



Structure, Function and Impact of Lifelong Learning Using ICT and ODL

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Based on a study conducted by
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Presentation Plan

- About the Commonwealth of Learning
- Education and Lifelong Learning
- Lifelong Learning and ODL
- Non-formal Learning and Social Learning
- Lifelong Learning and Its Impact
- Conclusion: Strengthening Lifelong Learning Through ODL

About the Commonwealth of Learning (COL)

COL created by Commonwealth Heads of Government Meeting, 1987



What is it for?

To help Commonwealth governments and institutions use technologies to improve and expand learning for sustainable development





**ECONOMIC
GROWTH**



**SOCIAL
INCLUSION**



**ENVIRONMENTAL
CONSERVATION**

Learning for Sustainable Development



Two Sectors



Education



Skills

Gender

Works with more than 400 partners in 45 countries

- Ministries: Education, Agriculture, Health, Finance, Labour, Industry, Commerce
- Universities, Colleges, Polytechnics , Industrial Training Centres
- Financial Institutions, Cooperatives including SACCOs, Microfinance Institutions
- International Development agencies such as UNESCO, UNHCR, WHO, ILO, World Bank, DFID, GAC, Asian Development Bank
- Civil Society: NGO, Community Based Organizations, Women Federation, Farmers' organization

Provides Modest funds –
but not a funding agency but a technical and facilitating agency



Education & Lifelong Learning

GOAL 4



ENSURE INCLUSIVE AND EQUITABLE QUALITY
EDUCATION AND PROMOTE LIFELONG LEARNING
OPPORTUNITIES FOR ALL



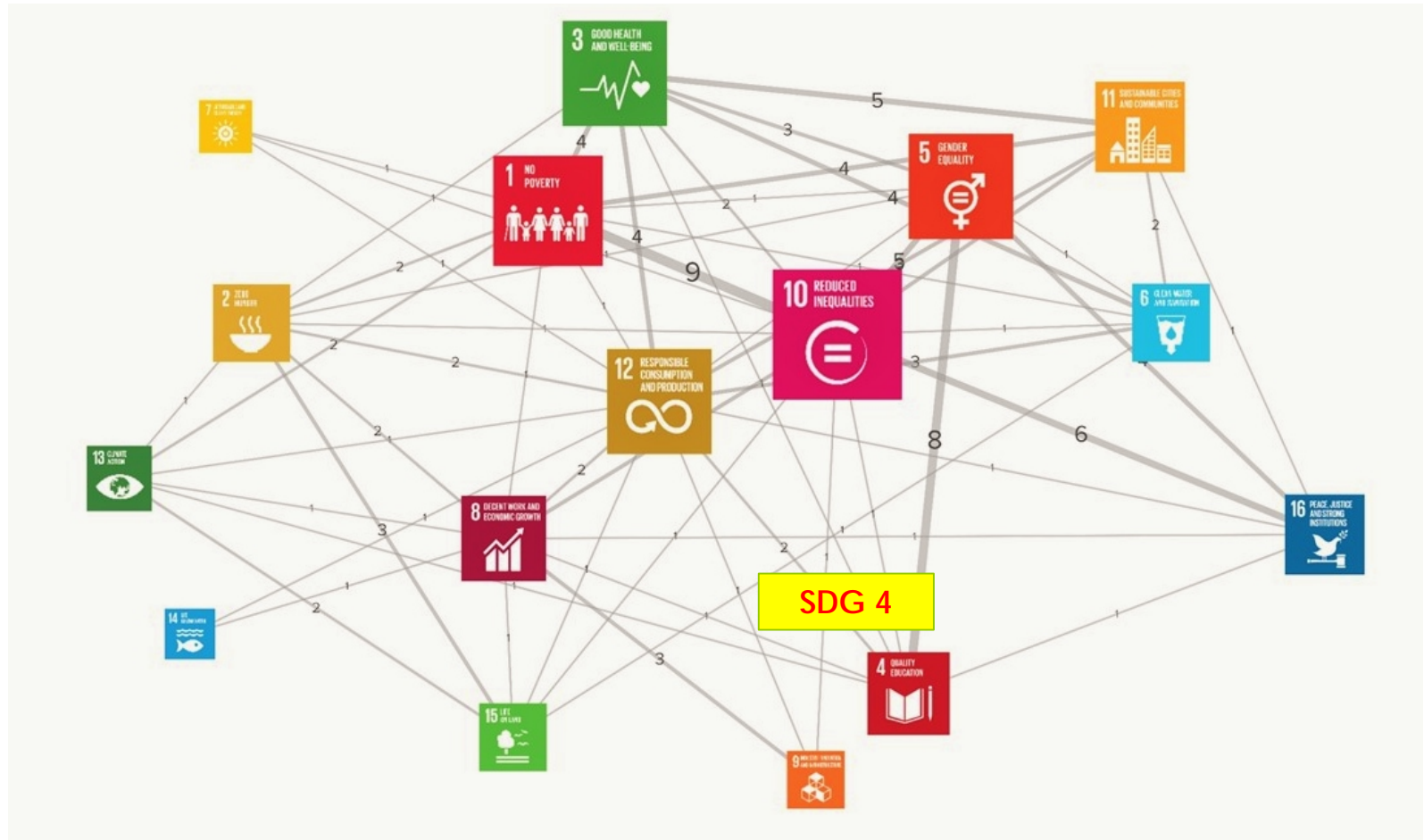
SUSTAINABLE DEVELOPMENT GOALS

More at sustainabledevelopment.un.org/sdgsproposal

SDG4

- More on Formal education
- Emphasis on Non-formal Learning Limited
- Clarity on Lifelong Learning???

SDG4 to Other SDGs



Source: <http://blog.kumu.io/a-toolkit-for-mapping-relationships-among-the-sustainable-development-goals-sdgs/#&gid=1&pid=1>
http://www.un.org/esa/desa/papers/2015/wp141_2015.pdf

Literacy and Learning

- Literacy and numeracy since worldwide 780 million
- Agriculture and Informal sector-More than One Billion
- Adult Learning is more than Literacy and Numeracy
- Literacy is (always) not necessarily a precondition for Lifelong Learning.
- Preliterate Societies were Learning Societies.

Three Premises

- Lifelong learning approach is an integration of formal education, non-formal learning and informal learning.
- The ability of education and learning to create economic, social and environmental externalities- Lifelong Learning approach add can add value?
- ODL and ICT Based Learning - sine qua non for Lifelong Learning - Provided??

Education, Outcome and Impact

- Being increasingly challenged
- The optimism on the positive returns on investment in education is being questioned. “contributed much less to growth than expected” and called for reformation so that investments...in cognitive skills pay off”

Pritchett, L. (2000). “Where Has All the Education Gone?” World Bank and Kennedy School of Government. Retrieved from <https://www.hks.harvard.edu/fs/lpritch/Education%20-%20docs/ED%20-%20Econ%20Growth,%20impact/where%20has%20all%20the%20education%20gone.pdf>

- Relationship between education and empowerment – yet to be fully established

Carr, Alexis et al (2015). From Learning to Empowerment: A study of smallholder farmers in South West Uganda. Journal of Learning for Development - JL4D, [S.I.], Vol. 2, N. 3, November ISSN 2311-1550. Retrieved from <http://www.jl4d.org/index.php/ej4d/article/view/124>



Lifelong Learning & ODL

Lifelong Learning

- ..."is a more comprehensive and visionary concept which includes formal, non-formal and informal learning extended throughout the lifespan of an individual to attain the fullest possible development in personal, social and professional life"

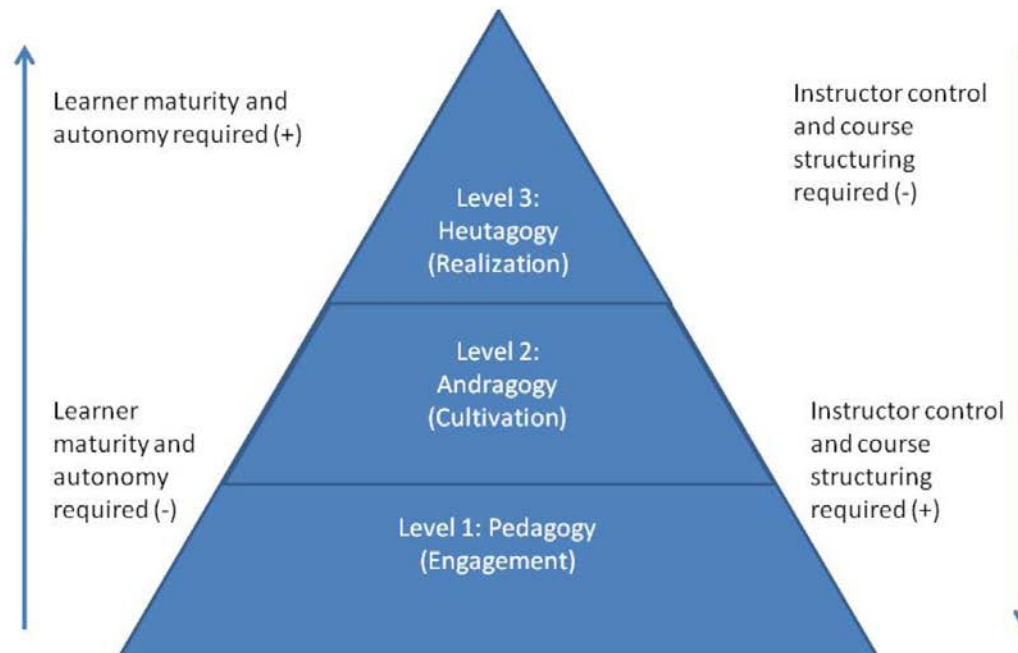
The National Education Policy Investigation's Adult Education report (1993)
quoted in
Aitchison 2004. <http://cae.ukzn.ac.za/Libraries/Publications/LLinSA.sflb.ashx>

Lifelong Learning: Blending of Formal, Non-formal and Informal Learning

- “Many are still unable to distinguish between lifelong learning as a common sense principle—of learning from the cradle to the grave — and lifelong learning as an educational principle that has to be realized in policies, programs and projects. One of the main challenges in this area then is to clarify the assumptions underlying the use of this concept”

Source: Medel-Añonuevo, Carolyn. (2002). Integrating Lifelong Learning Perspectives. Paris: UNESCO. Retrieved from <http://unesdoc.unesco.org/images/0012/001264/126485e.pdf> on February 3, 2017

Lifelong Learning: An Integration of three approaches



Blaschke, Lisa Marie. (2012). Heutagogy and Lifelong Learning: A Review of Heutagogical Practice and Self-Determined Learning. International Review of Research in Open and Distance Learning. January. Retrieved from <http://www.irodl.org/index.php/irodl/article/view/1076/2113>

Lifelong Learning-The Challenge

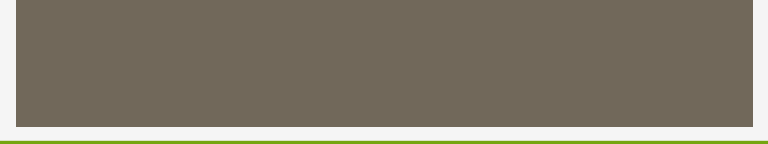
- the “removal of educator” which “makes the concept of heutagogy” and lifelong learning challenging

Source: McAuliffe, M. et al (2008). Does pedagogy still rule? In Proceedings of the 2008 AAEE Conference, December 7-10, 2008, Yeppoon, Queensland. Retrieved from <http://eprints.qut.edu.au/20502/1/c20502.pdf>

- It is not the removal of education, but change in the role of educator
- heutagogical approach and lifelong learning in formal learning is possible through learner-defined learning contracts, flexible curriculum, learner-directed questions, flexible and negotiated assessments and collaborative learning

Source: Blaschke, Lisa Marie. (2012). Heutagogy and Lifelong Learning: A Review of Heutagogical Practice and Self-Determined Learning .International Review of Research in Open and Distance Learning. January. Retrieved from <http://www.irodl.org/index.php/irodl/article/view/1076/2113>

- ICT enhances the scope of Lifelong Learning
- ODL community yet to fully optimize the potentials of Lifelong Learning, since its focus is mostly in formal education with conventional pedagogy (???)



Non-Formal Learning & Social Learning

Learning in Agricultural Sector

- Over one billion people to be reached in developing countries
- During 60s-80s, agricultural extension in wheat and rice cultivation yielded high returns. Not any more
- One trainer covers around 2900 farmers. Only 5% of women rural workers have access to extension services and in India, the present extension coverage reach only 6.8% of the farmers.
- Replicating Classroom , didactic approach to reach millions of farm families

Roseboom, J. 2004. Agricultural research and extension funding levels required to meet the Anti-Hunger Programme objectives. Manuscript prepared for the Food and Agricultural Organization (FAO), Rijswijk, The Netherlands. Retrieved from <http://www.eldis.org/vfile/upload/1/document/0708/DOC16282.pdf>

GFRAS (2012). Fact Sheet on Extension Services: Position Paper, June 2012. Global forum for Rural Advisory Services, Switzerland. Retrieved from https://farmingfirst.org/wordpress/wp-content/uploads/2012/06/Global-Forum-for-Rural-Advisory-Services_Fact-Sheet-on-Extension-Services.pdf

Social Learning _ Farmers' Learning Strategy

- Farmer to Farmer Learning predominant form of learning

- Rajasekaran, Bhakthavatsalam, "A framework for incorporating indigenous knowledge systems into agricultural research and extension organizations for sustainable agricultural development in India " (1993). Retrospective Theses and Dissertations. Paper 10180.
- Conley, T., & Udry, C. (2010). Learning about a new technology: Pineapple in Ghana. *American Economic Review*, 100(1), 35-69.

- Social Learning and Community Knowledge Management_ More than Peer learning _ leads to Lifelong Learning

- Social Capital - A Precondition for lifelong Learning

Non-Formal, Informal Learning and ODL

- they “have a great potential for helping a wide range of learners achieve more desirable and rewarding circumstances for themselves and their communities”
- “Developments and issues in these two important modes of provision are insufficiently represented in the literature of open and distance learning “

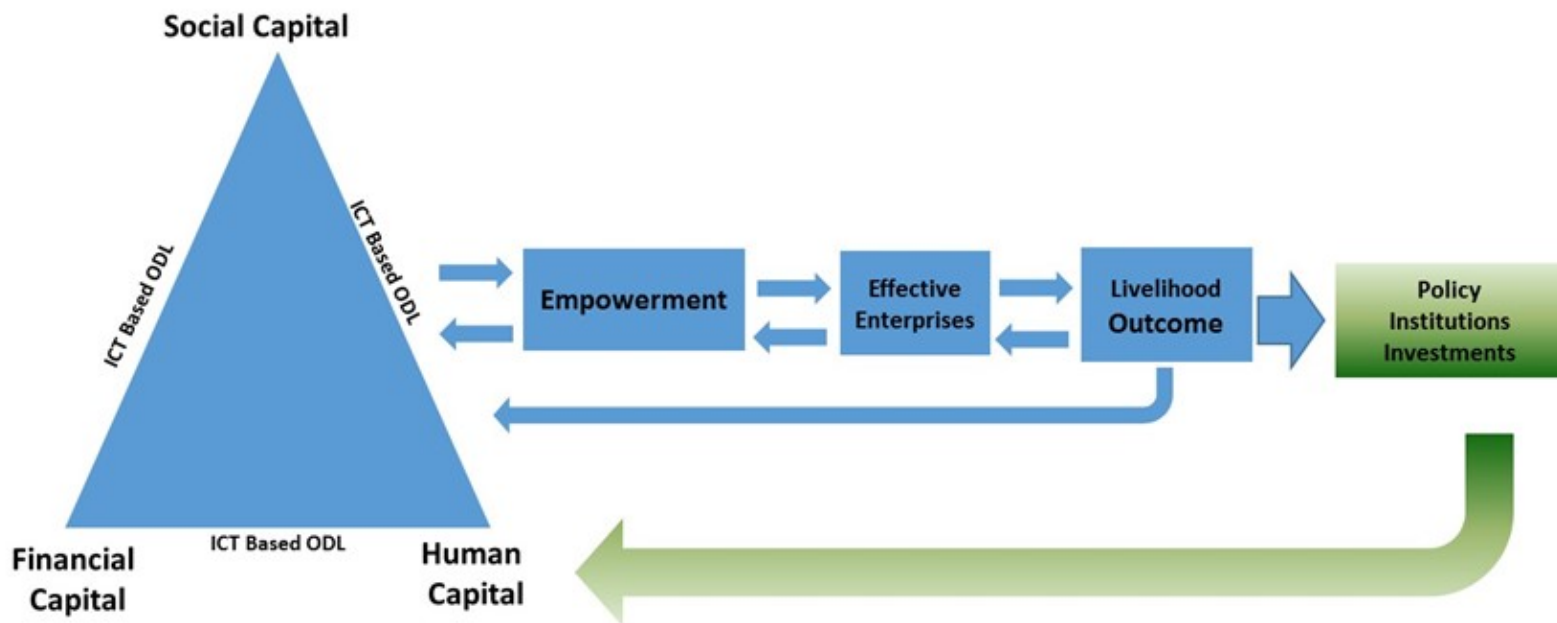
Latchem, Colin (2014). Informal Learning and Non-Formal Education for Development in Journal of Learning for Development. VOL. 1, No. 1. Retrieved from <http://www.jl4d.info/index.php/ej4d/article/view/6/6>



Lifelong Learning & Its Impact

Lifelong Learning for Farmers (L3F) Project in Kenya and Ghana

empowering farming communities



Components of Lifelong Learning in L3F Project

	Theoretical Approach	Salient Features
1	Pedagogy	<ul style="list-style-type: none"> • Face to Face Training given by experts • ICT based Learning from universities and research institutions • Generic curriculums developed by universities • Experts as trainers, trainings evaluated by experts
2	Andragogy	<ul style="list-style-type: none"> • Curriculum developed by experts • ICT based learning from universities and research institutions- with community radio and mobile phones • Context-specific, local problem-centred , task-centred learning materials prepared from the feedback from the participating communities. • Guided by experts but learning takes place within the community based groups. • Learning sequences, temporal aspects are defined by the learners • Experts and NGOs as facilitators. • Learning evaluated by experts
3	Heutagogy	<ul style="list-style-type: none"> • Learning design developed by “Table Banking” group • Content developed by the members of the “Table Banking Group” • Learning process defined by each learner • Content vetted by the experts • Content in audio format shared with other groups • Experiences shared at intra-group and inter-group level. • Learning through radios, Television, mobile phones and newspaper • Community and the learners-self-evaluation

The Study

- Survey among the Backyard Poultry householders participating in L3F in selected villages of western Kenya and among L3F participants in North, Volta and Upper regions of Ghana
- Cross-sectional Study –Comparing L3F with Control Groups (Two in Kenya and One in Ghana)
- 15% of the respondents in Kenya and 90% of the respondents in Ghana did not go to school. Most of the Kenyan respondents had received below secondary education.
- More than 60% of the participants _Women

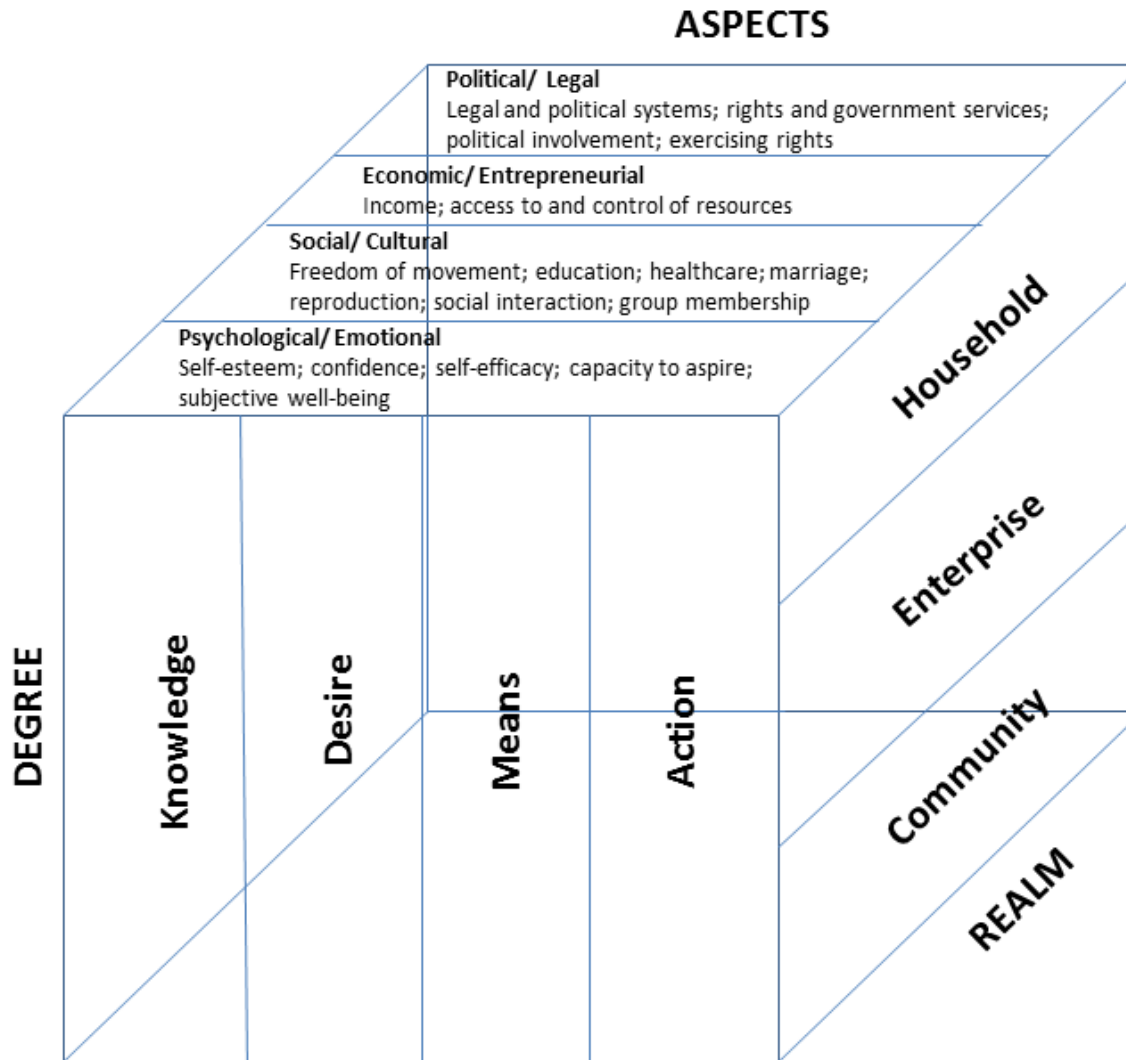
- Developed Lifelong Learning Index: using data about formal conventional training taught by experts, non-formal learning facilitated by experts and structured community based social learning.
- Lifelong Learning Index: 0-1 Scale



Empowerment is “the expansion in people’s ability to make strategic life choices.”

-Naila Kabeer

COL's Three Dimensional Empowerment Framework



Lifelong Learning Index

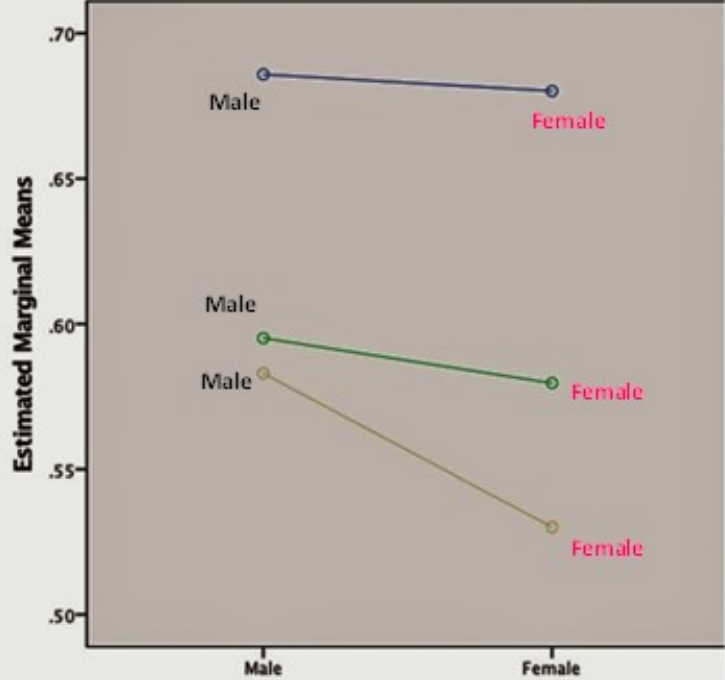
	Kenya	Ghana
L3F Participants	.9478	
Non-L3F but in SHGs (Control Group1)	.8444	
Neither in L3F nor in SHG (Control Group 2)	.7750	
L3F (Control Group A)		.2955
Non-L3F (control Group B)		.1971

Reasons for the Differences between Kenya and Ghana in L3 Index

- The L3F project in Kenya started in 2009-10 while in Ghana, it started only during 2014.
- The involvement of knowledge institutions in offering training programmes was high in Kenya compared to Ghana.
- The credit flow from the financial institutions was substantial in Kenya with preconditions on learning. Ghana did not get such credit facilities.
- Kenya used various types of technologies such as mobile phones, community radios and CDs . Due to infrastructural challenges CD based learning was the only major tool in Ghana.
- The higher level of school education could also be a contributing factor.

Empowerment Index

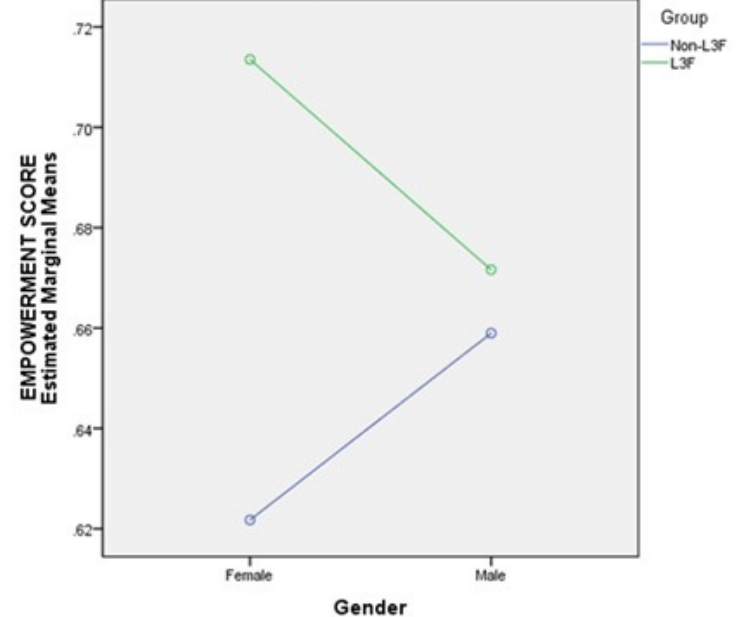
Estimated Marginal Means of empowerment



Kenya

Ghana

Estimated Marginal Means of Empowerment Index



Determinants of Empowerment

Kenya

Regression Model

N=219 , adjusted R squared= .492, standard error of the estimate= .057344, significance= $p < .05$

	Coefficient	Std. Error	t statistic	p value
(Constant)	.539	.019	27.958	.000
Sex	.020	.009	2.276	.024
Age	.000	.000	.417	.677
Number of years spent in schooling	.002	.001	1.961	.051
L3F membership	.114	.008	14.354	.000

Ghana

Regression Model

N=224 , adjusted R squared= .019, standard error of the estimate= .06907, significance= $p > .05$

	Coefficient	Std. Error	t statistic	p value
(Constant)	.655	.022	30.315	.000
Sex	.000	.012	-.017	.986
Age	.000	.000	-.312	.756
Number of years spent in schooling	.002	.002	.930	.354
L3F membership	.027	.011	2.458	.015

OUTCOMES & IMPACTS IN LAST SIX YEARS

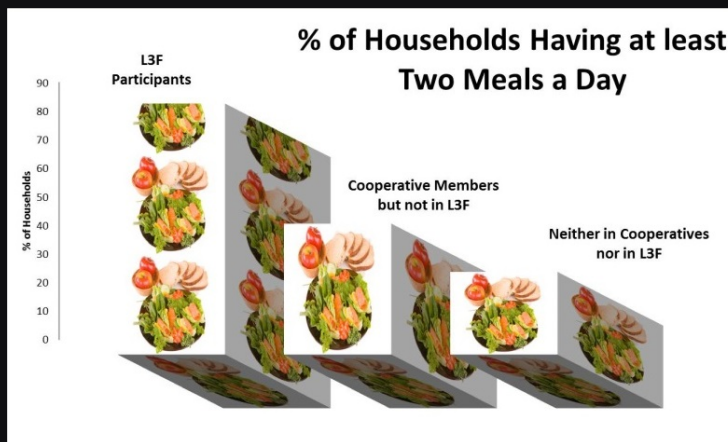
In India

Every **\$1** invested in learning, facilitation and networking resulted in **\$9** worth of income and assets

100% Prompt Repayments to Financial Institutions which earned **8 times more income** from L3F farmers for the same product compared to non L3F farmers in the same region

Cost of Training and Capacity Building: **Six time Lesser** than that of the agricultural extension and bank trainings

Banks & Mobile companies beginning to invest in L3F



Improved Food Security in Kenya & Uganda

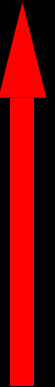
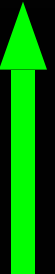


**Conclusion:
Strengthening Lifelong
Learning Through ODL**

Learning for Sustainable Development

<u>Category</u>	<u>Description</u>	<u>Significance</u>
Impact	Quality of Life, Food Security, Peace, Sustainable Development	What they achieve
Outcome	Competency, Employability, entrepreneurship, empowerment	What they do
Outputs	Credentials, performance, competency, capacity built	What we achieve
Activities	Mobilization, teaching learning materials, delivery, assessment	What we do
Inputs	Human and financial resources, Learning Materials, technology	What we invest

Learning
in
development



Learning
in
education

Conclusion: Strengthening Lifelong Learning Through ODL

Transition from “Learning in Education” to “Learning in Development”

Responsibility and Accountability do not stop with learners performance and credentials

Need to look at outcomes and impacts –Competencies, empowerment, employability, entrepreneurship, peace, quality of life etc in the value chain of education and learning

Submissions to ODLAA

- Pacific- Environmental Sustainability, Domestic Violence, Skill Development, Employability are the major issues
- Australia-a leading player in heutagogy, social learning capital
- Strengthen the role of ODL and ICT based Learning in Non-formal Learning particularly in Pacific



Thank You