

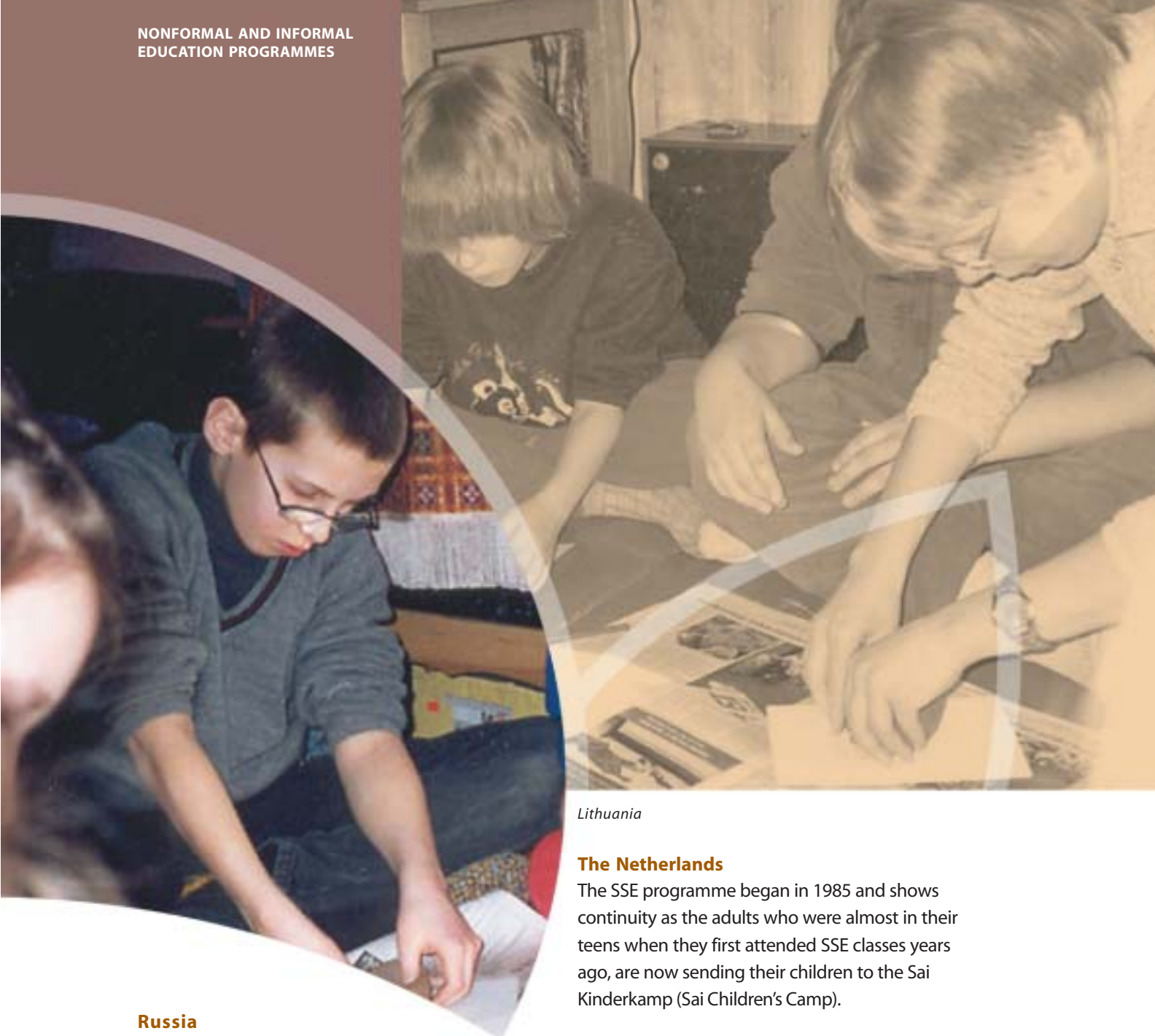
The SSE programme began in 1998. Classes are conducted in the cities of Vilnius and Kaunas, and teachers have been trained.



Greece



Russia



Lithuania

Russia

Since 1995 children are benefiting from the SSE programme in over ten cities including Moscow.

Spain

The SSE programme began in Spain in 1975 and is currently implemented in Sathya Sai Centres of Madrid, Barcelona, Valencia, Granada, Las Palmas, Tenerife, and Lanzarote.

The Netherlands

The SSE programme began in 1985 and shows continuity as the adults who were almost in their teens when they first attended SSE classes years ago, are now sending their children to the Sai Kinderkamp (Sai Children's Camp).

The Ukraine

The SSE programme began in the Ukraine in 1997 and is conducted in the cities of Sumi, Vinnitsa, Herson, and Kharkov. Sai families attend family camps where SSE lessons are given.

Denmark and Sweden

Significant number of teachers trained to deliver SSE.

I have attended SSE since before I can remember, and it has had a HUGE effect on my life. I have always been a child who asks "Why?" almost to the point of annoyance. This is most evident in my spiritual life. Questioning, would constantly lead me into turmoil, would constantly make me doubt myself, others, and the universe. My teachers and my SSE group have benefited my life as a whole by bringing my life out of turmoil, and satiating my thirst for knowledge. They have made me a deeper, spiritual person. Their tremendous effort to teach children about spirituality is a monumental act of love.

- A 14-year-old SSE student in USA

We the children organise visits to orphanages with the help of our teacher. We prepare plays, songs and games - we had made a huge puzzle! During these classes, we learn to work together to prepare projects. The visits to the orphanages enable us to help the others thereby experiencing values that are essential to life.

- A Group III SSE student in Morocco

North America

United States

The SSE programme was set up in the late 1970s and has continued to develop over the years. As part of supporting the children, regular training for teachers and parents is conducted. In 2005, there were 2,393 SSE students and 741 trained teachers in the USA.

Canada

SSE classes are conducted at a number of centres across the country and 2,000 children attend the programme. Canada has put a teen youth programme into place as of 2004.



Mexico

Latin America

From its early beginnings in the 1980s in Brazil, El Salvador and Mexico, SSE programmes have spread to more than a dozen countries in the region.

Brazil

SSE classes began in Sao Paulo around 1988.

Colombia

Children attend SSE classes in the cities of Bucaramanga, Medellin, Santa Helena, Barranquilla and Bogotá.

Dominican Republic

SSE classes began in 1995.

El Salvador

SSE classes began in 1982.

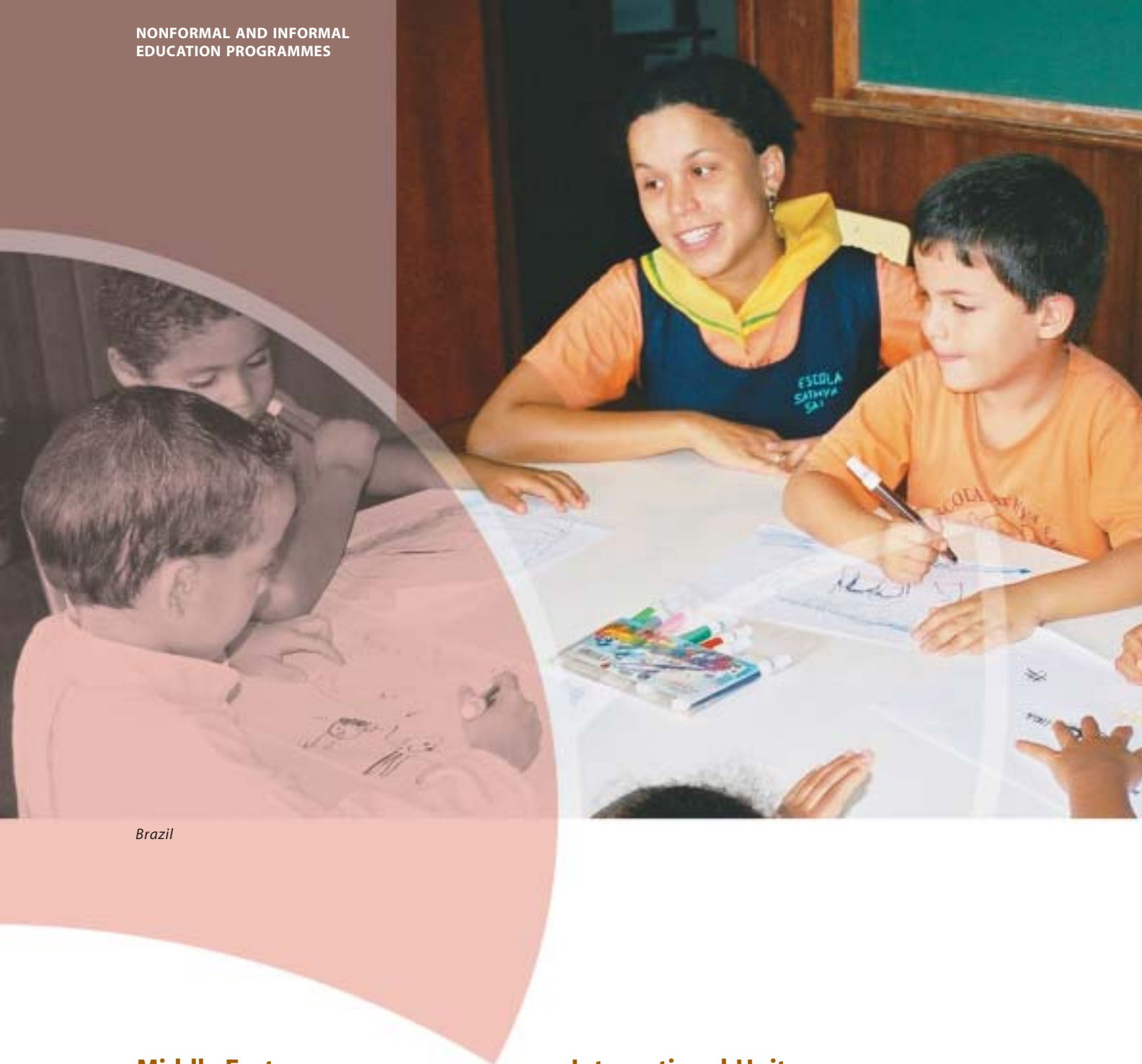
Mexico

SSE classes since 1985.

Venezuela

Children attend SSE classes in the central, eastern, and western regions of Venezuela.

Other countries where SSE programmes are conducted regularly include: Chile, Costa Rico, Guatemala, Guyana, Panama, Uruguay, and the West Indies.



Brazil

Middle East

Sathya Sai Baba Centres in the Gulf region have about 1,300 children currently enrolled in the SSE programme. The SSE curriculum has been revised to reflect the cultural and religious context of each country. The SSE programme began in 1982 in the region and has been implemented in the following countries: Abu Dhabi, Bahrain, Dubai, Kuwait, Oman, Qatar, Ruwais, Sharjah, and Saudi Arabia. Teacher training has been extensive. Children, teachers, and parents contribute articles on human values in a quarterly magazine. SSE children undertake service projects such as beach cleaning, visits to homes for elderly and the handicapped, and serving needy women.

International Unity among SSE Programmes

Teachers worldwide have participated and kept abreast of developments and reforms by attending many conferences held at Prasanthi Nilayam over the years.

These include:

- the Overseas Teachers Conference in 1981
- 15th Anniversary Celebration (and Conference) of Bal Vikas in 1983
- SSEHV Conference in 1993
- Sathya Sai Parenting Conference in 1999
- Strengthening in Human Values Conference 2000
- Educare Conference in 2001



Australia



Prasanthi Nilayam

SATHYA SAI EDUCATION IN HUMAN VALUES (SSEHV)

You teach love to students only through love.

— Sri Sathya Sai Baba

Introduction

The experiences with SSEHV programmes show that people of all faiths and cultures are attracted by them. Indeed, SSEHV has also interested those who do not actively practice any religion but wish to improve the welfare of their fellow men and society as a whole. The programme continues to evolve and is taught in community schools and as an extracurricular activity in over 50 countries around the world. This contributes greatly to the character development of children, to the benefit of themselves and their immediate communities and countries.

Many conferences, workshops, and seminars on SSEHV have been held around the world for the general public and for specialist groups such as the medical profession. This section, however, focuses primarily on the nature and extent of SSEHV activities presented on a regular basis (for example, weekly) to children in the community.

There is a significant difference between SSEHV and moral education in conventional state-administered education system. In the latter, moral education tends to remain theoretical, whereas the main emphasis of SSEHV is on experiential learning. What distinguishes SSEHV from other values programmes is the focus on silent sitting. This promotes in children and young people the tendency to pause and reflect on the

best course of action before reacting to the challenges and situations that life presents.

The teaching of SSEHV classes in community schools may be done by professional teachers or by volunteers. They may be conducted as extra-curricular activities on school premises or in community halls. SSEHV programmes for community children have been diverse in their origin and form of operation.

Specific training resources have been developed largely independently in each geographical area. These have also been translated to other languages for use in different countries. The key consideration is that the programme is adapted to meet the needs of the local culture so that it is truly meaningful to local children.

Levels of activity differ markedly between countries, with SSEHV taught in hundreds of schools and to tens of thousands of children and young people in some countries, and regular classes yet to be established in others. Increasingly, the training of SSEHV teachers is being provided by the various Institutes of Sathya Sai Education (ISSEs). Notable examples are the ISSE-Africa (TAISSE), ISSE-Europe (ESSE), ISSE-Thailand and ISSE-UK (BISSE). A detailed description of ISSE activities is given in Chapter 4.

SSEHV in Geographical Regions

India

Hundreds of schools run by municipal authorities and by private management are implementing SSEHV in all the states of India. Among them are schools belonging to the Delhi Municipal Corporation, Western Railway, and primary schools in Uttar Pradesh, Madhya Pradesh, Maharashtra, and other states. Several texts have been published to assist the teachers to adopt the programme in their schools.

A detailed account of SSEHV activities in India including training for teachers and professionals in different fields is given in Chapter 4 under the Institute of Sathya Sai Education in Mumbai and the Sri Sathya Sai International Centre for Human Values in Delhi.

Asia (outside India), Australia and the Pacific Island Countries

In December 2003, a Regional Consultation on the application of SSEHV in the context of environmental education in Asia and the Pacific was jointly organised by the United Nations (UN-HABITAT) in cooperation with the South East Asian Ministers of Education Organization (SEAMEO) and Institute of Sathya Sai Education, Thailand, and was hosted by the

Department of Education of the Philippines in Manila. The Consultation has been followed up by a regional programme to introduce SSEHV in water education through the ministries of education in a number of countries in the region, notably, in China, India, Lao People's Democratic Republic and Nepal. A full account of this programme is given in Chapter 7.

Australia

A community SSEHV project which has been widely recognised is the 'U-Turn' project for "at risk" pupils in Gympie, Queensland. An annual essay competition organised by the Education Wing of the Sri Sathya Sai Organisation for the Government primary schools in Sydney and Perth on human values is widely subscribed.

The Federal Ministry of Education has acknowledged SSEHV programme as one of the 12 value education vehicles in the State School system and is on the Government Education Department website. Workshops have been held on SSEHV programmes in a dozen Government primary and secondary schools.

Bali, Palu, and Mojokerto

Three 'Forum Educare' programmes have been established. Their objective is to inspire and



India



China



China

share human values in society. They comprise professionals, such as teachers, students, lawyers, businessmen. 'Forum Educare, Bali', was established in 2002. It liaises and works with the Education Authority, National Youth Committee Forum, universities and schools, giving seminars and workshops on human values. The youth, in conjunction with the Social Department, help and inspire street kids. They also help drug users in rehabilitation processes. Forum Bali broadcasts two radio programmes on two local radio stations, 'Hello Educare' and 'Parenting'. They have also provided an interactive programme for a local TV station, 'Bali TV'. The other two Forums, established over the past year, aim to do similar work.

China

SSEHV training is just beginning to be provided by ISSE (Thailand).

Hong Kong

SSEHV classes have been running since 2004 for groups of poor, immigrant children from mainland China. Final-year students from the Hong Kong Institute of Education, trained in SSEHV and supported by ISSE, ran a six-week programme for these children.

Indonesia

Six SSEHV community classes are running in Java, Jakarta, Bandung, and Semarang. Other classes have been established in Bali. In Jakarta the 'SMILE project' (Serving Mankind Inspire Love Everywhere) was set up in August 2002. A group of students, professional teachers, businessmen and housewives, work on a voluntary basis to serve and inspire the youth and children of an adopted rural community to integrate values into their lives. They teach English and Computer classes to sixty children aged 6 to 15, all of whom are underprivileged. Sessions are

carefully planned to ensure they are interesting and interactive and include stories and songs. There is almost 100 per cent attendance. The teachers give personal attention to help boost each child's morale. Another English class, opened in 2003, caters for seventy-two children. The teachers have taken SSEHV training and incorporate human values in their teaching. The children have improved in their skills and in their manners, and they experience a loving atmosphere through the love given by the teachers.

Japan

Experiences with SSEHV include a model school arrangement of the ISSE-Japan with Shuri Higashi Public High School in Tokyo. Various programmes were conducted by ISSE-Japan with the school, such as comprehensive learning, drama festival, human rights forum, AIDS campaign, and in-school physical exercise support. This school adopted meditation in all classes, and students were reported to have become more calm and peaceful. The public and parents highly complimented the quiet and concentrating attitude of students. In 2003, after watching an AIDS campaign drama, a male student of the school who wanted to commit suicide, was transformed and began to live a new life with honour.

Kazakhstan

SSEHV activities by the Sri Sathya Sai Organisation are just beginning.

Nepal

Twenty public and private schools have been adopted by the Sri Sathya Sai Organisation to introduce SSEHV into the formal schooling system. It is intended to increase this work to include other schools.

Thailand

The ISSE conducts SSEHV activity complementing its training programme for new teachers at the Sathya Sai School by extending the training opportunity to public school teachers who then return to teach in their public schools with more awareness of human values. The SSEHV training events for public school teachers are similar, conducted in a variety of formats, including, one-day and multi-day workshops on the grounds of the Sathya Sai School and ISSE. The ISSE also provides training to public school teachers in other locations, for example, in universities. Thousands of Thai public school teachers have increased their awareness of human values through these workshops. The description below applies to teacher candidates for the Sathya Sai School in Thailand, who were

Teacher candidates for the Sathya Sai School attend a three-day workshop in the school to experience the life in this school. They go through a series of orientation sessions where they are exposed to human values, SSEHV, the Philosophy, Mission and Vision of the School. At the end of the three days, the candidates decide whether they have the aptitude to this kind of vocation. There are 48 teachers with at least 40 teachers possessing a Bachelor's degree in their area of specialisation. About 10 teachers are working on their masters programmes with financial support from the school.

- A Report from the Sathya Sai School and ISSE in Thailand



Thailand

originally attracted to apply at the school because of the SSEHV awareness training conducted by the ISSE-Thailand for public school teachers.

The Philippines

SSEHV conducted in local schools and universities has been endorsed by the Department of Education, Culture and Sports (DECS). In 1997, fifty under-privileged children attended SSEHV classes. They played value-based games. SSEHV and drawing competitions were also organised for street children. Formal visits to local schools and universities were made where the teachers had been trained in SSEHV. National contests, on the theme of 'Peace, Youth, and Human Values', were held in June, 1998, for all the 1,600 public and private schools. The contests were held in three parts - through posters, essay writing, and speeches. SSEHV teacher training began in 1998 under the guidance of ISSE (Thailand). At present, SSEHV classes are held on Sundays in the residence of Dean of Notre Dame University for fifty children.

Africa

An extensive 14-country governmental initiative through the United Nations (UN-HABITAT) utilises SSEHV to promote values-based water, sanitation, and hygiene education. Details of this project are found in Chapter 7.

Ghana

SSEHV began in 1986 with the first World Conference on SSEHV in Africa. Two teachers soon went to Prasanthi Nilayam in India for further training before conducting a series of workshops. The first of these workshops was at the University of Ghana attended by many teachers. A faculty was formed and a few schools chosen to test out the programme. Lectures and competitions with prizes were organised and a school was planned.

Kenya

SSEHV takes place in the two Sathya Sai Schools at Kisaju and Uthiru and also in a

private school (Sai Amboseli) in Nairobi. A campus of the ISSE-Africa (headquartered in Zambia) has been registered in Nairobi.

Mauritius

The Ministry of Education is supportive of the SSEHV activities carried out by the SSEHV training centre, called, "Indian Ocean Centre of Education in Human Values" (IOC), which covers the six Indian Ocean Islands. The IOC is working with two schools, developing a Foundation course, running holiday schools, a weekend school, and a parenting course. During 2006, the IOC ran workshops for parents and children and trained public school teachers. Positive feedbacks have been received from the Permanent Secretary of the Ministry of Education who observed that he had no words to express his appreciation for the SSEHV programme. The Mayor of the Municipal Council of Quatre Bornes also commented that he highly appreciated the SSEHV project and the sincerity, efforts, and selfless service of IOC towards promoting human values in the community. The Mayor committed his future support to the project and made an appeal to other municipal councils to adopt the project.

Morocco

SSEHV commenced in early 2006. More details of this initiative are given in Chapter 7.

South Africa

The primary efforts by the Sri Sathya Sai Organisation to implement SSEHV are in the four Sathya Sai Schools. An SSEHV class is offered for parents by the ISSE (South Africa).

Zambia

There is no SSEHV programme for community children as most efforts are channelled into

Middle East

Dubai

In 2005, ISSE (Thailand) conducted a seminar at Sheikh Zayad University, for over 100 principals and teachers from schools in Dubai and over 250 students. His Highness Sheikh Mubarak Al Nahyan, the Minister of Education, inaugurated the Seminar.

Israel

In the 1990s SSEHV began in a kindergarten in Haifa, and for children of UN personnel. The main resource materials have been developed in Israel, and several books from overseas are also used, including those from ISSE-UK (BISSE). The resources are continuously modified to focus on the special needs of pupils living in a situation of war and fear.

Oman

Some seminars and workshops for school teachers, school administrators, parents and ministry officials have been held. A holiday school (between regular school terms) has also taken place. One-and-a-half hour SSEHV classes have taken place through private initiatives by individuals. These classes have benefited two hundred children, but SSEHV is yet to be established on a national basis. The Ministry of Education has been made aware of SSEHV through annual competitions.

Saudi Arabia

In 2000, the ISSE (Thailand) was invited to give SSEHV training to teachers. After the essence of Sathya Sai Education was presented, the local teachers were visibly moved and felt that their country needed SSEHV.



Slovenia

the three well-established Sathya Sai Schools.

United Arab Emirates

In 2001, ISSE (Thailand) was invited to speak at a school for the children of Indian families. The Minister of Education of UAE who attended the Seminar announced that he wanted all the teachers in the UAE to be trained in SSEHV. Accordingly, three months later, the United Arab Emirates Education Department formally invited the Sri Sathya Sai Organisation officials to go there to train teachers. Fifteen hundred teachers participated, 70 per cent of whom were Muslim. More recently, ISSE (Thailand) gave further training to the teachers in the UAE.

Europe

United Kingdom

Since the inception of the SSEHV programme in 1980 thousands of children throughout the UK have received SSEHV lessons in state and private schools. Almost 200 schools across the

UK are known to have acquired SSEHV manuals provided by the British Institute of Sathya Sai Education (BISSE). Many individual teachers have completed the six-day Foundation Training course and are using the programme in their own schools. In some cases, they have passed the programme on to other schools as well. In addition, by 2005, there were 14 one-week annual Holiday Schools and approximately 10 weekly "Good Values" Clubs. They draw favourable attention from the government schools inspection body, The Office of Standards in Education (OFSTED). The number of after-school activities is increasing every year.

Republic of Ireland

One hundred and fifteen children have already received an hour-and-a-half SSEHV class a week in five schools. An SSEHV Children's Club for 14-15-year-old children from socially deprived backgrounds has been implemented. Training in SSEHV has been given to 75-85 adults. Several participants on the SSEHV



Austria

training course have stated that this training had a positive effect on them and transformed their lives.

Bosnia and Herzegovina

The current activity is a programme called 'Responsible Parenting' for parents from the community at large based on the principles of SSEHV. From 1998 to 2000 an SSEHV class occurred weekly for preschool children aged 6-7 years. Lectures and seminars for adults were provided.

Croatia

Many teachers recognise the quality of the SSEHV programme and are using it in their work. For example, a sports teacher in an elementary school has incorporated SSEHV into the sports activities, and a secondary school teacher has obtained a licence from the Ministry of Education to use SSEHV in his work. In the past, the public was made aware of SSEHV through ad hoc presentations, and through a local radio station 'Radio Rovinj' which ran a weekly programme called 'The school of the heart'.

Denmark

Professional teachers incorporate SSEHV in their own classes as a result of the Denmark-based European Sathya Sai Educare (ESSE) Institute providing SSEHV training throughout Europe.

Germany

Several professional teachers have for many years used human values in their respective classes and with good results.

Greece

SSEHV lessons were started in January 1989, one weekend every month, for children. Since 1991 the lessons have continued every Saturday.

Italy

In a primary and middle school, lessons on SSEHV are given for two hours every week by four teachers in 16 classes. There are a total of 320 pupils.

Lithuania

SSEHV began in 1991 with study circles in the cities of Vilnius and Kaunas followed a year later by a seminar on SSEHV attended by 200 people, including teachers who subsequently introduced SSEHV lessons into their schools. By 2006, two more ESSE seminars were conducted in Lithuania.

Macedonia

The SSEHV programme has been individually implemented by teachers working in kindergartens, a primary school and a university.

Russia

In 2002, materials on SSEHV were developed in Moscow, which became the basis of a booklet on spiritual and moral education approved by The Ministry of Education and Science of the Russian Federation. Work takes place with classes in three age groups and a cultural programme of performances, competitions, exhibitions, festivals, and similar activities for children and parents. An annual summer camp is run in three regions of Russia and the Ukraine.

Serbia

Five books, one for each of the five primary values, were written and presented to the President of the Republic of Croatia who recommended them to the Ministry of Education. The books have now been presented in nearly 20 cities in Serbia, Croatia, and Montenegro and are in place in some schools. Presentations were made to students and teachers. In February 2006, an SSEHV programme was started for a group of community children aged 12-13 years.

Slovenia

Some primary and secondary school teachers integrate human values in their work with children. SSEHV workshops for parents, children, and teachers have been provided in venues



Greece



Australia

Fiji



Slovenia

including the First Conference of Natural Science Teachers (Teaching for the New Century) in Portoroz, the first Slovene Congress of Experimental Teaching in Zrece, the Slovenian Festival of Education in Celje, and the Glotta Nova (institute of education) in Ljubljana.

Spain

SSEHV workshops have been held over the past twenty years. In 2005 an after-school class was started at 'Las Torres' State School in Las Palmas, Gran Canaria, for children aged 6-8 years. The SSEHV course material was accepted by the Ministry of Education.

Switzerland

Several SSEHV-based pilot programmes were carried out during 2002-2006 in public schools in Canton Techno. This initial exercise created trust and interest among the teachers, parents, students and facilitators involved. A one-year pilot was carried out in a public elementary school on 'Anger Management' helping intellectually-challenged children to learn to cope with their emotions and discover their positive potential. Annual two-week summer camps were held in Ticino in 1990-94 and again in 2004. An SSEHV programme for community children aged 5 to 12 years was conducted in Freiburg.



United Kingdom

Sweden

Since 2005 children participate in a weekly SSEHV class in a private school in Stockholm.

The Netherlands

Since 2004, seven festivals have been held for children, on one of the related values. One of these involved a larger group when it was part of a 'twinning' project with the city of Villa El Salvador, Peru.

North America

United States of America

The SSEHV Foundation USA was formed in 1983 and developed the first SSEHV curriculum. The Foundation continues to serve in the capacity of an Institute with an Advisory Board of 15 professionals in the field of education. It is estimated that more than 8,000 children and 2,000 teachers have been through the SSEHV programme. SSEHV has been taught by trained teachers in Arizona, California, Connecticut, Hawaii, Illinois, Indiana, Kentucky, Missouri, New Jersey, New York, Tennessee, Texas, and Washington.

Canada

In 2005 in Toronto, an SSEHV Seminar was attended by 350 teachers and educationalists.



2



3

1. Thailand
2. China
3. Paraguay



United States of America

This was followed by a four-day workshop with 100 participants and led to a holiday school being run and teachers teaching SSEHV in their own schools. There are also lunch clubs and values games in a few schools. In Winnipeg and Calgary academic tuition is given once or twice a week to students, enabling part of the time to be used to teach SSEHV and life skills.

Latin America

Across Latin America there are 181 schools using the SSEHV programme. These are kindergarten, primary, secondary, and pre-university, public or private, implementing SSEHV partially or totally in any of its three methodologies. Complementary schools operate every day of the week in some cities and they have programmes such as art, music, drama, manual arts, organic gardening, dance, computer skills, and cooking in addition to the human values classes of direct method. In some areas occasional and informal SSEHV classes are given by devotees and youth groups to children in the poorer communities, often in conjunction with medical camps provided by the Sri Sathya Sai Organisation.



Canada

Argentina

The Institute of Sathya Sai Education offers training workshops in SSEHV to teachers of public and private schools and helps them design specific action plans. The first training was given six years ago and now 14 schools are using the SSEHV programme. They also arranged a 'Day of Education for Health', recognised by the Secretary of State Education of the Province of Buenos Aires, for high-risk schools where many of the children are exposed to drugs and other vices on the streets. The 'Day' was attended by 60 adults and 60 children aged 13 to 20 years. Two events were held simultaneously, one on drug addiction and the other on stress and motivation of teachers. There are complementary schools in La Boca, Argentina; Amparo, Brazil; Guatemala City, Guatemala; and one is starting in Colombia. The Amparo, Brazil school has a small zoo with birds and monkeys.

Brazil

About 22 years ago, a teacher began with the SSEHV in Sao Paulo and published two books which were adopted by elementary schools, educational departments, and universities in some of the main cities. The university in Curitiba-Parana wrote its own programme in SSEHV.

Lectures and workshops were given. Other universities adopted the books on SSEHV and Transformation referenced by many students in their theses. It is estimated that more than 3,000 teachers have been trained over the last 15 years. Twenty-three schools are using the SSEHV programme, for example, Projeto Aquarela with 183 children aged 7 to 14, and 20 teachers.

Centro de Apoio ao Menor 'O Visconde' are programmes in SSEHV for about 300 community children. The GPM Educational Nucleus Complementary School in Amparo, Brazil, has 5 to 15-year-old children who receive snacks and help with their homework. SSEHV classes include recycling, theatre, Brazilian martial art and dance, music, and manual work. The Amparo School offers transportation to the children, technical courses for adolescents aged 16 to 21 and adults, and basic courses in human values. Some of the Sathya Sai Schools run SSEHV activities for the community. In Goias, there are many weekend activities. In Ribeirao Preto, there are SSEHV painting classes on Saturdays.

In some Latin American countries schools have recently started using SSEHV. For example:

Chile

Two schools are using the SSEHV programme.



Brazil



Argentina

Mexico



Panama



Ecuador

Colombia

Five SSEHV programs are being run in the communities serving 210 children. Many local schools seek training in implementing SSEHV.

Guatemala

Two schools are using the SSEHV programme.

Mexico

There are various Sai Centres running SSEHV classes for the community, and in 1998-1999, 1,315 children were taught. One hundred and twenty-eight public and private schools are also using the SSEHV programme. This makes it the Latin America country with the largest number of schools using SSEHV.

El Salvador

Three community schools are using the SSEHV programme.

Peru

One school is using the SSEHV programme.

Panama

The SSEHV programme provides lessons to school children every month. The Government Detention Centre for children has also adopted the SSEHV programme.

The Dominican Republic

In La Vega, at the Community of Sandy, 100 children are being taught SSEHV. A camp was run in July 2006 and the children were taken to the mountains. They swam in the river and sang 'values' songs.

The SSEHV materials used there have been produced by the Sri Sathya Sai Organisations of Venezuela and Mexico, reflecting regional cultures and developed in local languages.

Uruguay

SSEHV activities for children began in 1991 in the Montevideo Sai Centre, and continued weekly until 2003. The response from the children in the eyes of the teachers was creative, enthusiastic, and helped the teachers to deepen their understanding of human values. Another programme for adolescents was created in 2002, with volunteers travelling once a month to a locality in the interior of the country to work with a group of young people. In 2003-2004, this programme was replicated in the Centre in Montevideo, once a month, for adolescents. Activities to take SSEHV into the educational area of the community began in

2003, and these activities continue to grow and develop. Many schools in the capital and in the interior of the country were visited and workshops and Powerpoint presentations were made.

Venezuela

Two schools are using the SSEHV programme. The SSEHV material used is produced by the Sathya Sai Organisations and is aligned with regional cultures and languages.

Barbados

UNICEF sponsored 1,500 copies of an SSEHV Teachers Handbook in 1991 that were given to all teachers in primary, secondary, and tertiary institutions (schools) providing for teacher training in conjunction with the Ministry of Education. Over the next three years more than 300 teachers were then trained in its use. The evaluation in 1994 was positive. The Prime Minister declared the year 2000 as the 'Year of Human Values.' In 2004, 54 more teachers were trained by the African Institute of Sathya Sai Education.

Sathya Sai Parenting and SSEHV for Parents

Parents may become aware of the human values programmes without attending

dedicated workshops. They may do this when they attend a meeting with the SSE or SSEHV teachers to discuss their child's progress or through the newsletters sent home from the Sathya Sai School. The community service that the children undertake has influenced some parents profoundly. In other cases, as the children become aware of human values, they expect their parents to be exemplars. For example, in the Philippines the children of the Sathya Sai School asked parents to watch less TV, and not to smoke or use abusive language. This is not an uncommon event.

There are various dedicated Sathya Sai parenting resources (Dhall and Dhall 1999, 1999a, 1999b; Bruce, 2001; Jareonsettasin, 1998). They are based on Sathya Sai Baba's teaching that the home is the fundamental spiritual training ground for addressing the ills of the society. They have the common aim of deepening self-awareness in the parents and giving them the skills that they often need to become creative in using their family dynamics to steadily increase the mental, emotional, and spiritual health of the family. One of these resources has been made into a structured programme for parents (Dhall and Dhall, 1999). This is currently used in several countries.



Mexico

INFORMAL EDUCATION PROGRAMMES

Multi-Media Resource: Radio Sai Global Harmony and Heart2Heart Website

The Sri Sathya Sai Organisation operates a dynamic multi-media resource website and satellite radio service called Heart2Heart/Radio Sai Global Harmony for the entire Organisation including Sri Sathya Sai Education Programmes. The website address is www.radiosai.org



Dr. Michael Nobel

If Swami's Message of Love could reach so far and wide by sheer word of mouth, how much farther would be the reach via a 24-hour radio service?

- Dr. Michael Nobel, Great grand nephew of Alfred Nobel

Chairman of The Appeal of Nobel Peace Laureate Foundation

The multi-media offering comprises a monthly electronic magazine Heart2Heart posted on the website; digital video clips of cultural events at Prasanthi Nilayam and discourses of Sri Sathya Sai Baba; and broadcasts over the Sai Radio Global Harmony, a satellite radio service. The radio service is broadcast via two Worldspace satellites with footprints over Asia, Africa, most of Europe, and the Middle East. Besides the two satellite radio services, Radio Sai Global Harmony provides streaming service on the Internet, especially for the benefit of listeners in the Americas, Scandinavia, Eastern Europe, Russia, Australia, and New Zealand.

Sathya Sai Education Programmes are just beginning to tap into the vast potential of this multi-media service to support teachers, parents, and students in SSE, SSEHV, and Sathya Sai School programmes around the world. The Heart2Heart site is supported by a dedicated full-time team to maintain the site and radio transmissions. Discussions are underway to develop fully the tremendous potential of the

website and radio broadcast to provide multiple support services for Sri Sathya Sai Education Programmes, including:

- audio, video, and text access to Sri Sathya Sai Baba's discourses on education
- teacher training in the integral education process
- teacher training to foster understanding human values and their integrated and inherent relationship to human spirituality, which is non-doctrinal and trans-religious
- student and teacher awareness sessions on the different religions of the world and their underlying unity so as to foster a feeling of the brotherhood of man and the Fatherhood of God
- stories for children, of admirable men and women from all cultures, languages, religions, and ethnicities that inspire by their example a life of values
- lectures on the integral education process and on the unity of the major religions



- cultural programmes performed at Prasanthi Nilayam and follow up articles in Heart2Heart e-magazine and radio broadcasts to support deeper understanding among teachers and students on the value, purpose, and meaning underlying cultural celebrations of the major religions
- cultural programmes illustrating unity in diversity
- articles and broadcasts about selected service projects for humanity carried out by the Sri Sathya Sai Organisation around the globe, so as to foster in students an orientation of service to society.

The Radio Sai Global Harmony and related websites, together with informative websites of the Sathya Sai Centres, Sathya Sai Schools, Sathya Sai Institutes and the Sri Sathya Sai Organisations make a rich source of educational material readily available from any computer with internet access.

Sri Sathya Sai Baba's Discourses and *Sanathana Sarathi*

Sanathana Sarathi is a monthly magazine published by Sri Sathya Sai Books and Publications Trust in Prasanthi Nilayam. This magazine is devoted to the moral and spiritual uplift of humanity through the five human values. *Sanathana Sarathi* gives Sri Sathya Sai Baba's latest discourses and has articles by eminent contributors, mostly educators. The collected discourses along with the whole range of spiritual books are available at the Sri Sathya Sai Books and Publications Trust Bookstore in Prasanthi Nilayam. The *Sanathana Sarathi* gives updated report and news from Sathya Sai Centres around the world on educational and humanitarian projects. This magazine is distributed to all the countries with Sathya Sai Centres and has a powerful role in motivating the devotees to commit themselves to a spiritual life based on Sri Sathya Sai Baba's teachings.

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The background features a solid orange-brown color at the top, which transitions into a lighter, beige color at the bottom. A horizontal line separates these two sections. Overlaid on this background are several large, overlapping, semi-transparent circles or arcs in a muted, dusty rose color. The text is positioned in the upper left quadrant, within the orange-brown section.

Chapter 4

FORMAL EDUCATION PROGRAMMES
AND INSTITUTIONS



Sathya Sai School in Thailand

SATHYA SAI SCHOOLS

A school should not be considered just a common place arrangement designed for teaching and learning. It is the place where the consciousness is aroused and illumined, purified and strengthened, the place where the seeds of discipline, duty and devotion are planted and fostered into fruition.

— Sri Sathya Sai Baba

Introduction

An introduction to Sathya Sai Schools is given in Chapter 2. This chapter describes the implementation of Sathya Sai Education in these schools around the world, frequently in the words of teachers, parents, and students.

Sathya Sai Schools operate in different parts of the world under diverse ethnic, religious, and cultural settings. This diversity is respected in all school activities. For example, prayers and devotional singing reflective of the religions of the students are included in the school day. Songs and prayers reflect the predominantly Christian School community at the Sathya Sai Schools of Zambia. At the Sathya Sai School in Thailand, the devotional aspect of the school day reflects the Buddhist background of its students. The medium of instruction is Thai at the Thailand School and English in Zambia. Teachers are certified by local governmental jurisdictions and most teachers are native to the country of school location.

Sathya Sai Schools in India

As of August 2006, there were over 70 Sathya Sai Schools spread throughout India with an enrolment exceeding 16,000 students and 700 teachers. In Prasanthi Nilayam, there is a full-fledged residential Primary and Secondary School (from Class I to Class XII), affiliated to the Central Board of Secondary Education, New Delhi. The school prepares students for the Secondary and Senior Secondary Certificate Examination of the Board. Children in the school receive direct guidance from Sri Sathya Sai Baba. Other Sathya Sai Schools in India receive academic guidance from the Institute of Sathya Sai Education at Dharmashektra in Mumbai.

Two other Sathya Sai Schools, the Sri Sathya Sai Loka Seva School in Alike, Karnataka State, and the school at the Sri Sathya Sai Deenajanoddharana Pathakam (Project for destitute children) in Andhra Pradesh are well known throughout India.

'Educare', that is, Education based on Human Values, is yet another example of Bhagawan Sri Sathya Sai Baba's deep commitment to the all-round development of all people, in particular our children, who are the future of our nation and of humanity. Bhagawan's profound understanding of the art and science of education has given him the insight into converting syllabus and textbook-bound education into holistic "Educare" that involves both teachers and parents and gives them joy as well as the responsibility in developing children's potential. ... Truly, the philosophy and practice of 'Educare' needs to be integrated into the general system of education in India for our national regeneration.

— Atal Bihari Bajpayee, the then Prime Minister of India



Sri Sathya Sai Baba walked slowly to a boy and offered a fruit himself.
"What do you want?" Sri Sathya Sai Baba said.
"Chaduvu (education)," the boy answered. Everyone was pleasantly surprised.
"I will arrange that," promised Sri Sathya Sai Baba, who asked again,
"What more do you want?"
"Nothing, except education," the boy answered.
— Sri Sathya Sai Baba speaking to a student of Deenajanodharana Pathakam

Sri Sathya Sai Baba himself has visited these schools and he devotes personal attention to the students' well being.

The Sathya Sai School in Alike came under the network of Sathya Sai Schools in 1978 when Sri Sathya Sai Baba visited the school. The school is primarily residential with a hostel for the students. A junior college was established in Alike in 1972. All activities in these educational institutions are permeated by the five human values that are the foundation of the Sathya Sai Education System. In 2005 the junior college students recorded a 100 per cent success in

the state examinations. The results were also good in the state placement examinations for engineering and medical schools. A fully residential secondary school for boys was established in Alike in 1984. Most students are residents with a few coming as day scholars from nearby villages. The school complex also includes an orphanage that houses 100 destitute children and a General Hospital that provides free medical care.

In June 2002, Sri Sathya Sai Baba established the Sri Sathya Sai Deenajanodharana Pathakam, to house single mothers and boys

from nearby villages. This is a residential facility located adjacent to Prasanthi Nilayam. A trust fund has been established to support and educate boys until they get a job after post-secondary school graduation. Sixty boys and twelve mothers accepted the temporary accommodation in Prasanthi Nilayam, and within a year a permanent building complex with private rooms was built nearby as a home for them. Within two months eight new classrooms were built for the boys at the home.

The boys attend classes and follow a daily routine: wake up at 4:30 a.m., do prayers, go jogging, attend classes, lunch and rest, then return to class; Bal Vikas class at 4:30 p.m.; then play on their own spacious playground. After dinner they attend to homework and then turn in to bed after prayers. Arrangements are made for the older boys to take placement examinations in mathematics and accountancy for public colleges. Occasionally, Sri Sathya Sai Baba visits the home and school and gives personal attention to the boys.



India

At the outset, we fell for the excellent food we were having for the first time in our life. Today we realise the more valuable things we receive here - motherly love and affection, good bringing up in value system and quality education tempered with spirituality. I do not know how many among the millions of contemporary students in the country are that lucky.

— A Boy from Sri Sathya Sai Deenajanodharana Pathakam

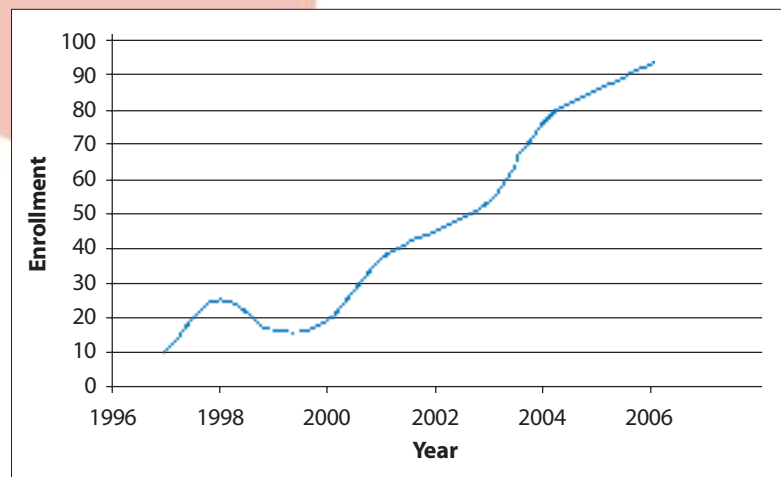


Ecuador



Mexico

Sathya Sai School of Australia Enrollment Growth



Sathya Sai Schools outside India

Forty-one Sathya Sai Schools, with about 5,100 students, currently operate in 26 countries outside India. Many Sathya Sai Schools outside India serve primary grade students, having begun operation in the late 1990s.

The growth in the Sathya Sai School in Australia is typical of many Sathya Sai Schools around the world. A new Sathya Sai School opens at the primary level. They add a new grade every year with the senior students moving to the next class level. In this way the school progressively reaches the secondary level over time.

School Climate and Its Transformative Effect on Students

The school climate at Sathya Sai Schools is peaceful, loving, and invigorative. This is observed by a wide variety of people including Education Ministry officials on accreditation visits, local government officials, parents, teachers, principals, and the students themselves.

The universal aspect of human values promoted by the Sathya Sai Schools is evident in the frequent anecdotal evidence of their wide appeal. This is as reported from Sathya Sai Schools in countries quite different from one another in religion, race, culture, and politics. The reports from Sathya Sai Schools around the world echo the same themes of peace and happiness in the school climate.

Thailand

The *SAI 2000* inspection report of a residential Sathya Sai School illustrates an atmosphere suffused with human values from the start of the day.

- A typical school day begins with the early morning gathering of all students and staff at 5.45 a.m. in a large and spacious Prayer Room where the early morning prayers and meditation set the mood and objective for the day. Students tip-toe to their designated places, and silently wait for the prayers and meditation to begin. Student leaders start

the prayers, which are multi-denominational. This is followed by a short discourse by the Headmaster on the topic for the day. The students then reverentially get up and leave for their breakfast at 6 a.m. The flag-raising ceremony begins at 7.20 a.m. at the open, concrete quadrangle outside the gymnasium. Lined up in neat rows, the students show respect and honour to the nation by singing the national anthem as the national flag is raised to the full mast. Again, there is a short address to the assembly by the Headmaster on the importance of loving the nation - the motherland.

- Formal classes begin at 7.40 a.m. with a definite focus on education in human values (SSEHV) as the first lesson of the day. Everywhere there is a happy expression of the age-old Thai custom of respect for one another, the elders, and the teachers. The instant expression of the Thai salutation of clasping the hands in prayer as a form of greeting and speaking softly in the melodious Thai language permeates the entire school atmosphere.
- Of particular importance is the strong and profound leadership of the school Headmaster who gets unflinching support from everyone directly or indirectly involved in the school. In fact, what many parents, teachers, and students like most about the school is the Headmaster. This exemplary leadership of "Living by



Kenya



Ecuador



Kenya

example" is his motto. "Give the children all the love you can, and they will change." This profound belief of the Headmaster is gradually having a great impact on the teachers. One of the most conspicuous things was that students felt very relaxed and participated actively.

Zambia

The Sathya Sai School principal describes the beginning of the school day:

- Sunrise in the environs of Sathya Sai School is a beauty to behold. By 6:45 a.m., students from different corners of the township start trooping into the school compound, full of vigour and energy; their faces beam with the radiance of the sun.
- By 6:55 a.m. all students are fully seated in the Sathya Sai Auditorium for the morning assembly which begins at 7:00 a.m. Prayer Sessions are conducted with local songs to the beat and rhythm of traditional drums.
- After the morning assemblies, the students disperse to their respective classrooms for a 40-minute class in SSEHV. Thereafter, the normal classes begin.

Paraguay

The climate in Sathya Sai Schools is one of emerging human values as seen in the behaviour and speech of students. This also has a transformative effect on other students and families. A staff member writes:

- The overall environment is very happy and peaceful.
- The children sing Human Value songs and the parents often comment that our students are wonderful instruments at home, because they gently correct their siblings.
- In some cases, it has an effect even on their parents by reminding them to follow Nonviolence and speak the Truth.
- A second grader, when she heard her classmate use a bad word, said, "Don't use bad words, they will hurt your ears," and she covered her ears. The classmate has stopped using bad words, and reminds his classmates to use only good words.

Chile

A Sathya Sai School official says:

- The parents testify of great changes in their homes; the children behave as seen nowhere else except in another Sathya Sai School.
- The adults involved see that their lives change every day; fortitude, compassion, respect, joy, and other great things happen in small increments, but after some while the changes of attitude can be noticed by anybody who knew the child before.

Mexico

From a Sathya Sai School official:

- During several opportunities parents have expressed their joy when their children want to go to our school. In the past, their

kids were reluctant and now they want to be the first to arrive to the classroom.

- Parents have noted and sometimes been surprised by the behavioural changes in their children. "What are you doing with my kid? He's different now." This is one of the most common expressions we hear.

Ecuador

From Guayaquil, the Sathya Sai School principal eloquently describes the school climate:

- Only to bring Sri Sathya Sai Baba into this school constitutes the greatest experience. The reigning silence interrupted by the singing of the children; the total cleanliness; the order of the facilities; the beauty of the gardens; the self-discipline of the children; the self-confidence that they demonstrate in each of their declarations; the respect for themselves and for the others; the love for this school, family, city, country, planet, and humanity; the gratitude to the Creator; the happiness reflected in the faces of the children; the satisfaction for duty fulfilled with love, reflected in the faces of the teachers; I believe that all these say much about the climate of this school.
- All the persons who visit the School, without exception, recognise that the climate of this place is special; that here one breathes an ambience of peace, harmony, and happiness. Some of them have catalogued it as "a paradise", "an oasis", "incredible", and so on.



Brazil



Thailand



Brazil



Japan

New Zealand

The principal from the Sathya Sai School reports:

- The children respond readily to the love and value-based method of delivery which bring out the inherent values in them. Those visiting the school comment on the underlying atmosphere of love, which permeates the teaching provided.
- There are many examples of children who enter the school with negative behavioural traits, which are quickly remedied. The children in the classes have developed a culture of care and consideration, which emulates the role modelling of the teachers.
- Bad behaviour just does not resonate with this culture and new children quickly adjust themselves to the behaviour of their peers.

Venezuela

The principal from the Sathya Sai School reports:

- Every day, our school provides gratis a cooked breakfast, a mid-morning snack, and lunch, to all students. Sometimes parents and friends come along to help prepare them.
- Medical and dental assistance, shoes, socks, underwear, comb, toothbrush, pants, shirts, books, notebooks, and school insurance are all provided free of cost.

Brazil

In some neighborhoods, parents and children gain a sense of safety and security at the Sathya Sai School. At the Sathya Sai School of Vila Isabel the principal reports:

- The Sathya Sai School climate is so good that former students spontaneously visit the school and declare that they couldn't find other places like that, so loving and peaceful.
- On account of this, we are experiencing a remarkable return of teen youth (former students), to attend a special programme developed for them, which is the Computer Class (with human values) maintained by the Sai Youth of Brazil. Those classes are offered in the premises of the Sathya Sai School of Vila Isabel.
- Living in a violent slum environment, the parents frequently declare that "they are in paradise" in the school premises. They feel protected there.

At the Vila Isabel Sathya Sai School, there are psychologists, medical doctors, and dentists who voluntarily give additional support to the children and their families. The children live in a violent environment where they are exposed to many kinds of abuse in the community at large or even at home. The psychological support provides an invaluable aid to cope

with this unfavourable reality. The medical support works at preventive level with lectures on health and hygiene, but also offers clinical services to the students and their families.

Effect of Students' Transformation on Parents and Others

There are frequent reports from Sathya Sai School staff that the effect of students' transformation extends to affect parents positively.

Equador

The principal of the Sathya Sai School in Bahia de Caraquez, reports that parents find their children more self-disciplined since they started attending the school, "Parents say to us the children get up early in the morning to study daily lessons, and they do their duties without being told. They alone know what they must do, how and when."

Thailand

The Sathya Sai School inspection report captures comments made by parents pleased with the changes occurring with their children's attendance at the school, and especially pleased at the fostering of respect for Thai culture.

- Interviews were conducted at the school over a three-day period. A total of 13 parents were interviewed.
- Parents exhibited a consistent response to the questions on whether they had seen any changes in their children. "Our children are happy." This was the message that came across clearly. They are "calm and kind to other people."
- There have been a lot of positive changes. "My child is more open and shares things with others." When the children are home for the vacation or the weekends, some of them get into the routine of doing things that are done in the school: saying their prayers in the morning; observing the prayers before partaking food. Above all, they are very polite and observe the Thai salutations and the Thai form of salutation "Sawasdee" without any reservations. "They practise real Thai culture."

United Kingdom

This description of school children's exemplary influence on the parents comes from a Sathya Sai School:

- With the Sathya Sai School in Leicester, some parents have mentioned changes in their lives: such as waking up earlier because children want to come to school early; saying prayers before eating; eating



The Philippines



Thailand



Argentina

healthier food; calming down due to practise of silent sitting or light meditation at home; cutting down on things (ceiling on desires); doing exercise with children and keeping fitter.

Canada

Parents report a genuinely positive influence on them by their own children in the Sathya Sai School of Toronto:

- My child is now more responsible and considerate. He is now learning to differentiate between right and wrong. He collects money for poor children by baby-sitting his little cousin for the weekends. If I happen to raise my voice, he says it is not nice to yell or scream [and that one should] speak softly.

A staff member of the Sathya Sai School of Toronto, describes the influence of Sathya Sai School children on the surrounding community,

- The local librarian whose library our students have been using for the past four years insisted that the school hold one of

its parent meetings at the library so that she could tell them herself how different their children are in behaviour from public school children.

- Their keen sense of engagement, discipline, and public speaking skills endear them to people wherever they go. They have addressed rallies and assemblies about the place of the five human values in their lives. These included an inter-faith prayer meeting; a welcome dinner for a Nobel Peace Prize winner; and various other community forums. The importance of human values was discussed also with law enforcement officers.

The Philippines

From the Sathya Sai School comes this comment:

- Parents have voiced their support saying that now children ask them to watch less TV, ask them not to smoke or use abusive language at home.
- Several episodes of transformation can be heard during the active Parent-Teacher meetings and community programmes.

Taiwan

At a parent workshop to increase understanding of the human values education that their children were receiving at the Sathya Sai School, some parents commented on the transformation in their children:

- One mother: I have been silent and dared not to speak because I might burst into tears as soon as I open my mouth. I appreciate all that you have done for him. My son was short-tempered and he fought with others all the time. Because of your love, he has improved a lot. I envy my son, because I am a victim of harmful education, it takes a lot of time to repair the wounds. My son had already registered somewhere else before coming to this school. Fortunately, I have made the right decision.
- Another mother: I really appreciate what you have done for my little boy. I was deeply moved when I once heard him read, "Let me learn to listen to others, not only because they might be wiser than me, but also because they love me." My son demands quite a lot of himself - he was short-tempered and tended to get angry easily. After he learned this quotation, "let me learn not to get angry, even if someone irritates me," from school, he changed totally. I remember once we were at a



Taiwan

friend's house. He was angry when I asked him to go home because he was having fun. I said it is not right to be angry and then walked away. It was unbelievable that he came to me to apologise. It had never happened before.

Venezuela

As reported by the Sathya Sai School, love for one's own religion and culture is fostered by providing regular assistance to the local Church, so that as Christians, the students learn to love their Catholic religion. The School promotes cultural activities to uphold the local traditions and culture, and the beauty of the school and region.

Effect on the School Staff

The predominant feeling of peace and love in the school climate has a positive effect on staff morale and on school attendance.

Argentina

The Sathya Sai School reports:

- The teaching team is solidly in place over time in contrast to other typical schools in the area where the teaching body rotates often from one school to another.
- Student attendance is much better than at nearby public schools, and that the waiting



Argentina



Paraguay

list of students seeking enrolment in the Sathya Sai School is 170. The climate is similar in other Sathya Sai Schools.

Australia

An official of the Sathya Sai School summarises the effect on the staff:

- Teachers see teaching as a calling, their own spiritual path...about self transformation not just information.
- *Educare* promotes professionalism and modelling of the five human values at all levels, thus inspiring teaching and leadership skills.
- The school is perceived as a school advancing spirituality infused into all domains of the human personality. It is not about religion.

Chile

A Sathya Sai School staff member reports:

- Our environment is "scream/noise free"
- We do not punish the children. Everything is done with the reasoning of love. This is so revolutionary, yet so effective, that it makes a unique experience for all, including hardened professionals visiting; they comment on how moving this is.

Ecuador

The principal from the Sathya Sai School in Guayaquil, reports:

- When new teachers arrive they are all professionals in education.
- At the Sathya Sai School, they receive training in SSEHV, and their transformation begins.
- They discover that they are capable of achieving excellence, and they themselves are astonished having discovered all the workmanship and skills that had been asleep that the Sathya Sai School manages to wake up.



Kenya

A Day at the School

Most Sathya Sai Schools are non-residential. Children daily walk or ride to the school and return home in the afternoon.

United Kingdom

Given here is an example of a typical school day in a Sathya Sai School:

- A day in the life of the Sathya Sai Schools begins with children arriving at 8 a.m. They go to their respective classes to sort out their homework and wait to hear the music. Then they head for the prayers area. They sit quietly and prepare for prayers. The school prayer is recited and group devotional songs are sung. These are mainly in English and universal. After the group devotional singing, a different prayer is recited daily to close the assembly. Children greet all the members of staff.
- The students head for SSEHV class from 8.30 a.m. until 9 a.m. Normal lessons follow. There is a fruit break at 10 a.m. There are

classes again until lunch at 12.45 p.m. At lunch the food prayer is recited and the children eat in silence. Lessons follow from 1.15 p.m. to 2.45 p.m. after which they meet for afternoon prayers.

The elements of universal prayer or meditation are common in Sathya Sai Schools, all of which are open to children of all faiths and cultures. Prayers promote positive thinking, self-confidence, inner tranquillity, and humility.

Residential Sathya Sai Schools are relatively fewer in number than non-residential Sathya Sai Schools. The influences of the integration of spirituality with character development are seen in the orderly schedule before and after classes.

Nepal

In the daily schedule of the Sathya Sai Shiksha Sadan, students come from all parts of the country. Sadan has students from 44 districts out of 75 districts in Nepal. Only 20 per cent students are from Sai families.

05:00	Rising up and prayer
05:30-06:00	Prayers and meditation
06:00-07:00	Physical fitness exercises
07:00-07:15	Snacks/milk
07:15-08:20	Silent sitting/music, supervised study
08:20-	Breakfast
09:00-16:00	School hours, lunch, siesta, light refreshment
16:00-17:30	Games/free time
18:00-18:30	Prayers and meditation
18:30-19:00	Dinner
19:00-20:30	Study hours
20:30-	Hot drinks
21:00-22:00	Reading for pleasure (optional)

The Relationship of Sathya Sai School Philosophy, Guiding Principles, and Values to School Climate of Peace and Love

The philosophy, goals, and values of all Sathya Sai Education programmes are fully described in Chapters 1 and 2. The Institutes of Sathya Sai Education (ISSEs) support the *Educare* philosophy, goals, and values and train Sathya Sai School teachers in infusing *human values* into their instruction of students. Here, a brief summary of typical Sathya Sai Schools' philosophy, norms, and values illustrates the

relationship between the application in a school setting of the underlying principles of the *Educare* and a school climate infused with peace and love.

Mexico

The philosophy of the Sathya Sai Schools is stated as follows.

- A Sathya Sai School is an educational centre with a unique mission: the integral development of the child's character through a programme that promotes the human values experience in all the school aspects.
- The school's norms read, "Every single activity in the school is directly based upon the Sathya Sai Human Values programme, a system that is inclusive and non-religious, based on the five universal human qualities: truth, right conduct, peace, love and nonviolence."
- The school's values read, "Human values are promoted through human values weekly lessons; a Public Education Ministry approved programme is taught but with a human values approach."
- *Educare* is practiced as self-inquiry and a non-judgemental outlook; meditation with light; Universal prayers; Support activities to reinforce human values, such as festivals, theatrical plays, community service projects.



Mauritius



Canada

- Discipline is a most important issue, so respect and tolerance for other's opinions and beliefs is prevalent.

United Kingdom

The philosophy and vision of the Sathya Sai Schools are stated as follows:

- Sathya Sai School is a place of serenity and orderliness.
- The principal strength of the school is the belief that education is about God and His creation. As such the school is God-centred.
- SSEHV is the breath of the school. The values of Love, Truth, Peace, Right Conduct and Nonviolence form the pillars of the school. It is the pivot upon which the school's professionalism and ethos revolve.

Venezuela

The vision and philosophy of Sathya Sai School read:

- The school should not only be a place to impart academic knowledge, but also a place to provide a context for understanding oneself and the world at large.
- The formal curriculum alone will not change the character of children and bring out the values within. Therefore this school endeavours to provide a nurturing environment that will cultivate the best human qualities in the children and make these qualities manifest in their lives.
- The human values are also taught indirectly through the academic curriculum, where ethical behaviour is emphasized in the examples, literature, and activities of each subject. The values are also enhanced in the classroom management, playground activities and in the way the students and teachers interact throughout the day.

Difference from Other Schools

Nepal

As described by a Sathya Sai School principal: The Sathya Sai School (Shiksha Sadan) provides modern education in a spiritual environment. This makes the school different from other private schools in the country.

Venezuela

The principal at the Sathya Sai School lists the following factors as contributing to the difference between the Sathya Sai School and other schools:

- It is Sri Sathya Sai Baba's mission, and his blessing.
- The learning environment is impregnated with love.
- We apply the SSEHV methodology.
- We have special commitment to the spiritual path.
- We are oriented to Human and Academic Excellence.
- The Sathya Sai students in our school achieve outstanding level of human and academic excellence.
- Beyond the methodology lies the fundamental inspiration and driving force, love. Along with the methodology, it is love that sets the school apart from others. After many visits from outside teachers and educationists, we can safely say that none leave the school untouched.

Zambia

A Sathya Sai School official describes the difference succinctly:

- Sathya Sai Schools aim at character transformation.
- Effort is made to elicit human values from the subjects that are taught and these values are then integrated into the school curriculum and applied to life.



Kenya

Reports of Sathya Sai Schools exceeding their respective national curriculum assessment standards and their being viewed by public education officials as model schools are common. Examples include Sathya Sai Schools of Toronto, Zambia, Thailand, The Philippines, Peru, and New Zealand.

School Governance

There are three types of school governance structures that have emerged within the worldwide Sathya Sai School initiative. These governance structures can be categorised as school governing boards, Institutes of Sathya Sai Education, and Sathya Sai Education Trusts.

Where school governing boards exist, members of the governing board are typically selected by Sri Sathya Sai Organisation officials at the national or international area level and are a combination of education professionals, lawyers, and professionals with business backgrounds. A governing board makes final decisions regarding school budget, hiring of staff, adopting school policy, purchase or lease of facilities, and adopting textbooks and materials. Recommendations to the school governing board are typically made by the school principal or lead teachers. A school board is usually not involved in identifying



Zambia

funds needed for school operation. Rather it is concerned with conscientious stewardship of funds, materials, facilities, and personnel in order to promote the harmonious operation of the school.

The second governance structure type within the Sathya Sai School movement is the Institute of Sathya Sai Education (ISSE). For some Sathya Sai Schools, for example, those in Australia and Latin America, the ISSE has emerged not only as the provider of instructional training, but also the entity that has the primary governance role over the Sathya Sai School. A description of the ISSEs is given in a separate section below. In a school governance role the ISSE assumes many or all of the functions of a school governing board in providing stewardship of school resources and personnel.

The third type of governance structure utilised for some Sathya Sai Schools is a Sathya Sai Education Trust, usually at the national level. Education Trusts are established to identify and obtain funding for school operation in a discrete manner that avoids solicitation. While Sathya Sai Education Trusts are functioning in many countries, they have taken on school governance roles in Zambia, Ecuador, Venezuela, Peru, Paraguay, and Kenya, for

example. Officials within the Sri Sathya Sai Organisation typically serve on the Education Trust. In addition to the funding role, when an Education Trust takes on a school governance role, it assumes many or all of the functions of a school governing board in providing stewardship of school resources and personnel.

Examples of governance structures as of summer, 2006, include 13 schools governed by a trust only. Four were managed by a governing board structure only, four governed by their ISSE only, three governed by local or national Sri Sathya Sai Organisation structure only, and seven by a combination governing structure involving the ISSE and a trust or governing board.

School site decision-making varies but typically involves a school site level committee.

Zambia

Administration is decentralised, and each school has its micro-administration headed by the Principal.

United Kingdom

One Sathya Sai School is managed by a Board of Governors, comprising the Sri Sathya Sai Organisation Regional Chair and National



Japan



Ecuador

Argentina



Canada

Schools Coordinator, an educationist, a lawyer, an accountant, the Sri Sathya Sai Organisation Central Coordinator, and a Teacher Governor.

Brazil

The five Sathya Sai Schools have been assigned an SSEHV Board representative by the ISSE. The Board representative is responsible for the follow-up of all activities in the school. In some few cases, they actually may enforce changes in the work done by the Principal and staff after consultation with the Institute Board. However, in most cases the board members are there to inspire, support, guide, help, and deepen the spiritual (that is, value-based) dimension of the work done for the School.

Canada

The Sri Sathya Sai Baba Organisation formed the Sri Sathya Sai Education Trust of Canada

on May 18, 2000. The object of the Trust is to establish and operate schools throughout the country based on the philosophy and principles of value-based education developed and expounded by Sri Sathya Sai Baba. The Sathya Sai School in Toronto is the first such school established by the Trust. The affairs of the Trust are managed by the Central Coordinator of the Sri Sathya Sai Baba Organisation of Canada, the Chairperson of the Central Board and other members, elected by the membership. The Trust is fortunate to have the benefit of numerous distinguished individuals. They bring a wealth of knowledge and experience to the management of the Trust. An Executive Committee together with the school principal manages the Sathya Sai School with assistance from a Board of Trustees.

Venezuela

The country's laws establish that a foundation must guarantee the Sathya Sai School's financial stability, which for the School is Fundsathya Trust. To assure financial transparency, two external companies do the bookkeeping (accounting) for Fundsathya and the School. The trust manages all the donations, and owns all the School's assets. This includes lands and tangible and intangible assets such as buildings, furniture, computers, and other equipment. The School has an external accountant who processes all the payroll, operational, and maintenance expenses. The lawyer manages all legal labour aspects and other legal matters. To assure transparency, the accounting work is performed by an external firm. Expenses and donations are periodically reviewed.

Sathya Sai School Community

Many Sathya Sai Schools rely on a groundswell of Sri Sathya Sai Organisation volunteers for various school functions and employ qualified professional teachers who are often Sai devotees. Many teachers who are not followers of the teachings of Sri Sathya Sai Baba are hired to maintain high standards in the teaching force, and these teachers undergo training in the philosophy and pedagogy of Sathya Sai

education. There is no requirement that Sathya Sai School teachers must become devotees of Sri Sathya Sai Baba. The only mandate is that the teachers exemplify the five human values.

As of summer 2006, the substantial preponderance of the approximately 5,100 children attending Sathya Sai Schools outside India are children of non-Sai devotee families. Most school principals are Sai devotees, and Sai devotee families provide nearly all the food, maintenance and operations, library support, and other non-instructional services at the schools. A majority of teachers in Sathya Sai Schools are not Sai devotees.

Brazil

Most of the students in the five schools do not belong to Sai devotee families, although there is growing interest. Some priority is given to poor families, and the Schools are open to Sai devotee children. Quite a lot of service is given to the Sathya Sai Schools by devotees. Most of the volunteer work is not as teachers, which requires special training and abilities. However, most administrative work (principals, administration) is done by devotees as volunteers, and a number of activities (including maintenance, government permissions, and library operation) are supported by devotees. It is worth noting that



China



Thailand



Australia

many parents volunteer at the Schools for a number of activities.

Canada

The School is served by a core of faithful and reliable day and night volunteers from Sai Centres in the region. In addition, many of the school's outreach programmes receive the organisational expertise and leadership of both adult and youth members of the Organisation. In general, the student population at Sathya Sai Schools is largely from families who are not devotees of Sri Sathya Sai Baba.

Mexico

The student body in one of the Sathya Sai Schools is an example:

Our kids are not all poor, not all rich, not all the same religion and not all the same family conditions. We have Mexican natives, abandoned children, girls and boys, kids of divorced parents, boys with some intellectual or physical problems and so on, but this diversity makes the Sathya Sai schools unique, places where kids learn to live and respect and love different people.



Slovenia

United Kingdom

At the Leicester Sathya Sai School, approximately 50 per cent of children and all teaching staff are from Sai families, while at the St. Andrews Sathya Sai School only about 10 per cent of children and 40 per cent of teaching staff are from Sai families. Some help is provided by parents.

Teacher Training and Teaching Resources

Sathya Sai School teachers are expected to exemplify unity in precept and practice of human values in their personal lives to foster more effectively student awareness of, and commitment to, the values. Teachers typically self-select an ISSE for training with necessary approvals, sometimes in another country. One typical example is the Sathya Sai School of Fiji where three of the total of nine teachers received training at the ISSE in Thailand.

Training courses for Sathya Sai School teachers, and numerous ISSE-published teaching resource books, provide direction in integrating education in human values with traditional subject matter.

INSTITUTES OF SATHYA SAI EDUCATION (ISSEs)

Introduction

As has been reviewed earlier, Sri Sathya Sai Baba's teachings on education resulted in the development of Bal Vikas for the children of Sai devotees in India (1969). Sai Spiritual Education (SSE) for the children of devotees in overseas countries soon followed. His subsequent establishment of schools and colleges and of the Institute of Higher Learning in India led to four important developments in many overseas countries:

- (i) Development of Sathya Sai Education in Human Values (SSEHV) Programmes in the community for the children of non-devotees.
- (ii) Introduction of SSEHV programmes into mainstream government schools.
- (iii) Establishment of Sathya Sai Schools.
- (iv) Establishment of Institutes of Sathya Sai Education (ISSEs).

The establishment and management of Sathya Sai Schools that delivered SSEHV in public or private schools required dedicated professionals with specialised skills in many areas. Schools need a governance structure for financial planning, assets development, and management, and expertise for training of teachers, monitoring of educational standards, and accountability to the Ministry of Education and general public.

Establishment of Institutes of Sathya Sai Education outside India

In 1987, the European Sathya Sai Educare Institute was established in Denmark for the training of SSE and SSEHV teachers. This followed the establishment of Institutes of Sathya Sai Education in other countries. Table 1 shows a list of ISSEs around the world.

Functions of ISSE(s)

A major area of activity of an ISSE was to establish and manage Sathya Sai Schools even though in some countries such schools had already been established before the ISSE came into existence. Training of teachers for SSE and SSEHV, development of teaching material for children and teachers, and planning and establishing professional links with State Schools, Teacher Training Colleges, Universities and Ministries of Education were other initial functions of an ISSE. However, since most heads of ISSEs were professional educationists a range of other educational and academic functions were quickly assumed by the ISSEs. Some of these are shown in Table 2. While all ISSEs are involved in training teachers and in planning and/or managing Sathya Sai Schools, different ISSEs have developed additional expertise in several specialised areas.

Establishment and Management of Sathya Sai School(s)

In many countries, an important function of ISSEs is to provide for the educational needs of Sathya Sai Schools. This involves training of professional teachers at the school in SSEHV methodology; inducting new teachers; periodic evaluation of quality of education; employment of staff; financial and asset management; promotion of research; and development, and planning future growth. However, the ISSE alone is not responsible for the mobilisation of funds required for running Sathya Sai Schools. This is partially or solely the responsibility of the Sri Sathya Sai Organisation.

Table 1. Institutes of Sathya Sai Education around the World

Country	Name of Institute	Date Started
Argentina	Instituto Sathya Sai de Educacion en Valores Humanos	2000
Australia	Institute of Sathya Sai Education	1996
Brazil	Sathya Sai Institute of Education in Human Values of Brazil	2000
Chile	Sri Sathya Sai Institute of Chile	2003
Colombia	Sathya Sai Institute of Education in Human Values of Colombia	2000
Denmark	ESSE Institute and ESSE Academy	1987
Dominican Republic	Sri Sathya Sai Human Values Institute of Rep. Dominicana	2004
El Salvador	Sathya Sai Institute of Education in Human Values of El Salvador, C.A.	1998
Guatemala	Institute Sathya Sai De Valores Humanos De Guatemala	2004
Hong Kong	Institute of Sathya Sai Education Limited	1999
India	Institute of Sathya Sai Education, Dharmakshetra, Mumbai	2000
Ireland	Institute of Sathya Sai Education Ireland Limited	2005
Japan	Institute of Sathya Sai Education Japan	1998
México	Sathya Sai Institute of Education of Mexico, A.C.	2001
New Zealand	Institute of Sathya Sai Education - NZ Inc.	2000
Philippines	Institute of Sathya Sai Education	2000
Puerto Rico	Sathya Sai Institute of Education in Human Values of Puerto Rico, Inc.	2004
South Africa	Institute of Sathya Sai Education	2002
Thailand	Institute of Sathya Sai Education	1998
UK	British Institute of Sathya Sai Education (BISSE)	2003
USA	Sathya Sai Education in Human Values Foundation	1983
Venezuela	Instituto De Educacion En Valores Humanos De Venezuela (ISEEVHVEN)	2003
West Indies	Sai Institute of Education West Indies	2004
Zambia	The African Institute of Sathya Sai Education - TAISSSE	2000

Table 2. Functions of Institutes of Sathya Sai Education (ISSEs)

Professional Support to Sathya Sai Schools	Establish and Support Partnerships with Non-Sathya Sai Schools and Institutions	Training and Research Programmes on SSEHV	Self-evaluation of Institute Functions	Assist the Education Wing of Sathya Sai Organization
Review applications and determine the feasibility of new Sathya Sai Schools	Conduct Seminars and Conferences to create awareness among educationists, professionals and policy makers on SSEHV philosophy and methodology	Develop SSEHV training programmes and resources; conduct induction, diploma, advanced diploma and other courses for professional teachers	Evaluate Sathya Sai Schools and conduct self-evaluation of its training programmes	Teacher training for Sai Spiritual Education (SSE)
Assist in the selection of teaching staff	Develop partnership programmes, in accordance with established policy, with public and private schools, national, regional and international bodies	Produce teaching and learning resources for delivery of SSEHV courses/ workshops in non-formal settings	Evaluate partnership programmes with non-Sathya Sai Schools and institutions (e.g. teacher training colleges and universities)	Develop and deliver training/ workshops for SSE parents and young adults
Conduct periodic inspections for accreditation and for ensuring quality standards in meeting character and learning goals in Sathya Sai Schools	Provide professional guidance to introduce SSEHV in adopted and partnership schools	Design and implement observational research and studies on the application of SSEHV in different professions, e.g. in environmental education, medical practice, police and defence services, business, law, accounting practice and sports	Evaluate community SSEHV programmes, including parenting programmes	
Develop and conduct in-service training programmes for teachers	Conduct community SSEHV programmes, including parenting programmes			
Develop programmes for parents				



ESSE Institute (Denmark)

Training of Teachers

Besides offering regular training for the teachers of Sathya Sai Schools, one of the primary functions of the ISSE is to train professional and non-professional teachers from mainstream schools in the methodology of SSEHV and SSE. Such training programmes have taken different forms:

- (a) **Induction Courses.** These are run at weekends for the professional teachers and the Sri Sathya Sai devotees involved in SSE. Typical examples are the courses conducted by ESSE as listed in Table 3, but not all Institutes have identical courses.
- (b) **Diploma and Other Courses.** These are structured courses that extend over several weeks. These courses are designed to give in-depth training in SSEHV philosophy and methodology. An example of the expected knowledge and skills to be acquired by the students from these courses is shown below.

Diploma Course Outline

The Institute of Sathya Sai Education, Mumbai, India:

- This is a two-month residential course open to teachers from Sathya Sai Schools and institutions that are in the process of adopting the Human Values curriculum developed by this Institute. Participants must stay at the Institute's campus in Dharmakshetra. They are expected to participate in all activities on campus, and must adhere to the 'Code of Conduct' for all residents in Dharmakshetra.
- The course requires regular attendance at seminars conducted by the Faculty, active participation in group discussion and workshops, extensive reading of relevant literature, doing homework assignments, and visits to 'adopted' schools. Students are expected to visit the 'adopted' schools to observe lessons, conduct surveys/interviews, and take practice lessons. Each Diploma student will be expected to submit five assignments and one survey/independent study report. In addition, each student will take five lessons in actual classroom situation. During the course, the student is expected to make two presentations of one-hour duration each on any of the syllabus topics; the presentation will include a 15-minute question-answer session.

- The focus of the course is not merely on increasing the participants' academic knowledge but to enhance understanding of the philosophical foundations and methodology of the curriculum, to assist them to live up to the values professed, and to promote their practical teaching capability. The learning material will broadly cover various areas of knowledge from diverse sources but they will be mainly supported by the philosophy of Sri Sathya Sai Baba's Integral Education.

Diploma courses are being offered by ISSEs in Thailand, Zambia, South Africa, Australia, India and some Latin American countries. In continental Europe, the Diploma is not a recognised qualification. The intensive training courses that the Academy in Europe runs may extend over several weeks but are not followed by the formal award of a Diploma. The ISSE in UK (BISSE) does not offer any Diploma course but offers SSEHV courses that lead to accreditation by the Open College Network.

- (c) **Training of Professional Teachers.** Many government schools are in search of help with building expertise in values education and establishing a culture of values. In many countries (for example, Australia, the UK, and New Zealand) values education is being introduced by the Government. However, there is a shortage of skills and expertise in values education generally. Increasingly and in many countries, when the school authorities — a principal or an administrator — realise that the ISSE has the necessary expertise in the pedagogy of SSEHV, they invite the ISSE for the specific purpose of inducting teachers in SSEHV. Such inductions have taken several forms:

- Large numbers of school teachers from many schools attend structured courses of lectures, seminars, and workshops over one or more weekend retreats. This model of professional development is attractive for highly motivated teachers and this has been the general format of teacher training in many countries. The teachers go away inspired. Unfortunately, these induction courses are less attractive for teachers with weak motivation as they are required to attend the training in their spare time. This type of professional development in their spare time does not appeal to many teachers. Furthermore, teachers require regular follow-up workshops and hands-on instructions to maintain their motivation.
- ISSE sends its trainers to train teachers in the government schools where teachers attend during school hours. These are not intensive courses and suffer from a lack of follow-up.

Partnerships in SSEHV in a Whole School Approach

Probably the most successful inductions in SSEHV are through a "whole school approach" in response to specific invitations extended for establishing partnerships in SSEHV by the school authorities. Such partnerships flourish when the principal or the administrator wishes to introduce a culture of human values education often because of identified problems in the school, such as, poor academic performance, discipline problems, bullying, poor school ethos, falling attendances, and general educational failure. In such cases motivation levels for the programme are high and the collective will of all the teachers supports the programme. Experiences from many countries have shown that such

Table 3. An Overview of ESSE Courses & Seminars

Basic Course (2-3 weekends)	Self-awareness Course (10-12 weekends)	SSE Teacher Seminars (6-7 weekends) ¹	Basic Seminar in Adult Education (1-2 weekends)	Public Speaking Seminars (2-3 weekends)
<p>Part 1: The philosophy</p> <p>Overview of the programme</p> <p>The five values & their interrelation</p> <p>The human personality</p> <p>Sathya Sai's teachings</p> <p>The course includes preparation for individual presentations.</p> <p>It is concluded with presentations of individual essays</p> <p>The human personality</p> <p>Unity of all religions</p> <p>Part 2: the five methods</p>	<p>Part 1: Spirituality and Sathya Sai Educare.</p> <p>The human personality</p> <p>Sathya Sai's teachings</p> <p>The course includes preparation for individual presentations.</p> <p>It is concluded with presentations of individual essays</p> <p>Evaluation</p> <p>Cooperation with parents</p> <p>Administrative matters</p> <p>The three teaching approaches: direct, indirect and integrated</p> <p>Model lessons</p> <p>Part 2:</p> <p>The five methods in depth</p> <p>Practical guidelines and examples of using the five methods:</p> <ul style="list-style-type: none"> • Storytelling • Group activities • Meditation • Prayers • Group singing <p>Intensive training</p> <p>a) Presentation of a value, e.g. for parents, colleagues</p> <p>b) Individual presentations of lesson plans and a model lesson/teaching situation</p> <p>Follow-up seminars</p> <p>According to needs</p>	<p>Part 1:</p> <p>Overview of the five values, the five methods & their inner significance</p> <p>Practical guidelines and examples of using the five methods:</p> <ul style="list-style-type: none"> o Storytelling o Meditation o Prayers o Group singing <p>Evaluation</p> <p>Cooperation with parents</p> <p>Administrative matters</p> <p>The three teaching approaches: direct, indirect and integrated</p> <p>Model lessons</p> <p>Part 2:</p> <p>The five methods in depth</p> <p>Practical guidelines and examples of using the five methods:</p> <ul style="list-style-type: none"> • Storytelling • Group activities • Meditation • Prayers • Group singing <p>Intensive training</p> <p>a) Presentation of a value, e.g. for parents, colleagues</p> <p>b) Individual presentations of lesson plans and a model lesson/teaching situation</p> <p>Follow-up seminars</p> <p>According to needs</p>	<p>For trainers/instructors/leaders</p> <p>Learning process for adults</p> <p>The role of the facilitator, Relations & cooperation</p> <p>Parenting science/psychology/ pedagogies & spirituality</p> <p>Evaluation as self-evaluation</p> <p>Cultural background</p> <p>Leadership</p> <p>How to avoid getting burned out</p>	<p>Part 1:</p> <p>1.1 Sharing experiences of challenges in relation to giving a public speech/discourse or lecture</p> <p>1.2 How to structure a presentation, how to use points in a speech/discourse or lecture & how to involve the audience</p> <p>1.3 The use of mind mapping</p> <p>1.4 Body language & use of voice</p> <p>1.5 Use of audio/visual aids.</p> <p>1.6 Small presentations by participants as per own choice</p> <p>Presentation of participants' individual assignments</p> <p>Follow-up seminars</p> <p>According to needs</p>

¹ These seminars are basic both for SSE and for SSEHV teachers. ESSE also conducts separate SSEHV seminars and courses for professional teachers and educators.

partnerships work out best when based on a memorandum of understanding (MOU) and preliminary discussions that delineate mutual responsibilities and obligations. In such MOUs, the ISSE undertakes to provide training of teachers and teaching materials and to monitor the outcome of the SSEHV programme. The school ensures that all teachers, teacher aides, secretarial assistants, and other ancillary staff are able to attend the courses run by the ISSE. The ISSE is able to regularly assess impacts on the children, teachers, parents, school ethos, education, and behavioural outcomes and to modify the programme for maximum benefit on an ongoing basis. These partnerships may continue over many years as the school develops and establishes a progressively richer culture in human values that embraces all activities in the school. Several levels of involvement by the ISSE in schools are as follows:

Partnership Programmes in SSEHV in Latin America

In Latin America, 181 government schools have formed partnerships for SSEHV with the 12 ISSEs. The involvement of ISSEs in Latin American schools with SSEHV programmes are categorised as follows:

- **Adopted Schools:** a public or private school, which solicits SSEHV programme. Teachers in such a school are trained by the ISSE. In some cases, the ISSE staff gives classes with the regular teachers and, in others such schools they sit in and monitor the delivery of the programme by the regular teachers.
- **Partially Adopted Schools:** a public or private school in which one or more teachers have obtained the Diploma of the ISSE and are using the SSEHV methodology.
- **Pilot Schools:** a public school selected jointly by the Ministry of Education and the ISSE to run SSEHV programmes. The ISSE trains the teachers and monitors and evaluates the progress on an ongoing basis.
- **Complementary Schools:** an out-of-hours school for children and adolescents 5-15 years of age that runs daily and is managed entirely by the ISSE or Sai parents. Such a school is outside the scope of the Ministry of Education. In this school, SSEHV is integrated in a variety of classes, such as art, drama, dance, computer skills, organic gardening, cooking, music, and manual skills. The staff is both volunteers and paid professional teachers.



ISSE-Zambia providing training in SSEHV to educationists from African countries



United States of America

- **Vocational Schools:** similar to complementary school except that it is for older adolescents and youth, usually over 20 years of age. In these schools, SSEHV is combined with basic vocational skills, for example reading, writing, cooking, hygiene, and focuses on preparing the students for working as domestics or in jobs requiring simple skills.

Australia

Aboriginal (indigenous) education remains a challenge. The government has provided increasing financial resources and created better educational facilities, which, however, has not resulted in a decrease of the poor achievement levels, high dropout rates and high educational failure in this community. The following is a description of Cherbourg State School, which is a model for Aboriginal education.

Cherbourg State School, Queensland, Australia

- In one such school, a teacher noted that the attendance was poor. Often only five or six children were present in a class of 30, and the children in the afternoon were not the same as the ones in the morning. There was hardly any discipline — the playground

was a place of fights. The school had litter all over and the windows were broken. The children had poor social skills, and educationally the school was a failure.

- After a new principal appointed by the school had attended Strengthening Values in Education held in Prasanthi Nilayam in 2000, he invited the Australian Sathya Sai Institute to establish a partnership in SSEHV with his school. The teachers were enthusiastic about the programme and implemented it diligently. The results were remarkable.
- Two years later, research by one of the teachers at the school for a thesis tracked the progress of the children and the school culture. He found that the school was a clean and tidy campus. The children were focused and interested in their studies. They had developed good social skills and were now able to resolve their own differences; school fights were rare. To solve their differences they either negotiated with each other peacefully or took their problem to a teacher rather than resort to fights. Academic levels are now at par with other comparable schools.

Education Queensland (the Government Department of Education) has located a research unit in this school. The school

principal was “The Queenslander of the Year” and the teacher who had acted as the human values education coordinator in this school, recognised for her work, was chosen as one of the seven teachers in the State to receive “Teacher of the Year” award. This school is now regarded as a model for Aboriginal education. The principal of the Cherbourg State School has now been promoted as the Director of the Institute of Indigenous Educational Leadership. He has proposed partnerships between the ISSE and dozens of indigenous schools in Australia.

Training of Teachers through Affiliations with Colleges, Universities, and Ministry of Education

In many countries, the ISSEs have established partnerships and alliances with teacher training colleges, universities, and ministries of education for joint programmes. In some countries, this has become a formal link while in others it remains informal. Some examples of formal links are given below.

Australia

The ISSE has developed links through Educare International Ltd. with the Central Queensland University. The Diploma and the Advanced Diploma of the Institute are recognised as acceptable credits towards the degree of Master of Learning Management (MLM) of the Central Queensland University.

Hong Kong

The ISSE is involved in a joint project with the South China Normal University Department of Curriculum and Instruction to conduct research with SSEHV programme in groups of primary

schools in Guandong. This is a pilot project. It is envisaged that this will be ground breaking in supporting teachers to develop school-based curriculums permeated with values. This might become a model for the rest of Guandong and other provinces of China.

Sri Lanka

The core concepts of SSEHV have been incorporated into the Values Education of Sri Lanka by the Government.

ISSE as Resource for SSEHV Material

In several countries including Latin America, Taiwan, Japan, Hong Kong and India, the ISSEs act as a resource base for translating, in regional languages, human values education material. This is a vital function in many non-English speaking countries as without translations teachers and educationists will have no access to SSEHV.

Mauritius

There has been significant involvement of the ISSEs in introducing values education to government schools.

Thailand

ISSE-Thailand has developed wide-ranging SSEHV material and is currently working in partnership with the South East Asian Ministers of Education Organisation (SEAMEO) for introducing SSEHV in the state school systems within the region.

United Kingdom

There has been significant involvement of the ISSEs in introducing values education to government schools.

Role of ISSE in Programme Development and Research

Programme development and research go hand-in-hand with education. Many ISSEs have only been established within the last five to six years and yet they have successfully developed and launched significant pilot programmes on a variety of topics. The three ISSEs in Australia, Thailand, and Zambia are conducting research and are involved in developing workshops in collaboration with the United Nations (UN-HABITAT).

Australia

ISSE-Australia has developed a programme for parents and has active projects for the evaluation of SSE in Sai Centres and SSEHV in schools in partnership programmes. It is also conducting research into applications of SSEHV for the educationally-challenged adolescents. Because of interest in Values Education by the Australian Government, ISSE-Australia has

embarked on a project to determine the pedagogic challenges that the government school teachers identify for the introduction of values in education into the school system.

Hong Kong

An SSEHV approach to Discipline and Mathematics teaching has been the focus of publications and research of the ISSE in Hong Kong.

India

ISSE-India, established in 2000, has already developed training programmes for the medical profession, police officers, and the corporate sector.

Thailand

ISSE-Thailand has developed *SAI 2000* — a blueprint for standardisation and accreditation of Sathya Sai Schools around the world through a formal inspection system. ISSE-Thailand has also developed an integrated instructional model for SSEHV based on Intuitive Learning.

SRI SATHYA SAI INTERNATIONAL CENTRE FOR HUMAN VALUES

Sri Sathya Sai International Centre for Human Values (A unit of Sri Sathya Sai Central Trust, Prasanthi Nilayam) was established in New Delhi, India, in March 2001 to provide orientation programmes on Education in Human Values to educationists, professionals, leaders from the corporate world, opinion makers from the media, among others. The Centre provides SSEHV training for principals of selected schools from around India. More than 400 school principals have attended training workshops conducted by the Centre so far. *Sri Sathya Sai Baba's Mahavakya on Leadership* is used as the principal source book in these workshops.

The Centre operates a Sathya Sai School for underprivileged children and school dropouts, providing SSEHV activities in a multi-age setting. The Centre provides an outreach programme to Delhi University students. The programme hosts debates and inter-college competitions in poster making, slogan writing, collage-making, singing, and reading on topics related to SSEHV. For example, a debate was held in November, 2005 on "No civilisation can prosper without human values." The Centre has organised at regular intervals, other SSEHV orientation courses for different segments of society. These include seminars for senior officers from the Indian



Dr. Karan Singh with H.E. Dalai Lama in Sri Sathya Sai International Centre in New Delhi

Railways, Indian Police Service, Indian Administrative Service and Indian Armed Forces. It also plans to conduct seminars for senior executives from the corporate sector, and also for writers and publishers. The Centre invites scholars, opinion-makers and eminent personalities such as the Dalai Lama to speak on human values.

The Centre has a well-equipped library and runs a bookshop for the sale of books published by Sri Sathya Sai Books and Publications Trust. The Centre publishes a bi-monthly newsletter "Sai International" and produces other educational material on education in human values.

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Chapter 5

SRI SATHYA SAI UNIVERSITY



Sri Sathya Sai University

SRI SATHYA SAI UNIVERSITY

What exactly is education? ... It means opening wide the doors of the mind. It means cleansing the inner tools of consciousness, the mind, the senses, ego and reason.... Education, when it gets linked with egoism, loses its wider purpose. It becomes supremely purposeful only when it is directly related to spirituality.

— Sri Sathya Sai Baba

Sri Sathya Sai University, (formerly known as *Sri Sathya Sai Institute of Higher Learning*) with its Headquarters in Prasanthi Nilayam (Andhra Pradesh) in India is the "crest jewel" of Sathya Sai Education. It is a visible manifestation of Sri Sathya Sai Baba's vision of education for the transformation of humanity. The Institute was recognised as a Deemed University by the Government of India in 1981. There are three campuses: the Prasanthi Nilayam campus for men at the University Headquarters, offering undergraduate and postgraduate courses with research facilities for doctoral candidates; the Anantapur campus for women, offering both undergraduate and postgraduate programmes; and the Brindavan campus for men, located at Whitefield near Bangalore, offering undergraduate courses.

The University is a non-profit, autonomous institution. The admission policy is open, based on an entry examination and admission is granted purely on merit. No consideration is given to caste, creed, income, region, religion,

or language. Students come from different states in India, and a few from other countries, creating a national and international character for the University. The medium of instruction is English. The University charges no tuition or entry fees for any of the courses offered. Besides, the University offers free medical treatment to all staff and students and provides scholarships to deserving students to meet hostel expenses.

High academic standards at the University are ensured by dedicated teachers who live on the campus. Students are provided the best opportunities and environment in and outside the classroom for achieving academic excellence. Research programmes in the University are designed keeping in view their relevance to social needs. The education at the University focuses on providing a higher order of reasoning and exploration. The University was the first in India to offer a five-year integrated course leading up to Master's degree, exposing students to rigorous thinking



Anantapur Campus



Brindavan Campus



Sri Sathya Sai Baba on Convocation Day with the Chief Guest, the President of India

"This University will not be imparting in Botany merely the knowledge of trees in nature; it will spread the knowledge of tree of true living.

"It will not be imparting the knowledge merely of Economics; the knowledge of theistic ethics too will be included.

"It will not be teaching mere Chemistry; it will also unravel the mystery of Raso Vai Sah - the Supreme Embodiment of nectarine sweetness - the Atma.

"It will teach not only the science of the material world; it will also teach the science of the non-material world. It will not differentiate the material from the non-material or treat the non-material as irrelevant to the material.

"We have decided that this shall be the uniqueness of this University. This will not be like all other universities which adopt a few faculties and burden their alumni with degrees, which they can present as begging bowls while clamouring for jobs.

"This University will confer on its alumni the courage and confidence, the knowledge and skill to shape their careers by their own efforts, relying on their strength.

"So we have proposed that spiritual education be integrated harmoniously with ethical, physical, and metaphysical teachings in this University."

— Sri Sathya Sai Baba at the Inauguration of the University

from the very first year. Reforms in syllabi are frequent and help to keep the academic programmes vigorous and dynamic. Evaluations of students' learning are conducted on an ongoing basis as also at the end of the semester.

Historical Development

In June 1966, Sri Sathya Sai Baba was at Anantapur, a town in Andhra Pradesh, 60 miles from Prasanthi Nilayam, at the invitation of a high school for girls. The plight of the girls who had to go to distant places for higher education, and also the kind of education for which they were spending much time and money, affected Sri Sathya Sai Baba. He resolved upon another step in his task of fostering righteous living for women. He announced that there would be a women's college in Anantapur soon. The Women's College was inaugurated on July 22, 1968. Sri Sathya Sai Arts and Science College for men at Brindavan, Whitefield, was inaugurated on June 9, 1969. Some years later on November 28, 1978 Sri Sathya Sai Baba laid the foundation stone of the College of Arts, Science and Commerce at Prasanthi Nilayam.

Sri Sathya Sai Baba founded the Sri Sathya Sai Institute of Higher Learning on November 22, 1981 and has been guiding its course as the Chancellor from its very inception. The Institute began its operation with two campuses at Prasanthi Nilayam and Anantapur. A year later, the campus at Brindavan, Whitefield, became part of the Institute. The latest addition to the constellation of colleges of the Institute, the Sri Sathya Sai Mirpuri College of Music in Prasanthi Nilayam, was inaugurated on November 20, 2000. The Institute (a deemed university) became Sri Sathya Sai University in February 2007.

Mission of the University

The Chancellor has declared the Mission of the University in the following words:

"This institute has not been established just to prepare you for earning degrees. The main purpose is to help you cultivate Self-knowledge and Self-confidence, so that each one of you can learn Self-sacrifice and earn Self-realisation.

"Teaching you the university curricula, preparing you for the university examinations, and awarding you university degrees - these are only means employed for the end, namely - spiritual uplift, Self-discovery and social service through love and detachment.

"Our hope is that by your lives, you will be shining examples of spiritual awareness and its beneficial consequences to the individual and society."

Over the past twenty-five years the University is fulfilling this educational mission of Sri Sathya Sai Baba by "providing the youth with an education, which while cultivating their intelligence, also purifies their impulses and emotions and equips them with the physical and mental disciplines needed for drawing upon the springs of calmness and joy that lie in their own hearts."

Distinctive Features of the University

Sri Sathya Sai University is a unique educational institution, which is redefining tertiary education in India and elsewhere in many ways. The University is widely recognised today by eminent educationists and educational



Sri Sathya Sai International Sports Centre, Prasanthi Nilayam

authorities as a standard bearer of integral education, character building of the youth, and academic excellence combined with sports, fine arts, and social service.

What are the distinctive features that make this University stand apart from other educational institutions in the world? The spiritual ambience of peace and character that pervades the environment of the University strikes a newcomer first.

Other distinctive features noted by visiting dignitaries include: completely free education; the implicit discipline; emphasis on education in human values; a successful synthesis of spirituality with modern science and technology; the integrated five-year course; the mandatory awareness programme; commendable teacher-pupil ratio; excellent infrastructure including a Space Theatre (Planetarium) and an International Sports Centre conforming to Olympic standards.

But the most distinctive feature of this University which makes it so unique is the triangular, mutually reinforcing, learning and transformation process that the University offers to every student: Lessons learnt in the immediate proximity and through direct interaction with the revered Chancellor; integrating values with secular knowledge through curriculum and classroom teaching; and translating these lessons into practical skills through daily living in the residential environment of the hostel, sports field, and social service. This is elaborated in the following sections.

Chancellor as the Motivator

Life in the University revolves round its revered Chancellor, Sri Sathya Sai Baba. Right from the time a student enters the portals of the University, a sacred and unique relationship is developed with Sri Sathya Sai Baba which gives constant motivation to excel in every sphere of

The institute breathes an air of inner calm which is altogether unique. Such inner poise is not achieved by administrative fiat or the power of hierarchy. It is acquired by the operation of subjective forbearance. Every teacher and student, every administrator and worker here, seems to know intuitively that this Institute of Higher Learning is also a venue of Higher Behaviour and a seat of Higher Understanding.

— Sri R. Venkataraman, President of India, addressing the Ninth Convocation of the University, 1990



Sri Sathya Sai Baba with the President of India after the inauguration of the Sports Centre

secular and spiritual activities. The students enjoy a unique privilege of being personally directed by him in matters relating to their academic, co-curricular, spiritual, and personal affairs.

The strong personal bond that develops between the Chancellor and the students, his continuous loving guidance, the nurturing of values and the opportunity given to students to see those values in action through his daily life, lead to a remarkable transformation in the attitudes and behaviour patterns of students, and eventually in their perspectives towards life.

Integral Education

The deep insights gained by the students under the Chancellor's benign guidance are clarified through introspection and discussions in the classroom. The University combines spiritual with secular education in all its curricular, co-

curricular and extra-curricular activities. This integral education helps to develop all aspects of the human personality - physical, intellectual, emotional, and spiritual, resulting in a well-rounded personality. There is a consistent endeavour to bring out value-orientation in students through every subject taught in the University, be it a part of physical sciences, biological sciences, social sciences, commerce, or management. The teachers are chosen with extreme care to play an important role in this process. Many of them are alumni of the University, dedicated and well-versed in integral education. They take active part not only in classroom instruction but also by providing every help, guidance and general counselling to the students whenever needed.

Awareness Programme

A key component of integral education is the Awareness Course, which is a unique feature at the University. A mandatory course for every

Living with Swami (as the Chancellor is lovingly referred to by all students), who has touched me with his love, so selfless and genuine, I have learned that there is no joy comparable to the joy of being useful to somebody in some way. If you have helped somebody today who can never repay you, your day is made. It is very rightly said - You never know what happiness a simple act of kindness can bring.

— Bisweshwar Prusty, a Management Graduate of the University



A panoramic view of the Twenty-fifth Convocation Ceremony of the Institute held at the Sri Sathya Sai International Sports Centre, 22 November 2006

Self-confidence is the Foundation, Self-sacrifice is the Wall, Self-satisfaction is the roof and Self-realisation is life. This is the Mansion of life that one must aspire for.

— Sri Sathya Sai Baba

student, it introduces spiritual education by providing an intellectual and rational foundation for the spiritual way of life. At the undergraduate level, the course is conducted over the first six semesters in the campus and covers philosophy of education; unity of religions and faiths; ethos and values and their relevance in the current milieu; life and its quest; and the study of classical literature espousing the highest truths.

At the post-graduate level, the focus shifts to topics like Globalisation vis-à-vis

Internationalisation; Sustainable Development; Environmental Issues; and Impact of the Media. Students are encouraged to discuss ways in which the high ideals can be translated into daily reality, particularly in the chosen profession. In professional courses, the main curriculum itself includes value-based courses such as Value-based Management, Self-Awareness, Personality Development, and Leadership. The Awareness Course supplements the value inputs given in the core courses. The emphasis is on the simultaneous development of "head, heart and hand" (3HV) in the student.



The Awareness Course is multifaceted: it is interdisciplinary in that it cuts across all academic lines, it is cross-cultural as it includes the contribution of all great cultures, and it is inter-faith as it brings out the unity of the world's all great religions. Perhaps the most important contribution of the Awareness

Course is that it helps to develop Self-confidence in the students. The students learn to rely not only on the knowledge and skills acquired at the University and their physical and intellectual abilities but on the higher Self, resident in every heart, by whose Grace alone any human endeavour can bear fruit.

Four hundred and eighteen graduates from Sathya Sai Institute of Higher Learning are getting ready to enter into the world today. Also during the last 25 years, over 8,500 graduates have joined many organisations from this Institute in various parts of the country and the world. What is the uniqueness of these graduates? I have visited this university a number of times and interacted with students. For me, it is indeed a birth of a truth that the graduates of this Institute with the education edifice grounded in the value system of this divine campus will always shine as lifelong learners.

— H.E. A. P. J. Abdul Kalam, *President of India, delivering the Convocation Address at the University on 22 November, 2006*



Prasanthi Nilayam campus with the Hill View Stadium in the foreground

In an article, *Secular and Sacred Education* (2006), Sri K. Chakravarthi, Secretary of Sri Sathya Sai Central Trust and the first Registrar of the University, succinctly sums up the learning process and character development context that extends beyond the classroom at the University.

...as many aspects of our lives are not governed by our scholastic abilities, it is necessary to provide opportunities for learning in places other than classrooms, such as hostel, sports ground, music and theatre arena, and social work in the villages. It is these fields that help the students learn the art of teamwork, mutual interdependence, sharing and caring, respect for others' talents and skills. The process of learning is continuous: sometimes conscious assimilation of ideas and sometimes semi-conscious absorption of feelings of nobility, altruism, selflessness and spirit of sacrifice, which characterise the atmosphere here. These become part of an ongoing building up of the character of the students. The more important feature of such learning is the ability to identify oneself with others' problems, resulting in a natural empathy with others. Such sensitisation is, after all, the basis of participation in communitarian activities undertaken for the welfare of a larger body than the immediate family or one's own concerns. All this builds up a nurturing and nourishing learning process. The training of the mind and the sensitisation of the heart therefore goes on simultaneously, endowing the students with the capacity to deal with problems of living and issues of life. Self-effort, active teamwork, meaningful interaction with wider groups, responsible behaviour as a member of institutions and organisations, a natural reaching out to the disempowered and underprivileged in the spirit of common spiritual brotherhood – all are to become characteristics of their evolving personality during the period of their study and stay.

— K. Chakravarthi, the first Registrar of the University

Character: The End of Integral Education

The outcome of integral education is best reflected in the positive character development that takes place in the students within a remarkably short period of time after they enter the University. The University maintains a fully residential system and community living in dormitory-type hostels plays an important role in imbibing habits of sharing and caring, and the qualities of patience and perseverance among students from very early days. The warden of the campus and many teachers, some of them alumni of the University, live with the students under the same roof. They act as role models for the younger students and participate in many activities that are designed to develop an integrated personality of the students.

Physical education is greatly encouraged, and each campus is well equipped with playgrounds, gymnasium, and training facilities. The emphasis in all these activities is to develop a "healthy mind in a healthy body", imbibing a sense of cooperation rather than competition. The sports ground serves as an arena for developing courage, confidence, and togetherness. This is best demonstrated at the annual Sports Day meet when boys and girls of



The Committee members were impressed by the underlying philosophy at the campus. This reflected a combination of most modern pursuits in the area of science and technology with cultural, spiritual, and traditional values of various religious traditions of India. The Committee was also impressed by the fact that despite the emphasis on spiritual and cultural values, no emphasis on any specific religion was given. In this sense, the approach is spiritual, secular and universal.

— *Visiting Committee of the University Grants Commission of India,
after a visit to Sri Sathya Sai University in March 1997*

India



Prasanthi Nilayam Campus

the University perform most intricate aerobic feats high up in the air or perform acts of daredevilry with motorcycles after minimal practice, given their extremely busy schedule every day. The key to their Self-confidence lies in their love for the revered Chancellor and their determination to succeed to make him happy. The campus life also provides ample opportunity to nurture the talents of students in music, dance, drama, and public speaking.

A strong social conscience is also fostered in the students who are expected to share some responsibility for service in the campus and in local villages. Evaluation by the University is not merely in academic learning but also in social service activities, sports and cultural events, elocution, and discipline. The teachers at the University regard themselves as co-learners and are exemplars of unity in thought, word, and action. There is no room for cynicism.

Special Attention to Women's Education

Women have always been at the forefront in all programmes of Sri Sathya Sai Baba. He established colleges for women in Andhra Pradesh, Madhya Pradesh, and Rajasthan, much earlier than he started colleges for men. He sees education as extremely important for young women who will be mothers and teachers of future generations. So he wants to prepare them to be better equipped to teach and guide their children wisely in accordance with noble precepts and practices.

It is worthy of note that the former students of Anantapur College for Women have organised themselves as messengers of Sri Sathya Sai Baba and are doing commendable social service in several countries. They also meet annually at Prasanthi Nilayam.

'Crest Jewel' of University Education

A Peer Team of the National Assessment and Accreditation Council established by the University Grants Commission of India visited the University in 2002. Referring to the integral higher education provided by the University, the Peer Team said: "This made us realise that there is a way to correct our already degrading university education system in India, if we decide to do so." Based on the recommendation of the Peer Team, the National Assessment and Accreditation Council accredited the University at the highest level (A++) among the Indian universities.

The Peer Team felt that "This Institute stands out as a crest jewel among the university education system in the country and this model is worthy of emulation by the institutes of higher learning in the country and elsewhere, so that these benefits would be reaped fast and on the widest possible scale."

The University maintains a comprehensive website providing information to the public about course offerings, student life, campuses, research, admissions, annual events, calendar and other items of interest. <http://www.ssihl.edu.in/>

The Indian tradition believes that Truth or Sathya is God. As the Sai model of education affirms, the students of this university are not just students, but seekers of Truth. The divine guidance of Bhagawan Sri Sathya Sai Baba has thus elevated even education to the level of worship of God.

— Sri Atal Bihari Vajpayee, the then Prime Minister of India, Convocation Address at Sri Sathya Sai University, 22 November 1998



Grama Seva (service to the rural poor) by the University students and teachers



Women students of the University perform on Sports Day

If you ask me what is my property, many expect the answer to be - Oh! All these buildings, all this vast area of land. But my answer is: My entire property consists of my students. I have offered myself to them.

— Sri Sathya Sai Baba

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The background features a solid orange-brown color at the top, which transitions into a lighter, beige color at the bottom. A horizontal line separates these two sections. Overlaid on this background are several large, overlapping, semi-transparent circles or arcs in a muted, dusty rose color. The text is positioned in the upper left quadrant of the orange section.

Chapter 6

EDUCATIONAL STANDARDS AND
QUALITY ASSURANCE



Ecuador

EDUCATIONAL STANDARDS AND QUALITY ASSURANCE

Modern education develops the intellect and imparts skills but does not promote good qualities in any way. Of what value is the acquisition of all the knowledge in the world if there is no character? Knowledge has multiplied and desires have grown, with the result that one is hero in words but zero in actions.

— Sri Sathya Sai Baba

Brief History of Quality Assurance of Sathya Sai Schools

Sathya Sai Schools are subject to the jurisdictional requirements of local education ministries. In some cases, such as the Sathya Sai Schools in England, the national schools inspection process is applied to the School. Sathya Sai Schools have a unique emphasis of spiritually-based character transformation of students. This is especially so when compared to the typical private, or public (government-funded) schools. Because of this, the Sri Sathya Sai Organisation itself monitors the quality assurance of Sathya Sai Schools.

Comparison of Sathya Sai School and Public (Government-funded) Education Quality Assurance

In many public education systems, only scientific, empirically verifiable information counts as knowledge, and the goal is that students become productive members of a workforce competing in a global economy. Measuring public education effectiveness in many countries is reduced to measuring

quantitative academic student achievement test data.

In the United States, for example, public discourse, policy, practice, and measures of success in public education are dominated by an emphasis on cognitive skills and knowledge (Finn and Kanstoroom, 2001). Measures of public school success and student learning are framed by standardised test score comparisons at the school, state, national, and international levels. Concerns about low standardised test scores, safety, and job competitiveness in the face of economic globalisation contribute to the central theme underlying public education discourse: the economic life of man. The concerns are to maintain schools' and policy makers' principal focus on standards, assessment, and accountability within the public schools in order to produce a qualified workforce (Goldberg and Traiman, 2001). The resultant quality assurance of many public primary and secondary school systems is based, almost exclusively, on quantitative data from standardised academic achievement tests. While preparedness of students to be economically self-sufficient is

Character should keep pace with the advancement of intelligence. The development of intelligence without a corresponding development of character is an exercise in futility.

— Sri Sathya Sai Baba

undoubtedly addressed in Sathya Sai Schools, it is done so in the process of fostering inherent human values within students.

The use of quantitative achievement test data alone can not adequately monitor the quality of instruction and environment needed to foster human values and develop positive character traits in students along with academic excellence. This is particularly so because of the subjective or reflective basis of character and its integral, inseparable relationship to human spirituality. As the eminent scientist Albert Einstein said, "Not everything that can be counted, counts. Not everything that counts can be counted" (Einstein, 1941).

The concept of establishing standards for Sathya Sai Schools is therefore based on: (a) monitoring for quality by a combination of a school's self-review and a peer-review inspection visit; (b) deliberation of the results of the review process by an accreditation body; and (c) conferring of accreditation status on the school meeting the standards.

SAI 2000: Standards, Accreditation, Inspection

The first initiative to monitor quality assurance of Sathya Sai Schools was undertaken in 2000 with the development of *SAI 2000*, an extensive standards-accreditation-inspection document. In 2002, an Accreditation Commission was established. The *SAI 2000* document provided a set of standards for the operation of Sathya Sai Schools, and a description of a self-review, peer-review inspection, and accreditation process.

Standards

SAI 2000 addressed five areas:

1. Organisational atmosphere, including school mission, governance, partnership with the Sri Sathya Sai Organisation, freedom from government influence, leadership and management, school climate, school improvement process, and staffing, facility, and learning resources.
2. Finance and asset management.
3. The support and development of students' character and academic growth, including spiritual, moral, social, and cultural development; support, guidance, and students' welfare; and partnership with parents and community.
4. Instruction, curriculum, and assessment.
5. Outcomes in character development and academic achievement and progress.

Inspection and Accreditation

After completing the self-review documentation evaluating the school vis-à-vis the standards, the Sathya Sai School would expect a visit from an outside inspection team. The inspection team comprises primarily education professionals knowledgeable about the *Educare* process, most of them within the Sri Sathya Sai Organisation. An inspection report is then developed and submitted to the Accreditation Commission, whose members are professional educationists also within the Sri Sathya Sai Organisation. Inspectors and Commission members represent all continents of the globe.

During 2002-03, nearly all Sathya Sai Schools completed a self-review, documenting whether they were aware of the standards and supporting components, and whether the school had attempted or achieved meeting the component. In 2003 and 2004 six schools were accredited for



Mexico

six-year periods each following a self-review evaluation, external peer-review visit, and Accreditation Commission review of related reports addressing each school's adherence to the standards of *SAI 2000*. The six schools were the Sathya Sai Schools of Thailand, Zambia, Murwillumbah in Australia, New Castle, Chatsworth, and Lenasia in South Africa. The Accreditation Commission also made recommendations for improvements in each school.

Global Level Accreditation Process

The Accreditation Commission met three times at Prasanthi Nilayam during 2003-04 to confer accreditation status on six schools and to address other global issues facing Sathya Sai Schools and Institutes. A process of global review of all Sathya Sai education programmes,



Mexico

including Sathya Sai Schools' quality assurance, began in late 2004. In the light of the emerging experience with the global accreditation process, it was generally agreed that the accreditation process will be delegated to regional educationists with the knowledge of the region and local languages.

Current Status of Quality Assurance of Sathya Sai Schools

After a review of the global accreditation process, elements of regionally-based quality assurance began to emerge within the Sri Sathya Sai Organisation. The *SAI 2000* document had extensive influence on the early development of Sathya Sai Schools, and this influence continues in the absence of a formal global inspection and accreditation process. *SAI 2000* is yet to be adopted by all Schools. Nevertheless, schools in several countries continue to rely on *SAI 2000* to guide quality assurance in various degrees at the school level, among them, Sathya Sai Schools in Toronto, The Philippines, Zambia, Thailand, South



Ecuador

What the mind thinks should be examined critically by the heart and the right decision carried out by the hand. This should be the primary product of the educational process.

— Sri Sathya Sai Baba

Africa, and Latin America. Also, the Institutes of Sathya Sai Education (ISSEs) are emerging as strong components in the Sathya Sai School quality assurance process.

In India, the ISSE in Mumbai has adopted *SAI 2002* to ensure that those schools which adopt the curriculum of Sathya Sai Education in Human Values, satisfy the requirements of quality standards developed by the Institute. *SAI 2002* provides the guidelines for compliance with the standards through a normalised procedure of systematic trials.

In Toronto, Canada, the guidelines of the *SAI 2002* standards are closely followed with respect to administration of the school as well as in learning and instruction. National test results of Toronto Sai students are much higher than the Provincial average, and the principal

uses those test results and *SAI 2000* standards to evaluate the success of school programmes.

South Africa

In South Africa inspection and accreditation continues to be based on *SAI 2000* standards organised by the Sri Sathya Sai Organisation at the national level. The ISSE in South Africa is integrally involved in Sathya Sai School quality assurance. An Inspectorate is appointed, and regular inspection visits are conducted. In order for a school to maintain the status of a Sathya Sai School, it must meet certain standards as laid down by the ISSE. The inspection process examines and evaluates the school to ascertain if the required standards are being met. When the school has cleared this inspection process, it is accredited with the status of being a Sathya Sai School. The inspector together with members of the Sathya Sai Education Council

'Look up and aim high' should be the motto. Low aim is actually a crime! If a student aims at 90 per cent, he manages to get 60 per cent. If, on the other hand, he aims only at 30 per cent, he may get only 15 per cent.

— Sri Sathya Sai Baba

and the ISSE assist the school in this process through regular inspections that offer advice and guidance.

Annual inspections are conducted by the Sai Inspectorate utilising a version of *SAI 2000* contextualised for use in South Africa to align with the national curriculum requirements. The four inspectors on the team undertake continuous individual monitoring of the schools, usually on a monthly basis. All aspects of school operation are assessed: administration and organisation, management, financial, curricular and extra-curricular matters. Inspectors make their findings known to the Chief Inspector. Each of the schools is then assessed by the full team on an annual basis. This inspection is an in-depth one and covers all aspects of the school. A detailed report is then submitted to the President of the Central Council of South Africa for forwarding to the International Institute of Sathya Sai Schools. These informal (monthly) and formal (annual) inspections and assessments ensure that the Schools maintain the educational standards for quality assurance.

South African Sathya Sai Schools are following a national curriculum that outlines the standards and outcomes that learners are expected to achieve at each grade. Learners at the Sathya Sai Schools are achieving these standards. To measure this, the South African Sai Organisation Education Council plans to run Common Assessments in Mathematics, Life Orientation and English in grades 3, 6 and 9, the exit grades of each phase. The older three of four South African Sathya Sai Schools were awarded a

three-year accreditation from an inspection coordinated by the Global Accreditation Commission in 2003.

Latin America

The growth of Sathya Sai Schools in Latin America has been rapid over the past five years. The Sri Sathya Sai Organisation of Latin America developed a systematic design for quality assurance of Sathya Sai Schools in the region based on *SAI 2000* with implementation in progress at the date of this publication. Revisions in the regional quality assurance document are done annually, based on experience. Planning for quality assurance of Sathya Sai Schools at the regional level began in 2002 in Latin America with a Congress of all Sathya Sai Institutes. Quality assurance guidelines based closely on *SAI 2000* were developed for the region, and qualified inspectors were appointed. The eleven ISSEs in Latin America were given responsibilities to maintain quality assurance in Sathya Sai Schools, and presently, the institutes of Brazil, Argentina, Chile, and Mexico are actively involved in the administration and quality assurance of the Sathya Sai Schools in their respective countries.

Given the rapid expansion of schools over such a large region, the development of regional guidelines for quality assurance in Latin America is a work in progress. In the Institute of Sathya Sai Education in Argentina, for example, guidelines and expectations for establishing Sathya Sai Schools and teacher training are comprehensively described. An accreditation committee is part of the Institute working group there. The Brazil ISSE reports that

**The marks that students get in the examination are not true marks.
True marks arise from the heart.**

— Sri Sathya Sai Baba

informal qualitative evaluations of Sathya Sai Schools have shown clearer results than formal inspection visits, indicating the emerging nature of the quality assurance process. A two-member committee visited all Sathya Sai Schools and reported to the Institute, with a very positive view about the quality and management of all Schools. A member of the Brazil Institute was named as a permanent inspector and accreditation official for the five Sathya Sai Schools in the area. Each Sathya Sai School has a Permanent Supervising Board (mostly connected to the Sri Sathya Sai Organisation), independent from the School Board. The mission of the Supervising Board is to learn, support, understand, and guide in the development of the Sathya Sai School in accordance with the principles of the educational philosophy. Some of the Sathya Sai Schools follow standardised governmental tools to evaluate academic achievements, and show promising results.

The ISSE in Chile indicates that the Sathya Sai School is accredited by the Chilean Ministry of Education. The ISSE in Mexico reports that there is no formal accreditation process implemented at present; however, the Sri Sathya Sai Organisation schools' inspector makes frequent visits. In other countries, such as Guatemala, Peru, Ecuador, Chile, and Paraguay there is still no *SAI 2000* or equivalent accreditation process in place for the Sathya Sai Schools. However the quality of the education in each of them has been verified by the Latin America Sri Sathya Sai Organisation.

The Venezuela Sathya Sai School operates under *SAI 2000* accreditation, and it has its own

continual process of improvement in all areas considered in *SAI 2000*. In Venezuela there is also an accreditation person as a member of the Fundasathya, the Sai Organisation Education Trust, which oversees the operation of the School. The School maintains high educational standards and a defined process of quality assurance; however, the Venezuela Sathya Sai School has no academic assessment comparison with other schools because the Ministry of Education has not considered such policy among the national schools. By 2006-2007 the Sathya Sai School will start an academic research programme to get comparable variables.

Worldwide, Sathya Sai Schools adopt respective national curriculums integrated with the human values. In most cases, national curriculum assessments or inspections by respective Education Ministries complement the quality assurance system in Sathya Sai Schools. For example in South Africa, the national accreditation requirements are that all independent schools are required to undergo an accreditation process based on national standards conducted by a national body, UMALUSI. At two of the South Africa Sathya Sai Schools the national evaluation has been completed and now they will undergo an on-site visit. The other two schools are in the process of completing the self-evaluation.

Chapter 8 gives examples of achievements of Sathya Sai Education programmes. In relation to quality assurance, it is common to see reports of Sathya Sai Schools exceeding their respective national curriculum assessment standards and their being viewed as model

Teaching is the noblest of professions; it is also the holiest *sadhana* (path) for self-realisation. For it involves the cultivation of selfless love and the showering and sharing of that love. The teacher moulds the rising generation into self-confident, self-reliant, *Atma*-conscious (God-conscious) persons.

— Sri Sathya Sai Baba

schools by public education officials. Examples include Sathya Sai Schools of Canada, Zambia, Thailand, The Philippines, Peru, and New Zealand Preschool. In July 2003, the Australia Sathya Sai School underwent an educational inspection by the New South Wales Board of Studies. The inspectors were most impressed by the school's education in human values programmes and its academic curriculum. They stated that the Sathya Sai School had achieved its goal of integrating human values into the general Australian school curriculum. The school was granted a six-year certificate, which was the maximum available. Other examples are given in Chapter 8.

Future Perspectives on Quality Assurance

The recent Task Force on *Educare* and the Ad-hoc Education Committee appointed by Sri Sathya Sai Organisation have observed that maintaining a quality assurance process is

essential. The methodology of quality assurance is likely to be gradually developed within the scope of Sathya Sai Education rather than current governmental education systems. Accountability in Sathya Sai Education Programmes involves value-orientation of students, which is difficult to quantify. The methodology of quality assurance of Sathya Sai Education will continue to emerge and be refined as understanding of the *Educare* process grows.

While the main thrust of quality assurance of Sathya Sai Education programmes has been with the Sathya Sai Schools, there is awareness that the Sai Spiritual Education (SSE) and Sathya Sai Education in Human Values (SSEHV) programmes also require a carefully considered quality assurance process. Such processes have already been put in place by the Sri Sathya Sai Organisation in the United Kingdom for SSE programmes, and by the ISSE in Australia for SSE and SSEHV programmes.



Fiji



Chile

The actual syllabus is not as important as the creation of an atmosphere where noble habits and ideals can grow and fructify.

— Sri Sathya Sai Baba

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Chapter 7

INTERNATIONAL COOPERATION AND
EXCHANGE PROGRAMMES



Lithuania

INTERNATIONAL COOPERATION AND EXCHANGE PROGRAMMES

With the expansion and spread of Sathya Sai Education Programmes and the establishment of Institutes of Sathya Sai Education in different parts of the world, educationists have shown a keen interest to participate in Sathya Sai Education in Human Values (SSEHV) programmes and activities. International cooperation and exchange programmes have grown over the years, in different forms. This chapter gives a brief account of international cooperation between the Institutes of Sathya Sai Education and other educational institutions, Governments, and international organisations, including the United Nations.

Cooperation with Universities and the Academia

In the early years between 1980 and 1989, the European Sathya Sai Educare (ESSE) Institute (Denmark) started taking SSEHV to Europe by conducting seminars in Scandinavia, Germany, the Netherlands, Belgium, and Austria. During these years, ESSE also conducted three International seminars in Denmark (1984, 1987, and 1988). Educationists from Africa, Denmark, India, Thailand, and the UK participated and shared their knowledge and experience of SSEHV programmes in these countries with the participants coming from many European countries.

Between 1990 and 2006, the ESSE Institute (Denmark) conducted 95 international seminars in Austria, Belgium, Bosnia-Herzegovina, Bulgaria, Czech Republic, Croatia, England, Estonia, Finland, France, Germany, Greece, Greenland, Hungary, Italy, Latvia, Lithuania, Macedonia, the Netherlands, Norway, Poland, Russia, Romania, Serbia-Montenegro, and Sweden. The ESSE Institute also actively participated in an international seminar in

Bangkok, Thailand, and conducted workshops in India at the International Conference on Strengthening Values Education (September 2000). The ESSE Institute's faculty is in itself a manifestation of international cooperation as it consists of trainers coming from some six European countries (Austria, Denmark, Germany, Greece, Lithuania, and Switzerland).

The Institute of Sathya Sai Education in Thailand (ISSE-Thailand) has presented the concept and experience of SSEHV programmes at universities in Dubai (UAE), Fiji Islands, Singapore, Auckland (New Zealand), Mindanao (Philippines), in addition to more than 10 universities in Thailand. ISSE-Thailand has also been invited by the American School in Morocco and the Indian School in Abu Dhabi (UAE) to expose their students to SSEHV.

The African Institute of Sathya Sai Education (ISSE-Zambia) was invited to present SSEHV at a Conference at St Andrews University, Scotland, sponsored by the Scottish Parliament as part of a public debate on education and world peace.

The Institute of Sathya Sai Education based in San Pedro, the Philippines, has assisted the University of Bali and the Kathmandu University to formally introduce SSEHV in the Bachelor of Education and Master of Education degree courses.

The Institute of Sathya Sai Education in Australia developed a global programme of SSEHV for parents. This programme was presented by ISSE-Australia at an International Conference in Prasanthi Nilayam in 1999 on the theme of Values Parenting. The Conference was attended by 300 delegates from all over the world. The trained facilitators subsequently started SSEHV Parenting Programme in their own countries.



ESSE (Denmark) at a SSEHV Seminar in Lithuania

Following the Conference, ISSE-Australia provided additional training to facilitators in several countries. Workshops, Seminars, and Conferences were held in New Zealand (1999), Papua New Guinea (2001), Fiji (2001), Japan (2000, 2004), Hong Kong (2000, 2004), Taiwan (2000, 2004), Malaysia (2004), Indonesia (2004), Sri Lanka (2000, 2005), and Singapore (2004, 2006).

In 2001, ISSE-Australia also conducted training workshops at the University of Goroka in Papua New Guinea for their senior academic and administrative staff and heads of departments. The workshops were also attended by inspectors of schools and principals of primary and secondary schools in Papua New Guinea. The workshops included topics covering SSEHV teaching, parenting, discipline, teenage issues, and curriculum reform with a focus on human values. Training was also given to the academic staff of the University in SSEHV for starting an undergraduate programme. Following this training, Goroka University started a Life Skills/ Human Values Programme for all teacher trainees.

In 2003, ISSE-Australia, ISSE-Thailand, and ISSE-Africa jointly participated in an Educare Conference on Children and Youth Character Development and Successful Parenting, in Malaysia. Seven hundred and fifteen teachers and educationists from 250 organisations attended the Conference. At the end of the Conference 60 principals expressed interest in having an SSEHV programme in their schools and nearly all delegates recommended that SSEHV training be conducted in their schools.

The Director of ISSE-Australia has also delivered public lectures on SSEHV in Fiji; Kyoto, Japan; the University of Technology in Hong Kong; in Colombo, Kandy, and Jaffna in Sri Lanka.

The Institute of Sathya Sai Education in Hong Kong has established close links with the University of Guangzhou, China, for introducing human values in education in schools in the Quandong Province. Preliminary results in Phase I of this project have shown significant beneficial impact on the behaviour of the children. They are more disciplined and have greater concentration. The Project is now

moving to Phase II and more schools will be involved in SSEHV.

The Academy of Sathya Sai Education in Malaysia has gained recognition for its work, particularly with the Teen Youth Programme. The Malaysian Academy has held workshops, seminars and public lectures on Teen Youth Programme and Sathya Sai Parenting in several ASEAN countries.

Cooperation with Governments and Non-governmental Organisations

ISSE-Thailand worked with the Ministry of Education and other government agencies in Thailand to introduce the Sathya Sai Human Values Programme to over 60,000 teachers and educators. The results in different countries were:

Fiji Islands

The Department of Education invited ISSE-Thailand to introduce SSEHV to teachers and educationists in five different towns.

Indonesia

The Department of Education invited ISSE-Thailand to train teachers in Jakarta.

Kazakhstan

Six teacher-training seminars were held.



Australia



Canada



Lao PDR

Lao PDR

Lectures in Sathya Sai Education were given to teachers and monks.

Malaysia

ISSE-Thailand introduced SSEHV to members of the Department of Curriculum Development.

Oman

The Ministry of Education in the Sultanate invited ISSE-Thailand to introduce SSEHV to teachers and educators.

Taiwan

In cooperation with the Ministry of Education, ISSE-Thailand conducted two seminars for teachers.

United Arab Emirates

Training was given to 1,500 teachers under the invitation from the Minister of Education.

The Director of ISSE-Thailand visited Chihuahua in Mexico in May 2006 and presented SSEHV to 800 teachers, parents, and education officials. In the same month the Director of ISSE- Africa visited Venezuela giving seminars to 200 teachers and supervisors in the Ministry of Education. A pilot programme was set up with the Ministry of Education, as part of which teachers in four selected schools are being



Morocco

trained by members of the Sathya Sai Institute of Education in Venezuela. The Director of ISSE-Africa was also invited by the Government of Barbados to deliver a keynote address at the Fourth Education Conference in Erdiston College.

ISSE-Australia also trained government school teachers in SSEHV in Taiwan on two separate occasions. Approximately 80 teachers and parents attended on each occasion. The programme of training the teachers in the pedagogy of human values in Taiwan is now being followed up by ISSE-Hong Kong and by the alumni of ISSE Australia who hold its Diploma in Human Values Education.

In 2004, the Director of ISSE-Australia introduced an Outcome Based National Values Education Framework at a Conference organised by the National Education Council and the Ministry of Education of Sri Lanka. The Conference, inaugurated by the Prime Minister Hon'ble M. Rajapakse, was attended by officials of the Ministry of Education, leading university educators and the principals of the leading schools. Since then, a National Committee on policy in values education has been established by the Ministry of Education in Sri Lanka.



Sathya Sai Educationists at a SSEHV meeting in Nanjing, China

ISSE-Philippines has since its inauguration in 2000, conducted SSEHV training for over 10,000 teachers in the Philippines, and other countries in Asia. In 2002, ISSE-Philippines hosted a three-day International Convention on "Sathya Sai Educare – Integrating Values in Society". A total of 18 speakers and facilitators from Brunei, Indonesia, Malaysia, the Philippines, and Singapore participated. It was attended by 1,200 participants, including 30 diplomats and senior government officials, 900 teachers and educationists, 100 business and medical professionals, and 90 youth.

Cooperation with the United Nations and Other International Agencies

As Sathya Sai Education was gaining ground in Africa, the efficacy of human values in bringing about a lasting, positive change in attitude and behaviour in society was being studied by the United Nations. Values are not new to the United Nations. The UN Charter is replete with values such as equality, freedom, peace, and solidarity. Yet, the world organisation was seeking a practical way of translating values into its many-faceted developmental efforts.

Africa, steeped in its traditional culture and values such as respect for the nature and the spirit of Harambee (solidarity), provided an ideal landscape for introducing values in development projects. The opportunity came when, in a bold move, a group of international experts convened by the United Nations in South Africa in 2001, working together with the African Institute of Sathya Sai Education (ISSE-Africa), unanimously adopted a human values-based approach to introduce water education in Africa. The five human values: Love, Truth, Peace, Right Conduct, and Nonviolence would be the driving force to bring about a caring society in Africa that would "give and forgive" rather than "get and forget".

The human values-based water education is an innovative approach that not only imparts information on water, sanitation, and hygiene but also inspires and motivates learners to change their behaviour and make wise and sustainable use of water. The value-based approach seeks to bring out desirable human qualities, which could help in making desirable choices in water resource management. Nurturing values such as honesty, integrity,

tolerance, responsibility, sharing, and caring in children during their formative years helps them to become caring and responsible adults in the future.

The following years would see African educationists: teachers, curriculum specialists, and educational administrators in a growing number of countries, such as Cote d'Ivoire, Burkina Faso, Ethiopia, Ghana, Kenya, Senegal, Tanzania, Uganda, and Zambia, enthusiastically embracing human values through the United Nations water education programme. ISSE-Africa played a key role in training African educationists from across the continent in imparting education in human values.

Following an independent evaluation of the programme conducted in 2004, the programme has been further extended to five more African countries in the second phase.

The success of the programme in Africa generated interest in human values-based water education in other regions as well. In December 2003, UN-HABITAT and the Asian Development Bank jointly organised a Regional Consultation in the Asia-Pacific region on Values-based Water Education in cooperation with the Institutes of Sathya Sai Education in

the Philippines and Thailand. Among the participants were senior educationists from Australia, Brunei, People's Republic of China, India, Indonesia, Japan, Kazakhstan, Cambodia, Lao PDR, Malaysia, Mauritius, Nepal, Pakistan, Papua New Guinea, The Philippines, Singapore, Sri Lanka, Thailand, Uzbekistan, and Vietnam. Several regional agencies also participated in the meeting, notably the South East Asian Ministers of Education Organisation (SEAMEO) based in Bangkok. An important recommendation of the Consultation was to forge regional cooperation under the leadership of SEAMEO to introduce human values-based water education as a strategic entry point for supporting positive attitudinal changes among students, teachers, and all others involved in the education process. The Consultation also requested SEAMEO to provide active support to this programme.

The SEAMEO Council of Ministers adopted a declaration on values-based water education in March 2004 to support a collaborative initiative of the United Nations, the Asian Development Bank and countries of the region. Since then the human values-based water education programme has become operational in the Asia-Pacific region.

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Chapter 8

ACHIEVEMENTS OF
SATHYA SAI EDUCATION



Paraguay

ACHIEVEMENTS OF SATHYA SAI EDUCATION

Man must either know the Supreme Truth of the One Being behind all becoming, or at least know the practical Truth of Love and Brotherhood. These two points are the limits which education must ever keep in mind, the starting point and the goal.

— Sri Sathya Sai Baba

Sri Sathya Sai Baba says that though acquisition of worldly knowledge is important and beneficial to children growing up, they also need to be assisted in the development of good character traits by bringing out the five human values that are considered an expression of spirituality. The assertion that the human purpose is fulfilled through spirituality and that character development should be a key component in education practices carries profound implications for society. His teachings in this regard have led to the development of a range of formal, non-formal, and informal educational programmes, which are collectively referred to as Sathya Sai Education. The programmes have been described in detail in earlier chapters.

From its early beginnings in India in the late 1960s, Sathya Sai Education has

spread to all parts of the world and is practiced by educationists in diverse cultural settings. This chapter presents results of a comprehensive assessment of programme achievements conducted by the Education Committee of Sri Sathya Sai World Foundation in 2006. Data were collected from all 95 countries where Sathya Sai Educational Programmes are currently implemented. Included are research reports from the Institutes of Sathya Sai Education, as well as the results of independent appraisals of Sathya Sai Schools made by governmental education agencies and by universities. Additionally, the assessment has drawn upon the vast wealth of anecdotal evidence that comes from students, ex-students, teachers, and parents who participated in these educational programmes.



Brazil



Mexico



Thai Drug Free March

FORMAL EDUCATION PROGRAMMES

The Sathya Sai Schools, Sathya Sai Colleges, the Institutes of Sathya Sai Education (ISSEs) and the Sri Sathya Sai University implement the Sathya Sai philosophy of education in formal academic settings. All these institutions have received high acclaims from national leaders, educational authorities, independent evaluators, the corporate sector, and international agencies such as the United Nations, for providing a working model of education that successfully combines spiritual and secular education, achieving both academic and character excellence in the students. The Sri Sathya Sai University in India has been referred to as the 'Crest Jewel' of the university education system by the highest national accreditation body in India. A full account of the University and its achievements is given in Chapter 5.

Sathya Sai Schools

Anecdotal evidence from Sathya Sai Schools in Australia, Nepal, Sri Lanka, Thailand, Zambia, South Africa, and Latin America has been used to profile a typical Sathya Sai School (see page 138).

Observational Research and Studies by Independent Evaluators

One of the earliest to be established outside India, the Sathya Sai School (with grades 1 to 12) in Ndola, Zambia was the first to systematically introduce SSEHV through a formal educational institution in Africa in 1992. In 1999, Dr. P.C. Manchishi, a Christian and an independent scholar of the School of Education, University of Zambia, was invited to conduct an independent evaluation of the School. The objective was to find out the impact of the programme on pupils, teachers, and parents and also to assess the suitability of SSEHV as an educational input for schools in Africa.

Dr. Manchishi observed the school's delivery of education over an extended period of time, and also conducted systematic interviews with pupils, teachers, parents, the Parent Teacher Association, and Education Ministry officials. His conclusions are given in the box on page 139.

"The Peer Team feels that this Institute (Sri Sathya Sai Institute of Higher Learning, Prasanthi Nilayam) stands out as a "crest jewel" in the university education system in the country and this model is worthy of emulation by the institutions of higher learning in the country and elsewhere, so that these benefits would be reaped fast and on the widest possible scale."

— From a report (2002) of the Peer Team of the National Assessment and Accreditation Council, University Grants Commission, India



Australia

Sathya Sai School: A Typical Profile

The Sathya Sai School creates an ethos of academic and human excellence. The children experience five human values in every aspect of the school culture. The values are evident in the School in the emphasis on unity of faith, absence of harassment and bullying, healthy life style, and the vegetarian food in the canteen. Ceiling on desires programme; cultivating an active awareness of not wasting time, energy, food or money; and promoting selfless social service feature prominently in the school.

When children from many schools are gathered together, those from Sathya Sai Schools are identifiably different. They are more disciplined, gentle, friendly, and in general have better social skills. The parents are the first to notice their children's transformation. Their children become more respectful, assume greater responsibilities, go to bed and rise early, do not watch as much television, are more attentive and focused, more interested in their studies, and more diligent with the tasks assigned to them. Several parents have commented that their children have become aware of wastage and are conscious of the need to recycle toys, clothes, paper, and water. Often parents decide to reside close to a Sathya Sai School in order to enroll their children.

Experienced teachers who come to Sathya Sai Schools from government schools have noted that the children are eager to learn. They are keen to look after their school, attentive to cleanliness and tidiness, and their honesty is obvious. They take care not to damage books and computers. They are respectful towards the teachers. They trust the teacher more and are open in their communication, regarding the teacher as part of the family.

— Source: Anecdotal Evidence from Sathya Sai Schools around the world

Three things came up clearly in the findings, especially from the interviews – character excellence, academic excellence, and spiritual and moral excellence. The school at present recruits Grade 7 'failures', that is, pupils who fail to secure places in the public school system in grade 8...these pupils (at the time of recruitment) were bullies, truants, rebellious, and stubborn... Today, these pupils have completely changed for the better. They have become disciplined, and have developed respect for teachers and elders. They also offer voluntary service to the school... I noticed for example that vandalism is non-existent unlike in government schools. The school has for the past five years registered 100 per cent academic success at grades 9 and 12 levels. The school is non-denominational, it accepts all religions and forms of worship as being valid in essence. The integration of five human values in the curriculum has had a positive impact on the pupils, both spiritually and morally. SSEHV has also had an impact on the teachers. They have also changed for the better. They are more caring, punctual, friendly, and committed to duty. SSEHV has also had an impact on parents. One parent said that the type of education the school gives has really made a great impact on the whole household... All the people interviewed have agreed to the viewpoint that SSEHV should be extended to other schools in the country.
— Excerpts from the Report of Evaluation of the Sathya Sai School in Zambia,
Dr. P.C. Manchishi, School of Education, University of Zambia

H. Seshadri and S. Harihar (2004) report: In Bengkulu, Indonesia, the local communities observed that after a single year of study at the Sathya Sai School, the students displayed positive changes in behaviour, had increased respect for parents, higher self-confidence, deeper faith in their religion and joy in studying.

In her evaluation of the Sathya Sai Primary School, Murwillumbah, Australia, Kaye McNaught (2005) notes:

"There is abundant qualitative evidence that children at the Sathya Sai Primary School develop and increasingly demonstrate sound values-based behaviour. This is demonstrated by the self-evaluation sheets, school reports, parents' opinion service, and anecdotal comments by visitors (inspectors and teachers from other schools) and the general public."

Reports by School Inspectors and Other External Bodies

All Sathya Sai Schools follow the state curriculum and undertake regular state examinations administered to the students at different stages. Results of such assessments show that the Sathya Sai School standards are in the top range. For example, the Canadian Sathya Sai School in Toronto exceeded the provincial expectations in the EQAO in all the three areas of Reading, Writing, and Mathematics. The School result was 100 per cent compared with the average of 61 to 64 per cent for the State of Ontario. Similar academic attainments have been reported by Sathya Sai Schools in Australia, India, Latin America, South Africa, Thailand, and Zambia.

Sathya Sai Schools undergo two distinct inspections. The first is by the Education Ministry

which assesses standards and assures compliance with the National Curriculum. The second is by an appropriate ISSE. Most Sathya Sai Schools have been given the maximum term of accreditation permissible by the Ministry of Education (for example, schools in Australia, Thailand, South Africa, and Zambia). Often the inspectors have made complimentary comments on the standard of academic work and have noted the excellent behaviour of the students.

The quote given at the bottom of this page, from the report of inspection of the Sathya Sai School in Leicester, England (November 23, 2004) by an Inspector of the Office of the Standards in Education of UK is typical.

A Supervisor of the Ministry of Education of Ecuador remarked after observing the Sathya Sai School in Guayaquil: "The air here inside feels so light! The children are so special! This is what I call a 'Real School'."

Dr Chris Sarra, Director of the Institute of Leadership in Indigenous Education, Australia, was the external inspector of the Sathya Sai School in Australia. He noted:

"The School feels like a nice place to be in and the students obviously enjoy it. The quality of

the visual art and craft is very high and this was evident from the classrooms and the School hall displays of art work."

Professor Kadar Asmal, Minister of Education in South Africa observed in 2005:

"As Government, we fully support the underlying principle on which Sathya Sai Schools operate, namely the human values-based education that prepares pupils for life, qualifying them as valuable assets to the society that they are entering. Few would argue with the fact that the values prioritised in the Sathya Sai School's curriculum, such as politeness, discipline, and respect provide a strong foundation for building good moral character in children. Like in Sathya Sai School, our mission is to regenerate the ethical and moral fibre of our society and to inform our young people into a spirit of nation building."

In 2005, in recognition of the outstanding commitment to quality and excellence of the Sathya Sai School in Zambia, the Business Initiative Directions (Paris) awarded to the School the "International Gold Star for Quality in the realm of Customer Satisfaction, Leadership, Innovation and Technology as established in the CC100TQ model."

This is a distinctive school that is successful in achieving its aims. It provides a secure spiritual environment in which pupils can learn and make good progress.....Pupil's personal development is a very strong feature of the school and it is conspicuously successful in promoting its philosophy. The SSEHV programme is central to the life of the school. It manifests itself through the daily devotions, with the teachers acting as good role models and constantly linking all aspects of the curriculum to the values of the SSEHV programme.....The SSEHV programme is instrumental in pupils developing confidence and in raising their self-esteem. Pupils are valued as responsible citizens. They learn to be confident through such roles as leading the singing at assemblies and helping younger pupils.

— Report by an inspector of OFSTED (UK), November 2004



Brazil

Some Sathya Sai Schools are acting as the nuclei for creating better understanding in communities divided by ethnic, political, and religious differences. For example in Fiji, while the division between the Pacific Islanders and the Fijians of Indian descent has been deep for generations, the children at the Sathya Sai School learn both Hindi and Fijian and the parents from both ethnic groups have reached levels of understanding never seen before. On August 2, 2002, the Prime Minister, Honourable Laisenia Qarase, while speaking in the Parliament referred to the students of the Sathya Sai School in Fiji and said, "It is these young people who are pointing to the right way for us all. They lead by example."

In the Kisaju Sathya Sai School in Kenya, the local Imams, suspicious of the "free education" provided by this boarding school, objected to their children praying with children from other religions. The Imams were invited to hold prayers in the School. Now the Muslims have

become more accepting of the prayers of other religions. Similar experiences are reported from some of the Latin American countries where Catholic nuns have run SSEHV in Catholic Schools and convinced Mother Superior and the Bishops that they do not see conflict between the teachings of Sri Sathya Sai Baba and Jesus Christ.

Institutes of Sathya Sai Education

Students who participate in the Diploma and other programme of the ISSEs regularly report amazing transformations in themselves. Jumsai (2003) has given an excellent account of such transformations. The statement made by a student from Sweden is given in the following page.

The quality of programmes in some ISSEs has been recognised by the local universities as at par with their own standards for post-graduate

I got motivation and inspiration to go on with my studies to become a teacher. Prior to my stay in Lobpuri I felt that the education system was dry and solely academic. I had not seen the spiritual part of life being practiced and felt in the educational field before I came to the Sathya Sai School. This absence of values had made men discouraged about getting a degree in teaching. The course in Human Values Education in Lobpuri changed that.

— A student from Sweden after attending a Diploma Course in ISSE-Thailand

courses. For example, the Diploma and the Advanced Diploma of ISSE in Australia and the Philippines are accepted for transfer of credits at postgraduate degree level in universities.

Independent Evaluation by the United Nations

Since 2001, the Institute of Sathya Sai Education in Africa (ISSE-Africa) has been assisting the

United Nations (UN-HABITAT) in implementing a Human Values-based Water Education Programme in Africa. The programme covered six African countries in the first phase and was implemented in partnership with the ministries of education in these countries. Details of this programme are given in Chapter 7. An independent evaluation of the Phase I of the programme conducted by the United Nations in late 2004 reports as follows:

Indeed the evaluator believes the Value-based Water Education Programme (VBWE) to be a necessary one because of the breakdown of traditional behaviour and erosion of values over much of Africa and because of the seriousness of the water crisis. Nor, as has been pointed out by many, are human values foreign to most African countries. In fact they are inherent in the African tradition. And when confronted with their existence and significance most stakeholders readily agree that their adoption is a necessary condition for a return to responsible behaviour on the part of all in society.

The project has clearly captured the imagination not only of those participating in Phase 1 itself but also of those cities and countries that have since been informed about its inception and progress. In this context, note should be taken of the great interest shown by countries in other regions of the world. The evaluator was fortunate in being able to attend the recent SEAMEO-UNESCO Education Congress in Bangkok. At this Congress one of the topics was VBWE including a session entitled "Africa-Asia Meet Forum" where African delegates were able to share experiences with their fellow delegates from Asian countries. The resultant discussion testified to the intention of such countries (and others) to place VBWE as a central plank in their future educational and water and sanitation activities.

— From the Evaluation Report

by Prof. Norman Clarke, Independent Evaluator, United Nations, Sept. 2004

NON-FORMAL EDUCATION PROGRAMMES

If a question is put, what is education? People say, it is the acquisition of knowledge. But it is not merely acquisition of knowledge; it must be in action. What is the end of education? Character is the end of education. What is the essence of education? Concentration is the essence of education. What is the aim of education? The aim of education is not only cultivating human qualities, but attaining divinity. Education is meant for life, not for living.

— Sri Sathya Sai Baba

Observational research from a variety of sources indicates that children become more open and confident, and able to share their feelings after they join Bal Vikas/Sai Spiritual Education (SSE) or SSEHV classes. Their attitudes and behaviour improve as found in the following research data gathered from a survey conducted through questionnaires in a sample of 65 former SSE students (Paramsothi, 2006). The researcher observed:

"The vast majority of children attended SSE classes because they found the lessons interesting, and they seldom missed a class. They found the course content relevant, and that the teachers enhanced their motivation and were ever ready to help them. SSE equipped them to deal with life challenges in later life, and they would recommend the programme to others. Further, the vast majority of children with these views noted that SSE had motivated them to engage in community service activities."

The researcher concluded that SSE develops better capacities in the children to:

- face difficult situations and deal with them better and positively
- put to use lessons they had learnt when struggling with dilemmas
- become more responsible, and help others
- develop strong faith in God
- become better persons through following Sathya Sai Baba's teachings

Similar studies conducted in the UK show that where a more structured SSE programme is in place, the level of benefits derived by the children is notably high. Some of the teaching methods used have contributed toward academic development and an increase in self-confidence and self-reliance. SSE programmes have strengthened the commitment of teachers and parents to live the five human values in daily life. Parents and teachers are aware of the need to cultivate harmony of head, heart, and hand (3HV) for their own spiritual progress.



Ecuador



Chile

Teachers have reported the personal benefits gained from teaching the SSE programme. They see it as an important opportunity for personal spiritual growth, as well as an opportunity for serving the community. Many of the ex-SSE children have completed full-time education and are now working in various fields, such as medical, accountancy, engineering, public relations, teaching, marketing, and information technology.

Testimonials from Former SSE Students

Self-evaluative statements by former students of SSE and Bal Vikas programmes indicate that they are more tolerant, have greater ability to handle negative thoughts, and are more willing to serve others. The following statements are typical of the hundreds of such testimonies from students around the world.

Nine years of Bal Vikas course has influenced my thinking so that I could discriminate between good and bad in life. It was Bal Vikas, which prompted me to consider all patients as divine.
— Dr. Sumit Thakar, former Bal Vikas student from Andhra Pradesh, India

As I have matured, my perception of the benefits I derived from SSE have changed. I was initially unable to put the information received into my life because I lacked the awareness to live consciously.

In an increasingly heterogeneous world it is advantageous to understand other cultures. SSE has provided me with some of the skills to evolve my own paradigms. It has promoted an interest in the world, an understanding of other belief systems, and it has reduced my prejudice. The values espoused have provided me with the logic for my morality, identity and sense of self... SSE has shown me how much of the content of religions is similar.
— An ex-SSE student, Australia

My brother and sister and I learned to discriminate between what was not good and what was good for us. When our father had to sell the TV to put food on the table, we discovered that we had more time to study. When, about a year later our family finances were better, father offered to buy us another TV. We told him it would interfere with our studies, and that we didn't want it. Today I am a doctor, my brother is a civil engineer, and my sister is an architect. Without Bal Vikas we would still be in the slums watching TV.
— M. Hernandez, El Salvador

People will ask, what is Sri Sathya Sai Baba's greatest miracle? For me, the greatest miracle of Sri Sathya Sai Baba is the transformation of the heart. My transformation began at the age of nine thanks to the Sai Spiritual Education programme.
— Shitu Chudasama, National Youth Coordinator, United Kingdom

Impact of SSE and SSEHV on the Teachers

SSEHV proves effective when presented with warmth and sincerity, and with an understanding of the emotional and spiritual aspects of the programme. The programme takes little time to connect with the target audience, and frequently there is enormously positive response when presenting the programme to newcomers. While dedicated and consistent effort on the part of the teachers is required, the positive results obtained appear to more than justify the time and effort actually expended. To witness the results achieved by volunteers has often proved to be more convincing evidence to professional teachers of the benefits of SSEHV than any academic treatise on the programme might provide. It often motivates professional teachers to investigate further and adopt SSEHV themselves.

- Research (Marantz, 1991) conducted in a variety of public schools and settings in the

U.S.A. - in New York, Chicago, and in San Diego involving fourteen schools, sixty teachers, and 1,500 students from a variety of backgrounds, demonstrated that SSEHV could be integrated and implemented in formal academic settings in public (government) schools. Teachers and administrators found the SSEHV model of integrating human values and character development to be of exceptional value.

Sri Sathya Sai Baba always emphasizes that the teachers need to be exemplars and to demonstrate by their own behaviour that they think what they say, and they do what they teach. The Sri Sathya Sai Organisation encourages that the teachers not only receive high quality standardised training, but they also implement the human values into their own lives. Accordingly, teachers themselves gain great spiritual benefit by their participation in the programme. Below are some testimonies from teachers.

...It was not until I was introduced to this programme that I overcame all the problems that I had. The SSEHV programme helped me grow into a hard-working and happy young gentleman. This programme keeps reminding me to be a model to the upcoming young lights of this continent. It has also helped me to know the importance of this continent, Africa, the beauty of our skin and our culture.

— I. Sitali, Teacher, Zambia

"The effect is unity. It pulls us together, like a family."

"I am more aware of being a positive role model because of these lessons."

"I'm learning with it as much as the children."

"These ideas will take them through life."

"Something wakes up inside."

— Teachers' Comments, Clissold and Fairfield Public Elementary Schools, Chicago, Illinois, USA

My greatest insight was the understanding of the value of teachers and the great opportunities teachers have to make a difference.... The knowledge that I gained helped me to develop myself as a better person as I really started understanding the importance of first "being" and then teaching. It instilled in me the confidence, motivation, and perseverance to do anything.

— Kirti Singh, Teacher, Australia

Becoming conscious of Swami's omnipresent love has given me confidence for new challenges in my life. I was a Bal Vikas student, and now I am a Bal Vikas teacher.

— F. Sosa, SSE Teacher, Latin America

There is a saying "Life is a circus - you never know when it will turn upside down." Well it not only turned us upside down, it shook us all around as well. Amazingly, this is when the values blossomed from my children. From leading a life of luxury they faced hardship with absolute dignity and taught me the meaning of equilibrium. Patience, love, understanding, compassion were no longer just words but actions that helped us face many challenges we had to face.

— A Parent of SSE pupils in South Africa

The Sri Sathya Sai Educare programme must be implemented in the very fundamentals of the education policy of the country.

— Atal Bihari Vajpayee, former Prime Minister of India

Impact of SSE and SSEHV on Parents of the Students

There are many indications that the positive impact these programmes have on students often transfers to their parents. The perception by parents that favourable changes are taking place in their children frequently results in a positive change in relationships at home. Many parents report that their children have become more respectful, more appreciative, less wasteful, and more inclined to take responsibility for themselves and their home. They also watch less TV and use softer speech. Noticing these changes, the parents tend to develop a more positive regard for their children. Jumsai (2003) reports that parents become more loving, help their children with their homework, begin to interact with the teachers, incorporate human values into their own life, and improve their social behaviour.

Impact of Sathya Sai Parenting Programme on Parents

There are several dedicated Sathya Sai parenting resources (Dhall and Dhall 1999, 1999a, 1999b; Bruce, 2001; Jareonsettasin, 1998). One of these resources has been made into a structured programme for parents (Dhall and Dhall, 1999) that has been in use in many countries now for several years. It is currently being formally evaluated for its effectiveness through research.

Research findings on the Sathya Sai Parenting programmes (Bilimoria, 2006) indicate a highly significant positive and lasting effect on the family health and attitudes in parents who attended the programme. This is especially evident when the programme is delivered by skilled facilitators and the initial programme is followed up with subsequent workshops. There are many stories and anecdotes of family reconciliations - between the spouses and between alienated youth and the parents. There are even anecdotes of recovery from addictions after attending a SSEHV programme for the parents as illustrated by the following example from Mexico:

In a correctional institute for minors in Monterrey, Mexico, devotees started giving human values classes, once a week, to the inmates who are children from 12 years to 17 years of age. Then they had the idea to give the Sai Parenting Programme to the parents of the inmates. The results were amazing. When one parent started to open up and talk of all his problems, others joined in, and they found they were all facing the same types of problems which they did not want their children to repeat. The relationship between parents and children improved significantly. The governor of the State of Monterrey sent a letter of appreciation and a certificate of commendation to the Sri Sathya Sai Organisation for this outstanding contribution to the society.

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Chapter 9

FUTURE PERSPECTIVES



Top: Japan, Bottom: Paraguay

FUTURE PERSPECTIVES

As a result of the study of books, or in other words, as a result of secular education, one's intelligence may be sharpened and expanded. One can even deliver wonderful discourses on spiritual subjects. But one's spiritual life cannot be taken to have advanced in proportion. The teaching imparted to us by another person might not enter the heart and transform one's nature. This is the reason why learning without intensive culture of the spirit proves barren.

— Sri Sathya Sai Baba

By combining spiritual with secular education, by focusing on the underlying unity of all faiths and the 'oneness of all existence', and by encouraging the practice of human values in daily living, Sathya Sai Education has motivated generations of children over the past forty years towards virtuous and competent living in society. The transformation of children in diverse cultural and geographical settings, as elaborated in previous chapters, has been evidenced by positive character traits such as a respect for duty, a heightened capacity to face adversity, and a keen willingness to render selfless service, particularly to the poor and the needy.

A Strategic Education Plan

The establishment of Sri Sathya Sai World Foundation in 2006 provides a unique opportunity to unify, consolidate, and harmonise all Sathya Sai Education Programmes into an integrated and enriched, life-long transformation process, embracing all types (formal, non-formal, and informal) and levels (primary, secondary, and tertiary) of education.

As one of its first initiatives, the Sri Sathya Sai World Foundation has embarked on developing a *Strategic Plan for Sathya Sai Education*, with the objectives of harmonising and consolidating all Sathya Sai Education Programmes, worldwide, based on the authentic principles of Sri Sathya Sai Baba's universal teachings.

The Strategic Education Plan will strive to achieve these objectives by:

- promoting unity in diversity through the adherence to the core principles of Sri Sathya Sai Baba's universal teachings
- promoting Sathya Sai Education as a life-long transformation process, integrated through a continuum of informal, non-formal, and formal channels of education
- enhancing the quality of Sathya Sai Education through a continuous programme of refinements in the curriculum, teacher training and development, standard setting, and quality assurance
- managing the transition by streamlining the administration of all Sathya Sai Education Programmes and related institutional arrangements with a view to provide high quality leadership and management

"The soul of education is the education of the soul". Sri Sathya Sai Baba is putting back the 'Soul' into the soulless education system of today... It is the fulfillment of the dreams of all visionaries and thinkers in recent times.

— B.N. Narasimha Murthy



Argentina

- enhancing the awareness, understanding and outreach of Sathya Sai Education through international cooperation so that benefits of these programmes can reach all.

Sri Sathya Sai Baba says: First be, then do, and only then tell. Therefore, the harmonisation of Sathya Sai Education worldwide will have to start from those responsible for managing this transition. This will call for a new emphasis on introspection, by looking inwards, for that is where Educare begins and that is where all harmonisation and transformation must begin. Sathya Sai Education will then provide a pathway for everyone to rediscover the 'Self' and will lay the foundation for building a society in the spirit of understanding, peace, tolerance, and friendship among all people.

Promoting Unity in Diversity

Inspired and guided by Sri Sathya Sai Baba, educational programmes and institutions bearing his name have spread to all continents over the past forty years. The universality of his message and its central emphasis on the five human

values, which are inherent in all human beings and are the underlying foundation of all religions and cultures, provide a strong basis for unity amidst the diversity of these programmes.

There is a broad-based consensus among Sai educationists from all over the world on the essential organising principles of Sathya Sai Education, although each country has adopted the programme in a unique way to suit its culture and needs. An important part of the future effort for harmonising Sathya Sai Education will focus on ensuring that these key principles are adhered to and implemented in diverse cultural settings. This will call for a reappraisal of different Sathya Sai Education programmes like SSE and SSEHV, with a vision of bringing greater coherence in goals and objectives while allowing the needed flexibility to suit the aspirations of local cultures.

Key Priority: All Sathya Sai Education Programmes promote unity in diversity by adhering to the guiding principles of Educare.

Nations are many Earth is One
Stars are many Sky is One
Beings are many Breath is One
Jewels are many Gold is One
Religions are many God is One
Appearances are many Reality is One

— Sri Sathya Sai Baba

A Life-long Transformation Process

Educational systems in many countries are embracing life-long learning through all types and levels of education, with a view to provide greater opportunity, flexibility, and diversity in learning. In contrast, Sathya Sai Education offers a life-long transformation process that not only prepares one for life but provides a pathway to reach the goal of life, "the awareness of the immortal spirit within, which is the spring of joy, peace and courage."

Sathya Sai Education Programmes not only provide formal education at the primary, secondary, and tertiary levels through schools and colleges, but also provide a wide variety of non-formal education through out-of-school Sai Spiritual Education (SSE) classes and Sathya Sai Education in Human Values (SSEHV), conducted through workshops, seminars, and holiday clubs. Additionally, Radio Sai Global Harmony provides a powerful channel for informal education across the continents.

Sathya Sai Education Programmes rely on experiential learning, are transformational in nature, and contribute to the development of a balanced, all-round human personality. There is growing recognition among educationists of the need to strengthen linkages between formal, non-formal, and informal education in

human values, which act as different channels for Sathya Sai Education.

Sai Global Harmony, in particular, has tremendous potential to link informal, non-formal, and formal education by beaming well-produced EHV programmes to Sai Spiritual Education classes in Sathya Sai Schools in all parts of the world.

Another way of strengthening these linkages is through the transfer of learning outcomes between different types of education. For example, the knowledge, skills, and values gained by school children through SSEHV in out-of-school classes could be transferred to formal education in mainstream schools. This could be achieved in line with established norms of local educational systems, through the evaluation of learning outcomes such as skills, knowledge and values, that learners have gained and then transferring them as part of a particular curriculum of formal education.

This may require some adjustments in SSEHV programmes in order that the learning outcomes could be transferable. The possibility of such transfer of outcome will greatly help in improving and strengthening SSEHV.

Similar initiatives may also be explored for the transfer of outcomes of SSEHV Diploma courses, currently conducted by the Institutes for Sathya Sai Education in different countries, to formal education offered at the degree level in Teacher Training Colleges. This would give greater recognition to SSEHV Diploma courses and help mainstreaming SSEHV in teacher training.

Key Priority: *Enhance linkages between informal, non-formal, and formal channels of Sathya Sai Education, providing a continuum of learning and transformation.*

Enhancing the Quality of Sathya Sai Education

As the demand for Sathya Sai Education increases the world over, sustaining and further enhancing the quality of its contents and delivery remains a key challenge. There is also a need to continually re-align the system to respond to the ever-changing emphasis in education policies in different countries. This gives rise to a need for new reform initiatives in the curriculum, teacher training and development and the delivery of Sathya Sai Education in terms of standards and targets.

Development of Curriculum

The curriculums of Sathya Sai Education at all levels of formal education: primary, secondary, and tertiary, as also for non-formal education such as SSE and SSEHV, have the primary focus of value-orientation. Thus, human values are integrated in curricular substance in a balanced and broad-based manner with a view to support students' physical, intellectual, and spiritual development, while preparing them for the next stage of education. The process of curriculum development is diversified, to meet

the legal and educational requirements of the country of origin.

There is a perceived need to develop an international framework for countries to adapt locally but with a clearly defined learning progression. The curriculum needs to clearly identify learning expectations. Guidance regarding the syllabus in order to meet those expectations will come from individual countries at a national level.

The rapid spread of Sathya Sai Education in different parts of the world has accentuated the need for suitably adapting the teaching and learning materials, which draw inspiration from their early beginnings in India, to suit local customs, traditions, and cultures in diverse settings. Good beginnings in this direction have already been made by dedicated educationists working in different parts of the world and in different languages. Speeding up this process will be an important priority.

There is growing concern in every society on how education could ensure that people have the cultural and personal resources to deal with changes in societal norms. The 1980s saw the emergence of enterprise culture in many societies. This was followed by a re-emergence of values debate in many countries in the 1990s, with new initiatives on: citizenship; personal, social, and health education; spiritual, moral, and cultural development; and social and emotional aspects of learning. Sathya Sai Education encompasses all these issues and lends itself ideally to respond to this new emphasis on values in educational policy. SSEHV programmes need to be responsive to this changing environment, and build strong partnerships with state and private schools for the delivery of values education.

Key Priorities:

1. *Develop an international framework for curricula at primary and secondary level for countries to adapt locally but with a clearly defined learning progression.*
2. *Move towards developing a core curriculum uniting SSE and SSEHV.*
3. *Teaching and learning material to suit local customs, traditions and cultures.*
4. *SSEHV to respond to new emphasis on values in national curricula around the world.*

Teacher Training and Development

Teachers are the standard bearers of Sathya Sai Education. Be they teachers of Sai Spiritual Education, or imparting Community Education in Human Values, or teaching in Sathya Sai Schools, they carry the primary responsibility of unfolding the innate human values in the children and fostering their nobility and ability. Sri Sathya Sai Baba inspires teachers to set shining examples of noble character.

The early development of Sathya Sai Education owed much of its rapid growth and achievement to the dedication of its teachers, inspired by Sri Sathya Sai Baba. With its continuing growth and expansion all over the world, an increasing demand for dedicated and competent teachers poses a major challenge to the current teacher training and development programmes.

Recent reviews of Teacher Training Programmes for SSE and SSEHV teachers clearly indicate the need for:



Fiji



Australia

- increasing the teachers' self-awareness of personal transformation
- regular self-review and peer review to support teachers in their quest for continually improving their teaching skills
- standardising training programmes to deliver SSE/SSEHV lessons with uniform competence
- addressing the special development needs of the children in different age groups
- steady improvement of teaching skills, particularly developing a capacity for educational innovation and creativity in designing lessons
- making heart-to-heart connection with the children.

All these point to the need for major reform in the current Teacher Training Programmes for SSE and SSEHV teachers and related institutional arrangements.

Sathya Sai Schools are expected to provide a model of integral education at the primary and secondary levels of education. Teachers in Sathya Sai Schools carry the primary responsibility for developing a learning environment and influencing learning outcomes that reflect the philosophy of Sathya Sai Education. Over the past decade, Institutes of Sathya Sai Education have developed diploma and advanced diploma programmes for teachers of Sathya Sai Schools as well as mainstream schools.

As part of the process for harmonisation and orderly expansion of Sathya Sai Education, the time is ripe to develop a strategic plan for teacher training and development that meets the highest quality standards expected of Sai educationists. A Charter for Sathya Sai Educationists could help to promote continuous development of teachers as part of a life-long learning and transformation process.

Key Priorities:

1. *Develop a strategic plan for teacher training and development to meet the highest quality standards expected of Sathya Sai Educationists.*
2. *Develop a Charter for Sathya Sai Educationists to promote continuous development as part of a life-long learning and transformation process.*

Standard Setting and Quality Assurance

Standard setting is a major challenge for any education that combines spiritual with secular education. A fundamental question is: how will standards be defined and monitored? How can one measure character development of an individual or of an institution? How does one fix standards for the practice of human values? Over the past decade, Sathya Sai Schools have become synonymous with excellence. It is in this context that self-introspection on the part of Sathya Sai Educationists, and self-evaluation and peer review on behalf of Sathya Sai educational institutions become important.

SAI 2000: Standards, Accreditation, and Inspection, represents a pioneering and innovative initiative for establishing standards and a quality assurance system for Sathya Sai Schools. The experience with its application in different parts of the world needs to be reviewed as a first step towards developing a new framework for standard setting and quality assurance of Sathya Sai Education.

Key Priority: *Review the experience with the implementation of SAI 2000 as a first step towards developing a global framework and regional accreditation and inspection mechanisms for Sathya Sai Education.*

Research, Monitoring, and Evaluation

Following the current phase of consolidation, the Institutes of Sathya Sai Education (ISSEs) are poised to embark on research projects in a range of areas relating to *Educare* and its impact on societies. Notable among these are the application of human values in education and work place, media, politics, the corporate sector, and professions. It is now well-recognised that education in human values contributes to positive health and well-being, increasing social capital, healthy family dynamics, and sustainable ecosystems. Research in partnerships between ISSEs and social and economic sector institutions, and the academia could facilitate assessments of how Sathya Sai Education contributes to sustainable social, economic, and environmental development and global peace.

In the area of education, it is time that an in-depth and independent evaluation of the impact of Sathya Sai Education Programmes is undertaken in different parts of the world. Such an impact evaluation would not only help in improving further the quality and outcome of these programmes but will also provide useful lessons to national and educational authorities in different countries, as they invest in educational reforms.

Key Priorities:

1. *ISSEs to invest in research in partnerships with academia and other national and international organisations on the impact of the application of human values to sustainable social, economic, and environmental development.*
2. *Undertake independent evaluation of the impact of Sathya Sai Education on personal and social development in different parts of the world.*

We consider certain fundamental values to be essential to international relations in the twenty-first century. These include: freedom, equality, solidarity, tolerance, respect for nature, and shared responsibility. In order to translate these shared values into actions, we have identified key objectives to which we assign special significance.

— *The United Nations Millennium Declaration, 2000*

Managing the Transition

With the rapid expansion of Sri Sathya Sai Education over the past two decades, there is a growing need to bring harmonisation in the management and administration of Sathya Sai Education worldwide. This will be best achieved by following the emphasis laid by Sri Sathya Sai Baba on Unity in Diversity. The harmonisation process will therefore, be based on a unified and consistent approach to policy-making while ensuring diversity and flexibility in implementation, responding to local needs and cultures, and progressive decentralisation of authority to educational service institutions.

The key facets of this harmonisation include:

- Sri Sathya Sai World Foundation accepting the responsibility for ensuring order, authenticity, and accountability of all international education programmes
- establishing an apex education body (the Education Committee of Sri Sathya Sai World Foundation) to ensure coordination, coherence, and quality assurance of all international education programmes
- promoting high quality leadership in Sathya Sai educational programmes and institutions by inducting young men and women, endowed with character and self-confidence and imbued with Sri Sathya Sai Baba's teachings, in leadership positions
- enhancing coordination at the national level among all formal, non-formal, and

informal education programmes and related institutional arrangements

- promoting Sathya Sai Schools as models of Sathya Sai Education and establishing a close mentor relationship with Institutes of Sathya Sai Education
- strengthening communication and networking among the Institutes of Sathya Sai Education.

Following the establishment of the Education Committee by Sri Sathya Sai World Foundation, a worldwide review of current Sathya Sai educational programmes and institutions have already been undertaken with a view to improve coordination, coherence and quality assurance of Sathya Sai Education. Under the guidance of the Education Committee, educationists in every region of the world are reviewing their programmes with regard to past achievements and new opportunities and assessing the key issues and priorities to be addressed. The results of these reviews will be taken into account in developing the Strategic Education Plan.

A high quality of leadership will be central to the successful implementation of the Strategic Education Plan. Youth should find its rightful place in providing leadership to Sathya Sai Education. The Sri Sathya Sai University in India has already established a model for youth leadership by inducting young men and



Japan

women, often the alumni of the Institute, into eminent positions in teaching and administration, for example, as the principal of a college or the warden of a students' hostel. These examples are worth emulating in other parts of the world.

Young men and women who have imbibed Sri Sathya Sai Baba's teachings for youth, are endowed with character and self-confidence and are willing to serve the society in a selfless manner, will therefore be encouraged to assume leadership positions in Sathya Sai educational programmes and institutions worldwide.

Attention is also needed to be given to gearing up institutional arrangements to respond to the growing need for the harmonisation and consolidation of Sathya Sai Education.

Formal education at primary and secondary level is delivered by Sathya Sai Schools. With few exceptions, the Institutes of Sathya Sai

Education play an important role in providing academic guidance and quality assurance to Sathya Sai Schools. The Institutes also carry the primary responsibility of promoting SSEHV in the community through a wide range of informal education programmes, including partnerships with community schools. In addition, the Institutes serve as the main resource for preparing teachers and trainers for SSEHV. The Institutes traditionally enjoy academic freedom in the administration of their programmes and are usually connected to the hierarchy of the Sri Sathya Sai Organisation at the zone level.

Since teacher training and development is vital to successfully manage the expanding education programmes, priority attention needs to be given to strengthening the Institutes of Sathya Sai Education in different parts of the world. This may require thorough self-evaluation and peer review of the existing Institutes with regard to the current mandates, capacities, and programmes. Possible options for strengthening

Only young men and women are capable of eradicating the evils prevailing in society. If we have virtuous youth, all ills of society can be removed.

— Sri Sathya Sai Baba

these Institutes may include upgrading selected institutes into full-fledged teacher training colleges, which could ensure the availability of an adequate supply of trained teachers for the growing number of Sathya Sai Schools, SSEHV, and SSE programmes.

Other options that need to be considered include opening satellite campuses of the established Institutes of Sathya Sai Education to provide for the training needs of countries in different sub-regions within a large geographical region. This has been successfully introduced in Africa. The viability of this option is already being considered in Europe.

The growing demand for opening new Sathya Sai Schools in different countries also needs priority attention. Sri Sathya Sai Baba introduced these schools as models for national education systems. The objective was also to introduce two key features of these schools - values orientation and free education for all into mainstream schools. Careful assessment is therefore necessary before establishing new Sathya Sai Schools so that they serve as true models for mainstream education. The Institutes of Sathya Sai Education carry a heavy responsibility to closely mentor every Sathya Sai School to ensure that they remain truly model schools. The institutional implications of these arrangements need careful study.

Key Priorities:

1. Encourage young men and women of noble character with good qualities of leadership to assume management positions in Sathya Sai education programmes and institutions
2. Enhance coordination at the national level among all formal, non-formal, and informal education programmes and related delivery institutions.
3. Enhance the capacity and outreach of Institutes of Sathya Sai Education making them frontline oversight institutions in the respective regions.
4. Develop Sathya Sai Schools as models of excellence of Sathya Sai Education and establish a close mentor relationship with Institutes of Sathya Sai Education.
5. Strengthen communication and networking among all Sathya Sai educational institutions.

International Cooperation and Exchange Programmes

Decision-making in every sphere of development, be it social, economic, or environmental, can be radically transformed into a soul-uplifting exercise when it is inspired by human values. The impact of such decisions can go far beyond meeting the immediate objectives and can truly contribute to build a just and peaceful society.



Sathya Sai Educationists help SEAMEO and UN-HABITAT to mainstream Human Values-based Water Education in South East Asian Countries

The extensive experience gained by Sathya Sai Education over the past four decades in bringing human values to education in all parts of the world has drawn the attention of many education authorities as also of international agencies like the United Nations. International cooperation and the exchange of experiences are of critical importance in enhancing awareness and understanding of Sathya Sai Education so that the benefits of these programmes may reach all.

The cooperation forged by the United Nations with the Institutes of Sathya Sai Education in bringing human values to environmental education has, over the past five years, spread to 12 African countries and, more recently, to the Asia-Pacific region. Independent evaluation by the United Nations has underscored the success of this initiative in contributing to the development of a new ethics of responsible natural resource (water) management in

society. The success of this initiative could be attributed to the sound pedagogy of human values education and the enthusiasm it has created among educational policy makers and practitioners in the participating countries.

Sharing this experience with other international agencies, which invest in promoting education in countries around the world, will be of strategic importance. A good beginning in this direction has already been made through new partnerships being forged with the Asian Development Bank (ADB) and the South East Asian Ministers of Education Organisation (SEAMEO).

ADB has expressed interest to introduce education in human values through its education sector projects in the Asia-Pacific region. This will improve the effectiveness and sustainability of ADB-funded infrastructure projects in the education sector.

SEAMEO has entered into a cooperation arrangement with the United Nations to promote human values-based water education in South East Asia. This is expected to lead to developing a centre of excellence for education in human values within the region.

The Millennium Development Goal of Education for All by 2015 provides yet another strategic opportunity for Sathya Sai Education to contribute to literacy campaigns in developing countries by bringing added value to these campaigns. The Institutes of Sathya Sai Education and national education authorities can cooperate in these literacy campaigns, starting with the countries where cooperation with the United Nations is currently operational.

In future, greater consideration may be given to establishing regular exchange visit programmes between the staff of public educational institutions and the Institutes of Sathya Sai Education. A beginning in this direction has already been made under the auspices of the United Nations.

Key Priorities:

1. *The Institutes of Sathya Sai Education should promote:*
 - awareness raising and the exchange of experiences on education in human values through partnerships with universities, teacher training colleges, and curriculum development institutes
 - partnerships with ministries of education and local educational bodies to introduce education in human values through the curriculum
 - collaboration with institutes in other regions to jointly conduct workshops and seminars on education in human values
 - study visits to the institutes by professionals from the education sector from other countries.
2. *The Education Committee of Sri Sathya Sai World Foundation should build strategic partnerships with international organisations like the United Nations to promote education in human values.*

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Chapter 10

TOWARDS
A NEW EDUCATIONAL ORDER



TOWARDS A NEW EDUCATIONAL ORDER

Education must liberate man from the shackles of cowardice, pettiness, greed, hate, narrow-mindedness, from the limits of I and mine....True education therefore is that which directs and counsels the mind and intellect of man towards the earning of pure happiness.

— Sri Sathya Sai Baba

The Goal of Education

Great educators and philosophers down the ages have time and again emphasized an important goal of education:

The self-actualisation of a person, and becoming fully human, i.e., the development of the fullest height that the human being can stand up to (A.H. Maslow, 1959)

An all-round drawing out of the best in child and man - body, mind and spirit (Mahatma Gandhi, 1956)

The all-round growth and development of the individual in harmony with the universal (Rabindranath Tagore, 1962).

The Universal Declaration of Human Rights states, "Education shall be directed to the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms." The Convention of the Rights of the Child goes further. It calls for, "the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sex, and friendship among all peoples...."

From a more utilitarian perspective, the purpose of education is to develop competent and creative individuals, useful to the society; individuals who could contribute to the physical, intellectual, and aesthetic development of the society; individuals who

would be aware of their social, economic, and cultural environment, and could, with self-confidence, make the necessary adjustments to meet a constantly changing environment.

From whatever point of view one judges the purpose of education, the current system of education around the world leaves much to be desired. The emphasis in educational policies has been on academic achievement, preparing one to face the job market, and on gaining economic competitiveness at the national level. The growing intolerance that we see today in personal relationships, social conflicts and in wars between nations, in widespread crime and in corruption, exploitation and authoritarianism, has its roots in the prevailing education system. This system has been painstakingly designed to serve the market rather than the society and it gives excessive emphasis on earning a living rather than on the blossoming of human excellence and values that help individuals to live together.

The Current Global Scenario

As the world races towards a knowledge society, it is often forgotten that knowledge is but a milepost on the road to wisdom. Knowledge is increasingly identified with scientific progress and technological breakthroughs and the role of culture in transferring traditional knowledge, values and spirituality across generations is diminished. Educational policymakers increasingly

Education is a great constructive force for mankind. But reformers and reconstructionists have tinkered so much with the process of education that it has now been reduced to a caricature of itself. The effectiveness of the educational system, and the boons it could confer on man have been ignored and neglected; the name is now given to the art of collecting information of the objective world. The far more important task of transforming the nature of man into the divine is given up, as beyond its ken.

— Sri Sathya Sai Baba

find themselves overwhelmed by the ambition of governments to build a 'new economy' based on a new technological paradigm rather than a 'new society' that could bring harmony and peace in this world.

In its report, the International Commission on Education for the Twenty-first Century (Jacques Delors Commission, 1997), outlined a grim picture of the global scenario in the twenty-first century which would indeed be a cause for concern to every educational policy maker.

To mention just a few aspects, this is a scenario of:

- growing tension on many fronts
- rising inequality due to progress that has not been equally shared
- smouldering tension between nations and ethnic groups
- tension between tradition and modernity
- declining respect for human values and relationships and for natural resources.

The report underscores two new forces at work in the society in the new millennium. First, the fear for loss of roots in a globalising culture: How does globalisation affect personal identity which is the beginning point for personal development? Does it blur community identity which is the building block for cultures? How does the inclusion of new cultures affect national heritage?

Second, equally disruptive but often less apparent is the tension caused by an overabundance of transient information to the current generation of youth. Public opinion is constantly focused on immediate problems, be it terrorism or war or even isolated incidences of crime, calling out for immediate solution to problems which, in reality, can only be addressed through gradual reforms of the underlying forces in society. This is where educational policies should be deeply concerned.

The link between education and jobs has to be broken. Education should be for life and not for living. It should prepare youth for all the responsibilities of citizenship.... Academic knowledge alone is of no great value. It may help one to earn a livelihood. But education should go beyond preparation for earning a living. It should prepare one for the challenges of life morally and spiritually.

— Sri Sathya Sai Baba

One should enter into society to serve the society and to serve the nation; make your life an ideal one, give up selfishness and self-interest. Only when the society is happy can you be happy. All your joys and sorrows depend upon the society. If society is not happy an individual can never be happy. Therefore you should continuously aspire for the welfare and prosperity of the society.

— Sri Sathya Sai Baba

The Search for a New Educational Order

Educational reforms over the past several decades have been searching for a "new educational order" to address many of these issues. Addressing the major challenges facing education in the 1970s, the International Commission on the Development of Education (The Faure Commission, 1972), wrote in its report: "The physical, intellectual, emotional, and ethical integration of the individual into a complete man is a broad definition of the fundamental aim for education". The underlying idea was that only such a complete man would be equipped to deal with the challenges facing the world.

A quarter of a century later the Jacques Delors Commission went a step further to reaffirm its belief that, "Education should contribute to

every person's complete development — mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality." The Commission also saw education, "as one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war."

The growing concern for a, "more harmonious form of human development" brought to focus the need for harmonising science with humanism, ethics with aesthetics, and material welfare with spiritual welfare, in the curriculum so that education could prepare children for the challenges of life in a balanced manner in all aspects — temporally, morally, and spiritually.

**Education without character,
Commerce without morality,
Politics without principles,
Science without humanity,
Religion without love,
Administration without justice,
Knowledge without application,
Patriotism without sacrifice,
Are not only useless but positively dangerous**

— Sri Sathya Sai Baba



Japan

A Renewed Emphasis on Values

Thus we see new emphasis on social, moral, and spiritual values in curricular reforms in countries around the world. In the UK, the National Curriculum for England 2000 has included a statement of values to promote spiritual, moral, social, and cultural (SMSC) education. In Australia, the Adelaide Declaration on the objectives of schooling in the twenty-first century lays emphasis on social, moral and spiritual development as much as on intellectual and physical development. In Thailand, a key objective of the National Education Plan (2002-2016) is to build a society of morality, wisdom, and learning. In post-apartheid South Africa, the constitutional values of truth, tolerance, and solidarity are driving educational reforms.

This renewal of emphasis on values in education needs to be seen as much more than, "a longing

(of the world), often unexpressed, for an ideal and for values...", as viewed by Delors. It needs to be viewed as an imperative, that the world has gradually come to realise, to eliminate increasing religious fanaticism, violence, and fatalism that characterise today's society. For this to happen, an education policy has to foster universal and eternal values that could promote the unity and integration of people in a culturally plural society.

More importantly, education needs to provide, more than ever, a clear and a practical process of how to translate these values into a daily reality, both at the individual and societal level. Education needs to "uplift" minds and spirits to the plane of the universal, in some measure, to transcend themselves, as eloquently espoused by Delors Commission. The Commission goes on to say: "the survival of humanity depends thereon."

There is, therefore, every reason to place renewed emphasis on the moral and cultural dimensions of education, enabling each person to grasp the individuality of other people and to understand the world's erratic progression towards a certain unity, but this process must begin with self-understanding through an inner voyage whose milestones are knowledge, meditation and the practice of self-criticism.

— *Education: the Necessary Utopia*, by Jacques Delors

In the Report of the International Commission on Education for the Twenty-first Century

The sacred qualities that originate from the heart are true and eternal. They correspond to the inward path (Nivritti), whereas all the worldly tendencies like amassing wealth, taking up jobs, playing games, desiring for positions of authority, etc., correspond to the outward path (Pravritti). Worldly tendencies originate from the head and are bound to change. Only the inward tendencies that originate from the heart are true and eternal. One who follows the inward path will never become frustrated or restless. One who follows the outward path can never attain permanent happiness.

— Sri Sathya Sai Baba

Sathya Sai Education: A Pathway for Transformation

It is in this context that the role of Sathya Sai Education is worth a revisit. How can educational policy making in the twenty-first century be enriched by Sathya Sai Education? In what ways can Sathya Sai Education add value to educational policy objectives of all-round and balanced development of the human personality? How can Sathya Sai Education contribute to building a society that upholds the universal ideals of peace, freedom, and social justice?

In a rapidly changing world, where people are searching for roots and a sense of belonging, an important task of education is to help people to gain a stable identity. This can happen only when people can relate to values that are independent of time and space. The renewed emphasis on values in recent years could be viewed in this light. By eliciting the universal and timeless human values of love, peace, truth, right conduct and nonviolence,

which bring together the profound moral insights of the world's great enduring civilisations, Sathya Sai Education helps to create a universal and unchanging frame of reference to give one a stable sense of identity.

An understanding of this calls for a more in-depth consideration of the term "spirituality". The term has increasing mention in the national curriculum of a number of countries, but seldom does it find expression in curricular substance or in teaching and learning resources. Spirituality is a process that guides one to Self-knowledge, or the knowledge of Self. This is the realisation of one's relationship and bond with the Divine, the ultimate reality. Knowledge sees diversity in unity while Self-knowledge sees unity in diversity. Sociologists point out that the only way that all men may harmoniously relate themselves together, would be their common identification with the Divine.

Education can claim success only when it results in the student gaining awareness of the Divinity inherent in him and others. No academic degree can confer as much self-confidence and self-satisfaction, and lead man as quickly to self-sacrifice and self-realisation, as that awareness.

— Sri Sathya Sai Baba



Ecuador

An understanding of spirituality helps to understand the universal and eternal human values as they truly originate from this ultimate reality and absolute Truth - by whatever name people in different cultures may relate to it.

Character: The Goal of Sathya Sai Education

This brings us to *Learning To Be*, one of the four pillars of education defined in the report of the International Commission. In the most inclusive sense, *To Be* refers to developing the *whole human being*, or a balanced development of the physical, intellectual, emotional and spiritual domains to endow one with an integrated personality.

By combining spiritual education with secular education in an integral manner, Sathya Sai Education lays the foundation for developing an integrated personality. Sri Sathya Sai Baba has referred to it as the harmonious development of a sharp intellect endowed



Japan

with fundamental discrimination; a kind, compassionate heart with love for all; and competent hands that serve selflessly. Such a personality is the combination of nobility and ability. Sri Sathya Sai Baba says, "Nobility without ability is useless to society and ability without nobility is dangerous to it."

The most important manifestation of this *whole human being* or an integrated personality is character, and that is the goal of Sathya Sai Education. The human values of Love, Truth, Peace, Right Conduct, and Nonviolence provide the foundation for character, which in turn manifests itself as unity in thought, word, and deed, in selfless service and love for all. Character alone confers the ability to exercise objectivity and a sense of personal responsibility to attain common goals of the society. Information, knowledge, and skills gained through secular education are important tools and are prerequisites for righteous action, but these become ineffective when the personality lacks character.

Character stands for self-discipline, loyalty, readiness to accept responsibility, and willingness to admit mistakes. It stands for selflessness, modesty, humility, willingness to sacrifice when necessary and, in my opinion, faith in God.

— General Mathew B. Ridgeway,
U.S. Army, Supreme Commander of the U.N. Forces in Korea



USA

Through the inculcation of spiritual insight, Sathya Sai Education provides the foundation for a noble, able, and stable character, or the development of an integral personality, the *whole human being*. All positive educational goals become achievable when the end of education is viewed as the development of character.

Education: Not for Mere Living But for a Worthwhile Life

Viewed in this context, by defining the relationship that binds individuals in a society, Sathya Sai Education may yet prove to be the best way for *Learning to Live Together - the third pillar of learning referred to in the report of The Faure Commission (1972)* - and a key challenge for education in the twenty-first century. Rather than focusing only on the narrow self-interest of interdependence and common risks and challenges, Sathya Sai Education can raise the mind and the spirit to see true unity in diversity from a perspective that transcends differences in cultures, ethnicity, and belief systems.

The recent trend of including citizenship in curriculums in many countries is a case in point. It is now well-recognised that education has an important role to play in equipping future citizens

with a sense of civic responsibility and willingness to serve the society. Yet, we see that education is in a state of crisis in many countries today with extreme disruption in classrooms. There is a growing sense of desperation among teachers who are unable to contain the tide of non-education happenings in schools. In such a situation, introducing citizenship as an additional subject in the classroom by providing information and developing related skills could hardly be expected to inculcate among students the virtues of civic responsibility or service to society.

Clearly what is needed is not mere information but a change in attitude of the students from one of apathy and cynicism to respect for others and towards duty to society. Such a transformation has to begin with introspection, or by looking inwards and developing a true perspective of one's own identity, one's relationship with the world around, and finally with the ultimate reality. This is how Truth manifests and from this realisation of "oneness of all existence", flows selfless love that recognises unity in diversity. Once the human value of love is actualised in a person, it becomes a mighty force, both constructive and creative, manifesting itself in selfless service and good citizenship, compassion and humanism, tolerance and patriotism, ultimately towards the full blossoming of human excellence.

Education must instill the fundamental human values; it must broaden the vision to include the entire world and all mankind. Education must equip man to live happily, without making others unhappy, to evaluate things, pleasure and possessions correctly and without prejudice, and fix one's attention ever on the highest and the most precious achievement of all, the Atmic (Divine) victory.

— Sri Sathya Sai Baba

This, in short, is the dynamics of *Educare* and this is where Sathya Sai Education becomes important and relevant to educational policy-making in every society. Through its philosophy of *Educare* and the pedagogy of integral education, Sathya Sai Education provides a clear pathway to a fundamental transformation in the society that has remained an elusive goal of education.

Sathya Sai Education was born more than forty years ago when Sri Sathya Sai Baba gave a new and higher direction to education by saying, "Education is not for mere living; it is for life, a fuller life, a more meaningful life, a more worthwhile life."

Since then Sathya Sai Education has grown, under Sri Sathya Sai Baba's guidance, to be a life-long learning and transformation process embracing all kinds and levels of education and now covers more than 90 countries spread over every region of the world. Based on the philosophy of *Educare* and the sound pedagogy of *Integral Education* evolved over decades, Sathya Sai Education is today a beacon of hope in a despairing world. It is now recognised the world over as a major contribution in the field of education, and perhaps the best realisation of "the Necessary Utopia" envisioned by Jacques Delors in the report of the International Commission for Education in the Twenty-first Century.

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Appendices

APPENDIX 1: INSTITUTES OF SATHYA SAI EDUCATION

ARGENTINA

Sathya Sai Institute of Education in Human Values (Instituto Sathya Sai de Educacion en Valores Humanos)

Administrative Council

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DENMARK

ESSE Institute and ESSE Academy

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APPENDIX 2: SATHYA SAI COLLEGES AND SCHOOLS IN INDIA

Sathya Sai Colleges

1. Sri Sathya Sai University – Headquarters in Vidyagiri, Prasanthi Nilayam, Puttaparthi, Anantapur District, Andhra Pradesh (A.P.), has the following campuses:

- (a) **Prasanthi Nilayam Campus (A.P.)** – Sri Sathya Sai College for Men, offering Undergraduate, Post graduate, Doctoral programmes and Professional courses (e.g. MBA)
- (b) **Anantapur Campus (A.P.)** – Sri Sathya Sai College for Women, offering Undergraduate, Postgraduate and Professional courses
- (c) **Brindavan Campus (Whitefield, Bangalore, Karnataka)** – Sri Sathya Sai College for Men, offering Undergraduate programmes

2. Sri Sathya Sai Colleges affiliated to local universities

- (a) **Sri Sathya Sai College in Jaipur (Rajasthan)** – Undergraduate College of Arts, Science and Commerce
- (b) **Sri Sathya Sai College in Bhopal (Madhya Pradesh)** – Undergraduate College of Arts, Science and Commerce
- (c) **Sri Sathya Sai College in Bhubaneswar (Orissa)** – Undergraduate College of Arts, Science and Commerce

Sathya Sai Schools

State	Name of the School	Place
Andhra Pradesh	Sri Sathya Sai Vidya Vihar	Kurnool
	Sri Sathya Sai Vidya Vihar, Amberpet	Hyderabad
	Sri Sathya Sai Vidya Mandir, Moosapet	Hyderabad
	Sri Sathya Sai Vidya Niketan, Railpet	Guntur
	Sri Sathya Sai Vidya Sadan	Cuddapah
	Sri Sathya Sai Vidya Vihar	Visakhapatnam
	Sri Sathya Sai Gurukulam E.M. School	Rajahmundry
	Bhagawan Sri Sathya Sai E.M. School	Chittoor
Assam	Prashanti Divine Valley School	Dibrugarh
	Vidya Jyoti School	Shiva Sagar
	Sri Sathya Sai Vidya Vihar	Golaghat
	Sri Sathya Sai Shishuvihar	Guwahati

State	Name of the School	Place
Bihar	Sri Sathya Sai Vidya Mandir	Patna
Chhatisgarh	Sri Sathya Sai Vidya Mandir	Bhilai
Delhi	Sri Sathya Sai Vidya Vihar, Kalkaji Extn.	New Delhi
Gujarat	Sri Sathya Sai Primary School	Surat
	Sri Sathya Sai Vidya Mandir	Ahmedabad
	Sri Sathya Sai Vidya Niketan	Navasari
	Sri Sathya Sai Vidya Mandir	Morbi
	Sri Sathya Sai Vidya Mandir	Rajkot
Haryana	Sri Sathya Sai School	Sonepat
Karnataka	Sri Sharada Vidyamandir	Muddanhalli
	Sri Sathya Sai Academy of Intergrated Education	Shimoga
	Sri Sathya Sai Loka Seva High School	Alike (Dist. Dakshin Karnnda)
	Sri Sathya Sai Loka Seva Preuniversity College	Alike (Dist. Dakshin Karnnda)
	Sri Sathya Sai Vidya Kendra	Alike (Dist. Dakshin Karnnda)
	Sri Sathya Sai Loka Seva Higher Primary School	Alike (Dist. Dakshin Karnnda)
	Sri Sathya Sai Vidya Kendra	Chokkady (Dist. Dakshin Karnnda)
	Sri Sathya Sai Prashanti Educational Institution	Siddapur
	Sri Sathya Sai School	Bijapur
	Sri Sathya Sai Jyoti Shikshan Samithi	Devanagare
	Sri Sathya Sai Balmandir	Kolar
	Sri Sathya Sai Vidya Niketan	Bagepalli
Kerala	Sri Sai Vidya Vihar	Aluva
	Sri Sathya Sai Nursery School	Kannur
	Sri Sathya Sai U.P.School, Koduvayur	Palakkad
	Prasanthi Vidya Kendra	Kasargad
	Sri Sathya Sai Vidya Peeth	Katalur
	Sree Sai Vidya Peeth	Sri Sailam

State	Name of the School	Place
Madhya Pradesh	Sri Sathya Sai Vidya Vihar	Ratlam
	Sri Sathya Sai High Primary and Secondary School	Bhopal
	Sri Sathya Sai Vidya Vihar Bal Mandir	Indore
	Sri Sathya Sai Vidya Vihar	Guna
Maharashtra	Sri Sathya Sai Vidya Mandir Primary and Secondary School, Dharmakshetra	Mumbai
	Sri Sathya Sai Vidya Mandir Primary and Secondary School, Aksa	Mumbai
Orissa	Sri Sathya Sai Vidya Vihar	Balasore
	Sri Sathya Sai Vidya Vihar	Bhadrak
	Sri Sathya Sai School, Kandagiri	Bhubaneswar
	Sri Sathya Sai Vidya Vihar	Dhenkanal
	Sri Sathya Sai High School	Khurda
	Sri Sathya Sai Bidyabihar	Cuttack
	Sri Sathya Sai School	Cuttack
	Sri Sathya Sai Vidya Vihar	Gajapati
	Sri Sathya Sai Bidya Vihar, Bhaiyanagar	Ganjam
	Sri Sathya Sai Vidya Vihar, (Oriya) Behranpur	Ganjam
	Sri Sathya Sai Vidya Vihar, Behranpur	Ganjam
	Sri Sathya Sai Vidya Bhavan	Chatrapur (Distt. Ganjam)
	Sri Sathya Sai Vidya Mandir (Convent)	Kalahandi
	Sri Sathya Sai Vidya Vihar	Mayurbhanj
Sri Sathya Sai Vidya Mandir	Sundargarh	
Sri Sathya Sai Jnana Vikas School	Pankapal	
Punjab	Sri Sathya Sai Vidya Niketan	Baghpur (Hoshiarpur)
	Sai Saraswati Vidya Mandir	Patiala
	Sathya Jyoti Pioneer High School	Patiala
	Sai Vidya Niketan	Ludhiana
	Y. M. Sai Public School	Sirhind
	Sai Model High School	Patiala

State	Name of the School	Place
Rajasthan	Sri Sathya Sai School	Jaipur
Tamil Nadu	Sri Sathya Sai Matriculation School	Salem
	Sri Sathya Sai Bala Gurukulum Matriculation School	Hosur
	Sri Sathya Sai Matriculation School	Erode
	Sri Sathya Sai Institute of Educare	Chromepet
	Sri Sathya Sai Matriculation School	Kandarapalli
	Sri Sathya Sai Matriculation School	Tirupur
	Sri Sathya Sai Nursery & Primary School, Ambathur	Chennai
	Sri Sathya Sai Bala Gurukulum Matriculation School	Palayankottai
Uttar Pradesh	Sri Sathya Sai School	Allahabad
Uttaranchal	Sri Sathya Sai School	Tapovan
West Bengal	Sri Sathya Sai Bal Vihar	Kolkata
	Sri Sathya Sai Bal Vihar	24 Paraganas

Source: Institute of Sathya Sai Education, Mumbai

APPENDIX 3: SATHYA SAI SCHOOLS AROUND THE WORLD (Outside India)

Country	Sathya Sai School	Place
Argentina	Sathya Sai School Mahatma Gandhi	Buenos Aires
Australia	Sathya Sai Primary School K-6	New South Wales
Brazil	Sathya Sai School	Brumandinho
Brazil	Sathya Sai School	Ribeirao Preto, São Paulo
Brazil	Sathya Sai School of Goias	Goiás
Brazil	Sathya Sai School	Jaboatao
Brazil	Escola Sathya Sai de Vila Isabel	Rio de Janeiro
Canada	Sathya Sai School of Canada	Toronto
Chile	Sathya Sai School of la Serena	Comuna de La Serena
Ecuador	Sathya Sai School of Bahia de Caraquez	Manabi
Ecuador	Sathya Sai School of Guayaquil	Guayaquil
Fiji	Sathya Sai School of Fiji	Laotoka
Indonesia	Sathya Sai School of Bengkulu	Bengkulu
Indonesia	Sai Prema Kumara	Bali
Kenya	Sathya Sai School of Uthiru	Nairobi
Kenya	Sathya Sai School of Kisaju	Kajiado
Malaysia	Sekolah Rendah Sathya Sai	Kuala Lumpur
Mauritius	Sathya Sai School of Vacoas	Vacoas
Mexico	Centro Educare Rayenari	Chihuahua
Mexico	Sathya Sai Montessori de Cuernavaca	Morelos
Nepal	Sathya Sai School Shiksha Sadan	Kathmandu
Nepal	Sathya Sai School Vidyashram	Pokhara
New Zealand	Sathya Sai School of Rongomai	Manukau City
Nigeria	Sathya Sai School of Nigeria	Lagos
Paraguay	Sathya Sai School "Droplets of Light"	Asuncion
Peru	Escuela Sathya Sai De Valores Humanos de Tiabaya	Arequipa
Philippines	Sathya Sai School of Pilillia	Rizal
Singapore	Sathya Sai School of Singapore	Singapore
South Africa	Sathya Sai School of Gauteng/Lenasia	Gauteng
South Africa	Sathya Sai School of Chatsworth	Chatsworth
South Africa	Sathya Sai School of Newcastle	Natal
South Africa	Sathya Sai School of Cape Town	Cape Town
Sri Lanka	Sathya Sai School of Manipay	Jaffna
Taiwan	Sathya Sai School of Taipei	Taipei
Thailand	Sathya Sai School of Thailand	Lopburi
United Kingdom	Sathya Sai School of St. Andrews	Scotland
United Kingdom	Sathya Sai School of Leicester	England
Venezuela	Sathya Sai School Unidad Educativa Colegio Valores Humanos	Táchira
Zambia	Sathya Sai Basic (Primary) – Girls School	Ndola
Zambia	Sathya Sai Basic (Primary) – Boys School	Ndola
Zambia	Sathya Sai High (Secondary) – Boys School	Ndola

APPENDIX 4: COUNTRIES WITH SATHYA SAI EDUCATION PROGRAMMES

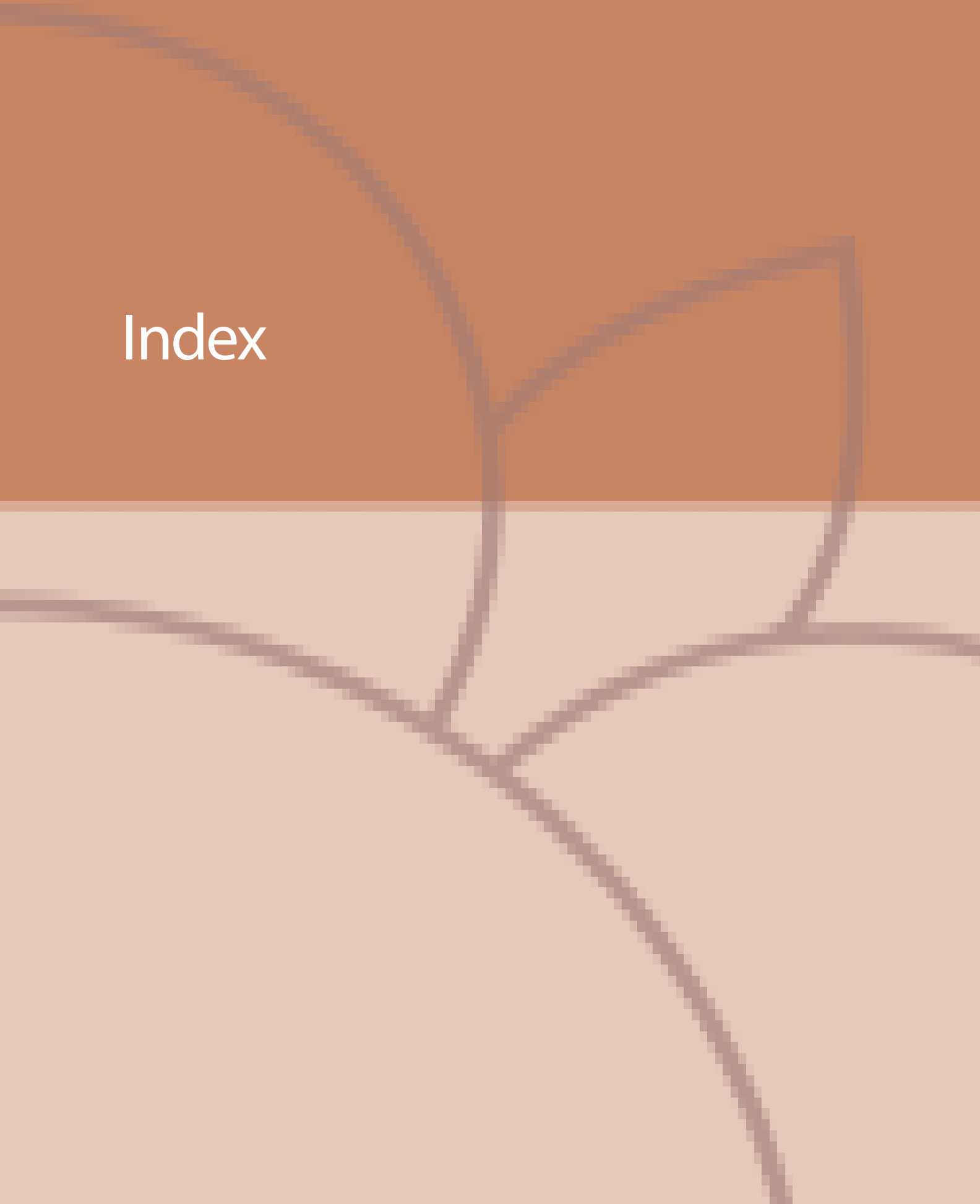
**Sai Spiritual Education (SSE); Sathya Sai Education in Human Values (SSEHV)
Sathya Sai Schools; Institutes of Sathya Sai Education (ISSE)**

		SSE/SSEHV	Schools	ISSE
1	Abu Dhabi (UAE)	x		
2	Argentina	x	x	x
3	Australia	x	x	x
4	Austria	x		
5	Bahrain	x		
6	Belgium	x		
7	Belize	x		
8	Belorussia	x		
9	Bolivia	x		
10	Bosnia & Herz.	x		
11	Botswana	x		
12	Brazil	x	x	x
13	Brunei	x		
14	Bulgaria	x		
15	Cameroon	x		
16	Canada	x	x	
17	Chile	x	x	x
18	China*	x		
19	Colombia	x		x
20	Costa Rica	x		
21	Croatia	x		
22	Czech Rep.	x		
23	Denmark	x		x
24	Dominican Republic	x		x
25	Dubai (UAE)	x		
26	Ecuador	x	x	
27	El Salvador	x		x
28	Fiji	x	x	
29	Finland	x		
30	France	x		
31	Gabon	x		
32	Germany	x		
33	Ghana	x		
34	Greece	x		
35	Guatemala	x		x
36	Hong Kong	x		x
37	Hungary	x		
38	India	x	x	x
39	Indonesia	x	x	
40	Ireland	x		x
41	Israel	x		
42	Italy	x		
43	Ivory Coast	x		
44	Japan	x		x
45	Kazakhstan	x		
46	Kenya	x	x	
47	Kuwait	x		

		SSE/SSEHV	Schools	ISSE
48	Latvia	x		
49	Lithuania	x		
50	Macedonia	x		
51	Malawi	x		
52	Malaysia	x	x	
53	Mauritius	x	x	
54	Mexico	x	x	x
55	Montenegro	x		
56	Morocco	x		
57	Nepal	x	x	
58	Netherlands, The	x		
59	New Zealand	x	x	x
60	Nigeria	x	x	
61	Oman	x		
62	Panama	x		
63	Paraguay	x	x	
64	Peru	x	x	
65	Philippines, The	x	x	x
66	Poland	x		
67	Portugal	x		
68	Puerto Rico	x		x
69	Qatar	x		
70	Romania	x		
71	Russia	x		
72	Ruwais (UAE)	x		
73	Saudi Arabia	x		
74	Serbia	x		
75	Sharjah (UAE)	x		
76	Singapore	x	x	
77	Slovakia	x		
78	Slovenia	x		
79	South Africa	x	x	x
80	South Korea	x		
81	Spain	x		
82	Sri Lanka	x	x	
83	Sweden	x		
84	Switzerland	x		
85	Taiwan	x	x	
86	Tanzania	x		
87	Thailand	x	x	x
88	United Kingdom	x	x	x
89	Ukraine	x		
90	Uruguay	x		
91	United States of America	x		x
92	Venezuela	x	x	x
93	West Indies	x		x
94	Zambia	x	x	x
95	Zimbabwe	x		

*Guangdong and 'Qinghai Provinces

Index



Index

A

Abu Dhabi (UAE) 127, 187
 academic growth 118
 academic programmes 105
 Academy of Sathya Sai Education in Malaysia 129
 accreditation 73, 113, 122
 Accreditation Commission 118
 admission policy 103
 Africa 14, 35, 40, 47, 51, 63, 120, 121, 127, 131, 132, 137, 142, 145, 160
 Ahimsa 3
 Argentina 14, 187
 Asia 35, 38, 48, 63, 131, 132, 142, 161, 162, 172
 Asian Development Bank 132
 atmosphere of love 76
 Australia 14, 15, 36, 38, 39, 46, 48, 55, 63, 65, 72, 73, 80, 84, 88, 90, 93, 96, 97, 98, 119, 123, 127, 128, 129, 130, 132, 137, 138, 139, 140, 142, 144, 145, 147, 148, 156, 168, 175, 186, 187
 Austria 42, 54, 127, 187
 Awareness Course 107, 108, 109

B

Bahrain 45, 187
 Bal Vihar 11, 13
 Bal Vikas vii, 32, 46, 71, 89, 146
 achievements 143
 Ceiling on Desires 11
 early beginnings of Sathya Sai Education 19
 for children of devotees 13
 in India 38
 name changed to SSE outside India 12
 Name chosen 11, 35
 non-formal education 20, 25, 32
 relationship to SSEHV 21
 student statements 37, 144
 teachers 11, 38
 values imparted 11
 behavioural changes 75
 Belgium 42, 127, 187
 Belize 187
 Belorussia 187

BISSE See British Institute of Sathya Sai Education and ISSE-UK under Institutes of Sathya Sai Education
 Bolivia 187
 Bosnia and Herzegovina 54
 Botswana 40, 187
 Brazil 15, 28, 44, 45, 58, 59, 75, 76, 86, 87, 90, 121, 122, 135, 175, 186, 187
 Brunei 131, 132, 187
 Bulgaria 127, 187

C

Cameroon 187
 Canada 15, 44, 56, 58, 78, 82, 86, 88, 120, 123, 129, 186, 187
 Ceiling on Desires
 aspect of Right Conduct 8
 inception of programme 11
 programme included in Sathya Sai Schools 78, 138
 Centres 88
 Chancellor 24, 105, 106, 107, 112
 character, character development 6, 7, 82, 118, 128, 135
 key component of education 135
 knowledge, character and intelligence 117
 reflected in words and behaviour 6
 Sathya Sai Schools 14, 81
 Sri Sathya Sai University 24, 110, 111
 SSE 25, 38
 SSEHV 13, 21, 47, 145
 standards 118, 157
 "stands for" 170
 Charter for Sathya Sai educationists 156, 157
 Chile 44, 59, 74, 80, 90, 121, 122, 123, 143, 176, 186, 187
 China 26, 48, 49, 57, 87, 97, 128, 131, 132, 187
 citizenship 7, 21, 154, 166, 171
 cognitive evolution 35
 cognitive skills and knowledge 117
 coherence in goals and objectives 152
 College of Arts, Science and Commerce 105, 182
 Colombia 44, 58, 60, 90, 176, 187
 Costa Rica 187

- Croatia 42, 54, 55, 127, 187
Cultural, culture 5, 19, 21, 22, 25, 30, 36, 45, 47, 55, 63, 64, 69, 73, 76, 77, 79, 93, 95, 96, 109, 111, 112, 118, 131, 135, 138, 144, 145, 151, 152, 154, 165, 166, 168
curriculum 21, 22, 31, 83, 93, 97, 108, 128, 130
 Australian school 123
 Development of 12, 154
 Development institute 162
 first official SSEHV_ 13, 56
 for human excellence 15
 Human Values_ 92
 Integrating five human values in 7, 10, 13, 106, 139
 National 84, 121, 122, 140, 168, 169
 of formal education 153
 refinements in 151
 SAI 2000 118, 120
 SSE_ in Middle East 45
 specialists 132
 uniting SSE and SSEHV 155
Czech Republic 127
- D**
Denmark 14, 15, 43, 54, 65, 66, 89, 90, 92, 127, 128, 176, 187
development
 environmental 157
 of character (see character development)
 of head, heart and hand 108
 of the human personality 108, 140, 153, 165, 166, 167, 169
 of the whole being 170, 171
 social 157
 spiritual 10, 154, 168
 sustainable 108
Dharma 3, 8, 11, 15, 37
Diploma 15, 92, 93, 95, 97, 130, 141, 142, 147, 148, 154
discourses 27, 30, 63, 64, 151
divine inner nature 14
Divinity 5, 6, 8, 10, 35, 143, 169
Dominican Republic 44, 60, 176, 187
Dubai (UAE) 127, 187
- E**
Ecuador 15, 41, 71, 74, 75, 80, 84, 85, 116, 120, 122, 140, 143, 170, 186, 187
- Educare
 begins 152
 concept of 5
 conference 45, 128
 dynamics of 172
 guiding principles of 6
 origin 5
 philosophy of 22, 172
 philosophy of Sathya Sai Education 5
 process of 10, 19, 37, 118, 123
 Task Force on 123
education
 education for life 3
 end of __ is character 3
 establishing peace and freedom 28
 Free education 15, 22, 106, 141, 160
 Integral_ See Integral Education
 moral and cultural dimensions of 168
 prevailing __ system 27, 47, 117
 purpose, essence of 3, 6, 19, 103, 143, 165, 166, 172
 secular and spiritual __ 5, 11, 19, 137, 151
 without character 167
Education Committee 123, 135, 158, 162
Education for All by 2015 162
Education Trusts 84
educational mission of Sri Sathya Sai Baba 105
Europe 14, 15, 35, 40, 42, 47, 53, 54, 63, 93, 127, 160, 176
El Salvador 14, 44, 177, 187
ESSE See ISSE-Europe under Institutes of Sathya Sai Education
Estonia 127
experiential learning 47, 153
external peer-review 119
- F**
Fiji 15, 38, 39, 55, 88, 103, 123, 127, 128, 129, 141, 155, 186, 187
Finance and asset management 118
Finland 127, 187
five human values 6, 7, 16, 21, 22, 25, 26, 27, 29, 36, 64, 70, 78, 80, 131, 135, 138, 139, 143, 152
five teaching techniques 10, 19, 21
France 42, 127, 172, 187
Funding 15
funding 84, 85
Fundsathya Trust 87
Future Perspectives on Quality Assurance 123

G

Gabon 40, 187
 Germany 34, 42, 54, 127, 187
 Ghana 14, 51, 132, 187
 give and forgive 131
 globalisation 108, 117, 166
 goal of life 11, 153
 Greece 42, 54, 55, 127, 187
 Greenland 127
 Guatemala 44, 58, 60, 90, 122, 177, 187

H

head, heart and hand (3HV) 108, 148
 Hong Kong 36, 39, 49, 90, 97, 98, 128, 130, 177, 187
 human excellence 15, 16, 22, 30, 138, 165, 171
 human values-based water education 131, 132, 142, 161, 162
 Hungary 28, 127, 187

I

India
 Bal Vikas 11, 35, 38
 ISSE 15, 89, 90, 92, 97, 98, 120
 model for youth leadership 158
 origin of Sathya Sai Education system 19, 135
 residence of Sri Sathya Sai Baba 3
 Sanathana Sarathi 27
 Sathya Sai Colleges and University 14, 24
 Sathya Sai Schools 14, 69, 72
 Sri Sathya Sai University "crest jewel" 137
 SSEHV 13, 48
 Ireland 35, 90, 178, 187
 Israel 52, 187
 Italy 42, 54, 127, 187
 Ivory Coast 187
 Indonesia 14, 15, 38, 49, 128, 129, 131, 132, 139, 186, 187
 Institutes of Sathya Sai Education
 Advanced Diploma 15, 97, 142, 147, 148
 British Institute of Sathya Sai Education 53
 Diploma Course 92
 Institute of Sathya Sai Education, Thailand 48
 instructional materials 53
 international cooperation 127, 128, 131, 142
 ISSE-Africa (TAISSE) 47, 52, 93, 127, 132

ISSE-Australia 97, 98
 ISSE-Europe (ESSE) 14, 47, 54, 90, 92, 94, 127, 128
 ISSE-Hong Kong 98
 ISSE-India 15, 92, 98
 ISSE-Japan 50
 ISSE-South Africa 52
 ISSE-Thailand 14, 15, 47, 48, 49, 50, 51, 52, 53, 88, 90, 92, 97, 98, 127, 128, 130, 132, 142
 ISSE-UK (BISSE) 47, 52, 53, 93
 locations 90
 quality assurance of Sathya Sai Schools at regional level 121
 relationship to Sathya Sai Schools 15, 23, 89, 91, 140, 159
 school governance role of_ 84
 teacher training 25, 58, 61
 The African Institute of Sathya Sai Education 66

Instruction, curriculum, and assessment 118

Integral Education

combines spiritual and secular education 27, 29
 human personality 107
 pedagogy of 7
 Sri Sathya Sai University 107
 transformation of society 172

International Commission on Education for the Twenty-first Century 166

International Commission on the Development of Education 167

international cooperation 127, 128, 131, 142

inward path (nivritti) 169

Ireland 53

Israel 52

Italy 42

J

Japan 14, 39, 50, 76, 85, 90, 97, 128, 132, 150, 159, 168, 170, 178, 187

K

Kazakhstan 36, 42, 50, 129, 132, 187
 Kenya 15, 40, 51, 73, 74, 81, 84, 132, 141, 186, 187
 Key Priorities 155, 156, 157, 160, 162
 Kuwait 45, 187

L

- “living by example” 73
- Latin America 15, 44, 58, 60, 121, 122, 137
- Latvia 127, 188
- learning materials 154
- learning to live together 171
- lesson plan 13, 21, 25, 31, 65, 94
- life-long learning 19, 118, 153, 156, 157, 172,
- Lithuania 42, 43, 54, 126, 127, 128, 188
- Look up and aim high 121
- Love
 - alleviate anxiety and fear 9
 - brotherhood 135
 - Deenajanoddharanna Prathakam 71
 - described 9
 - divinity is __ 6, 7
 - effect on school staff 79
 - Five Human Values 3
 - foundation for character 170
 - inclusion of __ in programs 13, 76, 79, 88, 105
 - lead moral life 3
 - leads to unity 35
 - learning environment infused with 24
 - omnipresent __ 146
 - one of nine important qualities 10
 - Radio Sai Global Harmony 63
 - relationship to other human values 7
 - religion without __ dangerous 167
 - self confidence and __ 41
 - selfless __ 123
 - teaching through 19, 47, 50

M

- Macedonia 54, 127, 188
- Malawi 40, 188
- Malaysia 14, 15, 35, 38, 128, 129, 130, 131, 132, 186, 188
- Mauritius 14, 15, 36, 40, 52, 82, 97, 132, 186, 188
- Mexico 14, 15, 44, 59, 60, 62, 72, 74, 82, 119, 121, 122, 130, 135, 146, 147, 178, 186, 188
- Millennium Development Goal of Education for All 162
- Ministry of Education 23, 48, 52, 53, 89, 140
- Montenegro 55, 127, 188
- Morocco 40, 44, 52, 127, 130, 188
- MOU 95

N

- Nepal 15, 38, 48, 50, 81, 83, 132, 137, 186, 188
- Netherlands 36, 43, 56, 127, 188
- New Zealand 14, 123, 128, 179
- Nigeria 14, 40, 186, 188
- Nonviolence
 - caring society 131
 - defined 9
 - effect on parents 74
 - five human values v, 3, 13, 21, 82, 169
 - one of nine important qualities 10
 - foundation for character 170
 - relationship to other values 7
- Norway 127

O

- Oman 45, 130, 188
- Organisational atmosphere 118
- outcomes of learning 95, 118, 121, 153, 154, 156
- outward path (pravritti) 169

P

- Panama 44, 60, 188
 - Papua New Guinea 128
 - Paraguay 14, 15, 57, 74, 80, 84, 122, 134, 150, 186, 188
 - parents to be exemplars 61
 - Partnerships 23, 93
 - Peace 13, 16, 21, 74
 - caring society 131, 169
 - Convention of the Rights of the Child 165
 - defined 9
 - effect on school staff 79
 - five human values v, 3, 46, 131, 170
 - in society 28, 153
 - foundation for character 170
 - Nobel 63, 78
 - relationship to other values 7
 - Sanathana Dharma 11
 - school climate 73, 75, 82, 83, 106
 - transformation 153, 169
 - UN Charter 131
 - world __ vii, 9, 127, 157, 166
- pedagogy vi, 5, 7, 9, 19, 22, 29, 87, 93, 130, 161
 - personal, social and health education 154

- Peru 56, 60, 84, 122, 123, 186, 188
 Philippines 14, 15, 39, 48, 51, 61, 77, 78, 84, 90, 119, 123, 127, 131, 132, 142, 179, 186, 188
 Philosophy of Sathya Sai Education 14, 19, 22, 29, 33, 156, 172
 pilot programme 41, 56
 Poland 127, 188
 Portugal 188
 Prema 3, 11, 186
 psychological support 76
 public education 84, 117, 123
 Puerto Rico 90, 179, 188
- Q**
 Qatar 45, 188
 quantitative data 117
- R**
 Radio Sai Global Harmony 20, 30, 33, 63, 64, 153
 research 23, 89, 91, 96, 97, 98, 103, 113, 122, 135, 143, 146, 148, 157
 Right Conduct
 caring society 131
 defined 8
 five human values 3
 foundation for character 170
 relationship to other values 7
 school climate 83
 Romania 127, 188
 Russia 15, 28, 42, 54, 55, 63, 127, 188
 Ruwais 45, 188
- S**
 SAI 2000 73, 119
 Sai Spiritual Education 11, 13, 20, 23, 33, 36, 66, 89, 144, 148, 153, 187
 aims of SSE 25
 origin of name 12, 35
 quality assurance 123
 research 143
 training 23, 155
 Sanathana Sarathi 20, 27, 28, 33, 64, 114, 162
 Sathya Sai Colleges 20, 24, 33, 137, 182
 Sathya Sai Education in Human Values 13, 14, 20, 23, 25, 26, 31, 33, 45, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 58, 59, 60, 61, 63, 73, 74, 80, 81, 83, 86, 89, 92, 93, 94, 95, 96, 97, 98, 99, 123, 128, 129, 130, 137, 141, 145, 146, 152, 153, 154, 156, 159, 160
 character development 21
 global growth 35, 127
 origin of name 13, 21
 research 143
 teacher training 155
 Sathya Sai Education Trusts 84
 Sathya Sai Organisation 11, 12, 13, 14, 15, 23, 25, 26, 41, 48, 50, 52, 53, 60, 61, 63, 64, 84, 85, 86, 87, 117, 118, 119, 120, 121, 122, 123, 145, 147, 159, 162
 Sathya Sai Parenting 20
 Sathya Sai Schools
 countries with 187
 enrollment growth 72
 formal education 22, 32
 free education in 15, 22, 106, 141, 160
 funding 15, 84
 governance structure of 84
 grades served 72
 independent appraisals 135
 national, state curriculum 122, 139
 purpose, goals 15, 22
 quality assurance of 121
 school climate 73, 75, 79, 82, 118
 school day 69, 73, 74, 81
 relationship to ISSE 15, 23, 89, 91, 140, 159
 relationship to SSE, SSEHV 31
 residential, nonresidential 81
 respecting diversity 69, 81
 teachers 87, 88, 92, 138, 155, 156, 160
 Thailand 15, 50, 69, 73, 77, 84, 119, 123, 137, 139, 140
 viewed as model schools 84, 122, 139, 141, 156, 158, 160
 volunteers 87
 Zambia 15, 69, 74, 83, 84, 85, 119, 123, 137, 139, 140
 Saudi Arabia 45, 52, 188
 scientific 5, 8, 117, 165
 SEAMEO See South East Asian Ministers of Education Organisation
 secular 5, 13, 19, 24, 27, 106, 107, 111, 137, 151, 157, 170
 Self-confidence and self-satisfaction 169
 selfless service 8, 10, 21, 22, 25, 26, 52, 151, 170, 171

- self-review 118, 119, 156
 - seminars 15, 47, 49, 52, 54, 92, 93, 94, 99, 127, 129, 130, 153, 162
 - Serbia 55, 127, 188
 - servicing the community 144
 - Shanthi 3
 - Sharjah 45, 188
 - Singapore 39, 127, 128, 131, 132, 186, 188
 - Slovakia 188
 - Slovenia 41, 53, 55, 56, 88, 188
 - social and emotional aspects of learning 154
 - social conscience 22, 112
 - South Africa 14, 15, 36, 40, 52, 90, 93, 119, 120, 121, 122, 131, 137, 139, 140, 146, 168, 179, 186, 188
 - South East Asian Ministers of Education Organisation 48, 97, 132, 142, 161, 162
 - South Korea 188
 - Spain 43, 56, 181, 188
 - spiritual life 6
 - spirituality
 - successful synthesis with modern science and technology 106
 - discourses by Sri Sathya Sai Baba 27
 - expression of 138
 - guides one to Self-knowledge 169
 - life's opportunity to understanding self and__(LOTUSS)41
 - non-doctrinal and trans-religious 63
 - report of the International Commission on the Development of Education 167
 - Sathya Sai Educare 94
 - science and _ 8
 - Sri Lanka 14, 15, 38, 97, 128, 130, 132, 137, 186, 188
 - Sri Sathya Sai Arts and Science College for men 105
 - Sri Sathya Sai Baba quotations iii, 5, 6, 7, 8, 9, 10, 11, 19, 21, 23, 24, 27, 29, 35, 47, 69, 103, 104, 108, 114, 135, 143, 117, 120, 121, 122, 123, 124, 165, 166, 167, 169, 172, 151, 153, 160
 - Sri Sathya Sai Books and Publications Trust 13, 16, 27, 64, 66, 99, 100, 114, 162
 - Sri Sathya Sai Central Trust 33, 99, 110
 - Sri Sathya Sai Deenajanodharana Pathakam 69, 70, 71
 - Sri Sathya Sai Institute of Higher Learning 103, 105, 114, 137
 - Sri Sathya Sai International Centre for Human Values 48, 99
 - Sri Sathya Sai Mirpuri College of Music 105
 - Sri Sathya Sai University 14, 20, 24, 29, 32, 103, 137, 158
 - Sri Sathya Sai World Foundation 135, 151, 158, 162
 - SSE See Sai Spiritual Education
 - SSEHV See Sathya Sai Education in Human Values
 - Standard Setting 157
 - standardisation 15, 98
 - State and Private Schools 21
 - Stories of exemplars 25
 - Strategic Plan 151
 - strengthening values education 127
 - students have to imbibe nine important qualities 10
 - Study Circles 20, 29, 33
 - Sweden 43, 56, 127, 141, 142, 188
 - Switzerland 56, 127, 188
 - Syllabus 11, 15, 35, 69, 92, 124, 154
- T**
- TAISSE See The African Institute of Sathya Sai Education
 - Taiwan 14, 15, 19, 38, 39, 78, 79, 97, 128, 130, 186, 188
 - Tanzania 40, 132, 188
 - teachers 10, 11, 12, 13, 14, 15, 21, 24, 142
 - teaching materials 95
 - Teens and Young Adults 26
 - Thailand 14, 15, 16, 22, 30, 47, 48, 49, 50, 51, 52, 53, 57, 65, 66, 68, 69, 73, 75, 77, 87, 88, 90, 93, 97, 98, 100, 119, 123, 124, 127, 128, 129, 130, 132, 137, 139, 140, 142, 147, 168, 180, 186, 188
 - The African Institute of Sathya Sai Education 66, 90, 100, 127, 181
 - The Netherlands 36, 43, 56, 127
 - Training
 - teacher training 15
 - Training of Professional Teachers 93
 - training programmes 38
 - tuition or entry fees 103
 - transformation 3, 10, 166
 - True marks arise from the heart 122
 - trust fund 71
 - Truth 9, 11, 13, 16, 21, 29, 37, 83, 170, 171
 - caring society 131
 - defined 8

discovery of 29
 educare 6
 effect on parents 74
 Five Human Values 3
 follow __ 37
 foundation for character 170
 God 113
 one of nine important qualities 10
 oneness 171
 relationship to other values 7
 South Africa constitutional values 168
 supreme __, practical __ 135

U

UAE 53, 127, 187, 188
 UK *See* United Kingdom
 Ukraine 43, 55, 188
 UNESCO 142, 172
 UN-HABITAT 48, 51, 98, 132, 142, 161
 United Arab Emirates 53, 130
 United Kingdom 11, 13, 14, 15, 35, 40, 41, 47, 52,
 53, 56, 65, 77, 81, 83, 85, 88, 90, 93, 97, 123, 127,
 140, 143, 144, 168, 180, 186, 188
 United Nations 23, 48, 51, 98, 127, 131, 132, 137,
 142, 158, 161, 162
 United States of America 11, 13, 41, 44, 56, 58, 66,
 96, 117, 180, 188

unity in diversity 64, 151, 152, 158, 169, 171
 unity in thought, word, and deed 6, 38
 Uruguay 44, 60, 188
 USA *See* United States of America
 Uzbekistan 132

V

Venezuela 14, 15, 44, 60, 61, 76, 79, 83, 84, 87, 90,
 122, 130, 181, 186
 Vidya 27
 volunteer 47, 87

W

Websites 20, 30, 32, 33, 64
 West Indies 44, 90, 181, 188
 Women's College 105
 workshop 13, 14, 50, 58, 79

Z

Zambia 14, 15, 40, 52, 66, 69, 74, 83, 84, 85, 90, 93,
 95, 98, 100, 119, 127, 132, 137, 139, 140, 145, 181,
 186, 188
 Zimbabwe 14, 40