



6-MONTH PROGRESS REPORT

AUGUST 2024

unicef  for every child



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IT HELPS BOTH ME AND
MY STUDENTS. WHEN I
HAVE A LACK OF TIME IN
THE CLASSROOM, I SEND A
VIDEO FOR THEM TO WATCH.”

– 29-year-old female teacher from
an urban area in Montenegro, using
the Learning Passport on a laptop
two to three times per week

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EXECUTIVE SUMMARY

The Learning Passport, UNICEF's flagship Digital Learning programme, continues to drive results around the world and provide digital learning, skilling and training opportunities to millions of teachers, learners and professionals. Between **January and June 2024**, the Learning Passport expanded to four new countries: Libya, Myanmar, Cabo Verde and Equatorial Guinea. In countries such as Egypt, where the Learning Passport was already in place, UNICEF expanded its use to support learners through the formal education system. Because of these efforts, **43 countries** are now using the Learning Passport, providing educational support to **7,464,831** registered users and offering **16,507** courses. During this period, **1,389,420** new learners were added to the platform, along with **2,757** new courses. Additionally, **478,506** new users were trained and **367,360** new course completions were recorded, demonstrating the programme's growing reach and impact.

Successes and Lessons Learned

As the programme scales, the Learning Passport's strategic approach continues to focus on three core programmatic pillars: training, access, and opportunity. Building teacher capacity also remains central to success, and is an area without much central guidance to field practitioners. Recognizing this need, the LP team developed the [Learning Passport Blended Learning Handbook](#), which provides educators with practical tools and strategies to integrate digital learning into classrooms – a major achievement and the first of its kind in UNICEF. The [Global Content Library](#) was also revamped, significantly enhancing access to high-demand topics such as digital literacy, online safety, climate education, AI, green skills and job skills. Additionally, targeted efforts to



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improve teachers' digital literacy have addressed common challenges, enabling educators to effectively support digital learning in their classrooms.

Another significant milestone was the launch of the Learning Passport Leadership Council in 2024. Composed of members from diverse sectors – including private and public sectors, civil society and academia – the Council provides strategic direction, advocates for the programme, supports financial strengthening and resource mobilization and approves new members. This strategic advisory body ensures that the Learning Passport remains scalable and sustainable, meeting the evolving needs of learners worldwide.



**MY CHILDREN WILL
EXCEL ACADEMICALLY
THROUGH [THE]
ZIMBABWE LEARNING
PASSPORT."**

– 46-year-old female parent from
a suburban area in Zimbabwe



The Learning Passport has also demonstrated its versatility by expanding its uses beyond education to support other areas of work. For instance, in the Democratic Republic of Congo, the Learning Passport is being used to train humanitarian frontline workers in local languages, enhancing their skills and capacity to respond effectively to emergencies. This cross-sectoral application underscores the platform's potential to address various developmental challenges and programming needs.

Emergency response remains a cornerstone of the Learning Passport's mission. The introduction of the Offline Learning Passport has been pivotal in ensuring that education continues in areas with limited or no internet connectivity, thereby bridging the digital divide for millions of students. This capability has proven essential in crisis situations, allowing children and young people to continue their education uninterrupted.

Impact

As the central tenet in the Learning Passport programme, impact remains our core focus. In Lebanon, UNICEF has integrated the Learning Passport into community-based Makani centers and the Dirasa in-school program to enhance digital learning for out-of-school Lebanese and Syrian refugee children and is now deploying the Offline Learning Passport in areas with limited internet access to ensure continued access to high-quality educational resources. In Egypt, the Learning Passport has been instrumental in providing Sudanese refugee students with access to formal curricula and additional educational resources, ensuring continuity of education amidst conflict. In Timor-Leste, the programme supports foundational literacy and numeracy by empowering teachers with digital tools and resources. Nigeria celebrated a milestone with

over one million users, facilitated by strong partnerships that provide data services, connectivity and funding for teacher capacity building. Additionally, Democratic Republic of Congo continues to push the programme delivery in complex contexts, seeing transformative impacts on both teachers and students, enhancing digital skills and fostering a dynamic learning environment while also supporting humanitarian training.

Learner Insights

Feedback from over 56,000 users in 11 countries reveals that 72 per cent of respondents learned something new from the platform, and 67 per cent reported improved confidence in the classroom. Users highlighted the platform's accessibility on various devices and its effectiveness in supporting their learning and professional development. Teachers noted the platform's role in making lessons more engaging and dynamic, while students appreciated the additional support and resources for their studies.

Priorities Moving Forward

Looking ahead, the Learning Passport aims to ensure the continuity of learning, particularly in emergency response contexts. Expanding the Offline Learning Passport to bridge the digital divide and supporting teachers through blended learning approaches are key priorities. Strategic partnerships will be vital for scaling the programme, with guidance from the Learning Passport Leadership Council. Additionally, the integration of emerging technologies, including AI, will offer personalized learning experiences and equip learners with essential twenty-first-century skills. Continuous adaptation to user needs and ensuring the technology remains user-friendly and accessible are also paramount.



**[THE LEARNING
PASSPORT] IS A MORE
EFFICIENT AND FASTER
WAY TO BE ABLE TO
EITHER READ OR WRITE."**

– 15-year-old female student from
an urban area in Mexico, using the
Learning Passport on a phone once
per week in a public school



**MY CHILD HAS
IMPROVED A LOT ON
HIS SCHOOL WORK."**

– 50-year-old male parent from
an urban area in Zimbabwe



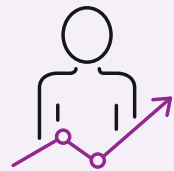
OVERVIEW OF RESULTS

TOTAL PROGRAMME RESULTS



TOTAL NUMBER OF
COUNTRIES LIVE

43



TOTAL NUMBER OF
REGISTERED USERS

9.44
MILLION



NUMBER
OF COURSES

21,507



TRAINED USERS
(users enrolled in at least one course)

4.89
MILLION



COURSE
COMPLETIONS

4.81
MILLION



**I HAVE ACCESS TO EDUCATIVE
MATERIALS, WHICH MAKES
MY WORK EASY.”**

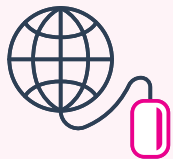
– 32-year-old male teacher from
a rural area in Zambia





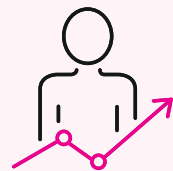
OVERVIEW OF RESULTS

JANUARY 2024 – JUNE 2024



NEW COUNTRIES

Libya, Myanmar, Cabo Verde,
Equatorial Guinea



ADDED LEARNERS

1.38
MILLION



NUMBER OF COURSES ADDED

2,757



TRAINED USERS ADDED

478,506
THOUSAND



NEW COURSE COMPLETIONS

367,360
THOUSAND



[THE LEARNING PASSPORT]
HELPS ME TO BE MORE CONFIDENT
WHEN TEACHING A CLASS.”

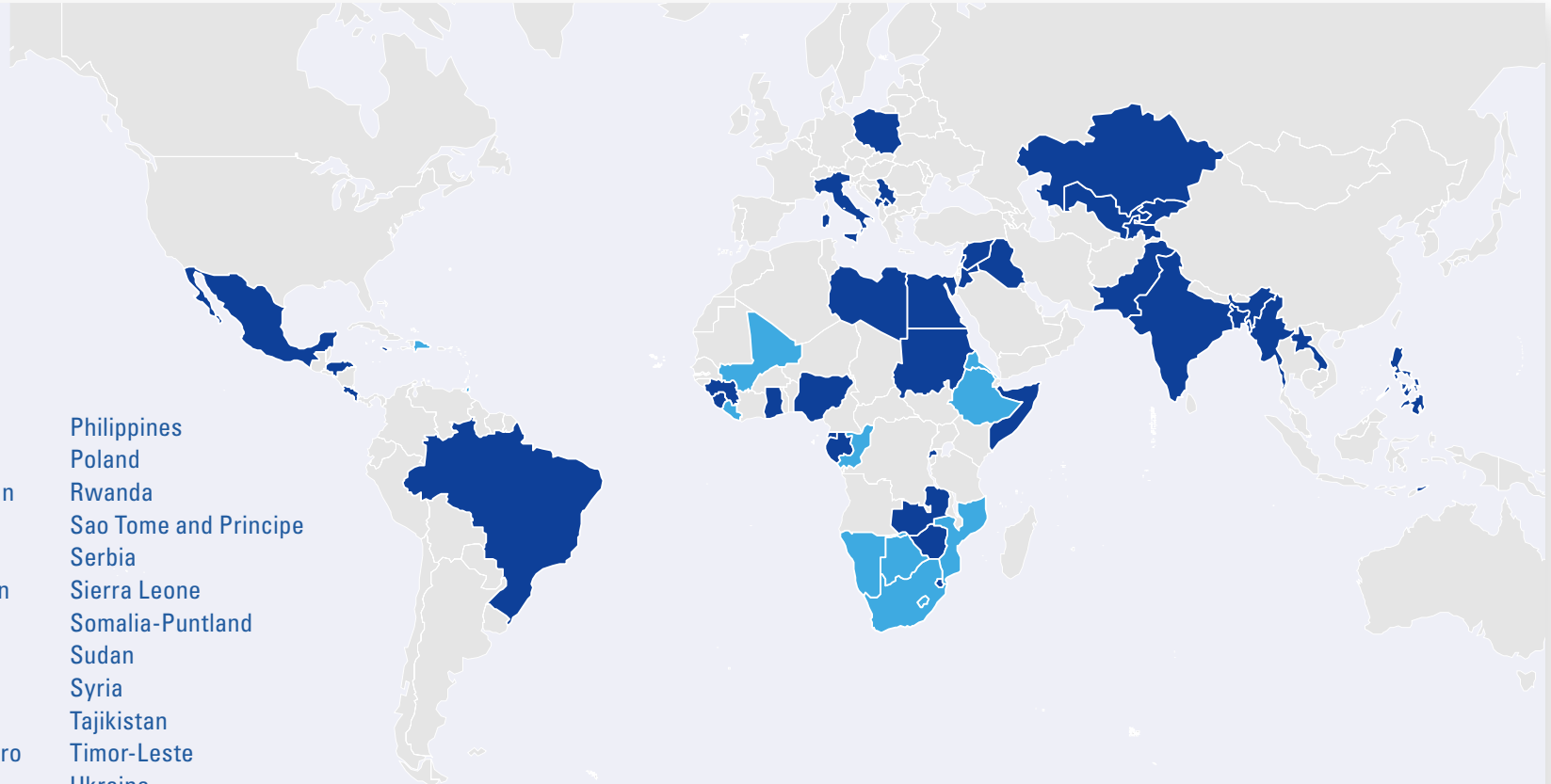
– 53-year-old female teacher
from an urban area in Honduras



GLOBAL FOOTPRINT

The learning passport is **live in 43 countries**, plus **25 countries** where the programme is being developed, across the world

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



● Live ● In Development

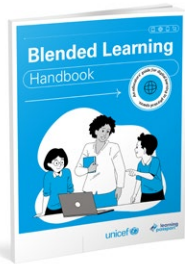


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ADVANCES IN CONTENT DEVELOPMENT & INTEGRATION

The Learning Passport's strategic approach to content focuses on three key pillars: training, access and opportunity. By designing and delivering comprehensive training programmes, the Learning Passport aims to improve educators' skills and competencies through a blended learning modality. This includes enhancing technical skills for content creation and adaptation, as well as aligning digital learning materials with educational outcomes and standards.

► Training:



One of the significant successes in this area is the development of the [Blended Learning Handbook](#). This practical guide provides educators with the tools, strategies and insights needed to

effectively integrate digital learning into physical classroom settings. Designed for teachers of all subjects and age groups, the handbook is an invaluable resource for those looking to enhance their teaching practices with blended learning techniques. It is also available as a series of short courses with stackable credentials, further supporting professional development.

► Access:

Access to quality content is another primary focus of UNICEF's strategic approach. The Learning Passport engages with content partners who offer materials in multiple languages, are culturally responsive and are digitally accessible. By supporting countries and regions in their efforts to adapt content to meet these goals, UNICEF ensures that learning resources are inclusive and relevant. A notable success in this area is the [Global Library Revamp](#), which includes several new courses and materials on high-demand topics such as digital literacy, online safety, climate education, AI, green skills and job skills. This comprehensive repository and catalogue of searchable Open Educational Resources (OER) significantly enhances access to quality educational content.

► Opportunity:

Creating opportunities for teachers to improve their digital literacy skills is a crucial aspect of UNICEF's strategy. Countries have assessed teachers' digital learning gaps, strengths and opportunities, enabling the Learning Passport to address common challenges and roadblocks to digital learning. By providing targeted assistance to overcome issues like low connectivity, lack of devices and limited content knowledge, UNICEF systematically removes barriers to learning. Teachers are vital stakeholders in the programme, and direct engagement with them remains a top priority. By continuously supporting their professional development, UNICEF ensures that they can effectively facilitate digital learning in their classrooms.

**THANK YOU
TO THESE
NEW CONTENT
PROVIDERS:**



Youth Excel
Our Knowledge, Leading Change

Thank you to our
volunteers who have
helped create, evaluate
and improve digital
learning materials for
our program.

UNICEF's ongoing efforts in these areas highlight its commitment to improving the quality and accessibility of digital learning content through the Learning Passport. By focusing on training, access and opportunity, significant strides have been made in enhancing the educational experience for teachers and learners alike.



GROWING RESOURCES AND AWARENESS THROUGH PARTNERSHIPS

In the first half of 2024, the Learning Passport has continued to strengthen and expand its network of strategic partnerships, underscoring the critical role of collaboration in advancing digital education for children and young people globally. These partnerships have not only provided essential financial and technical support but have also amplified the programme's reach and impact, particularly in underserved and crisis-affected regions. Key collaborations – including

those with Boston Consulting Group (BCG), Minecraft Education, and the newly established Learning Passport Leadership Council – highlight the diverse and innovative approaches being adopted to address educational inequities. These efforts collectively contribute to the sustainable growth and success of the Learning Passport, reinforcing its mission to deliver high-quality, inclusive education to all learners, regardless of their circumstances. Key highlights include:

Recognition by BCG:

The Learning Passport's impactful work has been recognized in the Boston Consulting Group's (BCG) latest Corporate Social Responsibility (CSR) report. This inclusion highlights the collaboration between BCG and UNICEF in addressing learning poverty through the Learning Passport. BCG's support has been instrumental in enhancing the platform's reach and effectiveness, allowing more children worldwide to access quality education resources. The detailed account of this partnership in BCG's CSR report underscores the shared commitment to educational equity and the transformative impact of the Learning Passport.



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Collaboration with Minecraft Education:

In an exciting collaboration, the Learning Passport teamed up with Minecraft Education to launch "Your Future Academy." This initiative leverages Minecraft's engaging and interactive platform to create educational content that is both fun and effective. Through this partnership, students can explore a virtual world where they develop skills in critical thinking, creativity and problem-solving. The collaboration aims to make learning more engaging and accessible, particularly for students in remote or underserved areas.



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PARTNERSHIP
ECOSYSTEM



Thank you to our
partners for their
ongoing commitment to
the Learning Passport.



THE LEARNING PASSPORT LEADERSHIP COUNCIL

5 June 2024 marked the establishment of the Learning Passport Leadership Council, a strategic advisory body composed of six members from diverse sectors, including private and public sectors, civil society and academia. The Council's role is to provide strategic direction, advocate for the programme, support financial strengthening and resource mobilization and approve new members. Meeting quarterly, the Council ensures that the Learning Passport remains scalable and sustainable. Council members include:



Marc Bolland,
Vice President,
UNICEF UK



Mac Glovinsky,
Chief of Learning
Passport



Carolyn Everson,
Senior Advisor,
Permira



Harish Manwani,
Senior Operating
Partner, Blackstone
Group



"I AM PROFONDLY INSPIRED TO WELCOME MY FELLOW COUNCIL MEMBERS AS WE EMBARK ON THIS TRANSFORMATIVE JOURNEY WITH THE LEARNING PASSPORT. TOGETHER, WE ARE UNITED BY A SHARED VISION TO BREAK DOWN EDUCATIONAL BARRIERS AND EMPOWER EVERY CHILD, NO MATTER THEIR CIRCUMSTANCES. OUR COMBINED PASSION AND EXPERTISE WILL BE THE DRIVING FORCE BEHIND OUR EFFORTS TO STRENGTHEN THE PROGRAM'S FINANCIAL FOUNDATION AND MOBILIZE THE RESOURCES NECESSARY TO CREATE LASTING, POSITIVE CHANGE. THIS IS MORE THAN A COMMITMENT; IT'S A MOVEMENT TO UPLIFT THE FUTURES OF THE MOST VULNERABLE CHILDREN AROUND THE WORLD."

– Marc Bolland, Learning Passport Founding Chairman

LEARNING PASSPORT IN ACTION

The Learning Passport continues to demonstrate its versatility and adaptability, providing a wide array of educational solutions tailored to meet the diverse needs of students and learners across different contexts. This deep dive showcases the

various ways in which the Learning Passport is supporting children and young people, highlighting its role in enhancing educational access, fostering digital literacy and promoting inclusive learning environments.

Republic of Congo



The Learning Passport in Congo – launched in collaboration with UNICEF and the Ministry of Preschool, Primary, Secondary Education and Literacy and in partnership with Airtel Africa – provides students with access to educational materials from home or school. The first phase of the Learning Passport serves grades 1 to 5, offering content in French, mathematics, green skills, ICT and other essentials life skills. Since its inception, the Learning Passport has developed numerous training resources in French to support teachers in developing their digital skills and incorporating digital tools in classrooms. As of July 2024, a total of 56 teachers have been trained on the Learning Passport across 10 schools and six youth training centers, and 2,783 children now have access to the platform. For teachers, the initiative has been a game-changer, enhancing their digital skills and boosting their confidence.

Claire Ndoundou, the head-of-school, who initially lacked computer skills, now trains her students in computer use at Maurice Lheyet Gaboka Primary

School, thanks to the comprehensive training provided. This training has enabled her to facilitate digital learning effectively, fostering an environment where both teachers and students learn and grow together. The continuous professional development ensures that teachers remain updated with the latest educational technologies and methodologies, improving their teaching practices and better supporting their students' learning needs. Digital learning has made education more exciting and accessible for students.

The digital learning environment allows students to explore and develop new skills, with students quickly adapting to using computers and creating impressive projects during their free time, showcasing their hidden talents. UNICEF with Airtel Congo aims to zero-rate the Learning Passport platform to make it free for all, with the goal of reaching 10,000 learners by the end of 2024.

Messie, an 11-year-old student in CM1 at Plateau A School in the Congo, is embracing digital learning with joy, supported by a tablet from his father. Supported by Airtel Africa, 16 schools and youth centers in Brazzaville, Niari and Pointe Noire now have digital labs



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and internet connectivity. Trained teachers guide students through interactive lessons using tools like the “Congo Learning Passport” and other educational software. Messie, dreaming of becoming an engineer, is inspired to give back by providing computers to his school in the future, driven by his newfound passion for learning through digital tools. The digital tools provided have also improved teaching efficiency. Théodora Malonda, an educator at Plateau A School in Brazzaville, has found that incorporating digital tools into her teaching makes lessons more engaging and interactive. This approach has led to increased student participation and curiosity, enhancing the overall learning experience. The use of digital classrooms have transformed how teachers interact with students, making learning more dynamic and responsive to individual needs (UNICEF).



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Egypt



The Learning Passport was launched in 2022 to provide access to formal curricula as well as additional educational resources on climate change, skilling and more. The LP has continued to service Sudanese students who have been displaced to Egypt following the recent internal conflict that started in April 2023, allowing them to continue their education in line with the Sudanese educational system. To maximize the effectiveness of the LP and support learners, teachers have been trained in integrating the programme and digital content into their regular lessons, creating a more dynamic and interactive learning environment.

The programme also leverages LP youth ambassadors who provide their peers assistance in using the LP, both inside and outside of a school setting. One of the LP ambassadors, Mawadda Hamed Mohammed Al-Haj, was invited to be a panel member in the discussion on Second Chance Education as part of the African Union Commission and UNICEF Thought Leadership Webinar on 6 June 2024.



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Honduras



In response to the migration crisis, the Ministry of Education of Honduras has launched the “Travel and Learn” initiative for education in emergency contexts. Using the Learning Passport, children and adolescents in human mobility can access the school curriculum, materials and online resources. The programme prioritizes curricular content, logical-mathematical skills, literacy, life skills and human rights. The content offered is part of the governmental “Educatrachos” programme, which has over 30,000 registered users on the Learning Passport platform. The “Travel and Learn” module for children and adolescents on the move promotes the continuity of learning during their migration journey, facilitated within safe learning spaces. The children and adolescents served at the Safe and Friendly Learning Space located in El Pescadero, near the National Migration Institute, spend an average of three hours there while their parents or caregivers handle migration procedures. Additionally, there are safe learning spaces in temporary rest centers where families are accommodated.

FEATURES OF SAFE LEARNING SPACES

- **Fast connectivity** is available at temporary rest centers and transit points for migrating families.
- **Trained humanitarian facilitators** are teachers with humanitarian training, enhancing their



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capabilities to effectively use the Learning Passport in classrooms. They provide psycho-emotional support, life skills development, recreational activities and implement learning methodologies suitable for humanitarian contexts.

- **Appropriate furniture**, such as chairs and tables, is provided at these spaces to cater to different age groups.
- **Mobile devices**, such as tablets, are available in the three safe learning spaces currently operational in the South-East Border (Honduras-Nicaragua border) for using the Learning Passport.
- **Enrollment** is done on the parents’ or caregivers’ devices to ensure continued use during their migration journey.



[THE LEARNING PASSPORT] HELPS ME FOCUS BETTER.”

– 16-year-old female student from an urban area in Honduras, using the Learning Passport on a phone

KEY DATA

- There are over 450 interactive sheets with prioritized content in logical-mathematical skills, literacy, literature for life, global citizenship, self-awareness, self-esteem, art, recreation, short stories, human rights, global citizenship, psycho-emotional support and psychomotor development.
- Since its launch in June 2023, the Learning Passport has served 5,770 children and adolescents in human mobility, including 2,942 girls.
- Information about the Learning Passport has been provided to 4,724 parents and caregivers.

POTENTIAL FOR SCALE

Recently, during a meeting of Education Ministers, it was approved to incorporate the Learning Passport as a regional tool based on the Honduran experience. This aims to ensure the traceability of learning and address the minimum curriculum from Panama to Mexico.



Nigeria



The Nigeria Learning Passport (NLP) reached a remarkable milestone of one million users in June of 2024. In partnership with the Federal Ministry of Education, UNICEF launched the NLP in 2022 to ensure uninterrupted education for children in the event of pandemics, natural hazards and attacks on schools. The NLP offers over 15,000 curriculum-aligned educational resources including interactive lessons, digital textbooks and self-paced learning modules designed to cater to students from primary to secondary education, teachers and parents. Strong partners including Airtel, IHS Towers, Sony Group Corporation, Botnar Foundation and Global Partnership for Education have helped scale the NLP to reach over a million users by providing data services and connectivity, provided funding to build teacher capacity and procure devices and more. Nigeria has received 150 offline LP hub devices to deploy in schools where internet connectivity is unavailable or intermittent, causing disruptions to learning. The offline deployment is to ensure all learners have access to quality and contextualized learning resources, no matter where they are. UNICEF continues to work closely with the Federal and State Ministries of Education and partners to expand its reach and enhance its content to meet the evolving needs of learners.



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Pakistan



In Pakistan, inequitable access to EdTech (educational technology) for learners is influenced by geographic location, the educational institution they attend and the grade level they are in. With only 33 per cent of households having internet access, many students encounter challenges using learning solutions – especially girls. The Pakistan Learning Passport has been implemented in the 30 public schools of Sindh province. The programme targets around 5,000 girls by bridging the digital learning divide and providing educational content in the local language. In supervised sessions, students access digital content aligned with their subject curriculum using tablets. Scheduled Learning Passport classes cover each subject weekly. Guided by teachers, students navigate through instructional videos, interactive games and assessments upon completing modules. These built-in tools, like online questionnaires and quizzes, help evaluate student performance, aiding teachers in tracking progress and finding ways to support students' academic growth. Currently, 7,466 students are enrolled in Learning Passport. Supervised sessions have been conducted with 4,051 students and, out of these, 3,521 have successfully completed the final assessment. Most of the students are enrolled in Science and Math courses, underscoring the popularity of these subjects. Micro Merger, the implementing partners of LP in Sindh province, has been actively mobilizing the field coaches who were recently engaged in collecting data for the new session. Field coaches are continuously coordinating with schools to streamline user registration and the engagement process. In preparation for the new session, field coaches are tasked with designing timetables and Student Learning Outcomes (SLOs) for each school.



© UNICEF/ARSALAN BUTT

Kashaf Danish is studying with electronic tablets provided by UNICEF, ushering in a new era of digital learning. These young minds are the future and, with the support of technology, they are on the path to a brighter and more connected world.



TABLETS TEACH US THROUGH MULTIMEDIA PRESENTATIONS.
WE ENJOY THE VIDEOS AND THE GAMES, AND IT
HELPS MAKE CONCEPTS CLEARER FOR US."

– Kashaf Danish, age 13, grade 7, Government Girls Comprehensive
High School in North Nazimabad, Karachi



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Poland

The Learning Passport in Poland has made significant strides in supporting the mental health and well-being of Ukrainian children through its comprehensive training programmes for educators. Since June 2023, the initiative has trained 9,500 teachers and reached 200,000 children, focusing on trauma-informed teaching, stress management and emotional resilience. These courses include “How to Handle Stress and burn-out as an Educator,” “Cross-cultural Communication and Inclusive Education” and “Trauma, Crisis Intervention and Fostering Resilience in the Classroom.” These courses are offered in both Polish and Ukrainian, ensuring accessibility and effectiveness.

The implementation of the Learning Passport involves close partnerships with the Polish Ministry of Education and the SOK Foundation. A needs assessment revealed that many teachers were unprepared to handle the unique challenges faced by students affected

by the war, prompting the development of these targeted courses. The initiative also includes ongoing evaluations through in-depth interviews, focus groups and questionnaires to continually improve the training programmes. Outreach campaigns have been conducted via social media, electronic journals and direct messages to schools, significantly enhancing the programme’s reach and impact.

Looking forward, the Learning Passport aims to expand its offerings with new courses, webinars and training sessions. The initiative plans to introduce a comprehensive online course for teaching Polish as a foreign language and develop high-quality video lessons aligned with the Ukrainian curriculum. This holistic approach not only addresses the immediate educational needs of displaced children but also builds resilience within the educational system, ensuring long-term sustainability and support for both teachers and students.

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[THE LEARNING PASSPORT] HAS HELPED ME IN MY SCHOOL WORK AND IS STILL HELPING ME... MY GRADES HAVE BEEN IMPROVED RAPIDLY, AND I AM VERY GRATEFUL FOR LEARNING PASSPORT."

– 16-year-old female student from an urban area in Zimbabwe, using the Learning Passport on a laptop two to three times per week at home and in a public school



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Sao Tome & Principe



The Learning Passport was introduced in the country in 2022 by the Ministry of Education, Culture and Sciences, as part of the National Programme for Digital Learning. The pilot targets grades 3 to 6 and has reached 17 schools to date. Since then, Learning Passport STP has provided students and teachers with access to textbooks and teaching materials, while also helping to increase their knowledge of pertinent extracurricular subjects, such as Gender Equality, Children's Rights, Digital Literacy and others. As part of

the implementation of the LP, engaging young people was a priority from the very beginning, not only for their individual training and development but also as a way of propelling digital learning in the country through youth volunteering in pilot schools. Thus, in a joint effort between the Ministry of Education, Culture and Sciences, the Ministry of Youth and Sports and the Youth Institute, with support from UNICEF-STP (Education and Adolescents Development and Participation Programmes), a youth volunteering programme was created to support digital learning.



Being part of the UNICEF team responsible for implementing the National Digital Learning Programme [PNAD] has been a truly transformative experience. My journey began even before I became a United Nations Volunteer [UNV] for Digital Learning, when I participated in the TES [Transforming Education Summit], contributing with my vision of the quality of teaching and learning in Sao Tome and Principe [STP]. Subsequently, I became involved as a volunteer in the programme, participating in the initial phase which included dissemination, awareness-raising and teacher training. Today, as a UNV for the Learning Passport in STP, I am responsible for ensuring that implementation is efficient and effective. This role allows me to coordinate, instruct and promote collaboration between young leaders, children and educators, creating an enriching and inclusive learning environment.



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Working with a team of exceptional teachers and leading young people who have become like family to me is extremely rewarding. The most rewarding thing is seeing the sparkle in children's eyes and their smiles at every activity, knowing that we are making a difference to their education. The National Digital Learning Programme, through Learning Passport, is giving me some of the best experiences of my life. This programme is a unique opportunity to contribute to the improvement of education in Sao Tome and Principe, promoting the personal and professional development of everyone involved. I am deeply grateful to be part of this initiative and look forward to continuing to contribute to a brighter and more inclusive educational future.



– **Katy Nascimento, United Nations Volunteer, Learning Passport** (started as a Young Volunteer for Digital Learning in Sao Tome)



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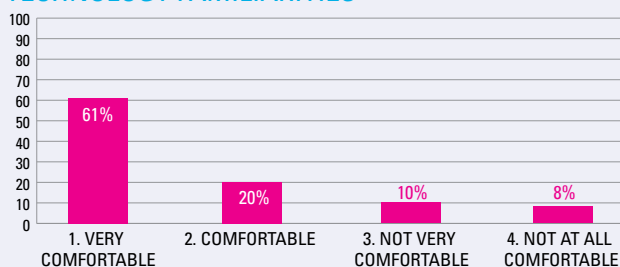


Timor-Leste

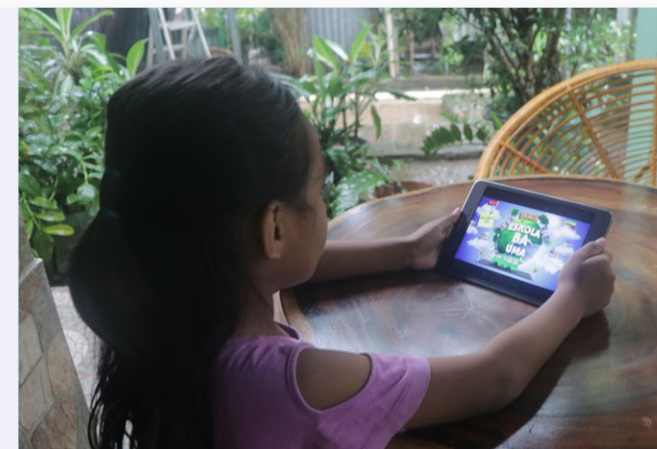


The Ministry of Education Youth and Sport and UNICEF in Timor-Leste launched the Learning Passport as their national learning platform – called ‘Eskola Ba Uma,’ or ‘School Goes Home,’ to ensure the continuity of learning during COVID-19 school closures. Since then, the platform has grown to offer the full national curriculum, with e-books, audiobooks in national and local languages, video lessons based on the primary school curriculum and tutorials for teachers on digital skills and healthy living.

FIGURE 1: NEEDS ASSESSMENT OF TEACHERS: TECHNOLOGY FAMILIARITIES



Once schools were open, there was a need to repurpose the use of the digital platform. As an immediate next-step, UNICEF is supporting MoE in piloting ICT in 30 schools to develop digital literacy and improve the Foundational Literacy and Numeracy (FLN) of children by empowering teachers with digital tools. An action plan has been developed, and detailed reviews have been conducted to identify the resources required in terms of hardware (devices, laptops, projectors, smart TVs, connectivity), human resources, implementing partners and ministry resources. A Needs Assessment was conducted in Basic School to identify training needs from teachers on the use of ICT (Figure 1), including technology familiarities and using technology as a learning tool, training needs in use of technology and pedagogical practice for the use of technology in the classroom and training needs on the Learning Passport. Further ICT mapping has been conducted on the school infrastructure in 30 schools. There is also a plan to use the offline hub devices in schools without internet access.



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The Timor-Leste country office is collaborating with UNICEF Innocenti to embed research and evidence in the ‘Children Learning Smarter: Technology-Enhanced Learning in Schools and Community Learning Centres in Timor-Leste’ project. The project aims to promote equitable access and high-quality education in target schools and community learning centers through the use of innovative technology. Its goal is to reach more than 600 teachers and 17,000 students, including the most marginalized, and those with disabilities.

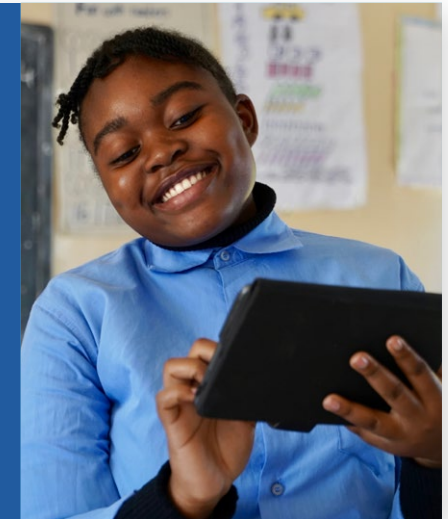


Zambia



The Zambia Learning Passport provides content across the curricula for formal and informal learning by school-age children. It currently has 227 pieces of content and 5,849 registered users. Initially launched as a crisis response during the pandemic, the platform is becoming embedded in the national provision for learning through the Department of Open and Distance Education (DODE). In May 2024, Airtel zero-rated the Learning Passport in Zambia as part of its partnership activity with UNICEF, meaning access to the LP is now free for all Airtel customers in the country. Airtel also donated routers to connect 50 schools with free data; one teacher from each of these schools came to Lusaka to receive the router and participate in the Ministry of General Education's first-ever training on blended learning, delivered by UNICEF. UNICEF Zambia is currently supporting DODE to explore plans for implementing offline hubs in rural and remote schools to ensure that more children in Zambia have access to the Learning Passport, wherever they are.

Janet is 17 years old and studies in grade 11 at UTH Special School in Lusaka, Zambia. She wants to become a nutritionist and help people with disabilities. UTH Special School uses the Learning Passport regularly in classrooms across all topics, and Janet enjoys learning from the digital content. She likes that the Learning Passport gives her new ideas and helps her to get ahead in class. She finds it especially helpful for revising for exams.



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ENGAGING LEARNERS

The Learning Passport has collected feedback from learners using digital surveys incorporated on the platform from 11 countries. Since the end of 2022, feedback has been collected from 56,000 users – including 29,000 female users. Survey respondents range from students (87 per cent), teachers (9 per cent) and administrative staff and education officials (3 per cent). Most of the feedback has been collected from the Learning Passport's biggest countries including Mexico, Nigeria and Zimbabwe.

Users responding to the survey mention using the LP in a variety of places – in public schools (46 per cent), at home (45 per cent) and some in youth and community centers. In countries like Zimbabwe and Costa Rica, almost 60 per cent of users mention using the LP at school. Users providing feedback who use the LP on phones amounted to 70 per cent, representing the importance of accommodating devices users already have access to (such as their parents' smartphones). While 85 per cent of users in Mexico report using their own devices, more than 40 per cent of users in Nigeria and Zimbabwe report sharing devices with other users. A similar diversity is visible in the frequency of use – between 30 and 40 per cent of users report using it daily, and another 30 per cent report using it two to three times per week. The frequency of use depends on how the teacher uses the platform in the classroom and if there is infrastructure available for users at home to continue their use regularly.

Overall, 72 per cent of users reported that they learned something new from the platform. In addition, 67 per cent of students and teachers report the LP improved their confidence in the classroom. In Nigeria, for example, with almost 7,000 responses, 90 per cent of survey respondents mention that the platform has improved their



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confidence in the classroom. Similarly, in Zimbabwe, where 50 per cent of the responses were from administrative officials who have been actively using the LP for training on school leadership, two-thirds of respondents said that using the LP has supported their learning and professional development.

The survey also gathered feedback on the type of learning materials and content provided on the platform. Almost half of all respondents say they prefer learning from digitized versions of printed materials, demonstrating the need for well-designed, curriculum-aligned content. Respondents who preferred interactive content, such as videos and games, amounted to 30 per cent. The survey also asked about the usefulness of content on different LP platforms. Between 60 per cent of respondents (Mexico, Honduras, Costa Rica) to 80 per cent (Nigeria, Zimbabwe, Rwanda) mentioned that the content met their needs.

Lastly, the survey collects open-ended feedback from our users to get their input on ways to improve the platform. Almost 30,000 users responded with their suggestions on platform improvement, which the LP team will analyze and share with our country partners. The feedback received from users focuses on the type of content, accessibility requirements, need for extensive training, costs of data use and potential for two-way communication.



**DURING THIS TIME OF
CHOLERA PANDEMIC,
GRADE 7 [CHILDREN]
WILL BE EQUIPPED
WITH NECESSARY
SCHOOL MATERIALS
AND [PROVIDED
WITH] A LEARNING
ENVIRONMENT BEFORE
[SCHOOLS] OPEN.”**

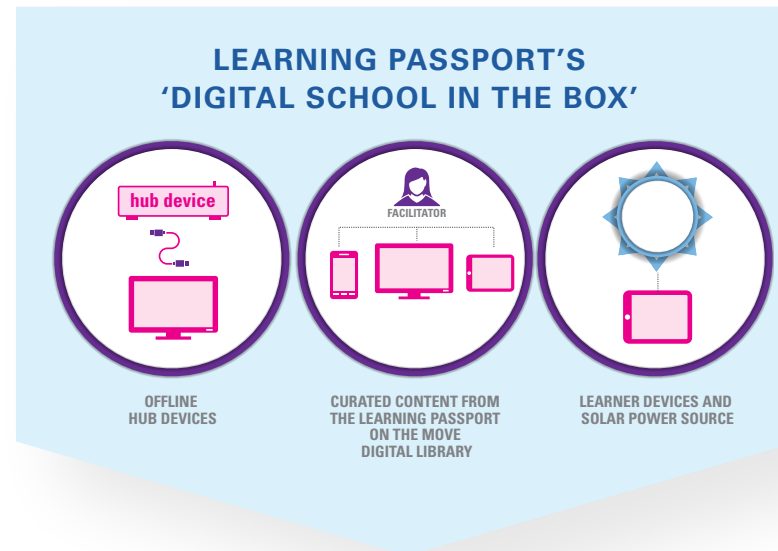
– 38-year-old male parent from
a suburban area in Zambia

SUPPORTING EDUCATION IN EMERGENCIES

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 (LP), UNICEF's flagship digital learning programme, brings together a highly flexible digital education platform and a supporting ecosystem to enable children and young people to continue learning from anywhere, at any time.

The Learning Passport's emergency response programme is focused on two key areas: readiness and immediate rollout. Readiness involves the capability to deploy the Learning Passport immediately when education systems are disrupted by a humanitarian crisis. This includes creating country-level Learning Passport platforms, curating relevant content, including formal curriculum and skills training, building capacity, training relevant technical teams and pre-positioning the "LP Digital School in the Box". Key activities include integrating the LP technology platform into existing systems such as Ministry programmes, engaging with and building awareness among key audiences, continuing teacher training and capacity building to support access and use and ongoing adaptation and enhancement to meet learner needs.

UNICEF's LP Digital School in the Box includes Learning Passport Offline devices pre-packed with relevant, localized educational resources, educator and learner devices to access digital content



and a solar power source. The LP Digital School in the Box enhances readiness efforts by supporting pre-positioning initiatives and ensuring that within 72 hours of an emergency, UNICEF can deploy the Learning Passport so that children and young people can continue to engage in meaningful learning activities. As UNICEF continues to use the Learning Passport to support children and young people in emergencies, we are constantly learning and adapting our approach to better meet their needs and ensure that education remains accessible, relevant and impactful.



[THE LEARNING PASSPORT] IS HELPING, ESPECIALLY IN THE CASE SOME BOOKS ARE NOT AVAILABLE BUT REALLY FOUND AT THIS PLATFORM."

– 40-year-old male teacher from a suburban area in Zambia, using the Learning Passport on a phone two to three times per week in a public school and at home



Supporting Children Affected by Natural Disasters

In **Bangladesh**, UNICEF has procured 5,000 tablets and will be distributing them to teachers from kindergarten to grade 10 in a phased approach of three batches. It will start with 115 teachers in 8 camps and will complete the distribution by July. Eight implementing partners are managing over 4,000 facilities, employing over 5,000 teachers and providing access to education for over 250,000 learners in the Rohingya and Burmese languages. The MDM is being used to push LP apps to all tablets and download courses on the LP app before teachers receive these tablets. They are also working on developing more content in the local language and translations.

The LP was made publicly available in **Myanmar** in February 2024. It was promoted on messaging channels (such as Viber) with local education partners and on UNICEF Myanmar's Facebook page. A significant increase in learners has been observed since then, having increased from 1,100 in January to 1,900 in June. Some of the new courses added to the library include ICT, English language, AAP (Accountability to Affected Populations) and SBC (Social Behavior Change). A capacity development workshop has been conducted for the partner organization as well.

UNICEF has deployed a cross-sectoral pilot with Office of Emergency Programme (EMOPS) and the Office of Innovation (Ooi) in **Democratic Republic of Congo**, using the Offline LP to train humanitarian frontline workers in local languages – Swahili, French and Lingala. This initiative aims to provide equitable access to quality humanitarian learning opportunities for emergency responders in remote areas, focusing on the urgent needs in Eastern DRC. By translating tailored content, the project seeks to enhance the skills and capacity of local responders to ultimately contribute to improved humanitarian action and localization of aid efforts. DRC has procured 12 hub devices in 2024. Three humanitarian training modules have been developed, with mini pilots rolled out to test the relevancy and quality of the modules. The full pilot is expected to roll out in August, with 50 participants and 12 modules.



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In response to the devastating earthquake in **Syria** on 6 February 2023, the Learning Passport was deployed in learning centers to engage children in learning activities. The programme provides learners with access to digitized curricular content as well as resources on climate change, mental health and psychosocial support. Through trained facilitators, UNICEF and partners are able to use the Learning Passport to present videos and facilitate interactive activities to help children continue learning and provide them with mental health support. The Learning Passport is also available in learning centers in Aleppo, Homs and Lattakia, where children and young people can access educational resources through tablets.

The Learning Passport was introduced in **Libya** at the request of the Ministry of Education, following the devastating flood in Derna from Storm Daniel in September 2023, which resulted in the displacement of thousands of children. The LP was officially launched by the MoE in January 2024 under the branding “My future in my hands” as part of a broader digitalization strategy that includes teacher training and support, quality learning content and interactive virtual labs. UNICEF is currently supporting the MoE to develop new interactive digital learning content for grades 9 to 12, with plans to expand to all grades in the future.



Supporting Children Affected by War and Conflict

The Learning Passport, in collaboration with Minecraft and UNICEF, is supporting children and young people in **Ukraine** through the Digital Learning Centers. These centers provide non-formal education and social-emotional learning for students affected by the war. Using selected Minecraft Education content in Ukrainian, the initiative helps foster creativity, critical thinking, and collaboration.

The Learning Passport is equipping teachers in **Poland** with specialized courses that focus on promoting mental health and well-being for Ukrainian children affected by the conflict. These courses include modules on trauma-informed teaching, stress management and emotional resilience. Teachers learn techniques for creating supportive classroom environments, recognizing signs of distress and providing appropriate interventions.

The programme also emphasizes cross-cultural communication skills to help teachers better connect with displaced students. Continuous professional development and evaluation ensure that the resources and training remain relevant and effective, with the aim of continuously adapting to the evolving needs of both teachers and students.

Over 12,000 students across eleven regions are engaging in various educational activities despite the ongoing conflict. Plans for expansion include additional courses and regular evaluations to ensure effectiveness. This initiative underscores the importance of teacher empowerment in fostering a supportive learning environment for displaced children.

As the crisis continues to evolve in **Palestine**, UNICEF is currently designing the rollout of the Learning Passport Offline devices to ensure children and young people can continue to learn and access digital learning materials without internet connectivity. UNICEF is working with the Ministry of Education (MoE) in

Ramallah to implement online and offline learning for students through the Learning Passport. UNICEF will collaborate with the MoE to develop curriculum-based digital learning content and upload it on the LP, train teachers on the integration of digital content in their lessons, build the capacity of MoE personnel to support digital learning in schools using the LP and deploy LP in schools. In the first phase of the programme, 100 schools in the West Bank will be equipped with offline LP hub devices. UNICEF conducted a two-day workshop for MoE directors and supervisors in Ramallah on 27–28 June 2024 about the features, functions and administration of the Learning Passport system.



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Supporting Children Affected by Unrest and Instability

In 2021, **Lebanon** launched the Learning Passport as part of a key initiative, Multiple Flexible Pathways, aimed at supporting out-of-school Lebanese students and Syrian refugee children. The LP was implemented through community-based Makani centers and school-based Dirasa program. Makani centers provide children and young people with access to devices and the internet, allowing them to continue learning through the Learning Passport and other solutions. Dirasa leverages the Learning Passport to provide students and teachers access to digitized content to support their learning. Currently, UNICEF has started to deploy 50 Learning Passport Offline devices in Makani centers and Dirasas to with the aim to provide children, young people and educators with access to high-quality digital learning resources to allow them to continue learning and developing critical skills in areas with low or no internet connectivity.

The Learning Passport is also addressing the dire educational crisis in **Sudan**, where 19 million learners are facing school closures and displacement due to ongoing conflict. Recent developments include expanding access to over 43,000 children through solar-powered tablets and zero-rated mobile connectivity, ensuring uninterrupted learning. UNICEF is also planning to deploy LP Offline hub devices in the safe learning spaces known as Makanna that were established to provide structured education, psychosocial support and protective services to children. The Learning Passport in Sudan has recently scaled up its efforts by incorporating local educational content tailored to the Sudanese curriculum, enhancing the relevance and impact for students. Furthermore, it provides crucial teacher training programmes to ensure educators are well-equipped to deliver quality digital education. This comprehensive approach

not only facilitates continued learning amidst the crisis but also builds resilience within the educational system, aiming for long-term sustainability. Additionally, the initiative supports Sudanese refugee children in **Egypt** by providing access to relevant curricular content in line with the Sudanese educational system, helping maintain educational continuity despite the ongoing conflict.



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THE PATH FORWARD

As we move forward into the next six months, the Learning Passport is committed to ensuring the continuity of learning, particularly in emergency response contexts. Our primary focus will be on enhancing the Learning Passport's capacity to provide uninterrupted education for children and young people affected by crises. This includes rapidly deploying resources and support to regions impacted by conflict or natural disasters, ensuring that educational disruptions are minimized and students can continue their learning journey regardless of their circumstances.

Addressing the digital divide has been a central objective since the inception of the Learning Passport. We are committed to expanding the Offline Learning Passport to reach learners in areas with limited or no internet connectivity. This will ensure that all children, irrespective of their geographic location or socio-economic status, have the opportunity to benefit from high-quality education.

Another key focus area is supporting teachers through blended learning approaches. We recognize the essential role that educators play in the learning process and are dedicated to equipping them with the necessary tools and training to deliver blended learning experiences effectively. This approach combines traditional classroom methods with digital resources, creating a more flexible and engaging learning environment. By empowering teachers, we enhance their ability to provide personalized instruction and support to their students, ultimately improving educational outcomes.

Expanding our partnership ecosystem is vital for scaling the Learning Passport programme. We aim to forge strategic alliances with new partners who share our vision and commitment to education.



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These partnerships will enable us to extend our reach to address underserved communities, leverage additional resources and introduce innovative solutions to the Learning Passport platform. The establishment of the Learning Passport Leadership Council will also play a crucial role in guiding our strategic direction and ensuring that we continue to meet the evolving needs of learners worldwide.

To further enhance the Learning Passport's impact, UNICEF is exploring the use of emerging technologies to provide personalized learning experiences and support both teachers and learners in developing essential twenty-first-century skills. This includes the integration of safe and secure artificial intelligence (AI) models to identify gaps, offering targeted interventions and providing real-time feedback. Additionally, we are incorporating courses on AI and other emerging technologies into the Learning Passport's educational resources. These courses will help students develop critical thinking and emerging technological concepts, as well as apply technology in various fields, preparing them for future opportunities in the digital economy. We are also committed to continuously adapting the technology to user needs, ensuring it remains safe, easy to use and accessible for all.

By focusing on these key priorities, we are confident that the Learning Passport will continue to evolve and provide meaningful educational opportunities to children and young people globally. Our commitment to innovation, inclusion and collaboration will drive us forward as we strive to make a lasting impact on the future of education.



**I GET TO LEARN
THINGS THAT MY
TEACHERS HAVEN'T
YET TAUGHT ME."**

— 15-year-old male student from
an urban area in Zambia, using the
Learning Passport on a desktop
computer once per day at home



**[THE LEARNING
PASSPORT] HELPS ME
TO MAKE MY CLASSES
MORE DYNAMIC."**

— 49-year-old female teacher from
an urban area in Honduras, using the
Learning Passport on a phone two to
three times per week in a public school



Marta Carnelli
Head of Research



Anna Childs
Head of Eastern &
Southern Africa



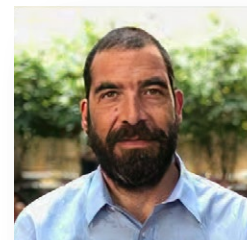
Pragya Dewan
Head of Data



Dawn Diperi
Head of Content



Ellen Eun
Chief of Staff



Mac Glovinsky
Chief of Learning
Passport



**Valentina
Gocheva**
Head of Finance
& Reporting



Samip Gupta
Head of East Asia
& the Pacific

MEET THE TEAM

The Learning Passport is UNICEF-lead digital education project. It includes research and an education model, designed by Cambridge University, and a digital platform, developed by Microsoft, with full online and offline functionalities and capabilities. The Learning Passport provides quality education content and technology, to all children and youth, wherever they are.



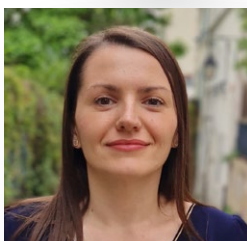
**Rabi
Karmacharya**
Head of Middle East
and North Africa



**Guillaume
Michels**
Head of Global
Deployment



Ravindra Sah
Head of South Asia



**Marina
Samardzija**
Head of West and
Central Africa



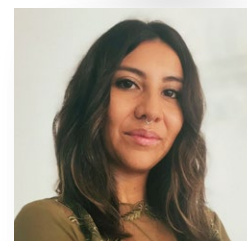
Lucian Stuparu
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Ameer Tolia
Head of Partnerships
& Resource
Mobilization



Fabio Tranchitella
Head of Solutions
Engineering



**Maria Jose
Velasquez Flores**
Head of Latin America
& The Caribbean



ANNEXES



What is 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.



How does the Offline Learning Passport Work?

The Learning Passport offline programme provides learners with access to a digital learning experience by simulating the internet and a web experience without underlying connectivity infrastructure. The LP HUB Device is specifically designed for UNICEF to use in no-connectivity settings and houses customized, contextualized and curated digital content, unique



A world class technology platform, available online, offline and through mobile. Easy to use, and ready to meet learner needs, support MoE strategies and more.



Global, regional & in-country technical teams to lead and manage platform development and deployment; and build capacity & coordinate with key stakeholders.



A blended learning approach that includes high-quality, interactive, educational resources, classroom integrations, teacher.



An extensive ecosystem across the public and private sector including governments, companies, foundations, civil society organizations and more.



UNICEF's 70 years of experience in developing and scaling education programs & existing footprint in over 128+ countries.

to each Learning Passport deployment. The device creates a local area network, similar in concept to Wi-Fi, but with a wider radius and the ability to host more concurrent users.

Once the Hub Device is placed in a classroom or learning center, learners – using any device with a browser such as a PC, tablet or smart phone – can connect to the network created by the device, log in to the Learning Passport platform and create profiles with unique credentials. They can then begin taking trainings, reviewing formal, informal or supplementary curriculum and completing assessments to earn certificates, all while their progress is recorded in an individual record unique to them.



[THE LEARNING PASSPORT LESSONS] REINFORCE WHAT I LEARN IN SCHOOL."

– 16-year-old female student from an urban area in Mexico, using the Learning Passport on a phone once per day in a public school and at home

Teachers can also use the educational resources available on the offline Learning Passport to enhance and support the lessons in their classrooms.



unicef 
for every child