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First edition

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THE HEART OF EDUCATION  
CREATIVE WORKSHOP, EDUCATION CONFERENCE  
EASTERN EUROPE





SSEHV WORKSHOP IN HEBREW  
ISRAEL

## Dedicated to Sri Sathya Sai Baba

Sri Sathya Sai Baba, in his infinite love and compassion has gifted the program of Sathya Sai Education in Human Values (SSEHV) to all humanity. His message of love transcends all barriers of nationality, religion, ethnicity, culture, time and space. The quintessence of Sathya Sai Baba's teachings is contained in these five fundamental human values which are innate in every human being – Truth, Right Conduct, Peace, Love and Non-violence. The underlying current of all these values is Love. Love in word and thought is truth, love in action is right conduct, love in feeling is peace, and love in understanding is non-violence. Love is the greatest power that gives solace to all human beings and even animals. The practice of these five human values allows us to live in harmony as one global family, to see unity amidst diversity and live in joy and peace – wherever we are.

These five human values have touched many hearts and transformed many lives. SSEHV programs have been given in classrooms, in communities, in work stations and in schools and colleges and have influenced the lives of people in all walks of life – law, education, healthcare, service, military, law enforcement, science, commerce, business and politics– to name a few. As Sathya Sai Baba has said so beautifully, *“Politics without principles, commerce without morality, education without character, science without humanity, and law without justice are not only useless but positively dangerous.”*

Many people have dedicated their lives, their time and their talent to spread the SSEHV Program, which is a precious gift from Sathya Sai Baba. Hence, we appreciate and admire the good work of all SSEHV teachers, trainers, guides and educators who deliver this program with sincerity, love, enthusiasm and energy in schools, colleges, classrooms and communities. We also applaud the outstanding contributions of the worldwide Institutes of Sathya Sai Education (ISSE) directors for arranging the training and expansion of SSEHV in schools, work places and communities. Lastly, I admire all the good work done by the SSEHV program leaders and educators for this beautiful publication which is a compendium of SSEHV programs practiced around the world, for the betterment of humanity.

May the SSEHV Program continue to flourish and may it give joy and peace to the entire world!

**Narendranath Reddy, M.D.**  
**Chairman, Prasanthi Council**  
**Sathya Sai International Organisation**

## Foreword

We live in a vast and glorious universe, replete with wonders and dazzling complexities. And though far from understanding its mysteries, we strive to enjoy its gifts, along with devoting at least a modicum of attention to doing our part in helping to sustain its preservation. To a large degree, any spiritual or God-directed efforts in which we may be engaged should be guided by the wisdom of the ages.

Tremendous strides have been made with respect to increasing and ensuring sustenance and comfort, though not yet in an equitable fashion. Yet, despite the great gains of science and technology, it remains painfully clear that we have seriously lagged in living up to our responsibility for the welfare of the planet and its inhabitants, as also taking proper care of the vast array of resources available to us. In fact, we tend to make such a mess of things that existence, as we know it, appears ever in danger of ceasing.

The Sathya Sai Education in Human Values (SSEHV) program has as its cornerstone the principle that inherent in every individual are certain survival and life-enhancement tendencies that may be expressed as Values. Further, while there are numerous ways of characterizing them, the recommended list consists of Truth, Right Action, Peace, Love, and Non-Violence.

These are not mere words with arbitrary definitions or meanings. Rather, they represent realizations emanating from the depths of our being. Truth, according to Sathya Sai, refers not just to a faithful description of a thing as one has seen it or heard it. Rather, he says, "Truth elevates. It holds forth ideals. It inspires the individuals in the society."

We can therefore appreciate that the Human Value, **Truth**, while expressible in a variety of ways, is fundamentally one and the same across all cultures and traditions. The religious, philosophical, and moral approaches to understanding the meaning and implication of our life on Earth all seek to lead to our release from the narrow constraints of worldly preoccupation. It is well stated that Truth also finds expression in nature, art, music, poetry, ancient scriptures of all faiths, and through scientific discipline. Moreover, Truth is that which the same in the three dimensions of time remains: past, present, and future.

Likewise **Right Action** refers to a universal, intuitive sense of duty, responsibility, and proper conduct towards nature, our fellow human beings, and ourselves. Summarized most beautifully in the Golden Rule of doing unto others as you would have done unto you, Right Action sustains and protects all who adhere to it.

The Human Value, **Peace**, is non-attainable through efforts made in the outside world of material objects and events. Rather, it can be gotten only by a steady and sustained effort of inner searching and inquiry. Relaxed contemplation, alert silence, and inspired meditative practices, along with careful choices in friends and associates ultimately enable us to experience the Peace *that surpasses understanding*.

When we come to the Human Value, **Love**, we arrive at the very source and underpinning of the other four. Perhaps it is best described as the primal energy that permeates and empowers all life. Much deeper and all-consuming than a feeling, thought or emotion, Love embraces the inclination towards kindness, compassion, empathy, selflessness and total disregard for reciprocity. In fact, it is said to grow as we learn to "give and forgive."

**Non-Violence** is the Human Value that bespeaks an awareness of the underlying unity of all the diversity we perceive in nature. Such awareness leads to a fervent respect for the laws of the universe and a firm disinclination to inflict pain or harm on anyone or anything in nature.

Adherence to and practice of these five Human Values will sustain a safe voyage across the topsy-turvy sea of life for any and all. For more than fifty years, teachers, volunteers, researchers, and scholars have tirelessly dedicated their time and energy to systematizing and developing the Sathya Sai Education in Human Values program in more than 120 countries.

The current publication admirably summarizes the progress thus far made, along with the challenges yet to be surmounted. Thought-provoking articles by noted persons from around the world expand the scope of effort. Additionally, the most recently gathered global statistical data for the many school/classroom projects, community programs, and specialized training workshops are presented. Moreover, the material found in this publication constitutes an excellent starting point for readers to become better acquainted with this exciting education initiative.

**William M Harvey, Pd.D.**

**Psychologist**

**Former Member of USA Government's National Advisory Council on Drug Abuse Prevention**

**Former Adjunct Professor, Washington University, Missouri USA**

**Member, Prasanthi Council**

**Sathya Sai International Organisation**

## About this Compendium

Sathya Sai Baba inaugurated an era of massive selfless educational, medical, and community programs and projects for the people of India in the late 1960's. He established hospitals, schools, colleges and universities, and undertook to supply water to an amazing number of villages in rural India at no cost to the consumers of these services. This inspired many persons overseas to undertake similar projects and programs for their own spiritual growth and for the uplift of their communities in many countries. This became the model for the work in Sathya Sai Institutes of Education (ISSEs) and Sathya Sai Schools all around the world. At present there are 31 ISSEs and 43 Sathya Sai School involved in such programs and projects.

The ISSEs and Sathya Sai Schools have a singular focus on the provision of education that is enriched with the intrinsic human values of Love, Peace, Truth, Right Conduct and Non-Violence and delivered based on the philosophy and pedagogy referred to as Educare. More commonly known as Sathya Sai Education in Human Values (SSEHV), this approach to education has been specifically designed to address the various educational and social challenges specific to local communities. These projects and programs aim to engage the participants in self-enquiry, self- reflection and self- awareness in both the teachers and the learners, and thereby raise the level of moral and ethical practices in the community.

This Compendium is the result of painstaking work to collect data on SSEHV programs and projects from around the world. Given the common origin and common aims of all the SSEHV programs and projects, it is appropriate to look upon them as aspects of one single project. All these programs and projects raise the level of awareness of our human purpose on earth and aim to lift morality to a higher level by igniting the conscience of humanity through living life consciously rather than drifting along unconsciously. The key outcome of all the SSEHV work is the transformation of humanity.

Enormous personal resources of time, energy, expertise and money have gone into every SSEHV project. The sacrifice has been made willingly and unstintingly, without any reservation. Every project has involved an initial careful design for the content, pedagogy, and outcome, followed by implementation and evaluation. As in all educational work, learning is iterative and thus the experience is best shared so that others replicating the work do not struggle with the lessons to be learnt.

The hope in compiling this Compendium is that the gathered material will not only act as a launch pad for future work all around the world but that the success stories will be celebrated as part of the Grand Mission of Sathya Sai unfolding in a beautiful and organic manner, enriching the lives of people. There is, too, the aspect of learning from each other as one community with similar aspirations, common goals, and unity of purpose. In this we can act as learners and teachers, share what worked, what did not work, what challenges had to be resolved, and how they were managed. The most important hope is to inspire all the ISSEs with their own amazing possibilities of good and wholesome work, work that ennobles the spirit, work that is positive and uplifting, and work that ignites the conscience and leads to spiritual awakening. At present the ISSEs are working in somewhat separate and isolated silos, but the next step is a genuine and deep connection amongst the ISSEs. This has the potential of creating an enormous tidal wave of goodness all around the world. So the hope is to raise the level of awareness of what a group of dedicated workers may achieve for their communities.

This Compendium is presented as an offering of love and gratitude to Sathya Sai Baba, who is awakening humanity to its full potential through selfless engagement in work that uplifts us and our communities in a new era of love and compassion.

**Marianne Meyer**

**Co-Chairperson, Sathya Sai International Organisation Education Committee**

**Pal Dhall, MD, PhD**

**Co-Chairperson, Sathya Sai International Organisation Education Committee**

# Sathya Sai Education in Human Values: Philosophy and Pedagogy

## Educare

Educare is the philosophy that guides and informs Sathya Sai Education in Human Values (SSEHV). The term 'Educare' is directly derived from the Latin word *educare*, which means *to elicit, or draw out that which lies within*.

Educare encourages holistic self-transformation through self-inquiry and determined effort to awaken one's inherent goodness and innate potential. Its underlying principles are universal and applicable to all cultures, and are embodied in the following four declarations:

- Educare elicits the inherent Human Values and translates them into action in daily life.
- The purpose of education is to live a fully productive, wholesome and happy human life.
- Love is the undercurrent of all Human Values.
- The end of education is character, and character manifests itself as the unity of thought, word, and action.

Educare recognizes that human beings have an extraordinary inner worth that should be nurtured to fruition and fullness. It acknowledges the scientific fact that we all share the same basic building blocks with everyone and everything that surrounds us. SSEHV emphasizes, "Real education is that which promotes unity, equality, and peaceful co-existence with fellow human beings." Thus Educare inspires us to transform ourselves by encouraging broad, all-inclusive understanding and a confident and compassionate attitude towards oneself, others, and all of nature. Like the tree that is latent within the seed, the manifestation of human potential does not come from outside of oneself; it is an inside-out process that requires attentive, reassuring, and careful constructive development.

A central feature of Educare is its core tenets. These tenets are unity in diversity, unity of faiths, harmony of thought, word, and action, and placing a 'ceiling' on how we manage our time, and on the varied typically undisciplined desires and patterns of consumption that are so prevalent in contemporary society. Exploring these core tenets and their relationship to character development is a central feature of SSEHV.

## Integral Education

Integral Education is the pedagogy for SSEHV. This pedagogy extends directly and seamlessly from Educare and is designed to draw out, accentuate, and nurture one's positive qualities and capabilities. It is fully comprehensive in its scope, inspires the development of a confident, courageous, and compassionate character, and encourages the achievement of academic and personal excellence. The key elements of Integral Education include:

- An Environment and Culture of Love
- The Teacher/Guide as Exemplar
- Five Interconnected Teaching Techniques
- The Relationship between the Human Personality, the Five Human Values, and the Five Teaching Techniques
- The Core Tenets (described above)
- Direct and Indirect Approaches

This pedagogy is experiential, transformative, and consistent with the great and enduring approaches to education represented by the work of world renowned educationalists such as John Dewey, Horace

Mann, Maria Montessori, Lev Vygotsky, Rabindranath Tagore, Booker T. Washington, Lawrence Kohlberg, Rudolf Steiner, and others who made eminent and lasting contributions to education.

It should be noted that SSEHV is not limited to community programs, workplace, nor elementary, middle, or secondary schools alone. Indeed, the level of discourse that takes place at college and university levels lends itself to a wide range of Human Values-based applications at a time when students are making life transitions and important decisions about the direction their lives will take. Thus academic disciplines from the arts, humanities, and health sciences to management, economics, engineering, and the physical sciences, are all ripe for Human Values education.

### **The Central Significance of Human Values**

Human Values underlie all cultures. Longstanding research affirms that values are innate within the human condition and rest in a relatively undeveloped state as potential energies. When stimulated, encouraged, and directly experienced as an integral part of the educational process, the latent qualities associated with these values begin to emerge and become increasingly evident in one's character and personality and contribute to the life-long growth and continuing development for youth, teens, and adults.

Along these lines the five Human Values are the foundation of the philosophy and pedagogy of SSEHV:

*Taken together these Values encompass a full vision of the human potential.*

*This includes: fulfillment of the quest of the intellect for **Truth**; the channeling of the will into satisfying expression through **Right Action**; the resolution of conflicts of human emotions and interactions in the achievement of inner and outer **Peace**; the expansion of the heart in the flow of **Love**; and the realization of perfect empathy for all creation through **Nonviolence**.*

The practice of Human Values across the conduct of education, community work and service, workplace and daily life enhances the learning environment and inspires the best use of one's capacities. Their skillful and consistent integration into any learning process and in moment-to-moment daily life empowers practitioners of SSEHV with the qualities of concentration, self-confidence, self-discipline, integrity, determination, and positive regard for others. These universal values form the basis of a strong and well-balanced character that will guide children, teens, young adults—and adults—towards all-around human excellence and high achievements in their chosen fields of endeavor. Their routine expression encourages beneficial uses of knowledge, contributes to better family and community life, and makes life meaningful.

SSEHV is 3HV. It refers to how one could achieve lasting inner peace by harmonizing their thoughts, words, and actions. Whatever one's **Head** suggests should be critically examined by one's **Heart**—the seat of human conscience, discernment, and Values. If the heart approves, then the **Hands**, or any other organ of action, is thereby given permission to carry out the action. Such harmony among one's head, heart, and hands when guided by Human Values is an unmistakable sign of a pleasant personality and well-balanced human being.

Ultimately, Educare and SSEHV are beyond institutions. Together they constitute lifelong processes that promote inner peace, social harmony, and inspire determined fulfillment of the goal of human life.





SSEHV EDUCATORS  
ESTONIA AND DENMARK

# SSEHV PROGRAM ARTICLES AND COMMENTARIES

This section includes an assortment of articles written by experienced SSEHV leaders, teachers, and facilitators from countries throughout the world that describe historical and contemporary experiences of diverse SSEHV implementation in a variety of national, cultural, university, community, and other settings.



ARTWORK BY SSEHV STUDENT, SPAIN.

## *Reflection on Experience in International Capacity Building in SSEHV*

*Let the message of this educational revolution, insisting on the resurgence of divine in man spread to every street and home. SSS, XVII, 31 Dec., 1984*

### **Introduction**

This is a unique period in the history of humanity when we have a precarious balance of adverse and positive global trends. On the one hand we are facing serious challenges on account of a constellation of several adverse trends - an inhospitable planet, wars, fanaticism, pollution of earth, oceans, rivers and atmosphere, global inequality of the rich and poor, loss of biodiversity and mass extinction of human and other life forms. On the other hand we have spectacular positive trends in the form of advances in science and technology, communication, information technology, quantum physics, robotics, genetics, agriculture, medicine, neuroscience and research in human well-being and happiness.

In large part the choices we make in our daily lives are informed by consumerism or consideration of money rather than mindfulness of our ecological footprint and the state of the planet we are leaving for future generations. The decisions and choices that our politicians and leaders make are mainly informed by immediate considerations of economic power and military might and the need for personal popularity rather than by consideration of planetary wellness. Ordinary people are greatly influenced by the materialistic culture of self-indulgence backed by powerful marketing techniques through television and electronic media. The unremitting cycle of consumption, production, waste and pollution is mainly responsible for the ecological crisis. Religious and racial intolerance, fanaticism, mass migration from the countries affected by poverty, exploitation and climate change add to the complexity. Futurologists predict that if we continue on the present trajectory we will make the planet a very inhospitable place for humanity within a very short period.

Some argue that all we need to do is to increase awareness of these adverse trends to mitigate the constellation of crises. In many countries the governments, the educational systems and international agencies are actively enhancing awareness of the human mediated climate change and the damage we are doing to the eco systems. This is often linked to assurances that further advances in technology, genetics and agriculture will solve our problems of looming food and water shortages, and advances in medicine will help alleviate any new diseases that may emerge as epidemics. The net effect of this approach is to lull us into a false sense of security through the belief that we will continue to enjoy the standard of life we have become accustomed to in the last few decades.

However, merely creating greater awareness of the perilous state of the planet and the various crises is not going to be enough unless enhanced awareness is linked with actual capacity of making responsible choices and undertaking action to mitigate the current downward-spiraling unremitting damage. This means we need a radical reorientation as to how we live and the choices we make. In fact we need to undertake initiatives that will elevate the level of consciousness and enliven individual and collective conscience to enable a higher capacity of responsible decision-making and of exercising choices for sustainability and planetary wellness. How can we begin to address this at a practical level?

It is our conviction based on wide experience that all the current crises arise from having lost touch with our spiritual moorings - a sickness that afflicts the very spirit of humanity. The crises can be addressed adequately through suitably designed educational programs that are genuinely

transformative. Such programs can be instrumental in developing a fresh orientation, inner and outer, with a new set of values and new ways of living, with roots firmly planted in ancient wisdom – less preoccupied with consumption and more with our real human purpose.

### **Sathya Sai Education in Human Values Programs as a Response to the Current Constellation of Crises**

Sathya Sai Education in Human Values (SSEHV) is an effective approach to solving the current crises, especially if implemented on a wide scale.

The broad aim of SSEHV is inner transformation. Fundamental to the programs is the philosophical notion that creation is a manifestation of Divinity and intrinsically sacred. According to Sathya Sai our very purpose in human life is not only to raise awareness of our innate Divinity and underlying oneness and interdependence that permeates everything, but to realise it and live our practical life in accordance with this philosophy. We have, as human beings, spontaneous intimation of inherent Divinity through the voice of conscience. This impels us to live a moral life by incorporating the practice of five Human Values - Truth, Right Action, Peace, Non-Violence, and Love - in daily feelings, thoughts and actions. This practice leads to harmony of head, heart and hands at a personal level. Awareness of a loving and caring, all pervading, Omnipresent, universal Divine Consciousness as our very core enables us to forge a continuing direct inner relationship with the Divine Consciousness, variously described as God, Allah, Jehovah, Jesus, Brahman etc. through our daily thoughts, feelings and conduct. To forge this direct relationship with the Divine Inner Witness to the most elevated level provides our human lives with deep meaning and purpose. We can cultivate this relationship through the authenticity and integrity we bring to all our relationships with living and non-living beings and with Nature. This manifests as individual integrity of character. Sathya Sai links individual character to stable family, order in the nation and peace in the world.

*If there is righteousness in the heart, there will be beauty in the character.*

*If there is beauty in the character, there will be harmony in the home.*

*When there is harmony in the home, there will be order in the nation.*

*When there is order in the nation, there will be peace in the world.*

Sathya Sai

SSEHV is being delivered through 43 Sathya Sai Schools and 31 Institutes of Sathya Sai Education (ISSEs). SSEHV programs thus provide means of character education for children, transformation and empowerment for youth and adults and initiatives based on Human Values, including peace initiatives, family values and ecological responsibility in the community. They go beyond merely raising awareness into practical actions. Such a holistic approach can raise the level of consciousness of the need to live a personal life with good conscience and morality, build stable families and peaceful nations, while at the same time also become guardians of Nature and mitigating the various crises that confront us as humanity.

### **International Interest in SSEHV**

We have been involved in this educational mission since 1988, initially in Australia, but over the period in more and more countries around the world. Our first project was capacity building through a series of Self Transformation Programs developed and customized to the local culture in Australia. This was followed by the publication *Stepping Stones to Peace* to enhance understanding of peace, non-violence and non-violation of natural resources.

Towards the close of the 20<sup>th</sup> century, ISSEs were established in many parts of the world including Australia. We were graced with the responsibility of developing a *Program for Parents* and conducting a *Conference on Values Parenting* in India. This conference was attended by educationists from around the world. The success of this conference was evident in the feedback we received at the end of the Conference as also in the invitations that followed from New Zealand, Sri

Lanka, Taiwan, Japan, Thailand, Canada, Indonesia, Hong Kong and many other countries to train facilitators in delivering Human Values programs for parents. The success of the program is evidenced not only in the invitations that have continued to come from additional countries including Mexico, Peru, Colombia, Ecuador, Guatemala, Malaysia and Singapore but also in the translations of our material into several languages.

As Director of the Institute of Sathya Sai Education in Australia our focus was also on becoming providers of continuity in SSEHV through designing and delivering advanced training for teachers, facilitators and trainers. We launched Introductory and Advanced Courses, gaining accreditation for these by the University of Central Queensland towards their Masters in Learning Management degree. Later we developed and delivered what we entitled *Certificate 4 in Education, Training and Assessment* in partnership with what are termed Recognized Training Organizations. Several Government Schools invited us to give training to the teachers in SSEHV.

In Australia one of the more outstanding successes of the SSEHV program was its introduction in the all indigenous Cherbourg Primary School in Queensland. A new Principal appointed to the school was committed to raising standards of education and character in the students in this highly traumatized community in a remote small town of Cherbourg. He started a low impact school program to lift the standards of personal pride in the aboriginal children through what he termed as the *Strong, Smart and Deadly* Program. Thereafter he invited us to induct their teachers in SSEHV and to launch a whole school program in Human Values. The results were amazing. Within two years a dysfunctional school with high levels of absenteeism, violence and poor academic results, reached par with the local schools in academic performance. The children developed a range of social and emotional skills and a sense of personal responsibility for good behavior, neatness and cleanliness and academic diligence. The Principal of the school was given recognition for this work in by the Queensland Government and awarded *Queenslander of the Year*. The Human Values coordinator at the school was awarded one of the six "Teachers of the Year Award". Similar, but less spectacular, results in academic achievement and behavior were also found in many schools where SSEHV was introduced in Australia.

In the years following we received invitations from many overseas countries to launch facilitator and trainer training programs, provide motivating workshops and oversee capacity building in their Sathya Sai Schools, ISSEs and academies, and this continues. Over the years we have become aware of the power of Sathya Sai's visionary statement that links development of good individual character with harmony and happiness in the home, social coherence, fairness, justice, law and order in the nation and peace in the world. We have witnessed various educational institutions as well as homes become havens of peace and prosperity when character development becomes part of both formal and informal educational curriculum.

- In a technical university in Ecuador students were given one workshop on *Human Values and Purpose of Life* after which they wanted their university to integrate Human Values into their curriculum.
- In a school in Queensland, following an information session, the Principal said he now understands that Human Values education is the most important learning area and the very basis of education.
- After a seminar in an Indonesian University we were asked by a senior professor if we could develop a SSEHV program for the students so that they will understand the purpose of life through education and so counter the threat of fanaticism.

- In Sri Lanka at a conference on *Values in Education* for the Vice Chancellors, the top political leaders in the country expressed need for an integrated approach for Human Values and university education.
- During a conference attended by educators, social and political leaders, the Minister for Culture and Women's Affairs in Malaysia looked forward to collaborating with the local Sathya Sai International Organizations to provide SSEHV in schools and universities.
- Similar seminars in many universities – Australia, Indonesia, Hong Kong, Peru, Ecuador, Colombia, China and Fiji, have evoked the same warm response for SSEHV programs in education, parenting, and professional training. In some of these countries, follow-up SSEHV programs have been launched by the local ISSEs with amazing impacts.
- In China an initially hesitant collaboration of one university with the local ISSE has widened to participation by several universities in launching SSEHV programs for schools in several provinces under the leadership of Dr. Margaret Taplin, Director of the ISSE in Hong Kong.

Globally, the initial focus in SSEHV was on training teachers and facilitators for bringing Human Values into mainstream education but as the ISSEs have become established, the scope of SSEHV has deepened and widened. In this respect we noted that in many areas of daily life what our secular cultures accept as “normal and reasonable” is in fact far short of the ideal. This applies not only to formal education in schools and universities, but also to every social activity in the society.

In our experience, irrespective of the area of social activity, enrichment with Human Values through SSEHV brings a softer, more humane focus. In our training we have encouraged students to delve deeper into Human Values in a variety of areas such as commerce, business and professional practices, police, banking, politics, leadership, economics, parenting, relationships in the home, and delivery of health services, to name a few. In some of these areas they have developed and implemented SSEHV programs. Thus the scope of SSEHV is extremely wide. Further, we have encouraged ISSEs and Sathya Sai Schools to go beyond training teachers in the pedagogy of SSEHV and train facilitators to identify specific community needs and then develop and deliver appropriate programs based on Human Values. For example, a very successful program has been developed in Guatemala for the empowerment of women. Similarly our program *Human Values, the Heart of Dynamic Parenting* has been modified in Canada and other countries for a variety of ethnic communities. This material is even being used by professional counsellors and family therapists.

An SSEHV program, supervised by us, formed the basis of a workshop with the parents of autistic children and resulted in an SSEHV program in an Australian university for allied health professionals and speech therapists. Another Advanced Course thesis, *Human Values for the Kindergarten Children*, was amplified as an SSEHV program and is now internationally available and widely used. In a Melbourne University an SSEHV program developed by us is being used for recovery of youth at risk of educational failure by enhancing their self-understanding. Community recognition has been extended to SSEHV programs developed under our supervision on women's empowerment, emotional wellness, and parenting for migrant and ethnic communities.

A seminar we conducted in Peru at the Ricardo Palma University on *Building a Future of Non-Violence* was followed by acknowledgement by the Rector of an urgent need for an SSEHV program on non-violence. The university awarded the Medal of Distinguished Academic and Honorary Professor of the University to one of the authors. In Guayaquil, Ecuador we were invited to give an address to the Municipality and were honored with the award of Honored Guests of the City. In another city, Chone, the Municipality invited a seminar entitled *Building Non-violent Relationships* through Human Values. The seminar was attended by the entire staff of the institution at which it was given. The local ISSE is following up with an SSEHV program for the Municipality. Similarly, the

Chief of Police in the city of Guayaquil requested a seminar on Human Values for the Police. He ensured that the seminar was attended by the entire police force of the city.

Following a seminar with the senior staff of Asian Development Bank (ADB) in Manila on post-secondary education, the head of the section concerned with developing programs for Asian youth held several meetings with us after which he modified the ADB *Guidelines for the Asian Youth* to include sections on selfless social service and attitudes towards parents and family.

We are frequently asked to give SSEHV seminars and workshops or contribute to discussion circles in interfaith forums, community agencies and religious groups.

### **International Capacity Building: Training and Assessment in Education**

It became clear early on that while some teachers fully inducted into SSEHV could oversee the programs in schools, this was not sufficient for the full functioning of the ISSEs. The ISSE required highly trained trainers who could develop a variety of SSEHV programs, train facilitators and teachers, interact with universities and Ministries of Education, establish contacts with local community agencies and Non-Governmental Organizations and conduct training in schools and community in a variety of areas. We identified that the growth and development of the ISSE would become limited unless the key trainers of the ISSEs were not only highly innovative and capable but also had credible professional and formal qualification recognized by Government schools and Ministries of Education. Towards this end we developed affiliations with and ran training programs for trainers and facilitators jointly and in collaboration with universities and Recognized Training Organizations. Our benchmark aim for the facilitators and trainers is National Certification in Training and Assessment in Education to the highest professional levels. Since then our effort has been directed to capacity building in the various ISSEs by promoting trainer and facilitator training and promoting skills of developing SSEHV programs contextualized to the specific needs of the local communities in as many countries as possible.

Quite apart from the stimulus to advance standards by hosting conferences for the ISSEs and Sathya Schools, we have worked directly with several ISSEs to provide advanced training for senior members of ISSE faculties. This has resulted in enhanced capacity to design and deliver a variety of SSEHV programs and projects in the ISSEs in Fiji, New Zealand, Latin America, Malaysia, and Singapore.

Capacity building in SSEHV includes training of teachers in Sathya Sai and Government schools through the various courses offered by ISSEs, of parents through a parenting program, of active community workers through more advanced training for engagement with teaching institutions such as tertiary and technical colleges, universities and Ministries of Education. Active workers launch and sustain community engagement programs in a variety of areas such as SSEHV in the home, schools and universities, at the workplace, in law enforcement and other government institutions.

### **Reflections on our Experience in International Capacity Building in SSEHV**

At the very heart of success of SSEHV programs is the quality of Trainer training, the dedication and commitment of the trainers to the educational teachings of Sathya Sai, and their becoming living exponents of the teachings. SSEHV charges the trainers to design and deliver programs that cultivate a transformative consciousness, a consciousness that is not merely informed by cognitive and instrumental learning but one that is infused with positive energy and enthusiasm for a new and higher perspective on life that gives a deep and personal encounter with the meaning and purpose of human life. Only such a transformed consciousness can look at the current state of the planet, the family, and the society and rise to design and deliver programs to address the deep individual human needs for love, peace, integrity, family needs for stability, community needs for compassion,

fairness and justice, global needs for planetary wellness, and political security with hope and optimism for the generations to come. Ideally the trainers are the front line workers who, while aware of the risks of where we are heading as humanity, are deeply grounded in the meaning of their own life and work. They are connected to the metaphysical reality of their purpose and their personal conviction in SSEHV that go beyond conventional norms and values. They believe not in science or religion but in the future of humanity as they fuse two loves together – love of the essence of SSEHV and love of humanity.

Trainers are conduits of Divine energy and their role is sacred. Human transformation is an ancient phenomenon grounded in mystical traditions and direct connection with the teachings. The real hallmark of effective training is memorable experience in which the sacred touches the very core of the participants to fuel the strength of their self-belief as agents of change in a world that is in reality a manifestation of Divinity – beyond mere well-intentioned morality or ethics.

### **Conclusions**

Currently the world is racked by a constellation of serious crises. These crises have a common origin in the disconnection that modern life imposes between our inner spiritual life and outer secular life. We cannot address the enormity of the challenge that confronts humanity by technological means alone. We need to transform our ways of living by realizing our own spiritual nature and our interconnection with Nature. We need to forge a new (and yet ancient) relationship with creation through the five inherent Values of Love, Peace, Truth, Right Conduct and Non-Violence in customized SSEHV programs based on Sathya Sai philosophy. These together with advances in science and technology can create a new and more advanced civilization in which the current crises can be mitigated.

**Pal Dhall, PhD, MD, FRCS, FRACS:**

**Co-Chair Education Committee,**

**Past Appointments: Director of ISSE, Australia;**

**Professor of Surgery, University of Nairobi;**

**Visiting Fellow, John Curtin School of Medicine, Australian National University,**

**Adjunct Professor of Bioethics, University of Canberra;**

**Advisor, University of Central Queensland;**

**Honorary Professor, University Ricardo Palma, Lima, Peru.**

**Tehseen Dhall PhD, Director, Educare International Pty Ltd;**

**Director, National Academy of Human Values, Australia**

**“You must be the change you wish to see in the world.”**

**Mohandas K. Gandhi**





PRATIQUE O AMOR  
RESPEITANDO A NA-  
TUREZA!  
SEJAMOS GRATOS  
A TODA CRIAÇÃO DIVINA

MAIS AMOR  
+  
MAIS VIDA  
+



ENVIRONMENT SUSTAINABILITY  
SSEHV BRAZIL

## *Sathya Sai Education in Human Values in Latin America – Eternal Springs of Love from Compassionate Hearts*

*"Engage yourselves in service activity. Consider social service as service to God. This is the best way to earn God's Love. Love all and serve all. Your entire life will be sanctified thereby."*

- Sathya Sai

### **Introduction**

A remarkable amount of service has been accomplished in Latin America through the development of projects in Sathya Sai Education in Human Values (SSEHV) in the community in a relatively short timeframe. In many countries their impact has been enormously beneficial to the community in general, to the parents, teachers, the educational system, Ministry of Education, Universities and civic authorities. The reason for the rapid acceptance of SSEHV in Latin America will be explored later. It is worth noting, however, that amazing impact occurs wherever SSEHV projects have taken roots and are watered by love. Experience from around the world shows that wherever there is suffering and compassionate hearts, love overflows into local communities in the form of SSEHV projects. These projects are inspired entirely by selfless service to quench identified unmet needs in the forms of educate (education), socio-care (nutrition and parenting) and medicare (medical care and disaster relief).

In Latin America, an intense SSEHV movement has been established in many countries over the last 20 years through projects that combine the fragrance of selfless service with meeting the practical needs of communities. These projects have enriched both the secular education system and the communities with the nutrients of a culture of Sathya Sai Education in Human Values. They have enriched personal lives with confidence, meaning, and purpose. And they have empowered social systems with amazing models of human values that manifest as selfless service and humane medical care. Indeed, SSEHV has the potential of going into all levels of society, from governmental management to social service projects, from formal education to community actions, and from medical camps to human resources management. It should be no wonder, however, since SSEHV should be the natural inclination of being human. Many of the projects are deeply inspiring and often breathtaking in their impact. A tangible form of selfless love is the most significant and common element in these projects as is evident from the following case study.

### **Case Study: From Natural Disaster to Divine Love**

On April 16, 2016 at 6:58 pm, a 7.8 Richter earthquake shook for 55 seconds in the Ecuadorian Province of Manabi. Within the Province, one of the most affected places was the small city of Bahía de Caráquez, with 25,000 inhabitants. This city has had a Sathya Sai School since 2001. As is often the case in the aftermath of such a disaster, individuals engage in enormous effort-to mitigate their own trauma of personal losses. However, at the Sathya Sai School of Bahía de Caráquez, it was just the opposite. Despite being strongly affected by the quake, it immediately opened like a lotus flower to the community. From that night on, the school was the only place that remained open and active day and night. All actions, small and large, were the natural materialization of love and care. For the next several months, families took refuge in the school. Classrooms became active dormitories and dining rooms.

Professional help began to arrive within 48 hours. The school itself became a collection and distribution center for donations of water, food, mattresses and clothes, quenching the despair and thirst evident in the faces of distressed people. Very quickly a census of the community was made and distribution of food and water commenced door to door in a respectful and orderly fashion. Not a single house was left without the basic necessities of life. Three days after the quake, a group of doctors arrived. They needed shelter and an operations center. Thus a Sathya Sai Medical

Dispensary with facilities for small interventional procedures, general medicine, gynecology, and pediatrics was established at the school to serve the community. When necessary, ambulances were coordinated to transfer patients to regional hospitals for more specialized treatment.

María Cecilia Villamizar, the Central Coordinator for Region 22 of the Sathya Sai International Organization and Juanita Villa, Director of the Colombia Sathya Sai Institute of Education, commenced workshops for teachers in the area to rebuild local confidence. Inspiration and word spread quickly around the local community. A few days later, members of Waves for Water brought welcome donations of water filters, as the supply of drinking water had been disrupted and bottled water was in short supply. The Sathya Sai School team organized urban and rural communities into neighborhood groups. Water filters were arranged for every three or four houses, and hundreds of filters were distributed. Volunteers and teachers from more than 40 schools were trained to use the filters correctly and to this we added the ingredients of human values, humanness, love, and support. A group of German Waldorf teachers arrived through the Ministry of Education. Through the workshops that had been developed all these teachers were trained in post-trauma pedagogy and in the management of trauma. The Waldorf teachers were very surprised by the personal behavior of students of the Sathya Sai School, who showed balance and peace in every activity, despite the trauma.

Three teachers and the families of three students had lost their homes. However, they received new homes from the Sathya Sai School! For those unaware of how the school is funded, it is hard to imagine the deep significance of this donation. The school itself is run entirely by donations, and struggles to meet its own financial needs. Despite this limitation, finding financial means to support the teachers and students was nearly miraculous. The houses were designed by a technical team at the school to be seismic-resistant. When two Swiss sponsors of the school heard about the earthquake, they too came to help. Amazed, they watched rehearsals of cultural activities in the open air. Later, they and a group of other donors financed what is now “Ventus Spei (Winds of Hope) Auditorium” and built three new classrooms that have enabled the school to complete the secondary grades.

Disasters bring challenges and suffering. They also bring opportunities for the flow of love and compassion. The Sathya Sai School never closed its doors after the earthquake. Human Values poured out not as words, but as warm compassionate care, professional actions, and loving and soothing interactions: love spread to the four corners of Bahía de Caráquez.

### **We do not always need disasters to manifest Divine Love**

Earthquakes are not the common forerunners of amazing and miraculous projects. Latin America has excelled in launching and sustaining hundreds of SSEHV projects for the community. Most Latin American countries struggle with economic challenges. Despite this handicap, Sathya Sai Schools and SSEHV projects keep moving ahead, often run by teams without any source of major external funding. Why that is so is not easy to understand.

### **Divine Love and Latin American Culture**

There could be many reasons to explain why SSEHV programs have been so very successfully launched in the Latin American countries. Most pre-Colombian cultures excelled in wisdom. The same pillars and traces of the Hindu philosophy of compassion and wisdom can be recognized in some of the native indigenous American traditions. Portugal, too, from where a significant migration came into Latin America, had a very flexible religious culture, with Jews, different Christian denominations, Sufis, and free-thinking Provençal speakers living harmoniously together for centuries. To a large extent, these diversified philosophies have coalesced in the establishment of a culture of openness, acceptance, and receptivity to new approaches, perspectives and views. Further, the Mediterranean tradition of friendliness and hospitality was a catalyst for generating a warm and loving culture. Latin American countries have faced economic and political challenges

during the last centuries. This too has awakened a deep sense of empathy and compassion for the disempowered and destitute. Paradoxically, an egalitarian and a less self-centered culture has become established in societies that have faced the harsh problems of inequality and social injustice. SSEHV projects, based as they are on human values, not only take quick roots in such societies, but also tend to be sustainable, as described below.

### **SSEHV projects in Latin America have shown long term sustainability**

Haiti has sustained a SSEHV project for children since their major earthquake in 2010. Almost every NGO has now left the area. But the SSEHV projects are still running. For more than a decade Argentina has held regular SSEHV classes for children from poor and destitute communities who regularly come to the local Sathya Sai School for meals. Witnessing such loving support and the sense of personal dignity and self-respect that is engendered in such vulnerable children is an extremely moving experience.

Similarly, for nearly 20 years, Sathya Sai Schools have been a lighthouse in the poor communities throughout Latin America. The SSEHV projects enliven a sense of personal self-worth as an important element of self-identity and create a deep awareness of the importance of the human values to the lives of students and their families.

Paraguay and Ecuador have trained their police forces and adopted schools and municipalities under a framework of human values. The impact of such programs on the profile of these professionals melts the heart. A small team in Colombia was able to have a huge impact on a rural community in the east side of the country by providing regular classes on human values for young children. Despite very grave economic and political challenges, Venezuela has courageously kept a Sathya Sai School running for almost 20 years. Mexico has human values programs for children in very poor and dangerous neighborhoods in Mexico City, with enormous positive impact on the local communities. The Sathya Sai Institute of Education in Human Values in Mexico has two Sathya Sai Schools and has organized regular national and international congresses on human values education, which were attended by thousands of local teachers. Who has been pushing these projects ahead? A single mother donated her own home to begin the Sathya Sai School in Guatemala. It is now a successful school, some twenty years later! In Bucaramanga, the Prema Sai School is supported by an enterprise of making soaps and other products.

Paraguay provided training in human values for young students in a technical school for many years. These students now show amazing self-esteem and self-confidence.

The love of parents for the Sathya Sai School in Bogota, Colombia could be felt, together with anguish, when they learned that the school would have to move into a larger building in another neighborhood. El Salvador and Brazil have run human values projects in prisons, with impressive transformation of the inmates. After one of the SSEHV classes finished, women inmates in Brazil staged a rebellion during which one of the teachers became locked inside the prison. One of the inmates affectionately told the teacher, "Don't worry, we are going to take care of you. We will not let anything happen to you. You are the only one who loves us here."

### **The future of SSEHV in Latin America**

Every country in Latin America has amazing, inspiring and deeply transforming projects in the community. This limited summary of SSEHV programs in Latin American does not do justice to hundreds of other projects and individuals who have poured their love, money, time, and energy into selfless service in many ways. Their reward is seeing the children and teenagers, and adults, growing up healthy, full of self-confidence, and self-respect. Maybe disruption in many communities has created a deep desire to experience loving support and stability. A stone dropped in a lake causes waves to spread wider and wider. But it is hard to know where the waves of love initiated by these projects are going to reach during the lives of the current generation and those that are to come in the future.

Sathya Sai said that the Sathya Sai Schools will last for one thousand years because of the sacrifice involved. This appears to mean that these Schools will last as long as there is sacrifice. We should notice the long temporal scale that is indicated.

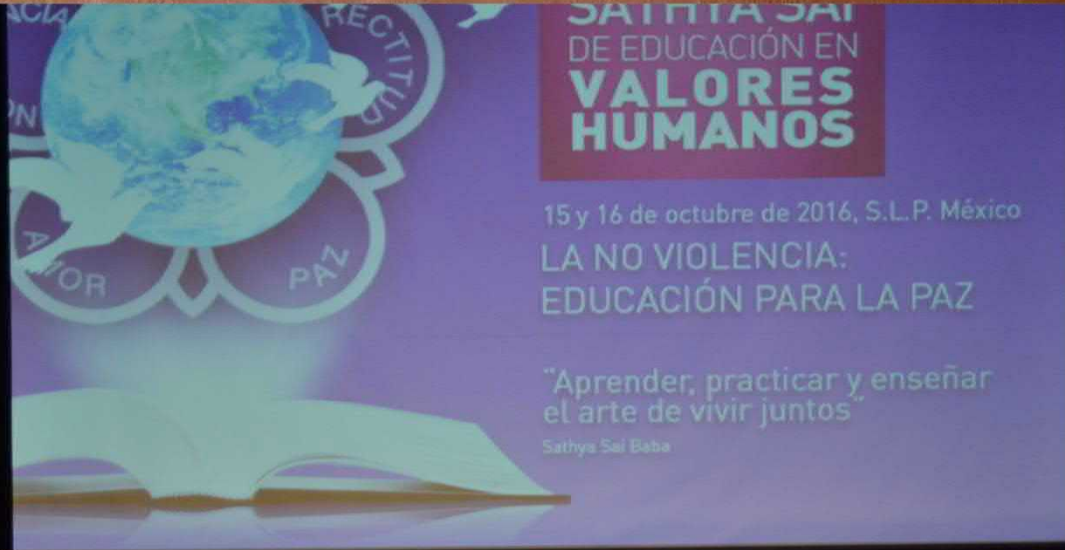
The number of Sathya Sai Schools, SSEHV community programs and Sathya Sai Institutes in Latin America is still growing. This suggests that this work will spread more and more. Many thousands of public and private school teachers have undergone training in the concepts and practices of SSEHV. This number will grow in the next decades. And their love will last as beacons of lights in their communities.

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**Professor of Surgery, University of Nairobi;**  
**Visiting Fellow, John Curtin School of Medicine, Australian National University,**  
**Adjunct Professor of Bioethics, University of Canberra;**  
**Advisor, University of Central Queensland;**  
**Honorary Professor, University Ricardo Palma, Lima, Peru**

***“The best and most beautiful things in the world cannot be seen or even touched - they must be felt with the heart.”***

***Helen Keller***



HUMAN VALUES FESTIVAL, USA (TOP)  
SSEHV CONGRESS, MEXICO (BOTTOM)

## *The Human Values and Their Sacred Basis*

### **Excerpts from a 2016 talk at the SSEHV Congress, San Luis Potosi, Mexico**

We are here at this beautiful setting in San Luis Potosi to explore the Human Values: Truth, Righteousness, Peace, Love, Nonviolence, and how to foster the emergence of the Human Values into the thoughts, words, and deeds of students. I like to try to understand the big picture on Human Values first, then it becomes easier to chart a course. For if we plan the day-to-day lessons without keeping the goal in mind, we go from one good activity to another without the Big Idea being clearly understood and put into practice by the students.

Most of you here today are teachers who want to foster development of the Human Values in students. During my years as a teacher when I went to large teacher conferences, I would look for “what to do on Monday morning” when I walked into the classroom again.

However, my talk today does not contain “how-to” tips for Monday morning. Those at the Institute of Sathya Sai Education of Mexico who are hosting this Congress are available to guide the “how-to” classroom activities in fostering Human Values. What I hope to do today is to foster a sense of self-confidence, to bolster your faith so that day-to-day interaction between you and your students and your choice of activities in lessons becomes easier and you can, indeed, bring out the Human Values in your students.

Before we think about how to teach Human Values, we need to ask first, what it means to be human. Because Human Values are inherent in us. You cannot get them from reading a book or even someone telling us about them. The *educare* process is to engage with students and draw out their innate Human Values.

Why do we need to think about the deep questions? Educator and writer Parker J. Palmer said, “Deep speaks to deep”. If we want to draw out the Human Values from deep within the child, we need to speak to them from that deep place within ourselves. Children can tell if we are authentic, if we practice what we preach. We teach who we are. So let us ask the deep questions on being human: Who am I? Where did I come from? Where am I going?

Some of you may be thinking, “Those are really deep questions that may have religious or spiritual implications. Why these questions if I work in a secular government public education system?” How do they relate to my teaching, my day-to-day interactions with students?

Yes, we do have secular governments and public education in many places of the modern world. In the USA, the “separation of church and state” is enshrined in the first article of the Bill of Rights of the Constitution. And, from time to time, stories about school-related and other conflicts arise.

Similarly, the Constitution of Mexico separates church and state, and in Article 3, it calls for educational services to be secular and, therefore, free of any religious orientation. But, I was happy to see, that Article 3 also says, Federal State education shall be designed to develop harmoniously all the faculties of the human being!

So, everyone can rest easy, breathe a sigh of relief. Asking ‘who am I as a human being’ is allowed by the Constitution of Mexico!

We do know from history organized religion has imposed its will by force from time to time, so some separation of church and state is good. On the other hand, when religion is not a force, rather a

source of good, this can be very beneficial for the people. But we are not talking about formal religion today. We are focusing on universal Human Values, inherent in each human, in both the one who is religious, and in the one who is not.

So, who am I as a human being?

In modern secular society science plays a leading role in shaping the attitudes of society, of educators and of students. So let us first explore what it means to be human from the viewpoint of **science**.

The new findings in science in the last 5-10 years have made the science we in this room were taught in primary and secondary school barely recognizable!

The Hubbell telescope and other telescopes in space have let us peer further into space with more clarity than ever before.

Astro-physicists have shown the age of the universe is 13.82 billion years. The birth of stars and their eventual violent death send particles, atoms, elements throughout space. These scientists have shown the atoms that make up our bodies, and indeed elements comprising all life and everything on earth, have come from stars that lived and died billions of years ago.

Some say we are stardust! Stardust. That puts the phrase “dust to dust” in a different light, doesn’t it? Ashes to ashes, dust to dust.

Within the cells of our bodies, other scientists, microbiologists and neurologists working with DNA have discovered that our human bodies have traces of DNA - the genetic life code - common to every life form that has ever lived on planet Earth over millions of years! In fact Douglas Theobald, a biochemist at Brandeis University in Waltham, Massachusetts, found with computer modeling and statistical analysis, the chance that all life did **not** evolve from a single-cell organism is only 1 in 10 to the 2,680th power, or 1 followed by 2,680 zeros. Therefore, humans share traces of all life forms on earth in our very cells!

Do you remember the periodic chart of elements we learned about in school? Just this year scientists discovered a group of elements that completes the seventh row on the chart. Even smaller than the elements are sub-atomic particles.

Particle physicists tell us at the sub-atomic level there is no boundary, no distinction between the edge of your chair and where your body begins. The divisions, boundaries, separateness and diversity that we think we see between one thing and another do not exist at the sub-atomic level.

These are astounding findings in science! And this gives new meaning to the phrase, “we are one,” doesn’t it?

What about consciousness itself? Some research shows that consciousness appeared 520 to 560 million years ago with the rapid increase in life forms with brains, but science has not identified the cause or source of consciousness, and may not be able to explain all the faculties of a human being.

Einstein recognized the limitations of the scientific approach when he wrote, “Not everything that counts can be counted, and not everything that can be counted counts.”

Through science mankind will continue to explore, but philosophers, poets and sages have pointed through the door beyond science, especially in the area of consciousness.



A U.K. astrophysicist who hosted a popular TV series, *The Wonders of the Universe* says, “We are the cosmos made conscious, and life is the means by which the universe understands itself. “

As long as humans have existed we’ve asked the deep questions, who am I, where did I come from, where am I going which are questions about consciousness itself. For thousands of years we have recognized the answers to deep questions about consciousness may not be visible in the observable world.

When we teach Human Values, we teach the children who we are as human beings. Deep speaks to deep. To draw out the Human Values that lie deep in the child’s consciousness, we ourselves must be aware of our deeper human consciousness. Through both verbal and non-verbal communication, we must speak heart-to-heart with students.

So at this level of deep consciousness, who are we? We say, this is my hand, this is my arm, I have a head, I have a brain, then who is this I? We say I am awake, I slept last night, I had a dream. Who is this “I” who is witnessing this waking, sleeping, and dreaming? By asking these questions we have put down the instruments of science, and picked up the instrument of **self-inquiry** to understand human consciousness. Some would say, we’ve entered human spirituality in the quest to find out who we are. Either way, self-inquiry or human spirituality, this is the attempt to understand the faculty of consciousness in ourselves as human beings. Not only to understand the human consciousness wherein lie the Human Values, but to experience it, to feel the love that emanates from it.

Experience is important because if we as teachers experience our deeper consciousness, that transmits to the students. They feel it, and respond in kind. They especially feel and respond to our love. Our love draws out their love. This is why it is so important to create an atmosphere and environment of love in your classroom—love between you and your students and love among students. A circle of love with no breaks in the circle. This is the positive loving foundation of community that is a prerequisite for learning in the classroom. Brain research shows that learning only occurs when the brain is relaxed and feels ‘safe.’

The scientist seeking the truth of the observable world takes an outward, objective path. The teacher seeking the source of the Human Values within his/her own consciousness takes an inner, subjective path.

To inquire into the source of the Human Values within our consciousness, we need the qualities of self-confidence, faith. We need the quality of courage to listen to the voice of our intuition, our conscience. The courage to listen to our “inner teacher,” and follow through with action, makes us a good teacher for our students.

In human spirituality or self-inquiry, what we discover is ourselves. We don’t need to prove our personal finding to anyone else. To ourselves, the proof of the truth of our inward search is gauged by the touchstone of our own heart, in our own conscience. To our students the proof that we have experienced the truth and love emanating from our human consciousness is in our actions more than in our words. If we live the Values, students will feel it when we talk about the Values.

For multiple different personalities and inclinations, paths toward self-realization are many, but the Human Values are one. There is no separate Truth and Love for Latin people, no separate Truth and Love for English people. Love, Truth, Peace, and Nonviolence are the same the world over. The same for Right Conduct; even when you take into account the differences in cultures, social mores,

languages, the Human Value of Right Conduct, or Righteousness, or *Dharma* as it is called in India, is the same for all people.

Our main goal as teachers of Human Values is students who are firmly fixed in right conduct and good character. How to be sure we teachers are firmly fixed in right conduct so as to be good examples to students? Sathya Sai conveyed the answer many times in various ways across 50 years. To paraphrase the answer, cultivate an awareness, an attitude, and an experience of the source of Human Values. There are many names for the source in human consciousness of the Human Values: *atma*, soul, the Supreme Self.

Since I mentioned soul, let me mention religion here. A teacher need not be religious to teach Human Values. On the other hand, the teacher who is religious is not asked to check your love of God at the door before entering the classroom. Teaching in the secular state school means we cannot preach or practice the observable rituals of our religion inside the classroom. But if a teacher personally leads a religious life outside the classroom, the sacred holy feelings inside the heart will inspire you personally to live the Human Values, and students will know your integrity. Whether a teacher is religious or not, whether you call it soul, or Supreme Self, inner teacher, or simply Love, that source within our own consciousness is nameless. As teachers, our growing experience and awareness of the source of Human Values fixes us in right conduct, in good character, to become good examples of Human Values to our students.

My remarks are not a call to religion, neither to give up religion. Rather, to seek to experience and feel within yourself, within your own consciousness, the source of these Human Values. And like a scientist testing a hypothesis, test the truth of what I'm saying by your own experience.

We stand on the shoulders of those who went before, those who delved into their own human consciousness. In ancient times in India, this understanding of living a righteous life from a perspective of the basis or source of Human Values was known as *Sanathana Dharma*. *Sanathana* means ancient, *dharma* means code of right conduct. Simple. This was before religious ritual began, before the term Hindu was used. In North America, Native Americans refer to *The Red Road*. *The Red Road* is a way of life based on human spirituality. George Walking Bear, a Native American teacher who visited India in 2010, told me *Sanathana Dharma* is similar to *The Red Road*.

The title of this talk is Human Values and Their Sacred Basis. The word "sacred" usually is used in a religious context. Not only in religion, the word sacred inspires grandeur, honor, purity, bravery, and sacrifice. When we speak of Human Values, and their basis or source, the word *sacred* is also appropriate. Love undergirds all the other values. Surely the basis of that love in our consciousness can be called sacred.

We began today seeking the clearest, 'big picture' view of Human Values and human consciousness as if we were on a mountain top. But one need not climb a mountain to discover the source of Human Values. The source lies within us. Nearness to the source, living one's life with an attitude of our true Self, our core, is the single most important thing we can do to be a good example to foster Human Values in the thoughts, words, and deeds of students. In one sense, reaching our source within is like an expedition to a mountain top, a journey that requires lifelong perseverance. We're looking for our true selves, but in another sense, we are like the person searching for his or her eyeglasses, all the while the glasses are perched on top of his head.

As the song goes, "After all my endless searching, I am the one I seek."

And for those who find happiness in thinking of God in this search, a small story,

*A very long time ago, at the time referred to as the fall of man, the good Lord decided to hide the knowledge that man is really God. The Lord would therefore hide the Divine spark so that man could not find it. The archangels came up with a number of suggestions. One said, "Let's hide the Divine spark on top of the highest mountain." But the good Lord answered, "No, sooner or later man will come there. It is not the best hiding place." Another archangel suggested hiding the Divine spark at the bottom of the deepest ocean, but the Lord said again, "No, sooner or later man will come even there. It is not the best hiding place." "No, the Lord said," the best hiding place is within man himself. That is the last place he will look and this is where I will hide it."*

All good stories come to an end, and we end where we began our search, with these words of T. S. Eliot, from *Little Gidding*,

"We shall not cease from exploration  
And the end of all our exploring  
Will be to arrive where we started  
And know the place for the first time."

**Tom Scovill, EdD**  
**Retired public school administrator,**  
**California, USA.**

## *Institute of Sathya Sai Education, USA*

As we experience the events around us today, at times it's easy for our higher hopes to weaken among so much unrest. And yet, when we surrender in faith to a higher power, we begin to understand that the divine has a plan and that this plan will come to be, regardless of opposing forces. When our calmness turns into understanding we see that the master plan and its sure success is already pre-programmed within each one of us; that we must only access it and apply it. We begin to realize that after all, the transformation of the world lies entirely in the transformation of the individual; that the program or blueprint is written in the language of Human Values - our immediate connection to the divine spark; the blueprint of our true nature and lasting happiness.

But, how do we access this pre-programmed blueprint? The awareness of how to elicit the Human Values that are innate in us and practicing the process of expanding the connection with these universal Values is what Sathya Sai refers to as *Educare*, and this foundation is the Sathya Sai Education in Human Values (SSEHV) Program.

*Education has two aspects; the first is related to external and worldly education, which is nothing but acquiring bookish knowledge. In the modern world, we find many well versed and highly qualified in this aspect. The second aspect known as Educare is related to Human Values. The word Educare means to bring out that which is within. Human Values are latent in every human being; one cannot acquire them from outside. They have to be elicited from within. Educare means to bring out Human Values. 'To bring out' means to translate them into action.*

- Sathya Sai, September 25, 2000

The Institute of Sathya Sai Education – USA (ISSE-USA), provide SSEHV trainings to help participants learn the process of bringing forth and practicing the innate universal Human Values of *Love, Truth, Right Action, Peace, Non-Violence* in their lives and in the lives of their families, students, peers; and towards the benefit of the community-at-large.

One of the goals of the Institute of Sathya Sai Education has been the development of a dedicated network of SSEHV-trained individuals and experienced advocates to generate interest in SSEHV and initiate SSEHV programs/projects in the community-at-large. To achieve this goal and with USA's large geographical landscape to tackle, the ISSE-USA has implemented a mobile approach, with facilitators traveling to any region where training is requested. The ISSE-USA has also initiated partnerships with service coordinators and dynamic young adults, encouraging them to infuse the SSEHV principles into their existing projects. By introducing the awareness of these noble Human Values into these initiatives, the service outcome is magnified, by holistically addressing the needs of the body, mind and spirit.

In the USA, SSEHV programs/projects have been implemented in various community settings including; higher education, juvenile detention centers, prisons, after school programs, adult programs such as formerly homeless women and their children, abused women and their children, half way homes, city Health Department's Peer Education Program and various school settings (private and public) from K-12.

The ISSE-USA's core curriculum consists of two sequential courses, each lasting three full days, both of which are required for certification. These courses are open to the public - universal, enriching and eye-opening to all - and have been undertaken with great success by participants from various backgrounds, such as College academia, teachers, information technology, medical professionals,

business and entrepreneurs, social workers, youth and adult program directors and workers and parents among others. The participant diversity certainly confirms the essence of and the need for this program in all lives. After all, though our cultural, gender and socio-economic backgrounds may differ, SSEHV is about understanding that which we all share in common, namely the divine spark and the innate human principles of life.

To support its training objectives, the Institute is also increasingly establishing a group of highly qualified SSEHV Field Work Mentors, to help participants with their post-training field requirements. These mentors guide and assist trainees in identifying SSEHV community or workplace and other venue opportunities and oversee their program implementation. This close relationship between the trainee and their field work mentor helps to provide confidence to the trainee and helps maintain the integrity of the program.

In keeping up with the current times and to facilitate and enhance ongoing engagement, the ISSE-USA also offers a variety of frequent webinars and topic-specific workshops for trainees.

In fact, despite our focus on community initiatives - due to their unifying and expansive potential – the ISSE recognizes that it's the family unit who has the greatest transformative effect in any child or individual. Further, the responsibility of character inculcation is a triple partnership between parents (first), teachers and child. Sathya Sai has said:

*Children do not come to you, but through you. Parents must feel that they are servants appointed by the Lord to tend little souls that are born in their households, as the gardener tends the trees in the garden of the Master.*

-Sathya Sai, July 25, 1958

Therefore, the ISSE-USA has an established *Parenting Program*, implemented through a series of workshops offered in day or weekend-long increments. The program covers both, the scientific and the spiritual aspects of child development across each, childhood and teenage age-group. Equipped with a thorough understanding of their child's innate sensitivities, needs and abilities during each stage, parents can confidently adjust their methods and wholeheartedly engage in the sacred duty of character-based parenting. Further, since "it takes a whole village to raise a child", the Institute has welcomed teachers, neighbors, grandparents and family relations to these workshops as well.

In 2017, with the growing awareness of SSEHV in the community and with the support of local partner schools, the ISSE-USA initiated a new community initiative titled *Human Values Fest (HVF)*: A family-centric festival expanding the awareness of the five Human Values and the practice of love and service in the community. The first annual *Human Values Fest (HVF)* took place on November 2017, drew hundreds of families from the community-at-large. The event features, among others: A Human Values concert, art and cultural exhibitions; unique Value-based family activities and a display of community work by local service organizations. Today, other HVF's are scheduled around the country. The Institute is willing to work with all states in the USA and other countries in expanding this inspirational community platform.

Life is an evolution – a series of transformations toward our ideal condition. Thus, we must know that we are born to be agents of change. First to develop change within ourselves and then, as exemplars and catalysts of change for others. The SSEHV program helps us realize this high calling of our higher selves to carry out this mission. There is no better time or opportunity than now to wholeheartedly engage in this program with love, to develop into our ideal selves and for the

betterment of humanity. The ISSE-USA welcomes you with open arms and hopes to see you in one of our upcoming trainings or events!

**Kalika Grana, M.Ed.**  
**Director of ISSE-USA**

***“The greatest wisdom is in simplicity. Love, respect, tolerance, sharing, gratitude, forgiveness. It’s not complex or elaborate. The real knowledge is free. It’s encoded in your DNA. All you need is within you. Great teachers have said that from the beginning. Find your heart, and you will find your way.”***  
**Carlos Barrios**

***“The statue is already in the wood.” – Ancient Chinese Saying***



INNER PEACE  
ISSE-USA ART CONTEST WINNING ARTWORK



STORY TELLING & GROUP ACTIVITY  
SSEHV GREECE



## *How Many Kinds of Teachers?*

One of the most important decisions in life is the profession one will choose. I already had my diploma in mechanical engineering from the National Technical University of Athens, but inside I didn't feel any special inclination towards engineering. I always felt a charm for learning and helping others learn. So, I decided to get a job in a technical high school to teach engineering. But I was not quite sure if this was the right choice.

During that time, I was attending a training on Sathya Sai Education in Human Values (SSEHV) in Greece. Upon the conclusion of my training I got my certificate, signed by late Thorbjörn Meyer, the founder of the European Sathya Sai Education Institute (ESSE), the first Institute of Sathya Sai Education worldwide. I was already teaching children's classes, which started in Greece on 1990. However, the uncertainty about my job was a constant concern in my mind. I hoped that I could get some guidance from my spiritual teacher, whom I revered as a world-renowned teacher and educational reformer.

Indeed, when I visited with him in July 1996, I had the chance to discuss this personal question. He advised me to continue my job as a teacher and then asked me, "How many kinds of teachers are there?" I didn't know how to answer and so he gave me the answer himself, "There are three kinds of teachers: complain teacher, explain teacher and inspire teacher." I was very happy to receive this simple but very important awareness regarding the teaching profession. My goal was now to become not only an explaining teacher but, most important, an inspiring one!

I have rededicated myself to the noble task of teaching Human Values in parallel with my school classes. From my immediate experience I realized the urgent need of modern education for the spiritual principles of Sathya Sai Education. To serve this need, SSEHV is applied by many dedicated educators all over the world. In Greece the program is offered twice a month, on Saturday evenings, to the children. A yearly summer camp is organized for the SSEHV students at the end of the school year with the additional participation of children from poor families who are served regularly throughout the year by our team of volunteers. Shorter events are organized during the year on special occasions like Christmas, Easter etc.

It is such a fulfilling experience to share the valuable gems of Human Values with the young children, adding a small stone in the Universal Mosaic of Sathya Sai Education. My inner guidance is always felt and very often a serene feeling of Inner Peace and Joy fills my heart when a Human Values lesson is over. Most of the students have been regularly and faithfully attending the program from a very early age and often continue until they are 14 and older. Some of them were later trained and have now become SSEHV teachers themselves. Their ethos, conduct, behavior and character is the very example of how the program has affected their lives, and what an example they can be to the new generation of students. Here is a testimony from a former student, who is now an active SSEHV teacher:

- As I grow older and look back at my student years, I realize that the lessons on Human Values were not just preaching and theory, but a pointer for another way of thinking and living. Since it is not so easy to see the change in myself, the way to ascertain this change is to watch the way of life of my brothers and sisters with whom I was attending the SSEHV lessons. What I can see is that these young men and women have something different; they have noble interests living a life of ethos and sharing with all living beings. Now that I work as an SSEHV teacher myself, my sincere wish is to be able to transmit to my young students the Values that shaped my character and the character of my friends. I truly believe that this

is the only hope for a better world.

A few years after my previously mentioned interview with my spiritual teacher, he asked me once again about my job. When I replied that I'm a teacher, he asked the same question for a second time: "How many kinds of teacher?" Now I was well prepared and answered immediately: "Three kinds of teacher: Complain, Explain and Inspire". I thought that our dialogue would stop there, but he continued asking: "What kind of teacher are you?" I wanted to answer, "I am an inspiring teacher," but this might sound egoistic. On the other hand I didn't want to say that I'm just an explaining teacher; or that I try to be an inspiring teacher, because he had warned me once: "Try is dry. Don't try, do!" So, after a very quick thought I risked the answer: "I'm an inspiring teacher with your blessings and guidance." He accepted this answer smilingly, then lovingly added: "Yes, but explaining is also important!"

I've come to realize that a balance between Education and Sathya Sai Educare, Information and Transformation, Explanation and Inspiration is necessary in order to build an integral educational system for spiritual uplift, self-discovery, and social service through love and detachment. I pray humbly for continuous inner guidance to me and all Human Values educators, so that we can be shining examples of spiritual awareness for lasting beneficial consequences to the individual and society at large.

**George Bebedelis**

**Director, Institute Sathya Sai Education-Southern Europe, Greece**

***"There are three kinds of teachers: complain teacher, explain teacher and inspire teacher."  
Sathya Sai***

## *Sathya Sai Education in Human Values: Experiences and Applications in Postsecondary Education*

In today's climate of hyper-competitiveness, over-consumption, and success-at-any-cost, students at postsecondary levels require professors, advisors, and mentors who will help them place their curricular content into a context that inspires them to use what they are learning in ways that are beneficial to self, family, and society.

Seventeen years of age onwards, into one's mid-20's is a crucial developmental phase for young people as they move into the early stages of adulthood and seek to solidify their values and social norms, align their moral compass, and find their place in the world. It is also a period of decisive development for the brain's pre-frontal cortex, where reason, decision-making, empathy, emotions, and self-awareness come together. And so, this is the time when students should be encouraged to understand that education must not merely be measured by its utilitarian or worldly value, but by its all-around potential for achieving a life worth living. As British philosopher Alfred North Whitehead summed it up, "There is only one subject matter for education and that is life in all of its manifestations."

### **First Things First**

Among the pedagogical elements that comprise Sathya Sai Education in Human Values (SSEHV), I have always believed that *Teacher as Exemplar* and *Establishing an Environment and Culture of Love* are the most essential. So, well before entering the classroom or advising their students, it is critical that professors assess, recommit, and reinforce their own practice of the Values they intend to promote and represent, and consider what it will take to ensure a calm and inviting learning environment.

### **Establishing a Human Values-Based Framework**

Establishing universal Human Values as an integral part of any learning process can be easily achieved once educators themselves understand the character of true education and begin to penetrate its incredible and lasting power. And while it may appear that the disciplines associated with education, management, the humanities, the social sciences, and the arts are more favorable for applications of SSEHV, this is not so. For, notwithstanding the area of study, students can be inaugurated into a Values-based framework beginning with the course syllabus, where professors can incorporate inspiring quotations and questions for reflection that are relevant to the course objectives and the variety of topics to be covered. During the first class meeting, the professor can also suggest that students reflect on how the knowledge they will acquire throughout the course can be put to constructive social uses.

Setting the tone for a positive learning environment at the onset will go a long way in facilitating advantageous teacher-to-student and student-to-student communication and interactions. Postsecondary instructors should also remain mindful of the power of non-verbal forms of communication. Moving among the students, maintaining good eye contact, cultivating one-on-one, heart-to-heart relationships, and assuring that one's own heart and mind remain open can help assure a stimulating and safe learning environment.

In my own management, education, ethics, and other classes, I emphasized that knowledge is naturally interdisciplinary and this is why prior to focusing on their major areas of study, they are enjoined to complete a program of general studies that encourages broadmindedness and thinking

beyond the subject at hand. With the intention of empowering their overall learning process, I would take the time to introduce them to the essential concepts associated with

- Systems thinking: everything, including knowledge, is interconnected and mutually dependent;
- Critical thinking: engaging one's reason and common sense, and how to better achieve more objective perception and not rush to abrupt conclusions.

Realizing that some students may already have a good grasp of these concepts, I would often approach it conversationally, provide a few everyday examples, and inject a bit of humor along the way. To conclude, I would pass out a list of the five Human Values of Truth, Right Action, Peace, Love, and Non-Violence, along with their Sub-Values such as honesty, integrity, compassion, confidence, courage, determination, kindness, social justice, and others. Once they have a good look and I am assured they accept them as universal, I suggest that such values should be characteristic of all human interactions and behaviors, and then let them know that we will re-visit them from time to time throughout the course.

At the very end of this critical first encounter, I would often check-in with the students by casually asking questions such as: "Is everything ok?" "Are you with me?" "Does this make sense to you?" "Do you see why it is important that we visit these concepts *before* we carry on with the course?" I would communicate confidence in their learning potential and adjust my language depending on whether they were graduate or undergraduate students or native English speakers. The idea that this preliminary *universal grounding* in thinking and perceiving could also be applied to their other courses often intrigued them and made them look forward to what was unfolding.

Because of their nature, this approach worked more effortlessly in my teacher training and other graduate education courses, but I was surprised at how easy it was to effectively apply the same process and principles to my Organizational Behavior and Strategic Planning classes, as well as to other classes in the field of management.

Because I wished to encourage collegial dialogue and cooperation, both individual and collaborative coursework and presentations were typical assignments. Another strategy used successfully over many years was to send electronic messages to my students between classes that sought to reinforce key content from the previous class and alert them to the attendant Human Values. I would also attach inspiring poetry and/or quotations as part of the feedback I would provide for their narrative assignments. Playing music with a Values message was also used. I would advise them of the theme, sometimes refer to it as a 'musical interlude,' and lightheartedly suggest that with all they are learning, they should "also learn to dance with their knowledge." Given that I tended to be a bit intense and incisive with the curricular content, this provided a tried and true shift in energy that students appreciated. It also informed and relaxed them, and made them more receptive. Students perceived this as a treat, and even in the midst of important subject matter it did not diminish the seriousness of the class.

One point to note here has to do with the fact that when we do any kind of service for others, we are ultimately serving ourselves. For we get the opportunity to express our own innate goodness, reflect on our intentions, and make proper use of our capacities. This has a certain power that all can personally experience.

Over the course of the term, the positive energies in the classroom often intensified and became increasingly palatable. Students' appreciation for the holistic student-centered approach was often so profusely and routinely expressed in their Course Evaluations that it became humbly gratifying,

and at times overwhelming. For what more can an educator desire beyond the satisfaction of knowing his or her students were inspired and achieved the more holistic learning that was intended?

### **Infusing the Broader Curriculum with Human Values**

As I matured in my profession as an educator, I naturally gained greater skill in anchoring all courses in Human Values and was given the freedom to design new courses and seminars, and re-design others. These courses and seminars with titles such as *Universal Values and Leadership Development, Concepts and Values in Modern Multicultural Society, Sacred Symbols and Sacred Music*, and others, explored practical spirituality and sought to inspire reflection and directly impact the heart. I also conducted numerous independent studies that addressed the more common aspects of the world's faith traditions and encouraged perspectives on unity in diversity and personal holistic transformation.

### **Service Learning at the University: A Direct Pathway for SSEHV**

After moving to Antioch University from the University of California, Santa Barbara, I designed and coordinated a *Service Learning Program* that included an undergraduate course entitled *Service Learning in the Community*. The weekly classes were highly experiential and provided global perspectives and examples of service. Students were required to complete a service learning internship from among selected local non-profit organizations. These included elder homes, food banks, animal shelters, pre-schools, and other such locations. Such a class provided an ideal forum for students to have the direct and indirect experience of Sathya Sai Education in Human Values. The Course Reader was wide-ranging and contained inspiring articles by world-renowned teachers from east and west. It was also sprinkled with quotes, poetry, and motivating images. In the very first class, I spoke about specific Human Values, and over the course of the term, presented inspiring documentaries about incisive service activities and social justice initiatives taking place worldwide. During one class, we would listen to various genres of music and discuss the joy and other emotions they brought to mind, as well as its more therapeutic use in hospitals, nursing homes, and hospice care.

Students were deeply touched by a sweeping speech on love and service that was delivered by Rev. Dr. Martin Luther King, Jr. the night before his assassination. We often discussed service as *love-in-action* and a sure way to tame and educate the heart. Students also discussed and wrote about their specific service experiences at their various internship sites and locations. In one class they were asked to identify an ideal exemplar of service they knew personally and talk about the values that person displayed that led them to select him or her. At the end of the class I gave each student a pre-printed Award of Distinction and Appreciation Certificate to present to their chosen exemplar. (Please see the attached certificate.) Later in the term I would address the topic of *Service as Spiritual Practice*. During this class I introduced students to concepts of service from each of the major faith traditions while emphasizing their common values and underlying unity.

One other feature of the overall *Service Learning Program* involved inviting university faculty and staff to participate in annual field trips to the local zoo where we took students with special needs and their teachers. After considering the number of volunteers, we would contact local elementary schools and provide rides to and from the zoo, free entry for students and teachers, along with a train ride for the children around the zoo.

Because of the uplifting nature of the course itself, students nearly unanimously reported that the learning they achieved transformed their ways of thinking and being. In some cases, they actually

changed their career ambitions, and often spoke of the class during the 1-minute speech they were allowed to give at their graduation ceremony.

Within a year of starting the program, the campus came up for its 10-year accreditation review, and to make a long and wonderful story short, the review committee recommended that the *Service Learning Program* become an undergraduate degree requirement. Needless to say, every BA graduate of Antioch University Santa Barbara since 1993 has been exposed to both the theory and practice of service. When I finally retired from full-time teaching, one of my former students who had become an adjunct professor was invited to teach the course and continues to do so to this day.

### **Special Benefits and Responsibilities**

It is difficult to fathom the precious nature of one's calling to the education profession, and even more so to learn about Sathya Sai Education in Human Values and be given the opportunity to engage in its dissemination. And yet those who have obtained this great gift are ever enjoined to recognize the attendant responsibility and *walk in a manner worthy of the calling*. As one author put it, no matter where you are or with whom you may be interacting, one is always teaching who they have become.

Conscientiously engaging my students and mentoring teachers and professors in the incredibly transformative pedagogy of SSEHV over many years has affected me in many deep and lasting ways. To this day, I continue to resonate to the joy and unassuming self-assurance this great gift has provided, and still seek ways to spread the word and pay it forward!

**Hymon T. Johnson, Ed.D**

**Professor Emeritus, Antioch University Santa Barbara, USA**

*"If you think you are too small to make a difference, spend a night with a mosquito."*

*African Proverb*

### ***AWARD OF DISTINCTION AND APPRECIATION***



*Presented to:*

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*For Being*

***A True Exemplar of Service***

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SERVICE-LEARNING INTERN  
ANTIOCH UNIVERSITY-SANTA BARBARA

## *Sathya Sai Education in Human Values in Higher Education*

I have been implementing Sathya Sai Education in Human Values (SSEHV) in the courses I teach in the Graduate School of Education at the University of Pennsylvania. Using the Indirect Approach, I typically use the following components: inspiring videos/music, discussion questions, inspiring quotes, stories with Human Values messages, and activities. I incorporate these components by: i) purposely planning ahead to include inspiring quotes and stories, based on the topic, at the beginning or end of the lecture, or during short breaks, or ii) improvising the use of any component during the lecture or group discussions.

Following are reflections on my experiences thus far.

First of all, I am grateful for this amazing program. I firmly believe that this is what the world needs now. Sathya Sai has said: "Politics without principles, education without character, science without humanity, and commerce without morality are not only useless, but also positively dangerous."

Based on my involvement with SSEHV, I am able to appreciate the above quote even better. I am convinced that the present world does not need more clever people that could advance the technology further, add more scientific discoveries, or develop sophisticated financial/business models. What the world currently needs are righteous and ethical people. It needs men and women of character who know how to love and care for Mother Nature, plants and animals, and their fellow human beings. Only then will there be harmony and peace in the world. Character education and similar programs on Human Values will be able to pave the way towards making such a world, and yet it starts with individuals, and with parents and teachers. This conviction has been fostered within me since I became involved in SSEHV learning and facilitation.

Inspiring quotes, pictures, stories, and videos related to Human Values have added variety, deep thinking, and enhanced interactions in my lectures that could sometimes be monotonous. In addition, these essential elements help make the class fun-filled and students usually look forward to these elements during the lectures. In other words, SSEHV, albeit in an indirect way, has made all the difference. SSEHV is not only like the sugar that brings sweetness to the cake, but it is also like the icing that makes the cake beautiful.

Another thing I realized through the discussions and the feedback that my students share after the course has concluded, is that people in general do appreciate discussions and activities relating to Human Values. After all, the Human Values of Truth, Right Action, Peace, Love, and Nonviolence are inherent in each and every one of us, and we just need to create the right environment to bring them out. I truly realized the meaning of the SSEHV philosophy of *Educare* - to bring forth from within. Everyone likes to be happy, to be loved, to be peaceful, and to help others. Therefore, I see the great potential of this program in the transformation of people and the current way of life that places too much emphasis on outward thinking and overt self-centeredness.

Furthermore, I feel that good things can be done and promoted in very simple ways in our daily lives. Sathya Sai has said, "When you have a noble thought, just do it." Likewise, I feel even if I can give a simple smile and make someone's day - that is a great thing to do! I also understand the value of *teacher as exemplar* in a more practical way. A teacher can set an example for his/her students by the way he/she talks, behaves, and interacts. A teacher needs to be alert, sensitive, respectful, cheerful, and set a good learning environment in the classroom. A teacher needs to be welcoming and inclusive. Love is the "invisible string" that binds the teacher and the students. Whenever I am aware of this and try my best to practice it, I always have a good feeling.

Once again, I offer a note of gratitude and appreciation, and pray for Divine guidance so that I can first practice the teaching myself, and thereby develop more humility, integrity, peace, and love as I continue on this journey of learning to be a better person with each lesson learned. Thank you!

**Amrit Thapa, Ph.D.**

**University of Pennsylvania USA**

*The first peace, which is the most important, is that which comes within the Souls of people when they realize their relationship, their oneness with the universe and all its powers, and when they realize at the center of the universe dwells the Great Spirit, and that its center is really everywhere, it is within each of us. This is the real peace, and the others are but reflections of this. The second peace is that which is made between two individuals, and the third is that which is made between two nations. But above all you should understand that there can never be peace between nations until there is known that true peace, which, as I have often said, is within the Souls of men.*

**Black Elk**



## *Education in Social Awareness*

When I was first appointed as Director of the Institute of Sathya Sai Education Australia (ISSEA) I was faced with the personal challenge of facilitating the process for the ISSEA to develop Sathya Sai Education in Human Values (SSEHV) projects within the Australian community. I had to think, what does this mean and how will we do this?

If we truly believe in the promise of a better world, then we need to demonstrate where we have the opportunity, and thus indirectly share the vision with all Australians. We needed to show how SSEHV could be put into practice, so that others would start operating in a more loving way. Such an enterprise needs to be based on SSEHV, where SSEHV is fundamental to the foundation and fabric, and infuses all aspects of organization, governance, and operations. This is a central role for both our Sathya Sai School and the ISSEA - to create SSEHV communities for all to see, communities that illustrate a better way for the world - and that will raise social awareness so that others will take up this challenge.

Social awareness is also created by the service projects conducted by the students of our Sathya Sai School. In the primary years these tend to be more within the school, although some opportunities arise to engage beyond the school gates, such as with elders in retirement homes. However, our new secondary school will allow us to look for outside service projects to link with the wider communities of the area.

The ISSEA, together with the Sai school, has also identified a need to raise the awareness of parents about what we are striving to do within the school to draw out the values from within our students. The Australian federal and state governments have policies in place to promote Values education in all Australian schools. This was supported by a major research initiative funded by the federal government from 2002 – 2012, and resulted in extensive published reports on the benefits and ways of implementing Values education; the problem remains to get teachers, many of whom are already overloaded, to adopt Values education approaches as they may not have the necessary skills and resources required. This is an opportunity for our Institute, and we are taking this up through the unfolding of professional development programs in SSEHV to be offered to all teachers through the government accredited professional development program.

Values education is not just an issue for schools, or one between teachers and students. It is a three-way process among teachers, students, and parents. Thus for Values education to reach its full potential in Australian schools, it requires the understanding and involvement of parents. Therefore, the ISSEA has unfolded a project that aims to facilitate this process.

The Australian Sathya Sai School has a policy of mandatory attendance at a *Values Awareness for Parents Program (VAPP)* by all new parents or caregivers of children enrolled at the school. This programme was developed by the ISSEA over a number of years and draws on aspects of the dynamic parenting programme developed by Drs Pal and Tehseen Dhall, combined with the ISSEA's experiences in working with parents and caregivers. Any ISSEA is welcome to use this program (VAPP) if they wish, by contacting the director of ISSEA.

Using everyday language and examples, this program is now offered in interactive workshop format in three sessions of one and half hours each. It has been well received by the parents, many of whom have asked for additional workshops. Now, VAPP is being extended around Australia through the ISSEA.

The next step is to focus on train-the-trainer activities. The first of these activities took place in Brisbane with 20 participants. These participants will take *VAPP* to communities in various ways. They will also be asked to train others to help spread the program further.

As more trained facilitators of *VAPP* become available, they will be asked to conduct this program for Parent and Children Associations in their local schools, or with other relevant community groups. The key to the program's success will be to build confidence and competency in prospective facilitators to use the program to transform parents through their increased awareness of Human Values and their vital role in promoting the well-being of their children through Values education. The experience and benefit gained by these new facilitators from using *VAPP* within the SSIO will assist in this process. When moving into the community it will be essential to use skilled facilitators familiar with *VAPP*, and also to continually encourage more people to become trained. In this way, more schools in Australia will gradually be reached and it will eventually become a regular activity each year for all schools. This will also encourage schools to refocus on Values education in the classroom and the whole school environment.

Meanwhile, ISSEA will continue to produce graduates from their Certificate Program in SSEHV with the hope that some may want to work with schools on Values education. Others will take SSEHV to the wider Australian community in a range of other ways to raise social awareness.

**Roger Packham, PhD**

**Director, Institute of Sathya Sai Education – Australia**

**Associate Professor at Western Sydney University, Australia**

*“We must come to see that human progress never rolls in on the wheels of inevitability. It comes through the tireless efforts and persistent work of men and women willing to be co-workers with God. And without this hard work, time itself becomes an ally to the forces of social stagnation. We must use time creatively and forever realize that the time is always ripe to do right.”*

**Rev. Dr. Martin Luther King, Jr.**



FOREST CLEANING  
SSEHV HUNGARY

## *Sathya Sai Education in Human Values in Europe*

*“The word Education 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 education and spiritual education are essential, without which human life has no value.”*

- Sathya Sai

Bringing the universal Human Values, given by Sathya Sai, to society is one of the noblest tasks one can undertake. With this in mind, the two institutes in Europe – Institute of Sathya Sai Education – South Europe (ISSE SE) and European Sathya Sai Education Institute (ESSE Institute) - have undertaken the task of bringing SSEHV to children as well as to adults.

The ISSE SE is serving the countries of South Europe; the ESSE Institute, with its two campuses, is serving North Europe as well as the Russian Speaking Countries. ‘ESSE’ in Latin means ‘to be’ and this beautifully describes the inner significance of the SSEHV Program.

### **The Key Role of Teacher/Facilitator**

*“Education has two important characteristics. One is exposition of facts related to any subject. The other is the individual’s personality. The first is concerned with matter. The second is Divine Energy. Education is a combination of the two. It is a combination of worldly and spiritual knowledge. Education cannot be defined to stuffing the head. It has to melt the heart, refine it and turn it towards God. Man has to be transformed into an ideal human being with a compassionate heart.”*

– Sathya Sai

Such a constructive developmental program places a sharp focus on teachers and facilitators in Sathya Sai Education in Human Values (SSEHV). The keyword is inspiring teachers/facilitators. The only way to inspiration is through the practice of the five Human Values and by being true and authentic exemplars. Therefore, training the Trainers becomes essential, as they are the key to success in all endeavors associated with the educational programs of the ISSEs. Albert Schweitzer said, *“Example is not the main method in influencing others, it is the only method”*. Being an exemplar is a constant process of self-education and self-evaluation.

*“Examine every day what you do, with what motives; then you can judge your progress.”*

– Sathya Sai

When this effort is accompanied by deep spiritual joy and a feeling of fulfilment, it becomes transformational. Therefore, the main focus is on a transformational program in Teacher Training based on the ISSE training programs of the Education Committee.

The aim of ESSE is to reach out to teachers and educators in educational institutions of all kinds, as well as to youth and parents who are willing to be trained. Additionally, groups of professionals in the health and business sectors have been interested in these programs. This is because today many are feeling the need for synthesizing moral, ethical, and spiritual values on one hand and the scientific and technological innovations on the other hand. This opens the door for SSEHV as a spiritual program in a secular setting, thus harmonizing the two aspects.

## **The SSEHV Program**

The primary differentiating feature of the SSEHV program is the unified integration of secular inputs with an undercurrent of spiritual values. This naturally leads to a broader and more holistic perspective on education and life in general that will inspire character development.

*"The end of education is character"* Sathya Sai

The Delors Commission Report to UNESCO entitled *Learning: The Treasure Within*, has been utilised in Europe as an additional reference, as it re-asserts a fundamental principle: education should contribute to every person's complete development. The basis of the report is articulated in four pillars: Learning to Know, Learning to Do, Learning to Live Together, and Learning to Be.

*Learning to Know* focuses on the acquisition of knowledge. *Learning to Do* is intended to achieve the skills to place knowledge into action. *Learning to Know* and *Learning to Do* form the secular part of education, and are mainly used for making a living. As violence is a dominant factor in the world today, *Learning to Live Together* becomes increasingly important. Education must not only teach the students about human diversity, but also how to develop tolerance for other people, and for their cultures and their spiritual values. Here SSEHV can make a huge difference. *Learning to Be* from a spiritual point of view involves a self-transformation process that leads to a full understanding of one's true identity. *Knowing thyself* as indicated by the ancient Greek philosopher, Socrates, can be termed *Self-knowledge*, which is the very basis of lasting happiness.

## **How Can Educators Receive Such a Profound Message?**

The feedback from SSEHV programs has always been very positive. Besides receiving deep appreciation, the trainers witness the evidence of positive changes in attitudes and behavior. These are great moments of inspiration. So, there is no doubt that the message of love and spiritual transformation is reaching the hearts of the participants. Many of them have expressed how important it is to spend time working together with like-minded people who are striving for the same goal and using the same means.

## **SSEHV Is a Lifelong Transformation Process**

*"Education is for life, not merely for a living; it is for living a fuller, a more meaningful life,"* said Sathya Sai. SSEHV as a lifelong transformation process is the kind of 'learning as a process' which, in many ways, matches our constantly changing societies. For this reason, it is much more important to be able to meet these changes in a creative and constructive way rather than imparting a lot of knowledge, information, and skills based on the past. Having this in mind, it becomes obvious that this program is not only for children but also for the whole of humanity.

The two Institutes in Europe have already expanded their target audience to include support to adults. They have launched conferences and seminars specially designed for managers, staff within the health sector, parents, youth and others, who could benefit from learning about how to live a good, balanced, and Value-based life. In this way, the scope of SSEHV has become wider in reaching out to address the needs of the local society. As today's society is facing difficulties from long hours of working and living in high stress environments, as trainers and facilitators in the Institutes, we can contribute to more positive human development.

One example of such a project is the European Manager's Conference: *Managing Change and Growth through Human Values and Spiritual Leadership*. The aim of this conference was to develop solutions to today's workplace challenges through the practice of Human Values in modern management processes.

Another example is a seminar series in Israel, where participants from the Jewish, Christian, Muslim, Druze, and Hindu populations of the country came together to learn about the SSEHV program and how to bring it to children and adults in their society. At the same time, it contributed to bringing common understanding among different ethnic groups who live together under extremely challenging circumstances.

In Europe, workshops titled *Human Values for Life* are providing inspiration to use Human Values in everyday life situations. Some workshops focus on topics such as leadership skills, group dynamics, and conflict resolution, while others focus on how to spread Sathya Sai's education to the public through interfaith engagement and creating awareness about environmental issues. Public speaking seminars are also being offered for developing skills and methods for planning and delivering presentations.

### **Reaching Out To the Mainstream**

It has become obvious that there is a need to harmonise understanding within cultures, religions, and sciences and find a language that will resonate in the heart of the various audiences. For this purpose, references from science and psychology can open the door to overly materialistic societies, and create a common ground for the educational message of Sathya Sai without diluting the spiritual essence. But this has to be done carefully and with good understanding of his teaching so as not to dilute the program.

One of the most significant and successful experiences along these lines arose out of a close cooperative relationship with a government institution in the East, where it was not possible to speak directly about spirituality. For this reason, the program was introduced from scientific and psychological perspectives. Quotations by scientists such as Albert Einstein were used to talk about how we have to redefine ourselves and realize that we are more than mere bodies, and that within us is a consciousness that can be described as *Unlimited Love* and defined by universal Human Values. Two such resonating quotes by Einstein include:

*"People like us, who believe in physics, know that the distinction between past, present, and future is only a stubbornly persistent illusion",* and one of his more readily recognizable ones: *"A human being is part of a whole - the universe - a part limited in time and space. He experiences himself, his thoughts, his feelings as something separate from the rest, a kind of optical delusion of his consciousness. This delusion is a kind of prison for us, restricting us to our personal desires and to affection for a few. Our task must be to free ourselves from this prison by widening our circle of compassion to embrace all living."*

Using this visionary and more appropriate strategy, it thus became natural to introduce the integrating process of secular and spiritual education through discussions regarding *Unity of Head, Heart, and Hands (3HV)*, *Ceiling on Desires*, *Unity in Diversity*, and *Unity of Faiths*, which comprise the core tenets that distinguish SSEHV from all other Value-based programs.

In subsequent training sessions, everyone spoke about spirituality! And, after the third session, the seminars were even highlighted in the national mass media on television programs and in newspaper articles.

### **SSEHV in Society**

In addition to the training courses, a variety of other educational activities are also taking place throughout Europe. These include regular children's classes, radio programs for the public, participation in international conferences, narration of awakening stories in school libraries, puppet shows, extra-curricular classes, and interactive workshops for parents, public conferences, Human

Values Camps, SSEHV seminars for young adults, and activities we refer to as *Open Days on Human Values*. *Education through Theatre* is another activity where the SSEHV philosophy and methods are facilitated. And finally, Human Values Clubs for neighborhood and immigrant children are taking place in various Community Centers.

### **SSEHV in Schools**

The basic intention of the SSEHV Pedagogy is to achieve simultaneous and harmonious development of body, mind, and spirit in order to help shape the students into caring individuals who are aware of their true natures. We have termed this *Integral Education*. And yet this also means that besides classroom teaching, the program should include the entire school and involve the faculty, Principal, school secretary, and others. Needless to say, the parent-teacher-student relationship also plays a central part in shaping an ideal learning environment.

The Abbey Leicester School in the UK provides a very inspiring story. This school rose from the bottom level to become one of the best rated schools in the country. The turning point began with the formation of a Good Values Club afterschool program based on SSEHV. From there it spread to the entire school. The attitude of the children towards learning changed after SSEHV was more fully introduced, and this resulted in higher academic achievement and stronger moral character in the students.

Another noteworthy outcome of SSEHV activities in Europe is the accreditation of the SSEHV Program by the Ministry of Education in three regions of Italy: Lombardy, Emilia Romagna and Abruzzo.

### **Marianne Meyer**

**Director, European Sathya Sai Education Institute**

**With two campuses serving North Europe and Eastern Europe**

**Co-Chairperson, International Sathya Sai Education Committee**

*“Kindness in words creates confidence.  
Kindness in thinking creates profoundness.  
Kindness in giving creates love.”  
Lao Tsu*

## *Sathya Sai Education in Human Values and the Environment*

Our children are the future. What future are we leaving them, or rather, creating for them? How does our behavior towards Mother Earth reflect the love we have for our children and creation at large? Where is our respect- for ourselves, our families, neighbors, country, environment and our planet? Due to our search for comfort, busy life-style, indulgence in conveniences and unhealthy habits for body and soul, our physical, mental and planetary health are under severe pressure. We fail to realize the consequences of our life-style and behavior in terms of human impact, environmental pollution and depletion of resources. The five elements are being polluted faster than they can regenerate and purify themselves.

How is this possible? It comes back to a lack of awareness of the underlying unity of all that is. In truth, everything is so intimately and beautifully connected. Trees communicate through the roots and wind, sands from the Sahara desert bring much needed nutrients to the Amazon forest, plants and microorganisms live in symbiosis. These connections are unseen to the naked eye, but through technical and scientific advances we discover more and more about the interdependence and balance of all life and matter.

Happily, there are also many ways to see more obvious proofs of our interconnectedness. Sathya Sai Education in Human Values is a beautiful tool to help the young and old discover the interdependence and unity in examples of daily life. The goal is to create awareness and understanding that will motivate us to do what is right for ourselves, for others and for the environment. The five Human Values of **Truth, Right Action, Peace, Love and Non-Violence**, guide us in this process.

Let's take the example of water that can easily be a basis of different lessons and activities:

It is said that 'water is life'. In a group reflection we can elicit examples of how this is true, and discover through water, other elements like it that are indispensable to life. The *water friendship experiment* is fun and easy to do. By adding dried beans one by one to a glass already filled to the rim with water, one discovers that water molecules hold on to each other so tightly that the water surface forms an arch reaching out above the glass. What makes the water molecules hold like this? It is friendship, love. Ultimately we realize that love is like water, without **love** a human being cannot live.

The *water cycle* beautifully illustrates that no matter in which form – solid, liquid or gaseous - water is water. Similarly, we all look different, behave differently, have different tasks, but are of the same essence. This is the underlying **truth**.

In a *raincloud*, every drop is important. Without the drops, no cloud, without the clouds, no rain... When the raindrops fall they can form a puddle, a stream, and then a river to flow back to the ocean. Similarly, by working together, even picking up rubbish on only a small track of land for example, the effect will be felt when more and more people are inspired by our example. Every drop counts, every effort is necessary. **Right Action** benefits both ourselves and others.

No matter how rough the *sea*, how high the waves, in the depths, stillness prevails. A wave moves constantly, just like our mind and emotions. Desires, too, keep changing. Dive deep and find the stillness within, know that it is there and do not get distracted by the storms of feelings, ideas and reactions. **Peace** is there, learn to connect with it.

What can we learn from a glass with ice cubes? Listen to *the story of the two ice cubes*, floating and swimming, turning and ringing against the glass. One ice-cube thinks it is even more beautiful than the other and an argument ensues. Who is the better of the two? They cannot resolve it. Finally they



decide to ask the water. "O water, which one of us is the best?" And in all its wisdom water answers: "Just wait 5 minutes and I shall tell you..." What happens next? We are all one. **Non-Violence** recognizes this fact: How can I hurt you when you are just like me, of the same essence?

The subjects and possibilities to learn about the interconnectedness and unity, the need for harmony and care, and the importance of the environment, are truly endless. Just think of the human body, the growth of a tree from a single seed, foods, animals, the seasons, the rainbow...

It is through practice that awareness truly can blossom. After collecting trash in a park, can we recycle some items into musical instruments? Planting trees or caring for a plant at home, watching films on the beauty of nature -and the terrible effects of pollution - going to an animal shelter, growing vegetables and making compost are all activities that open the heart to nature, the environment and the care we can share.

Nature is the best teacher. We can learn generosity from the tree, sacrifice from the cow, selflessness from the Sun, flexibility from grass, cooperation from ants, freedom from birds, service from the donkey, transformation from the butterfly, health from plants and beauty from all. Nature feeds us and keeps us alive, giving unconditionally.

Let us not take unconditionally but learn to give back by protecting and caring for nature.

Song:

*There are many, many rivers and they all are One  
As they flow in to the ocean, mingle and become  
Part of one another, one big sea  
As they flow into the ocean, flowing over, flowing free.*

**Katinka van Lamsweerde**  
**SSEHV Teacher Trainer/Facilitator**  
**Amsterdam, Netherlands**

***Humankind has not woven the web of life. We are but one thread within it. Whatever we do to the web, we do to ourselves. All things are bound together. All things connect.***

***Chief Seattle***

## *Re-Invigorating Sathya Sai Education in Africa*

Africa indeed continues to experience the 'lamp of Love' in hearts through the Sathya Sai Education in Human Values (SSEHV) program. The first African Conference on Education in Human Values and Service, held in Accra, Ghana in 1986, spearheaded interest amongst governments and communities throughout Africa. In 1990 The African Institute of Sathya Sai Education (TAISSE) was established Ndola, Zambia and soon thereafter the SSEHV program was integrated into the UN-Habitat Water and Sanitation project and taken to uplift many countries in Africa.

In recent years the South African Institute of Sathya Sai Education (SAISSE), founded in 2002, has been spreading its wings to the rest of Africa by offering formal SSEHV Certificate training to teachers of public and private schools and the 12 Sathya Sai Schools in Africa. From Gabon, Ghana, and Nigeria in the west to Kenya, Uganda, and Tanzania in the east, Morocco in the north, South Africa in the south, and to the islands of Mauritius and Madagascar, the SSEHV program has touched hearts, irrespective of race, religion, or language. This expansion to countries of multi-lingual populations prompted the translation of SSEHV training manuals and value songs into French and Arabic.

Given the challenges in educational systems in countries such as South Africa and Kenya, the governments have requested SSEHV training for its teachers to curb the exit of many teachers from their education department that had resulted from the challenges associated with student discipline. SSEHV trained principals and teachers have since reported decreased stress levels with positive changes in students. Families and community members also report significant changes. An eight-year-old girl who is constantly exposed to the 5 transformation techniques of the SSEHV program, namely, silent sitting, stories, value songs, prayer, and group activities, is now attracting other children of her community. When she comes home from school, these children ask her to recite the exciting stories and songs that she had learned at school. This positive resonance of the human values-based teaching is having a significant impact in uplifting communities. This type of impact was observed in Newcastle in Kwazulu Natal in the east to Khayelitsha Township in the Western Cape of South Africa.

The demand for human values-based youth leadership and team building programs for school student leaders and senior learners is growing rapidly. These popular programs use the 'right brain' approach with games and group activities to engage and impact the youth with critical value themes. One Grade 5 student learner reported: *"I have set up my own little service group with family members and friends after I learnt about the need to serve others in the SSEHV program. I was really naughty in pre-school, but now I really love to help people."*

Life changing testimonies of the impact of SSEHV on participants are many. One such example is captured below.

*"Living by human values is what every Muslim should strive for so that they can find peace, love, and goodness, and leave a positive imprint in their community and this world. So, I did my best to practice and share this philosophy of life with people around me. However, it was not until I discovered SSEHV through the SSEHV teacher training I received that my teaching abilities improved. My vision and understanding of the human values has also broadened my mind, deepened my love for others, and even my priorities in life have been shaken completely. I was lucky to benefit from a 10-week SSEHV course in Thailand and as soon as I came back I created a Human Value Club with my friends where we learn the Quran and extract the human values that it teaches us. Each week we try to take one value and practice it. Then a week later, we share our thoughts and feelings about practicing that value. I*

*also have plans to start many small selfless service projects for my community in the coming months, and I pray that Allah will give me the strength to see this through..."*

This young woman has now started a remarkable community upliftment project in Marrakech under the guidance of her Sathya Sai International Organization project leader.

**Lalini Reddy, PhD**

**Member, International Education Committee**

**Director, South African Institute of Sathya Sai Education (SAISSE)**

**Member of the Faculty of Applied Sciences, Cape Peninsula University of Technology**



UN-HABITAT PROJECT  
SSEHV AFRICAN COUNTRIES

## *The UN-Habitat Human Values-based Water, Sanitation and Hygiene Education Program (HVWSHE) in African Countries*

### **Introduction**

The Sathya Sai Education in Human Values, at the time of inception was quite new in the early 2000s, especially as an integral education in schools, community, and particularly Sathya Sai Schools, across the globe. However, the HVWSHE program started through the leadership of Mr. Kalyan Ray who in 2000 was the head of the Urban Basic Services branch of UN-Habitat in Nairobi, Kenya, together with Late Dr. Victor Kanu, the then director of The African Institute of Sathya Sai Education (TAISSE). They commenced the program as the concept of Education in Human Values had the potential, not only to influence positively the behavior and character development of young school children, but also to change attitudes in small local communities.

The approach was described as one that focused on the five core fundamental “universal Human Values” such as truth, right conduct, peace, love and non-violence that are common to all humanity irrespective of caste, country, or creed. The program thus encouraged mainstreaming of Values-based approach in water management and make it more human, never inhuman.

### **UNHVWSHE**

The program began in six African cities in 2001, and was gradually modified and expanded into more African cities in 9 countries. The countries that participated in this program include: Burkina Faso, Cameroon, Cote d’Ivoire, Ethiopia, Ghana, Kenya, Mali, Niger, Senegal, Tanzania, Uganda and Zambia.

With support from the Swedish International Development Agency (SIDA) and The African Institute of Sathya Sai Education (TAISSE), the water education program has proved itself as a true path-breaking and innovative education initiative in Africa. The initiative is part of UN-HABITAT’s support to African countries in the development of a new ethic for water governance in cities.

### **Water - The Elixir Of Life**

Sathya Sai Baba, with a mammoth drinking water supply projects, has shown us through service to humanity that water is God’s greatest gift, the elixir of life and has relieved mankind from a water crisis.

Rapid urbanization has put enormous pressure on water resources. There is a growing recognition that improvements in water management cannot be accomplished by technical or regulatory measures alone. These would have to be complemented by advocacy, awareness and education initiatives.

Water, sanitation and hygiene education can play a strategic role in bringing positive attitudinal changes.

### **New Water-use Ethics**

The program believed that a new water-use ethic in the society can be achieved by importantly developing the following:

- Required capacity in schools, teacher training, colleges and communities
- Optimize human potential to examine attitudes, values, and behaviors with respect to water, sanitation and hygiene
- Support informed decision-making by the community that could affect the quality of their lives with respect to water, sanitation and hygiene

- Evaluate and propose actions that will achieve effective water-related solutions in support of water conservation.

The African Institute of Sathya Sai Education (TAISSE), under the leadership of Late Dr. Victor Kanu, supported the African countries to achieve the goal of building capacity in the participating countries to promote Human Values in water, sanitation and hygiene education in schools through the curriculum and teacher training.

The Human Values in Water Sanitation and Hygiene program in collaboration with UN-HABITAT sought to sensitize learners, educators and school communities about the urgent need to conserve water and apply good sanitation and hygiene practices, both in school and at home.

### **Program impacts**

Through the application of Human Values which was integrated in lessons across most of the school curriculum, new ethical Values in water sanitation and hygiene was created. In fact, all the learners from the demonstration cities that participated in the program, had fortunately turned into ambassadors of this program.

The program had positive impacts such as the:

- Avoidance of wastage of water and improved water management
- Change of attitudes and behavior of the children towards usage of water,
- Increased importance to sanitation, health and hygiene
- The acceptance of the program by bodies like South East Asian Ministers of Education Organization (SEAMEO)
- Part of its success appears to be its acceptability in many different cultures and religious settings. Its decentralized nature, allowing adaptation to local conditions and, in many cases, strong local community involvement added success to the program.
- Strengthened national and local institutional capabilities of the participating countries.
- Water Classroom and eco-house to demonstrate Human Values in action, for the environment, was introduced by Dr. Jumasai, who runs the Thailand Sathya Sai School
- HVWSHE has since become an integral component of UN-HABITAT's Water for Asian Cities Program.

On the side of UN-HABITAT, Mr. Kalyan Ray, the ex-chair of the World Foundation Education Committee, read well the challenges of underdeveloped countries to face their water and sanitation challenges and how they can sustain development with a change in attitude through the Values-based education system. Such initiatives by him benefitted the youth, adults and the underprivileged section of society, thereby helping them to be aware of the water and sanitation battle which could be effectively won only by addressing the change of attitude through the Values-based approach.

### **Conclusion**

The HVWSHE Program has been successfully implemented and the participating countries are still eager to be supported and guided to do more in terms of its consolidation and extension to other spheres of human life. It is believed that such a Human Values-based water program may contribute in conflict resolution, attitude change in youth and reduction of delinquency and dereliction of duty.

The path has been set. We should continue paving and extending it, as we move forward in recognizing the program impacts. Under Sathya Sai Baba's guidance, the project could bring the elixir of life into the parched throats of millions in Africa and other parts of the world. The need of the hour is a system of water management that optimizes the utilization and allocation of the available water resources so that adequate water is available to all.

## **Publications and study materials**

- Human Values in water, Sanitation and Hygiene Education initiative – Toward a new water-use and sanitation-friendly ethic in society
- Water Education in African Cities - Pedagogic Guide for Teachers
- Guidelines - How to establish and run water focused classroom
- The World of Water - African adventures of a water drop
- Water Audit - Quality and Quantity
- Water and Sanitation Education - Training Guide for Facilitators
- Lesson Plans for Human Values in Water, Sanitation and Hygiene

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***“Grant me courage to serve others; for in service there is true life.”***

***Cesar Chavez***

## *Memorandum of Agreement between Sathya Sai Academy for Human Values and University of Malaya, Malaysia*

The historic occasion of the signing of a Memorandum of Agreement (MOA) among four parties, namely Sathya Sai Academy for Human Values, Malaysia, University of Malaya, the Friendship Group for Inter-Religious Service, and Utusan On Line, a leading Malay language newspaper, took place in the presence of the Deputy Prime Minister on March 21, 2018 at the University of Malaya Campus.

### **Background**

Increasing incidences of addiction have now become a global phenomenon that compromise the quality of life and drain economic resources. This global tragedy is the concern of every government in the world. So, in response, the Sathya Sai Academy for Human Values conceptualized a program for youth and school children known as, Drugs, Alcohol, Relationship Issues, Time Wastage, and Smoking (D.A.R.T.S). This awareness and prevention program was first carried out in September 2017 with 3,500 first-year students at the University of Malaya. Upon learning of the impact of D.A.R.T.S on the students, the government requested that the Sathya Sai Academy make a presentation of the program at the Ministry. The merit and logic of approach used in this presentation resulted in a large grant award to the University of Malaya, which had agreed to work in collaboration with the Sathya Sai Academy to host further training so that future students would not be influenced by the elements of D.A.R.T.S.

The Friendship Group for Inter-Religious Service (FGIS), a signatory to the MOA and informal non-government organization, consists of leaders and members from the 5 major religious groups of Islam, Christianity, Buddhism, Hinduism and Sikhism, and the organizing secretariat of the Sathya Sai International Organization, Malaysia. Since its inception in 2003, FGIS has held many medical camps, service activities, tree plantings, and other social and service activities. The inter-faith orchestra and drama group, comprised of members from FGIS, has also staged many national and other events that have inspired their audiences with the timeless message of Love and Unity.

The trainers for D.A.R.T.S are drawn from the FGIS membership. Hence, inspired by the teachings of their respective religion, members of every religious group volunteer time and energy to train subsequent batches of students. These volunteers are mostly youth leaders who had previously joined the University of Malaya training in 2017.

Utusan On Line, another signatory to the MOA, is part of a large conglomerate and one of the largest national language newspapers in the country that has agreed to carry a regular column about D.A.R.T.S. It has also volunteered 50 of their Gen Y staff to become fully involved in offering their time for this program. In turn, the University of Malaya has offered a large office space for the deployment of D.A.R.T.S and appointed a D.A.R.T.S officer for this program. The university has also agreed to adopt 10 secondary schools where the trained students will share their newfound wisdom and encourage their younger brothers and sisters to prevent D.A.R.T.S.

This massive initiative by the Sathya Sai Academy for Human Values will train thousands in the coming months, and it is our hope that each of them will become a D.A.R.T.S prevention ambassador and contribute to nation building.

The MOA signing was witnessed by more than 500 student leaders, academic staff, and members of the public. After the signing ceremony, the dignitaries were invited for the official opening ceremony of the new D.A.R.T.S office by the Honourable Deputy Minister, Dato Seri Devomoney.



In his speech, the Deputy Minister declared that this is the first time a university has designated a strategic office for D.A.R.T.S and it was hoped that with the smart partnership between Sathya Sai Academy for Human Values, and FGIS, along with corporate body involvement, this initiative will redefine the concept of unity and volunteerism. “If done well, this can be a benchmark for the world”, he said.

**Professor Suresh Govind, PhD**  
**Head of Department, Parasitology, Faculty of Medicine,**  
**University of Malaya**

*“It’s not enough to have lived. We should be determined to live for something. May I suggest that it be creating joy for others, sharing what we have for the betterment of personkind, bringing hope to the lost and love to the lonely.”*

*Leo Buscaglia*

## *Sathya Sai Education in Human Values in China*

### **Introduction**

Sathya Sai Education in Human Values (SSEHV) was first introduced to Mainland China in 2003, in a partnership between the Institute of Sathya Sai Education of Hong Kong (ISSE HK) and the South China Normal University (SCNU). Within the University, the Research Center for Education in Human Values was established as headquarters for the project.

After being introduced to SSEHV during a trip to India and based on many subsequent discussions with ISSE HK team members, SCNU's Professor Huang determined that the five Human Values and SSEHV teaching techniques were quite suitable for the Chinese Government's secular philosophy. The Chinese Government had introduced curriculum reforms that included revisiting the existing moral education curriculum, and the SSEHV program was brought in as a pilot trial under this umbrella.

### **The SSEHV Model in Mainland China**

The ISSE HK/SCNU team works with clusters of regional university professors and their post-graduate students, education bureau personnel, Principals, and selected teachers. To date the project has been introduced into five provinces.

In each province ten schools are selected to participate in the two-year introductory program with each school represented by the Principal and six teachers. During the two years, the participants attend regular seminars and engage in school-based action research and reflection. They are guided to use SSEHV teaching tools and skills in their curriculum subjects, and then share their experiences with their colleagues. As their experience and commitment grow they expand their roles to become active researchers and SSEHV mentors, giving demonstration lessons and eventually doing orientation, induction, and teaching of new staff members.

At the end of the two years, selected schools continue as SSEHV leaders - models for other schools in their districts, under the direct supervision of the local university professors and the ISSE HK team. Following this model, around 1,100 teachers of some 19,000 children have now been through this SSEHV training, and have shared what they have learned with countless more.

The university's post-graduate students play a significant role in liaising with schools, translation of resources and teachers' assignments, and making presentations to teacher groups. They are trained and supported through an ongoing program conducted by the ISSE HK. Several post-graduate students have completed their Masters' or PhD dissertations on aspects of SSEHV. A rich collection of resources has been developed that includes lesson video clips and additional reading material to help teachers complete their assignments and action research.

### **Challenges for Teachers and Children in China**

Teachers in China face many challenges. First, due to the Confucian tradition that success in education is the road to success in life, there is tremendous pressure for children to achieve academically. This is compounded by the fact that the recently-ended one-child policy means that most children have six adults (parents and two sets of grandparents) all pinning their hopes and dreams for the future on that single child. The public exams dictate the curriculum, and everything, including teachers' contracts and promotions, is linked to results. Consequently teachers' promotions and even their jobs depend on getting good academic results for their classes. Another

consequence of the one-child policy is that many children are selfish, unmotivated, lazy, and cannot accept criticism.

Teachers are often concerned, therefore, about whether focusing on SSEHV in their teaching will have an adverse effect on academic results. Many are reluctant to try anything that may take time away from the “drill and practice” that they believe is necessary to get good results. So the first step is to convince them that their academic results will not be harmed. When we ask them to compare their classes’ results before and during SSEHV they generally find that they have improved. One mathematics teacher shared his belief that “35-5=45”. His explanation was that, in a 35-minute lesson, if he took 5 minutes to do related SSEHV, then children’s productivity would be so much greater that it would be as if it had been a 45-minute lesson.

Because the curriculum is controlled so strictly, teachers find it difficult to adjust to adding SSEHV strategies that deviate from the textbook. Teachers are able to grasp the essence of SSEHV for themselves, and have made comments such as, “It is important to help people to find peace of the spirit”, “The Human Values education has lit a heart lamp”, and “The teacher is a human soul engineer”.

### **Changes in the Teachers**

There is no doubt that whenever teachers begin to become consciously aware of the principles of SSEHV in their teaching, it brings about positive changes in them. We hear countless stories of teachers who have become happier and more fulfilled in their chosen profession as well as in their personal lives, and how SSEHV has helped to reduce their problems, or change how they perceive these problems.

#### **Changing how they cope with their problems**

Our recent research has found that teachers who had been practicing SSEHV for a year or more found it had brought about significant improvements to problems they had experienced previously with bullying/violent students, exhaustion, feeling angry, having doubts about their sense of mission as teachers and/or feelings of burnout, the pressure to get good results, and coping with excessive workloads and their personal health.

#### **Changing their perceptions of education**

One of the earliest transformations that happens to teachers is that they begin to re-examine their ideas about teaching, and shake off some of their old philosophies that may have been making them unhappy:

- Under the influence of the traditional ideas, I thought I was a good teacher as long as the students were getting results.... But the fact is not so. You pay very much, but the harvest is actually very little. Facing this fact, I had become excessively sad, excessively disappointed, and very tired. My teaching did not have any meaning. Then I started to participate in the Values education training and we became aware of the theory to “awaken the child’s innermost feelings, thoughts and Values”, “help the children to know they all have special qualities” and “the deepest impression the student has is of the teacher’s personality, not the knowledge which she teaches”. All of this touched me in a very big way and I blushed with shame when I recalled the past. Though I had thought myself to be a teacher, only pursuing the academic score was really superficial. I have learned the “humanist” side of the work, to “take the love as the starting point” even if the students’ outcomes are not so good. I try as much as possible not to look at the superficial things but to discover the students’ true intrinsic selves.

Consequently, teachers who have been feeling burnt out and doubting their sense of mission have experienced renewed vigor:

- By rendering love, I can feel the happiness of my life and career. If the teacher has a positive and healthy inner world, students are naturally active and healthy. Living and working in such an environment, you can feel happy!

### **Recognizing themselves as being better people**

A significant turning point for these teachers is when they recognize that they have become better people as a result of teaching SSEHV.

- In my own life I have changed to become calmer. For example, when students are mischievous or quarrel or do not listen to me in class, I respond with repeated patience. ... I feel my teacher's sense of mission more strongly, love the students more deeply, am more harmonious in my relationships with the students, and more artistic in my methods of work. In brief, I have enhanced my ability to be a good person.
- The Values education has changed my disposition when I encounter a difficulty. Instead of being irritable or having a fit of temper, it has helped me to learn to endure patiently and be tolerant.
- In my family I am the only daughter, therefore I was often impulsive, did not consider others' feelings and always expected to be the "center". If something happened to not meet my expectations I was unable to recover from a setback. But after participating in the Values education I changed optimistically upward. I have become magnanimous, open minded and forgiving. I say frequently to myself that others must feel happy and joyful because of my existence. If I can make others joyful I can also be truly joyful.

### **Controlling their own behavior**

A natural consequence of teaching Human Values is that the teachers naturally become aware of their own Values. They quickly come to realize that if they are going to encourage children to be truthful they cannot tell lies. If they want children to value love they must be loving. If they want to convince children that it is important to cultivate inner peace, they first need to cultivate their own.

- As a teacher I have grown. I have learned that in order to get the students to learn how to love, I have to give love first. I also know that giving is a blessing.
- In the past, teachers may just have taught children but not from heart to heart. My concept has changed. I use my heart, and am keen to build up a good relationship with students, and to use encouragement instead of punishment.
- As the teacher, I can also sometimes have mood changes and lose my temper. Sometimes I can say things that can injure a child like an arrow. But since participating in the study, whenever I want to have a fit of temper, I can look for a place – either go outside the classroom, breathe deeply, or imagine a golden-colored cloud – and this lets my mood become more stable.

### **Becoming more valuable to their colleagues and families**

As teachers become more and more conscious of their roles as models of Human Values, they begin to realize that their behavior is transforming not only themselves but also their colleagues and families:

- The Values education has been like a light radiating to others. For a year I was like a honeybee taking honey, absorbing the nutrition from the Values education. This led to very good results in my work, and I have shared these experiences with other people.
- The Values education has changed me and my relationships with my colleagues. Before I

would speak extremely candidly and did not consider the feelings of the person I was speaking to. Now I have learned to pay attention to others' feelings, which has helped to build a harmonious atmosphere with colleagues. Many of them now look from the other's point of view, render encouragement and assistance, and respect each other equally as one respects one's own family members.

- At that time my heart's core did not have a foothold – I therefore became immersed in my own moods. Life and work can lose their direction. In the past year of the research my impetuous heart has gradually become tranquil. Even if my husband does not come home for his meal, I am tranquil. I will watch television, prepare a lesson, and perhaps practice writing some calligraphy. I no longer get into a rage or slam down the telephone, but look at it from his point of view, understand, and forgive him.

### **Transformations in Children**

Participating teachers are asked to rate selected children in their classes and involve them in rating themselves, using a rubric based on Sathya Sai's description of the qualities of a person with good character. Over time there have been consistent increases in the percentages of children scoring in the "excellent" and "high" categories. The spoilt, selfish "Little Emperors" become transformed.

Teachers' reflections have described some of these transformations:

- First, regarding the students' physical and moral integrity development, SSEHV has been like a beacon light illuminating the students' paths, improving their quality, and their behavior and habits have made very big progress. The students have changed from being quarrelsome to peaceful, from liking fighting to becoming loving, caring schoolmates. Those who did not understand politeness have become civil, and their academic records have also slowly improved. The quality of their behavior has changed and they now show compassion and filial piety. It has built a solid foundation for the students' future.
- Since participating in the Values education, the children in the class and I have grown together, letting me realize the value of the Human Values. Their pardon, forgiveness, loyalty, sympathy, love, selflessness, peace, patience, mercy and so on have given my own life a focus and has caused my life to have warmth, forgiveness, and love.

### **Children's Comments**

Examples of the children's comments about their own growth can be summarized into the following five categories:

- *Feelings, thoughts, and emotions:*
  - It can make my heart feel calm.
  - In my life a lot of matters vexed me. Now I will calm down to think when I meet these matters. It really has worked very much.
  - The other day I was very angry, anxious, in no mood to go to class.... After silent sitting I became more peaceful. It's unbelievable a little silent sitting can become my psychological doctor, make me shift from worried to peaceful, from anger to happiness.
- *Better study habits:*
  - Silent sitting helps me to settle down and study very quickly and will not let other matters interfere with my thinking.
  - We can get "twice the result with half the effort".
  - At home there is now no need to fight because of my study – there is more happiness.
- *Improved school performance:*
  - I can answer a problem very quickly.
  - It can help me to resolve mathematics problems.
  - Especially the composition – I used to get a headache – now I can write anything to order.

- *Physical effects:*
  - When I feel perplexed or annoyed and worn out, absolutely exhausted, I will do silent sitting as our teacher tells us.
- *Behavior:*
  - Silent sitting makes me understand my shortcomings.
  - It is silent sitting that makes me think about a lot of morals, for example to be honest, to be open-hearted.
  - Mother said, “Child, you have really improved. You should appreciate your teacher’s guidance”. I said with a smile, “It is not only the teacher, but also silent sitting”.
  - It lets me ascertain my direction for achieving my goals

### **Benefits to the Family**

Some teachers asked their pupils to share what they had learned about SSEHV at home with their families. After some time, the children made comments such as the following, which indicate clearly that families have benefitted from learning and practicing Values together, and that it has contributed to building a sense of community within these families.

- My father does not get so angry with me. He knows I have changed and he loves me very much.
- We do not fight any more in our home because of [silent sitting] – now it is more fun.
- My mother likes to do silent sitting very much, getting me to do it every evening.
- My father and mother both say it is very interesting and they would like to do silent sitting with me, together. The nights when mother does silent sitting with me I am able to fall asleep very quickly. Father’s mother likes it too. My elder sister and elder brother also like it very much and use it.
- Now when my father meets difficulties in his life he can do silent sitting like me – sometimes it really can solve a problem.
- The change in me seems to have had an influence on my father. Now he will sit down with me and have a conversation, unlike before when he always wore a face like a plank and scolded me.
- I have been doing silent sitting at home with my mother. Now, I feel that the number of times that mother and father fight are fewer.

### **The Future**

China is an emerging economic powerhouse, with a serious need for people to re-connect to their traditional values. In the past two years, China’s President Xi Jinping has introduced a set of 12 Core Socialist Values that all school children need to acquire. Not surprisingly, they are very much compatible with the SSEHV Human Values. We hope that this will create new opportunities for SSEHV to flourish in China, spearheaded by our growing team of bright young educators coming through the university postgraduate programs, their professors, the Education Bureau leaders, and Principals and teachers who have taken SSEHV into their hearts, their daily lives, and their teaching practices.

**Margaret Taplin, PhD**

**Director, Institute of Sathya Sai Education of Hong Kong**



SSEHV COMPLEMENTARY SCHOOL, MOROCCO



# SSEHV PARTNERSHIP OR COMPLEMENTARY SCHOOL PROGRAMS

SSEHV Partnership or Complementary School Programs incorporate government/public, private, religious-based, and any other school that is implementing the SSEHV Program ffthroughout the entire school and where the teaching and other staff have been trained in SSEHV.

Number of Countries with SSEHV Partnership or Complementary School Programs: 22

Average Number of SSEHV Partnership or Complementary School Programs Per Year: 44

Average Number of SSEHV Partnership or Complementary School Program Teachers Per Year: 1233

Average Number of SSEHV Partnership or Complementary School Program Students Per Year: 29244



## Australia

### Wellington Secondary

**Program Start Year:** 2017

**Location:** Melbourne, Victoria, Australia

**Type of School:** Public

**Year in which partnership between school & Institute of Sathya Sai Education began:** 2017

**Number of SSEHV Teachers:** 1

**School's Total Enrollment:** 1600

**Number of SSEHV students:** 25 per semester

**School Grade Levels:** Grades 7 - 12

**Grade Levels involved with SSEHV:** Grade 9

**Age range of SSEHV students:** 14 - 16 years

**Parental involvement:** Minimal

**SSEHV impact on the school and/or community:** Not assessed yet

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

Students' reflections show that they benefit from meditation and are more aware of their actions.

**Outstanding Achievements:** None yet

**Challenges:** Some challenges are:

- Students are more used to academic study, tests and scores. Whereas this course isn't focused on just academics, some students see it as a "bludge" subject causing questions like, "What is the point of this course when there is no exam?" Luckily only a few have this opinion.
- Attendance and participation
- It is part of the Year 9 elective study curriculum.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**Program Evaluation:** None

**Comments/Information:** Wellington Secondary offers Educare as part of year 9 elective course. This program started in the year 2017. Last year it was a term class, that is, one group was enrolled in the course for only one term. This year, 2018, it is a semester course. 24 students have enrolled. Many students enjoy doing meditation, discussions and self-reflections, which I think is challenging for us all.

As it is still in early stages at this point, I am using a combination of SSE resources and my own resources.

### Primary School

**Location:** Queensland, Australia

**Physical Location of Project:** Primary School in City

**Name of Project:** *Sathya Sai Education in Human Values (SSEHV) in Primary School Education*

**Year the Project Began:** 1998

**Number of SSEHV Teachers:** 1

**Number of Project Location Staff Members Involved with Project:** 5

**Project Age Levels:** 9 - 11 years

**Total Number of SSEHV Students:** 100

**Parental involvement:** Yes

**Outstanding achievements:** Dr. Sara, The Australian of the Year, invited Raj, the SSEHV volunteer to deliver a workshop to the top 10 Principals of the Northern territory. Raj was the recipient of two awards voted in by parents and students in recognition of the transformational change in character as demonstrated by his students using the Human Values Program. In 2005 Raj was voted and



WELLINGTON SECONDARY  
SSEHV AUSTRALIA

presented with the “My Favorite Teacher” Award held by the Gold Coast Bulletin. This was followed by another prestigious nomination - The National Educators in Teaching Award.

**Challenges:** Maintaining SSEHV approach in the face of demands from other areas for curriculum time.

#### **PROGRAM EVALUATION**

**Formal Evaluation:** Observed and conducted a formal evaluation of program. Details not available yet.

**Summary of evaluation outcomes:** The program has been successful as illustrated by the awards Raj has received. The program improves pupil behavior and application.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Additional comments:** The ongoing success is dependent on support from the school Principal, who has to deal with many competing demands. It is a testament to the success of the SSEHV Program delivered by Raj that it has been sustained for all these years.

A new *ABC* program has been developed to fit the SSEHV approach into a constrained timetable.

## *Brazil*

### **Kindergarten – Primary School**

**Program Start Year:** March 2004

**Location:** Brazil

**Type of School:** Philanthropic

**Year in which partnership between school & Institute of Sathya Sai Education began:** 2004

**Number of SSEHV Teachers:** 10

**Number of SSEHV Teacher Aides:** 1

**School's Total Enrollment:** 196

**Number of SSEHV students:** 196

**School Grade Levels:** Kinder (1, 2, 3), Primary School (Grades 1 - 7)

**Grade Levels involved with SSEHV:** All grades

**Age range of SSEHV students:** 3 - 12 years

**Parental involvement:** We count on the active participation of parents in many activities, including the Monthly Meetings with the facilitators of the branch of the Institute of Sathya Sai Education. The activities proposed in the projects are sent to the families, and we ask for regular volunteering from the families. The participation of the families at the closure of the projects is very good.

**SSEHV Parenting Program:** Yes. Every month during school year there is a meeting with parents and a Sathya Sai Education in Human Values (SSEHV) facilitator with a SSEHV workshop.

**SSEHV impact on the school and/or community:** Co-curricular SSEHV projects are carried out by the students and families to benefit other NGOs: milk, hygiene and cleaning products donations, collected during the Cultural Week; visits to the *Elderly Home*; visit to the *Humanitarian Centre for Maternity Support*; *Walk for Values*, celebrating *World Human Values Day*. All these activities are performed by the students, the teachers, and the team of volunteers of the *Estação da Luz* (the School Trust), together with the community. The school has also supported families under socioeconomic vulnerability. The monthly SSEHV workshops are particularly meaningful. Students clearly become themselves multipliers of Value development into their communities.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

- Prayer Group with children from 3-years-old on, for the healing of a school employee.
- Community mobilization for the donation of baby cats found by students on their way to

school.

- A 3-year-old student asked his parents to stop their conflicts telling them to “Smell the flower and blow the candle” (inhale and exhale, breathe).
- A lady on the way of the Walk for Values said, "You have brought music and peace to a place where we hear only the noise of gunshots!"
- Due to the practice of meditation, parents report changes in children's behavior at home.
- One of the 8-year-old students began a Food Drive in order to collect food items to offer to a father that suffered an accident.

**Outstanding Achievements:** We did a Christmas Campaign, in which children were to make their request for a gift in Christmas cards made by themselves. What a surprise when we checked the cards! All of the children had asked God to end the drought in the countryside!!! They made a campaign to collect water, and asked for more love and more peace in the world! Those were the gifts they said they wished to receive on Christmas!

**Challenges:** There is a lot of respect and credibility on the part of our community for the work developed at school. Our external walls have never been the object of graffiti, while a neighboring school has to be repainted almost every month due to graffiti, not to mention the many times this neighbor school was the victim of burglars!

**Publications and/or website links:**

- *Jornal do Meio Dia* [News at Noon] – Verdes Mares TV Station (CE)
- *Conhecer* [To Know] - TV Program – Diário TV Station (CE)
- *Jornal Jangadeiro* [Jangadeiro News] – Jangadeiro TV Station (CE)
- *Diário do Nordeste* Newspaper (CE)
- *POVO* Newspaper (CE)

The school received the *National Abrinq Award, 2012*. This is the most important education award in Brazil, given by a renowned Education NGO. This was given due to the excellence of the education work done through the adoption of the SSEHV program.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** The program goes on expanding. In 2017, we began the Secondary grades.

**PROGRAM EVALUATION**

**Formal evaluation:** Yes

**Developed evaluation tools:** Periodic institutional visits (bi-weekly) to schools of the municipality, in order to monitor the development of the students who have left our school and enrolled in another school; group activities, evaluative semi-structured questionnaire, ludic activities and ongoing monitoring of students and adults responsible for them.

**Ready-made evaluation tools:** We do not use them.

**Summary of evaluation outcomes:**

- Living together in harmony, and the relationships among the children and among employees.
- The atmosphere is different and this is due to the SSEHV. Every day we have a new challenge, but what makes the difference is the way we deal with it.
- Rather than being a problem, it becomes a learning.
- Working with SSEHV is not a social ideology but a purpose of life instead!

**Comments/Information:** We are thankful for the opportunity to be a part of this wonderful program that, in itself, assures us that the world can still be a better place!

## Nursery – Preschool

**Name of School:** Escola Pingo de Gente

**Program Start Year:** 2009

**Location:** Brazil

**Type of School:** Private

**Year in which partnership between school & Institute of Sathya Sai Education began:** 2009

**Number of SSEHV Teachers:** 7

**Number of SSEHV Teacher Aides:** 10

**School's Total Enrollment:** 75

**Number of SSEHV students:** 75

**School Grade Levels:** From Nursery to Pre-School

**Grade Levels involved with SSEHV:** 3 Nursery, 2 Kindern 1, 1 Kindern 2, 1 Pre-School

**Age range of SSEHV students:** 0 – 6 years

**Parental involvement:** The level of parental involvement is high, activities are sent to families to be done at home following the chronogram, and family takes part in festivities.

**SSEHV Parenting Program:** Yes

**SSEHV impact on the school and/or community:** Through the extra-curricular activities developed in institutions of the city. For example, visit to elders' asylum, food and cloth donation campaign, visits to shelters and to deprived communities of the city, and partnership schools and other institutions, participation at workshops for elders and for children with special needs.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

- Prayer groups with children from age 2. One for the cure of the aunt of a child in the school
- Picnic with children with special needs, with a lot of care dedicated to these children
- Meditation and prayers at home, the parents describing changes in attitudes

**Outstanding Achievements:** Food collection for the victims of a tornado in a neighbor city.

- The school received an award for educational excellence.
- There is good acceptance of the program in the community.

**Publications and/or website links:** The SSEHV program at the school has received attention from printed media (newspapers and magazines) and local TV.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**Program Evaluation:** None

## *Canada*

### **Primary School**

**Name of School:** Community School

**Program Start Year:** 2000

**Location:** Canada

**Type of School:** Public School

**Year in which partnership between school & Institute of Sathya Sai Education began:** 2000

**Number of SSEHV Teachers:** 2

**School's Total Enrollment:** 160 - 260

**Number of SSEHV students:** 160 - 260 per year depending on enrollment

**School Grade Levels:** Grades K - 8

**Grade Levels involved with SSEHV:** Grades K - 8

**Outstanding Achievements:** One of the SSEHV teachers received several awards for her volunteer work.

Students and teachers appreciate Silent Sitting.



WALK FOR VALUES  
SSEHV CANADA

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** One of the SSEHV teachers discontinued her volunteer work on the demise of her husband in 2013 and another SSEHV teacher is continuing her work at this school. Principals have changed; however, the new Principals are positive of the program and allow it to continue.

#### **PROGRAM EVALUATION**

**Formal evaluation:** No. However, classes are conducted in the presence of classroom teachers who have been positive about the program

**Comments/Information:** Each grade has SSEHV once a week for 45 mins by our volunteers (Silent setting, Storytelling, Group activities, EHV songs).

Students and teachers are positive about the program

### **Elementary School**

**Name of School:** Elementary School

**Program Start Year:** 2007

**Location:** Canada

**Type of School:** Public

**Year in which partnership between school & Institute of Sathya Sai Education began:** 2007

**Number of SSEHV Teachers:** 2

**School's Total Enrollment:** 600

**Number of SSEHV students:** 600

**School Grade Levels:** Grades 1 - 6

**Grade Levels involved with SSEHV:** Grades 1 - 6

**Parental involvement:** No. However, they attended the SSEHV classes and were positive about the program

**Outstanding Achievements:** The School has an *Annual Walk for Values* and presents *A Character Award for Kindness* sponsored by Canada Institute of Sathya Sai Education (CISSE)

**Challenges:** The SSEHV program at this school stopped in 2013 after the Principal was transferred. The new Principal preferred to introduce their School Board approved program.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Although the SSEHV is no longer offered at the school, the Principal has committed to have an *Annual Walk for Values* and accept an annual *Character Award* sponsored by CISSE in recognition of the outstanding volunteer.

#### **PROGRAM EVALUATION**

**Formal evaluation:** The Director of CISSE and CISSE's Program Head for Partnership Schools, together with the Principal, observed the classes delivered by the SSEHV teachers for a whole day on April 12, 2012, with positive impressions.

The SSEHV volunteers also videotaped interviews with students and teachers about the SSEHV program.

The comments were the most positive benefits of the program.

**Comments/Information:**

- Classes were conducted once a week for 30 mins in each grade. Included light meditation and story-telling, and whole school, weekly assemblies.
- Service provided by the SSEHV volunteers in teaching SSEHV for 6 years at the school.
- The volunteers completed course 1 in 2012 offered by CISSE, and a 3-day course in Toronto.

## Chile

### Pre to Kindergarten

**Name of School:** Children's Garden "Fantasía"

**Program Start Year:** 2016

**Location:** Chile

**Type of School:** Private

**Year in which partnership between school & Institute of Sathya Sai Education began:** 2016

**Number of SSEHV Teachers:** 5

**Number of SSEHV Teacher Aides:** 9 plus support team

**Number of SSEHV students:** 25 - 30

**School Grade Levels:** Nursery

**Grade Levels involved with SSEHV:** Pre to Kindergarten

**Age range of SSEHV students:** 2 – 5 years

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

Results are that the children have become more responsible.

There is more teamwork that reflects in the children, as they are friendlier to each other now.

They are able to remain in silence during meditation.

**Challenges:** To deal with the changes with equanimity.

**Affiliation with an Institute of Sathya Sai Education:** Yes, there has been support from the Institutes of Sathya Sai Education in Argentina and Chile.

**Status of project/program:** Ongoing

**Program Evaluation:** None

**Comments/Information:** Transformation is a slow process, possible only with daily hard work.

The children are impacted by the Values after they have been internalized in the adults.

The children have become calmer.

## China

### Primary Schools

**Name of School:** South China University in partnership with 10 schools in each of 4 districts and 2 in the fifth

**Program Start Year:** 2003

**Location:** China (5 districts/counties in 3 provinces)

**Type of School:** Government Schools

**Year in which partnership between school & Institute of Sathya Sai Education began:** 2003

**Number of SSEHV Teachers:** Approximately 800

**School's Total Enrollment:** Unknown

**Number of SSEHV students:** Approximately 15,000

**School Grade Levels:** Primary (Grades 1 - 6)

**Grade Levels involved with SSEHV:** Primary (Grades 1 - 6)

**Parental involvement:** Yes. In some participating schools, parents are involved in Values-based extra-curricular activities, although this is not a formal component of our project



**Outstanding Achievements:** This program offers a unique model of partnership between teacher training universities, education bureaus, schools and the ISSE to integrate SSEHV across the curriculum.

**Challenges:**

- The need to keep within the laws and ideology of the society in which we are working.
- Language barriers.
- How to develop teachers to deeper levels of application

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**PROGRAM EVALUATION**

**Formal evaluation:** Yes

- Have conducted a formal evaluation of the outcomes of the program in the past 5 years
- Annual evaluations are conducted by Institute of Sathya Sai Education – Hong Kong. (Dr. Taplin/Dr. Nayagar) with assistance from South China Normal University personnel
- Have developed many tests/instruments to measure the SSEHV outcomes. Instruments to measure teacher well-being, classroom environment, personality domains.

**Summary of evaluation outcomes:** Teachers report significant changes in children's characters and behaviors as well as in their own professional and personal lives. Children are able to speak with good understanding about the meaning of the Values in their daily lives.

**Comments/Information:** 2011 - 2016 ongoing or special training and/or activities at the school:

- Seminars, 3 - 4 times per year, conducted by ISSE and locally trained personnel;
- School-based action research;
- Online discussion forums.

## *Colombia*

### **Primary School**

**Name of School/Program:** Complementary School: *Recreating the Values - Playing with Values*

**Program Start Year:** 2005

**Location:** Colombia

**Type of School:** Philanthropic

**Year in which partnership between school & Institute of Sathya Sai Education began:** 2005

**Number of SSEHV Teachers:** 5

**Number of SSEHV Teacher Aides:** 7

**School's Total Enrollment:** 40

**Number of SSEHV students:** 40

**School Grade Levels:** Grades 1 - 7

**Grade Levels involved with SSEHV:** Grades 1 - 7

**Age range of SSEHV students:** 6 - 12 years

**Parental involvement:** Parents have been participating over the years in different activities such as parenting workshops once a month, and *The Joy of Giving* project.

In addition, in previous years, visits have been made to the home of the students. The family is more actively involved in assisting younger children in Preschool.

**SSEHV Parenting Program:** Yes



MUSIC PRESENTATION, SSEHV COLOMBIA (TOP)  
PARENTING WORKSHOP, SSEHV COLOMBIA (BOTTOM)

**SSEHV impact on the school and/or community:** As a result of this project, the regular Pre-school was opened for children aged 3-5 years. Residents of the area recognize the importance of the institution, and see a landmark change in the way children behave. The schools which these children later attended noted a distinct difference in the behavior of the students from this school vs. other students.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

Testimony of a mother in the Sánchez family: "A new beginning for our lives":

Our story is something simple, but Human Values transformed our lives and I will begin to describe it as follows. Our family is composed of father, mother, eldest daughter, 9 years old, and youngest daughter, 7 years old. Our home was a home where we thought nothing to be missing. Life passed monotonously. Dad and I worked, the girls studied, and everything seemed very normal. On Saturdays, the girls would get up late and immediately watch TV. That seemed convenient for me, because I could do housework without anyone bothering me. Their father would go to work.

One day some very special people, 2 professors came to my work. They talked to the students of the school where I work about an ongoing project in a low-income area where injustice was evident. I was so excited about this idea that when I got home, I expressed how much I would like my daughters to take part in this kind of project where they could do something important. So, I communicated with a teacher who kindly agreed to include the girls in the group called *Happiness*. The change in attitude of my girls was evident from the very beginning, especially in my daughter who was at that time 8 years old. At their return home from the group, they greeted me with a big hug and enthusiastically began to tell me everything they had done—how they did meditation, the stories of Values that were told, how they were motivated during the break, and many more things. From that moment, our lives began to transform and it was a new beginning for us. Since that day, we breathed an atmosphere of harmony. Television was replaced by the group *Recreating Values*. They taught us some home activities to do, teaching us with examples and even telling us the stories so we could grow. And it really worked.

After a year and eight months, our home is now an example of respect, of helping one another, of commitment, and responsibility. My daughters have discovered that they are valuable beings with many qualities, and that they can contribute in helping everyone who is related to them to improve. They don't miss the opportunity to tell their friends about their achievements, and about their desire for more children to be friends. In addition, they have stood out not only in being the best students from an academic point of view, but also in being clear examples of responsibility, respect, and honesty, and in helping to mediate problems in the school that occur between classmates.

My eldest daughter is now also learning to do handicrafts and she has become a small businesswoman. She already has clients for her work, and they have asked her at the school to teach other children. This was not possible due only to the lack of time. It is interesting to watch how she plays, learns, and feels useful.

I can only thank the group *Playing with Values*, for allowing these children to have the dream of becoming better with every day, and for helping to shape them into valuable people.

Kids write:

- I have learned to be more respectful with my family and be more pleasing with people.
- I have learned to take care of plants and the environment, to respect everything that surrounds us, and I have taught many children to take care of trees.
- I have learned to be a collaborator and to be on time.
- It has helped me to be responsible and we have a lot of fun.
- Since I began coming to the group of Values, I am doing well in school.
- I have learned to use the Value of Truth; often out of fear I would tell lies and it soon became worse. When one tells the truth, things are easier.

**Outstanding Achievements:** Our institution is now respected by nearby schools and colleges, who express the desire to have the students who have attended the Complementary school. We now have our own headquarters, and have begun to work with the 3 year-old nursery school children of the Preschool. There was an improvement in the quality of life of the families involved in the program.

**Challenges:** Needing a new classroom to be built; to have videoconferences offered to the community.

**Publications and/or website links:** <https://www.youtube.com/watch?v=DWvPngX-lVo>

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** No. However, there is evaluation of the work being done during the teachers' meetings on a regular basis.

## *Croatia*

### **Elementary School**

**Name of School:** Elementary School

**Program Start Year:** 2011

**Location:** Bjelovar, Croatia

**Type of School:** Government School

**Year in which partnership between school & Institute of Sathya Sai Education began:** 2011

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:** 1

**School's Total Enrollment:** 750

**Number of SSEHV students:** 17

**School Grade Levels:** Primary school - Up to 8<sup>th</sup> grade.

**Grade Levels involved with SSEHV:** Grades 5 - 8

**Parental involvement:** No, parents are familiar with the program of workshops. Signed the consent for their children to participate in the Program

**Outstanding Achievements:** From 2011, the school established the *Day of Human Values* celebrating every year a day dedicated to Human Values. Students and teachers are sensitized and use Human Values in their work.

**Challenges:** No special challenges

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes.

- Have developed tests/instruments to measure the SSEHV outcomes.

**Summary of evaluation outcomes:** Students are delighted, they would like to continue

**Comments/Information:** The Workshop Program entered in the School Curriculum as an extra-curricular activity. From 2011 - 2016 ongoing or special training and/or activities at the school: One-day training about the program Founder, about Human Values and Methods as well as a Workshop

and film projection about an English School applying the Human Values Program. Maybe it would be useful to inform more and better all about this Program.

## *Dominican Republic*

### **Primary School**

**Location:** Dominican Republic

**Name of School:** Naranjo Dulce Arriba

**Year the Relationship with School Began:** 2014

**School's Grade Levels:** Grades 1 - 8

**Grade Levels Involved with SSEHV:** Grades 1 - 8

**Number of Students Involved with SSEHV:** 70

**Number of SSEHV Teachers:** 11

**Number of SSEHV Teacher Aides:** 11

**School's Total Enrollment:** 70

**Type of School:** Government

**Ongoing or special training and/or activities at the school:** During the VI Latin American Diplomat, the school hosted the diplomat's students. The school teachers also led an activity of reforestation in the community.

**Parental involvement:** Yes. There is a parents committee who is involved in all activities related to the school.

**SSEHV Parenting Program:** Not yet, but it's being considered for next year's program

**Outstanding achievements:** The first achievement was when students requested the teachers to apply the SSEHV after they took part in the practice the diplomats held with them. Since then they have been responding to the classes successfully. Another achievement is that other schools in the neighborhood are requesting the Sathya Sai Education in Human Values (SSEHV) training after seeing the results in the children, who are showing better discipline and results in tests

**Challenges:** To involve parents in the program to upgrade the program. To fulfill other teachers exit requests to implement the SSEHV program in their school (5 schools)

**Program Evaluation:** We haven't had an evaluation, in general.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Additional comments:** We are proud and happy for having this opportunity. We started the partnership school on October 2015. It's been a short time. We are promoting the construction of our Sathya Sai School, yet in progress.

## *Ecuador*

### **Pre School – Primary School**

**Name of School:** Mahatma Gandhi School

**Program Start Year:** 2016

**Location:** Ecuador

**Type of School:** Private, Philanthropic

**Year in which partnership between school & Institute of Sathya Sai Education began:** 2016



**Number of SSEHV Teachers:** 10

**Number of SSEHV Teacher Aides:** 8

**School's Total Enrollment:** 244

**Number of SSEHV students:** 244

**School Grade Levels:** Grade 9

**Grade Levels involved with SSEHV:** Grade 9

**Age range of SSEHV students:** 3 - 12 years

**Parental involvement:** Workshops have been developed for the parents of the students. Workshop material is based on Dr. Pal and Dr. Tehseen Dhall's book, with strong emphasis on the Sathya Sai Education in Human Values (SSEHV) Program.

**SSEHV Parenting Program:** Yes

**SSEHV impact on the school and/or community:** We still don't have a formal methodology for qualitative evaluation that can measure the changes in the relationships within our educational community. Nevertheless, we feel there is another form of relationship among the members of the teaching team, which can be used as the main reference of this new way of manifesting Human Values from within.

We think that the expression of a more significant change in an axiological logic demands more time because of the complexity of the contexts in which we live.

Repeated actions create profound structural changes. These actions, in turn, will generate habits that develop into a culture of ethical principles and permanent Human Values.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

- Through meditation: A third grade student has internalized the technique and has managed to apply it to her own family in a very natural and independent way.
- A teacher and the meaning of life: A young teacher expressed that at the school, she found a new way of seeing, understanding, and facing life, and that although more than once she faced tense situations at home, she nevertheless assumed it to be part of a process that she had to face with the conviction that it was good for her and her family.
- Family affairs: One day there was a small accident with a student at school. The father very calmly came to ask what had happened. In the past he would be angry and arrogant. After the conversation, he said that he perceived an environment at the school that was very different from what is often seen in other institutions. He concluded his visit by asking for some help with better caring for his son, and said that he would always be willing to have a dialogue with the teachers in order to better educate his children.
- A letter from a girl student: In a letter in the context of a sponsor's program at school, a 6<sup>th</sup> grade student mentioned a Value quote, and explained how important the technique of Value development was.

**Challenges: Strengths:**

- The decision to participate and adopt the SSEHV program does not depend on other people but internally on our team.
- The community as a whole is open to, and convinced about, the relevance and necessity of the Values program in our educational action.
- High level support in situation of the SSEHV program training team in Guyaquil.
- A team member has taken the SSEHV Diploma course, which has proved to be essential to the process of implementing the program in our institution.

**Weaknesses:**

- Sometimes the presence of the Human Values approach in certain educational activities does not flow as naturally as it should.
- Planning, applying, monitoring, and evaluating the SSEHV program with the entire teaching team is not completely harmonious.
- Challenges and Perspectives:

- We need to be more systematic in the application of the Human Values in our daily lives.
- There is the need to continue the training to deepen and internalize the Values, their methods, and their techniques.

**Publications and/or website links:** We are in the process of organizing and publishing material related to the development of the SSEHV program.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** The implementation of the SSEHV program is in full swing. First classes for 2018 are already under preparation.

**Program Evaluation:** None

**Comments/Information:** We know that we are walking a challenging path, and that this journey is not about a tiring race of speed, but a joyful walk of creative resistance.

## *Fiji*

### **Primary School**

**Name of School:** Primary School

**Program Start Year:** 2007

**Location:** Suva, Fiji

**Type of School:** Public

**Year in which partnership between school & Institute of Sathya Sai Education began:** 2007

**Number of SSEHV Teachers:** 15

**Number of SSEHV Teacher Aides:** 15

**School's Total Enrollment:** 461

**Number of SSEHV students:** 461

**School Grade Levels:** Grades 1 - 8

**Grade Levels involved with SSEHV:** Grades 1 - 8

**Age range of SSEHV students:** 6 - 14 years

**Parental involvement:** Hardly see any parental involvement in this program.

**SSEHV Parenting Program:** No

**SSEHV impact on the school and/or community:** Boost attendance. This is due to the music that used to be played by the receptionist that relates to the moral Value.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

They enjoyed coming to school because of the music.

From my experience we used to have less noise but now it has increased because intercom is now not working.

**Outstanding Achievements:** Students have been able to show respect to each other and there was less discipline problems in school.

**Challenges:** Our main challenge right now is resources.

We need more to install intercom so that the moral Value and songs will be played together at one time and the whole school will participate.

**Affiliation with an Institute of Sathya Sai Education:** Yes, but there is no formal agreement.

**Status of project/program:** We (teachers) are still teaching education Values/ Value education in our school and classroom.

**PROGRAM EVALUATION**



**Formal evaluation:** No. However based from what we have seen during the implementation of the program the discipline problems really dropped.

**Developed evaluation tools:** We only have discipline record book for each class which help teachers to measure their class discipline in relation to moral Values.

**Ready-made evaluation tools:** Require help in developing measuring instruments.

**Comments/Information:** I humbly request that our school really need to have its intercom installed again so that the whole school will address discipline problems and integrate it with moral Values at one time of the day while they are all sitting quietly inside their classrooms.

## Primary School

**Name of School:** Primary

**Program Start Year:** Not Sure

**Location:** Nasinu, Fiji

**Type of School:** Public

**Year in which partnership between school & Institute of Sathya Sai Education began:** Not Sure

**Number of SSEHV Teachers:** 15

**School's Total Enrollment:** 488

**Number of SSEHV students:** 488

**School Grade Levels:** Grades 1 - 8

**Grade Levels involved with SSEHV:** Grades 1 - 8

**Age range of SSEHV students:** 6 - 14 years

**Parental involvement:** Some parents were involved who came for *Good Parenting* workshop.

**SSEHV Parenting Program:** Yes

**SSEHV impact on the school and/or community:** The use of the SSEHV booklets and the CD and *Good Parenting* book and the workshop conducted by the team was very informative and educational which inculcated Human Values and good discipline in students and assisted parents and teachers.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

The SSEHV program has implanted better ways to deal with situations with good morals, respect, obedience, patience and politeness to each other and to teachers and parents.

**Outstanding Achievements:** We were able to see change in students' behavior and ways to act towards situations.

**Challenges:** While imparting the program, regular monitoring had to be done to make the ideas acceptable and sustainable which has led to an increase in positivity.

**Publications and/or website links:** In our school system, our teachers with the help of IT-controlling students, used to run the CD everyday over the intercom system so each song with moral Values is repeated every day for a week. In the classrooms, teachers elaborated more on it. Students prepared short speeches and elaborated on it in Assemblies which developed confidence.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Program can have ended but the sustainability impact it has developed will always remain and shine.

### PROGRAM EVALUATION

**Formal evaluation:** No, not formal; but teachers and people can observe informally.

**Developed evaluation tools:** The good impact it has on all those who attended has been positive good behavior with morals and good habits.

**Ready-made evaluation tools:**

- Sustainable positive behavior has been observed.
- Moral and Value education speeches during Assembly has developed confidence in students

for public speaking.

- Greater interest developed in students with cheerfulness learnt from Values songs.

**Summary of evaluation outcomes:** The Values education in school has helped to fulfill the ethics of the school towards cultural integrations.

Liking and love for all cultures have same Values. Students are morally developed with good qualities.

**Comments/Information:** Looking forward for more of the SSEHV program which helps to develop good positive Values to become more human. This is because our future students are diverted to internet connections with western modern Values.

These programs help all of us to guide in a directional vision to be always righteous for future leaders.

This program is the way forward for all.

## Primary School

**Name of School:** Primary

**Program Start Year:** 2013

**Location:** Fiji

**Type of School:** Public

**Year in which partnership between school & Institute of Sathya Sai Education began:** 2013

**Number of SSEHV Teachers:** 24

**School's Total Enrollment:** 897

**Number of SSEHV students:** 897

**School Grade Levels:** Grades 1 - 8

**Grade Levels involved with SSEHV:** Grades 1 - 8

**Age range of SSEHV students:** 6 - 14 years

**Parental involvement:** Not Much

**SSEHV impact on the school and/or community:** Improvement on discipline.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

- Respect of others' cultures
- Using the magic words when asking and borrowing things.

**Outstanding Achievements:** Change in students' behavior.

**Challenges:** Availability of resources. We need more.

**Affiliation with an Institute of Sathya Sai Education:** Yes, but there is no formal agreement

**Status of project/program:** The program is continuing

### PROGRAM EVALUATION

**Formal evaluation:** No.

Need help in developing tools.

**Developed evaluation tools:** Students present their Values during the assembly in Speech, and Drama

**Summary of evaluation outcomes:** Human Values which are now inculcated in the students' behavior.

## Primary School

**Name of School:** Lovu Sangam Primary School

**Program Start Year:** 2009

**Location:** Fiji

**Type of School:** Public

**Year in which partnership between school & Institute of Sathya Sai Education began:** 2009

**Number of SSEHV Teachers:** 23

**School's Total Enrollment:** 610

**Number of SSEHV students:** 610 per year for 8 years. Total: Approximately 1200 students

**School Grade Levels:** Grades 1 - 8

**Grade Levels involved with SSEHV:** Grades 1 - 8

**Age range of SSEHV students:** 6 - 14 years

**Parental involvement:** Parents who come to drop their children and are in the school during the Sathya Sai Education in Human Values (SSEHV) program do the observation and some do take part during the session.

**SSEHV Parenting Program:** Yes

**SSEHV impact on the school and/or community:**

- Builds healthy relationship; Develops good citizens; Encourages Education; Personal development; Character development

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

- Appreciating each other, e.g. using thank you, excuse me, sorry.
- Parents who come to school in an angry mood are relieved and go back in a more understanding, cheerful and satisfied mood.

**Outstanding Achievements:** A student found a wallet with some important documents and it was given to the Police Station.

Students who find money in the school compound give it to their respective teachers.

**Challenges:** Acceptance of the ideas by stakeholders but slowly changes are being brought about. Sustainability of the SSEHV program.

**Affiliation with an Institute of Sathya Sai Education:** Yes, but there is no formal agreement

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** No

**Comments/Information:** The SSEHV program is included in the school's timetable and is conducted daily before the beginning of normal lessons and also integrated into other lessons during the day.

### **Primary School**

**Name of School:** Rishikul Primary School

**Program Start Year:** 2014

**Location:** Fiji

**Type of School:** Public

**Year in which partnership between school & Institute of Sathya Sai Education began:** 2014

**Number of SSEHV Teachers:** 35

**School's Total Enrollment:** 1600

**Number of SSEHV students:** 1600

**School Grade Levels:** Grades 1 - 8

**Grade Levels involved with SSEHV:** Grades 1 - 8

**Age range of SSEHV students:** 6 - 14 years

**Parental involvement:** Parents only give consent to children but do not get involved in this program.

**SSEHV impact on the school and/or community:**

- In our school we take Human Values every day, based on each theme and a song related to theme is played.
- Teachers take lessons every day. This has brought a lot of improvement in our students' discipline.

- This program is taken daily by teachers, daily activities are given and monitored by the AHT's. 100% participation by teachers and students.
- We use the Values education book and CD to play the song given by SSEHV. We have the CD's which is played on the intercom every day for our students to sing.
- Students talk on the theme during announcements.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

These Values have shown a lot of improvement in our students' behavior and we have less discipline cases coming to the office. Sometimes we bring in silent sitting- this brought a lot of changes in students' behavior.

**Outstanding Achievements:** A lot of changes in our students' behavior and discipline.

**Affiliation with an Institute of Sathya Sai Education:** Yes.

**Status of project/program:** Ended in 2016

**PROGRAM EVALUATION**

**Formal evaluation:** No

**Ready-made evaluation tools:** Teachers of all levels have Values education questions in General Subjects/ integrated in all subjects and tested.

**Summary of evaluation outcomes:** We focus on the universal Values from the text provided. We really emphasize the lesson taken by teachers.

Activities are done by children in their moral values book from Grades 1 - 8.

**Comments/Information:** Requesting if this workshop could be conducted in our school to train the new graduate teachers so that they can focus and are aware of how to implement this program in their classrooms. In 2017, a retired teacher was taking Sathya Sai Education in Human Values for Grades 5 - 8 on Saturdays and it lapsed because of the non-availability of the hall.

## Primary School

**Name of School:** Samabula Primary

**Program Start Year:** 2012

**Location:** Fiji

**Type of School:** Public

**Year in which partnership between school & Institute of Sathya Sai Education began:** 2012

**Number of SSEHV Teachers:** 14

**School's Total Enrollment:** 674

**Number of SSEHV students:** 674

**School Grade Levels:** Grades 1 - 8

**Grade Levels involved with SSEHV:** Grades 1 - 8

**Age range of SSEHV students:** 5 - 14 years

**SSEHV Parenting Program:** Yes

**SSEHV impact on the school and/or community:** The silent sitting program has been of great help in improving the discipline of students.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

Feedback from parents - they observed a lot of changes in children's attitude and overall behavior at home.

**Outstanding Achievements:** Change in children's behavior at home.

**Challenges:** The Human Values program is taken by teachers in class daily. Silent sitting is taken by teachers in various classes. We need more CD's to play for the whole school.

**Affiliation with an Institute of Sathya Sai Education:** Yes, but there is no formal agreement

**Status of project/program:** Ongoing

**PROGRAM EVALUATION**

**Formal evaluation:** No

**Developed evaluation tools:** Students talk on the moral Value topic during assembly on Mondays.

**Ready-made evaluation tools:** Behavior of students is closely monitored to see that they practice what has been taught.

**Summary of evaluation outcomes:** Moral Values topic is introduced in the assembly on Mondays by the teacher on duty and students.

**Comments/Information:** Some workshops to be conducted for new graduates so that they are updated with the program.

### Primary School

**Name of School:** Nadi Primary School

**Program Start Year:** 2009

**Location:** Fiji

**Type of School:** Public

**Year in which partnership between school & Institute of Sathya Sai Education began:** 2009

**Number of SSEHV Teachers:** 13

**School's Total Enrollment:** 410

**Number of SSEHV students:** 410 per 8 years. Total: 820 students

**School Grade Levels:** Grades 1 - 8

**Grade Levels involved with SSEHV:** Grades 1 - 8

**Age range of SSEHV students:** 6 - 14 years

**Parental involvement:** Parents of children from Grades 1 - 8 were involved in this program.

**SSEHV Parenting Program:** Yes

**SSEHV impact on the school and/or community:** The community was given awareness and parental guidance and health.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

Students were encouraged to be honest, hardworking, trustworthy, and obedient and so forth and they put that into practice.

**Outstanding Achievements:** They were given discipline awards for their school year groups.

**Challenges:**

- Attendance was not that good since most of the parents are working.
- Since the school has a space problem, it was difficult to accommodate the participants.
- Time was also a factor as it was difficult to get parents to come.

**Affiliation with an Institute of Sathya Sai Education:** Yes, but no formal agreement

**Status of project/program:** Ongoing

#### PROGRAM EVALUATION

**Formal evaluation:** Yes by Sathya Sai Education in Human Values coordinator

**Developed evaluation tools:** We have integrated this with other subjects and it is easy for the teachers to take up the lessons.

**Comments/Information:** We would like to thank Sathya Sai Education in Human Values for its program.

We have noted that with the program's books given to us we were able to take our lessons and also thank the resource personnel for her huge effort.

### Primary School

**Name of School:** Indira Gandhi Memorial Primary School

**Program Start Year:** Not sure

**Location:** Fiji

**Type of School:** Public

**Year in which partnership between School & Institute of Sathya Sai Education began:** Not Sure

**Number of SSEHV Teachers:** 9

**School's Total Enrollment:** 333

**Number of SSEHV students:** 333

**School Grade Levels:** Grades 1 - 8

**Grade Levels involved with SSEHV:** Grades 1 - 8

**Age range of SSEHV students:** 6 - 14 years

**SSEHV impact on the school and/or community:** The discipline of students has improved greatly.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

It is visible that majority of the students are Islanders and *I-taukei's* but they respect and say the school prayer.

**Outstanding Achievements:** Positive changes in students.

**Challenges:** Moral values are taken daily but we do need resource booklet for each student.

**Affiliation with an Institute of Sathya Sai Education:** Yes, but there is no formal agreement

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** No

**Developed evaluation tools:** Students speak in class and also address the whole school through intercom.

**Summary of evaluation outcomes:** Values education is taken daily.

**Comments/Information:** Getting teachers to take classes on a regular basis. There are some new graduates in school who are not Sathya Sai Education in Human Values trained. Workshops need to be done so that the program is implemented effectively by them.

### **Primary School**

**Name of School:** Nadi Sangam

**Program Start Year:** 2010

**Location:** Fiji

**Type of School:** Public

**Year in which partnership between school & Institute of Sathya Sai Education began:** 2010

**Number of SSEHV Teachers:** 28

**School's Total Enrollment:** 998

**Number of SSEHV students:** 998

**School Grade Levels:** Grades 1 - 8

**Grade Levels involved with SSEHV:** Grades 1 - 8

**Age range of SSEHV students:** 6 - 14 years

**Parental involvement:** We only have meetings with parents to remind them of their responsibilities.

**SSEHV impact on the school and/or community:** This program helps a lot in disciplining the children. It helps the teachers a lot in taking control of the students.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

Parents appreciated as there was a change in their children's behavior at home.

**Outstanding Achievements:** Children's performance improved.

**Challenges:** Reluctance on part of teachers to take lessons on a consistent basis.

**Affiliation with an Institute of Sathya Sai Education:** Yes, but there is no formal agreement

#### **PROGRAM EVALUATION**

**Developed evaluation tools:** The lower Primary classes have moral Values workbook which is in the form of pictures.

**Comments/Information:** As the moral Values lessons are taken in the school for the children, it has been really beneficial as teachers and parents can judge the children's change in behavior.

### Primary School

**Name of School:** Natawa Primary School

**Program Start Year:** Early 2000

**Location:** Fiji

**Type of School:** Public

**Year in which partnership between school & Institute of Sathya Sai Education began:** Early 2000

**Number of SSEHV Teachers:** 14

**School's Total Enrollment:** 151

**Number of SSEHV students:** 151

**School Grade Levels:** Grades 1 - 8

**Grade Levels involved with SSEHV:** Grades 1 - 8

**Age range of SSEHV students:** 6 - 14 years

**Parental involvement:** Parents play supportive role in ensuring Values are practiced at home.

**SSEHV Parenting Program:** Yes

**SSEHV impact on the school and/or community:** Had a workshop for parents whereby parents were trained in their role as parents.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

Change in how children address adults/elders. Also, a lot of change can be seen in their behavior.

**Outstanding Achievements:** Reduction in bad behavior or discipline cases.

**Challenges:** More resources needed. This program needs to be further taken to community level.

More manpower, time and money needed.

**Affiliation with an Institute of Sathya Sai Education:** Yes, but there is no formal agreement

**Status of project/program:** Ongoing

**Program Evaluation:** None

**Summary of evaluation outcomes:** Measure student performance with regards to improvement in behavior/ discipline.

**Comments/Information:** The Sathya Sai Education in Human Values Program is very good but we lack time since there is so much more that needs to be done. There is too much pressure on teachers to produce academic results.

### Primary School

**Name of School:** Vatulaulau Sanatan Dharm Primary School

**Program Start Year:** Fiji

**Location:** Public

**Year in which partnership between school & Institute of Sathya Sai Education began:** 9

**School's Total Enrollment:** 140

**Number of SSEHV students:** 140

**School Grade Levels:** Grades 1 - 8

**Grade Levels involved with SSEHV:** Grades 1 - 8

**Age range of SSEHV students:** 6 - 14 years

**Parental involvement:** Parents are involved in community projects. There are formal meetings with parents to tell them about their responsibilities.

**SSEHV Parenting Program:** Yes

**SSEHV impact on the school and/or community:**

- Children learn to live with each other- multiracial school
- Develops good citizenship
- Form sound habits
- Character development

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

Appreciating each other, e.g. using thank you, excuse me, sorry and may I.

Parents and children have understanding of each other's culture.

**Outstanding Achievements:** Students share and care for each other, e.g. during disasters like floods.

**Challenges:** Acceptance of the ideas by stakeholders but slowly changes are brought about.

Sustainability of the program.

**Affiliation with an Institute of Sathya Sai Education:** Yes, but there is no formal agreement.

**Status of project/program:** Ongoing

**Program Evaluation:** None

**Comments/Information:** The Sathya Sai Education in Human Values program is included in the school's timetable and is conducted daily before the beginning of normal lessons and also integrated into other lessons during the day.

## *Guyana*

### **Secondary School**

**Name of School:** Saraswati Vidya Niketan

**Program Start Year:** May 2016

**Location:** Guyana

**Type of School:** Private

**Year in which partnership between School & Institute of Sathya Sai Education began:** 2013

**Number of SSEHV Teachers:** 21

**Number of SSEHV Teacher Aides:** 1

**School's Total Enrollment:** 460

**Number of SSEHV students:** 340

**School Grade Levels:** Grades 7 - 11

**Grade Levels involved with SSEHV:** Grades 7 - 9

**Age range of SSEHV students:** 11 – 16 years

**Parental involvement:** Parent conferences

**SSEHV impact on the school and/or community:** The SVN School is a role model to the community and country.

**Outstanding Achievements:** Teachers involved in ad hoc training. Peer participation.

**Challenges:** Volunteering not sustained.

**Affiliation with an Institute of Sathya Sai Education:** No

**Status of project/program:** In 2017, the MOU between the SIEWI-Guyana and the SVN School ended.

#### **PROGRAM EVALUATION**

**Ready-made evaluation tools:** As per Reference Test: PTLW

**Summary of evaluation outcomes:** Staff members currently practice "Guiding Principles of Educare" in subject delivery.

**Comments/Information:** Please see Appendices showing requested permission from the SVN School Principal for Human Values in Education to be taught and a copy of "Certificate of Participation."





SSEHV HAITI

## *Haiti*

### **Kindergarten and Primary School**

**Name of School:** Ecole Mixte de la nouvelle Jérusalem

**Program Start Year:** 2011

**Location:** Haiti

**Type of School:** Private

**Year in which partnership between school & Institute of Sathya Sai Education began:** 2016 informally

**Number of SSEHV Teachers:** 2 trainers from Europe. The program is implemented on a daily basis in the school by the Director and the 7 teachers.

**School's Total Enrollment:** 270 students

**Number of SSEHV students:** 270

**School Grade Levels:** Kindergarten 1, 2, 3; Primary 1, 2, 3, 4, 5, 6

**Grade Levels involved with SSEHV:** All

**Age range of SSEHV students:** 3 - 17 years

**SSEHV impact on the school and/or community:** A free school for children from very poor backgrounds is exceptional. The director has chosen this neighborhood to start the school because the need is so great. His goal and that of the teachers is to preserve the children from delinquency by providing education and character building.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

- Gratitude and love for the teachers- the children want to stay with their teachers even after school is out!
- Elder children lovingly accompany the younger ones.
- Kindergartners spontaneously started to clean the entire classroom whereas this is usually not done or seen as degrading by some parents.

**Outstanding Achievements:** The director and several teachers have worked without any payment for over 6 years. All of them received a small salary for the first time this school year 2017-2018. A teacher who moved outside the city still wants to continue to serve in this school and travels 2 hours each way to get there. Great dedication by the teachers who have classes ranging from 40 - 60 children as some grades are double levels.

The Grades 2 and 3 kindergarten teacher manages 57 children all alone and the atmosphere in the class is very good, the children are engaged and loving.

The Director and teachers have done great work to convince poor parents to send their children to school.

**Challenges:** Challenges for SSEHV training: At this stage international trainers are needed. Full day programs are difficult for the participants. Trainings can only be given during holidays. The extra transportation costs are difficult for a number of the participants. Importance of providing food. Provide more written materials.

General challenges for the school: Very tight quarters in a regular house instead of a school building. The courtyard has been covered with tin roofing and three classes are held here.

There is no money other than the donations for the rent and small salaries, never stable from one year to the next. The goal is now to buy some land and build a school. This would provide continuity and create a true center of Values education.

**Affiliation with an Institute of Sathya Sai Education:** The Europe Institute of Sathya Sai Education (ESSE) has adopted the Haiti SSEHV activities since November 2016.

**Status of project/program:** Ongoing

## **PROGRAM EVALUATION**

**Formal evaluation:** No. Informal follow-up by person going and in constant contact with the school, but not in a formal way

**Developed evaluation tools:** Direct observation, written homework and presentations of group sessions such as preparations of the direct lessons during the SSEHV trainings.

**Ready-made evaluation tools:** Results of the teacher trainings and practice sessions: written evaluations were done using the evaluation form developed by the ESSE Institute. Direct observation, written homework and presentations of group sessions such as preparations of the direct lessons

**Summary of evaluation outcomes:** Method: On-site visits, observation of the children, teachers, school climate, activities; frequent contact via WhatsApp and calls; photos and videos sent throughout the year. Prayers, citations and songs are an integral part of the school day. Little room to do in-class or outside activities. At the end of the day the children like to stay around their teachers, good contact and a climate of love. Gentle interactions. (Corporal punishments are the rule in Haiti, which has been avoided immediately through the Human Values). Children feel free to ask questions. Children are well behaved and patient. Older children help the younger ones.

This school feels like a safe haven for the children, who often live in very difficult home situations.

**Comments/Information:** Helping to support the school to find a more stable location and to have at least one teacher per grade. Stable core team of teachers. Continue to develop the school into a Human Values school, which can be a model for the community, especially as this school serves the poorest children and does not charge fees.

## **Kindergarten and Primary School**

**Name of School:** ABC de la Vie - ABC for Life

**Program Start Year:** 2011

**Location:** Haiti

**Type of School:** Informal Private School

**Year in which partnership between school & Institute of Sathya Sai Education began:** The SSEHV trainings in 2011 continue to date. The school was started by local youth with the help of our volunteers after the earthquake.

**No formal memorandum of understanding.**

**Number of SSEHV Teachers:** 2 trainers from Europe. The program is implemented on a daily basis in the school by the Director and the 5 teachers.

**School's Total Enrollment:** 70 Students

**Number of SSEHV students:** All

**School Grade Levels:** Kindergarten 1, 2, 3; Primary 1 - 6

**Grade Levels involved with SSEHV:** All – weekly **direct method** lessons plus integrated Value education

**Age range of SSEHV students:** 3 - 17 years

**Parental involvement:** Some parents participate in the yearly school outing and other special events, not specifically in a separate SSEHV activity

**SSEHV impact on the school and/or community:** The school provides education to students from very poor backgrounds. The youth who started and continue to run the school have done a lot of work with the parents to encourage them to send their children to school, notwithstanding their shame or inability to provide for the most basic needs of their children.

Due to the SSEHV trainings and activities from the very outset, character-building and Values, including ecology and good citizenship, the program received a lot of attention. Both the youth who run the school and the children therefore set an example to the community.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

The atmosphere at the school is very loving; it really functions as one big family. The bigger children have cooked for the smaller ones during a school outing to an educational ecological park, and the small children shared a special activity with the bigger ones. They have talent shows where all the children encourage each other and are happy for the winners of all ages and classes. They help each other and are kind.

**Outstanding Achievements:**

- To promote character building and Human Values in a setting strapped for resources, showing commitment and resilience, and setting a good example.
- Making efforts to engage the parents, which is a difficult task.

**Challenges:**

- Some children get sent to the countryside during the summer and do not get back until December.
- Other parents do not send their children to school, as they do not have money for the backpack, shoes and uniform. Even though the school does not require these items (which are obligatory in all other schools), the parents need extra convincing to sending their children to school in time.
- Food: many children do not get breakfast before coming to school, causing stomach-aches and lessening their energy and concentration. The school does not have funds to provide a meal or snack.
- The location is a small rented house. All classes are doubled for lack of space and lack of funds to hire more teachers. This makes it challenging for the teachers and requires extra patience from the students.
- Not all children have the required exercise books and this affects their performance. Some children need to work in the homes. (*Restaveks*).
- Parents are not necessarily aware or supportive of homework and cannot help their children, as they have not been to school.
- Lack of electricity makes it more difficult to study.

There are trainings in SSEHV once or twice a year by European trainers. We are trying to set up a buddy system to help the teachers prepare and get feedback or support more easily.

**Affiliation with an Institute of Sathya Sai Education:** The Europe Sathya Sai Education Institute (ESSE) has adopted the Haiti SSEHV activities since November 2016

**Status of project/program:** Ongoing

**PROGRAM EVALUATION**

**Formal evaluation:** No. Informal follow-up by the teacher, being the person going and in constant contact with the school, but not in a formal way.

**Developed evaluation tools:** Direct observation, written homework and presentations of group sessions such as preparations of the direct lessons during the SSEHV trainings.

**Ready-made evaluation tools:** Results of the teacher trainings and practice sessions: written evaluations were done using the evaluation form developed by the ESSE institute. Direct observation, written homework and presentations of group sessions such as preparations of the direct lessons.

**Summary of evaluation outcomes:** Method: On-site visits, observation of the children, teachers, school climate, activities; frequent contact via WhatsApp and calls; photos and videos sent throughout the year. As mentioned above, the children are very joyous, spontaneous and loving. The teachers are creative, dedicated and open to learning and feedback. The teachers each create a direct lesson each week, there is a citation for the day and the Human Values are referred to as the basis for the behavior of everyone.

**Comments/Information:** Most teachers in Haiti have not been trained and simply teach from personal experience. The Haiti educational system is one of repetition and teacher-student transmission, with exercises to master the material.

The interactive, more playful and creative ways of teaching SSEHV where all aspects of the human personality and the various intelligences get stimulated and developed, in addition to the spiritual aspect that corresponds well to the Haitian Christian culture, is a true discovery and joy for the teachers and youth who take the trainings. The participants clearly see that this is a program for self-development, and at the same time can apply the various techniques directly.

There is a great interest and demand for training. SSEHV trainings could easily be offered in many schools if there are enough French speaking trainers to do so. Any activities for the children such as direct SSEHV lessons through clubs are also most useful as there are no such activities for poorer children.

## *Malaysia*

### **Higher Education - University**

**Name of School:** Sathya Sai Academy for Human Values

**Program description:** D.A.R.T.S (Drugs, Alcohol, Relationships [in negative form], Time waste, Smoking), is an Sathya Sai Education in Human Values (SSEHV) program targeted to prevent Drug, Alcohol, Relationship, Time wastage and Smoking issues among the youth in schools, colleges and universities.

**Program Start Year:** 2014

**Location:** Malaysia

**Type of School:** University

**Year in which partnership between school & Institute of Sathya Sai Education began:** 2018

**Number of SSEHV Teachers:** 30 trainers for DARTS program

**Number of SSEHV Teacher Aides:** 40

**School's Total Enrollment:** 25,000

**Number of SSEHV students:** 3,500

**School Grade Levels:** Undergraduate

**Grade Levels involved with SSEHV:** First year university students

**Age range of SSEHV students:** 18 -19 years

**Parental involvement:** None at this point, but parents will be involved in the future.

**SSEHV Parenting Program:** None

**SSEHV impact on the school and/or community:** The university students that are currently trained for DARTS prevention will be training secondary school students after September 2018. This will have a large impact on the community as we are raising the level of awareness on these issues, and empowering school children so they do not engage in these negative habits.

**Demonstrated understanding of a Value/Values and testimonies:** From the feedback received the following have become obvious:

- Students have expressed a great interest in volunteering their time for other social work.
- Students have expressed their shock at the information that was delivered, and most have promised not to be involved in the issues of DARTS.
- Students have shifted their attitude from being selfish and uncaring to the point of wanting to advise and prevent their friends who could be involved in the issues of DARTS.
- Students found great excitement in the classes and remained enthusiastic until the last minute.

Classes were held at night from 8:30 pm - 10 pm, and the supervisors commented that they were surprised that the students were so receptive and alert throughout the evening class, despite having had a tiring day at the university.

**Outstanding Achievements:** It is too early to judge. However, the encouragement given by the university authorities is our most outstanding achievement. The university has allocated a complete office and paid staff to ensure that the program is delivered effectively. This denotes the commitment of the university towards ensuring that the students can be free from these issues. The Academy has trained many members, including members of other religious denominations. That this SSEHV program is well received by all, regardless of race and religion, is indeed an achievement.

**Challenges:** Like all programs there are challenges:

- To sustain the interest of the volunteers
- To measure the program's effectiveness
- To develop better instruments for measuring success.

We feel these challenges can be met as we progress. The major thrust is to first deploy with earnestness and to create an impact. As we progress, we are addressing teething issues.

**Publications and/or website links:** We are currently generating a monthly bulletin.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** None/informal only

**Ready-made evaluation tools:** Tools are being developed momentarily.

**Summary of evaluation outcomes:**

- Decrease in reports on drug issues
- Decrease in incidence reports on alcohol issues
- Decrease in relationship issues
- Decrease in the complaints of youth wasting time
- Decrease in youth smoking

By 2020 we hope to declare the university as a DARTS free zone. The instruments are being refined now. This program is in the inception stage and we will have additional results in 12 months.

**Comments/Information:** The outcome of the program is very important to the university, as there is a report that we need to submit to the Ministry of Higher Education. If the program is successful we can deploy DARTS to all universities and colleges.

## *Mexico*

### **Kindergarten & Elementary School**

**Location:** Mexico

**Name of School:** Ramiro Villareal Public

**Year the Relationship with School Began:** 2014

**School Grade Levels:** Kindergarten & Elementary

**Grade Levels Involved with SSEHV:** Grades Kindergarten, 1 - 6

**Number of Students Involved with SSEHV:** 50

**Number of SSEHV Teachers:** 6

**Number of SSEHV Teacher Aides:** 6

**School's Total Enrollment:** 400

**Ongoing or special training and/or activities at the school:** Parenting course at Saturdays  
**Parental involvement at the school:** Yes, they are involved through the Parenting Course  
**SSEHV Parenting Program:** No  
**Outstanding achievements:** An enthusiastic implementation with the support of the Principal  
**Challenges:** Follow up  
**Program Evaluation:** None  
**Affiliation with an Institute of Sathya Sai Education:** Yes

### **Elementary School**

**Location:** Mexico  
**Name of School:** Casa Hogar María de Guadalupe Elementary  
**Year the Relationship with School Began:** 2014  
**School Grade Levels:** Grades 1 - 6  
**Grade Levels Involved with SSEHV:** Grades 1 - 6  
**Number of Students Involved with SSEHV:** 35  
**Number of SSEHV Teachers:** 3  
**School's Total Enrollment:** 150  
**Type of School:** Public  
**Outstanding achievements:** The teachers are youth volunteers and they have support, observation, and feedback from adults who have more experience.  
**Challenges:** Children, who attend, come from fragmented homes; they have problems with very strong discipline, so for young people who take the Values program is a challenging situation.  
**Program Evaluation:** None  
**Affiliation with an Institute of Sathya Sai Education:** Yes  
**Additional comments:** We hope to continue to work like this. The Institute of Sathya Sai Education offers a training to teachers.

## **Morocco**

### **Elementary School**

**Name of School:** Les Ecoles L'Union Privees  
**Program Start Year:** 2006  
**Location:** Morocco  
**Year in which partnership between school & Institute of Sathya Sai Education began:** 2017  
**Number of SSEHV Teachers:** 22  
**Number of SSEHV Teacher Aides:** 1  
**School's Total Enrollment:** 200  
**Number of SSEHV students:** 160 - 260 per year, depending on enrollment  
**School Grade Levels:** Grades K - 10  
**Grade Levels involved with SSEHV:** Grades K - 6  
**Parental involvement:** Yes  
**Outstanding Achievements:** The 6 teachers who were assessed were very good in **direct method** SSEHV lessons. Positive impact on the students was noted.  
**Affiliation with an Institute of Sathya Sai Education:** Yes  
**Status of project/program:** Continued process in becoming a Complementary/Partnership School.

## PROGRAM EVALUATION

**Formal evaluation:** Yes. Good background work done along with other international SSEHV facilitators.

**Summary of evaluation outcomes:** Principal, teachers, parents and students are positive about the program

**Comments/Information:** For the years 2011 - 2016 ongoing or special training and/or activities at the school:

- SSEHV Teacher Training was held at school in Casablanca Morocco on 18th and 20th March 2017. 22 teachers from the Pre-school, Primary, and Secondary school attended the training, from which 6 teachers from the primary school have been implementing the SSEHV program in French and Arabic in the school since 2006, reaching 190 children from ages 6 - 12 years old.
- The Facilitator was Dr. Lalini Reddy, Director of South African Institute of Sathya Sai Education, Cape Town, South Africa. Training was conducted by her in English and a volunteer simultaneously translated her work in Arabic for the teachers. SSEHV Manuals and PowerPoint slides were prepared in French.
- This training covered various topics from the 4 modules of the SSEHV Introductory Certificate Learner Guide.
- Dr. Lalini Reddy carried out Assessment for 6 SSEHV **direct Method** classes where the teachers were implementing SSEHV lessons. The translator assisted her. The teachers were found to be passionate, well skilled and effective. These lessons were conducted in French and Arabic.
- Feedback was provided to the respective teachers and suggestions on how they could better implement the program with the children.
- The Principal and the teachers were very motivated and enthusiastic about the SSEHV training. At the end of Day 2, the Principal agreed to implement the guidelines that are needed to be a partnership school.
- Furthermore, also discussed were the short-term goals with the teachers to finish their assignments and service projects as well as workshops on Singing, Storytelling, and Silent Sitting. Discussion was held on the midterm goals to translate the SAISSE Learner Guide in French and Arabic as these are the languages the teachers teach in. Finally, the primary long-term goal discussed was for the school to become a partnership school by June 2018.

In conclusion, the lessons learned from this training were:

- The importance of organizing this training on a regular basis as it strengthens the competences of the teachers and stimulates their creativity.
- It also creates an opportunity for the teachers to exchange their work and experiences.
- Also, the classroom visits by Dr. Lalini made it possible to evaluate the work of the teachers and value their efforts during the passing years.
- Finally, the teachers appreciated the translation in Arabic of the presentation as well as the timing of the training.

Attached is a video: <https://1drv.ms/v/s!AmZnQ4vAUdkJauAcWGEy66FAKHI>

## *Peru*

### **Nursery – High School**

**Location:** Peru

**Name of School:** Institución Educativa Privada "San Pedro"



**Year the Relationship with School Began:** 2007

**School Grade Levels:** Nursery - High School

**Grade Levels Involved with SSEHV:** All the levels are involved

**Number of Students Involved with SSEHV:** 135

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides Involved:** 15

**School's Total Enrollment:** 135

**Type of School:** Private

**Ongoing or special training and/or activities at the school:** Sathya Sai Education in Human Values (SSEHV) Course (basic level) in 2011, 2012 and 2013

**Parental involvement:** Yes. They involved the parents when they do service with the community. 1 service project every 2 months.

**SSEHV Parenting Program:** No. But they involve the parents in SSEHV workshops, once every 2 months.

**Outstanding achievements:** Gold Medal from the Arequipa City (2014) in recognition of the labor with the children and youth.

**Challenges:** At the beginning there was not good communication between the school and the Institute of Sathya Sai Education, but now is better.

**Program Evaluation:** None

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Additional comments:** The information for this questionnaire is given by the Institute. The teachers are changed each year. The school is far away, in another city, than where the Institute of Sathya Sai Education is located.

## **Nursery and Primary School**

**Location:** Peru

**Name of School:** Human Values School of Tiabaya (Escuela de Valores Humanos - Tiabaya)

**Year the Relationship with School Began:** 2007

**School's Grade Levels:** Nursery and 1st year of Primary

**Grade Levels Involved with SSEHV:** All the levels

**Number of Students Involved with SSEHV:** 48

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:** 3

**School's Total Enrollment:** 48

**Ongoing or special training and/or activities at the school:** Yes.

**Parental involvement:** Yes

**SSEHV Parenting Program:** No. But in parents' meetings they do workshops including Sathya Sai Education in Human Values resources.

**Program Evaluation:** None

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Additional information:** This school used to be a Sathya Sai School until 2014, then it moved to be a Private School.



SSEHV COMPLEMENTARY SCHOOL  
EASTERN EUROPE

## *Philippines*

### **Elementary - High School**

**Name of School:** Casa Del Nino School Systems

**Location:** Philippines

**Type of School:** Private School

**Year in which partnership between school & Institute of Sathya Sai Education began:** 2000

**Number of SSEHV Teachers:** 50

**Number of SSEHV Teacher Aides:** 20

**School's Total Enrollment:** 2000

**Number of SSEHV students:** 400

**School Grade Levels:** Elementary - High School

**Grade Levels involved with SSEHV:** Elementary - High School

**Parental involvement:** Yes. We do once a year parenting for the parents of the graduating class and those who are interested.

**Outstanding Achievements:** The students and parents have reported several positive changes after their music and drama presentation. After drama festival in 2015, many parents came and shared how their children have transformed.

**Challenges:** Retaining the teachers we train continues to be a challenge.

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes

**Developed evaluation tools:** Yes.

**Ready-made evaluation tools:** No

**Summary of evaluation outcomes:** The programs have been useful resulting in the transformation of the children and the parents.

**Comments/Information:** One module has been developed on Values integration in the Bachelor of Education Program in the college attached to the school systems.

## *Eastern Europe*

### **Boarding School**

**Name of School:** State Rural Boarding School

**Program Start Year:** 2017

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Type of School:** State Boarding School - Orphanage for children with a delayed mental development. Seminars for school staff on the spiritual and moral education of children. Because of the political situation, we are represented as private psychologists, representatives of the public organization, "Children's Home"

**Year in which partnership between school & Institute of Sathya Sai Education began:** Unofficial agreement with the school administration.

**Number of SSEHV Teachers:** 3

**Number of SSEHV Teacher Aides:** 4

**School's Total Enrollment:** 30 teachers, assistances and psychologists

**Number of SSEHV students:** 24 Staff of school

**Age range of SSEHV students:** 27 - 60 years

**SSEHV impact on the school and/or community:** Not yet received

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

Not yet received

**Outstanding Achievements:** Not yet

**Challenges:** Employees of the boarding school are mostly conscientious people. But because of large overloads, psychologically difficult and socially disadvantaged status of students, they have a very high degree of emotional burnout. Low motivation for change, little activity in seminars.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**PROGRAM EVALUATION**

**Formal evaluation:** Not yet. 2 seminars were held, after each, a discussion of the results and the introduction of changes to the draft.

**Summary of evaluation outcomes:** The project is on the start of development. There is interest among the participants.

**Comments/Information:** We continue our work, despite the difficulties and challenges.

## *Serbia*

### **Pre to High School**

**Location:** Serbia

**Name of School:** Sunshine School for Foreign Languages

**Year the Relationship with School Began:** Informal - 6 years. Formal program with children - 1 year

**School's Grade Levels:** Pre-school to 18

**Grade Levels Involved with SSEHV:** Grades 1, 2 and 3

**Number of Students Involved with SSEHV:** 20

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:** 3

**School's Total Enrollment:** Unsure

**Type of School:** Private

**Ongoing or special training and/or activities at the school:** Workshops for children; some teachers are involved in the Institute of Sathya Sai Education – South Europe (ISSE-SE) trainings once a year

**Parental involvement:** No, not formally

**Outstanding achievements:** Children are very involved, like to come on Saturday, better atmosphere at school, parents have great respect for this part of our involvement

**Challenges:** We need more SSEHV teachers for further development;

**Program Evaluation:** None, not formally; members of the ISSE -SE were regularly informed

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Additional comments:** Since we were not able to have more children at workshops, we limited age group from 7 - 9 years. At the end of school year, the owners of the school made a plan to involve their teachers in the Sathya Sai Education in Human Values as a part of their professional training.

## *Spain*

### **Infant and Primary State School**

**Location:** Spain

**Type of School:** Infant and Primary State School "Escola Dr. Robert"

**Name of Project:** *Educare, Education in Human Values*

**Year the Project Began:** 2014

**Number of SSEHV Teachers:** 2

**Number of Project Location Staff Members Involved with Project:** 5

**Total Number of SSEHV Students:** 58

**Age range of SSEHV students:** 10 - 12 years

**Ongoing or special training and/or activities:** Introductory 2-hour talk on Sathya Sai Education in Human Values (SSEHV) for all the teachers at the school. Institute of Sathya Sai Education – South Europe (ISSE SE) SSEHV Course 1 and Course 2 training.

**Outstanding achievements:** The School director, the Head of Studies and the tutors of Form 5 and Form 6 are very enthusiastic about the Human Values lessons. Other teachers wanted to know more about it, and then they asked for an introductory talk for the whole staff of teachers, about 18. One of our volunteers visited the school in December to give a two-hour talk.

**Challenges:** Educare and SSEHV has been very welcome in this school. The challenge is to have a very well-prepared and solid SSEHV team of trainers in Spain so that we can attend these kinds of petitions from schools.

**Program Evaluation:** We have not made any evaluation so far.

**Affiliation with an Institute of Sathya Sai Education:** ISSE SE

**Additional comments:** The teacher of Form 5 and 6 comments that the effect of the Human Values lessons is very powerful, as when the pupils need more concentration or focus in their behavior, the teacher reminds them about the Values lessons and they quickly modify their attitude, and improve their academic results.

## *United States*

### **Preschool – Elementary School**

**Name of School:** Montessori

**Program Start Year:** 2014 - 2016

**Location:** Colorado, USA

**Type of School:** Private

**Year in which partnership between school & Institute of Sathya Sai Education began:** 2014 - 2017

**Number of SSEHV Teachers:** 1

**School's Total Enrollment:** 305

**Number of SSEHV students:** 270

**School Grade Levels:** Grades Preschool - 5

**Grade Levels involved with SSEHV:** Grades Preschool - 5

**Age range of SSEHV students:** 3 - 11 years

**Parental involvement:** There is parental involvement at the school within leadership teams, guiding the curriculum, board of directors, community service and fundraiser events.

**Outstanding Achievements:** The most prominent achievements, as a Sathya Sai Education in Human Values (SSEHV) educator and substitute teacher school-wide, were the daily classroom SSEHV indirect lessons taught utilizing the Institute of Sathya Sai Education-USA (ISSE-USA) Values/Sub-Values Chart and definitions as a reference.

- Each student to begin would have a Value/Sub-Value for the day we integrated across the

curriculum within lessons, holding accountability two-fold.

- First, we had a ten-minute reflection at the end of the day as an “exit-slip”.
- Each student wrote how they applied the prominent Value for the day on a Post-It, posting it to the board for review of students and returning classroom teacher the next day.
- Younger children drew pictures and wrote simple words accomplishing the same.
- Second, each student wrote the Value for the day and Life Application for the day on their Value Reflection Homework Sheets to be shared with families, thus providing teaching opportunities and family inclusion within each Value learned.
- This two-step process as a substitute teacher helped infiltrate the school weaving a golden thread of SSEHV/Educare foundation community-wide, leaving LOVE ALL SERVE ALL soul-prints as a greater conversation.

It was a natural progression and transformation evidenced in thoughtful concern for others for the Greater Good.

**Challenges:** Resistance of teacher training, seeing the SSEHV program as “one more addition” to educator’s responsibility and curriculum, rather than the natural innate nature we are.

Also, monitoring language perimeters, essential universal Values.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** No longer in existence

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes

**Developed evaluation tools:** Yes. Please visit link

[https://1drv.ms/b/s!AmZnQ4vAUdkJa2yQzzZxy0e\\_nzl](https://1drv.ms/b/s!AmZnQ4vAUdkJa2yQzzZxy0e_nzl)

**Ready-made evaluation tools:** Yes, Value Reflection & Life Application Sheet

**Summary of evaluation outcomes:** My summation and informal assessment of the school's outcomes, based on conversations and evidenced behavior response to lessons and Value Reflection & Life Applications over the past two years, has been positive and transformative across the whole community - students, teachers, and parents, alike. Thus, engaging dedication to community service and a heart to make a meaningful difference with strength of character.

**Comments/Information:** Ongoing or special training and/or activities:

In August 2014, I presented the brochure and program to the Principal and Leadership Team, in compliance with ISSE-USA, with hopeful possibility of training the teachers and staff in SSEHV/Educare.

Unfortunately, the leadership team decided not to take on an extra training at that time but agreed my substituting and volunteering within the school community would provide ample opportunity and exposure to the greater population - teachers, students, and community members - of the SSEHV program.

As a result, from August 2014 - May 2016 I volunteered, was a substitute teacher throughout all grade levels teaching indirect lessons utilizing the SSEHV Values/Sub-Values Chart, Life Application, and community service in partnership with the school families and community members.

### **Preschool – Elementary School**

**Name of School:** Montessori

**Program Start Year:** 2002

**Location:** Texas, U.S.A.

**Type of School:** Private School

**Year in which partnership between school & Institute of Sathya Sai Education began:** 2011

**Number of SSEHV Teachers:** 10

**School's Total Enrollment:** 100

**Number of SSEHV students:** 28

**School Grade Levels:** Toddlers: 18 months - 3 years; Primary: 3 - 6 years, which includes kindergarten students; Elementary: 6 - 12 years

**Grade Levels involved with SSEHV:** Grades 1 - 6

**Age range of SSEHV students:** 5 - 12 years

**Parental involvement:** As needed, parents are asked to help by each teacher.

**SSEHV Parenting Program:** No not at this time.

However, our school has Montessori Parent Workshops throughout the year.

We have implemented *World Human Values Day* in the month of April where Values-based **Direct Lesson** is experienced by the parents and children.

Additionally, children write, direct and perform a Value-based drama for the parents.

**Outstanding Achievements:** Last year, seeing the Upper Elementary Children (4th grade and up) create their own Greek Mythology Auction was amazing. They came up with all the rules before they started their drawing, how much they are donating back to the animal shelter and the food bank. When to go, where they needed to go and where to buy the items. They'd make all the necessary phone calls, permission slips to travel (parents and office). The children basically came up with the entire concept without any adult help or intervention.

The school, along with the Institute of Sathya Sai Education – USA, held its first Annual Human Values Festival. A family-centric celebration with art, music and activities for the whole family, with 500 participants.

**Affiliation with an Institute of Sathya Sai Education:** Yes

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes. I have had the SSEHV presenters observe our classes, take notes and comment, but not a formal evaluation as such. The first year the presenters were here, there was a panel of parents that came to share their experiences with SSEHV. No formal evaluation of the outcomes of the program in the past 5 years

**Developed evaluation tools:** Yes. Have developed many tests/instruments to measure the SSEHV outcomes.

**Comments/Information:** 2011 - 2016 ongoing or special training and/or activities at the school:

We've had our teachers, who were in training, conduct the SSEHV lessons in our elementary classes. We have also had a school-wide event that culminated in our thematic unit after C2 (Stewardship of the earth). The event held an exhibition from each classroom that depicted the thematic unit.

In keeping with serving the community the school held its first Back to School where children provided much needed school supplies to a neighborhood public school. Elementary students held a Greek Mythology Art Auction where they raised money to buy food for an animal shelter and a local food bank.

Elementary students collaborated with the local nursing home and engaged in Christmas Caroling and Valentines Celebration.

### **Preschool – Elementary School**

**Name of School:** Montessori

**Program Start Year:** 2002

**Location:** Texas, U.S.A

**Type of School:** Montessori

**Year in which partnership between school & Institute of Sathya Sai Education began:** 2011

**Number of SSEHV Teachers:** 13

**School's Total Enrollment:** 141

**Number of SSEHV students:** 33

**School Grade Levels:** Toddlers: 18 months - 3 years; Primary: 3 - 6 years, which includes kindergarten students; Elementary: 6 - 12 years

**Grade Levels involved with SSEHV:** Grades 1 - 6

**Age range of SSEHV students:** 6 - 12 years

**Parental involvement:** As needed, parents are asked to help by each teacher.

**SSEHV Parenting Program:** No, not at this time. Although our school has Montessori Parent Workshops throughout the year.

**Outstanding Achievements:**

- This year, seeing the Upper Elementary Children (4th grade and up) create their own Greek Mythology Auction was amazing. They came up with all the rules before they started their drawing, how much they are donating back to the animal shelter and the food bank. When to go, where they needed to go and where to buy the items. They'd make all the necessary phone calls, permission slips to travel (parents and office). The children basically came up with the entire concept without any adult help or intervention.
- The school, along with the Institute of Sathya Sai Education-USA, held its first Annual Human Values Festival which is a family-centric celebration with art, music and activities for the whole family with 500 participants.

**Challenges:** None

**PROGRAM EVALUATION**

**Formal evaluation:** Yes. I have had the SSEHV presenters observe our classes, take notes and comment, but not a formal evaluation as such.

The first year the presenters were here, there was a panel of parents that came to share their experiences with SSEHV.

No formal evaluation of the outcomes of the program in the past 5 years

**Developed evaluation tools:** Yes, have developed tests/instruments to measure the SSEHV outcomes.

**Comments/Information:** 2011 - 2017 training in SSEHV:

All teachers have received either Course 1 or Course 2 except the new staff since the 2016 - 2017 School year.

- We've had our teachers, who were in training, conduct the SSEHV lessons in our elementary classes.
- We have also had a school-wide event that culminated in our thematic unit after Course 2 (Stewardship of the earth). The event held an exhibition from each classroom that depicted the thematic unit.
- In keeping with serving the community the school held its first Back-to-School event where children provided much-needed school supplies to a neighborhood public school.
- Elementary students held a Greek Mythology Art Auction where they raised money to buy food for an animal shelter and a local food bank.
- Elementary students collaborated with the local nursing home and engaged in Christmas Caroling and Valentine's Celebration.
- We have implemented a day called, *World Human Values Day*.

## Middle School

**Name of School:** Middle School

**Program Start Year:** 2013

**Location:** California, USA

**Type of School:** Public School

**Year in which partnership between school & Institute of Sathya Sai Education began:** 2015

**Number of SSEHV Teachers:** 1





PERSEVERANCE ACTIVITY  
SSEHV USA

**School's Total Enrollment:** 1542  
**Number of SSEHV students:** 160  
**School Grade Levels:** Grades 6 - 8  
**Grade Levels involved with SSEHV:** Grades 6 - 8  
**Parental involvement:** Yes, parents volunteer.  
**Outstanding Achievements:** Many students relate that learning about the Values has been valuable.  
**Challenges:** Always keeping "teacher as exemplar" in the forefront of the consciousness.  
**Affiliation with an Institute of Sathya Sai Education:** Yes  
**Status of project/program:** Ongoing  
**Program Evaluation:** None  
**Comments/Information:** 2011 - 2016 ongoing or special training and/or activities at the school. Classroom instruction of SSEHV and participated in *Expressions of the Heart SSEHV ART Competition*. Implementing SSEHV in the classroom has been a very inspiring project and the students' need for it has become even more apparent.

### **Pre-K and Kindergarten**

**Name of School:** Bright Horizons Learning Centers  
**Program Start Year:** 2013  
**Location:** 3 locations in USA  
**Type of School:** Private  
**Year in which partnership between school & Institute of Sathya Sai Education began:** 2013  
**Number of SSEHV Teachers:** 2  
**Number of SSEHV students:** 54  
**School Grade Levels:** Infant through Pre-K and Kindergarten  
**Grade Levels involved with SSEHV:** Pre-K and Kindergarten  
**Parental involvement:** Parents were involved with the teachers and lessons. They would communicate their thoughts and ideas through the Life Application sheet that went home every week.  
**Outstanding Achievements:** The program was received very well by the chain of schools. The parents seemed very involved. One of the locations is the Johnson & Johnson Company's official childcare center which allowed for the program to reach families that truly needed it.  
**Affiliation with an Institute of Sathya Sai Education:** Yes  
**Status of project/program:** Uncertain  
**Program Evaluation:** None  
**Comments/Information:** Institute of Sathya Sai Education-USA Faculty and Board Member attended our class/lesson and spoke with the Director of two of the Centers. One center has closed and the Directors at the 2 other locations have changed. We need to approach the new Directors to begin the program for the next academic year.

### **Elementary School**

**Name of School:** Howard Gardner School  
**Program Start Year:** 2014  
**Location:** Virginia, USA  
**Type of School:** Private  
**Year in which partnership between school & Institute of Sathya Sai Education began:** 2014  
**Number of SSEHV Teachers:** 1

**Number of SSEHV students:** 18

**Grade Levels involved with SSEHV:** Grades 6 - 8

**Age range of SSEHV students:** 10 - 12 years

**Parental involvement:** Parents have access to a summary of all lessons, and several parents have communicated about their child's behavior/involvement in the class.

**Outstanding Achievements:** These students have various emotional challenges that prevent them from learning in a traditional classroom setting.

They were very anxious when the SSEHV class was introduced as it was not like anything they had encountered, and it was difficult to get most of them to participate in the lessons. However, in time, with much love and dedication, the students have embraced the class and have started to demonstrate that they are imbibing the lessons.

Direct SSEHV lessons: weekly. In addition, students have been involved with some outdoor environmental projects that dovetailed with several of these lessons.

**Challenges:** At first, it was very difficult to break through their anxieties about the class, and their unwillingness to participate or share their thoughts or feelings.

Also, several of the teaching techniques had to be modified to accommodate the needs of these emotionally challenged students.

One modification has to do with the Life Application activity. These students are given time in class to do "homework"; thus, they never would write about their experience with the Life Application. I modified the Life Application and had them write -- at the end of the lesson -- three points they would remember from the lesson. They were asked to put these into practice during the week.

When we would discuss the Life Application in the next class, most had an experience to share. This flexibility allowed the students to actually experience the Life Application once the onus of having to write about it was lifted.

The class has met with challenges, but the rewards have far surpassed these, and it has been very rewarding to watch the students embrace and accept the class.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** The only evaluation has been observing changes in students' behaviors and hearing comments from other teachers about changes they have seen as well as comments the students have made that could only have come from the SSEHV class.

### **Elementary School**

**Name of School:** Montessori Magnet Public School

**SSEHV Program Start Year:** 2000s

**Location:** Missouri USA

**Type of School:** Public

**Year in which partnership between school & Institute of Sathya Sai Education began:** Was not required during the time.

**Number of SSEHV Teachers:** Approximately 25. This includes classroom teachers and all school staff.

**Number of SSEHV Teacher Aides:** Approximately 16

**School's Total Enrollment:** 250

**Number of SSEHV students:** 250

**School Grade Levels:** Grades K - 6

**Parental involvement:** Yes. Sathya Sai Education in Human Values(SSEHV) Workshops were held for parents to give understanding of in-school SSEHV program and how parents could follow-up at home.

SSEHV project was also a part of PTO meetings.

**Examples of children's specific words or actions that demonstrate their understanding of a Value/Values:** Testimonies from children and/or their parents: Some of the SSEHV activities demonstrated the children's understanding of the Human Values. See below.

**Outstanding Achievements:** All school staff were trained in SSEHV including the school Principal. The focus was on the **Direct** and **Indirect** approaches of SSEHV to help develop and maintain a peaceful school based on actions of adults and children through their constant exposure to SSEHV lessons and activities to follow up on the lessons.

The activities to reinforce the lesson plans:

**Peace Wall:** Photos and bios of Gandhi, Dr. ML King, Mother Teresa and others on display in hallway.

**Peace Train:** School counselor worked with art teacher to develop method of reducing conflicts and hitting. Art teacher designed train engine and placed it in school cafeteria. The school counselor gave a coach of conflicts to the children to be decorated with inclusion of what it meant to them to peacefully resolve a conflict. The coaches were connected to the engine. The Peace Train ended up with coaches all around the cafeteria walls. The children loved seeing their designed coaches with their statements on display.

**Cool Peace Bus:** The purpose was to reduce disruption on the school buses. A huge school bus was designed by the art teacher. The school counselor gave the children a small replica of the bus to take home to be signed by child and parents. Written on the replica was an agreement the child would be well-behaved and peaceful while on school bus to and from school.

**Human Values Peace Walk:** Children designed posters with the Human Values and carried them as the school adults and children paraded through the school neighborhood.

**Music Teacher:** Found and taught Values-related songs to children that were relevant to a particular weekly Value. She also wrote and encouraged the children to write Values-related songs.

**Art Teacher:** Worked with children on Values-related projects.

**School Counselor:** Made weekly visits to classrooms to reinforce the Value of the week and to discuss Values-related activity projects.

**Project affiliated with the Institute of Sathya Sai Education:** Not required at that time.

**Has the project ended?** Project actively continued for two years. There was a change in administration and the project dwindled. Also, the project coordinator, a substitute teacher, left the school for employment elsewhere.

**Program Evaluation:** Evaluation was done as a part of overall school outcomes.

## *Venezuela*

### **Elementary School**

**Location:** Venezuela

**Name of School:** School of Trujillo

**Year in which partnership between school & Institute of Sathya Sai Education began:** 2014

**School Grade Levels:** Grades 1 - 2

**Grade Levels Involved with SSEHV:** Grades 1 - 2

**Number of Students Involved with SSEHV:** 12

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides: 1**

**Type of School:** Private

**Ongoing or special training and/or activities at the school:** Teacher carries out the **direct method** once a week having good results in the children's behavior and learning process. Children are less aggressive, put more attention at school, they improve their relation with their peers.

**Parental involvement at the school:** Yes. They participate in Parenting Workshops and when their sons have special activities they also participate.

**SSEHV Parenting Program:** Yes. Parenting Program (self-knowledge, group activities, Value-based, etc.)

**Outstanding achievements:** Children have begun sharing with their parents the activities they perform at school; and they bring home what they do at school like praying before meals.

**Challenges:** To improve the relationship between parents and children; to make parents conscious about their children, they worry more about finding food than caring about other needs of their children. The situation of the country has changed family dynamics.

**Program Evaluation:** The school was created in 2014 and no evaluation has been carried out so far. Have developed tests/instruments to measure the SSEHV outcomes.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Additional information:** In Venezuela we have written a Parenting book based on the Sathya Sai Education in Human Values program. This book contains many successful activities on Parenting which have been carried out in Venezuela.



# SSEHV COMMUNITY PROGRAMS AND PROJECTS

SSEHV Community Programs and Projects describe prearranged and ongoing activities for youth, teens, and/or adults that are conducted by trained SSEHV teachers/facilitators and occur in a neighborhood, community, or school location. Even if the program is conducted within a school setting, it is still considered to be a SSEHV Community Program if it does not take place during normal school hours.

Number of Countries with SSEHV Community Programs and Projects: 37

Average Number of SSEHV Community Programs and Projects Per Year: 110

Average Number of SSEHV Community Program and Project Teachers Per Year: 577

Average Number of SSEHV Community Program and Project Students Per Year: 20354

## Argentina

### Sathya Sai Educare Program for Education in Human Values

**Project Start Year:** 2009

**Location:** Argentina

**Venue:** Municipality of the City of Firmat

**Project/Program Description:**

The courses are mainly designed for professional teachers in formal education.

- Modality: Face-to-face
- Working hours: 90 hrs.
- Duration: 2 years
- Annual follow-up workshops for teachers who have finished the course to deepen their understanding.
- Ongoing since 2009

**Number of SSEHV Teachers:** 3

**Number of SSEHV students:** More than 100 since 2009

**Age range of SSEHV students:** 25 - 65 years

**SSEHV project/program impact on community:** All of the students who have completed the courses stated that they experienced a notable transformation in their understanding of life, and appreciation of their own role, all of which were brought about by the courses.

**Demonstrated understanding of a Value/Values: Testimonies:**

- The first thing I would like to point out is how all of the information in the Sathya Sai Educare program began to connect with virtually everything. In other words, activities were first complemented with Educare, but now they have been unfailingly integrated. In the area of music, for example, it is fantastic how it helped me to find even my artistic path. It also influenced the aesthetics of my music, not to mention the lyrics. With regard to my activity as a teacher, it helped me to find my own guidance. It helps me with all of the work I want to do guiding the students who wish to be music teachers. All tools of the course give me wings to do research and to achieve the best with those who wish to be music teachers. This course helped me a great deal in realizing that I want to help these students. *Teacher of tertiary level*
- Thank you for giving me the possibility to see with different eyes, to help me find myself, to transform...to grow. *Primary teacher*
- No one can remain the same after experiencing Educare. *Principal of primary level school*

**Outstanding Achievements:** The SSEHV Educare program was formally recognized when the municipal government showed interest in it. I believe, however, that the most outstanding achievement is CONTINUITY; the courses have been delivered without fail since 2009, and over the years they have acquired more and more depth.

**Challenges:** To continuously raise the standards.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

## *Australia*

### **Sathya Sai Education in Human Values (SSEHV) and Healthy Ageing Geriatric Workshop for Health Professionals**

**Location of Project:** Canberra, Australia

**Physical Location of Project:** Multicultural Center

**Year the Project Began:** 2016

**Number of SSEHV Teachers:** 5

**Number of Project Location Staff Members Involved with Project:** 10

**Ages of SSEHV Students:** Adults

**Outstanding achievements:** First Such Workshop in Australia

**Challenges:** None

#### **PROGRAM EVALUATION**

**Formal Evaluation:** No. Informally only. The informal assessment was that the workshop went well and was well-received and met a community need. Based on this it will be repeated next year.

**SSEHV Project is affiliated with Institute of Sathya Sai Education:** Yes

**Any additional information:** This was an initiative of the Sai Medical wing that was supported by the ISSEA, and all organizers were members of both groups. It was the first such workshop of its kind, and will now be repeated annually.

### **Sathya Sai Education in Human Values (SSEHV): Indirect Method in Hindu Religious Education Classes**

**Location of Project:** Sydney, Australia

**Physical Location of Project:** Various Schools

**Year the Project Began:** 2013

**Number of SSEHV Teachers:** 2

**Number of Project Location Staff Members Involved with Project:** 2

**Project Age Levels:** 6 – 11 years

**Total Number of SSEHV Students:** Not available

**Challenges:** The syllabus is set by others, SSEHV needs to be woven into this.

**Program Evaluation:** No. Main outcomes: The integration of Values has been useful

**SSEHV Project is affiliated with Institute of Sathya Sai Education** Yes

**Additional comments:** This program is overseen by a Hindu organization attached to the Hindu Temple in Mays Hill, Parramatta. Though they gave a syllabus we use our initiative to incorporate Values-based stories or use DVDs on religious stories as a way of introducing Values. The emphasis is also on mantras, shlokas and stories of characters in Hindu mythology and saints. I have been using the books from the Fiji Institute and Australian material as well.

## *Austria*

### **Sathya Sai Education in Human Values (SSEHV) for Refugee families**

**Project Start Year:** 2017

**Location:** Walchsee, Austria

**Venue:** Refugee Home & Vicarage (Church), Walchsee Nature





SSEHV FOR REFUGEE FAMILIES, AUSTRIA

**Project/Program Description:** The project comprises elements, excursion, swimming learning, summer festival, homework support for children and parents.

**Topics:** *5 Human Values in our Heart; Sharing; 5 Elements; Follow your heart; Gratitude/Contentment; Healthy Food; Environmental Protection*

**Element Project:** In an excursion over the local hill trail, we visited artistically worked out Element Stations and taught the families about the connection of elements and human body, including the fifth element (space, love). With singing, dancing, talking and activities.

**Summerfestival:** The Summerfestival was supported by Kufstein Group which prepared linen shopping bags for the children to draw paintings on them and support “No Plastic”, an initiative of “Serve the Planet”. Main program was a program of Value Songs by the children, each translating the text to their parents into Arab language. Balloons, soap bubbles, cakes and drinks promoted contact between refugees and locals.

SSEHV classes (4) and projects (4) with refugee families

**Number of SSEHV Teachers:** 2

**Number of participating Project Location Staff Members:** 4 assistants of Kufstein Center, Austria

**Number of SSEHV students:** 13-17 (variable)

**Age range of SSEHV students:** Families (aged 2-30 years)

**Parental Involvement:** One mother and two fathers helped to prepare the room in the refugee home, contact the other families and hand out invitation sheets.

**SSEHV Parenting Program:** In progress

**SSEHV project/program impact on community:** The other refugee helpers (approx. eight persons) have been informed by word and photos. Two vicarage assistants have actively participated in the Summerfestival. One expressed her appreciation for the children’s singing of Value songs.

**Demonstrated understanding of a Value/Values: Testimonies:**

- Gratitude: Children said that first thing/person they are grateful for is God.
- Role-play demonstrated: Listen to your heart!

**Outstanding Achievements:** The Summerfestival reached out to the Catholic Church. Vicarage assistants were approving of the activity in general and the children’s singing; they supported with their premises and kitchen equipment.

**Challenges:** Late coming of participants, an exercise in patience for all of us.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes. Coordinators are members of ESSE staff

**Status of project/program:** SSEHV lessons and homework support will continue.

## **PROGRAM EVALUATION**

**Summary of evaluation outcomes:** The families have got into contact with each other – before, they had kept at a distance. The children partly play with each other now. The parish was included, the Kufstein Group was activated and the festival was in open-air so that passers-by took notice.

**Comments/Information:** The project comprises different elements:

- 4 regular SSEHV lessons; 1 Summerfestival in the vicarage garden - children presenting a SSEHV song program to a mixed public: parents, adults from Kufstein group; members of the Catholic Parish.
- Homework support 1-3 times a week (2-9 children of different age groups); Language assistance lessons for parents (fathers); Assistance in case of urgency (bank, shopping etc.); Swimming lessons in local lake for children.

## *Brazil*

### **Human Values in Life and at Work**

**Project Start Year:** 2017

**Location:** Euzebio, Brazil

**Venue:** Estação da Luz NGO

**Project/Program Description:** The NGO has founded and maintains the “School Prof. Clodomir Teófilo Girão” that entirely adopts the Sathya Sai Education in Human Values (SSEHV) Program and is supervised by the Institute branch locally. It develops several projects aimed at the community. The board of directors asked us to give them a workshop/training course on Human Values, so that all the NGO staff would “speak the same language”, basing their attitudes and behavior on the Human Values recommended by SSEHV. They thought that their staff should know the program. They wished that all the staff involved in their projects developed towards the community would act in harmony with the work developed by the teachers at the school.

**Number of SSEHV Teachers:** 4

**Number of SSEHV Teacher Aides:** 3

**Number of participating Project Location Staff Members:** 2

**Number of SSEHV students:** About 26

**Age range of SSEHV students:** 20 - 30 years

**SSEHV Parenting Program:** Yes

**Outstanding Achievements:** The school has received Abrinq Foundation award in 2012 for its work in the *Educare Project*, one of the most important education awards in Brazil.

<http://www.estacaoluz.org.br/2016/12/22/o-projeto-educare-desenvolvido-na-escola-prof-clodomir-teofilo-girao-mantida-pela-ong-cearense-estacao-da-luz-conquistou-o-premio-crianca-2012-da-fundacao-abrinq>

**Publications and/or website links:** <http://www.boanoticia.org.br/escola-cearense-que-adota-o-programa-sathya-sai-de-valores-recebe-homenagem>

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Training was offered once (during one week) to all the NGO employees/collaborators. There was no intention or need to continue.

**Program Evaluation:** None

### **Recycling with Love – Parent & Grandparent Program**

**Project Start Year:** 2014

**Location:** Eusebio, Brazil

**Venue:** School (a school that adopts SSEHV)

**Project/Program Description:** The workshop involves recycling – where the participants learn how to use materials that would become garbage to make useful objects. The focus is the love and respect for nature and our planet, among other Human Values. The workshop is conducted right after the parents’ meeting, once a month.

**Number of SSEHV Teachers:** 2

**Number of SSEHV Teacher Aides:** 3

**Number of participating Project Location Staff Members:** 1

**Number of SSEHV students:** 30 - 70 parents and grandparents per workshop

**Age range of SSEHV students:** Adults

**Parental Involvement:** Participants are parents and grandparents of children who study at the school.

**SSEHV Parenting Program:** Yes

**SSEHV project/program impact on community:** They learn how to use waste materials in order to make useful objects.

**Challenges:** Regular attendance

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**Program Evaluation:** None

### **Sathya Sai Education in Human Values (SSEHV) in Monthly Meetings with Parents of Children Who Study at School That Adopts SSEHV**

**Project Start Year:** 2014

**Location:** Eusébio, Brazil

**Venue:** School

**Project/Program Description:** Parents are the focus of this project. The meetings are conducted once a month. Each time a subject involving Human Values is presented and discussed.

**Number of SSEHV Teachers:** 4

**Number of SSEHV Teacher Aides:** 3

**Number of participating Project Location Staff Members:** 1

**Parental Involvement:** Parents are the focus of this project.

**SSEHV Parenting Program:** Yes

**SSEHV project/program impact on community:** People became more aware of the Human Values, which are already inside everyone and started to change their behavior and started understanding better their parental role.

**Demonstrated understanding of a Value/Values: Testimonies:** The participants (parents, grandparents) comment that they have learnt a lot and changed their point of view related to educating their children and to their relationship with others.

**Challenges:** Regular attendance by parents.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**Program Evaluation:** None

### **Sathya Sai Education in Human Values (SSEHV) Parents Study Circle**

**Project Start Year:** 2013

**Location:** Brazil, State of São Paulo

**Venue:** Sathya Sai School

**Project/Program Description:**

- Children can apply to a position at the Sathya Sai School if the parents take part of the study circle.
- There are seven meetings, in which the general meaning of the Human Values is discussed, as well as the Sathya Sai School approach on integral education.
- Each of the cardinal Values is addressed in their deeper meaning and importance to general life and to the education of the children.
- The five techniques are used. The main approach is to pose question and guide the discussion, in the sense that there is space for full participation of the parents.

**Number of SSEHV Teachers:** 14

**Number of SSEHV Teacher Aides:** 7

**Number of participating Project Location Staff Members:** 24

**Number of SSEHV students:** 25 - 40

**Parental Involvement:** This program is designed to suit the parents or those responsible for the children, often grandparents etc.

**SSEHV Parenting Program:** Yes, it is a Parenting Program.

**SSEHV project/program impact on community:**

- There was some difficulty for the families to understand the Sathya Sai School methodology, use of EHV techniques, philosophical concepts, meaning of the Values etc.
- The Parents Study Circle allowed to explain directly to the parents what the school is, what the school intends, and how it works.
- The number of situations of discomfort of parents due to alleged religious concerns went down to zero.
- In the neighborhood, the Sathya Sai Education in Human Values project became clear.

**Demonstrated understanding of a Value/Values: Testimonies:**

- After the initial meetings, when confidence and trust is developed, some very deep testimonies used to appear while discussing the importance of the Human Values.
- One mother once described how difficult it was for her to hug, kiss, and say “I love you” to her daughter, since her own mother never was able to do so—and how the Sathya Sai School helped her to get over this and become loving herself.
- Another mother was able to share, with all, that she was given in adoption to another family, and how she could deal with it due to the love she received.
- While discussing the Values, a number of very deep, touching testimonies are brought up.

**Outstanding Achievements:**

- There was a complete change in the perception of the Sathya Sai School project in the community.
- Some pastors raised concerns with the school along its first years in the neighborhood.
- It has now been many years since we've heard any negative perception due to philosophical-religious issues.
- Challenges: In the beginning, there was some questions about format and purpose.
- The meetings are mandatory to all families who apply for a position in the school for their children.
- Now the parent meetings are pretty well-known to applicant families.
- There are some cases of dropouts; there is a limit for the number of absences.
- Usually mothers take part, but often fathers go and, in many cases, both take part.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**PROGRAM EVALUATION**

**Formal evaluation:** Yes, yearly by the Sathya Sai School Board.

**Summary of evaluation outcomes:** This project brought a major change in the understanding of the community of what is the mission of the Sathya Sai School, how it works, and what the Human Values are in our approach. This helps later the families to be true partners of the School in the development of Values awareness of the children.

There were some families that actually did not fit into the Sathya Sai School ethos when the school began, with a number of problems with these few cases. Because these meetings are mandatory, a by-product is that it works as a natural filter for those families that do not have any particular identification in Values education.

**Sathya Sai Education in Human Values (SSEHV) and Hatha Yoga classes**

**Project Start Year:** 2014

**Location:** Brazil, State of São Paulo

**Venue:** Sathya Sai Primary School

**Project/Program Description:** Hatha Yoga classes are provided as part of the Sathya Sai School activities of the Primary School children from Grades 3 - 5.

There are two very regular volunteers. They underwent training in SSEHV courses and understand the general context of the school and the purpose of their activity in this context.

**Number of SSEHV Teachers:** 2

**Number of SSEHV students:** 75

**Age range of SSEHV students:** 8 - 10 years

**Parental Involvement:** Parents are informed of activity and goals and approach are explained to them.

**SSEHV Parenting Program:** Yes, the general Parenting Program at the Sathya Sai School

**SSEHV project/program impact on community:** There is more awareness of the benefits of Hatha Yoga in the community. In the beginning, it was a bit external to the local Christian culture. Along the last years, it became very well accepted by the parents.

**Challenges:** There were some concerns with an Indian-based activity by some parents in the beginning, which gradually became solved.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Ongoing

**Status of project/program:** Yes

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, yearly by the Sathya Sai School Academic Directors.

**Summary of evaluation outcomes:** A number of skills and abilities are developed with this activity. This goes from self-awareness to concentration and external discipline.

### **Sathya Sai Education in Human Values (SSEHV) and Flute Class and Fundamentals of Music**

**Project Start Year:** 2014

**Location:** Brazil, State of São Paulo

**Venue:** Sathya Sai School

**Project/Program Description:** Flute classes for 3rd Grade students, dealing with Values on the choice of songs and on the method.

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:** 1

**Number of SSEHV students:** 20

**Age range of SSEHV students:** 9 years

**Parental Involvement:** No direct involvement, except for the initial presentation to the incoming students.

**SSEHV Parenting Program:** Yes. As a general Sathya Sai School regular program.

**SSEHV project/program impact on community:** This is the first organized approach of musical perception and appreciation of beauty. There is development of skills of discipline, dedication, effort etc.

**Challenges:** The conductor is a qualified professional and volunteer in this project at the Sathya Sai School. Support to his work depends on external funding for aides and flutes. Discipline is always challenging in the beginning.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, yearly by the Sathya Sai School Academic Directors.

**Summary of evaluation outcomes:** The school population has over half of the students from families

of low income, in a peripheral area of the city. Students (and families) are exposed to a superficial, media culture, including music and lyrics. The selection of the repertoire is very careful, connecting to long musical tradition, as well as to the Brazilian culture. The conductor is considerably strict - and loving - so the process of learning, rehearsing etc. brings a number of additional inner developments.

### **Sathya Sai Education in Human Values (SSEHV) in School Choir**

**Project Start Year:** 2008

**Location:** Brazil, State of São Paulo

**Venue:** Sathya Sai School

**Project/Program Description:** Children choir as a complementary activity in the School for 3rd Grade students, dealing with Values on the choice of singing pieces and method.

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:** 2

**Number of SSEHV students:** 20

**Age range of SSEHV students:** 9 - 10 years

**Parental Involvement:** No direct involvement, except for the initial presentation to the incoming students.

**SSEHV project/program impact on community:** There is great change in self-esteem and self-confidence. There is the perception that the students - young, from a poor area of the city - may produce beauty and reach the hearts of all those attending the presentation. There is development of additional skills of discipline: general, external discipline and personal discipline as dedication and effort.

**Demonstrated understanding of a Value/Values: Testimonies:** There was one occasion in which the choir was invited to take part in a general choir presentation. All other choirs included only adults, just over 60 people in total.

Before the beginning of the program, there was some nervousness. It was decided that a quieting activity would be good. One of the children in the program conducted light meditation in a very confident and loving way. This had a huge impact on all participants and some of the adults were in tears.

**Outstanding Achievements:** The children choir has been invited to present at medical congresses and other choir festivals and they are praised not only for technicality, but because of their discipline and exemplar behavior.

**Challenges:**

- The conductor is a qualified professional and volunteer in this project at the school.
- Support to his work depends on external funding.
- Discipline has been challenging in the beginning.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**PROGRAM EVALUATION**

**Formal evaluation:** Yes, by the school Academic Directors

## *Chile*

### **Sathya Sai Education in Human Values Program (SSEHV)**

**Project Start Year:** 2015

**Location:** Santiago, Chile  
**Venue:** Elementary School  
**Number of SSEHV Teachers:** 2  
**Number of participating Project Location Staff Members:** 2 - 4  
**Number of SSEHV students:** 30 per class  
**Age range of SSEHV students:** 7 - 10 years  
**Demonstrated understanding of a Value/Values: Testimonies:** One child mentioned, "My classmates have never been so calm". They had just finished a meditation practice.  
**Challenges:** This year we had too many holiday breaks, so there is an issue with continuity of the work.  
**SSEHV program affiliated with an Institute of Sathya Sai Education:** No, we do not have a Sai Institute in Chile.  
**Program Evaluation:** None  
**Comments/Information:** The School had a story-telling contest as a consequence of the SSEHV work. Despite not regularly taking part of the activities, the Director came to welcome our guest, Dr. Pal Dhall. I handed the Principal a book by Dr. Pal Dhall, and she appeared to be shocked by his CV. After that, I felt that she gave more importance to the SSEHV program.

## *China*

### **English and Educare**

**Project Start Year:** 2010  
**Location:** Hong Kong  
**Venue:** One primary and one secondary school in Hong Kong (lower socio-economic areas)  
**Project/Program Description:** Teen/Youth give English coaching with an SSEHV focus to disadvantaged Chinese children, in weekend extracurricular classes  
**Number of SSEHV Teachers:** 7 SSEHV teachers and 10 - 20 Teen/Youth  
**Number of participating Project Location Staff Members:** 2 coordinators; other staff members are involved on a rotational basis  
**Number of SSEHV students:** 30 per age level. Total: 120  
**Age range of SSEHV students:** Primary school (Grades 4 - 5) and secondary school (Forms 5 - 6)  
**Outstanding Achievements:** These projects have been ongoing for several years and provide a good opportunity for youth to contribute to SSEHV in the community. The primary school children have developed confidence and competence in oral English. The secondary school students have also achieved excellent standards in School Board examinations.  
**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes  
**Status of project/program:** Ongoing  
**PROGRAM EVALUATION**  
**Formal evaluation:** Yes. The programs are observed by Institute of Sathya Sai Education and by local school teachers on a rotational basis  
**Summary of evaluation outcomes:** Participating students are able to talk with confidence and understanding about the impacts of practicing Values on their general wellbeing in daily life.





PATH OF GOOD THOUGHTS  
SSEHV CROATIA

## *Colombia*

### **Sathya Sai Education in Human Values (SSEHV) for Funza´s Community**

**Location of Project:** Colombia

**Project:** Community Project of Sathya Sai School

**Year the Project Began:** 2007

**Number of SSEHV Teachers:** 10

**Number of Project Location Staff Members Involved with Project:** 1

**Project Age Levels:** 5 - 15 years

**Total Number of SSEHV Students:** 40

**Ongoing or special training and/or activities:** Sisters and brothers of the Sathya Sai School students and other kids from the community receive SSEHV classes. Each one of the teachers is invited after the activities to think over the service they are doing. Special care is given to insights and learnings of each other. Two questions are answered to help in this process:

- What do I learn about myself?
- What do I feel during this activity?

**Outstanding achievements:** The program began before the Sathya Sai School opened. When the school began to operate, the sisters and brothers of the Sathya Sai school students asked to participate in this activities. Today this activity is directed to the community.

**Challenges:** To enlarge the service including parents from the community. Enlarge the number of kids in the activities and keep them inspired. Offering a Sathya Sai Education in Human Values (SSEHV) diploma course for the community.

**Program Evaluation:** No. The new group of participants in the community just started in March 2016.

**Additional comments:** We dream to make the diploma course of SSEHV in this community using the videos we registered a year ago with all the sessions of this course.

## *Croatia*

### **Sathya Sai Education in Human Values: The Path of Good Thoughts**

**Project Start Year:** 2015

**Location:** Bjelovar, Zagreb, Split and Rijeka, Croatia

**Venue:** Bjelovar: Secondary School: Technical, Craftsmanship, Economics, and Fifth primary school for children with special needs; Zagreb: Pensioner's Home; Rijeka: Center; Split: Home for Old and Impaired

**Project/Program Description:**

The project contains workshops on theme of good thoughts followed by writing down wise statements and positive affirmations on city walkways, parks, stairs, markets, retirement homes, school and classroom yards. The main objectives of the project are to encourage positive vibes and actively involve citizens, especially young people, in creating a visual in their city.

**Number of SSEHV Teachers:** Bjelovar: 6

**Number of participating Project Location Staff Members:** Bjelovar: 13

**Number of SSEHV students:** Bjelovar:

Economy school: 70; Technical: 10; Craftsmanship: 7; Fifth elementary school: 25. Total: 112

**Age range of SSEHV students:** 10 - 18 years

**SSEHV project/program impact on community:** This project has contributed positive impacts on school, street, pension homes and other settings, through quotation selections and writing down wise thoughts and proverbs that promote universal Values: Truth, Right Conduct, Peace, Love, and Non-Violence.

**Demonstrated understanding of a Value/Values: Testimonies:** Participants were offered wise words and proverbs, folk tales from different traditions. Examples of the wise statements participants of the project chose and printed at the entrance to the school and at the school halls on the street and the pensioners' home:

- *All for honor, and honor for nothing.* (Shakespeare);
- *Only when it is dark, there are stars.* (Beard);
- *God's mercy is the language we all understand.* (Folk proverb);
- *Nothing is more valuable than this day.* (Goethe);
- *Be the change you want to see in the world.* (Gandhi);
- *Why copy others when God made you original.* (Bustruc).

**Publications and/or website links:**

[http://ss-tehnicka-bj.skole.hr/?news\\_hk=1&news\\_id=381&mshow=290](http://ss-tehnicka-bj.skole.hr/?news_hk=1&news_id=381&mshow=290)

[http://obs-bj.hr/knjiznica-vijesti/tragom\\_dobrih\\_misli/](http://obs-bj.hr/knjiznica-vijesti/tragom_dobrih_misli/)

Summer School of Economics and Technical school: year 2014 - 2015. In this Chronicle, an article is published about the workshop: *The Path of Good Thoughts*

**SSEHV program affiliated with an Institute of Sathya Sai Education:** No

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** The Economics School has conducted an evaluation.

**Additional comments:** Workshop, *The Path of Good Thoughts*, was carried out on the *Day of Free Teaching*, organized by this school during one week each year. Subsequently external lecturers were invited to run workshops on various themes that are interesting and useful for young people.

In 2016, 20 lecturers held 20 different lectures and workshops. The pupils rated lectures and the *Path of Good Thoughts* received an average score of 4.65 and was declared the fourth most interesting workshop. This information was published in the School Liturgy.

### **Sathya Sai Education in Human Values (SSEHV) Miracle Makers**

**Project Start Year:** Academic years 2014 - 2016

**Location:** Bjelovar

**Venue:** Primary School

**Project/Program Description:** Program for students from 10 - 14 years of age under the name of *Miracle Makers* (the ones that create miracles) is based on fostering Human Values through workshops. Using all five methods of teaching, the content of workshops is focused on:

- Development of self-confidence; Self-respect; Respect of other individuals; Self-discipline; Tolerance, and Team work.

The program entered curriculum for 2nd grade of primary school, Bjelovar, for academic years 2014 - 2015 and 2015 - 2016. Every academic year, 10 workshops were held. Two workshops for each Human Value. The program is offered to students on voluntary basis and also as a non-school activity. Parents are familiar with the program and gave their consent so children can participate.

**Number of SSEHV Teachers:** 2

**Number of participating Project Location Staff Members:** 2 (school Principals and teacher)

**Number of SSEHV students:** 2014 – 2015: 10 students; 2015 – 2016: 7 students. Total: 17

**Age range of SSEHV students:** 10 - 14 years

**Parental Involvement:** Parents were involved in the project in matter of giving their consent so that children could participate in *Miracle Makers*.

**SSEHV project/program impact on community:** Students participating in *Miracle Makers* in academic year 2014 - 2015 performed at school play for School Day. This event was attended by 300 parents, students and other guests. *Miracle Makers* highlighted the following message: Everybody can change the world with his small good deeds. The play was appreciated and applauded. The play was performed by actors from minorities, such as students with health problems, low grades or behavioral problems.

Support was given to these students so that they could develop and work on their behavior. We consider that this is a positive impact on society.

**Demonstrated understanding of a Value/Values: Testimonies:** Examples below:

- **What is peace?**

*Peace is something inside us humans. Peace is Value that you can feel in you and your heart.*

*Peace is a Human Value that sets us free when our conscience is pure.*

- **Do you feel peace? In which moments?**

*Yes, I can feel it in moments of visualization. Now I can feel peace. It is because we are all happy.*

- **What does truth mean for you?**

*Truth means to have clear conscience and peace within you. Truth means righteous action.*

*Truth describes us as humans. Without the truth there are no other Values.*

**Outstanding Achievements:** Students embraced visualizations and sitting in silence. Most of them have been introduced to this technique for the first time on *Miracle Makers*.

**Challenges:** The challenge was to support the program for one academic year and engage interest among the students.

**Publications and/or website links:** During the final workshop, a short movie was created about *Miracle Makers* by the teacher of Operating Mechanics who works in the school where workshops were held.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Program was held 2 years in a row from March - May and, during that period, 10 workshops were held. That was planned in the beginning.

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, by coordinator

**Developed evaluation tools:** Entry and exit surveys have been performed about conscious understanding of Human Values. At the end, students were asked these questions:

*What is love (for you)? How you emit love? How do you show love? What is peace? Do you feel peace and if yes, in what moments? What does truth mean for you? What do you understand non-violence to mean? How can you achieve something without violence? What does taking right actions mean for you? What is right and what is not?*

## ***El Salvador***

### **Sathya Sai Education in Human Values (SSEHV) - Light for the Community**

**Project Start Year:** October 2016

**Location:** Santa Tecla, El Salvador

**Venue:** Center

**Project/Program Description:** Classes of SSEHV once a week for children living within a block of venue location

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:** 1

**Number of SSEHV students:** 7

**Age range of SSEHV students:** 7 - 10 years

**Parental Involvement:** Not much. One grandmother because all the parents are working 7 days a week

**SSEHV project/program impact on community:** Tree planting, street cleaning, painting lamp posts and sidewalk areas for exiting vehicles

**Demonstrated understanding of a Value/Values: Testimonies:** Doing much better in their studies, parents do not hit them anymore because they are much better behaved and help their parents. One girl who is now 13 offered to come and help the class. She was in the class for the first year.

**Outstanding Achievements:** In the beginning all the boys said their goal was to become members of street gangs. Now none of them want it. They are more obedient, disciplined, loving, and kind. They are becoming more perseverant and learning to do things more perfectly. For example, 5 of them work in a bakery belonging to a grandparent of two of the children. So, they are all making *papier maché* piggy banks to learn how to save.

**Challenges:** Get parents to participate. Sometimes economic collaboration is needed, or transportation for excursions to a park.

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Summary of evaluation outcomes:** Personal observations: more responsible, big change in comporment, and relationship with others

**Comments/Information:** If there was an evaluation chart already developed, it could be used to show improvement in their personalities.

## *Germany*

### **Sathya Sai Education in Human Values (SSEHV) for Refugees**

**Project Start Year:** 2017

**Location:** Baden-Württemberg, Germany

**Venue:** Red Cross Initial Reception for refugees

**Project/Program Description:** Once a week we conduct a small SSEHV Program for refugee children aged 3 – 6 years. We start together with all children (at the moment 15) and the educators of the staff by singing some songs together. The staff is very open for proposals from my side and so we are regularly singing a Value-oriented song in the beginning and also some other Value-oriented songs all together. After the big round with all children, I look after a small group of three to five children. The past 16 lessons were dedicated to the theme “peaceful behavior”. I told stories taken from children booklets or inspirational literature and supported the story telling by pictures or puppets. Then a suitable song followed. After that we made some creative work or played a game in line with the topic. The children like singing very much and after the lesson, they enjoy learning an easy song accompanied by my keyboard.

**Number of SSEHV Teachers:** 1

**Number of participating Project Location Staff Members:** 3

**Number of SSEHV students:** About 15

**Age range of SSEHV students:** 3 - 6 years



LEARNING TO PLAY KEYBOARD  
SSEHV GERMANY

**Parental Involvement:** The parents were not involved in the regular lessons. They were only invited to the *Singing Program* (see below) and some came.

**SSEHV Parenting Program:** No

**SSEHV project/program impact on community:** The staff educators were positively impressed by the methods used. After a short time, they implemented Value-oriented songs in the big group and meanwhile they also sometimes use storytelling.

**Demonstrated understanding of a Value/Values: Testimonies:** In the beginning, the children were often restless and quarrelsome. If they had hurt each other I had to stop them and insist that they apologize. Over time, the children became calmer and I observed that they sometimes apologized without being asked to. Twice, children really showed compassion and asked a child that stood outside to come into the group.

**Outstanding Achievements: *Singing Program*:** Together with nine members, we conducted a *Singing Program* at the prescribed location under the theme *Songs of World Religions*. All inhabitants were invited, also the parents of the children. 30 people came, of them 17 were children. They could sing with us, dance and play rhythmic instruments. It was such a success, that we were asked to come again some months later. So we conducted a second *Singing Program* called *Songs of All the World*.

**Challenges:** As the program is conducted in an initial reception for refugees, most of the children only stay there for a few months.

**Publications and/or website links:** Small article in the newsletter

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** In progress

**Program Evaluation:** In process

## *Greece*

### **Sathya Sai Education in Human Values (SSEHV) Program Including Summer Camp**

**Project Start Year:** 1990

**Location:** Athens, Greece

**Project/Program Description:** The program is offered twice a month, on Saturday evenings (5:00 pm – 8:00 pm), while schools are in operation (Sept. - June), to the children in local community.

A yearly summer camp is organized for the SSEHV students at the end of June to beginning of July in a location close to Athens, with the additional participation of the children of poor families that the SSIO takes care of regularly throughout the year. The duration of the camps is 7 - 10 days. Shorter events are organized at the same place during the year on special occasions like Christmas, Easter etc.

**Number of SSEHV Teachers:** 5-7

**Number of SSEHV Teacher Aides:** 1-2 during classes; 2-3 during camps

**Number of SSEHV students:** 15-20

**Age range of SSEHV students:** 5-16 years

**Parental Involvement:** New parents are introduced to the program through introductory sessions on SSEHV program. During the lessons, the parents are regularly informed by e-mail of the content of each lesson (main Value, story, motto, song, home assignment etc.) and are encouraged to go over the material with their children and remind them of the task they have been assigned. Parents are

invited to Public Outreach meetings in which the Human Values are presented and discussed in detail.

**SSEHV project/program impact on community:** The impact is very positive, as often has been mentioned by the parents.

**Demonstrated understanding of a Value/Values: Testimonies:** Children attending the program often quote instances in which they have acted in accordance with the examples of the heroes in the stories studied. They have also often used words or phrases mentioned in the lessons, which clearly demonstrate their understanding of the Values and their application in their daily lives.

**Outstanding Achievements:**

- Drama performed in India, December 1999. The theme of the drama, entitled “Solon and Croesus”, was taken from a story of ancient Greece. About 25 children participated.
- An exhibition on Human Values including a theatrical play by the SSEHV children was organized for parents and the local community on June 2013 with great success.

**Challenges:** Children do not attend all classes due to various reasons (sickness, adverse weather, social commitments or difficulty of parents to bring them), so classes are sometimes held with a few students absent.

**Publications and/or website links:** The first four issues of *Educare* magazine were translated into Greek and distributed to the students and parents, as well as to friends. The English issues of the *Educare* magazine can be found in the following link: <http://www.isseducare.org/en/educare/ec-magazine>.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Summary of evaluation outcomes:** While no formal evaluations have been made, there are end-of-the-year evaluations in terms of children’s behavior, lesson content, new policies to be instituted, if necessary, for the next year. The feedback of the parents is always very positive and their appreciation is always conveyed in warm terms. Human Values teachers meet weekly to evaluate each lesson and to prepare for the next.

**Comments/Information:** Most of the students have been regularly and faithfully attending the program (lessons and camps) from a very early age and often until they are well beyond 16. At least 5 of the older students were later trained and have now become SSEHV teachers themselves. Their ethos, conduct, behavior and character demonstrates how the program has affected their lives, and what an example they can be to the new generation of students.

### **Sathya Sai Education in Human Values**

**Location:** Athens, Greece

**Year the Project Began:** 1992

**Number of SSEHV Teachers:** 6

**Number of SSEHV Teacher Aides:** 2

**Number of Project Location Staff Members Involved with Project:** 1

**Total Number of SSEHV Students:** 21

**Ongoing or special training and/or activities:** At the end of every year a Human Values Camp takes place for a week.

**Parental involvement:** Yes

**Outstanding achievements:** The children are growing in Human Values and good character

#### **PROGRAM EVALUATION**

**Formal evaluation:** No. The evaluation is done informally and the results show a good level of satisfaction for children and parents.



**SSEHV Project is affiliated with Institute of Sathya Sai Education:** Yes. (South Europe)

**Additional comments:** The project gives joy and fulfillment to teachers, parents and children. The project is running smoothly each year.

### **Sathya Sai Education in Human Values for a Happier Life**

**Location:** Athens, Greece

**Year the Project Began:** 2014

**Number of SSEHV Teachers:** 2

**Number of SSEHV Teacher Aides:** 3

**Number of Project Location Staff Members Involved with Project:** 2

**Ongoing or special training and/or activities:** Seminars on Human Values are organized in various cities of Greece

**Outstanding achievements:** Participants get a sense of happiness and fulfillment

**Challenges:** No challenges

#### **PROGRAM EVALUATION**

- Have conducted a formal evaluation of the outcomes of the program in the past
- Have developed ready-made tests/instruments to measure the SSEHV outcomes: A questionnaire is distributed at the end of each cycle of the project.

**Summary of evaluation outcomes:** Participants were very satisfied and inspired and look forward for the continuation of our meetings. Some expressed their need for tools for practical implementation of Values in daily life.

**SSEHV Project is affiliated with Institute of Sathya Sai Education:** Yes. (South Europe)

**Additional information: Additional comments:** The project is very well accepted by the participants. The support of dedicated volunteers is a big asset. Our goal is to continue spreading the message of Human Values to the community and enlarge the number of participants.

## *Guyana*

### **Introduction to Sathya Sai Education in Human Values (SSEHV)/EDUCARE**

**Project Start Year:** January 2015 - July 2015

**Location:** New Amsterdam, Guyana

**Venue:** Auditorium

**Project/Program Description:** Basic Text: *Pathways to Living Well* by T.E.S.T. Module I -5: Intra-Personal Skills; Inter-Personal Skills; Communication; Managing the Environment; Employment and Financial Management Skills

**Number of SSEHV Teachers:** 2

**Number of SSEHV Teacher Aides:** 3

**Number of participating Project Location Staff Members:** 2

**Number of SSEHV students:** 22

**Age range of SSEHV students:** 18 - 20 years

**Parental Involvement:** Parents participated in an orientation session on January 21, 2015. VETC is promoting *Youth Entrepreneurial Skills* for post-secondary students.

**SSEHV project/program impact on community:** Participants found the program useful and were willing to share the Value-oriented ideals.

**Outstanding Achievements:** 90% fully participated in each training session.

**Challenges:** SSEHV volunteering not sustained

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Completed

#### **PROGRAM EVALUATION**

**Ready-made evaluation tools:** *Pathways to Living Well* (PTLW)

**Summary of evaluation outcomes:**

- Participants competently completed evaluative tasks.
- Expressed willingness to promote and continue the program in their neighborhoods and communities.

### **Introduction to Sathya Sai Education in Human Values (SSEHV)/EDUCARE**

**Project Start Year:** November 16, 2013 and November 23, 2013

**Location:** New Amsterdam, Guyana

**Venue:** Kuru-Kuru Training Centre (KKTC) Auditorium

**Project/Program Description:** *What is Educare; SSEHV Program Objectives; Implementation: Approaches and Application; Role of the Teacher; Demonstration Lesson.*

KKTC is a post-secondary institution for Training School drop-outs in pre-vocational careers in Building Construction, Home Economics, Information Technology, etc.

**Number of SSEHV Teachers:** 4

**Number of participating Project Location Staff Members:** Total: 28

**Number of SSEHV students:** Total: 27

**Age range of SSEHV students:** 16 - 20 years

**Outstanding Achievements:** Adult participants were impressed by the ideas of SSEHV

**Challenges:** Sustainability SSEHV volunteers

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ended in November 2013. This is until further notice from the Training Center administration.

#### **PROGRAM EVALUATION**

**Ready-made evaluation tools:** As per Reference Test: *Pathways to Living Well* (PTLW)

**Summary of evaluation outcomes:** Participants actively provided relevant resources and had good interactions.

### **Introduction to Sathya Sai Education in Human Values (SSEHV)/EDUCARE**

**Project Start Year:** 2013

**Location:** Onderneeming, Guyana

**Venue:** New Opportunity Corp (NOC)

**Project/Program Description: 3 Trainings:** *What is Educare; SSEHV Programs; Objectives; Implementation; Approaches and Application; Role of the Teacher; Demonstration Lesson.*

NOC is a juvenile penitentiary for under 18-year-old delinquents. Staff is trained to implement SSEHV in curriculum.

**Number of SSEHV Teachers:** 13 - 15

**Number of participating Project Location Staff Members:** 14 - 21

**Number of SSEHV students:** Three trainings. Total: 42

**Age range of SSEHV students:** 13 - 18 years

**SSEHV project/program impact on community:** Teachers and students learned the value of being disciplined.

**Outstanding Achievements:** Participants competently completed evaluative tasks. Expressed willingness to promote and continue the program in their neighborhoods and communities.

**Challenges:** SSEHV volunteering not sustained. Difficulty liaising with Government officials

**Publications and/or website links:** Featured in magazine, February 2014.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

#### **PROGRAM EVALUATION**

**Ready-made evaluation tools:** As per Reference Test: *Pathways to Living Well* (PTLW)

**Summary of evaluation outcomes:**

- Participants competently completed evaluative tasks.
- Expressed willingness to promote and continue the program in their neighborhoods and communities.

## *Haiti*

### **Sathya Sai Education in Human Values (SSEHV) Educare Haiti Outreach Project**

**Location of Project:** Haiti

**Physical Location of Project:** Neighborhoods

**Year the Project Began:** 2010

**Number of SSEHV Teachers:** 3

**Number of Project Location Staff Members Involved with Project:** 11

**Ages of SSEHV Students:** Kindergarten and primary, ages 3 - 18 years (not all students can start at the right age or attend school regularly, hence the age range)

**Total Number of SSEHV Students:** 242

**Brief Description of Project:** *ABC for Life* was started in Feb. 2011 with support from the volunteers in Haiti for disaster relief after the earthquake and *EMNJ* was started in tents in 2010.

**Ongoing or special training and/or activities:**

- 4 weekend-long trainings for teachers and volunteers in 2010 - 2011,
- One 9-day training in 2016 with a summer program for 200 children where the teachers applied directly the lessons learned by teaching SSEHV lessons

**Parental involvement with project:** Outreach to the parents by the schools

**Outstanding achievements:** The heads of the two schools and the teachers are very much aware of the value of the SSEHV program and have integrated what they learned in 2011 and 2016. They are looking forward to the training in 2017 and are in constant contact, including to request guidance on SSEHV activities. In following lessons and an outing on the theme of ecology, the students chose to clean the school and the surroundings while the elder children cooked for the younger ones, instead of having their traditional children's day party.

**Challenges:**

- The very survival of the schools, which provide free education which is exceptional in Haiti. By having a better infrastructure and basic support for the teachers more attention could go to the educational content. (Several of the teachers have been with the school since the inception; yet 7 of them are still volunteers, staying because they are so committed to helping the children).
- Formal teacher training.
- Food for the children.
- Educational materials and school supplies.
- A buddy system for the teachers with people trained in SSEHV.

#### **PROGRAM EVALUATION**

**Formal evaluation:** No. Positive impact on the teachers. Will evaluate the impact on the children when they are in school. There seems to be a lot of opportunity to spread the program as people who hear about it are immediately interested in getting trained.

**SSEHV Project is affiliated with Institute of Sathya Sai Education:** Europe Institute of Sathya Sai Education (ESSE).

**Any additional information:** Good exercise in being very creative in translating the material and teachings in a culturally sensitive and hands-on way with very little local material resources. Yet Haiti has great resources of the Human Values and love for God! A great service opportunity for people who have been trained in SSEHV and are willing to help spread Values education in Haiti.

## *Hong Kong*

### **BEE's Sathya Sai Education in Human Values (SSEHV) Program**

**Project Start Year:** NA

**Location:** Hong Kong

**Venue:** School

**Project/Program Description:** Monthly English with Values Education class given to grade 4 children of the school with a view to improve language through Values vocabulary and understanding the Values.

**Number of SSEHV Teachers:** 2

**Number of SSEHV Teacher Aides:** 3

**Number of participating Project Location Staff Members:** 1

**Number of SSEHV students:** 15 - 20

**Age range of SSEHV students:** 9 – 10 years (Grade 4)

**Parental Involvement:** No direct involvement. Parents are aware that the children attend this extra-curricular activity on Saturday mornings

**Demonstrated understanding of a Value/Values: Testimonies:** The children are receptive to learning Values through English and are regular in attendance

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Runs on a yearly basis from start of school academic year in Sept. - June

**Program Evaluation:** None

## *Hungary*

### **Sathya Sai Education in Human Values (SSEHV) Value Preserving Family Camp and Education Program**

**Project Start Year:** February 2017

**Location:** Budapest, Hungary

**Venue:** Family environment and a Center

**Project/Program Description:** A group of parents had invited an SSEHV teacher to teach their children about Human Values. After the *Value Preserving Children's Camp* started, the parents requested an adult education program as well. The goal of the project for the children was to provide a deeper look into the Values of truth, self-esteem and right action, while the parents



SERVICE FOR ELDER  
SSEHV HUNGARY

received lessons on how to proceed from I to WE to HE (God) as individuals, as family and as a small community.

**Number of SSEHV Teachers:** 2

**Number of SSEHV students:** 8 children, 8 adults, 2 young adults. Total: 20

**Age range of SSEHV students:** 7 - 12 years

**Parental Involvement:** The parents are fully involved in the program.

**SSEHV Parenting Program:** Yes

**SSEHV project/program impact on community:**

- The children started performing selfless service in their community, for example, helping elderly people, collecting garbage in the forest etc.
- The finalization of the SSEHV project will be a family selfless service project that will reach out to the neighborhood community: organizing a Human Values family day for other families who are interested in Human Values Education

**Demonstrated understanding of a Value/Values: Testimonies:**

**Parents said about their children:**

- Human Values have become the basis of self-evaluation and character evaluation
- The Human Values group have helped my child to become braver and more easygoing
- The Human Values education has made my child more open
- Intuition has been improved (to know things in advance)
- Belonging to a Human Values children group makes it easier for the children to apply the Values in everyday life, because they know that the others also think the same way
- More understanding of Human Values in everyday practice, improvement of discrimination power

**Adults said after the course:**

- We have more consciousness in the process of upbringing our children, and we provide them more conscious guidance
- Teaching by example
- We live a more conscious family-life based on the Human Values, and we always think of God before starting anything
- Human Values can help us in every life situation
- We can follow some of the important quotations; some are actually already in the process of being practiced
- Human relations and attitude in family life and workplace have changed

**Outstanding Achievements:**

- The parents and the children were happy with the SSEHV education, so they would like to continue the program.
- The families are organizing a Human Values family day for new families interested in SSEHV.

**Challenges:**

- The project was started with the children in a family environment, where some parents were invited to prepare food and offer other services to the children. First it was difficult for the parents to control their personality and not be judgmental, hence we launched the adult education program as well, to help them become good examples.
- The adult project with the parents was started also in a family environment, and it was not easy for them to stay focused. Things from everyday life often distracted their attention; for example, starting the workshop punctually as well as cooking at the same time. On the other hand, it was a great opportunity to recognize our question at hand: how should we act in life and what do we need to do to remain focused on our true self?

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:**

- The education phase ended on April 7, 2018

- The *Human Values Family Day* as a selfless service to newcomer families is scheduled for May 19, 2018
- Future plans: restarting with a larger group in September, continuing with Human Value Day meetings

**Program Evaluation:** None

## *Italy*

### **Sathya Sai Education in Human Values (SSEHV) Program Support to Needy Families**

**Project Start Year:** 2014

**Location:** Faenza, Italy

**Venue:** Center

**Project/Program Description:** Afternoon meetings with children and their mothers. Separate rooms and activities for children and mothers

**Number of SSEHV Teachers:** 3

**Number of SSEHV Teacher Aides:** 2

**Number of participating Project Location Staff Members:** Approximately 10

**Number of SSEHV students:** 25-30 children + 10-15 mothers. Total: 35 - 45

**Age range of SSEHV students:** 5 - 12 years + mothers

**Parental Involvement:** Most of the families involved are immigrants of Muslim culture. The children are accompanied by mothers.

**SSEHV Parenting Program:** It is a very delicate situation. Due to the cultural traditions, it is necessary to avoid any circumstance that go against any of the traditions.

**SSEHV project/program impact on community:** Women who attend these meetings are surprised, very favorably, to find an environment in which they can express themselves freely, and to be taken into consideration.

**Demonstrated understanding of a Value/Values: Testimonies:** A frequent comment is: when will we repeat these meetings?

**Challenges:** Possibility of organizing these meetings more frequently

**SSEHV program affiliated with an Institute of Sathya Sai Education:** No

**Status of project/program:** Ongoing

**Program Evaluation:** None

### **The Sathya Sai Education in Human Values (SSEHV) for Protection of the Planet**

**Project Start Year:** 2017

**Location:** San Didero, Italy

**Venue:** Community Center

**Project/Program Description:** Each meeting focused on one of the five universal Human Values of Truth, Righteousness, Peace, Love, Non-Violence and the five elements: Space, Air, Fire, Water, and Earth. Each 3-hour meeting is held on Saturday afternoons from 2:30 pm – 5:30 pm. Beginning and end of meetings with sharing of all participants of all age groups. Educators have alternated from Southern Italy to Northern Italy.

**Number of SSEHV Teachers:** 4 + 2 Professional Teachers

**Number of SSEHV Teacher Aides:** 2

**Number of participating Project Location Staff Members:** 10

**Number of SSEHV students:** 22

**Age range of SSEHV students:** 6 - 12 years

**Parental Involvement:** Parents are enthusiastic

**SSEHV Parenting Program:** With the parents there was only one meeting on the topic, *Bullying*, because the initial project was aimed only at children

**SSEHV project/program impact on community:** They are very enthusiastic including the Mayor who has made available the venue to accommodate our meetings. They hope this project will continue in the fall.

**Demonstrated understanding of a Value/Values: Testimonies:** A frequent comment is: when will we repeat these meetings?

**Challenges:** Possibility of organizing these meetings with more frequency.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** May continue in the fall of this year.

**Program Evaluation:** None

**Developed evaluation tools:** Still to do as the course has just finished

**Summary of evaluation outcomes:** We can see the happiness of the participants at the meetings.

## **Human Values Based Training Program**

**Location:** Corsico (Milano), Italy

**Year the Project Began:** 2014

**Number of SSEHV Teachers:** 2

**Project Age Levels:** Adults

**Total Number of SSEHV Students:** 30

**Ongoing or special training and/or activities:** *The Vision of Man, Human Values; The Role of the Teacher; Self-Esteem; Motivation and Responsibility; Working on One-Self to Live Better; The Five Techniques; Conclusion and Program Evaluation.*

**SSEHV Parenting Program:** Yes. Consist of *Self Esteem, Concentration, Human Values*

**Outstanding achievements:** Involvement and interest

**Challenges:** None

**Program Evaluation:** No but good results in relations

**SSEHV Project affiliated with Institute of Sathya Sai Education:** Yes

## ***Eastern Europe***

### **The Manifestation of Human Values in Life**

**Project Start Year:** January 2016

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Orphanage

**Project/Program Description:** The classes on Human Values were carried out for children aged 11-15 years from the orphanage to instill correct behavior.

**Number of SSEHV Teachers:** 2

**Number of SSEHV Teacher Aides:** 1

**Number of SSEHV students:** 30 - 38

**Age range of SSEHV students:** 11 - 15 years





SSEHV AT FOSTER HOME  
EASTERN EUROPE

**SSEHV project/program impact on community:**

- At the beginning, some children made a lot of noise, knocked on the table, ran around the room, behaved defiantly, and made attempts to disrupt the classes.
- After the third meeting, children began to look forward to seeing us. They came to class before the appointed time and ran towards us with open arms.
- Children have improved in their self-esteem. Their self-confidence has grown. They have learned to talk positively to each other.

**Demonstrated understanding of a Value/Values: Testimonies:**

- One 15-year-old, more than other children, tried to disrupt the classes. Teachers were patient; they sent love to the teenager. After a month and a half, he said: "I disrupted your lessons. But I realized that I should not do this. I will not do it again. "
- After the end of the project, one of the graduates of the orphanage, told the teacher: "Previously, I thought that I was alone. But, as a result of your lessons, I began to believe in myself, in people, and in the future. Only due to you, I applied to college; and I'm going to graduate from the institute. "
- Some children said that they would like the project teachers to become their mentors.

**Outstanding Achievements:** Children changed in the behavior, character and attitude towards others in a positive way.

**Challenges:** Administration of the orphanage had told us from the beginning, that they would not force the children to attend the Human Values classes if they did not want to. But they witnessed the increase in interest amongst the children in attending the Human Values classes and the warm, friendly relations they had with the teachers of the project

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** At the end of April 2016, the project was completed. The administration of the orphanage unfortunately stopped the project, referring to the great busyness of children (circles, sports sections, festive run-throughs).

**PROGRAM EVALUATION**

**Formal evaluation:** No

**Summary of evaluation outcomes:** Due to this project, our group became even more united. Members showed unity, patience and mutual understanding. There is a mistaken opinion that children from orphanages are lost for society. We saw evidence that this is not so. The children have kind souls. Many are gifted and talented who may bring benefit to society.

**Comments/Information:** After the end of the project, the teachers continued informal communication with some of the children. Some graduates of the orphanage visit our group. They take part in feeding the homeless. The members of our group take care of them and help them.

## **The Manifestation of the Human Values in Life**

**Project Start Year:** November 2016

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Children's Center

**Project/Program Description:** A number of lessons based on Sathya Sai Education in Human Values (SSEHV) were given to children aged 3-7 years and 8-14 years in the Children's Center for the purpose of instilling right conduct.

**Number of SSEHV Teachers:** 4

**Number of SSEHV Teacher Aides:** 4

**Number of participating Project Location Staff Members:** 2 Tutors

**Number of SSEHV students:** 20 - 25

**Age range of SSEHV students:** 3 - 7 years; 8 - 14 years

**SSEHV project/program impact on community:** Children were transformed from being disobedient to being disciplined. They increased in their self-esteem and self-confidence.

**Demonstrated understanding of a Value/Values: Testimonies:** When we asked one of the children to name a few of his good qualities, one teenager said that he did not have any. Then the teacher described his positive qualities, which caused him to express sincere surprise and joy.

There were children who initially did not want to participate in the classes and sat with their eyes closed. But the teachers, with patience and love, gradually awakened their interest, and they participated actively in the lessons.

**Outstanding Achievements:** Led to positive dynamics in the class, changing the character and behavior of children.

**Challenges:** The administration of the Center had expected a donation rather than classes based on the Human Values.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** In May 2017 the project was terminated because of the discontent of the administration of the Center with our not providing them with financial assistance.

#### **PROGRAM EVALUATION**

**Formal evaluation:** No

**Summary of evaluation outcomes:** Thanks to this project, our group gained experience in working with children deprived of parental care. This project also involved all members of the group.

**Comments/Information:** We hope to return to this project in the future.

### **Classes on Sathya Sai Education in Human Values**

**Project Start Year:** February 2011

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Orphanage

**Project/Program Description:** In January 2011, the head teacher along with two children from an orphanage, came to a member of our group office and requested that we become their patrons. We discussed the received proposal with our group, approved it with a single heart, and started this service project in February 2011. Initially, we visited one group in the orphanage, which comprised 27 children and three tutors.

In 2015, the service expanded to 3 groups with 40 children, from grades 5, 6, 8, and 9 with 6 educators.

Starting September 2017, with the graduation of the seniors, the number of children in the project reduced to 26 children and 4 educators.

In 2011, we visited children on holidays and their birthdays, took them out on excursions, and conducted classes on Human Values.

In 2012, we gave lessons *Meet the Human Values* once a week.

In 2013, there was series of lessons *I Will Become a Man* looking through the Human Values.

In 2014, we focused on the topic *Self-Confidence*.

In 2015, we extended the theme of self-confidence, to *Smile with Your Heart*.

In 2016, there was a series of classes on *Love is Manifesting in Action*.

In 2017, the theme was *Love all, serve all*.

We also visited the children on national holidays and their birthdays; organized trips so they could appreciate Nature and engaged the children in *Service to the Planet* activities including cleaning parts of the bank of the river Tobol.

A very important event was the visit to the city's temples, mosques and museums. We also organized excursions to technical schools, colleges and various organizations to assist the children in choosing a profession. These trips helped them understand the importance of serving faithfully the society they live in.

Since 2015, the children have been trained to cook meals. Since September 2017, the food that we prepare during these lessons is distributed to the homeless people. This distribution service has made an unforgettable, indelible impression on the children and tutors of the orphanage. They responded to this service with great enthusiasm, and it has become a regular part of the classes on Human Values.

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:** 5

**Number of participating Project Location Staff Members:** 4

**Number of SSEHV students:** 40

**Age range of SSEHV students:** 13 - 15 years

**SSEHV project/program impact on community:** This service at the orphanage has continued for more than seven years and has the support from the director of the orphanage, who sees us as like-minded people. And the adult staff of the orphanage are learning and try to understand for themselves: "What moves us in this service? Where is such energy and dedication coming from? Why do we work ourselves out?"

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, by the director of the orphanage orally.

He believes that our meetings have brought out the spiritual and moral values in children, which is lacking in their schooling. And he described the lessons on cooking food for distribution to the homeless, with undisguised admiration to the members of the board of trustees.

**Comments/Information:** Meetings with children take place in a warm atmosphere. Children in their hearts feel love, which is the basis of selfless service to others. Through these meetings children feel the importance of knowing themselves, their true nature.

And what is even more valuable, children understand the importance of practical application of the received knowledge in life. They have and want to realize the desire to help unselfishly other people and take care of animals and Mother Earth.

This service has rallied the active members of our group. And everyone tries, as far as possible, to make their own contribution to this service, where feasible, and be a pure instrument of God. Openness, kindness, a desire to help each other and mutual understanding became even more apparent in the relationship between the members of the group in carrying out this work with the children of the orphanage. This work contributed to the personal transformation of everyone.

### **Inspiration - A module of Lessons on Sathya Sai Education in Human Values**

**Project Start Year:** July 2013

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Apartment

**Project/Program Description:** This is a module of lessons on Human Values for young people with the aim of awakening good character. Classes are held during the autumn, winter and summer vacations.

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:** 2

**Number of SSEHV students:** 6

**Age range of SSEHV students:** 15 – 20 years

**SSEHV Parenting Program:** Some parents support children in their homework.

**SSEHV project/program impact on community:** The youth were inspired to self-improve. One girl has become a vegetarian, her mother and grandmother supported her - they also have become vegetarians.

Young people have stopped being around bad company, have abandoned bad habits and lead a healthy lifestyle now.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** The project is continuing. When the participants have an opportunity, they ask us to conduct classes on Human Values.

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, through feedback from the youth themselves: they express gratitude for the knowledge they have gained, which they practice in their life. At the end of each school year, participants write their impressions of the sessions, and what they picked up for themselves. They note that the school *Inspiration* provided something valuable: food for their souls and helped them to go through life confidently.

**Summary of evaluation outcomes:** Deep internal satisfaction from the work done.

### **A Series of Classes on Sathya Sai Education in Human Values (SSEHV)**

**Project Start Year:** January 2016

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Correctional School

**Project/Program Description:** A series of 5 classes on Human Values for students of Grades 5 - 9 in a Correctional School aimed at cultivation of good qualities in them.

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:** 1 - 2

**Number of SSEHV students:** 6

**Age range of SSEHV students:** 10 - 15 years

**SSEHV project/program impact on community:** They were inspired to improve themselves

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** The program ended in March of 2016

**Program Evaluation:** None

### **Conversations on Universal Human Values for Young Mothers**

**Project Start Year:** January 2016

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Mother's House

**Project/Program Description:** Eleven (11) talks were held on universal Human Values for young mothers at Mother's House. Themes of the meetings: *Universal Values; The meaning of life; Portrait of the mother; The greatness of modesty; About the harm of alcohol* etc.

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:** 2

**Number of SSEHV students:** 6 - 8 young mothers

**Age range of SSEHV students:** 18 - 30 years

**Parental Involvement:** Listeners - young mothers with young children

**SSEHV Parenting Program:** Yes

**SSEHV project/program impact on community:** Young mothers opened their hearts, grew stronger internally, tuned to a bright life with their small children, outlined ways out of a difficult life situation.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** The project ended in October 2016

**Program Evaluation:** None

**Comments/Information:** We received deep inner satisfaction and joy from carrying out this project.

### **Project Parent University - a series of Harmony Lessons**

**Project Start Year:** September 2016

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Physics and Mathematics School

**Project/Program Description:** The project *Parent University* is a series of *Harmony Lessons* for parents and teachers of the school with the aim of harmonizing relationships between teachers, pupils and parents.

**Number of SSEHV Teachers:** 1

**Number of participating Project Location Staff Members:** 6

**Number of SSEHV students:** 300 parents of students of Grades 7 – 10; 23 teachers. Total: 323

**Age range of SSEHV students:** Adults

**Parental Involvement:** This project was conducted for parents and teachers. Classes for parents were held once a month

**SSEHV Parenting Program:** Yes. The *Harmony Lessons* covered the following: The ideal parent; Values that we choose; the system of increasing the responsibility of the child; Happiness of conscious parenting, etc.

**SSEHV project/program impact on community:** The school opened in June 2016.

- Given the challenges in understanding between parents and teachers, I proposed the creation of a "Parent University" and developed the project.
- In the beginning, parents claimed that they were literate and felt they did not need such a University to teach them.
- At the end of the school year, they noted with gratitude how much they had not known and how much they had learned.

**Demonstrated understanding of a Value/Values: Testimonies:**

- One of the parents admitted that he never thought about what constituted parenting.
- Another said that he did not understand that selfless love should underlie all service.
- A third parent was surprised that hyper-care could deprive a child from learning from experience.
- Almost everyone was surprised by the question of the true nature of man.

**Outstanding Achievements:** Gratitude of parents for our help in moving from confrontation to cooperation within the school and creating an atmosphere of trust and respect.

**Challenges:** Difficulties associated with pride, ambition and consumer ideology of the parents, but those were the motivation for opening the "Parent University".

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** The project was completed in October 2017 due to the fact that I resigned.

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, by a director of the School in the form of thanks and a bonus.

**Summary of evaluation outcomes:** The cooperation and mutual understanding between pupils, their parents and teachers.

**Comments/Information:** Despite the fact that I quit, I remain a consultant on the humanization of the educational environment in the school.

## **Sathya Sai Education in Human Values (SSEHV) Educational Programs for the Youth during the International Volunteer Camp (IVC) 2016**

**Project Start Year:** Preparatory work since February 2016 and project ended June 2016

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** The project involved 2 schools, 5 kindergartens, an educational center and 2 educational organizations.

**Project/Program Description:** Educational programs were conducted for:

- Children of Grades 1 - 11: we conducted a series of 5 lessons on Human Values in each class, for a total of 44 lessons;
- We conducted circles (dramatization, dancing) and creative workshops (crafts, weaving, drawing, sports, etc.) for the same children. In all, there were 38 circles and workshops;
- Children aged 3 - 4 years: We developed and implemented Value-based classes
- Teenagers: We presented 2 Human Values lessons with motivational films on the prevention of bad habits and a healthy lifestyle;
- Children of all age groups: We observed 3 holiday festivities based on Human Values.

**Number of SSEHV Teachers:** 33

**Number of SSEHV Teacher Aides:** 2

**Number of participating Project Location Staff Members:** 5

**Number of SSEHV students:** 333

**Age range of SSEHV students:** 5 - 15 years

**Parental Involvement:** Jointly participated together with children in observing festivals at the beginning and the end of classes, they accompanied their children in the creative workshops.

**SSEHV Parenting Program:** We held 2 workshops for Value-based upbringing of children and the prevention of child suicide. We also conducted interviews and consultations with the parents.

**SSEHV project/program impact on community:** The children liked the lessons so much that they brought their friends, brothers, sisters, parents, grandmothers and grandfathers to school every day. At the end of the project, the children and their teachers organized an amazing concert for us! This was an expression of their love and gratitude.

**Demonstrated understanding of a Value/Values: Testimonies:** Local teachers actively helped during classes. They said, "You always smile so, and the children are very drawn to you. You taught us to smile. Thank you for that! Come again!"

**Outstanding Achievements:** We did not receive any certificates; they did not write about us in the newspapers. But we watched day after day, how children unfolded, how their eyes lit up, how they strived to become even better; how sincerely the teachers of these children helped us, thanked us for our work, invited us to visit their home.

For many children, parents and even teachers, there was a language barrier, but the language of the heart made us as one.

This is the main achievement.

**Challenges:** At the beginning of the project, the local administration did not comply with the agreement (did not notify teachers and parents in advance, did not answer our phone calls, etc.). But our team was persistent, we led with a dialogue from "heart to heart," and as a result, it was possible to flexibly adjust the plans and perform the work. Most importantly, the "ice melted," and trust and gratitude from the administration developed over time.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** The project finished with the end of the International Volunteer Camp in early July 2016.

### **PROGRAM EVALUATION**

**Formal evaluation:** Immediately after the end of the project, the team of teachers conducted an

evaluation of our work through observation. The teachers participating in the Sathya Sai Education in Human Values project unanimously noted that the children had displayed a marked change in their behavior and an increased desire to practice the Human Values.

**Summary of evaluation outcomes:** Educational programs *MBL-2016* were prepared in advance – including the development of classes, scripts, etc. The roles and responsibilities within the team were distributed; the daily pedagogical councils of the team helped coordinate the work on the day ahead and summarized the results of each day.

Teachers and assistants, all responsible for different sections of the Educational Project, acted cohesively and exemplified the ideal interaction, unity and cooperation.

**Comments/Information:** Two months before the beginning of the International Volunteer Camp, the city's schools held various competitions on the theme of honoring the native land. Children wrote essays on this topic and conducted research on the history of the city; they made drawings and various crafts reflecting their city.

An exhibition of creative works was organized. In the end, a concert took place, during which awards were given out to the winners of the competitions.

In addition, 30 schoolchildren received prizes to recognize their efforts and continue to encourage their participation while their teacher-mentors received certificates.

For psychologists, teachers, kindergarten teachers, many workshops were held on the topics of emotional burnout, on the integration of Human Values and 5 teaching methods into the educational process, on issues of family upbringing, the use of gaming and creative techniques during lessons. There was great interest among the participants.

Despite the fact that these workshops were held during the holidays, the teachers constantly requested for more of these workshops.

## *Latvia*

### **Human Values Day**

**Project Start Year:** 2015

**Location:** Sigulda, Latvia

**Venue:** Public Park

**Project/Program Description:** Three times before, our Latvian group in collaboration with a school performed the *Human Values Day* in a Public Park for families with children and everybody interested. Usually it takes place in the middle of summer.

**Number of SSEHV Teachers:** 2

**Number of SSEHV Teacher Aides:** 5

**Number of participating Project Location Staff Members:** 1

**Number of SSEHV students:** 70 (20 children)

**SSEHV project/program impact on community:** Introduction - to get knowledge; Study circle – to discuss subject and share; Integration – hiking in silence etc.; Experience of Unity – common prayer, spiritual folk song or silent sitting; Exchange of day experience. In conclusion, spiritual songs near fire.

**Demonstrated understanding of a Value/Values: Testimonies:**

- **Conserving water** Long-term goals: Develop love, gratitude, acceptance and respect within ourselves—the foundation of evolution of humanity. Regular practice of spiritual discipline—it cleans inner and external world.
- **Reducing plastic waste** Long-term goals: To organize informative actions. To organize bag-





SSEHV STUDY CIRCLES  
ITALY (TOP)  
LATVIA (BOTTOM)

sewing actions and give them to the people for free. Inspire others by personal example instead of teaching them.

- **Reducing food wastage** Long-term goals: Spiritual life changes the perception of life and priorities. For example, when we serve others we start to feel the necessity to do good to others - change the perception of life and it give us power to overcome obstacles.

**Outstanding Achievements:** Developed a deeper understanding of the Universal Human Values: Truth, Right Conduct, Love, Peace and Nonviolence and participants inspired to get to know more about their true reality

#### **PROGRAM EVALUATION**

**Ready-made evaluation tools:** Feedback Letter:

Dear Participants of the Human Values Day,

We would like to thank you for your attendance and contribution to our "Human Values Day" in Sigulda.

We would appreciate your feedback and proposals to our HV day, so that we may organize our next meeting, in order to meet your profound needs in Human Values.

The purpose of Sathya Sai Education is among others, to help, through educational activities, expand our consciousness in order to better meet the challenges in life and have contentment and happiness.

Quoting the words of Albert Einstein, "The significant problems we face cannot be solved at the same level of thinking we were at, when we created them", I would like to ask you:

1. Did you get something new? 2. What subjects would you like to be included in the next Human Values Day? What is of interest for you to know?

Your feedback, suggestions, ideas, are valuable to us in preparing our coming steps.

Loving regards,

SSEHV of Latvia

**Summary of evaluation outcomes:** The main outcome is some participants want activities in future, for example, *Healthy Eating* - the Ayurvedic cooking courses.

## *Malaysia*

### **Sathya Sai Education in Human Values (SSEHV) Bukit Tagar CAP**

**Project Start Year:** December, 2016

**Location:** Hulu Selangor, Selangor, Malaysia

**Project/Program Description:** Volunteers from SS3 Center visit the School (NGS) every Sunday from 9:00 am – 12:30 pm to teach English and Bahasa Malaysia to students in grades 4, 5 and 6. The main objective of the weekly classes is to assist the school teachers in preparing the students for their public examination at the end of the year.

**Number of SSEHV Teachers:** 10

**Number of SSEHV Teacher Aides:** 26

**Number of participating Project Location Staff Members:** 3

**Number of SSEHV students:** 28

**Age range of SSEHV students:** 10 - 12 years

**Parental Involvement:** Parental response was generally poor, but it improved after having a few family bonding activities that typically last half a day. They occasionally visit the school to check on their children's development. However, there are some instances where parents prevent their child from attending the tuition classes, as the classes are not deemed as a priority.

**SSEHV Parenting Program:** No, but we have had training for our volunteers to help with the situation. Our teachers were given special training under a professional trainer from LitMas (Literacy Malaysia). This aimed primarily at providing lesson plans and strategies to assist students who are struggling to read and write.

**SSEHV project/program impact on community:** Nine students took the Public examination at the end of Year 6, and all of them passed the exam. Note: Those who fail this exam will be sent for remedial classes for 1 year before proceeding to Secondary 1. This leaves the student to lag behind by one year.

**Demonstrated understanding of a Value/Values: Testimonies:** No recorded testimonies from parents, but the appreciation came from the school Principal and the teacher who was coordinating the program. Most of this was verbal appreciation and not a formal document.

**Outstanding Achievements:**

- All 9 students from Primary Year 6 who sat for their public examination passed. They have now moved on to the next level—Lower Secondary Year 1.
- 2 Students who were more financially challenged than the rest managed to pass the exam as well.
- One child who initially couldn't read or write also passed the exam.
- The rest of the students showed marked improvement in their school examinations as confirmed by their teachers.

**Challenges:**

- **School location:** is 65 km from the SS3 Center and our volunteers have to leave early in the morning to provide breakfast for the children. It is a 1hr and 15 min drive to the School.
- **Volunteers:** Sometimes we face a shortage of volunteers due to unforeseen family commitments.
- **Students:** Initially attendance was poor, but with transportation to ferry the children from their individual homes, we managed to bring the class attendance up to about 85%.

**Publications and/or website links:** This project/program was published in our Center's magazine *Akshayaa*, (Edition 3/2017)

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing.

**PROGRAM EVALUATION**

**Formal evaluation:** The project started in Dec. 2016 and results were shown by the 100% pass-rate of the Year 6 students in their 2017 public exam.

**Developed evaluation tools:** No evaluation was developed but we have classroom, reviews and assessments by our volunteers weekly.

**Ready-made evaluation tools:** Please visit link

<https://1drv.ms/b/s!AmZnQ4vAUdkJbEB6ybVBDi1TDa4>

**Summary of evaluation outcomes:** The main purpose of the test is to evaluate the academic standard of the children. This helps us to divide them into four different groups based on their proficiency and understanding in Bahasa Malaysia and English. The standard of the children's competence ranges from very poor to average.

**Comments/Information:**

- We provided the service of upgrading their computer lab by reconnecting the electrical and internet cables which were not being utilized by the school. This year, the internet service was re-connected, and now teachers and students are able to make use of this facility in their teaching/learning processes.
- MP3 project: We provided audio books to aid the children's reading; they try to read books on their own while listening to the audio.



SSEHV CLASSES FOR COMMUNITY CHILDREN, MEXICO

## *Mexico*

### **Sathya Sai Education in Human Values (SSEHV) Lessons to the Children**

**Project Start Year:** 2017 (after the earthquake of September 19)

**Location:** Mexico City, Mexico

**Venue:** Makeshift social center located on the street

**Project/Program Description:** There was an earthquake on September 19, 2017, that destroyed all the houses of a small town located on the outskirts of Mexico City. We initially brought meals, clothes, and provisions for the affected. When we saw the children with dirty faces coming along with their parents, we began sharing candies and stories with them and noticed they enjoyed them very much. That was our motivation to start organizing SSEHV lessons for them. One of the volunteers had taken the SSEHV introductory course offered by the Institute of Sathya Sai Education (ISSE) of Mexico and she coordinated us.

Last April, the ISSE of Mexico gave us special training in order to carry on with the service. A second phase of the training will take part in June, the third phase will be in October. Even though this started as a service for the community, the SSEHV lessons have consolidated and we plan to continue. We will take teachers to teach the parents how to read.

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:** 2

**Number of participating Project Location Staff Members:** 4

**Number of SSEHV students:** 10

**Parental Involvement:** Parents wait for the children so they get to see the lesson as well. Some of the parents help us to feed them, etc. but we haven't started a parenting program yet.

**SSEHV project/program impact on community:** There is more unity among the people of the community, they are more integrated. At the beginning, there was no organization among them. After the service -and particularly the EHV lessons- some families have organized to bring water and have created a net to keep an eye on the houses or their properties.

**Demonstrated understanding of a Value/Values: Testimonies:**

- We told the children a story about honesty and the parents told us that back home their children were saying things like 'don't take that, it belongs to my brother' or 'we must respect other people's properties'.
- They are also more conscious about asking for things. Previously, they used to take other children's pencils and now they ask for the things instead of just grabbing them.
- Sometimes parents organize and bring us small gifts or meals as a sign of gratitude of what we are doing for their children.

**Outstanding Achievements:** The first EHV lessons were given on the streets because there were no houses standing. The National University's architectures and engineers were designing and building houses for that community as a free service and were there at that time. To our surprise, the next time we came, they had built a wooden structure so that the children and we had a place for the SSEHV lessons.

**Challenges:**

- There are only 3 volunteers and we would like to have more and more experienced ones. Anyway, we are preparing to take 2 more phases of SSEHV training by the ISSE of Mexico.
- The facilities are not the ideal ones. Even though we have a nice wooden structure, we are still on the street and are covered with dust every time a car or bus passes by.
- Regarding sustainability, we would like locals to take training in SSEHV so that they start participating with us and are ready to continue imparting the program, just in case. There

are 4 families that are attentive to our needs, perhaps they will take it.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes, the ISSE of Mexico

#### **PROGRAM EVALUATION**

**Formal evaluation:** Currently, no. In the second phase, the ISSE of Mexico will provide assessment tools.

**Comments/Information:** This service was made possible by the support of volunteers of Mexico City and the Institute of Sathya Sai Education of Mexico.

### **Sathya Sai Education in Human Values (SSEHV) Lessons for Children of 2 Neighborhoods**

**Project Start Year:** October 2015

**Location:** Chihuahua, Mexico

**Venue:** Kinder Garden

**Project/Program Description:** A poor and dangerous neighborhood where the SSEHV **direct method** lessons are imparted to children ranging from 3 - 13 years old. Lessons are on Saturdays for 2 ½ hours.

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:** 3 (only on special occasions and celebrations)

**Number of participating Project Location Staff Members:** 1 (a mother that helps serving lunch)

**Number of SSEHV students:** 20 - 30

**Age range of SSEHV students:** 3 - 13 years

**Parental Involvement:** One mother helps to serve lunch at every lesson, and on special occasions more mothers offer their help too. We have tried to start the parenting program, but parents haven't been able to attend due to job schedules.

**SSEHV Parenting Program:** None currently; however, there is one in the planning stage.

**SSEHV project/program impact on community:** We haven't been able to see the impact of this service in the community, but we have seen the transformation of the children.

#### **Demonstrated understanding of a Value/Values: Testimonies:**

- 50% of the children used to steal small school materials such as pencils, pencil sharpeners, etc. and now they have become more disciplined and respectful of other children's things. They also handle the school materials carefully.
- When the children were served the food, they used to start eating right away and would not wait for the prayers. Now they have developed patience, and wait until the prayers are finished before eating. They also wait for everyone to be sitting at the table.
- The adolescents have understood the importance of their example of behaving well and of their support, so they have accepted the task of helping us take care of the little ones.
- Students have become supportive of each other.

**Outstanding Achievements:** People are accustomed to receiving aide such as food, clothing, etc. from political parties and church staff in order to win votes or attendance in church. They know we are not asking for anything in return—that we are providing the lessons for free, and that we are motivated only by love. In that respect, they are happy that their children are learning good things and that they are safe with us. We have won their trust. This is our biggest achievement in the community.

#### **Challenges:**

- Attendance/participation; SSEHV volunteers; location/resource constraints; acceptance of the ideas; sustainability.
- In general: lack of volunteers.
- 4 children stopped attending due to the influence of a woman from a local church who

thinks we are part of a different 'religion'.

- In the classroom: striving to have a clean classroom and teach the children to be clean and tidy.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**Program Evaluation:** None

## **Sathya Sai Education in Human Values (SSEHV) Lessons for Community Children**

**Project Start Year:** 2000

**Location:** Tijuana, Mexico

**Venue:** Center

**Project/Program Description:** SSEHV lessons for poor children of the neighborhood. Every Saturday a **direct method** lesson is given and lunch is served later on. This service has been going on for 18 years.

**Number of SSEHV Teachers:** Currently only 1

**Number of SSEHV Teacher Aides:** Volunteers or parents help on special occasions

**Number of SSEHV students:** 9

**Parental Involvement:** Parents do not participate. The teacher picks the children up at their homes.

**SSEHV Parenting Program:** None

**SSEHV project/program impact on community:** It has created a consciousness of the importance of unity and trust. For instance, the teacher is known in the neighborhood, and the parents trust her so much that they let the children go with her to the Center. Parents also feel a lot of appreciation for her.

Parents say their children have better behavior now and they want them to continue attending lessons.

**Demonstrated understanding of a Value/Values: Testimonies:** Throughout 18 years there's been a lot of transformation in both children and parents. Some recent examples:

- When the children first came to the Center, they would not follow any instructions, they used to lock themselves in the rest room and go outside through the window. They were noisy and used to eat voraciously. Now they are patient, respectful, organized, they support each other, they are able to be silent, and are mindful of the respect the Center deserves.
- Parents have acknowledged that their children's behavior has changed for the better and are very happy because of what they are learning from the teacher.

**Outstanding Achievements:** Parents' trust.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**Program Evaluation:** None

**Comments/Information:** Lessons follow the school calendar so at the end of each school year we have holidays. For the final days we prepare special activities i.e. we take them to the pool or any other place to have fun and play games. We also have something nice for them to eat. For Christmas we invite volunteers to give presents to the children and in this way, they receive Santa Claus' gifts. This SSEHV community program is imparted and administered by the Institute of Sathya Sai Education of Mexico.

## **Sathya Sai Education in Human Values (SSEHV) Lessons**

**Project Start Year:** 2002

**Location:** Mexico City, Mexico

**Venue:** Community Center

**Project/Program Description:** The SSEHV program is offered to local children who are grouped by ages.

They receive **direct method** lessons; Values are integrated into all activities like manual arts, games, etc., and are reinforced at school. Lessons are held on Saturdays and all teachers, and assistants have been trained in SSEHV. Other volunteers have taken the SSEHV course as well.

**Number of SSEHV Teachers:** 2

**Number of SSEHV Teacher Aides:** 4

**Number of participating Project Location Staff Members:** 2 (12 during special celebrations like Children's Day, Mother's Day, etc.) They are locals who lend their support.

**Number of SSEHV students:** 80

**Parental Involvement:** A few mothers come every Saturday to help with cleaning and distributing meals to the children, etc. On civic and religious holidays more mothers come to help too. They also come for the talks addressed to parents. They participate in projects created especially for them aiming to improve home economics.

**SSEHV Parenting Program:** Yes

**SSEHV project/program impact on community:**

- Transformation in children's behavior and school improvement
- Betterment of social relations at home and in school
- Children's self-confidence and self-esteem has increased!
- Some mothers have been able to earn a living by starting projects after learning useful skills at the Community Center. Through the influence of the children, families have become more unified; parents have been able to quit drugs or alcohol, get jobs and strengthen internally leading a better life.
- Boys and girls that have attended throughout childhood have high ideals, are exemplars of good conduct, serve at the community center, at home, and are visibly more skilled internally and externally; they are pillars of inspiration for others in the community.

**Demonstrated understanding of a Value/Values: Testimonies:** Four young men who attended SSEHV lessons since childhood are currently taking the SSEHV training to become SSEHV teachers and are serving as assistants of the teachers that organize activities.

**Outstanding Achievements:** The Principal of the local Secondary school affirmed that there is a noteworthy change in the behavior of the children who attend lessons at the Community Center. Parents say their children have improved their attitude at home as they help in the chores of the home.

Through participation in ecological services, children have become more conscious of the importance of taking care of the environment and worry about its well-being.

**Challenges:** The Community Center has been robbed a few times because of its location in a dangerous slum in the outskirts of Mexico City. Luckily, we have been able to get everything needed for classes again through the support of our volunteers.

**Publications and/or website links:** [www.facebook.com/sathyasaimexico](http://www.facebook.com/sathyasaimexico)

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** No formal evaluation, however, we are consistently observing and assessing the educational and social aspects of the program.



**Comments/Information:**

- The Institute of Sathya Sai Education of Mexico oversees the application of the SSEHV program, provides us with manuals, and trains the teachers, aides and volunteers.
- We are planning to have larger facilities in the future.
- We have organized 2 *Walk for Values* with the students, teachers, families and volunteers. The purpose is to raise awareness of the importance of practicing Human Values and promote individual and collective responsibility in the progress of humanity. The first walk took place in April 2017, and the second in April 2018. In both cases, approx. 200 people participated. Thanks to this project more people are aware that there is a Community Center working for the good of that region.
- Considering that this is one of the areas with the lowest income and literacy, we created the program called *Family Economy Support* so that mothers can learn tools that will empower them to earn money and be able to support family economics. As part of it, we give Vegetarian Cooking workshops to prepare low- cost nutritious meals; Barbering courses to learn to cut and color hair, etc.
- The work of the Community Center is supported by volunteers of Mexico City. The SSEHV program is overseen by the Institute of Sai Education.
- In this Community Center, medical care is given for free on a daily basis. Mothers are given food and clothes as well.

## *Eastern Europe*

### **Sathya Sai Education in Human Values Program (SSEHV) for Children**

**Project Start Year:** October 2011

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Center (Shelter) for Temporary Stay of Children

**Project/Program Description:** The Human Values classes are held once a month during the academic year, on Sundays with pupils of Grades 2 - 8. The purpose of the classes: formation of the pupil's character based on universal Human Values.

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:** 2

**Number of participating Project Location Staff Members:** 1

**Number of SSEHV students:** 20 - 24

**Age range of SSEHV students:** 8 - 16 years

**SSEHV project/program impact on community:** Children who attended classes were observed to be disciplined, restrained, and respectful. This positive outcome was attributed to being involved in Human Values classes

**Demonstrated understanding of a Value/Values: Testimonies:** Children became smarter and felt calmer.

**Outstanding Achievements:** Many children returned to families more educated, restrained in the expression of emotions. We received letters of gratitude from the Center's management.

**Publications and/or website links:** <http://www.unanimity.org.md/gal4.html>

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, by the Center's management



POLICE OFFICERS ATTEND SSEHV TALK IN OPEN STADIUM, NEPAL (TOP)  
SSEHV GROUP ACTIVITY, NEPAL (BOTTOM)

## *Nepal*

### **An introduction to Sathya Sai Education in Human Values (SSEHV)**

**Project Start Year:** Before 2000. Ongoing

**Location:** Throughout the country

**Venue:** Schools and Community Centers

**Project/Program Description:** For teachers, it is a one and a half day awareness program in which we introduce the need for SSEHV in the modern context. Topic included: How to develop positivity in children; Teaching techniques prescribed by SSEHV; How to integrate Values in different subject; A practical class with one theme; Role of teacher; Dynamic parenting. In addition, in the community, we make them aware of Values by teaching them how to practice them in private and professional lives.

**Number of SSEHV Teachers:** 14,000 teachers

**Number of SSEHV Teacher Aides:** We provide Power Point Presentation and a guide book for teachers in Nepali

**Number of SSEHV students:** 500 police cadets of Bharatpur; 210 medical students of Kathmandu; 100 engineers; 60 lawyers of Kathmandu and 2,649 parents. Total: 3519

**SSEHV Parenting Program:** Yes. Institute of Sathya Sai Education – Nepal (ISSEN) has been organizing parenting programs for the parents of government and private schools of Nepal. Every time the participant parents were very much impressed to know the correct way of grooming their children.

**SSEHV project/program impact on community:** The program has been successful in penetrating the heart of the teachers. The Chief District Officer of Nepal, and chief of the local chapter of National Center for Educational Development (NCED) of government of Nepal and other dignitaries, as the chief guests, have remarked in their opening addresses to the teachers that this sort of training has been helpful in energizing their teaching profession. They have opined that integrating SSEHV will be able to help students imbibe the rich ancient Values. Almost all the teachers were very appreciative of the program with comments that they received many teacher training programs, but training as such was the first ever in their lives.

One of the participants, who was also the Principal of a school, declared a holiday on these two days and brought all his teachers in the training. He also said that being the head of an institution he had conducted many in-house training programs for the teachers but was not able to convey the message as such in them. He was very grateful for having been provided such a wonderful opportunity to participate in this program. Another participant said that with money in hand one can receive trainings as one wishes, but to get this training one needs his/her good fortune.

Not only in schools, we have also gone to the community of medical students, engineers, lawyers of Supreme Court and the police cadets. They all have appreciated our program and desire more.

**Demonstrated understanding of a Value/Values: Testimonies:** Many teachers who were trained in SSEHV Teachers Training program were so much impressed that they have already started implementing silent sitting before starting their lesson.

**Outstanding Achievements:** One of the outstanding achievements is working with National Center for Educational Development (NCED) of government of Nepal. They have included SSEHV in their training module. Also, the curriculum development board for Class 11 and 12 has decided to put Value Education as an optional subject and requested us to make a curriculum.

**Publications and/or website links:** We have published two books in Human Values as Teachers' Manual in Nepali.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes



STORY TELLING THEATRE, SSEHV NETHERLANDS

**Status of project/program:** It is an ongoing project and we still continue to train teachers and people of other professions in SSEHV and let them benefit from the knowledge of Human Values so that they can apply it in their private and professional lives and be helpful in keeping peace and harmony in the society.

**Program Evaluation:** None

**Summary of evaluation outcomes:** The positive regard towards this program by the participants.

**Comments/Information:** Since the teachers are the primary medium in the effective implementation of this program we have focused more on making the teachers aware of the Human Values. We are teaching them to integrate Values in curricular and extracurricular activities in their schools by organizing SSEHV workshops for one-and-a-half days in different parts of the country.

## *Netherlands*

### **Sathya Sai Education in Human Values (SSEHV) the Netherlands: Heart for Each Other**

**Project Start Year:** 2011

**Location:** Region Amstelland, the Netherlands

**Venue:** Primary Schools, Children Clubs, Libraries.

**Project/Program Description:** *Heart for Each Other: Story Theater.* In this narrative theater, we focus on Human Values education, in which children learn to think for themselves about what Values are; creatively and interactively with others, with singing, and with opportunity for quiet reflection. This thinking and communication is important in these times of ever-increasing digital connections. Growing up in today's society in a heart-to-heart manner with an eye for good behavior, that is what the *Heart for Each Other's* Translation Theatre promotes. The theater's Human Value aspect is for discovering insights into daily situations at home, at school, in libraries and at children's clubs. The joy in the eyes of the children speaks for itself!

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:** 5

**Number of participating Project Location Staff Members:** 10

**Number of SSEHV students:** During 2011-2018, total: 1100+

**Age range of SSEHV students:** 2 - 17 years

**SSEHV project/program impact on community:** It creates a friendly atmosphere among the children, positive reactions from teachers, positive reactions from parents and grandparents, positive reactions from library officials.

**Demonstrated understanding of a Value/Values: Testimonies:** Some understandings through links:

<http://youtu.be/oUdIHghRp9U>

<https://youtu.be/tm99-6R2Sfc?t=2s>

<https://photos.google.com/share/AF1QipO4XiucVXAFdGUfHG1kTuotpuijx2ZuG2GHpXa6NxKgTOINsRZpnd9rEzZDsEEsHg?key=UnpYMMVVIS2FFaGJVSVISTNOTmI2S0xPbzR3YUh3>

[https://photos.google.com/share/AF1QipMSAnQEGxm4bIfk5\\_uPK2FiDLEUdWLySiSSjYvhgrR5tANfjg7aF50V6clXH409g?key=Ty03dUoyNFJZRjhdjQ0V0x2aTB1a2l6bmNwNwt3](https://photos.google.com/share/AF1QipMSAnQEGxm4bIfk5_uPK2FiDLEUdWLySiSSjYvhgrR5tANfjg7aF50V6clXH409g?key=Ty03dUoyNFJZRjhdjQ0V0x2aTB1a2l6bmNwNwt3)

**Publications and/or website links:** Local television interest:

<https://rtva.nl/2018/03/amstelveen-live-prettig-gesprek-conchita-en-kees-willems/>

<https://0297.nl/nieuws/29220/verhaalfeest-in-bibliotheek-uithoorn>

<http://www.amstelveenweb.com/nieuws-Verteltheater-voor-kinderen-in-de-Bibliotheek-Ui&newsid=300362529>

<http://amstelveensnieuwsblad.nl/deel-je-nieuws-artikel/kunst-en-taal-op-brede-school-omnibus-299325>

<http://www.amstelveenweb.com/nieuws-Amstelveense-scholieren-herdenken-en-vieren-de-v&newsid=252078753>

Publications in society & 9 primary schools: attached: Kronenburg nieuwsbrief 6 + 5; Educare Kunst nieuwsbrief nr. 19

<https://1drv.ms/b/s!AmZnQ4vAUdkJcKA-tSQyXdQ4jul>

<https://1drv.ms/b/s!AmZnQ4vAUdkJbQaW4crghsCTFN0>

<https://1drv.ms/b/s!AmZnQ4vAUdkJb6lHpmdPAUOAcDM>

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, by the coordinator

**Developed evaluation tools:** Attached format lesson plan for SSEHV activities

[https://1drv.ms/b/s!AmZnQ4vAUdkJbtBi\\_7bvNwyP-jA](https://1drv.ms/b/s!AmZnQ4vAUdkJbtBi_7bvNwyP-jA)

**Ready-made evaluation tools:** In the lesson plan the coordinator fills in the column 'Evaluation'

**Summary of evaluation outcomes:** Overall good results. Tailor-made learning points are addressed immediately.

**Comments/Information:** It makes all happy! We as a team feel blessed, and that is observable.

Before we start, we ask for internal guidance and dedicate the work toward the goodness of all.

Afterwards, we reflect on our gratitude for these blessings and our lessons.

### **Hart voor Elkaar Club - Heart for Each Other Club**

**Location:** Amsterdam, the Netherlands

**Physical Location of Project:** Community Center

**Year the Project Began:** 2013

**Number of SSEHV Teachers:** 5

**Number of SSEHV Teacher Aides:** 3

**Project Age Levels:** 4 - 6 and 6 - 9 years

**Total Number of SSEHV Students:** 24

**Ongoing or special training and/or activities:** Europe Institute of Sathya Sai Education (ESSE) update Sathya Sai Education in Human Values (SSEHV) Courses 1, 2 and 3 ongoing

**Parental involvement:** Yes

**SSEHV Parenting Program offered:** No formal program, but bi-annual voluntary meetings with the parents (mothers) in the Community Center

**Outstanding achievements:** The After-School program in the community center sends their young children weekly which is why a second group was started.

**Challenges:** Now the team of teachers work together very well; at first discipline and structure were a challenge. Good cooperation from the children.

#### **PROGRAM EVALUATION**

**Formal evaluation:** No. Weekly informal team evaluations after the class, plus the final preparation before the class, several guest speakers on various topics to help the team. SSEHV teachers teach each group which works well. The children feel and comment on the love of the teachers.

**SSEHV Project is affiliated with Institute of Sathya Sai Education:** In process. This started as a service project in an underprivileged neighborhood. We have been in contact from the start with the Europe Institute of Sathya Sai Education trainers but have not completed the forms yet.

**Additional Comments:** The Amsterdam program is a regional effort with members from 4 volunteer groups/centers. Most of the children are of Islamic background and the parents appreciate the program very much. Both children and parents are very happy with the club. Several children have been coming for several years.

## *New Zealand*

### **Sathya Sai Education in Human Values (SSEHV) Studycare**

**Project Start Year:** 1999

**Location:** Auckland, New Zealand

**Venue:** Church (since 1999), Library since (2015)

**Project/Program Description:** Conduct Free Tuition Classes. In 1999 arrived the first batch of Burmese Refugees to New Zealand who were resettled in the Auckland low-socio economic suburb of Glen Inness. NZ continued to bring more Burmese refugees under a quota resettlement program with UNHCR and every child resettled in Glen Inness had no formal education. For the first couple of months the *Studycare* program was held in the living room of a refugee camp until the nearby Church gave their facilities. At present many of the Burmese parents have had their children born in NZ but do not have the resources or the education themselves to help their children with their school homework or give them a good foundation. The program is sustained largely due to the keen interest of the parents who want their children to do well in education. The program is open to any child and not just from refugee families. We have taken the opportunity to gently introduce the Human Values by incorporating them in their learning.

**Number of SSEHV Teachers:** 4 Qualified School Teachers

**Number of SSEHV Teacher Aides:** Approximately 21

**Number of participating Project Location Staff Members:** 1

**Number of SSEHV students:** 50 - 60 (Not strictly an SSEHV Program)

**Age range of SSEHV students:** 4 - 16 years

**Parental Involvement:** Many of them stay during the program but their involvement with the program directly is minimal. At the end of the year the children will do a Christmas program for the parents incorporating certain aspects of Human Values. We hope to start a Parent English Conversation group next month. In the early 2000s we conducted English classes for Parents.

**SSEHV project/program impact on community:** A 15-year-old Burmese girl achieved Excellence last year for her Social Science assignment on "Child Poverty". When given a cash gift in recognition of her results by one of the volunteer teachers (who helped her with the assignment), she pledged the entire donation to City Mission to support homeless people.

**Demonstrated understanding of a Value/Values: Testimonies:** "Let me congratulate you and your volunteers who do tremendous work to support these young children. I met with some of your volunteers; their passion, dedication and energy was inspiring and I am sure children will gain immensely from their knowledge, support and experience." ~*Libraries Adviser, Multicultural Service*

**Outstanding Achievements:** One of the children from the 1999 batch has graduated with a degree in Neuroscience from Dunedin University. Others have completed their nursing degrees, some have entered university/institute of technology and are working towards a professional career.

**Challenges:** Getting Young Adults involved in the program has been the biggest challenge due to their own commitments. Most of the children, as they grow older, can greatly benefit from having good role-models for both their character development and help with their more demanding academic subjects.

Unfortunately, despite several requests the response is poor, and the program is mainly sustained by adult volunteers. On the positive side one of our teachers involves her young son and daughter on a regular basis to help the very young Burmese children.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** The *Studycare* Program was expanded in 2015 from weekly to twice a week and is ongoing.

## Oman

### Sathya Sai Education in Human Values (SSEHV) Oman

**Program Start Year:** 2015

**Location:** Muscat, Oman

**Type of School:** Private

**Number of SSEHV Teachers:** 5

**Number of SSEHV students:** 50

**SSEHV Parenting Program:** Yes. We have offered the *Dynamic Parenting Program* to parents of Indian/Pakistani school children. We have plans to offer this program to local schools once we get the permission from the Ministry of Education.

**Outstanding Achievements:** Certificate of Appreciation from Ministry of Education for the 45th Teachers Training Workshop, Certificate of Appreciation from Ministry of Education for the workshop conducted at the Muscat Festival.

**Challenges:** The challenges are the slow progress of getting approvals and the fact that we strictly follow the norms and rules and regulations of the country.

**Affiliation with an Institute of Sathya Sai Education:** Not yet.

**Status of project/program:** Ongoing

#### PROGRAM EVALUATION

**Formal evaluation:** Yes.

Through observations and conducted a formal evaluation of the program.

Name(s) of observer(s): Assistant Director General for Educational Affairs, Directorate General of Private Education and 5 (five) Senior Supervisors from MOE conducted a formal evaluation of our program at the School in 2015.

**Comments/Information:** We are planning to reach out to more schools in the interior regions for SAI Essay Writing and Poster Making competition in the coming years. We are actively looking to revamp the *Dynamic Parenting Program* to cater to local needs and to emphasize the continuity of the program.

2011 - 2016 ongoing or special training and/or activities.

- Three SSEHV teachers got training during this period from Delhi.
- Two SSEHV teachers got training from Thailand much earlier.
- Conducted 45 teachers training workshops based on the SSEHV model.
- Conducted Assembly sessions and Value-based workshops for students of Omani Government and Private Schools in Muscat.
- Conducted workshops and an exhibition on Human Values at the Muscat Festival.



- For 13 years, conducted Essay Writing and Poster Making Competition for Schools in Oman on Value Themes, with the approval of the Ministry of Education.

## Paraguay

### Sathya Sai Education in Human Values (SSEHV) To Youth in a National Technical and Vocational College

**Project Start Year:** 2009-2011

**Location:** Asuncion, Paraguay

**Venue:** Colegio Vocacional

**Project/Program Description:** Around 120 youth of different school departments—like refrigeration, plumbing, electricity, graphic arts, informatics, motor mechanics and civil constructions—were given classes during the College year (March - October) in groups - between 21-25 students once a week. To each group we used to give the **direct method** and used to go three times a week.

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:** 1

**Number of participating Project Location Staff Members:** 1

**Number of SSEHV students:** 400+

**Age range of SSEHV students:** 16 - 24 years

**SSEHV project/program impact on community:** Very positive influence on the 400+ students we had in the three years there. Each group was so different, eager to learn, share with their families and friends.

**Demonstrated understanding of a Value/Values: Testimonies:** See photos and testimonies

[https://1drv.ms/f/s!AmZnQ4vAUdkJcVhon\\_8i7kwQWrS](https://1drv.ms/f/s!AmZnQ4vAUdkJcVhon_8i7kwQWrS)

**Outstanding Achievements:** We had workshops for one year with the teachers of the college.

**Challenges:** Initial challenges were motivation and unity of the various groups that came together for the courses, but within a few weeks, they were always more receptive, confident, cooperative and united with the other groups. For example, the graphic arts students were usually resistant to work with the plumbing students in terms; the informatica students with the mechanic group etc., but the beauty was in the process, as we took up Values and Sub-Values that each one related to as youth.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ended in 2011

#### PROGRAM EVALUATION

**Formal evaluation:** No

**Developed evaluation tools:**

- I liked very much the classes on Human Values, since it served for my everyday life. When going through hard times I would then remember what you have taught us. Overall what is friendship, patience to wait, to speak the truth, lots of things. Thank you for everything, teachers. I love you very much. Really, thanks for loving us, your patience with us, and for the Values you taught us. I hope you never forget us! ~*Kathia, Informatics*
- These workshops and guidance were a lot of value in my life, they helped me to overcome hard moments remembering every class and every teaching that was engraved in my mind. I put them in practice and took them seriously. I loved it very much and will always remember them. In the name of all, I would ask you for the next year you keep the guidance. I like very much the teachings you brought. Look! ~*Deiny, Construction*

**Ready-made evaluation tools:** Being a formal college, we were usually asked at the end of the year to give them an exam, but instead we used to give them some questions, situations to solve, role play to give solutions to existing youth issues, and through these outcomes we were easily able to see the progress that they had made from the beginning until the end of the year.

**Summary of evaluation outcomes:** Since Human Values cannot be taught—merely caught!—we as teachers tried our best to be good examples, encouraging, patient and positive during each class. Many of our students would remark that we should teach all the subjects to them as in our class we tell them that they are loving, good, smart, cooperative, capable of achieving what they put their mind to, disciplined etc. but their class teachers usually tell them the opposite.

**Comments/Information:** These gestures and comments of the students made us realize that the heart-to-heart communication with them, even though just once a week was helping bring a transformation in their self-confidence, self-esteem, strengthening their faith in themselves, motivating them to excel in what they were good and try harder at what needed more discipline and dedication.

## *Poland*

### **Sathya Sai Education in Human Values (SSEHV) Education through Theater**

**Project Start Year:** 2012

**Location:** Warsaw, Poland

**Venue:** Afternoon School in Culture Centers

**Project/Program Description:** All the students are studying Human Values through theater.

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:** 1

**Number of participating Project Location Staff Members:** 3

**Number of SSEHV students:** 78

**Age range of SSEHV students:** 4 - 16 years

**Parental Involvement:** Yes

**Outstanding Achievements:** Twice a year, children prepare, together with the teacher, a performance based on Sathya Sai Education in Human Values (SSEHV). The decorations for performance are done mostly by the children during an extra weekend workshop. They love to spend time together. We also view short movies about Values and discuss the main problems in the movie.

The weekend workshops are twice a year. It builds unity and nice cooperation among the children. After a weekend of workshops, being and working together children become the "teachers for the parents"

**Challenges:** None

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, by the director of the location and all the parents.

**Summary of evaluation outcomes:** All observers and parents notice the positive changes in the children. They are very polite, helpful, and patient. They know they are members of a spatial program based on SSEHV and they are very proud of it.

**Comments/Information:** There are not enough SSEHV stories for children. There is a big hunger for



SSEHV THRU THEATRE, POLAND

children's movies based on SSEHV. It is a big challenge for the Institutes of Sathya Sai Education to produce the movies and cartoons with Human Values for children.

## *Eastern Europe*

### **Sathya Sai Education in Human Values (SSEHV) Educational and Pedagogical Programs at International Volunteer Camp**

**Name/Title of SSEHV Community Project/Program:** Educational and Pedagogical Programs at International Volunteer Camp

**Project Start Year:** May 2015

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** 2 Educational institutions

**Project/Program Description:** Educational and pedagogical programs were held for children at the 3 group levels in each of 2 educational institutions.

Each class received a series of 4 - 5 lessons based on Human Values.

Altogether, there were 38 creative workshops.

- Children from 2 - 3 years, at the kindergarten level, had developmentally appropriate lessons based on Values;
- Teenagers had 4 lessons on healthy lifestyles and prevention of bad habits through the use of motivational films
- Children of all groups observed 4 festivals.

**Number of SSEHV Teachers:** 18

**Number of SSEHV Teacher Aides:** 10

**Number of SSEHV students:** 251

**Age range of SSEHV students:** 5 - 15 years

**Parental Involvement:** Jointly participated with the children in opening and closing lessons in the creative workshops.

**SSEHV project/program impact on community:** The heads of children's educational institutions were interested in carrying out the same program.

**Demonstrated understanding of a Value/Values: Testimonies:** Mother of one child told us, "Thank you, that you gave so much attention and love to our children."

**Outstanding Achievements:** Orphaned children in the care of the state, began to open their hearts, began to smile, waited eagerly for classes, and asked us to stay in their city.

Disabled children, who could hardly hold a pencil, began to draw simple figures in the creative workshops.

This was a real achievement

**Publications and/or website links:**

- Article about an International Volunteer Camp in a local newspaper.
- Interview by a local broadcasting station with project participants.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Project ended in August 2016

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, a positive oral evaluation was provided by

- The coordinators of the project immediately following its end
- Representatives of the local public who provide a platform for educational programs
- The local population and the administration.

**Summary of evaluation outcomes:** Educational and pedagogical programs at IVC 2015 were prepared in advance including the development of lesson plans, scripts, etc. The roles and responsibilities within the team were distributed. The daily pedagogical council helped coordinate the work ahead of each day and summarized the results at the end of each day.

The IVC provided all services to the teachers. They provided transportation, food, resources and moral support by attending our events: an example of harmonious team work within the whole camp.

Teachers and assistants, responsible for different sections of the Educational Project, acted cohesively and exemplified the ideal of unity and cooperation.

Such programs have been held annually since 2011 at the camp.

The Team consists of qualified Teachers from all countries and regions. Within the team, there is close cooperation, and the exchange of experiences from the seminars and workshops held.

**Comments/Information:** The pedagogical team prepared a dance for a concert. Children were asked to imagine and draw together a world, where there was no reason for tears.

## **Sathya Sai Education in Human Values (SSEHV) Educational and Pedagogical Programs International Volunteer Camp**

**Project Start Year:** March 2017

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Secondary School, 2 Kindergarten Schools

**Project/Program Description:** Sathya Sai Education in Human Values (SSEHV) Community Project included:

- Competitions in art, photography, poetry, crafts for the school students depicting their beloved city. The results of the competitions announced at the citywide festival.
- A series of 5 lessons on Human Values for children from 6 - 15 years in 4 different age groups (with a total of 20 lessons).
- 5 musical lessons based on Human Values for children of 2 - 4 years in 2 kindergartens
- Creative workshops for children from 6 - 15 years
- A total of 8 Seminars for teachers and parents
- 2 festivals based on Human Values for children and their parents
- A total of 26 consultations with a psychologist.

**Number of SSEHV Teachers:** 15

**Number of SSEHV Teacher Aides:** 6

**Number of SSEHV students:** 132 children, 26 adults (teachers and parents). Total: 158

**Age range of SSEHV students:** 2 -15 years, divided into 5 groups

**Parental Involvement:** Parents brought children to lessons, participated in festivals and creative workshops, attended seminars and consultations with a psychologist.

**SSEHV Parenting Program:** Yes. 2 seminars for parents were held.

**SSEHV project/program impact on community:**

- Children didn't want to part with SSEHV teachers and wanted to find ways to join the team of volunteers and help other people.
- The school teachers shared that they had never attended such interesting seminars that enabled them to improve and expand their repertoire of effective ways of interacting with students.
- Some began to practice a minute of silence while visualizing the sun in their heart.
- Parents were inspired to build relationships with children at the heart level, in love and cooperation.
- Teachers and parents made a surprising conclusion: "Upbringing of a child begins with their own self-education."

**Demonstrated understanding of a Value/Values: Testimonies:** Children came to the conclusion that a good character changes one's destiny for the better.

**Outstanding Achievements:** The city administration presented a letter of thanks to the team of volunteers, including the teachers.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** The project ended in August 2017.

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, an oral, positive evaluation was given by the coordinators, parents and teachers of the city and the local administration.

#### **Summary of evaluation outcomes:**

- The educational team in the International Volunteer Camp (IVC) 2017 worked well, as it prepared for the project in advance: by developing all lesson plans, creative workshops, seminars, scripts of holidays observed long before the start of the project.
- During the project, the actions of SSEHV teachers were coordinated at the pedagogical councils, and everyone had the opportunity to improve their skills through the organization of seminars and master classes.
- All classes with children, their parents and local teachers were at the heart level. They were inspiring, filled with love and light. The children sang from their heart a song about the five eternal Values.
- Local teachers began to apply the knowledge they received in practice.
- Parents believed in the essential goodness of their children.

Such programs have been held annually during IVC since 2011.

The team includes qualified teachers from all the countries of Russia.

Within the team there is close cooperation, an exchange of experiences and ideas through the seminars and master classes held.

### **Sathya Sai Education in Human Values (SSEHV) Lessons of Kindness**

**Project Start Year:** October 2015

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Secondary School

**Project/Program Description:** *Lessons of Kindness* are a series of 12 lessons on Human Values for students of elementary school (Group II).

**Number of SSEHV Teachers:** 1

**Number of SSEHV students:** 21

**Age range of SSEHV students:** 10 - 11 years

**Parental Involvement:** The task of the parents was to support children in the accomplishment of homework, to see only good in children and verbally reinforce it.

**SSEHV Parenting Program:** Yes. 2 meetings and the festival, *On the Path of Goodness* were held.

#### **SSEHV project/program impact on community:**

- The class teacher of children came to a conclusion that *Lessons of Kindness* are necessary not only for children in her class, but absolutely for all. She saw positive changes in students: children became kinder, turned to each other in communication.
- They began to surprise their class teacher with their ability to quickly fulfill her requests and with the results of their tests (mostly, they were "4" (good) and "5" (excellent)).
- The *Lessons of Kindness* made the children stronger even physically. The school was quarantined for flu. All the 21 children in the class were healthy and came to school, while in other classes, the attendance was only 6-8 students.
- Parents realized the need to highlight kindness in children. The grandmother of a boy said: "It is good that there are such cordial teachers in school! How important it is to sow in the

children the seeds of the eternal goodness!"

**Demonstrated understanding of a Value/Values: Testimonies:** Children came to the conclusion that thoughts, words and deeds must come from the heart: "thoughts must be pure and sincere", "words must be cordial", "deeds must come from the kindness of the heart".

**Outstanding Achievements:** The *Lessons of Kindness* had a beneficial effect on the spiritual development of children. The students strengthened their desire to do good deeds selflessly. They began to see the goal of life as "to Love all and serve all." Kindness became their conviction, internal motive and became a habit in their actions. Kindness blossomed in the kids at heart level. Parents realized the importance of forming the quality of kindness in children, that it should be nurtured by the whole world in unity by parents, teachers and children themselves.

**Challenges:** At the beginning of the project, it was difficult for some parents to accept the idea of holding spiritual and moral lessons for their children. Questions were asked: "What is spirituality? Will you talk to the children about God? We don't need that." In order to remove the wariness of parents, we provided a definition of spirituality: "It is a manifestation of humanity". It was said that the *Lessons of Kindness* would focus on good traits, and children would learn to show them at home, out-of-doors, with their peers.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes. It took place within the framework of project requirements in SSEHV Course 3.

**Status of project/program:** Project ended in February 2016. This project was within the purview of Course 3 and Final Requirements, Part 2.

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes.

**Developed evaluation tools:** Yes. Evaluation Forms were developed for teachers, parents, and students.

<https://1drv.ms/b/s!AmZnQ4vAUdkJeK2W9UHs-Tgffl0>

**Summary of evaluation outcomes:** The purpose of this project was to research the impact of EHV classes with 10-11-year-old children in secondary school on their education and development of the quality of kindness. The goal was achieved.

The hypothesis put forward by the author, "Conducting SSEHV classes (using the 5 methods of SSEHV) will promote education and formation of the quality of kindness in children" was confirmed within this research.

The objectives that had been defined at the beginning of the project were realized. The children began to think, speak and act in kindness.

### **Sathya Sai Education in Human Values (SSEHV) the Life's Value**

**Project Start Year:** 2007

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Shelter for the temporary stay of orphans

**Project/Program Description:** A series of Human Values classes with children of the shelter (3 - 4 per year) was held for the moral support of the children (5 - 17 years) through a difficult period in their life and provide them joy, love and friendship.

The classes were on Sathya Sai Education in Human Values and comprised of games, competitions with prizes, creative workshops and performing arts.

It was a communication from heart to heart.

**Number of SSEHV Teachers:** 6

**Number of SSEHV Teacher Aides:** Up to 30 (different assistants attended the project at different times)

**Number of participating Project Location Staff Members:** Up to 5: the head of the shelter, a music teacher, other teachers

**Number of SSEHV students:** 20

**Age range of SSEHV students:** 5 - 17 years

**SSEHV project/program impact on community:** The project helped children to make friends and to establish heart communication between tutors and children of the Shelter.

**Demonstrated understanding of a Value/Values: Testimonies:** Children tried to show guests their talents in singing and acting.

**Outstanding Achievements:** Classes were regular and the project lasted for a long time. Children of the members from our groups participated in the project.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, staff and management of the Shelter gave a positive assessment of the project.

### **Lessons on Sathya Sai Education in Human Values (SSEHV)**

**Project Start Year:** November 2014

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Children's Medical Center

**Project/Program Description:** 23 lessons on Human Values for 3 - 5 year old children to foster their spiritual and moral growth.

**Number of SSEHV Teachers:** 1

**Number of SSEHV students:** 6 children

**Age range of SSEHV students:** 3 - 5 years

**Parental Involvement:** Parents assisted children in their homework.

**SSEHV project/program impact on community:** The program had a positive effect on both children and their parents.

**Demonstrated understanding of a Value/Values: Testimonies:**

- Children became calmer, attentive, and started to play positive games and appreciate Human Values, say kind words and carry out kind acts, help each other and teachers.
- The parents' behavior towards their child changed in a positive way - they became more attentive to the kid's feelings.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** The project finished in June 2015. The contract with the administration expired.

#### **PROGRAM EVALUATION**

**Formal evaluation:** No

**Summary of evaluation outcomes:** The project had a positive impact on children

**Comments/Information:** Children were happy to attend classes and told their parents that among other developmental activities, those were loved ones.

### **Sathya Sai Education in Human Values (SSEHV) Lessons on Kindness**

**Project Start Year:** September 2016

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Children's Club

**Project/Program Description:** A series of 6 lessons on Human Values for a group of children of different ages with the purpose of promoting Human Values and their application in life.

Observed several festivals.



**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:** 4

**Number of participating Project Location Staff Members:** Club's administrators and volunteers

**Number of SSEHV students:** 15 children

**Age range of SSEHV students:** 7 - 11 years

**Parental Involvement:** There was active participation in lessons and workshops.

**SSEHV project/program impact on community:** The project motivated the local residents to bring families together in creative activities with children.

**Demonstrated understanding of a Value/Values: Testimonies:** Family members shared their impressions, on how children had changed for the better. They began to help in their homework, became more disciplined and responsive.

**Outstanding Achievements:** The members of the youth wing of our group of volunteers were SSEHV trainees and were active in the project.

**Challenges:** The long distance to location of program and lack of volunteers of our group in the town was a problem.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** On December 2017, the club was closed by local town administration.

#### **PROGRAM EVALUATION**

**Formal evaluation:** No

**Summary of evaluation outcomes:** The project improved the relationship between the children and parents

### **A Series of Lessons on Sathya Sai Education in Human Values (SSEHV): A Special Education Youth Program held in School**

**Project Start Year:** November 2015

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** School

**Project/Program Description:** A series of 6 lessons on Human Values for students of Grades 6 -7 for the purpose of forming a good character, positive attitudes to each other and the world around them.

**Number of SSEHV Teachers:** 1

**Number of participating Project Location Staff Members:** 1

**Number of SSEHV students:** 30

**Age range of SSEHV students:** 12 - 14 years

**SSEHV project/program impact on community:** Pupils' hearts were opened and purified

**Demonstrated understanding of a Value/Values: Testimonies:** Pupils' hearts were opened and purified

**Outstanding Achievements:** The children became softer. During the conduct of our classes, they were friendly and sincere.

**Challenges:** Children of these classes were referred to as child prodigies. They were engaged in a special educational program. And the teachers did not have time to bring to focus on their moral growth, as their primary focus was on academic learning. Relations between teenagers were rigid, strained and children ceased to respect teachers. It was necessary to redirect the minds of children to the eternal Values and help them to act positively.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** The classes were completed at the end of December 2015. The situation in the classrooms was resolved; the kids realized that it was necessary not only to study well, but also to cultivate a good character.

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, by me.

### **Children's Program - Sathya Sai Education in Human Values (SSEHV) Classes on Lessons of Kindness**

**Project Start Year:** January 2016

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Association of Community Organizations

**Project/Program Description:** The course, *Lessons of Kindness*, is held for students of Grades 5 - 6 of a comprehensive school. The purpose is to help students to discover Human Values in themselves and develop a good character. The classes are held once a month at the request of the parents.

**Number of SSEHV Teachers:** 2

**Number of SSEHV Teacher Aides:** 1

**Number of SSEHV students:** 4

**Age range of SSEHV students:** 10 - 12 years

**Parental Involvement:** Parents helped children do their homework. They took completed questionnaires. They also took part in the service activities within the project. Two parents took an active part in the lessons.

**SSEHV Parenting Program:** Yes. There were parents' meetings, gatherings, and classes.

**SSEHV project/program impact on community:** Children go to the classes with great pleasure and 2 girls even attended the school during the holidays when children are free from the secondary school.

**Demonstrated understanding of a Value/Values: Testimonies:** One mom phones regularly and is interested to know when the next class is. She says her child wants to attend the next class.

**Outstanding Achievements:** The girls became friendlier, more modest, and disciplined. They learned to see good traits of character in others.

**Challenges:** The teachers had a lot of routine work to complete, so there was no possibility to hold these classes more often.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**Program Evaluation:** None

**Comments/Information:** Such classes should be held in all the schools. Students open up, do soul-searching, and realize their inner goodness and God-given capacities.

### **The Children of the Sun. A Middle School Youth Project**

**Project Start Year:** October 2011

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Private House

**Project/Program Description:** Holiday School, *The Children of the Sun*, is a project providing complementary education for children of middle school and older. The purpose of the school is to provide spiritual education to children through Human Values. The school has existed for 7 years. During that period, we have operated in 21 such schools.

**Number of SSEHV Teachers:** 8

**Number of SSEHV Teacher Aides:** 2

**Number of participating Project Location Staff Members:** 1 - 2



I HAVE A SOUL, SSEHV EASTERN EUROPE

**Number of SSEHV students:** 7 - 14

**Age range of SSEHV students:** 9 - 15 years

**Parental Involvement:** Parents help children do their homework, complete questionnaires, take part in the service projects together with the children. Some parents come as helpers. They help in the kitchen and take part in all the events, such as going on walks with children.

**SSEHV Parenting Program:** Yes

**SSEHV project/program impact on community:** The teacher is a guide through whom God inspires, fills and transforms the students. There is an understanding and friendly exchange among teachers. Such is the atmosphere that it fosters a deep understanding of the Values from the depth of the child's heart, and so the Value is experienced and lived through in a deep way.

**Demonstrated understanding of a Value/Values: Testimonies:** Children's feedback:

- I learnt to go inside myself
- Now I can distinguish good and bad.
- I know I should always listen to my conscience.
- The school is phenomenal.
- Wherever I go, I do understand I can have a proper rest here.
- In this school, my soul can rest.
- All the people are kind and are open-hearted in their communication. I thank all.

Teachers' feedback:

- I discovered that there are no limits for doing any tasks. The more humility I have inside, the more I feel God's help. Kind-heartedness strengthens the character and has no limits, it broadens the hearts of people.
- New possibilities and understanding were discovered – how to act in non-typical situations with children. I received new experiences when, instead of criticizing, I was able to manifest compassion. That's how a child's heart opens, and as a result, I felt greater love and gratitude from him, not only towards me, but also towards all the teachers.

**Challenges:** All the life at school is centered on community living with the children 24 hours a day. There are children from families with deprived backgrounds as well as children from the community. Earlier, we didn't know what to do with them. We thought that we should treat every student with love and didn't pay attention to discipline. And then we understood in a practical sense that discipline was as important as love. Now we try to maintain a balance between love and discipline.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, by teachers and parents

**Comments/Information:**

- Increased teachers' professional skills as a result of a lot of team work.
- When we started working, only 2 teachers had experience in working with the older group, but now all the teachers are able to do so. Each town makes its own lesson and one teacher leads it. The second teacher chooses the teacher he/she would like to pair up and work jointly with. At the beginning we were very attached to our partner, but now with experience, we enjoy cooperating with all other teachers.
- The team work experience tested our character and we learned such traits as patience, tolerance, being able to cooperate with each other and manifesting love.
- Also, our approach to children has changed. We communicate more from the heart. In the past, we may have focused on ensuring the children received the necessary information, But, now, we are willing to take time to address issues that the child worries about currently. We give them time to ask questions and clarify and take time to discuss the topic. That is an indicator of teachers' mastery in managing the dynamics of the classroom.

## **Project, From Heart to Heart, Sathya Sai Education in Human Values (SSEHV) Lessons for Children**

**Project Start Year:** October 2013

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Youth orphanage

**Project/Program Description:** Classes with children of the orphanage were held for 2 years with a group of children ages 4 -14 years. The lessons continued with 9 children, ages 6 - 12 years. There were 20 classes on various topics such as: "Love", "I am unique", "Gratitude", "Time saving and sense control", "Proper nutrition", "About the benefits of porridge", "Confidence in yourself", "Persistence", etc. Children received a lot of love and attention.

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:** 4

**Number of participating Project Location Staff Members:** 3

**Number of SSEHV students:** 9

**Age range of SSEHV students:** 6 - 12 years

**SSEHV project/program impact on community:** There were regular classes, and children changed markedly. Relations between children have become positive and benevolent. Children were broken into "families".

**Demonstrated understanding of a Value/Values: Testimonies:** During the lesson on "Children's Day" during the play, "From what we protect our children and how they protect us", a 7-year-old rushed to defend the host very decisively. The host thanked him and said that she would completely trust him to protect her if she was out late at night.

**Outstanding Achievements:** Children became more calm and peaceful

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** The project ended in late October 2015 shortly after the lesson on *Agility*. We were sincerely thanked and were told that the administration had many other interesting proposals from other people. They wanted to explore these opportunities as well. They promised to call if they needed us.

### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, the Project was highly appreciated.

**Summary of evaluation outcomes:** Working with children of the orphanage gave an opportunity to open up not only the hearts of children, but our hearts as well.

As a result of this service, one of the women in our group took custody of a girl when she was 15 years old and remained her guardian till she was 18 years of age.

The girl now lives in a faith-based family and has graduated from school. She was taught by tutors, since the quality of education in the orphanage was rather weak. She entered the Cooperative College and finished the first year. In a year, she will be a completely independent person. She went twice to the International Volunteer Camp.

She plans a trip to a Regional Youth Conference and loves singing.

## **Project, From Heart to Heart, Sathya Sai Education in Human Values (SSEHV) Lessons for Children**

**Project Start Year:** February 2015

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** School

**Project/Program Description:** This is a series of 6 Human Values lessons for children of the 2<sup>nd</sup> Grade. The 20-minute sessions were held after main lessons.

**Number of SSEHV Teachers:** 1

**Number of participating Project Location Staff Members:** 1

**Age range of SSEHV students:** Grade 2

**SSEHV project/program impact on community:** All the children were actively engaged and showed compassion.

**Outstanding Achievements:** The children opened their hearts; they began to show friendliness, sincerity and softness.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Project Ended in May 2015

**Program Evaluation:** None

## **Lessons on Sathya Sai Education in Human Values (SSEHV)**

**Project Start Year:** February 2012

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** School

**Project/Program Description:** This is a series of 32 lessons on Human Values for primary school children, which were held after classes during 20 minute-sessions in Grades 2 - 4.

**Number of SSEHV Teachers:** 1

**Number of participating Project Location Staff Members:** 3

**Number of SSEHV students:** 80

**Age range of SSEHV students:** 7 - 11 years

**SSEHV project/program impact on community:** Children changed markedly.

Relationships in one of the classes have become much friendlier.

The school administration praised the class teacher of this class for the good behavior of the children. This class was singled out as the best in the school.

**Outstanding Achievements:** Children started to take care of each other.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** The project was completed in 2015.

The children grew up, completed their primary education; we did not sign a new agreement with the new class teacher for conducting classes on Human Values.

**Program Evaluation:** None

**Comments/Information:** There was an aggressive fighter in the class. He offended both boys and girls. After the lesson on *Honesty*, where he was entrusted with the role of the Major, the defender of all, he changed dramatically. We agreed that now he would be the Defender! And everyone would come to him for help.

There were no more complaints about him. The children discovered in him a good friend.

## **Spiritual and Moral Education for Teachers**

**Project Start Year:** September 2013

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Boarding School for children with delayed mental development

**Project/Program Description:** A series of classes on spiritual and moral education for teachers and tutors of the boarding school.

**Number of SSEHV Teachers:** 1

**Number of participating Project Location Staff Members:** 24 teachers and 12 tutors

**Number of SSEHV students:** 24 teachers and 12 tutors. Total: 36

**Age range of SSEHV students:** 30 - 50 years

**SSEHV project/program impact on community:** Teachers inspired by the idea of self-improvement, began to apply the methods of spiritual and moral education in their own classes.

**Demonstrated understanding of a Value/Values: Testimonies:**

- **Teacher of Russian:** "I just grew up spiritually, and now it gives me the opportunity to live a full and happy life in a team, in the family and see the fruits of our labor when the children show their love, care, diligence and do well in their assessments. And most importantly, children have become much kinder, more fun to be around, and better able to remember what they learned in school. They are better able to understand and appreciate what they have learned about forming a good character in life. "
- **Teacher of Mathematics:** "The Values and Methods of teaching in spiritual and moral education incredibly enlivens the lesson."
- **Teacher of Drawing:** "We have witnessed amazing outcomes: A girl who almost never spoke, suddenly started SPEAKING! She began to communicate and began to express such qualities of kindness that we marveled, as if something heavenly had been revealed to us!"

**Challenges:** The boarding school is far beyond the city so it takes a long time to get there. Children are delayed in their mental development.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** The project was completed in 2015

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, by the coordinator and the teachers

**Summary of evaluation outcomes:** The consciousness of the children and teachers has been changed, the work has begun to bring us joy.

Teachers have begun to develop new lessons integrating Values and spiritual and moral methods.

The atmosphere at school and in the classes is joyful, there is a desire to learn and develop.

**Comments/Information:** It is important to educate teachers on the integration of Values into lessons and methods of integrating spiritual and moral education into their subjects.

### **Sathya Sai Education in Human Values (SSEHV) Classes for Students with Delayed Mental Development**

**Project Start Year:** September 2017

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** State boarding school

**Project/Program Description:** Human Values classes were conducted as part of the Institute of Sathya Sai Education Course 3 Final requirements.

The Theme of the project, *The impact of Human Values classes*, using the 5 teaching methods with 10-12-year-old boarding school students with delays in their mental development.

The purpose was to discover and foster their ability "to speak to all affectionately and with love".

**Number of SSEHV Teachers:** 1

**Number of participating Project Location Staff Members:** 2 - 5

**Number of SSEHV students:** 12

**Age range of SSEHV students:** 10 - 12 years

**Parental Involvement:** Parents are foster parents or staff of the school

**SSEHV Parenting Program:** Yes, for teachers of adopted children

**Demonstrated understanding of a Value/Values: Testimonies:** Testimonies of 12-year old students:

- Human Values are when Values start to grow in the heart, and the person creates good. His/her heart becomes pure. My heart has become pure, and I want to do good, take care of the younger ones, listen to the elders, help the sick and homeless animals.
- Human Values are good qualities that are manifested in a person. My friends said that I have

become kinder and more attentive; I can give good advice; now I choose to be around like-minded friends.

- I realized that it's important always to speak softly and with love; it makes my heart joyful; it rejoices when I speak quietly and affably. I have become calmer at my home, and at school my friends always support me.

**Challenges:**

- The school is located far from the city, takes long to reach. Children suffer from a delay in mental development.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**PROGRAM EVALUATION**

**Formal evaluation:** Yes, by coordinator, teachers, tutors, children and School's Director

**Summary of evaluation outcomes:** Evaluations are excellent

## **Sathya Sai Education in Human Values (SSEHV) Classes with Children from the General Public**

**Project Start Year:** 2016

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Public Meeting Center

**Project/Program Description:** Human Values classes are held twice a month using the five methods of teaching Human Values with children of the public in three age groups: Children under 7 years, 7 - 11 years, 12 - 16 years.

**Number of SSEHV Teachers:** 4

**Number of SSEHV Teacher Aides:** 1

**Number of SSEHV students:** 30 children

**Age range of SSEHV students:** 3 - 16 years

**Parental Involvement:** Parents bring their children to classes, attend classes and take part.

**SSEHV Parenting Program:** Yes, parents attend seminars on spiritual and moral upbringing of children.

**SSEHV project/program impact on community:** Children are improving in their character and have become more caring and attentive, more open and self-confident and respect their elders.

A kind of surprising outcome was that the children of the older group (12 - 16 years old) began to bring their friends to classes.

**Outstanding Achievements:** Children, together with their teachers, began to go to the orphanage and help in conducting classes.

**Challenges:** Some children do not regularly attend classes.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**Program Evaluation:** No

## **Sathya Sai Education in Human Values (SSEHV) Program Seminars for Parents**

**Project Start Year:** 2012

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Public Meeting Center

**Project/Program Description:** Seminars on universal Human Values are held 1 - 2 times a month for parents of the public. In addition to this, the *WhatsApp* program organizes a chat for parents, which publishes materials on the spiritual and moral education of children



**Number of SSEHV Teachers:** 1

**Number of SSEHV students:** 10 Parents

**Age range of SSEHV students:** 28 - 50 years

**Parental Involvement:** This is a program for parents

**SSEHV Parenting Program:** Yes

**SSEHV project/program impact on community:** Parents received knowledge about Human Values. They applied them in their lives and in their relationships with children.

Parents became attentive to the needs of their families, learned to understand their children and love them, as they are. Parents discovered Love and Divine Beauty within their children and themselves.

**Outstanding Achievements:** Parents regularly attend seminars, thank the teachers for their work. Some parents have become volunteer members of the group.

**Challenges:** No comfort room

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** No

**Summary of evaluation outcomes:** Parents are really interested in seminars, the seminars help them solve issues with children by focusing on universal Human Values.

### **Sathya Sai Education in Human Values (SSEHV) Classes and Observance of Festivals with Children**

**Project Start Year:** 1996

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue: Orphanage** - Children's Rehabilitation Center.

**Project/Program Description:** Within the project there are the classes on Human Values, puppet performances, creativity workshops, sports festival.

We hold celebrations to observe Christmas and Easter, with a tea party and presents for the children

**Number of SSEHV Teachers:** 3

**Number of SSEHV Teacher Aides:** 6

**Number of participating Project Location Staff Members:** 4

**Number of SSEHV students:** 20

**Age range of SSEHV students:** 5 - 16 years

**Parental Involvement:** The classes are held for children deprived of parental care who live in the orphanage.

**SSEHV project/program impact on community:** Children are always moving in and out of the orphanage all the time, so there is a lack of continuity and it's difficult to say what influence the classes have had on them.

After the classes and the festival observances, the children seem happy and want us to come again. Each time we go to the orphanage, the children greet us with hugs and joy. We feel that children are more open, seem to integrate and absorb the lesson easily. Nursery school teachers are also always viewed as being benevolent and invited to come again.

**Outstanding Achievements:** Joy, smiles; children and adults seem to be more open-hearted.

**Publications and/or website links:** There was a publication in the local newspaper that mentioned and thanked the volunteers.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**Program Evaluation:** None

**Comments/Information:** We try to make the program even more interesting and more varied. We always prepare new materials.

The project brings joy to both children and facilitators alike as we share Love with one other.

### **Sathya Sai Education in Human Values (SSEHV) Programs for Youth and Children of Community and School Teachers within the Regional Volunteer Camps**

**Project Start Year:** 2013

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Schools

**Project/Program Description:** Within the project there are classes on Human Values, games, performances, creativity workshops, sports events.

**Number of SSEHV Teachers:** 2

**Number of SSEHV Teacher Aides:** 4

**Number of participating Project Location Staff Members:** 3 - 8

**Number of SSEHV students:** 5 - 20

**Age range of SSEHV students:** 8 - 15 years

**SSEHV project/program impact on community:**

- The director coordinating the projects with youth, asked us to supervise their work within the volunteer movement.
- After the seminar about spiritual and moral education, the Principal of the school was inspired, and asked us to give such a seminar for all the teachers of the local area.

**Demonstrated understanding of a Value/Values: Testimonies:** After the final concert for villagers, we received a lot of friendly praise. The old people noticed that they haven't felt such joy and positive emotions since the end of the Second World War.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**Program Evaluation:** None

**Comments/Information:** The project is held regularly, once or twice a year.

From year to year the educational projects are organized more intentionally and with higher quality. There was a proposal to consider making this the main field of work in the volunteer camps.

### **Sathya Sai Education in Human Values (SSEHV) and the School of Kindness Activities for Children**

**Project Start Year:** 1999

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** In a private apartment

**Project/Program Description:** We conduct Sathya Sai Education in Human Values classes for children of the family club using the 5 methods of teaching. In the classes for preschoolers the teaching of reading is included. There are creativity workshops, sports festivals, excursions to museums and exhibitions, observance of feasts on New Year and Easter with tea parties and presents. We also take part in the campaign of cleaning public spaces within the town.

**Number of SSEHV Teachers:** 4

**Number of SSEHV Teacher Aides:** 6

**Number of SSEHV students:** 11 children

**Age range of SSEHV students:** 7 - 14 years

**Parental Involvement:** Sometimes the parents are there during the creativity workshops and sports festivals.

**SSEHV project/program impact on community:** Children visit our classes quite willingly and seem reluctant to part for the holidays. The lessons seem to make a deep impression on the children and we see a great deal of enthusiasm and interest on the children's part.

**Demonstrated understanding of a Value/Values: Testimonies:** We can see the children only during the classes, so it's difficult to evaluate their understanding and implementing of the learning into practice.

It's a great joy to see children showing great interest and at the end of the lesson to hear "Aha! I have understood!" Once a student was upset and was in tears that he couldn't come to the lesson.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**Program Evaluation:** None

**Comments/Information:** We try to choose topics that take into account the children's needs and the real-life situations they face in their family and at school.

### **Online SSEHV lessons within the Electronic School Project launched by the Head of the Republic**

**Project Start Year:** 2016

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Institute

**Project/Program Description:** Online lessons are conducted by the winners of the award, "Teacher of the Year 2014", in order to disseminate their work experience to 200 schools in the Republic.

**Number of SSEHV Teachers:** 1

**Number of participating Project Location Staff Members:** 3

**Number of SSEHV students:** 12

**Age range of SSEHV students:** 12 - 13 years

**Parental Involvement:** Parents watch these lessons online or on YouTube

**SSEHV project/program impact on community:** Students take great interest in participating in the online lessons. Staff members of the Institute note good preparation by students and a calm, positive, loving atmosphere during the lessons.

**Demonstrated understanding of a Value/Values: Testimonies:** We observed the children stating the following: Man and Nature are one; Pocahontas loved all and helped all; we consist of the 5 elements of creation; 5 elements of creation and 5 senses are interconnected; we want to take care of Nature.

**Outstanding Achievements:** The teacher received the Gratitude Certificate from the Ministry of Education and Science.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

#### **PROGRAM EVALUATION**

**Formal evaluation:** No

**Comments/Information:** The English teacher is a member of "Teacher of the Year" Club which consist of the winners of the "Teacher of the Year" award from different years. She conducted online lessons in accordance with a schedule.

### **Sathya Sai Education in Human Values (SSEHV) Classes with Children at the Orphanage**

**Project Start Year:** 2008

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Orphanage

**Project/Program Description:** Human Values classes for children of the orphanage are held once a month (except for summer holidays).

**Number of SSEHV Teachers:** 3

**Number of SSEHV Teacher Aides:** 4

**Number of participating Project Location Staff Members:** 3

**Number of SSEHV students:** 15 - 30

**Age range of SSEHV students:** 6 - 16 years

**SSEHV project/program impact on community:** The children are changing. They are instilled with Human Values. They are discovering their best character traits, more and more children express Love, feel more Tranquility and show Prudence.

The teachers of the orphanage are also changing. They attend the classes and draw a lot of new insights for themselves; they also learn Human Values and new approaches in working with children based on Human Values

**Outstanding Achievements:** The best achievement for us is that children are waiting expectantly for us and are actively participating in classes.

**Challenges:** The composition of children is constantly changing.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**Program Evaluation:** None

## *Serbia*

### **Sathya Sai Education in Human Values (SSEHV) Workshops for Children**

**Project Start Year:** 2014

**Location:** Belgrade (Borca), Serbia

**Venue:** School

**Project/Program Description:** Approximately once a month, young children are gathered and SSEHV stories are presented with all five elements of SSEHV class.

**Number of SSEHV Teachers:** The coordinator is always there. One or more additional teachers out of a group of 5 teachers are occasionally present.

**Number of SSEHV Teacher Aides:** 1 - 8

**Number of participating Project Location Staff Members:** At least 5 teachers from school who passed through at least one SSEHV seminar for teachers

**Number of SSEHV students:** Varies from 15 - 50.

**Age range of SSEHV students:** 7 - 10 years

**Parental Involvement:** Parents do not participate in workshops, but they bring their children and are involved in the last part of the class, when we have some relaxing art activities. They give great support to our workshops and like that their children are involved in such work.

**SSEHV project/program impact on community:** Children are very open, have better communication with adults and peers and feel supported in many ways.

We do not have discipline problems with these students.

The processes we initiate in them are transferred to their homes and regular school. The venue is highly respected in our surroundings.



SUNSHINE SCHOOL, SSEHV SERBIA

**Demonstrated understanding of a Value/Values: Testimonies:**

- “I was happy in your classes!”
- Children think much more about each other and use Human Values rules to solve some problems.
- I witnessed (without children noticing it) one situation in which one young, but problematic student (age 6, parents in some criminal jobs) told another, who behaved badly, that he cannot behave badly, that he is only a child and should respect elders.
- When students have problems, they come to me to talk.
- Once when I petted one girl on the head, the other students gathered and formed a line, waiting to be petted as well.

**Outstanding Achievements:** The complete atmosphere in school is very supportive among elders and students and among teachers as well. Parents often come to ask for advice and cooperate with teachers when any problems arise.

**Challenges:** We are in surroundings which do not support any spiritual activities outside the Orthodox Church and have to be very proficient and careful not to be labeled as a sect school. The volunteers are not educated enough. They are aging and have been losing interest in participating in workshops with children.

This work is too much for one person, but now, when school teachers are involved, it is much easier.

**Publications and/or website links:** The presentation of Educare program at the professional conference *The Quality of Contemporary Education* faculty for preschool teachers, Serbia

- **Broadcast, *Good to Know*:** In cooperation with Ivana Srdanov Popovic, who is the member of our educational group, we were guests in the broadcast “Vredi znati” (Good to Know) of RTV Vojvodina in November 2016, in which we presented how we do SSEHV workshops in our school. The program is posted on you tube. Here is the link: [http://media.rtv.rs/sr\\_lat/vredi-znati/23799](http://media.rtv.rs/sr_lat/vredi-znati/23799)
- **Broadcast, *The Joy Of Life*:** One more broadcast with the name “Radost zivota” (The Joy of Life) occurred in December 2016 and was presented in Belgrade`s TV Pink 3. Our topic was Educare program. Here is the link: <http://www.radost-zivota.com/briga-o-decjoj-dusi/?preview=true>

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** It is still in progress. As long as children like to come, we will continue to organize the workshops.

**PROGRAM EVALUATION****Formal evaluation:**

- Yes, by coordinator. After every workshop I make some kind of estimation of each part of the class
- School directors reflect, but not in a formal way; we follow children`s reactions and development

**Summary of evaluation outcomes:** The children are much more aware of themselves and their surroundings, emotionally and socially much more mature. When problems are experienced, they use Human Values rules to solve them.

## *South Africa*

### **Sathya Sai Education in Human Values (SSEHV) WATCH Project**

**Project Start Year:** 2008

**Location:** Durban North, South Africa

**Venue:** Primary School

**Number of SSEHV Teachers:** 10

**Number of SSEHV Teacher Aides:** 2

**Number of participating Project Location Staff Members:** The school's Principal is crucial to the program though she is not present in classes.

**Number of SSEHV students:** 150

**Age range of SSEHV students:** 5 - 18 years (Grade R - Grade 12)

**Parental Involvement:** Parents' meeting held at the beginning of year to sign indemnity forms; Parents' meeting held quarterly; Parents invited to school sports day; Parents invited annually in Dec. for an afternoon of entertainment coordinated by the children

**SSEHV Parenting Program:** In Progress

**SSEHV project/program impact on community:** Improvement in school results; Reduction in teenage pregnancy; Reduction in substance abuse; our relationship with the parents is very good; they are always willing to listen to suggestions for resolving problems in their homes—especially the mothers; Child-headed households included in Center food donation program

**Demonstrated understanding of a Value/Values: Testimonies:**

Note of appreciation from a student:

- “Greetings ma'am. I'd like to thank you and Sir P.B for all the good you have done for me. I'm really grateful about the house, and I'd like to say thank you for that as well. I see you as my parents, and I'm really honored to have you in my life. Without you and the other SSEHV teachers...I don't know where I'd be. Maybe I would've become a drug addict by now, but you kept me and fed me with knowledge that someday I will teach my own children...I wish that all the goodness and blessings shall rain upon you, and I wish that God can keep you alive until I grow up and work, so that I can thank you in a good way...and be able to show my children that these are the people that taught me all the good things in life. Thanks a lot.”

**Outstanding Achievements:**

- One of the SSEHV teachers introduced a student, who completed matric 3 years ago, to the proprietor of a salon. After completing a year of training, she is now fully employed at a salon.
- Another student had to be taken away from the informal settlement where she lived due to unbearable living conditions and was accommodated by one of the SSEHV teachers. She had 3 “As” in matric, and is now at University doing a BA degree, hoping to become a teacher.
- Having no parents, another student was accommodated by one of the teachers. He is currently doing an Accounting Diploma at DUT.
- Similarly, another student moved out of the informal settlement to live with the previously mentioned student. He, too, is currently doing an engineering Diploma at DUT.

**Challenges:** We have 2 SSEHV classes – Tuesday & Saturday. Fewer teachers on Tuesday make it more difficult. We are trying to start a formal reading program at the school – *SHINE*.

**Publications and/or website links:** Project coordinator was once interviewed by the Sunday Tribune and an article appeared in the paper. Unable to retrieve copy for now.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**Program Evaluation:** None

**Comments/Information:**

Kindly assist us with evaluation techniques and questionnaires.

Would like to see more involvement from the Education Wing.

Use of our local website for more interaction for SSEHV nationally, e.g. sharing ideas, requesting assistance, etc.

### **Sathya Sai Education in Human Values (SSEHV) Gledhow**

**Project Start Year:** 2015

**Location:** South Africa

**Venue:** Primary School

**Project/Program Description:** SSEHV classes held on Saturdays from 8:00 am - 9:15 am.

**Number of SSEHV Teachers:** 5

**Number of SSEHV Teacher Aides:** 4

**Number of SSEHV students:** 60

**Age range of SSEHV students:** 5 - 17 years

**Parental Involvement:** Parents are always involved in all SSEHV fun activities: sports day, Walk for Values, etc., and parents' meetings are held when the teachers find the need.

**SSEHV project/program impact on community:** Personally, I have seen a change in the children that I have been teaching for the past 2.5 years. I can see their character blossoming and minor changes in their behavior and attitude as well.

**Demonstrated understanding of a Value/Values: Testimonies:** One example that comes to mind: I was teaching a lesson on Love and I went around the class asking each child what they understood Love to be. I came to a boy who told me that Love is caring for others and being kind. My heart melted at his answer because when my class started in 2015 (2.5 years ago), he would have probably given me a very different answer. He comes from a broken home and presently lives with his grandparents. When he started classes in 2015 he had a difficult time controlling his mouth and wanted to fight with everyone all the time. His response to my question really blew me away.

**Challenges:** Attendance

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**Program Evaluation:** None

**Comments/Information:** We targeted the area where we are, in 2015 as we saw an opportunity for SSEHV there. A few of the children that attend classes come from broken homes, and as a result, believe that violence is always the way out. If they have a problem with someone, they are ready to abuse them physically and mentally. From 2015 to date, the teachers have strived to change the attitudes of these children through the five Human Values. We have seen success in a few of them, although there is still a lot of room for improvement. These children mean the world to us, and we will continue to do what we can until the day we cannot.

### **Merebank Sathya Sai Education in Human Values (SSEHV)**

**Project Start Year:** 2010

**Location:** Durban, South Africa

**Venue(s):** Place of Safety for Children

**Project/Program Description:** Ongoing program for children at both locations

**Number of SSEHV Teachers:** 2 teachers; 1 teacher

**Number of SSEHV students:** 18; around 32

**Age range of SSEHV students:** 5-16 years; 3-20 years

**Parental Involvement:** Very few parents at one location and assisted by House Mothers at other location

**SSEHV Parenting Program:** Yes – one location only

**SSEHV project/program impact on community:** Programs like *Parents' Evening* (gratitude to mothers, children's messages projected),



Transformation of these SSEHV children is noted in the community because our children project the 5 Human Values. Whenever the community holds a program, our SSEHV children are asked to perform on stage with talks, dance or song.

**Demonstrated understanding of a Value/Values: Testimonies:**

- Graduation speech by the children thanking parents and teachers for the knowledge they gained.
- Parents Evening program – Parents thanking the SSEHV teachers/guides for having instilled such Values in their children.

**Outstanding Achievements:** Certificates and trophies are awarded to students at graduation. Certificates are also awarded to children from the community, for participating in community programs.

**Challenges:** Punctuality is poor due to house chores and homework because parents are working. Children come and go so there is no continuity with the children.

**Publications and/or website links:** Yes. Pictures were sent to National and were also printed in the local newspaper.

**Status of project/program:** Ongoing

**PROGRAM EVALUATION**

**Formal evaluation:**

**Developed evaluation tools:** Monthly attendance reports, Lesson Plan, General comments from teachers

**Ready-made evaluation tools:** No test. Outcome is from discussion at Gurus meeting and monthly meetings.

**Summary of evaluation outcomes:**

Keep record of attendance. Prepare well before classes

**Comments/Information:** Activities: bead work, card making, team building, games, sports, visit to Nature Preserve, participating in Centre culture program and in National Samadhi as Drum Majorettes.

The Centre also provides hot meals, school books, water containers, school uniforms, shoes, grocery hampers, blankets, etc.

## **Sathya Sai Education in Human Values (SSEHV) Khayelitsha**

**Project Start Year:** 2016

**Location:** Cape Town, South Africa

**Venue:** Community Center

**Project/Program Description:** In this program we teach Human Values, Computer Classes, Veda Classes, Dance Lessons, Chess Lessons, Violin Lessons and Recorder Lessons.

**Number of SSEHV Teachers:** 2

**Number of SSEHV Teacher Aides:** 1

**Number of participating Project Location Staff Members:** 4

**Number of SSEHV students:** 35

**Age range of SSEHV students:** 5 - 15 years

**Parental Involvement:** At this time we have very minimal parental involvement in the program. Though the parents are very happy and keen that their children are here.

**SSEHV Parenting Program:** In Progress

**SSEHV project/program impact on community:** There has been a huge change in the general mindset of the community, in that the people are more loving, more supportive of each other. The children are cleaner in their outward appearance, they look healthier and the streets are relatively cleaner than before.



WALK FOR VALUES THROUGH THE STREETS OF KHAYELITSHA, SSEHV SOUTH AFRICA

**Demonstrated understanding of a Value/Values: Testimonies:** There has been a number of testimonies from parents. One parent told us that her kids were very diligent on prayers. One child wrote a letter expressing her gratefulness for the values she has learnt.

**Outstanding Achievements:** We basically do not have any outstanding achievements, save to say that there has been a significant transformation in the lives of the children and community at large. Also, that one of our children won a cup in the Chess competition. And a number of other children played very well in that competition.

**Challenges:** The challenge we are facing now is resources. We need to be able to feed the children on a regular basis. Attendance is not a problem at all, the children are always here promptly after school. People are also very accepting of the program. We also need a plot of land where we can establish a skill center for the community.

**Publications and/or website links:** None – save for SABC -TV that broadcasted an overview of our programs on their *Sadhana* show.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**Program Evaluation:** None

**Comments/Information:** It is important to note that we have undertaken a number of both formal and informal programs to meet the challenges that the community is facing. To date we are far from where we need to be. Yet we made a number of interventions to meet both the long and short-term challenges facing the community, still we have only touched the surface. Having said that, it is very important to note that our volunteers have done a lot to contribute to the general welfare of this community.

## **Sathya Sai Education in Human Values (SSEHV) Malagazi**

**Project Start Year:** 1995

**Location:** South Africa

**Venue:** Ashram

**Project/Program Description:** None

**Number of SSEHV Teachers:** 2

**Number of SSEHV Teacher Aides:** 4

**Number of SSEHV students:** 80

**Age range of SSEHV students:** 6 - 15 years

**Parental Involvement:** Very Minimum

**SSEHV project/program impact on community:**

- The children are taught personal hygiene as they come from a rural community.
- They are taught Value-based songs which they sing at the Sunday service.

**Outstanding Achievements:** The children assist by becoming teacher aides at classes.

**Challenges:** No support as we are a small group with a huge congregation but no properly trained teachers; so, parents have assisted. A very great challenge that needs attention.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**PROGRAM EVALUATION**

**Formal evaluation:** Yes; by someone else

**Comments/Information:** We need teachers to give of their time to this rural area that needs this help.

## **Sathya Sai Education in Human Values (SSEHV) Educare Pre-school Class Grade R**

**Project Start Year:** 2002

**Location:** Durban, South Africa

**Venue:** Service Center

**Project/Program Description:** The SSEHV Pre-school class started in 2002 to serve the community

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:** 1

**Number of participating Project Location Staff Members:** 9

**Number of SSEHV students:** 37

**Age range of SSEHV students:** 5-year-olds

**Parental Involvement:** Parents send their children regularly to the class. They attend the parent meetings, graduation function and accompany the children on excursions.

**SSEHV project/program impact on community:** No survey was conducted. The feedback from past parents is that they prefer to send their children to this class as compared to the government school across the road because of the Human Values program. They found their children to be smarter, obedient, respectful, caring for others, well behaved, well mannered, loving etc.

**Demonstrated understanding of a Value/Values: Testimonies:** When these children go to the normal government schools, their behavior and work ethics stand out.

- One child was asked to open the windows in the class in a Grade 1 class. The boy removed his shoes, climbed onto a desk and then opened the window. The teacher was taken aback and told the other children about this child's manners and respect.
- A number of the children have become vegetarians. This was noted in one of the neighboring school. The school has an annual meal day. These children enrolled at that school eat only the vegetarian dish instead of the meat dish.
- The children are now in Grade 6. When asked about their choice, they indicated that they attended the Sai Pre-school, as it was known then, and learned about Human Values.

**Outstanding Achievements:** All the children graduate at the end of the year. They perform very well in the government schools. The neighboring school gives these children preference to enroll for Grade 1.

**Challenges:** The outreach program has been sustainable through the love offerings by devotees mainly from the Newlands Center.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** The program is still continuing in spite of attempts to shut it down.

#### **PROGRAM EVALUATION**

**Developed evaluation tools:** None. The change in the children's character speaks volumes. The CAPS curriculum is followed.

Human Values are integrated into all lessons.

**Comments/Information:** Parents have indicated that the program has made a tremendous change in their children's lives and at home.

To some extent parents have changed by practicing some of the Human Values that their children have been exposed to. The unfolding of the Human Values, as proposed by Sathya Sai Education in Human Values, is really working.

### **Sathya Sai Education in Human Values (SSEHV) Umbhayi**

**Project Start Year:** 2001

**Location:** Tongaat, South Africa

**Venue:** Primary School

**Project/Program Description:** SSEHV classes held on Sundays from 8:00 am – 11:00 am

**Number of SSEHV Teachers:** 6

**Number of SSEHV Teacher Aides:** 6

**Number of SSEHV students:** 120

**Age range of SSEHV students:** 6 - 17 years

**Parental Involvement:** Parents meetings were held as needed, and at the commencement of each year.

**SSEHV Parenting Program:** No

**SSEHV project/program impact on the community:** The children were regular with class attendance, and the basic Human Values they learned became the ABC's of their good conduct. Their general attitude and behavior also improved.

**Demonstrated understanding of a Value/Values: Testimonies:** In 2010, we had 21 children from Umbhayi participate performance in India. It was an amazing experience for both the children and their teacher/guides and this was possible due to the efforts of the classes.

**Outstanding Achievements:** Many of the youth have now completed the program. One, in particular, has joined a catering company in Tongaat. When we engage in community service, this child always participates. The Brake Village Kavady is one of the biggest in KwaZulu-Natal KZN. She and her friends come the day before and assist with cleaning the veggies. Also, the participation of the 21 children in their 2010 Production.

**Challenges:** The location of classes is at a nearby school, and when the weather is inclement, attendance is poor.

**Publications and/or website links:** None

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** The program ended in 2015. The school was in ill repair.

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes

**Developed evaluation tools:** No

**Ready-made evaluation tools:** No

**Summary of evaluation outcomes:** The evaluation was done by someone else.

**Comments/Information:** Persons on the north coast would be very excited to resume the program. However, obtaining a suitable venue is a challenge.

### **Sathya Sai Education in Human Values (SSEHV) Leadership Programs for Learners and Educators**

**Location of projects:** Durban, South Africa

**Physical Location of Project:** Various cities and locations of South Africa

**Year the Project Began:** 2005

**Number of SSEHV Teachers:** 30

**Number of Project Location Staff Members Involved with Project:** 10

**Project Age Levels:** Youth 10 - 17 years + adults

**Total Number of SSEHV Students:** 300 youth, 100 adults

**Ongoing or special training and/or activities:** 2014 - Present, the outreach program has expanded to include

- SSEHV Introductory Certificate cluster training programs for teachers and community
- Public Schools Leadership And Team Building Programs For Youth,
- Public Schools Prefects;
- Special School Development Programs For Youth with Learning Disabilities
- Public Schools Educators Orientation And Leadership Workshops
- Workshops in *On Inspired Commerce for Business People*
- Parenting.

**Parental involvement:** Yes

**SSEHV Parenting Program:** Yes

- Aims of the workshop is to become aware and practice correct parenting skills
- Importance of Integral education and the creation of a conducive ethos at the Sai School
- Role of Parents as exemplars in parenting
- Communication and Character Molding
- Use of a Diary in Parenting Skills

**Outstanding achievements:**

Positive feedback from public schools and graduates of SSEHV Certificate programs.

E.g. one of our graduates from the Newlands cluster who is really trying to make a difference in her community. We are so proud that she is extending her experience with the Human Values course to her community. She has started a tuition program for Grades 4 - 7 learners in subjects like Math, Science, English and Isuzulu and also the other smaller subjects. Classes are held from Monday to Friday from 1:30 pm - 3:30 pm at 2 primary schools. She is also mentoring senior learners to keep them away from negative influences that they are exposed to. Most of the children are either orphans or from single parent homes. All this is despite having a 5-month-old baby of her own to care for. She is currently using matriculates to assist her.

**Challenges:** Marketing

**Program Evaluation:** None

## *Spain*

### **Sathya Sai Education in Human Values (SSEHV) Classes in Risco de San Nicolás**

**Project Start Year:** 2014

**Location:** Las Palmas de Gran Canaria, (Canary Islands, Spain)

**Venue:** Community Center

**Project/Program Description:** This project started in connection with “Serve the Planet”, having the theme *Children—Our Future*. In a suburb of our city, a group of trained SSEHV teachers, in collaboration with the neighborhood social worker, offered to hold SSEHV classes. We were welcomed to hold classes once a month during the school academic year in a hall lent by the church. Because the children belonged to financially challenged families, they were given a snack bag at each class. The assistants and parents are very happy with the Values-based classes, which, until today, continue successfully.

**Number of SSEHV Teachers:** 4 - 6

**Number of SSEHV Teacher Aides:** 3

**Number of participating Project Location Staff Members:** 2

**Number of SSEHV students:** 25 - 30

**Age range of SSEHV students:** 8 - 11 years

**SSEHV project/program impact on community:** The classes have had a positive impact on the children who have benefitted from them, and in turn, their families, and thus the community. The Parish Priest and catechists have also expressed their gratitude and appreciation for the classes conducted.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing Project

**Program Evaluation:** None

## **Sathya Sai Education in Human Values (SSEHV) - Catechesis**

**Location:** Las Palmas, Canary Islands, Spain

**Physical Location of Project:** Catholic Church

**Year the Project Began:** 2014

**Number of SSEHV Teachers:** 3

**Number of SSEHV Teacher Aides:** 3

**Project Ages:** 6 - 10 years

**Total Number of SSEHV Students:** 24

**Ongoing or special training and/or activities:** Institute of Sathya Sai Education – South Europe (ISSE SE) trainers finished the Sathya Sai Education in Human Values (SSEHV) Standard Diploma Course.

Once a month the SSEHV Teachers are in charge of the Catechesis groups of children.

**Outstanding achievements:** The group of 5 SSEHV trained volunteers started this Community Program in 2014, as an activity prepared for *Save the Planet*, then it was agreed to continue once a month. The 24 children are distributed in five groups of 4 - 5 children, with one SSEHV teacher per group. The time of the lesson is 75 min.

**Challenges:** This is a neighborhood of low-income families. The lesson is prepared by the team of SSEHV teachers. As there are also two or three other volunteers, they can rotate.

**Program Evaluation:** None

**SSEHV Project is affiliated with Institute of Sathya Sai Education - ISSE SE**

**Additional comments:** The children are given a bag with some snacks: biscuits, sweet bread, chocolate and juice.

## **Sathya Sai Education in Human Values (SSEHV)**

**Location:** Las Palmas, Canary Islands, Spain

**Physical Location of Project:** State Infant and Primary School

**Year the Project Began:** Academic Year 2009 - 2010

**Number of SSEHV Teachers with Project:** 3

**Number of Project Location Staff Members Involved with Project:** 1

**Project Ages:** 6 - 8 years

**Total Number of SSEHV Students:** 12

**Ongoing or special training and/or activities:** 17 Teachers were trained up to the Diploma Level by the Institute of Sathya Sai Education - South Europe (ISSE SE)

**Parental involvement:** Yes

**Outstanding achievements:** At the end of the academic year the teachers and parents of the school are invited to share all the activities based on Values during the academic year and the experiences of the pupils.

**Challenges:** The main challenge has been the change of the school Directors and the involvement of other teachers of the school.

### **PROGRAM EVALUATION**

Yes. Have observed and conducted a formal evaluation of the program in the past 5 years by staff member of school and the tutor of class group

**SSEHV Project is affiliated with Institute of Sathya Sai Education: ISSE SE**



WALK FOR VALUES, SSEHV TAIWAN



## Taiwan

### Sathya Sai Education in Human Values (SSEHV) Educare Program

**Project Start Year:** 2000 – 2015. 2015 program was changed.

**Location:** Taipei, Taiwan

**Venue:** SSEHV Center

**Project/Program Description:** It first started as an unregistered kindergarten where children would attend class from 8:30 am – 11:30 am. This was later changed to an Educare program in 2015. In the current program, we recruit those 4 & 5-year-old students whose parent/grandparent or family member can come with them every day from 8:30 am – 11:30 am Monday to Friday. On Tuesdays and Thursday, the adults and kids attend different classes; otherwise, they attend the same class.

**Number of SSEHV Teachers:** 6

**Number of SSEHV students:** About 6 - 10 students each year

**Age range of SSEHV students:** 4 - 5 years

**Parental Involvement:** Most parents/family members actively participate in this program. They attend classes with their kids, prepare snacks, and clean the classrooms. They learn SSEHV teaching methods and learn how to design SSEHV lessons on Tuesday. Some of them become our volunteer teachers.

**SSEHV Parenting Program:** Yes / Ongoing

**SSEHV project/program impact on community:** This program has a good reputation in the community. We actively participate in different community events.

**Demonstrated understanding of a Value/Values: Testimonies:** One mom told us that she has changed a lot after participating in this program. Her husband noticed her change as well and was very happy about our program. Whenever there is a need in our center, he is always ready to lend a helping hand.

**Outstanding Achievements:** In 2016, Da-ai TV News introduced our program in a special report.

**Challenges:** Financial constraints are a huge challenge

**Publications and/or website links:** We have a quarterly newsletter and a Facebook page.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** No

**Status of project/program:** Ongoing

**Program Evaluation:** None

### Sathya Sai Education in Human Values (SSEHV) Big Tree SSEHV Weekend Program

**Project Start Year:** 1997

**Location:** Taipei, Taiwan

**Venue:** SSEHV Center

**Project/Program Description:** In this program we recruit students in the elementary, junior high, and senior high schools. Classes are conducted every Saturday for two hours.

**Number of SSEHV Teachers:** 8

**Number of participating Project Location Staff Members:** 3

**Number of SSEHV students:** About 30 - 40 students each year

**Age range of SSEHV students:** 6 - 17 years

**Parental Involvement:** Some parents are more active than others. The active ones participate in the teacher-parent meeting, prepare snacks, and clean the classrooms.

**SSEHV project/program impact on community:** This program has gotten a good reputation in the community. We actively participate in different community events.

**Demonstrated understanding of a Value/Values: Testimonies:** A volunteer teacher in the weekend program (*Big Tree* class) treats the students as his own children. Students usually stay longer to share their own stories/experiences/questions with him and ask for his opinion and guidance.

**Outstanding Achievements:** Appreciation certificates from different organizations after the services we conducted, such as charity service at Happy Mount and blood donation service.

**Challenges:** Financial constraints

**Publications and/or website links:** We have a quarterly newsletter and a Facebook page for the Big Tree class.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**Program Evaluation:** None

## *Thailand*

### **Sathya Sai Education in Human Values (SSEHV) Classes**

**Project Start Year:** 2012

**Location:** Bangkok, Thailand

**Venue:** Children's Home

**Project/Program Description:** Start with silent sitting, story-telling, singing Human Value song, group work and quotation.

**Number of SSEHV Teachers:** 4

**Number of participating Project Location Staff Members:** 1

**Number of SSEHV students:** 35

**Age range of SSEHV students:** 9 - 17 years

**Parental Involvement:** None, because in this Home most of the children are orphans, and some of them come from very poor families where parents cannot afford to look after them. These children are residents of the home.

**SSEHV project/program impact on community:** Sisters from the home appreciate SSIO Thailand for the improvement in the children's behavior.

**Demonstrated understanding of a Value/Values: Testimonies:** Children composed and sang Human Value song in Thai language

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**Comments/Information:** Children participate every year in Celebrations and Annual Sports Day.

## *Trinidad*

### **Sathya Sai Education in Human Values (SSEHV) - Enterprise**

**Project Start Year:** 2015

**Location:** Central Trinidad

**Venue:** ECCE Centre



ADULTS RACE, SSEHV THAILAND

**Project/Program Description:** Small class of 15 children. Most of them are preteens and teens. These are underprivileged children who live in an area where there has been ongoing gang warfare for a few years now. The unemployment rate is high and the children who attend class come mainly from single parent homes. SSEHV classes are held once a week. The children participate in the sports meet.

**Number of SSEHV Teachers:** 1

**Number of participating Project Location Staff Members:** A few persons assist in organizing, depending on the activity.

**Number of SSEHV students:** 15

**Age range of SSEHV students:** 5 - 13 years

**Parental Involvement:** The parents are cooperative; they are happy that their children are attending SSEHV class because they feel that it can steer their children in a positive direction and help to counteract the negative influences of the community in which they live. Parents give permission to the teacher to take their children on field trips, for drama presentation practice, to attend annual Sports and Family Day events and other organized activities. Some parents have also attended annual Sports and Family Day events with their children.

**SSEHV Parenting Program:** In Progress. The parenting program has not started yet, but there are plans to introduce the SSEHV Dynamic Parenting Program.

**SSEHV project/program impact on community:**

- The entire community is now aware of Sathya Sai Education in the five Human Values.
- The children recently took part in a drama presentation that was aired on television a few times, and this has created a greater awareness of the Values in the community.
- The community also benefits from an aspect of the project where meals are served twice a week.

**Demonstrated understanding of a Value/Values: Testimonies:**

- The children are developing an understanding of the Values, but they are short on practice when they go home because the intense home environment is unsupportive.
- They are exposed to caring, helping and empathy in the SSEHV class, but they do not see these Values in operation in their home environment. It's a dog-eat-dog world where they live and it's 'every man for himself' so to speak. For example, a child from the class was bitten by a dog. He felt scared and alone because, though people witnessed the incident, no one came out of their house to assist him for fear of the gang warfare prevalent in the area.
- A few of the children were very sad one Fathers' Day because they had no fathers to give the gifts and cards to that they made.
- In SSEHV class they work peacefully together; they show respect for the teacher; they cooperate; they take turns; they share and are loving. These actions demonstrate their understanding of the Values they are being exposed to.

**Outstanding Achievements:** The fact that the children are able to come out of their negative home environment to attend SSEHV class, is in itself an outstanding achievement, and they should be commended for their effort.

**Challenges:** Attendance issues:

- Some students have extra lessons in order to complete their secondary school entrance exam, which prevent them from attending SSEHV classes every week
- SSEHV classes sometimes clash with extracurricular activities (cricket, football and music practice.)
- Transportation limitations for students.
- SSEHV volunteers are hesitant to interact with children from the area because of the neighborhood violence. Personal safety is a big concern.

**Publications and/or website links:** The students took part in a Value- based drama that was aired on television a few times.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** The program has been suspended until the SEA exams are completed as the majority of the class are SEA students, and their priority at this time is on the extra lessons. The program was temporarily suspended in January 2018 and will resume in May 2018.

#### **PROGRAM EVALUATION**

**Summary of evaluation outcomes:** To ensure that each child puts into daily practice the following:

- Prayer before meals; Silent sitting; Daily prayer and meditation

**Comments/Information:** This project requires trained manpower: SSEHV teachers, counsellors, psychologists, law enforcement and social workers, teaming together to impact the community in a positive way. More hands are needed on board.

### **Sathya Sai Education in Human Values (SSEHV) - Learning Center**

**Project Start Year:** 2011

**Location:** Trinidad and Tobago

**Venue:** Learning Center

**Project/Program Description:** The Learning Center offers: SSEHV; Remedial classes; Free Internet Service; Community Development: Skills/Training programs; Community Outreach Programs; Health and Environmental awareness; Food/clothing/hamper distribution; Sports; Cultural programs

**Number of SSEHV Teachers:** 2

**Number of participating Project Location Staff Members:** 1

**Number of SSEHV students:** 45

**Age range of SSEHV students:** 3 - 20 years

**Parental Involvement:** Parents assist for: Diwali and Christmas programs. Some just send their children but never attend.

**SSEHV Parenting Program:** Yes

**SSEHV project/program impact on community:**

- More young adults are pursuing higher education and/or skills training.
- Slightly higher employment in and outside of the community
- Less alcoholism and drug abuse
- Fewer school drop-outs
- Less teen pregnancies

**Demonstrated understanding of a Value/Values: Testimonies:** Parent's comment: "The children who attend the Center are not found *liming*, (hanging around in cliques). Comments from two 5-year olds: "Mummy said God is in everybody" and "I will share my toys with Baby Jesus."

**Outstanding Achievements:** In 2013, the Ministry of Community Development, Culture and the Arts, awarded a Community Heroes Award. In 2015, the Ministry of Community Development, Culture and the Arts, awarded a Community Heroes Award.

**Challenges:** Attendance and participation; Lack of SSEHV volunteers; Semi remote location.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**Program Evaluation:** None

**Comments/Information:** The number of persons we serve through the Learning Center provides hundreds of underprivileged villagers, youths and children with the services. There is an annual environmental awareness hike to different sectors of the Nariva Wetlands– the largest wetland in

the West Indies and the Learning Center is at the edge of this Wetland. Other organizations partner with the Learning Center and take the children on outings.

## *Eastern Europe*

### **Sathya Sai Education in Human Values (SSEHV) Classes, the Lessons of Kindness. A Youth Program**

**Project Start Year:** March 2012

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Secondary School

**Project/Program Description:** There was a series of lessons for children in Grades 1 - 3 and the aim was to introduce children to Human Values and foster good habits.

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:** 1

**Number of participating Project Location Staff Members:** 1

**Number of SSEHV students:** 25

**Age range of SSEHV students:** 6 - 9 years

**SSEHV project/program impact on community:** The class teacher invited us to present lessons on Human Values.

**Demonstrated understanding of a Value/Values: Testimonies:** The teacher commented she found the various activities in the lessons interesting.

In the class about the conflict resolution, one of the children exclaimed: "That is what I really need!"

**Challenges:** The limited possibility of keeping *The Lessons of Kindness*.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** It has finished. The project continued until 2014.

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes

**Developed evaluation tools:** Yes, some tools were developed by me.

**Comments/Information:** The lessons aroused interest not only in the children, but also in the class teacher, and that gave rise to the possibility to provide more lessons on Human Values in her classroom in the future.

### **Sathya Sai Education in Human Values (SSEHV), Lessons of Kindness. A Youth Program**

**Project Start Year:** October, 2016

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Secondary School

**Project/Program Description:** The series of lessons was held for school children 8 - 9 years of age. The purpose of the course is to discover Human Values in the child, form positive habits and nurture good character.

**Number of SSEHV Teachers:** 1

**Number of participating Project Location Staff Members:** 1

**Number of SSEHV students:** 32 - 34

**Age range of SSEHV students:** 8 - 9 years

**Parental Involvement:** Some parents help children with their homework.



SSEHV CLASSES IN PROGRESS  
EASTERN EUROPE

**SSEHV project/program impact on community:** Parents responded positively to the classes and tried to bring children to the lessons on time, even though our classes started quite early.

**Demonstrated understanding of a Value/Values: Testimonies:** The class teacher wrote down students' feedback and comments in a notebook and took pictures of some parts of the lesson. She also took part in the discussion and in class activities. Children told that the *Lessons of Kindness* taught them to love, think and care about others.

**Challenges:** The time for the classes is too short, just 30 minutes.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, by me

**Comments/Information:** The class teacher is deeply interested in the *Lessons of Kindness*.

As she herself gets the experience and understanding of Human Values, the children will then open their hearts to those around them.

### **Sathya Sai Education in Human Values (SSEHV) Classes, the School of Kindness. A Youth Program**

**Project Start Year:** September 2011

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Reception Center for Children

**Project/Program Description:** There was a series of lessons for children aged 8 - 11 years of age. The aim was to introduce Human Values to the children and help them apply them in their lives.

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:** 3

**Number of SSEHV students:** 12

**Age range of SSEHV students:** 8 - 11 years

**SSEHV project/program impact on community:** The children received loving attention and experienced the warmth of care from people around.

**Challenges:** Limited access to the children in the Reception Center as they are frequently transferred to the orphanages midway during the year, causing disruption in lessons

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** It finished in December 2011 because of quarantine.

## ***United States***

### **Childcare After-School Program – Sathya Sai Education in Human Values**

**Project Start Year:** 2015

**Location:** Oxon Hill, Maryland, USA

**Venue:** Private After-School Program

**Project/Program Description:** A weekly direct SSEHV class is taught at the Childcare After-School Program to approximately 15 elementary and middle school students.

To accommodate the range in ages, two classes are held sequentially; the first for the elementary students (Grades K-5), and the second for the middle school students (Grades 6-9).

**Number of SSEHV Teachers:** 1

**Number of SSEHV students:** 15

**Age range of SSEHV students:** Grades K - 9



**Parental Involvement:** I try to interact with the parents when they come to pick up their children. They are all very grateful that their children are being exposed to SSEHV and several have commented on changes they have seen in their child's behavior.

**SSEHV project/program impact on community:** The SSEHV program has not had any impact on the community; just on the families that bring their children to the After-School Program

**Demonstrated understanding of a Value/Values: Testimonies:** I have noticed the children correcting each other if one of them says or does something that is not in keeping with the Values they have been exposed to. For example, if somebody speaks out of turn, the other children will remind them that they are not being respectful to me or to the child who is speaking. The older children are more likely to help the younger ones without being asked; in fact, sometimes there seems to be a contest over who will help the younger children!

I give a handout at the end of each class which includes the Life Application activity and a place for the student and parent to comment. Among the comments received:

- After a lesson on self-awareness, one parent wrote: "My child made a new friend, and introduced herself as nice, friendly, and someone who cares about people. I thought that was really nice and it showed me that she is learning in the SSEHV class."
- Also, after the lesson on self-awareness, another parent wrote: "Somebody said they didn't like something about my child, and she told them that they are wrong; that she is pretty and nice. They need to get to know her."
- Another comment: "I heard my child talking about your class to a friend. I thought it was nice that she really does take in what she is learning in your class."
- "My child is very consistent and always exhibits values such as being honest and she's very helpful to others."

**Outstanding Achievements:** After a class on service, the middle school students wanted to make something that they could sell to raise money for breast cancer awareness. They made rubber band bracelets and are selling them to their family, friends, and parents that come to pick up their children at the After-School Program. I gave them a list of organizations and they chose the one they wanted to support.

**Challenges:**

- Even though I have split the class into younger and older students, the range of ages makes it a challenge to design lessons to capture everybody's interest. The main issue is that the kindergarten children are really not able to sit through a lesson or concentrate on it. Next year, I will no longer include kindergarten students in the class.
- The other issue is getting students to complete the Life Application exercise and return the Life Application handout. When we discuss the prior week's Life Application, the children all have something to share about how they implemented the Sub-Value, but they are still not in the habit of filling out and returning the handout. I have reminded the parents and several will bring the handout back the following week but then it drops off.
- Attendance is not a problem since all the children come to the After-School program, but some of the children sometimes get picked up early so they do not benefit from an entire lesson.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**Program Evaluation:** None

**Comments/Information:** I have not done any formal evaluation, but informally I have noticed changes in the behavior of the students over the 4 years that this program has been conducted, most noticeably in the way the children act towards one another.

## **Sathya Sai Education in Human Values (SSEHV) for Formerly Homeless Women and Their Children**

**Project Start Year:** 2006 - 2011

**Location:** St. Louis, MO, U.S.A.

**Venue:** Center for Formerly Homeless Women and their Children

**Project/Program Description:** In 2006, the ongoing Project was implemented for abused and/or homeless mothers and their children. The partnering organization provides housing and a 2-year program for each of the families. Thirty-five case managers and staff, and a team of volunteers, including persons from the University of Missouri, St. Louis, and our local Public Broadcasting Station (TV) were trained in SSEHV.

A needs assessment conducted, with the organization's staff and clientele, provided the venue for the SSEHV program's inculcation into workshops for the women on health issues, etiquette, parenting skills, budgeting, tutoring classes and others.

The same SSEHV lesson plans presented to the adults were modified to age appropriateness and presented to their children. This helped to:

- promote dialog within the family about the lessons
- help provide a better understanding of the five Human Values, and
- promote better practice or daily practical application of the SSEHV lessons within the family structure.

The organization's Case Managers provided follow-up to the lesson plans during their home visits with the families. A local Center supported the project and Center members provided donations of used furniture, household supplies and toiletries, computers, quilts and lunches for each meeting.

**Number of SSEHV Teachers:** Over 35

**Number of SSEHV Teacher Aides:** 3

**Number of participating Project Location Staff Members:** 10

**Number of SSEHV students:** Adults: Approximately 75

Children: Approximately 100

**Age range of SSEHV students:** Adults and Children ages 5 – 15 years

**Parental Involvement:** Yes

**Challenges:** Executive Director resigned and the new Director did not support the SSEHV Project so it was discontinued after 5 years

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Discontinued in 2011

### **PROGRAM EVALUATION**

**Formal evaluation:** Evaluation administered to organization's staff and clientele after each session.

**Summary of evaluation outcomes:** SSEHV Project very well received by both staff and clientele.

Clientele (mothers) also felt their children greatly benefited from SSEHV:

- The lives of families at our location are plagued with so many crises such as mental and physical, illness, sexual, physical and economic abuse, classism, racism, and many economic and education difficulties. The Sathya Sai Education in Human Values service project looks at true core Values families need to help them avoid and /or better deal with the above issues through singing, stories and writings. The holistic approach helps to reinforce these important Values to the families.
- Your positive and uplifting staff is greatly appreciated.
- This is an excellent program for children because they are taught using an unconventional approach on topics they may not have learned about in another setting. They learn about topics that can help mold and guide their steps throughout the rest of their lives.
- I think it is a good program. It lets you get stuff off your chest and if you don't talk about anything it allows you to listen to what others are saying.

- You all have been doing a dynamic job. I have observed the children. Many of them are growing. They are learning that you can't change others but you can change yourself. Silent sitting is great.
- I love hearing the children tell their mom what they discussed. Often the children help to teach the parents.
- Children are optimistic and learning and they help encourage the parents.
- I like the silent sitting and listening to the music. I listen to it at home in the morning. Even though I don't share a lot, listening to everyone else who is in the same situation helps.

**Project Volunteers:**

- I am grateful to God, the divine healer, for allowing me to enjoy a little of this experience; bringing medical advice to these strong, sensitive women on issues relevant to their physical, mental and spiritual health has expanded my personal healing. I am so touched to see the effort that they put in to caring for their children while trying to take care of them too; it sets a great example for me with my children. I am very blessed to have this opportunity to empower women and children to lead healthier and happier lives.
- After being involved with this project since its inception, I have come to appreciate life more. Working with the children and the women has been a very rewarding experience for me. It is amazing to see their faith and determination and their ability to make the most out of any situation. I feel that I learn more from them each time I am with them and it is a true blessing to be part of this project.
- Coming to this project has filled my heart like no other project so far. Here we see women- who are actually trying to find their place back in society- and the hardships they have to overcome are huge. Being with them, learning along with them not to give up and to count on the higher loving forces for support has been an eye opener. The love we give and get in return is priceless- it has truly helped us all "Expand the Light."
- Expressing the experience in words is not so easy. We feel so blessed that we are becoming useful as instruments in the Divine's hands. The outcome is always Joy. We sometimes feel " 'what we are trying to share with divine energy' is a very minimal part of what we get from the same Divine energy. Getting hundreds of fruits because of God's grace and we are offering one fruit out of it".
- To me, being able to participate in a program like this is a blessing by itself. I know it is a small drop in God's overall effort, but I learned every drop counts. This is just a beginning in the computer learning process. We need more ways and ideas to get interest in the attendants. But I pray that please make me part of this in whatever small way I can contribute!
- I feel I am very blessed to get involved in this project since I get to directly connect myself with the children of the world whom I didn't know before... But, it tells me vividly LOVE and the energy of the children takes us to different planes. It gives me the golden opportunity to know and to help these children at least a smaller amount of the time/material/ love that we gave to our biological children. I want to be part of their lives to influence their confidence, strength and character. God has given us so much it is our time to give that back with love/ honor and dignity to the needy ones. I strongly felt when I was in the midst of the children that they were all very rich and great human beings. They are richer than us volunteers in many ways. They all are blossomed flowers from such hard family hardships and still they smile, they talk with humor, they don't worry, they don't mourn. We can mutually and certainly learn a lot from them and bring a difference in their lives (a good chance of transforming our psyche and to understand our own ego.)
- As far as the adult (both mothers and sisters) women are concerned I would like to get more involved with them when the time comes. I am glad they are all receptive to all the programs we offer. It is a good start. This entire experience helps me understand my ego of "me and mine only" and to see the real world through clean glasses.

- Serving the children gives me much joy, the children have so many Values and the divine energy within them; we are mere instruments in bringing SSEHV to them. We asked the children to do a role play about positive thinking and negative thinking and so many of them could not think of anything negative. That should make us realize the purity all children have inherent in them.
- This opportunity to be with women and their children has been the most uplifting experience I have ever had in my life. Having been involved in this project from the beginning and to see it grow is very inspiring. We can see how sincere and committed these women are in learning the Sathya Sai Education in Human Values. They truly appreciate the Values being taught to their children. It is amazing to see how these kids imbibe the Values. When I am there I learn so much from these women, their strength, courage and faith in God is amazing. The love I receive from kids and mothers is priceless!

## **Sathya Sai Education in Human Values (SSEHV) Teen Project for City Health Department**

**Project Start Year:** 2008

**Location:** St. Louis, MO, U.S.A.

**Project/Program Description:** The *Teen Peer Education Program* was under the leadership of the St. Louis City Health Department Commissioner and the Chief of Family and Community Health and Department of Health Promotion and Education.

SSEHV became a component of the program. The teens developed and presented an SSEHV skit which was performed, filmed and televised on Education Station in Metro St. Louis area. Two of the teens were reformed gang members.

On behalf of the Health Department, they made presentations at their schools, churches and community on youth health-related issues and integrated what they learned about SSEHV into their talks.

**Number of SSEHV Teachers:** 1

**Number of participating Project Location Staff Members:** 4

**Number of SSEHV students:** 5 teens and 5 adults. Total: 9

Exposure to SSEHV: approximately 5,000 persons

**Age range of SSEHV students:** 16 - 18 years + Adults

**SSEHV project/program impact on community:** Huge impact on community. Based on teen peer educators integrating SSEHV principles into school, church and community presentations on health-related issues.

**Demonstrated understanding of a Value/Values: Testimonies:** See SSEHV Skit Video at <https://1drv.ms/v/s!AmZnQ4vAUdkJer1ienJPh0yHges>

**Outstanding Achievements:** The video-taped SSEHV Skit was outstanding and is still being used worldwide. It was shown numerous times locally on public television.

**Challenges:** None other than simply working with teenagers!

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Has ended due to end of funding of City Health Department's Teen Peer Education Program

### **PROGRAM EVALUATION**

**Formal evaluation:** The results of the video-taped SSEHV skit can be considered a good project outcome

**Comments/Information:** Excellent project for teens and teen peer educators.

## **Sathya Sai Education in Human Values (SSEHV) Women's Project**

**Project Start Year:** 2015

**Location:** St. Louis, MO, U.S.A.

**Venue:** Community Outreach Center St. Louis, MO

**Project/Program Description:** Sathya Sai Education in Human Values classes for women preparing to enter or reenter the job market.

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:** 1

**Number of participating Project Location Staff Members:** 1

**Number of SSEHV students:** Adults - 15

**Age range of SSEHV students:** Approximately 21 – 50 years.

**SSEHV Parenting Program:** Not at this time.

**SSEHV project/program impact on community:** Too early to know

**Demonstrated understanding of a Value/Values: Testimonies:** The women seem to have a deep sense of understanding of the Human Values but admit to the lack of understanding of how they work in everyday practical life application.

**Challenges:** Slow process of getting project up and going.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Sporadic

### **PROGRAM EVALUATION**

**Formal evaluation:** Evaluation administered to organization's staff and clientele after each session.

**Comments/Information:** The SSEHV direct approach is integrated into Mentoring program for women entering or re-entering the workplace after coming off welfare. The program women are paired with successful professional women in a mentee- mentor relationship.

Monthly meetings are held, bringing all the mentees and mentors together for sharing, inspirational speakers and SSEHV.

At the end of each SSEHV lesson, the women are strongly encouraged to focus on the lesson's practical application (one of the SSEHV indirect approaches) as a follow-up to the SSEHV lesson.

To encourage the follow-up, they each are given a colorful laminated copy of the "Positive Thought" and the "Story" used in the lesson along with other materials relevant to the SSEHV lesson.

The project will be ongoing in 2017. At some point, the project will coordinate with the annual Medical Camp.

## **Sathya Sai Education in Human Values (SSEHV) for Abused Women and Their Children**

**Project Start Year:** 2010

**Location:** St. Louis, MO, U.S.A.

**Venue:** Center/Shelter for abused women and their children

**Project/Program Description:** The Center is an emergency home for abused women and their children. The women leave their homes and take shelter in safe houses to protect themselves and their children.

Most of them do not have the tools for gaining independence and to become self-sufficient. This is due to variety of factors including lack of education or job experience, low wages, loss of job, illness and injuries from being a victim of domestic violence or in controlling relationships.

Our team members conduct SSEHV sessions with the women and their children to inspire, motivate, and help them gain self-confidence alongside extending our selfless love.

We conduct workshops and arrange different motivational speakers to present topics such as Leadership, Money Management, Forgiveness, Health and Exercise, Nutrition, Time and Stress Management and Discipline, etc.

Volunteers that are unable to attend the service project donate food, beverages, toys, and other items for the women and children.

We usually start the women's program with silent sitting and a positive thought and discussion of the Positive Thought before we present a particular topic workshop for the day. Then we have interactive discussions on the topic and end with a Value song that is related to the topic.

We celebrate Mothers' Day and other holidays and festivals with the women and children. They look forward to our visit!

The *Children's program* is conducted separately. Also topics for both groups include national cultural occurrences in that month, for example, January is Martin Luther King Jr. Birthday, so in accordance, we discussed his life and teachings and his non-violent outlook. February is President Day, so we discuss George Washington and Abraham Lincoln's values of leadership and honesty. In March, we celebrate St Patrick's Day. April is Earth and Arbor Day; therefore, we try to instill the worth of our world. In May, for Mother's Day, the children make beautiful Mother's Day cards and gifts for their mothers. We always celebrate Christmas with the giving of gifts and a fun filled activities.

After 1 ½ hours, the children re-join their mothers and show them all the exciting things they did that day. Then everyone enjoys a healthy lunch provided by the volunteers.

**Number of SSEHV Teachers:** 3

**Number of SSEHV Teacher Aides:** 5

**Number of participating Project Location Staff Members:** 5

**Number of SSEHV students:** 25 adults and 10-15 children per session. Over 5 year period, project served approximately 200 women and 75 children

**Age range of SSEHV students:** Female Adults and Children (5 -15 years)

**Parental Involvement:** Yes

**SSEHV Parenting Program:** No, but in retrospect, it would have been ideal

**Challenges:** Women and children only allowed to live at location for a period of 3 months. Therefore, their exposure to SSEHV classes was short-term. Therefore, we created dynamic, impactful lesson plans to make an impact on the Value of SSEHV's Human Values in their lives.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Additional information: This project was discontinued in 2015. We began having problems with staff members not informing women of upcoming SSEHV workshops, the cancellation of SSEHV workshops without notification and general confusion as to our needed set-up for workshops. Perhaps we can get it back on track.

#### **PROGRAM EVALUATION**

**Formal evaluation:** Evaluation administered to participants after each session.

**Comments/Information:** The women always showed and expressed their appreciation of the SSEHV Program and its team of volunteers.

There was one incident of them being very detached and disengaged upon our arrival. We stuck it out and halfway through the session they informed us a particular lady, had been severely beaten by her partner and hospitalized. After a short stay at the hospital, she was discharged to the Center/Shelter. The night before she died in her room. Needless to say, our presentation shifted and at the end of the session, the ladies thanked us profusely for being understanding of their behavior and for helping to uplift their spirits. This is the impact of SSEHV!

### **Sathya Sai Education in Human Values (SSEHV) Afterschool Project**

**Project Start Year:** 2002 - 2011

**Location:** St. Louis Missouri, USA

**Venue:** Community Organization with 4 locations in city of St. Louis

**Project/Program Description:** A non-profit community organization choose the SSEHV Program as their afterschool and summer youth program of choice for their 4 locations throughout the city of St. Louis. The social service organization serves low- income children, families and this community at large. A team of seasoned trainers conducted an SSEHV training for the organization's youth program teachers, center directors and administrators. Ongoing refresher trainings were conducted regularly and approximately 150 teachers were trained and/or retrained in SSEHV. This number includes college students that work with the organization's Summer Day Camp and interns from various colleges in the metropolitan area.

The children's program teachers developed lesson plans and conducted the SSEHV program classes at their respective locations.

New staff were mentored in SSEHV by existing staff members until the annual refresher training was held.

The project was overseen by the SSEHV project coordinator. A part of the tasks were to conduct observations of SSEHV classes as they were taught and make recommendations for improvements.

The SSEHV Project was strongly supported by the Executive Director, a minister; the Director of Programs and Directors at each site location and the Counselor.

In collaboration with other community agencies, we organized and held a *Walk for Values Parade/Event*. A picnic in the park with entertainment was held after the walk.

**Number of SSEHV Teachers:** Over a 9-year period, approximately 150

**Number of SSEHV Teacher Aides:** Included in above number

**Number of participating Project Location Staff Members:** All staff members that worked with the children; approximately 150

**Number of SSEHV students:** Over 700

**Age range of SSEHV students:** 5 - 12 years

**Demonstrated understanding of a Value/Values: Testimonies:** "The Sathya Sai Education in Human Values program has proven to be priceless. I have had the opportunity to observe children pre-Sathya Sai and post- Sathya Sai. Children not previously exposed to the Sathya Sai program often times exhibit the inability to tolerate others' opinions, differences or choices. However, after being introduced to Sathya Sai not only do the children learn to tolerate others' differences, opinions and choices, they learn how to disagree peacefully. The program is so skillfully designed, anyone can teach the disciplines and character traits intended of each lesson.

Sathya Sai appeals to all senses allowing no child to be left behind. Whether children are auditory learners, visual learners or kinetic learners the program reaches them all. The program is packed with both character traits and Human Values. Each lesson is linked with a culminating life applicable lesson. The lessons not only enhance the children's ability to learn; it permits the teacher to be creative as well.

The lessons are designed so that they can be comprehensively mastered by the children. ..." (After describing the five techniques, the counselor continues) ...In conclusion, a life applicable lesson is introduced by the teacher allowing the child the chance to see how they can link the character trait or Human Value into their personal lives. The Sathya Sai program is truly invaluable. I am proud to teach the Sathya Sai program to the children at our organization and our affiliate agencies."

Counselor, M.ED, PLPC

**Outstanding Achievements:** We organized and held a *Walk for Values Parade/Event* which was coordinated with other community agencies.

A division of the USA Department of Education would periodically check with the organization on its Character Education Program (SSEHV) and pleased with the reports, recommended a major University to adopt SSEHV for their Summer Youth Program. An SSEHV training was held at the University for its summer program staff.

**Challenges:**

- The SSEHV teachers sometimes encountered problems in finding Human Values related songs and stories relevant to the community in which they served.
- The SSEHV Project ended when there was a change in Executive Director of Neighborhood Houses and the new ED didn't support the project

**SSEHV program affiliated with an Institute of Sathya Sai Education:** SSEHV Project affiliated the USA SSEHV Foundation before the Institute of Sathya Sai Education came into existence

**Status of project/program:** Ended in 2011

**PROGRAM EVALUATION**

**Formal evaluation:** Evaluation administered at end of each SSEHV teacher training.

**Comments/Information:** The SSEHV Program was strongly supported by the organization's Executive Director (a minister), Director of Programs, Social Worker and Counselor. This greatly contributed to its longevity and its success.

## **Sathya Sai Education in Human Values (SSEHV)**

**Project Start Year:** 2012 - 2016

**Location:** Ashburn, Virginia, USA

**Venue:** Private home/Community Center

**Project/Program Description:** Regular SSEHV Classes

**Number of SSEHV Teachers:** 1

**Number of SSEHV students:** 13

**Age range of SSEHV students:** 9 - 12 years

**Parental Involvement:** Yes

**Outstanding Achievements:** The class started out in the home of a friend. All of the students were kids of her friends who wanted Values education. At first, the kids were very reticent to speak up as everything about the class was very different than anything they had experienced.

However, as the first semester progressed (and over the next four years), I saw an enhanced awareness of putting Values into action in their everyday lives. This was evident from comments they would make in class -- they all wanted to share their experiences from the previous week, and from conversations I had with the parents. For instance, a parent remarked that her child had said that something was the right thing to do -- and that they had learned this in the Human Values class. Food service at homeless shelter -- students cooked and served breakfast to residents. One parent shared that her son said that the service made him feel really good and he really enjoyed the activity. In fact, they wanted to do it regularly (we did go back a few times). Many of the parents and their kids had not engaged in service activities before so it was a wonderful learning experience for all.

**Challenges:** In the final year, the class moved to a community center, to allow additional students to attend.

Unfortunately, the center was only available twice a month, and during the holidays, only once a month. Kids stopped coming regularly as they filled up the SSEHV class time with other after-school activities because SSEHV was not being held weekly.

This experience confirmed that these classes have to be held weekly, otherwise the continuity in learning is lost. The class ended in June at the end of the school year, and I did not resume it in September because we couldn't find a venue for weekly classes.



**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ended

#### **PROGRAM EVALUATION**

**Formal evaluation:** Not formal but informal observation of changes in students

### **Sathya Sai Education in Human Values (SSEHV) Inner Strength - Self Awareness Integration**

**Project Start Year:** 2005

**Location:** New York, USA

**Venue:** County Jail

**Project/Program Description:** Discussion Groups

**Number of SSEHV Teachers:** 1

**Number of participating Project Location Staff Members:** 2 (Correctional officer and Counselor)

**Number of SSEHV students:** 15

**Age range of SSEHV students:** 20 years and above

**Demonstrated understanding of a Value/Values: Testimonies:**

**Outstanding Achievements:** The ingenious program and introduction of *3HV (Head-Heart-Hands)* on prisoners from different groups – making them to reflect on their lives which no one was able to do earlier on.

Several 'Aha moments' were described in their write-ups (proceedings for the graduation event) which were compiled and distributed at the graduation ceremony.

**Challenges:** Challenging to get them to submit their written reflections of each previous session. Always one or two trouble makers.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes. There is always a sit-in officer and a counsellor of each participant and they see the hand-outs and written reflections.

**Comments/Information:** In almost every weekly session, God's presence was felt in some way or other. So, it's more for me than for them.

### **Sathya Sai Education in Human Values (SSEHV) - P.A.D.O. (Principled Partnerships for Progressive Aptitude Development and Orientation)**

**Project Start Year:** Two locations – 2015 and 2016

**Locations:** Colorado USA

**Venue:** Youth Services Center and County Judicial Community Service

**Project/Program Description:** SSEHV Values Character Development combined with Community Service Life Application *Transformation for Life*

**Number of SSEHV Teachers:** 1

**Number of participating Project Location Staff Members:** 1

**Number of SSEHV students:** 27

**Age range of SSEHV students:** 17 - 21 years

**SSEHV project/program impact on community:** Powerful impact drawing out innate goodness, Values and authentic life application relevant to all.

**Demonstrated understanding of a Value/Values: Testimonies:** Weekly testimonies from self-reflections of how students used the Values taught the week before - bringing new light to all that is needed is within- and the foundation of love, our "super-power"!

**Outstanding Achievements:** Several students became mentors for others in the program utilizing their strengths to serve and better their community. Also, two students created a mentor program focus for young girls at risk. "How can I use the lessons learned to give back and encourage others?" Focus shift from "what do I get?" to "what can I give?"

**Challenges:** Limited time with students beyond class and community service once a week as they are under supervision from the state.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ended January 2018

#### **PROGRAM EVALUATION**

**Formal evaluation:** No, but I am in consistent contact with ISSE-USA concerning PADO's progress, sending updates and adjusting to needs.

**Readymade evaluation tools:** The Value Reflection and Life Application Sheet Pre/Post Self-Assessment at <https://1drv.ms/b/s!AmZnQ4vAUdkJeZ5o7I2cVZf4PWA>

**Summary of evaluation outcomes:** The main outcomes of my evaluation of these "Youth in Need", both in Pueblo and Centennial, progressive character development through life application and community service within SSEHV lessons taught evidenced in self-reflection, perspective, and life choices for greater good. This, in turn, creates hope, confidence, self-inquiry and life sustaining skills, transforming students with love, inside out. Seeing their families and communities through the eyes of "needs assessment"; then creating solutions and service projects to address them. Powerful!

**Comments/Information:** Many of the girls or young women in this Community Project/Program had no access to anyone showing them love, a new perspective of themselves and options in life, different from their difficult circumstances. Arriving angry, beat down, and hopeless, life stories unfolded as week by week, story by story, one by one, sharing small victories of how innate goodness is always available for life.

There is always someone in need and something we each can give.

### **Sathya Sai Education in Human Values (SSEHV) in Caring Communities Afterschool Program**

**Project Start Year:** 2000s

**Location:** St. Louis, Missouri, USA

**Venue:** Public School Annex

**SSEHV Community Project Description:** SSEHV was integrated into an existing 5-day per week afterschool program. The children attended the elementary school across the street from the school's annex building. Student interns from a local university assisted with the program. SSEHV was an integral part of the daily schedule. Sometimes lesson plans were extended over a 1-to-3-week time period with a change in activity, song etc. This worked well in assisting the children gain a deeper understanding and greater comprehension of the Human Values and Sub-Values.

Emphasized:

- Good manners – Children greeted each day with: hello, how are you, how was your school day and their responses were acknowledged. When eating snack, children were taught and encouraged to practice good table manners.
- Cleanliness - Handwashing after using bathroom and before having snack; handing up coats, book bags, etc. and care of paper, pencils, crayons etc.
- Orderliness - Children taught to form lines of two to walk from school to program building and encouraged to always walk rather than run in hallways.
- Thankfulness - Children were allowed to write prayers and recite them before eating their snacks.
- Not wasting food - Children designed posters to place on trash cans as a reminder to not



SSEHV AFTERSCHOOL PROJECT  
USA

waste food. Children reminded and discussed being thankful for the food they receive. Colorful Human Values and positive thoughts posters were placed in classrooms, hallways and entrance of building.

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:** 4

**Number of Project Location Staff Members:** 4

**Number of SSEHV students:** 35

**Age range of students:** 6 - 12 years

**Parental involvement:** Yes. Parents sometimes helped with activities.

**SSEHV impact on the school and/or community:**

- The Principal of the school the children attended stated the positive change she observed in the SSEHV children and was very supportive of the program.
- A 99-year-old lady that lived in the neighborhood gave space next to her home for the children to grow a garden. The food grown was shared with the neighbors and the children, in this low-income area, took some home.

**Examples of children's or adult's participants' specific words or actions that demonstrate their understanding of a Value/Values including any testimonies:** Parents loved the SSEHV program. The children developed talks and plays about the Human Values and made presentations for the parents. The children helped design an Instruction Booklet and a decorative cloth for a Peace Table. If there was a conflict between the children, they would go to the Peace Table to discuss the conflict. The guidelines in the Booklet were adhered to. Once resolved, they would ring the bell on the table to let adults know they had amicably and peacefully resolved their conflict.

**Outstanding Achievements:** Ecology Project: We obtained a Rain Forest Educational Kit free of cost from local Zoo with videos, puppet shows, and other educational materials. SSEHV lessons plans were developed on the topic. The children built a Rain Forest on classroom blackboard; wrote essays and poems on ecology, conducted puppet shows, and went on field trips to Botanical Gardens and the Butterfly House. They were instructed to observe the neighborhood and their own neighborhoods for different kinds of trees, plants and flowers and birds, with the goal of appreciation for the beauty of nature and the need to protect it.

**Challenges:** None

**Has the program ended?** Yes. *Caring Communities* no longer exists.

**SSEHV project/program affiliated with the Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None for SSEHV. The overall program was evaluated by the organization and the State.

**Additional Comments:** This was an excellent well-received, afterschool program and can be a model for others to use.

## **SSEHV Program for At-Risk Young Adults and Adults**

**Project Start Year:** 2008

**Location:** Fairfax, VA, USA

**Venue:** Non-profit organization (OAR of Fairfax)

**Project/Program Description:** Sathya Sai Education in Human Values weekly classes were offered as part of a prison re-entry program, called The Beacon. This program was implemented under the auspices of a non-governmental organization called "OAR of Fairfax County (Virginia);" OAR stands for "Opportunities, Alternatives, and Resources." OAR brings volunteer mentors, life skills and other classes into the Fairfax County, VA jail, and provides resources, classes, and assistance once inmates are released. The Beacon Re-entry Program's objective was to allow formerly incarcerated

individuals to develop the skills and values needed to re-enter society and rebuild their lives. Character development and values training were a critical component of this program.

**Number of SSEHV Teachers:** 2

**Number of SSEHV students:** 10

**Age range of SSEHV students:** 40-55

**Parental Involvement:** The participants were all adults. Their family members were aware of their involvement with the program and were supportive but there was no direct contact with any of the family members.

**SSEHV project/program impact on community:** The participants were all incarcerated or formerly incarcerated individuals. They joined this program because they wanted to successfully return to society and not repeat the mistakes that landed them in prison. Through this program, they were able to turn their lives around, successfully gain employment, and learned better ways to respond when faced with difficulties or adversity. The recidivism rate for most formerly incarcerated individuals averages around 60%. These participants were able to successfully re-integrate into society and positively contribute to their communities.

**Demonstrated understanding of a Value/Values: Testimonies:**

- “The most important thing I have learned is that all of these values are already inside everybody.” – Beacon Participant
- “Human Values identifies the person in you that you do not see.” – Beacon Participant
- “[SSEHV] has taught me to stop and think before reacting. I’m trying really hard to internalize the qualities in the lessons.” – Beacon Participant
- “The [SSEHV] Program has changed my approach to people and situations.” – Beacon Participant
- “The Human Values course keeps me in touch with other aspects of my development and I can admit that I am more thoughtful and considerate in words and deeds. I look forward to the challenges ahead with a much sounder mind....” – Beacon Participant
- “I’ve been told by a lot of people that I seem to be taking this [a negative situation in participant’s life] too well. I think Human Values altered my thinking and I just realize it could’ve been worst [sic] and I’m grateful. ...I truly learned, absorbed, and utilize much that I learned from my experience.” – former Beacon participant

**Outstanding Achievements:** There were many moments that underscored the amazing impact that the SSEHV program had on the lives of the participants. For example, one student received a letter that initially made him angry, and his immediate reaction was to respond in anger. Instead, he realized that the only person that would be hurt by this would be himself. Another student said that he is trying to apply the lessons he has been learning in class. He now stops and thinks before reacting, and is really trying to internalize the qualities in the lessons. There have been many incidents when we have observed the participants learning to connect with and act from their heart.

**Challenges:**

- There were many challenges in bringing SSEHV to incarcerated and formerly incarcerated individual. Our students have all been men in their late 40’s and 50’s. One challenge was overcoming habitual behaviors built up over a lifetime. During the first class, we explained that one of the goals of the class was to demonstrate that there are alternate ways of behaving. We explained that the values are inherent to everyone and that usually, at a young age, we learn how to tap into these values, and these help develop our character. However, due to life’s circumstances, not everybody is guided on how to practice these values, and instead we learn the easiest way – not necessarily the smart way – to react to situations. In time, we react out of habit, and these habits can stay with us our entire lives –

they're comfortable, they're known, the results are predictable – even if they ultimately hurt us. So changing behavior patterns developed over a lifetime can be challenging.

- A second challenge is these men were never taught to listen to their “inner voice.” This is basically the reason they react without thinking of the consequences both to themselves and to those around them. When asked, all of the participants acknowledged that when they did something “wrong,” they did know it deep down inside. They just choose to ignore that voice – their conscience.
- Another challenge was to develop a level of trust between the participants and us. These men have learned that the only person they can trust is themselves, so to learn to trust somebody else is not easy. From the first class, the participants are told that everything they share will remain in the classroom (except if there is imminent danger to them). That they were able to open up and share experiences showed that they learned to trust us.
- Probably the greatest challenge was having the participants learn to trust and forgive themselves. Because their habitual behaviors led them to incarceration, they had low self-esteem and self-confidence. Teaching them to trust and like themselves – and forgive themselves for their past actions – was our greatest challenge. Unless they were willing to forgive themselves and learn from their past mistakes, they could not change their behavior patterns and re-enter society. Many of our lessons focused on these issues.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** ended due to inability of OAR to raise funds to sustain the Beacon Re-entry Program

**Program Evaluation:** Progress was measured anecdotally, through responses on the “Character Traits Inventory,” and responses on the “Beacon SSEHV Survey”:

- Anecdotally, we saw slow but steady progress during the duration of the program. As participants became comfortable with us and with the programs, they became very engaged and responsive. Their summaries of their life application experiences were usually thoughtful. At the beginning, the responses usually consisted of a few words, or the life application wasn't completed in full as they said that they did not have an experience to write about. However, through discussions it was apparent that they did have experiences to write about. For example, one of the lessons was on selfless service, and the life application asked them to write about ways they helped others during the week. When it came time to review the life application, two of the participants said they hadn't done anything to help others. However, upon review, it was apparent they helped others without realizing because it wasn't a “big deal”; it just came naturally to them and was something they do regularly. We explained that this is the primary reason for the life applications, to bring these qualities to their conscious level. We constantly stress that we are not “teaching” them anything new, just making them more aware of their reactions and responses. This in turn has led to more complete and substantial responses to the life applications.
- We have seen their comfort level rise as well and they genuinely seemed to enjoy the classes once they realized they were in a non-threatening, loving environment, and which allowed them to open up and give honest responses. Over time, they began to realize that although the choices they made in the past were not always the best, they don't define who they are, and they gained confidence as they learned new ways to confront issues.
- Another way we measured progress was through regular completion of a “Character Traits Inventory.” In response to statements such as “I like myself,” “I like the choices I make,” or “My past does not have to define my future,” participants check whether they agree “A

little," "A lot," or "Not at all." The responses give us one way to measure progress. For example, in response to the statements "I like the choices I make," and "I am happy with my problem-solving abilities" one participant had checked "A lot" the very first time. Since then, he has checked "A little." This shows that he is realizing that he can be making better choices. However, for the statement "I believe I can do anything I set my mind to," the initial response was "A little" and that has now changed to "A lot," which seems to indicate that they have a more positive view of themselves and their future.

### CHARACTER TRAITS (HUMAN QUALITIES) INVENTORY

Name \_\_\_\_\_

Date \_\_\_\_\_

Read each statement. Think back to the answers you gave on the last three questionnaires. Complete this now and we'll compare your thinking now with then. Check the response that you believe to be true now.

	Not at all	A little	A lot
1. I like myself.	_____	_____	_____
2. I like the choices I make.	_____	_____	_____
3. I like the way I look.	_____	_____	_____
4. I am happy with my abilities.	_____	_____	_____
5. I like my family.	_____	_____	_____
6. I am happy with my problem-solving abilities.	_____	_____	_____
7. I believe I can do anything I set my mind to.	_____	_____	_____
8. I can contribute to society.	_____	_____	_____
9. My past does not have to define my future.	_____	_____	_____
10. I am able to accept the things I cannot change.	_____	_____	_____

I would like to improve the following qualities:

- 
- Another tool we used to measure progress was a "Beacon SSEHV Survey," which consisted of six questions which asked if each component of the lesson plan and SSEHV in general has been helpful to the participant in their daily life (they answer yes or no and then explain). Without exception, all participants felt that all components and SSEHV in general had been beneficial. They all said when faced with various situations, they will remember a quote or parts of a story or song, and they all noticed a change in their behavior.

**Comments/Information:** SSEHV was truly transformative for the participants in this program. After the program ended, I received emails from a few of the participants acknowledging how the classes continued to impact their lives and the decisions they made. They were extremely grateful to have had the opportunity to experience SSEHV and looked forward to embracing their future endeavors with the knowledge that they were able to trust themselves and the choices they would be making.

## *Eastern Europe*

### **Sathya Sai Education in Human Values (SSEHV) Series of Lessons on the Theme, Leadership Teen Program**

**Project Start Year:** October, 2015

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** School

**Project/Program Description:** A series of 5 lessons on the theme *Leadership* for teenagers.

**Number of SSEHV Teachers:** 1  
**Number of SSEHV students:** 30  
**Age range of SSEHV students:** 14 - 16 years (Grades 8 – 9)  
**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes  
**Status of project/program:** Ongoing  
**Program Evaluation:** None

### **Sathya Sai Education in Human Values (SSEHV) Classes. A School Teachers' Program**

**Project Start Year:** February 2015  
**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)  
**Venue:** School  
**Project/Program Description:** A series of 7 lessons on Human Values for school teachers. The duration of the training was 2 academic hours over 7 days during specially designated hours.  
**Number of SSEHV Teachers:** 1  
**Number of SSEHV students:** 13 Teachers  
**Age range of SSEHV students:** 20 - 50 years  
**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes  
**Status of project/program:** Ongoing  
**PROGRAM EVALUATION**  
**Formal evaluation:** Yes by the director of the school

### **Sathya Sai Education in Human Values (SSEHV) Classes**

**Project Start Year:** February 2016  
**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)  
**Venue:** School  
**Project/Program Description:** A series of 14 lessons on Human Values for school teachers. The duration of the training was 2 academic hours over 14 days during specially designated hours.  
**Number of SSEHV Teachers:** 1  
**Number of SSEHV students:** 28 teachers  
**Age range of SSEHV students:** 20 – 50 years  
**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes  
**Status of project/program:** Ended April 2016  
**PROGRAM EVALUATION**  
**Formal evaluation:** Yes, by the director of the school

### **Sathya Sai Education in Human Values (SSEHV) Lessons on the Theme, Leadership**

**Project Start Year:** April 2016  
**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)  
**Venue:** School  
**Project/Program Description:** A series of 6 lessons on the theme *Leadership* for teenagers.  
**Number of SSEHV Teachers:** 1  
**Number of SSEHV students:** 90 pupils from Grades 7 - 9  
**Age range of SSEHV students:** 14 - 16 years  
**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes



**Status of project/program:** Ended in May 2016

**Program Evaluation:** None

**Comments/Information:** The series of lessons had a big impact on the students. They were filled with kindness, magnanimity, respect and love for each other and adults.

### **Sathya Sai Education in Human Values (SSEHV) Lessons on the Theme, Leadership for Teenagers**

**Project Start Year:** October, 2017

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** School

**Project/Program Description:** A series of 5 Human Values lessons on the theme, *Leadership*, for teenagers.

**Number of SSEHV Teachers:** 1

**Number of SSEHV students:** 87 pupils from Grades 7 - 9

**Age range of SSEHV students:** 14 - 16 years

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ended in November 2017

**Program Evaluation:** None

## **Venezuela**

### **Sathya Sai Education in Human Values (SSEHV) Knowledge of the Self**

**Location of Project:** Carabobo, Venezuela

**Year the Project Began:** 2015

**Number of SSEHV Teachers with Project:** 5

**Number of Project Location Staff Members Involved with Project:** 5 members of the Institute of Sathya Sai Education are involved in this project.

**Project Age Levels:** 25 - 50 years

**Total Number of SSEHV Students:** 145

**Ongoing or special training and/or activities:** Trainers have taken *3HV (Head, Heart, Hands)* updating courses, which is the program we take to communities. Before receiving the training the employees were not really interested in each other. After the training they got to know each other better and to care more.

**SSEHV Parenting Program:** An enterprise where parents take their mentally handicapped children and pay for their education. Here, we give Parenting workshops to approximately 18 parents. First we trained the employees that teach the children.

**Outstanding achievements:** The employees said that the *3HV* and Parenting programs helped them to improve their personal and family life.

**Challenges:** None

#### **PROGRAM EVALUATION**

Observed and conducted a formal evaluation of program in the past 5 years. Have conducted a formal evaluation of the outcomes of the program.

- Have developed tests/instruments to measure the SSEHV outcomes.
- Have not used any ready-made tests/instruments to measure the SSEHV outcomes. We have created our own.

**Summary of evaluation outcomes:** Those who are trained give a good evaluation of the training staff saying they are teachers that inspire - being clear and simple.

**SSEHV Project is affiliated with an Institute of Sathya Sai Education:** Yes. Institute of Sathya Sai Education of Venezuela.

**Additional information:** The change is that a program we call *3HV* which we previously used is now being implemented in the community. The Parenting book we made has been taken to the community.



INDIVIDUAL CLASSROOM  
SSEHV SPAIN



# SSEHV INDIVIDUAL CLASSROOM PROGRAMS

SSEHV Individual Classroom Programs refer to those initiatives that describe a teacher's implementation of SSEHV in his or her own individual classroom. This includes any other program implementations provided by SSEHV trained volunteers in one or more classrooms, yet not throughout the entire school.

Number of Countries with SSEHV Individual Classroom Programs: 13

Average Number of SSEHV Individual Classroom Programs Per Year: 44

Average Number of SSEHV Individual Classroom Program Teachers Per Year: 205

Average Number of SSEHV Individual Classroom Program Students Per Year: 2241

## *Australia*

### **Public Primary School**

**SSEHV Program Start Year:** 2015

**Location:** New South Wales, Australia

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:** None

**School's Total Enrollment:** Not known

**Number SSEHV students:** 15 - 20 per year

**Grade Levels involved with SSEHV:** Grade 6

**Age range of SSEHV students:** 11 - 12 years

**Parental involvement:** None

**SSEHV Parenting Program:** None

**SSEHV impact on the school and/or community:** Not able to assess

**Outstanding Achievements:** None to report

**Challenges:** Discipline in the class; especially among the boys.

**Publications and/or website links:** None

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

### **PROGRAM EVALUATION**

**Formal evaluation:** No formal evaluation has been made.

**Developed evaluation tools:** None

**Ready-made evaluation tools:** None

**Comments/Information:** The primary school is situated in an area highly concentrated with people of Sri Lankan and Indian descent. There, I was initially requested to teach a 45-min class on Hinduism, once a week, for the duration of the school year. Ten additional teachers teach different religions.

Parts of the class syllabus I found to be irrelevant, therefore, I combined information on Hinduism with my own reading and experience.

Additionally, I used the SSEHV material published by the Institute of SSEHV Fiji, as well as local material. Some of this material was shared with the other teachers who found it to be useful, relevant and helpful. Consequently, they have incorporated some of it into their own classes.

The current plan, contingent upon approval of the people in-charge, is to initiate a parenting program provided there is enough interest. We intend to ask the Principal to consider introducing a parenting program, as it is my feeling that without the involvement of the parents the SSEHV classes will not reach their full potential.

## *Eastern Eurpoe*

### **Private University**

**SSEHV Program Start Year:** May 2014

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Name of Project:** Integration of Human Values into the subject of *Legends and Myths of all Nations*

**Number of SSEHV Teachers:** 1

**School's Total Enrollment:** 4000

**Number SSEHV students:** 11 students each in 2 years. Total of 22 students

**Grade Levels involved with SSEHV:** 4th year students

**Age range of SSEHV students:** 20 - 21 years

**Parental involvement:** No cooperation with parents

**SSEHV impact on the school and/or community:** The impact of this SSEHV project was through integration of Human Values into the subject of *Legends and Myths of all Nations*.

- It was a special course developed by myself based on Indian, Greek and Slavic mythology. Mythology is the study of myths.
- A myth is a story that has significance to a culture, a story that addresses fundamental and difficult questions that human beings ask: who and what am I, where did I come from, why am I here, how should I live, what is the right thing to do, what is the universe, how did it all begin?
- Impact was made through the study of positive heroes.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

Testimonies:

- In difficult situations, I believe and rely on God;
- I will succeed in life, because I have such qualities like purposefulness and self-confidence;
- I will succeed in life, because I have such a quality as faith in God

**Outstanding Achievements:** Most of the students developed self-confidence.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes, it took place within the framework of Course 3. Final requirements, part 2 of Europe Sathya Sai Education Institute (ESSE), under the supervision of the trainers of ESSE.

**Status of project/program:** This project ended in 2016.

This project was within the framework Course 3. Final requirements, part 2 of ESSE.

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, by coordinator

**Summary of evaluation outcomes:** It should be added that this work has both theoretical and practical significance. The experience gained in writing and conducting this course can be useful for universities and Institutes of Sathya Sai Education. In conclusion, we can say that all the expected results have been confirmed.

## *Fiji*

### **Public Muslim Primary School**

**SSEHV Program Start Year:** 2016

**Location:** Lautoka, Fiji Islands

**Number of SSEHV Teachers:** 24

**School's Total Enrollment:** 854

**Number SSEHV students:** 854

**School Grade Levels:** Grades 1 - 8

**Grade Levels involved with SSEHV:** Grades 1 - 8

**Age range of SSEHV students:** 6 - 13 years

**Parental involvement:** Good level of parental involvement through CAPS program and Parent-Teacher discussion.

**SSEHV Parenting Program:** In Progress

**SSEHV impact on the school and/or community:** Instilling Values with desirable behavior. Recognizing the essence of education with Values and virtues being pivotal for community development.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:** Vital element for development and growth, both spiritually and personally.

**Outstanding Achievements:** Personal enrichment in terms of discipline and behavior.

**Challenges:**

- Resources
- Level of participation and commitment
- Time constraints
- Limited cooperation and co-ordination by other key stakeholders
- Publications and/or website links: Newsletters informing parents

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** In Progress

#### **PROGRAM EVALUATION**

**Developed evaluation tools:** Informal assessment such as oral questioning, role-play, class-based talks and drama.

**Summary of evaluation outcomes:** Instill and impart fundamental Values and virtues through partnership and ownership initiatives.

**Comments/Information:** The implementation of the SSEHV program is gradually gaining momentum and positive results are evident.

### **Public Primary School**

**SSEHV Program Start Year:** 2015

**Location:** Suva, Fiji

**Number of SSEHV Teachers:** 12

**School's Total Enrollment:** 732

**Number SSEHV students:** 732

**School Grade Levels:** Grades 1 - 8

**Grade Levels involved with SSEHV:** Grades 1 - 8

**Age range of SSEHV students:** 6 - 14 years

**Parental involvement:** Parents have not been involved in the program.

**SSEHV impact on the school and/or community:** The use of the SSEHV helps students to improve on their discipline.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:** It is seen that majority of the students do respect the school culture. During prayers in the morning there is no movement. Everyone stands still wherever they are. This is happening although the children come from various cultural backgrounds.

**Outstanding Achievements:** Able to see change in students' behavior after the implementation of Values education. Every morning Values program is taken in each classroom. This is very well laid out in the school term planner; therefore, it has become a school culture.

**Challenges:** None

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes, but there is no formal agreement

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Ready-made evaluation tools:** School has 'No Running Policy'. This is recorded and submitted to respective AHT's on Fridays. Also, each class has a 'log book' that records all, if any, mishaps or disciplinary issues.

**Summary of evaluation outcomes:** The outcome focuses on universal Human Values. Values education is taken daily in the morning.

In addition, students are counselled by the AHT's and/or Head teacher. The school also has/conducts gender meetings on monthly basis. Here students are directed in vernacular language as well.

**Comments/Information:** More workshops would refresh teachers who are trained and also train those individuals who were left out.

### **Public Primary School**

**SSEHV Program Start Year:** 2012

**Location:** Tavua, Fiji

**Number of SSEHV Teachers:** 6

**School's Total Enrollment:** 120

**Number SSEHV students:** 120 + 10 Early Childhood Education (ECE)

**School Grade Levels:** Grades 1 - 8 and ECE

**Grade Levels involved with SSEHV:** Grades 1 - 8 and ECE

**Age range of SSEHV students:** 5 - 13 years

**Parental involvement:** Most parents take initiative in playing their role.

**SSEHV Parenting Program:** Yes - during community outreach

**SSEHV impact on the school and/or community:** Change in behavior and attitude of parents and children towards school.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

Using magic words

**Outstanding Achievements:** Discipline of children is noted and awarded in all levels at the end of the year.

**Challenges:** Resources and limited time

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** No

**Summary of evaluation outcomes:** Change in children's behavior and general conduct

**Comments/Information:** Sathya Sai Education in Human Values program in school allows students to widen their understanding through activities, notes and also by designing posters.

### **Public Primary School**

**SSEHV Program Start Year:** 2015

**Location:** Tavua, Fiji

**Number of SSEHV Teachers:** 5

**School's Total Enrollment:** 47

**Number SSEHV students:** 47

**School Grade Levels:** Grades 1 - 8

**Grade Levels involved with SSEHV:** Grades 1- 8

**Age range of SSEHV students:** 6 - 13 years

**SSEHV impact on the school and/or community:** Invited parents for silent sitting.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

Using magic words.

**Challenges:** Transportation and parental participation

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes



**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** No

**Summary of evaluation outcomes:** Children have learned some of the Yoga positions and importance of silent sitting.

**Comments/Information:** Students have learned to talk in a polite manner. They always practice the use of magic words to show their appreciation to each other.

### **Public Primary School**

**SSEHV Program Start Year:** 2000

**Location:** Fiji

**Number of SSEHV Teachers:** 8

**School's Total Enrollment:** 170

**Number SSEHV students:** 170

**School Grade Levels:** Grades 1 - 8

**Grade Levels involved with SSEHV:** Grades 1 - 8

**Age range of SSEHV students:** 6 - 13 years

**Parental involvement:** During CAPS (Community and Parental Support) meetings, parents are reminded about their roles

**SSEHV impact on the school and/or community:** Most children have improved their discipline and behavior.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

- Greeting teachers.
- Using the magic words.
- Well behaved.
- Children work in groups and share ideas.
- Children play together maintaining racial harmony.

**Outstanding Achievements:** Honesty in children is noted

**Challenges:**

- Acceptance of ideas.
- Limited time as more curriculum to cover hence less emphasis on Values education.
- We are an exam-oriented society.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** No

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** No

**Ready-made evaluation tools:** Integrated in Social and Health.

**Summary of evaluation outcomes:** We actually do morning talks on the Values education. Children are able to behave as expected as far as we are concerned.

**Comments/Information:** Human Values should mostly be used in lower primary curriculum to train students on how to behave in different social settings.

### **Public Primary School**

**SSEHV Program Start Year:** 2015

**Location:** Labasa, Fiji

**Number of SSEHV Teachers:** 8

**School's Total Enrollment:** 54

**Number SSEHV students:** 54

**School Grade Levels:** Grades 1 - 8

**Grade Levels involved with SSEHV:** Grades 1 - 8

**Age range of SSEHV students:** 6 - 14 years

**Parental involvement:** Parents are supportive of Sathya Sai Education in Human Values.

**SSEHV impact on the school and/or community:** People are concerned about teaching Values to children.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

- Respecting others
- Being honest
- More confident.

**Outstanding Achievements:**

- Improvements in children's behavior have been noted.
- Hardly any bullying occurs.
- Challenges: 100 % Attendance

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes, no formal agreement.

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** Appointed a monitor to look after the program.

**Ready-made evaluation tools:** Yes, notes and drawing.

**Comments/Information:** It is a useful program.

### **Public Muslim Primary School**

**SSEHV Program Start Year:** 2014

**Location:** Labasa, Fiji

**School's Total Enrollment:** 139

**Number SSEHV students:** 130

**School Grade Levels:** Grades 1 - 8

**Grade Levels involved with SSEHV:** Grades 1 - 8

**Age range of SSEHV students:** 6 - 14 years

**Parental involvement:** Parents are involved. They support Sathya Sai Education in Human Values.

**SSEHV impact on the school and/or community:** Generally the communities are very peaceful.

**Outstanding Achievements:** Behavior of many students improved.

**Challenges:** Needs further assistance and training in Sathya Sai Education in Human Values.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** Monitoring.

**Ready-made evaluation tools:** We are using the test books provided by your Sathya Sai Education.

**Comments/Information:** Because of exam pressure, teachers prefer to use the time allocated for Sathya Sai Education in Human Values for teaching academic subjects.

### **Public Primary School**

**SSEHV Program Start Year:** 2016

**Location:** Labasa, Fiji

**Number of SSEHV Teachers:** 21

**School's Total Enrollment:** 516

**Number SSEHV students:** 74

**School Grade Levels:** Grades 1 - 8

**Grade Levels involved with SSEHV:** Grades 1 - 8

**Age range of SSEHV students:** 13 - 14 years

**Parental involvement:** No parental involvement. Only school-based program. The CAPS program is used to remind parents of their roles, rights of children and the need to monitor the behavior of the children.

**SSEHV Parenting Program:** In progress

**SSEHV impact on the school and/or community:** Improvement in children's discipline.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

- Feeling peaceful
- Using good language
- Use of Magic words
- Children are clean and tidy.

**Outstanding Achievements:**

- Less discipline cases.
- Children co-operate and get along well.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** Appointed a monitor. Assists with the program.

**Comments/Information:** Some teachers take it regularly while others do not since it is not a Ministry of Education's program.

### **Public Primary School**

**SSEHV Program Start Year:** 2016

**Location:** Labasa, Fiji

**Number of SSEHV Teachers:** 12

**Number of SSEHV Teacher Aides:** 2

**School's Total Enrollment:** 144

**Number SSEHV students:** 144

**School Grade Levels:** Grades 1 - 8

**Grade Levels involved with SSEHV:** Grades 1 - 8

**Age range of SSEHV students:** 6 -14 years

**Parental involvement:** It is a school program.

However, parents do advice their children.

**SSEHV impact on the school and/or community:** Improvement in the attitude of parents and children towards school and importance of participation in programs.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

Values, according to students, are the behavior that should be acceptable in the society.

**Outstanding Achievements:**

- Children have greatly shown interest in school work.
- Realized the essence of life and the ultimate purpose of them being a member of society.

**Challenges:**

- Follow up in the school is important.
- Parents must be involved in this program ensuring the realization and importance of Human Values in life.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** The MOE, in collaboration with Sathya Sai Education in Human Values (SSEHV), has implemented this activity in the curriculum.

**Status of project/program:** Ongoing

## **PROGRAM EVALUATION**

**Formal evaluation:** Yes, by me. As classroom teachers, the SSEHV program is implemented daily using the themes of each week.

**Developed evaluation tools:** Monitoring the behavior displayed by children in school daily.

### **Public Primary School**

**SSEHV Program Start Year:** 2010

**Location:** Fiji

**Number of SSEHV Teachers:** 1

**School's Total Enrollment:** 936

**Number SSEHV students:** 120

**School Grade Levels:** Grades 1 - 8

**Grade Levels involved with SSEHV:** Grade 5

**Age range of SSEHV students:** 11-year-olds

**Parental involvement:** Parents are informed through newsletters.

**SSEHV Parenting Program:** In Progress

**SSEHV impact on the school and/or community:**

- The discipline of children changes when this program is going on.
- Positive behavior noticed in students

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

- Respect for teachers
- Use of magic words- please, excuse me etc.

**Outstanding Achievements:** More positive effect on behavior of children.

**Challenges:**

- Overcrowded room when SSEHV program takes place.
- Student teacher ratio 1:120

**Publications and/or website links:** Only through school newsletters.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

## **PROGRAM EVALUATION**

**Formal evaluation:** Yes, by someone else

**Developed evaluation tools:**

- Evaluation form
- Observing silent sitting
- Display of quotation around school compound

**Summary of evaluation outcomes:**

- Improvement in child behavior
- Effective when it is ongoing

**Comments/Information:**

- More of these programs will help children change in their discipline.
- Very effective when presented by our co-coordinator for SSEHV in our area.

## *Italy*

### **Public Primary School**

**SSEHV Program Start Year:** 2015

**Location:** Rome, Italy

**Number of SSEHV Teachers:** 1



**School's Total Enrollment:** 19

**Number SSEHV students:** 19

**School Grade Levels:** I Media School- II Media- III Media

**Age range of SSEHV students:** 10 -12 years

**Parental involvement:** All of the parents are enthusiastic and also gave permission to practice yoga with the pupils.

**SSEHV Parenting Program:** In Progress

**SSEHV impact on the school and/or community:** At the end of the year, the headmaster, pupils' parents and relatives were invited to the final performance about Peace, which was written by the students. The class was divided into 2 groups: the peaceful koalas and the litigant monkeys, but in the end, the monkeys also became calm, peaceful and happy.

There was full participation and parents asked to continue the experience the next year in II Media.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

After storytelling, students created slogans, poems, drawings and enacted role-plays. Slogans:

- *Keep calm and save energy*
- *Be quiet and all will be OK*
- *Smile is the door of Peace*
- *Calm and trust can blow away the clouds*
- Some of these were accompanied by paintings.

Many students expressed their resolve to better themselves.

- One girl said, "I'll speak less, at the right moment, and I'll be sure of what I say."
- One boy wrote on a drawing, "When I am too intrusive I'll put my mouth, eyes, and ears in my pockets."

Many parents asked that the project be continued. They expressed their gratitude when their children spent time in the park at the Yoga Center after school.

Here, after practicing yoga in nature, students played their instruments and sang *Imagine* by John Lennon, and *We are the world*. They also made paintings while outdoors.

**Outstanding Achievements:** The climate of the class became calmer—no more crying for bad votes. Also, some teachers changed their point of view, encouraging pupils and talking with them in a more friendly manner. All learned silent sitting.

**Challenges:** Some students asked to make a "summer camp" in the Yoga Center and they did. The *Peace Laboratory* continued in the II Media from 2016-2017, and also began in the III Media in 2017 and is ongoing.

**Publications and/or website links:** For now, no official publications, but at the end of this III Media year there may be one.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** The Project will continue until the end of the school year, June 2018. At that time, it will be held at other campuses, along with meeting in the Yoga Center "L'ARCO".

## **PROGRAM EVALUATION**

**Formal evaluation:** Yes, by me.

**Developed evaluation tools:** In the Second Unit on the theme, *Contentment and putting a ceiling on desires*, a questionnaire was introduced asking what it means to be content:

- Can you get the most out of what you have and appreciate it, or do you always want more and more?
- What is your bedroom like? Is there something you don't use that you can recycle or donate to someone?
- Are you happier having many things, or having just what you need and can use?
- Are you glad when you can have everything for yourself, or does it make you happy when you can share—for example sharing your games with friends?

**Summary of evaluation outcomes:** Nearing the end of three years for the program, the main outcome is particularly evident in the attitude of the schoolteachers towards the students and myself. The climate has changed due to keeping close company with different teachers at the school and frequent interaction. There is also more confidence and enthusiasm for the program; teachers have asked for information about the Human Values.

**Comments/Information:** *Breathing Peace* is a program with an aim to create a Peace Laboratory for Inner Peace, Brotherhood and Dialogue. It's like a "region" where everyone can find refuge and breathe Peace, not only when needed, but also as a daily attitude—a discipline that gives calm and serenity.

As a schoolteacher (pre-pensioned) and as a Yoga teacher, I expressed my personal evaluation to Institute of Sathya Sai Education trainers about the first year I spent in this experience.

### Public State Elementary School

**SSEHV Program Start Year:** 2015 - 2016 school year

**Location:** Abruzzo, Italy

**Number of SSEHV Teachers:** 1

**Number SSEHV students:** 15 - 18 pupils per class; 4 classes

**School Grade Levels:** Elementary school

**Grade Levels involved with SSEHV:** First grade

**Age range of SSEHV students:** 6 - 7 years

**Parental involvement:** The parents participated indirectly in the project.

**SSEHV impact on the school and/or community:** The project has aroused much interest and attention because the children have learned to be more disciplined and express their personal talents.

The children express their enthusiastic participation in classroom activities by telling the parents about their experiences in class.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

- Positive word transformation for example: "it's nice to go to school and be with others..."
- Performing activities remaining calm and concentrated in a harmonious atmosphere.
- Every child is committed to manifesting qualities such as, generosity, goodness, obedience, being studious, helping others, etc.

**Outstanding Achievements:** The teachers of the school I worked with, as well as others, have expressed their willingness to attend an SSEHV course.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** The project started in October 2015 and finished in April 2016.

Classes were held every Monday for one hour, in each of the four first-grade classrooms.

#### PROGRAM EVALUATION

**Formal evaluation:** No

**Developed evaluation tools:** Developed a survey to question whether the project was interesting, constructive, well liked, etc.

**Summary of evaluation outcomes:** The *Silent Sitting* project was useful in helping children to learn to be more disciplined, use positive language, and to respect teachers and classmates. It promoted harmonious behavior during creative activities, while learning manual skills, and while working with others. It also helped to develop the child's intuition.

**Comments/Information:** Project: *Silent Sitting*

## Primary School

**SSEHV Program Start Year:** 2005

**Location:** Latina, Italy

**Type of School:** Other

**Number of SSEHV Teachers:** 3

**Number of SSEHV Teacher Aides:** 3

**School's Total Enrollment:** 7

**Number SSEHV students:** 7

**Age range of SSEHV students:** 6 - 10 years

**Parental involvement:** Periodic contact with parents

**SSEHV impact on the school and/or community:** The good behavior that the children have learned from this SSEHV program had a positive impact on the community.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

The children were very happy to attend classes. Parents had a high regard for the program because it gave their children an opportunity to learn and practice proper behavior. Parents were also satisfied with the calming effect the program had on their children.

**Publications and/or website links:** *Human Values* by A. Craxi-S. Craxi ed. Litorama 1989.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Project ended May 31, 2011

### PROGRAM EVALUATION

**Formal evaluation:** No

**Developed evaluation tools:** Periodic contact with the parents to determine how much the children were benefitting from the classes.

**Summary of evaluation outcomes:** We have observed the overall satisfaction and wellbeing of the children.

**Comments/Information:** The SSEHV classes met for an hour and a half, twice a month. Subjects covered were: Respect for parents; Help ever, Hurt never; Head, Heart & Hands; Learning about Nature; God within; From 'I' to 'we'; Brotherhood, and Collaboration.

## Public Primary School

**SSEHV Program Start Year:** 2016

**Location:** Italy

**Number of SSEHV Teachers:** 1

**School's Total Enrollment:** About 160

**Number SSEHV students:** About 160

**Grade Levels involved with SSEHV:** All

**Age range of SSEHV students:** 6 - 9 years

**Parental involvement:** Parental involvement is minimal; they are involved in only two out of eight classes and are invited to participate in the final lesson as observers. Initially, the thinking was that the program was only for children as it was held during regular school hours when only students are present. Teachers, however, may be realizing the significance of the experience. The last lesson of the Grade 3 class was an "open lesson" for parents as well, and the majority of the parents enthusiastically took part. All of their comments were positive and some of them even asked me what techniques I used to keep calm!

**SSEHV impact on the school and/or community:** There are two main and simple reasons that make Yoga an excellent medium through which to spread and convey Human Values.

- Yoga involves the necessity of applying in one's own life, an ethical and moral code in order to preserve energies and direct inner growth.



- The approach of yoga is “learning while doing”. In this way the message can be immediately understood thanks to our musculoskeletal system (the one with which we start to learn when we are little) which is directly involved in the activity, allowing all of our being to take part in the experience. As a matter of fact, yoga considers the human being at 360°, which means it considers physical, emotional, energetic and mental aspects, making sure not to overlook ethic and Value-related aspects.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

The children always sat in a circle and listened to and followed the story during activities.

Teachers also actively took part in some of the classes, allowing themselves to lead from and into the experience, and deriving benefits from the relaxing effects of the practice—just like the students. To the question, “what is yoga?” which was asked at the start of the course, many answered: calm, making up with friends, relaxing, chanting the OM, etc. At the end of each lesson when they were asked what it was that they liked most, half of the students would say ‘everything’, expressing some preferences to specific yoga positions or techniques.

**Outstanding Achievements:** It is important to mention that I was asked by some of the teachers to give a one-hour talk to the 4th grade classes about the Indo civilization.

**Challenges:** The experience, certainly challenging, has given its best results in metaphorically sowing some of the main concepts and principles that the culture of yoga brings and embraces. These concepts involve both the unification of the being and the emergence of virtues and goodness in the young.

With this perspective in mind, these children might approach this discipline in the future in a more determined way out of necessity; to always know where and how to find tools to face difficult moments that life might bring, to overcome situations of stress, tension, physical or mental discomfort or simply to live happily! They might also be inspired to live according to the Values of Love, Peace, Non-Violence, Truth and Right Action.

**SSEHV program affiliated with an Institute of Sathya Sai Education: No**

**Status of project/program:** Project duration: March - May 2016, consisting of four sessions of one hour per week. No future projects at the moment.

**PROGRAM EVALUATION**

**Ready-made evaluation tools:** This was a mind-free experience, with lightness of heart and soul.

**Comments/Information:** In the course of the four lessons, a reinterpretation of the story of Prince Siddhartha by Herman Hesse was told. In every lesson, first there was a warm-up period, followed by a time in which the children would experience some yoga positions (animals, jobs, nature-related images). This was a moment always loved by the children. All the positions took inspiration from any of Siddhartha’s experiences and sometimes were experienced through games. There was also a part dedicated to breathing and concentration before concluding with a moment of relaxation. This activity turned out to be extremely appreciated by students.

**Public Primary and Secondary School - Istituto Comprensivo “Galileo Galilei”**

**SSEHV Program Start Year:** 2000 - 2001

**Location:** Italy

**Number of SSEHV Teachers:** 3

**School's Total Enrollment:** Unknown

**Number SSEHV students:** Approximately 150

**School Grade Levels:** Primary and secondary

**Grade Levels and ages involved with SSEHV:** Primary: 8 - 10 years and Secondary: 11 - 14 years

**Parental involvement:** Occasionally we have the parents experience “storytelling”, which helps to explain the types of activities carried out in class.

**SSEHV impact on the school and/or community:** Curriculum teachers integrated into their lessons and activities, the Human Values taught to the children through *Story Telling*.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, by myself and also by the curriculum teachers.

**Ready-made evaluation tools:** The evaluation of goals, objectives, and evaluable performances, is prepared annually by the teachers of the various classes, and delivered to the Institute Management.

In general, we can say that the activity of telling stories is very much welcomed by the students, and can help stimulate reflection on oneself and on one's behavior. It certainly favors the creation of a good working atmosphere in the classroom and focuses on the importance of Human Values in everyday life.

**Comments/Information:** Project Name: *Story Telling*

### **Public High/Secondary School**

**SSEHV Program Start Year:** 2014 - 2015

**Location:** Latina, Italy

**Number of SSEHV Teachers:** 2

**School's Total Enrollment:** 21

**Number SSEHV students:** 21

**Age range of SSEHV students:** 18 - 20 years

**Parental involvement:** Parents receive information from class council.

**SSEHV impact on the school and/or community:** Most definite impact on the community. Students have achieved graduation certificates through their good performance and have been acknowledged with congratulations for good results.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:** Students are showing an interest in the Human Values by questioning a consciousness which brings harm to life and humanity. They are consulting interesting literature in the process.

**Outstanding Achievements:** Conserving money, usage of water, food, energy, and plastic

**Publications and/or website links:** Books: *Serge Latouche*, *La Megamacchina*. E.Fromm *Essere o Avere*. Cioffi-LuppiVigorelli *Corso di Filosofia vol.3.-B*. Mondadori.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Project ended May 31, 2015

#### **PROGRAM EVALUATION**

**Formal evaluation:** No, only favorable valuation by Teachers, Headmaster and final examinations.

**Developed evaluation tools:** We have contacts for future project.

**Summary of evaluation outcomes:** We have observed the attention of the students being drawn to seeking knowledge about aspects and causes of the deterioration of our habitat due to the utilization of nature for economic purposes. This is a positive effort towards understanding the seriousness of the matter, and it is very important that we all get involved in this way.

**Comments/Information:** Project: *Progress between Science and Ethics*

Weekly, hour and a half lessons from Nov. 2014 - May 2015

- Modern Age has brought about a change in understanding of the cosmos; man is ‘not’ the center of the universe.
- Previously, nature has been studied through the lens of quantity—not quality. Scientists watch the external phenomenon, but fail to explore the divinity found within man. This

process has opened the doorway for much reflection about Man and Nature.

- Progress without moral responsibility, and lack of values and respect for the community and home, is a true disaster. Today, many people want to see this change. Our culture must change; it can change.

## *Eastern Europe*

### **State Physics and Mathematics School**

**SSEHV Program Start Year:** September 2016

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Type of School:** State

**Name of Project:** Integration of Human Values and 5 Teaching Methods in the discipline *Physics*

**Number of SSEHV Teachers:** 1

**School's Total Enrollment:** 1200

**Number SSEHV students:** 1200

**School Grade Levels:** Grades 1 - 10

**Grade Levels involved with SSEHV:** Grades 1 - 10

**Age range of SSEHV students:** 6 - 16 years

**SSEHV impact on the school and/or community:** Children became more disciplined, began to respect teachers and parents.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

- The integration of self-knowledge into the course of Physics allows us to "revive" the course of Physics and make accessible the understanding of complex laws and principles.
- I realized that telling the truth is the way to the Truth.
- The fifth-graders could not forget the parable for a long time, in which insults were compared with rotting potatoes in a bag, which they had to always carry with them. This parable helped them overcome their grievances.
- "Teacher, why do you not shout at us?" - "Who are you?" - "We are disciples" - "Disciples means bright Souls who seek Light and Love. And who am I?" - "Teacher" - "Yes, Teacher is the Soul giving Light and Love. But can the Soul scream? The Soul can only shine." – Silence.

**Outstanding Achievements:**

- Love and trust of children.
- One eight-year-old student shared the secret feeling of first love ("I did not even tell my mother"), someone who learned to restrain his anger.
- My Saturday was the day of the conversation *From heart to heart*, when any student could come up and talk about something important.

**Challenges:** It was difficult at first to work in each class, because everyone was a "star".

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** The work was completed in October 2017 due to the fact that I resigned.

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, by the director of studies, the director, other teachers

**Summary of evaluation outcomes:** The tension in the behavior of some children has decreased noticeably. I hope that they will be all right.

### **Private University**

**SSEHV Program Start Year:** September 2015

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Name of Project:** *Integration of Human Values and 5 Teaching Methods into Self-Knowledge Discipline*

**Number of SSEHV Teachers:** 1

**School's Total Enrollment:** 700

**Number SSEHV students:** Approx. 20 students per each semester. Approx. 100 students over the period of 5 semesters

**Grade Levels involved with SSEHV:** 1st and 2nd years of study (humanitarian and teacher training department)

**Age range of SSEHV students:** 18 - 23 years

**SSEHV impact on the school and/or community:** In September 2017, a humane pedagogics club was established, where teachers and students from other universities began to come.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

- Selected statements from participants:
- Perception of myself as part of the One Whole was born. Understanding of my soul, my inner Self.
- The Self-Knowledge discipline helped me hear not just myself but others as well, not to deceive myself and to follow the inner voice of conscience.
- Many things changed in me, I view the world differently now and understand the timeless Values. I am very fond of mentally sending Love. Practicing Love feels good – the soul is light and joyful.
- I tend to see more bright sides in the bad. I try to listen to my higher Self, to my soul. The state of peace comes more often. I experience faith in myself.
- Now I see that people are souls in their essence, who are primordially pure, and all souls are interconnected, composing the One single entity.
- I loved the discourse on Truth. It helped me develop a different view of things, discriminate between the truthful and false, see something greater and better in everyone than what they try to display outwardly.
- During classes I was introduced to the Great Teachers of Mankind who devoted their entire lives to other people. Having read their works I've changed a lot in myself. First and foremost my outlook has changed. I want to serve people too.

**Outstanding Achievements:** Students took children of an orphanage under patronage.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** At the end of 2017, the program was concluded due to teacher moving to another city.

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, evaluation has been done in process of conducting research for the Europe Sathya Sai Education-Institute.

**Summary of evaluation outcomes:** In the process of the research that has been conducted a hypothesis was put forward that studying the *Self-Knowledge* discipline with Human Values and 5 teaching methods integration furthers the development of discernment in youth. The results of the research confirmed the hypothesis.

## *Malaysia*

### **Multiple Public Elementary Schools**

**SSEHV Program Start Year:** 2012, 2013, 2016 and 2017

**Location:** Malaysia

**Number of SSEHV Teachers:** 30

**Number of SSEHV Teacher Aides:** 10

**Number SSEHV students:** Total: 400

**School Grade Levels:** Grades 1 - 6 grades at all schools

**Grade Levels involved with SSEHV:** Grades 1 – 3 grades at all schools

**Age range of SSEHV students:** 7 - 9 years at all schools

**Parental involvement:** Overall, the parental involvement in each school is moderate, as the parent-teacher association, together with the school administration, monitor the classes and the results of the program yearly.

**SSEHV impact on the school and/or community:** Based on the input received from the school administration, there has been a positive impact among the students. As a result, this has encouraged the continuity of the program in the schools.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents.**

The children are attentive and look forward to the Sathya Sai Education in Human Values (SSEHV) classes with great enthusiasm. They share their feedback about the classes with the teachers who come in on a daily basis to conduct such classes. The regular teachers at the schools have commented on how the program uses techniques to discipline the children in a more loving and caring manner. This observation has resulted in their increased interest in the program.

**Challenges:** The initial stage of the SSEHV program was challenging as it had to ensure that all stakeholders were receptive to the program and its benefits. To continue to reach the benchmark of achievable results is of major importance in ensuring continuous improvement to the program.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** In one of the schools where the school administration and its main deciding personnel has changed, there is a change in the program.

## *Netherlands*

### **Private Training College for Doctors' Assistants**

**SSEHV Program Start Year:** 2011

**Location:** Amsterdam, the Netherlands

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:** 0

**School's Total Enrollment:** Approximately 100 students

**Number SSEHV students:** Approximately 700 students over 7 year period

**School Grade Levels:** Secondary education

**Grade Levels involved with SSEHV:** One level only

**Age range of SSEHV students:** 17 - 55 years

**SSEHV impact on the school and/or community:** Provides spiritual awareness of oneself, warmhearted, empathetic attitude for each other, intellectually positive focus on the study, and serves as a basis for an internship placement

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

Testimony of school Principal:

“Also, during Doctors' Assistant/Medical Secretaries' last schooldays each year, students demonstrate fine farewells through exchanging small personal gifts and dear words. During final lessons, the students described a lesson on *Heart, Head and Hands* as fun while I continuously drew a red triangle pictogram on the blackboard, serving as a constant reminder to them of the classes.”

**Outstanding Achievements:** Happy students and happy atmosphere at the school

**Challenges:** None

**SSEHV program affiliated with an Institute of Sathya Sai Education:** No

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, by the school Principal

**Developed evaluation tools:** Utilizing the effectiveness of the **indirect method** of Human Values education a test was formulated by the Principal of the school using role-play as a means of evaluating the competence of each student. During the test, students could realize the positive effects of practicing Human Values during intake phone calls. Some of the areas tested were: dealing with pressure and misfortune, following instructions and procedures, professional expertise, medically correct communication, acting ethically and with integrity, working together and consults, giving attention and showing understanding to the patient, making decisions, initiating action and determining urgency.

**Ready-made evaluation tools:** None

**Summary of evaluation outcomes:** A lot of positive reviews

**Comments/Information:** For intake methodology and practice association with patients, we use the before mentioned format. For the other subjects, the 5 Human Values are reflected in the school director's Statement.

## *Panama*

### **School Government Project for Street Children**

**SSEHV Program Start Year:** 1996

**Location:** Panama, Panama

**Number of SSEHV Teachers:** 20 - 22

**School's Total Enrollment:** 350

**Number SSEHV students:** 350

**School Grade Levels:** Grades 7 - 9

**Grade Levels involved with SSEHV:** Grades 7 - 9

**Age range of SSEHV students:** 10 - 17 years

**Parental involvement:** There is a program called *School for Parents* and some parents assist and work together with the teachers.

**SSEHV Parenting Program:** Yes, and In Progress

**SSEHV impact on the school and/or community:** With this school there is a complete acceptance of the Principal. There's a continuity of the program. The impact can be noticed in the way children from the streets enter and they achieve a title and continue college.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

There was an incident when a child took out a knife to hurt another child and after the Principal having a talk with him and explaining using the Sathya Sai Education in Human Value (SSEHV) classes, the child cried, left the knife and changed his behavior.

**Outstanding Achievements:** There is a child who after being a street boy, joined the school, graduated with honors and won a scholarship to study teaching in Argentina. The boy returned after finishing college and now wants to become a teacher in the school as he believes and thanks the system.

Many children have graduated with honors.

**Challenges:**

- There are limitations of the structure of the school, sustainability is difficult as government help is not on time when there are structure filtrations.
- Another challenge is the SSEHV volunteers, as the school operates in the mornings, it's difficult to organize seminars.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**PROGRAM EVALUATION**

**Formal evaluation:** Yes, by the Principal of the school

**Developed evaluation tools:** The report cards include evaluations in punctuality, discipline and respect.

## *Peru*

### **Public Preschool**

**SSEHV Program Start Year:** 2017

**Location:** Cajamarca, Perú

**Number of SSEHV Teachers:** One, a 26 years old, is in charge of the Project. In the year 2016, the Sathya Sai International Leadership Program took place, which led her to carry out this project.

**Number of SSEHV Teacher Aides:** 3

**School's Total Enrollment:** 52

**Age range of SSEHV students:** 5-year-olds

**Parental involvement:** The parents of the children are informed of the activities carried out by the children in the school. However, we do not have any direct involvement with them.

**SSEHV Parenting Program:** No. Due to time issues it has been a bit difficult to coordinate these sessions.

**SSEHV impact on the school and/or community:** Children are learning about care for the environment. Therefore, we are inspiring them to apply what they have learned at home.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

In a workshop where we work on the Value of love, the teacher asked: "Does anyone know what the Value of love means?" and a 5 year old girl answered, "Love is to love my duck Roberto, who is my little mascot. I take care of him and keep him in my house when it rains." (A Royal Duck)

**Outstanding Achievements:**

- The first sessions of the project required a lot of concentration whereas the children had never practiced meditation before. We tried to find creative ways to teach them concentration. After only 3 sessions, the children began to sit quietly and concentrate. We had two children who had problems at home that affected their behavior. We worked with them in a more personal way because it was very difficult for them to concentrate. Finally, all the work and effort that we put in had results. Now the children are able to concentrate the moment they begin to meditate.
- Children have become more extroverted and are no longer timid. They no longer fight, are much more expressive, and now they even ask us to participate as storytellers. They show greater empathy among themselves, and are ultimately recognizing the importance of each one of them on this planet.
- Three other children have had the opportunity to participate in the workshops. We believe that from a young age they must be made aware of the service that should be offered to our brothers and sisters. Example:
- For each class the children carry their cushions so that they can sit on them and perform



CHILDREN IN MEDITATION, SSEHV PERU



meditation. (Usually each child takes his own cushion and sits in an orderly manner.) In this case, older children decided to do this service for the little ones and carried their cushions. Likewise, 3 children served during the break, and also told a story to the kindergarten children.

- Just as children are generating change, we as their leaders are perceiving changes. Today, we are a part of their lives and they are a part of ours. We feel that our way of reacting to the different adversities that can be found in the project has changed. Our priority now is only the well-being and happiness of the children.
- The kindergarten has 3 classes of 5-year-olds. At first, and due to the little experience we had in education, we decided to work with only one classroom. After 2 sessions, the Kindergarten Director asked us to work with the other two classes. They had observed our love and dedication to the little ones. Coming from completely different living situations than the children had desensitized us to their specific needs. However, now we try to innovate the activities in such a way that the children can learn and more easily apply Human Values in their daily lives.

**Challenges:** Attendance: In each of the classes that we have scheduled with the children, one of them is usually absent and this is typically due to illness.

**Publications and/or website links:**

<https://www.facebook.com/JovenesAdultosSai/posts/621390311585686>

<https://www.facebook.com/JovenesAdultosSai/posts/594075097650541>

<https://www.instagram.com/p/Bc4Qbr6g7LZ/>

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** We have not made any formal evaluation. However, we have been repeatedly analyzing the changes that we perceive in the children and in ourselves.

## *Eastern Europe*

### **Elementary School - State Budgetary Institution of Complementary Education**

**Name of Project:** Students Activity Center: *Integration of Human Values and 5 Teaching Methods into Theatre Games*

**SSEHV Program Start Year:** September 2004

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Number of SSEHV Teachers:** 1

**School's Total Enrollment:** 1000

**Number SSEHV students:** 12

**Age range of SSEHV students:** 8 - 10 years

**Parental involvement:** Helped getting materials for creative activities.

**SSEHV impact on the school and/or community:** It made students think of the importance of good character traits and try to put them into practice.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

Question for children: What has changed in your character in relation to classes in theatre community?

The answers were:

- I have become more open-hearted to people around, become more responsible and disciplined, I have got the ability to think creatively

- Now I'm trying to think things over first before doing something, and I have gotten the striving for self-knowledge.
- I have become kinder literally to everything, have stopped spending time in meaningless activity with bad company

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, the program, *Theatre Games*, which has the part, *Educating Human Values*, was certified as authorial, i.e. it was acknowledged as an achievement that there hasn't been applied in the theatrical pedagogics before. Also, this program is a diploma winner of All-Russian contest program of complementary education.

**Developed evaluation tools:** Pedagogical supervision and a questionnaire for parents where they are asked to enter points, before and after class, for questions. This survey is a clear indicator of the effects of the program. The answers from parents:

- My child willingly shares the impressions and ideas at home
- When we communicate, he (she) mostly uses soft and sweet words in the speech
- He is attentive and caring to the family members.
- Expresses benevolence, tactfulness, politeness, forthcoming manner
- Striving to help and do together
- Able to control feelings and emotions
- We have got mutual understanding
- I'm satisfied with our relationship (with our child)

**Summary of evaluation outcomes:** The program has been applied since 2004 as an experiment due to need in pastoral work. It has been going on regularly since 2007 twice a month. Children enjoy these classes as there is a possibility to have a heart to heart talk about one's problems, and also to draw, sing and listen to an inspiring story. The classes help to bring up topics that are important for forming children's character in an unrestricted form without any didacticism. The children remember these lessons with warmth in their hearts.

### **State Secondary School**

**Name of Project:** Secondary School: *Integration of Human Values and Five Teaching Methods into the Lessons of the Basis of Life Safety*

**SSEHV Program Start Year:** October 2017

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Number of SSEHV Teachers:** 1

**School's Total Enrollment:** 960

**Number SSEHV students:** 30

**Grade Levels involved with SSEHV:** Students of the 5th year of studying

**Age range of SSEHV students:** 11 - 12 years

**SSEHV impact on the school and/or community:** Students take an active part in research school projects with the elements of Human Values.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

Children's reports:

- I like the classes on Human Values. They help me make friends with the classmates.
- I have never done research projects. Make researches cool!

**Outstanding Achievements:** School research project with the elements of Human Values got the first-place diploma on the scientific research conference for school children.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**Program Evaluation:** None

### **Primary/Secondary Children's School of Arts**

**Name of Project:** *Integration of Human Values and 5 Teaching Methods in Studying the History of National Music*

**SSEHV Program Start Year:** 2003

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Number of SSEHV Teachers:** 1

**School's Total Enrollment:** 300

**Number SSEHV students:** 100

**School Grade Levels:** 1-10 years of studying

**Grade Levels involved with SSEHV:** 3-10 years of studying

**Age range of SSEHV students:** 9 - 16 years

**SSEHV impact on the school and/or community:** The program influences very positively on the traits of children's character.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

Student's report:

- I thought that this music is similar to a little fire that does good work. The little fire softens the heart, so that hatred and evil pass away. The light and warmth came into my heart and showed me a clean and light road.

**Outstanding Achievements:** February, 2016: The Association of Creative Pedagogues of Russia rewarded a diploma for spreading this kind of pedagogical experience, in the nomination "Complementary Education of Children and Schoolchildren". February, 2016: The Association of Creative Pedagogues of Russia handed the Certificate on the teaching aids: "Manual for Students of Children's School of Arts on the Subject History of National Music "Bashkir Folklore".

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, by someone else. The teacher of theoretical department of children's School of Arts:

I think that the aim of this program is not only introduction, but also introduction of the audience to the treasury of the creativity of the Bashkir people –where the wisdom of the nation was kept, moral and aesthetic rules of life were formed. This aim is achieved. This program has an active nurturing impact, gives the possibility to understand and appreciate the distinctive character of the Bashkir people, and motivates the growth of interest and striving to learn history and culture of these people.

**Comments/Information:** This project is performed within 2 school subjects: History of Arts and the History of National Bashkir Music. The purpose of the project is integrating the Human Values (into the subjects described above) and forming children's capacities that lead to successful education, the ability to implement the received knowledge consciously in everyday life. One of the ways of achieving this purpose is the beauty of treasures of art, touching the hearts and arousing an emotional response, evoking creativity in the children's souls which carries light and kindness. I use all kinds of work – a lesson and extracurricular. I share the experience with colleagues.

### **Primary School**

**Name of Project:** Classes *Path to Real I*

**SSEHV Program Start Year:** September, 2015

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Number of SSEHV Teachers:** 1

**School's Total Enrollment:** 720

**Number SSEHV students:** 60 children

**Grade Levels involved with SSEHV:** Grades 2 - 4

**Age range of SSEHV students:** 7 - 12 years

**SSEHV impact on the school and/or community:** Children behave kindly, trying to help each other and relatives. A common field for positive communication is forming.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, by school administration. It was given positive assessment.

**Comments/Information:** The project *Path to Real I* is regular - once a week during the school year. Lessons of psychology on the basis of Human Values.

### **Kindergarten**

**Name of Project:** *Kind Fairy Tale*. An Integration of Human Values and 5 Teaching Methods into Classes with Children

**SSEHV Program Start Year:** September 2014

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:** 1 (musician)

**School's Total Enrollment:** 250 children

**Number SSEHV students:** 28

**Grade Levels involved with SSEHV:** Senior preschool group

**Age range of SSEHV students:** 5 - 6 years

**Parental involvement:** Parents are active in events preparation; respond to all requests of the teacher.

**SSEHV Parenting Program:** Seminar for parents: the mother's role in the education of a noble person.

**SSEHV impact on the school and/or community:** Children became open with respect to each other, they began to trust the teachers, help each other, became more positive and friendly.

**Challenges:** New children experience difficulties in communication; it takes time for their adaptation.

First, they ignore the process, observe from the side. Later they stand in a circle and begin to show affection for teachers and other children.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** Administration and parents gave positive assessment.

**Comments/Information:** The project, *Kind Fairy Tale*, is the integration of Human Values into classes with children in kindergarten for the purpose of their spiritual and moral education.

### **State Cultural and Creative Center**

**Name of Project:** *Human Values in Native Culture*. Purpose: To identify Human Values in children through folk-choral culture. Two (2) folk choirs: Ensemble *Lelya* and Ensemble *Gulenki*.

**SSEHV Program Start Year:** December 2015

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Number of SSEHV Teachers:** 1

**School's Total Enrollment:** 100

**Number SSEHV students:** 25

**School Grade Levels:** 6 - 16 years

**Age range of SSEHV students:** Ensemble *Lelya* with students of 10 - 16 years and Ensemble *Gulenki* with students of 6 - 12 years.

**Parental involvement:** Parents sewed costumes for performances.

**SSEHV impact on the school and/or community:** The project's activities help children to feel supported by national culture, open their hearts through games and creativity; the learning songs, dances, fairy tales and festive rituals of Slavic people based on Human Values, teach them to communicate from heart to heart.

**Outstanding Achievements:** Children participate and win prizes at folk festivals in Moscow region.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**PROGRAM EVALUATION** No

**Comments/Information:** At an early age, children get acquainted with their native culture, learning and developing Human Values, notice the unity in diversity and harmony in creation. They learn to identify the true human qualities through examples of heroes, the stories of saints, and other heroes from their native culture. They actively participate in the public life of the city - in the preparation and conduct of holidays.

### State Higher Educational Institution

**Name of Project:** Institute of Radio Engineering, Electronics and Automation. *Integration of Human Values into 'Information Technology' Discipline*

**SSEHV Program Start Year:** September 2014

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Number of SSEHV Teachers:** 1

**Number SSEHV students:** 40

**Age range of SSEHV students:** 17 - 18 years

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** In 2017 the project was completed in connection with the retirement of the teacher.

**Program Evaluation:** None

**Comments/Information:** Lectures and seminars on Information Technology discipline provided basic knowledge about Human Values and on the basis of spiritual principles identified in analogies of the characteristics of efficiency in: The person (student), learning systems, and the computer system.

### Private Kindergarten

**Name of Project:** *Integration of Human Values and 5 Teaching Methods into the Classes with Children and Meetings for Staff and Parents.*

**SSEHV Program Start Year:** July 2012

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Number of SSEHV Teachers:** 1

**School's Total Enrollment:** 40 children

**Number SSEHV students:** 40 children; 40 parents; 6 members of staff. Total: 86

**School Grade Levels:** Kindergarten

**Grade Levels involved with SSEHV:** Kindergarten



BIRD CARE  
SSEHV EASTERN EUROPE

**Age range of SSEHV students:** Children and adults

**Parental involvement:** Parents took part in children's holidays on the basis of universal Human Values.

**SSEHV Parenting Program:** Yes. Meetings on children's spiritual and moral education held for parents

**SSEHV impact on the school and/or community:** Staff, and parents began to realize the importance of forming a good character in children and the need to be a good example to them.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:** Staff and parents came to the understanding that it is necessary to bring up children in both love and discipline.

**Outstanding Achievements:** Children opened their hearts, filled with light and love; were happy.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** The project ended in October of 2015.

### State Nursery School

**Name of Project:** Sathya Sai Education in Human Values (SSEHV) Classes Entitled *Lessons of Kindness*

**SSEHV Program Start Year:** October 2017

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Number of SSEHV Teachers:** 1

**School's Total Enrollment:** 255

**Number SSEHV students:** 22

**Age range of SSEHV students:** 4 - 5 years

**Parental involvement:** They attended the workshop for parents

**SSEHV Parenting Program:** A workshop for parents titled, *A happy family*, and individual talks on parenting were conducted.

**SSEHV impact on the school and/or community:** Human Values were brought out from within children.

Their attitude to each other became more considerate. Children started to take care of each other, animals and birds. They also learned to listen to their heart and their understanding of kindness deepened.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

Children were asked to answer the question 'What is kindness?'

Some of their replies:

- Kindness is a mother's smile,
- Kindness is when you love all and help all,
- Kindness is a mother's soul and heart,
- Kindness is good manners,
- Kindness is a kind sun,
- Kindness is when you help others,
- Kindness is when all live in friendship,
- Kindness is the heart, it is a family,
- Kindness lives in the heart,
- Kindness is when all are together.

**Outstanding Achievements:** The main achievement brings a feeling of deep satisfaction regarding the fact that the children appreciated the Value of Love and Kindness, were filled with light and learned to listen to their heart.

**Challenges:** Due to large groups in a state institution a teacher may find it difficult to work with so many children alone.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** The project continues till May 2018

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, by coordinator

### **Municipal Budget Educational Institution of Additional Education**

**Name of Project:** *House of Creativity for Children and Youth Harmony: Integration of Human Values and 5 Teaching Methods into English Lessons*

**SSEHV Program Start Year:** 2015

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Number of SSEHV Teachers:** 1

**School's Total Enrollment:** 2300

**Number SSEHV students:** 60

**School Grade Levels:** Various

**Grade Levels involved with SSEHV:** 5 groups

**Age range of SSEHV students:** 3 - 20 years

**Parental involvement:** Parents of preschool children actively participate in preparation of lessons and help in realization of lessons.

**SSEHV impact on the school and/or community:** During classes, the teacher creates a friendly atmosphere. Children become more united and begin to work together. A girl with a developmental disability went to classes. At first, the children were unfriendly to her, but at the end of the session everyone helped her to do the work. The attitude of the children has changed.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:** Parents are thankful from the heart.

**Outstanding Achievements:** The program was highly evaluated at festival of Pedagogical Skill and took first place in nomination, *Give the Heart to Children*, among teachers of additional education.

**Challenges:** A large amount of work, so there is limited time for preparation.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, by city Department of Education

**Comments/Information:** The program is in the process of revision, testing, adjustment. Now the program has been implemented for 3 years. The following topics were discussed at the lessons:

- What do you value your friends for? How can you help strangers? What Values should each person have on our planet? What Values do you have and which one would you like to develop in yourself? How should each person relate to the world around him? How do you show care and respect to people, animal and plants around you? What does a person need to be happy?

### **State Secondary School**

**Name of Project:** Integration of Human Values and 5 Teaching Methods into the Lessons of Psychologist *School of Kindness*

**SSEHV Program Start Year:** 2013

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Number of SSEHV Teachers:** 1 Person

**School's Total Enrollment:** 940 people

**Number SSEHV students:** Each class with 27 - 32 students for a total of 108 - 128 per year.

Approximately 432 - 512 students in four years.

**School Grade Levels:** Grades 1 - 11



**Grade Levels involved with SSEHV:** 1st, 5th, 8th, 9th grades

**Age range of SSEHV students:** 7 - 15 years

**SSEHV impact on the school and/or community:** 1st graders love the lessons in *School of Kindness*. They wait with anticipation for lessons and participate in them actively.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

- Children express gratitude for interesting lessons.
- Class teacher reports she heard children reminding each other of what the psychologist told them in *School of Kindness* lessons.
- When 1<sup>st</sup> grade children meet me in the school hallway, they share how they practice homework and how they succeed. In Grades 8 and 9 the relationships become better.

**Challenges:**

- There are a large number of students in one class (from 27 - 35 students) and the lesson lasts 40 minutes.
- There is no assistant (helper) to make such lessons.
- Not all children take in and absorb material.
- It is not always possible to use method of group singing because there is not enough time.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**Program Evaluation:** None

**Comments/Information:** Children from the 1st and 5th grades apply in life the knowledge they receive in the lessons. Some children do not perceive such activities, but there are children for whom this knowledge is very necessary and important.

For them, this is an opportunity to talk and express their opinion, acquire the necessary skills - how to communicate, how to be friends, understand what kindness and selflessness are, how to become self-confident and how to be happy.

## State University

**Name of Project:** *Sathya Sai Education in Human Values (SSEHV) in Courses for Improvement of Professional Skills for Teachers*

**SSEHV Program Start Year:** 2013

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Number of SSEHV Teachers:** 2 People

**School's Total Enrollment:** Each year - from 15 teachers

**Number SSEHV students:** Each year - from 15 teachers. Total for 4 years: 60 teachers

**Grade Levels involved with SSEHV:** Primary school teachers

**Age range of SSEHV students:** 20 - 55 years

**SSEHV impact on the school and/or community:** Teachers learned new knowledge about spiritual and moral education. They learned how to fulfill it at school, engaged in an experience exchange.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

Testimonies from the survey:

- This course became for me a very important moment. We all became closer to each other. Communication with teachers, their lectures and practical lessons occurred in a friendly atmosphere.
- Thanks to the courses I came to the conclusion that live teaching based on humane attitude to all around you, in particular to all us, will bring great benefit to society. Human Values must be at first place, and by using them in life and at work, life will become wonderful. We need to improve ourselves.
- I noticed changes in myself. Started to see my own children differently. I understood that lessons of kindness start from the teacher. The teacher who believes and lives with it, will

naturally be followed by the children, thus achieving great results.

**Challenges:** The problem is with the recruitment of teachers, as not everyone understands the essence of the course.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** No

**Summary of evaluation outcomes:** We think courses helped teachers to understand what spiritual and moral education is, and through what forms and methods it can be realized at schools. Teachers were always thankful and said this knowledge is important not only for school but for their personal improvement.

**Comments/Information:** Courses for improving professional skills for teachers are courses on development and organization of the educational process in primary school based on Human Values. Courses are planned for 72 hours. Seminars were held about integral education, work with parents, 5 methods of education, 5 Human Values and their realization as lessons, workshops and family camps.

### **State University**

**Name of Project:** *University Integration of Human Values into Geography Lessons*

**SSEHV Program Start Year:** 2014

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Number of SSEHV Teachers:** 2 People

**School's Total Enrollment:** More than 10,000

**Number SSEHV students:** 15 - 20 students in each of 5 -7 groups. 75 - 140 per year for 3 years for a total of approximately 225 - 430

**Age range of SSEHV students:** 18 - 22 years

**SSEHV impact on the school and/or community:** We hope that the students implement the knowledge they realized in their everyday life.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

The student who was sleeping regularly during the Geography lessons said, after the lecture about Sathya Sai Education in Human Values (SSEHV), it's an interesting topic and he would like to learn it instead of Geography. The students always get involved actively in the discussion. One girl has become a vegetarian.

**Challenges:** Challenges arise because the activities are not contained within regular classes, and it is difficult for some students to accept some of the ideas discussed.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** No

**Comments/Information:** We talk about Human Values and try to integrate them into the school subject, Geography of the population with the principles of demography. The subject includes global and regional problems of steady development and regional ecology. We hold the discussions about the ecology and health care.

### **State Kindergarten School**

**Name of Project:** *Parent Program*

**SSEHV Program Start Year:** 2017

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Number of SSEHV Teachers:** 1

**School's Total Enrollment:** 120 Parents

**Number SSEHV students:** 78 Parents

**Age range of SSEHV students:** 23 - 65 years

**SSEHV impact on the school and/or community:** Parents thought about spiritual and moral values and began to bring them into the process of raising children.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** The program is designed for one academic year, completing in May 2018.

#### **PROGRAM EVALUATION**

**Formal evaluation:** No

**Comments/Information:** Classes are held once a month.

The program consists of 9 meetings.

### **Private Secondary School**

**Name of Program:** *Integration of Sathya Sai Education in Human Values (SSEHV) and 5 teaching methods into English lessons*

**SSEHV Program Start Year:** 2006

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Number of SSEHV Teachers:** 1

**School's Total Enrollment:** 250

**Number SSEHV students:** On average, 21 students. Over 12 years, a total of 252 students.

**School Grade Levels:** Grades 1 - 11

**Grade Levels involved with SSEHV:** All groups of this teacher from Grades 1 - 11

**Age range of SSEHV students:** 6 - 16 years

**Parental involvement:** Parents participate in preparation of model lessons, sometimes attend them.

**SSEHV impact on the school and/or community:** Students, teachers and parents enjoy the model lessons.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

Only positive feedback

**Outstanding Achievements:** Teacher received Certificates of Appreciation from the school administration.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ongoing

**Program Evaluation:** None

**Comments/Information:** In addition to her daily SSEHV lessons, for the past 12 years, the English teacher conducts model SSEHV lessons and activities in English for colleagues and parents at School 1 - 2 times a year.

## **Spain**

### **Public Infant and Primary School**

**SSEHV Program Start Year:** 2014

**Location:** Girona, Spain

**Number of SSEHV Teachers:** 2

**Number SSEHV students:** 20 – 40. Total for 4 years: 80 - 160

**Grade Levels involved with SSEHV:** Grades 5 - 6

**Age range of SSEHV students:** 10 - 12 years

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

Especially during the first year of the project, the children wrote about what they were learning in every session because the teacher in charge of the group asked them to do so. A 12-year-old girl said: "I am going to remember these lessons, which are going to be useful to me for all my lifetime." The children learned that it is a good thing to go home and hug their parents. Before the lessons, they were not aware that this simple action could make their parents feel happy.

**Outstanding Achievements:**

- At the end of the first year of receiving the Sathya Sai Education in Human Values (SSEHV) sessions, the children of Grade 6, leaving the Primary School to go to the Secondary Education Institute, made the teacher of their group realize that "they had not written any negative things on a paper that the teacher had pinned on the classroom wall for the purpose of writing the negative things that happened in the group".
- The children said that whenever they had an exam or other worries, they breathed three times, as they had learned in the SSEHV lessons, and became calm.
- 40 children of grade 6 participated with drawings about Peace in an international project, *Peace Run*, which took place in Rome in September 2017. They made the drawings during one special session guided by the SSEHV volunteers and their teachers.

**Challenges:** The sustainability of the project depends on the availability of the two SSEHV volunteers involved, and on the personal involvement of the teacher who had asked for the project in the first academic year.

During the first and second year five sessions were given. The third year four sessions were given. The fourth year (2017 - 2018) the school has been committed to another project, related to *Literary Works*.

In 2017 - 2018, there have been political conflicts in the region and very difficult weather conditions – lots of snow - that have been obstacles for the development of the project. There have been less sessions this year. There is less availability of the volunteers because of their professional work, which has been very demanding this year; less availability of the teacher involved the previous years. Only 1 session has been planned.

**Publications and/or website links:** During the first and second year of the project, brief reports and photographs of the sessions appeared on the website of the school. With the title, *Human Values: Educare*.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

**Comments/Information:** From January - May 2017, considering the possibility to strengthen the project in the area, the ISSE SE Team of Trainers in Spain offered to give the Course 1, Module 1 in a Community Centre in the nearby village, and an application was presented to the Town Hall, to use the facilities of the Community Center, for three sessions, four hours long, which was approved, and about 20 people attended the sessions.

The schoolteacher of the referred school, who is involved from the first year, attended the training sessions. The rest of the attendants came from other places in the area. Some of them, about five, are teachers of Primary Education; others are interested in education or in understanding Human Values for their own lives.

More support and motivation from the Institute of Sathya Sai Education-South Europe team in Spain would be necessary to make a follow-up of the project along the academic year, to help the SSEHV volunteers to feel they are not alone.



"Peace looks like a beautiful and relaxing sunset." ~Harper

ARTWORK BY PRIMARY SCHOOL CHILDREN,  
SSEHV SPAIN

## Private Infant and Primary School

**SSEHV Program Start Year:** 2014

**Location:** Palma de Mallorca, Spain

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:**

**School's Total Enrollment:** 180

**Number SSEHV students:** 180

**Grade Levels involved with SSEHV:** All levels

**Age range of SSEHV students:** 3 - 11 years

**Parental involvement:** At the beginning of the year, general workshops are organized for parents on the school's philosophy and teaching methodology, which is inspired by Sathya Sai Education in Human Values (SSEHV) Educare. The School has two Directors, the Academic Director and the Human Values & Character Building Director who also has regular meetings with parents throughout the year on an individual basis, as a follow-up, to their child's progress.

**SSEHV Parenting Program:** No

**SSEHV impact on the school and/or community:** The SSEHV program given to all classes has a great impact on the children who, from a very young age, learn to dive within themselves and bring out their latent Human Values. In addition, all teaching staff is present in one of the SSEHV classes given by the SSEHV teacher to learn the five teaching techniques, the basic components of the Sathya Sai Educare philosophy. This is done with the aim of all educators working in the same direction, helping bring out from within through intuition rather than imposition, from "heart to heart" rather than "head to head", WATCHing our Words, Actions, Thoughts, Heart and Character. Parents too use this language at home which, in turn, brings great benefit to the whole school community involving children, teachers and families on a larger scale.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

In the attached .pdf doc, there are examples of the work carried out by children, their learnings and experiences.

<https://1drv.ms/b/s!AmZnQ4vAUdkJew2LZDmTtfZsFig>

**Outstanding Achievements:** None

**Challenges:** Not being a Sathya Sai School as such, it is hard to find teachers who are completely committed to this educational philosophy. However, some teachers have now asked if they can be trained formally in the SSEHV program after seeing its effectiveness and impact on the children's hearts over the years.

**Publications and/or website links:** The School appeared in the local Newspaper "El Diario de Mallorca" in October 2016, in a general article on its infrastructure, philosophy. Although specific mention is made of Human Values, it does not carry the official name of the program.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

### PROGRAM EVALUATION

**Formal evaluation:** No formal evaluation. The main outcome observed is the transformation in the children's understanding and behavior and general school atmosphere. This change is also noticeable in their homes. In addition, regular feedback is given by the teaching staff. Anecdotal evaluation comes in the form of oral feedback from parents, teachers and children.

**Summary of evaluation outcomes:** After implementing the program in the classroom context over the past years, it is clear SSEHV has a great impact and is transformational for children, teachers and families. The feedback received depicts that the classes have left a deep imprint on the children's hearts and help us all to tune our head, hearts and hands to work in unison and enable us to manifest our true innate nature.

## Public Primary and Secondary School

**SSEHV Program Start Year:** 2012

**Location:** Canary Islands, Spain

**Number of SSEHV Teachers:** 1

**Number of SSEHV Teacher Aides:** 2

**Number SSEHV students:** 18

**Grade Levels involved with SSEHV:** Grade 3

**Age range of SSEHV students:** 8 - 9 years

**Parental involvement:** Sathya Sai Education in Human Values (SSEHV) class materials were regularly handed out to students and brought home to parents. At the end of each year, parents were invited to an event prepared by the students and teachers. Most of the parents attended these events, and expressed their appreciation for the SSEHV classes and the positive effects they had on their children.

**SSEHV impact on the school and/or community:** The classes have had a positive effect on the children and their families, and as a result, their communities have benefitted.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

At the end of the academic year during a festival celebration, one of the children went up to the stage and expressed her gratitude to the SSEHV teachers. Her words were very touching, and touched the hearts of all of the parents present.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** The school administration changed hands in 2015, and the new director did not allow the school premises to be used for SSEHV classes. The children, however, continued to attend classes in the Sai Center until the program ended in 2017, when the lead teacher retired.

### PROGRAM EVALUATION

**Formal evaluation:** An evaluation was presented by the lead SSEHV teacher along with her two teaching aids, in their ISSE SE Diploma assignment.

**Developed evaluation tools:** Feedback from parents was used for evaluation purposes.

**Summary of evaluation outcomes:** In the SSEHV program, both in the classroom and as an extracurricular activity, the main outcome as observed by the teacher who followed the SSEHV methodology, was that it helped the children to develop their ability to concentrate, and increased their overall level of happiness. The school was situated in an area that was challenged both socially and financially, and the disharmonious living conditions of most of the students presented challenges for them as well.

## Trinidad

### Multiple Public Schools – Preschool, Primary, Secondary, High, Girls' College, Library, Life Center and Learning Center

**SSEHV Program Start Years:** 2000, 2006, 2010, 2012, 2014, and 2016 to present.

**Locations:** Various school sites in Trinidad and Tobago

**Number of SSEHV Teachers:** 11

**Number of SSEHV Teacher Aides:** 10

**Schools Total Enrollment:** 3500 (all schools)

**Number SSEHV students:** 350 (all schools)

**Schools Grade Levels:** Pre-school, Primary and Secondary

**Grade Levels involved with SSEHV:** All levels

**Age range of SSEHV students:** 3 - 17 years

**Parental involvement:** Parents have an awareness of the five Values.

**SSEHV Parenting Program:** Two parenting programs at two locations.

**SSEHV impact on the school and/or community:** Students share. They help one another, show empathy and cooperate. The teachers have an awareness of the five Values. Parents are learning from their children and are showing improved attitudes. There is a greater awareness of harmony and appreciation of different religions and cultures in these schools.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

Parents report: Children practice silent sitting with them at home. They are more peaceful; they are less quarrelsome. They watch less television. They do more chores at home. They are more helpful. They do not waste as much. They are more contented. Help to an autistic child who is a member of the class. Help to a child who has a “motor skills” challenge.

**Challenges:**

- The major challenge is enough SSEHV committed volunteers. A handful of volunteers go out to schools. Also, those who go out to schools are mostly all retirees.
- The perception by the various education boards is that Sathya Sai Education in Human Values is another denomination even though the Values program is marketed as “secular” and they have been given Values materials published by the Institute of Sathya Sai Education (ISSE). As such, the various denominational boards of education are not receptive to SSEHV. Offers to the Ministry of Education by the ISSE to do Values workshops with teachers have met with no response. This has negatively affected setting up of “partnership schools”.
- In 2000 our partnering with the Ministry of Education to offer Education in Human Values Teacher orientation sessions came to an end when they created a post for a Curriculum Officer in Values Education. The Officer developed a Values program but they were busy with the “academics” and this is still so.
- Change of governments brought new ideas. The subject “Character Education” was added to the primary school curriculum as an examination subject. The Ministry of Education conducted workshops for teachers and introduced a continuous assessment component to it. The teachers were stressed by it; they felt the MOE was putting too much pressure on the children with a plethora of new subjects all with continuous assessment components. The parents too were stressed. The parents and the Teachers’ Union reacted. The Present Minister of Education has eliminated the Character Education program.

**Publications and/or website links:**

*Education for Living life Fully:* November 2018, *Trinidad Guardian*; Six newspaper articles on *EDUCARE:* August - September 2013, in the *Guyana Times* and Television Interview on *EDUCARE:* 11<sup>th</sup> August 2013, on *Guyana National Television*. The purpose was to create national interest in the program.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** These classes are ongoing

#### **PROGRAM EVALUATION**

**Formal evaluation:** No formal evaluation. Principals of the schools provide anecdotal evidence, for example, far fewer fights; students are more cooperative; and they work more peacefully with their peers; they are more focused and are doing better.

**Comments/Information:**

- Hundreds of children in schools in Trinidad and Tobago have been exposed to SSEHV since the period 1988-2000. During this period SSEHV Society of Trinidad and Tobago (1987) and, later, the SIEWI (Sai Institute of Education in West Indies), were given permission by the Ministry of Education to conduct SSEHV Teacher Orientation sessions.
- Orientation sessions were held in all 8 Education Districts and three SSEHV symposia were



held at three Teacher Training Colleges (one each). *Education in Human Values-Teachers' Handbook* was published, and all schools in the country received copies. The books were given at cost, and free to teachers attending orientation sessions. For many years it was the only Values publication available to teachers, and the Ministry of Education had recommended it to teachers for classroom use. The book was much sought after, particularly by teachers who were doing the Values "elective" at Teachers' College.

- Two subsequent editions were printed- one also for use by teachers in Barbados and Jamaica. In these two islands, teacher orientation sessions were held by the SSEHV Society of Trinidad and Tobago in collaboration with the respective Ministries of Education.
- The SSEHV program was used in schools in Barbados for a short period and then its use was discontinued by the Ministry of Education.
- Two teacher orientation sessions were also held in Guyana (1992, 1993) and in Curacao (1997), sessions were held for all Principals and teachers. This was in collaboration with FUNDASHON MATERIAL PA SKOL.
- In August 2013, teacher training was conducted in Guyana and a core group was identified for training teachers in the public-school system. An SSEHV presentation was done for the Hon. Minister of Education in Guyana. An ISSE Coordinator for Guyana (Guyana Chapter of ISSE) was selected. The core group has conducted a few SSEHV workshops. The Ministry of Education has not accepted the offer to train teachers in SSEHV.
- The Ministry of Youth and Sports did accept from the Director of the ISSE on that visit a Life skills publication, *Pathways to Living Well*, in which the Director and persons belonging to several denominations had been invited to make a Values input. The existing Life Skills curriculum was revamped to include Values. The Coordinator for Guyana has been using this book to conduct Values sessions in some communities.

#### **New Publication**

- The Sai Institute of Education West Indies published and launched a new Values book in 2014: *Sathya Sai Education in Human Values for the Foundation Years and Beyond*.
- A free copy was given to every school in Trinidad and Tobago (762 schools: primary, secondary and some pre-schools). At this point (2018) the ISSE is spearheading a drive to give additional copies to schools and other organizations for teacher/volunteer use. The name of this project is *Gifting Values to Our Communities*. SIEWI is offering help to those who would like to be trained to use the program.
- Development of a Values Alphabet for Sathya Sai Pre-schools (illustrated alphabet).
- SIEWI Training
- The SIEWI conducted the following training for volunteers and professional teachers:
- SSEHV Course I: Feb. 16 – May 25, 2014
- SSEHV Course II: 2015
- SSEHV Dynamic Parenting Facilitator Training: 2015
- Two- day workshop for teachers assigned by the Ministry of Education in Sathya Sai Government assisted pre-schools – December 2015
- November 22, 2014 - *Nurturing Values in the Foundation Years* - a workshop conducted at the SERVOL Centre in Freeport for 35 preschool teachers in SERVOL Schools.
- SIEWI Training for Teachers of Sathya Sai Pre-school - 2016
- Dialogue between the teachers of the Sathya Sai Primary School (private, independent and full-time) and the Director of SIEWI is ongoing and intensive. She serves as Principal of the School which started in 2016. Her guidance is always available.

## United States

### Public High School

**SSEHV Program Start Year:** 1997

**Location:** St. Louis, Missouri

**Number of SSEHV Teachers:** 1

**School's Total Enrollment:** 700

**Number SSEHV students:** 20 to 40 Per Year. Total: 200-400

**School Grade Levels:** Grades 9 - 12

**Grade Levels involved with SSEHV:** Grades 9 - 12

**Age range of SSEHV students:** 14 -18 years

**Parental involvement:** Parental involvement was limited to mainly student-parent-teacher conversations during the Direct Approach. There was more active involvement of some parents in the **Indirect Approach**, because of the participation of students in regional and state leadership competitions and conferences, which are part of the state of Missouri's Department of Elementary and Secondary Education curriculum.

**SSEHV impact on the school and/or community:** Students participating in the program impacted the school culture by their interactions with peers, teachers and parents. Noted by the district's Character Development program, Sathya Sai Education in Human Values (SSEHV) listed with the school's Activity Director as an approved after-school club called *3HV (Head, Heart, Hands)*; teacher was a member of the district's Character Development Committee and leader of the school's Character Development Committee. Students impacted the community with interactions at the home and community levels and, most important experienced, the joy within.

**Demonstrated understanding of a Value/Values. Testimonies from children and/or their parents:**

- "Who came up with this program anyway? It is of benefit for now, for the future and forever."
- "I told my mom that she needs some *3HV*".
- "We need to do this every Friday, I did not know a person could feel so good [happy inside]."
- "I feel so empowered when I leave this class. I feel like I can take on the world."
- "We are one with the world!"
- "I've learned how to find my happy place inside."
- Former SSEHV student after completing college and leaving the state to pursue a post graduate degree, came to the school to speak to students in the department." The (SSEHV) program that would teach you to love yourself."

In meeting with a faculty member at a district Character Education Committee meeting, the following was shared with the teacher:

- I had one of your students in Time Out the other day and the whole group was being rowdy. I instructed them to calm down and get quiet. One student caught my eye. I asked her, "What are you doing now?" The student replied, "I'm meditating. I'm sorry, I just forgot myself. I meditate every day. I learned how to meditate in Ms. S.'s class." (I never used the word meditation when doing the **Direct Approach**).
- Students would start sharing the trauma in their lives and would free the pain of their conscience.
- Frequently, during silent sitting or inner reflection or the telling of an inspirational story, the students would write or do art work that was to be an expression of the feelings of their heart that the SSEHV experience was creating. What they would write would be so very profound and of great human expression of moral character and Human Values.

- A parent of the student who was in the after-school club with the Direct Approach wanted to contact the district's Board of Education to share the impact the program had on her daughter. Other parents would comment about the overall classroom benefit at Parent-Teacher Conferences.
- One 18-year "drop out" enrolled back in school to get his high school diploma. As a result of interactions with the **Indirect Approach**, the student graduated, and the father said at graduation. "It is because of SSEHV he is graduating."
- A parent was so dedicated that she would travel with us to all conferences and competitions.

**Challenges:**

- Secondary scheduling formats including block scheduling for students.
- Teachers assigned to teach different courses per semester and yearly as well.
- State and District requirements, State and National competencies, MSIP (State testing), Technical Skills Assessments, Industry Based Assessments.
- Constant change in staffing of Administration and Activity Director.
- Students transferring in and out of the district.
- Limited Resources – Teachers are already spending a huge sum of personal money for just the basic teaching supplies and items needed to support the basic curriculum.

All the above threaten sustainability.

**Follow up** – Some students from the Leadership Group stay in contact by text messaging or telephone and we meet annually. Difficult for teachers, especially at the secondary level, to stay in contact with former students. Teachers are legally advised to not engage in social media, such as, Facebook.

The teacher experienced no problem with acceptance of the name SSEHV, and always wrote Sathya Sai Education in Human Values on the board.

**Publications and/or website links:** Local newspaper and Regional School district's Character Development Newsletter wrote and published an article on students and service projects. Articles were written on the work and achievement of leadership students in the district's newsletter and at the Board of Education Meetings.

**SSEHV program affiliated with an Institute of Sathya Sai Education:** Yes

**Status of project/program:** Ended. Teacher retired from teaching in June 2013.

**PROGRAM EVALUATION**

**Developed evaluation tools:** Formative Assessment comprising the following: verbal or written exit slips, student self-assessment through written reflections, drawings, art work, peer review, verbalization, active participation in service projects, synthesis of the components of the program and impact through delivering short talks to the public, leadership skill development by participating in regional and state competitions and demonstration of leadership skills.

**Summary of evaluation outcomes:** Evaluations were for **Direct** and **Indirect approach** aspects of SSEHV and were used to provide feedback for the students and the teacher on a student-by-student basis, not of the overall program.

Evaluations were used mainly to identify when and how students were being impacted by the program, effectiveness of the teacher as exemplar and assisting them in developing their own pathway to self-confidence, self-satisfaction and finding the joy and happiness within.

The goal was for students to take ownership of their own character development through learning how to create their own internal stimulus that would bring forward a response based on the Human Values within.

**Comments/Information:** I loved working with the students and with SSEHV. When writing my board configuration in my classroom, I always used the name Sathya Sai Education in Human Values and when seeking approval of the school's Activity Director. However, with the students I used the term

3HV which was quick and easy to say and easy for the students to identify with. Through practicing the Values of the heart, you will find unity in thought, word and deed.

I gained experience implementing aspects of SSEHV on the secondary level:

**Direct Approach** - as part of the State/National curriculum for the subject area.

**Direct Approach** - as a "Character Development Moment" a classroom culture experience.

**Direct Approach** – As an approved after-school Character Development Club.

**Indirect Approach** – Nurturing all students' character and coaching students who expressed interest in leadership development. Interfacing with a State and nationally sponsored leadership organization for students that is part of the Missouri Department of Elementary and Secondary Education curriculum for the subject area.





# SSEHV SPECIALIZED WORKSHOPS

A SSEHV Specialized Workshop refers to SSEHV-focused talks or presentations by SSEHV trained presenters that are offered to any audience and integrate the fundamental principles of SSEHV. These include universal Human Values-based presentations, workshops, seminars, etc. that focus on Parenting, Health Issues, Peer Pressure, Substance Abuse, Cyber Bullying, Teen Pregnancy, Leadership Skills, Workplace Dynamics, and other topics.

Number of Countries with SSEHV Specialized Workshops: 37

Average Number of SSEHV Specialized Workshops Per Year: 117

Average Number of SSEHV Specialized Workshop Teachers Per Year: 268

Average Number of SSEHV Specialized Workshop Students Per Year: 15971

## *Africa*

### **Sathya Sai Education in Human Values (SSEHV) and HIV/AIDS Education Workshop**

**Workshop Topic:** Sathya Sai Education in Human Values (SSEHV) and HIV/AIDS Education Workshop

**Date(s) Conducted:** 2002

**Location of Workshop:** Africa

**Venue:** Sathya Sai School in Zambia, Africa

**Duration - hours:** 3 hours

**Frequency:** Once

**Presenter(s):** 1

**SSEHV Workshop Description:** SSEHV was integrated into HIV/AIDS education. The HIV/AIDS education focused on the United Nations' 5 priority areas for HIV/AIDS in the country of Zambia. This was integrated into the "activity" section of the SSEHV lesson plan and each of the priority areas were explored by 5 breakout groups. The breakout groups gave reports on how they could demonstrate "practical application" to the information learned, how they can express greater compassion to those infected with the virus and how this can be integrated as they provide the information in their schools and in the community.

**Participants:** School teachers, community workers and visitors from England and Zimbabwe

**Presenter(s):** 1

**Number of adult participants:** Approximately 50

**Outcomes of this workshop:** There was an overwhelming response to the integration of Human Values into the workshop which brought about a deep sense of compassion for persons infected with the virus. Infected persons are usually isolated and sometimes scorned by the community persons. Infected children who have lost their parent(s) to the disease most times become street children with no protection by even the police. The group discussed, especially the teachers, how they can make a positive impact to help ease the suffering of infected persons, especially the children.

**Workshop Follow-up:** Participants stated they would follow-up with what was learned.

**SSEHV workshop affiliated with the Institute of Sathya Sai Education:** Yes

**Workshop evaluation:** None

## *Eastern Europe*

### **Seminar on Healthy Lifestyle**

**Date(s) Conducted:** March & April 2017

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** State University

**Duration - days:** 1 day each for 2 seminars

**Duration - hours:** 1 hour

**Frequency:** One-time offering each

**SSEHV Workshop Description:** The topic of the 1st seminar was *The Mystery of Women's Nature*. In the seminar there were items about woman's predestination and a film, "The Mystery of Women's Nature" was shown. After watching a film, there was a study circle. At the end of the seminar the students made a poster where they reflected what a real woman should be like.

The topic of the 2nd seminar was *The Secrets of Manipulation: Alcohol*. There was a discussion about what harm alcohol does on human organism. Students shared what they already knew and after that they could see a video “The Secrets of Manipulation: Alcohol”. The seminar finished with the study circle.

**Presenter(s):** 1

**Number of youth participants:** 16

**Age range of SSEHV students:** 17 - 19 years

**Demonstrated understanding of a Value/Values. Testimonies:** Some impressions about the seminar *The Mystery of Women’s Nature*:

- I thought if I act properly in my life, what should I change in myself and what can my future be like
- I have formed an ideal image of a woman. There was good and useful advice about creating relationships with young men.

The content of the 2nd seminar comprised self-discovery and promoting right actions for students.

**Affiliation with an Institute of Sathya Sai Education:** Yes

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, orally by students. They said the seminars were interesting and informative.

### **Seminar on the Purity of the Speech**

**Date(s) Conducted:** November 2017

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** College

**Duration - days:** 1 day

**Duration - hours:** 1 hour

**Frequency:** One-time offering

**SSEHV Workshop Description:** The seminar plan:

- The purity of speech as manifestation of wisdom
- Coupling of organs of perception, action and mind
- Speech as a cultural layer, the basis of the ethnos
- The influence of speech and music on the structure of water
- 4 sins of the tongue
- How our speech influences our character

**Presenter(s):** 1

**Number of youth participants:** 34

**Age range:** 16 - 21 years

**Number of adult participants:** 2

**Extended Workshop:** No

**Affiliation with an Institute of Sathya Sai Education:** Yes

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, the listeners said the seminar was interesting and useful

### **Classes on Human Values**

**Date(s) Conducted:** March; August 2014 – June 2015, and October 2015

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Boarding School for children with psychophysical peculiarities

**Duration - days:** 1 day

**Duration - hours:** 1 hour

**Frequency:** One-time offering each seminar



**SSEHV Workshop Description:** One-time classes for boarding school children, for different age groups.

The topics of the classes were:

- *About Music* - The aim: through music to foster sensitivity and kindness, being able to sympathize and empathize
- *About Flowers* - The aim: through communication with flowers to help children become tender, kinder and richer spiritually
- *The Journey to the City of the Sun* - The activity was held outdoors, it was a cooperative game-journey to the City of the Sun. The aim: to know about the significance of Sun for the Earth, and to learn unselfishness from It.
- *Being able to listen to the Nature's voice* - The aim: to learn to communicate with nature, to listen to Its voice in the sounds of nature and take care of nature.

**Presenter(s):** 3

**Number of youth participants:** 10 - 35 participants

**Age range of SSEHV students:** 10 - 14 years

**Number of adult participants:** 2 - 5 people

**Extended Workshop:** Yes

**Challenges:** The boarding school is 25 km from the city. The administration of the boarding school required holding the classes on week days till 5 pm. The group volunteers had to ask for leave from work and go to these classes.

**Workshop Follow-up:** No

**Affiliation with an Institute of Sathya Sai Education:** Yes

## Classes on Human Values

**Date(s) Conducted:** March, October 2016 – January 2017, June 2017, October 2017

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Boarding School for children with psychophysical peculiarities

**Duration - days:** 1 day

**Duration - hours:** 1 hour

**Frequency:** One-time offering

**SSEHV Workshop Description:** One-time classes on Human Values for different age groups.

The topics of the group were:

- *Being Able to Make Friends*  
The aim: to show character traits that help people live in friendship, unity, and appreciation of each other
- *The Value of Any Life*  
The aim: to tell about the value of life, to give the understanding of animals' presence on Earth, their intrinsic worth, and to foster a caring attitude toward the animals
- *The Christmas Fairy-Tale*  
The aim: the importance of the holiday of Christmas and how it reminds us that we can give kindness and care to others
- *Smile is the Inner Core of a Human Being*  
The aim: to show children kindness is the inner light of our heart.
- *Water in Our Life*  
The aim: to understand the value of water and to foster a caring attitude to it.

**Presenter(s):** 3

**Number of youth participants:** 10 - 15

**Age range of SSEHV students:** 9 - 15 years

**Number of adult participants:** 2 - 3

**Extended Workshop:** Yes

**Challenges:** The Boarding School is 25 km from the city. The administration of the boarding school required holding the classes on weekdays till 5 pm. The group volunteers had to ask for leave from work and go to these classes

**Workshop Follow-up:** No

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

## **Classes and Workshops on Human Values**

**Date(s) Conducted:** December 2012 - January, March, May, November 2013

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Children's Social Orphanage of temporary children's destination

**Duration - days:** 1 day

**Duration - hours:** 1 hour

**Frequency:** One-time offering

**SSEHV Workshop Description:** Onetime classes and workshops on Human Values for different age groups for the children's social orphanage were held. The topics of the classes and workshops:

- *Miracles are Everywhere!*

Making New Year decorations for decorating the facilities of the orphanage. The aim: to learn to see good in everything, sharing joy with each other.

- *I'm Unique and My Life is Valuable:*

The activity included making a picture frame for a self-photo as a present to the family. The aim: to develop self-belief, to value your life and to love yourself.

- *My Love is Flowing Towards My Mom:*

The activity included making postcards for 8th of March for mother and grandmother. The aim: to develop kindness, express caring and bring joy to the relatives.

- *Festival Day - The Day of the Family:*

The aim: to learn to appreciate your family, to be friendly and to cooperate.

- *If You Study, You Become Useful:*

The aim: to express industriousness in studying, to understand the worth of knowledge and apply it in practice.

- *New-Year Program Theme: Waiting for a Miracle:*

The aim: to express kindness and joy to the people around and to be able to cooperate.

- *To See Good in Everything:*

The aim: to have positive attitude and develop self-belief.

- *Healthy Life Style is Good Habits:*

The aim: to know about the importance of health, good habits and the power of the thought.

- *To Be Thankful for What You Have*

The aim: to learn to see good in everything, to be thankful and share joy with each other.

**Presenter(s):** 1 + 2 helpers

**Number of youth participants:** 12

**Age range of SSEHV students:** 6 - 12 years

**Number of adult participants:** 2 teachers of the orphanage

**Extended Workshop:** No

**Demonstrated understanding of a Value/Values. Testimonies:** The teachers of the orphanage reported: All of us need such classes! Each time we learn something new! Thank you!

**Workshop Follow-up:** No

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

**Comments/Information:** All the workshops, classes and festival were held with the usage of 5 methods.

## **Classes and Workshops on Human Values**

**Date(s) Conducted:** February, March, October, December 2016

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Children's Social Orphanage of temporary children's destination

**Duration - days:** 1 day

**Duration - hours:** 1 hour

**Frequency:** One-time offering

**SSEHV Workshop Description:** These were one - time classes and workshops on Human Values for different age groups at the children's social orphanage. The topics of the classes and workshops:

- *Love Lives in Each Heart:*  
Made a panel picture by the 8th of March for mothers and grandmothers.  
The aim: to develop kindness, to stimulate children to bring joy to relatives
- *Always Tell the Truth, Even When You are Joking:*  
The aim: to learn to be truthful in everything and to value the truth.
- *With Love to the Animals. We are the Children of the One Earth-Mother:*  
The aim: to love animals, to express care about them with love.
- *Miracles are everywhere:* Making New Year decorations for decorating the facilities at the orphanage.  
The aim: to learn to see good in everything, sharing joy with each other.

**Presenter(s):** 1 + 2 helpers

**Number of youth participants:** 12

**Age range of SSEHV students:** 6 - 13 years

**Number of adult participants:** 3 teachers of the orphanage

**Extended Workshop:** No

**Demonstrated understanding of a Value/Values. Testimonies:** Teachers of the orphanage reported:

- We are always waiting for you! Please, come! Children need you! And that is important for us, too!
- We are very grateful to you for your ideas, interesting activities and love to the children!

**Workshop Follow-up:** No

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

**Comments/Information:** All the workshops, classes and festivals were held with the usage of the Sathya Sai Education in Human Values 5 teaching methods

## **Bolivia**

### **Protect the Planet**

**Date(s) Conducted:** Oct. 14 - Nov. 25, 2017

**Location:** Sucre, Bolivia

**Venue:** Center

**Duration - days:** 7 days

**Duration - hours:** 2 hours each day. Total: 14 hours

**Frequency:** Weekly

**SSEHV Workshop Description:** The study circles and workshops are based on principles of Sathya Sai Education in Human Values (SSEHV).

**Presenter(s):** 2

**Number of youth participants:** 5

**Age range of SSEHV students:** 18 - 30 years

**Number of adult participants:** 10

**Extended Workshop:** Yes

**Demonstrated understanding of a Value/Values. Testimonies:**

- The participants expressed that after the workshops they became aware of the amount of food bought that is actually not consumed. This has allowed them to rationalize use of food and not waste it.
- Plastic was avoided, especially that which cannot be used more than once. In the team, work experienced was shared on how to keep food to avoid its fast decomposition. In some cases, the results of the utility of the domestic composters were shown, as well as exposure to the fact that food could be cultivated without chemicals.

**Outstanding Achievements:** The issues and contents addressed in some of the workshops are now used by the teachers of some schools in Science and Environment classes.

**Challenges:** The theme *Protect the Planet* under the Sathya Sai Education in Human Values Program has to be expanded on all levels of formal education, since it is a practical subject and applicable to all Primary and Secondary Schools.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

## **Sathya Sai Education in Human Values (SSEHV) Toward Women Leadership**

**Date(s) Conducted:** May 16 - Sept. 14, 2014

**Location:** Sucre, Bolivia

**Venue:** Social Works of the Archbishopric

**Duration - days:** 16 Days

**Duration - hours:** 3 hours each. Total: 48 hours

**Frequency:** Weekly

**SSEHV Workshop Description:** This is a course with the fundamentals of Human Values particularly applied to women leadership. The group of attendants is basically constituted by women leaders of different NGOs serving communities.

**Presenter(s):** 2

**Number of adult participants:** 12

**Age range of SSEHV students:** 40 - 60 years

**Demonstrated understanding of a Value/Values. Testimonies:** The group of women that attended this course later on themselves facilitated an Education in Human Values course for the staff of two public daycare institutions, replicating the course.

**Outstanding Achievements:** Some of the participants continued their work, training SSEHV staff related to elders.

**Challenges:** These women leaders are members of the National Confederation of Women Institutions (*Confederación Nacional de Instituciones Femeninas*, CONIF) and expressed their wish that there could be a deeper training, including new members.

**Workshop Follow-up:** There has been follow-up to the women leaders that requested help for the development of their work.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

**Comments/Information:** The group of women leaders were particularly motivated by the workshop and the waiting for the training of the staff of the public daycare institutions. These institutions are often affected by the change of staff, which makes it difficult to keep up with a trained team on SSEHV.

### **Sathya Sai Education in Human Values (SSEHV) Teachers Workshop**

**Date(s) Conducted:** September 2017

**Location:** Institute Bolivar

**Venue:** School

**Duration - hours:** 5 hours

**Frequency:** One-time offering

**Presenter(s):** 1

**Number of adult participants:** 12

**Challenges:** The teachers need to follow, practice and experience the program in order to achieve improvement in the children.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

## ***Brazil***

### **Talk on Sathya Sai Education in Human Values (SSEHV) and Workshop on Non-Violence/Cooperation Values**

**Date(s) Conducted:** July 2016

**Location:** Sergipe, Brazil

**Venue:** Community Center

**Duration - days:** 1 Day

**Duration - hours:** 4 hours

**Frequency:** One-time offering

**SSEHV Workshop Description:** We presented the Sathya Sai Education in Human Values Program to the community, formed of parents and educators. At first, the SSEHV Program was presented through a lecture, which also included the five major Values, their related Values and technics, parents' and teachers' roles as educators and as examples to their children and students. Afterwards, we had dynamics through which we worked with the value of cooperation in the Workshop by using the **direct method**. Besides, there was storytelling and games for the children.

**Presenter(s):** 4

**Number of youth participants:** 15

**Age range of SSEHV students:** 7 - 12 years

**Number of adult participants:** 30

**Demonstrated understanding of a Value/Values. Testimonies:** One of the educators revealed how she liked getting to know about the Sathya Sai Education in Human Values Program.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

**Comments/Information:** This workshop happened in the context of the Medicare Medical Camp action in the countryside in the Brazilian state of Sergipe.

### **Sathya Sai Education in Human Values (SSEHV) Presentation to Educators**

**Date(s) Conducted:** July 2017

**Location:** Bahia, Brazil

**Venue:** Municipal Secretary of Education

**Duration - days:** 1 Day

**Duration - hours:** 4 hours

**Frequency:** One-time Offering

**SSEHV Workshop Description:** We presented the Sathya Sai Education in Human Values Program to the City Mayor and Educators of the Municipality Educational System. At first, the SSEHV Program was presented through a lecture, which also included the five consciousness levels, the five major Values, their related Values and technics.

Moreover, we showed a film about Sathya Sai School of Thailand, and a former SSEHV Educator talked about her classroom experience in Sathya Sai School in state of Minas Gerais. Afterwards, we had interactive dynamics through which we worked with the Value of honesty in the workshop by using the **direct method**.

**Presenter(s):** 4

**Number of adult participants:** 16

**Age range of SSEHV students:** 40 - 70 years

**Demonstrated understanding of a Value/Values. Testimonies:** The educators loved the Program. We all ended the presentation very happy. There was love in the air as we finished the workshop.

**Publications and/or website links:** The Institute of Sathya Sai Education of Brazil announced it at its website:

<http://institutosathyasai.org.br/cursos/curso-basico/salvador-ba/programa-sathya-sai-de-educacao-em-valores-humanos-em-muritiba-ba-3>

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

## *Chile*

### **Introductory Course of Sathya Sai Education in Human Values (SSEHV) for Kindergarten Staff and Managers**

**Date(s) Conducted:** February 2016

**Location:** Santiago de Chile

**Venue:** School

**Duration - days:** 6 days

**Duration - hours:** 48 hours

**Frequency:** 8 hours per day

**SSEHV Workshop Description:** The course intended to provide the teachers the conceptual and practical fundamentals for the understanding of SSEHV and its practice, by building educational

experiences that promote the integral development under the perspective of the Educare philosophy.

**Presenter(s):** 5+

**Number of adult participants:** 25 administrative staff and 5 managers

Total: 30

**Age range of SSEHV students:** 22 - 35 years

**Demonstrated understanding of a Value/Values. Testimonies:** "My personal commitment is to be more tolerant, to accept opinions from others without being angry. I commit to share all this knowledge with my family so they can also learn about this wonderful Human Values program. In a professional sense, I commit to keep working with vocation and love, to teach and guide these beautiful boys and girls that are the future of this world. I feel a happy person, full of peace and love."

~Participant

**Outstanding Achievements:** The kindergarten annual reports for 2016 - 2017 show that the Human Values Program became one of the pillars of the educational activities. Moreover, this is spreading to other kindergartens in Chile. There is production of educational material in Human Values. It has also been inspiring for the Bolivia Institute team that is now working with a kindergarten in the rural zone of Cochabamba. It has been very inspiring.

**Challenges:** The more important challenges that can be added here is that not always can there be coherence between work and personal and family life. These are the challenges that are worked out in the SSEHV Values Workshops.

**Workshop Follow-up:** There is a two-hour follow-up every week with the entire staff.

**Affiliation with an Institute of Sathya Sai Education:** Yes, the Bolivia Institute.

**Program Evaluation:** None

## *Ecuador*

### **Axiology (Values Theory)**

**Date(s) Conducted:** November 2012

**Location:** Guayaquil, Ecuador

**Venue:** University

**Duration - days:** 5 days

**Duration - hours:** 10 hours

**Frequency:** 1 week

**SSEHV Workshop Description:** An axiology in the Sathya Sai Education in Human Values (SSEHV) Programs

**Presenter(s):** 1

**Number of adult participants:** 48 students

**Age range of SSEHV students:** Undergraduate students aged 22 - 24 years from the Faculty of Social Communication, Hospitality, Tourism, Advertising and Marketing

**Extended Workshop:** Ongoing

**Demonstrated understanding of a Value/Values. Testimonies:** A student representative of the class thanked the teacher and said that she had never attended such a heart-centered seminar before and that there was more to life than the obvious.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**PROGRAM EVALUATION**



PARENTING WORKSHOP, SSEHV ECUADOR



**Summary of evaluation outcomes:** Students connected with the unity of all religions, and mentioned that they had never seen it from this perspective before.

**Comments/Information:** I feel the workshop was useful in bringing about an inner awakening that promotes respect for other religions.

## *Europe*

### **Sathya Sai Education in Human Values (SSEHV) in Leadership**

**Date(s) Conducted:** Estonia: Sept. 2011, February 2012; Hungary: March 2013, March 2014;

Lithuania: March 2013, March 2014; Sweden: September 2013, May 2014

**Venue:** Community Center(s)

**Duration - days:** 2 days each. Total of 4 days

**Duration - hours:** 14 hours each. Total of 28 hours

**SSEHV Workshop Description:** The workshop was based on the principles of Sathya Sai Education in Human Values (SSEHV) in relation to Leadership, with the objective of preparing the participants for taking up leadership roles in personal as well as in professional life. It included the foundation and methodology of Sathya Sai Educare, with the intention of helping participants to strengthen their ability to lead a meaningful life based on these spiritual principles.

**Topics:** Leadership Skills and Qualities, Co-ordination and Cooperation, Group Dynamics: Communication, Leadership Roles in different activities, and Selfless Service as a Spiritual Practice. The workshop provided the means by which participants could broaden their knowledge in Spiritual Leadership and Responsibility. They were introduced to different activities as modes for individual transformation and spiritual growth. The topic, "The Way towards Spiritual Excellence," completed the program. At the end of the lectures, workshops helped participants to digest the information presented. The program was a great help for those who wish to be more authentic at work.

**Presenter(s):** Trainers

**Number of adult participants:** Estonia, Latvia - 16; Hungary - 27; Sweden, Norway, Denmark & Finland – 23. Total: 66

**Extended Workshop:** Yes

**Demonstrated understanding of a Value/Values. Testimonies:** The weekend set the stage for a really exciting workshop, which provided us with many new experiences and a chance to find unity among each other in several fields. Despite the long workdays of the participants, they were full of eagerness and enthusiasm, actively listening, asking questions and enjoying the friendly and loving atmosphere of the workshop. Everybody was happy that this lovely event took place, and that they all had the opportunity to attend. The whole seminar was based on mutual relationship, providing plenty of opportunities to express ourselves in an atmosphere that was very interactive, intimate and homely.

The fact that 27 people participated in a seminar in Hungary on *Leadership* shows the interest in this topic. Some participants took down nearly every single word in order to pass the notes on to those who could not attend. Participants received an abundance of practical guidance on how to organize various activities. This weekend intensive was particularly important, as it made clear how the organisational work was, in fact, a lifestyle.

The participants found the topics interesting and relevant for their professional as well as their personal lives. Eager to continue their studies, participants were looking for ways to implement their new knowledge into everyday life. They were attentively listening to the lecturers and taking notes. Handouts of the Power Point Presentations were translated into the respective languages of the participants and provided for all.

The atmosphere during the lectures and workshops was full of love, cooperation, mutual assistance and understanding, which was especially useful for the new leaders. Participants could deepen their understanding of the various activities, and had an opportunity to check-in with their own lives to see if they reflected Truth and Love. They not only acquired knowledge on how to improve, but also gained the inspiration necessary for spiritual leadership.

All in all, it was a very inspiring and beautiful weekend, and we are grateful to the trainers for making this opportunity available to us. Our heartfelt thanks to them, for sacrificing their time and making this weekend a memorable one.

**Workshop Follow-up:** The participants were additionally taking part in the SSEHV Training Courses.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

### **Sathya Sai Education in Human Values (SSEHV) Public Speaking Seminar (PSS)**

**Date(s) Conducted:** April & September 2011; September & March 2011-12; April & June 2013; April & June 2013; September & October 2014; April 2016

**Locations:** Community Centers in: Helsinki, Finland; Estonia; Budapest, Hungary; Ebensee, Austria; Linz, Austria and Vilnius, Lithuania.

**Duration - days:** 2 days

**Duration - hours:** 14 hours

**Frequency:** One-time offering

**SSEHV Workshop Description:** The essence of communication is heart-to-heart. However, it is also considered important to work with structure, objective, audience involvement, and visual aids as well as making a heart-to heart connection with the audience.

This seminar on Public Speaking presents the principles of Sathya Sai Education as related to Personal Development, with its focus on how to strengthen relationships for the individual among family, in the workplace, and in society through practicing the Universal Five Human Values.

**Topics:** Adult Learning Processes, Communication, Co-operation through Dialogue, Self-evaluation and other Spiritual Practices, all of which support the personal transformational process that helps one to live spiritually in day-to-day life.

The seminar is designed to help participants to overcome mental obstacles to public speaking by giving new incentives along with teaching practical tools which can be used at work, for presenting a lecture, or in everyday communication. Mind Mapping is a technique believed to support memory and creativity by activating both hemispheres of the brain. Therefore, the technique of mind mapping was taught as a means of structuring a lecture as opposed to using a written manuscript. In Hungary, in the second part, the participants selected a topic to present from a designated list of topics. Each 45-minute presentation was videotaped for the purpose of self-evaluation. 20 minutes were allotted for presenting the topic, 10 minutes for video feedback, and the rest of the time was used for feedback from SSEHV teacher-trainers and the audience.

**Presenter(s):** Trainers

Number of participants: Estonia – 1; Finland and Estonia -12; Hungary – 35; Austria – 35; Lithuania – 42;

Latvia – 8; Total of 132.

**Demonstrated understanding of a Value/Values. Testimonies:**

- Understanding the learning processes from childhood through adulthood, is a good reminder of our own developmental stages, and how we can affect transformation in ourselves and in others. Self-evaluation, collaboration and dialogue, further prepare us to become the exemplars we seek to be. As always, the atmosphere was beautiful and stimulating. Our heartfelt thanks to the trainers for their knowledge, experience, examples,

inspiring presentations and presence.

- It was an inspiring weekend, which provided lots of ideas and enthusiasm for facilitating communication about SSEHV, and for living the Human Values. The focus was on connecting to family, work and local culture. The seminar had three parts: 1) common Human Values in the world religions (interfaith engagement), 2) community engagement (e.g. service or Go Green-projects), and 3) sustainability and environmental issues.
- Many new experiences were gained from this very exciting workshop where one could experience a strong sense of unity among the participants. The atmosphere was both interactive and supportive. One comment received was, "I can think of the lecturers with superlatives only." Feedback from the participants exhibited positive feelings, with special appreciation for the straightforward delivery of each subject and the use of visual aids, but the love of the trainers was considered the most inspiring. Additionally, participants stated that the information presented was very helpful for them in their personal lives, as well as professionally. The whole seminar was based on mutual relationship and provided lots of opportunities for self-expression and communication. The techniques learned were practiced by all with great joy. Immediately after the seminar in Austria, 11 participants choose topics for presentations and registered for the next Public Speaking seminar in June.

Additional feedback from participants:

- "It was very educative; I learned a lot."
- "Topics and techniques have been refreshed and I discovered new ways of mediating."
- "It was good practice in active listening."
- "The method of mirroring (video) was especially helpful and valuable."
- "Self-evaluation was very useful."
- "Feedback opens and widens one's own perspective."
- "I experienced the honest feedback given as very positive; thus hindrances, regarding further presentations, were reduced for me."
- Participants felt that the great amount of information received would be useful when drafting their own presentations, moreover, this would enable them to consciously develop their presentational skills.
- Gratitude was expressed for learning where they needed to improve, and to use the method of Mind Mapping with confidence.
- During a workshop on Mind Mapping, one group found it helpful to elaborate upon an actual issue in order to support work towards its solution.
- The video recording of the presentations and constructive feedback from the SSEHV trainers pointed out aspects for potential improvement of both presentation and communication techniques, as well as professional and factual accuracy.
- The seminar was very useful for the spectators, who had the chance to gain some insight into the challenges of preparing and performing a presentation.
- The presenters evaluated the seminar as highly useful, highlighting among other aspects the deeper understanding of the most important steps to a comprehensive preparation, the creative value of both the act of presenting and receiving encouraging feedback, and inspiration for the continuation of learning and sharing.
- Participants stated that the atmosphere was full of mutual interaction, understanding and love.
- High ratings in the feedback form show the usefulness and clarity of the topics, and the positive and inspiring impact of the seminar.

**Workshop Follow-up:** Most of the participants followed the Course 1 and 2 of the Institute Training

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

## Human Values for Life

**Date(s) Conducted:** Netherlands: 2013; Austria: 2013; Hungary 2011 -2014; Lithuania 2015 – 2016; Denmark 2017.

**Venue:** Community Centers

**Duration - days:** 2 days

**Duration - hours:** 14 hours

**Frequency:** As requested

**SSEHV Workshop Description:** The essence of communication is heart-to-heart. However, it is also considered important to work with structure, objective, audience involvement, and visual aids as well as making a heart-to heart connection with the audience.

This seminar on Public Speaking presents the principles of Sathya Sai Education (SSE) as related to Personal Development, with its focus on how to strengthen relationships for the individual among family, in the workplace, and in society through practicing the Universal Five Human Values.

**Topics:** Adult Learning Processes, Communication, Co-operation through Dialogue, Self-evaluation and other Spiritual Practices, all of which support the personal transformational process that helps one to live spiritually in day-to-day life.

The seminar is designed to help participants overcome mental obstacles to public speaking by giving new incentives along with teaching practical tools which can be used at work, for presenting a lecture, or in everyday communication. Mind Mapping is a technique believed to support memory and creativity by activating both hemispheres of the brain. Therefore, the technique of Mind Mapping was taught as a means of structuring a lecture as opposed to using a written manuscript. In Hungary, the workshop was presented in 2 parts, and in the second part the participants selected a topic to present from a designated list of topics. Each 45-min presentation was videotaped for the purpose of self-evaluation. 20 minutes were allotted for presenting the topic, 10 minutes for video feedback, and the rest of the time was used for feedback from SSEHV teacher-trainers and the audience.

**Presenter(s):** Various Presenters

**Number of adult participants:** Netherlands – 32; Estonia, Latvia, Lithuania - 100; Denmark - 23, Hungary- 20, Austria – 18. Total of 193.

**Extended Workshop:** Workshop presented in 2 parts in Hungary and Austria

**Demonstrated understanding of a Value/Values. Testimonies:**

- Understanding the learning processes from childhood through adulthood, is a good reminder of our own developmental stages, and how we can affect transformation in ourselves and in others. Self-evaluation, collaboration and dialogue further prepare us to become the exemplars we seek to be. We are very grateful to the trainers for their effort to adapt this course specifically to the needs of the Dutch SSEHV trainers and trainees. As always, the atmosphere was beautiful and stimulating. Our heartfelt thanks to the trainers for their knowledge, experience, examples, inspiring presentations and presence.
- It was an inspiring weekend, which provided lots of ideas and enthusiasm for facilitating communication about SSEHV, and for living the Human Values. The focus was on connecting to family, work and local culture. The seminar had three parts:
  - Common Human Values in the world religions (interfaith engagement),
  - Community engagement (e.g. service or Go Green-projects), and
  - Sustainability and environmental issues.
- Many new experiences were gained from this very exciting workshop where one could experience a strong sense of unity among the participants. The atmosphere was both interactive and supportive. One comment received was, “I can think of the lecturers with superlatives only.” Feedback from the participants exhibited positive feelings, with special appreciation for the straightforward delivery of each subject and the use of visual aids, but

the love of the trainers was considered the most inspiring. Additionally, participants stated that the information presented was very helpful for them in their personal lives, as well as professionally. The whole seminar was based on mutual relationship and provided lots of opportunities for self-expression and communication. The techniques learned were practiced by all with great joy. Immediately after the seminar in Austria, 11 participants choose topics for presentations and registered for the next Public Speaking seminar in June.

Additional feedback from participants:

- It was very educative; I learned a lot.
- Topics and techniques have been refreshed and I discovered new ways of mediating.
- It was good practice in active listening.
- The method of mirroring (video) was especially helpful and valuable.
- Self-evaluation was very useful.
- Feedback opens and widens one's own perspective.
- I experienced the honest feedback given as very positive, thus hindrances regarding further presentations were reduced for me.
- Participants felt that the great amount of information received would be useful when drafting their own presentations. Moreover, this would enable them to consciously develop their presentational skills.
- Gratitude was expressed for learning where they needed to improve, and to use the method of Mind Mapping with confidence.
- During a workshop on Mind Mapping, one group found it helpful to elaborate upon an actual issue in order to support work towards its solution.
- The video recording of the presentations and constructive feedback from the SSEHV trainers pointed out aspects for potential improvement of both presentation and communication techniques, as well as professional and factual accuracy.
- The seminar was very useful for the spectators, who had the chance to gain some insight into the challenges of preparing and performing a presentation.
- The presenters evaluated the seminar as highly useful, highlighting among other aspects the deeper understanding of the most important steps to a comprehensive preparation, the creative value of both the act of presenting and receiving encouraging feedback, and inspiration for the continuation of learning and sharing.
- Participants stated that the atmosphere was full of mutual interaction, understanding and love.
- High ratings in the feedback form show the usefulness and clarity of the topics, and the positive and inspiring impact of the seminar.

**Workshop Follow-up:** Some of the participants were additionally taking part in the ESSE Training Courses.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

## *Fiji*

### **Why Sathya Sai Education in Human Values (SSEHV)?**

**Location:** Fiji

**Venue:** Center

**Duration** - hours: 1 hour

**Frequency:** Monthly

**SSEHV Workshop Description:** *Why Sathya Sai Education in Human Values; Story Telling; Quotation*

**Presenter(s):** 1

**Number of youth participants:** All class students and teachers

**Age range of SSEHV students:** 6 - 20 years

**Number of adult participants:** All teachers and support staff

**Extended Workshop:** Yes

**Demonstrated understanding of a Value/Values. Testimonies:** They enjoy the sessions

- Able to tell moral of story
- Some able to tell the story using sign language

**Outstanding Achievements:** Students' response towards positivity.

**Challenges:** Difficulty in communication in sign language and some students have hearing disability issues.

**Workshop Follow-up:** Yes

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

**Comments/Information:** More visits and more time spent will keep the students polished up with Human Values education.

## **Sathya Sai Education in Human Values (SSEHV) Good Parenting**

**Workshop Topic:** *Good Parenting*

**Location:** Nawai, Fiji

**Venue:** Kindergarten Class

**Duration - days:** Monday

**Duration - hours:** 2 hours

**Frequency:** One-time offering

**SSEHV Workshop Description:** Guideline to students on how to mold them in becoming good citizens.

**Presenter(s):** 1

**Number of youth participants:** 17 Children

**Number of adult participants:** 25 Parents

**Demonstrated understanding of a Value/Values. Testimonies:** Parents are to become role models for their children. Mold children and instill moral values.

**Outstanding Achievements:** Certificates were given to individual parents.

**Challenges:** Language was a problem.

**Workshop Follow-up:** No

**Affiliation with an Institute of Sathya Sai Education:** Yes

### **PROGRAM EVALUATION**

**Summary of evaluation outcomes:** Parents were encouraged to be good role models and guide the children along.

## **Greece**

### **Workshops on Sathya Sai Education in Human Values (SSEHV) and a Variety of Topics**

**Date(s) Conducted:** 2011 – 2017 ongoing

**Locations:** Filothei, Palaio Faliro, Halandri (areas within Athens), town of Marcopoulo in Attica, cities of Patras, Thessaloniki, Chania, and Heraklion

**Venues:** Various



WORKSHOPS ON A VARIETY OF TOPICS  
SSEHV GREECE

**Duration - days:** Depending on the availability of trainers and participants, the workshops last either two days (Saturday afternoon & Sunday morning) or a few hours on working days.

**Duration - hours:** 2-4 hours each time

**Frequency:** One-off, weekly, monthly

**SSEHV Workshop Description:** The format of these workshops is: Lecture, Workshop/Study Circle, Outcomes/Conclusions, brief music interval, Lunch.

Lectures have various topics starting with the main teachings on the SSEHVs' five Human Values and include: Leadership Skills, Unity in Diversity, Selfless Service, Self-Knowledge, Healthy Eating, Environmental Care, Regenerative Agriculture, Economical Crisis as a chance for Spiritual Awakening, European Union and Dharma, Animal Care and Vegetarianism, etc.

**Presenter(s):** The workshops are organized by a group of the senior members of both Institute of Sathya Sai Education – South Europe and Greek SSO, which meets at least once a month to evaluate each meeting, weigh the pros and cons, and to organize the next meeting.

**Number of youth participants:** 5-10 x 6 years. Total: 30 - 60

**Number of adult participants:** 15-80 x 6 years. Total: 90 - 480

**Age range of SSEHV students:** 18 - 70 years

**Extended Workshop:** Ongoing

**Demonstrated understanding of a Value/Values. Testimonies:** New members were introduced to the SSEHV program and the teachings on Human Values. The program is being enhanced by comparisons of the Sathya Sai philosophy with the ancient Greek philosophy, especially Socrates, Plato, Aristotle and the Pre-Socratic philosophers. This has caused an awareness and greater respect for the ancient Greek philosophy and has paved the path to a deeper understanding. An additional benefit of the workshops is that some members of the audience have become regular attendees.

**Workshop Follow-up:** Regular study circles on Sathya Sai Education in Human Values and ancient Greek philosophy are taking place for participants who have expressed their interest for an in-depth understanding of Human Values and Spirituality. At the end of each workshop, participants are given a typed overview of the subjects covered and the points raised.

**Publications and/or website links:** Some presentations have been videotaped.

**Affiliation with an Institute of Sathya Sai Education:** Yes

#### **PROGRAM EVALUATION**

**Summary of evaluation outcomes:** While a formal evaluation has not been conducted, there is always positive feedback from the participants on how these workshops awaken a deeper understanding of themselves, and a change in their outlook of life. They often participate in service projects and there is constant encouragement for them to continue to spread the message of Human Values to a greater audience.

## *Guatemala*

### **Talks on Parenting to Parents of the Children at the Sathya Sai School of Guatemala**

**Date(s) Conducted:** Since 1999, have been conducting talks regularly, until now

**Location:** Guatemala City

**Venue:** Sai School

**Duration - hours:** 1 – 2 hours

**Frequency:** Regularly

**SSEHV Workshop Description:** Talks for parents on parenting, hygiene, parenting etc.



**Presenter(s):** The Principal and some guests

**Number of adult participants:** 90 - 150 parents

**Extended Workshop:** Yes

**Demonstrated understanding of a Value/Values. Testimonies:**

- Parents who used to find it very difficult to be on time are now taking their children to school without any delay
- Parents usually became more involved and encouraged children to do their homework
- A mother knew how to stop her husband during a moment of home violence

**Outstanding Achievements:** After a series of talks, parents embraced a more positive attitude, start praying and meditating together, they use language more properly now, provide more nutritious meals to their children, and become vigilant of their children's hygiene.

- Excellent attendance – 90% of the parents.
- A small snack is provided.

**Challenges:** We would like to have more trained guests to address the parents through the talks.

**Affiliation with an Institute of Sathya Sai Education:** Yes

## *Guyana*

### **Sathya Sai Education in Human Values (SSEHV) Facilitator Workshops in Guyana**

**Date(s) Conducted:** May - Oct. 2017

**Locations:** Georgetown, Essequibo Coast, Essequibo Coast, Corentyne and Berbice, Guyana

**Venue:** Local Centers

**Duration - days:** 5 sessions per day.

**Duration - hours:** 3 hours per session. Total: 15 hours

**Frequency:** Once per month

**SSEHV Workshop Description:**

- Ideals in Human Relationships
- Communication
- Managing the Environment
- Financial Management

**Number of youth participants:** 31

**Number of adult participants:** 18

**Extended Workshop:** Yes

**Demonstrated understanding of a Value/Values. Testimonies:** Please see Appendices:

<https://1drv.ms/b/s!AmZnQ4vAUdkJfA4ple2CieIEYxk>

**Outstanding Achievements:** 90% fully participated in each training session.

**Challenges:** SSEHV volunteering not sustained.

**Workshop Follow-up:** None to date.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Ready-made evaluation tools:** As per PTLW.

**Comments/Information:** Participants are empowered to coordinate and conduct minor workshops and programs.

## Haiti

### Sathya Sai Education in Human Values (SSEHV) for Teachers, Students of Education and Youth

**Location:** Haiti

**Venue:** Mostly in a school

**SSEHV Workshops Description:**

- **June 2010:** A training in Human Values and Youth Leadership.  
Participants: 20 people, including youth, from a neighborhood seeking to offer support to the children of their community and other youth. Duration: One week. 30 hours.  
Content: Human Values and personal transformation, transformational leadership and community service, needs assessment.
- **Spring 2011:** SSEHV training and activities for teachers, the youth who started the ABC for Life school and interested public. Duration: Two weekends  
Content: Human Values in education, 5HV aspects of the Values. Practical workshops on cooperation and communication, and group activities.
- **Spring 2011:** SSEHV activities for high-school students and adults. Duration: 3 times per week, one hour each time. Content: Human Values study groups, silent sitting exercises and group activities.
- **Spring 2011:** SSEHV for high-school seniors of Collège -at their request. Duration: One hour per week for 4 months. Content: Interactive lessons on Human Values and character development related to practical issues and Haitian context through discussions and group activities.
- **August 2016:** Training sessions for teachers and other interested teachers and youth: one in each of the two partnership schools (ABC for Life and EMNJ). Duration: Two 5-day sessions  
A 4-hour theory (the 5 Human Values, integral education, teacher as exemplar, in the morning and preparation of the afternoon lesson.  
A 2-hour SSEHV lessons for 100 schoolchildren led by the trainees in the afternoons.
- **August 2017:** Training in Port-au-Prince: A two-day introductory course followed by three days of more in-depth study for 45 teachers, students in education and other youth. Duration: 5 days, 6 hours each day. Content: Basic principles of SSEHV, education today, character development, the 5 Human Values, role of parents and teachers, philosophy of Educare, direct and indirect teaching methods.
- **August 2017:** Introductory course in a town two hours North of Port-au-Prince, for 27 teachers and youth. Duration: Two days. Content: Basic principles of SSEHV, education today, character development, the 5 Human Values, Educare, role of parents and teachers, teacher as example.
- **February 2018:** Training for 30 participants, follow-up of the training in August. Duration: 4 days, 4 hours each day. Content: More in-depth study of the Values and teaching techniques, with many examples and activities of the **direct method** at the request of the participants. Presentations on *Who am I? And Unity of Heart, Head and Hands*.
- **February 2018:** A presentation with High school students on *Who am I? And the 5 Human Values*. Duration: 4 hours
- **February 2018:** Introduction to SSEHV in Gonaives for young adults, 32 participants. Duration: Full day. Content: Introduction to the SSEHV program, the 5 Human Values and Educare, *Who am I? And Unity of Heart, Head and Hands*.

• **April 2018:** SSEHV introduction at school one hour south of the capital. Duration: 3 hours  
All sessions since 2016 included PowerPoint presentations, the five lesson techniques and (except for the High school and Léogane) a written assignment and evaluation. The trainings were very well received and generated enthusiasm, understanding and a determination to practice Human Values.

**Presenter(s):** 2

**Number of youth participants:** 15 - 45 depending on the workshop. 62 high school students + 100 schoolchildren

**Age range of SSEHV students:** 16 - 30 years

**Number of adult participants:** Approximately 154

**Extended Workshop:** Yes: The trainings continue in Haiti depending on the availability of the international trainers. The goal is to expand the local resources and get help from neighboring ISSE's.

**Demonstrated understanding of a Value/Values. Testimonies:** There are many positive and inspiring testimonies, and the atmosphere of love, joy and inspiration to work with the Values are signs of the positive outcome. Great motivation for self-transformation by developing the Human Values and awareness of the role as example.

**Challenges:**

To find French speaking trainers able to come to Haiti. We may have to give future trainings using translators (for English or Spanish speaking trainers) and a few of the more experienced trained Haitian teachers can help out with various activities using the Creole language.

- To respond to the demand and opportunities to spread SSEHV in Haiti. As most teachers do not receive any or little training and as character building and Values education are desired by good school directors, teachers and youth, the trainings are most appreciated and valued. SSEHV matches well the moral Christian Values prevalent in Haiti. The methods provide alternative and fun ways to awaken the children's interest. There is great potential as the need is great as well. To date the program has been kept small.
- To find a suitable location. It is expensive to rent a location. The location we have been using in the school has been very difficult because too small and very hot. Nevertheless, the participants came every day and put up with the inconvenience. A number of participants must travel quite a distance to join. One person walked for over an hour each way each day. For another group we had to engage a driver with a pick-up.
- To provide meal for participants is important and has been provided, notwithstanding the cost.
- Provide more and better handouts or create a small manual so that the participants can easily review the material, as even French is their second language.

**Affiliation with an Institute of Sathya Sai Education:** Yes, under the auspices of the ESSE Zone 7, since Nov 2016.

#### **PROGRAM EVALUATION**

**Developed evaluation tools:** Written Assignments

**Ready-made evaluation tools:** Evaluation Forms

**Summary of evaluation outcomes:** Participants show understanding and enthusiasm at the end of the workshops. Follow-up with the participants who are not part of the two partnership schools has not been done yet.

**Comments/Information: August 2017:** A Haitian Human Values Committee has been formed to ensure a continuation in spreading and implementing the Values in Haiti through follow-up with the participants.



SSEHV WORKSHOP FOR YOUTH, HAITI

## Italy

### Sathya Sai Education in Human Values (SSEHV) Based Training Program for Teachers

**Date(s) Conducted:** 2014 - 2017

**Location:** Milano, Italy

**Venue:** School

**Duration - days:** 11

**Duration - hours:** 22 hours

**Frequency:** Monthly - Total of 1 series of workshops per year

**SSEHV Workshop Description:**

The workshops were organized for the teachers of school. The Comprehensive Institute is a specific School typology which brings together under only one leadership and administration different schools' orders for infant, primary, and secondary schools.

**Presenter(s):** 1

**Number of adult participants:** 88 teachers

**Age range of SSEHV students:** 27 - 60 years

**Extended Workshop:** Yes. We probably will continue next year.

**Demonstrated understanding of a Value/Values. Testimonies:**

- We used a *maveutic* approach to help teachers in discovering new solutions and ancient wisdom from within.
- We also used groups activities such as role playing or exercises often used in company training.
- We introduced at every meeting ten minutes of meditation to help participants to achieve the basis of concentration. Some of them even used this technique in classrooms with their students. They reported that students involved were really interested and engaged in this continuative experience. Usually teachers who adopted five minutes meditation in their classrooms practiced it at the beginning of the lesson.

**Outstanding Achievements:** The course was approved by the Minister of Education in Italy allowing teachers to obtain credits for their participation.

**Challenges:** Helping teachers gain confidence in using Human Values based activity in their classroom.

**Workshop Follow-up:** After some months we had the opportunity to check teachers' activities, discovering that they continue using the five techniques in their classroom.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**PROGRAM EVALUATION**

**Formal evaluation:** Yes

Teachers had to complete an evaluation test online with questions about Human Values approach.

<https://docs.google.com/forms/d/1THkpxpEobjVMjjV6OHfEI707EkNBgcFaEzMw0-TphJk/edit?ts=5933cc22#responses>

**Developed evaluation tools:** Teacher had to complete an online questionnaire to evaluate the course. Also they had to report all the Human Values oriented activities that they conducted in their classroom with children.

[https://docs.google.com/forms/d/1U94-MUe3NMWHL6Wv-pMeFp04h0ISGh6HQMI\\_TO0jNw8/edit?ts=5933ce25#responses](https://docs.google.com/forms/d/1U94-MUe3NMWHL6Wv-pMeFp04h0ISGh6HQMI_TO0jNw8/edit?ts=5933ce25#responses)

[https://docs.google.com/forms/d/1PIOPNwiwXYtzUHuld0uaup\\_vSwcaLt3T04HjzdtSVvM/edit?ts=5933cdf#responses](https://docs.google.com/forms/d/1PIOPNwiwXYtzUHuld0uaup_vSwcaLt3T04HjzdtSVvM/edit?ts=5933cdf#responses)

**Summary of evaluation outcomes:** Teachers were really pleased with the course by giving very high evaluation ratings.

### **Sathya Sai Education in Human Values (SSEHV) in Parenting**

**Date(s) Conducted:** 2015 - 2017

**Location:** Milano, Italy

**Venue:** School

**Duration - days:** 6

**Duration - hours:** 12 hours

**Frequency:** Monthly. Total of 3 Workshops

**SSEHV Workshop Description:** In October 2015, the president of the parents' assembly asked Institute of Sathya Sai Education – Italia (ISSE Italia) to develop three conferences about Human Values. This had been possible because an individual, besides being a teacher is a parent. He proposed this partnership to the assembly and they were really interested in it. We proposed different topics and they chose this:

- Being Human: Values-Based Parents
- Self Esteem
- The Fundamental Power of Concentration

At the first meeting a lot of parents were present, more than usual. During the second and the third meeting many more parents arrived. On average, fifty people attended.

**Presenter(s):** 1

**Number of adult participants:** 50

**Age range of SSEHV students:** 30 - 55 years

**Demonstrated understanding of a Value/Values. Testimonies:** We spoke about Human Values and the most important topics of integral pedagogy. We even practiced some exercise to focus attention on breath. The idea was to help parents in their comprehension of the needs of the young and their way of functioning.

**Publications and/or website links:** <http://www.icgalileicorsico.gov.it/it/articolo/percorso-formazione-genitori>

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

### **Sathya Sai Education in Human Values (SSEHV) Based Training Program**

**Date(s) Conducted:** February 2014 - October 2014

**Location:** Milano, Italy

**Venue:** Humanitas Hospital

**Duration - days:** 7

**Duration - hours:** 56 hours

**Frequency:** Monthly

**SSEHV Workshop Description:** One of the best practices of the Humanitas Hospital is to regularly implement highly specialized training programs for their staff. In 2013, a female doctor, Chair of the Humanitas Foundation that manages more than 200 volunteers, asked the coordinator of the intensive care volunteers to provide a Human Values Training program for all the volunteers of the Hospital. She in turn directly contacted psychologists and professional trainers engaged in the Institute of Sathya Sai Education – South Europe (ISSE-SE) activities, to organize and realize a high standard training program. After a first meeting with the doctor in January 2014 we planned the training program.

**Presenter(s):** 2

**Number of adult participants:** 190

**Age range of SSEHV students:** 40 – 75 years

**Extended Workshop:** No

**Demonstrated understanding of a Value/Values. Testimonies:** See evaluation below

**Affiliation with an Institute of Sathya Sai Education:** Yes

### **PROGRAM EVALUATION**

**Formal evaluation:** We had evaluation phases. After each meeting we asked participants to express their opinion about the work. Especially after the first two days dedicated to the volunteer coordinators, we collected their reflections to adjust the program dedicated to the volunteers based on their particular needs. At the end of the program we administered an evaluation questionnaire. Below are the results of the evaluation:

**Questionnaire Ranking: 1(not too much) 2 3 4 5 6 (very much)**

- The training was interesting: 5.17
- The training was useful: 4.49
- The contents were important: 4.93
- The contents treated are important for my volunteer activities: 4.59
- The contents treated are important for my life: 4.25
- The contents treated were expressed clearly: 5.28
- I already knew these contents: 3.54
- I will try to use on a daily basis what I have learnt: 4.44
- I would like to deepen the topics covered: 4.23
- I enjoyed myself: 4.82
- I got bored: 1.73

**Summary of evaluation outcomes:** People were really pleased with the workshop.

The contents were divided in a general part for all the volunteers and a much more deepened one depending on needs of the different departments.

As usually happens during a professional training program, the topics of each single day had a predefined base structure but we adjusted it in relation to the emerging needs of the participants. We had presented: lessons, activity in groups, discussion groups and story-telling. The focus was on a maieutic method, finalized to help people to experiment and discover by oneself the topics proposed.

We used metaphoric group activities which helped people go deeper into the themes exposed in the theoretical part.

## *Japan*

### **Sathya Sai Education in Human Values (SSEHV) and Study of India**

**Date(s) Conducted:** July 2012 – December 2017

**Location:** Tokyo, Chiba, Kanagawa, Saitama, Shizuoka, Aichi and Shiga in Japan

**Venue:** High Schools, Universities, Community Centers, etc.

**Duration - days:** Total 45 days (Each seminar: 1 day)

**Duration - hours:** Each seminar: 1-3 hours,

**Each exhibition:** 1–3 days

**Frequency:** Occasional (upon request)

**SSEHV Workshop Description:** In 2012, the Ambassador of India requested holding these workshops so that the Japanese youth might gain a more favorable impression of India. Recently, many public schools have invited volunteers to come and speak about their country in an effort to improve the

# ラーマ

ラーヴァナよ

お前は気づいていないのだ！  
人生にとって何が大切なことなのかを！  
何を実践すべきなのかを！



私はすべてを知っている。  
これから何が起こるのかを。  
私は私の役割を果たすべく生まれてきたのだ。  
私がこのシヴァ神の弓を持ち上げ、折ったとき  
ラーヴァナを破壊する物語が始まったのだ。

# シータ

ミティラー国の王ジャナカは、シヴァ神の  
神聖な弓を持ち上げて折った聖なる強者を  
娘のシータの夫とする集まり開いた。



ラーマは弓を軽々と持ち上げ  
弦をはるために弓を曲げる  
耳をつんざくような音をたてて弓が折れた。



ラーマとシータは結婚の儀  
を執り行うこととなった。



ラーマは、  
シータの夫  
あっても、  
子孫と、子  
ラーマは  
を注ぎ深

ラーマは、  
ダシャラタ王  
つもりでし  
カイケー  
し、自分の  
ました。

カイケー  
ましたが、  
感わされ  
別は、「邪悪  
ってしまう

森での隠遁生活であっても、  
ラーマ、シータ、ラクシュマナ（ラーマの弟）  
たちは、徳高き暮らしをしていました。  
ある時、シータは、ラーヴァナという魔王に  
捕まり、連れ去られてしまいます。

ラーヴァナの国に行くには、海を渡ってい  
かなければなりません。ラーマを助ける王や  
物達も一緒になってシータを救出するための  
助けをします。みんなで助け合う重要性を伝  
えています。



ラーヴァナは  
だが、神の力  
を併し、シー  
した。

「ラーマーヤナ」  
すが、このこ  
の心の中で起  
言われています。

すべての登場人物  
善なる思いはラー  
ラーヴァナとして  
同じ様なことが  
いるようです。





international understanding of students prior to the upcoming Tokyo Olympic Games in 2020. As a result, the “Study of India” workshop was chosen.

This workshop covers these various topics related to India: history, relationship between India and Japan, great people of India, comparison of Buddhism and Hinduism, Ramayana, Mahabharata, Vedas, Indian art, cricket, Indian classical dance, Bollywood dance, sitar concerts, yoga, Indian cooking, Indian food, Indian society, the Japanese businessman’s experience in India, etc.

Some of the topics are taught by outside lecturers, but ISSE speakers always offer at least one lecture per workshop to mention the five Human Values. Please visit link

<https://1drv.ms/b/s!AmZnQ4vAUdkJfWZD5BrCcZ38phU>

**Presenter(s):** 8

**Speakers** (total 22): Former Ambassador of Japan to India (1); Executive Director of India - Japan Association (1); University professor (1); Researchers (2); Curator (1); Business persons related to

India (5); Dancers (5); Yoga instructors (4); Musician (1) and Ayurveda specialist (1)

**Number of youth participants:** 3,000 in 37 seminars

**Age range of SSEHV students:** 15 - 22 years

**Number of adult participants:** 500 in 37 seminars

**Age range of SSEHV students:** 23 - 60 years

**Extended Workshop:** Yes

**Demonstrated understanding of a Value/Values. Testimonies:** One student of both Indian and Japanese descent was able to recover his self-confidence through the “Study of India”. Some students were impressed by the depth of Indian philosophy; some were able to understand the importance of seeking inner peace through yoga. Yet others were impressed by the concept of *ahimsa* (non-violence) through the Indian cooking class.

## *Eastern Europe*

### **Sathya Sai Education in Human Values (SSEHV)**

**Topic 1: Physics as the Key to Understanding Life;**

**Topic 2: 5 Rules of a True Businessman**

**Date(s) Conducted:** November & December 2015

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** School

**Duration - days:** 1

**Duration - hours:** 1 hour

**Frequency:** One-time offering

**SSEHV Workshop Description:** Two conversations were held with high school students about Physics and Human Values, and about Business and Human Values

**Presenter(s):** 3

**Number of youth participants:** 50

**Age range of SSEHV students:** 16 - 17 years

**Extended Workshop:** No

**Demonstrated understanding of a Value/Values. Testimonies:** High school students were very inspired, listened attentively, thought deeply about Human Values, and asked us to come again.

**Workshop Follow-up:** The Director invited speakers to hold a section for high school students. We agreed with the school administration on further cooperation.

**Affiliation with an Institute of Sathya Sai Education:** Yes

## **Sathya Sai Education in Human Values (SSEHV): The World Day of Kindness**

**Date(s) Conducted:** December 2017

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Mother's House

**Duration - hours:** 1 hour

**Frequency:** One-time offering

**SSEHV Workshop Description:** The importance of kindness in the world, about how important it is to love your child while staying in confined circumstances.

**Presenter(s):** 1

**Number of participants:** 6 mothers

**Age range of SSEHV students:** 18 - 30 years

**Extended Workshop:** No

**Publications and/or website links:** Published on the regional website under the heading "Kazakhstan".

**Affiliation with an Institute of Sathya Sai Education:** Yes

## **Sathya Sai Education in Human Values (SSEHV) Interactive Seminar: Moral Education of Girls**

**Date(s) Conducted:** April 2017

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** 3 colleges

**Duration - hours:** 1 hour

**Frequency:** One-time offering

**Presenter(s):** 1

**Number of participants:** 30 - 35 students of 3 colleges + 3 others. Total: 90 – 105

**Age range of SSEHV students:** 17 - 20 years

**Extended Workshop:** No

**Demonstrated understanding of a Value/Values. Testimonies:** The results have always been exhilarating. The girls noted that such seminars "teach them to live with dignity".

**Workshop Follow-up:** Individual consultations of colleges' teachers

**Publications and/or website links:** Press release of the city administration

**Affiliation with an Institute of Sathya Sai Education:** Yes

### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, by the Department of Self-Knowledge of the Regional Department of Education

**Comments/Information:** The seminar on *Moral Education of Girls* was relevant and in demand for self-knowledge and self-improvement of young people.

## **Sathya Sai Education in Human Values (SSEHV) - About the Dangers of Smoking**

**Date(s) Conducted:** Twice in May 2017

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** School; Ecological College

**Duration - days:** 1

**Duration - hours:** 1.5 hours

**Frequency:** One-time offering

**SSEHV Workshop Description:** The meeting started with the movie "Valentine and Smoking".

Youth's attitude towards smoking was revealed according to their answers to questions about the

film. It was negative. Then we examined the situation of smoking among young people in Kazakhstan. The figures impressed the listeners, but even more impressive was the viewing of slides and a video about the consequences of smoking.

Then the students played the story "About the Tobacco Seller". All together spoke a quote: "Tobacco brings harm to the body, destroys the mind, and stupefies entire nations," by Honore de Balzac. The listeners were asked: "What can we do to make people in our country non-smokers?" There was a unanimous answer: to prohibit the sale of cigarettes, not to smoke themselves, to play sports. The lecturer invited students to say aloud to humanity "No smoking!" Students one by one spoke their call. At the end of the meeting, everyone enthusiastically sang the song "About a Healthy Lifestyle."

**Presenter(s):** 1

**Number of youth participants:** 360 pupils from grades 8 - 11; 74 college students; 12 school teachers; 5 teachers of the college. Total: 451

**Extended Workshop:** No

**Demonstrated understanding of a Value/Values. Testimonies:** The purpose of the meeting was achieved. Most of the listeners had seriously thought about their attitude to smoking. After the meeting, there was a conversation with one of the college teachers present at the meeting. He expressed his opinion: the information was very useful for students and aroused keen interest. The song was inspirational; deep interest was shown in working on this problem and active cooperation could be seen.

**Workshop Follow-up:** No

**Affiliation with an Institute of Sathya Sai Education:** Yes

**PROGRAM EVALUATION**

**Formal evaluation:** Yes, orally, by the teachers present; they gave a high mark.

### **Sathya Sai Education in Human Values (SSEHV)**

#### **Lectures on the themes: Moral Education in the Family, Development of Positive Thinking, How to Avoid Burning Ones' Self Out at Work.**

**Date(s) Conducted:** October and November 2016

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** High school

**Duration - days:** 1 day each

**Duration - hours:** 1 hour

**Frequency:** One-time offering

**SSEHV Workshop Description:** Lectures were conducted for teachers and parents. The first lecture featured the importance of moral example of parents, mother's and father's roles, at the end of the lecture, parents wrote a letter to their child. The other lectures featured basics of positive thinking, mind's role, methods of mind control and achieving peace of mind. Also, a light meditation was conducted.

**Presenter(s):** 1

**Number of adult participants:** Teaching staff and alumni of the University - 40

**Extended Workshop:** No

**Demonstrated understanding of a Value/Values. Testimonies:** Parents and teachers thanked the presenters for the knowledge they had received and expressed a desire that such workshops should be conducted more often.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

## **Sathya Sai Education in Human Values (SSEHV)**

**How to Give the Children the Energy of Love for the teachers of the orphanage.**

**The Ideas of Janusz Korczak for Modern Education for teachers of the boarding school.**

**Date(s) Conducted:** November & April 2015

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Orphanage, Boarding School

**Duration - days:** 1

**Duration - hours:** 1.5 hours

**Frequency:** One-time offering

**SSEHV Workshop Description:** They are Interactive master classes using 5 methods of spiritual and moral education.

**Presenter(s):** 1

**Number of adult participants:** 7 educators; 22 teachers. Total: 29

**Age range of SSEHV students:** 25 - 40 years

**Extended Workshop:** No

**Demonstrated understanding of a Value/Values. Testimonies:** Teachers and educators participated in the seminar with interest and enthusiasm. They thanked the presenters and asked to hold more seminars.

**Workshop Follow-up:** No

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

## **Sathya Sai Education in Human Values (SSEHV) - Good Character**

**Date(s) Conducted:** June 2016

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Children's Reception Center

**Duration - days:** 1

**Duration – hours:** 1.5 - 2 hours each lesson

**Frequency:** One-time offering

**SSEHV Workshop Description:** The lesson *Good Character* was held in three groups of children

**Presenter(s):** 3

**Number of youth participants:** 31

**Number of adult participants:** 7

**Extended Workshop:** No

**Demonstrated understanding of a Value/Values. Testimonies:** Children explained which traits help to form good character and which hinder the process and why. They gave examples from their lives and their own experience.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**PROGRAM EVALUATION**

**Formal evaluation:** Yes, by staff members of the Reception Center

## **Classes on Sathya Sai Education in Human Values (SSEHV)**

**Date(s) Conducted:** December 2015 & January 2016

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Children's Reception Center



WORKSHOP ON SELF KNOWLEDGE  
SSEHV EASTERN EUROPE

**Duration - days:** 1

**Duration - hours:** 2 - 3 hours

**Frequency:** One-time offering

**SSEHV Workshop Description:** Two classes on Human Values were conducted for children - separately for groups of boys and girls. The theme of the talk with boys: *What Qualities Should a Man Have?*

The theme of the talk with girls was *A Girl - Who is She?*

**Presenter(s):** 5

**Number of youth participants:** 48

**Age range of SSEHV students:** 10 – 25 years

**Number of adult participants:** 10

**Demonstrated understanding of a Value/Values. Testimonies:** Children, both boys and girls, participated in the talk with great interest, were very active and asked many questions. They loved these talks. They said that these meetings have united them and made them very close and dear. The faces of the girls and boys glowed with happiness and smiles. The girls were very beautiful and charming. The boys looked serious and self-confident. They said they had realized the purpose of their life and understood their essence. They had a chance to think about their future life and their role in the society. We said goodbye to children in this spirit of love and happiness.

**Affiliation with an Institute of Sathya Sai Education:** Yes

### **Sathya Sai Education in Human Values (SSEHV) - I Am Happy**

**Date(s) Conducted:** April of 2016

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Women's Correctional Colony

**Duration - hours:** 2 hours

**Frequency:** One-time offering

**SSEHV Workshop Description:** A talk on the theme, *I am happy*, was conducted for young mothers who had given birth to children while in a women's correctional colony, as well as for women serving their sentences there. The talk featured a great role of motherhood, the joy and happiness of being a woman.

**Presenter(s):** 1

**Number of youth participants:** 33

**Age range of SSEHV students:** 18 – 40 years

**Number of adult participants:** 20

**Extended Workshop:** No

**Demonstrated understanding of a Value/Values. Testimonies:** Many women were overwhelmed with emotions and feelings and there were tears in their eyes during the talk. They expressed their gratitude and appreciation, and the colony's staff asked us to come with these kinds of lectures and talks as often as possible. Young mothers shared their life stories with us, asked for advice as to how they should live their future lives and raise their babies.

**Workshop Follow-up:** No

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

### **Sathya Sai Education in Human Values (SSEHV) - Happy Motherhood**

**Date(s) Conducted:** March 2014

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Female Colony

**Duration - hours:** 2 hours

**Frequency:** One-time offering

**SSEHV Workshop Description:** Lecture on the topic, *Happy Motherhood*, was held for young mothers who gave birth to children while in the colony, and for women serving time in the colony. The lecture talked about role of the Mother in the life of the child; the importance of raising a child in Love and Joy.

**Presenter(s):** 1

**Number of participants:** 20 mothers + 10 others. Total: 30

**Age range of SSEHV students:** 18 - 40 years

**Extended Workshop:** No

**Demonstrated understanding of a Value/Values. Testimonies:** Young women were touched to the depths of their hearts. They warmed to the hope that their kids will live a happier destiny.

**Workshop Follow-up:** No

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

### **Sathya Sai Education in Human Values (SSEHV):**

#### **Human Values in Mercy is the Highest Form of Love for One's Neighbor**

**Date(s) Conducted:** December 2015

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Mother's House

**Duration - hours:** 1 hour

**Frequency:** One-time offering

**SSEHV Workshop Description:** The conversation, *Mercy is the Highest Form of Love for Neighbor*, was held for young mothers with children under the care of the state. The purpose of the meeting was to tell young mothers about mercy, kindness and love, and to acquaint them with universal Values.

**Presenter(s):** 1

**Number of youth participants:** 6 young mothers

**Age range of SSEHV students:** 18 - 30 years

**Extended Workshop:** No

**Demonstrated understanding of a Value/Values. Testimonies:** The conversation touched upon the thin strings of the soul of all present. All mothers exuded love, kindness and peace. Their little children quietly snuffled and nursed in their arms.

**Workshop Follow-up:** A project of 11 classes was developed and held in 2016.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

### **Sathya Sai Education in Human Values (SSEHV)**

#### **Open lecture: Human Values in Teaching Self-Knowledge**

**Date(s) Conducted:** October 2017

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** State University

**Duration - days:** 1 day

**Duration - hours:** 1.5 hours

**Frequency:** One-time offering

**SSEHV Workshop Description:** The lecture featured philosophical, psychological and pedagogic aspects of the Self-Knowledge program of moral and spiritual education. Also, a master-class on the art of story-telling was conducted. Students and alumni of the department displayed wonderful artistic and creative skills by performing a sketch *Kolobok and Human Values* based on the Russian fairy tale.

**Presenter(s):** 1

**Number of participants:** Faculty members and alumni of the University - 30

**Extended Workshop:** No

**Demonstrated understanding of a Value/Values. Testimonies:** Teachers and alumni reflected on the spiritual nature of man, ageless Values and made a revision of their materialistic outlook.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

### **Sathya Sai Education in Human Values (SSEHV): Children - Our Future Project**

**Date(s) Conducted:** October 2014

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Center for Orphans

**Duration - days:** 1

**Duration - hours:** 3 hours

**Frequency:** One-time offering

**SSEHV Workshop Description:** Within the project, *Children - Our Future* the following activities were held:

- Conversations for orphans, ages 5 - 14 years, about the dangers of smoking and alcohol, separately for boys and girls.
- Planting of currant saplings,
- Tea with sweet pies, fruit and juice.

**Presenter(s):** 2

**Number of youth participants:** 20 children

**Age range of SSEHV students:** 5 - 14 years

**Extended Workshop:** No

**Demonstrated understanding of a Value/Values. Testimonies:** The administration of the center for orphans expressed its gratitude to us for the event, and also invited us to cooperate with them on an ongoing basis to read lectures on the dangers of smoking and alcohol with older children, ages 15-17 years, as well as on other moral topics.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

**Comments/Information:** Everyone was happy - both adults and children

### **A Human Values-related Speech and Two Workshops, presented at a Teachers' Conference**

**Date(s) Conducted:** August 2016

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** School

**Duration - days:** 2

**Duration - hours:** 45 minutes each



**SSEHV Workshop Description:** The author of the project delivered a speech on the theme *Work with Parents as the Most Essential Part of the Teaching Process in School* and conducted two workshops:

- For psychologists, titled, *Art of Positive Thinking*
- For self-knowledge teachers, titled, *Human Values as the Basis of the Self- Knowledge Program of Moral and Spiritual Education*

**Presenter(s):** 1

**Number of participants:** Plenary meeting was attended by over 100 persons  
Affiliated meetings were attended by approximately 30 persons. Total: 130

**Extended Workshop:** No

**Demonstrated understanding of a Value/Values. Testimonies:** Participants of the workshop expressed their gratitude for the knowledge and inspiration they had received and for having the question regarding relieving stress answered.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

## *Eastern Europe*

### **Sathya Sai Education in Human Values (SSEHV) - Advanced Course of Administration and Management**

**Date(s) Conducted:** 2014 - 2016

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Workplace. Institute of Additional Education.

**Frequency:** Unknown

**SSEHV Workshop Description:** Integration of Human Values and 5 Teaching Methods into Trainings for Improving the Skills of State and Municipal Employees

**Presenter(s):** 1

**Participants' Details:** Government and municipal workers that are currently working or firstly promoted to management positions at government at public service.

Total adult participants: 98

**Workshop ongoing:** Yes

**Outcomes of workshop:** If such Values as honesty, patriotism, responsibility for future generations will be in priority, then all problems that are connected to economics, social environment, corruption, education will be in reality solved.

Basic point of movie "Kurmanjan Datka" is about unity of nation and people, the idea of rallying and consolidation of all people, around the Values of love, friendship, diligence, unity and inseparability of humans and homeland.

**Outstanding Achievements:**

- Modern generation of young managers who have an experience in personal development, obtaining theoretical knowledge and explaining their experience.
- After trainings participants became aware of the power of positive thoughts and are able to apply these tools at work.
- Example: Chief of the Department of the Regional state institution recalled her personal experience after lectures *Goal setting*. "I always kept a diary of self-development. Recently came across a 10-year-old record. And was surprised... Everything, what was written about personal life and career, when I was 17-year old student, came true. Even the car that I have is the same color".
- Also, she agrees, that the "Group activities based on Human Values" is the method to unite a

team. She told about one case. On one of the holidays in May the whole team went to the mountains. The weather was unstable, it was about to rain. It turned out that the driver lost the car key. Under rain, everybody stood in line and meter by meter combed the mountainside to find it. And how everybody was happy when the key was found! Stinky, wet, but happy and satisfied they returned home. After this trip the atmosphere in the team became significantly better.

**Challenges:** The grown-up audience is usually skeptical. Considering most of them are mid-level managers who are used to control, it was necessary very naturally with references to regulatory legal acts to introduce Human Values in the training program.

**Workshop Follow-up:** In September 2016, conditions were changed: only staff professors were allowed to hold lectures.

**Is the SSEHV workshop affiliated with the Institute of Sathya Sai Education in your country/zone?**

Yes.

On the basis of workshop, *Effective communication's skills*, the segment, *The practical part of the Middle course* was prepared and passed the exam in May 2015.

### **WORKSHOP EVALUATION**

**Formal evaluation:** Yes, by the administration of the institute

**Developed evaluation tools:** The material on Human Values (statements of famous persons, movies, etc.) is given to audience. The task is to answer the questions in a manner consistent with the topic of the training. For example:

- About what values does Gabriel Garcia Marquez speak in his farewell letter?
- What importance for yourself did you read in this letter?
- Choose in following famous men's qualities the five most important and meaningful to you.
- Subsequently, this data is classified according to Human Values, and average value is counted.

**Ready-made evaluation tools:** Tolerance test

**Summary of evaluation outcomes:** The analysis of the data of 2014 at the beginning of training showed the audience values honesty the most (37.8%) in their work – that is the Human Value Righteousness. The Human Value they understand the least is Non-Violence (4.4 %). Such Human Values as Truth, Peace and Love are equal.

In the final case on the movie "Kurmanjan Datka", the audience noted the following desired directions for country development:

- The nations' unity (Human Value, Non-Violence),
- Patriotism (Human Value, Love),
- Unity and inseparability of humans with homeland (Human Value, Non- Violence),
- Consolidation of nations and ethnicities around such values as Love, Friendship (Human Value, Love).

## *Latvia*

### **Sathya Sai Education in Human Values (SSEHV) - Parenting**

**Date(s) Conducted:** April 2017

**Location:** Latvia

**Venue:** Center

**Duration - days:** 1

**Duration - hours:** 5 hours

**Frequency:** Yearly

**SSEHV Workshop Description:** Workshop for parents so they understand why it is important for their children to participate in SSEHV classes.

**Presenter(s):** Various presenters

**Number of adult participants:** 9

**Extended Workshop:** Yes

**Outstanding Achievements:** Increased the awareness of the parents about the necessity for their children to attend the SSEHV classes.

**Workshop Follow-up:** There was interest in more parenting workshops.

**Affiliation with an Institute of Sathya Sai Education:** No

#### **PROGRAM EVALUATION**

**Summary of evaluation outcomes:**

- To promote parents' understanding of the Human Values
- Parents understanding the importance of children attending SSEHV classes on regular basis.
- Parents as examples in daily life

**Comments/Information:** Children attend the SSEHV lessons on a more regular basis.

## *Malaysia*

### **Teen Pregnancy: Reaching For Inner Strength and Empowerment for Values, Innocence & Purity (R.I.S.E For V.I.P)**

**Date(s) Conducted:** 2012-2018: Ongoing

**Location:** Malaysia

**Venue:** Schools, Colleges, Community Centres

**Duration - days:** 6-8 days

**Duration - hours:** Each session lasts for 2 hours

**Frequency:** Weekly, fortnightly or a one-off depending on the need

**SSEHV Workshop Description:** R.I.S.E for V.I.P program is an idea initiated, developed and promulgated by the SSIO of Malaysia in the year 2011. The program addresses the rising instances of moral turpitude amongst teenage girls in schools and colleges in Malaysia as a result of sexual promiscuity which ultimately leads to numerous cases of teenage pregnancies, baby dumping, depression and suicidal acts.

Modules were designed based on the concept of the SHOCK AWE INSPIRE (SAI) approach, wherein teenagers are empowered and sensitized by sharpening their sense of discrimination which would inspire them to practice virtues of righteousness, self-respect and control of desire. Through its structured modules, the program's objective is to inculcate the appreciation of sexual abstinence out of wedlock by appealing to the girls' inner conscience and moral strength when faced with a situation demanding the exercise of moral judgment. In the course of this program, the teenagers are also sensitized to showing gratitude towards their parents.

We work hand in hand with the Ministry of Education of Malaysia (MOE) by obtaining their approval to conduct the program in schools though it is not a compulsory activity under the prevailing education syllabus.

**Presenter(s):** 5

**Number of youth participants:** 2000 students to date

**Age range of SSEHV students:** 13- 18 years

**Extended Workshop:** Yes

**Demonstrated understanding of a Value/Values. Testimonies:** Many of the participants gave us positive feedback of having enhanced self-confidence and self-esteem. Transformation was invariably felt by the facilitators too in terms of improving their inner strength and appreciating the gift of God just as it is. Below are testimonials from participants:

- I learnt about building my dreams. This camp has taught me teamwork and it was a lot of fun. It made me open my eyes and think of the future that I want. I now have a mission of what I want to achieve and how I should set my goals to achieve it. I also learnt how important it is to be useful not only for our family but also in society. It was an excellent session.

~ Student, 16 years old

- In one of the activity, each group was given an egg and some materials to make a cube to protect the egg from falling when it's thrown from a high elevation. It was an excellent activity. The egg shell was regarded as our chastity and once it is broken, it can never be fixed. I related it very much to our life and I now know the importance of appreciating and respecting my body.

~ Second student, 16 years old

**Outstanding Achievements:** A student in a juvenile school, who had gone through the 2-day program, pledged to stop taking drugs, to respect and love herself and to mend her relationship with her parents.

**Challenges:**

- To consistently follow up with the students on their progress and keep them anchored to the Values.
- Difficulty in locking down the duration of time needed to run the modules in school as schools have their schedules prepared for the whole year.
- Difficulty in managing certain groups of students who are preconditioned due to their social background.

**Workshop Follow-up:** Constant communication between the facilitators and the students with regards to guiding them in major decision-making at the crossroads of life. The goal is to ensure students have a diary, and they are also encouraged to conduct daily self-checks.

**Publications and/or website links:** The program conducted in September 2017 was reported in the local newspaper, *Melaka Hari Ini*, on 19.Sep.2017

For a video on their testimonial, please visit link

<https://1drv.ms/v/s!AmZnQ4vAUdkJfolkW2EhPwt4Mvc>

**Affiliation with an Institute of Sathya Sai Education:** Yes

**PROGRAM EVALUATION**

**Formal evaluation:** By coordinator

**Developed evaluation tools:** Professor Suresh Kumar Govind

**Ready-made evaluation tools:** None

**Summary of evaluation outcomes:** 60% of students who have major issues are from broken families, such as, parents who are separated and with poor socioeconomic background. Preconditioning of negative upbringing has led them to seek attention from the opposite sex to feel important, loved and respected.

About 80% lack self-confidence and self-esteem with many craving for love and quality time from someone.

50% are aware of the outcome of their actions but due to instant gratification, peer pressure and influence of social media, they fail to constraint themselves.

80% of students felt this program has brought a paradigm shift in their perspective of life.

**Comments/Information:** The long-term plan will be to expand this program beyond its present boundaries to other countries and to have a structured follow-up with the students. On a limited basis, this program was shared via skype with women in Thailand in 2016.

## **Sathya Sai Education in Human Values (SSEHV) - Parentcare**

**Date(s) Conducted:** 2011- ongoing

**Location:** Various cities in Malaysia and in Thailand

**Venue:** Schools, Community Centers, etc.

**Duration - days:** 1 day per week, for 6 weeks

**Duration - hours:** 3.5 hours each session

**Frequency:** 1 day per week, for 6 weeks

### **SSEHV Workshop Description:**

- *Parentcare* re-defines the role of Parents in current times.
- Its focus is on parents; guiding them to access their innate wisdom, empowering them with the ability and confidence to respond to any and all issues arising in Parenthood.
- Through *Parentcare*, healthy lifestyles are promoted, subtle energies appreciated, minds managed, creativity nurtured, and the child-parent intuitive connection enhanced.
- *Parentcare* identifies the 5 domains of subtle self within every individual, and highlights the Human Value and attribute associated with each domain. The specific parenting technique aligned to each domain and Value is then developed.

**Domain Value Parenting Technique:** Physical Right Conduct Healthy Parenting; Energy Love Energy Parenting; Mental/Mind Peace Conscious Parenting; Intellectual Truth Creative Parenting; Bliss Non-Violence Intuitive Parenting

- This program spans 6 weeks; 3.5 hours per week.
- It engages parents in transforming and healing, workshop-style sharing, interactive dialogue, roleplay and eye-opening data.
- It stimulates a shift within parents for heightened inter-personal skills and relationships relevant at home, at work and in society.
- As the parent shifts; the child shifts.
- A spontaneous migration of positive energies and Values from parent to child occurs.
- *Parentcare* is not limited to parents. Its applicability extends to Young Adults and to all relationships.

**Presenter(s):** There is a core team of the 10 Presenters with the support of many other trained facilitators.

**Participants' Details:** Parents, Teachers, Young Adults, Grandparents, Professionals, Home Makers.

**Number of participants:** 787

**Age range of SSEHV students:** 22 – 60 years

**Demonstrated understanding of a Value/Values. Testimonies: Comments from workshop participants:**

- I am now calmer as I have started to let go and am reducing the negative chatter that usually goes through my mind as a result of fear and the need to control.
- I now look at things from their perspective; I check myself before responding to them especially in anger/irritation.
- My children say that I am calmer now and they love that.
- I am on my way to being a better mother, wife and a person by connecting to the universe.
- I am truly grateful for this wonderful program. It has been enlightening and life-changing.
- I saw what needed to be changed. I was aware that if I change myself it had a ripple effect on

my household.

- It should be made compulsory for all parents. So very, very beneficial.
- Very, very empowering.
- More than words can say. Better relationship with husband, mother-in-law and work. Home and work easier to handle/manageable. Had more time with kids and also completed work more efficiently.
- Very beneficial for every parent. We need to realize that the problem is us and want to make it better for the children and ourselves.
- I am happy, family becomes happy. Relationship between me and husband becomes closer and loving.
- It's a great program – enhances my family and make me a better person.
- Realization that my beliefs and activities are influencing my children and others around me.
- Very good, and an eye opener for me.
- *Parentcare* brought a huge twist in my life. From a person who worries from everything to a person who is able to stay calm and positive.
- I am truly enjoying every moment of my life now.
- My wife and I attended the *Parentcare* program together, and it has irreversibly transformed our lives to the extent that our children are able to absorb the positive vibes and respond accordingly. We would call this program our lifesaver at a time when we were desperate to find a solution to the intrinsic web of the usual work/home demands.
- I was recently awarded the best scientist award which is a very prestigious award, very rarely given, and in history, I was the youngest person to have ever received such an award at 43, which was never heard of before. I believe the change in my Energy by this program gave me that excellence in my work, and the award.
- More mindful about our words and action.
- It has helped me to realize that my children are not “mine” in the sense that they have their own purpose and journey in life. It has taught me to become more detached, and to be more calm in dealing with stressful situations both personally and professionally and has changed my life reading many books and attending various courses.
- *Parentcare* has helped me to become an optimistic person.
- I love it.
- Transformation to see things in a wider perspective. Relationship gets better with partner, kids and sibling. More focused in keeping the heart in peace and receiving the blessing from the universe.
- Less worries and believe the universe will take care of it. But focus more in doing the right things.
- It was one of the most effective programs organized.
- Learning to respond to situations rather than react. More patient and creative in dealing with day to day situations.

**Please visit link below for a video testimonial**

<https://1drv.ms/v/s!AmZnQ4vAUdkJgQAVqYcDEUg21y2o>

**Outstanding Achievements:**

- Reaching out to single mothers in urban Malay residence; and suburban Indian-Malaysian communities, using their native languages to render the program.
- Conducting sessions to Rotary Club, Aikido Instructors, and Members of the Bar, of diverse ethnicity and religious belief.

**Challenges:** Parents need to be willing to introspect; share frankly and commit dedicated time over 6 weeks.

**Workshop Follow-up:** *Parentcare* Follow-Through is conducted upon request as a means of fellowship and continuing transformation. A particular secular parenting-based book is chosen for review, and a workshop conducted thereon.

**Publications and/or website links:**

- Star newspaper – see article
- Facebook page – SathyaSai Parentcare Malaysia@saiparentcare.my
- Web page – <http://saicouncil.org.my/education-in-human-value/parentcare>

**Affiliation with an Institute of Sathya Sai Education:** Yes

**PROGRAM EVALUATION**

**Ready-made evaluation tools:**

- Personal checklist for participants
- Evaluation form
- Survey form at <https://1drv.ms/b/s!AmZnQ4vAUdkJf-XDDeUd6eGJVGU>

**Summary of evaluation outcomes:** Every participant notes a transformation, but the degree of change varies depending on the individual's readiness to transform.

The model of the program shifts the focus from the external to the internal, from the individual to the collective energy and purpose. Changes therefore, are noticed in individual wellbeing; and in every form of relationship, whether with spouse, children, extended family or at work. Greater peace and joy, compassion and abundance are experienced.

## *Mexico*

### **Sathya Sai Education in Human Values (SSEHV) Workshop for Parents at the 'Multiple Care Center' for Mentally Handicapped Children and Adolescents**

**Date(s) Conducted:** Since 2016

**Location:** State of Queretaro, Mexico

**Venue:** Multiple Care Center

**Duration - days:** 15 sessions

**Duration - hours:** 2 hours

**Frequency:** Weekly

**SSEHV Workshop Description:** It was given to the parents of the children that attend the 'Multiple Care Center', which is a government institution that provides education to children and teenagers with special needs that would not be accepted in a regular school. The parents usually wait for their children, so we gave them the workshop during this time.

**Presenter(s):** 2

**Number of adult participants:** 10 - 15

**Extended Workshop:** Yes

**Demonstrated understanding of a Value/Values. Testimonies:** They told us that thanks to the workshop, the behavior of the children is more gentle, even with their neighbors and with people they meet on the street. Communication with friends and family has improved greatly, and new ideas emerged to face daily problems in a better way.

**Outstanding Achievements:** The group of parents was integrated and consolidated. This was reflected in their daily dealings with each other, and in a better organization of the school events in which they participate.

**Challenges:** The most important challenge we faced was keeping the group of parents together, because sometimes the school activities made us change the workshop dates and it took longer than planned.

**Affiliation with an Institute of Sathya Sai Education:** Yes. It was carried out by the Institute of Sathya Sai Education nucleus for the Central Zone of Mexico.

**Comments/Information:** We suggested that the parents take the Practical Spirituality Workshop. This workshop is being planned for the next school year 2018 - 2019. It will be held at our Center and will be open to the community. The parents said they were very interested.

## *Eastern Europe*

### **Sathya Sai Education in Human Values (SSEHV) Human Values and Effects of Alcohol, Tobacco and Drugs on the Human Body**

**Date(s) Conducted:** November 2015

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Orphanage

**Duration - hours:** 1.5 hours

**Frequency:** One-time offering

**SSEHV Workshop Description:** A meeting was held with the teenagers of the orphanage about the effects of alcohol, tobacco and narcotic substances on the human body, during which two films were shown. Children were offered an alternative way of life.

**Presenter(s):** 3

**Number of youth participants:** 70

**Age range of SSEHV students:** 12 - 18 years

**Challenges:** The lack of equipment for showing films

**Workshop Follow-up:** There is a plan to resume this project in 2018

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

**Comments/Information:** The project is very useful for teenagers.

In future, we plan to organize such discussions in the other schools and orphanages.

## *Nepal*

### **Sathya Sai Education in Human Values (SSEHV) - Dynamic Parenting**

**Location:** Different parts of the country: Pyuthan; Bhairawaha; Bharatpur; Kathmandu

**Venue:** School/Community Center

**Duration - days:** 1

**Duration - hours:** 3 hours

**Frequency:** Occasionally. As requested

**SSEHV Workshop Description:** SSEHV workshop contents:

- Description of the Human Values and their necessity
- How they promote a positive influence in one's life
- The role of a parent according to SSEHV

**Presenter(s):** 1

**Number of adult participants:** 2649



**Age range of SSEHV students:** 28 years and older

**Extended Workshop:** Ongoing program

**Demonstrated understanding of a Value/Values. Testimonies:** The parents were very much impressed with the workshop. They realized that they were committing many unseen mistakes while raising their children, and that they too share responsibility in each wrongdoing of their child. Realizing that they must be the role models for their children, the parents vowed not to repeat these mistakes again.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

### **Sathya Sai Education in Human Values (SSEHV) - Laws of Karma and Spirituality**

**Date(s) Conducted:** March 3, 2018

**Location:** Nepal

**Venue:** Sai Center Kathmandu, Narayanchaur

**Duration - hours:** 2 hours

**SSEHV Workshop Description:** The speaker spoke about how our present life spins around Karma and nobody can escape the results of their past actions. He also stated that knowledge of Human Values and practice educates and restrains us from taking wrong actions. He gave examples.

**Presenter(s):** 1

**Number of adult participants:** 150

**Age range of SSEHV students:** All age groups

**Extended Workshop:** Yes

**Affiliation with an Institute of Sathya Sai Education:** Yes

### **Sathya Sai Education in Human Values (SSEHV) - Achieving Excellence through Self-Management**

**Date(s) Conducted:** June 2017

**Location:** Tokha, Nepal

**Venue:** Institute of Sathya Sai Education – Nepal Building

**Duration – hours:** 2 hours

**SSEHV Workshop Description:** It was aimed towards 120 students of BBA and BBM and 5 teachers of Saraswati a Multiple Campus, a Tribhuvan University affiliate. The Director of the Institute talked about achieving excellence through self-management. He said that management of the outside world depends upon the management of the Inner Self. He also stated that the practical application of Human Values in day-to-day life is of utmost importance.

**Presenter(s):** 1

**Number of participants:** 125

**Demonstrated understanding of a Value/Values. Testimonies:** The students were highly motivated and inspired by the lecture.

### **Sathya Sai Education in Human Values (SSEHV) - Stress Management**

**Date(s) Conducted:** June 15, 2018

**Location:** Kathmandu, Nepal

**Venue:** Hotel Sangri- La

**SSEHV Workshop Description:** Aimed at 50 staff members of Bank of Kathmandu

**Presenter(s):** 1

**Demonstrated understanding of a Value/Values. Testimonies:** The presenter talked about *stress management* and spirituality to the attendees. The CEO said that he found the talk very informative and thinks that it will be very useful to banking personnel.

### **Sathya Sai Education in Human Values (SSEHV) Workshops**

**Date(s) Conducted:** June 2018

**Location:** Bijuwar, Pyuthan, Nepal

**Venue:** Hall

**Duration - days:** 2 Days

**SSEHV Workshop Description:** Aimed at school teachers of that locality.

**Number of participants:** 128

**Presenter(s):** 4

**Extended Workshop:** Yes

**Affiliation with an Institute of Sathya Sai Education:** Yes

### **Sathya Sai Education in Human Values (SSEHV) Workshop**

**Date(s) Conducted:** June 2018

**Location:** Manigram (Bhairahawa), Nepal

**Venue:** Boarding School

**Duration - days:** 2 days

**SSEHV Workshop Description:** It was aimed at school teachers from 3 schools of that locality.

**Number of participants:** 153

**Presenter(s):** 6

**Extended Workshop:** Yes

**Affiliation with an Institute of Sathya Sai Education:** Yes

### **Sathya Sai Education in Human Values (SSEHV) Workshop**

**Date(s) Conducted:** June 2018

**Location:** Hetaunda, Nepal

**Venue:** Public Hall

**Duration - days:** 2

**SSEHV Workshop Description:** It was aimed at teachers of 53 schools from that locality.

**Number of participants:** 404

**Presenter(s):** 6

**Extended Workshop:** Yes

**Demonstrated understanding of a Value/Values. Testimonies:** Teachers' appreciation and commitment to integrate Values in their respective classes by using the 5 teaching techniques of SSEHV are the greatest achievement.

**Affiliation with an Institute of Sathya Sai Education:** Yes

## ***Panama***

### **Sathya Sai Education in Human Values (SSEHV) - Human Value Training**

**Date(s) Conducted:** 2013, 2016 and 2017

**Location:** Panama  
**Venue:** Center  
**Duration - days:** 5  
**Frequency:** One-time offering  
**SSEHV Workshop Description:** Preparing SSEHV Teachers  
**Presenter(s):** 1  
**Number of youth participants:** 3  
**Number of adult participants:** 5  
**Demonstrated understanding of a Value/Values. Testimonies:** We learn techniques to become SSEHV Teachers  
**Workshop Follow-up:** After the workshop new teachers were trained.  
**Affiliation with an Institute of Sathya Sai Education:** Yes  
**Program Evaluation:** None

### **Sathya Sai Education in Human Values (SSEHV) - Parents Workshops: Effects of Meditation**

**Date(s) Conducted:** 2017  
**Location:** Cebem, Panama  
**Venue:** School  
**Duration - hours:** 3 hours  
**Frequency:** One-time offering  
**SSEHV Workshop Description:** None  
**Presenter(s):** 1  
**Number of adult participants:** 12  
**Challenges:** The teachers need to follow, practice and experience the program in order to achieve improvement in the children.  
**Affiliation with an Institute of Sathya Sai Education:** Yes  
**Program Evaluation:** None

### **Sathya Sai Education in Human Values (SSEHV) - Parents Workshop: Ceiling on Desires**

**Date(s) Conducted:** 2017  
**Location:** Cebem, Panama  
**Venue:** School  
**Duration - hours:** 3 hours  
**Frequency:** One-time offering  
**SSEHV Workshop Description:** *Ceiling on Desires* Program  
**Presenter(s):** 1  
**Number of adult participants:** 12  
**Challenges:** The teachers need to follow, practice and experience the program in order to achieve improvement in the children.  
**Affiliation with an Institute of Sathya Sai Education:** Yes

### **Sathya Sai Education in Human Values (SSEHV) - Education for Transformation: An Approach based on Human Values**

**Date(s) Conducted:** April, 2016  
**Location:** Panama, Panama

**Venue:** Udela, Panama  
**Duration - hours:** 3 hours  
**Frequency:** One-time offering  
**SSEHV Workshop Description:** Human Values Approach  
**Presenter(s):** 1  
**Number of youth participants:** 40  
**Number of adult participants:** 25  
**Affiliation with an Institute of Sathya Sai Education:** Yes

## *Eastern Europe*

### **Sathya Sai Education in Human Values (SSEHV) - Playing in Joy**

**Date(s) Conducted:** November 2015 - November 2016

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** 3 State kindergartens

**Duration - days:** 1

**Duration - hours:** 1 hour

**Frequency:** One-time offering

**SSEHV Workshop Description:** This was a one-time session *Playing in Joy* on the basis of universal Values with 5 - 6 years old children in different groups of 3 kindergartens.

**Presenter(s):** 1

**Number of youth participants:** 70

**Age range of SSEHV students:** 5 - 6 years

**Number of adult participants:** 1

**Extended Workshop:** No

**Demonstrated understanding of a Value/Values. Testimonies:** Parents and educators were introduced to the goals and objectives of the classes. They participated in an open lesson in the form of a festival.

Educators liked the subject of occupations related to health prevention. Parents learned from the example of heroes of the book "Pollyanna" how to nurture good habits among children in gentle ways.

**Challenges:** Classes were conducted with unfamiliar young children, for a limited period of time, under the supervision of the administration. There were no assistants to help.

**Affiliation with an Institute of Sathya Sai Education:** Yes

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, the head and the psychologist of the Medical Center gave a positive assessment. They liked a variety of interactive work: Visitor Diary; interactive for parents and children. The game *Joy*. A high level of professionalism of the teacher was noted. Parents increased their attendance and interest in the services of the center. The children happily and fearlessly came to the treatment or preventive examination.

**Summary of evaluation outcomes:** As the result we all had a deep satisfaction from the work. A large number of people got acquainted with the positive conscious control of the mind through the image of Pollyanna, the character of the book of the same name - a girl who could play in *Joy*.

**Comments/Information:** It is joyful to realize the creative human's potential.



THE LESSONS OF KINDNESS  
EASTERN EUROPE

### **Sathya Sai Education in Human Values (SSEHV) - Human Values Lessons**

**Date(s) Conducted:** November 2014

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Cultural and Creative Center

**Duration - days:** 1

**Duration - hours:** 1 hour

**Frequency:** One-time offering

**SSEHV Workshop Description:** There were lessons with different children of different ages based on the Human Values.

Themes of the classes: 5 wonders of Sergius of Radonezh; Sergius of Radonezh - the heavenly warrior of the ambush regiment of Russia; The prayers of mothers keeps the world.

**Presenter(s):** 2

**Number of youth participants:** 12

**Age range of SSEHV students:** 13 - 16 years

**Number of adult participants:** 2

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

### **Sathya Sai Education in Human Values (SSEHV) - Human Values: The Lessons of Kindness**

**Date(s) Conducted:** May 2014

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Reception Center of Orphanage

**Duration - days:** 1 day

**Duration - hours:** 1 hour

**Frequency:** One-time offering

**SSEHV Workshop Description:** Classes on Human Values: *The Lessons of Kindness*

**Presenter(s):** 4

**Number of youth participants:** 17

**Age range of SSEHV students:** 3 - 17 years

**Number of adult participants:** 7

**Extended Workshop:** No

**Demonstrated understanding of a Value/Values. Testimonies:** Children are happy, they participate in the lessons with pleasure. The classes are in 3 age groups.

**Affiliation with an Institute of Sathya Sai Education:** Yes

### **Sathya Sai Education in Human Values (SSEHV) - Seminar Bad Habits**

**Date(s) Conducted:** November 2014

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Reception Center (orphanage)

**Duration - days:** 1 day

**Duration - hours:** 1 hour

**Frequency:** One-time offering

**SSEHV Workshop Description:** The seminar for the elder children on the topic *Bad Habits*

**Presenter(s):** 1

**Number of youth participants:** 16

**Age range of SSEHV students:** 12 - 17 years

**Number of adult participants:** 4  
**Affiliation with an Institute of Sathya Sai Education:** Yes  
**Program Evaluation:** None

### **Sathya Sai Education in Human Values (SSEHV) - A Present to This World**

**Date(s) Conducted:** May 2016  
**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)  
**Venue:** Orphanage Reception Center  
**Duration - days:** 1 day  
**Duration - hours:** 1 hour  
**Frequency:** One-time offering  
**SSEHV Workshop Description:** Creativity workshop, *A Present to This World*. We made pictures using nature's materials: seed grains, leaves, sunflower seeds. We also made flowers of crepe paper.  
**Presenter(s):** 5  
**Number of youth participants:** 18  
**Age range of SSEHV students:** 5 - 15 years  
**Number of adult participants:** 5 nursery school teachers  
**Extended Workshop:** No  
**Demonstrated understanding of a Value/Values. Testimonies:** Children and nursery school teachers liked the workshop very much. They invited us to come once more.  
**Workshop Follow-up:** We had a circle of Love and Peace with children. Little children wished calm and joy to the world, sweets, a lot of smiles, love and ice cream, and also the world to be beautiful and each to have mum nearby. Children wished each day to be a feast and there are no quarrels, no terror, and that children are not afraid of war and we all should live as friends.  
**Affiliation with an Institute of Sathya Sai Education:** Yes  
**Program Evaluation:** None  
**Comments/Information:** During the workshop we noticed that children were very happy.

### **Sathya Sai Education in Human Values (SSEHV) - A Present to This World**

**Date(s) Conducted:** September 2016  
**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)  
**Venue:** Botanical Gardens  
**Duration - days:** 1 day  
**Duration - hours:** 1 hour  
**Frequency:** One-time offering  
**SSEHV Workshop Description:** Creativity workshop, *A present to this world*. We made mandalas on paper plates using nature's materials: seed grains, leaves, sunflower seeds. We also made appliqué work of colored crepe paper.  
**Presenter(s):** 5  
**Number of youth participants:** 26 + 7 adults  
**Demonstrated understanding of a Value/Values. Testimonies:** All the children turned out beautiful original handmade articles and the mood was festive. Adults and children were very happy!  
**Affiliation with an Institute of Sathya Sai Education:** Yes  
**Program Evaluation:** None

### **Sathya Sai Education in Human Values (SSEHV) - Mutual Respect**

**Date(s) Conducted:** April 2017

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Orphanage Reception Center

**Duration - days:** 1

**Duration - hours:** 1 hour

**Frequency:** One-time offering

**SSEHV Workshop Description:** The meeting was held on the quotation: “Act with Others as You Wish Others to Act with You”. Also, there was a video “Magic Hugs” and the cartoon “A Polite London Driver”.

After the talk, there were 2 group activities on putting the proverbs and quotations together on this topic.

**Presenter(s):** 5

**Number of youth participants:** 18 + 5 adults

**Age range of SSEHV students:** 5 - 15 years

**Demonstrated understanding of a Value/Values. Testimonies:** After the meeting children and nursery school teachers thanked us warmly. The teachers noticed the children were intensely interested in this topic and invited us to come more often with such educating and inspiring talks.

**Workshop Follow-up:** No

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

### **Sathya Sai Education in Human Values (SSEHV) - Kind-Heartedness**

**Date(s) Conducted:** November 2017

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Russia

**Duration - days:** 1 day

**Duration - hours:** 1 hour

**Frequency:** One-time offering

**SSEHV Workshop Description:** The purpose is to foster understanding of the aspects of kindness or kind-heartedness in children.

**Presenter(s):** 1

**Number of youth participants:** 30 + 6 adults

**Age range of SSEHV students:** 5 - 15 years

**Demonstrated understanding of a Value/Values. Testimonies:** The meeting took a dynamic form: nearly all the children took part answering questions, watched educational films with interest and understanding, without interruption, and answered questions. In the process of showing the film, we could see how their attitude towards the hero of the cartoon was changing – from negative to positive.

**Workshop Follow-up:** No

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

### **Sathya Sai Education in Human Values (SSEHV) - Harmful Effects of Smoking**

**Date(s) Conducted:** April 2017

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Civil Engineering College

**Duration - days:** 1



**Duration - hours:** 1.5 hours

**Frequency:** One-time offering

**SSEHV Workshop Description:** The talk with children on the harmful effects of smoking started with the introductory speech on the importance of self-education, a good character and harmful effects of bad habits. A video on the harmful effect of tobacco was shown followed by questions and communication with children.

**Presenter(s):** 1

**Number of youth participants:** 19 + 1 adult

**Age range of SSEHV students:** 16 - 19 years

**Extended Workshop:** No

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

### **Sathya Sai Education in Human Values (SSEHV) - Self-Confidence**

**Date(s) Conducted:** 2013 - 2015

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Orphanage

**Duration - days:** 1

**Duration - hours:** 1.5 hours

**Frequency:** One-time offering

**SSEHV Workshop Description:** We conducted three one-time offering talks about self-confidence to children of different orphanages. During the talk, the teacher told about outstanding personalities: A. Lincoln, M.V. Lomonosov and St. Theodosia. We talked about ageless Values, discussed how self-confidence helps us in life, how important it is to shape this quality in oneself. Round tables and games were conducted, and sketches for displaying bravery were enacted.

**Presenter(s):** 1

**Number of youth participants:** 63

**Age range of SSEHV students:** 7 - 16 years

**Workshop Follow-up:** No

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

### **Sathya Sai Education in Human Values (SSEHV) - Human Values-Based Education Workshop**

**Date(s) Conducted:** August 2017

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** College

**Duration - days:** 2 Days

**Duration - hours:** 7 hours each day

**Frequency:** One-time offering

**SSEHV Workshop Description:** A two-day workshop was held: interactive lectures on Human Values, master-classes on conducting Human Values classes for children.

**Presenter(s):** 1

**Number of adult participants:** 20

**Age range of SSEHV students:** 25 - 55 years

**Extended Workshop:** No

**Demonstrated understanding of a Value/Values. Testimonies:** The event was a success. All participants said they want to conduct Human Values classes for children using the 5 teaching methods

**Challenges:** The number of participants was unstable, some of them left, some could not accept the information. Eventually 20 inspired participants remained.

**Workshop Follow-up:** The workshop participants started to conduct classes on Human Values and integrate Human Values into their special field of teaching.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

### **Sathya Sai Education in Human Values (SSEHV) - New Year holiday: The Journey Together with Mother and Father into a New Year Fairy Tale**

**Date(s) Conducted:** December 2012

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Center for Family and Children

**Duration – hours:** 1 hour

**Frequency:** One-time offering

**SSEHV Workshop Description:** The New Year party was held. *The Journey Together with Mother and Father into a New-Year Fairy Tale* with beautiful songs, games and presents.

**Presenter(s):** 1

**Number of youth participants:** 3

**Age range of SSEHV students:** 2 - 3 years

**Number of adult participants:** 3

**Extended Workshop:** No

**Workshop Follow-up:** Collected items (clothes, shoes, stationery and toys) were delivered to the Center of Helping Mother and Child.

**Publications and/or website links:** On the local TV channel Mary El TV there was a newscast showing the New Year party in the Centre.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

### **Sathya Sai Education in Human Values (SSEHV) - The Value of Life: Rehabilitation of Drug Addicts**

**Date(s) Conducted:** November 2016

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Rehabilitation Center for Drug Addicts

**Duration - days:** 1

**Duration - hours:** 1 hour

**Frequency:** 2 times

**SSEHV Workshop Description:** 2 meetings with public youth about Life Values were held in the Rehabilitation Center.

**Presenter(s):** 2

**Number of youth participants:** 22 + 5 adults

**Age range of SSEHV students:** 15 - 25 years

**Challenges:** There was strict control from administration at the center, so as not to cause a relapse in adolescents and constant self-control so as not to say too much.

**Workshop Follow-up:** Concert

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

### **Sathya Sai Education in Human Values (SSEHV) - Lessons about the Dangers of Smoking**

**Date(s) Conducted:** November 2017

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Schools, Orphanage

**Duration - days:** 1

**Duration - hours:** 1 hour

**Frequency:** 3 times

**SSEHV Workshop Description:** During the classes, a film about the dangers of smoking and an interactive conversation were organized. We spoke about why and how dependence on cigarettes arises, and how to cope with it. The children asked for advice, what to do with it, because they didn't want to smoke, but were already involved. The conversation was supplemented by a discussion of the true Values of life.

**Presenter(s):** 1

**Number of youth participants:** 75 + 8 adults

**Age range of SSEHV students:** 14 - 17 years

**Extended Workshop:** No

**Challenges:** There is not enough experience in conducting such meetings. There are no ready-made recipes for everyone.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Comments/Information:** The children understand the harm of smoking, but they need concrete actions for assistance and the introduction of another way of life in their lives on the basis of true Values.

### **Sathya Sai Education in Human Values (SSEHV) - Lesson on Fearlessness; Lesson on Sounds of My Soul**

**Date(s) Conducted:** November 2017

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Educational Center for Children

**Duration - hours:** 3 hours

**Frequency:** One-time offering

**SSEHV Workshop Description:** Children of 3 orphanages from 3 different cities were brought to the Educational Center. Two classes were held for groups II and III. There was a conversation on the topic and videos about Nick Vujicic. We made a greeting card, *Flower of Gratitude*, sang songs, role-played and discussed proverbs. At the end of the lessons we distributed gifts and souvenirs and said kind words to each other.

**Presenter(s):** 2

**Number of youth participants:** 35 + 16 adults

**Age range of SSEHV students:** 11 - 15 years

**Extended Workshop:** No

**Demonstrated understanding of a Value/Values. Testimonies:** Children opened their hearts, they enjoyed talking about Values, told own life stories in a warm, trusting atmosphere.

**Outstanding Achievements:** The children from the group of Spiritual Education on the basis of Human Values helped in conducting classes with children from the orphanages, showing an example of interaction with the teacher and reflections on the topic.

**Challenges:** The quarrel between two boys from the orphanage aroused on the basis of personal dislike.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

### **Sathya Sai Education in Human Values (SSEHV) - Workshop for parents of the public on the topic, Spiritual and Moral Education on the Basis of Human Values**

**Date(s) Conducted:** May 2015

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Center

**Duration - days:** 1

**Duration – hours:** 2 hours

**Frequency:** One-time offering

**SSEHV Workshop Description:** The seminar consisted of several parts: games for becoming acquainted, presentation of the spiritual and moral education of children on the basis of Human Values, group activities in the form of discussions on educational issues, group singing and games for cooperation.

**Presenter(s):** 1

**Number of adult participants:** 17

**Age range of SSEHV students:** 22 - 55 years

**Challenges:** Such a seminar was held for the public for the first time, and the audience was unknown to the presenter

**Workshop Follow-up:** Individual consultations.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

**Comments/Information:** Everybody liked the seminar very much. Parents were active, asked questions, analyzed their approaches to children, asked to consult them. There was a trustful, very benevolent atmosphere.

Information on the spiritual approach inspired parents to reconsider their attitude to children and methods of upbringing.

### **Sathya Sai Education in Human Values (SSEHV) - Playing in Joy; the Importance of Positive Thinking**

**Date(s) Conducted:** March 2017

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Gymnasium

**Duration - days:** 1

**Duration – hours:** 1 hour

**Frequency:** One-time offering

**SSEHV Workshop Description:** The teacher talked with the children about the development of positive thinking as a guarantee of a happy life and acquainted them with the character, Pollyanna, and her *Playing in Joy*.

**Presenter(s):** 1

**Number of youth participants:** 28 + 2 adults

**Age range of SSEHV students:** 12 - 13 years

**Extended Workshop:** No

**Challenges:** The topic was not familiar to the children, and they found it difficult to get into the subject. Time was limited.

**Affiliation with an Institute of Sathya Sai Education:** Yes

### **Sathya Sai Education in Human Values (SSEHV) - The Joy of Each Day**

**Date(s) Conducted:** November, 2014

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Center

**Duration - days:** 1

**Duration - hours:** 1 hour

**Frequency:** One-time offering

**SSEHV Workshop Description:** Children from orphanages were brought to the Center. The teacher, together with the heroine of the book, "Pollyanna" conducted a conversation about joy and played various games with children.

**Presenter(s):** 2

**Number of youth participants:** 30 children from different orphanages + 4 teachers

**Age range of SSEHV students:** 6 - 12 years

**Outstanding Achievements:** An inner transformation occurred with one of the participants of the project, a 15-year-old girl, who played the character Pollyanna.

**Challenges:** Children were shy and it was difficult for them to play in a group.

**Affiliation with an Institute of Sathya Sai Education:** Yes

### **Sathya Sai Education in Human Values (SSEHV) - Prevention of Visual Impairment in terms of Human Values: To See the Good, To Look at the Good, To Think about the Good**

**Date(s) Conducted:** November 2015 - November 2016

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** 3 public schools

**Duration - days:** 1

**Duration - hours:** 1 hour

**Frequency:** One-time offering

**SSEHV Workshop Description:** One-time classes were conducted in the name of the Medical Children's Center in 3 public schools, in the 1st, 2nd, 3rd and 4th grades. The teacher, together with the teenage girl who plays the heroine of the book "Pollyanna", visited several classes in different schools with a lesson in the prevention of visual impairment in terms of Values: to see the good, to look at the good, to think about the good.

**Presenter(s):** 2

**Number of youth participants:** 180 from 8 classes + 16 school teachers

**Age range of SSEHV students:** 7 - 12 years

**Extended Workshop:** No

**Publications and/or website links:** There are publications on the website of the Medical Center.

**Affiliation with an Institute of Sathya Sai Education:** Yes

#### **PROGRAM EVALUATION**

**Formal evaluation:** Yes, the school's teachers gave a positive assessment.

**Summary of evaluation outcomes:** Teachers of the school learned a lot of useful information. Prevention of visual impairment is not only the health of the body, but also the health of the spirit. If you practice the spiritual principle of seeing the good, looking at the good, then it improves your vision.

Children opened their minds to spiritual knowledge; they were attracted to the hero of a history, they showed the joy and gratitude for the opportunity to see the whole world. We learned to do gymnastics for the eyes. The main conclusion of children: if you look with love, your vision improves.

### **Sathya Sai Education in Human Values (SSEHV) - Performance, the Scarlet Flower**

**Date(s) Conducted:** February, 2014

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Orphanage Reception Center

**Duration - days:** 1 day

**Duration – hours:** 1 hour

**Frequency:** One-time offering

**Presenter(s):** 1

**Number of youth participants:** 28 + 10 adults

**Age range of SSEHV students:** 3 - 17 years

**Affiliation with an Institute of Sathya Sai Education:** Yes

### **Sathya Sai Education in Human Values (SSEHV) - You are Special**

**Date(s) Conducted:** June 2015

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Reception Center

**Duration - days:** 1 day

**Duration – hours:** 1 hour

**Frequency:** One-time offering

**SSEHV Workshop Description:** The meeting, *You are Special*, came as a talk in a friendly atmosphere. We watched a cartoon, "You are special". While answering questions, children came to understanding that each person is dear to God and we should treat each other more considerately.

**Presenter(s):** 1

**Number of youth participants:** 24 + 4 adults

**Age range of SSEHV students:** 4 - 17 years

**Extended Workshop:** No

**Demonstrated understanding of a Value/Values. Testimonies:** Children applauded very long after the meeting and thanked the presenters for talking.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

### **Sathya Sai Education in Human Values (SSEHV) - How Our Desires Influence Forming Our Character**

**Date(s) Conducted:** November 2015

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Orphanage Reception Center

**Duration - days:** 1 day

**Duration – hours:** 1 hour

**Frequency:** One-time offering

**SSEHV Workshop Description:** In the meeting, we watched a cartoon about the goldfish, told a parable about the kingdom of desires, danced in a round.

**Presenter(s):** 1

**Number of youth participants:** 40 + 3 teachers

**Age range of SSEHV students:** 4 – 17 years

**Extended Workshop:** No

**Workshop Follow-up:** Held musical games.

**Affiliation with an Institute of Sathya Sai Education:** Yes

### **Sathya Sai Education in Human Values (SSEHV) - Dangers of Alcoholism and Smoking**

**Date(s) Conducted:** 2016 - 2017

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** School, Orphanage, Center for Children's Development

**Duration - days:** One-day classes

**Duration - hours:** 40 Minutes

**Frequency:** One-time offering

**SSEHV Workshop Description:** 8 classes about the dangers of alcoholism and smoking were conducted for pupils of Grades 7-11, in different schools, orphanages, and children's centers. Videos were shown about the dangers of alcohol and tobacco. Children were asked questions to help them understand the life situations associated with alcohol and smoking. Presenters held round tables on Healthy Lifestyles.

**Presenter(s):** 1

**Number of youth participants:** 175

**Age range of SSEHV students:** 13 - 18 years

**Workshop Follow-up:** No

**Affiliation with an Institute of Sathya Sai Education:** Yes

### **Sathya Sai Education in Human Values (SSEHV) - Healthy Ways of Living**

**Date(s) Conducted:** 2016 - 2017

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** High Schools and Children's Centers

**Duration - days:** 1

**Duration - hours:** 1 hour

**Frequency:** One-time offering

**SSEHV Workshop Description:** Eight one-off classes on the *Healthy Ways of Living* were conducted for teenagers of various schools and children's centers. Their goal was to display the benefits of a healthy way of living and to foster the need for a healthy lifestyle in children.

**Presenter(s):** 2

**Number of youth participants:** 155

**Age range of SSEHV students:** 14 - 17 years

**Outstanding Achievements:** Personal transformation

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Comments/Information:** Both children and teachers were satisfied with the talks.

## **Sathya Sai Education in Human Values (SSEHV) - Health Maintenance and Sobriety**

**Date(s) Conducted:** Nov - Dec, 2017

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Colleges

**Duration - days:** 1

**Duration – hours:** 1 hour

**Frequency:** One-time offering

**SSEHV Workshop Description:** Two one-off meetings on the theme of the harm of alcohol were conducted for students of two colleges. The goal was to show that alcohol drinking undermines a person's health and to lead students to the conclusion that only the path of absolute sobriety can give happiness.

**Presenter(s):** 1

**Number of youth participants:** 40

**Age range of SSEHV students:** 16 - 17 years

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

## **Sathya Sai Education in Human Values (SSEHV) - Self-Knowledge: Pedagogy of Love and Creativity**

**Date(s) Conducted:** November 2017

**Location:** Under the umbrella of the European Sathya Sai Education Institute (ESSE Institute)

**Venue:** Institute

**Duration – hours:** 30 Minutes

**Frequency:** One-time offering

**SSEHV Workshop Description:** The essence of the concept of *Self-Knowledge*, as well as the pedagogy of integral education based on universal Human Values were briefly presented. Quotations of the First Lady of Kazakhstan on the need for such education were quoted. A short video was shown from the news program Almaty TV about International Forum on *Self-knowledge: Pedagogy of Love and Creativity* which took place on October 2017 in Almaty.

**Presenter(s):** 1

**Number of youth participants:** 20 + 27 adults

**Extended Workshop:** No

**Demonstrated understanding of a Value/Values. Testimonies:** After this meeting, the listeners were very inspired. One participant said: "Very good. All people are brothers. "

**Outstanding Achievements:** A feeling of grace seemed to be present.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Program Evaluation:** None

## **Serbia**

### **Sathya Sai Education in Human Values (SSEHV) - In Education**

**Dates:** During 2011

**Location:** Belgrade

**Venue:** Public Premises



**Number of days:** 10 weeks

**Number of hours:** 10 meetings of 2 hours each

**Frequency:** Once a week

**Workshop Description:** The principles of Sathya Sai Education in Human Values were presented; each Human Value (HV) was put in the context of contemporary social and teaching situations; problems of families and cultural changes in the transitional circumstances in our country were discussed; Human Values solutions were proposed

**Presenter(s):** 6

**Number of adult participants:** 150

**Age range of SSEHV students:** 25 - 60 years

**Is workshop ongoing:** No

**Outcomes:** Young teacher: "Only after these workshops I realized the essence of my job!" The cooperation with the school (which still exists) was the outcome of these workshops. In 2017 the ISSE institute organized seminar for teachers in the school premises.

**SSEHV workshop affiliated with the Institute of Sathya Sai Education:** Yes.

**Workshop evaluation:** Yes

**Formal evaluation workshop outcome(s):** Yes, by me.

**Summary of evaluation outcomes:** A net of teachers who would like to implement SSEHV in their work has been slowly forming since then.

## *South Africa*

### **Sathya Sai Education in Human Values (SSEHV) - Educator's Workshop for Secular & Special Schools**

**Date(s) Conducted:** 2016

**Location:** Chatsworth and Phoenix, Durban, South Africa

**Venue:** Schools

**Duration - days:** 1 or 2 days

**Duration - hours:** 1.5 - 6 hours

**SSEHV Workshop Description:**

#### **Workshop 1:**

- Leadership and Teambuilding through the Human Values Approach Introduction and a brief unpacking of the mind and its influence on Character Development through the experiential approach
- Introduction of the Five Teaching Techniques and their practical application
- Integration of Human Values in teaching and learning

#### **Workshop 2:**

- Revisit and reinforce the key components of Workshop 1
- Knowing the mind and its influence on an individual's life and how it aids the transformation process
- An experiential understanding of the Five Teaching Techniques and some of the core tenets of the Educare (SSEHV) process, i.e., creating an environment of Culture and Love

**Presenter(s):** Various facilitators and Board Members

**Number of adult participants:** Total: 170

**Extended Workshop:** Follow-up workshops provided

**Demonstrated understanding of a Value/Values. Testimonies:**

- Affords educators the opportunity to explore the all-important Human Values and how they

impact their work, personal lives and character development.

- Provides an understanding and appreciation of the importance of the implementation of the Educare (SSEHV) process by the educators and staff in aiding the development of the student's full potential.

**Affiliation with an Institute of Sathya Sai Education:** Yes

#### **PROGRAM EVALUATION**

**Summary of evaluation outcomes:** Please visit link

<https://1drv.ms/b/s!AmZnQ4vAUdkJgQHYPiHskLDqDI63>

It was noted that one or more staff members from each school had previously completed the full SSEHV certificate course. They found these workshops to be helpful in refreshing their knowledge of the benefit of applying the Educare (SSEHV) process in teaching and in learning. The workshops also stimulated them to implement what they were currently learning, as well as what they had learned in the past. New attendees participated in the workshop and contributed enthusiastically. The group setting allowed for interaction with colleagues who normally would not be interacted with.

**Comments/Information:** During and after the second workshops, Principals from two schools indicated an improvement in team spirit in their schools. The outcome of this being a better teaching and learning environment.

### **Sathya Sai Education in Human Values (SSEHV) - Values in Business**

**Date(s) Conducted:** July 23 and Dec. 3, 2016

**Location:** Durban, South Africa

**Venue:** School

**Duration - days:** 1

**Duration – hours:** 5 hours

**Frequency:** Two workshops

**SSEHV Workshop Description:** *Values in Business:* Equipping managers, supervisors, entrepreneurs and potential candidates with the essence of Dharmic (good) business practices.

#### **Objectives:**

- Understanding the challenges and difficulties faced by small business owners and managers of business enterprises.
- The integration of Values in a difficult economic environment
- Understanding the principles and practices of Values and ethics within the business environment.
- Afford small business owners and managers of business enterprises an opportunity to engage in critical Value themes impacting their business.
- To give entrepreneurs and business managers an appreciation and understanding of the importance of ethical business practices.
- Managing business and workplace relationships through the practice of essential Values.

**Presenter(s):** Various presenters consisting of South Africa Institute of Sathya Sai Education board members and facilitators

**Number of adult participants:** 61

**Age range of SSEHV students:** 21 - 50 years

**Demonstrated understanding of a Value/Values. Testimonies:** Participants were enthusiastic and loved it. The number of participants who thought the workshop was well structured and well presented, while interspersed with both fun and practical activity, was overwhelming.

**Outstanding Achievements:** See feedback letters and analysis of questionnaire at

<https://1drv.ms/b/s!AmZnQ4vAUdkJgQJ2LfDg81klhwOs>

<https://1drv.ms/b/s!AmZnQ4vAUdkJgQQgBwthfx0c2T>

**Affiliation with an Institute of Sathya Sai Education:** Yes

**PROGRAM EVALUATION** Yes, by team.

**Formal evaluation:** Formal evaluation was done with a structured questionnaire developed by professionals.

**Summary of evaluation outcomes:** Many remarked that this program should be ongoing, so that members of society can have an opportunity to learn the skills necessary to successfully manage a business ethically from a Values perspective. Many participants also requested a more advanced course on integrating Values in business.

## **Sathya Sai Education in Human Values (SSEHV) - An Adventure in Consciousness**

**Date(s) Conducted:** 4 March 2017

**Location:** Newlands, Durban, South Africa

**Venue:** Service Center

**Duration - days:** 1

**Duration - hours:** 6 hours

**Frequency:** One-time offering

**SSEHV Workshop Description:** The workshop focused on taking participants through the process of creation, their journey including problems encountered. Finding happiness again was facilitated by trying to refine the intellect, by focusing on the 5 aspects of the Bird of intellect viz. faith, leadership, 3HV, sense and mind control and *I-am-I* principle.

**Presenter(s):** 9

**Number of adult participants:** 30 including youth

**Demonstrated understanding of a Value/Values. Testimonies:** Presentations were lively, interactive and fun-filled.

- One elderly participant said that he “did not know when last I hit a ball, but I had a lot of fun” (referring to keeping the ball in the air: team building activity).
- A female youth said that she thoroughly enjoyed the program and was sure to attend any future programs.

**Outstanding Achievements:** Special thanks to two participants for their humorous and entertaining, yet enlightening, skit on unity, purity and harmony in thought, word and deed. This was very well received by the audience. One of them is a professional comedian.

**Challenges:** Program is long and this deters many from attending. Hence the attendance was not as high as expected, despite extensive and repeated announcements.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**PROGRAM EVALUATION**

**Formal evaluation:** Yes, by someone else

**Developed evaluation tools:** by Facilitator

**Ready-made evaluation tools:** Feedback questionnaire:

- The Overall Program was rated ‘Good’ by 7 participants and ‘Outstanding’ by 11 participants.
- Overall assessment of the Program was highly positive and complimentary.
- The participants obviously received the program well and clearly benefitted from it.
- They also made suggestions to improve the program and highlighted crucial areas for further attention and elaboration at subsequent Workshops.

Fourteen (14) participants strongly supported attending a protracted 7-month certificate program and all 18 participants found the program beneficial and will recommend the program to others.



SSEHV IN BUSINESS  
SOUTH AFRICA

## **Sathya Sai Education in Human Values (SSEHV) - Typical Parenting Program. Sathya Sai School Parents' Parenting Program**

**Date(s) Conducted:** 2014 - current

**Location:** Asherville, Newlands, West Durban, South Africa

**Venue:** Schools

**Duration - days:** 7 - 8-month course. Varied once a month, every second week and every week

**Duration – hours:** Varied from 1.5 - 3 hours

### **SSEHV Workshop Description:**

Module 1: *Parents and their role.*

Module 2: *The Role of Parents in unfolding of the 5 core Human Values and 83 Sub-Values*

Module 3: *Role of Parents in creating opportunities for natural physical growth*

Module 4: *Effective communication skills for holistic development*

Module 5: *Parents as good role models.*

Module 6: *Holistic living and the creation of a healthy home environment.*

Module 7: *Learning to cope and overcome challenges*

Module 8: *Review and reflection and the way forward.*

**Presenter(s):** 4

**Age range of SSEHV students:** 21 - 35 years

**Number of adult participants:** 4 – 13 + 2 youth

**Age range:** Youth- Adults, grandparents and care givers. 25 - 60+ years

### **Demonstrated understanding of a Value/Values. Testimonies:**

- Parents expressed their sense of achievement when they put into practice the techniques suggested at each session.
- They were quite happy to see the change in their children.
- Their children also expressed joy at seeing the change in their parents.
- Instead of shouting at the children, parents spoke calmly with love.
- Their children opened up to the positive change.
- Trust and bonding increased.
- The ambience in the home changed from one of fear to love.

**Challenges:** Parents did not attend regularly. Commitment was lacking in some of them. Diaries were not done regularly.

**Affiliation with an Institute of Sathya Sai Education:** Yes

### **PROGRAM EVALUATION**

#### **Developed evaluation tools:**

- Feedback was verbal at every session.
- Other parents learnt from one another from the discussions about handling specific situations.

#### **Summary of evaluation outcomes:**

- Parents gave positive feedback.
- They wished more parents could attend the workshops.
- They have seen a dramatic change in the home and in their relationships with one another

**Comments/Information:** The course has been modified several times to meet the parents availability:

- It has changed from the 4-hour day course held once a month, to the time they are available.
- This means that it is now held for one and a half hours every week. They don't attend during the holidays. This is a great challenge for Facilitators.

## *Taiwan*

### **Sathya Sai Education in Human Values (SSEHV) - Parenting Workshop**

**Date(s) Conducted:** Every Thursday morning

**Location:** Taipei, Taiwan

**Venue:** SSEHV Center

**Duration - days:** 1

**Duration - hours:** 1.5 hours

**Frequency:** Weekly

**SSEHV Workshop Description:** In this workshop, those who are interested in SSEHV parenting are welcomed to attend.

**Presenter(s):** 2

**Number of adult participants:** 12

**Age range of SSEHV students:** 35 - 55 years

**Extended Workshop:** Yes

**Demonstrated understanding of a Value/Values. Testimonies:** Parents learn SSEHV parenting techniques from book studies and discussion. They realize that they need to set good examples for their children.

**Challenges:** The class is in the morning, so there are parents who cannot participate due to their work.

**Workshop Follow-up:** The experienced participants can become workshop leaders in the future.

**Publications and/or website links:** We have a quarterly newsletter and a Facebook page.

## *Thailand*

### **Sathya Sai Education in Human Values (SSEHV) - Parenting**

**Date(s) Conducted:** 2015

**Location:** Thailand

**Venue:** Sukhumvit Soi

**Duration - days:** 5 days

**Frequency:** Weekly

**SSEHV Workshop Description:** Workshop was five weeks of training: Parents were asked to practice what they learned in the training each week after reflecting on what they were lacking and implementing ways to improve themselves.

**Presenter(s):** Thailand Presenters

**Number of adult participants:** 31

**Age range of SSEHV students:** 25 - 52 years

**Demonstrated understanding of a Value/Values. Testimonies:** Parents reported that they started responding to children's wrong actions instead of reacting.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Comments/Information:** At the end of the fifth week, many parents felt that they had improved a lot, and that they understood how to better deal with their children. Through this program they understood that they need to work on the 5 C's themselves.

## **Sathya Sai Education in Human Values (SSEHV) - Rise for V.I.P**

**Date(s) Conducted:** February - October 2016

**Location:** Bangkok, Thailand

**Venue:** Home for Girls

**Duration - days:** 10 days

**Duration - hours:** 10 hours

**Frequency:** Weekly

**SSEHV Workshop Description:** Teenage girls gained self-confidence in how to discriminate right from wrong, through activities using practical application.

**Presenter(s):** Institute of Sathya Sai Education, Thailand

**Number of youth participants:** 16

**Demonstrated understanding of a Value/Values. Testimonies:** Teenage girls learned to use their discrimination to discern right from wrong and follow the correct path.

**Affiliation with an Institute of Sathya Sai Education:** Yes

## ***Trinidad***

### **Sathya Sai Education in Human Values (SSEHV) - Workshops on Parenting, Health, Discipline, Dental Health, 3HV and Communication**

**Date(s) Conducted:** 2013 - 2016

**Location:** Trinidad and Tobago

**Venue:** Various Schools & University of Tobago

**Duration – hours:** 1.5 - 2 hour workshops

**Frequency:** One-time offering each, except *Healthy Eating*

**SSEHV Workshop Description:**

- *Parenting Styles* was for young parents. Its purpose was to encourage the participants to reflect on their parenting practices, i.e., what they do, and how well they do in their moment-to-moment interactions with their children. They learn to identify their individual style.
- *Healthy Eating* was for parents. The purpose of it was to learn how to encourage healthy eating habits in their children.
- *Discipline* was also for parents. Its purpose was to emphasize the role that parents play as the children's first teachers. Also stressed was their responsibility to nurture discipline in their children with the goal of helping their children to develop self-discipline.
- The *Dental Health* lecture was for students aged 5 - 8 years. The purpose of it was to encourage good dental health.
- The *3HV* workshop was for teachers. In it, the concept of *3HV: Head-Heart-Hands* was presented for implementation in their teaching.
- *Communication: Developing Listening Skills* was for tutors of the University of Trinidad and Tobago's *Life Skills Program*.

**Presenter(s):** 3

**Number of adult participants:** 20 - 50

**Age range of SSEHV students:** 25 - 50 years

**Extended Workshop:** Only for *Healthy Eating* workshop

**Demonstrated understanding of a Value/Values. Testimonies:** Quotes from workshop participants:

- We never gave a thought before to what kind of parenting style we have. I realize that I should not adopt my parents' style because times have changed. Parenting is a responsibility given to us by the Divine.
- We should stop eating meat. We are practicing violence against animals. Do not overeat; practice moderation. What you eat influences your thoughts. A healthy mind in a healthy body.
- Parents are giving their children healthier lunches.

Children's quotes:

- Sweets are not good for our teeth. We need to eat carrots and healthy food to keep our teeth healthy. We must brush our teeth twice a day. Discipline is the most important school subject.
- We should all aim at becoming empathetic listeners. Listening is the best gift we can give to someone.

**Challenges:** Getting persons trained in SSEHV to serve. Participants benefit from SSEHV training but make very little effort to apply their training to help others.

Low attendance at workshops is another challenge. There seems to be a general atmosphere of complacency. "We don't need this" (until of course something happens which makes persons reflect on where they went wrong). Sometimes we have had only 2 or 3 persons attending a session.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Comments/Information:** Of concern is the existing low commitment among trained SSEHV teachers to serve.

## *Uruguay*

### **Sathya Sai Education in Human Values (SSEHV) - Training Course for Educators (and Community Professionals) in Values of the SSEHV Program**

**Date(s) Conducted:** 2011 - 2017

**Location:** Montevideo, Uruguay

**Venue:** Center and School

**Duration - days:** 19 days

**Duration - hours:** 2 hours

**Frequency:** Weekly

**SSEHV Workshop Description:** These workshops began back in 2005 and they have been offered non-stop ever since. The main goal of the course is to prepare teachers in SSEHV. It is basically designed for teachers, but it is open to other professionals in the community.

- This is a weekly course with 19 classes, beginning on the first Tuesday of April each year, finishing by late August, with 2 hours per class.
- In the first hour, the conceptual foundations are presented, and then a workshop with the five techniques.

**Number of adult participants:** 1500

**Age range of SSEHV students:** 20 - 40 years

**Demonstrated understanding of a Value/Values. Testimonies:**

- It is beautiful and fundamental for any educator. A forum for personal development.
- This program calls you to reflection, it does not matter which is the faith.
- This program gave me new kinds of tools and attitude about life and my relationships with others.
- I was able to observe my own actions, become more humble, and conscious. Thanks to the



universe for bringing me to this place.

- My attitude as an educator was able to be make actual a focus on each human being.
- It was very useful, it brings us a lot of tools.
- The program is very good, each one is able to bring out the best of oneself.

**Outstanding Achievements:** The Program has been running non-stop since 2005.

- A sociologist, took the course in 2015 and ever since he is able to offer a workshop named, *Dealing with Drug Addiction in Education: Facts and Challenges*
- A participant, Principal of the private school, was extremely grateful and invited us to offer it entirely free of cost.

**Affiliation with an Institute of Sathya Sai Education:** No

**Program Evaluation:** None

**Summary of evaluation outcomes:** From our perspective as educators, we consider that the course has had major acceptance and an important transformation takes place among the participants. This has kept us motivated in this amazing service to the community. It developed a deep sense of awareness among participants.

**Comments/Information:** To facilitate this course demands from us an intense inner transformation so as to be an example of the practice of Values and to be able to properly transmit it to the community.

## *United States*

### **Sathya Sai Education in Human Values (SSEHV) - Annual Human Values Festival**

**Date(s) Conducted:** November 2017

**Location:** Austin, Texas, USA

**Venue:** Performance Center

**Duration - days:** 1 Day

**Duration - hours:** 6 hours

**Frequency:** Annual Event

**SSEHV Workshop Description:** Event features: Human Values art, music and creative writing exhibition of over 150 works by Primary and Elementary children and their families; various Value-based activities and crafts for children; an Elementary art and music contest and a display of community work by local service organizations. The day was capped by an exhilarating evening concert with the *International Rhythm Masters* and a soul-stirring performance by international Hip Hop, MTV, Humanitarian and Value-focused artist, *Nimo and Empty Hands Music*. The highly inspirational evening ended with an awards ceremony dedicated to all participating children and artists.

**Presenter(s):** In Austin, we had various judges from our local city:

- A Lead Teacher of an art studio,
- Retired General,
- Candidate for Texas House Seat,
- Professor from University of Texas, Austin,
- International Hip Hop musician, and
- A Director of an Art Studio, all helped to decide on the art and music contest winners.

**Number of participants:** 500 plus - Youth and Adults

**Extended Workshop:** Annual Event

**Outstanding Achievements:** This was our first of many events likely to come. The overwhelming response from the community to hold this event annually is an achievement.

**Challenges:** We had only six weeks to plan this event due to not getting the School's Performance Art Center enough in advance. This also posed a problem in getting volunteers from the Community Service Organizations that wanted to participate, as they had already committed to other events.

**Workshop Follow-up:** We have had follow-up with the some of the organizations and families.

**Publications and/or website links:** <https://www.statesman.com/news/local/human-values-fest-kids-can-submit-art-music-dance-writing-win-250-scholarship/mToOBvnjmPPapfEeTJgS4M/>  
<http://www.austinmonthly.com/AM/Calendar/index.php/name/Human-Values-Festival-Concert-2017/event/27027/>

**Affiliation with an Institute of Sathya Sai Education:** Yes. All *Human Values Festivals* will be affiliated with the ISSE-USA

**Program Evaluation:** None

**Comments/Information:** This event is available for any city or country to host with partnership of the ISSE-USA.

## **Sathya Sai Education in Human Values (SSEHV) - Introductory Workshop on SSEHV**

**Date(s) Conducted:** April 2017

**Location:** Phoenix, Arizona

**Venue:** Community Church

**Duration - days:** 1

**Duration – hours:** 6 hours

**Frequency:** Ongoing, one-time event at different locations

**SSEHV Workshop Description:** The Introduction to SSEHV Workshop offers an overview of the SSEHV program, which is a holistic, Human Values centered program of character development. It is designed to draw out, accentuate, and nurture positive qualities and capabilities. The overview includes a look at the program's philosophy, pedagogy and its five Human Values. The workshop is for anyone interested in learning more about SSEHV before committing to the courses of instruction.

**Presenter(s):** 2

**Number of adult participants:** 8

**Age range of SSEHV students:** 40 - 60 years

**Extended Workshop:** No

**Demonstrated understanding of a Value/Values. Testimonies:** The participants requested SSEHV Course 1 after their experience.

**Outstanding Achievements:** As an Institute, we were delighted that the group wanted to learn more about SSEHV and in their interest in wanting to take Course 1.

**Workshop Follow-up:** In September 2017, we conducted the SSEHV Course 1.

**Affiliation with an Institute of Sathya Sai Education:** Yes

### **PROGRAM EVALUATION**

**Formal Evaluation:** Ready-made evaluation tools: Course Evaluations are usually provided to receive feedback.

**Summary of evaluation outcomes:** We now have individuals who have completed their Course 1 Field Work and are continuing with implementing SSEHV at various locations.

## MINDFUL EATING

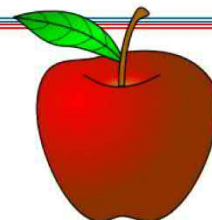


### TRUTH

- T**-Think! or Tune in (Think if the food you picked is a right choice or not)
- R**- Relax (Take time out/forget all the stress of the day at this moment)
- U**- Unity (Imagine how the food will unite with you as the nutrients flow through your body)
- T**- Thank (Be thankful for the food for the nourishment of the body. Talk to food and thank it)
- H**- Happy (Be happy and enjoy every bite)

### RIGHT ACTION

- R**- Research (Research on health benefits of various foods)
- I**- Insightful (Have a deep understanding of the healthy foods)
- G**- Gather (Purchase & prepare the foods that are healthy)
- H**- Hunger (Pay attention to your hunger cues, Am I hungry or not?)
- T**- Time out (Take 5-10 min out of busy schedule to eat with no distractions, e.g. cell phones, TV)
- A**- Associate (Find the relationship/connection between you, food, the farmer, the nature etc.)
- C**- Curb (Curb the desire for foods that may be around you which would harm your health)
- T**- Taste (Taste the healthy food and enjoy every bite)
- I**- Identify (Identify the nutrients in the food and understand how it will benefit you)
- O**- Offer (Offer to help others understand the importance of eating healthy foods)
- N**- Nurture (Nurture your body with good foods. Your body is your temple.)



### PEACE

- P**- Pause (Take a little time from your day)
- E**- Educate (Educate yourself on healthy choices)
- A**- Accept (Accept the foods that you found out are healthy for you, though you may not always like the taste of it)
- C**- Concentrate (Concentrate on the goodness of the food)
- E**- Eat (Eat your food)



### LOVE

- L**- Legacy of food (Think of the legacy of foods and their origin)
- O**- Observe the food (Is your plate colorful, did you choose different food)
- V**- Virtue of food (How is this food going to be useful in your body?)
- E**- Enjoy your food

### Non-Violence

- N**- Natural (Choose foods that are natural/non processed with least ingredients in the label)
- O**- Oneness (See the oneness of human & nature - life force in human & nature are one and same)
- N**- Nourishment (Think of eating food as a nourishment, rather than to satisfy the taste buds)
- V**- Value (Think of how valuable the food is to your body-"You are what you eat!")
- I**- Imagine (Imagine the process of digestion and the nutrients being released to blood and them circulating throughout the body)
- O**- Overcome (Overcome desires you may have to choose foods that are unhealthy which are around you)
- L**- Limit (Limit the portions, even though the food is a healthy choice e.g., fruit has calories and sugar, so limit - more is not always merrier)
- E**- Encourage (Encourage yourself to continue to strive for perfection in your diet))
- N**- Nibble (Take small bites and eat slow devouring every bite)
- C**- Content (Be content & happy with what you are eating-you are giving a spa treatment to all your cells by making healthy choices)
- E**- Eat and elevate (Elevate your spirit with the clean and pure food that you choose)



## **Sathya Sai Education in Human Values (SSEHV) - Free Health & Wellness Medical Camp**

**Date(s) Conducted:** First Saturday in October beginning 2010

**Location:** St. Louis, MO

**Venue:** Church-Parish Center

**Duration - days:** 1 day

**Duration - hours:** 5 hours

**Frequency:** Annually

**SSEHV Workshop Description:** A SSEHV Health & Wellness booth at an annual Sai Medical Camp for all community persons that otherwise may not have access to medical care. The presentation is on good health practices tied to the 5 Human Values. Display boards were created based on the quotes of the 5 Human Values, good health and how to maintain good health. A presentation is made on the display board covering the Human Values and good health and how to maintain wellness by living a life based on the 5 Human Values, the use of positive thought, inspirational Value-based music, prayer and meditation. The surrounding of yourself with positive Value-based stories, messages, media and “good company” and service to the home and the community. The presentation is sometimes made through an interpreter.

Handouts are given on the 5 Human Values and brochures on the SSEHV wellness message of the presentation; both are available in English and Spanish.

**Presenter(s):** 2

**Number of youth participants:** Approximately 20 - 30 children with parents as they visited the booth.

**Number of adult participants:** Approximately 100 - 140 annually

**Extended Workshop:** Yes

**Demonstrated understanding of a Value/Values. Testimonies:** Families attending make comments in regard to their personal connection with the Values. The presentations are sometimes made through an interpreter and some family members give feedback through non-verbal communication. Adults smile and nod their head in agreement of the importance of the Values in their lives.

One lady who attended had been involved in the SSEHV program in the community and was excited to see the same program at another community location and was truly inspired.

**Challenges:** Attendees are in a hurry to visit all booths & partake of medical services.

Mainly presenting through an interpreter and sometimes limited verbal feedback from families.

All attendees are not able to attend the booth.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**Comments/Information:** It is very heartwarming when you experience a shared connection with the Values with members of the community.

Please visit link for posters and handouts:

<https://1drv.ms/f/s!AmZnQ4vAUdkJgQST1IJXsfG5Lycw>

## **Sathya Sai Education in Human Values (SSEHV) - Overview and Lesson Plan Workshop for Church Regional Conference**

**Dates Conducted:** 2000s

**Location:** St. Louis, Missouri - USA

**Venue:** Church

**Duration time:** 2 hours

**Frequency:** Once

**SSEHV Workshop Description:** A SSEHV lesson plan was presented at a Regional Christian Church conference. The workshop was requested by the Regional Bishop of the churches who was also a Board Member of an organization implementing SSEHV. He felt SSEHV should be shared with conference attendees.

**Presenter(s):** 1

**Number of adult and youth participants:** Approximately 100

**Workshop outcomes:** The audience immediately resonated to SSEHV.

**Outstanding Achievements:** At one point during the presentation the entire audience stood, applauded and repeated saying "Amen!"

- The presenter was invited to stay for lunch with the churches' elders and share more about SSEHV.
- One elder has a doctorate in Community Planning and Development and is a book author. As we talked about SSEHV, tears flowed from his eyes. Obviously he understood the depth and significance of the program.
- The Bishop stated that at one point during the presentation it appeared that the presenter and the audience were elevated to another level of consciousness!

**Workshop Follow-up:** The follow-up was referral of youth to the afterschool program where SSEHV was being implemented at 4 locations throughout the city. There was no follow-up for out-of-towners.

**SSEHV workshop affiliated with the Institute of Sathya Sai Education:** Yes

### **Sathya Sai Education in Human Values (SSEHV) - Teacher as Exemplar and Environment and Culture of Love Workshop for Community College Course for Early Childhood Care Providers**

**Dates Conducted:** 2000s

**Location:** St. Louis, Missouri - USA

**Venue:** Community College

**Duration - days:** 4 days. 2 hours each

**Frequency:** 4 weeks

**SSEHV Workshop Description:** The SSEHV workshop was presented to Community College Course for Early Childhood Education students. The head of the Department was aware of SSEHV and asked that the students, who were early childhood home care providers, be exposed to the topics so they could better serve the children in their care.

**Presenter(s):** 1

**Number of adult participants:** 15

**Workshop outcomes:** The students were happy to receive the information to enhance their skills as Early Childhood Home Care providers.

**SSEHV workshop affiliated with the Institute of Sathya Sai Education:** Yes

### **Introduction to Sathya Sai Education in Human Values (SSEHV) - Workshops**

**Dates Conducted:** Late 1990s - 2017

**Location:** Missouri and other States; more recently Texas & Arizona, USA

**Venue:** National Character Education Conferences; a series of workshops for executive directors, directors and teachers of Early Childhood Education programs, community organizations and other groups interested in learning more about SSEHV.

**Duration - days:** 1

**Duration - hours:** 1 - 6 hours each workshop



FINDING OUR HEARTS, SSEHV VIRGIN ISLANDS

**Frequency:** At 4 conferences, approximately 5 workshops for Early Childhood programs and others interested in SSEHV.

**SSEHV Workshop Description:** An introductory overview of the SSEHV program.

**Presenter(s):** 1 - 2

**Number of participants:** Approximately 500

**Is this Workshop ongoing?** Yes. For audiences interested in learning more about SSEHV.

**Outcomes of this workshop:** Overall the workshops have been well received and contributed or lead to the implementation of SSEHV programs in Missouri and SSEHV Courses and programs in other states.

**SSEHV workshop affiliated with the Institute of Sathya Sai Education:** Yes

**Workshop evaluation:** A number of workshop evaluations took place including ones by conference planning team and by organizations that sponsored the workshops.

## **Sathya Sai Education in Human Values (SSEHV) – Post Hurricane Maria Wellness and Stress Reduction Workshops**

**Date(s) Conducted:** 2016 - 2017

**Location:** St Croix - United States Virgin Islands

**Venue:** Career Technical and Education Center (CTEC), United States Virgin Islands Department of Education, Complex Public High School Classrooms and Library

**Duration - days:** 1 day each

**Duration – hours:** 1 hour - 1 hour & 50 minutes

**Frequency:** One-time offering, monthly. Some weekly Saturday meetings.

**SSEHV Workshop Description:** The ongoing workshops were requested by the St Croix Career Technical and Education Center (CTEC) Principal and the Coordinator of the Virgin Islands Chapter Tuskegee Airmen, Inc., (VICTAI) and Youth Aviation Club (VTAC). The focus of the workshops were/are to introduce Sathya Sai Education in Human Values and to learn the importance of knowing how to relax and cope with stress after the devastation caused by Hurricane Maria to the island of St Croix.

The workshops are also to help with post-stress traumas many youth were experiencing after Hurricane Maria destroyed many of their homes and disrupted the normal operations of the public school and communities. Eight of eleven schools on the islands were destroyed and schools are operating on split sessions for all grades.

Students in Elementary School in 5th and 6th grade, Middle School and High School grades 10 - 12 were introduced to the program and it is related to their every experience in life, and how the Human Values can be integrated throughout the classroom, school community and wider cultural enclaves on the island of St Croix.

**Presenter(s):** 1

**Number of youth participants:** 25 – 30 per session

**Age range of SSEHV students:** 8 - 18 years

**Number of adult participants:** 8 parents

**Extended Workshop:** Yes in Progress

**Demonstrated understanding of a Value/Values. Testimonies:**

- The Human Values lessons and workshops help us deal with the madness happening around us and the world.
- I'm OK now. The roof of our house is still missing. We all huddled in one room. The Human Values lessons helped me. I learned to take time to take control of the stuff I was afraid of during the hurricane. I took deep breaths and did the Tree Pose (yoga) which reduced my

stress. I kept thinking positive thoughts and really tried the meditation exercises.

- I admit I was scared, anxious, and was getting depressed since we didn't have any food in the house. But I then recalled the Human Values lesson taught about Humility and being patience. I had to calm myself and just wait out the hurricane without complaining like I usually do. I thought about our environmental field. Leave only your footprint and how Hurricane Maria surely left her footprint.
- "Wow, wow... today's yoga exercise, the Mountain Pose, and finding my heart felt so good. I never listened to my heart. Can we do this again?" Tuskegee Airmen Aviation Youth Organization Member
- You were right! Thank you for teaching about Non-Violence. Hurricane Maria was a huge challenge for my family and me. We were hungry and we had to stay calm on the food distribution lines and people were getting very angry. But I didn't.
- Peace without understanding is completely unnecessary and cannot benefit anyone as a holistic being. The understanding allows one to have true and complete peace without worry, fear or doubt. Peace is an interesting aspect due to the relief it brings. It attracts all the other Human Values and brings love into reach. To be truly at peace one must have harmony of head, heart and hands. My vision is to obtain God's knowledge and understand the earth.
- The strength behind all work is a genuine happy smile. Smile and you will take its joy wherever you go. Why smile? Because it makes you strong, it makes love to come from within a little easier and it makes you forget what you want and it lets you see what He wills!

**Outstanding Achievements:**

- The opportunity to introduce SSEHV to an ethnically and religious diverse youth and age ranges
- The students' oral and written reflections.
- The open-mindedness of the Principal of the CTEC and the support of all the teachers at the school stating how much the SSEHV lessons are needed. Many would come into the classroom and express their gratitude and discuss the universal importance of the Human Values in their own lives.

**Challenges:**

- The rising and broader mental health issues and concerns adolescents on the island are dealing with and the lack of resources available to address the traumas they are struggling with.
- Hurricane Maria's recovery on the island is very slow. The government has said the schools will take 5 - 10 years to be re-build. This means schools will remain on split session with elementary, middle school and high school students using limited classroom spaces that are not in the best of condition. The school is undergoing mold remediation and is often without water so school has to be cancelled.

**Workshop Follow-up:** Ongoing

**Publications and/or website links:** VICTAI and CTEC public relations and media staff sends out a monthly online Newsletter with a brief write up of workshops and member updates.

**Affiliation with an Institute of Sathya Sai Education:** Yes

**PROGRAM EVALUATION**

**Formal evaluation:** No

**Developed evaluation tools:**

- Healthy CTEC Students 2020 Effective Communication Mini Essay Log Book
- Virgin Islands Department of Education Mini Grant Funding Project 2017



**Summary of evaluation outcomes:** I received positive feedback from the administrators, teachers, parents that had a keen interest in SSEHV that had a universal message that went beyond religion, cultural and background affiliation.

**Comments/Information:** The SSEHV resources and advisors are so vitally needed universally. The wonderful realization of all the SSEHV teaching is the resources for resolving the personal problems that are within us. When confronted with a conflicting consciousness problem, the Human Values core tenets gives power to respond positively. When we triumph, we have all the more empowerment to respond, we have more confidence and facility to handle future problems, helping to meet life head-on.

The challenge is to maintain self-cultivation, move forth to confront the myriad of difficulties, and accumulate the momentum of thought that success will surely come.



HAPPY CHILDREN  
SSEHV PERU



ARTWORK BY SSEHV STUDENTS, USA

We are building Peace with ....



Art Joy  
 family listening Love  
 music laughter hugs hope goodness smiles  
 Care happiness Positivity help beauty  
 sharing human values appreciation gratitude respect silence  
 Dedication open hearts light forgiveness learning  
 charity friendship motivation teamwork discipline harmony  
 nature solidarity enthusiasm fairness honesty  
 observation relaxation Support generosity Communication inspiration  
 personal example tolerance Wisdom Self-control kindness  
 sincerity fairness education patience generosity vision  
 Serenity unity solutions good choices hard work  
 good intentions warmth creativity compassion meditation good manners  
 understanding equality dialogue Open-mindedness Imagination  
 inspiration passion faith effort justice trust

ARTWORK BY SSEHV STUDENTS, SPAIN

