

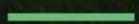
FUTURE EVERYBODY CAMPAIGN



THE GAME THAT BUILDS THE FUTURE

Future Everybody

Outline, Research & Process Document



The game that builds the future. For everybody.

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Four of the world's most authoritative research bodies — the World Economic Forum, OECD, McKinsey Global Institute, and UNESCO — have independently identified the same set of competencies as essential for young people to thrive. Football is one of the few environments where all eight can be built at once, at scale, in every culture.

A Global Skills Crisis, Met On a Pitch

The world is at an inflection point. Four of the most authoritative global research bodies — the World Economic Forum, OECD, McKinsey Global Institute, and UNESCO — have independently identified the same set of competencies as essential for young people to thrive in an increasingly complex, automated, and interconnected world. These are not peripheral soft skills. They are the core human capacities that define employability, civic participation, and personal well-being in the decades ahead.

These eight convergent competencies, the **Future Competencies**, are collaboration, creativity, critical thinking, adaptability, agency, responsibility, resilience, and lifelong learning.

Education systems worldwide are struggling to develop these competencies at scale. Curricula remain content-heavy. Pedagogy remains largely passive and individual. The gap between what the world needs and what schooling delivers has never been more visible, or more consequential.

"A player on a pitch must think critically under pressure, create in real time, collaborate with teammates, adapt to changing conditions, take responsibility for their role, and keep learning. These are not incidental outcomes."

Football offers something remarkable in this context. It is the world's most widely played sport, accessible across every income level, geography, gender, and culture. When coached and structured with intentionality, it is one of the most effective natural environments for developing exactly these competencies.

Future Everybody is the campaign that makes this connection explicit, evidence-based, and global. This document brings together the campaign's research base, its public-facing article, its four-step operating model, its competency framework, and a call to action, into a single working reference for ongoing development, partner conversations, and internal alignment.



01

PART ONE

The Why: The Game Has Always Been a Lesson

Football already teaches what the world most urgently needs. It is time to recognize that, and build on it deliberately.

There is a moment in almost every football match, perhaps every training session, when something extraordinary happens. A teenager, who has spent most of the school day passively absorbing content, suddenly reads the space around them, makes a decision under pressure, adjusts to the unexpected, communicates with teammates without a word, and executes. All in under two seconds.

We have spent decades calling that sport. It is time we recognized it as one of the most powerful forms of learning on the planet.

A Global Skills Crisis with a Ready-Made Answer

Four of the world's most authoritative research institutions — the World Economic Forum, the OECD, McKinsey Global Institute, and UNESCO — have each, independently, arrived at the same conclusion. The competencies young people will need to thrive in the decades ahead are not primarily about knowledge acquisition. They are about the Future Competencies: collaboration, creativity, critical thinking, adaptability, agency, responsibility, resilience, and lifelong learning.

These are not peripheral additions to a well-rounded education. They are the core human capacities that determine whether someone can navigate a rapidly changing workforce, contribute to civic life, and live well.

39%

of core workforce skills will change by
2030 — WEF Future of Jobs Report 2025

14%

growth in demand for social and
emotional skills in the US alone —
McKinsey Global Institute

The OECD's Learning Compass 2030 places co-agency and the ability to create new value at the very center of what education should develop. UNESCO calls for pedagogies of cooperation and solidarity.

Education systems, by and large, are not delivering these competencies at scale. Curricula remain content-heavy. Classrooms remain largely passive. The gap between what schools teach and what the world needs has never been wider, or more visible.

And yet the answer, or at least a significant part of it, has been in front of us all along, on pitches and courts, fields, and stages around the world.

What Football Actually Teaches

Football is the world's most widely played sport. It crosses every income level, every geography, every gender and culture. That universality matters enormously. But what makes football genuinely remarkable, in the context of the global skills conversation, is not just its reach — it is what happens when the game is coached and structured with intention.

"The game that builds the future. For everybody."

A player on a pitch is constantly reading the game, anticipating opponents, making split-second tactical decisions that require genuine critical thinking. They are improvising, creating solutions in real time when the expected path is blocked. They are collaborating through positional interdependence and shared strategy, eleven individuals functioning as one. They are adapting as formations shift, conditions change, and plans fall apart. They are taking personal responsibility for their performance and their teammates. They are learning continuously, from coaches, from failure, from success, from film sessions and conversations after the final whistle. And they are learning about fair play, accountability, respect, and how to come back stronger after a setback.

These are not incidental outcomes of sport. They are inherent to football, when the game is done well.

The key phrase, of course, is *'when the game is done well.'* Not every football session develops these competencies. But when coaches understand the connection between what they do on the training pitch and the skills

frameworks that the world's leading research institutions are describing, that understanding changes everything about how they design sessions, give feedback, and build their programs.

From Insight to Campaign

Built on the convergent findings of the WEF, OECD, McKinsey, and UNESCO, Future Everybody argues that football, and sport more broadly, alongside arts and music, is not supplemental to education. It is one of the most effective and scalable vehicles for the competency development that education systems are struggling to deliver.

The campaign operates across four interconnected steps, and it starts at the grassroots. **Awareness** begins with local clubs, then builds outward to federations, governments, and sports governing bodies. **Infusion** puts that narrative into practice inside local clubs, training coaches and equipping families and players with simple resources. **Transfer** creates explicit, intentional pathways, led by schools, for those same competencies to travel from the pitch into the classroom and everyday life. And **Storytelling** captures and amplifies real stories of transformation, because policy changes minds, but stories change culture.

FIFA's Football for Schools program, already operating in more than 100 countries in partnership with UNESCO, provides the foundation on which Future Everybody builds. The campaign offers the narrative architecture, the evidence framing, and the public momentum that carries the Football for Schools mission to the scale it deserves.

The Gap Is Not What We've Been Doing, but Understanding It

The issue that needs to be addressed is fourfold:

1. To understand and deliberately enhance the future-ready collaborative, creative, and critical thinking skills that are inherent in all sports, especially team sports such as football.

2. To use coaching to draw out this understanding for all players, parents, and the community.
3. To actively work to transfer these skills and competencies to other parts of each child's life.
4. To acknowledge and reward the future-ready skills that players are learning and exhibiting, not only the specific sports skills.

It does not require new structures or systems. It requires a new mindset and approach. We are already going through the process. We are just leaving too much unsaid, unacknowledged, and unrewarded.

For Everybody, That Is the Point

The name carries a deliberate double meaning. The future skills identified by WEF, OECD, McKinsey, and UNESCO are not skills for the fortunate. They are competencies every person will need, and every person deserves access to the environments that develop them. At the same time, no other sport or activity reaches everybody the way football does. The universality of the game is not incidental to the campaign. It is central to it.

Future Everybody is designed to reach the most marginalized young people first. Its advocacy asks governments to embed sport-based learning in national curriculum frameworks. Its Infusion step is modular, scalable, and adaptable to low-resource contexts, starting with the local clubs that are often closest to marginalized communities.

There is a version of the future where the extraordinary learning that happens on football pitches every single day remains invisible to the systems that could recognize, resource, and scale it. And there is a version where we make the connection explicit. Future Everybody is the campaign that works toward the second version of that future.



02

PART TWO

The What: The Eight Competencies

Football is one of the few environments in which all eight can be developed simultaneously, at scale, across every culture.

THE EIGHT FUTURE COMPETENCIES

Across WEF's Future of Jobs Report 2025, OECD's Learning Compass 2030, McKinsey's DELTAs Framework, and UNESCO's Reimagining Our Futures Together, these Future Competencies appear consistently as the foundation of future-ready human capability.

COMPETENCY	FOOTBALL CALLS IT	HOW FOOTBALL DEVELOPS IT
Collaboration	<i>Teamwork</i>	Team cohesion, positional interdependence, shared strategy — eleven individuals functioning as one.
Creativity	<i>Find a Way</i>	Improvising solutions, inventing plays, finding new approaches when the expected path is blocked.
Critical Thinking	<i>Read the Game</i>	Reading the game, anticipating opponents, making split-second tactical decisions under pressure.
Adaptability	<i>Adapt</i>	Responding to changing scorelines, formations, conditions, and opponents in real time.
Agency	<i>Own It</i>	Personal responsibility for performance, goal-setting, and continuous self-improvement.
Responsibility	<i>Play Fair</i>	Fair play, respect for opponents, and accountability to teammates and community.
Resilience	<i>Keep Going</i>	Recovering from setbacks, sustaining effort through adversity, returning stronger after failure.
Lifelong Learning	<i>Keep Growing</i>	Analyzing performance, receiving feedback, and training to grow across an entire playing lifetime.

Understanding the Future Competencies

The Future Competencies stand alone — each is needed and valued. However, they can also be grouped to showcase how, as a composite, they create a new competency. Seven groupings follow, each useful for a different audience.

1 — OUTCOME PAIRINGS

Often used and desired composite outcomes in sport, including football.

Drive	Agency, Resilience
Ingenuity	Critical Thinking, Creativity
Character	Collaboration, Responsibility
Growth	Adaptability, Lifelong Learning

2 — COGNITIVE, INTRA- AND INTERPERSONAL GROUPING

Draws on the cognitive / intrapersonal / interpersonal domains used in deeper-learning literature, including the National Research Council.

Cognitive	Critical Thinking, Creativity, Adaptability
Intrapersonal	Agency, Lifelong Learning, Resilience
Interpersonal	Collaboration, Responsibility

3 — MOMENT-IN-THE-GAME GROUPING (TEMPORAL)

Organizes the competencies by when they show up relative to the match itself.

In the Moment	Critical Thinking, Adaptability
Over the Match	Collaboration, Resilience
Beyond the Match	Lifelong Learning, Agency
Underlying It All	Creativity, Responsibility

4 — WEF / OECD-STYLE SKILL CATEGORIES

Frequently stated and desired future-ready skill categories.

Thinking Skills	Critical Thinking, Creativity
Self-Management Skills	Agency, Resilience, Lifelong Learning
Social Skills	Collaboration, Responsibility
Meta-Skill	Adaptability — often treated as the skill of combining skills

5 — HEAD / HEART / HANDS GROUPING

A widely recognized framing in youth development language.

Head	Critical Thinking, Creativity, Lifelong Learning
Heart	Responsibility, Resilience, Agency
Hands	Collaboration, Adaptability

6 — VOICE & FAIRNESS GROUPING

Maps the Future Competencies onto indicators many dialogue- and civic-participation programs measure: confidence, listening across differences, expressing an opinion, and understanding fairness and inclusion. Useful for partners whose monitoring frameworks track these behaviors.

Confidence	Agency, Resilience
Ability to express an opinion	Agency, Collaboration
Willingness to listen to different views	Collaboration, Responsibility
Understanding of fairness and inclusion	Responsibility, Collaboration

The first competency listed is the primary driver; the second reinforces it. Together, Agency, Collaboration, Responsibility, and Resilience form a Voice cluster.

7 — CIVIC THEMES GROUPING (KENYA PILOT DISCUSSIONS)

Maps the ten Score4Democracy game themes onto the Future Competencies — civic and social by design, leaving out Adaptability and Resilience, which govern performance under pressure rather than dialogue and community life.

Fairness and agreed rules	Responsibility, Collaboration
Voice and participation	Agency, Collaboration
Leadership and accountability	Agency, Responsibility
Cooperation and solidarity	Collaboration, Responsibility
Inclusion and non-discrimination	Responsibility, Collaboration
Access to accurate information	Critical Thinking, Lifelong Learning
Peaceful disagreement	Collaboration, Responsibility
Gender equality	Responsibility, Collaboration
Rights and responsibilities	Responsibility, Agency
Community problem-solving	Responsibility, Critical Thinking, Creativity

03

PART THREE

The How: Four Steps, Grassroots Out

Awareness, Infusion, Transfer, and Storytelling — each step making the others more credible and more impactful.

Future Everybody is structured as a four-stage campaign operating across sporting clubs, education systems, families, and communities. It starts at the grassroots, with local clubs, and builds outward from there. It takes what could be called the 'hidden curriculum' in sport — teamwork, decision making, problem solving, perseverance — and targets, acknowledges, and promotes it through simple, easy-to-use scaffolds and rubrics for coaches, families, and players.

Sport is practice for life. Future Everybody makes that clear.

CAMPAIGN ARCHITECTURE AT A GLANCE

	1. AWARENESS	2. INFUSION	3. TRANSFER	4. STORYTELLING
Audience	Clubs, families, players, federations, donors	Coaches, community football leaders	School leaders, educators, PE teachers	General public, youth, policymakers, donors
Channel	Policy forums, local club and federation media	Local clubs	School, school-club, school-club-community partnerships	Digital content, club and federation media, FE website
Output	Policy briefs, advocacy articles, public commitments	Webinar, Rubric, and Guide; Coach Modules and Certification	Shared competency language, transfer tools for educators and families	Documentary series, story bank, youth-led content
Success Metric	Club commitments, media reach, fund contributions	Clubs and coaches trained, schools reached, countries reached	Schools engaged, documented transfer, family uptake	Stories collected, views, shares, youth voice amplified

01 Awareness

Create a globally recognized, research-backed narrative that positions football as a vehicle for 21st-century skills development, and mobilize clubs, communities, and schools first, then build outward to federations, governments, institutions, and the public.

Key Activities

- Local club launch: founding clubs adopt the framework and begin communicating it to players, families, and local media
- Federation engagement toward formal recognition, as adoption builds at club level
- A Future Everybody Declaration – an open letter from clubs, coaches, and young people, building toward signatures from ministers and football leaders
- A policy brief series anchored in the WEF/OECD/McKinsey/UNESCO consensus
- Media and thought leadership, starting local and expanding to national and international coverage

Advocacy Asks

- Clubs and coaches adopt Future Everybody as shared language for development already happening
- Federations and FIFA member associations recognize and endorse the framework
- Governments formally recognize sport-based learning in national curriculum frameworks
- Donors invest in scaling from grassroots clubs into national and federation-level programs
- Media cover the football-education link as a serious policy story, not a human-interest sidebar

02 Infusion

Build the practical capacity of coaches at the local club level to intentionally develop the Future Competencies through the sessions they already run, moving Future Everybody from campaign to practice. Families and players themselves get simple resources that name and reinforce those same competencies at home.

Coach Training Program

Free	00 — Introductory webinar plus release of Rubric and Guide
Paid	01 — Foundation Module: the evidence base for the Future Competencies
	02 — Competency Mapping Module: the rubric and examples of its use in practices and games
	03 — Session Design Module: planning sessions with explicit competency goals
	04 — Reflection and Feedback Module: simple tools to observe and document growth
	05 — Community and Context Module: adapting the program to local conditions

Delivered first through local clubs, then scaled through FIFA's coaching infrastructure across 211 member associations. Modular and scalable — face-to-face, blended, and fully online — and translated into FIFA's six official languages as a minimum. Coaches completing the full program receive a Future Everybody Coach certification.

03 Transfer

Ensure the competencies built on the pitch do not stay on the pitch. Schools take up the framework, carrying the Future Competencies from the club into the classroom, and from club and school into everyday life — backed by more in-depth resources and workshops for educators than the club-level materials in Infusion.

Skills built in one setting do not automatically show up in another without deliberate bridging — a finding well established in the learning sciences literature on transfer of learning.

Key Activities

- Club-school partnership briefings so the same competency language is used in both settings
- In-depth educator workshops giving teachers pedagogy and assessment tools
- A full educator resource pack: lesson-ready activities, discussion prompts, assessment guidance
- Transfer-language cards so a competency named on the pitch is named the same way in class

- Joint coach-teacher check-ins comparing classroom and pitch behavior
 - A structured case study process documenting individual instances of visible transfer
-

04 Storytelling

Capture and amplify real stories of transformation from the pitch, making the evidence human, emotional, and shareable. Stories reach people that policy briefs never will, and build the cultural shift that sustains long-term change.

Storytelling Strands

- **Young Player Stories** — short documentary portraits told in their own words
- **Coach Stories** — profiles of coaches who intentionally built the Future Competencies, with practical insight into how
- **Community Stories** — communities transformed by football programs, told through families, schools, local leaders
- **Transfer Stories** — moments where a skill built on the pitch visibly showed up in a classroom, at home, or in the community
- **Data Stories** — the global evidence base translated into compelling visual and narrative content

A core principle: young people are not only subjects of the stories, they are storytellers. Youth-led storytelling workshops, integrated into Infusion and the Football for Schools curriculum, build voice, agency, and media literacy as part of the program itself.



04

PART FOUR

The When: Rollout Timeline

Each tier only becomes defensible once the tier below it has proof — the sequencing matters as much as the dates.

Future Everybody rolls out in phases, with each fee tier realistic for youth sports and school professional-development budgets. A federation conversation should not get ahead of club renewal data, and schools should not be approached before clubs have validated that the framework works.

PHASE	TIMING	TIER	WHAT HAPPENS
1. Foundation	Months 0–6	<i>Free</i>	Rubric, Field Card, and intro webinar go out to founding pilot clubs. Goal is adoption and feedback, not revenue.
2. Club Paid Launch	Months 6–12	<i>Club (paid)</i>	Once founding clubs have used the materials for a season and there are testimonials, the paid subscription opens. Founding clubs receive a discounted rate in exchange for case studies and referrals.
3. Club Scale	Year 2 (Months 12–24)	<i>Club (paid)</i>	Expansion beyond founding clubs into the first pilot country or region. This is where renewal gets proven — the number that makes everything after it credible.
4. School / Transfer Launch	Year 2 (Months 18–24)	<i>School / Transfer</i>	Launches once there is a base of clubs with at least one renewal cycle behind them, starting with schools already fed by paying clubs, not cold outreach.
5. Federation Conversations	Year 2–3	<i>Federation / Enterprise</i>	Once there are enough clubs, schools, and story-bank material to make the data case, the conversation moves to a national federation or formalizes the FIFA / adidas Foundation partnership.



05

PART FIVE

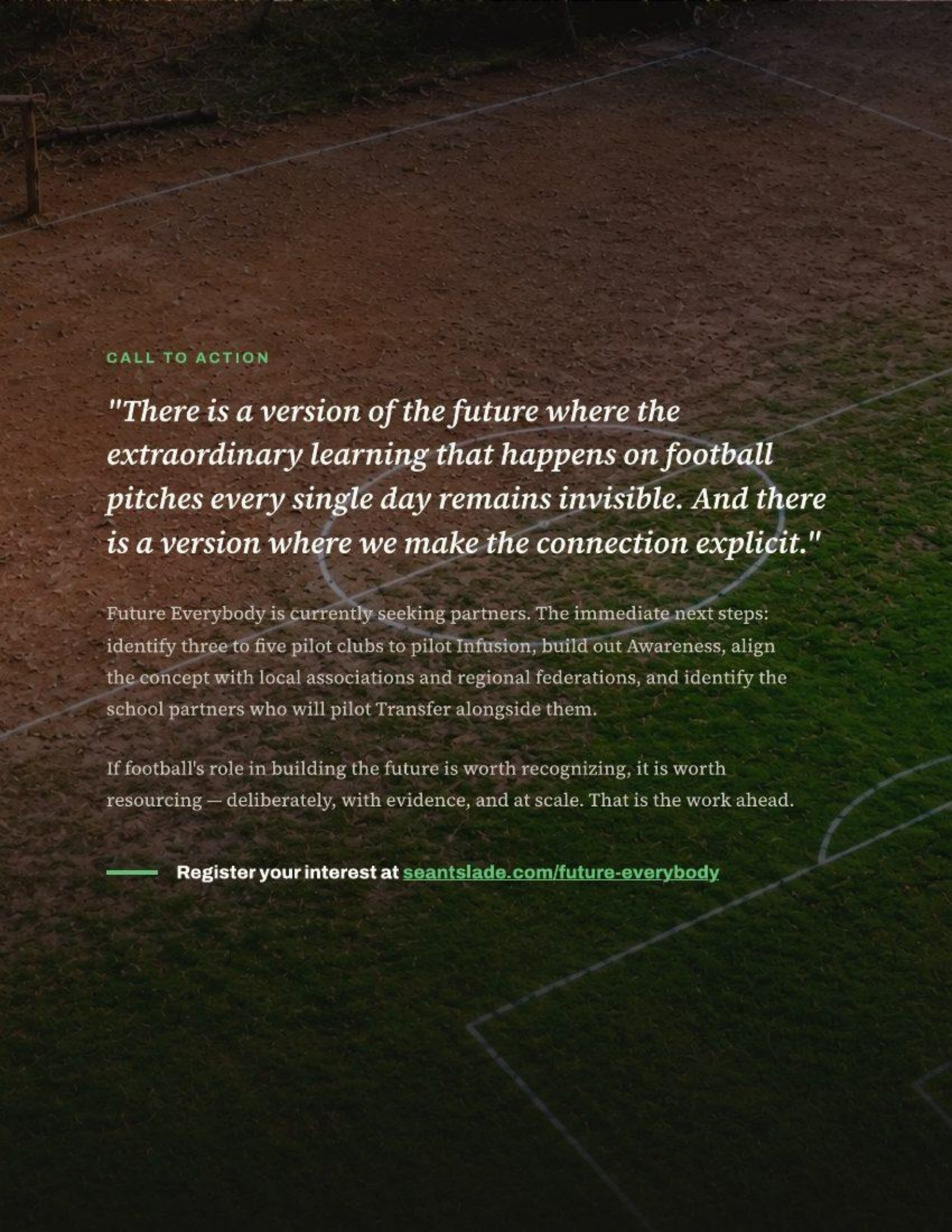
The Where: The Founding Pilot

A framework tested across three very different club environments and community contexts.

Future Everybody is currently looking for clubs to take part in the founding pilot. This is where Awareness and Infusion get tested in practice, with a small group of clubs adopting the framework first, generating the feedback and early evidence that everything in the rollout timeline builds on.

There is already interest from clubs in Kenya, the United Kingdom, and the United States — three very different club environments and community contexts, which is itself valuable. A framework that works for a grassroots club in Kenya, a community club in the UK, and a youth club in the US is a framework with a genuine claim to being adaptable across geographies and resource levels, not just in theory.

COUNTRY / REGION	STATUS
Kenya	Discussions underway with a Kenya-based youth football and civic-engagement partner regarding a Kenyan Pilot connecting Future Everybody with local football and civic action projects.
United Kingdom	Interest expressed from local clubs.
United States	Interest expressed from local clubs and foundations.
Additional Regions	Open, particularly clubs that can extend the pilot's geographic and cultural range.



CALL TO ACTION

"There is a version of the future where the extraordinary learning that happens on football pitches every single day remains invisible. And there is a version where we make the connection explicit."

Future Everybody is currently seeking partners. The immediate next steps: identify three to five pilot clubs to pilot Infusion, build out Awareness, align the concept with local associations and regional federations, and identify the school partners who will pilot Transfer alongside them.

If football's role in building the future is worth recognizing, it is worth resourcing — deliberately, with evidence, and at scale. That is the work ahead.

— Register your interest at seantslade.com/future-everybody