GLOBAL TRANSCRIPT — LEARNER 1

FUTURENAUTS GLOBAL SKILLS PASSPORT (GSP)

Verified Lifelong Learning & Capability Ledger

Powered by Origami AI — An InGen Dynamics Credentialing Engine

☆ Global Interoperability Statement

The Futurenauts Global Skills Passport (GSP) is interoperable with 40+ international qualification, credit, and competency frameworks, enabling universal portability across education systems, immigration pathways, employment markets, and lifelong-learning ecosystems.



FUTURENAUTS
GLOBAL SKILLS PASSPORT

№ 1. Learner Profile

Full Name: Aria Santos GSP ID: FN-14298-SG

Primary Futurenauts Programs / Tracks:

- LaunchPad (K–12)
- Junkbots Lab (Engineering Exploration)
- Al Foundations (Origami Al)
- Early Research Development (Signature Series)
- Community & Mentorship Track

Affiliated Institution(s): Crescent Grove International School, Singapore

Futurenauts Stage Classification:

☑ Stage 2 (Explorer)

☑ Stage 3 (Pre-UG Research & Leadership)

Program Duration: 2023–2025

Specialization Clusters: Robotics • Drones • Early AI/ML • Autonomous Systems •

Environmental Innovation • Mentorship & Leadership

2. Executive Summary — AI-Generated Profile

Aria Santos embodies the emerging global generation of early STEM innovators shaped through the Futurenauts ecosystem. Entering LaunchPad as a quiet student unsure of her strengths, she rapidly developed confidence and technical fluency through the Junkbots Lab, drone engineering studios, and Origami Al learning environments.

Origami AI identifies Aria as demonstrating exceptional spatial reasoning, rapid sensorlogic comprehension, advanced pattern recognition for her age, and a natural curiosity for autonomous systems. Her progress from simple robotics to path-planning algorithms reflects strong engineering intuition rarely observed at the early-secondary level. Her award-winning **Flood Detection Prototype**, integrating IoT sensors and an AI-based alerting model, earned regional recognition and engagement from local authorities — validating her capability to design socially relevant, safety-critical systems.

Her early research paper, "Optimizing Drone Path Planning for Urban Micro-Delivery Systems," produced through the Origami Al research engine, demonstrates early academic maturity through literature review, simulation, and reproducibility validation.

Beyond technical development, Aria serves as a mentor for Grade 5 robotics learners and contributes to drone-based environmental mapping for community clean-up initiatives — showing empathy, teamwork, leadership, and civic awareness.

Aria's GSP record is mapped to global qualification systems including ECTS (EU), SCQF (UK), US Carnegie Units, SkillsFuture (Singapore), ASEAN frameworks, and others, making her trajectory internationally interpretable and competitive for future STEM institutes and youth research academies.

II 3. Consolidated Credit Summary (GSP Skill Grid)

Credit Type	Definition	Credits Earned
FC-A	Academic Knowledge & Coursework	50
FC-S	Skills, Labs, Engineering Builds	155
FC-I	Internships & Work- Based Learning	0
FC-R	Research Outputs & Prototypes	50
FC-X	Excellence (Competitions & Awards)	50
FC-M	Mentorship & 40 Leadership	
FC-H	Humanitarian & 25 Community Impact	
FC-L	Legacy & Cultural Contributions	0

Total GSP Credits: 355 FC



4. Detailed Learning & Experience Record

4.1 Academic Learning (FC-A)

Course / Module	Program	Institution	Key Outcomes	Credits
Intro to AI for Kids	LaunchPad	School	Basic classifiers, decision thresholds	5
Drone Logic & Waypoint Programming	LaunchPad L3	School	Designed waypoint- based flight autonomy	10
Al Threshold Systems & Alerts	Innovation Track	FN + School	Water-level detection AI model	20
Research Fundamentals	Origami Al	School	Literature review + simulation structure	15

Total FC-A: 50

4.2 Skills & Labs (FC-S)

Project / Lab	Tools Used	Description	Stream	Credits
Color-Sorting Robot	Sensors, MCU	Built a classifier- driven physical robot	Robotics	20
Drone Mini Build	Motors, Flight Controller	Indoor autonomous navigation	Drones	35
Flood Detection Prototype	IoT + Origami AI	Sensor grid + AI-based alerting	Innovation	60
Drone Waste Mapping	DJI Drone, Mapping Suite	Environmental aerial mapping	Community	40

Total FC-S: 155

4.3 Internships & Experience (FC-I)

Not applicable for Stage 3 learners. Total FC-I: 0

4.4 Research Outputs (FC-R)

Topic	Category	Tools Used	Output	Credits
Optimizing Drone Path Planning for Urban Micro- Delivery Systems	Early Research	Python + Origami	Mini paper + sim + model	50

Total FC-R: 50

4.5 Excellence (FC-X)

Event	Level	Rank/Award	Credits
Drone Navigation Challenge	School	2nd Runner-up	10
Regional Innovation Contest	Regional	Finalist	40

Total FC-X: 50

4.6 Mentorship & Leadership (FC-M)

Activity	Audience	Outcome	Credits
Robotics Mentorship	Grade 5 Students	Coached 20 students in logic & assembly	40

Total FC-M: 40

4.7 Humanitarian & Social Impact (FC-H)

Project	Community	Impact	Credits
Drone Waste Mapping	Local Community	Geo-mapping for environmental cleanup	25

Total FC-H: 25

4.8 Legacy & Cultural Contributions (FC-L)

(Not applicable at Stage 3) Total FC-L: 0



Aria's GSP record maps to:

- ECTS (EU): ~130–150 learning hours
- SCQF (UK): Early STEM competency levels
- US Carnegie Units: Approx. 0.5–1 credit
- SkillsFuture (Singapore): Early tech-skills blocks
- ASEAN AQRF: Foundational STEM mobility band
- QFEmirates (if applicable): L2-L3 descriptors
- NCrF/NEP (India): Listed neutrally among global peers

A full matrix is included in the GSP Framework Annex.

6. Portfolio Evidence Repository

Contains links, QR codes, or digital uploads for:

- · Robotics build photos
- Drone navigation video
- Flood detection prototype demo
- Research paper PDF
- Mapping datasets
- Competition certificates
- Mentorship activity logs

7. Competency Maps (Al-Generated)

Key Indicators (full charts in learner dashboard):

- Engineering Depth: High
- Research Readiness: Emerging/Promising
- · Leadership & Mentorship: Strong
- Innovation Index: Very High
- · Global Mobility Score: High
- · Future-Skills Readiness: High

8. Verification & Authentication

- Al-audited logs
- Timestamped workflows
- Instructor validation
- · Origami Al digital signature
- Blockchain-ready hash
- QR verification code

· Futurenauts Global Council Seal

9. Official Certification

Certified by: Futurenauts Global Council InGen Dynamics Academic & Al Industry Council AH Foundation Lifelong Learning Board

GLOBAL CROSSWALK MATRIX / GSP Framework

Skill Domains (FC-A to FC-L) × Continental, National & Professional Frameworks

GSP Skill Domai n	UNES CO / OECD / EQF / ECTS	US Credit s/ CEUs/ WBL/ ABET/ NACE	SCQF / RQF / DQR / RNCP	APAC: Skills Future / AQF / HKQF / MQF / KKNI / JPN CPD / NCS	Middl e East & Africa (QFEm irates / SAQA / NQF)	South Asia (NCrF / NSQF / NHEQ F/Sri Lanka / Bangl adesh / Nepal)	Corpo rate & Profes sional (PMI / SHRM / CFA / ILO)	Digital Crede ntials (W3C / OpenB adges / EU DCL)
FC-A Acade mic	✓ Full	✓ Full	✓ Full	✓ Full	✓ Full	✓ Full	Partial (knowl edge units)	✓ Full
FC-S Skills/ Labs	✓ Techni cal	WBL/A BET	✔ Practic al	Techni cal/TV	✓ Vocati onal	✓ Skill Levels	Executi on/tec hnical	✓ Full
FC-I Intern ships	Inform al Learnin g	V WBL/N ACE	Work- Based Units	Workpl ace Learnin g	Industr y Attach ments	Industr y- Integra ted Credits	Experie nce-based	✓ Full

Global Qualification Mapping

Aria's 355 GSP Credits reflect learning, skills, research, and community action that **closely align across major international academic, vocational, and professional frameworks**.

This ensures her achievements are **globally interpretable**, comparable, and understandable by institutions and educators across multiple regions.

A. Continental & Intergovernmental Frameworks UNESCO – ISCED & Lifelong Learning

- Mirrors ISCED early secondary STEM descriptors
- Supports non-formal and experiential learning pathways
- · Consistent with emerging micro-credentialing practices

OECD Skills Framework

- · Reflects cognitive, technical, and socio-emotional competencies
- Demonstrates early problem-solving, teamwork, and creativity
- Aligned with OECD "future-ready learner" skills

European Union — ECTS / EQF / Europass

- ECTS: Comparable to ~130–150 learning hours
- EQF: Early STEM and technical skill bands (approx. Level 2–3)
- Europass: Clear competency-based representation of robotics/AI tasks

ASEM Lifelong Learning Hub

Corresponds to cross-border lifelong learning skill categories

ASEAN Qualifications Reference Framework (AQRF)

- STEM and digital skills aligned to foundational technical bands
- Frameworks support mobility across ASEAN education pathways

African Continental Qualifications Framework (ACQF)

• Early technical and digital literacy profiles reflect ACQF youth benchmarks

B. American Qualification Systems

United States

- Carnegie Units: Roughly 0.5–1 unit of structured STEM learning
- **CEUs:** Maps to introductory continuing-education micro-learning

- NACE Competencies: Evidence of critical thinking, teamwork, leadership, digital fluency
- Work-Based Learning: Innovation and drone-mapping activities fit WBL categories
- ABET-style Indicators: Early exposure to engineering-style outcomes

Canada (CQF)

Aligned with foundational STEM and youth technical-readiness profiles

Latin America (Mercosur / ENLACES)

• Early robotics and Al literacy reflect introductory technical descriptors

C. European National Frameworks

SCQF (Scotland)

Comparable to Level 3–4 STEM capability descriptors

RQF (England/Wales)

• Robotics and drone projects align with Level 2–3 technical competencies

DQR (Germany)

• Reflects foundational engineering competence (approx. Level 2–3)

RNCP (France)

Corresponds with introductory STEM and digital skill categories

Nordic Lifelong Learning Frameworks

• Consistent with micro-credential and STEM youth pathways across the region

D. Asia-Pacific Frameworks

Singapore — SkillsFuture

• Fits within introductory technology and digital-maker skill blocks

Australia — AQF

Comparable to AQF Level 1–2 early STEM and vocational exposure

Hong Kong — HKQF

Aligns with Level 2 Applied STEM descriptors

Malaysia — MQF

• Fits computational thinking and early engineering descriptors

Indonesia — KKNI

Reflects Level 1–2 early vocational and technical skills

Japan — CPD / Lifelong Learning

Comparable to foundational technical CPD units for youth innovation

South Korea — NCS

Matches basic robotics, sensor logic, and digital literacy competencies

China — CNQF

Aligns with early STEM bands in the national learning progression

E. Middle East & Africa

QFEmirates

Comparable with Level 2–3 technical proficiency categories

Saudi Arabia — NQF

· Introductory robotics/electronics learning outcomes mirror early levels

South Africa — SAQA/NQF

Aligns with early technical and STEM community-project descriptors

Kenya, Rwanda, Egypt — TVET & HE

· Reflects digital literacy and early innovation competencies

F. South Asia

India — NCrF / NSQF / NEP / NHEQF

- NCrF: Corresponds to multidisciplinary foundational credits
- NSQF: Early robotics & Al skill descriptors (approx. Level 2)
- NEP: Strong match with experiential STEM and project-based learning
- NHEQF: Early research and analytical thinking
- ABC: Compatible with stackable micro-learning formats

Sri Lanka, Bangladesh, Nepal

Consistent with foundational STEM and innovation readiness levels

G. Corporate, Professional & Industry Frameworks Singapore Workforce Competency (WSQ)

Early readiness in digital and technical skills

NACE (US)

Demonstrates teamwork, leadership, communication, and technical fluency

ILO Skills for Employability

Early adoption of workplace socio-emotional and digital competencies

PMI / Agile / SCRUM

Project-based learning consistent with early agile collaboration

SHRM

Foundational interpersonal and mentoring capabilities

CFA/Bloomberg Analytical Competencies

Introductory analytical and reasoning skills visible through research tasks

H. Digital Credential Ecosystem

All GSP components can be exported to major digital-credential formats:

- W3C Verifiable Credentials
- OpenBadges 3.0
- EU Digital Credentials for Learning (EDCI)

V Final Summary

Aria's 355 GSP Credits align naturally with global standards used across education, youth STEM development, vocational learning, digital credentialing, and early research pathways.

This makes her portfolio:

- ✓ Globally interpretable
- ✓ Comparable across regions
- ✓ Suitable for STEM mobility programs
- ✓ Easy for schools, camps, and universities to understand
- ✔ Ready for future digital credential ecosystems

FUTURENAUTS GLOBAL MOBILITY SCORECARD

For: Aria Santos — GSP ID: FN-14298-SG Verified by Origami AI • Futurenauts Global Skills Passport (GSP)

1. Global Mobility Rating (Al-Computed)

Overall Score:8.8 / 10 (High Global Mobility Potential) Derived from:

- Skill depth
- Evidence portfolio
- Framework interoperability
- Age-adjusted capability index

- Cross-regional equivalency
- Future academic alignment

Global Mobility Category: "High Mobility — Youth STEM Talent" Matches global earlyadmission talent accelerator categories (US, EU, APAC).

2. Geographic Mobility Potential (Region-Wise)

North America (USA & Canada)

Rating: 9.1 / 10

- US STEM magnet programs
- Youth robotics/AI summer schools
- Early research/poster-level readiness
- Eligible for high-school innovation tracks (MIT, CMU, Berkeley pre-college)

UK & Europe (EU)

Rating: 8.7 / 10

- Maps strongly to ECTS, EQF early-tech bands
- Suitable for EU youth robotics camps, research preparation, and Olympiad pathways
- Recognized via Europass-style competency mapping

Asia-Pacific (Singapore, Japan, Korea, Australia)

Rating: 9.3 / 10

- Singapore alignment (SkillsFuture, STEM blocks)
- Japan innovation & robotics CPD fit
- Korea NCS digital skills alignment
- Strong for Australian early STEM pathways (AQF Level 1–2)

Middle East & Africa

Rating: 8.0 / 10

- QFEmirates L2–L3 mapping
- Suitable for youth innovation labs and STEM outreach
- Strong humanitarian + tech contribution profile

South Asia (India, Sri Lanka, Nepal, Bangladesh)

Rating: 8.8 / 10

- NEP/NCrF alignment
- Fit for national innovation competitions
- Transferrable for CBSE/ICSE/International curricula

3. Academic Mobility Pathways

A. Pre-University STEM Pathways

Eligible For: ✓ STEM Olympiad feeder programs ✓ International youth Al/robotics academies ✓ EU Digital Youth Competence tracks ✓ Ivy League Summer School (portfoliocompetitive)

B. Future University Pathways

Strong alignment to admissions expectations in:

- Robotics
- Mechatronics
- AI/ML foundations
- Environmental technology
- Autonomous systems
- Design & engineering innovation

Prepared for:

- MIT RSI-style early-research programs
- Oxford/Cambridge STEM Immersion
- NUS/NTU Young Innovator Programs
- Australian National University STEM Prep
- Tsinghua / Tokyo University youth AI camps

Portfolio Competitiveness Index:

9.0 / 10 — Exceptional for her age group.

4. Early Career / Professional Mobility

(Age-adjusted predictive indicators)

Industry Readiness (Future Projection)

- Automation & robotics → High
- AI/ML → High (age-aligned)
- Drone systems → Very High
- Environmental tech → Very High

Professional Mobility Score (Projected): 8.5 / 10 Recognized by:

- Youth engineering apprenticeships
- Future Al/robotics internships
- · Early innovation labs
- GovTech youth programs (Singapore, UAE, US)

🟅 5. Competition & Leadership Mobility

Competitive Potential Rating: 8.9 / 10 Eligible pathways:

- FIRST Robotics
- World Robot Olympiad

- Intel ISEF pre-qualifiers
- International drone racing/automation contests
- ASEAN STEM Innovation Challenge

Leadership Mobility Rating: 8.5 / 10 Supported by:

- Mentoring Grade 5 teams
- · Community drone mapping initiatives
- Responsibility in environmental projects

6. Skills Transferability Matrix (Regional Crosswalk)

Skill Domain	US/Cana da	UK/EU	APAC	Middle East	South Asia	Corporat e
AI/ML Foundatio ns	~	~	V V	~	~	~
Robotics & Mechatro nics	V V	✓	V V	✓	✓	✓
Drone Autonomy	V	V	V	•	V	V
Research Capability	V	V	V	•	V	V
Humanita rian Tech	V	~	V	V	V	V
Mentorshi p & Leadershi p	V	•	VV	V	✓	V

Key: ✓ = Strong alignment ✓ ✓ = Very strong alignment ① = Partial alignment

₹ 7. Compatibility with Global Qualification Systems

Region / Framework	Compatibility Level
ECTS (EU)	High (mapped to ~130– 150 hours)
EQF	Level 2–3 equivalent
SCQF	Level 3-4
RQF (UK)	Level 2-3
US Carnegie Units	0.5–1 credit
SkillsFuture (Singapore)	Full alignment for youth digital-maker blocks
AQF (Australia)	Level 1–2 early STEM
ASEAN AQRF	Foundational tech competency
QFEmirates / UAE	Level 2-3
NCrF / NSQF (India)	Mapped to school-level skill blocks
ILO Youth Competency	Digital & socio- emotional skills recognized
W3C / OpenBadges / EU DCL	Fully exportable

§ 8. Risk-Free Mobility Assurance Indicators

Criteria	Result
Data Integrity	Verified (AI + Instructor)
Age-Appropriate Scaling	Passed
Cross-Framework Compatibility	Passed (40+ frameworks)
Digital Credential Portability	Full
Audit Readiness	Full
Lifelong Ledger Security	Blockchain-ready

9. Al-Powered Global Mobility Forecast (10-Year Projection)

Index	Score
STEM Academic Mobility	9.2 / 10
Global Higher-Ed Pathways	9.0 / 10
Research Readiness	8.5 / 10
Innovation Index	9.3 / 10
Leadership Growth Potential	8.6 / 10
International Employability (Future)	8.8 / 10

Futurenauts AI Verdict: "Aria Santos demonstrates very high global STEM mobility and has clear pathways toward elite academic institutions, global innovation programs, and future research excellence."

10. Final Rating Summary

Global Mobility Score: × 8.8 / 10Category: High Cross-Border STEM

Competitiveness: Very High Portfolio Readiness: Exceptional Framework

Interoperability: Full (EU-US-APAC-Middle East-South Asia) 10-Year Projection: Future

global research talent with civic-tech leadership potential