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Open distance learning for marginalized adult learners: Key challenges and approaches

25 June 2020



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1 Current situations

2 Main challenges

3 Refugees and ICT

4 Recommendations for ODL for
marginalized adults



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1

Current situation: what we know about refugees



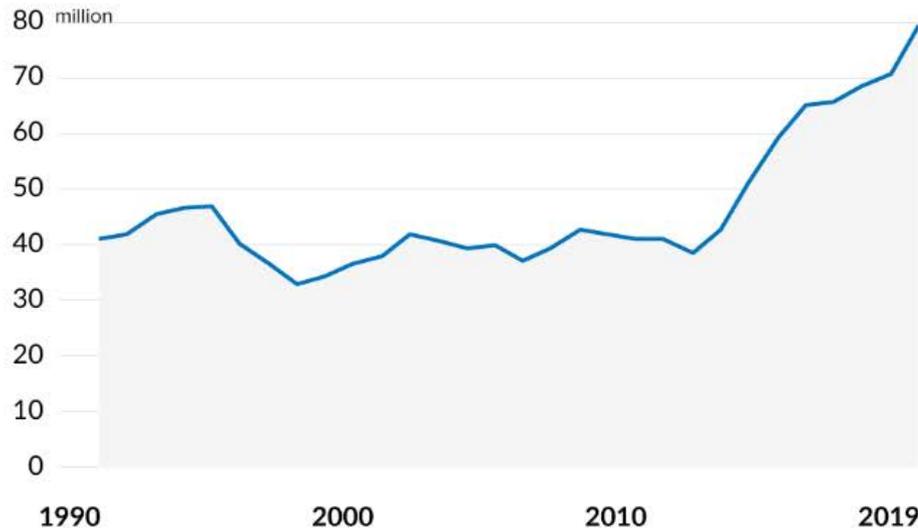
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Current situation

79.5 MILLION forcibly displaced people worldwide at the end of 2019

Source: UNHCR / 18 June 2020



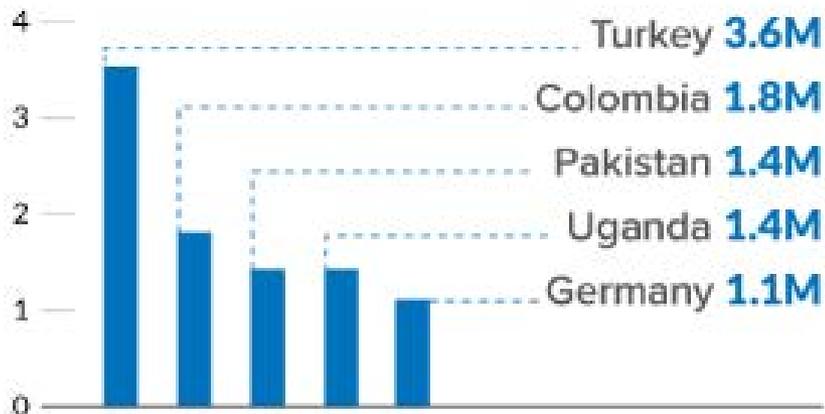
Source: <https://www.unhcr.org/figures-at-a-glance.html>

From where to where?

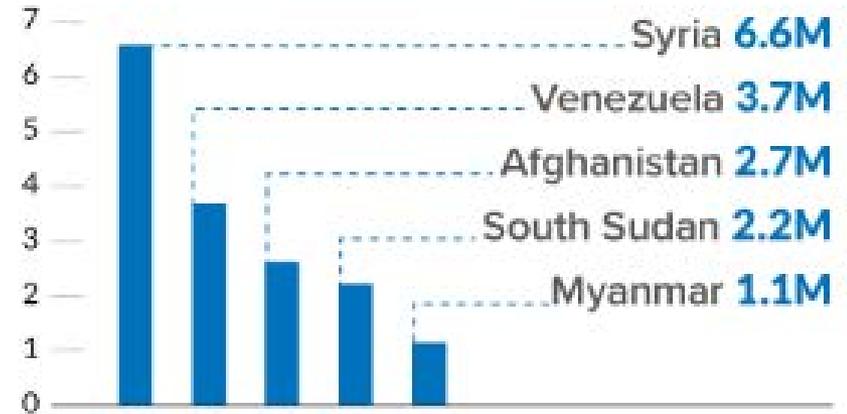
How many years refugees stay in exile?

5-10 years in exile (WB, 2019)

TOP HOSTING COUNTRIES



TOP SOURCE COUNTRIES



* Data includes UNHCR refugees and Venezuelans displaced abroad

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



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2

Main challenges

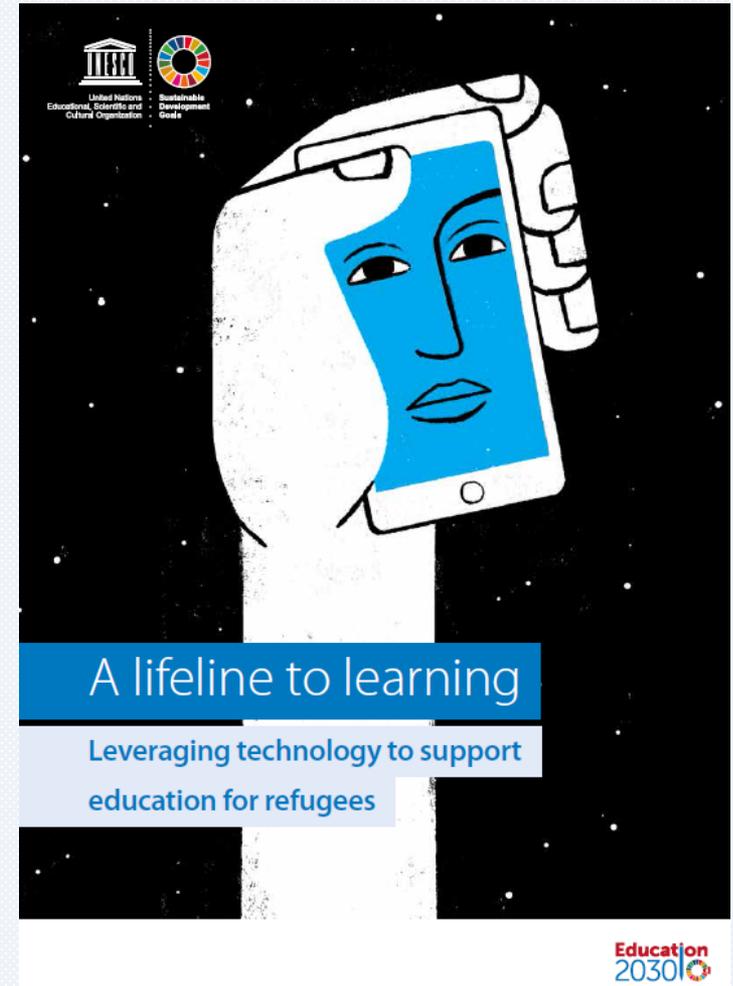


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Main challenges of refugees

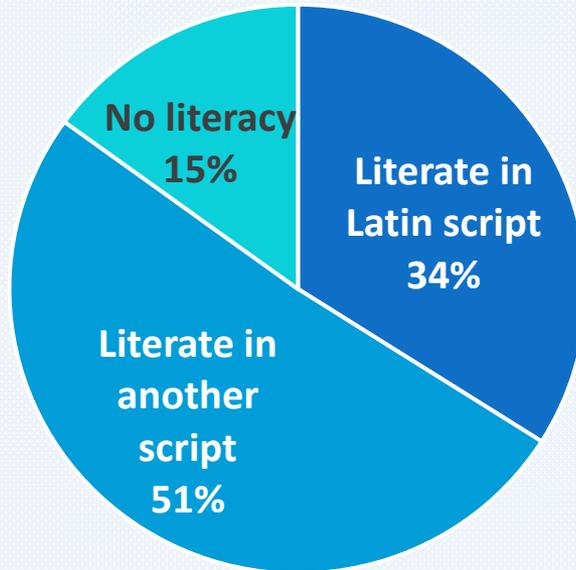
- Lack of language and literacy skills in hosting countries
- Trauma and identity struggles
- Disorientation in new environments
- Exclusion and isolation



Source: UNESCO. 2018. A lifeline to learning: Leveraging technology to supported education for refugees (<https://unesdoc.unesco.org/ark:/48223/pf0000261278/PDF/261278eng.pdf.multi>)

Double challenge: Refugees 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.



GLOBAL EDUCATION MONITORING REPORT SUMMARY

2019

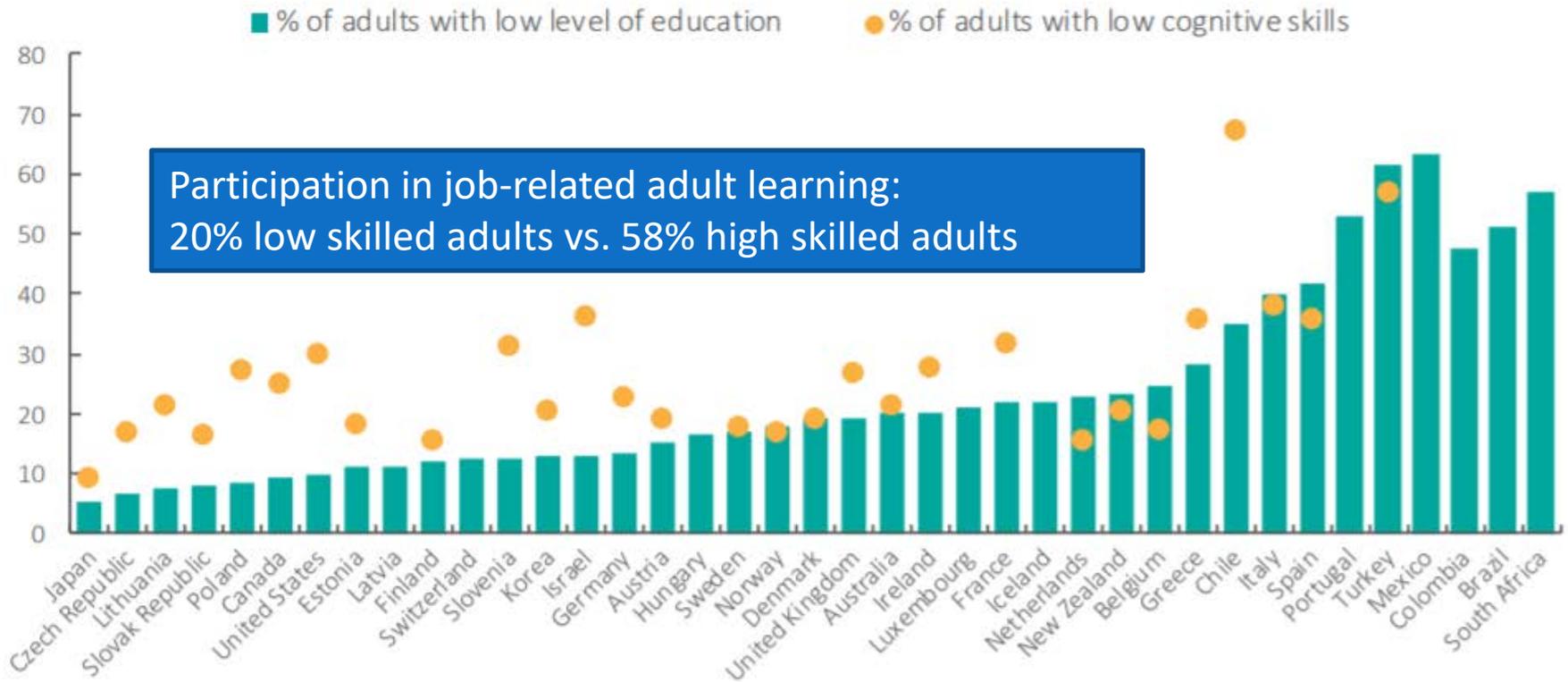
Migration, displacement and education:

BUILDING BRIDGES, NOT WALLS



No or low literacy a real challenge in ODL for adult learning

Adults with low skills across OECD countries



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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3

ICT and refugees (and other marginalized adults)



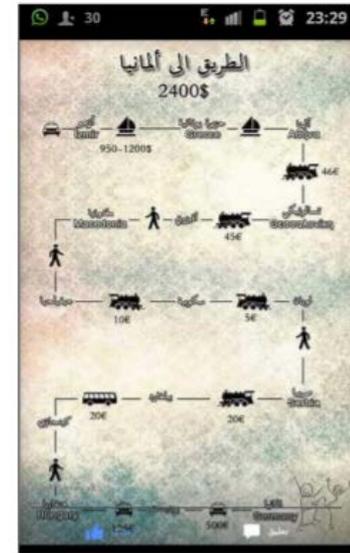
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Refugees and ICT

- Many “refugees say that the smartphone is ‘more important than food or shelter.’ (p.11)”
- 2/3 of 3,000 refugees in Jordan, Rwanda and Uganda owns mobile phones
- The most commonly used services are making calls, SMS, and mobile banking.

Mapping Refugee Media Journeys Smartphones and Social Media Networks



(See p. 47)

Research Report

Authors: Marie Gillespie, Lawrence Ampofo, Margaret Cheesman, Becky Faith, Evgenia Iliadou, Ali Issa, Souad Osseiran, Dimitris Skleparis

13 May 2016

The Open University / France Médias Monde

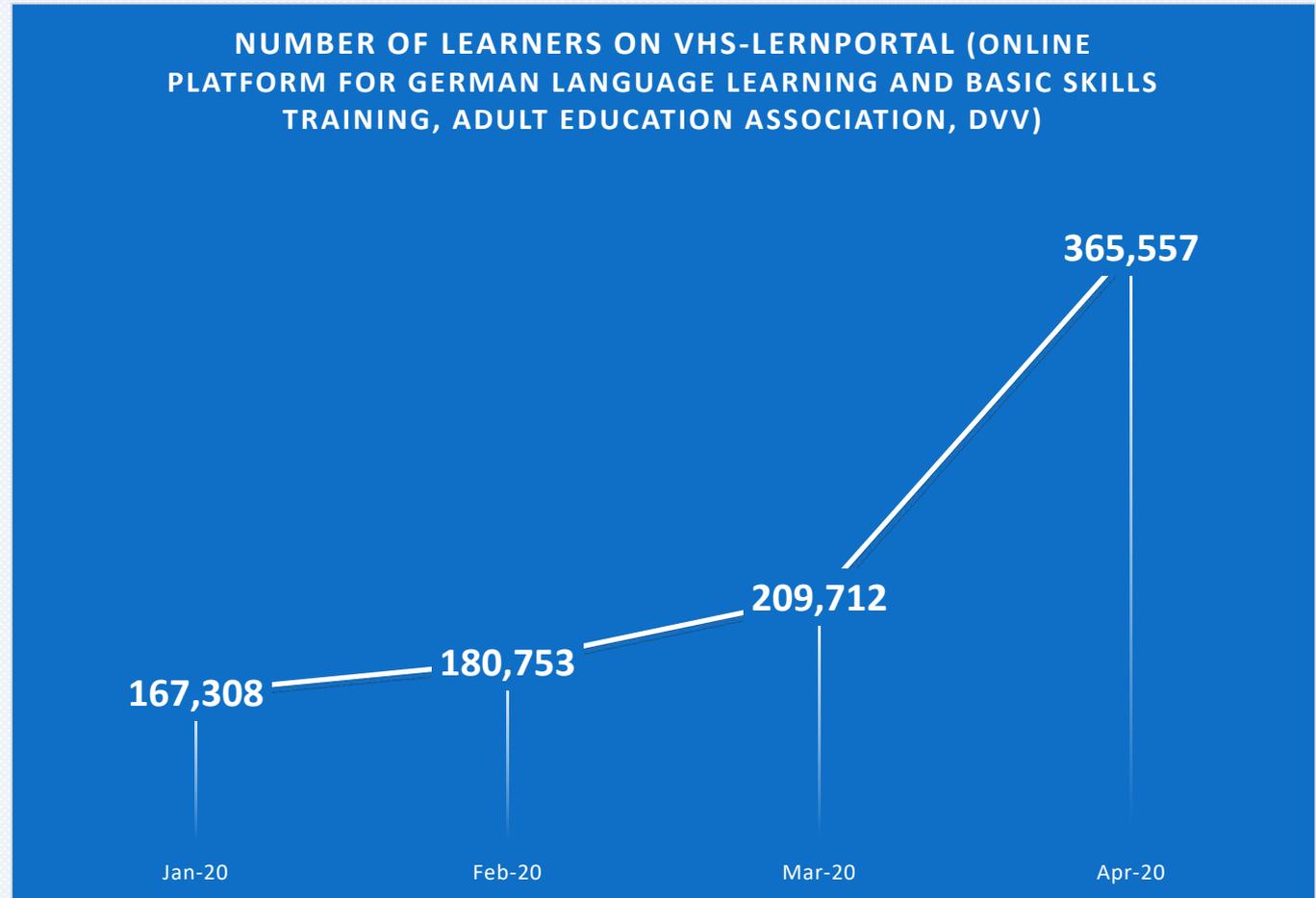


The digital lives of refugees:

How displaced populations use mobile phones and what gets in the way

Covid 19 and distance learning

- Coursera 607% increase of enrolment in March 2020 (compared to March 2019)
- German DVV:



Digital skills another barrier to open and distance learning

- In Europe, 43% of adults lack of basic digital literacy and their lack of digital skills is identified as a barrier to fully participate in open and distance learning.
- Importance of critical information literacy beyond basic ICT skills amid the current pandemic

Consuming alcohol does NOT protect you against Covid-19



Prevention

Myths

A Kenyan politician made this false claim to explain why cognac was included in relief packages for some Nairobi residents.



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4

Recommendations



Recommendations

Find creative and diverse ways for outreach

Create relevant and interesting learning activities for their daily needs

Provide microlearning

Develop digital skills and go beyond

Design learning that works for the most marginalized

Monitor and evaluate the impact of ODL



Recommendations

Find creative and diverse ways for outreach

Create relevant and interesting learning activities for their daily needs

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Monitor and evaluate the impact of ODL

- Free phone-based mentoring
- SMS
- Flyers



Recommendations

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Provide microlearning

Develop digital skills and go beyond

Design learning that works for the most marginalized

Monitor and evaluate the impact of ODL

- Health education, financial literacy, income-generating skills (e.g. entrepreneurship)
- Covid-19 related: filling a welfare form and helping children for school work. ([European Electronic Platform for Adult Learning \(EPALE\)](#))

Recommendations

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Provide microlearning

Develop digital skills and go beyond

Design learning that works for the most marginalized

Monitor and evaluate the impact of ODL

10 ประโยชน์ดีดี!
อังกฤษสำหรับ พี่น้องแท็กซี่
ช่วง Covid-19

Logo: TAXI
Logo: ประถมศึกษา
Logo: CCDKM
Logo: ThaiYoong

Recommendations

Find creative and diverse ways for outreach

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Monitor and evaluate the impact of ODL

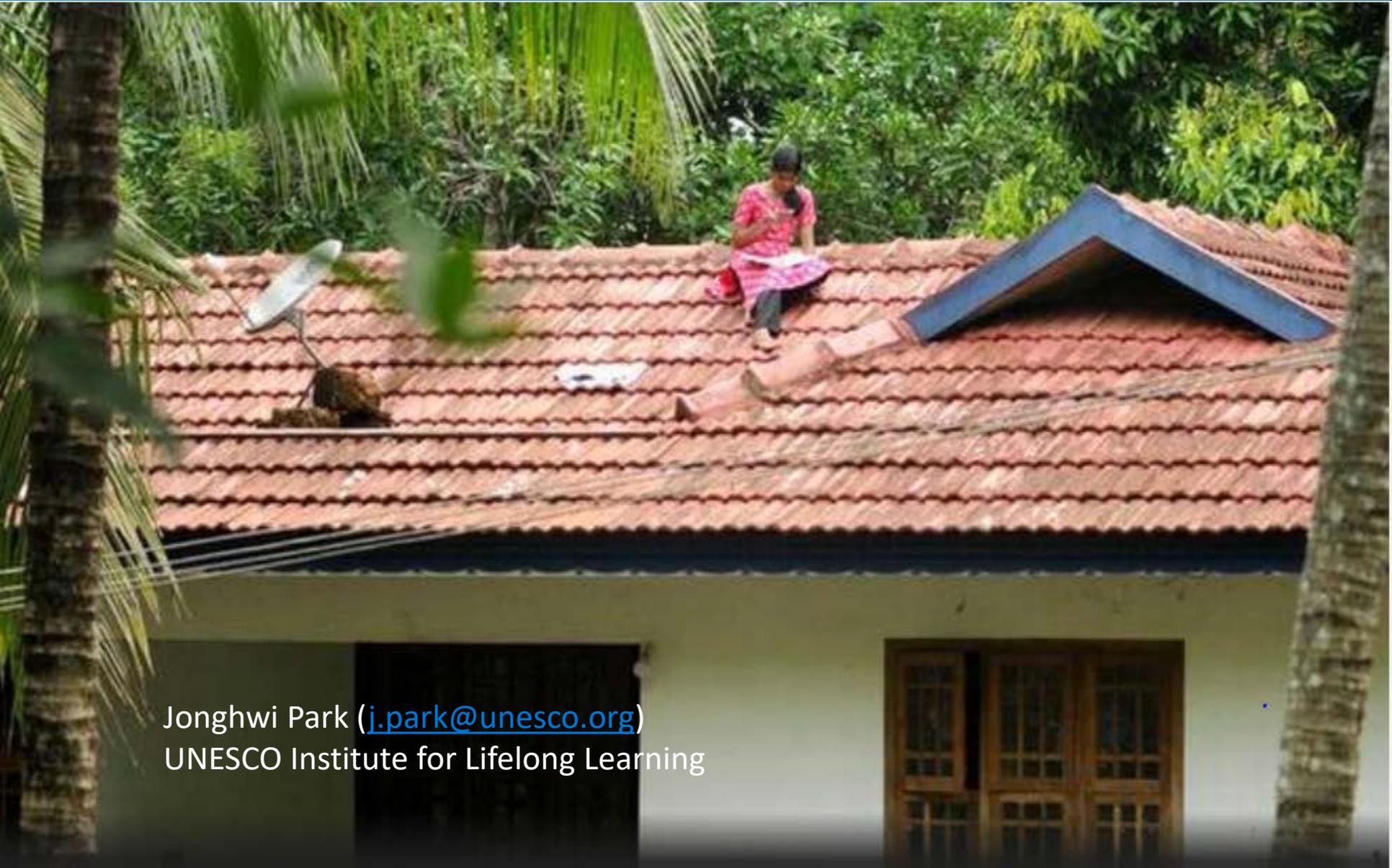
- Screening fake news
- Preventing from being victimized in cyber crimes
- Violent extremism

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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](#)

Thank you



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A student is all concentration as she attends online classes perched on the rooftop of her house at Kottakkal in Malappuram on Wednesday. | Photo Credit: **Sakeer Hussain**