

The Canadian Society for Training and Development

Learn@Work Week
2006



COMMONWEALTH *of* LEARNING



CANADIAN COUNCIL ON **LEARNING**
CONSEIL CANADIEN SUR **L'APPRENTISSAGE**

KNOWLEDGE CENTRES

Adult Learning	Atlantic Provinces
Early Childhood Learning	Québec
Learning and Work	Ontario
Learning and Aboriginal People	Prairie Provinces
Learning and Health	British Columbia

THE CANADIAN SOCIETY FOR TRAINING AND DEVELOPMENT

CANADIAN COUNCIL ON **LEARNING**
CONSEIL CANADIEN SUR **L'APPRENTISSAGE**



COMMONWEALTH *of* LEARNING



We have lived
our lives through
a continuous
communications
revolution...



The Open University

- **200,000 students**
- **Costs 60- 80% of conventional**
- **5th out of 100+ universities for teaching quality**



Commonwealth Heads of Government
Meeting: Vancouver 1987



Vancouver



Funded by voluntary contributions from:

Canada, India, New Zealand, Nigeria,
South Africa, United Kingdom and 30
other governments



COMMONWEALTH *of* LEARNING



Commonwealth Educational Media Centre
for Asia
(New Delhi)



COMMONWEALTH *of* LEARNING



COL helps countries to develop policies, systems, models and materials for harnessing technology to education, training and learning generally.

MODELS

“We try to find new ways of combining people, communities, organisations and technology to foster learning that improve lives and livelihoods”

MODELS

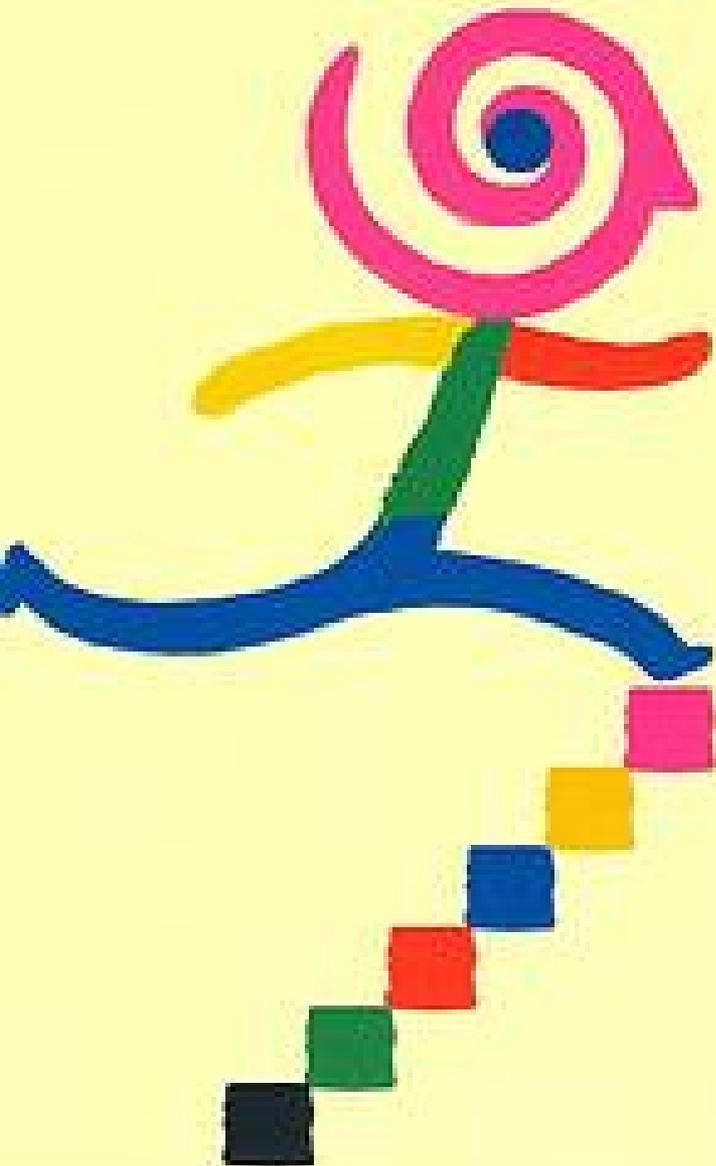
“We look for models that are so patently powerful that they replicate themselves”

“Development without donors”

Millennium Development Goals

- Poverty and hunger
- Primary education
- Gender equality
- Health
- Environment
- Partnership

Education for All by 2015
An international commitment



The Dakar Goals



THE COMMONWEALTH

- Peace
- Democracy
- Equality
- Good Governance

Millennium Development Goals

- **Poverty and hunger** ←
- Primary education
- Gender equality
- Health
- Environment
- Partnership

“a massive expansion
of learning is a
requirement for the
achievement of any of
these goals”

Health

- Reduce child mortality

By 2015: reduce by $\frac{2}{3}$ the mortality rate for under fives

- Improve maternal health

By 2015: Reduce by $\frac{3}{4}$ the ratio of women dying in childbirth

- Combat HIV/AIDS, malaria and other diseases

By 2015: Halt and reverse the spread of HIV/AIDS

development
means learning
and
learning means
development

“We will never create a better world unless we tackle poverty in the rural areas, which means improving the livelihoods of the many millions of farmers and smallholders on whom millions more depend”

Lifelong learning for farmers



L3 FARMERS

Lifelong Learning for Farmers

Access to information

can

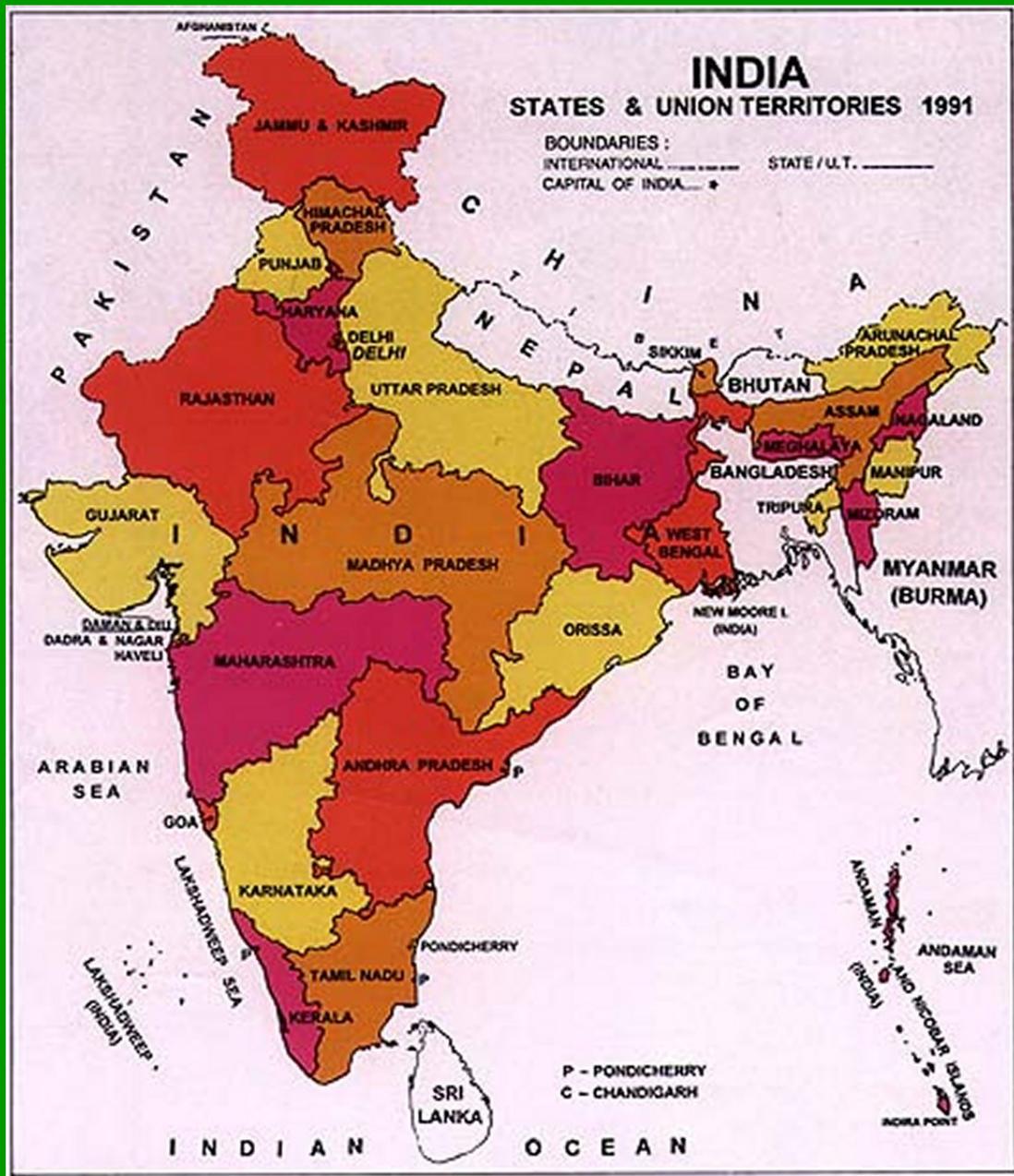
improve livelihoods





A photograph of a computer workstation in a room. A CRT monitor displays a Windows XP desktop with several icons. A webcam is mounted on top of the monitor. A keyboard and mouse are visible on the desk. A person with dark hair is sitting at the desk, their back to the camera. To the right, a large, light-colored metal mesh fan is visible. The background is a plain, light-colored wall with some tangled wires. A green text box is overlaid on the center of the image.

“They had been introduced in a top-down manner without involving local communities”



Tamil Nadu



Lifelong Learning for Farmers

4 Principles:

- Mobilise farmers to define their vision

Lifelong Learning for Farmers

4 Principles:

- Mobilise farmers to define their vision
- Link them to those with useful information

Consortium of Information Providers

- * Tamil Nadu Agricultural University
- * Tamil Nadu Open University
- * Tamil Nadu Veterinary and Animal Sciences University
- * University of Madras
- * Anna University



Lifelong Learning for Farmers

4 Principles:

- Mobilise farmers to define their vision
- Link them to those with useful information
- Use commercial ICT kiosks



Lifelong Learning for Farmers

4 Principles:

- Mobilise farmers to define their vision
- Link them to those with useful information
- Use commercial ICT kiosks
- Get banks and business involved



Meeting with bankers

Rural Credit in India

2002-07 Plan:

- \$30 billion p.a. of credit to agriculture

Figure for 2001:

- \$13 billion

Rural Credit in India

- Average capital formation:
\$45 per farmer
- 55% from informal sector:
interest rates 36 to 3,600%
- Public sector banks reach only 17%
(20 million of 130 million farmers
and NONE of the 100 million landless
labourers)

Lifelong Learning for Farmers

3 Hypotheses:

1. Blending agricultural credit with improvements in the knowledge and capability of farmers will improve productivity, return on investment and repayment of loans.

Lifelong Learning for Farmers

3 Hypotheses:

2. Improving the knowledge and capability of farmers will also enlarge the market for bank credit among small farmers and landless labourers.

Lifelong Learning for Farmers

3 Hypotheses:

3. Using ICT kiosks can help the capacity-building process in a financially viable and socially acceptable way

Lifelong Learning for Farmers

The Bank links credit to a
contract farming system



Learning about milk quality

Lifelong Learning for Farmers

- Peer groups of 10
- 60 minutes once a week
- 250 villagers involved
- 24 hours over 8-months

Village near Theni (Tamil Nadu)

- *Farmers want to improve dairy*
- *Info: ‘How do I know a good cow?’*
- *Banks loan money for new animals*
- *Dairy yields increase sharply*
- *Marketing more effective*
- *Loans repaid – new loans taken*

How do I tell a good milk cow from a
poor milk cow?





Creating instructional content



Processing a loan

RESULTS

1. “Development without donors”
(COL input \$80,000)
2. Loans of \$200,000 to 120 villagers
3. Processing for 100 more
4. 300 in preparation
5. 60% of farmers are women



60% of the farmers are women



Evaluation (Dr Patrick Spaven)

“For anyone who met the stakeholders and visited the villages... it would be difficult to come away without a very positive impression. The optimism and excitement among the stakeholders was palpable. This even included hard-nosed banking officials...”

Evaluation (Dr Patrick Spaven)

“The interests of all the stakeholders are being addressed and the mutual awareness of this among the consortium members underpins their confidence in the project...”

Evaluation (Dr Patrick Spaven)

“Meetings with farmers in four of the villages produced a wave of personal accounts of benefit, ranging from improvements in milk yields, to attitude change such as a determination to plan for, rather than be resigned to, the future. Some women in particular appear to be experiencing transformational change in their lives...”

Evaluation (Dr Patrick Spaven)

“The farmers and other project stakeholders are already exploring new agricultural strategies for the future based on non-traditional crops such as jatropha (biodiesel), aloe vera, and gherkins. Landless labourers are beginning to negotiate the purchase of small parcels of land for fodder. Non-agricultural community development – such as better housing – is also being discussed.”

Evaluation (Dr Patrick Spaven)

“Driving all this is the confidence and empowerment that the learning process, the expanding access to information through ICT, and the prospect of financial independence are generating...”

Evaluation (Dr Patrick Spaven)

“Self-replication is beginning. Three neighbouring villages have formed associations for implementing the model in their villages with minimal help from the project. Vidiyal, a local cooperative-model NGO with 5000 women members already organized in Self-Help Groups, has asked to join the L3 process.”

Elements of the Model

- Mobilise farmers and their vision



Let their vision drive the project!

Elements of the Model

- Mobilise farmers and their vision
- Organise information providers

Elements of the Model

- Mobilise farmers and their vision
- Organise information providers
- ICT kiosks

Elements of the Model

- Mobilise farmers and their vision
- Organise information providers
- ICT kiosks
- Banks

Elements of the Model

- Mobilise farmers and their vision
- Organise information providers
- ICT kiosks
- Banks
- Other businesses – contract farming

Elements of the Model

- Mobilise farmers and their vision
- Organise information providers
- ICT kiosks
- Banks
- Other businesses – contract farming
- The initial spark (COL, you?)

Each Stakeholder Wins!

Farmers organise >>>> Questions

Each Stakeholder Wins!

Farmers organise >>>> Questions

Information consortium >>>> Answers

Each Stakeholder Wins!

Farmers organise >>>> Questions

Information consortium >>>> Answers

Learning process >>>> Productivity

Each Stakeholder Wins!

Farmers organise >>>> Questions

Information consortium >>>> Answers

Learning process >>>> Productivity

Productivity >>>> Fast-track credit

Each Stakeholder Wins!

Farmers organise >>>> Questions

Information consortium >>>> Answers

Learning process >>>> Productivity

Productivity >>>> Fast-track credit

Credit >>>> Productivity >>>> Marketing

Each Stakeholder Wins!

Farmers organise >>>> Questions

Information consortium >>>> Answers

Learning process >>>> Productivity

Productivity >>>> Fast-track credit

Credit >>>> Productivity >>>> Marketing

Insurance >>>> Security

Each Stakeholder Wins!

Farmers income up >>>> Banks gain

Each Stakeholder Wins!

Farmers income up >>>> Banks gain

Farmers learn >>>> Kiosks gain

Each Stakeholder Wins!

Farmers income up >>>> Banks gain

Farmers learn >>>> Kiosks gain

Banks >>>> \$\$\$\$ to Kiosks

Each Stakeholder Wins!

Farmers income up >>>> Banks gain

Farmers learn >>>> Kiosks gain

Banks >>>> \$\$\$\$ to Kiosks

Farmers feedback >>>> info. Providers

Each Stakeholder Wins!

Farmers income up >>>> Banks gain

Farmers learn >>>> Kiosks gain

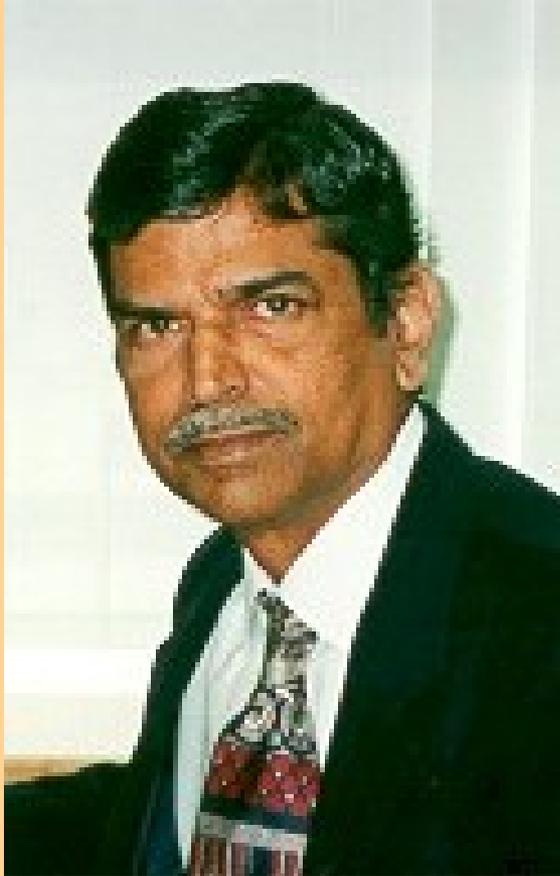
Banks >>>> \$\$\$\$ to Kiosks

Farmers feedback >>>> info. Providers

Model >>>> other communities

Our key measure
of success is
whether
L3 Farmers
self-replicates

THANK YOU



Krishna
Alluri



John
Daniel

The Canadian Society for Training and Development

Learn@Work Week
2006



COMMONWEALTH *of* LEARNING

