



TAMKINE TRIBUNE – Special Edition

Technology Was Never the Miracle. And It Is Not the Villain Either.

Education has an extraordinary talent for pendulum swings. When something is not working, we rarely resist the temptation to find one grand explanation for it. A decade ago, technology was the hero waiting at the school gates. Give every child a device, digitize the classroom, put content online, make learning interactive, and surely the stubborn problems of education would finally surrender. Today, the pendulum is swinging in the opposite direction. Screens are questioned, devices are being restricted, digital distraction is under fire, and suddenly technology finds itself cast in a rather different role. Yesterday's savior has become today's suspect, and devil for some. Education, it seems, does enjoy a good plot twist.

There is only one awkward detail: many of the problems survived both narratives. Too many children still struggle to read with confidence and comprehension. Mathematics remains a source of difficulty for far too many learners. Scientific reasoning, problem-solving and other foundational competencies continue to demand serious attention. We changed the tools, multiplied the platforms and digitized considerable parts of the learning experience, yet the fundamental question remained stubbornly where we left it: *are children actually learning better?* If the answer is not sufficiently convincing, perhaps the problem was never simply the presence or absence of technology. **Perhaps we have been arguing about the instrument while neglecting the purpose for which it should be used.**

That distinction matters. A tablet does not improve literacy simply because it is a tablet. Artificial intelligence does not improve mathematics merely by appearing in a mathematics lesson. A platform does not personalize learning simply because the word “personalized” appears somewhere in its presentation. **Technology has no educational virtue by birthright.** Its value begins only when we can point to a specific learning difficulty and explain precisely how that technology helps overcome it. If a child is struggling with reading comprehension, can it identify where the difficulty lies and provide appropriate support? If another repeatedly fails to grasp a mathematical concept, can it offer a different explanation, another exercise, another route to understanding? If a teacher is responsible for thirty or forty different learners progressing at different speeds, can it provide useful information that allows that teacher to intervene more intelligently? That is where technology becomes educational; not when it enters the classroom, but when it becomes useful inside it.



Perhaps, then, we have been asking the wrong question for years. The debate should never have been “*How much technology should education have?*” It should have been “*Which educational problem are we trying to solve?*” That seemingly small change reverses the entire logic. We stop starting with the solution and searching for somewhere to apply it. We start with the learner, identify the difficulty, understand its causes and then choose the most appropriate response. Sometimes that response will involve artificial intelligence. Sometimes it will be a book. Sometimes a teacher needs better data. Sometimes a child simply needs someone to sit beside them and explain the same idea differently. **Good education should be profoundly uninterested in ideological loyalty to tools. It should be interested in what works for the learner.**

This is particularly important now that artificial intelligence has entered the conversation. We risk repeating the same mistake with considerably more powerful technology. AI is already being described alternately as the future of education and as a threat to it. Both positions are too easy. The interesting question is what happens between those extremes. Can AI detect learning gaps before they become learning failures? Can it help teachers understand where their students are struggling? Can it adapt exercises and explanations to different levels without lowering expectations? Can it connect the learner more effectively with the teacher, the parent and the wider educational environment? And can all of this be done while protecting judgment, responsibility, ethics and the indispensable human relationship at the heart of education? Those are harder questions. They are also the ones worth asking.

It is precisely this philosophy that underpins **TamTrack**, the intelligent educational ecosystem developed by the Tamkine Foundation and TamTech Solution. TamTrack was not conceived from the premise that education needed more technology. Education already has plenty of technology. It was conceived from a different starting point: learners have needs, teachers need visibility and support, parents need meaningful involvement, and educational institutions need greater coherence between all these actors. Technology and artificial intelligence therefore become means for identifying gaps, supporting learning, strengthening interaction and helping the educational ecosystem respond more intelligently to the learner. *The point is not to put technology between the child and education. It is to put technology at the service of the relationship that makes education possible.*



At the Tamkine Foundation, this distinction is fundamental. We chose ICT years ago, and more recently artificial intelligence, not because we believe machines can repair education, and certainly not because we believe they should replace those who make education human. We chose them because refusing useful tools in the face of persistent educational difficulties would make little sense. If technology can help a struggling reader practice differently, let us use it. If AI can identify a mathematical misconception that might otherwise remain invisible, let us use it. If data can allow a teacher to intervene earlier, let us use it. And if a screen adds absolutely nothing to a particular learning experience, then perhaps the revolutionary educational innovation of the day is to switch it off and open a book.

There is no contradiction in that position. There is simply purpose.

Education does not need another technological revolution followed, ten years later, by an anti-technological counter-revolution. Children cannot afford to become the experimental field of our enthusiasm one decade and our disappointment the next. They need adults capable of being less fascinated by trends and more obsessed with outcomes; less interested in whether a classroom looks modern and more interested in whether the child sitting inside it can read, reason, calculate, question, create and understand. Because technology was never the miracle, and it is not the villain either.

The real failure would be having extraordinary tools in our hands and still arguing about the tools instead of using them intelligently to solve the problems that have been staring us in the face all along. And perhaps **that is where the next educational revolution should begin: not with more technology, and certainly not with less technology, but with better education, and the intelligence to use every tool that can help us achieve it.**

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Tribune by Dr. Abdelilah Kadili, President of the Tamkine Foundation