



MEXT

MINISTRY OF EDUCATION,
CULTURE, SPORTS,
SCIENCE AND TECHNOLOGY-JAPAN

SEAMEO-Japan ESD Award

Supporting Partners:



Bangkok Office
Asian and Pacific Regional
Bureau for Education



Bank of Tokyo-Mitsubishi UFJ

Submission Form of 2013 SEAMEO-Japan ESD Award
Theme: Values Education
The last day for submission of entries: 16 September 2013

PART I: Details of Your School

1. Name of your school: Sathya Sai School of Thailand
2. Full address: Sathya Sai School, 99 Moo 2, Suranarai Road,
Lamnarai District ,Chaibadan, Lopburi, Thailand
3. Postcode: 15130
4. Country: Thailand
5. Telephone number Tel: +6636-462334
6. Fax number +66036-462338
7. Name of the Principal: Mrs. Ladda Chulawongs
8. Name of Teacher Coordinator: Mrs. Angela Loraine Burrows Tel: +66812928397
9. Email address: lorainesai@yahoo.com
10. School website (if available):
11. Educational level (Such as Kindergarten 1 to Grade/Year 9): Kindergarten – Grade 12
12. Number of teachers in your school: 45 teachers
13. Number of students in your school: 350 students
14. Please provide the name of teachers and students who were/have been involved in the planning and implementation of this school activity/programme on Values Education.

Teachers:

- a) Mrs. Angela Loraine Burrows
- b) Mrs. Ladda Chulawongs
- c) Miss Patiporn Pituk
- d) Mrs. Sarapai Kaewman
- e) Miss Sirikan Topangjun

Students:

- a) Miss Sajaporn Piluk
- b) Mr. Nanda Sirimongkol

PART II: Information about the School's Values Education Activity/Programme

1. Title of the school's programme

Education in Human Values Programme (EHV)

2. Summary of the programme (a half to one page A4)

Education in Human Values is a programme incorporating the five universal human values of Truth, Right Conduct, Peace, Love and Non-violence. It is based on the philosophy of "Educare" which is derived from the Latin Word "Educare". Education in Human Values is a programme to elicit or draw out the values or goodness from within each child. In this school we use several methods for inculcating values.

The first method is to integrate values into academic subjects across the curriculum to discover the values in whatever the students are learning. *The second method* is to bring out values in all co-curricular activities. Values must be evident in the playground, the sports field, in debates and clubs. *The third method* is sometimes referred to as the Direct Method. This is a separate lesson dedicated to values learning which is compulsory for all students to attend. A project or theme is chosen and the teacher and children work together to explore the subject and acquire more knowledge and information. Along with this, the students with the guidance of the teacher discover the values or lessons that are inherent in all things.

The teaching techniques used for these classes are Meditation, Prayers, Group Singing, Group Activities, Story Telling and many more. The purpose of these classes is to help students to discover the values from within themselves as well as from all situations; to help them to improve their behaviour; become happier and more peaceful and grow up as loving, responsible and caring members of society.

For the programme to be successful it is imperative that teachers themselves set a good example and practice the values. Research shows us that students learn very little from what the teacher actually says, but mostly from what they do, thus the saying: "Teachers are remembered more for what they are than for what they teach." To complete the picture, there is another essential element, and that is the parents. To have the proper impact on the child, the parents must complement what the teacher implements at school.

3. Background information or reasons why the school created this programme

If we look at education today, there is no doubt that there has been great success in bringing up literacy rates around the world. More children go to school than ever before as well as many more students have the opportunity to go on for higher learning. Children are judged more by their ability to pass tests and score high marks than whether they are good people or not. We can look at the old argument of "Good versus Great". Not every great person is necessarily good. This is very obvious if we look in the history books. Throughout the ages, brilliant, charismatic people have led their countries and even the world to the brink of disaster and have wrought unimaginable suffering. Such people may be very clever but they lack in basic human values and are governed by their own ego and greed.

Education should be for life not merely as a means to make a living. UNESCO promotes the notion of "Lifelong Learning". The universe can be compared to a university where every experience is an opportunity to learn and grow. We therefore have to prepare our children for this journey. It does not end when we leave school; on the contrary, many of our most profound learning experiences happen when we have finished our formal education. School should be the preparation ground, equipping the children with the appropriate tools and skills to go through life.

We are living in a world of tremendous scientific and technological change. The discoveries in the field of medicine and science and the advancement in the technology industries for example, have transformed the lives of millions of people around the world. However, despite all these developments, we must ask ourselves: "Are we any nearer to creating peaceful and harmonious societies for our children to inherit?" The answer is resoundingly "NO!" There is more crime and violence than ever before and wars terrorize the lives of millions of people around the world and more imminently we are rapidly destroying our natural environment and the very earth itself. Something is desperately wrong! It seems increasingly apparent that we are not giving young people the necessary tools and wisdom to live in such a changing world. In his foreword to the book "The Soul of Education" by Rachel Kessler, Parker J. Palmer says: "The 20th Century, for all its scientific and technological amazements, might be described as a century of thin soup, and not only because too many people went hungry. It was a century in which we watered down our own humanity – turning wisdom into information, community into consumerism, politics into manipulation, destiny into DNA – making it increasingly difficult to find nourishment for the hungers of the heart."

In 1992 the Sathya Sai School was established in Lopburi Thailand with the main aim of teaching Values

Education to create children of good character who are dedicated to work selflessly for the benefit of society. With this intention in mind, it was necessary to find a programme that could be infused into all aspects of school life. This programme should develop not just the head and the hands, but also the heart. Education in Human Values is not just another subject it is a way of life – the blossoming of human excellence.

4. School vision, mission and core values

School Vision: “To create good people above everything else.”

School Mission: “To help children to raise their consciousness and realise their true potential.”

School Core Values: The five universal human values of: Truth, Right Conduct, Peace, Love and Non-violence

School Philosophy: “The end of education is character”

5. Objectives/goals of the programme

- a) Enhance good character in students, based on the Five Human Values and raise their consciousness towards Human Excellence.
- b) To develop good concentration to enable the students to study well.
- c) Create an atmosphere conducive to learning allowing the students the freedom to express themselves and develop their full potential.
- d) To encourage students to learn from various sources both nationally and internationally to promote life-long learning.
- e) Encourage classroom research to continuously develop the learning process.
- f) Manage the school in accordance with the sufficient economy policy initiated by H.M. the King of Thailand. The goal is for the school to become self-sufficient, strong and sustainable.
- g) Encourage the students to think of others more than themselves.
- h) Teachers must practice the values themselves and be a good example.
- i) Parents must continue to practice Human Values at home.
- j) Students, teachers and parents must endeavour to learn from the community.
- k) Students, teachers and parents must serve the community.

6. Values that the school aims for within the programme and/or definitions

The Education in Human Values Programme is based on the five universal Human Values of Truth, Right Conduct, Peace, Love and Non-violence. Although there are five values they are all interlinked and cannot be separated. Love is the basis of all values:

Love as thought is: TRUTH

Love as action is: RIGHT CONDUCT

Love as feeling is: PEACE

Love as understanding is: NON-VIOLENCE

These five values incorporate all other sub-values and qualities and they are integrated into all activities and academic subjects in school.

7. Period of the time when the programme was or has been implemented

This programme has been implemented since the start of the school in May 1992. For the last 21 years. Since then there have been improvements and new activities have been introduced.

8. Activities (Actions and strategies of implementation)

For Students

- Value and service orientated projects are based on the objectives of the programme designed and executed by students in all grades.
- Values are inculcated in academic subjects. Students are encouraged to recognize and express the values themselves.
- To create and sustain a good environment students design long-term projects that draw out the inherent values.
- Practices such as meditation, art, music and other group activities develop good concentration that will

enable the students to study well.

- All students are encouraged to ask themselves two questions before they undergo any new project or activity. Firstly: “Is it good for me?” If the answer is yes, then they ask themselves a second question: “Is it good for others?” This helps them to develop what we call “Fundamental discrimination” or a social conscience.
- The students take part in service activities both within the school and in the community at large. The older students are given the responsibility to take care of the younger children in their hostels, during the school day, at events and on service projects. This helps to develop their leadership skills and cultivate love and compassion.
- The school has a policy that the elder children help to take care of the younger ones. In the school structure, there is a School Council, which comprises of all Grade 12 students, their role is more on an advisory level. They help the teachers draft out the codes of conduct for the school and naturally everything is based on values. The council helps to select the working committee which comprises of students from grades 10-11. These students are the school prefects who help in the daily running of the school and they play a big role in taking care of the younger children. They learn to be leaders and to take decisions, of course they work very closely with the teachers, consulting them and asking advice as necessary. Whenever there is a need to change policy or rules concerning the running of school, the administrators consult the Student Council and their opinions are taken into serious consideration, often decisions are taken jointly. When there are special events like Mothers’ Day, Fathers’ Day, Christmas etc. the prefects and older students play a very active role in planning and organising activities with the teachers. However, there are certain special days such as Teachers’ Day when the students organise everything themselves to r the teachers and give them a very special day. They can be trusted to organise events that are not only beautiful and fun, but also full of values.
- Concerning the special projects that the students undertake, these are planned and organised by the students themselves, the teachers are purely on a advisory level. As was mentioned in the main text, the project “Following in the footsteps of the father (King)” was initiated by a girl called Kirajama Nuangthong (May). When she was in Grade 10 she was elected as part of the Youth Council of Lopburi. During her office on the Youth Council, she was exposed to many problems that young people are prone to in society, predominantly drugs and teenage pregnancy. She discussed this with her classmates at school and they decided that they wanted to do something to help. They realized how lucky they were to brought up in an atmosphere of values and knowing how to control their emotions and wayward mind through such activities as meditation and they wanted to share what they could with other youth. They devised the programme of Following the footsteps of the father and they presented it to the teachers and it was immediately approved. They worked with 18 schools around the country and more than 10,000 students have been exposed to their programme. The project continues and improves every year, both on our school level (for Sathya Sai School children) and for students in other schools. On our school level, it is designed not only for the high school children, but projects for the entire school. Details have been given in the main text.

For Teachers

- There is on-going training for teachers to learn ways to integrate and inculcate values and for them to develop themselves to be good examples.
- Special retreats to teach methods to calm the mind and practice meditation to raise the consciousness are arranged in various places during the school holidays
- When new teachers come to the school, they are instructed in Education in Human Values through different methods:
 - Special workshops and lectures during the holidays before the beginning of the new school year.
 - Attending lectures given by Dr. Art-ong Jumsai in various universities and other places around the country.
 - Weekly meetings in which values and integration are an integral part.
 - Some teachers even attend the two and half month training course on “Education in Human Values” offered by the Institute of Sathya Sai Education which is also located on the school

For Parents

- Parents are expected to attend all the activities arranged by the school to encourage them to practice Human values in their own lives.
- The Parent/Teacher Association support the school in whatever way they can and help and educate new parents on school protocol.

For the Community

- The school invites elders and experts from the community to explain about local values, customs, traditions and knowledge.
- Teachers and students develop ways to serve the local community in whatever way possible.

To meet the school vision, both the teachers and students devise projects to help themselves and others draw out the values from within.

The following are various value-based activities or projects initiated by the students themselves.

“Leading the youth along the footsteps of the King” was a project organized entirely by the students of Grade 12 in 2008. As students became more aware of the problems facing teenagers in today’s society. They devised a programme to help young people realize their own self-worth as well as protect them from getting involved in drugs and other unsavoury habits and not be so the influenced by the media and also to make them more aware of the teachings of His Majesty the King of Thailand as well as traditional Thai culture. They took this to other schools in Thailand. They would start every session with meditation and prayers. The team leader Kirajama Nuangthong (May) spoke to the students emphasizing the importance of living a good life. She gave examples of how H.M. the King has dedicated his life for the Thai people. Through stories, activities and plays, they motivated the students to reflect on themselves and decide on changes in their own lives and become more useful and more at peace. ([Attachment 1](#))

“Leading the youth along the footsteps of the King - Step 2” came as a result of the success of the first programme. They devised a programme called *“One class, one good deed”* which they implemented into their own school. Students from grades 1 to 12 took on one good deed per class. The results of this project were displayed in a day-long festival called *“Goodness Day”*. Parents and invited guests came to appraise the work that the children had undertaken. People were very touched and inspired by the sincerity of the children and their effort to ‘make a difference’. Some of the “good deeds” undertaken by various classes was as follows:

- Grade 9 started a project called *“The Best Spirit”* in which every student in the class made a pledge to be a good example for the younger children in the school.
- Grade 6 started a project was *“Hands to save energy”* their project was to make sure all the lights and fans were turned off in all classrooms and other rooms every evening.
- Grade 11 conducted a project was called *“Watch your words”* this was to make them aware of the power of speech. They would all help to remind each other to speak well and be a good example for others.

“Leading the youth along the footsteps of the King – Step 3”, *“One class, one product”* based on the philosophy of the “Sufficiency Economy Policy” initiated by H.M. the King. To teach the students about survival, how to grow food and take care of themselves even under difficult conditions. Each class grew one type of vegetable, herb or fruit. The culmination of this project was on February 17th 2013 with an *“Agricultural Fair”*. Each class displayed their products, the process they went through and the values they learnt from it. Many other groups from the parents and the local community displayed their goods as well. However, everything in the fair was organic and home grown or homemade. The Agricultural Fair created an atmosphere of good feeling and cooperation in the local community.

“Family Day” was another activity initiated by the Grade 12 students. The concept of introducing the system of “families” is very attractive. The entire school including teachers was divided into “families”. Over the course of one year, the “families” participated in various activities both inside and outside the school. The activities were service orientated such as visiting sick people in hospitals or homes for the elderly. They took on various clean-up jobs in the community and at the school itself. Every Sunday the elder students organized “Family Day”. Each “family” would organize various activities or sports to do together.

Weekend Clubs: The following is a list of some of the most popular clubs that children ask for each term. Cooking Club; Re-cycling Club, English and Chinese Clubs, Music Club, Dancing Club, Sports Club, Service Club (both inside and outside the school) and Art Club. All the clubs are value-orientated, drawing out the intrinsic values from within the child.

Environmental Projects

- An Alternative Energy Exhibition Hall – housed in a mud building that was constructed by the

students, teachers and parents

- Producing bio-diesel from used vegetable oil (to run all the school and farm vehicles as well as water pumps).
- Wind mills to generate electricity.
- A Health Park with exercise bicycles that produce electricity. The first bicycle was designed and created from a bicycle that could no longer be used by a Grade 12 student.
- Mushroom farm for school consumption.
- Producing bio-gas from food waste.
- A charcoal kiln to produce charcoal.
- Roof ventilators in buildings and dormitories.
- Efficient fuel stoves for cooking,
- High-efficiency lamps in school buildings
- An energy saving incinerator to deal with some of the school waste.
- Organic Farming.
- Growing and milling our own rice (organic)
- A solar greenhouse for growing things and drying vegetables and fruits.

Alternative Energy Projects

The students learn to live in harmony with their environment and nature. They learn to conserve energy and not create more pollution. The Sathya Sai School has become a Learning Centre in Alternative Energy, which is supported by the Ministry of Energy. Students from Grades 7 – 9 learn how to create, sustain and present these projects to guests. The various projects are as follows: ([Attachment 2](#))

Organic Farming

The goal of the school is to become self-sufficient. All the food served in the school is vegetarian so we produce our own vegetables and rice. The children are involved in many of the agricultural projects, especially planting or harvesting rice. Before planting or harvesting products the students and teachers pray together to show their gratitude for all that nature gives. We always get a very good yield of rice, in fact much better than the farmers around that use chemicals.

The Institute of Water Education

A cooperation agreement was signed between UN-HABITAT and SPW (The Society for the Preservation of Water) at the Sathya Sai School on August 2006 and the Institute of Water Education is a result of this agreement. This facility is a contribution to Society and to children in particular; to enable them to be more educated in water, sanitation and hygiene related issues. This encourages them to take more responsibility and to be more aware of the problems facing the environment and eventually how to solve them. Human values are inculcated in all aspects of the Institute and the exhibition.

Celebrating National Water Conservation Day

This year, to celebrate the National Water Conservation Day, the students visited all the water-related projects and learnt about all aspects of water in the school, from rainwater harvesting to drinking water from the taps. In the Water Institute they not only learnt about the water in the school, but about the water in other parts of the world as well as the values we can learn from water.

9. Teaching strategies or pedagogies used for teaching values in the school

The teaching strategy used in this school is based on the “Integrated Instructional model based on Intuitive Learning Concepts” first conceptualized by Dr. Art-ong Jumsai ([Attachment 3](#))

The school follows a three-pronged strategy to integrate the Education in Human Values programme into all aspects of school life.

The first is the Integration of values into curricular subjects. As well as following the Thai National Curriculum, the teachers are trained to integrate values into all their subjects. ([Attachment 4](#))

The second method is to integrate values into extra-curricular activities. Our school is a boarding school; the day begins at 6.00am when the students and teachers meet in the prayer room. The prayer room consists of shrines to all the major religions. The purpose is to teach the children that although the religion and

method of worship may be different, all religions are taking us to the same goal. Every morning the children and teachers meet to pray and meditate together. A teacher tells a value story followed up by the children explaining what they learn from it. The Prayer Room session ends with singing some value songs. (Attachment 5). After this session the students go to breakfast. The students pray before every meal, the students go to the flag-raising ceremony. Along with prayers and the National Anthem the students make a daily pledge to uphold values in their daily lives. (Attachment 6)

During sporting activities the children are taught teamwork, sportsmanship, fair play, excepting when others win and wishing them well and many other values. At the end of each day the students meet in the prayer room of their various hostels for evening prayers.

The *third method* is what we call the Direct Method. The first class of every day is a specifically to learn about values.

- *Meditation* is the most important technique that is taught, as it is a tool to calm the mind and acquire peace and serenity. Practice of Meditation helps to bring focus into the classroom, improves concentration and strengthens the memory. (Attachment 7)
- *Prayer* is a tool to bestow inner-contentment and self-confidence. In Education in Human Values we introduce simple universal prayers that are acceptable to those of all faiths.
- *Group Singing and Music* touches the heart of children. Group Singing is an invaluable teaching method that brings relaxation into the classroom and is an excellent tool for stimulating the memory and instilling the child with positive thoughts and feelings. Value songs are an intrinsic part of the Education in Human Values lessons.
- *Group Activities* are the practical part of the lesson where the students work together and are given the opportunity to have hands-on experience. Activities included are: games, sports, drama, role-play and creating artwork.
- *Story Telling* is one of the oldest forms of teaching. They are used as a spring-board to stimulate the children to discuss and enquire. “Why do you think this happened?” “What would you have done in this situation?” “How did you feel when you heard this story?” Teachers let the children discover the values for themselves, gently guiding them so as not to take the delight and wonder away.

10. Programme monitoring and evaluation mechanisms and summary of results

Programme monitoring and evaluation mechanisms:

The school has tried a variety of strategies for monitoring, assessing and evaluating the programme of Education in Human Values. Our evaluation is based on all every aspect of their lives, not only at school but also when they are at home.

Education in Human Values is an important subject in this school. The students are graded on their behaviour in all aspects of their school life. The main assessment is through observation. The students are assessed in the following categories.

- The Hostels
- Prayer Room
- Classroom
- Sports Lessons and on the play ground

Parents are a part of the assessment process. They provide comments as to how their children have improved when they go home in holidays. A “Goodness Diary” that covers the spectrum of activities done at home is completed during the holidays. (Attachment 8)

Summary of results:

Many children coming into the school have behavioural problems often stemming from problematic home situations. After being at the school for some time and absorbing human values in all aspects of their school life, they become more focussed and at peace and therefore are much happier in themselves. By Grade 12 they become well adjusted, caring people who are ready to face the world and to serve the community. Although the school emphasizes values more than academic subjects, all students who apply for university get in. The methodologies that are used for Education in Human Values develops the students natural creativity and creative thinking. (Attachment 9)

All students go through changes; sometimes it’s quick and sometimes much slower. They all transform at their own pace. By Grade 12 the students are really mature and ready to face life in university and society at

large. Many universities in Thailand are interested in our students and will offer them a place in their institutions. The reason for this is that they feel that they are good role models and display leadership qualities. There are several organisations who are already involved and supporting the school with various projects. These organisations grant scholarships to our exemplary students.

Students, teachers and parents collaborate on projects and service activities for the school and the community at large. Many of which are based on the Sufficiency Economy Policy of H.M. the King. Several projects have received awards.

After regular training and a significant amount of time spent teaching human values to the children, the inner transformation of the teachers is evident. The changes are obvious not only in the way they conduct lessons but in their behaviour and general well-being. Similarly, the change in parents can be seen in several ways. Firstly in the way they cooperate with the school and the teachers. It is also evident that they encourage and help their children to practice the school disciplines when they are at home. We can see this through the completion of the “Goodness Diary”

11. Resources used for programme implementation

The school follows the National Thai Curriculum, however it is taught with values. The school has done research on integrating human values into various subjects and activities and has published several books for teachers as guidelines. Teachers create their own materials for teaching such as stories with visual aids, worksheets with human values, audio books, Human Values songs and classroom games.

Human resources are vital. Teachers, staff and parents are trained at the school and participate in various activities. Several events are organized where teachers, parents and students work together to learn more about integrating human values into their work and lives. Guest speakers play an important role in both teaching and training. From time to time, experts on specific aspects of teaching will come to train the teachers. Former students return and share their experiences with the secondary students, encouraging and guiding them for their transition from school to university.

The Sathya Sai School does not accept payment from its students and solely runs on donations and well-wishers. The school practices self-sufficiency to save cost. The school produces its own drinking water, electricity, rice and vegetables. The goal is to become completely self-sufficient.

12. List of partners, local government bodies, companies or development agencies who have participated in the planning and implementation, including their roles in the activity/programme.

Name of Partners	Roles or contributions
a) H.M. the King’s Royal Trust	Give scholarships to Sathya Sai students
b) Ministry of Education of Thailand	Financial support for students
c) Ministry of Energy of Thailand	Help set up the Alternative Energy Centre
d) Sathya Sai Foundation of Thailand	Helps financially for running the school
e) Honda Automobile company	Helps support energy project & gives scholarships
f) UN-HABITAT	Construct the Water Institute

13. Benefits/Impacts/ positive outcomes of the activity/programme to teachers, students, parents and the community

As was mentioned in the summary, all students who complete their studies at the Sathya Sai School benefit from the inner transformation that happens as a result of following the Education in Human Values Programme.

Testimonies from three ex-students who have completed their studies in university ([Attachment 10](#)) two of them have returned back to the school as teachers. They explain how following the programme of Education in Human Values has helped them in their lives.

How the students continue to practice good values in and out of school

Regular service projects are carried out in the school and in the outside community. Whenever the students

see the need to do additional service, they use their initiative and implement new projects. The secondary school students help to plan and organise events and projects. Some of these projects are in accordance with the Sufficiency Policy of H.M. the King of Thailand for example the alternative energy centre. 30% of students who have graduated from the school, have gone into service-orientated professions such as medicine, physiotherapy, nursing, teaching, environmental and energy conservation. Other ex-students practice the values in their chosen profession.

The number of higher educational institutes that award the students places

After using the various techniques taught through the Education in Human Values programme, the students do well in their studies. The majority aspire to go on to university. Universities such as Maejo, Kasertsart and King Monkut University of Technology offer places to our students because they see them as good role models and potential future leaders.

The impact of the programme on the academic community

For the last 10 years the Education in Human Values programme has attracted a large number of visitors. Within the last two years the school was awarded 'Learning Centre' status by the Ministry of Education. As a result the school has more than 1,000 visitors a month.

Teacher training in Education in Human Values has been running for the last 22 years. Approximately, 100,000 teachers have undergone training in Thailand alone. Teacher Training has been conducted in more than 40 countries around the world. Approximately 50,000 have attended seminars.

To date 325 students from 48 countries have graduated from the teacher training programme at the Institute of Sathya Sai Education which is part of the Sathya Sai School. ([Attachment 11](#))

Examples of the effectiveness of the Education in Human Values programme has been proven by two countries displayed below.

The government of Bhutan, selected this programme from several alternatives from around the world, to be implemented into all schools in their country as part of their Gross National Happiness policy. The First Lady of Kazakhstan contacted the Sathya Sai School and requested that we conduct training in Education in Human Values for all the teachers in her country. This was completed over a period of a few years.

Benefits for teachers: Professionally they learn value based teaching skills and methodologies. They learn to be more adaptable and creative in the way they teach. However, the greatest benefit is their inner-transformation that is very subtle. When we are teaching about human values a self-transformation is inevitable.

Benefits for parents: As well as attending seminars and training session at the school. The children are encouraged to continue practicing what they do at school at home therefore it triggers a transformation in the parents.

Benefits for the community: This is expected to be long term. If the students leaving the school are good people living the values then they will certainly benefit society in whatever they do. We have great expectations that the world will become a better place as more and more children get the opportunity to study in such a programme.

14. Proof of achievement from students, teachers and the community

One of the testimonies of the success of this programme is the numerous awards that the school has received for value-orientated activities and achievements. ([Attachment12](#))The most outstanding awards received within the last five years concerning Human Values are:

- Top Award for Youth Activities: "Leading the youth along the footsteps of the King" awarded by the Crown Princess of Thailand (2009)
- Student Award "Good Human Being Award" given to Miss KirajimaNualtong by the Mayor of Lopburi (2009)
- Gold Medal for "One School One Innovation (OSOI)" by The National Teachers' Council for the methodology of teaching and learning in "Water and Education in Human Values.(2008)
- Gold Medal Award with honours for "One School One Innovation" for "Organic Farming – Revitalizing the Soil", The National Teachers' Council. 2010

- Silver Medal for “One School One Innovation” for “The Process of creating good People through Service (Leading the youth along the Footsteps of the School”),(2011)

15. Plan for sustainability and plan for the future

Plan for sustainability

To sustain the school as it is there are several areas that have to be nurtured. Continual professional and holistic development of all the staff working at the school is a priority. This will ensure that both present staff and those who join later will have the necessary skills and determination to carry out their duties to the best of their ability, always holding the vision of the school in mind. Along with their inner transformation, all those living at the school should become healthier and have more energy through eating a purer diet of organically grown food.

This school does not collect fees from its students therefore, it operates on donations given by well-wishers. It is essential that the school becomes more self-sufficient. A project that has been initiated to enable the school to become more self-sufficient is the construction of a solar farm. The profit generated from this farm will be invested back into the school.

Plans for the future

The main plan for the future is to continue to nurture children and encourage them to discover their true potential and become compassionate human beings. The whole school including all students, teachers and parents will work together to improve the existing services and value-orientated projects in the school and the community. Apart from this there are several projects that are still in the planning stage to help the students to imbibe human values in all aspects of their lives. The first is ‘*Leading the youth along the footsteps of the King step 4*’ This is project is called “*Fun-ancial*” and has been designed by the Grade 12 students to teach the children to use money properly. Following the Sufficiency Policy the students learn how to limit their needs, become more economical and thus help their parents. For the primary children they have designed fun games to get them to differentiate between what is economical and what is extravagant. The older students will be given a sum of money to use in the best possible way. They start with a game called “6 Jars”. They have to divide the money six ways: - a) Living Expenses, b) Education, c) Charity (to help others), d) Leisure, e) Medical and f) Saving for the future. The purpose is to learn how to live moderately and simply.

The next project is called “*Effective Classrooms*” each class will be asked to concentrate on one aspect of their school life and cultivate excellence. The project can be academic or on any other topic, agricultural, art based, musical or anything they believe that they can excel in. Once the project has been perfected, the students and teachers will have an opportunity to visit the various classrooms and exchange experiences to learn from each other.

16. List of attachments such as a copy of the school plan, learning/ teaching materials, samples of student worksheet, manual, etc. If the attached materials are in the local language, please provide a brief description in English language.

Electronic Copy

File 1) Sathya Sai School Submission_2013_Sections_1-16
File 2) Sathya Sai School Submission_2013_Sections_17

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Attachment 2	List and descriptions of alternative energy.
Attachment 3a	Human Values Integrated Instructional Model
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Attachment 6	Sathya Sai School Pledge
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