

Enhancing learning through digital tools and practices - How digital technology in compulsory education can help promote inclusion

Executive summary


Description

The overall aim of the study was to assess the actual and potential role of digital technologies in promoting access, quality and equity in compulsory school education across the EU27, and in complementing and enhancing traditional forms of teaching and learning. The study was concerned with how digital technologies can promote the inclusion of all learners, but also their role with regard to learners with different learning needs. The specific target groups varied between European countries, but included learners living in remote areas, learners with Special Educational Needs and Disabilities (SEND), migrant and refugee learners, learners with low socio-economic status (SES), ethnic minority learners and learners with long-term illnesses, among others. The scope included the EU27, covering EU and country levels and encompassing all 27 EU Member States, while drawing upon the international literature where relevant. The study covered primary, secondary and Vocational Education and Training (VET) at ISCED Levels 1-3, while also learning from digital practices in Early Childhood Education and Care (ECEC) at ISCED 0 where these were directly relevant to the objectives.

Countries

 [EU level](#)

Downloads

 [Enhancing learning through digital tools and practices](#)

[EN](#)

Related intervention approaches



Digital inclusion and well-being

Related resources

Publications

Publications

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Final report: October 2021

Ecorys is pleased to submit this final report for the study: Enhancing learning through digital tools and practices: how digital technology in compulsory education can help promote inclusion (EAC/08/02/2020).

 EU level

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