

# International Education for a New World


Pedagogic Guidelines of  
Sai International Schools

Founder: Prof. Dr. Albert Ferrer

# THE UNIQUENESS OF SAI INTERNATIONAL SCHOOLS

## Consists of blending five factors:

- The finest academic excellence
  - The deepest integral education consistent with the new holistic paradigm
  - Humanism and spirituality (West and East)
  - A prestigious international syllabus (I.B. proposed) in an intercultural/ cosmopolitan atmosphere
  - Social sensitiveness with social service
- 
- **Apart from the I.B. affiliation, the Project can be implemented within the frame of any syllabus and even independently from any official board**
  - **Then, we can draw materials from sites (Tata, Vidya Vahini, Khan Acad.) and students will be prepared for public exams**

A close-up photograph of a young boy with dark hair, smiling broadly and winking with his left eye. He is wearing a light-colored, possibly yellow or cream, crew-neck shirt. The background is a plain, light-colored wall. The image is framed by a decorative blue and white wavy border at the top.

International  
Education For  
A New World

# SCHOOL STRUCTURE

- Separate boys' and girls' schools in the same campus with common gardens
- though separate schools are also possible
- Implementing the gender differences in learning
  
- Ideal number of students per classroom: 20
- Ideal teacher/ student ratio: 1/ 10
- Day scholars and residential students (hostel)
- Quality food: vegetarian/ international menu
  
- Close contact with parents/ families
- Interaction with the community (systemic approach)
- Teachers' training: academic and value-based  
(Internal + external: share + divulge)

The school as a Vivarium or living hub.

# Pedagogic process through age groups. From Rousseau to Piaget and Steiner

- **Later adolescence**
- **15 to 18**

- **Early adolescence**
- **11 to 14**

- **Later childhood**
- **8 to 10**

- **Early childhood**
- **3 to 7**



# Schools with a human seize and touch

## About the educational space

- Boys' / Girls' Schools  
divided into 3 smaller units:  
Primary / Middle / Higher Sec.
- Small Hostels with their own  
name and character  
run by students / brotherhood
- Classrooms  
as a House of Knowledge  
maintained by students
- Revising the structural inputs of  
the classroom and school

## About the pedagogic strategies

- Periods can be consolidated  
according to the pedagogic needs
- Respecting the biological needs  
of the age groups
- Mixing children of different age  
groups (esp. afternoons)
- Students assistants to teachers /  
elder monitors to younger
- Spaces of meeting between boys  
and girls

# SCHOOL ORGANIZATION

- School Assembly
- Weekend / holiday clubs
- School / cultural days
- Outdoor activities
- Seasonal festivals
- Boy scouts / girl guides for all students
- Social service (adequate to the age group)
- Mornings for academics
- Afternoons for integral education
- Through a flexible system of workshops (centred on the project)
- Sports / games
- Free playing
- Gardening / Nature

**Combining group teaching**

**and personalized tutorials**

# Academics





# Syllabus: INTERNATIONAL BACCALAUREATE (IB)

## 3 sections/ 3 streams:

- Primary Years Programme
- Middle Years Programme
- Diploma Programme
  
- Academic stream
- Arts Programme
- Vocational school

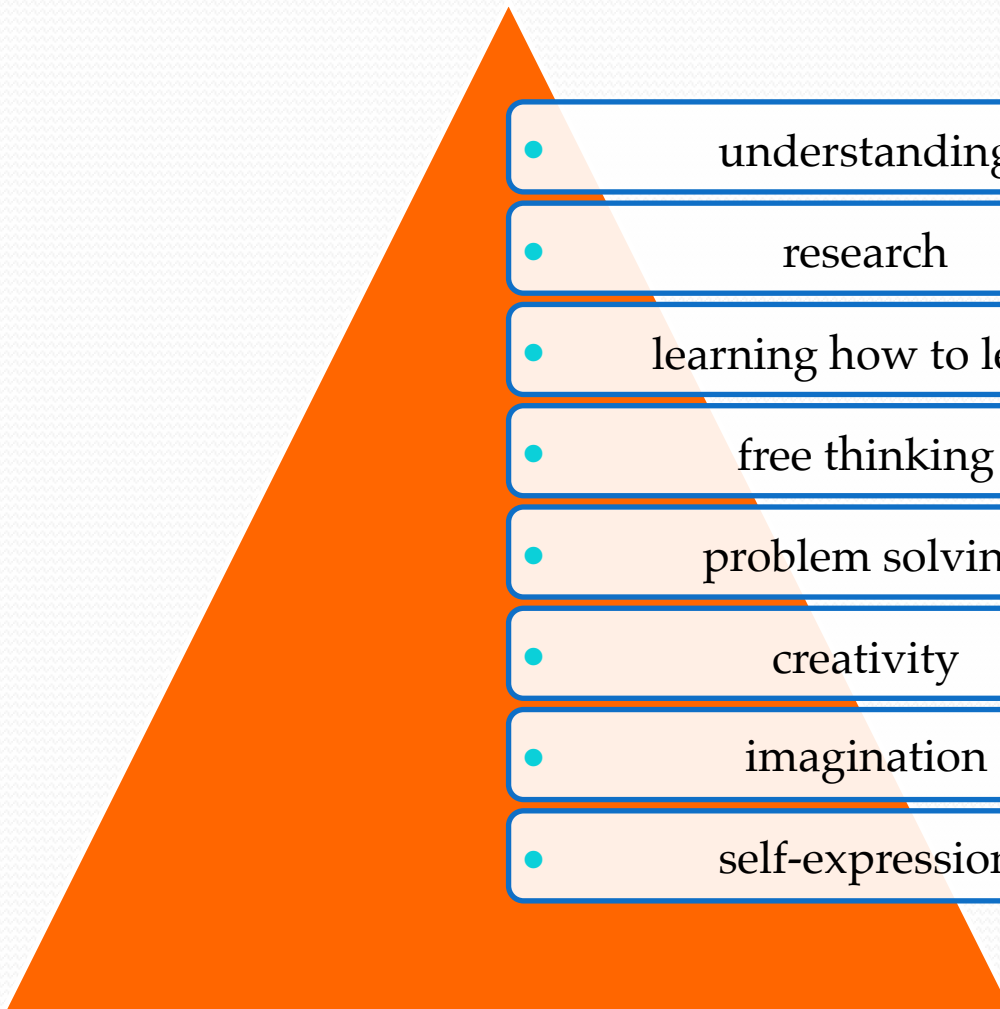
**The Project can be run under  
any other syllabus**

## 5 I.B. goals:

- Holistic approach
- High quality education
- Positive attitude to learning
  
- Intercultural perspective
- International mindedness

**And even by creating our own  
syllabus**

# Academic excellence: Conceptual education directed towards

- 
- understanding
  - research
  - learning how to learn
  - free thinking
  - problem solving
  - creativity
  - imagination
  - self-expression

# Physical punishment prohibited

## No mechanical tests/ No robotic rote learning

### Evaluation

- Continuous evaluation
- Holistic assessment
- Student as a human being
- Conceptual exams
- Commentaries
- Dissertations
- Oral presentations
- Projects/ problem solving
- Experiential methods
- Individual effort
- And team work

### Discipline

- Love for the student
- Respect for the child
- Self-discipline
- Self-learning
- Qualified freedom
- Positive transformation
- Positive values/ character
- Autonomy/ maturity
- Responsibility
- Self-reliance (tasks)
- Leadership with wisdom

# Integral education



# AFTERNOON WORKSHOPS for integral education

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# Value-based education

## ● Aesthetics

- Fine Arts
- Crafts
- Media
- Puppetry
- Drama
- Corporal expression
- Dance
- Musical expression
- Collective singing

## ● Relation / ● community

- Role playing
- Attitude tests
- Groups dialogue
- Positive thinking
- Story telling
- Field trips
- Community life

## ● Consciousness

- Meditation
- Visualization
- Relaxation
- Yoga
- Philosophy
- Intercultural
- Social / literary
- Service

# Community life

Active role of students

- Personal guardian
- Master / disciple ethos

School

Parliament

- Students as monitors
- Elder taking care of younger

Monitor initiative

# INTEGRAL EDUCATION.

Together with academic excellence:

Physical  
development  
Contact with the  
environment

relation  
community life  
brotherhood

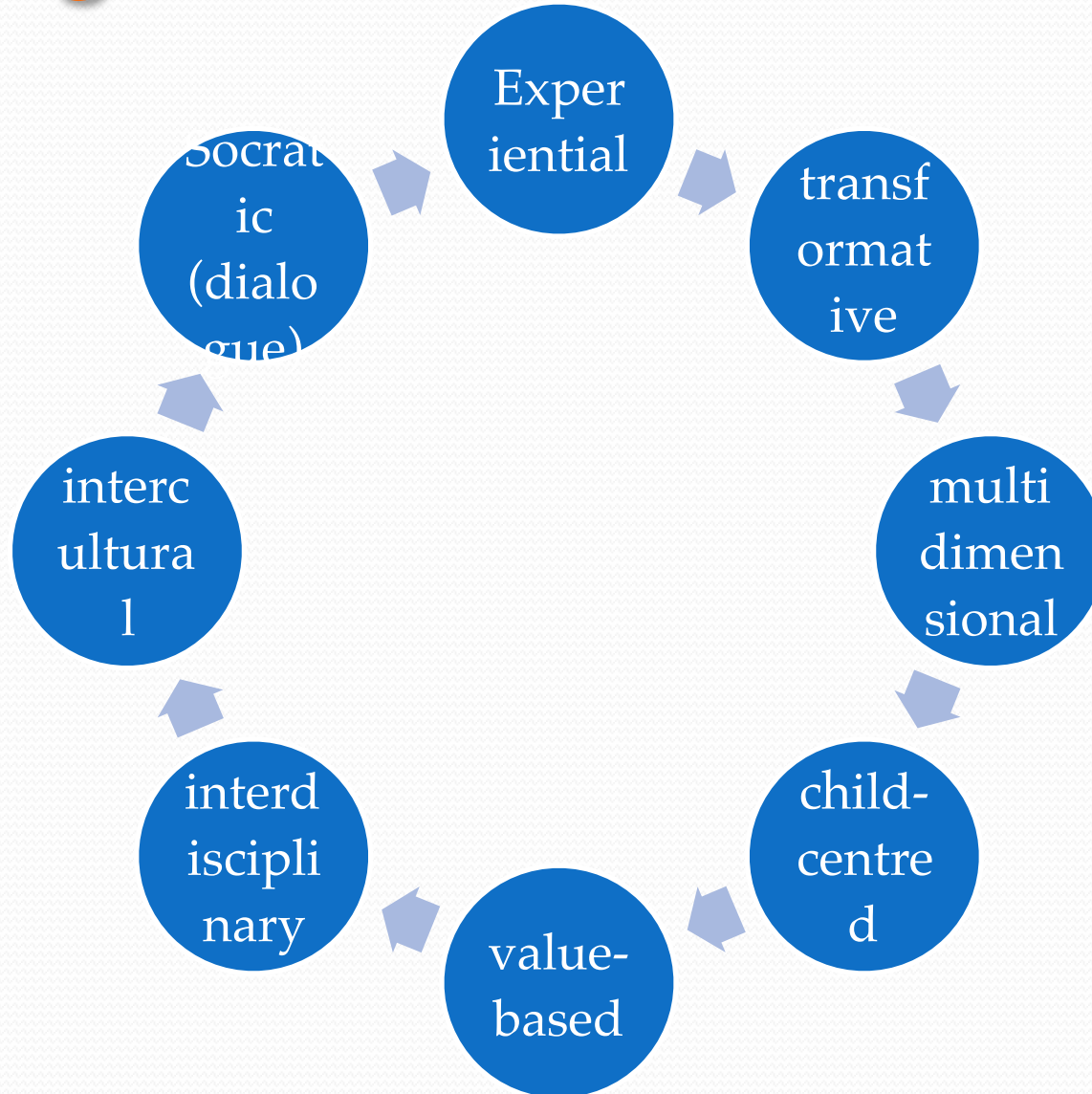
Capital role of the  
arts  
Aesthetics

(Inner) Spirituality  
Consciousness  
Transformation

Human Values  
Ethics

Humanities =  
Humanism

# Integral education must be:



# Multidimensional versus child-centred

## Multiple intelligence:

- Only holistic education
- Unfolding all the dimensions of human personality
- And cultivating all the facets of knowledge
  
- Can be child-centred
- Towards the Socratic self-education of the child
- Helping each and everyone to discover his/ her own vocation and talents

## Education must combine:

- A compulsory basic curriculum for all
- Offering a general overview comprising all the areas and domains
  
- With Socratic self-learning strategies
- Allowing every student to build his/ her own curriculum to some extent



# The middle path in education

## Education must be:

- Multidimensional
- Holistic or integral
- Child-centred
- Value-based
- Experience-based
- Towards self-learning

From GK to quality culture

## Without dismissing:

- The teacher's role
- And responsibility
- Through the Socratic dialogue
- With academic standards
- And the transmission of knowledge

shaping the character

# Blending West and East



# Sai International schools:

## A UNIQUE BLEND OF THE BEST CONTRIBUTIONS FROM THE WEST AND THE EAST

### From educational systems

- The I.B. syllabus from Geneva (integral/ comparative)
- British tutorials (Oxford/ Cambridge)
- The French “apprendre a apprendre” (essays, etc)
- Project/ experience-based pedagogies from the U.S.
- The Indian/ Buddhist Gurukula (master-pupil) And paths of inner work

### From great educationists

- Socratic dialogue
- Platonic philosophy
- Rousseau’s feeling for Nature
- Kant’s subject autonomy
- Hegel’s Bildung/ dialectics
- Steiner: imagination/ arts
- Montessori’s self-learning
- Tagore’s role of Humanities
- Aurobindo’s Integral Yoga
- Krishnamurti on relation
- Sai Baba’s human values

# Integral Education = Philosophy:

**PHILIA - SOPHIA.**

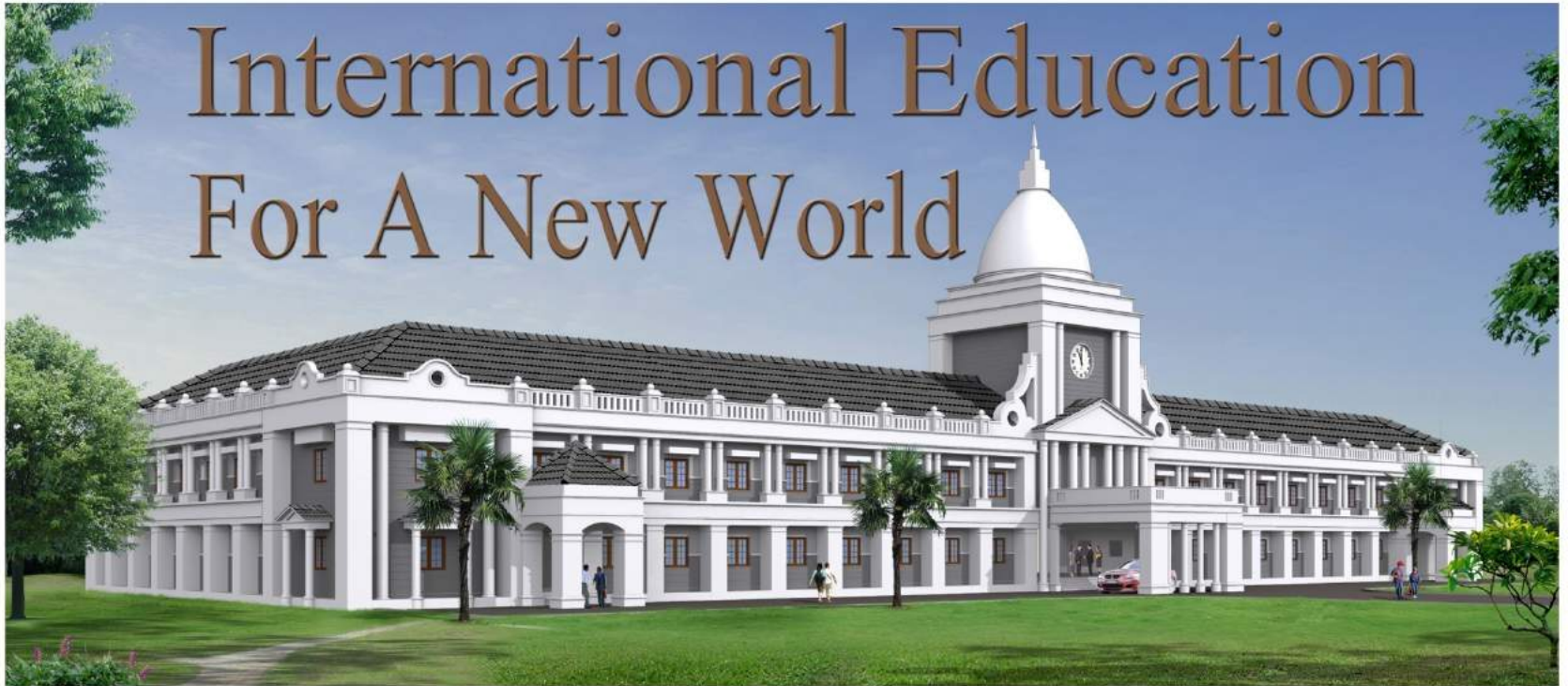
**Wisdom of Love/ Love of Wisdom**

- When love and knowledge are inseparable
- When our Self is One with That in All
- Then, our Project can only be a frame
- A source of inspiration
- Open to flexibility, innovation and creativity
- Never a rigid system fixed once for ever



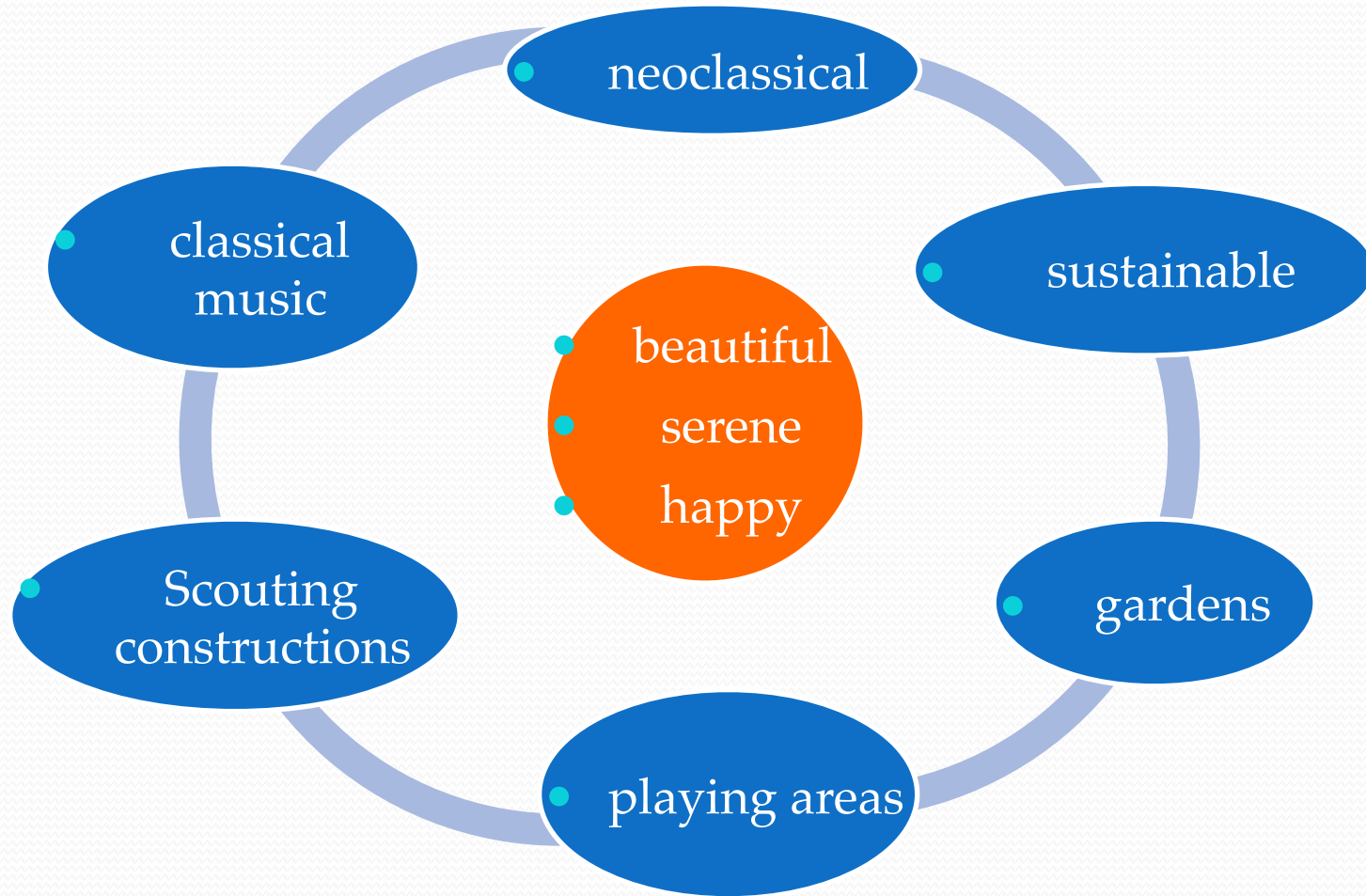
# THE ARCHITECTURE of Sai International Schools

International Education  
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# SCHOOL ENVIRONMENT



# Thank you

