

**TRANSFORMING
EDUCATION IN
THE GLOBAL
SOUTH:
TOWARD 2050**

**LAUNCH
STORY**



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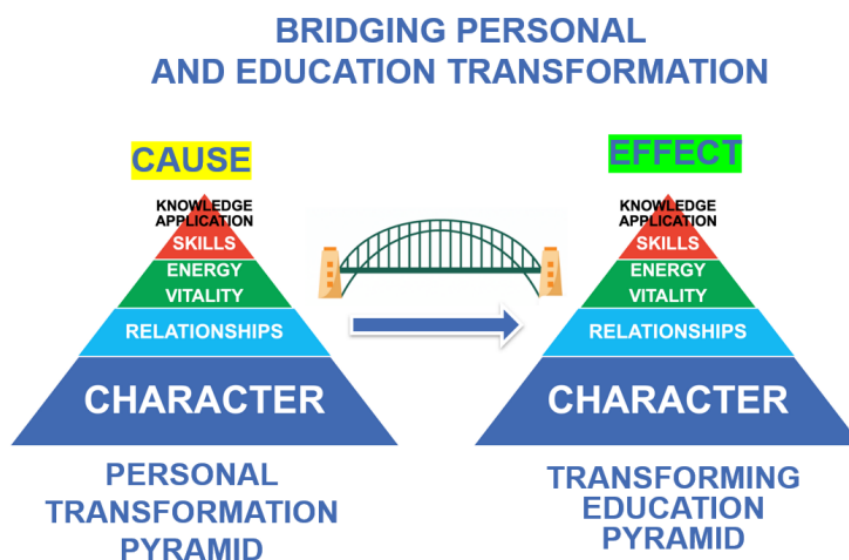
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Background

The vision of Transforming Education in the Global South: Toward 2050 (TEGS: 2050) formed its roots in an understanding of the historical and cultural essence of education in the Global South. This vision arose from a reflection on the evolution of education over the past 300 years, particularly the shift from its values-driven origins towards a more rigid, industrial model. Recognizing the inadequacies of the current system in meeting the holistic needs of students and educators, this vision seeks to reforge the connection between education and its original moral and community-oriented foundations.

Central to this vision are the principles of holistic development and cultivation of character. The aim is to nurture individuals who are not only academically proficient but also embody strong moral character and values, equipping them to contribute positively to society. This encompasses a comprehensive approach to education, emphasizing character development as the driving force for enabling emotional, spiritual, physical development, and knowledge application. This approach resonates with the values of the Global South, where education has historically been an integral part of community and family life.

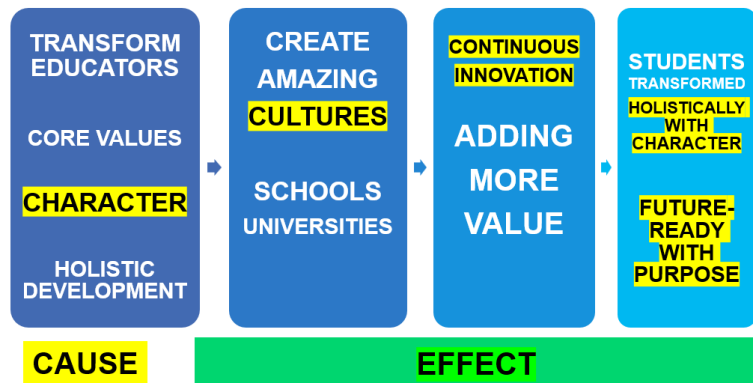


Unlike other visions that may broadly address educational reforms, TEGS:2050 begins with the essence of transformation, starting with the personal and professional transformation of educators and leaders and then the students. It is actively developing emerging regional educational institution models, specifically tailored to address the

unique challenges and needs of the Global South. This hands-on approach ensures that the vision of TEGS: 2050 is not just aspirational but is translated into practical, actionable transformation.

TEGS: 2050 has garnered support from several Ministries of Education, including those of the Philippines, Kenya, and Uganda. This endorsement is notable as it demonstrates governmental recognition and backing, crucial for the systemic implementation of the TEGS: 2050 vision. Such high-level support showcases a commitment not just from educational institutions but also from policymakers who are instrumental in shaping the educational landscape.

THEORY OF TRANSFORMATION TRANSFORM PEOPLE



As progress is made towards Transforming Education in the Global South: Toward 2050, collaboration and partnerships being made within key Global South regions are already turning this vision into a vivid reality. Seamlessly blending the cultural and moral heritage of the region with forward-thinking educational strategies through the transformation of educators and students,



these efforts are actively reshaping the educational landscape. For an exploration of the historical foundations of conventional education and the urgent call for transformative education in the Global South, we invite you to delve into the concept paper outlining the 2050 vision¹.

Strategy

The strategy behind TEGS: 2050 is a blueprint to achieving educational transformation through the transformation of people. It encompasses educators, families, policymakers, and communities, all converging to weave the principles of holistic development and values-driven education back into schools with moral and innovative leadership and character development. The pillars of the strategy outline distinct areas where partnerships are being formed and impact is being driven across the Global South include:

¹ <http://www.globalpeace.org/te2050/>

1. Transform Educators and Students Holistically
2. Creating Regional Models in Nations
3. Creating Great Schools and Universities
4. Building Campaign Awareness

In 2022 and 2023, advancements were achieved in the Philippines, Uganda, Kenya, and India. The culmination of these efforts was marked by more than 10 major events, attended by over 1,000 educators and institutional leaders across the Global South – all dedicated to furthering the mission of TEGS: 2050.

1. Transform Educators and Students Holistically

In the pursuit of the vision set by Transforming Education in the Global South: Toward 2050 (TEGS: 2050), progress was achieved in developing character, holistic development, and moral and innovative leadership content, including a diverse array of workshop presentations, workbooks, personal transformation challenges, resources, and more. Central to the initiative strategy has been the enhancement of school cultures across districts and regions across the Philippines, Kenya, Uganda, and other nations focusing on the holistic development of educators and students.

19TH CENTURY INDUSTRIAL MODEL

THE EDUCATION SYSTEM WAS MEANT TO CREATE THE FACTORY WORKERS OF TOMORROW.

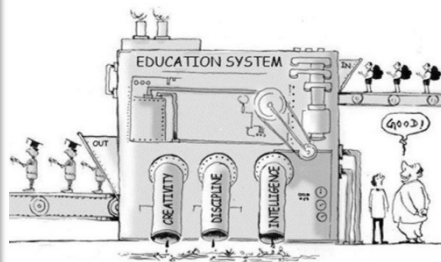
CORE FOCUS WAS:

- KNOWLEDGE
- MEMORIZATION
- OBEDIENCE
- UNIFORMITY

“PUBLIC SCHOOLS WERE NOT ONLY CREATED IN THE INTERESTS OF INDUSTRIALISM. THEY WERE CREATED IN THE IMAGE OF INDUSTRIALISM”

Sir Ken Robinson.

A LOOK BACK AT THE LAST 300 YEARS OF EDUCATION...



TODAY

THE EDUCATION SYSTEM HAS YET TO EVOLVE. STILL STUCK IN ITS FACTORY ROOTS.

TEGS: 2050 promotes a shift from the traditional, industrial revolution-inspired model that has dominated the education landscape globally for the past 300 years. This model, characterized by an emphasis on uniformity and obedience, falls short considering the demands of the modern world, largely because it was designed for a bygone era focused on

producing workers for factories, rather than thinkers and innovators for a dynamic civilization. Moreover, it often overlooks the critical role of character, principles, vision, and values essential for leadership and innovation in today's interconnected and rapidly changing society. The TEGS: 2050 initiative seeks to address this through content mastery by focusing on the holistic development of educators and students to not only raise awareness of the evolving needs of our civilization but also promote the comprehensive growth of educators into moral and innovative leaders with character.

This initiative draws upon the changing dynamics within the workforce, especially highlighted by Fortune 500 companies like Tesla and Google, which value character, creativity, and the ability to innovate as much as technical skills. Their hiring practices reflect a broader trend toward recognizing the importance of moral character and relational skills, signaling a shift in valued qualities. Dr. Mutheu Kasanga, Vice Chancellor

from Lukenya University, emphasizes this focus on the foundational importance of character in education and employment, saying, "Character development is crucial; without it, individuals are ill-equipped to contribute to any sector's development."

HIRING CRITERIA ALMOST ALL FORTUNE 500 COMPANIES



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

Harder to get into Tesla than Harvard University

TESLA SPOTLIGHT

#1. CHARACTER

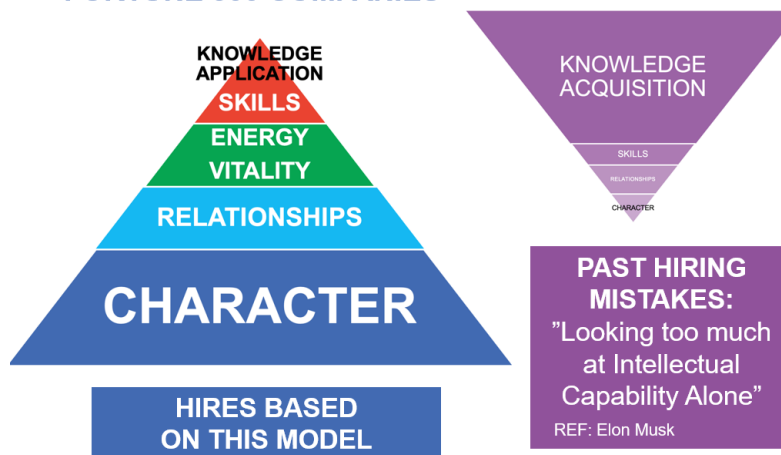
- "Are they going to be a Good Person?"
- "Having a Positive Attitude"
- "How they are as an Individual?"

#2. RELATIONSHIPS

- "How They Affect Others Around Them."
- "Easy to Work With"
- "Are People Going to Like Working with Them?"

REF: Elon Musk

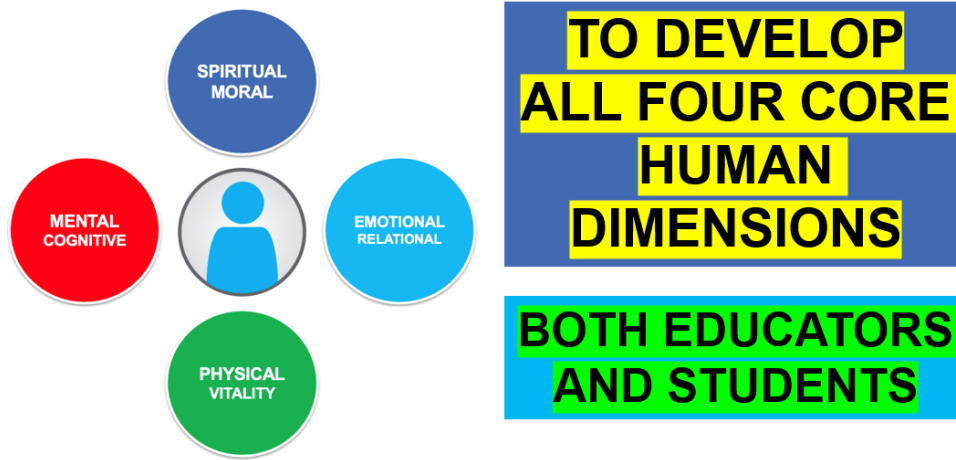
HIRING CRITERIA: FORTUNE 500 COMPANIES



The approach taken by TEGS: 2050 is practical and forward-thinking. It involves creating educational content and delivering workshop experiences designed to foster holistic development along core human dimensions of spiritual/moral, emotional/relational, physical/vitality, and mental/cognitive. The goal is to develop the capacity of educators to prepare students more effectively not just for the workforce but for meaningful

contributions to society, equipped with principles, vision, values, and moral character. The advancements made in the development and delivery of content directly address the gap between conventional education and the realities of the modern world – steering Global South educational systems back to the true purpose of education through the transformation of educators and students. It serves as a roadmap for creating a new generation of leaders equipped to navigate the complexities of a rapidly changing world with integrity, character, and harmonized principles, vision, and values.

PURPOSE OF EDUCATION



THE CONVENTIONAL EDUCATION MODEL IS STUCK IN THE MENTAL COGNITIVE DIMENSION OR IN OUR HEADS

In essence, TEGS: 2050 is setting a new standard for education in the Global South, moving away from the outdated system and towards a future where holistic development, character, and innovation are at the forefront through the development, delivery, and mastery of content which creates actionable models for cultivating good schools. Dr. Sherlyne Almonte-Acosta, Senior Educational Research and Development Specialist at SEAMEO INNOTECH, encapsulates this connection well in reflecting on the importance of educator transformation, "Transforming educators first is the foundational step in the holistic structural transformation."

YOUTH BETWEEN AGES 1-27 SPEND UP TO 80-90% OF THEIR TIME IN FAMILIES AND EDUCATION INSTITUTIONS

POTENTIAL POSITIVE IMPACT OF FAMILIES AND EDUCATORS

Today, the world is home to the largest generation of young people in history – 1.2 billion youth, where nearly 90% live in the global south and constitute a high proportion of the population. This initiative taps into a significant opportunity to influence future generations at a critical time in their development. With youth spending 80-90% of their time in educational institutions or with family,

TEGS: 2050's approach offers a unique opportunity for educators and parents to instill values and character that align with the needs of a rapidly evolving world. The continued work in this strategy

pillar provides a foundation for embedding transformative educational practices resulting in great school cultures that can shape moral and ethical leaders prepared to contribute meaningfully to society.

2. *Creating Regional Models in Nations*

Building on the momentum of a successful partnership with the Philippines in Region 3, 2023 also marked new advancements in extending the TEGS: 2050 vision across other key areas within the Global South. The strategy of creating regional models in education has led to impactful collaborations and alignments with national educational models and frameworks in Kenya, as well as Uganda, with other countries coming on board.

2022 and 2023 were pivotal in the TEGS: 2050 journey in the Philippines, marked by a series of workshop events. Key among these was the three-phase workshops conducted in Region 3, the third largest region in the Philippines located in Central Luzon, north of Manila. These workshops were supplemented by a specialized session for tertiary educational institutions in September 2023, the Philippines November 2023 Summit with St. Paul University, and the November 2023 Transforming Education Forum – gathering a collective total of 2,500 educators in the Philippines alone. The year culminated with the Global Peace Convention in December, where Region 3 announced the forthcoming Phases 4, 5, and 6 of Transforming Education workshops, including additional training for educators in early 2024. Dr. Margarita Consolacion C. Ballesteros, Director of the External Partnerships Service of the Philippines Department of Education (DepEd), succinctly captured the essence of the TEGS: 2050 mission, noting: “Transformation begins with people... It acknowledges that Character... guides the quality of our growth, relationships, vitality, and the application of skills and knowledge to solve the complex problems of our time.”

The synergy between Transforming Education content and the Philippines' national educational framework underscores a strategic partnership that emphasizes the holistic development of educators and students. The Department of Education's initial introduction of the MATATAG curriculum was aimed at fostering national resilience and citizenship. Region 3 took the initiative in 2023 to expand on this effort by developing the Ukit Marangal Framework, underscoring the importance of integrity, and having a region of ethical and upright leaders. However, it is crucial to recognize that integrity, while essential, is value-neutral and can be directed toward both positive and negative ends. Therefore, the focus has been on nurturing integrity in a morally constructive manner through character development, ensuring that educators and students alike are steered towards building integrity to ethical principles and responsible behavior.

It was through this partnership with GPF that Region 3 took a step further by developing additional content aimed at creating morally guided leaders. By focusing on character and holistic development, the GPF's Transforming Education Framework is a body of foundational content that aligns with the aspirations of Region 3's focus in building leaders of Integrity and the National Focus on building a Resilient Nation of good citizens.

Moving towards 2024 and beyond, the upcoming workshops and the continued emphasis on moral and innovative leadership training for educators will play a vital role in actualizing the TEGS: 2050 vision. These efforts are not only crucial for the Philippines but also serve as a model for the Global South, demonstrating the power of education to foster resilient, ethical, and innovative leaders which

paves the way for continued purpose-driven work and impact in the country and in regions such as Kenya, Uganda, India, Paraguay, and Brazil.

In Africa, the TEGS: 2050 initiative is deeply intertwined with the continent's ambitious educational transformation goals. By establishing new partnerships, the country has adopted a competency-based curriculum designed to foster holistic development, nurture talent, and equip students for a future-ready workforce through practical knowledge application. Aimed at embedding the principles of Transforming Education in the Global South: Toward 2050 (TEGS: 2050) in this new curriculum, the initiative is a strategic move that resonates with the continent's Africa Agenda 2063 and Kenya's Vision 2030. In addition to aligning with Kenya's educational reforms, collaborative efforts included practical engagements through workshops, notably the Kenya Summit in July 2023 and the Kenya Workshop in October 2023. These events were instrumental in working closely with Kenyan educators and stakeholders to develop effective regional models, integrating the TEGS: 2050 vision within the context of Kenya's unique educational landscape.

The seven core values of Kenya's Competency-Based Curriculum (CBC) — critical thinking and problem-solving, creativity and imagination, self-efficacy, communication and collaboration, citizenship, learning to learn, digital literacy, and character development — harmonize with the TEGS: 2050 vision. Through these aligned efforts, the initiative is not only nurturing moral and innovative leaders in Kenya but also driving principles, vision, and values in sync with national and regional educational priorities.

Uganda, too, has recently introduced a new curriculum, with goals that parallel the TEGS: 2050 vision. The partnerships formed in Uganda focus on promoting civic responsibilities, moral character development, and a shared identity as one human family, integrating the core principles of the model for transformative education into the fabric of the curriculum taught in schools. These foundational concepts were further instilled with educational leaders by the workshop held in October 2023, which played a pivotal role in bringing the TEGS: 2050 vision to life within the nation's new educational framework.

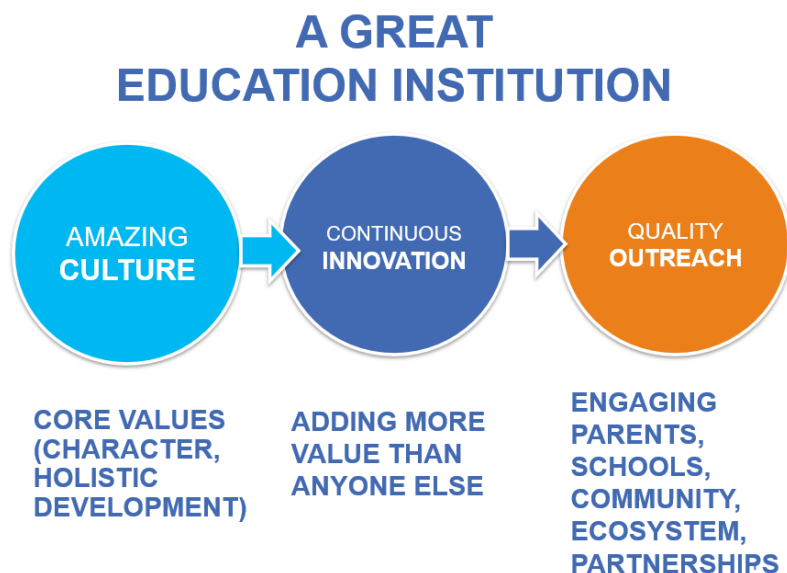
Moving into 2024 and beyond, the focus will be on expanding these partnerships and regional models. In the Philippines' Region 3, plans are underway to sustain and expand the impact of TEGS: 2050, while in Kenya and Uganda, towards the 2024 Africa Global Peace Leadership Conference.

3. *Creating Great Schools and Universities*

Underpinning the TEGS: 2050 strategy is a strategic framework to enact real transformation in schools, colleges, and universities. The framework operates on a domino effect principle, with the transformation of educators as its foundational step. Prioritizing the development and growth of educators initiates a chain reaction, starting with building a great culture and leading to better structures, systems, and students that create a renaissance for the entire educational ecosystem.

Throughout 2023, partnerships with Region 3 of the Philippines effectively operationalized the model for creating great schools, colleges, and universities by outlining specific competencies required for true champions of educational change, setting a concrete foundation for transformation. Through this collaboration, Region 3 has successfully established and developed a cohort of M.E.T.A leaders – individuals who embody moral, ethical, transformative, and accountable values – demonstrating strong alignment with both the TEGS: 2050 vision and the regional models for resilient leaders who lead with integrity.

The slide to the right encapsulates the journey that begins with educators themselves. As they embark on personal and professional growth, they become the change makers within their educational institution's culture. This personal transformation among educators creates channels for a dynamic and deeply engaged culture through the influence and impact they have on leaders, students, and others around them through daily interactions. The culture educators help shape is the fertile ground from which continuous innovation springs, leading to distinctive marketing that tells a story of quality and community engagement. The linkage between educator transformation and institutional growth is clear: it is the personal transformation of educators that plants the seeds for a thriving educational ecosystem.



The successful realization of this strategic framework in Region 3 has served as an inspiration and model for other regions as well. Kenya, Uganda, and India have engaged schools, colleges, and universities to support this pathway towards holistic educational transformation and create institutions that nurture students as holistic, future-ready individuals.

4. *Building Campaign Awareness*

Building awareness for the Transforming Education in the Global South: Toward 2050 (TEGS:2050) campaign within national and regional networks has been a focal point of the strategy in 2023. Through a series of targeted events and partnerships, strides were made in aligning initiatives with regional educational models and spreading this vision across various educational associations, schools, and universities.

One of the key achievements was the Global Peace Leadership Conference (GPLC), which began in December 2022. This event brought together over 300 education supervisors, superintendents, and leaders from Region 3 in the Philippines, effectively introducing them to foundational concepts forming the foundation of the TEGS:2050 vision.



The culmination of these awareness-building efforts was evident at the Global Peace Convention (GPC) in December 2023. The launch of TEGS:2050 was a highlight, marking a new era in transformative education. This convention brought together a diverse group of 300+ educators and leaders, engaging them in discussions on mastering content, creating regional and school models, and, importantly, building awareness of this

transformative educational vision. The presence of international representatives discussing strategies for implementation in their respective regions was a testament to the growing global impact of this initiative, culminating in the recruitment of over 21 launch partners for the TEGS: 2050 campaign.

LOOKING AHEAD

The journey towards actualizing the transformative vision of TEGS: 2050 continues with steadfast commitment and innovative strategies. The upcoming phases 4, 5, and 6 of the Transforming Education workshops, Moral and Innovative Leadership Trainings in the Philippines in 2024 as well as other continued regional workshops serve as pivotal milestones in this journey. These phases are not just about continuing the dialogue and collaboration but are geared towards advancing each pillar of the strategy into tangible results within educational settings, expanding also in India, Paraguay, and Brazil.

In the forthcoming phases, there will be an intensified focus on deepening the integration of the TEGS: 2050 principles across educational models and curriculums. This will involve an enhanced collaboration with local educators, policymakers, and community leaders in regions such as the Philippines, Kenya, and Uganda to ensure that the curriculum and national models are aligned and are relevant to the TEGS: 2050 vision. For further details on this strategic approach towards creating a resilient and innovative educational landscape in the Global South through the transformation of educators and students, and to join the collaborative efforts in making this vision toward 2050 a reality, please consult the full concept paper².

² <http://www.globalpeace.org/te2050/>

CALL TO ACTION

Please take a moment to read our CONCEPT PAPER on "Transforming Education in the Global South: Toward 2050," which outlines this vision for reimagining education. By becoming a launch partner in the TEGS: 2050 campaign, you'll contribute to key initiatives within your local region including transforming educators and students through content mastery and development, developing regional models to integrate these models into practice, improving schools and universities starting with the personal transformation of educators, and increasing campaign awareness by sharing the vision with other institutional leaders, organizations, and stakeholders. Your support is crucial in creating an educational system that prioritizes holistic development and character. Join us in this important work across the Global South.

STRATEGY

1. Transform Educators and Students Holistically
2. Create Regional Models in Nations
3. Create Great Schools and Universities
4. Build Campaign Awareness



LEARNING RESOURCES

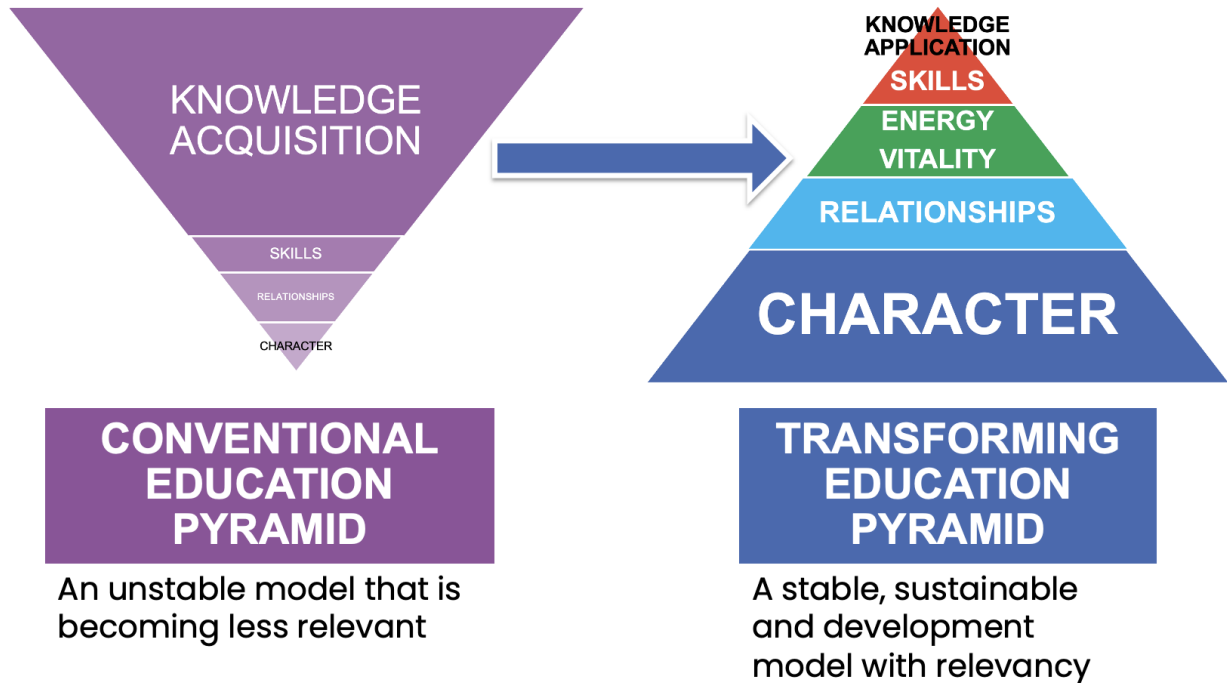
Transforming Education in the Global South Website (<https://globalpeace.org/te2050>)

Download and View the Concept Paper

Transforming Education Presentations from the 2023 Global Peace Convention:

1. TO VIEW, REGISTER AT: (<https://globalpeaceconvention2023.vfairs.com>)
2. ENTER THE MAIN HALL and GO TO "TRANSFORMING EDUCATION"
3. GO THESE TRANSFORMING EDUCATION PRESENTATIONS
 - a) "Transforming Education in the Global South: Towards 2050" (Overview)
 - b) "Visualizing the Purpose and the Future of Education"
 - c) "The Case for and Foundation of Character"
 - d) "The Holistic Development 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 or submit an
inquiry below (TE2050@globalpeace.org)*