



One World Future Ready

**Preparing K12 Youth for a Rapidly Globalizing
World of Exponential Technological Change**



Welcome Co-Creators of the Universe!!!

One World Future Ready: *Our Vision*

The next 25 years are the most critical in human history. If, if, if, we can keep human civilization intact until the year 2050, every human being alive then will have the potential to live better than the billionaires of today.

One World Future Ready: *Our Educational Initiatives*

Part 1: Programs: to deliver critical 21st Century Concepts & Competencies.

Part 2: Schoolwide Connections: to engage your schools with the world.

Part 3: Academic Accelerator: where your students take ownership of their education.

[Creating Pathways to a World of Sustainable Super Abundance](#)

One World Future Ready: *Our Plan*

Humanity 2050: Creating Pathways to Sustainable Super Abundance
Uniting Humanity for a Future where Everyone Thrives

https://joecarvin.com/wp-content/uploads/2025/08/Ebook_Joe_Carvin_v8.pdf



Introducing One World Future Ready

Preparing Students for a Rapidly Globalizing World of Exponential Technological Change

Over the past decade, One World has developed a range of **student-centered, Future Ready enrichment programs** designed to support educators worldwide in meeting the unprecedented opportunities and challenges of the 21st century.

Students entering school today will graduate from high school in 2038 and from college, if they attend, in 2042. Does anyone have any real idea what the world will look like in 2040?

We have long maintained that educators are being challenged as never before. They are being asked to prepare our youth for a world that no one understands and for jobs that do not yet exist. The biggest risk in education today is preparing K–12 students for a world that no longer exists—and certainly won't exist in 2040.

Our **Future Ready enrichment programs** have been **designed to help K–12 educators prepare their students for today's rapidly globalizing world of exponential change.**

In today's world of climate urgency, global interdependence, and rapid technological change, schools are tasked with preparing students not only for graduation but for lives of adaptability, purpose, and global responsibility.

Our programs help K–12 educators go beyond college and career readiness to prepare students to be life-ready in our 21st Century world—a world where the future increasingly resembles science fiction, and where futurists predict we will experience the equivalent of 20,000 years of change within a single lifetime

One World Future Ready programs offer a comprehensive K–12 approach rooted in character education, global competence, and tech/AI preparedness. Our programs are designed to **help students thrive in the 21st Century** through **three interconnected initiatives:**

Part 1: One World Future Ready Programs – Scaffolded K–12 learning experiences that equip K–12 learners with the skills and competencies they need to thrive, lead, and take action in a global, interconnected world of exponential technological change.

Part 2: Schoolwide Connections – The One World team will work closely with your administrators and leadership team to deliver our innovative, schoolwide, Project-Based Learning program that incorporates PBL, Service-Learning, and Design Thinking, to connect your educators and students to pathways to Sustainable Super Abundance.

Part 3: Academic Support via Our (Bilingual) Academic Accelerator – Providing tailored academic support to help students, including English Language Learners, succeed academically, build confidence, and develop a growth and curiosity mindset.

At the heart of our work is the **Head, Heart, Hands** framework:

Head – Build knowledge, global and tech/AI awareness

Heart – Strengthen empathy, character & resilience

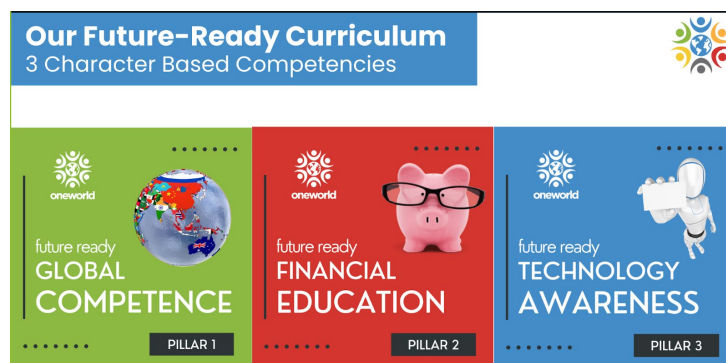
Hands – Take meaningful action on real-world challenges

Together, these initiatives prepare students to graduate not only with strong academic skills, but also as **tech-savvy, global citizens** ready to lead with curiosity, empathy, and as confident agents of change inspired by an Abundance Mindset!!

Part 1: One World Future Ready Programs

Our future-ready Programs equip K–12 learners with the skills to **thrive, lead, and take action in a rapidly globalizing world of exponential technological change.**

Our Future Ready programs begin in elementary school with **Global Competence**, expanding in Middle and High School to include **Financial Readiness** and **Technology & AI Awareness**. These scaffolded experiences build character, purpose, and essential 21st Century competencies. Students graduate not only prepared for **individual success**, but also as **responsible global citizens** ready to shape a better future.



Elementary School: Building the Foundation

In elementary school, students begin their Future Ready journey by building a **strong foundation in global competence, character education, sustainability awareness, and service learning**. We recommend that these pillars be offered to students in varying forms for all thirteen years your students are with you, from K to 12.

Our flexible, standards-aligned program includes 100+ hours of lessons designed to enrich teaching without adding extra work. Our programs are **customized** to meet the unique needs of your school and student body. Our elementary school programs can be implemented as part of the school day or as after-school clubs.

By starting in elementary school with **student-centered, character-based global competence programs**—and continuing this journey through middle and high school—students graduate with strong academic skills and the added advantage of being



responsible, tech-savvy global citizens, equipped to thrive, lead, and take meaningful action in a rapidly changing world.

Please click here for Elementary School Program & Curricula: [Future Ready Elementary School](#)

Middle School: Introduce Future Ready

Middle school marks a critical next step in One World's **scaffolded Future Ready pathway**. After establishing a strong foundation for **Global Competence** in elementary school, students in Middle School are introduced to all three **Future Ready competencies: Global Competence, [Financial Readiness](#), and [Technology/AI Awareness](#).**

Schools can launch the future-ready middle school program through **two flexible models**:

1. **After -School Clubs** – Themed clubs aligned to each core skill area, designed to deepen engagement, foster leadership, and build student agency.
2. **Year-long Elective Course** – A structured course meeting 1–2 hours per week, that integrates all Future Ready competencies over the school year

By offering a comprehensive Future Ready experience at this stage, schools ensure that graduates are prepared not only for academic success but also for life and leadership in a rapidly evolving world.

Please click here for Middle School Program & Curricula: [Future Ready Middle School](#)

High School: Future Ready Clubs and Electives

After Future Ready has been introduced at the middle school level, high school continues to expand these opportunities, offering students a variety of ways to prepare for the unprecedented challenges and opportunities of the 21st century.

As in middle school, you may want to begin our introducing our Future Ready program in a club format: [Future Ready Clubs](#) These clubs focus on the same three core competencies introduced in middle school but at a more advanced level.

However, we believe high school should increasingly resemble college. To this end, we recommend a series of **electives** that deepen the competencies from middle school and build on the global competence foundation established in elementary school.

One of the most important findings of the **New York State Blue Ribbon Commission** was that [optional coursework](#) and electives are among the strongest predictors of college and career success.



We are not suggesting that core academic curricula are less important. On the contrary, academic achievement is so critical that we developed a **bilingual Academic Accelerator** to support student success (see Part 3 of our Future Ready programs).

At the same time, it is clear that strong academics must be complemented by a robust set of [Future Ready Electives](#) designed to prepare students for the opportunities and challenges of the 21st century. The more high schools can resemble college—offering choice, depth, and pathways for students to pursue their passions—the better prepared they will be for today's world.

(Please note that the NYS Blue Ribbon Commission is simply one of a number of global educational studies we have used to develop our programs. You can click here to review some of the other studies we found helpful: [Educational Reference Documents](#))

Program Delivery & Ongoing Teacher Support

Our first goal in bringing our One World Future Ready enrichment program to your school is to help your school build a capacity to deliver Future Ready programs.

Our preference is to work with you to put in place a multi-year strategic plan that helps you build capacity and become part of a global learning community where your teachers feel as comfortable with One World teachers from across the world as they do with their colleagues down the hall. For us, it is just as important for your teachers to build their global competence as it is for your students.

To achieve these goals, One World provides your school with

Our Curriculum

PD Teacher Training

Ongoing PD & Teacher Support

Program Evaluation

In the US, the teacher training industry is by some reports, an \$18 billion industry. Unfortunately, all too often this training is delivered on a “one and done” or “sit and get” model.

Our approach is fundamentally different in that our educators will provide ongoing support and PD to your educators. We want our educators to work shoulder-to-shoulder alongside your educators to ensure the successful delivery of our programs as your educational teams build capacity.

We seek to distinguish our programs via our strong commitment to **ongoing teacher support**. We remain engaged year-round—troubleshooting, co-planning, and helping educators bring the curriculum to life.

A Global Learning Community

When you join One World, your teachers and students become part of an international network of schools committed to building global competence and 21st-century leadership.

We host regular **virtual exchanges**, **educator webinars**, and **global classroom collaborations** to connect your district with peers and experts around the world. Our goal is for your teachers to view their colleagues from One World in the same way they work with their colleagues down the hall.



One World Future Ready isn't just a program—it's a mindset shift. It's a district-wide investment in building young people who are globally aware, personally empowered, and civically engaged.

In closing, we would emphasize the fact that over the last 12 years, we have come to understand that no two schools or school districts are alike. We therefore work very hard to customize our programs to help you meet your school's goals and needs in a rapidly globalizing world of exponential technological change.

Part 2: Schoolwide Connections

Engaging leadership, teachers, and students in authentic, collaborative projects that address real-world challenges while advancing your school's goals for student growth.

In developing our Future Ready programs, we examined a wide range of influential reports from leading global education authorities. You can access those documents here: [Education Reference Documents](#).

We believe the work of New York State's **Blue Ribbon Commission (BRC) on Graduation Measures** over the past five years makes an especially important contribution to this literature. In particular, the **July 14, 2025 update** reflects goals that align closely with those of education leaders worldwide. For this reason, we have quoted extensively from the BRC's

press release, which highlights both the opportunities and complexities facing educators as they prepare

"The Portrait of a Graduate captures the comprehensive vision New York State holds for its students, blending academic mastery with essential life skills. It affirms that a diploma is not merely a certificate, but a testament to each graduate's readiness to thrive in a complex and rapidly changing world. As we move closer to implementing new graduation measures, the **Portrait of a Graduate** will guide the way as we commit to developing well-rounded, future-ready individuals."

— Board of Regents Chancellor Lester W. Young, Jr.

"The Portrait of a Graduate is a blueprint for future graduates, where academic excellence meets the ever-evolving world outside the classroom. It paints a picture of students who are not just knowledgeable, but also curious, compassionate, and capable of turning challenges into opportunities. It is a testament to the belief that education is not just about learning facts, but about becoming the kind of person who can change the world for the better."

— Commissioner Rosa

The revised **Portrait of a Graduate** supports the P–20 continuum by ensuring educators prepare the whole student to navigate complex, interconnected real-world challenges. You can access the full press release [HERE](#).

We share these comments because New York's goals are entirely consistent with those of **One World Future Ready**. Our programs are designed to help K–12 students thrive in a rapidly changing, globalized world—developing both academic excellence and the capacity to turn challenges into opportunities.

These goals are reflected throughout our initiatives in Part 1: One World Future Ready Programs and Part 3: Academic Support via Our (Bilingual) Academic Accelerator.

The Need for Focused, Innovative Project-Based Learning

Educational goals such as those outlined above cannot be achieved without embedding **Project-Based Learning (PBL)** into classrooms. In today's world—where all human knowledge is literally at our fingertips—PBL is more relevant than ever. As Tony Wagner, author of *The Global Achievement Gap*, explains:

"Today knowledge is free. It's like air, it's like water... There's no competitive advantage to knowing more than the person next to you. The world doesn't care what you know. What the world cares about is what you can do with what you know."

— [Source](#)

The big question, then, is: **How do we help students develop the skills to apply what they know, and what they are learning in the classroom?**

To answer this, **One World Future Ready** has developed a three-part PBL model

[One World's Three Steps to Effective PBL](#):

- ***PBL as the bridge***
- ***Service Learning as the focus***
- ***Design Thinking as a methodology***

This framework addresses one of the central challenges of modern education: preparing students for a rapidly globalizing world of exponential technological change.

Seymour Papert, MIT mathematician and pioneering educator, noted as early as 1998 that ***“we’re seeing a bigger and bigger gap between school and society.”*** If that was true 25 years ago, it is even more pressing today. Papert advocated for PBL, saying:

“What we need is some kind of activity in the classroom where the teacher is learning at the same time as the kids and with the kids.”

You can access Papert’s talk [HERE](#).

We agree wholeheartedly. In fact, this theme is explored in our new book, which you can access [HERE](#).

Similarly, ***Professor Fernando Reimers*** highlights PBL in his paper *Educating for the Fourth Industrial Challenge*, where he identifies problem-based education as essential for developing 21st-century capacities. He writes:

“Some of the capacities necessary to thrive in the 21st century are best gained by engaging students with real problems and by inviting them to try out solutions. Increasing evidence suggests that problem-based education gives students opportunities to develop their agency and breadth.”

You can access Dr. Reimers’ article [HERE](#).

The Need for Informed Project Based Learning

We have long maintained that educators are never being challenged as before, as they are being asked to prepare students for a world that no one understands, for jobs that do not exist. That is more true today than at any time in our history as we explain in this excerpt from our first book: [What’s Next: No One Knows](#)

As our core educational goal is to help educators and students prepare for the unprecedented opportunities and challenges of our 21st century world, we decided that we needed to provide the schools with better support than to say “no one understands the world around us today:”.

We have therefore just published our first online book called which you can access [HERE](#).

The thesis of the book is simple, for the first time in human history dramatic advances in technology and AI have provided humanity with an opportunity to create a post-scarcity world of Sustainable Super Abundance. In this “solved world” humanity has the potential to eliminate poverty, hunger, most diseases, the need to work as well as solve the climate change challenge.

However, in order to achieve this world of Sustainable Super Abundance humanity is going to need to urgently come together to overcome our pressing civilizational challenges.

In the book we call for the creation of a Global Coalition for Sustainable Super Abundance (GCSSA). We recommend that the first task of GCSSA is to generate an urgent conversation on the future of humanity, a conversation that sets goals for the whole of humanity. Goals that every parent can share with their children as they put them to sleep at night.

[The Urgent Need to Generate a Global Conversation on the Future of Humanity](#)

The stakes in front of us are high. According to the former President of the Royal Society of Science, Sir Martin Rees, humanity stands at the most critical moment in the history of our universe since the Big Bang. Oxford philosophers tell us that we are living at the “hinge of history”.

After 250 years of accelerating technological change, the intelligence explosion is arriving decades ahead of schedule, offering humanity unprecedented power to transform our world. It is not clear that we are ready to come tighter to harness these revolutionary technologies to create a post-scarcity, “solved world” where humanity thrives.

As the Doomsday Clock ticks closer to midnight, the decisions we make in the next 25 years will echo across the cosmos for millennia. This is humanity's cosmic choice—unite as one species to build a future of Sustainable Super Abundance or remain fractured until we fall victim to the Great Filter in front of us having failed to build a wisdom commensurate with our technology. The fate of 8.23 billion souls alive today, and trillions yet to be born, hangs in the balance.

As you will see the book we have produced is meant to be a primer on AI and its impact on the world today. We will use this book as an anchor as we roll out new Future Ready classes as well as to guide our innovative PBL programs.

The Need to Develop Schoolwide Programs the Engage your Students and Your Educators with your Community and the World

Our goal here is to work closely with your school and your school district to create citizenship, character and engaged PBL programs that connect your students with your community and the world. To that end we have created a series of citizenship programs and schoolwide PBL activities will help engage your students with the world around them.



Prior to Covid we worked with Professor Reimers and with educators from around the world to take global competence schoolwide. With Professor Reimers support we modified the 13 steps that Professor Reimers outlined in his book *Empowering Students to Improve the World in Sixty Lessons* and then met with 60 educators from across the world to share ideas on how best to bring global competence schoolwide.

Here is the document we produced at the time: [Schoolwide Global Competence Action Plan](#)

At the time, our One World team worked closely with the leadership team from each school to support them as they developed and implemented their schoolwide global competence action plans. We were making strong progress in early 2020 following two conferences led by Professor Reimers in 2019 but unfortunately, Covid derailed those efforts in 2020 and 2021.

We are now proposing schools use a similar approach to take future-ready schoolwide using a series of after school or in-school citizenship classes supported by schoolwide PBL to engage your students and faculty with the world around them: [Taking Future Ready Schoolwide](#)

For those schools interested in adding a character education overlay to these schoolwide or districtwide efforts we recommend using the same 11 Principles program we have used in the past: [Character.org 11 Principles Program](#)

Understanding and Using Artificial Intelligence

The other overarching goal of our book is to help educators understand Artificial Intelligence and how it is impacting your community and our world today. We are confident that the book does a good job of explaining the expected societal impacts of AI which are important to understand. We are in the process of designing electives to help advance that understanding of the world.

One thing is clear to us following the research we did and that is one's capacity to use AI will go a long way in determining the future success of individuals, schools, municipalities and corporations.

We also want to invite you to encourage the usage of AI in many of the programs we look to bring to your schools. For example, if you decide to use our Stock Market game we recommend you encourage students to learn how to use AI to conduct their research. The same goes for many of our other programs. Indeed as this article makes clear AI properly utilized can enhance the PBL process: [How Can AI Enhance Project Based Learning](#)

Part 3: Academic Support via Our (Bilingual) Academic Accelerator



The Academic Accelerator is an innovative bilingual program designed to transform the way students learn and engage with mathematics. Its core mission is to empower students to become owners of their education, equipping them with the skills, confidence, and mindset to succeed academically and beyond.

Flexible Program Delivery

The Academic Accelerator can be implemented in multiple settings to fit school and community needs, including:

- During school hours (in-class support or pull-out groups)
- After-school programs
- Saturday academies
- Holiday intensive sessions
- Summer school

This flexibility allows schools to integrate the program into existing structures or use it as an added layer of enrichment and intervention.

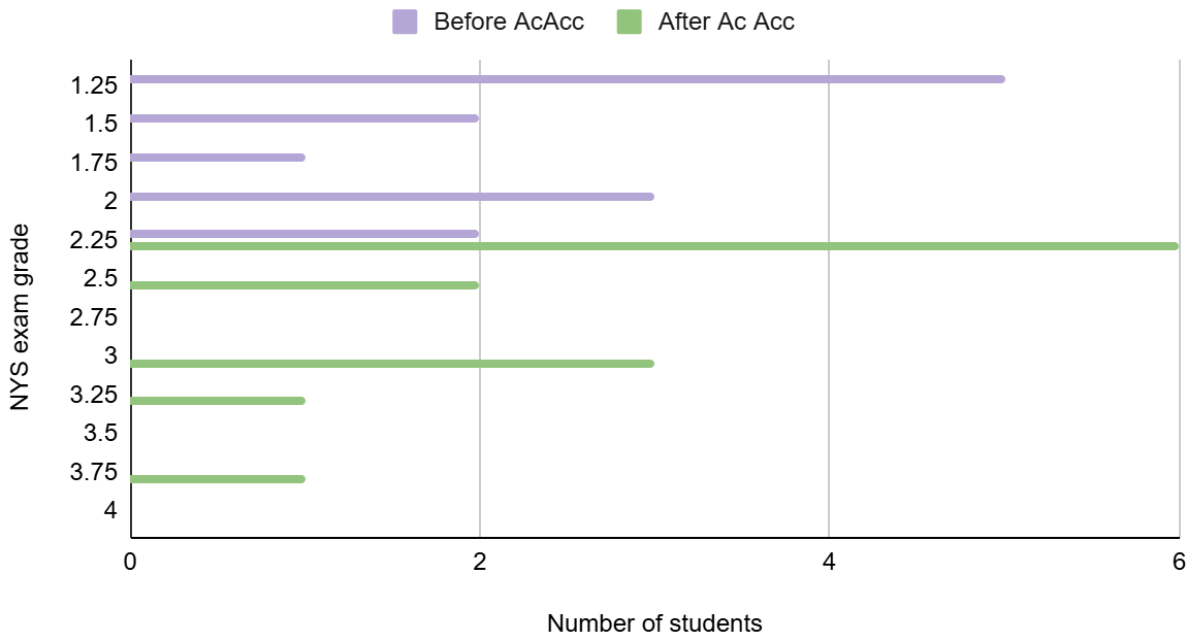
Who We Serve

- The program is designed for students across grades K–12:
- Learners who are struggling and need targeted intervention.
- Students who are thriving and want opportunities for advanced study.
- Communities seeking bilingual or dual-language instruction in English, Spanish, or both.

Proven Results – Brooklyn ENYMSE

At ENYMSE Middle School in Brooklyn, the Academic Accelerator was delivered to 6th, 7th, and 8th grade students in small groups of 3–8, twice a week for 45 minutes per session. The program was primarily delivered in Spanish. After 12–14 weeks, math scores improved by 60%, demonstrating the impact of our student-centered, bilingual approach.

Student's grade



Teaching Philosophy – Constructivism

The Academic Accelerator is built on a constructivist teaching philosophy. Instead of rote memorization, students are guided to explore, question, and discover solutions. This approach fosters:

- Critical thinking : students learn to analyze and problem-solve.
- Active learning: knowledge is built through exploration and application.
- Ownership of learning: students understand not only the what but also the why behind concepts.

Technology & AI Integration

One interesting, future-facing component of our program is the integration of AI tools.

Students use AI platforms to practice problem-solving and become skilled in prompting, reinforcing independence, and creativity.

Teachers and tutors use AI to adapt lessons in real-time and provide personalized support.



Our AI-powered LMS offers each student a path tailored to their strengths and needs. Unlike traditional systems, the Agentic LMS explains errors, adapts feedback, and acts like a personal teacher for every learner

Flipped Classroom Model

The Academic Accelerator offers a flipped classroom option:

- Students watch short instructional videos and complete interactive activities outside class.
- In-person or live sessions are then used for collaboration, practice, and higher-order thinking, maximizing the impact of tutoring time.

Teacher Professional Development

In addition to student learning, the Academic Accelerator provides Professional Development (PD) for teachers. Educators are trained to:

- Implement the constructivist approach in their math instruction.
- Integrate AI tools effectively to extend student learning.
- Deliver the Academic Accelerator curriculum independently, ensuring sustainability.