

Futures thinking extract

Leadership development: trend data

These six OECD scenarios were built on a set of trends published by the OECD in *Schooling for tomorrow* in 2001 under the following headings.

The nature of childhood and extended adolescence

- Extended adolescence encompasses both young and older groups.
- Young people are more physically mature but not necessarily emotionally mature.
- Young people are more financially independent at a young age and yet also more dependent for a longer period of time.
- Young people want to take more personal responsibility for things, at the same time as adults want to protect young people from risks in the wider world.

The knowledge economy

- The growing value of interpersonal skills, learning how to learn and the paradox of isolation in a connected world.

Inequality and exclusion

- It is not just a question of poverty, but mental health, drugs and alcohol abuse that drives exclusion of young people.

Changing family and community life

- Increasingly schools have to equip young people with emotional literacy given the fragmented nature of many communities and families.
- And broader developments including global inequality and population growth, especially the growth of migrant communities and the divisions of communities on ethnic grounds.

Drivers of change (2020 Vision Report)

While it is not possible to predict the future with certainty, previous trends can be a guide to what is more likely to occur.

There are five key drivers of change between now and 2020.

Demographic

There will be more over 65s than under 16s in 2020, although after a decline, the primary age population will be expanding. The teaching profession, on average, is likely to be younger and less experienced. While there are concerns about the health of the current generation of children and young people, generally people will be living and experiencing better health for longer. We expect to see even greater ethnic diversity, with further concentration of minority ethnic groups in particular geographical areas.

Social

We expect to see a greater diversity of social attitudes and expectations and a decline in *traditional* family structures – although not in *family values*. Alongside social diversity will be greater religious diversity, although England will be a more secular country overall. These trends are likely to result in increasing involvement in *single interest* politics. A greater proportion of children will have parents who were educated to university level. Gender inequality will continue to decline gradually. There is no evidence that the increasing incidence of child and adolescent mental health disorders seen over the last few decades is likely to diminish.

Technological

The pace of technological change will continue to increase exponentially. Increases in *bandwidth* will lead to a rise in Internet-based services, particularly access to video and television. Costs associated with hardware, software and data storage will decrease further. This is likely to result in near-universal access to personal, multi-functional devices, smarter software integrated with global standards and increasing amounts of information being available to search online (with faster search engines). Using ICT will be natural for most pupils and for an increasing majority of teachers.

Economic

We expect living standards to be around 30% higher, with more *luxuries* becoming *necessities* and a greater proportion of income spent on leisure, household services, sport and culture. Higher level skills will be emphasised within a knowledge-based economy: a loss of *mid-range* occupations will mean that young people will need to be better qualified to secure employment. Working patterns will be increasingly diverse and occupational structures less hierarchical. Workplace skills will change, requiring employees to be flexible and adaptable.

**Tool
6.2****Environmental**

A heightened awareness of threats to the environment and the need for responsible, decisive action to counter them will mean that individuals will be expected to take personal responsibility for their impact on the environment; they will expect public services and private sector to do likewise.