What should education really prepare us for?

James Flynn
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Hyun Jin Moon's Global Peace Foundation

Global Highlights

This World Teachers' Month, let's rethink what education can make possible



As AI reshapes how we learn and work, one question matters more than ever: **What should education really prepare us for?**

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As AI makes knowledge more accessible than ever, what matters most in education? In a television interview in Kenya, GPF's Dr. Tony Devine explores why education must go beyond academic achievement to develop the whole person.

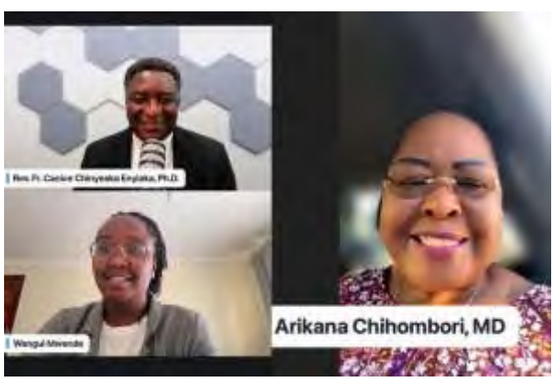
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The visit offers a reminder of why **education must help young people do more than remember historical events**. It must equip them to ask questions, understand the experiences of others, and make informed, responsible choices about the future.

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Transforming Education Blueprint

Building Peace and Boundless Abundance

THE BLUEPRINT

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In Brief

As AI performs more of what examinations measure, education's decisive advantage **shifts from what young people know to who they become.** This paper presents the Transforming Education Blueprint—a practical framework for forming capable and trustworthy young people —and closes with a concrete instrument any Ministry or Education Stakeholder can adopt: a cascade of Transforming Education Taskforces.

Abstract

Education stands at a decisive turning point. As artificial intelligence reshapes learning, work, and society faster than institutions can adapt, systems built for the industrial age struggle to prepare young people for the twenty-first century. As AI performs much of what examinations measure, the decisive advantage shifts from what young people know to who they become: **today's crisis is not only a skills gap but a character gap and a purpose gap.** This paper presents the Transforming Education Blueprint, a practical framework for renewing education from the inside out. It organizes human development across three interconnected spheres — Character, Family, and Creatorship — with core commitments practiced rather than declared, treats AI as a neutral accelerator, and repositions the educator as a Guide. Anchored in the Global South's demographic moment, it offers Ministries, schools, and partners an adaptable architecture and a concrete instrument — a cascade of Transforming Education Taskforces — framing education's transformation as a decisive leapfrog: cultivating character so that innovation serves peace and boundless abundance.

Keywords

Artificial intelligence in education, character formation, competency-based curriculum, educational transformation, whole-person education, national transformation, sustainable education

Key Terms Panel

Character — The visible manifestation of Conscience. It is the settled habits, decisions, identity, and actions that express a person's alignment with universal spiritual and moral principles. Character is formed at the deepest level of the human person and is the foundation on which relationships, vitality, skills, and contribution rest.

Spheres of Growth — The three concentric domains through which a whole person is formed from the inside out: Character, Family, and Creatorship.

Transforming Education Blueprint — The practical framework — three Spheres of Growth and their core commitments — an actionable architecture for renewal.

Transforming Education — Rebuilding education around forming capable, trustworthy whole persons, so skills, technology, and AI serve human formation rather than replace it.

Family — The relational sphere that begins in the home and widens outward through community and public life, from home to nation.

Creatorship — The outermost sphere: the human capacity to imagine what does not yet exist and take responsibility for bringing it into being, as stewardship.

Holistic Growth — Development across the four human dimensions together — spiritual–moral, emotional–relational, physical–vitality, and mental–cognitive — not the intellect alone.

Educator Formation — The personal and leadership development of teachers as whole persons and moral, innovative leaders — beyond technique-focused "teacher training."

Peace — The condition when people of formed character live in trustworthy relationship — within families, communities, and nations — not merely the absence of conflict.

Boundless Abundance — Prosperity that is shared and wide rather than privately accumulated, arising when character keeps innovation in service of the common good.

Moral and Innovative Leadership — Leadership guided by universal moral principles, harnessing the drive to create, advance, and improve.

Applied Skills — Capability put to use: knowledge applied wisely, grounded in character, to create value and solve real problems.

In a secondary school on the edge of a fast-growing East African city, a sixteen-year-old — call her Amina — sits at the top of her class. She can factor a quadratic, recite the causes of the First World War, and place in the highest percentile on a national examination. Her teachers are proud of her; her parents have sacrificed for her. And yet, if you ask the adults who know her best what kind of person Amina is becoming — whether she is honest when no one is watching, whether she knows what her gifts are for, whether she can hold steady when life turns hard — they pause. The school has measured, with real precision, almost everything Amina knows. It has said almost nothing about who she is becoming.

Amina is a composite, drawn to illustrate a pattern rather than a single child. But every educator recognizes her, because nearly every school in the world is built to produce her: to certify knowledge, and to leave character and purpose to chance. For most of the modern era, that bargain was tolerable. A young person who left school knowing a great deal had a genuine advantage, because knowledge itself was scarce and hard to reach.

That era is ending. Artificial intelligence now performs — instantly, cheaply, at scale — much of what our examinations reward: recalling facts, summarizing texts, solving well-defined problems, producing competent prose. The implication is direct. The graduate who is only a knower is the most easily replaced; the graduate whose character and purpose were never formed is the one most easily unmoored, or corrupted, by the very tools meant to empower them. As information becomes abundant, the scarce resources become the human ones: judgment, integrity, initiative, the capacity to work with others, and a clear sense of what one's abilities are for.

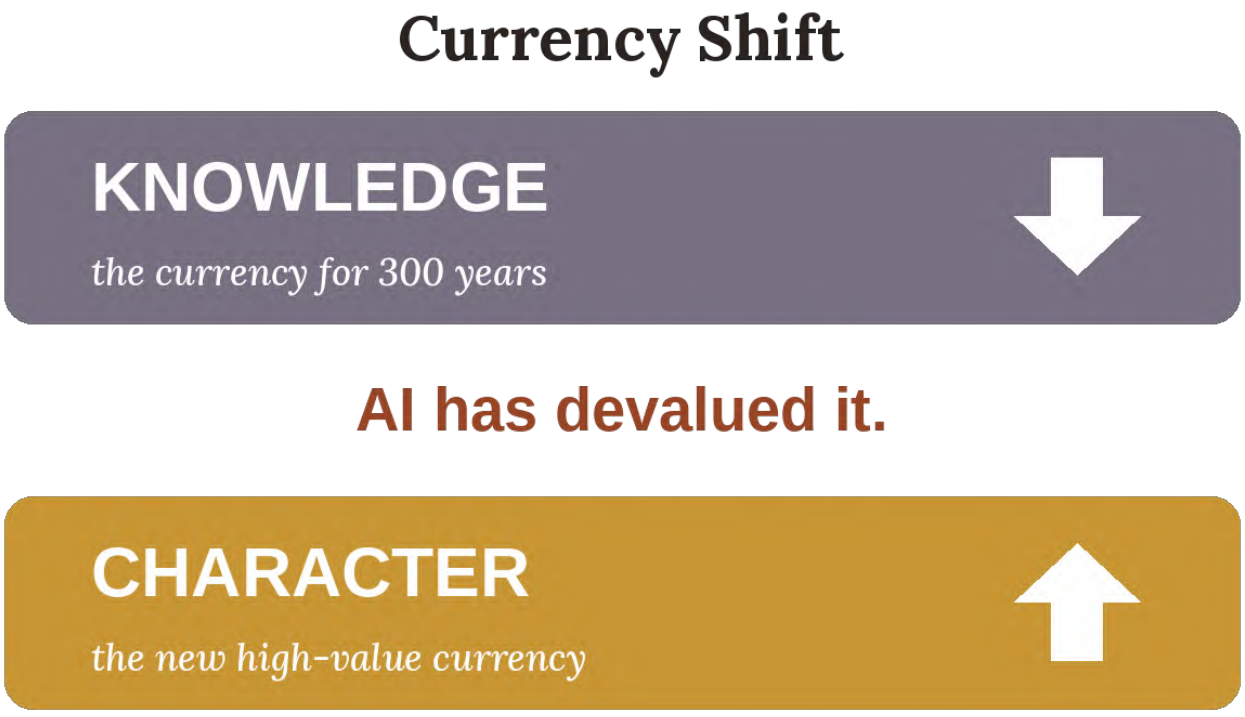
The reflex, when schooling falls short, is to add a layer — a new subject, a device, now AI — onto a foundation built to transmit and certify knowledge, not to form character.

The Blueprint does not add a layer; it changes the foundation itself, rebuilding education around character and the whole person so that skills and AI serve that formation rather than stand in for it.

And this crisis arrives precisely when the world's youngest continent is coming of age.

The Global South's Moment

The numbers are staggering. Africa, spotlighted here as a leading part of the Global South, is home to over 400 million young people aged 15 to 35 today, projected to more than double to 830 million by 2050 (UNECA, 2023). By 2030, young Africans will make up roughly 42 percent of the world's youth (African Union, 2022). This is already the largest generation in human history — some 1.2 billion aged 15 to 24, the vast majority in the Global South (United Nations, 2026). Whatever education becomes here, and across the developing world, will shape the century.



Priority — Invest New Capacity in Educators

Character is the new high-value currency.

The opportunity is immense. While much of Europe and East Asia faces an aging workforce, Africa holds a demographic dividend that could power decades of shared prosperity (African Union, 2022). But a dividend is earned, not automatic — only if young people are formed not merely to find work, but to build the families, enterprises, and institutions a nation's future rests on.

> *"As AI makes information abundant, the scarce resource is character and purpose. The Global South's task is not to catch up to the old model of education — it is to leap past it."*

The warning signs are sobering. Across sub-Saharan Africa, roughly nine in ten children cannot read and understand a simple text by age ten — what the World Bank calls learning poverty (World Bank & UNESCO, 2022). Some 98 million children remain out of school, and meeting demand will require 15 million or more additional teachers by 2030 (UNESCO, 2024). More than one in five young people is not in employment, education, or training (International Labor Organization, 2024), even as the World Economic Forum estimates around 60 percent of the global workforce will need significant reskilling by 2030 (World Economic Forum, 2025). No curriculum can pre-load the knowledge a career that may not yet exist will demand; what it can form is the capacity to keep learning, adapt with integrity, and build rather than merely consume.

From Deficit to Leap

It would be easy to read those figures as deficit. That would be a mistake. Africa has repeatedly shown that constraint can be the mother of the leap: it skipped a century of copper telephone lines for mobile; it did not wait for bank branches but built mobile money — M-Pesa and its successors — and led the world (World Bank, 2022). Leapfrogging is not borrowed; it is an African and Global South pattern, proven at scale.

What Employers Screen For

The order the most demanding employers actually use



A formal degree is treated as optional — character comes first.

Reflecting the stated hiring priorities of Berkshire Hathaway, Google, Tesla, and SpaceX — amid a broad shift to new priorities at major employers.

Employers now screen for character first.

[F-50-020] *What Employers Screen For*

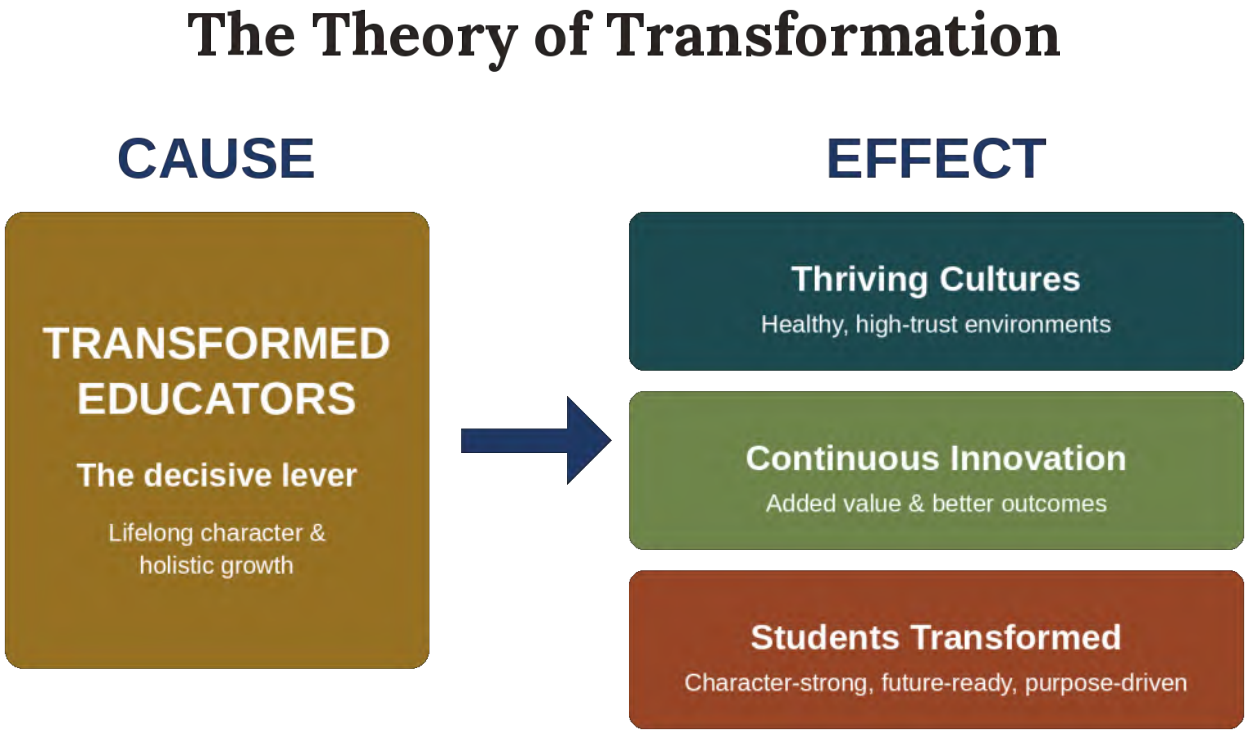
Education can be the next leap. The very constraints that make the old model impossible to replicate — too few teachers, too little infrastructure, too many students — are exactly the conditions under which a bolder, more human model becomes the only realistic path. Used wisely, AI can extend great teaching and ease scarcity, freeing the continent’s most valuable resource — its people — for what machines cannot do: forming character, purpose, and capable citizenship.

“As information becomes abundant, the scarce resource is character and purpose. the Global South’s task is not to catch up to the old model of schooling — it is to leap past it.”

This paper argues that the Global South can lead this transformation — not by importing the North's assumptions, but by building on the courage its own systems have shown. Uganda has moved to a competency-based curriculum; Kenya has undertaken one of its most ambitious curriculum transitions since independence; Rwanda has staked its future on skills and technology. These are foundations to build on — to be completed by anchoring competence in character and turning new tools toward peace and shared prosperity.

The Lever We Have Not Pulled

Why has education proved so resistant to improvement — not only in the Global South, but almost everywhere? The instinct is to reach for more: more schooling, more money, more reform. Yet two decades of global evidence suggest that none of these, by itself, is the decisive lever — and that conclusion, read rightly, is good news for the Global South.



Transformed educators transform students.

[F-50-050] *The Theory of Transformation*

More access has not been enough: enrollment has climbed dramatically, yet being in school is not the same as learning. More money has not been enough either: the

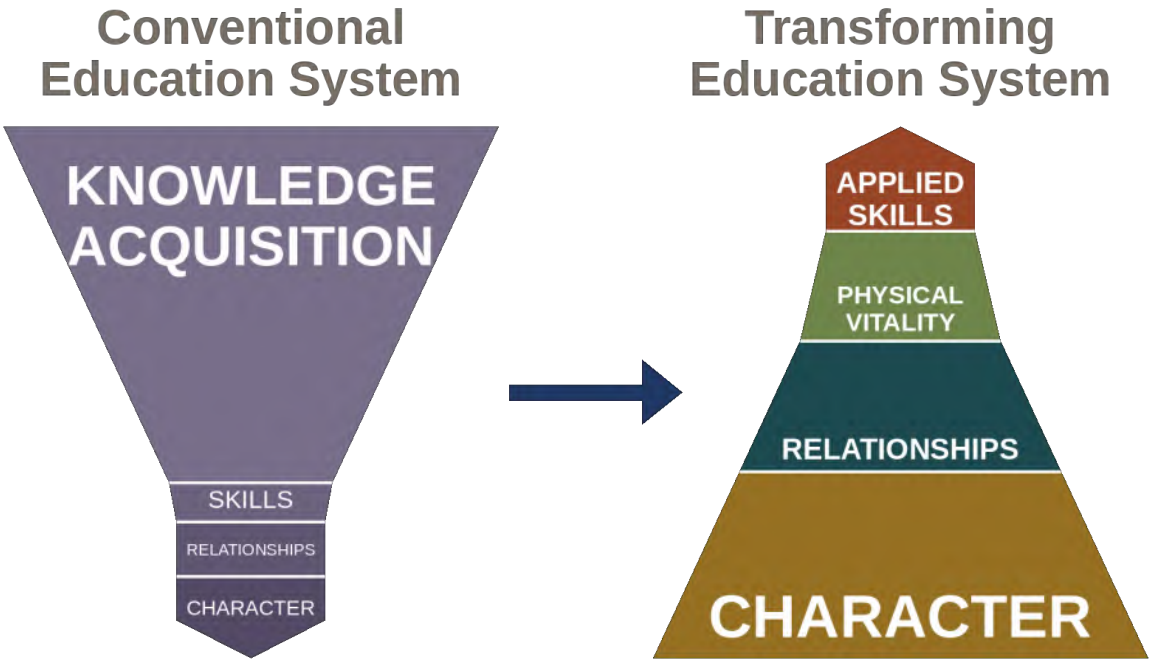
United States is the world's largest education spender with middling results, while Estonia and Poland, spending roughly half as much per pupil, match or outperform it (OECD, 2023). And more reform of the familiar kind — new standards, devices, software, each layered onto the same model — has moved outcomes little. Money and access matter, and Africa needs more of both; but they are necessary, not sufficient. What finally decides results is how resources are used, and what kind of person the system sets out to form.

This is why the Global South's constraints need not be its destiny. A continent that cannot outspend the wealthy world can still out-form it — directing scarce resources toward the one investment that compounds: the formation of capable, trustworthy people, beginning with their educators. The task is not to buy a better system, but to build one on a better foundation.

From Knowledge-First to Whole-Person

For over a century, formal education has been knowledge-first: fill young minds with information, test what they retain, and trust that capable knowers become capable adults. It built the modern world but rested on an assumption that no longer holds — that knowledge is the bottleneck. When knowledge becomes abundant and instant, the model optimizes for the wrong thing: recall over judgment, compliance over initiative, credentials over the person who holds them — certifying what a graduate has learned while silent on whether they can be trusted.

From Information to Formation



Values what you know. Forms who you become.

From information to formation.

[F-50-080] *From Information to Formation*

The labor market has already noticed — and the world's most demanding employers say it bluntly. **Warren Buffett hires for integrity, intelligence, and energy, "and if you don't have the first, the other two will kill you." Elon Musk hires first for character — 'Are they a good person?' — then for how they work with others, and only then for exceptional ability.** Credentials come last. Google, having found grades and test scores "worthless" as predictors, hires for cognitive ability, leadership, and "Googleyness," with credentials last. These are hard-nosed judgments that character best predicts what a capable person will do. The shift is broad: more than a hundred major employers, from Google to IBM, have dropped degree requirements, moving to skills-based hiring that predicts performance better than pedigree (Burning Glass Institute, 2024). Character and demonstrated ability outrank the credential.

The stakes rise sharply when unformed capability meets power: the same brilliance that builds a hospital can build a more efficient fraud. Corruption costs an estimated 5 percent of world output a year (United Nations, 2025) — not, at root, a failure of knowledge but of character. A system that forms capable people while neglecting character does not remove this risk; it industrializes it.

None of this argues against competence or rigor — the opposite. Competence without character is capable but untrustworthy; character without it is well-meaning but ineffective. The proposal is not a retreat from standards but their completion: forming the whole person, competent and trustworthy. A school that declines to form character does not stay neutral — it lets character be formed by whatever fills the vacuum.

Competency-based curriculum reform — now underway across Uganda, Kenya, and much of the continent — is an important move in African education. It shifts the question from what did you memorize? to what can you do? and moves from one-shot examinations toward continuous assessment. The task now is not to replace it, but to complete it.

Completing it means naming the dependency the whole reform rests on. Competencies like collaboration and critical thinking are not merely cognitive; they grow from character — transmitted overwhelmingly by the adults in front of the student. Introduce competency reform without an equal investment in forming the educators who deliver it, and the curriculum changes on paper while practice reverts to the familiar. The decisive variable is not the framework, but the teacher and leader who bring it to life.

Here is the good news, and the heart of this paper's practical message. **The missing piece is not more money or another curriculum, but a more effective use of the capacity-building budgets ministries already spend — redirected from one-off workshops toward the sustained personal and leadership formation of the people who run the system: administrators first, then principals, then teachers.** This is not a theory awaiting a pilot: it is already in practice with ministries across the Philippines, India, Kenya, Uganda, and Paraguay. What remains is to scale it.

The Transforming Education Blueprint

At its core is a single governing idea: education transformation needs an architecture, not merely an aspiration — a structure showing what must be built, in what order, and how the parts hold together to last.

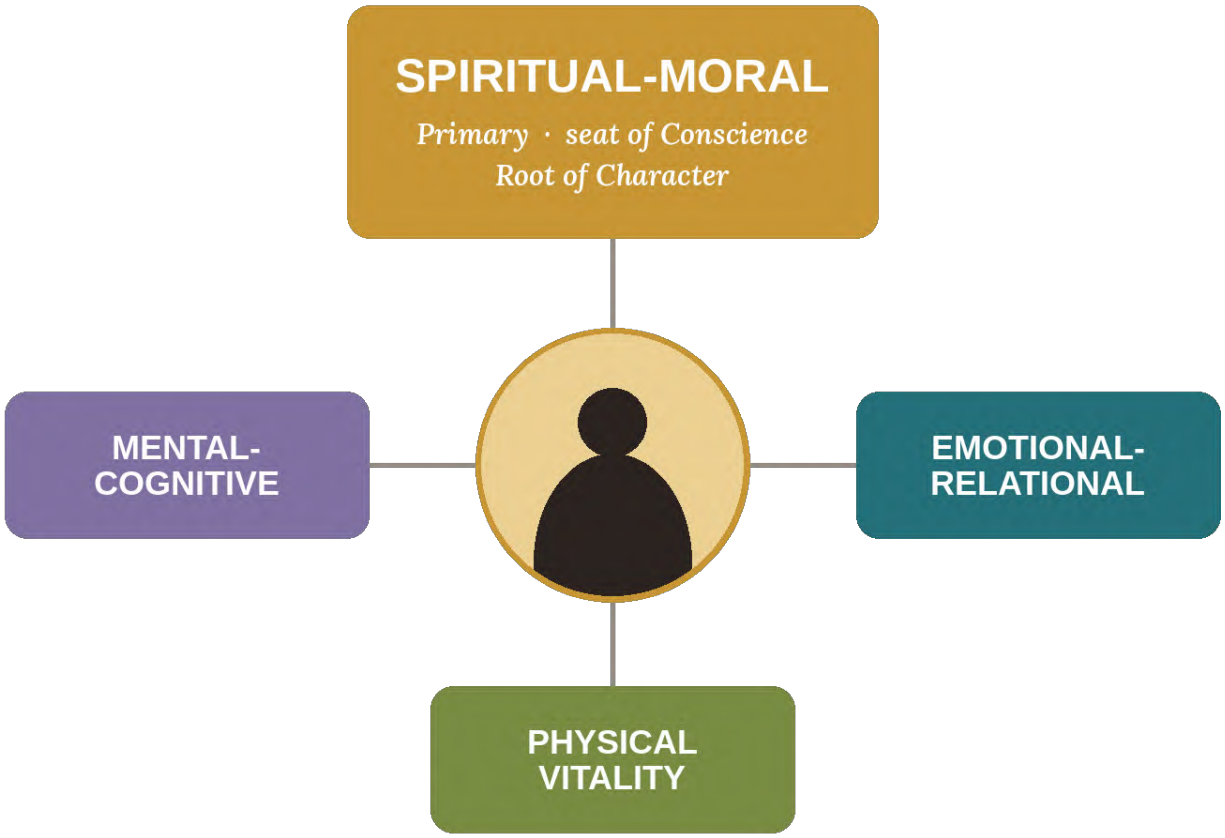
The Blueprint's full line states its logic in a single breath: the Transforming Education Blueprint forms Character, Family, and Creatorship — building Peace and Boundless Abundance. Peace here is not the absence of conflict, but what becomes possible when people of formed character live in trustworthy relationships — families, communities, and nations that hold together. Boundless abundance is what such people create when they build together at scale. Character and relationship make peace, and peace makes the shared, lasting abundance that fragile or self-serving prosperity never can.

"The Transforming Education Blueprint forms Character, Family, and Creatorship — building Peace and Boundless Abundance."

The Four Dimensions of the Whole Person

Before asking in what domains a person grows, or what carries the greatest weight in their formation, a prior question must be answered: what is a human being made of? Every person has four interdependent dimensions — Spiritual-Moral, Mental-Cognitive, Emotional-Relational, and Physical Vitality. The Spiritual-Moral dimension is primary. It is the seat of Conscience, and Character is the visible expression of Conscience in daily life. This is the foundation on which everything else in this Blueprint rests.

Four Dimensions of the Whole Person



All four dimensions require continuous growth and responsibility.

Four dimensions of the whole person.

[F-50-200] *Four Dimensions of the Whole Person*

The Spiritual-Moral dimension is not about religion. It is the universal human capacity for moral discernment, responsibility, self-mastery, and purpose — a capacity affirmed across cultures and traditions. This framing has been consistently welcomed in workshops across Kenya, Uganda, the Philippines, Paraguay, and India, and parallel research and practice across Africa and Asia confirm that character formation and moral development are widely valued throughout the Global South and beyond. When this primary dimension is neglected, growth in the other three becomes fragmented or shallow; when it is strengthened, it acts as a catalyst for all the rest. Education that forms only knowledge, skills, or even relationships while

ignoring this dimension produces incomplete human beings — and educators who are not themselves growing in all four dimensions cannot reliably form students in them.

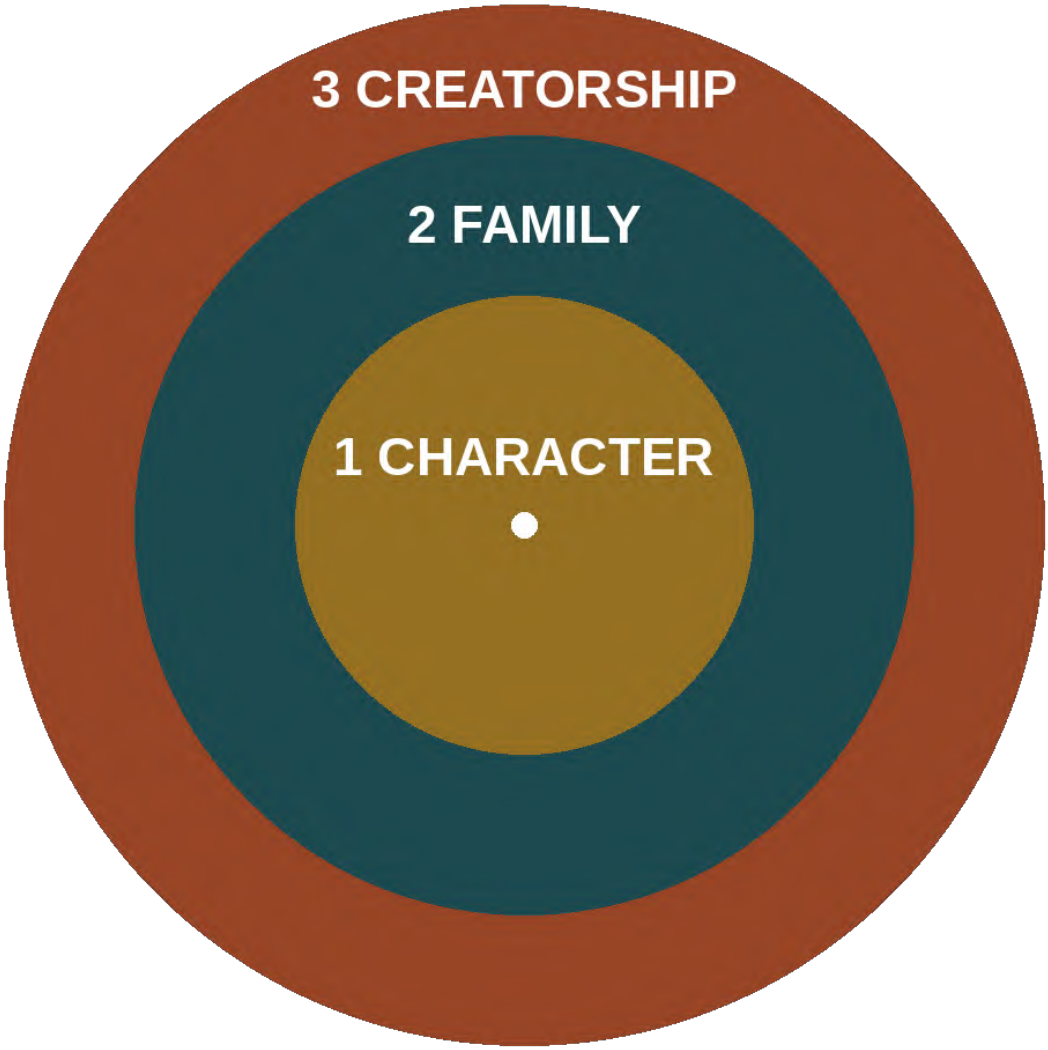
"Character is the visible expression of Conscience, which arises from the Spiritual-Moral core of the person."

These four dimensions work together with the two architectural frameworks that follow. The Four Dimensions describe the nature of the person — what a human being is made of. The Three Spheres of Growth describe the domains in which formation takes place — Character, Family and Relationships, and Creatorship. The Character Pyramid describes the relative weight each element carries in formation — with Character as the broad base on which relationships, vitality, skills, and contribution are built. Read together, they make one clear claim: a whole person is formed when the Spiritual-Moral dimension is alive, Character is given the greatest weight, and that Character then shapes relationships and contribution. Parents, grandparents, teachers, and educators are the primary agents of this formation, and the education system succeeds when it supports this order rather than inverting it.

The Three Spheres of Growth

A whole person is formed from the inside out. The first sphere, Character, is where conscience, identity, values, and habits are formed — the deepest layer, because everything that follows rests on what is happening inside the person. Its focus is Character and Holistic Growth, across four dimensions developed together: spiritual–moral, emotional–relational, physical–vitality, and mental–cognitive.

Spheres of Growth



Character shapes relationships and contribution.

[F-50-030] *Spheres of Growth*

The second sphere, Family, begins in the home and widens outward. The family is the first school of character and relationship — where a child first learns love, trust, and responsibility — and everything relational grows from that root, widening to friendship and the classroom, to community and citizenship, and finally to the public responsibility of leadership. Its focus is Relationships and Leadership.

The third sphere, Creatorship, is the widest: where education's purpose meets reality — discovery, enterprise, technology, institutions, and public systems, the layer where ideas become infrastructure and graduates begin shaping the markets, services, and

civic structures that determine whether a society thrives. Its focus is Creatorship and Contribution.

The order carries the Blueprint's central argument. The spheres run inside out because transformation radiates outward: inner formation shapes relationships and leadership, which shape the institutions people build. Creatorship is last because it is the most amplified — what we build there multiplies: when Character and Family are strong, that abundance tends to be ethical and shared; when weak, the same innovations accelerate corruption and inequality.

Core Commitments

Within the three spheres, the Blueprint identifies a set of core action commitments — the practical "build points" that bring the architecture to life. They are not slogans for a wall but practices embedded in the daily rhythm of schools and homes, so that values become habits, habits become culture, and culture becomes character. Each sphere holds its own short set.

Commitments Within Each Sphere



Ten commitments across three spheres.

[F-50-040] *Commitments Within Each Sphere*

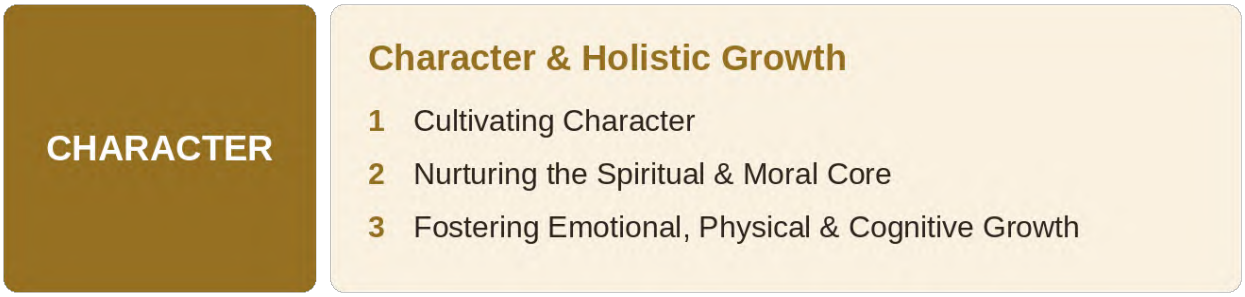
These commitments are one integrated map, not separate programs: form the person, strengthen the relationships through which they act, then equip them to create at scale — with character carried through every layer. This is not "character education" in the familiar sense. What distinguishes the Blueprint is the combination: character formed together with the capacity to relate and to create, carried through the whole person rather than taught as a subject, and extended into the age of AI. A

school can adopt a slogan without changing what it does; it cannot adopt this Blueprint without changing what it is built around.

Part 2: The Three Spheres in Practice

A. The Character Sphere — Character & Holistic Growth

If the Blueprint has a foundation stone, it is the Character sphere — where conscience, identity, values, and habits are formed, and on which everything that follows depends. Its focus is Character and Holistic Growth, pursued through four dimensions that mature together: the **spiritual–moral** (conscience and the capacity to choose the good), the **emotional–relational** (connection, empathy, and trust), the **physical–vitality** (the energy and discipline to sustain commitments), and the **mental–cognitive** (reasoning, reflection, and the application of knowledge).



Character and holistic growth.
[F-50-170] *The Character Sphere*

Transformation begins with the educator

Here lies the point on which the entire agenda turns, and it is the one most often missed: **Transformation does not begin with the student. It begins with the educator.**

Education systems change not because a policy is printed, but because the people inside them change — for it is people who design culture, set norms, and model what "success" looks like. Young people absorb character far less from what they are told than from what they see: how adults handle mistakes, whether effort is honored,

whether promises are kept. Those repeated interactions become the real curriculum, learned through imitation — which makes the character of the adults in front of them the single most powerful variable in the system.

Peter Tabichi embodies this. Teaching science in a Rift Valley school with a single computer and classes of sixty — where most students were poor and nearly a third had lost a parent — the Kenyan gave away most of his salary to keep pupils in school and taught them to believe in their own talent; his students earned national and international recognition in science, and in 2019 he was named the world's best teacher (Varkey Foundation, 2019). What he transmitted was not content, which any device now delivers, but character, conviction, and the expectation that they could contribute — the formation a machine cannot supply.

The implication is demanding but clarifying: **A system cannot form in its students what it has not first formed in its educators.** Transform the educators, and they build healthier cultures; those cultures drive innovation and form students who are future-ready and purpose-driven. Educators are the cause; capable graduates and resilient institutions are the effect.

This reframes one of the most under-resourced levers in Global South education: teacher development. For too long, "teacher training" has meant the transfer of techniques. The Blueprint calls for something deeper — educator formation: the personal and leadership development of teachers as whole persons and moral, innovative leaders. This is not an add-on; it is the first domino, and any Ministry serious about transformation must treat it as a priority investment, not an afterthought.

Cultivating Character

The conventional model is an inverted pyramid balancing on its point. Knowledge acquisition takes almost all the weight — teachers transmit information, students accumulate it, and success is certified by what can be recalled on exams — while skills, relationships, and character are compressed into a thin, unstable tip. The deeper problem is not that it teaches too much knowledge but that it measures the

wrong thing: a transcript of straight A's records what a young person knows while revealing almost nothing about who they have become — and it loses relevance precisely as AI masters recall.

Values what you know.

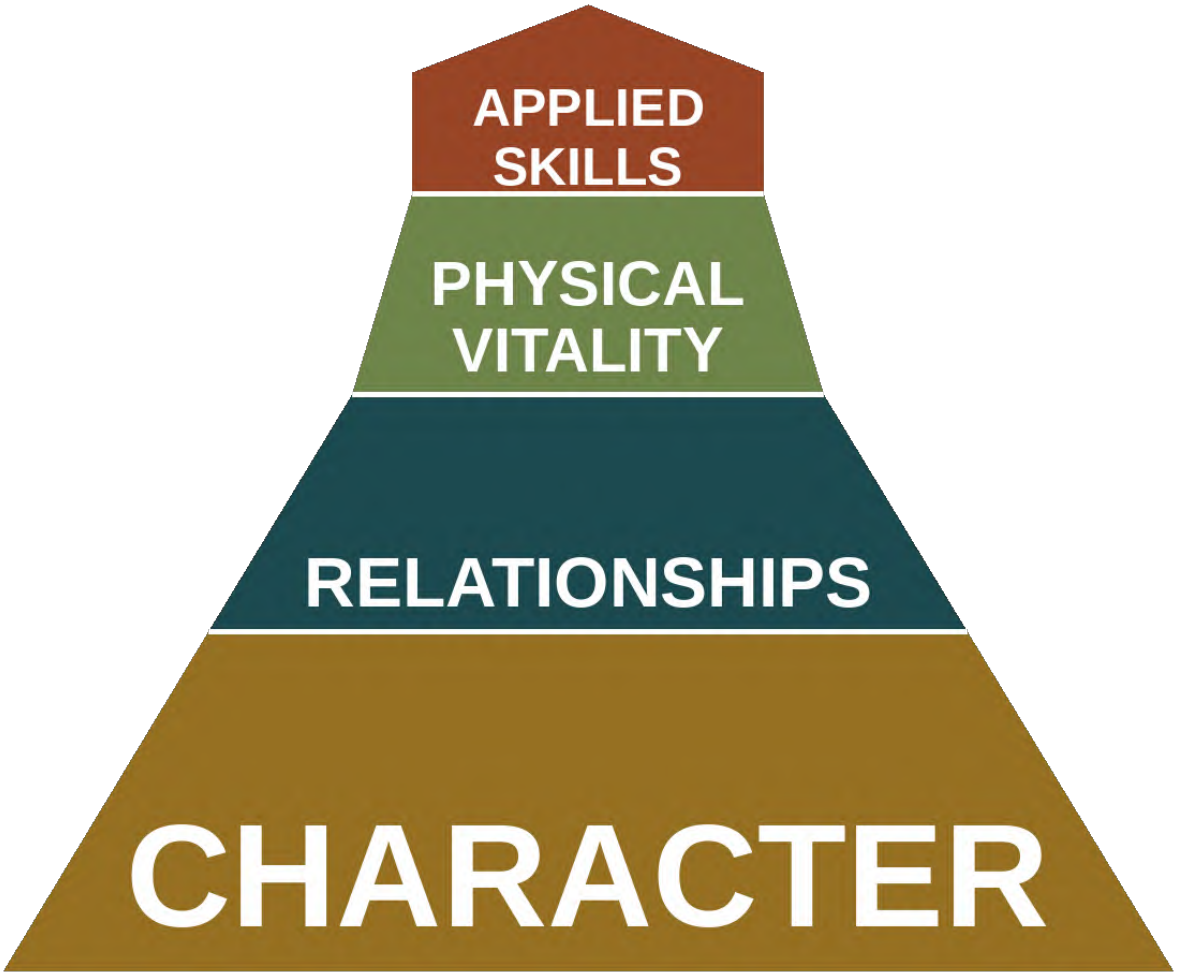


The old model values what you know.

[F-50-060] *The Conventional Model*

The Blueprint turns the pyramid right-side up. Character becomes the broad foundation, and on it rest — in widening rather than narrowing bands — relationships, physical vitality, and, at the apex, applied skills. The move from knowledge acquisition to application is deliberate: the aim is not to store information but to use it wisely. Each level enables the next — character supplies the judgment that keeps capability from being misused; relationships make collaboration possible; vitality sustains effort; applied skills express everything beneath. A model built this way is resilient, anchored in what is most enduring in the person.

Forms who you become.



[F-50-070] The Transforming Model

This redefines merit — not status or credential, but earned mastery: effort, discipline, and the ability to apply learning with integrity. As credentials become easy to produce and hard to trust, what endures is demonstrated capability, and character is what makes it durable: skill without it becomes risk, achievement without purpose becomes drift.

Nurturing the Spiritual & Moral Core

If character is the foundation, the spiritual and moral core is the engine beneath it. By the spiritual dimension, the Blueprint does not mean religion and requires no

particular faith. It means what every tradition and every serious secular ethic recognizes: the human capacity for meaning, conscience, and transcendence — the ability to ask not only can I? but should I?, and to orient a life toward purpose beyond one's own appetite.

The Blueprint places this core at the center because it is the catalyst. A young person anchored in conscience and purpose develops faster in every other dimension, because the moral core gives the rest their direction and staying power. Self-mastery turns feeling into steadiness, discipline into vitality, and raw intelligence into judgment. Strengthen the core, and the whole person is set in motion; neglect it, and the other dimensions grow without a rudder.

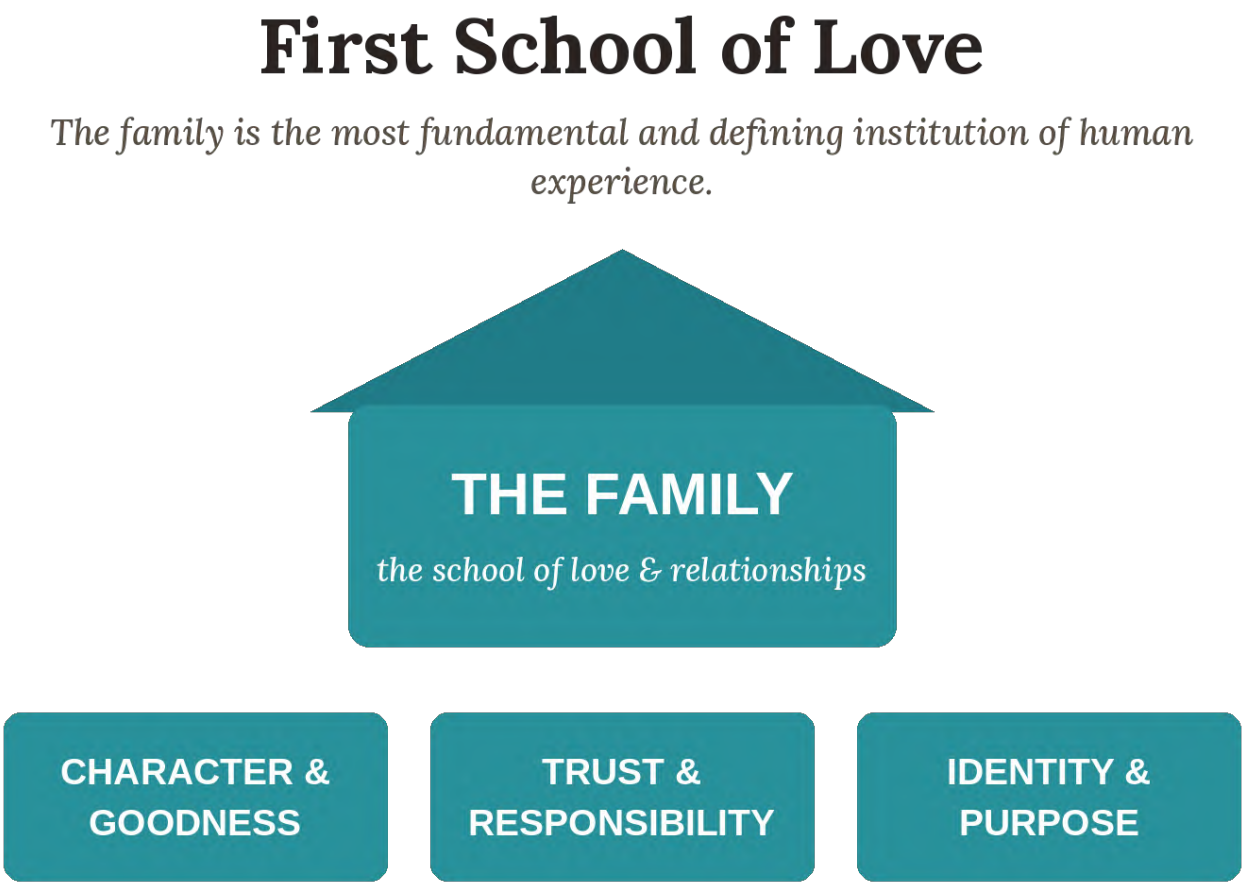
This raises a fair question: whose values? The Blueprint's answer is deliberate, and for a diverse continent essential. It teaches no doctrine, promotes no religion, and imports no single culture's code. It forms the universal virtues affirmed across the world's great faith and wisdom traditions alike — honesty, responsibility, compassion, courage, self-discipline, and respect for the dignity of others. These belong to no single creed; what the Blueprint insists on is not a set of beliefs, but that character be formed deliberately rather than left to chance.

Fostering Emotional, Physical, and Cognitive Growth

With the spiritual–moral foundation in place, the Blueprint strengthens the three dimensions that let character become stable and visible in daily life. Without emotional maturity, values never become action; without physical vitality, good intentions collapse when energy runs out; without cognitive growth, a young person cannot reflect, evaluate, and adapt. The pressures facing young people today are increasingly not academic but emotional, motivational, and attentional — and there, learning depends on the condition of the student.

B. The Family Sphere — Family, Relationships & Leadership

Character formed in the Character sphere does not stay private. It becomes visible — and testable — in the Family sphere: the "between-space" of family, classroom, friendship, team, and community, where character shows in how a young person treats authority, handles disagreement, and keeps commitments. Because relationships are the basic infrastructure of every society, this is where education either strengthens the social fabric or, by neglect, frays it. This sphere begins in the family and widens outward — to relationships, citizenship, and leadership — through four commitments: Building Strong Families, Developing Meaningful Relationships, Raising Virtuous Citizens, and Forging Moral and Innovative Leadership.



[F-50-140] *First School of Love*

Building Strong Families

Perhaps the most overlooked truth in education policy is the simplest: through age eighteen, children spend the overwhelming majority of their waking hours in just two settings — home and school — making parents and teachers the most constant influences in their development (Ortiz-Ospina, 2020). Character is formed less by policy than by repeated daily experience: the emotional climate of a home, the norms of responsibility, the way conflict is handled. This is why family–school partnership belongs at the center of transformation, not its periphery.



Family, relationships, and leadership.

[F-50-180] *The Family Sphere*

The evidence is strong — and strongest where the Blueprint is being applied. A study of over 433,000 adolescents across 71 countries found family educational support more strongly linked to student success in collectivist and less-developed societies than in wealthy, individualist ones (Guo et al., 2025). The highest-impact systems do not wait for parents to become teachers; they lower the friction through shared values language and short workshops on responsibility, digital boundaries, and emotional regulation — as Fe y Alegría demonstrates across Latin America (International Federation of Fe y Alegría, 2025).

Developing Meaningful Relationships

Character becomes real in relationship — and the capacity to relate well is itself formed, not assumed. Many young people reach adulthood never taught how to listen, disagree without wounding, or earn and extend trust — yet this determines

whether a teacher can reach a student and whether colleagues can build together. As the routine is automated, relating well becomes not a soft skill but a core one, formed deliberately through mentoring, structured collaboration, and the modeling of how adults themselves relate.

Two Settings Shape Who They Become

80–90% of their waking hours

in just two settings.



No other influence comes close.

Primary Partnership: Families and Schools.

Families and schools shape who they become.

[F-50-090] *Two Settings Shape Who They Become*

One of the simplest family practices turns a child toward creation. Where most homes ask what a child did or learned, the investor David Friedberg, at family dinners with his children, asks two questions: “What did you make, build, solve, or improve today?” and “Was it good, and did it help anyone?” The first shifts identity from consumer to maker; the second measures that work by its value to others. Friedberg calls those who make things others value “the true engines of progress” — a habit a family begins at the dinner table that, at scale, builds economies (Friedberg, 2026).

Raising Virtuous Citizens

The first outward expression of relational character is citizenship. Raising Virtuous Citizens treats character as a public good — cultivated through service, responsibility, and daily contribution to a community larger than oneself. When schools give students genuine chances to serve, lead, and take responsibility, integrity and civic responsibility become practiced habits. Education strengthens the social fabric not by teaching citizenship as a subject, but by forming citizens through repeated acts of contribution.

Forging Moral and Innovative Leadership

Moral and Innovative Leadership insists that leadership is not a title reserved for the few but a capacity to develop in every student — both moral (anchored in conscience and service) and innovative (able to create new solutions). Young people learn leadership the way they learn character: by practicing it, carrying real responsibility and being held accountable in real time — as at the African Leadership Academy in Johannesburg, which forms leaders from across the continent through academic rigor, entrepreneurial leadership, and service (African Leadership Academy, n.d.), proof the continent generates such models, not merely imports them.

C. The Creatorship Sphere — Creatorship & Contribution

The Creatorship sphere is the widest — where education's purpose meets reality: discovery, enterprise, technology, institutions, and public systems, the layer where ideas become infrastructure and graduates shape the markets, services, and civic structures that determine whether a society thrives. Its focus is Creatorship and Contribution. It is placed last because it is the most amplified: creation is never morally neutral, and the same tools that expand opportunity can, without conscience, concentrate power and accelerate harm — so this is where the character formed in the first two spheres is finally tested at scale.



Creatorship and contribution.
[F-50-190] *The Creatorship Sphere*

Igniting Creativity and Entrepreneurship

The Blueprint reframes education's purpose as building, not merely consuming. When students design and run real enterprises, they develop initiative, teamwork, and responsibility under real conditions — as in the School Enterprise Challenge, where young people operate genuine businesses (School Enterprise Challenge, 2025). For Africa and the Global South, where youth entrepreneurship is a livelihood strategy rather than a luxury, this speaks directly to the skills, TVET, and enterprise agenda.

Sparking Curiosity and Discovery

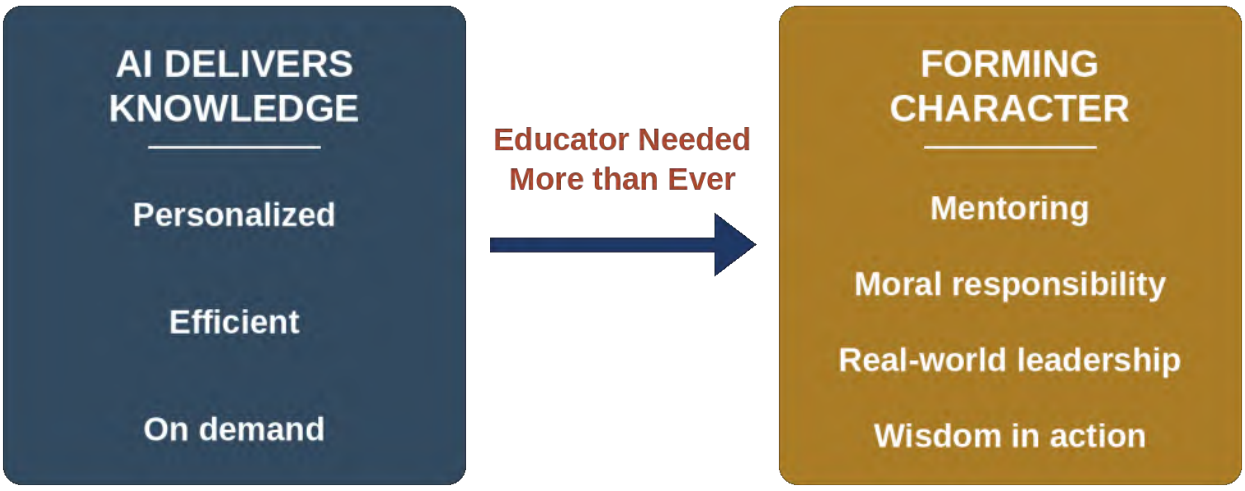
If creatorship is about building, Sparking Curiosity and Discovery is about asking the questions worth building around. Training students to investigate the not-yet-understood and test ideas against evidence makes discovery the engine of better creation — stronger ventures, safer technologies, adaptive systems. Design-thinking models such as Design Tech High School build this into the core of schooling (Design Tech High School, n.d.).

Harnessing AI and Breakthrough Technologies

AI competency is rapidly becoming one of the most consequential capabilities a student or educator can develop. Those who learn to work fluently with AI can learn faster, solve harder problems, personalize instruction at scale, and create products and services that were previously out of reach for individuals or small teams. The decisive factor, however, is no longer only individual skill. The real multiplier appears

when education systems, schools, TVETs, and universities become intentional and act with urgency.

From Teacher to Guide



AI delivers content; the educator forms character.

[F-50-100] *From Teacher to Guide*

When institutions move from scattered pilots to deliberate, system-wide adoption, new frontiers open at scale. Adaptive platforms can compress mastery of foundational knowledge, freeing time and attention for higher-order work. Students and educators can rapidly prototype products and services, analyze complex data, design solutions for real community and industry problems, and iterate in days rather than months. Educators can build customized learning pathways, generate differentiated materials, diagnose gaps in real time, and coach ambitious projects that traditional constraints made impractical. AI multiplies human agency — but only when systems treat it as core infrastructure rather than an optional tool.

Evidence of this shift is already visible. Alpha School in Austin, Texas, shows how adaptive AI tutors can deliver core academic mastery in roughly two focused hours each morning, with the remaining hours redirected toward building, projects, leadership, and real-world application, and adults serving as Guides rather than primary content deliverers. At national scale, El Salvador's deployment of AI tutoring across more than 5,000 schools demonstrates how systems can extend high-quality practice to large populations while teachers focus on higher-value guidance and

project work. The University of Florida has embedded more than 200 AI courses across every college, treating AI literacy as a cross-cutting competency. Parallel efforts in India (DIKSHA), Estonia, the UAE, Rwanda, and growing TVET initiatives supported by UNESCO-UNEVOC show the same pattern: when systems act with intention, AI expands both reach and creative capacity.

The urgency is practical and time-sensitive. Students are already adopting AI tools faster than most institutions. Traditional knowledge-transmission models are losing relevance as AI performs many of the tasks those models were designed to measure. Systems that move first open new possibilities in education delivery, local problem-solving, entrepreneurship, and research. Those that delay risk producing graduates and professionals whose skills no longer match the tools and expectations of the world they enter.

> *"AI can deliver content. Only a teacher can form character. In the age of AI, the educator is needed more than ever — as a Guide."*

Three priorities follow for any education system serious about this moment:

1. **Build AI fluency as a core institutional capability** — ensure students, teachers, and leaders can effectively use AI tools for learning, analysis, creation, and problem-solving.
2. **Redesign learning experiences around creation** — shift from consumption of content toward using AI to prototype products, services, research, and solutions that address real needs.
3. **Scale with intention and speed** — move beyond isolated pilots to coherent strategies, infrastructure, and training so that the productivity and creativity gains are widely shared.

AI is a general-purpose amplifier of human learning and creation. Education systems, schools, TVETs, and universities that treat it as such — and move with clear intention and urgency — will expand what their students and educators can achieve. The opportunity is immediate. The cost of waiting is measured in foregone capability.

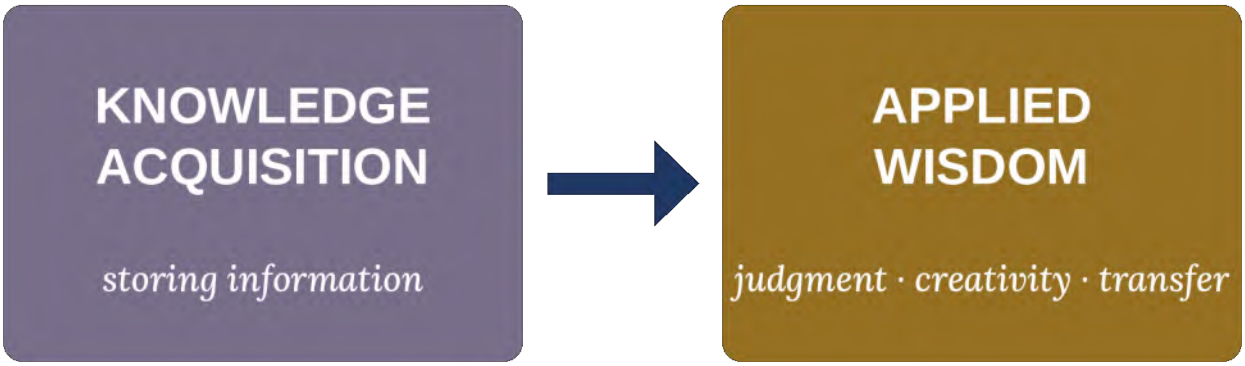
New Frontiers Opened by Intentional AI Adoption

When Systems Act with Urgency	What Becomes Possible	Example Signal
Compress foundational learning	Free time for higher-order work and creation	Alpha School (Austin, TX): AI tutors ~2 hrs morning
Rapid prototyping & iteration	Students and educators design, test, and improve products/services quickly	Project acceleration models
Personalized systems at scale	Custom pathways and feedback for large populations	National tutoring deployments
Cross-disciplinary capability	AI applied across fields to solve real problems	University of Florida embedding
Expanded reach under constraints	Quality practice and coaching where resources are limited	DIKSHA, El Salvador, TVET initiatives

Creating Transformative Systems

The final commitment closes the loop from the person back to the system. Durable transformation follows a pattern: a transformative culture anchored in character drives continuous innovation, which generates quality outreach to families, communities, and partners in a widening ecosystem. The Akanksha Foundation in India, running municipal partnership schools on an explicitly holistic model, shows how these compound into system-level change (Akanksha Foundation, n.d.), and UNESCO's monitoring confirms leadership and culture among the strongest levers for learning (UNESCO, 2024).

From Knowledge Acquisition to Applied Wisdom



From knowledge acquisition to applied wisdom.

[F-50-160] *From Knowledge to Applied Wisdom*

Taken together, the three spheres describe one integrated path: form the person, strengthen the relationships and leadership through which they act, and equip them to create at scale — with character carried through every layer, and transformed educators lighting the way. This is the model the Blueprint realizes: not the inverted pyramid that grades what a student knows, but the upright one that forms who a student becomes.

Part 3: Blueprint to Cascading Taskforces

The Blueprint is not a single program to be "rolled out." It names a coordination challenge: many actors and incentives, one shared task — forming capable people in an AI-shaped world. This is where most reform falters, and the reason is rarely a shortage of ideas.

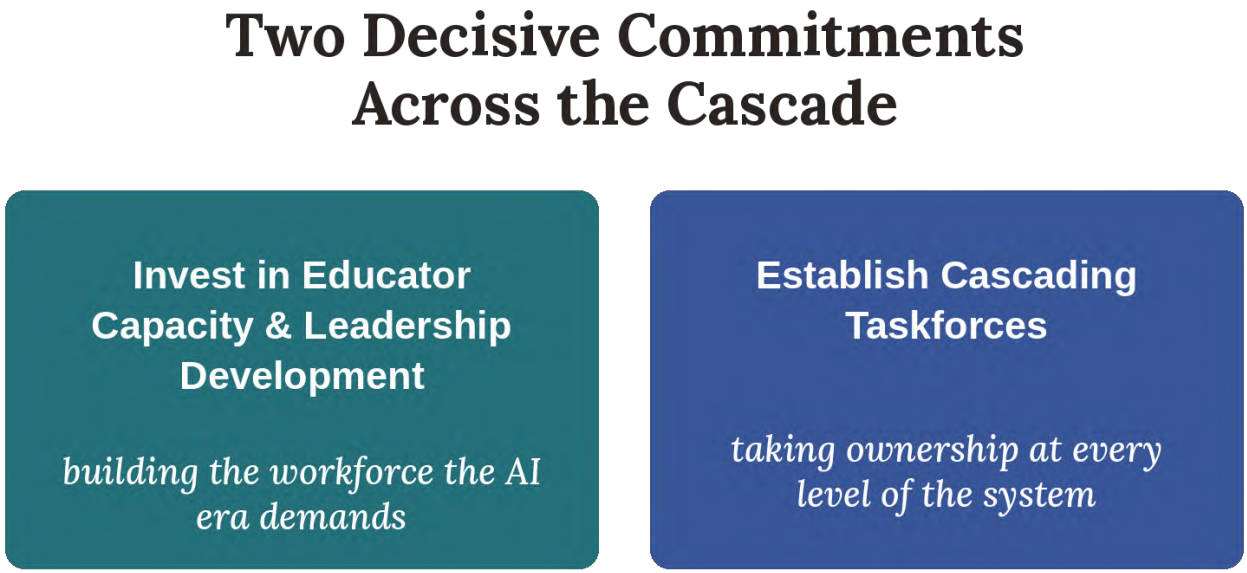
Reforms die for lack of an owner and a clock.

A framework that belongs to everyone belongs to no one. Without a named body accountable for it, and a timeline that outlasts any single official, even the best vision dissolves into scattered pilots that fade the moment their champion moves on.

Yet a single body is not enough either. The common answer — one committee in the capital — fails for the opposite reason: it sits too far from the classroom, where formation actually happens. A national committee can issue a circular; it cannot form a single student. What is needed is a structure that carries ownership all the way down to the point of formation, and all the way back up to the seat of policy.

The Cascade

That structure is a cascade — a linked network of Transforming Education Taskforces at every level of the system. Each level owns the transformation within its own domain and remains connected to the levels above and below it:



Transformation flows — bottom-up and top-down.

Transformation flows bottom-up and top-down.

[F-50-110] *Two Decisive Commitments*

Taskforce Level	Role
National Taskforce	Led by the Ministry of Education: sets the vision, policy, curriculum, and standards; secures resources; and protects continuity across political cycles.
Regional, Division, and District Taskforces	Translate the framework to local realities and support the schools in their care.
School and Institution Taskforces	Lead educator formation, family partnership, and whole-person practice on the ground.
Classroom teams	Teachers working together to transform their own classrooms and feed learning upward.

Around this spine sit the people without whom formation is impossible: families, parent associations, and community, faith, and civil-society organizations. They are engaged not as an audience, but as members of the Taskforce at every level.

The cascade runs in both directions. Top-down, each level provides the one below it with mandate, resources, standards, and a shared language — so no school has to invent the framework alone. Bottom-up, each level returns ownership, evidence, and adaptation — the proof of what actually works with real students. Because ownership is distributed, no teacher needs to wait for a national directive. A single school, or even a single classroom, can begin now — and the structure gives that beginning somewhere to connect.

The National Taskforce

At the apex of the cascade, each country establishes a national Transforming Education Taskforce — a standing, multi-stakeholder body that owns the adoption and contextualization of the Blueprint and is accountable for turning its commitments into policy, pilots, and measurable practice. It is an adaptable instrument. Every Ministry can constitute it in its own way, but its essential features are these:

Mandate.

To steward the transformation of education from vision to durable practice — translating the Blueprint into national policy and curriculum, commissioning and overseeing pilots, aligning partners and resources, and protecting quality and continuity across political cycles.

Composition (mirroring the three spheres)

- Ministry of Education and national curriculum authority (convener and chair)
- Teacher-education and teacher-service institutions (educator formation)
- Universities and research bodies (AI and evidence voice)
- Families, communities, and faith or values-based organizations (relational and moral voice)
- Private-sector and technology partners
- Development or funding partners
- Youth and student representation

First 90 days.

Agree a shared definition of success; adopt the Blueprint's architecture as a common language; select three to five pilot schools or clusters; and publish a short national roadmap with indicators.

Cadence and accountability.

Quarterly reviews against named indicators (character and well-being measures alongside academic ones); an annual public report; and, at 24 months, an explicit decision to scale, adapt, or retire each pilot on the evidence.

The Taskforce answers the failure mode named at the outset: it gives the Blueprint an owner and a clock — and, through the cascade, it gives every level below it the same.

The Same Structure, All the Way Down

The national body is not the whole system; it is the top of it. The same logic scales downward, with each level forming a lighter version of the same charter.

- **School Taskforce** — Led by the principal, with teachers, parents, and student representatives. It owns three core responsibilities on the ground: the formation of its educators, partnership with families, and student leadership structures that give young people real responsibility. Its cadence can be as simple as a termly review against one shared goal.
- **Regional or District Taskforce** — Contextualizes the framework for its schools, aggregates what they are learning, and carries that evidence upward. It serves as the connective tissue between national policy and school practice.
- **Classroom Team** — As small as two teachers agreeing to change how they form students and comparing what works. Even at this level, the same logic applies.

The structure is fractal. The same three-sphere logic — character, relationships, and creatorship — shapes each Taskforce's work at its own level. In this way, a shared architecture reaches from the Ministry to the classroom without flattening the differences between them.

This is not theoretical. Two regional education administrations in the Philippines have already built this kind of cascade — and funded it from their own budgets. In Region III (Central Luzon), the Department of Education, working with the Global Peace Foundation, ran six phases of Transforming Education leadership workshops over two years. Each phase gathered more than a hundred leaders from the regional office, all twenty divisional offices, and a cohort of school principals, who then cascaded the work to their schools. Region I (Ilocos Region) followed the same pattern over a single year: three phases, again funded locally, again involving more than a hundred leaders from the regional office and all fourteen divisional offices. This is the cascade made real — a system forming its own leaders, at its own expense, and pushing formation toward the classroom (Global Peace Foundation, 2023–2025).

From Vision to Action: Recommendations

The cascade coordinates; the following actions implement. Each is written to be assignable — with an owner, an action, and a timeline.

For Ministries of Education

1. **Invest first in educator formation** — Within the first year, establish a national program to form teachers and leaders as whole persons and moral, innovative leaders, and recognize character and leadership within teacher standards. Because transformation begins with the educator, this is the first investment, not the last.
2. **Anchor competence in character** — Within 12 months, integrate character and whole-person outcomes into the competency-based curriculum and its assessment.
3. **Adopt a national stance on AI** — Within six months, define AI literacy, ethical use, and the Guide model.
4. **Measure what matters** — Add character, well-being, and integrity indicators to national learning metrics.
5. **Resource family–school partnership as core provision** — Treat family engagement as essential infrastructure, not an optional extra.

For Schools and Educators

- Establish a School Taskforce.
- Shift language and practice from “learners” to whole persons.
- Set simple daily and weekly formation rhythms (reflection, mentoring, service, and goal reviews).
- Redeploy AI to routine instruction so educators can focus on guidance and formation.
- Build student leadership structures that carry real responsibility.
- Pilot the commitments in defined settings and learn in public.

For Partners, Universities, and Funders

- **Technology partners**: provide AI-skilling, safe infrastructure, and Guide-model tools.
- **Universities and TVET institutions**: host implementation labs and prepare educators.
- **Development partners**: move from short-term grants to multi-year capability financing linked to clear milestones.
- **Faith and community organizations**: strengthen the relational and moral foundation.
- **Regional networks**: connect institutions around a shared playbook so effective practice can spread.

A Readiness Self-Check

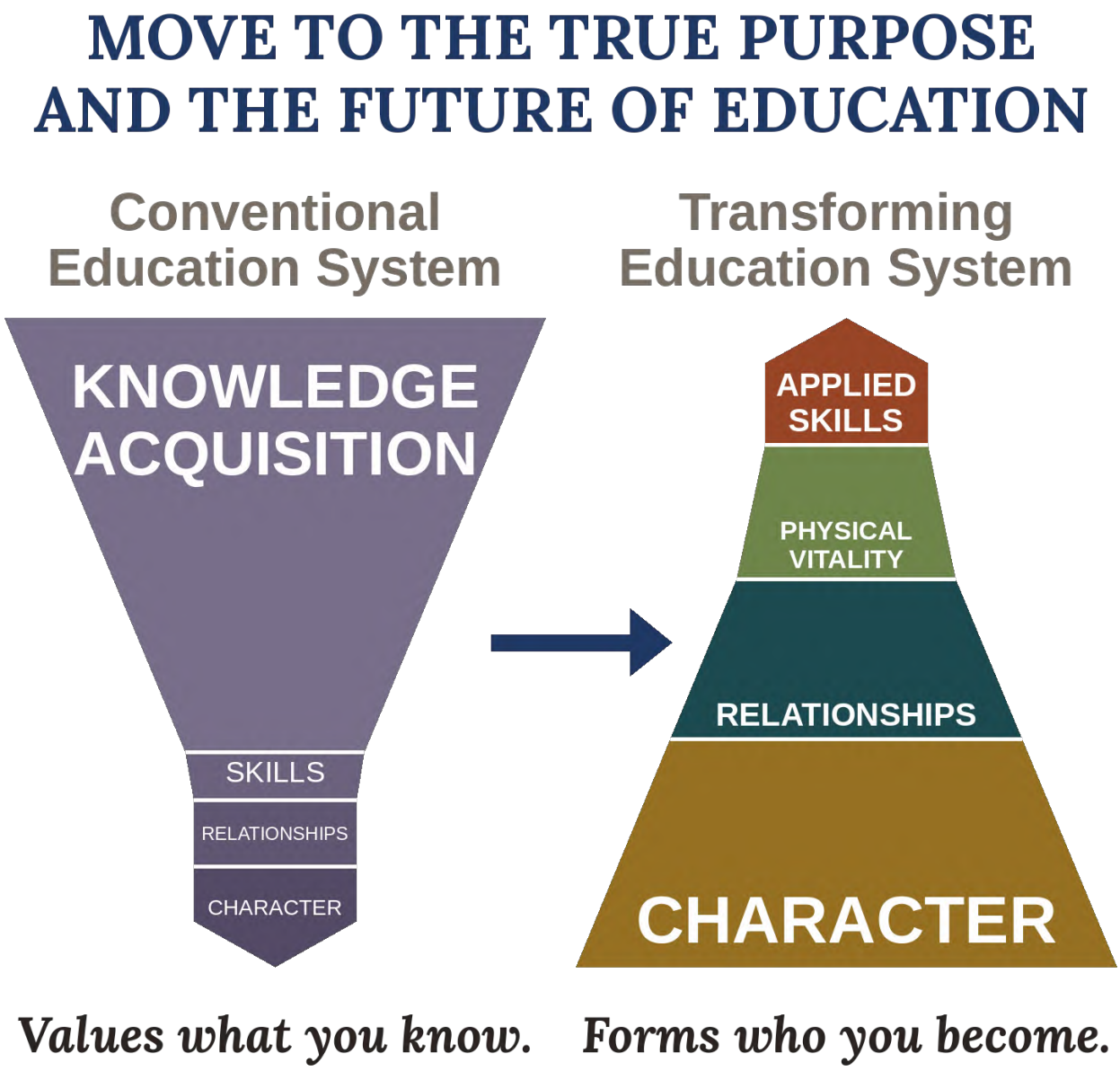
Before adopting the Blueprint, a Ministry, region, or school can locate itself honestly with a few diagnostic questions:

- **Do we form our educators as whole persons and leaders** — or only train them in techniques?
- **Do curriculum and assessment measure character and well-being** — or only academic recall?
- **Is AI governed by a clear ethical stance and the Guide model** — or left to chance?
- **Do we treat families as core partners** — or as bystanders?
- **Do students carry real responsibility** — or only sit and receive?
- **Who owns the transformation agenda,** and by when are they accountable?

Where the answers reveal gaps, the Blueprint offers the architecture, and the cascade offers the vehicle, to close them.

Begin

Establish a Taskforce at your level of responsibility, and within ninety days identify the first concrete steps you can take.



[F-50-130] *Move to the True Purpose*

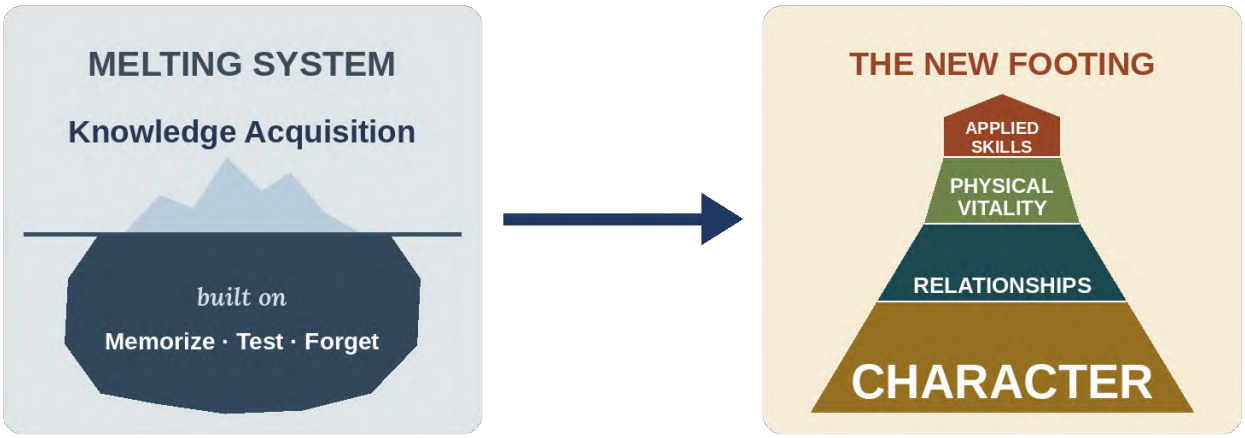
> *"This is the Global South's leap: to educate for character in the age of AI — so that peace comes first and boundless abundance follows. Let us begin."*

Building Peace and Boundless Abundance

There is, finally, a larger purpose here that reaches beyond the school gate. The transformation of education is not an end in itself. A nation that forms young people of character, roots them in strong families, and equips them to create and lead with conscience is laying the foundation of its own renewal. Citizens of integrity make institutions that can be trusted. Strong families make communities that hold together. Ethical creators make an economy that lifts rather than extracts. Education is the seedbed of national transformation — the ground in which a nation's hoped-for peace and shared prosperity are grown.

The Iceberg Is Melting

after John Kotter, Our Iceberg Is Melting



URGENT — *Move to solid ground.*

The old model is melting — move to solid ground.

[F-50-120] *The Iceberg Is Melting*

This is not a claim that forming people will, on its own, transform a nation. Character is necessary, not sufficient, and the work belongs to a whole society, not schools alone. Nor is it a model to import wholesale; each nation must root it in its own values and circumstances. But the reverse holds with near certainty: no nation has been

transformed whose people were not first formed. Whatever else a country builds is built by its people — and its people are formed, or neglected, in its homes and classrooms.

There is a well-known parable of change that leaders across sectors have used to prepare organizations for moments like this. In John Kotter's telling, a penguin colony discovers that the iceberg it has always called home is melting. Its survival depends not on denial, but on the courage to leave familiar ground and move to a new and more stable one. Education's iceberg is melting too. The old model — knowledge acquisition, measured by grades and exams — is the ground that is disappearing, precisely because machines now supply it on demand. Character formation — the growth of a whole person through relationships, creativity, and applied skill, carried by well-formed educators — is the solid ground that lasts. The only viable response is to move now toward educator capacity and leadership development, or be left adrift.

The Global South stands at a threshold that will not come again. Within a generation, one in every four young people on earth will be African. Whether that becomes the continent's greatest asset or its heaviest burden will be decided, in large part, in its classrooms — by whether the adults in them are themselves formed and freed to form others. The technology of the age can carry the information. It cannot carry the human being. That work — forming capable, trustworthy, purposeful people — remains ours, and it is the most consequential work there is.

This is the Global South's leap: to educate for character and excellence in the age of AI — so that peace comes first, and boundless abundance follows, shared and wide. The moment is here. The task is ours. Let us begin.

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Transforming Education Blueprint

Building Peace and Boundless Abundance

EXECUTIVE OVERVIEW

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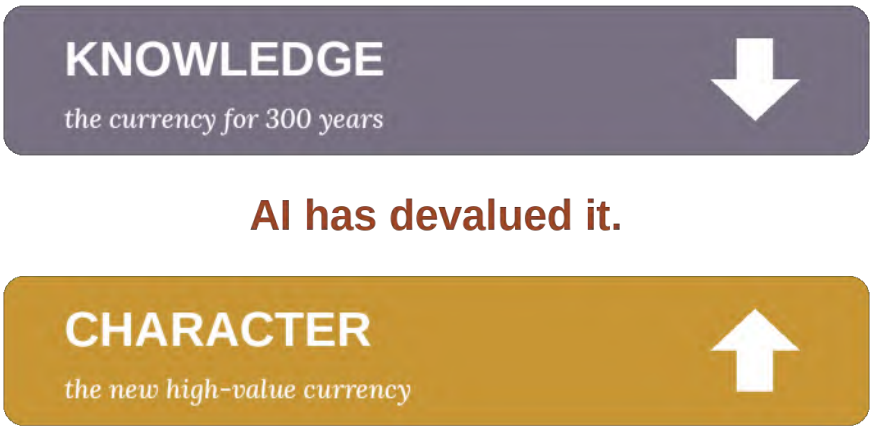
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What They Know to Who They Become

Education stands at a decisive turning point. As artificial intelligence performs — instantly, cheaply, at scale — much of what examinations reward, **the graduate who is only a knower is the most easily replaced**, and the graduate whose character and purpose were never formed is the one most easily unmoored, or corrupted, by the very tools meant to empower them. As information becomes abundant, the scarce resources become the human ones: judgment, integrity, initiative, the capacity to work with others, and a clear sense of what one's abilities are for.

Today's crisis, then, is not only a skills gap but **a character gap and a purpose gap**. The reflex, when schooling falls short, is to add a layer — a new subject, a device, now AI — onto a foundation built to transmit and certify knowledge. The Transforming Education Blueprint does not add a layer; it changes the foundation itself, rebuilding education around character and the whole person so that skills and AI serve that formation rather than stand in for it.

Currency Shift



Priority — Invest New Capacity in Educators

Character is the new high-value currency.

[F-50-010] *Currency Shift*

The Global South's Moment

This shift arrives precisely as the world's youngest continent comes of age. Africa, spotlighted here as a leading part of the Global South, is home to over 400 million young people aged 15 to 35 today, a figure projected to more than double by 2050; by 2030, young Africans will make up roughly 42 percent of the world's youth. This is already the largest generation in human history, the vast majority of it in the Global South. But a demographic dividend is earned, not automatic — realized only if young people are formed not merely to find work, but to build the families, enterprises, and institutions a nation's future rests on.

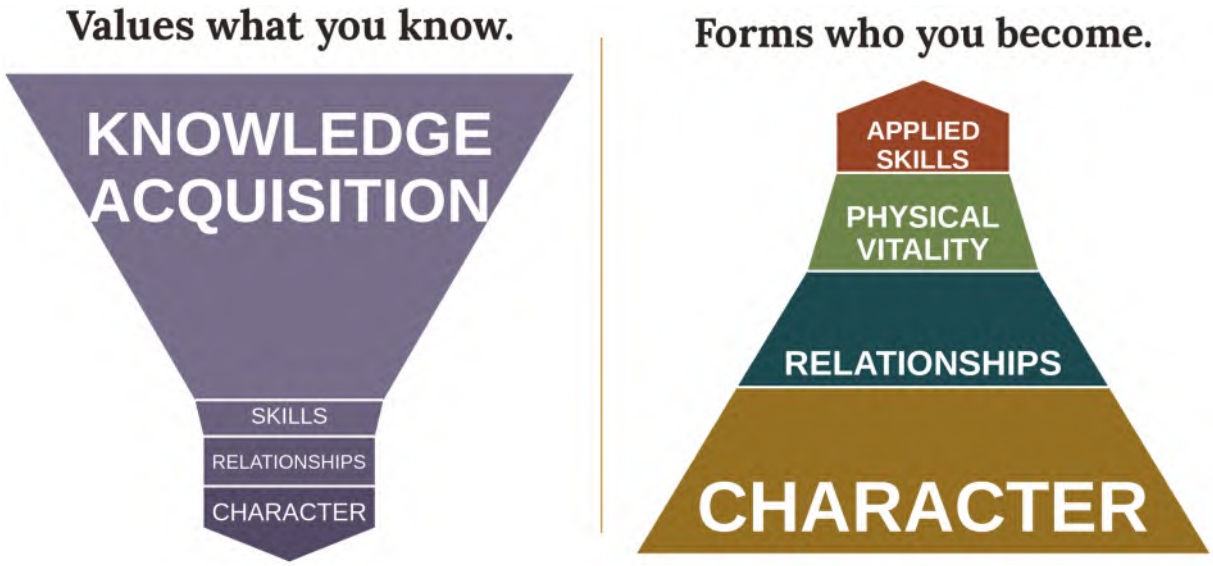
The warning signs are sobering — across sub-Saharan Africa, roughly nine in ten children cannot read and understand a simple text by age ten — yet constraint has repeatedly been the mother of the leap. Africa skipped a century of copper telephone lines for mobile, and Kenya's M-Pesa moved money through mobile phones at a scale many wealthy economies never reached through banks. Education can be the next leap: the very constraints that make the old model impossible to replicate — too few teachers, too little infrastructure, too many students — are exactly the conditions under which a bolder, more human model becomes the only realistic path.

> *"As information becomes abundant, the scarce resource is character and purpose. The Global South's task is not to catch up to the old model — it is to leap past it."*

Nor is the decisive lever simply more — more schooling, more money, more reform. Two decades of global evidence are clear: the United States is the world's largest education spender with middling results, while Estonia and Poland, spending roughly half as much per pupil, match or outperform it. What finally decides results is how resources are used, and what kind of person the system sets out to form. A continent that cannot outspend the wealthy world can still out-form it.

From Knowledge-First to Whole-Person

For over a century, education has been knowledge-first: fill young minds with information, test what they retain, and trust that capable knowers become capable adults. When knowledge becomes abundant and instant, the model optimizes for the wrong thing — recall over judgment, credentials over the person who holds them.

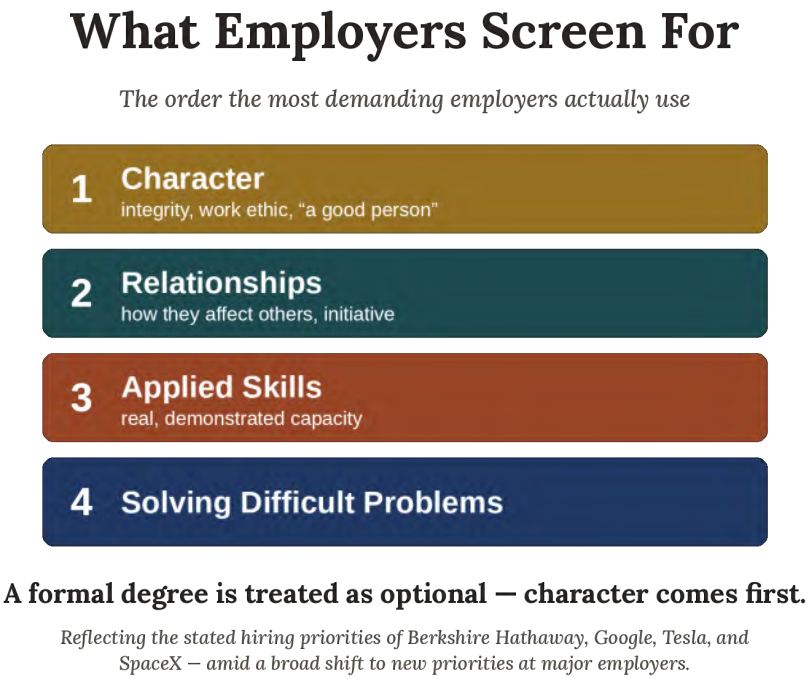


The old model inverts the pyramid; the Blueprint turns it right-side up.

[F-50-060 · F-50-070] *The Conventional & Transforming Models*

The world's most demanding employers have already noticed: more than a hundred major employers, from Google to IBM, have dropped degree requirements and moved to skills-based hiring, weighing character and demonstrated ability above the credential. Competence without character is capable but untrustworthy; the proposal is not a retreat from standards but their completion — forming the whole person, competent and trustworthy.

Competency-based reform — now underway across Uganda, Kenya, and much of the continent — is an important move, and the task now is to complete it. Competencies like collaboration and critical thinking grow from character, transmitted overwhelmingly by the adults in front of the student. The missing piece is not more money or another curriculum, but a more effective use of the capacity-building



budgets ministries already spend — redirected from one-off workshops toward the sustained formation of the people who run the system: administrators first, then principals, then teachers. This is already in practice with ministries across the Philippines, India, Kenya, Uganda, and Paraguay. What remains is to scale it.

An Architecture for the Whole Person

At its core is a single governing idea: education transformation needs an architecture, not merely an aspiration — a structure showing what must be built, in what order, and how the parts hold together to last. Its commitments are meant to be practiced rather than declared — built into the daily life of the school, not appended as slogans. The Blueprint's full line states its logic in a single breath.

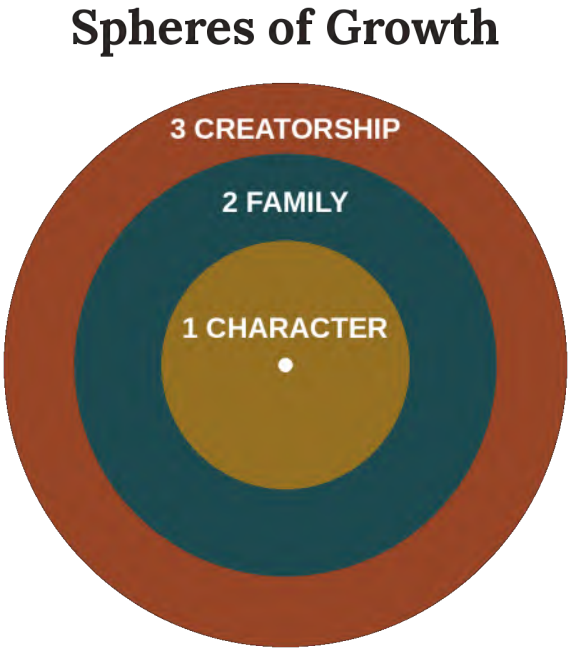
> *"The Transforming Education Blueprint forms Character, Family, and Creatorship — building Peace and Boundless Abundance."*

Beneath this sit two foundations. Every person has four interdependent dimensions — spiritual–moral, mental–cognitive, emotional–relational, and physical vitality — of which the spiritual–moral is primary: the seat of Conscience, of which Character is the visible expression. And a whole person is formed from the inside out, across three concentric spheres — Character, where conscience and habits are formed; Family,

where character becomes visible in relationships, citizenship, and leadership; and Creatorship, the widest, where graduates shape the enterprises, technologies, and institutions that determine whether a society thrives. The order carries the argument: inner formation shapes relationships, and relationships shape what people build.

The Three Spheres in Practice

Each sphere builds on the one within it — inner character first, then the widening circles of relationship and contribution.



Character shapes relationships and contribution.

[F-50-030] *Spheres of Growth*

A. Character — Holistic Growth

If the Blueprint has a foundation stone, it is the Character sphere, pursued through four dimensions that mature together. Here lies the point on which the entire agenda turns, and it is the one most often missed.

> *"Transformation does not begin with the student. It begins with the educator."*

Systems change because the people inside them change. Young people absorb character far less from what they are told than from what they see — how adults handle mistakes, whether effort is honored, whether promises are kept — which makes the character of the adults in front of them the single most powerful variable in the system. This reframes the most under-resourced lever in Global South education: not technique-focused "teacher training," but educator formation — the personal and leadership development of teachers as whole persons and moral, innovative leaders. It is the first domino, not an afterthought.

B. Family, Relationships & Leadership

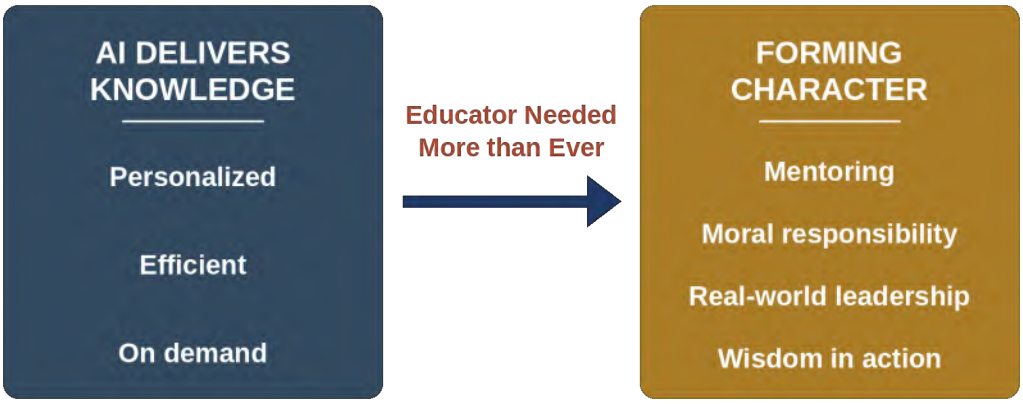
Character formed within does not stay private; it becomes visible in the family, the classroom, and the community. Through age eighteen, children spend the overwhelming majority of their waking hours in just two settings — home and school — which is why family–school partnership belongs at the center of transformation, not its periphery, and why family support is most strongly linked to student success in precisely the collectivist and less-developed societies where the Blueprint is being applied. This sphere widens outward through four commitments: building strong families, developing meaningful relationships, raising virtuous citizens, and forging moral and innovative leadership.

C. Creatorship & Contribution

The Creatorship sphere reframes education's purpose as building, not merely consuming — and it is placed last because it is the most amplified: the same tools that expand opportunity can, without conscience, concentrate power and accelerate harm. AI competency is becoming one of the most consequential capabilities a student or educator can develop, but the real multiplier appears when systems move from scattered pilots to deliberate, system-wide adoption — as at Alpha School in Austin, El Salvador's national AI tutoring across more than 5,000 schools, and the

University of Florida's two hundred–plus AI courses. AI multiplies human agency; it does not replace the human being who forms it.

From Teacher to Guide



AI delivers content; the educator forms character.

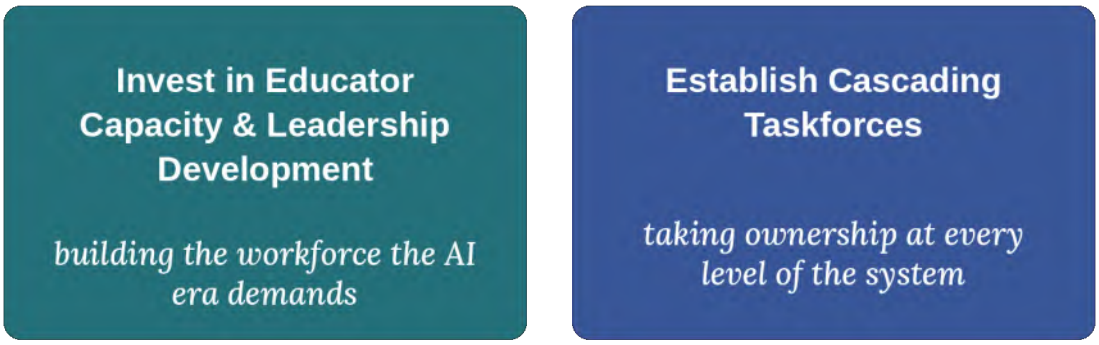
[F-50-100] *From Teacher to Guide*

From Blueprint to Cascading Taskforces

The Blueprint is not a single program to be rolled out; it names a coordination challenge — many actors and incentives, one shared task. Reforms die for lack of an owner and a clock. A framework that belongs to everyone belongs to no one, and a single committee in the capital sits too far from the classroom, where formation actually happens. What is needed is a structure that carries ownership all the way down to the point of formation, and all the way back up to the seat of policy.

That structure is a cascade — a linked network of Transforming Education Taskforces at every level: national, regional or district, school, and the classroom team. Each level owns the transformation within its own domain while remaining connected to those above and below. Top-down, each level provides mandate, resources, standards, and a shared language; bottom-up, each returns ownership, evidence, and adaptation. The cascade is not a new bureaucracy but a way of assigning work that already needs doing: each level receives a clear mandate and a small set of shared commitments, and each is paired with the level above and below it. Because ownership is distributed, a single school — even a single classroom — can begin now.

Two Decisive Commitments Across the Cascade



Transformation flows — bottom-up and top-down.

Transformation flows bottom-up and top-down.

[F-50-110] *Two Decisive Commitments*

This is not theoretical. Two regional administrations in the Philippines have already built this cascade and funded it from their own budgets: in Central Luzon, six phases of leadership workshops over two years engaged the regional office, all twenty divisional offices, and cohorts of principals who cascaded the work to their schools; the Ilocos Region followed the same pattern. It is a system forming its own leaders, at its own expense, and pushing formation toward the classroom.

From Vision to Action

The cascade coordinates; the following actions implement. Each is written to be assignable — with an owner, an action, and a timeline.

For Ministries of Education

- **Invest first in educator formation** — establish a national program to form teachers and leaders as whole persons and moral, innovative leaders, and recognize character and leadership within teacher standards.
- **Anchor competence in character** — integrate character and whole-person outcomes into the competency-based curriculum and its assessment.

- **Adopt a national stance on AI** — define AI literacy, ethical use, and the Guide model.
- **Measure what matters** — add character, well-being, and integrity indicators to national learning metrics.

For Schools, Partners & Funders

- **Schools** — establish a School Taskforce, set simple daily formation rhythms, and give students real leadership responsibility.
- **Universities & technology partners** — host implementation labs, prepare educators, and provide safe AI infrastructure and Guide-model tools.
- **Development partners** — move from short-term grants to multi-year capability financing linked to clear milestones.

What the moment asks for is not agreement on every detail, but the decision to begin — in one ministry, one region, one school — and to let the cascade carry the work outward from there. The question is no longer whether the old model can be improved at the margins, but whether education will be rebuilt, deliberately and soon, around the whole person — while the window of the demographic dividend is still open.

No nation has been transformed whose people were not first formed. The technology of the age can carry the information; it cannot carry the human being. That work — forming capable, trustworthy, purposeful people — remains ours, and it is the most consequential work there is.

Support Transforming Education

This is a decisive moment to invest in the future of education. We invite funders and partners to help scale this transformation — forming capable, character-driven young people ready to thrive, create, and build in the age of AI — in schools and communities worldwide.

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Empowering Parents, Strengthening Families: Advancing Peace Through Parenting Education in Nepal

Anu Lama

July 6, 2026

"The child is both a hope and a promise for mankind." – Maria Montessori

Global Peace Foundation (GPF) Nepal continues its efforts in transforming education with parenting education, integrated curriculum support, and community collaboration in the schools of Siranchowk Rural Municipality. Rooted in strengthening families and fostering a holistic approach in children's development, the session brought together parents, teachers, and community leaders for healthy discussion, learning, and reflections.

Join the GPF Community



130 parents, teachers, school management committee representatives, and community stakeholders participated in the Tara Secondary School session

The Nepal chapter conducted sessions in Tara Secondary School, Sansari Secondary School, and Mandali Secondary School



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Counselor Ashok Banjara facilitating the session at Tara Secondary School

and saw more than 200 parents, teachers, and community representatives come together for children's holistic development. Facilitated by counselor Ashok Banjara, the session focused on responsible parenting, children's emotional and psychological needs, effective communication, and parental well-being.

The participants engaged in fruitful discussions, encouraging parents to reflect not only on techniques but on the deeper values of empathy, patience, and understanding that shape a child's character and confidence. Parents and teachers both highly appreciated the program and stressed the need for more such programs.



Participants of the Parenting Education sessions under the Transforming Education Program at Sansari Secondary School and Mandali Secondary School in Siranchowk Rural Municipality.

Education Officer Sushil Naral of Siranchowk Rural Municipality encouraged the adoption of positive parenting practices and emphasized the importance of shared responsibility among parents, schools, and communities in supporting children's growth. Similarly, Ram Rohan Panta, CEO of GPF Nepal, stressed the importance of investing in parent education not only to strengthen family relationships but also to nurture responsible future citizens.

GPF Nepal is committed to continuing its efforts to foster holistic children's development, responsible citizenship, and peaceful communities. If you would like to support GPF's transforming education initiatives, please visit: https://globalpeace.info/transforming-education

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African Youth Urged to Reclaim Their Identity and Drive the Continent's Transformation

Daniel Juma

September 25, 2026

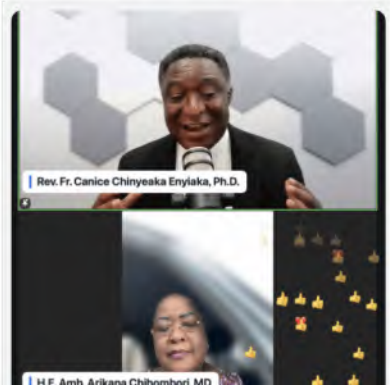
African young people are being called to embrace ethical leadership, rediscover the continent's history and identity, and take greater responsibility for building an Africa where they can thrive.

This message was at the center of the Ubuntu Africa Youth Assembly Series II, hosted online by the Global Peace Foundation under the theme **"Building Hope at Home: Ubuntu, Ethical Leadership, and Creating an Africa Where Every Young Person Can Flourish."**

The virtual forum featured H.E. Ambassador Dr. Arikana Chihombori-Quao, founder and president of the African Diaspora Development Institute, who delivered a powerful [illegible]n African identity, education, leadership, economic [illegible]ence, and the role of young people in shaping the continent's future.

Africa's transformation from within.

Transformation must begin with the mind



Amb. Chihombori-Quao argued that Africa's transformation must begin with changing how Africans understand themselves, their history and their potential.

She questioned why,

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ARI Youth Webinar 2026 Screenshot

decades after independence, many African education systems continue to give insufficient attention to African thinkers, independence leaders, and Pan-African intellectual traditions.

She urged education authorities to rethink curricula so that young Africans grow up understanding both their heritage and their responsibility for the continent's future.

"Our children do not know our history," she observed, emphasizing that education should help young Africans develop confidence in their identity while preparing them to compete globally.

She also called for greater appreciation of African languages and locally relevant approaches to education. Mathematics, science, agriculture, mining, technology, and entrepreneurship, she argued, should be connected more closely to the everyday realities of African communities.

Africa must create value and jobs at home

A major focus of the discussion was Africa's enormous natural-resource wealth and the continuing challenge of turning that wealth into prosperity and employment for its people.

Amb. Chihombori-Quao argued that exporting natural resources without sufficient local processing deprives African economies of jobs, industries, and revenue.

"Value addition is how we create jobs," she said, calling on African countries to build industries around their natural resources rather than remaining principally exporters of raw materials.

She challenged young Africans to think beyond seeking employment and increasingly see themselves as creators, innovators and participants in building productive African economies.

The discussion also highlighted the importance of deeper African economic integration. Amb. Chihombori-Quao advocated greater freedom of movement, expanded intra-African trade and stronger continental cooperation as necessary foundations for realizing the promise of the African Continental Free Trade Area.

Young people must become builders

Turning to youth leadership, she emphasized that Africa's young population represents an extraordinary opportunity, but only if young people are equipped with the character, knowledge, experience and sense of responsibility necessary to lead.

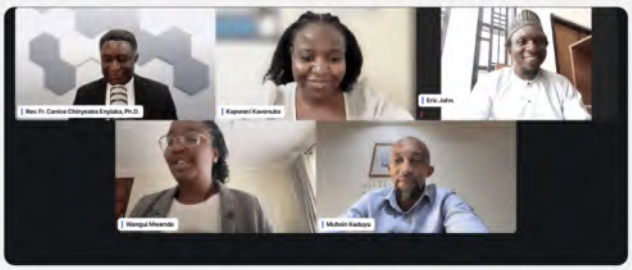
She cited examples of youth volunteerism and public participation in Burkina Faso to illustrate how young people can contribute directly to national development rather than viewing government as solely responsible for solving society's problems.

Her message echoed the principle: "Ask not only what your country can do for you, but what you can do for your country."

She encouraged young graduates to seek opportunities to

practical experience, volunteer, develop skills, participate constructively in public life, and contribute to solving problems within their communities.

At the same time, she stressed that governments and older generations have a responsibility to deliberately mentor and prepare young people for leadership.



ARI Youth Webinar 2026 Screenshot

Ethical and informed youth participation

The webinar also addressed youth participation in politics and governance. Amb. Chihombori-Quao cautioned young people against allowing legitimate frustrations to be manipulated into destructive actions that ultimately harm their own communities.

She urged youth to become informed citizens who critically interrogate political messages, understand their countries' histories and economies, and participate peacefully and constructively in democratic processes.

She further called for greater dialogue between generations, arguing that parents, educators, governments, and community leaders must do more to help young people understand Africa's history and the complex forces shaping contemporary governance and development.

Building hope at home

The central message emerging from the Assembly was that Africa must become a continent where young people can see a future for themselves.

Building that future, participants heard, will require more than political promises. It will require ethical leadership, quality and relevant education, stronger African economies, e employment, entrepreneurship, responsible citizenship, and a renewed culture of service.

The Ubuntu Africa Youth Assembly Series provides a platform for young Africans and established leaders to engage on the continent's future through the African philosophy of Ubuntu—recognizing our shared humanity and responsibility for one another.

Through the initiative, the Global Peace Foundation seeks to inspire a generation of African young people who do not merely ask what Africa will become, but recognize their responsibility to help build it.

The webinar concluded with a compelling challenge to Africa's youth: the continent possesses tremendous human and natural resources, but its future will ultimately depend on Africans believing in their own capacity, working together across borders, and translating that confidence into constructive action.

For Africa's young generation, the message was clear: hope

at home must not simply be awaited—it must be built.

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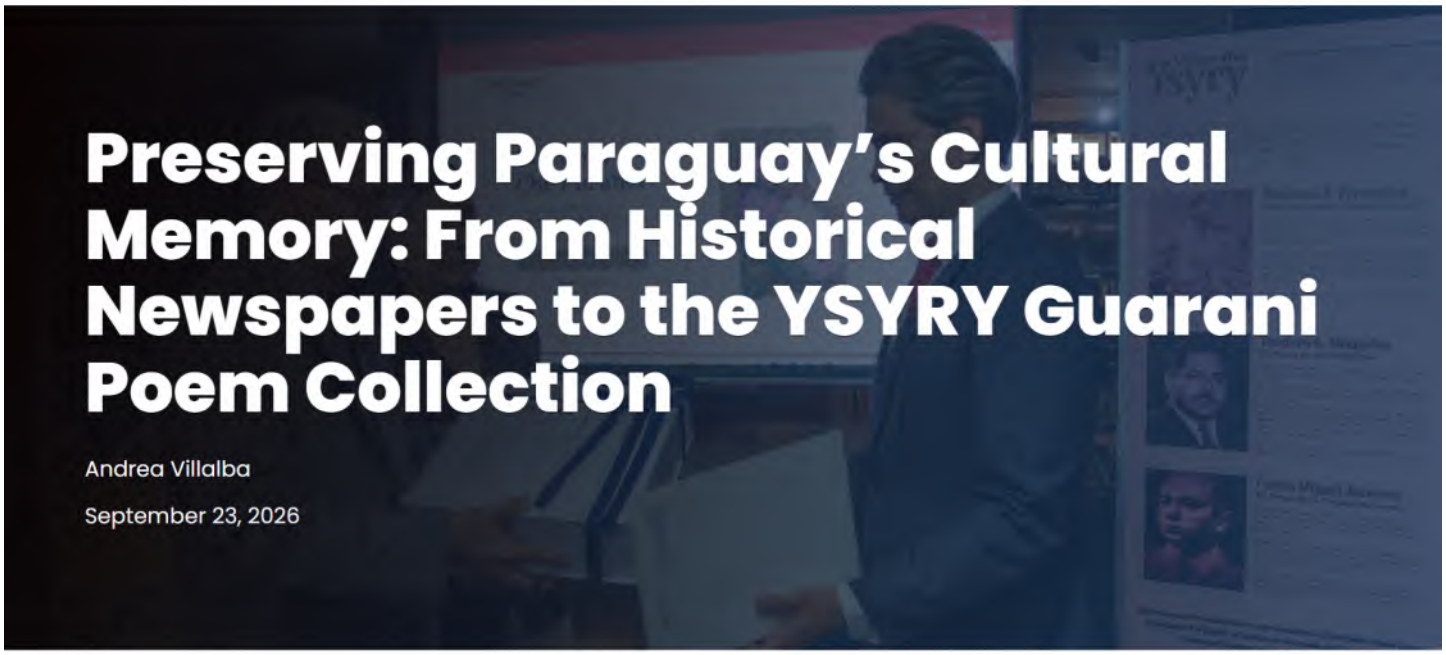
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Preserving Paraguay's Cultural Memory: From Historical Newspapers to the YSYRY Guarani Poem Collection

Andrea Villalba

September 23, 2026

August 21, 2026 – Global Peace Foundation Paraguay continues to support initiatives that preserve Paraguay's cultural and historical heritage.



On August 17, the digital historical archive of Paraguayan newspapers from 1845 to 1904, titled *Memoria Escrita de un Gigante*, was presented at the Ministry of Education and other official institutions as part of the broader preservation of Paraguayan History initiative led by former U.S. Ambassador to Paraguay James Cason. The project brings together approximately 100,000 pages from historical Paraguayan newspapers, along with documentary sources from private collections, public records, and archives in Paraguay and abroad.

Many of these publications survived only as fragmented collections dispersed among different institutions. Global Peace Foundation (GPF) Paraguay contributed to the initiative by assisting Ambassador Cason and the Paraguay

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History team in the local search for historical newspapers that had been difficult to locate from the United States, contacting libraries and archival institutions to verify surviving editions and their availability. The resulting digital collection is now available online at https://www.paraguayhistory.net, thus expanding access to primary historical sources for students, teachers, researchers, journalists, and the general public.

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YSYRY Returns Home

The following day, August 18, another chapter in the preservation of Paraguay's cultural memory reached a meaningful conclusion.

Ambassador James Cason officially donated his collection of original *YSYRY* guaraní magazines to the National Library of Paraguay, ensuring that these historical publications will remain preserved and accessible within one of the country's most important cultural institutions.



YSYRY guaraní magazines donation ceremony

For decades, *YSYRY* served as an important space for Paraguayan literary and musical expression, publishing poetry and songs in Guaraní and Spanish and preserving the voices of generations of writers, poets, and composers.

Through the Guaraní Project, GPF Paraguay worked to help bring this cultural legacy into the digital era. The project involved the digitization, transcription, and preservation of almost 15,000 poems and songs from the magazine collection, which can be found on our digital library at https://www.orembae.org.py, as well as the publication of a commemorative book titled *Che Ñe'ẽ, Che Purahéi* featuring a selection of 200 representative poems and illustrations. We celebrated this accomplishment with an exciting gala concert, *Between Polcas & Guaranias*, at Asunción's Municipal Theater.



Group photo from the YSYRY guaraní magazines donation ceremony

The donation ceremony was intentionally small and intimate, reflecting the deeply personal history behind the collection. Among those present were former U.S. Ambassador James Cason and his son, James Cason Jr.; Dr. Thomas Field, regional representative of Global Peace Foundation; Dr. Alda Cardozo, representing GPF Paraguay; Dr. José Altamirano, director of the GPF-affiliated Institute Patria Soñada (IDPPS); Marco Augusto Ferreira, director of the National Library; and Santiago Llano Cavina, president of the NGO United for Education.

After years of preservation, research, digitization, and cultural dissemination, the original magazines returned to a Paraguayan public institution, where they will remain part of the country's documentary heritage.

Preserving the Past to Serve Future Generations

Although the Paraguayan Newspaper History Project and the YSYRY Guaraní Project are distinct initiatives, they share a common purpose: ensuring that Paraguay's historical and cultural memory is not lost, but preserved, made accessible, and passed on to future generations.

One recovers the voices of Paraguay through its historical press; the other preserves the poetry, music, and language that shaped its cultural identity.

For Global Peace Foundation, supporting these efforts reflects a broader understanding of peacebuilding: strong and cohesive societies are also built through a shared appreciation of history, identity, and cultural heritage.

By bringing historical sources into the digital age while ensuring that original materials are preserved within national institutions, these initiatives build bridges between past and present. New generations can learn about Paraguay's history and encounter it through the voices of those who lived, wrote, sang, and dreamed before them.

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GPF Japan in Niigata and the Lives Behind the North Korean Repatriation Project

Wairimu Mwangi

October 13, 2026

On December 14, 1959, a ship left the Japanese port city of Niigata carrying thousands of Koreans toward Cheongjin, North Korea. The departure was accompanied by tears, farewells, and public celebration. For those on board, the journey represented very different things: for some, the hope of a better life; for others, a return to what they understood as their homeland; and for many families, a decision that would permanently change the course of their lives.

The journey marked the beginning of one of the largest population movements from Japan to North Korea during the Cold War. According to Sonia Ryang in her 2023 article *Japan, North Korea, and the Biopolitics of Repatriation*, more than 93,000 people were relocated from Japan to North ween 1959 and 1984. They included Koreans who e to Japan during the colonial period and their descendants, as well as approximately 1,830 Japanese spouses. An estimated 6,800 Japanese citizens, including descendants of Japanese spouses, were ultimately part of the movement. Ryang notes that the majority would never return to Japan.

At the time, however, the project was presented very differently.

The repatriation was organized through negotiations between the Japanese Red Cross and the North Korean Red Cross, with the International Committee of the Red Cross acting as an intermediary and observer. It was widely welcomed in Japan as a humanitarian initiative, supported by the Japanese government, media, civil society organizations, and many Koreans living in Japan. North Korea was portrayed in remarkably positive terms. Japanese journalists and visitors described it as a young and rapidly developing country, while North Korea and Chongryun, the organization representing pro-North Koreans in Japan,

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promoted the idea of North Korea as a "paradise on earth."



New Boat People Association Coordination and Field Visit at Murakami City Niigata

Niigata became the center of this story in Japan. As the port from which the repatriation ships departed, it became a place where families gathered before leaving and where local communities publicly supported their departure. Ryang describes how local media portrayed the repatriation as a hopeful journey, with families preparing to return to their homeland and Japanese supporters celebrating their departure.

But the hopes surrounding those departures collided with a very different reality.

Many of those who chose to leave Japan were living in poverty and saw the promise of housing, employment, education, healthcare, and a more secure future as an opportunity for a better life. Others were motivated by a desire to live in what they believed was their homeland or to give their children opportunities they felt were increasingly difficult to secure in Japan. Their decisions cannot simply be understood through the politics of the Cold War. They were also decisions made by parents, children, and families trying to imagine a better future.



New Boat People Association Coordination and Field Visit at Murakami City Niigata

For some, the reality they encountered after arriving in North Korea was devastating. Ryang describes the profound contrast between the image of prosperity that had been presented in Japan and what some repatriates saw upon approaching Cheongjin. The promised abundance was not there. Instead, many encountered severe material hardship and restrictions that they had not anticipated. Once they had arrived, returning to Japan was not a realistic option.

The consequences extended far beyond the people who boarded the ships.

were separated across borders. Communication with relatives in Japan became extremely difficult, with correspondence often taking months to arrive. People who had been born in Japan or had spent much of their lives there found themselves cut off from their families, communities, and places of origin. Ryang observes that the repatriation ultimately affected not only those who left but also the families and friends who remained behind.

This is what makes remembering the history important.

The repatriation project is not simply a story about relations between Japan and North Korea, nor is it only a chapter in the history of the Korean Peninsula. At its center were human beings whose lives were shaped by decisions made within a complicated structure of governments, organizations, political interests, ideology, and humanitarian claims.

As Ryang writes, the structure of power surrounding the repatriation was complex, and so were the lives experienced by those who were repatriated. Her account cautions against reducing the history to a simple story of one government or one political conspiracy. Instead, it brings attention back to the people whose lives unfolded within those larger forces.

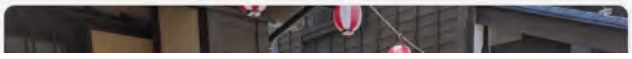
That human dimension is also why the memory of Niigata remains significant today.

Among those who left Niigata was Eiko Kawasaki. She was 17 when she departed Japan for North Korea in 1960. She would spend 43 years there before escaping in 2003. Her experience transformed her into one of the most prominent voices calling attention to the consequences of the repatriation project and the human rights of those who were affected by it.

Kawasaki later became chair of Action for Korea United Japan and founded the New Boat People Association, helping to keep the history of the repatriation project visible in Japanese society. In Niigata, efforts have also been made to preserve the memory of those who departed. A street known as Bodnamu, named after the willows planted by Koreans in Japan and supporters in 1959, has become part of these efforts to reconnect the physical landscape with a history that might otherwise fade from public memory.

In July 2026, this history became the focus of a field visit by Global Peace Foundation (GPF) Japan and partners from the New Boat People Association. The three-day visit to Niigata involved meetings with local stakeholders, visits to relevant sites, and discussions about the historical repatriation project. The purpose was both to revisit the past and to better understand how the history can inform public awareness of North Korean human rights today.

The visit also brought together people whose experiences and roles connect different parts of this history. Working alongside North Korean escapee-led partners, including Eiko Kawasaki and Lee Sora, the engagement placed lived experience alongside historical research and local memory. The collaboration reflects an important principle in peacebuilding: histories of conflict and division cannot be fully understood without listening to the people whose lives have been shaped by them.





New Boat People Association Coordination and Field Visit at Murakami City Niigata

For GPF Japan, this work forms part of a wider effort to increase public understanding of North Korean human rights, strengthen cooperation across civil society, and create spaces where people with different political and cultural perspectives can find common ground. The July program specifically identified cooperation with North Korean escapees and civil society partners as central to building a broader foundation for One Korea.

That work continued beyond the Niigata visit. Three further meetings with Lee Sora during July focused on sustaining cooperation with North Korean escapees and developing future activities. The program report notes that building sustainable work requires trust and repeated consultation with escapee participants.

This emphasis on relationships matters because remembering history is not only about preserving facts. It is also about creating space for people to speak, listen, and understand experiences that may otherwise remain separated by politics.

The history of the repatriation project carries difficult questions. How did so many people come to believe that North Korea offered a better future? What happened to those who left? What responsibility did governments, organizations, and others involved in the project carry? And what does it mean for families whose separation continued long after the ships left Niigata?

These questions remain relevant to the human rights situation on the Korean Peninsula today.

They also matter to the vision of One Korea.

A peaceful and unified Korea cannot be understood only in terms of borders, institutions, or political arrangements. It must also be understood through the people who have experienced division in deeply personal ways: families separated from one another, people unable to return to their places of birth, escapees carrying memories of lives left behind, and communities whose histories have been shaped by decades of separation.

Remembering the repatriation project therefore does more than preserve a painful chapter of the past. It helps place human dignity and human rights at the center of conversations about the future of the Korean Peninsula. The July field visit to Niigata offered an opportunity to do precisely that. By connecting historical places with the people who continue to carry this history, and by strengthening cooperation with North Korean escapee-led

partners, the work moves memory beyond commemoration [redacted]rds dialogue.

More than six decades later, remembering these lives can help us imagine a different future for Korea. Join the Global Peace Foundation's One Korea Global Campaign and support the effort to build a free, peaceful, and unified Korea grounded in human rights, freedom, and shared values.

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