



CONTACT CENTERS INDUSTRY:

**ON THE ROAD  
TO EXCELLENCE**

# NEW WAYS FOR A DIFFERENT EDUCATION

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## Chapter One

### The Past

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## Chapter Two

### The Present

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## Chapter Three

### The Future

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# Chapter One

## The Past

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We live in a rock, in the corner of a tiny (!) galaxy, shaped by nature over the last 4,5 billion years...

## Planet Earth Through the Ages

### Pale Orange Dot



3.8 to 2.5 billion years ago

During the Archean era, atmospheric haze might have made Earth pale orange instead of pale blue - a haze possibility caused by micro-organisms.

### Snowball Earth



630 million years ago

The planet might have been almost completely covered on ice, though perhaps with slushy oceanic openings near the equator.

### Dinosaur Era



252 to 66 million years ago

Even after the continents and oceans took on a more modern look, their shapes were very different in earlier epochs.

### The Last Ice Age



2.6 million to 11.700 years ago

By the onset of the most recent Ice Age during the Pleistocene era the continent had, for the most part, assumed their present shapes and positions, but large parts of the surface were covered in glacial ice.



200.000 y

Modern humans



11.700 years ago to now

The Holocene era has seen the expansion of human civilization across the planet, and the rise of advanced technology.



6.000 y

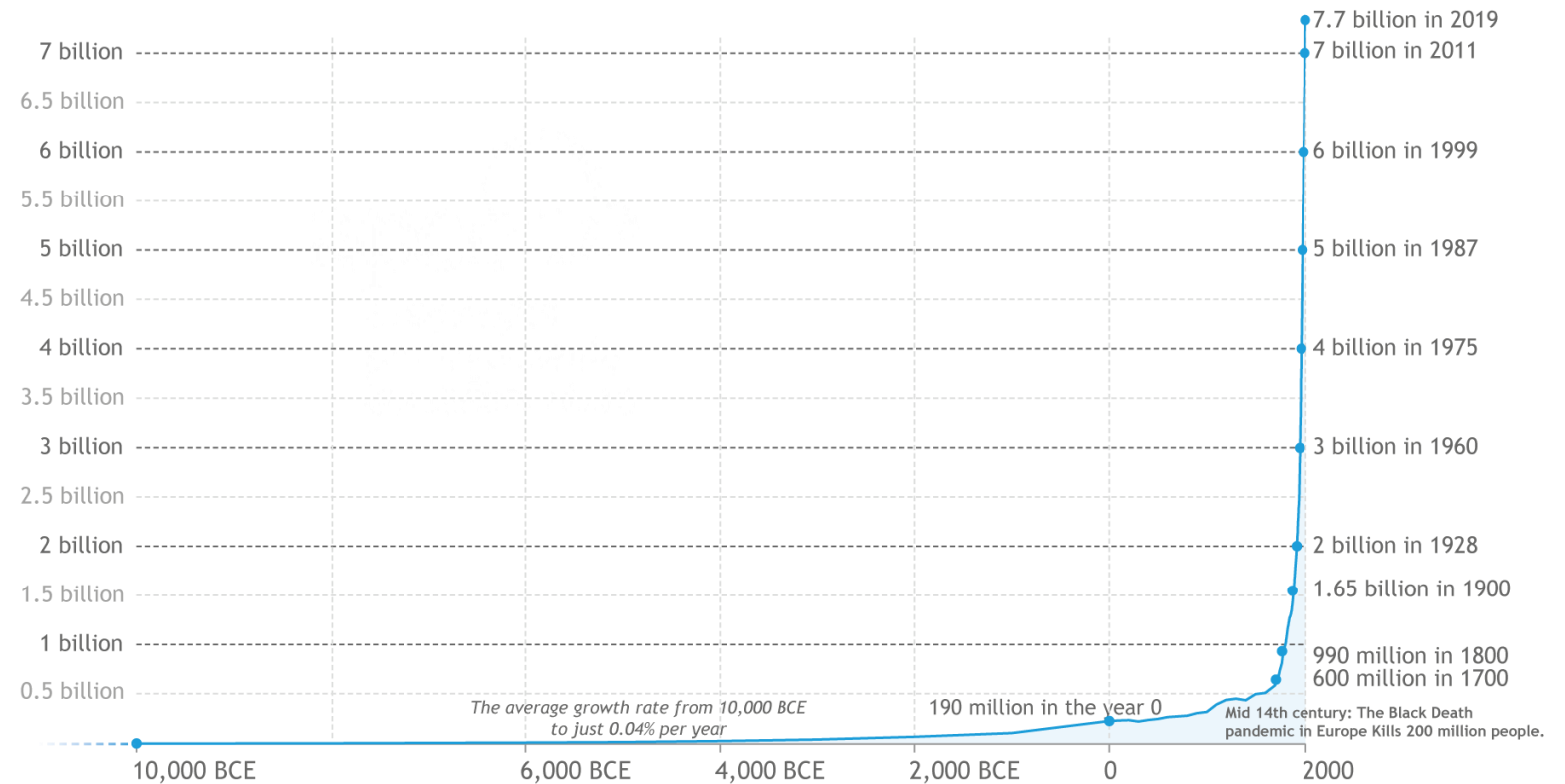
civilization



200 y

Yet, in the blink of an eye, our population grew exponentially over the last 300 years

### The size of the world population over the last 12.000 years

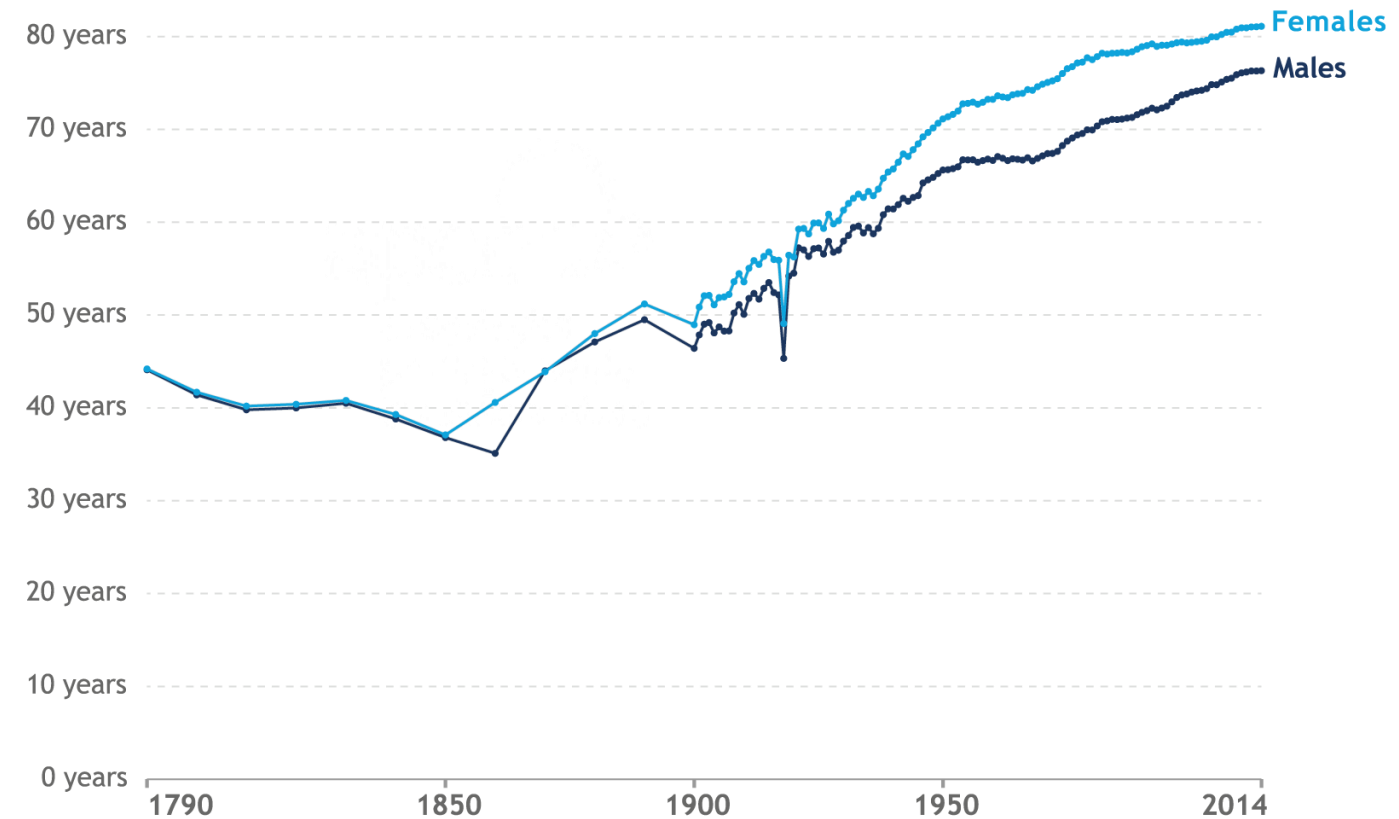


Based on estimates by the *History Database of the Global Environment* (HYDE) and the United Nations. On OurWorldinData.org you can download the annual data. This is a visualization from OurWorldinData.org, where you find data and research on how the world is changing. Licensed under CC-BY-SA by the author Max Roser.

And while we were quite succeeding in multiplying ourselves, we were living for longer periods, as we saw our **life expectancy improve steadily over the last 150 years**

### Life expectancy at birth by sex, United States, 1790 to 2014

Estimates are based on period life tables.



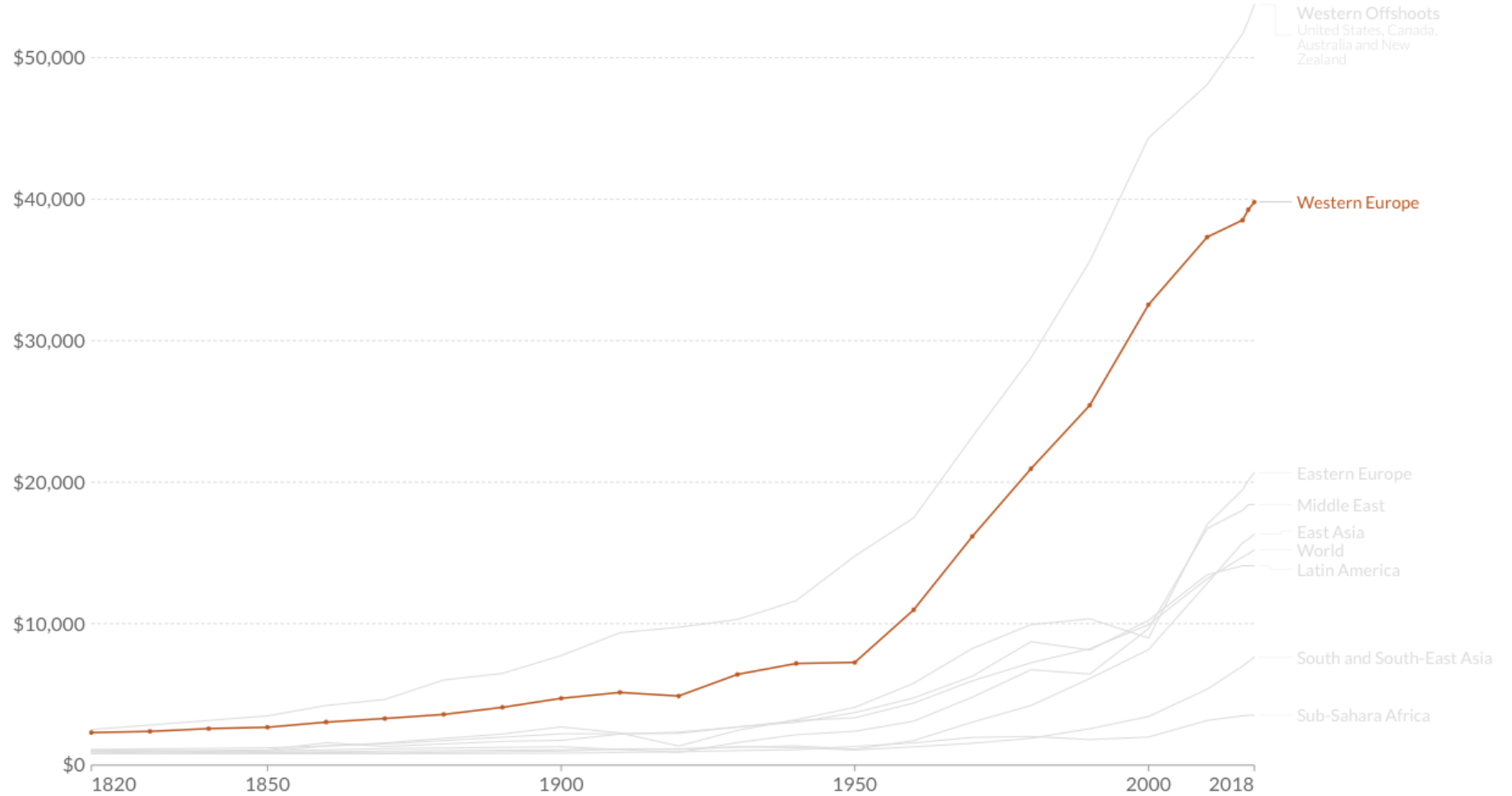
Source: Source: Human Mortality Database (2018) and others  
OurWorldInData.org/why-do-women-live-longer-than-men · CC BY

We were also very successful in **generating wealth** to cater for the needs of the whole population.

### GDP per capita, 1820 to 2018

This data is adjusted for inflation and for differences in the cost of living between countries.

**LINEAR** LOG + Add country or region All together  Relative change



Source: Maddison Project Database 2020 (Bolt and van Zanden, 2020)  
Note: This data is expressed in international-\$ at 2011 prices.

And what is the root cause behind this?

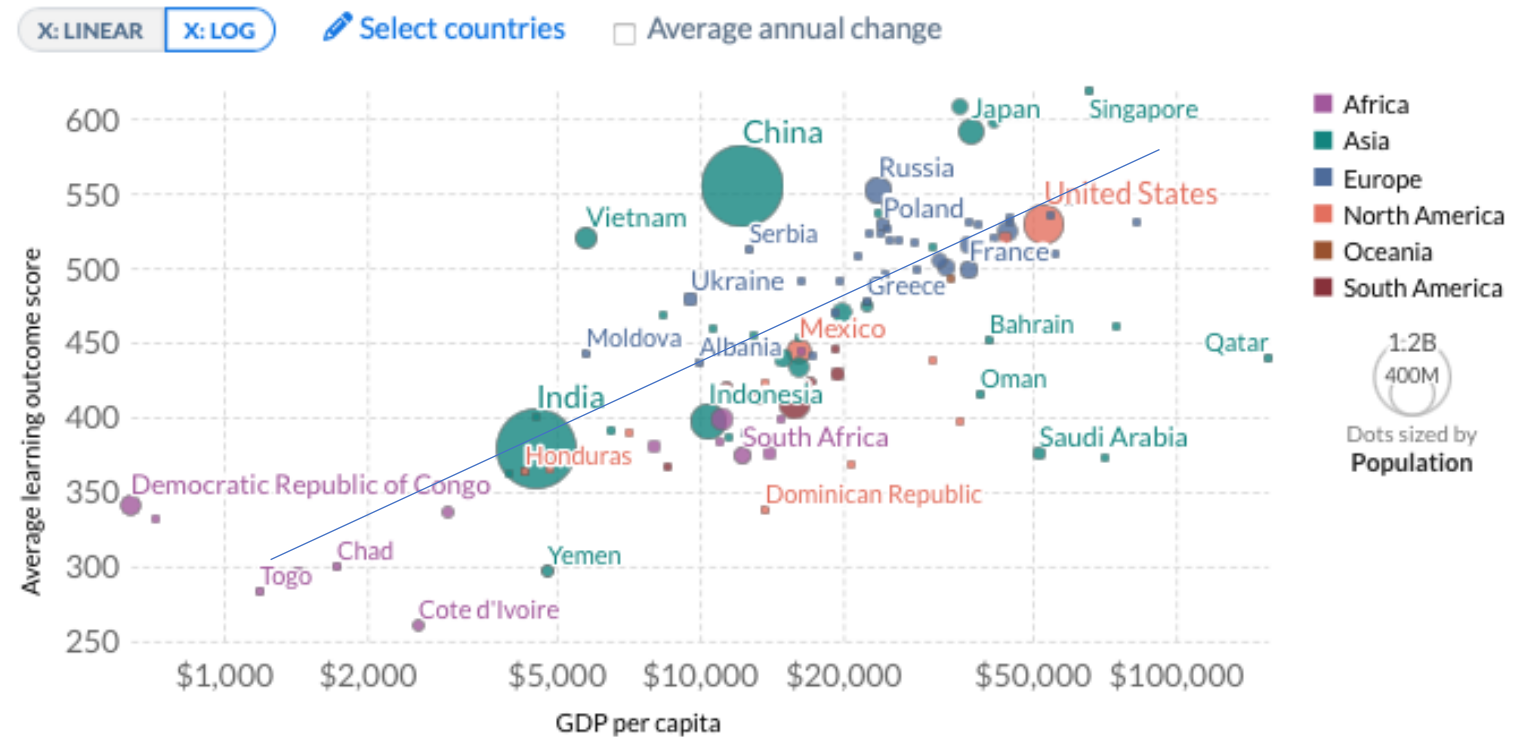




We seem to have enough evidence that education and wealth are **positively correlated**, so **Education** could well be the **root cause**.

### Average learning outcomes vs GDP per capita, 2015

The vertical axis shows average scores across standardized, psychometrically-robust international and regional student achievement tests. To maximize coverage by country, tests have been harmonized and pooled across subjects (math, reading, science) and levels (primary and secondary education). The horizontal axis shows GDP per capita after adjusting for price differences between countries and across time.



Source: Altinok, Angrist, and Patrinos (2018); Maddison Project Database 2020 (Bolt and van Zanden, 2020)  
OurWorldInData.org/quality-of-education • CC BY

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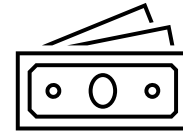
# But

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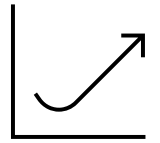
Could this be an epiphenomenon, and we are just confusing covariation and causation?



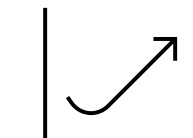
Education



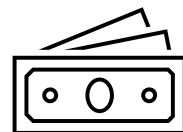
Wealth



Economic Growth



Economic Growth

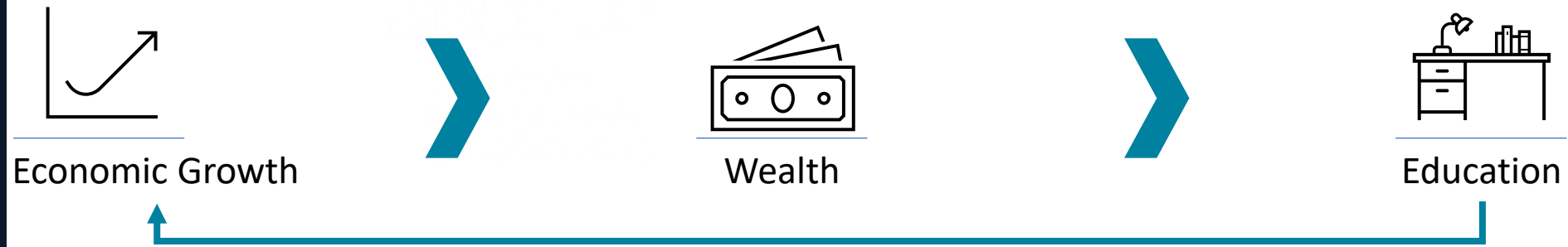


Wealth



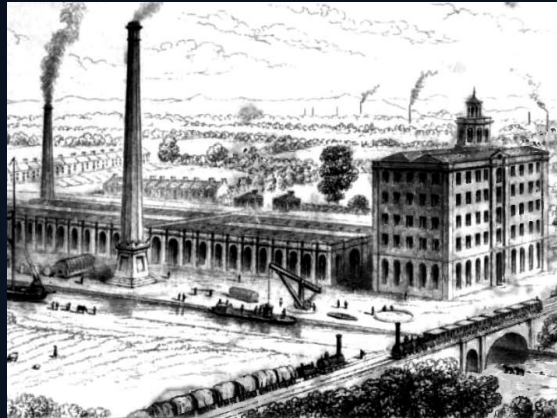
Education

Or is there any kind of  
**feedback** loop?



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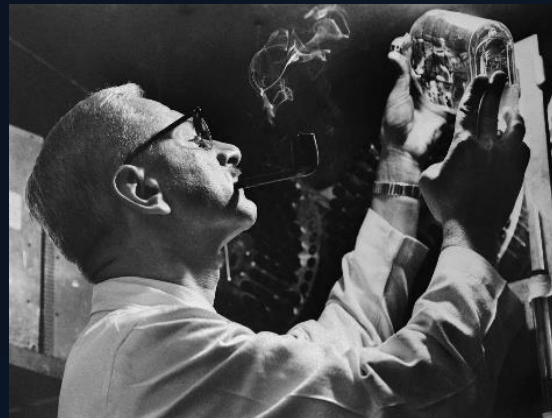
What is the **cause-effect** relationship...



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...between **education** and **economic growth**?

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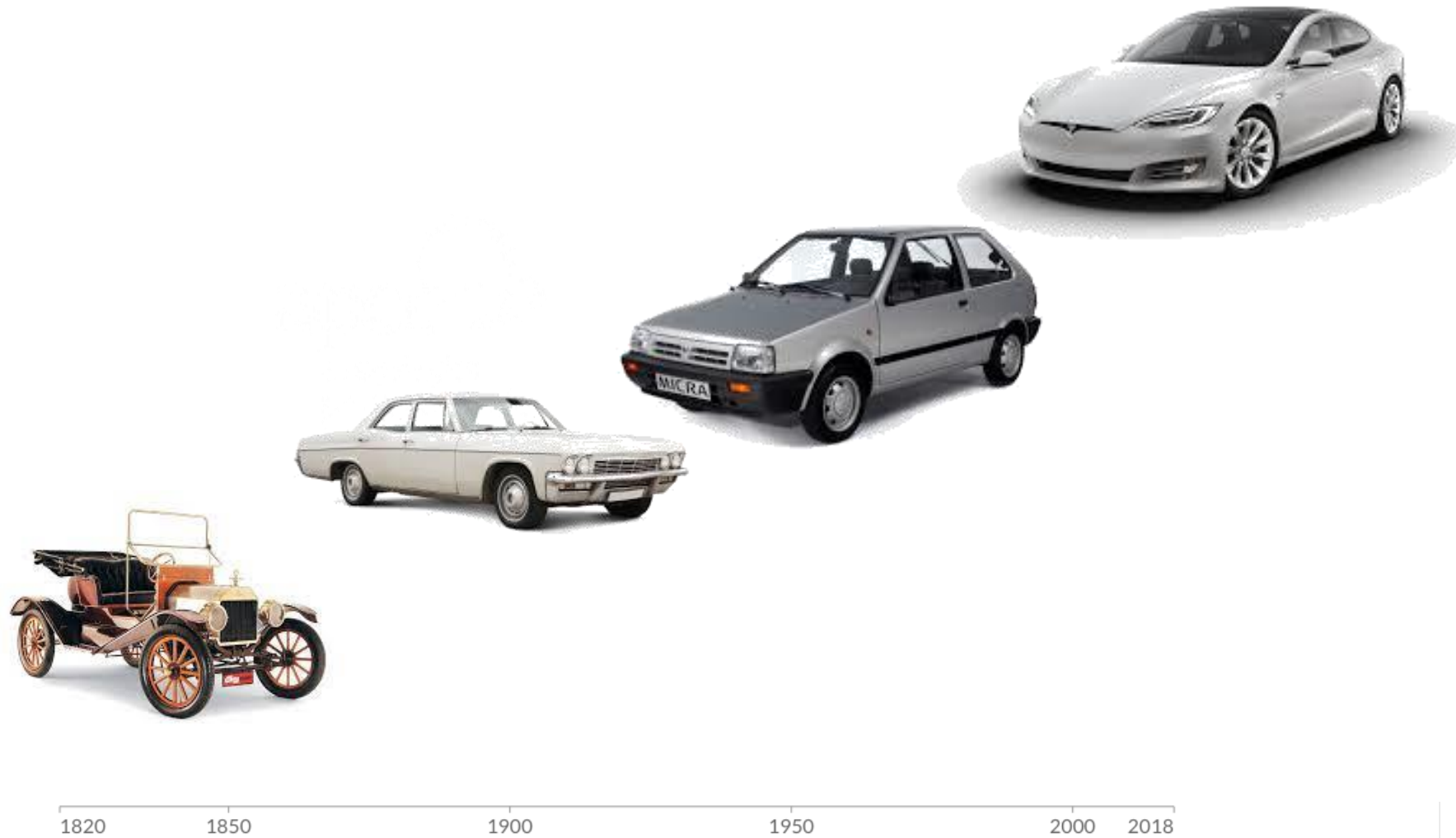
Between 1820 and today ...

...phones evolved massively



Between 1820 and today ...

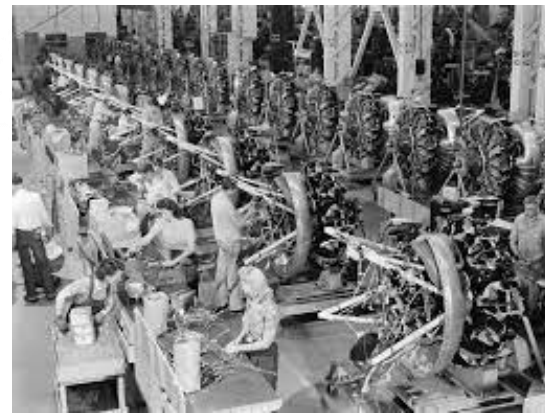
...automotive industry evolved massively





Between 1820 and today ...

...work has evolved massively



1820 1850 1900 1950 2000 2018

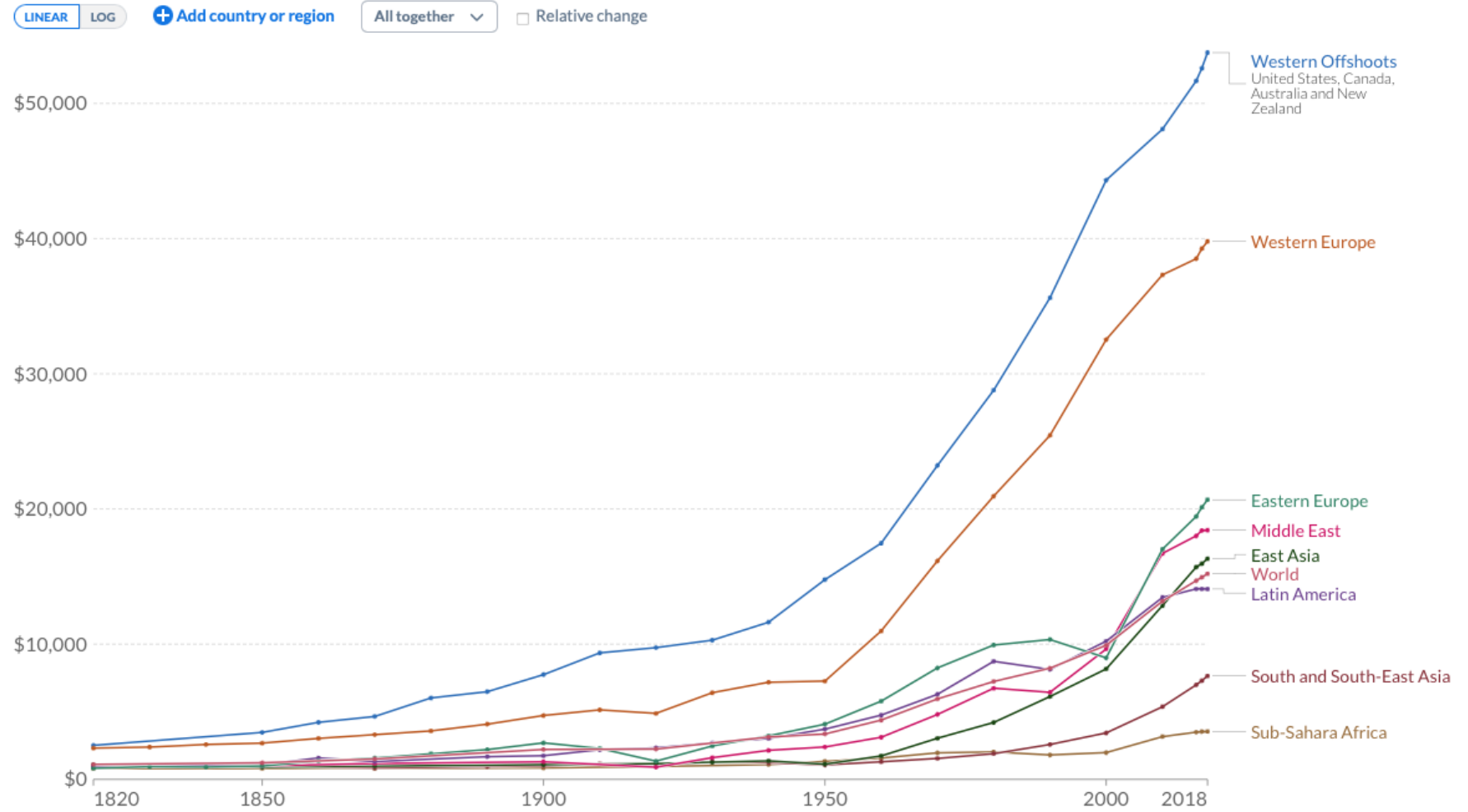


Between 1820 and today...

...GDP per capita grew massively

### GDP per capita, 1820 to 2018

This data is adjusted for inflation and for differences in the cost of living between countries.



Source: Maddison Project Database 2020 (Bolt and van Zanden, 2020)  
Note: This data is expressed in international-\$ at 2011 prices.

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# But

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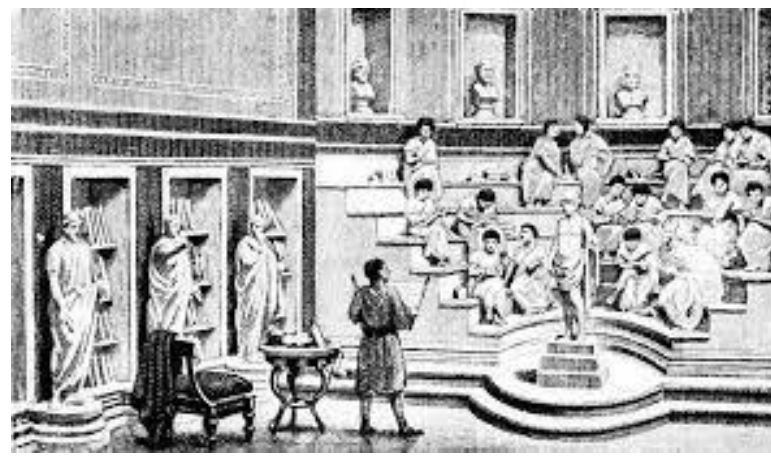
Between 1820 and today...

...education has been pretty much the same



1820 1850 1900 1950 2000 2018

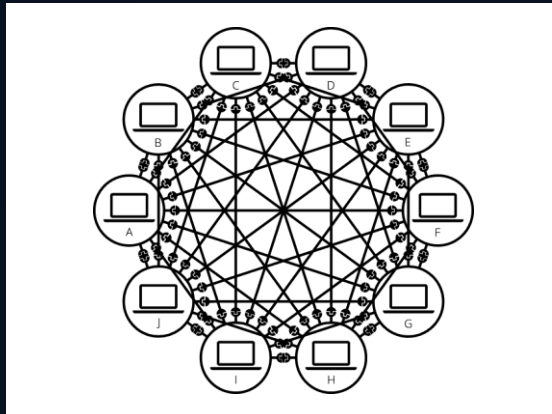
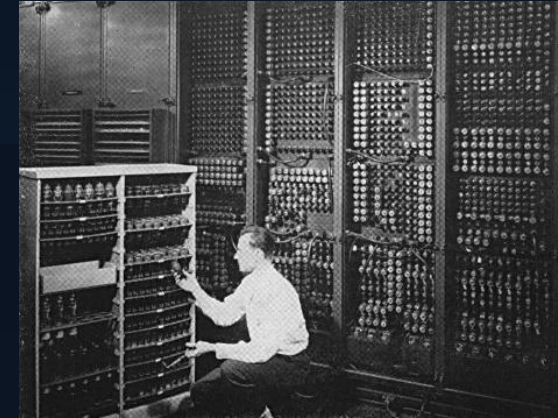
And even if we look  
further back...



Roman Empire



Ancient Egypt



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So, what is the  
relationship between  
education and economic  
growth?

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# But

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... there's so much more we  
can question in this thought  
experiment...



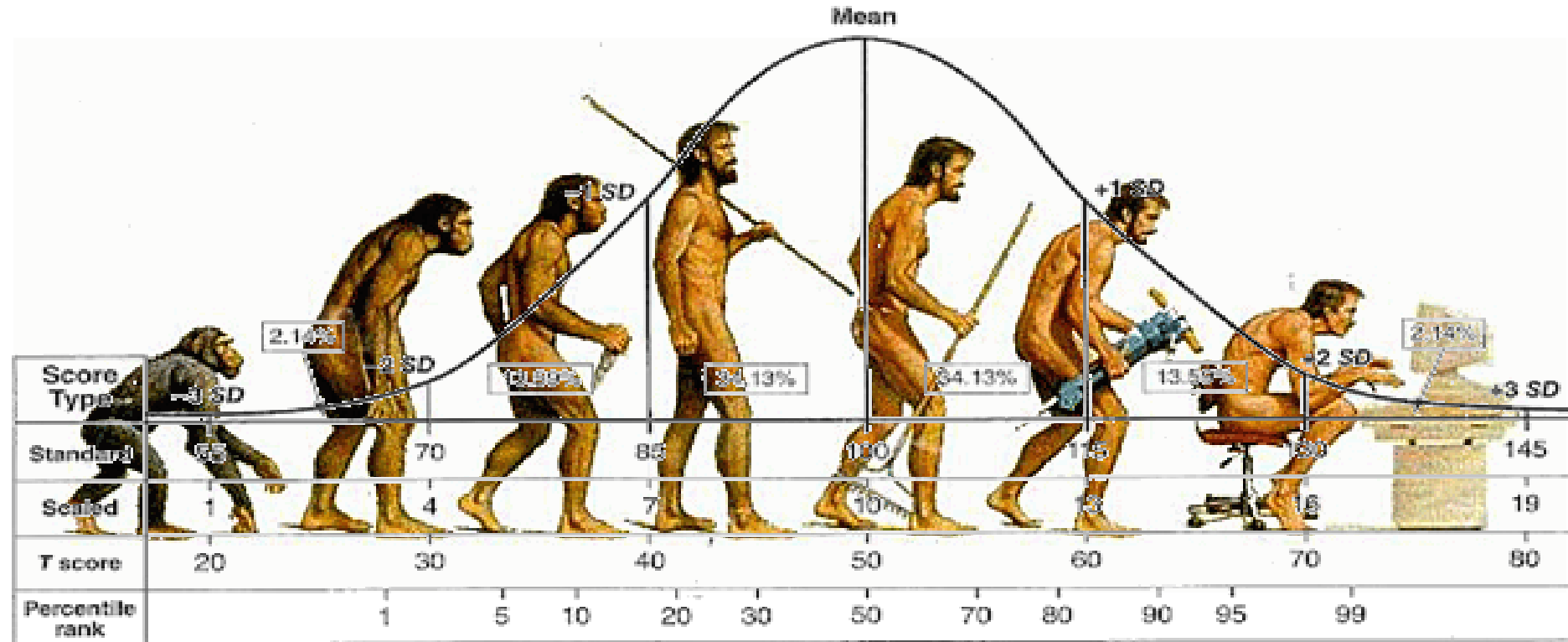
The Past

We are a fairly diverse species



The Past

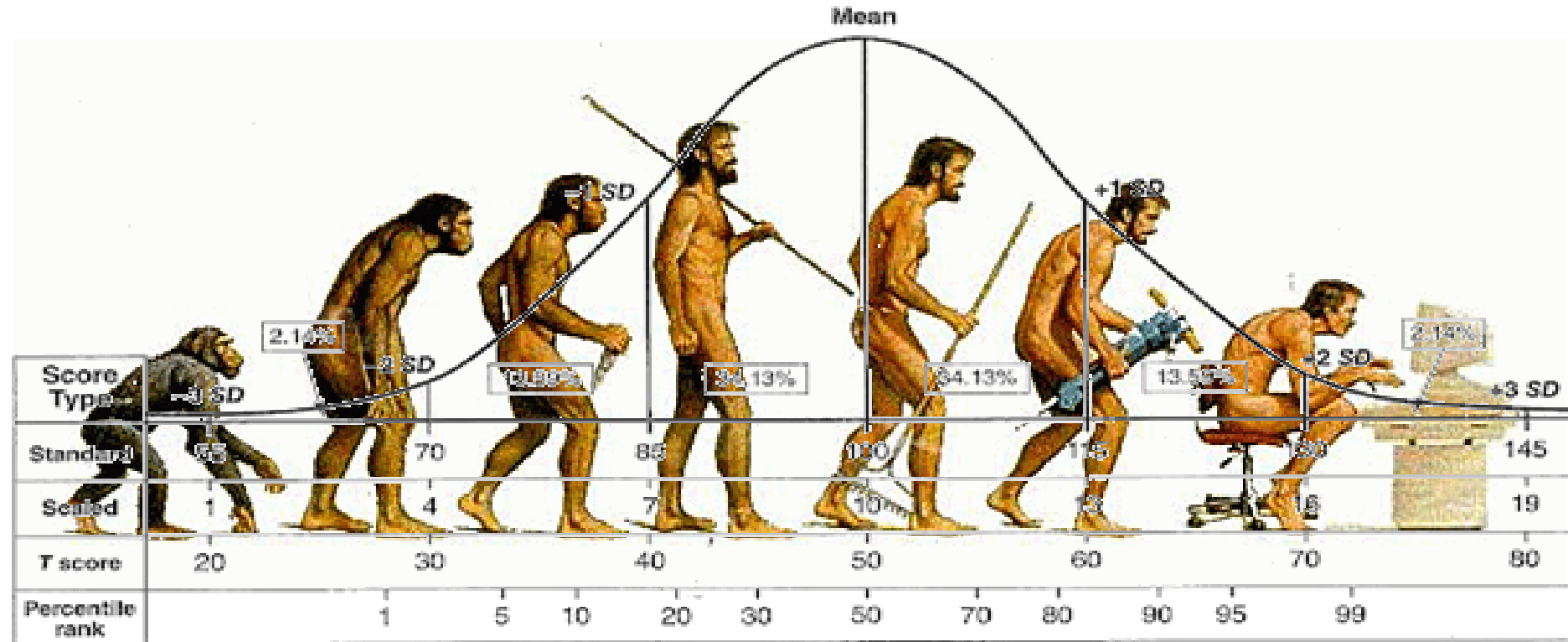
It has to do with the way we evolved as a species





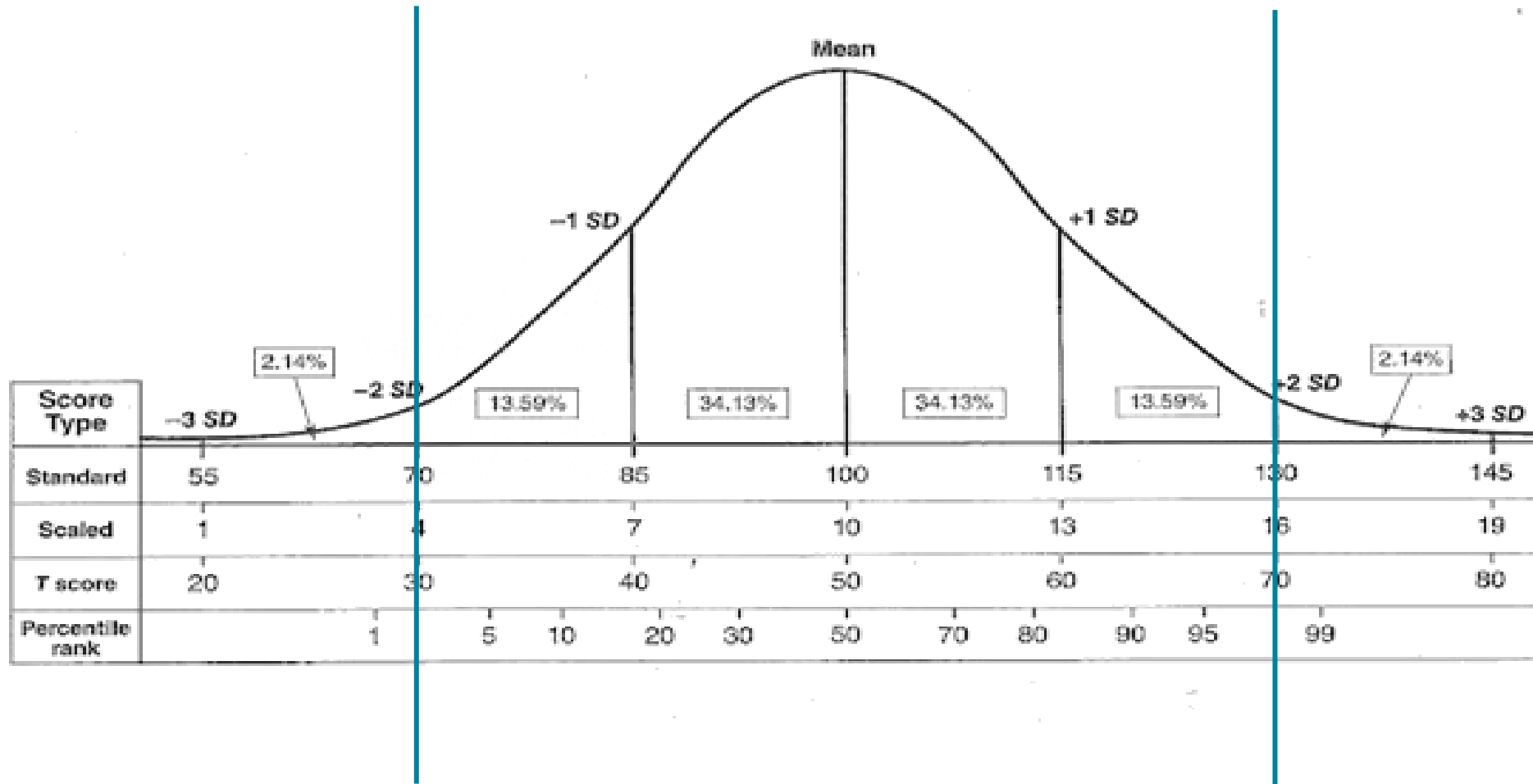
The Past

But somehow, our schooling model is still based on a one size fits all system



The Past

Which probably means that there are some tails of our population distribution that, for some reason, **don't fit**



*“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”*

**Albert Einstein**



Source: Image created by Artificial Intelligence after being prompted to create a fish climbing a tree

And we are approaching  
an era where it is  
cheaper to **replace**  
knowledge workers than  
manual labour





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And, as we speak, new lifechanging innovation is happening and is changing again the way we eat, interact, move, own, work, live, age and even how we are created

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We need to learn how to make questions.  
Not to provide answers.

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## Chapter Two

# The Present

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The world is **not**  
becoming more  
inclusive...

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7 to 9.5

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Ratio of top to bottom 10% of the  
income distribution in the last 40  
years in OECD

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~10%

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Residents in Western European  
countries indicated they would not  
want immigrants as neighbours

Unequal access and an outdated education model are limiting the role of education to close divisions

95% vs 44%

Secondary education enrolment in developed economies vs developing regions

40%

Young people find education is badly aligned with required job skills



Intergenerational  
mobility (IGM) is at  
historical lows



Absolute and relative IGM are lower in developing economies than in high-income countries



Absolute IGM has stopped rising in developing economies since the 1960s

Traditional education is **struggling to be** the social elevator and source of talent, especially in Africa

**No personalized learning**, even if Students have different strengths, learning preferences and interests. **We still have the one size fits all**<sup>1</sup>.

Self-leadership, interpersonal skills, and critical thinking are developed **inconsistently** across schools<sup>2</sup>

An **active student** role is proven to foster creativity and growth in transversal skills and is one of OECD's 2030 Learning Compass goals. However, **teachers fail to achieve knowledge acquisition and agency**

By 2030, **c69M new teachers will be needed** globally, with 15Mn+ in Sub-Saharan Africa. Today, **less than 50%** of 8th grade students are taught mathematics by teachers with appropriate background<sup>3</sup>

In 2020, **260M** school-aged individuals were out of school. Lack of resources/nearby schools keeps ~40% of adolescents from school in Nigeria and Sierra Leone<sup>3</sup>

The cost of delivering high quality education with adequate breadth of subjects is a significant part of governments' expenditures, making it difficult to fund adequacy especially in low income countries and small towns<sup>4</sup>

Sources:

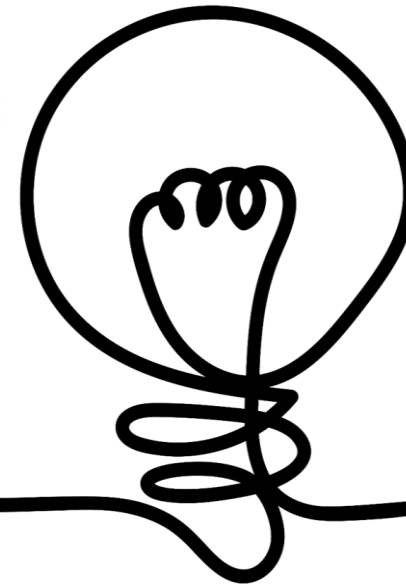
1. Brookings, "Skills for a Changing World" series; PISA Report on Creative Problem Solving; "By Us, For Us" Research report; University of West London "Future of Education following Covid-19"; WEF "Shaping the Future of Education, Gender and Work"
2. PISA Report on Creative Problem Solving, OECD Learning Compass 2030, WEF Future of Education, McKinsey report on Skills citizens will need for the future of work
3. UNESCO Report on Education 2021
4. OECD: "Delivering quality education in rural communities"; Kolbe, Baker & Atchinson "The additional cost of operating rural schools"; Eurostat: "Government expenditure on education"

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# What if

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What if there would be  
a **different way** to  
deliver education?



**BGA's** hybrid schooling model implements several innovative core components



Learning Coaches and  
Course Managers dual  
role



Collaborative Multi-Age  
Learning Hubs



Self-paced, Personalized,  
Hybrid Learning

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# Chapter Three

# The Future

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# Disclaimer

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**No one** can predict the  
future, least of all Educators

The World Economic Forum's **Education 4.0 taxonomy** provides a framework for the future of work and adult lifelong learning

### Content (built-in mechanisms for skills adaptation)



#### Global citizenship skills

To include content that focuses on building awareness about the wider world, sustainability and playing an active role in the global community.



#### Innovation and creativity skills

To include content that fosters skills required for innovation, including complex problem solving, analytical thinking, creativity and system analysis.



#### Technology skills

To include content that is based on developing digital skills, including programming, digital responsibility and the use of technology.



#### Interpersonal skills

To include content that focuses on interpersonal emotional intelligence (i.e. empathy, cooperation, negotiation, leadership and social awareness).

### Experiences (utilization of innovative pedagogies)



#### Personalized and self-paced learning

From a system where learning is standardized, to one based on the diverse individual needs of each learner, and flexible enough to enable each learner to progress at their own pace.



#### Accessible and inclusive learning

From a system where learning is confined to those with access to school buildings to one in which everyone has access.



#### Problem-based and collaborative learning

From process-based to project- and problem-based content delivery, requiring peer collaboration and more closely mirroring the future of work.



#### Lifelong and student-driven learning

From a system where learning and skilling decrease over one's lifespan to one where everyone continuously improves on their existing skills and acquires new ones based on their individual needs.



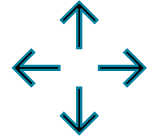
As future of work will  
bring novelty at  
unprecedented speed



Skills based approach to work



Lifelong learning



Multiple career shifts



Prolonged careers



Dematerialized work



Automation and AI

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# What Talent should we look for?

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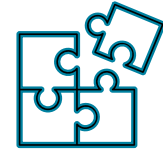
As employers, we should look for **meta-skills**



Intellectual Curiosity



Learn how to learn



Adaptability

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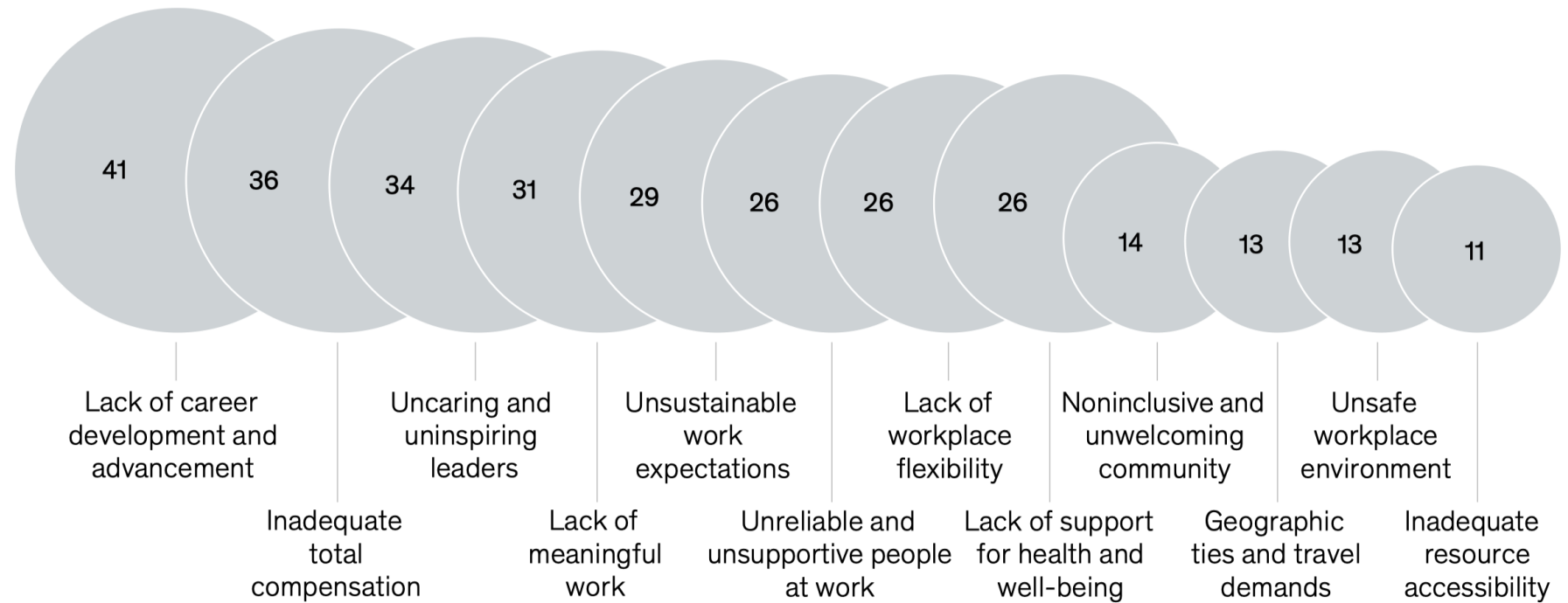
# How to retain talent in the future?

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The Future

As entropy in the world increases, **opportunities for advancement and progression** will be more and more important for Talents

Top reasons for quitting previous job, Apr 2021–Apr 2022, %



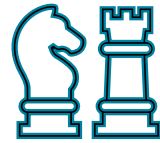
Source: Subset of respondents from McKinsey's 2022 Great Attrition, Great Attraction 2.0 global survey (n = 13,382), including those currently employed and planning to leave (n = 4,939), those currently employed and planning to stay (n = 7,439), and those who quit their previous primary jobs between Apr 2021 and Apr 2022 (n = 1,154)

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# How to think about Talent Management?

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Build today your set of **capabilities** for tomorrow, giving your employees the opportunity to **own their journey** in an equally balanced relationship



Strategic Workforce  
planning



Reskill and Upskill



Freedom of choice



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**The pace of change is the  
slowest it will ever be**

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**BE BRAVE**

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Thank You