

Sri Sathya Sai World Foundation (SSSWF) Guidelines for the Establishment, Operation and Management of INSTITUTES OF SATHYA SAI EDUCATION (ISSE)

1. Definitional Issues, Goals and Objectives

a) What constitutes an Institute of Sathya Sai Education?

- An Institute of Sathya Sai Education is part of a world-wide network of educational institutions, established to promote the principles and programs of Sathya Sai Education in Human Values at primary, secondary, and tertiary levels through both formal and non-formal channels of education including Sathya Sai EHV community education.
- It is a legally constituted body, duly recognized by relevant public authorities in the respective country, and operates on a non-profit basis.
- The Institute is recognized by the Sri Sathya Sai World Foundation.

b) What are the goals and objectives of an Institute of Sathya Sai Education?

Every Institute of Sathya Sai Education is expected to develop a mission statement reflecting the institute's objectives and goals. The key elements of the mission statement should include:

- Establishing a universal understanding of the spiritual principles underlying education, based on the teachings of Sri Sathya Sai Baba.
- Ensuring the authenticity of Sathya Sai Education based on the philosophy of *Sathya Sai Educare* and the pedagogy of *Integral Education*.
- Enhancing the quality of Sathya Sai Education through continuous refinements in the curriculum, teacher training and development, standards setting, and quality assurance programs.
- Enhancing the awareness, understanding and outreach of Sathya Sai Education with the educational establishment in each country under the supervision of the SSSWF.

2. Establishment of Institutes of Sathya Sai Education in the Future

In line with the established policy of the Sri Sathya Sai World Foundation, all SSEHV programs and related institutions will remain under the administration of Sri Sathya Sai World Foundation (SSSWF). Wherever possible, Institutes of Sathya Sai Education (ISSEs) will act as the implementation arm of the SSSWF in matters of SSEHV delivery.

a) Criteria for the Establishment of ISSEs in the Future

Institutes of Sathya Sai Education will be established only after a case by case approval of the SSSWF.

In deciding on the establishment of an ISSE, the following criteria will be considered, among others:

- The level of SSEHV activities and programs in a country or in a region.
- The establishment of a new Sathya Sai School in a country, requiring professional guidance and oversight.
- Recommendations of the Zone Chairman, who will take into consideration the recommendations of the relevant Central Coordinator and the Chairman of the Central Council or National Coordinating Committee.

b) Transitional Measures

Following the establishment of a new ISSE, the SSEHV activities conducted by the Sri Sathya Sai Organization within a country will be transferred to the newly created Institute. Such transfer of responsibilities should be effected in an harmonious manner and according to a mutually agreed upon timetable. The transition should be overseen by the Chairman of Central Council or Coordinating Committee, the Central Coordinator, the Zone Chair, and the Director of the Institute.

c) SSEHV Coordinators

A newly established ISSE will designate SSEHV Regional Coordinators within a country to oversee and coordinate SSEHV programs in partnership schools and in communities as well as other activities of the Institute.

3. Functions of Institutes of Sathya Sai Education

In order to realize the goals and objectives outlined in section 1(b) above, every ISSE will undertake training and other activities, consistent with available resources, which may be broadly classified under the following categories:

i. Training Activities:

ISSEs will undertake training of teachers and teacher trainers who are preparing themselves for, or are already teaching SSEHV in Sathya Sai Schools, partnership schools, and in community SSEHV programs. Training of SSE teachers will be undertaken on specific requests from the Sri Sathya Sai Organization. Training activities will be undertaken in accordance with the SSSWF Guidelines for Training Programs.

ii. Development of SSEHV Educational Resources:

All teaching and learning resources developed by ISSEs, e.g. teacher's guides, manuals and workbooks including lesson plans etc. should be consistent with the core syllabus for SSEHV approved by SSSWF. All educational resources should also authentically reflect the core principles of *Sathya Sai Educare*, based on the spiritual teachings of Sri Sathya Sai Baba.

iii. Professional Support to Sathya Sai Schools:

An ISSE, designated for this purpose by the SSSWF, will be the chief resource base for professional guidance, support and oversight of one or more Sathya Sai Schools. Activities in this area may include:

- Providing technical support to SSSWF in reviewing applications and determining the feasibility of new Sathya Sai Schools;

- Advising relevant authorities in the selection and appointment of members to a Sathya Sai School's governing body;
- Providing guidance and oversight in the selection and appointment of the Principal and the teaching staff of the School
- Working closely with an established Sathya Sai School's governing body, and the school leadership, when appropriate, with a view to ensure that the school receives adequate professional guidance and support for its development on a continuing basis;
- Developing and conducting in-service training programs for teachers
- Conducting periodic inspections for accreditation and for ensuring quality standards in meeting character and learning goals in Sathya Sai Schools

iv. Professional Support to other private / public schools (partnership schools) in introducing SSEHV:

Such support may include:

- SSEHV training to teachers, including in-school demonstrations, based on specific requests ;
- Providing general guidance, advice and support to the school leadership and the teaching staff with regard to the introduction of SSEHV through curricular and co-curricular activities;
- Enhancing awareness and understanding about the philosophy of Sathya Sai Education and its pedagogy among educationists in school districts through seminars, workshops etc.

v. Establishing SSEHV partnership with other educational institutions and public bodies:

ISSEs may establish contact, raise awareness on SSEHV and develop partnerships where appropriate, and with the approval of the SSSWF, with other educational institutions such as teacher training colleges, universities and local or national authorities for public education for the promotion of SSEHV in educational institutions and communities.

vi. Research Activities:

ISSEs may undertake research activities with a view to improve the understanding of how Sathya Sai Education contributes to sustainable social, economic, and environmental development and global peace.

vii. Technical Support to SSSWF

ISSEs may be called upon by SSSWF to provide specific support in promoting Sathya Sai Education and ensuring the highest quality standards expected of Sathya Sai Education institutions. Inter-alia, these activities may include:

- Appraising proposals for new SSEHV programs, including community SSEHV programs
- Investigating any complaint received with regard to any SSEHV programs or related institution from a public authority or members of the community
- Representing SSSWF in Conferences and meetings organized by an educational institution or a governmental body or by a non-governmental organization.
- Translation of educational resources in regional languages.

4. Governance and Management of ISSEs

ISSEs carry a major responsibility for implementing the policies laid down by SSSWF for the delivery of Sathya Sai Education. The effectiveness and efficiency with which SSEHV is delivered in schools and communities will ultimately depend on this quality of support and guidance. Good governance of ISSEs is therefore essential for the orderly development of Sathya Sai Education.

SSSWF is directly responsible for the administration of all SSEHV programs. Within the specific approval of SSSWF, an Institute may function as an integral part of an SSEHV Foundation or as a separate legal entity. The legal status of an Institute will be approved by SSSWF on a case-by-case basis, taking into account the historical background of an Institute and the laws of the land governing such institutions.

ISSEs should function in close partnership with their national Sri Sathya Sai Organization (SSSO) and their respective Zone Chairmen.

Human Resources

The Director of an ISSE should possess professional excellence, leadership qualities and appropriate state/national educational qualification and experience required by relevant public authorities for due recognition of the Institute. Above all, the Director of an ISSE should be well versed in the spiritual principles underlying education as given by Sri Sathya Sai Baba and should lead by example. The appointment of the Director of an ISSE should have the approval of SSSWF.

All members of an ISSE, including the professional staff engaged by the Institute, should possess necessary qualifications and experience in their respective areas of work and should be conversant with the principles of Sathya Sai Education. They should demonstrate a commitment for spiritual transformation and should be willing to undergo further training as may be necessary.

Financial and Asset Management

All ISSEs should operate on a no-profit basis. Where training and other activities undertaken by an ISSE is charged at actual cost, this should be kept at the lowest possible level.

Securing funds and other resources for an ISSE should be accomplished strictly adhering to the guidelines of the International SSSO.

All assets of an ISSE should be held by an SSEHV Trust which has been approved by the SSSWF.

5. Planning, Programming and Budgeting

Every ISSE is expected to prepare, in a timely manner, an annual program of training and other activities for the following year, and an accompanying budget of costs, so that an adequate balance is ensured between programming priorities and allocation of funds. The following principles should guide the programming and budgeting exercise:

- Priority setting in the programming exercise should be based on the expected effectiveness of an activity. (e.g, in training, priority should be given to professional teacher participants)
- All ISSEs, being non-profit entities, should strive to provide all professional services free of cost, with minimum charges to cover the production of resource material and logistics.

All ISSEs are expected to submit the annual program proposal for the following year and an accompanying budget to SSSWF. Such submissions should be made at least three months ahead of the commencement of the academic year.