

# Case Studies on Applying Knowledge Economy Principles for Economic Growth in Developing Nations: CanopyLAB Implementing LXPs in Digitally Challenged Areas

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## **EXECUTIVE SUMMARY**

*The authors demonstrate through specific case studies, representative of Civil Society in Least Developed Countries (LDCs), how user-acquired knowledge has the potential to impact both economic growth and economic development. In the interconnected, interdependent 21st century world of full participation as envisioned in UN Agenda 2030, it is essential to equip the people of developing nations with the tools to participate, grow, and develop themselves. This chapter both illustrates the importance of education and lifelong learning as well as highlighting the potential of a robust learning experience platform in geographies in which issues of infrastructure, connectivity, and access are some of the greatest challenges to overcome.*

## **INTRODUCTION**

The objectives of this chapter are:

1. To demonstrate the efficacy of asynchronous remote pedagogy based on learner curiosity and commitment as well as host (instructor) developed content.
2. To illustrate the potential long term economic impact implied by a more learned population in LDC's as well as rural communities.
3. To illuminate the challenges of disparity in equity between developed and less developed nations and showcase potential solutions through online learning communities.

## **BACKGROUND**

*“The most valuable assets of a 20th-century company were its production equipment. The most valuable asset of a 21st-century institution, whether business or non-business, will be its knowledge workers and their productivity.” -Peter F. Drucker*

Everyone should be afforded the opportunity to become a more valuable asset for both themselves and their organization. Lifelong learning is now possible for any individual who is interested in acquiring or deepening their knowledge, grasping an understanding of what, who, where, when and why, on any subject that is relevant to them. The information revolution began to highlight the vast quantity and disparate quality of that knowledge which was, and is, available to be acquired. Anyone with an intention and commitment to acquire knowledge and learn something that they did not know, should be afforded the opportunity to do so anytime and anywhere to further their personal growth and development.

Brick and mortar institutions of Higher Education have been part of Western culture since the European Gymnasias. In Least Developed Countries (LDCs), these institutions are mainly a result of colonial presence. The organic nature of learning in developing nations has always been centered more on necessity and immediate need. In a globally connected world learning beyond walls and borders can be viewed as an essential 21st Century necessity for all people. The high costs associated with creating infrastructure, building schools, distributing books and even paper can be prohibitive in many rural, as well as urban areas in the developing world. We need to innovate and transform the learning and teaching experience in LDCs.

## **MAIN FOCUS OF THE CHAPTER**

“Economic activity is currently undergoing a process of profound transformation, which we can summarize as the migration from an industrial economy towards a new structure characterized by the decisive importance of knowledge flows. This change can be attributed to a triple feedback interaction: first of all, a process of technological revolution led by investment and the massive use of digitization technologies; second, by virtue of the dynamics of the space–time extension of the economic flow (globalization);

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