



Trends and Futures

The OECD Picture

Helsinki, September 2008

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CERI/ OECD

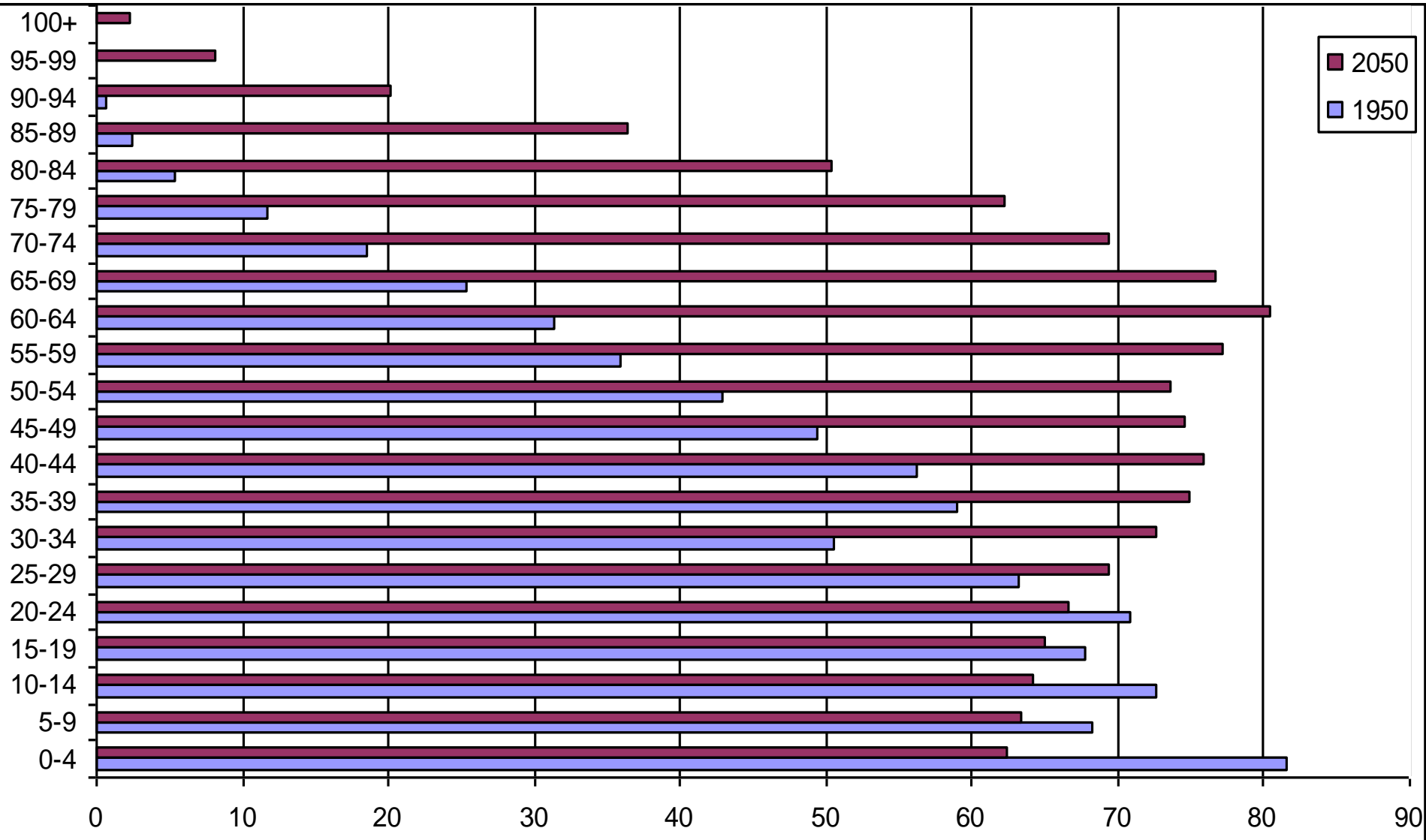
Schooling for Tomorrow

- Long term thinking is important especially in education.
- But educational policy making is often short term, responding to incidents and direct political pressures.
- Trends confront us with the big changes in our environment and are a starting point for thinking about the future.

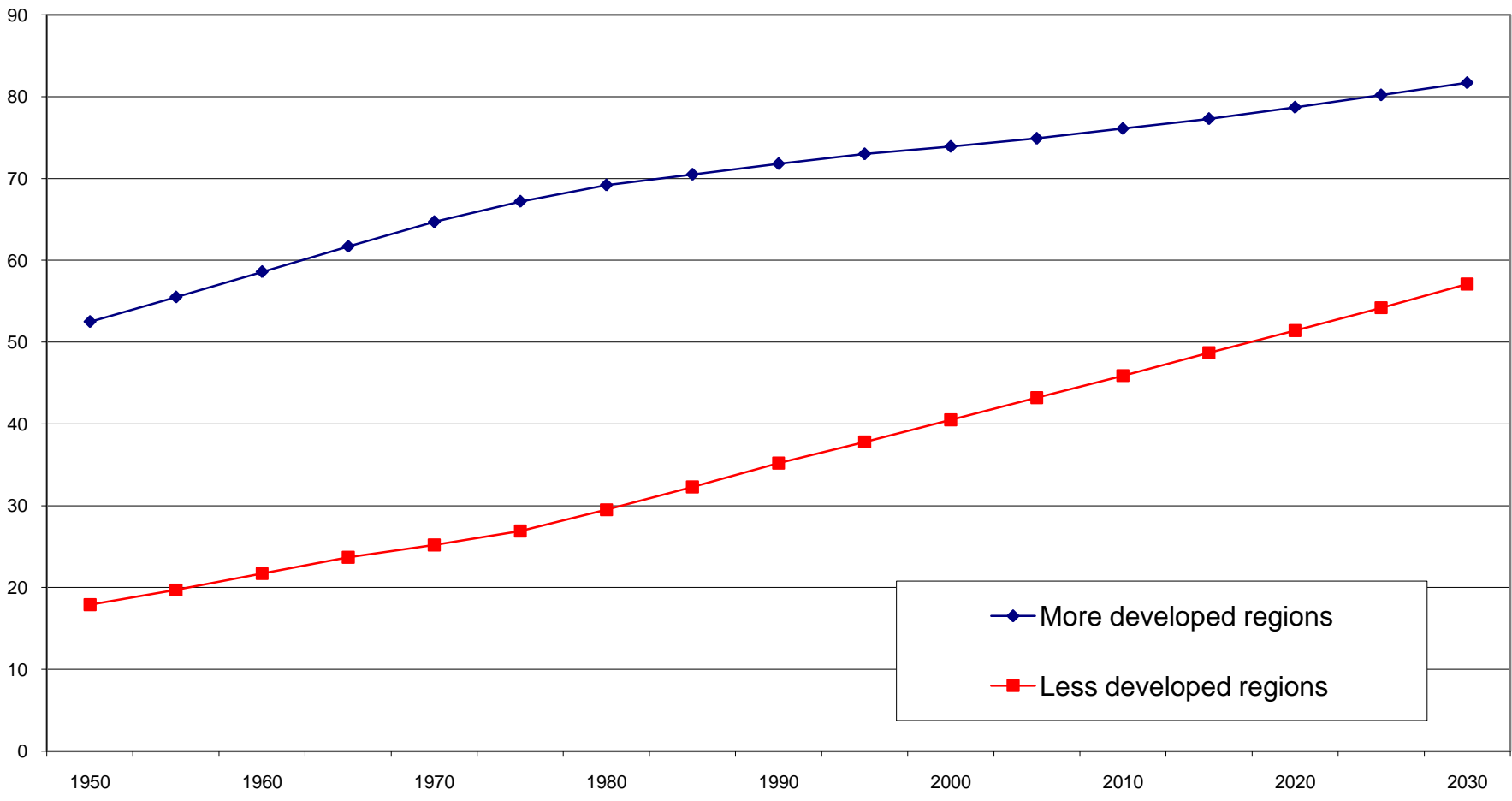
Part one

GLOBAL DEMOGRAPHY

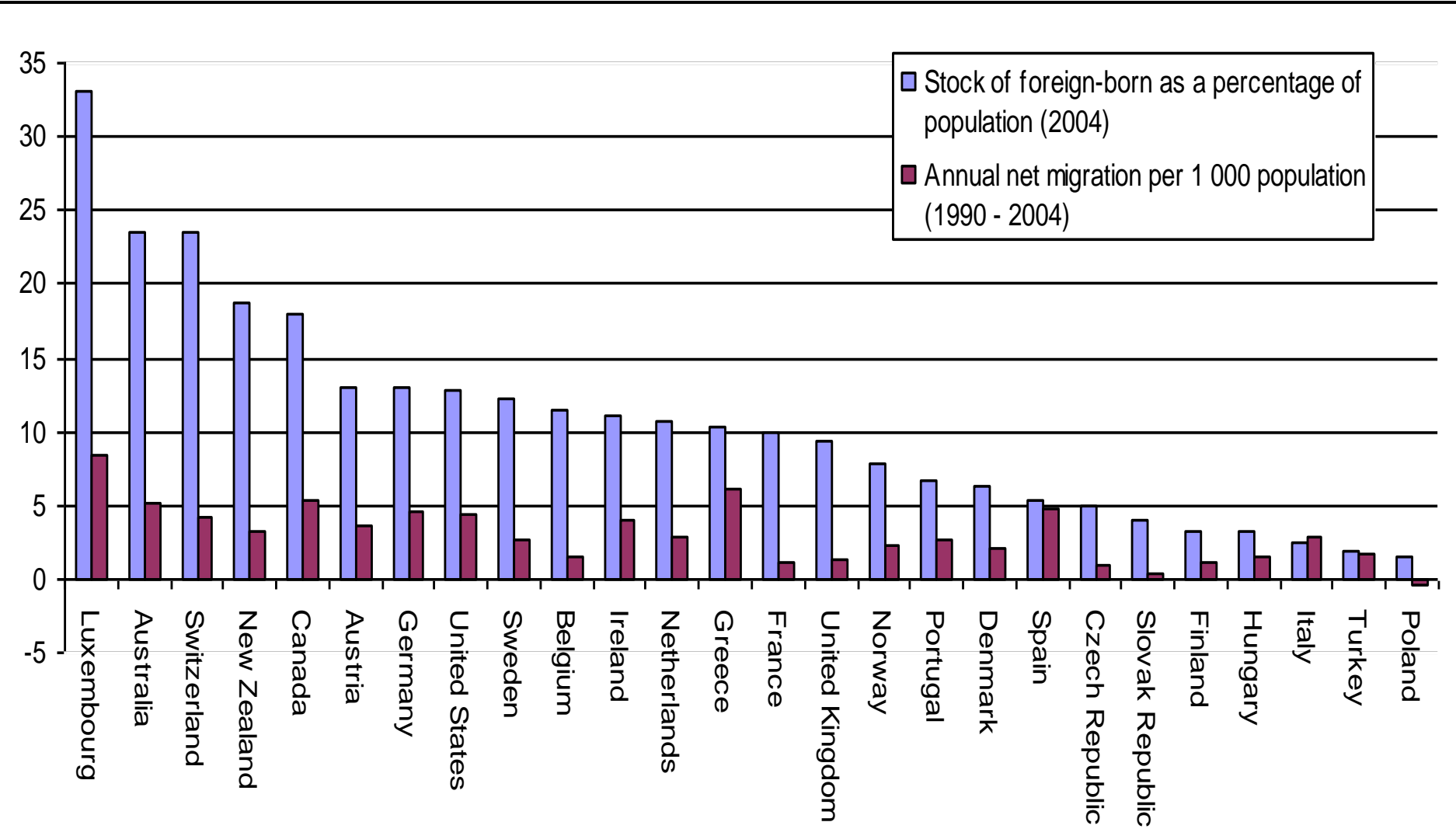
From “bottom-heavy” to “top-heavy” age structures



More people living in urban environments



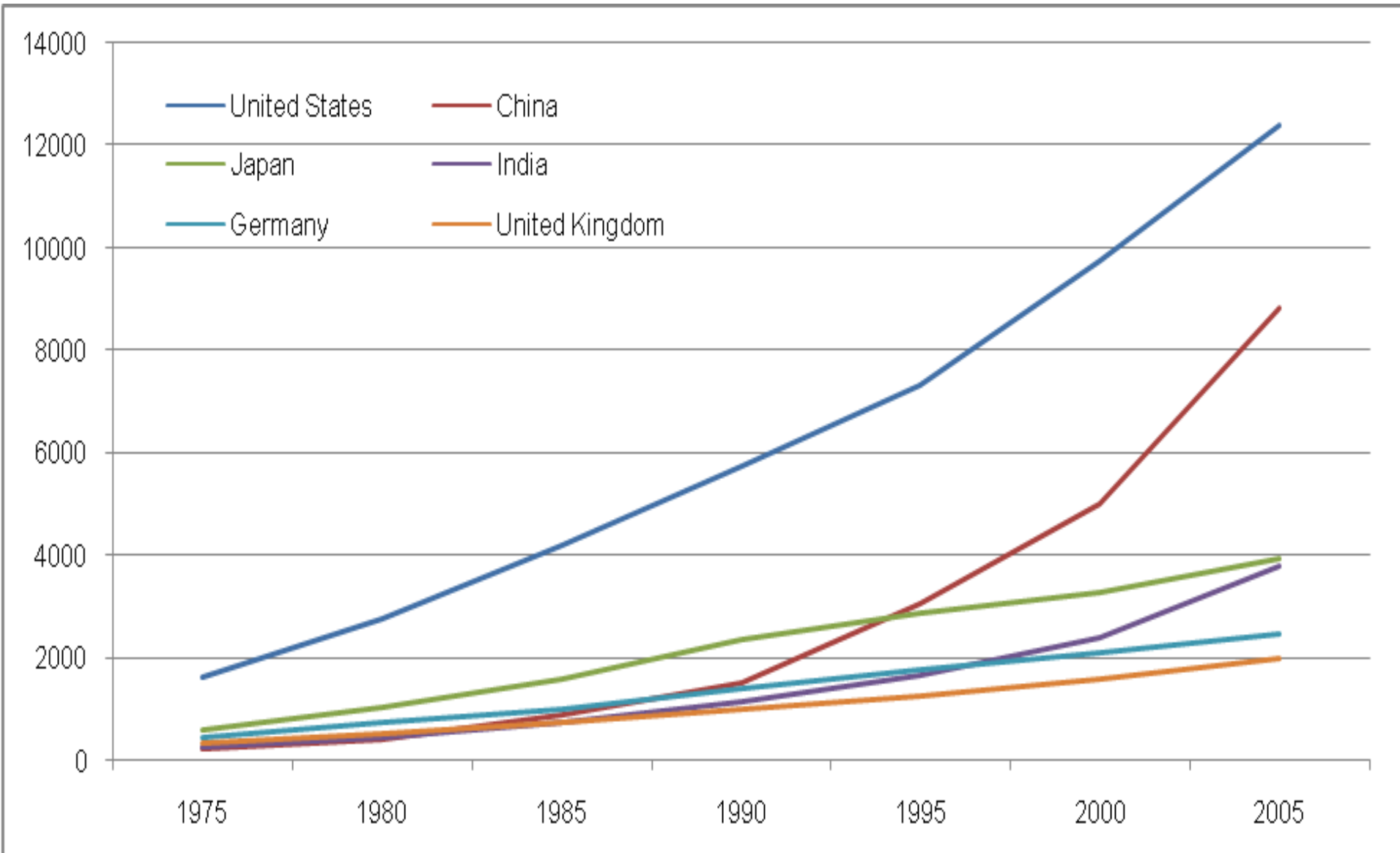
More enter than leave OECD countries, with substantial numbers now “foreign born”



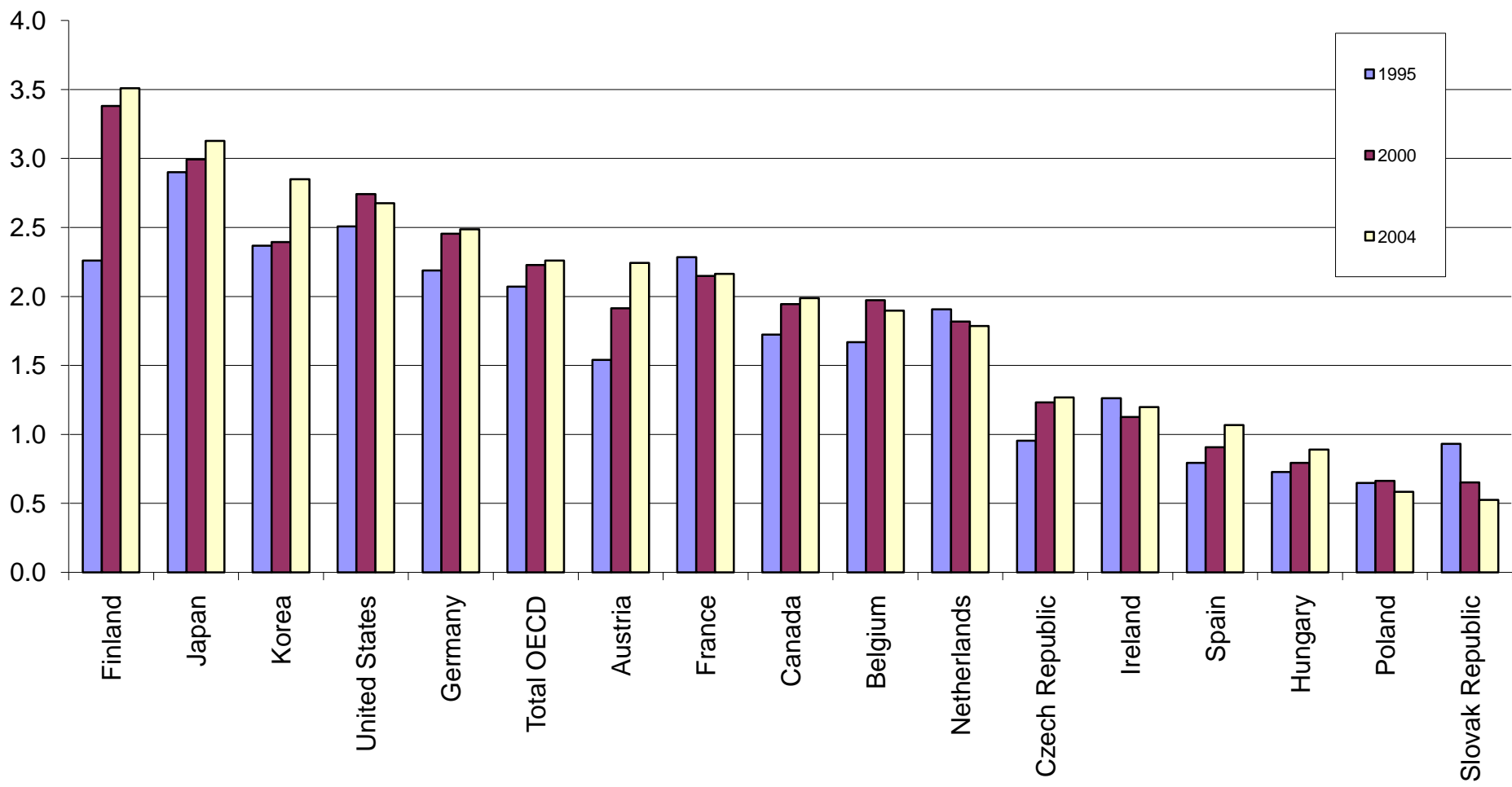
Part two

ICT AND THE KNOWLEDGE ECONOMY

China and India are Catching Up

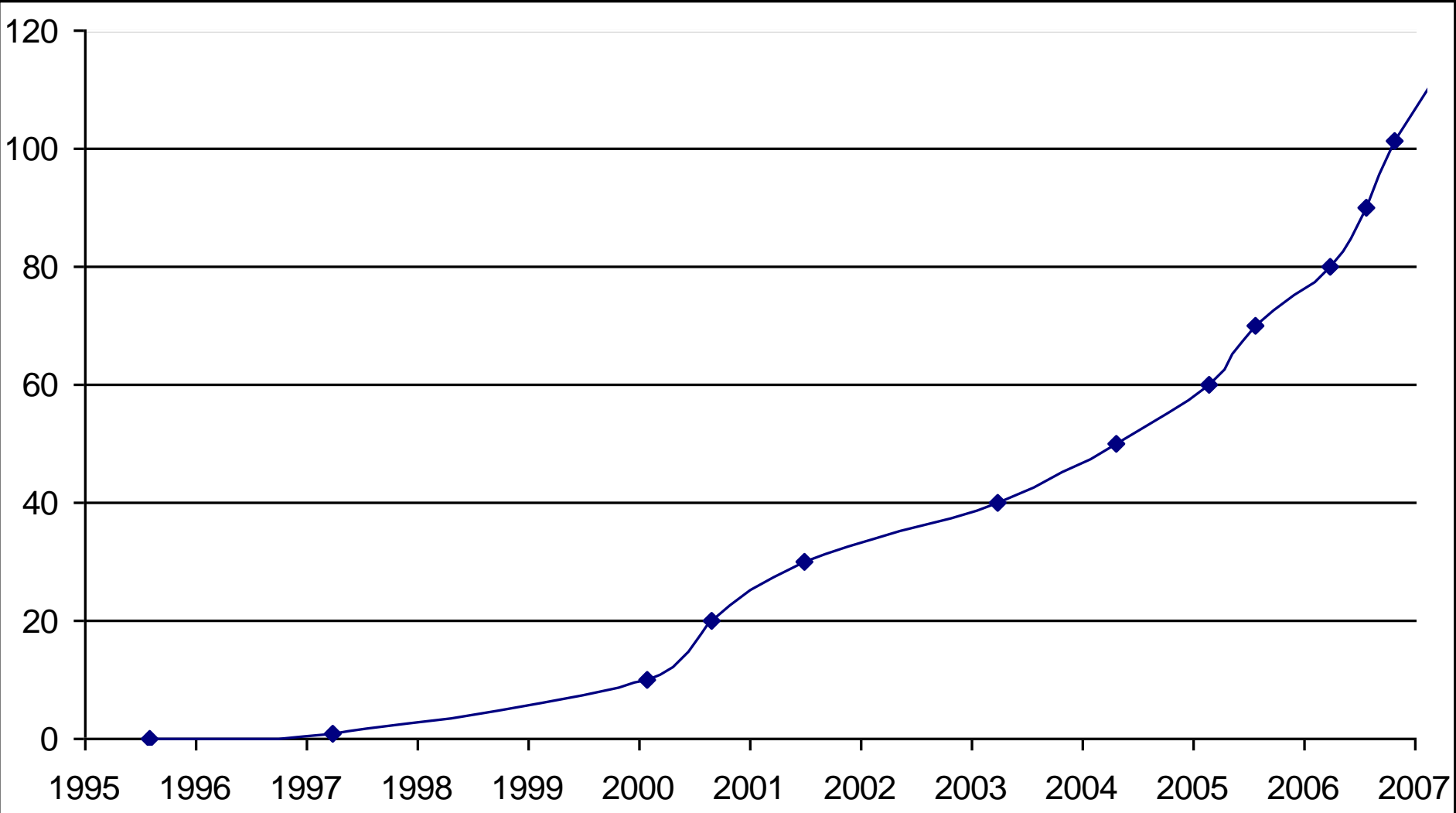


R&D intensity is growing in most OECD countries





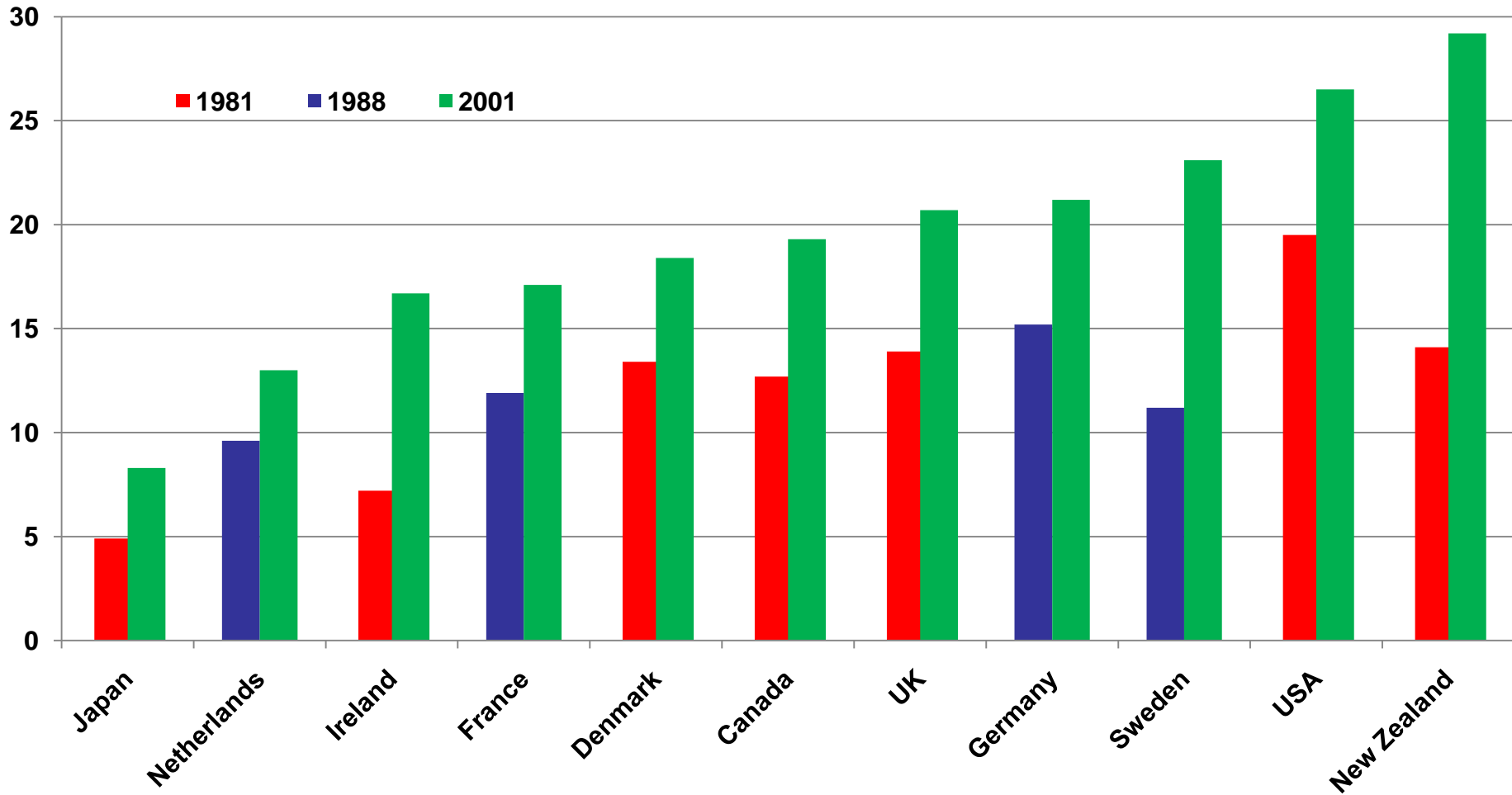
Number of websites worldwide increasing rapidly



Part three

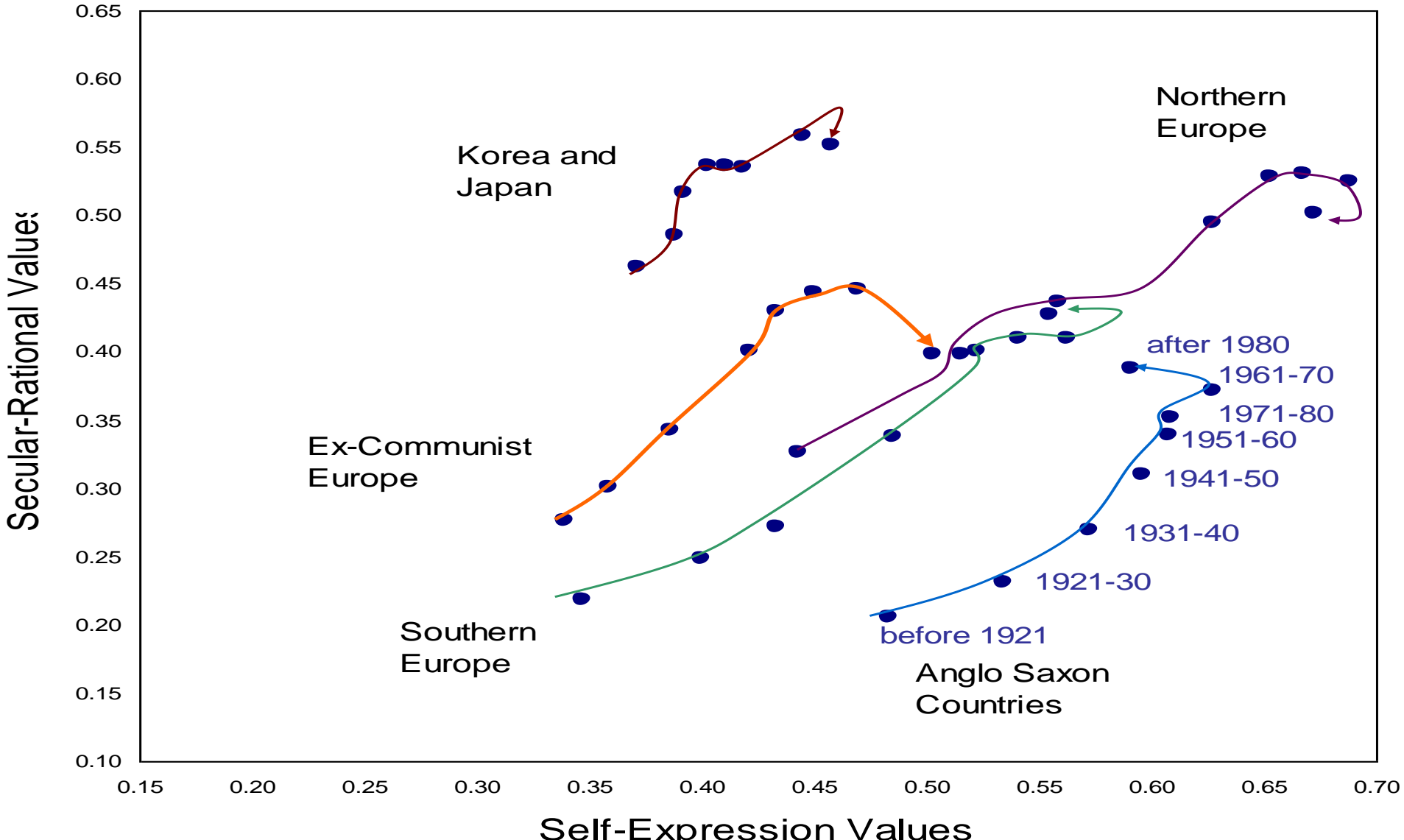
VALUES, FAMILIES AND SOCIAL CHANGE

More single-parent families

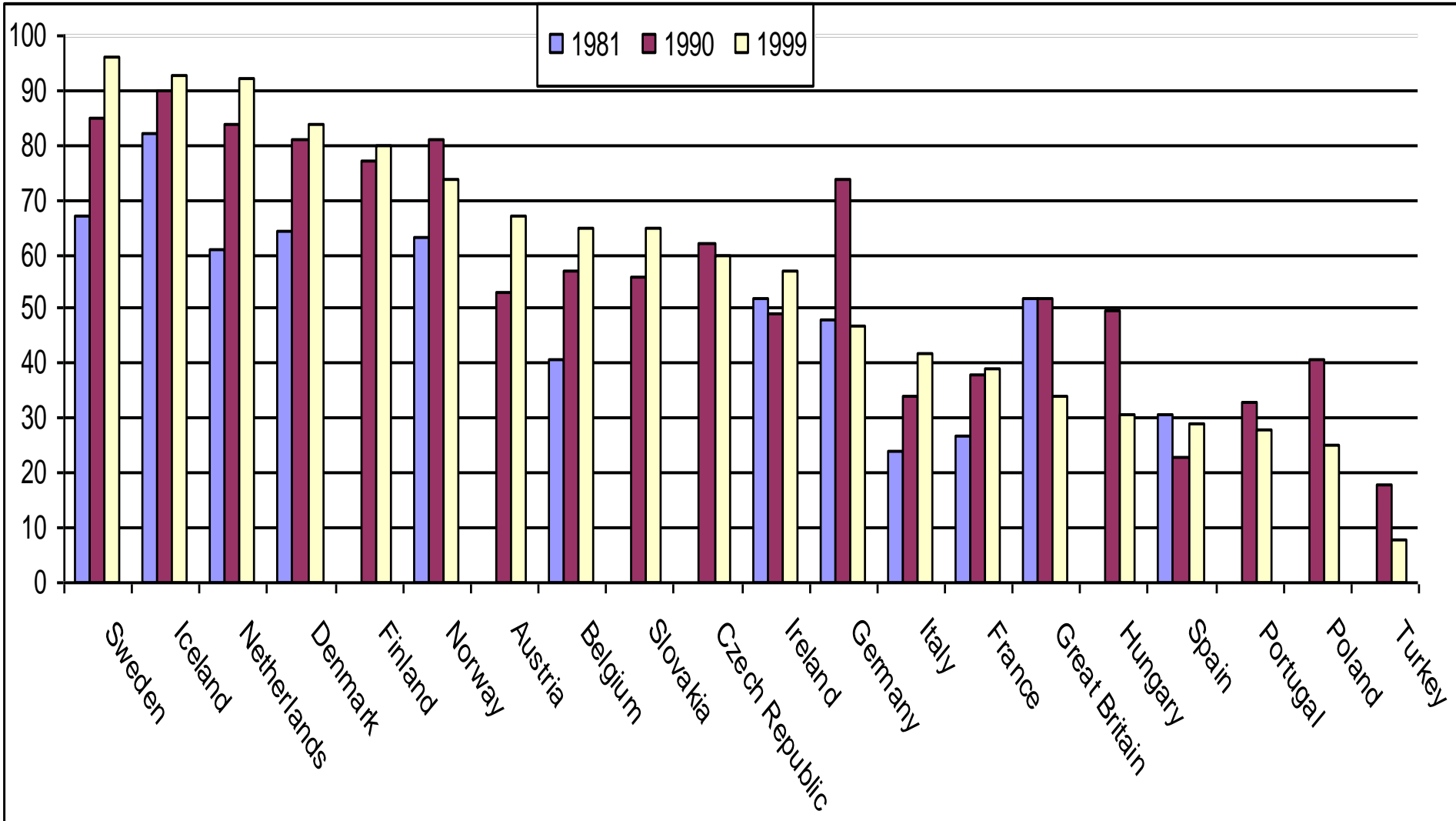


Global Value Change

More Secular and Oriented to Self-Expression



No General Decline in Membership of Voluntary Organisations



Part four

SCENARIOS AND THE BIG PICTURE

A Decade of Schooling for Tomorrow Reports

- *Trends Shaping Education, 2008*
- *Demand-Sensitive Education? Evidence and Issues, 2006*
- *Think Scenarios, Rethink Education, 2006*
- *Personalising Education, 2006*
- *Networks of Innovation: towards new models for managing schools and systems, 2003*
- *What Schools for the Future? 2001*
- *Learning to Change: ICT in Schools, 2001*
- *Learning to Bridge the Digital Divide, 2000*
- *Innovating Schools, 1999.*

The SfT Schooling Scenarios – how have they fared?

ATTEMPTING TO MAINTAIN THE STATUS QUO

- *The "Bureaucratic School Systems Continue" Scenario*

DIVERSE, DYNAMIC SCHOOLS AFTER ROOT-AND-BRANCH REFORM (“re-schooling”)

- *The "Schools as Focused Learning Organisations" Scenario*
- *The "Schools as Core Social Centres" Scenario*

PURSUING ALTERNATIVES AS SYSTEMS DISBAND OR DISINTEGRATE (“de-schooling”)

- *The "Extending the Market Model" Scenario*
- *The “Learning Networks and the Network Society” Scenario*
- *The "Teacher Exodus and System Meltdown” Scenario.*

Teachers and the Educational Workforce

- **Scenario 1:** Universal Specialised Professionalism
- **Scenario 2:** Universal Extended Professionalism
- **Scenario 3:** The Solar System - differentiated 'planetary' services orbiting the teaching profession
- **Scenario 4:** Personalised Educational Services - Many Professionals, No Teaching Profession

Schooling and Lifelong Learning – A neglected relationship

Assessing the “lifelong learning” mission of schooling at three levels:

- **Students as learners and ‘learning to learn’**

Do they develop in school the competences and motivations to be lifelong learners?

- **Schools, their organisation, and their teaching practices**

Do schools encourage flexibility, with diverse curricula, pedagogies and assessment methods?

- **Educational opportunities over the life cycle**

How is education in childhood and adolescence balanced with the whole range of learning opportunities over the life cycle?

Mega-trends – A Selection

- Norms of trust, fairness, private responsibility and public action
- The changing nature of social connectivity
- Growing inequality and the issue of exclusion
- Globalisation
- Technological development and the knowledge economy