Leveraging innovative technology in literacy and education programmes for refugees, migrants and internally displaced persons

Jian Xi Teng, Programme Specialist, UNESCO Institute for Lifelong Learning
“From radio to artificial intelligence: review of innovative technology in literacy and education for refugees, migrants and internally displaced persons”

- Understanding the state of the art
- Bridging the gap between policy and practice
What did we want to know?

1. What are the challenges to literacy learning for youth and adult refugees, migrants and internally displaced persons?

2. How do different approaches to using ICT impact literacy teaching and learning?

3. Which strategies are used by ICT-supported literacy and education programmes to overcome challenges in implementation?
Q1: Significant gap in policies and data on literacy and adult education

1. Lack of robust data
2. Absence of literacy in global frameworks and international documents
3. Fragmented national policies
Challenges to learning

- Effects of trauma and other stressors on learning
- Intersecting inequalities
- Diverse linguistic backgrounds
- Cost

Challenges to learning
Q2: Potential and limitations of ICT enabled literacy provision

**Key ideas**

1. ICT support should not be seen in isolation
2. Type of access to ICT and exposure to information is context specific
3. ICT availability does not automatically imply comprehensive use
4. Use of ICT should build on the principles of adult learning

- Flexible, can be personalized and scaled sustainably
- Difficulty navigating digital tools in new environments
- Mobile phone access and use
- Equitable access affected by cost, network coverage, electricity, gender, content
Q3: Six key themes

- Access and inclusion
- Capacity building for teachers and educators
- Relevant content and innovative andragogy
- Monitoring and evaluation
- Strategic partnerships
- Recognition, validation and accreditation
1. Access and inclusion

• Providing ICT access, removing barriers to access, and improving inclusion is an important first step.

• Innovations include using mass media, radio and text messaging, alone or in combination with advanced digital technologies

• Transition to mobile-first formats and platforms
2. Capacity building for teachers and educators

- All ICT tools were selected based on accessibility, connectivity and affordability.
- Training and ongoing support to address pedagogical and technical issues throughout their teaching.
- Spontaneously developed Teacher Learning Community Programme

<table>
<thead>
<tr>
<th>Programme</th>
<th>English Language Course for Refugee Teachers by Education Development Trust</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Lebanon</td>
</tr>
<tr>
<td>Language of Instruction</td>
<td>Host country’s language; second or foreign language</td>
</tr>
<tr>
<td>Digital tool(s)</td>
<td>Zoom, WhatsApp, Padlet, edPuzzle, Microsoft Forms</td>
</tr>
<tr>
<td>Target Skill(s)</td>
<td>Pedagogical skills in teaching English, speaking and writing skills, digital skills</td>
</tr>
<tr>
<td>Impact</td>
<td>Trained teachers of 1,500 Syrian refugee children</td>
</tr>
</tbody>
</table>
3. Relevant content and innovative andragogy

Content that is relevant to learner’s needs

- Incorporating mass media to help convey cultural and social aspects of the host community (*SVT Språkplay*)

Source: Språkkraft
4. Monitoring and evaluation

Lack of robust data on effectiveness of ICT for literacy learning

- Real-time data on use of applications/software (Learning Coin)
5. Strategic partnerships

**Multiple languages and contexts**
- Cross-border consortia or research programmes to accommodate language and context differences

**Effective outreach**
- Trusted local partners, community-based organizations and NGOs
- Engage with gatekeepers such as ministries and district authorities

**Resource sharing**
- Partner organizations and institutions that each contribute to specific programme needs
- Co-design and co-creation of programmes
6. Recognition, validation and accreditation

- Establish specific agreements with relevant universities and develop mechanisms for recognition of prior learning (Kiron Campus)
- Programme-specific awards such as certificates, electronic badges (vhs-Lernportal)
- Lack of RVA frameworks
- Alignment of programme curriculum with national curriculum frameworks (Learning Coin)
- Alignment with internationally recognized frameworks or certificates (NRC Youth Programme Jordan)
Recommendations

Global
- Collect disaggregated data
- Improve RVA mechanisms
- More inclusive research agenda

National
- Improve ICT infrastructure
- Ensure quality access to devices and internet
- Improve M&E practices

Programme
- Learner-centred design and implementation
- Provide support and CPD to educators
- Document impact on learners holistically
- Harness partnerships
Compilation of case studies

- Complementary compilation of 21 in-depth cases
- Individual cases online at the Effective Literacy and Numeracy Practices Database ("LitBase")
From radio to artificial intelligence
Review of innovative technology in literacy
and education for refugees, migrants and
internally displaced persons

https://unesdoc.unesco.org/ark:/48223/pf0000382627

Leveraging innovative technology
in literacy and education programmes
for refugees, migrants and internally
displaced persons

https://unesdoc.unesco.org/ark:/48223/pf0000382626
Thank you

Learn more: www.uil.unesco.org

@UIL
@uilunesco
@unescouil
Our actions

1. Building capacity and providing policy advice
2. Strengthening partnerships
3. Providing data and knowledge