

Reflections on Digital  
Transformation in Higher  
Education

**PURCO SA Conference – 2023**

Dr. Samuel Bosire

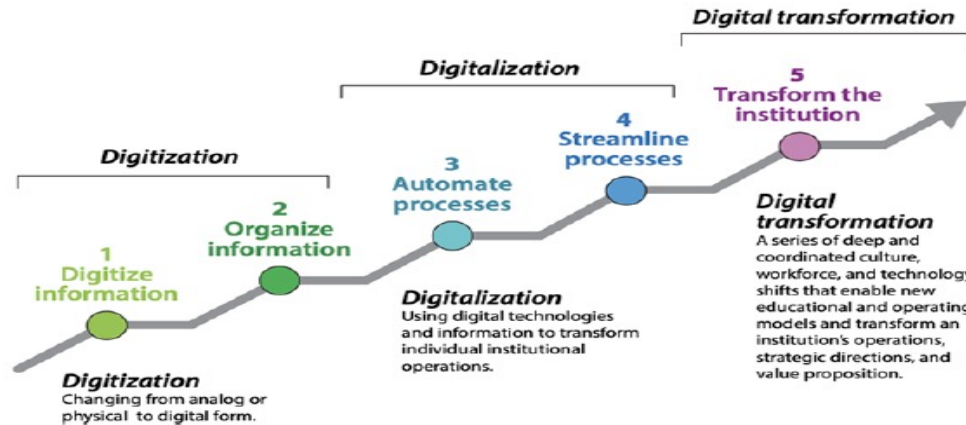
PURCO SA 2023 Annual Conference

## **Dx defined**

Digital Transformation is "a series of deep and coordinated **culture, workforce,** and **technology** shifts that enable new educational and operating models and transform an institution's operations, strategic directions, and value proposition" (Educause, 2020)

# Dx maturity

## The three D's of digital transformation



Source: Consider the Three Ds when talking about digital transformation - Betsy Reinitz, June 1, 2020  
<https://er.educause.edu/blogs/2020/6/consider-the-three-ds-when-talking-about-digital-transformation>

## Dx objectives

- Digital transformation implies **organisational change**, catalysed by digital technologies, geared towards **operational performance**. (Seres, L., Palvicevic, V and Tumbas, P. 2018).
- “the purpose of the journey toward digital transformation is to reap the benefits of digital technologies, such as **productivity improvements, cost reductions and innovation**” (Hess, T., Benlian, A., Matt, C. and Wiesbock, F. 2016).

## 4IR

- “it is the fusion of these technologies and their interaction across the **physical** , **digital** and **biological** domains that makes 4IR fundamentally different from the previous revolutions” (Schwab, K. 2017).
- It unique for its **exponential** rather than linear pace, **fusion/integration** and **impact** on countries, organisations and society as a whole.

## Critical junctures

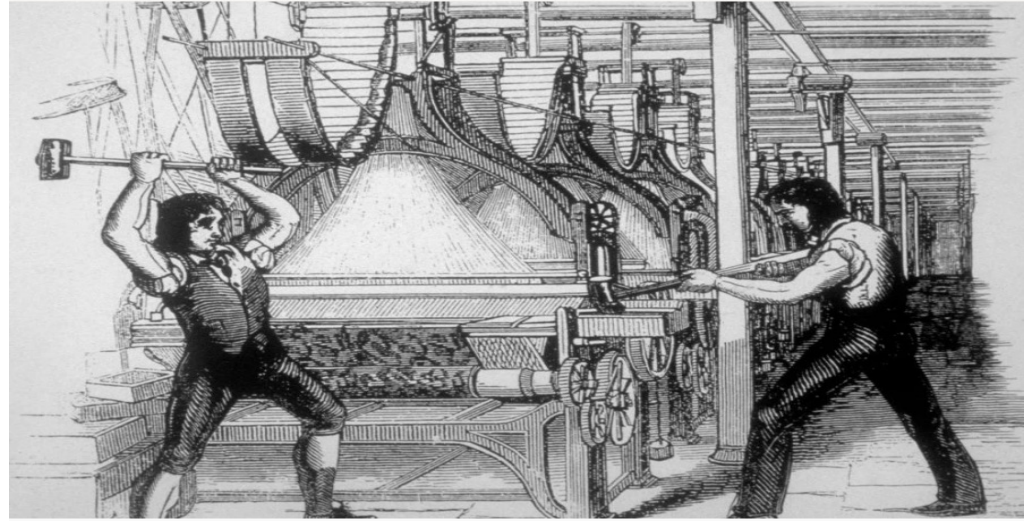
- “The industrial revolution created a ***transformative critical juncture*** for the whole world during the nineteenth century ... Those societies that allowed and incentivized their citizens to invest in new technologies could grow rapidly” - (Acemoglu, D. and Robinson, J. 2013).

## Creative destruction

the idea that “the old way” of doing things is constantly getting destroyed or supplanted as it is replaced by a newer, better alternative

(source: Forbes.com).

# Luddites





# Resistance to change



## More than technology

- “Technology and technology-driven change has virtually nothing to do with igniting a transformation from good to great. Technology can **accelerate** a transformation, but technology cannot cause a transformation (Collins, J. 2001)
- “your **culture, agility** and **people** are your long-term competitive advantage” (Anderson, M. 2020).

## Selected emerging Trends

- Access and connectivity
- Social media
- IoT and AI
- Hyper-scalers and cloud services
- Digital skills
- Technology enhanced learning
- Growth in Cryptocurrencies including blockchain
- Business intelligence and analytics

## Connectivity and access

“ICT will continue to reduce spatial exclusion, enabling seamless participation by the majority in the global ICT system, not simply as users but as content developers and application innovators.”

(source: NDP).

# The Mobile Economy Sub-Saharan Africa

## Unique mobile subscribers

2022 **489m**  
2030 **692m**

43% 2022 | 50% 2030  
Penetration rate  
Percentage of population

CAGR 2022-2030 | **4.4%**

## Smartphones

2022 **51%**  
2030 **88%**



## Licensed cellular IoT connections

2022 **23m**  
2030 **53m**

## Mobile internet users

2022 **287m**  
2030 **438m**

25% 2022 | 32% 2030  
Penetration rate  
Percentage of population

CAGR 2022-2030 | **6.2%**

## Operator revenues and investment

2022 **\$48bn** Total revenues  
2030 **\$58bn**

Operator capex  
2023 **\$75bn** → 2030

## SIM connections

2022 **980m**  
2030 **1.36bn**

86% 2022 | 99% 2030  
Penetration rate  
Percentage of population

CAGR 2022-2030 | **4.3%**

## 4G

2022 **22%**  
2030 **49%**



## 5G

2022 **0.2%**  
2030 **17%**



## Mobile's contribution to GDP

2022 **\$170bn** (8.1% of GDP)  
2030 **\$210bn**

## Public funding

2022 **\$20bn**

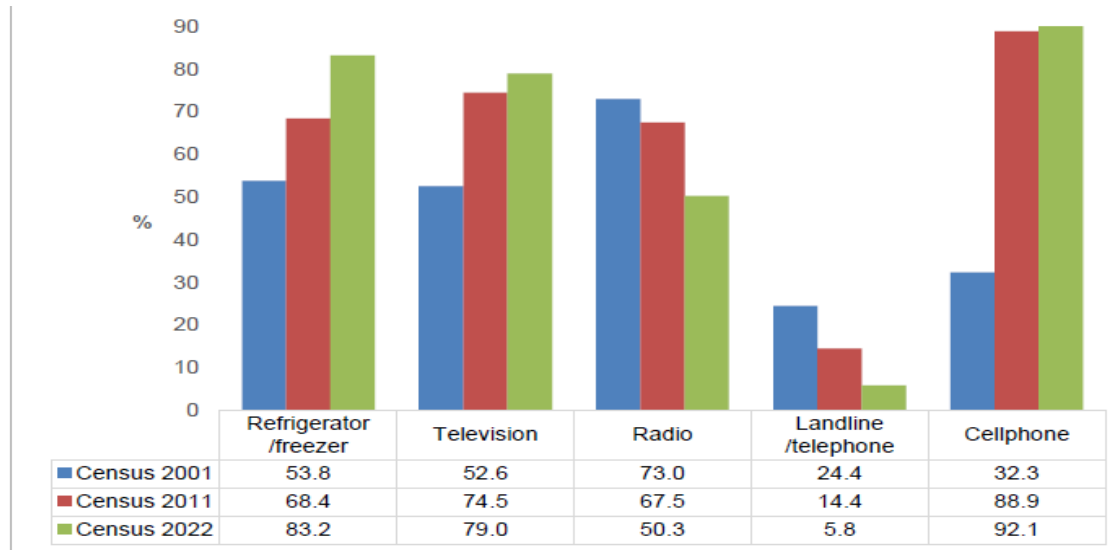
Mobile ecosystem contribution to public funding (before regulatory and spectrum fees)

## Employment

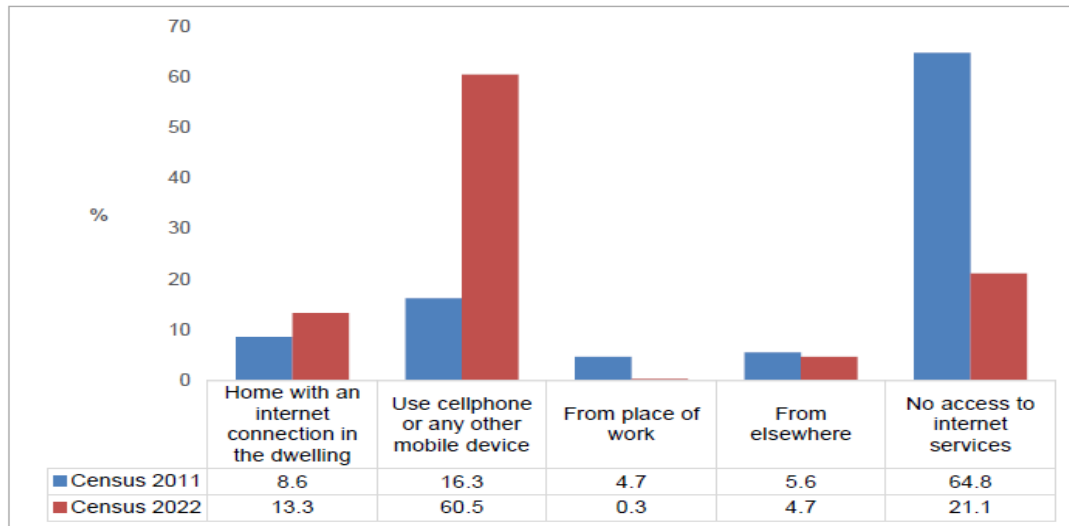
**1.4 million jobs**  
Directly supported by the mobile ecosystem in 2022

**2.2 million jobs**  
supported indirectly

## % distribution with access to household goods



# % distribution of households with access to internet



# Unconnected populations

## ABSOLUTE: LARGEST UNCONNECTED POPULATIONS

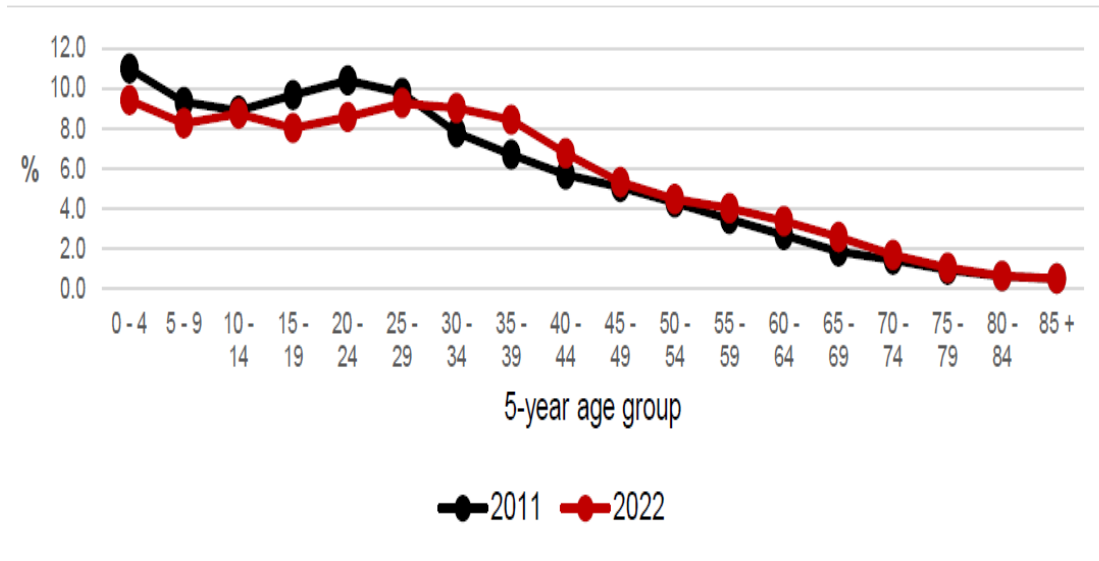
#	LOCATION	UNCONNECTED POPULATION	% OF POP. OFFLINE
01	INDIA	730,027,000	51.3%
02	CHINA	374,709,000	26.3%
03	PAKISTAN	150,779,000	63.3%
04	BANGLADESH	105,138,000	61.1%
05	ETHIOPIA	104,073,000	83.3%
06	NIGERIA	98,635,000	44.6%
07	DEM. REP. OF THE CONGO	77,568,000	77.1%
08	INDONESIA	63,514,000	23.0%
09	TANZANIA	45,456,000	68.4%
10	KENYA	36,699,000	67.3%

## RELATIVE: LOWEST LEVELS OF INTERNET ADOPTION

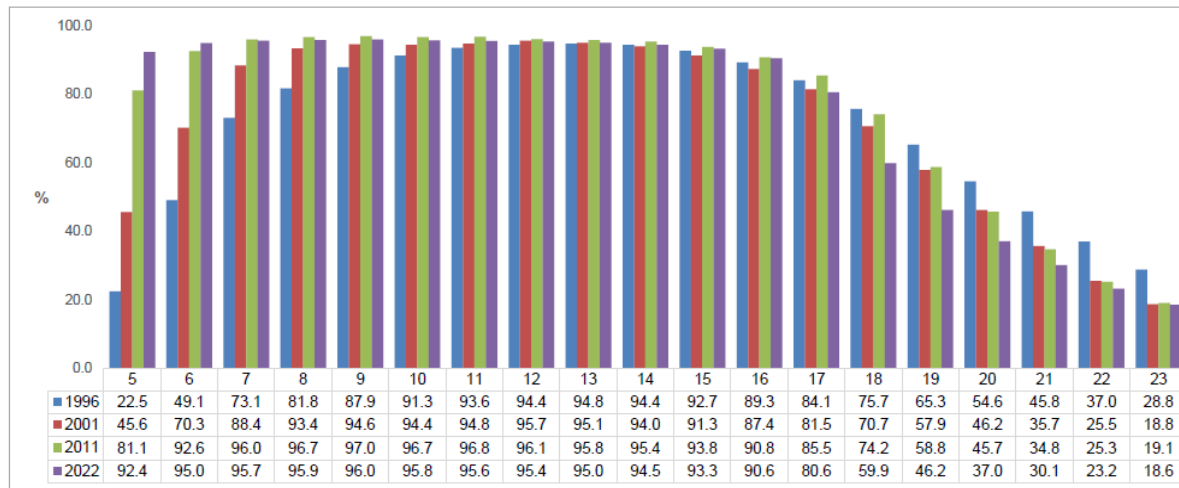
#	LOCATION	% OF POP. OFFLINE	UNCONNECTED POPULATION
01	NORTH KOREA <sup>1</sup>	>99.9%	[BLOCKED]
02	SOUTH SUDAN	93.0%	10,223,000
03	SOMALIA	90.2%	16,108,000
04	BURUNDI	89.8%	11,734,000
05	CENTRAL AFRICAN REPUBLIC	89.4%	5,058,000
06	ETHIOPIA	83.3%	104,073,000
07	CHAD	82.1%	14,776,000
08	AFGHANISTAN	81.6%	34,008,000
09	MADAGASCAR	80.3%	24,061,000
10	MOZAMBIQUE	79.3%	26,504,000



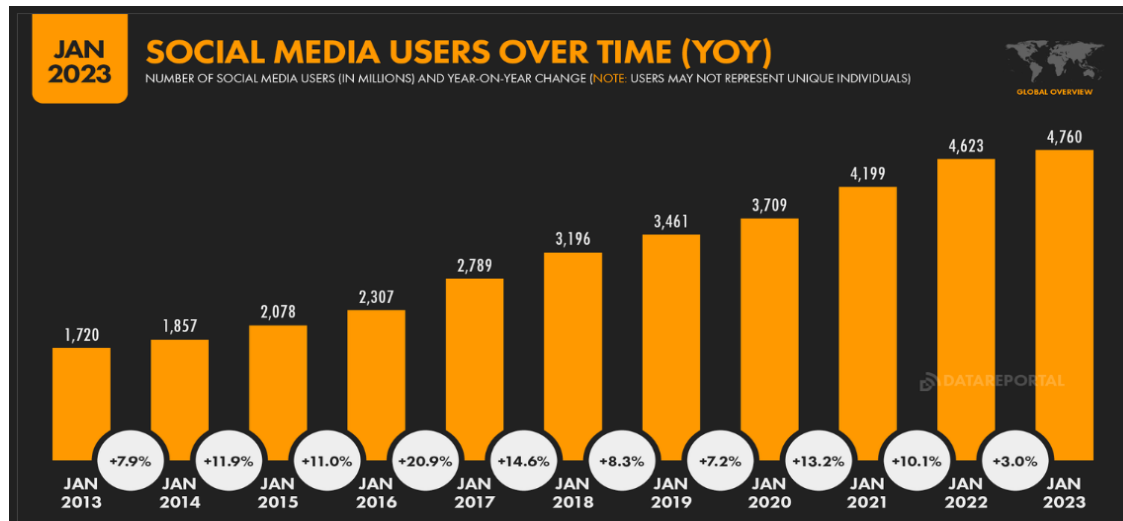
# SA Population (Census report 2022)



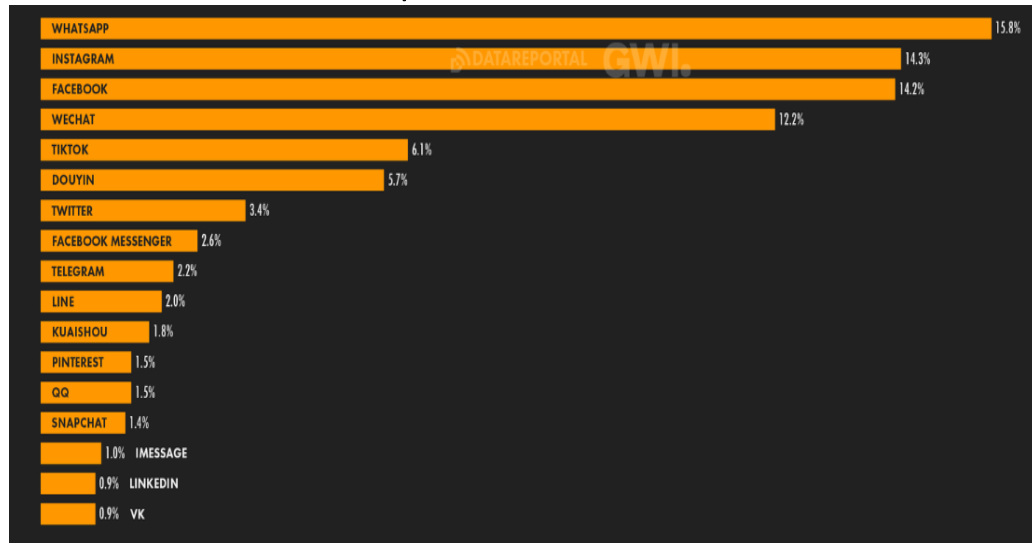
# Participation rate in education



# Social media



## Favourite social media platforms



## Edutech

“...technology for the sake of technology alone will not improve learning. Targeted efforts must be made to integrate technology strategically – alongside effective and innovative pedagogies – to benefit learning”.

(WEF Education Insight report, May 2022).

# WEF – Education 4.0 Framework (Source WEF, 2020).

## 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 (leveraging 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 in learning and is therefore inclusive.



### 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 existing skills and acquires new ones based on their individual needs.

## Great by choice – key success attributes

- Fanatical discipline
- Empirical creativity
- Productive paranoia
- Level 5 ambition