



Not so long ago, a young person might have aspired to become a farmer or a fireman, a doctor or a lawyer. Education was all about learning the basics to do those jobs and then turning those basics into a lifelong career.

Today, young people—maybe young people like you—have a wider lens on life. You know that the world of work is changing fast. Lifelong careers seem uncertain at best, and maybe not even all that attractive when life is so full of options and opportunities.

You have lots of ways to learn, too, and most of them are outside school walls. Your phone connects you to an entire planet of teachers and mentors, classes and learning communities. You can plug in for five minutes or five days to jumpstart your next learning adventure—and your next work project.

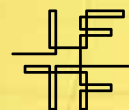
How will you put it all together? How will you build your own work+learn path that gives you the skills and income you need to achieve all your life goals? How can your **work+learn path** help make you future ready, prepared for anything the future may offer up?



In six cities around the world, 60 young people have some advice for you. These are innovative learners who are experimenting with new ways to work and learn. You can think of them as **lead learners**, and in an in-depth study, they shared their own work+learn paths, what's working for them, and what's not. The result of that study is nine guiding **work+learn archetypes**: stories of possible work+learn paths that can help you plot your own future.

Now it's up to you. Explore the archetypes. Discover the variety of skills, strategies, and learning resources that make these archetypes successful. Mix and match them to create your own work+learn path—a path that's wide enough for all the things you want to do with your life.

READY? LET'S START MAKING THE FUTURE!



INSTITUTE FOR THE FUTURE

GLOBAL
youth skills

WORK+LEARN PATHS FOR FUTURE-READY LEARNERS

THE STUDY

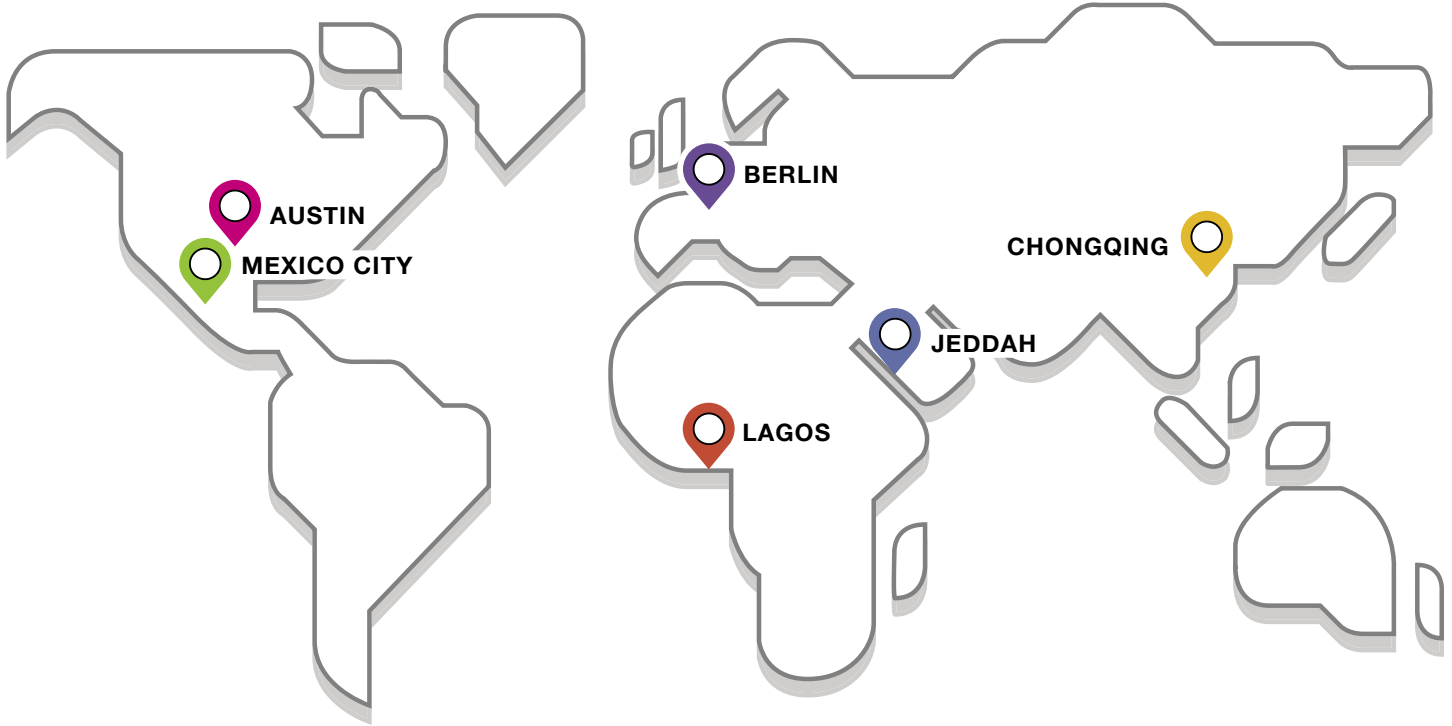
60 lead learners in 6 cities

Around the world, young people are finding new ways to work and learn and live as their cities lead the transition to a new kind of workforce. *The Global Youth Skills* study visited six such cities:

AUSTIN, BERLIN, CHONGQING, JEDDAH, LAGOS, and MEXICO CITY.

These cities stand out for their pace of change. They are also undergoing shifts in their population. In some of these cities, the number of young people is growing rapidly. In others, their citizens are getting significantly older. In almost all of them, the overall population is growing fast.

Most important, such cities stand out as places where innovation is front and center, whether it's innovation in technology, business, art, or culture. These are cities where lead learners can be found.



What's a lead learner?

A lead learner is a pioneer and an innovator—someone who takes advantage of a changing world to learn in new ways. Lead learners often work and learn outside traditional institutions like schools and colleges, exploring pathways that will become important for everyone in the future.

This study sought out 60 lead learners in our six transitional cities. They ranged in age from 16 to 30. In thoughtful one-on-one conversations, they shared their strategies for five peak

performance zones. They talked about their values, their work+learn resources, and, most important, their behaviors—the things they did to build peak performance for themselves. These became the foundation for 24 novel city-by-city work+learn paths and ultimately for the stories of the 9 archetypes in this toolkit.

For an in-depth look at the study, see the Global Youth Skills report at iftf.org/globalyouthskills.

WHAT DO YOU HAVE IN COMMON

with 60 lead learners worldwide?

Lead learners often see distinctive personal futures for themselves. Likewise, they have distinctive, even unique, ways of building their work+learn paths to those futures. But they also have much in common—patterns that unite them across geographic borders. These patterns give us an early view into the future of working and learning.

Do you share some or many of these future-ready patterns? Use this checklist to see what you have in common with today's lead learners and how you might jump-start your future-ready path.

**I AM
READY!**

**I WANT
TO GET
READY!**

Learners will continuously reinvent informal learning, repurposing today's tools to drive ongoing innovation and disruption in the work+learn world

Learners will not depend solely or even primarily on traditional institutions as the primary path to learning and working

Learning AND teaching will be socially sourced, as teaching becomes a universal work path for everyone

Learners will craft their work+learn paths by reworking their values, resources, and behaviors in intergenerational conversations—sometimes through a process of “reverse mentoring” of their elders

Startup ventures will be the classrooms for learners of the future, as rapid prototyping and learning-by-failing help people adapt to a world that's constantly changing

Celebrity will perhaps be the new credential, and it will be conferred by millions of followers more than by well-regarded institutions

Smart mobile devices will be the learner's best friend, and their functionalities will grow to increase access to work+learn resources for nearly everyone

Learners will forge a new global citizenship as their work+learn paths connect them to people everywhere

Learners will learn for the future—their own futures and the future of their communities, their country, and ultimately the planet

9 WORK+LEARN ARCHETYPES

ways to build new paths to the future

archetype: 1) a guiding example 2) a mythic character who embodies an essential truth or life path
3) a model for action

As humans, we often organize our lives around guiding images. The fireman or doctor or accountant of the past not only inspired us to learn but also told us how and what we should learn. Those are archetypes that shape our lives, and today, we need a new set of archetypes to guide our work+learn paths in a very different future. The *Global Future Skills* study provides nine such archetypes.



The Contestant

The future is a contest—or a whole lot of contests and challenges, online and off, that are growing more complex every day. Contestants recognize that collaboration is the winning strategy for both learning and earning the jackpot prizes, and they're just as good at assembling global teams as they are at creating winning solutions.



The Climate Changer

Climate Changers are the first responders to climate change events: wildfires, floods, droughts, food crises, and all the human displacement such events produce. Wired with things like sensors and high-resolution tools for analyzing the environment, they build the science of climate action while helping humans adapt to the challenges of 21st century life.



The Startup Artist

Startup Artists understand that startups are all about finding new business models that can scale up to something big. They continuously launch all kinds of new startup organizations and turn them into classrooms for themselves and for others, too. And someday soon, they will get credit for all their learnings and even failures.



The Autoconscientie

In Spanish, *autoconscientie* means someone who is self-aware. Autoconscienties place a premium on self-knowledge, tapping both science and personal experience to understand the human mind, body, and future as a foundation for everything else they do in life.



The Speedrunner

In the world of electronic games, a speedrunner is someone who beats the game by playing rapidly through all levels in record time. In real life, Speedrunners turn their lives into games, using simulations to continuously test next steps in their work+learn paths.



The Transitionist

Transitionists are practical futurists: they see both the challenges and opportunities in the current global transition to a new economy and society. As masters of change, they help individuals, organizations, and especially cities design workable, learnable paths to the future.



The DJ

DJs are skilled at curating culture—especially pop culture—to create meaningful experiences for groups of people, large and small, online and off. They help others achieve celebrity through their own celebrity.



The Global Citizen

As humans figure out how to become a truly global society, Global Citizens are learning what it means to act globally and locally at the same time. And they're working to create, build, and teach the new rules and structures that will allow everyone to participate with equal opportunity in a new global work+learn economy.



The Eco-maker

Eco-makers blend the DIY culture of the “maker” with a passion for the future of planet. They learn and earn by making the most efficient use resources, including waste materials. They also make efficient use of human resources with co-ops and socially sourced online instruction.

See the **Youth Guide**
and **Innovator's Guide**
for how to use these archetypes:
iftf.org/globalyouthskills



The Contestant



YU-TING
Age in 2030: 19

For decades, students everywhere have been “learning to the test.” They know that winning a competitive slot in a good school means learning how to pass the tests. But now, in 2030, many young people are learning to the *contest*, because contests are where you find fame, money, and—yes!—practical knowledge about real-world challenges.

Yu-Ting grew up in Chongqing. He lived with his grandmother—his *nai nai*—who was a casualty of the 1970s Cultural Revolution that turned professors into peasants at a time of anti-intellectual fervor. His grandmother knew that a good degree was the first best step toward an “iron bowl” future of stability and status. But she also knew that she was too poor to guarantee a good degree for Yu-Ting. So she did the next best thing. She urged him, from an early age, to make a name for himself winning contests.

The playing field for these contests? Artificial intelligence, robotics, and augmented reality.

Already by the time Yu-Ting was 13, he and his *nai-nai* had launched a world-class competitive team. They scanned the ever-growing array of local, regional, and global challenges to solve complex problems using the emerging AI technologies—competitions that paid big rewards for novel solutions. They also scanned their personal networks for teammates who could contribute critical skills to the endeavor. Skills like securing small corporate grants for their project costs. Or converting AI thinking into AI apps. Or documenting their unique problem-solving approaches with highly polished videos. Or building AI-assisted 3D immersive team spaces.

For his part, Yu-Ting discovered that he was a natural when it came to public performances—both in-person and in 3D immersive media. He cultivated a winning style, modest and inspiring at the same time. He also committed himself to what he calls cross-disciplinary fluency. His ability to turn technical details into fun stories has made him a model for others who aspire to follow his path.

Recently, while talking to a journalist about his team-based approach to contests, he heard himself saying that what he was really doing was coaching a soccer team for the mind. Soccer for the mind! Now his team has a new challenge: to build a worldwide platform for competitive intellectual sports. “It’s going to be as big as FIFA,” he says. “Just wait and see. And China is going to win the world cup!”

YU-TING’S SKILLSET

- » Learning to the contest
- » Large-scale problem-solving
- » AI thinking
- » Robotics
- » AR-VR applications
- » Technical storytelling
- » Distributed team skills and spaces
- » Public performance in immersive media
- » Self-documentation
- » Fundraising



The Startup Artist



RAYAN
Age in 2030: **25**

By the time Rayan reached his sixth year in school, he understood an important truth about his future: the best way to learn was to continuously create startup organizations that solved real problems—whether for money or the future well-being of his country.

Now, at 25, with an MBA from Pennsylvania’s Wharton School in Philadelphia, he has already launched five startups, including a nonprofit elementary school that prepares youngsters for a lifelong journey of startup learning. And he has even bigger plans for the future.

Rayan took his first step into the world of startups when his older cousin Maha asked him to help her build a social media following for her own fledgling startup—a company in the burgeoning environmental monitoring market. At 12, he had already started to deconstruct platforms like Sprout Social to understand how to analyze social media data and attract a network of people who shared his interests. But what really inspired him was the discovery that the product of a startup was often not as important as the business model.

Then he landed at the University of Texas at Austin and immediately got himself plugged into an incubator in the “Silicon Hills.” He convinced his teachers at the university to give him credit for projects he completed with startups there and then began to build his own, tapping his extensive FFF network—friends, family, and “fools!” Each company extended his expertise in environmental monitoring technologies, from DNA analysis to biological monitoring to bio-synthesis tools, with a healthy dose of how-to-fail in the mix.

But it was his MBA program at Wharton that brought him back to his real passion: business modeling. He turned to the user-friendly, drag-and-drop AI platforms that made it easy for him, as a not-particularly-accomplished-programmer, to quickly generate innovative business models. And he discovered that his FFF network was learning right along with him. So he began to turn his startups into classrooms for youngsters, first in Philadelphia and then back home in Jeddah. That led him to create a curriculum for children to learn the basics of business modeling and startup thinking from their earliest years. Hence his latest nonprofit school, also a startup venture!

The future? He’s looking ahead to a new platform for assessing startup experiences and awarding credentials and certifications right alongside traditional educational credentials. Yet another opportunity to build on his startup resume and perhaps inspire his next business model concept.

RAYAN’S SKILLSET

- » Startup business modeling
- » Social media branding
- » Nonprofit investment models
- » AI-based business modeling
- » Environmental monitoring
- » DNA analysis
- » Bio-synthesis
- » Learning from failure
- » Curriculum development
- » Scaling up

RAYAN'S PEAK PERFORMANCE PATHS

Rayan's peak performance paths emphasize visibility, creation, a blend of organizations and communities, a strong play in operational frameworks, and a constantly evolving strategy based on learning from his failures.

MAKE YOURSELF KNOWN: Mastering social media branding



BEFRIEND THE MACHINES: Creating AI-informed alternative business models



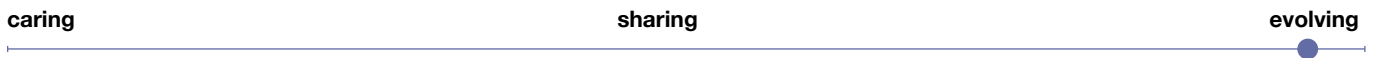
BUILD YOUR CREW: Bootstrapping with FFF financing—family, friends, and “fools”



MAKE SENSE: Innovating business models



KEEP IT GOING: Learning from practical failures



RAYAN'S LEARNING STACK

Rayan's learning stack is built on both traditional and novel work+learn strategies. Like others from his country, he placed a premium on studying abroad in well-regarded institutions. But he was also a self-directed learner from his early days of hacking the intelligence behind sites like Sprout Social and then breaking ground with user-generated intelligence to generate business models. Working across scientific disciplines, he saw the common lesson was that these models can all scale up—which is what startups are really all about. And along the way, the startups immersed him in the increasingly important disciplines of environmental monitoring and synthetic biology.

- INCENTIVES**
- » Return on investment
 - » Protecting investments of FFFs
 - » Teaching the next generation of startup artists

- CREDENTIALS**
- » Master of Business Administration
 - » 5-startup resume
 - » Return investors
 - » 500,000+ Instagram followers

- INSTRUCTION**
- » Startup hubs
 - » Online incubators
 - » FFF mentors
 - » Traditional professors
 - » Customers

- CURRICULUM**
- » Technical documentation
 - » Social media branding
 - » Business administration
 - » AI-assisted startup business modeling
 - » Curriculum development

- INFRASTRUCTURE**
- » Social media management platforms
 - » Data analysis platform
 - » Sensor networks
 - » Strong FFF network
 - » Free nine-year education

- STANDARDS**
- » Traditional university accreditation standards
 - » Attracting investment capital as business model validation
 - » Rayan's own prototype assessments for startup skills



The Speedrunner



YABANI

Age in 2030: 27

In the world of electronic games, a speedrunner is someone who “beats the game” by playing rapidly through all the levels of the game in record time.

In the real world of 2030, Yabani has turned his life into a speedrunning game, using simulations to rapidly guide his work+learn path and adapt to the chaos that is Lagos.

With little institutional support and fewer funds, Yabani has been building his own work+learn path since he was 9. He taught himself to speedrun by playing dozens of games, giving himself a gaming model for life. At 16, he turned this model into an actual simulation model of his life. It's a “two-state goalsetting simulation model” that creates two scenarios for his life: his present situation (state 1) and his desired future state (state 2) for more than 100 variables, including everything from personal skills to environmental conditions.

Having carefully modeled both states, Yabani can play out the path from state 1 to state 2, just like a video-game, running many iterations to find the optimal path. He can update the model, adding variables. He can then tap into online platforms and networks to get the instruction he needs for each stage of the path.

Along the way, Yabani has deployed his natural inventiveness to create several medical electronic devices that have become the basis for micro-businesses serving niche markets. He has also managed to patent several of these devices and sell them for royalties. At 27, he now holds 9 patents. The income streams from these various sources allow him to hire other speedrunners to test his life simulation for work+learn paths he might not find himself. He chose his crew of life speedrunners not just for their novel pathfinding potential, but also for their distinctive online performance styles on video streaming platforms. So it's not surprising that he has developed quite a following of people who want to learn to speedrun their own lives—or just get advice from the guy who started it all.

The result? Yabani is now building his own life-coaching platform using his speedrunning model to help young people everywhere find and test their own work+learn paths.

YABANI'S SKILLSET

- » Gaming
- » Data-driven modeling
- » Two-state simulation
- » Path optimization
- » Socially sourced learning
- » Medical device design
- » Opportunity hacking
- » Online hiring
- » Public online performance
- » Online coaching

YABANI'S PEAK PERFORMANCE PATHS

Yabani's peak performance path combines a deep self-knowledge with his ability to see himself as part of a system that he can simulate to build the future he wants—a future that will continuously evolve as he simulates it.

MAKE YOURSELF KNOWN: Achieving self-knowledge through iterative simulation



BEFRIEND THE MACHINES: Model building for two-state simulation



BUILD YOUR CREW: Platform hiring to test alternative paths



MAKE SENSE: Coaching others to speedrun their lives



KEEP IT GOING: Adapting personal vision to the evolving environment



YABANI'S LEARNING STACK

Yabani's learning stack reflects his self-taught path. Leaving school at an early age to support his parents, he apprenticed in a health clinic to learn the basics of health care—and some medical diagnostics along the way. Using online resources, he taught himself the fundamentals of electronic circuit design. He married these practical skills to his speedrunning experience and online learning about simulation and modeling, mostly through technical documentation for digital tools. His experience in the health clinic also gave him the people skills to inspire and coach his emerging network of online followers.

- INCENTIVES**
- » Product royalties
 - » Coaching income
 - » Self-improvement
 - » Teaching others

- CREDENTIALS**
- » Platform ratings
 - » Patents
 - » Product reviews
 - » Twitch followers
 - » GitHub profile
 - » Speedrunning championships

- INSTRUCTION**
- » Local mentors
 - » Task-specific online guides and coaches

- CURRICULUM**
- » Hackathons
 - » Innovation challenges

- INFRASTRUCTURE**
- » WhatsApp for hiring, coaching
 - » Unity for building simulations
 - » YouTube for low-level skill building
 - » Custom website

- STANDARDS**
- » Personal simulations that set the parameters for his personal learning



The DJ



ABIEYUWA

Age in 2030: **24**

Abieyuwa—better known to her public simply as Yuwa—was not even born when Paul McCartney recorded his famous post-Beatles album, *Band on the Run*, in Lagos. But she knows it was a milestone moment for the city’s music scene, where it seems to her that milestone moments now occur nearly every day in the messy world of 2030.

Ask Yuwa what she’s up to, and she’ll tell you that her life—her art as a DJ—is all about getting to those milestones just ahead of everyone else, creating moments that local people will remember for the rest of their lives. Maybe even creating moments that will change the rest of their lives.

For Yuwa, this “art of the DJ” is about three things.

First, it’s about knowing where to find community spaces and knowing how to engage her public to turn these spaces into high-style scenes for making sense out of a world in transition. The latest fashions remix the scenes and sounds of a century ago with augmented reality audio-video immersions. *Was this really what it felt like to be in a cabaret in the 1930s?*—Well, not exactly. These are new sound-body-humanity experiences that that haven’t hit the streets yet, but will next week, or the week after.

Second in Yuwa’s playlist of skills is knowing how to put together a soundscape that’s more than just an audience-pleasing set of tunes. She’ll tell you the tunes are all about weaving a story, together with her in-that-moment community, about the past, present, and future of Lagos, of Nigeria, and maybe even the whole planet. And it’s not always the mainstream story.

Third, and in many ways the most exciting for Yuwa, is knowing how to learn from others. It has meant apprenticing herself to a DJ master to access sound resources and learn inventive remix secrets. But it also means convening fellow DJs, artists, and even fans for group critiques: demos of current work, discussions of the stories they tell, or even just sharing tips about gigs and the often unfathomable world of DJ finances.

Yuwa knows that the DJ path is a young person’s path. At 24, she may only have another decade or so before her image starts to fade. But she’s betting that her ability to bring communities together and tell important stories will outlast her current shine. In the end, the DJ’s art is improv, and she’s sure she’ll be ready to improv what comes next.

YUWA’S SKILLSET

- » Public performance
- » Self-promotion
- » Art of the remix
- » Multimedia storytelling
- » Improvisation
- » Scene design
- » Community co-creation
- » AV-AR technical skills
- » Event logistics

YUWA'S PEAK PERFORMANCE PATHS

Yuwa's path to her peak-experience performances demands celebrity, but these performances also put a combination of curation and creation front and center, with a bit of simulation tossed in for a 21st-century edge. Community building, storytelling with musical scenes, and sharing her art across her network round out her strategies.

MAKE YOURSELF KNOWN: Building celebrity with an aesthetic identity



BEFRIEND THE MACHINES: Creating a new sound aesthetic in augmented reality



BUILD YOUR CREW: Engaging communities with scenes and spaces



MAKE SENSE: Using sound experiences to craft important stories



KEEP IT GOING: Sharing her craft through peer critiques and performances



YUWA'S LEARNING STACK

Yuwa's learning stack starts and ends with celebrity, as measured by the size of her audiences and the reviews of her events. But the path to that celebrity has connected the dots between an apprenticeship to build a basic repertoire, on one hand, and on the other, the hard-earned skill of creating scenes and spaces for standout community experiences that amplify the reputation of Lagos as a world-class music scene. Her path has also been a highly social path, connecting word-of-mouth referrals to peer practice and critique sessions. Her informal curriculum has given her a unique combination of technical, artistic, and practical skills.

- INCENTIVES**
- » Fame
 - » Experiential moments
 - » Self-expression
 - » Enough money to survive
 - » Social impact

- CREDENTIALS**
- » A track record of "getting their first"
 - » Her mentor's reputation
 - » Online reviews of her "scenes"
 - » Word-of-mouth referrals

- INSTRUCTION**
- » Online mentorship from successful DJs
 - » Peer critique circles, online and in person
 - » Peer technology coaches
 - » Self-instruction

- CURRICULUM**
- » Sound collections & remix arts
 - » Local music and film scene
 - » Local and global social history
 - » Fashion, space, and augmented reality (AR) design
 - » Community space logistics
 - » Storytelling

- INFRASTRUCTURE**
- » Neighborhood networks
 - » Internet access
 - » Reliable electrical power
 - » Community spaces

- STANDARDS**
- » IP structures
 - » Audio-video formats
 - » AR formats



The Eco-maker



SOFIA

Age in 2030: 23

Sofia likes to describe herself as a stranded asset. A *grano de arena*—or grain of sand—buried in the detritus of the largest city in the Western Hemisphere. Indeed, she often feels like she’s buried in the trash of the entire planet, which is unmistakably in trouble.

But, in truth, she’s not really stranded. She would be if she hadn’t discovered, just a couple years ago, the community of Zero Waste *hermanas*—her sisters on sites like WhatsApp and Instagram. Already, two years later, ten of these *hermanas* have banded together in an on-line coop to produce and sell eco-friendly products.

As mothers of infants, they started with diapers. They had to create their own crash course in DIY eco-products, searching for YouTube videos that showed how to handcraft reusable versions of the disposable diapers that filled the city’s dump sites. They had no problem setting up a smart retail website, using off-the-shelf software with a small startup fund they all contributed to. This was the beginning of their little co-op.

Next Sofia and her friends expanded their product line with other handcrafted products as well as recycled products from a growing network of online suppliers. These makers were becoming more and more sophisticated everyday, using tools like photo-recognition software to survey the contents of landfills for reusable materials. The co-op even teamed up with some makers of earth-friendly fertilizers made from nutrients recovered from local waste water. Their smart retail software helped them grow—and keep up with increasing demand.

As business has grown, the little eco co-op has changed the way the *hermanas* work and live. They now share childcare on a regular schedule. If one of the *hermanas* gets sick, the others pitch in to help with the online store and household chores alike. “It’s better than sick pay,” says Sofia. “Who else has co-workers who come over and cook and wash your dishes for you when you’re sick?”

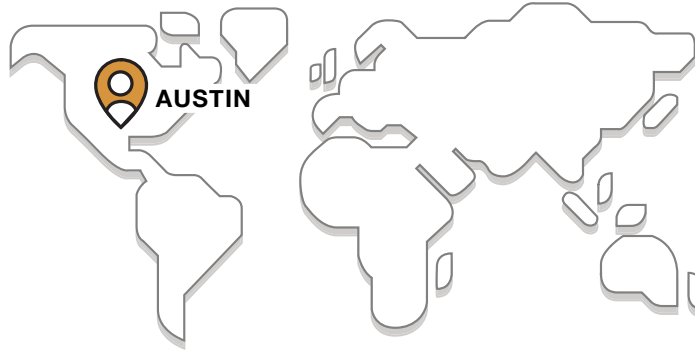
In the end, Sofia says, “we’re doing this for our babies. We want to leave them a good planet. It’s our few *granitos de arena*, those little grains of sand that we hope will make a difference.”

SOFIA’S SKILLSET

- » Online learning— WhatsApp & YouTube
- » Values-based marketing
- » Maker supply network development
- » Eco-product design
- » DIY eco-product manufacturing
- » Co-op design and management
- » Retail website design & management
- » Online order fulfillment
- » Childcare



The Climate Changer



OLIVIA
Age in 2030: **24**

Olivia has always been a frontline sort of person, and her geographic resume proves it. She has worked at five climate disaster sites in the past year alone, from the wildfires in British Columbia to climate rescue operations in Hawaii, migrant settlements in Uganda, and most recently, post-flood restoration in her hometown of Austin.

Olivia grew up in the progressive education system of this capital city of Texas. She graduated from the city's Early College High School program, earning an associate degree in environmental studies alongside her high school diploma. But in spite of her academic potential, she just couldn't continue in this track. It all seemed so abstract when climate disasters were piling despair on top of grief in communities around the world.

She got herself trained as a volunteer firefighter and earned her first community award in the fire tornados of Northern California. The science of firefighting was changing as fast as the climate. Volunteers wore instrumented jumpsuits and uploaded sensor data during their breaks. The sensors measured everything from heat levels to changes in the microbiome as flames ripped communities apart. Olivia watched the data visualizations update in real time and found herself telling reporters what the pictures meant in practical terms. One of the news outlets hired her as a stringer, which helped pay for her itinerant lifestyle.

After a couple adrenaline-filled years around the world, Olivia realized that it was those ripped-apart communities that really tugged at her heart. She shifted her focus from fighting fires to fighting the anguish in post-disaster settlements. Traveling from disaster to disaster, she amassed a portfolio of strategies for helping people reimagine their lives and rebuild communities. She worked with teams of technicians to build empathy and resolve conflicts using VR scenes that helped people experience what others were feeling in the wake of disaster.

But she realized that the best way to build both empathy and hope was to give people community spaces and the power to make their own decisions about those spaces. She sought out such communities and documented their successes, using just her smart phone camera and a small foundation grant. Gigabytes of video clips and photos turned into an award-winning training program for disaster relief workers.

"I don't want to be a hero," says Olivia. "I just want to help communities realize the power they have to make the lives they want, even in the face of global calamity."

OLIVIA'S SKILLSET

- » Firefighting
- » Emergency medical skills
- » Rescue and recovery
- » Survival skills
- » Environmental data analysis
- » Community reconstruction
- » Empathy mapping
- » Documentary photography
- » Disaster relief training

OLIVIA'S PEAK PERFORMANCE PATHS

Olivia's peak performance path blends simple and not-so-simple tools for making her frontline experiences visible—along with a commitment to helping communities reinvent themselves in the midst of disaster.

MAKE YOURSELF KNOWN: Building a geographic resume



BEFRIEND THE MACHINES: Collecting and analyzing wearable data



BUILD YOUR CREW: Assisting bottom-up disaster relief communities



MAKE SENSE: Documenting innovative disaster response options



KEEP IT GOING: Envisioning recovery in community spaces



OLIVIA'S LEARNING STACK

Olivia's learning stack is built on frontline experiences informed by formal certifications that give her access to those experiences. Her Early College High School gave her the basics to make sense of climate disasters and, in some cases, to guide her responses. But much of her learning happens in interactions with people and wild nature—natural phenomena that are unprecedented in human history. Like many people in 2030, she's living on a minimal universal basic income and support that she patches together from many different sources. In her case, these sources vary from small training stipends to the food and lodging provided to frontline volunteers.

- INCENTIVES**
- » Visible impact in the world
 - » Frontline experiences
 - » Sustaining income
 - » Hope

- CREDENTIALS**
- » Associate degree in environmental studies
 - » Community certifications in firefighting, EMT, disaster counseling
 - » Community awards
 - » Geographic experience
 - » Award-winning training program

- INSTRUCTION**
- » Frontline experiences
 - » Certification trainings
 - » Community interaction

- CURRICULUM**
- » Environmental studies
 - » Firefighting, emergency medicine & rescue and recovery
 - » Community reconstruction
 - » Data visualization and interpretation

- INFRASTRUCTURE**
- » Formal educational institutions
 - » Formal certification systems
 - » Sensor networks
 - » Community spaces
 - » Mobile media
 - » Universal basic income

- STANDARDS**
- » Traditional educational standards
 - » Job performance requirements
 - » Safety standards



The Autoconsciente



HANNAH
Age in 2030: **20**

***Autoconsciente.* It's a Spanish word that means a self-aware person, and for Hannah, it's what her life is all about.**

Hannah first learned this word when she was 13, living with her family in Puebla, Mexico. Her mother had relocated the family from Berlin to take an assignment with the Volkswagen operation there. It was a tough transition for Hannah as she entered the American international school and struggled to integrate English, German, and Spanish into her learning strategy—a strategy that was already challenged by her neuro-atypical brain.

Hannah's brain simply didn't work like other people's brains.

Sometimes, it made stunning leaps of insight. But other times, Hannah struggled to write even simple sentences. To help Hannah, her mother found a tutor, a young woman who was a neuroscientist and artist working with a team of technicians to develop a personal neuro-imaging feedback system using augmented reality.

Wearing AR glasses and neurosensors, Hannah could literally watch her brain absorb her lessons—or not! It was like having a superpower that helped her visualize when her brain was and wasn't processing the information around her. She even learned to track her brain activity and recognize when it was on the verge of one of those leaps of insight.

When the family returned to Berlin three years later, Hannah immediately contacted the Freie Universität and arranged an early college admission and internship with a team of neuroscience researchers there. Her AR feedback system helped her navigate the rigorous curriculum, but what really interested her was using her system with other neuro-atypicals. With earnings from her part-time bakery job, she bought another AR headset and invited her brain-different friends to meet her in cafés, parks, and even movie theaters.

They talked about what they were experiencing and how the neuro-feedback changed those experiences. They even traded headsets so that they could see each other's experience directly. By now, Hannah was familiar with her own brain patterns, so it was fascinating to see how different her companion's brain patterns often were. She wondered if she would start to think like them if she wore their headsets for a long time.

“Of course, it isn't all about the brain,” Hannah says. “We could also have feedback systems for our gut, which is closely tied to our brains. It's like we're creating a new exo-brain for ourselves—a new level of self-awareness. I feel like we're actually evolving our human ability to be *autoconsciente*.”

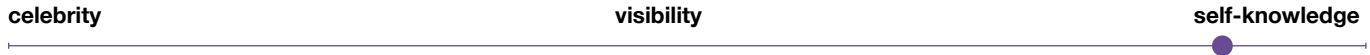
HANNAH'S SKILLSET

- » Self-observation
- » Self-directed learning
- » Data visualization
- » Neuro-visual ethnography
- » AR-enhanced cognition
- » Visual storytelling
- » Journaling
- » Neuro-atypical advocacy

HANNAH'S PEAK PERFORMANCE PATHS

Hannah's peak performance path is built on an ever improving understanding of how her brain works—and therefore how she learns. This path makes use of the latest in neuro-feedback imaging tools to gather data about herself and other neuro-atypical individuals, while her personal visual journals help her tell the story that her brain is telling her.

MAKE YOURSELF KNOWN: Building self-knowledge through neural feedback



BEFRIEND THE MACHINES: Curating quantitative and qualitative neuro-experiences



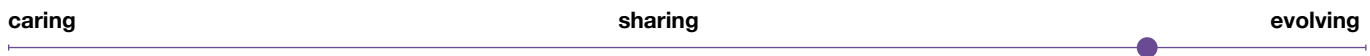
BUILD YOUR CREW: Cultivating conversations with neuro-atypical people



MAKE SENSE: Visual journaling of learning experiences



KEEP IT GOING: Exploring alternative neuro-futures for humans



HANNAH'S LEARNING STACK

Hannah's learning stack is built on a foundation of free education in a world-class university, combined with her own distinctive social learning style and personal self-observation. She takes advantage of research internships to publish her insights, but depends on her work outside the lab to extend the science of interpersonal brain behavior to conversations among people with atypical brain function and learning behavior. She sees the extensive collection of her own neuro-feedback images both as credentials for her work and as data to support her unique ideas about human learning and evolution. All this work depends, of course, on the continued evolution of brain imaging and AR systems and standards.

- INCENTIVES**
- » Self-knowledge
 - » Self-improvement
 - » Social contribution

- CREDENTIALS**
- » Neuro-internship resume
 - » Personal neuro-history visualizations
 - » Personal journals
 - » Published research papers

- INSTRUCTION**
- » Neuro-tutoring
 - » Research labs
 - » Self-observation
 - » Personal neuro-feedback system
 - » Interactive neuro-experimentation

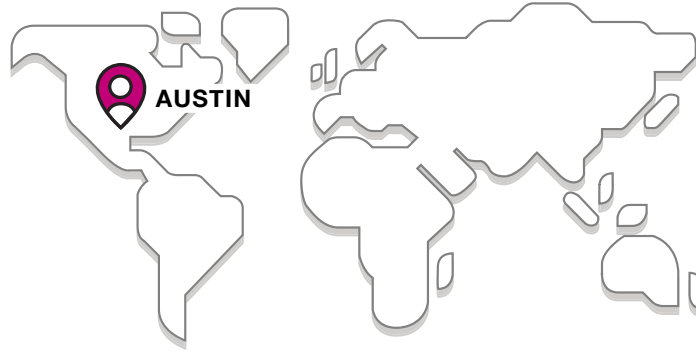
- CURRICULUM**
- » Neuroscience
 - » Neuro-visualization
 - » Augmented reality bio-feedback analysis
 - » Alternative learning modalities

- INFRASTRUCTURE**
- » Free university education
 - » fMRI technology
 - » Wearable biosensor technology
 - » Augmented reality eyewear
 - » Basic ICT infrastructure

- STANDARDS**
- » Traditional university accreditation standards
 - » University research standards
 - » Neuroscience format standardization framework
 - » Standardized neuro-data file format



The Transitionist



LIAM

Age in 2030: **28**

Liam lives between two worlds: the world of “what is” and the world of “what could be.” He believes that he was born for a world in transition, with a deep appreciation for the past but also a hunger to see what’s next.

It’s not surprising, then, that Liam has repeatedly found himself in the role of translator between past and future. And in the world of education and learning, he sees himself as a bridge between formal systems of learning and the dizzying array of informal paths that continue to unfold at breakneck speed.

Liam went to University of Texas in Houston to study foresight, earning joint masters degrees in foresight and education. He found himself teaching urban history to students in the Early College High School program, but quickly realized that they were miles ahead of him in their mastery of online resources, games, and social media as tools to learn about the past.

His response? He organized a reverse teaching class in which students and teachers met together twice a week for co-learning sessions where both groups hurtled through informal digital resources to speed-learn both tools and topics.

One topic was a regular standout: social justice. And so Liam organized a course to create a virtual museum of social justice. The students learned everything from how to secure funding for the online museum to how to build VR experiences of moments from the past. Liam encouraged them to focus not on social *in*-justices from the past but rather on examples where new strategies for justice emerged. This practice eventually led the students to extend their museum into a platform for social impact investing.

The visibility of the museum and the success of the platform brought Liam to the attention of Austin’s mayor, who invited him to join his staff as Chief Innovation Officer at the surprisingly young age of 26. His assignment: to work with the city’s young people to “hack” all the bureaucratic systems—in the tradition of hackathons—and to jumpstart new infrastructures for everything from governance to public spaces to international city-to-city relations.

“It’s really a new kind of classroom,” Liam says of his assignment. “And I’m working on integrating it into the Early College High School program, so high school students can earn an associate degree in urban foresight while actually reinventing the city.”

LIAM’S SKILLSET

- » Teaching and co-teaching
- » Formal and informal learning
- » Foresight and design futures
- » Bridging past and future
- » Using digital media as teaching tools
- » Innovating learning processes
- » Reinventing urban systems
- » Leading change

LIAM'S PEAK PERFORMANCE PATHS

Liam's peak performance paths focus on building visibility by building celebrity for this hometown, using diverse media and hacking traditional systems to foster continuous evolution of learning paths for himself and others.

MAKE YOURSELF KNOWN: Creating visible projects that celebrate the city



BEFRIEND THE MACHINES: Using VR to explore the past and build the future



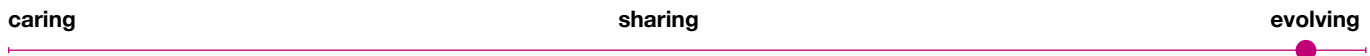
BUILD YOUR CREW: Engaging young people in change-making projects



MAKE SENSE: Hacking urban ecosystems to make the future



KEEP IT GOING: Continually reinventing learning platforms



LIAM'S LEARNING STACK

Liam's learning stack uses a strong foundation in traditional education as a launching pad for innovation and experimentation, both in his own learning and that of his students—and ultimately in the social systems of the city where he lives and works. His work+learn path is fluid, allowing him to move from school to museum to social impact platform to the mayor's office, building a kind of collaborative visibility for everyone he works and learns with. He's a champion for reverse mentoring of his fellow teachers, learning the chameleon informal systems alongside them. He's also turning his hands-on learning about the urban ecosystem into a platform for his students to learn alongside him.

- INCENTIVES**
- » Public role & recognition
 - » Social impact
 - » Continuous learning
 - » Stable income

- CREDENTIALS**
- » Dual masters degrees in foresight and education
 - » Community recognition and awards
 - » Public position in the mayor's office

- INSTRUCTION**
- » Traditional professors
 - » Students as reverse mentors
 - » Public projects
 - » Public innovation platforms

- CURRICULUM**
- » Foresight and futures by design
 - » Theory of education
 - » Digital-social learning tools
 - » History of social movements
 - » Virtual reality environments
 - » Museum installations
 - » Urban ecosystems

- INFRASTRUCTURE**
- » University system
 - » Innovative high school system
 - » Internet and social media platforms
 - » Immersive VR tools and platforms
 - » Office of Innovation in the mayor's office

- STANDARDS**
- » Traditional university accreditation standards
 - » State secondary school requirements
 - » City rules and regulations



The Global Citizen



AYAH

Age in 2030: **26**

Like many smart young women from Jeddah, Ayah jumped at the chance to study abroad. Unlike many of her peers, she chose to study in the near-arctic city of Helsinki at Aalto University.

Finland, and Aalto University in particular, were known as innovation centers, and innovation was the name of the game in the Kingdom, especially as climate change accelerated the race to transform the economy. In the chilling and dark winters of Helsinki, Ayah and her fellow students gathered in the steamy realms below the city streets to debate the direction of human society, the evolution of global culture, and the future of global citizenship. It was here that she first heard about the e-residency experiments of Estonia to provide services to location-independent entrepreneurs.

Ayah recognized the potential of such alternative citizenship structures to spur innovation. She soon learned of Bitnation, another experiment that described itself as the first “decentralized borderless voluntary nation.” Using the Ethereum platform of smart contracts, Bitnation organized the first blockchain-based world citizenship ID, along with global registries for marriage certificates, birth certificates, and land titles. Most interesting to Ayah, it was issuing refugee emergency IDs to the growing number of climate refugees looking for safe havens around the world—but especially in Berlin.

She registered herself on Bitnation as a World Citizen and moved to Berlin to study the impacts of global ID platforms on both stable and transient populations. In this storied city of academic heroism, she congregated with Bitnation supporters and detractors to debate global citizenship. In letters to her brother back in Jeddah, she argued that the importance of these experiments in global citizenship stems not so much from the specific services they promise but from the critical thinking and cross-cultural insights that flow from these informal but intense discussions.

When her brother challenged her to bring some of these insights back home, she signed up as a Bitnation Ambassador to organize investors and entrepreneurs using this global governance network. She decided to start in KAEC—King Abdullah Economic City—a zone where many smart but socially isolated young people were sometimes struggling to discover their life paths. There, Ayah quickly found a community ready to expand their global online relationships and become asset managers of Bitnation registries.

“Digital citizenship is not a substitute for local community,” she says. “It’s a starting place for meetups of young people to think together about how their local communities can connect to a fast-changing global society.”

AYAH’S SKILLSET

- » Applied innovation
- » Applied citizenship
- » Citizenship services
- » Migrant legal support
- » Peer debate
- » Critical thinking
- » Learning meetups
- » Entrepreneurial networking

AYAH'S PEAK PERFORMANCE PATHS

Ayah's peak performance paths all use digital global citizenship as a platform for innovation, starting with making herself visible to a borderless nation of innovators and then convening people in real communities to reinvent what it means to be entrepreneurs in an evolving global economy.

MAKE YOURSELF KNOWN: Leveraging a worldwide legal identity



BEFRIEND THE MACHINES: Developing blockchain-based citizen services



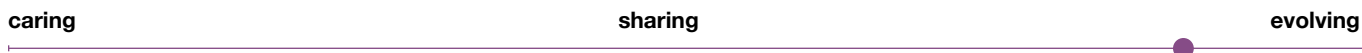
BUILD YOUR CREW: Convening meetups of BitNation citizens and entrepreneurs



MAKE SENSE: Reinventing the concept of citizenship for a global nation



KEEP IT GOING: Using global citizenship as a platform for innovation



AYAH'S LEARNING STACK

Ayah's learning stack appears quite traditional at first glance, but it's simply the stable foundation for exploring a much more inventive, even revolutionary approach to organizing human activities. She's helping build new structures for both global governance and global commerce. And even though the distributed, digital Bitnation Ambassador Network seems like a not-so-social starting place for human invention, Ayah's learning strategy is fundamentally social. For her, learning happens in small groups through human discussion and debate. So does real innovation.

- INCENTIVES**
- » Innovation
 - » Social pioneering
 - » New global identities
 - » Entrepreneurial opportunities
 - » Citizenship in the future

- CREDENTIALS**
- » Bachelor's degree in Innovation
 - » Masters degree
 - » Bitnation Ambassador Network

- INSTRUCTION**
- » Traditional professors
 - » Entrepreneurship projects
 - » Peer-to-peer debate

- CURRICULUM**
- » Global entrepreneurship
 - » Digital identity management
 - » Blockchain logic
 - » Migrant community development
 - » Economic development
 - » Critical thinking

- INFRASTRUCTURE**
- » Traditional educational institutions
 - » Internet
 - » Bitnation platform
 - » Café society

- STANDARDS**
- » Traditional university accreditation standards
 - » Ethereum smart contract code

GLOBAL youth skills

YOUTH GUIDE: WHAT IS YOUR WORK+LEARN PATH TO 2030 AND BEYOND?



A work+learn path is a lifelong vision of who you want to be and how you'll get there. It's the 21st century career that you build for yourself, bringing together the best that you have to offer with the most awesome resources available to you.

Your work+learn path is about learning and earning, but it's about so much more. It's about the company you want to keep. It's about the way you'll make your mark on the world, however big or small. It's what you create for yourself and for those who will follow in your footsteps.

In short, your work+learn path is how you step up and make the future you want for yourself.

READY FOR STEP 1?



INSTITUTE FOR THE FUTURE



STEP 1

start with five peak performance zones

Your work+learn future will be built on skills in five peak performance zones. Some of these will be more important for you than others, but all of them will be part of your path. Which are most exciting or inspirational or important to you? Check one or check them all!

- MAKE YOURSELF KNOWN** with skills for managing your reputation and identity
- BEFRIEND THE MACHINES** to curate, create, and simulate our complex world
- BUILD YOUR CREW** with startups, communities, and networks
- MAKE SENSE** with storytelling, frameworks for action, and ecosystem thinking
- KEEP IT ALL GOING** with skills for caring, sharing, and evolving human capacities

Your work+learn path will focus on building skills in the zones you check, but first, you need to immerse yourself in step 2.

STEP 2

find your 2030 work+learn archetype

This is where the fun starts.

A work+learn archetype is a guiding image that feels true to who you are and shapes your actions as you earn and learn.

This toolkit has nine archetypes—fictional stories about exemplary young people in the work+learn world of 2030. Yes, each one is a possible future you! The archetypes all have different paths for each of the five peak performance zones that fit their backgrounds, their passions, and their goals. They have different learning stacks: the key resources that stack up to support their peak performance skills.

Play with the archetype cards. Explore the stories. Look at the different paths that the archetypes have built in their peak performance zones. See how their learning stacks support their paths.

Now choose one or two or even three of the archetypes that most closely match who you are or who you want to be. You can use these as inspiration to build your own work+learn path.



STEP 3

find your sweet spot for each peak performance zone

Each peak performance zone has its own spectrum of skills, and where you perform at your best on this spectrum will help you figure out your work+learn path. Look at the spectrums for the archetypes you've chosen. See where they are at their peak of performance.

Then mark your own sweet spot for each zone—your winning position. It's the spot where you can imagine building skills for a lifetime. For example, to Build Your Crew, you might find that your sweet spot is somewhere between local communities and a more global network that can extend your reach.

Once you've found your sweet spot for all the zones, compare them to your archetype's profile. Does your profile look a lot like the archetype you've chosen? If not, compare your profile to some of the other archetypes. You might be surprised at the future that awaits you.

Finally, make up a name for your performance zone strategy that describes how you're going to build up your skills in that zone. Use your chosen archetype (or archetypes) as a guide, but make the path your own.

MAKE YOURSELF KNOWN

celebrity visibility self-knowledge

NAME YOUR STRATEGY

BEFRIEND THE MACHINES

curation creation simulation

BUILD YOUR CREW

startups communities networks

MAKE SENSE

narratives operational frameworks ecosystems

KEEP IT GOING

caring sharing evolving

STEP 4

build your learning stack

Look at your archetype's learning stack. What resources is your fictional counterpart in the future using to build peak performance? Do you have access to the same resources? Can you get access them? Do you have other resources that your archetype doesn't have?

Start to list the resources you think are most important for your work+learn journey. Put a checkmark next to those that you can use right away to build the skills in your peak performance zone. Put a star next to those you need to add to your learning stack in order to achieve peak performance. By mapping out a path like this, you'll discover partners, resources and new ways of learning and earning to aid you on your journey. Remember, this is just a starting place—your learning stack will grow throughout your life.

INCENTIVES

What motivates you on your path

INSTRUCTION

The people who help you
and the places you find them

CREDENTIALS

The way you demonstrate your skills

CURRICULUM

The learning materials that help
you know what you need to know

INFRASTRUCTURE

The tools and platforms that
make your path possible

STANDARDS

The accepted targets for success

STEP 5

give your work+learn path a name that's as great as you are!

Give your path a name that will inspire you and remind you what you're working towards. Your path may change over time, but you know now where the starting point is, where you need to build your skills in each peak performance zone, and what resources you need to help you along the way. Good luck!

Your work+learn path:

GLOBAL youth skills

INNOVATORS GUIDE: HOW WILL YOU INVEST IN TODAY'S YOUNG PEOPLE—FOR TOMORROW?

As the future of working and learning unfolds, young people around the world will need allies to help them build their distinctive work+learn paths. Whether you're a seasoned educator or founding a startup, whether you're a global employer or a local policymaker, you can invest your experience to make a difference in young lives around the world. Here are three steps to become an archetype ally.

STEP 1

pick a 2030 archetype

You can target your efforts by choosing one or more of the nine archetypes in this toolkit as your starting point. Review the archetype stories and choose the ones that inspire you. Think of yourself as an archetype advocate and make the argument for why it's urgent to support your archetype. Make sure you understand how each archetype's work+learn paths might change the patterns of working and learning for everyone.



STEP 2

amplify your archetype's peak performance paths

Each archetype has five peak performance paths—one for each of the five peak performance zones.

For each path, find ways to amplify that path, to make it stronger. For example, if you want to amplify Olivia's path of collecting and analyzing wearable data in her disaster response activities, how could you help her make the most of that data?

Brainstorm as many ideas as you can for each path to build a clear picture of what it looks like if it's a shining success. What will it take to build that path? Try to spot what you and your organization can do to make it happen.

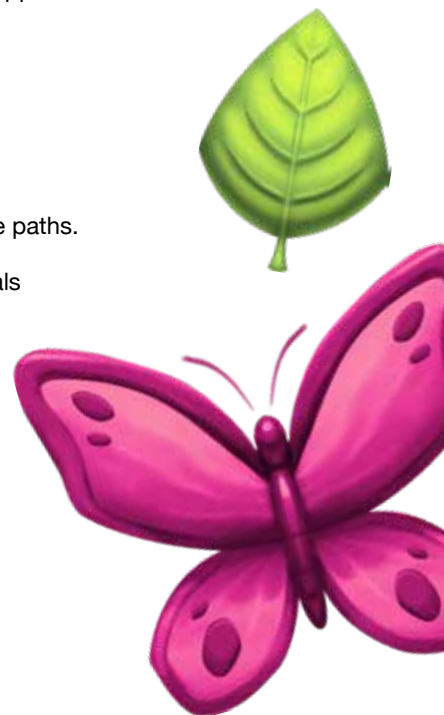
STEP 3

invest in your archetype's learning stack

Each archetype has a learning stack—a unique set of resources that support the peak performance paths.

Find your sweet spot in this stack of resources. Maybe you know all about standards and credentials and can pilot new systems. Maybe you're a curriculum developer, tracking what these archetypes want and need to learn. Maybe you can add to the incentives or fashion a partnership to build new infrastructures to support them.

Wherever you want to play in the learning stack, think about what you bring to the table and how you can use your own expertise, technology, or financial resources to support your archetype. Then choose your top three investment opportunities to explore in more detail.



A CALL TO ACTION: 9 WAYS TO TRANSFORM WORKING AND LEARNING OVER THE NEXT DECADE

Creating a strong economy, a productive workforce, and a healthy planet will require more than identifying a handful of core skills and re-orienting today's educational institutions to teach them. Here are nine youth-informed ideas for how to jump-start a new generation of learning and working.



Create new stories about what it will mean to work and learn in the future

Today's educational institutions are built largely on the story of the 20th century work economy. Can you help tell new stories of how humans will work in a global, distributed economy to inspire and guide young learners?

Build an open-source, cross-platform index of learning resources to make them more visible and accessible worldwide

As more and more learning moves online, learners need an unbiased platform for discovering both open and private resources, for assessing them, and for accessing them.

Grow public work+learn spaces that young people can design and manage themselves

The lack of physical spaces for working, learning, convening, DIY making, art events, and debate is one of the obstacles cited most often by young lead learners in the *Global Youth Skills* study.

Create models of assessment for informal learning systems

Lead learners need ways to assess their skills for the work+learn paths they are building—as do those who will work and learn with them.

Build an infrastructure for cross-border certifications for new kinds of skills

The tools and platforms that lead learners are using extend beyond national borders and local standards. As global migration grows, workers and learners will need certifications that travel with them.

Design a credentialing platform for startups as learning institutions

Young people are launching startups and working in them. They need a way to translate these experiences into credentials, perhaps by meeting new kinds accreditation standards designed especially for startups as learning institutions.

Invent new ways to create, exchange, and invest in knowledge capital

Knowledge is a resource unlike the physical resources of the 20th century economy. Young people need new ways to value this resource beyond the intellectual property and hourly pay for expertise that limit the power of knowledge in today's economy.

Reinvent teaching with reverse mentoring forums where young people teach older generations new ways to learn

The work+learn paths of young lead learners are often alien to their parents and teachers. Informal and formal learning strategies need to build these how-to-learn skills among older adults.

Invest in platforms that teach foresight and futures thinking skills

In times of rapid change, thinking systematically and creatively about many possible futures is a core skill for everyone. Help build this core skill worldwide with world-class futures training.



**The future of working and learning is wide open:
start today to create your own path to investing in tomorrow's young people.**