



# TRANSFORMING EDUCATION IN THE GLOBAL SOUTH: TOWARD 2050

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Global Peace Foundation

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# Executive Summary

Education in the Global South stands at a crossroads, urging a shift from the conventional, industrial model of education towards its values-driven origins. Historically rooted in moral and community-oriented foundations laid by missionaries and religious organizations, education has, over time, veered towards a rigid knowledge acquisition model that fails to meet the holistic needs of students and educators. This shift has distanced education from its core purpose of nurturing well-rounded individuals to contribute to the betterment of society through character, relationships, energy, skills, and application of knowledge to solve complex problems.

The path to transformative education by 2050 is challenging but crucial. It calls for a concerted effort to realign education with its original purpose of holistic development, preparing individuals not just for jobs, but with character for peacebuilding and meaningful contributions in a global values-centered community. The Global South, with its rich values, traditions, and strong interconnection of family and schools, stands as a significant player in igniting this transformation. The urgency to act is clear to transform educators and students, focusing on the holistic transformation of people rather than exclusively on structures and systems.

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# Where We've Been: A Look Back at the Last 300 Years of Education

## Philosophy & Purpose of Education

Education, much like a tree, has its roots anchored deep within the soil of history. Tracing back the intricate branches of education over the past 300 years reveals a system created to meet the societal, economic, and technological needs of the 19<sup>th</sup> century. The dawn of the 19th century brought the onset of the industrial revolution, a period marked by the creation of a new factory system. This transition to mechanized production marked a fundamental change in how goods were made, and with it came profound societal and educational impacts.<sup>1</sup>

## CONVENTIONAL MODEL OF EDUCATION



**THE CONVENTIONAL MODEL HAS REMAINED UNCHANGED SINCE THE 19TH CENTURY\***

**STUDENTS DIVIDED BY AGE (GRADES), LEARNING A STANDARDIZED CURRICULUM THAT IS BROKEN DOWN BY SUBJECT (MATH, SCIENCES, ARTS, SOCIAL SCIENCES, ATHLETICS, ETC.), AND BEING SUBJECT TO EVALUATION (QUIZZES, TESTS, FINAL EXAMS)**



**WITH THE INSTITUTIONS, CURRICULA, AND ACCREDITATION STANDARDS SUBJECT TO CENTRALIZED OVERSIGHT AND CONTROL**

*\*Williams, M. S. (2021, 14 June). Life in 2050: A Glimpse at Education in the Future.*

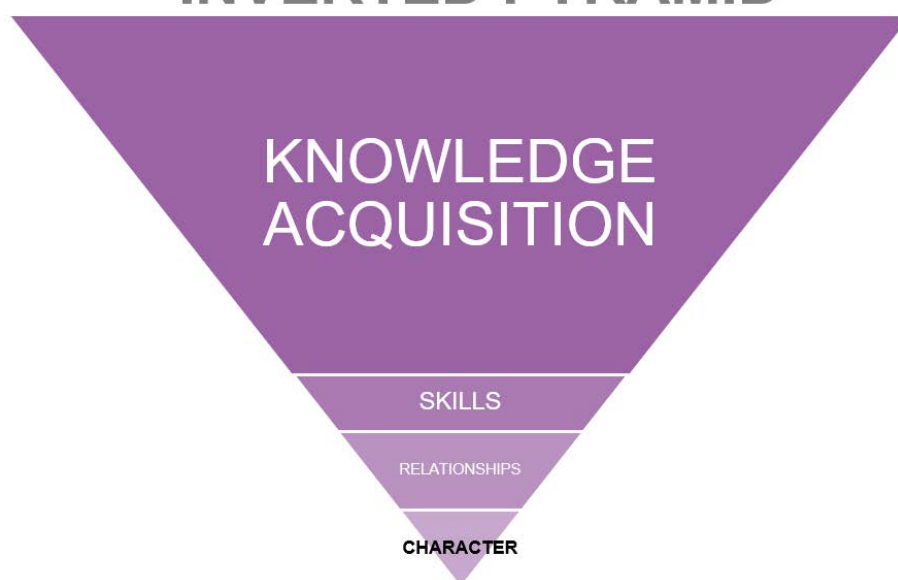
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<sup>1</sup> Becker, S. O., Hornung, E., & Woessmann, L. (2011). Education and Catch-up in the Industrial Revolution. *American Economic Journal: Macroeconomics*, 3(3), 92–126. <http://www.jstor.org/stable/41237155>

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Historians like Lawrence A. Cremin have explained how the rise of factories influenced education. In this factory-like school system, knowledge acquisition, memorization, obedience, and uniformity were key<sup>2</sup>. As best-selling author and TedTalk speaker Sir Ken Robinson once described the system: “Public schools were not only created in the interests of industrialism—they were created in the image of industrialism”<sup>3</sup>.

## CONVENTIONAL EDUCATION INVERTED PYRAMID



### A MODEL BECOMING LESS AND LESS RELEVANT

As we moved into the 21<sup>st</sup> century, the world began to change in many ways, but the basic structure of education remained anchored to its old factory model purpose and roots, promoting knowledge acquisition above the true qualities and skills students needed to thrive.

### Re-Examining the Purpose of Education in the Global South

In contrast to the industrial model of education, missionaries and religious entities laid the groundwork for education in many parts of the Global South<sup>4</sup>. Beyond mere literacy and basic knowledge, institutions like Lovedale and Healdtown in South Africa held a deep aspiration to cultivate individuals

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<sup>2</sup> Cremin, L. A. (1980). *The national experience: 1783-1876*. Harper & Row.

<sup>3</sup> Robinson, K. (2014). *Finding Your Element: How to Discover Your Talents and Passions and Transform Your Life*. Penguin Books.

<sup>4</sup><https://kwpublications.com/papers/detail/ijarppg/4181#:~:text=The%20findings%20were%20as%20follows%3A,crucial%20role%20in%20curriculum%20implementation>

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into moral and values-driven citizens who would take responsibility for their lives, their community, and country by embodying the universal principle of being one human family<sup>56</sup>. Lovedale and Healdtown were educational institutions in South Africa established by missionaries during the colonial period, with Lovedale being a mission station founded in 1824 that grew into a significant educational institution by the 20th century, and Healdtown was a Methodist mission school established in 1855, both aimed at providing moral and values-based education to South Africans. Similarly, the arrival of Spanish Jesuits brought the early beginnings of values-driven education in the Philippines, instilling values of social responsibility and passionately serving family and others in the community, recognizing our collective value and interconnectedness<sup>7</sup>. Early moral and innovative religious leaders fostered virtues like honesty, responsibility, dedication to service, and perseverance – all qualities needed to contribute to a more prosperous and meaningful civilization. In the shadow of colonization, with its many oppressive aspects, these religious institutions like Lovedale and Healdtown emerged. Despite the context of their early beginnings, these institutions sought to uplift communities through education that emphasized moral values and social responsibility and promoted the well-being of local populations.

In numerous regions, from Africa to Asia and South America, missionary-established institutions were not just centers for academic learning. They played an instrumental role in shaping societies, emphasizing both development and holistic spiritual, emotional, physical, and mental well-being. Esteemed institutions, such as Makerere University in Uganda and the University of Ibadan in Nigeria, serve as testament to the lasting influence of these historical missionary figures.

However, as colonial powers began to imprint their legacy across the Global South over the last several hundred years, there was a prominent shift in priorities<sup>8</sup>. The previously embraced holistic and virtue-centered approach was overtaken by the structured Western conventional model. This method, characterized by its emphasis on standardized assessments and rote memorization, aimed for uniformity— sidelining family traditions, languages, and character-centric practices essential to moral development and peacebuilding that early education once was founded on.

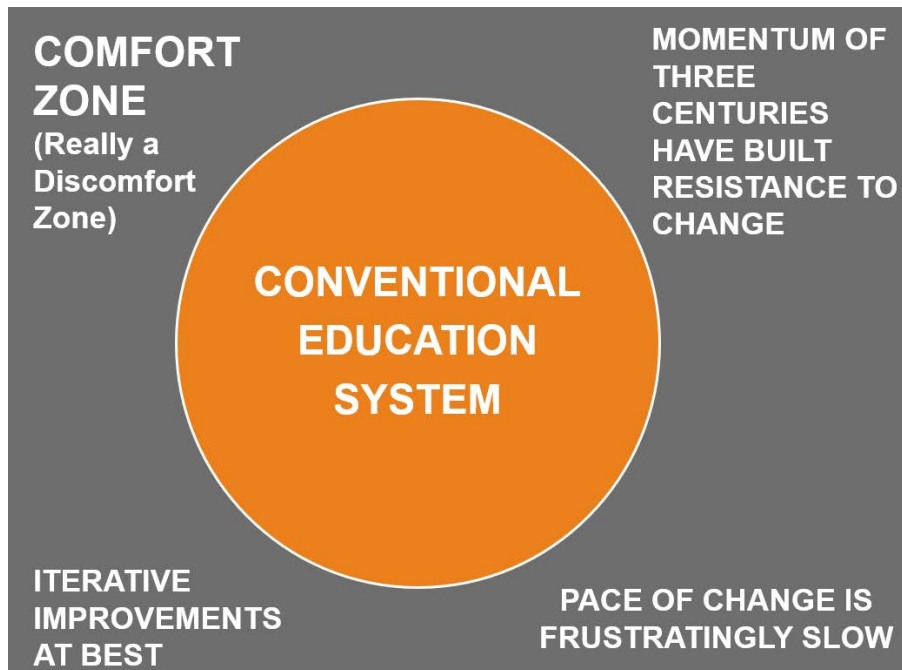
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<sup>5</sup> <https://www.sahistory.org.za/place/lovedale-missionary-school>

<sup>6</sup> <https://gatewaystoanewworld.wordpress.com/2015/08/31/a-mission-accomplished-nelson-mandela-and-missionary-education/>

<sup>7</sup> <https://gbseald.online/cathedhistory/#:~:text=The%20Daughters%20of%20Charity%20of,Benedict>

<sup>8</sup> <https://www.brookings.edu/articles/in-the-quest-to-transform-education-putting-purpose-at-the-center-is-key/>



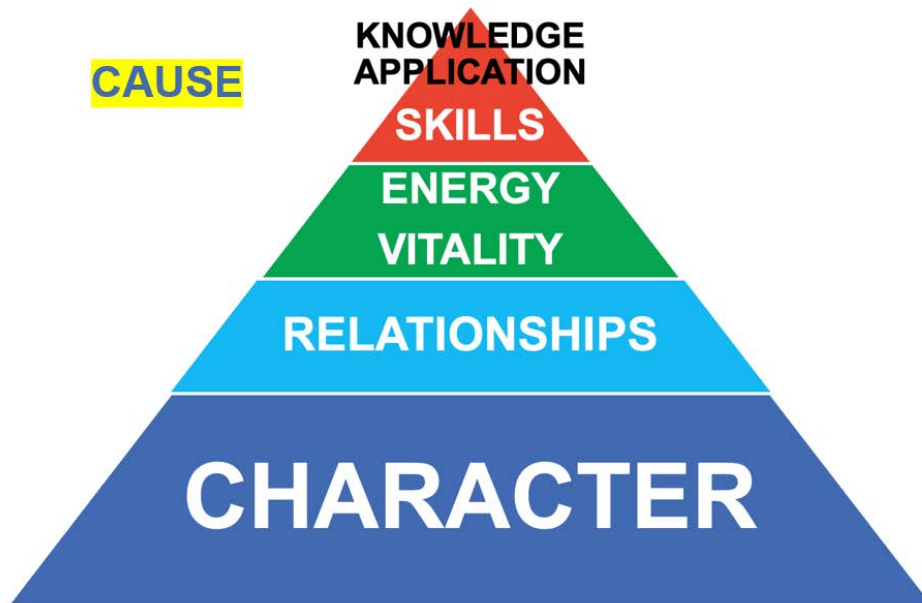
Critics, including education expert Dr. Tony Wagner, have pointed out that this model of education, created in the image of industrialism, has fallen short in making significant improvements given its focus on systems and not people. The world we live in today is vastly different from the industrial era. In his book, *Most Likely to Succeed: Preparing Our Kids for the Innovation Era*, he contrasts the conventional model to modern world needs, writing: “The role of education is no longer to teach content, but to help our children learn—in a world that rewards the innovative and punishes the formulaic”<sup>9</sup>.

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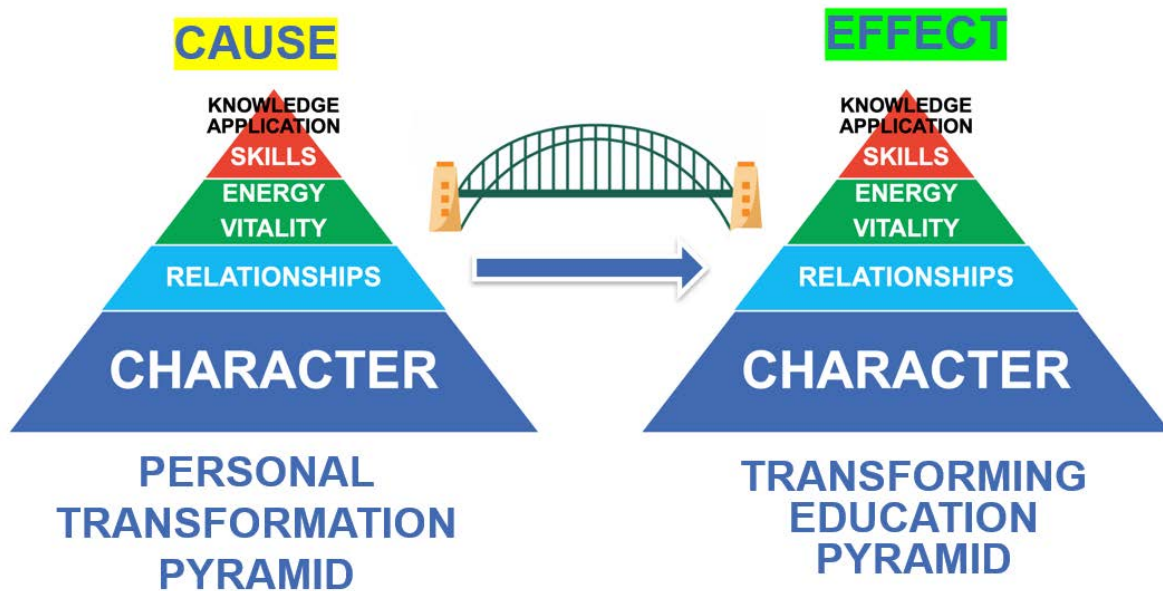
<sup>9</sup> Wagner, T., & Dintersmith, T. (2016). *Most likely to succeed: preparing our kids for the innovation era*. Scribner.

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## PERSONAL TRANSFORMATION PYRAMID



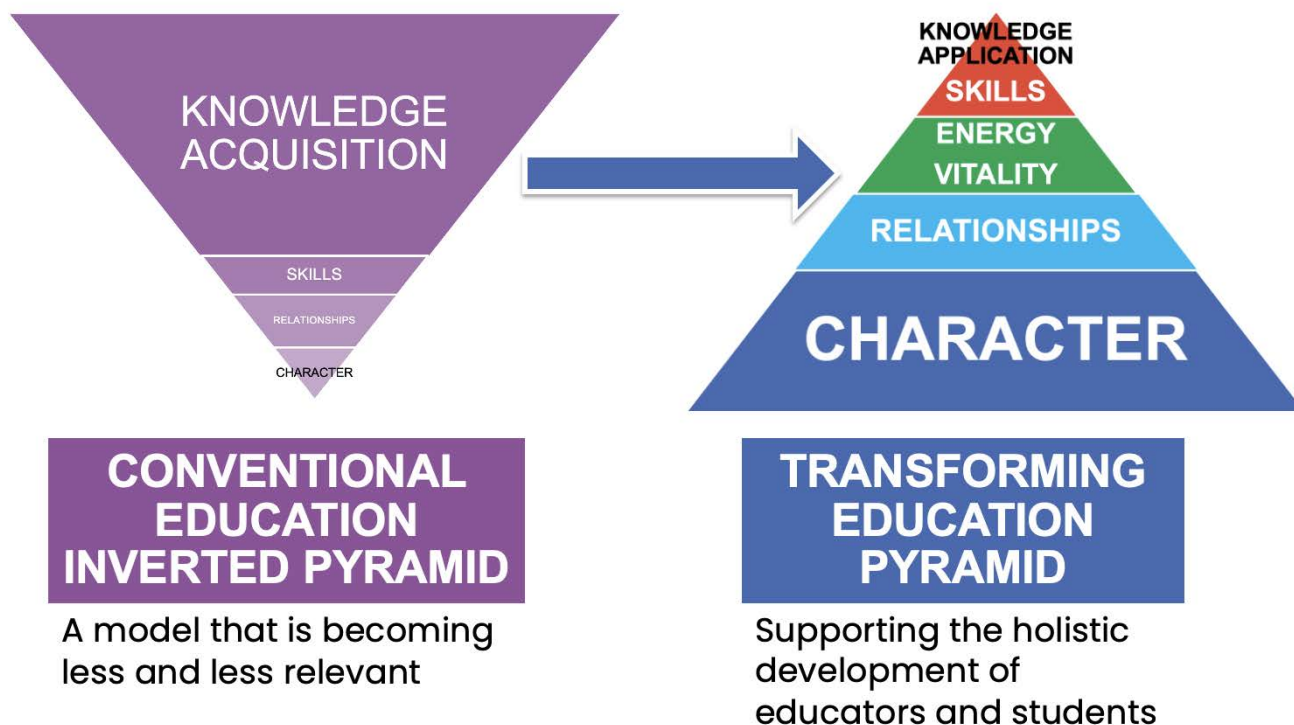
## BRIDGING PERSONAL AND EDUCATION TRANSFORMATION



Considering the evolving needs of future generations of the Global South, there is an urgent call to refocus education on the holistic development of educators and students – adjusting the model to

focus on character development, relationships, skills, and knowledge application, in essence reclaiming the moral and values-based education from the recent past. By reinvigorating the educational landscape with values, ethical character development, and a profound sense of purpose through the transformation of educators and students, future generations of leaders can cultivate peaceful civilizations by reintegrating the universal principles, vision, and values that once defined the purpose of education. As Nobel prize laureate Gurudev Rabindranath Tagore aptly remarked, “The highest education is that which does not merely give us information but makes our life in harmony with all existence”<sup>10</sup>. It is with this understanding that a vision for 2050 becomes clear, to create harmony with principles, vision, and values and cultivate a prosperous meaningful civilization of tomorrow by transforming people today. With their rich values-based origins, there is greater potential for Global South countries to resonate with this vision and actualize transformative education as it strongly aligns with their core cultural roots.

## TRANSITION TO THE TRUE PURPOSE AND THE FUTURE OF EDUCATION



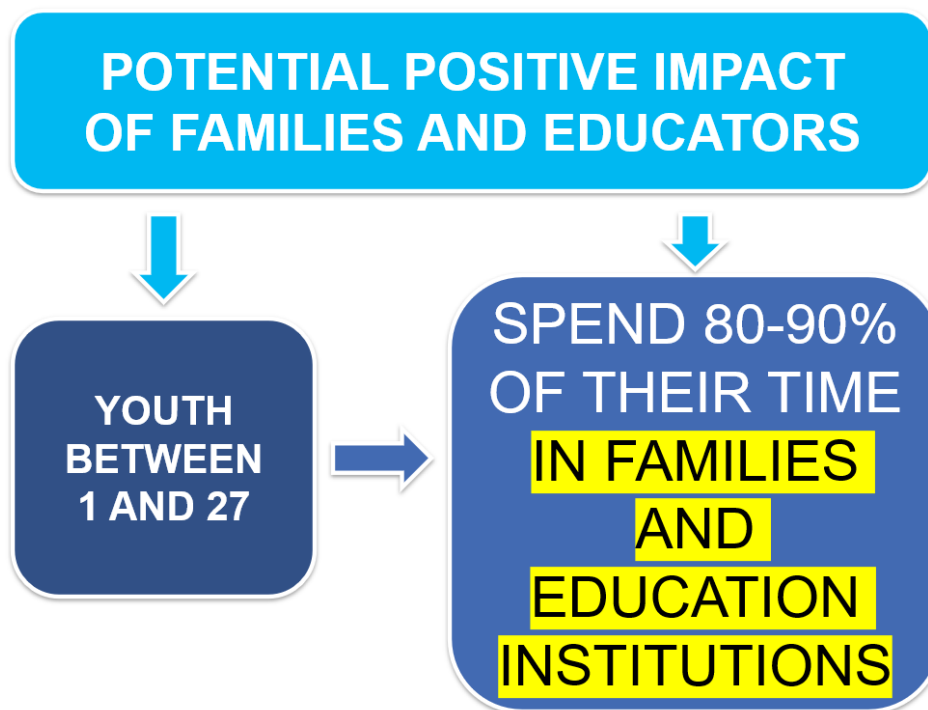
<sup>10</sup> <https://timesofindia.indiatimes.com/life-style/books/features/10-life-lessons-by-rabindranath-tagore/articleshow/82460584.cms>



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## Families and Educators are Moral and Innovative Leaders and Peacebuilders

The family is the most fundamental and defining institution of our human experience, therefore the close bond between families and schools is crucial for shaping the holistic growth of young people, raising them into good, creative, and peace-cultivating leaders for the future. In the Global South, where community and family bonds are strong, the role of educators and families is crucial. Families and schools make up for the largest portion of where young individuals spend their time, playing a defining role in their early development. The Bureau of Labor Statistics reported that aside from educational and work-related activities, the household is among the top three places in which Gen Z spend their time each day<sup>11</sup>. The family, being the first place where young people learn about life, along with teachers, takes up a large part of a young person's time and learning experience up until they finish their higher education<sup>12</sup>. Their potential combined guidance lays the foundation for the values, good character, and a sense of purpose that will steer these young minds through life's challenges.



Educators, going beyond just teaching facts, become moral and innovative leaders, acting as agents of change whose positive effects reach the entire community<sup>13</sup>. Their teamwork with families creates a strong support bond that helps the whole growth of students. For instance, the story of Malala

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<sup>11</sup> <https://www.bls.gov/charts/american-time-use/activity-by-age.htm>

<sup>12</sup> <https://www.gse.harvard.edu/ideas/usable-knowledge/23/03/case-strong-family-and-community-engagement-schools>

<sup>13</sup> <https://soeonline.american.edu/blog/how-teachers-can-promote-social-change-in-the-classroom/>

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Yousafzai, a young advocate for girls' education in Pakistan, shows the huge importance of the partnership between family and educators<sup>14</sup>. Supported by her father, an educator himself, Malala's desire for learning grew even in tough times, reflecting the deep impact of family and educational support when rooted in strong moral values. Similarly, the saying by Nelson Mandela, "Education is the most powerful weapon which you can use to change the world," captures the essence of educators as moral and innovative leaders<sup>15</sup>. Through a blend of value-driven education and family support, a supportive environment for nurturing morally responsible, creative, and collaborative individuals is created. This partnership, rooted in moral values and creative approaches, sets the stage for a future where education is the key to personal and community growth through transformative education.

## The Centrality of Character, Conscience, and Harmonious Alignment with Principles, Vision, and Values for Holistic Growth

At the juncture of societal advancement and personal development, there exists a delicate blend of character, conscience, vision, values, and guiding principles. To appreciate this blend, it's imperative to first recognize the steadfast **VISION** of our shared legacy and identity. This vision acts as a binding force, uniting us not just as local groups or countries, but as a cohesive global family.

### UNIVERSALLY RECOGNIZED PRINCIPLES AND MORAL LAWS

**01. All people have intrinsic value, dignity, and fundamental rights, as endowed by the Creator**

**02. Every person has, as his or her highest attribute, a spiritual and moral essence**

**03. Our human nature finds its fullest expression and meaning in relation to others**

**04. People develop their innate potential through their choices and actions. Freedom and responsibility are intrinsically linked**

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<sup>14</sup> <https://malala.org/malalas-story/>

<sup>15</sup> <https://www.washingtonpost.com/news/answer-sheet/wp/2013/12/05/nelson-mandelas-famous-quote-on-education/>

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Universal principles serve as a firm foundation supporting this vision<sup>16</sup>. Such principles, akin to the ones mentioned earlier, provide a consistent reference for human conduct and the progress of societies. They emphasize the unique value of every individual, resonating across the diverse tapestry of cultures, faiths, and traditions worldwide. If we consider these core universal principles as our “north star”, then our conscience acts as the internal compass steering us towards morally right decision making. It’s this inner sense that encourages us to make choices that align perfectly with these eternal truths. Each time our actions harmonize with these principles, it shapes and strengthens our **CHARACTER**, pushing us closer to all-encompassing growth.

However, the path of character building isn’t always linear. It’s filled with hurdles, new challenges, and moments of self-reflection that provide invaluable lessons and opportunities for growth. While character is our foundation, our **VALUES** reflect our human agency and personal responsibility to act on universal principles— redirecting us when we deviate from our core path.

This synergy between these key elements is of critical importance in education, especially in the Global South. In these areas, the aim of education should surpass mere dissemination of knowledge but rather a transformational journey where both educators and students grasp the weight of these guiding principles, discern the role of their conscience, and remain dedicated to consistent character development to discover purpose and meaning in their society, nation, and world.

## Holistic Development and the Role of the Spiritual Dimension in Character and Education

In the quest to transform education and cultivate character, we cannot overlook the importance of holistic development<sup>17</sup>. Holistic development is the comprehensive growth of individuals across various facets - spiritual, mental, emotional, and physical. While each dimension plays a crucial role, the spiritual dimension has a unique resonance, especially when juxtaposed with principles, values, and character<sup>18</sup>. Human beings stand unique among species with their capacity for spiritual and moral growth, dimensions that are often overshadowed in our pursuit of material progress, yet these aspects are integral to our nature. Other animals don’t share this capacity for spiritual development, making humans unique with innate potential for transformation. Recognizing and nurturing the spiritual dimension is critical to our own transformation, as it is the primary dimension which often catalyzes significant development in the mental, emotional, and physical dimensions, underpinning much of our holistic growth as demonstrated in the figure below.

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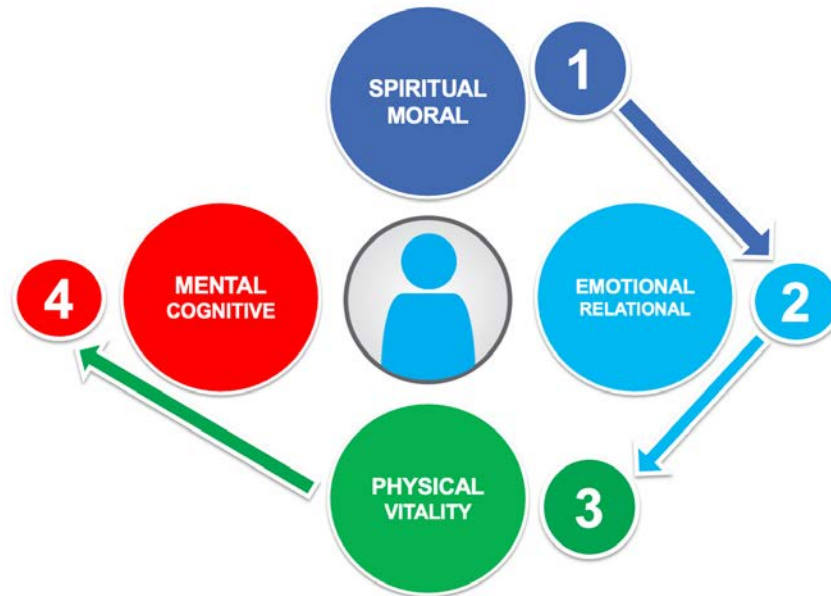
<sup>16</sup> <https://globalpeace.org/about-us/>

<sup>17</sup> <https://files.eric.ed.gov/fulltext/EJ1066819.pdf>

<sup>18</sup> <https://www.brookings.edu/articles/transforming-education-for-holistic-student-development/>

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## ORDER OF INFLUENCE OF THE 4 CORE HUMAN DIMENSIONS

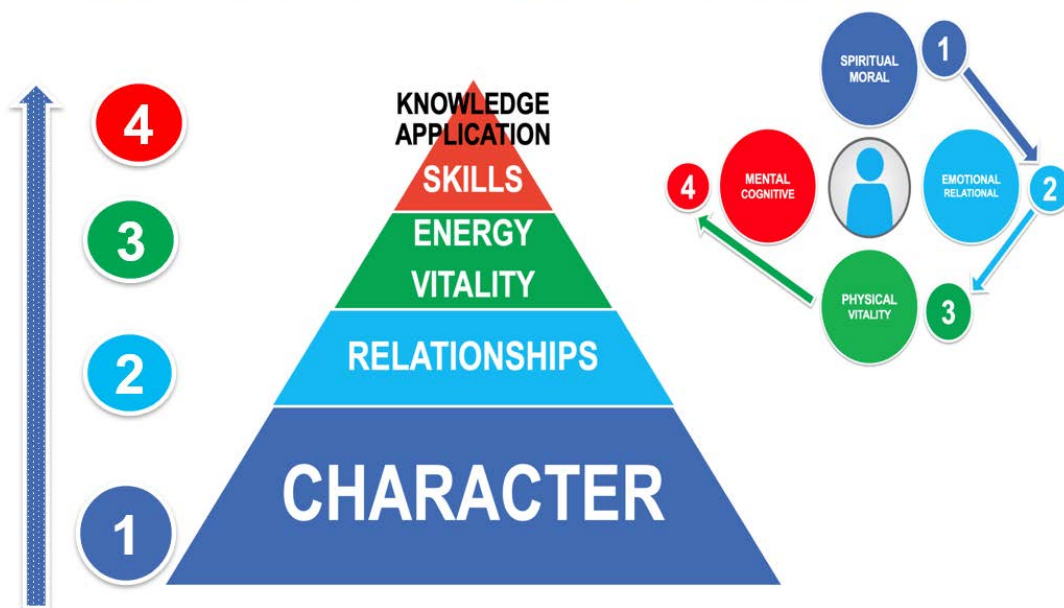


The spiritual dimension, at its core, pertains to our inner moral compass, our sense of purpose, and our drive to connect deeply with ourselves, others, and the world at large. It anchors our values and principles, providing them with depth and context. This isn't merely about religious beliefs but about the intrinsic motivation and sense of meaning that guides our actions and decisions. The universal principles that form the foundation of the spiritual dimension are not confined to any single religious belief but are echoed across the array of world religions and wisdom traditions within the Global South, reflecting a shared human heritage of values as one human family.

The mental dimension sharpens our cognitive abilities, enabling us to understand and reflect upon principles and values. It equips us to engage critically with the world, ensuring we're not just passive recipients of information but active participants in our learning journey. Our emotional relational dimension speaks to our capacity to feel, relate, and respond. It's the wellspring of our passions, our drives, and our connections. At the heart of our being, humans are relational beings, and our highest attributes are reflected in our spiritual and moral essence, which aligns with the universal principle that each person carries an intrinsic value and dignity. This relational essence is nurtured in our family connections, the first institution we are brought up in as individuals. This relational nature underscores the importance of the emotional dimension, which fosters our ability to connect with others and navigate the world through a framework of shared spiritual and moral values. It lends depth to our understanding and empowers us to engage with principles and values on a deeply personal level.

Lastly, the physical dimension is about manifesting our values, principles, and character in tangible actions. It's the embodiment of our beliefs, ensuring that our character is not just an abstract concept but a living reality. To fully engage with and cultivate each dimension of our being—spiritual, mental, emotional, and physical—we require not just the intention but also the physical energy and vitality to bring these principles into action, making our values and character a lived experience that continuously shapes and is shaped by our interactions with the world.

## THE TRUE PURPOSE OF EDUCATION: MAPPED TO THE FOUR HUMAN DIMENSIONS



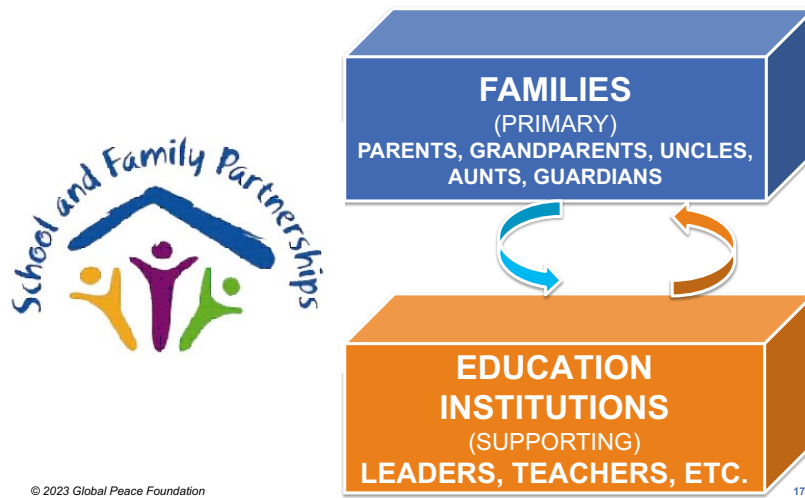
In the landscape of education, especially within the Global South, the spiritual dimension offers a foundational perspective. It provides educators and students with the 'why' behind the principles they engage with, making education a journey of not just knowledge acquisition, but character formation. This not only creates a capacity for transformation in the other dimensions of development through spiritual development but maps directly to the Personal Transformation pyramid, the cornerstone of this exciting vision for transformative education in the Global South.

### The Critical Need for Holistic Development of Educators and Students

Navigating the diverse spectrum of an educator and student's world makes evident the need for transformative change in education, which is critical for a thriving 21st-century society. This change is a joint effort among educators, families, and the broader community entities, each holding a key

position in the student's life, as highlighted by Bronfenbrenner's ecological systems theory<sup>19</sup>. Building on our earlier discussion, the narrative of education transcends conventional teaching. It's a journey, steeped in character and conscience, where values of empathy, resilience, and innovation are meticulously instilled by both educators and families.

### CORE STRATEGIC PARTNERSHIP BETWEEN FAMILIES AND EDUCATION INSTITUTIONS



Educators, in this transformative vision for education, are not just channels of knowledge. They're moral and innovative leaders, taking the mantle of holistic development, with a keen emphasis on character, vision, and values. Their synergy with families, the initial cultivators of a child's worldview, and education institutions, the broader backdrop of experiences, fosters an environment conducive for the holistic growth of character. As the famous transformation writer, Neville Goddard, once said, "Education is not accomplished by putting something into man; its purpose is to draw out of man the wisdom which is latent within him"<sup>20</sup>. Through this view, the seeds of peacebuilding, social justice, and citizenship are nurtured by developing student's moral character and sense of purpose through transformative education, preparing students to thrive in a rapidly changing global scene<sup>21</sup>.

As the journey towards 2050 progresses, there's a palpable shift in education, moving from a singular academic lens to a more holistic one, resonating with the real-world challenges ahead for students. Educators embodying the spirit of continuous improvement and leadership become the vanguards of this transformative education. Looking ahead, the emphasis rests on creating an ecosystem that prioritizes character development, nurturing students equipped with knowledge, a robust moral compass, and an innovative spirit.

<sup>19</sup> <https://www.simplypsychology.org/bronfenbrenner.html>

<sup>20</sup> <https://www.manifestingwithsylviane.com/the-10-main-core-teachings-of-neville-goddard/>

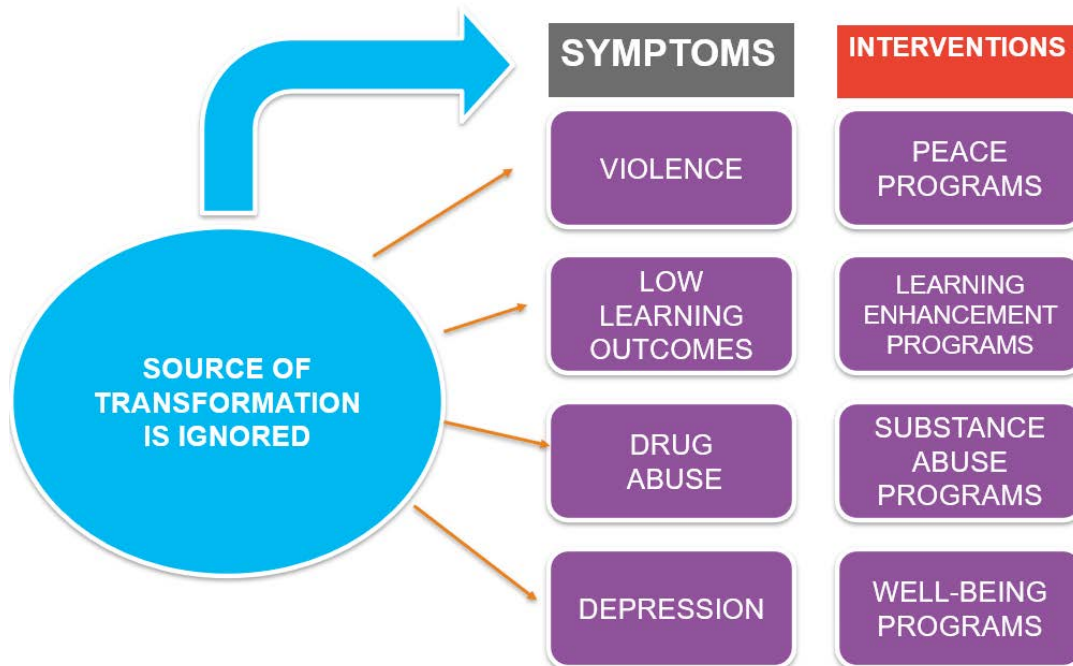
<sup>21</sup> [https://www.researchgate.net/publication/267824613\\_THE\\_NEED\\_FOR\\_CHARACTER\\_EDUCATION](https://www.researchgate.net/publication/267824613_THE_NEED_FOR_CHARACTER_EDUCATION)

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## Upstream Change of the Source vs. Downstream Treatment of Symptoms

Education systems around the world have often been caught in a cycle of addressing immediate concerns without delving into their root causes. Take, for instance, the rise of violence in schools. Instead of exploring the underlying societal or character rooted triggers, many educational institutions hastily introduce programs to minimize bullying events. Similarly, when students' academic performance dips, the instinctive response is to roll out targeted learning programs. These are often short-lived, fading away once immediate concerns are alleviated, only to be reintroduced when the next set of challenges emerges. Such approaches, while well-intentioned, tend to focus on the visible problems rather than their true origins born from the misalignment of values, principles, and vision and bruised relationship with our conscience. Furthermore, these systemic issues are products of deeply ingrained, inflexible institutional structures, which has been seen to severely undermine educational outcomes and quality for students.<sup>22</sup>

### EDUCATION SECTOR IS IN CONSTANT REACTIONARY MODE: PUTTING BAND-AIDS OVER SYMPTOMS



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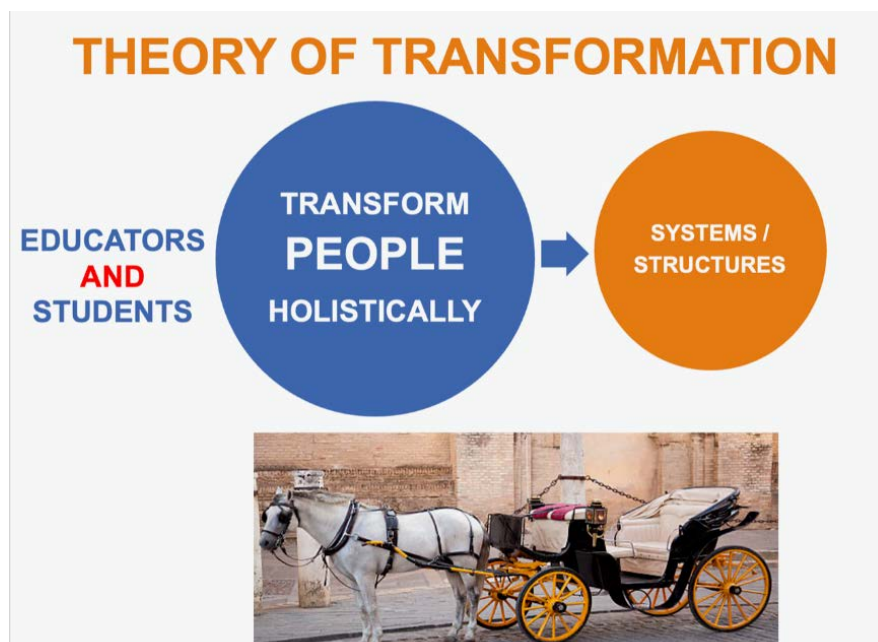
<sup>22</sup> <https://www.carnegiefoundation.org/resources/publications/quality-and-equality-in-american-education-systemic-problems-systemic-solutions/>

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The crux of the matter lies in fixing the Upstream Source, the transformation of educators and students, not another educational reform policy enrichment program or added structure. Addressing superficial issues without considering the holistic development of people perpetuates treatment of symptoms, not the source. For instance, instead of just introducing well-being programs to combat student mental health concerns, what if we cultivated an environment that prioritized values-driven character development and cultivation of meaning from the outset? By nurturing individuals who are holistically and morally grounded, this vision for transformative education would create a foundation for individuals to truly thrive and experience fewer negative symptoms. When we focus on developing better individuals, we inherently set the stage for more resilient, not reactive educational systems.

## Transform Yourself, Transform the World

The journey towards transforming education starts at a personal level, with educators leading the charge. When educators engage in a process of holistic transformation, encompassing spiritual, mental, emotional, and physical dimensions, they set the stage for a ripple effect that resonates through the institutional culture and the educational methodologies employed. This personal transformation is significantly influenced by the power of positive habits and focus, where consistent efforts and intention toward self-improvement and self-reflection can lead to the development of a well-rounded character. As educators show up as a better version of themselves today, than they did yesterday, they embody the change they wish to see, fostering an environment that catalyzes similar transformative experiences for students.

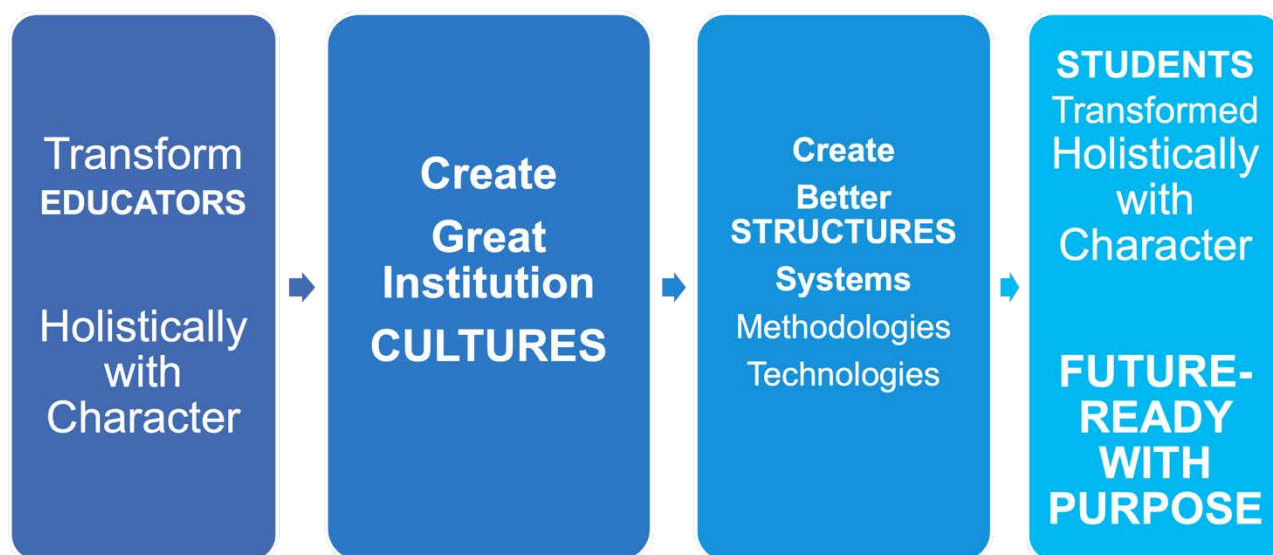




A pivotal aspect of this transformation is the shift towards a more holistic approach to education, transcending the traditional academic boundaries to include a broader spectrum of student development. This encompasses the nurturing of social, emotional, mental, moral spiritual, relational, and physical facets, contributing to a transformative educational experience. The vision here is to not just impart knowledge but to mold individuals capable of critical thinking, empathy, and possessing a strong moral compass in recognition and alignment with moral laws and universal principles. When educators and students engage in holistic development, they become better individuals, primed to contribute positively to the structural and systemic evolution of the educational landscape.

## THEORY OF TRANSFORMATION

### TRANSFORM PEOPLE



### PEOPLE CENTERED

As the transformation journey progresses, the change in educators and students begins to reflect in the institutional culture, methodologies, and technology applications. The narrative transitions from a solely academic focus to a people-centered approach, where the emphasis is on preparing students for real-world challenges and future prospects. The transformation of systems and structures in the education landscape is a mirrored reflection of the transformation of the individuals within it. As educators evolve into effective leaders through personal growth and character development, they become the torchbearers of change through those they positively influence.

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# Where We're Going: The Changing Landscape

Generation Z and Generation Alpha are Here.

Right now, our schools are teaching the last of Generation Z (born between 1995 and 2010) and almost all of Generation Alpha (born from 2010 to 2024), a growing collection of over 1.2 billion youth worldwide<sup>23</sup>. The average median age of key global south countries is 25.3 years old, meaning that the global south population holds a significantly large amount of the youth and leaders of tomorrow in the world<sup>24</sup>.

**1.2 BILLION YOUTH**

**TODAY, THE WORLD IS HOME TO THE LARGEST GENERATION OF YOUNG PEOPLE IN HISTORY – 1.2 BILLION YOUTH**

**CLOSE TO 90% LIVE IN GLOBAL SOUTH**

**WHERE THEY CONSTITUTE A HIGH PROPORTION OF THE POPULATION**

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The commitment of educators in the Global South to invest in character and holistic growth can transform this spiritual and moral capacity into a tremendous asset, nurturing a generation of youth poised to thrive and lead. Conversely, if educators maintain the status quo, neglecting these dimensions, it risks turning this potential into a liability, leading to a lost generation faced with substantial social challenges.

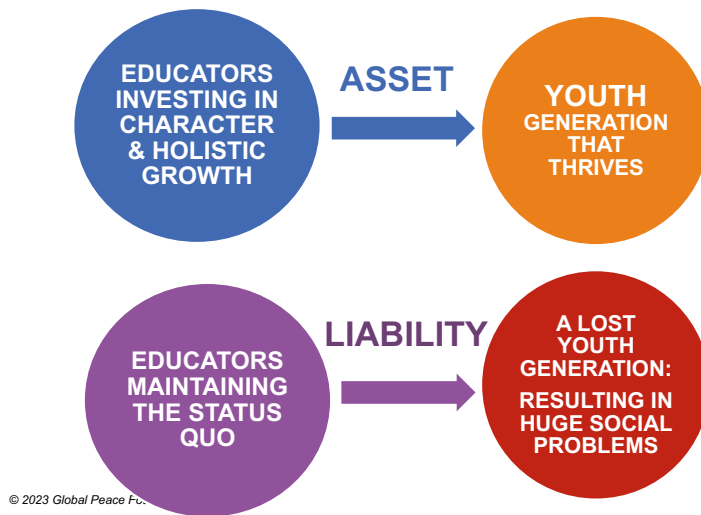
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<sup>23</sup> <https://www.advocatesforyouth.org/issue/young-people-in-the-global-south/>

<sup>24</sup> <https://www.worlddeconomics.com/Demographics/Median-Age/Philippines.aspx>

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## GLOBAL SOUTH YOUTH POPULATION AN ASSET OR A LIABILITY?



These new generations are tech-savvy and more connected to the world than any generation before them. However, the old school schedules, with set semesters and academic years, don't match the fast-changing world students will need to develop and thrive in. For example, standardized tests like the Program for International Student Assessment (PISA) scores don't show the full picture of how ready students are for the modern world<sup>25</sup>. The current educational system's focus on standardized testing and academic credentials often overlooks the qualities of character and the ability to relate well with others, raising the question of whether high grades truly reflect a student's capacity for positive impact or teamwork. If a student graduates with straight A's, there is no guarantee that these achievements are an indicator of their values, or that they possess the relational skills necessary for collaborative work environments, as underscored in discussions about character attributes at innovative companies like Tesla.

It is critical to change the purpose and mindset of education to prioritize educating a whole generation, not just students in one school. By working together across different regions in the global south, educational leaders can share resources, and knowledge, and learn from each other to promote the holistic development of educators and students alike. For instance, using project-based learning in schools can help students solve real-world problems and become innovators. Also, digital platforms can create global classrooms, breaking down geographical barriers and promoting learning together from different parts of the world. Several experimental schools and universities have already gained success in this regard, including Ad Astra in the USA and Tecmilenio in Mexico.

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<sup>25</sup> <https://www.nytimes.com/2019/12/03/us/us-students-international-test-scores.html>

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Ad Astra, now known as Astra Nova Academy, embodies an innovative approach towards nurturing the holistic development of students. The core belief here is that instilling a robust desire to learn is a precursor to contributing to a prosperous and successful civilization. By engaging students in the realm of advanced exploration using project-based learning and generational learning approaches, the aim is to extend the thrill and inquiry of exploration beyond traditional boundaries, making it a pursuit for the holistic development of future innovative leaders. This initiative aims to spark a lifelong curiosity in students despite the abbreviated classroom time. Through these methods, Astra Nova strives to foster a deeper, value-driven understanding and curiosity that prepares students to thrive in a rapidly evolving global landscape.

Similarly, Tecmilenio University focuses on a well-rounded approach to education by cultivating the development and immersion of student's purpose through their education. The emphasis is on creating an ecosystem of well-being and happiness to help students find their life's purpose and build prosperous and meaningful civilizations of tomorrow. The curriculum is delivered through a personalized open platform that fosters the development and certification of character-building competencies. This approach is in alignment with preparing students for real-world challenges, and encouraging creativity, critical thinking, and adaptability, which are essential traits for the modern workforce, peacebuilding, and values-driven global citizenship.

In the Philippines, Region 3 is already witnessing the innovative rollout of the Ukit Marangal framework, a transformative initiative designed to enhance the effectiveness and efficiency of educators, students, and school leaders. This approach is tailored to refocus education back on values, fostering the comprehensive development of personal transformation and transformative education, with a particular focus on peacebuilding competencies including self-awareness, social responsibility, human security, creativity, innovation, community resilience, and more. At the core of this initiative is the integration of values-based training, aiming to imbue teachers, students and school leaders with strong moral character and peacebuilding competencies. These competencies are deeply rooted in holistic development and guided by universal principles, vision, and values, ensuring that the educational transformation aligns with a holistic and ethically grounded approach to learning and leadership through the transformation of people, not systems.

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## PREPARE A NEW GENERATION OF STUDENTS

### CREATING A PEACEFUL AND FLOURISHING 21ST CENTURY CIVILIZATION

Students and Educators with a strong foundation of **Good Character, and Moral and Innovative Leadership** can harness their creative ingenuity to bring about transformative change in all sectors and propel civilization toward a peaceful and prosperous future.



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By 2050, Generation Z and Alpha will be leading our schools, companies, and countries. Their education should be about more than just being good with technology, a value neutral tool. Education must help present future generations become good global citizens, eager to make meaningful changes and promote peacebuilding in their family, community, and world. The goal is to blend the learning of important values with the pursuit of knowledge, preparing them not just to get jobs, but to be leaders with strong moral and innovative leadership. As they move into different job sectors, the need for an education system that promotes values and modern world-ready character becomes clearer. This means creating a learning environment that encourages creativity, critical thinking, and a sense of responsibility to the world guided by moral character and universal principles, vision, and values. The practices at Astra Nova Academy and Tecmilenio University are shining examples of this approach. Through project-based and generational learning approaches, Astra Nova ignites lifelong curiosity and a deeper, values-driven understanding in students. Similarly, Tecmilenio's focus on well-being and finding life's purpose through education prepares students to face real-world challenges with creativity, critical thinking, and adaptability, embodying the essence of values-driven global citizenship.

## Workforce Trends of 2050

The shift in organizational dynamics is palpable as companies evolve to bridge the gaps for emerging workers of the future. Now, the spotlight is on a more holistic approach to hiring, where big brands and companies are veering away from solely credential-based recruitment towards recognizing the importance of character, capabilities, relationship building, and values. For instance, Tesla and Google, forerunners in innovative hiring practices, look for individuals who are not just technically proficient

but also exhibit character qualities, proficiency in relationships, innovation, moral responsibility, collaboration, ability to solve complex problems, motivation, and reliability.

## TESLA: HIRING CRITERIA



3.6 Million Job Applications in 2022. Hired 28,565. Ratio of 1 in 126

Harder to get into Tesla than Harvard University

### WHAT DO THEY LOOK FOR IN HIRING

#### #1. CHARACTER

- “Are they going to be a Good Person?”
- “Having a Positive Attitude”
- “How they are as an Individual?”

#### #2. RELATIONSHIPS

- “How they affect Others Around Them”
- “Easy to Work With”
- “Are People Going to Like Working with Them”

REF: Elon Musk

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## TESLA: HIRING CRITERIA



#### #3. SKILLS

- “Ability to **Solve Tough Problems**”
- “How they made decisions at key transition points.”

#### #4. APPLICATION OF KNOWLEDGE

- “Direct **RESPONSIBILITY** for Significant Accomplishments”
- “The person who is responsible understands the Problem and Solution.”

#### EVIDENCE OF EXCEPTIONAL ABILITY

“Not necessarily the case to have a college degree or high school credential.”

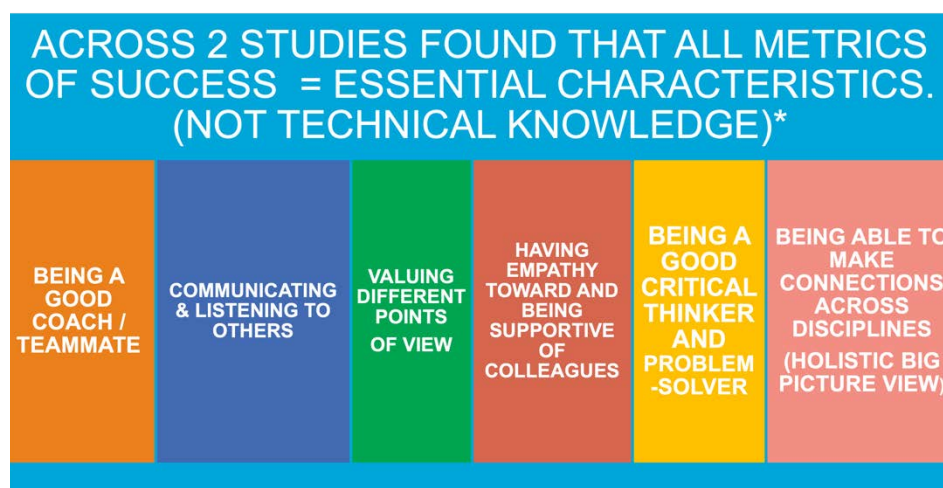
REF: Elon Musk

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Tesla, a trailblazer in the electric vehicle and clean energy domain, emphasizes the essence of character in its hiring process, mirroring a contemporary shift towards value-centric recruitment<sup>26</sup>. Unlike conventional models where knowledge and credentials were the focal points, Tesla seeks individuals whose characters resonate with its culture of innovation, resilience, passion for relationship building, and collaborative engagement. The company values traits like problem-solving aptitude, adaptability, and a willingness to challenge the status quo, which are emblematic of a character that thrives in a fast-evolving, disruptive environment. This emphasis on character ensures not only a technical fit but also a cultural and ethical alignment with Tesla's overarching mission to accelerate the world's transition to sustainable energy. By spotlighting character, Tesla aspires to build a workforce of forward-thinking individuals who are equipped not just with technical ability but with a moral compass and a vision that contributes to a moral and innovative pursuit of solutions to global challenges.

In addition, Google, a tech behemoth, has also reimagined its hiring practices to focus more on the character of individuals rather than just their knowledge acquisition<sup>27</sup>. Rather than merely glancing at the credentials, Google seeks individuals who embody the company's values and possess a blend of intellectual curiosity and ethical principles, thus aligning with a broader organizational culture that prioritizes character. This shift is captured in their measure of a candidate's "Googleness" factor, a set of qualities including ambition, drive, character, team orientation, and integrity, among others, that the company looks for in its potential hires.

## CRITERIA FOR SUCCESS AT GOOGLE



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<sup>26</sup> <https://www.sigmaassessmentssystems.com/wp-content/uploads/2021/04/Tesla-Case-Study.pdf>

<sup>27</sup> <https://fortune.com/2014/09/04/how-google-attracts-the-worlds-best-talent/>

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By doing so, Google aims to hire individuals who are not only skilled but are also good at heart, innovative, and can contribute positively to the company's culture and, by extension, to the broader community. This holistic approach to talent acquisition reflects a deeper understanding that it's the people who make the workplace. Their innate capacity to change, evolve, and drive innovation is what fuels organizational growth. Education, therefore, must realign to this vision, ensuring that the future workforce is character ready.

The evolving hiring practices at notable firms like Tesla and Google spotlight the importance of character alongside skills, suggesting a valuable lesson for the realm of education. Skills are value-neutral and their impact hinges on the character of those wielding them. This entails a well-rounded development of both educators and students, fostering traits like empathy, resilience, and ethical decision-making. By aligning educational values with broader universal principles, and instilling a strong moral foundation, transformative education can prepare individuals who are adept not just technically, but also in navigating the complex ethical landscapes of the modern workforce.

In alignment with new modern hiring practices, the education sector is called upon to make a transition to cultivate the whole person, acknowledging the four core dimensions of being human—spiritual, mental, emotional, and physical—rather than concentrating primarily on the mental dimension, and partially at that. This holistic approach to development is far more encompassing for preparing individuals to meet the multifaceted demands of contemporary workplaces.



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# Propelling Civilization Toward a Purposeful Future: Join Our Shared Commitment

“Design creates culture. Culture shapes values. Values determine the future.”

Robert Peters, Circle Design

How we educate the current generations will shape all aspects of technology, media, governance, policy and ultimately, culture. This process will generate the new world’s values and ethics while informing how coming humans will relate to their planet and global community. In other words, the shape that transformative education takes will directly and prominently create the coming future.

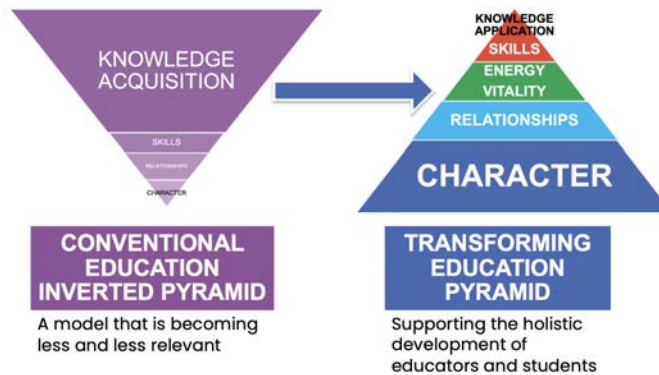
To be informed of this, to be aware of this and the responsibility it entails must be a core value for today’s educators and educational institutions. When we can understand our mission of building civilization and raising human consciousness through moral character development, we can raise our level of ownership to positively impact life on this planet. Through the transformation of people over systems, transformative education stands at a precipice in the global south, called to raise ‘good human beings,’ which means creating an environment where educators and students can understand their own roles and responsibilities in today’s changing world and thrive.

In this era of unprecedented challenges and opportunities, the call to action for all of us is clear. By acting collectively, we can propel civilization toward a more purposeful, sustainable, and shared future. It's not just a vision; it's a mission we all can embrace.

We invite you to sign up for this shared commitment by accessing our [TE 2050 website](#) and signing [this form](#) using the link or QR code below to become a partner and/or supporter in this exciting vision. We invite you to join our shared commitment and become part of a global movement to transform education through the transformation of educators and students.



**TRANSITION TO THE TRUE PURPOSE  
AND THE FUTURE OF EDUCATION**



*For more information about  
Transforming Education in the Global  
South: Towards 2050, please visit  
[www.globalpeace.org/TE2050](http://www.globalpeace.org/TE2050) or  
submit an inquiry below  
([TE2050@globalpeace.org](mailto:TE2050@globalpeace.org))*