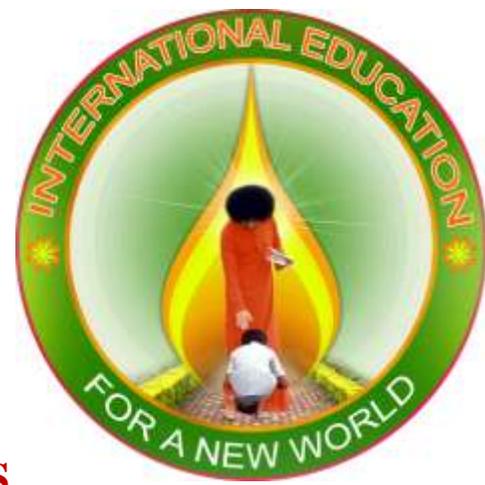




Prof. Dr. Albert Ferrer



SAI INTERNATIONAL SCHOOLS.

**Philosophy of Education and Practical Pedagogy
For Integral Education in Human Values:
Towards the new holistic paradigm.**



This Project is presented through:

- **Illustrated books in PDF and printed format:**
 - **1200 pages complete book (3 volumes)**
 - **500 pages longer handbook/ 350 pages shorter handbook**
 - **250/ 150 pages summaries and other shorter presentations**

- **A set of illustrated books centred on topics/ perspectives**

- **A set of academic books and scholarly articles for Journals**

- **Power Point presentations (PPT)**

- **Videos/ interviews/ lectures (all in You Tube)**

Sai International Schools.



SAI INTERNATIONAL SCHOOLS :
To fulfil the will of Sri Sathya Sai Baba.

Registered under the International
Convention of Berne.

The great spiritual master Sathya Sai Baba worked for humanity throughout His entire life. His unique endeavour was recognized by the highest authorities of India. Several times, He expressed the wish to create a new generation of International Schools that would be a model of excellence and humanism to inspire the whole world by implementing the most profound message on education.

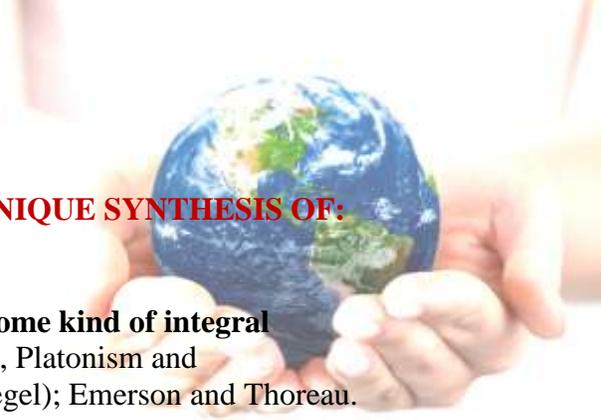
Prof. Dr. Albert Ferrer was called by Sathya Sai Baba Himself to prepare such kind of educational project on scholarly grounds.

From 2006 till 2018, Prof. Ferrer worked out a detailed pedagogic philosophy inspired by the principles of Sathya Sai Baba and other great sages and educationists, having specifically in mind the creation of Sai International Schools and Colleges. The Master spoke to him on different occasions about this Project, and gave him His guidance and blessings.



“Above all, realize that children are precious treasures.”

Sathya Sai Baba.



THIS EDUCATIONAL PROJECT CONSTITUTES A UNIQUE SYNTHESIS OF:

- **Comparative philosophy.**
The major philosophies through history evolving some kind of integral education on spiritual grounds: Vedanta, Buddhism, Platonism and Enlightenment/ Romanticism (Kant, Rousseau and Hegel); Emerson and Thoreau.
- **Intercultural pedagogy:**
The main schools of holistic education in the modern world.

In India: Vivekananda, Tagore, Aurobindo, Krishnamurti and Sathya Sai Baba.
In the Western world: Waldorf /Steiner, Montessori, Dewey and Kilpatrick.
- **The best academic excellence from Europe/ the West and the most profound self-inquiry towards self-realization from India/ the East.**
- **Science and spirituality** (quantum physics/ new science in dialogue with the traditions of wisdom); **human development and education.**

IN PARTICULAR, THE PROJECT PRESENTS FOR THE FIRST TIME AN ORIGINAL SYNTHESIS OF:

- **The most prestigious and holistic international syllabus: the International Baccalaureate from Geneva (Switzerland),**
- **And the most respected value-based education from India: Sri Sathya Education in Human Values (inspired by the great spiritual master of India, Sri Sathya Sai Baba).**

This is maybe the first proposal of integral education that really blends in depth the best from Europe/ the West and India/ the East in an international horizon towards the unity of mankind.

It is also valuable for its articulation of:

- **A coherent and comprehensive pedagogic system**
- **With aperture of mind, being flexible and open to innovation;**
- **And a theoretical frame on scholarly grounds**
- **Integrating education, philosophy, psychology and science.**

Beyond many superficial, amateurish interpretations of holistic pedagogies, this Project tries to unveil all the depth of integral value-based education in a serious academic format (at the same time beautiful and artistic) in order to bring it to the general public, and the educational, academic, scientific and governmental arena of the modern world on the threshold of a paradigm shift.



A PROJECT FOR HUMAN DEVELOPMENT AND EDUCATION.

**INTEGRAL OR HOLISTIC VALUE-BASED EDUCATION
IN AN INTERCULTURAL/ INTERNATIONAL HORIZON.**

**WITH AN INTERNATIONAL SYLLABUS (THE I.B. FROM GENEVA).
(To be formally proposed; informal interaction already going on.)**

**BLENDING IN DEPTH THE WEST AND THE EAST,
INTELLECTUAL/ ACADEMIC PERFORMANCE
AND THE HUMANISTIC/ SPIRITUAL QUEST.**

**AN INTERCULTURAL SYNTHESIS OF MAJOR PHILOSOPHIC SCHOOLS
AND PEDAGOGIC SYSTEMS FROM INDIA/ ASIA AND EUROPE/ AMERICA;**

**AN INTERDISCIPLINARY SYNTHESIS OF EDUCATION, PHILOSOPHY,
PSYCHOLOGY, SCIENCE AND SPIRITUALITY.**

UNFOLDING THE MULTI-DIMENSIONAL NATURE OF HUMANITY.

**MERGING ACADEMIC EXCELLENCE AND THE INNER BEING,
SCIENCE AND SPIRITUALITY, THE SPIRITUAL AND THE MATERIAL.**

**THROUGH A CHILD-CENTRED AND VALUE-BASED PEDAGOGY,
SELF-LEARNING AND SELF-INQUIRY TOWARDS SELF-REALIZATION.**

**KNOWING THAT THE KEY LIES IN CONSCIOUSNESS:
THE TRANSFORMATION OF HUMANITY TOWARDS
HIGHER STATES OF CONSCIOUSNESS AND VIBRATION.**

**THE PEDAGOGY OF QUANTUM PHYSICS AND NEW SCIENCE
IN DIALOGUE WITH SPIRITUAL PHILOSOPHY AND WISDOM:**

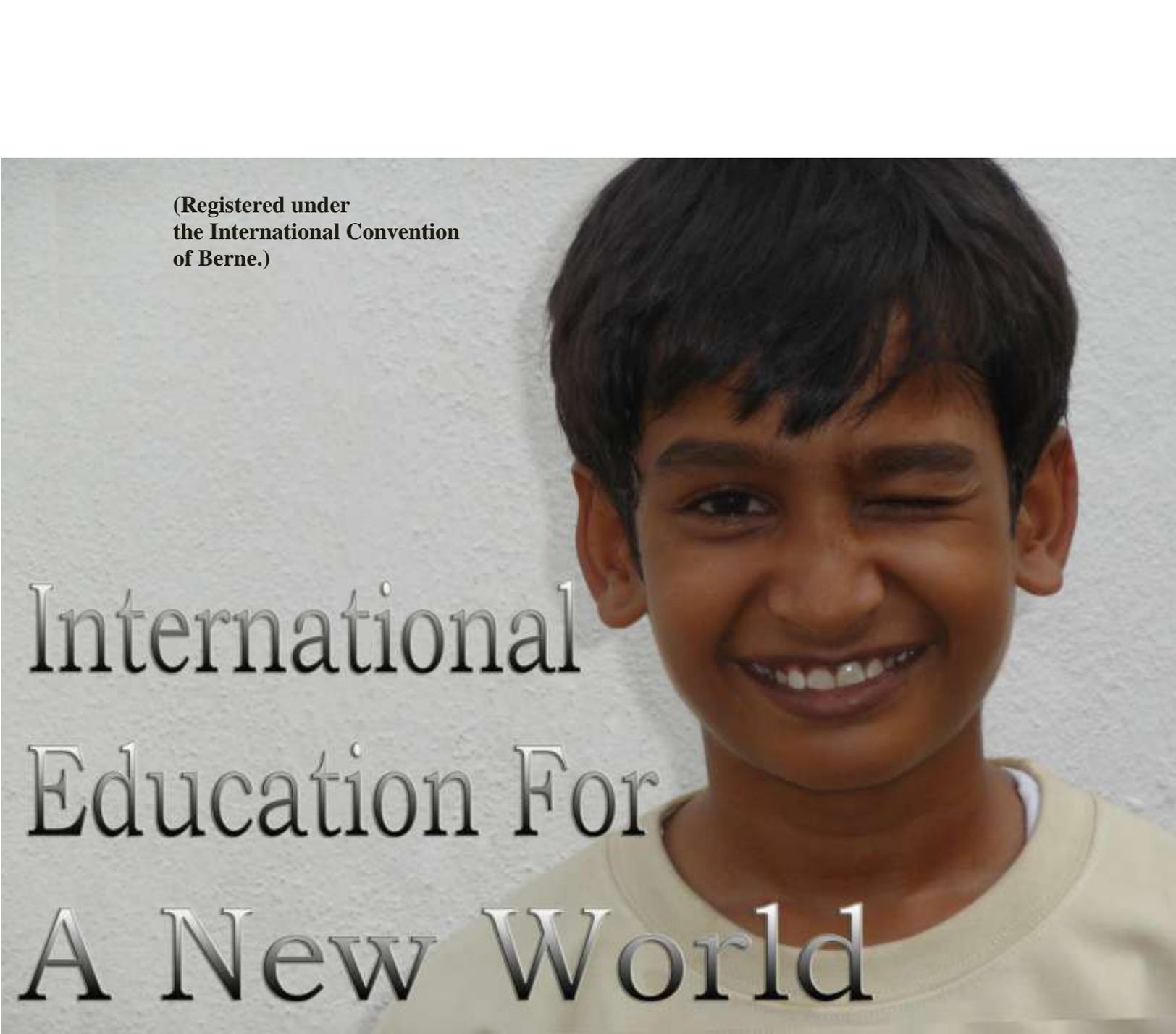
A NEW HOLISTIC PARADIGM AND A NEW HUMANISM.

TOWARDS THE UNITY OF MANKIND AND A NEW WORLD.

**The very presentation of the Project already tries to be integral, expounding the
scholarly contents in clear pedagogic ways and also through a beautiful artistic
format that already conveys the message by itself.**

**The 1200 pages book that fully develops the Project in detail constitutes a whole
treatise and encyclopaedia of the new holistic paradigm and integral education.
There are summaries and shorter presentations from 500 to 2 pages.**

(Registered under
the International Convention
of Berne.)



International Education For A New World

The Project.

OUR VISION.

- From the robotic system to conceptual education and academic excellence directed towards understanding, learning how to learn, free thinking, creativity and self-expression.
- From academic to human excellence, with ethics, human values, sensitiveness, self-inquiry and the blossoming of the inner spiritual dimension.
- From national/ religious/ social divisions to intercultural and inter-religious dialogue, solidarity, international understanding and the unity of mankind.



OUR MISSION IS TO:

- Spread through the entire world an integral, value-based and humanistic pedagogy on spiritual grounds that blends academic and human excellence, the left and the right brain hemispheres, the West and the East;

With a genuine spiritual inquiry from within through relation and dialogue unfolding human transformation towards higher states of consciousness and vibration, always in an international atmosphere under the ideal of human unity.

- Contribute to the development of the new holistic paradigm already outlined with the advent of quantum physics/ new science in dialogue with the traditions of spiritual philosophy and wisdom;

Hence, foster the unity of science and spirituality, the spiritual and the material, putting forward a unified theory of knowledge and an epistemology coherent with a holistic pedagogy, and ultimately, a new Humanism.

- Face and redress the present crisis of boys' education and alienation of boyhood while also caring of girls in a vision of harmony of the whole.



HIGHLIGHTS OF THIS EDUCATIONAL PROJECT:

Why is this Project so unique?

Never before its characteristics have been put together.



- It offers a profound philosophical, psychological and scientific foundation for integral education with scholarly standards and academic rigour;

While shorter presentations for a wider public are also available.

- It offers a comprehensive pedagogic practice ready to be implemented in any existing institute or in a newly created school,

Which, far from constituting a rigid system fixed once for ever, is flexible and open to research, innovation and creativity,
Knowing that holistic education is a dynamic process like Life itself.

- It deeply blends the best contributions from Europe/ the West and India/ the East through an open diversity of sources of inspiration (sages and philosophers),

In a totally international horizon and genuine intercultural dialogue towards the unity of mankind.

- It deeply blends science and spirituality in the line of the historical dialogue between quantum physics/ new science and the traditions of wisdom/ spiritual philosophy towards a new humanism and a new holistic paradigm, that is, an integral world view interweaving the spiritual and the material.

This is not the realm of religious organizations, with our respect for all of them, but rather that inner dimension unfolding through free self-inquiry towards self-realization.

- Far from aiming at an elite, it aspires to reach a wider spectrum of the population,

With social sensitiveness imbued with love and compassion, and hence, an earnest effort to implement educational policies for the most needed sectors of the society while contributing to raise the educational standards.

In strictly pedagogic terms, this Project is also original and quite unique:

- By offering an innovative school organization divided into academic mornings and holistic afternoons devoted to the other dimensions of the human being.
- By offering a comprehensive and truly integral pattern of workshops in the afternoons to cultivate all the facets of humanity;



In a flexible spirit, however, open to innovation and research, and centred on the creativity of children through the concept of the project.

- By integrating in a harmonious way the best contributions from the main schools of educational philosophy: Philosophical Idealism in dialogue with Existentialism, Naturalism, Realism and Pragmatism.
- By putting forward a middle path in education that avoids all sorts of extremes encountered through the history of education; And in particular, by putting forward a middle path in the crucial matters of freedom versus discipline, freedom versus protection of the child.
- By implementing the highest contributions of Western and Eastern Humanism into the educational process, Through a child-centred and value-based pedagogy that discloses the uniqueness of every child from inside, blending academic and human excellence, the left and the right brain hemispheres.

For this, the Project proposes an original five-fold holistic pedagogy unfolding all the domains of humanity:

- The physical dimension and the relationship with the environment;
- The relational dimension, ethics/ human values;
- The intellectual dimension with true academic excellence;
- The aesthetic dimension with emotional education and art-therapy;
- The inner or spiritual dimension through free self-inquiry.

This is the first attempt to combine the most prestigious international syllabus (International Baccalaureate from Geneva) and the most profound integral education in human values from the West and the East,

Fine academic training, sound holistic education and spiritual self-inquiry, blending the best from the West and the East.



Education for the XXIst century.



Project of

SAI INTERNATIONAL SCHOOLS AND COLLEGES.

**Initial campus/ model school:
Preferably in Puttaparthi (South India).**

However, the Project is open to a diversity of locations.

In the line of a new era of peace, cooperation and unity, we propose:

A UNIQUE KIND OF INTERNATIONAL CAMPUSES.

- **Model International Schools to inspire the entire world towards integral humanistic education in a spirit of brotherhood of mankind.**
 - **Including an Arts Section for children with an artistic vocation.**
- **Offering a Vocational School for children who will not pursue an academic syllabus till the end and prefer a practical profession.**
- **Developing into pioneering Colleges towards the new holistic paradigm.**

**Always blending academic excellence and human values,
Science and spirituality,
The West and the East.**



The main service of our International Schools will be the sponsoring of vocational schools, which may be part of the international campus itself, hence offering three complementary streams –all equally worthy-: academic, artistic and vocational –each with its various sections-.

These vocational schools can serve as a model for the education of children who will not pursue an academic syllabus till the end.

- Manifesting the pedagogic aberration of academic imposition upon children who will never go to academic colleges.
- Proposing efficient alternatives to academic school failure and drop outs.
- Dignifying the manual professions, skills and crafts.
- And presenting a coherent pattern of education for the youths who will later perform this kind of jobs.
- **The school must certainly prepare children for life and for society, but it is a technocratic bias to subdue the school to market criteria; first and foremost, the school must educate the human being as such –not only train a worker-.**

These vocational schools will come into the picture after the primary section and the first years of middle school –between 14 and 16-.

While asking for very moderate fees, they will offer an efficient training with adequate teachers/ masters for a variety of crafts and professions, including some basic general knowledge, artistic expression, human values and spirituality.

The vocational schools can also be twinned with local schools following a regional/ national academic syllabus while implementing our integral value-based educational philosophy.

Our campuses will also try to have a programme of scholarships, so that some children whose parents cannot afford the fees but who show academic capacities can join the International School –though, as stated above, the fees of the international syllabus itself will be kept as low as possible in a non-profit policy-.

Moreover, our international campuses shall bring their contribution to raise the educational standards of India and Asia, especially at the local level, through special programmes: from the predominant robotic system to conceptual education, and from academic excellence to integral education in human values.

*“Love grows through service.
Transform the love into service.*

Practise love through selfless service.”

Sathya Sai Baba.



THE DIFFERENT PROGRAMMES FORMING THE PROJECT “INTERNATIONAL EDUCATION FOR A NEW WORLD”.

(Any organization can start with any particular programme
For any particular institution or area of work.)



- **CREATION OF NEW CAMPUSES.**
 - Sai International Schools.
 - Sai International Colleges.
 - Sai Vocational Schools./ Sai Local Schools.
 - International Institute of Higher Studies for the Unity of the West and the East, of Science and Spirituality.

- **ADOPTION BY EXISTING EDUCATIONAL INSTITUTES.**
- **PEDAGOGIC ASSISTANCE TO SCHOOLS/ COLLEGES.**
- **TRAINING OF TEACHERS.**
- **COLLABORATION WITH GOVERNMENTS/ INTERNATIONAL ORGANIZATIONS.**

- **ACADEMIC RESEARCH AND PUBLICATION.**
- **MASS COMMUNICATION THROUGH THE MODERN MEDIA.**
- **CINEMA. PROJECTS OF FILMS.**



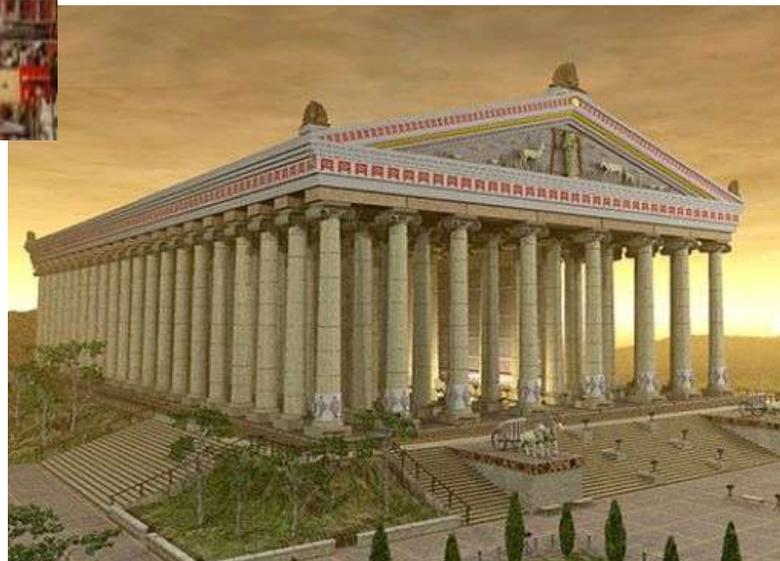
**A new Pythagorean school:
More needed than ever 25 centuries later.**

The life and work of the Greek philosopher, Pythagoras, is like a landmark for all we want to do and acquires iconic value for the future of mankind.

Virtually no school/ college handbook mentions that Pythagoras learned philosophy, mathematics and science - and mysticism - in Egypt -which is completely normal, since Egypt was the greatest cultural centre at that time, and many Greeks went there to study-; but handbooks have forgotten it. Why? We will read even less often in common handbooks that -according to the biographies of his own disciples- Pythagoras went to India! (Where, by the way, he would meet with the Buddha Himself).

When he came back from Africa and the East, Pythagoras was desolated by the limitations of the Greek society, so he fled to Southern Italy where he founded a school: not for adults / philosophers but for boys as young as 10 or 12; a real "paideia" deeply consistent with the "gurukula" of India –or the Socratic Academy of Plato-. This truly pedagogic aspect of Pythagoras -with young boys, with this pedagogic love typical of Greece and India- is again something that has been diluted in the standard presentations of the great philosopher of Greece.

Moreover, the Pythagorean "paideia" or “gurukula” deeply blended the East and the West -Greece, Egypt and India- within a spiritual world view aiming at sowing the seeds for a new -better- world inseparable from a new state of consciousness - higher and loftier-. Pythagoras even suggested –like Plato- to transform politics in depth from the prevailing corruption towards something more ethical and noble.



Twenty-five centuries later, the humanistic dream of Pythagoras remains fully in force -more than ever-; after 2500 years the world has still not changed in depth. The world scenario is appalling.

Our educational project, "International Education for a New World", recovers Pythagoras' dream after 25 centuries, and recreates his "paideia" or "gurukula" in South India with a European background while aspiring again to this unity between East and West inseparable from a spiritual worldview, from that Socratic pedagogic love so akin to the "gurukula" of the Vedas and Upanishads at the antipodes of the school-factory of the modern alienation.

This is the paradigm shift advocated by quantum physics, which perfectly knows that the paradigm shift implies a shift in consciousness.

The conflictual and alienating extreme point reached by post-modern civilization is blindly heading for a collapse, as warned by the President of Czechoslovakia, V. Havel, before the Congress of the United States of America.

But, as the philosopher of science, E. Laszlo, defended with enthusiasm, the breakdown may turn into a break-through. The key lies in consciousness, and this means EDUCATION.

This is the deepest purport of our educational project, "International Education for a New World."

This is the very heart of all our philosophical work half way between Europe and India.

