

**Stanbic Bank Botswana**

National Human Resource Development Conference 2019

**PLENARY ONE:**

“How do we optimise our education system to support employability and entrepreneurship?” (10mins)

**Mr. Samuel Minta**

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## **Greetings and Protocol**

I believe that saying all protocol is duly observed is in order

Good afternoon once again.

## **Partnership and Collaboration:**

- This afternoon, I am speaking on the subject of “How do we optimise our education system to support employability and entrepreneurship?”
- Please bear in mind that I am not an educational expert. I am just a humble simple bank. My comments should be taken in the context of exploratory questions, rather than authoritative recommendations.
- The respected educational experts and professors here-present should feel at liberty to challenge or shape the recommendations and commitments.
- My dialogue this afternoon is taken from an OECD paper entitled “The future of education and skills by 2030”
- Please permit me to read the forward to the report by Andreas Schleicher, Director for Education and Skills at OECD

“We are facing unprecedented challenges – social, economic and environmental – driven by accelerating globalisation and a faster rate of technological developments. At the same time, those forces are providing us with myriad new opportunities for human advancement. The future is uncertain and we cannot predict it; but we need to be open and ready for it. The children entering education in 2018 will be young adults in 2030. Schools can prepare them for jobs that have not yet been created, for technologies that have not yet been invented, to solve problems that have not yet been anticipated. It will be a shared responsibility to seize opportunities and find solutions. To navigate through such uncertainty, students will need to develop curiosity, imagination, resilience and self-regulation; they will need to respect and appreciate the ideas, perspectives and values of others; and they will need to cope with failure and rejection, and to move forward in the face of adversity. Their motivation will be more than getting a good job and a high income; they will also need to care about the well-being of their friends and families, their communities and the planet. Education can equip learners with agency and a sense of purpose, and the competencies they need, to shape their own lives and contribute to the lives of others. To find out how best to

do so, the Organisation for Economic Co-operation and Development (OECD) has launched The Future of Education and Skills 2030 project. The aim of the project is to help countries find answers to two far-reaching questions:

- What knowledge, skills, attitudes and values will today's students need to thrive and shape their world?
- How can instructional systems develop these knowledge, skills, attitudes and values effectively?

At the Global Educational Supplies and Solutions conference in Dubai in March 2017 there were observations that "The education system is producing students who are trained only for examinations, leaving them unprepared for the demands of the real world and the future and a call for more experiential education"

The European Business Review has an article on "Rethinking Future Higher Education" by By Mario Raich, et al, Jan 2019.

**The world around us has already changed dramatically, and the pace is accelerating exponentially. So far, the so-called "education" has not been able to catch up with this fourth industrial revolution. Visionary people are already looking beyond it, talking about the "age of transhumanism"<sup>1</sup>. In view of the accelerating development of Artificial Intelligence (AI) and Cyber-Reality (CR) it becomes mandatory to define human uniqueness vs. intelligent machines and Cyber Entities.<sup>2</sup>**

- We have heard a lot about 4IR this morning
- Botswana can leap-frog into a global knowledge based economy. We just need to be deliberate and resolved.

**Thank You**