
This study investigates issues related to the use of ICT in seven Dutch schools, in which gender and ethnic differences have been identified, namely computer use in and out of school, computer skills, learning outcomes when ICT is used, pupils’ attitudes towards ICT and their way of working with computers. It found out that gender differences, especially in primary education appeared to be small. In secondary education, the computer attitude of girls seems to be less positive than that of boys, girls and boys take on different tasks when working together on the computer and they tackle ICT tasks differently. Pupils from an ethnic minority background in both primary and secondary education appear to consider themselves to be less skilled ICT users than pupils from the majority population. The study further found that ethnic differences in participation in ICT activities at school in both educational sectors. Pupil from an ethnic-minority background use the computer at school less for gathering information and preparing talks and papers and more for drill and practice. Differences between pupils from an ethnic-minority background and from the majority population in access to certain forms of ICT use out of school are confirmed at school instead of being compensated for. The researchers formulated a number of strategies for a diversity-oriented ICT policy at school level on the basis of the study.

**Keywords:** Applications in subject areas; Gender studies; Secondary education; Ethnic; Elementary education; Netherlands.