



Sai Jewels

Regional Newsletter—February 2002

SRI SATHYA SAI ORGANIZATION,

REGION X

Brunei, Indonesia, Malaysia, Philippines, and Singapore



SAI JEWELS

REGIONAL NEWSLETTER

Sri Sathya Sai Organization, Region X: Brunei, Indonesia, Malaysia, Philippines, and Singapore

YEAR OF EDUCARE

February 2002, No 10/2002

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Thought For the Month

Dharma is Right Action at the Right Time. Dharma is like a mother. One can choose a wife, but no one can choose a mother. The secret of happiness is not in doing what one likes, but in liking what one has to do.

- Sri Sathya Sai Baba

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Educare— Questions and Answers

Sathya Sai Baba, the Chancellor of the Sri Sathya Sai Institute of Higher Learning answered the questions raised by the delegates of the First Conference of Sri Sathya Sai Schools worldwide held at Prasanthi Nilayam on 20-21, and 24 November 2001.

Q.1. What is the relation between Religion, Spirituality and Educare?

Religion is realization - realization of Self. Only when the truth about Self is realized, one can understand what religion is. Spirituality is not merely singing prayers, performing worship, going to temples or on pilgrimages or undertaking any other good activity. **Spirituality is recognizing the oneness of all beings.** Here is an example. When we close our eyes we cannot see anybody. But the moment we open them we can see thousands of heads in this hall. Where have these heads come from? Only with open eyes can we notice all heads. The heads have not come from anywhere outside. To recognize unity in diversity is spirituality. There is only one *Atma* in all beings. Doubts arise when we see multiplicity in unity. The entire creation has emerged from love. Therefore, there is no difference among religion, spirituality and Educare.

Spirituality also is discovering who you really are. For example you say, 'This is my handkerchief, this is my plate, this is my hand and this is my body.' Then who are you? On enquiry, you will realize that you are separate from all these and in fact, you are the master of all these. That master is the *Atma*.

The next aspect is Educare. The word 'education' is derived from the Latin root 'Educare'. Education refers to collection of worldly facts; **Educare is to bring out from within. Education is for a living while Educare is for life.** Education is for livelihood. Educare is the ultimate goal of life. It is easy for us to recognize things outside us and difficult to look within. There are many things inside us, which are not manifest. When we

join the three letters G, O, D, we get the word GOD. When we look at the letters individually they



have no meaning of their own. Our effort lies in putting together these letters to get the meaning. This is Educare. The *Atma* is our innermost reality. That is what Educare should bring out. **Therefore, there is actually no difference among the three—religion, spirituality and Educare.**

Whatever we see in others is only a reflection of our own self. If we accuse somebody as bad, it is just that, our feeling towards that person is bad. Whatever impression we have about others is a reflection of our feelings towards them. Everything is just reflection, reaction and resound. Therefore, do not find fault with others. You do not have the right to find fault because your assessment of a person is limited to your experience with him. There are so many aspects of one's personality that a person does not know. When one puts on red glasses everything appears red and when one puts on blue glasses everything appears blue. Only those foolish people who fail to recognize this truth resort to criticism.

Thus Educare, spirituality and religion are not different from one another. Here is a ring, a chain and the earrings - all these are different forms of the same gold. Therefore, God is one though He may appear to you in different forms. The fundamental basis for everything is love. Love is God, live in Love.

***There is only one language,
the language of the heart;
There is only one religion,
the religion of love;
There is only one caste,
the caste of humanity.***

Q.2. What relationship should Sri Sathya Sai Schools have with Government?

Sathya Sai Schools should have good relationship with the government and should obey all rules of the government. *In the Sathya Sai Schools we follow all rules of discipline with love. The government enforces its rules, therefore it is 'force', but the Sathya Sai's method is from the 'source'.* One can pursue Sri Sathya Sai education along with government education. Sri Sathya Sai education imparts human values. Follow these values, and at the same time pursue government education. But do not split them into artificial divisions.

Everyday we have twenty-four hours at our disposal. At the most we spend six hours - three hours in the morning and three hours in the afternoon in schools. We still have eighteen hours at our disposal. Allocate six hours for sleep, six hours for personal activities and the remaining six hours for spiritual pursuits and developing human values. Sri Sathya Sai education imparts practical knowledge, while the government education teaches only bookish knowledge. Do not ignore bookish knowledge. Practical knowledge grants us spiritual happiness and bookish knowledge grants worldly happiness. Government education gives us the means of livelihood whereas Sathya Sai education leads us to the ultimate goal of life. The two constitute the two sides of the same coin.

Q.3. As teachers how can we understand the minds of students?

A teacher must have a thorough understanding of his own mind before trying to understand the minds of the students. If the teacher's mind is good, the students will reflect it in their behavior. The teacher should observe and analyze the student's behavior with that of his parents, his friends and his fellow students. Sometimes, parents give too much freedom to the children and children in turn misuse this freedom to interact with their friends with laxity in behavior. At school his freedom is curtailed. It is in order to



ensure that unlimited freedom is not given to children that the institution called school has



come into existence. Here teachers should strike a balance between freedom and restriction of the student. The teacher cannot interfere in the student's family affairs, for; parents give freedom to their children out of their love. Nevertheless, teachers must keep in touch with the student's activities at home.

The child should be given freedom in areas related to right conduct and must be punished when it errs. The first responsibility rests with the mother for the child to tread on the right path. Generally, if the daughter in the family is spoiled, the mother is responsible and if the son goes astray, the father is responsible.

You are an '*Acharya*' and not merely a teacher. *Acharya* is one who first practices and then teaches the same to his students. So when you want to teach good principles to students, first you practice and then set an example. For example, if you smoke in the class, students will also emulate you. If you try to correct them, the students will in turn ask you why you smoke. The true characteristic of good education is good teaching. *Good teaching brings about transformation in students. It will make students confess their mistakes before the teacher.*

Q.4. What is the most important quality a good teacher must have?

Teachers should practice what is good and teach the same to students. Teachers should lead an exemplary life. *There is a bond of pure love between teachers and students. Students can win over any teacher's heart and a teacher can win over students' hearts.* If you want to be loved, you have to love others first. First, we should aspire for truth. You cannot always oblige, but you can

speaking always obligingly! If you want to take students into your confidence, you have to approach them with love. Point out their mistakes and lead them on the right path. Only then will they follow the right path and accept their mistakes. For the progress and prosperity of the nation, teachers should develop love for students and mould their character. Then the society will get many good citizens.

Q.5. How to implement Educare for children from slum areas?

To mould the character of such children through the Educare program, we have to visit their houses and help the people by taking up social service projects like cleaning and sanitation. Then, they would develop the sense of cleanliness and keep their places clean. Other volunteers can help in such service projects. Even students from schools can be taken to those areas and told to involve themselves in service activities. Thereby the students would develop a liking for service activities.

Q.6. How do we motivate children in Educare program?



It is not possible to make small children understand the essence of Educare. They are too young to understand. *Educare should be introduced at the college level. However,*

at school level, we can cultivate good thoughts and good habits among students. We can also inspire their young hearts by narrating the stories of great persons of their respective lands, and exhorting them to follow the ideals set by them.

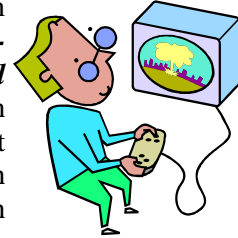
Q.7. How do we deal with parents and actively involve them in the Educare program?

We must bring about a change in the parents through their children. We can teach parents through students. *It is easy to bring about transformation in the parents through students.* It is very difficult to directly involve

parents in the Educare program. They do not know what Educare is. Teachers should teach parents about it through their actions.

Q10. What is the role of technology like computers in education?

Technology appears to be 'Trick-knowledge'. Now computers are also getting virus attacks like human beings. *You should become a 'composer' and not a 'computer'.* When does a computer get spoilt? It happens when something goes wrong in the head of the composer.



You may use this technology to develop science. Firstly, set right the computer that God has given you. That is your head itself. Today, one uses computer for every small calculation. It looks ridiculous.

God has given us a better calculator, our brain. Make use of its services. Of course, there are certain benefits accruing from computers. You should use it depending on the need. But what has computer done to our society? It has developed easy-going nature in us and has caused unemployment. Unemployment leads to rise in crimes. Therefore, we should discard such machinery, which render many people jobless. Instead of that, you should encourage domestic industries, which will provide jobs to people in the home itself.



Education is like insipid water. Educare is like sugar. Merely, adding sugar to water does not make it sweet. Only upon stirring, does the sugar mix with water making it sweet. With the heart as the glass, intelligence as the spoon, and inquiry as the process of stirring, we experience the all pervasive divinity. This is true wisdom.



From the International Chairman

- Sri Indulal Shah

This conference on **Sathya Sai Educare** is a Millennium event. We are all here to speed up spiritual renaissance through the Sathya Sai Education Programmes. I would refresh the memory of the august delegates [to conference] the statement made by Late U. Thant, a great ethical statesmen and former Secretary General of United Nations, which is very relevant:

"The law of love and compassion for all living creatures is again a doctrine to which we are all too ready to pay lip service. However, if it is to become a reality, it requires a process of education, a veritable mental renaissance. Once it has become a reality, [all] national as well as international problems will fall into perspective and become easier to solve. Wars and conflicts too will then become a thing of the past, because wars begin in the minds of men, and in those minds, love and compassion would have built the defences of peace."

Every now and then, we hear about falling – standards amongst youth and we blame students, educationists and the Educational system. But Bhagawan Sri Sathya Sai Baba has already introduced concrete programmes to arrest indiscipline amongst younger generation through educational programmes. Our work in education in Human Values and Sathya Sai Schools and Colleges bear testimony to this.

And now the inner significance of "**Sri Sathya Sai Educare**" will further regenerate the law of love and compassion for all living creatures, a veritable mental renaissance.

You are fortunate to have amidst you as Chief Guest Dr. Venkataraman well known Scientist and my colleague Dy. International Chairman of Sai Organization and as participant another Sai Brother and Scientist Dr. Art Ong Jumsai – Director of Institute of Sathya Sai Education. I am sure this Conference will give practical guidelines to practice Divine Message of Educare in day to day life of students and adults, which is the objective of this Conference.

May Sri Sathya Sai shower his Choicest Blessings on all.
(Dr. Venkataraman was unable to attend the convention.)



From Our Regional Coordinator

- Dr. V.K. Ravindran

The Institute of Sathya Sai Education, San Pedro must be congratulated for their initiative in hosting the First Regional Convention on *Educare*. A lot of effort has been undertaken to bring forth this Sathya Sai *Educare* Convention.

The dawn of the new millennium spelled strife and disasters in many countries. Dark clouds of gloom have overshadowed the advent of the New Millennium. The end of the 20th century saw the decline in Human Values in the young and the youth and the very fabric of family and society was shaken. With modernization and the influence of the computer technology, the tender minds of the young and youth have been affected to a great extent. Parents and teachers watch in horror at the decadence of Values. There is a crying need for better education from all parents and teachers.

Educare as enunciated by our Chancellor Bhagawan Sri Sathya Sai Baba addresses the decline of the Human Values in society and stresses on holistic education called *Educare* looking not only into the physical and intellectual needs but also into the emotional, psychic and spiritual basis of the individual. He says, "*Educare* means to bring out that which is within. Human Values are latent in every human being. To bring out means to translate into action." Time and again he has advocated respect for parents and elders as the single most important moral legacy for the world today.

The time is now ripe for stemming this trend by adopting the *Educare* program in schools and colleges throughout the world. *Educare* brings back into our hearts the red inner meaning of loving and caring not only for our fellow beings but also for Mother Nature as we are all interconnected. *Educare* is there to bring forth values that are already inherent in the individual.

By the end of this International convention on Sathya Sai *Educare*, I hope all participants will carry out their duties in promoting, fostering, and encouraging *Educare*, with the objective of maximizing the well being of our children emotionally, intellectually, morally, and spiritually.

Let us remember that "***Education is for life and not for earning a living.***"

We know that Education holds the key for a peaceful and harmonious society. We therefore need an expanded vision of education for tomorrow which would aim at lifelong learning.

"The End of Education is Character"

Institute of Sathya Sai Education, San Pedro



INTERNATIONAL CONVENTION

“Sathya Sai *Educare* – Integrating Values in Society”

25-27 January 2002

Casa del Nino Montessori and Science High School

Phase 6, A5, Pacita Complex I, San Pedro, Laguna, 4023 Philippines

(email: isse.regionx@skyinet.net, Tel: 632-808-0271)

25 January

Arrival Reception

Asian Development Bank

(17:30 – 20:00)

Hosted by Mr. **Ram Binod Bhattarai**, Executive Director, ADB in honor of **Dr Art-ong Jumsai**

Expert Panel Discussion on Nurturing Human Values through Education

Chaired by Prof. Motilal Sharma, Principal Education Specialist, ADB

Panelists: Dr. Art-ong Jumsai, Dr. Carolina Gurrero, Director IV, DECS, Government of the Philippines; Dr. R. Santhiram, University of Science Malaysia; and Dr. Bernardo Adiviso, Director, Colombo Plan Staff College.

26 January

Opening ceremony and key note speeches

ISSE Gymnasium

(8:45—10:45)

Dr Rosario Acierto, President Casa Del Nino Schools and Director ISSE San Pedro, Dr Art-ong Jumsai, Congresswoman of Laguna Uliran T. Joaquin, Pura R. Miranda, retired DECS official, Dr. Erlinda Zurita, Dean, Notre Dame University and Director ISSE, Dr V.K. Ravindran.

Theme I: Teachers as Parents and Parents as Teachers

(11:00 –12:30)

Speaker: Dr Art Ong Jumsai

Theme II: Policies for Values in Education and Government (Panel discussion)

(1:30 - 3:00)

Chaired by Dr VN Gnanathurai, Asst. Chief Economist, ADB

Panelists: Dr Brajesh Panth, ADB; Dr. R. Santhiram, Dr. Erlinda Zurita, and Dr R. Acierto

27 January

Theme I: Approaches Moving Forward in Fully Integrating Educare in Region X

(8:30 - 10:30)

Facilitated by Dr Ramesh Subramaniam, Delegates from Brunei, Indonesia, Malaysia, Philippines, and Singapore shared their experiences. This was followed by Dr Jumsai's answers to over 25 questions from the participants.

Closing Ceremony

(11:00 –12:00)

26 January

Theme III: **Educare in Society**

ISSE Lecture Hall
(13:00 – 17:00)

Mr. Billy Fong, C.E.O. of Tradelinks Resources Sdn. Bhd. Malaysia, assisted Mr. Roberto Valencia

Theme IV: **Operating Businesses as Trustees of Society**

Mandarin Hotel
(14:00 - 16:00)

Chaired by Mr. Anil De Alwis, Vice President, Citibank; Inspiring talks by Dr Jumsai; Mr. Vashdev Khialani, Singapore; and Mr. Alfonso Casimiro, Chairman, Pecorp, Philippines, and Prof Sergio B. Salas, Thames International Business School for Strategic Management

27 January

Theme V: **Professionals as guardians of Society**

St Luke's Medical Center Auditorium
(8:30 - 10:30)

Facilitated by Dr Lakshmi Seetharam; Inspiring talks on ethics in medicare, and the Super specialty hospitals, by Dr. V.K. Pillay, Singapore; Dr Babu Sukumaran, Brunei; Dr V.K. Ravindran, ENT Surgeon, Johor Specialist Hospital, Malaysia

Cultural Program

26 January
ISSE Gymnasium
(17:30 - 19:00)

Dance and song numbers by Students from the Schools whose teachers have been trained in Educare

• *Karangahan*

Conquers the world

In Bicolano lingo, Karangahan means abundance.

This Philippine Dance Company composed of dancers in the age group 17 to 20, musicians, and choreographers was the first Filipino dance company to perform at the Peruvian President's palace in Lima. It was chosen as one of the best of groups at the 37th Billingham International Folklore Festival in UK, and in other similar festivals.

The Sri Sathya Sai Educare (Educare) is based on the principle "Values cannot be taught, they have to be lived." The two-day International Convention was held in commemoration of the first anniversary of the ISSE San Pedro inaugurated on 14 December 2000. The Convention deliberated on the approaches for effectively integrating Human Values in Society. These Values are universal and they comprise, Truth, Right Conduct, Peace, Love, and Non-violence. The discussions were grouped into five themes: **THEME I Secular educational systems, THEME II Government and administration, THEME III Civil societies (youth and adults), THEME IV Business, and THEME V Professional services.** A total of 18 speakers and facilitators from Brunei, Indonesia, Malaysia, Philippines, Singapore, India, and Thailand contributed to the sessions. Participation in the Convention was **FREE OF CHARGE**. About 1,200 participants, including 30 diplomats and government officials, 900 teachers and educators, 100 businesspersons and medical professionals, and 200 teenagers and youths attended the sessions. **All teachers and students were awarded certificates.**

Summary of the International Convention

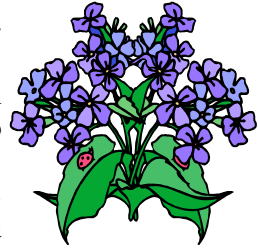
Reception and Expert Panel Discussion

The International delegates and speakers arrived on 25 Jan. That evening, there was a formal reception hosted by Mr. Ram Binod Bhattarai, Executive Director, ADB. This was followed by an expert panel discussion on "Nurturing human values through Education" at the Asian Development Bank. The session was chaired by Prof. Motilal Sharma, Principal Education Specialist, ADB. The panelists were Dr. Art-ong Jumsai, Dr. Carolina Gurrero, Director IV, DECS, Government of the Philippines; Dr. R. Shanthiram, University of Science Malaysia; and Dr. Bernardo Adiviso, Director, Colombo Plan Staff College. Dr Sharma spoke about the importance of values in everyday life and that values begin home. Dr Jumsai spoke on what is Educare, its importance, and how it complements the present education. Dr Gurrero introduced the new education curriculum that will be introduced in the Philippines beginning June 2002, the coming academic year, which will focus on integrating values in the education system. It focuses on the individual's link between others, society and nature. Prof Shanthiram spoke about values realization. Finally, Dr Adiviso spoke about the application of values in every level of technical education. About 40 persons, including Her Excellency the Ambassador of Thailand and members of the board of directors of the ADB, and other senior staff and education specialists of ADB shared their views.

Opening Ceremony

The formal opening ceremony took place at the ISSE San Pedro, Laguna. About 600 teachers and educators had registered. The ceremony started with an opening prayer and the national anthem. Dr Rosario Acierto, the Director of ISSE gave the opening welcome remarks. Dr Jumsai lit the "lamp" which is also the logo of the convention. In his key note speech, he elaborated about the Educare program in the Sathya Sai Schools around the world, and their role as model schools in each

country. The congresswoman of Laguna, Uliran T. Joaquin graced the occasion with a speech on Filipino Values and culture. Pura R. Miranda, a retired DECS official, who has inspired many private schools to start



up and operate in Laguna, gave an inspiring message of Love. Dr Erlinda Zurita, Dean of Graduate School of NDU, also director of ISSE explained the role of NDU in peace education and advocacy in Mindanao. Dr Ravindran gave special remarks on the role of free education in creating citizens who are future leaders and inspiring examples.

The evening culminated in a cultural program in which schools that received training from ISSE presented special numbers. This was followed by a spectacular dance program by the *Karangahan* troupe on various aspects of Filipino culture and values. About 1000 persons watched the program. The memorable evening closed with an informal dinner and awarding of mementoes to international delegates and speakers.

Closing Ceremony

The convention ended at the ISSE on the 27th with a plenary session. Country representatives shared their experiences on implementing *Educare*. Dr Jumsai answered more than 15 questions relating to parenting, managing children who are hyperactive, integrating values in subjects, and teacher training. The convention closed with songs on Educare.

Overall the International Convention on Educare from 25 to 27 January

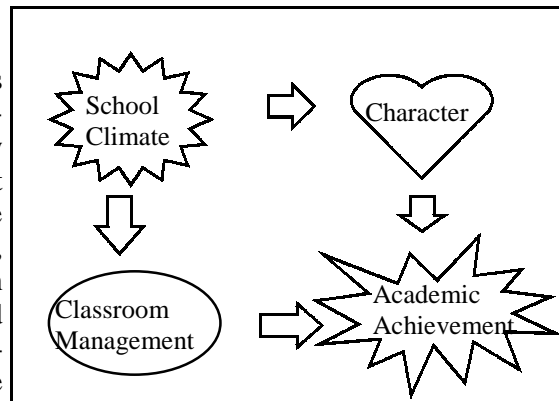


2002 was indeed a memorable event. Volunteers of SSO and ISSE contributed to making this convention a success. We humbly salute our Divine Chancellor, Bhagawan Sri Sathya Sai Baba for showering His Divine Grace throughout the Convention.

Theme I: Teachers as Parents and Parents as Teachers

Aim of Educare

In any educational process, while the teachers teach, the children are the inputs and the expected outcome is human excellence in every way. We want good people and not just great people. Greatness will follow goodness. We want people with human values who are stable, always peaceful and full of love and compassion for all. The aim of “*Educare*” is to bring out and promote such human excellence. Educare involves a partnership of parents, teachers and the children. The role of parents as teachers of values and practical knowledge begins even before the child goes to school and continues until the



end of their lives. Research, has shown that children want their teachers, to be understanding, loving and caring; teachers full of human values and not just knowledge.

School climate

While it is necessary to have a high Intelligence Quotient (IQ), it is more important to have a good character, for which the children must have high Emotional Quotient (EQ) and Morality Quotient (MQ). The EQ is an indicator of one’s ability to control emotions and to live in peace, while MQ can be measured by the degree of goodness, love and compassion. The school climate will have a direct effect on the character of the children.

To have an ideal school climate we need the following:

The teachers and the children should work together;

Teachers should take care of all the problems of the children and not just those related to academic performance;

Parents should be involved in the teaching process at schools by telling them stories with values and teaching them knowledge relating to music, arts, etc.

The school administrators at all levels, from principals to the janitors, must be principled, have good character and be smiling always;

Teachers should have a positive attitude towards the school and the administrators should function as motivators and support teachers with love;

There should be unity between all the stakeholders, namely, the community, parents, children, teachers and the school administrators.

If the above conditions are met, then the school climate will have unity, peace and love. In such an environment, all the other values will automatically follow and the children will be completely transformed.

Two Rules in Educare

To successfully implement Educare, there are two rules that need to be followed.

Rule One: Teachers and parents should set good examples, by practicing the human values themselves. They need to be role models of what they profess. Children look up to them as heroes. Therefore, we as teachers and parents should endeavor to bring human values into our own lives.

Rule Two: Go back to rule one.

Role of Parents

Parents should set a good example to the children. The role of parents cannot be over emphasized. Studies have revealed that even the fetus is impressed with all the stimuli re-



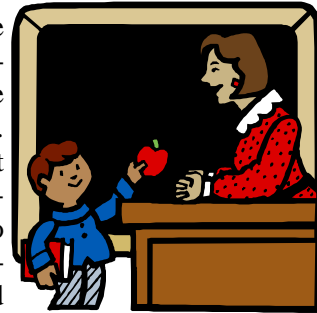
ceived by the mother. Therefore learning begins even through influences on the sub-

conscious of the unborn child. To prepare for careers we study for several years, but to become a parent, we don't go through any preparation or have any education. Children need warmth, love and encouragement from the parents. In turn, parents are also transformed through their children. Therefore, schools should also help training parents and work hand in hand with them. We must help to create a learning atmosphere for the children, both at home and at school. Only then will Educare be successful.

Educare and Human Values

Educare deals with things within and hence we need to delve within ourselves and also bring out the human values from within the children. Learning has to be integrated with the five Human Values of Love, Peace, Truth, Right Conduct and Non-violence.

Children can be completely transformed with these human values. Educare is about raising the subconscious mind to the level of super-conscious mind that enables one to



tap intuition. Just by changing external behavior, the change in the children will not be permanent. Therefore, Educare believes in attaining wisdom and bringing out the human values from within the children. In order to bring out the human values and to transform the children, **every parent must be a teacher at home and every teacher must be a parent at school.**

The above article is the gist of the session on "Teachers as Parents and Parents as Teachers," held in connection with the International Convention on "Sathya Sai Educare – Integrating Values In Society" held on 25-27 January, 2002, at Manila, Philippines. This talk was given by Dr. Art-ong Jumsai to an audience comprising mainly of educators, teachers, and parents.

Theme II: Policies For Values in Education and Government

The need for EHV

While recent world events have drawn attention to terrorism on one hand, on the other hand, the enormous suffering of the people in some countries have been portrayed live, right in our living rooms! Unless the causes of their sufferings are resolved, we cannot hope for development or world peace. Therefore, it needs to be increasingly recognized that education has to look beyond just providing jobs. We need human values in education, to stem the disintegration of moral values among young people.

It is now understood that unless the children get good education, caring, love and support

of the parents and the community in the early stages of their life, they are deprived of an opportunity to learn later in life. Research has revealed that schools contribute to less than 50 % of the learning, with the other half having to come from the home and outside. Many education systems fail to develop schools as value added institutions. Having a good school infrastructure does not necessarily guarantee good education. Hence, there is an increasing emphasis on values in education and monitoring performance of the students from different perspectives and not just in terms of academic performance. It is also seen that students with good values also per-

form better academically.

What is Human Values Education?

Education is understood as the holistic development of a person, both spiritually and materially. Therefore, values are critical components in education. Values education has to necessarily integrate all the human values within the curriculum. Values education is not something new. It is only a rekindling of the latent spirit within man. Therefore, we have to spiritualize our lives by living in harmony with our environment and with all beings created by God. Whereas, very often, values education is reduced to just another subject with an examination to be passed and there is no emotional integration with the values being talked about. The students, therefore, do not internalize the values in such an education system. Hence, we need Educare or education in human values and not just imparting of knowledge in the schools. Values can be internalized only through practice. This can be done through an integrated curriculum and informally, through dramas and other group activities.

Implementation of Values Education

While a focus on values education is now emerging, the challenge is how to implement the same. For sustainable emphasis on Value education and to leave a lasting impact on children, teachers need to have the knowledge on how to integrate human values in the curriculum. In this context, the Sathya Sai Education in Human Values (SSEHV) Program is an excellent avenue for the overall character building. Some of the salient features of this program are as follows:

It is free of charge; It is a multi-racial and a multi-faith program, beneficial for the whole of humanity.

The program is designed to develop positive values amongst the youth and to make them “fit for life” as good, loving, kind and peaceful citizens and not just for earning a living.

It seeks to draw out the basic values of Right

conduct, Truth, Peace, Love and Non-violence, which are inherent in the fundamental make-up of the human personality;

The program is endorsed by UNESCO and is currently implemented in about 170 countries.

Role of Governments

Governments play a very important policy role in the field of education. It is important that the governments should be encouraged to embrace a program like the SSEHV Program and support it actively. Unfortunately, in some countries, there is a resistance on the part of the policy makers to such programs. This is perhaps due to various misconceptions, for instance: (a) that the program is anchored only in one faith; or (b) conviction that the State and the Church should be completely separate from each other. Lack of interest of the policy makers could also be due to just plain apathy on their part.

A comparison of the education systems in developing and developed countries would show that the core values are not too different. However, what differs is the level and quality of inputs. Developing countries have to grapple with the basic inputs, and focus heavily on providing good buildings, furniture etc. But the experience from developed countries shows that infrastructure alone does not necessarily guarantee good education. They face the problem of student discipline and also children lacking adequate support from parents.

Yet, the set of objectives and starting points may be different between countries. Many countries have to tailor their education systems to provide labor-market oriented education. These, as well as others who have achieved higher levels of economic development, can nevertheless focus on providing quality education, that goes beyond just opportunities and wages. Children’s human potential and their multiple-intelligence attributes need to be enhanced with Human Values, to lead to Human Excellence.



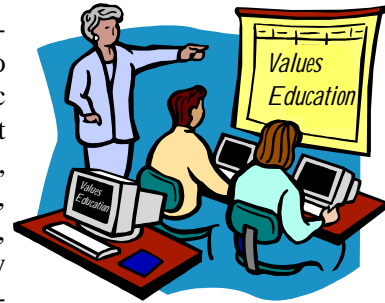
Skilled and Qualified Teachers

The education policy and system evolved by the government should encourage teachers who are role models and must give adequate support to them, with training in the right teaching concepts. We need more skilled and qualified teachers in the lower classes (primary school) rather than the higher ones, as the psychological and emotional needs of smaller children are higher. We should have an educational policy, which allows for more autonomy and diversity in schools. This can lead to development of affordable model schools, with increased participation of the community. Further, it is not enough to have “universal education”. What we need is “universal quality”. Hence, governments should recognize the need to have a holistic approach to education and must evolve a consensus, on balancing values with academic performance at the school level.

Highlights of Values Education

The workshop conducted for various teachers from the various schools in the Philippines, came to the following consensus on the concept of values in education as well as what needs to be done to promote those values: (a)

Values education refers to the holistic development of the child, spiritually, physically, intellectually and aestheti-



cally; (b) Values education should be integrated into existing curriculum through the activities undertaken inside and outside the classroom; (c) Teachers, parents and governments play very important roles. Teachers and parents must transform themselves first by practicing the human values; (d) Educare can be implemented in the schools, through teachers setting the right examples.

This article is a summary of a Panel Discussion on the above theme, held on 26 January 2002. The Panel was chaired by Dr. V.N. Gnanathurai, Assistant Chief Economist at the Asian Development Bank, Manila, Philippines. The panelists were: Dr. Brajesh Panth, Education Specialist at the Asian Development Bank; and Dr. V. Santhiram, Associate Professor at the University of Science, Malaysia.

Theme III: Educare in Society (Youth Session)

It is no simple task to get, and more importantly, sustain the attention of a large group of around 400 teenagers and youth, in an early afternoon! Yet, the interactive workshop on “Educare in Action—Youth and Society”, held on 26 January 2002 at the International Convention on Sathya Sai Educare, demonstrated how to do just that, by providing the right inputs and motivation.

The objectives of the session were: to understand the significance of Educare in the context of the Youth’s role in society; to acquire hands-on tools and knowledge to achieve the integration of values in society through Educare; to imbibe the role one can play in fulfilling the integration of values in society through

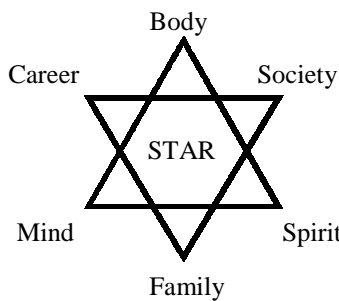
Educare; and to give ample opportunity to the participating youth to express ideas on how values can be integrated in every-day life.

The opening of the session was graced by the Casa del Nino School Choir, with a Filipino Christian Doxology entitled “Ikaw Lamang” (You Alone). This set a serene atmosphere of total surrender. Following this, the youth were told of the great similarity that exists between what they ask now, and what wise and learned men have asked for ages, namely, the Who Am I?, and What am I? , type of questions. While the question is the same, the answers are different as day and night. For various reasons, today’s youth face challenges and problems of different types,

also, many of them fail to realize their potential. The Star program formula was introduced as a recipe for success.

Module 1: The AHA Experience—A Life Game.

The participants were motivated to explore answers to the Who/What questions through a simple game. The Module then focused on the disintegration of values and the need for staying on TRAC by adhering to one's own Tradition, Religion, Aspiration and Culture. The message of this module was that while the forces of modernization and globalization may have an impact, the Youth should not remain helpless victims. They should instead be masters of their own destiny, learning from Mahatma Gandhi, who once said: "I am prepared to open the doors and windows of my house to the winds of change, but I refuse to be swept off my feet by the forces of change". The youth were then asked as to what contribution they can make to bring back Tradition, Religion, Aspiration and Culture into their hearts, minds and lives, and those of their families and friends. The process of committing to bring back TRAC was linked to Educare, in that normal education requires gathering of information from the outside, while Educare has to do with balancing such outside such information with "drawing out" something from "within". The life of biblical character Moses was given as an example and motivation. "Moses" means two things – "the one who was drawn out from the waters" or "the one who will draw out the people of Israel from slavery." "To draw out something from within" like Moses did for himself and for the people of Israel was emphasized as youthful years spent wisely will mould character. Further, the participants were asked to ponder over a series of questions: how can I become a leader like a lion?; what is precious in my own tradition (which I fail to practice at home because I do not have the time or simply care not to make the time)?; what aspira-



tions should I have in life?; what type of a person am I?; do I have culture in me?, etc.

Module 2 provided the youth with an **outline of the Mind Dynamics, and SevenTEEN techniques for mind power.** Under Mind Dynamics, the simple story of Aladdin and the Genie was narrated to the participants. The Giant in the story

was described to represent the mind. If the giant, or the mind, is not under control, then it will eat up Aladdin (the individual). When the mind is not under control, it is always engaged in internal chatting. The uncontrolled mind is always planning some schemes or other. Such a mind will create problems, difficulties, stress and emotion. So, the best way is to keep the mind **BUSY BUT UNDER CONTROL.** The youth were also given an outline of how the human brain thinks, based on the Split Brain Theory. They were then taught the SevenTEEN techniques for mind control, including: Reflection; Thankful Prayer; Guided Reflection; Vision of Oneself; Inward Journey; Breath Control; Shaping Oneself Mentally for the Present and the Future; Forming Aspirations; Acceptance (of what is given); Seeking God's Grace; Contemplation on the Form; Contemplation on the Ideal; Contemplation on Any Visual Imagery (of God); Contemplation on Oneself; Contemplation Through Elevating Thoughts; Building Self-Confidence; and Contemplation on the Divine Love of God.

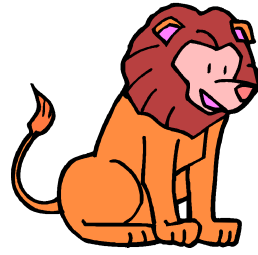
The aim of Module 3 was to **foster creativity in youth**, and music was taken as a medium at the workshop. Three songs were played, following which the youth were encouraged to compose their own songs with human values. Specifically, they were reminded to be careful in singing music (or more generally of doing anything in life) with negative meanings.

Module 4 brought together all the topics covered in the previous modules, to help the youth learn **how to come into Contact with their Consciousness and how to Craft their**

Character. Several examples of Meaningful Thoughts were presented to the youth, along with a typical plan for “plugging inwards” everyday through prayer and contemplation of God. It was stressed that the purpose of meaningful thoughts and prayer is to raise the level of one’s own consciousness.

Following these modules in which all the youth actively participated, the coordinators outlined the various service projects being carried out in the Region to put *Educare* into practice. Guidelines for planning and conducting youth activities were then presented. Then, all the youth took an oath to promote *Educare* by upholding Tradition, Religion, Aspiration and Culture. They also pledged to practice everything that they had learnt during the workshop, and to put a

Youth as Lions



Leaders should protect the world. Leaders like lions: self reliant, courageous, majestic, and just. The Lion is king of animals, and the youth should be the king among men.

Ceiling on their Desires and to cultivate and bring forth good Character.

Above is a summary of an interactive session conducted for about 400 teenagers, coordinated by Bro. Billy Fong, Deputy President of the Sathya Sai Central Council, Malaysia, assisted by Bro. Robert Valencia of Philippines, and Sis. Priscilla Chan of Singapore.

Theme IV: Businessmen as Trustees of Society

One is always exposed to corruption, especially in emerging countries with significant opportunities, and particularly in the Government, business and infrastructure projects. But what is critical is for each one of us to have the COURAGE to stick to our values and do only what is right. Temptations will always be there, but one must always follow one’s own INNER TRUTH.

In today’s stressful world, dealing with corrupt systems in an honest way also has its by products as in stress reduction! It is natural that one feels much more at ease and less stressed if one follows Human Values. An



important aspect of Right Conduct or Right Way of Life is detachment to worldly objects. By living a detached life, a life with minimal worldly possessions one

can very easily live a life with very minimal stress. Therefore there is no real need to make excessive profits for oneself.

In today’s competitive business world, one looks at satisfying the customer and making a profit. These are achievable in the long term by doing what is right, that is through RIGHT ACTION, and without resorting to short-cuts. This is true despite what skeptics may say! Note that in the short term one may have to give up some profits but it does payoff in the long-term.

It is important to bear in mind the following dictum: What you GIVE, you GET. If one lives and does his business based on integrity, by following the inner truth, it will surely lead to trust and confidence with the business partners and thereby to benefits in the long run.

While one must be truthful, but in doing so, others must not be hurt. Everyone must be treated with Love, Compassion and Respect. In particular, expansive love is a very important ingredient in overcoming some of the stress and frustrations in dealing with systems

that are not conducive to honesty and integrity. For integrating values in today's modern business world, it should be borne in mind that Core Human Values cannot be successfully integrated by introducing it through merely changes in systems or policies. These are done today as in compliance in banks and other organizations, for example. But human values have to be lived and set by example by the LEADERS. Systems or policies will not do the job!

As an overall policy, there is clearly a need to emphasize values early in life. The Educare programs in public schools therefore will be of great importance. Some support groups may also be established to assist those that

"buck" the dishonest systems, to provide moral and other support.

In summary, the consensus reached at the panel implied that following your inner TRUTH and doing what is right are the most important steps. RIGHT ACTION with COURAGE and CONVICTION can help achieve any business goals and with minimal stress.

The above summary is based on Theme IV entitled "Operating Businesses as Trustees of Society", in which Bro. Vashdev Khialani of Singapore, Mr. Alfonso Casimori of the Philippines, Mr. Sergio Salas of the Philippines, and Dr. Art-Ong Jumsai, spoke. Bro. Anil de Alwis, Senior VP at Citibank, Manila, coordinated this session.

Theme V: Professionals as Guardians of Society

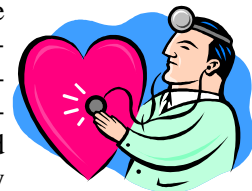
Theme V focused on the nobility of the medical profession and how doctors can serve the mankind. Dr. V.K. Pillay, Orthopedic surgeon from Singapore, Dr. Ravindran, ENT, Head and Neck Surgeon from Malaysia, Dr. Babu Sukumaran, Onco-hematologist from Brunei spoke. Dr. Lata Seetharam coordinated this session.

Human values are expected to be an integral part of the medical profession worldwide. The American Board of Internal Medicine has defined professionalism in Medicine as that which aspires to altruism, accountability, excellence, duty, service, honor, integrity and respect with commitment to highest standards keeping in mind the welfare of patients and health needs of the society. Similarly, every doctor, upon being admitted as a fully registered practitioner, has to a pledge to uphold such values. Sri Sathya Sai Baba, the founder of the Human Values program has also stressed the need for doctors to recognize the importance of human values in the medical profession. Sai Baba says that "Service to man is service to God". For example, in Singapore the Sathya Sai organization volunteers operate a free medical clinic. Orthopedic training and care is also being promoted in collaboration with the World Orthopedic Concern, Lee Foundation and the Shaw

Foundation of Singapore. A good doctor should have the valuable combination of the 3Hs – good head, good heart and good hands. He should speak with love – even if one cannot oblige, one can speak obligingly. Doctors have a God – given power and they should consciously use it for the public good.

Ethics in treating terminally ill

With the advances in diagnosis, medical equipment, new drugs and life saving measures of modern medicine, doctors have been able to extend the lives of terminally ill patients. We now need to carefully examine the opportunities for nurturing life through love and values versus prolonging life through medication. Given the large number of deaths in intensive care with machines and tubings around, it is a pity to see patients die in completely impersonal surroundings, in the absence of loved ones and without much dignity given to their bodies. Patients prefer to die peacefully at home, surrounded by the loved ones, with their spiritual needs taken care of. The doctor-patient relationship, these days, is increasingly be-





coming more distant with doctors preferring to just administer drugs to the terminally ill, rather than comforting them. In dealing with the terminally ill, we need a caring nature with compassion and honesty. We need to discuss all the anxieties and problems of the patient and not just his physical illness. There is a need to ensure that the terminally ill have adequate financial, emotional and spiritual support. **Doctors need to have honest dealings with the patient, they need to avoid viewing them as sources of financial gains and unnecessarily make them go through a battery of expensive tests and investigations.**

In the eastern countries death is traditionally viewed as inevitable. But in the modern world, people are unprepared for it. Death has come to represent a failure of medical treatment, which is not a correct attitude. Doctors must appreciate the different stages that a terminally ill patient goes through, of denial, anger, bargaining, depression and finally acceptance of the situation. A multi-disciplinary approach of treating such patients is needed with involvement of doctors, social workers, nurses, counselors, family members, physical therapists, palliative nurses and spiritual advisors. Finally, **a caring nature is more important than medication when it comes to the terminally ill.**

Holistic Medicare

Even the WHO has enlarged the definition of health to include spiritual well being. The inclusion of the spiritual dimension in health care necessitates that we should have a better understanding of the wholeness of health and of a holistic vision of life itself. Health is realized when one's word, thought and deed are in harmony and one is at ease. Health is an outcome of the human wholeness and the organismic integration and we must recognize that multi-factoral reasons cause disease and not just physiological factors.

Medical education has become increasingly self-centered and de-humanized. It is time we

make changes. In this context, Sri Sathya Sai Baba has set up the Institute of Higher Learning & Medical Sciences at Puttaparthi and state-of-the-art super specialty hospitals in Puttaparthi and Bangalore, in India. These hospitals provide medical care of the highest standard, free of charge, irrespective of caste, status, creed or nationality of the patients concerned. Thousands of renowned practitioners from all over the world are rendering selfless service in various capacities as doctors, nurses, paramedical staff etc.

There are clear messages in these projects:

- (a) Proper medical relief should be the birth-right of any diseased person;
- (b) Receiving medical relief should not be beyond the means of any human being;
- (c) medical care should be provided free and the cost of the care should be borne by society itself;
- (d) Doctors and Para-medics should have a human approach and practice human values; and
- (e) Attempt should be made not only to provide physical and psychological well being, but to strengthen the spirit of man.

Sri Sathya Sai Baba has also emphasized that it is essential that doctors should have the sterling virtues of love and compassion. This is not a new thought. Hippocrates himself has said, "For where there is love of man, there is also love of the art. Some patients though conscious that their condition is perilous, recover their health simply through their contentment with the goodness of the physicians".

Hurry, Worry, and Curry are the causes of all ailments.
By hurry, the system is made to work abnormally fast, which affects the heart. Worry also causes such as ulcer, etc. By eating beyond limit and fatty food, the cholesterol level increases causing heart trouble. By controlling food habits and avoiding excessive stress and strain, one can maintain good health.

Educare in BRUNEI

Educare classes or Balvikas classes for children were started initially by our former Convenor's wife, Sis. Mahendran, from 1988 till 1998. She had one class for Module I children. Children, from 6 to 13 years attended these classes. The other class, module 2 was conducted by Sis Rajaram. From 1999, we are operating the *Educare* classes at two centres:

One is the Bandar Seri Begawan (B.S.B) centre; the other is the Kuala Belait (K.B.) centre. We have two teachers, Sis. Sushila and Sis. Mythily who have devoted their time to teaching the children.

At the main centre at B.S.B. there are 18 children. We have two classes -

Module 1: 10 children (5 yrs - 10 yrs) held on Fridays from 9 - 10.30 am;

Module 2: 8 children (10 yrs - 18 yrs) held on Sundays from 5.30 - 7.15 pm.

At the K.B. centre, children of age groups 5 - 10 years attend classes on Sunday evenings.

Activities

The aim of these classes is to nurture the young hearts. We teach them every day prayers, the importance of following their own religion, respect for elders, etc. Awareness of Values is brought about through the medium of songs, story telling, various role plays and group activities. Some are



listed under.

1. Elocution training and debates: Children are taught to speak confidently in front of crowds. They are encouraged to have healthy debates and discuss various issues.
2. Acting: Children took part in a play for 45 minutes in front of a crowd of 850 people. The play was "Growing Pains" held in the International Convention Centre. The script was written by one of the students.
3. Magazine: A quarterly issue of the Sai Children's news is put forth in conjunction with the festival carried out at that time.
4. Service activities: Visiting the old Folks Home; giving Tuition for poor and needy children for free; visiting the handicapped children; taking an active part in Garage sales and poor feeding are some of the regular activities.

5. Picnics and excursions: Took children on an excursion trip to Kota Kinabalu, East Malaysia. There was a very good interaction with the children there.

6. Celebrations of various festivals: Children are taught the significance and inner meaning of festivals, our glorious epics and ancient value loaded parables.

As a whole we are trying as teachers to catalyze the awareness of the teachings of Sri Sathya Sai Baba and universal Values to the children. We hope that awareness of the basic five human values, which are inherent in us and through other sub values; children will become better human beings, with more love and compassion in their hearts.

In our experience, children who were very boisterous initially have calmed down a lot. They are more respectful to the elders, and the parents who also attend the classes are proud of their children. The parents have been very cooperative in supporting their children's' activities. With the blessings of Sri Sathya Sai, who has given us the gift of this program, we hope to help our children become better citizens tomorrow.

Educare in Indonesia

Activities for children of the Sathya Sai Organization

To achieve the objective of the SSE program, the syllabus has been designed to inculcate the moral and spiritual values founded on the five pillars of Truth, Right Conduct, Peace, Love, and Non-violence. At the Jakarta Center, over 140 children attended these activities, which are conducted by about 13 teacher volunteers, for two hours every Friday.

Educare Seminars (1998-2001)

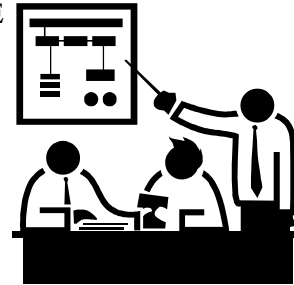
Class, age group	Students in 2001	Students in 2002
Baby Group (4 – 5 yrs)	30	22
Baby Group (5 – 6 yrs)	20	35
Group 1 Year 1 (6 – 9 yrs)	25	36
Group 2 Year 1 (9 – 12 yrs)	21	22
Group 3 Year 1 (12 – 15 yrs)	15	21

Venue	Participants
Lombok, March 1999	11 teachers of Kindergarten
Bengkulu, 29 th June 2000	87 teachers of Kindergarten, primary, Secondary, high school from schools in South Bengkulu Region
Yogyakarta, 27 th -29 th Oct'2000	25 teachers from local primary schools, and teacher training college (PGSD) for primary school teachers
Malang, Midle Java 1 st – 2 nd Nov'2000	20 teachers of secondary and high school from Tri Murti Schools
Gandhi Memorial International School, Jakarta, 10 th -11 th Feb'2001	150 teachers of primary, secondary, high school from GMIS and other schools
Bali, 13 th -14 th Feb'2001	150 participants including 37 teachers from primary, secondary, and high school, and university
Medan, 8 th April 2001	100 participants mostly teachers from Brigjen Katamso Schools and other local schools
Lombok, 17 th -18 th June 2001	46 participants mostly teachers from Sekolah Dwijendra, Lombok (Kindergarten and primary school)
Sekolah Gandhi Nasional Seva Loka, Jakarta,	100 teachers of Kindergarten, primary, secondary and high school of Sekolah Gandhi Nasional Ancol

Volunteers teachers of the Sathya Sai Educare team have been conducting various teacher trainings and seminars for schools around the country.

On January 24th 2002, the SSE team held a meeting with staff of education department. The Government officials agreed that the Educare program will be introduced in a larger scale towards the middle of March, with a seminar for about 600 educators at the Education department hall.

Several teachers from Indonesia have also undergone the diploma course at ISSE Thailand.



Educare - MALAYSIA

After the World conference on Education in India in July /Aug 2001 at Prashanti Nilayam, the SSSCCM Vice President (education) initiated a National Educare conference held in Kuala Lumpur on October 14th and 15th 2001. There was an overwhelming response with over 300 participants from all over the country and about 200 teachers trained in the EHV program attended the workshop on the second day. The conference was addressed by Brothers. Dato' J. Jagadeesan and Dr. V.K. Ravindran.

The new council was elected in Dec. 2001, embarked on a Educare concept that was formulated and expanded into a holistic community program called the Community Adoption Program. This will be the main focus and thrust of the new Council. The main functions of the Saicare committee is to coordinate all activities pertaining to— **Educare** programs i.e. Blossoming of human excellence, realization for the need of human values, **Medicare**, and **Sociocare** through the Community Adoption Program. For the Educare program the Ministry Of Education has been inspired by the past success of the Values for the Nation Inter School Human Values Drama Festival 200. They have agreed to implement a nationwide program and seek our assistance. Discussions are still ongoing.

Future SSE projects

The following is a proposed outline of activities of SSE. Our aim is to provide an opportunity to students of secondary schools on Educare. The objectives are:

- a) To motivate students to aspire for greater management of personality and excellence in studies and character;
- b) To motivate students to aspire for excellence in their respective roles; and
- c) To motivate students to aspire for ideals to become noble citizens of the country.

The program will be achieved in three stages: Phase 1 – *The Values for the Nation-Inter school Human value song and drama festival* will be implemented with the support of the Ministry of Education, Ministry of Youth and Sports. Based on the success of 2001, it will be launched in January 2002 and the Finals will be held during the first week of April 2002.

Phase 2 – *The Parents appreciation day* to be implemented with the support of the Ministry of Women's Affairs and Family development. Sathya Sai centers will follow up with the respective schools within the respective states and closely work with Parents Teachers Association to implement the program.

Phase 3 – *The STAR program* will be imple-

mented with the support of the Ministry of Education. It will be launched in the respective schools where poor and weak students will undergo motivational programs. The main difference between this and other tuitions is that selection will be limited to students who have poor academic background with low esteem and motivation. Thus education and character development is the objective of the STAR program.

By 2004 January we can assess the impact of the SSE program.



Summary of the past program (2001)

This 'Values for the Nation' Inter-School Human Values Song and Drama program, conceived by the SSCCM and supported by the Federal Ministries of Education, Youth and Sports, National Unity and Social Development, and Women and Family Development aimed at the following objectives:

1. Promote consciousness of Human Values;
 2. Bring together the major races in the schools to work together, understand and appreciate individual differences; and
 3. Help schools to improve their standards of English. The themes had to depict patriotism, love and respect for elders and other values.
- An important criterion for participation was that the cast should be multi-racial. Each group should have at least two members each of the three communities: Malay, Chinese and Indian. Sabah and Sarawak composition should be multi-ethnic. The lyrics of the songs and the scripts of the drama had to be written by the students themselves. The program attracted 46 secondary schools from 12 states including Sabah and Sarawak. After preliminary zonal rounds the winning teams

were brought to Shah Alam, Selangor to participate in the finals. The grand finals were held at the **Dewan Jubli Perak, Shah Alam on 7th October 2001**. It was graced by the **Deputy Minister of Education Datuk Aziz Shamsuddin**. The Deputy Minister of Education was so impressed by the event that he agreed to be the advisor for the next Inter-School Human Values Song and Drama Festival.

Sathya Sai Primary School, Kuala Lumpur

The first Sathya Sai Primary School in Malaysia, opened on 7th January 2002. We started with special prayers to bless the school. There was an overwhelming response from members of the Sathya Sai organization, teachers and parents. The school observes the Ministry of Education curriculum and school term for primary schools. One period is dedicated for direct EHV and every other subject is infused and integrated with Human Values. As the building housing the school belongs to the Pure Life Orphanage, (a home for destitute children), our first priority is to admit children from this home. Of the 50 children 47 are from the Indian community and 3 are of Chinese origin. There are 6 classrooms with 17 children in grade 1, 15 in grade 2, and 15 in Grade 3. The staff includes a full time Principal, 4 full time teachers and 3 assistant teachers. The school's enrolment is expected to increase gradually. *No fees are charged but the children pay a nominal sum for the food served in the canteen, which is home cooked by volunteers.*

The SSE program has nearly 5000 students enrolled currently. Statistics are given below.			
	1995	2000	2001
SSE Teachers	205	285	298
SSE Students	2500	4786	4543
Teen Youth	147	151	1375

Educare in the Philippines

Framework of Educare Activities

In the Philippines, the Sathya Sai Educare activities have focused on the following:

- Sathya Sai School, Pililla, inaugurated on 6 May 2000.
- Institute of Sathya Sai Education, San Pedro (serving Brunei, Indonesia, Malaysia, Philippines and Singapore), inaugurated on 14 December 2000.
- Regular Educare Workshops for teachers, conducted under the auspices of ISSE.
- Contests on Human Values for students, held since 1998, including the ongoing Educare Contest.
- Regular Educare classes, activities and programs for the children of the Sathya Sai organization.
- Regular talks based on teachings of Sathya Sai, the Chancellor by volunteers – including talks to educators and others; to other parents and teachers; motivational talks for out-of-school under-taking job-oriented computer training; coordination with other schools interested in introducing Educare.

Teachers who have experienced both the standard values education program and the Educare program testify to the benefits that Educare can confer both on the teachers as well as those who are taught. Among them are Dr. Rosario Acierto, President of Casa del Nino Schools in San Pedro, Laguna, Philippines; Dr. Erlinda P. Zurita, Dean, Graduate School, Notre Dame University, Philippines and Ms. Rodeliza Albay, faculty in the College of Education, Notre Dame University, Philippines.

Activities in 2000-2001

The following Educare-related activities have been undertaken in the Philippines:

- Synthesis of Divine Discourses and Teachings on Educare and other topics related to

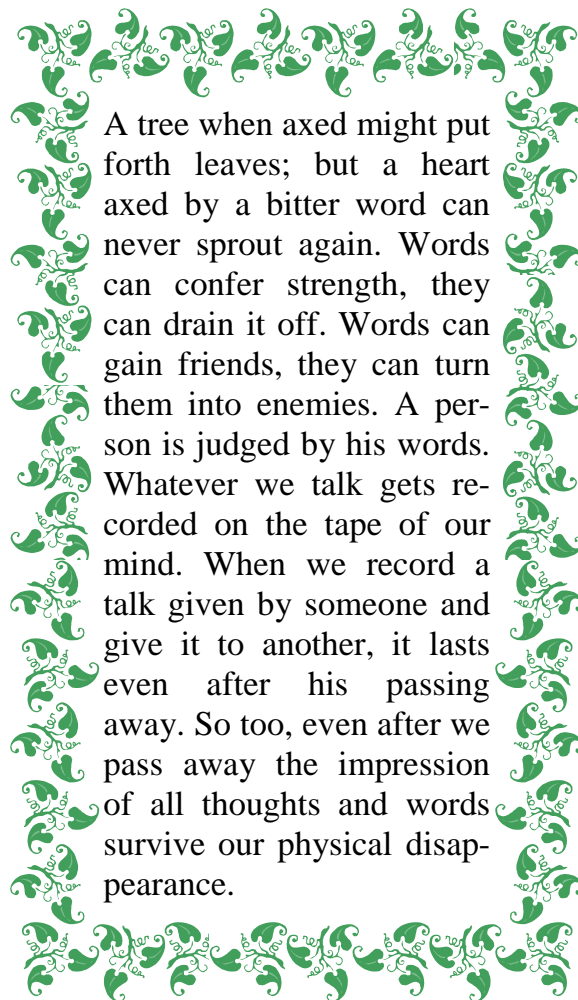
education are being published regularly in the Sai Jewels, a Region 10 publication.

- A Seminar on Education in Human Values for Professionals and Business people of Cotabato City, Mindanao, Philippines on 20-23 February 2001 at the Notre Dame University. It was attended by seventy five participants.
- The ISSE, Region X, announced a Contest on the theme, Educare-Skill the Knowledge, for students and teachers from all schools and colleges in Region X. School and college teachers and students from Brunei, Indonesia, Malaysia, Philippines and Singapore and other countries were invited to participate. Teachers created the concept and guided the students, who prepared the entries.
- Intensive Teacher-Training on Education in Human Values for the teachers at private and public schools in the ARMM (Autonomous Region in Muslim Mindanao), Cotabato City and neighboring towns on 19-21 April 2001. Five hundred and sixty six teacher-participants attended it. Of these, 40% were Muslim teachers.
- Talk for education specialists and other professionals at the Asian Development Bank on Human Values and Human Excellence.
- Intensive Teacher Training on Education in Human Values for the private elementary and high school teachers (NDU-Elementary Department and Notre Dame Midsayap-High School Girls) on 21-24 April 2001. It was attended by 48 classroom-teachers with their administrators.
- Two Filipino teachers attended the Diploma Course on SSEHV at ISSE, Thailand (Rodeliza Albay and Delma Yuarata of NDU) from May 19-August 3, 2001.
- Ten teachers undertook the First Certificate Course on Sathya Sai Educare at ISSE, San

Pedro from July-August, 2001; this Course was designed in a similar manner to the Diploma course offered at the ISSE, Thailand. Resource speakers from ISSE, Thailand; and Notre Dame University, and others closely working on Educare activities conducted the certificate course jointly.

- A regular study circle to explore teachings on Educare has been initiated at the ISSE, San Pedro, since August 2001.
- Regular talks on values, relating to parenting; how food affects the thoughts, motivation for youth etc. are given at various public and private events.
- An Educare Sadhana Camp, entitled “Education, Devotion and Unity: for Realizing the Divinity Within” was held on 20 October 2001.
- Intensive Teacher Training on EHV for the College of Education graduating students of NDU from 21-25 October 2001. 236 graduating students in the Bachelor of Elementary Education and Bachelor of Secondary Education Programs attended it.
- A new degree program is being offered in the Graduate School of NDU – the Master of Arts in Education, with major in Values Education.
- The curriculum in the degree programs of the Graduate School of NDU was revised with the inclusion of the Values Education as one of the required cognates or electives.
- The DECS Third Elementary Education Program (TEEP) was awarded to the Graduate School of NDU for four degree courses-MA in Educational Management, Master of Arts in Teaching (MAT) in Mathematics, MAT in English and MAT in Filipino. The curriculum was designed by the Graduate School making Values Education as a core subject. There are 168 scholars from the Province of North Cotabato. It is in line with the thrust of the university to offer an alternative delivery system of education-to make one common ground for the clients stationed in far-flung areas and could hardly go to the city for faculty upgrading and professional growth.

- Community Extension Services were conducted through the Graduate School Student Council- series of visits to the House of the Aged, Street Children, and Prisoners at Cotabato City Jail. The Graduate School students gave inspiring talks on Values Education, health care, and counseling. It started with a Basic Ecclesial Community sharing and ended with a socio-cultural program. The recipients were asked to participate and share their talents. There was also giving of gifts, clothing, foodstuff, medicines, supplemental vitamins, toiletries and reading materials.
- Updates on Educare activities were included in the writing of the articles in the NDU Graduate School publication.



A tree when axed might put forth leaves; but a heart axed by a bitter word can never sprout again. Words can confer strength, they can drain it off. Words can gain friends, they can turn them into enemies. A person is judged by his words. Whatever we talk gets recorded on the tape of our mind. When we record a talk given by someone and give it to another, it lasts even after his passing away. So too, even after we pass away the impression of all thoughts and words survive our physical disappearance.

Educare in Singapore

Statistics on the number of trainings / seminars, and Educare class sessions; students, teachers, and institutions trained totally so far.

1. Three training sessions for 70-90 SSEHV teachers in March, Sep and Oct 2001.
2. Registration of the Sathya Sai Kindergarten and the finalization of plans for opening the Kindergarten in Jan 2002.

Any highlights on the events, in terms of the impact on the recipients and the society as such.

The regular training sessions have really helped the SSEHV teachers to be motivated, confident and inspired to develop further the SSEHV program within their centres. These sessions have also helped to bring all the SSEHV teachers to work together to develop a common program and to pool the resources on the national level.

Existing plans for Educare activities in the year 2002, such as Sathya Sai School, training, Educare classes, etc.,

- Efforts to develop the Sathya Sai Kindergarten as a model school and to enable all the teachers to complete their training in SSEHV at least to diploma level
- Take steps for accreditation of the school as laid down in SAI 2000

Views, if any, on how the regional ISSE can assist in further enhancing the planned activities.

- Assist the National Educare team (SSEOs and Kindergarten Principal and teachers) to be able to complete the process of accreditation of the school under SAI 2000
- Development of overall training programs for SSEHV and/or school teachers for various aspects of Educare. Many modules of

these programs can be administered within the country. If these modules are recognized as being completed, then the time taken (away from Singapore) for completing a diploma or certificate course in SSEHV can be reduced. More teachers will then be able to complete the various courses offered by the ISSE in Thailand and in Philippines.



Journey to Love

O Lord, On this Journey to Love, bless Me that,

As I see You walk, I will know that You are always walking with me every minute of my life.

As I feel Your loving eyes glance at me, I will know that You love me eternally.

As I see Your beautiful smile,

I will know You are my best friend – encouraging me all the time.

As I hear You speak, I will know

You are talking to me as my Inner Voice.

As I watch Your miracles, I will know You are creating a miracle in my life – my transformation.

As I feel Your love, I will share the abundant love You have given me with all.

And, as I cherish your blessings, I know that You are guiding me back to the Home where I truly belong – with You dearest Swami.



Journey To Love—

Report on the Educare Children's Visit

It was not just a trip, but also a Journey to see and experience Love Himself. In Dec 2001, we had organized a trip to Prashanthi Nilayam for our SSEHV children. We called our trip to see Sathya Sai Baba as Journey to Love. **LOVE here stands for Live On Values Everyday.** A total of 191 devotees, including 97 SSEHV students and 40 teachers, from the Sathya Sai Center of Telok Blangah, Singapore, flew on two different flights in early December to for a two week stay. One flight just could not hold all of us! Journey to Love was a “sequel” to a similar trip we had undertaken in Dec 1997 called “Journey to God”. Then, the group size was about 174, and included 60 students and about 20 teachers. The remaining were parents and siblings of the students, and other Sai devotees.

Both journeys had SSEHV students who had heard a lot about Baba but had not seen Him. We wanted these students to see Him, receive His blessings, and develop the same intense Love that His college students felt for him. We also hoped that He would speak to OUR students as He did to His college boys. Swami taught us that all are His students and granted our wishes a thousand fold – not only did He just talk to the Singapore students; He joked and played with them too!

Journey to Love took a year to prepare, every moment guided by Him. We prepared the students and ourselves through the practice of the *Ceiling on Desires* and the *See Only the Good* programs, as well as many Service and Bhajan activities. Many of the teachers got together to compose a *Journey to Love* prayer, which was given to the students to be said everyday while in Singapore. The prayer became even more meaningful in Parthi and is attached in the previous page. It was a very intense year of spiritual growth for all involved.

In Parthi, many other Singaporeans, who had traveled either in their own groups or as individuals, also joined the group. The total count on some days exceeded 260. For morning and

afternoon *Darshan*, most members of the group met at the foot of the block to say prayers and proceed in single file for the token lines. Volunteers and others commented on the discipline and good behavior of students and adults. Almost every day, Baba spoke to the group during *Darshan* time. On Dec 14, during the morning *Darshan*, He told one of the teachers that He would talk to us in the prayer hall the next day. Excitedly, we all prepared ourselves for an interview and gathered at the hall in the afternoon of Dec 15. The final number that day was 211. We were blessed with the Divine Interview that day, for an hour and 20 minutes. The next day, a Sunday, we led the morning *Bhajan* and distributed sweets for all.

Swami's Grace and Love is immeasurable. By granting us the Divine interview, He acknowledged the effort put in by the students and teachers and the discipline, dedication and the unity of the entire group. He recognized the efforts of the teachers who acted as a mother and father to the students while in Parthi, taking care of their every need even when they were sick.

It was a memorable experience and one that has touched the hearts of many (those who went and those who were not able to make it for the trip as well.) We hope and pray to Sathya Sai Baba to bless us that we continue to do His work and touch His heart with our thoughts, words and deeds. The Journey to Love will always hold a special place in our hearts.

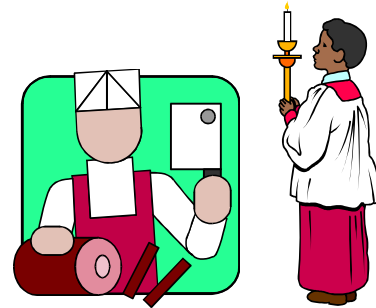


CHILDREN'S CORNER

Practice before you preach

Once upon a time there were two neighbors in a village. One was a hermit given to spiritual practices and the other was a householder running a wine and meat shop. The hermit used to wake up early and perform long *pujas* and prayers. The butcher used to offer one line prayers to the Almighty and then go about his business selling meat and wine.

The hermit was disturbed by his neighbor's behavior and started thinking more and more about him than his own prayers. The more he thought of his neighbor, the less he was able to concentrate on his prayers. One day, unable to bear the sin committed by his neighbor any longer, the hermit went to the butcher's house and advised him, "Dear butcher, instead of doing prayers and earning the mercy of God, you are accumulating sins by killing animals and selling their meat and wine to the people. Correct yourself. Try to get some better job that is not tainted with sin."



The puzzled butcher replied, "Brother, I am not committing any sin. I am just doing the duties cast upon me by fate. Selling meat and wine is my job and only by doing my job efficiently can I hope to win bread sufficiently for my family and relatives as well. I do not fail to pray to God amidst my hectic work. So, I am confident that I will not incur God's displeasure, since I am doing my *dharma* sincerely."

The hermit felt bad that his advice was not heeded. While leaving, he whispered to himself, "Good advice does not carry any value these days. Let this fellow learn by making mistakes. He will definitely suffer as he has turned a deaf ear to my valuable advice. This butcher is going to incur divine wrath and face untold misery and grief after death."

Heaven and Hell

After some years both the hermit and the butcher died. The Lord of death went over his notes and ordered the hermit to be sent to hell and the butcher to be sent to heaven. Deeply hurt, the hermit asked the Lord of death, how the butcher who had committed sin by selling meat and wine had been sent to heaven while he who had not done such things, had been sent to hell.

The Lord of death explained, "The butcher not only did his work diligently, he did not bother about what the others were doing. But you were more worried about what the butcher was doing. In the process, you forgot to perform your daily duties and concentrate on your prayers. That is why he has been sent to heaven while you have been confined to hell."





SATWIC

Sago patties

Ingredients

1 cup sago

½ cup peanuts roasted, crushed coarsely

2 big potatoes boiled, peeled, mashed

7-8 green chilies crushed

2 tbsp. coriander leaves finely chopped

½ tsp. cumin seeds

salt to taste

oil to deep fry

Wash sago and drain excess water. Soak for 1 hour. Loosen and sprinkle ½ cup water.

Keep aside for 2-3 hours. Remove any lumps.

Add all ingredients except oil. Mix well.

Make patty shaped flat rounds with moist hands. Deep fry in hot oil. Turn once and fry other side till light brown, and crisp. Drain on kitchen paper and serve hot with peanut chutney or tomato ketchup.

Wholesome soup

Ingredients

4 potatoes

4 tomatoes

2 onion

2 tbsp. tiny macaroni boiled

2 tbsp. broken spaghetti boiled

2 tbsp. cabbage boiled

2 tbsp. onions chopped

2 tbsp. carrot grated

2 sprigs spring onion chopped

2 - 3 tbsp. butter

3 tbsp. cheese grated

¼ tsp. paprika crushed

1 tsp. sugar

2 tbsp. tomato sauce

salt and pepper to taste

Chop potatoes, tomatoes, and onion. Add 6 cups water and pressure cook till pulpy. Cool, blend in a mixer, strain and keep the stock aside. Heat butter; add cabbage, onion, carrot, and spring onions. Stir-fry for 2 minutes. Add stock, boil for 10 minutes. Add paprika, salt, sugar, sauce, macaroni, spaghetti and mix well. Transfer to serving bowl, sprinkle grated cheese. Serve hot.



Any instrument should be maintained in a fit condition if it is to give satisfactory performance. A fountain pen can write comfortably only if it is filled with the required amount of ink and when the nib is in good condition. The body too is an instrument to perform righteous actions and should be kept in a suitable condition for that purpose. To keep this instrument of the body in good trim, one must regulate food and other habits.

Study Act I *inspire* YOUTH Page



A king once had an unusual dream. He saw an ugly, wicked fox jumping up and down in his beautiful palace. He narrated this to his ministers, but none could give him a satisfactory explanation. He then announced that whoever gave him a convincing explanation would be handsomely rewarded. Ivan, a poor young man, heard this while he was on his way home. He sat down under a tree, sighed, and exclaimed, "How wonderful it would be if I knew the meaning of the dream! I could become so rich!"

Suddenly he heard a sweet voice asking whether he wanted to know the meaning of the dream. He looked up and saw a beautiful, colorful, little bird sitting on a branch. The bird said, "I will tell you if you promise to give me half of the reward you receive from the king." Ivan readily agreed. The bird then explained, "The fox jumping up and down the palace means that the ***atmosphere is full of deceit***. The palace is the symbol of the kingdom and the fox of the forces of deceit. The king should be very cautious in dealing with everyone."

Ivan thanked the bird and told the king what he had learnt. The king was fully satisfied. He was given a great amount of money. He was very happy with the money, but did not want to part with half of it. So he returned home avoiding the bird. He built a fine house, got married, and lived happily. And so the years passed.

One day, the king's messenger came to him and told him of another strange dream. This time the king dreamt of a dazzling dagger swinging around his palace, particularly around the dome. Ivan could not think of an explanation. He approached the wise bird. The bird again asked for half the reward. Ivan gladly agreed. The bird explained that there was ***violence in the air***; the dagger is the symbol of violence, the palace of the kingdom and the dome of the king. Enemies surround the kingdom and the king. So, the king should always be on guard. Ivan explained the dream to the king and received a large sum of money as reward. Again Ivan, decided not to give anything to the bird, and picked up a stone to hurl at the bird. But, the bird escaped.

A few years passed. One morning again Ivan was told of another strange dream. This time the king saw beautiful snow-white lamps bobbing in his palace. Unable to think of an explanation Ivan cursed himself for his past conduct towards the bird. However, his repentance gave him strength and early next morning he stood before the bird and narrated the dream. The bird again asked for half of the reward. Ivan promised to give all that he got. The bird said, "The dream means now the ***atmosphere is of peace***. The king has nothing to fear. Let him devote himself to nobler works, without any anxiety about anything."

When Ivan told the king, he gave Ivan more money than ever. This time Ivan rushed to the bird and asked forgiveness for his past conduct. He offered all the reward to the bird. In a voice sweeter than ever, the bird said, "I don't blame you for your past conduct. The first time you were tempted to deceive me because *deceit was in the air*. The second time you were violent towards me because *violence was in the atmosphere*. Now you are faithful to me because *there is innocence*. You are, like any ordinary man, ruled by the spirit that dominates the atmosphere. There are very few persons who are not influenced thus."

The bird flapped its wings and said, "What use could I have of your money? I live on fruits and live in a nest. If I had needed money, I could have gone to the king and explained the dreams to him. So, I wish you a happy and sensible life in spite of all your money. Goodbye!"

- From *Tatvaloka*, October 2001.

Messengers' Corner

"Love My Uncertainty," Swami says. Life with Swami is never certain. Swami delights in throwing unexpected experiences our way. This is His way of making us grow and learn; of weaning us from our own limiting, comfort-zone; to make us reach for the stars that He has planned for us. What is MOST CERTAIN is that HE is our best friend, our confidant, and one who with limitless love makes us grow and glow.

When I joined the Sathya Sai Institute of Higher Learning after completing high school in Bombay, my mother told me to write down my experiences and my dreams. As I went through my journals, recently, I came across this long-forgotten dream in my final year of college. I realize how patiently and lovingly, Swami has guided me every step of the way.

In my dream Swami asked me to chant a verse from the Bhagavad Gita, "Ye Tu ...". In my nervousness, I found reasons to delay the chanting, "Should I sing, chant or recite the verse, Swami", I asked. "In any manner you want", Swami waved my question aside. I tried, but was unable to complete it. My friend tried to prompt me, but Swami told "SShh" and asked her to be quiet. Swami expects each one of us to make our own individual effort and take steps on our own two little feet. As we fall and waver, He will hold us and even carry us over difficult terrain. The effort, however, has to be made by us.

Nine years later, I was expecting my second child. My first-born son was 20 months old and extremely active. I was extremely tired and listless throughout the pregnancy. Sometime in the seventh month, the doctors diagnosed that the baby's lungs were not developed and that the extent of the development will only be clear when the baby is born and starts to use the lungs. After the diagnosis, Swami came in my dream and gave a white cloth with a verse written on it, "Ye Tu ...". He asked me to place the cloth on my stomach twice a day and assured me that He will take care of everything. I had a kerchief in the altar blessed by Swami. I faithfully placed it on my stomach everyday. And as I went through the Bhagavad Gita, I found the highly significant verse in Chapter 12 verse 6 and 7. In English,

it meant: "But those who worship Me, offering all actions in Me, regarding Me as the Supreme Goal, meditating on Me with single-minded yoga. For them, whose thought is set on Me, I become very soon O Arjuna, the deliverer from the cycle of birth and death."

Two weeks before the due date, the baby was born and the doctors told us that the left lung was seriously under-developed. In the neo-natal unit, we used the same kerchief for the baby as well and played the *Gayathri Mantra* sung in Swami's voice as often as we could. Swami came in many of my dreams during that time and showered His love on me. In one such dream, He placed His right hand on my head. As He pressed His hand on my head, He came near and bent His head until His face was just a few inches from mine. All the while, Swami looked deeply into my eyes. When I woke up, I could still feel Swami's hand on my head. Strange are the ways of the monkey mind. Instead of being overjoyed with His blessing, I was deeply distressed. "Why should Swami bless me when it is my baby who needs His help and blessing?," cried my heart. I was not very experienced then, but He knows who needs what, when, where and why.

From that day onwards, the baby's health deteriorated rapidly and the doctors told us to be prepared for the worst. Every time the phone rang, we steeled ourselves for the call from the hospital. Ten days after the baby's birth, Swami came in my dream again.

"Swami!" I cried, "The baby is very ill."

Swami replied in a very detached manner, "What can I do for that?"

"Swami! You are the only one who can save her."

Again, Swami looked deeply into my eyes and asked "WHY?"

With Swami's "Why" ringing in my ears, I tossed and turned throughout the night until the phone rang early in the morning. It was the call from the hospital. With one word, Swami had prepared me for the most difficult day of my life.

During the next days, weeks, months and



years, whenever I was deeply in grief, Swami would come in a dream or send a message through someone to console me; mostly with the tenderness of a gentle mother and once or twice with stern words of a strict father. Now I realize that He is the real mother for all of us. I realize too, that we are only caretaker mothers, taking care of the children that He has given us, in the best way we can and thereby enriching our life. He has taken care of our children before they were born to us, takes care of them while they are with us and will continue to take care of them after they leave us as well.

My husband and I had not told our son about this experience, as he was only two years old then. We had not discussed this with many people either; except for very close relatives and friends who were with us then. Six years later, just before our son's eighth birthday,

Swami came in my dream with a question, "When do you plan to tell your son about this? Fifteen minutes before you tell everyone? Do you think it is fair to him? For his spiritual growth, he needs to know."



Safely ensconced in our comfort zone, He jolted us out of it once again. In His own special way, Swami was telling us to share our experience with others.

Traveling along the path of life is very much like a ride on a roller coaster. There will always be ups and downs, unexpected twists and turns. As long as we remember that the most important person in our life, God, is right there with us on the roller coaster, holding our hands, it becomes a joy ride to be cherished all the way.

- Nirmala Shekar, Singapore

Playing promotes creativity

During the first few years of life enormous physical development is accompanied by a still greater mental development. Mental development is a process of awakening. The child's innate curiosity is aroused by outside stimuli and the brain is increasing in size and

neural connections. This is the period in which numerous forms of self-control develop and the emergence of some capacity of voluntary self-control is most significant. The development of language, communication, and logical reasoning are all taking place at this early age. We crudely underestimate the mind dizzying potentialities of our children. By the age of 3, the child is mastering the most complex skill it will ever acquire in life-

speech. By the age of 5, the brain is already 90% of its adult weight. So much is already won or lost before the child glimpses school. While playing, a child creates an imaginary situation and this can be regarded as a means of developing abstract thought. During the play, activity is separated from object, and actions arise from ideas rather than from things. People do not learn by being taught but learn by experiencing the consequences of their actions. Playing promotes creativity leading to development. *During the first 5 years of life, we use most of our right brain – the creative center. As we start going to school, we start to use the left brain – the analytical, learning center. Slowly, we leave the right brain behind.* That is where the problem is. When we were small, we always used to play. Playful behavior stimulates creativity and is critical for development. This brings to my mind a poem that has had a great impact on me:

*"I tried to teach my child with books,
he gave me only puzzled looks.
I tried to teach my child with words,
they passed by him, often unheard.
Despairingly, I turned aside,
how shall I teach this child? I cried.
Into my hands he put the key.
"Come," he said, "Play with me".*

Activities of the Institute in 2001-2002

Indonesia

14-15 October 2001 : Seminar for 50 elementary school teachers at Bandung.

October 2001: About 100 teachers mostly from Brigjend Katamsa School.

Singapore

October 2001: Talks on Educare and Parenting Session attended by 250 participants.

Philippines

8-10 February 2002: Seminar-cum-workshop for 101 elementary teachers and administrators in Kacaban, Cotabato.

SSEOs from all countries are requested to contribute to this column regularly.

Editor's Note:

This issue focuses on Educare and includes a summary of the proceedings of the International Convention on Educare. We highly appreciate the contributions from several volunteers in the region.



Children are the crops growing in the fields to yield the harvest on which the nation has to sustain itself. They are the pillars on which the foundation of the nation's future is built. They are the roots of the national tree, which has to give the fruits of work, worship and wisdom to the next generation.

-Baba

