

Next Generation Economy

A Regenerative, Democratic Society Focused on Lifelong Learning and Community Empowerment

Vision

The Next Generation Economy is built not on profit, extraction, or hierarchy, but on personal growth, ongoing education, and cooperation. It is a system where everyone is encouraged to grow, contribute, and succeed—not by climbing social ladders, but by working together, learning continuously, and sharing responsibility.

This economy blends education-first values, democratic resource sharing, and cooperative self-management—creating a society where freedom, care, and curiosity shape daily life and long-term goals.

Core Foundations of the Next Generation Economy

1. Universal Foundations

- Basic needs such as housing, food, healthcare, and safety are guaranteed
- Ensures everyone can focus on learning and growth

2. Lifelong Learning Ecosystem

- Education happens everywhere — at home, at work, in councils, and in public life
- Everyone both teaches and learns continuously

3. Democratic Resource Allocation

- Materials, tools, and time are shared and managed by community councils and cooperatives
- Emphasizes decentralized, local decision-making

4. **Regenerative Culture & Ecology**

- Resource use follows principles of environmental health, zero waste, and ethical standards
- Designed to keep resources sustainable for future generations

5. **Work as Growth, Not Exploitation**

- Jobs support community, creativity, knowledge sharing, and care
- Values mentoring, innovation, and contributions beyond traditional economic outputs

6. **Self-Managed Institutions**

- Cooperatives and assemblies run economic activities
- Decision-making is local, direct, democratic, and transparent

7. **Mutual Aid & Responsibility**

- No one is left behind
- Skill-sharing and restorative conflict resolution build shared responsibility

How It Works

- **Commons-Based Resource Infrastructure**

Public tool and material libraries, shared workspaces, time set aside for learning and caregiving, and bioregional ingredient networks form the backbone of the economy.

- **Grants Instead of Capital**

Grants fund prototyping, creative work, and project growth

Peer panels award grants based on community value, creativity, and regenerative alignment

No debt or loss of ownership is incurred

- **Apprenticeship & Reciprocal Learning**

People learn by doing and teaching

Education is decentralized and embedded in daily work, councils, and community

projects

- **Ecological & Ethical Boundaries**
 - Local and seasonal sourcing guide production
 - Extractive practices and monocultures are avoided
 - Resource planning is open and sustainable
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Social Structure and Governance

1. **Worker & Learner Cooperatives**
 - Run democratically by those involved
 - Transparent and local decision-making processes
 2. **Federated Councils**
 - Local groups coordinate through voluntary federations
 - Share resources and plan collaboratively
 3. **Restorative Conflict Systems**
 - Problems solved through dialogue and repair
 - Avoidance of punitive measures
 4. **Non-Hierarchical Education**
 - Learning based on interest, need, and contribution
 - No grades or ranking systems
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Living Components

1. **Basic Needs**

- Guaranteed universally through public provision
- Provide a foundation for personal growth and security

2. Work

- Cooperative and project-based
- Designed to benefit individuals and communities

3. Education

- Free, accessible everywhere, and for all people
- Supports continuous learning and development

4. Resources

- Commons-based and sustainably sourced
- Encourages shared stewardship and renewal

5. Governance

- Councils and federations enable direct democracy and local control

6. Culture

- Creative, open, and decentralized
- Fosters shared identity and individual expression

Guiding Principles

- Everyone teaches, everyone learns
- To contribute is to grow
- Shared growth is valued over competition

- Care is the foundation of society
 - Freedom is built collectively
 - Nature sets the limits; imagination sets the goals
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What It Feels Like

- Waking up in a home you didn't have to fight for
 - Walking to a learning circle you help run
 - Spending your day growing food, hosting workshops, fixing tools, creating music, etc.
 - Your efforts help others, and others' efforts help you
 - No bosses, landlords, or tuition fees
 - People learning, working, and thriving together
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Final Thought

In the Next Generation Economy, people don't ask "What do you do for a living?"

They ask:

"What are you learning, building, or becoming — and how can we help each other?"

First Principles: No Money, No State — But Still Accountable

- **Money is a symbolic proxy for value**; it becomes unnecessary if we have more accurate, transparent, and meaningful forms of **value accounting**.

- **The "public" becomes the **federated collective of all participants**—not a separate class of officials or institutions.
 - Services are not "funded" but **resourced, staffed, and maintained** through **reciprocity, shared need, and transparent accounting of labor, materials, and time**.
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Resource Allocation Without Money

1. Commons-Based Peer Production

Inspired by Elinor Ostrom, Wikipedia, and open-source software:

- Individuals and crews contribute to **shared infrastructure** (like transport, health, kitchens, or data systems) because they **directly benefit** from it.
- **Access is guaranteed**, but **contributions are tracked**—not to punish non-contributors, but to support **planning and coordination**.

Example:

A **community health clinic** operates with volunteer healers, local herbalists, nurse apprentices, and tool-sharing networks. Supply logistics are coordinated via a **regional health guild**, and contributions are logged via **open ledgers** (not tied to reputation or credit, but to transparency and planning).

2. Time and Resource Ledgers (Not Currency)

Instead of money, **transparent, distributed ledgers** track:

- **Time spent contributing to services**
- **Materials used or requested**
- **Maintenance cycles**
- **Ecological footprints**
- **Surpluses and shortages**

This information isn't used to **rank or punish**, but to:

- Prevent burnout
- Signal resource needs
- Forecast planning
- Coordinate decentralized decision-making

Tools:

- **Digital mutual credit systems** (e.g., Holochain, Circles UBI)
 - **Non-transferable “contribution credits”** (not currency, not hoardable)
 - **Ecological or social impact tokens** for specific projects
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3. Voluntary Federation of Syndicates

Syndicates (workplace/sector collectives) **federate regionally and bioregionally** to coordinate large-scale services like:

- Mobility and logistics networks
- Public education and lifelong learning
- Health care systems
- Water, food, energy infrastructure

Each syndicate **pledges contributions** based on capacity, ecological limits, and mutual agreements.

There is **no taxation**, but there are **binding social commitments**.

Example:

A solar energy syndicate in a desert region federates with northern heating syndicates in a seasonal energy exchange. They don't sell electricity—they **share infrastructure**, and **contribution logs and access guarantees** are recorded in shared community ledgers.

Reciprocity Instead of Profit

- Care work, food preparation, maintenance, and teaching are **accounted for as core societal labor**, not “women’s work” or “volunteering.”
- Value circulates through **relational obligations, guild commitments, and interdependent needs**.
- **Those who give to the commons** gain guaranteed access to what they need—but no one is denied the basics if they can’t contribute.

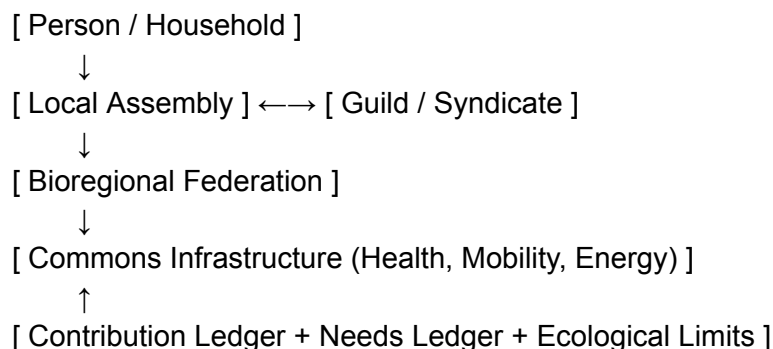
Coordinating Justice and Fairness

Without state courts or bureaucrats, fairness is maintained through:

- **Restorative councils**
- **Rotating stewards** elected by **local assembly**
- **Transparent, participatory planning** with immediate opt-outs and opt-ins
- Conflict is mediated by **facilitators, not rulers**

Everyone has visibility into where energy, time, materials, and human care are flowing.

Diagrammatic Model (Text-Only Sketch)



In Summary — Financing Without Finance

Traditional Economy	Ana-Syn Equivalent
Publicly funded services	Federated commons infrastructure
Money/taxation	Time + material + need ledgers
Government departments	Syndicates and councils
Currency circulation	Reciprocity + trust + need-based distribution
Profit motive	Collective wellbeing + ecological responsibility
Credit ratings / income	Contribution visibility (opt-in)
State regulation	Restorative councils + direct assemblies

If **competition** is based on *contribution*, *expression*, and *collective advancement*, then it shouldn't be entangled with **basic survival or growth needs** like food, shelter, healthcare, education, or personal development. Those are **guaranteed in the Next Generation Economy** as part of the commons.

A dedicated **Challenge Sphere** is a **parallel system of competition** — that exists **outside of survival economics**, but still serves cultural, technological, and social evolution.

The Challenge Sphere

A Separate System for Voluntary, High-Stakes Contribution & Public Competition

Purpose

To host **voluntary competitions** among collectives, industries, or individuals in fields like:

- Science & Research
- Medicine & Health Innovation
- Environmental Regeneration
- Education & Pedagogy
- Arts, Sports & Performance
- Design, Infrastructure & Civic Engineering
- Communication, Mediation, and Governance Tools

This is **not for survival or dominance**—but for **recognition, pushing boundaries, advancing knowledge**, and **inspiring public imagination**.

Key Features

1. Parallel & Voluntary

- Not tied to income, status, housing, or basic resource access
 - Participants are fully supported by the main economy (development hours, workspace, needs met)
 - Joining a challenge is a **choice**, not a requirement for livelihood
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2. Challenge Domains

Challenges are organized by **domain** rather than by company or market sector. For example:

Domain	Example Challenges
Health & Medicine	Design a zero-waste mobile clinic for remote bioregions

Education & Learning	Build a cross-cultural, non-written literacy curriculum
Sports & Movement	Develop a decentralized multi-sport game for interbioregional leagues
Ecological Design	Reforest a degraded watershed with 90% native resilience
Engineering	Create energy systems that don't rely on rare minerals
Mediation & Conflict	Resolve a real-world tension using a restorative model and document the process
Cultural Arts	Design a multi-medium public celebration around a lost practice or unspoken need

3. Team-Based or Collective Entry

- Individuals can enter but are encouraged to **form collectives**
 - Interdisciplinary teams are valued (e.g., healers + designers + educators in one cohort)
 - Collective entries mean **all members are co-recognized**
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4. Transparent Evaluation Panels

- Judging is **peer-based, community-informed, and rotating**
- Different domains may have different evaluation styles:
 - Scientific rigor and replicability
 - Beauty and symbolic meaning
 - Impact and relational repair
 - Relevance to bioregional context

No prize money. No title hoarding. Just **documented impact and visibility**.

5. Public Archiving and Education

All results (including failures) are:

- **Archived in open public knowledge libraries**
- Used in **future training, prototyping, or curricula**
- Integrated into **living datasets and regeneration tools**

Each competition leaves behind **something usable, buildable, and shareable**.

6. Recognition & Reciprocity (Non-Monetary)

Instead of cash prizes, competitors may receive:

- **Priority access to resource-intensive infrastructure** for future projects
 - **Delegation invitations** to next-level challenges or assemblies
 - **Cultural acknowledgment** (ceremony, celebration, publication, festival)
 - **Public mentorship requests** (people seek to study under them or with them)
 - **Pause time**: guaranteed time off to rest and regenerate before the next pursuit
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Relationship to the Main Economy

Category	Main Economy	Challenge Sphere
Purpose	Guarantee needs, enable growth	Advance fields, deepen excellence
Participation	Universal	Voluntary
Resources	Commons-based access	Commons + grants

Outcome	Care, wellbeing, autonomy	Innovation, refinement, vision
Risk	Minimal or shared	Contained and chosen
Recognition	Social belonging	Become the stuff of legend!

Philosophy

“We ensure all thrive—then we challenge each other to evolve.”

“To compete is to contribute, but not all contribution requires competition.”

“Innovation is a ritual, not a requirement.”

How Public Education Shapes Society

Public education is one of the most powerful forces shaping the values, structure, and future of any society. It is not merely a delivery system for information — it is a cultural engine, a civic training ground, and a moral compass. What we teach, how we teach, and who gets to participate all determine the kind of world we build.

1. Instills Core Values and Worldviews

From early childhood through adolescence, public education defines what is considered normal, valuable, and possible. Whether emphasizing competition or cooperation, obedience or curiosity, extraction or regeneration — schools reproduce the economic and political logic of their time.

2. Reproduces or Challenges Power Structures

Education systems can reinforce existing hierarchies (class, race, gender, ability), or they can be tools for liberation. Who controls the curriculum? Who is represented in textbooks? Who feels safe, included, and empowered? These answers determine whether schooling maintains inequality or uproots it.

3. Prepares People for Roles in the Economy

Public education has historically been tied to labor markets: producing factory workers, service providers, or tech professionals. But it can also prepare citizens for meaningful work that heals land, serves community, and supports collective well-being — if it redefines what counts as “productive.”

4. Shapes Citizenship and Participation

Schools teach young people how (or whether) to participate in public life. Do students learn obedience to authority, or how to question it? Are they trained to vote, organize, or budget collectively? Public education can build democratic capacity — or suppress it.

5. Forms Identity and Social Imagination

Education molds how people see themselves and each other. It can inspire empathy, critical thinking, and a sense of shared destiny — or sow division, inequity, and apathy. A society's future is limited or expanded by what its youth are allowed to imagine.

Final Thought

Public education doesn't just teach subjects. It teaches society how to exist. The question isn't *whether* schools shape the future — but *which future* they're shaping, and who gets to decide.

How Radical Left-Wing Anti-Capitalists Can Use Public Education to Advance Liberation

Public education is a battleground — not just for curriculum, but for culture, power, and the future. For radical anti-capitalists, it is a strategic site to dismantle systems of exploitation and build collective capacity for a liberated, regenerative society.

1. Transform the Purpose of Education

From job training → to collective empowerment

- Reject education as preparation for wage labor or capitalist productivity.
 - Reframe learning as a lifelong, communal process of becoming free, conscious, and interdependent.
 - The main educational goals become self-care, cooperation, ecological literacy, and collective well-being which are prioritized over, but still include, advancing knowledge.
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2. Democratize Curriculum and Control

From state/corporate curriculum → to community-rooted knowledge

- Replace standardized, whitewashed textbooks with histories from below: Indigenous resistance, labor struggles, abolition, queer liberation.
 - Teach critical political economy, mutual aid, anti-racism, and ecological justice as core subjects.
 - Build school councils that include students, educators, families, and workers in decision-making.
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3. Use Schools as Commons and Base-Building Sites

From isolated institutions → to revolutionary infrastructure

- Open school buildings after-hours for organizing, popular education, food distribution, and mutual aid.
 - Partner with unions, housing coalitions, and grassroots collectives to turn schools into hubs for democratic life.
 - Build affinity circles among students, parents, and educators to organize beyond the classroom.
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4. Abolish Capitalist Discipline and Hierarchy

From obedience and meritocracy → to freedom and solidarity

- End punitive discipline, competition, grading, and ranking.
 - Foster cooperative projects, peer teaching, emotional literacy, and collective accountability.
 - Train youth not to conform, but to imagine and build other worlds.
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5. Prepare for Post-Capitalist Transition

From survival under capitalism → to building what's next

- Teach tools for organizing: consensus, facilitation, mediation, collective budgeting.
 - Introduce democratic economics through school-based co-ops and shared governance.
 - Embed students in real-world regeneration efforts: land restoration, food sovereignty, care networks.
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Final Thought

Public education is not neutral. Either it trains the next generation to serve capital — or it prepares them to dismantle it. Use the schools to liberate the future.

Economics 101: Next Generation Public Education

Building Strong Families and Protecting Freedom Through Education

Dear Parents and Guardians,

Our schools play a central role in shaping the future of our children—and by extension, the future of our communities and country. As families who cherish faith, freedom, and responsibility, we have an important opportunity to help guide education so it reflects our shared values and prepares our children for a life of purpose.

Here's how we can work together to make our schools a place where children grow into strong, capable, and free citizens:

1. Education That Builds Character and Family Values

School should do more than just prepare kids for jobs. It should teach respect, responsibility, and the importance of serving others—values that strengthen families and communities.

2. Putting Parents and Local Communities in Charge

Decisions about what our children learn and how schools operate belong to parents, teachers, and community leaders—not distant bureaucrats. We can make sure our schools reflect our traditions, history, and love of liberty.

3. Introducing Economics 101: Next Generation Public Education

A new course called *Economics 101* is being introduced to teach students how economies really work—not just about money, but about cooperation, community, and shared responsibility. It helps young people understand how to build strong communities where everyone contributes and no one is left behind. This course encourages critical thinking about work, freedom, and stewardship of resources—key lessons that align with family values and personal responsibility.

4. Schools as Community Hubs

Schools can be centers where families come together—not just for classes, but for mentoring, community events, and support programs that uplift everyone.

5. Encouraging Excellence and Accountability

Discipline, hard work, and cooperation are key to helping children succeed and become responsible adults who contribute meaningfully to society.

6. Preparing Our Children to Be Leaders and Citizens

Teaching leadership, civic engagement, and practical skills will help our children grow into adults who protect freedom and strengthen our communities.

Together, by supporting our schools and getting involved, we ensure that our children receive an education rooted in family, faith, and freedom. This is how we safeguard the values we hold dear for generations to come.

Thank you for being part of this important work!

Econ 101 Curriculum:

Engaging with the Updated Next Generation Economy Through the Freire Education Model

Course Overview

This course invites students to critically analyze traditional and contemporary economic systems, reflect on social, ecological, and ethical dimensions, and actively participate in projects that embody democratic, regenerative, and cooperative economic principles. Learning is grounded in praxis — combining reflection and action — to cultivate empowered, thoughtful citizens who can contribute to building a just and sustainable economy.

Course Duration

- **One academic year** (2 semesters)
 - **Class sessions:** 3 times per week, 50 minutes each
 - **Capstone project:** Community-based economic initiative, advocacy campaign, or cooperative design
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Learning Goals

By course end, students will be able to:

1. Critically examine economic structures and their social and ecological impacts.
 2. Articulate the core principles and foundational elements of the Next Generation Economy.
 3. Reflect on personal and community relationships to economic systems.
 4. Collaborate in designing and implementing projects that reflect democratic resource sharing, cooperative work, and ecological stewardship.
 5. Communicate ideas effectively and advocate for systemic transformation.
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Unit Breakdown

Unit 1: Foundations of Economic Thought and Critical Inquiry

- Introduction to economics: traditional vs. Next Generation Economy
- Power, inequality, and environment in economic systems
- Reflection journals and dialogues on personal economic experiences
- Critical discussions using real-world case studies

Unit 2: Exploring Econ 101 Principles

- Universal foundations, democratic resource allocation, regenerative ecology
- Cooperative institutions and mutual aid in practice
- Role-plays and simulations of council governance and cooperative decision-making
- Reflective essays linking principles to students' lives and communities

Unit 3: Resource Sharing, Work, and Education as Growth

- Commons-based resource infrastructure
- Work as personal and community growth, not exploitation
- Lifelong learning ecosystems and apprenticeship models
- Project-based learning: design a cooperative or learning hub

Unit 4: Competition, Cooperation, and Transition Challenges

- Understanding cooperative competition (coopetition) and challenge spheres
- Analyzing transition challenges: governance, financing, cultural shifts
- Simulation game or role-play managing sunset clauses and community trust
- Group reflection on conflict resolution and community engagement

Unit 5: Ecological Economics and Sustainability

- Bioregional planning and ecological limits
- Zero waste and ethical sourcing principles
- Field visits to local regenerative projects or sustainable businesses
- Collaborative design of a sustainability initiative for school or community

Unit 6: Governance, Justice, and Cultural Transformation

- Non-hierarchical governance, federated councils, restorative conflict systems
- Inclusion, power dynamics, and social justice in economic systems
- Student-led council simulations and community dialogues
- Reflection on building culture that values care and shared freedom

Unit 7: Capstone Project — Design, Implementation, and Reflection

- Teams design community economic initiatives aligned with Econ 101
- Plan, execute, and adapt projects with community input
- Present projects and reflect on lessons learned and impacts
- Final reflective essays connecting personal growth to economic transformation

Assessment Methods

- Reflective journals and essays
- Group projects and presentations
- Participation in dialogues, simulations, and community activities

- Capstone project deliverables and impact reports
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Instructor Role

Acting as a facilitator and co-learner, the instructor guides critical reflection, supports collaborative inquiry, and nurtures student empowerment, fostering a classroom culture rooted in dialogue and mutual respect.

Would you like detailed lesson plans or sample project templates to go with this curriculum?

Got it! Here's how you could include the **Accelerated Transition Plan (ATP)** in the **Econ 101** overview for high schoolers, along with some capstone project ideas that directly support the ATP's goals.

Adding the Accelerated Transition Plan (ATP) to Econ 101 for High School Students

What's the Accelerated Transition Plan (ATP)?

The ATP is a two-year roadmap designed to help our community shift from the old, unfair economy to the Next Generation Economy — one built on cooperation, fairness, and lifelong learning. It's about working together to create a system where everyone has what they need to grow and contribute, and where resources are shared democratically.

Why does it matter to you?

Because you are the future leaders, workers, creators, and citizens who will live in this new economy. The ATP shows how you can start practicing the skills and values of this economy right now — through teamwork, sharing, and solving real problems in your community.

Suggested Capstone Projects That Support the ATP

1. Community Resource Mapping & Sharing Network

- Create a map and digital directory of local shared resources — tool libraries, community gardens, kitchens, and learning spaces.
- Develop a plan or prototype for a cooperative system where neighbors can borrow, share, and contribute resources.

2. Cooperative Business Plan

- Design a business model for a worker-owned cooperative or community-run service aligned with regenerative and democratic principles.
- Include how resources are allocated fairly, how decisions are made collectively, and how the business contributes to community learning.

3. Apprenticeship & Skill Exchange Program

- Organize a peer learning or apprenticeship program within the school or neighborhood.
- Create a schedule where students teach each other practical skills, share knowledge, and track contributions.

4. Ecological Resource Audit and Regenerative Plan

- Conduct an audit of the school or local community's ecological impact.
- Propose a plan to reduce waste, improve sustainability, and incorporate ethical sourcing in school or local projects.

5. Public Education Campaign on the Next Generation Economy

- Design posters, videos, or presentations explaining the vision and values of the Next Generation Economy and ATP.
- Present these to younger students, families, or community groups to spread awareness and inspire action.

30-Year Regenerative Transition Plan

Overview:

This plan maps out a generational transition from extractive capitalism to a regenerative, democratic, and community-centered society. Over three decades, we will build public infrastructure, cultural capacity, and democratic institutions to ensure human flourishing within ecological limits.

Phase 1: Stabilization and Foundation (Years 1–10)

1. Basic Needs Guarantee (Years 1–5)

- Implement universal access to food, housing, water, healthcare, and energy through a combination of public expansion, cooperative provisioning, and commons-based systems.
- Introduce transitional universal basic income (UBI) models, evolving into universal public provisioning of essentials.

2. Public Infrastructure for the Commons (Years 3–10)

- Begin converting underutilized real estate into Resource Hubs (community kitchens, tool libraries, learning centers, wellness spaces).
- Invest in local agriculture, renewable energy, water reclamation, and zero-waste systems managed through participatory governance.
- Halt new fossil fuel infrastructure and subsidize retrofitting and ecological restoration projects.

3. Democratic Participation and Local Power (Years 5–10)

- Establish neighborhood and regional assemblies with participatory budgeting and planning authority.
- Transition city and county offices to community service centers governed by directly elected councils.

- Begin democratic redistribution of land and resources, prioritizing Indigenous sovereignty and land-back initiatives.
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Phase 2: Restructuring Institutions and Culture (Years 11–20)

1. Transform Education and Labor (Years 11–15)

- Abolish tuition, forgive all student debt, and transform schools into community learning commons.
- Shift labor systems toward cooperative, project-based work focused on care, sustainability, and public value.
- Formalize apprenticeship and mutual learning as universal aspects of life.

2. Democratize Technology and Infrastructure (Years 12–18)

- Transition major technological platforms into public trusts or cooperatives.
- Implement digital literacy, surveillance protections, and open-source development mandates.
- Expand bioregional planning for transportation, housing, and resource use.

3. Justice, Healing, and Restorative Systems (Years 15–20)

- Dismantle carceral systems and redirect funding to restorative justice, community health, and prevention.
 - Expand truth and reconciliation processes across all levels of society (racial justice, Indigenous justice, environmental reparations).
 - Normalize practices of collective grief, healing, and repair.
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Phase 3: Regeneration and Global Integration (Years 21–30)

1. Ecological Regeneration and Bioregional Sovereignty (Years 20–30)

- Ensure all development is guided by ecological limits and bioregional councils.
- Restore ecosystems at scale through community-led efforts, Indigenous stewardship, and regenerative agriculture.
- Redefine wealth in terms of biodiversity, well-being, time, and mutual care.

2. Cultural Renaissance and Global Solidarity (Years 22–30)

- Foster an international exchange of regenerative knowledge, culture, and artistic practice.
- Phase out military-industrial dependency in favor of global disaster response and peacekeeping networks.
- Uplift cultural expressions that support interdependence, land-based living, and pluralism.

3. Completion: Commons-Based, Decentralized Society (Year 30)

By Year 30, society operates through federated councils, worker/learner cooperatives, and ecological communities.

Everyone has **unconditional access** to basic needs, education, and meaningful work. Governance is **participatory**, infrastructure is **regenerative**, and people are **deeply embedded in place, culture, and care**.

Guiding Principles Throughout

- Everyone teaches, everyone learns
- No one is left behind
- Ecology sets the limits, community sets the direction

- **Work is for life, not profit**
- **Freedom is built together**

Accelerated Transition Plan (ATP)

Transforming Society in Two Years Toward Regenerative, Democratic, and Equitable Futures

Phase 1: Foundation Building (Months 1–12)

1. Universal Basic Needs Infrastructure

- Rapid deployment of public provisioning systems for food, housing, water, healthcare, and energy.
- Immediate moratoriums on evictions, utility shutoffs, and medical debt collection.
- Expand mutual aid and commons-based care systems led by community participation.

2. Commons-Based Resource Hubs

- Convert underused buildings into Commons Hubs: tool libraries, cooperative kitchens, community classrooms, and maker spaces.
- Each hub serves as a local education and provisioning center, federated into bioregional councils.

3. Democratic Funding and Labor Models

- Replace extractive wage systems with cooperative, project-based contribution models.
- Launch publicly funded contribution grants, participatory budgeting, and community credit systems for resource exchange.

4. Civic Education and Public Transition Training

- Begin mass education campaigns on regenerative economics, collective governance, ecological literacy, and restorative practice.
 - **Launch pilot programs of “Economics 101: Next Generation Public Education”** in high schools across diverse regions, especially frontline and underserved communities.
 - Train educators, youth leaders, and facilitators to teach Econ 101 using participatory, experiential, and localized learning formats.
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Phase 2: Scaling and Integration (Months 13–24)

1. Regional Democratic Planning and Governance

- Transform local governments and public agencies into participatory councils with community budgeting authority.
- Link neighborhood assemblies into bioregional planning bodies to manage land use, ecological restoration, and public investment.

2. Ecological and Ethical Boundaries

- Enforce regenerative boundaries on extraction, pollution, and land development.
- Prioritize Indigenous stewardship, food sovereignty, and ecosystem restoration in public and economic planning.

3. Education, Research, and Culture Shift

- Abolish tuition and student debt; transition all educational institutions into lifelong, open-access learning commons.
- **Fully integrate Econ 101 into the national high school curriculum** as a foundational course in civic and economic literacy.
- Connect Econ 101 to real-world community projects, apprenticeship programs, and regional planning assemblies.

4. Global Solidarity and Demilitarization

- Divert military spending into ecological restoration, public infrastructure, and international aid.
 - Form alliances with global movements for climate justice, reparations, and regenerative education exchange.
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By the End of Year 2

- **Basic needs are guaranteed** through decentralized, commons-based systems.
 - **Governance is democratic and participatory**, rooted in place-based councils and collective decision-making.
 - **Education is free and lifelong**, with Econ 101 as a cultural foundation, teaching that growth is contribution, care is power, and freedom is shared.
 - **Work is cooperative**, creative, and regenerative.
 - **Ecological healing is underway**, guided by Indigenous and community-led land and water stewardship.
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Why Econ 101 Matters to the ATP

Economics 101: Next Generation Public Education is not an add-on — it is the cultural core of this transition. It teaches:

- That the economy is a **shared relationship**, not a competitive battlefield.
- That care, sustainability, and creativity are **the true sources of value**.
- That **democratic access** to tools, land, and knowledge is the path to freedom.
- That everyone belongs, and everyone contributes.