

Tech4Teachers White Paper

**Improving access and digital skills for teachers:
challenges and opportunities**

January 2024



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Preface

Thank you to the supporters of the Tech4Teachers project 2022/23 – Intel and Barclays, as well as the sponsors of the project 2021/22 – Currys plc. Thank you to the University of Wolverhampton’s Matt Smith and Marc Smale for their work on the evaluation of the scheme.



In 2021, during the COVID-19 pandemic, the Digital Poverty Alliance was launched. One of our initial projects was to support 1,000 teachers access laptops during 2021/22, following our initial research showing that nearly half of teachers did not have the access they needed to teach from home. We were able to do this thanks to the support of Currys plc. In 2022/23 we rolled out the next phase of the scheme – to support 750 further teachers to gain laptops, but also access to digital skills and training,

with the goal of producing a research study and this paper, to demonstrate the need for teachers to have access to digital tools – and the gap that is currently seen. The second phase of the programme was supported by Intel and by a donation from the Barclays COVID-19 Community Aid Package.

Many teachers do not automatically receive a laptop or other keyboarded device for their work, and we believe that this needs to change.



Introduction

Access to digital devices, and the skills and confidence to use them successfully, is increasingly important in educational settings.

During the COVID-19 pandemic there was a huge national effort to ensure that pupils had access to a suitable digital device. The Department for Education distributed over 1.95 million devices to schools in England,¹ and local government, education providers, industry and third sector organisations worked tirelessly to ensure that young people could stay connected during a time of unique disruption and volatility.

Students across all stages of education need access to digital devices to thrive and progress. Yet, both then and now, there is an equally pressing need to ensure that teachers have access to a good quality device too. The pandemic necessitated a rapid transition to online teaching, but it

also prompted a wider conversation about the role of digital technologies in the education system.² For some teachers, utilising technology is a routine part of their teaching practice, but for those with limited skills or experience with digital tools it is equally prone to engender frustration or apathy.

The ability of teachers to utilise technology in education can unlock significant benefits

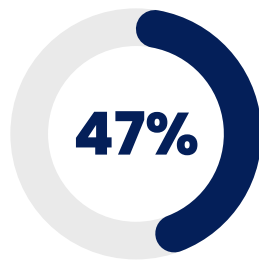
including improving lesson planning, preparing resources and interactive learning materials, engaging in professional development, and undertaking essential administrative tasks. However, realising these benefits is only possible if teachers have access to a good quality device with a keyboard, adequate connectivity at work and at home and the necessary skills to utilise technology. Many teachers

experience limitations across one or more of these factors, which, in turn, may constrain their ability to unlock the full range of benefits, both for them and their students.

The scale of the challenge is underscored by a survey conducted by the Digital Poverty Alliance. The survey of approximately 700 teachers covering 200 schools found high levels of digital exclusion.³



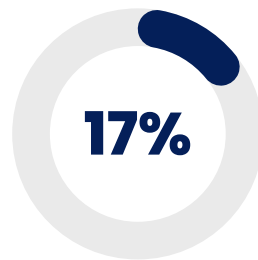
In total, 47% of those surveyed did not have suitable technology to enable them to teach remotely. If the findings of the survey were generalised to the entire UK teaching workforce, approximately 295,000 teachers would be experiencing some form of digital exclusion. Within this group, 24% had internet access but did not have a suitable device to work on, while 16% did have reliable internet, but only a single shared device in their household.



Did not have suitable technology to enable them to teach remotely.

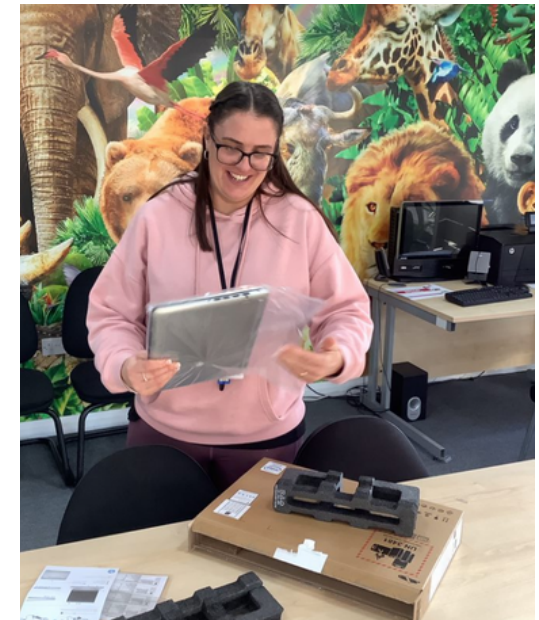
But access is only one part of the puzzle as ownership of a suitable device alone does not develop the digital skills that teachers need, nor the ability to integrate those skills effectively into teaching. Yet, the degree to which digital skills are

integrated into professional standards or promoted as part of CPD training for teaching staff is limited. The Pearson 2023 School Report highlighted that only 1 in 5 educators (17%)⁴ are currently receiving training on digital tools and edtech advances. Considering the pace at which these technologies are changing, the lack of attention to ensuring that the teaching workforce are continually developing their digital capabilities is concerning.



Are currently receiving training on digital tools and edtech advances.

In response to these challenges, the Digital Poverty Alliance, in partnership with Intel initiated the Tech4Teachers project. The project supplied laptops to teachers in schools with high pupil premium numbers along with wraparound



digital skills CPD (continual professional development) training. In total, 75 schools received a total of 750 laptops which were then allocated to teachers within participating schools. The CPD programme was designed and delivered by the University of Wolverhampton who also undertook an evaluation of the programme on behalf of the Digital Poverty Alliance.⁵

Key Findings



Demand & engagement

There was high demand for laptops with 1,750 devices distributed as part of the programme. However, teacher engagement with the academic evaluation and CPD programme was lower than anticipated.



Benefits

The utilisation of digital devices can create professional and classroom-based benefits for teachers. These include flexible working, improved lesson planning and the creation of teaching resources.



Training & capacity

Teacher capacity and a lack of perceived relevance were common barriers to teachers engaging with the CPD training and research evaluation process.



Incentive

Policymakers should focus on activity to provide greater incentivisation for teachers to develop their digital skills. This may include integrating digital skills into initial teacher training (ITT) and as part of the requirements to obtain qualified teacher status (QTS).



Accountability Framework

Policymakers should also consider how digital skills can be developed within accountability frameworks for schools and teachers such as the Ofsted Education Inspection Framework and the DfE (Department for Education) teaching standards.

The policy context in England

Leveraging technology within the education system has been a focus of policymakers for decades. Education experts have been optimistic about the potential for edtech to help schools improve teaching and learning, and ultimately, pupil outcomes.

The benefits

The literature highlights several important benefits from the integration of technology in classroom settings.

These include:

- Leveraging digital technology can increase student engagement and interactivity. Incorporating multimedia content, gamified learning platforms, and online discussion forums can stimulate students' interest and participation in learning activities.⁶
- Digital technologies can cater to diverse learning needs. Adaptive learning platforms and assistive technologies can address a variety of learning requirements, including assisting students with disabilities⁷ through inclusive measures like implementing closed captions and screen readers.
- Schools can utilise analytics and educational data to provide insights into student progress, enabling timely interventions and adjustments in teaching strategies.⁸





The Challenges

However, using technology within education settings is not straightforward. There are a host of challenges which may impact the degree to which technology can be effectively adopted within classroom settings.

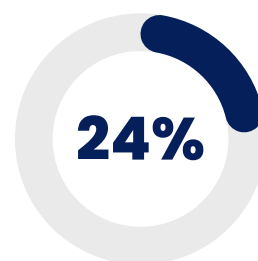
- Digital exclusion can exacerbate inequalities in education. Students who lack access to the necessary technology and internet connectivity are at a disadvantage and bridging this gap is challenging.
- The incorporation of digital technology into education provision necessitates a change in pedagogical practices. Educators may find it challenging to adjust their teaching methods to fully harness the capabilities of digital tools.⁹
- Concerns surrounding data privacy and security may pose a barrier. Safeguarding students' personal information and upholding the security of educational platforms are crucial considerations.¹⁰
- Learning Analytics, whilst having the potential for educators to understand their students' learning, can be further seen as intrusive and non-benevolent.¹¹ Mitigating this through effective policies will be important.¹²

Notwithstanding these challenges, the case for incorporating technology into teachers' pedagogical toolkit is clear to better engage pupils in learning and reduce the administrative burdens of educators. Digital skills are important for both life and work and it is foreseeable that this will remain the case in the future. Building these skills across all stages of education is an urgent need for schools across England and the UK.

However, within the English education system teacher development of digital skills is not prioritised as part of the professional certification process or as part of ongoing teacher CPD. English primary school teachers are not required to demonstrate their digital capabilities within either initial teacher training provision or as part of professional frameworks such as the ITT Core Content Framework (DfE, 2019),¹³ or Teaching Standards (DfE, 2011).¹⁴ Additionally, there is no formal standard for teacher digital skills once they are fully qualified, nor a commitment to demonstrate digital competence as part of ongoing training and professional development.

Further, if we consider the school accountability regime as represented through the Ofsted education inspection framework, Hawley highlights that there is not mention of the words 'digital', 'technology' or 'media' anywhere in this document.¹⁵ This is despite evidence to suggest that a significant minority of teachers see

their own skills as limiting factor in their ability to integrate technology into the classroom. A survey from the Education and Training Foundation found that 24% of teachers consider a lack of confidence in their digital skills as a barrier to using technology in learning.¹⁶



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This may, in part, reflect the challenges of developing frameworks that are able to capture the key aspects of digital competence that keep pace with technological innovation. However, irrespective of these challenges, by failing to require the development of these skills from teachers this could have a knock-on effect in terms of limiting the classroom benefits of technology but also in the development and acquisition of

these essential skills among students.

This can create an impression of disunity between the work of government to promote digital education, yet at the same time not providing the guidance and support for teachers to realise the full potential of digital tools. The DfE published a strategy in 2019 on realising the potential of technology in education.¹⁷

Although the strategy does address the issue of teacher digital skills, we regard the proposed measures and progress to date as insufficient to meet the scale of the challenge. A key policy from the strategy is for the delivery of online training courses for teachers to improve the use of technology within teaching. The programme, however, is voluntary and so may not appeal to educators who may be more sceptical of technology and require more encouragement to develop their digital skills.

Findings from the Programme

The Tech4Teachers programme provided laptops to teachers in areas of economic deprivation. Schools were selected based on an analysis of schools with high pupil premium numbers. This was taken as a proxy to indicate levels of economic deprivation and was anticipated to reflect demand for the scheme. The allocation of laptops was facilitated through school headteachers. In total, 750 laptops were distributed to schools as part of the programme.

An evaluation of the programme was conducted by the University of Wolverhampton. The evaluation intended to investigate whether the Tech4Teachers programme helped to develop teachers' digital skills and improve their implementation of digital technologies within their teaching. The research was a collaborative inquiry with the University's Centre for Research in Education and Social Transformation (CREST)

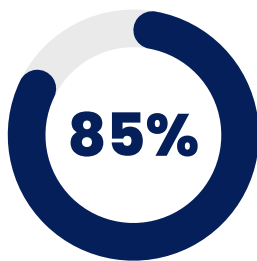
and the Digital Poverty Alliance. Alongside conducting the evaluation, the University of Wolverhampton offered virtual CPD training to help educators develop their digital skills.

Measures of teacher digital competencies would be undertaken before and after the programme utilising SELFIE, an online tool to help schools assess how they use digital technologies for innovative and effective learning¹⁸ and PICRAT, which measures the integration of technology into the classroom.¹⁹ Understanding the extent to which access to a suitable device and CPD training would enhance teacher digital confidence and integration was a key research aim of this project. Overall, the evaluation did find positive effects from the intervention on both the SELFIE and PICRAT scores. On PICRAT teachers reported a perceived increase in technology being used more effectively, and on SELFIE all

respondents perceived that their digital practice improved before and after the intervention. However, despite repeated attempt to encourage teachers to participate in the research process, the sample obtained was not sufficient to lead to generalisable conclusions. Instead, the above findings are obtained from single case study school, which can be found in further detail in the full evaluation report.

Alongside this, a series of research surveys were sent to participants understand the extent to which they utilised and benefitted from the laptops. From the first survey, 20 responses were received. The low response rate may have been due to gatekeeping with emails not passed on to the specific staff participating in the scheme. Other responses indicated that teachers felt unable to commit the time to the survey or felt their participation was a low priority compared to their core work of supporting children.

Despite these challenges, the survey found that 95% of responding teachers found the laptop useful to own with 85% strongly believing that it supported their teaching with only 5% strongly disagreeing. A clear benefit of owning a laptop was that it supported teachers with their planning. It provided them with additional flexibility and the ability to work from home which is something they would be unable to do easily unless they were given a laptop from a school previously or owned one for personal use. Around 15% of teachers also reported using the laptop for personal use in addition to using it to support their teaching practice.



of teachers strongly believed that the laptop supported their teaching with only 5% strongly disagreeing.

The survey also found that teachers reported that ownership of a laptop also had a positive impact on their digital skills.

Overall, 80% of teachers believed that new ownership of the laptop helped improve their digital skills, with 40% strongly believing this. However, 20% disagreed, with 5% strongly disagreeing. It is encouraging to see that a high proportion of teachers did think that the ownership of a laptop helped them build their digital skills. Although a quarter of respondents disagreed, this is not surprising considering that access to a device is not in itself always sufficient to build digital capability.

Teachers also highlighted additional suggestions for how they could be further supported to integrate technology into their teaching. This includes aspects like the ownership of an external storage device, having more digital devices accessible for pupils and additional professional development and training.

Key facts and figures

17% of teachers are currently receiving training on digital tools and edtech advances.⁴

47% of teachers did not have suitable technology to teach remotely. **24%** of this group had internet access but no device to work on, while **16%** had reliable internet, but only a single shared device in their household.³

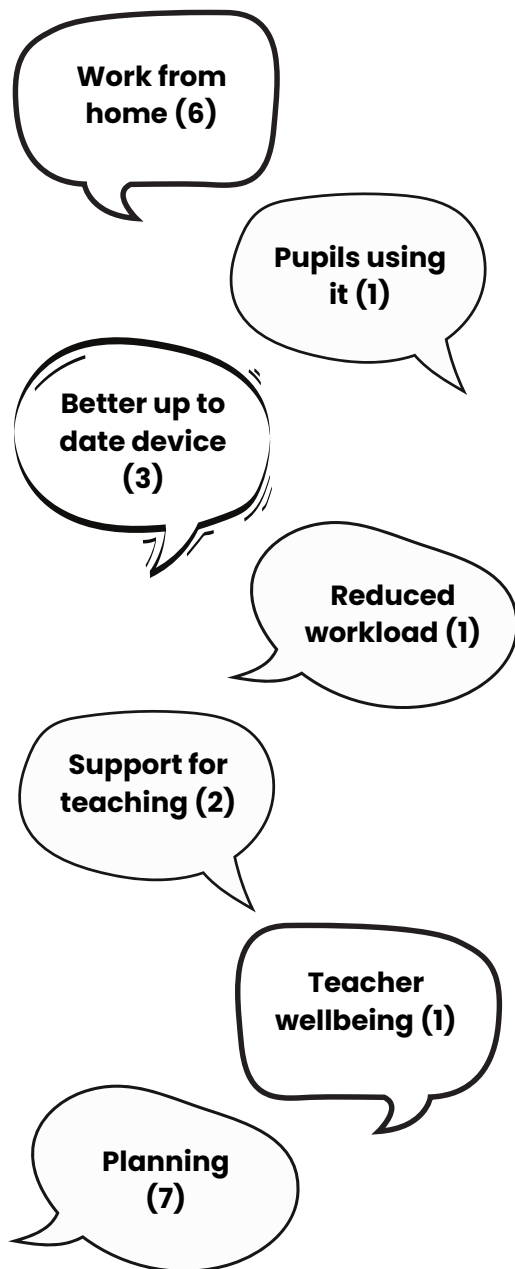
24% of teachers consider a lack of confidence in their digital skills as a barrier to using technology in learning.⁵

95% of teachers found the laptop useful to own.

5% strongly believing that it supported their teaching with only 5% strongly disagreeing.

15% of teachers reported using the laptop for personal use as well as their teaching.

80% of teachers believed that new ownership of the laptop helped improve their digital skills, **40%** strongly believing this.



Why was the laptop useful?

Since the response to the first survey was low, an additional survey was sent to understand why teachers had not engaged in the evaluation research process. This survey received a further nine responses. The response to a question as to why teachers did not attend the CPD session was particularly relevant, and underscores a challenge outlined elsewhere in this paper. The most cited response was that teachers did not have the time or capacity to attend a voluntary CPD session and maintain a focus on existing commitment and workloads. Other reasons included a lack of awareness among teaching staff as to the research element of the programme or a feeling that their participation and receiving digital skills training was not a priority or important to them.

Despite these challenges, corroboration of the survey findings was achieved to some extent through obtaining further testimonials and

impact statements from participating schools. The use of information rich, qualitative data, alongside the results of the survey can help to draw out additional insights as to how teachers utilised and benefited from the laptops. These insights can also be compared to survey data which, if corroborated, has the potential to partially mitigate the low survey response rate. This process, known as data triangulation, allows for the comparison of multiple data sources to increase the validity and reliability of findings.



A recurring theme in testimonials was that the laptop would give the teachers greater flexibility in their ability to undertake their work. In some cases, they highlighted the benefits that the laptops provided when staff needed to self-isolate due to illness. The laptops enabled them to work remotely while continuing to provide support to pupils. This had positive benefits by creating a better work life balance and in one case meant that a teacher was able to develop their professional skills and train to become a specialist dyslexia teacher.

Others highlighted that the laptops were used to supplement engagement of learners who were facing various aspect of digital poverty.

Educators from one school identified the positive impact that the laptop would provide to assist them with the creation of resources to improve the teaching and learning experience. Here, access to technology was seen as an important prerequisite for engagement with the modern education system.

Having a laptop will have a positive impact on my ability to work from home and in different locations throughout the school. It will allow me to produce outstanding digital resources and give students the best possible experience. Access to quality technology is vital to ensure that children get a high-quality education. I strongly believe that the distribution and allocation of technology has to be organised and led by the wider school community, government and non-profit organisations to ensure that the needs of students remain at the centre of any initiatives.

- Teacher at The Bridge Academy, London

I will be using the laptop to support my further education, teaching and lesson planning. I am currently working towards a qualification to become a specialist dyslexia teacher. This involves assessments, report writing, data analysis, research and lesson planning. I also need to do a lot of lesson planning from home and struggle with access to school facilities. This laptop will save me time and manage my work-life balance better.

- Teacher at The Academy of St Francis of Asissi, Liverpool

My new laptop has helped tremendously in being able to efficiently plan and prepare for my lessons. The speed and accessibility of the laptop is next to none. It will also help me to access home lessons with ease if remote learning is reintroduced.

- Teacher at Berrymede Infant and Junior School, London

Based on the survey data and testimonial responses, we were able to present evidence that the provision of laptops to teachers had a range of positive benefits for teachers and for their practice. However, due to challenges with teacher participation we were unable to demonstrate whether the provision of laptops along with digital skills training sessions increased the digital skills of teachers. The responses received from the PICRAT and SELFIE exercises did indicate improvements in teacher reported digital skills and technology integration, however since the sample was limited to a single case study school, we cannot claim that these findings are widely generalisable. Similarly, participant surveys also showed high levels of agreement that the laptop helped improve digital skills. Again, however, the small number of respondents places clear limitations on generalisability claims.

Discussion

The high demand for devices as part of the Tech4Teachers programme indicates that there is an unmet need for suitable digital devices for teachers in areas of high economic deprivation. The research found that some schools are continuing to use devices well beyond the periods that they would usually be refreshed, or in some cases, staff are sharing multiple devices between them. However, although there was a high demand for devices, engaging teachers in the evaluation and CPD programme proved to be challenging.

The experience of the Tech4Teachers programme provides lessons for the delivery of similar programmes as well as specific policy recommendations concerning the integration of technology within the school system in England.

One of the key findings from this project was that teachers did not feel they had adequate capacity to engage with the CPD programme or with the research process. This finding is consistent with a wider body of literature on teacher professional development. Krille (2020),²⁰ in her systematic review of teachers participation in professional development, highlights that the high workload of teachers is the most common reason for not engaging in professional development. The answers from gatekeepers about the lack of participation were mainly to do with the lack of time that teachers have. Whilst sympathetic to this, there is a trade-off between time taken to participate in training and the lasting benefits that it can provide. Some teachers also perceived that they would not benefit from the digital training itself, that the timing

of the training was unsuitable (although training was designed to avoid core teaching hours), that they did not know that there was a research element to the Tech4Teachers scheme, and that staff were worried about misrepresenting the school or themselves during training.

Although it is disappointing that many teachers were unable to engage in the programme, it is not surprising given the range of commitments and responsibilities that teachers need to focus on. Going forward, we would suggest that there is a greater strategic role for senior leadership to play in promoting and fostering a digital culture. Gumus (2013),²¹ for example, notes that school principals have a significant role in promoting the importance of in-service professional development activities for teachers.

Efforts should be made to integrate more CPD time for teachers to focus on developing their digital skills.

Irrespective of whether this development time is mandated by national frameworks, there is an equally strong role that senior leaders can play in encouraging staff to develop their digital capabilities. A shift in the capability of teachers is reliant on priorities set by school leadership, which in turn are usually responsive to national policy agendas and outcomes like recent Ofsted inspections.

There is still a complimentary role that national frameworks can play in developing teacher digital skills. As mentioned previously, we believe there may be a stronger role for regulation to mandate demonstrations of competency as part of ITT, QTS and the Ofsted inspection frameworks. We

recognise that this would need to be considered very carefully to minimise additional burdens on the workloads of teacher. A point of resistance, and expressed in the survey to teachers, is that individuals may feel that they are already digitally skilled and would not benefit from additional digital training. In some cases, this may be true. However, there is also a common tendency for people to overestimate their levels of digital capability.²² As such, requiring demonstration of digital skills as a compulsory element of teacher CPD would help to promote a higher skilled and digitally enabled teaching workforce.

The experience of running the Tech4Teachers programme also generated insights into how similar programmes could be run in the future. The distribution of laptops was agreed by contracts between the schools and the Digital Poverty Alliance. However, it may have

been more effective for the agreements to be made between the DPA and the teachers receiving the laptops. The formalisation of a contract signed by the individual receiving the laptop may have improved motivation and awareness about the requirements to participate in the research process and the CPD programme. Furthermore, it would have been helpful to establish a more standardised approach for laptop distribution, rather than leaving it to the discretion of headteachers. Additionally, the timings of the CPD sessions, while designed to avoid clashes with teaching activity, may have interfered with extra-curricular responsibilities.



Recommendations



Professional Frameworks

Policymakers should consider mechanisms to embed criteria for evidencing teacher digital skills within professional frameworks including ITT, QTS and education inspection frameworks.



Demand

This research indicates that there is currently an unmet need for 1:1 digital devices among a significant proportion of teachers in the English school system. DfE should work to further understand the scale of this need.



Training & capacity

A dedicated programme of support is required to ensure that all teachers can access a 1:1 device, as well as connectivity and skills support if required.



Incentive

School senior leadership should encourage teachers to undertake dedicated CPD to focus on the development of digital skills and their integration within the classroom.



Accountability Framework

Programmes to supply devices to teachers should be facilitated through agreements with individual teachers. The scheme should lay out the clear benefits of digital training to highlight the potential classroom impacts.

Next Steps

About Us

The Digital Poverty Alliance is a charitable initiative that aims to unify action between government, industry and the third sector with the aim of ending digital poverty in the UK once and for all by 2030. We do this through advocacy, research, community building and delivery.

What's next?

As well as advocating for action on the policy findings set out in this report, we will be working with other organisations to amplify this call to action.

In addition, we will be seeking funding to allow us to run a third wave of Tech4Teachers, with the aim of finessing the solutions, by working with Academy Trusts and local authorities to identify training programmes, timings and methods that can best work for teachers, with further research.

If your organisation would like to support this work, or similar projects supporting other groups in digital poverty, you can contact us at hello@digitalpovertyalliance.org



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