Mobiles in Lifelong Learning for Farmers (L3F)

K. Balasubramanian
Commonwealth of Learning
• Some developing countries spend $6 to deliver $1 worth of development

• Perpetual Pilot Syndrome: Projects when external funding withdrawn back to square one
SOLUTION

Deliver development at a lower cost

Minimum Intervention-Maximum Impact scenario

Stakeholders investing on a win-win strategy
ISSUES IN AGRICULTURAL EXTENSION...

• Less & less investment
• Extension officer-Farmers ratio In Commonwealth countries ranging from 1: 2,000 to 1:25,000
• Limited Human Resource Development
• More and more challenges due to Globalization
• Inadequate information flow & knowledge management
NUMBER OF PEOPLE TO REACH...

More than 500 million families in Commonwealth countries alone
CONVENTIONAL DIDACTIC MODE OF EXTENSION
FACE-TO FACE TRAINING

Inadequate
ICT CAN PLAY A ROLE

Mobile telephones, community radios, increasing internet-potentials yet to be optimized

But ICT alone cannot do. Paradigm shift is required

ICT is not just an issue of technology: Content, Connectivity, financial, economic and social viability and ability to reduce transaction cost of development
PARADIGM SHIFT IN AGRICULTURAL EXTENSION

- Strengthen and promote **self-directed personal-strategic learning** among rural communities (80% of adult learning is always self-directed personal strategic learning).

- From Didactic education model of trainer-trainee to facilitating self-directed learning
PARADIGM SHIFT IN AGRICULTURAL EXTENSION

Facilitates horizontal transfer of knowledge with vertical integration.

Strengthening Community’s Knowledge Management across the socio-economic value chain
WHO SHOULD FUND DEVELOPMENT? WHO WOULD SUPPORT EXTENSION?

• Initiatives cannot be perpetual-pilot, external agency withdraws-project collapses syndrome
• Pilot project should be self-replicable, self-generative and self-sustainable
• Win-Win situation for all stakeholders
• Agriculture sector: Limited capital formation
• Credit is an issue and financial institutions, an important stakeholder
AGRICULTURAL CREDIT & FINANCIAL INSTITUTIONS

- High Non Performing Asset (NPA) Rate (Default Rate)
- High Transaction Costs in Lending
- As a market, Financial institutions yet to fully exploit Agriculture Sector particularly Small & Marginal farmer segment
COL proposed the following hypothesis to the Banking Sector:

If rural agricultural credit is blended with appropriate capacity building the performance of rural credit would be much better vis-à-vis productivity, returns and non-performing assets (NPA) levels.

Capacity building would also enlarge the market for bank credit among small and marginal farmers and among other marginalized section of the rural poor.

The modern ICT though structures such as rural internet kiosks, rural telecentres, mobile phones, community radios etc can facilitate the capacity building process in a spatial-temporal context which are financially viable, economically feasible and socially acceptable.
WHEN EVERY AGRICULTURAL BORROWER BECOMES A LEARNER

Credit performance will be better
NPA will be much lower
L3F & Paradigm Shift:
Extension is converting Social Capital into Social Learning Capital & Livelihood

Social Capital

Farming Community

Financial capital

Human Capital-Extension

ICT based ODL

ICT based ODL

ICT based ODL
LIFELONG LEARNING FOR FARMERS (L3F):

- To facilitate a process and system of “Life Long Learning” in rural community leading to knowledge empowerment, particularly among women and other poor sections of the community.

- To facilitate the translation of such knowledge empowerment into livelihood security.

- To utilize the modern Information and Communication Technology (ICT) for facilitating such a process.
L3F: PREMISES

-L3F - a facilitation process and not a training programme

-taking place in the context of already established cognitive social capital

-Community a partner in Knowledge Management.

-Facilitating Self-Directed Learning

-community understanding value chains
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<th><strong>Financial Institutions</strong></th>
<th><strong>Lower NPA-Enhanced credit umbrella</strong></th>
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<td><strong>Marketing Institutions</strong></td>
<td><strong>Scale advantage-Lesser transaction cost</strong></td>
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<td><strong>Larger Usage of ICT- enhances business</strong></td>
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<td><strong>Strengthens the third role- translate research into field reality</strong></td>
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<td><strong>Knowledge Infomediaries</strong></td>
<td><strong>Less dependent on external support- self-sustainability-Towards social enterprise</strong></td>
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Batwa Community Inside the Forests of Uganda
Semi-Structured Learning through Mobile Phones tuned to the lifecycle of the enterprise
HORIZONTAL LEARNING & SELF-DIRECTED LEARNING
Mobile Phone Technology Improves Farmers’ Fortunes in Uganda

Because L3F Uganda adapts its educational tools to fit farmers’ lifestyles and technological capacities, rather than imposing costly or time-intensive educational programs on farmers, the project can make real advances in empowering farmers and improving their livelihoods.

Makerere University’s Initiative in collaboration with COL in promoting Lifelong Learning through ODL using mobile phones and blended learning in Kabale district
The participating communities are facilitated to domesticate the technology
DOMESTICATION OF TECHNOLOGY: MOBILE PHONES

- **appropriation** refers to being able to access and own resources;
- **objectification** reflects the use of resources within the household economy;
- **incorporation** is the manner in which the objects and resources are integrated and have an impact on the power relations within the household;
- **conversion** is the relationship between the household and the broader society.

Impact of L3F on Household Food Security in Kenya & Uganda

% of Households Having at least Two Meals a Day

L3F Participants

Cooperative Members but not in L3F

Neither in Cooperatives nor in L3F
SOCIAL RATE OF RETURN OF AT LEAST 1 TO 3

- For every $1 investment, $37 gross return generated for one community in India.

(Based on statistical studies conducted by an university and a banking institution)
Mean Income Earned by Banks

Source: National Institute of Bank Management Study 2013
COMPARISON OF BANKS’ TRAINING OF FARMERS AND L3F IN INDIA

Source: National Institute of Bank Management Study 2013
WORLD BANK ON L3F

• The use of ICTs such as mobile phones for learning influenced development outcomes because the learning experience was tailored to women’s cognitive social capital and reinforced by links with commercial banks.

ICT for Agriculture Source Book, World Bank, 2011
L3F & Paradigm Shift: Social Capital into Social Learning Capital & Livelihood

Social Capital

Farming Community

Finance & Market

Human Capital-Extension

ICT based ODL Particularly Mobile Phones
ICT alone cannot do. Paradigm shift is required in the concept & practice of extension