

Digital strategy for education in the French Community

POLICY DEVELOPMENT

STRATEGY/ACTION PLAN

 BELGIUM-FR

Timeline



ID number 28037

Background

By presenting an integrated vision of the digital transition for compulsory education in the French Community (Wallonia-Brussels Federation), the Digital strategy for education (*Stratégie numérique pour l'éducation en Fédération Wallonie-Bruxelles*) underlines the need to invest in digital skills from compulsory education (starting from age 5 until age 18), to give all citizens the capacity and the means to act.

The French Community Wallonia-Brussels Federation thus joins the initiatives of the Federal Government and the regional governments, which aim to develop a long-term digital vision for society.

Objectives

To address the skills required by the digital society for today and tomorrow.

Description

Compulsory education

The digital strategy for education was adopted in 2018 and then implemented. The strategy includes the following five axes:

- (a) defining digital content and resources for learning,
- (b) providing support and training to teachers and heads of school,
- (c) defining modalities of school digital equipment,
- (d) sharing, communicating and disseminating,
- (e) developing digital governance.

Digital competence is regarded both as a learning object and a support to other disciplines. Digital education will require active practice in all disciplines and will play a key role in bringing together mathematics, science, manual, technical and technological skills, especially in the new common core compulsory curriculum of learners up to age 16.

Non-compulsory education/adult education

In 2017, as part of the implementation of e-learning in adult education, a good practice sharing platform and a learning platform were set up (crp.education). Modules of online courses were made available to all adult education institutions. In 2018, the first call for collaborations for the production of shared online course modules was organised and were then shared in 2019.

A digital strategy for adult education was formalised in 2020, in view of the collective experience of remote learning during the COVID-19 pandemic crisis. It is the result of consultation and should enable schools to adapt to the evolution of digital practices and new connected uses. It focusses on four areas:

- (a) increasing the equipment available,
- (b) increasing support for teachers and in-service training,
- (c) implementing quality standards for hybrid teaching,
- (d) creating more shareable course modules.

Pedagogical Resource Centre

The initial objective of the Pedagogical resource centre is to support the production and use of techno-pedagogical resources for teachers of adult education and the E-Learning department. The centre is involved in a process of sharing content and inspiring practices. In this context, its productions have been made available to the entire teaching community of all types and at all levels since the health crisis of March 2020.

It accompanies the deployment of the digital strategy supported by the European recovery plan and coordinates the communities of techno-pedagogues in social promotion education and in full-service higher education.

Its objectives include:

- (a) to develop, coordinate and improve the organisation of e-learning teaching units by providing teachers technical and techno-pedagogical resources;
- (b) to design a platform for sharing good pedagogical practices initiated by the teachers and endorsed by the inspection service.

2018 Approved/Agreed

2019 Implementation

In 2019, a digital educational resource platform was set up (e-classe), to which all teachers have access free of charge.

Collaboration between the Pedagogical Resource Centre and the inter-network continuing vocational training institute (*Institut interréseaux de la Formation professionnelle continue*) for the production of a hybrid training course for nursery schoolteachers based on the initial competency framework.

2020 Implementation

Compulsory education/Adult education

In 2020, in the course of the COVID-19 crisis, the Government boosted the implementation of the strategy by accelerating the provision of digital equipment. It adopted the '1:1 model', one device per upper-secondary learner.

HAPPI, the new platform for hybrid learning and teaching has been set up and is available to all schools.

Accelerated e-learning courses have been designed and delivered to strengthen French Community's teachers' digital skills needed for hybrid teaching.

The production of educational resources has been accelerated and shared on the 'e-

classe' tool. Examples include guidelines on communication tools with learners and a General Data Protection Regulation guide for schools, a guide to video-conferencing tools for distance learning and TV broadcasts for learners with pedagogical support sheets for teachers.

Non-compulsory education

Increased knowledge sharing:

- (a) extension of productions sharing for teachers of all types and levels in March 2020 on a free and guided access learning platform ('maclasse.crp.education');
- (b) broadcast of peer-supported experience-sharing videos: 'What's new in digital pedagogy?' and others on elements of digital use 'Pinch of salt';
- (c) webinars for teachers to support the use of digital tools.

'New Delegated Nursing Acts' modules were completed in 2020. These modules are produced by teachers from several institutions and encourage collaboration.

2021 Implementation

Compulsory education

In 2021, parents of secondary learners were offered a flat-rate compensation to buy digital equipment, and a specific solidarity mechanism was applied to ensure equal access to disadvantaged groups.

A communication campaign featuring has launched nine video clips titled Thanks to digital technology, I can (*Grâce au numérique, je peux*). It encourages teachers to build on the digital practices they acquired during the COVID-19 crisis and to pursue and develop new practices.

The deployment of coaches/advisors specialised in digital learning and supporting teachers and school leaders in the implementation of the digital transition has been accelerated. High level training sessions in digital learning and teaching were held, targeting the coaches/advisors specialised in digital learning, trainers of the continuing vocational training for teacher's institute, ministry agents in charge of digital transition.

The law reforming continuing vocational training for teachers has been introduced, addressing the need for training in using digital technology in education. The framework of the education professionals' competences are aligned to the EU DigCompEDU. A partnership between the Government and the French public interest group Pix, which promotes digital literacy, will deploy the Pix online platform for teachers' self-evaluation of their digital competences.

New publications, guidelines and updates on cyberbullying, digital environmental impact and associated topics have been added to the digital educational resource platform. Weekly TV broadcasts for primary pupils continue, with pedagogical support for teachers available on the platform. A digital format aiming at secondary learners ran from 23 March 2021 to 18 May 2021.

Created by law, the stakeholder committee in charge of school digital transition has begun its works.

Non-compulsory education

Activities launched in 2020 were continued in 2021.

The Moodle learning platform has made modules of online courses available to all 'social promotion' institutions. The new delegated nursing acts modules were completed in 2020 and shared in 2021. Childcare assistants' modules were under development and disseminated in 2022. Both projects fostering collaboration among institutions and teachers, promoting the idea of a community of practice.

The four-year recovery and resilience facility includes the Start digital project, developed in cooperation with regional actors, to support and train adults lacking digital literacy.

2022 Implementation

Compulsory education

A new version of the 'e-classe' educational resources platform was launched on the 25th January 2022.

New publications, guides and their updates, have been released on the 'e-classe' educational resources platform, covering topics such as women in the digital world, cybersecurity for schools, and a multimedia teaching pack with a directory of tools and activities. TV programmes for primary school pupils continue to be broadcast weekly, with teaching support for teachers available on the e-classroom platform.

The core curriculum (*Tronc commun*) has been adopted and defines the compulsory learning expectations, including those related to digital skills as both a learning object and support for other disciplines.

Digital competence for teachers has become a priority in implementing of the law reforming continuing vocational training for teachers adopted in 2021, with an implementation starting from the school-year 2022-23.

Non-compulsory education/Adult education

Several new developments were implemented:

- (a) to complement the dossier on «Women in Digital» (inter-governmental and inter-sectoral plan to place the inclusion of girls and women digital technology at the centre of the political agenda, emphasising the urgent need to increase their presence in ICT-related training courses and professions), an online module has been produced on the subject and an interactive publication has been shared;
- (b) first meetings of techno-pedagogical teams in adult education;
- (c) organisation of training sessions and webinars to support schools, managers and teachers in the adoption of techno-pedagogical practices;
- (d) new Decree of the Government of the French Community was adopted on 21 December 2022 and lays down the conditions for the organisation of hybrid teaching in adult education;
- (e) within the framework of the partnership with the French public interest grouping promoting digital literacy Pix, Pix online environments have been offered to Adult Education establishments, colleges, higher arts establishments, and universities wishing to use it. A working group defined 12 diagnostic campaigns which were implemented for all Adult Education institutions.

2023 Implementation

Compulsory education

In January 2023, the first self-diagnosis pathway for teachers was launched, which deals with topics related to the manual, technical, technological and digital training reference framework.

The compulsory learning expectations related to the digital competences were added in the core curriculum (*Tronc commun*) for the third and fourth year of primary school.

Legal provisions have integrated the development of digital skills into the compulsory content of teacher's pre-service teacher training, regardless of their subject, with implementation beginning progressively from the 2023-24 academic year.

The digital educational resource platform (e-classe) now offers collaborative spaces by and for teachers for the co-creation of tools and resources [phase II], based on a multi-level feed that also encourages the setting up of sharing communities, supports

communities of practice, and the sharing of practices and information.

The Pix digital skills self-assessment system has been further expanded for teachers, introducing new thematic programmes tailored to those involved in the gradual rollout of the new curricula.

Additionally, a Pix digital skills self-assessment course for learners has been launched as a pilot project, supported by volunteering teachers.

The publication of the guide 'Choosing and adapting the school's digital ecosystem' (*Choisir et adapter l'écosystème numérique de l'école*) concludes the series of guides designed to help schools gradually build up their own high-quality, secure digital ecosystem.

The gradual development of the education system's new digital architecture continued through the launch of the 'My Schools' space for school principals and organising authorities. It enables schools, school principals and organising authorities, as well as teachers to act on behalf of their school or school principals and organising authorities.

2024 Implementation

Compulsory education

In 2024, the learning expectations relating to the digital skills in the curricula (*Tronc commun*) became compulsory for the fifth year of primary school.

Two publications about AI and XR (*L'intelligence artificielle* and *La réalité étendue en éducation*) pursue the series of guides designed to support schools in the pedagogical use of innovative technologies.

The Pix pilot project for learners was extended until August 2025 to better prepare an overall deployment. Moreover, the digital skills self-assessment course for learners was offered on a regular basis in 2024.

The Pix digital skills self-assessment and targeted thematic programmes for teachers were operational and ran as regular practice, with new pathways integrated in the offer.

The ESF+ project Pix Form@ion enables secondary school teachers to self-assess their digital skills and offers them training and resources (inter-networks and networks) in line with the level achieved in the self-assessment. Internet links to these training courses and resources can be found on the e-classe platform. Teachers' self-assessment is currently voluntary. During the Pix Form@ion courses, if more than 50% of the course is successfully completed, a badge (Pix) is awarded.

Legal provisions accompanying the 2024 budget proposal has provided the possibility for schools to benefit from a subsidy for internet connectivity by introducing their application until 31 October 2025.

The legal provisions relating to setting up external connectivity for schools are as following:

From EUR 500 up to a maximum amount of EUR 5 000 is allocated to cover the costs incurred, subject to the submission of supporting documents.

The legal provision regarding the right to 1:1 digital equipment for secondary students, for teachers' equipment (EUR 100/year) and for head of schools' laptops deployment were operational and ran as regular practice.

Non-compulsory Education

The initiatives targeting adult and higher education institutions have intensified, with regular interactions between key stakeholders responsible for implementing regulations on hybrid learning and the digital strategy supported by the European recovery plan.

The deployment of the Pix self-assessment tool in these sectors was conducted collaboratively, facilitating the co-construction of learning pathways tailored to user needs. Through co-creation workshops involving educational technology advisors and the sharing of pathways developed by institutions, nearly sixty original learning paths have been made available to both learners and teachers. Additionally, the development of the educational monitoring platforms Pix Orga (dedicated to educational assessment and monitoring) and the Pix Certif (dedicated to the organisation of Pix Certification session) is underway, enabling the organisation and certification of completed learning paths within institutions. This initiative has tripled the number of Pix users in three semesters, from 5 900 in early 2023 to 16 200 by the 2024 academic year.

Another notable project is the online training related to delegated nursing procedures, which allows learners to acquire the necessary theoretical knowledge autonomously. This training meets the demands expressed by socio-professional partners. It is freely accessible via an online platform (modigia.cfwb.be), with a blockchain-secured certificate awarded upon completion. Participants can then continue their practical training in partner institutions.

Lastly, the publication of the State of Play of Adult Education (APE, 2023) has launched the project for the Strengthening and Optimisation of Adult Education. Digital education is a central pillar of this initiative, which aims to establish agile governance, centralise and secure digital resources, encourage the creation of shareable educational content, enhance the digital skills of staff, and equip institutions to support the digital transition. These efforts, particularly those related to digital education, are a priority in the 2024-29 Community Policy Declaration.

Two major objectives were at the heart of the work being carried out to implement a globalised architecture for the platforms e-classe and Happi coordinated by the General Department for Digital Education (*Service général du Numérique éducatif*, SGNE):

- (a) to propose a structure consisting of compatible, interoperable and secure platforms, enabling smooth navigation, better user guidance and standardisation of technical solutions. The adoption and widespread use of the standards in force at the French Community aimed at ensuring the smooth operation of the platforms, efficient maintenance management and the anticipation of obsolescence risks due to technological developments;
- (b) promoting the sharing and pooling of content – while respecting educational freedom – among all audiences in education with a view to effective public policy that is mindful of the resources allocated for the benefit of the greatest number.

Since 2024, the missions of the Pedagogical resource centre have been integrated into a new service: the Directorate of digital education for lifelong learning (*Direction du Numérique éducatif tout au long de la vie* – DNEV). These missions form part of a globalised architecture project that unites the educational platforms of the French Community. This integrated approach also tackles the challenge of pooling the content of these platforms to support effective public policy. It is also part of the approach undertaken by Chantier 7 of the reform 'Skills for Life: 2035 Contract for Adult Education'.

2025 Implementation

Compulsory education

Curricula

The learning expectations relating to the digital skills in the common curricula (*Tronc commun*) became compulsory for the sixth year of primary school in August 2025.

Digital competences

The digital skills self-assessment course for learners was offered on a regular basis for all voluntary schools.

The Pix digital skills self-assessment and targeted thematic training programmes for teachers were operational and ran as regular practice, with new pathways integrated in the offer.

The ESF+ Pix Form@ion [8] project was operational and ran as regular practice, with new thematic training programmes and links towards resources and training integrated in the offer.

Publications

The publications series of General Service for Digital Education (*Service général du Numérique éducatif's*) has been supplemented by the publications on 'Social media', 'Digital wellbeing', 'Cyberbullying' and 'Respecting copyright in teaching practices'.

Specific publications on AI have also been delivered:

- (a) the publication (*Comprendre et appliquer l'AI Act* (understanding and applying the AI Act), which offers a clear and simplified summary of the European regulation;
- (b) '*Intelligence artificielle et enseignement: principes d'application*' (Artificial Intelligence and Education: Application Principles): a document co-created with education networks that represents a common foundation for guiding the use of these technological tools in an educational context.

Digital equipment

Articles 77 to 85 of the Programme Decree of 16 July 2025 states, concerning digital equipment that, on the 10th of December 2025, beneficiaries referred to in Article 77 will benefit, according to the following distribution key:

- (a) a fixed sum of EUR 2 000 per establishment;
- (b) a variable portion calculated on the basis of the primary school population determined on 15 January 2025.

This subsidy or grant is intended exclusively to enable beneficiaries to cover the costs of purchasing specific types of digital equipment.

The digital equipment that may be included in the eligible expenses is as follows:

- (a) Convertible computers for learners;
- (b) Tablets for pupils;
- (c) Robots for programming learning;
- (d) Projectors/beamers;
- (e) Loudspeakers/speaker systems (multimedia kits);
- (f) Interactive whiteboards (IWB) or interactive televisions (ITV);
- (g) Computers for classroom use.

The component regarding access to 1:1 digital equipment for secondary students and for head of schools' laptops deployment were operational and ran as regular practice.

AI in education

Article 86 of the Programme Decree of 16 July 2025 states that an exceptional subsidy or grant of EUR 200 000 is to be distributed among a limited number of schools participating in a pilot period for the use of artificial intelligence tools between January and the end of September 2026.

The French Community is participating in the multi-country project 'Futureproof Education: Supporting schools in the AI evolution' via the TSI instrument. This two-year project started in 2025 and aims to achieve the following: an analysis of the current state of AI and gaps (AS IS and Gap Analyses), toolkits for teachers and school leaders to guide and support the use of AI in teaching and school practices, and a ready-to-implement continuing professional development module.

Non compulsory education/Adult Education

In 2025, the SGNE continued the previously launched projects aimed at improving adult education provision, as well as the related digital tools and regulatory frameworks. An interoperable multi-entity platform has been set up, accompanied by a new production space. Access to educational content has been facilitated by the integration of adult education into e-classe and the indexing of specific resources. The Happi platform has also been extended to adult education. A single sign-on system has been introduced to simplify access to services.

A ninth call for collaboration was launched for the creation of e-learning modules. Specific specifications were drawn up and updated based on feedback from previous laureates. An inter-network working group was set up to define the themes for future calls. The selected projects for the 2024-25 call focused on digital skills. Those for the 2025-26 call concern subjects related to obtaining a higher secondary school diploma.

A new cycle of module production has been designed for distance learning (*Enseignement à distance*, EAD), in line with the core curriculum. Each subject comprises five modules covering the educational expectations of a school year. Each module lasts seven weeks, divided into seven content sections, following the school calendar. Each section offers activities corresponding to the weekly timetable, as well as a final task to be completed independently. This model implies a change in the role of tutors, who now have to provide more comprehensive educational support, including remediation, consolidation and in-depth study. This change has led to an adaptation of the recruitment process for temporary teachers responsible for content creation.

Other actions were carried out in 2025:

- (a) 119 visits and 11 bilateral meetings were organised to support schools in the implementation of their digital strategy. These actions were supplemented by qualitative reports sent to the administration;
- (b) four inter-network meetings brought together techno-pedagogical advisers funded by European funds. These meetings provided an opportunity to discuss DNSH (do no significant harm) clauses and jointly develop a guide on the use of generative AI;
- (c) the roll-out of the PIX tool continued, with 6 013 training paths completed on one of the EA's 104 Pix Orga devices, and PIX certification scheduled to be implemented in 13 adult education institutions.

Bodies responsible

- Government of the French Community

Target group

Learners

Learners in upper secondary, including apprentices
Young people (15-29 years old)
Adult learners

Education professionals

Teachers
Trainers
School leaders

Thematic categories

Governance of VET and lifelong learning

Coordinating VET and other policies

Modernising VET infrastructure

Modernising infrastructure for vocational training

Modernising VET offer and delivery

Diversifying modes of learning: face-to-face, digital and/or blended learning; adaptable/flexible training formats

Developing and updating learning resources and materials

Integrating digital skills and competences in VET curricula and programmes

Teachers, trainers and school leaders competences

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers

Supporting teachers and trainers for and through digital

Supporting lifelong learning culture and increasing participation

Promotion strategies and campaigns for VET and lifelong learning

European priorities in VET

VET Recommendation

Flexibility and progression opportunities at the core of VET

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

VET as an attractive choice based on modern and digitalised provision of training and skills

Osnabrück Declaration

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

Subsystem

IVET

Further reading

[Digital strategy for education in the French Community](#)

[Online platform PIX](#)

[Understanding and applying the AI Act: Clear and simplified explanation of the European AI law](#)

[Programme decree containing various provisions relating to education, school buildings and intra-Belgian relations of 16 July 2025](#)

[Understanding and applying the AI Act](#)

Related policy developments

2025 Implementation

Pact for Excellence in Education

The Pact for excellence in education was launched in January 2015, with a view to gradual implementation from 2017 to 2030. This was confirmed and reaffirmed in the Community Policy Statement covering the period 2019-24.

 BELGIUM-FR

Type of development

Strategy/Action
plan

Subsystem

IVET

“ ... ” **Cite as**

Cedefop, & ReferNet. (2026). Digital strategy for education in the French Community: Belgium-FR. In Cedefop, & ReferNet. (2026). *Timeline of VET policies in Europe* (2025 update) [Online tool].

<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28037>