

EXECUTIVE SUMMARY

Learning in the Age of AI

Introduction

Young people are inheriting a world being rapidly reshaped by artificial intelligence. As AI transforms how we learn, work, and participate in society, it also creates an opportunity to reimagine what learning is for and rethink how we might prepare young people for the future. This report explores what they might need to thrive and how learning must evolve to prepare them.

This is not a technology adoption question. It is a question of human development. AI doesn't change what we want for young people. But it does give us a rare opportunity to make those aspirations achievable for every learner, not just an elite few.

Drawing on conversations with more than 50 educators, researchers, technologists, parents, community leaders, funders, and young people across 16 countries, this report synthesizes the ideas, questions, and opportunities that emerged. Rather than prescribing a single vision, it offers a set of guideposts to help our field navigate this moment with bravery and humility.

To read the full report, visit

<https://imaginablefutures.com/learning-in-the-age-of-ai/>



Key Insights from Research

Learners

- **Schools have struggled to deliver the skills learners need most—and AI has raised the stakes.** There is no new competency set arriving with AI, but a renewed urgency in building the muscles we know kids need, and the ability to flex, strengthen, and wield them in different contexts over time.
- **Learning requires productive struggle and collaboration which AI can both erode and enhance.** There is a tension around whether we can design learning experiences where AI is either a substitute for thinking or a catalyst for it.
- **AI can supercharge discovery, allowing learners to learn from worlds beyond their own.** AI can guide students through experiences of other cultures, introducing them to alternative viewpoints, and offering insight into different career possibilities.
- **AI can alleviate the shame that keeps people from asking for help, but norms are still unclear.** To unlock the emotional benefits of AI, we need to address the shame attached to relying on it and break the 'code of secrecy' between generations.
- **The guardrails young people need most are the ones they carry within themselves.** The goal isn't to shield young people from using AI, but to help them develop the internal compass and sound judgment to use it wisely.

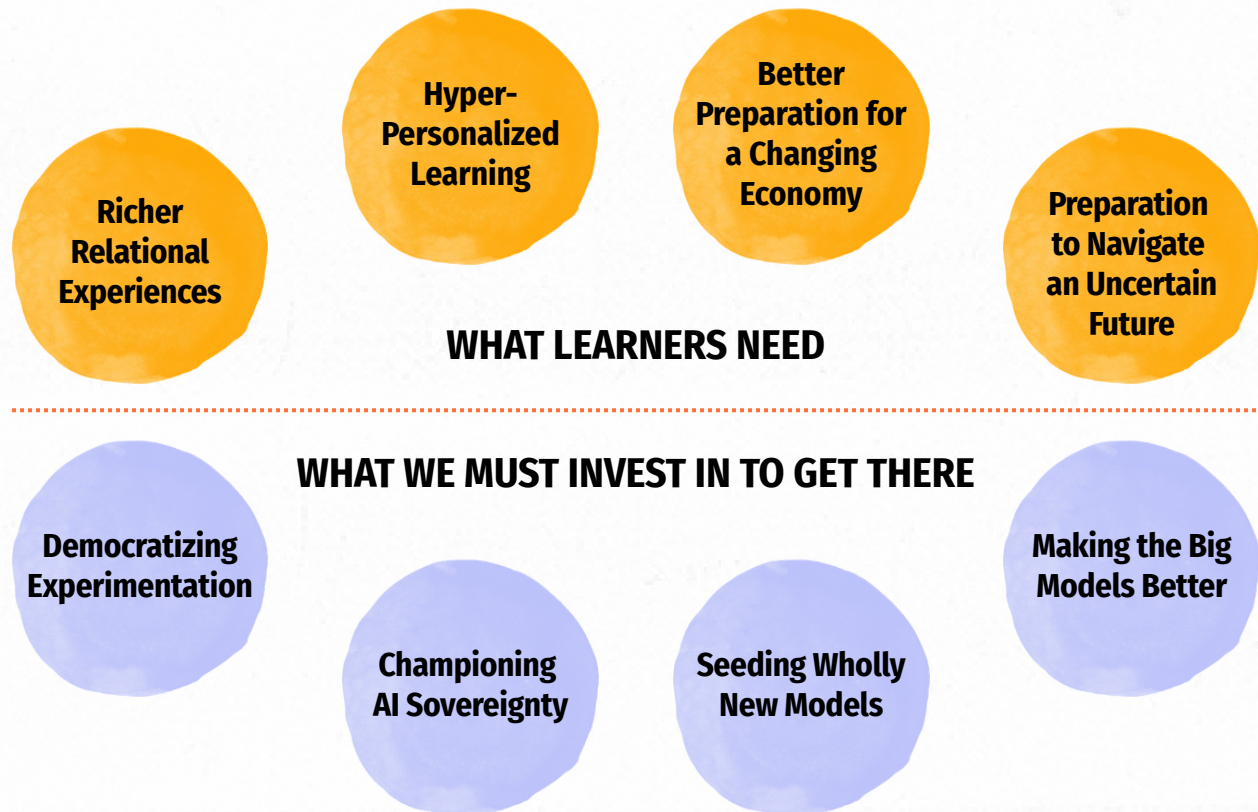
Education Systems

- **We have an opportunity to invest in teachers, but experts worry we're likely to miss it...again.** Two of the most practical and transformative uses of AI are to unburden teachers from administrative load and provide them with personalized coaching.
- **If we want schools to teach what matters, we have to change what gets measured.** Changing assessment is how we close the gap between what schools do and what we say we want them to deliver.
- **It's time to tear down the artificial wall between school and work.** Young people need to leave school with the practical experience, networks, and strong sense of self that will allow them to build a meaningful career amidst a shifting landscape.

Society

- **AI-enabled tools can serve as critical systems of support for learners and their families.** AI can expand access to opportunity while giving communities the tools to build solutions that reflect their own needs.
- **When it comes to integrating AI, communities must be able to make their own trade-offs.** Expanding opportunity means trusting communities to make informed trade-offs about how AI is used and how it serves their learners.
- **There can be no equitable future of learning without investments in data sovereignty.** The future of equitable AI depends on giving communities control over the data, knowledge, and value they create.

Where do we go from here?



Call to Action: A note for fellow funders

In a moment with so much uncertainty and many conflicting perspectives, it can be tempting to adopt a wait-and-see posture. But while caution is warranted, staying on the sidelines will not help us deliver better outcomes for learners. As you explore this report, we invite you to approach it with these principles in mind:

Hold curiosity and caution in equal measure.

No one has all the answers right now. Stay committed to learning, to questioning your own assumptions, and to engaging in good-faith disagreement.

Act, however imperfectly.

Find the parts of this vision that move you, and make a few early investments. Be part of building the future, not just speculating about it. The status quo is imperfect, too.

Stay in conversation, especially with young people.

Change is happening fast, but young people are learning faster. We as funders must listen to and learn from young people leading the way—even when it's uncomfortable.

This moment calls for grounded ambition—backing the visions of educators, administrators, community leaders, and young people who are navigating change in real-time and who are imagining bold possibilities that are intimately connected to their understanding of the problem and possible solutions. **As funders, it's our responsibility to act.**