



University of Liege
Psychology and
Education

SURVEY OF SCHOOLS: ICT IN EDUCATION

COUNTRY PROFILE: FRANCE

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1. INTRODUCTION

ICT IN THE SCHOOL EDUCATION SYSTEM OF FRANCE

In France the Department for National Education oversees the schools system where the State plays a major role in governance although local authorities have been playing an increasingly significant part in governance. The State defines the details of curricula at all education levels; it organises the teachers' admissions procedure, defines content, recruits teachers who become civil servants, provides them with in-service training; it recruits and trains inspectors, responsible for controlling the quality of the education system; it is the main funding body of the public education system. Local authorities have been playing an increasingly significant part in governance, ensuring the material operation of the system (construction and maintenance of school buildings, school transport, supply of educational materials, etc.). Schools, collèges and lycées have some flexibility in how they manage budgets granted by the state, as well as in the definition of what educational strategies to adopt in order to achieve national objectives.¹

According to Eurydice's **Key Data on Learning and Innovation through ICT at school in Europe**², in France there are national strategies covering training and research measures in the areas of ICT in schools, digital media literacy and e-skills development, and research projects in the area of e-inclusion. There are central steering documents for all ICT learning objectives³ at both primary and secondary education, except for using mobile devices and developing programming skills, and using social media is only at secondary level. The societal impact of ICT is an additional ICT learning objective in their curricula. In primary and secondary schools ICT is taught as a separate subject, included within technology as a subject, and is also a general tool for other subjects/or as a tool for specific tasks in other subjects. At primary and secondary education level support is provided in all hardware categories⁴, except e-book readers and virtual learning environments where support only is provided, and in all software categories. According to official steering documents both students and teachers at primary and secondary level are expected to use ICT in class, and for complementary activities. There are no central recommendations on the use of ICT in student assessment. Public-private partnerships for promoting the use of ICT are encouraged in private funding for hardware and software in schools.

THE SURVEY OF SCHOOLS: ICT IN EDUCATION

In 2011, the European Commission Directorate General Communications Networks, Content and Technology⁵ launched the Survey of Schools: ICT in Education, the primary goal of which is to

¹ <https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Home>

² http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/129EN.pdf, published in 2011, specifically the following tables and associated commentaries: A6, B6, B7, C2, C3, C4, C12 and E10

³ i.e. knowledge of computer hardware and electronics, using a computer, using mobile devices, using office applications, searching for information, using multimedia, developing programming skills, and using social media

⁴ from a range of hardware and software, i.e. computers, projectors or beamers, DVDs, videos, TV, cameras, mobile devices, e-book readers, smartboards, virtual learning environments; tutorial software, office applications, multimedia applications, digital learning games, communication software, digital resources

⁵ www.ec.europa.eu/dgs/connect/

benchmark countries' performance in terms of access, use and attitudes to ICT at grades 4, 8 and 11. The Survey of Schools is one of a series within the European Union's cross-sector benchmarking activities comparing national progress to Digital Agenda for Europe (DAE) and EU2020 goals. The Survey is funded by the European Commission Communications Networks, Content and Technology Directorate General and is a partnership between European Schoolnet and the Service d'Approches Quantitatives des faits éducatifs in the Department of Education of the University of Liège. The survey took place between January 2011 and May 2012, with data collection in autumn 2011, and covered 31 countries (the EU27, Croatia, Iceland, Norway and Turkey). In four countries (Germany, Iceland, Netherlands and the United Kingdom) the response rate was insufficient, making reliable analysis of the data impossible; therefore the findings in this report are based on data from 27 countries.

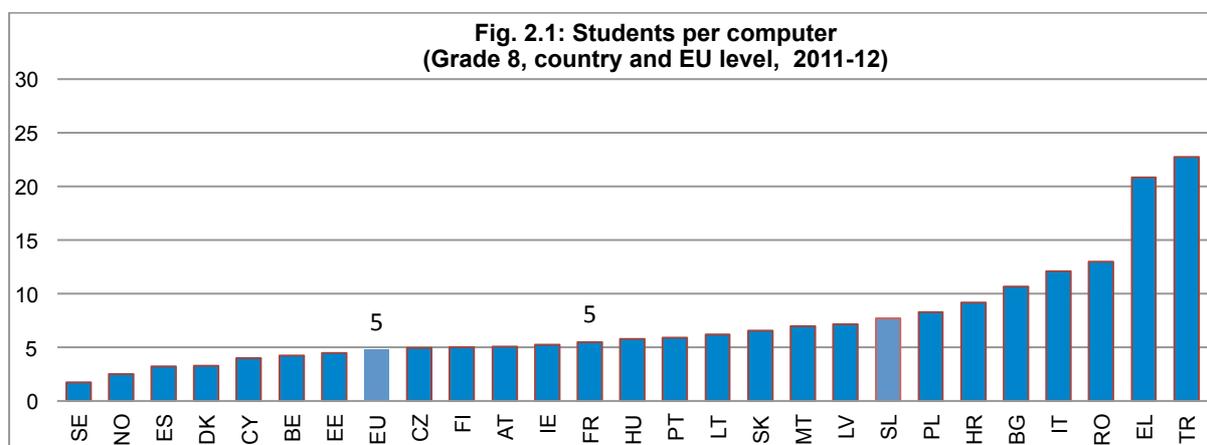
This country profile should be read in conjunction with the Report of the Survey of Schools: ICT in Education (the 'main report'). The profile presents key indicators concerning access, use and attitudes to Information and Communication Technology in primary and secondary schools derived from responses to surveys completed by head teachers, teachers and students, showing national results against the EU average and, where possible, for grade 8 only. Charts for this grade are shown but not for other grades for reasons of brevity and clarity and because results at this grade tend to be indicative of all grades (i.e. having the characteristics and revealing issues found both at grade 4 and at grade 11). The text provides information about the results and rankings at other grades and a reference to the particular chart in the main report.

The full report, country profiles, background information, questionnaires, tables, details of the methodology and the raw data are freely available at <https://ec.europa.eu/digital-agenda/en/pillar-6-enhancing-digital-literacy-skills-and-inclusion>. The authors may be contacted at essie-eu@eun.org and information about the survey is at <http://essie.eun.org>.

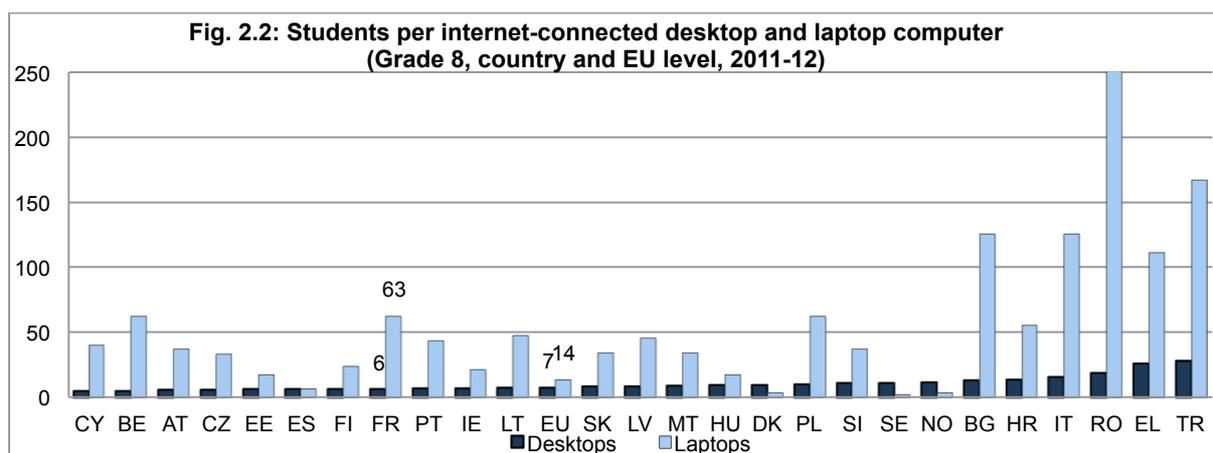
2. ICT INFRASTRUCTURE

AVAILABILITY OF COMPUTERS FOR EDUCATIONAL PURPOSES

A computer is defined as a desktop or laptop, netbook or tablet computer, whether or not connected to the internet, available for educational purposes in school. In France there are more computers available for grade 11 students than the EU average, and fewer at other grades (main report, fig. 1.1). Fig. 2.1 below shows that at grade 8 France is ranked 12th, placing it in the middle group of countries with 5 students per computer. France ranks slightly lower at grade 4, while at grade 11 vocational it is among the leading group of countries, ranked fourth, with a ratio of 2 students per computer (main report fig. 1.1).



In terms of internet-connected laptop computers, ratios vary markedly between grades: at grade 8 France ranks in the bottom group of countries (fig. 2.2). At grade 11 general this is also the situation, but at grade 4 it is in the leading group of countries, and at grade 11 vocational in the middle group of countries (see main report fig 1.2).



The higher the percentage of students from low-income families in a school, the more online desktop computers tend to be available in grade 11 general schools in France (main report, section 1).

Computers are divided almost equally between dedicated labs and classroom at grade 4, at grade 8 around 1 in 3 students go to schools where computers are located in classrooms, at grade 11 general around half of computers are in dedicated labs, higher at grade 11 vocational, with other computers

divided between classrooms, libraries or other locations (main report, fig. 1.3). France is ranked at grade 8, tenth lowest at 73% compared to the EU average of 76 % of students, in schools where over 90% of computers are operational (main report, fig. 1.4). Fewer students have access to interactive whiteboards, among the lowest group of countries at all grades, except at grade 11 vocational where France is ranked seventh and is among the leading group (main report, fig. 1.5).

BROADBAND

In France the percentage of students in schools without broadband is generally lower than the EU average at grades, all being connected at grades 4 and 11 vocational. At all grades, the percentages of students in schools with broadband speeds faster than 10mbps, is lower than the EU mean, except for grade 8 which is higher. A higher percentage of students are in schools with more than 100 mbps at grades 4 and grade 11 vocational, but a lower percentage at grade 8 with none at 11 general.

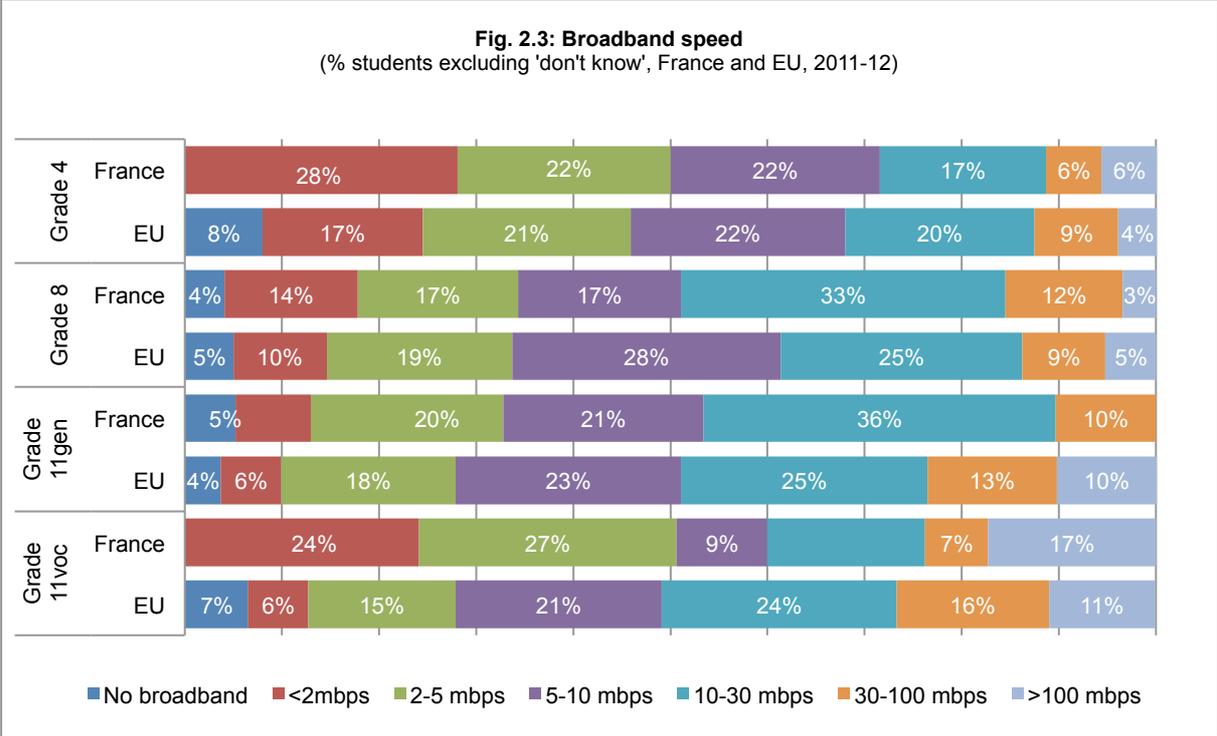
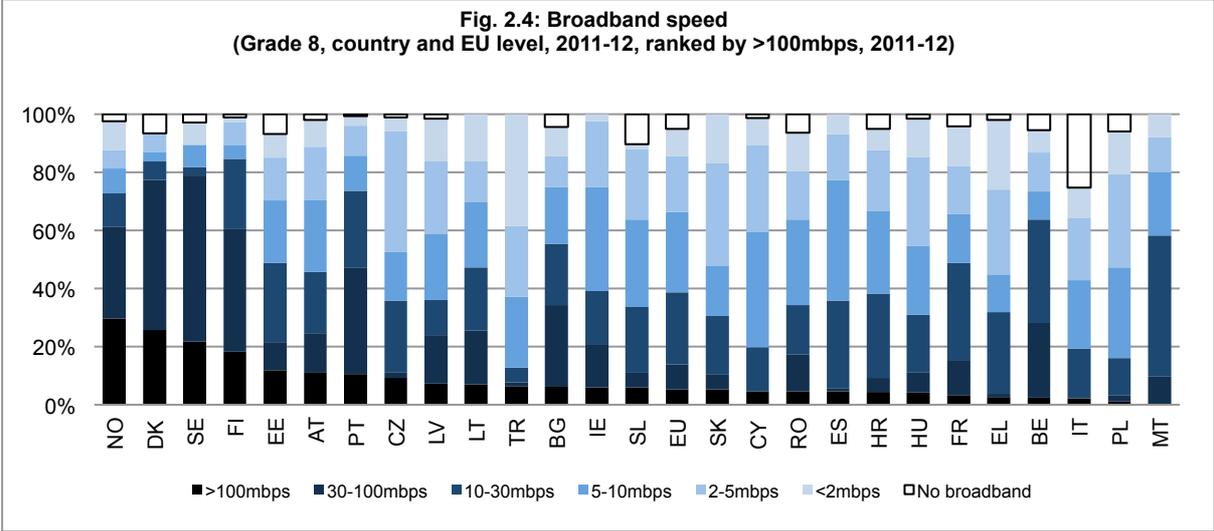
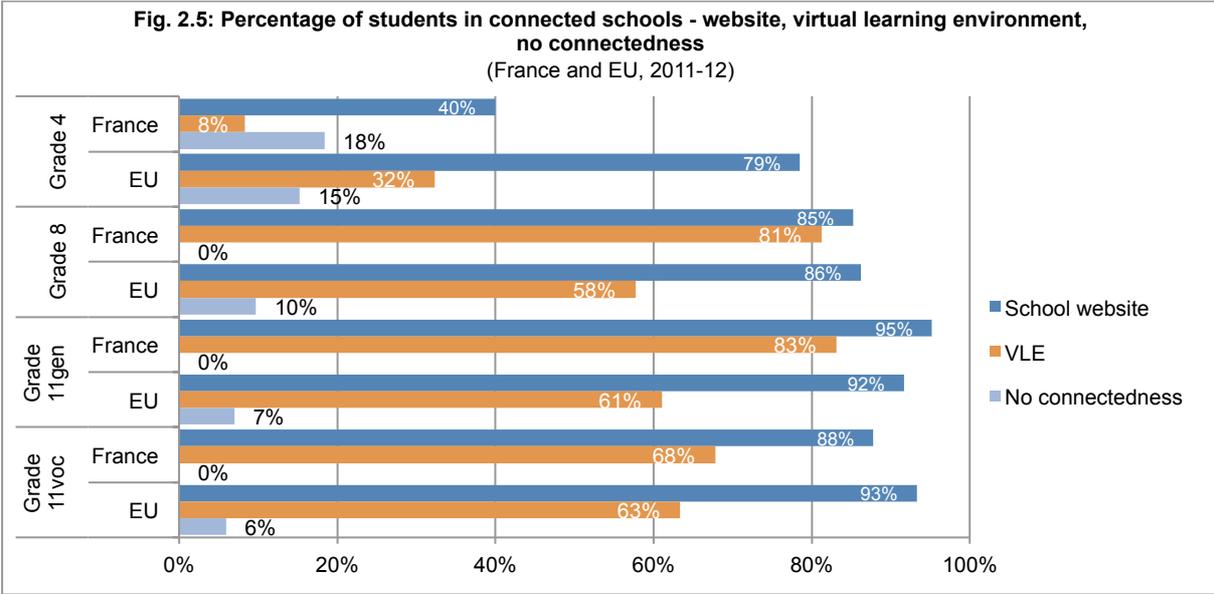


Figure 2.4 shows how France compares with other countries at grade 8: almost 50% of students are in schools with faster than 10mbps broadband, among the top ten countries in this respect. However, France is ranked among the bottom group of countries for the percentage of students in schools with more than 100 mbps. At other grades France ranks third lowest compared with other countries at grade 11 general, but at grade 4 and grade 11 general is in the leading group of countries, with no students attending schools without broadband (main report fig 1.8).

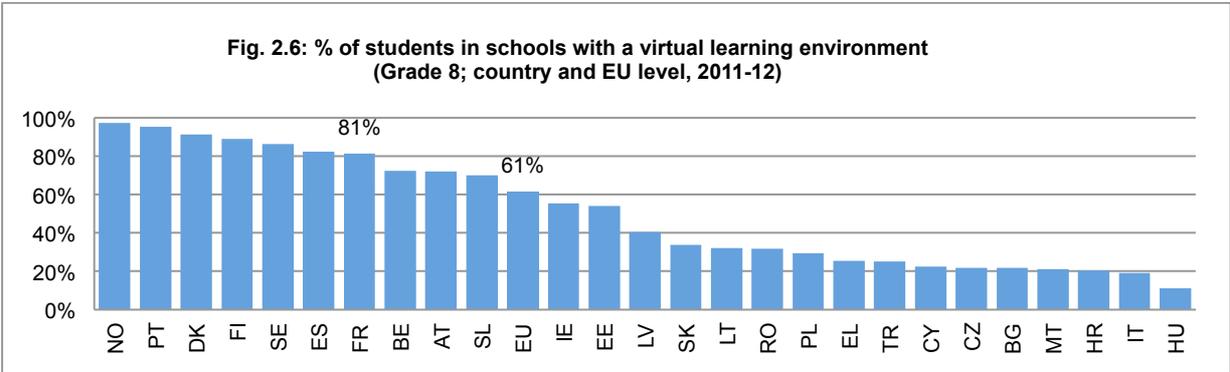


'CONNECTEDNESS'

In France, the percentage of students in schools with a website is close to the EU mean at all grades except grade 4 which is considerably lower. There is a notably higher percentage of students in schools with a virtual learning environment than the EU mean at grades 8 and 11 general, and close the EU average at grade 11 vocational. There are no 'unconnected' schools except at grade 4, where the percentage of students in such schools is slightly above the EU average.



France ranks well above other countries as regards virtual learning environments at grade 8, as seen in fig. 2.6. At grade 11 general France ranks eighth, and at grade 11 vocational is among the middle group of countries; however at grade 4 France ranks second from last on this measure (main report, fig 1.10).

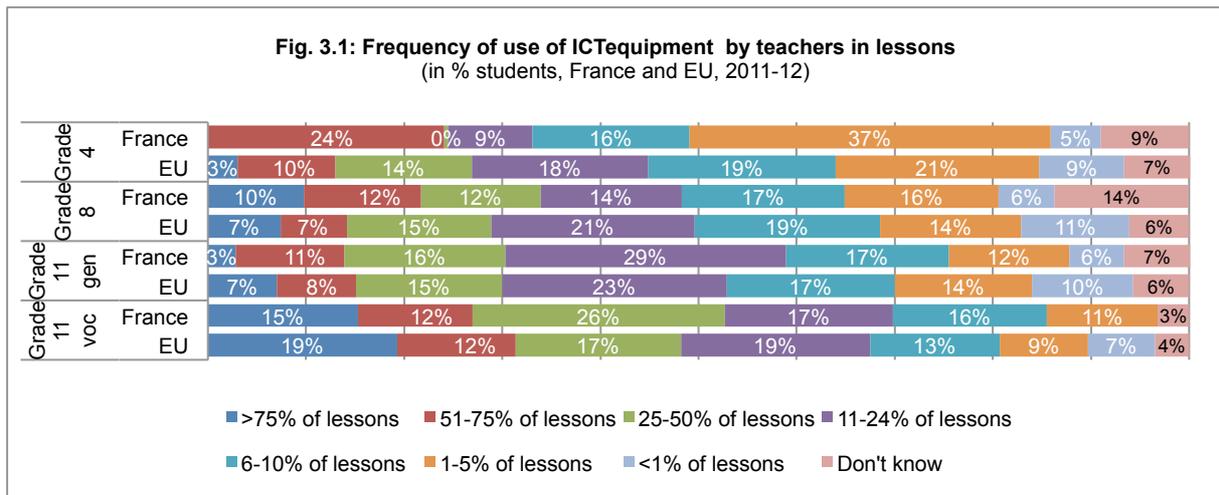


In France, of schools with VLEs, the majority offer external access, and at grade 8 France is among the leading group of countries on this measure, at grade 11 is positioned in the middle group of countries, but at grade 4 ranks in the bottom group of countries (main report section 1).

3. FREQUENCY OF ICT USE IN CLASS

FREQUENCY OF ICT USE BY TEACHERS IN CLASS

Teachers' frequency of use of ICT in lessons is shown in the charts below. In France use of ICT by teachers at all grades is close to the EU average. There are more teachers using ICT in more than 25% of lessons, above the EU average, at grade 8 and close to the average at other grades. The most intense use is at grade 11 vocational where nearly a third use ICT with their students in more than 50% of lessons.



Teachers in France are slightly above average users of ICT in lessons except at grade 4 when considering percentages using ICT in more than one in four lessons.

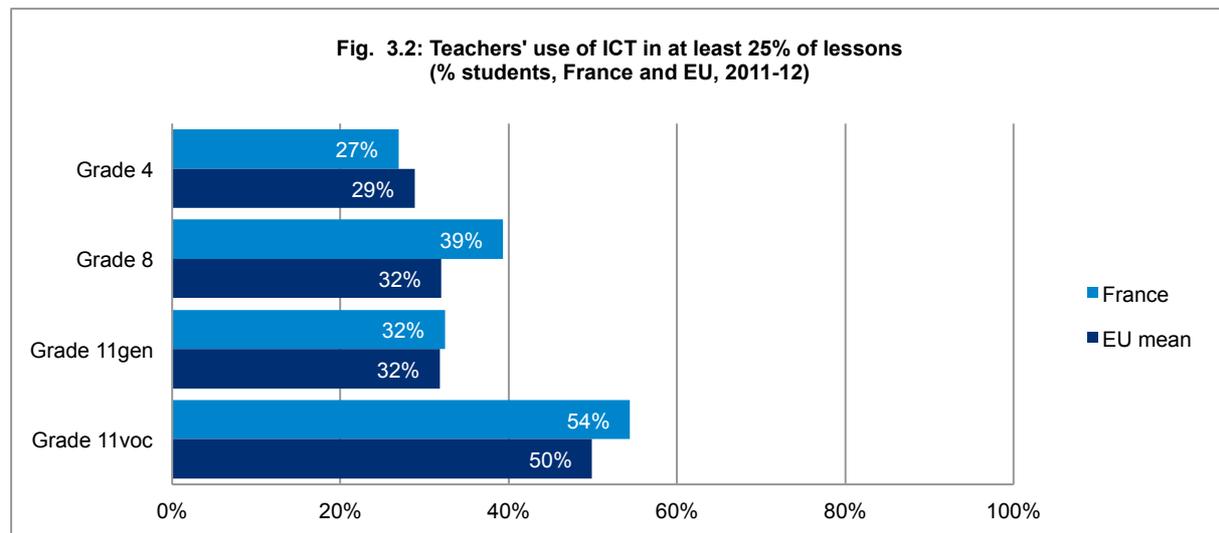
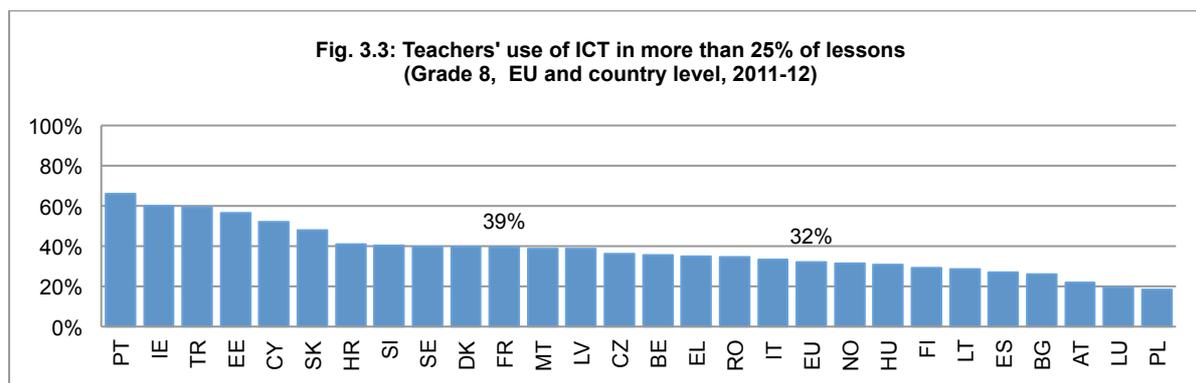


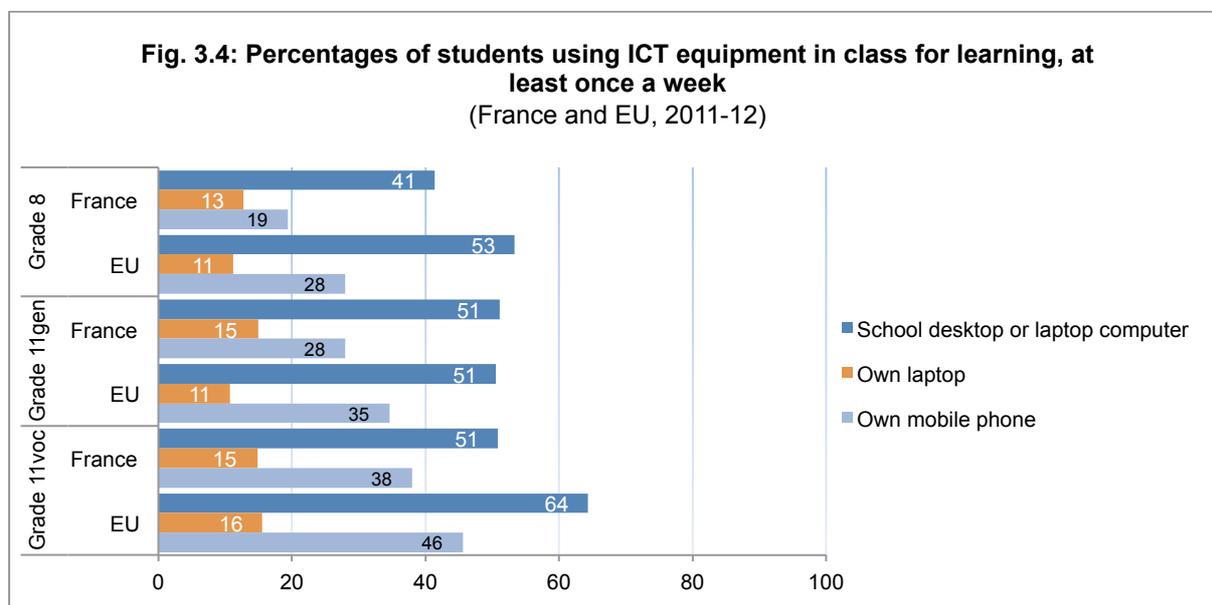
Fig 3.3 shows France ranks in the middle group of countries at grade 8, and this also the case at other grades (see main report, fig. 2.2).



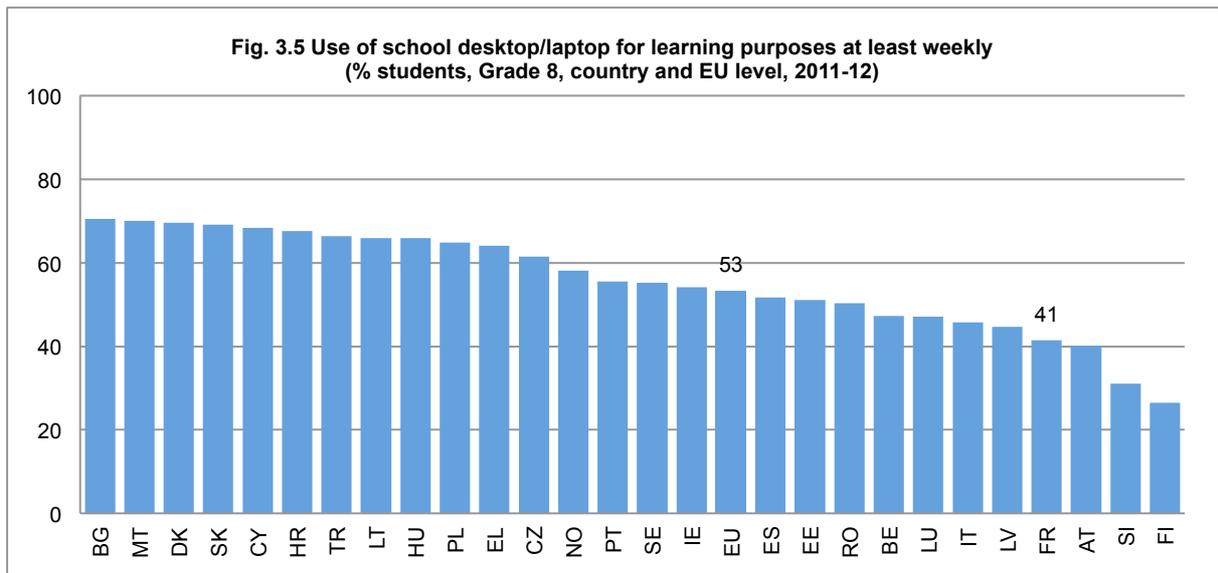
France is ranked at grade 8 and grade 11 general among the middle group of countries as regards teachers' use of ICT, where teachers have been using ICT in lessons for more than six years, and is among in the lowest group at grade 4 and 11 vocational, (main report, fig 3.2). France is among the bottom group of countries, ranked in the lowest two countries, in terms of student-centred learning at grade 4 and at grade 11 (fig. 3.5).

STUDENTS' ICT USE

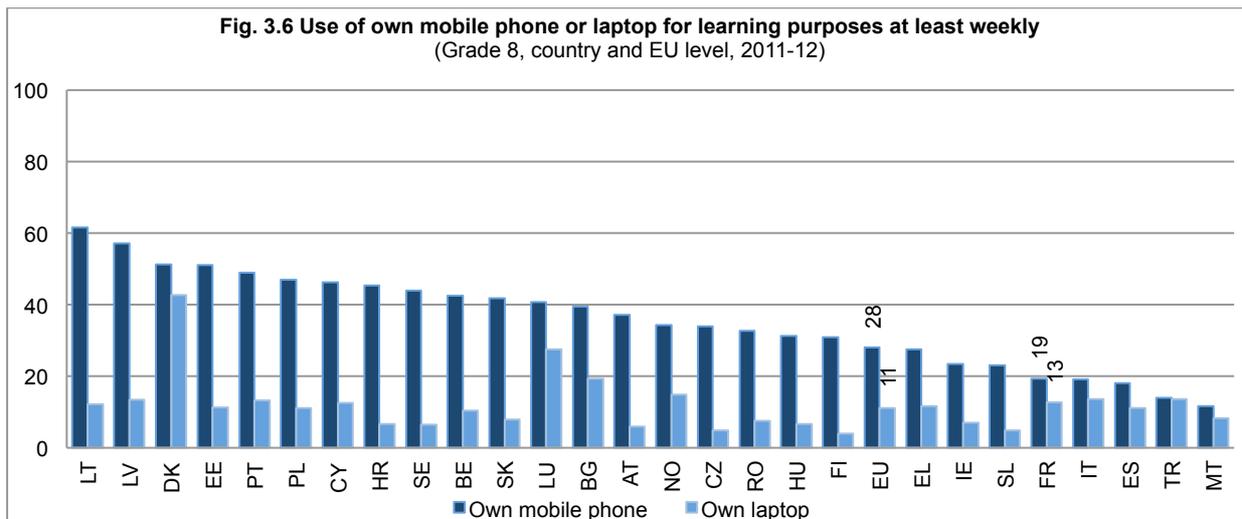
Students at grade 8 and 11 were also asked how frequently they used various items of ICT equipment in their lessons for learning purposes. The chart below shows their reported intensity of use of a school computer, and their own laptop or mobile phone. In France student use of computers in class is generally below the EU mean. The use of students' own laptop is slightly above or close to the EU mean and mobile phone usage is below the EU mean at all grades.



At grade 8 students' reported use of school computers is among the lowest group of countries, ranked fourth from last with 41% saying they use them at least once a week (fig. 3.5), and also among the lowest group of countries at grade 11 vocational, but France ranks among the middle group of countries at grade 11 general (main report, fig. 2.5).



Compared to other countries at grade 8 (fig.3.6), students in France are low users of their own mobile phone, and are relatively heavy users of their own laptop in school. At grade 11 these figures are similar, although there is heavier use of their laptop in school at grade 11 general, placing France among the leading group of countries on this indicator (main report, fig. 2.5).



Students report using interactive whiteboards much less frequently than the EU average at grade 11 vocational and France ranks among the middle group of countries at other grades (main report, fig. 2.6).

Concerning students' ICT-based activities during lessons, France is among the bottom group of countries as measured by frequency of use at grade 8, and at grade 11 vocational it ranks bottom, but is in the middle group of countries at grade 11 general (main report, fig. 3.8).

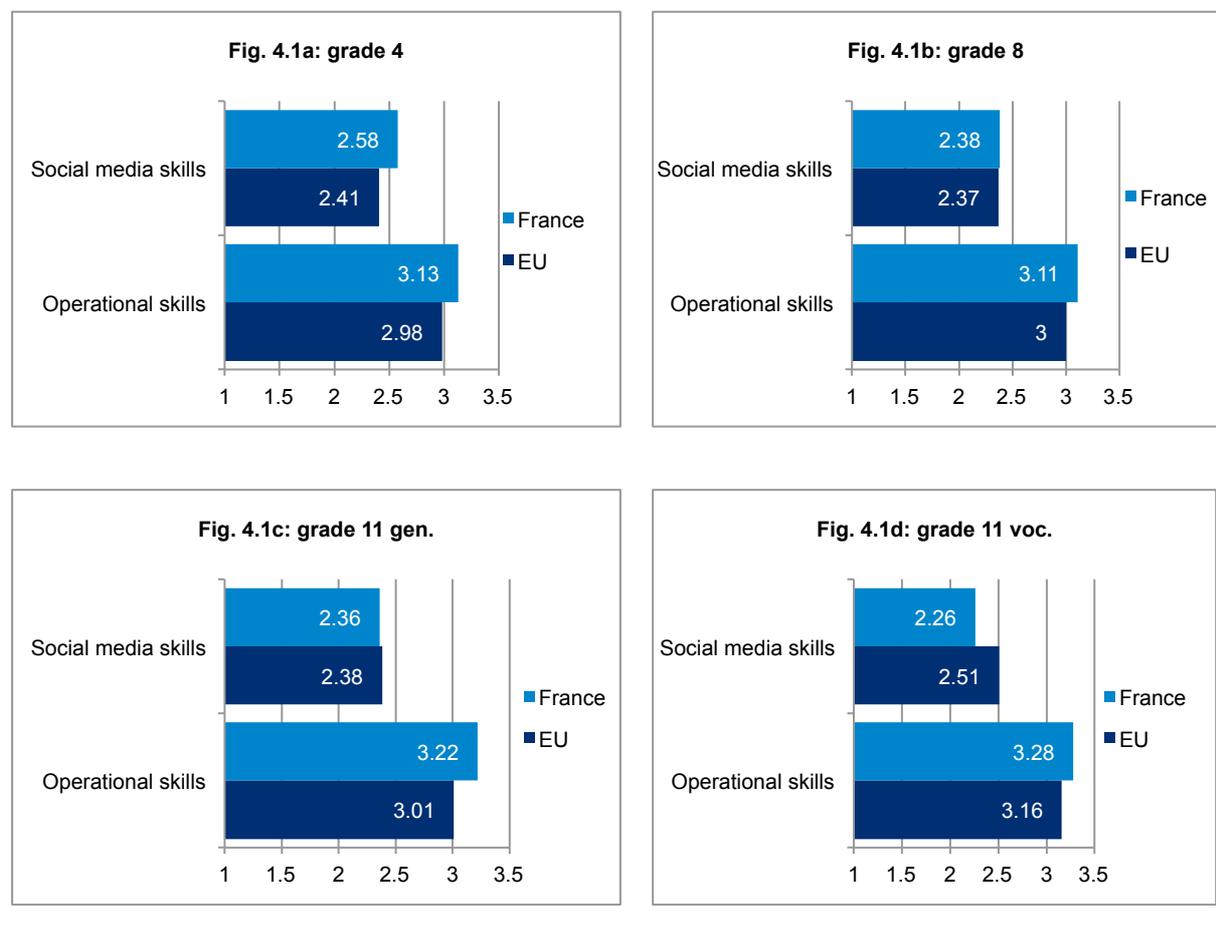
4. DIGITAL CONFIDENCE

TEACHERS

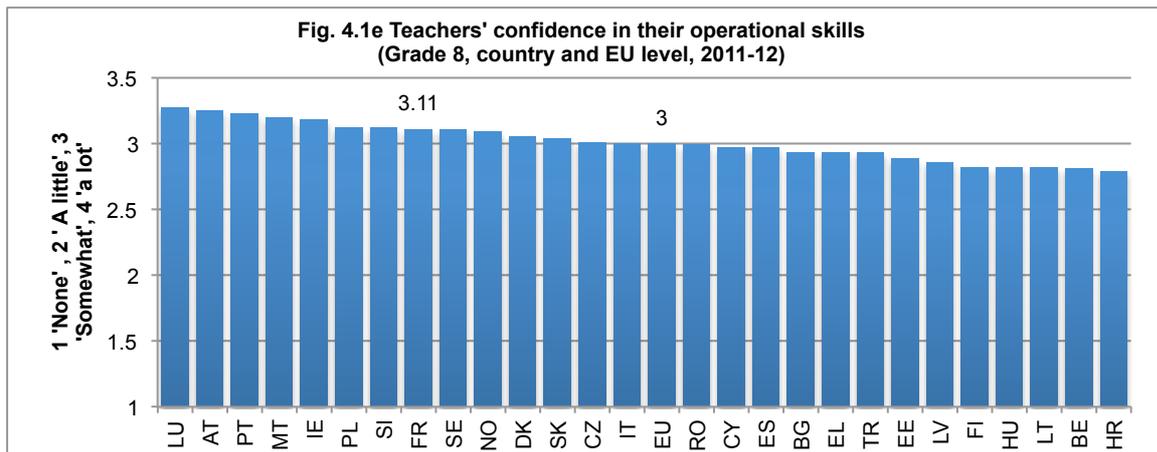
In France teachers' confidence in their operational skills with ICT is above the EU mean at all grades (close to 'somewhat'). Their confidence in social media skills is higher than the EU mean (between 'a little' and 'somewhat'), except for grade 11 which is lower.

Fig. 4.1: Teachers' self-confidence in their operational and social media skills

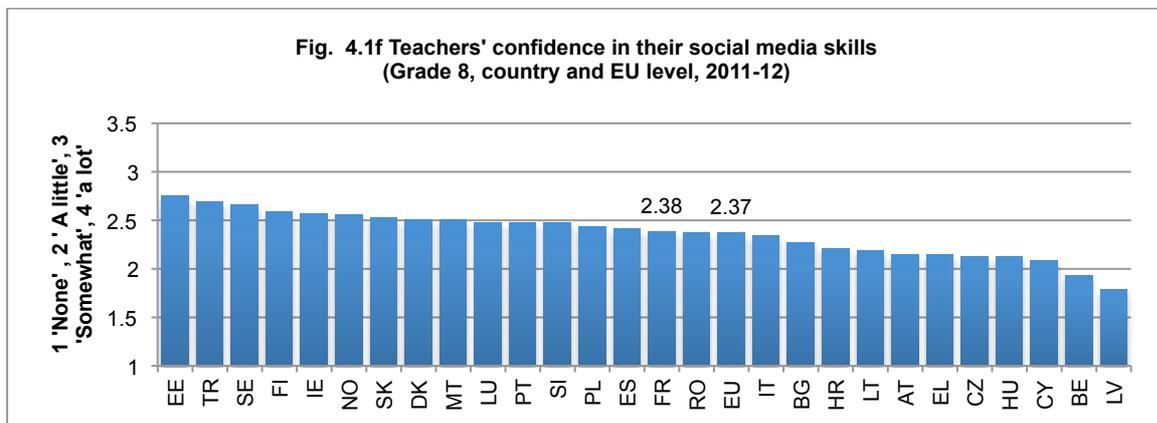
(by grade; mean score of students with 1 being 'none' and 4 being 'a lot'; France and EU; 2011-12)



At grade 8, teachers' confidence in their operational skills places France eighth highest, among the leading group of countries (fig. 4.1e), and it ranks higher at other grades (main report, fig. 4.13).



At grade 8 French teachers are among the middle group of countries as regards social media confidence (fig. 4.1f), as is also the case at grade 11 general. It is among the leading group of countries, ranked seventh, at grade 4, but second from bottom at grade 11 vocational (main report, fig. 4.14).

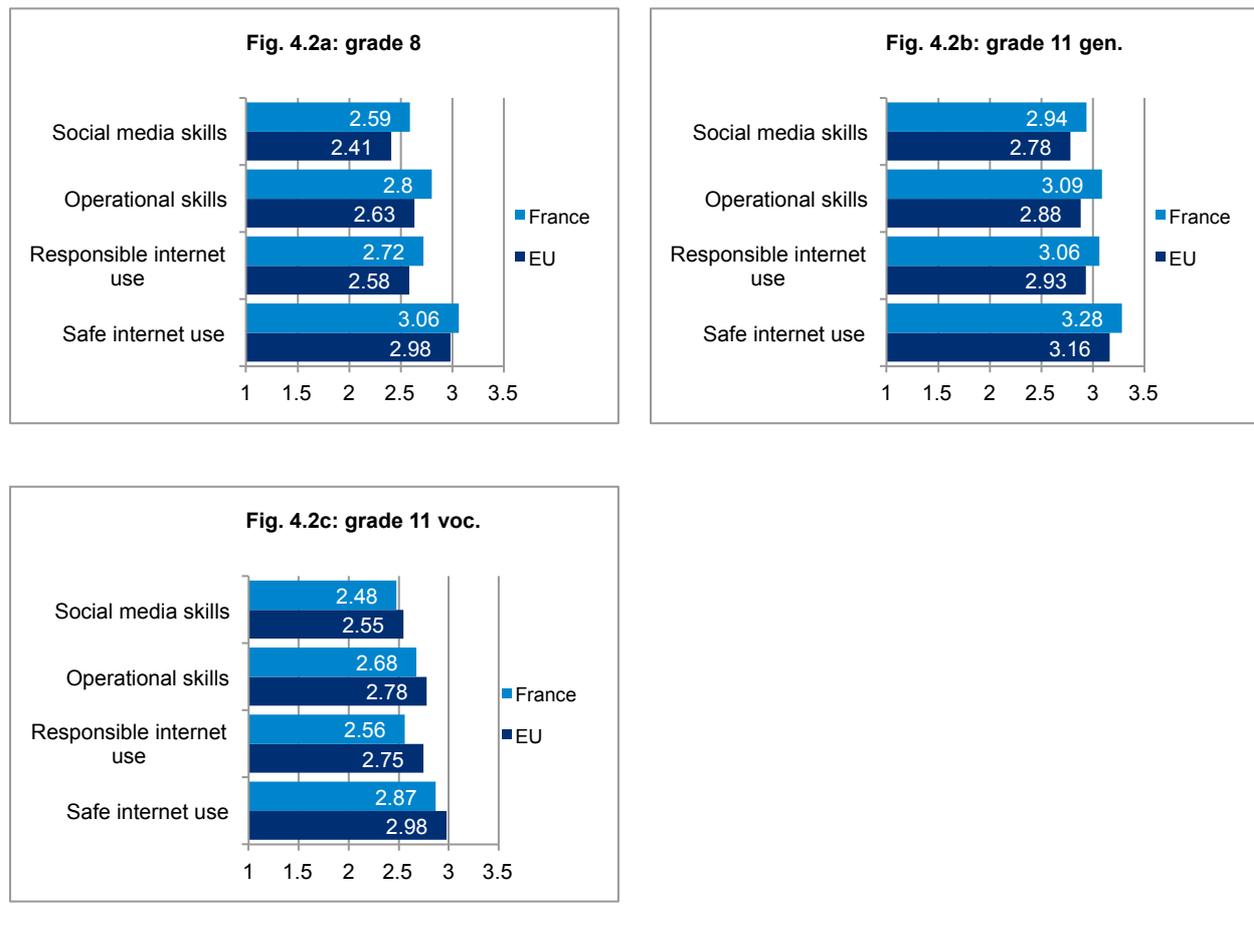


STUDENTS

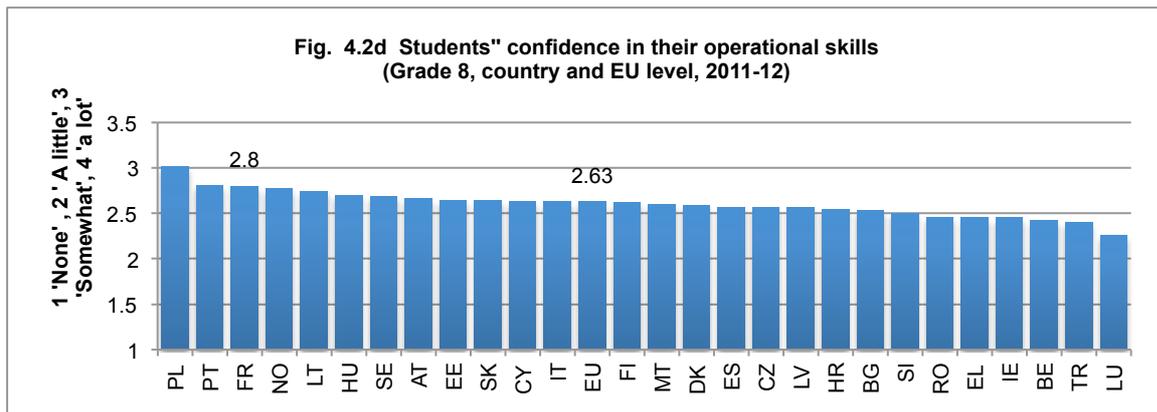
In France students' confidence in their operational ICT skills and social media and is above the EU mean (close to 'somewhat') in grades 4 and 11 general, but lower for grade 11 vocational. The mean score of students in France is 2.8, and at Grade 8 and Grade 11 general is above the EU mean, and lower at Grade 11 vocational.

Fig. 4.2: Students' self-confidence in their ICT skills

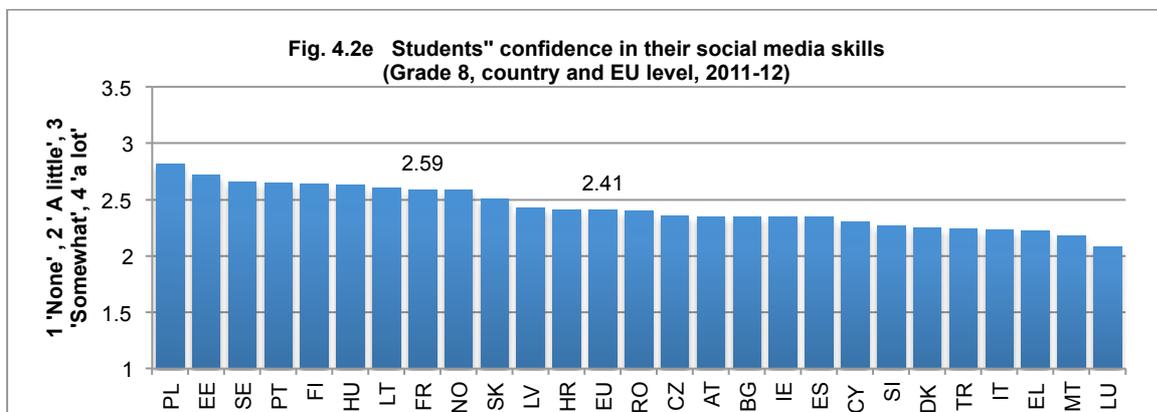
(by grade; mean score of students with 1 being 'none' and 4 being 'a lot'; France and EU; 2011-12)



Confidence in operational skills is higher than the EU mean amongst grade 8 students (fig. 4.2d), as is the case at grade 11 general with France positioned in the leading group of countries, but is lower at in vocational students (main report fig. 4.18), and this pattern is repeated in terms of social media competences (fig. 4.2e for grade 8).



France is among the leading countries for confidence in social media competence at grade 8 (fig. 4.2e) and grade 11 general, and in the middle group of countries at grade 11 vocational (main report, fig. 4.19).

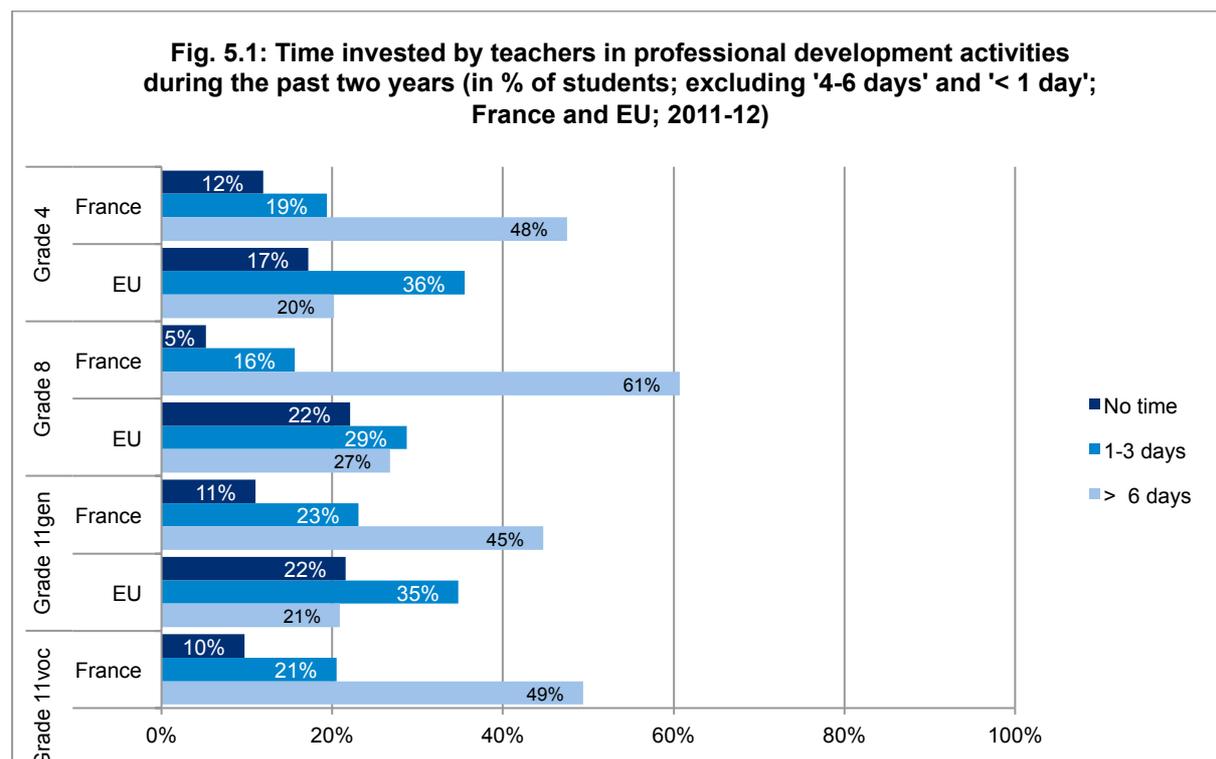


At grade 8 and grade 11 general students in France rank among the leading group of countries, and at grade 11 vocational in the middle group of countries, in terms of confidence to use the internet safely and to use it responsibly (main report, fig. 4.16, 4.17).

5. PROFESSIONAL DEVELOPMENT

TIME SPENT ON TRAINING

In France more students are in schools where teachers have spent between 1 and 3 days on ICT professional development activities above the EU mean. The same applies to those who have spent no time, which is also above to the EU mean at all grades.



ENGAGEMENT IN TRAINING

As Fig. 5.2 below shows, in France less than the EU average of students are in schools where teachers have recently undergone ICT training provided by school staff at all grades, considerably less at grade 4. Fewer students are in schools where teachers take part in training through online communities than the EU average. More students are in schools where teachers have recently undertaken personal learning at grade 11, but below the EU at grades 4 and 8.

Fig. 5.2: Means through which teachers have engaged in ICT related professional development during the past two years

(by grade; in % of students; France and EU; 2011-12)

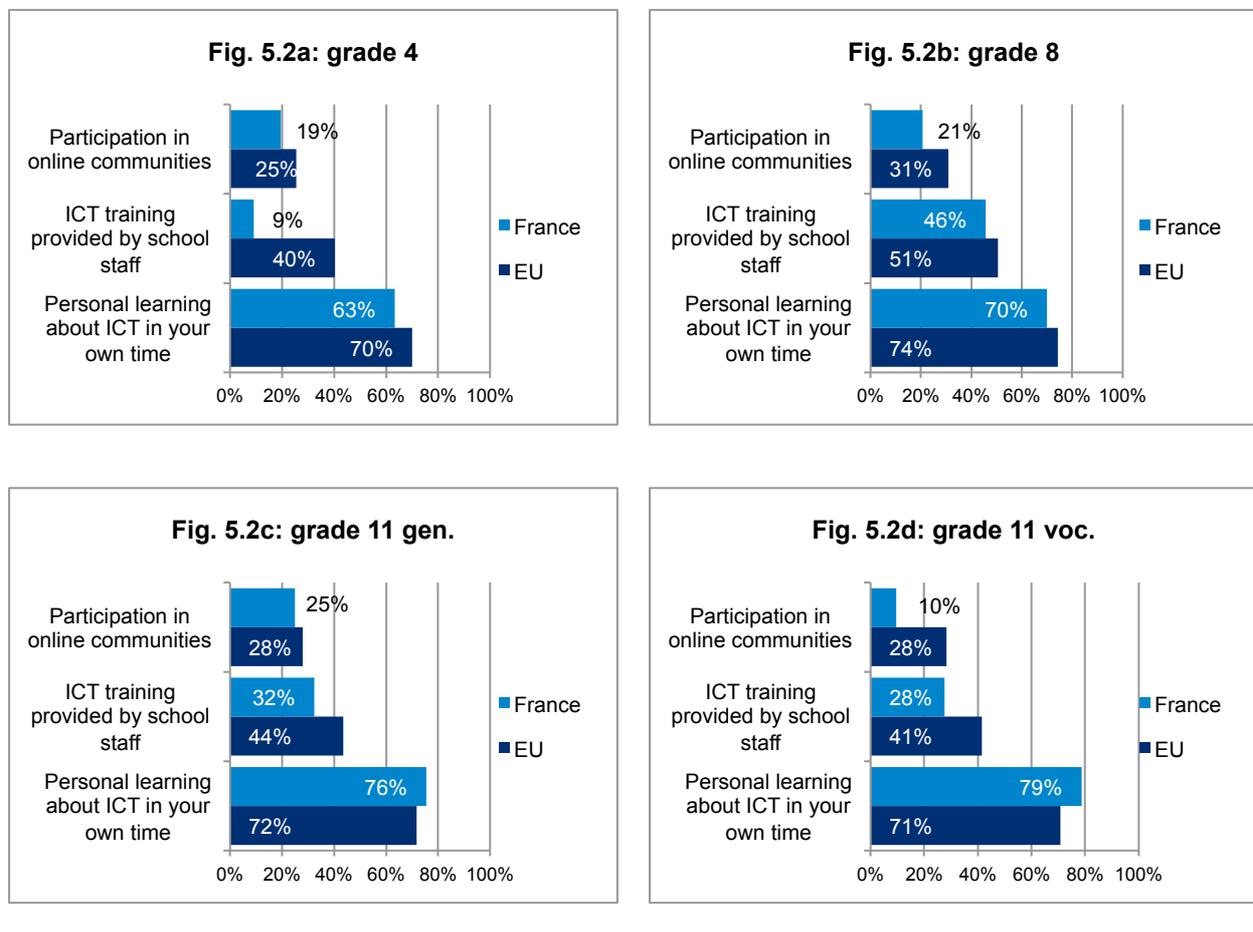
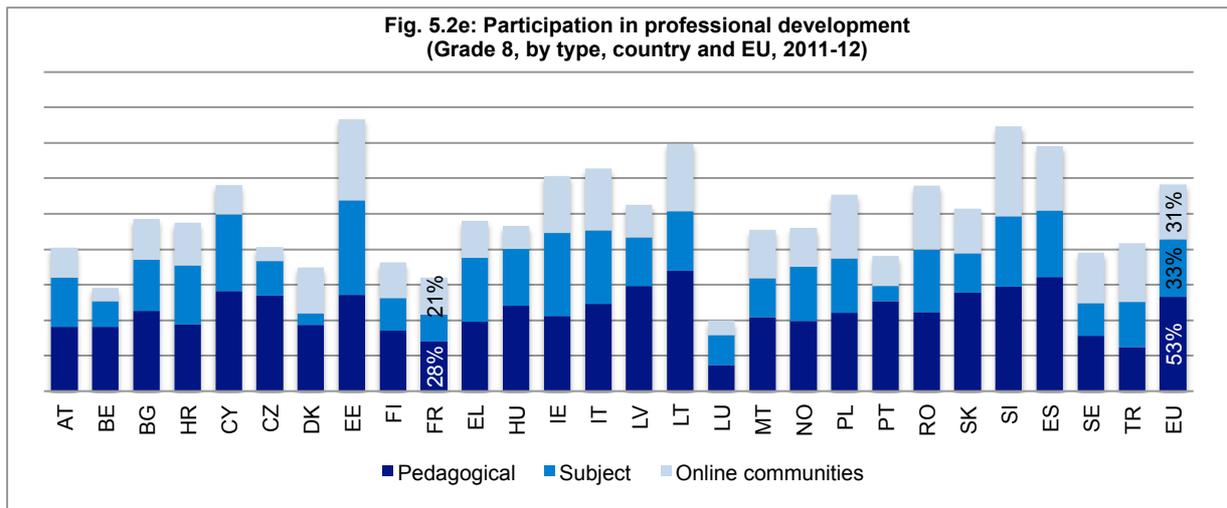


Fig. 5.2e shows that grade 8 relatively few teachers in France taken part in this type of professional development in the preceding two years compared with other countries in Europe. This pattern is repeated at all grades for each measure, with France ranked among the bottom group of countries at all grades, except for participation in online communities at grade 11 general where they among the middle group of countries (main report fig 4.6, 4.7, 4.8).



In France at all grades percentages of students taught by teachers for whom ICT training is compulsory are among the lowest in the EU (main report, fig. 4.2). As regards involvement in personal learning about ICT in their own time (main report, fig. 4.4), percentages (in the range 61% to 79%) are above or close to the EU mean at all grades, with France among the middle group of countries, except for grade 4 where it is in the bottom group of countries.

The percentage of students taught by teachers participating in training provided by school staff is in the lower group of countries at all grades, ranked in the bottom three at grade 4 and grade 11 vocational, and among the middle group at grade 8 (main report, fig. 4.5).

Between 17 and 29 per cent of students are taught by teachers who have *not* spent any time on ICT-related professional development activities during the preceding two years (main report, fig. 4.11); above the EU mean at all grades.

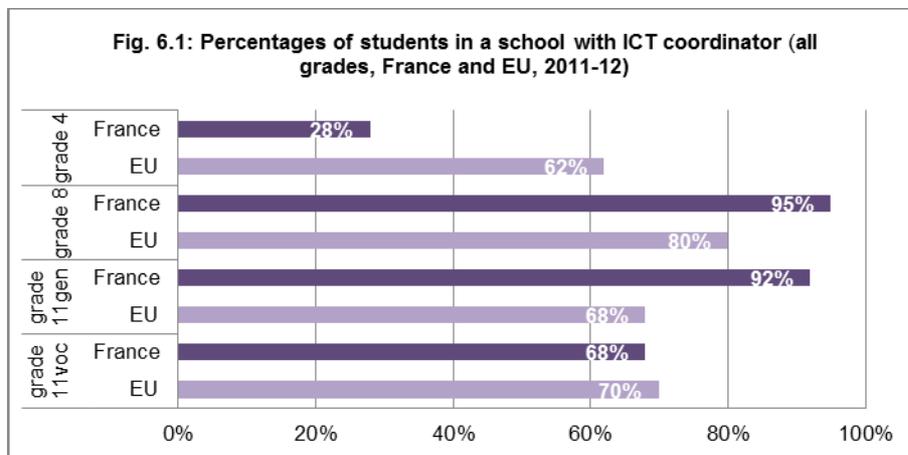
6. SCHOOL SUPPORT MEASURES

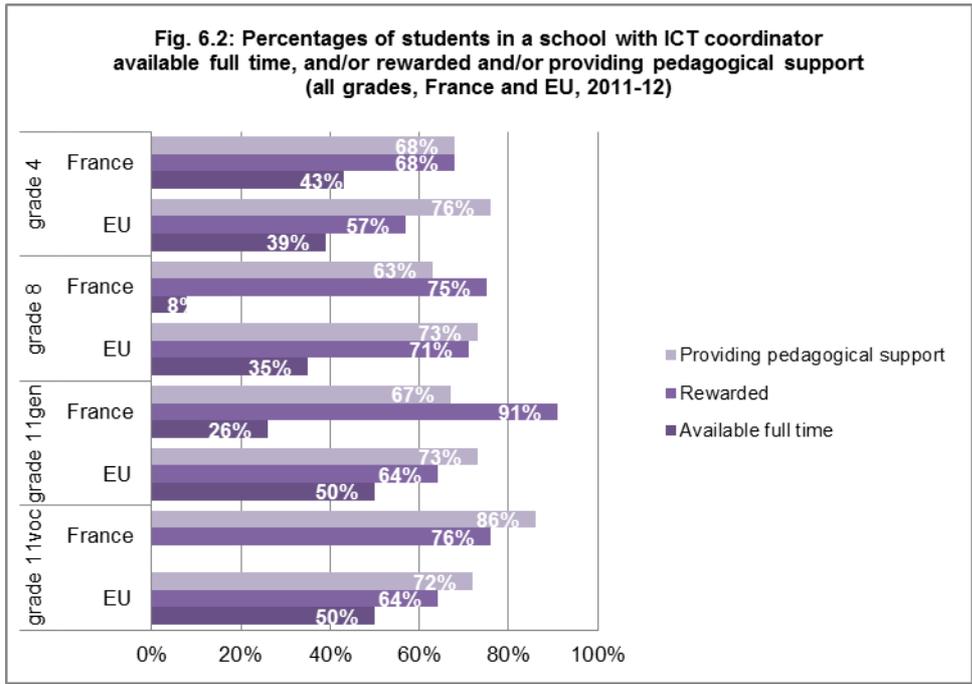
Students in France are in schools where above EU averages of ICT strategies are implemented at grade 11, (main report, fig. 5.3), although France is among the bottom group of countries at grade 4 and grade 8. There are above average percentages of students in schools with strategies to support teacher collaboration at grade 8 and grade 11 general, with France among the leading group of countries, although at grade 4, with the third lowest percentage, and at grade 11 vocational France ranks in the bottom group of countries (main report, fig. 5.7). However France is ranked second highest among the leading group of countries at grade 11 vocational, and among the middle group of countries at grade 8 and 11 general, as regards strategies about responsible internet and social media use (main report, fig. 5.10).

France is among the middle group of countries for percentages of students in schools with change management programmes at all grades (main report, fig. 5.14).

ICT COORDINATOR

In France, compared to the situation at EU level (see Fig. 6.1), more students are in schools where ICT coordinators are provided at grades 8 and 11 general, but notably fewer than the level at grade 4. Students are in schools that employ full time ICT coordinators at around the EU mean at grade 4, but considerably below the EU average at all other all grades, with none at 11 vocational. The ICT coordinators provide pedagogical and well as ICT support close to the EU level at all grades but below at grade 11 vocational.





INCENTIVES

In France most students are in schools where there any forms of incentive or reward for using ICT, generally much lower than the EU average at all grades, except for equipment where this is close to the level at grades 8 and 11.

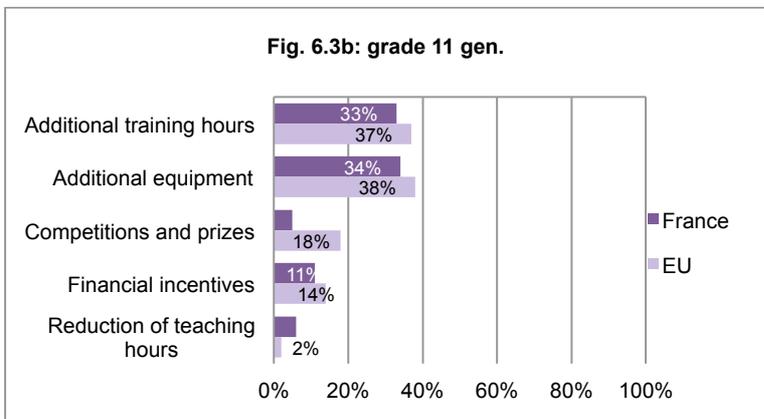
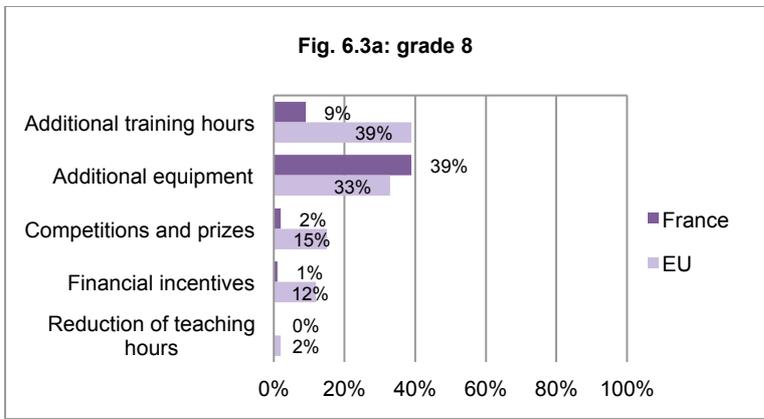
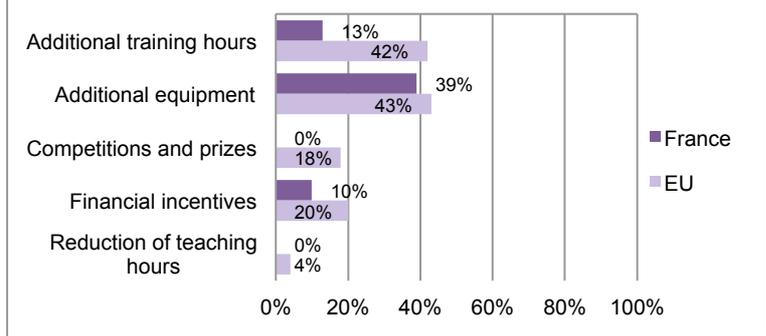


Fig. 6.3c: grade 11 voc.



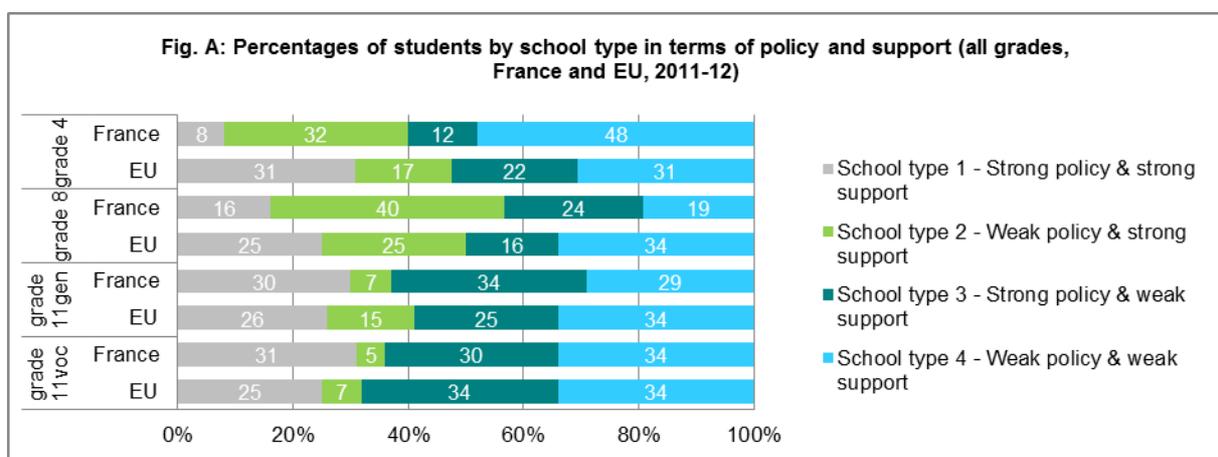
For further details please refer to Section 5 of the survey report.

7: CLUSTERS

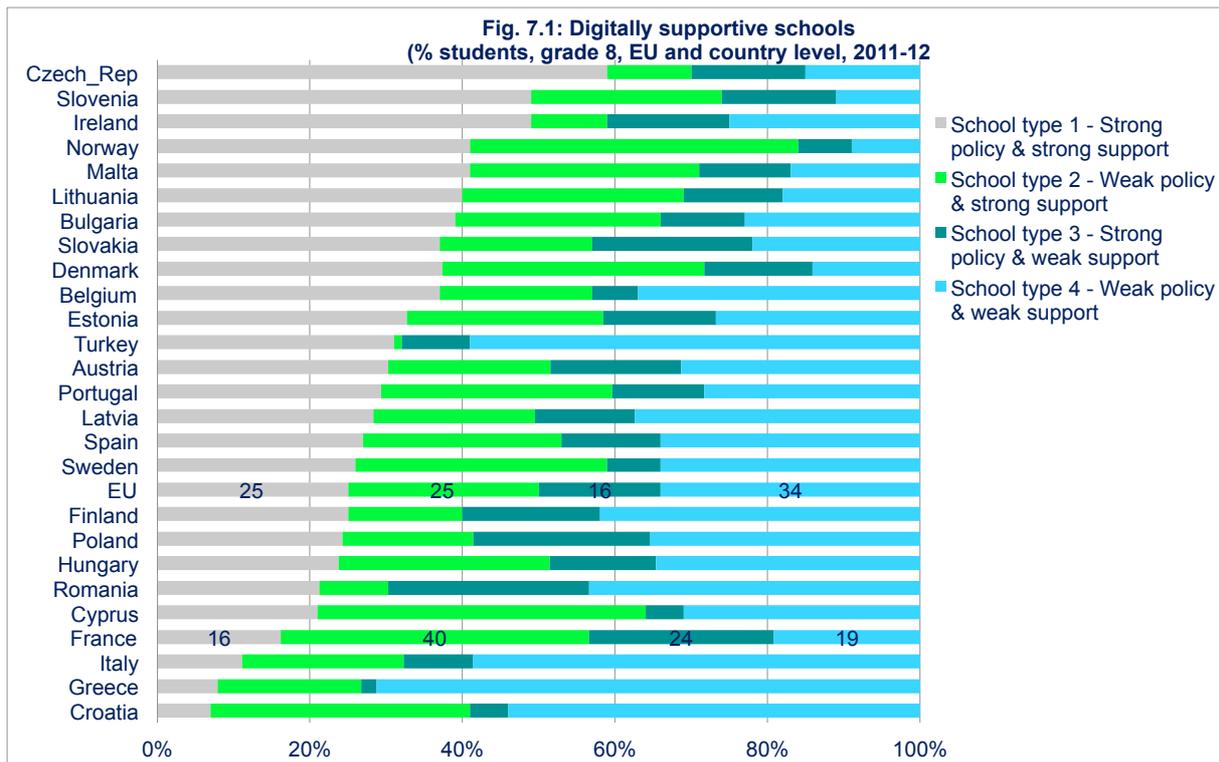
THE DIGITALLY SUPPORTIVE SCHOOL

Results from the Survey of Schools: ICT and Education suggest that a 'digitally supportive school' develops strong concrete support measures for teachers to use ICT in teaching and learning (ICT coordinator, teacher training, etc.), whether or not associated with strong policies (written statement about introducing ICT in teaching and learning and/or in subject, etc.).

In France, over half of grade 8 students are in schools with strong support, but at grade 4 the percentages of students in type 1 schools is considerable below the EU mean.

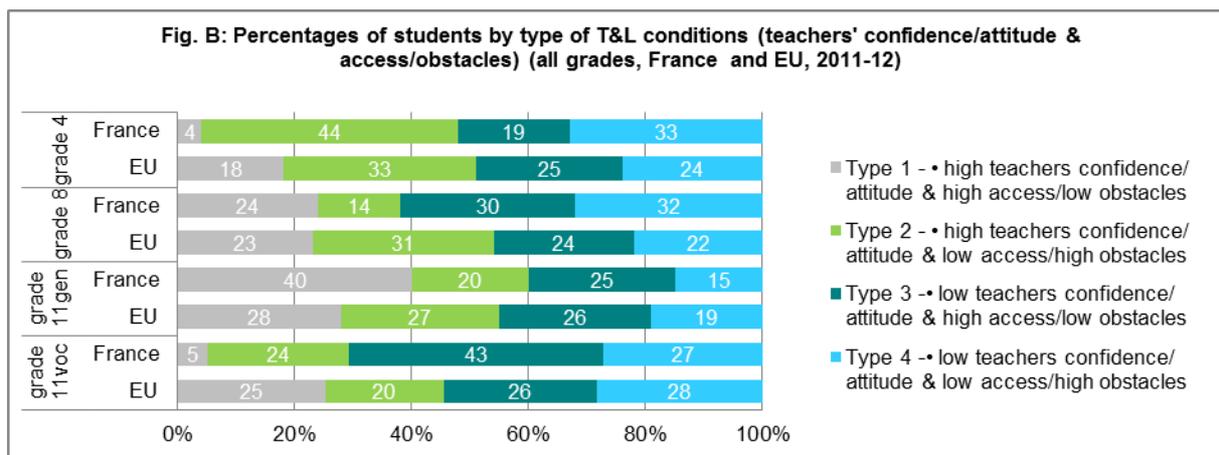


France ranks among the bottom group of countries at grade 8 having schools with strong policy and strong support (type 1). At grade 4 France is second from last, among the bottom group of countries, with the majority of students in schools with weak support (type 3 and type 4). At grade 11 vocational France ranks among the leading group of countries, and is in the middle group at grade 11 general (main report, fig. 8.1).

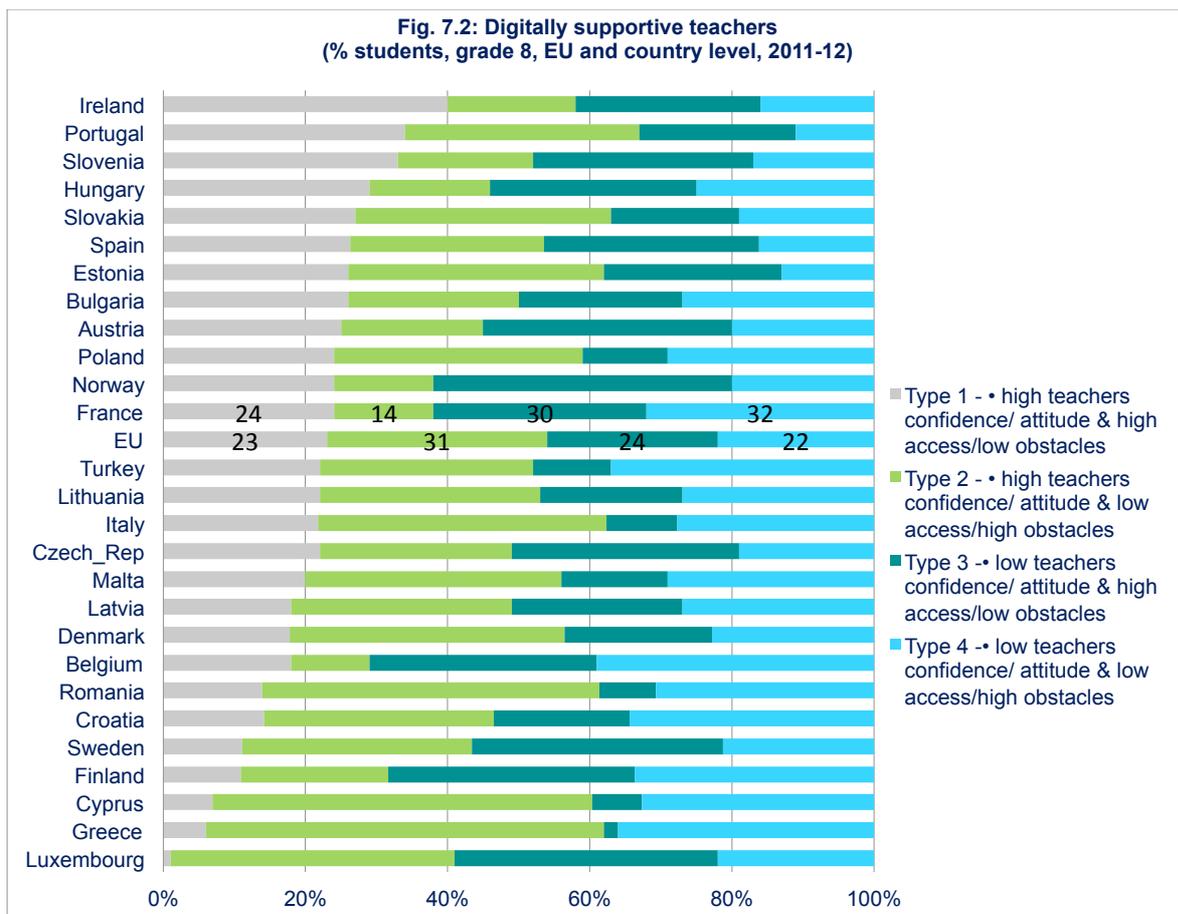


DIGITALLY CONFIDENT AND SUPPORTIVE TEACHERS

The concept of the 'digitally supportive teacher' also emerged from a close analysis of the data. Such teachers have high confidence in and a positive attitude towards ICT and high access to ICT and low obstacles to using it. Teachers having high confidence in and a positive attitude towards ICT even seem to be able to overcome low access to ICT and high obstacles. Percentages of students taught by *digitally supportive teachers* in France vary considerably between grades: well above average at grade 11 general but well below at grades 4 and 11 vocational and close to the EU mean only at grade 8.

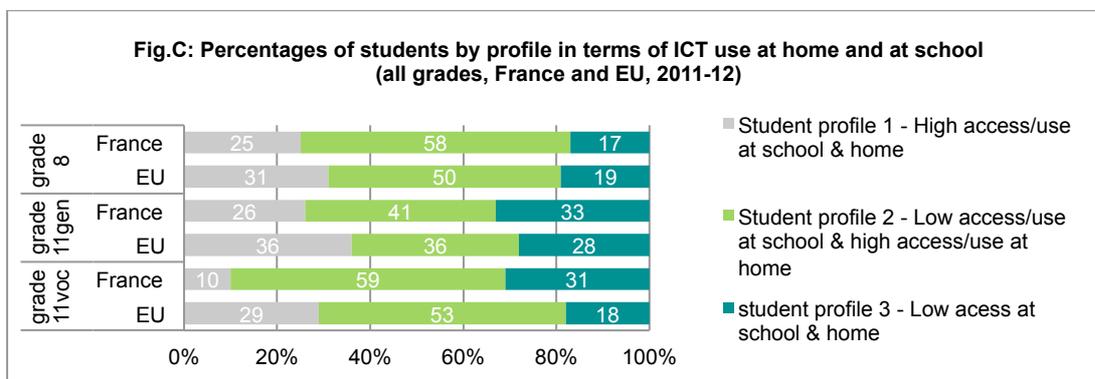


At grade 8 France is in the middle group of countries as regards percentages of students in schools with type 1 teachers (fig. 7.2). However at grade 4 and grade 11 vocational France ranks in the lowest three, in the bottom group of countries, with type 1 teachers (main report, fig. 8.3). At grade 11 vocational more than 70% of students are in schools where teachers have low confidence/attitudes (type 3 and type 4), one of the highest percentages on this measure.

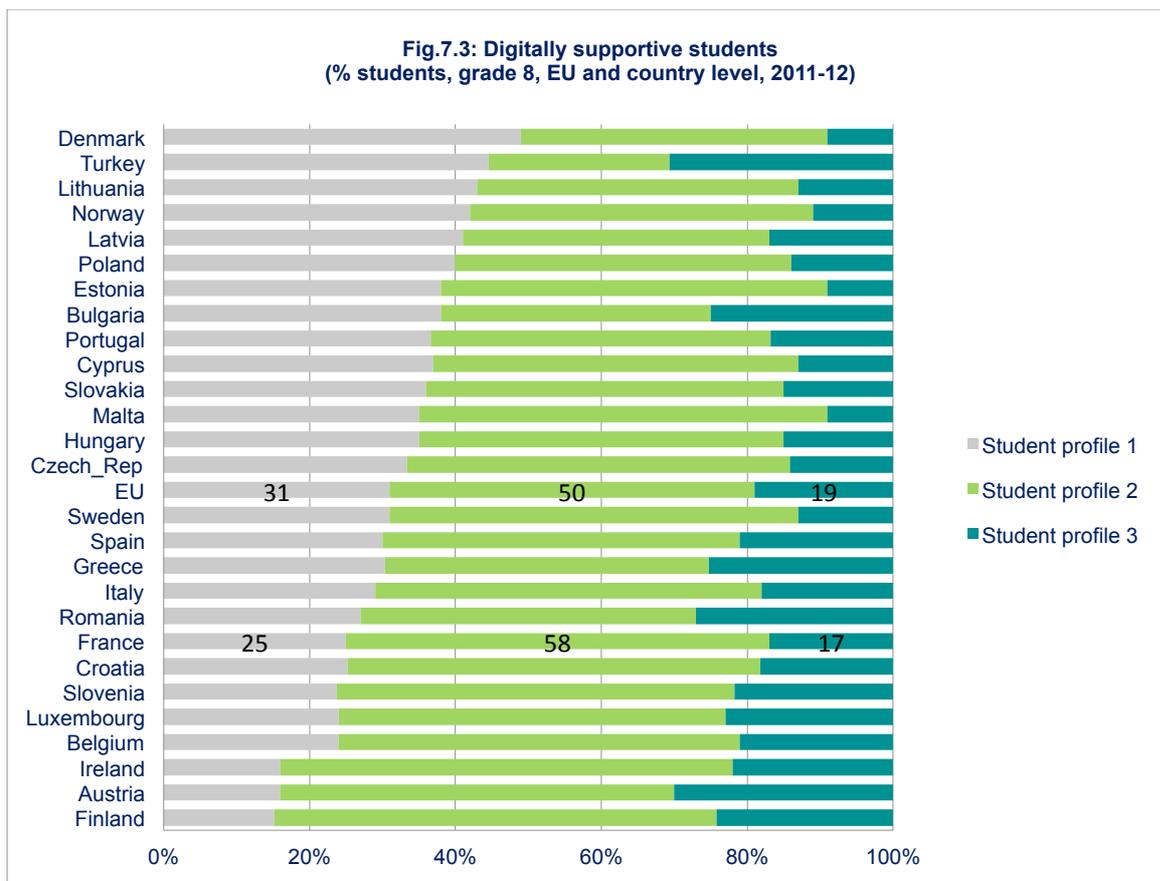


THE DIGITALLY SUPPORTIVE STUDENT

The 'digitally supportive student' emerges from analysis of survey responses as one with high levels of access to and use of ICT at school and at home. A *digitally supportive student* being defined as having high ICT access and use at school and at home, the percentages of such students in France are below EU means, particularly at grade 11 vocational.



On this measure, percentages of type 1 grade 8 students are among the bottom group of countries (fig. 7.3), and at grade 11, France is among the bottom group of countries of type one students, last at grade 11 vocational with 90% of students of students having low access/use at school and home (main report, fig. 8.5).



THE DIGITALLY EQUIPPED SCHOOL

A *digitally equipped school* is well equipped, has fast broadband (above 10mbps) and is ‘connected’ (i.e. has at least one of these: a website, email for teachers and students, a local area network, a virtual learning environment). Analysis of the data revealed three clusters of schools according to these measures:

- Type 1: Highly digitally equipped schools, characterised by relatively high equipment levels, fast broadband and relatively high connectedness
- Type 2: Partially digitally equipped schools, with lower than type 1 equipment levels, slow (less than 10mbps) or no broadband, and some connectedness
- Type 3: As type 2 but with no connectedness

In France, percentages of students in type 1 schools are well above EU averages at all grades, particularly grade 11.

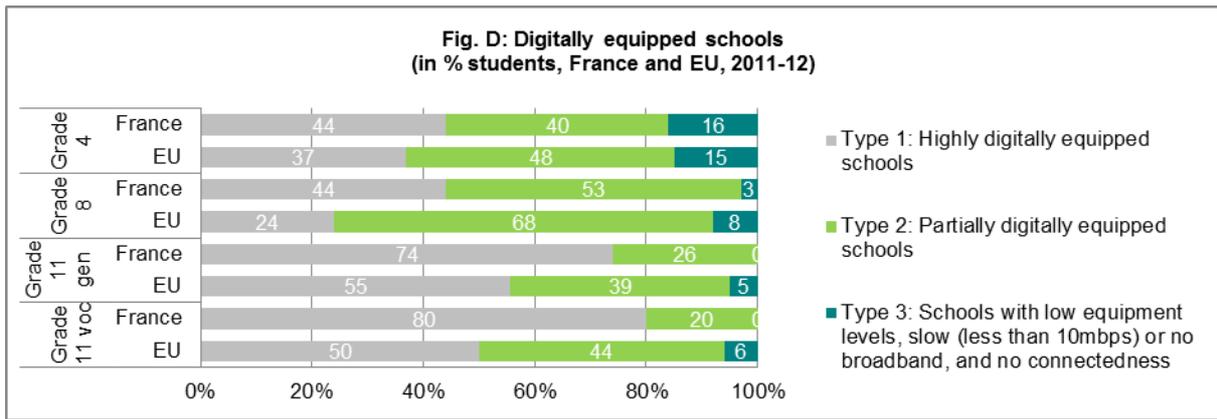
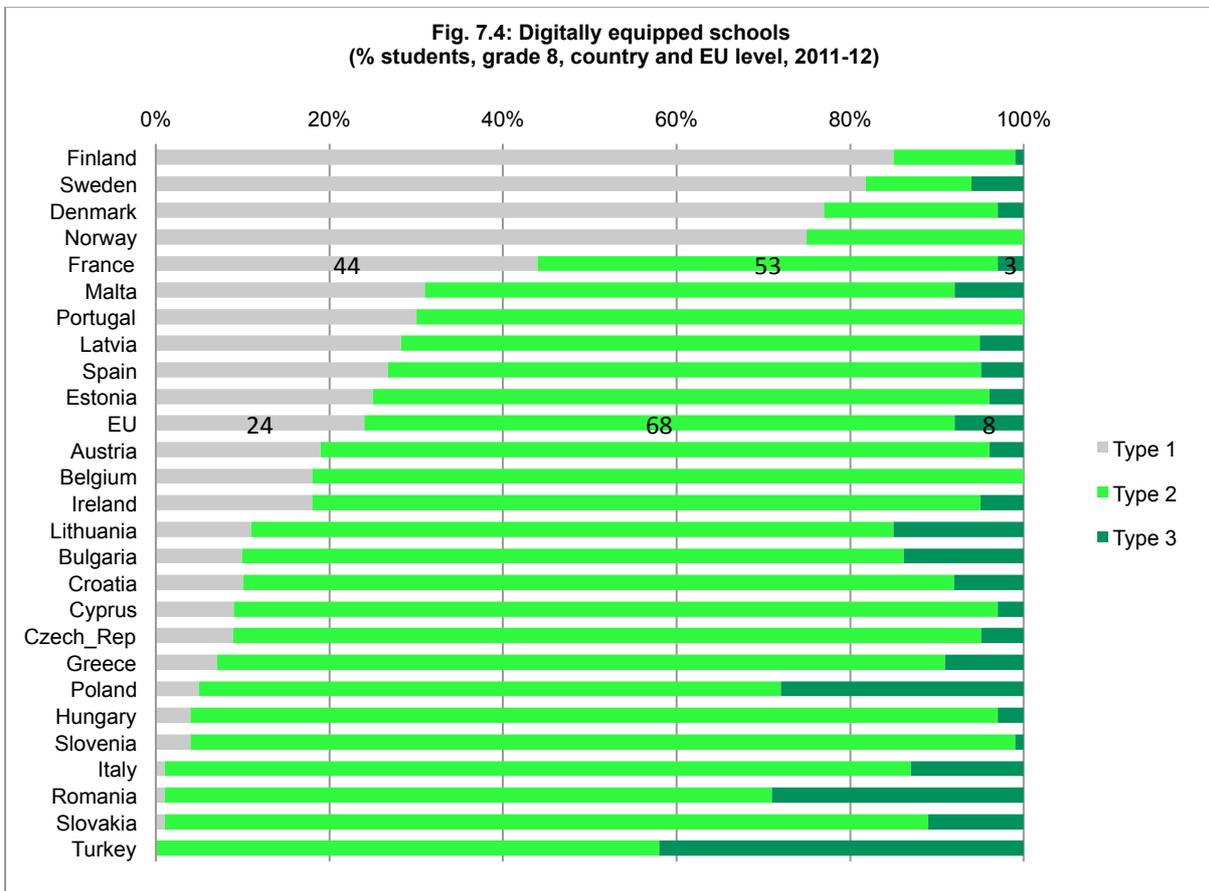


Fig. 7.4 shows how France compares against other countries at grade 8 on this measure; ranking fifth among the leading group of countries, with very few students are in type 3 schools compared to other countries. At grade 11 there is a similar situation, but with significantly higher percentages of type 1 schools (main report, fig. 1.13). France is among the middle group of countries at grade 4 on this measure.



CONCLUSION

Students in France enjoy relatively higher levels of access to computers (particularly at grade 11) and almost all are in schools with broadband connectivity. Except at grade 4, there are exceptionally high levels of 'connectedness' in schools and higher frequencies of teacher use of ICT than the EU average. Student use of computers is at or above EU averages at grade 11 (below at grade 8). Both teachers' and students' confidence in ICT is generally above those in other countries (except in the case of grade 11 vocational students). Levels of ICT training and support for teachers tend to be at or lower than the EU mean, particularly at grade 4.

Analysis of the data in the *Survey of Schools: ICT and education* suggests a '5C approach' to addressing issues identified in the survey:

- **Capacity building**, through sustained investment in teachers' professional development
- **Concrete support measures**, accompanying specific policies at school level
- **Combined policies and actions**, in different policy areas within a systemic approach
- **Country-specific support**, addressing large differences and degrees of ICT provision and implementation
- **Competence development**: these four actions directed at increasing effectively and dramatically young people's digital competence and the key competences described in the European framework.

ANNEX

TABLES

Note: For reasons of space, only selected country-EU data tables are shown here; those for all-country charts (e.g. fig. 2.2) are available online. SE = Standard Error.

Fig. 2.1
Computers per 100 students

COUNTRY	Grade4	SE1	Grade8	SE2	Grade11gen	SE3	Grade11voc	SE4
France	11.8	(1.2)	18.2	(1.5)	29.4	(6.0)	41.8	(10.7)
EU	14.5	(0.7)	21.1	(1.2)	23.2	(7.7)	33.6	(10.6)

Fig. 2.3
Broadband speed

Level	COUNTRY	NoBroadband	SE1	LessThan2	SE2	From2to5	SE3
1. Grade4	France	0.0%	(0.0)	28.1%	(11.5)	21.9%	(10.5)
	EU	8.0%	(1.3)	16.5%	(2.3)	21.4%	(2.4)
2. Grade8	France	4.1%	(0.8)	13.7%	(6.7)	16.5%	(7.6)
	EU	5.0%	(0.8)	9.6%	(1.3)	19.1%	(2.3)
3. Grade11gen	France	5.2%	(1.1)	7.8%	(4.9)	19.8%	(9.6)
	EU	3.7%	(1.3)	6.2%	(0.8)	18.0%	(2.8)
4. Grade11voc	France	0.0%	(0.0)	24.1%	(12.2)	26.5%	(13.4)
	EU	6.5%	(1.8)	6.2%	(1.3)	15.2%	(3.0)

From5to10	SE4	From10to30	SE5	From30to100	SE6	MoreThan100	SE7
21.6%	(10.4)	17.1%	(9.7)	5.7%	(1.4)	5.7%	(1.4)
22.1%	(2.2)	19.5%	(2.2)	8.6%	(1.4)	4.0%	(1.3)
16.8%	(7.1)	33.4%	(9.3)	12.1%	(6.0)	3.4%	(0.7)
27.7%	(2.4)	24.8%	(2.3)	8.6%	(1.6)	5.2%	(1.2)
20.6%	(9.2)	36.3%	(10.4)	10.3%	(7.3)	0.0%	(0.0)
23.2%	(3.0)	25.4%	(3.9)	13.3%	(2.6)	10.3%	(8.0)
9.4%	(7.0)	16.2%	(9.9)	6.5%	(1.8)	17.3%	(10.1)
21.2%	(2.6)	24.2%	(4.6)	15.7%	(7.1)	10.9%	(5.3)

Fig. 2.5
Connectedness

Level	COUNTRY	SchWebsite	SE1	VLE	SE2	NoConnect	SE3
1. Grade4	France	40.0%	(10.4)	8.3%	(6.0)	18.4%	(8.9)
	EU	69.7%	(3.6)	26.8%	(2.0)	15.9%	(2.2)
2. Grade8	France	85.3%	(6.4)	81.3%	(6.7)	0.0%	(0.0)

Level	COUNTRY	SchWebsite	SE1	VLE	SE2	NoConnect	SE3
	EU	86.0%	(1.6)	61.4%	(3.0)	8.4%	(1.2)
3. Grade11gen	France	95.2%	(5.0)	83.1%	(8.8)	0.0%	(0.0)
	EU	91.7%	(3.1)	61.0%	(7.9)	7.0%	(2.9)
4. Grade11voc	France	87.8%	(9.1)	67.8%	(13.1)	0.0%	(0.0)
	EU	93.1%	(1.8)	63.5%	(4.7)	5.8%	(1.6)

Fig. 3.1
ICT equip use by teachers

Level	COUNTRY	MoreThan75	SE1	From51to75	SE2	From25to50	SE3	From11to24	SE4	From6to10	SE5
1. Grade4	France	0.0%	(0.0)	24.1%	(9.4)	0.4%	(0.1)	8.6%	(5.9)	16.0%	(8.2)
	EU	3.0%	(0.4)	10.0%	(2.4)	13.9%	(1.4)	18.0%	(1.8)	19.1%	(2.1)
2. Grade8	France	9.8%	(2.7)	11.9%	(3.4)	12.2%	(3.5)	14.4%	(3.7)	16.6%	(4.6)
	EU	7.4%	(1.0)	6.8%	(0.8)	14.7%	(0.9)	20.7%	(1.2)	18.9%	(1.4)
3. Grade11gen	France	2.8%	(2.1)	11.1%	(5.1)	16.4%	(5.0)	28.6%	(6.2)	16.6%	(3.9)
	EU	7.0%	(1.0)	8.1%	(1.4)	14.9%	(1.4)	22.9%	(3.8)	17.1%	(1.8)
4. Grade11voc	France	15.3%	(6.8)	11.7%	(5.3)	25.7%	(8.6)	17.1%	(6.1)	15.7%	(6.7)
	EU	19.3%	(1.4)	12.1%	(1.2)	16.8%	(1.0)	19.3%	(2.8)	13.2%	(1.3)

From1to5	SE6	LessThan1	SE7	DontKnow	SE8
36.8%	(11.0)	5.1%	(4.4)	9.0%	(6.2)
20.7%	(2.7)	8.7%	(1.4)	6.7%	(1.4)
15.7%	(5.7)	5.7%	(2.5)	13.6%	(3.9)
14.4%	(1.0)	11.0%	(1.0)	6.1%	(0.8)
12.3%	(5.3)	5.6%	(2.4)	6.7%	(2.6)
14.0%	(1.5)	10.3%	(1.4)	5.7%	(0.9)
11.3%	(5.2)	0.0%	(0.0)	3.2%	(0.7)
9.0%	(1.5)	6.8%	(1.1)	3.5%	(0.5)

Fig. 3.2
Frequency of ICT use by teachers

COUNTRY	Grade4	SE1	Grade8	SE2	Grade11gen	SE3	Grade11voc	SE4
France	26.9%	(10.3)	39.3%	(6.2)	32.4%	(6.9)	54.4%	(10.2)
EU	28.8%	(2.6)	32.0%	(1.6)	31.8%	(1.8)	49.9%	(2.1)

Fig. 3.3
Using ICT equipment

Level	Country	OwnMobPhone	SE1	OwnLaptop	SE2	SchoolComputer	SE3
1. Grade8	France	19.4	(1.5)	12.7	(1.2)	41.4	(3.2)
	EU	28.0	(0.8)	11.2	(0.7)	53.3	(1.1)
2. Grade11gen	France	28.0	(1.9)	15.0	(2.2)	51.1	(3.6)

Level	Country	OwnMobPhone	SE1	OwnLaptop	SE2	SchoolComputer	SE3
	EU	34.6	(1.3)	10.7	(1.1)	50.5	(1.5)
3. Grade11voc	France	38.0	(3.8)	14.9	(2.0)	50.8	(6.7)
	EU	45.6	(1.3)	15.5	(0.7)	64.3	(1.5)

Fig. 3.4
Scale Use of ICT activities

Country	Grade8	SE1	Grade11gen	SE2	Grade11voc	SE3
France	1.54	(0.03)	1.57	(0.04)	1.32	(0.03)
EU	1.63	(0.01)	1.65	(0.03)	1.62	(0.04)

Fig. 4.1
Scales Teachers ICT skills

Level	COUNTRY	SocialMediaSkills	SE1	OperatSkills	SE2
1. Grade4	France	2.58	(0.18)	3.13	(0.10)
	EU	2.41	(0.03)	2.98	(0.02)
2. Grade8	France	2.38	(0.11)	3.11	(0.06)
	EU	2.37	(0.04)	3.00	(0.03)
3. Grade11gen	France	2.36	(0.15)	3.23	(0.08)
	EU	2.38	(0.07)	3.01	(0.03)
4. Grade11voc	France	2.26	(0.21)	3.28	(0.12)
	EU	2.51	(0.03)	3.16	(0.02)

Fig. 4.2
Scales Students ICT skills

Level	country	SocialMediaSkills	SE1	OperatSkills	SE2	ResplnternUse	SE3	SafelnternUse	SE4
1. Grade8	France	2.59	(0.04)	2.81	(0.03)	2.72	(0.04)	3.06	(0.03)
	EU	2.41	(0.02)	2.63	(0.02)	2.58	(0.02)	2.98	(0.02)
2. Grade11gen	France	2.94	(0.05)	3.09	(0.04)	3.06	(0.05)	3.28	(0.04)
	EU	2.78	(0.02)	2.88	(0.01)	2.93	(0.03)	3.16	(0.02)
3. Grade11voc	France	2.48	(0.11)	2.68	(0.11)	2.56	(0.11)	2.87	(0.10)
	EU	2.55	(0.02)	2.78	(0.02)	2.75	(0.02)	2.98	(0.02)

Fig. 5.1
Time in professional development

Level	COUNTRY	MoreThan6	SE1	From1to3	SE2	NoTime	SE3
1. Grade4	France	13.1%	(7.5)	35.2%	(10.8)	26.2%	(9.6)
	EU	47.5%	(4.2)	19.4%	(3.0)	11.9%	(2.4)
2. Grade8	France	20.2%	(4.8)	35.5%	(5.2)	17.2%	(5.4)
	EU	60.7%	(1.6)	15.6%	(1.0)	5.2%	(0.5)
3. Grade11gen	France	26.8%	(6.6)	28.7%	(5.8)	22.1%	(6.0)

Level	COUNTRY	MoreThan6	SE1	From1to3	SE2	NoTime	SE3
	EU	44.7%	(5.2)	23.1%	(3.4)	11.0%	(1.6)
4. Grade11voc	France	20.9%	(7.0)	34.8%	(8.1)	21.6%	(6.8)
	EU	49.4%	(3.2)	20.5%	(3.0)	9.7%	(1.6)

Fig. 5.2
Type of training

Level	COUNTRY	OnlineComm	SE1	ICTtraining	SE2	PersonalLearning	SE3
1. Grade4	France	19.4%	(9.3)	9.0%	(6.5)	63.4%	(10.8)
	EU	25.4%	(2.5)	40.3%	(3.2)	70.0%	(2.8)
2. Grade8	France	20.7%	(4.6)	45.7%	(5.8)	70.0%	(5.4)
	EU	30.8%	(1.6)	50.5%	(1.7)	74.2%	(1.3)
3. Grade11gen	France	25.0%	(7.0)	32.4%	(6.6)	75.5%	(6.2)
	EU	28.0%	(2.4)	43.5%	(2.2)	71.7%	(2.2)
4. Grade11voc	France	9.5%	(4.6)	27.5%	(9.9)	78.6%	(8.8)
	EU	28.2%	(1.5)	41.4%	(3.6)	70.8%	(1.5)

Fig. 6.1
ICT Coordinator

COUNTRY	Grade4	SE1	Grade8	SE2	Grade11gen	SE3	Grade11voc	SE4
France	28.1%	(9.6)	94.9%	(3.8)	92.3%	(5.8)	67.5%	(12.9)
EU	62.0%	(3.6)	79.6%	(1.9)	67.7%	(4.8)	69.7%	(3.5)

Fig. 6.2
Type of ICT coordinator

Level	COUNTRY	AvailFullTime	SE1	Rewarded	SE2	ProvPedSupport	SE3
1. Grade4	France	43.1%	(22.3)	67.6%	(23.2)	67.6%	(23.2)
	EU	39.3%	(3.0)	56.5%	(3.0)	75.9%	(2.3)
2. Grade8	France	7.5%	(4.9)	75.3%	(8.0)	63.1%	(9.0)
	EU	34.8%	(2.9)	70.6%	(2.4)	72.5%	(2.5)
3. Grade11gen	France	26.2%	(10.8)	90.9%	(6.4)	67.3%	(11.2)
	EU	49.6%	(6.9)	63.6%	(7.7)	73.4%	(4.2)
4. Grade11voc	France	0.0%	(0.0)	76.1%	(14.0)	85.6%	(10.2)
	EU	49.7%	(3.3)	63.6%	(4.6)	71.5%	(3.9)

Fig. 6.3
Incentives

Level	COUNTRY	TrainingHours	SE1	Equipment	SE2	Competitions	SE3	FinancialInc	SE4	ReductionHours	SE5	Other	SE6
1. Grade4	France	0.0%	(0.0)	0.0%	(0.0)	0.0%	(0.0)	0.0%	(0.0)	0.0%	(0.0)	0.0%	(0.0)
	EU	30.1%	(4.5)	26.6%	(3.8)	12.9%	(2.4)	13.0%	(2.1)	2.9%	(0.6)	12.8%	(2.3)
2. Grade8	France	8.9%	(4.6)	39.2%	(8.9)	2.0%	(1.6)	1.4%	(0.2)	0.0%	(0.0)	6.1%	(1.2)
	EU	34.1%	(2.6)	33.6%	(1.9)	13.3%	(1.6)	10.0%	(1.0)	1.5%	(0.4)	14.8%	(1.8)

Level	COUNTRY	TrainingHours	SE1	Equipment	SE2	Competitions	SE3	FinancialInc	SE4	ReductionHours	SE5	Other	SE6
3. Grade11gen	France	33.4%	(10.6)	34.4%	(10.8)	4.7%	(1.0)	10.9%	(7.7)	5.8%	(1.2)	14.3%	(8.7)
	EU	36.9%	(9.1)	37.7%	(3.5)	17.6%	(4.4)	14.3%	(2.8)	1.7%	(0.7)	15.3%	(5.0)
4. Grade11voc	France	13.3%	(7.7)	39.1%	(13.6)	0.0%	(0.0)	9.9%	(7.3)	0.0%	(0.0)	5.6%	(4.9)
	EU	41.6%	(8.1)	43.4%	(7.7)	17.8%	(4.2)	19.4%	(4.9)	4.3%	(1.3)	18.7%	(4.5)

Fig. A
Digitally supportive schools

Level	COUNTRY	Type1	SE1	Type2	SE2	Type3	SE3	Type4	SE4
1. Grade4	France	8	(5.77)	32	(9.99)	12	(6.96)	48	(10.62)
	EU	31	(2.70)	17	(3.17)	22	(2.53)	31	(2.98)
2. Grade8	France	16	(6.19)	40	(8.81)	24	(7.86)	19	(7.35)
	EU	25	(1.91)	25	(2.20)	16	(1.83)	34	(2.15)
3. Grade11gen	France	30	(10.04)	7	(5.08)	34	(10.95)	29	(9.81)
	EU	26	(2.28)	15	(8.69)	25	(3.74)	34	(5.30)
4. Grade11voc	France	31	(13.02)	5	(1.44)	30	(13.14)	34	(12.65)
	EU	25	(3.12)	7	(2.21)	34	(7.50)	34	(8.58)

Fig. B
Digitally supportive teachers

Level	COUNTRY	Type1	SE1	Type2	SE2	Type3	SE3	Type4	SE4
1. Grade4	France	4	(0.86)	44	(10.76)	19	(8.36)	33	(10.71)
	EU	18	(2.02)	33	(2.95)	25	(2.33)	24	(2.64)
2. Grade8	France	24	(4.75)	14	(3.27)	30	(4.70)	32	(5.67)
	EU	23	(1.43)	31	(1.27)	24	(1.52)	22	(1.17)
3. Grade11gen	France	40	(6.73)	20	(6.56)	25	(5.26)	15	(4.91)
	EU	28	(2.41)	27	(2.68)	26	(1.65)	19	(1.67)
4. Grade11voc	France	5	(3.34)	24	(9.09)	43	(8.58)	27	(8.23)
	EU	25	(1.49)	20	(2.69)	26	(2.83)	28	(1.67)

Fig. C
Digitally supportive students

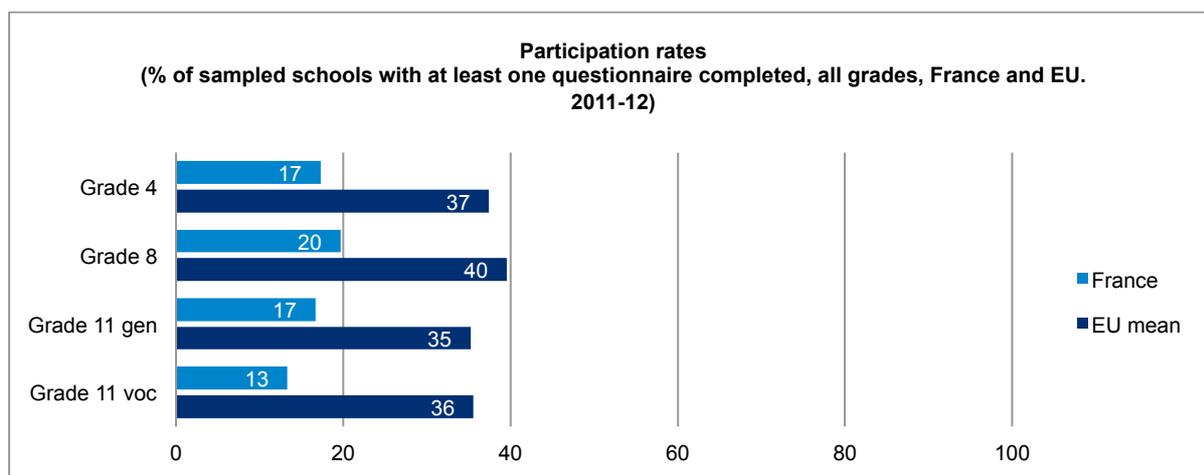
Level	COUNTRY	Type1	SE1	Type2	SE2	Type3	SE3
1. Grade8	France	25	(2.25)	58	(2.10)	17	(1.41)
	EU	31	(1.00)	50	(0.85)	19	(0.67)
2. Grade11gen	France	26	(2.44)	41	(3.02)	33	(2.63)
	EU	36	(1.18)	36	(1.00)	28	(1.47)
3. Grade11voc	France	10	(1.94)	59	(4.20)	31	(4.37)
	EU	29	(1.60)	53	(1.03)	18	(1.37)

Fig. D
Digitally equipped Schools

Level	COUNTRY	Type1	SE1	Type2	SE2	Type3	SE3
1. Grade4	France	44	(10.56)	40	(10.40)	16	(7.88)
	EU	37	(4.43)	48	(4.15)	15	(2.12)
2. Grade8	France	53	(8.85)	44	(8.79)	3	(0.49)
	EU	68	(2.87)	24	(3.31)	8	(1.16)
3. Grade11gen	France	74	(9.20)	26	(9.20)	0	(0.0)
	EU	55	(12.27)	39	(10.34)	5	(2.06)
4. Grade11voc	France	0	(0.0)	80	(10.74)	20	(10.74)
	EU	6	(1.88)	50	(13.83)	44	(12.07)

NOTES

Participation. For the Survey of Schools: ICT and Education, 300 schools in France were selected at random at each of four levels (grade 4, 8, 11 general and 11 vocational) and invited to participate in the survey. Fig. 1.1 shows the percentage of those schools in which at least one survey questionnaire was submitted, the EU average ranging from 35 to 40 percent depending on the grade. In France participation levels are well below the EU mean at all grades, but there are more than 40 schools represented at each grade (200 in total).



EU mean. In this report, 'EU mean' refers to the weighted average for the 27 countries in the survey (EU27 without Germany, Netherlands and the United Kingdom, Croatia, Norway and Turkey).

Confidence. Teachers and students were asked to rate their level of confidence in their ability to perform ICT related tasks according to a scale ranging from 'not at all' to 'a lot'. By subjecting the data to factorial analysis four scales emerged from the list of items. These included operational skills and social media skills and two additional scales related to students' ability to use the internet safely and responsibly. For a detailed definition of these skills, please refer to section 4 of the survey report.