



Global Humanity for Peace Institute

Annual Report 2025

Promoting peace and a flourishing human future.

Research & project grants

In 2025, the GHfP Institute's work has been sponsored by several ongoing grants. We extend our deepest gratitude to our partners, whose support has made our research and community engagement possible:



Guerrand-Hermès Foundation provides an annual grant to support the GHfP Institute's research on positive peace, collective healing, well-being governance and educational transformation. The grant also sponsors some of the GHfP Institute's community engagement activities.



Fetzer Institute has been a long-term sponsor of the GHfP Institute's research. Fetzer provided a grant this year to examine systemic conditions conducive to supporting children and youth well-being in education. This support permits us to embark on fieldwork to look at how education can instil core human qualities such as love, care, compassion, and dignity.



Pureland Foundation has consistently sponsored GHfP Institute's research work and community engagement activities in the domains of ethics of love, education and well-being futures, and youth leadership for the future research. The Foundation also commissioned our research about the processes and impact of collective healing.



UNESCO has commissioned the GHfP Institute to explore youth perspectives on their needs for leadership and changemaking. This research engages global youths (aged 18-35) in identifying the structural barriers to youth becoming active changemakers, and proposing elements that will comprise a UNESCO Future Leadership Programme.

CONTACTS

Global Humanity for Peace (GHfP) Institute

University of Wales Trinity Saint David

Email: info@ghfp.institute

Office: rosie.aubrey@uwtsd.ac.uk

Website: ghfp.institute



Mission

Global Humanity for Peace (GHfP) Institute was established in 2021 as a collaboration between the University of Wales Trinity Saint David (UWTSD) and the Guerrand-Hermès Foundation, an international peace think-tank. The institute is dedicated to advancing positive peace and global well-being through research, publications, educational programmes, professional development, consultancy, and community engagement.

Research contexts in 2025

While 2025 was marked by persistent geopolitical tensions, climate displacement, and widening digital divides, it also demonstrated humanity's remarkable capacity for solidarity and collective action. Amid these profound challenges, the GHfP Institute deepened its understanding of the vital interconnection between collective healing, social justice, and global well-being.

In particular, this year saw the deepening in our understanding of interconnection amongst collective healing, social justice and global well-being. This was made possible by the introduction of participatory action research to reflect on the impact of the UNESCO Collective Healing Initiative across all regions. Our three-year study investigating intergenerational dialogue and inquiry (IDI) approaches to addressing legacies of inhumanity has yielded transformative insights into how communities navigate fragmentation while reconnecting with cultural wisdom and collective resilience. Simultaneously, two additional research projects were commissioned: one by UNESCO to explore youth's needs for leadership development; and the other by the Fetzer Institute to investigate how an ecosystems approach through love, caring, listening, attending and collaborating might contribute to educational transformation and flourishing futures. These developments remind us that even in times of uncertainty, research institutes and grassroots partners continue to lay the foundation for hope.

Areas of engagement

Under the following headings, this Annual Report outlines the GHfP Institute's major activities in 2025 and demonstrates their impact on building a culture of peace.

1

Positive peace

Cultivating peaceful relationships as the foundation of shared flourishing by creating spaces for deep dialogue and strengthening women's roles in peace processes.

2

Well-being

Championing the common good through the promotion of values-based, dialogue-centred, and participatory systems of economy and governance.

3

Collective healing

Facilitating women-led, youth-driven intergenerational approaches to acknowledging past atrocities, addressing trauma, strengthening trust and solidarity, and co-designing just societies.

4

Educational transformation

Advancing holistic human being-becoming-belonging by reimagining public education to instil a lasting culture of caring.

5

Futures-forming leadership

Enriching youth transformative learning and creating spaces for youth-driven changemaking.

Positive peace.

The GHfP Institute engages in research and projects that seek to enable a better understanding of positive peace and inspire a better integration of the importance of notions of dialogue and wellbeing in personal and communal lives, social policies and institutional practices.

Ocean of Peace

In 2025, our research in positive peace was firstly dedicated to supporting the advancement of the Pacific's **Ocean of Peace** vision through peace-studies lenses. This is collaborative research with colleagues from other peace centres within the UK universities, including UCL, University of Bradford, University of Winchester, University of Durham, and University of Oxford.

Love as an Energising Force

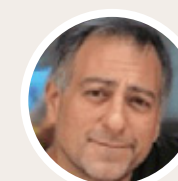
Secondly, we explored the power of Love as an energising force for generative relationships, harmony and peace.



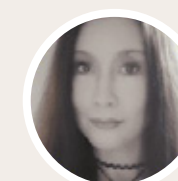
Federico
Faggin



Prof Sarah
Stewart-Brown



Dr
Jeff Dunne



Prof
Scherto Gill

On 29th June, Prof Scherto Gill provided a closing keynote lecture at the Scientific and Medical Network's 2025 Annual Gathering, entitled: **Love: Mediating the Earthly and the Heavenly, Integrating the Immanent and the Transcendent**. In her lecture, Scherto set the challenge in an era defined by profound tensions, stark oppositions and fragmenting contradictions. She then asked: what if the very tensions and paradoxes we face hold the key to a richer and more integrated life? How might we bridge these oppositions and restore a vital connection between our immediate, earthly living and transcendent aspirations?

In pursuit of answers, she turned to Diotima of Mantinea, whose teachings on love, as depicted in Plato's Symposium, offer profound insights into harmonising these opposing realms. Her lecture delved deeper into Diotima's teachings, particularly her conception of Erôs as a daimon, a powerful spirit neither wholly divine nor simply mortal, born of Poros, the god of abundance, and Penia, a mortal embodying poverty. This symbolic lineage endows Erôs with both creative potential and persistent need, perpetually dwelling in the vibrant tension between gratification and longing, contentment and aspiration.

Through engaging dialogue and reflective practices, her session explored how embracing this daimonic tension can help mediate contemporary divides. Scherto invited the audience to consider how recognising and honouring the inherent goodness, beauty, and creative possibility within our everyday, our earthly lived experiences might help us embrace transcendent ideals and values, enriching our personal, communal and political life in peace.

2025 International Day of Conscience (IDC)

The International Day of Conscience on 5 April was established in 2019 by the General Assembly of the United Nations to invite all human beings to focus their minds every year on how to build a culture of peace with love and conscience. The International Day of Conscience 2025 offered an

opportunity for people and community from around the globe to reflect and plan and act on what we can do to Leave No One Behind. The event took place at the UN Headquarters in Geneva.

Prof Scherto Gill provided a keynote for the 2025 IDC. In her speech, she highlighted that: “In a world riddled with crisis, atrocity and uncertainty, United Nations and other global institutions have the clarity to see that peace is more than an absence of violence. Through this international Day and related activities, we can appreciate peace’s positive attributes.”



2025 Spirit of Humanity Forum

The SoH Forum is a global movement that brings together leaders from various fields to explore the potential of personal transformation and core human values such as love and compassion in driving systemic change. Since its inception in 2012, the Forum has focused on spirituality in leadership and explored new forms of governance underpinned by love, care, respect, trust, dialogue and relationships.



The GHfP Institute is a partner of the SoH Forum, and we contribute to its programme design, and support the co-creation of the spaces for deep dialogue, curious listening, and collaborative action.

On 10th May, GHfP’s PhD researcher, Isadora Canela, joined Prof Scherto Gill, and the co-Founder of Wellbeing Economy Alliance (WEALL) in offering an interactive and experiential workshop entitled: “What if Meditation is not enough; Action is not enough?” During this space, they invited the participants to reflect on our experiences of transformation in our personal lives, and what wisdom we might draw from such experiences to imagine systemic change.

Looking back at the SoH Forum and its impact, Scherto suggests that “In silence, we awaken inner wisdom, seeking clarity in quiet reflection; through listening, we cultivate mutual presence, nurturing Love and caring; in dialogue, we weave our collective insights into pathways for flourishing futures.”

The “Hardest Bridge” – Film Screening and Dialogue about Peace

40 years ago, when Sir Anthony Berry MP was killed in the IRA Brighton Bombing during the 1984 Tory Party Conference, his daughter Jo stepped into a world of conflict she barely knew. In November 2000 she met Patrick Magee, the former IRA activist responsible for her father’s death. This encounter has deepened her awareness that violence only begets violence. Only through building bridges that dialogue about peace is possible.



On 30th May, in Brighton, the GHfP Institute co-hosted the screening of a film entitled “The Hardest Bridge” as part of Brighton Festival Fringe. Through recounting Jo and Patrick’s respective stories and shared journeys over last 25 years, this moving documentary explores the historical roots of violent conflict, the legacies of structural injustice, the choices each person is facing and our individual and collective responsibility for peace. More importantly, it captures the process of developing the least likely friendship between Jo Berry and Patrick Magee whose collaboration demonstrates the power of listening, dialogue and reconciliation.

Prof Scherto Gill moderated the Q&A. The film’s director, Dr Imad Karam, an award-winning British Palestinian film director and peace activist, responded questions from an enthusiastically engaged audience. The screening further facilitated a critical dialogue on forgiveness, reconciliation and peacebuilding amongst people from diverse backgrounds, wrestling with the current global challenge of wars, violence and intercommunal conflict.



MA Peace Studies

This year, the GHfP Institute welcomed its first cohort of our MA Peace Studies programme. In contrast to most peace programmes which tend to focus on analysing wars, conflicts and structural violence, MAPS provides opportunities for students to explore peacefulness from an interdisciplinary perspective and connect lasting peace with human flourishing in harmony with the wellness of other beings in nature. It encourages and facilitates empirical research that unfolds the complexity of fostering positive peace in a globalised world.

Well-being.

The GHfP Institute's research investigation in the field of well-being governance has been directed at articulating conceptual underpinnings of politics based on clear epistemological, phenomenological and hermeneutical principles.

In 2025, we have continued our research in the domain of well-being governance by investigating the systemic barriers to democracy, and more importantly, by focusing on the values that ought to underlie good governance. This has been mainly a normative exercise which has allowed us to articulate a set of principles, including (1) the principle of non-instrumentality; (2) the principle of equality; (3) the principle of non-antagonism; and (4) the principle of well-being of all. This innovative vision of good governance would transform our current conceptions of structural peace.



2025 Well-Being Economy Forum

In May 2025, Prof Scherto Gill contributed to the annual Well-Being Economy Forum held in Reykjavik, Iceland. She spoke in a panel that explored how higher education might contribute to well-being programmes and well-being focused research beyond the disciplinary silos.

Scherto also engaged in a deep dialogue with Gabriela Ramos, UNESCO Assistant Director

General of Social and Human Sciences, and Baroness Patricia Scotland, Secretary General of the Commonwealth Secretariat on the importance of understanding well-being holistically, and the imperative of applying well-being as the organising principle of global governance.

Furthermore, Scherto used the GHfP Institute's MA Peace Studies programme as an example to demonstrate how well-being can serve as a central organising principle of a Master's level programme. This approach ensures that well-being is not only a topic of study, but also part of students' experiences and their research inquiries. Furthermore, Scherto reminded the audience that any well-being focused studies must be rooted in a holistic understanding of well-being, including (1) the contents and constituents of well-being; (2) the causes or the conditions for well-being's rising; (3) the personal and collective pathways leading to well-being.

Independent Commission on Communities and Cohesion

The Independent Commission on Community and Cohesion was tasked with answering these questions – as we seek to collectively build a more united country where local lives and places are built on people working together; sharing common stories, and building nations, cities, counties and towns where everyone feels able to belong and participate.

The GHfP Institute attended a UK national round table for the Independent Commission on Communities and Cohesion. We were invited to share the work of the GHfP and our experiences in working with global communities in co-creating caring and courageous spaces for listening, dialogue, trust and cohesion, within the UK context and internationally.

Collective healing



The GHfP Institute has been a research and capacity-building partner of UNESCO Collective Healing Initiative since 2022. The Initiative aims to address harms of inhumanity and their enduring legacies of structural injustice.

So far, Prof. Scherto Gill's research has contributed to the initiative in the following ways:

- re-conceptualising harms of inhumanity and understanding healing;
- mapping existing approaches and practices of collective healing;
- developing intergenerational dialogue and inquiry (IDI) methodology for collective healing circles (CHCs);
- piloting IDI for CHC in global communities. These have served as the basis for CHC facilitators capacity-building, developing facilitators' handbook, and supporting communities' processes of hosting CHCs.

Collective Healing Circles in Global Communities

Supported by our coordinating team and local partners, grassroots facilitators implemented CHCs in 14 sites. Each workshop engaged 15–25 intergenerational participants, culminating in stakeholders' meetings that drew in even broader segments of society.



CHC incorporate four processes/modules, mirroring the four components of collective healing, including:

- 1 Acknowledging our common past & recognising intergenerational legacies and trauma;
- 2 Affirming/restoring human dignity through identifying cultural wisdom and communal resources for healing and resilience;
- 3 Transforming narratives, and bridging intercommunal relationships;
- 4 Envisioning and activating our shared future(s).



The CHC starts with a series of pre-programme inquiries, including trust-building and community mapping, which are essential for contextualising, adapting and localising the programme. The CHC itself is characterised by experiential activities such as listening, sharing, remembering, and re-storying to acknowledge legacies of dehumanisation and draw lessons from the past. Remembering/re-storying during the CHC is carried out through intergenerational dialogue and inquiry (IDI). It helps recover and restore wisdom and knowledge of previous generations to benefit the present, and help communities to envisage and action better, more just futures.



To conclude each CHC, the group convened a gathering of community members. These gatherings offered public forums where educators, activists, policymakers, and political leaders came together to consider their responsibility in supporting the systemic transformation necessary for the well-being of all.

These CHC experiences are proving transformative. Most are led by women facilitators and aimed to nurture youth voices and accentuate elders' wisdom, while advancing

social transformation—directly reinforcing UNESCO's strategic priorities, particularly for Africa, gender equality, youth, and the SDGs (notably 3, 5, 10, and 11).

Global Communities Engaging in Participatory Action Research (PAR)

In 2025, we focused on enabling CHC facilitators to engage in Participatory Action Research (PAR) to discern the impact of healing from within the participants' lived experiences. This approach positioned those most affected not as subjects of study, but as co-researchers and active agents of justice. By integrating research with practice, the PAR method shifted power from outside organisations to the communities themselves, strengthening their collective agency and capacity for sustained changemaking.



This support has enabled facilitators to shape their PAR processes in ways that honour local cultures, traditions, and place-based practices. As a result, a range of collaborative, community-led methods have emerged. These include autoethnography, journaling, storytelling, and group dialogue, as well as a rich array of arts-based practices such as rhythm and movement work, visual narratives, filmmaking, handicrafts, music, song, dance, ritual, and ceremony. Together, these approaches have become the communities' preferred ways of documenting their experiences and reflecting on healing and impact.

At its core, PAR positions those most affected not as subjects of study but as co-researchers, co-authors of knowledge, and active agents of justice and well-being. When communities engage in PAR through the CHCs, research becomes inseparable from practice. This integration not only enables participants to interpret their own experiences of healing and transformation, it also shifts power away from outside organisations and towards the communities themselves. In doing so, it strengthens collective confidence, agency, and capacity for meaningful and sustained changemaking.



Regional Facilitators Learning Circles

Building on our research and pilots, the GHfP Institute hosted CHC regional facilitators learning circles. The learning circles are both reflective and experiential, aimed to equip facilitators not only with nuanced understandings of the contexts, theories and methodologies of the CHC practices, but also new approaches in terms of how to adapt the IDI/CHC in diverse sociocultural and political realities. Regional learning circles are particularly effective as they can bring together facilitators who work to address similar historical atrocities and patterns of discrimination.

These cross-community exchanges strengthened facilitators' confidence, expanded their repertoire of approaches, and nurtured a collective sense of purpose. Facilitators reported that the regional learning circles helped them feel less isolated and more able to draw on the wisdom of a wider network.

Bi-Monthly CHC Facilitators Continued Professional Development

We have conducted bi-monthly CHC facilitators continuous professional development (CPD) for 35-45 facilitators representing 16 countries across four continents. The CPD sessions, offered in English, French, Portuguese, and Spanish, provided facilitators with the theoretical grounding, spiritual enrichment, practical guidelines, and reflective spaces necessary to implement the CHC workshops in their local communities. The AI translation tools have made it possible for not only simultaneous translation of the session into the participants own language, they also enable peer-to-peer learning spaces across the regions.

The CPD sessions aim to help the CHC facilitators to deepen their understanding of wounds, wisdom, healing and well-being; learn to tailor the CHC practices to meet the local communities' needs; enhance peer-to-peer learning; and strengthen a community of practice. These bi-monthly sessions are well-attended. This has served to ensure inclusive engagement from all. During these sessions, guest speakers and experts are invited to provide additional input, but the most impactful encounters are amongst the global facilitators. Without language barriers, the facilitators appreciate the learning and professional growth.

CHC Facilitators Alliance website: <https://globalhealing-alliance.org>

Transatlantic IDI at Virginia Union University

This year, the Collective Healing Initiative developed an Intergenerational Dialogue & Inquiry (IDI) programme for university students. It was piloted at the Virginia Union University, a historically black university, founded by a formerly enslaved woman.



In April 2025, the GHfP Institute and Virginia Union University (VUU) co-launched the IDI for university students programme. It was led by Dr. Johnetta H. Guishard, Chair, Department of Social Work and Sociology, and coordinated by Donte McCutchen, Director of Total Wellness and Life Services at the VUU.

10 young African American students were selected to take part in this programme. Representing the elders are four from Richmond, Virginia, and six from the African continent and from the diasporas, including scholars, a UN Diplomat, a Justice Minister, a high court judge, a woman politician, a community leader, and NGO leaders. They joined the students in intergenerational dialogue and inquiry both in person and online.



The IDI at VUU is framed as a leadership programme, aimed at building young African American men's confidence in initiating steps towards healing, and encouraging them to take responsibility for transformative changemaking in the local community. Both youth and elder participants in the IDI confirmed deep personal transformation. They felt that the IDI created a space for them to face painful histories and give voice to silenced experiences, such as to "say what has not been said" about the legacies of enslavement, racism, and inequality. Participants described the sense of acceptance and belonging that developed across generational and social lines. The dialogues created what participants called a 'circle of care'. The dialogues became a platform for co-learning, where both elders and students experienced empowerment through mutual recognition.

This pilot study demonstrated that intergenerational dialogue can function as both a research method and a healing practice that bridges generations through shared reflection, storytelling, and collective learning. The IDI provided a meaningful setting to explore how structured dialogue can help students, elders, and educators confront historical trauma while cultivating empathy, connection, and purpose. Through this process, participants engaged in acts of acknowledgment, belonging, empowerment, ancestral connection, and social justice, each reflecting a facet of collective healing.

In the report, the educators and student participants wrote:

The VUU IDI Pilot affirms that education and research can act as catalysts for restoration, resistance, and renewal. Through intentional dialogue, students, elders, and educators co-created a living example of Ubuntu in practice, where shared humanity and mutual learning replace hierarchy and separation. As the world continues to grapple with inequity and fragmentation, the IDI model offers a hopeful reminder: that understanding and healing grow strongest when nurtured together. Intergenerational dialogue & inquiry, rooted in culture and care, has the potential not only to recover the past but also to reshape the future of research, education, and community life.

IDG Summit Track 6 – Healing the Roots of What Drives Us



On 16th October, at the Inner Development Goals Summit, Track 6 Healing the Roots of What Drives Us Apart, explored how trauma-informed leadership can open pathways for systemic healing, peacebuilding, and societal defragmentation. This digital track is an immersive journey into the root causes of polarisation and healing collective trauma, blending trauma science, conflict transformation, and embodied leadership.

Through group processes, reflective practice, artistic embodiment, and narrative tracking, participants explored and witnessed how inner development practices could transform fragmentation into collective insight and how by embedding this wisdom in leadership, organisations, and society, there may be integration of personal and systemic transformation.

Prof Scherto Gill provided a keynote during IDG 2025 Summit Track 6. She reflected on the question "What does it take to heal the deep divisions of our world today?" By tracing the development and processes of the UNESCO Collective Healing Initiative, Scherto's presentation brought to the fore the experiences of communities across four continents as they engage in an intergenerational approach to shifting from trauma towards flourishing.

In her address, Scherto redefined leadership as healer-ship, arguing that collective healing is not an abstract ideal but a rigorous practice grounded in essential inner capacities. She demonstrated how this transformation requires specific, active commitments: the courage to face the wounds of injustice; the curiosity to reclaim ancestral wisdom; the compassion to nurture new forms of belonging; and the care necessary to envision well-being futures. By anchoring these qualities in the lived realities of intergenerational dialogue, she positioned healer-ship as a vital competency for systemic change.

UNESCO International Colloquium on the Politics of Dignity

On 17–18 October 2025, CATESCO (UNESCO Catalonia) and the UNESCO Collective Healing Initiative co-convened a colloquium in Barcelona titled From Structural Injustice to the Politics of Dignity.



The event brought together scholars, researchers, activists, and policymakers to explore how Barcelona and Catalonia can recognise structural injustice and develop pathways to dignity. The city provided a compelling venue due to its historical contradictions. The city embodies both pioneering democratic traditions, exemplified by the Consell de Cent's deliberative assemblies dating to the 13th century, and legacies of wealth built through the transatlantic slave trade, visible in landmarks such as Parc Güell and Palau Macaya. This tension persists today. While Barcelona has championed participatory governance through Barcelona en Comú and the Decidim digital platforms, residents of African, Asian, Muslim, Indigenous, Latin American, and Roma descent continue to experience exclusion from civic belonging.

The Colloquium was moderated by Professor Scherto Gill. It brought together key local researchers, activists, youth, and policymakers. These speakers and participants emphasised that historical atrocities are not merely past events as their legacies continue to be perpetuated through structural injustices today. Because these systems are often normalised, the resulting harm remains invisible even as it is felt and lived by affected communities.

It was revealed that silence prevails across generations. In many communities, painful gaps exist between elders who carry memories of injustice and younger generations who inherit its consequences without context. This silence breeds fragmentation, blocks collective memory, and interrupts the transmission of wisdom. Breaking intergenerational silence was identified as a precondition for dignity and human flourishing. Another central insight emerged: there is no



single recipe for healing and justice. This was recognised not as a weakness but as a strength. Transformation happens when people come together to break the silence, listen to one another, and let the light of wisdom illuminate the paths. The future lives in the space between generations, through dialogue, co-agency, and co-action. Thus the Barcelona colloquium demonstrated the power of bringing diverse voices together to address structural injustice. By centring the experiences of racialised communities and creating space for intergenerational dialogue, the event modelled the very approach it advocated: collective healing through breaking silence, deep listening, and co-creating just futures.

Following the Colloquium, 35 intergenerational participants of African, European, Asian, Arab and Latin-American backgrounds took part in a collective healing workshop, funded through an EU grant. The workshop addressed the deep interconnection between historical memory, racialised identity, and the need for collective healing. Participants explored how the legacies of colonisation and slavery continue to shape present realities, both structurally and institutionally, and how these wounds may be transformed through relational presence, mutual listening, and creativity.

The Collective Healing Circle methodology offered a holistic approach combining theory, dialogue, experiential elements, such as the arts, rituals, and embodied experiences. The programme evaluation showed that inclusive CHC methodologies have contributed to greater sense of dignity, mutual belongingness, intercultural understanding, and co-responsibility for social transformation. The workshop thus illuminated how personal healing, cultural identity, and collective leadership can converge in the pursuit of justice and peace.

Nominations for an International Award

The global resonance and efficacy of the Collective Healing Initiative were powerfully validated this year through two separate nominations for the prestigious Zayed Award for Human Fraternity. Championed by high-level national and international leaders, these nominations underscore the systemic impact of our work across continents. This recognition serves not merely as an accolade, but as a profound tribute to the courage of our grassroots partners, confirming that their efforts in healing are shaping the global standard for peace.

Educational transformation

The GHfP Institute has continued engagement in educational transformation through a variety of activities. The concern for global flourishing (including human well-being and the thriving of the more-than-human) invites us to radically rethink the aims of education, the nature of learning, the relational processes contributing to teaching and learning, and the involvement of wider ecosystems. In supporting grassroots projects and schools worldwide, organising international conferences and symposia, and conducting empirical research into teaching and learning practices, the GHfP institute has been able to consolidate and articulate ideas underlying this innovative vision – education and well-being futures. This vision suggests that education does not merely serve instrumental ends, instead, education is in part a child's life and their journey of becoming more fully human who can contribute to and take responsibility for the flourishing of all.

In 2025, the GHfP Institute's research has focused on the roles of relational processes in students' well-being and futures of education.



Ethics Education Fellowship (EEF) Programme

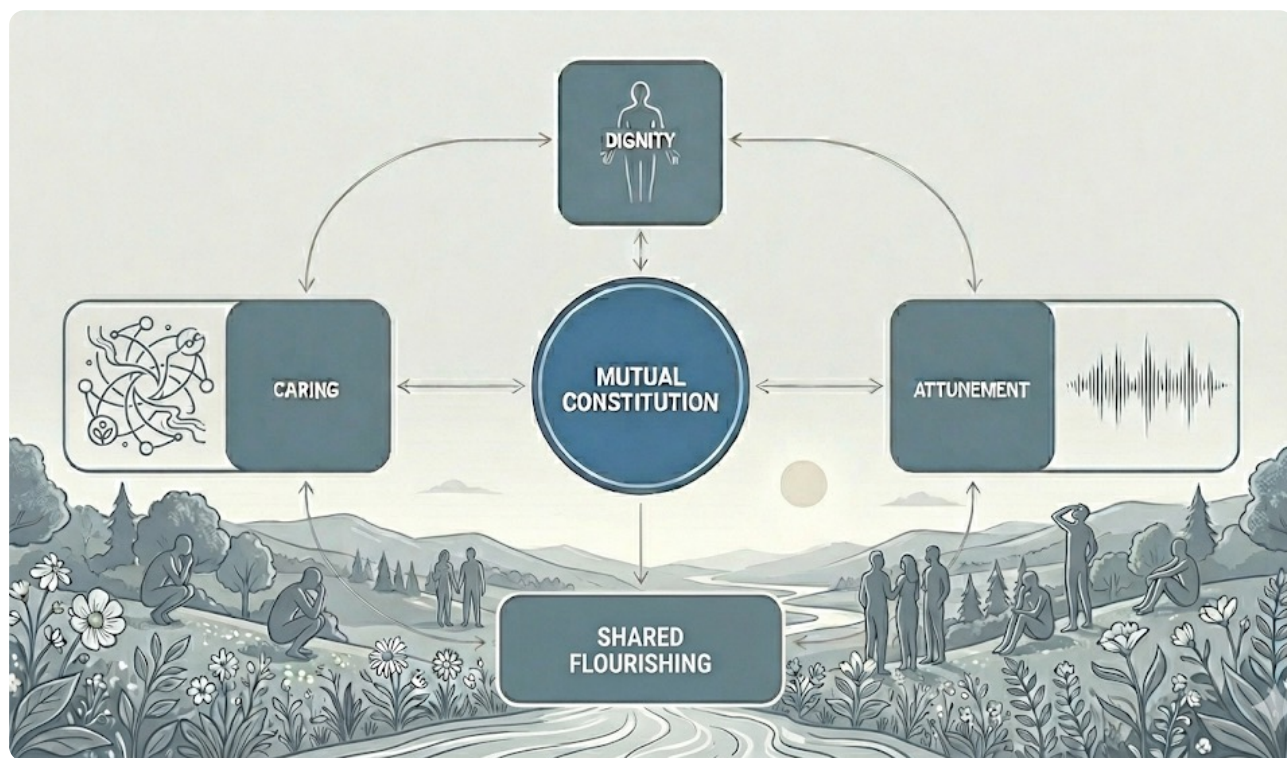
As a Research Partner for the Ethics Education Fellowship (EEF), the GHfP Institute is driving systemic transformation across six education systems in Asia (Bangladesh, Indonesia and Nepal) and Africa (Kenya, Mauritius and Seychelles).

Rather than acting solely as external evaluators, we are building sustainable local capacity by equipping teachers with the skills to lead their own Monitoring, Evaluation, and Learning (MEL). In particular, our Research Officer, Rosie Aubrey, an expert on MEL, has provided 1:1 support to the EEF fellows in all countries.

The GHfP Institute led the development of country reporting templates to guide EEF Fellows in sharing analysis and evaluation findings at the national level to ensure quality, depth and impact across the ministries. This will entail gathering country MEL data, and maintaining ethics of the methodology. By embedding the ethics of participatory action-based research within Ministry structures, we are fostering an institutional culture shift, moving from top-down oversight to a model of ethical, inclusive, and evidence-based inquiry.

Ecosystems Approaches to Education for Well-Being Futures – A Global Case Study

This year, the GHfP Institute received grants from the Fetzer Institute and Pureland Foundation to delve deeper into how education must focus on the well-being of future generations. Building upon Prof Scherto Gill's earlier works on related topics (human-centred education, well-being, and relational evaluation in education) and extending those insights into an ethical paradigm that helps redefine education as a relational process nestled in living ecosystems, this project explores transformative pathways for learning and well-being.



The research project consists of 3 parts:

Part I

Systematically develops five tenets of ecosystems thinking: mutual constitution, dignity, caring, attunement, and shared flourishing. Informed by relational ethics and resonant with non-western thoughts, these principles challenge atomistic assumptions that reduce education to transmission, individualism and utility. This orientation redefines the aims of education, learning, well-being, and equity, and reconceptualises practice across all domains. Education thus emerges as an interconnected process in which students, educators, communities, institutions, and environments continuously and mutually shape learning and enrich well-being.

Part II

Applies ecosystems thinking in examining global cases: In Colombia, schools become ecosystems for well-being, contributing to communal healing and peace; in Kenya, Ubuntu-based values guide whole-school well-being; in Finland, trust and professional autonomy sustain systemic equity and well-being of all; and in New Zealand, Māori principles integrate holistic well-being across curricula, pedagogy, evaluation and governance.

Part III

Synthesises these insights into comprehensive understandings of an ecosystems approach, responds to challenges, and identifies opportunities for educational transformation.

Rather than prescribing universal solutions, this research project shows how a well-grounded ethical framework can guide locally rooted innovation while addressing planetary concerns.

Futures-forming leadership

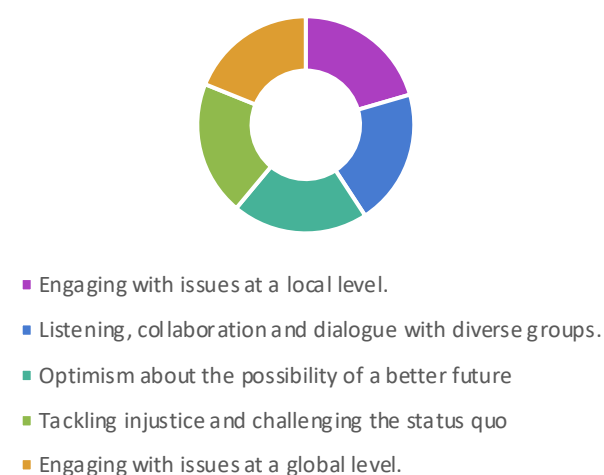
In addition to providing educational courses within the University, as part of the UNESCO Collective Healing Initiative, the GHfP Institute also undertakes research and programme development towards nurturing leadership and well-being of future generations. More specifically, such research and development aim to cultivate and enrich youth's personal and professional qualities and capacities for initiating activities and facilitating collective healing, social justice and communal well-being at local and global levels. According to UNESCO, youth programmes must be identified by youth, co-created with youth, and designed for youth.

Global Study in collaboration with Youth from Marginalised Communities

Commissioned by UNESCO and co-led by youth researchers across the continents, this global study did more than gather data, it modelled the very leadership it sought to explore. By elevating the voices of youth from marginalised communities and positioning them as primary analysts, the project disrupted traditional research hierarchies and validated the expertise of lived experience. The resulting report offers unprecedented insights that challenge the status quo. It highlights:

- Youth concerns: economic insecurity, exclusion, climate degradation, inequalities, corruption, discrimination, conflict, and mental health.
- Youth needs for leadership development: life skills, communication, listening and dialogue, social emotional resilience, critical and creative thinking, transboundary collaboration and partnership, experiential and agentic learning, entrepreneurial skills, alongside sustained attention to mental health and well-being.
- Systemic barriers: tokenism, adultism, underrepresentation in governance, education systems that suppress agency, economic exclusion, and structural injustices that perpetuate marginalisation.
- Enabling conditions: safe and inclusive spaces for inclusive participation, intergenerational and intercultural partnerships, mentorship, recognition of diverse knowledges, financial access, and long-term institutional commitment.
- Reframing leadership: away from individualised and hierarchical models towards collective flourishing, transboundary collaboration and social transformation.

Core Capacities to be Nurtured



Transforming these insights into Call to Action, young co-researchers produced a comprehensive Blueprint for a UNESCO Futures-Forming Leadership Programme. Anchored in the values of equity, justice, and relational well-being, this Blueprint provides a concrete framework for designing programmes that are locally rooted, historically aware, and aimed at transformative changemaking. It ensures that future initiatives will not just 'educate' youth, but recognise their continued leadership efforts and actively equip them to further lead the communities towards shared flourishing across generations.

2025 UN ECOSOC Youth Forum

The GHfP's research about Intergenerational Dialogue & Inquiry, collective healing, and our Leadership for the Future study were presented in New York on 15th April during the 2025 UN ECOSOC Youth Forum as a side event.

At the opening of the hybrid event, the Vice Chancellor of UWTSD joined UNESCO senior leader Anna Maria Majlof in confirming the imperative for higher education to foster leadership for well-being futures.



Led by Prof Scherto Gill, and Casey Overton, one of our young co-researchers, this interactive event brought together voices from UNESCO, academia, policy, and youth to examine evidence from both research projects, and highlighted opportunities for policy integration, such as scalable intergenerational strategies to bolster community resilience and social inclusion towards well-being futures.

Amongst the findings presented are that today's youth navigate a world shaped by global disturbance, climate crises, and rapid technological change. They often experience fragmentation and alienation. Intergenerational processes and approaches can enable elders to better understand youth perspectives while supporting youth to reconnect with traditional wisdom, cultural resources, and collective resilience, key to overcoming obstacles to sustainable development. According to the participants of this event, it is precisely such insights that can inform policies and implementations.

Following the event, the GHfP Institute provided policy insights to Bangladesh Parliament, Liberia Legislative body and UN youth organisations towards integrating intergenerational approach to SDGs and well-being futures.

Presenting Youth Leadership Global Study Findings Sept 2025 at the UK Parliament

On 12th September, Lord John Alderdice, the GHfP Institute's Professor of Practice, hosted an event at the UK House of Lords for young co-researchers to present the findings from the Global Study. The event picked up from the launch of the global study in July 2022 at the same venue.



During the launch three years ago, David Gergen, the late co-founder of Harvard Kennedy School of Leadership and Governance, offered the researchers three challenges: First, a youth leadership programme must not simply re-create the elite, instead, it should open its doors to all, especially young people from marginalised backgrounds. Secondly, such a programme must not drain talents from local communities,

and should nurture changemakers who will dedicate themselves to transforming their local and global contexts. Thirdly, youth leadership programme must be accessible to all youth who aspires to lead and to serve.

Anna Maria Majlöf, UNESCO Chief of Rights, Inclusion and Intercultural Dialogue Section, suggested that youth leadership programme must be co-developed with the youth and for the youth. These have since become guiding principles for the global study. They shaped the research team's decision to engage directly with youth from marginalised communities worldwide, listening to those whose voices are too often unheard or silenced.



According to our young co-researchers, this research project was a first of its kind that featured intergenerational collaboration where senior researchers worked alongside youth co-researchers. Another first for this research is that in addition to global survey, the focus groups and interviews were dedicated to engaging youth from marginalised communities, including young Afro-Brazilians, indigenous

youth, young people from war-torn regions, including the Levant (e.g. Gaza and Lebanon); Africa (e.g. Sudan, South Sudan, Uganda, DRC), and Southern Asia (e.g. Myanmar), and youth with physical disabilities. Hence the report gathered some rarely heard voices, and offered meaningful thematic analyses and policy recommendations.

During the event at the House of Lords, two young co-researchers, aged 21 and 28, led the presentation of the research findings. The findings point to the imperative of supporting youth leadership development in ways defined by youth. The report resulted in renewed interest from policymakers regarding how to integrate youth leadership in governance.



University of Meaning/ UWTSD Young Changemakers Programme 2025

Drawing on the insights from the UNESCO Leadership for the Future Research, the GHfP Institute collaborated with youth co-researchers in proposing a pilot programme that integrates the key findings from the Global Study into both online and in person elements.



In Nov 2025, the GHfP Institute and the Pontifical foundation, Scholas Occurrentes, co-piloted a Young Changemakers Programme (YCP). Scholas Occurrentes or Scholas, is a

pontifical foundation offering educational activities in five continents. It believes in passion, gratitude, mystery, and community as the ethical basis for a new human culture. Scholas seeks to provide educational experiences that can engender meaning, deepen young people's connection with life, and help them embark a path of real transformation.

Building on Scholas' University of Meaning programme and drawing on UWTSD's commitment to the well-being of future generations, and the university's experiences and expertise in offering ethical leadership programmes, the YCP seeks to meet young people's need for making learning relevant to personal and professional development as well as local and global transformation.

The YCP featured online sessions and a week-long in person programme in Rome. Attended by 15 young people from 9 countries, YCP offered inspirational and transformative learning opportunities that combined encounter, experience, inquiry, reflection, and action in a circular itinerary. It aims to enhance young people's self-awareness, mutual appreciation, and understanding of local-global challenges.

The experiences included experiential, artistic and contemplative activities, place-based investigation, intergenerational dialogue, and community engagement. The educational process aims to give meaning to young people's emotions, ideas, and actions through listening/ encounter/dialogue, co-creation/collaboration, and appreciation/celebration.



As one of our participants summarised:

“The YCP is both life affirming and life transforming. It is life affirming because I found myself amongst other young people with similar aspirations for change in our communities. It is life transforming because through the programme, I am rediscovering myself, learning about my vulnerability and my strength, and recognising the impact I may have on the world.”

More importantly, according to our young participants, the programme created spaces for youth to develop a community where they feel they belong regardless their backgrounds. Likewise, each young person will have a group of peers and friends with whom they can explore and dialogue about their respective personal dilemmas and local challenges, identify specific issues to focus on, and plan their pathways towards changemaking, locally, regionally and globally.

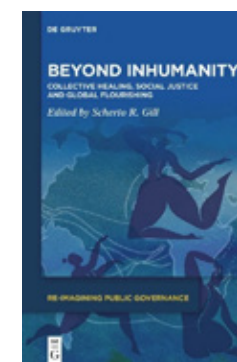
Ghfp institute's publications

2025 saw a significant list of open-access publications made available through the generous research grants that sponsored our research. Open access publications allow us to disseminate our research findings and provide intellectual and practical resources to global communities who have become part of our networks.

GHfP Institute (2025). “Intergenerational Dialogue for Well-Being Futures: Theories, Practices, and Policy Pathways”, Special Issue, No. 13, Journal of Dialogue Studies

GHfP Institute/UNESCO (2025). Leadership for the Future: A Global Study on Youth Experiences, Carmarthen/Paris: GHfP Institute / UNESCO

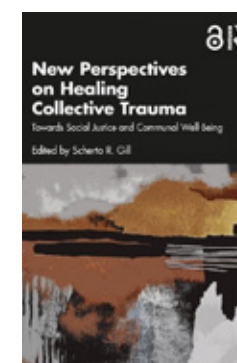
Gill, S. (ed.) (2025). Beyond Inhumanity, Berlin: DeGruyter-Brill



This book emerges from the ongoing intellectual dialogue as part of the UNESCO Collective Healing Initiative. The Initiative focuses on healing the wounds of inhumanity, co-creating just societies and enhancing the flourishing of current and future generations.

Contributed by scholars, researchers, and practitioners on the theme of healing the spiritual harm as result of structural injustice and systemic dehumanisation, this volume is a significant milestone of the UNESCO Collective Healing Initiative. In this volume are chapters written by the GHfP staff, including one by Prof Scherto Gill and one by Prof Bettina Schmidt. See below.

Gill, S. (ed.) (2025). New Perspectives on Healing Collective Trauma, London: Routledge



This volume captures the presentations of UNESCO Webinar Series 2025. Bridging scholarly inquiry with lived experience, it weaves together insights from history, philosophy, sociology, trauma studies, public health, education, grassroots activism, and international relations. Its diverse reach and inclusive ethos respond directly to contemporary crises by linking structural injustices to visionary responses rooted in human dignity and collective regeneration. Gathering interdisciplinary perspectives and voices of renowned global scholars in one volume, the book offers practical strategies and hopeful narratives that demonstrate how societies can move from entrenched division towards communal healing and shared flourishing. It is an essential resource for anyone interested in creating more just, empathetic, and inclusive societies in our increasingly interconnected world.

Gill, S. R. (2025). “Understanding and Addressing Harms of Inhumanity: Mogobe Bernard Ramose and Souleymane Bachir Diagne on Ubuntu”, Beyond Inhumanity: Collective Healing, Social Justice and Global Flourishing, edited by Scherto Gill, Berlin, Boston: De Gruyter, 2025, pp. 9–34. <https://doi.org/10.1515/9783111651217-004>

Gill, S. R. (2025). “Politics of Dignity: Structural Justice for Collective Healing and Global Flourishing”, in Scherto R. Gill (ed.) New Perspectives on Healing Collective Trauma, London: Routledge

Gill, S. R. (2025). “Intergenerational Dialogue and Inquiry for Collective Healing, Social Justice and Communal Well-Being: A Reflection on Conceptions, Processes and Practices”, The Journal of Social Encounters: 9: 1, 153–164.

DOI: <https://doi.org/10.69755/2995-2212.1337>

Gill, S. (2025). “Dehumanisation as spiritual harm: Simone Weil on love, justice and collective healing”, Journal for the Study of Spirituality, 1–14. <https://doi.org/10.1080/20440243.2025.2554849>

Gill, S. (2025). (with McInerney, W.; Farran, S., Posada-Téllez, A.) “Fiji’s proposal for an “Ocean of Peace” in the Pacific: analysis and reflections from a peace studies perspective”, Journal of Global Change, Peace & Security

O’Byrne, Ryan. (2025). “Displaced democracy: Refugees, elections, and humanitarian management in northern Uganda”, in G. Karunaratne (ed.). Displaced Urbanism, Abingdon: Routledge

Schmidt, B. E. (2025). “The Scars of Enslavement and Remembering as a Journey towards Healing: African-derived Religions in America as Sites of Memory”, Beyond Inhumanity: Collective Healing, Social Justice and Global Flourishing, edited by Scherto Gill, Berlin, Boston: De Gruyter, 2025, pp. 163–180. <https://doi.org/10.1515/9783111651217-010>

Schmidt, B. E. (2025). “Wellbeing is the feeling of being “one with the world and my surroundings”. Reflection about the environmental dimension of wellbeing in Brazil, in: Environmental Spirituality and Wellbeing: Integrating social and therapeutic theory and practice, edited by Jeff Leonardi and John Reader. Sheffield: Equinox, pp. 165–183.

Schmidt, B.E. (2025). “Axé as the cornerstone of Candomblé philosophy and its significance for an understanding of well-being (bem estar)”. Religious Studies Vol. 61 (2), 453–465. doi:10.1017/S0034412523001154.

These works were developed in 2025, but the publications will be forthcoming.

Gill, S. (forthcoming). Ecosystems Thinking in Educational Philosophy and Practice: Towards Well-Being and Transformation Across Cultures, London: Bloomsbury Academic

Gill, S. (ed.) (forthcoming). Routledge International Handbook on Ecosystems Approaches to Futures of Education, London: Routledge

GHfP institute team

Rosie Aubrey, Research Coordinator

Dr Nick Champion, Director, the Harmony Institute

Dr Ryan O’Byrne, Lecturer in Anthropology, Convenor of MA Peace Studies

Prof Scherto Gill, Director, the GHfP Institute

Prof Bettina Schmidt, Professor in Study of Religions and Anthropology

Dr Jeremy Smith, Dean for Education and Humanities

Professors of Practice

Prof the Lord Alderdice, FRCPsych, House of Lords / Concord Foundation

Prof Patrice Brodeur, Professor in interreligious dialogue, University of Montreal

Dr Ali Moussa Iye, Founder/Director, AfroSpectives: A Global Africa Initiative

Dr Simon Sadinsky, Director of Education, King’s Foundation

Prof Garrett Thomson, Compton Professor of Philosophy, College of Wooster

Research Fellows

Prof David Cadman, Senior Fellow, Guerrand-Hermès Foundation

Prof Myriam Cottias, Historian of Slavery, French National Centre for Scientific Research

Prof Kenneth Gergen, President, Taos Institute / Professor of Research, Swarthmore College

Dr Ola Osman, Assistant Professor of African Studies, University of Cambridge

Dr Fatiha Serour, former Director of Youth at the Commonwealth Secretariat, and Director, United Nations Assistance Mission in Afghanistan

GHfP partners

Creators of Peace International is a women-led organisation and global network practising peace in 50+ countries on 6 continents through workshops, personal encounters, community building activities and conferences.

Initiatives of Change (IofC) International is a world-wide community of people of diverse cultures and backgrounds, who are committed to the transformation of society through changes in human motives and behaviour, starting with their own.

Scholas Occurrentes was created by Pope Francis to promote a new education, and its mission is to create a culture of encounter, bringing young people closer to a meaningful education.

Spirit of Humanity Forum offers a global platform for leaders and change-makers seeking to contribute towards lasting transformation in the world.

For further information about GHfP Institute, our activities, and latest updates, please refer to our website: <https://ghfp.institute/>

