EdTech Global Landscape Analysis

Trends from the present and near future of technology-enabled learning
Contents

Summary p.1
Methodology p.3
What is EdTech, and Why Is It Important? p.4
The Innovation Trends p.5

01 New pedagogies for peer learning
Making new space for vital education and peer-to-peer empowerment p.7

02 Interactive and immersive learning
Utilizing new technologies to engage with students p.11

03 Portable credentials
Increasing access to students’ accomplishments p.15

04 New models of financial support
Simplifying complex financial barriers to education p.18

05 Localized virtual learning
Mesh networks put education on a village’s rooftops p.21

06 Personalized and contextual learning
Custom education at scale p.25

Conclusion p.29
Summary

The internet and computers have transformed nearly every sector and industry. Education is no different. Millions of hours of free learning videos are now online, many from the world’s most recognizable institutions. Tutors from any corner of the planet are available for hire. For those that don’t want to pay, forums and chats for peer learning can bridge the gap with a bit of extra effort. New interfaces and formats are leading learners through gamified experiences. These services are available as mobile apps, softwares, websites, plugins and even as virtual reality experiences. The list goes on, and grows every day.

The COVID-19 pandemic has presented the world with unprecedented learning challenges, which have in turn accelerated transformation of education. It was hard to find ways to make virtual university learning as rich as in-person learning. Doing the same for every age group, including very young children, has been even more difficult. In poor countries, the already difficult challenge of providing proper support for students was compounded by parallel crises. It will be a relief to see the restrictions finally lifted, but the effects to learning and education will reverberate for decades onward. One of the (perhaps) more hopeful effects has been an explosion in educational technology innovation and funding. Whatever else happens long-term, it is clear EdTech is only going to be more a part of our life, work, and learning.

The International Rescue Committee (IRC) helps people whose lives are shattered by conflict and disaster by supporting them in their effort to survive, recover and gain control of their future. A key part of this is providing education, especially to children. In the contexts in which IRC works, this is always difficult, and COVID-19 has multiplied these challenges. IRC is always trying to improve their existing programs. EdTech solutions may provide opportunities to better serve people and communities in crisis. To better provide for these people, IRC is undergoing the process of researching, analyzing, prototyping, and engaging with the EdTech sector to discover new methods for improving the lives of people in crisis.

A part of this work involved research into what is going on in the global EdTech landscape as a whole, not only for the humanitarian context. Often, the best new innovations come from adjacent industries or use-cases that might not have been originally designed with humanitarian needs in mind. Exploring the full range of what is currently available means less missed opportunities. Designing new programs with the full scope of the possible in mind means more tactics to improve learning outcomes in any setting.

We hope this scan and analysis can serve as an ongoing resource to those in the humanitarian sector and beyond. We hope it will provoke their thinking about what possibilities exist to serve their learning and education challenges, and how trends in the sector are moving toward or away from the kinds of solutions they might need for their work.
EdTech Global Landscape Analysis: Trends from the present and near future of technology-enabled learning

PROJECT LEAD
Atish Gonsalves - Global Lead for Research & Innovation in Education, IRC

LEAD AUTHORS
Jeremy Kirshbaum - Global Innovation Director, Handshake Consulting
Pelumi Oguntimehin - Engagement Director, Handshake Consulting
Anum Ahmed - Strategy Director, Handshake Consulting
Lev Gorelov - Research Director, Handshake Consulting

RESEARCH ADVISORS
Jennifer Sklar - Deputy Director, Education, IRC
Jeannie Annan - Chief Research & Innovation Officer at IRC

CONTRIBUTING RESEARCHERS
Julianne Aguilar
Aishah Gaze
Andrew McQueeney
Jack O’Dwyer
Alessandro Voto

CONTRIBUTING EXPERTS
Jacqueline Strecker - Connected Education Lead, UN Refugee Agency (UNHCR)
Kyle Thornton - Program Officer, Cisco Foundation
Aditya Vishwanath - Co-Founder, Inspirit & MakerGhat
Joseph Agunbiade - Founder, Unvilsity
Judith Okonkw o-o - Founder, Imisi3D
David Munir Nabti - CEO, Bloom
Mohammed Rafiqul Islam - Education Specialist, UNICEF Bangladesh
Sylvia Sable - Design Project Manager, IRC
Silvia Diazgranados Ferrans - Senior Researcher Education, IRC
Shirley Rodriguez - Product Designer, IRC
Rachel Lehrer - Assoc Director, Design, IRC
Britt Titus - Behavioral Insights Advisor, IRC
Katie Murphy - Senior Technical Advisor, Early Childhood Development, IRC
Khurasan Ali Shah - Technical Advisor, Education Technologies, IRC
Emma Kane - Programme Coordinator, ECD, IRC
Katelin Wilton - Senior Specialist for ECD/Caregiver Engagement, IRC
Jeffrey Dow - Education Technical Advisor (Asia), IRC
Adane Miheretu - Education Technical Advisor (W Africa), IRC
Andrew Matthew - Education Technical Advisor (E Africa), IRC
Gabriela Pena - Education in Emergencies Coordinator, IRC
Randa Awada - Senior SEL Specialist, IRC
Julia Frazier - Senior Technical Advisor, Play Matters, IRC
Mackenzie Matthews - Curriculum Technical Advisor, IRC
Yilikal Chalachew - Education Coordinator Nigeria, IRC

Special thanks to Julianne Aguilar for her contributions to writing and editing.

Published by Handshake Consulting for the International Rescue Committee (IRC).
All Rights Reserved (2021)
Methodology

All of the research was done remotely and through field partners when possible to minimize contact during the COVID-19 pandemic. We worked with nine researchers who completed a search in seven different languages, including French, Arabic, Chinese, Hindi, Spanish, Russian, and English. The languages were chosen mostly on the basis of having the largest number of speakers (or relevance to IRC programs). We documented hundreds of EdTech innovations in a global scan. This material provided the inputs to ideation workshops, through which we formed the basis for our analysis. Alongside this, we interviewed experts from inside and outside IRC. In addition, ten external and 20 internal IRC experts provided consultation. The results of this research were synthesized into six overall innovation trends. These trends were analyzed through the lens of technological evolution in how the needs of students and educators are met.

Each innovation trend is representative of a pattern we saw in the research across many individual examples. Each section contains examples that better bring to mind the idea behind the innovation trend. However, by including the examples in the report we are not trying to highlight the specific project, or advocate for it. We are simply using it as an illustrative case.

In our research we came across an enormous volume of innovations from every corner of the globe. It became clear that a central repository was needed to serve as a go-to for someone looking to explore what is available in the sector and beyond. To address this need, we’ve created the EdTech Open Atlas in partnership with Airbel Labs at IRC. The Atlas is a crowdsourced repository of information on EdTech projects around the world. It is a resource for teachers, learners, and caregivers to explore methods and tools that can assist their education goals. Anyone from the public can add to the repository by adding new projects. This creates an ongoing resource for inspiration to anyone addressing an education or learning need, no matter where they are located.
What is EdTech, and Why Is It Important?

In this report, we specifically define EdTech as an education product, service, or solution that involves a connected device. By device we mean something electronic—it could be a radio, a standalone device, or a cellphone. By “connected” we mean capable of sending or receiving information from a network or another device, either via wire or wirelessly. This usually refers to internet connectivity, but could also theoretically include radio or telecom connection in some (usually humanitarian) cases.

EdTech is not necessarily better at improving learning and education than analog approaches, but it is newer. Because it is newer, its capabilities and limitations are less established. In this report we present the widest possible view of how innovators across the world are addressing challenges and utilizing opportunities using technology. Technology isn’t a guaranteed benefit for learning—indeed, in some cases it can even degrade learning. This doesn’t diminish the fact that if we are to best serve the learning and education needs of our stakeholders, we need to explore every possible option, and invent new approaches when necessary. The EdTech sector is still emerging, and we have an opportunity to nudge its evolution toward a future that serves the needs of all global learners.
Across the research, we identified six EdTech innovation trends. Each trend represents patterns of approach or form factors which we observed across many individual global projects. These innovation trends are already being deployed in the field in multiple geographies, and are already available as mature market offerings. Accompanying each innovation trend are 2-3 case studies that illustrate how the technology is currently being used and brings the trend to life. We chose the case studies on the basis of being representative of the trend, and occasionally on the basis of having a novel approach. The innovation trends are meant to summarize as much of the landscape as we could, in a synthesized format that allows for easier application or strategizing. Inevitably, focusing on the broad, global view means missing important regional and local factors that still have a big influence on innovators and learners. If something is missing or needs to be changed, we encourage you to take initiative and change it, either by reaching out and letting us know what to improve in our next report, or, in the spirit of the open-source community, by “forking” it to modify it yourself.
New pedagogies for peer learning
Making new space for vital education and peer-to-peer empowerment

Interactive and immersive learning
Utilizing new technologies to engage with students

Portable credentials
Increasing access to students’ accomplishments

New models of financial support
Simplifying complex financial barriers to education

Localized virtual learning
Mesh networks put education on a village’s rooftops

Personalized and contextual learning
Custom education at scale
New pedagogies for peer learning
Making new space for vital education and peer-to-peer empowerment
Innovation and technology are as much about the human process of doing something as they are about the device or software used to do it. Social networks have empowered young people the world over to connect and share their educational victories and roadblocks. Different platforms and solutions are experimenting with variations on how learners connect most effectively with each other and with teachers.

Perhaps more interesting than the technology stack is the methods by which learner and teacher interact, track progress, and access support. Using an online platform to create a safe place for innovation to grow is but one step in the larger process of building a productive learning environment. The digital layer itself is no different from the classroom; the end goal is to give learners and teachers enough power, time, and space to collaborate. If these needs are met, the education experience can transcend both the classroom walls and the orthodox methodologies which cannot be deployed in regions experiencing conflict or natural disaster.
Educational and social networks create space for students to help each other succeed

**WHAT IT IS**
TooTree is a social platform that allows students to anonymously ask their peers for help with their courses. A points system encourages them to engage with their fellow students, and a chat feature allows for private study sessions. Students can also direct questions toward specific instructors, who will get real-time status updates on students’ progress.

**WHAT’S NEW**
TooTree represents a shift in how students approach peer-to-peer learning. Social platforms have been connecting communities for over a decade. New platforms are using this technology to foster community within student populations. When students have difficulty in their classes, they need somewhere to turn to for help and support. This might not be possible to do in person for displaced students, or students in smaller communities. A peer-to-peer platform gives students a safe space to ask questions and get the help they need. Based in Cameroon, TooTree is currently partnered with two universities and is scaling through a partnership with the government.

Teachers livestream and compete for followers in KSA

**WHAT IT IS**
Noon Academy is a livestreaming platform for teachers in Saudi Arabia. Students can request classes from their favorite teachers, and popular teachers can build a following. With this approach, students can tailor their own learning to educators who best suit their learning styles and interests.

**WHAT’S NEW**
Noon Academy reports have over 10 million registered users. It combines live video with tutoring and messaging. The ability of students to rate teachers and for popular teachers to become more “in-demand” gives it a feel of being somewhere between a social network and a learning tool. Education can be a very painful process for many students. Some struggle with low confidence when it comes to learning new things. For them, traditional education methods can be quite discouraging; the challenges can feel insurmountable. With this in mind, Noon Academy and other online platforms may have the potential to dramatically improve the lives of students that find in-person learning challenging.
P2P learning on WhatsApp as a business

WHAT IT IS
In Nigeria, skilled professionals offer classes on topics ranging from makeup to business management using WhatsApp groups.

SO WHAT
In Nigeria, there is a huge demand for skills-based education. Skilled professionals offer paid classes on WhatsApp by forming a group chat, and requesting a fee for those who want to join. Once added, the instructor will share video tutorials on how to learn new skills. People can download the videos whenever they have data, and the group chat becomes an instant forum for mutual learning support and instructor feedback. The lower barrier to entry makes it an effective platform for those who can't afford the high fees to get access to traditional learning environments.
Interactive and immersive learning
Utilizing new technologies to engage with students
Advanced interactive technologies have become cheaper and more accessible than ever.

Immersive technology like gamification and virtual reality (VR) are blazing new paths for interactive learning. As chipsets become cheaper and technology like HTML5 becomes more powerful, there are more opportunities than ever to develop low-cost platforms for dynamic, gamified learning.

There is more than one way to learn, and more than one place to do it. Education no longer needs to be confined to the classroom, or limited to a one-way teacher-student interaction. Platforms for interactive learning can create a classroom anywhere, any time.
Tablet-based learning platform uses sequenced mini-games to keep children engaged while learning fundamental math and literacy skills

**WHAT IT IS**
KitKit School by Enuma is a tablet-based platform aimed at providing children with comprehensive math and literacy curricula, conveyed through a program of over 600 mini-games.

**WHAT'S NEW**
Retaining a young child's attention is difficult in-person. It is a heroic act when attempted virtually. Turning the virtual learning process into a game is an effective way to make virtual education for youth more engaging. Disney-esque interfaces, adorable avatars and learning quests speak the child’s language. It allows educators to focus more on the content while shifting some of the burden to entertain and retain attention onto the software through which they communicate.

Online ESL school brings English to young learners

**WHAT IT IS**
DaDaABC, a Chinese EdTech company, is a live, one-on-one online ESL school for K-12 students that utilizes blended learning strategies.

**WHAT'S NEW**
English is the world's third most-spoken language, and the global language of business. However, learning a new language requires immersion and regular practice. DaDaABC builds on the concept of the social network by providing a platform for one-on-one courses to encourage communication and consistency. Using AI, the platform generates personalized animations and automates administrative tasks, freeing instructors to spend their time communicating with students instead of handling HR duties.
Personalized game-based learning software provides a cost-effective educational alternative for displaced children

**WHAT IT IS**
IRC’s Pop Up Learning program has been testing gamified software for mobile devices that allows displaced children to build foundational mathematics and literacy skills in areas where children don’t have access to teachers.

**WHAT’S NEW**
Games are as old as human civilization, and play is an essential strategy for learning. Gamification is a strategy that integrates interactive and competitive activities into the learning process, and allows educators to engage with students in a way that encourages play. Contrary to common assumption, this type of learning is applicable in any grade level, and has been widely applied in university and vocational education.

Gamification is an especially intriguing approach to education, as it can be used to get students interested in topics they might otherwise find dull or intimidating. It has the potential to be a viable way to get students motivated and excited about learning.
Portable credentials
Increasing access to students’ accomplishments
Portable credentials
Increasing access to students’ accomplishments

Displacement can wreak havoc on a student’s education and career pathway. Lessons are interrupted. Relationships with teachers and peers are severed. And, critically for their future, their record of education, accomplishments, and other credentials can easily be lost.

New trends in EdTech are tackling this problem. Portable and provable credentials could allow a student to take their learning profile with them wherever they go. Picking up where they left off could be as easy as an educator accessing a database or a distributed network.

Creating reliable digital credentials is in many ways a critical issue for the future of education, especially for students who find their education disrupted because of conflict or natural disaster. How do you know that a student has completed a course or set of courses, if there is no record? How do you evaluate what they learned, if there are no tests, projects, or papers?

Digital credentials aren’t just a way to improve accountability; they have far broader applications. Digital credentials can be used to help educators know how to provide the best learning experience, and adjust their teaching style accordingly. They can be used to help students stay organized, on task, and motivated with school work. They can help educators and guardians connect students with higher learning opportunities or job training opportunities. Digital credentials are also a crucial tool for gamifying the education experience. By harnessing the power of rapid data collection, the educator can make learning about collecting points and fulfilling quests.

Caveat: The hardest part of this is proving an individual’s identity, which can be only partially tech-enabled.
Progress identity for displaced students

**WHAT IT IS**
OpenEMIS is a data management system that collects and reports data on student attendance, behavior, and progress.

**WHAT'S NEW**
It's easy to imagine a displaced student falling through the cracks. Paper records can be lost, and past educational achievements with them. OpenEMIS works by assigning students unique institutional identifications that allows them to take their education records with them, no matter what crisis they or their community is facing. The OpenEMIS system is free and open source, allowing for maximum usage and deployment.

---

Gamified learning quests

**WHAT IT IS**
BitDegree is a blockchain-powered gamified environment where students create a custom avatar and complete “quests.” Completed certificates are logged on a distributed ledger.

**WHAT'S NEW**
BitDegree is similar to any other learning or training platform, with the difference that certifications earned are logged on a distributed blockchain. A useful feature of blockchains is that content cannot be deleted (only added), and it does not need to be maintained by any single entity. It doesn't solve the problem of getting a certification recognized, but it at least makes it harder to lose during instability or get deleted in a poorly maintained central server.
New models of financial support

Simplifying complex financial barriers to education
There is a dearth of financial tools across the global south, but a new cohort of startups companies is appearing to try and bridge these gaps.

One driver of this is the large and growing amount of backend tools and “APIs.” These tools allow small teams to manage complex financial transactions that would have previously been the purview only of massive organizations.

These products, some of which specifically target education and some which apply tangentially, are providing new opportunities and pathways for students and learners to invest in learning. The development of these tools is enabling a growing number of services that are beginning to democratize finance, creating opportunities for many more students to overcome financial barriers to learning.
Income sharing agreements as a (maybe crazy?) alternative to student loans

**WHAT IT IS**
Lambda School trains students in coding for no money down, but in return students agree to give up a percentage of their future salary.

**WHAT'S NEW**
Lambda School is one of several companies offering “income sharing agreements” (ISAs) as an alternative to student loans. They started in California but have now spread to Nigeria, Ghana, South Africa, and beyond. If structured properly, ISAs have the potential to align incentives between learners and educators. However, the model also holds the potential for exploitation. It is easy to frame something malicious as an “opportunity” if the user in question has no other options. Currently, ISAs are mostly unregulated. As more organizations begin to offer them, however, governments could seek to regulate this practice in a similar way to how federal student loans are regulated in the United States. If successful, ISAs could replace much of what is now funded by debt-based student loans.

Scholarship opportunities for Nigerian students

**WHAT IT IS**
ScholarX is a startup that gives the students in Nigeria a platform to crowdfund their education expenses.

**WHAT'S NEW**
Students take crowdfunding into their own hands, powered by the diaspora. There are educational and monetary gaps in many communities that prevent students from pursuing higher education. Many communities don't have access to traditional scholarship opportunities. By allowing students to start “campaigns,” ScholarX opens students up to funding opportunities from the entire world. The main target, however, is the Nigerian diaspora, on whom ScholarX is banking to fill these gaps that will allow education in Nigeria to become more accessible.
Localized virtual learning

Mesh networks put education on a village’s rooftops
Localized virtual learning

Mesh networks put education on a village’s rooftops

One of the biggest gaps in global EdTech is connectivity. Mesh networks and other local connectivity solutions provide a workaround for this. Although they can’t necessarily provide reliable access to the global internet, they can create a way to share content within a wide geographic area. Their only requirement is power and storage. Low-cost, community-owned hardware is key to providing technology to rural areas.

Some of these solutions use only bluetooth-enabled mobile phones, while others use separate devices to extend range significantly. Since the hardware is commoditized and the software is white-labeled, the barriers to mesh networks are not so much the access cost but the know-how and capacity for ongoing maintenance.

Currently there are several companies that provide bundled and managed services, but the underlying tech is commoditized hardware and open-source software. Off-the-shelf hardware, coupled with free open-source software, makes this approach to connectivity an especially attractive solution for rural communities. In addition to the low cost of deployment, open-source software is often very well documented, making the learning curve for a new user low.
Off-grid connections ready out-of-the-box

**WHAT IT IS**
GoTenna Mesh creates a local mesh network that is immediately usable when paired with a mobile phone. With the smallest consumer device available, it can transmit messages and user’s location up to 4 miles without internet or cell phone service. Their professional-grade kits can transmit much higher bandwidth over much farther distances.

**WHAT'S NEW**
GoTenna builds an out-of-the-box usable tech solution on top of mature open-source and commodity technology. Satellite connections can work as a solution in rural areas, but the costs are prohibitive. As long as the required communication is somewhat regionally localized, mesh provides a cost-effective and reliable alternative. GoTenna is designed to work entirely offline. Other mesh networks can intermittently sync with the wider web. They can communicate within the network and, when the opportunity arises, connect to the internet as well. An important facet of the solution is that any mesh point can send data to any other mesh point using intermediary nodes as a relay, which means that multiple nodes can indefinitely extend the network by connecting to one another.

Connecting offline learners to online resources

**WHAT IT IS**
World Possible’s RACHEL Offline is a portable, battery-powered device that contains copies of educational websites for offline reading.

**WHAT’S NEW**
RACHEL Offline puts millions of resources into a device that can fit in a handbag. Rural and other communities that don’t have internet access can’t offer students the game-changing online resources like Wikipedia. The solution is simple - a small device that can wirelessly deliver preloaded educational content to laptops, tablets, and smartphones. The device is also customizable, allowing a user to upload their own videos, audio files, or HTML content.
WHAT IT IS
HITCH Video enables educational video content distribution without internet through connection to an on-premise hardware storage device.

WHAT’S NEW
HITCH Video distributes educational content to places with intermittent internet access. It does so through a locally installed hardware device from which users can download content without accessing the internet. It is similar in many ways to other solutions such as Rachel Plus, but with a specific focus on the Nigerian market. Among other content, HITCH provides Nigerian students with a curated exam preparation track. They ensure that all students, regardless of school or region, can get access to the same study material.
Personalized and contextual learning
Custom education at scale
Personalized and contextual learning

Custom education at scale

Customized learning platforms that were previously only for students of elite schools are now within reach for everyone. Educators can use these platforms to create their own content to better serve their students and communities. Their creativity in utilizing these platforms reminds us that there is no "one-size-fits-all" approach to education.

Using a combination of human interaction and automation, companies are building systems to remotely teach both hard skills and "softer" disciplines such as art. High-tech intelligent cloud computing drives the backend, but it can be accessed by users with something as simple as SMS or something as personalized as custom hardware.

Open-source solutions have been democratizing education at low cost for many years. Open-source platforms like Moodle facilitate educational coordination at scale. The collected troves of freely licenced documents and media called Open Education Resources (OERs) provide free resources for educators. Solutions such as these make scarce resources stretch further when developing programs in areas like Africa.

The versatility of this approach means that students with access to varying levels of technology can benefit from personalized learning. Remote teaching removes physical barriers and location barriers, making it an ideal solution for students in rural areas, or areas otherwise not conducive to travel.
Better-than-being-there remote learning

**WHAT IT IS**
Meishubao is a hardware-enabled online learning platform and tutoring service for arts education.

**WHAT’S NEW**
Teaching “softer” disciplines like art would normally suffer particularly from a remote setting. Not so with Meishubao. Using a combination of a carefully integrated curriculum and intelligent hardware add-ons, they create an educational experience that is actually better than in-person. They outcompete physical presence by offering additional tools for communication and feedback. Courses are offered in a number of languages, including English.

Meishubao emphasizes an arts education’s importance in fostering imagination, creativity, and concentration in children. In situations where a student’s education is interrupted or limited, art might be the first subject cut. However, with the power of accessible remote learning, students can continue to reap the benefits of an arts education.

Platforms for easy MOOC platform creation

**WHAT IT IS**
Spayee offers white-labeled custom course platforms. The service comes with a customizable website, course builder, financial system, mobile apps, and optional chatbot integration.

**WHAT’S NEW**
The customizability of the Spayee platform removes the one-size-fits-all concept from online education. Educators can create courses that reflect the needs and realities of a specific region or community.

Custom course builders have become more common, but the courses are usually hosted on a branded platform. Spayee offers the entire platform as a service, entirely white-labeled to the customer’s brand. As more of these structures become pre-built offerings (or even available for free), the major difficulty shifts from building the tech stack to getting learners’ attention.
Reaching students better through intelligent texting

**WHAT IT IS**
AdmitHub helps schools communicate with students through AI-driven chatbots in SMS format.

**WHAT’S NEW**
AdmitHub is a platform for institutions to manage their communications with students through messaging. Their core service revolves around AI chatbots. The chatbots can interact over SMS, WhatsApp, Facebook Messenger and other lower tech platforms. Their reason for this is simply that this is what most easily grabs students’ attention, but it provides a relevant example for the humanitarian context. It shows how intelligent services can be provided even in low-tech settings by hosting the service in the cloud and outputting to whatever device users happen to have.

Reaching students with whatever tools are available

**WHAT IT IS**
The Audioclass System provides automated continued education through any device that can transmit audio, with the option for feedback through tools of varying complexity.

**WHAT’S NEW**
IRC’s Airbel Impact Lab developed the Audioclass system to address the major challenges with learning at home. These challenges were uncovered by their human-centered design sprint addressing educational improvement in Colombia. The system is audio-based, because audio can be transmitted even with simpler devices such as radio, yet allows for students to engage with teachers using whatever technical capabilities they possess - from number keys on a flip phone to a video-capable tablet or smartphone. Utilizing popular platforms like Whatsapp makes learning seamless. Audio is a highly adaptive mode of teaching. Allowing students to use whatever information technology they have available drastically decreases barriers to education.
Every day, it seems like things change faster and faster. Constantly upskilling and reskilling to adjust to changing circumstances is already a fact of life, and this will only get more pronounced. Far from just providing the bare minimum to survive this growing pace, EdTech can leap over multiple improvement milestones at once. It can create an environment which helps pupils not just survive their unique challenges, but thrive in spite of them and become a helping hand for others.

Moving into the future, EdTech can do more than expand access to educational content. It can serve the broader goal of providing resources for people to improve their lives. Beyond learning specific content, EdTech can help us learn new habits and elicit deep behavior change. IRC’s head of Global Education Innovation, Atish Gonsalves, puts it succinctly: “the opportunity for EdTech is to develop learning that is truly democratised, embraces the role of the educator (rather than trying to replace them) and combines the best of knowledge transfer, skills application, team work and real-time feedback.” To face the global challenges ahead, we’ll need every possible tool at our disposal. If we leverage the opportunities in the right way, EdTech innovation will lead to a deeper engagement between people and the knowledge they carry with them.
Join us in exploring

The EdTech Open Atlas is a crowdsourced repository of information on EdTech projects and solutions from around the world. It is a resource for educators – teachers, NGOs, policy & decision makers – to explore what methods and tools exist to best assist their education goals.

Help us share this resource far and wide, and continue to add solutions that can support education in the humanitarian sector and beyond.

Join us in exploring edtechopenatlas.org