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## How can we live contentedly in the New World?

We have already entered the 4th Industrial Revolution! The evidence is plain and as clear as a crystal. The ordinary person walking the streets of Accra notices that Alvin Toffler was right when he wrote in his well-known book, *Future Shock*, "The illiterate of the 21st Century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn." The Corporate world made up of companies, institutions and organisations of all sorts are short of potential employees as seen published in the dailies. Yet, year after year, thousands of students who claim to have "finished" school after secondary education or lower as well as others who acquire certificates of higher degrees, degrees or diplomas from the over 100 universities and the large number of technical colleges that exist in Ghana today are hunting for jobs. One may be justified to ask the question, "What is wrong?"

Again, in one of the few articles in this issue of PentVars Business Journal, it is reported, for example, that the banking industry in Ghana is facing challenges that have led to a number of banks having to fold up because they are too slow to adapt to new regulations laid down by the Central Bank of Ghana. A number of banks have thus been forced by government to merge during the last couple of years. The area of financial services is not the only place in the national or international economy where instability reigns or where the corporate leaders have and are continuing to express great concerns. In issues of sustainability of the environment, security, agriculture, transport, energy, industry, capital markets and even leadership and governance, there appear to be imminent chaos everywhere.

Interestingly, these challenges seem to have roots in the rapid changes in newer technologies worldwide and the inability of Education systems to catch up with the practical realities in the world of work and in everyday commercial and cultural practices. In short, the reality is that there is a mismatch between what is going on in the four walls of the classroom and what is happening in various cultures and the marketplace economy. Centuries ago, knowledge increased at a pace that seemed manageable and as such, our economies were slower too. Politics was also slow - and this may have been a good thing! Today, the speed with which knowledge is increasing puts us in something akin to dire straits: how do we make sense of all that is happening in time to ensure that it does not destroy us? In Yuval Noah Harari's *Homo Deus* he alludes to this fact when he says "...in 1016, it was relatively easy to predict how Europe would look in 1050...in contrast, in 2016 we have no idea how

Europe will look in 2050. We cannot say what kind of political system it will have, how its job market will be structured or even what kind of bodies its inhabitants will possess.” Let us note that this was written about Europe in 2016. We are in 2019. We still cannot predict. So, how do we begin to bring Africa into the equation?

Ghana and the rest of the world – developing as well as developed – need to pay urgent and serious attention to the fact that we cannot train our youth in the way our parents and teachers of the past trained those of us in the present generation. Hence, we should begin by taking a new look at how we can position our countries in ways that can

help us to adjust to the changes that are bound to occur. Indeed, it is frightening to learn from Bernard Marr, the futurist and significant bestselling author (Dell Technologies and Institute for the Future report) that “85% of the jobs in 2030 do not exist yet”! Thus, he recommends and I endorse that in this generation, we have no choice but to prepare our children to keep abreast of smart technologies, paying attention to “artificial intelligence, big data, augmented reality, block chain, the Internet of Things and automation”. This is food for thought as we gear ourselves to preparing tertiary education students as well as earlier years of education.

