

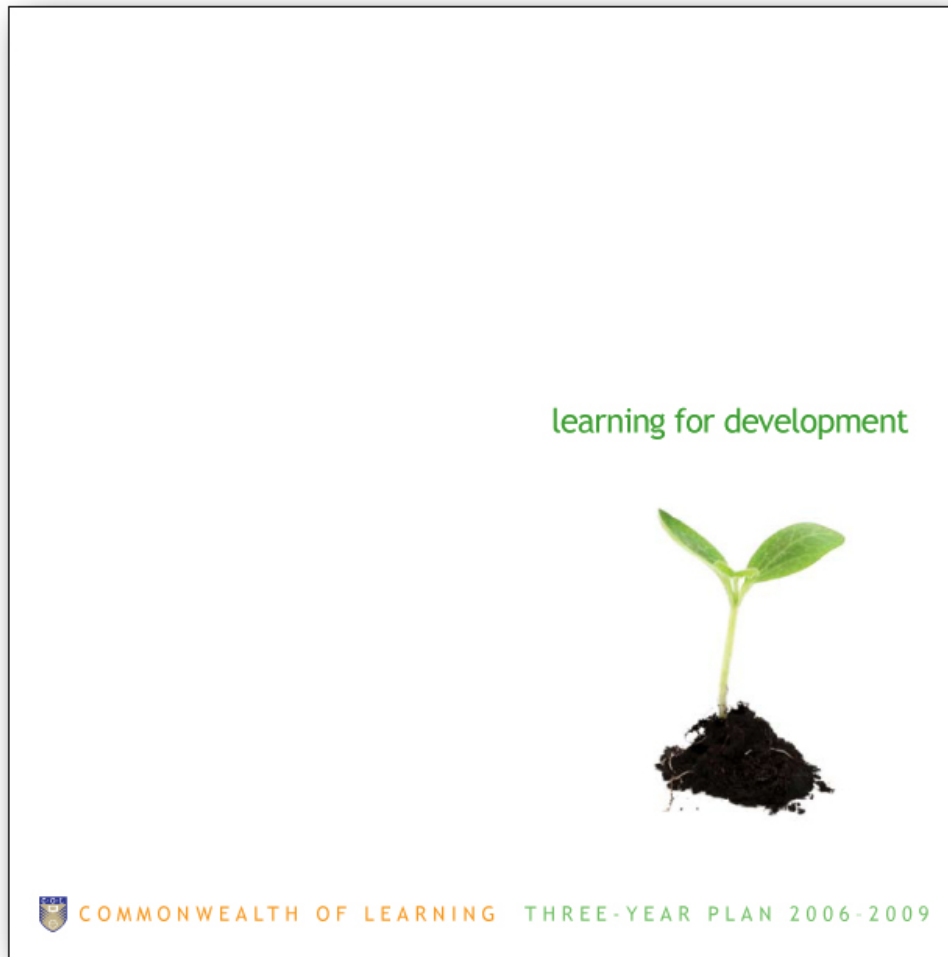
CIDA/ACDI
29 March 2007

Using ICTs to Promote Non-Formal Learning in Health & Agriculture

Commonwealth of Learning



The Commonwealth of Learning



Three-year Plan 2006-09



UN Millennium Development Goals

Keep the promise
Millennium Development Goals



Education for All (The Dakar Goals)



Peace
Democracy
Equality
Good governance

EDUCATION

**LEARNING FOR
LIVELIHOODS**

**HUMAN
ENVIRONMENT**

Policy

Systems

Models

Materials



Quality Assurance

Teacher Development

Open/Alternative Schooling

Higher Education

eLearning for Education
Sector Development

EDUCATION

Gender and Development

Health, Welfare and
Community Development

Environmental Education

Good Governance

Educational use of Mass
Media and ICTs

HUMAN ENVIRONMENT

COL's contribution to the MDGs

“To improve the health of mothers and children and arrest the spread of disease, ordinary people want information that connects with their lives.”



Media empowerment



David Walker (dwalker@col.org)

Learning and Skills for
Livelihoods

Rural and Peri-Urban
Community Development

National/International
Community Development

Virtual University for Small States
of the Commonwealth

Transnational Programmes

LEARNING FOR LIVELIHOODS

COL's contribution to the MDGs

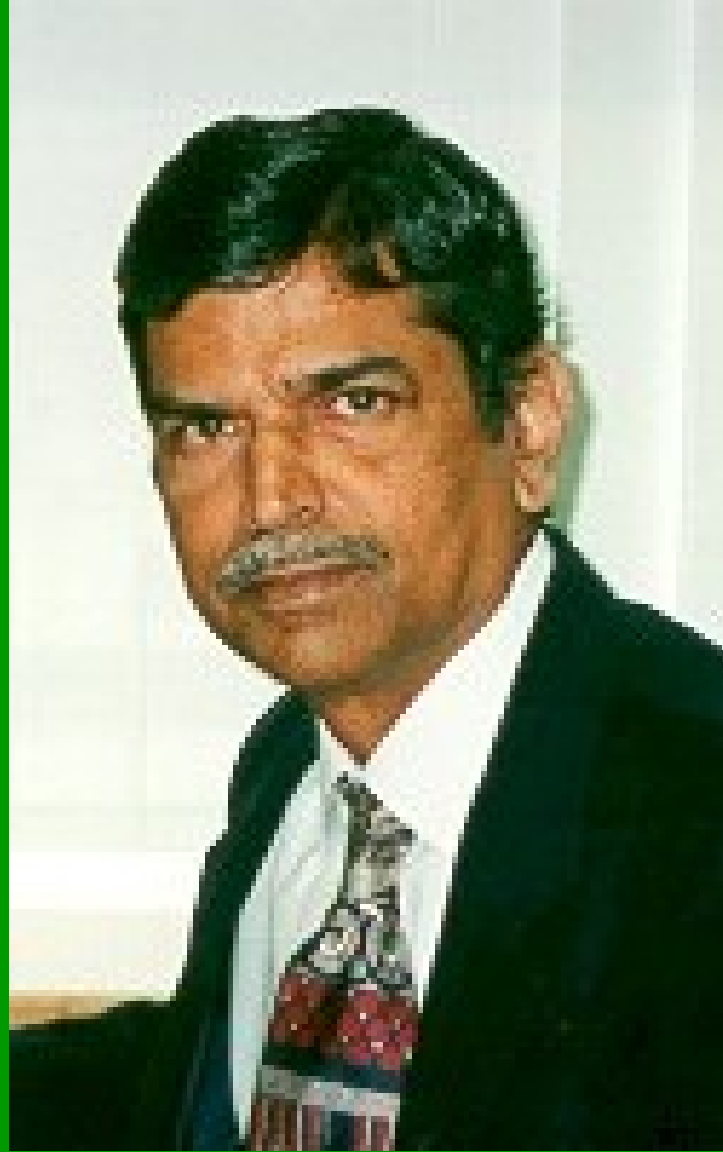
Fighting hunger and sustaining a liveable environment means empowering millions of farmers and smallholders and giving rural people more control over their lives.

Lifelong learning for farmers



Lifelong Learning for Farmers





**Dr. Krishna
Alluri**

HEALTH

“To improve the health of mothers and children and arrest the spread of disease, ordinary people want information that connects with their lives.”



Human Environment

Health and Media Empowerment





Human Environment

Media Empowerment

- Address the issues of the digital divide through the creative uses of video, audio, radio and television, and e-learning.
- Provide media models that will stress local participation and cost effective transfer of knowledge and skills.





Human Environment

Media Empowerment

Areas of Focus

- Agriculture, Forestry/Environment
- Health
- Education (Teacher Education, Non-Formal, Technical Vocational)
- Rural and Community Development





Established with the Assistance from

THE COMMONWEALTH of LEARNING
CANADA

Health, Welfare and Community Development

Health MDGs

- Given the numbers without infrastructure and the immediacy of reaching people to address the MDG's, effective mass media techniques (audio/video/radio/television/village cinema) can reach greater populations and regions.
- Work in partnership with the WHO Country Office and the NGO sector who already have knowledge of the linguistic and cultural issues within a country. The goal is to amplify that work locally/regionally and link it to global health resources.
- Capture valuable work by the NGO or local groups (e.g. skits on HIV/AIDS or malaria by local drama troops) and reuse it as training and information to a mass audience.





Health, Welfare and Community Development

Risks/Challenges/Lessons

- Technology element therefore risk of failure of devices.
- Risk of NGO financial or lack of HR to drive the initiative over the long term.
- Skills transfer therefore risk of stakeholders leaving activity for other opportunities
- Risk of internal strife or natural disasters (Solomons, Sri Lanka).
- Use of technology for non-activity related work.
- Risk of donor organisations not adapting or funding mass-media approach.





Health, Welfare and Community Development

Health Activities by Region



Asia

Sri Lanka - Saravodaya

India – Tamil Nadu Agricultural University



Africa

The Gambia – Nova Scotia Gambia Association

Sierra Leone – Nova Scotia Sierra Leone Programme

Swaziland – The AIDS Information and Support Centre

South Africa – Valley Trust

Tanzania – Christian Social Services Commission

Malawi - Malawi AIDS Counselling & Resource Organisation



Pacific

Solomon Islands – Solomon Island Development Trust

PNG – Anglicare STOPAIDS

Kiribati – Kiribati Video

Caribbean

Barbados – Comfort, Assist, Reach-Out, Educate

Guyana – Guyana Responsible Parenthood Association



Media empowerment

MEDIA EMPOWERMENT



Partnership with the WHO



Village cinema



Health, Welfare and Community Development

Health - Outcomes

- Ministries of Health integrating the efforts of the health NGO sector into the overall health programmes due to the enhanced ability of the NGO to deliver effectively via mass media to all regions of a country.
- WHO and Ministry of Health reports in some countries (e.g. The Gambia) where HIV prevalence rates have gone down.
- Donors and other intergovernmental organization utilizing the Health Media Empowerment model in their own efforts (e.g. UNESCO and WHO utilizing the Health Media Units in Sri Lanka, The Gambia and Sierra Leone).



COMMONWEALTH of LEARNING

learning for development

Life Long Learning for Farmers

L3 Farmers





From COL's Perspective....

COL started L3 Farmers project as a model with concepts, technical support and funding for using ODL and ICT for facilitating development of self-generative, self-sustaining and self-replicating processes to provide L3 opportunities for farmers, agricultural labourers and other marginalised sections of the rural community.

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

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







Learning about milk quality



Processing a loan

RESULTS

1. "Development without donors"
(COL input \$80,000)
2. Loans of \$200,000 to 120 villagers
3. 400 more in preparation
4. 60% of farmers are women
5. Self-replicating spontaneously from
village to village



Distribution of Loans in L3 Villages

Village	Members	% women	Loan (\$)
Uppukottai	53	100	54,400
Govindanagaram	48	62	44,120
Thirukalakudi	106	92	84,400
Kaalapur	24	71	20,070
Total/Average	231	(81)	202,990



Annual Income Level in L3 Villages

Village	% of Households with total annual income of less than US\$ 275	% of Households with a total annual income between US\$ 275 - 460	% of Households with credit burden ranging from 50% to > 100% of their total annual income
Uppukottai	60	30	80
Govindanagaram	25	20	30
Thirukalakudi	30	45	60
Kaalapur	80	10	70



Online Services paid by Villagers

Village	2004-05	2005-06	July – Dec 2006
Uppukottai@	50	200	400
Govindanagaram@	35	220	450
Lakshmipuram*			150
Odaipatty*			90

@Villages where L3 Farmers Project is under operation

* Villages where L3 Farmers Project is not under operation



L3's Win-Win-Win Approach....

The number of villagers paying for online services indicates that Capacity Building through ODL seems attractive to all the stakeholders, as it resulted in better:

- Extension and advisory services to villagers and increased their income
- Recognition and income to Local Service Providers and kiosk operators
- Credit management to the Bank



What we learn from L3...

- Villagers demand location-specific, need-based learning that strengthens their immediate livelihood security in the context of their social and economic value chain.
- ODL/ICT can play a major role in managing such diversity and help in preparing locally relevant learning materials.



What we learn from L3...

- Villagers demand knowledge as a single unified package representing the entire social and economic value chain. They do not respond to sectoral approach in learning.
- Most of the education systems in developing countries follow sectoral in approach.
- The formation of consortium of educational and development oriented institutions helped COL in addressing the needs of the villagers.



What we learn from L3...

- L3 for Farmers that depends on informal learning environments require different approaches of using ODL/ICT from the structured formal ODL programmes (keeping it centre-stage does not fit L3).
- ODL needs to be blended with 'Mobilization', which is an important component of any development process, including ODL/ICT based capacity building.
- Mobilization involves building structured community social capital and cognitive social capital.



From a Villager's Perspective....

Ms. S. Villikannu, an illiterate woman of 60 years exclaimed that she had never heard of interest rate of 9%.

Throughout her life she has been paying huge interest rate of 60% for loans which her family had borrowed from money lenders.



From a Villager's (negative) Perspective....

- The value chain system is still not transparent to many of the villagers.
- The buy-back arrangements were not consistent.
- Issues such as transport costs, regular payments, banking norms, etc., have not been properly clarified.
- Project Management Group was unable to address these issues.



What we learn from L3...

- Investment in mobilization is crucial. Very few development agencies invest in mobilization, particularly in building cognitive social capital.
- COL has spent around US \$50,000 for mobilization, organisation and capacity building.
- Within 18 months, COL's investment has generated nearly US\$ 230,000 worth of credit and US\$ 115,000 worth of turnover in terms of products.



Towards a Self-Replicating Process

The project attracted neighboring villages:

- A federation of Self-help Groups (SHGs) in Dindigul district initiated L3 for Farmers Activities.
- Ilayatnangudi kiosk near Thiruppatur under n-Logue system invested their own resources for mobilizing their communities to form L3 type associations and are realising the potentials of L3 activities .
- VIDYAL, a NGO working with nearly 300 SHGs at Rasingapuram in Theni district has established a kiosk with the help of n-Logue to propagate the concept of L3 among its 5000 women members.



From the Bank's Perspective...

Senior Officials of the State Bank of India appreciated the L3 hypothesis that blending of capacity building with business and development perspectives improves credit management and that the concept is worth exploring.



The Bank's Perspective...Comments

- Emerging trends, particularly in Theni are interesting.
- A period of 18 months is not adequate for the Bank to invest in capacity building as a business perspective.
- The project size is too miniscule for the Bank to invest in Capacity Building as the Bank's business strategy for rural lending.



L3 Farmers: **Where next?**

- Sri Lanka
- Mauritius
- Nigeria
- Jamaica
(Micro-Enterprise Finance Ltd – CIDA supported)
- Papua New Guinea



THANK YOU