

Prof. Dr. Albert Ferrer

**INTERNATIONAL EDUCATION FOR A NEW WORLD.
SAI INTERNATIONAL SCHOOLS**

Books for an academic presentation.
All summaries

This Project is presented through:

- Illustrated books in PDF and printed format:
 - 1200 pages complete book (3 volumes)
 - A series of books centred on various topics/ perspectives
 - Handbooks, summaries and other shorter presentations
- A set of academic books/ articles for international journals
- Power Point presentations (PPT)
- Videos/ interviews/ lectures (all in You Tube)
- The Project has also been publicized in several websites.

Sai International Schools.





A PROJECT FOR HUMAN DEVELOPMENT IN 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.



THIS EDUCATIONAL PROJECT CONSTITUTES A UNIQUE SYNTHESIS OF:

- **Comparative/ intercultural 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, Thoreau).
- **Comparative/ 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 spiritual 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 integral value-based education from the West and the East (inspired by renowned sages, philosophers and educationists from both Western and Eastern cultures).

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

It is also valuable for its articulation of:

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



International
Education For
A New World

**INTERNATIONAL EDUCATION FOR A NEW WORLD.
SAI INTERNATIONAL SCHOOLS.**

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

808 pages

**AN INTERCULTURAL PHILOSOPHY OF EDUCATION
TOWARDS AN INTEGRAL VALUE-BASED PEDAGOGY.**

THE SPIRITUAL MASTERS OF INDIA
AND EUROPEAN PHILOSOPHERS.

386 pages

**Quantum Physics, New science and the New Holistic Paradigm
Towards Integral Value Education.**

An Education for Consciousness within a Quantum World View.

400 pages

THE TEACHINGS OF SATHYA SAI BABA.

**INTEGRAL EDUCATION IN HUMAN VALUES
TOWARDS A CONSCIOUSNESS AND PARADIGM SHIFT.**

140 pages

**APPLICATION TO THE INTERNATIONAL BACCALAUREATE.
(IB).**

86 pages

**From the crisis of boyhood
Towards a recovery of boyhood
Within a new paradigm.**

A set of several essays



“Love is the pursuit of the whole.”

Plato.

Prof. Dr. Albert Ferrer

**INTERNATIONAL EDUCATION FOR A NEW WORLD.
SAI INTERNATIONAL SCHOOLS.**

Philosophy of Education and Practical Pedagogy

For Integral Education in Human Values:

Towards the new holistic paradigm.

This book constitutes an academic shorter version of the complete illustrated books presenting the Educational Project, “International Education for a New World”.

The original full-length illustrated work is offered in two formats:

- A three volumes book: introduction, practice and theory.
- A series of shorter books each centred on some topic or discipline.

The reader can refer to the full-length illustrated materials –either through the three volumes or the series of shorter books-.

There are still shorter materials in PDF or PPT format to present the Educational Project to a wider public.

The present book is a scholarly presentation of 782 pages out of the full length of the Project -1200 pages-. Most of the sections have been arranged to be published autonomously as papers in international academic journals; they are all gathered here in a coherent way as an academic work.

The present book is developed by complementary volumes focusing on some other aspects of the Educational Project:

AN INTERCULTURAL PHILOSOPHY OF EDUCATION TOWARDS AN INTEGRAL VALUE-BASED PEDAGOGY.

THE SPIRITUAL MASTERS OF INDIA AND EUROPEAN PHILOSOPHERS.

Quantum Physics, New science and the New Holistic Paradigm towards Integral Value Education.

An Education for Consciousness within a Quantum World View.

THE TEACHINGS OF SATHYA SAI BABA.

INTEGRAL EDUCATION IN HUMAN VALUES TOWARDS A CONSCIOUSNESS AND PARADIGM SHIFT.

APPLICATION TO THE INTERNATIONAL BACCALAUREATE. (IB).

From the crisis of boyhood towards a recovery of boyhood within a new paradigm.

Summary.

Part I. The Practice.

Section I. P. 8.

The Project. P. 9.

Our educational model. P. 34.

Pedagogic progress through the age-groups. P. 55.

How do we do it? The educational practice. P. 63.

Some examples of value education. P. 75.

The five domains of integral education. P. 84.

Section II. P. 171.

Integral value education: the transformation of humanity and a new paradigm. P. 172.

Integral education in brief. P. 181.

Section III. P. 192.

Some historical and philosophical reflections. P. 193.

Pedagogic issues of special significance. P. 206.

Section IV. P. 221.

The practical tools for integral education: from the pedagogic practice to the philosophical vision. From technocracy to humanism. From neuroscience to wisdom. P. 222.

The International Baccalaureate from Geneva. P. 252.

Official recognition and academic survey. P. 275.

Part II. Educational models for integral education: India and the Western world.

EDUCATION WITHIN A SPIRITUAL/ METAPHYSICAL WORLD VIEW TOWARDS INTEGRAL VALUE-BASED EDUCATION.

Section V. P. 284.

The sages of India: Vivekananda, Tagore and Aurobindo.

Section VI. P. 318.

European educationists: Steiner and Montessori.

Section VII. P. 357.

J. Krishnamurti and Theosophy at the junction of the West and the East.

THE TEACHINGS AND EDUCATIONAL PHILOSOPHY OF SATHYA SAI BABA:
EDUCATION IN HUMAN VALUES TOWARDS HUMAN TRANSFORMATION.

Section VIII. P. 387.

Sathya Sai Baba: A lighthouse for mankind on the threshold of a new world. P. 388.

From the teachings of wisdom to the largest social service in modern history. P. 390.

The teachings of Sathya Sai Baba: integral value education in the context of Indian mystical philosophy and universal wisdom. From ethics to metaphysics. P. 394.

Section IX. P. 411.

Sathya Sai Baba and Sri Sathya Sai Education in Human Values.

All the depth of integral value education for the XXIst century. P. 412.

Sri Sathya Sai Schools and University. Pioneers for integral value education in India and all around the world. Official recognition. P. 437.

Part III. The Theory.

Section X. P. 457.

Integral education in Ancient India from Vedas and Upanishads to Neo-Vedanta.
The past glory of the Indian Gurukula.

Section XI. P. 477.

Integral education in the Buddhist tradition.
The past glory of the Buddhist University.

Section XII. P. 494.

European Philosophy: Plato, Kant, Rousseau and Hegel.

Section XIII. P. 523.

Philosophical Idealism and the Schools of Educational Philosophy.
The need for integral education from an open mindset.

Section XIV. P. 554.

Psychology of education towards integral value-based education.
From Behaviourism to Jungian/ Transpersonal Psychology;
From materialism to a holistic world view.

Section XV. P. 596.

Quantum education and paradigm shift.
Integral education, quantum physics and the new holistic paradigm.

Section XVI. As a philosophical conclusion. P. 641.

Section XVII. Appendix. The world crisis of boys' education. P. 648.

Research Bibliography. P. 687.

Special quotations. P. 798-808.

“The world is in a sorry mess
Because of the absence of human values.”

Sathya Sai Baba.



(Drawing by a 13 years old school boy.)

THE FIVE DOMAINS OF INTEGRAL EDUCATION.

Pancha Karma (in Sanskrit): Five Actions.

A FIVE-FOLD PEDAGOGY TOWARDS A NEW HUMANISM AND A NEW HOLISTIC PARADIGM.

*** I. The relationship with the Environment and the Cosmos. P. 85.**

***II. The relational realm and dialogue. P. 87.**

Human relationship and dialogue; the sense of community, brotherhood and unity. Positive values, ethics, character, emotional life and the psychic domain (love and compassion).

*** III. The development of the intellect and the rational mind. Academic excellence and conceptual education. P. 92.**

From a Theory of Learning to pedagogic methods. P. 95.

*** IV. The Arts. Aesthetic and emotional education. P. 102.**

Aesthetic Neuroscience. P. 107.

The pedagogy of colours and music. P.111.

Art-Therapy. P. 116.

*** V. Education in Human Values: Educare/ Bala Vikas. Education from the Self and the spiritual dimension. P. 119.**

The spectrum of human consciousness: from philosophy to science. P. 130.

Spiritual Neuroscience. P. 141.

The paths and tools of inner work (East and West) with some practical examples. P. 149.

THE PEDAGOGIC PRINCIPLES FOR THE PRACTICE OF INTEGRAL EDUCATION.

1. The holistic mindset. P. 224.
2. Experience-based education. P. 227.
3. Self-learning strategies. P. 229.
4. A child-centred pedagogy. P. 232.
5. Value-based education and ethics. P. 234.



6. The Socratic Method or Dialogue. P. 236.
7. The Indian Gurukula and meditation for modern schools. P. 238.
8. From neuroscience to wisdom; technocracy and humanism. P. 239.



I. Philosophy of Education in Europe and the Western World. P. 690.

- A. General history. P. 690.
- B. Historical periods. P. 692.
- C. Great educationists. P. 694.
- D. Philosophy, anthropology and sociology of education. P. 696.
- E. Particular topics. P. 700.
- F. Integral or holistic education, and Idealism in education. P. 701.
- G. Special bibliography on the problems of boys' education and the crisis of boyhood. P. 704.

II. Philosophy of Education in India. P. 706.

- A. General History. P. 706.

- B.** Vedas, Upanishads and Vedanta. P. 707.
- C.** Great educationists. P. 708.
- D.** Philosophy, anthropology and sociology of education. P. 708.
- E.** Integral or holistic education, and Idealism in education. P. 709.

III. Anthropology of initiation. P. 712.

IV. Philosophy of education in the West.

Primary Sources. P. 716.

V. Philosophy of Education in India.

Spiritual Masters. P. 725.

A. General Studies. P. 725.

- B.** SRI AUROBINDO. P. 727.
- C.** J. KRISHNAMURTI. P. 731.
- D.** THE MOTHER OF PONDICHERRY (MIRRA ALFASSA). P. 737.
- E.** R. TAGORE. P. 738.
- F.** SWAMI VIVEKANANDA. P. 740.

G. SRI SATHYA SAI BABA. P. 743.

a. Secondary sources. P. 743.

1. Biography. P. 743.
2. Teachings. P. 744.
3. Personal testimony. P. 749.
4. Sai Baba and education. P.753.

b. Primary sources. P. 758.

1. Autobiography. P. 758.
2. Sathya Sai Baba about spiritual masters. P. 759.
3. Vahinis: discourses on different topics. P. 760.

4. Collections of discourses. P. 761.

5. Varied literature. P. 762.

6. Discourses to students. P.763.

7. Sathya Sai Baba on education. P. 764.

Texts by Sathya Sai Baba. P. 764.

Documents by Sathya Sai Organizations. P. 765.

VI. Comparative Mystical Philosophy East/ West. P. 767.

VII. New Science. P. 781.



Prof Dr. Albert Ferrer

**AN INTERCULTURAL PHILOSOPHY OF EDUCATION
TOWARDS AN INTEGRAL VALUE-BASED PEDAGOGY.**

**THE SPIRITUAL MASTERS OF INDIA
AND EUROPEAN PHILOSOPHERS.**

Summary.

Section I. P. 4.

Introduction.

Integral value education: the transformation of humanity and a new paradigm.

Part I. Educational models for integral education: India and the Western world.

EDUCATION WITHIN A SPIRITUAL/ METAPHYSICAL WORLD VIEW
TOWARDS INTEGRAL VALUE-BASED EDUCATION.

Section II. P. 14.

The sages of India: Vivekananda, Tagore and Aurobindo.

Section III. P. 48.

European educationists: Steiner and Montessori.

Section IV. P. 87.

J. Krishnamurti and Theosophy at the junction of the West and the East.

THE TEACHINGS AND EDUCATIONAL PHILOSOPHY OF SATHYA SAI BABA:
EDUCATION IN HUMAN VALUES TOWARDS HUMAN TRANSFORMATION.

Section V. P. 117.

Sathya Sai Baba: A lighthouse for mankind on the threshold of a new world. P. 322.

From the teachings of wisdom to the largest social service in modern history. P. 325.

The teachings of Sathya Sai Baba: integral value education in the context of Indian mystical philosophy and universal wisdom. From ethics to metaphysics. P. 329.

Section VI. P. 141.

Sathya Sai Baba and Sri Sathya Sai Education in Human Values.

All the depth of integral value education for the XXIst century. P. 346.

Sri Sathya Sai Schools and University.

Pioneers for integral value education in India and all around the world. P. 372.

Part II. Philosophy of education.

Section VII. P. 187.

Integral education in Ancient India from Vedas and Upanishads to Neo-Vedanta.
The past glory of the Indian Gurukula.

Section VIII. P. 207.

Integral education in the Buddhist tradition.
The past glory of the Buddhist University.

Section IX. P. 224.

European Philosophy: Plato, Kant, Rousseau and Hegel.

Section X. P. 253.

Philosophical Idealism and the Schools of Educational Philosophy.
The need for integral education from an open mindset.

Section XI. P. 283.

As a philosophical conclusion.

XII. P. 290.

General Bibliography.

Prof. Dr.. ALBERT FERRER

Quantum Physics, New science and the New Holistic Paradigm

Towards Integral Value Education.

An Education for Consciousness within a Quantum World View.

SUMMARY. P. 11.

INTRODUCTION. P. 52.

I.SCIENTIFIC RECORDS OF THE POSITIVE EFFECTS OF INNER WORK.

NEW DISCOVERIES AND EMPIRICAL EVIDENCE FOR THE EXISTENCE OF A
MULTIDIMENSIONAL REALITY. P. 62.

W. Reich and Orgone Energy. Electrography/ water crystals. Synchronicity: from Jung to
Quantum Physics. After-death experiences. Neuroscience on meditation. P. 69.

Higher consciousness: mysticism, hypnosis, ayahuasca and psychedelics. P.78.

Human-Machine Anomalies and Remote Perception. The Mind's New Science. P. 84.

Holistic Medicine and Self-healing. Vibronics and Quantum Medicine. P. 90.

Psychoneuroimmunology. P. 94.

**Therapeutic effects of paths of inner work: Transcendental Meditation, Mindfulness,
Focusing, Sophrology, Past Reality Integration, Seitai, Reiki, etc. P. 98.**

II.FROM NEWTONIAN PHYSICS TO QUANTUM THEORY.

FROM NEW SCIENCE TO MYSTICAL PHILOSOPHY AND WISDOM. P. 110.

EDUCATION IN HUMAN VALUES: THE PEDAGOGY FOR THE NEW PARADIGM AT
THE CONVERGENCE OF SCIENCE AND SPIRITUALITY.

1.History/ key concepts of quantum physics, new physics and new science. P. 114.

Quantum physics and new physics: from Einstein and Tesla to M./ Strings Theory and the Higgs
Particle. From virtual particles to galaxies. P. 119.

The Implicate Order, the Zero Point Field, the Akashic Fields, the Unified Field, the Holographic
Universe, the Multiverse, Biocentrism, the Tao of Physics, the God Theory, the Theory of
Everything, the unity of science and spirituality. P. 149.

Relational science. Epigenetics, new biology and the Gaia Hypothesis. P. 185.

Jungian Psychiatry and Transpersonal Psychology. P. 193.

Educational/ Affective/ Aesthetic and Spiritual Neuroscience. P. 203.

2.The convergence of new science and mystical philosophy or wisdom. P. 237.

3.Towards the new holistic paradigm. P. 261.

The main features of the quantum world view and spiritual philosophy. P. 273.

The major question for the future of humanity: What is Consciousness? P. 297.

4.Integral education in human values. P. 325.

The philosophy of education and the practical pedagogy of the new paradigm.

5. Relation and dialogue. P. 337.

AN OPEN CONCLUSION. P. 347.

Postscript. I. P. 375.

The future of science within a new paradigm: quantum physics and metaphysics, the unity of science and philosophy again.

The concepts of “shunyata” (emptiness) and “advaita” (non-duality).

From religious dogmas to quantum physics and astrophysics.

The cosmological dimension of philosophy and the metaphysical side of physics.

Postscript. II. From Exopolitics to Exopedagogics. P. 379.

BIBLIOGRAPHY. P. 380 – 399.

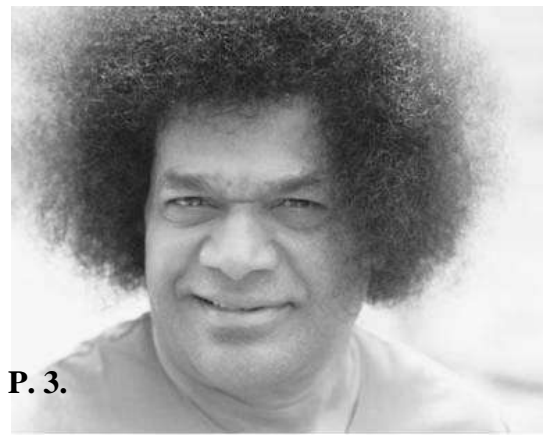
Prof. Dr. Albert Ferrer.

THE TEACHINGS OF SATHYA SAI BABA.

INTEGRAL EDUCATION IN HUMAN VALUES

TOWARDS A CONSCIOUSNESS AND PARADIGM SHIFT.

SUMMARY.



I. EMPIRICAL EVIDENCE FOR THE MODERN WORLD. P. 3.

1. TOWARDS A NEW EDUCATIONAL ORDER AND A NEW PARADIGM. 3.
2. ACADEMIC SURVEY OF VALUE EDUCATION AND OFFICIAL RECOGNITION. P. 11.
 - a. Official recognition of Sri Sathya Sai education in India. P. 12.
 - b. Academic survey and official recognition throughout the world. P. 16.
 - c. Scholarly research and empirical evidence in other pedagogic contexts. P. 24.

II. THE SOURCE OF INSPIRATION:

SATHYA SAI BABA'S TEACHINGS AND HIS HUMANISTIC PHILOSOPHY OF EDUCATION. P. 28.

1. The mission of this unique spiritual master. P. 30.
2. The general teachings. P. 40.
Human values and the transformation of the human being.
3. Sathya Sai Baba and Western philosophy.
From Plato to Hegel. From freedom to dialectics. P. 50.
4. Integral education in human values in the teachings of Sathya Sai Baba. P. 76.

QUOTATIONS ON EDUCATION. P.98.

BIBLIOGRAPHY. P. 111-138.



A black and white photograph of two young boys in a swimming pool. The boy in the foreground is looking slightly to the left with a smile, while the boy behind him is looking directly at the camera with a wide smile. They are both wearing light-colored swim trunks.

**APPLICATION TO THE
INTERNATIONAL
BACCALAUREATE.
(IB).**

A black and white photograph of a classroom. Several young boys are seated at their desks, which are arranged in rows. They are all looking down at their work, appearing to be in a lesson or exam. The room has windows with vertical bars on the left side.

Prof. Dr. Albert Ferrer.

**Application of Sai International Schools to
the International Baccalaureate (Geneva, Switzerland). P. 8.**

1. The general pedagogy of the International Baccalaureate and Sai International Schools. P. 10.
2. The Primary Years Programme (PYP). P. 18.
3. The Middle Years Programme (MYP). P. 26.
4. The Diploma Programme. P. 33.

**From the robotic system to conceptual education.
From academic excellence to value education and self-inquiry.
P. 40.**



The middle path in education.

Discipline and freedom.

P. 74-84.





“Self-knowledge alone

Is true knowledge.”

Sathya Sai Baba.



Prof. Dr. ALBERT FERRER

From the crisis of boyhood

Towards a recovery of boyhood

Within a new paradigm.

The World Crisis of Boys' Education



- I. The world crisis of boys' education. P. 3.**
- II. The causes for the boys' troubles. P. 14.**
- III. Solutions to the boys' crisis towards a recovery of boyhood. P. 28.**
- IV. Bibliography. P. 49.**



“The highest form of human intelligence
Is to observe yourself without judgement.”

“To transform the world, we must begin with ourselves.”

J. Krishnamurti.



“You are the master, you are the Guru.”

J. Krishnamurti.