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Understanding technology-supported literacy programmes for youth and adult refugees, internally displaced persons and migrants: A global landscape review

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Current situation: what we know about refugees, migrants, and internally displaced persons?

Definitions of refugees, migrants and internally displaced persons

The 1951 Convention Relating to the Status of Refugees and its 1967 Protocol provide the universal definition of a refugee: *"owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence, is unable or, owing to such fear, is unwilling to return to it."*

The term 'migrant' is not defined under international law and is sometimes used differently by different stakeholders. Traditionally, the word 'migrant' has been used to designate people who move by choice rather than to escape conflict or persecution, usually across an international border ('international migrants'), for instance to join family members already abroad, to search for a livelihood, or for a range of other purposes. (UNHCR, 2021, <https://emergency.unhcr.org/entry/44937/migrant-definition>).

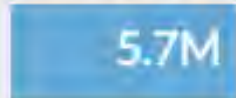
Internally displaced persons (IDPs) are *"persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized state border."* (United Nations Guiding Principles on Internal Displacement, 1998, <https://emergency.unhcr.org/entry/44826/idp-definition>)

Current situation

Refugees (under UNHCR's mandate)



Palestine refugees (under UNHCR's mandate)



Internally displaced people



Asylum-seekers



Venezuelans displaced abroad



18 June 2021

*Source: IDMC

Source: [UNHCR Global Trends 2020](#)

**82.4 million people worldwide were forcibly displaced
272 million migrants as of 2019**

From where to where (refugees and internally displaced learners)?

How many years refugees stay in exile?

5-10 years in exile (WB, 2019)

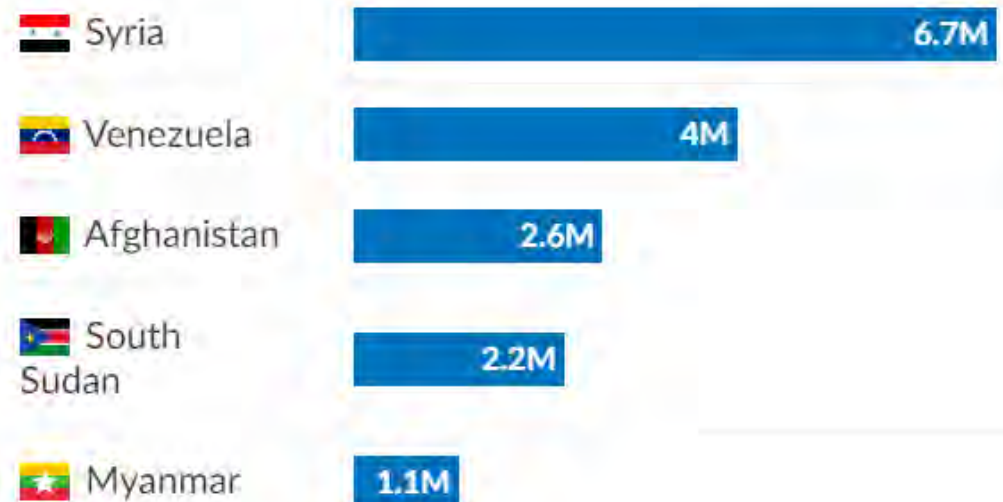
Major hosting countries

Five countries hosted at least 1.2 million refugees and Venezuelans displaced abroad *



Major source countries

More than two thirds (68 per cent) of all refugees and Venezuelans displaced abroad came from just five countries *



Source: <https://www.unhcr.org/figures-at-a-glance.html>

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Main challenges for literacy learning for refugees, migrants and internally displaced persons

Target 4.6:

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

58.

Literacy¹⁰ is part of the right to education and a public good. It is at the core of basic education and an indispensable foundation for independent learning^[xxx].

773 million

youth and adults, lack basic literacy skills
(UNESCO, 2020)

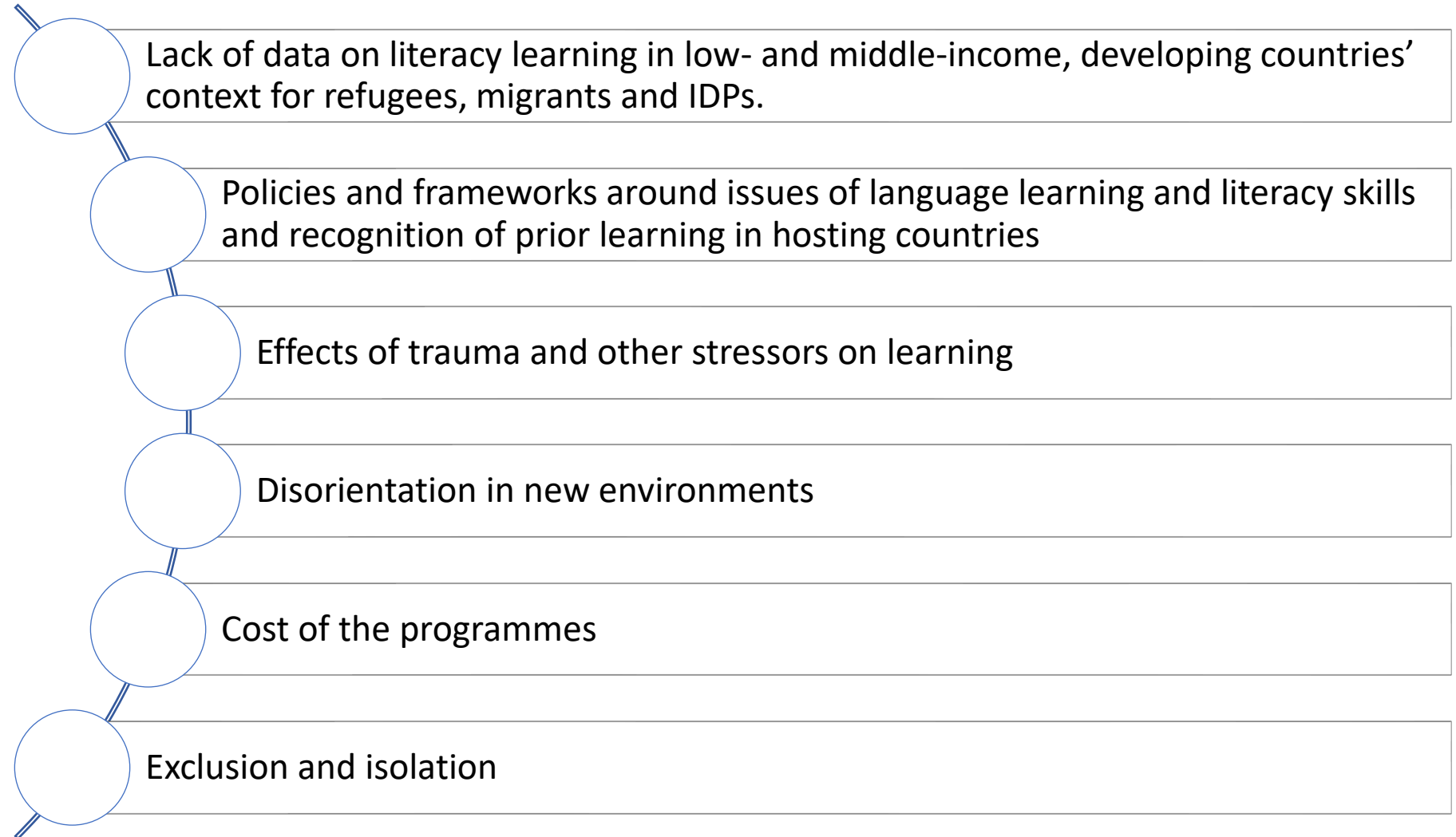
**48 out of 159 countries
(37%)**

...did not know participation rates in adult learning for minority groups, refugees and migrants (UIL, 2019)

26 per cent of countries

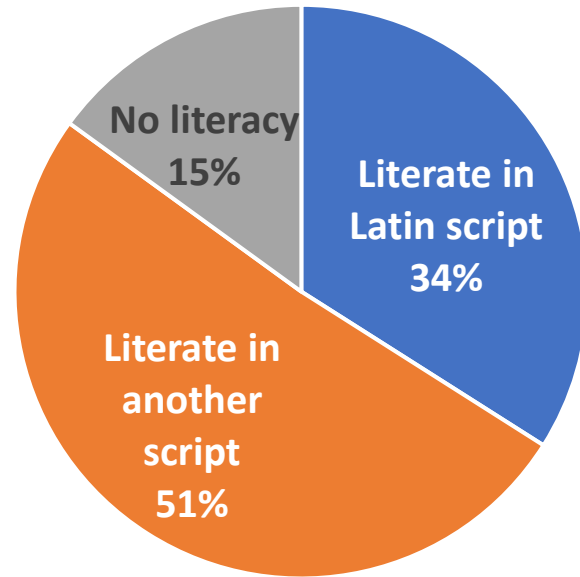
...not much prioritisation for government funding for refugees and migrants.
(UIL, 2019)

Main challenges of literacy learning for refugees, migrants and IDPs

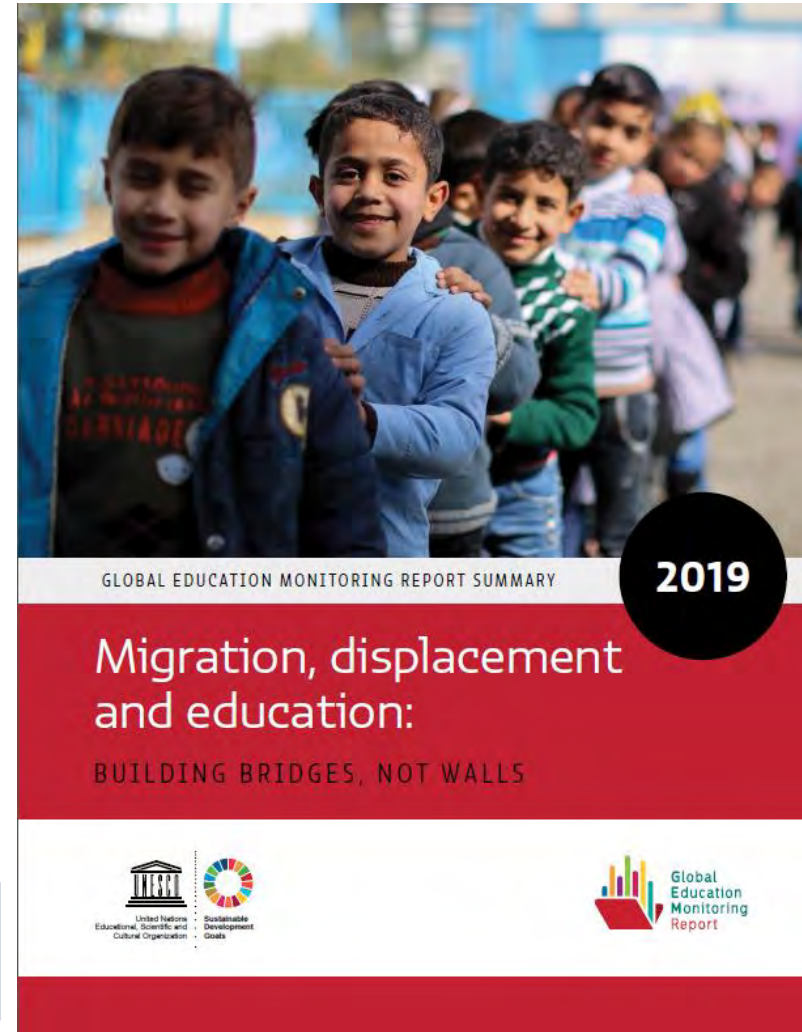


Double challenge: Learners with no literacy of any language

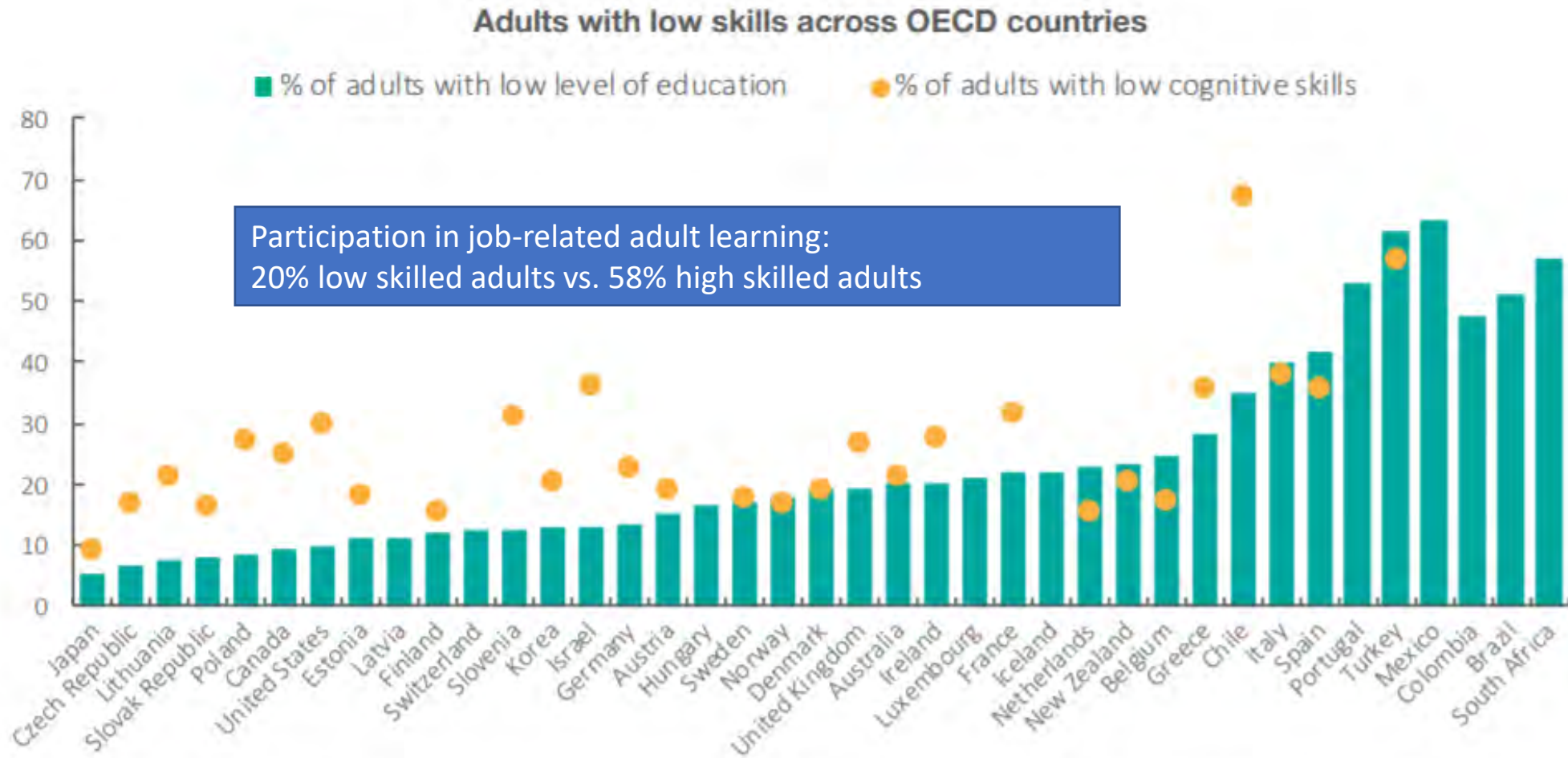
Literacy of asylum seekers, Germany, 2016



Yet those with no literacy were the least likely to attend a literacy or language course.



No or low literacy and digital skills: Barriers for participation in ODL



Note: level of education is defined as below upper-secondary education, low cognitive skills is defined as literacy and or numeracy proficiency level 1 or below as assessed by PIAAC. Data for Belgium refers to Flanders only; data for the United Kingdom refers to England and Northern Ireland only; adults aged 25-64; data on cognitive skills are not available for Brazil, Colombia, Hungary, Iceland, Latvia, Luxembourg, Mexico, South Africa and Switzerland. Source: OECD education statistics database (2016), PIAAC (2012).

Source: OECD (2019), Getting Skills Right: Engaging low-skilled adults in learning, (www.oecd.org/employment/emp/engaging-low-skilled-adults-2019.pdf)

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ICT enabled literacy learning for refugees, migrants and internally displaced persons

Potential and limitations of ICT enabled literacy provision

Flexible, can be personalized and scaled sustainably

Difficulty navigating digital tools for emergent learners in new environments

Mobile phones being the most accessible device, can be used to deliver and access remote learning.

Equitable access affected by cost of mobile subscriptions, network coverage and accessibility in remote areas, gender bias

Core ideas of using ICT in literacy programmes

1. ICT support not seen in isolation

2. Type of access to ICT and exposure in 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



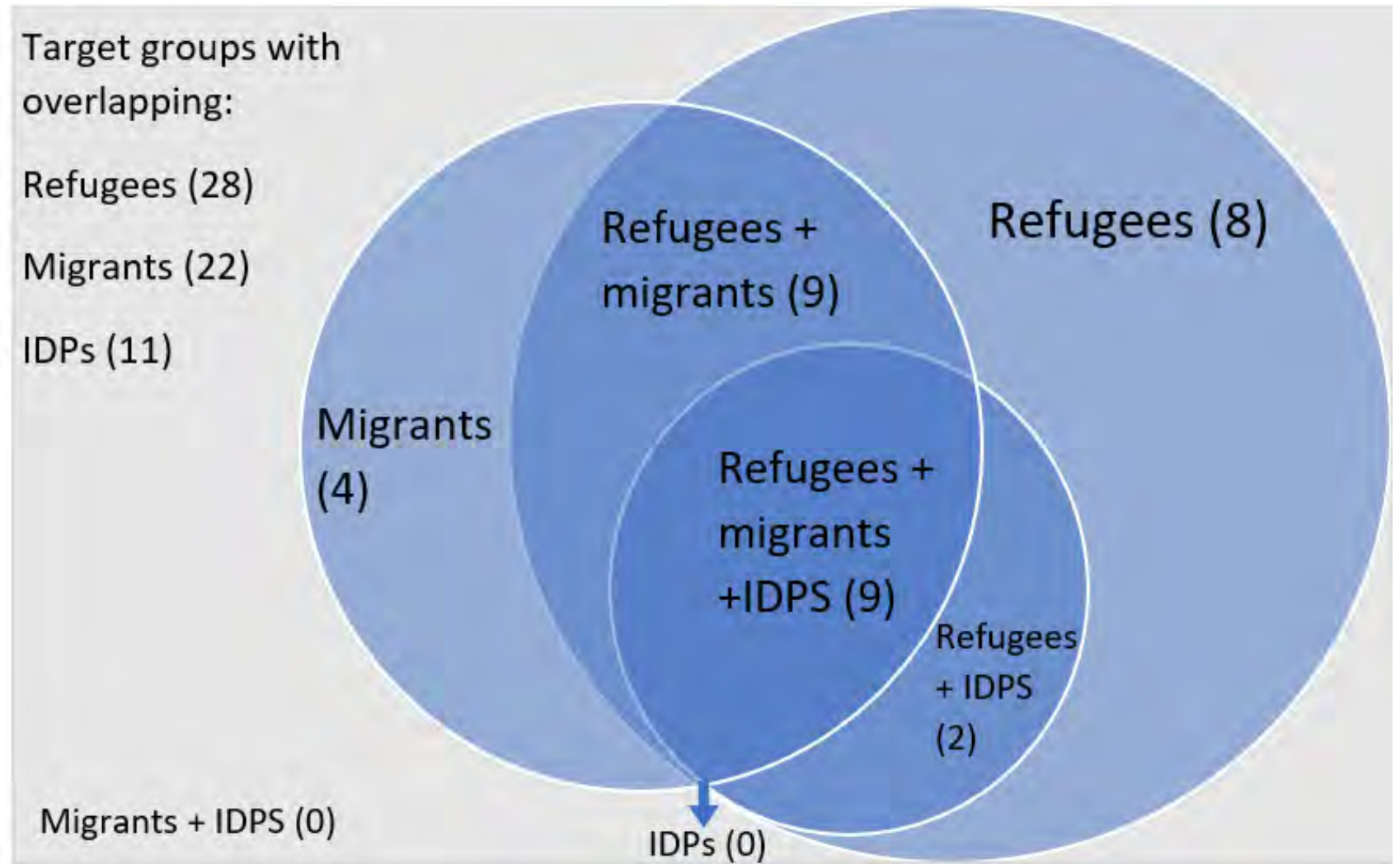
United Nations
Educational, Scientific and
Cultural Organization

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UIL review of technology-supported literacy and educational opportunities for refugees, migrants and IDPs

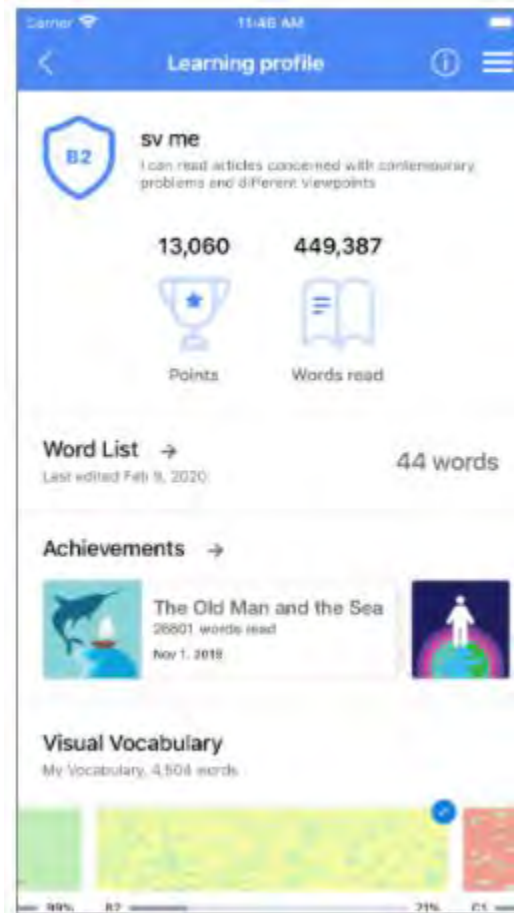
UIL review of technology-supported literacy and educational opportunities for refugees, migrants and IDPs

- Comprehensive literature review
- Globally representative 32 cases
- 84 countries, 6 million learners



Types of digital technologies

- Radio
- TV
- Offline based (Wi-Fi emulator)
- Video chat (1:1 or workshop)
- Mobile app
- OER platform
- MOOC or Online courses
- Blockchain tech
- AI
- Alternative energy sources
- Arts based curriculum delivered via video-conferences
- Social media





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Key insights

Insights from ICT supported literacy programmes

Learner-centric approach- different paths and resources for different learners

Appropriate language support

Using different ICT tools to customize learning

Modifying instructional strategies and learning materials to be culturally relevant

Involve learners in designing programmes

Critical role of facilitators

Navigating learning in multiple formats, and via multiple modalities

Responding to learners socio-emotional needs

Using adult learning principles in planning and delivering lessons

Being flexible and resourceful

Plethora of possibilities emerging from partnerships

To improve access and connectivity

Recognize prior learning

Deliver, monitor and evaluate programmes

Responsiveness to change

Future crisis

Snapshots of promising programmes



Low-tech solution: Education for Humanity



Dogme Training Programme (for facilitators)



CONNECTED: ADULT LANGUAGE LEARNING THROUGH DRAMA

Launch on 17 December 2021

UIL review of technology-supported literacy and educational opportunities for refugees, migrants and IDPs

Thank you

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- [Reading in the Mobile Era \(2014\)](#)
- [Mobile Phones and Literacy: Empowerment in Women's Hands \(2015\)](#)
- [Harnessing the Potential of ICTs Literacy and Numeracy Programmes using Radio, TV, Mobile Phones, Tablets and Computers \(2016\)](#)
- [Closing the gap: Opportunities for distance education to benefit adult learners in higher education \(2016\)](#)
- [Digital inclusion for low-skilled and low-literate people: a landscape review \(2018\)](#)
- [A lifeline to learning: leveraging mobile technology to support education for refugees \(2018\)](#)

- [Supporting Continued Access To Education During COVID-19 Emerging Promising Practices- UNHCR](#)
- [Mobile internet usage challenges in Asia - awareness, literacy and local content- GSMA](#)