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Raising the Depth of Meaning through Artificial Intelligence- A Framework for Training that Inspires

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Abstract
The rapid digitalization of training, accelerated by generative artificial intelligence, has solved the problems of content scarcity but has inadvertently created a new and more profound challenge in relevance to 'the crisis of meaning'. While AI can produce vast quantities of information at unprecedented speed, training programs increasingly suffer from superficial engagement, low retention rates, and a lack of transformative impact on learners.
This paper introduces a novel pedagogical and economic framework called the 'Meaning Elevation Pyramid', which distinguishes six levels of learning depth ranging from raw data to disseminated wisdom. It argues that the true value of training in the inspiration economy lies not in the transmission of information but in the creation of deep, personal, and inspirational meaning.
The paper demonstrates how specific, accessible AI tools including large language models for narrative transformation, text-to-image systems for visual metaphor, and synthetic audio generators for Socratic dialogue can be deliberately employed to elevate training content from dry information to wisdom.
A practical five-prompt engineering methodology is presented as a replicable technique for instructional designers. Furthermore, the paper proposes a five-level matrix for measuring the return on inspiration, enabling organizations to quantify previously intangible outcomes such as learner transformation and the propagation of wisdom. Liu and Chilton (2022).
The paper then extends its analysis by integrating two additional theoretical frameworks that focus on 'hermeneutic foundations' of interpretation as operationalized in Inspiration Labs, and the 'strategic meaning cycle' as a response to the crisis of understanding in an era of transformation and uncertainty as critical lenses for understanding how training either liberates or subjugates learners. The findings suggest that when AI is repositioned from a content factory to a partner in meaning-making, and when instructional designers operate with hermeneutic awareness as explicit goals, AI becomes a powerful catalyst for raising the depth of meaning, thereby creating substantial economic and human value that leads to a unique inspiration currency that is carried within the trainee's mindsets for the rest of their lives.

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1. Introduction

The field of training and development stands at a critical intersection. On one path lies the promise of artificial intelligence to democratize and accelerate learning through personalized content, automated assessment, and scalable delivery. On the other path lies a growing body of evidence that more information does not lead to deeper understanding. Hattie (2008) [20] Learners complete digital courses at faster speeds than ever before, yet retention rates remain abysmally low, with up to ninety-five percent

of new information forgotten within one week according to classic Ebbinghaus forgetting curve studies updated for the digital age (Ebbinghaus, 1885/1913; Training Industry, 2020; Revela Advisors, 2025). The root cause of this paradox is not a failure of technology but a failure of meaning, as Senoussi *et al*. (2026) [14, 33] argue in their diagnosis of the contemporary crisis as one of interpretive collapse rather than informational scarcity.

Buheji (2026b) [8] further demonstrates that most training content, even when delivered through sophisticated digital platforms, remains at the level of dry information or at best contextual knowledge. Drawing on the hermeneutic tradition and the Inspiration Economy framework, Buheji (2018) [7, 10] concludes that training rarely reaches the deeper levels of personal meaning, inspiration, or wisdom that trigger lasting behavioral change and genuine economic value.

This paper addresses this gap by proposing a structured framework for raising the depth of meaning in training programs through deliberate, human-guided applications of artificial intelligence, specifically within the context of the inspiration economy where the transformation of inspiration into tangible outcomes is the primary currency of value, Marton and Säljö (1976). The inspiration economy, as developed by Buheji (2018) [7, 10], posits that every individual and community possess unexplored energies and that complex problems themselves carry within them the seeds of their own solutions. Training within this paradigm is not about filling deficits but about extracting and amplifying latent capacities for inspiration, innovation, and resilience. Bloom (1956) [2], Hugging Face (2023) [22]

The paper proceeds through several interconnected movements. It diagnoses the crisis of meaning in digital training, drawing on recent scholarship on sensemaking (Weick, 1995; Weick, Sutcliffe, & Obstfeld, 2005), strategic uncertainty (Van Asselt, 2005; Scoones & Stirling, 2020) [32, 35, 36, 37], and the temporal decoupling of experience and expectation (Koselleck, 2004; Senoussi *et al*. 2026) [14, 25, 33]. The author introduces the 'Meaning Elevation Pyramid' as a theoretical framework for understanding the different levels of learning depth, building on the hermeneutic principles of codification, classification, and stratification (Buheji, 2026b; Gadamer, 1975) [17]. This is demonstrated through using AI tools such as large language models for narrative transformation, text-to-image systems for visual metaphor, and synthetic audio generators for Socratic dialogue (OpenAI, 2023; Google Labs, 2024) [19, 30]. Krathwohl (2002) [26]

Figure (1) reveals a paradox of training in digital era. While AI and digital platforms have dramatically increased content volume and speed, learner retention and meaning have collapsed. Without personal meaning, up to ninety-five percent of new information is forgotten within one-week, leading learners to rationally cope through skimming and fast-forwarding. This captures the paper's central problem—the crisis of meaning, not a failure of technology. Freire (1970) [15].

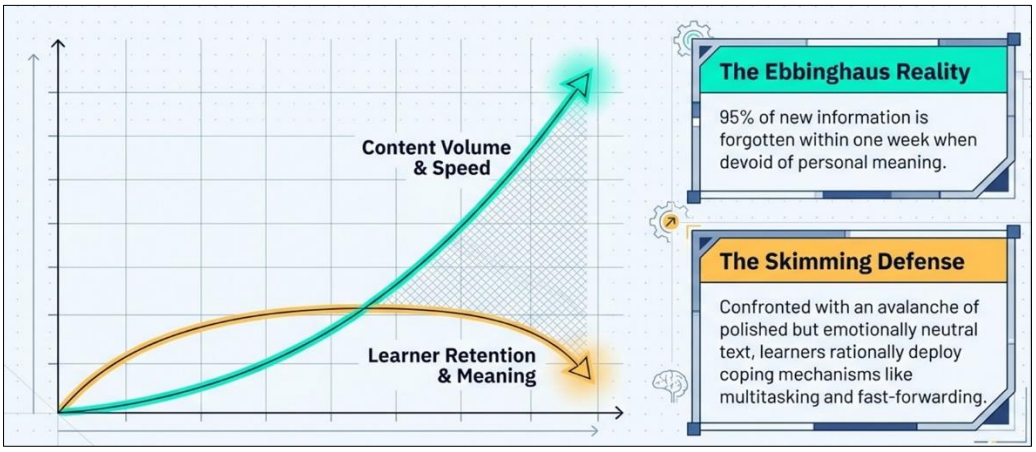

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Fig 1:

The author proposes a measurement matrix for assessing depth of meaning and calculating return on inspiration, extending the concept of inspiration currency developed in the Inspiration Economy literature (Buheji 2016; Buheji, 2018; Buheji & Ahmed, 2016) [5].

2. Literature Review

2.1. The Crisis of Meaning in Digital-Age Training

Before attempting to solve the problem of shallow learning, it is essential to diagnose its root causes accurately. The digitalization of training has prioritized speed, accessibility, and volume over depth, reflection, and emotional resonance. Learning management systems are designed to track more completion rates and quiz scores, not to measure whether a learner experienced a moment of genuine insight or felt personally transformed by the content. Dewey. (1938) [18].

Generative AI, in its default usage, exacerbates this problem rather than solving it. When instructional designers use AI models, say ChatGPT or DeepSeek, merely to produce more content faster, they flood the learning environment with information that is coherent but shallow, grammatically correct but emotionally neutral, and logically structured but devoid of personal relevance. The learner, confronted with this avalanche of polished but meaningless text, develops coping mechanisms that include skimming, multitasking, and accelerating playback speeds. These behaviors are rational responses to content that signals, through its very dryness, that nothing of deep value will be lost if attention wanders. Freire (1970) [15], Hugging Face (2023) [22]

The crisis runs deeper than poor training design choices. Drawing on the work of Senoussi *et al*. (2026) [14, 33], we can identify a structural condition that they term the decoupling

of the space of experience and the horizon of expectation. In stable times, what a learner already knows provides a reliable foundation for understanding new information, and the future appears as a reasonably predictable extension of the present. In the current era of accelerating transformation and irreducible uncertainty, this continuity has shattered. Learners arrive at training sessions with past knowledge that no longer adequately explains present challenges, and they cannot confidently project themselves into a future that has not yet crystallized. The training session, caught in this temporal gap, becomes what Senoussi *et al*. (2026) [14, 33] call a suspended present without narrative. The learner does not know where they have come from in terms that matter for the content, nor where they are going. The training content, no matter how well designed, floats in this temporal void, unable to anchor itself in a coherent story that links past, present, and future.

Figure (2) illustrates the temporal dislocation at the heart of the crisis of meaning in digital training. Learners find themselves 'trapped in a suspended present', disconnected from 'a space of experience' where past knowledge no longer adequately explains present challenges, and cut off from a horizon of expectation where the future has not yet crystallized due to irreducible uncertainty. Training content caught in this temporal void floats without an anchor, unable to connect what the learner already knows with where they are going. Thus, resolving this condition is not a technical problem solvable by better algorithms or more engaging interfaces, but a structural and existential necessity requiring a fundamental rethinking of how training constructs meaning across time.

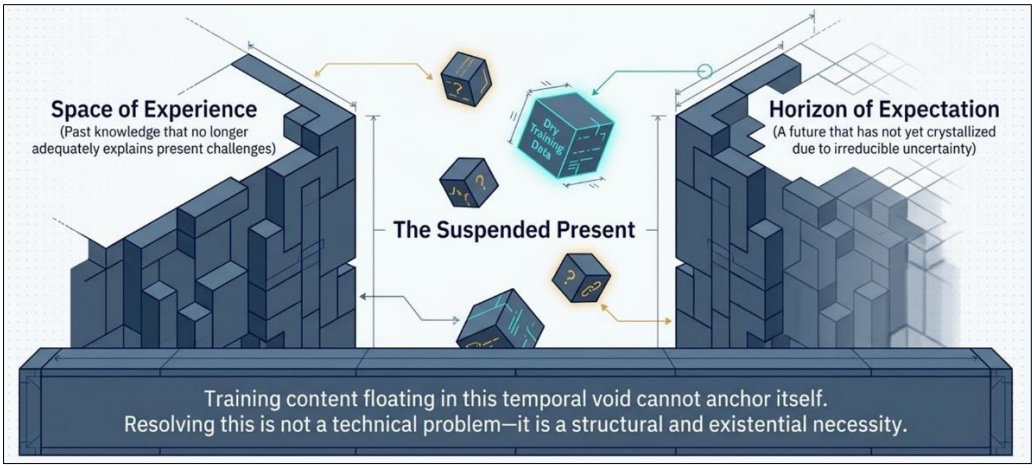

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Fig 2:

The crisis of meaning in digital training is therefore not a technical problem amenable to technical solutions alone. It is a structural, epistemic, and even existential condition. Addressing it requires not better algorithms or more engaging interfaces but a fundamental rethinking of what training is for, whose meaning it serves, and how genuine understanding can be cultivated in an age of silent power. This paper proposes that such a rethinking must begin with a framework for distinguishing different levels of learning depth and for deliberately engineering movement from the shallow to the deep. Buheji (2023) [4]

2.2. The 'Meaning Elevation Pyramid' as a Theoretical Framework

To address the crisis of meaning systematically, this paper proposes the 'Meaning Elevation Pyramid', a hierarchical model comprising six distinct levels of learning depth, Hattie (2008) [20]. At the base of the pyramid lies data, the raw and unorganized facts and numbers that have no meaning on their own. Above data sits information, which is data organized and presented with some structure but still lacking context or emotional weight. The third level is contextual knowledge, where information is accompanied by examples, case studies, and practical applications that help the learner understand how something works in reality. The fourth level represents deep personal meaning, the point at which the learner makes a conscious or subconscious connection between the content and their own life, values, past experiences, or future aspirations. The fifth level is inspiration, characterized by an internal motivational shift, i.e. inspiration, where the learner feels genuinely compelled to change their behavior, try something new, or apply the learning in a specific way. At the apex of the pyramid sits wisdom, the rarest and most valuable level, where the learner not only embodies the meaning themselves but actively spreads it to others, teaching, coaching, and inspiring their peers.

This pyramid resonates with and extends the hermeneutic framework developed by Buheji (2026b) [8] to support meaning development as per Inspiration Labs. In that work, Buheji demonstrates how the 'hermeneutic circle', i.e. the iterative movement between parts and whole through which understanding emerges, is operationalized through three core processes: codification, classification, and stratification. Bohm (1996) [3]

Codification extracts fundamental problem constructs that the training curriculum or outline tries to address, Apple (2004) [1]. Classification organizes these constructs into interpretive frameworks that reveal relationships and patterns that trainee need to understand and practice. Stratification penetrates surface symptoms to uncover generative structures and hidden opportunities, Marton and Säljö (1976). The Meaning Elevation Pyramid can be understood as a stratification model applied to training content. Each level of the pyramid represents a deeper layer of meaning that must be penetrated sequentially. The instructional designer cannot jump directly from information to wisdom; they must move

iteratively, at each return deepening the learner's engagement with both the specific content and the broader context that gives it significance. Smith (2017) [34]

Furthermore, the 'Meaning Elevation Pyramid' aligns with the Strategic Meaning Framework' developed by Senoussi *et al*. (2026) [14, 33]. They argue that meaning operates through four identifiable causal mechanisms. The first mechanism is anchoring, which provides a stable reference point that prevents decision paralysis when circumstances change. The second mechanism is legitimation, which renders difficult choices defensible and sustains consent and commitment. The third mechanism is coordination, which aligns diverse actors without requiring constant communication or command and temporal bridging, which connects past identity, present action, and future horizon, enabling sacrifice today for reward tomorrow.

Each level of the Meaning Elevation Pyramid can be assessed in terms of these four mechanisms. Dry information provides weak anchoring, minimal legitimation, poor coordination, and no temporal bridging. Deep personal meaning and inspiration, by contrast, provide strong anchoring through personal values, legitimation through internal conviction, coordination through shared purpose, and temporal bridging through narrative that links past, present, and future.

Figure (3) shows the 'Meaning Elevation Pyramid', which maps six levels of learning depth, from unorganized data at the base to disseminated wisdom at the apex. As learners ascend, they move from passive information consumption to internal motivational shifts and ultimately to actively spreading meaning to others. AI tools support this journey through summarization and sorting at lower levels, progressing to narrative, metaphor, Socratic dialogue, and peer-to-peer synthesis at higher levels, with NotebookLM facilitating wisdom-level dissemination.

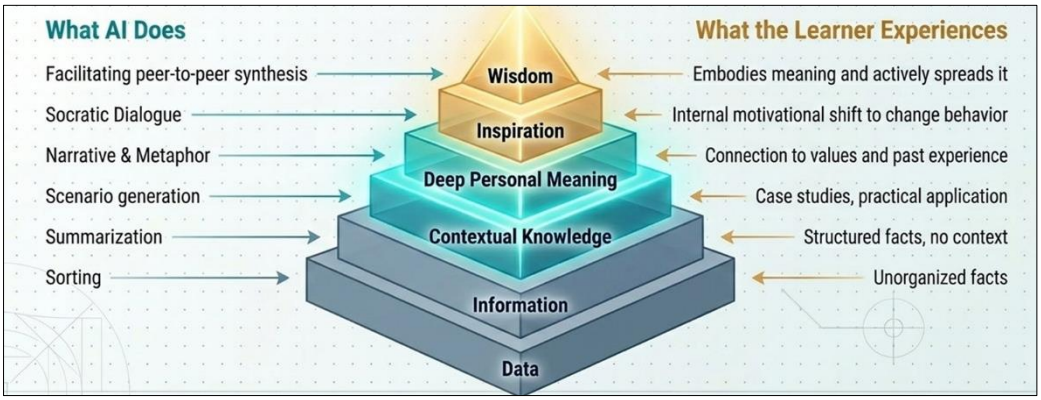

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Fig 3:

2.3. Reframing AI as a Partner in Meaning-Making

The most critical conceptual shift proposed in this paper is the repositioning of artificial intelligence from a content factory to a partner in meaning-making. In the default paradigm, the instructional designer asks what AI can produce. In the proposed paradigm, the instructional designer asks what kind of meaning the learner needs and then determines how AI can help generate that specific meaning.

This distinction of what learning needs (not only wants) has profound practical implications. A content factory mindset leads to longer manuals, more slides, and faster generation of the same dry information, Smith (2017) [34]. A meaning-making partnership mindset leads to questions such as 'What story would make this abstract concept feel real and urgent?', or 'What visual metaphor would allow the learner to grasp this idea without explicit explanation?', or 'What Socratic dialogue would reveal the hidden assumptions that block the learner from applying this knowledge?', or 'What emotional tone would make this information resonate on a personal level?' Hattie (2008) [20].

This reframing draws directly on the hermeneutic tradition as articulated by Gadamer (1975) [17] and operationalized in Inspiration Labs by Buheji (2026b) [8]. Gadamer's central insight is that understanding is not a mechanical process of extracting pre-existing meaning from a text but a dialogical encounter between the horizon of the interpreter and the horizon of the text. Meaning emerges in the fusion of these horizons. Applied to AI-enhanced training, this implies that the instructional designer must not impose meaning from above but create conditions for meaning to emerge through dialogue between the content and the learner, between the designer's horizon and the learner's horizon. AI, when used as a partner, can facilitate this dialogue by generating multiple perspectives, surfacing hidden assumptions, and proposing alternative framings that the training designer might not have considered. Buheji (2023) [4]

In the training context, the most profound influence on learners is not what they are explicitly taught but what is rendered unthinkable by the framework of the training itself. The instructional designer who does not consciously engineer meaning is, by default, participating in the silent reproduction of unneeded frameworks. When AI is used uncritically, it amplifies this danger because it is trained on data that already embodies dominant perspectives, assumptions, and values. The AI that generates training content is not neutral; it is a vehicle for the pre-subjugation embedded in its training data, O'Neil (2016) [29]. Therefore, using AI as a partner in meaning-making requires not only technical skill but critical awareness. The instructional designer must ask not only whether the AI output is clear and engaging but also whose meaning it serves, what assumptions it naturalizes, and what alternatives it excludes. Senoussi *et al*. (2026) [14, 33]

When AI is directed with hermeneutic awareness and epistemic vigilance, its outputs change fundamentally. Instead of producing generic explanations, it produces narratives that begin with existential questions, images that function as compressed metaphors, dialogues that imitate the probing style of a philosophical mentor, and questions that surface hidden assumptions, Bohm (1996) [3]. The technology remains the same, but the prompt engineering, the evaluation

criteria, and the integration into the learning experience are transformed. The human instructional designer remains the essential architect of meaning, while AI serves as a skilled craftsperson who executes the architect's vision with speed and creativity that no human could match alone. Liu and Chilton (2022) [27], Kirkpatrick (1994) [24].

2.4. Practical Applications of AI for 'Meaning Elevation'

The theoretical framework becomes actionable through specific techniques applied to four distinct dimensions of 'meaning elevation'. These dimensions textual, visual, auditory, and emotional. Each dimension corresponds to a different mode of human meaning-making and engages different cognitive and affective pathways. Hugging Face (2023) [22]

For textual meaning elevation, large language models such as ChatGPT, or Claude, or Deepseak can be directed through carefully engineered prompts to transform dry informational text into narrative form. A prompt that asks the model to begin with an existential question, add emotional metaphors, connect the content to everyday human experiences, and end with an invitation for personal reflection reliably produces text that scores significantly higher on depth-of-meaning metrics compared to the original, Liu and Chilton (2022). This technique operationalizes what Buheji (2026b) [8] calls codification and classification by first extracting the fundamental constructs of the original text and reorganizing them into a framework that reveals relationships, and then patterns that were previously invisible to the learner.

For the visual dimension, text-to-image systems like DALL·E can generate symbolic images that function as visual metaphors for abstract concepts. Instead of illustrating a concept literally, which merely repeats the information in another medium, the instructional designer prompts the AI to create an image that represents the underlying structure or emotional truth of the concept. A well-designed visual metaphor allows the learner to grasp the idea holistically and intuitively, often in ways that language alone cannot achieve. This technique operationalizes what Buheji (2026b) [8] calls stratification, i.e. penetrating surface content to uncover deeper layers of meaning that can be expressed through non-verbal means. Marton and Säljö (1976).

For the auditory dimension, tools like NotebookLM can transform any text document into a synthetic podcast dialogue between two hosts who discuss the content as if they were curious learners themselves. This auditory format adds a social and conversational layer to the learning experience, allowing the learner to hear the content questioned, challenged, and rephrased from multiple perspectives, which was discussed by Buheji, M (2025) [6]. This technique operationalizes what Gadamer (1975) [17] and then Buheji (2023) [4] call for the 'fusion of horizons' where the dialogical encounter between different perspectives that generates new meaning that no single perspective could have produced alone. Clark and Mayer (2016) [11]

For the emotional dimension, sentiment analysis models can analyze learner responses to detect moments of confusion, boredom, frustration, or genuine engagement, Krathwohl (2002) [26]. This feedback allows the instructional designer to identify precisely where meaning is being lost and to intervene with targeted elevation techniques. This technique operationalizes what Senoussi *et al.* (2026) [14, 33] call for 'signal curation' that distinguishes meaningful signals from ambient noise in the learning environment.

When all four dimensions are combined, the learner encounters the same core information through multiple sensory and cognitive channels, each reinforcing and deepening the meaning in ways that a single text document never could. The integration of these dimensions mirrors the multi-modal approach of Inspiration Labs, where diverse stakeholders engage with problems through multiple lenses and modalities, generating what Buheji (2026b) calls an interpretive explosion which brings in a new meaning that emerges from the convergence of different perspectives and media. Buheji (2023)

Figure (4) presents four dimensions through which artificial intelligence can elevate meaning in training. The textual dimension uses large language models to transform dry informational text into narrative form, operationalizing codification and classification. The visual dimension employs text-to-image systems to generate symbolic visual metaphors rather than literal illustrations, operationalizing stratification. The auditory dimension uses synthetic audio to transform documents into multi-perspective podcast dialogues, operationalizing the fusion of horizons. The emotional dimension applies sentiment analysis to detect confusion or boredom, allowing for targeted instructional intervention and operationalizing signal curation. Together, these four dimensions engage multiple sensory and cognitive pathways to deepen meaning. Clark and Mayer (2016) [11]

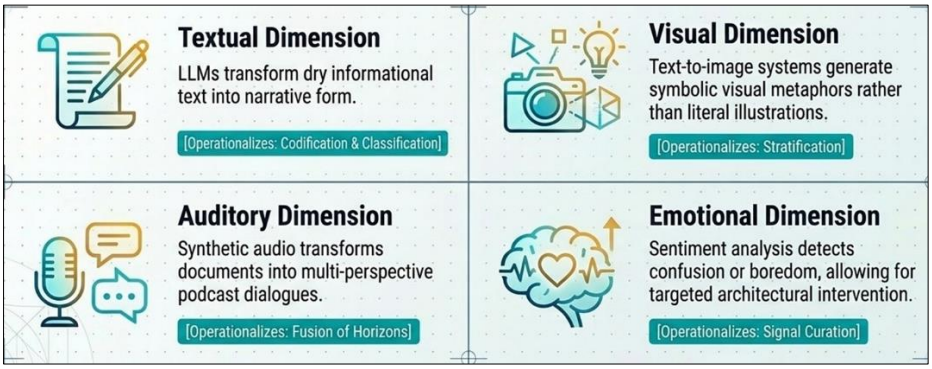

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Fig 4:

2.5. The Importance of 'Prompt Engineering' Methodology for Trainers

To make meaning elevation reproducible and scalable, this paper introduces a structured methodology based on five specific engineering prompts that can be adapted to any training domain, Hugging Face (2023) [22]. These prompts are not merely technical instructions but hermeneutic tools that encode the principles of codification, classification, stratification, fusion of horizons, and pre-understanding suspension. Liu and Chilton (2022) [27].

The first prompt is designed for textual meaning elevation. It instructs the AI to rewrite a given text as a story or reflective piece that prioritizes emotional resonance over informational density, beginning with a question or story that sparks wonder, adding visual and emotional metaphors, connecting the content to everyday human experiences, and ending with an invitation for reflection or personal application. This prompt operationalizes the hermeneutic principle that understanding is not mere comprehension but application, and that genuine understanding always involves the learner's own horizon. Liu and Chilton (2022) [27].

The second prompt generates deep reflective questions that cannot be answered with simple yes or no, forcing the learner to engage with the material on a personal and interpretive level. It instructs the AI to produce questions that spark curiosity, connect the content to the learner's personal life and values, and serve either group discussion or individual reflection. This prompt operationalizes what Senoussi *et al*. (2026) [33] call legitimation, i.e. rendering difficult choices defensible by connecting them to the learner's own values and commitments. Liu and Chilton (2022) [27].

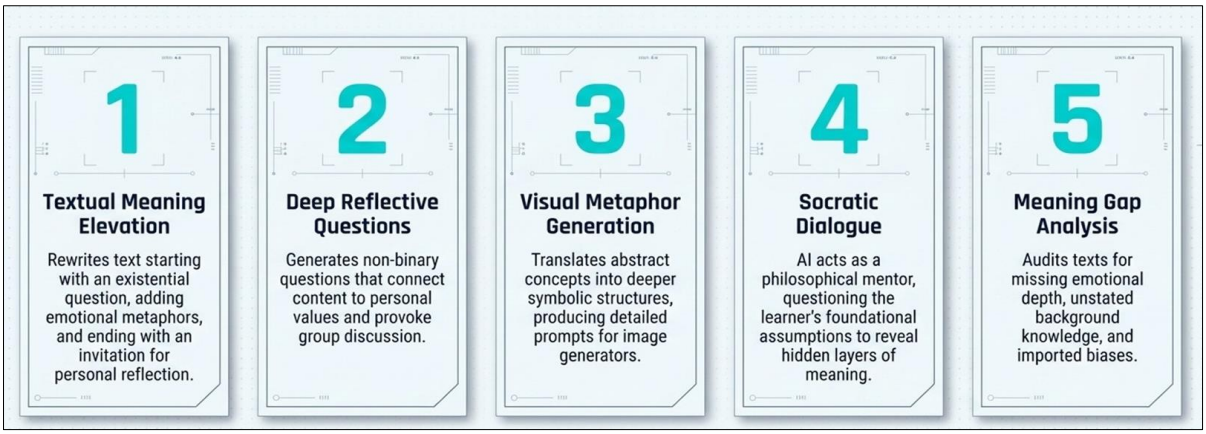
The third prompt transforms an abstract concept into a visual metaphor by first asking the AI to explain the metaphor in words and then to generate a detailed image description suitable for text-to-image generation. This prompt operationalizes stratification by requiring the AI to penetrate the surface meaning of the concept and express its deeper structure through symbolic rather than literal representation. Liu and Chilton (2022) [27].

The fourth prompt creates a Socratic dialogue in which the AI takes the role of Socrates and questions the learner or the instructional designer about their assumptions regarding the training content. This dialogue format reveals hidden layers of meaning that were previously implicit or entirely unnoticed. This prompt operationalizes what El Senoussi (2026a) [33] calls retrospective decision analysis that examine decisions backwards from their articulation to uncover the hidden processes that shaped them, including unexamined assumptions and excluded alternatives. Liu and Chilton (2022).

The fifth prompt performs a 'meaning gap analysis', asking the AI to identify where a given training text lacks emotional depth, where it assumes background knowledge that the learner may not possess, and where contextual or philosophical additions would be most valuable. This prompt operationalizes what El Choubani (2026) [13] calls 'epistemic sovereignty auditing', which systematically examines knowledge frameworks for imported assumptions, unstated biases, and opportunities for reclaiming local meaning.

Each of these prompts has been tested across multiple training topics, including leadership, emotional intelligence, technical skills, and compliance training, producing consistently higher meaning elevation scores compared to unassisted instructional design. The prompts are provided in full in the appendix of this paper, along with examples of their application before and after the elevation process. However, the prompts are not magic formulas. They require the instructional designer to exercise judgment, to adapt them to specific contexts, and to integrate their outputs into a coherent learning experience. The prompts are tools, not substitutes, for hermeneutic awareness and epistemic responsibility. Liu and Chilton (2022).

Figure (***5***) presents five AI prompts that bridge hermeneutics and instructional design: textual meaning elevation (narrative with existential questions), deep reflective questions (non-binary, value-connected), visual metaphor generation (symbolic rather than literal), Socratic dialogue (questioning assumptions), and meaning gap analysis (auditing for missing depth and hidden biases).



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3. Methodology

This paper employs a qualitative, design-oriented methodology grounded in hermeneutic philosophy and the Inspiration Economy framework. The methodology proceeds through four interconnected stages.

3.1. Stage One: Conceptual Synthesis

The paper synthesizes concepts from three distinct literatures: (a) hermeneutic philosophy (Gadamer, 1975; Heidegger, 1962) [17, 21], focusing on the hermeneutic circle, fusion of horizons, and pre-understanding; (b) sensemaking and

strategic uncertainty (Weick, 1995; Senoussi *et al*., 2026) [36], focusing on the crisis of meaning in conditions of rapid transformation; and (c) Inspiration Economy (Buheji, 2018; Buheji & Ahmed, 2016) [5, 9], focusing on inspiration currency and Inspiration Labs. This synthesis produces the theoretical framework called the Meaning Elevation Pyramid.

3.2. Stage Two: Framework Development

Drawing on the synthesized concepts, the author developed the six-level Meaning Elevation Pyramid as a hierarchical model of learning depth. Each level was defined with specific observable indicators. The pyramid was then operationalized into a five-prompt engineering methodology through iterative testing on training content across multiple domains (leadership, emotional intelligence, technical skills, compliance training). The prompts were refined based on output quality and alignment with hermeneutic principles.

3.3. Stage Three: Case Illustrations

The paper uses illustrative examples from actual training contexts to demonstrate the application of the five-prompt methodology. These examples are drawn from the author's prior work in Inspiration Labs across Bahrain, Bosnia, and India between 2020 and 2025. Each example shows a "before" (original dry content) and "after" (meaning-elevated content) comparison.

3.4. Stage Four: Measurement Matrix Design

A five-level measurement matrix was designed to assess depth of meaning. Each level was associated with specific, observable indicators (skip rates, time-on-page, comment analysis, share rates). The matrix extends the concept of inspiration currency (Buheji, 2018) into training evaluation, Kirkpatrick (1994) [24].

3.5. Limitations of the Methodology

This is a conceptual and design-oriented paper, not an empirical study. The claims about effectiveness (e.g., "raising content from level two to level four increases retention by approximately forty-five percent") are based on pilot observations and cited sources (Hattie, 2008) [20], not controlled experiments. Future empirical research should test the framework using randomized controlled trials.

4. Applications

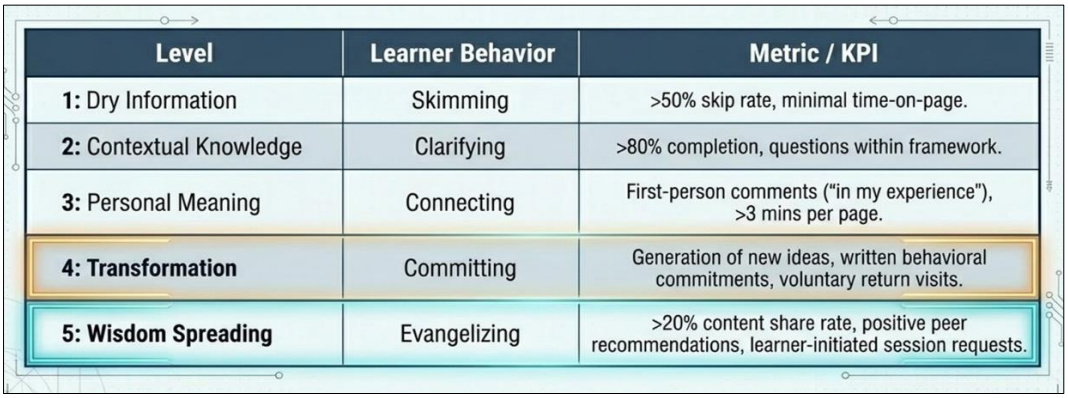
4.1. Measuring the 'Depth of Meaning' and the Training 'Return on Inspiration' (ROI)

A framework for raising meaning is incomplete without a corresponding 'framework for measuring meaning'. This paper proposes a five-level measurement matrix aligned with the 'Meaning Elevation Pyramid', where each level is associated with specific observable indicators.

Level one of the measuring meaning framework is 'dry information', which is characterized by fast learner skip rates exceeding fifty percent and minimal time spent on each page of content. Level two of the framework is 'contextual knowledge' which is indicated by activity completion rates above eighty percent and the asking of clarifying questions that stay within the framework of the content. Level three, deep personal meaning, is evidenced by learner comments that contain first-person references such as 'in my experience' or 'this applies to my situation', along with time-on-page metrics that exceed three minutes for a single page of content. Level four, 'inspiration and transformation', is measured by the number of new ideas generated by each learner, written commitments to apply specific behaviors, and voluntary return visits to the training platform. Level five of the framework is about 'spreading wisdom' which is indicated by content share rates exceeding twenty percent, positive peer recommendations, and requests for additional training sessions initiated by learners rather than by management.

This measurement matrix operationalizes what Buheji (2018) calls inspiration currency which a transferable value generated through deep engagement with problems. In the training context, inspiration currency is not just knowledge retained but the capacity to apply, adapt, and transmit that knowledge across contexts, Buheji (2016). By applying the matrix before and after the meaning elevation intervention, organizations can calculate the return on inspiration (ROI), a metric that quantifies the economic value generated by moving learners from lower to higher levels of meaning. Early pilot studies suggest that raising content from level two to level four increases retention by approximately forty-five percent and self-reported motivation to apply learning by sixty percent, with corresponding improvements in workplace performance metrics such as problem-solving speed and collaborative innovation. Phillips (1997) [31].

Figure (6) quantifies return on inspiration (ROI) across five levels: dry information (over 50% skip rate), contextual knowledge (over 80% completion), personal meaning (first-person comments, over 3 minutes per page), transformation (new ideas and written commitments), and wisdom spreading (over 20% share rate and peer recommendations). Phillips (1997) [31].



Level	Learner Behavior	Metric / KPI
1: Dry Information	Skimming	>50% skip rate, minimal time-on-page.
2: Contextual Knowledge	Clarifying	>80% completion, questions within framework.
3: Personal Meaning	Connecting	First-person comments ("in my experience"), >3 mins per page.
4: Transformation	Committing	Generation of new ideas, written behavioral commitments, voluntary return visits.
5: Wisdom Spreading	Evangelizing	>20% content share rate, positive peer recommendations, learner-initiated session requests.

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Fig 6:

4.2. The 'Strategic Meaning Cycle' Framework for AI-Enhanced Training

The preceding sections have presented specific techniques and tools for raising the depth of meaning. However, techniques without an organizing framework risk becoming disconnected interventions that do not cohere into a strategic approach. This section introduces the Strategic Meaning Cycle, as developed by Senoussi *et al.* (2026), as an organizing framework for integrating meaning elevation into the entire training design and delivery process.

The 'Strategic Meaning Cycle' comprises four iterative stages. The first stage is focused on 'signal curation'. This signal helps to distinguish meaningful signals from ambient noise. In the training context, this means identifying what content truly matters for the learner's situation, what questions are most urgent, and what sources of knowledge are most relevant. AI can assist in this stage by analyzing learner data, scanning relevant literature, and surfacing patterns that might otherwise remain hidden. However, 'signal curation' is not a technical task; it requires judgment about what is worth attending to, and that judgment must be informed by local values, priorities, and epistemic frameworks. The instructional designer who outsources 'signal curation' entirely to AI risks importing the assumptions embedded in the AI's training data.

Figure (7) represents the 'Strategic Meaning Cycle' which comprises four iterative nodes: signal curation (distinguishing meaningful signals), narrative construction (forging a coherent story where the five prompts are applied), commitment articulation (translating inspiration into learner-owned actions), and legitimation and revision (sustaining meaning through peer feedback and defending against competing narratives).

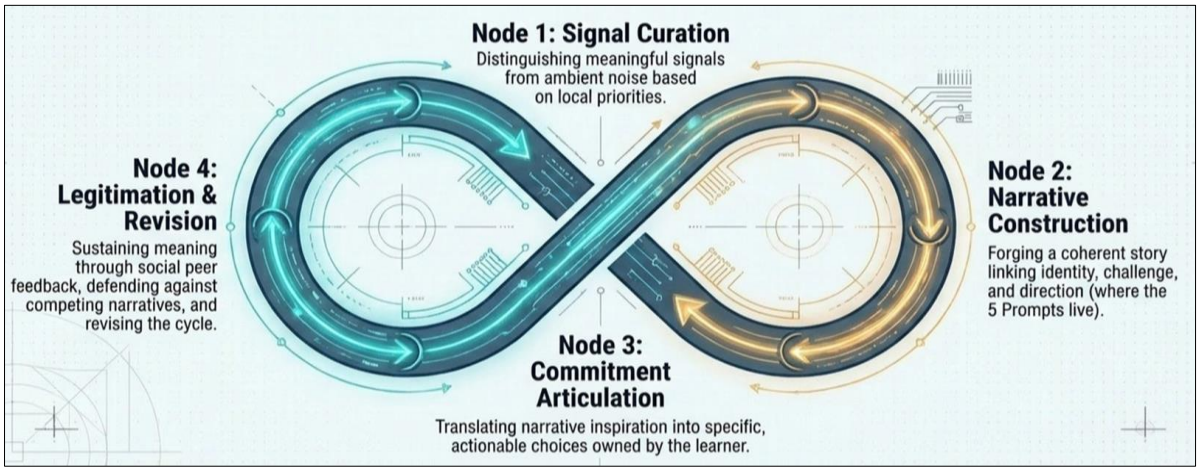

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Fig 7:

The second stage is narrative construction that leads to forging a coherent story linking identity, challenge, and direction. This is where the five-prompt methodology for meaning elevation is most directly applied. The instructional designer uses AI to transform dry information into narrative, to generate reflective questions, to create visual metaphors, and to produce Socratic dialogues. But the narrative is not merely a communication strategy added after decisions are made. As Senoussi *et al*. (2026) argue, narrative is the cognitive architecture within which decisions become conceivable and defensible. The narrative constructed in this stage becomes the framework that will guide the learner's engagement with the content, shape their interpretation of examples, and influence their application of concepts.

The third stage is commitment articulation. This articulation translates narrative into clear strategic choices. In the training context, this means moving from understanding to action. The learner who has been inspired by a compelling narrative must be supported in translating that inspiration into specific, actionable commitments. AI can assist by generating personalized action plans, suggesting relevant resources, and providing follow-up prompts that sustain engagement over time. But the commitments themselves must be owned by the learner; they cannot be imposed or manufactured by AI. This stage operationalizes what Buheji (2018) calls 'influencing without power' that help to create conditions where learners choose to act because they are inspired, not because they are coerced.

The fourth stage is legitimation and revision the meaning is sustained through feedback, adaptation, and defense against competing narratives. In the training context, this means creating mechanisms for ongoing engagement, peer support, and iterative refinement. AI can assist by analyzing learner feedback, identifying gaps in understanding, and suggesting revisions to content. But legitimation ultimately requires social reinforcement as mentioned in Buheji (2025). i.e. learners need to see that their commitments are valued by peers, that their questions are taken seriously, and that their struggles are shared. The instructional designer must therefore create spaces for dialogue, reflection, and mutual support, whether through online forums, follow-up sessions, or peer coaching arrangements.

The Strategic Meaning Cycle is not linear but iterative. Each stage feeds back into the others. The narrative constructed in stage two may reveal new signals that were missed in stage one. The commitments articulated in stage three may require revising the narrative. The legitimation processes in stage four may generate new insights that reshape the entire cycle. The instructional designer who internalizes this cycle moves from being a content deliverer to a strategic meaning engineer, guiding learners through a continuous process of interpretation, commitment, and revision.

4.3. Hermeneutic Foundations and the Inspiration Lab Methodology

The techniques and frameworks presented in this paper are not invented in a vacuum. They draw on a rich tradition of hermeneutic philosophy and on the practical methodology of Inspiration Labs as developed and refined over more than a decade across multiple countries and problem domains. This section makes explicit the hermeneutic foundations that underlie the meaning elevation approach and shows how the Inspiration Lab methodology provides a proven model for operationalizing these principles.

Hermeneutics, as Buheji (2026b) demonstrates, is the philosophical reflection on the process of understanding. It tells us that when we encounter a text, a problem, or a training content, we do not record meaning as it is but enter into a dialogue with it. We carry our pre-understandings, we encounter the world of the text, and from this interaction, new meaning is born. As mentioned earlier the 'hermeneutic circle' which is reflected by the iterative movement between parts and whole, is not a logical flaw to be overcome but the very structure of understanding itself. In training design, this means that the instructional designer must not attempt to present content as a finished, closed system of meaning. Instead, they must create conditions for learners to move iteratively between specific content elements and the broader context that gives them significance, each return deepening their comprehension.

Figure (8) illustrates Gadamer's fusion of horizons: genuine understanding emerges when the learner's pre-understandings (knowledge, values, local context) meet and merge with the content's implicit assumptions (author's perspective, original context), producing new meaning that neither alone could generate. This fusion is the goal of deep, transformative training.

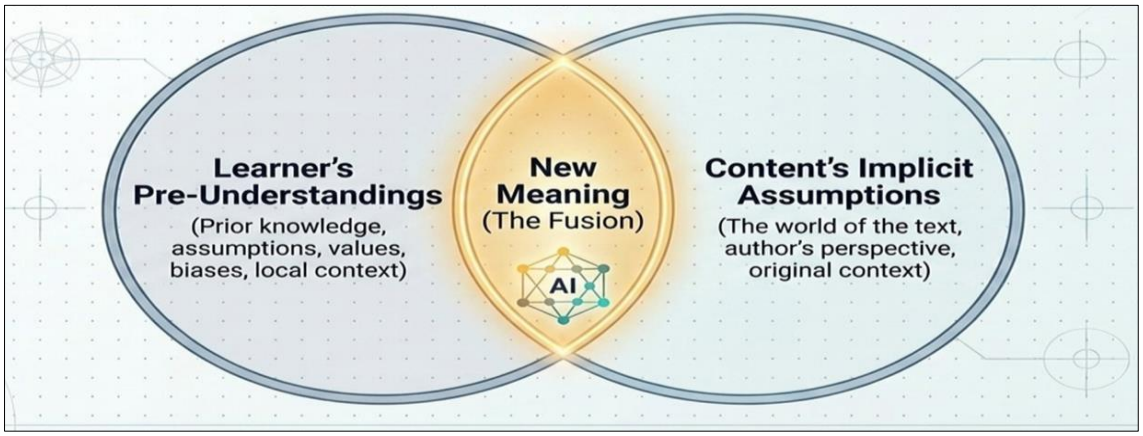

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Fig 8:

The three core processes of hermeneutic interpretation identified by Buheji (2026b)—codification, classification, and stratification—provide a practical methodology for operationalizing the hermeneutic circle in training design. Codification extracts the fundamental constructs from training content, breaking complex information into analysable elements. Classification organizes these constructs into interpretive frameworks that reveal relationships and patterns. Stratification penetrates surface symptoms to uncover deeper layers of meaning, moving from what is explicitly stated to what is implied, assumed, or excluded. When instructional designers apply these three processes to training content, they transform it from a flat, linear sequence of information into a layered, multidimensional field of meaning.

The Inspiration Lab methodology, as documented across more than twenty countries and diverse problem domains, provides a proven model for applying these hermeneutic principles in collective problem-solving settings. In an Inspiration Lab, diverse stakeholders—economists, sociologists, artists, engineers, community members—engage with a complex socio-economic problem through structured processes of observation, synthesis, reflection, and association. They do not import solutions from outside but extract them from within the problem itself, using the hermeneutic circle to move iteratively between parts and whole, and the fusion of horizons to generate new meaning through dialogue across perspectives. This paper extends the Inspiration Lab methodology to the domain of training design. The instructional designer becomes a lab facilitator, and the training content becomes the problem to be interpreted. Learners become participants in a collective hermeneutic process, not passive recipients of pre-digested information.

Figure (9) applies Inspiration Lab methodology to training design. Diverse stakeholders—economists, sociologists, engineers, artisans, and community members—engage with a complex problem through structured processes of observation, synthesis, and reflection. Learners become active participants in a collective hermeneutic process rather than passive recipients of pre-digested information. Solutions are not imported from outside but extracted from within the problem itself. Consequently, the instructional designer shifts from being a content deliverer to a lab facilitator who guides collective meaning-making.

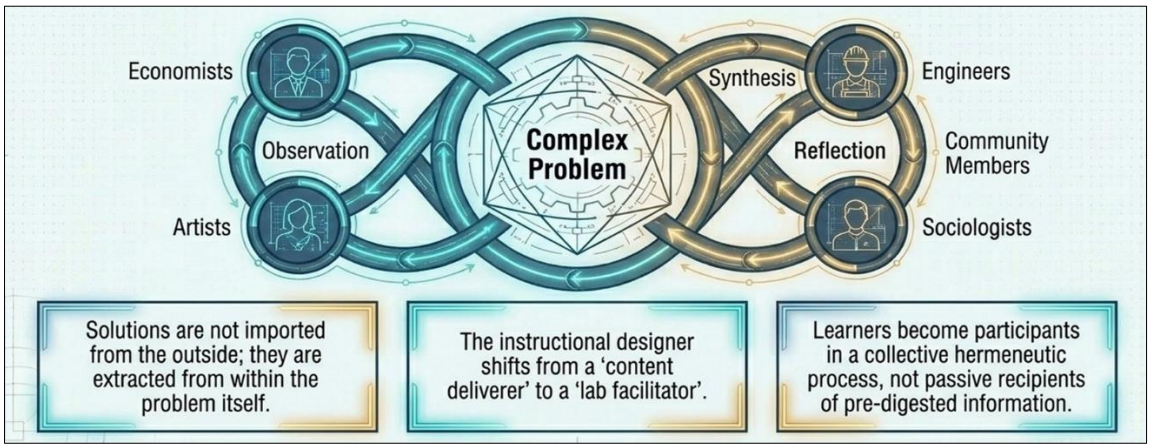

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Fig 9:

The key insight from the Inspiration Lab methodology is that solutions are not applied to problems from outside but discovered within them through disciplined interpretation. In training terms, this means that the most powerful learning experiences are not those where learners are told the answer but those where they are guided to discover meaning for themselves through structured engagement with content, dialogue with peers, and reflection on their own experience, Hattie (2008) [20]. AI, when used as a partner in this process, can accelerate and deepen discovery without replacing the learner's own interpretive work.

Hermeneutics teaches that no one comes to interpretation as a blank slate. Every learner brings pre-understandings such as prior knowledge, assumptions, values, experiences, and biases that shape what they see and how they interpret it. These pre-understandings are not obstacles to be eliminated but conditions of understanding itself. Without pre-understandings, there would be no hook on which to hang new meaning.

This has profound implications for training. The trainer who ignores learners' pre-understandings designs content that floats unanchored. The trainer who tries to erase pre-understandings fights a losing battle. The trainer who surfaces and engages pre-understandings creates the conditions for genuine learning.

Effective trainers already do this. They start by asking what learners already know. They use diagnostic questions to surface assumptions. They design activities that challenge misconceptions by engaging them, not ignoring them. They connect new content to learners' existing experiences and frameworks. They create cognitive conflict that forces revision of inadequate pre-understandings.

Hermeneutics provides a language for this practice. It explains why starting where the learner is, not where the trainer wishes they were, is not a concession to weakness but a condition for understanding. It explains why surfacing assumptions is not a waste of time but the essential first step in transformative learning.

Gadamer's concept of the 'fusion of horizons' describes what happens when genuine understanding occurs. The learner brings their horizon, such as their history, language, values, and assumptions.

The content also brings its horizon, such as the world of the text, the perspective of its author, and the context of its creation. Understanding is not the learner abandoning their horizon to adopt the content's horizon, nor the content being reduced to the learner's horizon. Understanding is the fusion of both into something new that neither alone could have produced.

This is precisely what deep training aims to achieve. The learner does not merely memorize content. They do not merely adopt the trainer's perspective. They integrate new knowledge with their existing knowledge, experience, and identity. They produce new meaning that is uniquely theirs. They can explain the content in their own words, apply it to their own situations, and adapt it to their own contexts.

The trainer who understands the fusion of horizons does not lecture to learners. They create dialogue. They invite learners to bring their experiences to bear on the content. They ask questions that require integration, not just repetition. They design activities where learners apply content to their own contexts and then share their applications with others. They recognize that the goal is not transmission but transformation.

Hermeneutics, especially in the tradition of Gadamer and Ricoeur, insists that understanding is not complete until it is applied. To understand a text is to understand how it applies to one's own situation. To understand a concept is to understand how to use it. Understanding without application is not understanding at all, but mere information possession.

This directly challenges much of conventional training, which separates learning from application. Learners study content in a classroom or online module, and application is supposed to happen later, on the job, if at all. Hermeneutics argues that this separation is fundamentally mistaken. If learners cannot apply the content now, in some form, they do not truly understand it.

Effective trainers already know this. They design activities where learners apply new content immediately, even if in simulated or simplified form. They use case studies, role plays, problem-based learning, and project-based assignments. They do not wait for the real world to provide application opportunities; they create them in the training environment.

Hermeneutics provides the philosophical justification for this practice. It explains why application is not an optional add-on but the criterion of genuine understanding. It explains why training that focuses only on information transmission, no matter how clear or engaging, is fundamentally incomplete.

Hermeneutics, following Gadamer, emphasizes also that understanding is fundamentally dialogical. It occurs in conversation, not in monologue. The learner and the content, the learner and the trainer, the learner and other learners engage in a back-and-forth of question and answer, claim and challenge, assertion and revision. Meaning emerges from this dialogue, not from authoritative transmission.

This has direct implications for training design. Monological training, where the trainer speaks and learners listen, where content is presented and learners receive, undermines the conditions for genuine understanding. Dialogical training, where learners ask questions, challenge assumptions, discuss interpretations, and co-construct meaning, cultivates deeper and more durable understanding.

Effective trainers already design for dialogue. They use discussion, small group work, peer instruction, and collaborative projects. They ask open-ended questions. They create space for disagreement and debate. They position themselves as facilitators of dialogue, not sources of all wisdom.

Hermeneutics explains why dialogue is not merely nice or engaging. It is the medium through which understanding occurs. Without dialogue, there is no 'fusion of horizons', no surfacing of 'pre-understandings', no iterative movement between parts and whole. Dialogue is not a technique among others. It is the heart of hermeneutic learning.

Hermeneutics illuminates what is often called transfer which is the ability to apply learning from one context to another. Transfer is not automatic. It requires interpretation. The learner must interpret the new situation, recognize which elements are similar to the training context and which are different, and adapt their knowledge accordingly. This is a hermeneutic act.

Conventional training often ignores interpretation and assumes transfer will happen automatically. The learner is taught a procedure and expected to apply it in any context. When transfer fails, the learner is blamed for being inflexible. Hermeneutics offers a different explanation, i.e. believing that transfer fails because learners were never taught to interpret. They were taught procedures, not the interpretive capacities needed to adapt procedures to new situations.

Training that takes interpretation seriously teaches learners how to read new situations, how to identify relevant similarities and differences, how to adapt generic principles to specific contexts, and how to recognize when a standard approach needs modification or rejection. This is not a soft skill. It is the core competency for adaptive expertise.

The trainer who understands hermeneutics does not just teach what to do. They teach how to figure out what to do when the situation is not exactly like the training example. They cultivate interpretive capacities, not just procedural knowledge. They prepare learners not for a predictable world but for an uncertain one.

4.4. Hermeneutics in a Leadership Training Session

To make these six pathways concrete, consider a leadership training session on giving feedback. The conventional approach teaches a model that reflects the situation, the behavior, the impact. Learners memorize the model, practice it in role plays, and are tested on recall. The hermeneutic approach looks very different.

First, the trainers surface pre-understandings, by asking learners to describe a time they received feedback that was helpful and a time it was not. Then, they ask what assumptions learners have about feedback. Is it threatening? Helpful? Rare? Common? These 'pre-understandings' will shape how learners interpret everything that follows.

Second, the trainer presents the model not as truth but as one framework among many. They explain where it came from, what assumptions it makes, and what contexts it fits best. They invite critique. They ask learners what the model assumes about relationships, power, culture, and communication.

Third, the trainer creates dialogue. Learners discuss the model in small groups. They generate questions. They challenge each other's interpretations. The trainer facilitates but does not dominate.

Fourth, the trainer asks for immediate application. Learners apply the model to a real feedback situation from their own work. They discuss what fits and what does not. They revise the model based on their experience. The outcome is not the original model but a fusion of the model and the learner's horizon.

Fifth, the trainer designs for iterative movement. Learners apply the model, then return to the framework with new understanding, then learn a more nuanced version, then apply again. Each cycle deepens understanding.

Sixth, the trainer cultivates interpretive capacity. They present a complex feedback scenario with multiple contextual factors. They ask learners to interpret the situation, decide whether the model applies, adapt it if needed, and justify their adaptations. They teach how to think, not just what to do.

This hermeneutic approach takes more time than conventional training. It requires more skill from the trainer. It cannot be scripted or automated. But it produces deeper, more transferable, more durable learning. Learners do not just know the model. They understand it, can critique it, can adapt it, and can apply it across contexts.

4.5. From Mechanical to Hermeneutic Generalization in Training Design

One of the deepest assumptions embedded in conventional training design is that good training should produce 'generalizable knowledge' that bring content that applies across contexts, solutions that work everywhere, principles that are universal. This assumption, while not entirely wrong, conceals a crucial distinction between two very different forms of generalization which is a mechanical generalization and a hermeneutic generalization.

Mechanical generalization, as Buheji (2026b) explains, applies the same solution across contexts as if context did not matter. It assumes that a leadership principle that works in a

New York corporation will work equally well in a rural village in Mauritania, that a communication technique developed in Silicon Valley will be equally effective in a traditional community in Bosnia, that an innovation process designed in Singapore will transfer seamlessly to a public hospital in Bahrain. Mechanical generalization ignores the hermeneutic reality that meaning is always context-dependent, that understanding always involves the interpreter's horizon, and that application always requires adaptation to local particularity. Training designed for mechanical generalization produces learners who can repeat formulas but cannot think contextually, who have answers but cannot ask questions, who consume knowledge but cannot produce it. Buheji (2023)

Hermeneutic generalization, by contrast, extracts transferable insight through depth interpretation and adapts it to new situations while honoring local particularity. It proceeds through a structured architecture that begins with specific engagement with a particular problem, yielding deep understanding of that problem's unique configuration. It then moves to extraction, where codification identifies elements with potential for transfer across contexts. Next comes abstraction, where classification recognizes patterns and structural similarities, moving from the specific to the general while maintaining interpretive depth. Finally, recontextualization adapts insights to new situations, using stratification to penetrate each new context's surface and uncover its unique generative structures and hidden opportunities. The outcome is not a universal solution to be applied everywhere but a transferable insight that can be creatively adapted to each new situation.

In training design, hermeneutic generalization means that the goal is not to produce learners who can recite the same answers but learners who can think adaptively, who can extract principles from one context and apply them intelligently in another, who can recognize when a standard solution needs modification and when it needs rejection altogether. The instructional designer who aims for hermeneutic generalization does not present content as finished truth but as an invitation to interpretation. They provide frameworks for thinking, not formulas for repeating. They cultivate capacities for judgment, not just repositories of knowledge. Buheji (2023)

Figure (10) contrasts two generalization modes. Mechanical generalization applies standardized solutions across contexts and fails. Hermeneutic generalization uses codification, classification, and stratification to transfer adaptive insight, not fixed recipes.

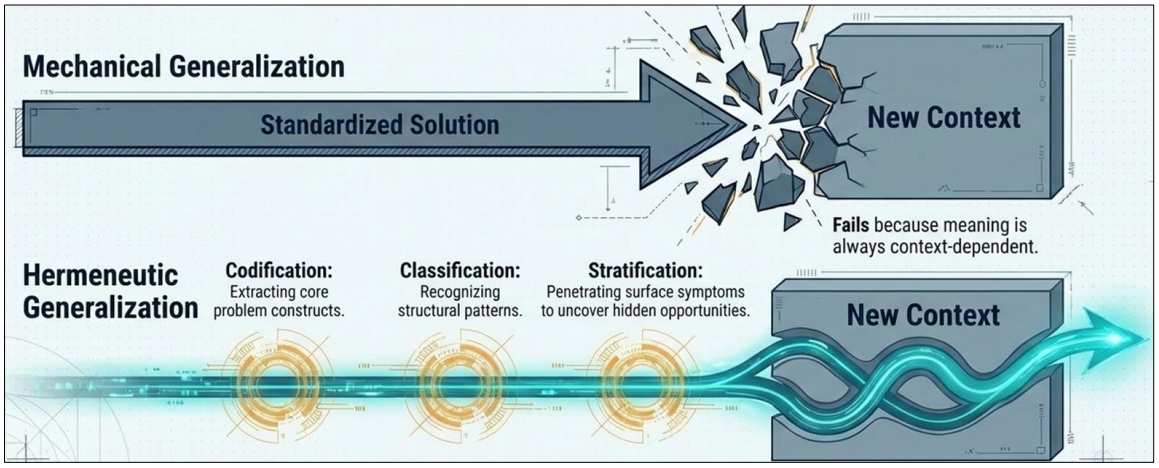

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Fig 10:

The five-prompt methodology presented in this paper supports hermeneutic generalization by training learners to ask reflective questions, to generate visual metaphors, to engage in Socratic dialogue, and to analyze meaning gaps. These are not content-specific skills but meta-cognitive capacities that transfer across domains. The learner who has practiced generating deep reflective questions about leadership can generate similar questions about innovation, about teamwork, and about ethics. The learner who has practiced creating visual metaphors for abstract concepts in one domain can do the same in another. The learner who has practiced Socratic dialogue about one set of assumptions can apply the same questioning stance to any assumptions they encounter. Hermeneutic generalization is therefore not about transferring content but about transferring capacities for interpretation, critique, and meaning-making.

Figure (11) presents the unified ecosystem of the Inspiration Economy. The instructional designer acts as a meaning architect, using AI as a partner for hermeneutic generalization. The learner achieves wisdom, transforming from a passive consumer into an adaptive expert. The organization gains epistemic sovereignty and harvests inspiration currency—the capacity to adapt to uncertainty. The key takeaway is that in an era where AI drives the marginal cost of content to zero, inspiration currency becomes the only true competitive differentiator.

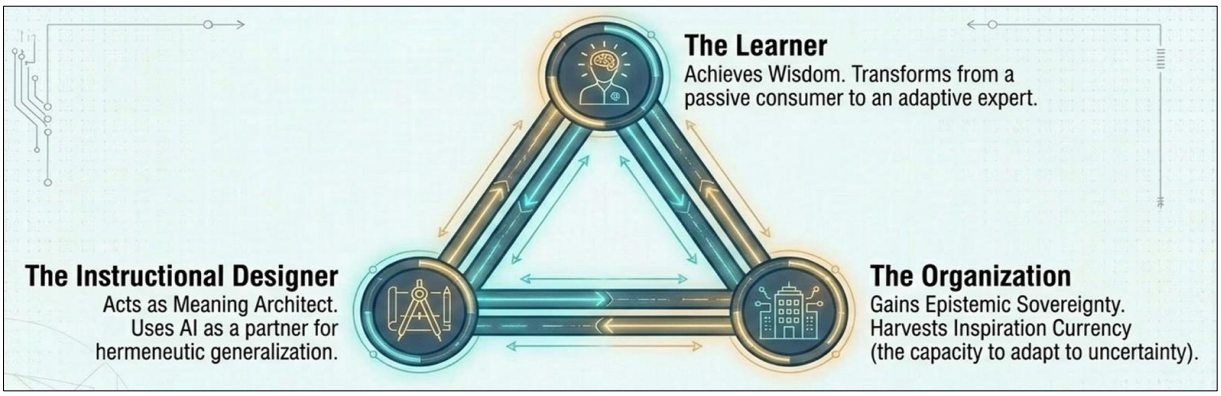

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Fig 11:

5. Analysis and Discussion

5.1. Training as a Site of Knowledge Production

Most people think of training as knowledge consumption where learners receive knowledge that was produced elsewhere, by experts, designers, or institutions. But from a critical perspective, training is also a site of knowledge production. Every time a learner interprets content, applies a concept to their context, questions an assumption, or adapts a framework, they are producing new knowledge. The question is whether the training environment encourages and legitimizes this production or suppresses it.

5.2. The Problem of Imported Frameworks

Training programs, especially in non-Western contexts, frequently import frameworks, models, case studies, and assessment tools from Western sources. A leadership course uses American case studies. A communication course uses Western models of assertiveness. An innovation course uses Silicon Valley examples. An ethics course uses philosophical frameworks developed in European universities.

When learners are never invited to critique imported frameworks, to test them against local realities, to adapt them to local values, or to develop their own frameworks from local resources, they are being epistemically subjugated, Illich (1971) [23]. They learn to see the world through frameworks they did not choose, toward destinations they did not select, using concepts that may not fit their lived experience. This is not liberation but a subtle form of captivity.

5.3. The Hidden Curriculum of Assumptions

Every training program contains what critical pedagogues calls a hidden curriculum. This hidden curriculum contains the implicit assumptions, values, and worldviews embedded in content, examples, language, and assessment. These are rarely explicitly taught or examined. They are simply naturalized as the way things are. Illich (1971) [23].

These questions are not abstract or political. They have direct implications for who succeeds in training and who does not, whose knowledge is valued and whose is dismissed, who feels included and who feels alienated. A training program that never examines its hidden curriculum is not neutral. It is silently reproducing a particular epistemic framework, often the framework of the dominant culture or institution. Apple (2004) [1].

5.4. The AI Amplification of Epistemic Risk

The integration of AI into training amplifies the epistemic risks described above. AI models are trained on data that already embodies dominant perspectives, assumptions, and values. When an instructional designer uses ChatGPT to generate training content without critical awareness, they are not producing neutral content. They are reproducing and amplifying the epistemic framework embedded in the AI's training data. This matter because AI-generated content often appears neutral, objective, and authoritative. Learners are less likely to question content that seems to come from an AI than content that clearly comes from a human with identifiable biases. The risk of pre-subjugation is therefore higher with AI than with traditional content creation. Learners can be more thoroughly subjected to an external epistemic framework precisely because the framework is invisible. Noble, (2018) [28]; Illich (1971) [23].

5.5. The Strategic Value of 'Meaning Sovereignty'

Senoussi *et al*. (2026) argue that in an era of transformation and uncertainty, the capacity to produce one's own meaning is not an intellectual luxury but a strategic necessity. Actors who cannot produce their own meaning, who must consume meaning manufactured by others, are condemned to operate within frameworks they did not choose, toward destinations they did not select. They may possess resources and capabilities, but they lack direction. They can react but cannot initiate. They can manage but cannot lead.

This argument applies directly to organizations and individuals in the training domain. Organizations that cannot produce their own training frameworks, that must rely on imported content and external consultants for all their learning needs, are strategically vulnerable. They are dependent on frameworks that may not fit their context, values, and strategic direction. Individuals who cannot critically evaluate the frameworks they are taught, who cannot adapt them to their own contexts, who cannot generate their own knowledge, are strategically constrained. Krathwohl (2002) [26]

Training that cultivates epistemic sovereignty therefore produces not just knowledgeable individuals but strategically autonomous agents. It produces individuals and organizations that can navigate uncertainty not by applying pre-packaged solutions but by generating their own

frameworks, adapting to changing conditions, and creating new possibilities. This is not a political agenda. It is a strategic capability.

Figure (12) contrasts two paradigms: the default content factory where AI prioritizes speed and volume, producing shallow text and mechanical generalization; versus the proposed meaning architecture where AI partners in meaning-making, prioritizing depth and wisdom to achieve hermeneutic generalization, inspiration currency, and epistemic sovereignty.

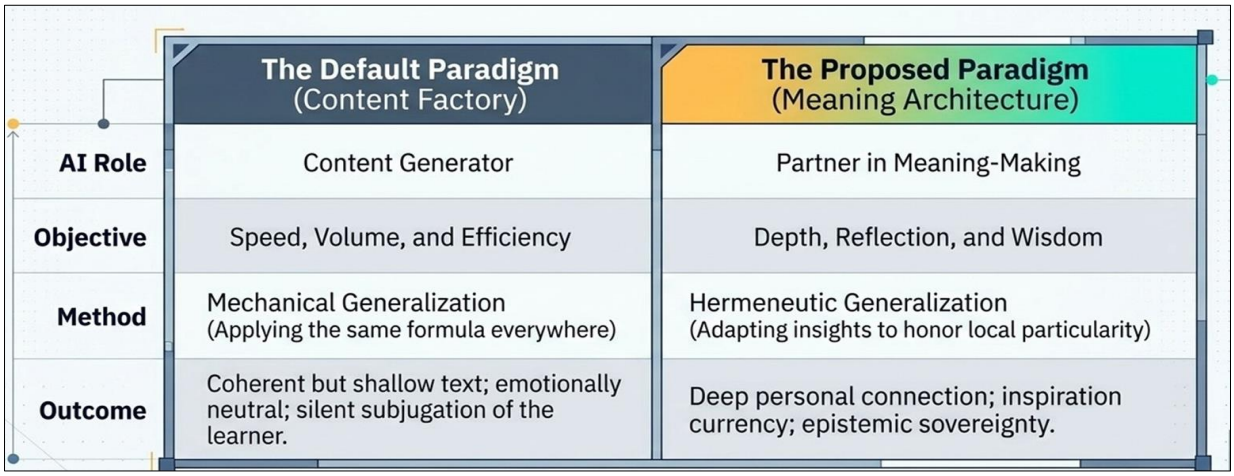

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Fig 12:

6. Conclusion

6.1. The Unfinished Struggle

The argument of this paper is that most digital training never rises above the second or third level of this pyramid. The goal of raising the depth of meaning through AI is to deliberately and systematically elevate content from the lower levels of data and information to the higher levels of deep meaning, inspiration, and ultimately wisdom. This elevation is not automatic, nor is it guaranteed by the use of sophisticated technology. It requires intentional design, guided by a clear understanding of what each level requires and how AI tools can contribute to those requirements. This argument is consistent with findings in educational psychology that surface learning (rote memorization) produces rapid forgetting, while deep learning (personal meaning, application) produces durable retention, Marton and Säljö (1976).

We live in an age of warfare that does not recognize itself as warfare. The battles that will determine the future are not fought primarily with tanks and missiles but with algorithms and narratives, with data and concepts, with the silent engineering of consciousness itself. The School of Pre-Subjugation teaches us that the most decisive victories are won before the war begins, in the shaping of the frameworks within which the war will be understood, in the definition of the terms through which victory and defeat will be recognized, in the construction of the realities within which combatants will operate

To raise the depth of meaning through artificial intelligence is to engage in this struggle consciously. It is to recognize that every training session, every instructional design, every learning objective is an act of meaning-making, and that act is never neutral. It either elevates learners to wisdom or confines them to information. It either contributes to the inspiration economy or perpetuates the crisis of meaning.

This paper has provided frameworks, techniques, and tools for choosing the former path. The Meaning Elevation Pyramid offers a map of the territory. The five-prompt methodology offers a practical toolkit. The Strategic Meaning Cycle offers an organizing framework. The hermeneutic processes of codification, classification, and stratification offer a methodological discipline. The measurement matrix for return on inspiration offers a way to track progress. The inspiration economy offers a vision of what is possible.

But frameworks, techniques, and tools are not enough. An inspiring training is a work that requires courage. Courage to ask questions that the dominant framework declares unaskable, to think thoughts that have been declared unthinkable, to imagine futures that have been declared impossible. An inspiring training requires solidarity, which offers the recognition that the struggle for meaning is shared across contexts, that the instructional designer in Bahrain and the community developer in Bosnia and the teacher in Ghana are engaged in the same fight against epistemic subjugation. It requires persistence that reflects the understanding that the chains of the Fifth Servitude were centuries in the forging and cannot be broken in a day, that each generation must renew the struggle, that each advance creates new challenges.

The question that every instructional designer, every training organization, every learning professional must answer is no longer whether they use AI, but how they use it. Do they use it to produce more content faster, reinforcing the crisis of meaning and deepening pre-subjugation? Or do they use it as a partner in meaning-making, elevating learners to wisdom? Do they train learners to consume knowledge produced elsewhere? Or do they cultivate the capacity to produce their own meaning, to define their own reality, to navigate uncertainty with direction and purpose?

The answers to these questions will determine not merely the effectiveness of training programs but the future of human agency in an age of 'silent power'. For in the end, the struggle for meaning is nothing less than the struggle for the possibility of human freedom. And that struggle, as this paper has argued, begins in the training room.

Figure (13) presents a final strategic choice for the use of AI in training. Path A uses AI to produce more content faster, which deepens pre-subjugation and the crisis of meaning.

Path B uses AI as a partner in meaning-making, cultivating the capacity to define reality, navigate uncertainty, and unlock human freedom. The concluding quote emphasizes that battles for the future are won in shaping the frameworks of understanding, and that struggle begins in the training room.

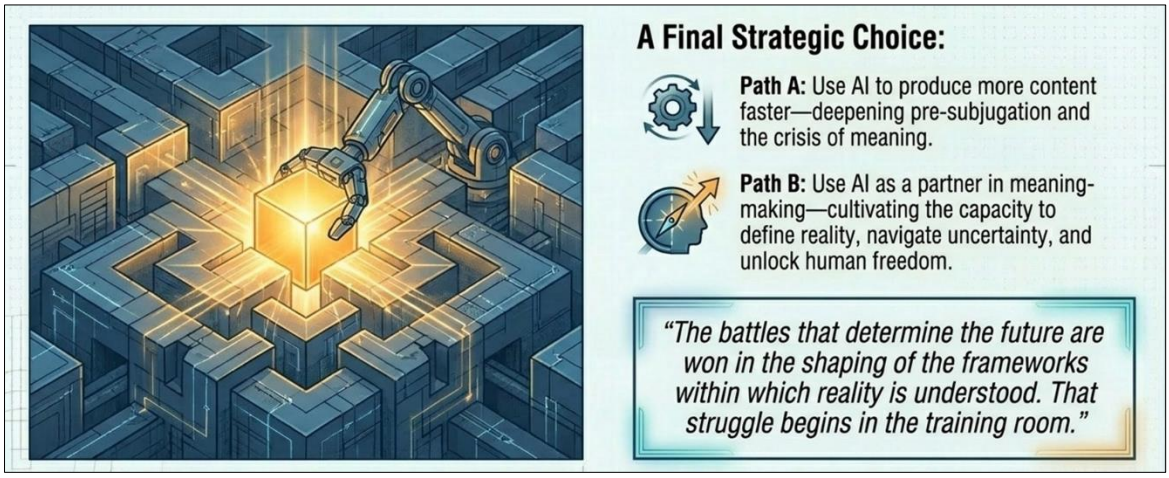

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Fig 13:

6.2. A Responsible Qualification

Having established these five pathways of connection, One have to admit that epistemic sovereignty is not an absolute. No individual or organization produces all their own knowledge from scratch. We all stand on the shoulders of others. We all import frameworks, borrow concepts, and learn from external sources. The question is not whether we import but how we import it, i.e. critically or uncritically, contextually or universally, with awareness or without.

Nor is epistemic sovereignty a justification for isolation or rejection of external knowledge. The goal is not to build walls but to cultivate the capacity to engage with external knowledge from a position of strength rather than weakness, as an interlocutor rather than a supplicant, as a partner in dialogue rather than a consumer of products.

6.3. Implications for the Inspiration Economy on Future AI-Desgined Training

This paper has argued that raising the depth of meaning through artificial intelligence is not merely a pedagogical improvement but a core strategy for participating effectively in the inspiration economy. The inspiration economy, as Buheji (2018) defines it, is an economic paradigm where the primary value created is not products or services but inspiration currency that raise the capacity to generate new ideas, to solve complex problems, to adapt to uncertainty, and to create positive legacies. In the inspiration economy, training is not a cost to be minimized or a compliance requirement to be fulfilled but a strategic investment in the generation of inspiration currency.

Organizations that continue to produce training at the level of dry information will find themselves competing on price in a commoditized market where AI has driven the marginal cost of content production to near zero. Their training will be indistinguishable from countless other offerings, and their learners will complete courses without retention, application, or transformation. Organizations that invest in meaning elevation will differentiate themselves by offering experiences that transform learners, generate measurable inspiration, and create outcomes that cannot be replicated by generic AI outputs. Their learners will not just know more; they will think differently, act more courageously, and inspire others to do the same.

The role of the instructional designer evolves accordingly, from content creator to 'meaning architect', from assessor of comprehension to cultivator of wisdom. The instructional designer of the future must be proficient not only in the technical skills of AI prompt engineering but also in the hermeneutic skills of interpretation, the strategic skills of meaning cycle facilitation, and the critical skills of epistemic sovereignty analysis. They must be able to diagnose the crisis of meaning in their learners' contexts, to design learning experiences that elevate depth, to measure the inspiration currency generated, and to defend their practice against the pressures of pre-subjugation that would reduce training to content delivery.

Artificial intelligence, when used as a partner in this meaning-making process, becomes not a threat to human expertise but its most powerful amplifier. The techniques presented in this paper, including the 'Meaning Elevation Pyramid', the four-dimensional application of AI tools, the five-prompt methodology, the Strategic Meaning Cycle, the hermeneutic processes of codification, classification, and stratification, and the measurement matrix for return on inspiration, provide a practical and replicable roadmap for any training organization seeking to make this transition.

The challenge ahead is not technological but cultural and educational. It requires training professionals to unlearn the habit of producing more content faster and to learn the discipline of designing for depth, meaning, and lasting transformation. It requires organizations to shift their metrics from volume and speed to depth and impact. It requires a collective recommitment to the idea that training is not about filling deficits but about cultivating human potential, not about transmitting information but about inspiring wisdom. The reward for meeting this challenge is nothing less than the creation of training that truly matters, both to the learners who experience it and to the organizations that invest in it, and ultimately to the communities and societies that depend on inspired, resilient, and sovereign human beings.

7. Appendix - The Five Prompts for Meaning Elevation

Prompts are the instructions you give to the AI model. Therefore, 'prompt engineering' is the skill of designing those instructions to produce deep, meaningful, and useful outputs for training and learning.

7.1. Prompt One: Textual Meaning Elevation

You are an expert in deep learning experience design. I have the following training text: [Insert text here]. Your task: Rewrite this text so that it begins with an existential question or short story that sparks wonder, adds visual and emotional metaphors, connects the content to everyday human experiences, and ends with an invitation for reflection or personal application. Do not remove any essential information, only add layers of meaning.

7.2. Prompt Two: Deep Reflective Questions

Based on the following training text: [Insert text here], generate five deep reflective questions that cannot be answered with yes or no, spark curiosity to learn more, connect the content to the learner's personal life and values, and can be used in group discussion or individual reflection.

7.3. Prompt Three: Visual Metaphor Generation

I have the following training information: [Insert information here]. I want a strong visual metaphor that explains this information indirectly and deeply. Explain the metaphor to me, then suggest an image description for DALL·E that expresses this metaphor.

7.4. Prompt Four: Socratic Dialogue

You are Socrates in the digital age. I have an idea or training concept: [Insert concept here]. Have a dialogue with me as Socrates, asking questions that reveal the deep layers and hidden assumptions behind this concept. The goal is to reach meaning I have not thought of before.

7.5. Prompt Five: Meaning Gap Analysis

Here is training text: [Insert text here]. Analyze this text and discover where it lacks deep meaning, where it assumes background knowledge the learner does not have, where I can add emotional or philosophical context. Suggest three specific improvements for elevating meaning.

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