



Manifesto and Strategic Plan

2026–2028

Education for human flourishing, global responsibility, and the common good

Preamble

The World University Consortium (WUC) was established on the initiative of the World Academy of Art and Science (WAAS), whose commitment to international cooperation in education dates back to its founding in 1960. From its earliest years, WAAS recognized that many of humanity's most important challenges transcend national boundaries and cannot be addressed adequately within isolated disciplines, institutions, or countries.

In 2013, following a collaborative initiative between WAAS and the United Nations Office at Geneva examining emerging global challenges and opportunities, WAAS concluded that a renewed international initiative in higher education was needed. WUC was subsequently established as an independent international organization dedicated to advancing the transformation of higher education. Its founding partners included universities, educational organizations, civil-society institutions, and international networks from around the world.

Over the following decade, WAAS, WUC, and their partners organized seven international conferences on the future of education and developed numerous educational and curriculum initiatives addressing global challenges from transdisciplinary and human-centered perspectives.

In 2026, WAAS and WUC agreed to strengthen their partnership through a new framework for global collaboration and to expand WUC as an international platform for educational innovation, research, partnership, and action.

Vision

WUC envisions a global learning community in which universities, educators, students, researchers, institutions, governments, civil society, and other stakeholders collaborate across cultures, disciplines, sectors, and national boundaries.

Our vision is of education that enables people not simply to acquire knowledge, but to learn how to learn, think critically and creatively, develop their full human capacities, cooperate with others, and contribute responsibly to a peaceful, sustainable, equitable, and secure world.

Education should prepare people not only for employment, but for life, citizenship, leadership, social responsibility, and continuous adaptation in a rapidly changing world.

Mission

WUC promotes the transformation of education through person-centered, transdisciplinary, inclusive, ethical, and globally accessible approaches to learning.

Its mission is to create a safe and collaborative international space in which universities and other stakeholders can advance research, education, innovation, professional development, and partnerships that enhance human and environmental well-being.

WUC seeks to expand access to high-quality education, reduce educational inequalities, strengthen lifelong learning, and develop the competencies required to address complex challenges that cross disciplinary, institutional, cultural, and national boundaries.

At the heart of this mission is a simple principle: education must serve the development of the whole person and the well-being of society.

Core Values

WUC's activities are guided by:

Human dignity · Equal opportunity · Academic freedom · Scientific rigor · Sustainability · Inclusion · Ethics · Collaboration · Creativity · Lifelong learning

These values inform both what WUC seeks to accomplish and how it works with its partners.

Current Programs and Initiatives

Future Education Conferences

WUC's Future Education Conferences provide an international forum for exploring how education must evolve in response to social, technological, environmental, economic, and cultural change.

The conferences promote educational models that move beyond narrow specialization toward person-centered, transdisciplinary, value-based, and life-centered learning. They explore how education can cultivate critical thinking, creativity, ethical judgment, collaboration, resilience, and the capacity to respond constructively to uncertainty and change.

Seven international conferences have been held to date. The eighth is planned in collaboration with the University of Turin.

Human Security for All

WUC supports educational initiatives based on the concept of Human Security for All (HS4A), which places human beings and their essential needs at the center of security and development.

The HS4A initiative in India has demonstrated the potential for translating this concept into large-scale educational practice. Its activities have reached schools, students, teachers, parents, and communities, introducing younger generations to the interconnected dimensions of human security and their relevance to everyday life.

WUC intends to build on this experience by developing educational programs and partnerships that integrate human security into formal, non-formal, and lifelong education.

WUC Certification

WUC certification is designed as a developmental process rather than merely an accreditation exercise. It encourages educational institutions and programs to assess their practices, identify opportunities for improvement, and progressively align their activities with WUC's educational principles.

Certification considers ten principal dimensions:

1. **Mission** — alignment with transformational education, holistic development, social responsibility, and preparation for the future.
2. **Transdisciplinarity** — integration of knowledge and perspectives across disciplinary boundaries.
3. **Holistic development** — promotion of self-awareness, interpersonal competence, and global citizenship.
4. **Social responsibility** — preparation of learners to understand and respond to societal challenges.
5. **Life-centered learning** — active learning connected to real situations and meaningful problem-solving.
6. **Pedagogical diversity** — use of participatory, experiential, problem-based, and other effective approaches to learning.
7. **Faculty development** — continuing development of educators and their pedagogical competencies.
8. **Career development** — preparation for employment, professional change, and lifelong adaptation.
9. **Responsible use of technology** — development of competencies in Artificial Intelligence and emerging technologies within a human-centered ethical framework.
10. **Outcomes and continuous improvement** — evidence that educational programs achieve their stated objectives and respond effectively to feedback.

WUC has certified programs offered by the Global Institute for Integral Management Studies (GIIMS) and the Conscious Management Institution (CMI) and intends to expand certification through partnerships in India and other regions.

AI-Enhanced Global Education

Artificial Intelligence creates unprecedented opportunities to make high-quality education more accessible, personalized, interactive, and affordable.

WUC is exploring the development of AI-enhanced lifelong learning systems capable of complementing existing educational institutions and extending educational opportunities to populations that remain underserved by conventional systems.

The objective is not to replace educators or educational institutions, but to use technology to strengthen human learning. AI should enhance access, personalization, dialogue, creativity, and knowledge sharing while remaining guided by human judgment, ethical responsibility, transparency, and respect for human dignity.

WUC is therefore developing partnerships with universities, international organizations, governments, NGOs, technology experts, and educational networks to explore responsible applications of AI in education, with particular attention to the Global South.

This work has been presented and discussed at international forums including events associated with the United Nations Summit of the Future, the UNESCO Global Forum on the Ethics of AI, and the AI Impact Summit in India.

Strategic Objectives 2026–2028

During the period 2026–2028, WUC will concentrate on eight strategic objectives:

- Develop and disseminate innovative models of effective education.
- Foster transdisciplinary, intersectoral, intercultural, and international collaboration.
- Promote ethical and people-centered applications of Artificial Intelligence in education.
- Expand access to affordable, high-quality education and lifelong learning.
- Develop internationally relevant systems for recognizing and certifying competencies.
- Convene international conferences and expert forums on the future of education.
- Advance research and the exchange of evidence-based educational practices.
- Build a global network of institutional and individual partners committed to educational transformation.

These objectives provide a common framework within which WUC’s projects and partnerships can develop while allowing sufficient flexibility for adaptation to different cultural, institutional, and regional contexts.

Flagship Areas of Action

WUC and its partners are developing initiatives in areas where educational innovation can make a significant contribution to human well-being and social transformation. These include:

- Effective Learning Communities
- People-Centered Organizational Development
- Peacebuilding and Facilitation
- Person-Centered Psycho-Ecology and Forest Therapy
- Ethical Cybersecurity
- Trauma-Informed Best Practices
- Polycrisis Management
- Social Change through the Arts

These initiatives are at different stages of development. WUC will progressively evaluate, document, and strengthen them according to their evidence base, social relevance, scalability, and consistency with WUC’s mission.

One well-established example is the Trauma-Informed Care initiative, created following the 2022 invasion of Ukraine through collaboration among IACP, WAAS, WUC, the University of Turin’s Department of Psychology, Ukrainian professional organizations, and other international partners. The initiative has provided free online training to Ukrainian health professionals and educational opportunities for Ukrainian refugees in Italy.

A Global Network of Networks

A central strategic priority for WUC is the creation of a global Network of Networks connecting universities, educators, researchers, practitioners, professional organizations, civil society, communities, and other stakeholders.

Rather than creating another centralized institution, WUC aims to connect and strengthen existing networks, enabling knowledge and resources to circulate more freely across institutional, disciplinary, cultural, and geographic boundaries.

Artificial Intelligence and other emerging technologies can help support this network by facilitating communication, translation, knowledge discovery, collaborative research, and access to educational resources.

The network will promote:

- participatory action research;
- collaborative learning;
- knowledge and resource sharing;
- international partnerships;
- stakeholder participation;
- innovation and experimentation; and
- continuous processes of learning, self-awareness, and empowerment.

An Open Global Suggestion Platform will enable individuals and organizations to propose ideas and initiatives, while an open repository of educational practices will facilitate exchange, collaboration, and continuous improvement.

Global Partnerships

WUC's strength lies in collaboration.

Its development has been supported by a broad international network of universities, educational organizations, research institutions, civil-society organizations, professional bodies, and international networks associated with WUC and WAAS.

During 2026–2028, WUC will expand this ecosystem through partnerships in Europe, Asia, Africa, the Americas, and other regions.

Partnerships will be based on reciprocity rather than one-way transfer of expertise. WUC seeks relationships in which all participants contribute knowledge, experience, cultural perspectives, and innovation and in which programs are co-designed with the communities they are intended to serve.

Global Passport of Competencies

One of WUC's proposed initiatives is the Global Passport of Competencies, designed to facilitate the recognition and portability of academic, professional, and life competencies across national and institutional boundaries.

The Passport would provide a common framework through which competencies acquired in different educational and professional contexts could be documented, validated, and communicated internationally.

The initiative is intended to complement existing systems of academic recognition, including the principles advanced through the Bologna Process, while responding to an increasingly mobile and interconnected global society.

Pilot projects will be developed with university and institutional partners, with particular attention to accessibility, reliability, interoperability, ethical governance, and international recognition.

The Need for Educational Transformation

The structures of contemporary education were largely developed for the needs of an earlier age. Many continue to rely on standardized curricula, disciplinary fragmentation, passive transmission of information, and forms of assessment that reward reproduction of knowledge more than creativity, judgment, collaboration, and problem-solving.

These approaches are increasingly inadequate in a world characterized by rapid technological change, environmental pressures, inequality, demographic transformation, geopolitical uncertainty, and growing interdependence.

At the same time, educational inequality remains profound. Access to high-quality learning is still strongly influenced by geography, income, social background, and institutional resources.

WUC therefore regards education as a public good and a fundamental means of human development. Its transformation requires more than the introduction of new technologies or curricula. It requires reconsidering the purposes of education itself.

A New Educational Paradigm

WUC advocates an educational paradigm that integrates person-centered learning, transdisciplinary knowledge, human security, global responsibility, and ethical use of technology.

A person-centered approach recognizes learners as active participants in their own development and emphasizes educational relationships characterized by respect, empathy, authenticity, dialogue, and trust.

A transdisciplinary approach recognizes that major human challenges—climate change, inequality, conflict, health, technological disruption, migration, and sustainable development—cannot be understood or addressed adequately within isolated academic disciplines.

The human security framework provides an additional integrating perspective by focusing attention on the interconnected economic, food, health, environmental, personal, community, and political conditions required for people to live with dignity and security.

Technology, including Artificial Intelligence, must operate within this human framework. Its purpose should be to expand human capacities, access, cooperation, and creativity—not to diminish human agency or replace human responsibility.

Educational Transformation in Practice

WUC promotes a transition:

- from subject-centered to human-centered education;
- from passive reception to active learning;
- from memorization to critical, creative, and original thinking;

- from isolated theory to contextual and life-centered knowledge;
- from information transfer to development of the whole person;
- from fragmented knowledge to integrated understanding;
- from disciplinary silos to transdisciplinary inquiry;
- from standardized learning to approaches that foster individuality, resilience, creativity, and cooperation;
- from education primarily for employment to education for work, citizenship, relationships, responsibility, and life;
- from education as a finite stage of life to lifelong learning.

These shifts do not reject disciplinary expertise, rigorous research, objective evidence, or professional preparation. Rather, they place them within a broader understanding of human development and social responsibility.

Research, Innovation, and Open Knowledge

WUC will promote research as an essential foundation for educational innovation.

Particular emphasis will be placed on participatory and action-oriented research that enables educators, learners, institutions, and communities to contribute to the creation and evaluation of knowledge.

WUC will encourage the open exchange of research findings, educational resources, validated practices, and innovative methodologies through its networks, publications, conferences, digital platforms, and partnerships.

Artificial Intelligence may assist in analyzing and sharing knowledge, but human expertise, scientific rigor, ethical oversight, and critical judgment will remain indispensable.

Governance and Quality

WUC seeks to apply internally the same principles of participation, responsibility, openness, and continuous learning that it promotes in education.

Its governance and quality-assurance processes will therefore encourage dialogue among students, educators, researchers, institutional partners, and other stakeholders.

Feedback will be multidirectional: learners should be able to evaluate teaching, educational resources, programs, and institutional processes just as institutions evaluate learning outcomes.

WUC partners will be expected to uphold high standards of ethics and integrity, academic quality, inclusion, equal opportunity, transparency, and respect for human dignity.

Quality assurance will be understood not merely as compliance, but as an ongoing process of learning and improvement.

Organizational and Consulting Activities

WUC and affiliated experts may also assist educational, civic, and other organizations seeking to apply these principles to their own development.

Areas of expertise may include organizational development, quality improvement, institutional safety and security, inclusion, participatory governance, ethical applications of Artificial Intelligence, and the creation of healthier and more sustainable organizational cultures.

Such activities will support WUC's broader mission while encouraging the translation of educational principles into institutional practice.

Strategic Priorities 2026–2028

During the next three years, WUC intends to:

- expand its certification activities internationally;
- strengthen regional networks in Europe, Asia, India, Africa, and the Americas;
- develop AI-enhanced educational tools and learning environments;
- advance the Global Passport of Competencies;
- establish an open international repository of effective educational practices;
- strengthen research, publication, and knowledge exchange;
- develop international conferences and expert meetings on the future of education;
- expand partnerships with universities, international organizations, civil society, governments, foundations, and responsible private-sector actors.

Sustainability and Financing

WUC recognizes that long-term impact requires a sustainable organizational and financial model.

During 2026–2028, it will therefore develop a diversified financing strategy drawing, where appropriate, on international and European programs, institutional partnerships, philanthropic support, foundations, responsible corporate partnerships, research funding, program revenues, and other sources compatible with WUC's values.

Financial sustainability must never undermine educational accessibility or institutional independence. Funding arrangements should therefore be transparent, ethically responsible, and consistent with WUC's mission.

Measuring Impact

WUC will evaluate its progress through evidence rather than activity alone.

Assessment will focus particularly on four dimensions:

Educational quality — whether programs demonstrably improve learning, competencies, participation, and development.

Human security and social impact — whether WUC initiatives contribute meaningfully to the well-being and empowerment of individuals and communities.

Institutional congruence — whether WUC itself practices the participation, openness, inclusion, learning, and accountability that it advocates.

Partnership quality — whether collaborations demonstrate reciprocity, local ownership, co-design, continuity, and meaningful outcomes.

Whenever possible, WUC will use established and validated indicators rather than creating unnecessary new measurement systems.

Closing Statement

The World University Consortium invites universities, educators, students, researchers, governments, international organizations, civil society, foundations, responsible businesses, and communities to participate in building a global ecosystem for educational transformation.

No institution, discipline, country, or technology can by itself address the challenges confronting humanity. Education must therefore become more collaborative, inclusive, transdisciplinary, human-centered, accessible, and capable of continuous renewal.

WUC seeks to provide a global space in which diverse institutions and people can learn from one another, create knowledge together, develop human potential, and transform knowledge into responsible action.

This Manifesto and Strategic Plan is not intended as a fixed blueprint. It is a framework for collaboration: sufficiently clear to guide action, sufficiently rigorous to enable evaluation, and sufficiently open to evolve through experience, evidence, dialogue, and the diverse needs of communities throughout the world.

Our purpose is not simply to imagine the future of education. It is to help create it—together.