Building a learning culture for the digital world
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Presentation of the situation in France : literature revier

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I. The organization of the French school system

a) Some figures : Number of schools, pupils and teachers

Schools	Age	Number of pupils	Number of teachers
Nursery schools	From 2 to 5	2 463 450	377 678
Primary schools	From 6 to 11	4 240 300	
Secondary schools	From 12 to 15	3 342 900	
High schools	From 16 to 19	2 258 100	488 805

Since 28 July 2019, Education is compulsory for all children, French and foreign, from the age of 3 until the age of 16. Parents may choose to send their child to a school (public or private) or to provide education themselves. From the start of the 2020 school year, young people aged 16 to 18 are obliged to receive training. The local missions monitor compliance with this obligation.
 Source : https://www.service-public.fr/

b) How are the educational structures managed?

Each School in France is managed by two separate identities:
   a) Ministry of Education
   b) Local authorities

a) Ministry of Education
Its mission can be described as followed:
   • Training, monitoring and pay all the teachers
   • Providing and making all teaching materials
   • Organizing and controlling the final exam

b) Local authorities
The locals authorities have the ownership of their schools:
   • Pay the admnistrative and maintenance staff
   • Have to take care of the building
   • Assure the safety of their school
   • Feed the studends
   • Take care of the school transportations
   • Fund extra school activities
   • Purchase school equipment

Source: Ministry of Education

II. French education and ICT .

a) The Digital equipment for schools

In primary education

	Kinde	Primary	Average
Number of computers1 per 100 pupils	6,3	14,4	**11,9**
Number of mobile classrooms per 1,000 pupils	0,6	3,6	**2,7**
Number of video projectors per 1,000 pupils (excluding NICs)	6,4	14,9	**12,3**
Number of interactive digital boards per 1,000 pupils	3,9	17,0	**13,0**
Share of schools with a project including a digital component (%)	42,9	71,5	**62,8**

*1. Desktop computers, laptops, *netbooks*, tablets, etc.

In secondary schools :

	College	High	High	Average
Number of computers1 per 100 pupils	33,8	43,9	62,0	38,4
Number of mobile classrooms per 1,000 pupils	2,6	1,1	2,0	2,2
Number of video projectors per 1,000 pupils (excluding NICs)	32,2	42,2	50,1	36,0
Number of interactive digital boards per 1,000	17,7	13,3	20,3	17,1
Share of schools with a project including a digital component (%)	94,6	93,2	91,8	94,0

As the below tables show:
Mobile classrooms are mainly found in elementary schools (3.6 per 1 000 pupils). They are almost non-existent in kindergartens and are rare in secondary schools.
On average, the number of interactive digital boards (DIBs) ranges from 13.3 to 20.3 per 1 000 pupils in secondary education, depending on the type of school. In primary education, it is 17.0 in elementary schools and very low (3.9) in nursery schools.
There are more video projectors than NICs in secondary education (36.0 per 1 000 pupils).

In primary education, 80% of elementary schools offer services accessible on the Internet outside the school, while almost all secondary schools and high schools now do so. A fairly recent service, learning platforms are offered by 44% of high schools.

b. School services accessible outside the school via the Internet (% share of schools)
In primary education

	Kindergarten	Primary	Average
Filtering device	53,3	82,2	**73,4**
Charter of good use of the Internet	34,0	76,1	**63,2**
Data rate between 512 kb/s and 2 048 kb/s	51,5	52,0	**51,8**
Data rate greater than or equal to 2 048 kb/s	33,8	37,5	**36,4**
Internet access for at least half of the	58,7	82,9	**75,5**
Internet access available to students in a room outside the classroom	25,1	52,0	**43,8**

In secondary education

	Secondary school	High School General	High School Pro.	Average
Filtering device	99,1	98,7	99,0	**99,0**
Charter of good use of the Internet	98,0	98,1	96,3	**97,9**
Data rate between 2 Mb/s and 10 Mb/s	39,9	18,8	29,4	**34,6**
Data rate greater than or equal to 10 Mb/s	52,9	78,4	65,5	**59,3**
Internet access for at least half of the classrooms	95,0	94,0	95,5	**94,8**

Internet access and security (% share of schools)
The overall speed of the Internet connection is higher in secondary schools than in primary schools. Half of the schools have a speed of less than 2 048 kilobits per second (kb/s). In secondary education, 78% of LEGTs, 66% of LPs and 53% of secondary schools have an overall Internet connection speed of over 10 megabits per second (Mb/s). In addition, 82% of elementary schools and 99% of secondary schools in the public sector use an Internet access filtering device.
More than half of nursery schools and eight out of ten elementary schools have Internet access in most of their classrooms. In secondary education, more than nine out of ten schools have Internet access.
Source: MENJ-Mesri-Depp and MENJ-Mesri-DNE, ETIC survey *in public primary and secondary schools*

c) Pedagogical use of digital technology in secondary schools and teacher training in information and communication technologies (ICT)

	France		European average (15)[1]	
	2013	2018	2013	2018
Teachers using ICT by pupils in class or in projects	24,2	36,1	35,3	49,2
Teachers with high ICT training needs	25,1	22,9	18,0	14,5
Teachers who participated in ICT-related in-service training activities2	39,8	50,2	53,3	58,2
Positive impact of in-service ICT training activities on teaching style3	77,0	Abs	80,3	Abs

Despite the low use of ICT in the classroom, French teachers show an interest in ICT.
Indeed, this is one of the areas where their in-service training needs (23% of teachers) and participation rates are high (50%, an increase of 11 percentage points since 2013).
Moreover, the majority of teachers who had taken part in in-service training activities in the field of ICT stated that these activities had had a positive impact on their teaching (77% of teachers), as did their European colleagues.
In 2018, 36% of teachers in French secondary schools suggested that students regularly use information and communication technologies (ICT) in class or in projects, an increase of 12 percentage points since 2013. However, this practice is more common in other European countries (49%) (see figure below).

Legend
Abs: lack of results due to the nature of things.
1. European average calculated from the 15 countries that participated in the last two rounds of TALIS (2013 and 2018), excluding France.
2. Percentage calculated on the basis of teachers having participated in in-service training activities in the 12 months preceding the survey.
3. Percentage of teachers who state that ICT-related in-service training activities undertaken in the last 12 months prior to the survey had a positive impact on their teaching.
Scope: countries that participated in the last two rounds of TALIS (2013 and 2018): Bulgaria, Croatia, Czech Republic, Denmark, Estonia, Finland, France, England, Italy, Latvia, Netherlands, Portugal, Romania, Slovakia, Spain, Sweden.
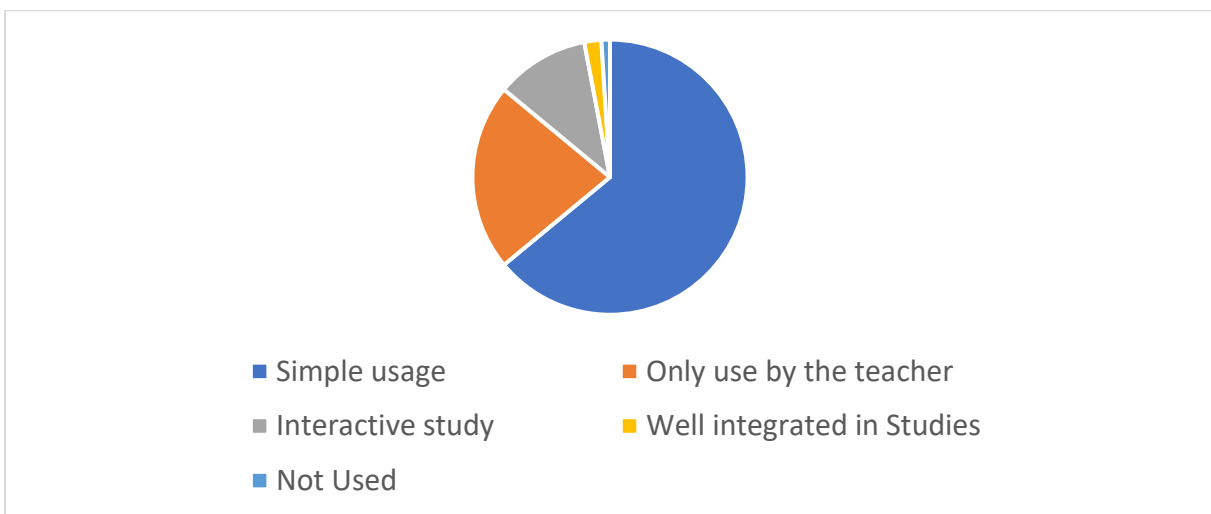Source: OECD, TALIS databases 2013 and 2018.

d) Does each student have an access to communication tools ?

Many students do not have access to communication tools, as the following table shows.

	Wtihout any PC or Tablet	Without any internet connection	Without any cellphone	With a limited connection
Elementary	166 813	46 080	16 592	50 756
Secondary	107 232	46 569	21 132	80 006
Total	274 045	92 649	37 715	130 762

Source: Ministry of Education (April 2020 census)

e) How do teachers use Internet ?

- Simple usage
- Only use by the teacher
- Interactive study
- Well integrated in Studies
- Not Used

As we can see on the figure above, internet is in majority used for simple usage.
Then a large part is for teacher alone.
Just a few percentage is used for interactive study.

III.   The reality of digital knowledge

a) Result of a survey

A survey published on the National Education website shows that :
Fourth graders in French high schools occupy a median position in digital literacy and computer thinking among the participating countries. In digital literacy, the differences in scores are greater within countries than between countries.

In France, as in the vast majority of participating countries, girls outperform boys in digital literacy, while the gap is not significant in computer thinking.

In both domains assessed, average scores are higher for pupils from more socially advantaged backgrounds or with more cultural resources at home, such as books.

Finally, performance is higher when the rate of digital equipment in families is high. In France, this impact is lower than for the average country.

Source : https://www.education.gouv.fr/icils-2018-evaluation-internationale-des-eleves-de-quatrieme-en-litteratie-numerique-et-pensee-7037

b) The illectronism in France

According to the study "Illectronism in France" (CSA, 2018), **nearly a third of French people have already given up doing something because they had to use the internet**, particularly concerning leisure activities, administrative procedures and social relations (family, friends and relationships). For these "quitters", the internet remains a complex but worthwhile tool. Surprisingly, the CSA study revealed that this segment of the population was particularly well equipped with digital tools. Thus, the digital divide has become somewhat fragmented into sub-sections. Today, **the gap is no longer about access to the Internet, but rather about the way users use it**: to study, get information, have fun or work.

IV. The health crisis and its impact on education

a) Surveys conducted by DEPP

These unusual educational arrangements that last for months can have a significant negative impact on the skills and economic prospects of young people for the rest of their lives. As soon as the pandemic began, the World Bank began working with countries to help them deal with this crisis.

During the containment period linked to the health crisis from March to May 2020, the DEPP conducted seven surveys among parents of secondary school students and their children, teachers in schools, colleges and high schools, and national education staff. More than 100,000 people were interviewed in May 2020.

During the lockdown period, almost four out of ten secondary school students reported spending an average of at least three hours per day on school work.

The students who worked the most were more likely to be among those who, according to their parents, were good or excellent students. Girls, and pupils from very privileged backgrounds, also worked more. In addition to the quantity, the nature of the work done also differed, depending on the school level. A quarter of secondary school pupils were fully independent in their work, and of those who were not, the majority were helped by the family (85%). In the absence of autonomy, parental assistance in carrying out schoolwork was more frequent among pupils with academic difficulties (92%) than among pupils with an excellent level (79%), among boys (69%) than among girls (58%), and to a lesser extent among pupils from privileged backgrounds (89%) than among those from disadvantaged backgrounds (81%). According to parents, this schoolwork benefited the best pupils and girls more. On the other hand, parents of pupils from very privileged backgrounds were less likely than those of pupils from disadvantaged backgrounds to say that the schoolwork had been useful to their child.

Source: Meriam Barhoumi, DEPP-B1 May 2020

b) The real impact

During the lockdown, the national education system switched to all-digital technology as a tool for educational continuity.

Inequalities between students and teachers were revealed, highlighting the lack of a compulsory digital training requirement for teachers.

But contrary to popular belief, young people, millennials, including students, also lack digital skills.

14 million French people are not digitally literate and almost one in two French people is not comfortable.

People with disabilities, who represent one in five of the digitally excluded.

Prisoners, patients hospitalized without their consent, and foreigners are even more digitally excluded, as are illiterate people (2.5 million)

A study carried out thanks to PIX: (platform for the evaluation and certification of digital skills) on a specific public

The survey of students in secondary schools (pupils in the [third] year of secondary school, pupils in the final year of secondary school, students in initial training in higher education institutions, trainees in continuing education provided by public education services and institutions) revealed the following situation:

Source : https://www.unml.info/actualites/actualites-partenaires/20212/pix-resultats-de-lenquete-menee-fin-2020

V. The government's digital policy

a) Up to 2022

Undertaken since 1998 by all successive governments, the generalized dematerialization of public services, at a forced march, for 2022 leaves three out of five French people unable to carry out administrative procedures online.

Even the General Inspectorate of Social Affairs was unable to carry out a test of an online application for housing benefit in December 2019!

The right to refer matters to the authorities electronically has become a de facto obligation, even though the Council of State recalled on 27 November 2019 that electronic referrals are not legally binding.

This dematerialisation could save the State 450 million each year. The management of administrative complexity is outsourced to users, who cannot turn to the counters of administrations, which have closed. The ergonomics of public websites are lagging far behind. Many users become discouraged and give up their rights.

b) Digital training for teachers

The equipment of schools and colleges has progressed in recent years. All teachers are concerned by the use of digital tools and their integration into teaching practices.

The C2i2e (computer and Internet certificate level 2 "teacher") skills are developed within the framework of the masters degrees dedicated to teaching professions. This integration into the basic courses of the MEEF masters is a sign of the indispensable and necessary nature of these skills for the teaching profession today.

The Ministry of National Education, Youth and Sports and the Ministry of Higher Education, Research and Innovation are currently working to establish a system for certifying teachers' digital skills.

Since 2016, numerous digital training initiatives have been proposed, under the national training plan steered by the Directorate-General for Education, or under the academic training plans. As part of the 'collège plan', aimed at 171,000 teachers, of the 8 days of training planned, 3 days were dedicated exclusively to digital technology.

M@gistère is an online training system accessible to all national education staff:

- Teachers in the public and private first and second level under contract;
- Supervisory staff;
- Administrative, technical, health and social staff of the national education system;
- Students and teachers from INSPÉ and universities;
- Staff of Canopé, CNED and ONISEP;
- Agricultural education staff;
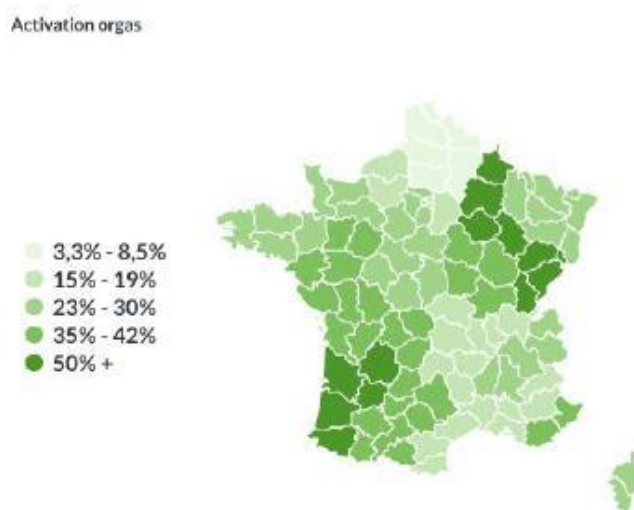- French teachers abroad (AEFE and Mission Laïque Française).

Source : https://www.education.gouv.fr/l-utilisation-du-numerique-l-ecole

c) PIX: a platform for the evaluation and certification of digital skills

The PIX system replaces the Brevet informatique et internet (B2i) and level 1 of the Certification informatique et internet (C2i) from the start of the 2019 school year. PIX allows pupils, students and trainees in continuing education to have their digital skills assessed online. The platform determines whether they have mastered the skills defined by the reference framework for digital skills (CRCN). PIX provides its users with a **certification of** their level of competence.

At the start of the 2020 school year, Pix will be extended to all secondary schools. Certification will have to be taken by all classes in the last class of secondary school and high school

Results of the last PIX survey

Source : https://www.unml.info/actualites/actualites-partenaires/20212/pix-resultats-de-lenquete-menee-fin-2020