

# Free online public service (PIX) for developing, assessing and certifying digital competences

**POLICY DEVELOPMENT****PRACTICAL MEASURE/INITIATIVE** **FRANCE**

## Timeline

**ID number 28241**

## Background

Following input from the Ministry of National Education and Youth (MENJ), the free online platform PIX was initially developed as a State start-up before being established as a public interest group. This free online platform offers assessment and online training resources that lead to the PIX certification, dedicated to the digital skills linked to the DigComp 2 European skills reference framework.

## Description

In 2017, the PIX platform was established as a free online public service used to assess, develop, and certify digital competences, intended for secondary and university students in initial education and training as well as workers.

Based on the DigComp 2, European skills reference framework, PIX offers all users the chance to determine their level of proficiency in 16 different skills/areas of competence.

These skills/areas of competence are: conducting research and information monitoring, managing data, processing data Interacting, sharing and publishing, collaborating, navigating the digital world, creating textual documents, creating multimedia documents, adapting documents for their purpose, programming, securing the digital environment, protecting personal data and privacy, safeguarding health, well-being, and the environment, troubleshooting technical problems, building a digital environment.

The PIX certification is recorded in the national register of professional qualifications (*registre national des certifications professionnelles*, RNCP).

The platform can also be used by employers or trainers to map the various levels of digital proficiency in a company or group and implement training actions accordingly. Active workers can use PIX certification to leverage their digital competences throughout life, whether gained on their own, in a professional environment or through training. At regular intervals, and particularly when planning a career development change, individuals can have their digital competences evaluated in light of the most recent technological

developments and demonstrate their new capabilities.

Moreover, the PIX platform enables an individualised approach. Learners can adapt their pathway depending on their needs, using a very detailed assessment framework.

PIX is supported by a team of 30 people with varied experience: experts in education and digital mediation, teachers, researchers, web developers, experts in design, communication, partnerships.

## **2016 Design**

## **2017 Implementation**

### **2018 Implementation**

The Ministry of National Education and the Ministry of Higher Education, Research and Innovation (Article D. 121-1 of the Education Act) have set up a reference framework for digital skills (*Cadre de référence des compétences numériques, CRCN*), which is in line with Digcomp 2. It is applicable from primary school to university and is organised into five fields (information and data; communication and collaboration; content creation; protection and security and digital environment) and 16 digital skills/ areas of competence. It is intended to serve as regular student self-assessment during and after compulsory schooling.

### **2019 Implementation**

Between September 2017 and July 2019, 300 000 individual Pix accounts were created and 50 000 certifications were issued.

### **2020 Implementation**

From the 2020/21 school year, the PIX Certification is compulsory in France for pupils in the last year of middle school and high school.

### **2021 Implementation**

Since 2017, 1 000 000 individual PIX accounts have been created and more than 80 000 certifications have been issued.

At the request of the Labour ministry, the PIX Group has developed PIX-emploi, a tool with two tests: an initial diagnosis and a more complete test to assess one's proficiency in basic digital skills. These tests are carried out by the counsellors of the public employment service.

Key public education statistics for 2021 include:

- (a) nearly 34 000 certification sessions were scheduled in May and June 2021, enabling the certification of more than 480 000 pupils (including more than 420 000 pupils in the last year of lower secondary school - 10th grade);
- (b) 9 378 public and private schools under contract were active on Pix-Orga, the pedagogical monitoring tool;
- (c) 2 620 082 pupils used Pix;
- (d) 635 000 certifications have been issued;
- (e) there were 7 million Pix users in France and abroad.

In December 2021, a multi-year partnership agreement was reached by the Ministry of National Education, Youth and Sports to deploy the PIX platform widely among French-speaking citizens, administrations and the education system of the French-speaking community of Belgium.

### **2022 Implementation**

From 2022, this policy development is part of the NIP: 'Measure Contributing to equal

opportunities in all areas', Action: 'Measures to support entry into training'.

The assessment and certification rounds based on the PIX platform run once per year. Before that, the pupils are assessed during the first quarter of the school year. During the school year teaching teams support the pupils in acquiring new skills. They can offer them additional Pix tests to support their teaching activities, to monitor progress and prepare them for the certification. The schedule for the assessment and certification in initial education and training of digital skills with PIX platform in 2021-2022 is published online. The official bulletin of 3 January 2022 defines the modalities of training, evaluation and certification of digital competences for pupils.

The PIX platform remains very successful and well visited. In 2022, more than 12 000 employees in the public and private sectors, as well as 50,000 jobseekers, took a Pix digital skills assessment test each month.

On 30 November 2022, the French National Commission for Information Technology and Civil Liberties ('*Commission nationale informatique et libertés*', CNIL) and Pix platform signed a partnership agreement to help develop the skills of citizens, both young and old, in protecting their personal data online. This has been an initiative in field 'protection and security' of the French Reference framework for digital skills.

### 2023 Implementation

Aiming at enhancing students' digital skills and helping them use digital tools in order to attain career goals, on 27 January 2023 the Minister of National Education and Youth presented its digital strategy for the period 2023-27. This strategy is based on discussions held among educational stakeholders (including the State and its operators, local authorities, publishers and EdTech businesses, as well as associations) since March 2022.

The announced measures about digital education are intended to achieve the following objectives:

- strengthen national and local cooperation among educational stakeholders through educational projects involving also digital technology, where relevant;
- implement an approach to digital education that fosters students' civic awareness and digital skills;
- offer teachers a wide range of digital tools and resources, as well as training and support, which they can access easily;
- enhance the robustness, security, accessibility, quality and eco-responsibility of the ministry's IT tools.

### 2024 Implementation

Following a preliminary framework agreement established in 2019 to combat digital illiteracy, Pix and the National Agency for the Fight Against Illiteracy (ANLCI) renewed in June 2024 their commitment through a partnership agreement. This collaboration aims to enhance the understanding and response to digital illiteracy, acknowledging that figures can vary based on the sources and definitions used. One of the key objectives of the partnership is to establish shared benchmarks to improve the detection of difficulties and needs among individuals affected by digital illiteracy. By doing so, the initiative seeks to better orient individuals and equip professionals responsible for their support. The collaboration between ANLCI and Pix is expected to enhance the identification of situations related to digital illiteracy, particularly when intertwined with challenges in reading and writing.

The Pix certification serves as a recognised credential for digital skills, validated by the state and the professional world. It is an asset for learners applying for an internship, a higher education programme or a job offer. In the education sector, the Pix certification is mandatory for learners at the end of their lower secondary education and at the end

of their upper secondary education in general, technological or vocational upper secondary school pathways. To support educators, a *Pix+ Edu* online course has been developed for teachers and educational staff. This course is accessible via the Magistère space that allows for self-enrolment in online training courses. As of now, there are 4.1 million school users of Pix, with 1.5 million lower secondary and upper secondary learners passing the Pix certification during the 2023/24 academic year. Additionally, 14 680 teachers are participating in Pix-focused professional development pathways, further enhancing the integration of digital skills within educational settings.

## Bodies responsible

- Ministry of National Education, Higher Education and Research
- Public non-profit organisation PIX
- Ministry of Higher Education, Research and Innovation
- Ministry of National Education and Youth (until 2024)
- Ministry of National Education, Youth and Sports (from 2020 till 2022)

## Target group

### Learners

Young people (15-29 years old)

Adult learners

### Entities providing VET

VET providers (all kinds)

## Thematic categories

### Modernising VET offer and delivery

Acquiring key competences

Integrating digital skills and competences in VET curricula and programmes

### Transparency and portability of VET skills and qualifications

Comprehensive national qualification frameworks

Learners' possibilities of accumulation, validation and recognition of learning outcomes acquired non-formally and informally

### Supporting lifelong learning culture and increasing participation

Providing for individuals' re- and upskilling needs

## European priorities in VET

### VET Recommendation

VET as a driver for innovation and growth preparing for digital and green transitions and occupations in high demand

VET promoting equality of opportunities

### Osnabrück Declaration

Establishing a new lifelong learning culture - relevance of continuing VET and digitalisation

## Subsystem

IVET CVET

## Further reading

[PIX platform](#)

---

[Press kit for PIX, the online public service to assess, develop and certify digital skills](#)

---

[Decree No. 2019-919 of August 30, 2019 on the development of digital skills in school education, in higher education and through continuing education, and the reference framework for digital skills \(JO of 1.9.2019\)](#)

---

[Presentation of the Digital Competency Reference Framework \(CRCN\) and PIX](#)

---

[Training, assessment and certification of digital skills in 2020/21 - official bulletin of the Ministry of education of 20 January 2022](#)

---

[Presentation of the collaboration between the Ministry of National Education, Youth and Sports and the Wallonia-Brussels Federation](#)

---

[2021-22 timeline for digital skills assessment and certification with PIX in initial education and training](#)

---

[Procedure for the delivery of digital courses and assessment and certification of digital competences in public education - official bulletin of 3 January 2022](#)

---

[Ministry of National Education and Youth - 'Building a committed education system, together!' - pages 18-19](#)

---

[Ministry of National Education and Youth - Digital strategy for the period 2023-2027](#)

---

[Acting for Digital Inclusion - PIX ANLCI Partnership](#)

---

[Assessing Digital Skills](#)

## Related policy developments

---

**2016 Approved/Agreed**

### Common base of knowledge, competences and culture

In 2016-17, a 'common base of knowledge, competences and culture', to be acquired by all learners, was defined.

 FRANCE

#### Type of development

Regulation/Legislation

#### Subsystem

**“ ... ” Cite as**

Cedefop, & ReferNet. (2025). Free online public service (PIX) for developing, assessing and certifying digital competences: France. In Cedefop, & ReferNet. (2025). *Timeline of VET policies in Europe* (2024 update) [Online tool].

<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28241>