

# Open and Distance Learning in Developing Nations

2nd ACDE Conference and General Assembly  
Lagos, Nigeria, 8-11 July 2008

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**Abdul Waheed Khan**  
Assistant Director-General Communication and Information  
UNESCO

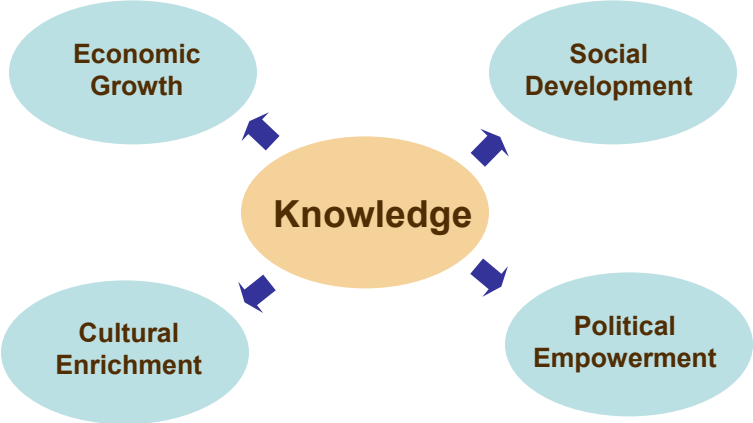
**“The fundamental cure for  
poverty is not money but  
knowledge.”**

Sir W. Arthur Lewis, Nobel Prize Laureate

**“If knowledge is the engine of development, then learning is its fuel.”**

Hiroataka Takeushi

**Central Role of Knowledge for Development**



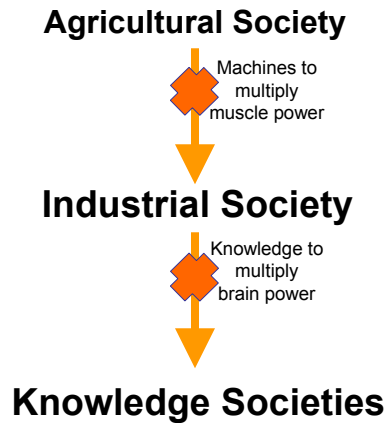
## Millenium Development Goals



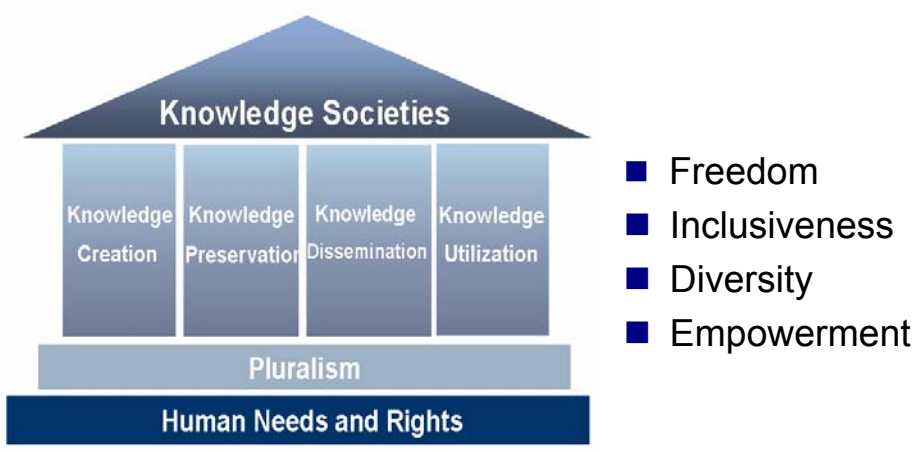
## Social Transformation

“Half a hectare of land and one year of labour were required to feed one person in 1900; whereas that same half-hectare now feeds 10 persons on the basis of just one and a half days of labour”.

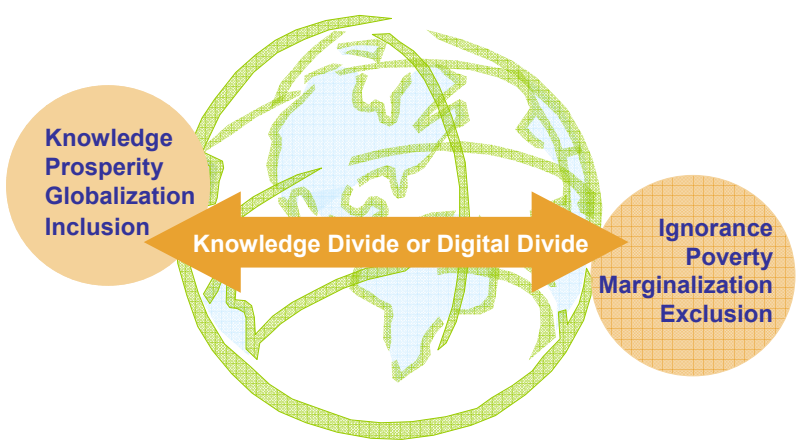
UNESCO Science Report



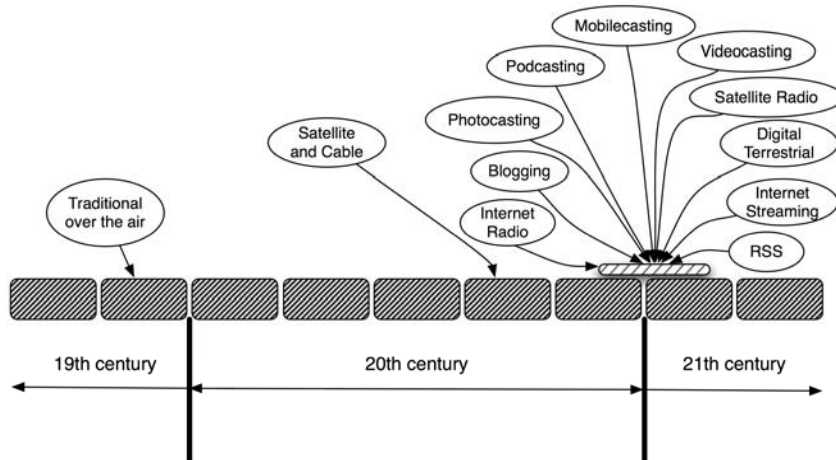
## UNESCO's concept of Knowledge Societies



## A World of Contrast



## Technology Transformation



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## Challenges

- Access
- Cost
- Equity
- Quality
- Relevance
- Lack of opportunities for life-long learning

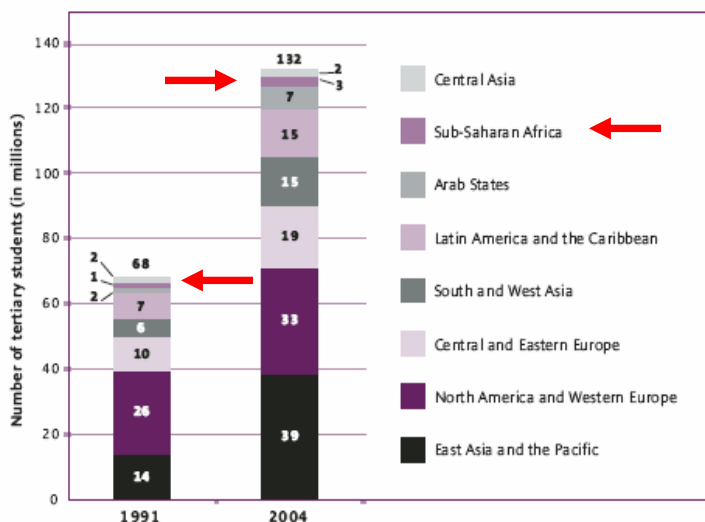
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## Focus on: Limited access

- Massive increase in demands for tertiary education
- Already today : 132 million (2004)
- Huge discrepancies of age participation rates (APRs)
  - Developed countries: 50%
  - Developing countries: 10%
- Exponential growth of APRs expected in developing countries:
  - 35 % APR world wide = additional 150 million students
  - India: APR today : > 10%
  - APR tomorrow : < 35 % (= 25 million students more)

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## Growth in number of tertiary students

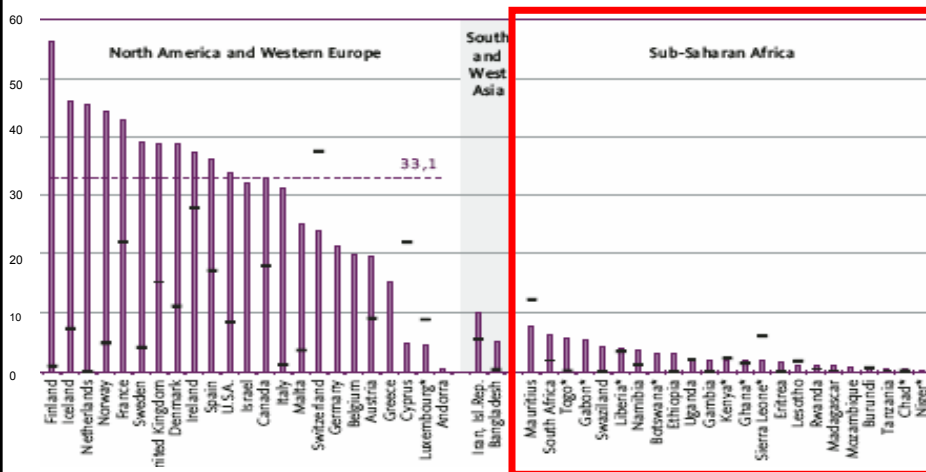


Absolute number of tertiary students worldwide since 1991

Source: Global Education Digest 2006. Comparing Education Statistics Across the World. – UNESCO: Montreal, 2006

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## People graduated from tertiary education



Percentage of population at theoretical graduation age

Source: Global Education Digest 2006.  
Comparing Education Statistics Across the World 13  
- UNESCO: Montreal, 2006

## Future of knowledge acquisition and sharing (I)

### «Kronberg Declaration»

- Knowledge acquisition and sharing will be increasingly technology mediated
- Traditional educational processes will be revolutionized and new knowledge communities will be formed
- Need for long-term strategies to efficiently harness ICTs to develop new approaches
- Multi-stakeholder partnerships to provide sustained, long-term concrete solutions

## Future of knowledge acquisition and sharing (II)

«Kronberg Declaration» (continued)

- Need for open access content, open standards, open data structures, and standardized info-structures
- Creative business models to support the sustained creation and dissemination of high quality digital content
- Need for long-term availability of digital content and interoperability of e-learning systems at the global level

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## ICT in Learning (I)

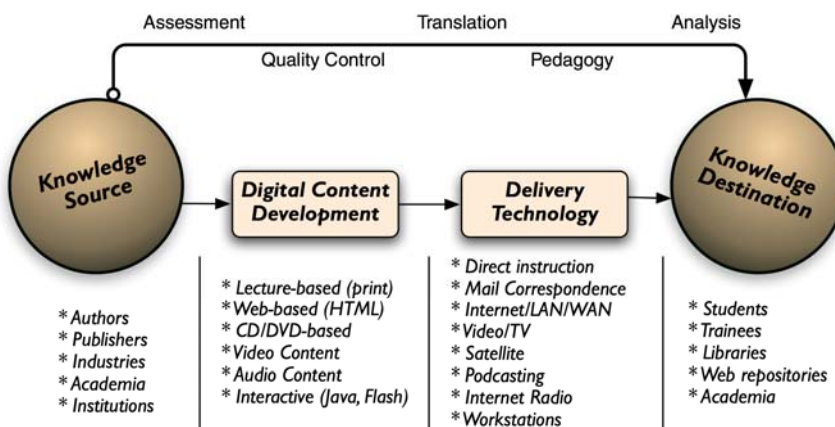
- Improves educational quality
- Improves educational management
- Enables lifelong learning opportunities
- Enhances diverse and collective learning processes

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## ICT in Learning (II)

- Enables non-formal and informal learning environments
- Increases access to basic learning for everyone
- Has capacity to reach the disadvantaged

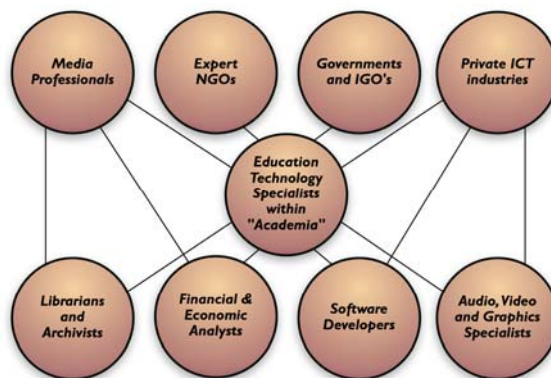
## ICT in Learning (III)



## ICT in Learning (IV)

### Requirements:

- Orchestrated effort
- Wide spectrum of competencies, skills and inputs



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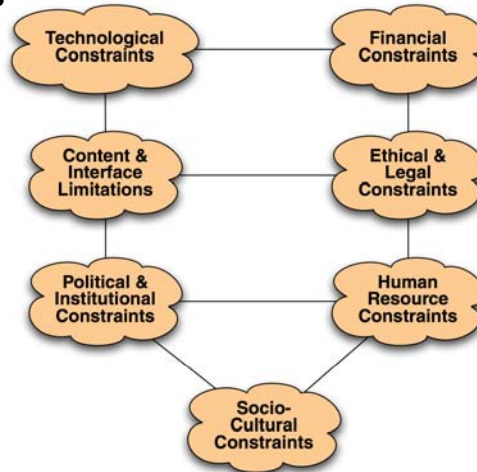
## ICT in Learning (V)

- Information Infrastructure
- Communications Infrastructure
- Capacity Building and Skills Generation
- Digital Content (Creation and Dissemination)
- Educational Issues (Pedagogy, Instructional Design, ...)
- Legal and Business Models (IPR, CR, Incentives, ...)

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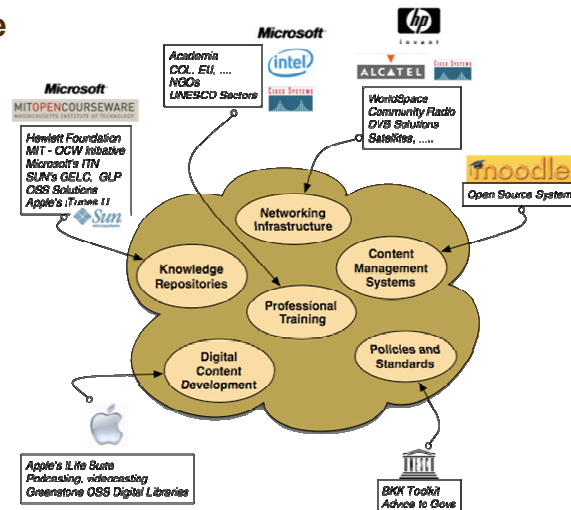
## ICT in Learning (VI)

### Constraints



## ICT in Learning (VI)

### Public-private partnerships



## Conditions for success and sustainability

- Awareness
- Enabling environment
- Infrastructure
- Competent educators
- Multistakeholder partnerships
- New business models
- New forms of knowledge sharing

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## Change.....

**“It is not the strongest species that survive, nor the most intelligent, but the ones most responsive to change.”**

Charles Darwin

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