



learning  
passport

# ANNUAL 2023 REPORT

JANUARY 2024

unicef   
for every child

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## THE LEARNING PASSPORT

The Learning Passport is the flagship digital learning programme of the United Nations Children’s Fund (UNICEF). Launched in 2018, the programme seeks to democratize access to quality education resources, transcending geographical and socioeconomic barriers by introducing a highly flexible and portable digital education platform that enables children and young people to continue learning anywhere, at any time. It provides the full range of educational content – from foundational learning to skills development – in different contexts, including formal and nonformal educational settings, with and without internet connectivity. By offering a personalized and accessible learning experience, it addresses the educational needs of diverse learners, including those in remote or marginalized communities.

# EXECUTIVE SUMMARY

The Learning Passport has become an important solution for advancing digital transformation through education. In 2023, it demonstrated remarkable progress and resilience in providing inclusive, high-quality education around the world. Amidst various challenges, the programme reached significant milestones, including extensive country-level implementations and technological advancements.

## Key Accomplishments:

- **Expansion and Impact:** The Learning Passport programme has expanded to 38 countries, with significant growth in the total number of registered users (6.02 million) and courses offered (13,529). Notable achievements in 2023 included launches in seven new countries (Brazil, Eswatini, Ghana, Guinea, Jamaica, Philippines, and São Tomé and Príncipe) and significant increases in the number of trained users (to 2.73 million) and course completions (to 2.49 million).
- **Crisis Response:** UNICEF's steadfast commitment to inclusive education in crisis situations was evident from its preparedness activities and multifaceted response to emergencies around the world. The programme helped provide uninterrupted education in conflict zones (e.g., Sudan and Syria), learning centers and schools supporting refugees (e.g., Egypt and Poland) and in natural disaster areas (e.g., the Philippines). To build on this commitment, the Learning Passport developed two new initiatives 'Digital School in the Box' and 'LP on the Move.'





- **Global Recognition:** The Learning Passport’s innovative approach earned accolades from the World Economic Forum and the United Nations General Assembly.
- **Cultural Relevance:** The Learning Passport’s emphasis on culturally relevant content led to more effective educational engagement (e.g., Ghana and Jamaica).
- **Teacher Capacity Building:** Enhanced digital and pedagogical skills for teachers were prioritized, resulting in improved blended learning delivery (e.g., Poland).
- **Partnerships:** Strategic partnerships proved to be crucial for expanding the programme’s reach and enhancing content quality.

## ► **Priorities Moving Forward:**

- **Localized Digitized Content:** Increase the amount of locally relevant, digitized educational material to reduce the burden on teachers and aid their lesson preparations.
- **Continued Support for Education in Emergencies:** Further strengthen the Learning Passport’s capacity for crisis response and education continuity during emergencies.
- **Partnerships:** Continue to build and sustain partnerships across various sectors to support the growth and effectiveness of the Learning Passport.



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THE PROGRAMME LEVERAGES A WORLD-CLASS TECHNOLOGY POWERED BY MICROSOFT, HIGH-QUALITY AND RELEVANT EDUCATIONAL AND TRAINING CONTENT, WIDE-RANGING EXPERTISE AND UNICEF’S FOOTPRINT IN OVER 128 COUNTRIES TO DRIVE LEARNING OUTCOMES, IMPROVE DIGITAL READINESS AND STRENGTHEN EDUCATION SYSTEMS.

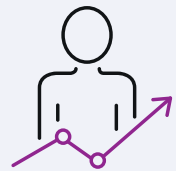
# PROGRAMME RESULTS

## OVERALL RESULTS



TOTAL NUMBER OF COUNTRIES LIVE

**38**



TOTAL NUMBER OF REGISTERED USERS

**6.02**  
MILLION



NUMBER OF COURSES

**13,529**



TRAINED USERS  
(users enrolled in at least one course)

**2.73**  
MILLION



COURSE COMPLETIONS

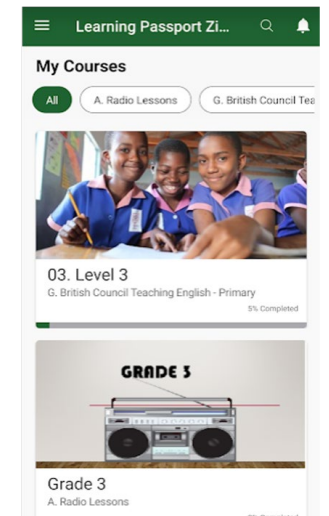
**2.49**  
MILLION



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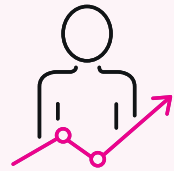
# PROGRAMME RESULTS

## JANUARY – DECEMBER 2023 RESULTS



NEW COUNTRIES  
LAUNCHED

Brazil, Eswatini, Ghana, Guinea,  
Jamaica, Philippines, and  
São Tomé and Príncipe



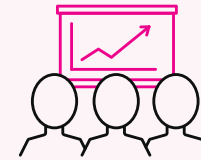
ADDED  
LEARNERS

**3.52**  
MILLION



NUMBER  
OF COURSES ADDED

**3,594**



TRAINED  
USERS ADDED

**2.12**  
MILLION



NEW COURSE  
COMPLETIONS

**1.93**  
MILLION



[THE LEARNING PASSPORT] IS COVERING  
THE GAP [DUE TO THE] SHORTAGE OF  
BOOKS IN THE CLASSROOM.

– 35-year-old male teacher at a public school in Zimbabwe using the Learning Passport on tablets two to three times a week



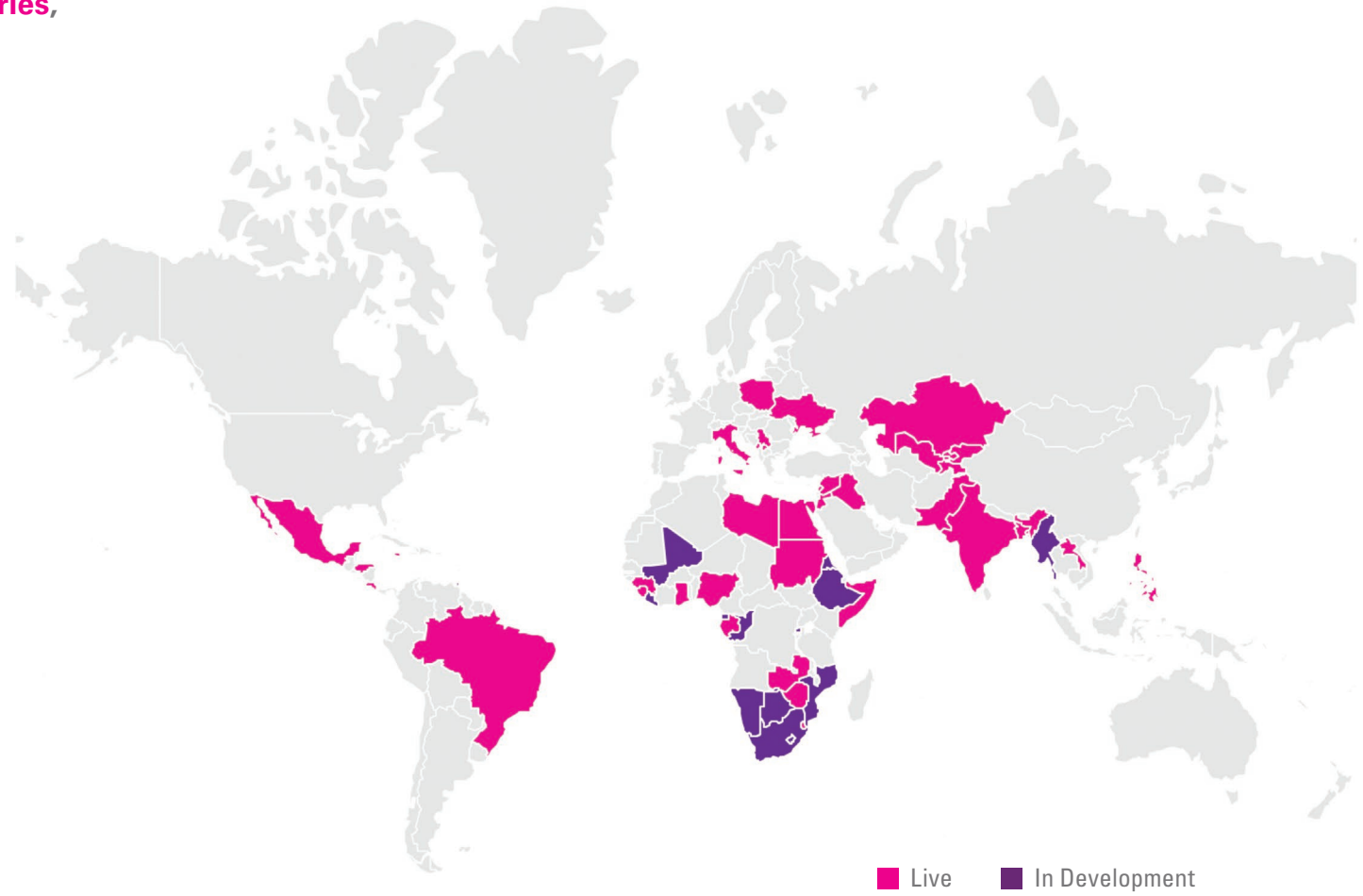
[THE LEARNING PASSPORT] HAS  
HELPED ME KNOW WHAT I WASN'T  
TAUGHT IN MY SCHOOL.

– 11-year-old learner in Nigeria who uses the Learning Passport on a smartphone at home once a week

# GLOBAL FOOTPRINT

The learning passport is **live in 38 countries**, and in an additional **20+ countries**

- |            |                       |
|------------|-----------------------|
| Bangladesh | Lebanon               |
| Brazil     | Mexico                |
| Costa Rica | Montenegro            |
| Egypt      | Nigeria               |
| Eswatini   | Pakistan              |
| Gabon      | Philippines           |
| Ghana      | Poland                |
| Guinea     | Sao Tome and Principe |
| Honduras   | Serbia                |
| India      | Sierra Leone          |
| Iraq       | Somalia-Puntland      |
| Italy      | Sudan                 |
| Jamaica    | Syria                 |
| Jordan     | Tajikistan            |
| Kazakhstan | Timor-Leste           |
| Kiribati   | Ukraine               |
| Kosovo     | Uzbekistan            |
| Kyrgyzstan | Zambia                |
| Lao PDR    | Zimbabwe              |



# EMERGENCY RESPONSE

Amid humanitarian crises, UNICEF remains steadfast in its commitment to ensuring uninterrupted, inclusive education for all affected children and young people, with a key focus on girls, children with disabilities, internally displaced populations and refugees. The Learning Passport has played a critical role in these efforts, enabling children and young people to continue learning and skilling when education systems have been disrupted by natural disasters, conflict or the global pandemic.

**The Learning Passport’s emergency response procedures emphasize:**

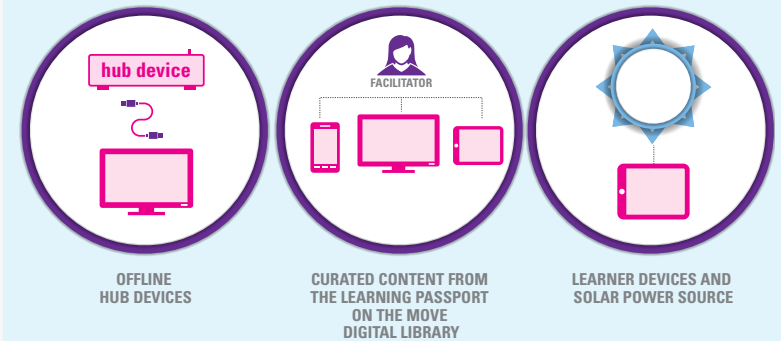
## Readiness

The programme can be rolled out immediately when education systems are disrupted by a humanitarian crisis. This includes creating country-level Learning Passport platforms; curating relevant content, including formal-education curricula; offering skills training; building the capacity of technical teams; and pre-positioning the Digital School in the Box.

## Immediate roll-out

The Learning Passport’s roll-outs are done rapidly to minimize the disruption in learning among vulnerable communities and populations. Key activities include the integration of the Learning Passport technology platform into existing systems, such as ministry programmes; engagement, promotion, and awareness building for key audiences; continued teacher capacity building to support content access and use; and continued adaptation and enhancement to meet learner needs.

### LEARNING PASSPORT’S ‘DIGITAL SCHOOL IN THE BOX’



UNICEF developed the Digital School in the Box, which includes an offline hub device (see the Annex) and is pre-packed with relevant, localized educational resources; educator and learner devices for accessing digital content; and a solar power source. The Digital School in the Box also comes with curated educational and training resources that are focused on supporting children, young people and educators in emergency situations.



## Egypt

A Learning Passport programme was launched in 2022 to support Sudanese refugee community schools in Egypt. The programme provides Sudanese students with access to formal curricula and to educational resources on climate change, skilling materials and more. Access to the formal curricula is crucial for allowing students to continue their education in line with the Sudanese education system. To maximize the effectiveness of the Learning Passport, teachers have been trained to integrate the programme and digital content into their regular lessons; ‘youth ambassadors’ are assisting their peers in using the programme’s features, both at school and outside; the programme content has been integrated into community learning hubs, which enable children and young people to continue studying several subjects; and UNICEF is providing hardware and training to the schools, so that they can better serve these children.

## Lebanon

The Learning Passport is part of a multipronged approach to supporting out-of-school children at various educational levels. The programme helps children and young people integrate back into the formal education system, and provides support for children already attending school. It includes government-approved content for literacy and numeracy at different levels and is used for Lebanese children and children from Syrian refugee communities by trained facilitators at ‘Makani centres’. The Learning Passport was recently expanded in Lebanon, as the Ministry of Education and Higher Education is now using the programme in formal schools so that Lebanese students can continue learning during the many school interruptions caused by strikes and other systemic issues. In 2024, UNICEF will be introducing the ‘Offline Learning Passport’ in Lebanon to extend the programme’s reach and further support learners and educators.



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## Philippines

In the aftermath of the COVID-19 school closures, Super Typhoon Rai made landfall in December 2021, further exacerbating the pre-existing pandemic learning challenges by damaging or destroying more than 29,000 schools in one of the most remote and difficult-to-access regions of the country. The Department of Education with support from UNICEF and its local partner organization (EDUCO) rolled out Offline Learning Passport programme in affected areas to help children return to learning and to strengthen innovation in multi-grade education programme delivery for remote and disadvantaged schools. The 'Offline Learning Passport' now reaches students and teachers at 96 schools, and both faculty and students report that it is already motivating students to learn and inspiring teachers with new resources. This was the first large-scale pilot of the Offline Learning Passport, and many lessons were learned regarding content adaptation, device delivery, integration and more that have been used to adapt and improve the programme.



**LEARNERS FIND IT EASY TO ACCESS THE LEARNING PASSPORT. THEY FIND THE LESSON [MORE EASILY] BY TYPING IN THE KEYWORDS. THE PLATFORM IS NOT ONLY FOR LEARNERS. AS A TEACHER, I ALSO LEARN FROM THE LEARNING PASSPORT. I TAKE COURSES LIKE 'DIGITAL LITERACY' AND 'LEARNING TOOLKIT', AND IT IS A GREAT HELP FOR ME.**

– Sheen Margaret Ensomo, 26, a multi-grade teacher and Disaster Risk Reduction Management Service (DRRMS) coordinator at the Navarro Elementary School, Dinagat Islands



© UNICEF PHILIPPINES/2023/OSAWA

## Poland

Since the war in Ukraine began, nearly one third of the country's population has been forced to flee their homes. Poland is hosting a huge number of these refugees, including roughly 200,000 Ukrainian children who are now attending Polish public schools and preschools. That means there is a Ukrainian refugee in one out of four classrooms in Poland. To help the children from Ukraine integrate into the Polish school system, UNICEF introduced its Learning Passport programme there in June 2023. The programme serves as a training platform for teachers, enabling them to develop their skills and to manage stress, cross-cultural communication, and children affected by war trauma. Poland is the first country globally to launch a version of the Learning Passport programme specifically for teachers.

## Sudan

Since April, nearly all school-aged children in Sudan – estimated at 19 million – have been prevented from learning because of school closures due to the conflict. Over 3 million children have been displaced within Sudan, and over half a million have fled across borders, resulting in one of the largest child-displacement crises in the world. Prior to the conflict, the country had already been facing a deepening learning crisis, with 7 million children failing to access quality learning or dropping out of school altogether. UNICEF is providing education and protection services for over 4 million children, mothers and families across Sudan. Currently, over 33,000 children are using the Learning Passport to continue their progress through the national curriculum-based digital content for Grades 1 to 8, which was developed by UNICEF and the Ministry of Education. UNICEF is now developing content for Grades 9 to 12 and introducing offline hub devices and tablets to learning spaces that lack internet connectivity.

## Syria

The Learning Passport programme in Syria enabled thousands of out-of-school children, including those in camps for refugees and internally displaced persons, to resume their education in safe environments with adequate water, sanitation and hygiene facilities. The programme operated in conflict-ridden areas and in places affected by the earthquake that struck Turkey and northern and western Syria on 6 February. One of the programme's features, Learning Cinema, was introduced in 8 learning centres, and is now being expanded to a total of 31 centres. In addition to engaging children in fun learning activities, Learning Cinema introduced digital psychosocial-support materials to facilitators and children who have been affected by conflict or natural disasters. Since most of the areas have no or low internet connectivity and electricity, the laptops and tablets are preloaded with the Learning Passport app, and in some centres the facilitators use portable batteries to power the projectors.



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**HUNDREDS OF MILLIONS OF CHILDREN AROUND THE WORLD ARE CONFRONTED WITH A BROAD ARRAY OF HUMANITARIAN CRISES THAT THREATEN THEIR LIVES AND THEIR RIGHTS. THESE CRISES INCLUDE ARMED CONFLICTS, CLIMATIC SHOCKS SUCH AS FLOODS, PUBLIC HEALTH EMERGENCIES, ECONOMIC DETERIORATION, CIVIL AND POLITICAL UNREST AND POPULATION DISPLACEMENTS. THE LEARNING PASSPORT PROGRAMME STRIVES TO REACH AS MANY OF THESE CHILDREN AS POSSIBLE.**

# CONTENT

In 2023, the global experiences of the Learning Passport highlighted three factors that have been critical for the success of the programme: cultural relevance, teacher capacity building and expanded resources and support.

## Cultural Relevance:

The necessity of culturally relevant content has been a key lesson. For instance, in Ghana global content does not resonate well with local students due to cultural disconnects and inappropriate pacing. To address these issues, a partnership was formed with Worldreader to select culturally relevant content that could be adapted to meet learner needs. Working with Worldreader, UNICEF integrated a Ghanaian voice-over, which added a deeper cultural significance. Similarly, in Jamaica, content was developed from scratch, aligning with local curriculum standards and featuring relatable characters to support usage by learners.

## Teacher Capacity Building:

There is an evident need for enhanced digital and pedagogical skills among teachers to support blended learning delivery. Initiatives in Laos and Timor-Leste, such as the creation of a blended-learning<sup>1</sup> handbook and customized trainings, aim to equip teachers with the necessary digital literacy skills. In Kosovo, materials and tools were provided to create content in Albanian, thereby improving engagement.

- **Example of best practice:** UNICEF Poland, collaborating with the SOK Foundation, designed micro-courses for teachers, reducing courses that were several hours to 15-minute modules. This resulted in higher engagement and completion rates, with 3,000 teachers finishing the courses they enrolled in.

## Expanded Resources and Support:

Through key partnerships with Worldreader and other organizations, UNICEF expanded the educational and training resources available through the programme to better fit learner needs, fill critical gaps within the participating countries and introduce key resources. For example, the Learning Passport offerings were enriched by contributions from Binogi, which focused on science, technology, engineering and math (STEM) subjects; Cambridge University Press (literacy and numeracy materials) and E-Learning Kids (science and math content). Additionally, the Learning Passport worked closely with in-country teams to develop, curate and organize content to make it more relevant and interactive to encourage utilization by learners.

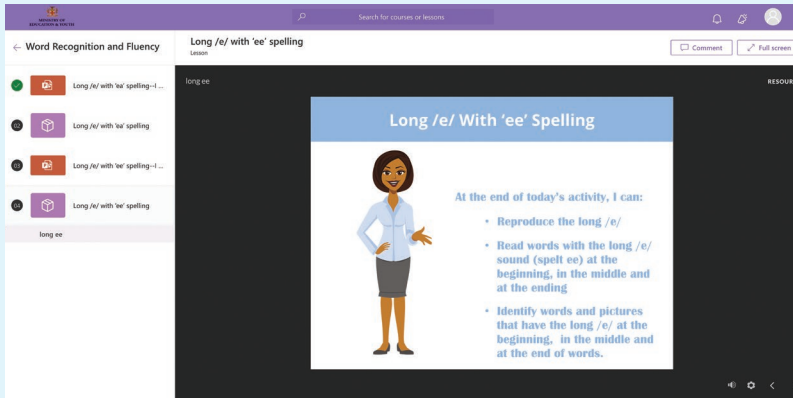


**THIS KNOWLEDGE [FROM THE LEARNING PASSPORT] IS VERY BENEFICIAL TO MY WORK SET-UP AND [TO THE] COMMUNITY AT LARGE. ALL HAZARDS IN THE COMMUNITY AND SCHOOL ARE IDENTIFIED AND REDUCED TO SAFEGUARD THE LEARNERS.**

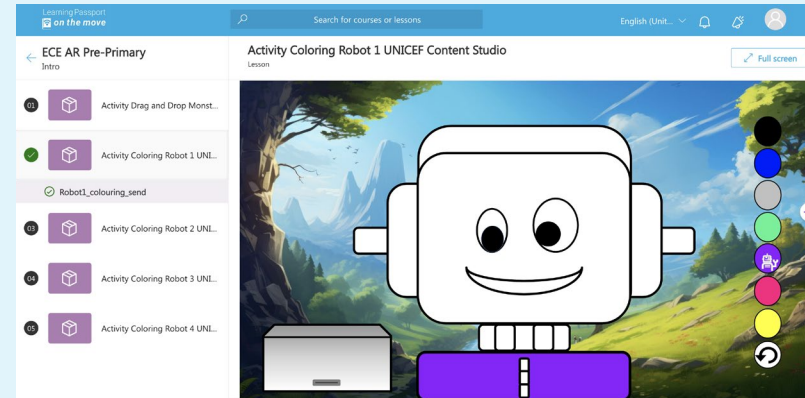
– 52-year-old male administrator at a public school in a rural area using the Learning Passport on tablets two to three times a month

<sup>1</sup> UNICEF defines blended learning as an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path or pace. This model integrates both face-to-face learning and digital media to create a more integrated and comprehensive learning experience. The aim is to provide a more personalized, flexible learning environment and to make the best use of the resources available through both traditional and modern means.

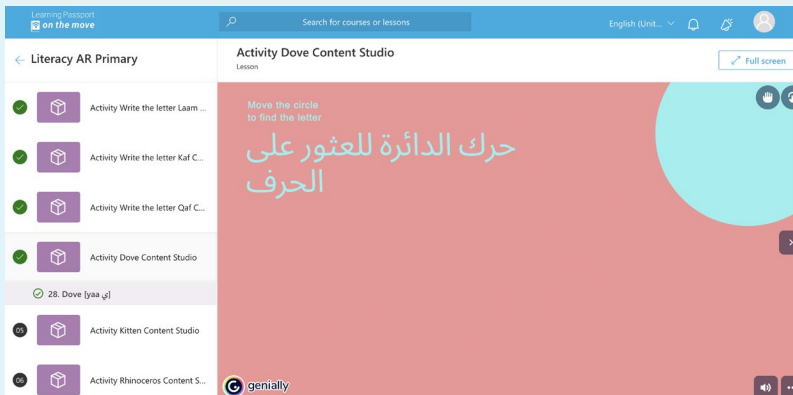
## Learning Passport Content Samples:



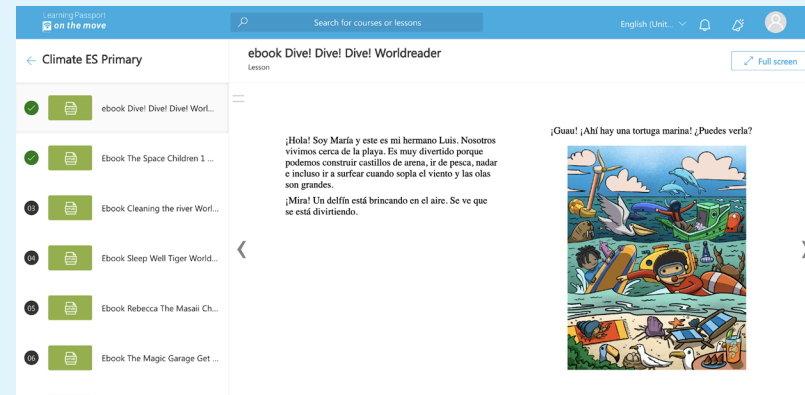
Lesson in English Pronunciation



Content Studio Coloring Robot Activity



Content Studio Additions for Arabic Literacy



eBook in Spanish from Worldreader

## PARTNERSHIPS

In 2023, the Learning Passport saw marked growth in its strategic partnerships and global recognition. These partnerships provided essential support for the growth of the programme and for its ability to meet demand, especially in low-resourced contexts. Collaborations with Sony Group Corporation and Formula 1, for example, UNICEF was able to expand the programme's reach by focusing on education accessibility, mental health, and STEM learning for millions of children in vulnerable situations.

### SONY

Sony and UNICEF are extending their partnership, initiated in 2020, to address the prolonged impacts of the COVID-19 pandemic. This collaboration focuses on improving access to education and mental health care, particularly in areas still feeling the pandemic's effects.



"Sony is proud to collaborate with UNICEF to provide critical support to the most vulnerable children and families. Established in April 2020, the 'Sony Global Relief Fund for COVID-19' has supported those affected by the pandemic in the areas of 'medical', 'education' and 'creative communities'. Through the partnership with UNICEF, we will further support efforts to address social issues that have become more serious or apparent since the outbreak of COVID-19."

– **Shiro Kambe, Senior Executive Vice President, Sony Group Corporation**

Through its support for UNICEF's Learning Passport, Sony aims to make education inclusive and to provide mental health support, skills training and formal education to children and young people globally, including those who are out of school or in crisis situations.



Formula 1 launched a partnership with UNICEF to help the world's most vulnerable children access quality education. Formula 1's support will help children and young people in vulnerable and marginalized communities to continue their education through the Learning Passport. A significant focus of the partnership with Formula 1 is to improve digital access through the expansion of UNICEF's Learning Passport in Brazil and Mexico.



"In a sport where research, technology and innovation play a vital role in a driver and team's success, education is at the core of Formula 1. The partnership with UNICEF will enable us to effectively use our sport's global platform to help bridge the educational divide experienced by the world's most vulnerable children. Every child has a right to a quality education and to be protected during emergencies. We are proud that we can play a role in ensuring that the most vulnerable children are equipped with the knowledge and skills they need to achieve their goals."

– **Stefano Domenicali, President and CEO of Formula 1**



At the United Nations General Assembly’s 2023 SDG [Sustainable Development Goals] Action Weekend event, UNICEF hosted a session titled ‘Building Bright Futures: Improving Learning & Skilling through the Learning Passport’. During the session, representatives from UNICEF, Microsoft and countries such as Sierra Leone, and Poland recounted how the Learning Passport is addressing learning gaps and mobilizing action for SDG 4 (which concerns quality education); supporting the transformation of education holistically through the integration of solutions, data and technology; and demonstrating how public–private partnerships can drive these objectives.

Moving forward, building new partnerships will be crucial for the growth of the Learning



Passport programme. By collaborating with a diverse range of industries and sectors, the programme can leverage a wealth of expertise, resources and innovative technologies. These partnerships will enable the programme to reach a wider audience, address a broader spectrum of educational needs and adapt to different cultural and regional contexts.



The Learning Passport earned recognition as an ‘Education Lighthouse’ from the World Economic Forum (WEF) Education 4.0 Alliance for its success in demonstrating how public–private cooperation can generate transformative methods for supporting accessible and inclusive learning. A total of 16 Education Lighthouse finalists were announced at the WEF Annual Meeting, in Davos, Switzerland. They were all selected as examples of public–private collaborations that found innovative ways to improve a range of children’s skills, attitudes and values that the WEF defines as ‘Education 4.0’, which is meant to prepare children to thrive in the economies of the future.

### PARTNERSHIP ECOSYSTEM



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## RESEARCH AND MONITORING AND EVALUATION

The Learning Passport remains dedicated to developing rigorous, evidence-based models and methodologies during the course of the programme. Through a combination of approaches – including live analyses of programme data and qualitative research – the Learning Passport aims to continuously improve its implementation and provide lessons to the wider education community. For example, findings from Learning Passport pilots in targeted schools (in Ghana,

Guinea, Jamaica and Myanmar) showed that the effective integration of digital learning into classrooms is a resource-intensive exercise that requires extensive planning. This planning could include setting up a device-usage schedule, creating Learning Passport accounts that can be shared by students, scheduling refresher trainings for teachers and providing dedicated information-and-communications technology support to teachers.

To sustain the Learning Passport's commitment to providing educational services in humanitarian contexts, and to support the use of the Learning Passport in emergencies, there has been a renewed effort to expand monitoring and evidence-gathering efforts in Egypt, Lebanon and Sudan.

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## Guinea

In January, two primary schools in Conakry, Guinea, piloted the Learning Passport with the aim of integrating technology into their lessons. Using the platform, the students accessed classroom content validated by the National Institute for Research and Pedagogical Action (INRAP), Guinea's accreditation body, thereby ensuring a full alignment with the national curriculum. The results of the pilot showed that, to harness the potential of digital learning, schools must adjust their everyday classroom activities. However, technological barriers undoubtedly hamper the ability of schools to deliver digital learning in low-resource contexts. These schools needed support in procuring enough devices for their students. Even when the schools obtained their devices, the lack of a robust management system and of technically trained teachers resulted in their under-utilization and other inefficiencies, such as high student-to-tablet ratios, which reduced the students' ability to learn.



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## Mexico

In 2023, research on Mexico's 'Pasaporte al Aprendizaje', the country's Learning Passport programme, revealed that nearly 100,000 upper secondary school students had engaged with the platform from October 2021 to February 2023. The students focused on core subjects such as mathematics and Spanish, and their assessment scores improved as they progressed through the programme's coursework. The research also found that the teacher-led approach, including the ability to adapt lessons to student needs, contributed to the programme's success. Also important was the extensive cooperation between government and private partners, including the Vice-Ministry for Upper-Secondary Education, Center for Research and Advanced Studies of the National Polytechnic Institute (CINVESTAV) and Microsoft. In addition, the programme collected feedback from 29,000 students who used the platform. Two thirds of them reported that their self-confidence had improved, and 71 per cent acknowledged that the platform had supported their education. In 2024, UNICEF, thanks to support from partners like Formula 1 and others, will continue to expand the programme, including the Offline Learning Passport – launched in November – which strengthens fundamental learning in mathematics, communications, English, chemistry and physics for upper-secondary students in over a hundred schools across 10 states.

<https://www.unicef-irc.org/publications/1855-navigating-digital-learning-insights-into-the-pasaporte-al-aprendizaje-programme-in-mexico.html>

# SYSTEM STRENGTHENING

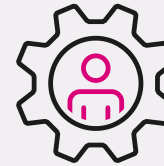
The Learning Passport, by its very design and methods of implementation, is playing a significant role in strengthening systems around digital transformation in education. Here is a description of how this is being done:

## Bridging the Digital Divide and Enhancing Digital Skills:



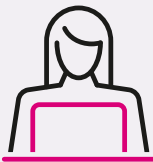
- The Learning Passport narrows the digital divide between rich and poor by making educational content accessible both online and offline, ensuring learning continuity even without internet connectivity.
- It equips users with essential digital skills, from basic navigation to complex concepts like usernames and passwords. This fosters the learners' participation in the broader digital community and enhances their digital literacy.

## Data-Driven Insights and Capacity Building:



- By collecting and analysing data on user engagement and outcomes, the Learning Passport informs educators and policymakers, leading to more effective educational strategies.
- It also enhances the capacity of educators and administrators through training and professional development, crucial for the successful integration of digital tools into educational practices.

## Personalized Learning and Digital Identity:



- The platform offers personalized learning experiences, adapted to the learner's pace, level and interests, thus moving away from a one-size-fits-all approach.
- It provides younger or offline learners with their first digital identity, which can be integrated into digital government services. This will not only include them in digital systems, but also pave the way to a broader societal and governmental digital transformation.

## Scalability, Resilience and Global Collaboration:



- The platform's scalable and adaptable nature allows it to meet diverse educational needs, contributing to widespread digital transformation in various settings.
- It also ensures the continuity of education in crises like pandemics or conflicts, highlighting the resilience and importance of digital solutions.
- The Learning Passport fosters global educational collaboration, connecting learners and educators worldwide, encouraging cross-cultural learning and sharing of best practices.



## Montenegro

The Learning Passport has been effectively utilized in Montenegro to implement the Digital School in the Box platform, which includes over 400 courses comprising 8,000 lessons across early learning and primary education. Digital School in a Box serves a broad audience, including students, parents and educators; and it offers resources for formal and nonformal education, including professional development. The integration of digital tools such as Office 365 and Microsoft Teams into the platform, led by the Ministry of Education and UNICEF, underscores the Learning Passport's role in the digital transformation of Montenegro's education system. These tools facilitate the provision of safe, inclusive and efficient digital learning environments, which were especially important during the COVID-19 pandemic. The programme's holistic approach aims at continuous improvements in teaching content, capacity building for educational staff and the overall modernization of the education system. All of this amounts to a significant investment in the future of Montenegro's youth.



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# THE LEARNING PASSPORT IN ACTION

## Eswatini

The Eswatini Learning Passport was launched in 2023, and operates in 30 schools. The programme was initiated as a response to COVID-19 and the need for robust supplementary education systems. It is aligned with

long-term government plans for a national online learning platform to support teachers in the classroom and students working alone. The platform already contains content covering the entire senior secondary curriculum,

and the government is developing materials for junior secondary schools and possibly for technical and vocational education and training colleges. Teachers are encouraged to develop and submit their own lesson

plans, which are turned into digital content. There are 3,209 registered users of the Eswatini Learning Passport, and the most popular material includes science topics and interactive science simulations.

## Honduras

Since June, the UNICEF Honduras Country Office has been piloting its first Learning Passport programme for children near the country's southern border, especially in El Paraiso and Ocotepeque. The programme established learning centres that offer arts and crafts, recreation, workbooks and a venue for its 'I Travel and Learn' activities; the centres also provide children and young people with connectivity, digital devices and infrastructure, as well as training and support in the use of the Learning Passport platform. Almost 1,000 children and

young people have benefited from these services, along with almost 400 mothers, parents and caregivers. Among the programme's offerings are instruction in applied mathematics, communications and literature; socio-emotional support; and support for children's psychomotor development. Working with the Ministry of Education and other key partners, the Honduras Country Office held the first national digital education forum, 'EDUCA-DIGITAL HN', to highlight the importance of digital learning and the achievements of the Learning Passport in the country and region.

## Italy

UNICEF in Italy focuses on improving the child-protection standards in the refugee reception system, targeting children, families and adolescents, especially those who turned 18 outside the reception system and those at the borders, who are at a particular risk of violence, exploitation and abuse. The Learning Passport programme offers comprehensive, high-quality and self-paced e-learning training in child protection, adolescent development and gender-based violence to frontline workers and key stakeholders who provide support to migrant and refugee

women, children and their families through the programme. One of the key strategies is to improve the ability of service providers to identify, manage and refer cases involving child protection and gender-based violence. The programme is being rolled out in partnership with key organizations such as the United Nations High Commissioner for Refugees (UNHCR); International Organization for Migration (IOM); the Generali Foundation; and professional associations of psychologists, social workers and educators.



## India

Passport to Earning (P2E), the skilling sub-brand of the Learning Passport, was launched in 2022 by Generation Unlimited, with support from Accenture, Dubai Cares, Microsoft and UNICEF. The programme provides young people with crucial skills and opportunities. In 2023, P2E expanded rapidly in India, where it works with ministries, skilling institutes and central and state school authorities to train learners in two areas: digital productivity and financial literacy. The courses have

also been translated into all the major Indian official languages to expand the programme's impact. P2E has reached over 2.5 million learners, with 1.6 million course completions. The programme's dedicated focus on two areas, and close collaboration with its implementing partners, have been key factors in its success. The programme will broaden its course offerings in 2024 and connect students with jobs and volunteering opportunities where they can apply what they have learned in their courses.

## Jamaica

Jamaica launched its first pilot Learning Passport programme in September, and did a presentation about the programme at a national conference on digital education. The pilot aimed to enhance the basic education (literacy and numeracy) of first-grade pupils. It included teachers' training and the close monitoring of the participating schools to identify their best practices. A follow-up strategy was developed to leverage key data that will inform the scale-up

phase. The government also diversified the strategies used by the schools to reach their students. For instance, the schools installed 'learning corners', places where stores around Kingston display printed signs with exercises in foundational literacy and numeracy; the signs also invite parents to participate in the Learning Passport programme, so their children can continue learning even outside their schools.

## Myanmar

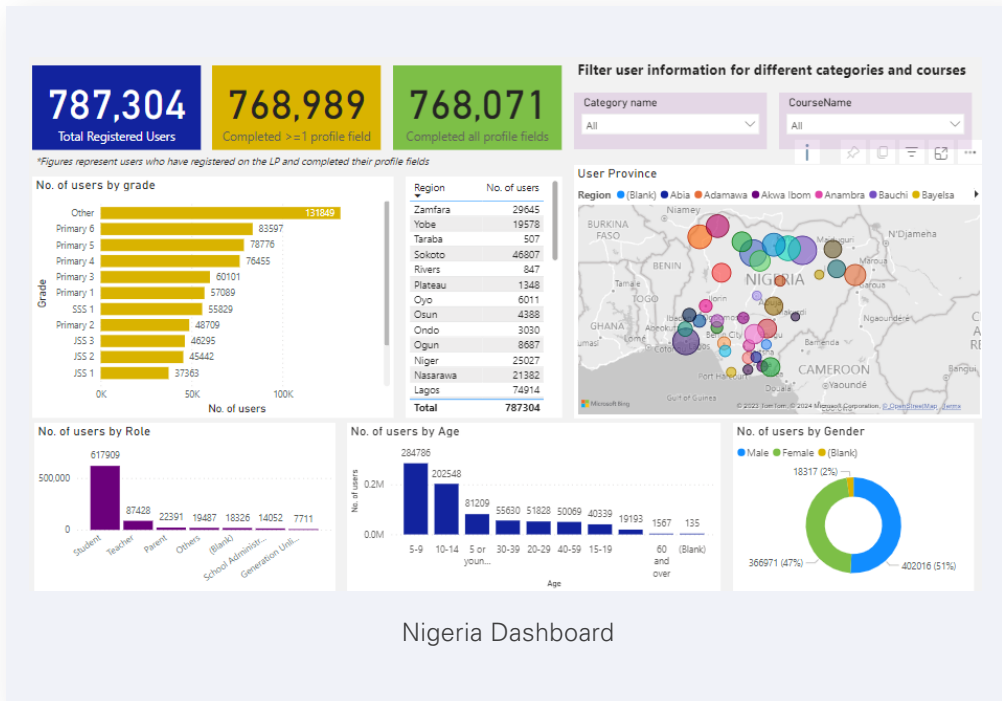
The objective of the Learning Passport in Myanmar was to facilitate continued education during the disruptions in the Myanmar education system resulting from the COVID-19 pandemic and the military takeover of the government, both of which resulted in significantly lower enrolments and attendance at formal schools during the 2021/22 and 2022/23 academic years. Children have been returning to school, but many of them are still recovering from learning loss, and the lack of relevant learning materials remains a barrier to their

recovery. Learning materials have been shared through the Education Cluster over the past two years to mitigate the learning loss. For instance, Cluster partners and UNICEF have worked together to provide short-term and long-term OpenLearning materials in 100 local languages, including storybooks; information on health and well-being; resources for parents, caregivers and teachers; a training package for community volunteer teachers; materials on explosive ordnance risk; and child-protection resources.

## Nigeria

In 2023, the government sought to expand the Nigeria Learning Passport (NLP) to reach 750,000 children, young people and educators. Thanks to its partnership with the Federal Ministry of Education and state-government digital learning teams, and to financial support from Airtel and IHS Towers, the NLP reached over 787,000 users, giving Nigeria the second-highest number of registered Learning Passport users in the world. To promote the programme's growth, UNICEF trained 63,000 teachers to

use the NLP in the classroom and helped them improve their digital literacy skills; it also provided 30,420 adolescents (including 15,654 girls) with skill-development training through the NLP platform. State teams worked to inform communities about the benefits of digital learning and the NLP, notably through media dialogues and high-level meetings across eight states. In 2024, UNICEF will expand the NLP to include offline content for 50,000 children in remote and low-income areas, where access to digital learning is limited.



### Serbia

The Learning Passport made significant strides in Serbia with regard to the professional development of educators. Initially launched in 2022 for preschool educators, the programme created a new platform for primary and secondary school teachers. This was the result of a collaborative effort involving the Institute for Improvement of Education, UNICEF and the Ministry of Education, and it supplemented the existing online training resources. The platform registered 21,722 users, demonstrating its wide acceptance

and effectiveness. Additionally, the Early Childhood Education (ECE) platform attracted 1,734 new learners. This growth indicates a positive trend in the adoption of digital-learning and professional-development tools by Serbian educators, marking a transformative phase in the country's educational landscape. With new and engaging courses continuously being added to the platform, the Learning Passport is poised to become a cornerstone in the ongoing efforts to advance teacher education in Serbia.

### Sierra Leone

In cooperation with the Ministry of Basic and Senior Secondary Education (MBSSE), UNICEF successfully expanded the Learning Passport to include the national curriculum. The programme has improved access to quality education for learners and teachers nationwide,

offering training to 16,657 individuals, 26 per cent of them female. Among them were 560 teachers (234 females and 326 males) in eight districts and over 2,000 students in two districts, Bo and Freetown. The programme's learning-to-earning courses, which cover job readiness,

entrepreneurship and research, attracted 4,877 participants and opened up new job opportunities. All in all, the Learning Passport has reached 21,534 users, 30 per cent of them female; and there are continuing efforts to promote the utilization of digital learning materials,

especially among adolescent girls and women. With UNICEF support, the government plans to implement a comprehensive digitization suite in 2024 that will emphasize interactivity, cultural relevance and inclusivity.

# TECHNOLOGY

The Learning Passport is fundamentally anchored in the innovative use of technology, which plays a crucial role in expanding and enhancing education systems and delivering high-quality resources, education and training to children, young people and educators around the world. Technology supports a wide range of functions, such as delivering digital resources to places without connectivity, deploying the Learning Passport as a tool within larger ecosystems via bespoke integrations and supporting novel identity concepts to support users in challenging environments. The continual advancements in technology not only empower the Learning Passport to meet diverse educational needs, they also pave the way for a more inclusive and effective global learning ecosystem. Key advancements in 2023 included the following:

## The Learning Passport Platform

- The Learning Passport team improved and streamlined the management of community training for the programme's online version. There were specific improvements in the underlying infrastructure to support: the deployment of new applications, a new configuration and enhanced change-management practices; the introduction of new playbooks for troubleshooting common problems; and the preparation for upcoming migrations to a new version of the software when it becomes generally available, which will be in early 2024.
- The first Single Sign-On authentication system was incorporated into the Learning Passport in Brazil. It allows users of the job-readiness platform 1 Millón de Oportunidades (1MiO) to access courses on the Learning Passport platform seamlessly.
- Infrastructure configurations were optimized in India and Nigeria to accommodate higher numbers of concurrent users.
- Scripts were developed and a Learning Passport API was used to manage groups, rules and content assignments at scale (for P2E applications).

## Offline Learning Passport Technology

- The offline solution for Learning Passport improved in 2023 from the technological, management and user-experience perspectives. A new release was published and deployed to devices in the field in May, providing new features and more stability. In particular, content synchronization from the online applications to the offline hubs was stabilized.
- At the same time, UNICEF and Microsoft updated the software stack running on the hub devices to make it more reliable and resilient during long periods without an internet connection.
- The team implemented tools to maintain and troubleshoot the offline hub, enabling the management of a more extensive fleet of devices and allowing the implementation of larger pilots (e.g., in Mexico).

# THE PATH FORWARD

In 2024, the Learning Passport will focus on the following goals:

## Achieve more inclusive growth



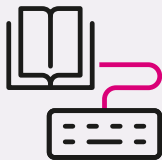
This will mean tailoring the Learning Passport's educational offerings to the needs of the programme's diverse stakeholders, ensuring that the training modules and course content are not only universally accessible, but also effective and culturally relevant across different communities and regions.

## Harness the power of partnerships



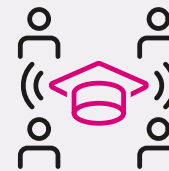
The support, expertise and collaboration provided by the Learning Passport's partners have played a tremendous role in the programme's successes in 2023. So, a major goal in 2024 will be to continue nurturing existing partnerships and to forge new alliances across various sectors.

## Scale the Offline Learning Passport to achieve equitable access



Recognizing the existing disparities in digital access, the programme will engage in strategic expansion, with the aim of bridging the digital divide and thus ensuring that quality education is not a privilege, but a fundamental right for all, regardless of geographical or socioeconomic constraints.

## Strengthen the programme's sustained impact



The Learning Passport team acknowledges the intricate ecosystems within which education systems must operate, and it is committed to reinforcing the structures that support the programme's activities. By enhancing the technological infrastructure, streamlining content delivery and optimizing operational models, the team will endeavour to build systems that are robust, resilient, efficient and responsive to evolving educational landscapes.

In reflecting upon the strides made in 2023 and setting the goals for the year ahead, the Learning Passport acknowledges its profound debt to its supporters, partners and dedicated teams. The programme is now poised to redefine the landscape of

education and make a lasting impact on the lives of children and communities around the globe. It will continue working for a future in which learning knows no boundaries, and every child possesses a passport to a world of endless possibilities.





# ANNEX

## Elements of Digital Transformation:

### 1. INCLUSIVE DIGITAL PLATFORMS AND CONTENT

Digital learning platforms should be inclusive, catering to all students, including those with disabilities. This will involve creating accessible digital tools and content to ensure that learning is possible for everyone in the same classroom. It will also mean ensuring that solutions can be adapted to local contexts, meet specific learner needs and are user-friendly.

### 2. SYSTEMS APPROACH AND INTEGRATION

The programme’s systems approach should involve training teachers; improving pedagogy by adopting new technologies; managing devices in the classroom; and creating free, high-quality educational content. These actions will be critical for ensuring the integration, use and positive impact of digital learning solutions.

Digital solutions should be integrated into existing education systems and learning ecosystems to ensure long-term sustainability. To this end, digital initiatives should be aligned with current curricula, teaching methodologies and school infrastructure.

### 3. DIGITAL LITERACY AND HOLISTIC LEARNING OPPORTUNITIES

It is crucial to emphasize digital literacy for all stakeholders (students, administrators, teachers and caregivers) and to provide holistic learning opportunities with entertaining and educational content.

### 4. SAFETY AND SECURITY

It is necessary to integrate the methods for protecting users from online risks such as privacy breaches and cyber-bullying. This will require instruction in safe internet practices and the implementation of security measures on digital platforms.





## 5. POLICIES AND FINANCING

Digital learning should be incorporated into national policies and plans, with allocations of sufficient resources for bridging the digital and usage divides.

## 6. CAPACITY DEVELOPMENT FOR EDUCATORS

The training of educators and school personnel in digital pedagogy and technology management is essential for effective digital teaching and learning.

## 7. ENGAGEMENT WITH LOCAL COMMUNITIES

Effective communication and engagement with local communities are necessary to ensure the appropriate use of these solutions for learning and to address concerns related to privacy, security and content.

## 8. ACCESS AND CONNECTIVITY

Access to the internet, devices and high-quality digital content are critical enablers for digital learning solutions. The solutions need to be mobile friendly, considering the wide use of mobile phones, especially in low- and middle-income countries. And with 2.9 billion people still offline, digital learning solutions should be functional both online and offline to ensure availability and access, especially for marginalized and under-resourced communities.

## 9. INFRASTRUCTURE

Adequate physical infrastructure and electricity, as well as the necessary hardware and software, are needed to support digital learning environments.

## 10. RESEARCH AND EVIDENCE-BASED STRATEGIES

The implementation of digital learning strategies should be data driven, and allow for continuous adaptation and improvement based on evidence and research.



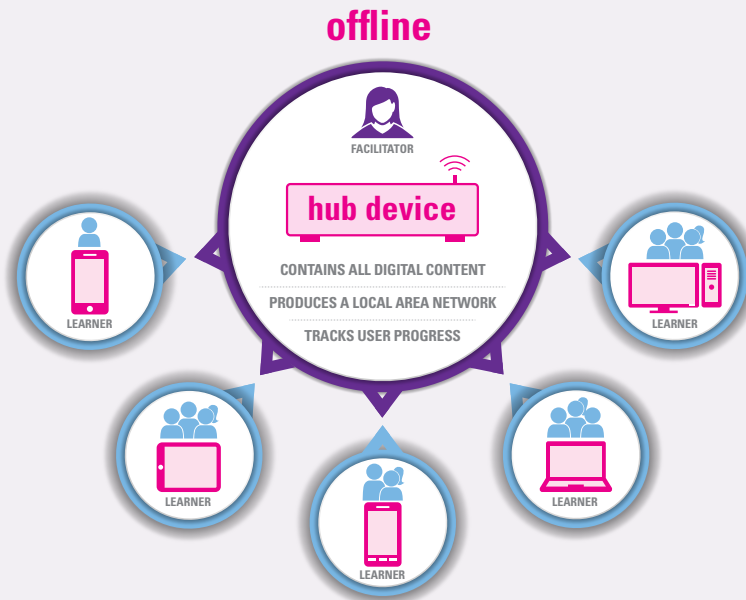
## Offline Learning Passport:

**HOW DOES THE OFFLINE LEARNING PASSPORT WORK?** Offline capability is one of the most exciting and powerful innovations the programme has added since its launch. The Learning Passport now has the potential to reach the most marginalized children with digital education content – even if they lack an internet connection. But many of our partners have questions about how this offline model works. Below is a brief explanation of the two general concepts the Learning Passport is using to provide digital learning experiences in areas without internet access.

### HUB/LEARNER DEVICE CONCEPT

A hub device is positioned in a classroom without internet access. It produces a local area network that users can connect to. As all digital content is stored on the hub device, users can access learning content through this local connection. The hub also tracks user progress, enabling learner records to be continuously updated and safely stored.

#### HUB DEVICE WITH LEARNERS' DEVICES



### SNEAKERNET CONCEPT

For a hub device to download new digital content and sync user progress and analytics, the hub device will be intermittently synced at connectivity points - places with the internet. This will enable users even in offline environments to access updated and relevant content. We are also developing other approaches to sync digital content and analytics such as through the physical transport of data on storage devices which would then be synced to an online database..

#### HUB DEVICE - SNEAKERNET CONCEPT

