# Bridging the Gap: Human-Centered AI Systems for Empowerment in Education and Aging

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**Abstract**

In the face of accelerating digital transformation using artificail Intelligence (AI), the challenge remains to design AI systems that are not only intelligent but human-centered; technologies that empower rather than exclude, support rather than surveil. This paper explores how socio-technical principles, coupled with Future Thinking, Lean Thinking, and Systems Thinking, can guide the development of responsible and inclusive AI solutions across diverse life stages. For that purpose, two case studies are presented in this paper: an AI-powered educational game that fosters cyberbullying resilience among youth, and an AI ambient monitoring system that supports autonomy and well-being in elderly populations. Despite their obvious differences, both systems demonstrate common design commitments: participatory development, ethical contextualization, and adaptive, ecosystem-aware implementation. By integrating co-creation with foresight, agility, and systemic alignment, the paper proposes a replicable model for AI-driven social innovation, one that bridges the gap between technological possibility and societal necessity.

**Keywords**

Human-Centered AI, Socio-Technical Systems, Future Thinking, Lean Thinking, Systems Thinking

## 1. Introduction

The accelerating pace of digital innovation characterized by artificial intelligence (AI), Internet of Things (IoT), and data-driven systems has brought immense potential for transformation across sectors. Yet, this progress often fails to translate into socially equitable and ethically sound outcomes. As systems become more autonomous and complex, their unintended consequences grow more opaque and impactful, particularly for vulnerable populations such as children and the elderly [1] [2].

The central question this paper addresses is: How can AI systems be designed not only to optimize efficiency or scalability but to empower human beings within their lived contexts? This inquiry is framed through the lens of socio-technical systems theory, which posits that technology is inseparable from the social, organizational, and ethical environments in which it operates [3][4].

Two seemingly unrelated but thematically aligned case studies are explored: First one is an AI-powered educational game designed to prevent cyberbullying among youth by fostering digital resilience and citizenship, and second one is an Interenet of Things (IoT) AI-enabled ambient monitoring system that supports elderly individuals in aging with autonomy and dignity.

Though education and elderly care represent different ends of the life spectrum, both cases underscore the critical need for AI systems that are human-centered, ethically grounded, and context-sensitive. They demonstrate how a socio-technical approach can bridge the persistent gap between digital design and human empowerment, moving beyond mere user-centered design to more system-aware and value-driven innovation [5][6].

To further ground these interventions in forward-looking and sustainable practices, the paper introduces and operationalizes three strategic thinking frameworks:

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- Future Thinking fosters anticipatory design by helping developers and stakeholders visualize and plan for emerging challenges, norms, and disruptions [7].
- Lean Thinking, adapted from agile and startup methodologies, promotes iterative, user-informed development with a focus on minimizing waste and maximizing value [8].
- Systems Thinking enables holistic understanding of complex, interrelated environments—crucial for avoiding narrow problem-solving that generates downstream consequences [9].

Together, these frameworks serve as design mindsets that complement socio-technical principles, ensuring that AI systems are not only technologically effective but also socially responsive, ethically sound, and dynamically adaptable. By synthesizing these approaches, we argue for a paradigm shift in AI system design: from efficiency-centered to empowerment-centered innovation.

This paper is structured as follows: Section 2 outlines the theoretical grounding in socio-technical systems and the three thinking paradigms. Section 3 presents the educational game case, while Section 4 discusses the elderly care system case. Section 5, provide discussion and reflects on common design principles, challenges, and opportunities. Finally, Section 6 concludes the paper by advocating for a multi-paradigm design culture in responsible AI development.

## 2. Theoretical Frameworks

This section introduces the core conceptual foundations that inform the design and analysis of the two case studies: Socio-Technical Systems (STS) theory and three complementary innovation mindsets: Future Thinking**,** Lean Thinking**,** and Systems Thinking**.** Together, these frameworks enable a holistic, adaptive, and ethically grounded approach to AI and digital system design that centers human empowerment.

### 2.1 Socio-Technical Systems Theory

Originating in the post-war research of the Tavistock Institute [10], Socio-Technical Systems (STS) theory posits that optimal performance and well-being in complex environments require the joint optimization of social and technical subsystems. In the digital age, this means that the success of an AI or IoT system is inseparable from the social relationships, values, institutional settings, and power dynamics that shape its use and impact.

Mumford [4] has emphasized that STS design must go beyond usability to consider participation, accountability, transparency, and inclusivity**.** These principles are especially critical in high-stakes contexts such as education and healthcare, where technology intersects with identity, agency, and vulnerability.

In both case studies presented in this paper, STS theory serves as a normative framework by providing a guiding system that enables developers to prioritize:

- Co-creation with end users (e.g., teachers, students, caregivers, elderly individuals),
- Value-sensitive design,
- Human-in-the-loop architectures that maintain human control and interpretability.

The STS perspective not only situates technology in its real-world context but also promotes ethical foresight and sustainable alignment between system goals and human needs.

### 2.2 Future Thinking

Future Thinking refers to a set of methodologies and mindsets aimed at anticipating emerging trends, disruptions, and systemic shifts. It is a core element of futures studies and strategic foresight, with growing relevance in AI and HCI research [7]. Unlike predictive analytics, which rely on existing data, Future Thinking explores plausible futures based on social, technological, environmental, and ethical variables.

In educational design, this approach prepares young learners not only to respond to today's challenges (e.g., cyberbullying) but to develop digital agency and resilience for future sociotechnical landscapes. In aging and caregiving contexts, Future Thinking helps design systems that can adapt to changing physical, cognitive, and social needs over time—ensuring long-term autonomy and dignity.

By integrating this anticipatory stance into system design, we create space for:

- Scenario planning and narrative foresight (e.g., game storytelling for future social dilemmas),
- Ethical imagination (e.g., consequences of over-surveillance in elder monitoring),
- Design for flexibility, ensuring systems remain relevant and responsible across time.

### 2.3 Lean Thinking

Adapted from manufacturing and startup ecosystems [8], Lean Thinking emphasizes user-centered, iterative, and value-focused design processes. It encourages teams to build *minimal viable systems*, test them rapidly in real-world environments, and refine them based on continuous feedback. In socio-technical innovation, this model addresses the often-cited issue of top-down technology imposition by grounding development in end-user needs and lived experience.

In both case studies, Lean Thinking manifests in:

- Prototyping with stakeholders (e.g., co-designing games with students and teachers),
- Iterative pilot testing (e.g., staged trials in educational settings and elder homes),
- Feedback loops to adapt system functionality, messaging, and interface.

Lean Thinking thus serves as the operational mechanism for applying STS principles and bridging the gap between high-level values and practical system development.

### 2.4 Systems Thinking

Where Lean Thinking emphasizes iteration and efficiency, Systems Thinking promotes holism, interconnectivity, and long-term consequence mapping. Pioneered by Donella Meadows [9], this approach helps designers and decision-makers see beyond isolated components to understand how parts of a system affect one another through feedback loops, delays, and emergent behavior.

In the educational case, Systems Thinking helps connect digital literacy with broader social-emotional learning, peer networks, and institutional support. In the aging case, it situates sensor data within caregiver workflows, family dynamics, healthcare policy, and digital trust ecosystems.

This perspective ensures:

- Interdisciplinary integration across technical, ethical, and social domains,
- Identification of leverage points for scalable and sustainable impact,

- Avoidance of unintended harms, such as learned helplessness in elderly users or privacy violations in classrooms.

Figure 1 illustrates the interplay between three complementary design paradigms, Future Thinking, Lean Thinking, and Systems Thinking, and the sequential phases of human-centered AI system development.

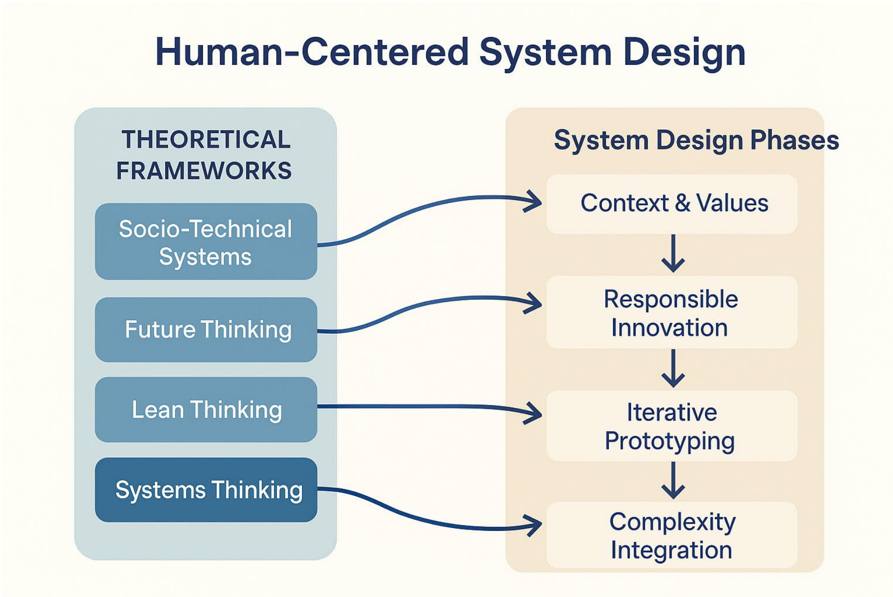


**Figure 1.** Interaction of Future, Lean, and Systems Thinking Across Human-Centered AI Design

These paradigms are not standalone philosophies but interwoven modes of reasoning that scaffold the socio-technical design process from ideation to deployment and adaptation. At the problem scoping stage, Future Thinking supports anticipatory analysis of demographic trends, socio-digital risks, and ethical implications guiding the early identification of long-term needs in youth education and elderly care. As the process moves into co-design and prototyping, Lean Thinking becomes central, emphasizing rapid iteration, minimum viable solutions, and real-time stakeholder feedback, as seen in the gamified AI platform and IoT eldercare system. During deployment and integration, Systems Thinking enables the mapping of interdependencies—between caregivers, schools, families, and data infrastructures, ensuring that the solutions scale ethically and fit within complex human ecosystems.

## 3. Case Study 1: AI in Education for Cyberbullying Prevention

### 3.1 Context and Problem

In an increasingly digitized educational landscape, young people are exposed not only to opportunities for learning and connection but also to significant risks with cyberbullying being among the most pervasive. Research shows that traditional anti-bullying interventions are often ineffective in digital spaces, as they fail to engage students in emotionally resonant and participatory ways [11]. Moreover, top-down digital safety campaigns can inadvertently reinforce surveillance cultures rather than fostering digital agency and empathy [12].

The growing disconnect between digital threats and educational interventions underscores the need for context-aware, youth-centered solutions that embed ethics, critical thinking, and resilience into the learning process. In this context, the development of a socio-technical system for cyberbullying prevention must address not only technical functionality but also educational engagement, equity, and psychological empowerment.

### 3.2 Solution: EduGame-AI Framework

To address this challenge, we co-developed the EduGame-AI Framework [13], an AI-enhanced educational game designed to teach middle-school students about cyberbullying through immersive storytelling and gamified learning. The solution blends (See Figure 2) narrative design, emotional engagement, and adaptive technologies to build digital resilience **and** prosocial behavior**.**


**Figure 2.** Developed EduGame interface

The game is structured across three thematic levels:

(1) Awareness Stage**:** Students are introduced to different forms of cyberbullying through interactive vignettes and character-based choices.

(2) Digital Citizenship Stage**:** Players engage in a virtual escape room that requires them to decode ethical dilemmas and social responsibilities in digital communities.

(3) Cyber Upstander Mission**:** Students take on the role of active bystanders, learning how to intervene safely and support peers.

Key technical components include:

- AI-driven storytelling adaptation, which creates scenarios based on players previous knowledge.
- Gamified feedback loops with points, achievements, and reflective prompts.
- Blended learning integration for in-class and homework use.

The framework was implemented with over 250 students across several schools**,** employing a pre-post-delayed evaluation design to measure digital literacy, empathy, and upstander behavior. Results indicated statistically significant improvement in students' self-reported ability to identify, respond to, and reflect on cyberbullying incidents, with retention effects sustained after three weeks.

### 3.3 Application of Socio-Technical Systems Principles

The EduGame-AI framework is not merely an educational tool; it is a socio-technical system rooted in participatory, ethical, and context-aware design. Its development exemplifies several core STS principles:

Co-Design with Stakeholders: The game narrative and mechanics were iteratively designed in collaboration with students, teachers, and counselors, ensuring relevance and relatability. This aligns with STS commitments to democratizing design and centering user voice [4].

Empowerment Over Surveillance: Rather than monitoring student behavior, the system empowers them to understand and shape digital culture. This resists the dominant logic of surveillance tech in schools and fosters trust and autonomy.

Equity-Aware Instructional Design: Game content is sensitive to socioeconomic, linguistic, and cultural diversity, avoiding one-size-fits-all moral messaging. This approach ensures accessibility and inclusivity in digital education.

### 3.4 Integration of different ways of thinking

Future Thinking: The game incorporates design elements and branching narratives that help students consider long-term digital identity consequences, peer dynamics, and ethical dilemmas. It builds anticipatory awareness of how current behaviors shape future digital communities.

Lean Thinking: Development followed a minimal viable prototype (MVP) approach. Early prototypes were rapidly tested in classroom settings, and feedback was continuously integrated—especially from teachers navigating time and curriculum constraints. This minimized development waste while maximizing real-world applicability.

Systems Thinking: The intervention is embedded within a larger ecosystem of educational policy, teacher training, family engagement, and school culture. Rather than isolating the problem of cyberbullying as a student issue, the framework maps it within systemic conditions such as norms of peer interaction, online platform moderation, and adult response structures.

### 3.5 Reflections

The EduGame-AI framework offers a compelling example of how human-centered AI design, when informed by socio-technical theory and integrative design thinking, can support meaningful change in education. By embedding ethical foresight, participatory development, and ecosystem awareness into a gamified system, the project avoids the pitfalls of technocentric "edtech" solutions and instead advances a pedagogy of empowerment.

It suggests that future educational technologies must not only deliver content or optimize learning metrics but also cultivate digital wisdom, emotional intelligence, and ethical imagination among youth.

## 4. Case Study 2: IoT and AI in Elderly Care

### 4.1 Context and Problem

The global aging population presents a growing challenge for healthcare systems, caregivers, and families. Elderly individuals increasingly express the desire to age in place, retaining autonomy while ensuring safety and well-being. However, the rising burden on human caregivers, fragmented caregiving structures, and the risk of digital exclusion complicate this goal.

Traditional monitoring systems often rely on intrusive methods or manual reporting, which may either breach privacy or fail to detect early signs of health deterioration. Consequently, there is an urgent need for technological interventions that balance independence with support, leveraging real-time insights while preserving the dignity and agency of the elderly.

### 4.2 Solution: AI-IoT Framework for Ambient Monitoring

We developed a prototype of AI-integrated IoT ambient monitoring system [14] to support elderly individuals in their homes. The system (Figure 3) utilizes non-invasive sensors, machine learning algorithms, and caregiver interfaces to deliver a proactive, human-centered care ecosystem.

Key technical components include:

- IoT sensors placed in domestic environments to track motion, door usage, temperature, and other indicators of routine activity.
- Machine learning-based anomaly detection to flag deviations in daily patterns, potentially signaling health issues, mobility problems, or environmental hazards.
- Real-time notifications and visual dashboards for caregivers, enabling early intervention without the need for constant manual checks.
- Privacy-by-design architecture, ensuring no audio/video data collection while maintaining rich behavioral insights.

The pilot phase involved deployment in a smart home setting for elderly users, and data was collected over several months to train and refine detection models. The system was evaluated for usability, sensitivity of alerts, and caregiver confidence.

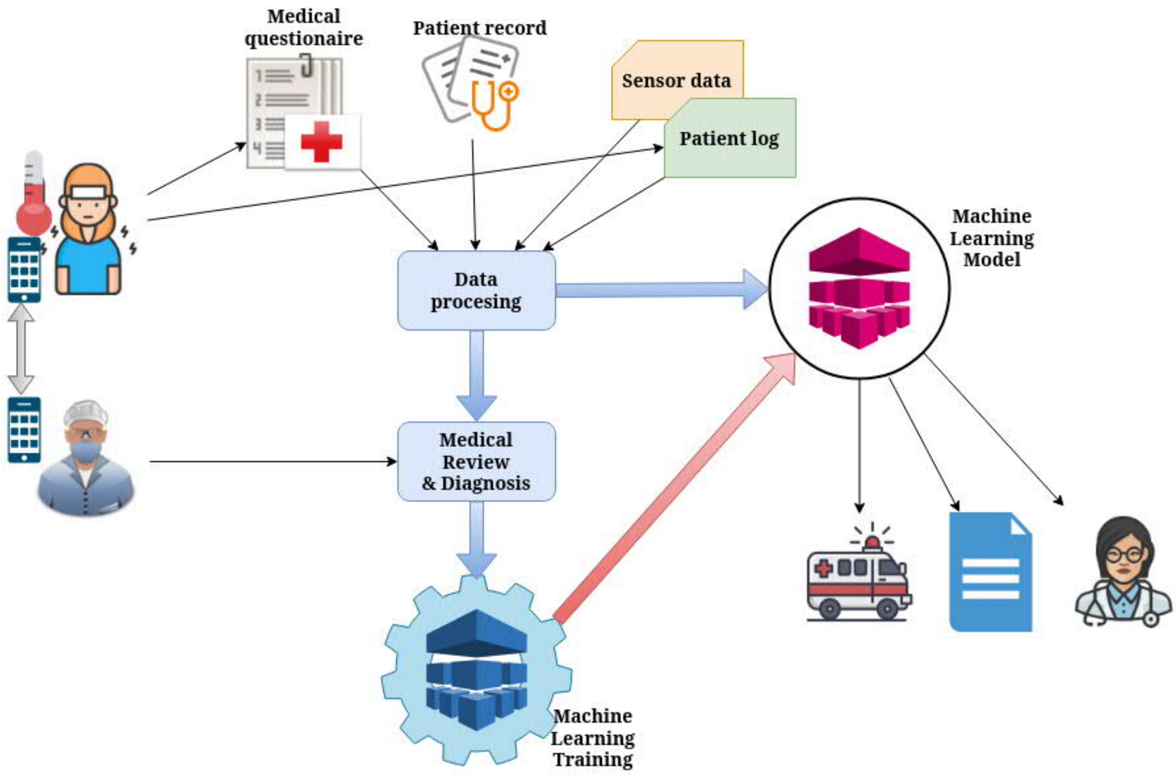


**Figure 3.** AI-integrated IoT ambient monitoring system

### 4.3 Application of Socio-Technical Systems Principles

The design and implementation of this monitoring framework reflect key Socio-Technical Systems (STS) values:

User Autonomy and Dignity: By opting for ambient sensors rather than intrusive cameras or wearable trackers, the system supports non-invasive autonomy, a critical need in elderly care.

Transparent AI Decisions: The system is designed to provide interpretable alerts to caregivers, ensuring that the rationale behind notifications can be understood and trusted.

Caregiver Co-Design: Stakeholders—including family caregivers and healthcare workers —were involved in testing alert sensitivity, feedback preferences, and usability, ensuring the system was tailored to real-world needs.

Cross-Generational Digital Trust: Building trust among older adults in AI systems is non-trivial. This was approached through incremental onboarding, use of familiar language in interfaces, and transparency of system goals and limitations.

### 4.4 Integration of different ways of thinking

Future Thinking: The system anticipates long-term aging trajectories, including cognitive decline, fall risks, and changes in circadian activity. Design scenarios were modeled for both normal aging and progressive frailty, enabling dynamic system adaptation over time.

Lean Thinking: The project followed a lean development cycle, starting with a lightweight MVP using basic sensors and scaling up based on real-world feedback. This ensured that resources were allocated based on validated user needs, avoiding overdesign or unnecessary complexity.

Systems Thinking: The framework situates itself within a larger eldercare ecosystem: family networks, medical services, public health policy, and ethical data governance. Interventions were mapped across these interrelated systems to minimize unintended consequences—such as alert fatigue, overdependence, or inequitable access.

### 4.5 Reflections

The AI-IoT system presented in this case exemplifies how technology can enhance eldercare when grounded in socio-technical ethics and inclusive design. Rather than replacing human care, it augments it with timely, respectful support, opening space for more proactive and person-centered interventions.

Importantly, the system avoids a deterministic approach to aging by allowing personalization and contextual adaptation. It embodies the shift from monitoring to meaningful care, from efficiency to empathy, and from automation to augmentation.

## 5. Discussion: Designing Human-Centered AI Across the Lifespan

The two case studies—an AI-powered educational game for cyberbullying prevention and an IoT-AI system for elderly ambient monitoring—may initially appear disconnected, addressing distinct populations with different needs. However, when viewed through the lens of Socio-Technical Systems theory and guided by Future Thinking, Lean Thinking, and Systems Thinking, they reveal converging principles for designing responsible and empowering digital systems.

### 5.1 Common Design Values Across Domains

To facilitate a comparative understanding of the two case studies presented, Table 1 summarizes their core characteristics across key design dimensions. This includes target populations, system goals, technological components, stakeholder engagement strategies, and alignment with socio-technical principles and the three guiding paradigms—Future Thinking, Lean Thinking, and Systems Thinking.

**Table 1:**
Comparative Summary Table: Human-Centered AI in Education and Aging

| Dimension | Case 1: AI in Education | Case 2: AI-IoT in Elderly Care |
|---|---|---|
| **Target Population** | Middle-school students (ages 10–14) | Elderly individuals aging in place |
| **Primary Challenge Addressed** | Cyberbullying prevention, digital literacy, and social-emotional learning | Monitoring health/safety, autonomy support, and early anomaly detection |
| **System Overview** | EduGame-AI: AI-driven educational game with interactive narratives | IoT-AI framework: Ambient monitoring using sensors + ML-based alerts |
| **Design Approach** | Game-based learning, storytelling, emotional engagement | Non-intrusive sensor deployment, pattern detection, caregiver dashboards |
| **Core Technologies** | AI-driven adaptive storytelling, | IoT sensors (motion, temperature), |

| Dimension | Case 1: AI in Education | Case 2: AI-IoT in Elderly Care |
|---|---|---|
| | gamification engine | machine learning, real-time alerts |
| **Stakeholder Co-Creation** | Teachers, students, education experts | Caregivers, elderly participants, healthcare practitioners |
| **STS Integration** | Co-design, anti-surveillance pedagogy, equity-aware content | Privacy-by-design, transparent AI decisions, trust-building interfaces |
| **Future Thinking** | Anticipates evolving digital threats and ethical dilemmas in youth culture | Models long-term health and mobility changes, future care trajectories |
| **Lean Thinking** | MVP iterations in school settings, feedback loops | Lightweight pilot deployment, incremental refinement with caregiver input |
| **Systems Thinking** | Embedded within school ecosystem and peer networks | Interconnected with caregiving systems, family networks, and policies |
| **Outcome Focus** | Empowered digital agency, empathy, critical decision-making | Enhanced autonomy, early detection, reduced caregiver burden |
| **Evaluation Method** | Pre–post–delayed assessment of digital citizenship gains | Field pilot in smart home; sensitivity and usability assessments |
| **Ethical Considerations** | Anti-paternalism, cultural sensitivity, inclusion | Non-invasiveness, explainability, dignity preservation |

Both systems were developed with a core commitment to human-centered empowerment, not simply technological functionality. Despite differing in technical scope and demographic focus, they share foundational design principles:

Participation and Co-Creation: Both projects engaged end-users directly in design and iteration—whether students and teachers in classrooms or caregivers and elderly residents in smart homes. This aligns with the STS value of user inclusion in shaping system features, interfaces, and outcomes [4].

Trust and Transparency: AI's role in both cases is not to replace human judgment but to augment human capabilities. In education, it fosters ethical reflection; in eldercare, it provides timely and understandable alerts. This approach builds trustworthiness in AI systems—an essential criterion for long-term adoption.

Contextual and Cultural Sensitivity: The systems were designed with awareness of social and cultural dynamics. The educational game accounted for digital equity and peer culture; the eldercare system respected privacy and intergenerational digital fluency. Both avoided one-size-fits-all logic, demonstrating ethical contextualization.

Adaptability and Learning: Each system is structured to evolve over time through AI adaptation, scenario expansion, or feedback loops. This responsiveness ensures relevance and sustainability, especially in dynamic environments such as aging trajectories or online behavior trends.

### 5.2 Framework Contributions to Design Integrity

The integration of the three thinking paradigms helped bridge abstract STS principles with operational decision-making during system development:

- Future Thinking introduced anticipatory awareness, helping design for emerging risks (e.g., digital reputation, cognitive decline) rather than reactive patchwork fixes.
- Lean Thinking ensured that both systems were developed through iterative, user-informed cycles, preventing over-engineering and enhancing adoption potential.
- Systems Thinking revealed interdependencies that might otherwise be overlooked—such as the importance of caregiver ecosystems in alert response, or school climate in digital citizenship learning. It guided decisions toward systemic impact rather than isolated fixes.

Together, these thinking models operationalized ethics and sustainability, helping move beyond principles to practice.

### 5.3 Broader Lessons for Responsible Innovation

While this paper aligns with key principles emphasized in global AI ethics frameworks—such as transparency, accountability, and human agency—it also addresses a critical operational gap that many of these guidelines leave under-specified: how ethical principles can be systematically embedded through participatory, adaptive design practices. For instance, the IEEE's *Ethically Aligned Design, Version 2* (EADv2) outlines high-level imperatives for human rights, well-being, and transparency but leaves considerable room for interpretation in implementation, especially across diverse life stages and socio-cultural contexts [15]. Similarly, the *UNESCO Recommendation on the Ethics of AI* [16]) emphasizes inclusive, sustainable AI governance, yet focuses more on policy-level oversight than ground-level co-design or user empowerment in systems development. The EU High-Level Expert Group on AI (HLEG) proposes a set of *trustworthy AI* principles—lawful, ethical, and robust [17], but has been critiqued for lacking operational mechanisms in complex domains like education and care [18].

In contrast, the approach presented here moves beyond principal of articulation to offer a practical, embedded ethics model rooted in Socio-Technical Systems theory, complemented by Future, Lean, and Systems Thinking. By engaging directly with stakeholders in the co-design of AI for youth and elderly populations, the proposed framework demonstrates how ethical values can be internalized through design artifacts, participatory workflows, and iterative feedback loops.

The case studies point to four broader insights for those designing AI systems in education, health, or any public-serving domain:

- Human Empowerment Over Control: The most responsible AI systems are those that enhance agency, not merely enforce compliance. This shift redefines AI not as an overseer but as a partner in decision-making.
- Ethics as a Design Material: Ethical foresight and value-sensitive design are not constraints but essential ingredients in systems that aim for longevity and trust. Treating ethics as integral and not peripheral element, results in more sustainable and meaningful technology.
- Bridging Gaps Across Lifespans: Designing for both the young and the elderly reveals how similar socio-technical tensions play out across the human lifespan—autonomy vs. safety, engagement vs. oversight, inclusion vs. exclusion. Recognizing these parallels allows designers to transfer insights and best practices across domains.

- Responsibility as Collective Practice: Responsible AI design is not the burden of developers alone but involves a coalition of educators, families, caregivers, policymakers, and users. These ecosystems must be included early and often.

### 5.4 Toward Human-Centered Digital Transformation

The convergence of STS principles and integrative thinking models opens new possibilities for digital systems that are humane, contextual, and empowering. These case studies serve as models for what we term "responsibility-by-design"—systems that are ethically intentional from conception through deployment.

In reimagining AI not just as a tool but as a sociotechnical partner, we can better align digital innovation with human flourishing across diverse contexts. As the digital transformation accelerates globally, such integrative approaches will be essential for bridging the gap between what technology can do and what society needs it to do.

## 6. Conclusion

This paper has explored how human-centered AI systems, when developed through a socio-technical lens and informed by Future Thinking, Lean Thinking, and Systems Thinking, can address complex societal challenges across different stages of life. Through two case studies—an AI-powered educational game for cyberbullying prevention among youth and an IoT-AI monitoring system for elderly care—we demonstrated how digital technologies can be transformed from tools of efficiency into instruments of empowerment, dignity, and inclusion.

In both cases, the emphasis was not merely on solving technical problems but on co-creating sociotechnical ecosystems that are transparent, adaptable, and grounded in lived realities. Rather than treating AI as a one-size-fits-all solution, these systems were shaped by context: the cultural environment of digital education, the emotional nuances of caregiving, and the ethical imperatives of trust, autonomy, and justice.

By incorporating Future Thinking, developers were able to anticipate risks and imagine long-term user trajectories. Lean Thinking enabled iterative cycles of testing and adaptation that responded directly to stakeholder feedback. Systems Thinking ensured that each solution fit meaningfully within its broader ecosystem, avoiding the siloed logic that too often limits the impact of innovation.

Together, these frameworks offer a blueprint for responsible AI design that emphasizes ethics as an ongoing, embodied practice rather than a checklist. They encourage us to move beyond narrow efficiency metrics toward systems that nurture agency, foster trust, and adapt to human complexity.

As digital technologies continue to permeate education, healthcare, and social life, the stakes for thoughtful, inclusive, and context-aware design grow higher. This work offers a vision for what it means to bridge the gap between technological progress and social good: not through abstraction, but through deliberate, participatory, and values-driven innovation.

Ultimately, the call to action is clear: if we are to shape a future in which AI serves human flourishing, we must start by building systems that are not only intelligent but also wise.

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## Declaration on Generative AI

During the preparation of this work, the author used CHAT-GPT-4o in order to: perform Grammar and spelling check and optimize text. Further, the author used CHAT-GPT-4o for figure 1 and figure 2(left side) in order to: Generate images. After using this tool, the author reviewed and edited the content as needed and takes full responsibility for the publication's content.

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