

Sixteen Trends...That Will Profoundly Impact Our Future

Gary Marx, President, Center for Public Outreach

(Note: The symbol → indicates a substantial trend leading from one condition to the next, while ↔ indicates a trend that can be expected to develop or continue based on evidence and the reality that certain existing conditions are very likely unsustainable. In some cases, a tug is evident between current and future conditions.)

- **In many developed nations, the old will substantially outnumber the young. In many developing or underdeveloped nations, the young will substantially outnumber the old.**
Worldwide: (Developed World: Younger → Older. Underdeveloped World: Older → Younger)
- **Growing numbers of people and nations will discover that if they manage their diversity well, it will enrich them. If they don't manage their diversity well, it will divide them.**
Worldwide: (Diversity = Division ↔ Diversity = Enrichment)
- **Social and intellectual capital will become economic drivers, intensifying competition for well educated people.**
(Industrial Age → Global Knowledge/Information Age)
- **Standards and high stakes tests will fuel a demand for personalization in education systems that will be increasingly committed to lifelong human development.**
(Standardization → Personalization)
- **The Millennial Generation will insist on solutions to accumulated problems and injustices, while an emerging Generation E will call for equilibrium.**
(GIs, Silents, Boomers, Xers → Millennials, Generation E, with variations among nations and regions)
- **Continuous improvement and collaboration will replace quick fixes and defense of the status quo.**
(Quick Fixes/Status Quo → Continuous Improvement)
- **Technology will increase the speed of communication and the pace of advancement or decline.**
(Atoms → Bits) (Micro → Macro → Nano → Subatomic)
- **Release of human ingenuity will become a primary responsibility of education and society.**
(Information Acquisition → Knowledge Creation and Breakthrough Thinking)
- **Pressure will grow for society to prepare people for jobs and careers that may not currently exist.**
(Career Preparation ↔ Career Adaptability)
- **Competition will increase to attract and keep qualified educators.**
(High Demand → Even Higher Demand)
- **Scientific discoveries and societal realities will force widespread ethical choices.**
(Pragmatic/Expedient → Ethical)
- **Common opportunities and threats will intensify a worldwide demand for planetary security.**
(Personal Security/Self Interest ↔ Planetary Security)
(Common Threats ↔ Common Opportunities)
- **Understanding will grow that sustained poverty is expensive, debilitating, and unsettling.**
(Sustained Poverty ↔ Opportunity and Hope)
- **Polarization and narrowness will bend toward reasoned discussion, evidence, and consideration of varying points of view.**
(Narrowness ↔ Open Mindedness)
- **As nations vie for understanding and respect in an interdependent world, international learning, including diplomatic skills, will become basic.** (Sub-Trend: To earn respect in an interdependent world, nations will be expected to demonstrate their reliability and tolerance.)
(Isolationist Independence ↔ Interdependence)
- **Greater numbers of people will seek personal meaning in their lives in response to an intense, high tech, always on, fast-moving society.**
(Personal Accomplishment ↔ Personal Meaning)

Contacts/presentations, interviews, book orders: Gary Marx, President, Center for Public Outreach, Vienna, Virginia, 22182, USA, 703-938-8725, gmarxcpo@aol.com, author of *Sixteen Trends...Their Profound Impact on Our Future* (Educational Research Service, ERS, Arlington, Va., 2006, ers.org, click on Publications Catalog, Click on Search the Catalog, Enter Key Word "Sixteen Trends," click on *Sixteen Trends*), and *Future Focused Leadership... Preparing Schools, Students, and Communities for Tomorrow's Realities* (Association for Supervision and Curriculum Development, ASCD, Alexandria, Va, 2006, ascd.org, Click on Publications/Books, Click on Browse by Title, Scroll Down, Click on *Future-Focused Leadership*). Both books are also available from amazon.com.

Notes
Sixteen Trends
Their Profound Impact on Our Future

What are the implications of these trends:

How we operate our schools and school systems...and for school business officials?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

Thinking about the trends and the implications you've identified, develop three statements, one sentence each, indicating what business officials at schools and/or colleges and their education systems might consider doing to deal with all or some of these trends.

- 1.
- 2.
- 3.

(Source: Gary Marx, President, Center for Public Outreach, Vienna, Virginia, USA)

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What are the implications of these trends:

For what students need to know and be able to do...their academic knowledge, skills, behaviors, and attitudes?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

Thinking about the trends and the implications you've identified, develop three statements, one sentence each, indicating specific adjustments schools might consider making in what they teach their students.

- 1.
- 2.
- 3.

(Source: Gary Marx, President, Center for Public Outreach, Vienna, Virginia, USA)

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What are the implications of these trends:

For economic growth and development and quality of life in our community?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

Develop three statements, one sentence each, indicating what schools might do, considering the trends and implications you've identified.

- 1.
- 2.
- 3.

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Considering implications of the trends, identify three things we should consider doing or emphasizing now.

Emphasis 1:

What will this emphasis mean for:

Teachers:

Administrators:

Support Staff:

Parents and Community:

Emphasis 2:

What will this emphasis mean for:

Teachers:

Administrators:

Support Staff:

Parents and Community:

Emphasis 3:

What will this emphasis mean for:

Teachers:

Administrators:

Support Staff:

Parents and Community:

**Sixteen Trends...
Their Profound Impact
on Our Future**

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Presenter Information: Gary Marx, President, Center for
Public Outreach, 1831 Toyon Way, Vienna, Virginia 22182.
Phone: 703-938-8725. Email: gmarxcpo@aol.com

**School Business Officials
Central to Educational Success**

- *Essential members of the leadership team who make better student achievement possible.*
- *Connections reaching from deep inside the system and into the broader community.*
- *Sources of knowledge, guidance, and leadership.*
- *Enablers who can guide the system in figuring out how to accomplish what needs to be done.*
- *Key communicators.*
- *A foundation for trust.*

Gary Marx, President, Center for Public Outreach

**Why should we care?
We're educators!**

- Are we of this world?
- Are we separate from it?
- Are we flexible enough to meet the needs of a fast-changing world?

Our challenge today is to get re-connected with forces impacting the world...including our own community.

**Education at all levels is, or
should be, connected to the
advancement of civil society,
the economy, and our quality
of life.**

Isolation is not an option.

Consider the political, economic, social, technological, environmental, and demographic context in which we function.

Gary Marx, President, Center for Public Outreach

Think about...

The Implications of These Trends for...

- For pursuing how we run our schools and school system and for school business officials.
- What students need to know and be able to do...their academic knowledge, skills, attitudes, and behaviors.
- Economic growth and development and quality of life in our communities.

*Not necessary to have notes on or to remember everything we talk about.
Serving not as a prophet but as an observer, as a witness.
This is not a prescription for curriculum. It is the context in which we function.*

Trend

**For the first time in history, the
old will outnumber the young.**

Younger → Older

Worldwide: In developed nations, the old will substantially outnumber the young. In underdeveloped nations, the young will substantially outnumber the old.
Older → Younger, Younger → Older

Facts

Life Expectancy↑

- In 1789, the average *life expectancy* in the U.S. was 35. In 2005, it was 77.8, and is expected to reach 80.5 by 2025. (Obesity and related health problems could intervene.)

Average Age↑

- In 1800, the *average age* in the U.S. was 16 years. In 2000, it reached 35.7 years and is expected to reach 38 years in 2050.

U.S. Census Bureau, Nat'l. Center for Health Statistics, AARP, Agequake

21st Century Implications Aging

- Attracting and keeping new generations of people to work in the system. Getting them ready to serve in a fast-changing world.
- Recruiting and retaining older citizens as educators and as other workers.
- Expanding adult education courses and other opportunities for lifelong learning. Keeping school facilities open even longer.
- Dealing with continuing transportation, access, and safety issues for older citizens.
- Getting experienced people to build a connection between what's taught and how it can be applied.
- Balancing political demands of young and old. Convincing older citizens that resources are needed.

Trend

Majorities will become minorities, creating ongoing challenges for social cohesion.

Majority/Minority → Minority/Minority

Worldwide: Growing numbers of people and nations will discover that if we manage our diversity well, it will enrich us. If we don't manage it well, it will divide us.

Diversity = Division ↔ Diversity = Enrichment

Facts

Majority to Minority

Total U.S. Population

2000--281.4 million, 71 percent white
2050--420.08 million, 53 percent white
2100--570.9 million, 40 percent white

U.S. Youth, Age Birth to 19

2000--78.4 million, 64 percent white
2050--100.98 million, 46 percent white
2100--144.6 million, 34 percent white

U.S. Census Bureau

Demographics and High School Graduations

- Between 2004-05 and 2014-15 in the U.S., the number of Hispanic public high school graduates is expected to rise 54 percent, Asian 32 percent, Native American 7 percent, Black 3 percent. The number of Non-Hispanic White graduates will decline approximately 11 percent.
- In the U.S., public high school graduations will peak during 2007-08 at just over 3 million. Then, graduations will decline about .7 percent until 2013-14, when they will start to rise again.
- The Northwest and Midwest could have substantial declines of about 1 percent a year through 2021-22.
- The South, Southwest, and West could see significant growth in the number of graduates, from 30 to 40 percent in Florida, Georgia, North Carolina, Texas, Arizona, Nevada, Colorado, Idaho, and Utah.
- The West will have its first "minority-minority" graduating class as a whole by 2010 and the South by 2017.

"Demographic Boom or Bust," Inside Higher Education, March 20, 2008

21st Century Implications Diversity

- Ensuring equal opportunity and achievement for **ALL** students. Raising all boats.
- Seeking common denominators and consensus. Constantly reframing our identity, curriculum, and teaching to be inclusive.
- Preparing students for life in a diverse world.
- Hearing divergent ideas and voices.
- Attracting excellent teachers as role models.
- Offering professional development that supports inclusion and cultural understanding.
- Assigning excellent teachers to all schools.
- Developing an international focus.