Guiding Principles for
Education Technology Engagement

I. Education Technology is not an end in itself; it is a collection of tools and approaches that can help address problems and increase the reach of education services where appropriate.

II. Engaging and reaching the most marginalised is the main priority, technology use can increase inequalities.

III. Community and child participation is fundamental to effective Education Technology use.

IV. Improving learning outcomes and wellbeing must be a key driver of engagement with Education Technology.

V. A clear and rigorous evidence-base must be developed before scaling an Education Technology opportunity.

VI. Children’s Rights extend into the digital space, as such Safeguarding and Protection are core components of quality Education Technology use.

VII. Education Technology must support teachers, and not seek to replace them.

VIII. Design programmes that deliver timely, actionable and contextually relevant education opportunities that are developed with governments and education officials.

IX. High quality, regular, context-orientated training is a foundation of effective Education Technology work.

X. Building on existing infrastructure and contextualising content and programme delivery is critical to sustainable Education Technology use.

XI. All children must have equitable access to education technology use regardless of gender, disability etc.